Benchmark Advance
DISTANCE LEARNING
ACTIVITIES

GRADE 4

Student Activities
Unit 1 Week 1

Day 1

Content: How does government affect our daily lives?

Language: We will learn how to summarize main ideas in a passage using details we learned.

Benchmark
Advance
DISTANCE LEARNING
A C T I V I T I E S

READ!

View the Unit Video.

Discuss:What do you know about government roles?

whiteboard tool brainstorm

Government in Action

Texts for Close Reading™

Government in Action

Standards: SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d

Students, write your response!

© Benchmark Education Company, LLC. All rights reserved.
Pear Deck Interactive Slide
Not Authorized for Reproduction
Do not remove this bar

Key Vocabulary Words

- Congress
- Supreme Court
- Veto
- Commander-in-chief

- Executive branch
- Legislative branch
- Judicial branch

Prepositions are connecting words that act like bridges.

Rest of sentence

Noun

We went fishing with Ben.

COMMON PREPOSITIONS

- About
- Above
- Abroad
- According to
- Across
- After
- Against
- Ago
- Ahead of

- Beneath
- Beside
- Besides
- Between
- Beyond
- By
- By means of
- By way of
- Close to

- In spite of
- In to
- Inside
- Instead of
- Into
- Like
- Near
- Next
- Next to

- Till
- To
- Past
- Per
- Up
- Upon
- Via
- Prior to
- Round

Prepositional Phrase Review

The 5 Ws: Who? What? When? Where? Why? Most prepositions explain time, place, and movement. Some do not.

Select the **two** words that make up the

prepositional phrase.

An eagle soared far above him.

READ!

Read *"Solving Problems"* on pages 4–5 in the *Texts for Close Reading, Government in Action.*

Short Read 1

Remember to annotate as you read.

Notes

Solving Problems

by Lisa Benjamin

1   In the United States, citizens elect their government representatives. That means the people who live and work in a town, city, or state vote for most leading members of their government. These members represent the people at the different levels of government. Local governments make choices about how to run towns and cities. State governments make and enforce laws for states. Federal governments make and enforce laws for the nation, or country.

2   Federal, state, and local governments often work as a team to solve problems. For example, after an earthquake or floods from a "superstorm," people might need food or shelter. They might also need help rebuilding homes. Roads and bridges may need fixing. All levels of government work together when a natural disaster strikes.

On October 29, 2012, Superstorm Sandy battered New York and New Jersey coasts. Winds neared 80 miles per hour. More than 23,000 people lost their homes. More than 8.5 million people lost power. To help people through this crisis, FEMA, the Federal Emergency Management Agency, provided billions of dollars in relief funds. Today, state and local governments are still using this money to rebuild the areas hit hardest by the storm.

4

Informational Social Studies

Pacific Coast Shellfish Production

Oregon: $3 million   Alaska: $0.6 million
California: $46.4 million
Washington: $107.6 million

Source: Pacific Coast Shellfish Growers Association, 2008–2009

Around 3,200 people work in Washington's shellfish industry.

Notes

3   At other times, an economic crisis may lead a state to ask the federal government for support. For example, in recent years the shellfish population of Washington State—the leading producer of shellfish in the nation—has declined. The cause was pollution in Puget Sound and coastal waters.

4   The decline in shellfish hurt the state's economy. "Few people realize how important the shellfish industry is to Washington State, and the potential for job growth," then Governor Chris Gregoire said. In fact, Washington's aquaculture industry contributes more than $270 million annually to the state economy.

5   To protect Washington's resources, the state and federal government joined together. They formed the Washington Shellfish Initiative (WSI). Its goal is to improve the quality of Washington's marine waters. They also want to create jobs in the shellfish industry. According to WSI, "As envisioned, the initiative will protect and enhance a resource that is important for jobs, industry, citizens and [Native American] tribes."

