



Grade 5

Unit 9 | Teacher Guide

Beyond Juneteenth: 1865 to Present

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Teacher Guide

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ISBN 978-1-63602-952-8

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Printed in the USA
01 LSCOW 2021

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Introduction

This introduction includes the necessary background information to be used in teaching the unit *Beyond Juneteenth: 1865 to Present*. The Teacher Guide for *Beyond Juneteenth: 1865 to Present* contains fifteen daily lessons. Each lesson will require a total of ninety minutes.

INSTRUCTIONAL MATERIALS

Along with this Teacher Guide, you will need:

- Image Cards for *Beyond Juneteenth: 1865 to Present*
- Activity Pages for *Beyond Juneteenth: 1865 to Present*
- Digital Components for *Beyond Juneteenth: 1865 to Present*

You will also need a classroom copy of each of the following trade books, which are available at physical and online bookstores.

- *All Different Now: Juneteenth, the First Day of Freedom* by Angela Johnson
- *The Great Migration: An American Story* by Jacob Lawrence
- *Sing a Song: How “Lift Every Voice and Sing” Inspired Generations* by Kelly Starling Lyons
- *Side by Side/ Lado a lado: The Story of Dolores Huerta and Cesar Chavez/ La historia de Dolores Huerta y Cesar Chavez* by Monica Brown
- *Of Thee I Sing: A Letter to My Daughters* by Barack Obama

In addition to the trade books used in this unit, you will need access to copies of the following digital texts:

- ReadWorks Passage: “The Emancipation Proclamation,” ReadWorks Transcript: “The Emancipation Proclamation”
- History.com article: “8 Black Inventors Who Made Daily Life Easier” by Thad Morgan
- Biography.com article: “10 Black Inventors Who Changed your Life” by Brad Witter
- ReadWorks Passage: “Walking Tall”

WHY BEYOND JUNETEENTH: 1865 TO PRESENT IS IMPORTANT

Students will learn about General Granger’s announcement in Galveston, Texas on June 19, 1865: a day marked in history as Juneteenth. Texts and multimedia sources will support foundational knowledge building about the end of slavery in the United States. A review of the first freedom announcement, President Lincoln’s Emancipation Proclamation, provides students with background knowledge to further emphasize the significance of Juneteenth in American history. This unit will take students on a journey beyond Juneteenth, as they study specific contributions of African Americans from 1865 to present day. Students will participate in a virtual field trip to Emancipation Park in Houston, Texas and use the knowledge sequence in this unit to:

- Collaboratively generate research questions about Juneteenth, The Great Migration, innovators and inventors, education, the humanities, activists, and allies.
- Use Read-Alouds, independent, and partner reading to learn about African American contributions from 1865 to present.
- Research to find answers to their generated questions, gather information, and write a four chapter Beyond Juneteenth book.

WHAT STUDENTS HAVE ALREADY LEARNED

- The following units, and the specific core content that was targeted in those domains, are particularly relevant to the lessons in *Beyond Juneteenth: 1865 to Present*. This background knowledge will enhance your students’ understanding of the texts they will read:
 - Kindergarten, *Native Americans: Tradition, Heritage, and the Land*
 - Grade 1, *A New Nation: American Independence*
 - Grade 2, *The U.S. Civil War*
 - Grade 2, *Journeys to America: Land of Opportunity*
 - Grade 5, *Native Americans and the United States*

CORE CONTENT OBJECTIVES

The following Core Content Objectives are addressed in this domain:

- Identify key details in texts.
- Make text-based inferences and predictions.

- Synthesize details across texts to demonstrate comprehension.
- Demonstrate understanding of the theme within a text.
- Establish a purpose for reading a particular text.
- Compare and contrast the civil rights movement and the migrant farmers movement.
- Discuss and explain the author’s purpose.

CORE VOCABULARY FOR BEYOND JUNETEENTH: 1865 TO PRESENT

The following list contains all of the core vocabulary words in *Beyond Juneteenth: 1865 to Present* in the forms in which they appear in the Read-Alouds, independent, and partner readings. In some instances, the words are included because they are integral to the knowledge building within a lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

<p>Lesson 1 informed accordance generations spirituals segregation justice prosperous perseverance solidarity source bibliography thought leaders</p>	<p>Lesson 2 emancipation proclamation diplomats declared applied rebellion designated countervailing precisely excerpt paraphrasing plagiarism</p>	<p>Lesson 3 port fields countryside balcony soothed padded shadowy possibilities challenges</p>
<p>Lesson 4 migration industries recruits ravaged abolished laborers disdain hub Jim Crow</p>	<p>Lesson 5 inventions innovators products improved original morph filament patent devices</p>	<p>Lesson 6 circumvent suppression ownership intellectual property genius entrepreneur cosmetics recipient abolitionist mechanism design loophole</p>

<p>Lesson 7 artifact primary source secondary source</p>	<p>Lesson 8 uproar protest efforts</p>	<p>Lesson 9 harmonies hymn crooned anthem compose liberty discrimination majestic triumph victory scholar</p>
<p>Lesson 10 migrant allies activists crop mantra</p>	<p>Lesson 11 politician imagination sacrifices unyielding compassion explorer inspiring kin forging unique</p>	

WRITING

In this unit, students will focus on research and inquiry using information from the texts in Read-Alouds, articles, passages, and a virtual tour of Emancipation Park in Houston, Texas. Students will learn to generate questions about texts, using individual Know-Wonder-Learn (KWL) charts to scaffold the inquiry process. They will synthesize background knowledge, things they wonder about, and learning to generate research questions for each chapter of their Beyond Juneteenth books. Throughout the unit, students will use the Internet and classroom resources to identify and gather information from a variety of sources. Students will formatively develop a Table of Contents that serves as a research planning tool throughout the unit, and will document sources on a separate bibliography page for each of the four chapters in their books. They will learn about paraphrasing and summarizing in their writing, and will work with primary sources such as inventors' patents.

The following activities may be added to students' writing portfolios to showcase student writing within and across domains:

- Bibliography Page, Chapter 1 (Activity Page 1.1)
- Bibliography Page, Chapters 2–4 (Activity Page 3.3)
- Table of Contents (Activity Page 3.2)
- Beyond Juneteenth Book (assessed with Activity Page 1.3 Beyond Juneteenth Informational Writing Rubric)

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Framing Freedom

PRIMARY FOCUS OF LESSON

Reading

Students will generate questions about the text using information from a

- ✦ Know-Wonder-Learn (KWL) chart. **TEKS 5.1.A**

Writing

Students will identify and gather relevant information from various

- ✦ sources. **TEKS 5.13.C**

FORMATIVE ASSESSMENT

Activity Page 1.1

- ✦ **Writing Bibliographies Practice:** Students will identify various sources of information to answer questions about the Juneteenth. **TEKS 5.13.C**

✦ **TEKS 5.1.A** Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments; **TEKS 5.13.C** Identify and gather relevant information from a variety of sources.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (50 min.)			
Core Connections: Introduce the Read-Aloud	Whole Group	10 min.	<input type="checkbox"/> “After General Granger’s Order” <input type="checkbox"/> KWL chart
Read-Aloud	Whole Group	25 min.	
Student-Generated Questions	Whole Group	15 min.	
Writing (40 min.)			
Research Preparation	Whole Group	20 min.	<input type="checkbox"/> Projections 1.1, 1.2, 1.3 <input type="checkbox"/> Activity Pages 1.1, 1.3
Research Skills Application	Independent	20 min.	

ADVANCE PREPARATION

Reading

- Prepare a classroom library of teacher approved informational books related to the unit's ideas, so that throughout the unit students can use these as resources in addition to the Internet.
- Locate and prepare to project a map of Texas and circle the location of Galveston, Texas.
- Prepare a KWL chart to model think-aloud of know, wonder, learn and generating of questions for students before, during, and after read aloud of text. The KWL chart can also be accessed in the digital materials for the unit.

	Know	Wonder	Learn
Juneteenth			
The Great Migration			
Inventors and Innovators			
Education			
Artists, Scholars, and Writers			
Activists and Allies			

- Locate and project images of historical figures that are mentioned in the Read-Aloud, such as Booker T. Washington, Madam C. J. Walker, Arturo Schomburg, W. E. B. Du Bois, Martin Luther King Jr., and Ruby Bridges.

Writing

- Plan for 1:1 computer usage in the school library, computer lab, or classroom so students may conduct independent research.
- Ensure students can either print articles or sources located during their search or save articles in a digital folder to review later for writing.
- Prepare to distribute and project the Beyond Juneteenth Informational Writing Rubric for review with students.
- Project or draw the Projection 1.2 on chart paper for students to refer back to during the unit.
- Prepare to distribute Activity Page 1.1 to each student prior to writing segment.

Universal Access

Reading

- Prepare question starter sentence frames for students (Who was _____ ?, What were _____ ?, Why was _____ ?, When was _____ ?, How did _____ ?, Where did _____ ?.).
- Use images of Booker T. Washington, Madam C. J. Walker, Arturo Schomburg, W. E. B. Du Bois, Martin Luther King Jr., and Ruby Bridges to aid in students making connections with the text.

Writing

- Distribute a prepared list of teacher reviewed websites that may assist with student research and bibliography writing.

CORE VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

informed, v. gave information to (someone)

accordance, n. an agreement with a rule or request

generations, n. people born and living during the same time

spirituals, n. religious folk songs originally sung by African Americans in the southern United States

segregation, n. a practice of keeping people of different races separate from each other

justice, n. lawful and fair treatment

prosperous, adj. having success usually with the ability to make a living that supports one self

thought leaders, n. leaders whose ideas on a subject are recognized as important and whose work changes others

perseverance, n. the quality that allows someone to continue to do something that is difficult

solidarity, n. a feeling of unity between people who have the same interests, goals, etc.

source, n. a person, book, or other material, that gives information

bibliography, n. a list of books, magazines, articles, or websites, about a particular subject

Vocabulary Chart for “Framing Freedom”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	source bibliography	informed accordance generations spirituals segregation justice prosperous perseverance solidarity	
Multiple-Meaning			
Sayings and Phrases	thought leaders		

Lesson 1: Framing Freedom

Reading



Primary Focus: Students will generate questions about the text using information from a Know-Wonder-Learn (KWL) chart. **TEKS 5.1.A**

CORE CONNECTIONS: INTRODUCE THE READ-ALoud (5 MIN.)

- Introduce the Read-Aloud, “After General Granger’s Order.”
- Ask students if they have ever heard of General Granger.
- Tell students that General Granger was a general in the army during the Civil War.
- Explain that students will learn about an event in history known as Juneteenth and the many contributions of African Americans between 1865 and present day.
- Ask students if they have ever learned about the Emancipation Proclamation or Juneteenth in another grade.
- Tell students that the historical Juneteenth event took place in Galveston, Texas. Ask students if they know where Galveston, Texas is located.
- Show students Galveston, Texas on the projected map of Texas.
- Explain that students will be researchers throughout this unit, which will be guided by their thoughts and questions as they journey from 1865 to present.
- Tell students that they will decide what they want to research further while learning about the contributions of African Americans from 1865 to present.

READ-ALoud (45 MIN.)

- Introduce and distribute the KWL chart. Tell students that in each lesson they will add questions or thoughts to this chart about what they know, wonder, and want to learn.
- During the read aloud, pause to have students add to the Juneteenth row of their individual KWL charts if they have a question or thought about something they want to know, wonder, or learn.

Activity Page 1.2



TEKS 5.1.A Listen actively to interpret verbal and non- verbal messages, ask relevant questions, and make pertinent comments.

- Remind students that these KWL questions can help them generate a research question later.
- Begin reading aloud the text for students.



Show Image 1A-1: Juneteenth: Freedom Proclamation

Juneteenth is short for June nineteenth, or June 19, 1865. On that day in Galveston, Texas, a Union general named Granger signed a piece of paper. On the paper were these words: “The people of Texas are **informed** that, in **accordance** with a proclamation from the Executive of the United States, all slaves are free.” *What does that mean?*

You may have learned that the United States government had freed all of the enslaved Black people in the Confederate states in 1863, two years earlier, with the Emancipation Proclamation. This is true, but in 1863, the Civil War was still happening. Many enslavers in the South didn’t want to give up the people they considered their property. They didn’t tell the people whom they were forcing to work that they were free. Until General Granger’s order, many hadn’t known it. *How might formerly enslaved people felt when they finally learned they were free?*



Show Image 1A-2: Celebrating Freedom

In 1866, Black men and women across Texas gathered for the first time to celebrate the first anniversary of that order. Before Juneteenth, many Black people in the South of the United States had been enslaved for **generations**. Some formerly enslaved people had parents, grandparents, great-grandparents who’d also

been enslaved. Sometimes it went back for hundreds of years. On that first Juneteenth, people gathered to celebrate that those hundreds of years of slavery were finally over. They gathered to pray, reflect, and sing **spirituals**, or religious songs from the days of slavery, and they wore new clothes that symbolized a new start. They were free to travel where they wanted, to work as they wanted, to do what they wanted, and to keep the things they’d worked for. Although true freedom was a constant struggle after General Granger’s announcement, many felt more hope than they had in years. *When have you felt hopeful? What did it feel like?*



Show Image 1A-3: Civil Rights

Juneteenth was a new beginning for Black people in the South, but it wasn't an easy one. Slave-owning families had taken all the money from the work they had forced enslaved people to do. That left people with none of the wealth they'd worked to create. In addition, many White people in the South were violent

and angry toward them. Black people were kept from voting, and laws were passed to establish **segregation**, or separation between Black and White people. These unfair laws were called **Jim Crow** laws. Although Black people were free, they still didn't have **justice**. Much work was still ahead.

Many Black people remained in the South to do that work, despite the violence and injustice. The South had become their home, and many didn't want to leave it. But many Black people also began to move North to seek other opportunities. Some went to work in factory towns in the Midwest. Some went to the Northeast to big cities like Philadelphia and New York. Some went West to help build the newest U.S. states and territories.

Although it was not easy, African Americans would continue to build up other communities and businesses. They would even come up with new bright ideas to help America grow.



Show Image 1A-4: Madam C. J. Walker

Here's one of the most **prosperous** businesswomen from this time period. Her name was Madam C. J. Walker. Walker's parents and siblings had all been enslaved, but Walker herself had been born into freedom. She had a very difficult childhood, especially after her parents died when she was only

seven, leaving her an orphan. But she and her siblings all worked hard to support themselves, and eventually Walker started her own company selling hair products. Many beauty products designed for white people weren't useful for Black people, so Walker and other beauty industry pioneers made products that were. There was a huge demand for what she was selling, and she worked very hard to build her business, as well as helped many other Black women to do the same. As a result, she became the wealthiest Black

woman of her generation in the United States. She used much of the money she'd earned to help support other Black businesses, as well as to help fund civil rights work.

Toward the end of her life, Madam Walker moved to Harlem, a neighborhood in New York that had become an important cultural center for Black people in the United States. [Ask, "Have you heard of the Harlem Renaissance before? What do you know about it?"] Many artists, writers, thinkers, and performers had gathered in Harlem to support one another's work and to exchange ideas.



Show Image 1A: Arturo Schomburg

Here's one of those thinkers, a historian named Arturo Schomburg. Schomburg was born in 1874 in Puerto Rico, an island in the Caribbean that would later become a territory of the United States. In school, one of Schomburg's teachers told him that Black people had "no heroes worth noting." Schomburg vowed to

show just how wrong this teacher was. By the 1920s, he had moved to Harlem, where he researched the history of Black people. He worked not only with other researchers in the United States, but from the Caribbean and from Africa as well. As a result of their work, we have a much fuller picture of Black history, including many more heroes than Schomburg's teacher could have dreamed of. The world famous Schomburg Center for Research in Black Culture, a part of the New York Public Library, is named for him. [Ask, "Does anyone have a personal hero?"]



Show Image 1A-6: Leadership

As the years and decades stretched by after Juneteenth, Black people in the United States continued to build political and financial strength. They continued to face voting restrictions, segregation, terror, and violence, as well as unjust laws, especially in the South.

Thought leaders like Booker T. Washington,

W. E. B. Du Bois, and Martin Luther King Jr. all continued to fight against those injustices. Over time, as the descendants of enslaved Black people built and shared more power, resources, knowledge, and culture, they began to win more and more of their battles.



Show Image 1A-7: Education for All Students

Ruby Bridges was a young trailblazer for justice who was born in New Orleans. At six years old, she became a fighter for civil rights. Even after school segregation was legally no longer allowed, Black families often didn't feel safe sending their children to all-white schools in the South. Ruby was set to become one of

the first Black students to attend an all-white elementary school, but people who lived in the city threatened her and her family to try to stop her from going to school with white children. Mobs gathered outside the school when she tried to go to class, and U.S. marshals had to protect her. She went to school this way for a year. It was very frightening, and it was dangerous. But Ruby continued to attend class. As a result of her **perseverance**, or willingness to continue doing something she felt was right, most people in Louisiana slowly came to accept her right to be in school.



Show Image 1A-8: Standing in Solidarity

Every person we've talked about—and many more besides!—made a contribution to building Black communities and culture in the years beyond Juneteenth. Business leaders and inventors like Madam Walker contributed resources and innovative genius. Historians like Arturo Schomburg contributed a sense

of history. Civil rights leaders, like Dr. Booker T. Washington, Dr. W. E. B. Du Bois, and Dr. Martin Luther King Jr. contributed strategies and visions of true justice. There were also many allies, or people of various backgrounds that helped with the movement for freedom and equality. Allies, like folk singer Pete Seeger and labor activist Cesar Chavez, contributed by telling people about the civil rights struggle and by standing in **solidarity** with it, or taking it as their own. And, there were performers and artists that used their art as expressions of freedom.

Today, there are still many activists, or people who stand up for the rights of others, that work to make sure all people have justice. All these people help to build the world we live in today, where a Black man named Barack Obama served in the same office as Abraham Lincoln, the president who wrote the Emancipation Proclamation, and where a woman named Barbara Jordan went to Congress to represent the people of Texas, the state where Juneteenth got its start.



Show Image 1A-9: Moving Forward: Juneteenth Today

In this unit, we'll look back at some of these people, as well as others who lived between Juneteenth and today. And we'll do research, just like Arthur Schomburg did, to learn some lessons from the heroes who've come before.

Why do we need to learn those lessons?

Well, a big reason is because this story isn't over. In 2021, Juneteenth became a national holiday. All across the United States, Juneteenth is a day to come together to celebrate Black people's freedom and accomplishments. But it's also for reflecting on ways to move toward a more just future. Because it's as true today as it was in 1865: to create true justice for everyone in America, there's still much work ahead.

STUDENT-GENERATED QUESTIONS (15 MIN.)

- After the Read-Aloud, allow students to write questions they have about Juneteenth in the Wonder column on the Juneteenth row of their individual KWL chart.
- Allow student volunteers to share their questions with the class.
- Tell students that the questions about information they want to know, wonder about, or have learned will guide their research in this unit.



Check for Understanding

Ask students what they understand about Juneteenth.

Challenge

Have students orally summarize the Read-Aloud with a partner using at least three of the vocabulary words in the text.

Support

Allow students to use images of some of the historical figures mentioned in the text, before generating a question about his or her accomplishment.



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Student-Generated Questions

Beginning

Have students work 1:1 with you or support personnel to complete one column of the KWL chart before moving on to the next column.

Intermediate

Allow students to use question starter sentence frames to generate questions related to the text.

Advanced/Advanced High

Have students swap a question they have generated with a partner and practice reading the question aloud.

ELPS 3.E; ELPS 4.D

Lesson 1: Framing Freedom

Writing



Primary Focus: Students will identify and gather relevant information from various sources. **TEKS 5.13.C**

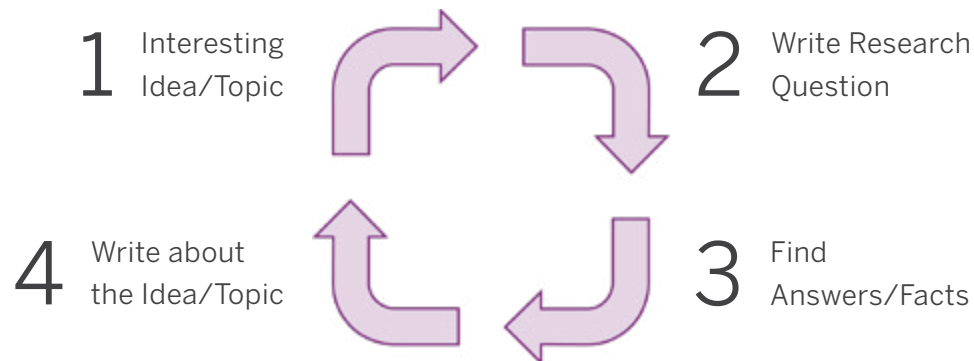
RESEARCH PREPARATION (20 MIN.)

- Tell students that in this unit, they will explore multiple texts related to the historical contributions of African Americans between 1865 to present.
- Explain that throughout the unit, students will create an informational book with a Table of Contents, bibliography, and four chapters about ideas/topics from the texts that they will research.
- Tell students that the first chapter will cover Juneteenth, since this is the start of the knowledge sequence along the timeline of 1865 to present.
- Inform students that the following three chapters in their books can be any idea/topic they choose to research further.
- Tell students that research is often guided by interest and questions.
- Explain to students that they will be thinking about what interests them in the texts they read.
- Tell students that they will be asking questions based on their interests about ideas in the texts.
- Explain that they will use the Internet and other sources of information to answer their own research questions.

TEKS 5.13.C Identify and gather relevant information from a variety of sources.

- Project this display, Projection 1.2, Research Process, or draw it on chart paper for students to refer back to during the unit.

➤ **Projection 1.2: Research Process**



- Tell students that the research process will be like a cycle where they do the following:
 1. Find an idea/topic that interests them.
 2. Write a research question.
 3. Find answers/facts, using sources.
 4. Write about the idea/topic.
- Ask students if they have any questions about the research process you have explained.



- Distribute Activity Page 1.3, which will serve as individual student copies.
- Display and review the Projection 1.3 with students.

➤ **Projection 1.3: Beyond Juneteenth Informational Writing Rubric**

Fifth Grade Beyond Juneteenth Informational Writing Rubric

The student will use the writing process recursively to compose multiple texts that are legible and will use appropriate conventions.

✚ **TEKS 5.11.A; TEKS 5.11.B; TEKS 5.11.C; TEKS 5.11.D**

The student is expected to:

- Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. **TEKS 5.11.A**
- Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details. **TEKS 5.11.B**
- Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. **TEKS 5.11.C**
- Edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. **TEKS 5.11.D**

✚ **TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.11.B** Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; (ii) developing an engaging idea reflecting depth of thought with specific facts and details; **TEKS 5.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 5.11.D** Edit drafts using standard English conventions.

	Advanced	Proficient	Basic
Ideas	The writing draft has a clear purpose in the form of a research question, clear ideas with facts and details, using varied word choice.	The writing draft has a clear purpose in the form of a research question, clear ideas with facts and details.	The writing draft does not have a clear purpose in the form of a research question, clear ideas, or facts and details.
Organization	The writing draft is organized using an introduction, at least four transitions (to open, connect, and close) as well as transitions within the body paragraphs.	The writing draft is organized using an introduction, at least four transitions (to open, connect, and close), and a conclusion.	The writing draft is not organized using an introduction, at least four transitions (to open, connect, and close), and a conclusion.
Conventions	The writing draft uses complete sentences, correct spelling, punctuation, and capitalization of proper nouns.	The writing draft uses complete sentences, correct spelling, capitalization, or punctuation.	The writing draft does not use complete sentences, correct spelling, capitalization, or punctuation.

- Review the definitions of *source* and *bibliography* on the vocabulary list.
- Explain that the students will keep a record of the sources that they use for collecting facts on the topic in a bibliography.
- Show students sources you have collected in the classroom library.
- Project Activity Page 1.1.
- Demonstrate how a question can be used to search for additional information on the Internet using a think-aloud strategy. You may say, “I am interested in learning more about Juneteenth. Here is my research question: What is Juneteenth?”
- Type the question into a search engine and show students the websites, books, and articles that come up as sources to find facts.
- Click on a website to demonstrate finding sources with facts.
- On the projected Activity Page 1.1, write your research question: “What is Juneteenth?” in the space provided.

Activity Page 1.1



Challenge

Have students choose a question generated by another student to research further after finding sources for their own research question.

Support

Have students use a short list of teacher-approved websites to assist with research.

ENGLISH
LANGUAGE
LEARNERS



Writing
Research Preparation

Beginning

Review the definitions of *source* and *bibliography* with students. Have students orally use each word in the context of their research, using the sentence frames: A source is _____. The bibliography helps me _____.

Intermediate

Have students use a source from the list of teacher-approved websites to locate information and add the source to the Bibliography Activity Page.

Advanced/Advanced High

Have students work in a small group or with a partner to locate sources for their bibliographies and explain how sources and bibliographies will help them with their research.

ELPS 1.E; ELPS 3.D;

ELPS 3.E

- In the Type of Source column, write the type of source you have found (article, website, etc.).
- In the Title of Source column, write the title of the article, for example.
- In the Source information column, write the author's name, publishing date, URL, or other information related to the source.
- Tell students that for each of their chapters they will want to find three to five sources for information to include in their writing, so they will try to find three to five sources for a question they have during this lesson.
- Tell students that you will collect this page to ensure they understand how to collect sources and write a bibliography for their final Beyond Juneteenth books.

RESEARCH SKILLS APPLICATION (20 MIN.)

- Have students practice using the Internet to research a question they have generated in the Juneteenth row of their KWL chart, based on the Read-Aloud text.
- Using Activity Page 1.1, have students write a research question using their KWL, search for answers/facts, and write three to five sources on the Activity Page.
- Facilitate, monitor, and assist students as needed while they are searching and completing the Activity Page.
- Collect the Activity Page at the end of lesson.



Check for Understanding

Ask students to explain how a bibliography helps researchers.

End Lesson

2

The Emancipation Proclamation

PRIMARY FOCUS OF LESSON

Reading

Students will use textual evidence to draw inferences about the impact of the

- ✦ Emancipation Proclamation on African Americans. **TEKS 5.6.F**

Writing

Students will use textual evidence to write paragraphs about the Emancipation

- ✦ Proclamation. **TEKS 5.7.B**

FORMATIVE ASSESSMENT

Activity Page 2.2

- ✦ **Quick Write.** Students will write a paragraph identifying the purpose of the Emancipation Proclamation and explaining how it impacted enslaved Americans. **TEKS 5.7.B**

✦ **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.7.B** Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (40 min.)			
Introduce the Text	Whole Group	5 min.	<input type="checkbox"/> ReadWorks passage: "The Emancipation Proclamation" <input type="checkbox"/> ReadWorks transcript: "The Emancipation Proclamation" <input type="checkbox"/> Individual KWL chart <input type="checkbox"/> Anchor chart of 1865 to Present Timeline <input type="checkbox"/> ReadWorks passage: "The Emancipation Proclamation" <input type="checkbox"/> ReadWorks transcript: "The Emancipation Proclamation"
Close Reading	Partner	20 min.	
Reading Excerpts: "The Emancipation Proclamation"	Whole Group	10 min.	
Word Work: <i>Emancipation</i>	Whole Group	5 min.	
Writing (50 min.)			
Modeling: Paraphrasing Text	Whole Group	10 min.	<input type="checkbox"/> Projection 2.1 <input type="checkbox"/> Activity Pages 2.1, 2.2
Paraphrasing Text	Partner	25 min.	
Quick Write and Share	Independent	15 min.	

ADVANCE PREPARATION

Reading

- Ensure each student has access to the following texts:
 - ReadWorks passage: “The Emancipation Proclamation”
 - ReadWorks transcript: “The Emancipation Proclamation”
- Prepare to either print or give students digital access to the texts for this lesson.

Note: ReadWorks has an audio Read-Aloud of each text as an option for instructional delivery.

- Plan for heterogeneous groups of students to partner read.
- Ensure that students have a copy of their own KWL chart to modify as they progress through the knowledge sequence of the unit.
- Prepare an anchor chart of a timeline of 1865 to present that will be modified throughout the unit. You may choose to have students keep a timeline in their notebooks.
- Prepare to display the vocabulary words and definitions on either chart paper or sentence strips for a vocabulary bulletin board that can be referenced during the lesson.

Writing

- During the paraphrasing text portion of the lesson, prepare to allow students to use a thesaurus from the classroom library or online thesaurus to find synonyms when they need to use another word with the same meaning as a word in the text.
- Prepare a copy of the Quick Write Prompt for each student to have during the writing segment.

Universal Access

Reading

- Prepare chunked excerpts of the ReadWorks passage: “The Emancipation Proclamation” for students to close read as needed.

Writing

- Scaffold paraphrasing text for students by modeling locating synonyms for unfamiliar words in the text.

CORE VOCABULARY

emancipation, n. freedom from someone else’s control or power

proclamation, n. an announcement; something said publicly and officially

declared, v. said in an official or public way

applied, v. asked for formally, usually in writing

rebellion, n. open opposition to the control of a person or group

diplomats, n. people who are skilled in dealing with other people

designated, v. officially gave someone a particular role or purpose

countervailing, adj. having an equal but opposite effect

precisely, adv. done exactly or accurately

excerpt, n. a small part of a longer piece of writing

paraphrasing, v. using your own words to rephrase a direct quotation from a text

plagiarism, n. using another person’s writing without permission or giving credit

Vocabulary Chart for “The Emancipation Proclamation”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	emancipation proclamation diplomats paraphrasing plagiarism	declared applied rebellion designated countervailing precisely excerpt	
Multiple-Meaning			
Sayings and Phrases			

Lesson 2: The Emancipation Proclamation

Reading



Primary Focus: Students will use textual evidence to draw inferences about the impact of the Emancipation Proclamation on African Americans. **TEKS 5.6.F**

INTRODUCE THE TEXT (5 MIN.)

- Read the titles of the texts and introduce the topic of The Emancipation Proclamation to students, which may be linked to Grade 4 Social Studies lessons during Freedom Week.
- Ask students if they have ever heard of the Emancipation Proclamation.
- Refer to the displayed chart paper or bulletin board of vocabulary you have prepared to briefly read definitions of the vocabulary words as a preview of language they may encounter in the text.
- Have a student read the definition of *emancipation* (freedom from someone else's control or power) aloud to the class.
- Have another student read the definition of *proclamation* (an announcement; something said publicly and officially) aloud to the class.
- Display the image of the Emancipation Proclamation document included in the ReadWorks transcript of "The Emancipation Proclamation."
- Ask students what they think the purpose of the Emancipation Proclamation written by President Abraham Lincoln was, based on the definition of each word. (*It was a freedom announcement.*)
- Inform students of the instructional set up for this lesson:
 1. Tell students that they will first read one ReadWorks article with a partner to give them background information about the Emancipation Proclamation.
 2. Then, explain that the class will come together as a whole group to read and listen to actual excerpts, or small parts, of the Emancipation Proclamation written by President Abraham Lincoln.
 3. Tell students that they will revisit the first ReadWorks article with a partner to apply a skill we learned together.

TEKS 5.6.F Make inferences and use evidence to support understanding.

CLOSE READING (20 MIN.)

- Distribute copies or ensure students have access to the first text, ReadWorks passage: “The Emancipation Proclamation.”
- Allow students to work with their designated partner.
- Tell students they will read the passage closely with a partner and annotate the ReadWorks passage by underlining key details, writing questions (in the margins) that they may have while reading, and circling parts of the text they do not understand with a partner.
- Allow students to begin their close reading of the passage for fifteen minutes.
- Walk around the room to informally assess students’ understanding of both the task and passage.
- After the first five minutes, have students look up and have a student volunteer share a key detail they have underlined. Then, tell students to keep reading closely for other details, questions, or misunderstandings.
- After the next five minutes, have students look up to share a question they may have about the reading. Then, tell students to keep reading closely for other details, questions, or misunderstandings.
- After the fifteen-minute period has ended, have a few students share a question they may have after reading the text.
- Model making inferences using text evidence for students by reading a few lines aloud from the text and explaining what you can infer about the impact of the Emancipation Proclamation on citizens.
- Allow students to underline evidence in the reading that helps them to make an inference about the impact of the Emancipation Proclamation.
- Have a few students share the evidence they have underlined in the reading that helps them to make an inference about the impact of the Emancipation Proclamation on citizens.
- Tell students that sometimes after getting background information and making inferences in one text it is helpful to go to the actual source, or a primary source.
- Tell students that researchers do this often to better understand an idea or topic, to get additional text evidence for their inferences, or to get answers to their research questions.
- Distribute or ensure students have access to the second passage, ReadWorks transcript of “The Emancipation Proclamation” before having them come back as a whole group.

READING EXCERPTS: “THE EMANCIPATION PROCLAMATION” (10 MIN.)

- Before reading aloud excerpts of “The Emancipation Proclamation” for students, begin a timeline with the year 1863 plotted and The Emancipation Proclamation written on it.
- Ask students if they recall the name and date of the freedom announcement by General Granger in Galveston, Texas. (*Juneteenth; June 19, 1865*)
- Plot June 19, 1865 and the word *Juneteenth* on a timeline. You may choose to have students add to a timeline in their notebooks.
- Tell students that they will now hear and read a couple of excerpts from “The Emancipation Proclamation” transcript and try to put the language in their own words.
- Have students point to the beginning of the transcript, tracking as you read the following excerpt aloud: “*Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a **proclamation** was issued by the President of the United States.*”
 1. **Evaluative.** Ask a student to tell you what they understand about that excerpt. (*On September, 22nd, 1862, the president made an announcement.*)
- Tell students they can try to put another excerpt in the language of today and in their own words. Have students point to the next paragraph and read aloud the following as students track along in their copy of the text:
- “That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or **designated** part of a State, the people whereof shall then be in **rebellion** against the United States, shall be then, thenceforward, and forever free;”
 1. **Evaluative.** Ask a student to tell you what they understand about that excerpt. (*As of January 1, 1863, all enslaved people in any state are forever free. If you are keeping a person enslaved, you are going against the United States.*)
 2. **Literal.** What year did enslaved people in Texas get the freedom announcement from General Granger? (*1865*)
 3. **Literal.** How much time passed between Lincoln’s 1863 freedom announcement and Granger’s 1865 announcement in Texas? (*two years*)
 4. **Inferential.** After reading both texts, what inferences can you make about the impact of the Emancipation Proclamation and General Granger’s announcement on African American citizens? (*General Granger’s*)

Juneteenth announcement freed African American citizens two years after the Emancipation Proclamation.)

- Tell students to add to the Juneteenth row of the KWL chart any questions, things they wonder about, or things they want to learn about that time difference between the announcements.

WORD WORK: EMANCIPATION (5 MIN.)

1. In the texts, you have heard the word *emancipation*. The word *emancipation* is another word for freedom.
2. Say the word *emancipation* with me.
3. The word *emancipation* means freedom.
4. In 1863, President Lincoln made an announcement about the emancipation of enslaved Americans.
5. What was a cause for the Emancipation Proclamation? If President Lincoln made an announcement about freedom, why was that announcement needed in 1863? Be sure to use the word *emancipation* when you talk about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses to make complete sentences: "The emancipation of enslaved Americans was needed because . . .")
6. What is the word we have been talking about? What part of speech is the word *emancipation*?
 - Use a Discussion and Hands-On activity for follow-up. Have students discuss and demonstrate different ways that emancipation can take place. Have students discuss and demonstrate what a bird might do when released from a cage or what expression a child their age would make when they are no longer restricted by their parents from a recreational activity. Allow students to use a bodily kinesthetic movement or facial expression to demonstrate emancipation or the freedom to do what they want. As students share, make sure that they use the word *emancipation* in a complete sentence.



Check for Understanding

Ask students to explain the purpose of the Emancipation Proclamation in their own words.

Challenge

Students share three facts they learned about the Emancipation Proclamation with you or a partner.

Support

Using chunked excerpts of the text, students close-read one paragraph of the text at a time with a partner.



ENGLISH
LANGUAGE
LEARNERS

Discussion

Beginning

Have students draw a picture depicting the word *emancipation*, after discussing its connection to the word *freedom* with you.

