FIRSTLINE SCHOOLS
EDUCATION FOR LIFE

DISTANCE LEARNING FOR FIRSTLINE STUDENTS

PACKET #2

Start Date: Monday, March 30, 2020

GRADE:

K 1 2 (3) 4 5 6 7 8

CONTENT INCLUDED:

ELA MATH SCIENCE SOCIAL STUDIES

3rd Grade Math			
Directions: Complete the Problem Set and Exit Ticket for the lessons below.			
Day	Workbook	Lesson Number	Learning Goal
Monday 3/30	Module 6	Lesson 8	Represent measurement data with line plots.
Tuesday 3/31		Lesson 9	Analyze data to problem solve.
Wed. 4/1	Module 7	Lesson 1	Solve word problems in varied contexts using a letter to represent the unknown.
Thurs. 4/2		Lesson 2	Solve word problems in varied contexts using a letter to represent the unknown.
Friday 4/3		Lesson 3	Share and critique peer solution strategies to varied word problems.
Monday 4/6		Lesson 4	Compare and classify quadrilaterals.
Tuesday 4/7		Lesson 5	Compare and classify other polygons
Wed. 4/8		Lesson 6	Draw polygons with specified attributes to solve problems.

Name _____ Date _____

Delilah stops under a silver maple tree and collects leaves. At home, she measures the widths of the leaves to the nearest $\frac{1}{4}$ inch and records the measurements as shown below.

Widths of Silver Maple Tree Leaves (in Inches)				
$5\frac{3}{4}$	6	$6\frac{1}{4}$	6	$5\frac{3}{4}$
$6\frac{1}{2}$	$6\frac{1}{4}$	$5\frac{1}{2}$	$5\frac{3}{4}$	6
$6\frac{1}{4}$	6	6	$6\frac{1}{2}$	$6\frac{1}{4}$
$6\frac{1}{2}$	$5\frac{3}{4}$	$6\frac{1}{4}$	6	$6\frac{3}{4}$
6	$6\frac{1}{4}$	6	$5\frac{3}{4}$	$6\frac{1}{2}$

a. Use the data to create a line plot below.

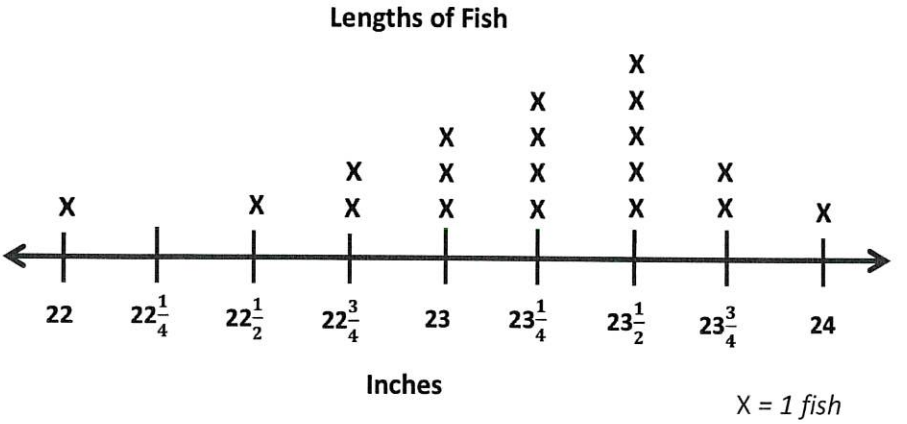
b. Explain the steps you took to create the line plot.

c. How many more leaves were 6 inches wide than $6\frac{1}{2}$ inches wide?

d. Find the three most frequent measurements on the line plot. What does this tell you about the typical width of a silver maple tree leaf?

Name _____ Date _____

The line plot below shows the lengths of fish the fishing boat caught.



a. Find the three most frequent measurements on the line plot.

b. Find the difference between the lengths of the longest and shortest fish.

c. How many more fish were $23\frac{1}{4}$ inches long than 24 inches long?

Name _____ Date _____

Mrs. Leah's class uses what they learned about simple machines to build marshmallow launchers. They record the distances their marshmallows travel in the chart below.

Distance Traveled (in Inches)				
$48\frac{3}{4}$	49	$49\frac{1}{4}$	50	$49\frac{3}{4}$
$49\frac{1}{2}$	$48\frac{1}{4}$	$49\frac{1}{2}$	$48\frac{3}{4}$	49
$49\frac{1}{4}$	$49\frac{3}{4}$	48	$49\frac{1}{4}$	$48\frac{1}{4}$
49	$48\frac{3}{4}$	49	49	$48\frac{3}{4}$

a. Use the data to create a line plot below.

b. Explain the steps you took to create the line plot.

c. How many more marshmallows traveled $48\frac{3}{4}$ inches than $48\frac{1}{4}$ inches?

d. Find the three most frequent measurements on the line plot. What does this tell you about the distance that most of the marshmallows traveled?

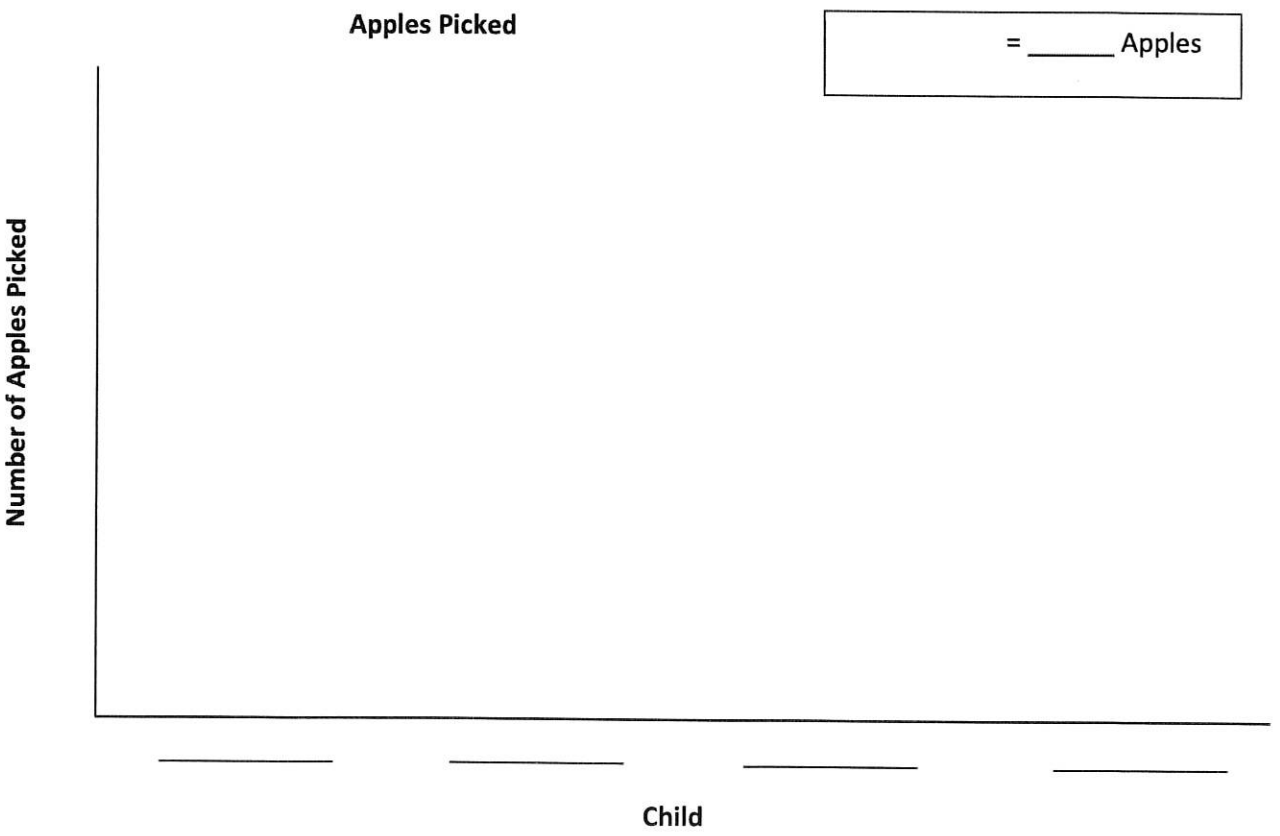
Name _____ Date _____

1. Four children went apple picking. The chart shows the number of apples the children picked.

Name	Number of Apples Picked
Stewart	16
Roxanne	_____
Trisha	12
Philip	20
	Total: 72

a. Find the number of apples Roxanne picked to complete the chart.

b. Create a picture graph below using the data in the table.



2. Use the chart or graph to answer the following questions.

   a. How many more apples did Stewart and Roxanne pick than Philip and Trisha?

   b. Trisha and Stewart combine their apples to make apples pies. Each pie takes 7 apples. How many pies can they make?

3. Ms. Pacho's science class measured the lengths of blades of grass from their school field to the nearest $\frac{1}{4}$ inch. The lengths are shown below.

Lengths of Blades of Grass (in Inches)					
$2\frac{1}{4}$	$2\frac{3}{4}$	$3\frac{1}{4}$	3	$2\frac{1}{2}$	$2\frac{3}{4}$
$2\frac{3}{4}$	$3\frac{3}{4}$	2	$2\frac{3}{4}$	$3\frac{3}{4}$	$3\frac{1}{4}$
3	$2\frac{1}{2}$	$3\frac{1}{4}$	$2\frac{1}{4}$	$2\frac{3}{4}$	3
$3\frac{1}{4}$	$2\frac{1}{4}$	$3\frac{3}{4}$	3	$3\frac{1}{4}$	$2\frac{3}{4}$

a. Make a line plot of the grass data. Explain your choice of scale.

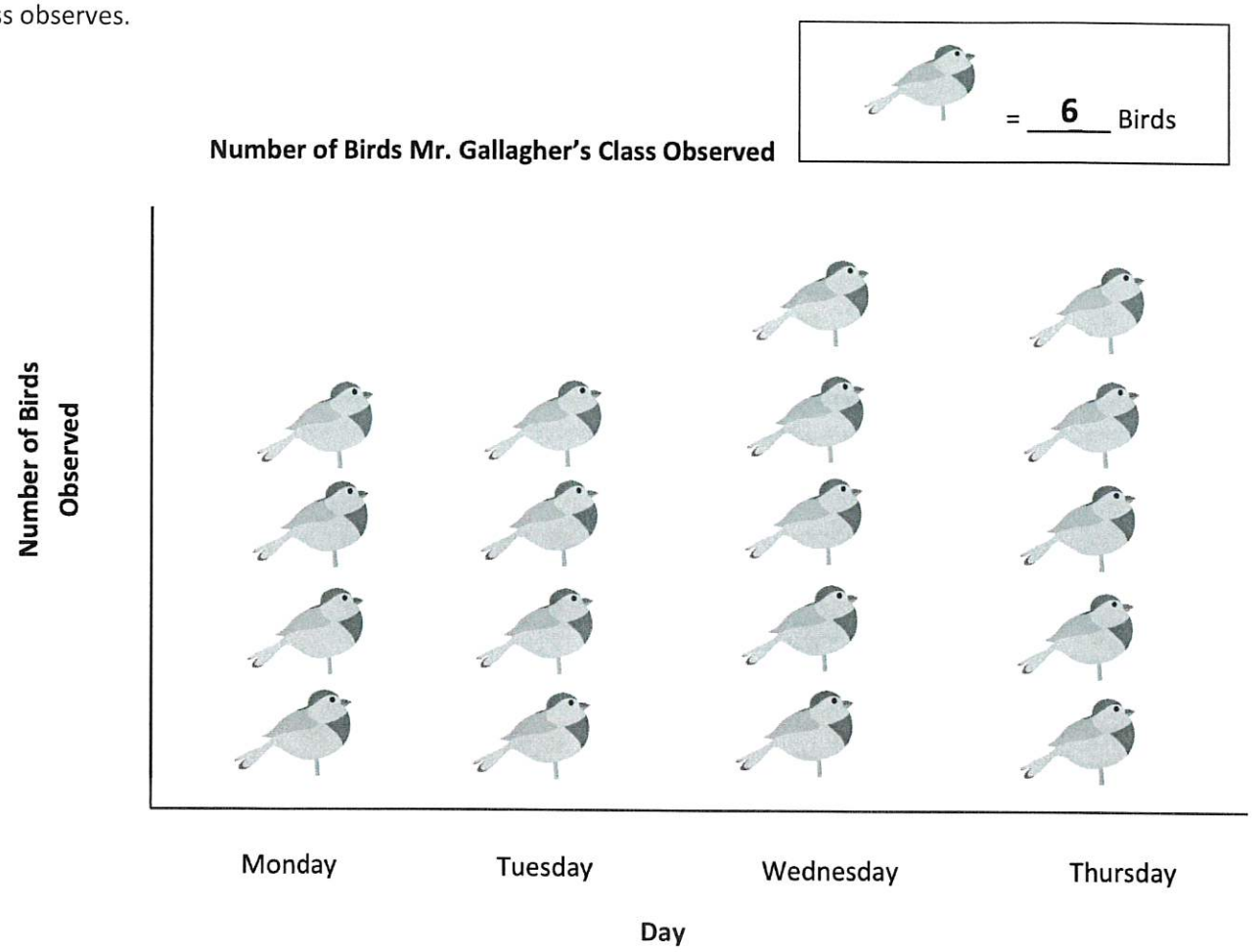
b. How many blades of grass were measured? Explain how you know.

c. What was the length measured most frequently on the line plot? How many blades of grass had this length?

d. How many more blades of grass measured $2\frac{3}{4}$ inches than both $3\frac{3}{4}$ inches and 2 inches combined?

Name _____ Date _____

Mr. Gallagher's science class goes bird watching. The picture graph below shows the number of birds the class observes.



a. How many more birds did Mr. Gallagher's class observe on Wednesday and Thursday than on Monday and Tuesday?

b. Mr. Manning's class observed 104 birds. How many more birds did Mr. Gallagher's class observe?

Name _____ Date _____

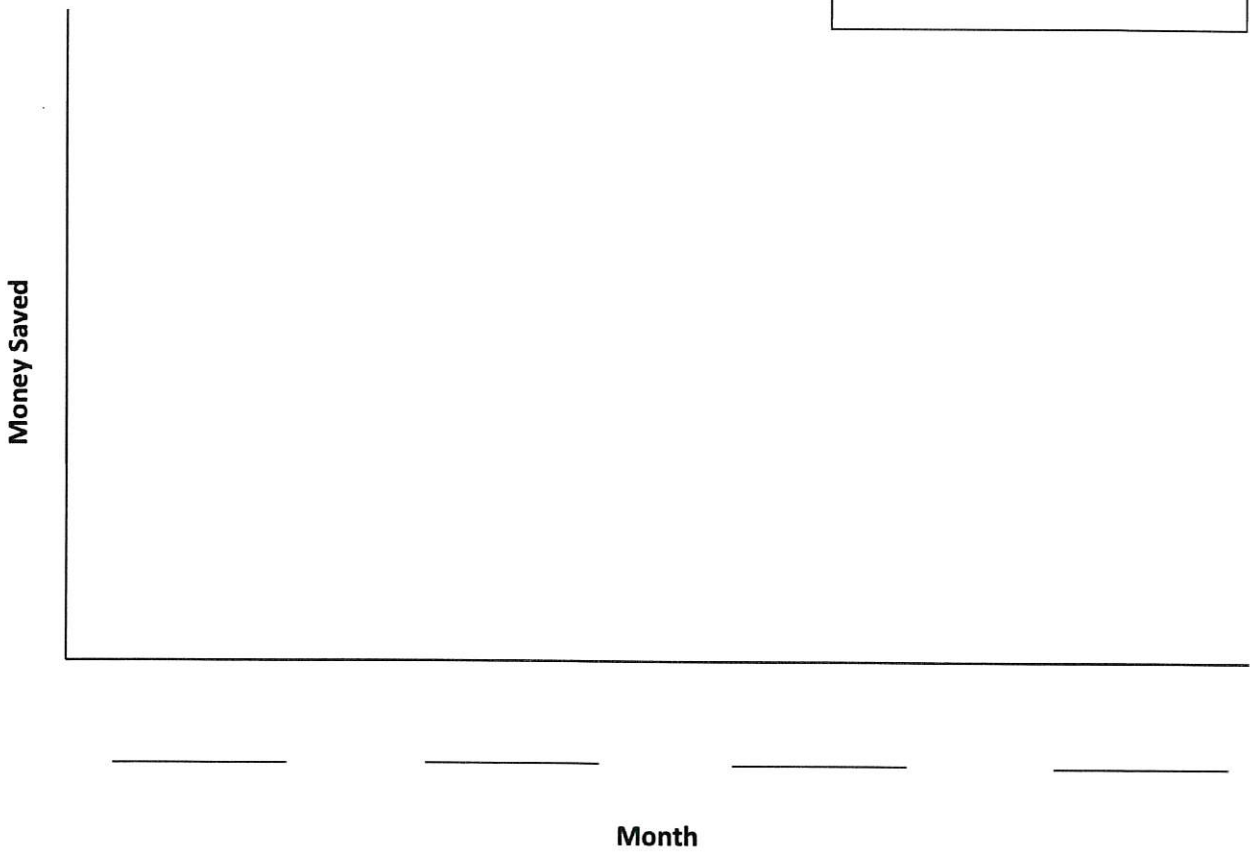
1. The table below shows the amount of money Danielle saves for four months.

Month	Money Saved
January	$9
February	$18
March	$36
April	$27

Create a picture graph below using the data in the table.

Money Danielle Saves

= _____ Dollars



2. Use the table or graph to answer the following questions.

   a. How much money does Danielle save in four months?

   b. How much more money does Danielle save in March and April than in January and February?

   c. Danielle combines her savings from March and April to buy books for her friends. Each book costs $9. How many books can she buy?

   d. Danielle earns $33 in June. She buys a necklace for $8 and a birthday present for her brother. She saves the $13 she has left. How much does the birthday present cost?

Multiply.

