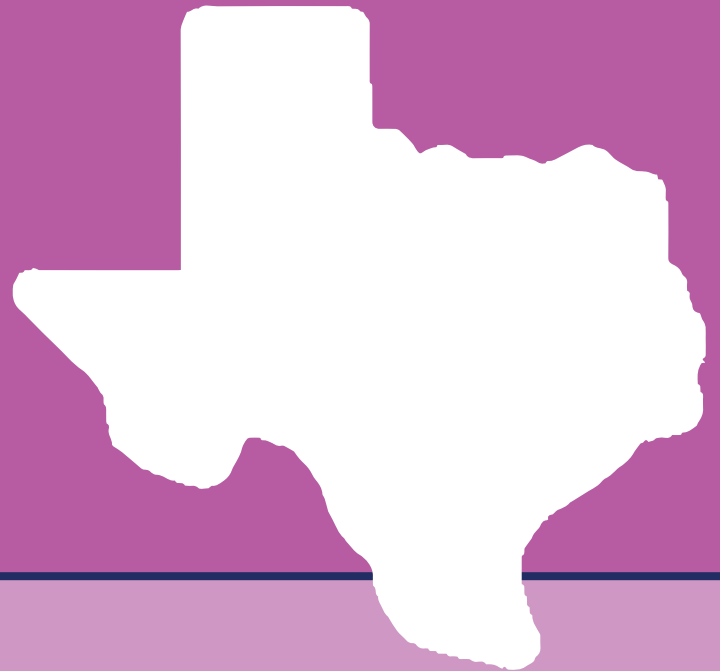




**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

JUNETEENTH AND BEYOND



GRADE 5 UNIT 9 | ACTIVITY BOOK

EDITION 1

Grade 5

Unit 9

Juneteenth and Beyond

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email openeducationresources@tea.texas.gov.

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: _____

Individual Know-Wonder-Learn Chart

Throughout the unit compete the chart by writing your responses legibly in cursive.

	Know	Wonder	Learn
Juneteenth			
The Great Migration			
Inventors and Innovators			
Education			
Artists, Scholars, and Writers			
Civil Rights and Justice			

NAME: _____

DATE: _____

Bibliography Page, Chapter 1

Chapter One Research Question:

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

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)

ACTIVITY PAGE

Quick Write Prompt

What was the purpose of the Emancipation Proclamation, and how did it affect enslaved Americans between 1863 and 1865?

[illegible]

NAME: _____

DATE: _____

“The First Juneteenth” Timeline

Complete the timeline using your text. Write legibly in cursive.

1860

Several states secede from the U.S.

2021

Juneteenth becomes a federal holiday.

NAME: _____

DATE: _____

“The First Juneteenth” Bibliography

Research Question:

Type of Source	Title of Source	Source Information

NAME: _____

DATE: _____

Table of Contents

Use this activity page to plan the research for chapters in your Beyond Juneteenth book.

Chapter One	[Research Question]:
Chapter Two	[Research Question]:
Chapter Three	[Research Question]:
Chapter Four	[Research Question]:

NAME: _____

DATE: _____

Possibilities and Challenges Chart

Possibilities	Challenges
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

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: _____

Entrepreneurs

Entrepreneurs	Dates, Facts, and Details
1) Thomas Jennings	
2) John C. Merrick	
3) Madam C. J. Walker	
4) Annie Minerva Turnbo Malone	
5) Maggie Lena Walker	
6) Charlie Brown	
7) John Harold Johnson	
After reading the article "Entrepreneurs," choose an entrepreneur in the article that you would like to research further, explaining why their invention or innovation was an important contribution.	

NAME: _____

DATE: _____

Bibliography Page, Chapter 3

Type of Source	Title of Source	Source Information

NAME: _____

DATE: _____

Summarizing Text

Text Clues	PARAPHRASED Text (my own words)
TITLE:	☐
HEADINGS Heading 1:	☐ Heading 1:
Heading 2:	☐ Heading 2:
TOPIC SENTENCES Paragraph 1 Topic Sentence:	☐ Paragraph 1 Topic Sentence:
Paragraph 2 Topic Sentence:	☐ Paragraph 2 Topic Sentence:
Paragraph 3 Topic Sentence:	☐ Paragraph 3 Topic Sentence:
Paragraph 4 Topic Sentence:	☐ Paragraph 4 Topic Sentence:
Paragraph 5 Topic Sentence:	☐ Paragraph 5 Topic Sentence:
Paragraph 6 Topic Sentence:	☐ Paragraph 6 Topic Sentence:
Paragraph 7 Topic Sentence:	☐ Paragraph 7 Topic Sentence:

Summary of Text:

NAME: _____

DATE: _____

Who, What, When, Why Chart

Who?	What?	When?	Why?

