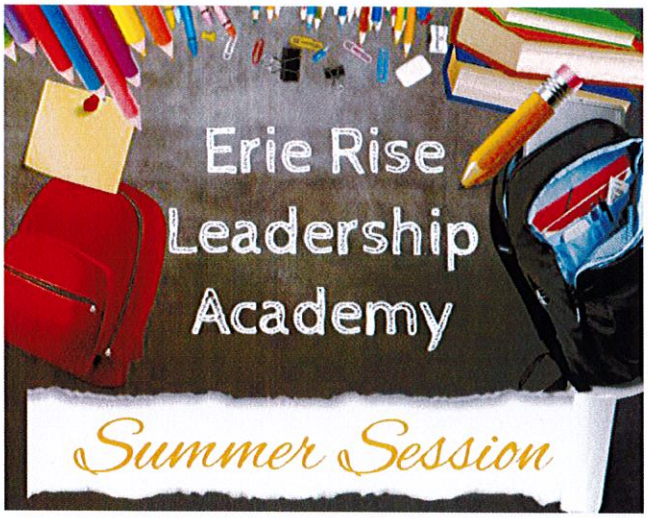


SUMMER SESSION PLANNED INSTRUCTION MATERIALS

5th Grade

DUE DATE: FRIDAY, JULY 10

Please complete the following materials by the due date noted above.

Completed materials may be dropped off at the school (1006 West 10th Street) Monday – Friday 8:00am – 1:00pm or turned in when next week's assignments are delivered to your home!

If you need assistance completing the attached materials, please contact your student's teacher via email, the school's website or Facebook page, or Class Dojo. You may also call the school directly Monday – Friday 8:00am – 1:00pm at 814-520-6468.

Mrs. Dianntha Myers-McCaughtry, 814-528-7949

Mr. Aubrey Favors, Interim CEO, 814-812-3026

Dear Parents and/or Guardians,

Erie Rise is continuing its 21st Century after school program for the 2020-2021 school year and your child has been selected to participate. The program will start on Monday, July 13th 2020, and run from 4pm-6pm. For the summer session, this will be done digitally. Upon return to the building, transportation and snacks will be provided.

The 21st CCLC program provides academic assistance to help students become successful, independent learners. The program will include mandatory activities such as homework time, tutoring, and PSSA prep. There will also be extracurricular activities such as basketball, dance, yoga, Tae Kwon Do. STEM study, and opportunities to explore art.

Please consider this opportunity for your child! Complete the attached student information page and return to Erie Rise by Friday, July 10th 2020.

Sincerely,

Mrs. Bridgett, 21st CCLC Director

Aubrey Favors, Interim CEO

_____ YES, I would like my child to participate.

Child's Name: _____

Teacher: _____ Grade: _____

Parent Name: _____

Parent Phone Number: _____

Fossils

What is a Fossil?

A fossil is any preserved remains, impression, or trace of any once-living thing. Fossils are usually preserved in rocks of the Earth's crust. Fossils give information about plants

What is a Paleontologist?

A paleontologist is a person who finds and studies fossils for clues to the past.

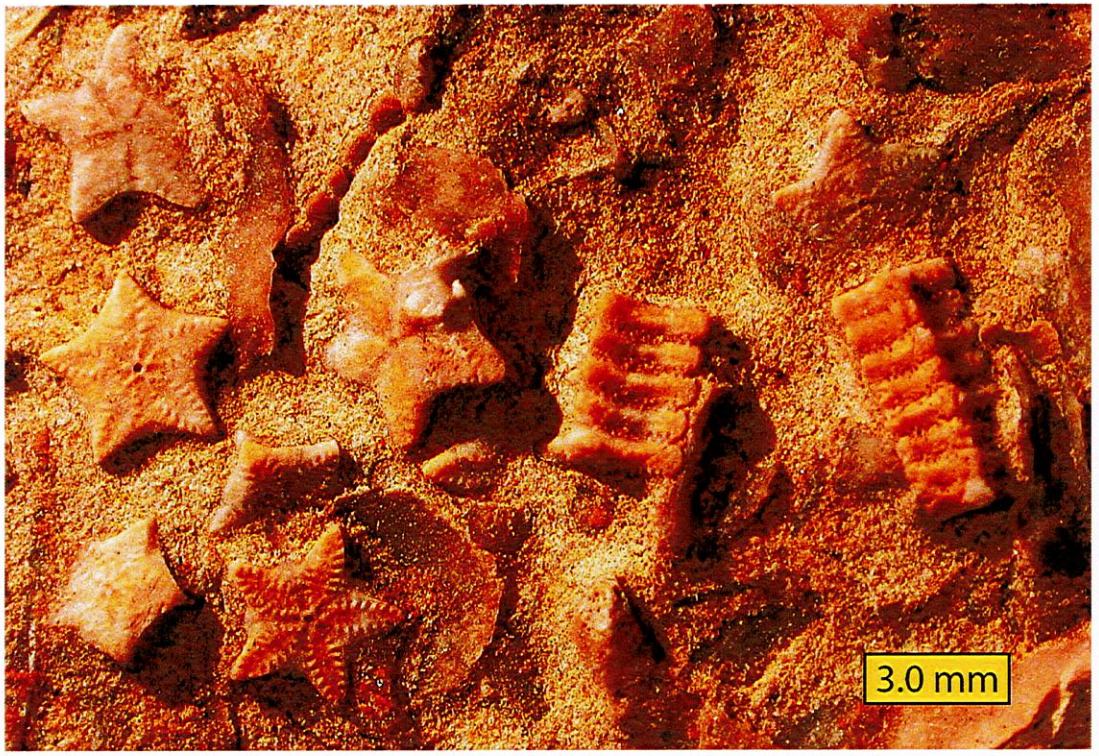
There are many different types of Fossils

Petrification

Casts and molds

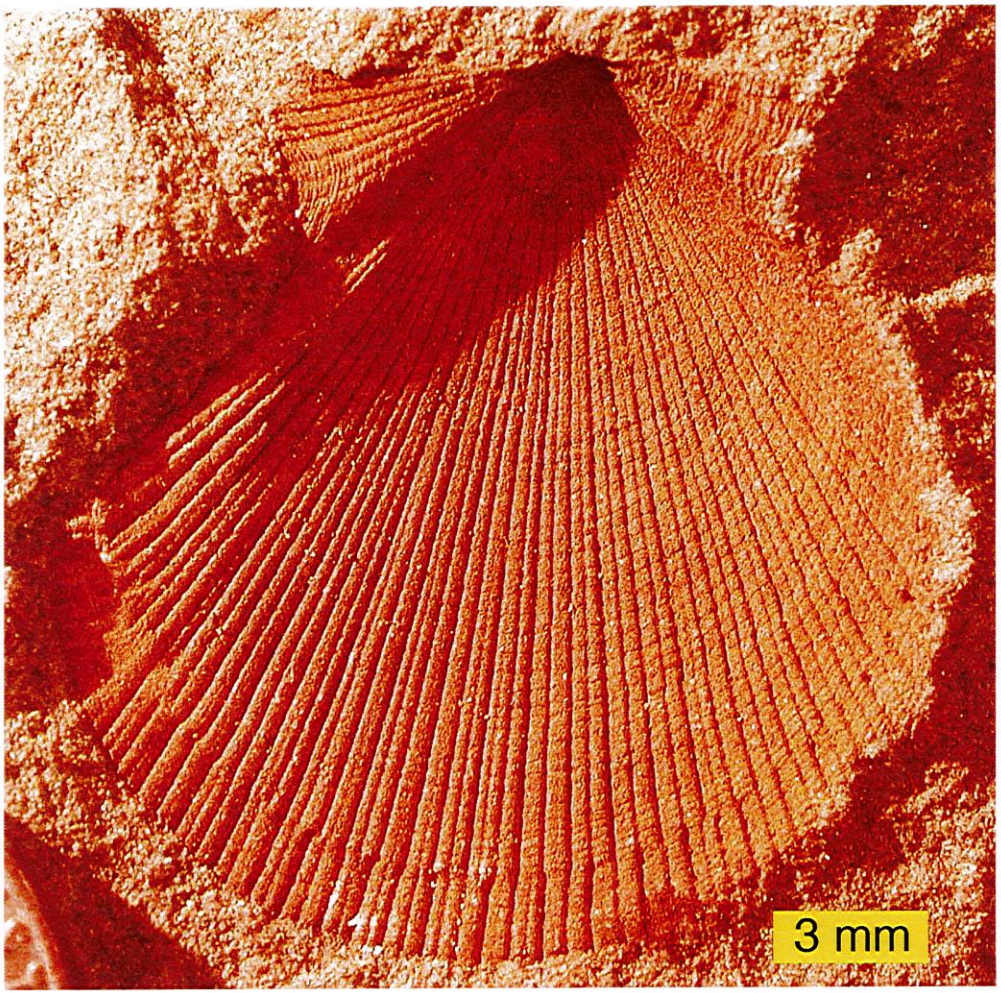
Amber

Frozen Animals



Mold and Cast

A **mold** is the hollow space left in a rock by the shell (which has dissolved).



