Name _____

Distance Learning
Mr. EJ's Distance Learning 5-11 to 5-15

Monday
- ❑ Morning Meeting Question
- ❑ Math: Area of Parallelograms
- ❑ Reading & Writing: City of Ember Chapter 3-6 Characterization of major characters
- ❑ Social Studies: Declaration of Independence + Its Legacy

Tuesday
- ❑ Morning Meeting Question
- ❑ Math: Area of Triangles
- ❑ Reading & Writing: City of Ember Chapter 7 Questions
- ❑ Read for 20 minutes or more in a book of your choice
- ❑ Social Studies: Ben Franklin

Wednesday
- ❑ Morning Meeting Question
- ❑ Math: Circles and Circumference
- ❑ Reading & Writing: City of Ember Chapter 8 Questions
- ❑ Read for 20 minutes or more in a book of your choice
- ❑ Social Studies:Mercy Otis Warren

Thursday
- ❑ Morning Meeting Question
- ❑ Math: Review of Measurement
- ❑ Reading & Writing: City of Ember Chapter 9 Questions
- ❑ Read for 20 minutes or more in a book of your choice
- ❑ Social Studies: Battles of Revolutionary War Day 1

Friday
- ❑ Morning Meeting Question
- ❑ Math: Measurement Learning Check
- ❑ Reading & Writing: City of Ember Chapter 10 Literary Devices
- ❑ Read for 20 minutes or more in a book of your choice
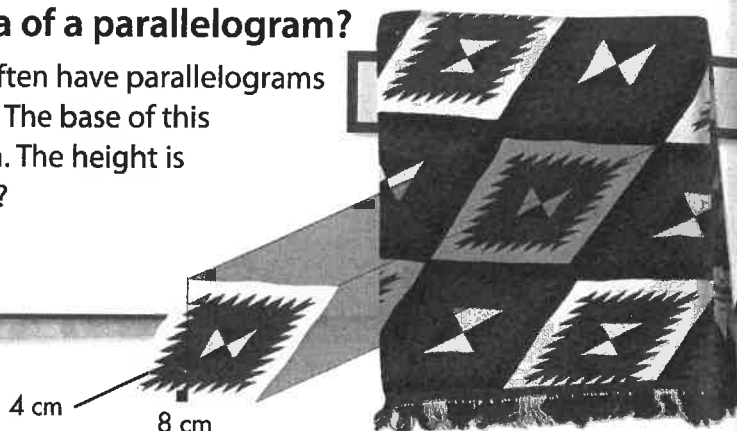- ❑ Social Studies: Battles of Revolutionary war Day 2

Lesson
12-5

Area of Parallelograms

How can finding the area of a rectangle help you find the area of a parallelogram?

Southwestern rugs often have parallelograms as part of the design. The base of this parallelogram is 8 cm. The height is 4 cm. What is its area?
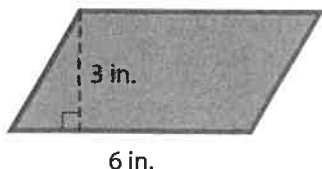
4 cm
8 cm

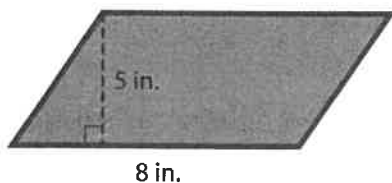## Guided Practice*

Do you know HOW?

In **1** and **2**, find the area of each parallelogram.

1.
3 in.
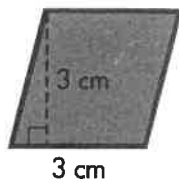6 in.

2.
5 in.
8 in.

Do you UNDERSTAND?

3. In the example above, which dimensions of the parallelogram correspond to the dimensions of the rectangle?

4. Writing to Explain How can you adapt the formula for area of a rectangle to find the area of a parallelogram?
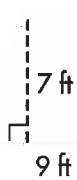
Independent Practice

For **5** through **11**, find the area of each parallelogram.
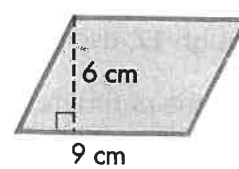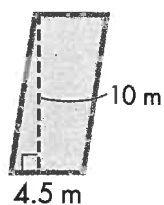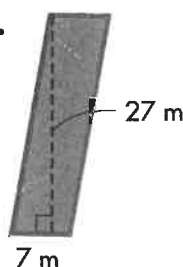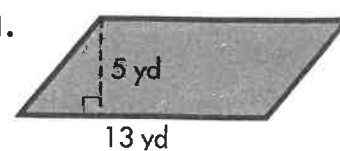
5.
3 cm
3 cm

6.
7 ft
9 ft

7.
6 cm
9 cm

8.
4 in.
2 in.

9.
10 m
4.5 m

10.
27 m
7 m

11.
5 yd
13 yd

306   *For another example, see Set D on page 319.*
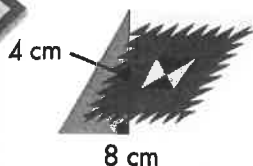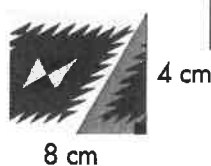
Animated Glossary
www.pearsonsuccessnet.com
DIGITAL

The shaded triangle of the parallelogram can be cut off.

4 cm

8 cm

The triangle can be placed along the other side to form a rectangle.

4 cm

8 cm

Think length = base (*b*)
width = height (*h*)

Use the formula to find the area of a parallelogram.

Area = base × height
$A = b \times h$
$A = 8 \text{ cm} \times 4 \text{ cm}$
$A = 32 \text{ cm}^2$

The area of the parallelogram is 32 square centimeters.
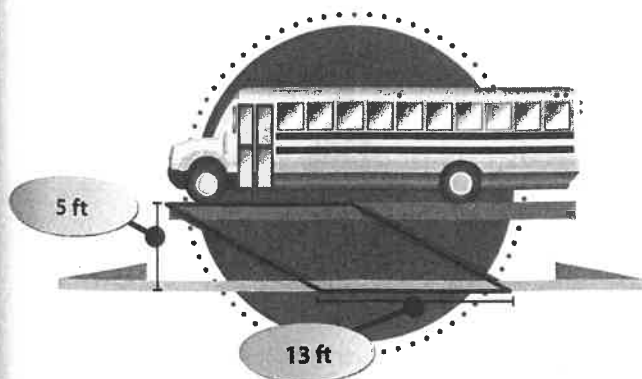
Problem Solving

12. Parallelogram *A* has a base of 12 ft and a height of 11 ft. Parallelogram *B* has a base of 13 ft and a height of 10 ft. Which parallelogram has the greater area? How much greater is the area?

13. Each morning, Kathie rides the train 9 km to work. The train takes 10 minutes to travel $4\frac{1}{2}$ km. How much time does Kathie spend on the train each day going to and from work?

14. Which of these figures has the greatest area?

A 6 ft 11 ft

C 8 ft

B 3 ft 7 ft

D 12 ft 5 ft

15. A store display has 36 bottles of perfume on the bottom shelf, 30 bottles on the shelf above that, and 24 on the shelf above that. If this pattern continues, how many bottles will be on the next shelf above?

16. What is the area of the parallelogram lift shown below?

5 ft

13 ft

17. Writing to Explain Kurt bought two items that cost a total of $100. One item cost $10 more than the other. What was the cost of each item? Explain your reasoning.

18. Algebra Paige knows the area of a parallelogram is 54 square inches. The base of this parallelogram is 9 inches, and the height is *h* inches. What is the measure for the height of this parallelogram?

Chapters 3 – 5 (cont.)

II. *Characterization*—Characters in literature are revealed by what they say and do and by what others say about them. In a chart, such as the one below, list important information you have learned about some of the characters in the novel. Continue to fill in the chart as you read. You may also add more characters to the chart.

Character	Physical Appearance	Personality Traits
Lina		
Doon		
The mayor		
Clary		
Mrs. Murdo		

Literary Device: Personification

Personification is a literary device in which an author grants human qualities to inanimate objects. For example:

> But the darkness pressed against her and she couldn't summon her voice.

What is being personified?

_____

What is the effect?

_____

Science Connection:

Start a list of foods that are found in Ember and continue the list as you read on. Consider which foods are on the list and which are missing. Does anything surprise you? For example, why doesn't the greenhouse grow fruits or grains? Why is there no livestock?

Writing Activity:

Write about a time when you felt a hunger for something like Lina felt for the pencils. *What did you want? Did you get it? If not, why? If so, what did it cost you?*

The Declaration of Independence and its Legacy

By USHistory.org, adapted by Newsela staff on 04.03.17

Word Count **813**

Level **810L**

The signing of the Declaration of Independence of the U.S. on July 4, 1776, was painted by artist Armand-Dumaresq around 1873. The painting was donated by art dealer Sam Salz to President John Kennedy as thanks for the U.S. helping him escape the Nazis when he was growing up in Poland. The painting hangs over the fireplace in the White House Cabinet Room.