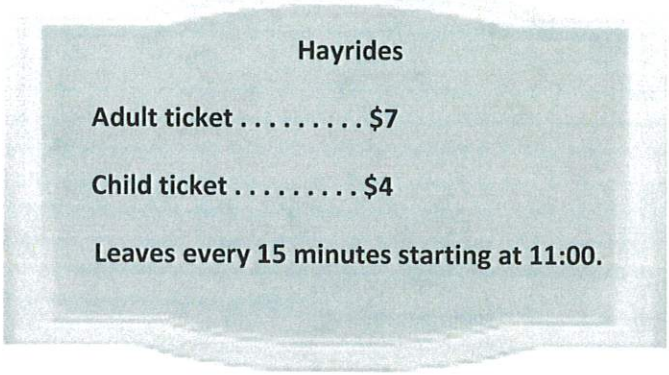
3 x 1 = _____	3 x 2 = _____	3 x 3 = _____	3 x 4 = _____
3 x 5 = _____	3 x 1 = _____	3 x 2 = _____	3 x 1 = _____
3 x 3 = _____	3 x 1 = _____	3 x 4 = _____	3 x 1 = _____
3 x 5 = _____	3 x 1 = _____	3 x 2 = _____	3 x 3 = _____
3 x 2 = _____	3 x 4 = _____	3 x 2 = _____	3 x 5 = _____
3 x 2 = _____	3 x 1 = _____	3 x 2 = _____	3 x 3 = _____
3 x 1 = _____	3 x 3 = _____	3 x 2 = _____	3 x 3 = _____
3 x 4 = _____	3 x 3 = _____	3 x 5 = _____	3 x 3 = _____
3 x 4 = _____	3 x 1 = _____	3 x 4 = _____	3 x 2 = _____
3 x 4 = _____	3 x 3 = _____	3 x 4 = _____	3 x 5 = _____
3 x 4 = _____	3 x 5 = _____	3 x 1 = _____	3 x 5 = _____
3 x 2 = _____	3 x 5 = _____	3 x 3 = _____	3 x 5 = _____
3 x 4 = _____	3 x 2 = _____	3 x 4 = _____	3 x 3 = _____
3 x 5 = _____	3 x 3 = _____	3 x 2 = _____	3 x 4 = _____
3 x 3 = _____	3 x 5 = _____	3 x 2 = _____	3 x 4 = _____

multiply by 3 (1–5)

Name _____ Date _____

Lena's family visits Little Tree Apple Orchard. Use the RDW process to solve the problems about Lena's visit to the orchard. Use a letter to represent the unknown in each problem.

1. The sign below shows information about hayrides at the orchard.



a. Lena's family buys 2 adult tickets and 2 child tickets for the hayride. How much does it cost Lena's family to go on the hayride?

b. Lena's mom pays for the tickets with $5 bills. She receives $3 in change. How many $5 bills does Lena's mom use to pay for the hayride?

c. Lena's family wants to go on the fourth hayride of the day. It's 11:38 now. How many minutes do they have to wait for the fourth hayride?

2. Lena picked 17 apples, and her brother picked 19. Lena's mom has a pie recipe that requires 9 apples. How many pies can Mom make with the apples that Lena and her brother picked?

3. Lena's dad gives the cashier $30 to pay for 6 liters of apple cider. The cashier gives him $6 in change. How much does each liter of apple cider cost?

4. The apple orchard has 152 apple trees. There are 88 trees with red apples. The rest of the trees have green apples. How many more trees have red apples than green apples?

Name _____ Date _____

Use the RDW process to solve the problem below. Use a letter to represent the unknown.

Sandra keeps her sticker collection in 7 albums. Each album has 40 stickers in it. She starts a new album that has 9 stickers in it. How many total stickers does she have in her collection?

Name _____ Date _____

Max's family takes the train to visit the city zoo. Use the RDW process to solve the problems about Max's trip to the zoo. Use a letter to represent the unknown in each problem.

1. The sign below shows information about the train schedule into the city.

Train Fare–One Way
Adult.....$8
Child.....$6
Leaves every 15 minutes starting at 6:00 a.m.

a. Max's family buys 2 adult tickets and 3 child tickets. How much does it cost Max's family to take the train into the city?

b. Max's father pays for the tickets with $10 bills. He receives $6 in change. How many $10 bills does Max's father use to pay for the train tickets?

c. Max's family wants to take the fourth train of the day. It's 6:38 a.m. now. How many minutes do they have to wait for the fourth train?

2. At the city zoo, they see 17 young bats and 19 adult bats. The bats are placed equally into 4 areas. How many bats are in each area?

3. Max's father gives the cashier $20 to pay for 6 water bottles. The cashier gives him $8 in change. How much does each water bottle cost?

4. The zoo has 112 types of reptiles and amphibians in their exhibits. There are 72 types of reptiles, and the rest are amphibians. How many more types of reptiles are there than amphibians in the exhibits?

Multiply.

3 x 1 = _____	3 x 2 = _____	3 x 3 = _____	3 x 4 = _____
3 x 5 = _____	3 x 6 = _____	3 x 7 = _____	3 x 8 = _____
3 x 9 = _____	3 x 10 = _____	3 x 5 = _____	3 x 6 = _____
3 x 5 = _____	3 x 7 = _____	3 x 5 = _____	3 x 8 = _____
3 x 5 = _____	3 x 9 = _____	3 x 5 = _____	3 x 10 = _____
3 x 6 = _____	3 x 5 = _____	3 x 6 = _____	3 x 7 = _____
3 x 6 = _____	3 x 8 = _____	3 x 6 = _____	3 x 9 = _____
3 x 6 = _____	3 x 7 = _____	3 x 6 = _____	3 x 7 = _____
3 x 8 = _____	3 x 7 = _____	3 x 9 = _____	3 x 7 = _____
3 x 8 = _____	3 x 6 = _____	3 x 8 = _____	3 x 7 = _____
3 x 8 = _____	3 x 9 = _____	3 x 9 = _____	3 x 6 = _____
3 x 9 = _____	3 x 7 = _____	3 x 9 = _____	3 x 8 = _____
3 x 9 = _____	3 x 8 = _____	3 x 6 = _____	3 x 9 = _____
3 x 7 = _____	3 x 9 = _____	3 x 6 = _____	3 x 8 = _____
3 x 9 = _____	3 x 7 = _____	3 x 6 = _____	3 x 8 = _____

multiply by 3 (6–10)

Name _____ Date _____

Use the RDW process to solve. Use a letter to represent the unknown in each problem.

1. Leanne needs 120 tiles for an art project. She has 56 tiles. If tiles are sold in boxes of 8, how many more boxes of tiles does Leanne need to buy?

2. Gwen pours 236 milliliters of water into Ravi's beaker. Henry pours 189 milliliters of water into Ravi's beaker. Ravi's beaker now contains 800 milliliters of water. How much water was in Ravi's beaker to begin with?

3. Maude hung 3 pictures on her wall. Each picture measures 8 inches by 10 inches. What is the total area of the wall covered by the pictures?

4. Kami scored a total of 21 points during her basketball game. She made 6 two-point shots, and the rest were three-point shots. How many three-point shots did Kami make?

5. An orange weighs 198 grams. A kiwi weighs 85 grams less than the orange. What is the total weight of the fruit?

6. The total amount of rain that fell in New York City in two years was 282 centimeters. In the first year, 185 centimeters of rain fell. How many more centimeters of rain fell in the first year than in the second year?

Name _____ Date _____

Use the RDW process to solve the problem below. Use a letter to represent the unknown.

Jaden's bottle contains 750 milliliters of water. He drinks 520 milliliters at practice and then another 190 milliliters on his way home. How many milliliters of water are left in Jaden's bottle when he gets home?

Name _____ Date _____

Use the RDW process to solve. Use a letter to represent the unknown in each problem.

1. A box containing 3 small bags of flour weighs 950 grams. Each bag of flour weighs 300 grams. How much does the empty box weigh?

2. Mr. Cullen needs 91 carpet squares. He has 49 carpet squares. If the squares are sold in boxes of 6, how many more boxes of carpet squares does Mr. Cullen need to buy?

3. Erica makes a banner using 4 sheets of paper. Each paper measures 9 inches by 10 inches. What is the total area of Erica's banner?

4. Monica scored 32 points for her team at the Science Bowl. She got 5 four-point questions correct, and the rest of her points came from answering three-point questions. How many three-point questions did she get correct?

5. Kim's black kitten weighs 175 grams. Her gray kitten weighs 43 grams less than the black kitten. What is the total weight of the two kittens?

6. Cassias and Javier's combined height is 267 centimeters. Cassias is 128 centimeters tall. How much taller is Javier than Cassias?

Multiply.

4 x 1 = _____	4 x 2 = _____	4 x 3 = _____	4 x 4 = _____
4 x 5 = _____	4 x 1 = _____	4 x 2 = _____	4 x 1 = _____
4 x 3 = _____	4 x 1 = _____	4 x 4 = _____	4 x 1 = _____
4 x 5 = _____	4 x 1 = _____	4 x 2 = _____	4 x 3 = _____
4 x 2 = _____	4 x 4 = _____	4 x 2 = _____	4 x 5 = _____
4 x 2 = _____	4 x 1 = _____	4 x 2 = _____	4 x 3 = _____
4 x 1 = _____	4 x 3 = _____	4 x 2 = _____	4 x 3 = _____
4 x 4 = _____	4 x 3 = _____	4 x 5 = _____	4 x 3 = _____
4 x 4 = _____	4 x 1 = _____	4 x 4 = _____	4 x 2 = _____
4 x 4 = _____	4 x 3 = _____	4 x 4 = _____	4 x 5 = _____
4 x 4 = _____	4 x 5 = _____	4 x 1 = _____	4 x 5 = _____
4 x 2 = _____	4 x 5 = _____	4 x 3 = _____	4 x 5 = _____
4 x 4 = _____	4 x 2 = _____	4 x 4 = _____	4 x 3 = _____
4 x 5 = _____	4 x 3 = _____	4 x 2 = _____	4 x 4 = _____
4 x 3 = _____	4 x 5 = _____	4 x 2 = _____	4 x 4 = _____

multiply by 4 (1–5)

Name _____ Date _____

Use the RDW process to solve the problems below. Use a letter to represent the unknown in each problem. When you are finished, share your solutions with a partner. Discuss and compare your strategies with your partner's strategies.

1. Monica measures 91 milliliters of water into 9 tiny beakers. She measures an equal amount of water into the first 8 beakers. She pours the remaining water into the ninth beaker. It measures 19 milliliters. How many milliliters of water are in each of the first 8 beakers?

2. Matthew and his dad put up 8 six-foot lengths of fence on Monday and 9 six-foot lengths on Tuesday. What is the total length of the fence?

3. The total weight of Laura's new pencils is 112 grams. One pencil rolls off the scale. Now the scale reads 105 grams. What is the total weight of 7 new pencils?

4. Mrs. Ford's math class starts at 8:15. They do 3 fluency activities that each last 4 minutes. Just when they finish all of the fluency activities, the fire alarm goes off. When they return to the room after the drill, it is 8:46. How many minutes did the fire drill last?

5. On Saturday, the baker bought a total of 150 pounds of flour in five-pound bags. By Tuesday, he had 115 pounds of flour left. How many five-pound bags of flour did the baker use?

6. Fred cut an 84-centimeter rope into 2 parts and gave his sister 1 part. Fred's part is 56 centimeters long. His sister cut her rope into 4 equal pieces. How long is 1 of his sister's pieces of rope?

Name _____ Date _____

Use the RDW process to solve the problem below. Use a letter to represent the unknown.

Twenty packs of fruit snacks come in a box. Each pack weighs 6 ounces. Students eat some. There are 48 ounces of fruit snacks left in the box. How many ounces of fruit snacks did the students eat?

Name _____ Date _____

Use the RDW process to solve the problems below. Use a letter to represent the unknown in each problem.

1. Jerry pours 86 milliliters of water into 8 tiny beakers. He measures an equal amount of water into the first 7 beakers. He pours the remaining water into the eighth beaker. It measures 16 milliliters. How many milliliters of water are in each of the first 7 beakers?

2. Mr. Chavez's third graders go to gym class at 11:15. Students rotate through three activities for 8 minutes each. Lunch begins at 12:00. How many minutes are there between the end of gym activities and the beginning of lunch?

3. A box contains 100 pens. In each box there are 38 black pens and 42 blue pens. The rest are green pens. Mr. Cane buys 6 boxes of pens. How many green pens does he have in total?

4. Greg has $56. Tom has $17 more than Greg. Jason has $8 less than Tom.

   a. How much money does Jason have?

   b. How much money do the 3 boys have in total?

5. Laura cuts 64 inches of ribbon into two parts and gives her mom one part. Laura's part is 28 inches long. Her mom cuts her ribbon into 6 equal pieces. How long is one of her mom's pieces of ribbon?

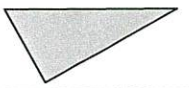
Multiply.

4 x 1 = _____	4 x 2 = _____	4 x 3 = _____	4 x 4 = _____
4 x 5 = _____	4 x 6 = _____	4 x 7 = _____	4 x 8 = _____
4 x 9 = _____	4 x 10 = _____	4 x 5 = _____	4 x 6 = _____
4 x 5 = _____	4 x 7 = _____	4 x 5 = _____	4 x 8 = _____
4 x 5 = _____	4 x 9 = _____	4 x 5 = _____	4 x 10 = _____
4 x 6 = _____	4 x 5 = _____	4 x 6 = _____	4 x 7 = _____
4 x 6 = _____	4 x 8 = _____	4 x 6 = _____	4 x 9 = _____
4 x 6 = _____	4 x 7 = _____	4 x 6 = _____	4 x 7 = _____
4 x 8 = _____	4 x 7 = _____	4 x 9 = _____	4 x 7 = _____
4 x 8 = _____	4 x 6 = _____	4 x 8 = _____	4 x 7 = _____
4 x 8 = _____	4 x 9 = _____	4 x 9 = _____	4 x 6 = _____
4 x 9 = _____	4 x 7 = _____	4 x 9 = _____	4 x 8 = _____
4 x 9 = _____	4 x 8 = _____	4 x 6 = _____	4 x 9 = _____
4 x 7 = _____	4 x 9 = _____	4 x 6 = _____	4 x 8 = _____
4 x 9 = _____	4 x 7 = _____	4 x 6 = _____	4 x 8 = _____

multiply by 4 (6–10)

Name _____ Date _____

1. Cut out all the polygons (A–L) in the Template. Then, use the polygons to complete the following chart.

Attribute	Write the letters of the polygons in this group.	Sketch 1 polygon from the group.
Example: **3 Sides**	Polygons: Y, Z	
4 Sides	Polygons:	
At Least 1 Set of Parallel Sides	Polygons:	
2 Sets of Parallel Sides	Polygons:	
4 Right Angles	Polygons:	
4 Right Angles and 4 Equal Sides	Polygons:	

2. Write the letters of the polygons that are quadrilaterals. Explain how you know these polygons are quadrilaterals.

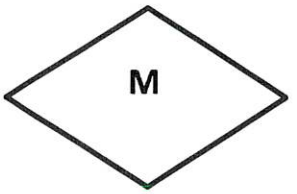
3. Sketch a polygon below from the group that has 2 sets of parallel sides. Trace 1 pair of parallel sides red. Trace the other pair of parallel sides blue. What makes parallel sides different from sides that are not parallel?

4. Draw a diagonal line from one corner to the opposite corner of each polygon you drew in the chart using a straightedge. What new polygon(s) did you make by drawing the diagonal lines?

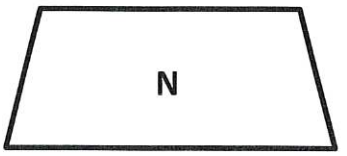
Name _____ Date _____

List as many attributes as you can to describe each polygon below.

1.

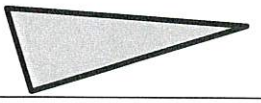
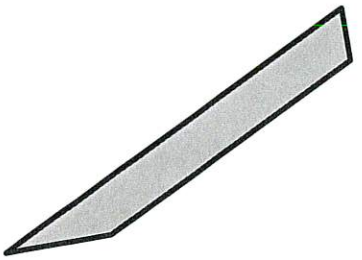
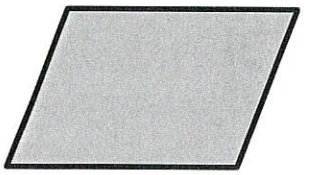


2.

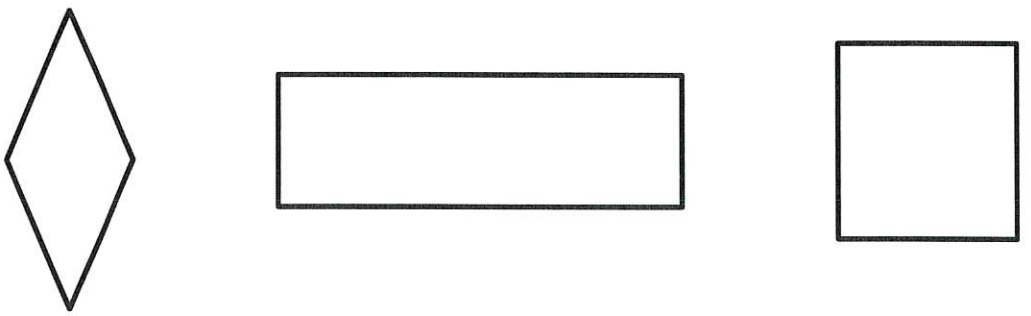


Name _____ Date _____

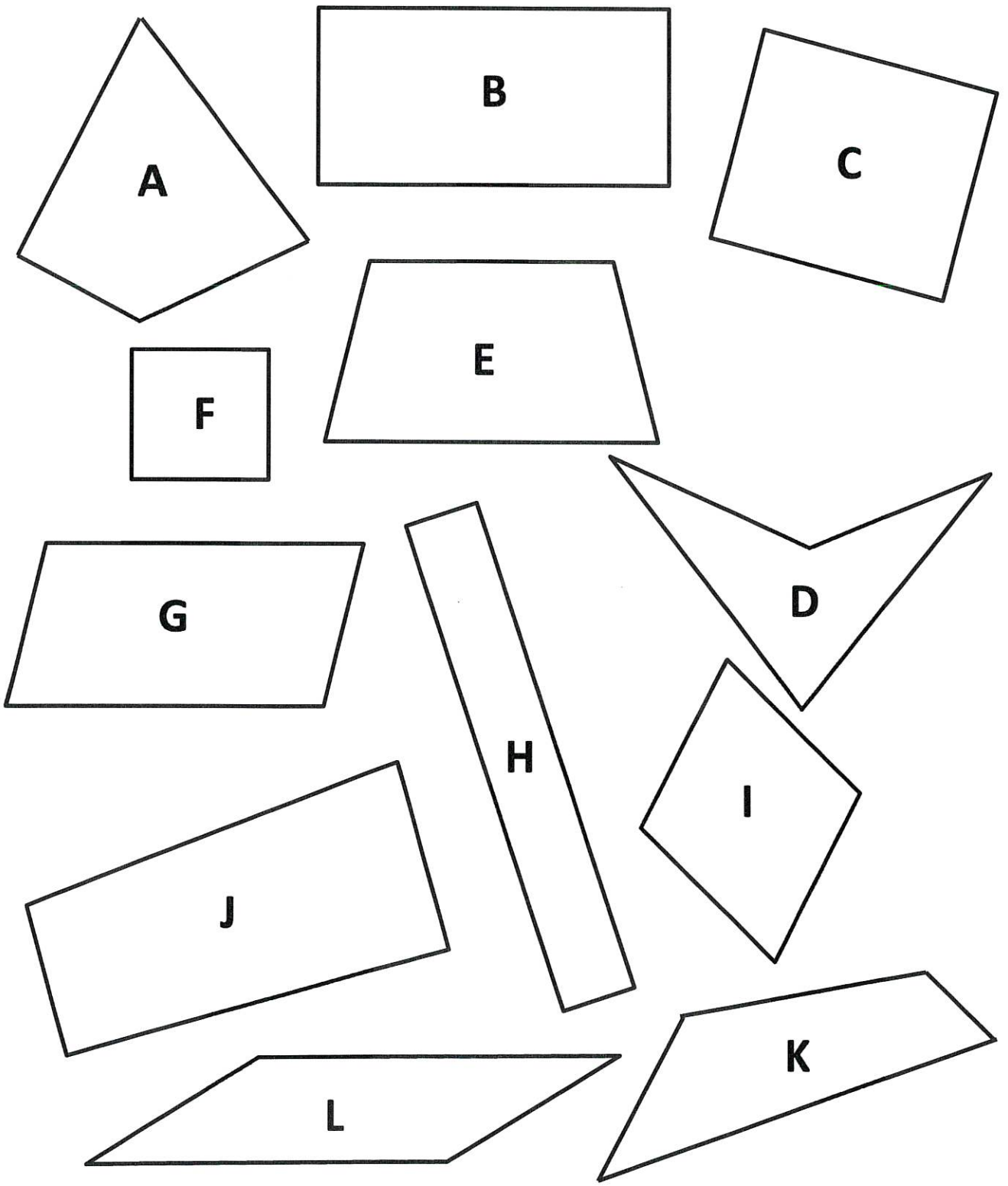
1. Complete the chart by answering true or false.

