

Name: _____		Section: _____	5th Grade Reading HW 3/19 - 3/23/18 Week 29
Daily	Read 30 minutes!	NOTES: Students MUST underline to prove ALL answers as well as write written responses in complete sentences. Failure to do so will result in a reduction in their grade!	
<u>Monday 3/19</u> Parent Initials: _____ Complete? <input type="checkbox"/>	Reading & Language Arts: ○ I-Ready Reading: 10 minutes ○ Reading: Read the “Elizabeth Blackwell” passage and answer comprehension questions. Must have text evidence and answer in complete sentences! No credit if not properly completed.	• Students will be required to have an individual set of headphones for the FSA Reading Test. Please be sure to send them in to your Reading Teacher ASAP if they do not already have them at school. • Complete AR quizzes! Reach your goal by Mar 29 and you will be invited to a special ice cream party! <u>FSA Reading Testing Schedule</u> • April 16 & 17th FSA Reading Assessment for all of 5 th Grade	
<u>Tuesday 3/20</u> Parent Initials: _____ Complete? <input type="checkbox"/>	Reading & Language Arts: ○ Reading: Read the “Amy Beach” passage and answer comprehension questions. Must have text evidence and answer in complete sentences! No credit if not properly completed. ○ Vocabulary: Write a sentence with each vocabulary word. ○ Cold read test for Unit 2 Ready Book tomorrow! ○ Spring Break packet is due tomorrow! Please remember that it is a worth a QUIZ grade in each subject (Reading/Language Arts/Social Studies)!		
<u>Wednesday 3/7</u> Parent Initials: _____ Complete? <input type="checkbox"/>	Reading & Language Arts: ○ Reading: Read “The two Harriets: Heroes of Abolition” and answer comprehension questions. Answer with complete sentences and show text evidence. No credit if not properly completed. ○ Open book Social Studies test tomorrow!	PLEASE ALLOW CHILDREN TO COMPLETE HOMEWORK INDEPENDENTLY. -- No School on March 23 rd as it is a Teacher Planning Day. It's also a Golden Ticket Day! Check agenda to see if your child will need to attend. - No School on March 30 th . - 45 min of I- Ready Reading this week to be completed by Sun night! - Cold Read test this Wednesday.	
<u>Thursday 3/8</u> Parent Initials: _____ Complete? <input type="checkbox"/>	Reading & Language Arts: ○ I-Ready Reading – 15 minutes ○ No School tomorrow unless you are invited for Golden Ticket Day!	- Open Book Social Studies test on Thursday! - Vocabulary and Spelling Test will take place next Monday! No grammar test this week. - HW is checked daily but the packet is due next Mon, 3/26/18.	
<u>Friday 3/9</u> Parent Initials: _____ Complete? <input type="checkbox"/>	Reading & Language Arts: ○ I-Ready Reading – 20 minutes ○ Have a great weekend!		

Week 29 Spelling & Vocabulary

Spelling Words (words that end with -ive)

- | | | | |
|---------------|---------------|------------|-------------|
| 1) perceptive | 4) deprive | 7) naive | 10) achieve |
| 2) reflective | 5) expressive | 8) receive | |
| 3) thrive | 6) sensitive | 9) deceive | |

Vocabulary Words

1. activist - someone that supports a cause and tries to bring about social or political change
2. establish - to start or make something that didn't exist before
3. movement - a group of people or organizations acting to achieve a common goal
4. abolish - to do away with; put a stop to
5. oppose - to think, act, or be against something
6. rigorous - showing strictness or harshness
7. suffragette - a woman seeking the right to vote through organized protest
8. criticize - to point out flaws

Elizabeth Blackwell

by Noah Remnick



In the early 1800s, there were no women doctors in America. But there was a young woman with the dream of going to medical school and becoming one. Elizabeth Blackwell was born in 1821 in Bristol, England. At the time, not all children went to school. Children from poor families were often forced to work. Most families that could afford schooling generally educated their boys and girls separately. The girls learned to read and write, but quickly focused on embroidery, music and art, and some French. The boys were taught mathematics, Latin, and science, subjects generally considered too difficult and intellectual for girls.

But the Blackwell household was different. Samuel Blackwell owned a sugar refinery. He was a deeply religious man and believed that all people were created equally, no matter their color, wealth, or gender. He fought to abolish slavery and to establish fair conditions and wages for poor workers. And his nine sons and daughters received equally rigorous educations, studying side by side. People criticized the Blackwells for wasting such knowledge on girls, who would likely marry young, raise families of their own, and never have jobs. But Mr. Blackwell was proud of all his children.

When Elizabeth was 11 years old, her father announced that he was moving the family across the sea to America. He had grown weary of the religious and political intolerance in England. He wanted a new start and a bold adventure for himself, his wife, and his children. So the Blackwells packed up their house, bade farewell to friends, family, and colleagues, and set sail for New York City.

There, the family continued to be involved in trying to abolish slavery and to promote equal rights for all. The family eventually moved to Cincinnati, Ohio. Soon after, tragedy struck. Elizabeth's father very suddenly died from an illness, leaving behind a widow, nine children, and bills to pay. To make money, the Blackwell sisters turned to the thorough education their parents provided, and they began teaching.

