

Name: _____

Summer Packet

Due: August 31, 2022

Reading

School's Out For Summer!

Many people believe that the reason many kids have summer vacation is because in earlier days parents needed kids to help with the farm. However, this is not true. Not much farm work is done during the summer months. Most of the work for farming took place during the spring with planting and fall for harvesting. So then, why most do schools have a big summer break?

In the 1800s, kids went to school all year. However, it was not mandatory that they go. There were no punishments for missing school. During the summer, it would get really hot in the school house because there was no air conditioning yet. Those hot classrooms made it very hard for students to listen. Can you imagine trying to listen when you are hot and sweaty? Schools started to notice kids not coming in on the hottest days.

Another reason for kids not coming during the summer was due to the school year being broken up into two terms. There was a winter term and a summer term. The winter term was about the same time period of most school years today. Almost all children attended this one. Not many kids went to summer term. Even though the classrooms were hot, this was not the only reason most kids skipped summer term. It also had to do with who was teaching. Usually a well-educated adult taught during the winter term. A young teenager was usually the teacher in the summer term. Because of the teacher's age, many felt that the quality of education was not as good.

The biggest reason that summer vacation began was because of the city kids and their parents. The city was mostly made up of brick buildings and cement. These materials absorbed the heat from the sun very quickly. This made the whole city feel even hotter than being out in the open air of the country. At this time, working

people were getting more and more vacation time from their jobs. To escape the heat, they would pack up and head out for some summer time fun. This happened so often that schools decided it was time to take some action.

A theory by some people helped this decision along. Many people at this time believed that our brain was a muscle. Like any muscle, it needs rest after being worked out. Schools decided that if children were using their brain muscle all school year long, they needed to give it some time to rest.

F

After looking at all of the reasons why kids were not showing up to school, officials decided that summer would be a time for students and teachers to relax. It allowed families to enjoy time with one another as they escaped the heat. It saved schools money so that they did not have to pay teachers when very few students were in attendance. And it also gave teachers time to prepare for the following year. We can all guess that the kids did not complain about having to take a break in the summer!

RI.4.2

1. What is the **MAIN TOPIC** of the text? _____

2. What is the **MAIN IDEA** of this text.

MAIN IDEA =
Topic + What the author says about the topic

3.  Color in a **KEY DETAIL** that supports the main idea of the text. Explain in your own words how this detail supports the main idea.

4.  Color in a **KEY DETAIL** that supports the main idea of the text. Explain in your own words how this detail supports the main idea.

5. Write a **SUMMARY** of this text.

SUMMARY =
Main Idea + Supporting Details

RI.4.2

6. How do you think schools save money in modern times by having a summer vacation? Cite the evidence and details in the article that help you answer this question.

7. In paragraph F, the text says, "We can all guess that the kids did not complain about having to take a break in the summer!" What can you infer about this statement?

INFERENCE =
Educated guess.

RI.4.5

8. Which of these text structures do you think best describes the overall text?

- CHRONOLOGY** (sequence of events)
- COMPARISON** (comparing two subjects, events, or ideas)
- CAUSE / EFFECT**
- PROBLEM / SOLUTION**

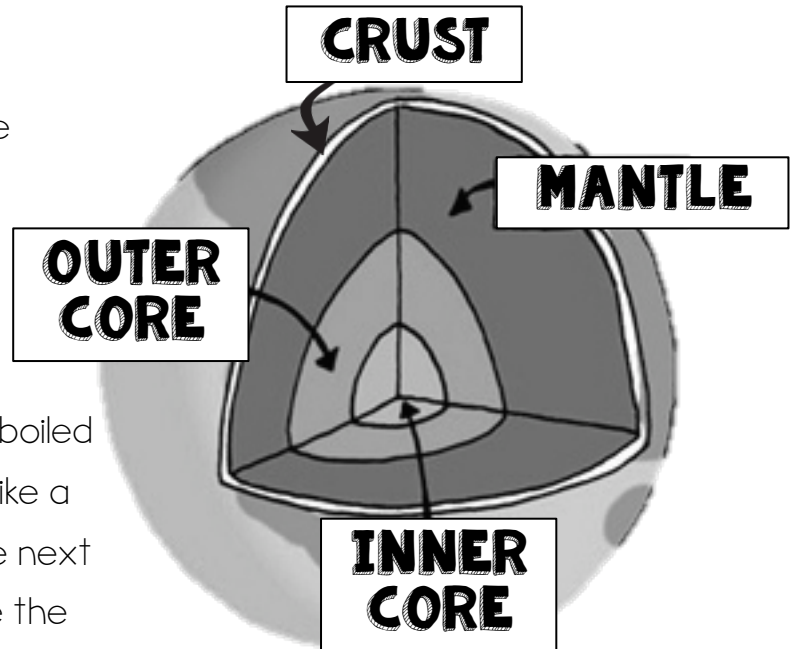
9. Why do you think this is the best way to describe this text?

