

# BLACK HISTORY MONTH!

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

Black History Month originated from Carter G. Woodson. In 1915, Woodson became one of the founders of the Association for the Study of Negro Life and History (ASNLH), an organization dedicated to researching and promoting achievement by African-Americans. In 1926, ASNLH sponsored a National Negro History week. They chose the second week in February because of the birthdays of Abraham Lincoln and Frederick Douglass. As decades followed, cities across the country began recognizing Negro History week through celebrations, performances, and lectures. The evolution of Negro History week into Black History Month happened on many college campuses by the late 1960's. In 1976, President Gerald R. Ford officially recognized Black History Month. He called upon the public to "seize the opportunity to honor the too-often neglected accomplishments of black Americans in every area of endeavor, throughout our history."

Some sources report that Woodson did not desire for National Negro History week to be ongoing for years to come, because he hoped for African-American history to become a natural part of American history year-round. However, this claim can not be validated. Regardless if it was Woodson's intention or not, it is now over nine decades later and Black History Month is still an annual celebration in the United States. Many people use it as a time to elaborate on the many achievements of African-Americans in the past and present.

Answer the following questions about the passage above.

1. Read this sentence from the passage:

"In 1915, Woodson became one of the founders of the Association for the Study of Negro Life and History (ASNLH), an organization dedicated to researching and promoting achievement in African-Americans."

What does the sentence tell you about Carter G. Woodson and his role in finding the ASNLH?

- A. He was the only founder of the organization.
- B. He was not a founder of the organization, but he became dedicated to researching and promoting the organization.
- C. He was a founder of the organization, but he wasn't the only founder.

2. Why was the second week of February chosen as the National Negro History Week by the ASNLH? Restate the question in your answer.

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3. Look at the word validated in the passage. Choose the best meaning of the word as it is used in the passage.

- A. The claim can not be completed.
- B. The claim can not be approved.
- C. The claim can not be proven.

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

# Great Minds: Harriet Tubman

By Lydia Lukidis



Some people are courageous trailblazers. They never give up, even in the face of adversity. Somehow, they change the course of history and will never be forgotten. This is the case with Harriet Tubman. Imagine this: she was born into slavery, yet managed to help free hundreds of other enslaved people.

It all started when she was born in 1820. Her name was Araminta Minty Ross, but she later took the name of her mother, Harriet. She grew up enslaved in Dorchester County, Maryland. She was mistreated, given scraps for food, and was sometimes beaten by her enslavers. She lived in a tiny one bedroom cabin with her parents and eleven other children, so life was cramped.

Harriet was forced to work even when she was young. Enslaved people had no rights back then. She was forced to do many different types of work. She plowed the fields, carried heavy things, and loaded food onto wagons. She was also a maid and a cook. The days were long and hard.

***“Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world.”***

**- Harriet Tubman**

When she was thirteen, she had a terrible accident. An enslaver threw a heavy metal weight at one of the people he enslaved. But it missed and hit Harriet in the head instead. It had such a big impact that she almost died.

That injury caused her to have seizures and blackouts for the rest of her life.

Her years of slavery went on and on. Harriet grew tired of being mistreated, along with other enslaved people. Many of them were escaping at that time. And in 1849, Harriet also escaped thanks to the Underground Railroad.

This was not an actual railroad. It was a group of people, homes, and secret hiding spots that kept freedom seekers safe. The people involved used railroad terms as code

words to keep it secretive. "Conductors" helped people move from place to place. "Passengers" were the people who were escaping. They were also sometimes called "cargo." Some people helping were abolitionists. They wanted to end slavery and they believed in freedom for all.



**The Harriet Tubman Memorial in New York City**

When Harriet escaped, slavery was against the law in some northern states. That is why so many enslaved people left the south. They fled to the north, seeking freedom. After a very long and terrifying journey, Harriet finally made it to Philadelphia and was free.

A year later, the Fugitive Slave Act was passed. That was bad news for the people who escaped. It meant they could be taken from the free states in the north and given back to their enslavers. To be truly free, enslaved people now had to escape to Canada.