6   These are just two examples of how different levels of government can join together to help solve problems for citizens.
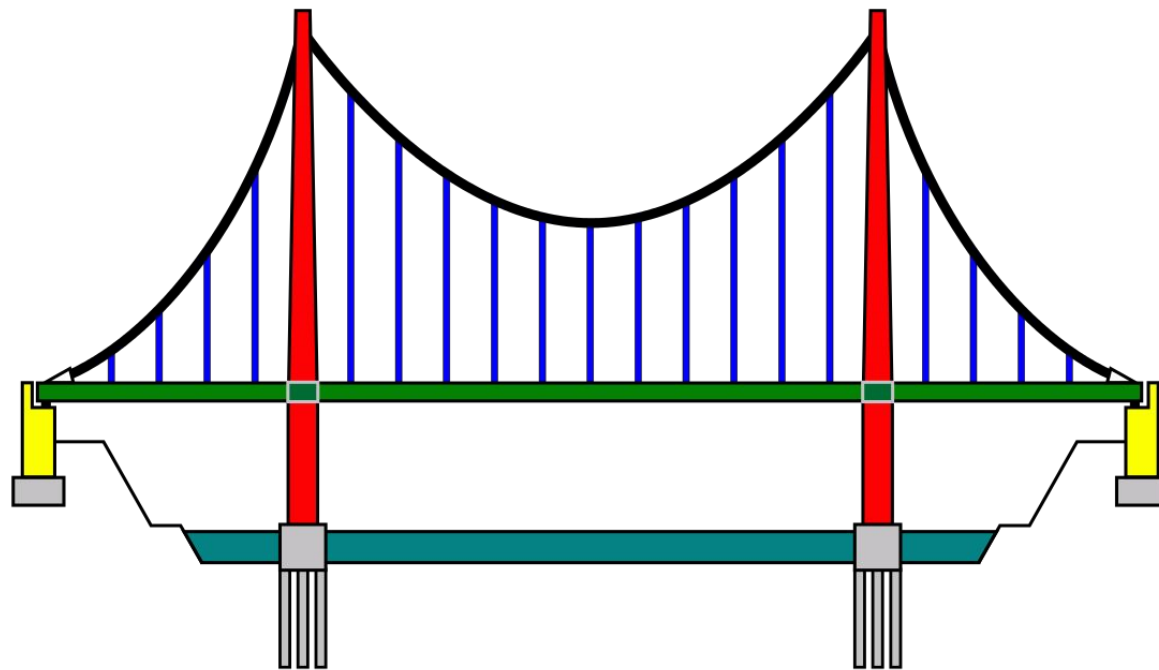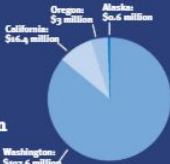
5

ernment ction

AIR FORCE

RESPOND!

*You may capture your thinking below or in your ebook in Benchmark Universe.

Think and **Talk** about the following questions:

➔ **pages 4–5** What are the key details for *"Solving Problems"*?

➔ **page 4** What is the difference between a state government and a federal government? What is the difference between a state and a local government?

➔ **page 5** What caused the decline in the shellfish population in Washington State? What happened as a result of this decline?

Details:

State government vs. federal vs local

Reason for decline in shellfish population in Washington State? Results?

Students, write your response!

WRITE!

Use the key details that you identified while reading **_"Solving Problems"_** to write a summary.

You may capture your response below or in your ebook in Benchmark Universe.

Great job!
See you tomorrow.

Day 2

Benchmark Advance DISTANCE LEARNING ACTIVITIES

READL!

Read "The First Town Meeting" on pages 6–9 in the *Texts for Close Reading, Government in Action.*

Short Read 2

Remember to annotate as you read.

Science Fiction

The First Town Meeting

An excerpt from The People of Sparks

by Jeanne DuPrau

The People of Sparks is the second title in the Books of Ember science fiction series. The book is set in a not-so-distant future in which war has devastated Earth. It tells the story of a group of people who have emerged, tired and hungry, from an underground city. They have left their city because they can no longer produce electricity there. They find the settlement of Sparks, where they are welcomed and fed. But the town's resources are limited. How long will the townspeople let the newcomers stay? In this excerpt from Part I of the book, a town meeting is held to decide their fate.

1   While Lina slept, the three town leaders were holding a meeting. They sat at a table in the tower room of the town hall, which looked out over the plaza. Mary's hands were clasped tightly in front of her. Ben scowled, his gray eyebrows bunched together, deepening the two lines between them. Wilmer pulled nervously on one ear and looked from Mary to Ben and back to Mary.

2   "They can't stay here," said Mary. "There are too many of them. Where would we put them? How would we feed them?"

