



# Fourth Grade Math

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



4<sup>th</sup> Grade Math Week 5- Fluency

**4.OA.A.1 Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.**

Write two sentences to describe this multiplication comparison.  
 $8 \times 7 = 56$

How could you prove that 42 is 6 times as many as 7, and 42 is also 7 times as many as 6?

Draw and label a bar model to show a number that is 6 times as many as 9.

Reed and Mackenzie are reading the same book. Reed read 56 pages. He read eight times as many pages as Mackenzie. How many pages did she read?

Circle each answer that can be solved using the equation  $6 \times 4 = \underline{\quad}$ .

- Randy walked 4 times as many blocks as Meredith walked. Meredith walked 6 blocks. How many blocks did Randy walk?
- Mr. Kiser donated 6 boxes of books and 4 boxes of CDs to the library. How many boxes of materials did he donate?
- Emma ate 6 pancakes for breakfast. Denver ate 4 fewer pancakes than Emma. How many did he eat?
- Lance spent \$6 at the fair. His sister Paige spent 4 times as much as he did. How much did Paige spend at the fair?



# Fourth Grade Social Studies

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**4th Grade Social Studies  
Sectionalism and Abolitionist Leaders**

**\*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.**

**4.25** - *Analyze the sectional differences between the North and Antebellum South, including: economic, political, population, social and transportation.*

**4.26** - *Identify abolitionist leaders and their approaches to ending slavery, including Frederick Douglass, Sojourner Truth, William Lloyd Garrison, and Harriet Tubman.*

**Task #1** - Read the information attached in this packet and complete the Venn Diagram and questions at the bottom of each page.

**Task #2** - Watch the following BrainPop videos on the Underground Railroad and important Abolitionist leaders. (BrainPop is now offering a free trial subscription). These videos are optional. *All necessary information can be found by reading the text in the packet.*

- a. <https://www.brainpop.com/socialstudies/ushistory/undergroundrailroad/>
- b. <https://www.brainpop.com/socialstudies/famoushistoricalfigures/frederickdouglass/>

**Task #3** - Choice Board Activities - Complete at least 1 (but up to as many as you want!) of the options in the Choice Board. You could also make it more fun by trying to get 3 in a row!

**Extend Your Learning (Optional) -**

1. BrainPop Videos, Activities & Quizzes
  - a. Frederick Douglass
  - b. Causes of the Civil War
  - c. Underground Railroad
2. Research - Find out how many slaves Harriet Tubman helped escape during her lifetime. Remember to look at several sources.
3. Henry's Freedom Box Read Aloud - <https://www.youtube.com/watch?v=L6rf9bxDK1o>
4. Complete any additional Choice Board activities

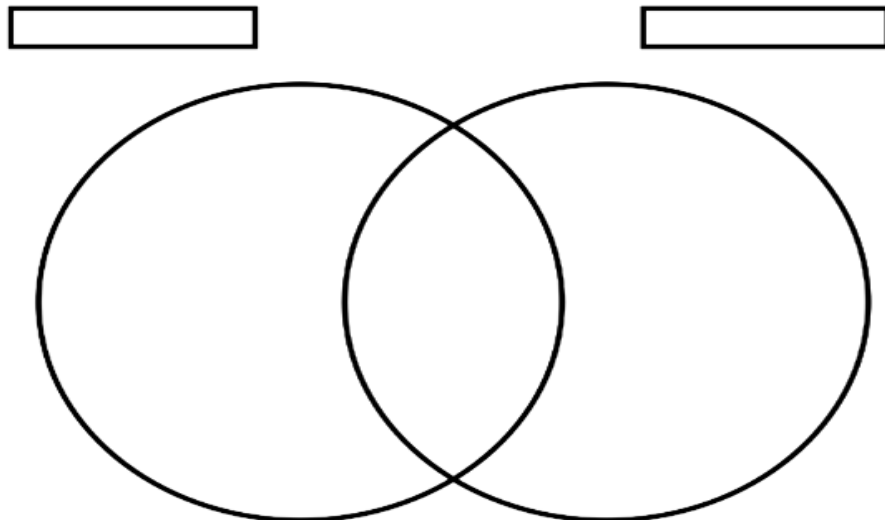
## Sectional Differences Between the North and Antebellum South