1. A shell is buried in the mud and this mud later hardens into rock.

2. Water seeping into the rock dissolves the shell, leaving the shell's **imprint** in the rock, creating a mold.

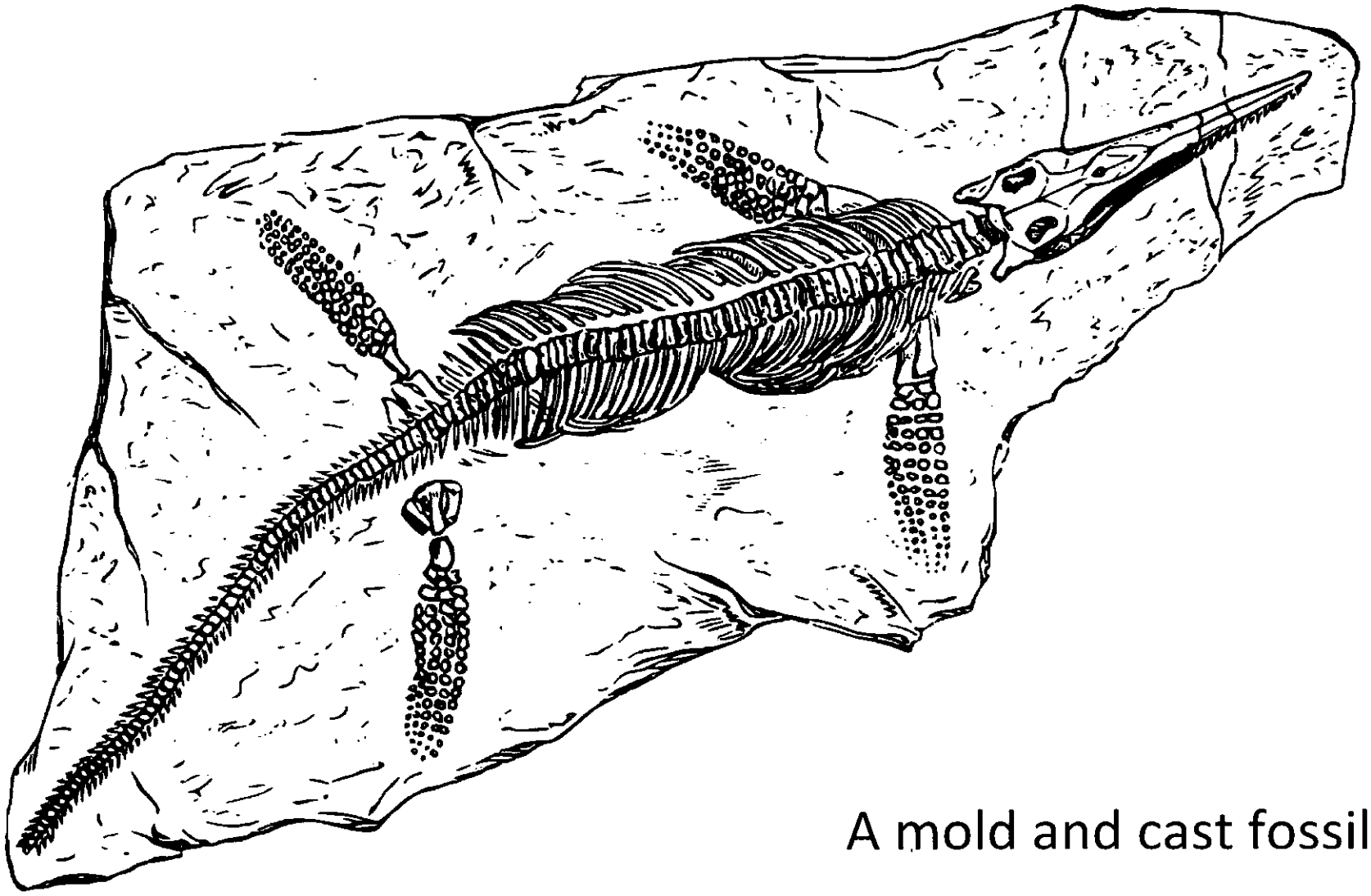
3. Over time, minerals crystallize in the mold and a fossil is made. The resulting fossil is called a cast.

These fossils are over 300 million years old!

A lycopod, a tree-sized plant

Fossils of ocean organisms

Fossil of a Seymouria

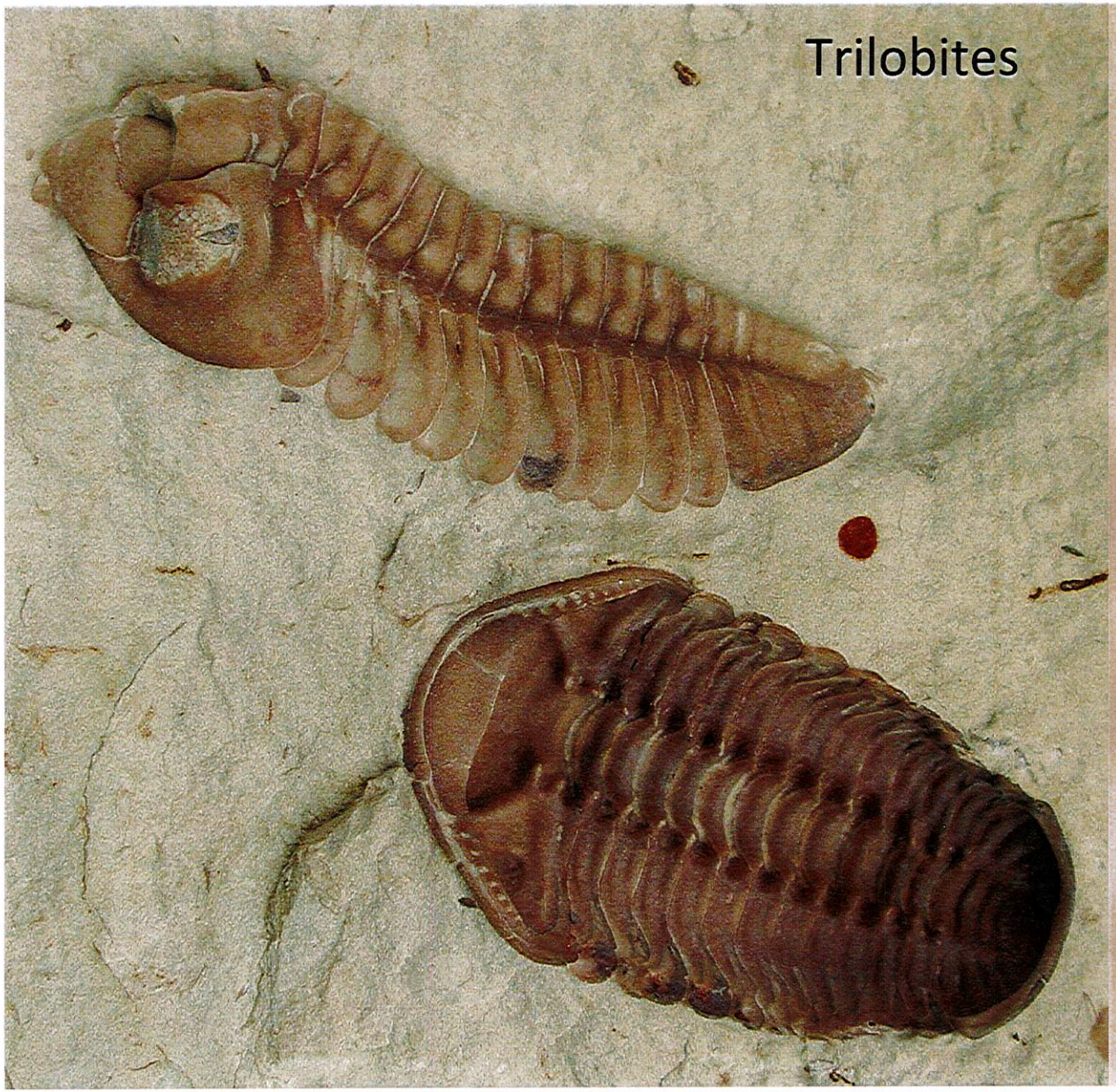


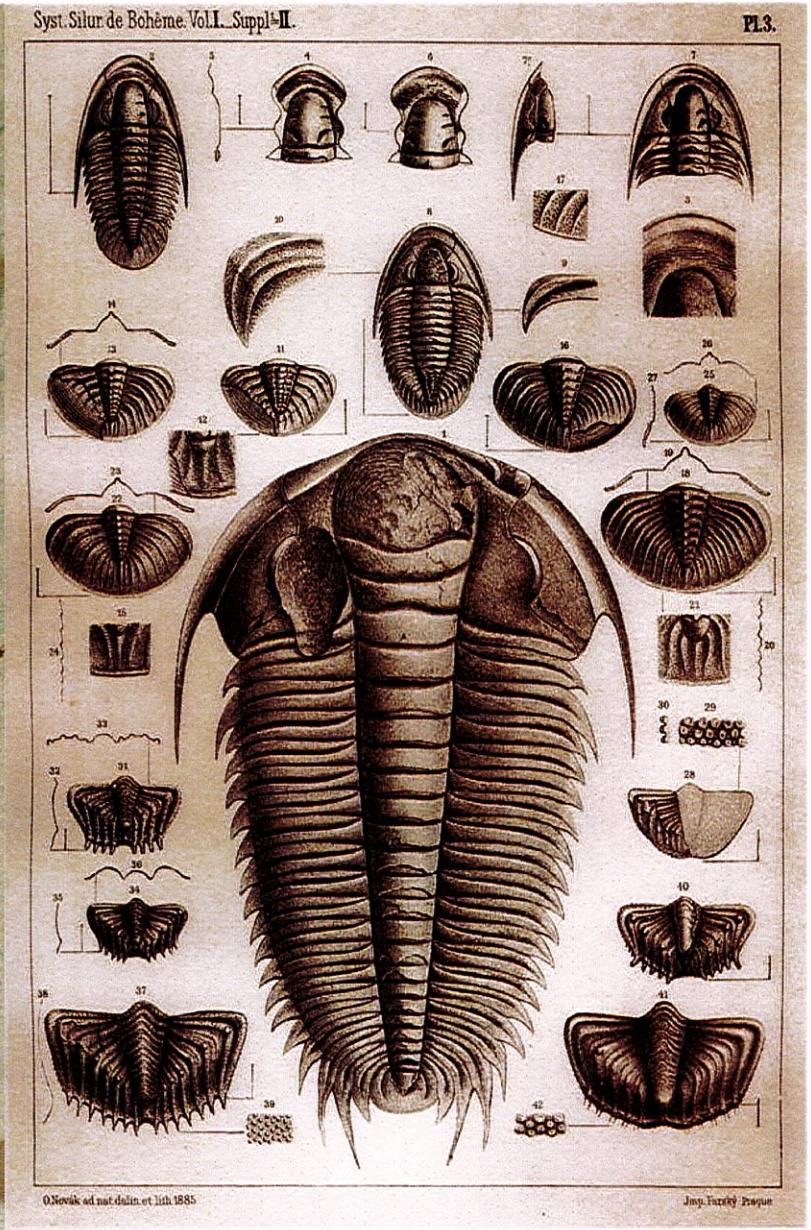
A mold and cast fossil

Trilobites are common fossils

The Ocean used to be full of Trilobites!

