



Name _____

5th Grade ELA Remote Learning Packet

Week 18



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

(Parent Signature)

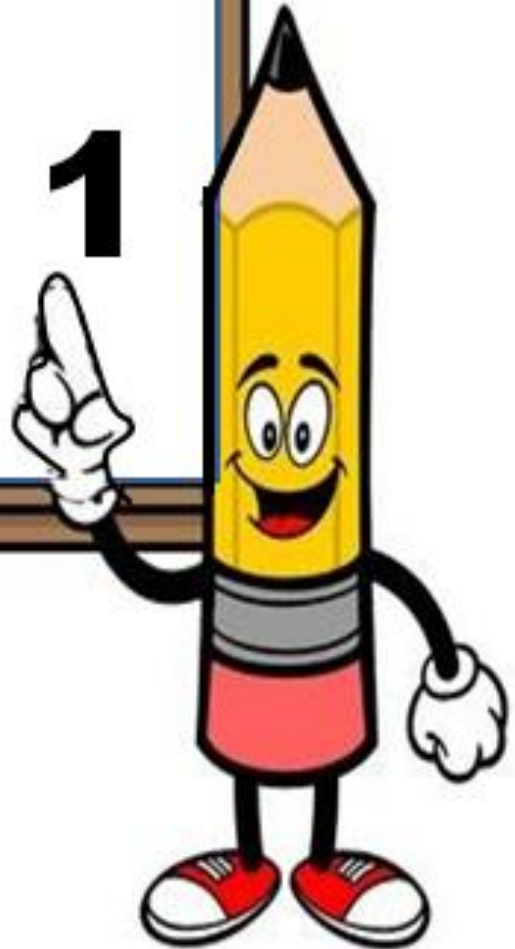
(Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



Day # 1

No School





Name: _____

Week 18 Day 2 Date: _____

BCCS Boys

MIT/Stanford

Do Now

1. Are sports important to US culture? Explain.

2. List 3 things that sports can teach us.

- _____
- _____
- _____

Unit 1, Module 3

Standard	SL.5.1: After a discussion, I can explain key ideas about the topic being discussed.
LEQ	Why are _____ important in American culture?
Objective	I can identify an author's _____ and their supporting evidence in an informational text.
Assignment to Submit	Exit Ticket (Google Form)

Input: Guided Notes

Opinion:

Example: I think Esperanza changed from the start of the novel to the end of the novel.

Evidence: _____

Evidence: _____

Input/CFU: “It’s Not Just a Game”

It’s Not Just a Game!

By Lori Calabrese

Whether you run a race, bounce a basketball, or hurl a baseball home, you do it because it’s fun. Some scientists claim play is a natural instinct—just like sleep. That might explain why sports are likely to be as old as humanity.

Some claim sports began as a form of survival. Prehistoric man ran, jumped, and climbed for his life. Hunters separated themselves by skill, and competition flourished. Wall paintings dating from 1850 B.C., that depict wrestling, dancing, and acrobatics, were discovered in an Egyptian tomb at Bani Hasan. The Ancient Greeks revolutionized sports by holding the world’s first Olympic games at Olympia in 776 B.C. But it wasn’t until the early nineteenth century, that sports as we know them came into play. (Pardon the pun!) Modern sports such as cricket, golf, and horse racing began in England and spread to the United States, Western Europe, and the rest of the world. These sports were the models for the games we play today, including baseball and football.

All organized sports, from swimming to ice hockey, are considered serious play. There are rules to obey, skills and positions to learn, and strategies to carry out. But Peter Smith, a psychology professor at Goldsmiths, University of London, and author of *Understanding Children’s Worlds: Children and Play* (Wiley, 2009), says, “Sport-like play is usually enjoyable, and done for its own sake.”

Different Sports for Different Folks

Sports come in many shapes and sizes. Both team and individual sports have advantages and disadvantages, but most people find that from an early age, they are drawn toward one or the other. In a team sport like soccer, you’re part of a group, striving to be a winning team. That means putting the team ahead of your own accomplishments. You must learn to get along with your teammates and share responsibility. In an individual sport like tennis, you’re usually only concerned about your own performance. That can make these sports more challenging.

The Ultimate Value of Sports

Whether it's football or golf, there's little doubt about the value of sports. According to the American Academy of Pediatrics (AAP), "play is essential to the cognitive, physical, social, and emotional well-being of children and youth." Play not only exercises our bodies, it also exercises our minds. Sports teach us about ourselves and our world. We learn how to negotiate plans, settle disagreements, and how to monitor our attitude. The skills we learn playing can be applied to school and work. Since organized sports are a hands-on, minds-on learning process, they stimulate our imagination, curiosity, and creativity. The growing science of play is armed with research claims that play, and thus sports, is important to healthy brain development. We use language during play to solve problems, we use thinking when we follow directions to a game, and we use math skills to recognize averages and odds of each sports play.

Sports also raise our energy level and act as antidepressants. Activity increases the brain's level of chemicals called endorphins, which boost mood. When we start moving and having fun, we feel good about ourselves.

Forgetting the Fun

In a perfect world, everyone would have fun playing sports. But that's not always the case. Sports can get aggressive and cause scrapes, bruises, and broken bones. They can also hurt us psychologically. David Elkind, professor emeritus of Child Development at Tufts University and author of *The Power of Play*, says that when young children play self-initiated games such as tag or hide and seek, "misunderstandings and hurt feelings are part of the learning process, and happen in a context of mutual respect. Those that arise in organized team sports, don't have the same supportive network, the sense of competition outweighs the sense of cooperation, and can be hurtful to the child's sense of self and self-esteem." Playing sports is usually fun, but sometimes we can get frustrated. It might be because of the pressure to win, parents who yell and scream from the stands, or coaches who treat us unfairly. Sports are supposed to bring people together, but they can also drive people apart. When sports are separated into skill level, gender, or ethnicity, some players feel isolated, begin to forget the fun in sports, and even want to quit. Sports may not always be a positive experience, but even when they're not, they give us a dose of how to face life's challenges.

