Dear Parents,

I will be sending home a flexible learning packet for your child to work on as we are out of school to help contain the Corona Virus. Every day the student will pick two options to do on the activity choices. I will also be sending home a multiplication worksheet. Please label the date that they completed the assignment. They will also need to read 20 minutes daily (I have attached a reading log), do xtramath daily, do Lexia for 30 minutes daily, and play prodigy 20 minutes daily. **For science,** they will watch The Magic School Bus Rides Again Video, Season 1, Episode 1. This is over ecosystems. This video is on YouTube. They will have to complete three worksheets after watching the video. They may have to watch it two times to get all the information answered what they need. **For Missouri History**, they will need to read Week 20 and 21 of the USA Studies Weekly. They need to answer the questions on the back of the newspaper and the 10 questions on the "Think & Review." They can write their answers in their note book that will be sent home. Please label what week the answers are from.

If you have any questions, please do not hesitate to email me and I will get back to you within 24 hours, unless it is during Spring Break. My email is: rswillum@lathambraves.com

Sincerely,

Mrs. Rachel Swillum

Flexible Learning Activities: Grade 4

Directions: Select two options each day from the columns below. Have your caregiver initial the boxes you completed. Please return this sheet when you go back to school. If you cannot print the form an adult can write what you completed.

Name: _____

Reading & Writing	Mathematics	Social/Emotional	Reading & Writing
Find a cozy spot and read for at least 30 minutes. Write a summary of what you've read. (MUST DO) **Initials**_____	The phone lines went down during a thunderstorm and 1,560 miles of phone cables will have to be checked. If the workers are able to thoroughly check 10 miles of cable each day, how long will it take to check all of the phone cables? Record your solution on a piece of paper including an equation and labels. **Initials**_____	Play a board game with someone at home. **Initials**_____	Find a cozy spot and read for at least 30 minutes. Write a summary of what you've read. (MUST DO) **Initials**_____
Draw 3 illustrations that match your current book. Write captions for each illustration that would better help a reader understand what your story was *mostly about*. **Initials**_____	Play multiplication fact war with one other person. Remove the face cards from a deck of cards. Split the deck in two. Each player turns over two cards, multiplies the numbers. The person with the greatest product wins the round. Keep going until the deck runs out! **Initials**_____	Write a thank you note to someone who has been helpful to you or has been a good friend. Tell them what you're thankful for and why! **Initials** _____	Write a narrative from the point of view of your parent, grandparent, or babysitter about one thing you've been doing on spring break. **Initials**_____
After watching your favorite show, compare and contrast two characters in the show. Tell how their relationship changes over time. **Initials**_____	Create and solve two word problems involving fractions. **Initials**_____	Ask your parent or caregiver what chore you can complete for them. **Initials**_____	Read a book. Write an alternate ending to the story. **Initials**_____

Listen to your favorite song or read a story. Describe the central message or theme of this song or story. **Initials**_____	Sunnyplace School District has 27,538 students. Then 6,234 more students move in. Rounding to the nearest 100, what would the total student population be of Sunnyplace School District? Check the reasonableness of your answer. **Initials**_____	Play outside if it is safe to do so. Your caregiver can decide if it is safe. **Initials**_____	What is your favorite subject in school? Write 3 paragraphs with evidence to persuade the reader that your favorite is the best. **Initials**_____

My email is: rswillum@lathambraves.com

Mrs. Swillum

* Read 20 minutes every day.

*Do xtramath every day.

*Do Lexia 30 minutes daily.

*Play Prodigy 20 minutes daily.

Epic Books		RDP-5056
Tumble Books	moniteau	latham
Lexia Core 5	first name	last name

Other Resources:

Storylineonline.net

Coolmathgames.com

Dear Parent/Guardian,

This year your child will be using Lexia Reading Core5®, a fun computer-based program that has helped millions of students. The activities in Core5 support and build on our classroom curriculum and focus on developing reading skills in six areas: phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension.

Here's how Lexia Reading Core5 works:

- Your child begins Core5 at a starting point that fits his or her needs and works in online activities throughout the week.
- Online activities include direct instruction and feedback as your child learns new skills.
- Progress and performance in the program is reported so teachers can provide help when needed.
- Paper-and-pencil activities are also used for practice and may be done in school or brought home.
- Achievement certificates may be sent home to celebrate success and to show progress in the program.

We hope you share in our excitement about this program!

Sincerely,

Lynn Dicus Hannah Fulks

Lexia Reading Core5® can be used at home for extra practice. Getting started is easy!

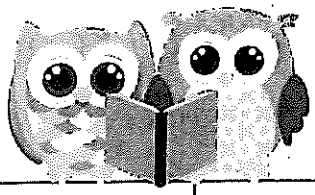
1. To use on a computer, go to *www.lexiacore5.com*.
2. To use on an iPad, iPad mini, or Android* tablet, download the free ***Lexia Reading Core5 app*** from the App store or the Google Play store. **Android support is limited to these devices: Samsung Galaxy Tab 4 and Tab S2, and Google Nexus 7" (2012 and 2013) and 10". The app will not work on other devices, including Kindle.*
3. The first time your child uses Core5, you may need to enter the teacher email shown below. Your child can then log in with the username and password used at school and listed below.

   Teacher Email (for setup): ldicus@lathambraves.com

   Username: _____

   Password: _____

4. It is important that your child works without any help while using Core5. All of the work your child does at home is recorded and reported to school. This way, teachers can see when help is needed and provide additional instruction at school.
5. If you have a question about your child's username or password, please contact your child's teacher.



Name_____

Reading Log

Date	Title of Book	Number of Minutes Read	Parent Initials

Name: _____

MATH IS FUN
by Natalia Resende
teacherspayteachers.com/Store/Natalia-Res

7	2	2	24	24	24	24	24	24	7	7	7	27	63	63	63	21	21	25	25	25	25	25	21	21	7
7	2	64	64	64	35	66	72	72	72	7	7	27	63	63	63	21	21	42	18	20	20	20	21	21	7
7	64	64	64	35	48	48	66	20	20	20	7	27	63	63	63	21	42	42	18	20	20	20	42	21	7
7	12	12	11	48	70	14	50	11	12	12	7	27	63	63	63	42	35	66	18	15	15	20	42	42	7
7	55	55	11	48	14	70	50	11	55	55	7	27	63	63	63	35	14	48	66	70	50	15	70	70	7
7	18	18	72	11	60	60	35	18	18	18	7	27	63	63	63	35	48	48	66	50	50	11	70	70	7
7	18	18	72	72	35	35	64	64	64	64	7	27	63	63	63	18	11	11	64	11	11	64	49	72	7
7	18	18	55	18	18	18	64	12	49	49	7	27	36	36	36	18	18	64	49	64	49	49	72	49	7
7	42	42	42	55	70	40	40	18	49	49	7	27	36	36	36	18	64	20	20	20	12	72	49	49	7
7	42	42	42	18	18	18	18	18	49	49	7	27	36	36	36	20	20	12	40	40	72	49	49	49	7
7	56	42	42	42	18	20	20	20	18	33	7	27	36	36	36	6	20	20	20	72	49	49	49	6	7
7	72	56	56	56	30	30	16	33	33	49	7	27	36	36	36	24	33	33	10	6	56	56	6	42	7
7	72	20	56	56	30	6	16	33	20	49	7	27	36	36	36	24	18	33	10	6	56	56	20	42	7
7	72	20	56	30	6	16	33	33	20	49	7	27	36	36	36	24	18	33	10	6	56	56	20	42	7
7	72	30	30	6	16	16	56	56	56	49	7	27	36	36	36	24	33	33	10	6	16	16	16	42	7
40	40	30	6	6	16	16	56	56	56	40	40	27	21	21	70	70	33	33	10	6	16	16	16	54	70
27	55	6	6	6	16	16	56	56	56	70	27	27	21	21	21	70	30	30	30	30	30	30	30	54	21
27	2	2	70	70	2	2	14	14	27	27	27	27	21	21	21	2	2	54	12	2	12	54	2	2	2
27	2	14	70	70	2	2	14	14	70	27	27	27	21	21	21	2	70	54	12	2	12	54	70	2	2