The time had finally come. Too much had happened between the colonial leaders and the British to go back. More and more colonists felt that the British had taken not only their money and their liberties, but their lives as well. Bloodshed had begun during 1775 in the American Revolution. There seemed little chance of a ceasefire.

It was time for a break from England and time to declare independence.

On June 7, 1776, a resolution was introduced to the Continental Congress that declared the 13 colonies "free and independent states." Congress did not act on the resolution immediately. A vote was set for early July.

In the meantime it seemed best to explain such a bold act. Leaders of the colonies would write the Declaration of Independence. A committee including Benjamin Franklin, John Adams and Thomas Jefferson was selected to choose the careful wording. The writing had to be persuasive.

Americans could read it and join the cause. Certain Britons would read it and might urge calm from their king. Other countries would read it and hopefully aid the American colonial military. They might, that is, if the words were convincing. Committee members agreed that Jefferson was the best writer. The others would advise him.

A breakdown of the declaration

The declaration is divided into three main parts. The first is a simple statement of intent. Jefferson's words echo even today. Sayings like "all men are created equal" and "life, liberty and pursuit of happiness" have come from the lips of Americans of all ages. They are in the first section that states the principles of the leaders, now known as the founding fathers.

The next section is a list of reasons the colonies thought independence was right. King George III had repeatedly acted to establish "tyranny" in North America. He had "plundered our seas, burned our towns and destroyed the lives of our people."

The ending paragraph officially breaks ties with Britain. It also shows us the courage of each person who signed. They were now guilty of treason and would be sentenced to hang if taken before a royal court.

Congress discussed the declaration, and Jefferson watched painfully as the others tweaked his writing. On July 4, 1776, the colonies approved the declaration. The vote was 12-0, with New York choosing not to vote. As president of the Congress, John Hancock wrote his famous signature across the bottom and history was made. If the Americans were successful, they would be hailed as heroes. If they failed, they would be hanged as traitors.

Why is the declaration so important?

Why was the declaration so special? Why do Americans continue to celebrate its announcement as the birthday of the United States, July 4, 1776? While that date might just mean fireworks to some today, what did the declaration mean when it was written in 1776?

For one thing, the declaration was a legal paper, a new law. It announced the reasons that led the 13 colonies to separate from the British.

The declaration was also practical. Americans hoped to get money or military support from other countries that were enemies of the British. However, these purposes are not why the declaration is remembered today.

The principle of equality

The declaration's most famous sentence reads, "We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty and the pursuit of happiness."

Being equal has been an important principle in American history. Women's rights protesters at Seneca Falls, New York, in 1848 wrote a "Declaration of Sentiments." They used the same terms as the Declaration of Independence. "We hold these truths to be self-evident," they said, "that all men and women are created equal."

The African-American anti-slavery writer David Walker challenged white Americans in 1829 to "See your Declaration Americans!!! Do you understand your own language?" Walker dared America to live up to its stated principles. If all men were equal, why was slavery allowed?

Although Jefferson was the main writer of the declaration, he owned slaves. Many of his fellow signers also did. However, Jefferson was prepared to speak against the slave trade. His original writing of the declaration included a part that blamed King George for allowing the slave trade to grow. This part was deleted by a vote of the Congress.

The power of the people

The declaration described how Americans would connect to their new government. It said that the government must protect people's rights and that government gets its power from the people. It also says people have the right to change or end their government.

This was a bold statement. The idea that the people could deny the power of a king and have a government based on the power of the people was revolutionary.

Quiz

1   Based on information in the article, which of these statements is TRUE?

   (A)   The leaders of the colonies were sure the King of England would approve of the Declaration of
           Independence.

   (B)   The Declaration of Independence was written to convince people that it was right to break from
           England.

   (C)   The leaders of the Continental Congress acted quickly to sign the Declaration of Independence.

   (D)   The Declaration of Independence was signed even though most colonists felt that Britain had treated
           them fairly.

2   Which paragraph in the section "The principle of equality" shows that the signers of the declaration disagreed about slavery?

3   Why does the author end with the section "The power of the people"?

   (A)   to explain that it was dangerous to sign the declaration

   (B)   to show that not many people have read the declaration

   (C)   to emphasize the important ideas in the declaration

   (D)   to suggest that the declaration should be changed

4   Fill in the blank.

   Overall, the article is organized around___.

   (A)   an event and its ideas

   (B)   a time and its laws

   (C)   groups and ideas

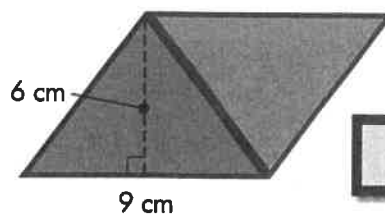   (D)   people and laws

Understand It!
The relationship between triangles and parallelograms can be used to find a formula for the area of a triangle.

Area of Triangles

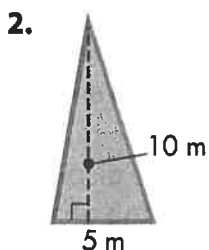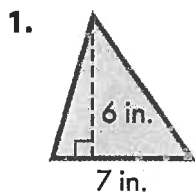## How can you use a parallelogram to find the area of a triangle?

This parallelogram is divided into two congruent triangles. The area of each triangle is equal to half the area of the parallelogram.

6 cm

9 cm

Guided Practice*

Do you know HOW?

In **1** and **2**, find the area of each triangle.

1.
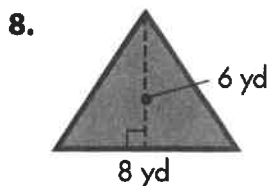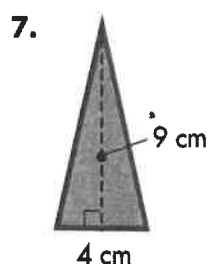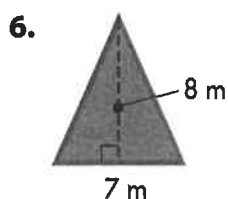
6 in.

7 in.

2.

10 m

5 m

Do you UNDERSTAND?

3. **Writing to Explain** In the example above, how do you know the area of the triangle is equal to half the area of the parallelogram?

4. In the example above, find the area of the red triangle if the base measures 12 cm and the height remains the same.

Independent Practice

In **5** through **10**, find the area of each triangle.

5.

6 in.

5 in.

6.

8 m

7 m

7.

9 cm

4 cm

8.

6 yd

8 yd

9.

3 ft

4 ft

10.

9 cm

8 cm

*For another example, see Set D on page 319.
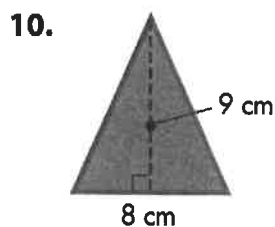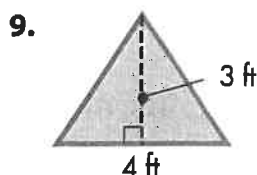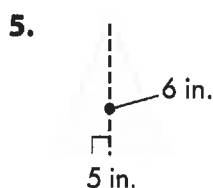
Find the area of the red triangle.

Identify the measures of the base and height of the triangle.

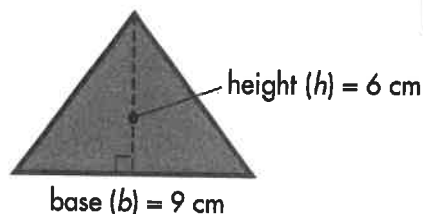base (b) = 9 cm
height (h) = 6 cm

height (h) = 6 cm

base (b) = 9 cm

To find the area of a triangle, adapt the formula for the area of a parallelogram—just multiply by $\frac{1}{2}$.

Substitute the values into the formula.

Area = $\frac{1}{2}$ × base × height

$A = \frac{1}{2} \times b \times h$
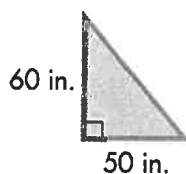
$A = \frac{1}{2} \times 9 \times 6$

$A = 27$ cm²

The area of the red triangle is 27 square centimeters.

Problem Solving

11. Writing to Explain Jay says that this triangle has an area of 3,000 square inches. Is Jay correct? Explain.

60 in.

50 in.

12. Terry wants to buy one pair of moccasins. She can choose from some that cost $22.50, $27.00, $20.95, and $24.75. How much will Terry save if she buys the least expensive instead of the most expensive pair?

13. Reasoning The difference between the prices of two bikes is $18. The sum of the prices is $258. How much does each bike cost?