Trilobites



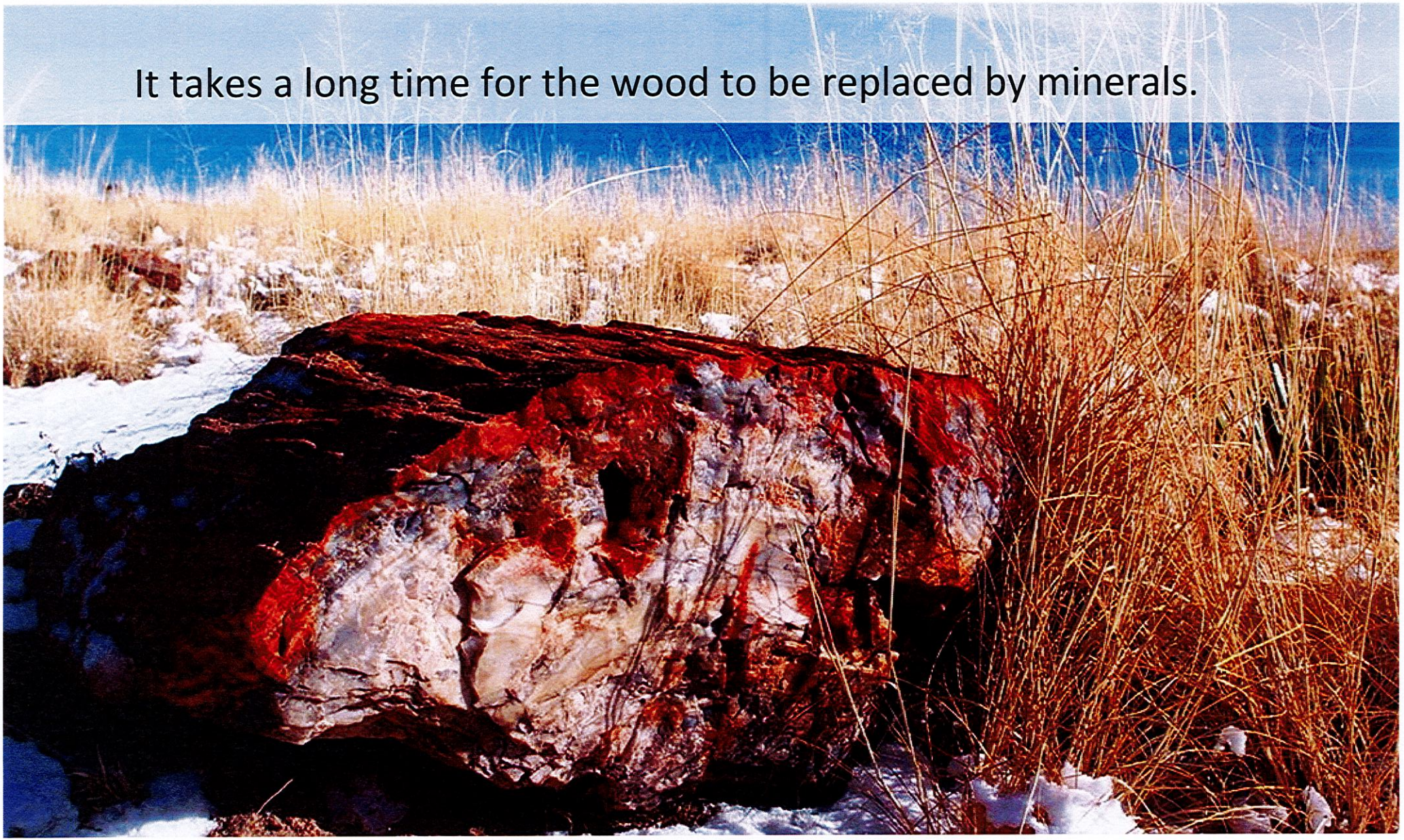

Syst. Silur. de Bohème. Vol. I. Suppl. II.
Pl. 3.
O. Novák ad nat. delin. et lith. 1885
Imp. Farský Prague

Petrified Fossils

Petrified fossils form when minerals replace the structure of an organism.

This log used to be made out of wood, but is now made out of minerals.

It takes a long time for the wood to be replaced by minerals.

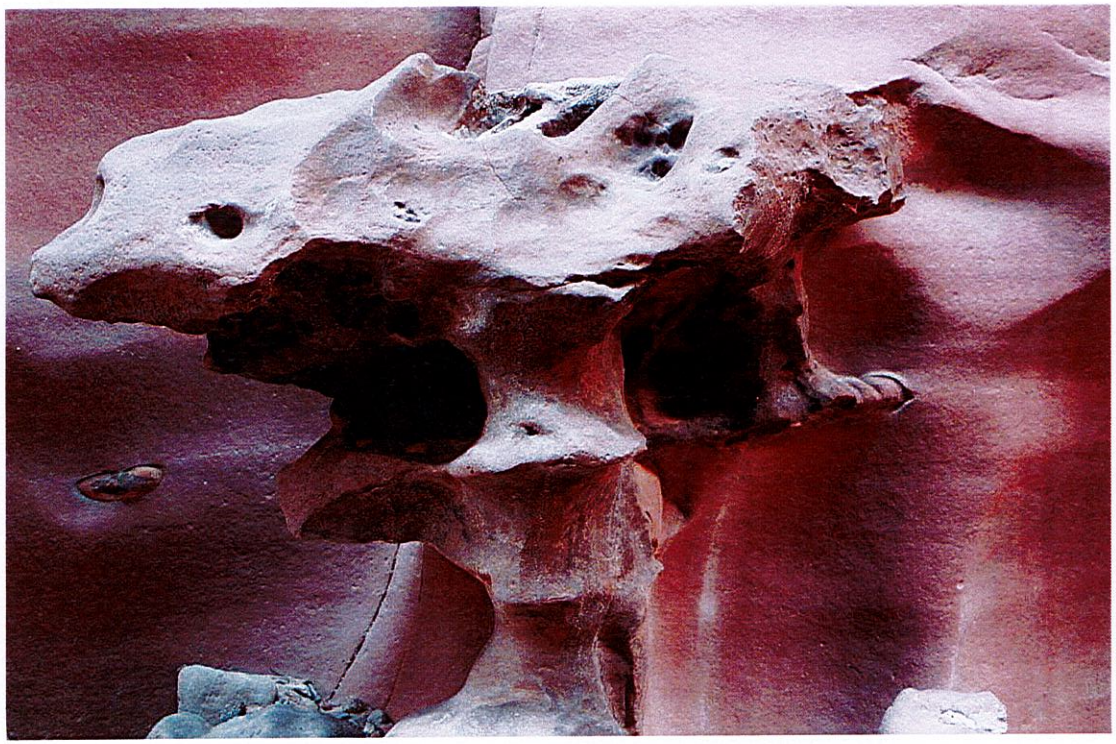


The minerals have made a copy of life!

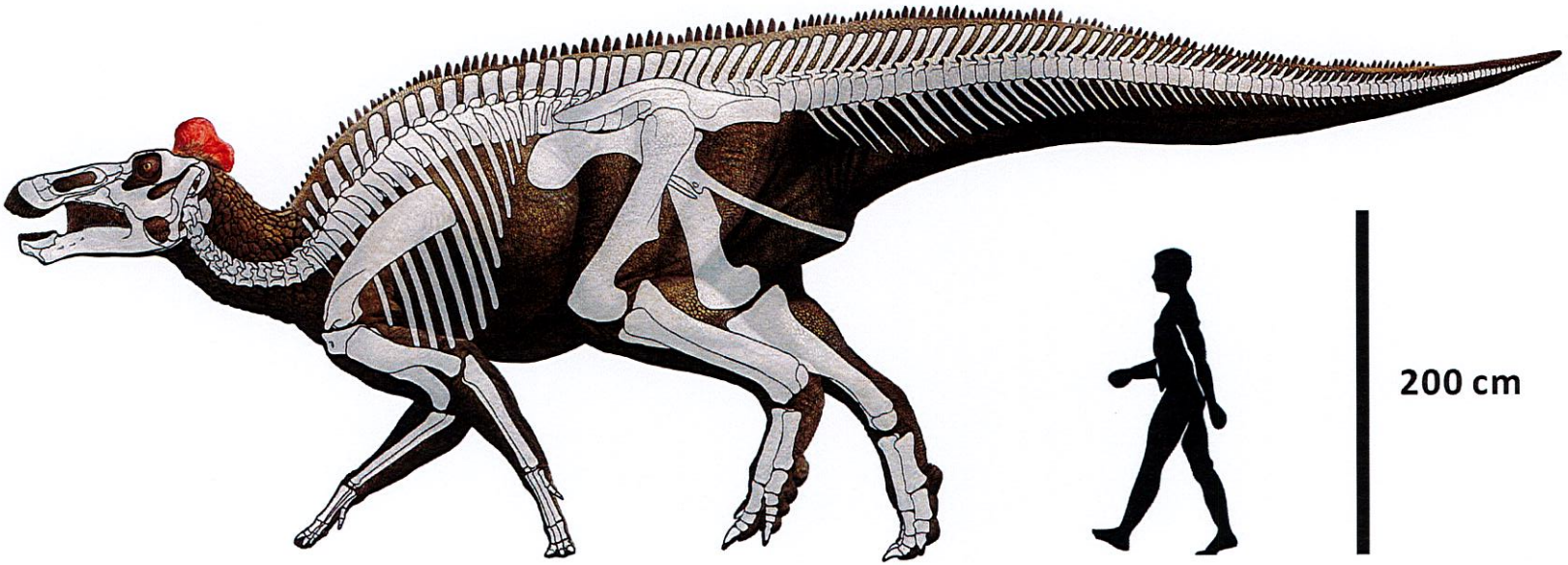
Petrified Forest National Park, Arizona, United States