Attribute	Polygon	True or False
Example: **3 Sides**		True
4 Sides		
2 Sets of Parallel Sides		
4 Right Angles		
Quadrilateral		

2. a. Each quadrilateral below has at least 1 set of parallel sides. Trace each set of parallel sides with a colored pencil.



b. Using a straightedge, sketch a different quadrilateral with at least 1 set of parallel sides.



polygons (A–L)

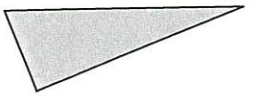
Multiply.

5 x 1 = _____	5 x 2 = _____	5 x 3 = _____	5 x 4 = _____
5 x 5 = _____	5 x 1 = _____	5 x 2 = _____	5 x 1 = _____
5 x 3 = _____	5 x 1 = _____	5 x 4 = _____	5 x 1 = _____
5 x 5 = _____	5 x 1 = _____	5 x 2 = _____	5 x 3 = _____
5 x 2 = _____	5 x 4 = _____	5 x 2 = _____	5 x 5 = _____
5 x 2 = _____	5 x 1 = _____	5 x 2 = _____	5 x 3 = _____
5 x 1 = _____	5 x 3 = _____	5 x 2 = _____	5 x 3 = _____
5 x 4 = _____	5 x 3 = _____	5 x 5 = _____	5 x 3 = _____
5 x 4 = _____	5 x 1 = _____	5 x 4 = _____	5 x 2 = _____
5 x 4 = _____	5 x 3 = _____	5 x 4 = _____	5 x 5 = _____
5 x 4 = _____	5 x 5 = _____	5 x 1 = _____	5 x 5 = _____
5 x 2 = _____	5 x 5 = _____	5 x 3 = _____	5 x 5 = _____
5 x 4 = _____	5 x 2 = _____	5 x 4 = _____	5 x 3 = _____
5 x 5 = _____	5 x 3 = _____	5 x 2 = _____	5 x 4 = _____
5 x 3 = _____	5 x 5 = _____	5 x 2 = _____	5 x 4 = _____

multiply by 5 (1–5)

Name _____ Date _____

1. Cut out all the polygons (M–X) in the Template. Then, use the polygons to complete the following chart.

Attribute	List polygons' letters for each group.	Sketch 1 polygon from the group.
Example: **3 Sides**	Polygons: Y, Z	
All Sides Are Equal	Polygons:	
All Sides Are Not Equal	Polygons:	
At Least 1 Right Angle	Polygons:	
At Least 1 Set of Parallel Sides	Polygons:	

2. Compare Polygon M and Polygon X. What is the same? What is different?

3. Jenny says, "Polygon N, Polygon R, and Polygon S are all regular quadrilaterals!" Is she correct? Why or why not?

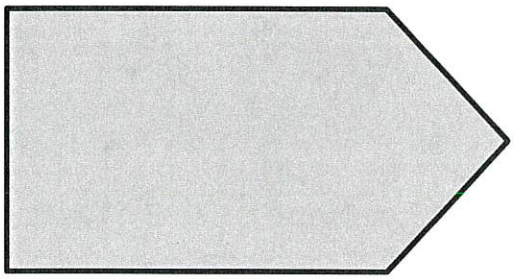
4. "I have six equal sides and six equal angles. I have three sets of parallel lines. I have no right angles."

   a. Write the letter and the name of the polygon described above.

   b. Estimate to draw the same type of polygon as in part (a), but with no equal sides.

Name _____ Date _____

Jonah draws the polygon below. Use your ruler and right angle tool to measure his polygon. Then, answer the questions below.



1. Is Jonah's polygon a regular polygon? Explain how you know.

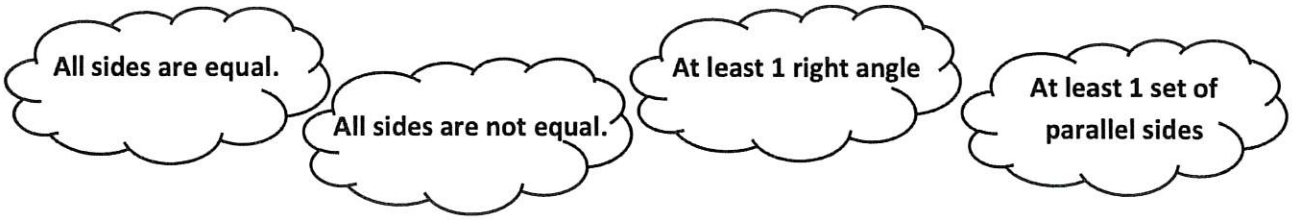
2. How many right angles does his polygon have? Circle the right angles on his polygon.

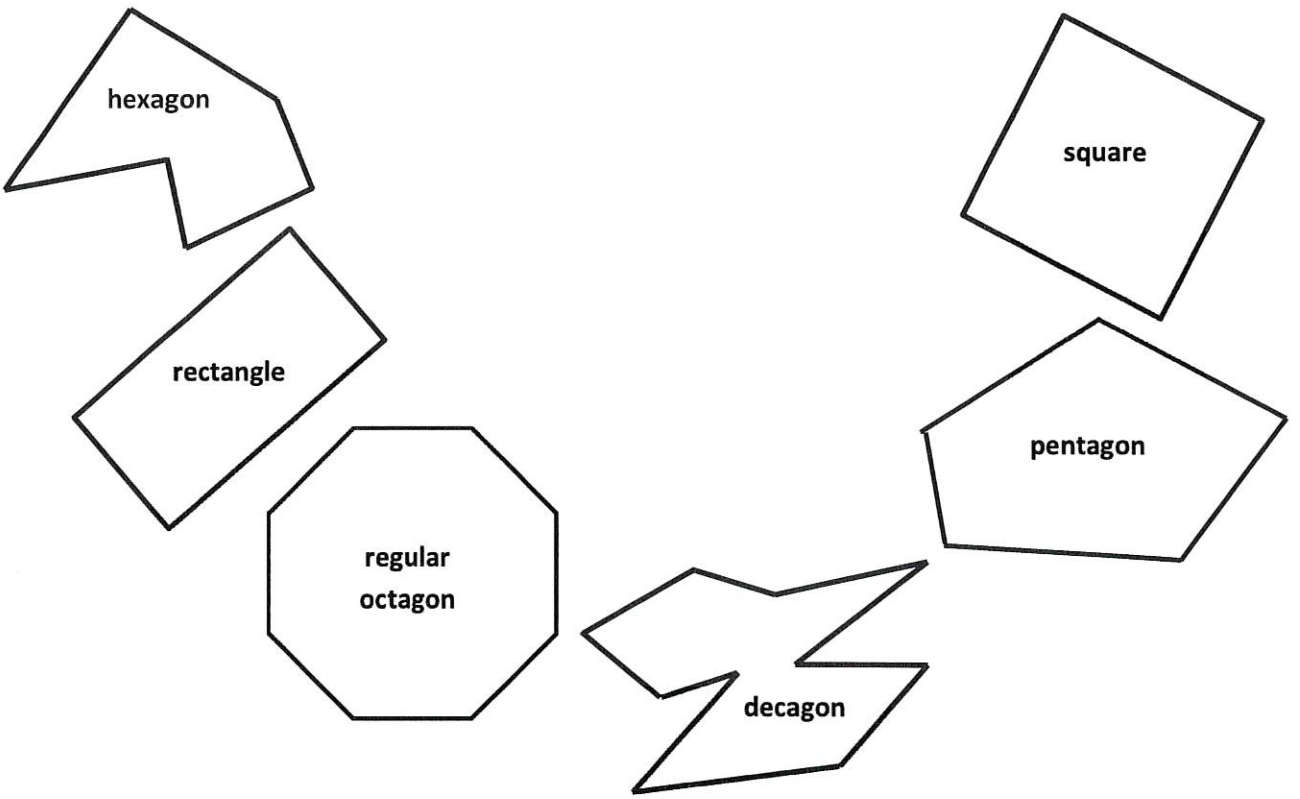
3. How many sets of parallel lines does his polygon have?

4. What is the name of Jonah's polygon?

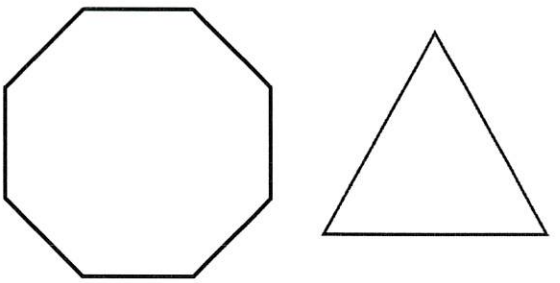
Name _____ Date _____

1. Match the polygons with their appropriate clouds. A polygon can match to more than 1 cloud.

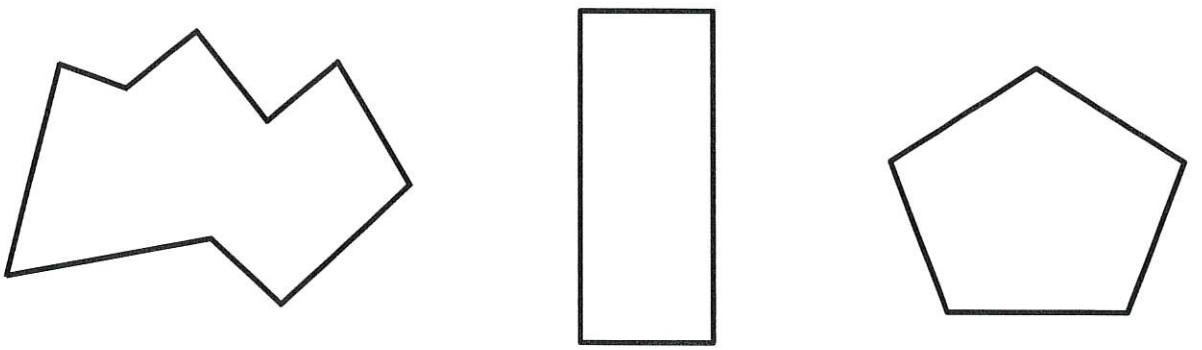




2. The two polygons below are regular polygons. How are these polygons the same? How are they different?



3. Lucia drew the polygons below. Are any of the polygons she drew regular polygons? Explain how you know.



Name _____ Date _____

Use a ruler and a right angle tool to help you draw the figures with the attributes given below.

1. Draw a triangle with 1 right angle.

2. Draw a quadrilateral with 4 right angles and sides that are all 2 inches long.

3. Draw a quadrilateral with at least 1 set of parallel sides. Trace the parallel sides green.

4. Draw a pentagon with at least 2 equal sides. Label the 2 equal side lengths of your shape.

5. Draw a hexagon with at least 2 equal sides. Label the 2 equal side lengths of your shape.

6. Sam says that he drew a polygon with 2 sides and 2 angles. Can Sam be correct? Use pictures to help you explain your answer.

Name _____ Date _____

Use a ruler and a right angle tool to help you draw a shape that matches the attributes of Jeanette's shape. Label your drawing to explain your thinking.

Jeanette says her shape has 4 right angles and 2 sets of parallel sides. It is not a regular quadrilateral.

Name _____ Date _____

Use a ruler and a right angle tool to help you draw the figures with the given attributes below.

1. Draw a triangle that has no right angles.

2. Draw a quadrilateral that has at least 2 right angles.

3. Draw a quadrilateral with 2 equal sides. Label the 2 equal side lengths of your shape.

4. Draw a hexagon with at least 2 equal sides. Label the 2 equal side lengths of your shape.

5. Draw a pentagon with at least 2 equal sides. Label the 2 equal side lengths of your shape.

6. Cristina describes her shape. She says it has 3 equal sides that are each 4 centimeters in length. It has no right angles. Do your best to draw Cristina's shape, and label the side lengths.

3rd Grade

Week of 3/16	Day 1	Day 2	Review
Objective	SWBAT review what determines when an object is in motion SWBAT define speed	SWBAT explain how to change the motion of an object. SWBAT define force, friction and gravity	SWBAT Review Concepts from this week
Assignment Read the pages assigned and answer any questions associated	Pages 134-138	Pages 140-143 Page 146	Review any feedback from your teacher and important vocabulary terms
To Be Graded	3rd Day 1 Assignment	3rd Day 2 Assignment	N/A
Week of 3/23	**Day 3**	**Day 4**	**Quiz**
Objective	SWBAT explain and give examples of balanced forces	SWBAT explain and give examples of unbalanced forces	SWBAT show knowledge of content learned by taking a quiz
Assignment Read the pages assigned and answer any questions associated	Page 144	Balanced and Unbalanced Forces Reading Page 145	Take the quiz P. 1-2 of packet 2
To Be Graded	3rd Day 3 Assignment	3rd Day 4 Assignment	Quiz

Updated 3/18/2020

Week of 3/31	Day 5	Day 6	Review
Objective	SWBAT define magnetism and give examples of materials that are magnetic	SWBAT define attract and repel and explain when magnets cause each action.	SWBAT Review Concepts from this week
Assignment Read the pages assigned and answer any questions associated	Magnetism Reading p. 3	Attraction and Repulsion Reading p. 5	Review any feedback from your teacher and important vocabulary terms
To Be Graded	3rd Day 5 Assignment p. 4	3rd Day 6 Assignment p. 6	N/A
Week of 4/6	**Day 7**	**Day 8**	**Spring Break**
Objective	SWBAT use data tables to determine and explain how magnets can differ in strength based on their size and distance.	SWBAT explain what electrical forces are and how they interact.	**No Instruction Spring Break 4/9-4/13**
Assignment Read the pages assigned and answer any questions associated	Strength of Magnetism Reading p. 7	Electrical Forces Reading p. 12	
To Be Graded	3rd Day 7 Assignment p. 8-11	3rd Day 8 Assignment p. 13-15	

Updated 3/18/2020

3rd Grade Distance Learning Week 2 Quiz

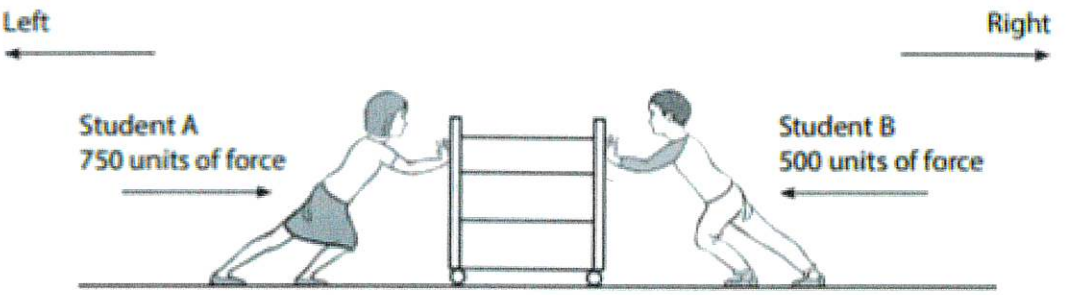
Name: _____

March 27, 2020

1. What are unbalanced forces?

- **A.** Forces that must touch, or be in contact, to exert a push or a pull on another object.
- **B.** Forces that cause an object's motion to change.
- **C.** Forces that keep an object at rest.
- **D.** Forces that always push objects away from each other.

Use the information and your knowledge of science to answer the questions



2. Student A pushes on a cart with 750 units of force. Student B pushes on the other side of the cart with 500 units of force. What will happen to the cart?

- **A.** It will start to move to the right
- **B.** It will start to move to the left
- **C.** It will stay in the same place (it won't move)
- **D.** There is not enough information to know for sure.

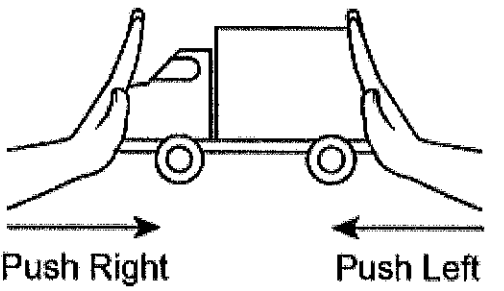
3. Which statement describes the forces acting on the cart?

- **A.** The forces are balanced.
- **B.** The forces are unbalanced.
- **C.** The forces are working in the same direction.
- **D.** We cannot describe the forces without more information.

Use the information and your knowledge of science to answer the question

Some students conducted an investigation with force and motion. They placed a toy truck on a table. One student pushed the truck from the right and the other student pushed from the left at the same time, as shown.

Experiment with Toy Truck



The students conducted 5 trials. Their observations are shown in the table.

Students' Observations

Trial	Observation
1	The truck stayed still.
2	The truck stayed still.
3	The truck moved to the left.
4	The truck moved to the right.
5	The truck stayed still.

4. Which statement explains what caused the truck to move in trials 3 and 4 but stay still in trials 1, 2, and 5?

A. When one student pushed with more force than the other student, the truck rolled.

B. When both students pushed with the same force, the truck rolled to the right or the left.

C. When one student pushed with more force than the other student, the truck stayed still.

D. When one student stopped pushing before the other student stopped, the truck stayed still.

What kinds of objects are magnetic?

A magnet is a material that produces a magnetic field. A **magnetic field** is the invisible force that surrounds a magnet. **Magnetism** is a force that pushes or pulls things made of metals like iron, cobalt or nickel. Magnets come in all shapes and sizes. A bar magnet is a permanent magnet that is rectangular. A horseshoe magnet is shaped like a horseshoe.