14. What is the area of a triangle with a base of 7 inches and a height of 8 inches?

A 15 in²

B 28 in²

C 56 in²

D 64 in²

15. Which of the following numbers is a composite number?

A 2

B 5

C 7

D 9

16. Natalie is going to wallpaper her room. Each wall in her bedroom measures 10 ft by 8 ft. How much wallpaper will Natalie need to cover 3 of the bedroom walls?

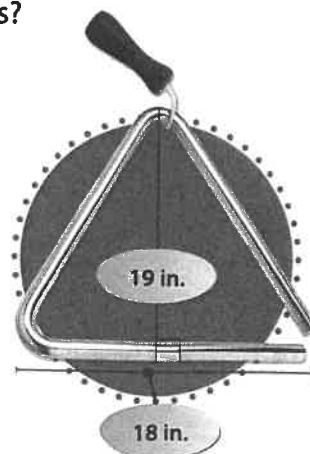**17. Algebra** A lunar module has triangular-shaped windows. The base of each window is 60 cm. The height is h cm. The area of each window is 1,200 square centimeters. Find the height of each window.

18. What is the area of the dinner bell shown at the right?

19 in.

18 in.

CHAPTERS 6 – 8

Vocabulary: Choose a word from the Word Box to replace each underlined word or phrase with a word that has a similar meaning. Write the word you choose on the line below the sentence.

WORD BOX			
discontinued	ignited	incomprehensible	kiosks
disorderly	illegible	intact	unintended

1. People were selling goods from <u>small structures open at one or more sides</u>.

   _____

2. The message coming from the loudspeaker was <u>not able to be understood</u>.

   _____

3. Knocking down the vase was an <u>accidental</u> result of playing ball in the house.

   _____

4. Maria received her aunt's stamp collection <u>with nothing missing or injured</u>.

   _____

5. The police will make sure that the crowd does not get <u>rowdy</u>.

   _____

6. Because it was not popular, that model was <u>no longer manufactured</u>.

   _____

7. Your handwriting is <u>impossible to read</u>.

   _____

8. The spark from the campfire <u>set on fire</u> the dry leaves.

   _____

> Read to find out how the mayor responds to the blackout.

Questions:

1. Why do the people show anger toward the mayor at the town meeting?

2. What makes Lina think that the box from the closet contains something important?

3. Why don't Captain Fleery and the other Believers worry about the state of the city of Ember?

Chapters 6 – 8 (cont.)

4. What strategy do most of the people in Ember use to cope with the shortages and blackouts?

5. Why does Lina decide to take the document to Doon?

6. Why is Doon interested in the subject of fire?

Questions for Discussion:

1. What do you think is the nature of the instructions on the torn paper?

2. Do you agree with Doon's father that anger should be avoided because it always brings about unexpected consequences? Can anger ever be constructive?

3. What do you think the mayor has done with Lina's message?

4. Why do the people of Ember know so little about fire?

5. Why would the people of Ember not know common words such as *heaven, hog,* or *boat?*

6. How are the fictional Believers in the city of Ember like people in the real world?

7. How do you think Ember reached its present state?

Literary Devices:

I. *Personification*—What is being personified in the following passage?

Fear had settled over the city.

What mood does this create?

II. *Simile*—What is being compared in the following simile?

Her heart began knocking at her chest like a fist at a door.

Why is this an apt comparison?

Cooperative Learning Activity:

With a small group of your classmates, try to decode the document. Compare your results with those of other groups.
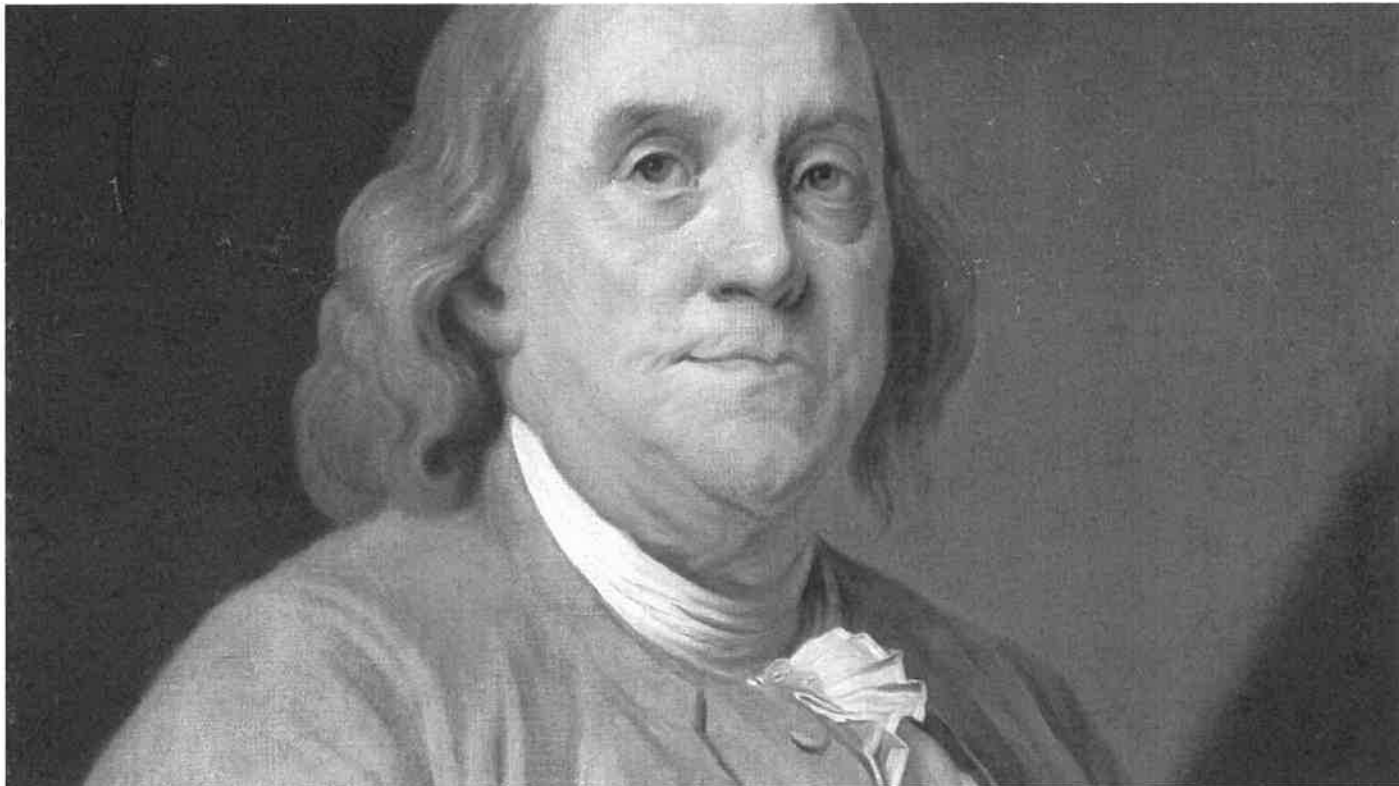
Writing Activity:

Write about a time when anger took hold of you and resulted in unintended consequences.

Inventors and Scientists: Ben Franklin

By Biography.com Editors and A+E Networks, adapted by Newsela staff on 08.16.16
Word Count **602**
Level **710L**

A portrait of Benjamin Franklin by Joseph Siffred Duplessis, circa 1785. Wikimedia Commons

Synopsis: Benjamin Franklin was born in Boston in 1706. He helped write the Declaration of Independence and the U.S. Constitution. He had an important role in ending the Revolutionary War. He studied electricity, mathematics and mapmaking. He was well known for his wit and wisdom.

Early Life

Benjamin Franklin was born in Boston on January 17, 1706. His father was a soap and candle maker. Ben was his 15th child and youngest son.

Ben learned to read at an early age. He had to stop going to school when he was 10 years old to work in his father's shop. His father also let him work at his brother James' print shop.

James mistreated Ben. Still, Ben learned a lot about newspaper publishing. Ben ran away from Boston in 1723.

Franklin found work with a printer in Philadelphia, but he left for London in 1724. He enjoyed seeing plays in London, mingling with people in coffeehouses and reading. He even crafted his

own wooden flippers and swam on the Thames River.

Franklin returned to Philadelphia in 1726. Eventually he opened his own print shop in Philadelphia. He also helped set up a library.

Newspaperman, Inventor

In 1729 Franklin purchased a struggling newspaper, The Pennsylvania Gazette. Franklin turned it into the most widely read paper in the colonies.

Franklin had three children with a woman named Deborah Read. Their names were William, Francis, and Sarah. Francis died when he was 4 years old of smallpox.

Franklin's prominence and success grew during the 1730s. One big hit was "Poor Richard's Almanack," which he published at the end of 1732. The book was a collection of weather reports, astronomical information, poetry, and witty lines. Some examples are "Early to bed and early to rise, makes a man healthy, wealthy and wise" and "He that lies down with dogs, shall rise up with fleas." Franklin published the book for 25 years in a row.