10x 5 = ___ - White

5x 7 = ___ - Gray

9x 7 = ___ - Orange

3x 5 = ___ - Gray

2x 5 = ___ - Blue

3x 9 = ___ - Orange

4x 6 = ___ - Yellow

10x 6 = ___ - White

7x 10 = ___ - Black

4x 5 = ___ - Yellow

7x 8 = ___ - Blue

8x 5 = ___ - Black

6x 6 = ___ - Orange

8x 9 = ___ - Yellow

7x 7 = ___ - Yellow

11x 3 = ___ - Blue

7x 3 = ___ - Orange

6x 8 = ___ - White

3x 2 = ___ - Blue

2x 7 = ___ - Black

8x 8 = ___ - Yellow

7x 1 = ___ - Orange

7x 6 = ___ - Yellow

6x 11 = ___ - Gray

6x 5 = ___ - Blue

9x 6 = ___ - Black

11x 1 = ___ - Gray

2x 1 = ___ - Orange

4x 4 = ___ - Blue

5x 11 = ___ - Black

3x 6 = ___ - Yellow

3x 4 = ___ - Black

5x 5 = ___ - Orange

Multiplication

Frizzle of the Future
(Ecosystems)

Season 1 Episode 1

Frizzle of the Future (Ecosystems)

Name: _____

1. What did Arnold take off of the teacher's desk?

   _____

2. Where did the student go on their field trip?

   _____

3. What is a species that invades a balanced ecosystem?

   _____

4. What animal over populated when the plant grew out of control?

   _____

5. How can you stop an invasive species?

   _____

* Bonus *

What are natural boundaries for wild animals?

_____

Name: _____

Magic School Bus Rides Again

Frizzle of the Future Video Guide

As you watch Ms. Frizzle and the class learn about **invasive species**, use the word bank to fill in the blanks below.

bunnies	honey bees	remove
change	interconnected	role
ecosystem	invasive species	took over
Galapagos	new	

1. An _____ is a community of plants and animals all with a role to play.
2. The _____ Islands have a special ecosystem.
3. Everything is _____ and has a _____ , which keeps things stable and balanced.
4. _____ plants or animals could disrupt the balance.
5. _____ are a plant or animal that the island isn't ready for.
6. The new species could take over and _____ everything.
7. But sometimes invasive species become part of a new balance, like _____ in North America.
8. When Arnold accidentally left Ms. Frizzle's plant in the Galapagos Islands, it became invasive and _____ .
9. _____ were brought in to control the plant, but there was nothing to control the bunnies, so they also took over.
10. The class managed to fix Arnold's mistake by going back in time to _____ the plant from the island.

Name:

S.1, Ep.1 – Ecosystems

Directions. Fill in the blanks while watching the video. Pay close attention!

1) An _____ is a community of plants and animals, all with a roll to play.

2) Where did they take a field trip to? _____

3) On the Galapagos islands they inspect everything to make sure no new plants or animals enter the island. Why? _____

_____

_____

4) A plant or animal the island is not ready for is called an

_____ _____

5) In the picture Dorothy Ann shows, there is a healthy ecosystem. Then the gypsy moths entered the ecosystem and what happened? Describe what you see in her "after" pictures. _____

_____

6) Why does Arnold call the new Ms. Frizzle an invasive species?

_____

_____

7) Are new species always a problem? _____ (answer yes or no)

8) When they travel to the future, one of the students talks about the Galapagos crisis. When they go to see what the crisis is, what do they find happened on the Galapagos island? _____

_____

9) Why are there so many bunnies on the islands now? _____

_____

_____

10) What is the best way to stop an invasive species? _____

_____

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WEEK 21
Vol. 16, Issue 3
Word Changers

The War of 1812

USA Studies Weekly

Ancient America to Reconstruction

See Primary-Source Related Media...
www.s-w.co/USAA-21

Trail of Tears

As the United States grew both in size and with people, settlers began claiming land that American Indian tribes had lived on for centuries. The white settlers felt they had the right to settle the land since it now belonged to the United States. But American Indians believed that they should be able to stay on the land since they had already been living there. Land battles broke out between the two groups and many people on both sides were killed.

When Andrew Jackson became U.S. president in 1829, he promised to solve the problem between the settlers and the American Indians. With his support, Congress passed the Indian Removal Act of 1830. This law said that the president had the power to move the American Indians away from their homes to an area west of the Mississippi River. This land was called Indian Territory.

The Chickasaw, Choctaw, Cherokee, Creek and Seminole tribes were the five major tribes affected by the Indian Removal Act. Some of these tribes agreed to sign a treaty giving them land in Indian Territory in exchange for the land they held east of the Mississippi. Other tribes, such as the Seminole, fought for their land for years before being forced to move west.

The Cherokee even took the battle to court. The Cherokee were a very advanced tribe that lived on the border between Georgia and Tennessee. They were successful farmers who raised many crops, along with large herds of cattle and horses. The Cherokee had their own alphabet, knew how to read and published their own newspaper. When the Cherokee took their case against the state of Georgia to court, they won. President Jackson chose not to enforce the ruling of the court, though. He moved the Cherokee off their land anyway.

The Trail of Tears is the name given to the terrible journey that 70,000 American Indians made when they were forced from their homeland to Indian Territory. During the journey, many Indians died. This included about 4,000 Cherokee, which was nearly one-fourth of the tribe. No one knows the total number of deaths from other tribes.

General Winfield Scott, the Army officer chosen to lead the Cherokee on the Trail of Tears, treated the tribes as kindly as possible. But the journey was rough and conditions were deadly. When the Trail of Tears ended in 1839, the spirit of many of the American Indians had been broken. Their way of life was destroyed and their hopes crushed. The United States had succeeded in taking American Indian land for its own.

Connections

Westward Ho!

By the mid-1800s, thousands of Americans had been encouraged to move westward. Western land was cheap and families needed very little money to build homes and start farms or ranches. Word spread through books, magazines and newspapers that the West was full of possibilities. After the discovery of gold in California in 1848, even more people raced west for the chance to earn their fortunes and live out their dreams. Even people from other countries wanted the opportunity for a better life in the American West.

Unfortunately, not everyone found westward expansion to be a positive experience. For many American Indians already living in the West, the expansion brought disruption, great hardship and even tragedy.

At first, the United States tried to maintain good relationships with the American Indian tribes who lived in the West. Both sides often signed treaties, or agreements. However, the settlers who were moving west often broke these agreements. Sometimes they took land from the American Indians. Many tribes lost land that had been their home for hundreds of years.

Settlers also seemed to have little respect for the American Indians' need for the buffalo. Tribes of the Great Plains depended on the buffalo for food, clothing, shelter and tools. White settlers hunted the buffalo herds and often disturbed their migration patterns. The settlers only wanted the hides for trade and didn't use any other part of the animal. It angered American Indians when they would find buffalo carcasses (dead bodies) rotting in the heat.

Some tribes tried to cooperate with the settlers. Other tribes were angered by such poor treatment and often fought back against the settlers. Workers also built railroads through American Indian territory. By the late 1800s, the United States had decided to try and remove all American Indians from their own lands in the West and place them on land in Oklahoma and South Dakota. The idea of living on government reservations made many tribes even angrier. The United States fought battles with the Sioux, the Nez Perce and the Navajo tribes. Many tribe members and U.S. soldiers were killed or injured. The tribes who were forced to live on reservations faced great problems, and many American Indians died of starvation or disease.

So the opportunities in the West held very little promise for American Indians. The anger and bad feelings between the U.S. government and American Indians continued well into the next century.

The War of 1812

"Jackson, I have my camera ready. Where and when are we headed today?"

"Alana, I thought it would be interesting to find out more about the War of 1812."

"Yeah, we could stow away aboard an American ship and watch what happens when it meets a British vessel."

"Right, Alana. Then we could listen in on a meeting of the War Hawks, head to Belgium for the signing of the Treaty of Ghent and finish up with a behind-the-scenes view of the Battle of New Orleans."

"Sounds exciting, Jackson. Let's go!" Click ...!

