



Name _____

5th Grade ELA Remote Learning Packet

Week 22



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)

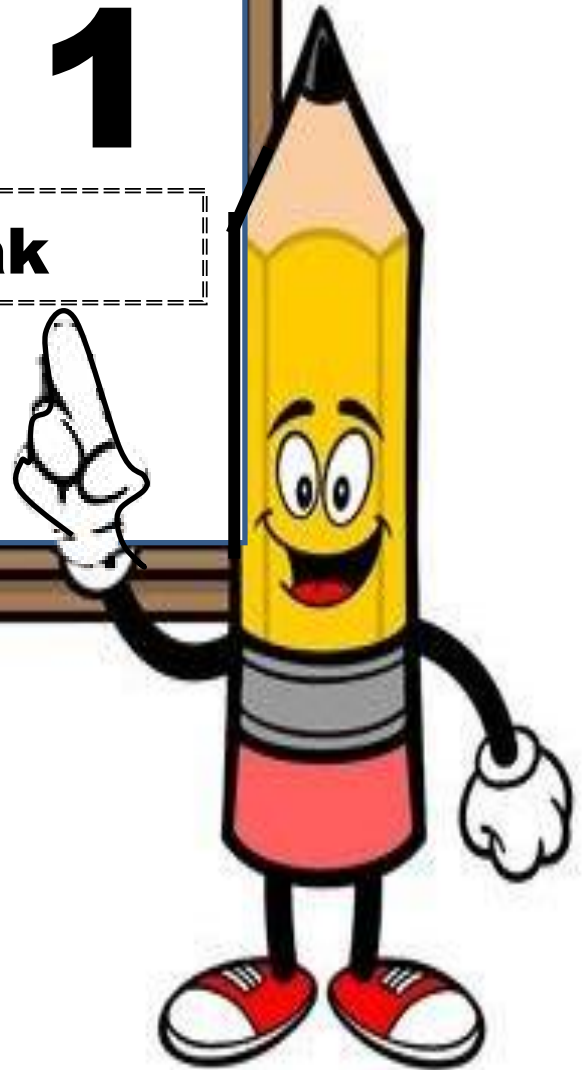
(Date)

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

February Break



Name: _____

Week 22 Day 1 Date: _____

BCCS Boys

MIT/Stanford

Directions: Read the following article. Write the main idea and the topic and annotate for evidence that supports the main idea.

Topic: _____ Main Idea: _____

High schoolers demanding Black history and more Black authors

By Washington Post, adapted by Newsela staff on 08.25.20

Word Count 674

Level 630L



Image 1. Vanessa Amoah, 18 years old, speaks at a rally she and other members of What YOUth Can Do organized shortly after George Floyd's killing to urge Omaha Public Schools to accept five demands meant to promote racial equity. Photo: Abiola Demo Kosoko

On May 25, an unarmed black man named George Floyd died while in police custody in Minneapolis, Minnesota. Protests over Floyd's death spread across America. Hussein Amuri lives many miles away, in Winooski, Vermont. The 17-year-old watched the protests. He thought about his school. Most of the authors he read in English class are white. So are his teachers.

Ikenna Ugbaja lives in Belmont, Massachusetts. The 17-year-old thought about the large bell at his school. It was once used to call for enslaved people on a plantation.

In Omaha, Nebraska, 18-year-old Vanessa Amoah thought about her time in high school. Her classes taught Black history like it was "a different thing" from American history. She decided it was time for change. Separately, all three teenagers demanded their schools teach more Black history. They wanted schools to teach fair treatment for people of all races.

Young People Are Speaking Out Across The United States

They are not the only ones. Young people are speaking up across the country. They demand changes at school. Teenagers are asking schools to teach more Black history. They also want to read more books by authors from different backgrounds in English classrooms.

Many are calling to get rid of armed police in schools. They want more Black and Hispanic teachers. They want anti-racist training. This training covers how certain groups, including Black people, have been treated unfairly in America.

Students are using social media to make the changes happen. It's where they plan actions and share lessons.

It is too soon to tell if students' plans will work everywhere. American education is different from state to state. Local schools choose what to teach.



Experts Say There's A Need For Improved Education

Experts agree there is a need for better education on America's racist past. This is even more true when it comes to slavery. What American children learn depends on where they live. Every state has different rules.

Black students in this story shared similar demands. They agree that slavery should be better taught. They want schools to teach more about how enslaved people overcame slavery. They also want to see Black history go beyond slavery.

"We existed before slavery," said Amoah, who is Black.

Amoah helped start a group called What YOUTH Can Do (WYCD). It is pushing Omaha Public Schools for change. The students want the full story of Black history taught to all students.

In Winooski, Amuri joined a group called "Winooski Students for Anti-Racism." The group had similar demands to WYCD.



Some Schools Make Changes Faster Than Others

The Winooski students met for months with school leaders. They discussed their demands. On August 12, the school board voted all in favor to adopt the changes.

Winooski is a bright spot. Other schools may not be listening.

In Omaha, school leaders agreed to meet with members of WYCD. They have done little beyond that, said Amoah. WYCD members feel the adults aren't listening.

Ugbaja voiced similar demands at Belmont Hill School in Massachusetts. He said the school's response was mixed. He and two friends asked to get rid of the bell. They also asked for more Black authors and Black history taught in classrooms.

The head of school seemed "like he wanted to fix this," Ugbaja said. Still, the head of school also warned that not all of the changes could happen right away. It may take years.

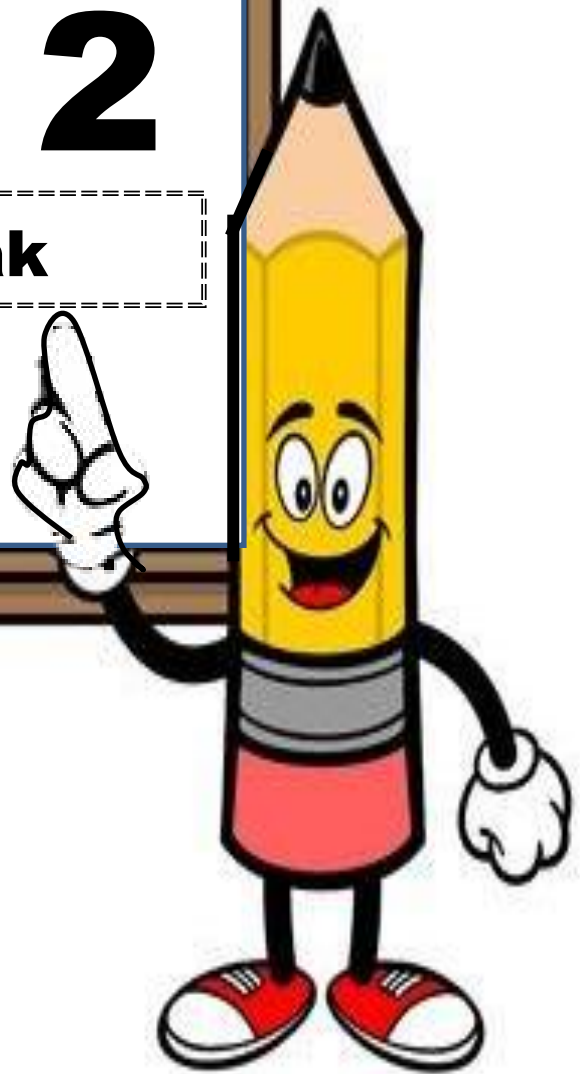
The bell is going away, though. In July, Belmont Hill decided to take it out. They said it had "direct ties to slavery." Ugbaja feels better as a result.

"I have a lot more to say than I did before," Ugbaja said. He no longer feels that being one of the only Black kids is a setback. "It is a power," he said.



Day # 2

February Break



Name: _____

Week 22 Day 2 Date: _____

BCCS Boys

MIT/Stanford

Directions: Answer the following questions based on the Day 1 text using the RISE strategies.

- 1 How did Ikenna Ugbaja change his school?
- (A) The school will now give anti-racist training to teachers.
 - (B) The school will now hire more Black and Hispanic teachers.
 - (C) The school got rid of all the armed police in the school.
 - (D) The school got rid of a large bell with direct ties to slavery.

- 2 WHY did Vanessa Amoah start WYCD?
- (A) because she was one of a few Black students in her school
 - (B) because she saw the changes that Ikenna Ugbaja made in his school
 - (C) because she learned from "Winooski Students for Anti-Racism."
 - (D) because she wants schools to teach a complete story of Black history

- 3 Read the paragraph below from the section "Some Schools Make Changes Faster Than Others."

The Winooski students met for months with school leaders. They discussed their demands. On August 12, the school board voted all in favor to adopt the changes.

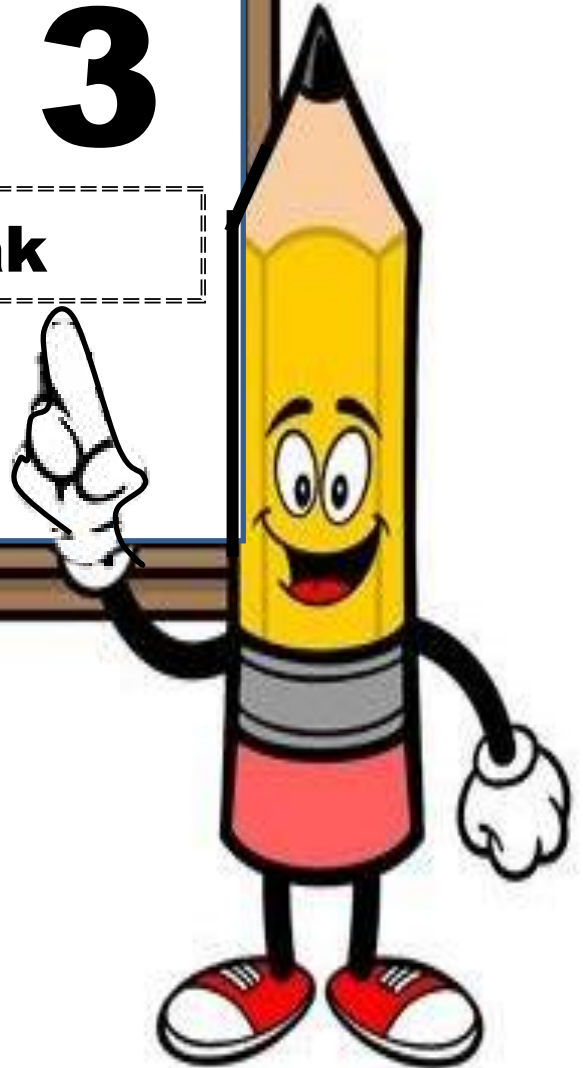
How do the school leaders feel about the changes the students want in schools?

