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# 5<sup>th</sup> Grade ELA Work Packet

Week of April 26-30, 2021

Name \_\_\_\_\_

\*Please do not begin any assignments until  
instructed by Ms. Eggink.\*

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## BIOGRAPHY:

# Harriet Tubman

Name: \_\_\_\_\_

Harriet Tubman was born a slave on a plantation in Maryland around 1821. No one knows for sure because birth records weren't kept by most slave owners. Her original name was Araminta Ross and she was nicknamed "Minty," but when she was thirteen, she decided to take the name of her mother, Harriet. Her last name, "Tubman," was obtained when she married a free black man in 1844, named John Tubman.



Harriet Tubman lived in a one-room cabin with her parents and ten brothers and sisters. When she was only six years old, she was loaned out to another family to help take care of their baby. Living as a slave was not easy. Tubman was sometimes beaten, and her meals consisted of table scraps. From an early age, she worked as a servant in the plantation house but later she worked outside, plowing fields and loading produce into wagons.

When she was thirteen, Tubman was visiting town where she received a horrible head injury. A slave owner tried to throw a two pound iron weight at one of his slaves, but hit Tubman instead. The injury almost killed her and caused her to have fainting spells for the rest of her life.

Life as a slave was extremely difficult. Slaves were forced to work outside regardless of the heat and were given no rest. Families were often permanently separated when different slave owners purchased them. Harriet was a particularly strong woman, and she knew that she could be sold for a hefty sum. In 1849, Tubman was increasingly fearful that she would be sold, so despite the fact that she would be severely punished if she were caught, she decided to run away. In the middle of the night, Tubman left the plantation and headed north to freedom.

Tubman escaped to the north by using the Underground Railroad. The Underground Railroad wasn't a train but was a series of safe homes (called stations) that hid slaves as they traveled north. These families would hang specially designed carpets or lights on the outside of their houses as a signal to runaway slaves that they were welcome and would receive help. Slaves would move from station to station at night until they finally reached the north and freedom. Tubman eventually reached Philadelphia, Pennsylvania, where she landed a job and was able to save money. After living there for two years, Tubman decided to return to Maryland, to try to free her family members. She succeeded in guiding her sister and mother to freedom using the same path that she had taken and then went back to bring her father and brother north as well.

Soon, Harriet became a "conductor" on the Underground Railroad and made more trips to the south to lead more slaves to freedom. As she traveled, Tubman created strategies to avoid being captured. If she was traveling with a baby, she would give the baby herbal drugs to prevent it from crying. She also always traveled on Saturdays because newspapers in the south wouldn't publish "runaway notices" until Monday. Tubman was so successful freeing slaves that she was sometimes called "Moses", a person from the Bible who freed Hebrew slaves. By 1856, slave hunters eager to stop her, offered a \$40,000 bounty for her capture - dead or alive.

By 1860, Tubman is thought to have completed 19 successful journeys on the Underground Railroad, freeing as many as 300 slaves. She was never captured, nor were any of her "passengers". During the Civil War, she helped nurse injured soldiers, served as a cook, and became a spy for the Union Army. After the Civil War, she settled in New York with her family. She continued to serve others by helping people who were poor or sick. She also spoke out on equal rights for blacks and women. Tubman died in 1913.

**After the 1<sup>st</sup> Read:**

1. Identify at least two main events that helped shape Harriet Tubman's life. Explain how each influenced her.

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2. What does the author feel about slavery? Make sure to provide evidence from the text.

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**After the 2<sup>nd</sup> Read:**

3. What was the problem in the story and what was the solution? Remember to support your answers using text.

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4. Why was the escape route for slaves called the Underground Railroad? What does the term "underground" imply? Make sure to show proof from the text.

**After the 3<sup>rd</sup> Read:**

5. What character traits does Tubman show? Be specific and describe situations where she showed these traits. Provide evidence from the text when possible.

6. What theme/moral/lesson can be gained from Tubman's life story?



## The Female Moses

Born a slave on a Maryland plantation around 1820, Harriet Tubman was the sixth of 11 children. Her family lived in a one-room hut with a dirt floor and no windows. By the time she turned five, she worked in the fields. At the age of eight she cared for a white infant 24 hours a day.