Westward Movement

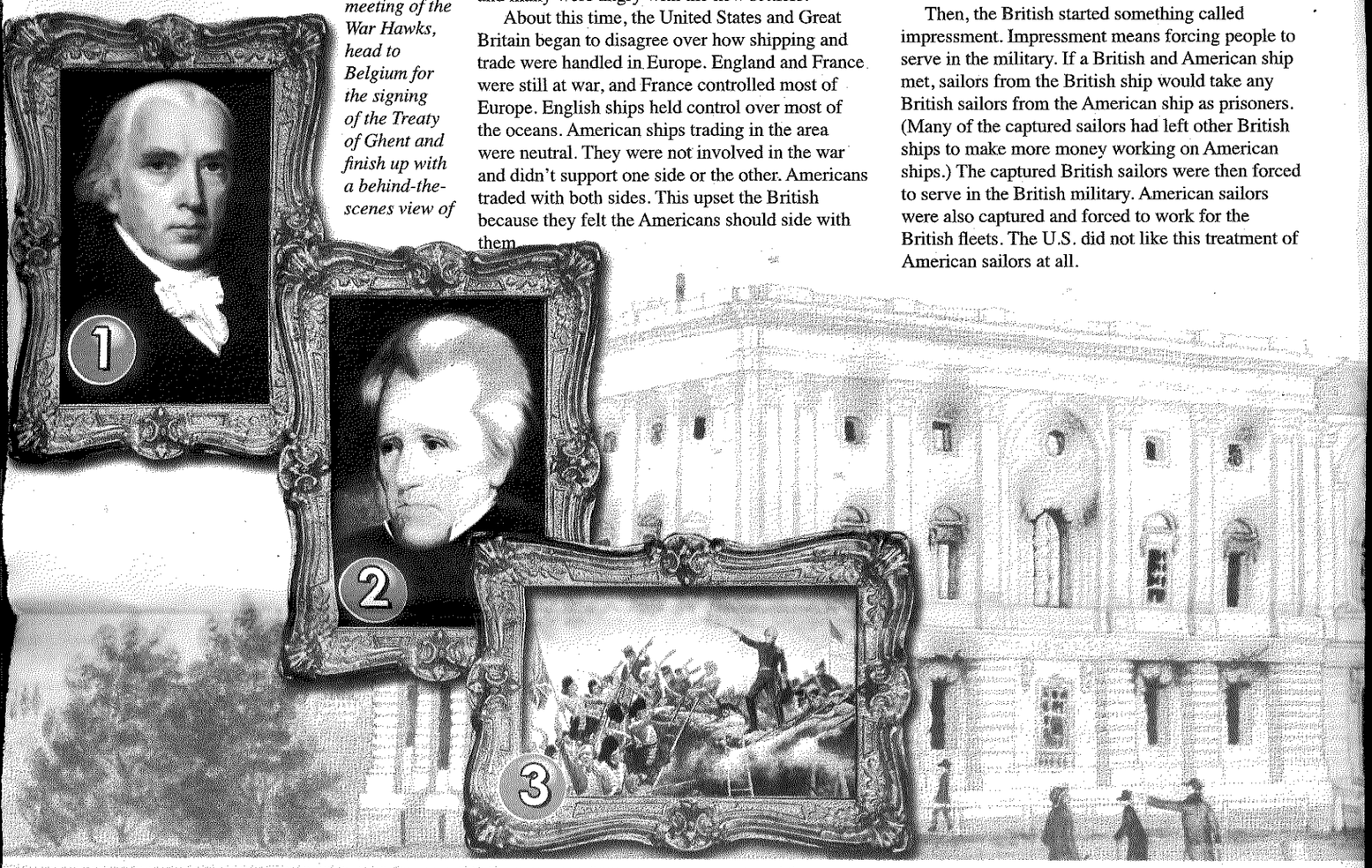
After the Louisiana Purchase, Americans from the East began flocking to the West. The American Indians living in the area were pushed off their lands and many were angry with the new settlers.

About this time, the United States and Great Britain began to disagree over how shipping and trade were handled in Europe. England and France were still at war, and France controlled most of Europe. English ships held control over most of the oceans. American ships trading in the area were neutral. They were not involved in the war and didn't support one side or the other. Americans traded with both sides. This upset the British because they felt the Americans should side with them.

Blockades and Impressment

To show its power, England set up a blockade of the European coast. A blockade is the closing of an area to stop people or goods from entering or leaving a place. Later, the French set up a blockade of the British Isles. American ships couldn't trade in either area without risking being captured by the British or the French.

Then, the British started something called impressment. Impressment means forcing people to serve in the military. If a British and American ship met, sailors from the British ship would take any British sailors from the American ship as prisoners. (Many of the captured sailors had left other British ships to make more money working on American ships.) The captured British sailors were then forced to serve in the British military. American sailors were also captured and forced to work for the British fleets. The U.S. did not like this treatment of American sailors at all.



Compassion

American Character

As a general in the U.S. Army, Winfield Scott had the responsibility to march thousands of Cherokee Indians off their homeland. The job was an unhappy one, and thousands of American Indians died along the way. General Scott did his best to show compassion for the Cherokees during their journey.

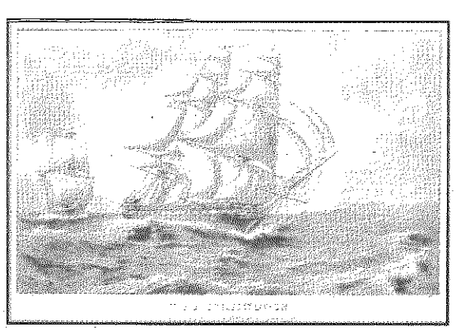
Compassion is a feeling of sadness because of the suffering of others. Also, when someone has compassion for others, they want to take that suffering away. Winfield Scott had the job of moving the Cherokee tribe off their land, but he showed compassion for the American Indians while he did it. He ordered his soldiers to let the sick and elderly ride horses and to offer as much help as possible to women, infants and the aged.

Even though General Scott chose to show compassion for them, the American Indians still suffered great losses on the Trail of Tears.

General Winfield Scott

Trades&Technology

Old Ironsides



The USS Constitution was one of the six original frigates (medium-sized sailing ships armed for war) used by the U.S. Navy. These new frigates were larger and stronger than other frigates built at the time.

During the War of 1812, the USS Constitution fought and won several battles against British ships. During one battle, cannonballs seemed to bounce off the sides of the American ship, causing one sailor to call out, "Huzzah! Her sides are made of iron!" This earned the USS Constitution the nickname, Old Ironsides.

The hull and sides of Old Ironsides aren't really made of iron. They are actually built of southern live oak, a type of wood chosen for its strength.

Because of its success in battle and its popularity with Americans, Old Ironsides was never retired from service. The ship is on display as a floating museum at the Charleston Navy Yard in Boston, Massachusetts.

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The U.S. Declares War

By 1807, President Thomas Jefferson saw that tempers were rising. In order to prevent war, he convinced Congress to pass on embargo against all foreign countries. An embargo makes it illegal to trade with certain nations. The U.S. chose not to buy goods from or sell goods to any foreign nations. This embargo was supposed to punish Great Britain for its behavior toward America. However, the British had most of the goods they needed already. The embargo hurt America much more than Great Britain.

There was another cause for disagreement between the Americans and the British. In the Northwest Territory, many American Indians were frustrated that so many settlers were taking their land. Because of this, they joined with the British to fight against Americans whenever they could.

Eventually, a group of U.S. Congressmen called War Hawks (men who wanted to go to war against Great Britain) convinced President James Madison to declare war on Great Britain. The U.S. declared war on June 18, 1812. America was hoping to gain control of the oceans, stop the British and American Indian attacks against settlers in the Northwest and drive the British out of North America.

Treaty of Ghent and the Battle of New Orleans

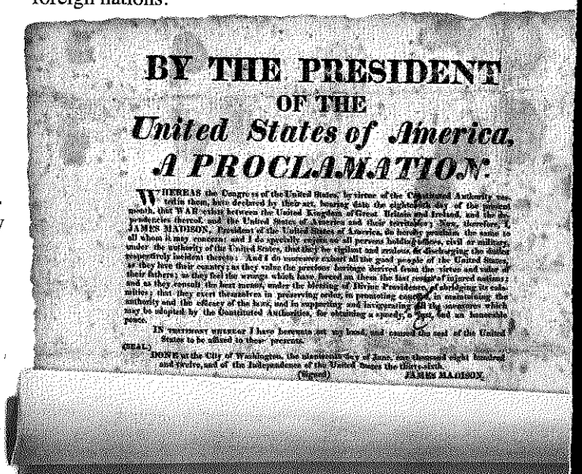
After fighting for a couple of years, both the British and the Americans realized that neither side was winning nor gaining much of anything by fighting. Finally, after American victories at both Fort McHenry and Plattsburgh, British leaders agreed to end the war. The Russians had offered to help negotiate (work out an agreement) between America and Great Britain. A peace treaty (formal agreement between two sides) between the two nations was created. In 1814, the British and the Americans met in Ghent, Belgium, to end the war. America sent John Quincy Adams and Henry Clay to the negotiations where officials signed the Treaty of Ghent on Dec. 24, 1814. The treaty said that all fighting would stop, all conquered territories would be returned to their owners and a boundary commission would be created to decide where any new boundaries would be drawn.

