Day 1

Science

Lesson 21 Physical and Chemical Changes

Standard PS.6.8.1: Model how motion and *forces* change Earth's surface: *compression, tension, weathering, erosion*

Before You Read

Write what you think is an example of a physical change. After you read this lesson, check and see if you were correct.

_____

_____

What You'll Learn

- how to identify physical and chemical changes
- how physical and chemical changes affect the world you live in

Read to Learn

Physical Change

Sometimes a building must be destroyed to make space for a new one. Experts know exactly how to blow up buildings so that no one gets hurt and no other buildings are damaged. The second before a building is blown up, you see the building. In a few seconds, you see a pile of steel and concrete. The appearance of the building has changed.

What is a physical change?

The building that was destroyed underwent a physical change. A **physical change** is any change in size, shape, form, or state where the matter itself does not change into something else. The matter stays the same. In a physical change, only the physical properties change. When a building is blown up, the materials in the building stay the same. They just look different. ☑

How can you recognize a physical change?

Just look to see if the matter has changed size, shape, form, or state. If any of these things have changed, there was a physical change. If you cut a watermelon into pieces, the watermelon changes size and shape, but it is still a watermelon. That is a physical change. Put one of the pieces into your mouth and bite it. You change the watermelon's size and shape again, but you don't change the watermelon into something else.

Mark the Text

Identify Details As you read this lesson, highlight facts about physical changes in one color. Highlight facts about chemical changes in a different color.

Reading Check

1. **Determine** Which is *not* a physical change? (Circle your answer.)
   - **a.** change in size
   - **b.** change in color
   - **c.** change in shape
   - **d.** change in form

What is a change of state?

Another example of a physical change is matter changing state. During a change of state, matter changes from one state to another.

Suppose you and your friends make snow cones. A snow cone is a mixture of frozen water, sugar, food coloring, and flavoring. When you first make the snow cone, the water is solid ice. If you take your snow cone outside in the hot sunshine, the ice begins to melt. The solid water changes state and becomes liquid water.

A water molecule that is frozen in the solid state has two hydrogen atoms and one oxygen atom. A water molecule that is in the liquid state also has two hydrogen atoms and one oxygen atom. When water changes state, it does not change chemically. Only its form changes.

The solid water in the snow cone turns into liquid water and drips onto the hot sidewalk. As the liquid water warms even more, it changes state again. It evaporates. The liquid water becomes a gas.

As you can see, matter can change from a solid to a liquid and from a liquid to a gas. Matter also can change from a gas to a liquid. Dew forms when water vapor in the air changes to liquid water. You see dew in the mornings as drops of water on grass and plants. Matter can change from a liquid to a solid. Liquid water freezes and turns to ice, or solid water. Liquid metal cools to become solid metal. These are all examples of changes of state.

Think it Over

2. Communicate Give an example of a change of state.

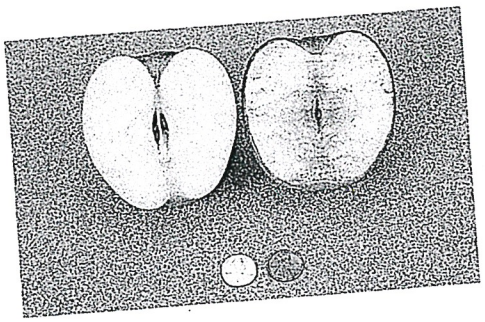
_____

_____

_____

Chemical Changes

Look at the figure below. An apple cut in half and left out turns brown. Shiny copper pennies turn dull and dark over time. What do these changes have in common? Each of these changes is a chemical change. A **chemical change** occurs when one type of matter changes into a different type of matter with different properties.



Matt Meadows

Picture This

3. Recognize Cause and Effect Circle the apple half and the penny in the figure that have undergone a chemical change.

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What are some examples of chemical change?

Chemical changes are happening all the time. Chemical changes take place around you and inside you. A chemical change occurs when plants use photosynthesis to make food. When you eat fruits and vegetables produced by photosynthesis, chemical changes occur inside your body. Your body chemically changes these foods so they can be used by your cells.

