Independent Study Assignments: 4th Grade

- **Reading:** 1) Complete the reading log (below for each school day that you are out. You must read for 30 minutes for each entry.
- **Math:** 1) Complete one math sheet for each school day
- **Writing:** 1) Complete a journal entry for each day that you are out. Each journal entry should be at least 5 (five) sentences long, and tell me what you did on that day. Remember a fourth grade sentence will have at least 7 words. 3) Not required, extra credit: illustrate your journal entry.
- **ELA:** 1) Complete a comprehension/ELA Grammar/Cursive Page for each day that you are absent.

You must return all completed assignments on the first day that you return to school in order for your absences to be excused.

Title and Pages	Time	Adult Signature

Ecosystems

An ecosystem is a community of organisms that interact with 10

one another in a specific environment. Each of these 19

organisms depend on the other. They are connected, and 28

without one another, they run the risk of dying or losing their 40

home. Producers are any kind of green plant, and the 50

beginnings of life in an ecosystem. These living organisms 59

convert the sun's energy to food. Examples of producers 68

could be grass, algae, flowers, or trees. Consumers are 77

another part of an ecosystem. Consumers cannot make their 86

own food and need to get their food by eating something 97

else. Examples of consumers include rabbits, whales, bears, or 106

even humans. Finally, decomposers are a part of a healthy 115

ecosystem. Decomposers eat decaying, or dead, things. 122

These decomposers help eliminate dead things from the 130

ecosystem, and convert dead things into nutrients. 137

Number of Words Read	Monday	Tuesday	Wednesday	Thursday
1st Attempt				
2nd Attempt				
3rd Attempt				

Ecosystems

Answer each question in a complete sentence. Underline or highlight where you located the answer in the text.

1. What is an ecosystem? _____

_____

2. How do producers get their nutrients?_____

_____

3. What do decomposers eat?_____

_____

4.   What are consumers?_____

_____

5. Write a paragraph that explains how organisms depend on each other.

_____

_____

_____

_____

_____

_____

_____

_____

Environment

The environment is everything around you including the air,   9

water, land, and plants. There are three great ways to help   20

protect our environment. Those three things are to reduce,   29

reuse, and recycle. We can reduce the amount of trash we   40

throw away by limiting our use of things that will soon be   52

thrown away. Try not to buy single serving items such as   63

juice boxes. We can also reduce the amount of paper we   74

use by writing on both sides of our paper. We can reuse   86

objects like water bottles and lunch bags rather than   95

throwing them away. Instead, we can reuse those items for   105

other purposes. It's also important to recycle goods made   114

from paper, plastic, and glass. Making new items from   123

recycled ones takes less energy than making a new material. 133

It also uses fewer resources than making products from   141

brand new materials. Working together, we can have less   150

garbage polluting the earth.   154

Number of Words Read	Monday	Tuesday	Wednesday	Thursday
1st Attempt				
2nd Attempt				
3rd Attempt				

Environment

Answer each question in a complete sentence. Underline or highlight where you located the answer in the text.

1. What is the environment?_____

_____

2. How can we reduce the amount of trash we throw away?

_____

_____

3. What items can we recycle?_____

_____

4. What is something we can reuse? _____

_____

5. In a paragraph, explain the difference between reducing and reusing.

_____

_____

_____

_____

_____

_____

_____

_____

Habitats

A habitat is a place where an animal lives. It provides the 12

animal with food, water, and shelter. There are many 21

different sorts of habitats around the world. There are 30

forests, grasslands, mountains, and deserts. There can be 38

many different types of habitats in just one state. Different 48

habitats are home to different animals. They live well 57

together because they all do things to help keep the whole 68

habitat healthy. Animals need each other to keep the 77

habitat balanced. Sadly people are causing many habitats 85

around the world to disappear. Forests are being cut down. 95

There are lakes and rivers being polluted and the polar ice 106

caps are melting. Without our help, these habitats and the 116

animals that live in them could become extinct. 123

Number of Words Read	Monday	Tuesday	Wednesday	Thursday
1st Attempt				
2nd Attempt				
3rd Attempt				

Habitats

Answer each question in a complete sentence. Underline or highlight where you located the answer in the text.

1. What is a habitat?_____

_____

2. What does a habitat need to provide?_____

_____

3. Why are many habitats disappearing?_____

_____

4.   What are some different types of habitats? _____

_____

5. In an opinion essay, describe why it is important to protect animals' habitats.

_____

_____

_____

_____

_____

_____

_____

_____

Food Chain

All living things rely on each other for food and energy. A   12

food chain shows this relationship and how energy gets   21

transferred from one living thing to the next. Food chains   31

begin with plant-life, and end with animal-life. Some animals   42

eat plants, some animals eat other animals. For example, a   52

plant uses the energy from the Sun to make its own food.   64

Insects such as caterpillars rely on the plants for food. Small   74

birds eat caterpillars, while other animals such as predatory   85

birds, cats, and foxes hunt smaller birds. Producers are living   95

things that can make their own food. Most of Earth's living   105

things are made up of producers. Consumers are living things   115

that eat other living things. Herbivores are animals that eat   126

only plants. Carnivores are animals that eat only other animals.   130

Omnivores are animals that eat both plants and animals, such   140

as bears and humans.   144

Number of Words Read	Monday	Tuesday	Wednesday	Thursday
1st Attempt				
2nd Attempt				
3rd Attempt				

Food Chain

Answer each question in a complete sentence. Underline or highlight where you located the answer in the text.

1. Why do living things rely on each other? _____

_____

2. What is a food chain?_____

_____

3. What are producers?_____

_____

4. What are consumers?_____

_____

5. Write a paragraph to compare and contrast herbivores and omnivores.

_____

_____

_____

_____

_____

_____

_____

Plant Adaptations

Plants need sunlight, water, air, and nutrients to survive. They 10

live in a large range of habitats. Plants have different ways 21

to meet these needs in their environments. There are several 31

ways plants adapt to thrive in the habitats where they live. 42

Each fall some leaves change colors and then fall from the 53

trees. This is an adaptation that allows trees to survive the 64

winter months. Some trees remain green all year. Another 73

example of a plant adaptation is carnivorous plants. These 82

plants eat bugs, because the soils in the swamps where they 93

live have few nutrients for the plants. Some trees produce 103

nuts that help create new trees. Other plants have brightly 113

colored flowers to attract bees, birds, and butterflies to 122

allow them to fertilize the plants. As you can tell, there are 134

several different types of plant adaptations. 140

Number of Words Read	Monday	Tuesday	Wednesday	Thursday
1st Attempt				
2nd Attempt				
3rd Attempt				

Plant Adaptations

Answer each question in a complete sentence. Underline or highlight where you located the answer in the text.

1. What is a plant adaptation?_____

_____

2. How do some trees survive winter?_____

_____

3. What do plants need to survive?_____

_____

4.   Why do carnivorous plants eat bugs? _____

_____

5. What plant adaptation to you notice most often in your community?

_____

_____

_____

_____

_____

_____

_____

Animal Adaptations

An animal adaptation is something special about an animal   9

that helps the animal survive. It helps the animal do   20

everything it needs to do. Animal adaptations can be physical, 32

which describes the animal's body. The adaptations can also   41

be behavioral, which is how an animal does things in its daily   53

life. Camouflage is one type of adaptation. It helps an animal 64

blend in to its environment. Snowy Owls use this type of   75

adaptation to blend into the snow around them. Another   84

adaptation is hibernation. That is when an animal sleeps or   94

rests through most of the winter months. Some bats   104

hibernate throughout the winter. Migration is another type   111

of adaptation. When animals migrate, they move from one   120

place to another in order to survive. The Monarch butterfly 128

migrates to Mexico each year.   133

Number of Words Read	Monday	Tuesday	Wednesday	Thursday
1st Attempt				
2nd Attempt				
3rd Attempt				

Animal Adaptations

Answer each question in a complete sentence. Underline or highlight where you located the answer in the text.

I. What is an adaptation?_____

_____

2. What animal uses camouflage?_____

_____

3. What is migration?_____

_____

4. What is hibernation? _____

_____

5. In a paragraph share how migration and hibernation are similar and different.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name _____

Date _____
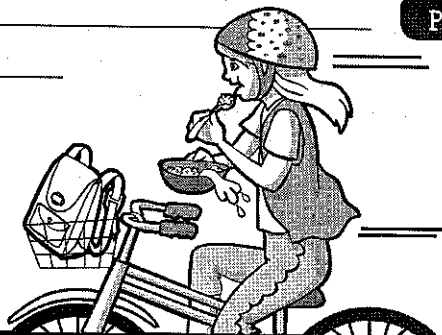
ON THE MOVE

Pick ___ activities to do.
When you finish an activity,
color its number.

---

① Create a word search using the prepositions below.

above	in
against	into
along	of
behind	on
by	over
down	under
from	with

② Draw a three-column chart to show which prepositions below tell when, which ones tell where, and which ones tell either when or where.

across	near
after	outside
around	since
before	throughout
beneath	till
beside	until
during	within

③ Unscramble each preposition below.