Harriet felt a calling in her heart. She wanted to help other freedom seekers. So she became a conductor in the Underground Railroad. In fact, she became famous for that. She helped over 300 enslaved people escape, including her family. Each time she helped someone, she put her own life at risk. If the conductors and other helpers were discovered, they were put to death by hanging. But that didn't stop Harriet. She believed in standing up for what's right.

Her service continued during the Civil War. She helped nurse injured soldiers. She was also a spy for the north, and even helped the army free more enslaved people.

After the war, she went to live with her family in New York. She continued being a Civil Rights Activist. She supported equal rights for Black people and women. She eventually died of pneumonia when she was in her nineties, but her legacy continues to live on today.

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

# Great Minds: Harriet Tubman

By Lydia Lukidis



1. Based on the information in the article, how old was Harriet Tubman when she ran away from slavery?
  - a. 13
  - b. 29
  - c. 30
  - d. 55

2. Describe the kind of work Harriet Tubman did while enslaved before she ran away.

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3. What was the Underground Railroad? What was Harriet Tubman's role in the Underground Railroad?

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4. According to the information you read in the article, write the number **1, 2, 3,** or **4** next to the historical event that happened first, second, third, and fourth.

\_\_\_\_\_ Harriet escaped from slavery through the Underground Railroad.

\_\_\_\_\_ Harriet served the abolitionist cause in the Civil War.

\_\_\_\_\_ Harriet suffered a terrible head injury at the hands of an enslaver.

\_\_\_\_\_ The Fugitive Slave Act was passed, and Harriet continued to help hundreds of people escape their lives of slavery at the risk of her own life.

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

# Great Minds: Harriet Tubman



By Lydia Lukidis

The following terms are vocabulary words from the article. Match the vocabulary word with its correct definition by writing the corresponding letter on the line.

- |                        |   |
|------------------------|---|
| 1. _____ trailblazers  | a. hard times; difficulties   |
| 2. _____ abolitionists | b. something passed down by a predecessor   |
| 3. _____ adversity     | c. hurt   |
| 4. _____ fugitive      | d. people who believed that the practice of slavery should be ended   |
| 5. _____ injured       | e. people who operated trains; a code word for people who helped freedom seekers move from place to place on the Underground Railroad |
| 6. _____ activist      | f. a bacterial or viral lung infection causing inflammation   |
| 7. _____ legacy        | g. people who lead the way for others; pioneers   |
| 8. _____ conductors    | h. the rights of citizens to equality and social and political freedom  |
| 9. _____ pneumonia     | i. a person who has escaped from somewhere and has to hide to avoid being arrested or persecuted                                      |
| 10. _____ civil rights | j. a person who works for social or political change  |



# VERBS

Name \_\_\_\_\_

Directions: Underline the verbs in the sentences below and then search for those words in the word search.

The cheetah ran through the field.

My little brother played with his stuffed animal.

I ordered a soda at the restaurant.

We washed the car with soap and water.

I helped my dad bake a cake for my sister.

I picked a flower from the garden.

I read a book while I sat on the couch.

I opened my birthday present.

My cat chased her tail.

The teacher graded her students' essays.

H E H M S A T H J O L O J H G D S A B G  
B P A O S R W S V H F L O D E N E P O M  
G R A D E D G O R M N B Q E T Y U R N B  
A D P R E S E N A V E D H N B P D U I O  
C V B L M C H E N T A E I F L E O W D E  
B G D E A A N V D S S H J O N N M D C B  
H Y O J B K Q A C K M S I E R V F E M O  
M B R R K E B T D E Y A L P W X P K M F  
B R C C D D F T N B D W R Y A V B C Z I  
S O D A H E A M N V M E H D T L E I N V  
I D Y R E W R D M C S D S F E M O P P M  
G A U G M M B E I S M E E A R H P T O S  
C E O U B O O K D H I F L O H E N S P B  
W R Z X F C B T M F H I L K B C T E A A  
A W D E F R G A T Y H U S I S T E R B K  
M N B F E W G C O D E P L E H U K F I E

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

## Linking Verbs and Action Verbs

An **action verb** tells what the subject of the sentence is doing.