Some chemical changes occur slowly. Iron rusting is a chemical change. You can't see the process of iron rusting because it happens too slowly. It may take a few years for an object made of iron to rust. ☑

Some chemical changes happen quickly. When you light a gas grill, the gas immediately burns. When matter burns, it changes chemically. Reactions happen at different rates and produce different products but, they are all chemical changes.

Reading Check

4. **Classify** Circle an example of a chemical change.
   - **a.** ice melting
   - **b.** iron rusting
   - **c.** water freezing
   - **d.** a building being destroyed

What forms during a chemical change?

Signs of a physical change are easy to see. Ice melts and paper is cut. Something changes shape, size, form, or state. Signs of a chemical change are not always so easy to see. If a new type of matter forms that is chemically different from the original matter, then a chemical change has happened. New matter must form, or the change is not a chemical one. ☑

Once matter undergoes a chemical change, it is difficult to change it back. When wood combines with oxygen and burns, the wood and oxygen change into ash and gases. You can't put the ash and gases back together to make wood.

When you bake a cake, changes happen that make the liquid batter become solid. This change is more than a physical change. A chemical change happens when the baking powder mixes with water. This mixture forms bubbles that make the cake rise. The raw egg in the batter undergoes chemical changes that makes the egg solid. These changes cannot be reversed.

Reading Check

5. **Describe** one thing that must happen for a chemical change to take place.

_____

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_____

What are signs of a chemical change?

When wood burns and a cake bakes, you can tell a chemical change occured. You see the new substances. It is not always this easy to tell when a chemical change has occured and new substances have formed. What signs should you look for?

Energy When a chemical change occurs, energy is either given off or taken in. The energy can be in the form of light, heat, or sound. It's easy to tell that energy is given off when something burns. You see the energy as light and feel the energy as heat. ☑

Sometimes the energy change is hard to notice. The change may be quite small or happen very slowly. Remember rust is a chemical change. There is an energy change when an object rusts, but it happens so slowly you don't notice it.

Gases and Solids During some chemical changes a gas or solid forms. In a chemical change, the new gas or solid is a new substance. It is not the result of a change of state.

Reading Check

6. **Identify** What forms of energy can be given off during a chemical change?

_____

_____

_____

Chemical and Physical Changes in Nature

A change in color can be a sign of a chemical change. Leaves change color in the fall. Leaves have red, yellow, and orange pigments in them year-round. During the spring and summer, leaves also contain large amounts of green chlorophyll. This chlorophyll hides the colors of the pigments. You see the leaves as green.

In the fall, changes in temperature and rainfall amounts cause trees to stop producing chlorophyll. When chlorophyll is no longer made, the yellow, red, and orange pigments can be seen.

What is physical weathering?

Some physical changes happen quickly. Others take place over a long time. Physical weathering is a physical change that often happens very slowly. Physical weathering is responsible for much of the shape of Earth's surface.

You can see examples of physical weathering in your own school yard. Soil is produced by physical weathering. Wind blows against rocks. Water from rain falls on rocks. Over a long period of time, water and wind break the rocks into smaller and smaller pieces. Finally, the pieces become soil. Waves in the ocean pound on rocks at the shore and break them up. This weathering makes sand.

Water also breaks up rocks in another way. Water fills cracks in rocks. When the temperature is cold enough, the water freezes. When the temperature warms, the water thaws. When this happens over and over, the rock splits into smaller pieces.

Think it Over

7. **Explain** how physical weathering changes the shape of Earth's surface.

