



On behalf of Splash! Publications, we would like to welcome you to *Nebraska*, one of 50 State History lessons. This lesson was designed by teachers with you and your students in mind.

THE FORMAT

We've created a color and black line version of this lesson. Use the color version for your White Board and the black line masters to make copies for your students. Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words at the end of the lesson.

NOTE: The answers to all activities and quizzes are at the end of the lesson.

INTERACTIVE HISTORY NOTEBOOK

In addition to other higher-level Common Core aligned activities, we have included step-by-step directions for four Interactive Notebook activities that students will create and glue into a history notebook. When finished, the history notebook will provide students with a long lasting Nebraska history reference. A composition book works well for keeping the Interactive Notebook activities.





CORE STANDARDS: THE “BIG IDEAS”

Core Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. As a reading-based lesson, *Nebraska* fosters literacy in Social Studies.

At the same time that students are learning important factual content about *Nebraska*, they are meeting the Common Core Standards for English Language Arts and making connections to the “big ideas” in American History. Below is the legend used to abbreviate the Common Core Strands:

COMMON CORE STRAND CODE:

CC = COMMON CORE

RL = READING-LITERATURE

RI = READING INFORMATIONAL TEXT

RF = READING FOUNDATIONS SKILLS

W = WRITING

SL = SPEAKING LISTENING

L = LANGUAGE

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Illustrations and cover design by Victoria J. Smith

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★ LESSONS *at a* GLANCE ★

THE LESSON PLAN

Before reading *Nebraska*, students will:

- follow directions to create Vocabulary Organizers to glue into their *Nebraska* history notebooks for ***autobiography, biographies, census, completion, constellations, equality, hostile, invaded, majority, rejected.***

After reading *Nebraska*, students will:

- answer *Nebraska* Reading Comprehension Questions.
- complete *Nebraska* Language Skills.
- answer questions about *Nebraska* and then follow directions to create a Four-Fold Organizer to glue into their *Nebraska* history notebooks.
- follow directions to create an Interactive Time Line to glue into their History notebooks that includes facts and opinions about *Nebraska*.
- differentiate between primary and secondary sources.
- follow directions to create an Interactive Pioneer Journal Booklet to glue into their *Nebraska* history notebooks
- take a Vocabulary Quiz for *Nebraska*.

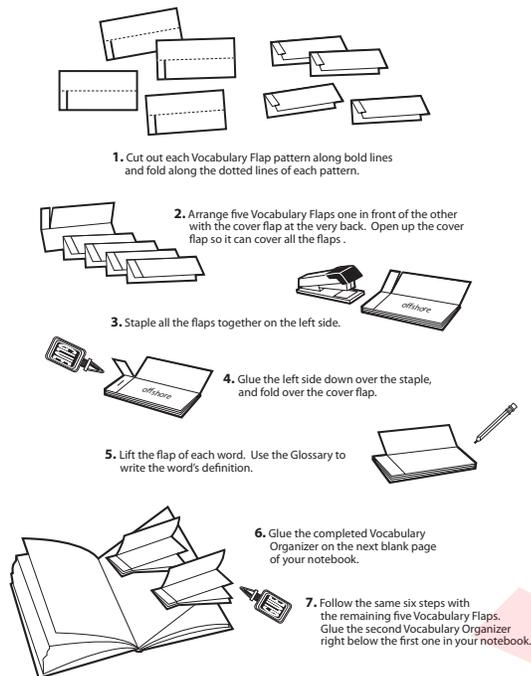
THE NEBRASKA LESSON IS ALIGNED WITH THESE 5TH GRADE CORE STANDARDS:

CC.5.RI.4, CC.5.RI.7, CC.5.RI.10, CC.5.RF.3A, CC.5.RF.4A, CC.5.RF.4C, CC.5.W.3A, CC.5.W.3B, CC.5.W.3C, CC.5.W.3D, CC.5.W.3E, CC.5.W.4, CC.5.W.5, CC.5.W.10, CC.5.L.4A, CC.5.L.4C, CC.5.L.6

VOCABULARY ORGANIZERS

There are a few new vocabulary words to learn before beginning your study of Nebraska. Your Nebraska history notebook is a great place to record and store the words and definitions that you will need to be familiar with during this lesson.