Making Sports Work for Us

Playing sports doesn't mean you have to play on a varsity team. And very few people have what it takes to be a professional athlete. But your school basketball coach or gymnastics teacher has found a way to make play their work. And in doing so, they've found the work best suited to who they are. According to Elkind, "Whenever we combine play with work, as in our hobbies, cooking, gardening, sewing, and carpentry, it is the full utilization and integration of all our interests, talents, and abilities. It's an activity that makes us feel whole."

Play is so important to our development that the United Nations High Commission for Human Rights has included it as a right of every child. In other words, it's your birthright to play! And there's no better place to play and learn about the world than on a sports field. So regardless of your sport—from swimming to soccer—play to have fun and you'll automatically win!

Keep Your Eye on the Ball

Are your eyes glued to the TV when LeBron James takes the court or Derek Jeter steps to the plate? While fans fill arenas, even more click their TVs on at home to watch athletes slam a puck into a net or hit a ball with a fat stick. Play is not only something to do, it's something to watch others do.

Sports are a form of entertainment. The joy you and your teammates get by working together is the same joy your family, friends, and other spectators get when they watch. Fans experience the thrill of victory and the agony of defeat, just like the players on the field. Think of all the applauding, shouting, and yelling that happen at sporting events. It's a way for many of us to live vicariously through the players' actions.

Sports are also social events, opportunities for strangers to cheer together and debate outcomes. A Saturday morning game is a great way to spend time with family.

Sports involve learning, too. Fans research players, teams, and the sports themselves. How many fans do you know who are walking encyclopedias of sports trivia?

Why do so many of us watch sports and have a favorite team? Studies show that it fills both emotional and psychological needs. We feel self-confident and experience joy when our favorite team wins. Sports fulfill our human need to belong, and many fans, whether their team wins or loses, enjoy the suspense that allows them to release their emotions. Where we live, our family background, peer pressure, and our own sense of self (identity) all determine which baseball cap we wear and why we root for our team.

So the next time you put your Red Sox cap on and tune in to the game, remember it's not just about the amazing pitchers and batters, but about the way you feel when you watch your team play.

Baseball—From the 1830s to the late 1850s, Americans played a variety of ball and bat games. The first recorded baseball game took place in 1846 in Hoboken, New Jersey.

Football—Derived from rugby, a game played at public schools in England, football began to develop in Canada and the United States in the mid-1800s. The first game of American intercollegiate football, most resembling today's game, was played between Tufts University and Harvard on June 4, 1875, at Jarvis Field in Cambridge, Massachusetts. Tufts won, 1–0.

Basketball—In 1891, physical education instructor Dr. James Naismith invented the game of basketball in Springfield, Massachusetts. Designed as a sport to be played indoors during cold New England winters, basketball was originally played with a soccer ball and two peach baskets. In 1901, open-ended hoops replaced the game's closed baskets and basketball's "thirteen original rules" were created.

It's Not Just a Game

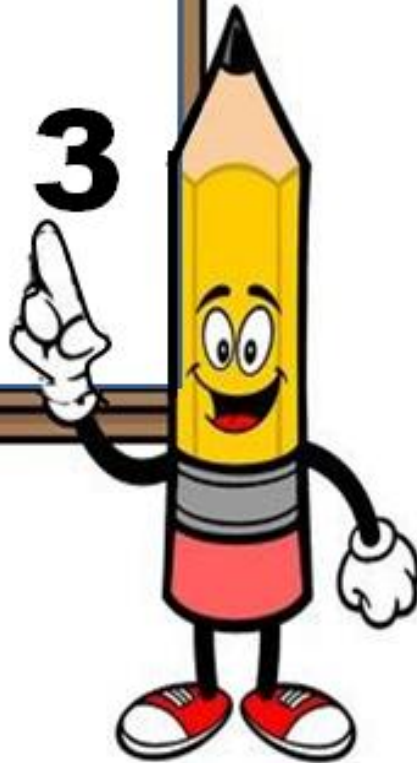
Author's Opinion:

Evidence:

Evidence:



Day # 3



Name: _____

Week 18 Day 3 Date: _____

BCCS Boys

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Module 3 Unit 1: Mid-Unit Quiz

Roots of American Sports

Roots of American Sports

The Olympics provide many sporting events in which several dozen countries compete. The original Olympics date back to 776 B.C.E. to 393 C.E. Present day **sports** like golf and soccer were later introduced to America.

Golf dates back to the 16th century, originating in Scotland. During the 1800's, **sports** became more popular in America with the arrival of baseball and the introduction of football by England, which America calls soccer.

Over the past two hundred or so years, **sports** have become a part of **American** culture. There are several influences on **American sports**. Some of those influences were brought over from the Europeans after colonization, and some have been more recent due to an increase in immigration.

During the 20th century, professional **sports** became popular with many athletes playing in college then going on to play for a professional team. Professional **sports** are a form of entertainment for many people around the world with many going to games or watching them on television. The professional **sports** bring in a large amount of money by selling game tickets, advertising, and merchandising.

Sporting events provide a sense of community for many **Americans**. More time has been made for leisure activities like **sports** due to a decrease in work hours. **Americans** share the same sporting events with other countries such as soccer, gymnastics, and swimming.



The Olympics provide many sporting events in which several dozen countries compete.



Sporting events provide a sense of community for many Americans.

1. What is the topic of the article?
 - A. Golf
 - B. American Sports
 - C. Athletes
 - D. Community

2. What would be the best title for this article?
 - A. “Watch the Olympics!”
 - B. American Athletes
 - C. American Sports: A Timeline
 - D. Golf and Soccer

3. What first *caused* the popularity of sports in the United States of America?
 - A. the arrival of baseball
 - B. success in golf
 - C. the need for leisure activities in America
 - D. the selling of game tickets

4. The author shares the opinion: Sports are a form of entertainment. All of the following are evidence that support that opinion EXCEPT:
 - A. People around the world go to games.
 - B. People around the world watch sports on television.
 - C. Many athletes who play in college go on to play professional sports.
 - D. Professional sports bring in a large amount of money by selling tickets to games and sports merchandise.

5. What, according to the author, helped sports become more popular in America during the 1800s? Support your answer with 1 piece of evidence from the text.

