Dear Parents,

We have put together packets to be used for AMI (Alternative Methods of Instruction) days. Materials will be marked to indicate which day they should be completed. When the school has announced an AMI day, the student is expected to finish all of the pages that are marked for that day. Materials will be expected to be completed and returned to school the next day we are in attendance.

If your student has a Prodigy account, they may continue to work on that as they choose.

If you have any questions about your student's work, we will be available via school email on AMI days from 10 am to 1 pm.

WES 6th Grade Teachers,

Mrs. Griffith   griffithj@henrycountyr1.k12.mo.us
Mrs. Henslee   hensleek@henrycountyr1.k12.mo.us
Mrs. Spear   speart@henrycountyr1.k12.mo.us

You may contact one of the three Title teachers via email from 9:00-10:00 when we have AMI days. Please include your phone number in the email and we will contact you to help your child with any questions they have on their AMI work.
Title Reading: Pam French frenchp@henrycountyr1.k12.mo.us
Title Reading: Penny Williams
williamsp@henrycountyr1.k12.mo.us
Title Math: Erica Holtmeyer
holtmeyere@henrycountyr1.k12.mo.us

WES Specials Bingo

WES Families: The special teachers have put together a Bingo card of educational activities pertaining to our subject areas for you to complete together during AMI days. Complete any two activities for each AMI day. Return the Bingo card to Mrs. Forrest or Ms.Rhoads. All specials teachers will be available by email from 9:00-11:00 each AMI day to answer questions.

| Computer Lab Mrs. Forrest	Library Ms. Rhoads	Art Mrs. Bowen	Music Mrs. Fitzgerel	PE Coach Monaco
Pick a learning game on toytheater.com.	Get comfy in your PJ's and read for at least 15 minutes.	Look outside and draw a picture of something that you see.	"What Louis Armstrong Taught Me Scat"-Go to youtube and type this in the search bar.	Do 10 sets of 5 push-ups and 5 sit-ups (50 total of each)
Access wideopenschool.org choose the family option and access different virtual field trips to places around the world!	Read with an adult or sibling for 15 minutes.	Draw a self-portrait.	Cup Game (song)! Go to youtube and type "The easiest cup song tutorial".	Play a game for 20 minutes that involves moving around the house.
Write or type about a virtual field trip you take OR about a place you visited on Google Earth.	Draw a picture or write about a book you are reading.	Draw one place you would like to visit (real or make-believe).	Learn to play guitar at https:\\recursive arts.com\online-guitar\#play.	Do 5 sets of 10 jumping jacks. Repeat twice.
Pick a person, place, or thing and research. Write or type a short description about it.	Read to your pet or stuffed animal using a funny voice.	Draw a character from a book that you are reading.	Go to www.musictechteacher.com and play one of the games.	Jog in place for 5 minutes. Repeat twice.
Do coding on Code.org, Tynker, Santa Tracker, Codecombat, or Kodable-Hour of Code.	Read a recipe and make yourself a snack.	Draw your favorite spot.	Get pots and pans and play beautiful music for your family. Make up some lyrics.	Create your own 4-day workout and share it with your family. Try it next week.

WES AMI

DAY 1

Name _____

Plessy v. Ferguson

Answer the following questions **BEFORE** you read this book.
Write what you know. If you want to guess, you can. You will NOT
be marked wrong!

1. **What rights do you have as a citizen?**

_____

_____

2. **Should some citizens be given some rights
that are denied to other citizens? Why
or why not?**

_____

_____

Segregation is the separation of groups of people by race. In
the United States for many years there were laws that
separated blacks from whites. Segregation began after the
Civil War. The war had ended slavery. Many whites did not
want to treat black people as equal citizens. Many states in
the South passed segregation laws. The laws, often called
Jim Crow laws, meant that African Americans had to go to
separate schools. There were separate restaurants for blacks
and whites. There were separate railcars on trains. There
were separate bathrooms. Blacks couldn't even get water to
drink from the same containers as whites! Some Jim Crow
laws made it almost impossible for black men to vote.
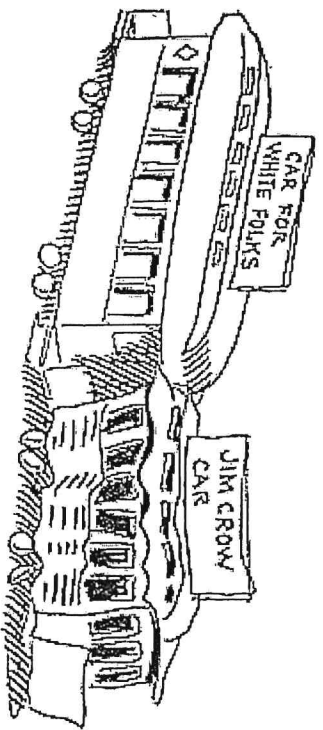
Some African Americans decided to challenge the laws. In 1896, Homer Adolph Plessy was asked to be a test case. Plessy had been born a free man. Seven of his eight grandparents were white. They were French Creoles. In Louisiana before the Civil War, Creoles and free blacks could marry whomever they chose. They could sit in any seat in trains and streetcars. After the Civil War, laws changed. Plessy's previous rights were taken away because he was one-eighth black. Under Louisiana law, he was classified as a black person and was required to sit in the "colored" car. On June 7, 1892, Plessy decided to challenge the law. He bought a first-class ticket on a train and sat down in the car for whites. The train's conductor told Plessy that he must move to the car for black people at the back of the train. Mr. Plessy refused. He was arrested. He was sent to jail.
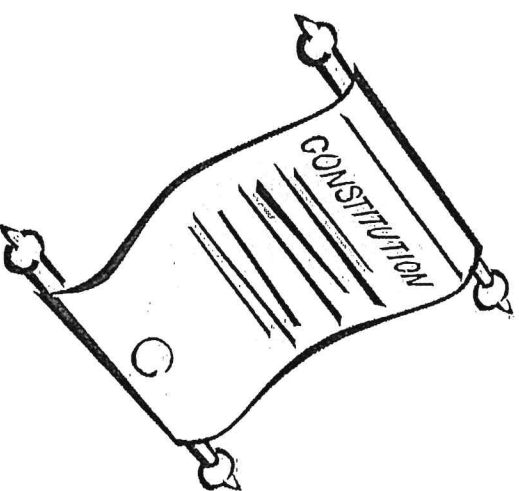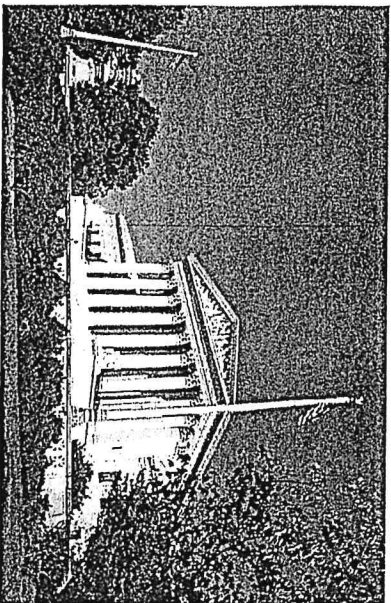
Plessy's case went to court one month after his arrest. Plessy's lawyer argued that his civil rights, as granted by the Thirteenth and Fourteenth Amendments of the U.S. Constitution, had been violated. Judge Ferguson ruled against Plessy. The judge ruled that the state of Louisiana had the power to set rules for railroads in the state. Plessy's lawyers appealed. The case went to the state supreme court. Louisiana's supreme court upheld Judge Ferguson's ruling.

Name _____

Plessy v. Ferguson

Answer the following questions AFTER you have completed this book.

1. **The separation of groups of people by color or race is called**

_____

2. The *Plessy v. Ferguson* Supreme Court ruling made

_____

legal.

3. **Segregation laws were also called**

_____

laws.

Plessy's lawyers appealed to the U.S. Supreme Court. Four years later in April 1896, the highest law of the land heard the case. In ruling on *Plessy v. Ferguson*, the Supreme Court decided that it was all right for businesses to force blacks to use separate facilities as long as the black facilities were "equal." Because of this ruling, segregation laws were legal under the rule that became known as "separate but equal." After Plessy's case was lost, most black people felt it was useless to challenge any segregation laws. Segregation became the law of the land until the middle of the twentieth century.

4. Explain why the Supreme Court ruling in *Plessy v. Ferguson* was important.

_____

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edHelper.

