

PYP Unit and Central Idea: HOW WE ORGANIZE OURSELVES; Systems and cooperation can create a balanced community.

Prioritized Standards Addressed This Week:

On Level Math

Unit 7 Measurement

MGSE4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb., oz.; l, ml; hr., min, sec.

MGSE4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

MGSE4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

MGSE4.MD.8 Recognize area as additive.

MGSE4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit.

MGSE4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement

MGSE4.MD.6 Measure angles in whole-number degrees using a protractor.

MGSE4.MD.7 Recognize angle measure as additive.

Advanced Math

Unit 3 Grade 5 Operations with Decimals

5.NBT.3 Read, write, and compare decimals to thousandths. (unit 2 not prioritized)

a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

b. Compare two decimals to thousandths
 MGSE5.NBT.4 Use place value understanding to round decimals up to the hundredths place. (unit 2 not prioritized)

Accelerated Math

MGSE5.MD.1 Convert among different-sized standard measurement units (mass, weight, length, time, etc.) within a given measurement system (customary and metric) (e.g., convert 5cm to 0.05m), and use these conversions in solving multi-step, real world problems.

Reading/ ELA – ELAGSE4RI2 Determine the main idea of a text and explain how it is supported by key details. **ELAGSE4RI3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **ELAGSE4RI5** Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

ELAGSE4RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Science/ Social Studies SS4H3 Explain westward expansion in America.

- a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of “The Star Spangled Banner.”

- a. Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.
- b. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns)
- SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.
- a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).
- f. Give examples of technological advancements and their impact on business productivity during the development of the United States (e.g., cotton gin, steamboat, steam locomotive, and telegraph).

***An asterisk or highlight indicates items that will be graded**

Login/ Morning Meeting 8:10- 8:20 am	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	- Greeting -Review Expectations -Hears Ferry Live - <u>Student Success Skills:</u> Lesson	- Greeting -Review Expectations -Hears Ferry Live - <u>Student Success Skills:</u> Lesson	-Greeting -Review Expectations -Hears Ferry Live - <u>Student Success Skills:</u> Lesson	-Greeting -Review Expectations -Hears Ferry Live - <u>Student Success Skills:</u> Lesson	-Greeting -Review Expectations -Hears Ferry Live - <u>Student Success Skills:</u> Lesson
	REMOTE LEARNING	REMOTE LEARNING	REMOTE LEARNING		

Math: 8:20-9:25 On <i>MyMath Book</i> <i>Volume 2</i>	<u>Lesson</u>	<u>Independent</u>	<u>Lesson</u>	<u>Independent</u>	<u>Lesson</u>	<u>Independent</u>	<u>Lesson</u>	<u>Independent</u>	<u>Lesson</u>	
	Finish Unit 5 Post Assessment/ Begin Unit 7 Pre-Assessment Homework: 15 minutes iReady Math	Meet: Finish Unit 5 Post Assessment/Begin Unit 7 Pre-Assessment At seat: Finish Unit 5 Post Assessment/Begin Unit 7 Pre-Assessment; Daily Spiral Technology iReady Math	Finish Pre-Assessment : Graph Post Assessment Results *Pull to reteach if needed* Homework: 15 minutes iReady Math	Finish Pre-Assessment: Graph Post Assessment Results At seat: Finish Pre-Assessment: Graph Post	Introduce Systems & Units of Measurement using Interactive Notebook Vocabulary: -Metric System -Customary System -Distance -Weight -Capacity/ Volume	Meet: Introduce Units of Measurement using Interactive Notebook At seat: Interactive Notebook Practice Page; Begin Estimating Length Worksheet; Daily Spiral	Metric Length Finish Filling in Interactive Notebook Introduce Acronym KHDBDCM & Measurement Conversions Vocabulary -Metric System	Meet: Introduce KHDBDCM Acronym using Interactive Notebook (Focus on distance/meters today) & WB 697-698 At seat: Units of Measurement Sort; Daily Spiral Vocabulary -Metric System -Meters	Metric Length Introduce Acronym KHDBDCM using Interactive Notebook (Focus on distance/meters today) & WB 697-698	

