Rangeland Roots-Math Activity

Created by: IRRC-Summer Class	**Time Required:** 10- 15 minutes each
Subject: Mathematics	**Grade Level:** 4th +
CCS Standards: Reading informational text: 4	

Overview	Students will answer math questions with a rangeland theme.
Goal(s) & Objective(s)	Students will demonstrate the ability to apply math skills to diverse topics
Prerequisites & Materials	**Materials:** 1. *Rangeland Idaho's Roots* booklets or Math work sheet copies
Teaching Activities: *Instructional Approaches/Strategies*	**Introduction:** 1. Explain to students that math skills are necessary in any field. These worksheets are designed to help them practice for the Direct Math Assessment. **Procedures** 1. Have students complete the worksheets as chosen over several days or weeks. **Closure** 1. Use the key to go over the worksheet in class.
Assessment:	Formative-review the students work on each worksheet. Adapt to what they need work on based off of these worksheets.

Background: Have students read *Rangeland: Idaho's Roots.* Math worksheets can be used to meet math standards within the rangeland theme.

Rangeland Idaho's Roots

Math Worksheet #1

Name _____

Native Americans were the first people to live in Idaho. They fished and gathered wild plants, seeds & nuts. Suppose one day 10 men caught 6 fish **each**. They took away and cooked 10 of the fish to eat right away. They took the rest of them home. 5 women cooked half of the remaining fish and 4 women dried the other half.

Answer the following questions. Show how you found the answers.

1. How many fish did the men catch?

2. How many of the fish did the men take back to camp?

3. How many of the fish did the women dry?

4. How many Native Americans caught, cooked and dried the fish?

Rangeland Roots-Math 2

Rangeland Idaho's Roots

Math Worksheet #2

Name _____

Lewis & Clark explored the western rivers to the Pacific Ocean. They bartered with the Shoshone Indians for a guide and horses. Suppose they traded battle-axes, knives, and clothing for a guide and horses. The guide might have cost 14 battle-axes, 14 knives and 5 shirts. Maybe they traded 16 horses for 31 battle-axes, 21 knives, and 12 shirts.

Answer the following questions. Show how you found the answers.

1. How many items were traded for the guide?

2. How many items were traded for the horses?

3. How much more did the horses cost than the guide?

4. How much would 2 guides have cost?

Rangeland Roots-Math 3

Math Worksheet #3

Name _____

David Thompson was one of the trappers who came to Idaho. Suppose he trapped about 20 beavers, 8 muskrats, 4 foxes, and 5 badgers in one week.

Answer the following questions. Show how you found the answers.

  1. Draw a graph and label a graph to show how many animals David Thompson trapped.

  2.   What animal did he trap the most of?

  3. How many more beavers than foxes did he trap?

  4. How many animals did he trap altogether?

Rangeland Idaho's Roots

Math Worksheet #4

Name _____

The first settlers traveled west over 2 thousand miles of dangerous country in covered wagons that could only go 2 miles an hour. Suppose a wagon train with 10 wagons traveled for 8 hours on Monday. They traveled 6 hours on Tuesday. On Wednesday they traveled for 10 hours.

Answer the following questions. Show how you found the answers.

1. How many hours did they travel during the three days?

2. How many more hours did they travel on Wednesday than on Tuesday?

3. How many miles did they travel on Tuesday?

4. How many miles did they travel on Wednesday?

Rangeland Idaho's Roots

Math Worksheet #5

Name _____

In the early 1800's large numbers of cattle and sheep were herded in Idaho. Prices and hopes were high. Suppose there was a herd of about 529 cattle driven from the mountain meadows to rangelands with bunchgrass in one week. The next week they moved about 600 cattle. The third week they moved about 724 cattle. During the first week they lost 16 head of cattle, the second week they lost 15 head of cattle, and the last week they lost 24 head!

Answer the following questions. Show how you found the answers.

1. How many cattle were moved during the three weeks?

2. How many head were lost during all three moves?

3. How many more cattle were moved in the second week than in the first week?

4. How many days did it take to move the three herds?

Math Worksheet Answer Key

Worksheet #1

1. 10 x 6 = 60   60 fish were caught.
2. 60-10 = 50   50 fish were taken back to camp.
3. 50 divided by 2 = 25   25 fish were dried.
4. 10+5+4= 19   19 Native Americans caught, cooked, and dried the fish.

Worksheet #2

1. 18+14+5= 37   The guide cost 37 items.
2. 24+27+12=73   The horses cost 73 items.
3. 73-37= 36   The horses cost 36 items more than the guide.
4. 37x2=74   Two guides would have cost 74 items.

Worksheet #3

1. A graph with 4 columns should be drawn and labeled with 20 beavers, 8 muskrat, 4 foxes, and 5 badgers.
2. 20 was the highest number, therefore beavers were caught the most often.
3. 20-4=16   16 more beavers were caught than foxes.
4. 20+8+4+5=37   37 animals were caught.

Worksheet #4

1. 8+6+10=24   The wagon train traveled for 24 hours.
2. 10-6=4   They traveled 4 more hours on Wednesday than on Tuesday.
3. 2x6=12   They traveled 12 miles on Tuesday.
4. 2x10=20   They traveled 20 miles on Wednesday.

Worksheet #5

1. 529+600+724=1583   1,853 head of cattle were moved.
2. 16+15+24=55   55 head of cattle were lost during the move.
3. 600-529=71   71 more cattle were moved the second week than the first week.
4. 7 (days) x 3 (weeks) = 21   It took 21 days to move the cattle.