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

Week of May 10-14, 2021

Name \_\_\_\_\_

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

# Factor for Success: Personal Qualities Anchor Chart

RI.5.1, RI.5.3

Personal Quality	Evidence from the text	Source



# Listening Closely: "1945: A Changing World" Note-catcher

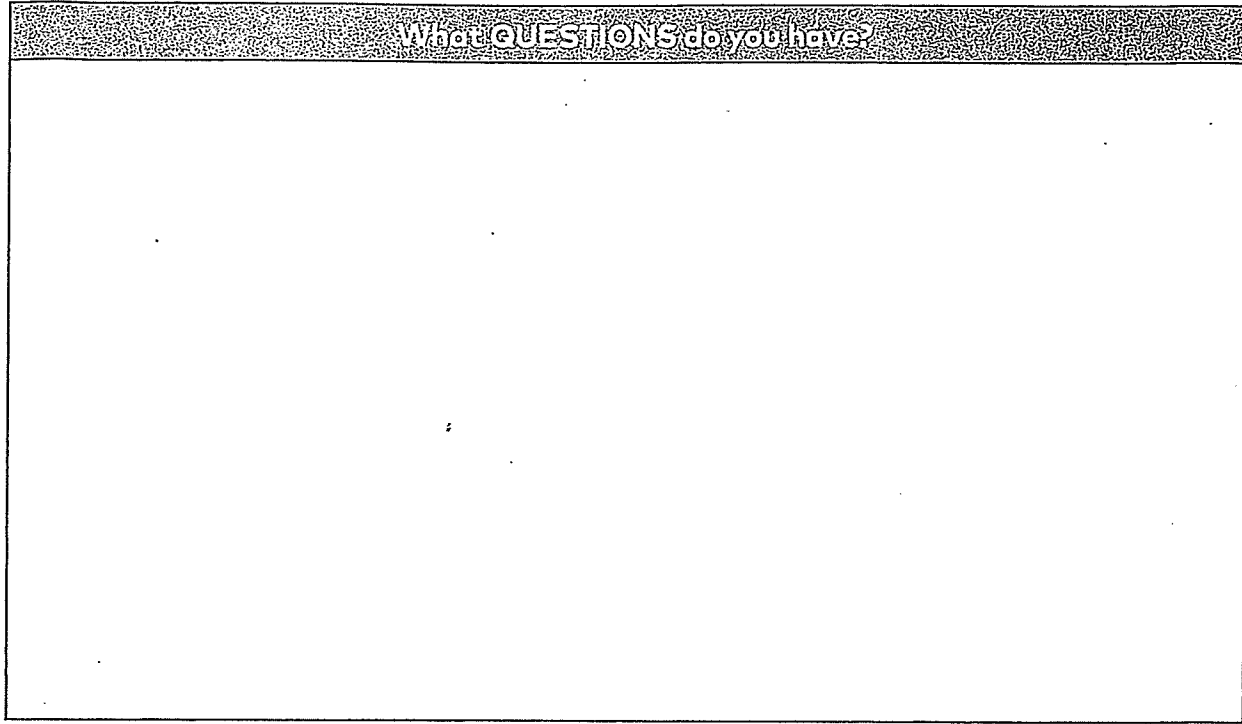
SL.5.2

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

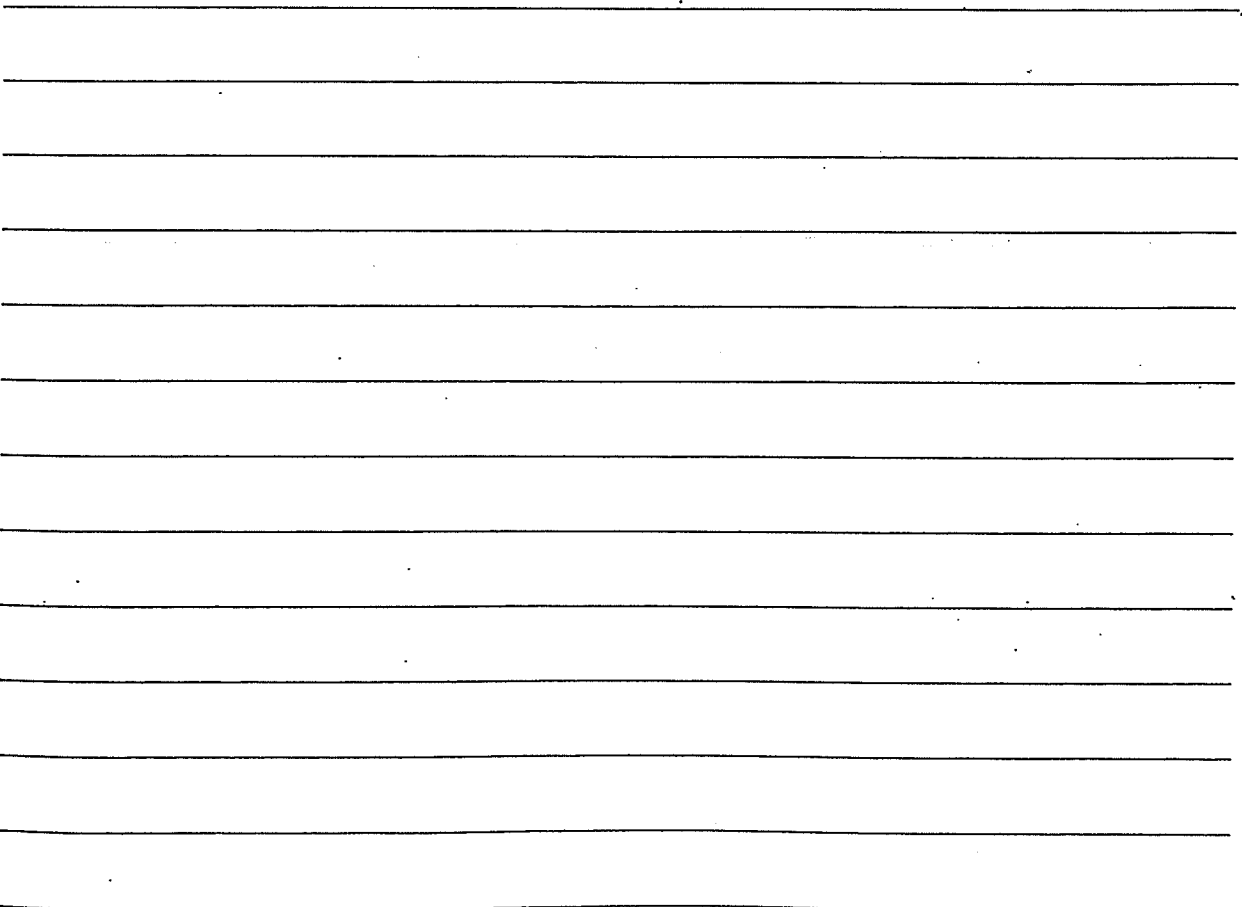