<i> Plessy v. Ferguson</i>

CIVIL RIGHTS SEPARATE BUT EQUAL JIM CROW LAWS
SUPREME COURT SEGREGATION CONSTITUTION

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S T C I V I L R I G H T S N C I V I L R I G H T S
N O I T U T I T S N O C O N O I T U T I T S N O C
E A S T H G I R L I V I C S U P R E M E C O U R T
S R C M S E P A R A T E B U T E Q U A L O C Q E R
I L I T N O S R I A E N O I T U T I T S N O C N A
T A V U Q T I I G T C I V I L R I G H T S U G N E
L U I S U P R E M E C O L S E G R E G A T I O N T
A Q L I S C R S U P R E M E C O U R T S I I U M E
U E R Q E G S W A L W O R C M I J E M E T B U H S
Q T I C E C S E S W A L W O R C M I J A U S C A I
E U G S T C G S W A L W O R C M I J G C T L I S W
T B V C O N S T I T U T I O N E R E L H I A V T I
U E C I V I L R I G H T S P V O R O G A O U I R M
B T J S T H G I R L I V I C U G T I O I N Q L T N
E A S T H G I R L I V I C U E O R J U L G E R L E
T R C J I M C R O W L A W S O L N P A U C T I A E
A A E S E G R E G A T I O N I N R T T S U G U G
R P C I V I L R I G H T S V A S E R L W N B H Q E
A E U S W A L W O R C M I J A C U A A O U E T E R
P S E P S W A L W O R C M I J O U L I B S T S T O
E A L J I M C R O W L A W S C Q W T E W S A E U G
S I C I V I L R I G H T S E E O U E A L M R G B T
S E G R E G A T I O N O M T R T I L R M R A T E A
S W A L W O R C M I J E U C I C W M R E N P G T N
T V L N S M L A O E R B M T I O O M C O C E A A U
O I A O N V N A R P E I S R V U N I S T S S R C
U I U I O E O T U T J N R C J S I T S S R W I A C
S C Q T I E I S A Q O O M S O I A L G T A E I P O
T O E U T O T R L C E I C S W G M O R L I T I E R
H N T T A G A P P T J T T I E A A C W I P T P S Q
G S U I G P G A I T A A U R V G L O R I G I U S A
I T B T E R E S B P S G G B B I R W R O G H I T T
R I E S R O R E I E C E E L E C L E O S W W T M T
L T T N G U G R L O S R R R M T I R G R P L S S E
I U A O E R E E N A G G S I G I A S I A C G A R M
V T R C S P S T E V R E J R T E O R E G T M L W U
I I A N O I T U T I T S N O C L S A A U H I I M S
C O P S E P A R A T E B U T E Q U A L P R T O J I
N N E G J I M C R O W L A W S R A E T E E T S N W
L A S G L A U Q E T U B E T A R A P E S W S R M I
U C T S E E E C B E N A P U E C N S C S A E S S U
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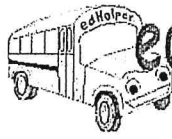
<i> Plessy v. Ferguson*</i>*

Write down how many times you found each word. If you found a word five times then write 5.

1. _____ CIVIL RIGHTS
2. _____ SUPREME COURT
3. _____ SEPARATE BUT EQUAL
4. _____ SEGREGATION
5. _____ JIM CROW LAWS
6. _____ CONSTITUTION

Mixed Review

Write each improper fraction as a mixed number in simplest form.

1. $\frac{14}{3}$	2. $\frac{51}{8}$	3. $\frac{67}{12}$	4. $\frac{15}{11}$
5. $\frac{5}{2}$	6. $\frac{18}{5}$	7. $\frac{29}{10}$	8. $\frac{27}{7}$

Circle the equivalent fraction.

9. $\frac{2}{3}$	10. $\frac{1}{5}$
$\frac{3}{2}$ $\frac{4}{6}$ $\frac{2}{9}$ $\frac{4}{5}$	$\frac{7}{5}$ $\frac{5}{1}$ $\frac{4}{20}$ $\frac{1}{7}$

Write two equivalent fractions for each.

11. $\frac{7}{11}$	12. $\frac{6}{10}$	13. $\frac{1}{2}$
14. $\frac{2}{7}$	15. $\frac{2}{6}$	16. $\frac{2}{4}$
17. $\frac{4}{5}$	18. $\frac{3}{9}$	19. $\frac{9}{12}$

Compare. Write <, >, or =.

20. $\frac{2}{4}$ ◯ $\frac{3}{4}$	21. $\frac{4}{4}$ ◯ $\frac{2}{4}$	22. $\frac{2}{3}$ ◯ $\frac{2}{6}$
23. $\frac{1}{7}$ ◯ 1	24. $\frac{4}{5}$ ◯ $\frac{8}{11}$	25. $\frac{1}{2}$ ◯ $\frac{2}{2}$

Order the fractions from greatest to least.

26. $\frac{5}{6}$, $\frac{45}{9}$, $\frac{15}{4}$	27. $\frac{2}{8}$, $\frac{4}{16}$, $\frac{1}{5}$	28. $\frac{5}{7}$, $\frac{4}{7}$, $\frac{3}{7}$
29. $\frac{2}{3}$, $\frac{4}{6}$, $\frac{8}{12}$	30. $\frac{4}{12}$, $\frac{1}{6}$, $\frac{1}{3}$	31. $\frac{1}{2}$, $\frac{4}{8}$, $\frac{2}{4}$

Complete.

32. Which of the following fractions is written in reduced form (lowest terms)? How do you know? $\frac{20}{32}$, $\frac{3}{6}$, $\frac{4}{20}$, $\frac{17}{18}$	33. Explain how to expand the fraction 1/3 into a fraction with 18 as a denominator.

Solve.

34. Jordan checked out fifty-four books from the library. Five-ninths of them were mystery books. How many of the books that she checked out were not mystery books?	35. There are twenty-one students in our class. A third of the students are boys. How many girls are in our class?

Circle the improper fraction which is equal to the mixed number.

36. $4\frac{1}{5}$	37. $2\frac{1}{2}$
$\frac{3}{1}$ $\quad$ $\frac{6}{5}$ $\quad$ $\frac{21}{5}$ $\quad$ $\frac{4}{1}$	$\frac{163}{8}$ $\quad$ $\frac{5}{2}$ $\quad$ $\frac{5}{4}$ $\quad$ $\frac{81}{4}$

Find the fractional part of the number.

38. $\frac{2}{3}$ of 9	39. $\frac{4}{6}$ of 54	40. $\frac{1}{2}$ of 16	41. $\frac{3}{4}$ of 40
42. $\frac{1}{5}$ of 25	43. $\frac{5}{7}$ of 49	44. $\frac{6}{8}$ of 48	45. $\frac{7}{10}$ of 40

Write each fraction in simplest form.

46. $\frac{4}{12}$	47. $\frac{9}{30}$	48. $\frac{1}{7}$	49. $\frac{16}{44}$	50. $\frac{20}{40}$
51. $\frac{24}{48}$	52. $\frac{2}{18}$	53. $\frac{15}{40}$	54. $\frac{6}{42}$	55. $\frac{6}{12}$
56. $\frac{9}{27}$	57. $\frac{25}{50}$	58. $\frac{6}{22}$	59. $\frac{16}{48}$	60. $\frac{16}{32}$

Find the value of n.

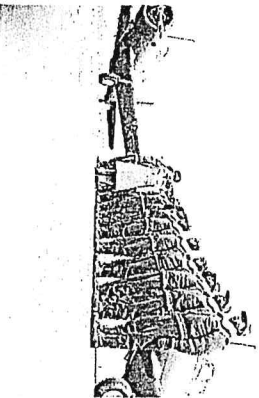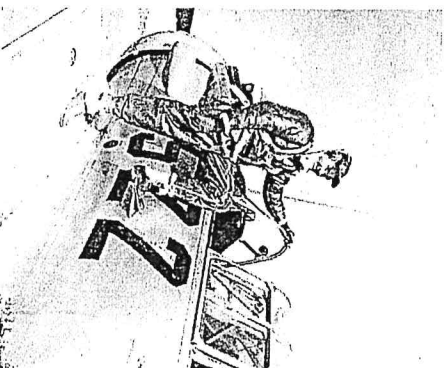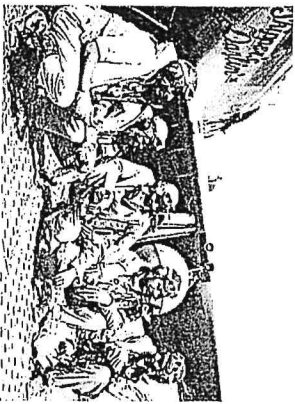| 61. $\frac{11}{2} = \frac{22}{n}$	62. $\frac{8}{5} = \frac{n}{30}$	63. $\frac{3}{2} = \frac{15}{n}$	64. $\frac{6}{3} = \frac{n}{6}$
$n = $ _____	$n = $ _____	$n = $ _____	$n = $ _____

WES AMI
DAY 2

The Tuskegee Airmen

by Sheri Skelton

Answer the following questions BEFORE you read this book. It is okay if you do not know as much as you thought. Do the best you can!

