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

Week of May 3-7, 2021

Name \_\_\_\_\_

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

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

## Jackie Robinson is a Hero

### What was Jackie Robinson's Childhood Like?

Jackie Robinson was born in Cairo, Georgia on January 31, 1919. Jackie and his four older siblings were raised by his mother Millie. After moving to California as a child, Jackie began to play and love sports. He played football, tennis, baseball, and basketball. While many people recognized that Jackie was a very talented athlete, he still faced racism every day on and off the fields.

### What was Serving in the Army Like?

After attending college, Jackie was **drafted** into the army as World War II began. African American soldiers were not allowed to serve with white soldiers. Jackie believed this treatment was very unfair. In fact, he was almost kicked out of the army for refusing to move to the back of an army bus simply because of the color of his skin.

### What Impact Did Jackie Have on Baseball?

After leaving the army, he began to play baseball for the Kansas City Monarchs. Even though their talent was equal and often **superior**, African Americans were not allowed to play on the major league baseball teams. In 1947, Jackie was called to join the major league team the Brooklyn Dodgers. On April 15, 1947, he was the first African American to play in the major

leagues. During this time, Jackie faced racism and unfair treatment from both fans and other players. However, Jackie bravely chose to focus on doing his job instead of fighting back. He was then named the Rookie and the Year. For many years, Jackie had a very successful baseball career. In fact, he had 137 homeruns and 197 stolen bases. In 1949, Jackie was even named the National League's Most Valuable Player. Because of Jackie's bravery and determination, other African Americans were able to play in the major leagues. This type of **integration** had a positive

impact on the country and encouraged integration in other areas as well.

#### Glossary

**drafted** - to be chosen or selected  
**integration** - to bring together or mix  
**superior** - to be better or the best

#### Jackie's Number



In 1997, Jackie Robinson's jersey number was retired for all of Major League Baseball. Retiring a baseball number is a great honor. This means no other player may ever wear his number.

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

# Napetown News

July 24, 1962  
Edition 129

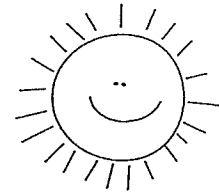
The Latest News Impacting You

## Jackie Robinson - Inducted Into the Baseball Hall of Fame

Yesterday, famous and talented baseball player, Jackie Robinson, was inducted into the Baseball Hall of Fame in Cooperstown, New York. This well deserved honor would not have been possible years ago. When Jackie became the first African American to play in the major leagues on April 15, 1947, he probably could have never dreamed of achieving this honor. It was not because he did not have the talent. He had great talent! However, as an African American, Jackie faced racism and threats from fans and even other players. Many believed he should not be on the Brooklyn Dodgers team simply because he was an African American. Jackie proved them wrong by reacting with kindness and determination. He retired from baseball in 1956 with 1,518 hits and 137 homeruns!

## Weekend Weather

Saturday



Sunny skies all day with a high of 95 degrees.

Sunday



Thunderstorms in the evening with a high of 89 degrees.

