



# Fifth Grade Math

Week of May 4, 2020  
[knoxschools.org/kcsathome](https://knoxschools.org/kcsathome)



## 5<sup>th</sup> Grade Math Week 5

**5.NBT.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations; assess the reasonableness of answers using estimation strategies. (Limit division problems so that either the dividend or the divisor is a whole number.)

Fabiola's basketball team practices 4.25 hours each week. The basketball season is 14 weeks long. How much time does Fabiola spend in practice during the season?

Ms. Chen's fifth-grade class held bake sales on Tuesday and Thursday during lunch to raise money to buy science equipment for the classroom. They raised \$20.55 more on Thursday than on Tuesday. Use the information to fill in the data that are missing from the table.

	1 <sup>st</sup> lunch	2 <sup>nd</sup> lunch	3 <sup>rd</sup> lunch	TOTAL
Tuesday	\$21.45		\$25.90	
Thursday		\$26.35		\$86.70
TOTAL	\$50.55		\$57.15	

Jaden buys 3 pounds of cheese at the deli counter for a party. If each slice is 0.05 pound, how many slices of cheese does she buy?

The distance between the goals on a soccer field is 52 meters. Each goal has a box that extends 5.49 meters into the field. What is the distance from the front of the box at one end of the field to the front of the box at the other end of the field?

Evan walks his dog 4 times around the block, for a total distance of 0.28 kilometer. What is the distance around the block?

Terry lives 0.9 kilometer from school. He walks back and forth to school each day. How many kilometers does he walk to and from school each week?



# **Fifth Grade Social Studies**

Week of May 4, 2020  
[knoxschools.org/kcsathome](https://knoxschools.org/kcsathome)



## Fifth Grade Social Studies Review

\*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.

**Topic:** Tennessee History

**Goal:** Today we will learn about Tennessee history, starting with the Battle of Kings Mountain and ending with Tennessee becoming a state.

**Standards:**

5.32 Explain the importance of Tennesseans in the Battle of Kings Mountain during the American Revolution

5.33 Identify the Lost State of Franklin as Tennessee's first attempt at statehood, and explain the reasons for its failure

5.34 Locate the Territory South of the River Ohio, identify its leaders, and explain how it was the first step to Tennessee's statehood.

5.35 Describe the steps that Tennessee took to become a state

5.36 Identify the year Tennessee became a state, its first governor, and the original capital.

**Included Text for Students to Read:**

Gallopade Workbook pages

**Task(s) for Students to Complete:**

- Students will follow along with the slides created in the video with certain times to "Stop and Jot" as we recall the learning throughout the review lesson.
- Students will answer any questions included in the Gallopade workbook pages.
- Students will complete the following Writing Extension Tasks-
  1. Write about how you would feel as an original settler in Tennessee. Do you want to become a state or would you rather not be part of the union that is being created across the Appalachian Mountains? Explain your viewpoint.
  2. Using the facts learned about William Blount, write a biography of his life while Tennessee was being formed. Do not include his childhood, but include the roles he played in government.

**Additional Links for More Information:**

<http://www.blountmansion.org/>

<http://www.tnhistoryforkids.org/>

<https://www.marblesprings.net/>

# CHAPTER 20

## THE OVERMOUNTAIN MEN

Correlates with 5.32  
Develops SSP.01, .02, .04, .05

It is 1780. The American Revolution has been dragging on for five long years.

- ➔ The southern colonies were almost all under the control of the British.
- ➔ However, in the mountain frontier, settlers had not been much affected by the war...so far. But that was about to change!



### What Happened Next...

British commander Lord Cornwallis orders an invasion of the **overmountain territories**.

Tennessee settlers feel threatened and compelled to react.

### The March

In September 1780, more than 1,000 men from Virginia and North Carolina joined the Tennesseans at Sycamore Shoals. They set out on a ten-day, 180-mile march across the mountains. Their goal was to encounter British commander Major Patrick Ferguson and his forces—not wait for him to find them!