A. toin	G. noot
B. tuoab	H. heanrdnuet
C. eewebtn	I. inebhd
D. rinugd	J. tisoude
E. rdnue	K. stap
F. socras	L. oelbw

④ Create a poster that shows ten compound prepositions, such as "according to" and "in back of."
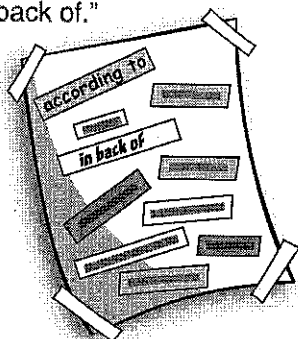
⑤ Write eight prepositional phrases. Use the prepositions and nouns or noun phrases below.

in under during to with

my friends
the morning
the bag
our school
lunch
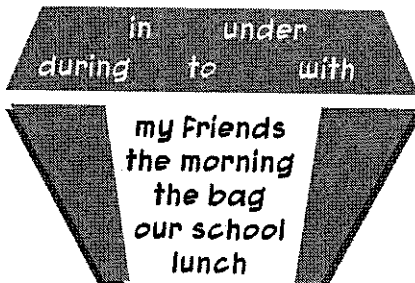
⑥ Finish each prepositional phrase below. Circle the preposition.

___ the street
___ the river
___ my friends
___ dinner
___ the ladder
___ the edge
___ school
___ the author

⑦ Write eight prepositional phrases using the prepositions shown. Draw an arrow from each preposition to its object.

out the door

out   until
around   with
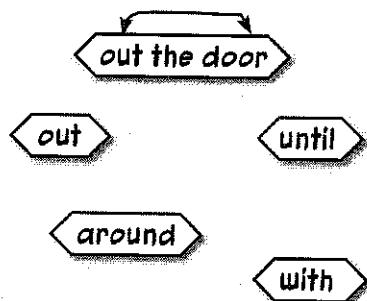
⑧ List ten prepositional phrases from your reading. Circle each preposition.
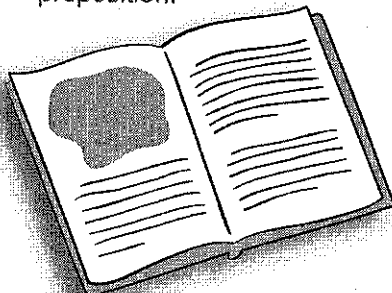
⑨ Write eight prepositional phrases using the noun objects below. Then illustrate each phrase.

my chair
the front door
breakfast

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Independent Practice Grid: Program the student directions with the number of activities to be completed. Then copy the page for each student.
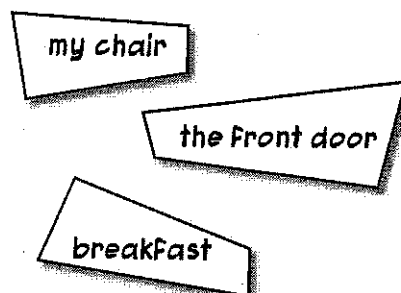
Two Women to Remember

She Picked Up a Pen

In 1761, a young African girl arrived in Boston on a slave ship. John Wheatley bought her to do chores for his wife. They named her Phillis after the ship that brought her to the colonies. The Wheatleys began teaching Phillis to read and write. Phillis was an eager student.

As a teenager, Phillis began to write poetry. Her first poem was published in a newspaper. She was about 14 years old at the time. Six years later, Phillis traveled to England. Her book of poetry was published there. It was the first book published by an African American. George Washington praised Phillis for a poem written in his honor. She was even invited to meet the new general!

Phillis's poetry still inspires people today. She achieved much at a time when African Americans had few rights or opportunities.
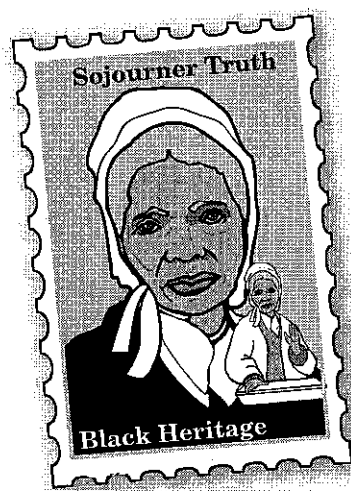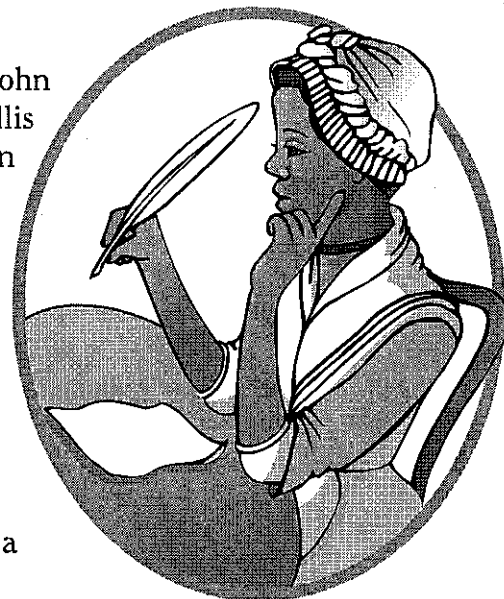
She Fought for Truth

Sojourner Truth's birth name was Isabella Baumfree. She was born a slave in New York. After many years of slavery, she was freed under a New York antislavery law in 1828. She later changed her name to Sojourner. She spent much of her time giving speeches. Sojourner was the first black woman to speak out publicly against slavery. People loved her strong voice and words when she spoke. During the Civil War, she raised money for black soldiers serving in the army by singing and preaching.

Sojourner once visited the White House and met President Abraham Lincoln. After that, she stayed in Washington, DC. While there, she helped slaves who had escaped from the south find jobs. She also attempted to convince the federal government to give black people land in the West. Despite her inability to read or write, she had a great impact on the lives of people in the 1800s.

Read the passage. Then write your answers to these questions on your own paper.
Use evidence from the text to support your answers.

1. Why was Phillis Wheatley brought to Boston?

2. True or false: The Wheatleys didn't let Phillis learn. How do you know?

3. Why did George Washington invite Phillis to meet him?

4. How did Sojourner Truth help other African Americans of her time?

5. In the last paragraph, what do you think the word *inability* means?

6. How were Phillis Wheatley and Sojourner Truth alike? How were they different?

Name _____

Date _____

World-Class Jumper

If you could jump like a jumping spider, you could leap over three-fourths of the length of a football field.

Unlike insects, spiders have two main body parts and eight legs. Spiders don't have wings or antennae like most insects either. Spiders are in the arachnid class. Spiders all spin silk, but all spiders don't build webs. Every spider has fangs, and nearly all spiders have poison glands. Most spiders eat insects or each other. They can be sorted into one of two groups: spiders that build webs to trap prey and spiders that hunt.

The jumping spider is a hunter. A jumping spider's prey can be 40 times as far away as the spider is long. (Most jumping spiders are less than 1.5 cm long.) When a jumping spider spots a tasty-looking bug, it sneaks up on it. The spider can make the lengthy leap and grab the bug. The jumping spider uses its silk as a safety line. Before it jumps, the spider attaches a line of silk. Then, if it misses its prey, it can climb back up its silk and try again!
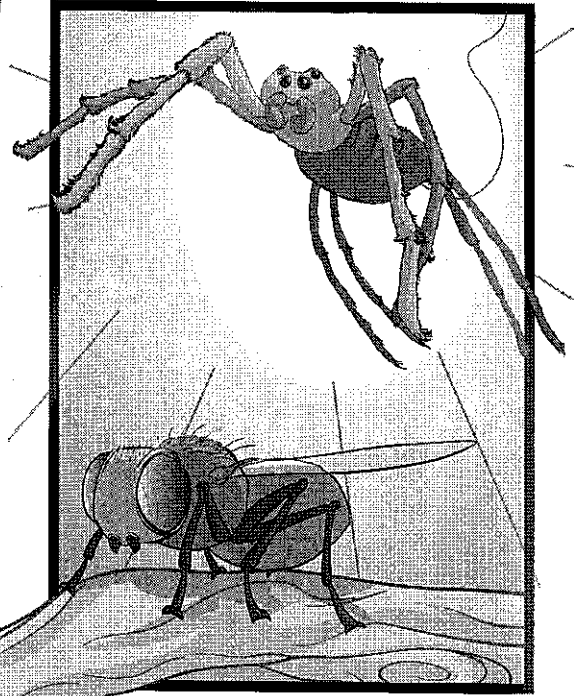
1. Is the article written to show causes and effects or to describe something? _____
   How do you know? _____
   _____

2. The jumping spider is a sly hunter.
   Do you think this statement is a fact or an opinion? _____
   Why? _____
   _____

3. The suffix -*phobia* means to have a greater than normal fear. Use -*phobia* and the scientific name for spiders to write the word for a fear of spiders. _____

4. Which group of spiders probably needs better eyesight? _____
   Explain. _____
   _____

5. How is a spider different from an insect? _____
   _____
   _____

Lewis and Clark
An Epic Journey West

If the president of the United States asked you to lead an expedition into an unknown land, would you jump at the chance? Meriwether Lewis did.

A Need To Know

In the early 1800s, the American West was mostly unknown. President Thomas Jefferson wanted to change this. He turned to his private secretary, Meriwether Lewis. The president proposed that Lewis lead an expedition into this uncharted land in hopes of finding a water route to the Pacific Ocean. Lewis agreed. He asked his good friend William Clark to join him as co-commander of the expedition.

Tough Travels

In May 1804, Lewis, Clark, and more than 40 men began their journey near St. Louis, Missouri. The explorers headed upstream on the Missouri River. They traveled in a 55-foot, flat-bottomed keelboat and two smaller canoe-like boats. The going was anything but easy. The men had to row the boats upstream, hunt for food, and defend themselves against huge swarms of mosquitoes. Clark supervised the men and made maps charting their course. Lewis was often on shore studying rock formations, animals, and plants.

