



4TH GRADE **ELA**

Student Materials

Unit 5

***Heart and Soul:
The Story of America
and
African Americans***



Daily Lesson Materials

Name: _____

Date: _____

Today's reading was [Heart and Soul: The Story of America and African Americans](#) – Prologue (7).

1. Read the sentence from page 7: "You gotta take the good with the bad, I guess." What does this tell readers about the history contained in this book? Why might the author have written it this way?

2. On page 7, the narrator says, "You have to know where you come from so you can move forward." What does this mean? Why is this important?

Name: _____

Date: _____

Today's reading was [Heart and Soul: The Story of America and African Americans](#) pg. 8 – 13.

1. What is significant about the paintings inside the Capitol Rotunda? Why does the author begin with this anecdote?

2. What led to the start of the American Revolution? What was the narrator's perspective on the colonists' use of the word *slaves*?

3. Describe the important role Black people played in the American Revolution. What happened to Black people and enslaved people after the American Revolution?

4. What is the significance of the illustration on page 11?

5. What text structure does the author use in this chapter? Why?

Name: _____

Date: _____

Today's reading was [Heart and Soul: The Story of America and African Americans](#) pg. 15 - 21 – Chapter 2.

1. Why did Pap not want any of his kin to eat black-eyed peas?

2. How does the illustration on pages 16–17 help the reader better understand the experience of enslavement?

3. Compare and contrast the illustration on page 19 with the illustration on page 20.

Name: _____

Date: _____

Today's reading was [Heart and Soul: The Story of America and African Americans](#) pg. 23 – 24 – Chapter 3 (STOP on bottom of third paragraph).

1. According to the text, how and why did some southern white people **justify** slavery? Did enslaved people agree?

2. Read the sentence from page 24. "One of the slaves on Pap's plantation had taught himself to read, which was very dangerous because if white folks had found out, he would have got a sound licking." What made learning to read so dangerous? Why did so many enslaved people decide to learn to read anyway?

3. What does the word **abolish** mean? What did abolitionists believe?

Name: _____

Date: _____

Today's reading was [Hand in Hand: Ten Black Men Who Changed America](#) pg. 27 - 32 – Frederick Douglass.

1. Describe Frederick's childhood.

2. What was the impact of Frederick learning to read? How did reading help Frederick make sense of the world around him?

3. Why was Frederick sent to live with Edward Covey? What happened while he was there?

4. Why was September 4, 1838, an important day for Frederick?

Name: _____

Date: _____

Today's reading was [Let It Shine: Stories of Black Women Freedom Fighters](#) pg. 17 - 22 – Harriet Tubman.

1. Describe Harriet's response to her treatment as a child.

2. What happened that allowed Harriet to get a glimpse of freedom? How did it impact her?

3. Why did Harriet stand up to the overseer? How did this event change her life?

4. What does it mean to "relent"? Why did Harriet relent on her first attempt at escaping? What promise did she make herself?

Name: _____

Date: _____

Today's reading was [Let It Shine: Stories of Black Women Freedom Fighters](#) pg. 22 – 27.

1. Describe Harriet's first ride on the Underground Railroad.

2. How did Harriet feel when she found freedom? How does the author help the reader understand how Harriet felt?

3. In what ways did Harriet "put her life on the line"? Why was it important for Harriet to keep putting "her life on the line"?

4. What is a **reputation**? Why was Harriet beginning to get a **reputation** among slaves and slave owners? Why was this both a good and a bad thing?

Name: _____ Date: _____

Opinion Brainstorming

Gather details about why each person should be honored. Then compare the details to establish your opinion about who the school should be named after.

Frederick Douglass	Harriet Tubman

Name: _____ Date: _____

Opinion Brainstorming

Gather details about why each person should be honored. Then compare the details to establish your opinion about who the school should be named after.

Frederick Douglass	Harriet Tubman
<ul style="list-style-type: none">- 7 years old: mama died, raised by grandmother- Separated from family as child- Learned to read -> books about freedom- Beaten for setting horse free- Met free woman, Anna- Escaped to the North- Sent for Anna, married her- Had 5 children- 1841: gave speech against slavery- Joined Massachusetts Anti-Slavery Society- Gave many speeches, wrote book about his life	<ul style="list-style-type: none">- 1 of 11 children- Put to work at young age- Ran away briefly as child, inspired dream of freedom- 15 years old: hit in head by lead brick -> headaches, sleeping disease- Married John Tubman- Escaped -> Underground Railroad to Philadelphia- Returned twice/year, helped others to freedom- Plantation owners posted reward for her capture- Helped over 300 people to freedom

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: The school should be named "Tubman Elementary School" because Harriet Tubman was a selfless leader who helped so many people to freedom.