### Vocabulary

**overmountain territories:** those territories on the western slope of the Appalachian Mountains

**Overmountain Men:** frontiersmen, pioneers, settlers, and others who made this area their new home and did not intend to lose it

### The Battle of Kings Mountain

October 7, 1780

The irate settlers and determined British forces met up at Kings Mountain, South Carolina. The British wore uniforms; they were well-equipped and trained. The **Overmountain Men** were dressed in rough pioneer clothes and carried rifles—but they were tough! A one-hour battle resulted in the death or capture of all the Loyalist troops.



Battle of Kings Mountain

British General Henry Clinton called this decisive battle “the first link in a chain of evils that...ended in the total loss of America” by the British.

This important victory—by rough and tumble frontiersmen—was a big boost to the Patriots’ morale. It also helped Americans go on to win their war for independence!

Overmountain Men from Tennessee had shown their mettle and determination in a battle that barely lasted an hour but changed the course of history forever!



# CHAPTER 21

## THE LOST STATE OF FRANKLIN

Correlates with 5.33, 5.34  
Develops SSP.01, .02, .04, .05, .06

### Seeking a New State

Following the American Revolution, when the United States became independent:

- ➔ North Carolina claimed the Tennessee region. They called it the Washington District of North Carolina.
- ➔ The Tennessee people did not want to be governed by North Carolina. The state capital was too far away. Also, the state could not truly protect this area from American Indians.



Location of the State of Franklin

- ➔ In 1784, delegates from several counties met to form a new state: Frankland. Later, the name was changed to **Franklin** in an attempt to get Benjamin Franklin’s support.
- ➔ The people elected **John Sevier** governor. They also elected a legislature, wrote a constitution, set up a court system, and formed a militia. **Establishing Franklin was Tennessee’s first attempt at statehood!**
- ➔ In 1785, the leaders of Franklin applied for statehood but did not get the votes required by Congress under the Articles of Confederation. Legally, Franklin remained part of North Carolina.
- ➔ Franklin continued to act independently, but the state eventually failed. There were major disagreements among Franklin settlers over control of the government. By this time, Tennessee citizens were eager for statehood.
- ➔ Sevier’s term as governor ended in 1788, and the legislature did not meet again. The state had fallen apart. The State of Franklin ceased to exist in June 1789. That’s why it is called the **Lost State of Franklin!**



Counties that made up Franklin

**Governor Sevier was not paid in paper money or coins. He received a salary of 1,000 deerskins!**



### Rapid Recall



Answer the questions.

1. In the late 1700s, which state claimed the Tennessee region? \_\_\_\_\_
2. What was the original name of the state of Franklin? \_\_\_\_\_
3. Who was the first governor of Franklin? \_\_\_\_\_
4. What happened when the leaders of Franklin applied for statehood? \_\_\_\_\_



### Assess Your Understanding



Fill in the blanks to complete the sentences.

#### Why did Franklin fail to become a state?

1. Franklin did not receive the number of \_\_\_\_\_ necessary to become a state under the \_\_\_\_\_.
2. An independent Franklin did not succeed because of \_\_\_\_\_ among settlers over control of the government.

## The Southwest Territory



Territory South of the River Ohio

Now what? The settlers had failed in their attempt to make Franklin a state. In 1790, North Carolina gave its western region to Congress as payment for a debt owed to the U.S. government. The area became known as the **Territory South of the River Ohio**, or the **Southwest Territory**.

How did the people in the territory feel about this decision? They were happy! They hoped that since their land was now part of a federal territory, the federal government would help protect them from hostile American Indian tribes.

## First Step Toward Statehood!

**William Blount** of North Carolina was appointed governor of the territory. The establishment of the Southwest Territory was the first step toward Tennessee's statehood!