- (A) They disagree with the students, but will make the changes anyway.
 - (B) They disagree with the students and will not make the changes.
 - (C) They agree with the students and will make the changes.
 - (D) They agree with the students, but they will not make the changes.
- 4 What is Hussein Amuri's point of view about what is taught at his school?
- (A) Students read a large number of books from around the world.
 - (B) Students mostly read books written by white authors.
 - (C) Students study how groups of people are treated.
 - (D) Students learn about how current events make an impact.



Day # 3

February Break



Name: _____

Week 22 Day 3 Date: _____

BCCS Boys

MIT/Stanford

Directions: Read the following article. Write the main idea and the topic and annotate for evidence that supports the main idea.

Topic: _____ Main Idea: _____

"Speak up!" — "Sesame Street" tackles racism in TV special

By Associated Press, adapted by Newsela staff on 10.16.20

Word Count 559

Level 810L



Characters from the cast of "Sesame Street." The show is teaching children to stand up against racism with a special, anti-racist episode called "The Power of We Special." The episode, made up of skits and songs, will come out on October 15. It can be watched on HBO Max, PBS 24/7 and PBS Kids. Photo: Sesame Workshop/HBO via AP

Making everyone feel included has always been important on the television show "Sesame Street." Now as a part of the national conversation on race, it's going further. It is teaching children to stand up against racism.

Sesame Workshop is the nonprofit, educational organization behind "Sesame Street." Later in October, it will air the half-hour anti-racist special "The Power of We." The group hopes families will watch together.

The special defines racism for younger viewers. It shows how treating people differently because of the color of their skin can be hurtful. The show urges children who see racism or hear someone else be the victim of it to call it out. "When you see something that's wrong, speak up and say, 'That's wrong' and tell an adult," Gabrielle the Muppet advises.

The special is made up of little skits and songs. It will stream on HBO Max and PBS Kids and air on PBS stations beginning October 15.

Helping Children Grasp The Issues Of Racism

In one animated skit, a Black Muppet is told by a white Muppet that he can't dress up like a superhero because they're only white. The Black Muppet is hurt. However, he refuses to stop playing superheroes, saying they can come in all colors. The white Muppet soon apologizes. "Racism hurts and it's wrong" is the message.

In the song "How Do You Know?" racism is faced head-on. "Hey, Elmo, how would you feel if I said, 'I don't like you 'cause I don't like the color red?'" sings Tamir, a Black Muppet. Elmo responds, "Elmo wouldn't care what you said 'cause Elmo is proud, proud to be red!" It concludes with the lines, "Speak up. Say something. Don't give in."

"We believe that this moment calls for a direct discussion about racism to help children grasp the issues," said Kay Wilson Stallings. She is a leader at Sesame Workshop. The goal is to "teach them that they are never too young" to stand up for themselves, one another and their communities, she said.

Current and former "Sesame Street" human cast members Alan, Charlie, Chris and Gordon take part in the special. They join guests including Yara Shahidi. She is the star of the "Grown-ish" TV show. Other guests are singer Andra Day and Christopher Jackson. Jackson was in the Broadway theater show "Hamilton."

Show Has Always Dealt With Tough Topics

Viewers are offered tips to help their communities unite. Ideas include chalk drawings, making positive signs and going to sing-alongs.

When outside, all the puppets wear masks. This is because of the coronavirus. Health officials recommend wearing masks. They also recommend staying at least six feet apart from people in public. This will help limit the spread of the disease. Even the letter puppets have the masks on. The special concludes with the saying, "Listen. Act. Unite."

Sesame Workshop has included online help on how to talk about race. "Sharing can help us feel better" is one tip.

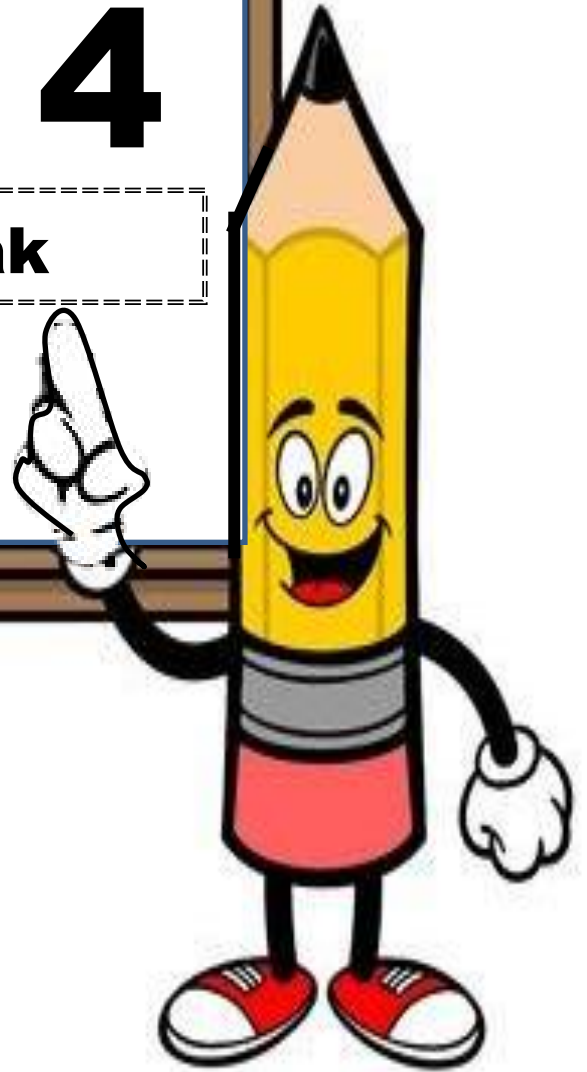
"Sesame Street" celebrated its 50th anniversary in 2019. It has a history of explaining the world to children. The show has tackled topics from foster care to drug abuse.

The latest special comes on the heels of "Sesame Street" being a part of "Coming Together: Standing Up To Racism," a CNN television special in June. It was hosted by Van Jones and Erica Hill.



Day # 4

February Break



Name: _____

Week 22 Day 4 Date: _____

BCCS Boys

MIT/Stanford

Directions: Answer the following questions based on the Day 1 text using the RISE strategies.

1 Read the section "Helping Children Grasp The Issues Of Racism."

Select the sentence that shows what Sesame Workshop wants to do.

- (A) The goal is to "teach them that they are never too young" to stand up for themselves, one another and their communities, she said.
- (B) Current and former "Sesame Street" human cast members Alan, Charlie, Chris and Gordon take part in the special.
- (C) However, he refuses to stop playing superheroes, saying they can come in all colors.
- (D) "Racism hurts and it's wrong" is the message.

2 Read the section "Show Has Always Dealt With Tough Topics."

Which sentence from this section supports the conclusion that "Sesame Street" has helped people for a long time?

- (A) Viewers are offered tips to help their communities unite.
- (B) The special concludes with the saying, "Listen. Act. Unite."
- (C) It has a history of explaining the world to children.
- (D) The show has tackled topics from foster care to drug abuse.

3 According to the section "Show Has Always Dealt With Tough Topics," how does Sesame Workshop help people learn to talk about race?

- (A) by encouraging people to wear masks outside
- (B) by providing phrases for people to remember
- (C) by including online tips to help people
- (D) by explaining many different topics

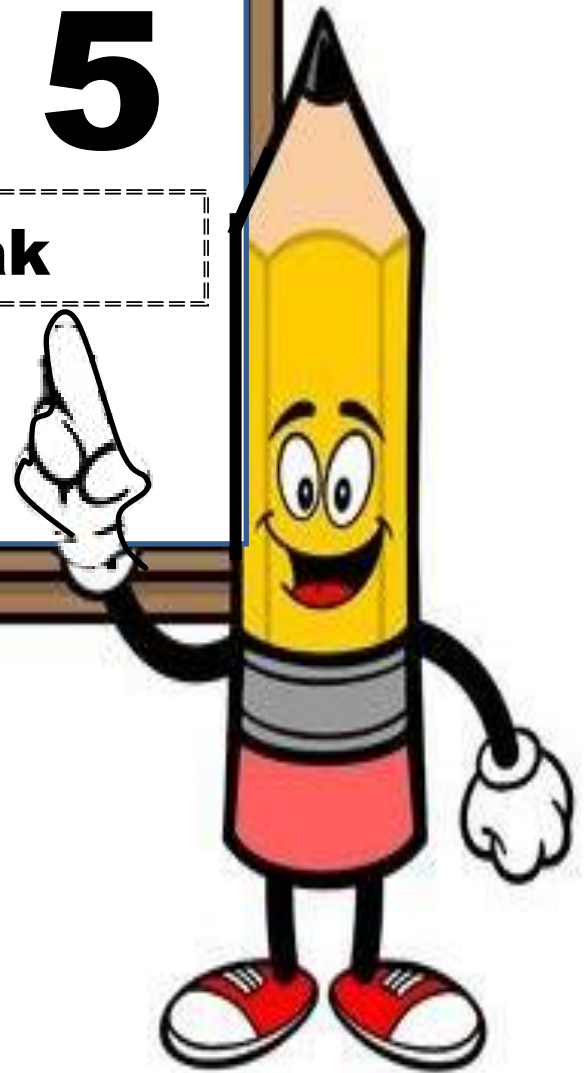
4 What is the relationship between Van Jones and "Sesame Street"?