Intermediate

Student discusses the meaning of the word *emancipation* with a partner.

Advanced/Advanced High

Students describe the Emancipation Proclamation, using the sentence starter, "The Emancipation Proclamation was _____."

ELPS 2.H; ELPS 3.E;

ELPS 4.F

Lesson 2: The Emancipation Proclamation

Writing



Primary Focus: Students will use textual evidence to write paragraphs about the Emancipation Proclamation. **TEKS 5.7.B**

MODELING: PARAPHRASING TEXT (10 MIN.)

- Display Projection 2.1, Paraphrasing Text.
- Tell students that what we practiced when we put excerpts of “The Emancipation Proclamation” into our own words is called paraphrasing.
- Explain that writers paraphrase text to help avoid plagiarizing and to demonstrate that they understand what they have read.
- Model writing a direct quote from the ReadWorks transcript of “The Emancipation Proclamation” and writing a paraphrased sentence of the direct quote from the text, highlighting and discussing key words that helped you understand, as seen below:

 **TEKS 5.7.B** Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.

➤ Projection 2.1: Paraphrasing Text

DIRECT QUOTE from Text (use quotation marks)	PARAPHRASED Text (your own words)
<p>"... in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to with: Arkansas, Texas, Louisiana, Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, and which excepted parts, are for the present, left precisely as if this proclamation were not issued."</p>	<p>This is a public announcement that all states who are still holding enslaved people, one hundred days after September 22, 1863, as if my announcement was not given, are, as of today, going against the United States, including: Arkansas, Texas, Louisiana, Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia.</p>
	<p>Show plagiarism example here:</p> <p>In accordance with my purpose *to publicly proclaim for the full period of one hundred days, from the day first above mentioned, order and *tell the States and parts of States where the people there respectively, are this day in rebellion against the United States, the following, to with: Arkansas, Texas, Louisiana, Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, and which excepted parts, are for the present, left precisely as if this *announcement were not issued."</p> <p>*minor changes made to direct quote</p>

- Define and demonstrate an example of plagiarizing for students.
- Tell students that plagiarizing is like stealing another author's words.
- Bring students' attention to the example of plagiarizing, as seen on Projection 2.1
- Ask students if this is paraphrased or plagiarized. (*plagiarized*)
- Ask students to explain how they know when a text is plagiarized. (*Students should answer that the sentence the writer is using is not his or her own words.*)

Challenge

Have students write a sentence and swap with a partner to paraphrase their sentence.

Support

Allow students to work in pairs to orally complete the following sentence frame: Researchers and writers paraphrase text because _____.

- Draw students' attention to the reminder "your own words" written on the Paraphrased Text side of their charts.
- Tell students that they will rejoin their partner.
- Tell students that now that they have had some exposure to paraphrasing excerpts of a text, using the Emancipation Proclamation, they will practice paraphrasing excerpts of the first passage they read.
- Leave Projection 2.1 displayed while students apply the skill with a partner.

PARAPHRASING TEXT (25 MIN.)

- Allow students to get back with their partner and take out the first ReadWorks passage: "The Emancipation Proclamation."
- Tell students that they will work together to write a short excerpt or direct quote from the text on one side of the Paraphrasing Text chart and paraphrase in their own words on the other side.
- Tell students that they will have fifteen minutes to paraphrase one direct quote from the text, but they may apply the skill with more than one direct quote if time permits.
- Allow students to use a thesaurus from the classroom library or online thesaurus to find synonyms when they need to use another word with the same meaning as a word in the text.
- Using Activity Page 2.1, have students work with a partner to write a direct quote on one side of the chart, and on the other side they will write a paraphrased sentence.
- After twenty minutes, allow a few partners to share the direct quote and how they paraphrased it. In student responses, there should not be plagiarism or language copied verbatim from the passage. Instead, students should use their own words with key words from the text, used sparingly. Have students consult the thesaurus when they are in need of an alternate word choice.


Activity Page 2.1



Activity Page 2.1, Paraphrasing Text

DIRECT QUOTE from Text (use quotation marks)	PARAPHRASED Text (your own words)
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

QUICK WRITE AND SHARE (15 MIN.)

- Distribute the Quick Write Prompt on a sheet of paper for students to write their responses.
- Tell students they will synthesize, or take all of the information they learned today about reading documents to answer the following question: What was the purpose of the Emancipation Proclamation and how did it affect enslaved Americans between 1863 and 1865?
- Allow students to synthesize and use the information from the Paraphrasing Text side of their charts to write a response to the Quick Write Prompt: What was the purpose of the Emancipation Proclamation and how did it specifically impact enslaved Americans between the years of 1863 to 1865?
- Ask students to submit the Quick Write response for your end of lesson,  formative assessment of **TEKS 5.7.B**



Check for Understanding

Ask students, "What are you doing when you paraphrase a text?"

End Lesson

 **TEKS 5.7.B** Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.

Activity Page 2.2



**ENGLISH
LANGUAGE
LEARNERS**

Writing Paraphrasing Text

Beginning

Have students write one unfamiliar word from the text and discuss its meaning.

Intermediate

Have students explain the purpose of the Paraphrasing Text chart using a sentence frame: On our chart, we are writing the _____ on one side. The other side has _____.

Advanced/Advanced High

Students work in a small group to complete the Paraphrasing Text chart.

ELPS 3.E; ELPS 4.F

3

Freedom: Possibilities and Challenges

PRIMARY FOCUS OF LESSON

Reading

- Students will use information in the texts to make predictions. **TEKS 5.6.C**

Writing

Students will ask questions and begin generating a research plan to gather information for the culminating task of writing their own informational

- Beyond Juneteenth books. **TEKS 5.13.A; TEKS 5.13.B**

FORMATIVE ASSESSMENT

Activity Page 3.1

Response to Text. Students will make predictions about possibilities and challenges ahead for newly

- freed citizens. **TEKS 5.6.C**

Exit Ticket

Students will submit a research question about Juneteenth for Chapter One of their books.

- TEKS 5.13.A**

TEKS 5.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 5.13.A** Generate and clarify questions on a topic for formal and informal inquiry; **TEKS 5.13.B** Develop and follow a research plan with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Introduce the Read-Aloud	Whole Group	5 min.	<input type="checkbox"/> Anchor Chart of 1865 to Present Timeline <input type="checkbox"/> <i>All Different Now: Juneteenth, the First Day of Freedom</i> by Angela Johnson <input type="checkbox"/> Individual KWL chart <input type="checkbox"/> Activity Page 3.1
Read-Aloud	Whole Group	20 min.	
Read-Aloud Discussion	Whole Group	10 min.	
Making Predictions: Possibilities/Challenges	Independent	10 min.	
Writing (45 min.)			
Inquiry and Research	Whole Group	15 min.	<input type="checkbox"/> Activity Pages 3.2, 3.3 <input type="checkbox"/> Projection 1.2 <input type="checkbox"/> Individual KWL chart
Devising a Research Plan	Independent	10 min.	
Virtual Field Trip KWL	Small Group	20 min.	

ADVANCE PREPARATION

Reading

- Ensure students have their KWL charts before the lesson begins.
- Prepare to display and add to the anchor chart of the Timeline from 1865 to Present.
- Prepare to read aloud the trade book *All Different Now: Juneteenth, the First Day of Freedom* by Angela Johnson. As you preview the book, you may wish to add page numbers and reference the Guided Reading Supports included in this lesson. This trade book does not have numbered pages, but for ease of use, we have referred to page numbers in our materials. We begin with page 1, which contains the text “A June morning . . .” and number only the pages with text in order after that.

Writing

- Ensure students have their KWL charts during this lesson segment.
- Ensure that students have either a hard copy or digital notebook that they use throughout the unit to gather information/facts found during the research process.
- Prepare to project Activity Page 3.2.
- Prepare to digitally display or make an anchor chart of the Projection 1.2 to hang up in the classroom.
- Preview the “Virtual Field Trip of Emancipation Park, Houston, TX.”
- Assign small groups of students specific audio links on the website so that students may explore the Emancipation Park virtual field trip for research.
- Ensure students have computers with speakers to hear the audio on the virtual field trip.
- Distribute Activity Page 3.3.
- Prepare a copy of the Exit Ticket for each student to complete at the end of this segment.

Universal Access

Reading

- Have students add to the whole group anchor chart of Timeline 1865 to Present before adding to their individual timelines.

Writing

- Assist and confer independently with students to devise a research plan for Chapter 1 of the *Beyond Juneteenth* books.

CORE VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

port, n. a town or city near water where ships stop to load and unload cargo

fields, n. open areas of land used for a particular purpose

countryside, n. land that is away from big towns and cities

balcony, n. a raised platform, usually connected to the side of a building

soothed, v. caused (pain) to go away or become less severe

padded, v. cushioned to protect or make more comfortable

shadowy, adj. dark, mysterious; not clearly seen or understood

possibilities, n. qualities that could make something better in the future

challenges, n. things that could make something difficult

Vocabulary Chart for “Freedom: Possibilities and Challenges”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		port fields countryside	
Multiple-Meaning	padded	balcony soothed padded shadowy possibilities challenges	
Sayings and Phrases			

Lesson 3: Freedom: Possibilities and Challenges

Reading



Primary Focus: Students will use information in the texts to make predictions.

 **TEKS 5.6.C**

INTRODUCE THE READ-ALOUD (5 MIN.)

- Introduce students to the text: *All Different Now: Juneteenth, the First Day of Freedom* by Angela Johnson and E. B. Lewis.
- Tell students that this is the beginning of their research journeys where they will begin formally researching the contributions of African Americans from 1865 to present day.
- Tell students that everyone will generate a research question about Juneteenth to guide their Chapter One research plan and essay.
- Tell students that this is another text that tells them about the Juneteenth experience.
- Tell students that this Read-Aloud will help them learn more about General Granger's Juneteenth announcement and how it affected the people who were formerly enslaved.

READ-ALOUD (20 MIN.)

- Before beginning the Read-Aloud, ask students to review their KWL charts for any entries on the topic of Juneteenth. Tell students that they may add to their KWL charts during the read aloud of text.
- Tell students that during the reading they will make some predictions, or statements about what will happen next in the text.
- Begin reading the text aloud to the whole group, pausing for students to add to the Juneteenth row of their KWL charts.

 **TEKS 5.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

- After reading page 3:
 - The text showed people working in fields, then it says things would be different.
 - **Inferential.** What do you predict will happen that will make things different? (*a freedom announcement*)
- After reading page 7:
 - **Evaluative.** Looking at the illustrations here, how would you describe the expressions of the people around town? (*Answers may vary but could include joyful, thankful, in deep thought, excited.*)
- After reading page 8:
 - **Literal.** Who is the Union general on the balcony reading to the people? (*General Granger*)
- After reading page 11, pause to have students write down something they are wondering in their KWL.
- After students add to their KWL:
 - **Literal.** Earlier you made a prediction about what was going to happen. Was your prediction correct? (*Yes, freedom announcement.*)
 - **Literal.** What happened to the people working in the Texas fields? (*Answers may vary but could include that enslaved people were freed, General Granger announced that they were all free.*)
- Allow students to reflect upon the following:
 - Think about some possibilities, or things that could happen next for the newly freed Americans.
 - Think about some challenges, or difficult times that could be coming for the newly freed people.
- After reading page 15, pause to ask students to take a look at the vocabulary used there.
- Reread this page aloud to prepare students to use context clues to specifically discuss the words *soothed*, *padded*, and *shadowy*.

- After rereading the page and showing the illustrations, ask students the following questions:
 - **Evaluative.** What does the word *soothed* refer to here on this page? (*Soothed here refers to how the coolness of the night made their feet feel after the Juneteenth announcement.*)
- Revisit the definition of the word *soothed* with students and ask:
 - **Inferential.** What was another reason pain was less severe now? (*The people are no longer being enslaved.*)
 - **Evaluative.** What does *padded* refer to here on this page? (*Padded here refers to how they felt walking now.*)
- Revisit the definition of *padded* with students and ask:
 - **Inferential.** What is another reason they were more comfortable now? (*freedom, General Granger's announcement*)
 - **Evaluative.** What was now shadowy? (*the fields they walk past after the announcement of freedom*)
- Revisit the definition of *shadowy* with students and ask:
 - **Inferential.** What else is shadowy, or mysterious and unknown now? Explain. (*Answers may vary but should include the unknown future for the newly freed citizens.*)
- Ask students to draw conclusions about why the author chose to use the words *soothed*, *padded*, and *shadowy* on the page.
- Ask students if the words, used in the context on this page, give them a clue about possibilities and challenges that could be ahead for newly freed citizens. Allow students to answer. (*Answers may include "The word shadowy is a clue about challenges, since the future is dark and mysterious now." The words soothed and padded are clues about possibilities, since it could be more comfortable and less painful ahead.*)
- Continue reading aloud the text for students.

READ-ALoud DISCUSSION (10 MIN.)

- After the Read-Aloud, ask students the following questions to discuss the text:
 1. **Literal.** Where did the announcement take place? (*Galveston, Texas*)
 2. **Inferential.** What did the announcement of freedom mean for the formerly enslaved American citizens? (*Answers may vary but could include: newly freed citizens can move away from the fields, start a new life, do some of the things they want to do, spend time with their families, or be reunited with family and friends.*)
 3. **Evaluative.** What do you wonder about the possibilities ahead? (*Student answers may vary but could include wondering about places they will go, things they can do now, or how things will be different now.*)
- Have students add a thought or question about possibilities ahead to the Wonder column of their KWL chart.
 1. **Evaluative.** What do you wonder about the challenges ahead? (*Student answers may vary but could include wondering about how they will make a living, other hardships ahead, or struggles with discrimination and racism.*)
- Have students add a thought or question about challenges ahead to the Wonder column of their KWL chart.

MAKING PREDICTIONS: POSSIBILITIES/CHALLENGES (10 MIN.)

- Remind students that a prediction is a statement about what could happen in the future.
- Reread page 3 aloud to students.
- Ask students what prediction they made after hearing this page Read-Aloud the first time. (*General Granger's announcement would make it "all different now."*)
- Remind students that part of the title of the text is "All Different Now."
- Ask what were some clues in the text that helped with their prediction. (*illustrations of the field setting, title of text, author's word choice*)
- Tell students now that they have read the text, they will make more predictions about what could be different for the newly freed citizens.
- Distribute Activity Page 3.1.

Support

Have students complete one side of the Activity Page 3.1 chart at a time, giving them feedback before they move on.

Challenge

Have students include the words *soothed*, *padded*, and *shadowy* on the Activity Page 3.1 responses for possibilities and challenges.

Activity Page 3.1



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Read-Aloud Discussion

Beginning

Have students draw pictures depicting something that is a possibility and a challenge for themselves.

Intermediate

Have students draw a picture that helps them understand the words *soothed*, *padded*, and *shadowy*.

Advanced/Advanced High

Have students discuss with a partner their understanding of the words *soothed*, *padded*, and *shadowy*, as they are used in the text.

ELPS 4.D; ELPS 4.F

- Tell students that they will use information and questions on their KWL charts to make predictions about possibilities and challenges ahead for the newly freed citizens after the June 19th, 1865 proclamation by General Granger in Galveston, Texas.
- Have students independently write down predictions about the new possibilities and challenges that could be presented to formerly enslaved citizens on Activity Page. 3.1.

Activity Page 3.1, Possibilities and Challenges Chart

Possibilities	Challenges
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- Have students share a few of their predictions of possibilities and challenges with you and/or a partner.
- Facilitate, monitor, and check for understanding while students work independently on Activity Page 3.1.



Check for Understanding

Ask students what features of the text can help them make predictions. (*title, illustrations, author's word choice*)

Lesson 3: Freedom: Possibilities and Challenges

Writing



Primary Focus: Students will ask questions and begin generating a research plan to gather information for the culminating task of writing their own informational Beyond Juneteenth books. **TEKS 5.13.A; TEKS 5.13.B**

INQUIRY AND RESEARCH (15 MIN.)

- Model the inquiry process of research by generating questions related to the Read-Aloud text. Write related questions on a white board. Questions may include, “Where will freed citizens go now?, Will some formerly enslaved citizens stay in Texas?, Will families have an opportunity to reunite?, What are some jobs available for these freed citizens now?”
- Remind students that researchers use research questions to guide their research.
- Tell students that some of the questions they generate today could be a research question they will research and write about in their Beyond Juneteenth informational books.
- Allow students to use their KWL chart entries made before and during the Read-Aloud to think aloud questions related to the text with a partner.
- Students will write questions they would like to research on their KWL charts in the Juneteenth row.

 **TEKS 5.13.A** Generate and clarify questions on a topic for formal and informal inquiry; **TEKS 5.13.B** Develop and follow a research plan with adult assistance.

DEVISING A RESEARCH PLAN (10 MIN.)

Activity Page 3.2



- Project a copy of Activity Page 3.2.

Beyond Juneteenth

Activity Page 3.2, Table of Contents

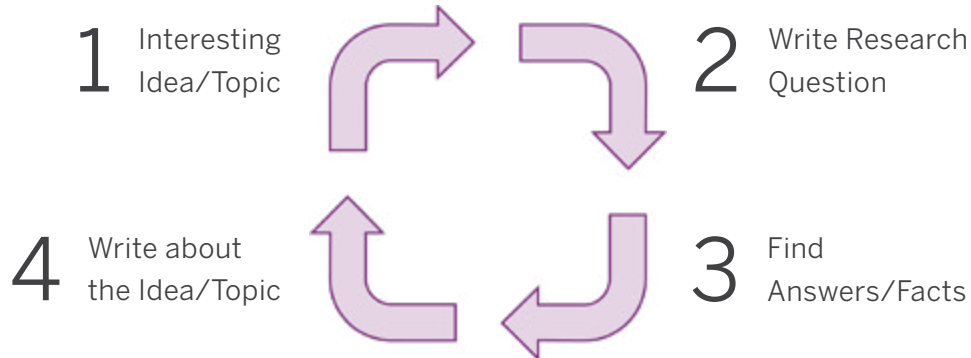
Use this Activity Page to plan the research for chapters in your Beyond Juneteenth books.

Chapter One	[Research Question]: What is Juneteenth?
Chapter Two	[Research Question]:
Chapter Three	[Research Question]:
Chapter Four	[Research Question]:

- Tell students that the Table of Contents will be a place they revisit to plan what they will research in each chapter with a generated research question.
- Ask students if they think a research question is important to the research process.
- Have students explain their reasoning behind their yes/no answer.
- Tell students that a research question helps them stay focused in their information gathering and will give their writing purpose.
- Explain that as a researcher, it can also be exciting to find answers to the questions you have.

- Point to the anchor chart or digital display of Projected Display 1.2, Research Process hanging in the classroom.

➤ Projection 1.2: Research Process



- Remind students that Step 1 of the research process is thinking of an interesting idea/topic. Ask a student volunteer to tell you what the next step of the process is. (*Students should be able to tell you that Step 2 of the process is writing a research question.*)
- Ask another student volunteer to tell you what the next step of the research process is. (*Students should be able to tell you that Step 3 of the process is finding answers/facts.*)
- Tell students that Step 4 is Writing about the idea/topic.
- Remind students that they will start at Step 1 again when starting a new chapter of their book.
- Tell students that as they read to gain knowledge together, they might find one of the ideas/topics on the KWL interesting enough to write a research question.
- Remind students that the research question should be one that they can use to get more information, instead of a close-ended, or question with either a yes/no, or short answer. Instead, their questions should be open-ended with many possibilities for information gathering.
- Ask students to put a thumbs-up if a question is open-ended and thumbs-down if a question is close-ended: Are strawberries red? (*close-ended*), How are strawberries grown? (*open-ended*), What date did Juneteenth occur? (*close-ended*), How did Juneteenth impact American history? (*open-ended*)
- Explain to students that the information or answers they find will help them write to inform others.
- Tell students that the Table of Contents will serve as a planning location for all four chapters in their Beyond Juneteenth books.

Support

Have students demonstrate asking their research questions aloud to a search engine that will read answers back to them.

- Model adding the research question “What is Juneteenth?” as a Chapter One research question on the projected Table of Contents. Ask students to recall where their timelines begin in this unit. (*June 19, 1865 or Juneteenth*)
- Tell students that your research question is simply, “What is Juneteenth?”, since this is open ended enough for an informative answer.
- Ask students if they can think of a research question that will get them the answers they are wondering about Juneteenth.
- Tell students that the research question they write will guide their research process for Chapter One of their book.
- Ask a few student volunteers to share a research question about Juneteenth that they have. Students should understand that their questions about Juneteenth will vary based on their interests.
- Give students at least five minutes to write their research question on the Table of Contents for Chapter One.
- Tell students that all of their informational books will begin with Juneteenth as the topic for Chapter 1. As they progress with each lesson, they will revise the Table of Contents with new questions for Chapters 2, 3, and 4, based on their own interest around ideas they learn about in the unit.
- Tell students that you will model the steps for them for the Chapter One essay, then they will use this research process to independently write the other three chapters for their books.

VIRTUAL FIELD TRIP KWL (20 MIN.)

- Distribute Activity Page 3.3. Tell students to write their Chapter Two research question on the page.

Activity Page 3.3, Bibliography Page, Chapter 2-4

Chapter Two Research Question:

Type of Source	Title of Source	Source Information
1.		
2.		
3.		
4.		
5.		

- Tell students that they will be going on a virtual field trip during this lesson to begin finding answers or facts related to their Chapter 1 research questions.
- Tell students that they will be using computers to explore a place called Emancipation Park in Houston, Texas.
- Ask students what they learned the word *emancipation* means. (*freedom*)
- So, what do you think this park will teach us about? (*Students' answers will vary, but may include: freedom, freed enslaved people, Juneteenth.*)
- Tell students that Emancipation Park is one of the oldest public parks in Texas. It is located in Houston, Texas and was founded by African Americans to honor the freedom of formerly enslaved Americans. The park was founded in 1872, and it is a place where people can still go to remember and learn about Juneteenth.

Note: Remind students that due to the historical context of the unit, while conducting research they may encounter descriptions of African Americans as Negro or Colored. Tell students that these are racist terms that should not be used to describe African Americans in their own writing or notes.



- Share the website link for Emancipation Park, located in Houston, T.X. Demonstrate exploring the audio tour on the website as a “Virtual Field Trip of Emancipation Park, Houston, TX” for students.
- Assign small groups of students specific audio links on the website so that students may begin exploring the Emancipation Park virtual field trip for research. Students may also use their hard copy or digital notebooks to write down facts related to their research question that they find on the virtual field trip.
- Explain that researchers often collect information about their topics from a variety of sources.
- Tell students that they will start with the assigned audio link but can navigate other audio links on the site related to information for their research question.
- Instruct students to add the website as a source on their bibliography page, using Activity Page 3.3 like they practiced in Lesson 1.
- Tell students that the Type of Source is a website.
- Tell students that the Title of Source that they should write on their bibliography page will be the name of the audio links they tour.
- Tell students that the Source Information they should write on their bibliography page is the URL link, so that they can go back to the site later if needed to gather more information.
- Have students add information to their KWL chart while navigating the virtual audio tour of Emancipation Park in Houston, TX.
- After five minutes, allow a few students to share their KWL entries with a partner, teacher, or whole group before allowing students to continue the audio tour of Emancipation Park.
- Distribute the Exit Ticket for students to complete.

Challenge

Have students gather information on the founders of Emancipation Park in Houston, Texas.



Exit Ticket

Submit a research question for Chapter One of their books, on the topic of Juneteenth.



Check for Understanding

Ask students to Think, Pair, Share with a partner to answer the following question: Why are research questions necessary for researchers? Explain.

End Lesson



**ENGLISH
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Writing Inquiry and Research

Beginning

Have students tell a teacher what idea interests them about Juneteenth.

Intermediate

With your help have students write a research question using What, Where, Why as starter frames.

Advanced/Advanced High

Have students talk to you or a partner about the information gathered to answer their research question.

ELPS 3.E; ELPS 3.H

4

Great Migration Hubs

PRIMARY FOCUS OF LESSON

Reading

Students will use text-based evidence to make inferences about themes within the text. **TEKS 5.8.A**

Writing

Students will develop a plan to research African American hubs during the period of 1916 to 1970. **TEKS 5.13.B**

FORMATIVE ASSESSMENT

Exit Ticket

What themes did you notice within the text? Use at least two text-based vocabulary words to support your response. **TEKS 5.8.A**

TEKS 5.8.A Infer multiple themes within a text using text evidence; **TEKS 5.13.B** Develop and follow a research plan with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (50 min.)			
Introduce the Read-Aloud	Whole Group	5 min.	<input type="checkbox"/> <i>The Great Migration: An American Story</i> by Jacob Lawrence <input type="checkbox"/> Activity Page 1.2 <input type="checkbox"/> Exit Ticket
Read-Aloud	Whole Group	25 min.	
Know-Wonder-Learn	Independent	5 min.	
Theme Discussion	Partner	15 min.	
Writing (40 min.)			
Making Inferences	Whole Group	15 min.	<input type="checkbox"/> Anchor chart of 1865 to Present Timeline <input type="checkbox"/> Activity Pages 3.2, 3.3
Research Plan Development	Independent	5 min.	
Migration Hub Research	Independent	20 min.	

ADVANCE PREPARATION

Reading

- Prepare to read aloud the trade book *The Great Migration: An American Story* by Jacob Lawrence. As you preview the book, you may wish to add page numbers and reference the Guided Reading Supports included in this lesson. This trade book does not have numbered pages, but for ease of use, we have referred to page numbers in our materials. We begin with page 1, which contains the text “Around the time . . .” and number each page in order after that.
- Ensure that students have their KWL charts to use after the Read-Aloud. The KWL chart can also be accessed in the digital materials for the unit.
- Prepare a vocabulary list of words and definitions on chart paper or sentence strips on a bulletin board.
- Prepare to display a map of the United States to show the southern states.
- Prepare to add to an anchor chart of 1865 to Present Timeline to model adding The Great Migration era 1916–1970. You may choose to have students keep a timeline in their notebooks.
- Prepare to distribute a copy of the Exit Ticket for each student to complete at the end of the reading segment.

Writing

- Prepare to address any sensitivity concerns around student research of migration hubs in the United States and to adjust the migration hub list, adding or removing hubs, as needed to reflect your student needs.
- Prepare to display a map of the United States with stickers/labels on the general location of Chicago, Illinois; Pittsburgh, Pennsylvania; Harlem, New York; Tulsa, Oklahoma; Treme' New Orleans, Louisiana to give students some geographic background information on hubs they may be interested in researching.
- Plan for 1:1 computer usage in the school library, computer lab, or classroom so students may conduct independent research.
- Ensure students can either print articles or sources located during their search or save articles in a digital folder to review later for writing. If students are saving articles digitally, prepare to demonstrate how to bookmark websites for students.
- Prepare to write the research guidelines on chart paper to display during this unit.
- Students will need Activity Page 3.2 to revise as needed based on their research plan developments.
- Distribute Activity Page 3.3. Students will use this bibliography exercise page to collect sources on researched migration hubs.

Universal Access

Reading

- To scaffold the teaching of theme, allow students to complete a T-chart on recurring events within the text and reasons why the events occurred.

Writing

- Students will use their individual KWL charts to generate a research question about The Great Migration era that will guide their research plan on migration hubs for African Americans.

CORE VOCABULARY

migration, n. movement from one place to another, usually to live or work

industries, n. types of businesses providing a particular product or service

recruits, n. people who have recently joined a workforce, company, or organization

ravaged, v. to have damaged or harmed something; destroying it

abolished, v. to have caused something to end completely

laborers, n. people that work to earn money

disdain, n. a strong feeling of disapproval

hub, n. the center or most active part of a place, state, or city

Jim Crow, n. laws that made it legal to mistreat Black people and separate Black and White people in the South.

Vocabulary Chart for “Great Migration Hubs”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		migration industries recruits ravaged abolished laborers disdain hub	
Multiple-Meaning			
Sayings and Phrases	Jim Crow		

Lesson 4: Great Migration Hubs

Reading



Primary Focus: Students will use text-based evidence to make inferences about themes within the text. **TEKS 5.8.A**

INTRODUCE THE READ-ALoud (5 MIN.)

- Preview the vocabulary words, *migration*, *industries*, *recruits*, *abolished*, *segregation*, *laborers*, *disdain*, *hub*, and *Jim Crow* by having student volunteers read the words and definitions aloud. In addition to the preview, you may keep vocabulary words posted in the classroom so that students can review as needed throughout the unit.
- Tell students that they will hear these words during the read-aloud of the text.
- Tell students that the word *hub* is not in the text, but they will learn about hubs, or active places in the United States where African Americans migrated for varied reasons.
- Have a student read the definition of the phrase *Jim Crow*. (*laws that made it legal to mistreat black people and separate Black and White people in the South*)
- Show a map of the United States to point out the southern region where Jim Crow laws existed and specifically calling out the following states: Arkansas, Texas, Louisiana, Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia.
- Ask students if they remember discussing these states in another text we read. Students may recall these states outlined in The Emancipation Proclamation as states that were in rebellion against freedom of enslaved citizens.

TEKS 5.8.A Infer multiple themes within a text using text evidence.

READ-ALoud (25 MIN.)

- Before beginning the Read-Aloud, explain that students will be listening for a theme in the text. Tell students that in order to understand the theme in a text, they must understand the main idea and how the main idea differs from the theme in a text.
- Ask students if they remember what the main idea of a text is. (*Student answers may include what the story is mainly about, what the author wants you to know the most, or the main topic.*)
- Remind students that the title of a text is often a clue about the main idea, so we know that the main idea of this text is related to *The Great Migration: An American Story*.
- Explain that if the main idea is the topic of a text, then the theme is connected to the reasons why the author chose the topic.
- Further define the literary device of theme as a key subject or idea usually seen repeatedly in a text.
- Tell students that the theme in a text is not always obvious to all readers. So, they will be drawing conclusions by listening closely to ideas or subjects that happen repeatedly in the text.
- Tell students that if an idea keeps repeating itself in a text, as readers they should think about why that is so.
- Ask students why an author would keep repeating the same idea in a text. (*Answers will vary, but may include: to get the reader to understand, to inform the reader, to make an idea stand out for the reader, or to further explain the main idea.*)
- Tell students that authors sometimes use a theme to get a message across to the reader.
- Tell students that they will be inferring the messages that the author wants them to know about The Great Migration of 1916–1970.
- Add The Great Migration and the dates 1916–1970 on the anchor chart timeline that you are adding to for this unit. You may choose to have students add to a timeline in their notebooks.
- Have students take out their individual KWL charts and have them use the The Great Migration row during the Read-Aloud.
- Tell students that they will be listening for possible themes in the text by identifying repeating events and thinking about the reasons the events are recurring throughout the text.
- Tell the students that with each repeated idea or event in the text, they will add to the W column of their KWL chart on The Great Migration row.

- Tell students that the W column will be used to write down what they are wondering about the theme. Tell them to add a question or thought when the repeated idea or event makes them think “I wonder if that means . . .”
- Begin reading *The Great Migration: An American Story* by Jacob Lawrence aloud for students, embedding the following comprehension reflection opportunities:
 - After reading page 9, ask students to think about an idea that repeated in the text and think about why the author repeated it. Students may add a thought about this to the W column on the The Great Migration row of their KWL.
- Continue reading the text aloud.
 - After reading page 17, ask students to think about an idea that repeated in the text and think about why the author repeated it. Students may add a thought about this to the W column on the The Great Migration row of their KWL.
- Continue reading the text aloud.
 - After reading page 25, ask students to think about an idea that repeated in the text and think about why the author repeated it. Students may add a thought about this to W on the The Great Migration row of their KWL.
- Continue reading the text aloud.
 - After reading the last page of the text, ask students to think about an idea that repeated in the text and think about why the author repeated it. Students may add a thought about this to W on the The Great Migration row of their KWL.
- Conclude the Read-Aloud for students.
- Use a think-aloud strategy to demonstrate how students might draw conclusions about a theme.

Say, “I noticed that in one part of the text, people left for work, then they left because of being mistreated, then they left again because there were so many jobs in the North. I think the theme might be “moving to make a better life.” The theme could also be “moving away during difficult times.”
- Ask students if they see how both of those themes could work and neither is wrong, just another way to state what happens repeatedly in the text.
- Allow students to turn and talk to a partner for five minutes about words, phrases, ideas, and events that are repeated in the text.

Challenge

Use text-based evidence to tell about what brought African Americans to a hub mentioned in the text.

Support

Have students list three reasons African Americans migrated to different hubs in the nation.

KNOW-WONDER-LEARN (5 MIN.)

- After text is read aloud by the teacher, students will independently reflect on the things they wonder about recorded on their KWL to think about themes, or recurring ideas in the text.
- On their individual KWL charts, have each student add what they now know, still wonder, or have learned about a theme that emerged in the text about the migration of African Americans.
- Write these sentences starters on the board while students are reading over their KWL:
“I noticed in one part . . . , Then, in another part . . . , Then, again it said . . . , So, I think the theme is”
- Have a few student volunteers use that think-aloud model to share possible themes.

THEME DISCUSSION (15 MIN.)

- Have students Think, Pair, Share with a partner about the themes they have inferred about The Great Migration in the text. Student discussion may include moving away for opportunity, social struggles and challenges leading to migration, making a better life, etc.
- Walk around the room and listen to informally assess students' understanding of the theme in the text.
- Students will independently complete the following Exit Ticket:



Exit Ticket

What is a theme that you noticed within the text? Use at least two of these core vocabulary words to support your response: *migration, industries, recruits, ravaged, abolished, segregation, laborers, disdain, or hub.*



Check for Understanding

Ask students to turn to a partner and explain what a theme is.



**ENGLISH
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Reading Theme Discussion

Beginning

Revisit some of the images in the text with students. Have students orally express their inference about each image using one sentence.

Intermediate

After rereading the text with you or a partner, have students orally express their thoughts about repeating ideas in the text and why the ideas repeated.

Advanced/Advanced High

Have students discuss the difference between the literary devices of theme and main idea with a partner.

ELPS 3.D; ELPS 3.E;

ELPS 4.D

Lesson 4: Great Migration Hubs

Writing



Primary Focus: Students will develop a plan to research African American hubs during the period from 1916 to 1970. **TEKS 5.13.B**

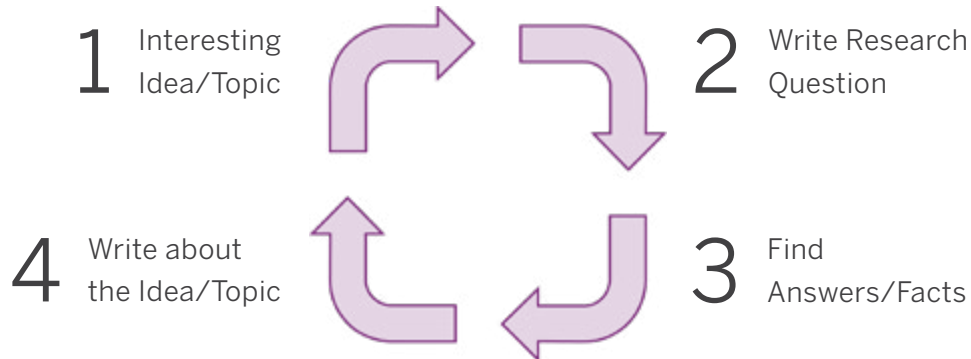
MAKING INFERENCES (15 MIN.)

- Teacher will add The Great Migration 1916–1970 to the anchor chart of 1865 to Present Timeline.
- Ask students why African Americans were migrating to other hubs, or centralized locations in the nation, during this time period.
- Ask them to explain what details or information in the text helped them know this.
- Record their responses on chart paper or whiteboard.
- Explain that students just made **inferences**, or conclusions reached based on evidence and reasoning.
- Ask students to name some of the hubs that were mentioned in the text. (*Chicago and Pittsburgh*)
- Share other hubs for African Americans during this time period with students (i.e., Harlem, New York; Tulsa, Oklahoma (Greenwood District); Treme, New Orleans, etc.)
- Explain that these were other hubs in the United States where African Americans sought freedom, expression, equality, or opportunity.
- Tell students that they may visit the map of the United States hanging in the room with labels on each of the mentioned locations, to further peak students' interest and give visual background knowledge.
- Instruct students to write down a hub location that they are interested in researching and possibly including as a chapter in their Beyond Juneteenth Informational books in the Wonder column of their KWL charts.