Dinosaur Fossils

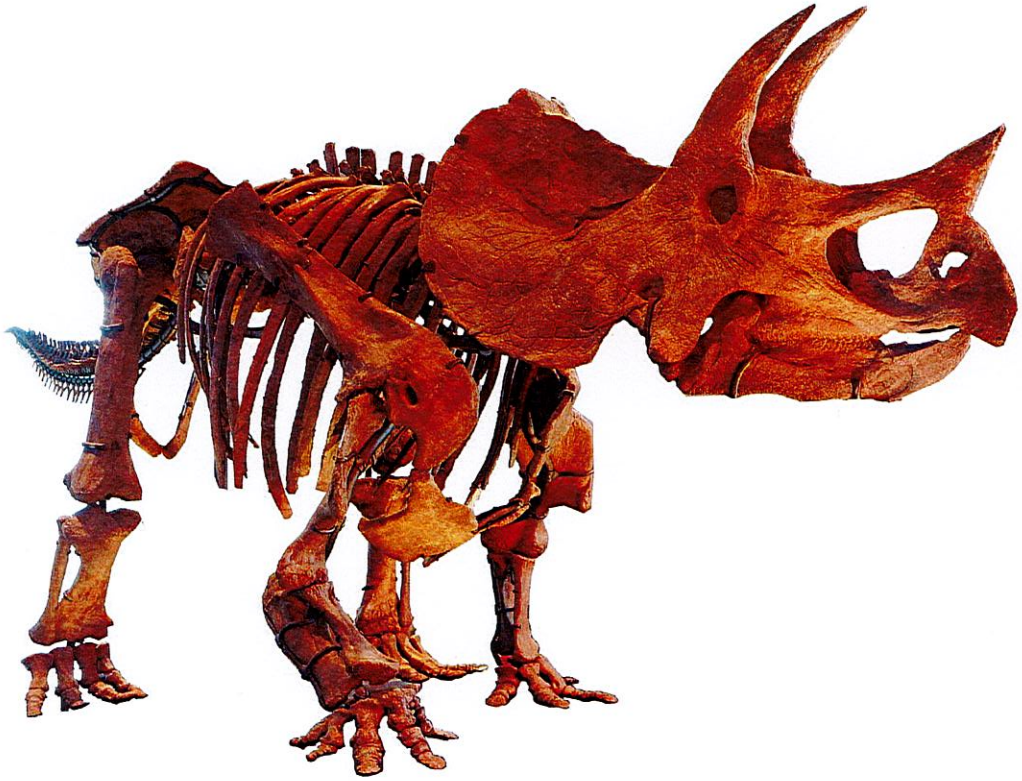
Most dinosaur bones are "petrified" and are made of rock, not bone.



Over time, minerals replaced the bone molecules.



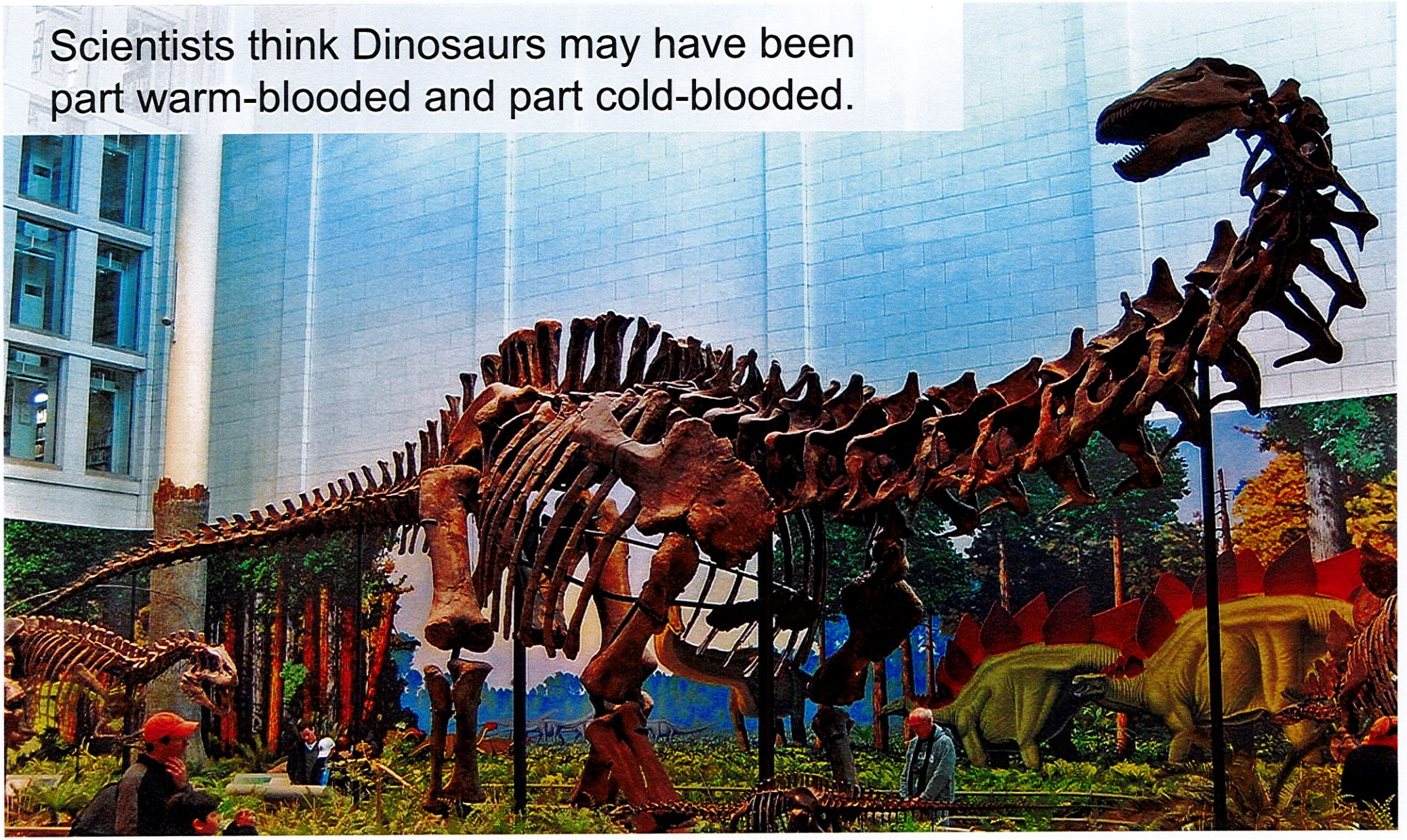
Scientists can put the bones back together to see what the whole organism looked liked.



Triceratops skeleton, Natural History Museum of Los Angeles.

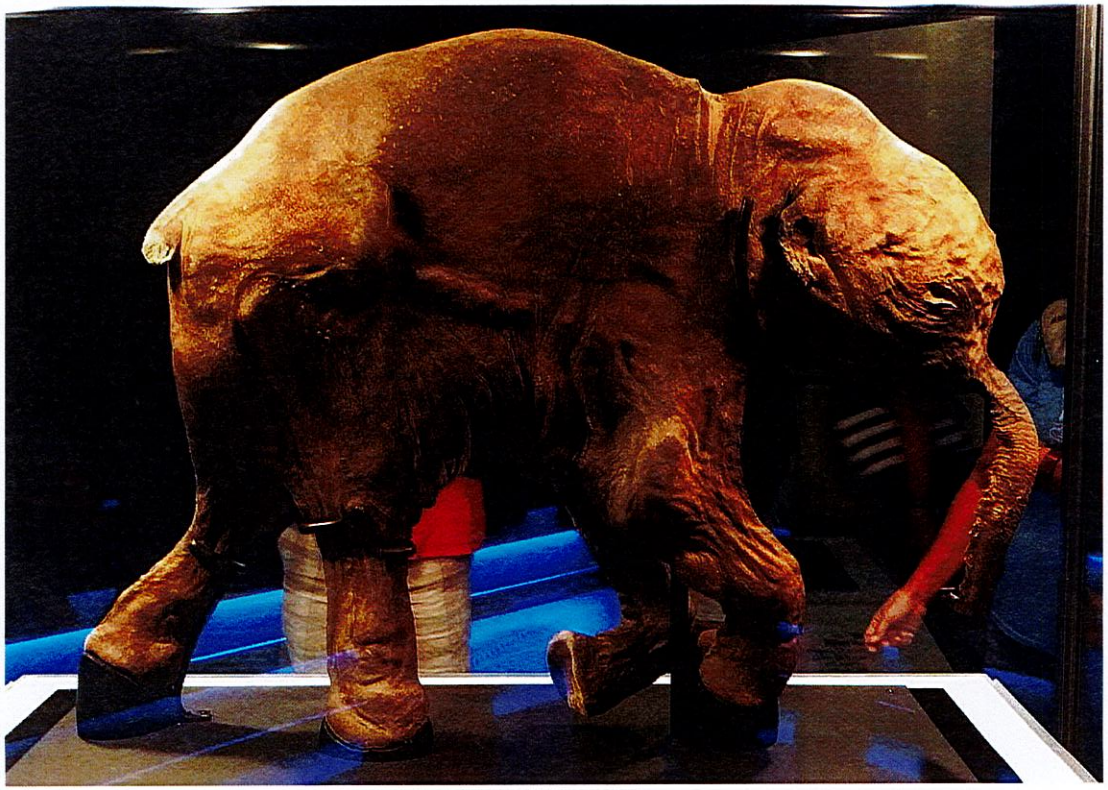
The discovery of Dinosaur fossils were a sensation in the late 1800's!

