

Name _____

Spelman and Howard
4th Grade ELA
Learning Packet
March 22nd-26th, 2021



Name: _____

Date: March 22, 2021

BCCS-Girls

Spelman/Howard

Module 4: Unit 1: Lesson 7

Learning Targets	I can read chapter 6 of “The Hope Chest.” I can use the text to answer questions about “Ten Suffragists Arrested While Picketing at the White House.” I can identify whether a text is a firsthand or second hand account of an event.
Assignment to Submit	Text-dependent questions (Packet)

“Ten Suffragists Arrested While Picketing at the White House”

August 28, 1917

Women started parading in front of the White House for “woman suffrage,” women’s right to vote, during January 1917. On August 28 of that year, 10 suffragists were arrested. The women wanted President Woodrow Wilson to support the proposed Anthony amendment to the Constitution, which would guarantee women the right to vote. They started off standing silently, holding picket signs reading, “Mr. President, what will you do for Woman Suffrage?” and “How Long Must Women Wait for Liberty?” Riding through the White House gates, his wife by his side, President Wilson customarily tipped his hat to the protestors.

Between June and November 1917, 218 protestors from 26 states were arrested and charged with “obstructing sidewalk traffic” outside the White House gates. During that time, messages on the picket signs became more demanding. The women took advantage of the United States’ entry into World War I on April 6. When Russian envoys came through Washington, posters proclaimed that the United States was a democracy in name only. Bystanders erupted in violence. What was the suffragists’ next move?

The leader of the National Woman’s Party, Alice Paul, staged a hunger strike in jail after her arrest. Prison doctors had to force-feed her and others. With all the pressure from publicity generated by the White House pickets, the arrests and forced-feedings of women protestors, President Wilson finally lent his support to the suffrage amendment in January 1918. Congress approved it, and on August 18, 1920, with the ratification of the Nineteenth Amendment, women achieved the right to vote. That date is now commemorated as Women’s Equality Day.

Close Reading Note-catcher: “Ten Suffragists Arrested while Picketing at the White House”

<p>August 28, 1917</p> <p>Women started parading in front of the White House for “woman suffrage,” women’s right to vote, during January 1917. On August 28 of that year, 10 suffragists were arrested. The women wanted President Woodrow Wilson to support the proposed Anthony amendment to the Constitution, which would guarantee women the right to vote. They started off standing silently, holding picket signs reading, “Mr. President, what will you do for Woman Suffrage?” and “How Long Must Women Wait for Liberty?” Riding through the White House gates, his wife by his side, President Wilson customarily tipped his hat to the protestors.</p>	<p>1. What did the suffragists want?</p>
--	--

<p><u>Between June and November 1917, 218 protestors from 26 states were arrested and charged with “obstructing sidewalk traffic” outside the White House gates.</u> During that time, messages on the picket signs became more demanding. The women took advantage of the United States’ entry into World War I on April 6. When Russian envoys came through Washington, posters proclaimed that the United States was a democracy in name only. Bystanders erupted in violence. What was the suffragists’ next move?</p>	<p>2. What does the underlined sentence tell you about who supported woman suffrage?</p>
<p>The leader of the National Woman’s Party, Alice Paul, staged a hunger strike in jail after her arrest. Prison doctors had to force-feed her and others. With all the pressure from publicity generated by the White House pickets, the arrests and forced-feedings of women protestors, President Wilson finally lent his support to the suffrage amendment in January 1918. Congress approved it, and on August 18, 1920, with the ratification of the Nineteenth Amendment, women achieved the right to vote. That date is now commemorated as Women’s Equality Day.</p>	<p>3. Why did the president decide to support the suffragist amendment?</p>

Glossary

Word	Definition in your own words	Translation (optional)
woman suffrage		
suffragists		
picket		
democracy		
publicity		

Name: _____

Date: March 23, 2021

BCCS-Girls

Spelman/Howard

Module 4: Unit 1: Lesson 8

Learning Targets	I can use the text to answer questions about an excerpt of “The Suffragists From Tea-Parties to Prison.” I can compare and contrast a firsthand account to a secondhand account of an event.
Assignment to Submit	Text-dependent questions (Packet)

Excerpt of “The Suffragists: From Tea-Parties to Prison”

Gluck

Before the prison part, can you describe more what happened with the picketing. Were you **harassed** while you were picketing?

Kettler

We were terribly harassed. There were always men and women standing out there harassing us and throwing some pretty bad insults—and pretty **obscene** ones.

Gluck

The women, too?

Kettler

The women weren’t obscene, but the men were quite obscene. During that period, somebody shot right through the open windows of the Little White House of the headquarters—could have killed any woman that happened to be in the right position for it. And we couldn’t get police protection. We just couldn’t get it!