_____

_____

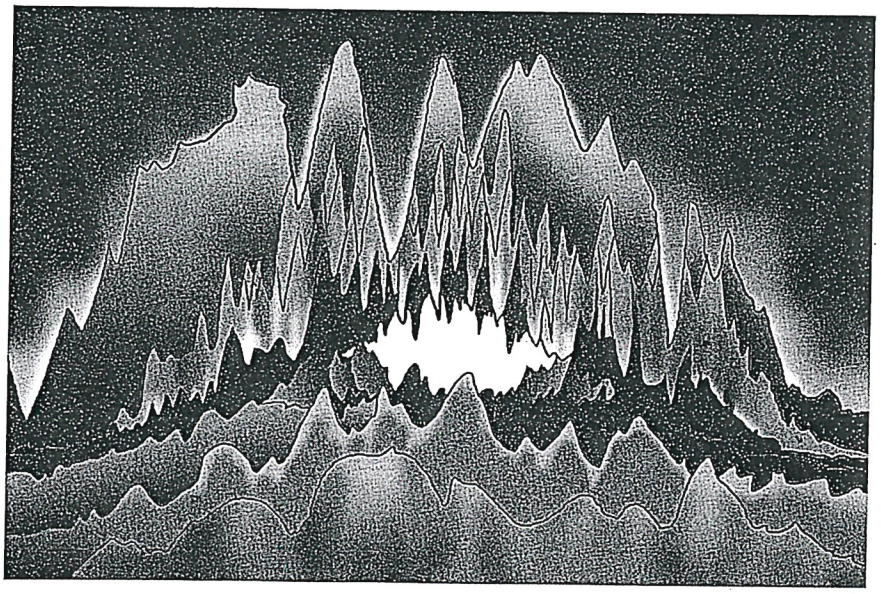
_____

_____

No matter how small the pieces of rock are, they are still made of the same material as the larger rocks. The rocks have undergone a physical change. Gravity, plants, animals, and the movement of land during earthquakes also cause physical changes on Earth.

What is chemical weathering?

The figure below shows formations inside a cave. These formations are chemical weathering. Water moves slowly through layers of rock above the cave. Minerals dissolve in the water as the water passes through the rock layers. This water finally reach the cave. When the water evaporates, the minerals are left behind. These minerals build up slowly. They form the icicle shapes, called stalactites, hanging from the cave ceiling. This type of chemical weathering does not happen quickly. It took many, many years for these stalactites to form.



Cave formations happen naturally. Some chemical weathering is not a natural process. The acid in rain is produced by cars, factories, and other industries. Acid rain can chemically weather marble buildings, statues, and other outdoor objects.

Picture This

8. **Observe** Circle an example of a stalactite in the figure.

Think it Over

9. **Identify** Give one example of chemical weathering.

_____

_____

After You Read

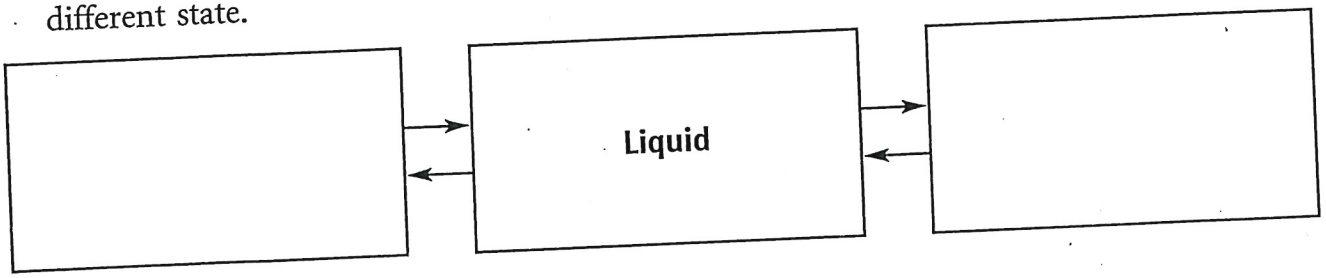
Mini Glossary

chemical change: occurs when one type of matter changes into a different type of matter with different properties

physical change: any change in size, shape, form, or state in which the matter itself does not change into a different substance

1. Review the terms and their definitions in the Mini Glossary. Write a sentence that describes a chemical change you have seen.

2. Complete the diagram below to show how matter in one state can change into a different state.



3. You were asked to highlight facts about physical changes in one color and to highlight facts about chemical changes in a different color. How would this help you study for a test?

End of Lesson

ScienceOnline Visit **msscience.com** to access your textbook, interactive games, and projects to help you learn more about physical and chemical changes.

Day 2

Literacy

About Homelessness

by ReadWorks

Homelessness is an issue that affects people of every age and from every country. If you walk down the street in many big cities in the United States, you might notice people sleeping on the sidewalk or begging for food or money. These individuals are very visible to passersby, and it is difficult to ignore them. But there are also homeless people who do not sleep on the streets. They are not as visible to the public eye, but they are also homeless. These people often spend their nights sleeping in shelters, which provide food, rooms, and often a variety of social services (like daycare). We might not see these people on the streets, but it does not mean that they aren't suffering.