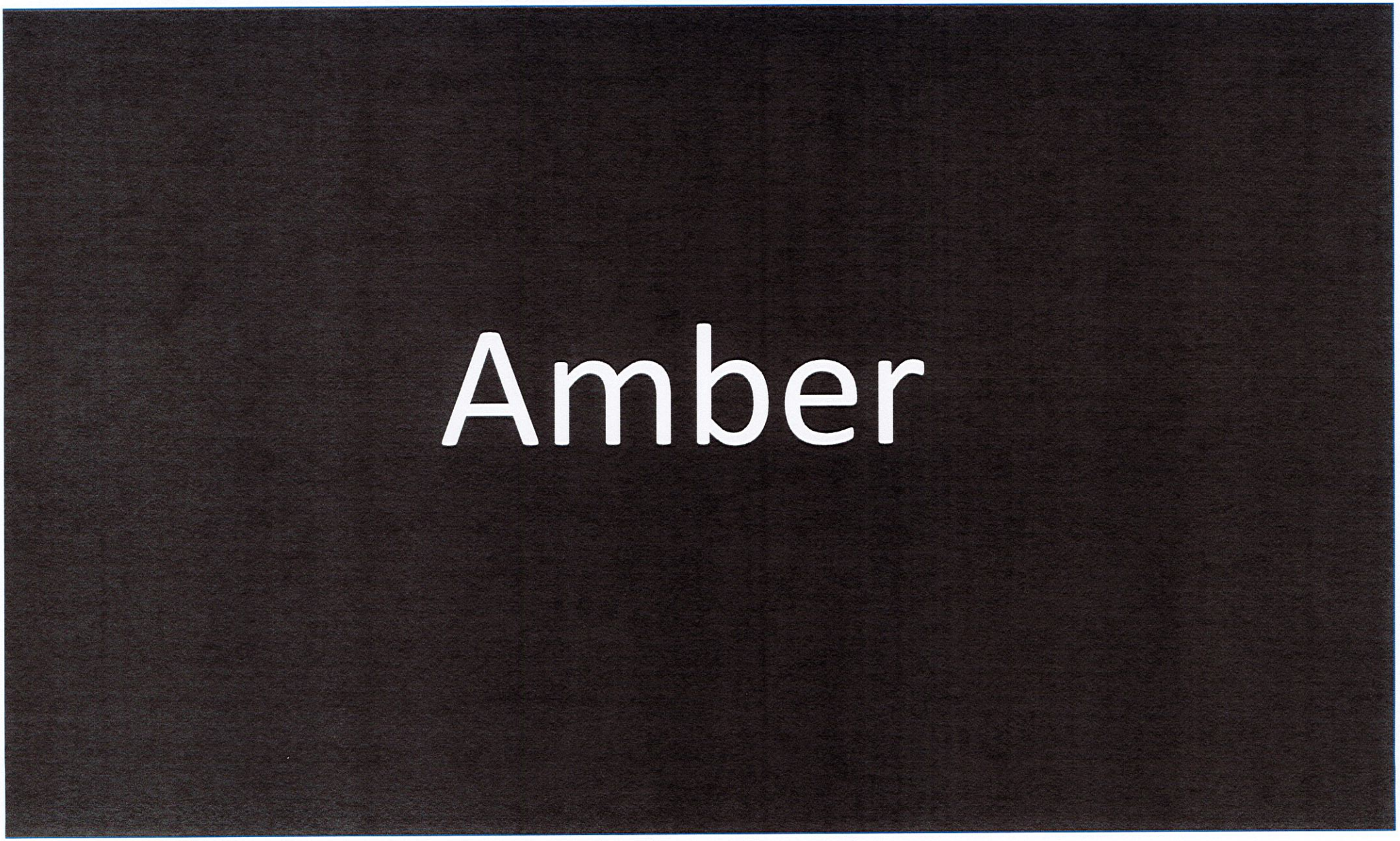
Scientists think Dinosaurs may have been part warm-blooded and part cold-blooded.




The T-Rex

Sometimes an organism can be frozen for thousands of years. Lyuba the famous frozen **Baby Mammoth** is over 4500 years old!




Amber

Amber is fossil that is made of hardened tree resin.

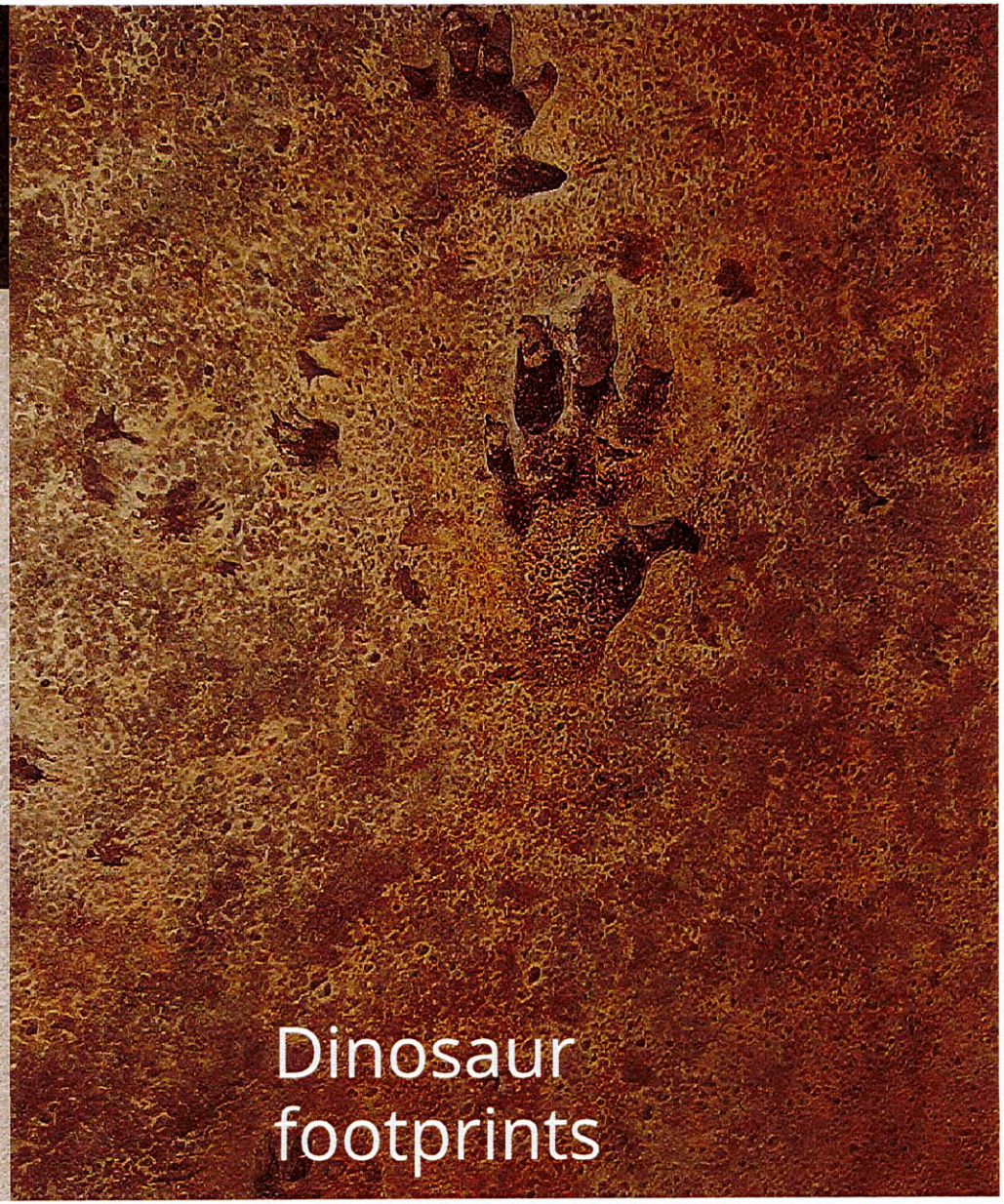
Sometime insects get trapped in the resin and are preserved.


This
spider is
millions
of years
old.