TEKS 5.13.B Develop and follow a research plan with adult assistance.

RESEARCH PLAN DEVELOPMENT (5 MIN.)

- Remind students about the four step research process, posted in the classroom, that they will use each time they decide what they want to research.
- Ask students if they found a new interest in this lesson.
- Tell students to look over their KWL to think about a research question that might help them explore that interest.



- Allow students to revisit their Activity Page 3.2 and add a Chapter 2 topic that they are interested in researching further.

Beyond Juneteenth

Activity Page 3.2, Table of Contents

Use this Activity Page to plan the research for chapters in your Beyond Juneteenth books.

Chapter One	[Research Question]: What is Juneteenth?
Chapter Two	[Research Question]:
Chapter Three	[Research Question]:
Chapter Four	[Research Question]:

Activity Page 3.2



- Have students review their KWL charts to generate and write one research question for the topic they choose for Chapter 2 of their books. If the topic is Great Migration Hubs, then a student-generated research question may be, “What were some of the reasons African Americans migrated to hubs during The Great Migration?” If the topic is Harlem, N.Y., then a student-generated research question may be, “What attracted African Americans to Harlem during The Great Migration?”
- Remind students that everyone will have a research question related to Juneteenth as their first chapter and move beyond Juneteenth in their Chapters 2, 3, and 4, to include ideas/topics that interest them.

Challenge

Research the industries, or jobs in a specific hub that attracted African Americans to live and work there between 1916 and 1970.

Support

Provide students with a few additional minutes to search the Internet to specifically get more information about the cities mentioned to determine which hub they are most interested in learning more about.

MIGRATION HUB RESEARCH (20 MIN.)

- Briefly explain the Internet searching guidelines for students.
- Tell students that they should only type the following things in the search engine:
 1. the words in their research questions
 2. ideas or topics related to their research
 3. names of places, people, and things related to the research questions, ideas, or topics
 - Tell students that anything they type into the search engine should already be in their notes or KWL chart.
 - Tell students that when they locate information, they should write or type notes in their notebooks with the date the information was collected and the research question at the top of the page.
 - Tell students that they will keep up with all articles that they may print or you may demonstrate how to bookmark websites for students. You may write these research guidelines on chart paper to display during this unit.
 - Ask students if they have any questions about the research guidelines.
- After reviewing the research guidelines, allow students to begin using the Internet or classroom library to gather information.
- Facilitate and assist, as needed, with Internet or library research of particular African American hubs mentioned during the lesson or another related topic that students are interested in researching further.

- Students will gather information from the Internet, classroom, or school library on their research topics, using the generated research questions.
- Instruct students to add all information to their notebooks and note sources used for all information gathered, so that they can eventually transfer to a Chapter Two bibliography page.

Activity Page 3.3, Bibliography Page, Chapter 2-4

Chapter Two Research Question:

Type of Source	Title of Source	Source Information
1.		
2.		
3.		
4.		
5.		



Check for Understanding

Ask students to turn to a partner and discuss some reasons for The Great Migration during 1916-1970.

End Lesson

Activity Page 3.3



**ENGLISH
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Writing
Making Inferences

Beginning

Use a map to illustrate the locations of The Great Migration hubs. Allow students to choose a hub on the map that they would like to research further.

Intermediate

Allow students to look for images of the hub locations on the Internet to gauge interest for further research.

Advanced/Advanced High

Have students orally express their reasons for choosing the Great Migration hub they have decided to research further, using the sentence frame, "I am interested in researching _____, because _____."

ELPS 3.G; ELPS 4.D

5

The Great Innovators

PRIMARY FOCUS OF LESSON

Reading

Students will demonstrate understanding of information gathered from the text about African American scientists, inventors, and innovators.

✚ **TEKS 5.6.G; TEKS 5.13.E**

Writing

Students will begin a bibliography and use sources to research contributions of African American scientists, inventors, and innovators.

✚ **TEKS 5.13.C; TEKS 5.13.G; TEKS 5.11.B**

FORMATIVE ASSESSMENT

Activity Page 5.1

The Great Innovators. Students will choose an innovator highlighted in the text that they would like to research further, explaining why their invention or innovation was an important contribution. ✚ **TEKS 5.6.G**

✚ **TEKS 5.6.G** Evaluate details read to determine key ideas; **TEKS 5.13.C** Identify and gather relevant information from a variety of sources; **TEKS 5.13.E** Demonstrate understanding of information gathered; **TEKS 5.13.G** Develop a bibliography.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Introduce the Text	Whole Group	5 min.	<input type="checkbox"/> Student copies of the History.com article: “8 Black Inventors Who Made Daily Life Easier” by Thad Morgan <input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> highlighters for partners <input type="checkbox"/> Exit Ticket
Reading for Information	Partner	25 min.	
Innovator Discussion	Whole Group	10 min.	
Word Work: <i>Patent</i>	Whole Group	5 min.	
Writing (45 min.)			
Innovator Research	Independent	20 min.	<input type="checkbox"/> Activity Pages 3.2, 3.3 <input type="checkbox"/> Projection 7.2
Chapter 1 Drafting: Introductory Paragraph	Whole Group	25 min.	

ADVANCE PREPARATION

Reading

- Ensure each student has access to the following text:
History.com article: “8 Black Inventors Who Made Daily Life Easier” written by Thad Morgan
- Prepare to either print or give students digital access to the texts prior to the lesson.
- Predetermine reading partners.
- Distribute Activity Page 5.1 for students to use during their partner reading of the text.
- Prepare to demonstrate using a search engine to search for “inventor of the portable pencil sharpener” to find John Lee Love.
- For the Word Work discussion, prepare by locating John Lee Love’s patent images by putting the following in a search engine “John Lee Love, patent” and narrowing the search to Images. You may demonstrate this search method for patent and inventor images using other inventor names, i.e., “Sarah Boone, patent”, then narrow the search to Images. Preview the search results before sharing with or projecting to your students.
- Prepare to distribute copies of the Exit Ticket for each student to complete at the end of the reading segment of lesson.

Writing

- Distribute Activity Page 3.3 at the beginning of the writing segment of the lesson.
- Ensure students have their Activity Page 3.2 and Activity Page 1.1 available during this segment.
- Plan for 1:1 computer usage in the school library, computer lab, or classroom so students may conduct independent research.
- Ensure students can either print articles or sources located during their search or digitally bookmark articles to review later for writing.

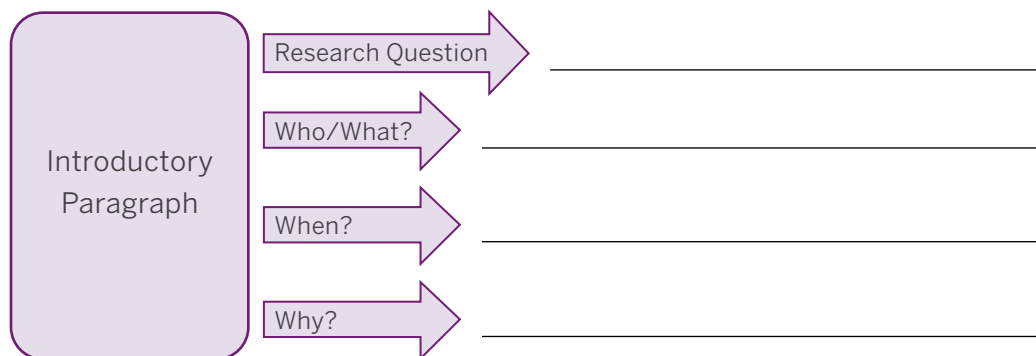
Universal Access

Reading

- Chunk the text for students as needed to aid in focusing on reading one innovator at a time while completing Activity Page 5.1.

Writing

- For the drafting portion of the writing lesson, have students draw a graphic organizer to map out the introductory paragraph of the informational essay for Chapter 1 of the Beyond Juneteenth books.



CORE VOCABULARY

inventions, n. useful new creations or processes

innovators, n. people with new ideas about how something can be done

devices, n. objects, machines, or equipment made for certain purposes

products, n. things made to be sold or used by others

improved, v. made something better

original, adj. first; happening or existing at the beginning

morph, v. to change into something new

patent, n. official document that gives someone permission to be the only creator of something

filament, n. a thin wire in a lightbulb that glows when electricity passes through

Vocabulary Chart for “The Great Innovators”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	filament patent devices	inventions innovators products improved original morph	
Multiple-Meaning	products		
Sayings and Phrases			

Lesson 5: The Great Innovators

Reading



Primary Focus: Students will demonstrate understanding of information gathered from the text about African American scientists, inventors, and innovators. **TEKS 5.6.G; TEKS 5.13.E**

INTRODUCE THE TEXT (5 MIN.)

- Distribute copies of the History.com article “8 Black Inventors Who Made Daily Life Easier,” and explain that students will be learning about African American innovators, scientists, and inventors.
- Ask students if they know what an inventor or innovator is.
- Define an innovator as a person with new ideas about how something can be done.
- Define an inventor as someone who creates something for the first time.
- Tell students that there will be eight people in the text they will read that are known as both inventors and innovators.
- Ask how many students have ever used a portable pencil sharpener.
- Use a search engine to model searching for “inventor of portable pencil sharpener.”
- Demonstrate how information about African American inventor John Lee Love is generated by using a search engine.
- Allow students to see you typing the following words in the search engine, “inventor of the portable pencil sharpener” to find information about John Lee Love.
- Show students an image of John Lee Love and an image of his patent drawing of the portable pencil sharpener.
- Briefly explain that inventors submit applications for patents to the United States Patent and Trademark Office. Tell students that the patent applications must explain the purpose of the invention and include a sketch of the invention to help show how it will work.

Challenge

Have students research an African American inventor, scientist, or innovator who specifically invented or patented an improvement for something that the student may use daily. Teachers may recommend items such as portable pencil sharpener (John Lee Love), ironing board (Elijah McCoy, Sarah Boone), central heating in their home (Alice H. Parker).

Support

Support a small group of students by rereading portions of the text aloud, conferencing with them on their Activity Page 5.1 notes, and assisting them with generating questions.

TEKS 5.6.G Evaluate details read to determine key ideas; **TEKS 5.13.E** Demonstrate understanding of information gathered.

- Tell students that they will be reading to gain information about other African American inventors and innovators who invented products they may use daily. In the article, they will also see images of inventors' drawings of their inventions that they submitted with their patent applications.


READING FOR INFORMATION (25 MIN.)

- Assign reading partners.
- Model reading aloud the first paragraph in the text, write down a date, fact, or detail from your reading.
- Instruct students to read for information, using Activity Page 5.1 to document facts about each innovator/inventor in the text. Students may also wish to add invention dates to an individual timeline as they come up in the text.
- Facilitate, monitor, and work with partners or individual students as needed. After five minutes, have a volunteer read a fact or detail from their Activity Page 5.1.
- Allow students to continue reading for information. After ten minutes, have a volunteer read a fact or detail from their Activity Page 5.1.
- Allow students to continue reading for information. Once the allotted time for the partner reading has ended, get the whole group's attention.

Activity Page 5.1



INNOVATOR DISCUSSION (10 MIN.)

- Allow partners to orally share information gathered from the text about inventors and innovators with the class.
- Tell students to think about one inventor/innovator that they are interested in researching further for their books.
- Have them complete the Activity Page open response for Lesson 5 on the bottom of Activity Page 5.1.
- Tell students they will read an article about more African American inventors, scientists, and innovators during Lesson 6. After students are done searching for information during the next portion of the lesson, you may collect the  Activity Page 5.1 as a formative assessment of **TEKS 5.6.G.**

 **TEKS 5.6.G** Evaluate details read to determine key ideas.

WORD WORK: PATENT (5 MIN.)

1. Today, we will learn more about the word *patent*. The word *patent* is another word for license.
2. Say the word *patent* with me.
3. The word *patent* means a license or government document that excludes others from making, using, or selling one's invention.
4. John Lee Love applied for a patent to protect his portable pencil sharpener invention from being stolen.
5. Have you ever heard of a patent? Why was it important for inventors to get a patent for inventions? If you were an inventor, would you apply for a patent for your invention? Be sure to use the word *patent* when you tell about it. Ask two or three students. If necessary, guide and/or rephrase the students' responses to make complete sentences, "A patent protects an inventor because . . ."
6. What is the word we have been talking about? What part of speech is the word *patent* ?
 - Use a Discussion and Hands-On activity for follow-up. Locate and project a copy of John Lee Love's portable pencil sharpener patent. Have students point out the year on the patent and orally describe the illustration of the invention.



Check for Understanding

Have students turn to a partner and discuss the question, "What does it mean to be an innovator?"



ENGLISH
LANGUAGE
LEARNERS

Reading
Innovator Discussion

Beginning

Have students use the image of John Lee Love and his patent drawing to make a connection between the vocabulary inventor and invention.

Intermediate

Have students discuss their understanding of an innovator using the following sentence starter, "An innovator is someone who ____."

Advanced/Advanced High

Allow students to orally explain their reason for interest in the innovator they would like to research further.

ELPS 2.E; ELPS 3.F

Lesson 5: The Great Innovators

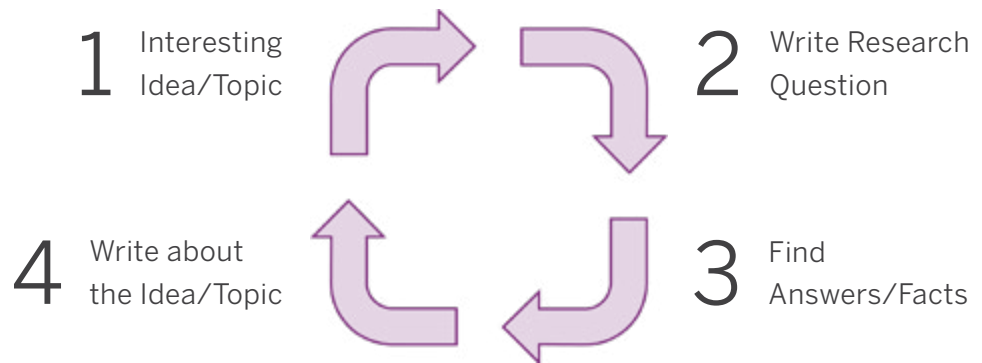
Writing



Primary Focus: Students will begin a bibliography and will use sources to research contributions of African American scientists, inventors, and innovators. **TEKS 5.13.C; TEKS 5.13.G; TEKS 5.11.B**

INNOVATOR RESEARCH (20 MIN.)

- Ask students to tell you the four steps of the research process they will be using for their books. (1) Find an interesting idea/topic, 2) Write a research question, 3) Find answers/facts, 4) Write about the topic/idea. Point to an anchor chart of the research process hanging in the classroom, if a visual reminder is needed.)



- Ask students what step of the process they have already done during this lesson. (1. *Find an interesting idea/topic*)
- Ask students what the next step of their Beyond Juneteenth book research process is. (2. *Write Research Question*)
- Tell students to look over their notes on Activity Page 5.1 and write in their notebooks a research question related to their interest.
- Tell students that once they have a research question, they may use the Internet or library resources to research their chosen inventor/innovator.

TEKS 5.13.C Identify and gather relevant information from a variety of sources; **TEKS 5.13.G** Develop a bibliography.

- Direct students to review the research guidelines posted in your classroom before searching for facts on the Internet.
- Remind students that they will keep all printed articles or digitally save them using a bookmark or other saving procedure you have demonstrated.
- Students will document sources for information gathered on Activity Page 3.3, for a Chapter 3 research question.

Activity Page 3.3, Bibliography Page, Chapter 2-4

Chapter Three Research Question:

Type of Source	Title of Source	Source Information
1.		
2.		
3.		
4.		
5.		



CHAPTER 1 DRAFTING: INTRODUCTORY PARAGRAPH (25 MIN.)

- Have students take out their hard copy or digital notebooks where they will be drafting their essays for Chapter 1.
- Tell students now that they are familiar with the cycle of the research process, they will begin drafting the introductory paragraph for their Chapter 1 informational essays on the Juneteenth topic.
- Allow students to review their Activity Page 3.2 and Activity Page 3.3 where they documented sources for their Chapter 1 essay.

Activity Page 3.2



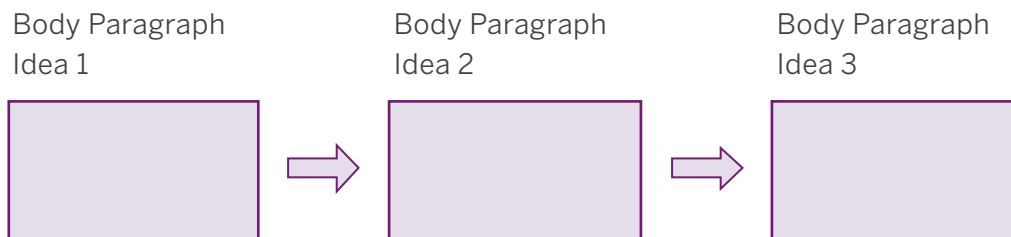
Beyond Juneteenth

Activity Page 3.2, Table of Contents

Use this Activity Page to plan the research for chapters in your Beyond Juneteenth books.

Chapter One	[Research Question]: What is Juneteenth?
Chapter Two	[Research Question]:
Chapter Three	[Research Question]:
Chapter Four	[Research Question]:

- Give students five minutes to look over the Juneteenth row of their KWL to prewrite/brainstorm three ideas that they will discuss in the body of their essays on the Juneteenth research question. Students may write a list of three ideas or draw a sequencing graphic organizer as a visual aid to map out the body ideas 1, 2, and 3.



Informational Writing Template

Topic Sentence (Introduce the topic with the research question.)

What were some contributions of African American inventors from 1865 to the present?

Sentence 2: (Tell the reader who or what the topic is that will help answer the research question.)

John Lee Love, Sarah Boone, and Garrett A. Morgan are three African American innovators who made very useful inventions.

Sentence 3: (Tell the reader a detail related to the when of the topic.)

These inventors all received patents for inventions in the years after General Granger's Juneteenth announcement on June 19, 1865.

Sentence 4: (Tell the reader why this topic is important.)

This is important, because many people still use their inventions today.

- Show students the introductory paragraph of the Informational Writing Template, and tell them that although we will be writing about Juneteenth, they will use the structure in this template for all of their informational essays

Note: Although this writing example uses a research question about inventors, you may use this example to model the structure students will use to write about their Chapter 1 Juneteenth research question.

Challenge

Students will research an interesting fact about General Granger or Galveston, Texas to add to their introductory paragraphs on the Chapter 1 Juneteenth research question.

Support

Ask students to start their introductory paragraphs with the “big picture” or main idea they want readers to know about the Chapter 1 Juneteenth research question.

- Have students draft similar essays using their Juneteenth research questions, after you review the expected structure of the introductory paragraph.
- Explain to students that the introductory paragraph will need to introduce the topic with their research question.
- Ask a few volunteers to read aloud their research questions to the class.
- Have students write their research question to start their introductory paragraphs, telling them that they can revise the way they open with their research question later.
- Explain that the next sentence will tell the reader who or what the topic is in the writing.
- Read the “who/what” sentence from the Informational Writing Template Introductory Paragraph, then have students write their own “who/what” sentence related to the Juneteenth topic.
- Explain that the next sentence in the introduction will tell the reader a detail about when the topic/idea happened. Remind students to use their timelines in their notebooks if they need a date.
- Read the “when” sentence from the Informational Writing Template.
- Have students write their own “when” sentences.
- Tell students that the last sentence in their introductory paragraph will tell the reader why the topic or event is important.
- Read the “why” sentence from the Informational Writing template.
- Have students write their own “why” sentence related to their Juneteenth research question.
- Allow students to continue to use the model as a guide while you walk around and informally assess students’ introductions.
- Provide the support noted in Universal Access, as needed.



Check for Understanding

Ask students to tell you the four parts of the Introductory Paragraph.
(*Research Question, Who/What, When, Why*)

End Lesson



**ENGLISH
LANGUAGE
LEARNERS**

Chapter 1 Drafting Introductory Paragraph

Beginning

Have students draw the graphic organizer in Universal Access to answer the questions: What was Juneteenth?, Who did Juneteenth involve?, Where did Juneteenth take place?, Why was Juneteenth important?, to help with drafting their introductory paragraphs.

Intermediate

Students work with a partner to brainstorm all of the facts they know about Juneteenth before writing their introductory paragraphs.

Advanced/Advanced High

Students take turns discussing the “big picture”: Who, What, Where questions about Juneteenth with a partner. Students synthesize information discussed into an introductory paragraph.

ELPS 3.J; ELPS 5.G

6

More Innovators

PRIMARY FOCUS OF LESSON

Reading

Students will demonstrate understanding of information gathered from the text about African American scientists, inventors, and innovators.

✚ **TEKS 5.6.G; TEKS 5.13.E**

Writing

Students will begin a bibliography and use sources to research contributions of African American scientists, inventors, and innovators.

✚ **TEKS 5.13.C; TEKS 5.13.G**

Students will continue drafting their Chapter 1 informational essay for the *Beyond Juneteenth* book, with teacher assistance.

✚ **TEKS 5.11.A; TEKS 5.11.B.ii**

FORMATIVE ASSESSMENT

Activity Page 5.1

The Great Innovators. Students will choose an innovator highlighted in the text that they would like to research further, explaining why his or her invention or innovation was an important contribution. ✚ **TEKS 5.6.G**

✚ **TEKS 5.6.G** Evaluate details read to determine key ideas; **TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea reflecting depth of thought with specific facts and details; **TEKS 5.13.C** Identify and gather relevant information from a variety of sources; **TEKS 5.13.E** Demonstrate understanding of information gathered; **TEKS 5.13.G** Develop a bibliography.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Introduce the Text	Whole Group	5 min.	<input type="checkbox"/> Student copies of the Biography.com article: “10 Black Inventors Who Changed your Life” by Brad Witter <input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> highlighters for partners <input type="checkbox"/> Exit Ticket
Reading for Information	Partner	30 min.	
Innovator Discussion	Whole Group	10 min.	
Writing (45 min.)			
Innovator Research	Independent	20 min.	<input type="checkbox"/> Activity Pages 3.2, 3.3
Chapter 1 Drafting: Body Paragraphs	Whole Group	25 min.	

ADVANCE PREPARATION

Reading

- Ensure each student has access to the following text: Biography.com article “10 Black Inventors Who Changed your Life” by Brad Witter.
- Prepare to either print or give students digital access to the texts prior to the lesson.
- Predetermine reading partners.
- Distribute Activity Page 5.1 for students to use during their partner reading of the text.
- Prepare to distribute copies of the Exit Ticket for each student to complete at the end of the reading segment of the lesson.

Writing

- Distribute Activity Page 3.3 at the beginning of the writing segment of the lesson.
- Ensure students have their Activity Page 3.2 and Activity Page 1.1 available during this segment.
- Plan for 1:1 computer usage in the school library, computer lab, or classroom so students may conduct independent research.
- Prepare to review the following Internet research guidelines and to monitor students on computers:
 - When searching the Internet, students will only type the following in the search engine:
 1. the words in their research questions
 2. ideas or topics related to their research questions
 3. names of places, people, and things related to the research questions, ideas, or topics.
- Ensure students can either print articles or sources located during their search or digitally bookmark articles to review later for writing.

Universal Access

Reading

- Chunk the text for students as needed to aid in focusing on reading one innovator at a time while completing Activity Page 5.1.
- Review and provide scaffolds, such as illustrations and images for the vocabulary in this lesson, as needed, to support reading comprehension for students.

Writing

- For the drafting portion of the writing lesson, have students draw a graphic organizer to map out the introductory paragraph of the informational essay for Chapter 1 of the Beyond Juneteenth books.

Body Paragraph
Idea 1



Fact 1: _____

Fact 2: _____

Fact 3: _____



Body Paragraph
Idea 2



Fact 1: _____

Fact 2: _____

Fact 3: _____



Body Paragraph
Idea 3



Fact 1: _____

Fact 2: _____

Fact 3: _____

CORE VOCABULARY

loophole, n. an error in the way the law or contract is written making it legal to disobey

circumvent, v. to get around something in clever or creative way

suppression, n. something that holds another back

ownership, n. the state of owning something

intellectual property, n. an idea, invention, or creation that starts in someone's mind

genius, n. a person with rare talent or intelligence

entrepreneur, n. a person who starts their own business

cosmetics, n. substances used for the face, hair, or body to improve appearance

recipient, n. one who receives something

abolitionist, n. a person who actively opposed and worked to end slavery

mechanism, n. a mechanical part or group of parts used to help a device work

design, n. a plan for the way something will look, happen, or be made

Vocabulary Chart for “More Innovators”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	loophole	circumvent suppression ownership genius entrepreneur cosmetics recipient abolitionist mechanism design	
Multiple-Meaning	design		
Sayings and Phrases	intellectual property		

Lesson 6: More Innovators

Reading



Primary Focus: Students will demonstrate understanding of information gathered from the text about African American scientists, inventors, and innovators.

TEKS 5.6.G; TEKS 5.13.E

Support

Support a small group of students by rereading portions of the text aloud, conferencing with them on their Activity Page 5.1 notes, and assisting them with generating questions.

Challenge

Have students research an African American inventor, scientist, or innovator who specifically invented or patented an improvement for something that the student may have seen on the way to school or in the school. Teachers may recommend items such as a traffic light (Garrett A. Morgan), automatic elevator door (Alexander Miles), or fire extinguisher (T.J. Marshall).

INTRODUCING THE TEXT (5 MIN.)

- Distribute copies of the Biography.com article “10 Black Inventors Who Changed Your Life,” and explain that students will continue learning about African American innovators, scientists, and inventors.
- Tell students that there will be nine people in this article, some that they read about in the Lesson 5 article and others who may be new to them.
- Ask students what they remember from Lesson 5 about patents.
- Tell students that they will learn more about patents as sources of information for them as researchers.

READING FOR INFORMATION (30 MIN.)

- Assign reading partners.
- Instruct students to read for information, using Activity Page 5.1 to document facts about each innovator/inventor highlighted in the text. Students may also wish to add invention dates to their timelines as they come up in the text.
- Facilitate and work with partners or individual students as needed.

TEKS 5.6.G Evaluate details read to determine key ideas; **TEKS 5.13.E** Demonstrate understanding of information gathered.

Activity Page 5.1, The Great Innovators



The Great Innovators	DATES, FACTS, and DETAILS
1) Sarah Boone	
2) Mary Van Brittan Brown	
3) Garrett A. Morgan	
4) Frederick McKinley Jones	
5) Alexander Miles	
6) James E. West	
7) Lewis Latimer	
8) Mark Dean	
9) Madam C. J. Walker	
10) Thomas L. Jennings	
11) Dr. Patricia Bath	
12) Elijah McCoy	
13) Alice H. Parker	
14) Charles B. Brooks	
<p>Lesson 5 After reading the article “8 Black Inventors Who Made Daily Life Easier,” choose an innovator in the article that you would like to research further, explaining why their invention or innovation was an important contribution.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Lesson 6 After reading the article “10 Black Inventors Who Changed Your Life,” choose an innovator in the article that you would like to research further, explaining why their invention or innovation was an important contribution.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Beginning

Have students use the image of Sarah Boone and her patent drawing to make a connection between the vocabulary inventor and invention.

Intermediate


Have students discuss one innovator from the text in detail.

Advanced/Advanced High

Allow students to orally explain how one of the innovators made something they use.

ELPS 2.E; ELPS 3.F

INNOVATOR DISCUSSION (10 MIN.)

- Allow partners to orally share information gathered from the text about inventors and innovators with the class.
- Tell students to think about one inventor/innovator that they are interested in researching further for their books.
- Have them complete the Activity Page open response for Lesson 6 on the bottom of Activity Page 5.1. After students are done searching for information during the next portion of the lesson, you may collect the Activity Page 5.1 as a  formative assessment of **TEKS 5.6.G**



Check for Understanding

How did some of the innovator's designs and inventions change our lives?

Lesson 6: More Innovators

Writing



Primary Focus: Students will begin a bibliography and use sources to research contributions of African American scientists, inventors, and innovators.

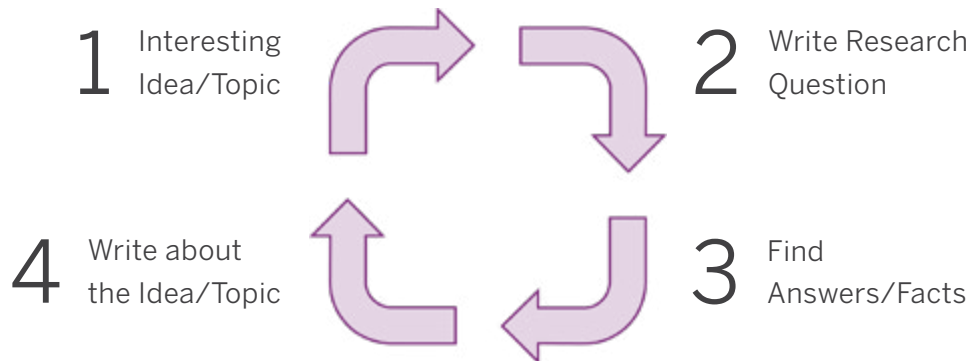
✚ **TEKS 5.13.C; TEKS 5.13.G**

Students will continue drafting their Chapter 1 informational essay for the Beyond Juneteenth book, with teacher assistance.

✚ **TEKS 5.11.A; TEKS 5.11.B.ii**

INNOVATOR RESEARCH (20 MIN.)

- Remind students of the research process they will be using to continually collect information for their research books. Point to an anchor chart of the research process hanging in the classroom.



- Tell students that they have completed another open response about an interest in researching an innovator.
- Ask students to share what inventor or innovator they are interested in researching and why.
- Tell students to look over their notes on Activity Page 5.1 to decide if they will keep the research question they have written in Lesson 5 or revise their question to include an innovator they learned about in this lesson.

✚ **TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea reflecting depth of thought with specific facts and details. **TEKS 5.13.C** Identify and gather relevant information from a variety of sources; **TEKS 5.13.G** Develop a bibliography.

- Tell students that once they have finalized their research question for Chapter 3 of their books, they may use the Internet or library resources to research their chosen inventor/innovator.
- Direct students to review the research guidelines posted in your classroom before searching for facts on the Internet.
- Remind students that they will keep all printed articles or digitally save them using a bookmark or other saving procedure you have demonstrated.
- Students will document sources for information gathered on Activity Page 3.3, for a Chapter Three research question.

Activity Page 3.3, Bibliography Page, Chapter 2-4

Chapter Three Research Question:

Type of Source	Title of Source	Source Information
1.		
2.		
3.		
4.		
5.		

CHAPTER 1 DRAFTING: BODY PARAGRAPHS (25 MIN.)

- Have students take out their hard copy or digital notebooks for drafting and open to where they stopped drafting the introductory paragraph in Lesson 5.
- Tell students now that they have started the introductory paragraphs, they will begin drafting the body paragraphs for their Chapter 1 informational essays on the Juneteenth topic.
- Allow students to review their Activity Page 3.2 for the Chapter One research question and Activity Page 1.1 where they documented sources for their Chapter One essay.

Beyond Juneteenth

Activity Page 3.2, Table of Contents

Use this Activity Page to plan the research for chapters in your Beyond Juneteenth books.

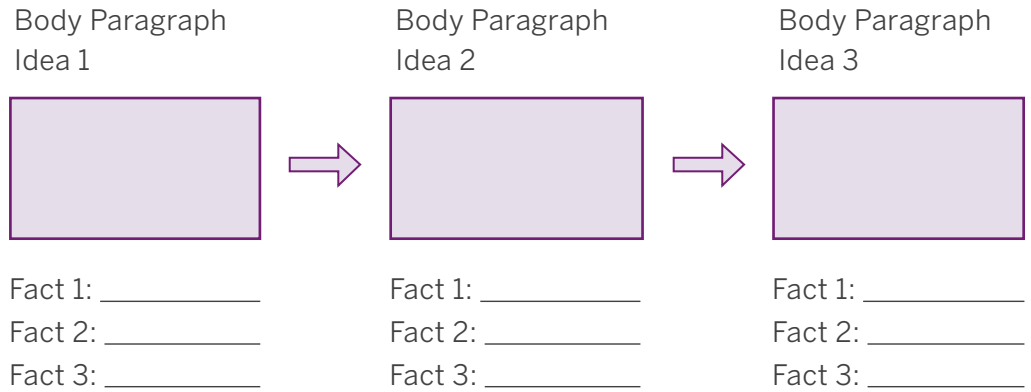
Chapter One	[Research Question]: What is Juneteenth?
Chapter Two	[Research Question]:
Chapter Three	[Research Question]:
Chapter Four	[Research Question]:

Activity Page 3.3, Bibliography Page, Chapter 2-4

Chapter Two Research Question:

Type of Source	Title of Source	Source Information
1.		
2.		
3.		
4.		
5.		

- Allow students to review, once again, on their Juneteenth row of their KWL the three ideas that they will discuss in the body of their essays on the Juneteenth research question. Students either wrote a list of the three ideas or drew a sequencing graphic organizer as a visual aid to map out the body ideas 1, 2, and 3. Give students ten minutes to add three facts related to each idea from their notes, KWL, or reading.



- Walk around the room to assist and monitor student progress as needed.
- Show students the body paragraphs of the Informational Writing Template, and tell them that although we will be writing about Juneteenth, they will use the structure in this template for all of their informational essays.
- Tell students that we will add transition words in a later lesson.

Body Paragraph 1: (Add transition word here)

Idea 1 Topic Sentence: John Lee Love is known for inventing the portable pencil sharpener.

- Fact and Supporting Detail, citing source [According to the (name of website or author of article), John Lee Love applied for the patent in 1897.]
- Fact and Supporting Detail, citing source [An article in (name of magazine newspaper, or website) tell us that . . ."]
- Fact and Supporting Detail, citing source [A copy of his patent can even be found on (name of website)].
- Why is the idea important? [Over one hundred years later, people still use and have improved upon John Lee Love's original portable pencil sharpener design.]

Body Paragraph 2: (Add transition word here)

Idea 2 Topic Sentence: Sarah Boone made ironing clothes easier for everyone with her patented improvements to the ironing board.

- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source

Body Paragraph 3: (Add transition word here)

Idea 3 Topic Sentence: Garrett A. Morgan is an African American inventor who contributed to America with his invention of the traffic light and other safety innovations.

- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source

Challenge

Students research an interesting fact about Galveston, Texas to add to one of the body paragraphs on the Chapter 1 Juneteenth research question.

Support

Chunk the drafting assignment for students by having them check with you after each fact or detail sentence is written, or each body paragraph is written, based on individual needs.

- Have students draft similar essays using their Juneteenth research questions, after you review the expected structure of the introductory paragraph.
- Explain to students that for the body paragraphs, students will need to write their prewritten idea into a complete topic sentence that tells the reader what each paragraph is about.
- Allow students to turn their Ideas 1, 2, and 3 into separate topic sentences for each body paragraph, using the template as a model. (Allow at least five minutes and adjust if students need additional time to complete.)
- Explain that they will use the remainder of the time to take their ideas from prewriting and develop those ideas/facts into sentences for each body paragraph, as indicated on the template.
- Read the Body Paragraph 1 sentences to students.
- Allot time for students to write the first body paragraph (facts and details sentences). (Allow at least five minutes and adjust if students need additional time to complete.)
- Walk around and monitor progress, conferring with students as needed.
- After the allotted time, check for understanding by having a few student volunteers read their Body Paragraph 1 aloud.
- Tell students they will repeat this process for body paragraphs two and three, while you monitor student progress. (Adjust time as needed for students to engage this writing process.)
- Allow students to continue to use the model as a guide while you provide immediate feedback to students, based on their needs.



Check for Understanding

Ask students to tell you how the body paragraphs are set up. (*topic sentence about an idea, with three separate fact/detail sentences.*)

End Lesson



**ENGLISH
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Chapter 1 Drafting Body Paragraphs

Beginning

Have students draw the graphic organizer in Universal Access to answer the questions: What is Idea 1? Tell me a fact about Idea 1. What is Idea 2? Tell me a fact about Idea 2. What is Idea 3? Tell me a fact about Idea 3.