Harriet discovered how brave she could be as a young teen. She saw a slave running from his owner. Runaway slaves who were caught were beaten, sometimes to death. To give him time to escape, Harriet stepped between them. The angry master threw a flat iron. It hit her in the head and almost killed her. From then on, Harriet decided that she would one day be free.

In 1844 Harriet married John Tubman, a free man, and told him of her desire to be free. He told her to forget about it. And when she told him about her plans to run away, he said he would tell her owner! One night in 1849 she did escape with three of her brothers, but the men were terrified. All four turned back. Two nights later she escaped alone to the home of a white woman who had offered her help. The woman was a member of the Underground Railroad. This was a secret network of people who helped escaping slaves reach the north. To avoid capture, Harriet hid at their homes or in barns during the day. She traveled only at night until she reached Pennsylvania.

Over the next ten years she returned 19 times to lead more than 300 slaves on the Underground Railroad. Posters offering money for her capture dead or alive appeared all over the South, but nobody caught her. She cleverly disguised herself as a man or an elderly woman.

Running away was a terrifying experience. Sometimes the people had to hide in swamps that had alligators and poisonous snakes. But once slaves started north, Harriet would not let them go back. She knew that under torture they might give up information about the Underground Railroad. That would ruin the escape route. If a runaway wanted to turn back, Harriet would point a gun at the person and say, "Go on or die." Fortunately, she never had to pull the trigger, and she never lost a single person to slave catchers. People called her Moses because she led her people out of slavery.

During the Civil War, Harriet served as a nurse and a spy for the Union Army. All the slaves were set free at the end of the war. She went to Auburn, New York. There she opened a home for sick, poor, or homeless blacks. She also worked for women's right to vote. When she was about 90 years old, she died in her sleep.

# The Female Moses

**WANTED**

**— DEAD OR ALIVE —**



**RUNAWAY SLAVE**

**\$10,000 REWARD**

**Report Whereabouts to  
Local Law Authorities or  
Eliza Brodess, Owner**



# The Female Moses

1. How did Harriet get a head injury?
  - a. She was hit in the head with a flat iron.
  - b. Her master beat her after she was caught escaping.
  - c. She was in a battle while serving as a Union spy during the Civil War.
  - d. A slave catcher attacked her.
2. The Underground Railroad was
  - a. the main rail line connecting the North and the South.
  - b. a secret escape route for slaves.
  - c. a group of people who kidnapped others and sold them into slavery.
  - d. a group of people who kidnapped slaves and then smuggled them to safety.
3. What did Harriet demonstrate over and over again?
  - a. joy
  - b. anger
  - c. courage
  - d. sorrow
4. Harriet spent the last years of her life in New York state. True or False? Explain.

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5. What was the amount of money offered for Harriet's capture and why was the sum so large?

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6. Did Harriet do the right thing by threatening to kill any runaways who wanted to turn back? Defend your stance.

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Name \_\_\_\_\_  
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Date \_\_\_\_\_  
College \_\_\_\_\_

## What is the Emancipation Proclamation?

In July 1862, the US was in the middle of a terrible civil war. The North (the Union) fought to keep the country together, with Abraham Lincoln as president, after the southern states separated to form the Confederacy in 1860. Slavery, under which African Americans had no freedom and could be bought and sold like property, was allowed. The war wasn't going well for the Union.

President Abraham Lincoln met with his advisers and read something he wrote, which would become the **Emancipation Proclamation**. The Emancipation Proclamation said the following:

- All slaves living in the Confederacy would be free after January 1, 1863. The Emancipation Proclamation didn't free slaves living in the Union.
- Freed slaves could join the Union army.

## Background

At that time, there were millions of slaves in the US. President Lincoln didn't like slavery, but his goal when the war started was to save the country.

Then in July 1862, he told his Cabinet what he wanted to do. His advisers felt it would be better to wait until the Union army was winning.

