



Research Unit

Beyond Juneteenth: 1865 to Present

Digital Components | Grade 5

English

Grade 5

Research Unit

Beyond Juneteenth: 1865 to Present

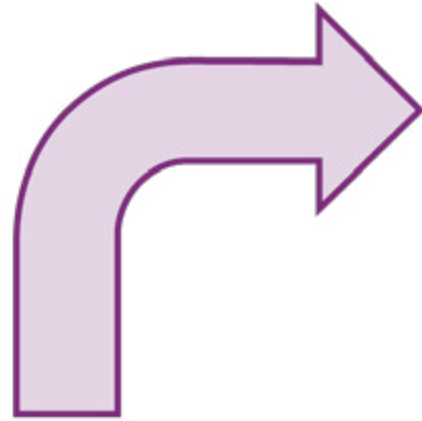
Digital Components

Contents
Beyond Juneteenth: 1865 to Present
Digital Components

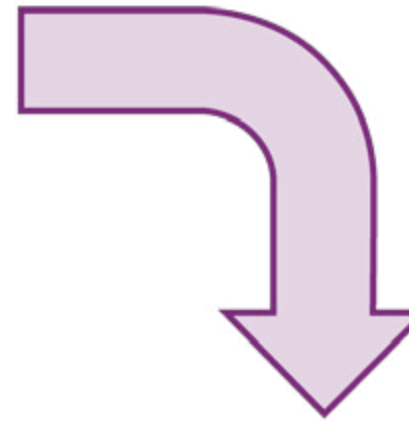
Lesson 1	Projection 1.1	Research Process	1
Lesson 1	Projection 1.2	Beyond Juneteenth Informative Writing Rubric	2
Lesson 2	Projection 2.1	Paraphrasing Text	4
Lesson 7	Projection 7.1	Primary and Secondary T-chart	6
Lesson 7	Projection 7.2	Informational Writing Template	7
Lesson 8	Projection 8.1	Education Contributors	11
Lesson 9	Projection 9.1	Artists, Scholars, and Writers	12
Lesson 10	Projection 10.1	Venn Diagram	13
Lesson 14	Projection 14.1	Transitions	14

Research Process

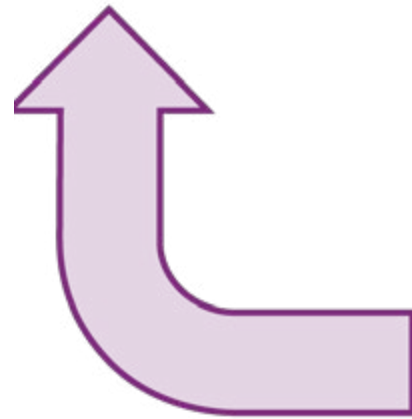
1 Interesting
Idea/Topic



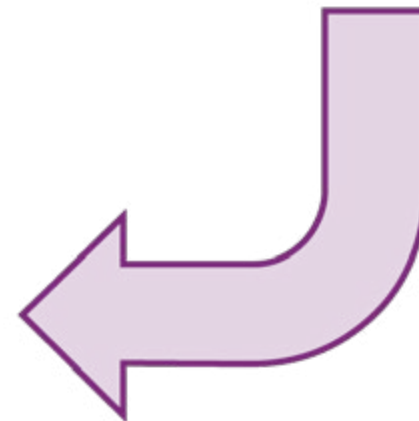
2 Write Research
Question



4 Write about
the Idea/Topic



3 Find
Answers/Facts



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.

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.
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.

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 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 *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.

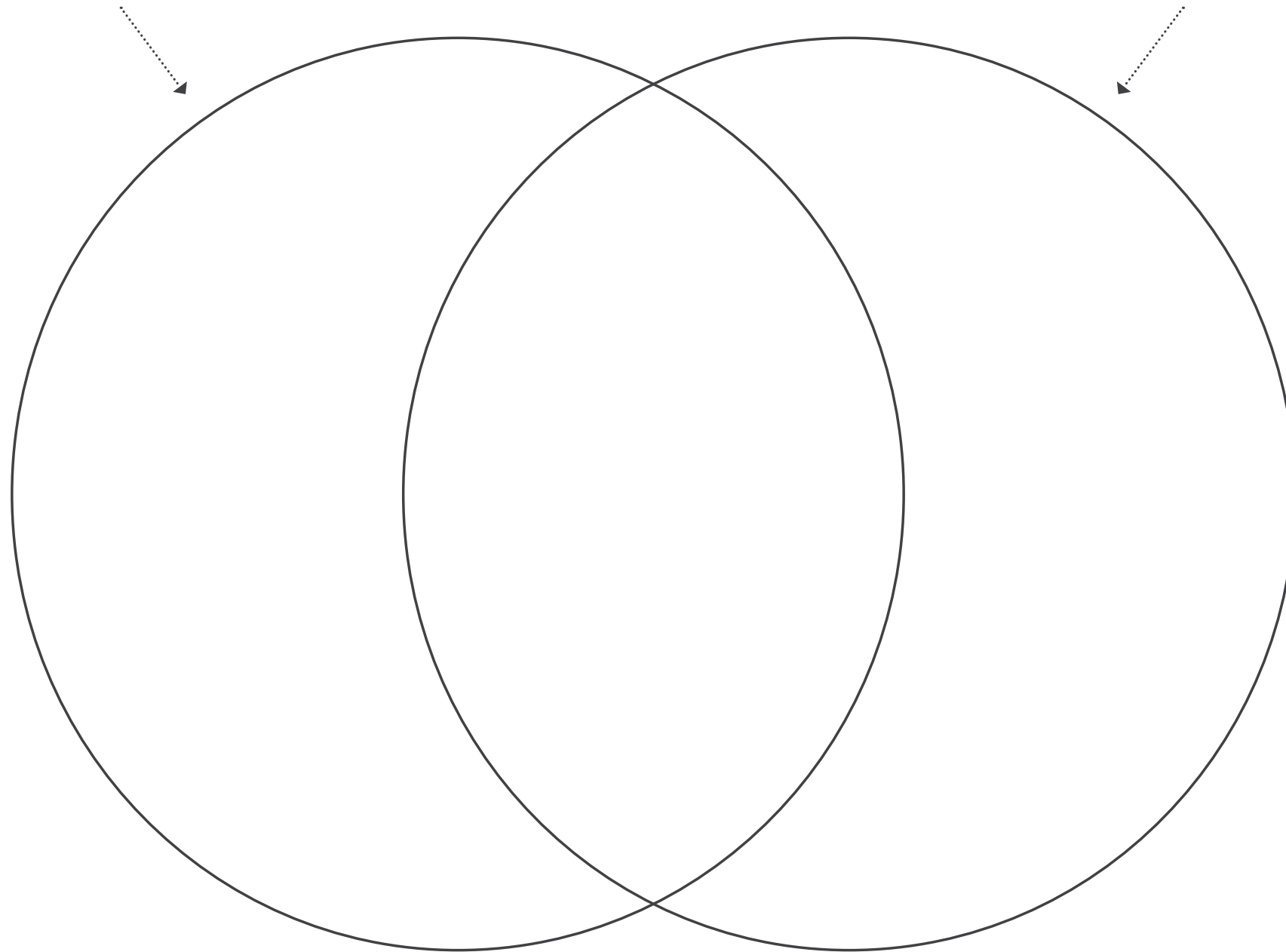
Artists, Scholars, and Writers

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>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 Douglass (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

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

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