Source: *Promises to Keep*, pages 22-27

What do you OBSERVE/HEAR?

What QUESTIONS do you have?



Explain what this text was about by summarizing the information heard. Be sure to include specific details from your notes in your response.





# Listening Closely: "Why My Father?" Note-catcher

SL.5.2

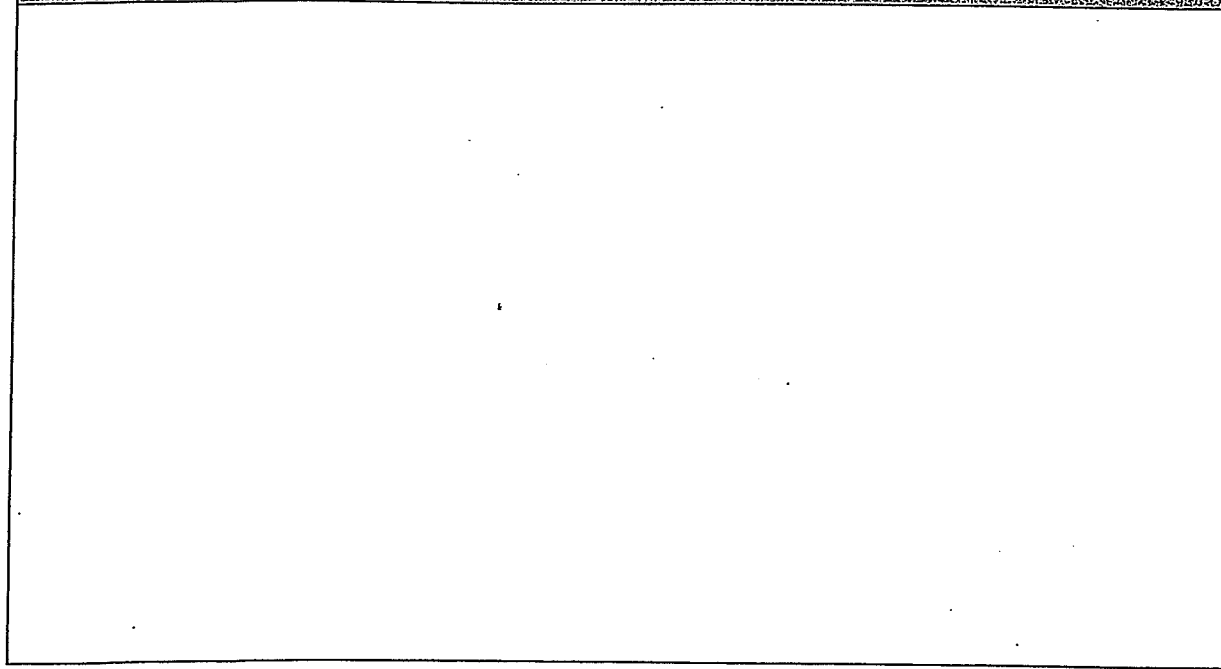
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Source: *Promises to Keep*, pages 28–29