On September 22, 1862, Lincoln made the Preliminary Emancipation Proclamation. He said the Confederate states could come back to the Union. If they didn't, their slaves would be freed on January 1, 1863. It also discussed giving money to slaveowners to compensate for the lost slaves. The Confederate states didn't accept Lincoln's offer.

## January 1, 1863

On January 1, 1863, Lincoln gave the Emancipation Proclamation. There had been some changes since his Preliminary Emancipation Proclamation. Lincoln took out the part about paying slaveowners to free slaves, but added that slaves could fight in the Union army.

Right before signing it, Lincoln's hand shook. He explained that he had just spent hours shaking hands. He said, "I never, in my life, felt more certain that I was doing right than I do in signing this paper."

Even though the Emancipation Proclamation was signed, no slaves in the South were freed because the Confederacy was at war with the Union and didn't follow the law. The slaves had to wait until the Union army came south to free them.

## The Union Wins the Civil War

Finally, the Emancipation Proclamation paved the way for the permanent abolition of slavery in the United States. As Lincoln and his allies in Congress realized emancipation would have no constitutional basis after the war ended, they soon began working to enact a Constitutional amendment abolishing slavery. By the end of January 1865, both houses of Congress had passed the 13th Amendment, and it was ratified that December.

1. Even though the Emancipation Proclamation was introduced in 1862, what didn't it come into law until 1865?

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2. Why did Lincoln say, "It is my greatest and most enduring contribution to the history of the war?"

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3. How does the section, "Background" support the main idea of the article?

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4. Why did Lincoln's advisors encourage him to wait to release the Emancipation Proclamation until the Union was winning the war?

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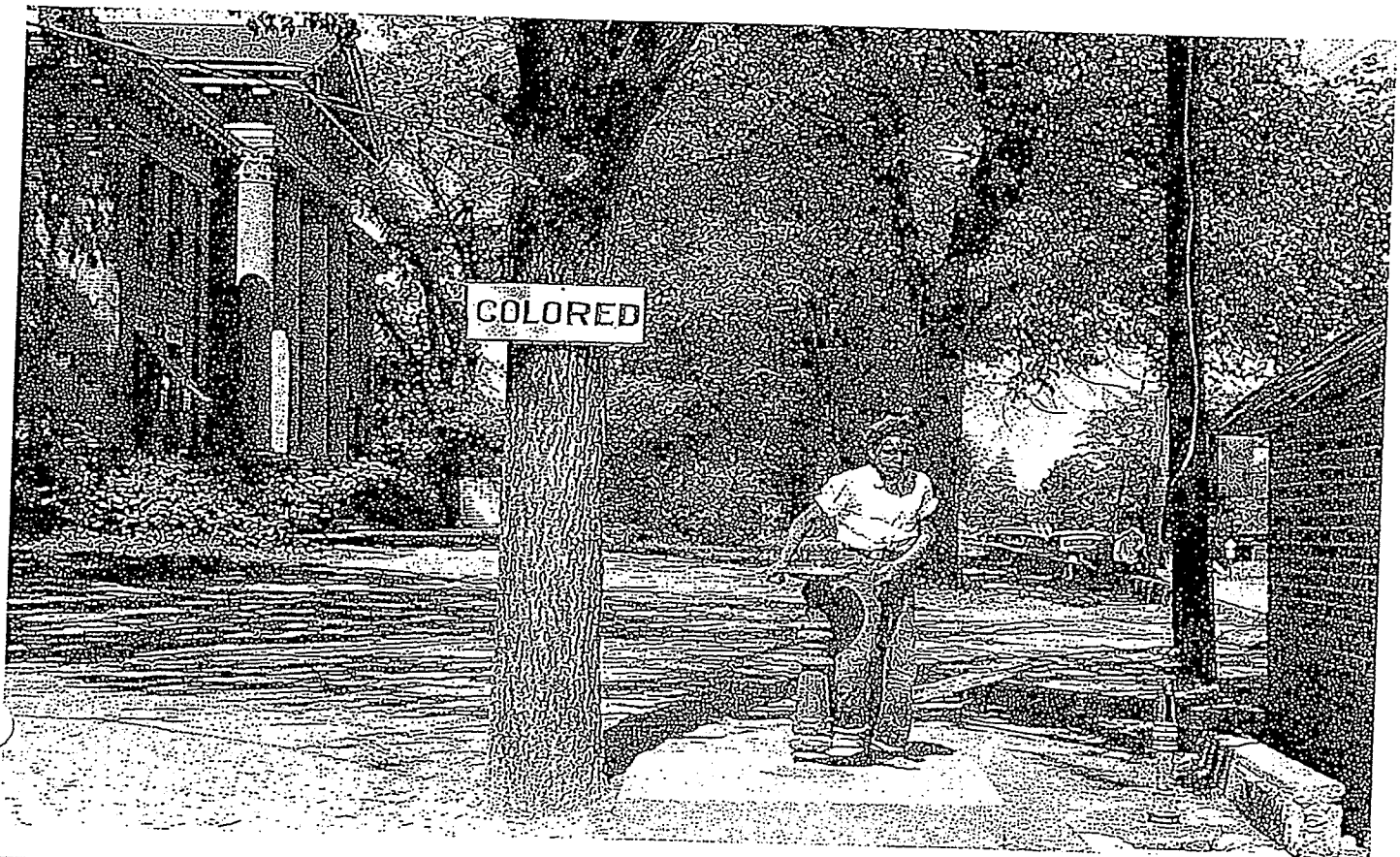
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# JIM CROW LAWS