Franklin became interested in electricity around the 1740s. He conducted his famous kite-and-key experiment in 1752. He flew a kite with a key attached in a lightning storm to show that lightning was electricity. He also invented the lightning rod and coined electricity-related words that we still use today. These include battery, charge, conductor and electrify.

Franklin invented many things. He developed glasses called bifocals that could be used for both distance and reading. He is credited with inventing the first rocking chair and the American penny.

American Colonies

Franklin was very involved in the Pennsylvania government. He thought the colonies should band together. At first, the colonies did not agree with him.

In 1757 Franklin sailed to London. He spent the next 20 years there. By the 1770s Great Britain and the American colonies were ready to fight. Franklin returned to North America in 1775 to support the American Revolution. In 1776, Franklin was one of five men to write the Declaration of Independence.

Franklin spent almost 10 years in France. He returned to the United States in 1785. He helped write the U.S. Constitution at age 81.

Lasting Accomplishments

Benjamin Franklin died on April 17, 1790, in Philadelphia. He was 84 years old. He also donated money to schools and museums in Boston and Philadelphia.

Benjamin Franklin did a wide range of things. He founded schools and libraries, shaped the government, published newspapers and made scientific breakthroughs, all without finishing school. His life was shaped through reading and experience. He had a strong sense of right and wrong and was dedicated to his country. That is no doubt why he is often called the "First American."
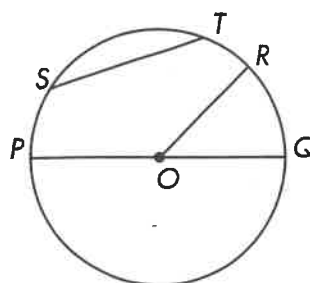
Circles and Circumference

What are the names of segments and angles related to a circle?

A circle is a closed plane figure made up of all the points that are the same distance from a given point called the center. A circle is named by its center. Circle O is shown at the right.

Other Examples

How are the measurements of a circle related to each other?

For any circle, the circumference is always about 3.14 times the diameter. Because this value is always the same, ancient mathematicians gave it a special name, pi (pronounced like *pie*). Pi is represented by the Greek letter π. However, 3.14 is only an approximate value of π. The digits in π actually go on forever: 3.141592 ....
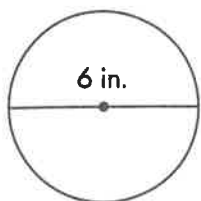
Because the relationship between the circumference and the diameter of a circle is always the same, you can use a formula to describe it.

FORMULA FOR CIRCUMFERENCE

Circumference = π × diameter

$$C = \pi \times d$$

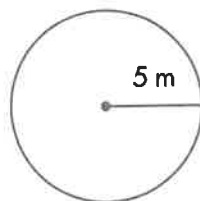Find the circumference.

6 in.

$C = \pi \times d$
$C \approx 3.14 \times 6$
$C \approx 18.84$ in.

Tip $\approx$ *means approximately equal to.*

Find the circumference.

5 m

The diameter of a circle is twice the radius.
$C = \pi \times 2 \times r$, or $C = 2 \times \pi \times r$
$C \approx 2 \times 3.14 \times 5$
$C \approx 31.4$ m

Explain It

1. Why can you use either $C = \pi \times d$ or $C = 2 \times \pi \times r$ to find circumference?

2. **Reasoning** Why do you think people use 3.14 as an estimate for π?

A radius (plural: *radii*) is any line segment that connects the center to a point on the circle. In the circle at the left, $\overline{OR}$ is a radius.

A diameter is any line segment through the center that connects two points on the circle. $\overline{PQ}$ is a diameter.

A chord is any line segment that connects two points on the circle. $\overline{ST}$ is a chord.

A central angle is an angle whose vertex is the center. $\angle ROQ$ is a central angle.

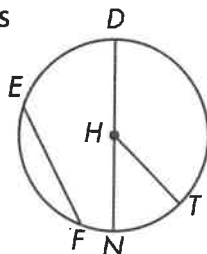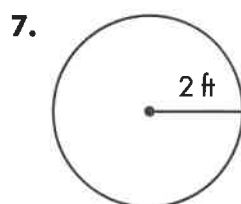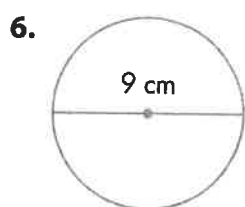The distance around a circle is called its circumference.
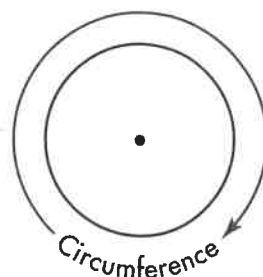
Circumference

Guided Practice*

Do you know HOW?

In **1** through **5**, use the terms above to identify each figure in circle *H*.

1. Point *H* **2.** $\overline{DN}$

3. $\overline{HT}$ **4.** $\angle DHT$ **5.** $\overline{EF}$

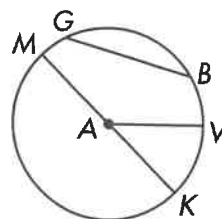In **6** and **7**, find the circumference. Use 3.14 for π.

6.
9 cm

7.
2 ft

Do you UNDERSTAND?

8. If you know the radius of a circle, how do you find its diameter?

9. In the circle at the top of page 310, name two radii other than $\overline{OR}$.

10. Explain why a diameter of a circle is also a chord.

11. **Reasoning** In circle *H* at the left, $\angle DHT$ is a central angle. Name two other central angles in circle *H*.

Independent Practice

In **12** through **16**, use circle *A* to identify the following.

12. the center   **13.** three radii

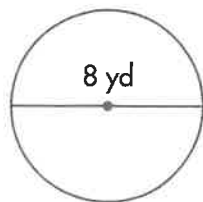14. a diameter   **15.** a chord

16. three central angles

Animated Glossary, eTools
www.pearsonsuccessnet.com

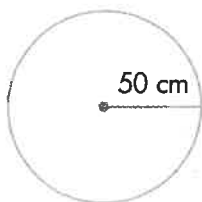*For another example, see Set E on page 319.

In **17** through **24**, find the circumference. Use 3.14 for π.

17.
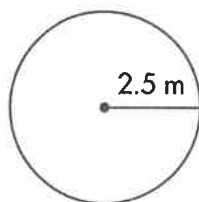
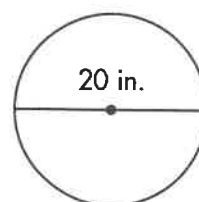8 yd

18.

50 cm

19.

2.5 m

20.

20 in.

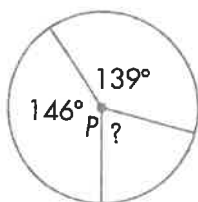**21.** $d = 6$ cm

22. $r = 7$ ft
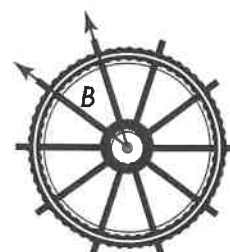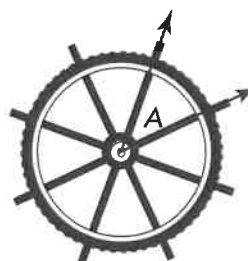
23. $d = 1$ in.

24. $r = 11$ mm

Problem Solving

For **25** and **26**, use the fact that the sum of the measures of the central angles of a circle is 360°.

25. Find the missing angle measure in circle P.

139°

146° P ?

26. In each wheel shown below, the spokes are evenly spaced. Without measuring, find the measure of $\angle A$, and $\angle B$.

A

B

27. A circular tabletop has a radius of 15 inches. What is its circumference? Use 3.14 for π.

28. Writing to Explain Ana thinks that all radii of a given circle are equal in length. Is she correct? Explain.

29. Estimation The length of the diameter of a circle is 7 centimeters. Is the circumference more or less than 21 centimeters? Explain.

30. A bakery sells muffins for 65¢ apiece and bagels for 49¢ apiece. How much less does it cost to buy two dozen bagels than two dozen muffins?

31. Think About the Process Which equation can be used to find the circumference C of a circle with a radius that measures 16 feet?

A $C = \pi \times 8$

B $C = \pi \times 16$

C $C = 2 \times \pi \times 16$

D $C = 2 \times \pi \times 32$

32. A carpenter needs to cut a circular hole in a board. The diameter of the circle must be 6 inches. What will the radius of the circle be?
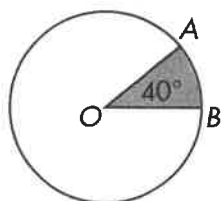
A 3 inches

B 9.42 inches

C 12 inches

D 18.84 inches

More About Central Angles

A **central angle** of a circle is an angle whose vertex is the center. In the circle below, $\angle AOB$ is a central angle of circle O.

There is a total of 360° around the center of a circle. So you can use the measure of $\angle AOB$ to find what fractional part of the circle's interior is shaded.

