



Research Unit

Activity Book

Grade 5

Beyond Juneteenth: 1865 to Present

English

Grade 5

Research Unit

Beyond Juneteenth:
1865 to Present

Activity Book

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Research Unit

Beyond Juneteenth: 1865 to Present

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Research Unit 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 Informative Writing Rubric

The student will write informative texts to examine a topic and convey ideas and information clearly.

The student is expected to:

- Introduce a topic clearly, provide a general observation and focus, and group related information logically.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

	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: _____

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"/>
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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	

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?

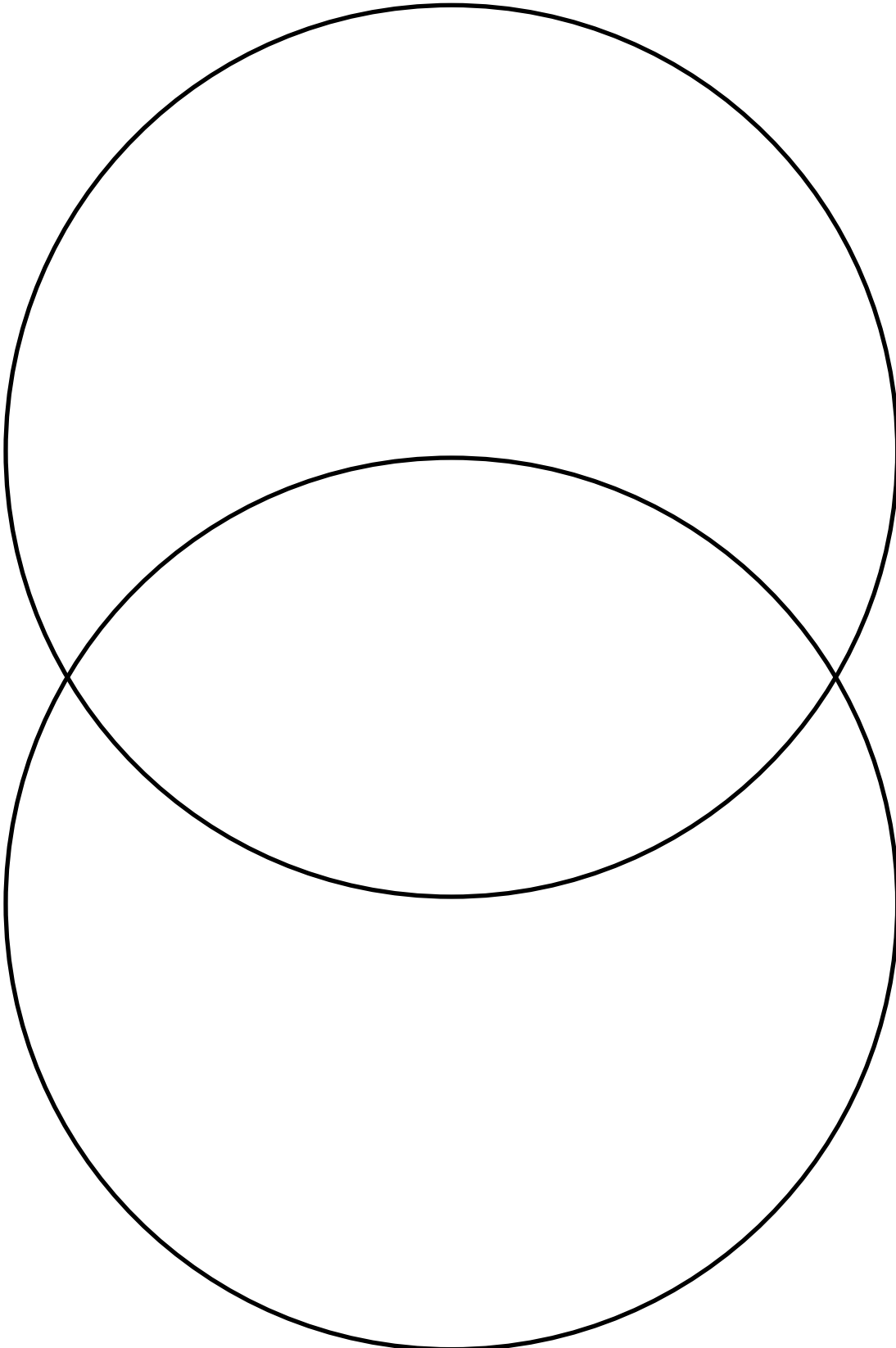
NAME: _____

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 informative 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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Contributors to Earlier Versions of These Materials

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