The Jim Crow Laws were a series of laws in the southern United States that revolved around race. These laws made it difficult for African American people to vote, and also enforced segregation between black people and white people. The Jim Crow laws were put in place to ensure that black people and white people did not use the same public places, such as schools, restrooms, and restaurants.

The Jim Crow Laws were put in place in the late 1800's and early 1900's. Many of these laws were strictly enforced until the Civil Rights Act was passed in 1964.

The laws were given the name of "Jim Crow" after a well known African American song. Jim Crow was a character in the song. After the song came out, the term "Jim Crow" was often used to refer to African Americans; because the laws had to do with the segregation of African Americans, the laws became known as "Jim Crow Laws".



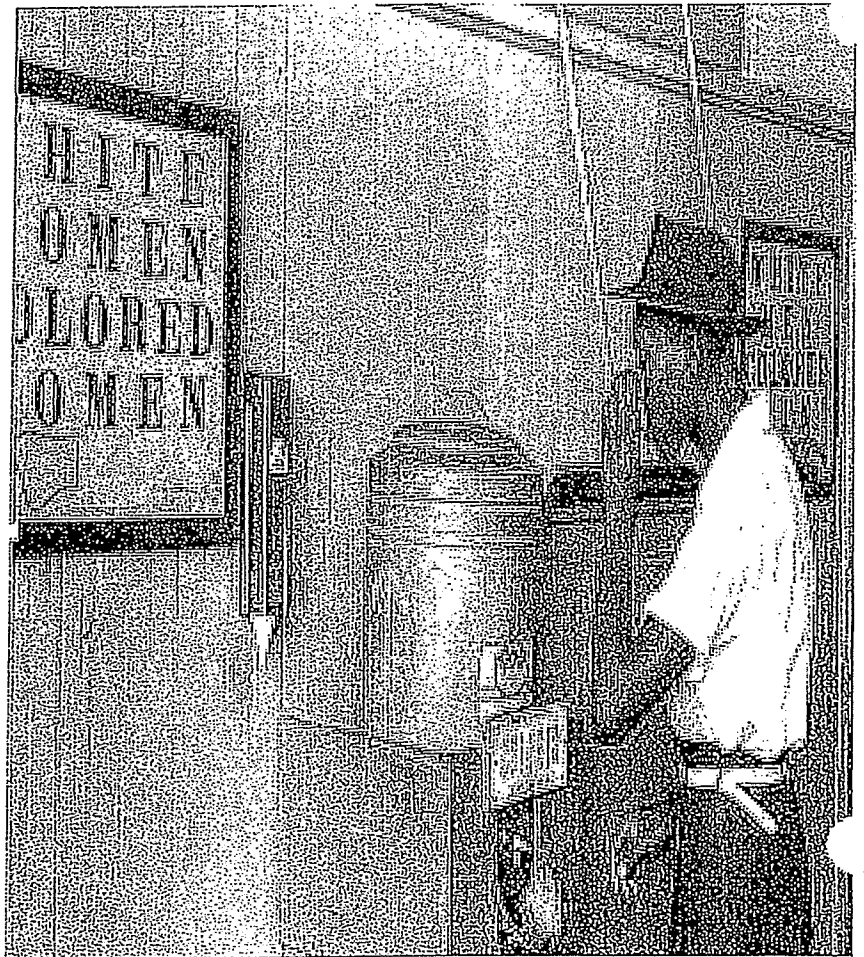
# JIM CROW LAWS

The Jim Crow Laws were put in place to enforce the segregation of black people and white people. In Florida, for example, there was a law that stated that schools for white children and schools for black children had to be conducted separately. Another example can be seen in a law from Mississippi, that stated that white convicts had to have separate areas for sleeping and eating, that were away from black convicts.