Step 1 Write a fraction to show what part of the whole region is shaded.

$\dfrac{40}{360}$ ←— number of degrees in the shaded part
←— number of degrees in the whole

Step 2 Write the fraction in simplest form.

$$\frac{40}{360} = \frac{40 \div 40}{360 \div 40} = \frac{1}{9}$$

So $\frac{1}{9}$ of the circle's interior is shaded.

Example: In the circle below, $\frac{2}{5}$ of the interior is shaded. Find the measure of $\angle XOY$.
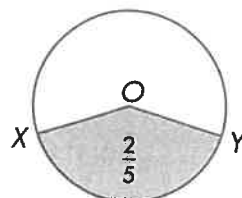
Multiply 360° by the fraction that represents the shaded part.

Think: $\frac{2}{5}$ is 2 times as much as $\frac{1}{5}$.
$\frac{1}{5}$ of 360 is equal to 360 ÷ 5.
360 ÷ 5 = 72

Multiply: $\frac{2}{5} \times 360 = 2 \times \left(\frac{1}{5} \text{ of } 360\right)$
$$= 2 \times 72$$
$$= 144$$

So the measure of $\angle XOY$ is 144°.

Practice

Write a fraction in simplest form to name each shaded part.

1.

2.

3.

4.
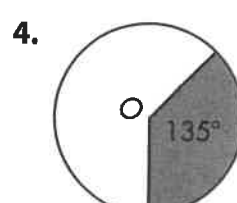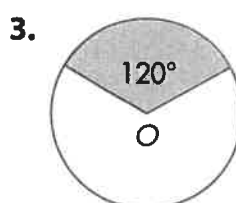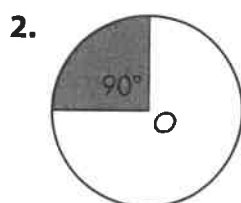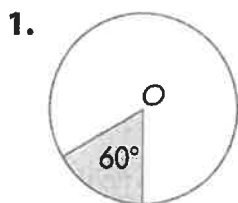
Find the measure of $\angle ROS$ in each circle.

5.

6.

7.

8.
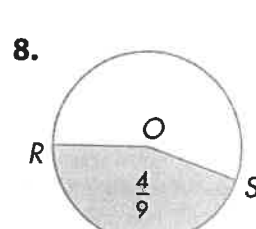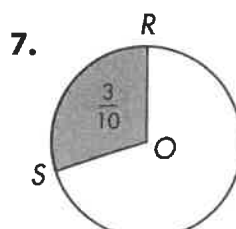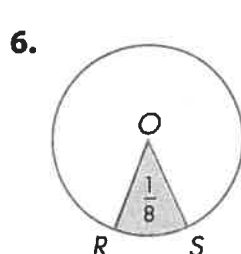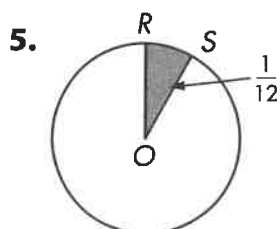
The woman whose words inflamed the American Revolution

By Smithsonian, adapted by Newsela staff on 03.03.20

Word Count **659**

Level **830L**

Mercy Otis Warren, as painted by John Singleton Copley in 1763. Painting owned by Museum of Fine Arts in Boston. Photo from: Wikimedia Commons.

During the American Revolution, when few women in this country could read, Mercy Otis Warren wrote. She penned articles that criticized British leaders. She was one of the first American women who wrote mostly for publication. Her articles appeared in Boston newspapers starting in 1772, though many of them appeared under a different name. She also wrote poems and plays.

Warren was the younger sister of James Otis, an important leader in Boston. He supported colonists' rights in the 1760s. She read widely, including plays, poems and history by many famous writers. She met her future husband, James Warren, when her brother graduated from Harvard University. The couple married in 1754 when she was 26 years old. She raised five children and began writing poems about family and nature.

In the 1760s, patriots met at the Warrens' Plymouth home. Her husband and her brother worked in the Massachusetts government. They opposed colonial governor Thomas Hutchinson. But

James Otis could no longer work after a British customs officer hit him in the head and injured him during a fight in 1769.

Answered Brother's Letters

After her brother was injured, he became mentally unwell. Warren answered his letters for him. Warren also began writing plays that criticized Hutchinson, her brother's enemy. Her first play, "The Adulateur," written in 1772, portrayed Hutchinson as Rapatio, a cruel leader of an imaginary kingdom. The hero was called Brutus, based on her brother James. Leading patriots knew Warren wrote the play.

After the 1773 Boston Tea Party, Warren wrote a poem called "The Squabble of the Sea-Nymphs." John Adams encouraged her to write it. At the time, he was a fellow patriot. Later, he became a Founding Father and the second president of the United States. Warren later wrote poems that encouraged women not to buy British goods. She wrote another play that came out two weeks before the battles of Lexington and Concord.

Warren did not use her own name on her work so she could avoid criticism from the British. Readers did not know if a man or woman wrote her articles. That meant they could judge her work on its qualities alone.

During the war, Warren handled her husband's private business and managed their farm. He was away working as president of the Massachusetts congress. In November 1775, the British controlled Boston. James Warren wrote to Adams, a friend and official of the Continental Congress in Philadelphia. He urged Adams to stop trying to get along with George III, Great Britain's king.

Mercy added a paragraph to the letter. It is time "to unlock the bars, and open every gate" that stands in the way of creating the American republic, she wrote.

Articles Against The U.S. Constitution

As Americans debated the proposed new Constitution in 1787, Warren and her husband became Anti-Federalists. They were more loyal to their state than the country's government. The Warrens wrote articles arguing against the Constitution. The Constitution was intended to become the law of the United States.

They wrote their articles without their real names. She wrote, among other things, that the Constitution did not insist on a free press, freedom of conscience (the right to make your own decisions) or trial by jury. These ideas became part of the U.S. Constitution.

Warren worried that the Constitution did not protect people enough. It did not stop government leaders from entering their houses and taking their possessions when they wanted. Her writing created the support that led Congress to pass the Bill of Rights in 1789.

In 1790, Warren wrote a book called "Poems, Dramatic and Miscellaneous." She used her own name. In 1805, she wrote a 1,200-page history of the American Revolution. That book is called "History of the Rise, Progress and Termination of the American Revolution." It made her the U.S.'s first female historian, and the only one of her time period to write about the nation's founding from that point of view.

Quiz

1 What effect did James and Mercy Otis Warren's writing have on the Constitution?

   (A)   It led to the creation of a Bill of Rights to protect the people.

   (B)   It led to the removal of many freedoms in the Constitution.

   (C)   It led to criticism from the Founding Fathers and the British.

   (D)   It led to a declaration of war between the colonies and the British.

2 What caused Mercy Otis Warren to begin writing political poems?

   (A)   She was criticized for featuring her brother as Brutus in a play.

   (B)   She was encouraged by John Adams to write about the Boston Tea Party.

   (C)   She was taking over her husband's business while he was away.

   (D)   She was eager to become the United States' first female historian.

3 This article is mostly organized using chronology.

   How would the article be different if it were organized using a problem and solution structure?

   (A)   The article would begin with readers' reactions to Warren's plays, poems and letters.

   (B)   The article would begin with background information about how the American Revolution began.

   (C)   The article would begin with a summary of Warren's childhood before she became a writer.

   (D)   The article would begin with a description of the concerns that Warren wrote about.

4 Read the article's introduction [paragraphs 1-3] and the final section, "Articles Against The U.S. Constitution."

   What is one connection between these two sections?

   (A)   The introduction describes how Warren began writing, while the final section highlights the impact of her writing.

   (B)   The introduction provides personal information about Warren, while the final section describes her career as a politician.

   (C)   The introduction presents the main conflict in Warren's life, while the final section summarizes how it was resolved.

   (D)   The introduction provides examples of Warren's writing style, while the final section shows how her writing changed over time.

Reteaching

Set A, pages 296–297

Find the length to the nearest inch, $\frac{1}{2}$ inch, $\frac{1}{4}$ inch, and $\frac{1}{8}$ inch.

INCHES
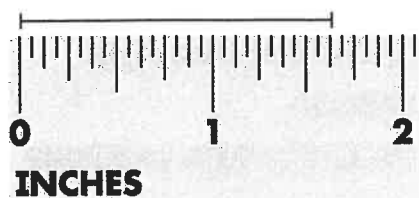
To the nearest

inch: 2 in.

$\frac{1}{2}$ inch: $1\frac{1}{2}$ in.

$\frac{1}{4}$ inch: $1\frac{3}{4}$ in.

$\frac{1}{8}$ inch: $1\frac{5}{8}$ in.

Remember to write your measurements in fractions using simplest form. Use a ruler.