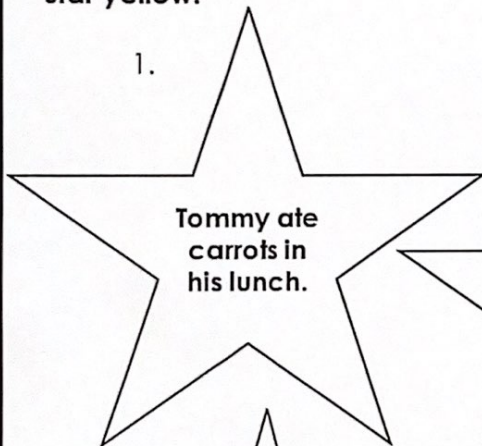
examples: Mitchell **ran** all the way to the store.  
My friends and I **built** a tree house.

A **linking verb** joins the subject and predicate of a sentence.

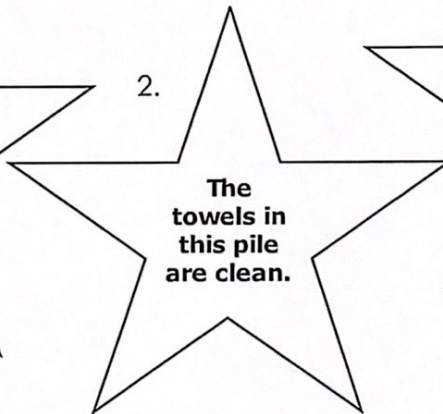
examples: The winner of the dog show **was** a poodle.  
My cousins **were** five years old.

Read the sentence in each star and circle the verb. If the sentence contains an action verb, color the star red. If the sentence contains a linking verb, color the star yellow.

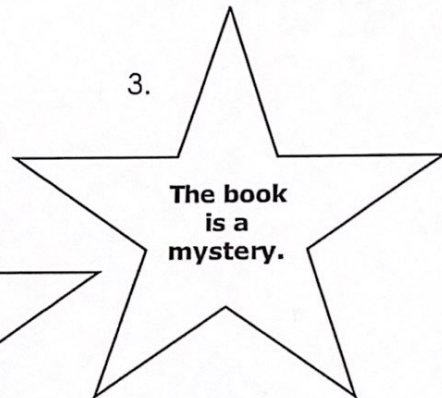
1.



2.



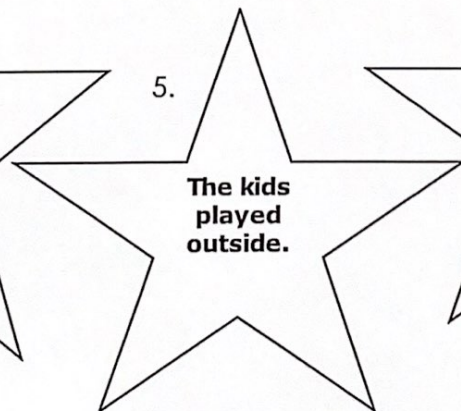
3.



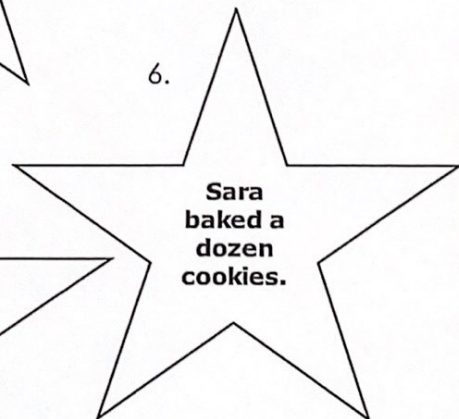
4.



5.



6.





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

## Linking Verb or Action Verb?

A verb is a word which expresses action or being.

A **linking verb** connects the subject to a noun or adjective in the predicate.

examples: am, is, are, was, were, be, been

An **action verb** shows us the action of a sentence.

examples: run, hop, skip, sleep, jump, talk, snore

**Read each sentence and determine if the underlined verb is a linking verb or an action verb.**

1. The strong winds blew down the old tree. \_\_\_\_\_
2. Aaron is an avid reader. \_\_\_\_\_
3. Jessica's friends were very polite. \_\_\_\_\_
4. The boxes in the closet are huge. \_\_\_\_\_
5. My friends and I watched a baseball game. \_\_\_\_\_
6. The snow is cold and crunchy. \_\_\_\_\_
7. Lisa played the piano at Morgan's party. \_\_\_\_\_
8. Robert ate the crust of the pizza first. \_\_\_\_\_
9. I am one of the tallest kids in school. \_\_\_\_\_
10. Betty is afraid of the dark. \_\_\_\_\_
11. Lizzy listened to her favorite song. \_\_\_\_\_
12. Noah was very kind to me. \_\_\_\_\_

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

## Action Verb or Linking Verb?

Some verbs can be action or linking depending on how they are used in a sentence. Examples of these words include taste, smell, appear, look, feel, and sound.