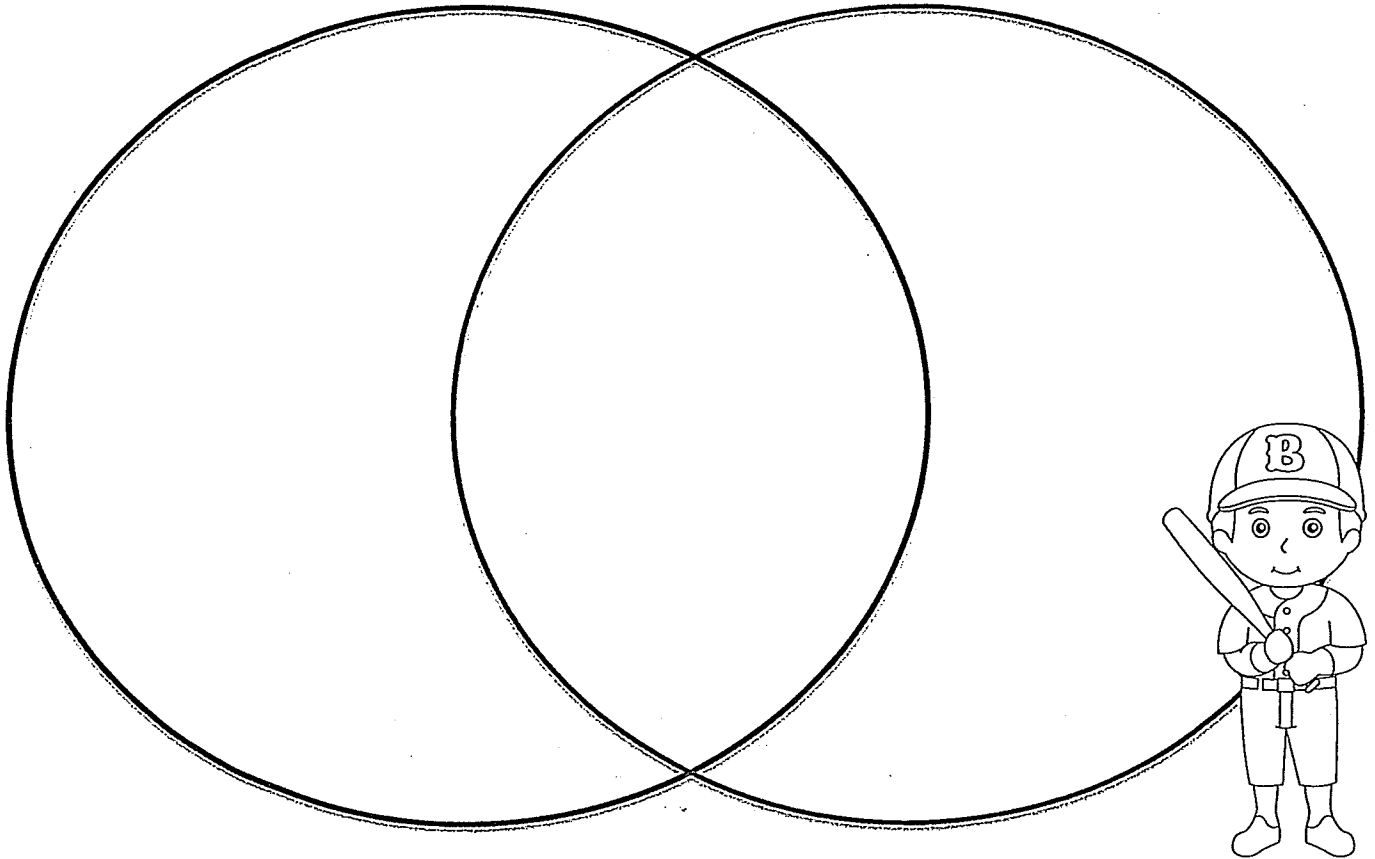
## Parade to Honor Jackie Robinson

Mayor Gregory is encouraging everyone to come attend a parade honoring Jackie Robinson tomorrow. Jackie will not only be honored for his talent but for his work to end segregation as well. Baseball teams from our town will be in the parade as well as a few famous coaches. The mayor is encouraging everyone to wear Jackie Robinson's jersey number 42 as a sign of support. The parade will begin at 9:00am and will travel down Main Street.

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

## Jackie Robinson is a Hero and Napetown News Compare and Contrast

**Directions:** Use the information in the two passages "Jackie Robinson is a Hero" and "Napetown News" to complete the Venn Diagram and short response task.



Compare and contrast the two passages. Include details from both passages to explain how they are alike and how they are different.

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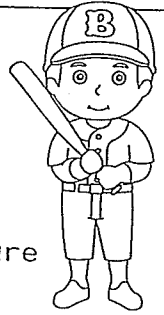
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Name \_\_\_\_\_

Date \_\_\_\_\_



## Jackie Robinson is a Hero

### Written Response

Directions: Follow the steps in the chart to answer the written response question. Be sure to LOOK back in the passage to gather evidence.

Start  
your  
answer  
with  
words  
from the  
question.

Give  
text  
evidence.

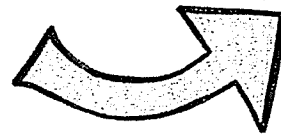
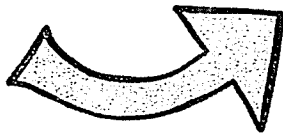
- The text says ...
- The author wrote ...
- In paragraph \_\_\_\_\_, it says ...

Explain  
your  
thinking.

- I know this because ...
- This makes me think ...
- This is important because ...

Tell  
more!

- For example,
- For instance,
- The text also says ...
- According to the text,
- Based on what I read ...



Describe two times Jackie Robinson faced discrimination in his life. Use evidence from the text to support your thinking.

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



## Napetown News Written Response

Directions: Follow the steps in the chart to answer the written response question. Be sure to LOOK back in the passage to gather evidence.

Start  
your  
answer  
with  
words  
from the  
question.

Give  
text  
evidence.

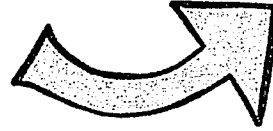
- The text says ...
- The author wrote ...
- In paragraph \_\_\_\_\_, it says ...