When thinking about homelessness, one of the first questions that might come to mind is: why are people homeless? People become homeless for a variety of reasons, often outside of their own personal control. Two key reasons have been identified on why people become homeless. The first is a lack of affordable housing. The second is poverty, or the condition of being poor. The government is usually responsible for providing affordable housing to people and families in need. It builds large apartment buildings or housing developments for people who cannot afford to live elsewhere. Sometimes there is not enough affordable housing for all the people who need it. Those who are unable to secure housing may become homeless.

Homelessness and poverty are quite clearly linked. Poor people must often choose between such important things as buying food or paying for medical care versus paying the rent. When poor people are faced with these difficult decisions, housing is often the first expense to be dropped because it generally requires the largest amount of money. Many of the homeless in America are simply unable to find jobs due to a lack of opportunity. Others are mentally ill or addicted to drugs. Still others who are homeless have previously relied on public assistance but have lost that assistance for one reason or another. An example of a public assistance program is the Supplemental Nutrition Assistance

Program, which provides help for people who struggle to afford healthy and nutritious food.

There are three distinct kinds of homelessness. The first is called *chronic homelessness*, and it represents the group of people who move from shelter to shelter in a seemingly never-ending cycle. The chronically homeless are usually older, and they are often disabled or suffer from addiction.

The second type of homelessness is called *transitional homelessness*, and it describes people who must enter a shelter for a short period of time. For example, if they are evicted from their homes for not being able to pay the rent, they might go into a shelter or enter government-based transitional housing. They may live there for up to two years until they are able to get back on their feet.

The third kind of homelessness is called *episodic homelessness*, which accounts for people who move in and out of shelters at various points throughout their life. Those who experience episodic homelessness usually have difficulty maintaining steady employment. People who are considered transitionally homeless and those who are episodically homeless are often young.

Homelessness rises when people are unable to find or keep jobs. But it also affects people who are not even employed in the first place: children under sixteen years old. According to a report in 2014 by the National Center on Family Homelessness, one in every 30 children experienced homelessness that year. As minors, children under sixteen are not legally allowed to work. Most families that experience homelessness are made up of a mother and her children. Some adults in homeless families in the United States are working. Yet the wages are often not enough to support the various needs of a family, like healthcare, food, and shelter. Furthermore, many families try to stay out of shelters. Shelters can be noisy, overcrowded, and stressful places for both children and parents. These families would often rather stay at the homes of friends or relatives, or even sleep in their cars. Families that experience homelessness in any situation are under a ton of stress, due to the lack of stability and privacy.

There are no simple solutions to this major social issue. But homelessness affects too many people around the world to be ignored.

Name: _____ **Date:** _____

1. What major social issue does this passage focus on?

A. poverty
B. homelessness
C. unemployment
D. drug addiction

2. A cause of someone not paying their rent is being unemployed. What is an effect of not paying rent?

A. He or she may become addicted to drugs.
B. He or she may not be able to get a job.
C. He or she could be evicted from their home.
D. He or she may need to pay for medical care.

3. The lack of affordable housing is a contributing factor in the problem of homelessness. What evidence from the passage best supports this conclusion?

A. Sometimes there are more people who need affordable housing than available housing.
B. The government is responsible for providing affordable housing to families in need.
C. The government builds housing developments for people who cannot afford to live elsewhere.
D. Poor people often have to choose between paying the rent and buying food.

4. Read the following sentences: "Furthermore, many families try to stay out of shelters. Shelters can be noisy, overcrowded, and stressful places for both children and parents. These families would often rather stay with friends or family members, or even sleep in their cars."

Based on this information, what can you conclude?

A. Many families consider sleeping in their cars to be their last choice.
B. The majority of people who stay in homeless shelters are not families.
C. The people who stay in homeless shelters would rather stay with their family.
D. Many families think staying with friends will be less stressful than a shelter.

5. What is this passage mostly about?

A. the causes and effects of homelessness
B. why homelessness is such a problem for the USA
C. how the government can help homeless people
D. reasons why the chronic homeless are typically older

6. Read the following sentences: "Still others who are homeless have previously relied on public **assistance** but have lost that **assistance** for one reason or another. An example of a public **assistance** program is the Supplemental Nutrition Assistance Program, which provides help for people who struggle to afford healthy and nutritious food."