How do you tell the difference? Easy! Replace the word with am, is, are, was, or were. If the sentence still makes sense, the word is being used as a linking verb. If the sentence doesn't make sense, the word is being used as an action verb.

### examples:

**Sentence:** Sam looked tired.

**Test:** Sam was tired.

**Conclusion:** Makes sense. Looked is a linking verb.

**Sentence:** Sam looks at every book carefully.

**Test:** Sam is at the book carefully.

**Conclusion:** Does not make sense. Looks is an action verb.



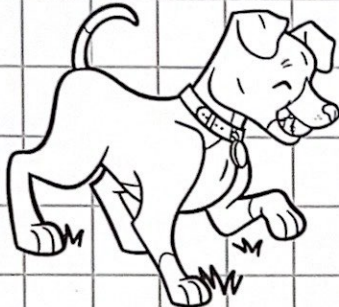
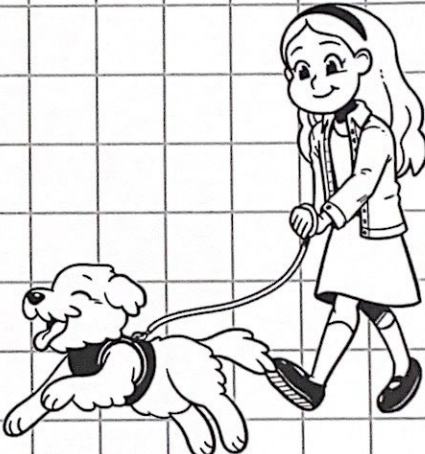


Write an A on the blank line if the underlined word is an action verb.

Write an L on the blank line if the underlined word is a linking verb.

- \_\_\_\_\_ I felt angry after my sister dropped the last piece of cake on the floor.
- \_\_\_\_\_ Maria felt the straps to make sure they were fastened correctly.
- \_\_\_\_\_ The guard sounded the alarm when the enemy approached.
- \_\_\_\_\_ That sounds like an excellent idea.
- \_\_\_\_\_ The vegetable stew tasted too salty.
- \_\_\_\_\_ Alex tasted his dad's new chili recipe.
- \_\_\_\_\_ The old chest smelled moldy when I opened it.
- \_\_\_\_\_ The dog smelled my dirty clothes.
- \_\_\_\_\_ I looked across the fields to watch the hunters come home.
- \_\_\_\_\_ My sister looked pretty when she left for the dance.

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

# Multiplication

<p>a.</p> $\begin{array}{r} 68 \\ \times 92 \\ \hline \end{array}$		<p>b.</p> $\begin{array}{r} 71 \\ \times 33 \\ \hline \end{array}$	<p>c.</p> $\begin{array}{r} 98 \\ \times 93 \\ \hline \end{array}$
<p>d.</p> $\begin{array}{r} 50 \\ \times 12 \\ \hline \end{array}$	<p>e.</p> $\begin{array}{r} 64 \\ \times 47 \\ \hline \end{array}$		
	<p>f.</p> $\begin{array}{r} 45 \\ \times 38 \\ \hline \end{array}$	<p>g.</p> $\begin{array}{r} 80 \\ \times 80 \\ \hline \end{array}$	<p>h.</p> $\begin{array}{r} 79 \\ \times 23 \\ \hline \end{array}$
<p>i.</p> $\begin{array}{r} 87 \\ \times 76 \\ \hline \end{array}$	<p>j.</p> $\begin{array}{r} 51 \\ \times 49 \\ \hline \end{array}$		<p>k.</p> $\begin{array}{r} 30 \\ \times 18 \\ \hline \end{array}$