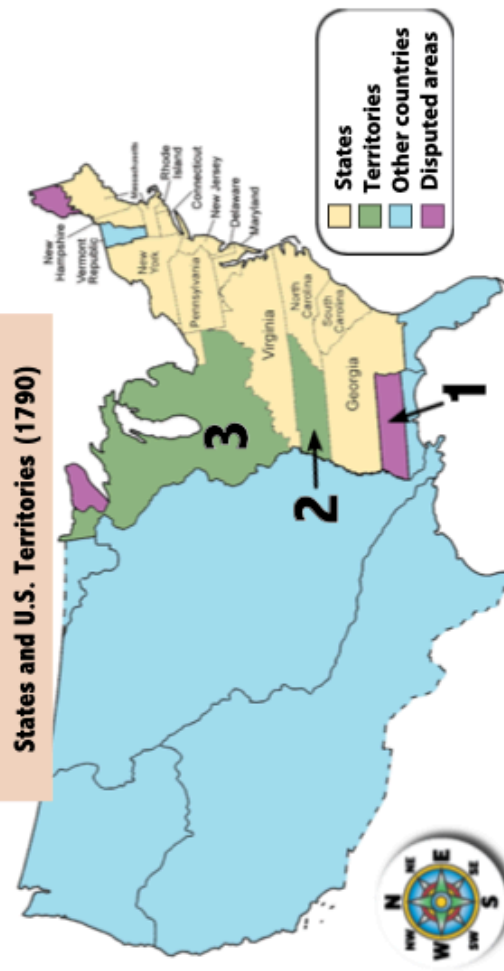


William Blount

- **1791** Blount had a census taken. It showed a population of 35,691 in the territory—not enough to apply for statehood.
- **1792** Blount moved the territorial capital to Knoxville.
- **1795** Blount called for another census. The population was now 77,262—enough to apply for statehood under federal law.

## Map Skill-Builder

Look at the map and answer the questions.



1. What number identifies the Territory South of the River Ohio? \_\_\_\_\_
2. In the late 1700s, which state claimed the Tennessee region? \_\_\_\_\_
3. What is another name for the Territory South of the River Ohio? \_\_\_\_\_
4. Is this territory east or west of North Carolina? \_\_\_\_\_

# UNIT 6

## Statehood and Early Tennessee History 1796-1849

### CHAPTER 22

#### TENNESSEE BECOMES A STATE

Correlates with 5.35, 5.36  
Develops SSP.01, .02, .05  
Complies with T.C.A. 49-6-1028

### Tennesseans Had a Plan for Statehood!

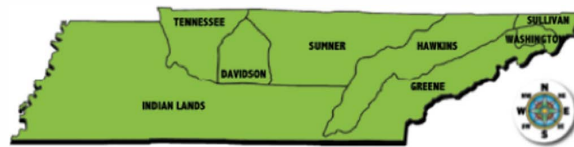
It is not difficult to imagine that the independent citizens of Tennessee became determined to form a state. They had been under the governance of North Carolina, but the capital was far away and the decisions made there did not always please the people of Tennessee. To them, it clearly was time to have their own state!

In 1790, the federal government established the Territory of the United States South of the Ohio River. William Blount was appointed governor of the territory. By 1793, the benchmarks to become a state had been met. At least 5,000 men were settled in the area, and there was a total population of more than 60,000.

Governor Blount called for a constitutional convention in Knoxville. Fifty-five delegates met to draft the new constitution. They decided to call the new state Tennessee. The document was signed on February 6, and John Sevier was elected the first governor.

In April, Blount and others went to Philadelphia to ask Congress to accept Tennessee as a state. Since they had met all the requirements, this seemed like an easy task. Instead, a month of intense debate in the U.S. House and Senate broke out. In spite of disagreements between Federalists and Anti-Federalists, the men from Tennessee were able to get Congress to compromise. They insisted that it was the will of the people to form a state.

**On June 1, 1796, Tennessee became the 16<sup>th</sup> state in the Union!**



Tennessee in 1790

#### John Sevier was elected as the state's first governor!

Governor Sevier served six two-year terms. Under his leadership, the frontier settlements thrived!

