

KCS  home

Fifth Grade Math



5th Grade Math Week 3

5.NBT.B.5 Fluently multiply multi-digit whole numbers (up to three-digit by four-digit factors) using appropriate strategies and algorithms.

Todd can drive 235 miles on one tank of gas. How many miles can he drive on 14 tanks?

Choose *Yes* or *No* to tell whether the expression is equivalent to 427×35 .

- a. $10,000 + 4,000 + 900 + 40 + 5$ Yes No
- b. $(427 \times 3) + (427 \times 5)$ Yes No
- c. $(427 \times 30) + (427 \times 5)$ Yes No
- d. $(400 \times 35) + (20 \times 35) + (7 \times 35)$ Yes No

What is the product of $3,614 \times 272$?

A factory receives an order to ship at least 45,000 parts.

Which shipments contain enough parts for this order? Mark all that apply.

- A** 315 boxes of 144 parts
- B** 270 boxes of 164 parts
- C** 215 boxes of 212 parts
- D** 190 boxes of 240 parts

An office supply company ships 3,143 packs of paper to each of 198 schools. How many packs of paper did they ship in all?



Fifth Grade Social Studies

*There will be a short video lesson of a Knox County teacher to accompany this task available on the KCS YouTube Channel and KCS TV.

5th Grade

Topic: Chapters 17, 18, 19 Cumberland Gap and Wilderness Road, the Watauga and Cumberland Settlements 5.29, 5.30, 5.31

Goal: Create a collage to represent one of the important people involved in the settlements west of the Appalachian Mountains.

King George III passed the Proclamation of 1763 which set aside the land west of the Appalachian Mountains for the American Indians. It also prohibited colonists from settling there.

A Royal Proclamation!

After the end of the French and Indian War, many colonists were excited to settle in the new lands just won from France. However, many American Indians in the Ohio Territory objected to the presence of British soldiers and settlers and continued to rebel. Great Britain did not want to deal with ongoing fighting between colonial settlers and American Indians. After all, the war had just ended!



To avoid future conflicts, King George III passed a law called the **Proclamation of 1763**. The proclamation set aside the land west of the Appalachian Mountains for the American Indians, and it prohibited colonists from settling there.

Colonists were furious! They did not like being told where they could and could not settle. The colonists who had already settled west of the Appalachian Mountains were not happy at being told to return east, and many refused.

I do not like this new law. I want to move across the mountains and establish a home for my family.

Even though the Proclamation of 1763 forbade Americans from settling past the Appalachian Mountains, people ignored it and headed West!

I am not happy. Too many settlers are encroaching on our lands.



However, in 1775, Daniel Boone and his party carved the Wilderness Road which became the lifeline to the West.

The Big Deal

The Cumberland Gap and the Wilderness Road changed everything. The ability to break through the Appalachian Mountains was a major factor in America's westward development.

Word quickly spread that there was a shortcut to the lands and riches in the West. More people could come to Tennessee (and beyond) faster and safer. This great migration of people included not just rugged frontiersmen, but regular families that wanted to improve their way of life.

Thousands and thousands of settlers (at least 300,000) trekked through the Cumberland Gap or wound their way across the Wilderness Road. These passages to the West linked eastern America with the new western territories. It changed the growth pattern of the United States and created extensive trading routes—back and forth—for the good of everyone.

Westward Expansion went from being an idea to an adventurous and active fact of everyday life.

These passageways provided the path to freedom, opportunity, and commerce for the growing nation and the people eager to take advantage of all the land had to offer.

Despite the Proclamation of 1763, many settlements began to develop – including the Watauga Settlement and the Cumberland Settlements. Many people became important parts of the development of the area west of the Appalachian Mountains.

- Some of the first settlers in the Watauga Valley were Captain John Bean and James Robertson
- 1769 – John Bean started first settlement
- Developed their own government – formed the Watauga Association and formed laws under the Watauga Compact
- Within a few years, conflict grew with the Cherokee leaders - specifically Dragging Canoe, a Cherokee war chief.
- In 1775, the American Revolution began and the British formed an alliance with Dragging Canoe and gave weapons to the Cherokee in the hopes of causing problems for the white settlers.
- In July 1776, the Cherokee planned an attack on the settlement.
- Nancy Ward knew of the plan and the settlers were warned.
- The Cherokee attacked but were unsuccessful in defeating the settlers.
- John Sevier was one of the men leading the settlers at Watauga.

The Cumberland Settlements

Once the Cumberland Gap opened and the Wilderness Road flooded with people—everyone wanted one thing: LAND!