1. Who were the Tuskegee Airmen and why were they important?

_____

_____

2. What are some examples of racial segregation?

_____

_____

3. What characteristics does a person facing discrimination need to have to overcome that discrimination?

_____

_____
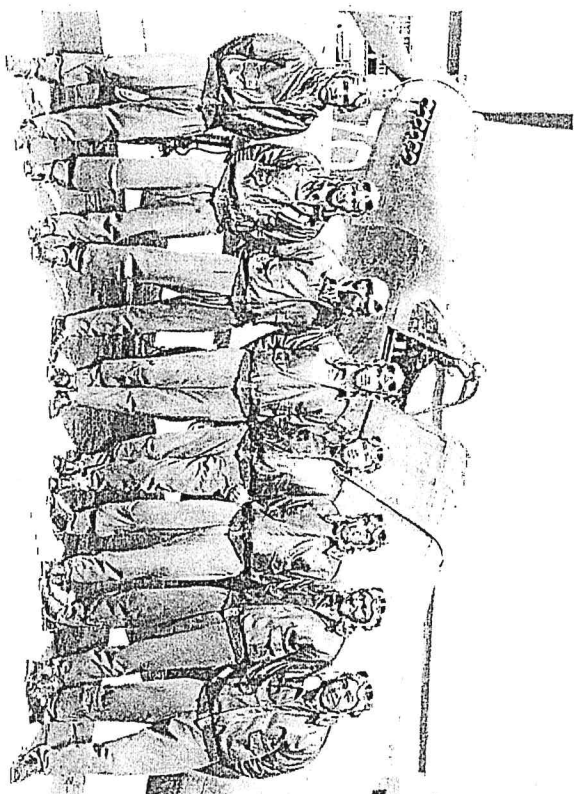
The Tuskegee Airmen were a group of African Americans who served in the Army Air Corps during World War II. The airmen were the first African Americans to qualify as military pilots in any branch of the armed forces. The name often refers to only combat aviators. However, the group also included bombardiers and navigators. Some members served as nurses, cooks, instructors, gate guards, and various other support personnel.

Keep us flying!

BUY WAR BONDS

At the outset of World War II, racial segregation was still a policy of the U.S. War Department. Blacks were trained separately from whites. Blacks weren't allowed into elite military units. They also served in separate units. The black units were staffed by white officers. In 1941, the Army Air Corps began a flight-training program for African Americans. The training would take place at the Tuskegee Institute in Alabama.


Charles Anderson was the chief civilian flight instructor. He was a self-taught African American pilot. He had been flying since 1929. He had established a pilot training program for civilians at the institute two years earlier. The Tuskegee program received a great deal of publicity a few months after it began. First Lady Eleanor Roosevelt visited Tuskegee Institute. She requested that she be taken on a flight. Anderson was her pilot.

Draw a flyer that publicizes the upcoming visit of First Lady Eleanor Roosevelt at Tuskegee Institute.
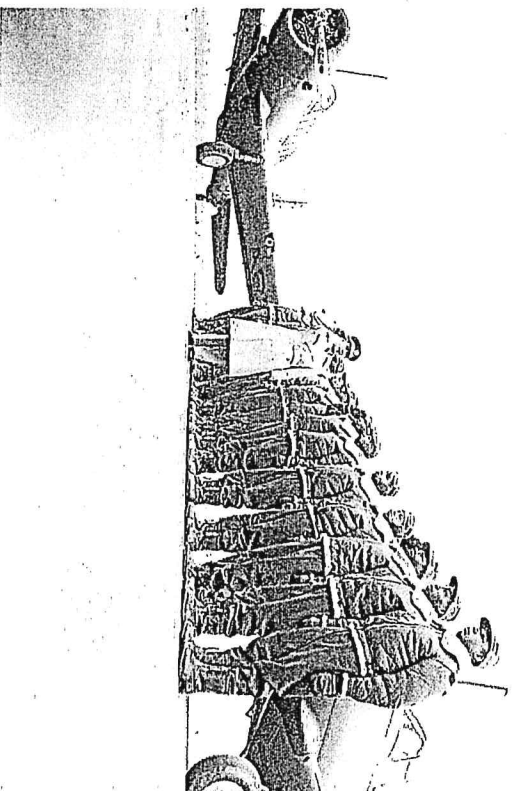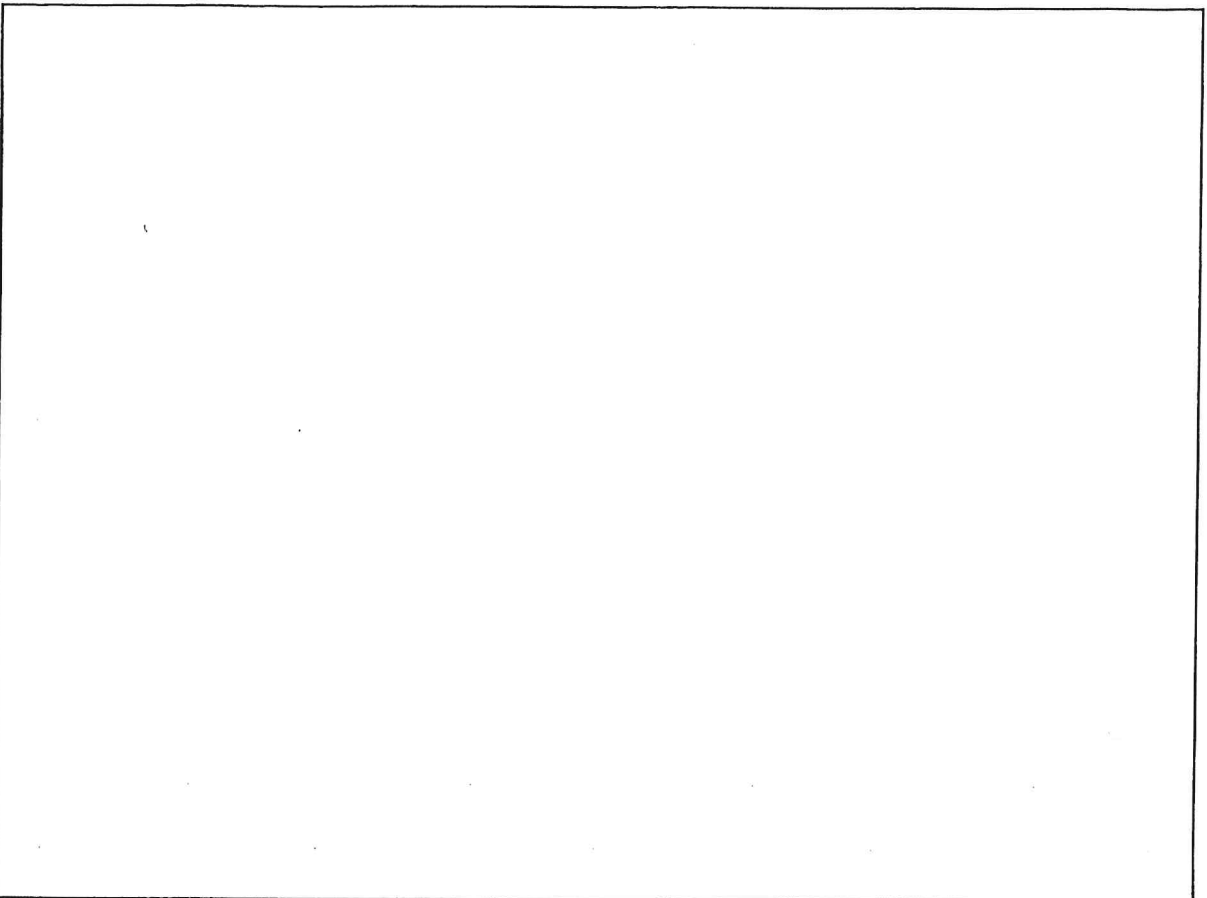
In July, twelve aviation cadets and one student officer started their primary flight training. They were the first African American pilot candidates. Four months later, four of the cadets and the student officer had completed the initial requirements of the program. They moved on to the basic and advanced training courses at Tuskegee Army Air Field. On March 7, 1942, the first class graduated. They became the nation's first African American military pilots.