One more battle took place just days after the treaty had been signed because news of the treaty hadn't yet reached the soldiers. Andrew Jackson defeated the British at New Orleans on Jan. 8, 1815. Even though the war was officially over, this victory gave Americans greater confidence in the military and increased patriotism for the new country.

Results of the War

The war ended without accomplishing any of its original goals. The Treaty of Ghent didn't deal with the issue of the blockades, impressment or American Indian problems. It simply ended the war and restored peace. After the war, the British quit supporting the American Indians in their fight against the settlers. Without the support of the British, the American Indians were forced to sign treaties with the U.S. government. The U.S. moved the American Indians off their land and opened up the area for future American settlements.

The main benefit of the War of 1812 for the U.S. was the feeling of confidence it created in the American people. The ability to win another war against the British gave Americans a stronger belief in the leadership and military power of the new country. It also increased their confidence that America had the ability to succeed over other foreign nations.

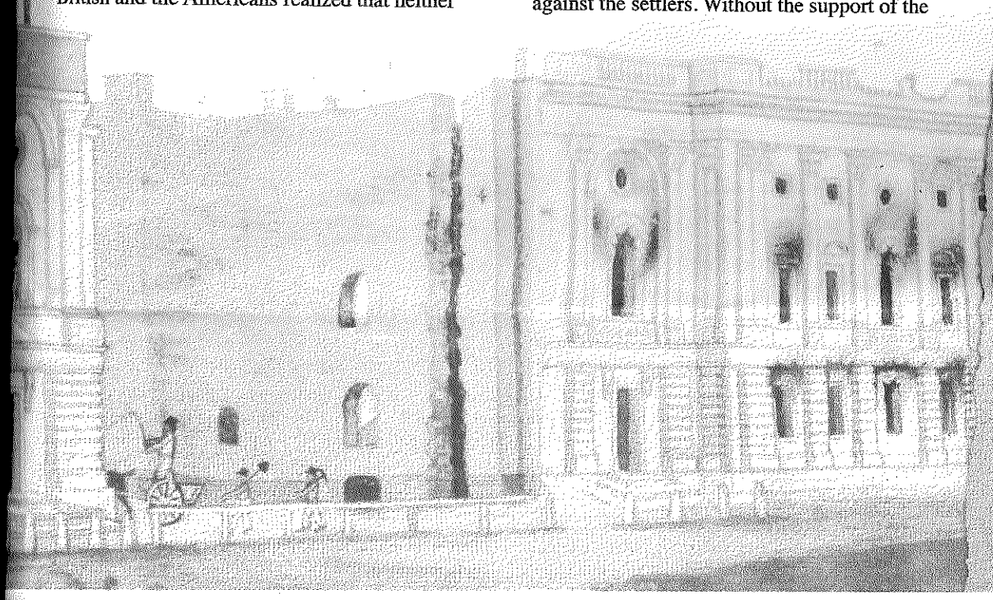

BY THE PRESIDENT
OF THE
United States of America,
A PROCLAMATION.

WHEREAS the Congress of the United States, by virtue of the Constitutional Authority vested within them, have declared by their act, bearing date the eighteenth day of the present month, that WAR exists between the United Kingdom of Great Britain and Ireland, and the dependencies thereof, and the United States of America and their territories; Now, therefore, I JAMES MADISON, President of the United States of America, do hereby proclaim the same to all whom it may concern; and I do specially enjoin on all persons holding offices, civil or military, under the authority of the United States, that they be vigilant and zealous, in discharging the duties respectively incident thereto. And I do moreover exhort all the good people of the United States, as they love their country, as they value the precious heritage derived from the virtue and valor of their fathers, as they feel the wrongs which have forced on them the last resort of injured nations; and as they ascend the best mercies, under the blessing of Divine Providence, of abridging its calamities, that they exert themselves in preserving order, in promoting concord, in maintaining the authority and the efficacy of the laws, and in supporting and invigorating all the measures which may be adopted by the Constitutional Authorities, for obtaining a speedy, a just, and an honorable peace.

IN testimony whereof I have hereunto set my hand, and caused the seal of the United States to be affixed to these presents.

(SEAL.) DONE at the City of Washington, the eighteenth day of June, one thousand eight hundred and twelve, and of the Independence of the United States the thirty-sixth.

(Signed) JAMES MADISON.



1. President James Madison
2. President Andrew Jackson
3. Andrew Jackson led U.S. troops against the British at the Battle of New Orleans.
4. The USS Constitution captured five British ships of war in the War of 1812.

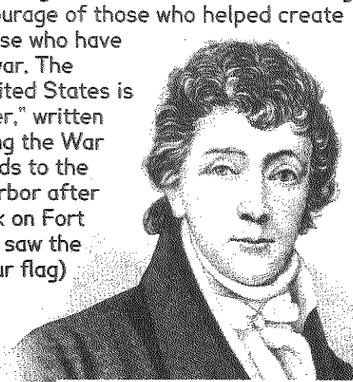
(Background) The British burned the capitol building in Washington D.C.

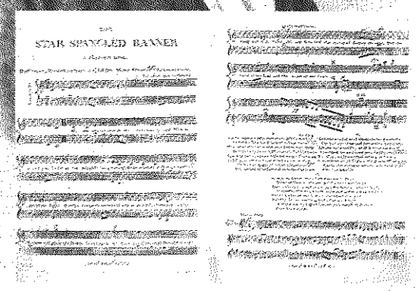
(Above) U.S. Proclamation of War against England

What is a national anthem?

This Week's Question

A national anthem is a song chosen to represent a country and its values. It often tells a story about an event in the country's history, remembers the courage of those who helped create the country or praises those who have protected the country in war. The national anthem of the United States is "The Star-Spangled Banner," written by Francis Scott Key during the War of 1812. He wrote the words to the song from a ship in the harbor after watching the British attack on Fort McHenry (1814). When he saw the "star-spangled banner" (our flag) still waving over the fort, he wrote the poem. The words were set to the tune of a popular song and "The Star-Spangled Banner" was born. It was chosen as the official national anthem of the United States in 1931, nearly 117 years after Francis first wrote it.




THE STAR SPANGLED BANNER

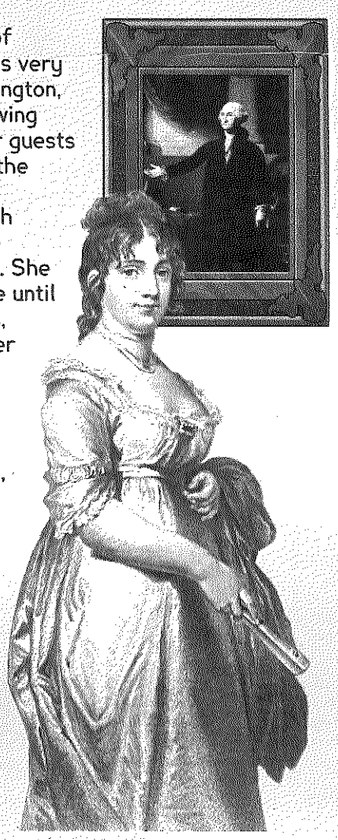
Dolley Madison

Biography

Dolley Madison was the wife of President James Madison and was very popular with the people of Washington, D.C. She was well known for throwing dinner parties and for making her guests feel comfortable and at home in the White House.

During the War of 1812, British soldiers invaded the capital while Dolley's husband was out of town. She refused to leave the White House until important government documents, valuable state treasures and other items were loaded into wagons and rescued from the building. She insisted on saving a painting of President George Washington before escaping to safety. Today, this portrait is one of the most famous paintings of our first president. Once Dolley finally left the White House, the British burned it to the ground.

Because of her actions during the War of 1812, Dolley Madison became a symbol of American courage.