As used in these sentences, what does the word "**assistance**" most nearly mean?

A. disturbance
B. something free
C. help or support
D. obstacle

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

There are three distinct types of homelessness, _____ chronic, transitional, and episodic homelessness.

A. particularly
B. ultimately
C. especially
D. namely

8. What are the two key reasons why people become homeless?

9. According to the passage, how are poverty and homelessness directly linked?

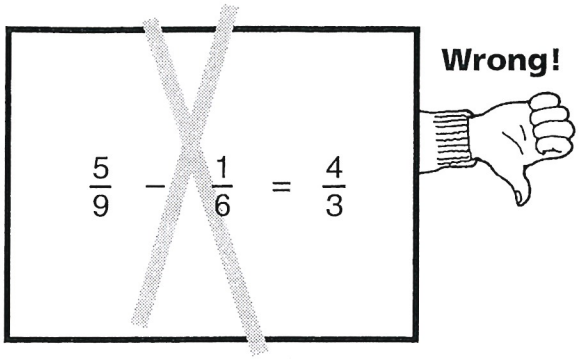
10. Explain how the problem of homelessness could be helped or reduced. Support your answer using information from the passage.

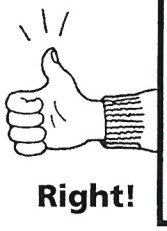
Day 3

Math

Name _____

Adding & Subtracting Fractions





$\frac{5}{9} - \frac{1}{6} =$

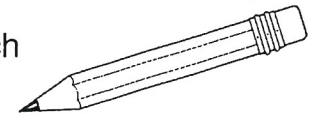
$\frac{5 \times 2}{9 \times 2} = \frac{10}{18}$ $\frac{1 \times 3}{6 \times 3} = \frac{3}{18}$

$\frac{10}{18} - \frac{3}{18} = \frac{7}{18}$

Remember

1. Fractions must have common denominators before you can add or subtract them.
2. Add or subtract the numerator. Leave the common denominator the same.

Add or subtract. Reduce the answers to lowest terms. Draw lines to match each addition problem to the subtraction problem with the same answer.



1.	$\frac{3}{4}$	+	$\frac{1}{2}$	=	_____	•	•	**11.**	$\frac{9}{10}$	−	$\frac{1}{4}$	=	_____
2.	$\frac{1}{4}$	+	$\frac{2}{5}$	=	_____	•	•	**12.**	$\frac{7}{9}$	−	$\frac{1}{3}$	=	_____
3.	$\frac{1}{6}$	+	$\frac{1}{4}$	=	_____	•	•	**13.**	$\frac{27}{28}$	−	$\frac{3}{7}$	=	_____
4.	$\frac{1}{9}$	+	$\frac{6}{18}$	=	_____	•	•	**14.**	2	−	$\frac{6}{8}$	=	_____
5.	$\frac{3}{10}$	+	$\frac{2}{5}$	=	_____	•	•	**15.**	$\frac{2}{3}$	−	$\frac{2}{8}$	=	_____
6.	$\frac{1}{4}$	+	$\frac{2}{7}$	=	_____	•	•	**16.**	$\frac{5}{8}$	−	$\frac{1}{6}$	=	_____
7.	$\frac{2}{3}$	+	$\frac{5}{12}$	=	_____	•	•	**17.**	$\frac{7}{4}$	−	$\frac{4}{6}$	=	_____
8.	$\frac{1}{2}$	+	$\frac{1}{3}$	=	_____	•	•	**18.**	$\frac{7}{8}$	−	$\frac{7}{40}$	=	_____
9.	$\frac{1}{12}$	+	$\frac{3}{8}$	=	_____	•	•	**19.**	$\frac{47}{45}$	−	$\frac{1}{9}$	=	_____
10.	$\frac{1}{3}$	+	$\frac{3}{5}$	=	_____	•	•	**20.**	$\frac{17}{18}$	−	$\frac{1}{9}$	=	_____