Draw a picture of the first class of graduates receiving their wings.
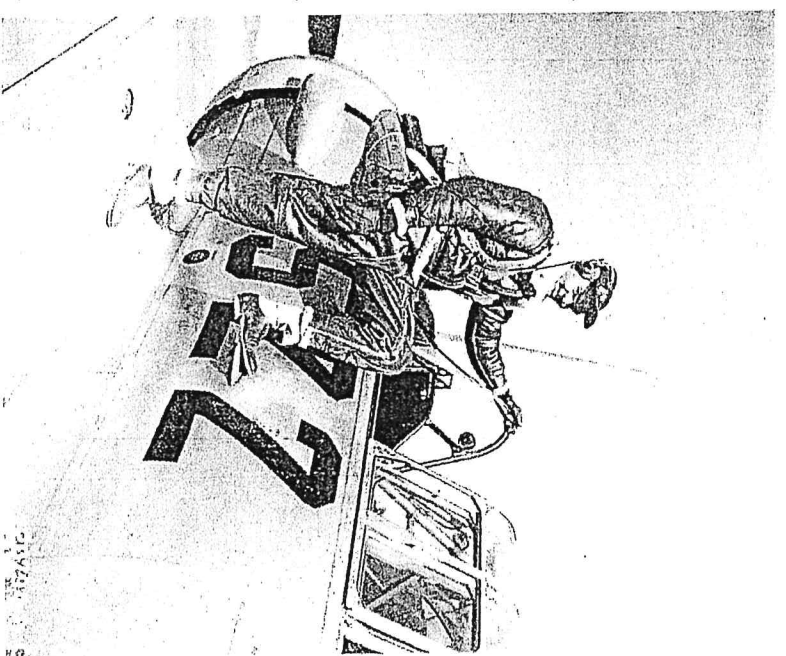
One of those first graduates was Benjamin O. Davis, Jr. Davis was the first black officer to fly solo in an Army Air Corps plane. His rank was captain. Several months later he was promoted to lieutenant colonel. He was named the commander of the 99th Pursuit Squadron. The unit was the first all-black air unit. The squadron was sent to North Africa in the spring of 1943. They engaged in combat for the first time soon after that.
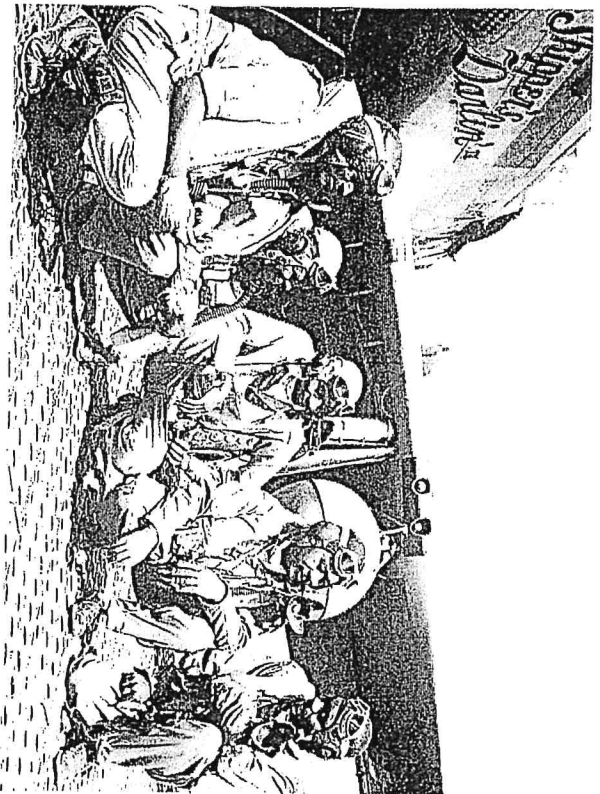
In September, Davis took command of the 332nd Fighter Group. This was a larger all-black unit. It consisted of four fighter squadrons. The 332nd served as escorts for bomber missions. Some of the missions took the squadrons deep into German territory. The squadrons soon developed a reputation for tenacity. They stuck with the bombers they were assigned to protect. White bomber pilots requested them as escorts.
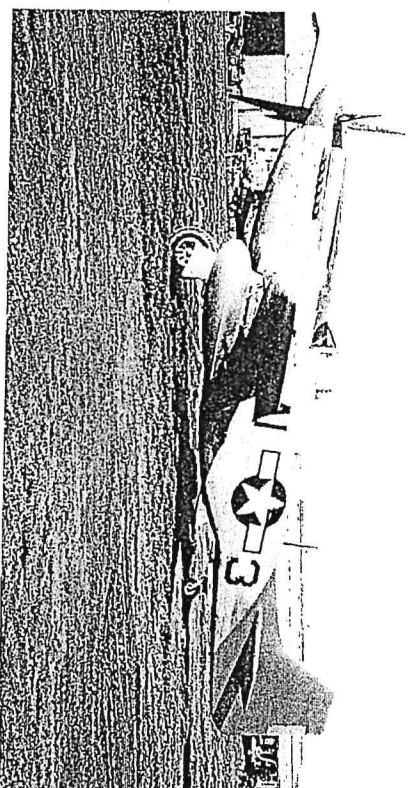
The Tuskegee trained pilots flew aircraft with bright red tails. The paint scheme was used to distinguish friendly aircraft from enemy planes. Allies often referred to the Tuskegee Airmen as "Red Tails." They were also called "Red-Tail Angels." The 332nd had an impressive record. Individual pilots in the group earned 96 Distinguished Flying Crosses during the war.

Draw a picture of a few Red Tails flying in formation.

The final class of aviation cadets graduated from Tuskegee Army Air Field in June 1946. During the time the program was operating, 996 men earned their wings. The success of the Tuskegee aviators was a critical factor in the ending of racial discrimination in the military. One of the program's graduates would become the first African American four-star general. His name was Daniel James, Jr.

The Tuskegee Airmen were young black Americans with strong patriotic feelings. They were eager to serve in the military. They wanted to be pilots. They wanted to do work that hadn't been available to them in the past. They were persistent. They were courageous. On March 29, 2007, the Tuskegee Airmen were collectively awarded the Congressional Gold Medal. It's currently on display at the Smithsonian Institution.

Answer the following questions AFTER you have completed this book.

1. Why did the Allies often refer to the Tuskegee Airmen as "Red Tails" or "Red-Tail Angels"?

_____

_____

2. Why did white bomber pilots request the squadrons of the 332nd as escorts?

_____

_____

3. The following three items were significant events in the life of Charles Anderson. Rank the items from 1-3, with 1 being the most significant event.

_____ taking First Lady Eleanor Roosevelt on a flight

_____ teaching himself to fly a plane

_____ becoming the chief civilian flight instructor at Tuskegee Institute

4. List two examples of the policy of racial segregation practiced by the U.S. War Department at the outset of World War II.

_____

_____

5. What award did the Tuskegee Airmen receive in 2007?

_____

_____

6. Imagine that you are a reporter covering First Lady Eleanor Roosevelt's visit to Tuskegee Institute. Write a story about her visit. Include details about her historic flight with Charles Anderson as the pilot.

_____

_____

_____

_____

_____

_____

_____

_____

7. Imagine that you are one of the trainees accepted into the program at Tuskegee Institute. Write several entries in your journal about the program. How does it feel to be a part of the program? Do you have fears? What do you hope to accomplish?

_____

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The Tuskegee Airmen

NAVIGATORS   PATRIOTIC   ELITE   ALLIES

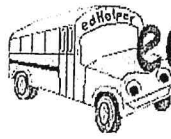BOMBARDIERS   TENACITY   SEGREGATION

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P A T R I O T I C T E N A C I T Y A L L I E S B E
M O S E G R E G A T I O N S E G R E G A T I O N O
E A C I T O I R T A P E A C I T O I R T A P A I I
S E I L L A P A T R I O T I C N A V I G A T O R S
N P N O I T A G E R G E S R Y T I C A N E T T O C
G A E I S E I L L A N O I T A G E R G E S L T G E
P T E N A C I R B O M B A R D I E R S A L L I E M
A R C I T O I R T A P O T A L L I E S T L I R T L
R O E I T S I A A L L I E S L O I E T E E T I E R
I T L Y T T R T V E I E E E E L T S I O I I T E I
O I I S T O E O O I L G L T L G I L L L M I L T S
T C T E C A I N T I G I A I I V L E E B L Y A L G
I Y E G I N G R A A R A T L T A E O S E T I L E A
C T E R T O A I T C G T T E E E O E T I L E L C T
N I B E O I S N V A I I A O R I T S C S S I I I S
O C S G I T R S A A P T V P R I T A I R R A E T R
I A R A R A O R E L N N Y A L S N S T O O B T O O
T N O T T G T O L V L A O E N E I E O T T O M I E
A E T I A E A T I T I P V I T R E I I A A M N R G
G T A O P R G A T E N A C I T Y B L R G G B O T G
E N G N I G I G E S Y A E C G A R L T I I A I A R
R I I T R E V I S L E S T G I A G A A V V R T P A
G L V T N S A V P T I I I E S T T E P A A D A T R
E L A L E A N A I A P T L T T T O O R N N I G E A
S A N A L L A N S T T A E L T E T I R G E E E N A
S R E I D R A B M O B R T N A E N Y R S E R R A O
S E G R E G A T I O N E I R A E N A T T I S G C L
R C E L I A L L I E S R E O I C L A C I A R E I E
S R O T A G I V A N L L M I T O C I C I C P S T G
I I G L T E N A C I T Y T N L I T I T I T A N Y T
B O M B A R D I E R S I A I E L C I T E T Y N S G
E I A B E T I L E S E S E I L L A O C G B Y L E I
T A L L I E S Y T I C A N E T E I S Y A L L A I T
I I N A V I G A T O R S G T N R A T E N A C I L A
L S E S I N N S E G R E G A T I O N E L I T E L I
E A A E E G E I E L I T E P A T R I O T I C O E A
N A V I G A T O R S O E P T O D Y T I C A N E T R
A T R L L E L I C A P A T R I O T I C I E L I T L
A E T L M L G L L A S E G R E G A T I O N E E L I
F F R A A T A F R F O E E N A T I A A A E C E G I S
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The Tuskegee Airmen

Write down how many times you found each word. If you found a word five times then write 5.

1. _____ NAVIGATORS
2. _____ BOMBARDIERS
3. _____ PATRIOTIC
4. _____ TENACITY
5. _____ ELITE
6. _____ SEGREGATION
7. _____ ALLIES

Mixed Review

Find the value of *y*.