Intermediate

Students work with a partner to discuss their Ideas 1, 2, and 3 for their Chapter One essay.

Advanced/Advanced High

Students read their graphic organizer to the teacher before taking it off of the map to draft sentences.

ELPS 3.J; ELPS 5.G

7

Inquiry, Research, and Composition

PRIMARY FOCUS OF LESSON

Reading

Students will analyze texts and primary sources to gather information about African American scientists, inventors, and innovators.

✚ **TEKS 5.6.I; TEKS 5.13.D**

Writing

Students will compose a draft of informational writing based on inquiry and research.

✚ **TEKS 5.12.B**

FORMATIVE ASSESSMENT

Exit Ticket

Write three facts gathered from your research about a chosen African American scientist, inventor, or

✚ innovator. **TEKS 5.6.I**

✚ **TEKS 5.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down; **TEKS 5.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; **TEKS 5.13.D** Understand credibility of primary and secondary sources.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (40 min.)			
Rereading for Information	Independent	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Student copies of the History.com article: “8 Black Inventors Who Made Daily Life Easier” by Thad Morgan <input type="checkbox"/> Student copies of the Biography.com article: “10 Black Inventors Who Changed Your Life” by Brad Witter
Research: Patents as Primary Sources	Independent	25 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Projection 7.1
Writing (50 min.)			
Drafting Conclusion Paragraph	Independent	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Projection 1.3
Chapter 1 Informational Essay Drafting and Revising	Whole Group	30 min.	

ADVANCE PREPARATION

Reading

- Ensure students have access to both articles to reread independently while reviewing their notes:
 - History.com article: “8 Black Inventors Who Made Daily Life Easier” by Thad Morgan
 - Biography.com article: “10 Black Inventors Who Changed Your Life” by Brad Witter
- Ensure students have their Activity Page 5.1 available to use during their rereading of the text.
- Prepare to demonstrate locating patents for students by putting the following in a search engine, “John Lee Love, patent,” and narrowing the search to Images. You may demonstrate this search method for patent and inventor images using other inventor names, i.e. “Sarah Boone, patent,” then narrow the search to Images. Preview the search results before sharing with or projecting to your students.
- Students should have their individual 1865 to Present Timeline available during the reading segment to add dates and facts as they are located across texts.
- Prepare a projected or printed patent of a John Lee Love African American inventor for students to review.
- Prepare to distribute copies of the Exit Ticket for each student to complete at the end of the reading segment of lesson.

Writing

- Plan for 1:1 computer usage in the school library, computer lab, or classroom so that students may conduct research using the Internet.
- Prepare to review the following Internet research guidelines and to monitor students on computers:
 - When searching the Internet, students will only type the following in the search engine:
 1. the words in their research questions
 2. ideas or topics related to their research questions
 3. names of places, people, and things related to the research questions, ideas, or topics.
- Ensure students can either print articles or sources located during their search or save articles in a digital folder to review later for writing.
- Prepare to display an anchor chart of the teacher drafted informational writing model started in Lessons 5 and 6.

Universal Access

Reading

- Allow students to copy the Projection 7.1 in their notebooks, if needed.

Writing

- Chunk, or segment the graphic organizers used as needed to support students during the drafting process.

CORE VOCABULARY

artifact, n. an object or document made by people in the past

primary source, n. object, document, speech, or art created by or involving someone who participated or witnessed the events

secondary source, n. object, document, speech, or art created by or involving someone other than the subject.

Vocabulary Chart for “Inquiry, Research, and Composition”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	artifact primary source secondary source		
Multiple-Meaning			
Sayings and Phrases			

Lesson 7: Inquiry, Research, and Composition

Reading




Primary Focus: Students will analyze texts and primary sources to gather information about African American scientists, inventors, and innovators.

 **TEKS 5.6.I; TEKS 5.13.D**

REREADING FOR INFORMATION (15 MIN.)

- Distribute Activity Page 5.1 that you collected from students during Lesson 6.
- Have students take out their copies of both articles, “8 Black Inventors Who Made Daily Life Easier” and “10 Black Inventors Who Changed Your Life.”
- Explain that students will be independently rereading sections of both texts that are relevant to their research interest.
- Tell students to use this review of text and notes to think more deeply about what they want to know.
- Tell students they may also take this time to review the information gathered on their research question for Chapter 3 of their books.
- Facilitate, monitor, and check for understanding of the task while students reread and annotate independently.

 **TEKS 5.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down; **TEKS 5.13.D** Understand credibility of primary and secondary sources.

RESEARCH: PATENTS AS PRIMARY SOURCES (25 MIN.)

- Begin this segment of the lesson by explaining primary and secondary sources to students.
- Display Projection 7.1, Primary and Secondary T-Chart

➤ Projection 7.1: Primary and Secondary T-Chart

Primary Sources	Secondary Sources
<ul style="list-style-type: none"><input type="checkbox"/> diary/journal<input type="checkbox"/> speech<input type="checkbox"/> interview<input type="checkbox"/> original artwork, sketches, or drawings<input type="checkbox"/> photographs<input type="checkbox"/> video recording<input type="checkbox"/> actual words of the subject or witnesses<input type="checkbox"/> patents<input type="checkbox"/> autobiographies	<ul style="list-style-type: none"><input type="checkbox"/> informational books and articles<input type="checkbox"/> newspapers<input type="checkbox"/> words written after a historical event<input type="checkbox"/> biographies<input type="checkbox"/> second-hand facts on a website

- Tell students that a primary source includes information that is a first-hand account, created by or involving someone who participated or witnessed the events.
- Further explain by telling students that primary sources include actual work or documents the person created or is personally involved in, such as art, photographs, interviews, and other artifacts.
- Remind them about the Emancipation Proclamation transcript they read and paraphrased excerpts from in Lesson 2.
- Ask students, “If you were studying President Lincoln during the time he wrote the Emancipation Proclamation, what primary source could you use?” (*a copy of the Emancipation Proclamation as a primary source, since he wrote it himself*)
- Ask students to tell you what type of primary source would that be from Projection 7.1, Primary and Secondary Sources T-Chart. (*actual words of the subject or witnesses*)

- Ask students, “What primary sources have we seen of the inventors we studied?” (*patents with their own drawings of their inventions*)
- Tell students that primary sources are like having a piece of history that you can actually hold, hear, or see.
- Tell students that a secondary source is a second-hand account created by or involving someone other than the subject (*websites, books, and articles*).
- Explain that secondary sources are like the things we hear, read, and see from the account of another person like a researcher, writer, or historian.
- Use the following questions to check for understanding:
 - Would a copy of a personal diary entry written by your inventor be a primary or secondary source? (*primary*)
 - Would the book containing that copy of a diary entry be a primary or secondary source? (*secondary*)
 - Would a video recording of your inventor giving a presentation on their invention be a primary or secondary source? (*primary*)
 - Would an article that describes a presentation given by your inventor be a primary or secondary source? (*secondary*)
- Ask students what type of Primary Source from T-Chart would be related to the inventors we have studied. (*patents*)
- Tell students that they will be using the Internet to research patents of the innovator they have written a research question on or are interested in learning more about.
- Ask students if they recall how to find a patent image on the Internet. (*typing Inventor Name, patent, and clicking “Images”*)
- Tell students that they will be searching for patents as primary sources of information for their inventors, since the inventors themselves illustrated the plans and described the purpose of their inventions on their patents.
- Review the Internet research guidelines and plan to monitor students on computers.
- Remind students to document the website where the patent is located in their hard copy or digital notebooks to add to their bibliographies later.
- Allow students to go to computers to use search engines as directed (typing Inventor Name, patent, and clicking “Images”) to gather information on a patent submitted by the inventor/innovator they have chosen to research further for their books.

Challenge

Have students share their research findings for an African American innovator who is responsible for several inventions. Students will show the class at least two of the innovator’s patents as primary sources they have located for research.

Support

Work individually or in small groups with students who need assistance writing a paragraph about the patent they have located.

**ENGLISH
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Research Patents as Primary Sources

Beginning

Have students review and discuss the Primary and Secondary sources T-Chart to give an example of one type of source from each list that they have used in research. (i.e., photographs and articles, patents and books)

Intermediate

Have students explain the difference between a primary source and a secondary source using sentence starters such as “If a source is primary, it _____.” “If a source is secondary, it _____.”

Advanced/Advanced High

Have the students partner with another student to ask, “How do you know when a source is primary?” and “How do you know when a source is secondary?” Each student takes a turn answering each question in their own words.

ELPS 4.D; ELPS 3.F;

ELPS 4.G

- Have students analyze each patent, identifying the year it was issued and description of the invention.
- Have students add the year of the patent to their individual timelines.
- Instruct students to write a brief paragraph about the patent they have located to include the year, description, and purpose of the invention.



Check for Understanding

Have students turn to a partner and explain the difference between a primary and secondary source.

Lesson 7: Inquiry, Research, and Composition

Writing



Primary Focus: Students will compose a draft of informational writing based on inquiry and research. **TEKS 5.12.B**

DRAFTING CONCLUSION PARAGRAPH (20 MIN.)

- Have students take out their hard copy or digital notebooks for drafting and open to where they stopped drafting the body paragraphs in Lesson 6.
- Tell students that now they have drafted body paragraphs, they will begin drafting the conclusions for the Chapter 1 informational essays on their Juneteenth research question.
- Allow students to review their Activity Page 3.2 for the Chapter One research question and Activity Page 1.1 where they documented sources for their Chapter One essay.

Beyond Juneteenth

Activity Page 3.2, Table of Contents

Use this Activity Page to plan the research for chapters in your Beyond Juneteenth books.

Chapter One	[Research Question]: What is Juneteenth?
Chapter Two	[Research Question]:
Chapter Three	[Research Question]:
Chapter Four	[Research Question]:

Activity Pages
1.1 and 3.2



TEKS 5.12.B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

Activity Page 1.1, Bibliography Page, Chapter 1

Chapter One Research Question:

Type of Source	Title of Source	Source Information
1.		
2.		
3.		
4.		
5.		

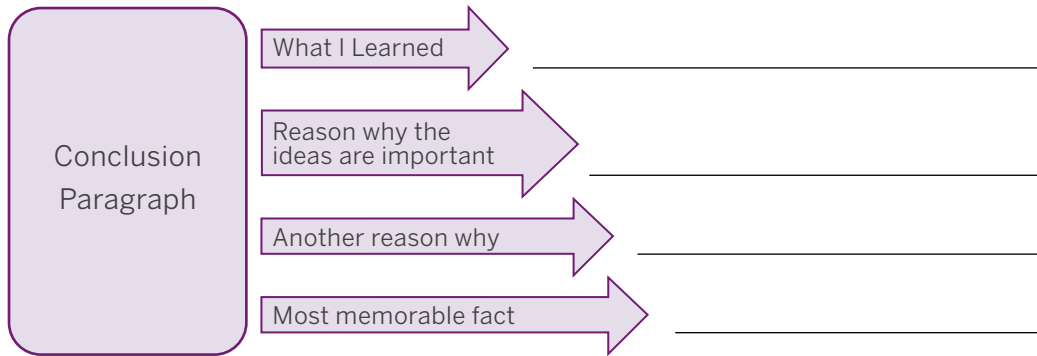
- Allow students to review the introduction and body paragraphs they have drafted in Lessons 5 and 6.
- Give students five minutes to read their introduction and body paragraphs aloud to themselves or a partner.
- Walk around the room to assist and monitor student progress as needed.
- After five minutes, show students the conclusion paragraph of the Informational Writing Template, and tell them that although we will be writing about Juneteenth, they will use the structure in this template for all of their informational essays.

Conclusion Paragraph:

Concluding Sentence: [Tell what you learned or want others to learn from your research.] As you have read, these African American inventors made important contributions to society.

- [Tell the reader why this is important information.] This is important information for others to know, because we don't often hear about these inventors in history.
- [Tell the reader another reason why this is important information.] It is also good to know about these inventors, because we use many of their inventions in our daily lives.
- [Tell the reader the most memorable fact you learned about the idea/topic.] I will always remember Garrett A. Morgan when my mom stops at a traffic light while driving me to school.

- Allow students to draw the following map in their notebooks as you explain the purpose of each sentence in the Conclusion Paragraph.



- Draw the map on a board or chart paper as you explain the following:
 - The topic sentence in the concluding paragraph will tell the reader what you have learned as a researcher. Read the topic sentence example from the Informational Writing Template aloud.
 - The next sentence gives a reason why the ideas are important. Read the “Reason Why” sentence example from the Informational Writing Template aloud.
 - The third sentence gives another reason why the ideas are important. Read the “Another Reason Why” sentence example from the Informational Writing Template aloud.
 - In the example, the last sentence tells your reader a fact that was most memorable to you as a researcher. Read the “ Memorable Fact” sentence from the Informational Writing Template aloud.
 - Be sure to tell students that their last sentence could be written in other ways to bring their writing to a close. Give your students the following options for the last sentence of their conclusion paragraph:
 - The last sentence could also tell the reader what they want to learn more about. For example, students could conclude the template example by writing, “I would like to learn more about the ways African American inventions made life easier for others.”
 - Or, they could rephrase the research question as a concluding statement. For example, students could conclude the template example by writing, “As you can see, there were many contributions of African American inventors from 1865 to present that have affected all American citizens.”
- Give students five minutes to pre-write a conclusion paragraph for their Chapter One informational essay about the Juneteenth research on their notebook drawings of the graphic organizer.

Challenge

Have students integrate vocabulary they have learned so far in the unit into their Chapter 1 drafts.

Support

Work with students who are still struggling with drafting Chapter 1 by helping them turn their prewritten graphic organizers into complete sentences.

- Explain to students that for the conclusion paragraphs, students will need to write their mapped conclusion paragraphs into complete sentences to draft a conclusion for their essays. Model this for students by reading aloud the conclusion paragraph of the writing template below.

Conclusion Paragraph:

Concluding Sentence: [Tell what you learned or want others to learn from your research.] As you have read, these African American inventors made important contributions to society.

- ❑ [Tell the reader why this is important information.] This is important information for others to know, because we don't often hear about these inventors in history.
- ❑ [Tell the reader another reason why this is important information.] It is also good to know about these inventors, because we use many of their inventions in our daily lives.
- ❑ [Tell the reader the most memorable fact you learned about the idea/topic.] I will always remember Garrett A. Morgan when my mom stops at a traffic light while driving me to school.

- Allow students to draft conclusions using the graphic organizers and informational writing templates as they have done for the introduction and body paragraphs, without as much 1:1 modeling for taking each sentence off of the map for drafts.
- Tell students they will have fifteen minutes to draft the conclusion portions of their essays beneath the body paragraphs they have written in their hard copy or digital notebooks.
- Allow students to continue to use the model as a guide while you monitor and provide feedback to students, based on their needs.
- Allow a few student volunteers to read their completed conclusion paragraph aloud to the class.

CHAPTER 1 INFORMATIONAL ESSAY: REVISING (30 MIN.)

- Project and review Projection 1.3 introduced to students in Lesson 1.

➤ Projection 1.3: Informational Writing Rubric

	Advanced	Proficient	Basic
Ideas	The writing draft has a clear purpose in the form of a research question, clear ideas with facts and details, using varied word choice.	The writing draft has a clear purpose in the form of a research question, clear ideas with facts and details.	The writing draft does not have a clear purpose in the form of a research question, clear ideas, or facts and details.
Organization	The writing draft is organized using an introduction, at least four transitions (to open, connect, and close) as well as transitions within the body paragraphs.	The writing draft is organized using an introduction, at least four transitions (to open, connect, and close), and a conclusion.	The writing draft is not organized using an introduction, at least four transitions (to open, connect, and close), and a conclusion.
Conventions	The writing draft uses complete sentences, correct spelling, punctuation, and capitalization of proper nouns.	The writing draft uses complete sentences, correct spelling, capitalization, or punctuation.	The writing draft does not use complete sentences, correct spelling, capitalization, or punctuation.

- Congratulate your students for drafting Chapter One of their Beyond Juneteenth books.
- Tell students that they will use this rubric to revise by making sure they have added everything in the Proficient column first, then add any components that will make their writing advanced.
- Explain that revising writing involves adding or removing to help improve their ideas and organization, such as varying sentence types and adding transitions to connect thoughts.
- Allow students to work independently on their drafts, using the writing rubric to self-assess and revise their own work.



Chapter 1
Informational Essay
Drafting and Revising

Beginning

Have students use graphic organizers to draft their informational essays in a small cooperative learning group.

Intermediate

Have students check their drafts against the projected exemplar again, and provide 1:1 support for additional guidance.

Advanced/Advanced High

Have students read aloud information they wrote on the graphic organizers to a partner for cooperative learning. Students will give each other feedback about correct English usage before drafting.

ELPS 1.C; ELPS 3.E

- Monitor the independent progress of students to determine those who may need teacher guidance or additional time to finish drafting paragraphs from their notes.
- Facilitate and confer with students while they are writing to determine their pace, progress, and instructional needs in the writing process.
- Tell students that this is a first draft that will be edited later in the unit.
- Remind students that they will be using their research plan (Table of Contents) to map and plan out Chapters 2, 3, and 4 of their Beyond Juneteenth books as they progress through the unit, using the Convention section of the rubric.
- Tell students that they will also be drafting the Chapters 2, 3, and 4 essays independently now that they have had guidance in drafting their Chapter 1 essays for their books.



Check for Understanding

Ask students, “How do you feel about your progress on Chapter 1?” Have students give you a color code (Red, Green, or Yellow) to signify their progress towards Chapter 1 draft completion.

End Lesson

8

Education Matters

PRIMARY FOCUS OF LESSON

Reading

Students will evaluate details and determine key ideas in the text.

✚ **TEKS 5.6.G**

Writing

Students will use writing to explore and discuss specific ideas in the text.

✚ **TEKS 5.7.G; TEKS 5.13.F**

FORMATIVE ASSESSMENT

Exit Ticket

List three details you learned about Ruby Bridges in the text that help explain why the passage is titled “Walking

✚ Tall.” Explain. **TEKS 5.7.G**

✚ **TEKS 5.6.G** Evaluate details read to determine key ideas; **TEKS 5.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 5.13.F** Differentiate between paraphrasing and plagiarism when using source materials.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (40 min.)			
Introduce the Text	Whole Group	5 min.	<input type="checkbox"/> Student copies of ReadWorks passage Grade 4, "Walking Tall" <input type="checkbox"/> Individual KWL charts <input type="checkbox"/> printed Exit Ticket for each student
Independent Reading	Independent	20 min.	
Discussion of Text	Independent	15 min.	
Writing (50 min.)			
Summarizing Text	Independent	25 min.	<input type="checkbox"/> Activity Page 8.1
Inquiry and Research Development	Whole Group	25 min.	

ADVANCE PREPARATION

Reading

- Ensure each student has access to the following text: Grade 4: 799 Words, ReadWorks passage “Walking Tall.”

Note: There is another “Walking Tall” passage on ReadWorks about Ruby Bridges that is a Grade 3, 376 Words passage. This is not the text used in this lesson. However, you may opt to access that version to differentiate as needed with your students.

- Prepare to either print or give students digital access to the text prior to the lesson.
- Find and display a map of the United States of America for students to locate the setting of the text.
- Ensure that students have their KWL charts available to add questions about things they want to know, or wonder about, and learned information before, during, and after reading the text.
- Print copies of the Exit Ticket for each student to complete at the end of the reading segment of lesson.

Writing

- Provide each student with a highlighter to use for the summarizing text portion of the lesson.
- Prepare to display Projection 8.1, Education Contributors or recreate the list on an anchor chart to remain on display in the classroom after this lesson.
- Plan for 1:1 computer usage in the school library, computer lab, or classroom so students may conduct independent research.
- Prepare to review the following Internet research guidelines and to monitor students on computers:
 - When searching the Internet, students will only type the following in the search engine:
 1. the words in their research questions
 2. ideas or topics related to their research questions
 3. names of places, people, and things related to the research questions, ideas, or topics.
- Ensure students can either print articles or sources located during their search or digitally bookmark articles to review later for writing.

Universal Access

Reading

- Chunk the passage into sections for students, as needed.

Writing

- Scaffold Activity Page 8.1 by having students identify key words in each topic sentence.

CORE VOCABULARY

uproar, n. a loud, confusing disturbance

protest, n. a demonstration of disagreement or disapproval of something

efforts, n. all of the work put in to accomplish something

summarize, v. to retell information in a text using fewer words

Vocabulary Chart for “Education Matters”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	summarize	uproar protest efforts	
Multiple-Meaning			
Sayings and Phrases			

Lesson 8: Education Matters

Reading



Primary Focus: Students will evaluate details and determine key ideas in the text.

✚ **TEKS 5.6.G**

INTRODUCE THE TEXT (5 MIN.)

- Distribute copies of the ReadWorks passage “Walking Tall” to each student.
- Display a map of the United States and tell students that the passage they will read takes place in New Orleans, Louisiana.
- Point to Louisiana on the map of the United States. Ask the students, “What other states are surrounding Louisiana?” (*Student answers should include Texas, Arkansas, Oklahoma, and Mississippi.*)
- Explain to students that the setting of this passage is not far from Texas, and the passage tells the true story of a student who was also in elementary school at the time. Ask students to keep this connection in mind as they read the passage.
- Instruct students to take out their individual KWL charts.
- Tell students that this lesson will help them as researchers to focus on the importance of education and the contributions of African Americans in the education field, so they will be completing the Education row on their KWL charts while reading the passage.
- Ask students, “What is education? Do you think education is important?” Allow students to answer.
- Tell students that while reading, they will write down any questions they want to know the answers to in the Know column, anything they are wondering about education in the Wonder column, and any information they learned or want to learn about education in the Learn column.
- Remind students to make a note of any important dates they may learn while reading the text.

✚ **TEKS 5.6.G** Evaluate details read to determine key ideas.

INDEPENDENT READING (20 MIN.)

- Allow students fifteen minutes to read the ReadWorks passage independently.
- Facilitate and monitor to preview student entries on their individual KWL charts while reading.
- Pull aside individual or small groups of students that may need additional support.
- Use the last five minutes of this portion of the lesson to have students share information they have added to the Education row of their individual KWL charts.
- Remind students that a question that they wrote in their Know columns could become a research question for an Education chapter of their Beyond Juneteenth books.
- Allow students to circle one question that could be a research question for an education topic in their Beyond Juneteenth books, before moving on to a whole group discussion of the passage.

DISCUSSION OF TEXT (15 MIN.)

- Allow various students to answer the following comprehension questions in a whole group discussion of the text.
 1. **Literal.** What grade was Ruby Bridges in when she went to school that first day? (*Grade 1*)
 2. **Literal.** What happened on November 4, 1960? (*Ruby became the first African American student to attend an all-white school in the South.*)
 3. **Literal.** How did Ruby's school change by the time she was in Grade 2? (*no more angry mobs outside, other African American students in her class*)
 4. **Inferential.** How do you imagine Ruby felt as she walked towards the front door of the school? (*Answers will vary, but may include: afraid, proud, excited.*)
 5. **Inferential.** What does it mean in the passage when it says, Ruby walked "into history books" when she walked into school that day in 1960? (*She has been written about in history books.*)
 6. **Inferential.** Do you think Ruby's experience in 1960 changed the way students are educated today? Explain. (*Answers will vary but may include changes such as integration of schools.*)

Challenge

Have students turn to a partner to discuss a connection they may have made with Ruby Bridges and an experience they have had when they had to “walk tall” in the way the author meant it in the text.

Support

Have students list three emotions that might be connected to “walking tall.” Ask how someone usually feels when they are “walking tall.”

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Discussion of Text

Beginning

Have students repeat the walking tall and slumped over demonstrations in a small group for discussion of the author’s “Walking Tall” meaning.

Intermediate

Have students complete the sentence frame, Ruby Bridges was walking tall, because _____.

Advanced/Advanced High

Have students use one sentence to tell why the author named the text “Walking Tall.”

ELPS 3.H; ELPS 4.F

7. **Inferential.** Why do you think Ruby spent her first day in the principal’s office if she was not in trouble? (*for her safety*)

8. **Evaluative.** Tell students to think about and explain reasons the author may have titled the passage, “Walking Tall.” (*Answers will vary but may include the pride that Ruby mentions in the short interview at the end of the passage.*)

- Instruct students to reread their copy of the passage to number three details they learned about Ruby Bridges.
- Distribute and have students complete a copy of the Exit Ticket that asks them to do the following:



Exit Ticket

List three details you learned about Ruby Bridges in the text that help explain why the passage is titled “Walking Tall.”

- Collect the Exit Tickets and distribute the Activity Page 8.1.



Check for Understanding

Have one student volunteer to demonstrate walking tall and another demonstrate walking with a slumped over posture. Allow students to call out adjectives to describe each student demonstration. (*Examples could include proud, brave/sad, scared.*)

Lesson 8: Education Matters

Writing



Primary Focus: Students will use writing to explore and discuss specific ideas in the text. **TEKS 5.7.G; TEKS 5.13.F**

SUMMARIZING TEXT (25 MIN.)

- Explain to students that as researchers they will have to summarize some of the sources they are using in their writing. Tell students that summarizing is retelling information in a text, using fewer words.
- Tell students that when summarizing text, it is important not to use the exact words of the author while getting the central idea of the text across in their writing.
- Ask students if they recall, from their reading of the Emancipation Proclamation transcript in Lesson 2, what it is called when a writer uses someone else's words without giving them credit. (*plagiarism*)
- Explain that students will look for clues in the text that help them summarize the central idea in their own words.
- Tell students that the clues they will look for in the passage are: Title, Headings, and Topic Sentences.
- Explain that learning to summarize texts will be important to them as researchers.
- Tell students that they will practice summarizing the "Walking Tall" text by first identifying clues that help them understand the central idea. Then, they will use their own words to explain what the clue tells them about the central idea.
- Tell students to look at their copies of the passage. Ask students to point to the title of the passage and have a volunteer tell you what the title of the passage is. The student volunteer should answer by saying "Walking Tall."
- If students have a hard copy of the text, instruct them to circle the title on their copy of the passage and write the title of the passage in the Title box on the Activity Page 8.1.

Activity Page 8.1



TEKS 5.7.G Discuss specific ideas in the text that are important to the meaning; **TEKS 5.13.F** Differentiate between paraphrasing and plagiarism when using source materials.

- Ask students if they know what a heading is. Allow students to answer. Tell students that headings are used in informational text to organize the different information the author wants you to know about the topic. Tell students that headings are usually in bold print.
- Ask a student volunteer to tell you what the headings are in the passage. The student should answer by identifying the two headings in the passage. If students have a hard copy of the text, instruct them to underline the headings on their copies of the passage and write down the two headings in the Headings box on the Activity Page 8.1.
- Ask students what they notice about the way the text is structured beneath each of the headings. Students should notice that text under the first heading is in the typical paragraph form of a passage and text under the second heading is in the form of an interview containing dialogue between a news reporter and Ruby Bridges.
- Explain that the topic sentences are the first sentence of each paragraph in an informational text. Tell students that these tell the reader the central idea of each paragraph in an informational text. Explain that reading each topic sentence can give the reader a clue about the central idea of an entire text.
- Ask students what they notice about the text under the two headings. Allow students to answer based on what they notice about the format of the text under the second heading.
- Explain to students that interviews will not have topic sentences, so they will just be looking for clues under the first heading of this text.
- Have students number the paragraphs in the passage under the first heading. Students should number the paragraphs 1–7. Tell students that these paragraph numbers will correspond to the P1–P7 in the Topic Sentence box of the Activity Page 8.1.
- Allow students to use their highlighters to highlight the topic sentence, or first sentence of each paragraph.
- Explain to students that in the “What does this text clue tell me about the central idea?” column of Activity Page 8.1, they will write down what the title, headings, and topic sentences tell them about the central idea in their own words, using as few words as possible.
- Model this for students before they begin. For example, read the title, then write “She stood tall”. Read the first heading, then write, “Ruby Bridges made history”. Read the paragraph 2 topic sentence, then write, “There were angry crowds shouting”.

- Set a timer for ten minutes. Allow students to work on the Activity Page 8.1 independently while you monitor, facilitate, and check for understanding during the time allotted. Giving students this brief timeframe will support them in looking for quick clues in the text and briefly summarizing in a few words without over analyzing or writing excessively.
- In the last five minutes of the lesson section, have students use their completed Activity Page columns to write a paragraph summary in the Summary of Text section, in three to five sentences, summarizing the “Walking Tall” text.

INQUIRY AND RESEARCH DEVELOPMENT (25 MIN.)

- Begin this section of the lesson by reminding students of the question asked before they independently read the passage. You may say, “ At the beginning of the lesson, I asked if you thought education was important. I am going to ask this a different way now that you have read the passage about Ruby Bridges’ experience. Do you think education matters? Explain.” (*Answers will vary but may include Yes, it is how we learn.*)
- Ask students what this text has helped us learn about education and what Ruby Bridges had to experience to get an education. (*Answers will vary but may include what students learned about what Ruby Bridges experienced to exercise her right to education.*)
- Allow students to turn to a partner to discuss whether you think everyone should have the right to an education. Allow five minutes for students to discuss with a partner while you monitor and check for understanding. Then, allow a few volunteers to share answers with the class.
- Display Projection 8.1, Education Contributors or the recreated list of contributors on chart paper to remain on display in the classroom.
- Tell students that there were many other African American contributors to the progress of education in America.
- Explain that the list includes some of key African American contributors to the progress of education in America. Tell students that there are many more contributors to the progress of education for African American and others, but this list will help them to choose one they might be interested in researching.

- See the list below. The list includes eight education contributors: Mary Mcleod Bethune, founders of Historically Black Colleges and Universities (students may research a founder of the one of the HBCUs), Daniel Hale Williams, Hallie Quinn Brown, Inez Beverly Prosser, Fanny Jackson Coppin, Booker T. Washington, and Geoffrey Canada.

➤ Projected Display 8.1: Education Contributors

Mary Mcleod Bethune	Started a school in Florida in 1904. Served on President Roosevelt's cabinet.
Founders of Historically Black Colleges and Universities (HBCUs)	There are over one hundred HBCUs in the United States. Choose a HBCU and research its founder.
Daniel Hale Williams	Founded a hospital and school for nurses in 1891.
Hallie Quinn Brown	Founded scholarships for women's education in the 1880s.
Inez Beverly Prosser	Teacher, born in Texas, one of the first African Americans to receive a doctoral degree in psychology in 1933.
Fanny Jackson Coppin	First known female African American principal in 1869.
Booker T. Washington	Founded a teacher's college, Tuskegee Normal and Industrial Institute in 1881.
Geoffrey Canada	Founded Harlem Children's Zone in 1970.

Challenge

Have students practice summarizing one of the sources they have gathered to collect information on an education contributor.

Support

Have students circle the title, underline the headings, and highlight the topic sentences of articles they have gathered for their research topics.

- Allow students an opportunity to read the anchor chart or projected display, which describes each education contributor, and choose one contributor that they would like to research further.
- Students will write down the education contributor from the list that they are interested in researching.
- Have students use the Internet to search for sources to gather information on their chosen education contributor.
- Remind students to take notes in their notebooks of all information from sources collected that they may need for a bibliography if the education topic will be a chapter in their Beyond Juneteenth books.



Check for Understanding

Ask students what are reasons why they should avoid plagiarism when summarizing a text.

End Lesson



**ENGLISH
LANGUAGE
LEARNERS**

Writing Summarizing Text

Beginning

Review definitions of summarize and plagiarize. Ask students to tell you the meanings of summarize and plagiarize, using their own words.

Intermediate

Have students tell you about summarizing using the sentence frame, When you summarize, you are _____.

Advanced/Advanced High

Have students use the sentence frame, When summarizing, you should not plagiarize because _____.

ELPS 2.C; ELPS 3.D

9

Lift Every Voice: Artists, Scholars, and Writers

PRIMARY FOCUS OF LESSON

Reading

Students will establish purpose for reading the text.

✚ **TEKS 5.6.A**

Writing

Students will identify and gather information on African American artists, scholars, and writers from 1865 to present.

✚ **TEKS 5.13.C**

FORMATIVE ASSESSMENT

Exit Ticket

Think of what you learned about the song “Lift Every Voice and Sing” from the book *Sing a Song: How “Lift Every Voice and Sing” Inspired Generations*. Use evidence from the text to explain the purpose for

✚ reading this text. **TEKS 5.6.A**

Activity Page 9.1

Students will submit a Who, What, When, Why chart after reading gathered sources on African American figures who are either an artist, scholar,

✚ or writer. **TEKS 5.13.C**

✚ **TEKS 5.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 5.13.C** Identify and gather relevant information from a variety of sources.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (40 min.)			
Preview Vocabulary	Whole Group	5 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Projected Display 9.1: Artists, Scholars, and Writers <input type="checkbox"/> <i>Sing a Song: How “Lift Every Voice and Sing” Inspired Generations</i> by Kelly Starling Lyons <input type="checkbox"/> Individual KWL charts <input type="checkbox"/> Anchor chart Timeline of 1865 to Present <input type="checkbox"/> Exit Ticket for each student
Introduce the Read-Aloud	Whole Group	5 min.	
Read-Aloud	Whole Group	30 min.	
Writing (50 min.)			
Inquiry and Research Development	Independent	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Projection 9.1 <input type="checkbox"/> Activity Pages 3.2, 3.3, 9.1
Chapter 2 Drafting	Whole Group	30 min.	

ADVANCE PREPARATION

Reading

- Have a copy of the trade book, *Sing a Song: How “Lift Every Voice and Sing” Inspired Generations*, by Kelly Starling Lyons. Before starting the lesson with students, read the author’s note in the back of the text to gain additional background on James Weldon Johnson and the song “Lift Every Voice and Sing.”
- Write the first verse of the song “Lift Every Voice and Sing” on chart paper for students to read along with the text. You may choose to find the song in public domain and display the first verse digitally for students. Lyrics of the song are in the front of the trade book.
- As you preview the book, you may wish to add page numbers and reference the Guided Reading Supports included in this lesson. This trade book does not have numbered pages, but for ease of use, we have referred to page numbers in our materials. We begin with page 1, which contains the text “Before you were born . . .” and number each page with text in order after that.
- Write the vocabulary words and definitions on chart paper and have the anchor chart hanging in the classroom for students to revisit as needed. Bulletin Board Option: You may have opted to add vocabulary to a bulletin board for each lesson.
- Prepare to display Projection 9.1, Artists, Scholars, and Writers or recreate the list on an anchor chart to preview figures students may want to research.
- Ensure that students have their KWL charts available to add questions about things they want to know, or wonder about, and learned information before, during, and after reading the text.
- Prepare to add the year and event, 1900, “Lift Every Voice and Sing” to the anchor chart timeline displayed in the classroom.
- Prepare to distribute copies of the Exit Ticket for each student to complete at the end of the reading segment of lesson.

Writing

- Prepare to review Projection 9.1 Artists, Scholars, and Writers to determine if you will display the entire list or an edited version with pre-selected figures from the list to meet the needs of your students.
- Additionally, you may opt to discuss other figures such as Leon Bridges (2021 Texas State Musician), Edith Irby Jones (Houston, Texas born physician who was the first African American to attend the University of Arkansas Medical

School), or Zalia Avant-garde (first African American winner of the Scripps National Spelling Bee, 2021).

- During this lesson, you may also opt to ask students if they know of other contemporary Black figures who have broken records, earned awards, greatly influenced others, or who were the first at achieving something.
- Prepare to display Projection 9.1, Artists, Scholars, and Writers or recreate the list on an anchor chart to remain on display in the classroom after this lesson.
- Plan for 1:1 computer usage in the school library, computer lab, or classroom so students may conduct independent research. Ensure students can either print articles or sources located during their search or save articles in a digital folder to review later for writing.
- Prepare to review the following Internet research guidelines and to monitor students on computers:
 - When searching the Internet, students will only type the following in the search engine:
 1. the words in their research questions
 2. ideas or topics related to their research questions
 3. names of places, people, and things related to the research questions, ideas, or topics.
- Ensure students can either print articles or sources located during their search or digitally bookmark articles to review later for writing.
- Ensure that students have their Activity Page 3.2 and Activity Page 3.3 available to revisit as a research plan and document sources for each chapter of their Beyond Juneteenth book chapters.
- Prepare to display an anchor chart of the teacher-drafted Informational Writing Template from Lesson 7 to assist students with independent drafting of Chapter 2 for their Beyond Juneteenth books.