3   "Yes," said Wilmer. "But where can they go?"

4   No one spoke. They had no answer for that question. Outside the settlement of Sparks, the Empty Lands stretched for miles in all directions.

5   "They could go up to Pine Gap," said Wilmer. "Maybe."
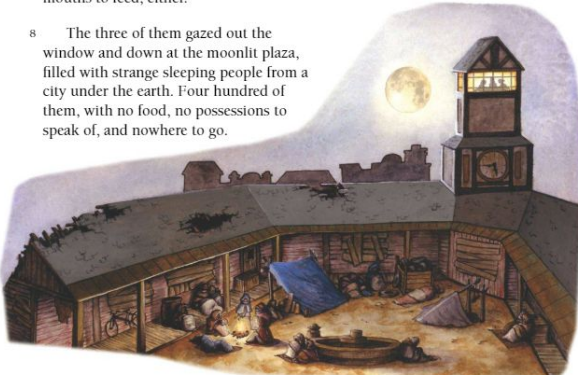
6   Mary snorted and shook her head. "Don't be ridiculous," she said. "That's at least two weeks' walk away. How could these feeble people travel that far? How could they carry enough food with them? Where would they get enough food, unless we emptied our storehouse and gave them everything?"

7   Wilmer nodded, knowing she was right. The people of Sparks knew of only three other settlements, and they'd heard from the roamers that those places were smaller and poorer than Sparks. Their inhabitants wouldn't want extra mouths to feed, either.

8   The three of them gazed out the window and down at the moonlit plaza, filled with strange sleeping people from a city under the earth. Four hundred of them, with no food, no possessions to speak of, and nowhere to go.
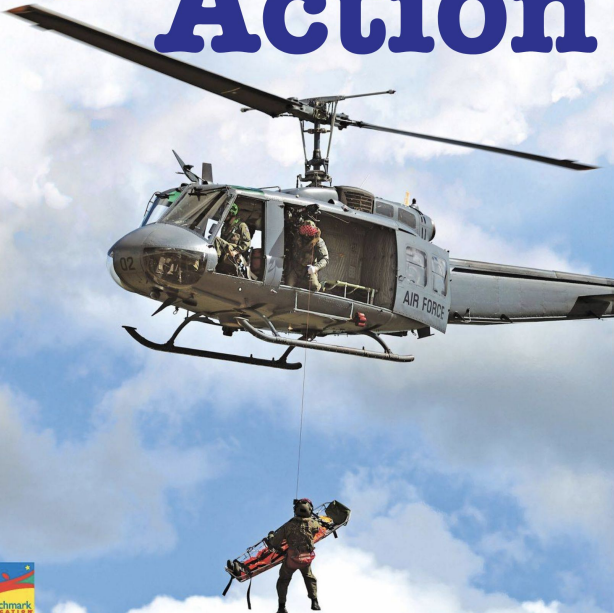
6

7

Texts for Close Reading

Government in Action

GRADE 4

RESPOND!

Benchmark Advance DISTANCE LEARNING ACTIVITIES

Think and **Talk** about the following questions:

- ❏ **pages 6–9** What are the key details for *"The First Town Meeting"*?

- ❏ **pages 4 & 6** Based on the definitions in "Solving Problems," what type of government (local, state, or federal) are the three town leaders?

- ❏ **page 6–9** What do Mary, Wilmer, and Ben do to find a solution to their problem? Identify each step these three town leaders take.

Review vocabulary words listed in **"Making Meaning with Words"** which is found on the last page of the *Texts for Close Reading*. Determine the definition and write sentences for words that you have read so far.

Making Meaning with Words

Word	My Definition	My Sentence
apparently (p. 25)		
authority (p. 28)		
confined (p. 29)		
devastated (p. 6)		
enforce (p. 4)		
federal (p. 4)		
financial (p. 19)		
initiative (p. 5)		
maintain (p. 10)		
possessions (p. 7)		

WRITE!

Of the two texts that you have read, write about which text you like better and why.

You may capture your response below or in your ebook in Benchmark Universe.

You did it!

Wahoo!

Day 3

READt

Read Leveled Text, *After the Earthquake,* Chapters 1–3, pages 2–17.

