

# 1er. Semana de 5to Grado

## Oportunidades de aprendizaje

\*\*\* Estas son oportunidades educativas que se ofrecen para permitir que su hijo siga trabajando en habilidades. No son obligatorios ni calificados.

Lunes	Martes	Miércoles	Jueves	Viernes
<p>Escriba una historia corta siguiendo la estructura ESCAPE.</p>	<p>Grafica las horas de luz durante una semana. Grabar observaciones.</p>	<p>Mire una película y determine la lección que los personajes principales aprendieron.</p>	<p>Elija un experimento científico y pruébelo en casa para su familia.</p>	<p>Pídale a un miembro de su familia que le dibuje una imagen de una persona. Practique escribir una instantánea de un personaje para describir a la persona.</p>
<p>Verifique la temperatura durante todo el día y cree un gráfico de barras. Escriba 2 cosas que observe sobre los datos que recopiló.</p>	<p>Realice una entrevista y practique escribiendo diálogos con la puntuación correcta.</p>	<p>Juega un juego de cartas para practicar tus datos de multiplicación.</p>	<p>Dibuja un libro ilustrado sin palabras. ¡Asegúrese de que su lector pueda resolver el problema y la solución!</p>	<p>Mida su cama con clips, centavos, cereales, juguetes o cualquier cosa que desee. Encuentra el perímetro y el área.</p>
Lectura	Lectura	Lectura	Lectura	Lectura

# 2da. Semana de 5to Grado

## Oportunidades de aprendizaje

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Lunes	Martes	Miércoles	Jueves	Viernes
Salga y escriba un poema usando sus 5 sentidos (ver, escuchar, oler, tocar, saborear)	Escriba un problema verbal que involucre decimales. Dibuja una tira cómica para que coincida. Pídale a alguien en su casa que lo resuelva.	Imagina que eres el presidente de los Estados Unidos. ¿Qué sería lo primero que harías? ¡Escríbelo!	Cree un volante o póster que muestre cómo redondear un número decimal a un número entero (el lugar de las unidades).	Crea una historia corta sobre tu personaje de TV favorito (algo que el personaje NUNCA hizo en el programa de TV).
Investigue a un científico famoso que le interese. Enumere los rasgos que este científico tuvo para tener éxito.	Lea un libro ilustrado y describa el diagrama de flujo (Exposición, Conflicto, Acción creciente, Climax, Acción descendente, Resolución)	Investigue a un empresario que le interese. Haga una lista de las luchas que enfrentó y cómo lidiaron con ellas.	Escribe una carta a uno de tus amigos. Vea si puede obtener la dirección y enviársela por correo.	Haga una búsqueda del tesoro para su familia con cosas en su jardín.  A medida que recolecte los artículos, haga un mapa de su patio marcando dónde encuentra los artículos y luego siéntese con su familia y discuta si se encuentran en la naturaleza o en el hombre.

Lectura	Lectura	Lectura	Lectura	Lectura

# 3-5 Ofertas especiales Semana 1

## Oportunidades de aprendizaje

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Lunes	Martes	Miércoles	Jueves	Viernes
llevar a su perro para una caminata	Inventar un instrumento con materiales reciclados	andar en bicicleta durante 15 minutos	llamar a un amigo	Elige 3 ejercicios y hacerlas 10 veces
afilarse la sierra: Juega un juego de mesa o cartas con un hermano o padres	ponen Primero lo primero: Organice un armario para una fácil identificación; deseche los artículos que no necesite.	Entreviste a un miembro de la familia acerca de su grupo de música favorito.	Dispare canastas, juegue a atrapar / patear una pelota / voleibol / 2 cuadrados con un padre o hermano / hermana.	Cree un registro de música que escuche hoy. Escucha una canción que nunca has escuchado antes
Haz un dibujo de cómo es el exterior de tu casa	Encuentra algo en la naturaleza y dibuja	Recorta flores y cuélgalas en la ventana	Usa google e investiga a un artista o escribe lo que te gusta del arte	Mirar por la ventana. Pinta o colorea lo que ves.

# 3-5 Ofertas especiales Semana 2

## Oportunidades de aprendizaje

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Lunes	Martes	Miércoles	Jueves	Viernes
Lleve a su perro a caminar	Entreviste a un miembro de la familia sobre un instrumento que tocan	Ande en bicicleta por 15 minutos j	Llame a alguien y cuéntele una historia!	Elija 3 ejercicios y 10 veces
hágalos Sinergia: ayude a su mamá o papá a preparar una comida	Cree su propia tira cómica	Coreografíe un lavado de manos baile almúsica	ritmo de laDispare canastas, juegue a atrapar / patear una pelota / voleibol / 2 cuadrados con sus padres o hermanos	hacer un poema o una canción acerca de quedarse en casa desde la escuela
Traza tu mano y crear su diseño del tatuaje de la alheña	Sea proactivo: Reunir la basura y el desorden de una habitación	Llame a un familiar y diles lo mucho que significan para ti	Diario sobre lo que está pasando en este momento	Haga que alguien se siente / pose para usted y haga un dibujo de ellos.