- (A) He is a human cast member on "Sesame Street."
- (B) He hosted a CNN special for "Sesame Street."
- (C) He has been a guest star on "Sesame Street."
- (D) He created a new Muppet for "Sesame Street."



Day # 5

February Break



Name: _____

Week 22 Day 5 Date: _____

BCCS Boys

MIT/Stanford

Directions: Use the texts on Day 1 and Day 3 to answer the following essay prompt.

Compare and contrast the **central ideas** of both "Speak up!" — "Sesame Street" tackles racism in TV special and "High Schoolers demanding Black history and more Black authors". Use at least 2 detail from each passage in your response.

- State the central idea of both passages
- Explain how they are similar
- Explain how they are different
- Use 2 details from each passage



Name _____

5th Grade ELA Remote Learning Packet

Week 23



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)

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Name: _____

Week 23 Day 1 Date: _____

BCCS Boys

MIT/Stanford

Do Now

1. Why is it important for us to learn history?

2. What is your favorite time in history? Why?



Black History Unit

Standard	CCSS.ELA-LITERACY.RI.5.10 By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
LEQ	Can learning about the past and present impact the _____ we leave in the future?
Objective	I can articulate the _____ between WEB Dubois and Booker T. Washington.
Assignment to Submit	Google Form

Input: WEB Dubois vs. Booker T. Washington Introduction

As the 19th century gave way to the 20th, African Americans still faced immense discrimination around the country, especially in the Jim Crow South. Against this backdrop, two public intellectuals emerged with differing philosophies on how African Americans should approach the fight for equality and civil rights.

Vocabulary

philosophy	intellectual
the study of some of the most basic questions about human life.	a person of great intelligence
	

Booker T. and W.E.B.

*by Dudley Randall, African American poet,
editor, and founder of Broadside Press, 1968*

"It seems to me," said Booker T.,
"It shows a mighty lot of cheek
To study chemistry and Greek
When Mister Charlie needs a hand
To hoe the cotton on his land,
And when Miss Ann looks for a cook,
Why stick your nose inside a book?"

"I don't agree," said W.E.B.
"If I should have the drive to seek
Knowledge of chemistry or Greek,
I'll do it. Charles and Miss can look
Another place for hand or cook,
Some men rejoice in skill of hand,
And some in cultivating land,
But there are others who maintain
The right to cultivate the brain."

"It seems to me," said Booker T.,
"That all you folks have missed the boat
Who shout about the right to vote,
And spend vain days and sleepless nights
In uproar over civil rights.
Just keep your mouths shut, do not grouse,
But work, and save, and buy a house."

"I don't agree," said W.E.B.
"For what can property avail
If dignity and justice fail?
Unless you help to make the laws,
They'll steal your house with trumped-up clause.
A rope's as tight, a fire as hot,
No matter how much cash you've got.
Speak soft, and try your little plan,
But as for me, I'll be a man."

This poem was written in 1968, and was Dudley Randall's attempt to explain the differing viewpoints of the African-American leaders who lived a generation before him.

Questions:

1. According to the 1st stanza, should a person be more interested in learning/studying, or working? How do you know?

2. According to the 2nd stanza, what does W.E.B. believe a person should be doing (learning or working)? How do you know?

3. In the 3rd stanza, how does Booker T. think African Americans should spend their time?

4. Why do you think W.E.B. ends his statement by saying "But as for me, I'll be a man"?

5. Does this poet seem to support the philosophy of Washington or Du Bois? How can you tell?



Name: _____

Week 23 Day 2 Date: _____

BCCS Boys

MIT/Stanford

Do Now

1. Do you agree with the philosophy of WEB Dubois or Booker T. Washington? Explain.

Black History Unit

Standard	CCSS.ELA-LITERACY.RI.5.10 By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
LEQ	Can learning about the past and present impact the _____ we leave in the future?
Objective	I can _____ the legacy of Medgar Evers.
Assignment to Submit	Google Form

CIVIL RIGHTS MOVEMENT

After the end of the Civil War and slavery, African Americans fought for years before gaining equal rights under the law. Aspects of daily life like schools, public transportation, and restrooms were segregated, and Jim Crow laws ensured the oppression of African Americans. This unfair treatment sparked the civil rights movement. Segregation was applied to all aspects of life including schools, public transport, restrooms and more. Jim Crow laws meant that African Americans were treated as second class citizens. A lot of people thought this was unfair and that all people should be treated equally. They began the civil rights movement.

MEDGAR EVERS

Evers was born into a farming family in Mississippi. He was drafted into the US army and fought in Europe in World War II. Upon returning to the US, he enrolled in college and began volunteering for the National Association for the Advancement of Colored People (NAACP). He worked on voting rights, economic opportunity, access to public facilities, economic boycotts, and investigated crimes unfairly perpetrated against African Americans.

BROWN VS BOARD OF EDUCATION

In 1954, after the Supreme Court ruled that segregated public schools were unconstitutional, Evers applied to law school at the University of Mississippi. Despite the Supreme Court officially desegregating schools that year, his application was rejected because of his race. Evers used his application to help a test case by the NAACP to officially integrate the university years later. Shortly afterwards, he was named the NAACP's first field secretary for Mississippi.

BECOMING A PUBLIC FIGURE

Evers was a public civil rights activist despite not being well known outside of Mississippi. As the NAACP's field secretary, he travelled all over the state recruiting new members, organizing demonstrations and boycotts, and became a prominent public figure. He fought discrimination in white-owned companies, as well as institutionalized racism in the legal system.

BECOMING A TARGET

Evers's work and public prominence made him a target with groups that opposed racial equality. He and his family received numerous threats, and their house was firebombed in 1963. A large Klu Klux Klan and white supremacist population lived close by, and Evers and his family were usually escorted by FBI or local police.

ASSASSINATION

Medgar Evers was shot in the back outside his home on June 12, 1963. He died shortly afterwards. He was assassinated the same day that President John F. Kennedy gave his national civil rights address in which he proposed legislation would later become the Civil Rights Act of 1964.

ASSASSINATION AND INVESTIGATION

The investigation following Evers's murder led to Byron De La Beckwith as the primary suspect. Beckwith was a white segregationist and part of a group formed to resist civil rights activism. Despite evidence against him, Beckwith denied shooting Evers and was supported by prominent public figures. Two trials with all-white juries in the 1960s failed to reach a verdict and Beckwith walked free.

CONVICTION

Evers's wife never gave up her fight for justice and in 1990, Beckwith was indicted again for the murder of Medgar Evers. A third trial began in 1993 with new evidence against Beckwith. Nearly 31 years after his assassination, Beckwith was convicted and sentenced to life in prison by a jury made up of both black and white people.



Name: _____

Week 23 Day 3 Date: _____

BCCS Boys

MIT/Stanford

Do Now

1. What contributions did Medgar Evers make to the Civil Rights Movement?

Black History Unit

Standard	CCSS.ELA-LITERACY.RI.5.10 By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
LEQ	Can learning about the past and present impact the _____ we leave in the future?
Objective	I can articulate the values of _____ and the other Freedom Riders.
Assignment to Submit	Google Form

Input: Introduction to John Lewis

John Lewis played a role in almost every major event of the civil rights movement. Lewis, who took inspiration from Nelson Mandela and worked closely with Martin Luther King, Jr., believed in nonviolent action as a way to stand up to the inequality that still existed. John Lewis played a pivotal role in protecting civil rights and securing voting rights for millions of African Americans.

Application:

United States | History

Passing of an Icon

July 27, 2020

Brian S. McGrath



TIRELESS FIGHTER U.S. representative John Lewis attends a voting rights rally at the U.S. capitol in 2019.
MICHAEL BROCHSTEIN—SOPA IMAGES/LIGHTROCKET/GETTY IMAGES

Representative John Lewis, longtime congressman for Georgia, died on Friday after a battle with pancreatic cancer. He was 80 years old. House Speaker Nancy Pelosi confirmed Lewis's death in a statement on Monday. "Today, America mourns the loss of one of the greatest heroes of American history," she said.

Lewis devoted his life to fighting for equality for all Americans. He served in the United States Congress for more than 30 years, and he was one of the last living leaders of the civil rights movement. He marched beside Martin Luther King Jr. in the 1960s, and he used what he learned to promote activism among generations of young people.

Civil Rights Leader

Lewis was born in Troy, Alabama, in 1940. At the time, the South was segregated. Laws were in place that made Black people second-class citizens. "I had grown up in rural Alabama very, very poor," he wrote in TIME. "I saw signs that said 'White' and 'Colored' . . . And I would ask my mother, my father, my grandparents, 'Why? Why is that?' And they'd say, 'That's the way it is.'"

Lewis could not accept that answer. At 18, he heard King speak on the radio. It spurred him to action. He took part in sit-ins at segregated lunch counters in Tennessee. In 1961, he joined the first Freedom Riders. These demonstrators, Black and white, traveled by bus through the South to challenge segregation at bus terminals.

Lewis was one of the organizers of the March on Washington, in 1963. That's where King made his "I Have a Dream" speech. Lewis also spoke at the event. "How long can we be patient?" he asked the hundreds of thousands who'd gathered in the nation's capital. "We want our freedom, and we want it now."

A few years later, Lewis led another of the most famous marches in American history. In March 1965, he and 600 people walked from Selma to Montgomery, Alabama, to push for voting rights for Black people. At Selma's Edmund Pettus Bridge, they were met by police, who ordered them to turn back. The protesters refused, and were beaten by police. Television coverage of the violence outraged the nation and drew support for the Voting Rights Act. On August 6, President Lyndon Johnson signed it into law.

On to Congress

In 1986, Lewis started his career as a member of the U.S. House of Representatives. He became known as "the conscience of Congress," earning respect from leaders in both parties. In 2016, a shooting in Orlando, Florida, left 49 dead. Lewis led members of Congress in a 25-hour sit-in to force the House to vote on gun control.