Universal Access

Reading

- Students may choose one word that sticks out to them in the first verse lyrics of “Lift Every Voice and Sing” instead of a line from the verse.

Writing

- For the drafting portion of the writing lesson, students may use a graphic organizer to map out each paragraph of the informational essay for Chapter 2 of their Beyond Juneteenth books.

CORE VOCABULARY

harmonies, n. combinations of musical notes played at one time to create a pleasing sound

liberty, n. the ability to act and speak freely

hymn, n. a religious song

crooned, v. sang in a low, soft voice

discrimination, n. unfair treatment of a person or group of people on the basis of being different than others

anthem, n. a song that has an important meaning for a particular group of people

majestic, adj. large and impressive to view

triumph, v. to achieve something after a long trial

victory, n. success over an opponent or difficulty

scholar, n. a well-educated person who knows a particular subject well

compose, v. to create or write a piece of music or writing

Vocabulary Chart for “Lift Every Voice: Artists, Scholars, and Writers”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	harmonies hymn crooned anthem compose	liberty discrimination majestic triumph victory scholar	
Multiple-Meaning	harmonies compose		
Sayings and Phrases			

Lesson 9: Lift Every Voice: Artists, Scholars, and Writers

Reading



Primary Focus: Students will establish purpose for reading the text.


 **TEKS 5.6.A**

PREVIEW VOCABULARY (5 MIN.)

- Before the Read-Aloud, allow students to visit the posted vocabulary you have prepared in the classroom to read each word and definition silently.
- Ask students, “Are there any words on the list you have never heard of before?”
- Instruct students to write down any unfamiliar words in the W (Wonder) column of their individual KWL chart, on the Arts, Scholars, and Writers row, as a reminder to revisit the prepared vocabulary anchor chart during the lesson or unit, as needed for the definition.

INTRODUCE THE READ-ALoud (5 MIN.)

- Tell students that during this lesson, they will listen to a story about a song called “Lift Every Voice and Sing” that has great meaning to many generations of African American people. Explain that the song was written in 1900 by James Weldon Johnson and set to music by his brother, John Rosamond Johnson.
- Add this date and event to the anchor chart Timeline of 1865 to Present in your classroom. You may choose to have students add to a timeline in their notebooks.
- Tell students that James Weldon Johnson was a scholar and writer. His brother, John Rosamond Johnson, was an artist who composed music.
- Ask students to tell you what writers and artists do. (*create through words, visuals, or performance*)
- Tell students that a scholar is someone who has taken the time to become very well educated on a particular subject, like they are starting to do with their research of the contributions of African Americans to our country.

 **TEKS 5.6.A** Establish purpose for reading assigned and self-selected texts.

- Tell students that the book they will listen to in this lesson focuses on a song created by a scholar and writer James Weldon Johnson and his brother, the musical artist John Rosamond Johnson, but they will have the opportunity to research other artists, scholars, and writers such as the people on the display that also made lasting contributions.

READ-ALOUD (30 MIN.)

- Show students the cover illustration on your copy of the trade book, *Sing a Song: How “Lift Every Voice and Sing” Inspired Generations*, by Kelly Starling Lyons.
- Ask students, “What does the girl on the front cover appear to be doing?” (*Students answers may include “singing, praying, or speaking.”*)
- Read the title and remind students of the Lesson 1 vocabulary word *generations*, which shows up again in the title of the text. Ask students what the word *generations* mean. Students may refer to the vocabulary anchor charts posted in your classroom.
- Ask students, “What does it mean to inspire generations?” (*make different groups of people born around the same time want to act on an idea.*)
- Ask students what clue does the title give about the purpose for reading this text. (*Answers will vary but may include singing or a song will be used to bring generations together*)
- Remind students that the song, “Lift Every Voice and Sing” was written in 1900 and has been passed on through generations for over one hundred years.
- Tell students that we will discuss the meaning of the song before we determine the purpose of the book we will read. Open the text, and read aloud the first verse of the song at the beginning of the book.
- Have students follow along by reading the prepared first verse lyrics on chart paper or digital display. For the purpose of this lesson, only the first verse of the song will be read by students. Keep the lyrics projected throughout the Read-Aloud for students to reference.
- After listening to the verse Read-Aloud, have students volunteer to tell you one line that sticks out to them from the verse and explain the purpose or meaning of the line. Allow a few students to identify a line from the verse and explain what that line means to them.
- Instruct students to think about the purpose of the book as they are listening to the trade book. Tell students that they will have opportunities to write down their thoughts on their KWL charts during the reading.

- Begin reading the trade book aloud to students.
- After reading page 4, stop briefly to allow students to jot down the date the song was first performed by James Weldon Johnson's choir of five hundred students. Allow students to add to the Artists, Scholars, and Writers row of their individual KWL charts.
- After students have made this note, ask the following comprehension questions:
 1. **Literal.** What does James Weldon Johnson do for a living?
(*school principal*)
 2. **Literal.** Who helps James Weldon Johnson write the song, "Lift Every Voice and Sing?" (*his brother, John Rosamond Johnson*)
 3. After allowing students to answer, build knowledge for students by explaining that James Weldon Johnson wrote the words and his brother, John Rosamond Johnson, set the words to music.
 4. **Literal.** For what president and event did the Johnson brothers write the song? (*President Lincoln's birthday*)
 5. **Inferential.** Look at the timeline and think about the year 1900 when the song was written. Why might the Johnson brothers have wanted to celebrate President Lincoln's birthday with a performance of this song? (*Answers may vary but may include that they were celebrating President Lincoln for his Emancipation Proclamation in 1863.*)
- Continue reading the trade book aloud to students.
- After reading page 7, ask the following questions:

Challenge

Ask the students to share a novel/chapter book that they would want to pass down to another generation. Have students explain the purpose for reading the novel/chapter book.

Support

Ask students if there is a song they learned from someone older in their families.

- Continue reading the trade book aloud to students.
- After reading page 10, stop briefly to ask the following comprehension questions:
 1. **Evaluative.** The book tells us that the soldier sang the song when he came back from serving in World War II and experienced discrimination. What line from the first verse of the song may have helped him get through those times? (*Students may read different lines from the first verse of the lyrics displayed in the classroom.*)
 2. **Evaluative.** How can we tell from the text so far that the song was passed down from one generation to the next? (*Time is passing, different groups of people are still singing the song, it is sung to babies that grow up and sing to their children.*)
- Continue reading the trade book aloud to students.
- After reading the book, have students turn to a partner to answer the following comprehension question:
 1. **Inferential.** What was the purpose of reading this book, *Sing a Song: How “Lift Every Voice and Sing” Inspired Generations*? (*to learn how the song has had meaning for generations of people in America*)
- While students are discussing their answers, distribute the Exit Ticket allowing students to use the last five minutes of the lesson segment to write their individual answers to the following:



Exit Ticket

Think of what you learned about the song “Lift Every Voice and Sing” from the book *Sing a Song: How “Lift Every Voice and Sing” Inspired Generations*. Use evidence from the text to explain the purpose for reading this text.



Check for Understanding

How was the song “Lift Every Voice and Sing” passed down through the generations?



**ENGLISH
LANGUAGE
LEARNERS**

Read-Aloud

Beginning

Provide 1:1 support on responding to the Inferential question. Have students work in a small cooperative learning group and point out illustrations that show different generations in the text.

Intermediate

Redirect students to particular selections of the story to identify details in the text that tell of the influence of the song on different generations.

Advanced/Advanced High

Have students answer questions using text-based evidence to support a response such as “I know it is another generation because _____.”

ELPS 3.E; ELPS 3.G;

ELPS 4.F; ELPS 4.G

Lesson 9: Lift Every Voice: Artists, Scholars, and Writers

Writing



Primary Focus: Students will identify and gather information on African American artists, scholars, and writers from 1865 to present.

 **TEKS 5.13.C; TEKS 5.11.B.ii**

INQUIRY AND RESEARCH DEVELOPMENT (20 MIN.)

- Display the Projection 9.1, Artists, Scholars, and Writers as a preview of possible artists, scholars, and writers students may decide to research further.
- Ask students if they recognize any of the names on the display.
- Tell students that these are some artists, scholars, and writers that have made contributions that were either done for the first time, broke a record, earned awards, or have greatly influenced others. Tell students that some of the people on the list were even born in Texas (Scott Joplin, Beyoncé Knowles, Alvin Ailey).
- Tell students that there are many other figures who have broken records, earned awards, or done something for the first time in other fields besides art, writing, and scholarship.
- You may choose to highlight other Black figures who represent Texas such as the following:
 - Edith Irby Jones who was a Houston-born medical doctor and first African American to integrate the University of Arkansas Medical School.
 - Leon Bridges who was appointed the Texas State Musician in 2021 by the Texas government.
- Or, you may suggest another contemporary figure such as Zalia Avant-Garde, the first African American winner of the Scripps National Spelling Bee, 2021.
- Ask students if they know of other contemporary Black figures that have broken records, earned awards, greatly influenced others, or who was the first at achieving something. (Allow students to share or write down a name of a figure that meets this criteria set for research.)
- Have students write down two names on the display (or from the other options you may have provided or had students share) that they are wondering about on the W column of their individual KWL on the Artists, Scholars, and Writers column.

 **TEKS 5.13.C** Identify and gather relevant information from a variety of sources.

- Remind students that research starts with interest and questions.
- Have students read the list of artists, scholars, and writers and think of what might interest them about their descriptions. Students can jot down questions about the descriptions. You may say, “For, example, if you do not know what a sculptor is, you might jot down the name Selma Burke and the question: What is a sculptor?, or Amanda Gorman’s name and the question: What is a National Youth Poet Laureate? You will have time to research these questions.”

➤ **Projection 9.1: Artists, Scholars, Writers**

ARTISTS	SCHOLARS	WRITERS
<ul style="list-style-type: none"> • Marian Anderson (opera singer) • Scott Joplin (composer, “King of Ragtime”) • Beyonce Knowles (singer, songwriter) • Selma Burke (sculptor, sculpted image of President Franklin D. Roosevelt on the dime) • Alvin Ailey (dancer, choreographer, founded an American dance company) • Cicely Tyson (actress, had a seventy year career, Emmy and Tony Award winner) 	<ul style="list-style-type: none"> • Arturo A. Schomburg (historian, studied and collected documents about Black history, started a library and research center) • W.E.B. Dubois (sociologist, studied society and social relationships, speaker, thought leader) • Benjamin Banneker (mathematician, land surveyor, wrote an almanac) • Anna Julia Cooper (sociologist, studied society and social relationships, speaker, thought leader) • Shirley Ann Jackson (physicist, studies matter, energy, heat, light, and sound) 	<ul style="list-style-type: none"> • Maya Angelou (poet, author) • James Baldwin (novelist, poet, playwright, essayist) • Amanda Gorman (2021 National Youth Poet Laureate, author) • Octavia Butler (science-fiction author) • Frederick Douglas (abolitionist, taught himself to read, founded and edited a newspaper, wrote several anti-slavery speeches)

- Have students share the two names written down on their KWL charts that they may be interested in researching.
- Distribute Activity Page 9.1 to students.
- Tell students that they will be given time to research information that answers the Who? (*Who is the person?*), What? (*What are they best known for?*), When?

Activity Page 9.1



(When did they do the thing they are known for—year, dates, time, period—?), Why? (Why are their contributions important?) questions for the two people from the Artists, Scholars, Writers chart that they are interested in learning more about.

- Tell students that they will use the Who? What? When? Why? chart to come up with a research question if this is an idea/topic they want to add to their books.
- Allow students to search for information on computers to complete their Activity Page 9.1.
- Have students write sources and information gathered in their hard copy or digital notebooks so that they can transfer this to the bibliography page if they decide to add an Artists, Scholars, Writers research question as a chapter in their books.
- Circulate while students are working to monitor, confer with individual or small groups of students, and answer questions.
- After twenty minutes, collect completed Activity Page 9.1 from students.
- After quickly checking the Activity Page for completion, return the page to students who want to include a chapter on Artists, Scholars, and Writers in their books.

CHAPTER 2 DRAFTING (30 MIN.)

- Have students take out their Table of Contents.

Beyond Juneteenth

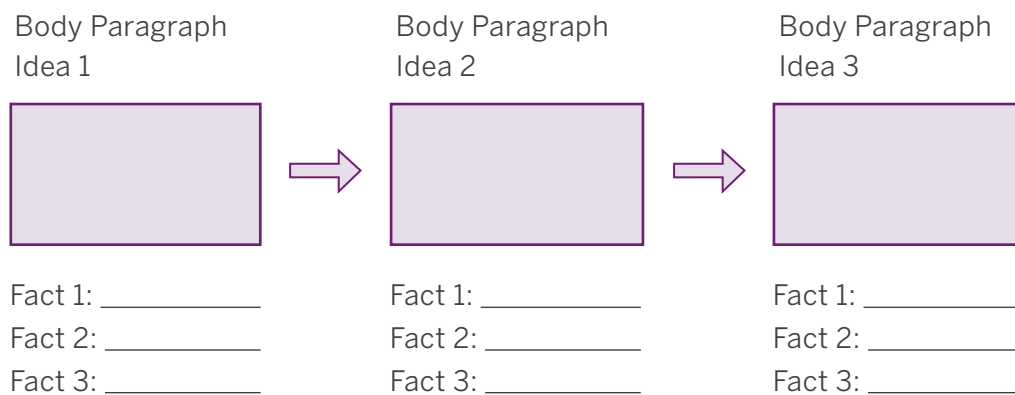
Activity Page 3.2, Table of Contents

Use this Activity Page to plan the research for chapters in your Beyond Juneteenth books.

Chapter One	[Research Question]: What is Juneteenth?
Chapter Two	[Research Question]:
Chapter Three	[Research Question]:
Chapter Four	[Research Question]:

- Tell students that they have learned about several ideas, generated some questions, and collected some information about migration, inventors, education, and artists, scholars, and writers.
- Have them review their KWL charts and notes to choose an idea/topic that interests them the most for Chapter Two of their books.
- Have them turn to a partner and tell them what idea interests them the most.
- Have students write a research question for Chapter Two on their Table of Contents based on this interest and their notes. A migration question might be, “Where did most African Americans migrate during the Great Migration?” An inventor question might be, “What are some inventions by African Americans that we still use today?,” etc.

Have students write down three ideas/topics from their notes or KWL that could be an idea/topic for each body paragraph. Students may draw the following graphic organizer to map out their ideas as a visual aid.



Support

Assist individual students who need additional assistance with drafting, using the graphic organizer for body paragraphs.

- Remind students how you modeled this using the writing template with John Lee Love, Sarah Boone, and Garrett A. Morgan as Ideas 1, 2, and 3.
- Display the Informational Writing Template for students to review while they draft an introductory paragraph for Chapter Two.

Introductory Paragraph

Topic Sentence (Introduce the topic with the research question.)

What were some contributions of African American inventors from 1865 to the present?

Sentence 2: (Tell the reader who or what the topic is that will help answer the research question.)

John Lee Love, Sarah Boone, and Garrett A. Morgan are three African American innovators who made very useful inventions.

Sentence 3: (Tell the reader a detail related to the when of the topic.)

These inventors all received patents for inventions in the years after General Granger's Juneteenth announcement on June 19, 1865.

Sentence 4: (Tell the reader why this topic is important.)

This is important, because many people still use their inventions today.

Body Paragraph 1: (Add transition word here)

Idea 1 Topic Sentence: John Lee Love is known for inventing the portable pencil sharpener.

- Fact and Supporting Detail, citing source [According to the (name of website or author of article), John Lee Love applied for the patent in 1897.]
- Fact and Supporting Detail, citing source [An article in (name of magazine newspaper, or website) tell us that . . ."]
- Fact and Supporting Detail, citing source [A copy of his patent can even be found on (name of website)].
- Why is the idea important? [Over one hundred years later, people still use and have improved upon John Lee Love's original portable pencil sharpener design.]

Body Paragraph 2:

Idea 2 Topic Sentence: Sarah Boone made ironing clothes easier for everyone with her patented improvements to the ironing board.

- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source

- Walk around and assist as needed while students begin drafting their introductory paragraphs for Chapter 2.
- If students are ready, have them begin drafting their body paragraphs using the template as a model. Students will have drafting time during Lesson 10 in addition to the time used to start the drafts during this lesson.

Body Paragraph 3:

Idea 3 Topic Sentence: Garrett A. Morgan is an African American inventor who contributed to America with his invention of the traffic light and other safety innovations.

- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source

- Stop students once instructional time is up.
- Tell students that they will continue these drafts of Chapter 2 for their books in Lesson 10.



Check for Understanding

Ask students to tell a partner three ideas/topics for their Chapter 2 research question.

End Lesson

Challenge

Give students ideas for turning their research question into an engaging opening for the introductory paragraph. Instead of What is Juneteenth?, students may write, “Have you ever wanted to know more about Juneteenth?”



ENGLISH
LANGUAGE
LEARNERS

Writing Chapter 2 Drafting

Beginning

Have students explain what a topic sentence is. Provide 1:1 support on writing the topic sentence for the introductory paragraph by creating a word bank of question starters.

Intermediate

Allow students to work with a partner to share topic sentence ideas and turn their research questions into the opening of their introductory paragraph. Encourage oral explanations of academic language: topic sentence.

Advanced/Advanced High

Offer students guidance on how to make their topic sentence for the introductory paragraph engaging using acquired vocabulary. Have students read their topic sentence for the introductory paragraph aloud.

ELPS 5.B

10

Better Together: Activists and Allies for Justice

PRIMARY FOCUS OF LESSON

Reading

Students will use Venn Diagrams to compare and contrast the migrant farmer and civil rights movements.

✚ **TEKS 5.6.H**

Writing

Students will research and gather information on activists and allies for justice, from 1865 to present.

✚ **TEKS 5.13.C; TEKS 5.11.B**

FORMATIVE ASSESSMENT

Exit Ticket

Use your completed Venn Diagram to write one to three sentences explaining similarities and differences between the civil rights and migrant farm worker

✚ movements. **TEKS 5.6.H**

✚ **TEKS 5.6.H** Synthesize information to create new understanding; **TEKS 5.13.C** Identify and gather relevant information from a variety of sources.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (50 min.)			
Introduce the Read-Aloud	Whole Group	5 min.	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Side by Side/ Lado a lado: The Story of Dolores Huerta and Cesar Chavez/ La historia de Dolores Huerta y Cesar Chavez</i> by Monica Brown <input type="checkbox"/> Individual KWL charts
Read-Aloud	Whole Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> image located online of Dolores Huerta and Cesar Chavez together <input type="checkbox"/> image located online of Rosa Parks and Dr. Martin Luther King Jr. together
Compare and Contrast	Small Group	25 min.	<ul style="list-style-type: none"> <input type="checkbox"/> image located online of Pete Seeger <input type="checkbox"/> Activity Page 10.1 <input type="checkbox"/> Projection 10.1
Writing (40 min.)			
Inquiry and Research	Independent	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> notebook <input type="checkbox"/> Individual KWL <input type="checkbox"/> Table of Contents
Chapter 2 Drafting (continued)	Whole Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 3.3

ADVANCE PREPARATION

Reading

- Prepare to read aloud the trade book *Side by Side/ Lado a lado: The Story of Dolores Huerta and Cesar Chavez/ La historia de Dolores Huerta y Cesar Chavez* by Monica Brown. As you preview the book, you may wish to add page numbers and reference the Guided Reading Supports included in this lesson. This trade book does not have numbered pages, but for ease of use, we have referred to page numbers in our materials. We begin with page 1, which contains the text “In New Mexico...” and number each page with text in order after that.
- Locate a map of the United States to show students the location of New Mexico, Arizona, and California.
- Using the Internet, locate and plan to project an image of Dolores Huerta and Cesar Chavez together.
- Using the Internet, locate and plan to project an image of Rosa Parks and Dr. Martin Luther King Jr. together.
- Plan to project Projection 10.1.
- Distribute Activity Page 10.1 for students to complete during the reading segment.
- Prepare to distribute copies of the Exit Ticket for each student to complete at the end of the reading segment of lesson.

Writing

- Prepare to display an anchor chart of the Informational Writing Template.
- Plan for 1:1 computer usage in the school library, computer lab, or classroom so students may conduct research to locate information on their research questions.
- Prepare to review the following Internet research guidelines and to monitor students on computers:
 - When searching the Internet, students will only type the following in the search engine:
 1. the words in their research questions
 2. ideas or topics related to their research questions
 3. names of places, people, and things related to the research questions, ideas, or topics.

Universal Access

Writing

- For the drafting portion of the writing lesson, students will use a graphic organizer to map out topics for each body paragraph of the informational essay for Chapter 2 of the *Beyond Juneteenth* books.


Body Paragraph
Idea 1



Fact 1: _____
Fact 2: _____
Fact 3: _____



Body Paragraph
Idea 2



Fact 1: _____
Fact 2: _____
Fact 3: _____



Body Paragraph
Idea 3



Fact 1: _____
Fact 2: _____
Fact 3: _____

CORE VOCABULARY

- You may choose to preview the vocabulary words used throughout the unit, as necessary. In addition to the review, students may review vocabulary with definitions on a bulletin board, if it is available.

migrant, adj. a description of one who moves from one place to another for work

crop, n. fruits and vegetables grown by farmers

allies, n. those who work with others for a common cause

activists, n. those who use speech and actions as a way to make changes in society

mantra, n. a phrase repeatedly used to express a basic belief

Vocabulary Chart for “Better Together: Activists and Allies”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	crop	migrant allies activists mantra	
Multiple-Meaning	crop		
Sayings and Phrases	common cause “¡Sí, se puede!” “We Shall Overcome”		

Lesson 10: Better Together: Activists and Allies for Justice

Reading



Primary Focus: Students will use Venn Diagrams to compare and contrast the migrant farmer and civil rights movements.

 **TEKS 5.6.H**

INTRODUCE THE READ-ALoud (5 MIN.)

- Show students the cover of the text *Side by Side/ Lado a lado: The Story of Dolores Huerta and Cesar Chavez/ La historia de Dolores Huerta y Cesar Chavez*.
- Before reading, ask students if they have ever heard of Cesar Chavez?
- Explain that this lesson will teach them about two allies, or friends, Cesar Chavez and Dolores Huerta.
- Explain that an ally is someone who works with you to help you with a common cause.
- Tell students that we will find out how Cesar Chavez and Dolores Huerta were allies for each other, but they were also allies with others, especially Latin Americans, who needed their help to be successful in America. Display an image you have located online of Dolores Huerta and Cesar Chavez together.
- Ask students if they know what it means to have something in common with someone. (*You have or share something that is the same.*)
- Tell students that this story will tell us more about what Cesar and Dolores had in common.
- Tell students that this book will help us learn why allies are important for all civil rights, because people without power or equality need support from people who have more power, and even people with less power can make bigger changes together.

Remind students that *civil* and *rights* were vocabulary words they have heard. Ask students, “Who remembers what the term civil rights means?” (*Answers should include the basic things every citizen should have.*)

- Remind students that we have learned about leaders who have helped with the civil rights and progress of African Americans in our country, through innovation, education, arts, writing, and thought leadership.

 **TEKS 5.6.H** Synthesize information to create new understanding.

- Tell students that Cesar Chavez and Dolores Huerta were leaders who worked for civil rights also, specifically for farm and migrant workers.
- Ask students if they know what a migrant worker is. Allow students to answer.
- Explain that migrant workers are people who move to another area or country to find work.
- Ask students if they remember a text that we read in this unit about African Americans moving to other areas of our country for work. (*Students should recall this from study of The Great Migration.*)

READ-ALoud (20 MIN.)

- Begin reading the Read-Aloud *Side by Side: The Story of Dolores Huerta and Cesar Chavez*.
- After reading page 2, pause to ask:
 1. **Literal.** Where does the text tell us Dolores Huerta was born? (*New Mexico*)
 2. **Literal.** Where does the text tell us Cesar Chavez was born? (*Arizona*)
 3. Point to a display of the United States. Show students New Mexico and Arizona on the map.
 4. **Evaluative.** What are two large states on each side of New Mexico and Arizona? (*California and Texas*)
- Say, “I am wondering how Cesar Chavez and his family lost their homes. Take a moment to write down something you are wondering about Cesar and Dolores to the Wonder column of your KWL chart on the Activists and Allies row.” Allow students to add what they wonder about to their KWL charts before continuing to read the text.
- After page 4, ask students:
 1. **Literal.** What state did both Cesar and Dolores move to as children? (*California*)
 2. **Inferential.** Why did Cesar have to quit school as a child to work in the fields? (*Inferences may include his parents did not have enough money, he needed to help his family.*)
 3. **Literal.** When is another time that families worked in fields under harsh conditions, based on what we have learned? (*before the freedom announcement, when people were enslaved*)

- After reading pages 5 and 6, show the illustrations with Dolores as a school teacher and Cesar working on a field where poison is being dropped by a plane.
 1. **Inferential.** Based on the illustration, what does Cesar care about?
(*farm workers who are working in dangerous conditions*)
 2. **Inferential.** Based on the illustration, what does Dolores care about? (*farm worker's children who are in need*)
 3. **Evaluative.** How do we see a common cause, or something that both Cesar and Dolores care about forming here on these pages?
(*Students may notice that as a teacher, Dolores is concerned about farm worker students coming to school without some basic needs. As a farm worker, Cesar is noticing the mistreatment of workers in the fields. They may both want to help migrant workers.*)
- After reading page 10:
 1. **Literal.** What have we learned is la causa (*the cause*), or the common cause for Cesar and Dolores? (*Students may answer with a "cause for justice", migrant workers, farmers.*)
- After reading page 12, display an image you have located online of Rosa Parks and Dr. Martin Luther King Jr. together.
- Explain the connection through the following anecdote to support the images: "Rosa Parks did not give up her seat on a bus, because she thought it was unfair treatment to make Black people sit in the back of the bus based on the color of their skin. She inspired Dr. Martin Luther King Jr. and other allies to start a boycott of buses in Montgomery, Alabama that lasted 381 days. African Americans and others walked everywhere or rode in cars together for over a year, but their boycott was also eventually successful."
- Explain that through this form of protest, African Americans earned their rights to sit anywhere they wanted on a bus, along with other justice victories that followed.
- Have students pause here to add any questions or thoughts about this on the Activists and Allies row of their KWL charts.
- After allowing students to add their thoughts and questions to the Activists and Allies row of their KWL charts, stop for a five minute turn and talk opportunity for students to discuss the following question:
 - **Evaluative.** What similarities do you see between Cesar Chavez and Dolores Huerta and Rosa Parks and Dr. Martin Luther King Jr.? In other words, what do these activists have in common? Feel free to jot down notes while listening to your partner's answer.

- After five minutes, ask a few individual student volunteers to share their own answers to the discussion question, or something interesting they heard in their partner’s response.
- Continue with the Read-Aloud.
- Finish reading page 16. Focus on the illustration of Cesar Chavez sitting at the table refusing to eat as a form of protest.
- Tell students that *iSí, se puede!* became a mantra in Spanish for the migrant workers.
- Tell students that a mantra is a phrase repeated to express a basic belief.
 - **Evaluative.** Has anyone ever heard “iSí, se puede!” and know what it means in English? (*It means, “Yes, we can!”*)
- Tell students that during the civil rights movement for African Americans, Pete Seeger was an ally who sang the song “We Shall Overcome.” Many Americans, including in the civil rights movement, learned the song from him.
- Tell students that similar to “iSí, se puede!,” “We Shall Overcome” was repeatedly sung at civil rights protests and gatherings and the phrase became a mantra for the civil rights movement.
- Tell students that people from the civil rights movement and migrant farmers movement used banners with these mantras while marching in peaceful protests.
- Instruct students to take a moment to add any questions or thoughts about Pete Seeger or the mantras “iSí, se puede!” and “We Shall Overcome” to Activists and Allies row of their KWL charts.
- After allowing students to add to their KWL charts, continue with the Read-Aloud.
- Once the Read-Aloud has ended, distribute Activity Page 10.1.

Activity Page 10.1



COMPARE AND CONTRAST (25 MIN.)

- After finishing the Read-Aloud, tell students they will discuss the text as a group to take a closer look at the similarities and differences between the civil rights movement and the migrant farm workers movement.
- Ask students to raise their hands or give a thumbs up if they have already thought of similarities and differences during the Read-Aloud.

- Tell students that during the reading we pointed out some similarities between the civil rights movement (that many people connect with Dr. Martin Luther King Jr. and Rosa Parks) and the migrant farm workers movement (that many often connect with Cesar Chavez and Dolores Huerta). Display the images again that you have located online of these activists, King and Parks and Chavez and Huerta together.
- Use the following questions to confirm that students have made connections in the text:
 1. **Evaluative.** What was the common cause for Martin and Rosa?
(helping African Americans get justice, or fair treatment)
 2. **Evaluative.** What was the common cause for Cesar and Dolores?
(helping Latin American migrant workers get justice, or fair treatment)
 3. **Evaluative.** Ask students, “Did the civil rights and migrant farm worker movements have common causes?” *(both helped others with justice, or fair treatment)*
- On your projected display of Projection 10.1, Venn Diagram, write “helping others with justice” in the Similarities section of the Venn Diagram.
- Instruct students to write this similarity on their Venn Diagram to get them started.
- On your projected display of Projection 10.1, Venn Diagram, write “African American rights” in the Civil Rights Movement section of the Venn Diagram and “Latin American rights” in the Migrant Farm Workers Movement section of the Venn Diagram.
- Tell students that these were differences between the two movements.
- Instruct students to write these differences on their Venn Diagram to get them started.
- Tell students that they will be using their KWL notes and discussion notes about information from the text to complete their Activity Page 10.1.
- Put students into small groups so that they can discuss the information as they complete their Venn Diagrams.
- Allow students to work on their Venn Diagrams for fifteen minutes.

Challenge

Have students make a poster or slideshow to illustrate the similarities between the roles of Dr. King and Cesar Chavez and the differences between the roles of Dolores Huerta and Rosa Parks in the movements they led.

Support

Allow students to complete a Venn Diagram for Cesar Chavez and Dolores Huerta or Rosa Parks and Dr. King.



Reading
Introduce the Read-Aloud

Beginning

Have students make connections between the words allies and friends.

Intermediate

Have students draw a picture to show the meaning of the word allies, connecting it to the text.

Advanced/Advanced High

Have students explain how allies help gain justice for others, using the sentence frame “Allies help people get justice, because _____.”

ELPS 1.A; ELPS 1.E



Exit Ticket

Use your completed Venn Diagram to write one to three sentences explaining similarities and differences between the civil rights and migrant farm worker movements.



Check for Understanding

Ask students, “Are allies important in a civil rights movement?” Explain.

Lesson 10: Better Together: Activists and Allies for Justice

Writing



Primary Focus: Students will research and gather information on activists and allies for justice, from 1865 to present.

 **TEKS 5.13.C; TEKS 5.11.B**

INQUIRY AND RESEARCH (20 MIN.)

- Have students review their KWL charts.
- Tell students that they learned many ideas about activists and allies.
- Tell students to review the Activists and Allies row of their KWL.
- Tell students to circle possible research questions or statements that they can restate as a research question about activists and allies.
- Tell students that they will need their Bibliography and notebooks to research answers to a question they have about activists and allies.
- Tell students that they are not limited to the activists and allies in the text. You may also put these names on a whiteboard or chart paper and give students the brief description as an additional resource if students have an interest in researching other activists and allies beyond the text:
 - Stanley Levison (He raised money to support the Montgomery boycott, helped Dr. King write speeches.)
 - Pete Seeger (performed the song “We Shall Overcome”, helped spread the song in support of the civil rights movement.)
 - Maria Del Rosario “Rosie” Castro (born in San Antonio Texas, civil rights activist)
 - Juliette Hampton Morgan (librarian, civil rights activist in Montgomery, Alabama)
 - Ruth Bader Ginsburg (Supreme Court Justice, fought for equal pay of men and women along with other ways men and women should be treated equally.)
- Allow students to use the Internet to gather information that will help them answer their research question from their KWL.

 **TEKS 5.13.C** Identify and gather relevant information from a variety of sources.

- Remind students to document sources for information gathered on Activity Page 3.3.
- Walk around to monitor and assist, as needed.
- After ten minutes, ask student volunteers to share an interesting fact or detail they have found.
- Allow students to continue working for another ten minutes, then call students back from the computers and have them take out their Chapter 2 drafts to continue drafting or revising.

CHAPTER 2 DRAFTING (CONTINUED) (20 MIN.)

- Have students take out the chapter 2 drafts they began in Lesson 9.
- Remind students to refer to the display of the Informational Writing Template while continuing to draft their informational essay on their Chapter 2 research question.

Introductory Paragraph

Topic Sentence (Introduce the topic with the research question.)

What were some contributions of African American inventors from 1865 to the present?

Sentence 2: (Tell the reader who or what the topic is that will help answer the research question.)

John Lee Love, Sarah Boone, and Garrett A. Morgan are three African American innovators who made very useful inventions.

Sentence 3: (Tell the reader a detail related to the when of the topic.)

These inventors all received patents for inventions in the years after General Granger's Juneteenth announcement on June 19, 1865.

Sentence 4: (Tell the reader why this topic is important.)

This is important, because many people still use their inventions today.

Body Paragraph 1: (Add transition word here)

Idea 1 Topic Sentence: John Lee Love is known for inventing the portable pencil sharpener.

- ❑ Fact and Supporting Detail, citing source [According to the (name of website or author of article), John Lee Love applied for the patent in 1897.]
- ❑ Fact and Supporting Detail, citing source [An article in (name of magazine newspaper, or website) tell us that . . ."]
- ❑ Fact and Supporting Detail, citing source [A copy of his patent can even be found on (name of website)].
- ❑ Why is the idea important? [Over one hundred years later, people still use and have improved upon John Lee Love's original portable pencil sharpener design.]

Body Paragraph 2: (Add transition word here)

Idea 2 Topic Sentence: Sarah Boone made ironing clothes easier for everyone with her patented improvements to the ironing board.

- ❑ Fact and Supporting Detail, citing source
- ❑ Fact and Supporting Detail, citing source
- ❑ Fact and Supporting Detail, citing source

Body Paragraph 3: (Add transition word here)

Idea 3 Topic Sentence: Garrett A. Morgan is an African American inventor who contributed to America with his invention of the traffic light and other safety innovations.

- ❑ Fact and Supporting Detail, citing source
- ❑ Fact and Supporting Detail, citing source
- ❑ Fact and Supporting Detail, citing source

Support

After determining a student is interested in ideas about activists and allies, scaffold the research process by asking them to write a research question about an ally or activist, from either the civil rights or migrant farmer movement. (i.e., Who were some activists in the civil rights movement?)

Challenge

Have students choose one activist or ally from the list provided to answer the research question: How was _____ similar to Cesar Chavez?, or How was _____ similar to Dolores Huerta?

Conclusion Paragraph:

Concluding Sentence: [Tell what you learned or want others to learn from your research.] As you have read, these African American inventors made important contributions to society.

- [Tell the reader why this is important information.] This is important information for others to know, because we don't often hear about these inventors in history.
- [Tell the reader another reason why this is important information.] It is also good to know about these inventors, because we use many of their inventions in our daily lives.
- [Tell the reader the most memorable fact you learned about the idea/topic.] I will always remember Garrett A. Morgan when my mom stops at a traffic light while driving me to school.

- Monitor and confer with students as needed.
- Stop students once instructional time is up.
- Have students turn in their Chapter 2 Bibliography on Activity Page 3.3 for review. Return the bibliography pages during the drafting portion of Lesson 11.

Activity Page 3.3



Activity Page 3.3, Bibliography Page, Chapter 2-4

Chapter Three Research Question:

Type of Source	Title of Source	Source Information
1.		
2.		
3.		
4.		
5.		