The saga went something like this:

- ➔ 1775: The Transylvania Land Company was formed to buy as much land on and around the Cumberland River as possible. The buyers hoped to sell the land in parcels later for a much higher price.
- ➔ One of the biggest chunks of land purchased was more than 20 million acres. Today, it comprises middle Tennessee and part of Kentucky. The land company paid about \$50,000— not in dollars, but in goods. The deal was sealed at a place called Sycamore Shoals in a treaty with the Cherokee. This was known as the **Transylvania Purchase**.

After the Transylvania Purchase, plans took shape for settlements in the region near the Cumberland River. This area was rich with natural resources including animals, trees, and fertile soil.

The task of founding the Cumberland Settlements was given to **James Robertson** and **John Donelson**. Robertson was one of the leaders of the Watauga Settlement and had fought at Fort Watauga. Donelson had experience fighting the Cherokee and working as a **land surveyor**.

In 1779, James Robertson and a small group from the Watauga Settlement traveled over land to select a settlement site on the banks of the Cumberland River. The fort they built was named **Fort Nashborough**. The settlement was later named **Nashville**.

In 1780, John Donelson arrived at the settlement with 30 families. They brought supplies and tools. They traveled along a network of rivers.

Obstacles Along the Way

Donelson's group faced many obstacles: cold weather, rough waters, an outbreak of smallpox, and attacks by the Chickamauga Indians. In April 1781, the Chickamauga Indians, led by Dragging Canoe, struck again—in the **Battle of the Bluffs!**

The following were especially important:

John Sevier | Father of Tennessee

John Sevier was a soldier, frontiersman, and politician who became known as the "Father of Tennessee." Born in Virginia, Sevier moved to East Tennessee with his wife and nine children. In Tennessee's formative years, he led settlers in battles with American Indian tribes and against British troops during the American Revolution. After the state of Tennessee was formed in 1796, John Sevier was elected as the state's first governor. He also represented Tennessee in the U.S. Congress. Many places in Tennessee are named after him.



Nancy Ward | Beloved Woman of the Cherokee

She was called Nanyehi as a child. By age 17, she was fighting in battles between Cherokee and white settlers. Clans were so impressed that they named her their Beloved Woman for fighting in her husband's place after he was mortally wounded. She held a powerful position that let her pursue what she really wanted—peace. Whites had equal respect for this remarkable woman who negotiated treaties, warned whites of Indian attacks, and even saved settler Lydia Bean from being burned at the stake! Nancy Ward picked her battles carefully and influenced the actions of both the Cherokee and the whites. Smart and savvy, she believed that it was better for Cherokee and whites to peacefully co-exist and compromise rather than fight. She became known as "Nancy Ward" after she married a white man named Brian Ward. Nancy also greatly helped the economic fortunes of the Cherokee when she bought cattle and introduced dairy farming to her people!

Dragging Canoe, An American Indian Hero

Dragging Canoe was a fascinating character in Tennessee history. He was opposed to the 1775 Treaty of Sycamore Shoals. He did not understand why 20 million acres of Cherokee land should be leased to white settlers and feared that the real goal was for the settlers to eventually own all the Cherokee land.

When the Cherokee fought for their lands, Dragging Canoe was the chief warrior. This long and bloody battle lasted 18 years! The Cherokee believed they were fighting not only for their lives and land, but also for their very nation to continue to exist. Dragging Canoe is considered to be a military genius and the greatest warrior of the Cherokee.

Attakullakulla—Chief Attakullakulla was a powerful Cherokee leader in the 1700s. He was given the nickname “Little Carpenter” and often helped to make peace between the Cherokee and the British. In 1730, he was one of seven Cherokee taken to London, England, where they were warmly welcomed and met with King George II. Attakullakulla died between 1780 and 1785.



Your Task: Choose one of these important people. Create a collage which depicts their perspective of the settlements across the Appalachian Mountains.

- Think about your art lessons – what is a collage? It is literally a piece of art that you create by sticking various different materials such as photographs and pieces of paper or fabric on to a backing
- So, find a backing – cardboard scrap, cereal box, construction paper, paper
- Next, you’ll need something like pictures. You can draw something, find pictures in old magazines, etc.
- Put it all together – do you want it in the shape of something? You can do that!!
- Brainstorm some ideas of what you would include for the person you chose. (example – Nancy Ward was a powerful warrior who wanted peace. What could you use to represent her?)
- Be creative

Extension: Watch the video on the Cumberland Gap from the National Park Service.

CUMBERLAND GAP NATIONAL HISTORICAL PARK

<https://www.nps.gov/media/video/view.htm?id=CA5EB109-1DD8-B71B-0B2FDE552C45EEEE>

As you watch, imagine you are one the settlers who first crossed the Cumberland Gap into territory forbidden by the Proclamation of 1763. Write a journal entry describing the difficulties and triumphs you experienced.



Fifth Grade

ELA

There will be a short video lesson of a Knox County 5th Grade Teacher to accompany this text available on the KCS YouTube Channel and KCS TV.