EARTH AND SPACE
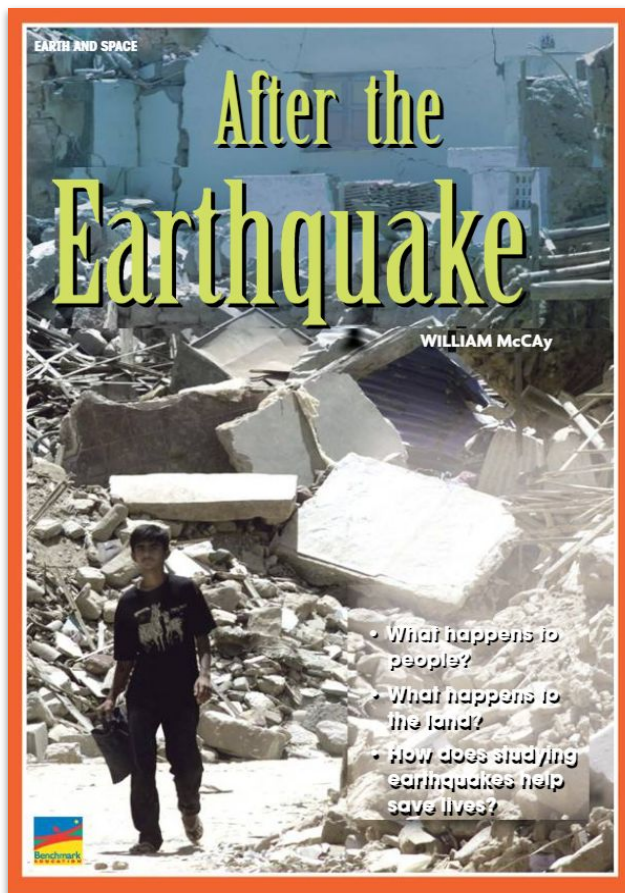
After the Earthquake

WILLIAM McCAy

- What happens to people?
- What happens to the land?
- How does studying earthquakes help save lives?

CHAPTER 1

Earthquake!

Have you ever been on a plane during a storm? You shake and bounce around, and you wish you were back on solid ground. Think how scary it is when you are on solid ground, and the ground begins to shake! That's what happens during an **earthquake.**

During a small earthquake, you will feel a little shaking. Pictures hanging on the walls might move back and forth. Dishes might rattle inside the kitchen cabinet. A lamp might possibly fall and break. In all likelihood no one will be hurt.

In a very strong earthquake, you might be thrown upward or down to the ground. Cracks might appear in the ground. Windows might shatter. Buildings and bridges might collapse. People might be injured or even killed.

A strong earthquake caused the crack in this highway. The white lines show how far the ground shifted.

Strong earthquakes often snap electrical wires. That means electric lights and machines will not work. Water pipes sometimes break, so people have no water to drink. Pipes that carry natural gas, and tanks that hold gasoline and dangerous chemicals, can break and start fires.

A parking garage collapses after an earthquake in California in 1994.

Firefighters try to put out a fire in a collapsed building after an earthquake in Taiwan on September 21, 1999.

2

3

RESPOND!

You may capture your thinking below or in your ebook in Benchmark Universe.

Think and Talk about the following:

- ❏ **pages 4–5** What information is provided on the map on pages 4 and 5 that is not given in the text?

- ❏ **page 7** After reading the caption on page 7, what text evidence supports the idea that earthquakes have far-reaching effects?

- ❏ **page 12** Why is it often difficult for rescue workers to get to places that need aid following an earthquake?

- ❏ **pages 14–15** After reading these pages, what can readers infer about the chances of finding survivors after four days?

WRITE!

2-Day Task Use details from the text ***After the Earthquake*** to write a response to this question: *Imagine you experienced an earthquake. What did the area look like when the earthquake was over?*

Awesome!

Nice work today.

Day 4

READ!

Read Leveled Text, *After the Earthquake,* Chapters 4–6, pages 18–30.