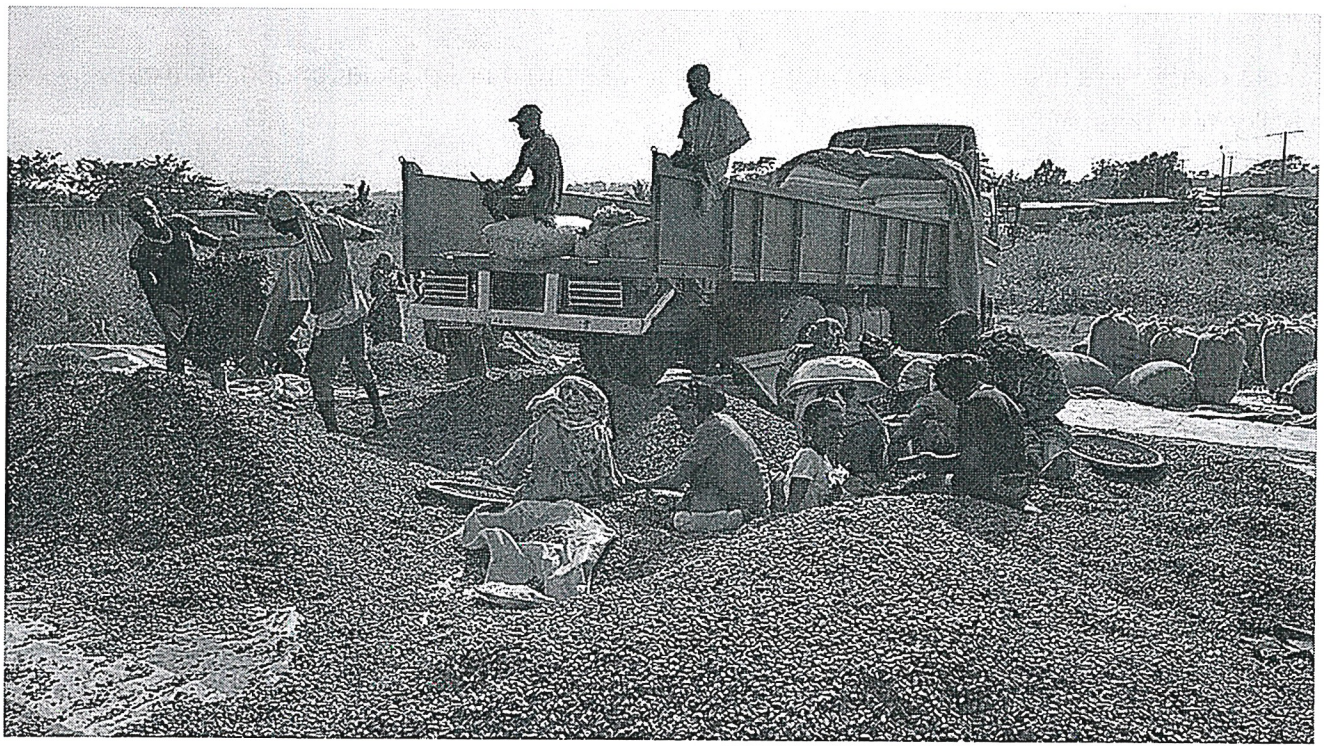
Day 4

Social Studies

Directions: Read the article about the chocolate industry and answer the questions. Then using the map, color in the countries that are mentioned in the article that have been selling illegal cocoa beans. Create a map key and compass rose for the map provided.

The chocolate industry is booming as rain forests are disappearing

By Ruth Maclean, The Guardian, adapted by Newsela staff on 09.20.17
Word Count **1,096**
Level **1020L**



People work at a cocoa sorting center in March 2017, in Sobre. Ivory Coast, the world's largest cocoa producer. Photo: Sia Kambou/AFP/Getty Images

The world's love of chocolate is destroying the rain forests in West Africa.

Chocolate is made from cocoa beans. They must be harvested, processed and roasted. As much as 40 percent of the world's chocolate comes from Ivory Coast, a small country in West Africa.

Traders who sell cocoa to Mars, Nestlé, and other chocolate companies are purchasing beans that have been grown illegally. Some of the cocoa beans are grown inside protected areas in the Ivory Coast.

It is illegal to grow cocoa beans inside protected areas. It is also illegal to purchase cocoa grown in these areas. However, traders are rarely punished for purchasing these beans. In fact, reporters found cases where enforcement officers were paid to ignore these activities.