# 16!

### Steps Required for Tennessee to Achieve Statehood

A series of steps were required before Tennessee could achieve statehood:

- ➔ The population requirement was met (60,000 inhabitants required).
- ➔ The people voted overwhelmingly for statehood.
- ➔ A constitutional convention was called to create a state constitution.
- ➔ The proposed constitution was submitted to the U.S. Congress.
- ➔ Congress gave its approval.
- ➔ Tennessee became the 16<sup>th</sup> state on June 1, 1796!

### A Capital Idea

When Tennessee became a state in 1796, Knoxville was named the **original** state capital. However, the capital was relocated many times before finally settling on Nashville.

### Tennessee Capitals

**1796-1812**—Knoxville

**1807**—On September 21, Kingston became the state capital...for one day! This was done so the legislature could fulfill a promise to the Cherokee. The Cherokee had ceded land around Fort Southwest Point to the state on one condition: that Fort Southwest Point would become the state capital. And so it was—but only for one day. Before the Cherokee realized they had been tricked, the capital was moved back to Knoxville.

**1812**—Nashville

**1817**—Knoxville (again)

**1818**—Murfreesboro, geographic center of the state

**1826**—Nashville (again) becomes the permanent capital



Tennessee's Capitals



### Chronological Order

Number the events leading to statehood in the order they occurred.

- \_\_\_ Knoxville is named the first capital.
- \_\_\_ A constitutional convention is called.
- \_\_\_ Congress approves Tennessee's constitution.
- \_\_\_ The required population numbers for statehood are met.
- \_\_\_ The people vote.
- \_\_\_ Tennessee becomes a state.



# Fifth Grade

## ELA



## GRADE 5 ELA WEEK 5 – ADAPTING

A video lesson of a Knox County 5th grade teacher that accompanies this text is available on KCS YouTube Channel and KCS TV.



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

**TOPIC:** Adapting

**ESSENTIAL QUESTION:** How do animals adapt to survive?

### **BUILDING BACKGROUND KNOWLEDGE:**

- As students read this week, they will be looking for clues to explain different ways animals use their "coats" to survive in the environment. Students will also be able to explain how animals develop the ability to use camouflage.

### **READING THE TEXT:** *A "Coat" of Many Colors*

- 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. Use the questions to discuss and write about the text.

### **ASK QUESTIONS:**

- List two questions about animal camouflage that you would like to ask an animal expert.
- Make sure your questions cannot be answered with a simple yes or no.

### **GATHER EVIDENCE:**

- Find information in the text that explains three different ways animals change colors.

### **MAKE YOUR CASE:**

- Suppose you were doing a presentation to first graders about this topic.
- What conclusion about animal camouflage would you want them to reach?
- Explain your reasoning using details from the text to support your answer. Your child should be able to write a paragraph identifying a conclusion about animal camouflage, supply reasons or evidence to support their conclusion, and provide a conclusion or closing statement. They can also create an illustration of their writing.

### **EXTENSION IDEAS:**

**Research:** Research other animals that use camouflage in order to survive.

- o Create a presentation for your family. Think about a variety of ways to present your information:
  - Google slide presentation
  - Illustrated poster
  - Informative brochure
  - Write an informative essay

**Create:** Design your own animal considering the following:

- o type of camouflage for survival
- o animal's habitat and environment
- o animal's position in nature- predator or prey
- o name of the animal reflecting its characteristics

Design a poster illustrating your new animal and its habitat.

# A "COAT" OF MANY COLORS

Life can be tough for some animals. Imagine spending most of your life either looking for food or trying to avoid becoming food for predators. Yet one or both of these tasks are necessary for individuals and species to survive.




How does a lion sneak up on its prey without being seen? How can an insect protect itself from

birds looking for a tasty snack? How do little fish avoid becoming prey to bigger fish? Whether you are a predator or prey, the ability to seem to disappear into your surroundings is a huge advantage.