The Jim Crow Laws also made it difficult for black people to vote. For example, they enforced a poll tax; this was a fee that people had to pay in order to vote. They also enforced reading tests that people had to pass in order to vote. This reading test had something called a "grandfather clause" though, and the clause stated that if you had an ancestor that could vote before the Civil War, you did not have to pass the reading test; this made it so many white people who could not read were still able to vote.

Angered by the injustice, many African Americans began to protest in order to fight against the Jim Crow Laws and racial segregation. Protests such as the Montgomery Bus Boycott, the March on Washington, and the Birmingham Campaign helped bring attention to their cause.

In 1964, the Civil Rights Act was passed, and the unconstitutional Jim Crow Laws were made illegal.



Name \_\_\_\_\_ Date \_\_\_\_\_

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## The Jim Crow Laws

1. What were the Jim Crow Laws and why were they put in place?

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2. What was the author's purpose?

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3. What ended the Jim Crow Laws?

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4. How does the text feature on page 1 support the written text?

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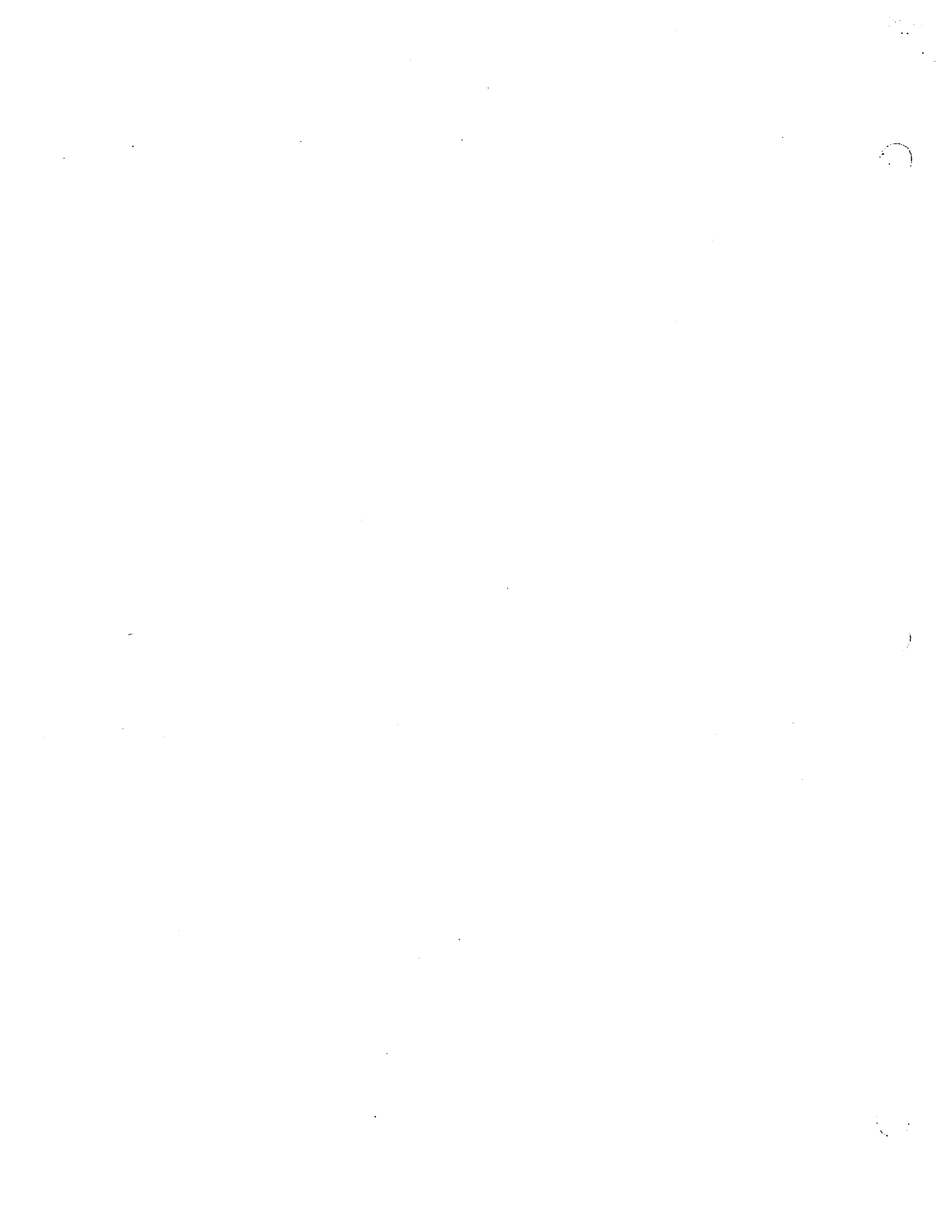
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Name: \_\_\_\_\_