Name _____

Mapping the Trail of Tears

Activity

Use the map provided to answer the following questions:

1. Which American Indian tribe traveled the farthest to get to Indian Territory? About how many miles did they travel?

_____

_____

2. Which tribes used only one route to get to Indian Territory?

_____

_____

3. How many major tribes were forced to move west because of the Indian Removal Act of 1830? Name them.

_____

_____

4. Which tribe crossed the Gulf of Mexico to get to Indian Territory?

_____

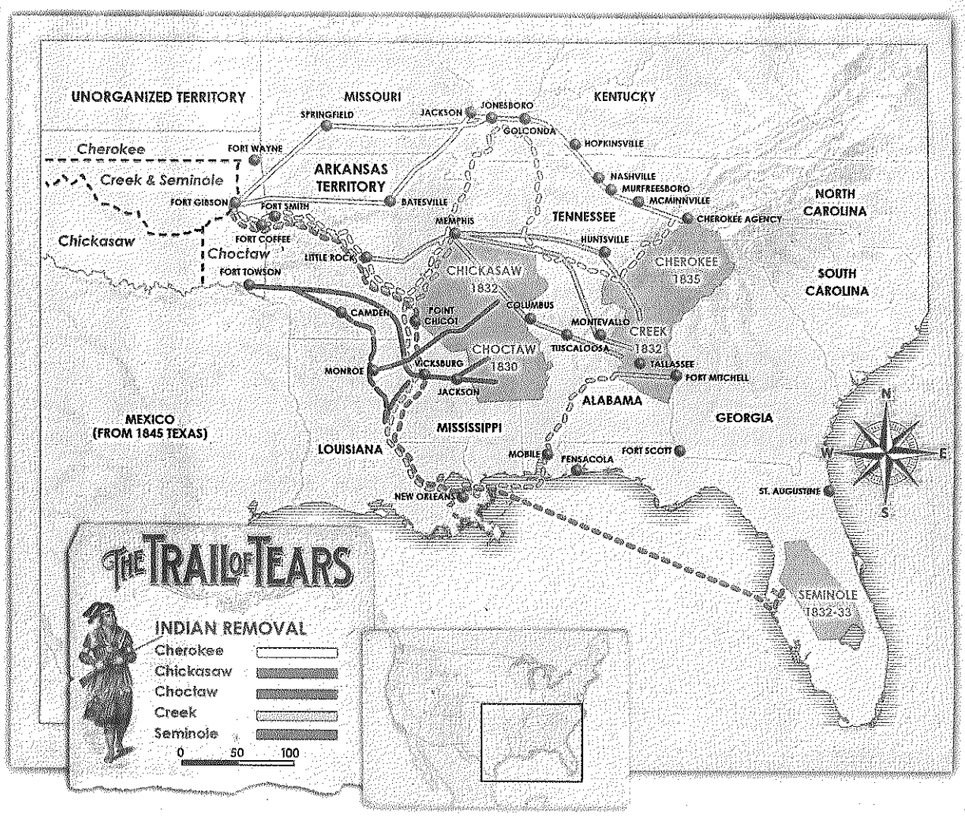
_____

5. How many different routes did the Cherokee use to get to their new home?

_____

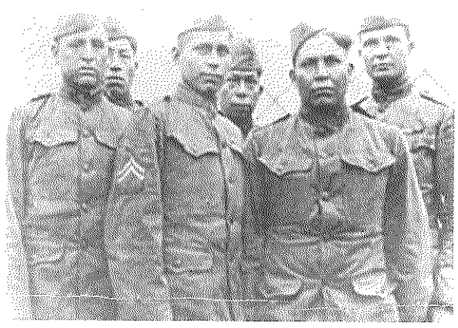
_____

The Trail of Tears



Choctaw Code Talker
Solomon Bond Lewis (1899-1972)

Spotlight



Picture this: During World War I, 1918, a Choctaw Indian named Solomon Lewis pretends to be 18 years old in order to join the U.S. Army. From Fort Sill, Oklahoma, to training in Texas, he goes right to the battlefront in France. Solomon and the other members of the all-American Indian 36th Division of the 142nd Infantry are fighting against the German enemies.

Solomon uses the radio to contact James Edwards, a fellow Choctaw. James has learned some secrets about what the German army plans to do. He uses the radio to share these secrets with Solomon, and Solomon tells his commanding officer. The U.S. Army uses the secret information to save the day!

Why is this scene unusual? Solomon and his division did not speak English during their secret communications. They did not speak in German, French, Russian or any of the other common languages either. Solomon and James spoke their native language, Choctaw. The Germans were so unfamiliar with the language that they had no idea what the "Code Talkers" said to each other. There were only 19 Choctaw Code Talkers in World War I, but their contribution of language skills in secret transmissions helped the Allies win many battles. Code Talkers saved countless lives.

President George W. Bush awarded all the code talkers from World War I and World War II the Congressional Gold Medal in 2008. The medal recipients included Choctaw, Navajo, Comanche and Lakota tribe members. Solomon and his comrades will forever be remembered as heroes.

Persuasive

Let's Write

Imagine you are a Cherokee Indian whose land is being taken away by the Indian Removal Act. Write a letter to the editor of your local newspaper explaining why you should be allowed to keep your land. Support your opinions with facts and make sure to use correct spelling, grammar and punctuation.

If you'd like to make any editorial comments about our paper, please write to us at feedback@studiesweekly.com.

Think & Review

1. What was the Indian Removal Act of 1830? Which U.S. president helped pass this law?
2. Where were American Indians sent to live when their land was taken away? Where was it located?
3. How many Cherokee Indians died on the journey to their new home?
4. What did the American Indians call the journey that led them away from their homes?
5. What was impressment? How did it help cause the War of 1812?
6. What effect did the victory at the Battle of New Orleans have on the U.S.?
7. What did Dolley Madison do when British troops invaded the White House?
8. How did the USS Constitution earn the nickname of Old Ironsides?
9. What is a national anthem? Who wrote the U.S. national anthem?
10. What was the main benefit of the War of 1812 for the U.S.?

WEEK 20

Vol. 16 Issue 3
Third Quarter

The Louisiana Purchase

USA Studies Weekly

Ancient America to Reconstruction

See Primary-Source Related Media...

www.s-w.co/USAA-20

Have I Got a Deal for You!

"Alana, what would your mother say if she sent you to the store to buy a button and you came home with a whole closet full of new clothes?"

"Well, Jackson, she would probably be mad."

"Even if you got an amazing deal?"

"I guess it would depend on how amazing the deal was. If it were REALLY amazing, maybe she wouldn't mind. She might even be happy with my shopping skills!"

"That could be, Alana. Thomas Jefferson had a similar experience with two men he sent on an errand to Paris. Let's see how it turned out …"

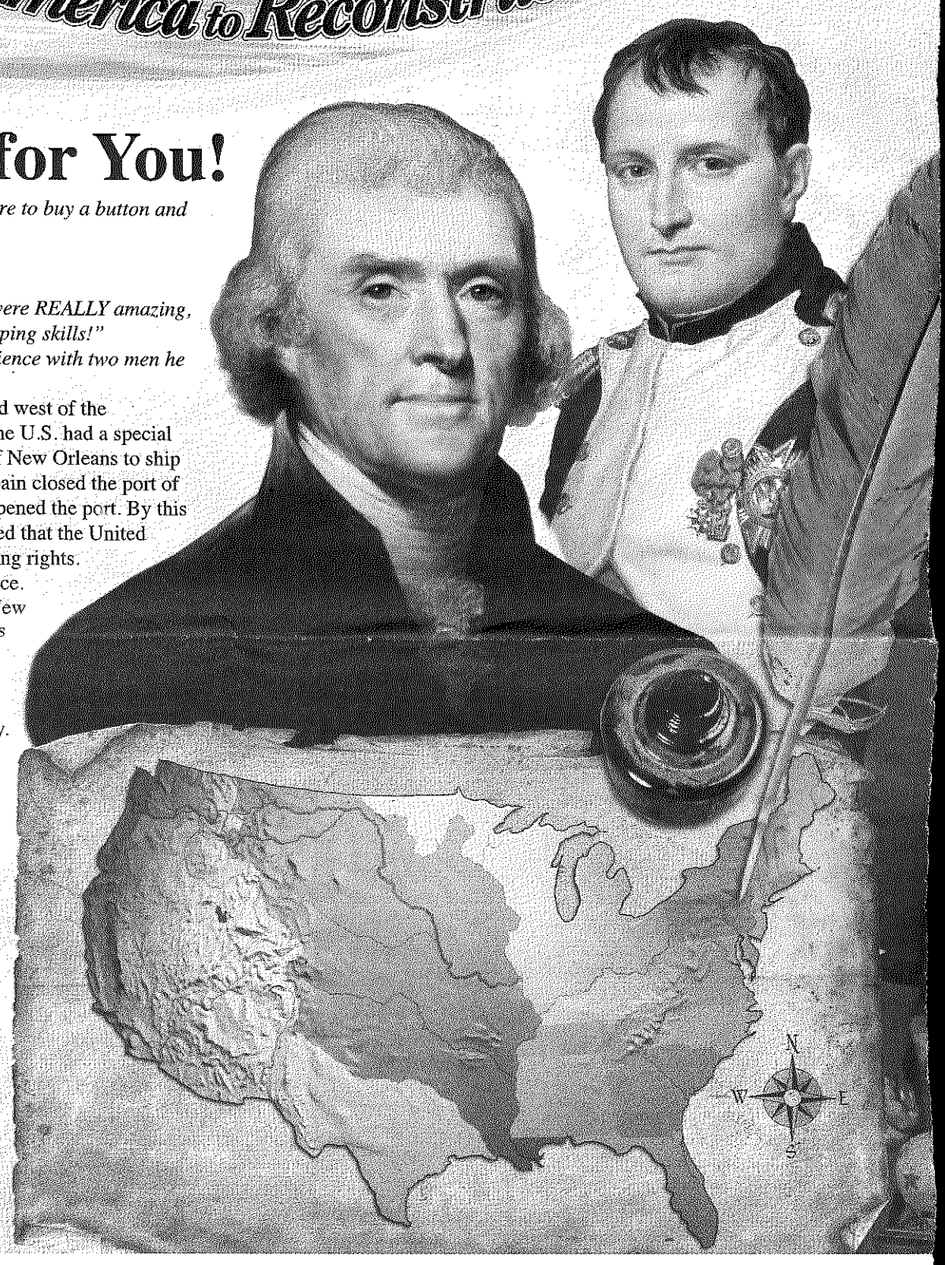
At the end of the 1700s, Spain controlled a large chunk of land west of the Mississippi River. This area included the port of New Orleans. The U.S. had a special agreement with Spain to use the Mississippi River and the port of New Orleans to ship goods to cities on the East Coast and even to Europe. In 1802, Spain closed the port of New Orleans to American traders. After a few months, Spain reopened the port. By this time, though, President Thomas Jefferson was worried. He decided that the United States needed to buy the port of New Orleans to protect its shipping rights.