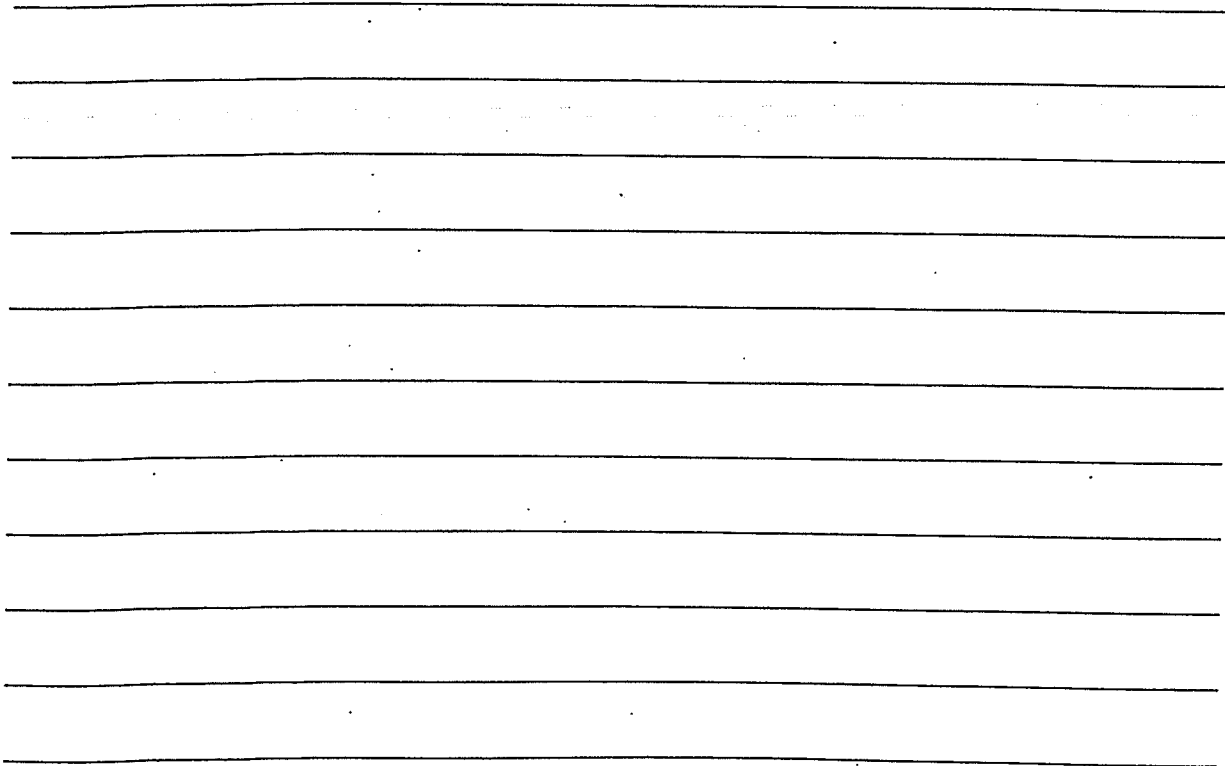
What do you OBSERVE/HEAR?

Lesson 7

What **QUESTIONS** do you have?