With winter approaching, Lewis and Clark chose to build a fort near a few Mandan Indian villages. The friendly and generous Mandan Indians shared information and supplies with the explorers. It was here that Lewis and Clark met a fur trapper and his wife, a Shoshone Indian named Sacagawea. The two were hired to be interpreters for the expedition.

When spring arrived, a few men returned to St. Louis with the keelboat and items for President Jefferson. The rest of the expedition continued up the Missouri River. The group spent the next months traveling through wilderness. They saw wolves, buffalo, and ferocious grizzly bears. The river became increasingly rough. This resulted in the explorers having to carry the boats around fierce rapids and massive waterfalls.

President Jefferson believed that when Lewis and Clark reached the start of the Missouri River, a small mountain range would be between them and the Pacific Ocean. This was not the case. The mountain range was the massive and rugged Rocky Mountains. Only horses could get the expedition over the mountains. Lewis and Clark had learned that the Shoshone Indians were "horse rich." A stroke of luck led the expedition to a Shoshone tribe, where it was discovered that Sacagawea's brother was chief! With Sacagawea's help, the group bartered for horses.

Crossing the Rocky Mountains fully tested the explorers. They were nearly starved when they reached the other side. A tribe of friendly Nez Perce Indians welcomed the explorers, fed them, and helped them make canoes for the remainder of their journey. The rivers now flowed toward the west and travel was much quicker. The group reached the Pacific Ocean in November 1805—a year and a half after leaving St. Louis. Here, they built Fort Clatsop and spent the winter.

Home, Sweet Home

In March 1806, the group began its return trip. The expedition arrived in St. Louis on September 23, 1806. The group was greeted with great enthusiasm. Lewis and Clark were hailed as heroes. It had been two years, four months, and ten days since the expedition had departed. Lewis and Clark returned with important information on the native peoples, plants, animals, and geography of the West. Their findings encouraged many more explorers and groups of people to head westward.

Lewis and Clark
An Epic Journey West

Write your answers.
Include evidence from the passage.
Use another sheet of paper if you need more space.

1. What did President Jefferson hope the expedition would find?

    _____

2. Did Lewis and Clark begin the expedition alone? _____
3. What evidence from the text supports your answer to number 2?

    _____

    _____

    _____

4. Who introduced Lewis and Clark to Sacagawea and her husband?

    _____

5. In what ways did Sacagawea and her husband help the explorers?

    _____

    _____

6. After the expedition crossed the Rocky Mountains, why was traveling by water much easier?

    _____

    _____

7. Tell how each Indian tribe helped Lewis and Clark.
    Mandan_____

    _____

    Shoshone_____

    _____

    Nez Perce_____

    _____

8. What word in the sixth paragraph of the passage means to trade one thing for another without the use of money?_____

9. Did Lewis and Clark discover a water route to the Pacific Ocean? _____ Explain how you know.

    _____

    _____

10. How did the Lewis and Clark Expedition contribute to the expansion of the United States?

    _____

    _____

Name _____

Date _____

"Goooood" Advice

Write the word or words that best complete each proverb.

1. Don't count _____ chickens
(your, you're)

before _____ hatched.
(their, there, they're)

2. A bird in the hand is worth _____
(to, too, two)

in the bush.

3. A rolling stone gathers _____
(know, no)

moss.

4. Where _____ is smoke,
(their, there, they're)

_____ is fire.
(their, there, they're)

5. _____ many cooks spoil
(To, Too, Two)

the broth.

6. If the shoe fits, _____ it.
(ware, wear)

7. Half a loaf is better _____ none.
(than, then)

Bonus: Choose a set of frequently confused words from this page. Create a mini poster that will help you and classmates remember when to use each word.

8. _____ wrongs don't make a
(To, Too, Two)

_____ .
(right, write)

9. You can't have _____ cake and
(your, you're)

eat it _____ .
(to, too, two)

10. It never _____ , but it
(rains, reigns, reins)

_____ .
(pores, pours)

11. Good things come to him who

_____ .
(waits, weights)

12. Lend a friend _____ money,
(your, you're)

and _____ a friend.
(loose, lose)

13. Don't bite off more _____ you
(than, then)

_____ chew.
(can, may)

14. Don't judge a book by _____
(its, it's)

cover.

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Apparitions on the Ocean

Sailors used to tell stories of scary ghost ships that sailed the open seas. They warned of ships that were manned by ghosts.

There really were ghost ships in the 1800s, but they weren't eerie ships haunted by ghosts. They were ships that were just drifting on ocean currents. They were ships that had been abandoned by their crews.

In the 1800s, ships were abandoned for many reasons. If a group of sailors grew angry at the captain, they might have abandoned, or left, the ship. Some ships were abandoned when sickness spread among the sailors.

The wooden ships of the 1800s were often damaged. Ships were smashed in storms. They caught fire. They sprung leaks. Their masts broke. When ships were damaged, they were often abandoned. Even though their crews had abandoned them, some ships kept floating. They became ghost ships.

Ghost ships drifted without crews to guide and control them. Some ghost ships floated on the open sea for years; some drifted for thousands of miles.

Coming up on a ghost ship wasn't just scary—it was dangerous. The danger wasn't because there might be ghosts on board. With no one steering the abandoned boat, its path was unpredictable. A wreck was likely. In the late 1800s, 21 ships crashed into ghost ships, and six of them sank. It's no wonder sailors told terrifying stories about phantom ships!

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Answer each question.

1. What do you think you are most likely to remember after reading this article? _____

_____

2. What do you think the author wanted you to remember from this article? _____

_____

3. Does your answer to Question 2 state the article's main idea? Explain. _____

_____

_____

4. Name two important details from the article that support the main idea. _____

_____

_____

5. Which word in the selection was the most difficult for you to read? What do you think it means? _____

_____

_____

6. Would you read another article about ghost ships? Why or why not? _____

_____

_____

Bonus: Write a one-paragraph summary that gives the gist of the article.

Name _____ **Date** _____

SHOT HEARD AROUND THE WORLD

Nathan had been riding his bike outside with friends. It had been a typical day in his life, but he felt unsettled and didn't know why. His favorite team, the Dodgers, had just won the World Series. He waved goodbye to his friend David and wheeled his bike up the steps.

He opened the door and walked inside. He could hear the television playing in the background. His entire family was sitting around the set. He thought it was strange that his dad was home from work so early.

"Hey, what's up?" asked Nathan.

"Oh, Nathan, sit down. Something terrible has happened," replied his mother.

Nathan got a lump in his throat and sat down. What could have happened? Just then, the announcer on the television made the stunning announcement: "We have just received word that President John F. Kennedy has been shot and killed in Dallas, Texas. More information after these commercials."

"President Kennedy shot?" asked Nathan in a stunned voice.

"Yes, just about an hour ago," answered Dad.

Nathan loved President Kennedy. He had been excited to have someone so young in the White House. Nathan realized what this would mean. He ran upstairs to grab his book about the United States. He wanted to know exactly who would become president next.

Nathan read about how the vice president would become president and looked up more information about Lyndon B. Johnson. Nathan wiped his eyes and went downstairs to talk with his family.

STORY QUESTIONS

1. Which statement from the story shows the year in which the story takes place?
   a. "We have just received word that President John F. Kennedy has been shot and killed in Dallas, Texas."
   b. He ran upstairs to grab his book about the United States.
   c. He could hear the television playing in the background.
   d. His favorite team the, Dodgers, had just won the World Series.

2. What is the meaning of the word *stunned* as used in the story?
   a. excited   c. pressured
   b. bewildered   d. coerced

3. Which of the following statements contains information shared in the story?
   a. Nathan's parents voted for President Kennedy.
   b. Lyndon B. Johnson was the vice president when Kennedy was shot.
   c. Nathan had written a letter to President Kennedy.
   d. President Kennedy died of a heart attack.

DAILY Warm-Up 8

Name _____ **Date** _____

REFUGE FROM THE STORM

Jason had set out on horseback early in the morning. He was intent on finding food for his family. His family was new to the area, having just arrived from Boston. They had a land claim and were beginning their own homestead. It had been a long trip, and the family was exhausted and hungry. Jason knew that a deer or other large animal would bring great satisfaction and relief to his family.

Jason climbed off his horse and crept over the side of the hill. He gazed down the hillside looking for large game. He did not see game, but what he saw was a huge, dark cloud. Jason realized he'd better take shelter quickly. He led his horse to a nearby cave just as the rain came crashing down.

Jason crouched down, waiting for the rain to stop. He worried that he would not have time to catch some food before he had to head back. He had promised to be back before dark. Suddenly he found himself impatient and angry. Why couldn't the rain stop? A cool breeze of wind went down his neck.

Jason heard a noise over his shoulder. He slowly turned to see a large animal staring at him. It was a deer. The deer had gone for shelter too. Jason wasted no time killing the deer and readying it for the trip home. "This is just too good to be true!" thought Jason. At that moment, he didn't mind how long the rainstorm lasted.

STORY QUESTIONS

1. Which sentence contains evidence that the story takes place in the past?
   a. His family was new to the area having just arrived from Boston.
   b. They had a land claim and were beginning their own homestead.
   c. Suddenly he found himself impatient and angry.
   d. Jason had set out on horseback early in the morning.

2. Which paragraph explains the circumstances in which Jason's family was living?
   a. first paragraph
   b. fourth paragraph
   c. second paragraph
   d. third paragraph

3. What is the meaning of the word *intent* as used in the story?
   a. content and happy
   b. having a goal or purpose
   c. expect and look forward to
   d. rearrange and reconfigure

DAILY Name _____ **Date** _____

Warm-Up 12

OVER THE TOP

Franklin and Shiloh set out early in the morning to get the field plowed. They were brothers and worked well as a team. Father trusted them to work alone far from home. These days it was time to plow the fields so they would be ready when the rains came. Plowing a field was hard work, but not too hard for these two young men.