Directions: Choose the next blank page in your Nebraska history notebook. Using the Glossary provided by your teacher and the Vocabulary Flap patterns, follow the directions below to create and glue two Vocabulary Organizers securely into your history notebook.

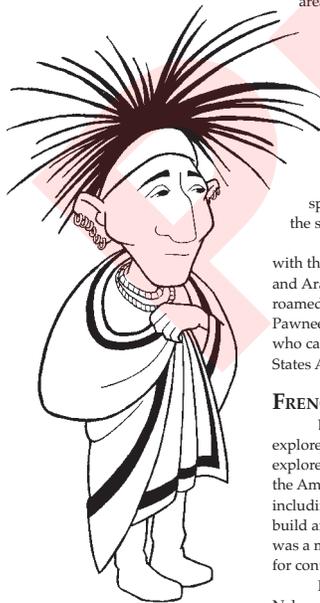


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NEBRASKA'S FIRST PEOPLE

Several Native American tribes inhabited Nebraska long before Europeans explored the area. The Missouri, Omaha, Oto, and Ponca tribes lived peacefully along Nebraska's rivers. They farmed, hunted, and fished.



PAWNEE WARRIOR

The Pawnee also lived in Nebraska. The Pawnee was one of the oldest Native American tribes of the Great Plains. They settled in villages near the Platte River. They built houses made of mud, grew maize, and hunted buffalo twice each year for meat and skins. The Pawnee were very spiritual and believed that all energy came from the stars and constellations.

The Pawnee were fierce warriors who fought with the Comanche, Sioux, Cheyenne (shy•ANN), and Arapaho (uh•RAP•uh•hoe) tribes. These groups roamed through Nebraska in search of buffalo. The Pawnee were, however, friendly with white settlers who came later to Nebraska. They helped the United States Army in wars against the Sioux and Cheyenne.

FRENCH AND SPANISH CONTROL

During the 1500s and 1600s, Spanish and French explorers traveled through Nebraska. In 1541, Spanish explorer Francisco Coronado led an expedition across the American Southwest. He claimed all of the land, including Nebraska, for Spain. Coronado did not build any permanent settlements in Nebraska. This was a mistake. Permanent settlements were important for control of the land.

In 1682, French explorer Robert La Salle claimed Nebraska and all of the land along the Mississippi River for France. He named the huge area Louisiana, in honor of King Louis XIV. France and Spain both

claimed Nebraska. There were many disagreements over who actually controlled the land. In 1714, French explorers arrived in Nebraska. They built a trading post along the Platte River. The French lived among the Native Americans and traded with them. In exchange for buffalo skins and beaver furs, the French gave the Native Americans horses. Spain was concerned about this trading activity. In 1720, Spain sent troops to Nebraska to drive out the French. The Spanish troops were attacked and killed by the Pawnee tribe. The French took complete control of the region and the profitable fur trade with the Native Americans.

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NEBRASKA

Nebraska, the Cornhusker State, is a Great Plains state located in the Middle West region of the United States. Nebraska's nickname was chosen because of the state's endless farms of corn crops.

Nebraska is one of the leading farming states in the United States. Farms make up 95 percent of the state's area. Wheat, corn, and soybeans are grown in the eastern and western regions of the state. Herds of beef cattle graze on huge ranches in north-central Nebraska.

The name Nebraska comes from a Native American word that means "flat water." This refers to the Platte River which flows from east to west through the center of the state.

The capital of Nebraska is Lincoln. Lincoln is the second largest city in the state. It is a farming area that was established with the help of Abraham Lincoln while he was still an unknown country lawyer.

The state bird of Nebraska is the Western Meadowlark. The state flower is the Goldenrod, and the state tree is the Cottonwood. Nebraska's motto is "Equality Before the Law."



NEBRASKA'S POINTS OF INTEREST

Nebraska is a state with a rich culture and history. There are many major museums, art galleries, theaters, and important libraries within the state. The Homestead National Monument of America honors the first piece of farmland claimed under the Homestead Act of 1862. The Homestead Act granted 160 acres of free land to settlers if they promised to live and work on the land for five years.