EARTH AND SPACE

After the Earthquake

WILLIAM McCAY

- What happens to people?
- What happens to the land?
- How does studying earthquakes help save lives?
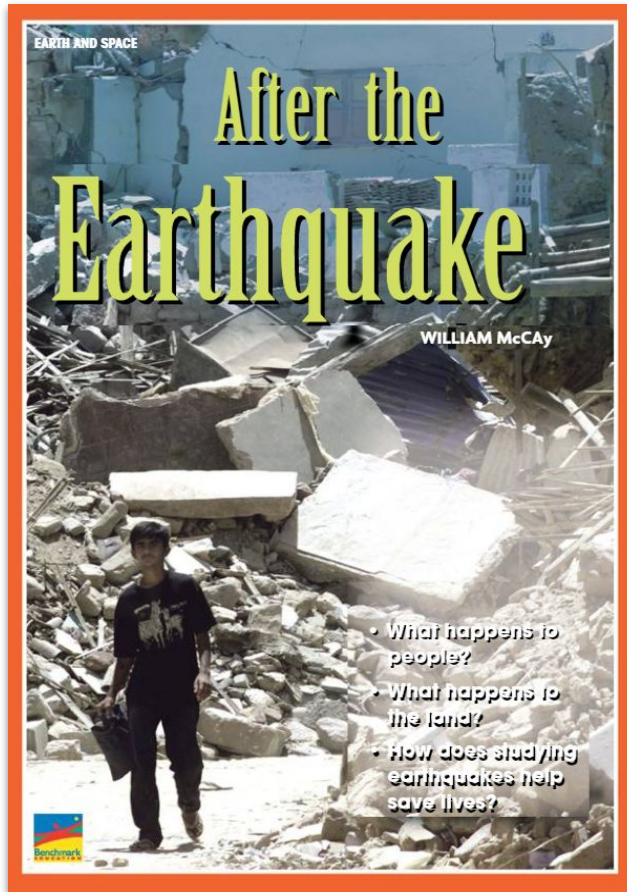
CHAPTER 4

Ready to Rebuild

Most cities that have been damaged by earthquakes are rebuilt. People usually choose to rebuild in the same location even though they know another earthquake might occur. Why do they take the risk?

Some of the reasons are personal. People want to stay where they work, play, go to school, and have family and friends. Other reasons are economic. Cities can be important centers for transportation, business, and tourism.

San Francisco is one city that has been rebuilt many times following earthquake damage. It is an important center for business and tourism. It is an important port, and it is also a thriving cultural center.

TIMELINE OF MAJOR EARTHQUAKES THAT AFFECTED SAN FRANCISCO

In the last two hundred years, hundreds of earthquakes have affected the San Francisco area. Most were just small tremors that caused no damage. Here are some of the biggest earthquakes in the region that were felt in San Francisco.

Area Affected	San Francisco	Hayward Valley	San Francisco Peninsula	San Francisco Peninsula	East of San Francisco Bay	Hayward Fault	Gilroy	Morgan Hill	Great San Francisco Earthquakes	Daly City	Coyote Lake area	Livermore area	San Francisco Bay area	Coalinga	Morgan Hill	Loma Prieta
Magnitude	6.0	6.75	7.0	5.5	5.75	7.0	6.25	5.75	8.25	5.3	5.9	5.8	5.6	6.4	6.2	7.1
Year	1808	1836	1838	1856	1864	1868	1897	1899	1906	1957	1979	1980	1980	1983	1984	1989

18

19

Benchmark
ADVANCE
DISTANCE LEARNING
A C T I V I T I E S

RESPOND!

Think and **Talk** about the following:

- ❏ **page 20** What details describe the damage caused by the Great San Francisco Earthquake of 1906?

- ❏ **page 23** What procedure do scientists follow to test how well a building will survive an earthquake?

- ❏ **page 27** A series of earthquakes in Missouri in 1811–1812 caused multiple effects. What were these effects?

WRITE!

Use details from the text *After the Earthquake* to finish writing a response to this question: *Imagine you experienced an earthquake. What did the area look like when the earthquake was over?*