NAME: _____

DATE: _____

Dr. Martin Luther King Jr. Quiz

Fill in the blanks.

1. Because he was such a good student in school, Martin Luther King Jr. skipped _____ grades and attended college at age 15.
2. Martin Luther King Jr.'s first job out of college was a _____, or a person who works for a church and performs religious functions and duties.
3. At the age of _____, King received his doctorate, the highest academic degree or honor awarded to a student.
4. Dr. Martin Luther King Jr. became famous for being a member of the _____ movement.
5. In December 1955, King led the Montgomery Bus _____, during which a group of people joined together and refused to ride city buses for 382 days.
6. Dr. Martin Luther King Jr. believed that the best way to bring about change was through _____, which is the refusal to take physical action against someone who is treating people badly or unfairly.
7. Along with sixty other Christian leaders, Dr. Martin Luther King Jr. founded the _____ in 1957 to bring about social changes that would improve the lives of all Americans.
8. "I Have a _____" is the name of one of Dr. Martin Luther King Jr.'s most famous speeches, which was delivered on August 28, 1963 during the March on Washington.
9. As a result of the work of Dr. Martin Luther King Jr. and many other people, it became against the law to _____ against someone because of race, color, religion, or the country in which they were born.
10. Twenty-five years after King's death, the United States Congress decided the _____ Monday in January would be a federal holiday in Martin's honor.

NAME: _____

10.2

ACTIVITY PAGE

DATE: _____

Timeline of Martin Luther King Jr.'s Early Life

Date	Event
January 15, 1929	Born in Atlanta, Georgia
1944	At the age of 15, Martin Luther King Jr. began school at Morehouse College, a Historically Black College and University (HBCU) in Atlanta.
1944- 1948	He studied ministry . During the summer, he worked on farms in Connecticut, where he experienced different treatment compared to life in Georgia. During his time at Morehouse he learned about nonviolent campaigns . He also stood out as an exceptional student and speaker.
1948	Martin Luther King Jr. was ordained as an assistant minister of Ebenezer Baptist Church.
	He began studying at Crozer Theological Seminary in Chester, Pennsylvania.
1951	Martin Luther King Jr. graduated from Crozer as valedictorian.
	He began graduate school for theology at Boston University earning his doctorate in theology.
1953	Martin Luther King Jr. married Coretta Scott near her home in Alabama.
1954	Martin Luther King Jr. became a full-time minister at Dexter Avenue Baptist Church in Montgomery, Alabama.

Date	Event
1955	Martin Luther King Jr. graduated from Boston University earning his doctorate in theology. At this point, he was Dr. Martin Luther King Jr.
	He attended a meeting at Holt Street Baptist Church, where he was elected to serve as a leader of the Montgomery Bus Boycott .
1957	Dr. Martin Luther King Jr. formed the Southern Christian Leadership Conference (SCLC) to fight against segregation.

NAME: _____

11.1

ACTIVITY PAGE

DATE: _____

Short Constructed Response Reading Question

Read the question carefully. Then write your answer.

Why did Dr. Martin Luther King Jr. reference the story of Daniel in his “Letter from Birmingham Jail”?

Support your answer with evidence from the text. Write legibly in cursive.

[illegible]

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 _____
People Who Worked Together for Freedom and Equality Under the Law	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.
-

- ☐ Chapter 3: I have corrected all spelling errors in my writing.
 - ☐ Chapter 3: I have checked that proper punctuation (. , ? !) has been included in my writing.
 - ☐ Chapter 3: I have included capitalized proper nouns (names of people, places, and things) and started each sentence with a capital letter.
 - ☐ Chapter 3: I have used complete sentences (subject and predicate) in my writing.
-

- ☐ Chapter 4: I have corrected all spelling errors in my writing.
- ☐ Chapter 4: I have checked that proper punctuation (. , ? !) has been included in my writing.
- ☐ Chapter 4: I have included capitalized proper nouns (names of people, places, and things) and started each sentence with a capital letter.
- ☐ Chapter 4: I have used complete sentences (subject and predicate) in my writing.

NAME: _____

DATE: _____

15.1

ACTIVITY PAGE

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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