1. $\dfrac{3}{y} \times \dfrac{1}{3} = 1$ $y = $ _____	2. $\dfrac{y}{2} \times \dfrac{1}{2} = \dfrac{1}{4}$ $y = $ _____	3. $\dfrac{1}{4} \times \dfrac{5}{y} = \dfrac{5}{32}$ $y = $ _____	4. $\dfrac{4}{7} \times \dfrac{y}{1} = 4\dfrac{4}{7}$ $y = $ _____
5. $\dfrac{2}{3} \times \dfrac{1}{4} = \dfrac{1}{y}$ $y = $ _____	6. $\dfrac{y}{1} \times \dfrac{1}{3} = 2$ $y = $ _____	7. $\dfrac{9}{11} \times \dfrac{1}{y} = \dfrac{9}{22}$ $y = $ _____	8. $\dfrac{3}{5} \times \dfrac{y}{3} = \dfrac{2}{5}$ $y = $ _____

Find the value of *y*.

9. $3\dfrac{y}{11} \times \dfrac{1}{3} = 1\dfrac{1}{11}$ $y = $ _____	10. $5 \times 2\dfrac{1}{y} = 11\dfrac{2}{3}$ $y = $ _____	11. $1\dfrac{1}{3} \times \dfrac{2}{3} = \dfrac{8}{y}$ $y = $ _____	12. $\dfrac{7}{10} \times \dfrac{1}{2} = \dfrac{y}{20}$ $y = $ _____
13. $\dfrac{1}{3} \times 1\dfrac{y}{3} = \dfrac{5}{9}$ $y = $ _____	14. $\dfrac{y}{6} \times 9 = 7\dfrac{1}{2}$ $y = $ _____	15. $\dfrac{1}{2} \times 3\dfrac{9}{10} = 1\dfrac{y}{20}$ $y = $ _____	16. $\dfrac{5}{7} \times \dfrac{y}{6} = \dfrac{5}{42}$ $y = $ _____

Divide. Write your answer as a mixed number in simplest form.

17. $3\dfrac{2}{8} \div \dfrac{4}{6} = $	18. $1\dfrac{6}{11} \div \dfrac{2}{8} = $	19. $\dfrac{1}{6} \div 8 = $	20. $\dfrac{7}{9} \div 1\dfrac{7}{12} = $
21. $\dfrac{11}{12} \div \dfrac{1}{2} = $	22. $2\dfrac{1}{2} \div \dfrac{1}{4} = $	23. $\dfrac{2}{4} \div \dfrac{6}{7} = $	24. $3\dfrac{1}{3} \div 9 = $

Find the value of y.

25. $\dfrac{y}{6} \div \dfrac{5}{9} = 1\dfrac{1}{2}$ y = _____	26. $\dfrac{3}{7} \div \dfrac{1}{9} = 3\dfrac{6}{y}$ y = _____	27. $\dfrac{4}{1} \div \dfrac{7}{9} = 5\dfrac{y}{7}$ y = _____	28. $\dfrac{1}{11} \div \dfrac{6}{y} = \dfrac{1}{66}$ y = _____
29. $\dfrac{7}{y} \div \dfrac{2}{3} = \dfrac{7}{8}$ y = _____	30. $\dfrac{1}{4} \div \dfrac{y}{1} = \dfrac{1}{28}$ y = _____	31. $\dfrac{5}{y} \div \dfrac{8}{9} = \dfrac{5}{8}$ y = _____	32. $\dfrac{4}{5} \div \dfrac{3}{7} = 1\dfrac{y}{15}$ y = _____

Find the value of y.

33. $\dfrac{1}{3} \times 2\dfrac{4}{9} = \dfrac{22}{y}$ y = _____	34. $1\dfrac{2}{5} \div \dfrac{y}{11} = 3\dfrac{2}{25}$ y = _____	35. $\dfrac{y}{2} \times \dfrac{1}{2} = \dfrac{1}{4}$ y = _____	36. $9 \div \dfrac{y}{3} = 27$ y = _____
37. $2\dfrac{6}{7} \times 1\dfrac{3}{y} = 5$ y = _____	38. $\dfrac{1}{3} \div 4 = \dfrac{y}{12}$ y = _____	39. $1\dfrac{1}{2} \div 3\dfrac{1}{5} = \dfrac{y}{32}$ y = _____	40. $\dfrac{6}{y} \times 1\dfrac{7}{8} = 1\dfrac{1}{44}$ y = _____

Divide. Write your answer as a mixed number in simplest form.

41. $\dfrac{1}{10} \div \dfrac{9}{11} =$	42. $\dfrac{9}{12} \div \dfrac{4}{5} =$	43. $1 \div \dfrac{5}{12} =$	44. $\dfrac{6}{7} \div 8 =$
45. $\dfrac{3}{4} \div \dfrac{8}{12} =$	46. $\dfrac{1}{2} \div 6 =$	47. $\dfrac{6}{9} \div \dfrac{1}{4} =$	48. $2 \div \dfrac{3}{5} =$

Multiply. Write your answer as a mixed number in simplest form.

49. $\dfrac{1}{2} \times \dfrac{4}{12} =$	50. $\dfrac{1}{7} \times \dfrac{7}{10} =$	51. $\dfrac{2}{11} \times \dfrac{1}{2} =$	52. $\dfrac{4}{8} \times \dfrac{5}{7} =$
53. $1 \times \dfrac{2}{7} =$	54. $\dfrac{1}{4} \times \dfrac{2}{4} =$	55. $\dfrac{2}{3} \times 3 =$	56. $4 \times \dfrac{7}{9} =$

Multiply. Write your answer as a mixed number in simplest form.

57. $9 \times \dfrac{4}{6} =$	58. $\dfrac{8}{12} \times 3\dfrac{1}{5} =$	59. $\dfrac{2}{9} \times \dfrac{2}{4} =$	60. $2\dfrac{4}{5} \times \dfrac{5}{7} =$
61. $\dfrac{9}{10} \times 1\dfrac{2}{4} =$	62. $3\dfrac{3}{4} \times \dfrac{5}{9} =$	63. $\dfrac{1}{8} \times 1\dfrac{4}{7} =$	64. $3\dfrac{4}{7} \times \dfrac{6}{9} =$

Complete. Write your answer as a mixed number in simplest form.

65. $\dfrac{4}{10} \times 5 =$	66. $\dfrac{1}{2} \times \dfrac{3}{12} =$	67. $\dfrac{6}{8} \div \dfrac{7}{10} =$	68. $\dfrac{1}{9} \div \dfrac{2}{8} =$
69. $\dfrac{2}{3} \div \dfrac{1}{2} =$	70. $\dfrac{10}{11} \times \dfrac{1}{2} =$	71. $\dfrac{3}{4} \div \dfrac{3}{5} =$	72. $\dfrac{1}{5} \times \dfrac{2}{4} =$

Find the value of *y*.

73. $\dfrac{y}{6} \div 2\dfrac{1}{5} = \dfrac{25}{66}$ $y = \underline{\hspace{1cm}}$	74. $3\dfrac{4}{9} \div \dfrac{2}{3} = 5\dfrac{1}{y}$ $y = \underline{\hspace{1cm}}$	75. $9 \div 1\dfrac{y}{2} = 6$ $y = \underline{\hspace{1cm}}$	76. $\dfrac{6}{y} \div 6 = \dfrac{1}{7}$ $y = \underline{\hspace{1cm}}$
77. $\dfrac{7}{10} \div \dfrac{y}{5} = \dfrac{7}{8}$ $y = \underline{\hspace{1cm}}$	78. $1\dfrac{2}{3} \div \dfrac{1}{y} = 5$ $y = \underline{\hspace{1cm}}$	79. $\dfrac{1}{2} \div 3\dfrac{2}{3} = \dfrac{y}{22}$ $y = \underline{\hspace{1cm}}$	80. $1\dfrac{1}{2} \div 8 = \dfrac{y}{16}$ $y = \underline{\hspace{1cm}}$

WES AMI

DAY 3

Slavery in the North

Sojourner Truth

In 1806, 9-year-old Isabella Baumfree and her family lived on the property of Charles Ardinburgh of Ulster County in New York. When Ardinburgh died, Isabella found her mother in tears.

"Mau-mau, what makes you cry?" Isabella asked.

"Oh, my child, I am thinking of your brothers and sisters that have been sold away from me," her mother replied.

Soon after, Isabella too was separated from her mother. She was auctioned-along with other slaves, horses, and cattle-and purchased for $100. She was sold again and again, from master to master, until she was emancipated in 1828.

Students of history know Isabella better by the name she chose as an adult-Sojourner Truth. Truth was an abolitionist. She spoke out against slavery. But what some people may not know is that Truth was one of thousands of slaves who were bought, sold, and forced to do labor in the North.

"Many people are surprised when you talk about slavery in the North," Alan Singer, a professor of education at Hofstra University, told *Senior Edition*. "We associate slavery with the South, even though the biggest importer of slaves-after South Carolina-was New York City."

Historians are beginning to bring slavery in the North into the spotlight. The New York Historical Society recently presented an exhibition on slavery in that state. Singer, who travels the country to talk to students about slavery in the North, wants people to remember that slavery was a national institution.

The slave trade helped finance the Industrial Revolution in many major Northern cities, such as Boston and New York City. The Industrial Revolution was a period of rapid growth in the use of machinery in the early 1800s. Many U.S. businesses got their start with profits from slave-produced goods and the slave trade.