CLICK HERE
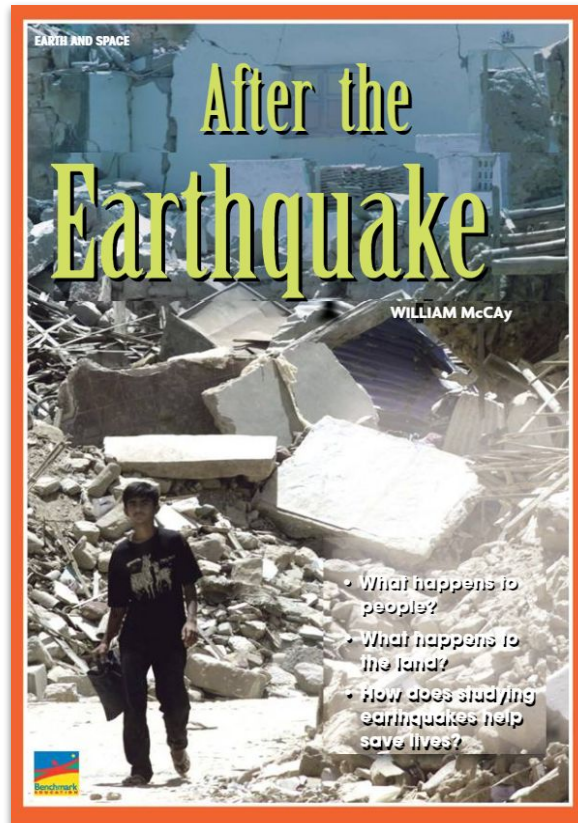
to continue your writing

Looking good!

Keep up the great work.

Day 5

READ!

Read "*Saving Yellowstone*" on page 10 in the *Texts for Close Reading, Government in Action,* Word Study Read.

Word Study Read

Remember to annotate as you read.

Notes

Informational Social Studies

Saving Yellowstone

1 Each year, over three million people visit Yellowstone National Park, located in the western United States. They hike its trails and swim in its lakes and rivers. Many wait patiently for the geyser Old Faithful to erupt and spray its famous fountain of water into the air. Some hope to see the local wildlife, including buffalo and bears. This great park is a nature lover's paradise.

2 Yellowstone has an important role in American history as the nation's first national park. In 1871, Ferdinand Hayden led a group of explorers into the Yellowstone River Basin. His group included scientists, mapmakers, and artists. They took notes and painted pictures of the area, which was mostly wilderness.

3 Hayden gathered the group's observations together in a report for Congress. He convinced lawmakers that Yellowstone should remain in its natural state. They agreed and passed a bill to protect the area and establish a national park.

4 President Grant signed the bill into law on March 1, 1872. This meant that people could not build homes or develop towns there. The law stated that the park would remain public "for the benefit and enjoyment of the people."

5 At first, volunteers took care of the park. When this became too difficult, the Army stepped in to help. The government thought that a national agency might be a better solution, so the National Park Service was created in 1916. Today, park rangers and other staff members maintain the park.

10

Texts for Close Reading

Government in Action

AIR FORCE

GRADE 4

Grade 4 | Unit 1 | Week 1 | Day 5

RESPOND!

Complete the **Build Knowledge** activity on page 11 in the *Texts for Close Reading, Government in Action*. Record your response to this week's readings. Identify the problems the government and townspeople had and the solutions they provided.

You may capture your responses in the boxes below or in your ebook in Benchmark Universe.

Solving Problems	
Problem	**Problem**
Solution	**Solution**
Assess whether each government was effective in solving problems and explain why.	

GRADE 4
Grade 4 | Unit 1 | Week 1 | Day 5

Benchmark
Advance
DISTANCE LEARNING
A C T I V I T I E S

WRITE!

Reflect: *How can government influence the way we live?*
Based on this week's texts, write down new ideas and questions you have about the essential question. *Texts for Close Reading* page 11

BuildReflectWrite

BuildReflectWrite
Build Knowledge
Record your response to this week's readings. Identify the problems the government and townspeople had and the solutions they provided.

Solving Problems

Problem	Problem
Solution	Solution

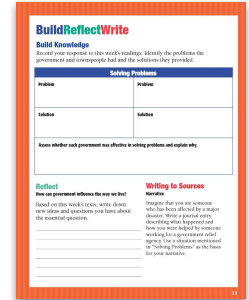Assess whether each government was effective in solving problems and explain why.

Reflect
How can government influence the way we live?
Based on this week's texts, write down new ideas and questions you have about the essential question.

Writing to Sources
Narrative
Imagine that you are someone who has been affected by a major disaster. Write a journal entry describing what happened and how you were helped by someone working for a government relief agency. Use a situation mentioned in "Solving Problems" as the basis for your narrative.

Great week!

See you soon.