Explain what this text was about by summarizing the information heard. Be sure to include specific details from your notes in your response.









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

BCCSG

College \_\_\_\_\_

## “Courage on the Field” By Marc Stewart

In April 1947, Jackie Robinson played his first game for the Brooklyn Dodgers. Baseball—and America—would never be the same again. Fifty years ago, on July 23, 1962, more than 10,000 people gathered at the Baseball Hall of Fame in Cooperstown, New York. They had come to witness a historic event. Jackie Robinson was about to become the first African-American to be inducted into the Hall of Fame. Only 15 years earlier, few people would have dreamed that Robinson—or any black man—would receive such an honor.

### **The Color Barrier**

When Robinson began his baseball career in the 1940s, discrimination was a part of everyday life for most African-Americans. In many parts of the United States, black people couldn't attend the same schools or eat in the same restaurants as white people. Professional baseball was also segregated. An unwritten rule had barred African-Americans from the major leagues since the 1880s.

Instead, black ballplayers had to play under poor conditions and for low pay in the Negro Leagues. Branch Rickey, the president of the Brooklyn (now Los Angeles) Dodgers, wanted to change that. But he knew it would take a special player to break baseball's color barrier. That player would need more than talent. He'd also need the courage not to fight back when faced with racism on and off the field. The man Rickey picked was Jackie Robinson.

### **Keeping His Cool**

The 28-year-old Robinson made history when he stepped onto the field for Brooklyn on April 15, 1947. No big-league player had ever faced the challenges that he did in his first season. He received death threats from racist fans. Players on other teams shouted racial insults at him. On road trips, he often wasn't allowed to stay in the same hotels as his white teammates.

Those teammates didn't offer Robinson much support. Some of them didn't like the idea of playing alongside a black man. Through it all, Robinson never lost his cool. He knew there was too much at stake. “I had to fight hard against loneliness, abuse, and the knowledge that any mistake I made would be magnified because I was the only black man out there,” he later wrote in his

autobiography. Despite all the challenges, Robinson proved he was every bit as good as the white players. By the end of the season, he had won over his teammates—and countless new fans. Robinson led the Dodgers in hits, runs, and stolen bases in 1947. He was also named baseball's very first Rookie of the Year.

### **Changing the Game**

Robinson opened baseball's doors to more black players. In 1948, slugging catcher Roy Campanella joined the Dodgers. He was followed in 1949 by pitching ace Don Newcombe. All three helped Brooklyn win its one and only World Series, in 1955. Because of Robinson, more teams signed black players, who finally got a chance to show all of America what they could do. Robinson retired from baseball after the 1956 season.

During his career, African-Americans had made many important gains in the struggle for equality. Many leaders credited Robinson with playing a key role in the civil rights movement. Martin Luther King Jr. called him "a legend in his own time." Robinson's impact on the sports world is still felt today. "I wouldn't be playing if it wasn't for Jackie Robinson," New York Yankees All-Star Derek Jeter told reporters in 2010. "He stands for a lot more than just baseball."

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

BCCSG \_\_\_\_\_ College \_\_\_\_\_

Directions: Circle the correct multiple choice response and answer the short response questions using complete sentences. Be sure to support your claims with details from the text.

1. The start of Jackie Robinson's career in Major League Baseball was
- a. easy and fun
  - b. difficult and a challenge
  - c. in Chicago
  - d. full of friends and family

2. **PART A:** According to the passage, the author's opinion about Jackie Robinson is that he...

- a. played professional baseball in New York
- b. suffered many struggles during his time in Major League Baseball
- c. was a special person
- d. helped to break the color barrier in Major League Baseball

**PART B:** All of the following are reasons that the author gives to support his opinion from **PART A, EXCEPT**

- a. Jackie Robinson had more than talent.
- b. Jackie Robinson was able to keep his cool.
- c. Jackie Robinson was courageous.
- d. Jackie Robinson opened baseball's doors to more black players.

3. **PART A:** In the sentence "Despite all the challenges, Robinson proved he was every bit as good as the white players," what does the word despite mean?

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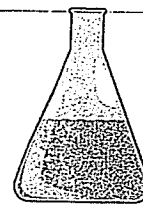
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4. One reason the author uses to support his opinion is Jackie Robinson would have to face many challenges. Identify which of the following statements are evidence the author uses to support that reason (**mark all that apply**):

- a. Players on other teams shouted racial insults at him.
- b. He received death threats from racist fans.
- c. Many leaders credited Robinson with playing a key role in the civil rights movement.
- d. Those teammates didn't offer Robinson much support.