6. In the sentence, “There are several *influences* on American sports,” what does the word *influences* mean? Support your answer with 1 piece of evidence from the text.



Name: _____

Week 18 Day 4 Date: _____

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Do Now

1. What impact do sports have on American society?

Unit 1, Module 3

Standard	RI.5.8: Explain how authors use evidence and reasons to support their points in informational texts.
LEQ	How can understanding the author's _____ deepen my understanding of a text?
Objective	I can read closely to _____ the author's opinion at several stopping points in the text.
Assignment to Submit	Exit Ticket (Google Form)

Guided Notes

- A. Paraphrasing means putting what you have read into your _____.
- B. You paraphrase by _____ something, _____ about what it means, and then _____ it in your own words.
- C. Paraphrasing is a useful strategy to make sure that you have _____ when reading something _____ or something that is important to remember.
- D. If you _____ paraphrase after reading, it is important to go _____ and reread to _____ information.

“Sports in America”

Sports play an important role in American society. They enjoy tremendous popularity but more important they are vehicles for transmitting such values as justice, fair play, and teamwork. Sports have contributed to racial and social integration and over history have been a "social glue" bonding the country together.

Early Americans like Benjamin Franklin and President Thomas Jefferson stressed the need for exercise and fitness promoting for example running and swimming. In the 20th century, American presidents Theodore Roosevelt, Dwight D. Eisenhower and John F. Kennedy continued to encourage physical activity.



President's
Council on
Physical Fitness
and Sports

President Dwight D. Eisenhower founded the President's Council on Youth Fitness in 1956 to encourage America's youth to make fitness a priority. The Council later became the President's Council on Physical Fitness and Sports, including people of all ages and abilities and promoting fitness through sports and games. Today, the Council continues to play an important role in promoting fitness and healthy living in America.

The United States offers limitless opportunities to engage in sports - either as a participant or as a spectator. Team sports were a part of life in colonial North America. Native American peoples played a variety of ball games including some that may be viewed as earlier forms of lacrosse. The typical American sports of baseball, basketball and football, however, arose from games that were brought to America by the first settlers that arrived from Europe in the 17th century. These games were re-fashioned and elaborated in the course of the 19th century and are now the most popular sports in the United States. Various social rituals have grown up around athletic contests. The local high school football or basketball game represents the biggest event of the week for residents in many communities across the United States. Fans of major university and professional football teams often gather in parking lots outside stadiums to eat a "tailgate" picnic lunch before kickoff, and for parties in front of television sets in each other's homes during the professional championship game, the Super Bowl. Thousands of baseball fans flee the snow and ice of the North for a week or two each winter by making a pilgrimage to training camps in the South and Southwest to watch up close their favorite players prepare for the spring opening of the professional baseball season.

Individual competitions accompanied the growth of team sports. Shooting and fishing contests were part of the colonial experience, as were running, boxing, and horse racing. Golf and tennis emerged in the 1800s. Recent decades have given birth to a wide variety of challenging activities and contests such as sail boarding, mountain biking, and sport climbing, collectively referred to as "extreme sports".

Numbers, The. "About the USA>Sports." About the USA . N.p., n.d. Web. 28 Sept. 2013. <<http://usa.usembassy.de/sports.htm>>.

Paragraph #	Paraphrase
1	
2	
3	
4	
5	



Name: _____

Week 18 Day 5 Date: _____

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Standards Progress Assessment

January 2021

Directions: Closely read the text below and answer the questions that follow.

Coach Motivates Her Girls, Both On and Off the Court

by Martha Irvine

- 1 The coach leans forward, her hands pressed on a table in a room off the gymnasium. A basketball game is about to start. She is silent for a minute or two. Her players shift uncomfortably.
- 2 When Dorothy Gaters finally speaks, her message is familiar and firm. As usual, it's about fundamentals.
- 3 "Move your big feet." "Box out." "No fouls."
- 4 If they don't do that, she doesn't hesitate to take it up a notch on the court.
- 5 "You're embarrassing yourselves!" she tells them. She is the same, even when they're winning handily.
- 6 Gaters later explains: "Sloppy play is never enjoyable. Sometimes I'll be like, 'I hope this game is over soon. I can go home and watch some real basketball.' "
- 7 That candor¹ might be hard for the members of the girls' basketball team at John Marshall Metropolitan High School to hear. But they listen. They know this is a woman who can take them places.
- 8 For 40 years, Gaters has brought respect and pride to a West Side Chicago neighborhood that has seen more than its share of hard times. They understand this and also how much Gaters cares about them and their futures. And that's whether they end up playing basketball after high school or not.
- 9 "Just do something. So that you can be self-supportive, help your family, and set an example for those who are going to follow you," the coach tells her players. They call her Ms. Gaters or often just "G."
- 10 This current crop of players helped Gaters reach her 1,000th career win in November. The victory placed her among an elite group of coaches at any level of basketball.
- 11 Gaters' attention to detail and her competitiveness have led her teams to eight Illinois state titles and 23 city titles.

¹ **candor**: the quality of being open, sincere, and honest

12 A few of her players have gone on to play professionally, including Cappie Pondexter, a
WNBA All Star and Olympic gold medalist.

13 “She’s the first coach who really taught me the game of basketball,” says Pondexter, whom
Gaters first saw play in a YMCA recreational league and then helped hone² her talent. “I credit
it all to her, my humble beginnings.”

14 Pondexter starred at Rutgers University, but she is far from the only one Gaters helped get
to college. And that is among the coach’s proudest accomplishments.

15 In fact, her players must regularly bring in academic progress reports or report cards for
her to check.

16 “School before basketball,” says Tineesha Coleman, a junior who hopes to play in college.
17 When asked what Gaters is like, former player Rhonda Greyer, now 33, ponders the
question.

18 “She’s a sweetie pie,” Greyer says, quickly adding, “Off the court. OFF the court!”

19 She laughs, as does Pondexter when recalling the seemingly endless laps her team ran on
the track above Marshall practice Gym 12. The gym has since been named for Gaters.

20 “I wasn’t a troubled kid. My problem was focusing on basketball so much,” Pondexter says,
remembering how Gaters would call her mother if Pondexter skipped class. In her case, the
punishment would be to lose gym time.