Fort Robinson State Park marks the spot where Chief Crazy Horse of the Sioux (SOO) tribe was killed. Nebraska has many other state parks and more than 50 lakes and recreation areas. In fact, Nebraska has more miles of river than any other state in the Union. The Lied Jungle in Omaha is the world's largest indoor rain forest and the Nebraska National Forest is the only man-made forest in the United States.

Many who live in Nebraska are sports fans who enjoy cheering on the Cornhuskers at the University of Nebraska. Baseball fans travel to the city of Omaha to watch the College World Series each year.

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NEBRASKA

Directions: Read each sentence carefully. Darken the circle for the correct answer to each question.

After reading about Nebraska, you decide to write a report about the Pawnee tribe.

- 1 Which of these topics should **not** be included in your report?
- Religious ceremonies of the Pawnee
 - Battles with other tribes
 - Pawnee customs and beliefs
 - Dutch and Russian explorers

You need to use a dictionary to look up some words to use in your report. Use these entries to answer questions 2 and 3.

cul•ti•vate *v.* To prepare the soil for growing plants.
cul•ture *n.* A shared set of beliefs, goals, religious customs, attitudes, and social practices within a group.
cul•tur•al *adj.* Carefully planned activities which improve the mind, tastes, and manners.
cus•toms *n.* The usual way of doing things.

- 2 How can the entries be changed so that they are in alphabetical order?
- Put **cultivate** last.
 - Put **cultural** before **culture**.
 - Put **customs** first.
 - Put **cultivate** after **culture**.
- 3 Which guide words might mark the page on which you would find the word **culture**?
- cultivate-cultural
 - cucumber-cyan
 - culinary-cult
 - collect-coupon

Study this Index from a book about the Pawnee tribe. Then answer questions 4 and 5.

| Index | |
|---------------------------|--|
| buffalo hunts, 2 | |
| dwellings, 61-68 | |
| enemy tribes | |
| Arapaho, 10-12 | |
| Cheyenne, 14-22 | |
| Comanche, 25 | |
| Sioux, 36-43 | |
| farming, 7-9 | |
| French allies, 89 | |
| fur trade, 46-50 | |
| religious customs, 98-106 | |
| types of housing, 14-27 | |

- 4 Which page would probably have information about crops that were grown?
- 8
 - 14
 - 47
 - 100
- 5 All of these pages would have information about enemy tribes **except** –
- 12
 - 16
 - 37
 - 44

| ANSWERS | | LANGUAGE |
|-----------|-----------|----------|
| 1 A B C D | 4 F G H J | |
| 2 B C H J | 5 A B C D | |
| 3 A B C D | | |

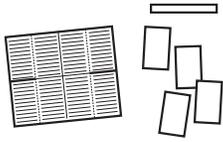
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★☆☆★ FOUR-FOLD ORGANIZER ★☆☆★

In this activity, you will use what you have learned about Nebraska to make a Four-Fold Organizer that will tuck securely into your Nebraska history notebook.

Using the patterns on the next two pages, follow the directions below to create and assemble your Four-Fold Organizer.



1. Cut out along all bold lines of the Four-Fold Organizer pattern, the title, and the questions.

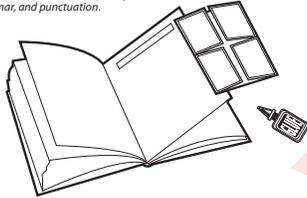


2. Fold the Four-Fold Organizer pattern along the dotted lines so that the lines are on the inside.

3. Glue the four questions on the front side of each folded flap on the Four-Fold Organizer pattern.



4. Fold back each flap and write the answer to each question. Use proper capitalization, spelling, grammar, and punctuation.



5. Glue the completed Four-Fold Organizer onto the next blank page in your History notebook. Glue the title above the Organizer.

FOUR-FOLD ORGANIZER TITLE AND QUESTIONS

NEBRASKA FACTS

WHAT IS NEBRASKA'S STATE BIRD, STATE FLOWER, AND STATE TREE?

WHERE IS NEBRASKA'S CAPITAL LOCATED AND WHAT IS THE STATE'S MOTTO?

