



Wednesday  
**PRINTING OPTIONAL**  
Grade 4  
March 30th – April 3rd, 2020

### Wednesday Student Resources

**Daily Rubric:** Give yourself a check mark in each box at the end of each day. Then, give yourself a pat on the back! You did it! Nice work!

Wednesday, 4/1	<ul style="list-style-type: none"><li><input type="checkbox"/> I spent between 80-90 minutes on the daily activities.<ul style="list-style-type: none"><li><input type="checkbox"/> ELA (literature and poetry)</li><li><input type="checkbox"/> Mathematics</li><li><input type="checkbox"/> Science</li><li><input type="checkbox"/> History</li></ul></li><li><input type="checkbox"/> I read all directions before I asked for more help.</li><li><input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences. I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.</li><li><input type="checkbox"/> My handwriting is neat and can be read by both me and another adult.</li><li><input type="checkbox"/> I read for at least 20 minutes today.</li><li><input type="checkbox"/> I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too.</li><li><input type="checkbox"/> I asked my parents to review my work and sign-off here once all of it was completed for the day. <span style="float: right;">x _____</span></li></ul>
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Cargoes  
John Masefield

Quinquireme of Nineveh from distant Ophir,  
Rowing home to haven in sunny Palestine,  
With a cargo of ivory,  
And apes and peacocks,  
Sandalwood, cedarwood, and sweet white wine.

Stately Spanish galleon coming from the Isthmus,  
Dipping through the Tropics by the palm-green shores,  
With a cargo of diamonds,  
Emeralds, amethysts,  
Topazes, and cinnamon, and gold moidores.

Dirty British coaster with a salt-caked smoke stack,  
Butting through the Channel in the mad March days,  
With a cargo of Tyne coal,  
Road-rails, pig-lead,  
Firewood, iron-ware, and cheap tin trays.

Wednesday, April 1<sup>st</sup>

Name: \_\_\_\_\_ Sect: \_\_\_\_\_

DO NOW - Day 3

Show all work.

1.  $681 \times 23 =$

2.  $690 \div 4 =$

3. If  $\frac{4}{10} + \frac{5}{100} = \frac{45}{100}$ , then  $\frac{7}{10} + \frac{7}{100} = \frac{\quad}{100}$

4. Decompose  $\frac{3}{5}$  in two ways.

a)  $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} = \frac{3}{5}$

b)  $\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$

Wednesday, April 1<sup>st</sup>

Name: \_\_\_\_\_ Sect: \_\_\_\_\_

Change to a whole or mixed number

Change to an improper fraction

1.	$\frac{4}{3} =$	1.	$1\frac{1}{2} =$
2.	$\frac{6}{5} =$	2.	$1\frac{1}{4} =$
3.	$\frac{10}{9} =$	3.	$1\frac{1}{6} =$
4.	$\frac{8}{7} =$	4.	$1\frac{3}{4} =$
5.	$\frac{8}{5} =$	5.	$1\frac{5}{6} =$
6.	$\frac{9}{5} =$	6.	$1\frac{7}{8} =$
7.	$\frac{5}{4} =$	7.	$2\frac{1}{4} =$
8.	$\frac{8}{3} =$	8.	$2\frac{1}{3} =$
9.	$\frac{11}{3} =$	9.	$2\frac{2}{3} =$
10.	$\frac{7}{6} =$	10.	$2\frac{3}{4} =$
11.	$\frac{9}{5} =$	11.	$2\frac{2}{5} =$
12.	$\frac{8}{5} =$	12.	$2\frac{4}{7} =$
13.	$\frac{11}{5} =$	13.	$2\frac{5}{6} =$
14.	$\frac{12}{5} =$	14.	$3\frac{1}{2} =$
15.	$\frac{14}{5} =$	15.	$3\frac{1}{5} =$

All answers in simplest form

## Chapter 3

# Hamilton and Jefferson

**A Solid Foundation** What a busy year 1789 was for the new government of the United States! New executive departments. A brand new federal court system. Important precedents. The new nation's first-ever tax.

### The Big Question

How did Hamilton's and Jefferson's beliefs about government differ?

In just six months, President Washington and Congress had laid a solid foundation for a healthy new government.

What is more, the American people seemed very satisfied. Less than a year earlier, arguments about the Constitution had raged in the state ratifying conventions. Now, wrote Thomas Jefferson, "the opposition to our new Constitution has almost totally disappeared."

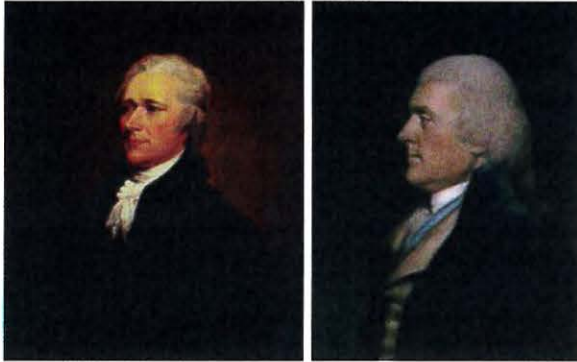
### Vocabulary

**administration**, n.  
a group of people responsible for carrying out the day-to-day workings of an organization

But the harmony did not last. Differences soon arose among Washington's closest advisers and Congress. The differences grew into angry debates. Before long they threatened to tear apart Washington's **administration**.



Even among George Washington's close advisers there was conflict.