1. Find the length to the nearest $\frac{1}{4}$ inch and $\frac{1}{2}$ inch.

2. Find the length to the nearest inch and $\frac{1}{8}$ inch.

Set B, pages 298–299

Choose a reasonable metric unit for the length of a driveway.

The meter is the most reasonable unit.

The millimeter and centimeter are too small and the kilometer is too large.

Remember the shortest to longest units of length are millimeter (mm), centimeter (cm), meter (m), and kilometer (km).

Write mm, cm, m, or km as the most appropriate unit.

1. length of a calculator

2. distance from Chicago to Denver

Set C, pages 300–302

Find the perimeter.

7 m

12 m

P = perimeter
ℓ = length
w = width

Use a formula:

Perimeter = (2 × length) + (2 × width)

$P = (2 \times \ell) + (2 \times w)$

$P = (2 \times 12) + (2 \times 7)$
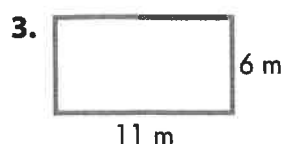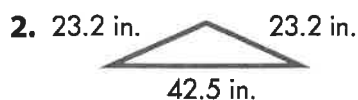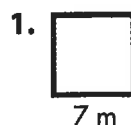
$P = 24 + 14 = 38$ m

Add the side lengths:

$P = 12 + 7 + 12 + 7 = 38$ m

Remember that perimeter is the distance around the outside of any polygon.

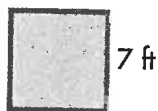Find each perimeter.

1.

7 m

2. 23.2 in. 23.2 in.

42.5 in.

3.

6 m

11 m

318

Set D, pages 304–309

Use a formula to find each area.

7 ft

6 in.

8 in.

Use $A = s \times s.$
$A = 7 \times 7 = 49 \text{ ft}^2$

Use $A = \ell \times w.$
$A = 8 \times 6 = 48 \text{ in}^2$

3 ft

5 ft

8 m

11 m
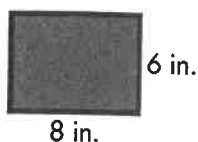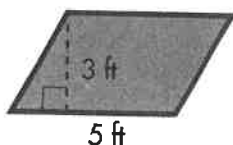
Use $A = b \times h.$
$A = 5 \times 3 = 15 \text{ ft}^2$
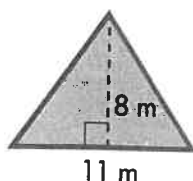
Use $A = \frac{1}{2} \times b \times h$
$A = \frac{1}{2} \times 11 \times 8 = 44 \text{ m}^2$

Remember to use the appropriate area formula for each polygon.

Find each area.

1.

8 m

2.

20 ft

25 ft

3.

5 ft

14 ft

4.

6 m

10 m

5.

44 cm

80 cm

6.

16 in.

20 in.
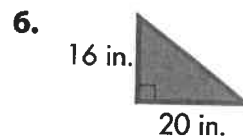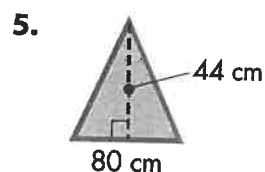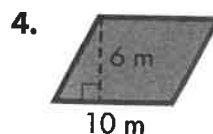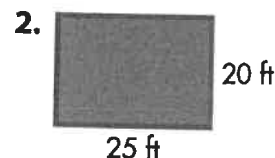
Set E, pages 310–312

Find the circumference of the circle.

14 yd
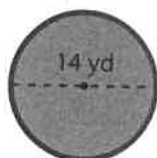
Use $C = \pi \times d.$
$C \approx 3.14 \times 14$
≈ 43.96

The circumference is 43.96 yards.

Remember that the diameter of a circle is twice the radius.

Find each circumference. Use 3.14 for π.

1.

20 m

2.

5 ft
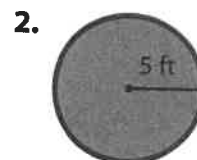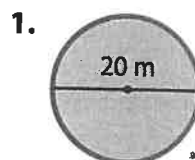
Set F, pages 314–315

When you are asked to draw a picture and make a list to solve a problem, follow these steps:

Step 1 Read and understand the problem.

Step 2 Make a plan by creating a list of different possible solutions.

Step 3 Test each of the items in your list to find a solution.

Step 4 Look back and check your work.

Remember that drawing a picture can help you make a list.

1. Cristina has 16 square feet of material to make a rectangular quilt. She wants the quilt to have the least possible (minimum) perimeter. If Cristina uses all 16 square feet, what dimensions should she use for the quilt?

Chapters 9 – 11 (cont.)

6. How has life in Ember changed since the seven-minute power outage?
7. Why does Lizzie try to avoid Lina when they see one another on the street?
8. Why does Lina refuse to accept Lizzie's offer of more food in the future?

Questions for Discussion:

1. Who do you think is the mysterious man who opened the locked door? What do you think is behind the door?
2. If people go to work at the age of twelve, how do you think they get to be doctors?
3. Do you agree with Lizzie or with Lina about using the secret supplies?

Literary Devices:

I. *Irony*—Irony is a contrast between expectation and reality. Dramatic irony occurs when the reader knows something a character does not know. What is ironic about Lina using blue to color the sky in her picture?

II. *Simile*—The author uses similes to describe illness. Rewrite each of the following examples using literal language without similes.

> . . . he [Lina's father] seemed to grow dim like a lamp losing power, and the sound of this breathing was like water gurgling through a clogged pipe.

> It [Granny's pulse] was fluttery, like a moth that has hurt itself and is flapping in crooked circles.

Why do you think the author uses similes instead of literal language for these descriptions?

Writing Activity:

Imagine that you are Mrs. Murdo. You have saved some paper for a journal. In a journal entry describe your feelings about Lina and Poppy. Tell why you invited them to live with you.

MAJOR BATTLES OF THE REVOLUTION

Directions for Mapwork

(1) Place the two map sections in front of you on your desk. Find the dotted line along the margin of one of the pages. Crease and carefully tear-off this margin. Then, align the two map sections by laying one on top of the other. The page with the margin removed should be on top. Join them together with clear tape.

(2) Read the description of the Battles of Lexington and Concord below.

(3) Do the mapwork. Start by setting up a key in the lower left-hand corner of your map. The solid arrow represents British troop movements. Trace over this arrow with a colored pencil, marker, pen, or lead pencil. Use the same colored pencil, marker, pen, or lead pencil to fill in the battle symbol in the key that will represent a British victory. Find the dotted arrow in the key that represents American troop movements. Trace over this arrow with a different colored pencil, marker, or pen. Fill in the battle symbol for an American victory.

(4) Throughout the map exercise, use the same marking for all British troop movements (the solid arrows) and British victories (the battle symbols). Use the second marking for all American troop movements (dotted arrows) and victories (battle symbols).

(5) When putting names, dates, and other information on the map, always print in small letters.

Battles of Lexington and Concord

General **Thomas Gage** ordered British troops to **Lexington** to capture **Samuel Adams** and **John Hancock**, and to **Concord** where the colonists had stored arms and ammunition. **Paul Revere** and **William Dawes** warned the **minutemen** that the redcoats were coming. Adams and Hancock escaped from Lexington, but the British destroyed military stores at Concord. After the skirmishes at Lexington and Concord, the British marched back to Boston under a steady fire from the minutemen. The redcoats suffered heavy casualties.

On the map:

(1) Trace Arrow 1 (British) from Boston to Lexington and Concord.
(2) Print April 1775 next to Lexington and Concord.
(3) Color the battle symbol to represent an American victory.

Battle of Bunker Hill

Following the battles of Lexington and Concord, the British returned to Boston. Some 10,000 colonial militiamen took up positions around the city. When the Americans occupied Breed's Hill, the redcoats attempted to drive them off. The first two British attacks failed, but the third assault on the hill succeeded when the Americans ran out of ammunition. The British won the battle, but lost far more soldiers than the patriots. The patriots displayed skill and courage, and showed they would not be easily defeated.

On the map:

(1) Print June 1775 next to Bunker Hill.
(2) Color the battle symbol to represent a British victory.

Invasion of Canada

Ethan Allen and the **Green Mountain Boys** of Vermont, with the help of **Benedict Arnold**, captured British forts at **Ticonderoga** and **Crown Point**. These successes in northern New York opened the way for a two-pronged invasion of **Canada**. The Americans hoped they could win the assistance of French-Canadians who disliked the British. American commander **Richard Montgomery** led an expedition north to **Montreal**, which he captured. Montgomery then advanced to **Quebec**, and joined forces with **Benedict Arnold**, who had marched north from Boston. The Americans attacked **Quebec** during a blizzard on December 31, 1775, but were driven back. Montgomery was killed and Arnold was seriously wounded. The Americans retreated to Fort Ticonderoga.