In 1803, Spain gave control of the Louisiana Territory to France. President Jefferson hoped to convince France to sell the port of New Orleans to the United States, so he sent Robert Livingston to Paris to make an offer. Jefferson told Livingston to offer France $2 million for New Orleans. Later, President Jefferson sent James Monroe to France to help close the deal. Jefferson gave him permission to pay up to $10 million for New Orleans, if necessary.

Napoleon Bonaparte was the leader of France. He was fighting a war against Great Britain and needed money to pay for the war. Napoleon decided that selling the land to America would be a great way to get money. He offered to sell the entire Louisiana Territory, not just New Orleans, to the United States for approximately $15 million. This was more money than Monroe or Livingston had permission to spend, but the men knew that this was a once-in-a-lifetime opportunity and jumped at the chance!

The land deal doubled the nation's size, adding another 828,000 square miles to the United States. The Louisiana Purchase included land that later became the states of Louisiana, Arkansas, Missouri, Iowa, North Dakota, Texas, South Dakota, New Mexico, Nebraska, Kansas, Wyoming, Minnesota, Oklahoma, Colorado and Montana.

Thomas Jefferson was surprised that France was willing to sell the whole territory, but he soon gave his approval and asked Congress to do the same. On Oct. 20, 1803, the Senate authorized the treaty and the Louisiana Purchase was officially joined to the Union.



Connections

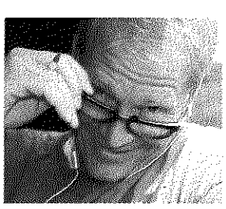
A book recommendation from the owner of Studies Weekly

Hey kids! My name's Ed Rickers, and I'm the owner of Studies Weekly. Thank you for reading our paper!

I'd like to recommend some great books I recently read with my family—the Michael Vey books by Richard Paul Evans. The publisher of these books is NOT paying me or my company to recommend these stories. I think it would be great if more kids got to know this Michael Vey character.

Often kids books seem flooded with increasingly darker themes. But the Michael Vey series is an electric story about hope, loyalty, courage and much more. The characters are strong, likeable and genuinely realistic and the villains are frightening. It's a New York Times best-selling series, so a lot of people agree with me.

Note to teachers: I have never written a book recommendation before, and have no plans to in the future, but I thought Michael Vey was exceptional and so did my wife and son. I'm recommending these books because teachers nationwide are reporting unique experiences with their students' reading interest at all-time highs.



Log-on to the online version of this Studies Weekly publication to see a video of the author telling the story of how Michael Vey was created. Or visit www.studiesweekly.com/vey.

Exploring the Louisiana Purchase

After the Louisiana Purchase was added to the United States, the nation was excited about doubling its size. No one really knew what this huge chunk of land was like. Thomas Jefferson sent Meriwether Lewis and William Clark to explore the new land so Americans could begin settling the country's newest frontier.

Jefferson Organizes the Trip

Thomas Jefferson always wondered what lay west beyond the borders of the United States. When America bought Louisiana from France, Jefferson knew that the time had come to explore this new frontier. He chose his personal secretary to lead the expedition. This was an army captain named Meriwether Lewis. Lewis chose one of his friends to go with him. He was another army captain named William Clark. The captains gathered a group of 31 men to accompany them on their journey. They were called the Corps of Discovery.

Jefferson suggested three main goals for the expedition. These goals included:

1. Find a water route to the Pacific Ocean.
2. Build relationships with the American Indians they would meet along the way.
3. Record important information about the area's soil, water, plants, animals, weather and insects.

Heading West

Lewis and Clark, along with the Corps of Discovery, set out on their journey in May of 1804. They left from St. Louis, Missouri, with three boats and headed west along the Missouri River.

When the group reached Fort Mandan, near what is now Washburn, North Dakota, they hired Toussaint Charbonneau to act as a guide and an interpreter (someone who translates from one language to another). He brought along his American Indian wife, Sacagawea. Sacagawea was born around 1788 into a Shoshone tribe near Three Forks, Montana. When she was only 10 years old, the Hidatsa tribe kidnapped her and took her to their village on the upper Missouri River. The tribe raised her and later sold her to the French trapper Charbonneau as one of his wives.

Sacagawea made the journey easier for the group by helping them make friends with American Indians they met along the way. She was also able to translate the Shoshone language into Hidatsa. Her husband, Charbonneau, would then translate Hidatsa into French. Charbonneau didn't speak English, but some of the members of the Corps of Discovery spoke French. They translated for Lewis and Clark. Can you imagine a conversation with that many translations? Without Sacagawea, communication would have been impossible in many cases.

Not long after joining the group, Sacagawea gave birth to a baby boy, Jean Baptiste Charbonneau. Sacagawea carried the baby on her back as they traveled. Clark became very attached to the young boy and the group felt that both mother and baby brought them good luck. He nicknamed the boy "Pompey," or "Pomp." It was unusual for a woman with a child to travel with a group of men. Many American Indian tribes welcomed the group because of Sacagawea and her baby.

Dangers and Hardships

During their journey west, the group faced many dangers and hardships. They were often hungry, even though the Corps of Discovery had brought along food and supplies. They planned their meals around whatever meat, fish, berries or plants they could find while traveling. When game (wild animals, birds or fish hunted for food) was scarce (in short supply) or the weather was bad, the group was very hungry.

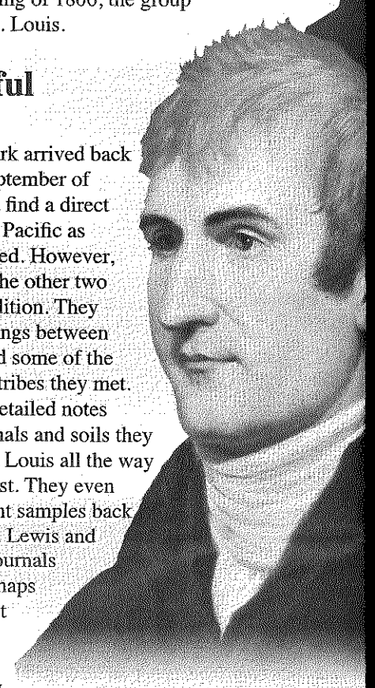
Paddling their boats along the Missouri River was dangerous work. Often, the boats would overturn, soaking both the travelers and their supplies. At times, their supplies ran low and food was difficult to find. Sickness and injuries were common. The group also faced rainstorms, blistering heat, biting mosquitoes and bitter cold. Wild animals, especially grizzly bears, were also known to bother the group.