- Detail 1: escaped from slavery -> Underground Railroad
- Detail 2: returned south twice/year, helped others escape
- Detail 3: huge reward for her capture
- Detail 4: helped over 300 people to freedom

Concluding Sentence: Naming a school Harriet Tubman would remind students daily of the importance of bravery, equality, and helping others.

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: The school should be named "Tubman Elementary School" because Harriet Tubman was a selfless leader who helped so many people to freedom.

- Detail 1: 1 of 11 children
- Detail 2: ran away briefly as child, inspired dream of freedom
- Detail 3: escaped -> Underground Railroad to Philadelphia
- Detail 4: Plantation owners posted reward for her capture

Concluding Sentence: Naming a school after her would remind students daily of the importance of bravery, equality, and helping others.

Revision Strategy Menu



Add

Ask yourself: "Am I missing words or phrases that make this sentence clear?"

When to use:

- Important details are missing.
- More words or phrases are needed for the reader to understand the idea.

Example: Harriet Tubman showed true bravery *by continuing to risk her life for others.*



Delete

Ask yourself: "Are there any unnecessary words or phrases that could be deleted?"

When to use:

- The sentence feels long and confusing.
- Information in the sentence is repeated or unnecessary.

Example: Harriet Tubman showed true bravery ~~and courage~~ by guiding others to freedom.



Change

Ask yourself: "Should any words be replaced with stronger or more specific words?"

When to use:

- Some words feel basic, boring, or vague.
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Example: Harriet Tubman ~~showed~~ *demonstrated* true ~~bravery~~ *courage* by continuing to risk her life for others.



Rearrange

Ask yourself: "Does the order of phrases and sentences make sense?"

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- Phrases or details are confusing and out of order.
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Example: Harriet Tubman repeatedly traveled down south. She promised to help others escape. → Harriet Tubman promised to help others escape, so she repeatedly traveled down south.

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Name: _____

Date: _____

Today's reading was [Heart and Soul: The Story of America and African Americans](#) pg. 24 - 27 – Chapter 3.

1. Even though slavery was dying in the North, why was it gaining popularity in the South?

2. On pages 24 and 26, the author states, "as the country grew in size, so did the **tension** between North and South." What does the word **tension** mean? Why was there such deep **tension** between the North and the South?

3. Did everyone share the same opinion of Abraham Lincoln? In what ways did Abraham Lincoln add to the **tension** between the North and the South?

4. Compare and contrast the illustrations of Frederick Douglass and Harriet Tubman on pages 25 and 27. What mood do they both convey? How is the mood conveyed?

Name: _____

Date: _____

Today's reading was [Heart and Soul: The Story of America and African Americans](#) – Chapter 4.

1. Why does the author start by describing the beauty of the South? Was the South beautiful for everyone? Explain why or why not using specific details from the text.

2. What does it mean to "**long**" to do something? Why did enslaved people **long** to be in the fight? What had to happen before they were allowed to fight?

3. What was the Emancipation Proclamation? How was it received? Why?

4. Read the sentence from page 34. "It was a day that many folks thought would *never* come." Why is the word *never* in italics? What did many think would never come? Why?

5. On page 37, what does the author mean by "The jamboree didn't last long"? Explain.

Name: _____ Date: _____

Discussion Handout

How has the African American community in particular contributed to making the United States of America stronger and more equal?

Stronger	
More Equal	

Big Idea:

Name: _____ Date: _____

Discussion Handout

How has the African American community in particular contributed to making the United States of America stronger and more equal?

Stronger	<ul style="list-style-type: none">- Learned to read → against the law but many learned anyway- Saturday evening dances- Prayer meetings- Sang together, Songs with hidden messages
More Equal	<ul style="list-style-type: none">- Developed the Underground Railroad- Fought for freedom in wars → Revolutionary War, Civil War, hoping for their own freedom- Abolitionists worked to end slavery → free Black, formerly enslaved, and some white people worked together- Frederick Douglass: wrote to spread message

Big Idea:

African Americans helped build a stronger, more equal nation by constantly fighting for freedom, maintaining hope, and advocating for equality.

Name: _____ Date: _____

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Big Idea:

African Americans helped build a stronger, more equal nation by constantly fighting for freedom, maintaining hope, and advocating for equality.