This June, George Floyd was killed by police in Minneapolis, Minnesota. Lewis viewed the protests that followed as a continuation of his work. Speaking to CBS This Morning, he said, "It was very moving, very moving to see hundreds of thousands of people from all over America and around the world take to the streets —to speak up, to speak out, to get into what I call 'good trouble.' . . . There will be no turning back."



Name: _____

Week 23 Day 4 Date: _____

BCCS Boys

MIT/Stanford

Do Now

1. John Lewis urged people to get into “good trouble”. What did he mean? Do you agree? Explain.

Black History Unit

Standard	CCSS.ELA-LITERACY.RI.5.10 By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
LEQ	Can learning about the past and present impact the _____ we leave in the future?
Objective	I can set goals based on the legacy that _____ is building.
Assignment to Submit	Google Form

Input: Intro to Stacey Abrams

One-on-One With Stacey Abrams

Amelia Poor May 17th, 2019



Amelia with Stacey Abrams at the 92nd Street Y in New York City

As the second of six children growing up in Mississippi and Georgia, Stacey Abrams spent much of her childhood caring for her younger siblings. Her responsibilities from an early age may be why she achieved so much, both in and out of politics, before she was even able to vote. A standout student with an interest in government, Abrams went from being a campaign volunteer to a speechwriter at the age of 17.

Abrams graduated with honors from Spelman College, earned a Master of Public Affairs degree at the University of Texas at Austin, and a Juris Doctor from Yale Law School. She was elected as a State Representative in Georgia at the age of 34 and went on to become minority leader of the Georgia House of Representatives.

It was in 2018 that Abrams entered the national spotlight when she ran unsuccessfully for governor of Georgia. She was the first Black woman in United States history to be the gubernatorial nominee of a major political party. She also was the first Black woman to deliver the rebuttal to the presidential State of the Union address, which she did in January 2019.

In April, I met Abrams before she addressed an enthusiastic audience at the 92nd Street Y in New York City. In a follow-up phone interview, I asked her about her education, her struggles, and her plans for the future. Here are highlights from our conversation, which has been lightly edited.

You have a long list of academic accomplishments. Did you find anything difficult as a student?

Yes! I was horrible at geometry! It was the first time I took a class where I simply did not understand the concepts. It taught me that even when you're good at things, you're not going to be good at everything. I wasn't going to get an 'A' in that class. I talked to the teacher and asked if I could make up points. He let me write reports about each of the mathematicians we studied. I was able to use the fact that I was good at research and writing. I learned about the concepts, and I was able to understand why geometry was important. I still got a C [laughs]. But I learned something anyway.

Is there any other advice you would give to students facing challenges?

It's OK to not understand. Sometimes, we feel like we should know everything. Ask for help. Keep trying. You can learn something from every experience.

I didn't become a geometry whiz, but if you want to know about [mathematicians] Descartes or Archimedes, I can tell you everything you would want to know.

You graduated magna cum laude from Spelman College, which is an HBCU [historically Black college or university], and got into Yale Law School, which at the time had an overwhelmingly white student body. What was that transition like for you?

It was difficult less because of race, and more because of class. As a child, I went to school with predominantly white students. What was different about Yale was that it was predominantly wealthy. People who attended Yale had, by and large, come from families with very long academic pedigrees. For me, it was much more an issue of how do I adapt to being out of the South and with people who had resources and advantages I had not even imagined.

Did Yale do anything to support you?

They did. They helped me with financial aid. They had groups for women and African American students that let us find communities that shared our concerns. I was able to acclimate by volunteering in communities that had the same economic challenges. Yale not only permitted it. It encouraged it. That helped me to understand that even though I had remarkable academic opportunities in front of me, I could never forget where I came from. Being at a school that supported me was very helpful in the transition.

You're a leader on the issue of voting rights and have worked to make sure all voices are heard. Do you believe in lowering the voting age to 16?

I believe that we should lower the voting age for school board elections. There is no one more directly impacted than students. They should have a say in how they are governed.

I think we should test it out for local elections. I do believe we need to investigate lowering the voting age for federal elections, but I'm not convinced yet.

I remember being 16. I remember how involved and engaged I was. While there certainly is a difference between being 16 and 18, I don't know that the difference is wide enough to say that you should not be able to participate in federal elections, so I'm willing to be convinced.

Did you have any teens working on your campaign for governor?

A third of our interns were high school students. They showed up and canvassed, helped develop policy and our communications strategy, and participated in idea sessions. I believe in making certain that everyone impacted is a part of the conversation. I was the only candidate who proposed creating a youth council to advise the governor. You can't have leaders who aren't listening to the young people who are affected by our positions.

There has been so much political division in the last few years. Do you think my generation will ever see lawmakers come together?

I think it's possible. We've always had political division, since the first elections. What's different now is that we don't seem to have an incentive to work together. I think the critical issues of climate change, health care, and poverty are going to force politicians to put aside ideological differences as a reason to not work together, and instead compel them to use those differences to help one another.

What advice would you give to young people who want to be involved in local and national politics but aren't sure how to make their voices heard?

Volunteer with a politician, a campaign, or a community group. I got my first job in politics as a typist for someone running for Congress. I edited his speech, which I was given to type, and he actually promoted me to becoming a speechwriter! I was 17. I was with a group of young people who were all offered the opportunity to volunteer with his campaign, and I was the only one who took it. Showing up is the first job. You don't know what you're going to be allowed to do, but you'll be allowed to do absolutely nothing if you aren't there.

You've spoken about how you never felt you were good enough for certain opportunities. How did you find the confidence to know that you would have been a great governor?

When I didn't win the Rhodes Scholarship [after college, Abrams became the first Black woman to be nominated for the prestigious award], that very much shook my confidence. I was afraid that I was not as smart or as accomplished as some people said I was. But I'm also very stubborn. I decided to apply to Yale anyway. I started thinking about my dad's advice. He said, 'Let other people tell you no. Never tell yourself no. If there's something you want, fight for it.' So if I think something is important, if I think I could be good at it, then I try. I'm not obligated to succeed. I'm obligated to do the best I can, and that's different. I can't guarantee myself success, clearly. But I can do the best job possible to meet my responsibilities.

You received praise for your optimism about the Democratic Party in your State of the Union rebuttal. But former President Obama expressed the fear of Democrats "creating a circular firing squad" by attacking one another. Do you share his concerns as the 2020 election nears?

I do, but I think that what he says and what I say are not in contradiction. We have robust ideas and an extraordinary opportunity to tackle the challenges that hurt all of us, regardless of our political party. What I heard President Obama saying is that we can't solve our problems if we're always fighting with one another. We can disagree. But if we believe that if you don't hold my views then you aren't valuable at all, and we refuse to listen, that's when we're in trouble. It's not that we can't have a diverse set of opinions. It's that we cannot believe that only ideas we agree with are valuable.

There's been a lot of speculation about whether you'll run for president in 2020. Do you have any news to share?

I'm thinking about running for President. It's imperative that we continue to have leadership that reflects the increasing diversity of our country and all of the differences we bring. I believe I have the skills necessary to do the job, including the willingness to learn and get better.

Leaders need not be perfect, but leaders should always seek perfection. That means you're never going to have everything you need, or know everything you want to know, but you should be curious and willing to do the work to get better. And that, I feel very strongly, I can do. I'm going to keep watching and make my decision in the next few months.



Name: _____

Week 23 Day 5 Date: _____

BCCS Boys

MIT/Stanford

Do Now

1. What event inspired Abrams to pursue great achievements in her life? Why?

Black History Unit

Standard	CCSS.ELA-LITERACY.RI.5.10 By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
LEQ	Can learning about the past and present impact the _____ we leave in the future?
Objective	I can make a personal connection to the poem “The Hill” by _____.
Assignment to Submit	Google Form

Input: Introduction to Amanda Gorman

8 Questions for Amanda Gorman

May 4, 2018

Brian S. McGrath



Amanda Gorman is the first-ever National Youth Poet Laureate. She says poetry can give voice to a new generation of leaders.

Has poetry always been a part of your life?

I began writing songs when I was 5. In middle school, I began shifting away from music and toward poetry and spoken word.

What has poetry done for you?

Poetry allows me to choose my own voice. Even my **prose** never feels like my own voice unless it plays with alliteration, metaphor, and simile, and connects different types of images and symbols the way [my] poems do.

How did you start out as a youth leader?

My mom is an English teacher. She'd bring me into her classroom to lead poetry workshops. That's how I developed my skills in teaching.

How did this work grow?

When I was 16, I started an organization called One Pen One Page. On the website, students from around the world can tell their stories. Every year, we hold a **symposium**. It's all about using rhythm and spoken word to effect social change within your community.

Have you found kids to be enthusiastic poets?

Kids come to poetry without limitations about what it can be. They want to write about everything under the sun.

What do you see as your role as the first National Youth Poet Laureate?

I want to reach out to youth from a broad range of the American experience. And I want to connect issues of social justice to the art of writing.

What is an important social justice issue facing young people today?

Many people in the United States are prevented from voting. That is something young people are going to have to fight for. You've said you'd like to run for president one day.

What would be your main issues as a candidate?

First of all, education. Education is about creating the next generation of changemakers. Equality of race and gender are also important to me. So are preserving land and water and making sure everyone has access to them. You just hope you can add your little raindrop to the storm and make change.

“The Hill We Climb”

When day comes, we ask ourselves, where can we find light in this never-ending shade?
The loss we carry. A sea we must wade.
We braved the belly of the beast.
We've learned that quiet isn't always peace, and the norms and notions of what "just" is isn't always justice.
And yet the dawn is ours before we knew it.
Somehow we do it.
Somehow we weathered and witnessed a nation that isn't broken, but simply unfinished.
We, the successors of a country and a time where a skinny Black girl descended from slaves and raised by a single mother can dream of becoming president, only to find herself reciting for one.
And, yes, we are far from polished, far from pristine, but that doesn't mean we are striving to form a union that is perfect.
We are striving to forge our union with purpose.
To compose a country committed to all cultures, colors, characters and conditions of man.
And so we lift our gaze, not to what stands between us, but what stands before us.
We close the divide because we know to put our future first, we must first put our differences aside.
We lay down our arms so we can reach out our arms to one another.
We seek harm to none and harmony for all.
Let the globe, if nothing else, say this is true.
That even as we grieved, we grew.
That even as we hurt, we hoped.
That even as we tired, we tried.
That we'll forever be tied together, victorious.
Not because we will never again know defeat, but because we will never again sow division.
Scripture tells us to envision that everyone shall sit under their own vine and fig tree, and no one shall make them afraid.
If we're to live up to our own time, then victory won't lie in the blade, but in all the bridges we've made.
That is the promise to glade, the hill we climb, if only we dare.
It's because being American is more than a pride we inherit.
It's the past we step into and how we repair it.
We've seen a force that would shatter our nation, rather than share it.