Directions: Read the story below. Think about the meanings of the boldfaced words.

## Baseball Star: Jackie Robinson

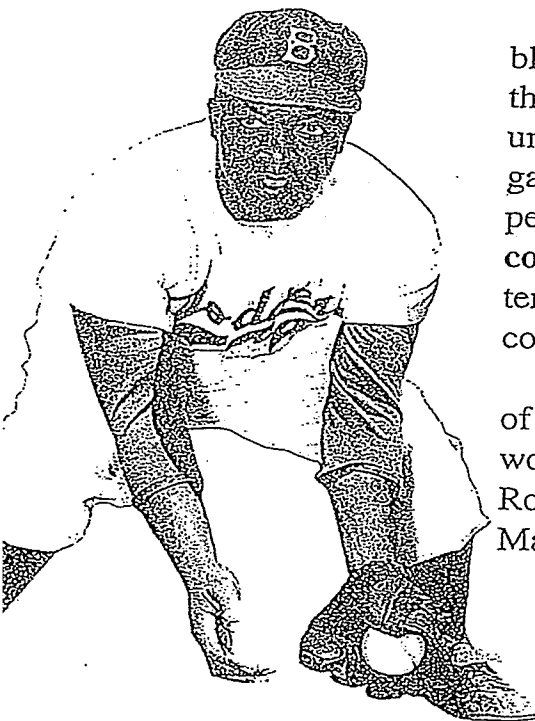
Crack! Bat meets ball and Dodgers' Jackie Robinson quickly runs to third base, but the players on the other team cannot tag him out. So he steals home, scoring a run. Robinson is also **superb** while playing second base. He is such an excellent **fielder** that he can catch even the most difficult balls. Jackie Robinson is truly amazing!

In 1947, Robinson was named Rookie of the Year. In 1949, he won more **recognition**. He received the National League's Most Valuable Player award. Each year his **popularity** grew. Other players and millions of fans admired him. Robinson's popularity was based on something more than **athletic skill**. He was the first black person to play Major League baseball.

Before Robinson, there had been an unwritten rule that blacks could not play Major League baseball. Branch Rickey, the Dodgers' president, hated this rule. He felt it was very unfair. The rule made a **barrier** that shut fine players out of the game. To knock down this wall, he had to choose a very brave person. Jackie Robinson was the man he chose. Robinson was **courageous** enough to play a fine game even while hearing terrible insults. This required great determination and confidence.