## Flint's Water Crisis



Contaminated water can cause everything from skin rashes to birth defects. It's important for people to have access to clean water without any pollutants that can make them sick.

This is why the city of Flint, Michigan made headlines after it was discovered that its drinking water contained high amounts of lead. Lead is extremely dangerous when consumed by humans, and Flint's water had more than 26 times the "acceptable" amount.

Fixing the problem, however, was easier said than done. Since lead pollution is colorless and tasteless, it's hard to know if a glass of water has been affected. The only way to be sure is to test it, and testing is a long, expensive process that's impractical for everyday families. Imagine your mom sending a water sample to a science lab every time that you want a drink!

The good news is that there might be hope on the horizon for citizens of Flint, and it's all thanks to an 11-year-old girl.

Gitanjali Rao was in seventh grade when she heard about the water crisis in Flint. She'd been brainstorming different ideas for the annual Discovery Education 3M Young Scientist Challenge, so she decided to see if she could invent something that was able to quickly and reliably test water sources for lead.

It took three months and a lot of research. She worked primarily in her "science room," a bedroom that her parents had converted to a work space, but she also made arrangements with local high schools and colleges to use their chemistry labs.

Her final product was a sensor made out of homemade technology and parts from a 3D printer. To everyone's surprise, it was a success!

Gitanjali's invention works through a series of carbon nanotubes. The tubes are very sensitive to the flow of electrons, and since the presence of lead slows down this flow, a contaminated water sample will register with the tubes.

To make things easier for non-scientific people, Gitanjali also connected the tubes to a smartphone app. After measuring the electron flow of a water sample, the app will report whether or not the water is safe to drink.

3M was so impressed with Gitanjali's device that they named her "America's top young scientist" out of nine finalists. They also awarded her a \$25,000 check. Gitanjali plans to invest the money right back into her invention.

Gitanjali's device is simple, safe and cheap to produce. It has the potential to make a real difference in Flint and other cities like it.

It's also an inspirational story about the power of one person with a good idea. No one expected an 11-year-old girl to be a major force against water pollution, but Gitanjali proved that people of all ages can make a difference!



# Flint's Water Crisis

1. The first three paragraphs are important because \_\_\_\_\_.
- A. they provide information about the problem of contaminated water
  - B. they show Gitanjali's dedication to finding a more efficient way to test for lead in water
  - C. they outline the steps the people of Flint are taking to combat the problem
  - D. they inform the reader what year the problem was discovered in

2. Read the following sentence: "Gitanjali's device is simple, safe and cheap to **produce**."

What is the meaning of the word **produce** in this sentence?

- A. fresh fruits and vegetables
  - B. manufacture
  - C. generate an idea
  - D. cause a change
3. In which sentence below does **lead** have the same meaning as in the following sentence?
- "**Lead** is extremely dangerous when consumed by humans."
- A. The man will lead his horse into the barn.
  - B. The coach will lead the team to victory.
  - C. The group is taking the lead in the fight against crime.
  - D. A lead pencil does not actually contain any lead.

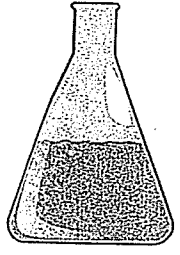
4. From this passage, we can tell that \_\_\_\_\_.
- A. Flint, Michigan is the only city with contaminated water
  - B. Gitanjali's device will be used only by professionals who are trained to test water
  - C. Gitanjali had a "science room" in her house where she could work, and she also worked at local schools and colleges.
  - D. all of the above

5. Based on this passage, which of the following statements is true?
- A. Water contaminated with lead looks cloudy.
  - B. Some people can taste the lead in contaminated water.
  - C. Gitanjali was in 7<sup>th</sup> grade when she heard about the contaminated water in Flint, Michigan.
  - D. When she was 11, Gitanjali hired a team of scientists to help her test her idea.



Name \_\_\_\_\_

# Flint's Water Crisis



1. Explain why it is important, but somewhat difficult, to address the issue of contaminated water. Use at least three details from the passage in your response.

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2. Michael said, "To understand the central message of this passage, a person needs to fully understand how carbon nanotubes work." Do you agree with Michael? Why or why not?