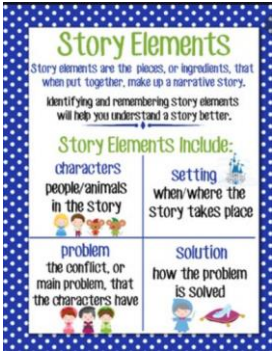

Advanced
MyMath
Book
5th Grade
Volume 1

		<p>Hands clean Project/ Measurement Nearpod: https://share.nearpod.com/gNelogUWUeb / choice board</p>		<p>Assessment Results</p> <p>Technology iReady Math</p> <p>Hands clean 😊 Measurement Nearpod: https://share.nearpod.com/gNelogUWUeb / choice board</p>	<p>Homework: Finish Estimating Length (Customary) Worksheet</p>	<p>Technology iReady Math</p> <p>Hands clean 😊 Measurement Nearpod: https://share.nearpod.com/gNelogUWUeb / choice board</p>	<p>-Meter=length -Gram=Weight -Liter=Volume -KHDBDCM</p> <p>Homework: WB 701-702</p>	<p>Technology iReady Math</p> <p>Hands clean 😊 Measurement Nearpod: https://share.nearpod.com/gNelogUWUeb / choice board</p>	-KHDBDCM	
	<p>Lesson Unit 1 TEST If needed</p> <p>Unit 3 Pretest in Illuminate</p> <p>Meet: Complete unit 1 data sheet if possible</p> <p>Homework 1 Daily Spiral column</p>	<p>Independent At seat:</p> <p>Unit 1 TEST If needed</p> <p>Unit 3 Pretest in Illuminate</p> <p>Continue Daily Spiral Q1:3</p> <p>Technology: iReady</p> <p>Hands clean 😊</p>	<p>Lesson Decimal Forms</p> <p>Meet: Go over data sheets</p> <p>WB 43-44</p> <p>Vocab- tenths, hundredths, thousandths, word form, standard form,</p>	<p>Independent At seat: Unit 1 data sheet and Unit 3 data sheet</p> <p>WB45-46</p> <p>Continue Daily Spiral Q1:3</p> <p>Technology y: iReady</p>	<p>Lesson Comparing Decimals</p> <p>Meet: Check 43-48</p> <p>Complete WB 49-50</p> <p>Homework WB 53-54</p>	<p>Independent At seat: WB 51-52</p> <p>Continue Daily Spiral Q1:3</p> <p>Technology: iReady</p> <p>Hands clean 😊 project/ DECIMALS nearpod https://share.nearpod.com/gNelogUWUeb</p>	<p>Lesson Rounding Decimals</p> <p>Meet: Check 51-54</p> <p>Complete WB 303-304</p> <p>Homework WB 307-308</p>	<p>Independent At seat: WB 305-306</p> <p>Continue Daily Spiral Q1:3</p> <p>Technology iReady</p> <p>Hands clean 😊 project/ nearpod/ choice board</p>	<p>Lesson REVIEW NBT3-4</p> <p>Meet: Check 303-308</p> <p>Review forms, comparing, rounding decimals where needed</p>	<p>Independent At seat: NBT 3-4 formative graded</p> <p>Technology Ready</p> <p>Hands clean 😊 project/ nearpod/ choice board</p>