Tennessee's English Language Arts (ELA) standards ask students to read, talk, and write about a variety of texts. In this activity packet, your child will have the chance to do just that as they work to solve a mystery.

First, your child will encounter a letter introducing them to the idea of becoming a "Super Sleuthhound." You can discuss the picture clues – a camera, keys, flashlight, compass. Think about how these things might be tools for a detective or sleuth.

In this week's text, your child will be looking for specific clues about:

TOPIC: Adapting

ESSENTIAL QUESTION: How do people overcome obstacles?

Remind your child that people adapt in a variety of ways. If your child read last week's text, ask them how the person in the text adapted to a difficult situation. Tell them as they read this week, they'll be looking for clues to explain how people overcome obstacles.

You may choose to take turns reading the text with your child, read the text at the same time, or have your child read independently.

At the end of the text, there is a "Be a Sleuth" section containing questions to discuss and write about the text.

- **Ask Questions** – Suppose you have the opportunity to interview someone who has a monkey helper. List three questions that you would ask the person about his or her experience. (Make sure your questions cannot be answered with a simple yes or no.)
- **Gather Evidence** – List at least four text details that explain why monkey helpers are so good at their jobs.
- **Make Your Case** – Do you think capuchin monkeys make better service animals than dogs? Why or why not? Cite three reasons to support your opinion/argument. This question is a written task. Your child should be able to write a paragraph stating their opinion, supply reasons or evidence to support their opinion, and provide a conclusion or closing statement. They can also create an illustration of their writing.

EXTENSION IDEAS:

Research: Find out more information about capuchin monkeys, service dogs, or other service animals. You may be surprised what you find out!

- Do a presentation for your family. You could even do it on Google Slides.
- Write a bulleted list, a paragraph, or even an essay.
- Create a poster. Draw the animals you researched and how they help people.

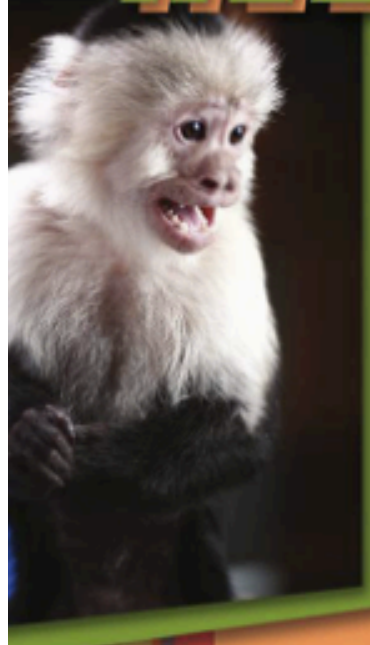
Morphology:

- Quadriplegic has the root "quad" which means four. Can you think of additional words that contain that root? Ask an adult if they can think of any. Find more "quad" words. How do the meanings of these words relate to four?

Experiment:

- Tape down your thumb and try to perform simple household tasks (zipping your jacket, buttoning your shirt, opening a package, etc.).

HELPING HANDS



Life is filled with unexpected events and challenges. Some of these seem like impossible obstacles, especially those that impair mental or physical abilities. Serious illnesses and spinal cord injuries that cause paralysis can change people's lives overnight.

In times like these, people have learned to look to animals for assistance. Service dogs are willing and capable helpers. Besides providing companionship, they help people to "see" and to walk. They can even warn people if a seizure is coming. However, their ability to help is limited because they don't have hands. Well, some animals do! Hold on to your hat, and meet the capuchin

(KAP yoo chin) monkey.



Helping Hands: Monkey Helpers for the Disabled began its work with capuchin monkeys in the 1970s. The goal was to help people who were severely physically challenged—often quadriplegic. Helping Hands placed its first monkey helper in 1979. It was a thriving non-profit organization

by 1982. Funding at first came from the Department of Veterans Affairs and other national agencies.

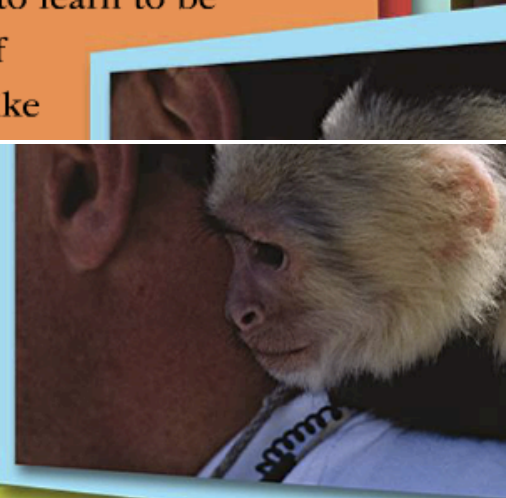
Capuchin monkeys make fantastic helpers. They are highly intelligent, friendly, and curious. Their strong hands and flexible grips mean they can pick up items and operate simple devices with ease. Also, they are small (6–10 pounds) and live long lives (30–40 years).