Name: _____ Date: _____

Two Paragraph Outline

Paragraph 1

Topic Sentence: _____

- Detail: _____

- Detail: _____

- Detail: _____

Conclusion Sentence: _____

Paragraph 2

Topic Sentence: _____

- Detail: _____

- Detail: _____

- Detail: _____

Conclusion Sentence: _____

Name: _____ Date: _____

Two Paragraph Outline

Paragraph 1

Topic Sentence: Although African Americans have endured hardship in this country, they have always made it stronger by building culture and community.

- Detail: singing together
- Detail: weekly dancing, prayer
- Detail: Underground Railroad- worked together

Conclusion Sentence: With a strong sense of community, African Americans have created cultural traditions and worked together to fight for freedom.

Paragraph 2

Topic Sentence: As America grew, African Americans showed innovation in their efforts to achieve equality.

- Detail: Underground Railroad- communication, organization
- Detail: Hidden messages in songs
- Detail: Frederick Douglass- educated himself, spread story, ideas of freedom

Conclusion Sentence: It is clear that throughout history, African Americans have always found ingenious ways to work together to create a freer and equal nation.

Name: _____ Date: _____

Discussion Handout

How has the African American community in particular contributed to making the United States of America stronger and more equal?

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Big Idea:

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• Detail: _____

• Detail: _____

• Detail: _____

Conclusion Sentence: _____

Paragraph 2

Topic Sentence: _____

• Detail: _____

• Detail: _____

• Detail: _____

Conclusion Sentence: _____

Name: _____ Date: _____

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Topic Sentence: As America grew, African Americans showed innovation in their efforts to achieve equality.

- Detail: Underground Railroad- communication, organization
- Detail: Hidden messages in songs
- Detail: Frederick Douglass- educated himself, spread story, ideas of freedom

Conclusion Sentence: It is clear that throughout history, African Americans have always found ingenious ways to work together to create a freer and equal nation.

Name: _____

Date: _____

Today's reading was [Heart and Soul: The Story of America and African Americans](#) pg. 39 – 45.

1. Read the first paragraph from page 39. Why was it hard for the freed people to "find a way to make it on their own"?

2. Read the sentence from page 43. "Sharecropping was a sneaky way of keeping Black folks in the fields without having to pay them. Wasn't much different than slavery." What reasons and evidence does the author include to support this point?

3. What "big steps" happened during **Reconstruction**? On page 43, why does the author say that the "progress didn't come without a price"?

4. How do the illustrations help the reader better understand life for Black people during **Reconstruction**?

Name: _____

Date: _____

Today's reading was [Heart and Soul: The Story of America and African Americans](#) – Chapter 6.

1. Who were the Buffalo Soldiers? How did they win "the respect of both their peers *and* their enemies" (p. 48)?

2. What details does the author include to show how the Seminoles and other Indigenous tribes were treated?

3. What was the Homestead Act? Was everyone welcomed out West? Explain why or why not.

4. Read the quote from page 51. "Abraham Lincoln said once that if some of us can enjoy the fruits of freedom while our brothers and sisters are still bound by their countrymen, then none of us are truly free." What did Abraham Lincoln mean by this statement? Do you agree or disagree with him?

Name: _____

Date: _____

Today's reading was [Heart and Soul: The Story of America and African Americans](#) pg. 53 – 61 – Chapter 7.

1. What evidence does the author include to support the point that "the years after **Reconstruction** were some of the darkest since slavery" (p. 53)?

2. Read the sentence from page 54. "Word about the new jobs spread like wildfire." What does it mean if something spreads like wildfire? How did the news impact Black and white communities in the South?

3. Why does the author say that "Jim Crow made the trip right along with" (p. 56) Black people during the Great Migration?

4. What did Booker T. Washington believe? Did everyone agree with his ideas? Why or why not?

5. How do the illustrations help the reader better understand what life was like for Black people during the Great Migration?

Name: _____

Date: _____

Today's reading was [Heart and Soul: The Story of America and African Americans](#) pg. 62 - 69 – Chapter 8.

1. On page 63, why does the author say that "this generation of black folks was different from past generations"?

2. Why were Black people "in the limelight" (p. 65) for the first time? Why was this important?

3. According to the information presented on page 69, what were conditions like for women during this time period? Why were women "tired of it"?

4. Why were northern women the only ones who got the right to vote? Why was this still progress?

Name: _____

Date: _____

Today's reading was [Heart and Soul: The Story of America and African Americans](#) pg. 71 - 77 – Chapter.

1. What details and evidence does the author provide to describe what life was like in America before World War II?

2. How were Black soldiers treated? Despite the conditions, why did so many Black people want to be soldiers?

3. Why were the Tuskegee Airmen (the 332nd) and the 761st Tank Battalion important?

4. Explain what the narrator meant in the quote from page 77: "We had gone to war for our country to stop racist people from taking over the world, and yet at home Jim Crow held us in his grip just as tightly as before."