21 But though Gaters is tough, it is a tough love, her former players say. They recall a coach
who occasionally took them to movies or out for burgers and fries.

22 They note how Gaters has quietly provided a coat, clothing or shoes for a player who needs
them.

23 Gaters started coaching in 1975, and understands how one can learn and succeed, in big
ways. The Mississippi native grew up in Chicago. She says she took on the Marshall girls’ team,
fresh out of DePaul University, because “no one else wanted to do it.”

24 Gaters liked basketball, even played a bit herself. But she didn’t know much about
coaching, so she watched the boys’ coaches carefully and took in any games she could find.

25 She won her first state championship in 1982.

26 Now, tucked amid the memorabilia³ in her office is a photo of Gaters shaking the hand of
President Bill Clinton at the White House. She was honored for her work with young people
in 1998. Another photo shows her being inducted into the Women’s Basketball Hall of Fame.
In 2009, the Naismith Memorial Basketball Hall of Fame recognized Gaters with one of its
lifetime achievement awards for high school coaches.

27 The 68-year-old coach says she thinks about retiring. But some are doubtful she’ll leave
anytime soon.

28 Assistant coach Gwen Howard smiles and rolls her eyes playfully at the thought of the
coach retiring.

29 “Please! I think this lady would do this forever if she could.”

1. What does “take it up a notch” mean as it is used in Paragraph 4? (RI.5.4)

- A. to make more interesting
- B. to become more forceful
- C. to complete another level
- D. to make another play

2. Read this sentence from paragraph 7.

That candor might be hard for the members of the girls’ basketball team at John Marshall Metropolitan High School to hear.

What idea does this sentence help support? (RI.5.1)

- A. that Gaters can be considered impolite
- B. that Gaters speaks very softly at times
- C. that Gaters demands a lot from her players
- D. that Gaters is impatient with her players

3. Read this sentence from paragraph 7.

They know this is a woman who can take them places.

How does the author **best** support this point? (RI.5.8)

- A. by explaining how Gaters helps many of her players attend college
- B. by describing the long hours of practice Gaters makes her players perform
- C. by providing examples of how Gaters helps players in need
- D. by providing examples of the basketball tips Gaters teaches her players

4. Read this sentence from paragraph 21.

But though Gaters is tough, it is a tough love, her former players say.

Which point in the article does this detail **best** support? (RI.5.8)

- A. Gaters has a very strong desire to win so can get upset easily.
- B. Gaters is unlikely to retire because she enjoys coaching.
- C. Gaters cares about every aspect of her players' lives.
- D. Gaters is nice only after practice or games are finished.

5. What does paragraph 26 suggest about Gaters? (RI.5.1)

- A. Gaters is appreciated for her importance contributions to girls basketball.
- B. Gaters is considered the best high school basketball coach in the country.
- C. Gaters has coached basketball almost as long as more famous coaches.
- D. Gaters has been honored mainly for her work with students off the basketball court.

6. How do paragraphs 27 through 29 contribute to the article? (RI.5.5)

- A. by comparing Gaters’s work ethic with Howard’s
- B. by showing an effect Gaters has had on Howard
- C. by giving an example of Gaters’s desire to win
- D. by suggesting how Gaters feels about her job

7. According to the article, why do so many people respect Gaters? (RI.5.3)

- A. Gaters teaches her players about more than just basketball.
- B. Gaters encourages her players to play college basketball
- C. Gaters teaches her players about the importance of playing basketball
- D. Gaters wants her players to concentrate on improving their basketball skills

8. How are Coleman and Pondexter alike? Support your response with at least 2 details from the text. (RI.5.5)

9. How does the author of the article feel about Gaters? Support your response with at least 2 details from the text. (RI.5.8)



Name _____

5th Grade ELA Remote Learning Packet

Week 19



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

(Parent Signature)

(Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



Name: _____

Week 19 Day 1 Date: _____

BCCS Boys

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Do Now

1. From your past learning, what do you think a biography is?

2. When you open a biography, what text features do you expect to see?

Unit 2, Module 3

Standard	RI.5.2: Determine the main idea of an informational text based on key details.
LEQ	How can _____ a book lead to a deeper understanding?
Objective	I can ask questions about the text, make inferences, and capture the _____ of the introduction.
Assignment to Submit	Exit Ticket (Google Form)

Vocabulary

accomplishments	legacy	commitment
something that has been achieved successfully	Something that is handed down from the past (good or bad)	dedicated to a belief or idea
		

Guided Notes

Biography:

Features	How do they help us?

Introduction

On April 15, 1947, my father, Jack Roosevelt Robinson, stepped out of the Brooklyn Dodgers dugout, crossed first base, and assumed his position as first baseman. He paused, hands resting on bent knees, toes pointed in, then stood, lifted his cap, and saluted the cheering fans. It was a defining moment for baseball—and for America.

As a result of Dad's accomplishments on and off the field, I inherited a legacy of excellence and service. Today this legacy takes me into classrooms across the United States, Canada, and the Caribbean. As the Vice President of Educational Programming for Major League Baseball, I bring the *Breaking Barriers* program into schools, where children, ballplayers, and I talk baseball, values, and books. The kids are naturally curious about my childhood. They want to know what was it like being Jackie Robinson's daughter.

They ask me questions such as, "Did your dad come home angry after losing a baseball game?" or, "How did you and your family feel about the hate letters you got?" But the question that makes me stop and think hardest has been, "Did you *really* know your father?"

When kids ask me that question, I tell them I was six when my dad retired from baseball;

twelve when he was elected into the Hall of Fame; twenty-two when he died. I also tell the children that my father taught me to flip pancakes, hit a baseball, question political leaders, solve problems, and keep promises.

Whether I was learning to walk, wildly swinging the bat at a fastball, tackling one of my brothers during a football game, or singing a show tune from *West Side Story* on the rock ledge of our fireplace, Dad encouraged me with his praise and loving smile. At times, my father made me feel like I was the most important person in his life. He was fond of saying, "Just put your fingertip in my tea and I won't need any sugar." I'd giggle and believe I actually had the power to sweeten that cup! When I was sad, Dad was there for me. The first time I cried over failed love, he sat on my bed and reminded me that I deserved better.