Would destroy our country if it meant delaying democracy.
And this effort very nearly succeeded.
But while democracy can be periodically delayed, it can never be permanently defeated.
In this truth, in this faith we trust, for while we have our eyes on the future, history has its eyes on us.
This is the era of just redemption.
We feared at its inception.
We did not feel prepared to be the heirs of such a terrifying hour.
But within it we found the power to author a new chapter, to offer hope and laughter to ourselves.
So, while once we asked, how could we possibly prevail over catastrophe, now we assert, how could catastrophe possibly prevail over us?
We will not march back to what was, but move to what shall be: a country that is bruised but whole, benevolent but bold, fierce and free.
We will not be turned around or interrupted by intimidation because we know our inaction and inertia will be the inheritance of the next generation, become the future.
Our blunders become their burdens.
But one thing is certain.
If we merge mercy with might, and might with right, then love becomes our legacy and change our children's birthright.
So let us leave behind a country better than the one we were left.
Every breath from my bronze-pounded chest, we will raise this wounded world into a wondrous one.
We will rise from the golden hills of the West.
We will rise from the windswept Northeast where our forefathers first realized revolution.
We will rise from the lake-rimmed cities of the Midwestern states.
We will rise from the sun-baked South.
We will rebuild, reconcile, and recover.
And every known nook of our nation and every corner called our country, our people diverse and beautiful, will emerge battered and beautiful.
When day comes, we step out of the shade of flame and unafraid.
The new dawn balloons as we free it.
For there is always light, if only we're brave enough to see it.
If only we're brave enough to be it.



Name _____

5th Grade ELA Remote Learning Packet

Week 24



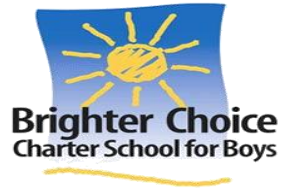
Dear Educator,

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.

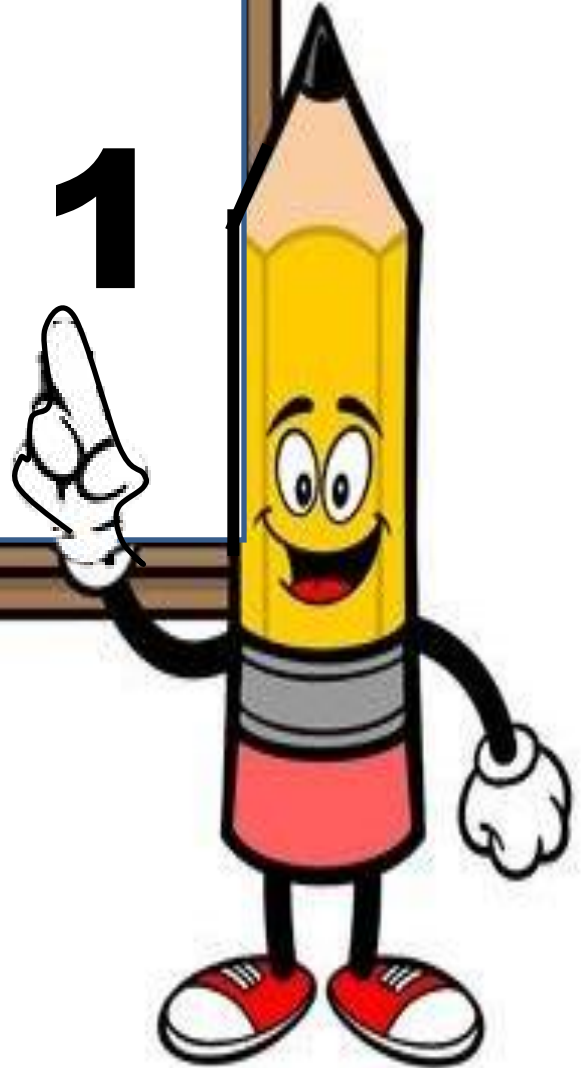
(Parent Signature)

(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



Name: _____

Week 24 Day 1 Date: _____

BCCS Boys

MIT/Stanford

Do Now

- 1. Who chose Jackie Robinson to integrate baseball? Why?**

Unit 2 Module 3

Standard	RI.5.8
LEQ	Why was Jackie Robinson chosen to _____ baseball?
Objective	I can state a _____ about Sharon Robinson's opinion and support it with reasoning.
Assignment to Submit	Google Form

Input: Guided Notes

	definition	guiding question
claim		
reasons		
evidence		

White fan reaction may have been mixed, but there was nothing ambiguous about the support from the Brooklyn fans and from African-American communities across the country. They loved my dad! Black families traveled long distances to go to ballparks to see him play. They gathered around radios at a neighbor's home to cheer Dad on. Sportswriter Sam Lacy once wrote: "No matter what the nature of the gathering, a horse race, a church meeting, a ball game, the universal question is: 'How'd Jackie make out today?'"

My parents and Jackie, Jr., settled into a small home in Brooklyn surrounded by a community that embraced them. There they met lifelong friends. As the baseball season progressed, Mom became friendly with a couple of the Dodgers' spouses, such as Gil Hodges's wife, Joan, and Pee Wee Reese's wife, Dottie.



Dad and Pee Wee Reese warm up with some stretches.

About a month into the 1947 season, the Dodgers were in Cincinnati, Ohio, playing the Reds. The mood in the stadium was tense. Some of the fans started yelling at Dodger captain Pee Wee Reese, telling him that, as a southerner, he shouldn't be playing ball with a black man. Reese heard the shouting but refused to even glance in the direction of the stands. Instead, he walked over to my dad on first base. Reese put his hand on my father's shoulder and started talking to him. His words weren't important—in fact, afterward neither man remembered what was said. It was the gesture of comradeship and support that counted. As the two teammates stood talking, the fans got the message. They stopped heckling and settled down to watch the game. From that day forward, Pee Wee and my dad were friends, and they worked well together as teammates for many years.

Major League Baseball players on other teams had mixed reactions to integration. Even late into the 1947 season, opposing players struck Dad with their cleats, or even pitched the ball at him, hoping to start a fight. Dad contained his anger. He glared at his aggressor until he had gathered the strength not to throw a punch.

The Brooklyn Dodgers won the pennant in 1947, but lost the World Series to the New York Yankees. By the end of Dad's first official year in the majors, his record spoke for itself. My father led the league in stolen bases and in sacrifice bunts, and was second in runs scored. He played in 151 of the 154 games that first season, all at first base, and brought a new aggressive style to the game. The *Sporting News* and the Baseball Writers' Association named Dad Outstanding Rookie of the Year in honor of his hitting, running, defensive play, and value to his team. He was the first winner of this award.



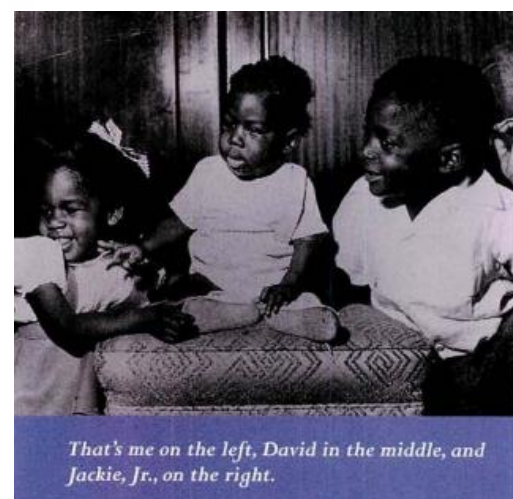
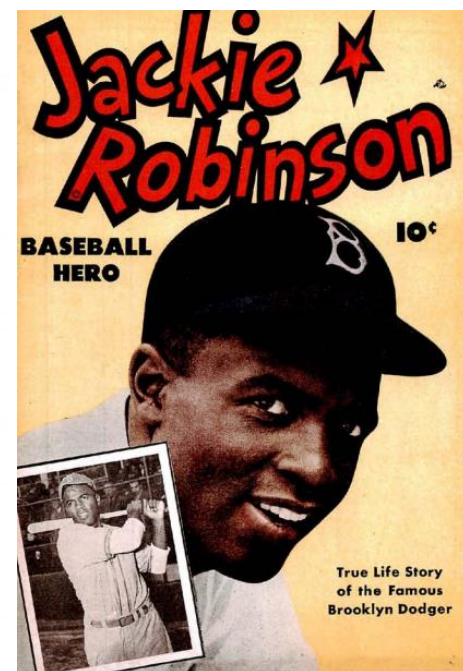
Dad accepts his 1947 Rookie of the Year award.

During the off-season, a group of black New York City fans organized a “Jackie Robinson Day” at Ebbets Field. They presented my father with a new Cadillac, a television set, and other gifts. Dad’s fame made him a popular guest on radio shows. In October 1947, he signed a contract for his autobiography that was to be written with Wendell Smith. That same year, a public opinion poll named my father the second most popular man in America. (Actor and singer Bing Crosby was the most popular.)

Two years into Dad’s major league career, Mom found out that she was pregnant with me. She hoped for a girl. In anticipation of a growing family, my parents moved from Brooklyn to St. Albans, Queens. When I arrived on January 13, 1950, she and Dad were thrilled. My timing was impeccable. It was off-season for baseball and just before Dad had to go to Los Angeles for the filming of the motion picture *The Jackie Robinson Story*.