Check for Understanding

Ask students to share their research question with you before going to the computer to search for information.

End Lesson



**ENGLISH
LANGUAGE
LEARNERS**

Writing Inquiry and Research

Beginning

Have students tell you what they are interested in learning more about before helping them write a research question.

Intermediate

Help students write a question that starts with “What is?” or “Who is?”

Advanced/Advanced High

Have students generate a research question, then rephrase by telling you what they want to learn. (My research question is “Who is Dolores Huertas?” “I want to learn more about Dolores Huertas.”)

ELPS 3.F

11

Full Circle of Hope

PRIMARY FOCUS OF LESSON

Reading

Students will explain and discuss the author's purpose and message within the text.

✦ **TEKS 5.10.A**

Writing

Students will draft and develop an informational essay for the Beyond Juneteenth book.

✦ **TEKS 5.11.A; TEKS 5.11.B.i; TEKS 5.11.B.ii; TEKS 5.12.B**

FORMATIVE ASSESSMENT

Exit Ticket

Describe the message in the book *Of Thee I Sing: A Letter to My Daughters* using three words or phrases

✦ from the book. **TEKS 5.10.A**

✦ **TEKS 5.10.A** Explain the author's purpose and message within a text; **TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.11.B.i** Organizing with purposeful structure, including an introduction, transitions, and a conclusion; **TEKS 5.11.B.ii** Developing an engaging idea reflecting depth of thought with specific facts and details; **TEKS 5.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Introduce the Read-Aloud	Whole Group	5 min.	☐ <i>Of Thee I Sing: A Letter to My Daughters</i> by Barack Obama ☐ notebook
Read-Aloud	Whole Group	25 min.	
Read-Aloud Discussion	Partner	15 min.	
Writing (45 min.)			
Chapter 3 Drafting	Independent	45 min.	☐ Activity Page 3.3

ADVANCE PREPARATION

Reading

- Prepare to read aloud the trade book *Of Thee I Sing: A Letter to My Daughters* by Barack Obama. As you preview the book, you may wish to add page numbers and reference the Guided Reading Supports included in this lesson. This trade book does not have numbered pages, but for ease of use, we have referred to page numbers in our materials. We begin with page 1, which contains the text “Have I told you lately how wonderful you are?” and number each page in order after that.
- Write the vocabulary words and definitions on chart paper and have the anchor chart hanging in the classroom for students to revisit as needed.
- Ensure that students have their hard copy or digital notebooks.
- Prepare to distribute copies of the Exit Ticket for each student to complete at the end of the reading segment of lesson.

Writing

- Plan for 1:1 computer usage in the school library, computer lab, or classroom so students may conduct independent research. Ensure students can either print articles or sources located during their search or save articles in a digital folder to review later for writing.
- Prepare to review the following Internet research guidelines and to monitor students on computers:
 - When searching the Internet, students will only type the following in the search engine:
 1. the words in their research questions
 2. ideas or topics related to their research questions
 3. names of places, people, and things related to the research questions, ideas, or topics.
- Ensure that students have their Table of Contents available to revisit as a research plan for each chapter of their Beyond Juneteenth book chapters.
- Prepare to display an anchor chart of the Informational Writing Template to assist students with independent drafting of Chapter 3 for their Beyond Juneteenth books.

Universal Access

Reading

- Allow students to revisit illustrations in the text as context clues for the author's message.

Writing

- For the drafting portion of the writing lesson, students may use a graphic organizer to map out each paragraph of the informational essay for Chapter 3 of their Beyond Juneteenth books.

CORE VOCABULARY

imagination, n. an image formed in the mind that has not happened in reality

sacrifices, n. things you give up for something else to happen

unyielding, adj. not giving up or stopping

compassion, n. a care and concern for others in need

explorer, n. one who travels or investigates to learn more about a thing or place

inspiring, adj. causing someone to desire more or to improve

kin, n. one who is a family member

forging, v. moving forward or ahead

unique, adj. unlike anyone or anything else

politician, n. a person who works in an elected government role

Vocabulary Chart for “Full Circle of Hope”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	politician	imagination sacrifices unyielding compassion explorer inspiring kin forging unique	
Multiple-Meaning	forging		
Sayings and Phrases	common cause full circle		

Lesson 11: Full Circle Of Hope

Reading



Primary Focus: Students will explain and discuss the author's purpose and message within the text.

 **TEKS 5.10.A**

INTRODUCE THE READ-ALoud (5 MIN.)

- Introduce the title of the text, *Of Thee I Sing: A Letter to My Daughters*, written by Barack Obama.
- Ask students have they heard of the author, Barack Obama. Allow students to answer.
- Confirm for students that he is an African American politician and was the 44th President of the United States.
- Ask students if they recall what the Lesson 1 Read-Aloud said about President Barack Obama and President Abraham Lincoln. Allow students to answer.
- Remind students of the line from the Lesson 1 Read-Aloud: “All these people help to build the world we live in today, where a Black man named Barack Obama served in the same office as Abraham Lincoln, the president who wrote the Emancipation Proclamation . . .”
- Tell students that both President Abraham Lincoln and President Barack Obama were politicians.
- Introduce and define the vocabulary word *politician*.
- Remind students that they learned about the importance of allies, or people working together for a common cause in Lesson 10.
- Tell students that as they are listening to the Read-Aloud they should think about the question:
 1. **Evaluative.** What should be the common cause of America? This is an anchoring question that will bring students back to the message of the text. Allow students to think about it here. You will circle back to this anchoring question after the Read-Aloud.
- Write the question on the whiteboard or chart paper.

 **TEKS 5.10.A** Explain the author's purpose and message within a text.

- Tell students that the author will highlight thirteen American men and women from different backgrounds who helped America grow in some way, a few of whom we covered in this unit.
- Tell students that they will only need their notebooks during this lesson as they listen deeply for key words or phrases that help them understand the author’s message.
- Have students make a numbered list of 1–13 in their notebooks where they will write key words they hear as we learn about all thirteen Americans.

READ-ALOUD (25 MIN.)

- Tell students that you will pause after each page so that they can write down the words or phrases they hear that they think are key to the message.
- Remind students to write down key words or phrases that will help them to answer the anchoring question “What should be the common cause of America?”
- Begin the Read-Aloud.
 - After reading page 3, pause for students to write down key phrases or words they heard. Students may write key words or phrases, such as *creative*.
 - After reading page 5, pause for students to write down key phrases or words they heard. Students may write key words or phrases, such as *ideas, imagination, giant advances*.
 - After reading page 7, pause for students to write down key phrases or words they heard. Students may write key words or phrases, such as *brave, grace, strength, dreamers, respect*.
 - After reading page 9, pause for students to write down key phrases or words they heard. Students may write key words or phrases, such as *healer, peace, spirit, free, generations*.
 - After reading page 11, pause for students to write down key phrases or words they heard. Students may write key words or phrases, such as *blues, voice, feel deeply*.
 - After reading page 13, pause for students to write down key phrases or words they heard. Students may write key words or phrases, such as *strong, darkness, courage, challenges*.

- After reading page 15, pause for students to write down key phrases or words they heard. Students may write key words or phrases, such as *honor, sacrifices, Civil Rights Memorial, “gave their lives,” inspired.*
- After reading page 17, pause for students to write down key phrases or words they heard. Students may write key words or phrases, such as *find jobs, fed poor, taught, children.*
- After reading page 19, pause for students to write down key phrases or words they heard. Students may write key words or phrases, such as *don’t give up, compassion, hand in hand, opened hearts.*
- After reading page 21, pause for students to write down key phrases or words they heard. Students may write key words or phrases, such as *explorer, bold strides, brave.*
- After reading page 23, pause for students to write down key phrases or words they heard. Students may write key words or phrases, such as *inspiring, farm workers, power, poor, worked hard, loved the land, ¡Sí, se puede!*
- After reading page 25, pause for students to write down key phrases or words they heard. Students may write key words or phrases, such as *family, should work together, “behave as kin.”*
- After reading page 27, pause for students to write down key phrases or words they heard. Students may write key words or phrases, such as *strong, “country of principles.”*
- After reading page 29, pause for students to write key words under the list of the thirteen Americans. Students may write key words or phrases, such as *all races, unique gifts, lift up, build upon.*
- After reading the text, allow students two minutes to quietly read over their list of key words and phrases.
- Tell students to think about what they believe to be the message in the book and why the author wrote it, as they are reading over their list of key words or phrases from the text.
- Have students circle three to five key words or phrases from their list that helps answering the anchoring question, “What should be a common cause for America?”

Challenge

Have students explain what is meant by the “full circle” between Presidents Lincoln and President Obama.

Students may draw a circular timeline of key events, using unit readings and their research findings to illustrate the “full circle” between the presidents.

Support

Tell students each page in the text starts with a question that ends with an adjective or descriptive phrase. Allow them to focus on these questions only to pull out a key word or phrase.

READ-ALoud DISCUSSION (15 MIN.)

- Tell students we know from the title that the author wrote the text for his daughters.
- Tell students that the title of the book *Of Thee I Sing: A Letter to My Daughters* also comes from the line in a patriotic song, “America (My Country Tis of Thee).”
 1. **Inferential.** Who do you think the author wrote this book for besides his daughters? (*American citizens, children*)
 2. **Literal.** Who were some people in the book that we learned about during this unit? (*Abraham Lincoln, Cesar Chavez, Dr. Martin Luther King Jr.*)
 3. **Literal.** The text mentions the scientist and innovator, Albert Einstein. Who are other scientists, inventors or innovators we have learned about during this unit? (*Student answers will vary but may include Garrett A. Morgan, Sarah Boone, Lewis Latimer, Madam C. J. Walker, and others from Lessons 5 and 6.*)
 4. **Literal.** Albert Einstein was also a thought leader in science and a scholar on the subject of physics. Can you think of other scholars and thought leaders that you may have researched in this unit? (*Student answers will vary but may include Arturo Schomburg, Benjamin Banneker, W. E. B. Du Bois, Booker T. Washington, Shirley Ann Jackson, Anna Julia Cooper, and others they may have chosen to research.*)
- Ask a few student volunteers to share their 3–5 circled key words or phrases from their list that helped them think about an answer to the question, “What should be a common cause for America?”
 1. **Evaluative.** “Based on your notes, can someone tell me what they think the author’s message is in the book?” Allow different student volunteers to answer.
- Remind students that before the Read-Aloud, you had them think about a big question, “What should be the common cause of America?”
- Remind students that a common cause is something people believe in and work towards together.
 1. **Evaluative.** After thinking about the author’s message and key words used in the text, “What should be the common cause of America?” (*Allow a few students to answer. Answers will vary.*)
- Distribute the Exit Ticket.



Exit Ticket

Describe the message in the book *Of Thee I Sing: A Letter to My Daughters* using three words or phrases from the book.



Check for Understanding

Ask students, “How would you explain common cause in your own words?”



**ENGLISH
LANGUAGE
LEARNERS**

Discussion of Read-Aloud

Beginning

Have students tell you about a friend they share something in common with to help with understanding the concept of common cause.

Intermediate

Have students tell you a time they worked with someone towards a common cause, even in a game they played.

Advanced/Advanced High

Have students explain how working together on a common cause is helpful, using the sentence starter, “It is helpful to work together on a common cause, because _____.”

ELPS 1.A; ELPS 3.D

Lesson 11: Full Circle Of Hope

Writing



Primary Focus: Students will draft and develop an informational essay for the Beyond Juneteenth book.

TEKS 5.11.A; TEKS 5.11.B.i; TEKS 5.11.B.ii; TEKS 5.12.B

CHAPTER 3 DRAFTING (45 MIN.)

- Have students take out their Table of Contents.

Beyond Juneteenth

Activity Page 3.2, Table of Contents

Use this Activity Page to plan the research for chapters in your Beyond Juneteenth books.

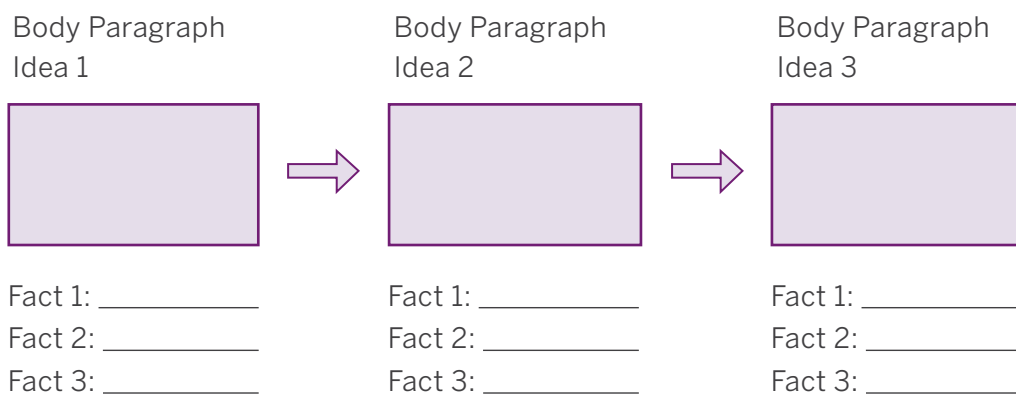
Chapter One	[Research Question]: What is Juneteenth?
Chapter Two	[Research Question]:
Chapter Three	[Research Question]:
Chapter Four	[Research Question]:

- Tell students that they have learned about several ideas, generated some questions, and collected information on various topics to include Lesson 10 on Activists and Allies.

TEKS 5.11.A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.11.B** Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; (ii) developing an engaging idea reflecting depth of thought with specific facts and details; **TEKS 5.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

- Have them review their KWL charts and notes to choose an idea/topic that interests them the most for Chapter Three of their books.
- Have them turn to a partner and tell them what idea interests them the most.
- Have students write a research question for Chapter Three on their Table of Contents based on this interest and their notes. A migration question might be, “Where did most African Americans migrate during the Great Migration?” An inventor question might be “What are inventions by African Americans that we still use today?,” etc.

Have students write down three ideas/topics from their notes or KWL that could be an idea/topic for each body paragraph. Students may draw the following graphic organizer to map out their ideas as a visual aid.



- Remind students how you modeled this using the writing template with John Lee Love, Sarah Boone, and Garrett A. Morgan as Ideas 1, 2, and 3.

Challenge

Have students think of ways to turn their research question into an engaging opening for the introductory paragraph.

Support

Assist individual students who need additional support with drafting, using the graphic organizer for body paragraphs.

- Display the Informational Writing Template for students to review while they draft an introductory paragraph for Chapter Three.

Introductory Paragraph

Topic Sentence (Introduce the topic with the research question.)

What were some contributions of African American inventors from 1865 to the present?

Sentence 2: (Tell the reader who or what the topic is that will help answer the research question.)

John Lee Love, Sarah Boone, and Garrett A. Morgan are three African American innovators who made very useful inventions.

Sentence 3: (Tell the reader a detail related to the when of the topic.)

These inventors all received patents for inventions in the years after General Granger's Juneteenth announcement on June 19, 1865.

Sentence 4: (Tell the reader why this topic is important.)

This is important, because many people still use their inventions today.

- Walk around and assist as needed while students begin drafting their introductory paragraphs for Chapter 3.
- If students are ready, have them begin drafting their body paragraphs using the template as a model. Students will have drafting time during Lesson 12 in addition to the time used to start the drafts during this lesson.

Body Paragraph 1: (Add transition word here)

Idea 1 Topic Sentence: John Lee Love is known for inventing the portable pencil sharpener.

- Fact and Supporting Detail, citing source [According to the (name of website or author of article), John Lee Love applied for the patent in 1897.]
- Fact and Supporting Detail, citing source [An article in (name of magazine newspaper, or website) tell us that . . ."]
- Fact and Supporting Detail, citing source [A copy of his patent can even be found on (name of website)].
- Why is the idea important? [Over one hundred years later, people still use and have improved upon John Lee Love's original portable pencil sharpener design.]

Body Paragraph 2: (Add transition word here)

Idea 2 Topic Sentence: Sarah Boone made ironing clothes easier for everyone with her patented improvements to the ironing board.

- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source

Body Paragraph 3: (Add transition word here)

Idea 3 Topic Sentence: Garrett A. Morgan is an African American inventor who contributed to America with his invention of the traffic light and other safety innovations.

- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source

- Tell students that they will continue these drafts of Chapter 3 for their books in Lesson 12.



Check for Understanding

Ask students to tell a partner three ideas/topics for their Chapter 3 research question.

End Lesson



ENGLISH
LANGUAGE
LEARNERS

Writing Chapter 3 Drafting

Beginning

Have students explain what a topic sentence is. Provide 1:1 support on writing the topic sentence for the introductory paragraph by creating a word bank of question starters.

Intermediate

Allow students to work with a partner to share topic sentence ideas and turn their research questions into the opening of their introductory paragraph. Encourage oral explanation of academic language, such as a topic sentence.

Advanced/Advanced High

Have students read their topic sentence for the introductory paragraph and tell you what ideas and vocabulary they will include in the body paragraphs.

ELPS 5.B

12

Drafting and Developing

PRIMARY FOCUS OF LESSON

Reading

Students will synthesize text-based information from notes and KWL to create new understanding.

✦ **TEKS 5.6.H**

Writing

Students will draft and develop Beyond Juneteenth informational books.

✦ **TEKS 5.11.A; TEKS 5.11.B.i; TEKS 5.11.B.ii; TEKS 5.12.B; TEKS 5.13.G**

FORMATIVE ASSESSMENT

Activity Page 12.1

Synthesizing Notes. Students will submit synthesized

✦ notes. **TEKS 5.6.H**

Activity Page 3.3

Bibliography Page, Chapters 2–4. Students will complete a final bibliography for Chapter 3.

✦ **TEKS 5.13.G**

✦ **TEKS 5.6.H** Synthesize information to create new understanding; **TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.11.B** Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; (ii) developing an engaging idea reflecting depth of thought with specific facts and details; **TEKS 5.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; **TEKS 5.13.G** Develop a bibliography.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (30 min.)			
Synthesizing Notes	Independent	30 min.	<input type="checkbox"/> Individual KWL chart <input type="checkbox"/> Individual Timelines <input type="checkbox"/> notebook <input type="checkbox"/> Activity Page 12.1
Writing (60 min.)			
Chapter 3 Drafting (continued)	Whole Group	40 min.	<input type="checkbox"/> Table of Contents <input type="checkbox"/> Activity Page 3.3 <input type="checkbox"/> notebook
Inquiry and Research Development	Independent	20 min.	<input type="checkbox"/> Individual KWL chart

ADVANCE PREPARATION

Reading

- Prepare to distribute Activity Page 12.1.
- Plan for students to have their individual 1865 to Present Timeline available during the reading and writing segments to review dates of key events as they were presented in texts.
- Ensure that students have their KWL charts available to review thoughts and questions generated during the unit.
- Plan for students to have their notebooks available to review information gathered during the unit.
- Plan for students to have the option to use highlighters as a visual aid when locating notes for Activity Page 12.1, for Universal Access.

Writing

- Distribute and project the Beyond Juneteenth Informational Writing Rubric for review with students.
- Plan for 1:1 computer usage in the school library, computer lab, or classroom so students may conduct independent research.
- Ensure students have their Table of Contents available to revisit as a research planning tool for each chapter of their Beyond Juneteenth book chapters.
- Prepare to display an anchor chart of the teacher drafted Informational Writing Template from Lessons 5 and 6 to assist students with independent drafting of Chapter 3 of their Beyond Juneteenth books.

Universal Access

Reading

- Students may use three different highlighter colors to highlight each of the three topics related to their research on Activity Page 12.1 that they will review notes on. Then, use the same color highlighters when they find corresponding notes in their notebooks.

Writing

- For the drafting portion of the writing lesson, students may draw a graphic organizer to map out each paragraph of the informational essay for Chapter 3 of their Beyond Juneteenth books.

Body Paragraph
Idea 1

Fact 1: _____

Fact 2: _____

Fact 3: _____



Body Paragraph
Idea 2

Fact 1: _____

Fact 2: _____

Fact 3: _____



Body Paragraph
Idea 3

Fact 1: _____

Fact 2: _____

Fact 3: _____

Lesson 12: Drafting and Developing

Reading



Primary Focus: Students will synthesize text-based information from notes and KWL to create new understanding.

 **TEKS 5.6.H**

SYNTHESIZING NOTES (30 MIN.)

- Distribute Activity Page 12.1 to students.
- Tell students that they will be using a reading skill called synthesizing, where they combine information to create new understanding.
- Tell students that researchers synthesize information often by reviewing their gathered information from sources and writing about their new understanding.
- Have students take out their individual KWL charts, where they have written thoughts and questions, and notebooks, where they have gathered information from sources.
- Tell students to have their timelines handy for review while synthesizing their information.
- Ask students what they notice about the Activity Page and the KWL. Students should notice that the activity page and KWL have the same topics in the far right column: Juneteenth, The Great Migration, Inventors and Innovators, Education, Artists, Scholars, and Writers, and Activists and Allies.
- Remind students that they have planned research for three research questions related to the ideas/topics on the Activity Page and written their thoughts and questions on the KWL throughout the unit.
- Allow students to draw an X through any of the topics or ideas they have not done research on. Students should have three of the topics remaining on their Activity Page that reflect their research chapters.
- Tell students that they will use their notes and KWL to synthesize information by thinking about what they thought when they began researching, while researching, and what they have learned after researching.

Activity Page 12.1



Challenge

Ask students to think of a text or source that helped them with their new understanding of an idea/topic they were researching.

 **TEKS 5.6.H** Synthesize information to create new understanding.

- Model this for students by choosing Juneteenth and thinking-aloud:

“So, I remember my research question for Chapter One was “What is Juneteenth?” [Open a notebook of your own.] I see here in my notes I wrote the question “Did Juneteenth affect people outside of Texas?” So, at first, I thought Juneteenth only affected people in Texas.

Then, on my KWL, I wrote “I wonder if newly freed citizens will move to other places.” So, then, I began thinking about how freedom helped people have a chance to move around the United States.

In my notebook, I see the facts I located about all the cool jobs newly freed citizens began getting. So, now, I understand that Juneteenth allowed African American citizens to have more opportunity for equality.”

- Tell students that they will do this for all three of the ideas/topics related to their particular research questions for Chapters 1–3.
- Allow students to begin completing their Activity page 12.1 independently, assisting individual students as needed.
- Monitor and check for understanding while students are reviewing their notes and synthesizing their information into new understandings.
- Allow volunteers to read their synthesized note statements from the Activity Page.
- Collect the completed Activity Page 12.1 from students.



Check for Understanding

Ask students to explain the synthesizing in their own words.

Support

Scaffold the synthesizing Activity Page for students as needed by having them complete only the “At first, I thought . . .” and “Now, I understand . . .” statements to get them started.



**ENGLISH
LANGUAGE
LEARNERS**

Reading Synthesizing Notes

Beginning

Help students understand synthesizing by relating it to separate ingredients combined to make a sandwich or meal. (*peanut butter, jelly, and bread, etc.*)

Intermediate

Have students demonstrate understanding of synthesizing by thinking of examples of combining two different things to make a whole new thing. (*red and blue make purple, 1+2=3, etc.*)

Advanced/Advanced High

Have students tell you two books or stories they read during the unit that helped them to understand something differently than they did before reading.

ELPS 1.A; ELPS 4.F

Lesson 12: Drafting and Developing Writing



Primary Focus: Students will draft and develop Beyond Juneteenth informational books.

✚ **TEKS 5.11.A; TEKS 5.11.B.i; TEKS 5.11.B.ii; TEKS 5.12.B; TEKS 5.13.G**

CHAPTER 3 DRAFTING (CONTINUED) (40 MIN.)

- Tell students that they will continue drafting their Chapter 3 informational essay for their Beyond Juneteenth books.
- Allow students to review their copies of the writing rubric.
- Allow students to take out their notebooks where they have begun drafting their Chapter 3 informational essay.
- Tell students to have their Table of Contents available to review their Chapter 3 research questions.
- Ensure that students have their Activity Page 3.3 out on their desks.
- Tell students that in addition to drafting, they may ensure that they have their research question and at least three sources written on their bibliography pages for Chapter 3.
- Draw students attention to the anchor chart of the teacher drafted Informational Writing Template from Lessons 5 and 6 to assist them with independent drafting of chapter 3 of their Beyond Juneteenth books.
- Use the template to briefly review the components for the Introductory Paragraph, Body Paragraphs, and Conclusion paragraphs.

Activity Page 3.3



✚ **TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.11.B** Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; (ii) developing an engaging idea reflecting depth of thought with specific facts and details; **TEKS 5.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; **TEKS 5.13.G** Develop a bibliography.

Introductory Paragraph

Topic Sentence (Introduce the topic with the research question.)

What were some contributions of African American inventors from 1865 to the present?

Sentence 2: (Tell the reader who or what the topic is that will help answer the research question.)

John Lee Love, Sarah Boone, and Garrett A. Morgan are three African American innovators who made very useful inventions.

Sentence 3: (Tell the reader a detail related to the when of the topic.)

These inventors all received patents for inventions in the years after General Granger's Juneteenth announcement on June 19, 1865.

Sentence 4: (Tell the reader why this topic is important.)

This is important, because many people still use their inventions today.

Body Paragraph 1: (Add transition word here)

Idea 1 Topic Sentence: John Lee Love is known for inventing the portable pencil sharpener.

- Fact and Supporting Detail, citing source [According to the (name of website or author of article), John Lee Love applied for the patent in 1897.]
- Fact and Supporting Detail, citing source [An article in (name of magazine newspaper, or website) tell us that . . ."]
- Fact and Supporting Detail, citing source [A copy of his patent can even be found on (name of website)].
- Why is the idea important? [Over one hundred years later, people still use and have improved upon John Lee Love's original portable pencil sharpener design.]

Body Paragraph 2: (Add transition word here)

Idea 2 Topic Sentence: Sarah Boone made ironing clothes easier for everyone with her patented improvements to the ironing board.

- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source

Body Paragraph 3: (Add transition word here)

Idea 3 Topic Sentence: Garrett A. Morgan is an African American inventor who contributed to America with his invention of the traffic light and other safety innovations.

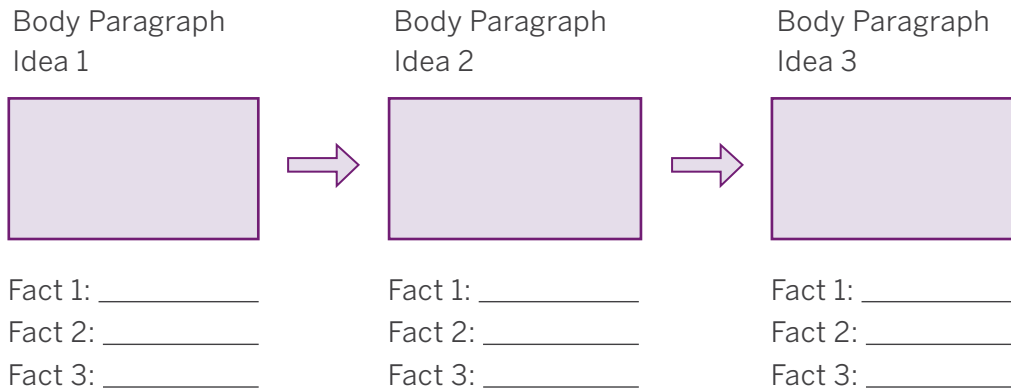
- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source

Conclusion Paragraph:

Concluding Sentence: [Tell what you learned or want others to learn from your research.] As you have read, these African American inventors made important contributions to society.

- [Tell the reader why this is important information.] This is important information for others to know, because we don't often hear about these inventors in history.
- [Tell the reader another reason why this is important information.] It is also good to know about these inventors, because we use many of their inventions in our daily lives.
- [Tell the reader the most memorable fact you learned about the idea/topic.] I will always remember Garrett A. Morgan when my mom stops at a traffic light while driving me to school.

- Allow students to draw the following graphic organizer on their papers to map out their body paragraphs, if they are still using this time to get these drafted.



- Assist and confer with small groups of students or individual students, as needed.
- While students are working, check for a completed bibliography for Chapter 3.
- Make a note of students who need additional assistance with their bibliography for Chapter 3.
- Plan to conference with these students during the next drafting block of Lesson 13.
- Allow a few students to share their completed informational essays or portions that are a work in progress by reading aloud to a partner.

Note: If students require additional time, they may continue writing during the drafting block of Lesson 13 as it is normal for students to be at different stages of the writing process.

INQUIRY AND RESEARCH DEVELOPMENT (20 MIN.)

- Have students take out the Table of Contents.
- Tell students to keep their Bibliography Page on their desks.
- Announce that they get to choose another interest from the ideas and topics they have learned about during the unit and write a research question for the final chapter of their Beyond Juneteenth books: Chapter 4.
- Allow students to review their notes and KWL, and discuss ideas with a classmate.
- Tell students that once they have a research question drafted on their Table of Contents for Chapter 4, they may go to a computer with their Bibliography Page to find sources of information to answer their Chapter 4 research question.

Challenge

Have students that are done drafting before the allotted time to begin checking their work using the provided rubric to revise accordingly.

Support

Allow students to work with one portion of the writing template at a time to draft their work with teacher feedback, after each section.

- When instructional time is over, collect the bibliography pages until the next lesson to formatively assess students progress with source documentation.

Activity Page 3.3, Bibliography Page, Chapter 2-4

Chapter Three Research Question:

Type of Source	Title of Source	Source Information
1.		
2.		
3.		
4.		
5.		



Check for Understanding

Ask students to show you where they have included specific parts of the writing template in their own writing.

End Lesson



**ENGLISH
LANGUAGE
LEARNERS**

Writing Chapter 3 Drafting

Beginning

Chunk the body paragraph graphic organizer to have students draw and map one paragraph at a time. Encourage use of vocabulary in a cooperative learning group.

Intermediate

Allow students to orally express their body paragraph ideas before mapping them on the graphic organizer. Encourage inclusion of new vocabulary.

Advanced/Advanced High

Have students orally express each paragraph with ideas, facts, and new vocabulary before mapping or drafting.

ELPS 1.C

13

Drafting and Developing

PRIMARY FOCUS OF LESSON

Writing

Students will draft and develop Beyond Juneteenth informational books.

✦ **TEKS 5.11.A; TEKS 5.11.B.i; TEKS 5.11.B.ii; TEKS 5.12.B**

FORMATIVE ASSESSMENT

Activity Page 3.3

Bibliography Page, Chapters 2–4. Students will complete a final bibliography for Chapter 4.

✦ **TEKS 5.13.G**

✦ **TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.11.B** Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; (ii) developing an engaging idea reflecting depth of thought with specific facts and details; **TEKS 5.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; **TEKS 5.13.G** Develop a bibliography.

LESSON AT A GLANCE

	Grouping	Time	Materials
Writing (90 min.)			
Inquiry and Research Development	Independent	30 min.	<input type="checkbox"/> Activity Pages 3.2, 3.3 <input type="checkbox"/> notebook <input type="checkbox"/> Individual KWL chart
Chapter 4 Drafting	Whole Group	60 min.	

ADVANCE PREPARATION

Writing

- Distribute and project the Beyond Juneteenth Informational Writing Rubric for review with students.
- Plan to conference with students depending on where they are in the drafting process, Chapter 3 or 4.
- Plan to give students back their Activity Page 3.3 with feedback.
- Plan for 1:1 computer usage in the school library, computer lab, or classroom so students may conduct independent research.
- Ensure students can either print articles or sources located during their search or save articles in a digital folder to review later for writing.
- Prepare to review the following Internet research guidelines and to monitor students on computers:
 - When searching the Internet, students will only type the following in the search engine:
 1. the words in their research questions
 2. ideas or topics related to their research questions
 3. names of places, people, and things related to the research questions, ideas, or topics.
- Ensure students have their Activity Page 3.2 available to revisit as a research planning tool for each chapter of their Beyond Juneteenth book chapters.
- Prepare to display an anchor chart of the teacher drafted Informational Writing Template from Lessons 5 and 6 to assist students with independent drafting of Chapter 4 of their Beyond Juneteenth books.

Universal Access

Writing

- For the drafting portion of the writing lesson, students may draw a graphic organizer to map out each paragraph of the informational essay for Chapter 4 of their Beyond Juneteenth books. For additional scaffolding, students may write a number (1, 2, 3) in their body paragraph boxes on the organizer. Students may also color code body paragraph ideas for additional visual organization.

Body Paragraph
Idea 1



Fact 1: _____
Fact 2: _____
Fact 3: _____



Body Paragraph
Idea 2



Fact 1: _____
Fact 2: _____
Fact 3: _____



Body Paragraph
Idea 3



Fact 1: _____
Fact 2: _____
Fact 3: _____

Lesson 13: Drafting and Developing Writing



Primary Focus: Students will draft and develop Beyond Juneteenth informational books.

TEKS 5.11.A; TEKS 5.11.B.i; TEKS 5.11.B.ii; TEKS 5.12.B

INQUIRY AND RESEARCH DEVELOPMENT (30 MIN.)

- Before the lesson begins, return Activity Page 3.1 to student desks with written feedback.
- At the start of the lesson, have students take out their Table of Contents.
- Remind students that during Lesson 12, they began writing research questions and locating information for their Chapter 4 research.
- Tell them they will have time to finalize their Chapter 4 bibliography and locate additional information to answer their research question.
- Allow a few student volunteers to share their Chapter 4 research questions.
- Tell students to keep their Bibliography Page on their desks.
- Have students take out their notes and KWL, and refer to their timelines as needed.
- Allow students to go to a computer with their Bibliography Page to find additional sources of information to answer their Chapter 4 research question.
- When instructional time for this portion of the lesson is over, collect the bibliography pages until the next lesson to formatively assess students progress with source documentation.

TEKS 5.11.A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.11.B** Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; (ii) developing an engaging idea reflecting depth of thought with specific facts and details; **TEKS 5.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

CHAPTER 4 DRAFTING (60 MIN.)

- Allow students to take out and review their copies of the writing rubric.
- Allow students to take out their notebooks for drafting.
- Tell students that if they did not get to complete drafting their Chapter 3 essay during Lesson 12, they may have the first twenty minutes of this drafting block to finish drafting their Chapter 3 informational essay before moving on to Chapter 4 drafts.
- Set a visual twenty minute timer, if available, for these students. You may also need to work with these students individually or in a small group to determine additional support needed.
- Have students who have completely drafted Chapter 3 begin drafting their Chapter 4 essay at the start of this drafting block.
- Tell students to have their Table of Contents available to review their Chapter 3 or 4 research questions.
- Ensure that students have their Activity Page 3.3 out on their desks.
- Tell students that in addition to drafting, they may ensure that they have their research question and least three sources written on their bibliography pages for Chapter 4.
- Draw students attention to the anchor chart of the teacher drafted Informational Writing Template from Lessons 5 and 6 to assist them with independent drafting of Chapter 4 of their Beyond Juneteenth books.

- Ensure the Informational Writing Template is visible for students to refer to as needed while drafting components for the Introductory Paragraph, Body Paragraphs, and Conclusion paragraphs.

Introductory Paragraph

Topic Sentence (Introduce the topic with the research question.)

What were some contributions of African American inventors from 1865 to the present?

Sentence 2: (Tell the reader who or what the topic is that will help answer the research question.)

John Lee Love, Sarah Boone, and Garrett A. Morgan are three African American innovators who made very useful inventions.

Sentence 3: (Tell the reader a detail related to the when of the topic.)

These inventors all received patents for inventions in the years after General Granger's Juneteenth announcement on June 19, 1865.

Sentence 4: (Tell the reader why this topic is important.)

This is important, because many people still use their inventions today.

Body Paragraph 1: (Add transition word here)

Idea 1 Topic Sentence: John Lee Love is known for inventing the portable pencil sharpener.

- Fact and Supporting Detail, citing source [According to the (name of website or author of article), John Lee Love applied for the patent in 1897.]
- Fact and Supporting Detail, citing source [An article in (name of magazine newspaper, or website) tell us that . . ."]
- Fact and Supporting Detail, citing source [A copy of his patent can even be found on (name of website)].
- Why is the idea important? [Over one hundred years later, people still use and have improved upon John Lee Love's original portable pencil sharpener design.]