Figure 1: Bar Magnet

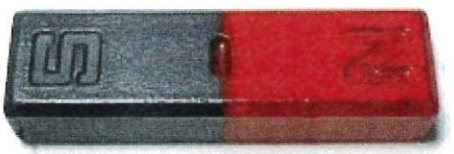


Figure 2: Horseshoe Magnet

People often think that all metals are attracted to magnets, but that is not true. Only a few metals have a magnetic field. The earth is a big magnet. Its core is made from iron and nickel. Nails and cast-iron skillets are made from iron. Coins, earrings, and keys can be made from nickel. Cobalt is used in some pottery.

3rd Day 5 Assignment

Name: _____

Define the following terms:

Magnetism: _____

_____

Magnetic: _____

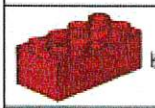
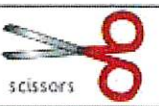
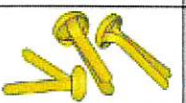
_____

Questions to answer:

1. A magnet pushes or pulls objects made of:

- **A.** Wood
- **B.** Plastic
- **C.** Copper
- **D.** Iron

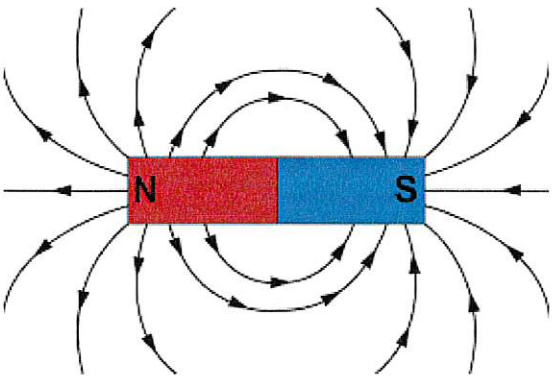
2. In the chart to the right, predict (or test if you are able!) which objects would be magnetic and which would not. Color the smiley face if they would be magnetic, and the frown face if they would not be magnetic.

Object	Magnetic	Non-Magnetic
 paper clip		
 building brick		
ruler 		
coin 		
nail 		
 scissors		
pencil 		
paper fasteners 		
 book		
eraser 		

How do magnets attract and repel?

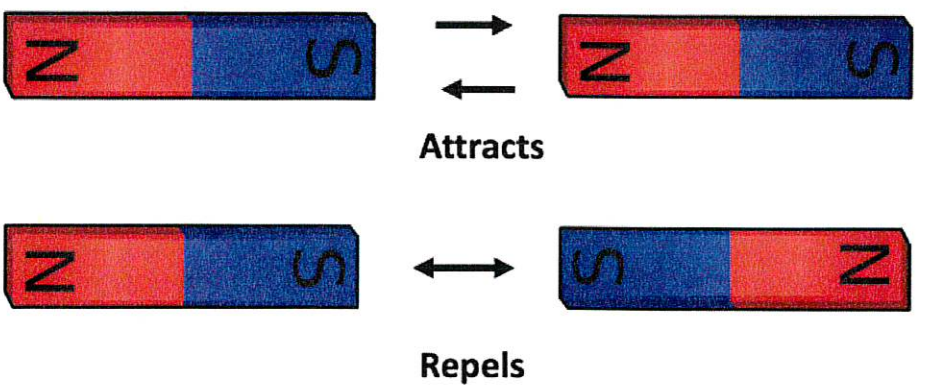
All magnets have a north pole (N) and a south pole (S). They are equally strong. The magnetic field lines always run from the north pole of the magnet to the south pole of the magnet.

FIgure 1: Magnetic Field Lines



A magnet can attract or repel other magnetic objects. When the north pole of one magnet is put near the south pole of another magnet, the magnets pull together. They are **attracted** to one another. When the north pole of one magnet is put near the north pole of another magnet the magnets push away from each other. They **repel** one another. If a south pole of one magnet is placed towards the south pole of another magnet they will also repel. We commonly say that like poles repel each other and opposite poles attract each other.

Figure 2: Attracting and Repelling Magnets



3rd Day 6 Assignment

Name: _____

Define the following terms:

Attract: _____

_____

Like Poles: _____

_____

Repel: _____

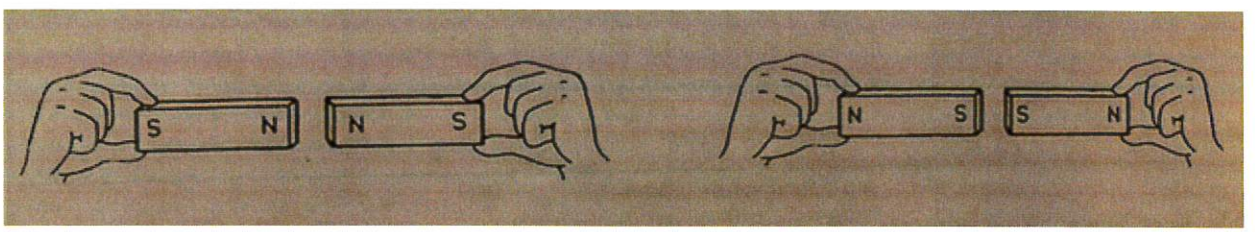
_____

Opposite Poles: _____

_____

Question to answer:

1. Draw arrows to show how the magnets act. Then in the lines below explain the actions.



_____

_____

_____

_____

_____

How Does Magnetic Force Change in Strength?

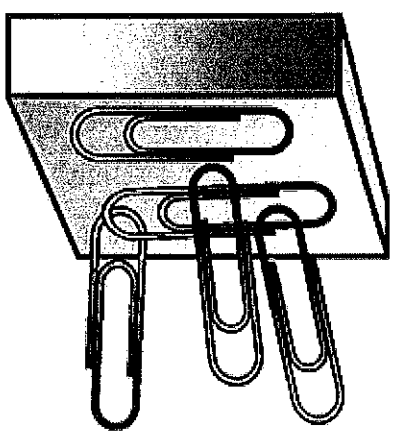
The stronger the magnet, the stronger the force of the magnetic field. A strong magnet will push or pull harder than a weak magnet. A material that has a strong magnetic field (like the Earth) will *be a magnet*. A material that has a weak magnetic field will *be attracted to a magnet*. For example, a refrigerator magnet will stay on a refrigerator door. But, because it has a much weaker magnetic field than the refrigerator door, you cannot pull a refrigerator around with a refrigerator magnet.

Some metals are mixtures of different metals. Any metal with iron, cobalt or nickel in it will be magnetic. But the strength of the magnetic field depends on how much iron, cobalt or nickel it has. The more of the magnetic metal the metal contains, the stronger its magnetic field will be.

The strength of a magnetic field also changes with distance. The closer a magnet is to a magnetic object, the stronger the magnetic force will be.

Magnets can also act on things without touching them. If you hold a magnet above a paperclip you can get it to move without even touching it! The force of the magnet pulls it along. Energy moves from the magnet to the paper clip. Force causes motion.

Figure 1: Magnet picking up paper clips



Name: _____

Answer the following Questions:

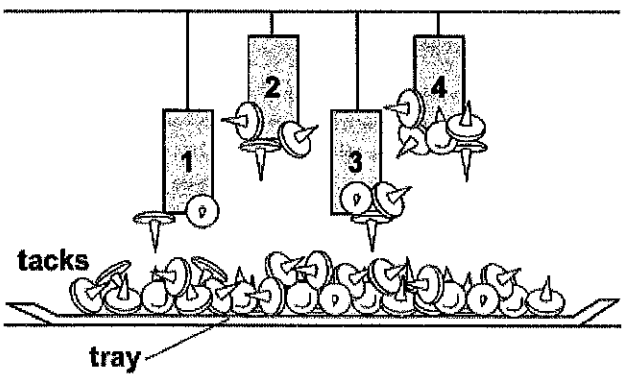
1. Terrielle has two magnets as shown above.If Terrielle pushes the two magnets towards each other, what will happen to the magnets?

- **A.** They will break into many pieces.
- **B.** They will turn in opposite directions.
- **C.** They will be pushed away from each other.
- **D.** They will be pulled towards each other.

2. Terrielle moves the magnets farther apart. What happens to the force between the two magnets?

- **A.** The force becomes weaker.
- **B.** The force becomes stronger.
- **C.** The force is unchanged.
- **D.** There is no force between the magnets.

Students hang magnets at different heights above a tray full of tacks. The magnets attract different numbers of tacks, as shown in the diagram.



3. What can the students conclude from this experiment?

- **A.** Magnet 1 and magnet 3 are the strongest, because they hang closest to the tacks.
- **B.** Magnet 2 and magnet 3 are the strongest, because they can reach more tacks in the middle.
- **C.** Magnet 3 and magnet 4 are the strongest, because they pick up the greatest number of tacks.

D. Magnet 2 and magnet 4 are the strongest, because they pick up tacks from a greater distance.

Students perform a magnetic investigation in science class using metal washers and magnets. Their data is recorded in the table below.

	Number of steel washers picked up		
Number of magnets	**Trial 1**	**Trial 2**	**Trial 3**
1	8	9	7
2	13	16	14
3	22	23	24

4. Using the information in the data table, what question was this student testing?

A. How many washers can you pick up with a magnet?
B. How many trials are needed to pick up the most washers?
C. How does the number of magnets affect the number of washers picked up?
D. What is the average number of washers picked up by a magnet?

5. What cause and effect relationship can be stated from the data in the table?

A. You can't state a conclusion; something is wrong because the student should have picked up the same number of washers for each trial.
B. The more magnets you use, the fewer washers you can pick up.
C. The average number of washers one magnet can pick up is 9.
D. The more magnets you use, the more washers you can pick up.

Robert used four different magnets to pick up a variety of objects. His data is shown in the table below. Remember that mass is a measure of how much matter something contains. Items with more mass contain more matter. Mass is measured in grams.

Robert's data is shown in the table below

		Magnet A	**Magnet B**	**Magnet C**	**Magnet D**
Object	**Mass**	**Was object lifted?**	**Was object lifted?**	**Was object lifted?**	**Was object lifted?**
Iron screw	2 grams	yes	yes	yes	no
Iron ring	7 grams	yes	yes	no	no
Iron rod	12 grams	no	yes	no	no
Iron bar	14 grams	no	no	no	no

6. Which magnet is the strongest? Explain your answer using evidence from the table.

_____

_____

_____

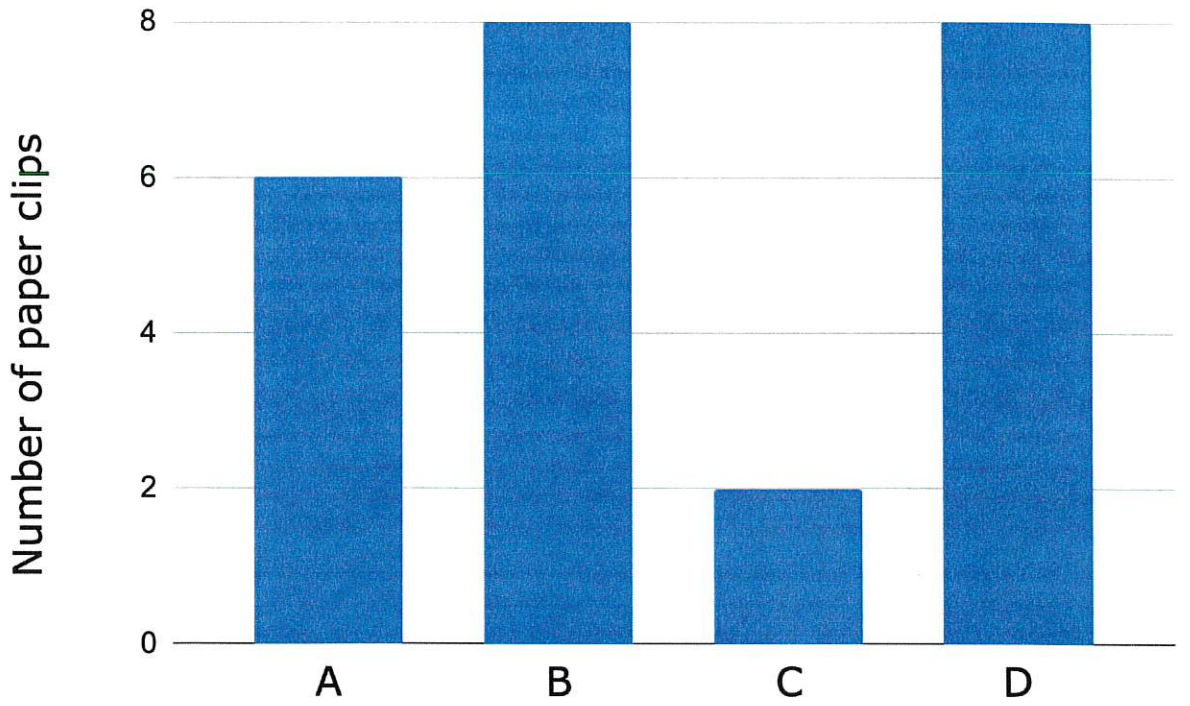
_____

_____

7. Which is the weakest magnet? _____

Use the information to answer question 8

Four magnets are brought within 5cm of a pile of paperclips. The number of paperclips each magnet attracts is recorded . The data is shown below.



8. Which two magnets are most likely the same strength? Explain your answer using evidence.

What are Electrical Forces?

All matter is made from atoms. We can not see atoms because they are so small. Electrons are part of an atom. They move very fast around the center of the atom. And as they move, electrons carry electricity. When electrons move from atom to atom, their movement creates an electrical current.

Electricity is a type of energy, and it is a force at a distance. We use electricity to light and heat our homes. We control electrical current by making electrons move.

Just as magnets have a north and south pole, electricity has charges. The center of the atom has small particles with a positive charge. Electrons have a negative charge. Just as north poles on magnets repel each other, the same electrical charges repel each other. Positive electrical charges repel each other. Negative electrical charges repel each other.

When an object with a positive charge touches an object with a negative charge, they will move toward each other. Objects which have the same or "like" charge will move away from each other.

Optional Activity: Static Electricity

Materials needed: balloons
You can give your hair static electricity by rubbing it with a balloon. Hold the balloon up above your hair. Your hair will jump toward the balloon. The balloon does not have to even touch your hair!

Name: _____

Define the following terms:

Electricity/Electrical Force: _____

_____

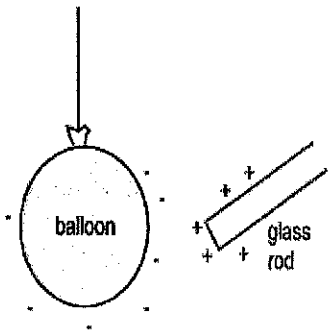
_____

Questions to answer:

1. Static electricity occurs when electrons pass from one object to another, such as from your hair to a comb as you comb your hair. If you then hold the comb near your hair, strands of hair appear to move forward and "stick to the comb." The hair and the comb

- **A.** attract each other because they have the same charges.
- **B.** attract each other because they have opposite charges.
- **C.** repel each other because they have the same charges.
- **D.** repel each other because they have opposite charges.

A balloon has a negative charge. A glass rod has a positive charge.



2. What will happen when the glass rod is brought near the balloon?

- **A.** The balloon will be attracted to the rod.
- **B.** THe balloon will be repelled by the rod.
- **C.** The balloon will remain in place.
- **D.** The balloon will spin in circles.

Using what you have learned the past 4 weeks, answer questions 3 and 4. The key ideas are listed here.

Forces and Motion

Motion

- Making observations, including taking measurements, helps us describe the motion of an object.
- A description of an object's motion usually includes the object's speed and direction. An object that is not moving is described as at rest.
- Observations can reveal patterns that we can use to predict motion.

Forces

- Forces are pushes and pulls with strength and direction.
- Forces can change the speed or direction of an object's motion.
- Gravity is the force that pulls objects toward Earth.
- Forces that are unbalanced cause an object's motion to change. Forces that are balanced do not cause an object's motion to change.
- Friction is a force exerted between the surfaces of objects in contact. It can cause a moving object to slow down and stop. It can also cause an object at rest to stay at rest when another force is exerted on it.

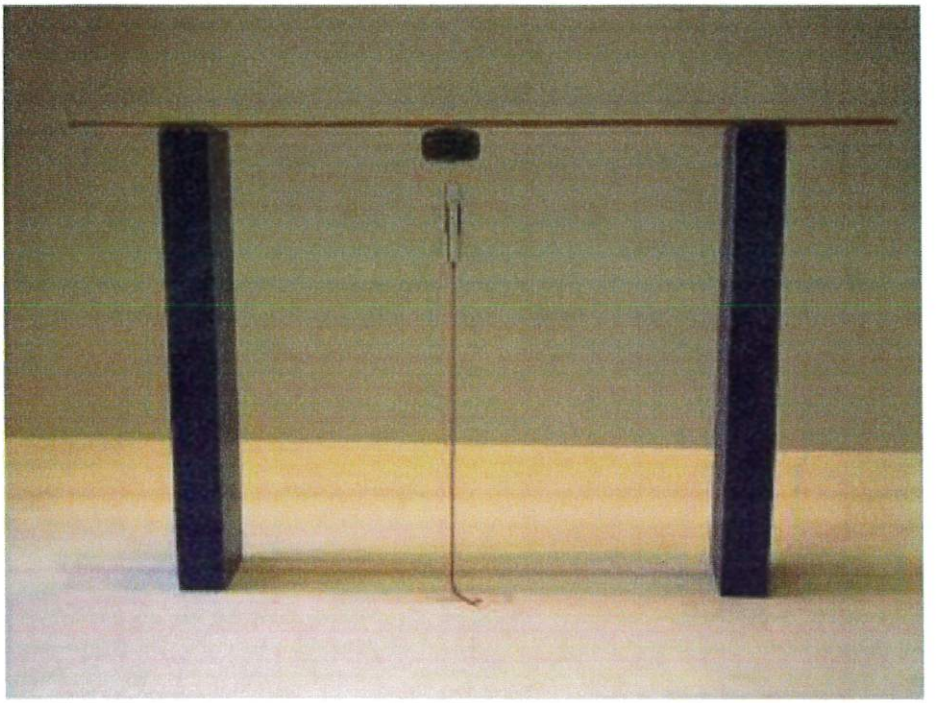
Forces and Motion

Magnetic and Electric Forces

- Some objects can exert forces on each other without contact. These forces can cause objects to be attracted or repelled.
  - Magnetic and electric forces are affected by the properties of objects and the distance between objects.
  - Magnetic force is also affected by the orientation of magnets.

Use the image to answer question 3 and 4

The paper clip is at rest one inch below the magnet. It is tied to a piece of string.