		project/ nearpod /choice board	expanded form Homework WB 47-48	Hands clean 😊 project/ nearpod /choice board		com/e/odc tcJRXTeb /choice board				
<p>Accel</p> <p>Essential Questions</p> <p>How can I use place value and properties to divide decimals?</p> <p>Small Groups T- Word Problems/ Inquiry work S- Spiral Work T- Technology (I-Ready)</p> <p>Spiral Skill: (Taskwork and links posted on each channel)</p>	<p>Math Inquiry</p> <p>Unit 5 Test Today (Students will graph data tomorrow)</p>	<p>Student Independent Practice</p> <p><i>(Work is posted in each channel daily)</i></p> <p>Spiral</p> <p>Hands Clean</p> <p>Technology I-Ready</p> <p>Meet-Teacher</p>	<p>Math Inquiry</p> <p>Lesson: Convert Customary Units of Length</p> <p>HW: WBp. 811-812</p> 	<p>Student Independent Practice</p> <p>WBp. 809-810</p> <p><i>(Work is posted in each channel daily)</i></p> <p>Spiral</p> <p>Hands Clean</p> <p>Technology I-Ready</p> <p>Meet-Teacher</p>	<p>Math Inquiry</p> <p>Focused Lesson Convert Customary Units of Weight WBp. 825</p> <p>HW: WBp. 829-830</p>	<p>Student Independent Practice</p> <p>WB Pg 827-828</p> <p><i>(Work is posted in each channel daily)</i></p> <p>Spiral</p> <p>Hands Clean</p> <p>Technology I-Ready</p> <p>Meet - Teacher</p>	<p>Math Inquiry</p> <p>Focused Lesson Convert Customary Units of Capacity WBp. 839</p> <p>HW: WBp. 842-843</p> <p>HW: Customary Units Conversion WS Quiz Tomorrow</p>	<p>Student Independent Practice</p> <p>Student Independent Practice WBp. 841-842</p> <p><i>Review Small Groups</i></p> <p>Practice Customary Length Conversion WS</p> <p><i>(Work is posted in each channel daily)</i></p> <p>Spiral</p> <p>Hands Clean</p> <p>Technology I-Ready</p>	<p>Lesson</p> <p>Customary Conversion Review</p> <p>https://quizizz.com/admin/quiz/5ab13c0001b88a071</p>	<p>Student Independent Practice</p> <p>Brief review before quiz if needed or another play review game</p> <p>https://jeopardylabs.com/play/unit-5-measurement-jeopardy-4</p> <p>Student Independent Practice</p> <p>*Customary Conversion Quiz.</p> <p>Formative Grade</p> <p>(N/A)</p> <p><i>(Work is posted in each channel daily)</i></p> <p>Spiral</p> <p>Hands Clean</p>

							Meet-Teacher		Technology I-Ready Meet-Teacher
Read Aloud 9:30-9:50	<p>Read Aloud Read Aloud: Thunder Cake by Patricia Polacco</p> <p>Today, we will be reading "Thunder Cake" by Patricia Polacco. This book is about a family from Russia that has come to the United States and now lives on a farm in Michigan. The young girl in the story is very scared of thunderstorms. The grandmother wants to show the girl that she does not need to be afraid of storms.</p> <p>Book Link: https://www.youtube.com/watch?v=YhhtKGCsAyY</p>	<p>Read Aloud Read Aloud: Mossy by Jan Brett</p> <p>Today, we will be reading "Mossy" by Jan Brett. Jan and her husband were at a lake near their home when they saw a snapping turtle pop its head up from the water. Jan notices something very special about this turtle. This special turtle inspired Jan to write this book. As you listen to Jan's story, think about how something as simple as a turtle can inspire a great story!</p> <p>Book Link: https://www.youtube.com/watch?v=Tm2MfA-iAE</p>	<p>Read Aloud Read Aloud: Miss Rumphius by Barbara Cooney</p> <p>Today, we will be reading "Miss Rumphius" by Barbara Cooney. This story is about a girl that loves her grandfather. As a young girl, her grandfather challenged her to make the world a more beautiful place. When Miss Rumphius gets a little older, she traveled the world and saw many amazing places, but she still hadn't done anything to make the world a more beautiful place. Luckily, she doesn't give up on her dream to make the world a more beautiful place.</p> <p>Book Link: https://www.youtube.com/watch?v=o316NPC6K68</p>	<p>Read Aloud Read Aloud: The Easter Egg by Jan Brett</p> <p>Today, we will be reading "The Easter Egg" by Jan Brett. Jan has loved Easter eggs since she was a young girl. When she was a little girl, she used to hold baby rabbits so that she could see their cute whiskers. When she decided to write this book, she wanted to include as many different kinds of rabbits as possible. Pay attention to the illustrations and see if you notice the different kinds of rabbits.</p> <p>Book Link: https://www.youtube.com/watch?v=ZKMTJbjjWDY</p>	<p>Read Aloud Mystery Reader</p> <p>Today, we will be having a mystery reader join us. Can you use the clues to guess who our mystery reader will be?</p>				