# The Best Dancer

by ReadWorks



Annabelle was the school's best dancer, something she reminded Taylor, Laura, and even five-year-old Christina of every day. "Mrs. Coolidge says I'm very *gifted*," she said, elongating the word "gifted" until it seemed to have three syllables instead of two. "She says I'll probably be a principal dancer at one of the world's most elite theaters."

Mrs. Coolidge *had* said these things, yes, but she had said them to a number of students in need of inspiration as encouragement. "Getting inspired" was something Mrs. Coolidge thought was very important. Annabelle, she believed, was inspired, but inspired to *win*, to *outdo*, to beat everyone else. Mrs. Coolidge would prefer it if Annabelle simply liked to dance.

"Students! Students!" Mrs. Coolidge called to the small gaggle of girls surrounding Annabelle.

"I'd like to introduce you to our newest student, Sally. Sally is a most talented and gifted student. I hope you'll all take the time to greet her warmly."

Annabelle looked at Sally with lowered brows. Sally didn't have a dancer's body: she was short, with legs that looked bowed, like they belonged to a frog instead of an eleven-year-old girl. Annabelle smirked. This girl would be no competition for Annabelle and her graceful, *gifted* performances.

In the following weeks, however, it became clear that Annabelle had grossly underestimated Sally's dancing abilities. In fact, Sally was not just a gifted dancer, but Sally was an *incredibly gifted* dancer. She leapt and twirled and bowed and moved in ways Annabelle hadn't imagined possible for such a short girl. And to top it off, Sally was a *nice* girl. She didn't brag, she didn't rub her talent in her classmates' faces, and she never said no to helping one of the younger girls learn a new dance move. She was funny, she was smart, and everyone liked her.

Annabelle was furious. Auditions for the lead of the school ballet were only three weeks away, and she was nearly positive that Sally would snatch the part right from underneath her. And so Annabelle devised a plan.

It was a well-known fact that Sally liked cake. In fact, Annabelle wondered how someone so little could eat so much. And yet, Sally managed to eat one-third of a triple chocolate fudge cake every single day. "Cake," Annabelle told herself, "is Sally's weakness."

On the morning of the audition, Annabelle filled a small paper bag with earthworms. There were four of them: big, juicy brown worms that she found sunning themselves on the sidewalk after the previous evening's rain. She felt them wriggle and twist in her hand as she placed them in the bag. She arrived at school just after Sally, and placed the paper bag in her locker.

"Mrs. Coolidge," she said during their first class, "I forgot something in my locker. Can I go get it?"

Mrs. Coolidge nodded yes, and continued to talk about the importance of stretching. Annabelle hurried to her locker. She reached up to the top shelf, but the small bag was missing. She began to look frantically through the locker. She shook out her jacket, pulled out her bag, and emptied her pencil case. The worms were gone.

Annabelle walked back to her class stiffly. She wasn't sure what to make of this development. The worms couldn't have walked away. She frowned. Had someone seen her collecting the

worms?

By the time Annabelle returned to class, it was time for auditions. Annabelle would perform first. She had prepared a beautiful piece in which she slid across the stage on her toes, emulating a flowering tulip.

Annabelle was midway through her performance when she felt something warm and sticky land on her right shoulder. A few moments later, she felt another drop on her head, and then again on her left shoulder. She looked down. The earthworms she had collected in the morning were draped across her shoulders. She could feel the third earthworm dangling from her ear like some misshapen earring. Annabelle looked up, and from the rafter she saw Sally holding the small brown paper bag.

Sally winked at her. "Nice try," she mouthed. Sally got the lead that year.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Mrs. Coolidge says that Annabelle is very what?

- A. kind
- B. beautiful
- C. snooty
- D. gifted

2. Annabelle devises a plan that somehow involves a bag of earthworms and Sally. What motivates Annabelle's actions?

- A. She wants to stop Sally from getting the lead part in the school ballet.
- B. She wants to prove that she is a more gifted ballet dancer than Sally.
- C. She wants to get the other ballet students to stop liking Sally so much.
- D. She wants Mrs. Coolidge to think that Sally is dirty and gross.