10. Describe the overall **STRUCTURE** of this text.

Do Mountains Really Grow?

If you have ever looked at a mountain, you know that they are really big and tall. But did you know that they are getting a little bit taller each year? This is because there is something happening deep inside the earth. The secret to the growing mountain lies several miles beneath your feet!

First, to understand what is going on we need to understand the layers of our earth. Our earth is made up of four main layers. The inner most part of the earth is called the inner core, which is the hottest part. If you imagine a hard-boiled egg, it is like the yolk. The outer core is like a barrier between the inner core and the next layer called the mantle. The mantle is like the white part of a hard-boiled egg. The mantle is made up of magma, which is what we call lava when it is still inside the earth. The outer layer of the earth is the part we live on. It is called the crust and is very thin. It is sort of like the egg shell of a hard-boiled egg.



Next, we need to look at the crust. You probably have cracked the shell of a hard-boiled egg before. The surface of the earth, or crust, is very similar to a cracked shell. We call the broken pieces plates. These plates can move and slide around. This does not happen very fast though! As a matter of fact, it happens so slow we do not feel it going on. But what is causing these plates to move?

The magma inside the mantle is very thick and gooey. It is slow moving like thick syrup. The magma moves around inside the mantle because of the heat from

the core of the earth. This happens much like when water boils. You put water in a pot and place the pot on the stove. The heat from the stove warms the water near the bottom. As the water heats up, it begins to rise to the top. That is why you see bubbles start at the bottom and then move up. Magma does the same thing. The magma near the core heats up and slowly begins to rise towards the crust of the earth. And when it does, it pushes against the plates of the earth.

Magma that has moved toward the surface of the earth is very strong. It is so strong that it actually causes the earth's plates to move. When those plates move around, they sometimes slide past each other, move away from each other, or even crash into each other. The result of these movements creates what we call landforms. Some examples of landforms are valleys, plateaus, volcanoes, and mountains.


Mountains are made by the magma forcing two plates to crash into each other. Each plate folds up like the hood of a car that has crashed into another car. Since the magma inside the mantle does not stop moving, it causes the plates to keep pushing into each other. The result is that the mountains keep getting bigger and bigger.

Even though mountains are getting taller, you won't be able to notice it. We cannot see mountains getting bigger because it happens so slowly. Most mountains will only grow one or two centimeters each year. However, some mountains have grown as much as a couple of inches in one year.

#2 *Do Mountains Really Grow?*

RI.4.3

1. Write a paragraph describing how a mountain can grow bigger and taller. Use the words **FIRST**, **THEN**, **NEXT**, and **FINALLY** in your paragraph.

2.  Color the sentences in the text that explain **WHY** mountains grow bigger and taller.

3. **EXPLAIN** in your own words **WHY** mountains grow bigger and taller.

4. Describe a **CAUSE** and **EFFECT** for how or why mountains grow bigger or taller.

CAUSE:	EFFECT:
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#2 *Do Mountains Really Grow?*

RI.4.J

5. Write three **QUESTIONS** where the answer could be found in the text. Then find the answer to your question and color it.

1. _____

Color the answer to your question



2. _____

Color the answer to your question



3. _____

Color the answer to your question



RI.4.H

6. Find the underlined word, magma in the text. Use the **CONTEXT CLUES** to explain what this word means. Circle the words in the text that are a clue to the meaning of the word.

RI.4.5

7. Which of these text structures do you think best describes the overall text?

- CHRONOLOGY** (sequence of events)
- COMPARISON** (comparing two subjects, events, or ideas)
- CAUSE / EFFECT**
- PROBLEM / SOLUTION**

8. Why do you think this is the best way to describe this text?

9. Describe the overall **STRUCTURE** of this text.

Name: _____

Summer Packet

Due: First Day of 5th Grade

Writing

Directions:

The following passages are about the sinking of the Titanic. Write an informative essay in which you explain how the Titanic sank, even though it was believed to be “unsinkable.” Use information from the sources to support your essay.