The North	The South
<p>Most people worked in industry.</p> <p>The climate and soil were not suitable for large farms or plantations. Factories developed and produced a variety of items, ranging from textiles and shoes to farm equipment and guns.</p>	<p>Most people worked in agriculture.</p> <p>The climate and fertile soil were great for growing cotton, indigo, tobacco, and other crops. Few Southerners saw a need for industrial development. Whether white or black, wealthy, poor, or enslaved, life usually centered around farming.</p>

The North	The South
<p>This region was mainly urban.</p> <p>Most people worked at jobs in cities, so they lived in or near cities.</p>	<p>This region was mainly rural.</p> <p>Most people lived in small villages, on farms, or on plantations.</p>

The North	The South
<p>Slavery was prohibited here.</p> <p>Most people worked at jobs in cities, so they lived in or near cities. Blacks who lived here were free. People were paid for the work they did.</p>	<p>Slavery was commonly accepted here.</p> <p>Slaves provided much of the labor needed by large plantations. Crops produced by slave labor were critical to the economy of the South.</p>

The North	The South
<p>Society centered around economic status.</p> <p>The North was growing and changing quickly, which created many opportunities for success. Innovation, hard work, and new ideas drew many people to become entrepreneurs. Most immigrants to the U.S. settled in the North.</p>	<p>Society centered around social status.</p> <p>People belonged to distinct social classes (aristocracy/wealthy, middle class/small farmers, indentured servants, and slaves), and everyone knew his or her place.</p>



## Abolitionist Beliefs

The **abolitionist movement** was a massive effort to end, or abolish, slavery in the United States.

**Abolitionists** believed slavery was wrong for a number of reasons.

Abolitionists believed:

- Slavery is morally wrong.
- Slavery is cruel and inhumane.
- Slavery is a violation of the principles of democracy—that all people are created equal.
- Slavery should be ended, and all slaves should be freed.



## The Underground Railroad

Many enslaved African Americans escaped to freedom through a secret network of people and places known as the **Underground Railroad**. “Conductors” moved slaves from slave states in the South to free states in the North, or even to Canada, Mexico, or the Caribbean.

Slaves hid in barns, tunnels, caves, wells, haystacks, and vegetable carts. They crossed deep rivers in the dead of night with only moonlight to guide them. They rubbed onions or bacon grease on their feet or splashed through rivers to confuse the dogs tracking them. Generous people fed them, clothed them, and passed along secret messages to keep them moving. Americans in more than 25 states took part.

**Fastest Fact**



The “Underground Railroad” was not really a railroad. It got that name because escaping African Americans communicated with railroad codes.

## Abolitionists Take a Stand

Abolitionist leaders included both men and women. Some of the most famous include:

### Frederick Douglass

**Frederick Douglass** is often called the most powerful abolitionist of the 19<sup>th</sup> century. He escaped from slavery and fled North. He also made anti-slavery speeches for more than 20 years. Frederick Douglass started and wrote a newspaper called the *North Star*. Frederick Douglass provided shelter to enslaved African Americans fleeing the South at his home in Rochester, New York. He worked for rights for African Americans and women to improve their lives. He also promoted African American involvement in the Civil War.



Frederick Douglass



William Lloyd Garrison

### William Lloyd Garrison

**William Lloyd Garrison** wrote an anti-slavery newspaper called *The Liberator*. He used his newspaper to bring attention to political events and the plight of the slaves. He received many death threats from people who favored slavery. He worked for the immediate **emancipation** of African Americans.



### Vocabulary

**emancipation:** freeing someone from the control of another

### Harriet Tubman

**Harriet Tubman** escaped from slavery when she was 28 years old. She returned to slave territory to rescue her family members. She eventually made about 19 trips to the South. Harriet Tubman led hundreds of enslaved African Americans to freedom on the Underground Railroad.