Over the years, I've learned about my father's baseball days from friends, family, other ballplayers, and even strangers who are anxious to share cherished Jackie Robinson memories with me. To this day, I'm mesmerized by newsreels of my dad rounding the bases, joyously clapping his hands as he outfoxes another pitcher.

My father was famous. My brothers and I grew up among awards, trophies, and photographs, but

our parents taught us not to worship these honors. They said we should measure our lives by the impact we had on other people's lives. All we had to do was pay attention to the way our parents lived to know that this was true.

As a kid, my favorite photograph hung on the wall leading to the lower level of our house. It showed my dad stealing home plate during the 1955 World Series. I passed it several times a day and always paused to look at how a cloud of dirt obscured half my dad's body, or to study the way his right hand was clenched into a fist. I never failed to notice how my dad's face twisted with fierce determination. Could this be the same man who never raised his voice at home?

Looking back I realize that one of the things I admired most about my father was how he stayed in the game until the end. He stood firm even when his opinion wasn't popular. Whether questioning an umpire or an American president, Dad used his celebrity to challenge an unjust system and support a movement organized to correct the wrongs.

So, yes, I knew my dad well as a father and as a man.

This brings me to why I wrote *Promises to Keep*. Though my father's story has been told many times, I wanted the opportunity to tell

it in its fullness. *Promises to Keep* is more than a photographic biography. It's a story about commitment. I've chronicled my father's life through words and pictures as a lasting memory to a man who was shaped by American history and who had an impact on American history. As you read *Promises to Keep*, you'll see that my father's personal and professional experiences, like baseball itself, reflected the American experience of his time.

A lifetime of service was my father's commitment to America and his challenge to you. Whether you commit to study hard, to be a better friend, family member, or neighbor, I hope that through my father's example you will understand why making a promise and keeping it is so important.

—S. R.





Name: _____

Week 19 Day 2 Date: _____

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MIT/Stanford

Do Now

1. What is a biography?

2. **Promises to Keep** is a biography of Jackie Robinson written by Sharon Robinson, his daughter. Why would she be a good author for this text?

Unit 2, Module 3

Standard	RI.5.2: Determine the main idea of an informational text using key details.
LEQ	How can _____ features help support my comprehension?
Objective	I can state the purpose of a _____.
Assignment to Submit	Exit Ticket (Google Form)

A Black and White World



Slave quarters, c. 1860-63

My great-grandparents were slaves; my grandmother was a sharecropper; my father was born into a segregated world. Although it may be hard for you to imagine an America where black and white people were kept apart by laws and customs, that world existed.

My father helped change it.

By breaking the color barrier in Major League Baseball, my father helped break down racial segregation. Before we get into the story of Jackie Robinson, however, we need to understand how segregation became a way of life in the United States.

The story of race relations in the United States begins more than 400 years ago, when African men, women, and children were enslaved and forcibly brought to the American colonies. The Civil War (1861–65) ended this terrible, inhumane practice. By 1870, there were approximately 4,000,000 African Americans in the United States who, because of the Thirteenth and Fourteenth Amendments to the Constitution, were now U.S. citizens.

As freedmen and women, some former slaves attended school for the first time, farmed in a system called sharecropping, voted, and held local, state, and federal offices. But the new

1619

People kidnapped from Africa are brought to the Virginia colony.

1787

The U.S. Constitution does not mention slavery, but it does ban the importation of slaves as of 1808.

1776

There are approximately 2 million slaves in the American colonies. After the American Revolution (1775–1783), approximately 55,000 free black people live in what is now the United States.

1861–65

The Civil War rages between the Union (the North) and the Confederacy (the South).

freedoms granted to African Americans were unacceptable to many southern whites who were used to being in control. These southerners used political, legal, and violent means to control blacks. They passed state laws to restrict the rights of blacks and to keep them from voting. Even the courts denied blacks opportunities and basic human rights. In *Plessy v. Ferguson* (1896), the U.S. Supreme Court upheld a state's right to pass racial segregation laws. The Supreme Court's ruling said that such laws did not violate the U.S. Constitution.

The nation was divided: those favoring segregation against those who opposed it.

The period of legal segregation in America is commonly referred to as the Jim Crow era. In the 1830s, Thomas Rice, a famous white music-hall entertainer in Baltimore, Maryland, created a fictional character based on a black singer-dancer. Rice called his character "Jim Crow." White audiences laughed at the clowning and foolish antics of the character. Black people found the performances demeaning. They began to use the term "Jim Crow" to mean discrimination.



This nineteenth-century sheet music shows a Jim Crow figure. Notice that the song is sung by T. (Thomas) Rice in "Ethiopian." Ethiopia is a country in Africa.

863

resident Abraham Lincoln signs the Emancipation Proclamation, which frees slaves in the Confederate states.

1865

The Thirteenth Amendment to the Constitution makes slavery illegal everywhere in the United States.

1868

The Fourteenth Amendment guarantees all people born in the United States, including African Americans, citizenship and equal protection under the law. Native Americans are not included.

1870

The Fifteenth Amendment grants all adult male citizens the right to vote.

9

Application

Text	Main Idea	Supporting Details
Timeline 1619–1870		
“A Black and White World” (page 8 through first paragraph of page 10)		



Name: _____

Week 19 Day 3 Date: _____

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MIT/Stanford

Do Now

1. What was segregation? How did it affect African-Americans living in the South in the United States

Unit 2, Module 3

Standard	RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LEQ	How can I build background about the _____ _____.
Objective	I can compare/contrast the experience of Jackie Robinson with the experience of _____. (literary).
Assignment to Submit	Google Form

Signs of Hope

10

Signs of the times: People were even prohibited from drinking at the same fountain.



Many public places, especially in the South, were segregated.

In the post-Civil War segregated world, black people and white people went to separate schools, ate in separate restaurants, stayed in separate hotels, and sat in different sections on trains and buses. In many places, they used different bathrooms, telephone booths, and water fountains. Blacks and whites went to separate pool halls, auditoriums, and circuses. Many blacks were restricted from using parks, libraries, and hospitals that served white people. Signs on public facilities often read COLORED and WHITE in an effort to keep one race from coming in contact with the other. Segregation was part of everyday life almost everywhere, especially in the South.