It's important to understand how slavery affected the entire country, because its effects linger through discrimination, Singer says. "Kids see slavery as something that happened in the deep past," he told *Senior Edition*. "I want children to know that we still live with the effects of that slavery society."

Vocabulary

discrimination

noun

definition: the act of treating some people unfairly because of prejudice.
               The civil rights movement fought to bring an end to discrimination in this country.

Spanish: discriminación

emancipate

verb

definition: to free from slavery or other control.
               The prisoner was emancipated when they found he was not guilty.
Spanish: emancipar
forms: emancipated, emancipates, emancipating

abolitionist

noun

definition: a person who supported Abolition, or the ending of slavery, before the Civil War.
               Many people who supported women's rights were also abolitionists.
Spanish: abolicionista, supresor

Name: _____ Date: _____

1. According to the passage, what might some people not know about Sojourner Truth?

    A. She was a slave in the North.

    B. She was emancipated in 1828.

    C. She was sold for 100 dollars.

    D. She was an abolitionist.

2. According to the passage, what was one effect of slavery in many major Northern cities?

    A. Slavery slowed the growth of many U.S. businesses in the Northern cities.

    B. Slavery put an end to the Industrial Revolution in the Northern cities.

    C. Slavery stopped the growth of machinery in the Northern cities in the 1800s.

    D. Slavery helped finance the Industrial Revolution in the Northern cities.

3. Historians are trying to draw attention to slavery in the North. What evidence from the passage best supports this statement?

    A. Thousands of slaves were bought, sold, and forced to do labor in the North.

    B. Kids see slavery as something that happened a long time ago, according to Singer

    C. The New York Historical Society presented an exhibition on slavery in that state.

    D. Industrial Revolution was a period of rapid growth in the use of machinery in the early 1800s.

4. What can you conclude about Sojourner Truth after reading the passage?

    A. She knows Alan Singer.

    B. She was shy and quiet.

    C. She lives in New York.

    D. She was outspoken.

5. What is the main idea of this passage?

    A. The Industrial Revolution began in the early 1800s.

    B. Sojourner Truth was emancipated from slavery in 1828.

    C. Alan Singer is a professor of education at Hofstra University.

    D. Historians are teaching people about slavery in the North.

6. Read this sentence from the passage: "We **associate** slavery with the South, even though the biggest importer of slaves-after South Carolina-was New York City."

As used in this sentence, what does the word "**associate**" mean?

    A. explain

    B. judge

    C. mourn

    D. connect

7. Choose the answer that best completes the sentence below.

Many people associate slavery with the South, _____ slavery was in the North too, says Alan Singer.

    A. but

    B. for

    C. because

    D. until

8. According to Alan Singer, why are many people surprised when we talk about slavery in the North?

_____

_____

_____

9. How did slavery in the North impact the Industrial Revolution?

_____

_____

_____

10. Explain whether it is important for organizations like The New York Historical Society to teach people about slavery in the North. Use information from the passage to support your answer.

_____

_____

_____

Mixed Review
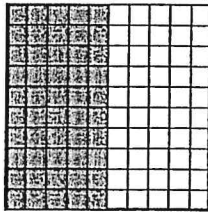
Solve each equation.

1. 2c = 32	2. 30 = 15x	3. 8 = a ÷ 9
4. $\dfrac{v}{11}$ = 13	5. 180 ÷ u = 10	6. 10w = 40
7. 19 = 133 ÷ r	8. 90 = 6f	9. 7 = $\dfrac{b}{16}$

Find the difference. Write your answer as a mixed number in simplest form.

10.	11.	12.	13.	14.
$\dfrac{3}{4}$ $-\ \dfrac{2}{4}$	$\dfrac{8}{9}$ $-\ \dfrac{5}{9}$	$\dfrac{7}{8}$ $-\ \dfrac{5}{8}$	$\dfrac{2}{3}$ $-\ \dfrac{1}{3}$	$\dfrac{3}{4}$ $-\ \dfrac{1}{4}$

Write the percent of the shaded portion in each grid.

15.	16.

Complete each divisibility table. Write <u>yes</u> if the number is divisible by the given number. Write <u>no</u> if it is not divisible by the given number.

17. 315	18. 512	19. 375	20. 2,738
by 2 _____	by 3 _____	by 2 _____	by 2 _____
by 3 _____	by 4 _____	by 4 _____	by 5 _____
by 5 _____	by 7 _____	by 5 _____	by 7 _____
by 6 _____	by 8 _____	by 7 _____	by 8 _____
by 7 _____	by 9 _____	by 9 _____	by 9 _____

Find the perimeter of each polygon.

21.

$\overline{PE}=17$ cm $\overline{ZS}=44$ cm $\overline{ZH}=40$ cm $\overline{VH}=18$ cm

$\overline{PG}=44$ cm $\overline{QK}=61$ cm $\overline{KN}=19$ cm $\overline{VF}=16$ cm

$\overline{GS}=38$ cm $\overline{QE}=86$ cm $\overline{NA}=16$ cm $\overline{AF}=49$ cm

Fill in the missing digits.

22.	23.
☐ 0 , ☐ 1 8 - 9 , 7 9 ☐ ―――――― 2 ☐ , 7 ☐ 2	5 8 , 9 6 ☐ - 2 , ☐ 6 6 ―――――― 5 ☐ , 5 ☐ 7
24.	25.
☐ 9 , ☐ 1 1 - ☐ , 7 ☐ 8 ―――――― 7 6 , 1 9 ☐	7 9 , ☐ 0 3 - ☐ 9 , 5 0 ☐ ―――――― 4 ☐ , 9 ☐ 5

Fill in the missing operations.

26. 85 ☐ 5 ☐ (72 ☐ 9) = 136
Use the operations: ×, ÷, and ÷

27. 6 ☐ 3 ☐ 24 = 27
Use the operations: - and +

Complete.

28.

Planet	Number of People
Mars	HHT I
Uranus	HHT III
Mercury	III
Saturn	HHT IIII
Pluto	HHT HHT I
Neptune	II
Jupiter	IIII

Planet You'd like to Visit

a. How many people answered the survey?

_____

b. List the planets in order from the planet with the fewest votes to the planet with the most votes.

_____

c. How many fewer people chose Mars than chose Uranus?

_____

Divide. Give the remainder (do not add any zeros to the dividend).

29.

$6\overline{)4.4}$

30.

$4\overline{)8.17}$

31.

$5\overline{)4.9}$

32.

$2\overline{)4.5}$

33.

$5\overline{)2.6}$

34.

$5\overline{)2.22}$

Complete.

35.

```
  0.77
x  0.5
_____
```

36.

```
 0.403
x  0.4
_____
```

37.

```
 0.412
x 0.019
_____
```

38.

```
  0.03
x   0.8
_____
```

39.

```
   0.8
x 0.91
_____
```

40.

```
   0.2
x 0.407
_____
```

41.

```
  0.07
x   0.4
_____
```

42.

```
 0.731
x 0.677
_____
```

Write the value of ☐.

43. $10 + \boxed{} = 18$

44. 1 hundred thousand 2 ten thousands $\boxed{}$
thousands 1 hundred 8 tens 9 ones =

45. $500{,}000 + 80{,}000 + 6{,}000 + 500 + 40 + \square = 586{,}545$

46. 1 hundred + 8 tens + $\square$ one = 181

Find the measure of the angle.

47.	48.	49.
m∠TSB = _____ m∠BSC = 26°	m∠UXL = _____ m∠LXZ = 129°	m∠GUY = _____ m∠RUQ = 29°

Complete. Write your answer as a mixed number in simplest form.

50. $1\frac{8}{12} \times \frac{2}{3} =$	51. $\frac{6}{7} \times 3\frac{1}{4} =$	52. $9 \div \frac{6}{10} =$	53. $2\frac{4}{9} \div \frac{8}{9} =$
54. $\frac{1}{3} \times 2\frac{2}{6} =$	55. $3\frac{1}{2} \div \frac{6}{7} =$	56. $\frac{2}{4} \div 3\frac{10}{11} =$	57. $3 \times \frac{5}{11} =$

Complete.

58. 638 + 4,647	59. 1,098 + 41	60. 194 + 8,856
61. 484 + 35	62. 7,885 + 5,031	63. 88 + 714
64. 7,089 + 8,441	65. 89 + 4,266	66. 161 + 624

Find the value of n.

67.	68.
Polygon QLHV: $\overline{QL}$ = 132 m $\overline{LH}$ = n $\overline{HV}$ = 60 m $\overline{VQ}$ = 225 m Perimeter = 519 m	Polygon KXQAM: $\overline{KX}$ = n $\overline{XQ}$ = 123 km $\overline{QA}$ = 198 km $\overline{AM}$ = 229 km $\overline{MK}$ = 145 km Perimeter = 977 km

WES AMI

DAY 4

George Washington Carver: The Plant Doctor
By Cindy Grigg

1   In the 1860s, Moses and Susan Carver lived on a small farm near Diamond Grove, Missouri. The Carvers owned one slave. Her name was Mary. Mary had two small children. The boys were named James and George. The boys' father died before George was born.