Harriet Tubman



Sojourner Truth

### Sojourner Truth

**Sojourner Truth** was born a slave in New York. She escaped slavery and became an abolitionist. She also spoke out for women's rights and equality. Sojourner Truth became a famous speaker, with a booming voice and a six-foot-tall frame that commanded attention.



### Rapid Recall



\*\*\*\*\*

Match each abolitionist leader with his or her approach to ending slavery.

- \_\_\_ 1. Frederick Douglass
- \_\_\_ 2. William Lloyd Garrison
- \_\_\_ 3. Harriet Tubman
- \_\_\_ 4. Sojourner Truth

- A. became a well-known speaker
- B. created an anti-slavery newspaper called *The Liberator*
- C. made speeches and started an anti-slavery newspaper called the *North Star*
- D. led slaves to freedom on the Underground Railroad

## CHOICE BOARD

Directions: Complete at least 1 (but up to as many as you want!) of the options in the Choice Board. You could also make it more fun by trying to get 3 in a row!

<p style="text-align: center;"><b><u>WRITE TEXT MESSAGES</u></b></p> <p>Choose two Abolitionist leaders and write a text conversation between them. What problems could they be texting about? How will they solve their problems by thinking and working together in their texts? Share your text conversation with somebody in your house.</p>	<p style="text-align: center;"><b><u>WRITE A SPEECH</u></b></p> <p>Many important Abolitionist leaders were great speakers and worked hard to spread their ideas. Choose an abolitionist leader from the reading and write a speech from their point of view. Introduce yourself and your beliefs, provide reasons why your beliefs about slavery are important, and actions your audience can take to spread the ideas of your cause.</p>	<p style="text-align: center;"><b><u>CREATE A POSTER</u></b></p> <p>Create a poster that shows life in either the North or the Antebellum South. Think about which images you would use to show what life was like and how it was different in those two places.</p>
<p style="text-align: center;"><b><u>DRAW A COMIC STRIP</u></b></p> <p>Choose an Abolitionist leader and make a comic strip about their life. Include important dates, events, dialogue, and lots of colorful drawings! Hang it up somewhere in your house!</p>	<p style="text-align: center;"><b><u>MAKE A VENN DIAGRAM</u></b></p> <p>Fill in a Venn Diagram comparing and contrasting the North to the South during this time in history. What was the same and what was different in these two places in the 1800s?</p>	<p style="text-align: center;"><b><u>CREATE AN INSTAGRAM</u></b></p> <p>On a piece of paper, draw a square. Inside the square, draw a photo from a day in the life of one of the Abolitionist leaders from your reading. Underneath the square, come up with a clever caption to describe your picture. Use facts from the text. See if you can get some likes from your family!</p>
<p style="text-align: center;"><b><u>BUILD A MODEL</u></b></p> <p>Using items from around your house (legos, building blocks, recyclable materials or anything safe you can find), build a model of what the North and the Antebellum South looked like in the early 1800s. What differences are there? Similarities? Show and describe your creation to someone in your house.</p>	<p style="text-align: center;"><b><u>CREATE A GAME</u></b></p> <p>Create a game using the life of one of the famous Abolitionist leaders, or the Underground Railroad, or both! Will it be a board game, charades, or something else you think of? Will it use dice, cards you make, a spinner? (There are some great outlines online that can help guide you). Play with your family!</p>	<p style="text-align: center;"><b><u>WRITE A JOURNAL ENTRY</u></b></p> <p>Pretend you have gone back in time to the early 1800s. You are invisible and the people cannot see you, but you can see them. Write a journal entry about what you see happening. What does the day look like for the different people you see? Are some people having fun? What are they doing? What sounds do you hear? What do you like? What do you dislike? What do you hope for? Describe it using your senses! Be creative!</p>



# Fourth Grade

## ELA



## GRADE 4 ELA WEEK 5 – PUZZLES AND MYSTERIES

A video lesson of a Knox County 4th 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:** Puzzles and Mysteries

**ESSENTIAL QUESTION:** Why are secret codes necessary?

### **BUILDING BACKGROUND KNOWLEDGE:**

- Remind your child that languages can be a valuable resource.
- Tell them as they read this week, they'll be looking for clues to explain how knowing different languages can be valuable. Students will learn that secret codes need to be precise to communicate messages and have existed since ancient times.