<p>Specials 9:55-10:40</p>	<p>Stockard-Spanish Collins- Art Rutledge- Art Hunt- PE</p>	<p>Stockard-PE/Coach K Collins- PE/Coach K Rutledge- Music/LeSaicherre Hunt- Art/Strom</p>	<p>Stockard-PE/Braddock Collins- PE/Coach K Rutledge-Spanish Hunt- Music/LeSaicherre</p>	<p>Stockard- Music/LeSaicherre Collins- Spanish Rutledge-PE/Coach K Hunt- P.E.- Braddock</p>	<p>Stockard-Art/Strom Collins- Music/LeSaicherre Rutledge-PE/Coach K Hunt- Spanish</p>
<p>Recess 10:45-11:15</p>					
<p>Writing / ELA 11:15-11:45 & 12:15-12:30</p> <p>(Test – Prep Units)</p> <p><small>ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</small></p>	<p>Units of Study</p> <p>Bend II: <i>(As Per grade level discussion)</i></p> <p>Session 5- Building a New Narrative Based on an Informational Text</p> <p>Text: Building the Longest, Tallest, Fastest Scream Machine</p> <p>Mini-Lesson – Teaching the art of incorporating information from an informational text into an original story.</p> <p>Teaching Point: “Today I want to teach you that when you write a story</p>	<p>Units of Study</p> <p>Bend II</p> <p>Session- 6- Writng a Second Story Based on a Narative Non-fiction Text, Using elaboration techniques as you draft.</p> <p>Text: Building the Longest, Tallest, Fastest Scream Machine</p> <p>Mini-Lesson- Teaching the art of elaboration. A story teller’s vice shows, not tells.</p> <p>Teaching Point “Today, I want to remind you that whenever you write, elaboration matters. You can push</p>	<p>Units of Study</p> <p>Bend II</p> <p>Session- 3</p> <p>Text: Building the Longest, Tallest, Fastest Scream Machine</p> <p>Targets: 1. Elaboration leads to more detailed accounts</p> <p>Session 6 (Extended work Session)</p> <p>Teaching Point “Today, I want to remind you that whenever you write, elaboration matters. You can push yourself to elaborate and to say more as you draft using everything you’ve learned about storytelling</p>	<p>TAG DAY</p> <p>REVIEW</p> <p>Remind students that writers produce extended responses by understanding the prompt and developing a strategic writing plan.</p> <p>REVIEW DAY Teacher Autonomy (extension tasks)</p> <p>STUDENTS SHOULD BE FOCUSING ON Short Response Questions</p> <p>Suggested Activities: Research IB Country of Study: Animals/Landmarks / National Parks</p>	<p>Units of Study</p> <p>Bend II</p> <p>Session- 7 Editing Your Stories For The Essentials</p> <p>Teaching Point: “Today I want to remind you that whatever you are writing, editing matters. Editing carefully makes your writing easier to read and it makes your story sound more professional.</p> <p>MiniLesson: Modeling how to use the editing checklist.</p> <p>GRADED 4 –POINT NARRATIVE RESPONSE</p>