Old Betsy, the mule, had been teamed and ready. She did not seem happy about the plans for the day. Franklin hit her gently on her back, and she began walking.

Halfway through the field, the boys heard a snap and realized that the plow had broken lose from the harness. The loud snap scared Betsy, and she started to run. Shiloh ran after Betsy, and Franklin went to survey the damage on the plow.

It was at least 30 minutes before Shiloh came back with Betsy in tow.

"What are we going to do now?" asked Shiloh.

"Well, as far as I can figure," said Franklin, "I've fixed the plow, but it's stuck. If we can get Betsy to pull it out, I think we're good to go."

The boys harnessed Betsy to the plow and snapped the whip. Betsy obeyed, but she sent the plow flying. It sailed right alongside Franklin and Shiloh, who had to jump to get out of the way in time.

"That was close," said Franklin.

"Yes, but we did it," stated Shiloh. "We did it."

STORY QUESTIONS

1. What is the main idea of paragraph three?
   a. The plow was finally hitched to Betsy.
   b. The plow broke lose from the harness.
   c. Franklin snapped the whip on Betsy.
   d. Betsy is hit in the leg from the plow and needs medical attention.

2. Which of the following sentences portrays the problem in this story?
   a. Franklin and Shiloh have to work in the heat of the sun.
   b. Shiloh and Franklin have to hurry out of the way of the plow.
   c. Shiloh has to chase after Betsy.
   d. The boys heard a snap and realized that the plow had broken lose.

3. Which of the following did not happen in the story?
   a. Franklin and Shiloh's dad shows up to help.
   b. Franklin devises a plan to fix the plow.
   c. Shiloh chases after Betsy when she got lose.
   d. Franklin and Shiloh work well together as a team.

Name _____   Date _____

SACRIFICE BRINGS BLESSINGS

Jarom came in from school feeling hot and tired. He sure could go for some butter cookies. It had been a long time since he had eaten butter. Just the sound of the word made his mouth water.

Jarom's father was away at war in Europe. He was a military doctor working to help the wounded soldiers in the war. Jarom's family had sacrificed great things—just like many others in the country—to help the men fighting the war.

Jarom looked out the window and saw his mother in the victory garden. She worked daily in the garden. It seemed to keep her mind off things.

They hadn't received a letter from his dad for almost a month. The officer Jarom's mother spoke with assured her that it wasn't uncommon to go through a dry spell without letters or correspondence. That's because he didn't know Jarom's dad. Jarom's dad faithfully wrote a letter each week. Jarom went out to pull weeds with his mom.

"Hi, Jarom. I hope it was a good day," said his mom.

"Good as ever," replied Jarom. Just then, the mailman came up the street. "I have a deal for you, Mom," said Jarom as he tried to cheer his mom up.

"What's that?" asked Mom.

"If a letter comes in the mail from Dad, I'll do the dishes for a week," offered Jarom.

"It's a deal," said Mom. Jarom groaned as he saw the huge smile on the postman's face. He had spoken too soon.

STORY QUESTIONS

1. Which would be the most logical explanation as to why Jarom's dad didn't write for weeks?
   a. He was tired of writing and it made him homesick.
   b. He just did not have the interest in doing so.
   c. He was afraid his letters were worrying his family.
   d. He had been injured in the war.

2. According to the passage, which sentence shows how Jarom feels about washing the dishes?
   a. Jarom went out to pull weeds with his mom.
   b. Jarom groaned as he saw the huge smile on the postman's face.
   c. "If a letter comes in the mail from dad, I'll do the dishes for a week."
   d. He had spoken too soon.

3. Using the context clues, what is the meaning of the word *correspondence?*
   a. facts   c. instructions
   b. communication   d. information

Name _____

Multiples of Unit Fractions

A unit fraction is a fraction with a numerator of 1. You can write a fraction as the product of a whole number and a unit fraction.

Write $\frac{7}{10}$ as the product of a whole number and a unit fraction.

Write $\frac{7}{10}$ as the sum of unit fractions.

$$\frac{7}{10} = \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10}$$

Use multiplication to show repeated addition.

$$\frac{7}{10} = \underline{7} \times \frac{1}{10}$$

So, $\frac{7}{10} = \underline{7} \times \frac{1}{10}$.

The product of a number and a counting number is a multiple of the number. You can find multiples of unit fractions.

List the next 4 multiples of $\frac{1}{8}$.

Make a table and use repeated addition.

$1 \times \frac{1}{8}$	$2 \times \frac{1}{8}$	$3 \times \frac{1}{8}$	$4 \times \frac{1}{8}$	$5 \times \frac{1}{8}$
$\frac{1}{8}$	$\frac{1}{8} + \frac{1}{8}$	$\frac{1}{8} + \frac{1}{8} + \frac{1}{8}$	$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$	$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$
$\frac{1}{8}$	$\frac{2}{8}$	$\frac{3}{8}$	$\frac{4}{8}$	$\frac{5}{8}$

The next 4 multiples of $\frac{1}{8}$ are $\underline{\frac{2}{8}}$, $\underline{\frac{3}{8}}$, $\underline{\frac{4}{8}}$, and $\underline{\frac{5}{8}}$.

Write the fraction as the product of a whole number and a unit fraction.

1. $\frac{2}{5} =$ _____

2. $\frac{5}{12} =$ _____

3. $\frac{7}{2} =$ _____

List the next four multiples of the unit fraction.

4. $\frac{1}{4}$, ___, ___, ___, ___

5. $\frac{1}{6}$, ___, ___, ___, ___

R64

Grade 4

Name _____

Multiples of Fractions

You have learned to write multiples of unit fractions. You can also write multiples of other fractions.

Write the next 4 multiples of $\frac{2}{5}$.

Make a table.

$1 \times \frac{2}{5}$	$2 \times \frac{2}{5}$	$3 \times \frac{2}{5}$	$4 \times \frac{2}{5}$	$5 \times \frac{2}{5}$
$\frac{2}{5}$	$\frac{2}{5} + \frac{2}{5}$	$\frac{2}{5} + \frac{2}{5} + \frac{2}{5}$	$\frac{2}{5} + \frac{2}{5} + \frac{2}{5} + \frac{2}{5}$	$\frac{2}{5} + \frac{2}{5} + \frac{2}{5} + \frac{2}{5} + \frac{2}{5}$
$\frac{2}{5}$	$\frac{4}{5}$	$\frac{6}{5}$	$\frac{8}{5}$	$\frac{10}{5}$

So, the next 4 multiples of $\frac{2}{5}$ are $\frac{4}{5}$, $\frac{6}{5}$, $\frac{8}{5}$, and $\frac{10}{5}$.

Write $3 \times \frac{2}{5}$ as the product of a whole number and a unit fraction.

Use a number line. Make three jumps of $\frac{2}{5}$.

$$3 \times \frac{2}{5} = \frac{6}{5}$$

$2 \times \frac{1}{5}$ $4 \times \frac{1}{5}$ $6 \times \frac{1}{5}$ $8 \times \frac{1}{5}$
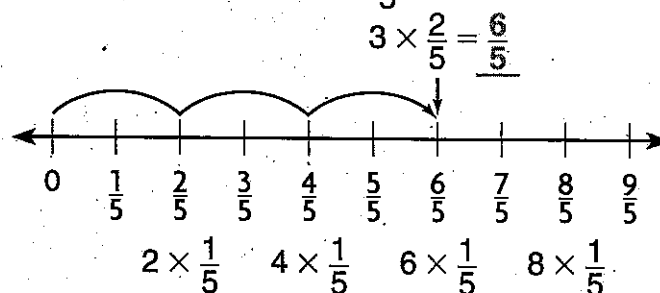
So, $3 \times \frac{2}{5} = \frac{6}{5}$, or $6 \times \frac{1}{5}$.

List the next four multiples of the fraction.

1. $\frac{3}{4}$, ____, ____, ____, ____

2. $\frac{5}{6}$, ____, ____, ____, ____

Write as the product of a whole number and a unit fraction.

3.

$3 \times \frac{3}{8} =$ _____

4.
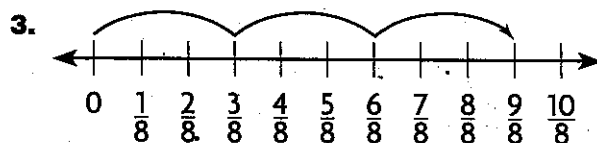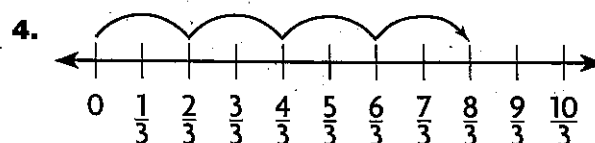
$4 \times \frac{2}{3} =$ _____

Multiply a Fraction or Mixed Number by a Whole Number

To multiply a fraction by a whole number, multiply the numerators.
Then multiply the denominators.

A recipe for one loaf of bread calls for $2\frac{1}{4}$ cups of flour. How many cups of flour will you need for 2 loaves of bread?

Step 1 Write and solve an equation.

$2 \times 2\frac{1}{4} = \frac{2}{1} \times \frac{9}{4}$ Write 2 as $\frac{2}{1}$. Write $2\frac{1}{4}$ as a fraction.

$= \frac{2 \times 9}{1 \times 4}$ Multiply the numerators.
Then multiply the denominators.

$= \frac{18}{4}$ Simplify.

