Shelby County Schools Extended Learning Packet



English/ Language Arts Grade 5

Grade 5 Educational Websites and Web Resources

Title of Resource	Web Address	Description	Student Access
i-Ready	https://login.i-ready.com	Engage in flexible, standards-based instruction and practice for reading and mathematics.	Students have access.
Epic Books	<u>https://www.getepic.com/sign-in</u>	Online library for kids with books for self-paced reading and read aloud options. Picture books and chapter books available.	
Magic Tree House	https://www.magictreehouse.com/	If you like The Magic Tree House series, you'll love the Magic Tree House website. Climb up the tree and enter the tree house to find some great puzzles, fun games, and quizzes on any of the 45+ MTH books.	Must sign-up for username and password.
Read Theory	<u>https://readtheory.org/</u>	Terrific for helping to increase your comprehension. It has assessments so that you can target exactly what passages you need to read. It offers leveled passages with comprehension questions. However, these don't have to be printed. All the reading is done on the computer.	Sign-up and log-in required.
KidsReads	https://www.kidsreads.com/	Website designed for kids aged 6- 12, containing information about children's books and authors, and some related games.	Sign-in not required.
Highlights for Kids	https://www.highlightskids.com/	Offers online ways to play, read and craft with your children. Matching games, art activities, animated stories and science experiments are just a few activities available.	Sign-in not required.
Grammaropolis	https://grammaropolis.com/	Grammaropolis is a fun, interactive site that helps you learn about the parts of speech.	Teacher will need to sign-in for free trial.
E-learning for Kids	https://www.e-learningforkids.org/	e-Learning for Kids is a great site with wonderful interactive learning games that are engaging and fun. You click on your grade and can then choose from a list of games divided into subjects.	Sign-in not required.
Story Jumper	<u>https://www.storyjumper.com/</u>	Story Jumper is a site that allows you to create your very own books. You can create cover pages, add text, upload drawings or photos to illustrate your story, and you can use the Story Jumper clipart gallery, too. One of the best things about Story Jumper is that is easy for educators to create and assign student accounts.	Educators must create and assign student accounts.

Arcademic Skill Builder	https://www.arcademics.com/	A research-based and standards- aligned free website featuring educational math and language arts games that will engage, motivate, and help you improve your academic skills. There are many interactive games to choose from, and they're all pretty fun, have decent graphics/sound effects, and offer great practice to specific skills.	Sign-in is available for free but not required.
Loyal Books (formerly Books Should Be Free)	http://www.loyalbo.oks.com/	Loyal Books (formerly Books Should Be Free and Audio Owl) makes the world's public domain audio books available for browsing in a visual and easily searchable way. Books may be previewed directly on the site, or you may download them directly into iTunes, or as zipped mp3 files.	Sign-in not required.
Khan Academy	https://www.khanacademy.org	Get additional practice with skills in various subjects and test prep.	Students will need to sign up for a free account if they do not already have an account.
Home Spelling Words	https://www.homespellingwords.com/	A great tool to help you practice word composition.	Sign-in not required.
Seussville	https://www.seussville.com/index.php	Fun website to read and research all about Dr. Seuss, his books, and characters. Site includes activities.	Sign-in not required
Storyline	https://www.storylineonline.net/	Listen and watch famous actors read books aloud.	Sign-in not required.
StarFall	https://www.starfall.com	Practice your phonics.	Sign-in not required.
National Geographic Kids	https://kids.nationalgeographic.com	Explore topics by reading informational texts.	Sign-in not required.
Learning A-Z	<u>https://www.learninga-</u> z.com/site/products/raz-kids/overview	Individualized practice of reading concepts.	School membership required. Student profiles required for RazKids.
Time for Kids	https://www.timeforkids.com	Explore engaging topics of current events with videos and informational texts.	Sign-in not required.

Lesson 4b Explaining Relationships in Historical Texts





Explaining relationships between people, events, and ideas will help you understand what matters in historical texts.

Read When we read **historical texts**, we learn about people, events, and **ideas**. Some historical texts describe simple **cause-and-effect relationships** that tell what happened and why. Other historical texts explain how one cause led to many effects, or how several causes produced one important effect.