When Illegal Cocoa Is Mixed With "Clean" Beans

Rain forest cover in Ivory Coast has been reduced by more than 80 percent since 1960. The demand for chocolate is one reason why forests are disappearing.

Illegal cocoa is mixed with "clean" beans in the supply chain. This means Snickers and other popular chocolate could be tainted with "dirty" cocoa. As much as 40 percent of the world's cocoa comes from Ivory Coast.

Snickers candy bars are made by the company Mars, as are other popular chocolate treats like Milky Way bars, M&M's and Twix.

Mars, Nestlé and other top companies did not deny that illegal deforestation cocoa had entered their products. They said they were working hard to remove it from their supply chains.

A supply chain is made up of all the materials and process used to produce and distribute a product, such as a chocolate bar, to customers. The cocoa beans themselves, along with workers who grow and roast the beans, are part of the supply chain. Trucks that transport beans and the factories where chocolate bars are made are also part of the supply chain.

Many companies are trying to be more responsible with their supply chains. However, tracing a single cocoa bean back to its tree in West Africa and knowing whether it was grown illegally inside a protected park is next to impossible.

Deforestation's Biggest Victims

Up to 70 percent of the world's cocoa is produced by 2 million farmers in a belt stretching from Sierra Leone to Cameroon. Ivory Coast and Ghana are the giants, the world's first and second-biggest producers. They are also the biggest victims of deforestation. Ivory Coast is losing its forests at a faster rate than any other African country. Less than 4 percent of the country is covered in rain forest. Once, one 25 percent was covered.

If nothing is done, there will be no forest left by 2030, according to the environmental group Mighty Earth.

Evidence of deforestation is easy to find. Inside the Mount Tia protected forest, Salam Sawadougou, a farmer, is hacking a yellow cocoa pod off one of his plants in a 10-acre plot. Here, the gray stumps of enormous ancient trees are all that is left.

"I burned it little by little," Sawadougou says, explaining that his cocoa needed full sun to grow. Farmers generally believe recently deforested soil produces the biggest beans, so they remove the trees one by one and plant more cocoa as they go.

Ivory Coast, Ghana Are Most Vulnerable

In recent years, the annual rate of deforestation inside parks has doubled. In both Ivory Coast and Ghana deforestation is happening twice as fast outside of protected areas.

Scientists say farmers will miss the trees they cut and burned down. Their shade would have protected their cocoa plants from increasingly parched, dry seasons, driven by cutting down trees.

Barry Parkin is the chief sustainability officer at Mars. His job is to make sure that the company's activities are not harming the environment. Parkin said his company is committed to finding ways to end deforestation. He believes Mars needs to unite with other chocolate companies to make this happen.

Nestlé called deforestation "one of the most serious environmental challenges facing the world." In 2010 it pledged that none of its products would be associated with deforestation. It also supports international moves to make sure there is no deforestation by 2020.

Hershey said it was committed to sourcing 100 percent certified, sustainably sourced cocoa by 2020.

"We take concerns about deforestation and forest degradation very seriously," said spokesman Jeff Beckman.

Many companies in the cocoa industry pledged to end deforestation and forest degradation in a June statement. However, the real test will be in November. This is when they propose specific solutions at the United Nations Convention on Climate Change.

Government Agencies Must Step It Up

Some farmers have been growing illegal cocoa in protected areas for decades. Where can they send these farmers and how will they still make a living?

None of the companies said they would support a moratorium, or immediate halt, of deforestation cocoa. A moratorium on soybeans helped slow down deforestation in the Amazon.

"Companies alone can't solve this, and the government alone can't solve this," Richard Scobey of the World Cocoa Foundation says.

Government commitment is important for protecting national forests. The situation inside the country's 231 classified forests is even worse than in parks. This has to do with the different authorities that run them.

The government-funded agency protecting forests is called Sodefor, and the state parks authority is the OIPR (it stands for Office Ivorien des Parcs et Réserves in French). Neither is doing its job. In the Marahoué park, reporters found repeated examples of bribes, or illegal sales, by OIPR officials.

Conseil Café Cacao is the government regulator for the coffee and cocoa industry. It is responsible for checking the quality of the cocoa and ensuring the right prices are paid. It also must guarantee none of the cocoa is grown using child labor or in protected areas.