Explain  
your  
thinking.

- I know this because ...
- This makes me think ...
- This is important because ...

Tell  
more!

- For example,
- For instance,
- The text also says ...
- According to the text,
- Based on what I read ...



How did Jackie Robinson prove those who said he should not be playing baseball in the major leagues wrong? Use evidence from the text to support your answer.

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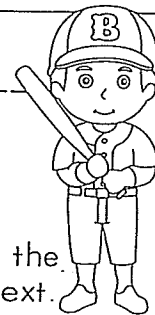
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Name \_\_\_\_\_ Date \_\_\_\_\_

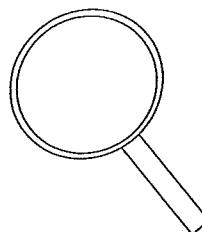


## Jackie Robinson is a Hero and Napetown News Evidence from the Text

Directions: Read the statements below. Find the BEST evidence from the text to support the statements. Write a short paragraph to support the sentences with evidence from the text. Be sure to use correct capitalization and punctuation.

### Evidence from the Text Sentence Starters:

- I know this because . . . .
- For example,
- For instance,
- The text says . . .
- The author wrote . . .
- This is important because . . .
- In paragraph \_\_\_\_ it says . . .



1. Jackie Robinson faced many difficulties in his life.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Mayor Gregory believed Jackie Robinson is a great person.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

## Checking Your Understanding

**Directions:** Use the information in the two passages "Jackie Robinson is a Hero" and "Napetown News" to answer the following questions.

1. According to the passage "Jackie Robinson is a Hero" which of the following choices is NOT an obstacle Jackie faced in his life?

- a. He was almost kicked out of the army for refusing to move to the back of a bus because he was African American.
- b. He faced unfair treatment and racism from fans while playing baseball.
- c. He faced unfair treatment from teammates while playing baseball.
- d. He was able to hit 137 homeruns during his baseball career.

2. According to the article in the "Napetown News" why did many people believe Jackie Robinson should not play baseball for the Brooklyn Dodgers?

- a. He was not a very good baseball player.
- b. He was African American.
- c. He was too young to play on a major league team.
- d. People wanted him to play football instead.

3. Where was Jackie Robinson born?

- a. California
- b. New York
- c. Georgia
- d. Texas

4. Which of the following choices is information that can be found in BOTH passages?

- a. Jackie Robinson's jersey number was number 42.
- b. Jackie Robinson was born on January 31, 1919.
- c. Jackie Robinson served in the army during WWII.
- d. There will be thunderstorms on Sunday according to the weather report.

5. Why is Mayor Gregory having a parade to honor Jackie Robinson?

- a. Jackie Robinson was born in Napetown, and the town wanted to honor how many homeruns he hit while playing baseball.
- b. He had great talent and worked to help end segregation.
- c. His jersey number was number 42 and that was the mayor's lucky number.
- d. Jackie Robinson won several basketball championships.



6. According to the text, what does it mean when a player's number is retired?

- a. No other player may ever wear this number.
- b. Every player must wear the number when playing baseball.
- c. Players can only wear numbers that are less than the retired number.
- d. Players can only wear numbers that are greater than the retired number.

7. Both passages wrote of the horrible and unfair treatment Jackie Robinson received while playing baseball because he was an African American. Which choice BEST describes how Jackie responded to the treatment he received?

- a. He became very angry and quit playing baseball.
- b. He focused on playing baseball with determination and treating others with kindness.
- c. He did not notice the unfair treatment from others because it was no big deal.
- d. He fought back against those who mistreated him and called them names.

8. What does the word *integration* mean? Use a nonfiction text feature to help you find the meaning of this word.

- a. To separate people based on things such as race and gender.
- b. To be chosen or selected.
- c. To be better or the best.
- d. To bring together or mix.

9. What honor did Jackie Robinson receive in the year 1949?

- a. He was the first African American to play on the baseball team called the Brooklyn Dodgers.
- b. He was named the World Series champion for the fifth time.
- c. He was named as the Most Improved Player on the Brooklyn Dodgers.
- d. He was named the National League's Most Valuable Player.