"Ocean in View!"

Eventually, Sacagawea helped the men trade with a Shoshone tribe for horses. They used the horses to cross the Rocky Mountains. They crossed the Continental Divide at Lemhi Pass, then crossed the Bitterroot Mountains and continued on to the Columbia River. Finally, in November of 1805, the Corps of Discovery reached the Pacific Ocean. After the long, difficult journey, they looked at the waves breaking on the rocky shoreline with wonder and awe. Clark wrote in his journal, "Ocean in view! O! The joy!"

The group then spent a miserable winter at Fort Clatsop on what is now the Oregon Coast. While at Fort Clatsop, they faced a cold, drizzly rain that continued for all but 12 days of that long winter. Finally, in the spring of 1806, the group headed back to St. Louis.

A Successful Journey



Lewis and Clark arrived back in St. Louis in September of 1806. They didn't find a direct water route to the Pacific as Jefferson had hoped. However, they did achieve the other two goals of the expedition. They created good feelings between the Americans and some of the American Indian tribes they met. They also made detailed notes about plants, animals and soils they observed from St. Louis all the way to the Oregon coast. They even brought some plant samples back to show Jefferson. Lewis and Clark's detailed journals and hand-drawn maps gave Jefferson just the information he wanted. The long, hard journey was a success and opened the way for settlers to come to America's newest frontier.

Dedication *American Character*

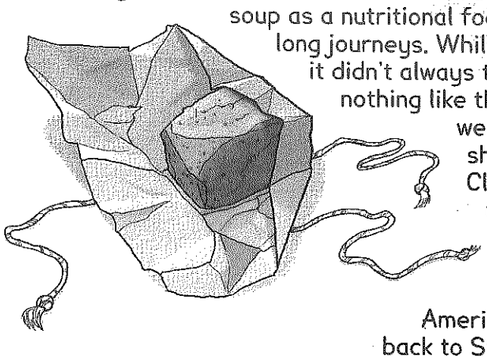
William Clark

When Thomas Jefferson hired Meriwether Lewis and William Clark to explore the Louisiana Purchase, he asked both men to keep journals of their experiences along the way. While Lewis and Clark both kept records, Lewis often let weeks go by without writing. Clark, on the other hand, rarely missed a day. He recorded the weather, described the landscape, drew pictures of plants and animals and even made detailed maps. Clark had a dedication (strong commitment) to write, no matter how busy, tired or sick he was. It guaranteed that no important information was lost or forgotten. His journal gave Thomas Jefferson the information he had hoped for and made it possible for settlers to plan their own journeys out west. Without Clark's dedication to record keeping, the expedition would not have been such a success.

Trades&Technology

Portable Soup

When Lewis and Clark headed off to explore the Louisiana Purchase, they brought along 193 pounds of portable soup. Portable (easy to carry) soup is a dried paste made from beef, cow hooves, eggs and vegetables. After cooks mixed the ingredients, they boiled it until its liquid evaporated. Then it dried into a thick paste. Travelers then wrapped the paste in paper and stored it in tin canisters. To make the soup, they added the paste to boiling water. Sailors and other travelers used portable soup as a nutritional food to carry with them on long journeys. While the soup was healthy, it didn't always taste good. It was nothing like the chicken noodle soup we know so well! Records show that the Lewis and Clark expedition only used the soup when they were near starvation. They had enough left over to share with a sick American Indian on their way back to St. Louis.



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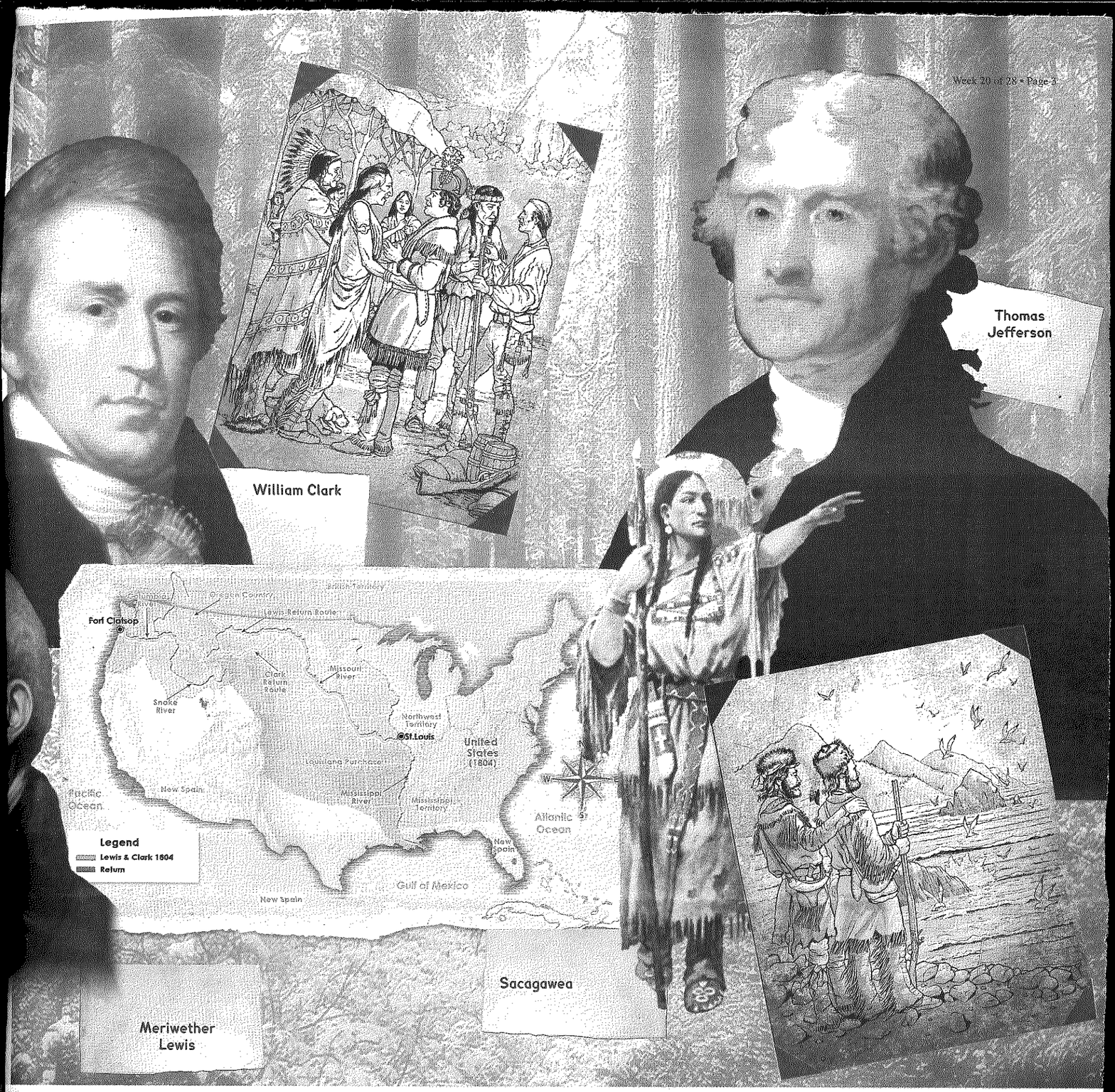
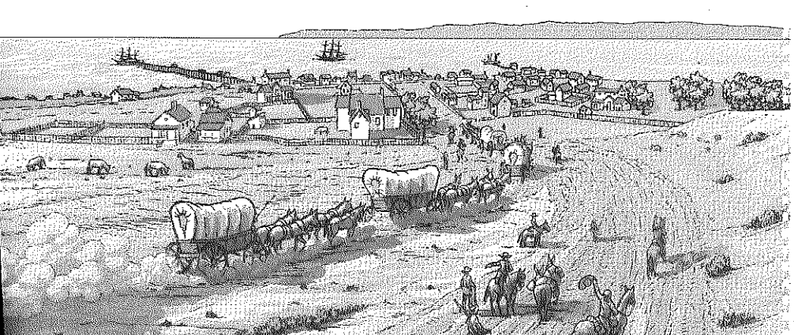


What were the benefits of the Louisiana Purchase?