3. What forces are exerted on the paper clip? Describe and provide evidence for each identified force.

4. Are the forces balanced or unbalanced? Explain your answer.

3rd Grade: 2nd Packet

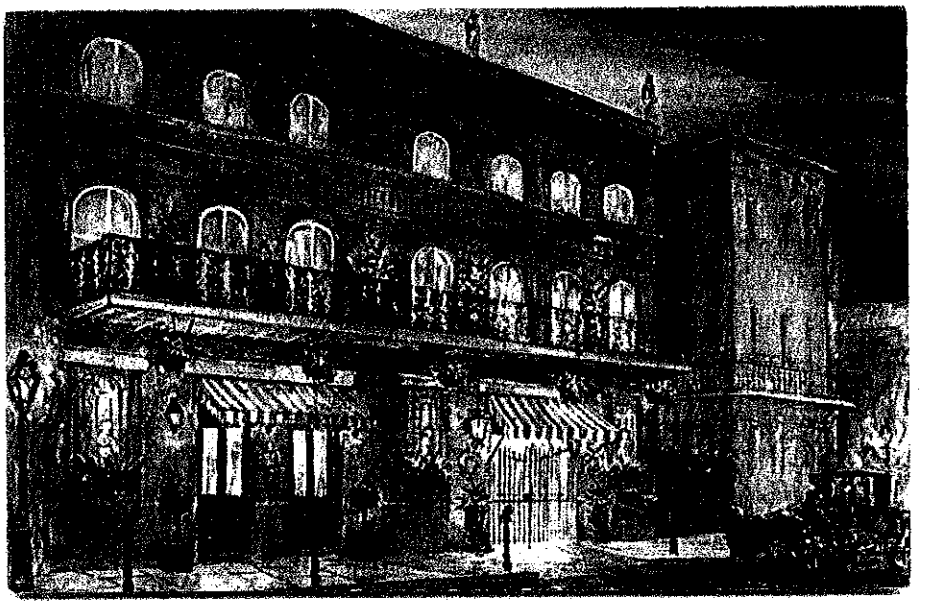
	(Tu) March 31	April 1	April 2	April 3	(Mo) April 6
Assignment	Practice Test Read sources Session 2: p. 34-38	Map Read:"Livingston Has Little Success" and "Jefferson Tries to Make a Deal" Discuss: What would you do: p. 23 & 27 Complete graphic organizer	Read: "Napoleon Does Not Sell" (main idea & key details chart for just this chapter) Read: Territory to statehood Fill in graphic organizer On your own: create a timeline of Louisiana moving from French colony to American state.	Item set: Louisiana Purchase or	Louisiana is now a state. How is it governed? Who is in the government? State v. local Read: State & Local governments Review: p.161 of Unit 4 Have students to debate: which government office has the most power? Use your chart to make your argument. Everyone writes.
To Be Graded	Questions 29-32	Using the map, a.What is similar and different between the Louisiana Territory and the state we know today? b. Why would different countries, including the United States, have wanted to own this land?	Timeline	Multiple choice & constructed response	Answer these questions: Who is a member of the executive branch at the state level? A citizen wants the mayor to change the rules about what time the RTA comes to their stop. Is this the job of the mayor? Why or why not?
	April 7	**April 8**	**Spring break**	**Spring break**	**Spring break**
Assignment	What makes a good leader/citizen? Read sources p.14-16 Answer: How are volunteers good citizens? Bubble map-- Review p. 127 from Unit 4.	Practice Test Read sources Session 2: p. 30-33			
To Be Graded	Questions 11-14	Questions 23-28			

Read and study the sources about the culture of Louisiana. As you read the four sources, think about how the culture of Louisiana developed. After you read the sources, answer questions 29–33.

Source 1

New Orleans Building

This postcard shows a three-story brick building in the French Quarter. The wrought-iron railing around the balcony on the second floor is an example of Spanish culture. A horse-drawn carriage is parked on the street lit only by streetlamps.



GO ON ▶

Source 2

Adapted from *Louisiana's Food Traditions: An Insider's Guide*

by Maida Owens

Gumbo is a dish that is closely identified with South Louisiana. It blends African, European, and Native American cultures. The word itself is from the Bantu word for okra, *nkombo*. The okra plant was brought to America by Portuguese traders. Some of the spices are from the Native Americans. The origin of gumbo is often credited to the French *bouillabaisse*[1], but the strong preference for soups in Africa strengthened the tradition.

[1]**bouillabaisse**: a spicy soup made from different kinds of fish

GO ON ▶

Source 3

Farmers' Market

A customer looks over different kinds of fresh vegetables at a farmers' market in Covington, Louisiana. Farmers' markets give growers a chance to sell directly to people. Usually, farmers sell their crops to grocery stores or restaurants. South Louisiana's mild climate means farmers have good weather for growing crops, even in winter. As a result, farmers' markets in Louisiana are becoming more popular.

GO ON ▶

Source 4

Zydeco Musicians (1938)

Two zydeco musicians play their instruments in front of a store near New Iberia, Louisiana. The man on the left plays an accordion. The other man plays a washboard. These two instruments are important in zydeco music. Zydeco originated in Louisiana. It blends blues, rhythm and blues, and Creole music.

Source 2: Adapted from *Louisiana's Food Traditions: An Insider's Guide* by Maida Owens. Copyright © 2000 by Maida Owens. Reprinted by permission of the author.

GO ON ▶

29. Which statement **best** explains why the building in Source 1 shows a Spanish influence?

Ⓐ Louisiana used to be ruled by the Spanish.

Ⓑ Louisiana was located on a Spanish trade route.

Ⓒ The Spanish built most of the houses in Louisiana.

Ⓓ The Spanish established the first settlements in Louisiana.

30. Using Source 3, which statement **best** explains why farming is important to the economy of Louisiana?

Ⓐ Farming brings many tourists to the state.

Ⓑ Farming provides income to many people in the state.

Ⓒ Farming brings business from all over the world to the state.

Ⓓ Farming provides more jobs than any other business in the state.

31. Based on Source 3, how did people **best** adapt to the physical environment of southern Louisiana?

Ⓐ They grew crops all year long.

Ⓑ They developed new kinds of food.

Ⓒ They opened new restaurants.

Ⓓ They sold food at different markets.

32. Based on Source 4, why is zydeco music a good example of Louisiana culture?

Ⓐ Zydeco is played by using tools as instruments.

Ⓑ Zydeco was created by musicians in Louisiana.

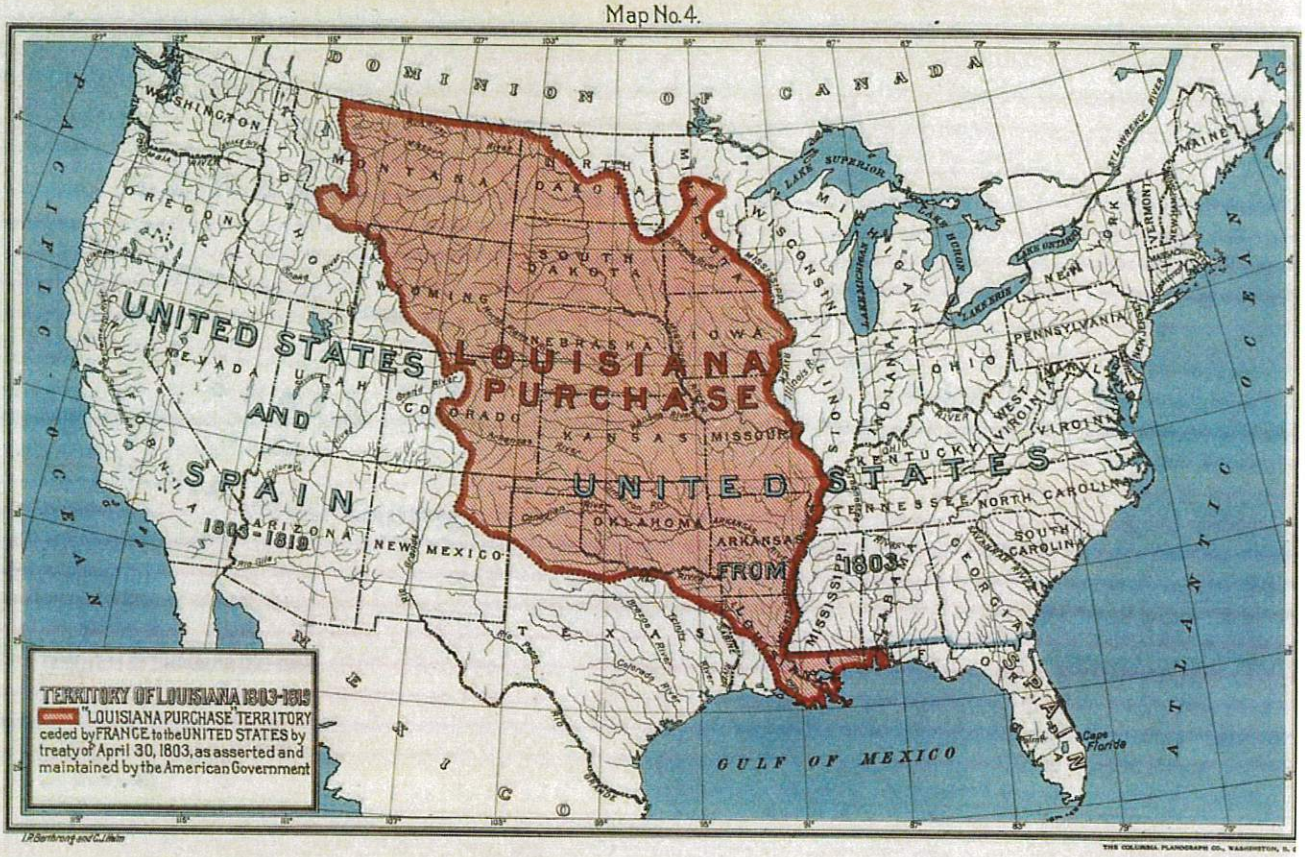
Ⓒ Zydeco was brought to Louisiana by immigrants.

Ⓓ Zydeco is enjoyed by people all over the world.

GO ON ▶

NEXT DAY

Map No. 4.


DOMINION OF CANADA
UNITED STATES AND SPAIN
1803-1819
LOUISIANA PURCHASE
UNITED STATES
FROM
1803
TERRITORY OF LOUISIANA 1803-1819
"LOUISIANA PURCHASE" TERRITORY ceded by FRANCE, to the UNITED STATES by treaty of April 30, 1803, as asserted and maintained by the American Government
GULF OF MEXICO
Cape Florida
ATLANTIC OCEAN
PACIFIC OCEAN
WASHINGTON
OREGON
MONTANA
NORTH DAKOTA
SOUTH DAKOTA
WYOMING
NEBRASKA
IOWA
NEVADA
UTAH
COLORADO
KANSAS
MISSOURI
ARIZONA
NEW MEXICO
OKLAHOMA
ARKANSAS
TEXAS
MINNESOTA
WISCONSIN
ILLINOIS
MICHIGAN
INDIANA
OHIO
KENTUCKY
TENNESSEE
MISSISSIPPI
LOUISIANA
NORTH CAROLINA
SOUTH CAROLINA
GEORGIA
FLORIDA
PENNSYLVANIA
WEST VIRGINIA
VIRGINIA
NEW YORK
VERMONT
MAINE
LAKE SUPERIOR
LAKE MICHIGAN
LAKE HURON
LAKE ERIE
LAKE ONTARIO
ST. LAWRENCE RIVER

HERE'S WHAT HAPPENED:

LIVINGSTON HAS LITTLE SUCCESS

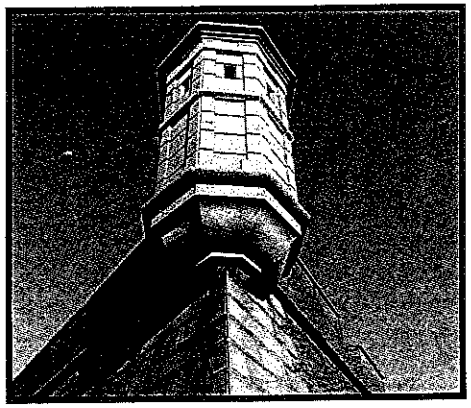
Livingston did get close to Napoleon's brother. He was of no help, though. Napoleon was known to be stubborn. He rarely changed his mind.

Soon the truth came out anyway. Napoleon no longer felt he had to hide his plans. He hoped to act in April 1802. Five to seven thousand soldiers would be sent to the Louisiana Territory.

Napoleon planned to send soldiers to the Louisiana Territory.

Word of this spread. Many Americans in the West were upset. They feared that the port at New Orleans might close for good.

Some called for war. Others were ready to leave the United States. They wanted to make a deal with whoever had the port.



Fort Condé was France's main fort in the Louisiana Territory. At the left is a replica of the fort in present-day Mobile, Alabama.

WHAT WOULD YOU DO?

If you were Jefferson's advisor, *would you* . . .

- ✻ **Tell Jefferson to write to Livingston and say that Napoleon should not send troops here? If he does, the United States will side with Great Britain—Napoleon's worst enemy. Napoleon's spies would surely see the letter. They could warn Napoleon not to act.**
- ✻ **Tell Jefferson to have Livingston offer to buy the port of New Orleans? This plan would help both the United States and France. Under it, the United States would allow the French to still use the port. They would not be taxed to do so either.**

Let's Work With Words!

Card 7 of 13

"Livingston did get close to Napoleon's brother. He was no help, though. Napoleon was known to be ***stubborn***. He ***rarely*** changed his mind."

- What is the meaning of **stubborn**?
- What context clues helped you define this word?

Let's Work With Words!

Card 8 of 13

"Livingston did get close to Napoleon's brother. He was no help, though. Napoleon was known to be ***stubborn***. He ***rarely*** changed his mind."

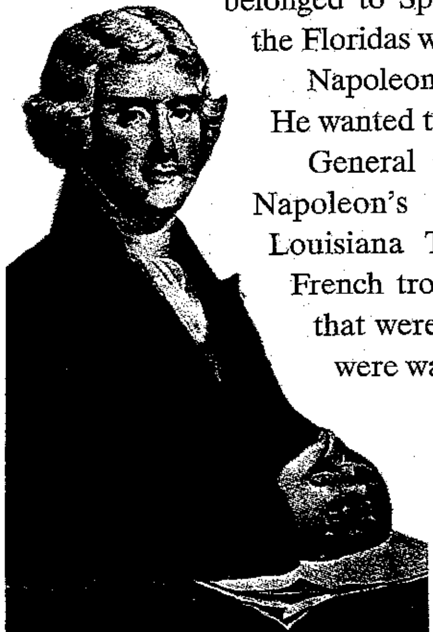
- What is the meaning of **rarely**?
- How are the words **rarely** and **stubborn** related to each other in this passage?

JEFFERSON TRIES TO MAKE A DEAL

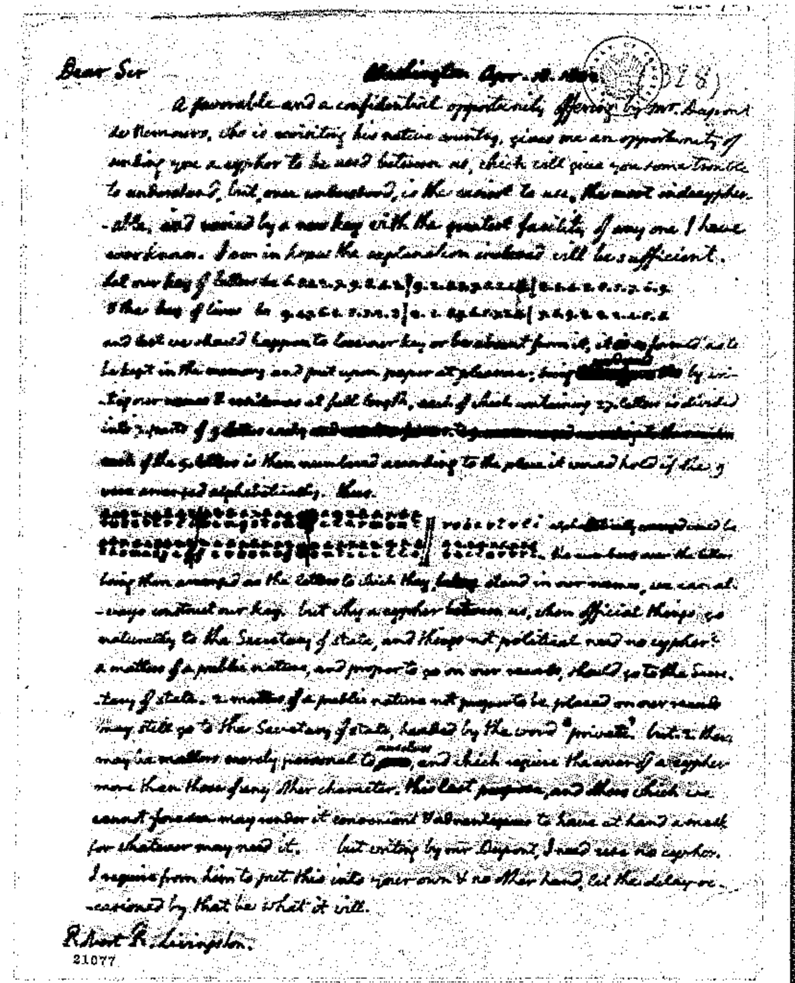
Jefferson tried both choices. He wrote the letter to Livingston. He also had Livingston offer to buy New Orleans and the Floridas. The area known as the Floridas still belonged to Spain. However, Jefferson thought the Floridas was owned by France.

Napoleon was not interested in any case. He wanted to enlarge his **empire**.

General Claude Victor-Perrin was to be Napoleon's head military officer in the Louisiana Territory. He would bring the French troops over. The men and supplies that were to go to the Louisiana Territory were waiting for him in Holland.



Jefferson decided to write an important letter to Livingston.



Dear Sir

Robert R. Livingston.

21077

Above is the first page of a letter that Jefferson wrote to Livingston. In the letter, the president asks Livingston to offer to buy New Orleans and the Floridas.

Yet things did not go as planned. Victor-Perrin was shocked when he got to Holland. Most of the men and supplies were gone.

They had already set sail for another port. They left to bring supplies to the French colony of St. Domingue. Today that colony is the country of Haiti.

Claude Victor-Perrin

In the French colony of St. Domingue, the colonists forced African slaves to work on sugar farms.