WHAT IS NEBRASKA'S NICKNAME? WHY WAS THIS NICKNAME CHOSEN FOR NEBRASKA?

LIST TWO OTHER INTERESTING FACTS THAT YOU LEARNED WHILE STUDYING ABOUT NEBRASKA.

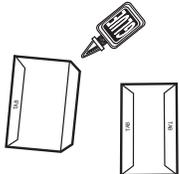
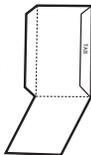
★☆☆★ INTERACTIVE TIME LINE ★☆☆★

Part II: Using your finished Time Line patterns, Envelope template, and Time Line title, follow the directions below and on the next page to assemble and glue your Interactive Time Line onto the next blank page of your Nebraska history notebook.



1. Take out the Envelope template that you cut out along the bold lines. Color the picture on the front of the Envelope.

2. Fold the Envelope template along all dotted lines so that the tabs are in the back.



3. Glue the tabs to the back of the Envelope template so that the top is open.

INTERACTIVE TIME LINE PATTERNS

In 1812, Nebraska became part of the Missouri Territory. The United States government decided that Nebraska, Oklahoma, Kansas, and the Dakotas were unfit for American settlers, but would be a good place for Native Americans to live. The area was renamed Indian Territory.

1812

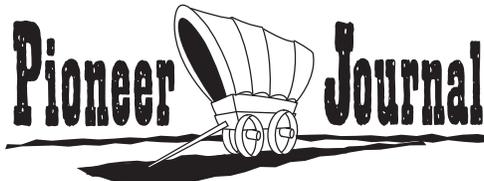
If you were a Native American child whose family was forced to move from your home in another state to Indian Territory, what two options might you have given the president of the United States to keep this from happening?

In 1854, Congress passed the Kansas-Nebraska Act. Eight years later, in 1862, Congress passed the Homestead Act.

1854-1862

Use the space below to describe the Kansas-Nebraska Act and the Homestead Act. Which of these acts had the biggest impact on Nebraska? Explain why.

consider the source



Think about the ways we learn about history. Reading books, seeing movies, looking at photographs, studying maps, searching the Internet, digging for bones, and holding pieces of pottery are some of the ways that we learn about the past.

There are two types of sources to help us learn about what happened in the past. *Primary sources* are recorded by people who were there at the time. If you have ever read a diary or an **autobiography**, then you were reading something that was written by the person who was actually recording the events and experiences as they were happening. Diaries and autobiographies are *primary sources*. Letters, interviews, photographs, original maps, bones, and pieces of pottery are other examples of *primary sources* because they give us "first-hand" knowledge of an event that took place in history.

Secondary sources are recorded by people after an event took place. Many books have been written about important historical events and people. A book written in 2009 about the Homestead Act is a *secondary source* because the author wasn't actually there to interview the pioneers and can't give any "first-hand" knowledge. Movies, **biographies**, newspaper stories, television programs, and encyclopedia articles are other examples of *secondary sources* because they give us "second-hand" knowledge of events that took place in history.



You have just finished studying about Nebraska. In this activity, you will decide whether a source of information is a *primary source* or a *secondary source*. On the lines provided, put a *P* next to the *primary sources* and an *S* next to the *secondary sources*.

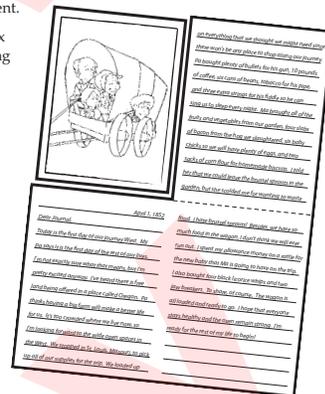
- _____ A feather from a Western Meadowlark, Nebraska's state bird.
- _____ A ticket from the 2005 College World Series played in Omaha, Nebraska.
- _____ The original maps made by Lewis and Clark during their expedition.
- _____ A photograph of a pioneer family traveling the Oregon Trail.
- _____ An encyclopedia article about the history of Nebraska.
- _____ The 1862 interview of a pioneer who has just received free farmland through the Homestead Act.
- _____ President Abraham Lincoln's biography.