5. On page 77, what does the narrator mean when she says, "Jim Crow's days were numbered"?

Name: _____

Date: _____

Today's reading was [Heart and Soul: The Story of America and African Americans](#) pg. 79 – 80 – Chapter 10.

1. Why does the author give so many examples of Black inventors and their **innovations**? What does it help the reader to better understand?

2. Describe the idea introduced by Dr. Martin Luther King, Jr.

Name: _____

Date: _____

Today's reading was [Heart and Soul: The Story of America and African Americans](#) – Chapter 11.

1. Why does the author include the story on page 83?

2. How did Jackie Robinson's actions inspire others?

3. Even though Thurgood Marshall won in front of the Supreme Court, school **integration** did not come easily. Explain why not.

4. What was the Montgomery Bus **Boycott**? Why was it successful?

5. How do the illustrations help the reader understand the courage and determination of Black people at the time?

Name: _____

Date: _____

Writing Prompt

harassed integrating boycott

In what ways was Jim Crow "a-dying"? Support your answer with two to three examples from the text and illustrations.

Name: _____

Date: _____

Today's reading was [Heart and Soul: The Story of America and African Americans](#) pg. 91 - 95.

1. Why did Dr. King say, "We've come too far to turn back now"? What does this show about the drive and motivation of those who were protesting?

2. Describe what happened in Birmingham. According to the quote on page 92, why did "President John F. Kennedy have no choice but to settle things in Birmingham?"

3. Why was being at the Lincoln Memorial "like a dream" (p. 95)? What did it signify?

4. On page 95, why does the author say that "Jim Crow was dead"?

5. What do the illustrations reveal?

Name: _____

Date: _____

Today's reading was [Heart and Soul: The Story of America and African Americans](#) – Chapter 12 (close read) and Epilogue.

1. What is the significance of the illustration on page 98? Why does the author choose this as the final illustration?

2. On page 99, the author states that there'd "be plenty of trouble in the world, but a lot of joy, too." Why are trouble and joy both important?

Name: _____ Date: _____

Discussion Handout

How can courageous individuals create and drive change?

Choose two individuals to discuss, then add details and examples about their actions underneath their name.

1st Individual:	2nd Individual:

Vocabulary words to use in discussion: _____

Name: _____ Date: _____

Research Recording Page

Influential Person: _____

Important events/actions from their life

Impact on America

Sources Used:

Name: _____ Date: _____

Two Paragraph Outline

Topic: _____

Paragraph 1

Topic Sentence: _____

- Detail: _____

- Detail: _____

- Detail: _____

Conclusion Sentence: _____

Paragraph 2

Topic Sentence: _____

- Detail: _____

- Detail: _____

- Detail: _____

Conclusion Sentence: _____

Revision Strategy Menu



Add

Ask yourself: "Am I missing words or phrases that make this sentence clear?"

When to use:

- Important details are missing.
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Example: Harriet Tubman showed true bravery *by continuing to risk her life for others.*



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Ask yourself: "Are there any unnecessary words or phrases that could be deleted?"

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- Detail: _____

- Detail: _____

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Topic: _____

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Paragraph 2

Topic Sentence: _____

- Detail: _____

- Detail: _____

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Vocabulary

Word	Part of Speech	Definition
abolish	v.	to officially end or stop something, often a law
apprehensive	adj.	uncertain or scared about something bad that might happen
banned	v.	not allowed by law
boycott	v.	the refusal to use or buy something out of protest
contradict	v.	to say the opposite of what someone else has said
en-	prefix	cause to
flee	v.	to run away from a place, often because of danger
guidance	n.	help or advice that tells you what to do
harassed	v.	annoyed or bothered in a rude and constant way
ill-	prefix	
illiterate	adj.	not knowing how to read or write
in-	prefix	

Word	Part of Speech	Definition
innovation	n.	a new idea, device, or method
integrating	v.	bringing people of different races together in the same place
-ist	suffix	
justify	v.	to give a good reason for something
longed	v.	really wanted something or to do something
practical	adj.	appropriate for actual use
privilege	n.	a right or benefit that is given to some people and not to others
re-	prefix	
Reconstruction	n.	the period of time when the southern states joined the northern states again after the American Civil War and the government made plans to rebuild the South
reputation	n.	the way in which people think of someone or something
-sion	suffix	