Read the passage below. As you do, try to identify relationships between causes and their effects.

During the Middle Ages, much of Africa was a mystery to Europeans. A few travelers, however, told tales of wealthy African kingdoms and endless supplies of gold. But was this true? Could fortunes be made there?

By the 1400s, improvements to European sailing ships made long ocean trips possible. So, Portuguese sailors began exploring

along Africa's coastline. They set up trading posts in ports along the way, and other Europeans soon followed. This was because the Portuguese had discovered the stories to be true. Indeed, there was wealth to be had. Europeans could trade their goods for salt, spices, ivory, and yes, even gold!



Think Consider what you've learned about reading historical texts. According to the passage you just read, what happened? And what caused it to happen? Use the *cause-and-effect organizer* below to show how three causes led to one important effect.



 Talk
 Share your cause-and-effect organizer with a partner.

- Did you list all the same causes?
- Do all the causes you list actually lead to the effect?
- Are some of your causes not events but ideas?

Academic Talk

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Use these words and phrases to talk about the text.

- cause and effect
- historical texts
- ideas
 · relationships

Genre: History Article

Read

ANCIENT Saharan Trade Routes

by Joris Maddrin

- The Sahara is a vast desert in northern Africa. It stretches from the Atlantic Ocean in the west to the Red Sea in the east. Its size and harsh conditions make travel hazardous. Nevertheless, trade thrived here from the 700s to the 1500s. It continues to this day.
- 2 Long ago, Berber merchants established a network of trade routes across the Sahara. These routes linked

markets in North Africa, the Middle East, and Europe with markets in West Africa. The merchants regularly crossed the Sahara to African settlements on the fringes of the desert. In those settlements, they traded salt, horses, cloth, and later, books for gold, metals, spices, and other items from farther south. Berber and African merchants made profits, so trade increased. As a result, the African settlements grew to become important centers of trade. And as trade increased, so did the wealth and power of the West African rulers.

- 3 To Berber merchants, the dangerous journey across the Sahara was worth the risk. For safety, merchants traveled together in large groups known as caravans. Using camels to transport their goods, caravans walked about 200 miles a week. Even at that pace, however, the trip took more than three months.
- 4 The merchants' use of camels made it possible for them to cross the Sahara. These hardworking animals could carry heavy loads with ease over scorching, shifting sands. During long journeys, they had the ability to conserve water. Camels were called "ships of the desert" because they hauled trade goods across the desert, just as ships carried cargo across the sea.





Close Reader Habits

What events made it possible for West African settlements to become important centers of trade? Reread the article. **Underline** the details that seem most important.



Talk

2 Share your organizers. What causes did you describe? How do you know they are actually causes? If necessary, add details to improve your organizer.

Write

3 Short Response What led to West African settlements becoming important centers of trade? Support your answer with details from the text. Use the space provided on page 72 to write your answer.

HINT In your answer, try using phrases such as "one cause was," "a second cause was," and so on. Read

from **The History and Description of Africa**

by Leo Africanus

- 1 Born in 1485, Leo Africanus traveled across the Sahara to the city of Timbuktu in West Africa. His account provides a glimpse of life there in the early 1500s.
- 2 In the center of the city is a temple... and in addition there is a large palace, constructed by the same architect, where the king lives. The shops of the artisans, the merchants, and especially weavers of cotton cloth are very numerous. Fabrics are also imported from Europe to Timbuktu, borne by Berber merchants. ...
- 3 The inhabitants are very rich, especially the strangers who have settled in the country; so much so that the current king has given two of his daughters in marriage to two brothers, both businessmen, on account of their wealth. There are many wells containing sweet water in Timbuktu; and in addition, when the Niger [River] is in flood, canals deliver the water to the city. Grain and animals are abundant, so that the consumption of milk and butter is considerable. But salt is in very short supply because it is carried here from Tegaza, some 500 miles from Timbuktu. I happened to be in this city at a time when a load of salt sold for eighty ducats. The king has a rich treasure of coins and gold ingots. One of these ingots weighs 970 pounds. ...
- 4 There are in Timbuktu numerous judges, teachers, and priests, all properly appointed by the king. He greatly honors learning. Many hand-written books imported from Barbary¹ are also sold. There is more profit made from this commerce than from all other merchandise.
- 5 Instead of coined money, pure gold nuggets are used; and for small purchases, cowrie shells which have been carried from Persia, and of which 400 equal a ducat.