During the 1840s and 1850s, thousands of pioneer families traveled along the Oregon and Santa Fe trails in search of wide open spaces and fertile land in the West. This was a dangerous adventure in a covered wagon that took four to six months. Sickness, lack of food, Native American attacks, and bad weather were some of the challenges that kept many pioneers from arriving safely in California and Oregon.

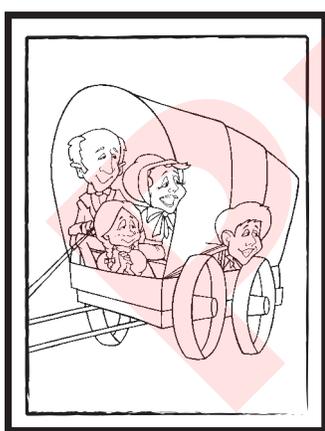
This activity will give you a chance to experience life as a pioneer traveling West. As you make the journey with your family, you will keep a record of your adventures in a *journal*. A *journal* is a written record of events. Fortunately, many pioneers kept journals while traveling. Without these *primary sources* from people who were actually there, we would have a difficult time learning about the past.

Part I Directions:

- Choose six of the eight Journal Events to write about. (You can choose to draw some or even all of your own pictures.)
- Cut out and neatly color each Journal Event.
- Glue each event in the blank square on a different Journal page. (If you're drawing your own pictures, draw them in the square.)
- Write a Journal Entry for each event. As you write, use your imagination to give plenty of details about the event you've chosen. See the sample Journal Entry for ideas.
- The sample Journal Entry starts your Journal on April 1, 1852. The rest of your Journal entries should be dated after April 1. Your Journal should end the day you arrive in the West.
- Be careful to use proper capitalization, spelling, punctuation and grammar in each Journal Entry.



SAMPLE JOURNAL ENTRY



on everything that we thought we might need since there won't be any place to shop along our journey. Pa bought plenty of bullets for his gun, 10 pounds of coffee, six cans of beans, tobacco for his pipe, and three extra strings for his fiddle so he can sing us to sleep every night. Ma brought all of the fruits and vegetables from our garden, four slabs of bacon from the hog we slaughtered, six baby chicks so we will have plenty of eggs, and two sacks of corn flour for homemade biscuits. I told her that we could leave the brussel sprouts in the garden, but she scolded me for wanting to waste

April 1, 1852

Dear Journal,

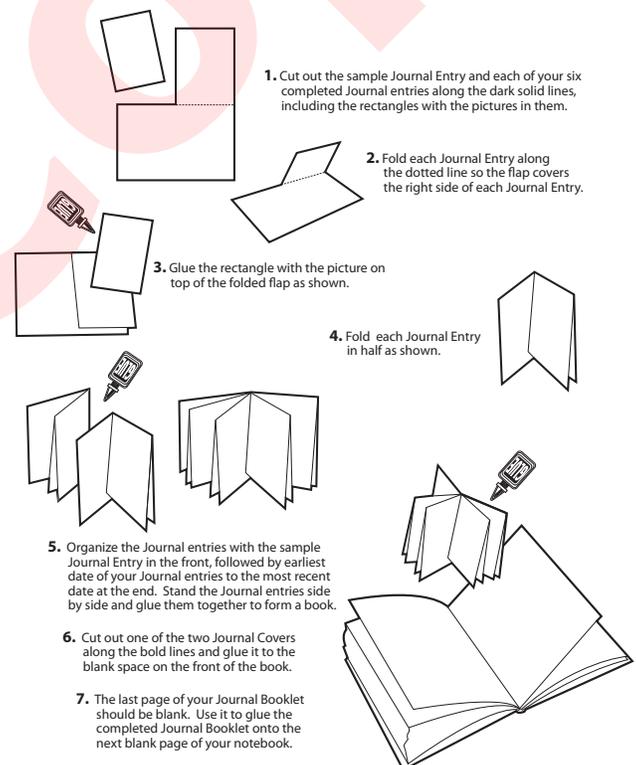
Today is the first day of our journey West. My pa says it is the first day of the rest of our lives. I'm not exactly sure what that means, but I'm pretty excited anyway. I've heard there is free land being offered in a place called Oregon. Pa thinks having a big farm will make a better life for us. It's too crowded where we live now, so I'm looking forward to the wide open spaces in the West. We stopped in St. Louis, Missouri, to pick up all of our supplies for the trip. We loaded up