Trace Fossils

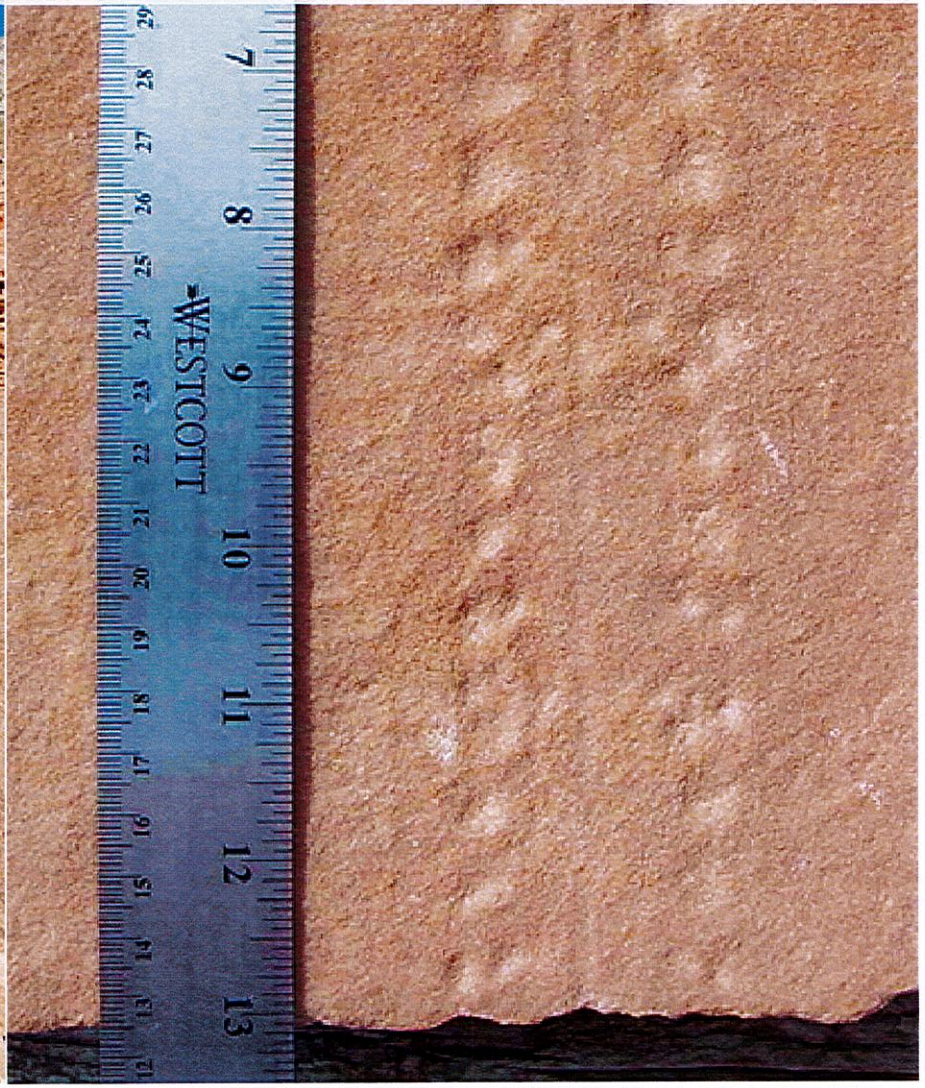
Trace Fossil

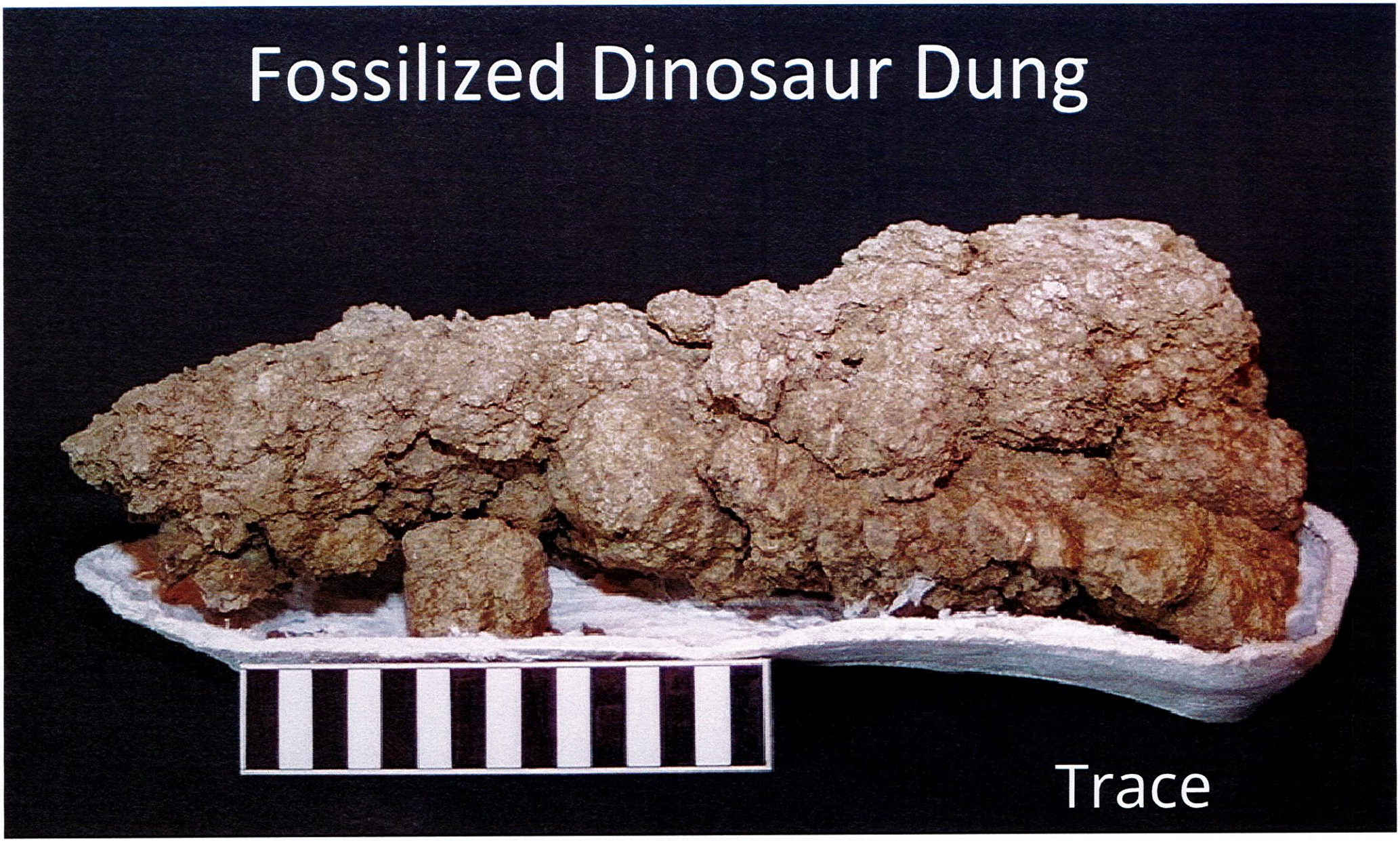
a fossil of a footprint, trail, dung, or other trace of an animal *rather than of the animal itself.*

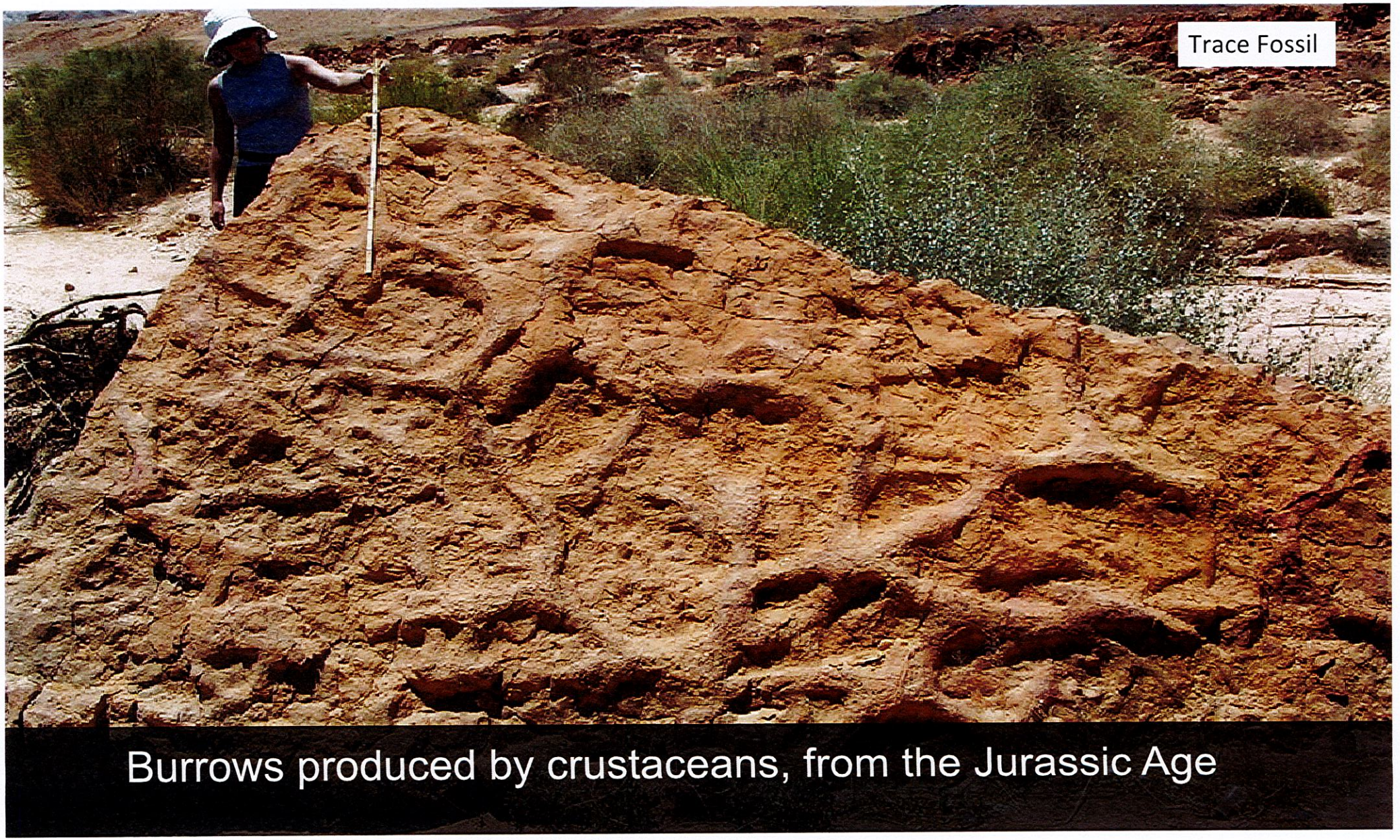


Dinosaur footprints

Dinosaur Footprints and Tracks




Fossilized Dinosaur Dung
Trace



Burrows produced by crustaceans, from the Jurassic Age

Lesson Check- Fossils

Your email address (**dmccaughtry@erieriseacademy.org**) will be recorded when you submit this form. Not you? Switch account