Step 2 Write the product as a mixed number.

$\frac{18}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

      1   +   1   +   1   +   1 $+ \frac{1}{4} + \frac{1}{4}$

$= \frac{4}{} + \frac{\frac{1}{4}}{} + \frac{\frac{1}{4}}{}$ Combine the wholes. Then combine the remaining parts.

$= \underline{4\frac{2}{4}}$, or $\underline{4\frac{1}{2}}$ Add. Write the sum as a mixed number.

So, you will need $\underline{4\frac{1}{2}}$ cups of flour.

Multiply. Write the product as a mixed number.

1. $3 \times \frac{2}{5} =$ _____

2. $4 \times \frac{3}{8} =$ _____

3. $5 \times \frac{1}{3} =$ _____

4. $2 \times 1\frac{3}{10} =$ _____

5. $4 \times 1\frac{2}{3} =$ _____

6. $7 \times 1\frac{1}{6} =$ _____

Name _____

Relate Tenths and Decimals

Write the fraction and the decimal that are shown by the point on the number line.

$\frac{0}{10}$　　　$\frac{5}{10}$　　　$\frac{10}{10}$

0.0　　　0.5　　　1.0
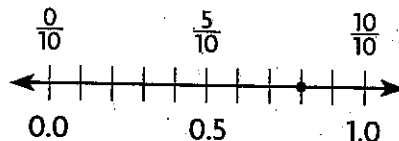
Step 1 Count the number of equal parts of the whole shown on the number line. There are ten equal parts.

This tells you that the number line shows tenths.

Step 2 Label the number line with the missing fractions. What fraction is shown by the point on the number line?

$\frac{0}{10}$ $\frac{1}{10}$ $\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{5}{10}$ $\frac{6}{10}$ $\frac{7}{10}$ $\frac{8}{10}$ $\frac{9}{10}$ $\frac{10}{10}$

0.0　　　0.5　　　1.0
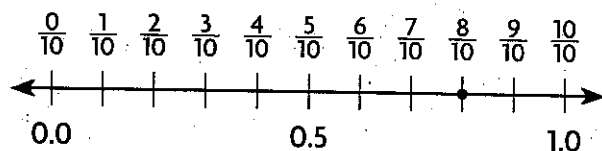
The fraction shown by the point on the number line is $\frac{8}{10}$.

Step 3 Label the number line with the missing decimals. What decimal is shown by the point on the number line?

$\frac{0}{10}$ $\frac{1}{10}$ $\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{5}{10}$ $\frac{6}{10}$ $\frac{7}{10}$ $\frac{8}{10}$ $\frac{9}{10}$ $\frac{10}{10}$

0.0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1.0
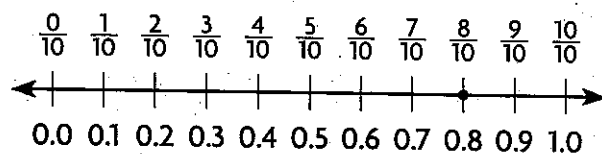
The decimal shown by the point on the number line is 0.8.

So, the fraction and decimal shown by the point on the number line are $\frac{8}{10}$ and 0.8.

Write the fraction or mixed number and the decimal shown by the model.

1.

$\frac{0}{10}$　　　$\frac{5}{10}$　　　$\frac{10}{10}$

0.0　　　0.5　　　1.0

2.

$2\frac{0}{10}$　　　$2\frac{5}{10}$　　　$2\frac{10}{10}$

2.0　　　2.5　　　3.0

_____　　　_____

Grade 4
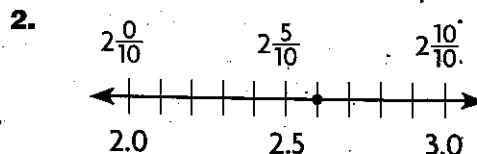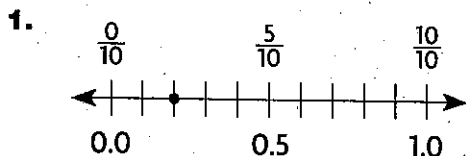
Name _____

Relate Hundredths and Decimals

Write the fraction or mixed number and the decimal shown by the model.
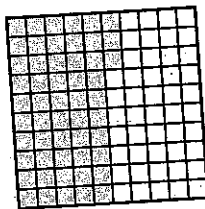
Step 1 Count the number of shaded squares in the model and the total number of squares in the whole model.	Number of shaded squares: 53 Total number of squares: 100
Step 2 Write a fraction to represent the part of the model that is shaded.	$\dfrac{\text{Number of Shaded Squares}}{\text{Total Number of Squares}} = \dfrac{53}{100}$ The fraction shown by the model is $\dfrac{53}{100}$.
Step 3 Write the fraction in decimal form.	Think: The fraction shown by the model is $\dfrac{53}{100}$. 0.53 names the same amount as $\dfrac{53}{100}$. The decimal shown by the model is 0.53.

The fraction and decimal shown by the model are $\dfrac{53}{100}$ and 0.53.

Write the fraction or mixed number and the decimal shown by the model.

1.

2.

_____   _____

Grade 4
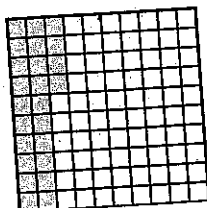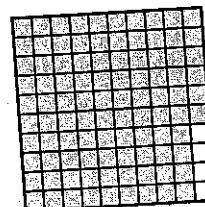
Name _____

Relate Fractions, Decimals, and Money

Write the total money amount. Then write the amount as a fraction and as a decimal in terms of a dollar.

Step 1 Count the value of coins from greatest to least. Write the total money amount.

$0.25 → $0.35 → $0.40 → $0.45 → $0.50

Step 2 Write the total money amount as a fraction of a dollar.

The total money amount is $0.50, which is the same as 50 cents.

Think: There are 100 cents in a dollar.

So, the total amount written as a fraction of a dollar is:

$\frac{50 \text{ cents}}{100 \text{ cents}} = \frac{50}{100}$

Step 3 Write the total money amount as a decimal.

Think: I can write $0.50 as 0.50.

The total money amount is $\frac{50}{100}$ written as a fraction of a dollar, and 0.50 written as a decimal.

Write the total money amount. Then write the amount as a fraction or a mixed number and as a decimal in terms of a dollar.

1.

2.
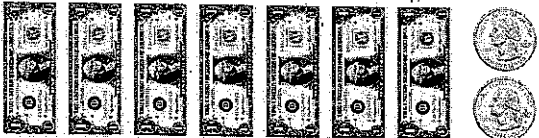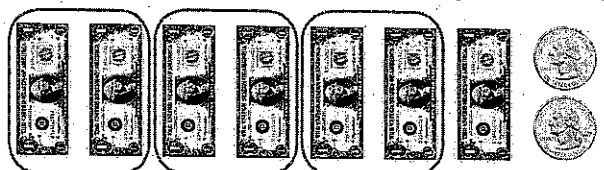
Name _____

Problem Solving • Money

Use the strategy *act it out* to solve the problem.

Jessica, Brian, and Grace earned $7.50. They want to share
the money equally. How much will each person get?

Read the Problem	Solve the Problem
What do I need to find? I need to find the <u>amount of money each person should get</u>.	• Show the total amount, <u>$7.50</u>, using <u>7</u> one-dollar bills and <u>2</u> quarters.
What information do I need to use? I need to use the total amount, <u>$7.50</u>, and divide it by <u>3</u>, the number of people sharing the money equally.	• Share the one-dollar bills equally. There is <u>1</u> one-dollar bill left.
How will I use the information? I will use <u>dollar bills and coins</u> to model the total amount and <u>act out the problem</u>.	• Change the dollar bill that is left for <u>4</u> quarters. Now there are <u>6</u> quarters. • Share the quarters equally. So, each person gets <u>2</u> one-dollar bills and <u>2</u> quarters, or <u>$2.50</u>.

1. Jacob, Dan, and Nathan were given
   $6.90 to share equally. How much
   money will each boy get?

2. Becky, Marlis, and Hallie each earned
   $2.15 raking leaves. How much did
   they earn together?

_____

_____

Compare Decimals

Alfie found 0.2 of a dollar and Gemma found 0.23 of a dollar.
Which friend found more money?

To compare decimals, you can use a number line.

Step 1 Locate each decimal on a number line.
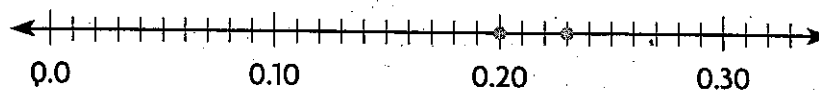
Step 2 The number farther to the right is greater.

0.23 > 0.2, so __Gemma__ found more money.

To compare decimals, you can compare equal-size parts.

Step 1 Write 0.2 as a decimal in hundredths.

0.2 is 2 tenths, which is equivalent to __20__ hundredths.

0.2 = __0.20__

Step 2 Compare.

23 hundredths is greater than 20 hundredths,
so 0.23 > 0.2.

So, __Gemma__ found more money.

Compare. Write <, >, or =.

1. 0.17 ◯ 0.13   **2.** 0.8 ◯ 0.08   **3.** 0.36 ◯ 0.63   **4.** 0.4 ◯ 0.40

5. 0.75 ◯ 0.69   **6.** 0.3 ◯ 0.7   **7.** 0.45 ◯ 0.37   **8.** 0.96 ◯ 0.78

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Name _____

Classify Triangles by Angles

A **triangle** is a polygon with __3__ sides
and __3__ angles.
Each pair of sides joins at a vertex.