¹ Barbary: a region north of the Sahara desert



Close Reader Habits

What did the king of Timbuktu think of culture and learning? Reread the article. **Underline** sentences that show what the king thought.

(0)

Think Use what you learned from the eyewitness account to answer the following questions.

1 The chart shows causes and effects from the text. Complete the chart by drawing Xs in the boxes to connect the causes with the effects. Some causes may have two effects.

_	Effects		
Causes	Timbuktu merchants became rich.	There were many judges, teachers, and priests.	Salt was imported from 500 miles away.
Berber merchants set up trade routes with Europe.			
Grain and animals were plentiful, but salt was not.			
The king respected education and learning.			

Talk

2 Based on Leo Africanus' account, what were two causes that led to Timbuktu becoming a center of culture and learning? Use the organizer on page 73 to gather evidence from the text.

Write

3 Short Response Use evidence from your organizer and the text to explain how Timbuktu became a center of culture and learning. Use the space provided on page 73 to write your answer.

HINT Use words and phrases such as "because" and "as a result" to show relationships.

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An eyewitness account gives the point of view of a writer who was there. Eyewitness accounts typically tell what the writer experienced.



Write Use the space below to write your answer to the question on page 69.

ANCIENT Saharan Trade Routes

3 Short Response What led to West African settlements becoming important centers of trade? Support your answer with details from the text.

HINT In your answer, try using phrases such as "one cause was," "a second cause was," and so on.



Check Your Writing

Did you read the prompt carefully?

Don't forget to Did check your writing.

- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?

Did you put the prompt in your own words?

Did you check your spelling and punctuation?



The History and Description of Africa

2 Use the cause-and-effect organizer below to organize your ideas and evidence.



Write Use the space below to write your answer to the question on page 71.

3 Short Response Use evidence from your organizer and the text to explain how Timbuktu became a center of culture and learning.

HINT Use words and phrases such as "because" and "as a result" to show relationships.

73

Genre: History Article

Read

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- exchange
- absorbed
- system

For centuries, merchants from across Africa came to Kumbi Saleh to trade horses and other goods for gold.



During the Middle Ages, three powerful kingdoms rose in West Africa. As a result of trade links across the Sahara, each kingdom became wealthy and powerful. Each kingdom also developed a vibrant culture from the exchange of new ideas.

THE KINGDOM OF GHANA

- The Soninke (soh NIHN keh) people founded ancient Ghana in about 300 CE. The kingdom lay within the borders of what is now Mauritania, Mali, and Senegal.
- From the 700s to the 1200s, Ghana was a thriving center for trade. Merchants flocked to the capital city of Kumbi Saleh. There, they traded salt, swords, books, horses, and other goods for gold from Ghana's carefully hidden gold mines. Muslim traders from North Africa introduced Islam to ancient Ghana. They also brought new ideas about mathematics, science, and architecture.



1

2

3



West African Kingdoms (300–1600 CE)



4 Kings in Ghana helped the kingdom prosper. They controlled the gold trade and introduced a system of taxation. They taxed merchants for what they brought in and took out of the kingdom. The kings also founded an army that kept the merchants safe and protected the kingdom from invaders.

5 Ghana's empire reached its peak in the 11th century. Over the next 200 years, however, events weakened the kingdom. North African raiders repeatedly invaded Ghana. Smaller states under Ghana's control revolted. And Ghana suffered a terrible drought. By 1240, Ghana had lost its power and was absorbed into another thriving West African kingdom—Mali.

THE KINGDOM OF MALI

6

The kingdom of Mali was founded in the mid-1200s after Ghana collapsed. Its first ruler expanded the kingdom beyond the borders of Ghana and its gold fields. Mali grew to be three times the size of Ghana. At its height, Mali controlled both the gold trade and the salt trade in the north. This map shows the locations of the kingdoms of Ghana, Mali, and Songhai. Ghana existed from roughly 300 to 1240 CE, but was then absorbed into the growing kingdom of Mali. Mali lasted until the late 1400s, when it was taken over by Songhai. Songhai fell in 1591.