3. Annabelle wants to be the best at ballet. What evidence from the story best supports this conclusion?

- A. "Mrs. Coolidge would prefer it if Annabelle simply liked to dance."
- B. "In the following weeks, however, it became clear that Annabelle had grossly underestimated Sally's dancing abilities."
- C. "Annabelle, she believed, was inspired, but inspired to *win*, to *outdo*, to beat everyone else."
- D. "She had prepared a beautiful piece in which she slid across the stage on her toes, emulating a flowering tulip."

4. How can Annabelle best be described?

- A. honest
- B. competitive
- C. helpful
- D. generous

5. What is the main idea of the passage?

- A. Sally gets the lead part in the school ballet because she tricks Annabelle.
- B. Annabelle gathers earthworms in a bag, but she loses the bag.
- C. Two young ballet dancers start off as rivals, but soon become friends.
- D. Annabelle is jealous of a new student who is a better dancer than her.

## Ready for a Powwow



Don Heiny for Weekly Reader

*Nantai wears special Native American clothes at the powwow.*

The Quabbin Lake Singers are in tune with their culture. The group sings at **powwows**, or gatherings, to celebrate their Native American traditions. *Weekly Reader* was invited to a powwow in Connecticut where the singers recently performed.

In the past, powwows were religious ceremonies for Native Americans. Today, they are joyful, festive events that honor Native American life.

The Quabbin Lake Singers are all members of the Mann family. They are part of the Historical Nipmuc tribe in Massachusetts. *Nipmuc* means "freshwater people." The family includes three brothers: Sahyeed, 9; Nantai, 8; and Anoki, 7. Along with their parents, the boys sing at powwows in the Native American language of Nipmuc.

During the summer and on school vacations, the family travels around the United States and Canada. They combine old customs with new ones. The family performs ancient Native American songs and writes their own music. "Not only are we having fun," their dad told *Weekly Reader*, "but we're keeping our culture alive."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Who are the Quabbin Lake Singers?

- A. two children who sing instead of going to school
- B. Native Americans who are part of a historic tribe in South Dakota
- C. members of a family who sing at powwows
- D. a family that lives in Canada but visits the United States during the summer

2. What does this passage describe?

- A. This passage describes the history of the Nipmuc Tribe in Massachusetts.
- B. This passage describes the Quabbin Lake Singers and powwows.
- C. This passage describes the mother of Sahyeed, Nantai, and Anoki Mann.
- D. This passage describes the dancing that takes place at powwows in Connecticut.

3. The Quabbin Lake Singers keep their Nipmuc culture alive by performing songs.

What evidence from the passage supports this statement?

- A. The Quabbin Lake Singers are all members of the Mann family, which includes three brothers.
- B. The Quabbin Lake Singers are all members of the Historical Nipmuc Tribe in Massachusetts.
- C. The songs performed by the Quabbin Lake Singers are in the Native American language of Nipmuc.
- D. During the summer and on school vacations, the Quabbin Lake Singers travel around the United States and Canada.

4. Based on the passage, how important are songs to Native American life and culture?

- A. very important
- B. slightly important
- C. not important
- D. less important than they used to be

5. What is this passage mostly about?

- A. the Quabbin Lake Singers, the songs they perform, and powwows
- B. Native American religion and how it has changed over the years
- C. what Sahyeed, Nantai, and Anoki Mann are studying in school
- D. a powwow in Connecticut where the Quabbin Lake Singers performed

6. Read these sentences: "Members of the family perform ancient Native American songs and write their own

music. 'Not only are we having fun,' the family's dad told Weekly Reader, 'but we're keeping our **culture** alive.'"

What does the word "**culture**" mean?

- A. people who move from one country to another
- B. money that singers and musicians make from concerts
- C. natural disasters that result in death and destruction
- D. the arts and customs of a group of people

7. Choose the answer that best completes the sentence below.

Powwows were once religious ceremonies for Native Americans; \_\_\_\_\_, they are festivals that honor Native American life.

- A. previously
- B. currently
- C. soon
- D. never

**8.** What is a powwow?

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**9.** According to the article, who recently performed at a powwow in Connecticut?

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**10.** The passage describes powwows as "joyful, festive events that honor Native American life." Use evidence from the text to explain how powwows honor Native American life.

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# Building a Bridge

by R. Howard



Summer vacation had just begun, and Alex and Maria were ready to spend all day outside. They decided to walk to the neighborhood park, where there was a river that they liked to swim in when it was particularly hot. Alex and Maria began to sweat as they walked, even though their house was only ten minutes away from the park's entrance.