Word	Part of Speech	Definition
sympathy	n.	the feeling that you care about someone else's sadness
tension	n.	a feeling of worry or stress between people or situations
vowed	v.	seriously promised to do something or to behave in a certain way



Unit Rubrics & Assessments

Opinion Writing Rubric

4th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
---------------------------	---	---	---	---

Structure	Rubric Score	Notes
Organizational Structure Ideas are grouped logically; Sections are ordered strategically; Includes introduction and conclusion sections; Uses third-person to state an opinion consistently	4 3 2 1	
Introduction Clearly states a topic and opinion based on facts and details; Introduction <u>may</u> use a lead that captures the reader's interest, such as posing a question or presenting interesting facts or details	4 3 2 1	
Conclusion Includes a concluding sentence or section that <u>may</u> ask a question or make a suggestion; Concluding sentence/section <u>may</u> begin with a transition word or phrase unique to conclusions (e.g. <i>In conclusion</i> , <i>finally</i>)	4 3 2 1	

Development	Rubric Score	Notes
Reasons Includes three to four facts and details to support opinion; Effectively chooses compelling reasons and orders most compelling reasons first	4 3 2 1	
Linking Words and Phrases Effectively and consistently uses linking words or phrases; Effectively and consistently uses linking words or phrases to connect opinion and reasons, or paragraphs	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete simple, compound, and complex sentences Uses nouns correctly, including relative pronouns Uses verbs correctly, including relative adverbs, the progressive form, and modal auxiliaries Uses adjectives correctly, including ordering adjectives within sentences according to conventional patterns Forms and uses prepositional phrases correctly	4 3 2 1	
Conventions Uses correct capitalization conventions Uses correct punctuation conventions, including commas and quotation marks to mark direct speech and quotations from a text, commas before a coordinating conjunction in a compound sentence Correctly uses frequently confused words, such as "to" and "too," and "there," "their," and "they're"	4 3 2 1	

Informational Writing Rubric

4th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Sections Groups information into multiple paragraphs or sections; Consistently uses paragraph structures to organize information depending on the type of information included and the purpose of the writing: sequence or chronology, cause-and-effect, comparison, problem and solution	4 3 2 1	
Introduction Starts by introducing a topic and why it is important; Introduction includes essential background knowledge; Consistently writes in the third-person	4 3 2 1	
Conclusion Includes a concluding section that summarizes the key ideas; Conclusion may include one of the following: question, quote, anecdote, or memorable image	4 3 2 1	

Development	Rubric Score	Notes
Details Includes three to four relevant facts and details to develop and support the topic; Details may include facts, definitions, concrete details, or examples	4 3 2 1	
Text Features As called for by the task, uses three to four text features to reinforce main ideas, including a title, illustrations, headings, labels, captions, bold words, diagrams, photographs, multimedia	4 3 2 1	
Linking Words and Phrases Effectively and consistently uses linking words or phrases to connect ideas or paragraphs	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete simple, compound, and complex sentences; Uses nouns correctly, including relative pronouns; Uses verbs correctly, including relative adverbs, the progressive form, and modal auxiliaries; Uses adjectives correctly, including ordering adjectives within sentences according to conventional patterns; Forms and uses prepositional phrases correctly	4 3 2 1	
Conventions Uses correct capitalization conventions; Uses correct punctuation conventions, including commas and quotation marks to mark direct speech and quotations from a text, and commas before a coordinating conjunction in a compound sentence; Correctly uses frequently confused words, such as "to," and "too," and "there," "their," and "they're"	4 3 2 1	

Name: _____ Date: _____

Single Point Opinion Writing Rubric

4th Grade English Language Arts

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment:	Strengths What am I doing well already? What am I proud of?
Position		I write an opinion statement that clearly states my position.	
Development		I only include details that strongly support my opinion.	
		I elaborate on my details using explanation that supports my opinion.	

Name: _____ Date: _____

Single Point Research Writing Rubric

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment:	Strengths What am I doing well already? What am I proud of?
Structure		I choose a paragraph structure that matches the information.	
		I introduce my topic by including relevant background information and explaining its importance.	
		My conclusion summarizes the key ideas and includes: question, quote, story, or memorable image	
Development		I include relevant details to support the main idea.	
		I include an illustration that conveys a specific tone and message about the topic.	
		I include signal words that match the text structure in each paragraph.	