You can name a triangle by its vertices.

ΔPQR   ΔQRP   ΔRPQ
ΔPRQ   ΔQPR   ΔRQP
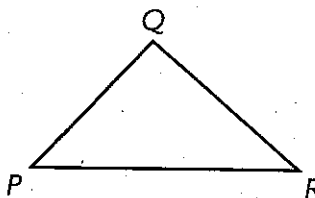
There are __3__ types of triangles. All triangles have
at least __2__ acute angles.

Obtuse triangle
one obtuse angle
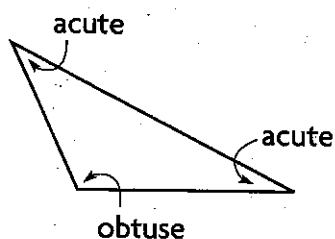
Right triangle
one right angle
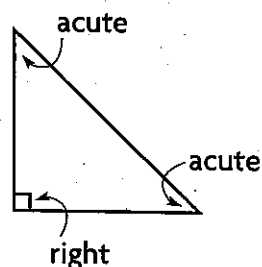
Acute triangle
three acute angles
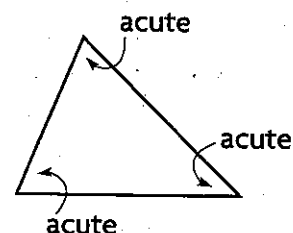
1. Name the triangle. Tell whether each angle is
   acute, right, or *obtuse*. A name for the triangle

   is _____.

   ∠X is _____.

   ∠Y is _____.

   ∠Z is _____.
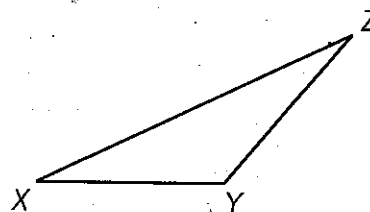
Classify each triangle. Write acute, right, or obtuse.

2. _____

3. _____

4. _____
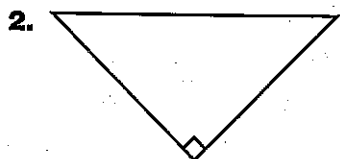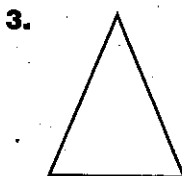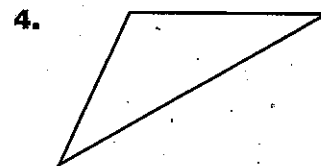
Classify Triangles by Sides

One way to classify triangles is to compare the lengths
of their sides.

First, decide how many sides of the triangle are the same length.
Then classify the triangle based on the number.

3 in.   3 in.
3 in.

4 cm   4 cm
3 cm

8 cm
4 cm   6 cm
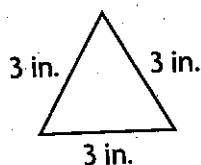
equilateral triangle
3 sides
have the same length
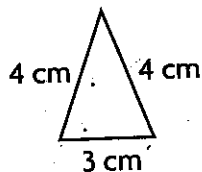
isosceles triangle
2 sides
have the same length
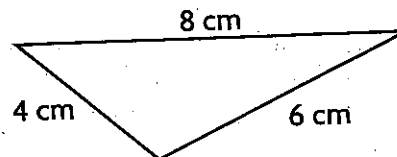
scalene triangle
no sides
have the same length

Name the triangle. Write *equilateral, isosceles,* or *scalene*.

1.

5 cm
5 cm
5 cm

_____

2.

9 in.
4 in.
6 in.

_____

3.

12 cm
12 cm
9 cm

_____

4.

7 cm
3 cm
8 cm

_____

R78
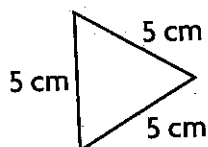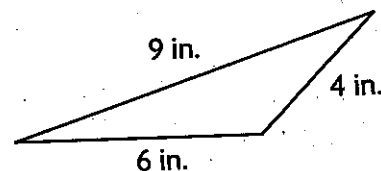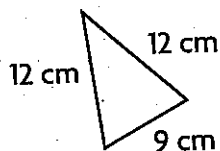
Grade 4
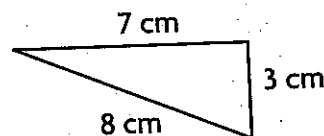
Name _____

Classify Quadrilaterals

A **quadrilateral** is a polygon with __4__ sides and __4__ angles.
Some quadrilaterals have special names:

Quadrilateral
4 sides
4 angles

Parallelogram
2 pairs of
parallel sides

Trapezoid
Exactly 1 pair of
parallel sides

Rectangle
4 right angles
2 pairs of
parallel sides

Rhombus
4 sides of
equal length

Square
4 right angles
4 sides of
equal length
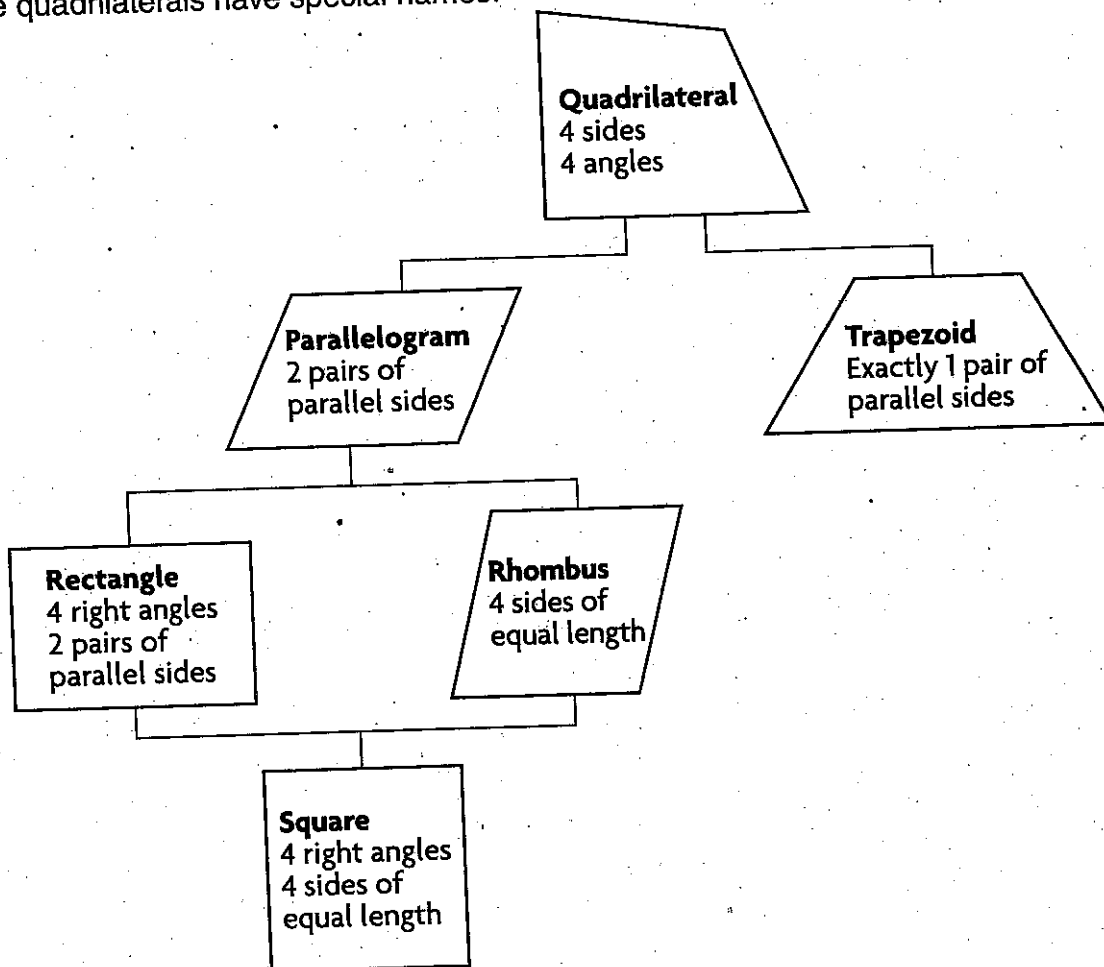
Classify each figure as many ways as possible. Write
quadrilateral, trapezoid, parallelogram, rhombus, rectangle, or *square.*

1.

2.

3.

_____

_____

_____

_____

Grade 4
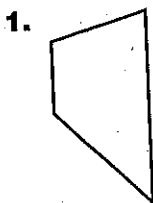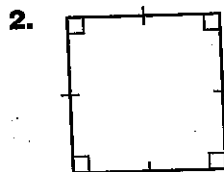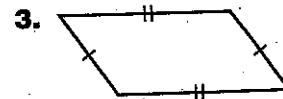
Angles and Fractional Parts of a Circle

Find how many $\frac{1}{6}$ turns make a complete circle.

Materials: fraction circles

Step 1 Place a $\frac{1}{6}$ piece so the tip of the fraction
piece is on the center of the circle.
Trace the fraction piece by drawing along
the dashed lines in the circle.
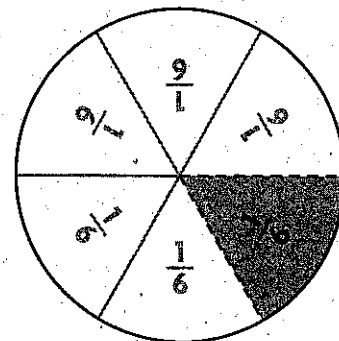
Step 2 Shade and label the angle formed by
the $\frac{1}{6}$ piece.