When they got to the river, they saw that it was too shallow to swim in. The rocks that made up the bed of the river were even poking out of the water in some places, glistening in the sun. Alex and Maria were frustrated. On the other side of the river, about fifty yards away, and in a welcoming courtyard, there was a fountain spewing water in beautiful arcs.

"We should go play in the fountain," Maria said.

"How will we get there?" asked Alex.

They thought for a moment. They knew if they walked upriver, they would eventually come to a walkway that crossed the river, but it was so hot, and they were eager to get to the fountain.

Maria looked around the grassy riverbank and noticed a few logs and branches lying close to the water. "We could build a bridge!" she said. She ran over to a thick tree branch that looked long enough to be placed across the river. Together, she and Alex hefted the branch onto their shoulders and walked it to the water. Here, they stopped. How would they get the branch across?

Maria suggested throwing it down into the water and seeing if it reached the other side. That seemed imprecise to Alex - what if the branch did not reach the other side of the river, and got stuck or swept away by the water? Then they would be unable to walk all the way across the river.

Maria wondered if they could measure the distance from the riverbank they stood on to the other shore. They put the log carefully down and decided to test the distance with lighter, thinner branches. They found a few wispy branches by the spot where they had first found the log, and they tied the branches together using their hair bands.

On their first attempt, they tied two branches together and went back to the river to test the length. The branches barely reached the center of the swirling water. After tying two more branches together to the initial branches, Alex and Maria were able to get the thin makeshift model bridge to touch the far bank.

"Hooray!" Maria said. "Now we know how long the log needs to be."

They set the tied branches on the ground next to the log. The log was luckily the exact length of the tied branches. Now Alex and Maria had to figure out how to make sure the log was secure on both sides of the bank before they walked across it to reach the other side of the river.

"I know!" Alex said. She began to gather thinner branches, like the ones they had tied together, which were pliable and easy to bend. She twisted them together into a tight bundle, then laid them horizontally across the edges of the log. Then she and Maria hauled some of the stones out of the river and placed them on the branches on either side of the log. In this way, they were able to stabilize the log-at least on one side-in order to run across.

When Alex and Maria got to the other side of the river, they secured the other side of the log with more branches and rocks, and looked back at their handiwork. It had been a good day's work, but now they were free to enjoy the cool water in the fountain.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What did Alex and Maria want to build?

- A. a pool
- B. a car
- C. a fountain
- D. a bridge

2. What is the main challenge faced by the characters in this story?

- A. how to swim in a river so shallow that rocks are poking out of the water in some places
- B. how to get from one side of the river to the other without using the walkway
- C. how to find the distance from one side of the river to the other without measuring tools
- D. how to make sure the log they use for their bridge is secure on both sides of the river

3. Which of the following sentences from the story provides evidence that Maria was deliberate and thoughtful in her actions?

- A. "Maria looked around the grassy riverbank and noticed a few logs and branches lying close to the water."
- B. "Maria wondered if they could measure the distance from the riverbank they stood on to the other shore."
- C. "She ran over to a thick tree branch that looked long enough to be placed across the river."
- D. "Alex and Maria were frustrated."

4. Which sentence from the text supports the idea that Alex and Maria used teamwork to build the bridge?

- A. "Alex and Maria began to sweat as they walked, even though their house was only ten minutes away from the park's entrance."
- B. "Together, she and Alex hefted the branch onto their shoulders and walked it to the water."
- C. "'I know!' Alex said. She began to gather thinner branches, like the ones they had tied together, which were pliable and easy to bend."
- D. "'Hooray!' Maria said. 'Now we know how long the log needs to be.'"

5. What is this passage mostly about?

- A. the importance of girl power and teamwork
- B. two girls solving a problem together
- C. the benefits of urgency when working toward goals
- D. the difference between two girls' plans to get across a river

6. Read this sentence: "Now Alex and Maria had to figure out how to make sure the log was **secure** on both sides of the bank before they walked across it to reach the other side of the river."

What is the meaning of the word **secure** in this sentence?

- A. secure (*adjective*): self-confident
- B. secure (*adjective*): fastened, stable
- C. secure (*verb*): to make safe or lock up
- D. secure (*verb*): to obtain or get ahold of

7. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

The friends placed rocks on either side of the log to hold down the lighter branches; \_\_\_\_\_, the log was stable enough to walk on.