My father was six months old in the summer of 1919, the “Red Summer.” African-American blood flowed as black people were assaulted and killed in race riots and lynchings. The racial tension escalated when southern blacks moved north to work in jobs created by World War I. From 1915 to 1930, nearly 1.5 million



black people migrated north at a rate of 100,000 per year. Many of them settled in New York, Chicago, St. Louis, and Detroit.

The black families who fled the South during this period hoped to find a better life and escape Jim Crow life. However, they soon discovered that Jim Crow traveled, too. The rapid shift in population caused overcrowding in many cities and increased resentment from many white workers who were now forced to work alongside blacks.

NEGROES HAVE COME NORTH TO STAY; FIND CHANCE FOR INDEPENDENCE HERE



When African-American families left the South, they took with them their hopes for freedom and opportunity.

Mallie Robinson, my grandmother, was one of the early, pioneering migrants. She lived on a farm in Cairo, Georgia, in 1919, with her husband, Jerry, and their five children. They were sharecroppers, which meant they farmed a section of land owned by whites for a share of the profit from the crops. This system kept black sharecroppers like my grandparents from getting ahead. Sharecroppers didn't own their own farms. They had to buy all their seeds, food, and equipment on credit from the white landowner. At the end of the year, the black farmer had to give the white landowner up to one-half of his crop and repay all the credit. The black farmers ended up with very little and often owed money to the white owner.

After dealing with the frustrations of sharecropping, Jerry Robinson gave up and deserted the family. Mallie couldn't maintain the farm on her own. But my grandmother was a determined woman with an unflappable faith in God. She packed up her children—Frank, Mack, Edgar, Willa Mae, and Jackie—and took a huge risk. Mallie and her family left the only life they'd ever known. They traveled by train to Pasadena, California. There, they lived with her brother until Mallie found work and a place for her family to live.

My grandmother worked long hours cleaning and cooking in the homes of white families. Meanwhile, she insisted her children keep up their grades, work after school, and attend church every Sunday. The children learned early to protect each other. For a couple of years my dad's sister, Willa Mae, took my father to school with her. Dad played alone in a sandbox outside her classroom until the kids came out for recess.

As a boy, Dad went to Cleveland and Washington Elementary schools in Pasadena. The students were black. The teachers were white. My father only got average grades, but he loved sports. With



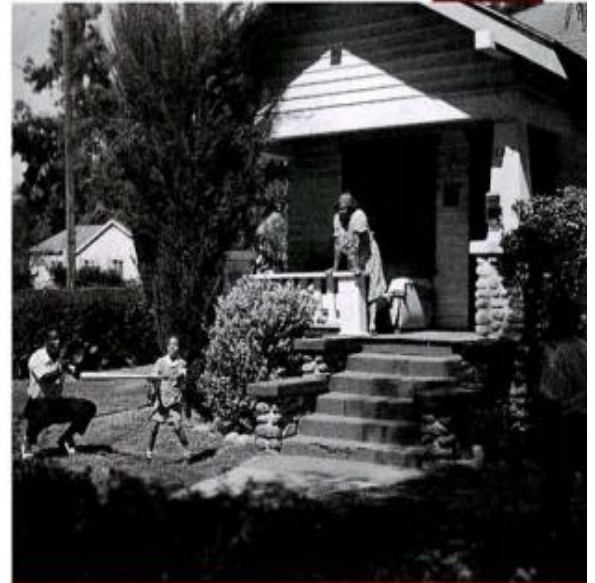
Mallie Robinson and her five children, from left to right: Mack, my dad, Edgar, Willa Mae, Frank. They moved from Georgia to California in the early 1920s.

marbles, soccer, dodge ball, and baseball, Dad's reputation as a competitor—and a winner—began when he was just a young boy.

Pasadena was a pretty city with lots of parks and other public recreational facilities. My dad couldn't go in most of them. The local YMCA refused my father membership because he was black. The Pasadena movie houses he went to forced black people to sit in one section. The local soda fountain wouldn't serve black kids. Pasadena was divided into neighborhoods according to race. The boundaries were clearly drawn. Blacks lived in only certain parts of town. That didn't stop my grandmother.

Mallie and her sister and brother-in-law, Cora and Samuel Wade, raised enough money to buy a house. They ignored the racial boundaries and settled on a house at 121 Pepper Street. The house that they wanted happened to be in an all-white neighborhood. According to family stories, my grandmother knew that the owners wouldn't sell their home to a black family. Mallie got a light-skinned niece, who could pass for white, to purchase the Pepper Street house for them. After the closing, the Robinson and Wade families moved in together. The neighbors weren't exactly welcoming.

My father was three years old when he and his family moved to Pepper Street. When he was eight, Dad got into a name-calling fight with the little white girl who lived across the street. The children's verbal battle was interrupted when the girl's father came outside and started throwing rocks at my father. There were other incidents like that meant to intimidate my grandmother into moving off Pepper Street. A cross was burned on their front lawn. But in spite of the pressure from neighbors, my grandmother refused to leave Pepper Street. Over time, the block became mixed with families from black, white, Asian, and Hispanic backgrounds.



Mallie Robinson watches Jackie Robinson play ball with his nephews in the yard of the house at 121 Pepper Street. My father lived in the house until 1941.

Note: For this lesson, students just read the prologue and Scenes 1 and 2. The whole script is provided in case your class wants to use it as an extension activity.

Prologue

In 1865, the 13th Amendment freed millions of Southern blacks from slavery. But for most of them, life remained a struggle. They had little power to break the cycle of poverty. They also suffered from racial segregation. In 1910, about 7 million African Americans lived in the South; fewer than 1 million lived in all the rest of the U.S. Then an industrial and economic boom up North opened a path to opportunity. From 1915 to 1930, an estimated 1.5 million Southern blacks poured into Northern cities. Historians call that movement the Great Migration. Back then, people called it the exodus.