# SOCIAL STUDIES

# S•T•R•E•T•C•H•E•R•S

Name \_\_\_\_\_

**#1**

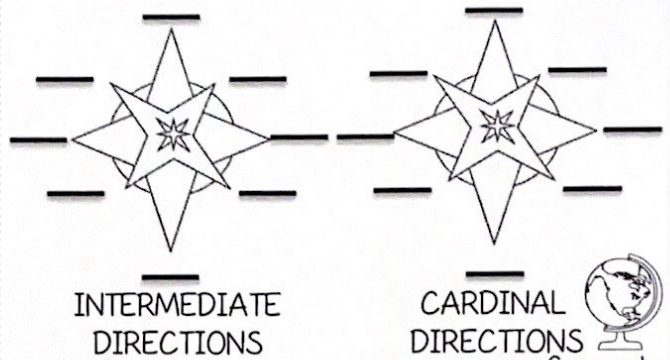
1. How do scientists believe the first people reached North America?

- \_\_\_ A. They walked from Mexico.
- \_\_\_ B. They followed the mammoths across the land bridge called Beringia.
- \_\_\_ C. They came from Spain.
- \_\_\_ D. They came with Columbus on sailing ships.



History

2. Label each compass rose with the proper directions.



INTERMEDIATE DIRECTIONS

CARDINAL DIRECTIONS

Geography

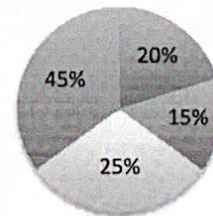
3. You want to buy a new bike. What is the most responsible way to make this happen?

- \_\_\_ A. Ask your parents for the money.
- \_\_\_ B. Save your allowance until you have enough to buy it.
- \_\_\_ C. Use all of your savings to buy it.
- \_\_\_ D. Borrow the money from a friend.



Government/Economics

## Farm Animals



- chickens
- sheep
- pigs
- cows

4. According to this pie graph, what product will the farmer have the least amount of?

- A. eggs
- B. wool
- C. bacon
- D. milk



Reading Tables & Charts

What characteristic about the prehistoric Paleo-Indians would support scientists' theory about how they came to North America thousands of years ago?

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**Don't forget to re-state the question and answer in complete sentences!**



Extended Response

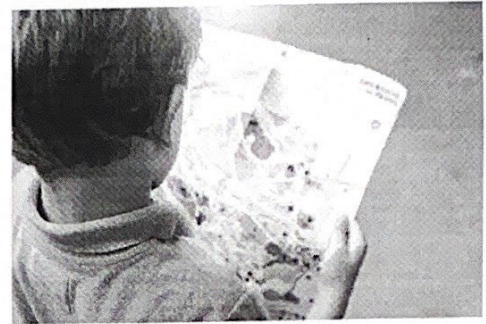
Name \_\_\_\_\_

Directions: Read the passage and answer the following questions.

## Elements of a Map

A map is a drawing of all or part the Earth's surface. The main purpose of a map is to show where things are. There are many different elements, or parts, of a map. In order to read and understand a map, it is important to know each element.

The title of a map tells what the map is about. The key or legend gives information about what the colors and symbols on the map mean. The compass rose is a symbol that guides on the directions of a map. A scale shows how the distance between two places on the map relates to the actual distance. A grid system divides a map into evenly spaced horizontal and vertical lines, making it easier to locate places on a map.



People can locate places by reading a map.

1. What is the purpose of a map?
  - a. It helps us find where things are and tells us information about different places.
  - b. To inform us about rivers and forests.
  - c. It tells us the distance between two places.
  - d. To persuade us to go camping.

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2. A grid system -
  - a. shows how the distance between two places on the map relates to the actual distance.
  - b. tells us what the map is about.
  - c. guides us on the directions of a map.
  - d. divides a map into evenly spaced horizontal and vertical lines.

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3. The compass rose is a \_\_\_ that guides on the directions of a map.
  - a. scale
  - b. symbol
  - c. distance
  - d. key

Name \_\_\_\_\_

Directions: Read the passage and answer the following questions.

### Using a Scale

A scale shows how the distance between two places on the map relates to the actual map. For example, a map might show a scale of 1 inch being equal to 100 miles.

To use a scale, first find a blank sheet of paper. Line the edge of the paper up with the map scale in your choice of miles or kilometers. Next, draw tick marks on the edge of your paper where the numbers on the map scale are shown. Now, you can measure the distance between different places on the map.