### **READING THE TEXT:** *Recognizing the Navajo Code Talkers*

- 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:**

- If you could talk to a Code Talker about his experiences, what would you ask?
- Make sure your questions cannot be answered with a simple yes or no.

### **GATHER EVIDENCE:**

- List at least four text details that explain how the author feels about the Code Talkers.

### **MAKE YOUR CASE:**

- Given the advancements in technology, do you think Code Talkers would be as useful in the military today? Why or Why not?
- Cite three reasons to support your opinion/argument.
- Your child should be able to write a paragraph stating their opinion, supply reasons or evidence to support their opinion.

### **EXTENSION IDEAS:**

- **Research:** Explore more information about Navajo Code Talkers.

## Recognizing the **NAVAJO CODE TALKERS**

On July 26, 2001, four Native Americans received the highest civilian award that the U.S. Congress can give—the Congressional Gold Medal. Inside the Capitol in Washington, D.C., President George W. Bush addressed the audience. He said, “Today, America honors 21 Native Americans who, in a desperate hour, gave their country a service only they could give. In war, using their native language, they relayed secret messages that turned the course of battle.”

The four men standing beside the President were John Brown, Chester Nez, Lloyd Oliver, and Allen Dale June. A fifth man, Joe Palmer, was too sick to make the trip to the Capitol. These five men were the only survivors of the group of World War II Marines who served as Navajo Code Talkers.

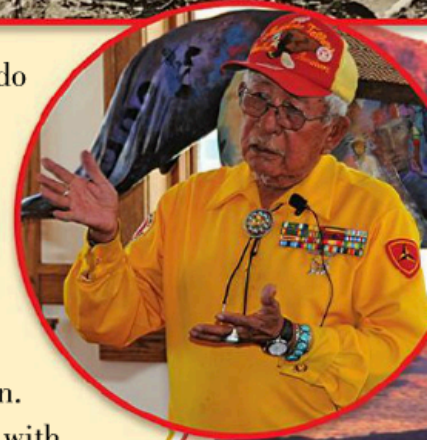
It took about 60 years for these men to be recognized for their service. Soon after, however, they received even more acclaim. A toy company redesigned some of their action figures. They had them speak Diné code, a Navajo language. Four months after the ceremony, a member of the U.S. government traveled to Window Rock, Arizona, the capital of



the Navajo nation. He presented silver medals to more than 100 Code Talkers. These men were survivors of a unit of 399 soldiers who had been trained by the original group of Code Talkers. Hollywood later released *Windtalkers*, a movie version of the story.

Code Talker Bill Toledo received a silver medal. He was recruited to the Marines from high school. He was a Code Talker for three years, from October 1942 to October 1945. Toledo served in many battles and faced incredible danger. On the island of Guam, he barely missed being hit by sniper bullets. Thanks to his quick feet, he escaped unharmed. Later, while marching through the jungle, he was mistaken for a Japanese soldier. He was taken prisoner at gunpoint. Once the mistake was realized, he was given a bodyguard so it would not happen again.

Toledo says it's important to share his experiences with younger generations. He wants them to understand freedom comes at a cost. He wants them to appreciate the sacrifices made so that Americans can enjoy their freedom.



## SLEUTH WORK

**Gather Evidence** How does the author feel about the Code Talkers? Write down evidence from the article to support this.

**Ask Questions** If you could talk to a Code Talker about his experiences, what would you ask him? Write down two factual and two opinion questions that you would ask.

**Make Your Case** Given the technology we have now, do you think a Code Talker would be as useful in the military today? Write a paragraph that supports your opinion.