10. What year was the newspaper printed?

- a. 2017
- b. 1962
- c. 2000
- d. 1947

Name \_\_\_\_\_

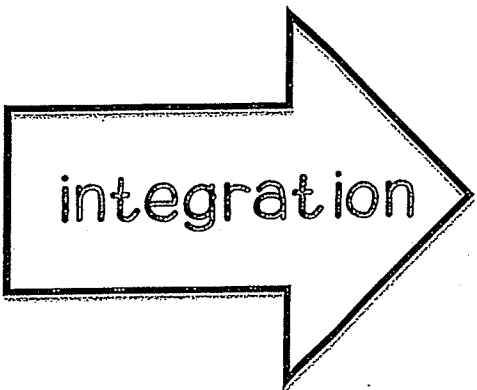
Date \_\_\_\_\_



## Jackie Robinson is a Hero Vocabulary



Definition	Synonym
Sentence	

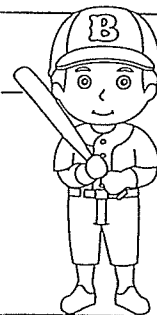


Definition	Synonym
Sentence	



Definition	Synonym
Sentence	

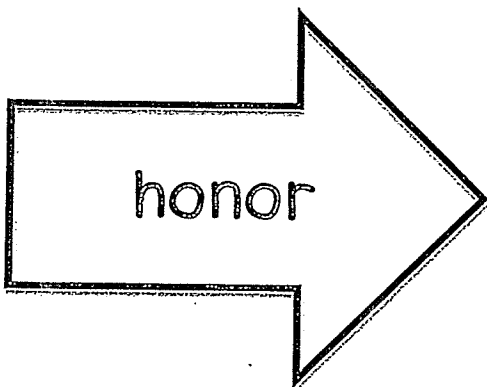
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## Napetown News Vocabulary



Definition	Synonym
Sentence	



Definition	Synonym
Sentence	



Definition	Synonym
Sentence	

## Determining Main Ideas and Key Details: "A Black and White World" Note-catcher

RI.5.1, RI.5.2

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

The **main ideas** of a text are the main points that the author wants you to understand and to take away from reading the text. There is often more than one idea in a text.

Authors develop main ideas with pieces of evidence that support the main idea called **key details**. As you read a text, think about what the author wants you to understand and take away from the text and gather details to confirm your original thinking about what the text is about or more precisely focus your thinking.

Lesson 2

"A Black and White World" pages 8-9	
Main Idea #1:	Key Details:
Main Idea #2:	Key Details:



## Exit Ticket: Determining Main Ideas

RI.5.2

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

**Directions:** Answer the questions below.

Reread pages 6 and 7 of *Promises to Keep*, beginning with "Whether I was learning to walk ..." and ending at "... and as a man."

1. What are the main ideas of this section? Underline all of the correct answers. (RI.5.2)
  - A. Jackie Robinson was a good baseball player.
  - B. Jackie Robinson was a good father.
  - C. Jackie Robinson was committed to teaching children about baseball, values, and books.
  - D. Jackie Robinson was committed to challenging an unjust system.

**Athlete Leaders of Social Change**

2. Choose at least one supporting detail to support each of the main ideas you underlined in Question 1. Quote accurately from the text. (RI.5.1, RI.5.2)

<b>Main ideas</b>	1.	2.
<b>Supporting details</b>  (quote accurately from the text)		





# Factor for Success: Historical Context Anchor Chart

RI.5.1, RI.5.3

Person/people working toward similar goal	Evidence from the text	Source

# Determining Main Ideas and Key Details: "Signs of Hope" Note-catcher

RI.5.1, RI.5.2

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

"Signs of Hope" pages 10-17	
<b>Main Idea #1:</b>	<b>Key Details:</b>
<b>Main Idea #2:</b>	<b>Key Details:</b>





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

**Prologue**

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

**Character:**

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

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

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



*The Great Migration Script*

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

[*She leaves.*]

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

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

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

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

**SCENE 2**

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

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

**Narrator D:** After the service ...

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



EXPEDITIONARY  
LEARNING

*The Great Migration Script*

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

**Janelle Clay:** I'm going to Chicago!

**Hilda:** By yourself? You're only fifteen!

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

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

**NOTE: STOP HERE.**

Additional scenes below provided as a possible extension activity.



**SCENE 3**

**Narrator E:** A few months later, Bob has news for his family.

**Bob:** I've finally saved enough for my fare to Chicago.

**Hetty:** But black folks here can't buy train tickets unless a white boss gives permission in writing or goes to the station to okay it in person.

**Bob:** I asked a friend who lives in Memphis to write a letter saying that my aunt is dying, and wants to see me while she still can.

**Hilda:** We don't have a dying aunt.

**Bob:** My boss doesn't know that!

**Narrator A:** Bob works for a barber. His boss and all the customers are white. Bob's tasks include sweeping up hair clippings and bringing hot towels for shaves. One afternoon ...