A typical monkey in the program spends its first few years in a foster home. There he or she will learn to wear diapers, take baths, and live in a human environment. After that, the monkey enters “Monkey College” in Boston. The monkey typically studies for several years to learn to be a good helper. Monkey “courses” consist of four levels, beginning with simple things like

fetching and moving up to more advanced tasks like turning on lights or opening a bottle. To teach the monkeys, trainers rely on praise, hugs, and food treats.

When a monkey finishes training, he or she will then be placed with a recipient and become an official helper. The program is stringent. Staff members carefully interview potential recipients to ensure good matches. The application process is intense and can take more than a year to complete.

According to many who have monkey helpers, the wait is well worth it. Not only do the animals help prepare food, retrieve objects, and scratch itches, but they also provide decades of companionship, loyalty, and love. Twenty-six years after their introduction, the first monkey helper recipient, Robert, calls his monkey helper Hellion his “reason for living.”



SLEUTH WORK

Ask Questions Suppose you have the opportunity to interview someone who has a monkey helper. List three questions that you would ask the person about his or her experience. (Make sure your questions cannot be answered with a simple *yes* or *no*.)

Gather Evidence List at least four text details that explain why monkey helpers are so good at their jobs.

Make Your Case Do you think capuchin monkeys make better service animals than dogs? Why or why not? Cite three reasons to support your argument.



Fifth Grade Science







5th Grade Science: Week 3 April 20









Design Your Own Bird



Directions: This is a follow up activity from week 2 lesson on adaptations.

- Using the charts below about bird structures, think about a bird you would like to design.
- Then look at the Environment Scenarios at the bottom of the page. Choose a scenario and design a bird that would be able to survive in that scenario. When you decide what environment, you will need to think about the each of the structures of the bird and the function of the bird's structures.
- Design your bird using objects around the house or if you can't find objects draw a picture of the bird you are designing and label to functions of each of the bird's parts (structures) and how it can survive in the environment you choose.

Shape of Bird Foot	Type of Bird Foot	Adaptation and Lifestyle
	Climbing	Feet like these help birds, like woodpeckers, climb trees. Notice the sharp nails for digging into the wood, and the back toes so that the bird doesn't topple backward.
	Swimming	Webbed feet help birds, like ducks, paddle through the water more efficiently.
	Running	For running quickly, birds like emus, often have three toes, all of which face forward.
	Perching	Feet with four toes, one of which is in the back, are useful for perching on tree branches. Birds, like blue jays, wrap their toes around the branch to help balance.
	Grasping	Predatory birds, like hawks, have clawlike feet called talons for grabbing their prey.
	Scratching	Chickens, and other birds that scratch in the dirt for insects, usually have feet with four toes, all of which have strong nails for digging into the ground.

Beak Shape	Beak Type	What does the bird eat?
	Cracker	Seed eaters like sparrows and finches have short, thick conical bills for cracking seed.
	Shredder	Birds of prey like hawks and owls have sharp, curved bills for tearing meat.
	Chisel	Woodpeckers have bills that are long and chisel-like for boring into wood to eat insects.
	Probe	Hummingbird bills are long and slender for probing flowers for nectar.
	Strainer	Some ducks have long, flat bills that strain small plants and animals from the water.
	Spear	Birds like herons and kingfishers have spear-like bills adapted for fishing.
	Tweezer	Insect eaters like warblers have thin, pointed bills.
	Swiss Army Knife	Crows have a multi-purpose bill that allows them to eat fruit, seeds, insects, fish, and other animals.

Pick an Environment Scenario and design a bird that would thrive in its habitat. Tell why.

Environment Scenarios: Create a bird that thrives and survives.

Environment 1	Environment 2	Environment 3	Environment 4	Environment 5
<ul style="list-style-type: none"> Lives in wide open spaces or mountainous regions Carnivore; hunts small or medium size mammals Perches to observe and search for prey 	<ul style="list-style-type: none"> Lives in wetland area Omnivores; eats vegetation Can traverse through land or water Can adapt to living on farms 	<ul style="list-style-type: none"> Lives in a variety of different habitats but most live in forest Insectivore, eats mainly insects Nest in treetops Can adapt to live in urban areas 	<ul style="list-style-type: none"> Lives on edge of swamps, streams or leafy bogs. Omnivore-prefers insects, also eats seeds, berries Can live in dry areas, such as farms, orchards, gardens. 	<ul style="list-style-type: none"> Lives in salt-water environments Can live in marshes, ponds or lakes. Carnivores; diet small fish, frog, snakes, insects Wading bird, silent striker