food. I hate brussel sprouts! Besides, we have so much food in the wagon, I don't think we will ever run out. I spent my allowance money on a rattle for the new baby that Ma is going to have on the trip. I also bought four black licorice whips and two jaw breakers. To share, of course. The wagon is all loaded and ready to go. I hope that everyone stays healthy and the oxen remain strong. I'm ready for the rest of my life to begin!

PIONEER JOURNAL

Part II Directions:

Gather the sample Journal Entry and all six of your completed Journal entries. Choose one of two Journal Covers and follow the directions below to assemble and glue your Pioneer Journal Booklet onto the next blank page of your Nebraska history notebook.



★ ☆ ★ ☆ ★ VOCABULARY QUIZ ★ ☆ ★ ☆ ★

NEBRASKA

Directions: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

1. ____ census
2. ____ equality
3. ____ hostile
4. ____ completion
5. ____ rejected
6. ____ invaded
7. ____ biographies
8. ____ constellations
9. ____ majority
10. ____ autobiography



- A. the story of your life written by you.
- B. a count of the number of people in a city, town, state, or country.
- C. the condition of being finished.
- D. star patterns.
- E. being equal.
- F. unfriendly.
- G. attacked and took over by force.
- H. more than half.
- I. refused to accept.
- J. stories of a person's life written by someone else.

★ ☆ ★ ☆ ★ GLOSSARY ★ ☆ ★ ☆ ★

- A.D.** the period in history after the birth of Christ.
- a•bol•ished** stopped or put an end to.
- ad•mired** thought very highly of.
- al•lies** groups of people who come together to help one another in times of trouble.
- an•ti•slav•ery** against slavery.
- ar•chae•ol•o•gists** scientists who study past human life by looking at prehistoric fossils and tools.
- ar•ti•facts** objects and tools used by early humans for eating, cooking, and hunting.
- au•to•bi•og•ra•phy** the story of your life written by you.
- ba•sin** the land drained by a river and its branches.
- bi•og•ra•phies** stories of a person's life written by someone else.
- bi•son** buffalo.
- bound•a•ry** dividing line.
- bur•rows** holes that are dug by small animals.
- cap•i•tal** the city that serves as the center of government for the state.
- cap•i•tol** the building where the government meets to make important decisions for the state.
- cap•tive** a prisoner who has been taken by force without permission.
- car•i•bou** a large deer of northern and arctic North America that is closely related to the reindeer.
- cen•sus** a count of the number of people in a city, town, state, or country.
- cen•tu•ry** a period of 100 years.
- Civ•il War** the war fought from 1861 to 1865 between the Union and the Confederacy over the issue of slavery.
- cli•mate** the average weather conditions of a place over a period of years.
- coast** an area of land that borders water.
- col•o•nies** groups of people who are ruled by another country.
- com•ple•tion** the condition of being finished.
- com•pro•mise** an agreement reached when each side changes or gives up some of its demands.

★ ☆ ★ ☆ ★ ANSWERS ★ ☆ ★ ☆ ★

COMPREHENSION QUESTIONS

- | | |
|---------|----------|
| READING | LANGUAGE |
| 1. D | 1. D |
| 2. H | 2. G |
| 3. C | 3. B |
| 4. F | 4. F |
| 5. C | 5. D |
| 6. G | |
| 7. C | |

VOCABULARY QUIZ

- | | |
|------|-------|
| 1. B | 6. G |
| 2. E | 7. J |
| 3. F | 8. D |
| 4. C | 9. H |
| 5. I | 10. A |

CONSIDER THE SOURCE

1. P
2. P
3. P
4. P
5. S
6. P
7. S

FOUR-FOLD ORGANIZER

1. Nebraska's state bird is the Western Meadowlark, the state flower is the Goldenrod, and the state tree of Nebraska is the Cottonwood.
2. Nebraska's nickname is the Cornhusker State. This nickname was chosen for Nebraska because of the state's endless farms of corn crops.
3. The capital of Nebraska is Lincoln and the state's motto is "Equality Before the Law."
4. Two interesting facts about Nebraska will vary.