Name: _____ Date: _____

Editing Checklist 1

Language and Conventions Focus Area	✓
I use subordinating conjunctions to show time: <i>before, after, when, while, as, until</i>	
I use subordinating conjunctions to show contrast: <i>although, even though, whereas, while, though</i>	

My writing goal:

Name: _____ Date: _____

Editing Checklist 2

Language and Conventions Focus Area	✓
I use subordinating conjunctions to show time: <i>before, after, when, while, as, until</i>	
I use subordinating conjunctions to show contrast: <i>although, even though, whereas, while, though</i>	
I add prepositional phrases to give detail about where or when: <ul style="list-style-type: none">● <i>Where: over, behind, next to, under, inside, etc.</i>● <i>When: after, before, during, since, etc.</i>	

My writing goal:

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Name: _____ Date: _____

Directions: Read the article "The Peanut Man," then answer the questions that follow.

Text 1

The Peanut Man

- 1 George Washington Carver was always interested in plants. When he was a child, he was known as the "plant doctor." He had a secret garden where he grew all kinds of plants. People would ask him for advice when they had sick plants. Sometimes he'd take their plants to his garden and nurse them back to health.
- 2 Later, when he was teaching at Tuskegee Institute, he put his plant skills to good use. Many people in the South had been growing only cotton on their land. Cotton plants use most of the nutrients in the soil. (Nutrients provide nourishment to plants.) So the soil becomes "worn out" after a few years. Eventually, cotton will no longer grow on this land.
- 3 This was especially bad for poor African American farmers, who relied on selling cotton to support themselves. Carver was **dedicated** to helping those farmers, so he came up with a plan.
- 4 Carver knew that certain plants put nutrients back into the soil. One of those plants is the peanut! Peanuts are also a source of protein.
- 5 Carver thought that if those farmers planted peanuts, the plants would help restore their soil, provide food for their animals, and provide protein for their families – quite a plant! In 1896 peanuts were not even recognized as a crop in the United States, but Carver would help change that.
- 6 Carver told farmers to rotate their crops: plant cotton one year, then the next year plant peanuts and other soil-restoring plants, like peas and sweet potatoes. It worked! The peanut plants grew and produced lots of peanuts. The plants added enough nutrients to the soil so cotton grew the next year. Now the farmers had lots of peanuts—too many for their families and animals—and no place to sell the extras. Again, Carver had a plan. Do you know what he did?
- 7 Carver invented all kinds of things made out of peanuts. He wrote down more than 300 uses for peanuts, including peanut milk, peanut paper, and peanut soap. Carver thought that if farmers started making things out of peanuts, they'd have to buy fewer things and would be more self-sufficient. And if other people started making things out of peanuts, they would want to buy the extra peanuts, so the farmers would make more money. Although not many of Carver's peanut products were ever mass-produced, he did help spread the word about peanuts.
- 8 Peanuts became more and more popular. By 1920 there were enough peanut farmers to form the United Peanut Association of America (UPAA). In 1921 the UPAA asked Carver to speak to the U.S. Congress about the many uses for peanuts. Soon the whole country had heard of George Washington Carver, the Peanut Man! And by 1940 peanuts had become one of the top six crops in the U.S.

"The Peanut Man" is from "America's Story from America's Library" by the Library of Congress. "The Peanut Man" is in the public domain.

1. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: What does **dedicated** mean as it is used in paragraph 3?

- a. very committed to a purpose or mission
- b. unlikely or impossible to believe
- c. disappointed with the current situation
- d. grateful for the hard work others have done

Part B: Which two details from the article provide evidence that Carver was **dedicated** to his work?

- a. "People would ask him for advice when they had sick plants." (paragraph 1)
- b. "This was especially bad for poor African American farmers, who relied on selling cotton to support themselves." (paragraph 3)
- c. "In 1896 peanuts were not even recognized as a crop in the United States, but Carver would help change that." (paragraph 5)
- d. "Now the farmers had lots of peanuts—too many for their families and animals—and no place to sell the extras." (paragraph 6)
- e. "He wrote down more than 300 uses for peanuts, including peanut milk, peanut butter, and peanut soup." (paragraph 7)
- f. "By 1920, there were enough peanut farmers to form the United Peanut Association of America (UPAA)." (paragraph 8)

2. Which sentence best summarizes the article?

- a. George Washington Carver wanted to help farmers, so he taught them to rotate their crops and replace cotton with peanuts.
- b. George Washington Carver loved studying plants, which led him to become a teacher who showed students how to grow many kinds of crops.
- c. George Washington Carver created many new uses for peanuts, which helped make peanuts a major crop in the United States.
- d. George Washington Carver used his knowledge of plants to help farmers become more self-sufficient, leading peanuts to become an important crop.