The police, as I said, left us alone; but when the crowd got too noisy and the police couldn’t get rid of them, then they **hailed** us in for obstructing traffic.

Gluck

How large a crowd would gather everyday?

Kettler

I don't remember, but it seemed pretty big to me.

Gluck

Of the people passing by, were they all **hostile**? Did you get any support?

Kettler

We had some support, but you took your life in your hands. If any of the bystanders supported us, they could be beaten by the rest of the crowd.

Gluck

How did you handle the bystanders? Did you just ignore them?

Kettler

We just ignored them. These were our instructions: "Just absolutely pay no attention to them." Then, towards the end, I know they started throwing stuff at the women. We had no police protection whatever—absolutely none. The only protection we had [laughter] was when we were arrested; then we were protected. [Laughter]

Gluck

How did you feel about all this? Were you pretty frightened?

Kettler

Oh, I was brave. My goodness. I was fighting for a cause. I didn't pay attention to them.

Gluck

How did it work? Did the four people stand there all day, or did someone come and—

Kettler

I don't remember. We probably must have had shifts. I don't think that we were there all day; I think we were there so many hours. We did have shifts. What did Doris Stevens say about it? Do you recall? You know, I had two books and I gave

them both away. (I'm like that; when I value a thing very much and I value a friendship, I give what I value.)

Later in the interview:

Gluck

So you were picketing a couple of days, then, before the arrest?

Kettler

I don't really know how long I picketed. I cannot tell you that, I do not remember. On one of the picketing days, the police hauled us in and took us to jail.

Gluck

When you were arrested, were the four of you in one van when they took you off?

Kettler

I suppose so—or one car, whatever it was. All four of us would be arrested at one time. Immediately, the lawyer or somebody was sent to the city jail to **bail** us out.

Gluck

So you weren't really in jail very long when you were first arrested?

Kettler

No, we were probably there an hour. We were bailed out right away and then we appeared in court.

Gluck

How long did you have to wait for your trial to come up, then?

Kettler

I don't remember, but it wasn't very long. After all, they [the N.W.P.] had to board us and that costs money. But they really got a lot of money; they got a lot of contributions.

Gluck

Once you knew you were going to be going to jail, then, how did you feel?

Kettler

I already knew. As I said, I knew it when I was in New York because Katherine told me. She said, “You might go to jail; you might be arrested.” I said, “That’s all right.” But I could not have gone again to jail.

Answering Questions about a Text: An Excerpt of “The Suffragists: From Tea-Parties to Prison”

1. Use the strategies on the Close Readers Do These Things anchor chart to complete this glossary:

Word	Definition in your own words	Strategy (for example: context, affixes, dictionary)
harassed		
obscene		
hauled		
hostile		

2. a. From this account, did everyone support the suffragists? How do you know? Use evidence from the text to support your answer. (RI.4.1)

b. How does your answer to 2a connect to the secondhand account, “Ten Suffragists Arrested while Picketing at the White House”? (RI.4.1)

3. How did Ernestine feel about picketing the White House? How do you know? (RI.4.6)

4. a. Is this a firsthand or secondhand account? Circle the correct answer. (RI.4.6)

Firsthand

Secondhand

- b. How do you know? Underline the correct answer. (RI.4.6)

A. Uses pronouns like *I, me, and we*

B. Uses pronouns like *he, she, and they*

Refer to the “Ten Suffragists Arrested while Picketing at the White House” secondhand account you read in the previous lesson to answer the following questions.

5. a. How are the two accounts similar? (RI.4.6)

- b. How are the two accounts different?

6. How does Violet respond to Myrtle when they first meet? Why? Use details from the text to support your answer. (RL.4.1, RL.4.3)

Name: _____

Date: March 24, 2021

BCCS-Girls

Spelman/Howard

Module 4: Unit 1: Lesson 9

Learning Targets	I can read chapter 7 of “The Hope Chest” I can use the text to answer questions about “The Girl Who Acted before Rosa Parks” I can identify whether a text is a firsthand or secondhand account of an event.
Assignment to Submit	Text-dependent questions (Packet)

After school on March 2, 1955, Claudette Colvin walked to downtown Montgomery with three of her classmates. She and her friends were going to take the city bus home from school that day. When they boarded the bus, they sat behind the first five rows, which were reserved for white passengers. A young white woman boarded the bus after Colvin and her friends and found nowhere to sit because the white section was full.

Bus drivers had the **authority** to make black passengers move for white passengers, even if they were sitting in the black section. The bus driver asked Colvin and her friends to get up, which her friends immediately did. She refused to move. On her mind were the lessons she had learned throughout her life, especially during Negro History Month at her school just days before. Though her friends’ seats (one next to Colvin and two across the aisle) were now **vacant**, the white woman refused to sit in them because, according to Jim Crow laws, black people could not sit next to next to white people. They had to sit behind white people to show their **inferiority**. When asked again, Colvin refused to get up.