Character:

<p>Hetty Robinson, a former slave Bob, Hetty’s oldest son Hilda, Hetty’s daughter Sissy, Hetty’s daughter Reverend Edward Perry Jones, a preacher * Janelle Clay, a black girl living in Vicksburg, Mississippi</p>	<p>Bob’s boss, a white barbershop owner in Vicksburg Milt Hinton, Hilda’s son * Conductor, on a train Benny Goodman, a white boy living in Chicago Narrators A–E <i>*An asterisk indicates an imaginary character. All others were real people.</i></p>
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SCENE 1

Narrator A: Hetty Robinson was born a slave on a plantation near Vicksburg, Mississippi. She was freed while quite young. Nearly two decades later, though, she is still struggling to survive. Her husband has died, leaving her to raise a large family on her own.

Narrator B: Like the rest of the Deep South, Vicksburg is deeply divided by race. Blacks live in the poor area near the Mississippi River, whites on higher ground. Hetty works for a wealthy white family.

Hetty Robinson: I have to go to work. Come by around two o'clock, and I'll give you kids some dinner.

[She leaves.]

Bob: I hate seeing Mama work so hard. She cleans that family's house, washes and irons their clothes, and cooks all their meals.

Hilda: Well, she also does their food shopping, and makes sure that there is always enough left over for us.

Bob: I hate living off their leftovers—and the \$3.50 a week they pay her! I want to get a good job, and help us all.

Hilda: No matter how hard black folks work, we can't get ahead. Even if we could, white folks here would never let us move to a nice part of town.

SCENE 2

Narrator C: By 1910, Hetty's children are all grown. That June, Hilda's son, Milt Hinton, is born. One Sunday, during church services ...

Reverend Edward Perry Jones: There is a better life for you and your children! But you won't find it in Vicksburg. *[He holds up a newspaper.]* This is the *Chicago Defender*, published by Mr. Robert S. Abbott. He is a black man, the son of Georgia slaves! He went to Chicago and made something of himself. You can, too. The Lord helps those who help themselves.

Narrator D: After the service ...

Hilda: Reverend, do you really think black folks can live better up North?

The Great Migration Script

Rev. Jones: I get letters from young men and women who left the South for Chicago. They're making good money now, helping their families and improving themselves.

Janelle Clay: I'm going to Chicago!

Hilda: By yourself? You're only fifteen!

Janelle: We know a lady there who'll let me stay with her. I'll make plenty of money for myself and my folks.

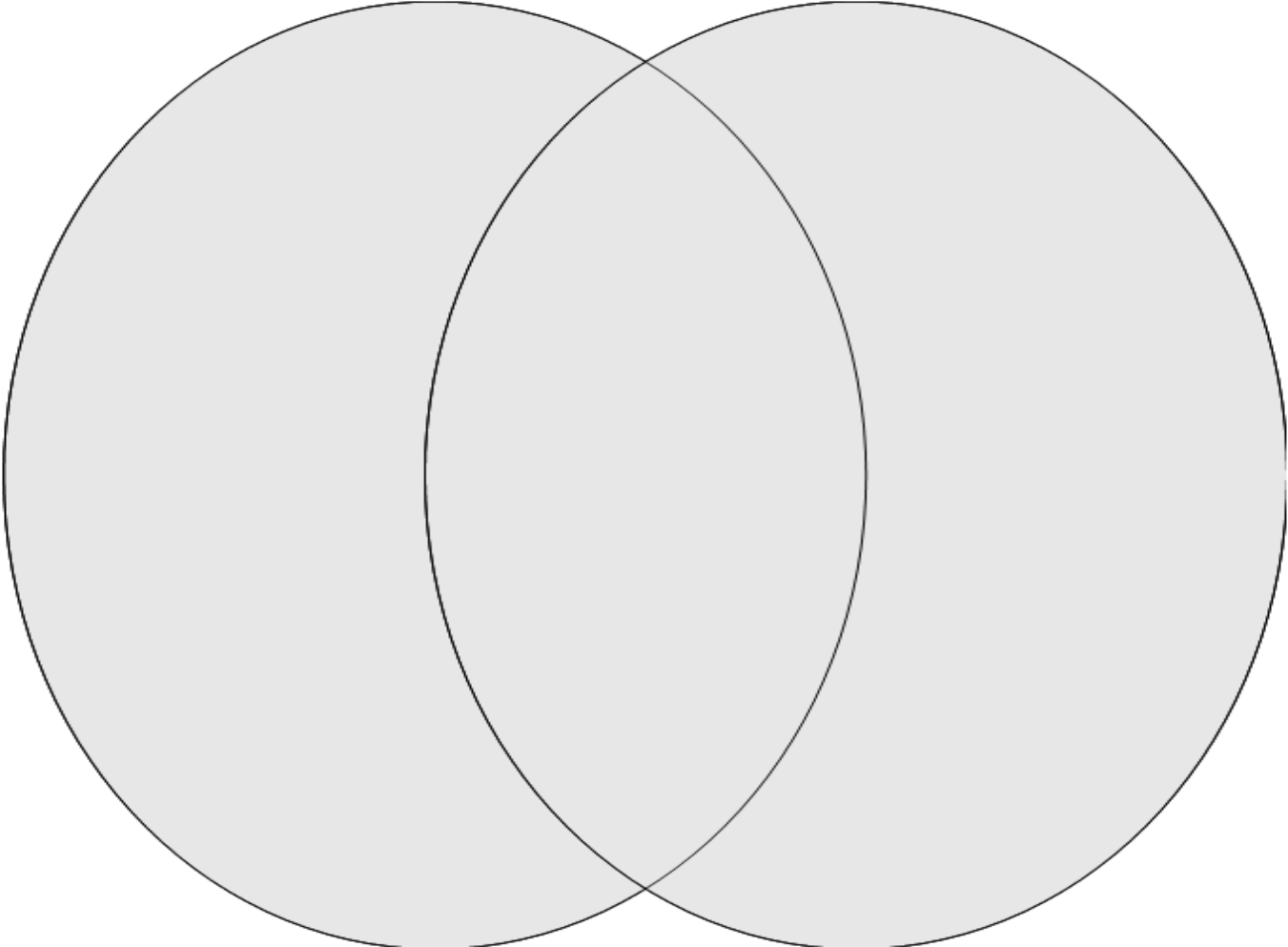
Hilda: I want my son to grow up with that kind of opportunity—and dignity.