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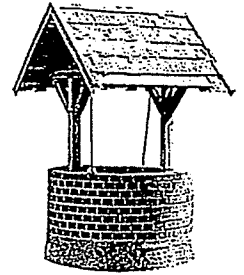
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## Students for Safe Water



Carter Jimenez Jenkins was in eighth grade when he stumbled across a photo of a little boy in a third-world country drinking water from a dirty pond. To make matters worse, an animal was drinking right alongside him.

Carter couldn't get the image out of his head. He tried, but it kept drifting back into his thoughts when he least expected it. He finally went online and started doing some basic research: Why don't people have access to clean water? What kind of diseases can you get by drinking from contaminated ponds? What countries are struggling with this, and why aren't other people helping them?

Carter remembered a quote from Lily Tomlin that he'd once read: "I wondered why somebody didn't do something, and then I realized I am somebody." He decided to be that somebody.

He started small. He didn't really know what he was doing, but he was fairly confident that charities always needed money, so he began to raise funds for clean water initiatives.

His most successful endeavor involved reaching out to his school. He asked his teachers if he could put out empty water jugs to collect spare change from other students. Not only did his teachers say yes, but they also allotted him some time to speak to the student body and educate them on clean water issues.

The result was amazing. Inspired by his passion, other students wanted to know how they could help, too. Could they band together in a meaningful way and raise even more money than water jugs could hold?

With the support of his classmates, Carter founded Students For Safe Water, an organization dedicated to raising both funds and awareness for clean water issues. It was originally limited to his school, but other people in his community got involved as well. Over time, it even attracted big-name sponsors like Pepsi and Disney.

Today, Students for Safe Water has raised more than \$100,000 to support clean water projects all over the world. They've constructed wells in Honduras and latrines (toilets) in Nicaragua. They've started hygiene education programs in Uganda. Carter has even flown around the world to personally oversee some of these projects.

Despite his globetrotting, however, Carter says that his biggest source of pride is simply inspiring other students to roll up their sleeves and do something.

He encourages other young people to explore different areas of activism. It doesn't have to be clean water. You might be interested in building homes for the poor or helping people learn how to read. Carter says that it's all worth pursuing, and it can start with a simple Internet search.

Carter reminds his fellow students that there are many opportunities to be of service to others and is quick to add that becoming aware is the first step in becoming involved.

Name \_\_\_\_\_

# Students for Safe Water



1. The first three paragraphs are important because \_\_\_\_\_.
- A. they help the reader understand the steps Carter took to help people gain access to safe water
  - B. they demonstrate how becoming aware of an issue can lead to becoming involved
  - C. they exemplify how one person's passion can inspire others to become involved
  - D. they summarize the passage, showing the effects of Carter's work

2. Read the following sentence: "Why don't people have **access** to clean water?"

What is the meaning of the word **access** in this sentence?

- A. the action of obtaining information from computer memory
- B. the opportunity to use or benefit from something
- C. to take an assessment
- D. the right to see a person

3. In the following sentence, **activism** is best defined as \_\_\_\_\_.

"He encourages other young people to explore different areas of **activism**."

- A. acting, as in a class
- B. remaining active through a program of exercise
- C. the practice of taking action in regard to an issue
- D. the process of pursuing acting as a career

4. From this passage, we can tell that \_\_\_\_\_.

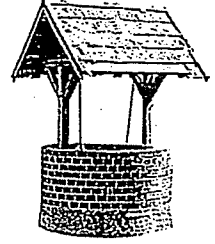
- A. with support from his classmates, Carter founded Students for Safe Water
- B. when working to solve a problem, it's fine to start small
- C. Carter believes that there are many ways to make a positive difference
- D. all of the above

5. Which sentence best states the central message of this passage?

- A. Carter has even flown around the world to personally oversee some of these projects.
- B. Carter's teachers allotted him some time to speak to the student body and educate them on clean water issues.
- C. Carter's work with Students for Safe Water exemplifies the fact that one person can make a significant difference in the world, regardless of his or her age.
- D. Carter Jimenez Jenkins was in eighth grade when he stumbled across a photo of a little boy in a third-world country drinking water from a dirty pond.

Name \_\_\_\_\_

# Students for Safe Water



1. Explain how seeing a photo inspired Carter to become an activist for safe water and how his research contributed to his motivation. Include at least two details from the passage in your response.

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2. Allison said, "One person with a great idea and determination to see it through can inspire many others to become involved." How does Allison's statement apply to this passage?

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