Alexander Hamilton (left) and Thomas Jefferson (right) disagreed on almost everything.

At the very start of his administration, President Washington had chosen Alexander Hamilton to head the Department of the Treasury. He chose Thomas Jefferson to head the Department of State. Hamilton and Jefferson were two of the most capable people ever to serve in government. They were both great patriots. But they disagreed on almost everything. At times, President Washington felt as if he were driving a coach with horses pulling in opposite directions.

Scholars believe that the two men had never met before Washington appointed them to his Cabinet. James Madison, who knew both men well, introduced them to each other. Madison thought they would get along just fine. Was he ever wrong! In just a few months, conflict between the two men grew.

## Different Hopes for the Nation

Hamilton and Jefferson had almost completely opposite hopes and plans for America's future. Hamilton supported farming. But, he also wanted to encourage the growth of manufacturing for a **diverse** economy. He pictured great numbers of Americans being employed at machines, producing goods for sale in America and other countries. Jefferson agreed that the country needed some manufacturing and trade. However, he wanted America to remain mostly a nation of small farmers.

Hamilton hoped the United States would have many large cities. Jefferson did not want to see cities grow. He had seen Europe's large cities, with their masses of poor and hungry people. He wanted no part of that for America.

Hamilton favored a strong, energetic, central government tied to powerful business interests. This, he thought, would help to create a strong, **stable** country. Jefferson said, "That government governs best, which governs least." That is, the smaller the government, the better. He believed that a nation of farmers and small businesses would guarantee people economic independence and liberty.

Who should run this government and make decisions? Here again, Hamilton and Jefferson came down on opposite sides. For Hamilton, government should be in the hands of "the rich,

### Vocabulary

**diverse**, adj. having many different types or parts

**stable**, adj. likely to stay the same and not change

the well-born, and the able." *Well-born* means they should come from important, aristocratic families. These people, he said, would be more experienced and more able to make wise decisions. This does not mean that Hamilton believed that ordinary people could not govern. Instead he thought the experience needed to govern well came from certain groups or types of people.

Jefferson, though, believed that ordinary people could be and should be involved in governing themselves. "Whenever the people are well-informed" he wrote, "they can be trusted with their own government."

One thing that Alexander Hamilton did that helped kick-start America's economy was to create the First Bank of the United States. It was a national bank. This step allowed for the creation of a common **currency**. Once again, this development was not welcomed by all.

#### Vocabulary

**currency**, n. a system of money

With such opposite beliefs, it's no wonder that Hamilton and Jefferson disliked each other so strongly. In fact, each one regarded the other as dangerous to the future of the young republic. They were wrong about that. Both contributed greatly to the nation's growth and health in its early years.

The many disagreements between Hamilton and Jefferson led to the birth of political parties in America. A political party is a group of people who share certain beliefs about how the government should be run and what it should and should not do. These people join together to elect representatives who share their beliefs.

In the 1790s, those Americans who favored Hamilton and his ideas called themselves *Federalists*. Supporters of Thomas Jefferson called themselves *Democratic-Republicans*.

### The Whiskey Rebellion

Congress still needed money to pay the nation's debts. Alexander Hamilton proposed a solution. Hamilton's idea was to raise money by Congress putting a tax on certain goods, including whiskey. People disagreed with other parts of Hamilton's plan. However, almost everyone thought the tax on whiskey was reasonable and constitutional. Congress passed it by a majority **vote**, and the president signed the bill into law.

Although almost everyone thought the tax was fair, certain settlers on the western **frontier** thought it was unreasonable. Many of those farmers raised corn as their main crop. Although farm families used most of what they grew to live on, they planned to sell the remainder. But the cost of shipping corn to eastern cities by wagon added so much to its price that few buyers could be found for it.

Whiskey can be made from corn. Shipping a barrel of whiskey cost less than shipping the corn it was made from. So farmers often turned their corn into whiskey.

For these farmers, paying a tax on whiskey was like paying a tax on the corn itself. Money was scarce on the frontier. Frontier farmers

#### Vocabulary

**vote**, n. an official choice made by a person through casting a ballot, raising a hand, or speaking aloud

**frontier**, n. where newly settled areas meet unsettled, but not necessarily uninhabited, areas

often used jugs of whiskey as a substitute. For farmers who used whiskey that way, taxing whiskey was like taxing money itself!

In 1794, farmers in western Pennsylvania banded together and refused to pay the tax. They felt that the tax challenged their rights, especially since they believed the national government was not properly representing their needs and concerns. They believed it was another case of "no taxation without representation." They even threatened and physically harmed tax collectors. President Washington had some sympathy for the farmers. But he felt that the law must be followed. He also felt it was especially important for the new government to show it could enforce its laws. Washington put on his old general's uniform and led



This illustration shows a group of whiskey rebels with a tarred and feathered tax collector.

thirteen thousand troops to western Pennsylvania to put down the Whiskey Rebellion, as it was called.

Happily, no one fired a shot. When farmers heard that troops were coming, they dropped their guns and fled. A couple of the leaders were tried and convicted. But Washington pardoned them. That ended the rebellion. Washington had shown that the new government could not only pass laws, but also make people obey them.

Still, the use of troops to put down the Whiskey Rebellion left a bitter taste in the mouths of many farmers. It also demonstrated the power of the new national government and its willingness to use it. The farmers turned against the Federalist Party. They knew that Jefferson supported farmers. So, they gave their support to the Democratic-Republican Party.