Manage your time carefully so that you can:

- Read the passages;
- Plan your response:
- Write your response:
- Revise and edit your response

Be sure to include:

- An introduction;
- Support for your controlling idea using information from the passages;
- A conclusion that is related to your controlling idea

Your writing should be in the form of a well-organized, multi paragraph essay.

Source #1

The Unsinkable Ship

After two years of construction, weighing in at a total of 52,310 tons, the British passenger ship the *Titanic* was finally launched on May 31, 1911. The ship was built by the White Star Line company, a leading cruise maker at the time, and was advertised as being “unsinkable” in design. An excerpt from Shipbuilder magazine (1911) writes about the different compartments under the ship, designed to close off if water somehow got on board. It claimed:

“Each door is held in the open position by a suitable friction clutch, which can be instantly released by means of a powerful electro-magnet controlled from the captain's bridge, so that in the event of accident, or at any time when it may be considered advisable, the captain can, by simply moving an electric switch, instantly close the doors throughout and make the vessel practically unsinkable.”

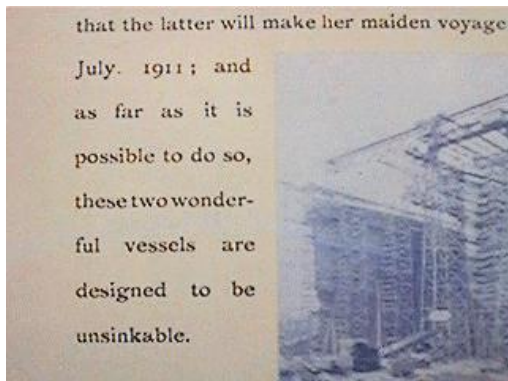
The *Titanic* was designed to stay afloat even with four of its watertight compartments being flooded, and passengers and crew alike had absolute faith that the steel-ship was positively unsinkable.

Unfortunately for both passengers and crew, this claim was only a myth.

The image shows the front page of The New York Times newspaper from Tuesday, April 10, 1912. The masthead reads "The New York Times." Below it, the main headline is: "TITANIC SINKS FOUR HOURS AFTER HITTING ICEBERG; 866 RESCUED BY CARPATHIA, PROBABLY 1250 PERISH; ISMAY SAFE, MRS. ASTOR MAYBE, NOTED NAMES MISSING". The page features a large photograph of the Titanic ship being towed out of Belfast Harbor. To the left of the photo, there are several columns of text, including "Col. Astor and Bride, Major Strauss and Wife, and Maj. Butt Aboard.", "RULE OF SEA FOLLOWED", "PICKED UP AFTER 9 HOURS", "FRANKLIN DROPPED ALL DECK", and "HEAD OF THE LINE AWAY". To the right of the photo, there are more columns of text, including "Biggest Liner Plunged to the Bottom at 2:20 A.M.", "RESCUES THERE TOO LATE", "SEA SEARCH FOR BODIES", and "PLUNGE DURING THE NIGHT". The caption below the photo reads "The Lost Titanic Being Towed Out of Belfast Harbor."

On April 15, 1912, the Titanic sank only 4 hours after accidentally striking an iceberg. On its maiden (1st) voyage, the \$7.5 million Titanic was reduced to nothing but a pile of rubble at the bottom of the Atlantic Ocean.

People around the world were shocked! With so many claims referring to the safety of the ship, no one could possibly understand what had happened. But scientists, with the help of many survivors' stories, have helped us piece together what when so wrong on that chilly, April morning. Even now, over 100 years later, we find ourselves fascinated with the tale of the "Unsinkable Ship," and still spend countless hours learning and researching this tragic, yet alluring tale.



On the left: An excerpt from an advertisement by the cruise company claiming that the Titanic and its sister ship the Olympic were "wonderful vessels designed to be unsinkable." We know now that these statements were not true.

On the Right: A newspaper for the Olympic and Titanic ships advertise the safety and luxurious-nature of the two cruises. Dates for their maiden voyages appear, with no one expecting the ship leaving on April 13th would sink only two days into its trip to the Americas.

INTERNATIONAL MERCANTILE MARINE LINES
 ALL OUR STEAMERS HAVE WIRELESS TELEGRAPH AND SUBMARINE SIGNALS

The Largest Steamers in the World

New **OLYMPIC** Sell April 13³ P. M.
 45,000 Tons from MAY 4, 25,
 Each NEW **TITANIC** YORK APRIL 20¹² Noon
 May 11, June 1
 June 22, July 13

FRENCH A LA CARTE RESTAURANT, TURKISH & ELECTRIC BATHS,
 SWIMMING POOL, FOUR ELEVATORS, GYMNASIUM,
 VERANDAH CAFE, PALM COURT, SQUASH RACQUET COURT.