3. Why does the author include information about Carver's childhood at the beginning of the passage?

- a. To entertain the reader with a story about Carver as a boy
- b. To show Carver's lifelong interest in plants
- c. To explain how Carver discovered how peanuts are grown
- d. To describe Carver's life at Tuskegee Institute

4. What organizational structure does the author mainly use in the article?
 - a. The author compares and contrasts the many uses of peanuts.
 - b. The author uses descriptive detail when explaining how Carver took care of sick plants.
 - c. The author describes a step-by-step process to determine the nutrients in the soil.
 - d. The author explains the problems farmers were having and presents Carver's solution.

5. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: How does the author use evidence to support the idea that peanuts had become one of the major crops in the United States?

- a. by explaining why growing cotton was harming struggling farmers
- b. by providing examples of products made from peanuts
- c. by describing the creation of a national group of peanut farmers
- d. by explaining why crop rotation is good for the soil

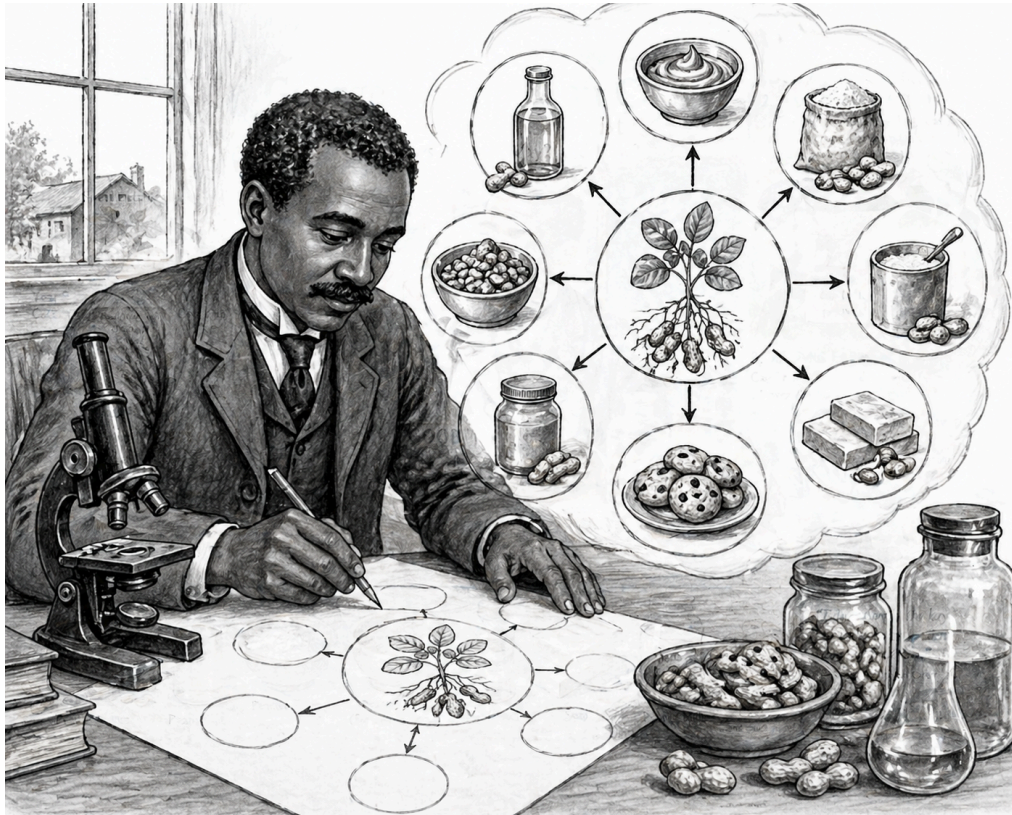
Part B: Which evidence from the article supports the answer to Part A?

- a. "Eventually, cotton will no longer grow on this land." (paragraph 2)
 - b. "Carter knew that certain plants put nutrients back into the soil." (paragraph 4)
 - c. "He wrote down more than 300 uses for peanuts, including peanut milk, peanut paper, and peanut soap." (paragraph 7)
 - d. "By 1920 there were enough peanut farmers to form the United Peanut Association of America (UPAA)." (paragraph 8)
-
6. Why did farmers need a new plan after growing many peanuts?
 - a. They did not know how to harvest them
 - b. They had more peanuts than they could use or sell
 - c. Peanuts were too expensive to keep
 - d. The soil became worn out again

 7. Why does the author include examples of products like peanut milk, paper, and soap?
 - a. To show that peanuts are mostly used for food
 - b. To explain how Carver made over 300 uses for peanuts
 - c. To prove that peanuts were easy to grow
 - d. To describe Carver's creativity in his childhood

 8. How did George Washington Carver help improve the soil for farmers?
 - a. He told farmers to water their crops more often
 - b. He encouraged farmers to plant only peanuts
 - c. He taught farmers to rotate crops
 - d. He asked farmers to stop growing crops altogether

Directions: Analyze the illustration of George Washington Carver below. Then, answer the questions that follow.