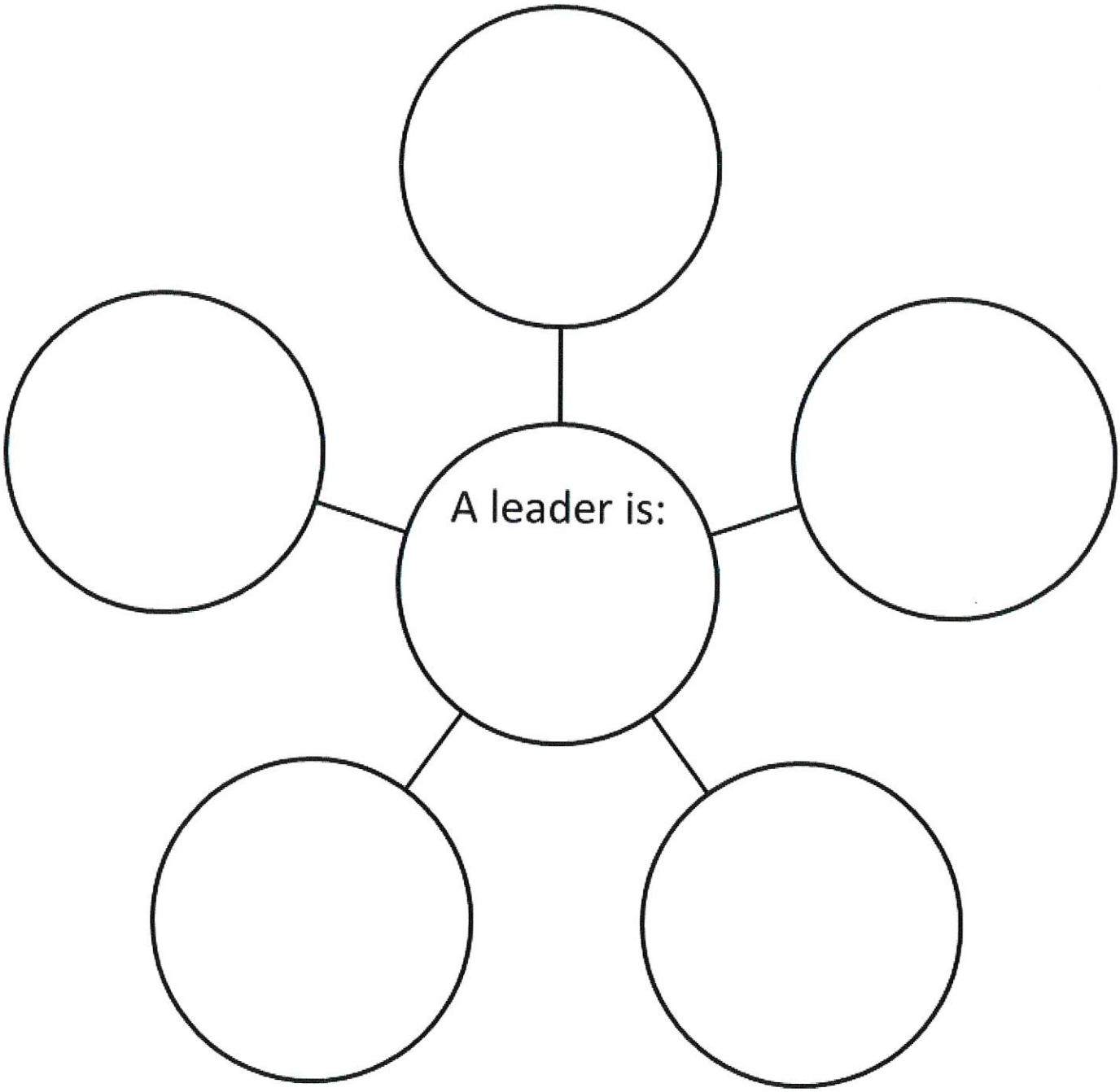
What Would You Do?

Now Napoleon did not have enough men to carry out his plan. What if you were him?

Would you . . .

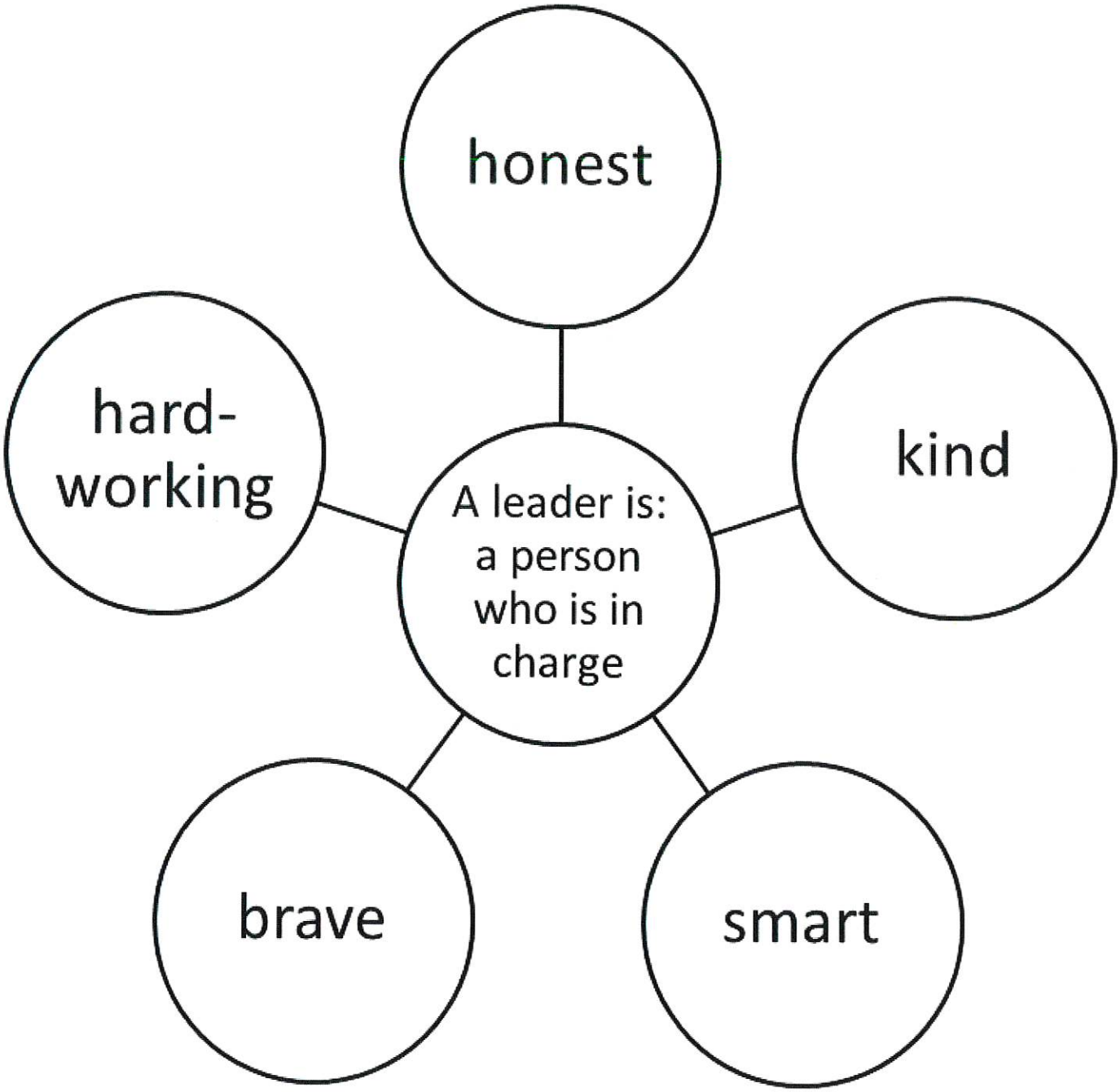
- **Think about Jefferson's offer again? Maybe selling New Orleans would not be so bad after all. Using the port for free would be a plus.**
- **Sit tight and wait awhile? Your men and ships will not be gone forever. At this point, you do not have to limit your empire.**

Qualities of a Good Leader



Return to Grade 3 Social Studies: How to Navigate This Document

Qualities of a Good Leader (Completed)

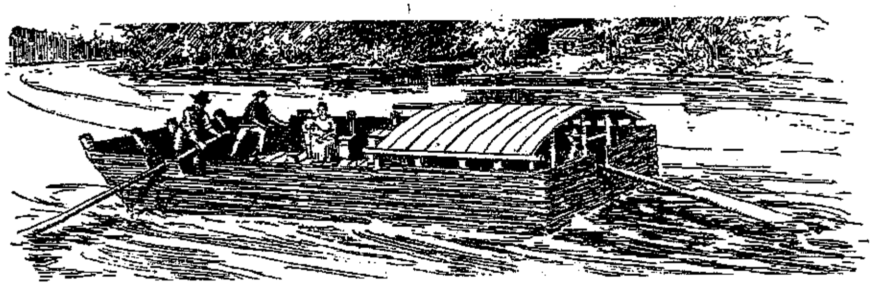


NEXT DAY

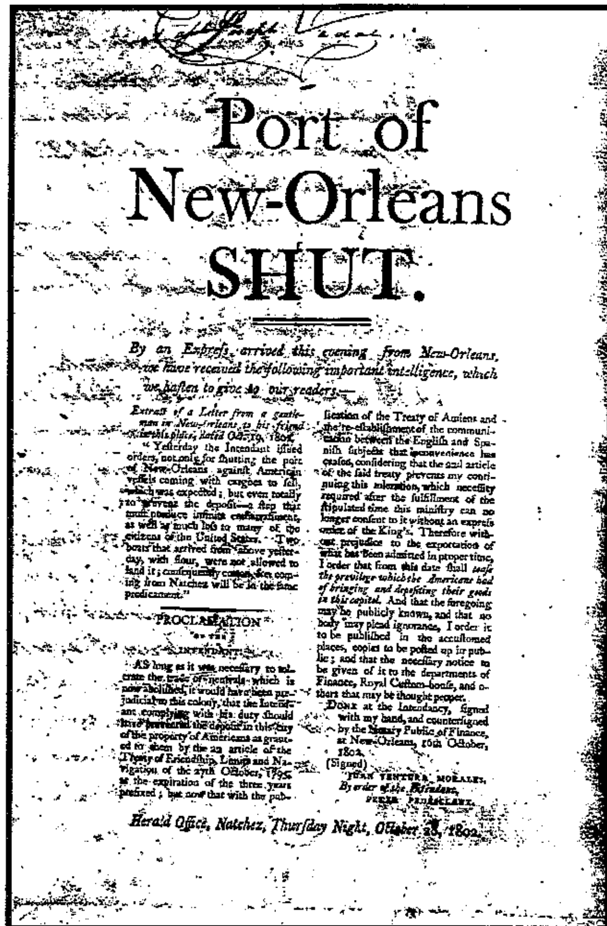
NAPOLEON DOES NOT SELL

Napoleon was not about to sell New Orleans. He had bigger plans for the region.

Until Napoleon's men could take over, the Spanish still ran the port. In October 1802, they changed the port's rules. Americans lost their "right of deposit," meaning they could not leave their goods in New Orleans's **warehouses.**



Flatboats were one of the main ways to move goods up and down the Mississippi River in the early 1800s.



Port of New-Orleans SHUT.

By an Express, arrived this evening from New-Orleans, we have received the following important intelligence, which we hasten to give to our readers.—

Extract of a Letter from a gentleman in New-Orleans, to his friend in this place, dated Oct. 19, 1802.

"Yesterday the Intendant issued orders, not only for shutting the port of New-Orleans against American vessels coming with cargoes to sell, which was expected; but even totally to prevent the deposit—a step that must produce infinite embarrassment, as well as much loss to many of the citizens of the United States. Two boats that arrived from above yesterday, with flour, were not allowed to land it; consequently cotton, &c. coming from Natchez will be in the same predicament."

PROCLAMATION OF THE INTENDANT.

AS long as it was necessary to tolerate the trade of neutrals which is now abolished, it would have been prejudicial to this colony, that the Intendant complying with his duty should have prevented the deposit in this city of the property of Americans as granted to them by the 22 article of the Treaty of Friendship, Limits and Navigation of the 27th October, 1795, at the expiration of the three years prefixed; but now that with the publication of the Treaty of Amiens and the re-establishment of the communication between the English and Spanish subjects that inconvenience has ceased, considering that the 22d article of the said treaty prevents my continuing this toleration, which necessity required after the fulfillment of the stipulated time this ministry can no longer consent to it without an express order of the King's. Therefore without prejudice to the exportation of what has been admitted in proper time, I order that from this date shall *cease the previlege which the Americans had of bringing and depositing their goods in this capital.* And that the foregoing may be publicly known, and that no body may plead ignorance, I order it to be published in the accustomed places, copies to be posted up in public; and that the necessary notice to be given of it to the departments of Finance, Royal Custom-house, and others that may be thought proper.

DONE at the Intendancy, signed with my hand, and countersigned by the Notary Public of Finance, at New-Orleans, 16th October, 1802.

(Signed) JUAN VENTURA MORALES.
By order of the Intendant,
PEDRO PEDESCLAUX.

Herald Office, Natchez, Thursday Night, October 28, 1802.

People learned from newspapers that the port of New Orleans had been closed.

Their goods would not be safely locked away from the time they were taken off the flatboats until they were loaded onto ships. Left out in the open, items could be stolen. Some foods would surely rot.

Napoleon did not have anything to do with this. Yet everyone thought he was behind it. People throughout the United States were angry.

A lot was at stake. Farmers, fur traders, and shop owners were upset. They could lose a great deal of money.

People in both the East and West were hurt by the closing of the port to Americans. People in the East now depended on goods from the West.

Many wanted the government to do something. They wanted to be protected from the whims of foreign nations. They hoped their elected leaders would act.

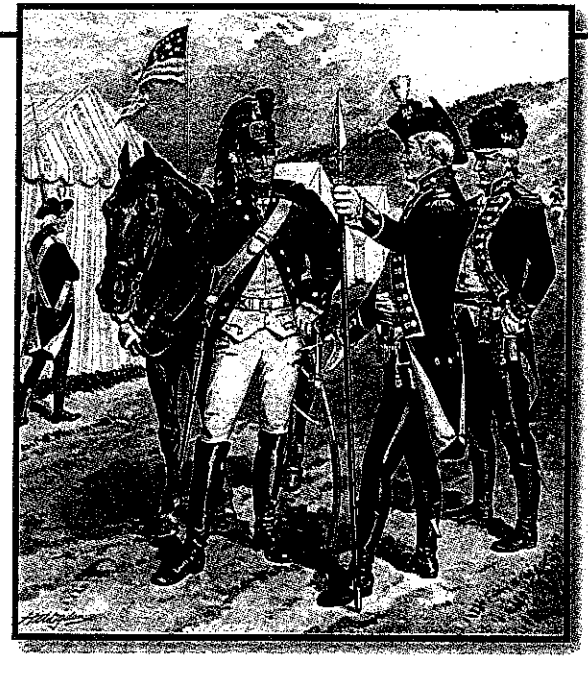
James Ross was a senator from Pennsylvania. He heard the people's **outcry**. So he brought up a daring idea to Congress.

Ross wanted to send fifty thousand soldiers to New Orleans. They would take over the port. They would fight the French if they had to.

WHAT WOULD YOU DO?

If you were a member of Congress, *would you* . . .

- **Vote with Ross and go to war?**
- **Come up with a more peaceful plan? Have Jefferson raise an army of eighty thousand men. Train them to fight, but try to avoid war. Have the troops ready to go to New Orleans, but do not send them right away.**



James Ross wanted to send American soldiers to New Orleans.

DEPARTMENT of EDUCATION
Louisiana Believes

Focusing on the Texts

Directions: For each text, determine the main idea, gather the evidence, and explain how the illustrations in the text contribute to this understanding.

Text Title	Main Idea	Key Details	Elaborations
1. "Napoleon Does Not Sell"			
2. "Congress Avoids War"			
3. "Napoleon Does Not Attack the British"			

Grade 3: Louisiana Purchase

HERE'S WHAT HAPPENED:

NAPOLEON DECIDES TO SELL

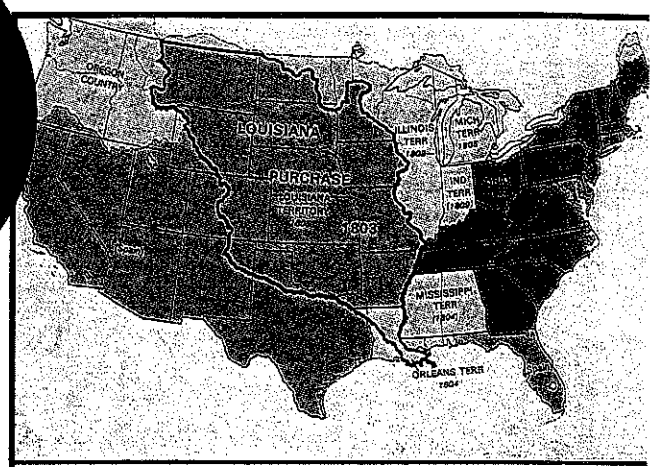
In April 1803, Napoleon had a change of heart. He decided to sell his land in America. However, he wanted to sell more than New Orleans. He hoped the United States would buy all the land in the Louisiana Territory.

Monroe (above) and Livingston had a tough decision to make.

Livingston and Monroe had to act quickly. Napoleon wanted the money right away. Within days, he might be at war with Great Britain.

What if you were Livingston or Monroe? You were never told to buy more than New Orleans and the Floridas. You do not have time to ask Jefferson. It would take weeks to send a letter by ship to America. Then you would have to wait several more weeks for an answer.

Jefferson (above) was far away in the United States. Monroe and Livingston could only contact him by letter, which took weeks.



See how much bigger the United States is with the Louisiana Territory? Would you buy it?

WHAT WOULD YOU DO?

Would you . . .

- Insist on just buying New Orleans? Perhaps you feel that you cannot buy the rest on your own. Napoleon may refuse, but you cannot help that.
- Act boldly and buy it all? More land will help your nation grow. You think that is what Jefferson would want.

HERE'S WHAT HAPPENED:

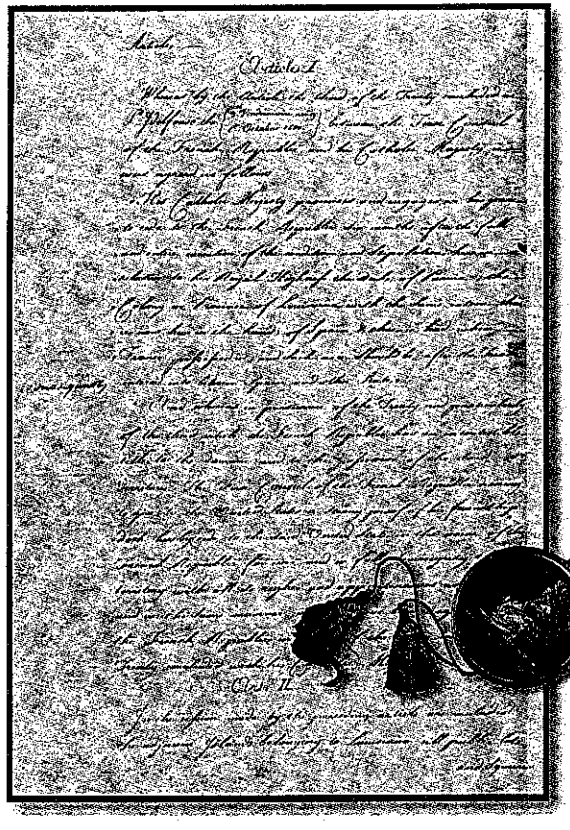
LIVINGSTON AND MONROE MAKE THE LOUISIANA PURCHASE!

irquis Francois de Barbe-
irbois of France (left),
bert Livingston (center),
d James Monroe sign the
uisiana Purchase Treaty.