2   One night, raiders came to the Carver farm. They stole Mary and the two boys. George was only a baby, and James was about six years old. The men took them to sell them again as slaves. Moses Carver hired a man to find his slave. The man was able to get the boys, but he couldn't find Mary.

3   After the Civil War ended in 1865, all slaves were free. Moses and Susan Carver didn't have any children. They raised George and James as their own. The boys worked hard on the Carver farm. George was always a sickly child. He helped "Aunt Sue," as the boys called Mrs. Carver, with the housework. He collected eggs from the henhouse. He churned butter. He helped plant the garden. One of George's favorite chores was picking persimmons in the fall.

4   Another of George's favorite things was exploring the woods around their home. He collected rocks. He kept pet frogs. He also kept a secret flower garden of his own. For the hardworking farmers of that time, it was "foolishness to waste time on flowers," George later said. It was during this time that people began to call him "the plant doctor."

5   George was always asking "why." He was curious about everything. At that time, black children and white children were not allowed to go to the same schools. There was no school for black children near the Carvers' home. Susan Carver taught George to read. When George was about twelve, he decided to go away to Neosho, Missouri, where there was a school for blacks. The Carvers gave him their blessing, and George walked about twelve miles to Neosho. He carried his belongings wrapped up in a bandana.

6   In Neosho, George lived with a black family named Watkins. Mariah Watkins used herbs and plants to heal the sick black people who could not afford a doctor. Andrew Watkins was a handyman who also loved gardening. George spent a happy year with the Watkins where he learned all he could at the black school. Then he moved on.

7   George did odd jobs for a while. He tried homesteading on the Kansas prairie, but the harsh winters and droughts killing crop after crop made him move on. Finally, he was accepted as a student at a small college. Life was not easy then for George. He said, "The opening of the school found me at Simpson College in Iowa, attempting to run a laundry for my support...I lived on prayer, beef suet and corn meal, and quite often being without the suet and meal." In spite of the hardships, he earned his bachelor's degree and later a master's degree.

8   In 1896, Booker T. Washington invited George W. Carver to his school in Tuskegee, Alabama. Washington wanted George to design and run the agricultural department at Tuskegee Institute as well as teach courses and do research.

9   In Alabama as in most of the South, farmers had planted cotton year after year. The soil was poor. Plants were small and weak. Professor Carver taught farmers to plant other crops one year and plant cotton the next. Other crops like sweet potatoes, soybeans, black-eyed peas, and peanuts were planted on cotton's "off" years. This is called crop rotation. Crop rotation helps improve the soil and control pests and plant diseases. When farmers grew too much of these crops, Carver came up with new ways to use them.

10   From sweet potatoes, he made ink, sugar, starch, flour, vinegar, and molasses, just to name a few. Carver invented hundreds of new uses for peanuts including dyes for clothing, paint, face cream, massage oil, ice cream, and instant coffee. George Washington Carver became known as "the Peanut Man." Professor Carver wrote a booklet showing "105 Ways of Preparing the Peanut for Human Consumption." Up until this time, people thought that peanuts were only good for animal food.

11   Carver believed that people should treasure nature, not just take from it. He wrote, "The farmer whose soil produces less every year is unkind to it in some way." He said that people who took from the land were harming themselves. The weaker the soil became, the less plentiful and robust the crops that came from the soil.

12   Carver tried to teach the "waste not, want not" way of life that he had grown up with. Instead of using chemical fertilizers, he taught farmers to make use of manure or compost. In many ways, Carver was ahead of his time. One of his uses for peanuts was a biofuel he called "fuel briquettes." He said that people should use what they have to make what they need.

13   For the Tuskegee Institute, Carver wrote over forty booklets or bulletins, as they were called. These were simply written so that the average person could understand them. Some told how to increase crop yields. Some told how to save or preserve garden fruits and vegetables. One told farmers to feed acorns to farm animals-a free food source that many had not thought of making use of.

14   Dr. Carver taught at the Tuskegee Institute for forty-seven years. He died on January 5, 1943, after a fall down a flight of stairs. The exact day or even year of his birth is unknown, but he was about seventy-eight years old. A few months after his death, a national monument was created to honor him near his birthplace in Missouri. This was the first national monument dedicated to an African-American. It was also the first monument to a non-president.

15   Today, "the Peanut Man" is remembered also for his respect for the environment and his fellow man, whether he be black or white. Although he held three patents, most of his inventions were freely given to anyone who wanted to use them. He wanted people to use wisely what nature gave them. Before he died, he set up a foundation bearing his name with sixty thousand dollars he had saved during his lifetime. The foundation's purpose was to give scholarships to young people interested in science. The foundation also created a museum at Tuskegee Institute. The museum is full of artifacts from Carver's life. In 1990, he was inducted into the National Inventors Hall of Fame.

Name _____   **edHelper.**   Date _____

George Washington Carver: The Plant Doctor

1. Choose the best guess for the year George Washington Carver was born. Ⓐ 1864 Ⓑ 1800 Ⓒ 1850 Ⓓ 1900	2. How old was George when he left home on his own? Ⓐ 6 Ⓑ 12 Ⓒ 10 Ⓓ 15
3. Where did George first go to school? Ⓐ Tuskegee, Alabama Ⓑ Neosho, Missouri Ⓒ Simpson, Iowa Ⓓ Highland, Kansas	4. Where did George teach for 47 years? Ⓐ Neosho, Missouri Ⓑ Simpson, Iowa Ⓒ Tuskegee, Alabama Ⓓ Highland, Kansas
5. Describe what "crop rotation" means. _____ _____	6. Which of these is **not** a reason to practice crop rotation? Ⓐ Controls pests Ⓑ Improves the soil Ⓒ Controls plant diseases Ⓓ Controls rainfall
7. Which of these was **not** a use for sweet potatoes that Dr. Carver invented? Ⓐ Ink Ⓑ Sugar Ⓒ Starch Ⓓ Car wax	8. Which of these was a use for peanuts that Dr. Carver invented? Ⓐ Animal feed Ⓑ Computer disks Ⓒ Fuel Ⓓ Car wax
9. How many patents did Dr. Carver own for his work? Ⓐ 3 Ⓑ 40 Ⓒ 325 Ⓓ 105	10. What was special about the monument for Dr. Carver? Ⓐ It was the first national monument dedicated to an African-American. Ⓑ It was the first monument to a man who had never been president. Ⓒ Both a and b are correct

Name _____   edHelper.   Date _____

George Washington Carver: The Plant Doctor

Why do you think Dr. Carver developed such an interest in plants? Use examples from his life and this story to support your ideas.

_____

_____

_____

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_____

Name _____   Date _____

George Washington Carver: The Plant Doctor

Do you believe Dr. Carver deserved to be honored with a national monument? Explain why or why not.

_____

_____

_____

_____

_____

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_____

_____

_____

_____

_____

_____

George Washington Carver: The Plant Doctor
By Cindy Grigg

exact	sickly	unknown
non-President	droughts	birthplace
purpose	design	prayer
lifetime	suet	showing
robust	hardworking	briquettes

Directions: Fill in each blank with the word that best completes the reading comprehension.

In the 1860s, Moses and Susan Carver lived on a small farm near Diamond Grove, Missouri. The Carvers owned one slave. Her name was Mary. Mary had two small children. The boys were named James and George. The boys' father died before George was born.

One night, raiders came to the Carver farm. They stole Mary and the two boys. George was only a baby, and James was about six years old. The men took them to sell them again as slaves. Moses Carver hired a man to find his slave. The man was able to get the boys, but he couldn't find Mary.

After the Civil War ended in 1865, all slaves were free. Moses and Susan Carver didn't have any children. They raised George and James as their own. The boys worked hard on the Carver farm. George was always a *(1)* _____ child. He helped "Aunt Sue," as the boys called Mrs. Carver, with the housework. He collected eggs from the henhouse. He churned butter. He helped plant the garden. One of George's favorite chores was picking persimmons in the fall.

Another of George's favorite things was exploring the woods around their home. He collected rocks. He kept pet frogs. He also kept a secret flower garden of his own. For the *(2)* _____ farmers of that time, it was "foolishness to waste time on flowers," George later said. It was during this time that people began to call him "the plant doctor."

George was always asking "why." He was curious about everything. At that time, black children and white children were not allowed to go to the same schools. There was no school for black children near the Carvers' home. Susan Carver taught George to read. When George was about twelve, he decided to go away to Neosho, Missouri, where there was a school for blacks. The Carvers gave him their blessing, and George walked about twelve miles to Neosho. He carried his belongings wrapped up in a bandana.

In Neosho, George lived with a black family named Watkins. Mariah Watkins used herbs and plants to heal the sick black people who could not afford a doctor. Andrew Watkins was a handyman who also loved gardening. George spent a happy year with the Watkins where he learned all he could at the black school. Then he moved on.

George did odd jobs for a while. He tried homesteading on the Kansas prairie, but the harsh winters and *(3)* _____ killing crop after crop made him move on. Finally, he was accepted as a student at a small college. Life was not easy then for George. He said, "The opening of the school found me at

Simpson College in Iowa, attempting to run a laundry for my support...I lived on
(4) _____ , beef suet and corn meal, and quite often being without the
(5) _____ and meal." In spite of the hardships, he earned his bachelor's degree and later
a master's degree.