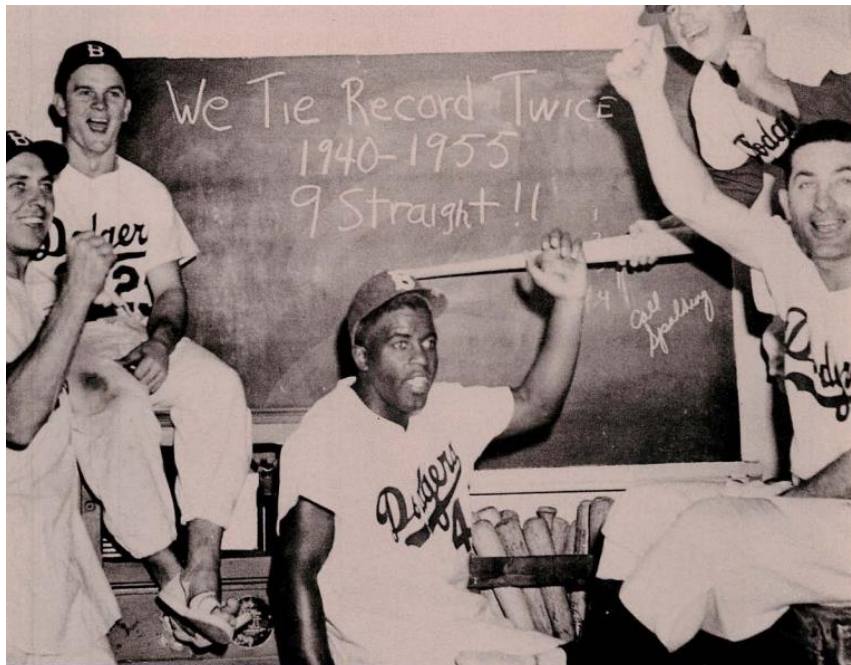
Our family was complete two years later when my brother David was born on November 14, 1952. Luckily, Dad was in New York. He’d been at the hospital for the births of Jackie and me, and didn’t plan to miss the birth of his third child, either. After the Dodgers lost to the Cardinals, Dad rushed from Ebbets Field to Doctor’s Hospital in time for David’s birth. Mom got sick and couldn’t go home from the hospital with David. A family friend, Willette Bailey, came to stay with us at this point. She planned to stay until my mother was well, but ended up living with us until my brothers and I were out of the house.

Each March, we traveled with Mom to Florida for spring training and the exhibition games. Since Jim Crow laws were still in effect, we stayed at a motel in the black community while the other Dodger families stayed in a luxurious beach hotel across town. I was



too young to know the difference, but my parents resented being treated differently. Eventually, the Dodgers bought their own facility in Vero Beach, where black players and white players and their families stayed together.

By the time I was five, Dad had been playing with the Brooklyn Dodgers for 10 years. During that time, he'd helped the team reach the World Series six times. In 1949, he led the league in batting with a .342 average and received the National League's Most Valuable Player Award. From 1947 to 1953, Dad ranked fourth in the majors in batting average (.319), second in runs scored (773), and first in stolen bases (166). Of his nearly 5,000 career at-bats, 51 percent were from the cleanup slot. The 1955 Brooklyn Dodgers had the best season. After yearly disappointments of losing the World Championship to the New York Yankees, the Dodgers and my dad won the World Series. "Wait till next year," their annual mantra, finally meant victory!



The 1955 Brooklyn Dodgers won the team's first and only World Championship.

Application:

Why did Sharon Robinson believe her father was the right man to integrate baseball?

Claim	
Reason	
Evidence	
Evidence	
Evidence	



Name: _____

Week 24 Day 2 Date: _____

BCCS Boys

MIT/Stanford




Do Now

1. How did Jackie Robinson manage his reactions on the baseball field? Explain.

Black History Unit

Standard	RI.5.8
LEQ	After leaving baseball, how did Jackie Robinson use his popularity to _____ civil rights?
Objective	I can explain how Jackie used his _____ to further the civil rights fight.
Assignment to Submit	Google Form

Input: Vocabulary

human rights	civil rights	champion
		

A Civil Rights Champion

After the 1956 baseball season, it was clear that things had changed. Branch Rickey had left the Dodgers, and at age 37, Dad had passed his peak playing days. On December 13, 1956, the Brooklyn Dodgers announced that my father had been traded to their rival, the New York Giants.

Dad played along with the news of the trade, saying he'd give the Giants all that he had to give. The truth was, my father was aware that his baseball playing days were almost over. In anticipation of his retirement, he was investigating other opportunities. As the Dodgers announced the trade, my father stepped up his negotiations with a coffee manufacturer and restaurant chain, Chock Full O'Nuts, for a career outside of baseball.



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I was the middle child between two brothers, David (l.) and Jackie (r.). This picture was taken for Look magazine in 1956. We were four, six, and ten at the time.

News of the trade sent baseball fans into an uproar. Angry letters poured into the Dodgers offices and into our home. The trade hit us hard, too. Dad had wanted to retire as a Brooklyn Dodger. He was angry that the team to which he'd been loyal hadn't even bothered to consult him on their plans to trade him. Without letting on that he intended to retire rather than accept the trade, Dad's agent made a deal with *Look* magazine. They got the exclusive rights to print my father's retirement story.

In the January 1957 issue of *Look*, Dad announced his retirement from baseball. The Giants tried to get my father to change his mind by offering him more money. Dad turned them down. He accepted a job with Chock Full O'Nuts in New York City.

At home, we celebrated the news. Major League Baseball players spend nine months of the year traveling and we knew that if Dad retired he'd be home with us more. So, as Dad prepared for life as a commuter, we imagined having him at home most nights in time for dinner. We liked the idea!



We were glad Dad wasn't going to be on the road so much and would be around for things like trips to the candy shop.



Dad's competitiveness was matched by our own when we challenged him to a game of Monopoly.



1957: Dad retires from baseball.

Dad exchanged his Dodgers' uniform for a corporate suit and tie in the winter of 1957. He became vice president of personnel for Chock Full O'Nuts. Like lots of other fathers in Stamford, Dad left home each morning at eight and returned most nights by six. Not being on the road meant he had time to give motivational speeches, write newspaper columns, raise money for civil rights organizations, join protest marches, speak to youth groups, play golf, and cut the lawn.

Dad also agreed to chair the National Association for the Advancement of Colored People Freedom Fund Drive. As NAACP chairman, he traveled around the country raising money for the nation's oldest civil rights organization. The first year of his tour, he helped raise more than \$1 million.

Dad joined a group of investors and community activists to bring the first black-run bank to Harlem in New York City. They felt that a minority-owned and operated bank was the only way to help rebuild Harlem's predominantly black community. On January 4, 1965, Freedom National Bank opened on 125th Street.



On special days, Dad took me with him to New York City. Our first stop was always his office at Chock Full O' Nuts.



July 23, 1962, my father is inducted into the Baseball Hall of Fame, which honors some of the sport's greatest players. My mother, as always, is by his side. Election to the Hall of Fame isn't a popularity contest, like the All-Star Game is now, where admission is determined by the fans. Players are voted into the Hall of Fame by the men and women who study baseball players and write about them. Negro League players, however, went unrecognized until Satchel Paige was inducted into the Hall in 1971.

On January 23, 1962, my father learned that he'd been elected into the Baseball Hall of Fame on the first round. He was happy and excited. There was a flurry of activity that led up to the July induction ceremonies in Cooperstown, New York. I was 12 at the time and not quite sure what all the hoopla was about. I asked my father what it meant to be chosen for the Hall of Fame. He said it was like being named to the Supreme Court if you were a lawyer. I got the point.

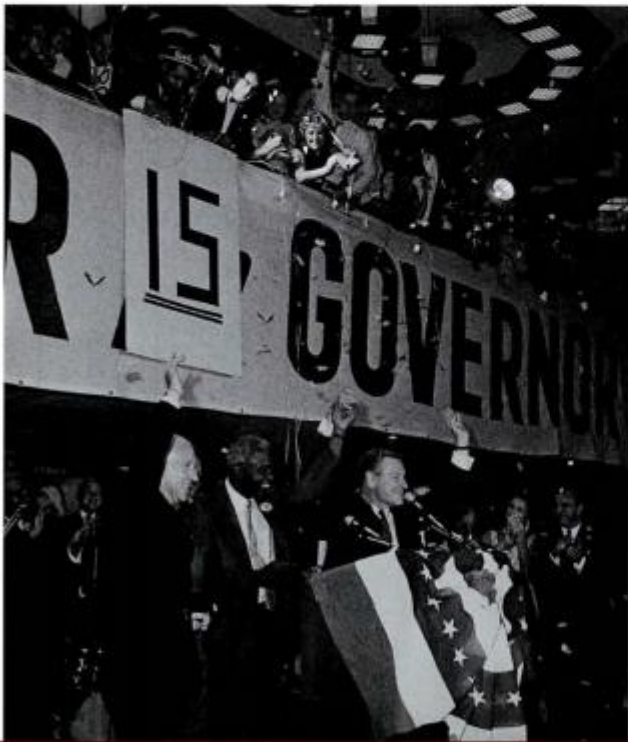
Dad's Hall of Fame induction was wonderful. Both of my grandmothers were there with us, along with Branch Rickey and



As children, our early experiences got us hooked on social activism. I will never forget the excitement of having Dr. Martin Luther King, Jr. (r.) visit our home for a fund-raising jazz concert for the civil rights movement. We also joined our parents in civil rights protest marches in Washington, D.C.

many others who had helped my parents throughout my dad's baseball career. Dad was the first African American inducted into the Hall. When he was presented with his plaque he spoke with such pride. I was so happy to be a part of this big day!

The following year, we hosted the first of many jazz concerts at our home to raise money for the civil rights movement. The 1963 concert was a fund-raiser for Dr. Martin Luther King, Jr.'s organization, the Southern Christian Leadership Committee (SCLC).