The word *camouflage* comes from a French word meaning "to disguise." A camouflaged animal takes on the appearance of its surroundings. For example, lions seem to disappear into the tall grass of the savanna, allowing them to sneak up on their prey without being seen. Squirrel fur is rough, uneven, and a grey-brown color. To a hawk or eagle looking for food, the squirrel looks like tree bark. Some insects have a

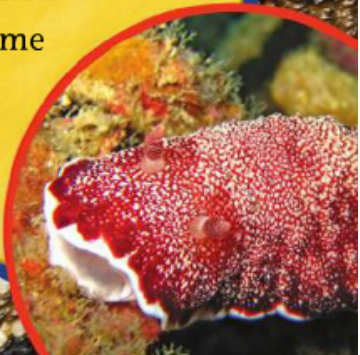





grey-brown color. To a hawk or eagle looking for food, the squirrel looks like tree bark. Some insects have a hard shell that looks like dead leaves or branches.

Reptiles, amphibians, and fish are covered in scales. They produce colored pigments called biochromes. These pigments may be in skin cells or at deeper levels of the body. As some animals move from one background to another, they can quickly change color to match, making

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them nearly invisible. Also, some sea creatures, such as certain species of nudibranch (NOO duh brangk), change color by changing their diet. Their bodies take on the color of the coral they eat, so they become almost invisible. Imagine what it would be like to possess an ability like that!



What about birds, whose coloring is in their feathers? Birds can't change color quickly, but many birds do change color with the seasons. Varying temperatures or hours of daylight cause these birds to grow a new set of feathers as the background changes. For example, a bird that is mainly brown in summer may change to white in winter.

Camouflage abilities develop gradually through the process of natural selection. For example, if an individual animal's coloring closely matches its surroundings, predators are less likely to devour it. As a result, it survives to produce offspring. These offspring inherit the same coloration, so they also live long enough to pass it on. Eventually, the entire species can develop ideal coloration for survival in its environment.

The next time you're outside, look closely at your surroundings. You never know what might be looking back at you!



## SLEUTH WORK

**Gather Evidence** Find information in the text that explains three different ways animals change colors.

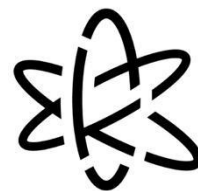
**Ask Questions** List two questions about animal camouflage that you would like to ask an animal expert.

**Make Your Case** Suppose you were doing a presentation about this topic to first graders. What conclusion about animal camouflage would you want them to reach? Explain your reasoning, using details from the text to support your answer.



# **Fifth Grade Science**

Week of May 4, 2020  
[knoxschools.org/kcsathome](https://knoxschools.org/kcsathome)



## 5th Grade Science: Week 5, May 4

### How do the Sun and Earth interact?

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**Directions:** This handout goes with a KCS Teacher Video. If you have access to the video, watch the video before doing this activity. Read below with your child.

#### Shadow Measurements

**Make a prediction:** Will the length and direction of a shadow change throughout the day? Explain.

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**Investigation:** Be careful and do **not** look directly at the Sun.

1. On a sunny morning, identify a location that will be in the Sun all day.
2. Carefully shading your eyes, note the location of the Sun in relationship to a building, tree, or other landmarks.
3. Once you have chosen your space, stand with your back to the Sun. Have a partner make a chalk mark at the tip of your toes, and another mark at the very end of your shadow.
4. **Record Data:** Measure the distance between the two chalk marks, and record it in the chart below.
5. Repeat the steps at midmorning, midday, afternoon, and evening. Try to stand in the same place every time.

Time of Day					
Length of Shadow					

#### Communicate Information:

1. How did the length of your shadow change throughout the day? How did this compare to your prediction?  

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2. Explain the pattern of change in the length of your shadow.  

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3. Describe the path of the Sun across the sky during the day.  

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