**Bob:** Have you read the letter, sir?

**Bob's boss:** Yes. Your aunt is dying? I suppose you want to go to Memphis.

**Bob:** Yes, sir, by the next train.

**Bob's boss:** I'll okay one round-trip ticket. But be back here in two days.

**Narrator B:** Bob catches the next train to Memphis. Once there, he trades his return ticket for the fare to Chicago. He gets a job right away, earning fifty dollars a day as a hotel bellhop. He sends home as much money as he can.

**SCENE 4**

**Narrator C:** During World War I (1914–1918), Chicago and other industrial cities are booming. Demands for labor draw more and more Southern blacks north. In Chicago, Detroit, New York, and other big cities, the African American population increases rapidly.



*The Great Migration Script*

**Narrator D:** In time, Bob manages to send home enough money for his brother Matt to move to Chicago. Sisters Pearl and Hilda follow. Hilda's son Milt stays in Vicksburg with his grandmother and Aunt Sissy. Then, in the fall of 1919, when Milt is nine ...

**Hetty:** Look at this, Milt. Your Uncle Bob sent us tickets to Chicago!

**Milt Hinton** (*thrilled*): We're going?

**Hetty:** We sure are. Now help us pack!

**Narrator E:** A few mornings later, Hetty, Sissy, and Milt try to catch a train. But a rainstorm makes them late.

**Sissy** (*in tears*): The train left without us—and we're soaked. This is awful!

**Hetty:** Hush now. There's another train this evening. We'll catch that one.

**Narrator A:** They do. Once aboard ...

**Conductor:** Take your seats.

**Milt:** But this car is noisy and crowded!

**Conductor:** Sorry, but the rest of the train is whites-only.

**Hetty:** Don't fret, Milt. We'll soon be in Chicago.

**Narrator B:** The next evening, the train pulls into the station in Chicago.

**Sissy:** Look, Milt! Uncle Bob, Uncle Matt, and Aunt Pearl came to meet us. Your mom, too—with a coat for you.

**Milt:** Great! It's cold here.





**SCENE 5**

**Narrator C:** Milt finds Chicago exciting. He has never seen buildings so tall, or streets so crowded. He also has never seen so many black people looking well dressed and important.

**Narrator D:** But the first day at his new school, Milt returns home in tears.

**Hetty:** What's wrong?

**Milt:** I was in fifth grade back in Vicksburg. But this school is making me repeat three grades!

**Hilda:** That's because your old school was awful. That's partly why we came here—so you can get a real education.

**Narrator E:** Milt soon starts making friends. For the first time in his life, he gets to know some white kids.

**Milt:** Everyone here seems to be from someplace else! I'm from Mississippi. How about you?

**Benny Goodman:** I was born here in Chicago, but my parents came from Russia. They were so poor and Jews were treated so badly there, they came here. All we want is a fair chance to make it.

**Milt:** That's a lot like my family's story. Hey, is that a clarinet case?

**Benny:** Yup. I'm taking music lessons.

**Milt:** Me too. Violin. Here, even poor kids get a chance to learn such things.

**Narrator A:** The boys walk on, talking music. Neither knows that both will become famous jazz musicians.



*The Great Migration Script*

**SCENE 6**

**Narrator B:** One day on his way to high school, Milt runs into Janelle Clay.

**Janelle:** Aren't you Hilda Hinton's son?

**Milt:** Yes, ma'am.

**Janelle:** I knew your folks back in Vicksburg. How's the family?

**Milt:** Can't complain, ma'am.

**Janelle:** Oh, I can. That's why I'm moving back to Vicksburg. Chicago is too big, too fast, and way too cold for me. I just never got used to it. Plus, the North has its own share of racism.

**Milt:** That's true. But there's still a lot of opportunity here.

**Janelle:** Sure. Some black folks from down South became doctors, social workers, teachers, and lawyers. But some are like me. I was an illiterate servant in Vicksburg, and I'm the same here. So I'd rather be home. Well, I have a train to catch. Good luck, Milt.

**Milt:** Thanks. Same to you!

**Narrator C:** For every black Southerner who returns home, there are many more who stay. Milt Hinton is one of the success stories.

**Narrator D:** Hinton switches from violin, to tuba, and then to stand-up bass. It is as a bassist that he makes his mark, performing and recording with many of the world's greatest jazz musicians. The move from Vicksburg to Chicago became the first step toward a career that takes him all across America and around the world.



EXPEDITIONARY  
LEARNING

## Great Migration Venn Diagram

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

Date: \_\_\_\_\_

**Hetty's Robinson's Family**

**Both Families**

**Jackie Robinson's Family**