This Week's Question

The Louisiana Purchase improved the United States in several ways. First, it doubled the size of the United States, and all for less than five cents per acre. This new piece of land was added without a single American dying in a battle! It gave control of the port of New Orleans and the Mississippi River to the United States. It also made sure that no foreign countries had the power to block this important shipping route. With this purchase, the country had plenty of room to expand into the great western frontier. The U.S. bought the land with money instead of taking it by force. This set a precedent (an example to be followed later on) for adding territories to the United States in the future.

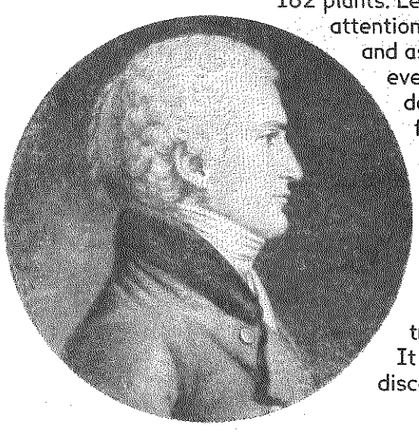


Biography

Meriwether Lewis

Besides mapping the new wilderness, one of the greatest goals of the Lewis and Clark expedition was to gather information about the plants, animals and soils of the area. Thomas Jefferson sent Captain Meriwether Lewis as head of the expedition. Lewis studied with several famous scientists before leaving on the journey so he would be prepared to study and record new findings along the way.

Together, Lewis and Clark described about 120 mammals, reptiles, birds and fish. They also found examples of about 182 plants. Lewis showed great attention to detail in his studies and asked questions about everything he saw. How deep was the river? How fast was the current? How high were the cliffs? Was this animal or plant a new species? Because of Lewis' commitment to science, the expedition was more than just a trip across the continent. It was truly a journey of discovery.



Name _____

Louisiana Purchase, 1803

Mapping & Charting

Answer the following questions using the map provided. You may also use a classroom map or an atlas for help with this activity.

1. At the time of the Louisiana Purchase, which country owned California?

_____

2. Which country controlled Canada in 1803?

_____

3. Name the states that were later carved out of land brought into the Union by the Louisiana Purchase.

_____

_____

_____

_____

_____

_____

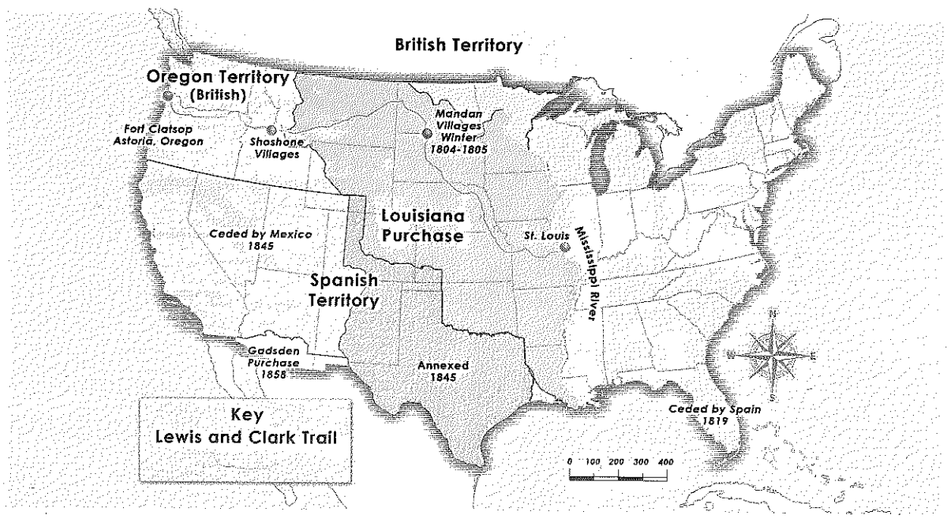
4. Which country controlled the Oregon Territory at this time? In what year was Texas annexed to the U.S.?

_____

_____

5. About how many miles did Lewis and Clark travel from St. Louis to the Oregon coast?

_____



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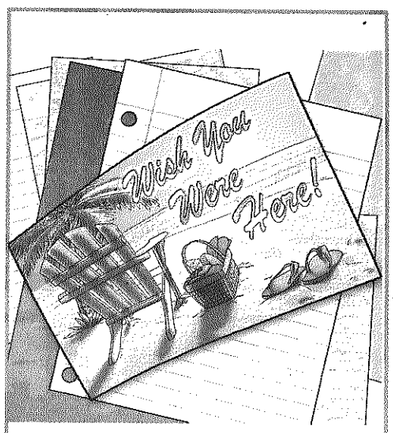

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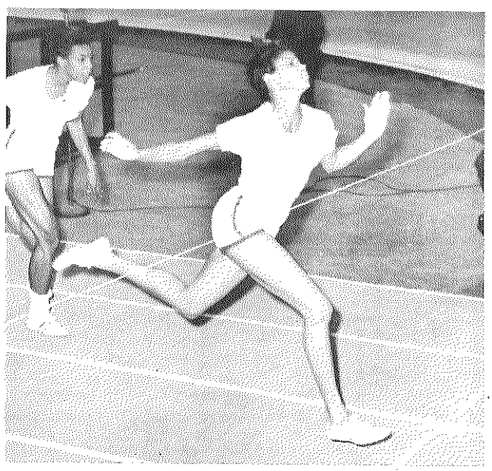
Fast and Fabulous African American Champion Wilma Rudolph (1940-1994)

Spotlight

Is your town segregated? Probably not, thanks to people like Wilma Rudolph. She worked hard to integrate schools and communities after attending an all-African American school in Clarksville, Tennessee.

Wilma got polio while young. The virus caused a problem with her left leg, and she was forced to wear a brace. She wanted to be like other kids, including some of her 21 siblings. She never gave up trying to run and jump. The brace was removed when she was 12, and Wilma never looked back. She made the basketball and track teams in high school. She became an incredibly fast runner, winning a bronze medal in the 1956 Olympics. Rudolph kept training at Tennessee State. At the 1960 Olympics she won three gold medals, a record for an American woman.

After the Olympics, Rudolph strongly promoted women's and civil rights during world tours as "the fastest woman in history." People were amazed that she never gave up. They listened to her message, and she earned many awards. After Wilma's tours, the parade and banquet for her return to Clarksville became some of the first integrated events in city history. Wilma Rudolph did much more than run fast; she made the world a better place.



Let's Write

Imagine you are a member of the Corps of Discovery traveling with Lewis and Clark. Describe a typical day along your journey. Using correct grammar, spelling and punctuation, tell what you ate, what you wore, how far you traveled, the new plants and animals you saw, etc. Be sure to include facts and details from the text.

If you'd like to make any editorial comments about our paper, please write to us at feedback@studiesweekly.com.

Think & Review

1. Why did Thomas Jefferson send Robert Livingston and James Monroe to France?
2. Why was the port of New Orleans important to the United States?
3. How much did the United States pay for the Louisiana Territory?
4. Why did Napoleon decide to sell such a large piece of land to the United States?
5. What was Thomas Jefferson's reaction to the Louisiana Purchase?
6. What were the three main goals of the Lewis and Clark expedition?
7. How did Sacagawea make the expedition easier for the Corps of Discovery?
8. What were some of the benefits of the Louisiana Purchase?
9. When did the Corps of Discovery begin its journey? When did it finally arrive at the Pacific Ocean? When did the group arrive back in St. Louis? How long did the entire journey take?
10. What were some of the dangers the Corps of Discovery faced?

LATHAM Physical Activity Assignment

Begin with our regular class/gym stretches....
Arms, shoulders, and legs

-20 crunches
-20 second plank
-20 jumping jacks
-25/50 jump ropes- one is provided for you
-20 seconds of skipping
-20 seconds of karaoke

Fifteen minutes of walking, jogging, or running.

If weather permits get outside and enjoy the fresh air and dribble a ball, play pitch and catch, hide and seek, or any kind of outdoor activity you enjoy.

LIFE SKILLS VIRTUAL LEARNING ASSIGNMENT

This assignment is for grades 4-8 ONLY!

Submit at least 5 journal entries about missing school due to the Corona-virus pandemic. The journal entry does not have to be lengthy, but must be at least 6 sentences. The entries must be on separate days and not all on the same day. This will be how you get your grade for 4th quarter. Some examples are listed below for you, however you should speak freely adding what is on your mind, and what your personal circumstances are.

- What are your thoughts about doing your school work at home and not at school?
- Do you miss your friends?
- What do you miss the most about not coming to school everyday?