Robinson knew about **prejudice**, about the unfair treatment of blacks and others. He wanted **equality** for blacks so they would be treated the same as whites. With guts and skill, Robinson was able to change things. His **influence** opened Major League sports to everyone.

Go back to the story. Underline the words or sentences that give you a clue to the meaning of each boldfaced word.







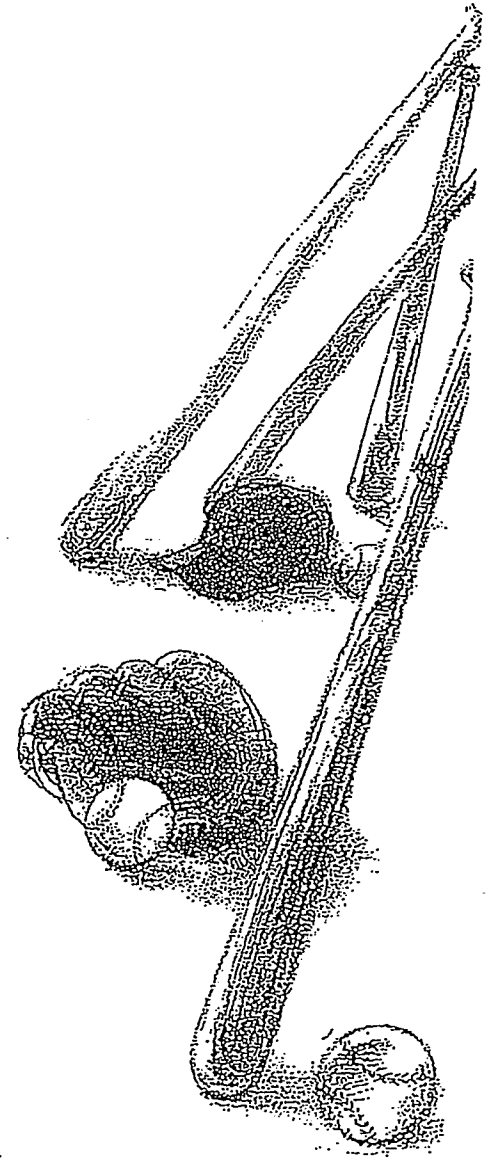
# USING CONTEXT

NAME: \_\_\_\_\_

Meanings for the vocabulary words are given below. Go back to the story and read each sentence that has a vocabulary word. If you still cannot tell the meaning, look for clues in the sentences that come before and after the one with the vocabulary word. Write each word in front of its meaning.

prejudice	barrier	fielder	courageous
influence	equality	superb	athletic
recognition	popularity		

1. \_\_\_\_\_: an effect on other people or things
2. \_\_\_\_\_: something that stands in the way
3. \_\_\_\_\_: condition of being the same
4. \_\_\_\_\_: brave
5. \_\_\_\_\_: excellent; splendid
6. \_\_\_\_\_: baseball player who plays around or outside the diamond
7. \_\_\_\_\_: state of being liked by others
8. \_\_\_\_\_: skilled at sport for which a person needs strength, ability, and speed
9. \_\_\_\_\_: attention
10. \_\_\_\_\_: opinion formed without knowing or caring about the facts