NEARBY SAILINGS
 Baltic..... April 11, 12:00 Noon
 Vaderland... April 13, 10:00 A. M.
 Minnewaska.. April 14.
 Cedric..... April 18, 12:00 Noon

AMERICAN Pier 62, N. R.
 9:30 A. M.
 Plymouth—Cherbourg—Southampton
 St. Paul..... May 4—St. Louis..... May 11

ATLANTIC TRANSPORT
 New York—London Direct, Pier 58, N. R.
 Minnewaska..... Apr. 11 Minnewaska May 11
 Minnetonka May 4, 10:30 AM Minnewaska May 11

RED STAR Pier 61, N. R.
 10 A. M.
 London, Paris via Dover—Antwerp
 Vaderland..... Apr. 13 Kronland..... Apr. 27
 Lapland..... Apr. 29 Finland..... May 4

WHITE STAR Piers 59 & 60, N. R.
 Plymouth—Cherbourg—Southampton
 Olympic (new) Apr. 12, 1912 Olympic (new) May 4
 Titanic (new) Apr. 20, 1912 Titanic (new) May 11

New York—Queenstown—Liverpool
 Baltic..... Apr. 11 noon Celtic..... Apr. 23
 Cedric..... Apr. 18 noon Adriatic..... May 7

FROM BOSTON To The MEDITERRANEAN
 CANADIAN, Apr. 27, 9:15 AM. GREYHOUND, May 18, 11 AM

CANADIAN SERVICE.

LARGEST STEAMERS FROM CANADA
 MONTREAL VIA QUEBEC TO LIVERPOOL.
 *CANADA May 4, June 1, June 28
 MEGANTIC May 11, June 8, July 6
 *TELETONIC May 18, June 15, July 13
 LAURENTIC May 25, June 22, July 20
 *Only One Class of Cabin (1st) Passenger.

PASSENGER DEPARTMENT, 9 BROADWAY, NEW YORK.

Source #2

Warning's Unheeded

How do you sink an unsinkable ship? A combination of poor navigation, bad weather, and warning's that went unheeded.

Climate



Ships tremendous weight bearing down on ice shelf, levering the above water portion of the berg toward its starboard side. The resulting brush depositing chunks of ice on the forward well deck

One of the greatest factors to consider in the sinking of the Titanic was the weather. Sources claim that during that year in particular, the world was experiencing climate conditions that led to an increase number of icebergs. Moreover, based on the positions of the moon and Earth, the tides were favorable for an unusually high tide; an event that would have caused even more icebergs to be in the area or ocean

where the Titanic first encountered it's large adversary. While the conditions were not enough to cause the sinking of the ship alone, the climate and corresponding large blocks of ice in the water were the first of many steps in the recipe for disaster.

Human Error

While it is unfair to place blame on any one individual for what happened, there is significant evidence pointing towards human negligence as a contributing factor. Negligence is when something is not taken care of or paid attention to. During its maiden voyage, the captain and crew was warned many times about the unusually large and prolific icebergs in the area. The Titanic had received multiple warnings over the radio about these icebergs, but many of these messages were never passed on to the ship's captain. Along with ignoring these crucial warnings prior to the accident, construction teams also ignored warnings concerning the boat's emergency exit options. The Titanic was not equipped with enough lifeboats to

save all of its passengers in case of an emergency; leaving many stranded when the ship went down.