The bus driver alerted the traffic police, and three stops later, a traffic officer came onto the bus and asked her why she was sitting there and why she would not get up. She replied, “because it’s my **constitutional** right,” and told him she was not breaking the segregation law by sitting there. The traffic officer told the bus driver that the police needed to get involved. A stop or two later, two police officers came onto the bus and instructed Colvin to get up. She refused. She later said, “I could not move because history had me glued to the seat ... Sojourner

Truth’s hands were pushing me down on one shoulder and Harriet Tubman’s hands were pushing me down on another shoulder.”

The police officers each grabbed one of her arms, kicked her, threw her books from her lap, and “manhandled” her off the bus. They shoved her in their police car, handcuffed her through the windows, and took her off to jail. She was the first person to be arrested for challenging Montgomery’s bus segregation laws.

Close Reading Note-catcher: “The Girl Who Acted before Rosa Parks”

<p>After school on March 2, 1955, Claudette Colvin walked to downtown Montgomery with three of her classmates. She and her friends were going to take the city bus home from school that day. When they boarded the bus, they sat behind the first five rows, which were reserved for white passengers. A young white woman boarded the bus after Colvin and her friends and found nowhere to sit because the white section was full.</p>	<p>1. Where was everyone sitting on the bus? Sketch the layout of the bus, including where Claudette Colvin and her classmates sat. (RI.4.1)</p>
---	--

Bus drivers had the **authority** to make black passengers move for white passengers, even if they were sitting in the black section. The bus driver asked Colvin and her friends to get up, which her friends immediately did. She refused to move. On her mind were the lessons she had learned throughout her life, especially during Negro History Month at her school just days before. Though her friends' seats (one next to Colvin and two across the aisle) were now **vacant**, the white woman refused to sit in them because, according to Jim Crow laws, black people could not sit next to next to white people. They had to sit behind white people to show their **inferiority**. When asked again, Colvin refused to get up.

2. Why did Claudette refuse to move? Underline evidence in the text to support your answer. (RI.4.1)

The bus driver alerted the traffic police, and three stops later, a traffic officer came onto the bus and asked her why she was sitting there and why she would not get up. She replied, "because it's my **constitutional** right," and told him she was not breaking the segregation law by sitting there. The traffic officer told the bus driver that the police needed to get involved. A stop or two later, two police officers came onto the bus and instructed Colvin to get up. She refused. She later said, "I could not move because history had me glued to the seat ... Sojourner Truth's hands were pushing me down on one shoulder and Harriet Tubman's hands were pushing me down on another shoulder."

3. Why did Claudette Colvin think of Sojourner Truth and Harriet Tubman when told by the police to move? (RI.4.1)

The police officers each grabbed one of her arms, kicked her, threw her books from her lap, and “manhandled” her off the bus. They shoved her in their police car, handcuffed her through the windows, and took her off to jail. She was the first person to be arrested for challenging Montgomery’s bus segregation laws.

4. How did the police officers treat Claudette? How do you know? Use evidence from the text to support your answer.

Glossary

Word	Definition in your own words	Translation (optional)
authority		
vacant		
inferiority		
constitutiona l		

Name: _____
BCCS-Girls

Date: March 25, 2021
Spelman/Howard

Module 4: Unit 1: Lesson 10

Learning Targets	I can use the text to answer questions about a new informational text. I can compare and contrast a firsthand and secondhand account of an event.
Assignment to Submit	Final Unit Assessment (Packet)

Name: _____
BCCS-Girls

Date: March 26, 2021
Spelman/Howard

Module 4: Unit 2: Lesson 1

Learning Targets	I can summarize chapter 8 in “The Hope Chest.” I can explain the meaning of similes and metaphors in chapter 8 of “The Hope Chest.”
Assignment to Submit	Final Unit Assessment (Google Docs)

Summarizing *The Hope Chest*, Chapter 8

Which theme can you see in Chapter 8?

Theme:		
Supporting details (including pages): 1.	Elaboration: How is this detail evidence of the theme?	What is happening at this point in the chapter? (be brief)

2.		
----	--	--

Summary

Similes and Metaphors in *The Hope Chest*

Simile	Metaphor
<p>What is it? Compares one thing to something very different to make a description more vivid</p> <p>Clues: The two things being compared are very different; as _____ as; like</p>	<p>What is it? Describing something with words that it isn't directly connected to</p>
<p>Example: As cold as ice, which means it was very cold.</p>	<p>Example: Her voice was music to his ears, which means her voice sounded really good to him and made him feel good.</p>