Name: \_\_\_\_\_

**Directions:**

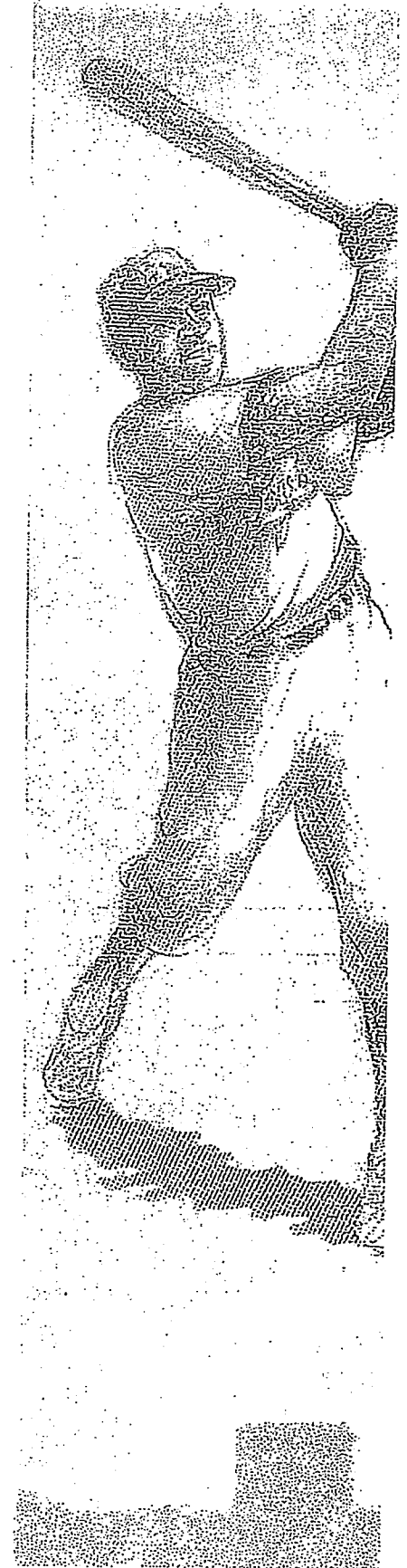
Read the paragraphs. Find the words in the box that should fit on each line. Write the vocabulary word on the line next to the number of the underlined word.

recognition	equality	influence	barrier
fielder	athletic	superb	prejudice
courageous	popularity		

Jackie Robinson will be remembered for his (1) \_\_\_\_\_ ability. As a (2) \_\_\_\_\_, he won many baseball awards. But his incredible (3) \_\_\_\_\_ comes from something else he did. He broke baseball's race (4) \_\_\_\_\_. He believed that blacks and whites should have (5) \_\_\_\_\_. People admire what he did and say he was very (6) \_\_\_\_\_. He played a fine game in spite of terrible insults.

Jackie Robinson had an (7) \_\_\_\_\_ on baseball history. He was not only a (8) \_\_\_\_\_ player. He spoke out against the (9) \_\_\_\_\_ that kept him out of Major League baseball. His bravery and skill won him (10) \_\_\_\_\_ forever. Fans will always remember marvelous Jackie Robinson.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_



Name: \_\_\_\_\_

**Directions:** Read the sentence or sentences. Look for the best word to use in the blank. Mark the answer space for your choice.

1. She was an Olympic champion. She was \_\_\_\_\_ in field events.  
 (A) superb             (C) courageous  
 (B) prejudiced         (D) humorous
2. We all knew he worked hard. He won our \_\_\_\_\_.  
 (A) prejudice         (C) race  
 (B) recognition       (D) equality
3. Anyone can apply for the job. The company believes in \_\_\_\_\_.  
 (A) influence         (C) limits  
 (B) prejudice         (D) equality
4. He is the star of the team. He has strong \_\_\_\_\_ ability.  
 (A) courageous       (C) recognition  
 (B) shining             (D) athletic
5. The coach seems to show \_\_\_\_\_ by not letting girls play on the team.  
 (A) promise           (C) prejudice  
 (B) recognition       (D) equality
6. Everyone listens to what she says. Her \_\_\_\_\_ is strong.  
 (A) influence         (C) fielder  
 (B) barrier             (D) equality
7. They speak different languages. This creates a \_\_\_\_\_ between them.  
 (A) recognition       (C) fielder  
 (B) beginning         (D) barrier
8. Everyone likes Jan. Her \_\_\_\_\_ grows every year.  
 (A) barrier             (C) equality  
 (B) popularity         (D) doubt
9. The \_\_\_\_\_ lifeguard saved the drowning child.  
 (A) hopeless           (C) prejudice  
 (B) courageous         (D) foolish
10. He caught the high fly ball. He's a great \_\_\_\_\_.  
 (A) fielder             (C) climber  
 (B) barrier             (D) influence