Body Paragraph 2: (Add transition word here)

Idea 2 Topic Sentence: Sarah Boone made ironing clothes easier for everyone with her patented improvements to the ironing board.

- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source

Body Paragraph 3: (Add transition word here)

Idea 3 Topic Sentence: Garrett A. Morgan is an African American inventor who contributed to America with his invention of the traffic light and other safety innovations.

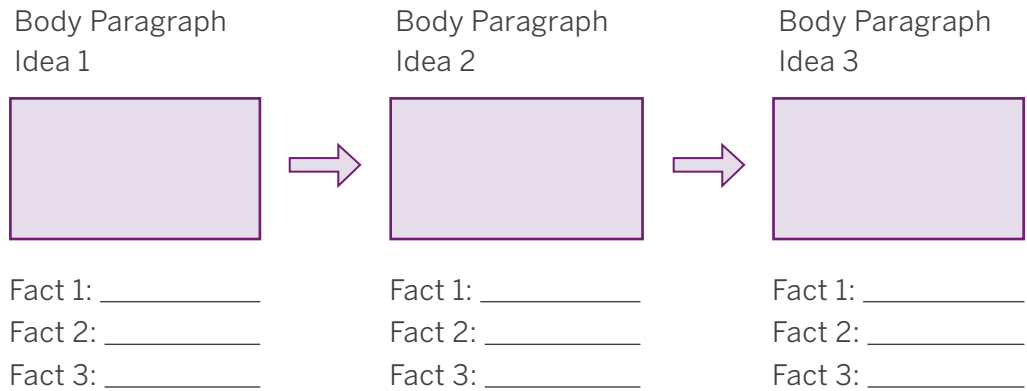
- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source

Conclusion Paragraph:

Concluding Sentence: [Tell what you learned or want others to learn from your research.] As you have read, these African American inventors made important contributions to society.

- [Tell the reader why this is important information.] This is important information for others to know, because we don't often hear about these inventors in history.
- [Tell the reader another reason why this is important information.] It is also good to know about these inventors, because we use many of their inventions in our daily lives.
- [Tell the reader the most memorable fact you learned about the idea/topic.] I will always remember Garrett A. Morgan when my mom stops at a traffic light while driving me to school.

- Allow students to draw the following graphic organizer on their papers to map out their body paragraphs, if they are still using this time to get these drafted.



Challenge

Have students that are done drafting before the allotted time, begin checking their work using the provided rubric to revise accordingly.

- Continue to assist and confer with small groups of students or individual students, as needed, on both bibliography and drafting progression.
- While students are working, check for a completed bibliography for Chapter 4.
- Make a note of students who may need additional assistance with their bibliography for Chapter 4.
- Work with these students during the next drafting block of Lesson 14.
- Allow a few students to share their completed informational essays or portions that are a work in progress by reading aloud to a partner.

Note: If students require additional time, they may continue writing during the drafting block of Lesson 14 as it is normal for students to be at different stages of the writing process.

Support

Allow students to work with one portion of the writing template at a time to draft their work with teacher feedback, after each section.



Check for Understanding

Ask students to show you where they have included specific parts of the writing template in their own writing.

End Lesson



**ENGLISH
LANGUAGE
LEARNERS**

Writing Chapter 4 Drafting

Beginning

Chunk the body paragraph graphic organizer to have students draw and map one paragraph at a time.

Intermediate

Allow students to orally express their body paragraph ideas before mapping them on the graphic organizer.

Advanced/Advanced High

Have students orally express each paragraph with ideas and facts before mapping or drafting.

ELPS 3.E

14

Drafting, Revising, and Editing

PRIMARY FOCUS OF LESSON

Writing

Students will draft, revise, and edit writing developed for their Beyond Juneteenth informational books.

✦ **TEKS 5.11.A; TEKS 5.11.B.i; TEKS 5.11.B.ii; TEKS 5.11.C; TEKS 5.11.D; TEKS 5.12.B**

FORMATIVE ASSESSMENT

Activity Page 14.1

Editing Checklist. Students will submit an editing checklist after editing spelling, punctuation,

✦ capitalization, and sentences. **TEKS 5.11.D**

✦ **TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.11.B** Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; (ii) developing an engaging idea reflecting depth of thought with specific facts and details; **TEKS 5.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 5.11.D** Edit drafts using standard English conventions; **TEKS 5.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

LESSON AT A GLANCE

	Grouping	Time	Materials
Writing (90 min.)			
Chapter 4 Drafting and Review	Independent	20 min.	<input type="checkbox"/> Table of Contents <input type="checkbox"/> ActivityPages 1.3, 3.1, 14.1 <input type="checkbox"/> Projection 14.1
Revising Chapters 1 and 2: Adding Transitions	Whole Group	30 min.	<input type="checkbox"/> Anchor chart of Informational Writing Template
Editing Chapters 1 and 2	Whole Group	40 min.	

ADVANCE PREPARATION

Writing

- Distribute and project the Beyond Juneteenth Informational Writing Rubric for review with students.
- Plan to give students back their Activity Page 3.1 with feedback.
- Plan for 1:1 computer usage in the school library, computer lab, or classroom so students may conduct independent research.
- Ensure students can either print articles or sources located during their search or save articles in a digital folder to review later for writing.
- Prepare to review the following Internet research guidelines and to monitor students on computers:
 - When searching the Internet, students will only type the following in the search engine:
 1. the words in their research questions
 2. ideas or topics related to their research questions
 3. names of places, people, and things related to the research questions, ideas, or topics.
- Ensure students have their Table of Contents available to revisit as a research planning tool for each chapter of their Beyond Juneteenth book chapters.
- Prepare to display an anchor chart of the teacher drafted Informational Writing Template from Lessons 5 and 6 to assist students with independent drafting of chapter 4 of their Beyond Juneteenth books.
- Prepare to use a visual timer to assist with time management and task completion of the revising and editing tasks.
- Prepare students to use a dictionary in the classroom or an online dictionary to check the spelling of words that may be misspelled.
- Prepare to have several sharpened pencils with erasers available for students to draft, revise, and edit their writing.

Lesson 14: Drafting, Revising, and Editing

Writing



Primary Focus: Students will draft, revise, and edit writing developed for their Beyond Juneteenth informational books.

TEKS 5.11.A; TEKS 5.11.B.i; TEKS 5.11.B.ii; TEKS 5.11.C; TEKS 5.11.D; TEKS 5.12.B

CHAPTER 4 DRAFTING AND REVIEW (20 MIN.)

- Before the lesson begins, return Activity Page 3.1 to student desks with written feedback.
- Allow students to take out and review their copies of the writing rubric.
- Have students take out their notebooks for drafting.
- Tell students that if they did not get to complete drafting their Chapter 4 essay during Lesson 13, they may have the first twenty minutes of this drafting block to finish drafting their Chapter 4 informational essay before moving on to a review of their Chapter 1 and 2 drafts.
- Set a visual twenty minute timer, if available for these students. You may also need to work with these students individually or in a small group to determine additional support needed.
- Draw students attention to the anchor chart of the Informational Writing Template to assist them with completing the draft of Chapter 4 for their Beyond Juneteenth books.
- Have students who have completely drafted Chapter 4 begin reviewing their Chapter 1 and 2 essays, referring to Activity Page 1.3 and Informational Writing Template at the start of this lesson segment.
- Tell students to have their Bibliography Page available and think about whether their Chapter 1 and 2 essays answer their respective research questions, while reading.
- Ensure that students have their Activity Page 3.1 out on their desks.

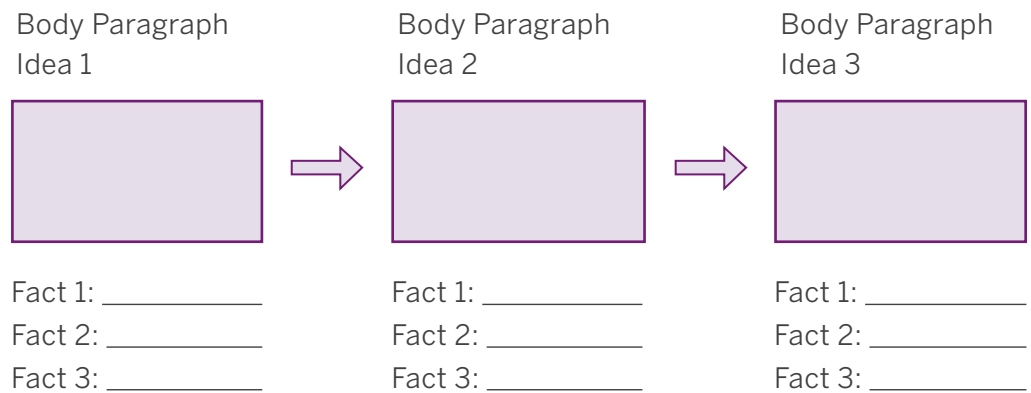
TEKS 5.11.A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.11.B** Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; (ii) developing an engaging idea reflecting depth of thought with specific facts and details; **TEKS 5.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 5.11.D** Edit drafts using standard English conventions; **TEKS 5.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

- Tell students that while they are reading over their Chapter 1 and 2 drafts, they should notice if they referred to their sources wherever they included a fact in their body paragraphs.
- Point to the Body Paragraph section of the displayed Informational Writing Template as a reference for this.

Universal Access

Writing

- Use a visual timer for the adding transitions and editing portions of the lesson to help students pace their work and progress towards completion of tasks.



Note: You may choose to preview the vocabulary words used throughout the unit, as necessary. In addition to the review, students may review vocabulary with definitions on a bulletin board, if it is available.

- Tell students that they may notice that there are no transitions on their drafts, but they will be using instructional time to add transitions to Chapters 1 and 2 during this lesson.
- At the end of twenty minutes, have all students take out their Chapter 1 and 2 drafts and Bibliography Page.

Body Paragraph 1: (Add transition word here)

Idea 1 Topic Sentence: John Lee Love is known for inventing the portable pencil sharpener.

- Fact and Supporting Detail, citing source [According to the (name of website or author of article), John Lee Love applied for the patent in 1897.]
- Fact and Supporting Detail, citing source [An article in (name of magazine newspaper, or website) tell us that . . ."]
- Fact and Supporting Detail, citing source [A copy of his patent can even be found on (name of website)].
- Why is the idea important? [Over one hundred years later, people still use and have improved upon John Lee Love's original portable pencil sharpener design.]

Body Paragraph 2: (Add transition word here)

Idea 2 Topic Sentence: Sarah Boone made ironing clothes easier for everyone with her patented improvements to the ironing board.

- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source

Body Paragraph 3: (Add transition word here)

Idea 3 Topic Sentence: Garrett A. Morgan is an African American inventor who contributed to America with his invention of the traffic light and other safety innovations.

- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source

REVISING CHAPTERS 1 AND 2: ADDING TRANSITIONS (30 MIN.)

- Display Projection 14.1, Transitions

➤ Projection 14.1: Transitions

To Open (1st Idea Paragraph)	To Connect Ideas (beginning and within Body Paragraphs)	To Close (before Conclusion Paragraph)
To begin, First, First of all, To start, For starters, The first reason, The first way	Additionally, Another reason why, For example, For instance, In fact, As a matter of fact, Furthermore, Moreover, Second, Third, Also, Next, One last example,	In conclusion, To summarize, In summary, Therefore, Finally, You can see why

- Use the first 5–10 minutes to explain transition usage to students, in the following way:
- Ask students if they know what a transition is in writing. Allow students to answer.
- Tell students that writers use transitions, or connecting words, to help their writing flow smoothly.
- Point to Projection 14.1 and tell students that transitions have different purposes in writing which include: to open, to connect ideas, and to close.
- Model and demonstrate for students how some transitions work better than others in different parts of the writing and writers can sometimes hear when transitions work or don't work by reading them aloud in sentences.
- Demonstrate putting a transition used 'To Close' before a Body Paragraph on the displayed Informational Writing Template. Ask students, "Would you say, 'In Conclusion, John Lee Love is known for inventing the portable pencil sharpener.' as the topic sentence of the first body paragraph?" (*Students' answers should be no, because you are just starting, not ending your ideas.*)
- Have a student choose a transition from the projected list that would work to start the first body paragraph in the template.

- Try reading aloud, using a few of these transition options for different parts of the writing on the Informational Writing Template and have students put a thumbs up or down to signify if it works or does not work.
- Tell students that we revise our writing by adding or deleting to improve it. Tell them today we will be revising by adding transitions to Chapter 1 drafts.
- After the first ten minutes of this portion of the writing lesson, tell students that they should add at least four different transitions, one before each body paragraph.
- Tell students that after adding the four transitions, they can also add transitions within the body of the essay, if time permits. Remind students that the writing rubric asks for at least four transitions.
- Tell students that they will now have ten minutes to try this out by adding transitions to their Chapter 1 drafts only.
- Start a visual timer for ten minutes, and remind students to quietly read their writing aloud when adding transitions to hear if it would sound appropriate when orally sharing their writing.
- Walk around the room, monitoring and assisting students as needed to check for understanding.
- After ten minutes, tell students to do the same with their Chapter 2 drafts.

EDITING CHAPTERS 1 AND 2 (40 MIN.)

- Tell students that they are now going to work on editing their Chapter 1 drafts.
- Provide students with Activity Page 14.1.
- Use the first five minutes to explain the editing process in the following way:
 - Tell students that they will edit, or correct their work by looking closely at their writing to address the following areas: 1) spelling, 2) capitalization, 3) punctuation, and 4) sentence structure.
- Write a list of the four areas on a whiteboard or chart paper.
- Have student volunteers read each sentence on the checklist aloud.
- Tell them that they will check off each area as they look for and correct errors in their Chapter 1 drafts.
- Tell students that while editing they may use a dictionary in the classroom or computer to check the spelling of words that may be misspelled.
- Tell students that they will ensure that beginnings of sentences and proper nouns (names of people, places, and things) are capitalized.

Activity Page 14.1



Challenge

Have students revise two sentences by using a vocabulary word from the unit in each, from their notes or bulletin board.

Support

Have students draw a dot with their pencils before each body paragraph and concluding paragraph to mark where the transitions will be added for revisions before beginning.

- Tell students that they will look for proper use of periods, commas, question marks, and other punctuation.
- You may model by writing a few sentences without a period, comma, or question mark and have students correct on the whiteboard by adding the appropriate punctuation.
- Finally, tell students that they will ensure that sentences are complete in their writing to include the subject (who/what the sentence is about) and the predicate (a description of the subject or an action related to the subject).
- Tell students that they can even change their sentence structures to make a compound sentence, using a conjunction (and, or, but) to combine two complete sentences.
- Show the difference between a simple sentence and compound sentence by saying the following and writing these two sentences on a whiteboard or chart paper. Instead of writing, “He was a great man. He did a lot for his community.”, you can write, “He was a great man, and he did a lot for his community.”

Note: You may adjust instructional time for editing, to provide instruction on subject and predicate, simple and compound sentences if this has not been taught at the time of this research unit.

- Tell students that they will now have fifteen minutes to edit their Chapter 1 drafts only, using the checklist in their notebooks.
- Start a visual timer for fifteen minutes.
- Confer with individuals or a small group of students in need of additional support with the editing process.
- After fifteen minutes, tell students to do the same with their Chapter 2 drafts.
- Start a visual timer for fifteen minutes.
- While students are editing their Chapter 2 drafts, confer with individuals or a small group of students in need of additional support.
- Collect students’ editing checklists to gauge progress on editing the two chapters.
- Tell students that they will revise and edit Chapters 3 and 4 during Lesson 15, before preparing to publish, or share, their Beyond Juneteenth books.



Check for Understanding

Ask students to show you where they have included specific parts of the writing template in their own writing.

End Lesson



**ENGLISH
LANGUAGE
LEARNERS**

Revising Chapters 1 and 2: Adding Transitions

Beginning

Have students write the numbers 1, 2, and 3 before each body paragraph, explaining to them the connection between numbers and the transitions First, Second, Third.

Intermediate

Have students revise using the transitions First, Next, and Then, demonstrating for them how these transitions are also used when speaking.

Advanced/Advanced High

Have students read aloud their chosen transitions for each paragraph, getting teacher feedback.

ELPS 1.A; ELPS 3.C

15

Revising, Editing, and Publishing

PRIMARY FOCUS OF LESSON

Writing

Students will revise, edit, and publish writing developed for their Beyond Juneteenth informational books.

✦ **TEKS 5.11.C; TEKS 5.11.D; TEKS 5.11.E; TEKS 5.12.B**

FORMATIVE ASSESSMENT

Beyond Juneteenth Book Students will submit a completed Beyond Juneteenth book. ✦ **TEKS 5.11.E**

✦ **TEKS 5.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 5.11.D** Edit drafts using standard English conventions; **TEKS 5.11.E** Publish written work for appropriate audiences; **TEKS 5.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

LESSON AT A GLANCE

	Grouping	Time	Materials
Writing (90 min.)			
Revising Chapters 3 and 4: Adding Transitions	Independent	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Projection 14.1 <input type="checkbox"/> Anchor chart of Informational Writing Template <input type="checkbox"/> Activity Page Pages 1.3, 3.1, 3.3, 15.1,
Editing Chapters 3 and 4	Independent	30 min.	<ul style="list-style-type: none"> <input type="checkbox"/> clear tape/glue sticks <input type="checkbox"/> three prong folders (one folder per student) <input type="checkbox"/> multi-colored 8 x 11 cardstock (one sheet per student)
Publishing: Beyond Juneteenth Book Swap	Partner	40 min.	<ul style="list-style-type: none"> <input type="checkbox"/> colored pencils

ADVANCE PREPARATION

Writing

- Distribute and project the Beyond Juneteenth Informational Writing Rubric for review with students.
- Prepare to display Projection 14.1.
- Prepare to distribute Activity Page 14.1.
- Prepare to use a visual timer to assist with time management and task completion of the revising and editing tasks.
- Prepare for students to use a dictionary in the classroom or an online dictionary to check the spelling of words that may be misspelled.
- Prepare to have several sharpened pencils with erasers available for students to draft, revise, and edit their writing. Prepare to have a printer or digital submission plan if students have drafted in a digital notebook.
- Prepare a Beyond Juneteenth book construction table with the following supplies: clear tape/glue sticks, three prong folders (one folder per student), multi-colored 8 x 11 cardstock (one sheet per student).
- Predetermine partners for the book swap. Prepare to display names of student partners digitally, on the whiteboard, or chart paper.

Universal Access

Writing

- Use a visual timer for the portions of the lesson relating to adding transitions and editing to help students pace their work and progress towards completion of tasks.

Lesson 15: Revising, Editing, and Publishing

Writing



Primary Focus: Students will revise, edit, and publish writing developed for their Beyond Juneteenth informational books.

✦ **TEKS 5.11.C; TEKS 5.11.D; TEKS 5.11.E; TEKS 5.12.B**

REVISING CHAPTERS 3 AND 4: ADDING TRANSITIONS (20 MIN.)

- Display Projection 14.1, Transitions

➤ Projection 14.1: Transitions

To Open (1st Idea Paragraph)	To Connect Ideas (beginning and within Body Paragraphs)	To Close (before Conclusion Paragraph)
To begin, First, First of all, To start, For starters, The first reason, The first way	Additionally, Another reason why, For example, For instance, In fact, As a matter of fact, Furthermore, Moreover, Second, Third, Also, Next, One last example,	In conclusion, To summarize, In summary, Therefore, Finally, You can see why

- Ask a student to tell you what they used this transition list for in their writing. (*Students' answers should include the word revised.*)
- Tell students that they will revise their Chapters 3 by adding transitions. Ask students why writers need transitions. (*to make writing flow smoothly, to open, to connect, or to close*)
- Revisit modeling appropriate use of transitions, as you did in Lesson 14.
- Have a student volunteer to choose a transition and orally read their writing with the transition added.
- Tell students that they should add at least four different transitions, one before each body paragraph.

✦ **TEKS 5.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 5.11.D** Edit drafts using standard English conventions; **TEKS 5.11.E** Publish written work for appropriate audiences; **TEKS 5.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

- Tell students that after adding the four transitions, they can also add transitions within the body of the essay, if time permits. Remind students that the writing rubric asks for at least four transitions.
- Tell students that they will now have ten minutes to try this out by adding transitions to their Chapter 3 drafts only.
- Start a visual timer for ten minutes, and remind students to quietly read their writing aloud when adding transitions to hear if it would sound appropriate when orally sharing their writing.
- Walk around the room, monitoring and assisting students as needed to check for understanding.
- After ten minutes, tell students to do the same with their Chapter 4 drafts.

EDITING CHAPTERS 3 AND 4 (30 MIN.)

- Tell students that they are now going to work on editing their Chapter 3 drafts.
- Provide students with Activity Page 14.1
- Ask students to tell you the four areas they will be editing in their writing. (*Student answers should include 1) spelling, 2) capitalization, 3) punctuation, and 4) sentence structure.*)
- Have student volunteers read aloud each sentence on the checklist.
- Tell them that they will check off each area as they look for and correct errors in their Chapter 3 drafts.
- Remind students that while editing, they may use a dictionary in the classroom or computer to check the spelling of words.
- Tell students that they will now have fifteen minutes to edit their Chapter 3 drafts only, using the checklist in their notebooks.
- Start a visual timer for fifteen minutes.
- Confer with individuals or a small group of students in need of additional support with the editing process.
- After fifteen minutes, tell students to do the same with their Chapter 4 drafts.
- Start a visual timer for fifteen minutes.
- While students are editing their Chapter 4 drafts, confer with individuals or a small group of students in need of additional support.
- Collect students' editing checklists to gauge progress on editing the two chapters.
- Tell students that they are now ready to publish, or share, their Beyond Juneteenth books.

Challenge

Have students use a vocabulary word learned throughout the unit in the peer book review.

Support

Allow students to read their books to you before swapping with a partner.

PUBLISHING: BEYOND JUNETEENTH BOOK SWAP (40 MIN.)

- Ensure students have their completed Table of Contents, Activity Page 3.1, and copies of the Writing Rubrics on their desks.
- Tell students that they will be publishing their Beyond Juneteenth books.
- Tell students that publishing their writing means they will be sharing it with others.
- Tell students that as researchers, they will finally have a chance to share all of the information they have gathered, based on the questions that started in their minds.
- Ask students how they feel about finally publishing their writing as researchers. Allow several students to answer.
- Show students a table prepared with materials they will use to construct their books.
- Tell students that they will be using the materials on the table to put their books together.
- Tell students that each book will have a cover that they will illustrate, a Table of Contents, four chapters, and a Bibliography Page, with their copy of the writing rubric glued to the inner front cover, where you will assess their work.
- Have students place each drafted chapter, 1–4, on their desks.
- Demonstrate gluing/taping a sheet of cardstock to the front of a 3 prong folder. Tell students this is where they will illustrate the cover of their book.
- Demonstrate gluing/taping the writing rubric to the inner front cover of the folder.
- Demonstrate placing four sheets of loose leaf paper in the 3 prong folder. Tell students this is where they will put their four chapters of the Beyond Juneteenth books.
- Demonstrate gluing/taping a copy of Activity Page 3.1 to the inner back cover of the folder.
- After demonstrating the construction of the book, allow students to begin constructing their books, using the materials provided.
- After allowing fifteen minutes for book construction, display names of student partners for the book swap publishing event in your classroom.
- Tell students to complete the following book review for their partner's book after reading it:

Activity Page 15.1, Book Review

Beyond Juneteenth Book Review

"The informational book Beyond Juneteenth, written by _____,
(author's name)

was _____. The author's research taught me about
(Use an adjective to describe something positive about the book.)

_____ and _____. Chapter _____ was my favorite
(number of your favorite chapter)

chapter of the book, because I learned so much information about

_____."

Reviewer's Name: _____

- Collect Activity Page 15.1 from each book reviewer to review.
- Allow students to enjoy reading their peers' research during the book swap.
- Collect each student's Beyond Juneteenth book after the book swap event.
- After this lesson, take the time to read and assess each student's book, using the writing rubric.
- After all books have been assessed, return their Beyond Juneteenth book with a book review signed by their classmate.



Check for Understanding

Ask students to name the most memorable fact they learned about the contributions of African Americans from 1865 to present.

End Lesson

Activity Page 15.1



ENGLISH
LANGUAGE
LEARNERS

Revising
Chapters 3 and 4:
Adding Transitions

Beginning

Have students explain how they will use a transition from the list in their writing.

Intermediate

Have students choose a transition from each column of the list (To Open, To Connect, To Close) and point to where they would use the transition in their writing.

Advanced/Advanced High

Have students read their writing with chosen transitions from the list.

ELPS 1.A; ELPS 3.C

Teacher Resources

Grade 5	Unit 9
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Teacher Guide

Teacher Resources

In this section you will find:

- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

Digital Exit Ticket Suggested Answers

QUESTION	ANSWER
Lesson 3	
Submit a research question about Juneteenth for Chapter One of your 'Beyond Juneteenth' books.	Answers will vary.
Lesson 4	
What themes did you notice within the text? Use at least two of these core vocabulary words to support your response: <i>migration, industries, recruits, ravaged, abolished, segregation, laborers, disdain, or hub.</i>	Answers will vary but may include moving to hubs in search of opportunity, challenges that led to migration, or finding industries that led to a better life.
Lesson 7	
Write three facts gathered from your research about a chosen African American scientist, inventor, or innovator.	Answers will vary.
Lesson 8	
List three details you learned about Ruby Bridges in the text that help explain why the passage is titled, "Walking Tall."	Answers will vary but may include that Ruby was not afraid or she was proud.
Lesson 9	
Think of what you learned about the song "Lift Every Voice and Sing" from the book <i>Sing a Song: How "Lift Every Voice and Sing" Inspired Generations</i> . Use text evidence to explain the purpose for reading this text.	Answers will vary but may include to learn how music can inspire generations, or to learn about the significance of the song "Lift Every Voice and Sing" for generations.
Lesson 10	
Use your completed Venn Diagram to write one to three sentences explaining similarities and differences between the civil rights and migrant farm worker movements.	Answers will vary.
Lesson 11	
Describe the message in the book <i>Of Thee I Sing: A Letter to My Daughters</i> using three words or phrases from the book.	Answers will vary.

ACTIVITY BOOK ANSWER KEY

NAME: _____ 1.1 ACTIVITY PAGE
 DATE: _____

Bibliography Page, Chapter 1
 Chapter One Research Question:

Answers will vary.

Type of Source	Title of Source	Source Information
1)		
2)		
3)		
4)		
5)		

Grade 5 Activity Book | Unit 9 1

NAME: _____ 2.1 ACTIVITY PAGE
 DATE: _____

Paraphrasing Text
Answers will vary.

DIRECT QUOTE from Text (use quotation marks)	PARAPHRASED Text (your own words)

Grade 5 Activity Book | Unit 9 7

NAME: _____ 2.2 ACTIVITY PAGE
 DATE: _____

Quick Write Prompt
 What was the purpose of the Emancipation Proclamation and how did it affect enslaved Americans between 1863 and 1865?
Answers will vary.

Grade 5 Activity Book | Unit 9 9

NAME: _____ 2.2 ACTIVITY PAGE
 DATE: _____

Quick Write Prompt
 What was the purpose of the Emancipation Proclamation and how did it affect enslaved Americans between 1863 and 1865?
Answers will vary.

Grade 5 Activity Book | Unit 9 9

NAME: _____ 3.1 ACTIVITY PAGE
 DATE: _____

Possibilities and Challenges Chart
Answers will vary.

Possibilities	Challenges
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Grade 5 Activity Book | Unit 9 11

NAME: _____ 3.2 ACTIVITY PAGE
 DATE: _____

Table of Contents
 Use this Activity Page to plan the research for chapters in your Beyond Juneteenth books.
Answers will vary.

Chapter One	[Research Question]: <i>What is Juneteenth?</i>
Chapter Two	[Research Question]:
Chapter Three	[Research Question]:
Chapter Four	[Research Question]:

Grade 5 Activity Book | Unit 9 13

NAME: _____ 3.3 ACTIVITY PAGE
 DATE: _____

Bibliography Page, Chapters 2–4
 Chapter Two Research Question:
Answers will vary.

Type of Source	Title of Source	Source Information
1)		
2)		
3)		
4)		
5)		

Chapter Three Research Question:

Type of Source	Title of Source	Source Information
1)		
2)		
3)		
4)		
5)		

Grade 5 Activity Book | Unit 9 15

NAME: _____ 5.1 ACTIVITY PAGE
 DATE: _____

The Great Innovators
Answers will vary.

The Great Innovators	DATES, FACTS, and DETAILS
1) Sarah Boone	
2) Mary Van Brittan Brown	
3) Garrett A. Morgan	
4) Frederick McKinley Jones	
5) Alexander Miles	
6) James E. West	
7) Lewis Latimer	
8) Mark Dean	
9) Madam C. J. Walker	
10) Thomas L. Jennings	
11) Dr. Patricia Bath	

Grade 5 Activity Book | Unit 9 17

NAME: _____ 8.1 ACTIVITY PAGE
 DATE: _____

Summarizing Text
 Answers will vary.

Text Clues	PARAPHRASED Text (my own words)
TITLE:	<input type="checkbox"/>
HEADINGS Heading 1: Heading 2:	<input type="checkbox"/> Heading 1: <input type="checkbox"/> Heading 2:
TOPIC SENTENCES Paragraph 1 Topic Sentence: Paragraph 2 Topic Sentence: Paragraph 3 Topic Sentence: Paragraph 4 Topic Sentence: Paragraph 5 Topic Sentence: Paragraph 6 Topic Sentence: Paragraph 7 Topic Sentence:	<input type="checkbox"/> Paragraph 1 Topic Sentence: <input type="checkbox"/> Paragraph 2 Topic Sentence: <input type="checkbox"/> Paragraph 3 Topic Sentence: <input type="checkbox"/> Paragraph 4 Topic Sentence: <input type="checkbox"/> Paragraph 5 Topic Sentence: <input type="checkbox"/> Paragraph 6 Topic Sentence: <input type="checkbox"/> Paragraph 7 Topic Sentence:
Summary of Text: _____ _____ _____ _____	

Grade 5 Activity Book | Unit 9 19

NAME: _____ 9.1 ACTIVITY PAGE
 DATE: _____

Who, What, When, Why Chart
 Answers will vary.

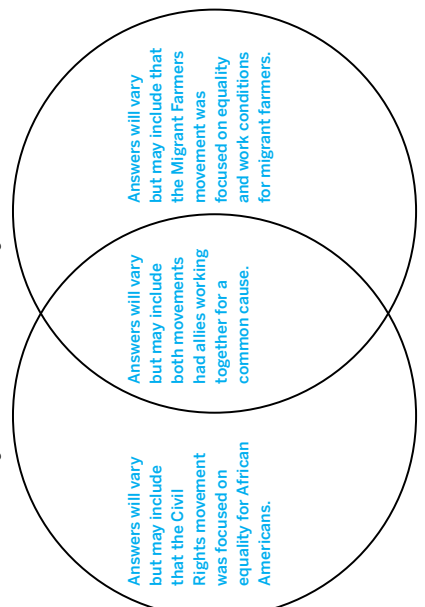
Who?	What?	When?	Why?

Grade 5 Activity Book | Unit 9 21

NAME: _____ 10.1 ACTIVITY PAGE
 DATE: _____

Venn Diagram

Migrant Farmers Movement



Grade 5 Activity Book | Unit 9 23

NAME: _____ 12.1 ACTIVITY PAGE
 DATE: _____

Synthesizing Notes
 Answers will vary based on students' metacognition and synthesis of notes.