The Conseil said it is committed to its responsibilities and pointed to a program it started, "Cocoa, Friend of the Forest." However, there is little evidence of the program working.

Danger In Cocoa Reforms

People who try to make reforms in the cocoa industry can get in serious trouble. In 2004 Guy-André Kieffer, a French-Canadian journalist working on a story about cocoa and corruption disappeared. He is believed to have been killed.

In Mount Sassandra, farmers run away from visitors, aware that their business is illegal. These farmers are not those that are earning the vast profits from chocolate, though. Many live in poverty, often exploited and underpaid for their crop. Most cannot even afford a bar of chocolate.

"It's white people who eat chocolate, not us," one says.

Quiz

1 Which answer choice accurately explains WHY major chocolate companies may NOT know the source of their cocoa beans?

(A) Their goal is to assure sales of their product to customers; monitoring the supply chain is secondary.

(B) They do not buy directly from farmers; it is difficult to manage each step of the supply chain.

(C) Their products need to be distributed quickly; customers do not care about the source.

(D) They work in multiple countries; they cannot have information about all their sources.

2 What is Barry Parkin's approach to solving the deforestation problem?

(A) He wants the major chocolate companies to work together to end deforestation.

(B) He is pressing for reforms in the cocoa industry that will stop the illegal farming.

(C) He will propose a plan at the United Nations Convention on Climate Change.

(D) He wants Mars to support a strict moratorium of deforestation cocoa.

3 HOW does the author convey the importance of cocoa deforestation?

(A) by highlighting how many rain forests have been lost since 1960, and sharing ideas proposed by companies

(B) by giving an example of a farmer's practice, and showing how the government allows illegal farming to continue

(C) by describing each company's pledge to stop deforestation, and stating their commitment to work together

(D) by providing statistics about the loss of rain forests, and showing that many groups contribute to the problem

4 HOW did the author illustrate the role of the consumer in the article?

(A) by showing how the demand for chocolate is driving the deforestation

(B) by providing a quote that states who the largest consumer of chocolate is

(C) by describing top-selling candy bars that are popular in many countries

(D) by explaining how many steps there are in a company's supply chain

Day 5

Name Class Date

SECTION 2 HISTORY
GeoActivity

Use with Sub-Saharan Africa Geography & History, Section 2.4, *in your textbook.*

Go to Interactive Whiteboard GeoActivities *at* **myNGconnect.com** *to complete this activity online.*

NATIONAL GEOGRAPHIC School Publishing

2.4 COLONIZATION TO INDEPENDENCE

Build a Time Line of Ghana's Independence

Learn more about Ghana's history and the country's struggle for independence. Then build your own time line to organize events.

The Long Struggle for Sovereignty

After Portuguese explorers first arrived in 1471, the European traders who came to the area that is now Ghana were primarily interested in its gold. This led to the name Gold Coast, by which the country was known for hundreds of years. By the 1600s, the slave trade became a major focus of European traders. The British, Dutch, and other Europeans leased land from native states and conducted trade from fortresses they had built along the coast.

Although the British abolished the slave trade in 1807, their control over the region grew. In 1821, the British government took control of the fortresses, and the colony of the Gold Coast was officially established. The Asante (or Ashanti) people, who lived inland, had grown powerful through trading with the Dutch, and they chose to resist British rule. The Asante and the British clashed throughout the 19th century, until the British ultimately gained control of Asante areas in 1902.

continued →

When Ghana finally gained independence, it was through a peaceful political process. In the early 1950s, a new constitution granted local people much more control over their government. Pan-African leader Kwame Nkrumah became a major voice in this government, and he led the push for total independence with the slogan "self government now." Nkrumah would be the country's Prime Minister when Ghana became a fully independent nation in 1957.

1. **Create Time Lines** Underline key dates in the passage. Then mark these dates and their events on the time line below.
2. **Interpret Time Lines** For how many years did the British have official control of the Gold Coast colony?

_____

3. **Make Inferences** If the British were no longer participating in the slave trade after 1807, why do you think they were still interested in control of Ghana?

_____

4. **Draw Conclusions** Britain gave up control of Ghana in the 1950s. Think about major world events in the previous decade, the 1940s. Why might Britain have been willing to negotiate and accept Ghana's independence?

Time Line Title: _____