In 1964, my father left Chock Full O'Nuts to campaign for New York's Governor Nelson Rockefeller, who was running for president.



In addition to being a businessman, entrepreneur, and activist, Dad was a radio commentator for NBC and several local stations. He also wrote newspaper columns. Dad loved to talk and debate issues.



My father encouraged other athletes to lend a hand with the civil rights movement. Boxing champions Floyd Patterson (second from r.) and Archie Moore, along with baseball star Curt Flood joined him. Other professional athletes stayed away from the civil rights movement and politics. This troubled my father. He once asked, "Is there a medal anywhere which is worth a man's dignity?"

During the 1960s, Dad wore many different hats and faced many new challenges. The biggest challenge was his health. Shortly after he retired from baseball, Dad found out that he was diabetic. His health problems became more and more serious. Dad was only in his forties when he had his first heart attack; by his late forties, his diabetes had left him partially blind.

Still, the last seven years of my dad's life were filled with politics, business, family, friends, and golf. During that time, I married, and attended Howard University College of Nursing. My brother David completed high school at Mt. Hermon, Massachusetts, and went on to college at Stanford University. Mom taught nursing at Yale University. My older brother, Jackie, fought in Vietnam, received a Purple Heart, and then died tragically in a car accident when he was only twenty-four.



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Mom, David, and I stood proudly beside Dad at the 1972 World Series. Dad's message was heard worldwide. My mom said, "Jack fought tirelessly for social justice and equality of opportunity for all people. He even ventured into hostile territory seeking to understand the complexity of issues dividing the United States. In doing so, there was always the risk of being rejected and misunderstood."

Despite our shock and pain over losing our beloved Jackie, we rallied as a family for what turned out to be our last year with Dad. That year was 1972. It was also the twenty-fifth anniversary of Dad's breaking the color barrier. In addition to special times together as a family, we celebrated Dad receiving a number of tributes. The final one took place on October 15, 1972. Dad threw out the first ceremonial pitch during the second game of the World Series in Cincinnati, Ohio. A record crowd was in attendance; an estimated 60 million people watched the ceremony on television.

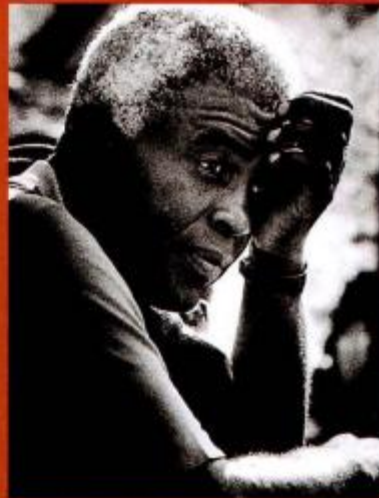
All Major League Baseball teams were now fielding black, white, or Hispanic players, but the diversity stopped there. There were no nonwhite executives, managers or general managers in professional baseball. So, Dad felt it important that he use his last public address to remind us all that equality was an ongoing struggle. "I am extremely proud and pleased," Dad said in his World Series speech, "but I'm going to be more pleased and more proud when I look at that third-base coaching line one day and see a black face managing in baseball."

In addition to his many achievements in sports, my father was awarded the highest honors from civil and human rights organizations, religious groups, and the United States government. From the NAACP's Spingarn Medal to the nation's highest civilian award, the Presidential Medal of Freedom, my father's accomplishments on and off the field have been widely recognized.

Dad spent his entire life fighting for equality. He won some battles and lost others. He made some mistakes, but he also inspired millions. My father never lost hope or gave in to despair even when his health failed him. He once said, "A life is not important except for the impact it has on other lives." Dad lived his philosophy.



April 15, 1997. President Clinton (l.), my mother (c.) and Major League Baseball Commissioner Bud Selig (r.) celebrate the fiftieth anniversary of Dad breaking the color barrier.



My father helped change America. This lifetime of service continues to inspire.



Name: _____

Week 24 Day 3 Date: _____

BCCS Boys

MIT/Stanford

Do Now

2. How do you think Jackie Robinson is best remembered? Explain.

Black History Unit

Standard	RI.5.9
LEQ	How can I use _____ from an informational text in a personal response?
Objective	I can write a _____ detailing Jackie Robinson's legacy to the world.
Assignment to Submit	Presentation

Input: Legacy

Definition of Legacy:

Jackie Robinson's Legacy

We buried my father on October 29, 1972. In his eulogy, the Reverend Jesse L. Jackson reminded us that "no grave could hold this man down." More than 2,500 mourners watched as six former athletes, Boston Celtic star Bill Russell and Dodger teammates Don Newcombe, Joe Black, Junior Gilliam, Pee Wee Reese, and Ralph Branca, carried my father's silver-blue coffin draped in red roses out of New York City's Riverside Church. After the service, people lined the streets to pay their final respects as Dad's casket passed through Harlem on its way to the Cypress Hills Cemetery in Brooklyn.



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A sign of mourning for my father

It was one of the saddest days of my life.

It took years for the pain and sense of loss to dull. But Dad would have expected us to stay in the game of life and to meet each challenge with strength and compassion. That's been my promise to him.

In 2002, my son Jesse helped pay tribute to my dad as part of Major League Baseball's Memorable Moments campaign. At the 73rd All-Star Game in Milwaukee, Wisconsin, my son reenacted my father's first moments as a major league player. Jesse, wearing a replica of my dad's famous number 42 Dodgers' uniform, stepped across first base, paused, hands resting on bent knees, eyes serious. At 24, he was five years younger than his grandfather had been when he broke baseball's color barrier. As the announcer played out the dramatization, he introduced my son to 43,000 cheering fans.

Mom and I sat proudly watching from the Baseball Commissioner's box as Jesse, who is two generations removed from the moment, accepted this profound yet brief connection to his grandfather. We'd raised my son with stories and pictures of my dad's achievement, but at the same time stressed the importance of defining life on your own terms. As we observed the confidence Jesse displayed that evening, we knew how far he'd come toward creating an identity separate and distinct from his grandfather.

And that's the challenge. It's taken me many years to understand and celebrate the fullness of my legacy. In achieving understanding, however, I've been both inspired and given a sense of direction that's enhanced who I am. At the same time, I've had the freedom to create a life of my own.



Jesse Robinson Simms at the All-Star Game.



New York Yankee Derek Jeter (l.) is one of the many players who have joined me (r.) in Breaking Barriers. Through our work, we help children face obstacles in their lives.

Each year, children across the United States select Jackie Robinson for their National History Day projects, and through their exploration of the man, they, too, adopt a piece of him into their lives. In Major League Baseball ballparks across the country, my father's number 42 is retired and proudly displayed along the outfield walls as a lifelong symbol of his legacy. Across the country there are organizations, programs, schools, parks, community centers, and other facilities that bear my father's name.

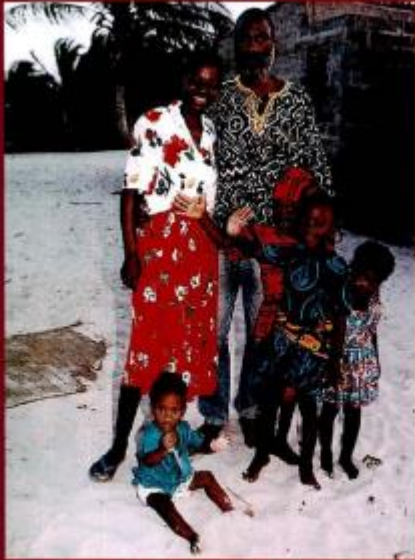
But perhaps our most significant family legacy is the Jackie Robinson Foundation. It was founded by Mom and several close friends in 1973, the year after Dad died. Through the Jackie

Bill Cosby (c.) is a major contributor to the Jackie Robinson Foundation. Here he poses for a photo with Foundation students and alumni.



Robinson Foundation, we strengthen young people by providing education and leadership development opportunities with the expectation that the path selected by each student will include giving back to their communities. More than 30 years after his death, Jackie Robinson Foundation scholars remain a living tribute to my father. Today, a thousand graduates of the program are in the world making significant contributions in the fields of their choice. Each graduate is unique and special. Each understands that family and career are only part of their work as an adult. They've all been trained that volunteerism is a lifelong commitment and that they must remain engaged and active in an ever changing world.





My brother, David, lives most of the year in Tanzania, East Africa, but his coffee farming business brings him to New York several times a year. He is married and the father of eight, so we're blessed with a large contingent of Robinson children of varying ages, personalities, and offerings.



Mom, David, and I continue to pass on the lessons we've learned about life to all our children, those born into the family and those embraced by the family. Over time, we've seen this commitment bear fruit in many ways.

And so, the ranks of dedicated young leaders and followers committed to building a vibrant, productive, and richly diverse world are growing. The steps to forming such a society begins in childhood. It starts with making a promise to yourself, your family, and your community to be the best you can be so that when you're presented with the opportunity to lead, you'll be ready to assume your role.

Many years have passed since my father died. I still miss him terribly, but have found ways to continue to celebrate his life. Dad kept his promise to America. Yet the struggle for equality continues. It is my hope that future generations will embrace the challenges of a global society and find creative ways to challenge systems that are unjust.



In 2001, Michael Jordan (l.) received our Robie Humanitarian Award.

CFU: Branch Rickey Acrostic

**Believed in the great
Robinson and
Accepted
No boundaries of
Color or systems of
Hatred.**

Application: Jackie Robinson Acrostic

J	_____
A	_____
C	_____
K	_____
I	_____
E	_____



Name: _____

Week 24 Day 4 Date: _____

BCCS Boys

MIT/Stanford

End of Module 3 Assessment: Part 1

Directions: Read the following excerpt from Promises to Keep. Your questions will only be based on this excerpt.

“A Civil Rights Champion”

After the 1956 baseball season, it was clear that things had changed. Branch Rickey had left the Dodgers, and at age 37, Dad had passed his peak playing days. On December 13, 1956, the Brooklyn Dodgers announced that my father had been traded to their rival, the New York Giants.