Political map of Australia

1. What is the approximate distance between Perth and Adelaide?
  - a. 500 miles
  - b. 1000 miles
  - c. 2000 miles
  - d. 3000 miles

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2. What is the approximate distance between Sydney and Brisbane?
  - a. 250 miles
  - b. 500 miles
  - c. 750 miles
  - d. 1000 miles

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3. Which two cities are NOT more than 1000 miles away from each other?
  - a. Perth and Cairns
  - b. Darwin and Cairns
  - c. Sydney and Adelaide
  - d. Victoria and Cairns

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

# Fossils: Clues to the Past

By Cindy Sherwood



Everybody knows that dinosaurs once roamed the earth. But how do we know that fact? Dinosaurs lived many millions of years ago and there were no photos taken of them (or any people around to take those photos!). Yet scientists do have proof of dinosaurs, thanks to fossils.

A fossil is what is left of an animal or a plant a long time after it dies. Fossils are the buried parts of living things that have been preserved from a different geological time period. You can think of fossils as the ancestors of today's animals and plants. To be considered a fossil, the remains must be at least 10,000 years old.

Usually when an animal or plant dies, it decomposes. That means it rots away to nothing over time. But sometimes, an animal gets buried at the bottom of an ocean in layers of sand or mud called sediment. Over many years, the animal's skeleton gets crushed by more layers of sediment. Eventually, the sediment hardens into rock over the bones, which decay. When that happens, minerals slowly replace the bones and make a cast of the skeleton in the same shape as the original. Millions of years later, the rock surrounding the skeleton surfaces after an earthquake or after erosion from wind and rain. The fossil is then just waiting to be found, perhaps by someone like you digging it up from the ground!



There are some other, more unusual ways for fossils to form. Scientists have discovered skeletons of animals that died instantly when a volcano erupted, their bones preserved in the ash. Small bugs or insects caught in tree sap can become fossils when the sap hardens into a golden material called amber. And animals trapped



in sticky natural asphalt or tar can turn into fossils. The most famous example of these fossils can be found right in the middle of California's biggest city, Los Angeles. Scientists have uncovered more than three million fossils from the Ice Age at the *La Brea Tar Pits*, including saber-toothed cats and mammoths. And scientists there continue to dig up more fossils all the time!



Huge dinosaur skeletons are probably the most famous kinds of fossils. The largest ever found is a dinosaur called *sauroposeidon* (sore'-oh-puh-sie'-dun). Scientists think this type of dinosaur was 60 feet long and weighed 60 tons—that equals 120,000 pounds! But fossils are not always huge. The tiniest dinosaur fossil was found in China. *Microraptor* was only about a foot long, which is about the

size of a box of cereal. Even tinier are the smallest fossils ever discovered, blue-green algae that lived on some rocks in Africa more than three billion years ago. Blue-green algae are also the very oldest fossils ever found.

Fossils give us a wonderful window into our past. Today the science of studying fossils is alive and well. *Paleontology* (pay-lee-un-tall'-uh-gee) is the study of the history of life on earth, using fossils as the evidence. So if you love dinosaurs and you want to know more about what happened on Earth thousands or millions of years ago, maybe someday you can make your living by digging up fossils!

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

# Fossils: Clues to the Past

By Cindy Sherwood



1. Which of the following statements is true about fossils?
  - a. The oldest fossils on record date back to the time of the first humans living in North America.
  - b. Only large animals, like dinosaurs, mammoths, and saber-toothed cats, are capable of becoming fossilized.
  - c. It is becoming harder and harder for scientists to find fossils, so paleontology is a dying profession.
  - d. You are more likely to find a fossil after it has been brought to the surface by wind or rain erosion, or even a natural disaster.

2. According to the information in the article, why are fossils helpful in studying the prehistoric past?

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3. Where are you most likely to discover a fossil?

- |                                 |                      |
|---------------------------------|----------------------|
| a. in North America, only       | b. in Asia, only     |
| c. all continents except Africa | d. anywhere on Earth |

4. Using the information in the article, describe one way a fossil can form.

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5. In your own words, describe what the *La Brea Tar Pits* are.

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