<p>that incorporates information, its up to you to invent how to precisely the story will go. You will invent what happens in the beginning middle and end of the story using a whole bunch of details from the informational text to help you.”</p> <p>Introduce the Writing Prompt</p> <ul style="list-style-type: none"> - Read the prompt and bullets carefully - <p>Taskwork: Unpacking the prompt to address text references/ coding text details.</p> <p>Small Group Work: Supporting Students in Outlining to Prepare to Draft</p> <p>Prompt: Write an original story about being the first person to ride a new, record-breaking roller coaster- use details and descriptions in your answer.</p>	<p>yourself to elaborate and to say more as you draft using everything you’ve learned about storytelling.</p> <p>Day 1 Session 6 Focus on Planning out the Response</p> <p>Students will choose. To write original story about being the first person to ride a new, record-breaking roller coaster. Use details and descriptions in your answer.</p> <p>Or</p> <p>Write an original story about a 4th grade student who rides a rollercoaster with a friend who is scared. Use Details and descriptions in your answer.</p>	<p>Day 2 Session 6 Students will work on drafting the response.</p> <p>Mini-lesson: Reviewing the components of a narrative composition.</p>  <p>Task : Continue drafting their stories using their narrative planning graphic organizers.</p>	<p>Small groups – Teacher will meet with small groups to assist with the drafting and organization for the 4 Point response.</p>	<p>A or B (Students have autonomy over the selection of their piece)</p> 
<p>Students Will: FREE WRITE ABOUT BEING THE 1ST PERSON TO RIDE A RECORD BREAKING ROLLER</p>	<p>Students will: COMPLETE A PLANNING SHEET FOR THE DRAFTING OF THEIR NARRATIVE ACCOUNTS</p>	<p>Students will: Begin drafting their responses</p>	<p>Students will: -Vocabulary Choiceboard -Language Skill Practice -Nearpod/ Quizizz</p>	<p>Student Practice: Write and revise essay responses for scoring</p>

COASTER. (before READING TEXT)

Lunch
11:45-
12:15

Reading
/Phonics
12:30-
1:35

Mini-Lesson:
Grade 4, Bend 2:
Reading Literary Non-Fiction
Shared Experience:
Discovering the Inca Ice Maiden

In this session the class will work together to study and practice responding to test questions focusing on narrative nonfiction passages-these are passages that read like a story and are true. Students will read the passage *Scream Machine* by themselves, practicing the skills previously taught.

Word Work
cede, ceed, cess = go; yield
Vocabulary – The class will go over the new

Mini-Lesson:
Grade 4, Bend 2:
Reading Literary Non-Fiction
Mini-Lesson: Tackling Multi-Part (Par A/Part B) Main/Central Idea Questions for Literary Nonfiction

In this session the class will learn that many of the part a and part b questions relate to the main/central idea. Part A will often ask you what the main or central idea of an article is. Then Part B will ask which details best proves your thinking. When you answer these questions, you have got to be ready to give evidence to prove your idea.

Mini-Lesson:
Grade 4, Bend 2:
Reading Literary Non-Fiction
Mini lesson: You Pick Two: Tackling Answering Multiple Choice Questions Which Ask for Two Answers

In this session the class will learn that some multiple-choice questions on the test might ask you to pick the TWO best answers (or three best). When you get to a question like that, it helps to first answer as you always would, looking to find the best answer. Then ask yourself, "Which other choice also makes sense?" and that will help you find a second answer.

Mini-Lesson:
Grade 4, Bend 2:
Reading Literary Nonfiction
Small Group/Centers Work

In this session students will work in small groups with the teacher and support their independent learning with centers.

Word Work
cede, ceed, cess = go; yield
Vocabulary Review- Students will review for their vocabulary quiz.

Quizziz Review
<https://quizizz.com/admin/quiz/5e9c7e502ea5ac001bc66720>

Mini-Lesson:
Reading Marathon

In this session students will have a reading marathon where they are asked to read books of their choosing for extended periods of time, focusing on building their stamina and reading for pleasure.