- A. before
- B. as a result
- C. especially
- D. meanwhile

# Slavery, the Civil War & Reconstruction: Gettysburg and the Gettysburg Address

by ReadWorks



*Abraham Lincoln at Gettysburg, Pennsylvania*

In the summer of 1863, Southern and Northern troops clashed in one of the bloodiest battles of the Civil War. After the Confederate, or Southern, Army won a battle in northern Virginia, it invaded the North and headed into Pennsylvania. It hoped to collect more supplies and weaken the North. Meanwhile, the Union Army of the North was pursuing the Confederate troops. The two sides met and fought near the town of Gettysburg, Pennsylvania. The battle at Gettysburg has been called "the most crucial battle in American history."

Before the Battle of Gettysburg, the Confederacy had been doing very well in the Civil War. But at Gettysburg, the North defeated the South. The battle was bloody. The Union Army suffered 23,000 casualties, while the Confederate Army suffered 28,000. A casualty is someone who is killed, wounded, or captured in battle. The Battle of Gettysburg turned the tide of the war and marked the beginning of the success of the North in defeating the South.

In the fall of 1863, President Lincoln visited the battlefield at Gettysburg for a ceremony dedicating the field to all the soldiers who had died. He reminded people why Americans must stand up for their values. His speech, the Gettysburg Address, has become one of the most famous speeches of American history. Lincoln said:

"Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in Liberty, and dedicated to the [idea] that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, and for the people, shall not perish from the earth."

Lincoln's words were never forgotten. The government of the people, by the people, and for the people remains.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Why has the Battle of Gettysburg been called "the most crucial battle in American history"?

- A. It was a turning point in the Civil War.
- B. It was the first time the North was invaded.
- C. It was the bloodiest battle in American history.
- D. It was won by the Confederate Army.

2. The passage sequences the events that led up to the Gettysburg Address. Which of the following events happened first?

- A. The Union and Confederate Armies met near Gettysburg, Pennsylvania.
- B. The Confederate Army invaded the North and headed into Pennsylvania.
- C. President Lincoln delivered the Gettysburg Address.
- D. The Confederate Army won a battle in northern Virginia.

3. The Gettysburg Address shows Lincoln's determination to have a unified country once more. What sentence from the speech best supports this conclusion?

- A. "It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced."
- B. "It is rather for us to be here dedicated to the great task remaining before us...and that government of the people, by the people, and for the people, shall not perish from the earth."
- C. "Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure."
- D. "We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live."

4. Based on Lincoln's speech, how can the men who fought in the Battle of Gettysburg best be honored?

- A. by giving a powerful speech that reminds people of their values
- B. by creating a whole new government that includes the North and the South
- C. by consecrating the battlefield on which the soldiers fought
- D. by working to unite the American nation once more

5. What is the passage, "Gettysburg and the Gettysburg Address" mostly about?

- A. the casualties suffered by the Union and Confederate Armies
- B. an important Civil War battle and Lincoln's address
- C. how the Battle of Gettysburg impacted the tide of the Civil War
- D. how Lincoln was involved in the Battle of Gettysburg

6. What is the purpose of the paragraphs provided before the text of the Gettysburg Address?

- A. to explain how the South defeated the North
- B. to examine the dedication of the battlefield
- C. to criticize Lincoln's speech
- D. to provide historical context for the Address

7. Choose the answer that best completes the sentence below.

In the summer of 1863, the Confederate Army of the South invaded the North \_\_\_\_\_ it hoped to collect more supplies and weaken the North.

- A. sometimes
- B. however
- C. because
- D. although

8. How did the Battle of Gettysburg impact the outcome of the Civil War?

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9. What is the "great task" described in the Gettysburg Address?

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10. What does Lincoln's description of the "great task" show about his attitude toward the war? Use information from the passage to support your answer.

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- A. sometimes
- B. however
- C. because**
- D. although

8. How did the Battle of Gettysburg impact the outcome of the Civil War?

The Battle of Gettysburg turned the tide of the war and marked the beginning of the success of the North in defeating the South.

9. What is the "great task" described in the Gettysburg Address?

The "great task" is to make sure that the soldiers who fought at Gettysburg did not die in vain and that the democratic government of the United States lives on.

**10.** What does Lincoln's description of the "great task" show about his attitude toward the war? Use information from the passage to support your answer.

Answers may vary and should be supported by the passage. For example, students may explain that Lincoln's words show that he was very determined to win the war for the sake of uniting the American nation once more. He urges the people that they "highly resolve" that men lost on the battlefield "shall not have died in vain" and devote themselves to the cause for which the soldiers died. The gravity and passion of his words show that Lincoln cared a lot about the country he led and the soldiers who died for it. Lincoln wanted the war and its casualties to become an impetus for the country uniting and the nation experiencing a "new birth of freedom."