FOUR-FOLD ORGANIZER GRADING CHART

| CRITERIA | 3 | 2 | 1 | 0 | SCORE |
|---|--|---|---|--|-------|
| FOUR-FOLD ORGANIZER QUESTIONS | Correctly answered all four of the Four-Fold Organizer questions. | Correctly answered 2-3 of the Four-Fold Organizer questions. | Correctly answered 1 of the Four-Fold Organizer questions. | Didn't attempt to answer any of the Four-Fold Organizer questions. | |
| FOUR-FOLD ORGANIZER ASSEMBLY | Followed directions correctly to cut and assemble Four-Fold Organizer in notebook. | Followed directions correctly to cut OR assemble Four-Fold Organizer in notebook. | Cut and assembled Four-Fold Organizer in notebook, but clearly did not follow the directions. | Didn't attempt to cut or assemble Four-Fold Organizer in notebook. | |
| CONVENTIONS <small>capitalization, spelling, punctuation, grammar</small> | Had less than 5 convention errors in finished Organizer. | Had 5 - 7 convention errors in finished Organizer. | Had 8 - 11 convention errors in finished Organizer. | Had more than 11 errors in finished Organizer. | |
| | TOTAL | | | | |

★ ☆ ★ ☆ ★ ANSWERS ★ ☆ ★ ☆ ★

INTERACTIVE TIME LINE GRADING CHART

1. 1714-In exchange for buffalo skins and beaver furs, the French gave Native Americans horses. Spain was concerned about this trading activity because Spain wanted to control the land and hunting territory in Nebraska. Spain sent troops to Nebraska to drive out the French, but the Spanish troops were attacked and killed by the Pawnee tribe, giving the French complete control of the region and the profitable fur trade with the Native Americans.
2. 1803-Answers will vary, but should include two facts about the Louisiana Purchase. The Louisiana Purchase made it possible for Americans to explore Nebraska.
3. 1812-Answers will vary but should include two options for the president of the United States to consider not moving Native Americans to Indian Territory.
4. 1854-1862-The Kansas-Nebraska Act allowed the settlers of Kansas and Nebraska to decide for themselves about the issue of slavery. The Homestead Act gave 160 acres of free farmland to any man who was at least 21 years old who agreed to live and work on the land for at least five years. The Homestead Act had the biggest impact on Nebraska because it brought thousands of settlers to the Nebraska Territory.
5. 1867-the majority of Nebraskans weren't interested in becoming a state because they felt having a state government would be expensive and they did not want to pay taxes to support a state government. Their minds were changed when the population of Nebraska reached 100,000 people and they realized they needed to organize a government and establish laws for Nebraska's growing population.

| CRITERIA | 3 | 2 | 1 | 0 | SCORE |
|---|--|--|---|---|-------|
| TIME LINE QUESTIONS | Answered all 5 Time Line questions completely with necessary facts and opinions. | Answered 3-4 Time Line questions completely with necessary facts and opinions. | Answered 1-2 Time Line questions completely with necessary facts and opinions. | Didn't attempt to answer Time Line questions. | |
| TIME LINE EVENTS | Put all 5 Time Line events in order. | Put 3-4 Time Line events in order. | Put 1-2 Time Line events in order. | Didn't put any Time Line events in order. | |
| ASSEMBLING TIME LINE ORGANIZER | Assembled and glued Time Line in notebook according to directions. | Assembled OR glued Time Line in notebook according to directions. | Assembled and glued Time Line in notebook, but clearly did not follow directions. | Didn't attempt to assemble or glue Time Line in notebook. | |
| CONVENTIONS <small>capitalization, spelling, punctuation, grammar</small> | Had less than 5 convention errors in finished Time Line. | Had 6-8 convention errors in finished Time Line. | Had 9-11 convention errors in finished Time Line. | Had more than 11 errors in finished Time Line. | |
| | TOTAL | | | | |