Word Work
cede, ceed, cess = go; yield
Students will take their vocabulary quiz.

	<p>vocabulary words for the week</p> <p>Digital Flash Cards: https://www.flippity.net/flc.php?k=1k3dxBO2cucEDrl8hfKeS_GJYm2sdrh4OCNopcQFfxMY</p>	<p>Word Work cede, ceed, cess = go; yield Vocabulary Match – The class will match the word and its correct definition.</p>	<p>Students will complete ReadWorks “Panning for History” express question set for a grade that allows for practice with multiple choice questions.</p> <p>Word Work cede, ceed, cess = go; yield Vocabulary Sort- Students will sort the vocab words into the correct sentences.</p>		
	<p>Independent Practice Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p> <p>Students will read “Scream Machines” independently.</p>	<p>Independent Practice Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>	<p>Independent Practice Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p> <p>*“ Panning for History” Express Question Set (Formative)</p>	<p>Independent Practice Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>	<p>Independent Practice Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log</p> <p>*Vocabulary Quiz (summative)</p>
<p>Small Groups</p>	<p>The class will participate in small book clubs within the class to talk, discuss, and wonder about books on their level.</p>	<p>The class will participate in small book clubs within the class to talk, discuss, and wonder about books on their level.</p>	<p>The class will participate in small book clubs within the class to talk, discuss, and wonder about books on their level.</p>	<p>The class will participate in small book clubs within the class to talk, discuss, and wonder about books on their level.</p>	<p>The class will participate in small book clubs within the class to talk, discuss, and wonder about books on their level.</p>
<p>SS/Sci 1:35-2:05 Theme: Where we are in place and time-</p>	<p><u>Focused Lesson</u> Battle of Little Bighorn https://www.youtube.com/watch?v=YheiwYc11L8</p>	<p><u>Focused Lesson</u> Industrial Revolution https://www.brainpop.com/socialstudies/ushistory/industrialrevolution/</p>	<p><u>Focused Lesson</u> Industrial Revolution Studies Weekly week 22 all videos</p>	<p><u>Focused Lesson</u> Industrial Revolution Use notes and Studies Weekly week 22 to complete Industrial</p>	<p><u>Focused Lesson</u> Review/ complete all Finish all Choice board projects, Trail of Tears projects, and/or Industrial Revolution NearPod</p>

An inquiry into orientation in place and time; personal histories; homes and journeys; **the discoveries, explorations and migrations of humankind**; the relationships between the interconnectedness of individuals and civilizations, from local and global perspectives.

Central Idea:
Exploration leads to new ideas.

Key concepts and lines of inquiry

- ~How does expansion impact the people and the surrounding area? **(Causation)**
- ~How does movement shape position and perspective? **(perspective)**
- ~How do observable features help identify similarities and differences? **(form)**

Complete "Battle of Little Bighorn" **formative graded assignment.**

Extensions

1. Research IB Country of Study

March: animals, plants, national parks

Connection:
 What National Parks do we have because of expansion? What animals and plants habitats have changed because of expansion?
<https://kids.nationalgeographic.com/videos/are-we-there-yet/>

2. Add a wonder to the wonder board
3. Research and answer another's wonder

Complete Industrial Revolution notes in journal using PPT with class discussion.

Fill in new land, trails, and new events on map and timeline.

Complete Industrial Revolution notes in journal using PPT with class discussion.

Fill in new land, trails, and new events on map and timeline.

Finish all Choice board projects, Trail of Tears projects, and/or Industrial Revolution NearPod
<https://share.nearpod.com/e/0TBVunVcVeb>

Revolution Economics formative graded

Finish all Choice board projects, Trail of Tears projects, and/or Industrial Revolution NearPod
<https://share.nearpod.com/e/0TBVunVcVeb>

<https://share.nearpod.com/e/0TBVunVcVeb>

Westward Expansion Summative assessment using all journal notes week of 4/12

(next: Westward Expansion review and test - abolitionists and suffragettes quilt research project)