* Required

In your own words, what is a fossil? * 2 points

Your answer

Fossils are usually preserved in water. * 1 point

- ◯ True
- ◯ False

What do you call a person who finds and studies fossils? * 1 point

- ◯ astronaut
- ◯ geologist
- ◯ paleontologist

If you were to push a shell into clay and it leaves an impression, what kind of fossil would that be? * 1 point

- ◯ mold and cast
- ◯ petrification
- ◯ amber

Petrification is when a piece of wood or organism become a mineral or rock over time. * 1 point

- ◯ True
- ◯ False

_____ is a fossil made of hardened tree resin. * 1 point

- ◯ petrification
- ◯ mold and cast
- ◯ amber

Submit

Fractions to Decimals & Decimals to Fractions

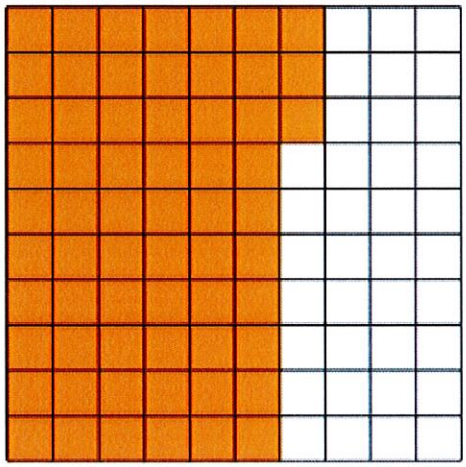
Your email address (**dmccaughtry@erieriseacademy.org**) will be recorded when you submit this form. Not you? Switch account

* Required

Write this as a decimal * 1 point

- ◯ 1.037
- ◯ 0.73
- ◯ 0.073
- ◯ 0.37

Write as a fraction * 1 point



- ◯ 36/100
- ◯ 63/10
- ◯ 63/100
- ◯ 36/10

Which inequality is TRUE? * 1 point

- ◯ 0.33 = 3/10
- ◯ 46/100 = 0.46
- ◯ 0.2 = 2/100
- ◯ 87/100 = 0.087

Write 65/100 as a decimal * 1 point

- 0.65
- 6.5
- 0.065
- 0.56

Write 0.5 as a fraction * 1 point

- 5/100
- 05/1,000
- 500/100
- 5/10

Submit

Print

Thinking like a geographer helps you understand how the world works and appreciate the world's remarkable beauty and complexity.

Geographers Think Spatially

What does it mean to think like a geographer?

An understanding of the world is based on a combination of information from many sources. Biology is the study of how living things survive and relate to one another. History is the study of events that occur over time and how those events are connected. Geography is the study of Earth and its peoples, places, and environments. Geographers look at people and the world in which they live mainly in terms of space and place. They study such topics as where people live on the surface of Earth, why they live there, and how they interact with each other and the physical environment.

Thinking Spatially

Geography, then, emphasizes the spatial aspects of the world. Spatial refers to Earth's features in terms of their locations, their shapes, and their relationships to one another.

Physical features such as mountains and lakes can be located on a map. These features can be measured in terms of height, width, and depth. Distances and directions to other features can be determined. The human world also has spatial dimensions. Geographers study the size and shape of cities, states, and countries. They consider how close or far apart these human features are to one another. Geographers also think about the relationships between human features and physical features.

But thinking spatially is more than just the study of the location or size of things. It means looking at the characteristics of Earth's features. Geographers ask what mountains in different locations are made of. They examine what kinds of fish live in different lakes. They study the layout of cities and think about how easy or difficult it is for people to move around in them.

The Perspective of Place

Locations on Earth are made up of different combinations of physical and human characteristics. Physical features such as climate, landforms, and vegetation combine with human features such as population, economic activity, and land use. These combinations create what geographers call places.

Places are locations on Earth that have distinctive characteristics that make them meaningful to people. The places where we live, work, and go to school are important to us. Our home is an important place. Even small places such as our bedroom or a classroom often have a unique and special meaning. In the same way, larger locations, such as our hometown, our country, or even Earth, are places that have meaning for people.

One way that geographers learn about places is by studying landscapes. Landscapes are portions of Earth's surface that can be viewed at one time and from one location. They can be as small as the view from the front porch of your home, or they can be as large as the view from a tall building that includes the city and surrounding countryside.

Whether we visit a landscape or we look at photographs of the landscape, it can tell us much about the people who live there. Geographers look at landscapes and try to explain their unique combinations of physical and human features. As you study geography, notice the great variety in the world's landscapes.

The Perspective of Experience

Geography is not something you learn about only in school or just from books. Geography is something you experience every day.

We all live in the world. We feel the change of the seasons. We hear the sounds of birds chirping and of car horns honking. We walk on sidewalks and in forests. We ride in cars along streets and highways. We shop in malls and grocery stores. We fly in airplanes to distant places. We surf the Internet or watch TV and learn about peoples and events in our neighborhood, our country, and the world.

This is all geography. By learning about geography in school, we can better appreciate and understand this world in which we live.

A Changing World

Earth is dynamic, or always changing. Rivers shift course. Volcanoes suddenly erupt, forming mountains or collapsing the peaks of mountains. The pounding surf removes sand from beaches.

The things that people make change, too. Farmers shift from growing one crop to another. Cities grow larger. Nations expand into new areas.

Geographers, then, study how places change over time. They try to understand what impact those changes have. What factors made a city grow? What effect did a growing city have on the people who live there? What effect did the city's growth have on nearby communities and on the land and water near it? Answering questions like these is part of the field of geography.

Describing How is geography related to history?

The Five Themes of Geography

How can you make sense of a subject as large as Earth and its people?

Geographers use five themes to organize information about the world. These themes help them view and understand Earth.

Location

Location is where something is found on Earth. There are two types of location. Relative location describes where a place is compared to another place. This approach often uses the cardinal directions— north, south, east, and west. A school might be on the east side of town. Relative location can also tell us about the characteristics of a place. For example, knowing that New Orleans is near the mouth of the Mississippi River helps us understand why the city became an important trading port.

Absolute location is the exact location of something. An address like 123 Main Street is an absolute location. Geographers identify the absolute location of places using a system of imaginary lines called latitude and longitude. Those lines form a grid for locating a place precisely.

Lines of latitude run east to west, but they measure distance on Earth in a north-to-south direction. One of these lines, the Equator, circles the middle of Earth. This line is equally distant from the North Pole and the South Pole. Other lines of latitude between the Equator and the North and South Poles are assigned a number from 1° to 90°. The higher the number, the farther the line is from the Equator. The Equator is 0° latitude. The North Pole is at 90° north latitude (90° N), and the South Pole is at 90° south latitude (90° S).

Lines of longitude run from north to south, but they measure distance on Earth in an east-to-west direction. They go from the North Pole to the South Pole. These lines are also called *meridians*. The Prime Meridian is the starting point for measuring longitude. It runs through Greenwich, England, and has the value of 0° longitude. There are 180 lines of longitude to the east of the Prime Meridian and 180 lines to the west. They meet at the meridian 180°, which is the International Date Line.

Geographers use latitude and longitude to locate anything on Earth. In stating absolute location, geographers always list latitude first. For example, the absolute location of Washington, D.C., is 38° N, 77° W.

Place

Another theme of geography is place. The features that help define a place can be physical or human.

Why is Denver called the "Mile High City"? Its location one mile above sea level gives it a special character.Why does New Orleans have the nickname "the Crescent City"? It is built on a crescent shaped bend along the Mississippi River. That location has had a major impact on the city's growth and how its people live.

Region

Although places are unique, two or more places can share characteristics. Places that are close to one another and share some characteristics belong to the same region. For example, Los Angeles and San Diego are located in southern California. They have some features in common, such as nearness to the ocean. Both cities also have mostly warm temperatures throughout the year.

In the case of those two cities, the region is defined using physical characteristics. Regions can also be defined by human characteristics. For instance, the countries of North Africa are part of the same region. One reason is that most of the people living in these countries follow the same religion, Islam.

Geographers study region so they can identify the broad patterns of larger areas. They can compare and contrast the features in one region with those in another. They also examine the special features that make each place in a region distinct from the others.