- 7 Mali's most powerful king was Mansa Musa. During his reign, he extended the borders of his kingdom, and trade tripled. He divided his empire into provinces to make it easier to rule. Each province was headed by its own governor. In 1324, Mansa Musa made a religious journey to Mecca in modern-day Saudi Arabia. This drew attention to the king's wealth and power. Under Mansa Musa's rule, the cities of Timbuktu and Gao became important centers of Islamic culture and learning.
- 8 After Mansa Musa's death, the great empire slowly began to fall apart. Power struggles among Mali's ruling families in the 1300s weakened the kingdom. In the early 1400s, different groups from the north, south, and east raided the kingdom. By the late 1400s, the Mali empire had crumbled.

THE KINGDOM OF SONGHAI

- 9 Songhai (song HIGH) began as a small state in the Mali empire. In 1340, it declared its independence from Mali. In 1464, Sunni Ali became ruler of the kingdom. After building a strong army and fleets of war canoes, Sunni Ali set out to extend his empire. He conquered Timbuktu in 1468. Then he captured what was left of the Mali territories. Now the Songhai kingdom was larger than the old empires of Ghana and Mali combined.
- 10 Muhammad Touré was one of Sunni Ali's generals. He ruled Songhai from 1493 to 1528. He increased the size of the empire yet again. Touré also created a new system of laws and found new ways to boost trade. By encouraging the study of mathematics and science, the king made Timbuktu into a center of learning once more.
- 11 Like Ghana and Mali, Songhai controlled trade routes and rich sources of gold. Yet the Songhai empire eventually fell. Power struggles erupted among leaders of different provinces. Then war broke out. Finally, Moroccan soldiers with guns invaded Songhai in 1591, defeating Songhai troops armed with swords, spears, and bows and arrows. The provinces were split up into small states, bringing the mighty Songhai empire to an end.



This is an image of Mansa Musa, the most powerful king of Mali. It comes from a map made around 1375. His crown and staff represent his royal power, and the golden nugget he holds indicates his great wealth.

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Think

Use what you learned from reading the history article to answer the following questions.



1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Which of the following **best** explains why the kingdom of Mali eventually fell apart?

- It lacked safe trade routes for merchants. Α
- It failed to hide the location of its gold mines. B
- С It was weakened by attacks from outside its borders.
- It was split up into smaller provinces ruled by governors. D

Part B

Choose the sentence that **best** supports the answer in Part A.

- "Its first ruler expanded the kingdom beyond the borders of Α Ghana and its gold fields."
- "At its height, Mali controlled both the gold trade and the salt B trade in the north."
- "In 1324, Mansa Musa made a religious journey to Mecca in С modern-day Saudi Arabia."
- D "In the early 1400s, different groups from the north, south, and east raided the kingdom."

Read the sentence from the text.

Muslim traders from North Africa introduced Islam to ancient Ghana. What does the prefix *intro*- in the word <u>introduced</u> mean?

- to the inside Α
- B away from
- С yet again
- D in between

3 The chart shows causes and effects that are stated in the text. Complete the chart by drawing Xs in the boxes to connect the causes with the effects. Some causes may have more than one effect.

	Effects		
Causes	Ghana grew wealthy and powerful.	Mali grew wealthy and powerful.	Songhai grew wealthy and powerful.
Controlled the gold trade			
Controlled the salt trade			
Had a strong army			
Had a system of laws			



🖉 Write

What can you conclude about why Ghana, Mali, and Songhai grew powerful and eventually fell? Reread the passage. Underline specific causes that led to each kingdom's rise and fall. Then answer items 4 and 5.

- **Plan Your Response** What are the causes of the rise and fall of Ghana, Mali, and Songhai? Use an organizer to gather evidence from the text.
- 5 Write an Extended Response Use evidence from the text and information from your organizer to explain why Ghana, Mali, and Songhai rose and fell.



In this lesson, you explained the relationships between people, events, and ideas in different historical texts. Describe how doing so will help you better understand historical texts.

