



## 17<sup>th</sup> Home/School Connection

### January 31, 2013

There are 8 topics. Write at least 4 question bullets.

Write questions that will lead to interesting conversations.

- COLONIES: Now that we have finished a few other projects such as the design a bird, acts of kindness, pie graphs, grass seed planting, letter to Ty, etc., we are starting to spend more time learning about Colonial America. You are focusing on a variety of topics such as their economics (trade, money, jobs) housing, furniture, food, farming, art, religion, laws, and many other categories. You are getting more familiar with the many materials and resources we have for you to do your research. Your research will be on the topics that most interest you and connect to your colonial family. Today, you began to figure out what trades you most want to focus on that make sense based on your family and interests. What do you think you will do? Why? What do you already know about it?
  -
  
- MISSION US: I heard many of you saying you liked the Mission US game. Describe what you liked about it and what types of *colonial information* you learned from it. Try to share at least 3 or 4 important or interesting facts you discovered as you played. If you were going to create a worksheet for teachers to use for students playing Mission US, what types of questions would you put in it to help students dig into the game? How might you design the worksheet?
  -
  
- TRAITS OF CHARACTERS: You are learning that authors (and that means you too) can share a lot about a character by what characters say, do and think. You can also learn about a character based on how others respond to your character. You had to think about this with the Caddie Woodlawn excerpt, and you are doing this as you think about the characters in your animal story. Describe the traits you gave for Caddie and evidence in the text you found to prove these traits, and then explain some of the ways you are going to let your reader understand the traits of your animal story character(s).
  -
  
- ABOUT THE AUTHOR: Speaking of character traits, soon you are going to write the “About the Author” for your animal book. It will include traits about you! What are some important facts about you that you might include? Also, don’t forget there must be a current photo of you on this section. Do you have one at home you can bring in?

DIVISION TEST: This week we focused on what to do with remainders when you are doing division. The three main choices were: ignore the remainders, turn them into a fraction or decimal, or round up. Try and give real life examples for each type of remainder problem. If you are having trouble, I am putting some examples for you on our website. Today (Thursday) you had a division test. How did it go for you? Soon you will apply some of these ideas to our river table. Can you think of some division problems that would connect to our river table?

○

THIS DAY IN HISTORY: Today's Thursday Words-Day word was 'abolished' because on this day, January 31st, in 1865, the U.S. House of Representatives passed the 13th Amendment to the Constitution, abolishing slavery in America! The amendment read, "Neither slavery nor involuntary servitude...shall exist within the United States, or any place subject to their jurisdiction." Why are we thinking about this when we are focusing on Colonial America? Well, for one thing, we are e focusing on American history and the US Constitution, and this was a major event in the history of our Constitution. Also, this is the 150<sup>th</sup> Anniversary of the Emancipation Proclamation. The emancipation proclamation was signed on January 1, 1863, two years before the 13<sup>th</sup> amendment was passed. Were your parents taught the Constitution or the Emancipation Proclamation or the Gettysburg address in school? If they are not from this country, were they taught about laws of their country or about important documents or speeches? Part of your homework today is to read the Gettysburg address. Try to read at least one version out loud. Maybe you could read it over with a parent to hear their ideas.

○

SPECIALS: What's going on in music, art, P.E., C.O.B., Chinese, computer lab, and library? What did you talk about? \_\_\_\_\_

○

ANYTHING ELSE? *Time For Kids*, Community Meeting, Lostman's river, and halfway day and buddies? What did you talk about?

\_\_\_\_\_

**Due: MONDAY.** We made a time to do the HSC on \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Parent Comments:

Student Rating: 1-5. Please say why.

Please read below and leave tracks of your thinking. Circle words you don't know (write VW) and write at least 3 questions and/or comments on each page. DUE MONDAY!

*ON THIS DAY IN HISTORY: Jan 31, 1865:*

## The House passed the 13th Amendment!

On this day, in 1865, the U.S. House of Representatives passed the 13th Amendment to the Constitution, abolishing slavery in America. The amendment read, "Neither slavery nor involuntary servitude...shall exist within the United States, or any place subject to their jurisdiction."

In 1864, an amendment abolishing slavery passed in the U.S. Senate but did not pass in the House because some people were crying out for states' rights. In 1864, Abraham Lincoln was reelected, and he helped persuade the House of Representatives to vote for the 13th amendment. It finally passed on January 31<sup>st</sup>, 119 to 56, seven votes above the necessary two-thirds majority.

Hey, we are studying the American Revolution, not the Civil War. Why are we spending time looking at this? First of all, we are focusing on American history and the constitution, and this was a major event in the history of our Constitution. Also, this is the 150<sup>th</sup> Anniversary of the Emancipation Proclamation. It was signed on January 1, 1863- 150 Years ago. Two years before the 13<sup>th</sup> amendment was passed.

What is the Emancipation Proclamation? That is a big question, and unfortunately, we don't have time right now to fully investigate it. I will say that the Emancipation Proclamation did free some slaves, but not everyone. When you are in the 8<sup>th</sup> grade and later on in your schooling, you can learn more of the details or you can learn more now by reading up on your own time.

While we are focusing on the 13<sup>th</sup> Amendment and important American documents, I also want you to spend a little time reading Abraham Lincoln's important speech called, *The Gettysburg Address*. President Lincoln gave the speech on a battlefield in Gettysburg on Thursday, November 19, 1863. How long ago is that? President Lincoln was not the main speaker. A man named Edward Everett gave the main speech. It lasted two hours! Lincoln's speech lasted a little over two minutes! Something that I thought you would find interesting is that there are at least 5 versions of the Gettysburg Address. Most of the words are the same, but a few important words are different. One of the biggest differences is that some versions include the words, "Under God" and some don't. What do you think of that? On the next page are three versions. The last one is, I believe, the one most often seen in published texts.

## NICOLAY Version of the Gettysburg

Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty, and dedicated to the proposition 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 it, as a final resting place for those who died here, that the nation might live. This we may, in all propriety do. 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 hallowed it, far above our poor power to add or detract. The world will little note, nor long remember what we say here; while it can never forget what they did here.

It is rather for us, the living, we here be dedicated to the great task remaining before us — that, from these honored dead we take increased devotion to that cause for which they here, gave the last full measure of devotion—that we here highly resolve these dead shall not have died in vain; that the nation, shall have a new birth of freedom, and that government of the people by the people for the people, shall not perish from the earth.

## EVERETT COPY

Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition 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 cannot 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 here 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, for the people, shall not perish from the earth.

**BLISS COPY** \*Note: I believe this is the one most often seen and heard in published texts.

Four score and seven years ago our fathers brought forth, on this continent, a new nation, conceived in Liberty, and dedicated to the proposition 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 here 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, for the people, shall not perish from the earth.

You can listen to different people reading the Gettysburg address if you go to this site: <http://www.americanrhetoric.com/speeches/gettysburgaddress.htm>