Step 3 Place the $\frac{1}{6}$ piece on the shaded angle.
Turn it clockwise (in the direction that the
hands on a clock move). Turn the fraction piece
to line up directly beside the shaded section.

Step 4 Trace the fraction piece. Shade and
label it. You have traced __2__ sixths in all.

Step 5 Repeat until you have shaded the entire circle.

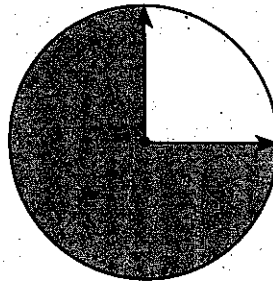There are **six** angles that come together in the center
of the circle.

So, you need **six** $\frac{1}{6}$ turns to make a circle.

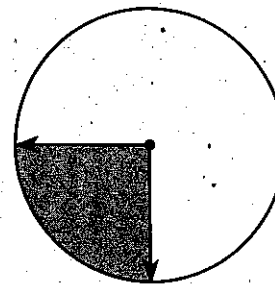**Tell what fraction of the circle the shaded angle represents.**

1.
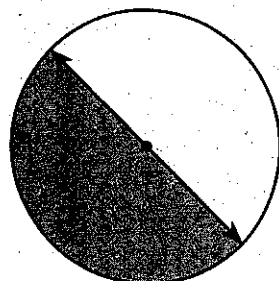
2.

3.

_____   _____   _____

Degrees

Angles are measured in units called **degrees.** The symbol for degrees is °. If a circle is divided into 360 equal parts, then an angle that turns through 1 part of the 360 measures 1°.

An angle that turns through $\frac{50}{360}$ of a circle measures 50°.

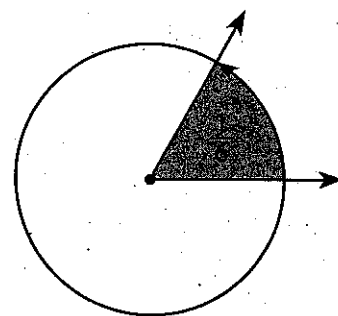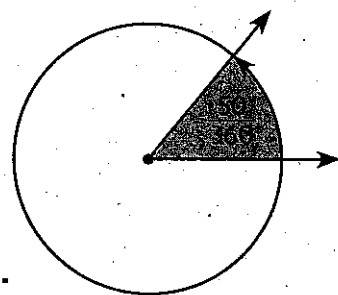**Find the measure of an angle that turns through $\frac{1}{6}$ of a circle.**

Step 1 Find a fraction that is equivalent to $\frac{1}{6}$ with 360 in the denominator. **Think:** 6 × 60 = 360.

$$\frac{1}{6} = \frac{1 \times 60}{6 \times 60} = \frac{60}{360}$$

Step 2 Look at the numerator of $\frac{60}{360}$.
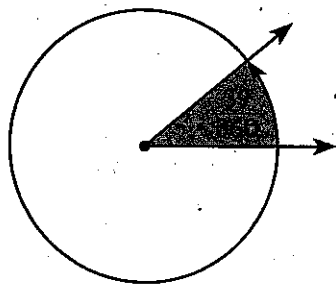
The numerator tells how many degrees are in $\frac{1}{6}$ of a circle.

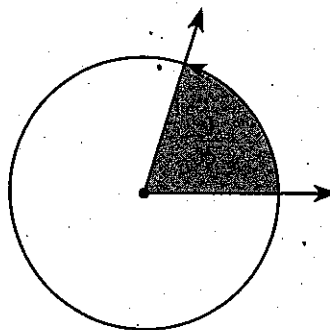So, an angle that turns through $\frac{1}{6}$ of a circle measures __60°__.

Tell the measure of the angle in degrees.
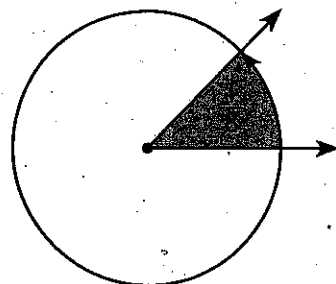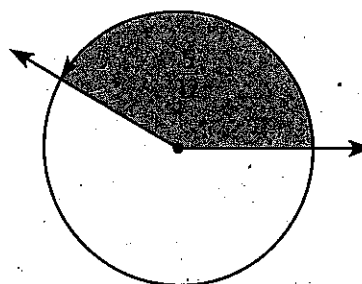
1.

2.

3.

4.

Name _____

Measure and Draw Angles

A **protractor** is a tool for measuring the size of an angle.
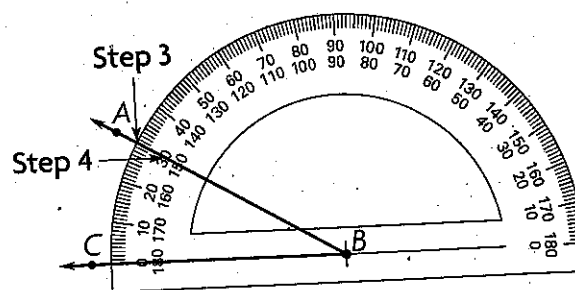
Follow the steps below to measure ∠ABC.

Step 1 Place the center point of the protractor on vertex B of the angle.

Step 2 Align the 0° mark on the protractor with ray BC. Note that the 0° mark is on the outer scale or top scale.

Step 3 Find where ray BA intersects the same scale.

Step 4 Read the angle measure on the scale.

The m∠ABC = **30°**.
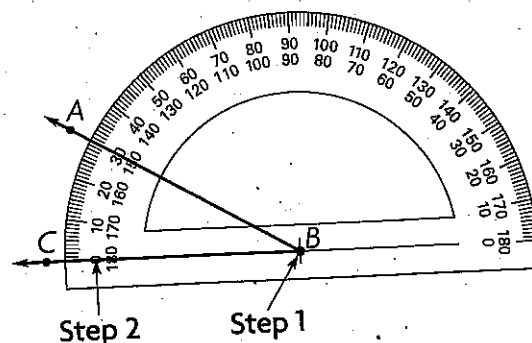
Use a protractor to find the angle measure.

1.

m∠FGH_____

2.

m∠KMN_____

Use a protractor to draw the angle.

3. 110°

4. 55°

Grade 4

Name _____

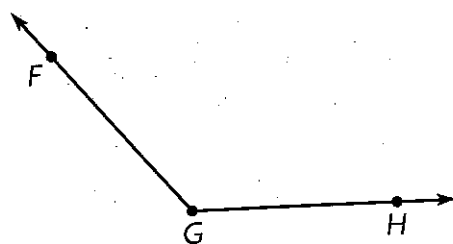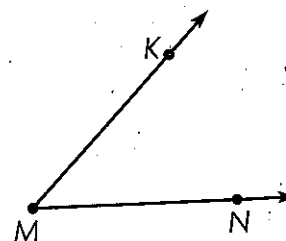# Join and Separate Angles

The measure of an angle equals the sum of the measures of its parts.

Use your protractor and the angles at the right.

Step 1 Measure ∠ABC and ∠CBD. Record the measures.

m∠ABC = __**35°**__ ; m∠CBD = __**40°**__

Step 2 Find the sum of the measures.

__**35°**__ + __**40°**__ = __**75°**__

Step 3 Measure ∠ABD. Record the measure.

m∠ABD = __**75°**__

So, m∠ABC + m∠CBD = m∠ABD.
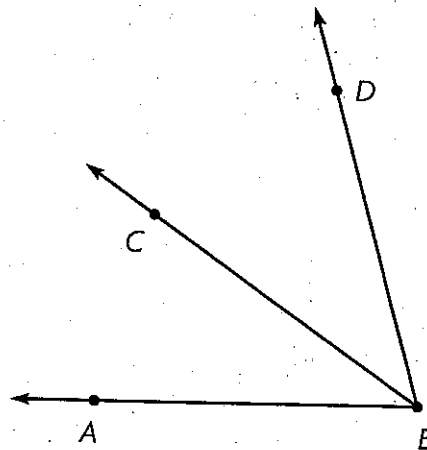
Add to find the measure of the angle. Write an equation to record your work.

1.

35°
70°

m∠EGJ = _____

2.

70°
60°

m∠KLN = _____

3.

45°
20°
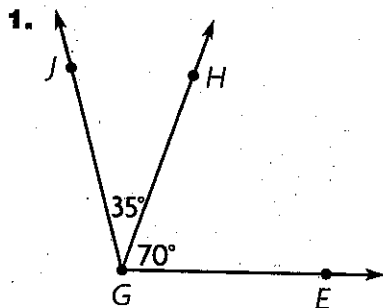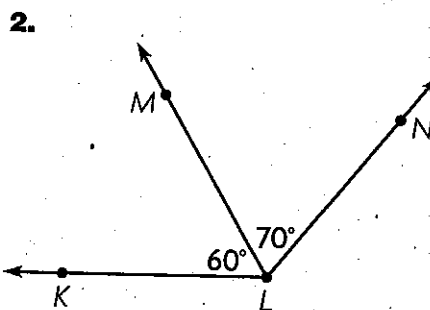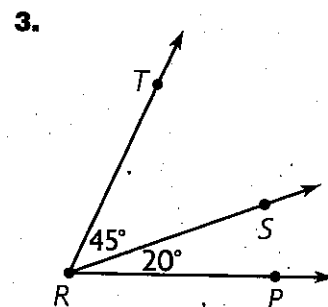
m∠PRT = _____

Use a protractor and the art at the right.