Juneteenth	At first, I thought _____ Then, I began thinking _____ Now, I understand _____
The Great Migration	At first, I thought _____ Then, I began thinking _____ Now, I understand _____
Inventors and Innovators	At first, I thought _____ Then, I began thinking _____ Now, I understand _____
Education	At first, I thought _____ Then, I began thinking _____ Now, I understand _____
Artists, Scholars, and Writers	At first, I thought _____ Then, I began thinking _____ Now, I understand _____
Activists and Allies	At first, I thought _____ Then, I began thinking _____ Now, I understand _____

Grade 5 Activity Book | Unit 9 25

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 5

Unit 9

Correlation—Teacher’s Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS 5.1.A	listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	U9: p. 6, U9: p. 12
TEKS 5.1.B	follow, restate, and give oral instructions that include multiple action steps	
TEKS 5.1.C	give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	
TEKS 5.1.D	work collaboratively with others to develop a plan of shared responsibilities	

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate and apply phonetic knowledge by:

TEKS 5.2.A.i	decoding words with consonant changes, including /t/ to /sh/ such as in <i>select</i> and <i>selection</i> and /k/ to /sh/ such as <i>music</i> and <i>musician</i>	
TEKS 5.2.A.ii	decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
TEKS 5.2.A.iii	decoding words using advanced knowledge of syllable division patterns	
TEKS 5.2.A.iv	decoding words using advanced knowledge of the influence of prefixes and suffixes on base words	
TEKS 5.2.A.v	identifying and reading high-frequency words from a research-based list	

(B) demonstrate and apply spelling knowledge by:

TEKS 5.2.B.i	spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
TEKS 5.2.B.ii	spelling words with consonant changes, including /t/ to /sh/ such as in <i>select</i> and <i>selection</i> and /k/ to /sh/ such as <i>music</i> and <i>musician</i>	
TEKS 5.2.B.iii	spelling multisyllabic words with multiple sound-spelling patterns	
TEKS 5.2.B.iv	spelling words using advanced knowledge of syllable division patterns	
TEKS 5.2.B.v	spelling words using knowledge of prefixes	
TEKS 5.2.B.vi	spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	
TEKS 5.2.C	write legibly in cursive	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 5

Unit 9

Correlation—Teacher’s Guide

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 5.3.A	use print or digital resources to determine meaning, syllabication, pronunciation, and word origin	
TEKS 5.3.B	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	
TEKS 5.3.C	identify the meaning of and use words with affixes such as <i>trans-</i> , <i>super-</i> , <i>-ive</i> , and <i>-logy</i> and roots such as <i>geo</i> and <i>photo</i>	
TEKS 5.3.D	identify, use, and explain the meaning of adages and puns	
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 5.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		
TEKS 5.5	self-select text and read independently for a sustained period of time	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 5.6.A	establish purpose for reading assigned and self-selected texts	U9: p. 124, U9: p. 130
TEKS 5.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information	
TEKS 5.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures	U9: p. 36, U9: p. 40
TEKS 5.6.D	create mental images to deepen understanding	
TEKS 5.6.E	make connections to personal experiences, ideas in other texts, and society	
TEKS 5.6.F	make inferences and use evidence to support understanding	U9: p. 24, U9: p. 28
TEKS 5.6.G	evaluate details read to determine key ideas	U9: p. 66, U9: p. 71, U9: p. 72, U9: p. 80, U9: p. 86, U9: p. 88, U9: p. 112, U9: p. 116
TEKS 5.6.H	synthesize information to create new understanding	U9: p. 140, U9: p. 145, U9: p. 170, U9: p. 174
TEKS 5.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	U9: p. 96, U9: p. 101
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 5.7.A	describe personal connections to a variety of sources, including self-selected texts	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 5

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TEKS 5.7.B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources	U9: p. 24, U9: p. 32, U9: p. 35
TEKS 5.7.C	use text evidence to support an appropriate response	
TEKS 5.7.D	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	
TEKS 5.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	
TEKS 5.7.F	respond using newly acquired vocabulary as appropriate	
TEKS 5.7.G	discuss specific ideas in the text that are important to the meaning	U9: p. 112, U9: p. 119
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>		
TEKS 5.8.A	infer multiple themes within a text using text evidence	U9: p. 52, U9: p. 57
TEKS 5.8.B	analyze the relationships of and conflicts among the characters	
TEKS 5.8.C	analyze plot elements, including rising action, climax, falling action, and resolution	
TEKS 5.8.D	analyze the influence of the setting, including historical and cultural settings, on the plot	
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>		
TEKS 5.9.A	demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales	
TEKS 5.9.B	explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	
TEKS 5.9.C	explain structure in drama such as character tags, acts, scenes, and stage directions	
<p>(D) recognize characteristics and structures of informational text, including:</p>		
TEKS 5.9.D.i	the central idea with supporting evidence	
TEKS 5.9.D.ii	features such as insets, timelines, and sidebars to support understanding	
TEKS 5.9.D.iii	organizational patterns such as logical order and order of importance	
<p>(E) recognize characteristics and structures of argumentative text by:</p>		
TEKS 5.9.E.i	identifying the claim	
TEKS 5.9.E.ii	explaining how the author has used facts for or against an argument	
TEKS 5.9.E.iii	identifying the intended audience or reader	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 5

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TEKS 5.9.F	recognize characteristics of multimodal and digital texts	
<p>(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>		
TEKS 5.10.A	explain the author's purpose and message within a text	U9: p. 156, U9: p. 161
TEKS 5.10.B	analyze how the use of text structure contributes to the author's purpose	
TEKS 5.10.C	analyze the author's use of print and graphic features to achieve specific purposes	
TEKS 5.10.D	describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	
TEKS 5.10.E	identify and understand the use of literary devices, including first- or third-person point of view	
TEKS 5.10.F	examine how the author's use of language contributes to voice	
TEKS 5.10.G	explain the purpose of hyperbole, stereotyping, and anecdote	
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>		
TEKS 5.11.A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	U9: p. 21, U9: p. 80
<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p>		
TEKS 5.11.B.i	organizing with purposeful structure, including an introduction, transitions, and a conclusion	
TEKS 5.11.B.ii	developing an engaging idea reflecting depth of thought with specific facts and details	U9: p. 80
TEKS 5.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	U9: p. 21, U9: p. 202, U9: p. 206
<p>(D) edit drafts using standard English conventions, including:</p>		
TEKS 5.11.D	edit drafts using standard English conventions	U9: p. 21, U9: p. 192, U9: p. 202, U9: p. 206
TEKS 5.11.D.i	complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	
TEKS 5.11.D.ii	past tense of irregular verbs	
TEKS 5.11.D.iii	collective nouns	
TEKS 5.11.D.iv	adjectives, including their comparative and superlative forms	
TEKS 5.11.D.v	conjunctive adverbs	
TEKS 5.11.D.vi	prepositions and prepositional phrases and their influence on subject-verb agreement;	

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TEKS 5.11.D.vii	pronouns, including indefinite	
TEKS 5.11.D.viii	subordinating conjunctions to form complex sentences	
TEKS 5.11.D.ix	capitalization of abbreviations, initials, acronyms, and organizations	
TEKS 5.11.D.x	edit drafts using standard English conventions, including: italics and underlining for titles and emphasis, and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	
TEKS 5.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
TEKS 5.11.E	publish written work for appropriate audiences	U9: p. 202, U9: p. 206
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 5.12.A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	
TEKS 5.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	U9: p. 96, U9: p. 105, U9: p. 202, U9: p. 206
TEKS 5.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft	
TEKS 5.12.D	compose correspondence that requests information	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 5.13.A	generate and clarify questions on a topic for formal and informal inquiry	U9: p. 36, U9: p. 45
TEKS 5.13.B	develop and follow a research plan with adult assistance	U9: p. 36, U9: p. 45, U9: p. 52, U9: p. 62
TEKS 5.13.C	identify and gather relevant information from a variety of sources	U9: p. 6, U9: p. 19, U9: p. 66, U9: p. 74, U9: p. 80, U9: p. 89, U9: p. 124, U9: p. 134, U9: p. 140, U9: p. 151
TEKS 5.13.D	understand credibility of primary and secondary sources	U9: p. 96, U9: p. 101
TEKS 5.13.E	demonstrate understanding of information gathered	U9: p. 66, U9: p. 71, U9: p. 80, U9: p. 86
TEKS 5.13.F	differentiate between paraphrasing and plagiarism when using source materials	U9: p. 119
TEKS 5.13.G	develop a bibliography	U9: p. 66, U9: p. 74, U9: p. 80, U9: p. 89, U9: p. 170, U9: p. 182
TEKS 5.13.H	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 5

Unit 9

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<p>(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 1.A	use prior knowledge and experiences to understand meanings in English	U9: p. 150, U9: p. 165, U9: p. 175, U9: p. 201, U9: p. 209
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	U9: p. 111
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	U9: p. 23, U9: p. 150
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	U9: p. 123
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	U9: p. 73, U9: p. 88

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 5

Unit 9

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ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main point, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	U9: p. 31
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	U9: p. 201, U9: p. 209
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	U9: p.23, U9: p. 61, U9: p. 123, U9: p. 165
ELPS 3.E	share information in cooperative learning interactions	U9: p. 18, U9: p. 23, U9: p. 31, U9: p. 35, U9: p. 51, U9: p. 61, U9: p. 111, U9: p. 133, U9: p. 181, U9: p. 191
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	U9: p. 73, U9: p. 88, U9: p. 104, U9: p. 155
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	U9: p. 65, U9: p. 133
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	U9: p. 51, U9: p. 118

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 5

Unit 9		Correlation—Teacher’s Guide
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	U9: p.79, U9: p. 95
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	U9: p. 18, U9: p. 44, U9: p. 61, U9: p. 65, U9: p. 104
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	O: p. 31, U9: p. 35, U9: p. 44, U9: p. 118, U9: p. 133, U9: p. 175
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	U9: p. 104, U9: p. 133
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 5

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ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	U9: p. 139, U9: p. 169
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	U9: p. 79, U9: p. 95

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Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

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Grade 5 | Unit 9 | Teacher Guide
Beyond Juneteenth: 1865 to Present

ISBN 9781636029528



9 781636 029528



Grade 5

Unit 9 | Activity Book

Beyond Juneteenth: 1865 to Present

Grade 5

Unit 9

Beyond Juneteenth:
1865 to Present

Activity Book

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Printed in the USA
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Unit 9

Beyond Juneteenth: 1865 to Present

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 9 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

Bibliography Page, Chapter 1

Chapter One Research Question:

Type of Source	Title of Source	Source Information
1)		
2)		
3)		
4)		
5)		

NAME: _____

DATE: _____

Individual Know-Wonder-Learn Chart

	Know	Wonder	Learn
Juneteenth			
The Great Migration			
Inventors and Innovators			
Education			
Artists, Scholars, and Writers			
Activists and Allies			

NAME: _____

1.3

ACTIVITY PAGE

DATE: _____

Beyond Juneteenth Informational Writing Rubric

The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.

The student is expected to:

- Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
- Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details.
- Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
- Edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

	Advanced	Proficient	Basic
Ideas	The writing draft has a clear purpose in the form of a research question, clear ideas with facts and details, using varied word choice.	The writing draft has a clear purpose in the form of a research question, clear ideas with facts and details.	The writing draft does not have a clear purpose in the form of a research question, clear ideas, or facts and details.
Organization	The writing draft is organized using an introduction, at least four transitions (to open, connect, and close) as well as transitions within the body paragraphs.	The writing draft is organized using an introduction, at least four transitions (to open, connect, and close), and a conclusion.	The writing draft is not organized using an introduction, at least four transitions (to open, connect, and close), and a conclusion.
Conventions	The writing draft uses complete sentences, correct spelling, punctuation, and capitalization of proper nouns.	The writing draft uses complete sentences, correct spelling, capitalization, or punctuation.	The writing draft does not use complete sentences, correct spelling, capitalization, or punctuation.

NAME: _____

DATE: _____

Paraphrasing Text

DIRECT QUOTE from Text (use quotation marks)	PARAPHRASED Text (your own words)

NAME: _____

DATE: _____

Quick Write Prompt

What was the purpose of the Emancipation Proclamation and how did it affect enslaved Americans between 1863 and 1865?

NAME: _____

DATE: _____

Possibilities and Challenges Chart

Possibilities	Challenges
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NAME: _____

DATE: _____

Table of Contents

Use this Activity Page to plan the research for chapters in your Beyond Juneteenth books.

Chapter One	[Research Question]: <i>What is Juneteenth?</i>
Chapter Two	[Research Question]:
Chapter Three	[Research Question]:
Chapter Four	[Research Question]:

NAME: _____

DATE: _____

Bibliography Page, Chapters 2–4

Chapter Two Research Question:

Type of Source	Title of Source	Source Information
1)		
2)		
3)		
4)		
5)		

Chapter Three Research Question:

Type of Source	Title of Source	Source Information
1)		
2)		
3)		
4)		
5)		

Chapter Four Research Question:

Type of Source	Title of Source	Source Information
1)		
2)		
3)		
4)		
5)		

NAME: _____

DATE: _____

The Great Innovators

The Great Innovators	DATES, FACTS, and DETAILS
1) Sarah Boone	
2) Mary Van Brittan Brown	
3) Garrett A. Morgan	
4) Frederick McKinley Jones	
5) Alexander Miles	
6) James E. West	
7) Lewis Latimer	
8) Mark Dean	
9) Madam C. J. Walker	
10) Thomas L. Jennings	
11) Dr. Patricia Bath	

The Great Innovators	DATES, FACTS, and DETAILS
12) Elijah McCoy	
13) Alice H. Parker	
14) Charles B. Brooks	
<p>Lesson 5 After reading the article "8 Black Inventors Who Made Daily Life Easier," choose an innovator in the article that you would like to research further, explaining why their invention or innovation was an important contribution.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Lesson 6 After reading the article "10 Black Inventors Who Changed Your Life," choose an innovator in the article that you would like to research further, explaining why their invention or innovation was an important contribution.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

NAME: _____

DATE: _____

Summarizing Text

Text Clues	PARAPHRASED Text (my own words)
TITLE:	<input type="checkbox"/>
HEADINGS Heading 1: Heading 2:	<input type="checkbox"/> Heading 1: <input type="checkbox"/> Heading 2:
TOPIC SENTENCES Paragraph 1 Topic Sentence: Paragraph 2 Topic Sentence: Paragraph 3 Topic Sentence: Paragraph 4 Topic Sentence: Paragraph 5 Topic Sentence: Paragraph 6 Topic Sentence: Paragraph 7 Topic Sentence:	<input type="checkbox"/> Paragraph 1 Topic Sentence: <input type="checkbox"/> Paragraph 2 Topic Sentence: <input type="checkbox"/> Paragraph 3 Topic Sentence: <input type="checkbox"/> Paragraph 4 Topic Sentence: <input type="checkbox"/> Paragraph 5 Topic Sentence: <input type="checkbox"/> Paragraph 6 Topic Sentence: <input type="checkbox"/> Paragraph 7 Topic Sentence:

Summary of Text:

NAME: _____

DATE: _____

Who, What, When, Why Chart

Who?	What?	When?	Why?

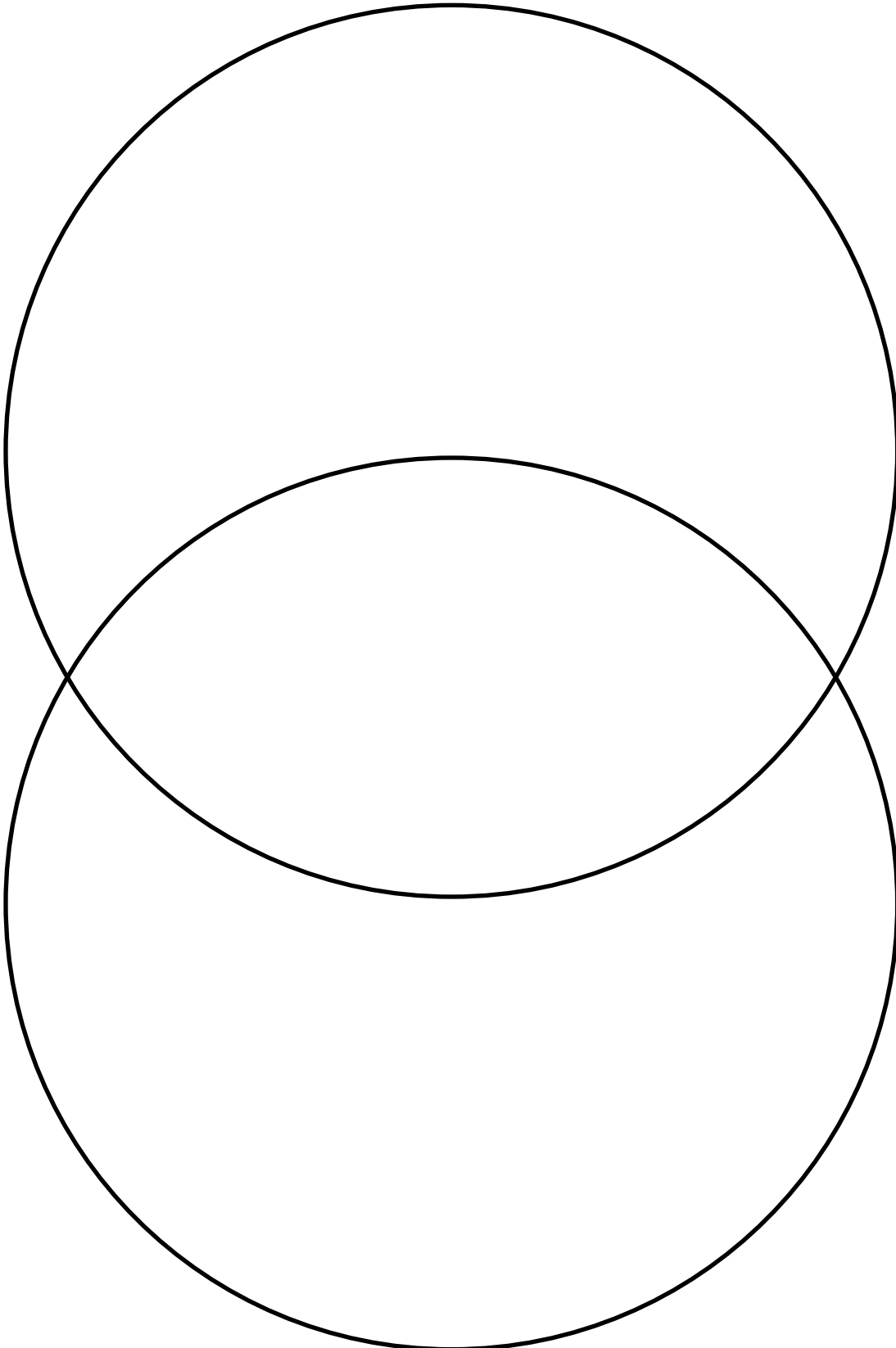
NAME: _____

DATE: _____

Venn Diagram

Migrant Farmers Movement

Civil Rights Movement



NAME: _____

DATE: _____

Synthesizing Notes

Juneteenth	At first, I thought _____ Then, I began thinking _____ Now, I understand _____
The Great Migration	At first, I thought _____ Then, I began thinking _____ Now, I understand _____
Inventors and Innovators	At first, I thought _____ Then, I began thinking _____ Now, I understand _____
Education	At first, I thought _____ Then, I began thinking _____ Now, I understand _____
Artists, Scholars, and Writers	At first, I thought _____ Then, I began thinking _____ Now, I understand _____
Activists and Allies	At first, I thought _____ Then, I began thinking _____ Now, I understand _____

NAME: _____

DATE: _____

Editing Checklist

- Chapter 1: I have corrected all spelling errors in my writing.
 - Chapter 1: I have checked that proper punctuation (. , ? !) has been included in my writing.
 - Chapter 1: I have included capitalized proper nouns (names of people, places, and things) and started each sentence with a capital letter.
 - Chapter 1: I have used complete sentences (subject and predicate) in my writing.
-

- Chapter 2: I have corrected all spelling errors in my writing.
- Chapter 2: I have checked that proper punctuation (. , ? !) has been included in my writing.
- Chapter 2: I have included capitalized proper nouns (names of people, places, and things) and started each sentence with a capital letter.
- Chapter 2: I have used complete sentences (subject and predicate) in my writing.

NAME: _____

DATE: _____

Beyond Juneteenth Book Review

"The informational book *Beyond Juneteenth*, written by _____,
(author's name)

was _____. The author's research taught me about _____,
(Use an adjective to describe something positive about the book.)

_____ and _____. Chapter _____ was my
(number of your favorite chapter)

favorite chapter of the book, because I learned so much information about

_____."

Reviewer's Name: _____

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Grade 5 | Unit 9 | Activity Book
Beyond Juneteenth: 1865 to Present

ISBN 9781636029542



9 781636 029542



Grade 5

Unit 9 | Digital Components

Beyond Juneteenth: 1865 to Present

Grade 5

Unit 9

Beyond Juneteenth: 1865 to Present

Digital Components

Contents
Beyond Juneteenth: 1865 to Present
Digital Components

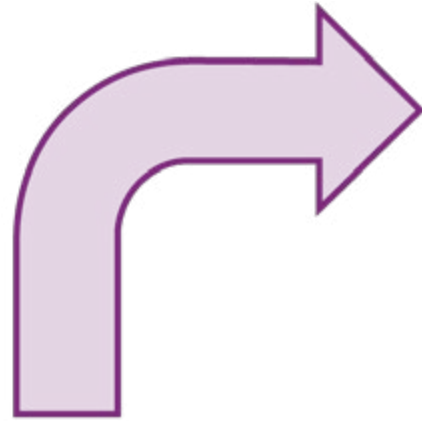
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Lesson 1	Projection 1.2	Research Process.....	2
Lesson 1	Projection 1.3	Beyond Juneteenth Informational Writing Rubric ..	3
Lesson 2	Projection 2.1	Paraphrasing Text.....	6
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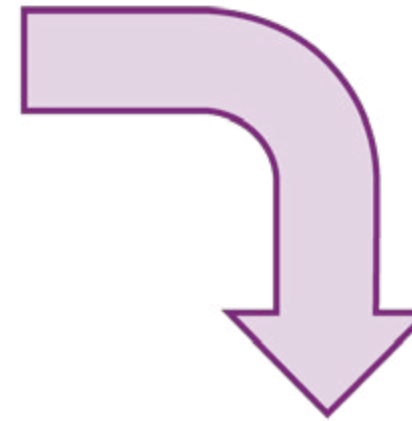
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4)		
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Research Process

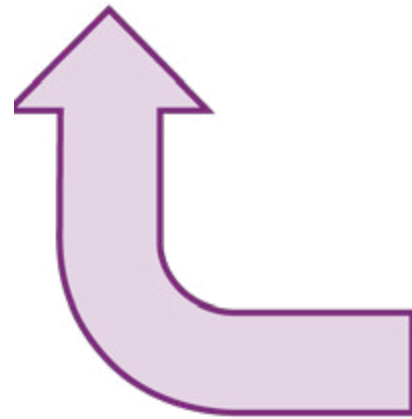
1 Interesting
Idea/Topic



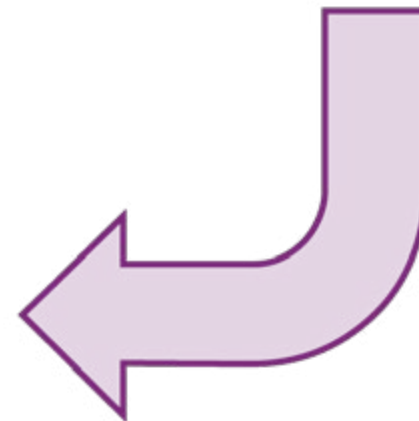
2 Write Research
Question



4 Write about
the Idea/Topic



3 Find
Answers/Facts



Beyond Juneteenth Informational Writing Rubric

The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.

The student is expected to:

- Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
- Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details.
- Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

Beyond Juneteenth Informational Writing Rubric (continued)

- Edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

Beyond Juneteenth Informational Writing Rubric (continued)

	Advanced	Proficient	Basic
Ideas	The writing draft has a clear purpose in the form of a research question, clear ideas with facts and details, using varied word choice.	The writing draft has a clear purpose in the form of a research question, clear ideas with facts and details.	The writing draft does not have a clear purpose in the form of a research question, clear ideas, or facts and details.
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Conventions	The writing draft uses complete sentences, correct spelling, punctuation, and capitalization of proper nouns.	The writing draft uses complete sentences, correct spelling, capitalization, or punctuation.	The writing draft does not use complete sentences, correct spelling, capitalization, or punctuation.

Paraphrasing Text

DIRECT QUOTE from Text (use quotation marks)	PARAPHRASED Text (your own words)
<p>“... in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit: Arkansas, Texas, Louisiana, Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, and which excepted parts, are for the present, left precisely as if this proclamation were not issued.”</p>	<p>This is a public announcement that all states who are still holding slaves, one hundred days after September 22, 1863, as if my announcement was not given, are, as of today, going against the United States, including: Arkansas, Texas, Louisiana, Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia.</p>

Paraphrasing Text (continued)

DIRECT QUOTE from Text (use quotation marks)	PARAPHRASED Text (your own words)
	<p>Show plagiarism example here:</p> <p>In accordance with my purpose *to publicly proclaim for the full period of one hundred days, from the day first above mentioned, order and *tell the States and parts of States where the people there respectively, are this day in rebellion against the United States, the following, to with: Arkansas, Texas, Louisiana, Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, and which excepted parts, are for the present, left precisely as if this *announcement were not issued.”</p> <p>*minor changes made to direct quote</p>

Primary and Secondary T-chart

Primary Sources	Secondary Sources
<ul style="list-style-type: none">• diary/journal• speech• interview• original artwork, sketches, or drawings• photographs• video recording• actual words of the subject or witnesses• patents• autobiographies	<ul style="list-style-type: none">• informational books and articles• newspapers• words written after a historical event• biographies• second-hand facts on a website

Informational Writing Template – Introductory Paragraph

Topic Sentence: (Introduce the topic with the research question.)

What were some contributions of African American inventors from 1865 to the present?

Sentence 2: (Tell the reader who or what the topic is that will help answer the research question.)

John Lee Love, Sarah Boone, and Garrett A. Morgan are three African American innovators who made very useful inventions.

Sentence 3: (Tell the reader a detail related to the when of the topic.)

These inventors all received patents for inventions in the years after General Granger's Juneteenth announcement on June 19, 1865.

Sentence 4: (Tell the reader why this topic is important.)

This is important, because many people still use their inventions today.

Informational Writing Template – Body Paragraph 1

Idea 1 Topic Sentence: John Lee Love is known for inventing the portable pencil sharpener.

- Fact and Supporting Detail, citing source [According to the (name of website or author of article), John Lee Love applied for the patent in 1897.]
- Fact and Supporting Detail, citing source [An article in (name of magazine newspaper, or website) tell us that . . .]
- Fact and Supporting Detail, citing source [A copy of his patent can even be found on (name of website)].
- Why is the idea important? [Over one hundred years later, people still use and have improved upon John Lee Love’s original portable pencil sharpener design.]

Informational Writing Template – Body Paragraphs 2 and 3

Idea 2 Topic Sentence: Sarah Boone made ironing clothes easier for everyone with her patented improvements to the ironing board.

- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source

Idea 3 Topic Sentence: Garrett A. Morgan is an African American inventor who contributed to America with his invention of the traffic light and other safety innovations.

- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source
- Fact and Supporting Detail, citing source

Informational Writing Template – Conclusion Paragraph

Concluding Sentence: [Tell what you learned or want others to learn from your research.]

As you have read, these African American inventors made important contributions to society.

- [Tell the reader why this is important information.] This is important information for others to know, because we don't often hear about these inventors in history.
- [Tell the reader another reason why this is important information.] It is also good to know about these inventors, because we use many of their inventions in our daily lives.
- [Tell the reader the most memorable fact you learned about the idea/topic.] I will always remember Garrett A. Morgan when my mom stops at a traffic light while driving me to school.

Education Contributors

Mary Mcleod Bethune	Started a school in Florida in 1904. Served on President Roosevelt's cabinet.
Founders of Historically Black Colleges and Universities (HBCUs)	There are over one hundred HBCUs in the United States. Choose a HBCU and research its founder.
Daniel Hale Williams	Founded a hospital and school for nurses in 1891.
Hallie Quinn Brown	Founded scholarships for women's education in the 1880s.
Inez Beverly Prosser	Teacher, born in Texas, one of the first African Americans to receive a doctoral degree in psychology, 1933.
Fanny Jackson Coppin	First known female African American principal, 1869.
Booker T. Washington	Founded a teacher's college, Tuskegee Normal and Industrial Institute in 1881.
Geoffrey Canada	Founded Harlem Children's Zone, 1970.

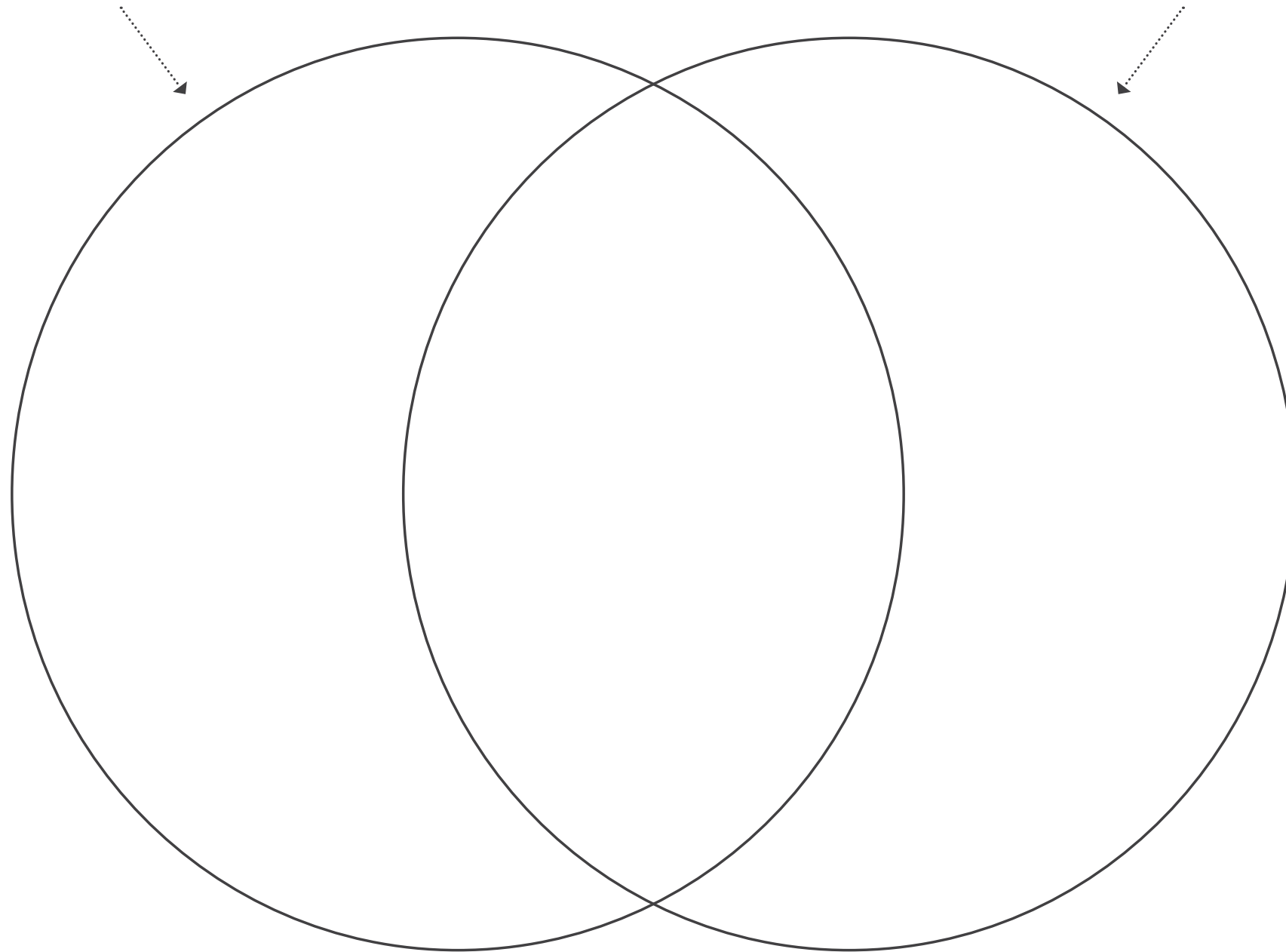
Artists, Scholars, and Writers

ARTISTS	SCHOLARS	WRITERS
<p>Marian Anderson (opera singer)</p> <p>Scott Joplin (composer, “King of Ragtime”)</p> <p>Beyonce Knowles (singer, songwriter)</p> <p>Selma Burke (sculptor, sculpted image of President Franklin D. Roosevelt on the dime)</p> <p>Alvin Ailey (dancer, choreographer, founded an American dance company)</p> <p>Cicely Tyson (actress, had a seventy year career, Emmy and Tony Award winner)</p>	<p>Arturo A. Schomburg (historian, studied and collected documents about Black history, started a library and research center)</p> <p>W.E.B. Dubois (sociologist, studied society and social relationships, speaker, thought leader)</p> <p>Benjamin Banneker (mathematician, land surveyor, wrote an almanac)</p> <p>Anna Julia Cooper (sociologist, studied society and social relationships, speaker, thought leader)</p> <p>Shirley Ann Jackson (physicist, studies matter, energy, heat, light, and sound)</p>	<p>Maya Angelou (poet, author)</p> <p>Ta’Nehisi Coates (author)</p> <p>Amanda Gorman (2021 National Youth Poet Laureate, author)</p> <p>Octavia Butler (science-fiction author)</p> <p>James Baldwin (novelist, poet, playwright, essayist)</p> <p>Frederick Douglas (abolitionist, taught himself to read, founded and edited a newspaper, wrote several anti-slavery speeches)</p>

Venn Diagram

Civil Rights Movement

Migrant Farmers Movement



Transitions

<p style="text-align: center;">To Open (1st Idea Paragraph)</p>	<p style="text-align: center;">To Connect Ideas (beginning and within Body Paragraphs)</p>	<p style="text-align: center;">To Close (before Conclusion Paragraph)</p>
<p>To begin, First, First of all, To start, For starters, The first reason The first way</p>	<p>Additionally, Another reason why For example, For instance, In fact, As a matter of fact, Furthermore, Moreover, Second, Third, Also, Next, One last example,</p>	<p>In conclusion, To summarize, In summary, Therefore, Finally, You can see why</p>



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Acknowledgments

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Grade 5

Unit 9 | Image Cards

Beyond Juneteenth: 1865 to Present

ISBN 9781636029535



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Printed in the USA
01 LSCOW 2021





Beyond Juneteenth: 1865 to Present 1A-1



Beyond Juneteenth: 1865 to Present 1A-2





Beyond Juneteenth: 1865 to Present 1A-3



87-192752

A - COURT HOUSE
 B - MUNICIPAL BUILDING
 C - U. S. POST OFFICE

AERO VIEW OF
TULSA
 OKLAHOMA.
 1918.

D - HIGH SCHOOL
 E - PUBLIC SCHOOL
 F - CARNEGIE LIBRARY.

Map Scale
 1 in. = 1 mi.
 1 cm. = 0.625 mi.

50224
 7923
 1918
 24



Beyond Juneteenth: 1865 to Present 1A-4





Beyond Juneteenth: 1865 to Present 1A-5





Beyond Juneteenth: 1865 to Present 1A-6





Beyond Juneteenth: 1865 to Present 1A-7





Beyond Juneteenth: 1865 to Present 1A-8





Beyond Juneteenth: 1865 to Present 1A-9





Beyond Juneteenth: 1865 to Present 1A-10

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Grade 5 Unit 9: Beyond Juneteenth: 1865 to Present

This unit is based around authentic text. There is no free, digital Reader component for the unit.

There are two options for accessing the texts students will need to read:

Option 1: Purchase the set of books from Amplify (subject to availability). To purchase the books, please contact your Amplify sales representative directly or email texas@amplify.com.

Option 2: Source the texts independently online, at a local library, or at a local bookstore. Below is the list of texts this unit is based on.

Text Title	Excerpts	Author
<i>All Different Now: Juneteenth, the First Day of Freedom</i> ISBN: 9780689873768	N/A	Angela Johnson
<i>Of Thee I Sing: A Letter to My Daughters</i> ISBN: 9780375835278	N/A	Barack Obama
<i>Side by Side/Lado a lado: The Story of Dolores Huerta and Cesar Chavez/La historia de Dolores Huerta y Cesar Chavez</i> ISBN: 9780061227820	N/A	Monica Brown
<i>Sing a Song: How "Lift Every Voice and Sing" Inspired Generations</i> ISBN: 9780525516095	N/A	Kelly Starling Lyons
<i>The Great Migration: An American Story</i> ISBN: 9780064434287	N/A	Jacob Lawrence

"10 Black Inventors Who Changed Your Life"	N/A	Brad Witter (Biography.com article)
"8 Black Inventors Who Made Daily Life Easier"	N/A	Thad Morgan (History.com article)
"The Emancipation Proclamation"	N/A	ReadWorks passage
"Walking Tall"	N/A	ReadWorks passage (Grade 4)

Note: In addition to the trade books used in this unit, teachers will need access to copies of digital texts from the ReadWorks website (which is free to use for educators) as well as articles from History.com and Biography.com.

Welcome!

Grade 5, Unit 9

Beyond Juneteenth: 1865 to Present

This unit will take students on a journey beyond Juneteenth.

What's the story?

Students will learn about **Juneteenth**. They will also explore specific **contributions of African Americans** from 1865 to present day.

What will my student learn?

Students will learn about General Granger's announcement in Galveston, Texas on **June 19th, 1865**: a day marked in history as **Juneteenth**, when all **enslaved African Americans** were **freed**. A review of the first freedom announcement, President Lincoln's **Emancipation Proclamation**, will provide students with background knowledge to further emphasize the **significance** of **Juneteenth** in **American history**. They will use read-alouds, independent, and partner reading to learn about **African American contributions** from 1865 to present.

Students will participate in a virtual field trip to Emancipation Park in Houston, Texas and utilize the knowledge sequence in this unit to collaboratively **generate research questions** about Juneteenth, The Great Migration, innovators and inventors, education, the humanities, activists, and allies. They will also **research** to find answers to their generated questions, **gather information**, and **write** a four chapter **Beyond Juneteenth book**.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. Where and when did the Juneteenth announcement occur?
Follow up: What did you learn on the virtual trip to Emancipation Park in Houston, Texas?
2. Where were some hubs across the United States for African Americans during The Great Migration of 1916-1970?
Follow up: What were some reasons African Americans migrated to different states during The Great Migration?
3. Who are some notable African American inventors and innovators?
Follow up: What are some products and innovations created by African American inventors that we use daily?

4. Who were some leaders that contributed to the progression of education in America?

Follow up: How did they change the way students are educated today?

5. Who are some artists, scholars, and writers that pioneered in their fields?

Follow up: What were their contributions to history and/or present day?

6. Who are activists and allies that worked together for change in America?

Follow up: Why are allies important for activism?

Name: _____

Date: _____



Grade 5

Unit 9, Lesson 3 - Submit a research question about Juneteenth for Chapter One of your 'Beyond Juneteenth' books.

Name: _____

Date: _____



Grade 5

Unit 9, Lesson 4 - What themes did you notice within the text? Use at least two of these core vocabulary words to support your response: *migration, industries, recruits, ravaged, abolished, segregation, laborers, disdain, or hub.*

Name: _____

Date: _____



Grade 5

Unit 9, Lesson 7 - Write three facts gathered from your research about a chosen African American scientist, inventor, or innovator.

Name: _____

Date: _____



Grade 5

Unit 9, Lesson 8 - List three details you learned about Ruby Bridges in the text that help explain why the passage is titled, "Walking Tall."

Name: _____

Date: _____



Grade 5

Unit 9, Lesson 9 - Think of what you learned about the song "Lift Every Voice and Sing" from the book *Sing a Song: How "Lift Every Voice and Sing" Inspired Generations*. Use text evidence to explain the purpose for reading this text.

Name: _____

Date: _____



Grade 5

Unit 9, Lesson 10 - Use your completed Venn Diagram to write one to three sentences explaining similarities and differences between the civil rights and migrant farm worker movements.

Name: _____

Date: _____



Grade 5

Unit 9, Lesson 11 - Describe the message in the book *Of Thee I Sing: A Letter to My Daughters* using three words or phrases from the book.