Human-Environment Interaction

People and the environment interact. That is, they affect each other. The physical characteristics of a place affect how people live. Flat, rich, well-watered soil is good for farming. Mountains full of coal can be mined. The environment can present all kinds of hazards, such as floods, droughts, earthquakes, and volcanic eruptions.

People affect the environment, too. They blast tunnels through mountains to build roadways and drain swamps to make farmland. Although these actions can improve life for some people, they can also harm the environment. Exhaust from cars on the roadways can pollute the air, and turning swamps into farms destroys natural ecosystems and reduces biological diversity.

The environment is the natural surroundings of a place. It includes several key features. One is landforms, or the shape and nature of the land. Hills, mountains, and valleys are types of landforms. The environment also includes the presence or absence of a body of water. Cities located on coastlines, like New York City, have different characteristics than inland cities, like Dallas.

Weather and climate also play a role in how people interact with their environment. The average weather in a place over a long period of time is called its climate. Alaska's climate is marked by long, cold, wet winters and short, mild summers. Hawaii's climate is warm year-round. Alaskans interact with their environment differently in December than Hawaiians do.

Another component, or part, of the environment is resources. These are materials that can be used to produce crops or other products. Forests are a resource because the trees can be used to build homes and furniture. Oil is a resource because it can be used as a source of energy.

Movement

Geographers also look at how people, products, ideas, and information move from one place to another. People have many reasons for moving. Some move because they find a better job.

Sometimes, people are forced to move because of war, famine, or religious or racial prejudice. Movement by large numbers of people can have important effects. People may face shortages of housing and other services. If new arrivals to an area cannot find jobs, poverty levels can rise.

In our interconnected world, a vast number of products move from place to place. Apples from Washington State move to supermarkets in Texas. Oil from Saudi Arabia powers cars and trucks across the United States. All this movement relies on transportation systems that use ships, railroads, airplanes, and trucks.

Ideas can move at an even faster pace than people and products. Communications systems, such as telephone, television, radio, and the Internet, carry ideas and information all around the Earth. Remote villagers on the island of Borneo watch American television shows to learn about life in the United States. Political protestors in Egypt use text messaging and social networking sites to coordinate their activities. The geography of movement affects us all.

The Six Essential Elements

The five themes are one way of thinking about geography. Geographers also divide the study of geography into six essential elements. Elements are the topics that make up a subject. Calling them *essential* means they are necessary to understanding geography.

Determining Central Ideas How is the theme of location related to the theme of place?

Skill Building

How will studying geography help you develop skills for everyday life?

Have you ever used a Web browser to find a route from your home to another place? If so, your search took you to a Web site that provides maps. If you followed that map to your destination, you were using a geography skill.

Interpreting Visuals

Maps are one tool geographers use to picture the world. They use other visual images, as well. These other visuals include graphs, charts, diagrams, and photographs.

Graphs are visual displays of numerical information. They can help you compare information. Charts display information in columns and rows. Diagrams are drawings that use pictures to represent something in the world or an abstract idea. A diagram might show the steps in a process or the parts that make up something.

Critical Thinking

Geographers ask analytical questions. For example, geographers might want to know why earthquakes are more likely in some places than in others. That question looks at causes. They might ask, How does climate affect the ways people live? Such questions examine effects.

Geographers might ask how the characteristics of a place have changed over time. That is a question of analysis. Or they could ask why people in different nations use their resources differently. That question calls on them to compare and contrast.

Learning how to ask—and answer—questions like these will help sharpen your mind. In addition to understanding geography better, you will also be able to use these skills in other subjects.

Analyzing How do geographers use visuals?

LESSON 1 REVIEW

Reviewing Vocabulary

1. Why is it not possible to state the *absolute location* of a river?

Answering the Guiding Questions

2. ***Determining Central Ideas*** Why do geographers study more than a place's location and dimensions?

3. ***Analyzing*** Does the environment of a place involve physical or human characteristics?

4. ***Identifying*** What are two examples of a human system?

5. ***Analyzing*** Why do geographers need to use visuals other than maps?

6. ***Informative/Explanatory Writing*** Describe the physical and human characteristics of your community.

Ch. 1 Lesson 1 Vocabulary:

DIRECTIONS: Please define the vocabulary terms located on your reading!

1. GEOGRAPHY-

2. RELATIVE LOCATION-

3. EXACT LOCATION-

4. LATITUDE-

5. LONGITUDE-

6. REGION-
7. CLIMATE-

8. RESOURCE-

Ch. 1 Lesson 1 Assignment

Using the reading, please answer the questions the best you can!

* Required

The Address 123 Main Street is an example of what kind of location? * 1 point

- ◯ Relative Location
- ◯ Exact Location

Which direction do lines of latitude run? * 1 point

- ◯ East to west
- ◯ North to South

What is the starting point for measuring longitude? * 1 point

- ◯ Equator
- ◯ Prime Meridian

How many lines are on each direction of the Prime Meridian? * 1 point

- ◯ 360
- ◯ 180

What do geographers use to locate anything on Earth? * 1 point

- ◯ Lines of Latitude and Longitude
- ◯ Maps

The features that help define a place are known as? * 1 point

- ◯ Physical and Human
- ◯ Maps and Globes

What is one thing that San Diego and Los Angeles have in common? * 1 point

- ◯ Great sports teams
- ◯ Nearness to the ocean

Why do geographers study regions? * 1 point

- ◯ To study broad patterns
- ◯ To see why one place is better than the other

What affects how people live? * 1 point

- ◯ Only certain jobs
- ◯ Physical Characteristics

What is a way that people affect the environment? * 1 point

- ◯ They blast mountains to make tunnels and roads.
- ◯ They leave to get better jobs.

Ch. 1 Lesson 1 Quiz

Please answer the questions the best that you can! Be sure to select the best answer.

* Required

History is the study of Earth and its peoples, places, and environments. * 1 point

- ◯ True
- ◯ False

Geographers study how places change over time. * 1 point

- ◯ True
- ◯ False

People can affect the environment, but the environment cannot affect people. * 1 point

- ◯ True
- ◯ False

Understanding how to use geography helps people make good decisions about the world. * 1 point

- ◯ True
- ◯ False

If you use Google Maps to help you find a nearby pizza parlor, you are using a geography skill. * 1 point

- ◯ True
- ◯ False

What is one type of physical feature that can be used to describe locations on Earth? * 1 point

- ◯ Population
- ◯ Climate
- ◯ Economic Activity
- ◯ Land Use

What is the difference between absolute and relative location? * 1 point

- ◯ Absolute location is the exact location of something.
- ◯ Absolute location cannot be identified using lines of latitude and longitude.
- ◯ Absolute location describes where something is compared to another place.
- ◯ Absolute location describes the characteristics of a place.

Which of the following two places belong to the same region? * 1 point

- Canada and England
- Lake Michigan and the Mediterranean Sea
- Los Angeles, California, and San Diego, California
- Mount Everest and Mount McKinley

Which of the following is an example of a landform? * 1 point

- Mountain
- City
- Coal Mine
- Bridge

When a geographer studies how people make laws, what is she studying? * 1 point

- The world in spatial terms
- places and regions
- physical systems
- human systems

Submit

News Debate: Tough Cell

Should cell phones be allowed in schools?

photos.com

Are cell phones OK for school?

As students head back to school, many are focused more on ringtones than on blackboards. Nearly 75 percent of 12- to 17-year-olds in the United States own cell phones, according to a recent technology survey. Now some schools are telling students to leave their mobile phones at home.

New York City recently banned cell phones from its school system. Within a month, school officials **confiscated,** or took away, 3,000 phones from students. Schools across the country are asking this question: Should cell phones be allowed in school?

Cell phones are often misused, say some education officials. Students have been caught making calls in class and text messaging test answers to their friends. Plus, cell phones are among the most frequently stolen objects in schools. Many teachers think getting rid of cell phones would prevent students from being distracted during class.

Cell phones may not even be very useful in a school emergency, according to Kenneth Trump, president of National School Safety and Security Services. He told *WR News* that too many cell phone calls in an emergency would "overload phone systems and 911 operators."

Cell phones provide a convenient way for families to stay in touch. Parents like knowing they can get in touch with their kids, especially at dismissal time. That's why some schools allow cell phones, but only if students keep them turned off and out of sight during class.

"I don't see a reason to ban cell phones," Leland Dishman, a school official from Boaz, Alabama, told *WR News*. "Our kids are very responsible, and I do not expect much of a problem."

"Cell phones are OK as long as the school doesn't object," William Scharffe of the Michigan Association of School Boards told *WR News.* He says that if phones are allowed, however, students need to use them responsibly and at the proper time.

Blank Quiz

News Debate: Tough Cell Quiz

Your email address (**dmccaughtry@erieriseacademy.org**) will be recorded when you submit this form. Not you? Switch account

* Required

The problem with cell phones in schools seems to be that * 5 points

- ◯ parents call their kids during class.
- ◯ they encourage dishonesty.
- ◯ some students use them for the wrong purposes.
- ◯ teachers are distracted from their lesson plans.

While some people defend cell phones as useful during emergencies, Kenneth Trump's opinion is that * 5 points

- ◯ parents don't need to be so worried about their children.
- ◯ too many cell phones would tie up the phone system.
- ◯ National School Safety and Security Services should ban them.
- ◯ banning cell phones would cut down on theft.

The author repeatedly emphasizes responsible use of cell phones, probably in order to * 5 points

- ◯ encourage students to avoid bad use of cell phones.
- ◯ justify some schools' decisions to ban them.
- ◯ prove that teachers are overly suspicious about them.
- ◯ keep parents from insisting that their kids carry them.

Write an example of a "fact" from the article? * 5 points

Your answer

Send me a copy of my responses.

Submit