4. Find the measure of each angle. Label each angle with its measure.

5. Write the sum of the angle measures as an equation.

_____

Independent Study Assignments: 4th Grade

- Reading: 1) Complete the reading log (below for each school day that you are out. You must read for 30 minutes for each entry.
- Math: 1) Complete one math sheet for each school day
- Writing: 1) Complete a journal entry for each day that you are out. Each journal entry should be at least 5 (five) sentences long, and tell me what you did on that day. Remember a fourth grade sentence will have at least 7 words. 3) Not required, extra credit: illustrate your journal entry.
- ELA: 1) Complete a comprehension/ELA Grammar/Cursive Page for each day that you are absent.

You must return all completed assignments on the first day that you return to school in order for your absences to be excused.

Title and Pages	Time	Adult Signature

Name: _____

#:_____

Americans Move West

(5.1) *Pages 190-195*

Trappers Head West (page ___)

- _____ and _____ separated California from other parts of Mexico and the United States.
- _____ began to create overland routes through the west.
- They created these routes as they for looking for new places to

  _____.

- There was a desire, or _____ for beaver fur (used to make clothing) products in the United States.
- _____ is the amount of a good or service that is offered for sale.
- The demand for and reduced supply of beavers motivated trappers from the United States to travel farther into the

  _____.

Jedediah Strong Smith (pages _____ - ___)

- Trappers moved west opening up new _____. These people were known as _____.
- One famous trailblazer; someone who makes a new path for others to follow, was _____.
- Jedediah Smith discovered a route into California from

  _____.

- Jedediah's route traveled southwest across the _____ desert.

Jedediah Strong Smith (continued)

- During this time people from the United Stated has to ask for

  _____ to enter California because it was part of

  _____ .

More Trailblazers (pages _____ - _____)

- Trappers like _____ and _____

  (were / were not) welcomed in California.

- Trappers who entered California without permission were put

  in _____ .

- James Beckwourth helped establish routes to California through

  _____ through the Sierra Nevada.

Review Questions

1. Why did **trappers** from the United States **head west** to
   California?

   _____

   _____

2. How did **trailblazers** help other explorers and settlers?

   _____

   _____

3. What **land routes** did people form the United States **use to get**
   to California?

   _____

   _____

Trails to California

(5.2) *Pages 198-203*

Early Settlers (page _____)

- _____ is a person who comes from one country to live in another.

- Most early settlers came to California by _____.

- Trappers came to catch fur-bearing animals, while settlers came to _____.

More Trails West (pages _____)

- Pioneers and explorers from the _____ traveled _____ in wagon trains on the California Trail (and other land routes).

- John Marsh's letter _____ other pioneers to come to California.

- A pioneer is _____.

- A wagon train is a _____.

- _____ was the main overland route to California.

- _____ across the Sierra Nevada made travel difficult to California.

The Donner Party (pages _____)

- Descriptions of California's _____ land and mild
  _____ inspired people to travel to California.

- The Donner party got stuck in the Sierra Nevada after following
  Hastings's new route to California-- which was supposed to be a
  _____ but was not.

- Due to a _____, the Donner party got stuck in the
  mountains where many died due to _____ temperatures
  and lack of _____.

Review Questions:

1. What kind of **work** had to be done at *Sutter's Fort* to help meet
   the needs of newly arriving settlers?

   _____

   _____

2. How was **John Marsh** a *pioneer*?

   _____

   _____

3. What *route* did the **Donner party** take to reach California?

   _____

   _____

Name: _____ #: _____

Date: _____

Americans in California

(Ch.5 L3) Pages 206 - 211

American Interest in California Grows (page _____)

- _____ was the idea/plan to expand the United States from the Atlantic Ocean to the Pacific Ocean.

- The United States wants California so that citizens could have more places to _____ and _____ .

- The American _____ in California was growing.

- During this time (1840s), settlers could only own land if they became _____ in California.

Mexican Control Weakens (pages _____)

- _____ wanted to buy California, but the Mexican government _____.

- The Mexican government was _____ in California.

- _____ had a lot of power in California during this time.

- California (**was / was not**) well defended by the Mexican government.

- A _____ is someone who lives in a place without permission.

Bear Flag Revolt (pages _____)

- Someone who fights against the government is called a

_____ .

- A _____ is a form of government in which people elect their leaders.
- A group of American settlers in CA revolted and _____ the Bear Flag Republic.
- Osos saw the _____ as a courageous animal and used this as an icon to represent California's flag.

Review Questions:

1. What was one sign that the Mexican government of California was weakening in the 1840s?

_____

_____

_____

2. Between 1800 and 1840, how did the population in the **United States** change?

_____

_____

3. Why was the Mexican government unable to stop the Americans from settling into California?

_____

_____

_____

Name: _____ #: _____

Date: _____

The Gold Rush

(6.1) Pages 226-233

Gold (page_____)

- The _____ was a huge movement of people going to California to look for gold.

- In January _____, gold was found along the _____ river at _____'s sawmill.

- Builders soon quit their jobs to look for _____ .

Bound for California (pages _____)

- _____ were fortune seekers, searching for gold in 1849.

- A narrow piece of land that connects two larger areas is called a

  _____.

- Once news of the gold discovered _____ of 49ers headed to California.

- The _____ routes form the United States to California were all difficult and long.

Staking a Claim (pages _____)

- A _____ was an area that a minor said belonged to her/him.

- "Staking a claim" meant that a _____ would mark his/her area with a _____ stakes/posts.

- Most miners searched by _____ for gold.

- A tool used to separate gold from sand, soil, and gravel is called a

  _____.

- Sometimes minors worked (**independently / together**) to find gold.

- Looking for gold was (**hard / easy**), so minors divided up the

  _____, or work.

Review Questions:

1. Why might Sutter have wanted to keep the discovery of gold a secret?

   _____

   _____

   _____

2. Why do you think miners felt that they could claim lands that were owned by someone else?

   _____

   _____

   _____

3. How did the discovery of gold change California?

   _____

   _____

   _____

The Effects of the Gold Rush

(6.2) Pages 236-243

Settlements Grow and Change (page _____)

- The discovery of gold was one of the largest _____ of people in history.

- In a few years, San Francisco's population of people grew to _____ people.

- The Gold Rush caused _____ to grow.

- The following cities became trading and supply centers for the mining camps:

  - ○ _____

  - ○ _____

  - ○ _____

The New Economy (pages _____)

- While many people mined gold, others started _____ becoming very rich.

- A _____ is a person who buys goods or services.

- An entrepreneur is someone who _____ _____.

- Most newcomers to California brought (**a lot** / **very little**).

- Entrepreneurs offered _____ goods and services became richer than the miners themselves.

- Due to an _____, or sharp increase in prices, most goods and services minors needed were not affordable.

New Opportunities (page _____)

- Some people found opportunities in _____ that they did not find in other places.
- Women and _____ could start businesses and own property there.
- Miner's _____ was often based only on luck in finding gold.

Damage to the Land (pages _____)

- There (were / were not) strong laws in California for mining the land.
- Minders tore up land or _____ to change the flow of rivers in search of gold.
- _____ mining was the use of water power to uncover large parts of land in search of gold.
- Mining land resulted in:
    - o _____
    - o _____
    - o _____
    - o _____
- In _____ hydraulic mining was banned in California.

A Changing Population (pages _____)

- As a result of the gold rush, California's population grew and became more _____.

- Some people suffered _____, or the unfair treatment of people because of their religion, race, or birthplace.
- Immigrants brought different _____, _____, and cultures.
- Many _____ were forced off their lands when gold was found.
- _____ & _____ were common in the beginning of the gold rush.
- A person who takes the law into her/his own hands is called a

  _____.

Review Questions:

1. How did the products that consumers in California wanted change during the gold rush?

   _____

   _____

2. Why did some women and free African Americans come to California during the gold rush?

   _____

   _____

3. Why did goods and services cost so much during the gold rush?

   _____

   _____

California Becomes a State

(6.3) pages 246-252

The Monterey Convention (page _____)

- Starting in _____, California was taken over and ruled by United States military officials.

- The military governor called for a _____ (meeting about government and/or state policies) to decide California's future.

- A person chosen to speak or act for the state (chosen by the citizens) is a _____.

- Many new settlers from the United States wanted the same _____ as they had in the United States.

A Constitution for California (pages _____)

- In _____, delegates decided that California should join the _____ (aka United States) as a _____ state.

- They set the state's Eastern boarder = the Sierra Nevada and the _____ river.

- The _____ system was established.

- The plan for the government is called the _____.

- _____, or the group of officials elected to make laws.
  - California elected _____ delegates to attend the convention.

- Delegates decided that California (**should** / **should not**) become a state.

- In _____, the people of California voted to _____, or approve the new constitution.

Democratic Values (page _____)

- In 1849, only _____ men over _____ were allowed to vote.
- California's constitution gave _____ the right to own

  _____.

The Thirty-First State (pages _____)

- _____ is the part of U.S. government that makes _____.
- The _____ of 1850 permitted (aka _____) California to join the U.S. as a free state.
  - In _____ for the fugitive slave act.
- Choosing a capital for California:
  - Originally in _____
  - _____
  - _____
  - _____
  - Finally in _____

The End of the Ranchos (pages _____)

- The U.S. _____ passed the **land act** of _____.
  - The purpose was to solve _____ disputes over who owned the land.
  - Ranchers had to prove they _____ their land.
- Many ranchers (**couldn't / could**) prove that they had received their land legally.

- Most large ranchos eventually were _____ up.

Review Questions:

1. Why might the delegates have wanted California to be a state rather than a territory?

_____

_____

_____

2. How did California become a state?

_____

_____

_____

3. Why was California having trouble paying its bills?

_____

_____

_____