9. How does the image help the reader understand the passage?
- It shows that Carver worked alone most of the time
 - It illustrates how Carver developed ideas for using peanuts
 - It proves that peanuts were easy to grow
 - It shows that farmers did not trust Carver
10. Which idea from the passage is best supported by the diagram of peanuts connected to different products in the image?
- Cotton plants use nutrients from the soil
 - Farmers had too many crops to sell
 - Carver found many different uses for peanuts
 - Peanuts were first grown in Africa
11. What information does the image provide that is NOT explained in the text?
- What peanuts look like when they grow underground
 - How cotton plants damage the soil
 - Why farmers needed help
 - When Carver gave his speech to Congress

Name: _____ Date: _____

Part One: Vocabulary

1. What does it mean to **abolish** something?
 - a. To fight against it
 - b. To protest for it
 - c. To advocate for it
 - d. To get rid of it

2. Which word best completes the sentence?

Determined to keep going, the woman _____, "I'll never stop trying."

- a. longed
 - b. harrassed
 - c. vowed
 - d. banned
3. If you can **justify** doing something, you _____
 - a. don't have a good reason for doing it.
 - b. know that it won't be banned.
 - c. have a good reason for doing it.
 - d. do it despite being told not to.

4. Explain what the word **innovation** means. Then describe one innovation created by a Black person, either from *Heart and Soul* or from your prior knowledge.

5. Pick two words from the list below. Use each in a sentence that shows an understanding of the word.

boycott	contradict	apprehensive	tension
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- _____

- _____

Student: _____	Examiner: _____	Date: _____
Words Read Correctly: _____	Errors: _____	

Excerpt from HEART AND SOUL: THE STORY OF AMERICA AND AFRICAN AMERICANS

You may have heard folks say that black people invented shoes. But, chile, that is	15
<i>not</i> true. Everybody invented shoes. But it <i>is</i> true that in the 1880s a black man named	32
Ernst Matzeliger invented a machine that made the <i>process</i> of making shoes a lot	46
cheaper and faster. Matzeliger is one of many black folks whose ideas have made	60
the lives of everyone in the world a lot better.	70
Black people have been making inventions since slavery days, plenty of very	82
practical things that helped us do the work we were forced to do. Africans invented	97
new ways of fishing, farming, basket weaving, ironsmithing. Since then, we've	108
invented ways of keeping food fresh with curing salts and refrigeration,	119
lubricating engines, safely linking train cars, controlling traffic flow, improving	129
lighting fixtures, helping firefighters breathe in smoke-filled rooms, and making	139
supercomputers faster, among many other things.	145
Everybody knows that we have created brilliant types of music like spirituals,	157
jazz, blues, gospel, rock and roll, and so on. And that we have done very well in	174
athletics. Yes, honey, we all know that, even if we try to downplay it. But we've	190
done so much more. Have you ever used an ironing board? Sat in a folding chair?	206

Nelson, Kadir. *Heart and Soul: The Story of America and African Americans*, Balzer + Bray, 2011, p. 79.

Excerpt from HEART AND SOUL: THE STORY OF AMERICA AND AFRICAN AMERICANS

You may have heard folks say that black people invented shoes. But, chile, that is *not* true. Everybody invented shoes. But it *is* true that in the 1880s a black man named Ernst Matzeliger invented a machine that made the *process* of making shoes a lot cheaper and faster. Matzeliger is one of many black folks whose ideas have made the lives of everyone in the world a lot better.

Black people have been making inventions since slavery days, plenty of very practical things that helped us do the work we were forced to do. Africans invented new ways of fishing, farming, basket weaving, ironsmithing. Since then, we've invented ways of keeping food fresh with curing salts and refrigeration, lubricating engines, safely linking train cars, controlling traffic flow, improving lighting fixtures, helping firefighters breathe in smoke-filled rooms, and making supercomputers faster, among many other things.

Everybody knows that we have created brilliant types of music like spirituals, jazz, blues, gospel, rock and roll, and so on. And that we have done very well in athletics. Yes, honey, we all know that, even if we try to downplay it. But we've done so much more. Have you ever used an ironing board? Sat in a folding chair?

Nelson, Kadir. *Heart and Soul: The Story of America and African Americans*, Balzer + Bray, 2011, p. 79.



Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/4th-grade/materials/>