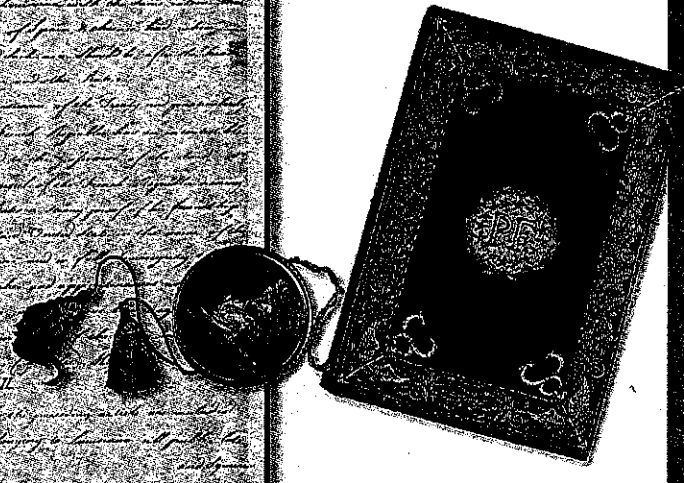
Livingston and Monroe took a chance. They agreed to buy all the land. They got it for just $15 million.

Jefferson was thrilled with the new territory. The deal was drawn up as a treaty with France. Congress approved it on October 20, 1803.

It proved to be a good purchase for the United States. It now had the area's ports and rivers. There was plenty of fruitful farmland too. Coal, oil, and iron would be found there



At the left is the first page of the Louisiana Purchase treaty. The cover of the French copy of part of the agreement is below.

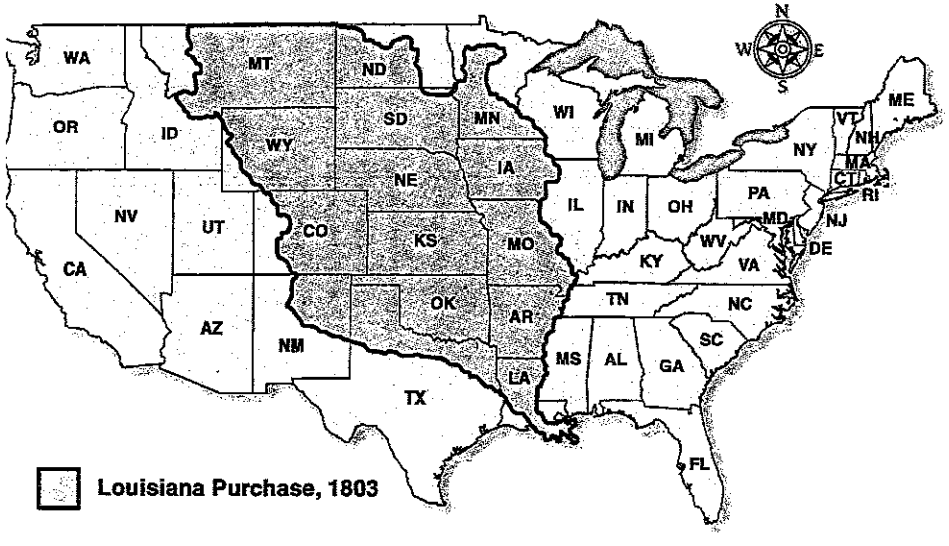


as well. The United States acquired East and West Florida from Spain in 1819.

The added area from the Louisiana Purchase made a big difference. It nearly doubled the United States in size. The Louisiana Purchase included all of the present-day

states of Arkansas, Missouri, Iowa, Oklahoma, Kansas, and Nebraska. It also included parts of Louisiana, Minnesota, North Dakota, South Dakota, Texas, New Mexico, Wyoming, Montana, and Colorado.

The purchase became famous too. Today it is known as the greatest land deal in American history.



This map shows the parts of the present-day states the Louisiana Purchase covered.

TIMELINE

1762—King Louis XV of France gives his cousin King Charles III of Spain the area known as the Louisiana Territory.

1795—The Treaty of San Lorenzo or Pinckney's Treaty is signed between the United States and Spain.

1799—The French leader Napoleon comes to power; he makes a secret deal with Spain to take over the Louisiana Territory.

1800—The United States only reaches as far west as the Mississippi River.

1801—Thomas Jefferson becomes president of the United States; sends Robert Livingston to France.

1802—*April:* Americans learn that Napoleon plans to send thousands of soldiers to the Louisiana Territory; Napoleon's men are delayed and Spain continues to run the port for France.

October: Spain changes the rules for the Port of New Orleans; Americans can no longer leave their goods in warehouses there.

1803—*January:* Thomas Jefferson sends James Monroe to France to try to buy part of the Louisiana Territory.

March: A British blockade stops Napoleon's soldiers from leaving France.

April: Napoleon decides to sell all of the Louisiana Territory to the United States.

October 20: Congress approves the treaty allowing the Louisiana Purchase.

Words to Know

blockade—To block off a port by surrounding it with ships.

colonist—A person who settles in a new land.

democracy—A type of government in which people choose their own leaders in elections.

empire—A group of territories with the same ruler.

flatboat—A boat with a flat bottom used to carry a heavy load of freight along a waterway.

outcry—The act of a lot of people complaining loudly about something.

pelt—An animal skin with fur on it.

pioneer—Someone who settles in new territory.

port—A city where ships can load and unload their cargo.

revolt—To rebel against a government.

revolution—An uprising against a government.

ruthless—Cruel and having no pity.

territory—A large area of land.

treaty—An agreement between nations.

warehouse—A large building used for storing goods.

yellow fever—A tropical disease carried by a mosquito.

Learn More

Books

Burgan, Michael. *The Louisiana Purchase.* Minneapolis, Minn.: Compass Point Books, 2002.

Kozar, Richard. *Lewis and Clark: Explorers of the Louisiana Purchase.* New York: Chelsea House, 2000.

Raabe, Emily. *Thomas Jefferson and the Louisiana Purchase.* New York: Powerkids Press, 2003.

Ribke, Simone T. *Thomas Jefferson.* Danbury, Conn.: Children's Press, 2003.

Roop, Peter and Connie Roop. *The Louisiana Purchase.* Milestone Books, 2004.

Internet Addresses

The Louisiana Purchase Exhibit
<http://www.loc.gov/rr/program/bib/ourdocs/louisiana.htm>
Visit this great Web site for lots of information on that very famous land deal. Be sure to check out the historical maps.

Monticello: The Home of Thomas Jefferson
<http://www.monticello.org/jefferson/lewisandclark/louisiana.html>
Visit the famous home of Thomas Jefferson where he spent hours deciding the best strategy for the Louisiana Purchase.

The Port of New Orleans
<http://www.portno.com/>
Back in Jefferson's day, everyone wanted the port of New Orleans. It is still an important seaport today. Visit its Web site and learn all about it.

Territory to Statehood [1]

The Louisiana Purchase added to the United States a region very different from others on the American map. Louisiana had a more diverse population than many parts of the United States, and its systems were based on French and Spanish tradition. Although the American way of doing things later replaced many of those of the colonial era, Americans did not make Louisiana into a state like all others. Many of Louisiana's unique characteristics started in the colonial period remain intact today.

Exploring the New Territory

The Louisiana Purchase did not define where the exact boundaries of the new territory were. The only boundaries the French knew were those from when Spain gave the colony to France, and those boundaries were not clear. Louisiana was a huge area of land, and no one knew for sure just how far it reached or what landscapes, resources, animals, and people could be found in Louisiana.

In order to claim its new territory, the United States first had to explore and then settle it. President Jefferson hired Meriwether Lewis and William Clark to head the first expedition. In May 1804, Lewis and Clark departed from the St. Louis area with about forty enlisted soldiers. Their journey up the Missouri River, into uncharted lands took over a year. They returned to St. Louis in September 1806.

The Lewis and Clark expedition was the first scientific project led by the United States government. Geographical discoveries made by Lewis and Clark and recorded in their journals added to American knowledge of the new territory and helped promote trade and settlement in the region.

Other explorers, including Zebulon Pike, William Dunbar, and George Hunter explored other important river regions in the new Louisiana territory to add to Lewis's and Clark's discoveries.

Compromising on Borders

Spain and the United States could not agree on Louisiana's western border with Texas, which was still held by Mexico. Spanish officials said that the Texan border extended west of Natchitoches. The United States, however, argued that Louisiana's border stretched at least to the Sabine River, and possibly even to the Rio Grande River.

Discussions to solve the western border dispute stopped in 1805. Stories spread that both sides were gathering troops near the border, and in 1806 General Wilkinson sent his forces up the Red River. However, General Wilkinson came up with a compromise with Spain that said the area in question was not governed by either country. Finally, in 1819 an agreement signed by both countries placed the boundary between Texas and the United States along the Sabine River, where it remains today.

Deciding on a Legal System

Return to Grade 3 Social Studies: How to Navigate This Document

The differences that separated the customs of the United States from colonial traditions presented a huge challenge to all involved. The European groups already in Louisiana, mostly from France and Spain, did not want to adopt the United States' systems.

In 1807, the legislature replaced the twelve counties created shortly after the Louisiana Purchase with nineteen parishes like the Catholic parishes that were there during French and Spanish rule. The parish, instead of the county, is still used as the basic unit of local government in Louisiana.

Writing a Constitution

In 1811 the United States Congress allowed Louisiana to hold a state convention to write a constitution for the state. At that time, more than 76,000 people lived in the Territory of Orleans. This territory included the present state of Louisiana except the parishes east of the Mississippi River. This number was greater than the minimum population of 60,000 required to become a state.

Becoming a State

On April 30, 1812, Congress added Louisiana as the eighteenth state in the nation. The convention requested that Congress add the Florida parishes to the new state, and Congress agreed to this request. In late June 1812, Louisianians elected William Claiborne as their first state governor.

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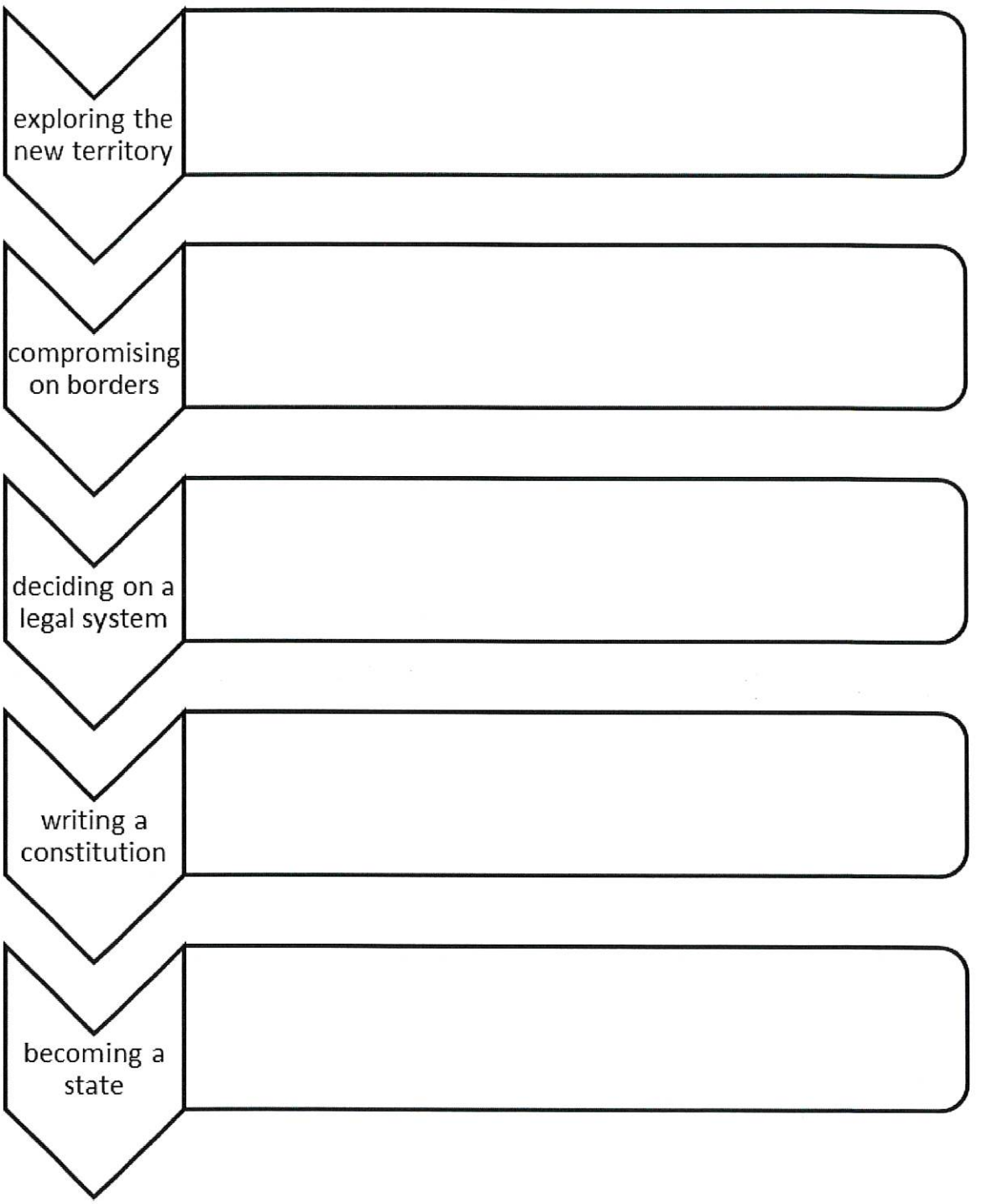
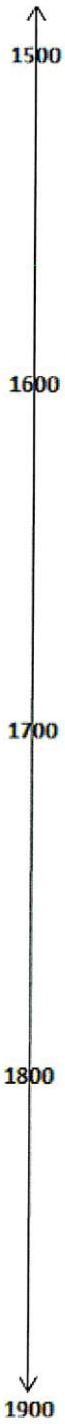
[1]This text is created by the Louisiana Department of Culture, Recreation, and Tourism. It is available online at http://www.crt.state.la.us/louisiana-state-museum/online-exhibits/the-cabildo/territory-to-statehood/.

Territory to State Sequence of Events



Timeline of Louisiana History



NEXT DAY

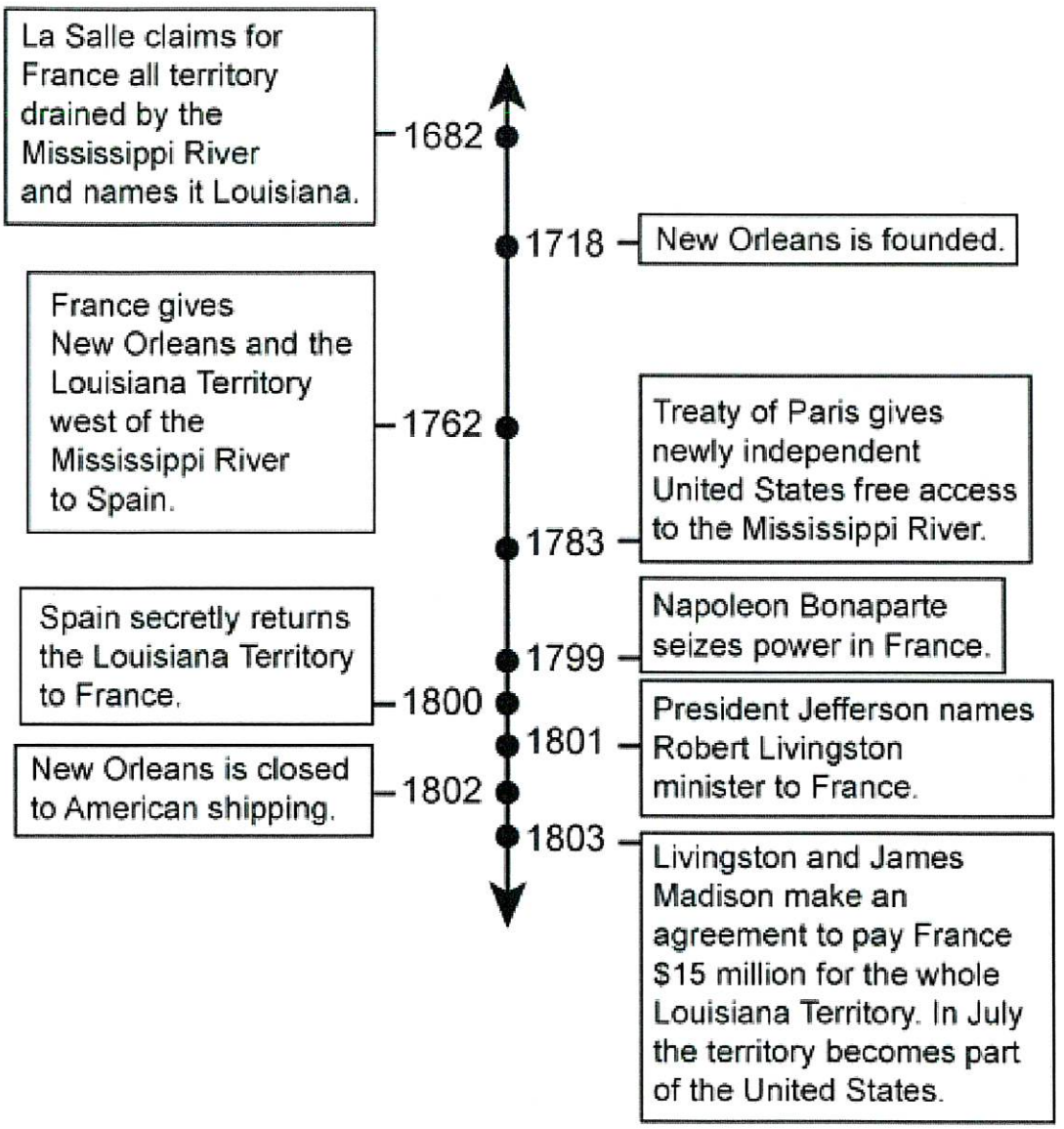
Use the two sources and your knowledge of social studies to answer questions 1–3.

Source 1

Louisiana Purchase Map

Source 2

Timeline of Events Leading to the Louisiana Purchase



Source 2: Montecello.org

Item 1: Multiple Select

What was France's interest in the territory known as Louisiana?

Select the **three** correct answers.

❒ A. France explored the territory in the 1600s.

☐ B. France purchased the territory from Spain.

☐ C. France found the Northwest Passage through the territory in the 1500s.

❒ D. France established scattered settlements in the territory in the 1600s and 1700s.

❒ E. France sold the territory to the United States.

☐ F. France declared war with England to regain the territory.

Item 2: Multiple Choice

Based on Source 1, which statement describes an effect of the Louisiana Purchase?

☐ A. It cost the United States about $15 million, or four cents an acre, to purchase Louisiana from France.