<u>On the map</u>:

(1) Next to forts Ticonderoga and Crown Point, print <u>Ethan Allen/Green Mountain Boys</u>. Color the battle symbols to represent <u>American victories</u>, and print <u>May 1775</u> alongside.
(2) Trace <u>Arrow 2</u> (Americans) from Fort Ticonderoga to Montreal. Print <u>Montgomery</u> next to the arrow, and <u>Nov. 1775</u> next to Montreal.
(3) Color the battle symbol at Montreal to represent an <u>American victory</u>.
(4) Trace <u>Arrow 3</u> to Quebec, and print Montgomery next to it.
(5) Trace <u>Arrow 4</u> from Boston to Quebec, and print <u>Arnold</u> next to it.
(6) Color the battle symbol at Quebec to represent a <u>British victory</u>.
(7) Print <u>Dec. 1775</u> next to Quebec.

The British Withdraw from Boston

Two weeks after the **Battle of Bunker Hill**, **General George Washington** took command of the **Continental Army** in Boston. Cannon taken at **Fort Ticonderoga** were positioned on Dorchester Heights overlooking Boston Harbor. Fearing the cannon, British general **William Howe**, who had replaced General Gage, withdrew from Boston to **Nova Scotia**, Canada. Five months later, General Howe landed on **Long Island** with the intention of capturing New York City. He was met by General Washington, who had moved the Continental Army south from Boston.

<u>On the map</u>:

(1) Trace <u>Arrow 5</u> from Boston to Nova Scotia, and print <u>Howe</u> next to it.
(2) Trace <u>Arrow 6</u> to show the movement of British forces from Nova Scotia to Long Island. Print <u>Howe</u> next to it.

The British Capture New York City

Over the next four months, the British army won the battles of **Long Island, New York**, and **White Plains**. General Howe's powerful forces overwhelmed the smaller and poorly equipped American army. Howe missed several chances to pursue and destroy the retreating Americans. General Washington, using all of his skill as a commander, managed to escape into New Jersey. It was during the New York campaign that **Nathan Hale** was captured and hung as a spy on orders from General Howe.

<u>On the map</u>:

(1) Color the battle symbol to represent the <u>British victories</u> at Long Island, New York, and White Plains. Print <u>Oct. 1776</u> next to the battle symbol.
(2) Print <u>Nathan Hale</u> next to New York.

Battles of Trenton and Princeton

New York City was now in British hands. The ragged Continental Army was on the verge of defeat. Even Washington, retreating with his shoeless army through the cold winter rain, told a friend, "The spirits of the people have shrunk. Without fresh troops, I think the game is pretty near up." **Thomas Paine** wrote in his pamphlet *The Crisis* that, "These are the times that try men's souls." Washington struck back with two swift triumphs. Crossing the icy Delaware River on Christmas night, he surprised a large **Hessian** force at **Trenton**, New Jersey. A week later, he took **Princeton**. These victories boosted American spirits, and attracted more men into the Continental Army.

<u>On the map</u>:

(1) Trace <u>Arrow 7</u> to show Washington's retreat through New Jersey and subsequent attacks on Trenton and Princeton. Print <u>Washington</u> next to the arrow.
(2) Color the battle symbols at Trenton and Princeton to represent <u>American victories</u>.
(3) Print <u>Dec. 1776</u> next to Trenton, and <u>Jan. 1777</u> next to Princeton.

Battles of Oriskany and Saratoga

The British, in 1777, planned to divide New England from the other colonies by capturing **New York State**. The plan had three parts: (1) **General John Burgoyne** was to march from Canada to **Albany**, New York. (2) **Colonel Barry St. Leger** was to lead an army from Canada to Oswego, and then eastward to **Albany**. (3) **General William Howe** would move north from New York City to **Albany**. But the British plan failed. St. Leger was defeated at the **Battle of Oriskany**. Instead of marching north to Albany, General Howe moved his army to **Philadelphia**, winning battles at **Brandywine** and **Germantown** against General Washington. General Burgoyne was defeated at the **Battle of Saratoga** by American forces commanded by **General Horatio Gates**. The news of the American victory at Saratoga convinced France to sign the **Treaty of Alliance** with the United States.

On the map:

(1) Trace <u>Arrow 8</u> to Oriskany. Print <u>St. Leger</u> next to it. Color the battle symbol to represent an <u>American victory</u>. Print <u>Aug. 1777</u> next to Oriskany.
(2) Trace <u>Arrow 9</u> from New York City to Philadelphia. Print <u>Howe</u> next to it. Color the battle symbols at Brandywine (<u>Sept. 1777</u>) and Germantown (<u>Oct. 1777</u>) to represent <u>British victories.</u> Put the dates on the map.
(3) Trace <u>Arrow 10</u> to Saratoga. Print Burgoyne next to it. Color the battle symbol to represent an <u>American victory</u>. Print <u>Oct. 1777</u> alongside. Put <u>Gates</u>, the American commander, next to the battle symbol.

The British Leave Philadelphia

The redcoats spent the winter of 1777-1778 in **Philadelphia**, the capital of the United States. The city had fallen into British hands after the battles of Brandywine and Germantown. Meanwhile, the Continental Army set up winter headquarters at nearby **Valley Forge**. Washington's men suffered from a shortage of food, clothing, and other supplies. **Baron von Steuben** reorganized and trained the Continentals to prepare them for the military campaigns of 1778. By May, large-scale French aid, including an army and a powerful fleet, began arriving in the United States. Feeling increased pressure, **General Henry Clinton**, who succeeded Howe, abandoned Philadelphia and moved British forces back to **New York City**.

On the map:

(1) Print <u>Washington/Baron von Steuben; winter 1778</u> next to Valley Forge, Pennsylvania.
(2) In <u>box 1</u> along the right side of the map, print <u>May 1778</u>: <u>Congress ratifies the Treaty of Alliance with France</u>.

George Rogers Clark Conquers the Northwest

During the war, the British encouraged their Indian allies to attack American settlers on the western frontier. To end these raids, **George Rogers Clark** led a band of frontiersmen into the present-day states of Illinois and Indiana. Clark's men captured the British forts at **Kaskaskia** and **Vincennes**.

On the map:

(1) Trace <u>Arrow 11</u>, and print <u>Clark</u> next to it.
(2) Color the battle symbols at Kaskaskia and Vincennes to represent <u>American victories</u>.
(3) Print <u>July 1778</u> next to Kaskaskia.
(4) Print <u>Feb. 1779</u> next to Vincennes.

The War at Sea

Throughout the Revolutionary War, American naval forces tried to avoid a direct confrontation with the powerful British Navy. Instead, they concentrated on disrupting Great Britain's trade. The small Continental Navy, with the help of about 2,000 **privateers**, inflicted heavy damage on British shipping.

About 800 British ships were captured or destroyed. The most famous battle involved the *Bonhomme Richard*, commanded by **Captain John Paul Jones**, and the British warship *Serapis*. The Americans captured the 44-gun *Serapis* after a bloody, bitter fight off the coast of Great Britain.
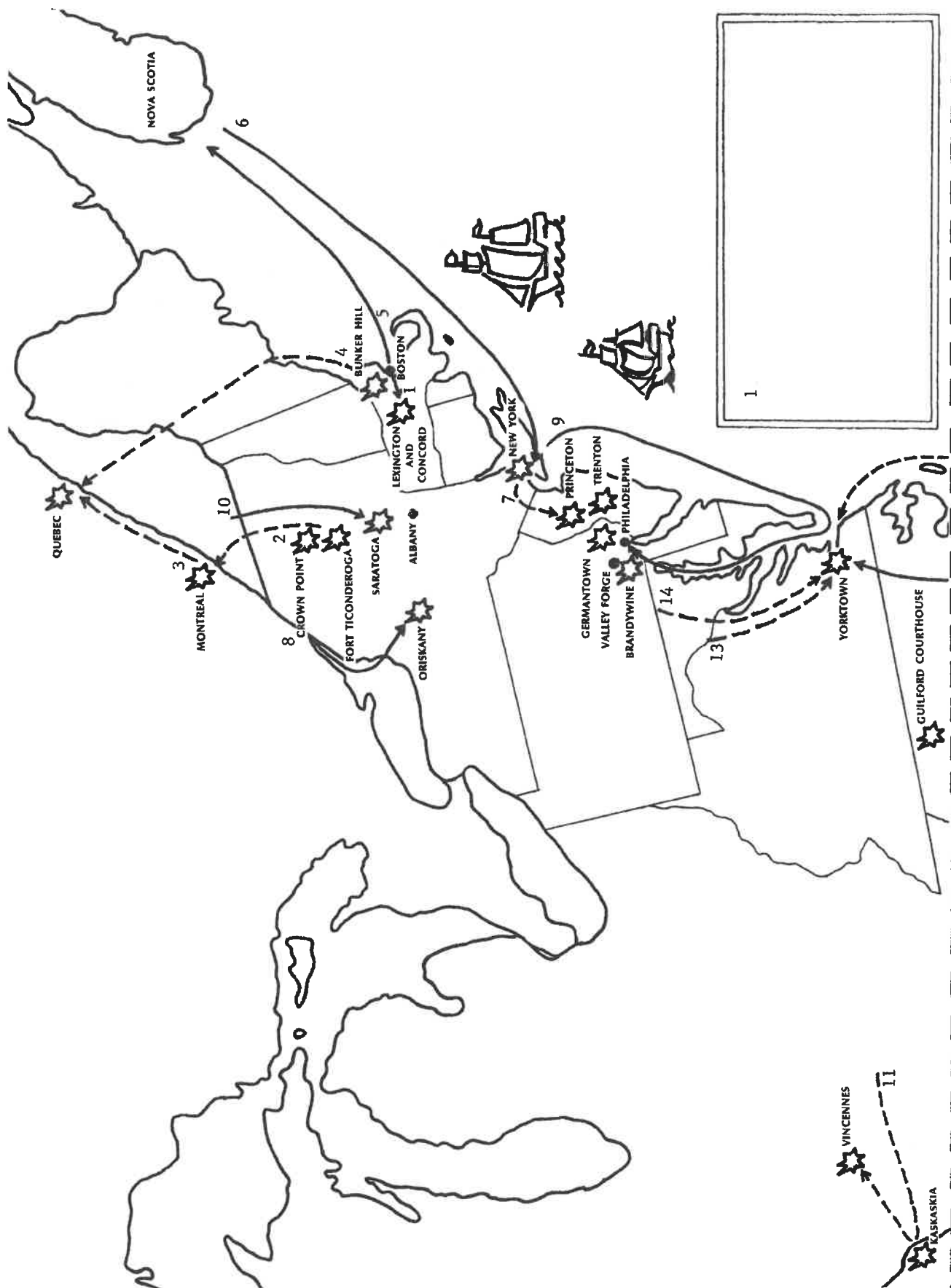
On the map:

(1) In box 2 along the right side of the map, print Sept. 1779: John Paul Jones captures the *Serapis*.
(2) In the Atlantic Ocean, color the largest ship to represent British naval forces. Next to it, print British Navy.
(3) Color the smaller ship to represent American naval forces. Next to it, print Continental Navy/privateers.
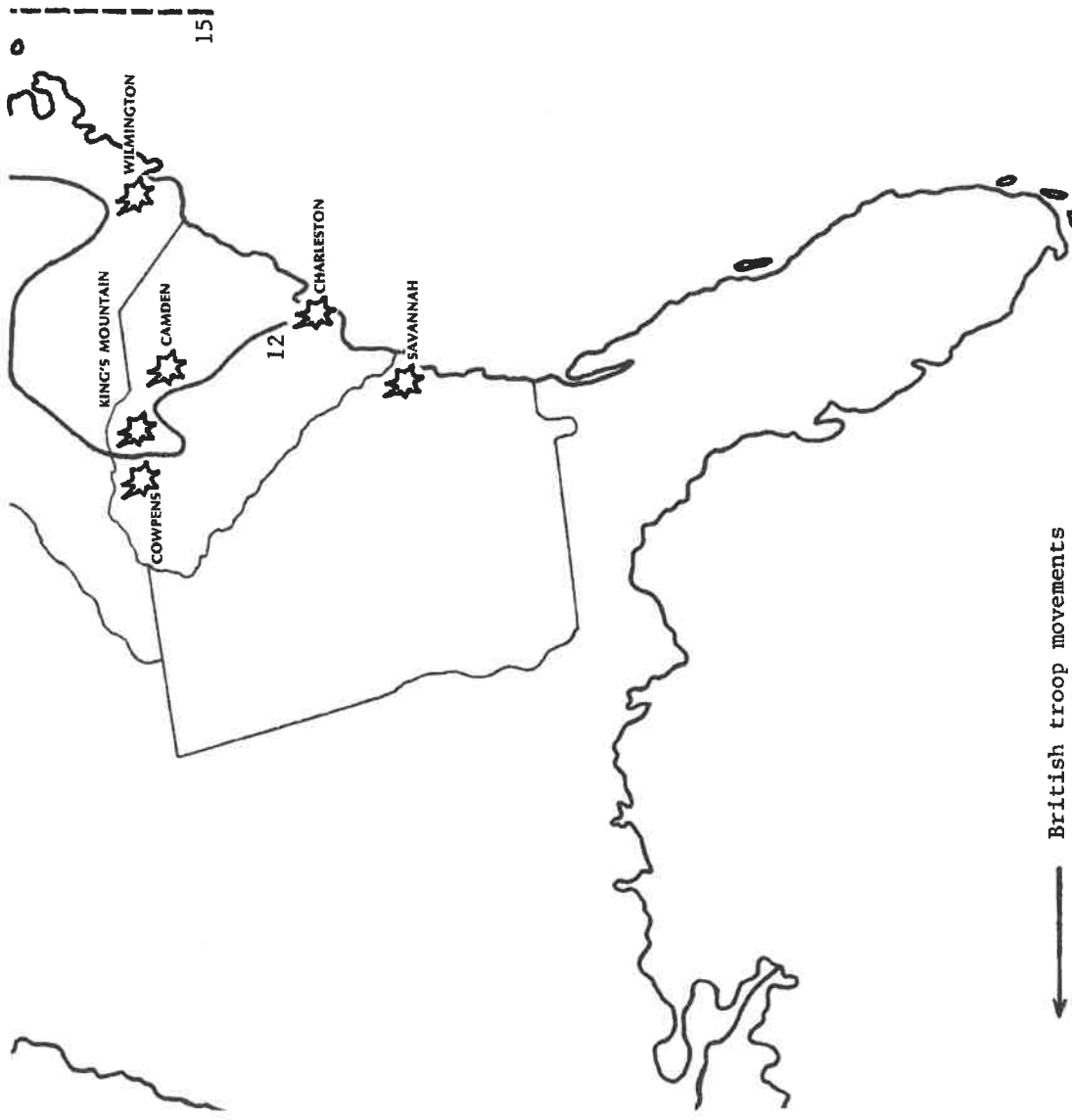

The End of the War

Most of the fighting in the last years of the war took place in the **South**. The British captured the coastal cities of **Savannah**, **Charleston**, and **Wilmington**. The British army, under **General Charles Cornwallis**, marched inland and defeated American forces at Camden, South Carolina. But Washington, who was containing General Clinton in New York, sent **General Nathanael Greene** to the southern states. After the Continental Army won battles at **King's Mountain**, **Cowpens**, and **Guilford Courthouse**, Cornwallis retreated to the coast. He marched his army to **Yorktown**, Virginia, which he planned to use as a base of operations. As **Marquis de Lafayette** occupied Cornwallis, **Washington** hurried south from New York with a force of 20,000 men. Meanwhile, a French fleet under **Admiral de Grasse** prevented the British Navy from rescuing Cornwallis. Surrounded on all sides and under a savage bombardment, Cornwallis surrendered. **Yorktown** was the last major battle of the war. In the **Treaty of Paris**, Great Britain recognized the independence of the United States.

On the map:

(1) Color the battle symbols at Savannah (Dec. 1778), Charleston (May 1780), Camden (Aug. 1780), and Wilmington (Feb. 1781) to represent British victories. Print the dates on the map.
(2) Color the battle symbols at King's Mountain (Oct. 1780), Cowpens (Jan. 1781), and Guilford Courthouse (Mar. 1781) to represent American victories. Print the dates on the map.
(3) Arrow 12 shows Cornwallis' march through the South. Trace the arrow from Charleston to Yorktown, and print Cornwallis next to it.
(4) Print Greene next to Guilford Courthouse.
(5) Trace Arrow 13, and print Lafayette next to it.
(6) Trace Arrow 14, and print Washington next to it.
(7) Trace Arrow 15, and print Admiral de Grasse next to it.
(8) Color the battle symbol at Yorktown to represent an American victory. Print Oct. 1781 next to it.
(9) In box 3, print Sept. 1783: The United States and Great Britain sign the Treaty of Paris.

NOVA SCOTIA

6

BUNKER HILL

BOSTON

LEXINGTON
AND
CONCORD

1

5

4

NEW YORK

9

QUEBEC

MONTREAL

3

CROWN POINT

FORT TICONDEROGA

SARATOGA

ALBANY

ORISKANY

10

2

8

PRINCETON

TRENTON

PHILADELPHIA

GERMANTOWN

VALLEY FORGE

BRANDYWINE

7

14

13

YORKTOWN

GUILFORD COURTHOUSE

12

VINCENNES

KASKASKIA

11

2

3

0

15

WILMINGTON

KING'S MOUNTAIN

CAMDEN

CHARLESTON

SAVANNAH

COWPENS

12

—— British troop movements

----- American troop movements

☆ British victory

☆ American victory