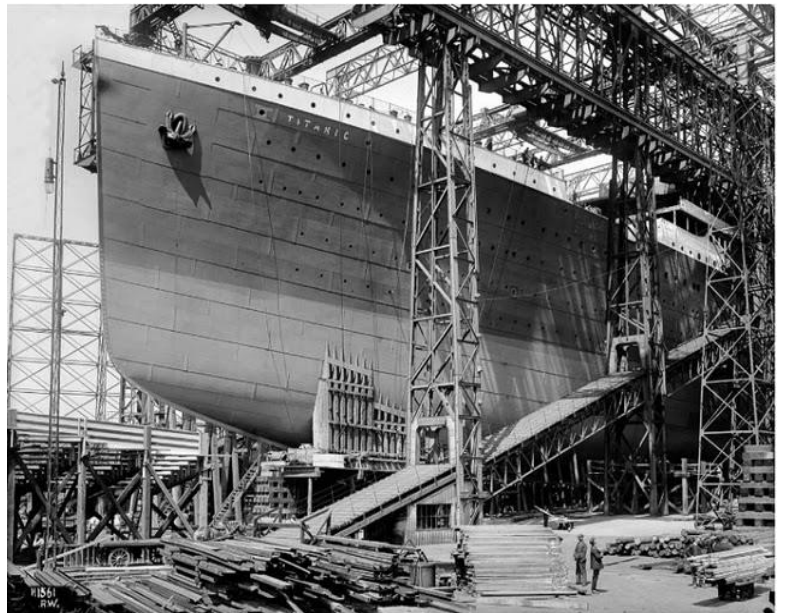
Ship Malfunctions

Just before impact occurred, one of the first officers on board the ship telegraphed the engine room telling them to put the ship's engines in reverse. He had hoped this would help the boat avoid the iceberg, or at least mitigate (lessen) the damage.

Unfortunately, putting the ship in reverse was a fatal mistake, because the crew could not steer the ship as easily with the engine going in reverse. It's an ironic fact that had the crew not tried to slow the ship down, they may have been able to turn fast enough to avoid impact.

Regardless of this maneuver, however, was the fact that the ship was designed in a manner that was not strong enough to withstand the impact the ship faced when hitting the iceberg. Scientists went back and looked into the materials used to build the boat and found that even though the sides of the boat were constructed with high-quality, durable steel, the iron-rivets that held these pieces together were cheap, and low-grade.

It was these low-grade rivets that ripped apart during the collision and allowed for water to penetrate into 6 of the water-lock compartments; sinking the "unsinkable" ship in only 4 hours.



Source #3

Interviewing a Survivor

Below are several quotes from individuals who survived the sinking of the Titanic. They tell their versions of what they heard and saw that fateful April morning.

"I was on the whale deck in the bow calling the watch that was to relieve when the ice first came aboard. The collision opened the seams below the water-line but did not even scratch the paint above the line. I know that because I was one of those who helped to make an examination over the side with a lantern. I went down into the engine-room at 12:40am. We even made coffee, so there was not much thought of danger. An hour later I was still working at the light engines. I heard the chief engineer tell one of his subordinates that number six bulkhead had given way. At that time things began to look bad... I was told to go up and see how things were, and made my way up a dummy funnel to the bridge deck. By that time all the boats had left the ship, yet everyone in the engine-room was at his post. I was near the captain and heard him say, 'Well boys, it's every man for himself now.'" — Alfred White, Greaser in the Engine Room

Above: Alfred White, a crew member in one of the ship's engine rooms writes about how even after the collision, no one on the ship seemed concerned. No one believed the ship could ever sink. How do you think this affected the overall tragedy of the Titanic? Could more have been done to protect passengers?

"When the Titanic struck the iceberg, I was in bed. However, for whatever reason I was awake and remember the jolt and cessation of motion. A steward knocked on the stateroom door and directed us to get dressed, put on life preservers and go to the boat deck, which we did... The steward as we passed was trying to arouse passengers who had locked themselves in for the night. Elevators were not running. We walked up to the boat deck. Al was calm and orderly. An officer was in charge. 'Women and children first,' he said, as he directed lifeboat number 11 to be filled. There were many tearful farewells. We and Uncle Jim said good-bye... The lowering of the lifeboat 70 feet to the sea was perilous. Davits, ropes, nothing worked properly, so that first one end of the lifeboat was tilted up and then far down. When I awoke it was broad daylight as we approached the Carpathia. Looking around over the gunwale it seemed to me like the Arctic. Icebergs of huge size ringed the horizon for 360 degrees." — Marshall Drew Eight-year-old traveling with his Aunt and Uncle

Above: Marshall Drew speaks of evacuating passengers from the ship and remarks on the large number of icebergs surrounding the site of the sinking.

"A number of us who were enjoyed the crisp air were promenading about the deck. Captain Smith was on the bridge when the first cry from the lookout came that there was an iceberg ahead. It may have been 30 feet high when I saw it. It was possibly 200 yards away and dead ahead. Captain Smith shouted some orders... A number of us promenaders rushed to the bow of the ship. When we saw he could no fail to hit it, we rushed to the stern. Then came a crash, and the passengers were panic-stricken."— George Brayton - First Class Passenge

Above: George Brayton describes the whereabouts of the captain when the fatal iceberg hit the ship. Passengers were able to see the iceberg from the main deck, alluding to the fact that the captain was already aware and dealing with the issue from his point atop the bridge.

Below: A picture is taken of one of the life boats as a rescue ships comes to their aid.