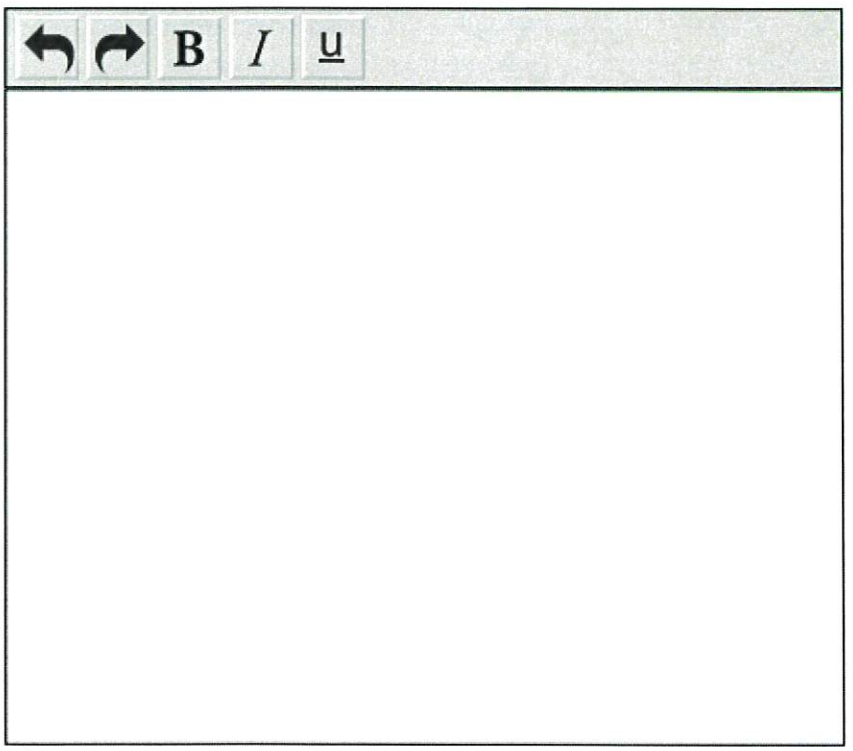
☐ B. It decided where the final borders of the United States would be located and opened the area for exploration.

❒ C. It increased the land area of the United States, opening the way for westward expansion and trade on the Mississippi River.

☐ D. It provided easy access to territories in the Northwest, which the United States hoped to buy from Britain.

Item 3: Constructed Response

Explain how gaining control of the Louisiana Territory would make the United States safer and protect the nation's trade.



NEXT DAY

12. State and Local Governments

Large-scale public works projects require federal and state governments to cooperate and compromise, especially when deciding who pays for what. The construction of the Interstate Highway System was a crowning achievement of this sometimes strained partnership.

Governors. Mayors. State Representatives. City Council members. Sheriffs.

Beneath the layer of the national government lies a complex web of state and local officials and institutions. The nation's founders concern over tyranny transcended their separation of power among the three branches of government. Power is also divided by level, with each layer performing its designated responsibility. States and communities would even have the freedom to design their own institutions and create their own offices. This creates a multitude of "laboratories" where government leaders at any level could see which systems were successful and which were problematic.

State Constitutions

The states had constitutions years before the United States Constitution was even written. Since the Declaration of Independence, states have written a total of about 150 constitutions, with several states writing new ones frequently. State constitutions tend to be quite a bit longer than the national one — an average of four times as long — so they also are more specific. As a result, they often are heavily amended and rather easily tossed out, at least in some states. State constitutions determine the structure, role, and financing of state and local levels of government.

This well-built Governor looks like he could be a wrestler. Wait, he was a wrestler: Jesse Ventura of Minnesota broke onto the local and national political scene by becoming the first Reform Party candidate to win the governorship of a state.

State Officials

Each of the 50 states has its own array of public officials, with no two states being exactly alike. But all of them have Governors, legislatures, and courts:

- Governors. In every state the Governor is chosen by popular vote, and most serve four-year terms. More than half of the states put limits on the number of times an individual may be elected called term limits. In most states, several other top officials are elected, including a Lieutenant Governor, a Secretary of State, and an Attorney General. In general, Governors have the authority to issue executive orders, prepare the state budget, make appointments, veto legislation, and to grant pardons to criminals. In states that tend to concentrate powers in the hands of a few, Governors have broader authority and more powers. In other states, power is spread out among many elected officials, or is strongly checked by the legislature.

- State legislatures. Every state has a bicameral, or two house, legislature, except for Nebraska, which has a unicameral body. State legislatures vary in size from 20 to 400, and are not necessarily in proportion to the size of the state's population. For example, New Hampshire has 400 members in its lower house. All states have guidelines for age, residency, and compensation, and most legislatures meet in annual sessions. Just as in the national legislature, many state legislators serve for several terms, creating a large body of professional politicians in the United States.

- State courts. Each state has its own court system, and most have a state Supreme Court. State judges have the final voice in the vast majority of cases in the United States since more come under state rather than federal jurisdiction. Most states have two types of courts — trial courts that handle issues from traffic fines to divorce settlements to murder, and appeals courts that hear cases appealed from lower courts.

Types of Local Governments

Local governments are generally organized into four types:

- Counties. Counties are usually the largest political subdivisions, and their primary function is to administer state laws within their borders. Among other duties, they keep the peace, maintain jails, collect taxes, build and repair roads and bridges, and record deeds, marriages, and deaths. Elected officials called Supervisors or Commissioners usually lead counties.

- Townships. These units of government do not exist in about half the states, and they have different responsibilities in those that have them. A township may simply be another name for a town or city, or it may be a subdivision of a county.

- Special Districts. These units of government have special functions. The best known example is the local school district, but other types are growing in numbers, especially in heavily populated areas where county and city governments may be overloaded with work.

- Municipalities. City, town, or borough governments get their authority to rule only as it is granted by the state. Today about 80% of the American population lives in municipalities, and municipal governments affect the lives of many citizens. Municipalities may have elected mayors, or they may be managed by appointed city managers.

Governorship can often be an opportunity to pursue higher office; several state Governors have gone on to become President. Before he became one of the most notable chief executives of the century, Franklin Roosevelt served as Governor of New York.

The organization of state and local governments varies widely across the United States. They have common specific features, but their organizations differ. Regardless of their design, state and local governments often have a far greater impact on people's lives than the federal government. Marriage, birth, and death certificates. School policies. Driving age and qualifications for licensure. Laws regarding theft, rape, and murder, as well as the primary responsibility of protecting citizens from criminals. These critical issues and many others are not decided by distant Washington authorities, but by state and local officials.

Local and State Government

Local Government		State Government	
Mayor	Elected by the people Executive Branch Elected for 4 years Oversees city laws and ordinances	Governor	Elected by the people Executive Branch Elected for 4 years Responsible for the enforcement of the laws of Louisiana May veto bills Commander in Chief of Louisiana military
Judges	Elected by the people Judicial Branch Elected for 6 years Jurisdiction of all civil and criminal matters	Senator	Elected by the people Legislative Branch Serves 4 years Creates laws Passes taxes
District Attorney	Elected by the people Judicial Branch Elected for 6 years Prosecutes criminal cases	Representative	Elected by the people Legislative Branch Serves 4 years Creates laws Passes taxes
Sherriff	Elected by the people Judicial Branch Elected 4 years Enforces the laws	Judges	Elected by the people Judicial Branch Elected for 6 years Jurisdiction of all civil and criminal matters
School Board	Elected by the people		
City Council	Elected by the people		

NEXT DAY

Session 1

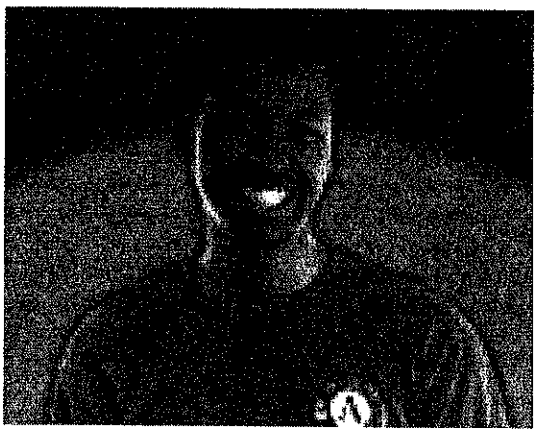
Read and study the sources about Louisiana volunteers. Then use the three sources and your knowledge of social studies to answer questions 11–15.

Source 1

Nicholas Guillery

"My favorite experience was going on the service trip this past winter. I was able to work with a large number of my teammates accomplishing[1] home restoration[2] in areas that were hit by Hurricane Katrina. We stayed in New Orleans for an entire week living side by side. . . . We were able to give people their lives back by helping in the reconstruction[3]. [But we also] grew alongside each other by getting to know each other better."

[1]**accomplishing**: completing
[2]**home restoration**: fixing or repairing homes
[3]**reconstruction**: building something again, such as a home



GO ON ▶

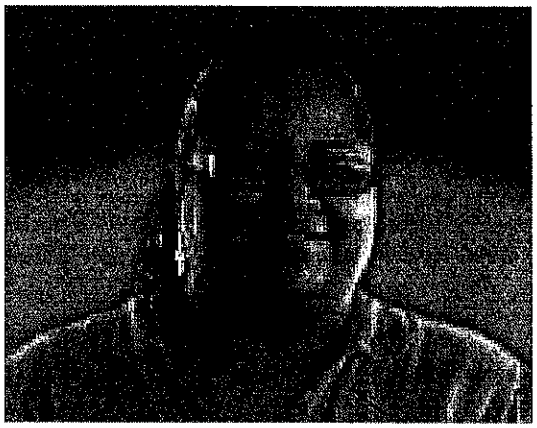
Source 2

Cheryl Bryant

"I would describe a volunteer as a person giving their time and talent to help others or a cause in their community.

Volunteering has allowed me to make strong connections with the Boys and Girls Clubs of Acadiana, as well as several social organizations[1] in the community."

[1]**organizations**: groups of people with a common goal



Source 3

National Days of Service

This text is from Volunteer Louisiana. The group talks about what National Days of Service are, and how important volunteers are to the community.

There is a National Day of Service in almost every month. These are special days to get people to volunteer in their communities. In Louisiana, we focus on five days where we organize efforts to help our citizens get involved:

- January: Martin Luther King, Jr. Day
- April: National Volunteer Week
- April: Global Youth Service Day
- September: 9/11 Day of Remembrance and Service
- October: Make a Difference Day

Days of Service organizers usually have large events that make it easy to volunteer for an hour, a half-day, or a full day. The simple act of individuals coming together for a common goal makes a huge difference in the lives of our most vulnerable[1] citizens. It also helps with our most critical social issues such as education, healthy futures, affordable housing, and disaster recovery[2]. Join us by volunteering in a project near you.

[1]**vulnerable**: easily harmed or hurt
[2]**disaster recovery**: helping people after an emergency or an accident

GO ON ▶

11. Using Source 1 and Source 2, which is a responsibility of volunteers?

Ⓐ to join a club in a community

Ⓑ to learn about designing houses

Ⓒ to travel to another place

Ⓓ to work well with other people

12. Based on Source 1, how did Nicholas Guillery make Louisiana a better place to live?

Ⓐ by getting to know new friends

Ⓑ by staying for an entire week

Ⓒ by helping people fix their homes

Ⓓ by agreeing with his teammates

13. Based on Source 2, which is a way a citizen can help solve a local problem?

Ⓐ practice to improve special skills

Ⓑ give time to a social organization

Ⓒ work hard at a job or a career

Ⓓ get to know people in nearby areas

14. Source 3 describes some important social problems. Which problem is Cheryl Bryant **most likely** helping by volunteering as shown in Source 2?

Ⓐ education

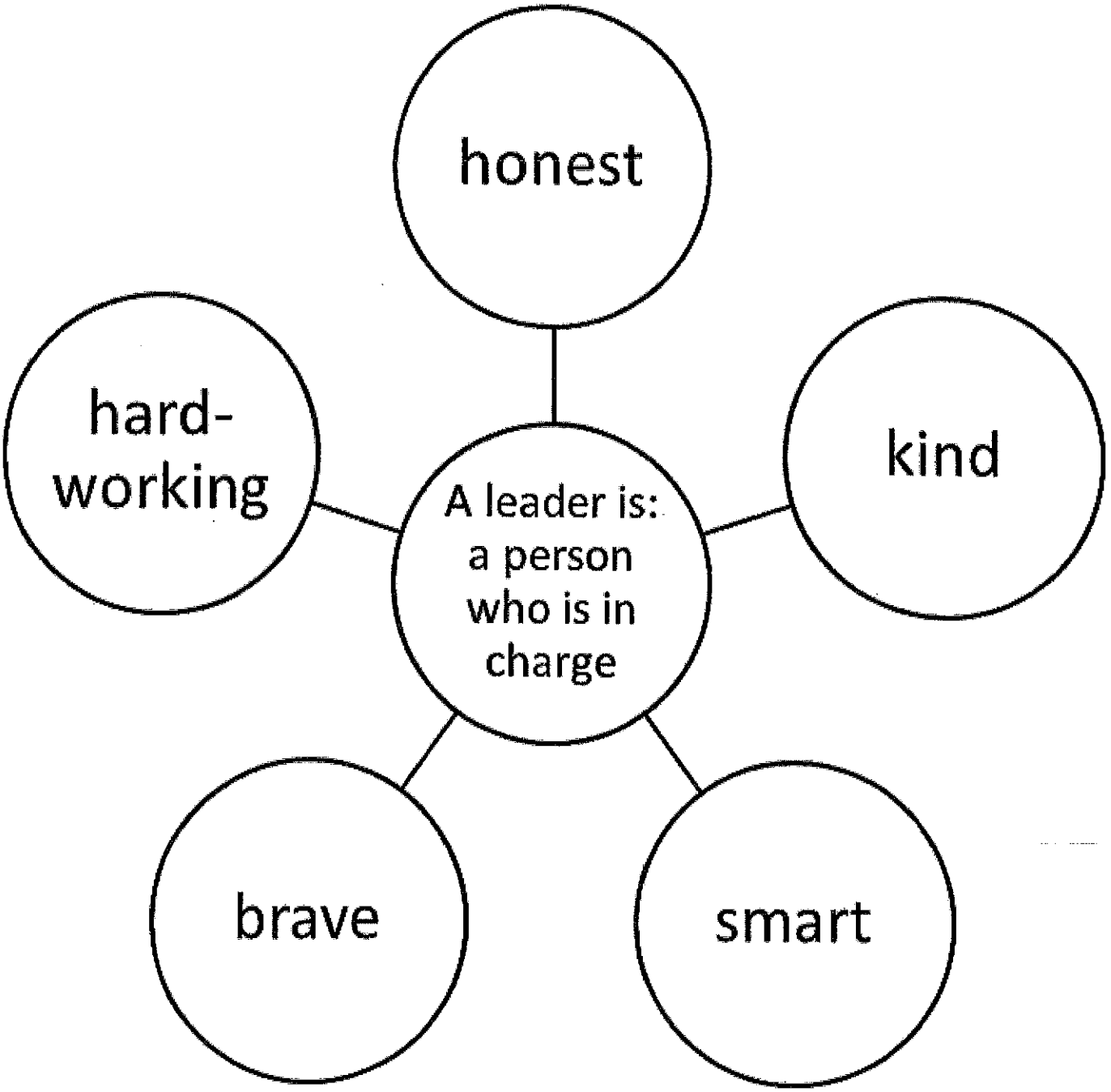
Ⓑ healthy futures

Ⓒ affordable housing

Ⓓ disaster recovery

GO ON ▶

Qualities of a Good Leader (Completed)



NEXT DAY

Read and study the sources about the state police of Louisiana. Then use the three sources and your knowledge of social studies to answer questions 23–28.

Source 1

The State Police

The Department of Public Safety, which includes the state police, reports directly to the governor. The governor chooses the commander of the state police. The state police enforce[1] criminal and traffic laws. The state police aid in fire prevention and protection. They also provide services for motor vehicle registration[2] and drivers' licenses.

[1]**enforce**: make sure people follow
[2]**motor vehicle registration**: documents that show ownership of vehicles

Source 2

How to Become a Louisiana State Police Officer

This list shows some of the things people need to do or that people need to be in order to become a state police officer in Louisiana.

- Be a United States citizen.
- Pass some college classes or work in government.
- Be of good moral character[1].
- Pass a written test.
- Pass a physical test.
- Pass an oral interview.
- Successfully complete the State Police Training Academy.

[1]**be of good moral character**: be a person who is honest, helpful, and trustworthy

GO ON ▶

Source 3

History of the Louisiana State Police

The first state highway police began to patrol and enforce traffic laws in 1922. At that time, the automobile was becoming an important part of American life. There were only sixteen officers to patrol the whole state.

By 1928, there were seventy police officers to keep the highways safe and help citizens during emergencies. In 1928, another part of the state police was formed to handle crime. These two groups were combined in 1936 to form the modern Louisiana State Police.

This 1960s billboard shows a Louisiana State Police officer. The billboard was meant to encourage[1] people to drive safely.

[1]**encourage**: make people want to do something

GO ON ▶

23. Source 1 says that the state police enforce the laws. The state police are part of which branch of the state government?

Ⓐ the executive branch

Ⓑ the judicial branch

Ⓒ the legislative branch

Ⓓ the military branch

24. Which phrase is an example of a law that the state police are responsible for enforcing?

Ⓐ do not chew gum in class

Ⓑ recycle paper, cans, and glass

Ⓒ vote on election day

Ⓓ follow speed limits when driving

25. Which statement **best** explains why police officers must meet the qualifications shown in Source 2?

Ⓐ Police officers must be able to perform their job to keep citizens safe.

Ⓑ Police officers need to be able to drive quickly to reach car accidents.

Ⓒ Police officers must be able to read and write to issue tickets.

Ⓓ Police officers need to be willing to work at night to fight crime.

GO ON ▶

26. Based on Source 1 and Source 3, which statements describe responsibilities of state police officers?

Select the **two** correct answers.

Ⓐ They design safer automobiles.

Ⓑ They protect citizens in emergencies.

Ⓒ They make laws to protect citizens.

Ⓓ They build public roads in Louisiana.

Ⓔ They ask questions to solve crimes.

27. Based on Source 3, which statement **best** explains why the state police are in charge of highway safety in Louisiana?

Ⓐ Highway laws are different from state and local laws.

Ⓑ Crime is more common on highways than in cities.

Ⓒ Highways cross the state and pass through different cities.

Ⓓ Local police officers are not allowed on state highways.

28. Which statement **best** explains how improvements in technology help state police do their job?

Ⓐ Faster engines in cars use less gas and are better for the environment.

Ⓑ New ways to communicate allow police to know where help is needed faster.

Ⓒ Brighter lights on the tops of police cars allow the police to see better at night.

Ⓓ Digital billboards on the side of the road remind people to drive safely.

GO ON ▶