Application:

Hetty's Robinson's Family

Both Families

Jackie Robinson's Family





Name: _____

Week 19 Day 4 Date: _____

BCCS Boys

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Do Now

1. How was Jackie Robinson's life affected by the Great Migration?

2. What is a timeline?

Unit 2, Module 3

Standard	RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LEQ	How can I _____ background about life in the 1920's for African Americans?
Objective	I can determine the author's _____ about life in the 1920's for African Americans and support it with evidence.
Assignment to Submit	Exit Ticket (Google Form)

1. Write down the name of the person you were given:

2. Make an Inference: Based on the information, what was life like for African Americans in the 1920's?

1. **Ida B. Wells** (1862–1931) was a journalist born in Mississippi. She used the media to expose the violence African Americans were often subjected to in the 1890s and the early 20th century.

2. **W.E.B. (William Edward Burghardt) Dubois** (1868–1963) was a scholar and writer who believed African Americans should be educated and activists. He was one of the founders of the nation's first biracial civil rights organization, which later became the National Association for the Advancement of Colored People (NAACP).

3. **Madame C. J. Walker** (1867–1919), a self-made millionaire and entrepreneur, amassed a fortune through her cosmetics business. Walker was an important supporter of the Harlem Renaissance.

4. **Booker T. Washington** (1856–1915), a former slave, became a leading educator, author, and spokesperson for African Americans. He headed the Tuskegee Institute in Alabama, an all-black college where students learned vocational skills.

5. **Duke Ellington** (1899–1974), a legendary bandleader, took his famous jazz-swing orchestra all around the world.

6. **Paul Robeson** (1898–1976), an extraordinary singer and stage and film actor, stunned audiences with his powerful performances.

7. **Langston Hughes** (1902–1967), a famous poet-playwright-essayist-novelist, captured the heart and voice of the African American experience in his work.

8. **Zora Neale Hurston** (1891–1960), an anthropologist and novelist, is best known for her book *Their Eyes Were Watching God*, published in 1937.



Mississippi-born journalist Ida B. Wells (1862–1931) used the media to expose the violence African Americans were often subjected to in the 1890s and early 20th century. Wells researched and documented the shocking number

of lynchings of black people, including three businessmen friends in Memphis, Tennessee. Despite threats on her own life, Wells continued her antilynching crusade through organizing, lecturing, and writing.



Scholar and writer William Edward Burghardt DuBois (1868–1963) believed African Americans should be educated and activists. Du Bois was one of the founders of the Niagara Movement, the nation's first biracial civil rights organization, which later became the National Association for the Advancement of Colored People (NAACP).



Self-made millionaire Madame C. J. Walker (1867–1919) was an entrepreneur who amassed a fortune through her cosmetics business. Walker was an important supporter of the Harlem Renaissance.

While my father fought relatively small battles against racism in Pasadena, African-American leaders across the country took the struggle to a new level. They waged battles in courts, in newspapers, and at street demonstrations. They supported educational and economic equity. Black leaders and activists such as Ida B. Wells, Booker T. Washington, and W. E. B. DuBois took different positions and offered different solutions to the problems of racial equality.

By the 1920s there were visible signs of hope and progress.

Black-owned and operated newspapers like the *Chicago Defender*, the *Pittsburgh Courier*, Boston's *The Guardian*, *Ebony* magazine (formerly known as the *Negro Digest*), the NAACP's monthly magazine, *The Crisis*, and the *Associated Negro Press*



Booker T. Washington (c. 1856–1915), a former slave, became a leading educator, author, and spokesperson for African Americans. He headed Tuskegee Institute in Alabama, an all-black college where students learned vocational skills. Washington believed this type of education would bring black people economic freedom, which would eventually lead to greater freedoms overall.

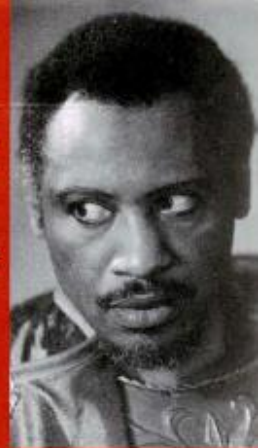
sprang up to tell the story of racial progress and encourage an antisegregation resistance movement.

There was also a small but growing professional class of African Americans who taught school, worked in hospitals as nurses and doctors, practiced law, and owned businesses. The Harlem Renaissance, named after New York City's vibrant black neighborhood, Harlem, brought forth great African-American writers, artists, and musicians. Artists like Jacob Lawrence; writers like Langston Hughes, Claude McKay, Countee Cullen, and Zora Neale Hurston; jazz musicians like Louis Armstrong and Duke Ellington; performers like singer-actor-activist Paul Robeson and dancer Bill "Bojangles" Robinson all rose to new heights of fame and popularity through the Harlem Renaissance.

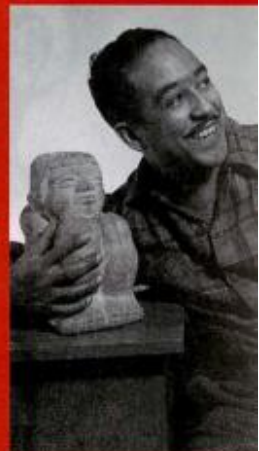


Legendary bandleader Duke Ellington (c.)(1899-1974) took his famous jazz-swing orchestra all around the world.

Paul Robeson (1898-1976), an extraordinary singer, stage, and film actor, stunned audiences with his powerful performances in the film Showboat (1936) and in stage productions of Othello (1930 and 1943). Robeson was later ostracized for his social activism.



Poet-playwright-essayist-novelist Langston Hughes (1902-1967) captured the heart and voice of the African-American experience in his work.



Zora Neale Hurston (c. 1891-1960) was an anthropologist and novelist, best known for her book Their Eyes Were Watching God (1937).



Author's Opinion, Reasons, and Evidence Graphic Organizer

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Name:
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Date:
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Author's Opinion (WHAT the author believes):

Reason (WHY the author believes an opinion):	
Evidence (facts, details, information):	
Evidence:	