Dad played along with the news of the trade, saying he'd give the Giants all that he had to give. The truth was, my father was aware that his baseball playing days were almost over. In anticipation of his retirement, he was investigating other opportunities. As the Dodgers announced the trade, my father stepped up his negotiations with a coffee manufacturer and restaurant chain, Chock Full O'Nuts, for a career outside of baseball.

News of the trade sent baseball fans into an uproar. Angry letters poured into the Dodgers offices and into our home. The trade hit us hard, too. Dad had wanted to retire as a Brooklyn Dodger. He was angry that the team to which he'd been loyal hadn't even bothered to consult him on their plans to trade him. Without letting on that he intended to retire rather than accept the trade, Dad's agent made a deal with *Look* magazine. They got the exclusive rights to print my father's retirement story.

In the January 1957 issue of *Look*, Dad announced his retirement from baseball. The Giants tried to get my father to change his mind by offering him more money. Dad turned them down. He accepted a job with Chock Full O'Nuts in New York City.

At home, we celebrated the news. Major League Baseball players spend nine months of the year traveling and we knew that if Dad retired he'd be home with us more. So, as Dad prepared for life as a commuter, we imagined having him at home most nights in time for dinner. We liked the idea!

Dad exchanged his Dodgers' uniform for a corporate suit and tie in the winter of 1957. He became vice president of personnel for Chock Full O'Nuts. Like lots of other fathers in Stamford, Dad left home each morning at eight and returned most nights by six. Not being on the road meant he had time to give motivational speeches, write newspaper columns, raise money for civil rights organizations, join protest marches, speak to youth groups, play golf, and cut the lawn.

Dad also agreed to chair the National Association for the Advancement of Colored People Freedom Fund Drive. As NAACP chairman, he traveled around the country raising money for the nation's oldest civil rights organization. The first year of his tour, he helped raise more than \$1 million.

Dad joined a group of investors and community activists to bring the first black-run bank to Harlem in New York City. They felt that a minority-owned and operated bank was the only way to help rebuild Harlem's predominantly black community. On January 4, 1965, Freedom National Bank opened on 125th Street.

On January 23, 1962, my father learned that he'd been elected into the Baseball Hall of Fame on the first round. He was happy and excited. There was a flurry of activity that led up to the July induction ceremonies in Cooperstown, New York. I was 12 at the time and not quite sure what all the hoopla was about. I asked my father what it meant to be chosen for the Hall of Fame. He said it was like being named to the Supreme Court if you were a lawyer. I got the point.

Dad's Hall of Fame induction was wonderful. Both of my grandmothers were there with us, along with Branch Rickey and

many others who had helped my parents throughout my dad's baseball career. Dad was the first African American inducted into the Hall. When he was presented with his plaque he spoke with such pride. I was so happy to be a part of this big day!

The following year, we hosted the first of many jazz concerts at our home to raise money for the civil rights movement. The 1963 concert was a fund-raiser for Dr. Martin Luther King, Jr.'s organization, the Southern Christian Leadership Committee (SCLC).

During the 1960s, Dad wore many different hats and faced many new challenges. The biggest challenge was his health. Shortly after he retired from baseball, Dad found out that he was diabetic. His health problems became more and more serious. Dad was only in his forties when he had his first heart attack; by his late forties, his diabetes had left him partially blind.

Still, the last seven years of my dad's life were filled with politics, business, family, friends, and golf. During that time, I married, and attended Howard University College of Nursing. My brother David completed high school at Mt. Hermon, Massachusetts, and went on to college at Stanford University. Mom taught nursing at Yale University. My older brother, Jackie, fought in Vietnam, received a Purple Heart, and then died tragically in a car accident when he was only twenty-four.

Despite our shock and pain over losing our beloved Jackie, we rallied as a family for what turned out to be our last year with Dad. That year was 1972. It was also the twenty-fifth anniversary of Dad's breaking the color barrier. In addition to special times together as a family, we celebrated Dad receiving a number of tributes. The final one took place on October 15, 1972. Dad threw out the first ceremonial pitch during the second game of the World Series in Cincinnati, Ohio. A record crowd was in attendance; an estimated 60 million people watched the ceremony on television.

All Major League Baseball teams were now fielding black, white, or Hispanic players, but the diversity stopped there. There were no nonwhite executives, managers or general managers in professional baseball. So, Dad felt it important that he use his last public address to remind us all that equality was an ongoing struggle. "I am extremely proud and pleased," Dad said in his World Series speech, "but I'm going to be more pleased and more proud when I look at that third-base coaching line one day and see a black face managing in baseball."

In addition to his many achievements in sports, my father was awarded the highest honors from civil and human rights organizations, religious groups, and the United States government. From the NAACP's Spingarn Medal to the nation's highest civilian award, the Presidential Medal of Freedom, my father's accomplishments on and off the field have been widely recognized.

Dad spent his entire life fighting for equality. He won some battles and lost others. He made some mistakes, but he also inspired millions. My father never lost hope or gave in to despair even when his health failed him. He once said, "A life is not important except for the impact it has on other lives." Dad lived his philosophy.

1. Reread the following sentence from paragraph 2:

“News of the trade sent baseball fans into an uproar.”

As used in the text, what does the word “uproar” mean?

- A. a quiet state
 - B. an angry state
 - C. an active state
 - D. a calm state
2. Why did Jackie Robinson decide to retire instead of playing for the Giants?
- A. He didn’t like the new city.
 - B. He was worried his family wouldn’t adjust.
 - C. He was angry the Dodgers hadn’t told him about the trade.
 - D. His wife had advised him to retire.
3. The Giants really wanted Jackie Robinson to play for them. Which detail from the text BEST demonstrates this:
- A. On December 13, 1956, the Brooklyn Dodgers announced that my father had been traded to their rival, the New York Giants.
 - B. Dad played along with the news of the trade, saying he'd give the Giants all that he had to give.
 - C. The Giants tried to get my father to change his mind by offering him more money.
 - D. News of the trade sent baseball fans into an uproar.
4. Why were Sharon and her brothers happy that Jackie had retired from baseball?
- A. They were tired of the dusty baseball parks.
 - B. They wanted to see more of him.
 - C. They wanted him to move on to different opportunities.
 - D. They knew he was getting older and wanted to protect him.

5. Which of the following best identifies a central idea of this excerpt?
- A. Americans were sad to see Jackie Robinson leave baseball.
 - B. Jackie Robinson was important because he raised a lot of money.
 - C. Jackie Robinson continued his fight for civil rights even after retiring from baseball.
 - D. Jackie Robinson made a huge impact in the corporate world.
6. Which detail from the text best supports the answer to #5?
- A. “On December 13, 1956, the Brooklyn Dodgers announced that my father had been traded to their rival, the New York Giants.”
 - B. “He accepted a job with Chock Full O’Nuts in New York City.”
 - C. “The first year of his tour, he helped raise more than \$1 million.”
 - D. “In addition to his many achievements in sports, my father was awarded the highest honors from civil and human rights organizations, religious groups, and the United States government.”
7. What was a direct effect of Jackie’s diabetes?
- A. He went partially blind.
 - B. He wasn’t able to golf.
 - C. He raised money for Diabetes Awareness.
 - D. Sharon went to nursing school.
8. Which of the following statements best summarizes the way Jackie Robinson created change?
- A. Jackie Robinson created change on the baseball field.
 - B. Jackie Robinson created change by taking a leadership role at Chock Full O’Nuts.
 - C. Jackie Robinson called out and challenged his peers for not doing enough.
 - D. Jackie Robinson created change by constantly fighting for equality both on the field and off.



Name: _____

Week 24 Day 5 Date: _____

BCCS Boys

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End of Module 3 Assessment: Part 2 (Essay)

Directions: Read “Dr. Martin Luther King Jr., Changing America”.

Dr. Martin Luther King Jr., Changing America

By Barbara Radner
2005

Dr. Martin Luther King, Jr. (1929-1968) was a Baptist minister and a leader of the African American Civil Rights Movement. This article shares key details about Dr. King's life and accomplishments, including his belief in equality and non-violence. As you read, take notes on the problems that African Americans faced during the 1950s and 60s, and the strategies that Dr. King used to create social change.

- [1] Dr. Martin Luther King, Jr., was a great leader. He inspired many people. He brought about changes that are important to everyone in the United States. In fact, he is known around the world. He was the youngest person to win the Nobel Peace Prize. That is a prize given to a person who is important to the world. It is a peace prize. He wanted people to change things peacefully. He thought that violence only led to more problems.

Dr. King used a way of changing things called non-violent protest. He saw that people were not treated fairly. He protested for civil rights. When he led marches, people were angry. But he was determined. Even though people shouted at him, he kept marching.

People who had been afraid to protest before were encouraged. They joined him. He was able to give them confidence. Together they would overcome. Soon thousands of people were with him. He was changing America.

He organized boycotts. A boycott means that people do not buy something or shop at a store or use a service. The boycott he led was the Montgomery Bus Boycott. Before that boycott in 1955, African Americans could not ride in the front of buses. They had to sit or stand in the back even if there were seats in the front. Only whites could have those front seats. It took months, but they won. They got the right to sit anywhere in the bus.



"Martin Luther King, Jr. 1964 (source: Library of Congress)" by Mike Licht is licensed under CC BY 2.0.

- [5] Dr. King influenced many people. He reached them with his books and speeches. He gave a very inspiring speech in Washington, D.C. People call it his “I Have a Dream” speech. In it he told about what he had seen, the changes that had happened, and what would happen in the future.

Today the United States celebrates his life with a special holiday every year. On that day, people remember what he accomplished. They think about how he has made a difference to everyone in America.

Essay Prompt:

Both Jackie Robinson in Promises to Keep and Martin Luther King Jr. in “Martin Luther King Jr., Changing America” left a legacy of change. Compare and contrast the different ways that both pushed for Civil Rights in the United States.

In your essay be sure to:

- **describe how Robinson and King were similar in pushing for Civil Rights**
- **describe how Robinson and King were different in pushing for Civil Rights**
- **use details from both passages in your response**

****Google Document****