## Extension Activities for “Navajo Code Talkers”

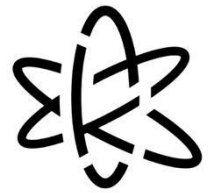
Can you work through some of these to get 3 in a row like Tic Tac Toe?

<p><b>GATHER EVIDENCE</b> <i>Supporting Opinion:</i></p> <p>Throughout the text, the author discusses the Navajo Code Talkers but never explicitly says how he feels about the Code Talkers.</p> <p>Write a paragraph inferring how the author feels about the Code Talkers and support it by using evidence from the article.</p>	<p><b>ASK QUESTIONS</b> <i>Interview:</i></p> <p>Imagine you are at the White House while the Code Talkers are being honored.</p> <p>If you could interview a Code Talker about his experiences, what would you ask?</p> <p>Challenge: Create two factual questions and create two opinion questions.</p>	<p><b>PROVE IT</b> <i>Picture it!:</i></p> <p>Reread paragraph 4 about Bill Toledo. Create an illustration of Toledo’s experience during the war. Be sure to use evidence to support your picture and captions.</p>
<p><b>MAKE YOUR CASE</b> <i>Opinion:</i></p> <p>Given the technology we have now, do you think a Code Talker would be as useful in the military today?</p> <p>Reminder: Think OREO - Opinion, Reasons, Evidence, and Opinion.</p>	<p><b>PROVE IT</b> <i>Research:</i></p> <p>Create your own super sentences using the following words: addressed, Congressional, Capitol.</p> <p>Be sure to use the same meanings as they are used in the text.</p>	<p><b>GATHER EVIDENCE</b> <i>Article:</i></p> <p>Put yourself in the shoes of a news reporter covering a major event. Using evidence from this text, create a newspaper article covering the Code Talkers receiving the Congressional Gold Medal.</p>
<p><b>GATHER EVIDENCE:</b> <i>Research:</i></p> <p>Research and collect more information about the Navajo Code Talkers using the KCS@Home Student Resource links.</p> <p>Write a paragraph to summarize what you have learned. Keep in mind the components of a well-written paragraph. -Topic sentence -Important details -Explanation and elaboration -Concluding sentence -Correct grammar and punctuation</p>	<p><b>MAKE YOUR CASE:</b> <i>Cause and Effect:</i></p> <p>Look back into the text to identify relationships between events that happened and why they happened.</p> <p>You can show your learning in many ways:</p> <ol style="list-style-type: none"> <li>1. Record your findings in complete sentences</li> <li>2. Create a cause and effect graphic organizer</li> <li>3. Record yourself explaining it aloud as a news reporter</li> </ol>	<p><b>PROVE IT:</b> <i>Social Studies Connection:</i></p> <p>There were several events discussed in the article. Create a timeline of these events in sequential order. Remember some of the events do not have exact dates listed, so you must think logically about the order of events. Find someone in your home to justify your order of events on your timeline.</p>



# Fourth Grade Science

Week of May 4, 2020  
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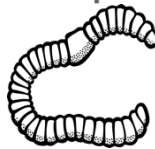




# What is needed for an ecosystem to survive?

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.

## Enduring Ecosystems Card Game

Cut out the cards below to play a card game, similar to War. Higher on the food chain wins\*. After one round, check to see if your ecosystem could survive. Do you have at least 1 sunlight, 3 producers, 2 herbivores, 1 carnivore, and 1 decomposer, but NO invasive species?

Sunlight 	Sunlight 	Producer 	Producer 	Producer 	Producer 
Producer 	Producer 	Producer 	Producer 	Herbivore 	Herbivore 
Herbivore 	Herbivore 	Herbivore 	Herbivore 	Carnivore 	Carnivore 
Carnivore 	Carnivore 	Invasive Species 	Decomposer 	Decomposer 	Decomposer 

\*Higher on Food Chain Wins: Producer beats Sunlight, Herbivore beats Producer, Carnivore beats Herbivore, Decomposer beats Carnivore and Invasive Species beats all.

**Reflect:** What happens if one of the roles is not present in an ecosystem?