In 1896, Booker T. Washington invited George W. Carver to his school in Tuskegee, Alabama. Washington
wanted George to (6) _____ and run the agricultural department at Tuskegee Institute as
well as teach courses and do research.

In Alabama as in most of the South, farmers had planted cotton year after year. The soil was poor. Plants
were small and weak. Professor Carver taught farmers to plant other crops one year and plant cotton the next.
Other crops like sweet potatoes, soybeans, black-eyed peas, and peanuts were planted on cotton's "off" years.
This is called crop rotation. Crop rotation helps improve the soil and control pests and plant diseases. When
farmers grew too much of these crops, Carver came up with new ways to use them.

From sweet potatoes, he made ink, sugar, starch, flour, vinegar, and molasses, just to name a few. Carver
invented hundreds of new uses for peanuts including dyes for clothing, paint, face cream, massage oil, ice
cream, and instant coffee. George Washington Carver became known as "the Peanut Man." Professor Carver
wrote a booklet (7) _____ "105 Ways of Preparing the Peanut for Human
Consumption." Up until this time, people thought that peanuts were only good for animal food.

Carver believed that people should treasure nature, not just take from it. He wrote, "The farmer whose soil
produces less every year is unkind to it in some way." He said that people who took from the land were harming
themselves. The weaker the soil became, the less plentiful and (8) _____ the crops that
came from the soil.

Carver tried to teach the "waste not, want not" way of life that he had grown up with. Instead of using
chemical fertilizers, he taught farmers to make use of manure or compost. In many ways, Carver was ahead of
his time. One of his uses for peanuts was a biofuel he called "fuel (9) _____ ." He said
that people should use what they have to make what they need.

For the Tuskegee Institute, Carver wrote over forty booklets or bulletins, as they were called. These were
simply written so that the average person could understand them. Some told how to increase crop yields. Some
told how to save or preserve garden fruits and vegetables. One told farmers to feed acorns to farm animals-a free
food source that many had not thought of making use of.

Dr. Carver taught at the Tuskegee Institute for forty-seven years. He died on January 5, 1943, after a fall
down a flight of stairs. The (10) _____ day or even year of his birth is
(11) _____ , but he was about seventy-eight years old. A few months after his death, a
national monument was created to honor him near his (12) _____ in Missouri. This was
the first national monument dedicated to an African-American. It was also the first monument to a
(13) _____ .

Today, "the Peanut Man" is remembered also for his respect for the environment and his fellow man, whether
he be black or white. Although he held three patents, most of his inventions were freely given to anyone who
wanted to use them. He wanted people to use wisely what nature gave them. Before he died, he set up a
foundation bearing his name with sixty thousand dollars he had saved during his
(14) _____ . The foundation's (15) _____ was to give

scholarships to young people interested in science. The foundation also created a museum at Tuskegee Institute. The museum is full of artifacts from Carver's life. In 1990, he was inducted into the National Inventors Hall of Fame.
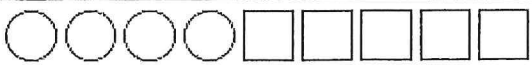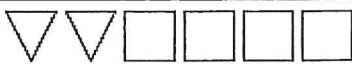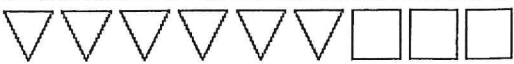
Mixed Review

Write each ratio in three ways. Write your answer in simplest form.

1. ◯◯◯◯☐☐☐☐☐ all figures to squares	2. ◯◯◯▽▽ circles to total
3. ▽▽☐☐☐☐ squares to total	4. ◯◯◯◯◯☐☐☐ squares to circles
5. ◯◯◯◯◯◯▽▽ circles to triangles	6. ▽▽▽▽▽▽☐☐☐ triangles to squares

Complete each ratio table.

7.

207	69	230	
		50	5

8.

7		21	
	38	57	114

9.

54	45	27	
	65		13

10.

	75		200
14	42	70	

Write each ratio in simplest form.

11. 15 to 3	12. $\dfrac{20}{14}$	13. 8:6	14. 66 to 30	15. 48:52
16. $\dfrac{48}{6}$	17. 15 to 54	18. 27 to 45	19. 17:19	20. 50:40
21. $\dfrac{8}{30}$	22. $\dfrac{42}{60}$	23. 36:12	24. 56:63	25. $\dfrac{62}{36}$

Create a proportion from each set of numbers.

26. 1, 4, 20, 5	27. 3, 2, 39, 26	28. 36, 6, 1, 6
29. 36, 48, 3, 4	30. 24, 28, 36, 42	31. 10, 16, 25, 40

Fill in the blank.

32. 90 meters in 2 seconds = _____ meters in 8 seconds	33. 2,835 miles in 15 hours = _____ miles in 3 hours
34. 12 calls in 3 hours = _____ calls in 1 hour	35. 344 pages in 4 days = _____ pages in 8 days
36. 90 seats in 6 rows = _____ seats in 3 rows	37. 399 miles in 1 hour = _____ miles in 3 hours

State whether the ratios are proportional. Write *yes* or *no*.

38. $\dfrac{7}{1} = \dfrac{21}{4}$	39. $\dfrac{20}{8} = \dfrac{5}{2}$	40. $\dfrac{8}{10} = \dfrac{5}{4}$	41. $\dfrac{5}{7} = \dfrac{20}{28}$
42. $\dfrac{34}{30} = \dfrac{20}{16}$	43. $\dfrac{28}{68} = \dfrac{8}{48}$	44. $\dfrac{18}{48} = \dfrac{3}{8}$	45. $\dfrac{9}{18} = \dfrac{22}{34}$

Write each ratio in three ways. Write your answer in simplest form.
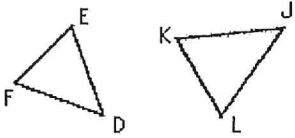
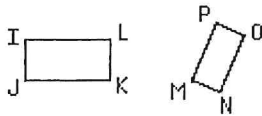|	
46. 12 black marbles and 16 blue marbles ratio of blue marbles to black marbles	47. 19 black marbles, 15 brown marbles, 7 white marbles, and 4 violet marbles ratio of white marbles to black marbles
48. 16 black marbles and 17 white marbles ratio of black marbles to all the marbles	49. 2 black marbles and 14 brown marbles ratio of brown marbles to all the marbles

Find the unit rate.

50. 321 pages in 3 days	51. 196 miles in 2 hours
52. 348 seats in 12 rows	53. 230 meters in 5 seconds
54. 30 calls in 15 hours	55. 29 seats in 1 row

Use a proportion to find the unknown length in the pair of similar figures.
(*drawings are not drawn to scale*)

56. length of sides: FE = 14 ft KJ = _____ ED = 70 ft JL = 100 ft FD = 21 ft KL = 30 ft	57. length of sides: JK = 24 m PM = 72 m KL = 36 m NO = 72 m IJ = _____ OP = 108 m LI = 24 m MN = 108 m

Write five equivalent ratios for each ratio.

58. $\dfrac{13}{13}$	59. 16 to 18	60. 7:14
61. 19 to 6	62. 4:15	63. $\dfrac{14}{8}$
64. 12 to 11	65. 18 to 20	66. $\dfrac{36}{12}$

State whether the ratios are proportional. Write *yes* or *no*.

67. 2 to 4 to
     11 , 22
	68. 15 to 8 to
	     12 , 5
		69. $\dfrac{11}{6} = \dfrac{14}{9}$

70. 10:2, 5:10	71. 45:35, 28:36	72. $\dfrac{18}{3} = \dfrac{48}{8}$

Create a proportion from each set of numbers. Only use 4 numbers from each set of numbers.

73. 45, 9, 10, 50, 48	74. 7, 30, 21, 29, 10	75. 13, 12, 3, 1, 4
76. 58, 32, 8, 3, 12	77. 9, 11, 33, 44, 12	78. 23, 30, 36, 15, 18

Circle the better buy. Explain why it is the better buy.

79. 15 ounces for $3.75 32 ounces for $8.96	80. $12.58 for 37 liters $11 for 25 liters
81. $12.10 for 11 batteries $47.36 for 37 batteries	82. $48.88 for 26 batteries $52.39 for 31 batteries
83. 39 DVDs for $429 34 DVDs for $272	84. $3.48 for 12 ounces $18.24 for 38 ounces
85. 35 pens for $7.70 19 pens for $5.32	86. $30.48 for 24 batteries $22.23 for 19 batteries

Complete each ratio table.

87.

20	60		140
7		35	

88.

21		105	
13	52		117

89.

19			133
14	28	70	

90.

9	36	45	
16			128

Create a proportion from each set of numbers. Only use 4 numbers from each set of numbers.

91. 54, 4, 1, 6, 24, 5	92. 6, 2, 8, 11, 22, 4	93. 4, 57, 49, 7, 20, 28
94. 44, 22, 1, 48, 2, 7	95. 6, 16, 2, 38, 48, 28	96. 24, 22, 6, 44, 11, 3