Before teaching, Elizabeth thought about becoming a doctor, but she resisted the idea. She had always been uncomfortable, even queasy, when studying biology and the human body. Then one day a dying female friend made a suggestion that would change Elizabeth's life and open doors for generations of women to come. The woman said that she so wished her doctor had been a woman, who might have understood her illness better and been more compassionate. After Elizabeth listened to her friend's wish, Elizabeth was determined to become a doctor. But people discouraged her. They told her women could not endure the rigors of medical school or doctoring.

Elizabeth stayed determined. She took teaching positions in small towns, seeking out doctors who gave her medical lessons in her spare time. Elizabeth applied to several medical colleges, but they all rejected her. She applied to more medical schools, and then she was finally admitted to one.

Elizabeth was accepted to study medicine at Geneva Medical College in New York (it is now part of the Upstate Medical University). In the beginning, it was a difficult experience for Elizabeth. Many students, teachers, and townspeople opposed her. Elizabeth was not willing to let the opposition affect her studies. Eventually, most of the people supported her. Professors even reported that the general student behavior and attentiveness improved.

On January 23, 1849, Elizabeth Blackwell achieved her dream, when she became the first woman in America to graduate from medical school and become a doctor. She also ranked first in her class. When the dean handed Elizabeth her diploma, he turned to her and bowed in recognition of her groundbreaking achievement.

Name: _____ Date: _____

1. What was a job that no woman in America had in the early 1800s?

- A. Being a teacher was a job that no woman in America had in the early 1800s.
- B. Being a seamstress was a job that no woman in America had in the early 1800s.
- C. Being a doctor was a job that no woman in America had in the early 1800s.
- D. Being a nurse was a job that no woman in America had in the early 1800s.

2. The author contrasts the Blackwell family with other families. How was the Blackwell family different?

- A. The boys and girls in the family received very little education.
- B. The boys and girls in the family received an equally challenging education.
- C. The boys in the family received a more challenging education than the girls did.
- D. The girls in the family received a more challenging education than the boys did.

3. Elizabeth Blackwell showed determination when trying to become a doctor.

What evidence in the text supports this claim?

A. "When Elizabeth was 11 years old, her father announced that he was moving the family across the sea to America. He had grown weary of the religious and political intolerance in England."

B. "Elizabeth's father very suddenly died from an illness, leaving behind a widow, nine children, and bills to pay. To make money, the Blackwell sisters turned to the thorough education their parents provided, and they began teaching."

C. "...one day a dying female friend made a suggestion that would change Elizabeth's life and open doors for generations of women to come. The woman said that she so wished her doctor had been a woman, who might have understood her illness better and been more compassionate."

D. "Elizabeth applied to several medical colleges, but they all rejected her. She applied to more medical schools, and then she was finally admitted to one."

4. Read these sentences from the text:

". . . Elizabeth was determined to become a doctor. But people discouraged her. They told her women could not endure the rigors of medical school or doctoring.

[. . .]

"Elizabeth was accepted to study medicine at Geneva Medical College in New York (it is now part of the Upstate Medical University). In the beginning, it was a difficult experience for Elizabeth. Many students, teachers, and townspeople opposed her."

Based on this evidence, why might many students, teachers, and townspeople have opposed Elizabeth?

- A. because they wanted her to be a nurse instead of a doctor
- B. because they wanted her to be a teacher instead of a doctor
- C. because they thought medical school was too easy for her
- D. because they thought medical school was too difficult for her

5. What is the main idea of this text?

- A. Elizabeth Blackwell was born in England at a time when children from poor families were often forced to work.
- B. Before teaching, Elizabeth Blackwell thought about becoming a doctor, but she had always been uncomfortable when studying biology and the human body.
- C. Elizabeth Blackwell, the first woman doctor in America, achieved her dream because of her determination.
- D. Many people opposed Elizabeth Blackwell's efforts to become a doctor, but she did not let their opposition affect her studies.

6. Read these sentences from the text:

"Samuel Blackwell ... believed that all people were created equally, no matter their color, wealth, or gender. He fought to abolish slavery and to establish fair conditions and wages for poor workers. And his nine sons and daughters received equally rigorous educations, studying side by side. People criticized the Blackwells for wasting such knowledge on girls, who would likely marry young, raise families of their own, and never have jobs. But Mr. Blackwell was proud of all his children."

Based on these sentences, what does the word "rigorous" mean?

- A. challenging and thorough
- B. quick and easy
- C. useless and wasteful
- D. unpleasant and painful

7. Read these sentences from the text:

"On January 23, 1849, Elizabeth Blackwell achieved her dream, when she became the first woman in America to graduate from medical school and become a doctor. She also ranked first in her class."

How could the second sentence best be rewritten?

- A. Moreover, she ranked first in her class.
- B. On the other hand, she ranked first in her class.
- C. As a result, she ranked first in her class.
- D. Obviously, she ranked first in her class.

8. How did many students and teachers at Elizabeth's medical school feel about her being there in the beginning?

9. How did most people at Elizabeth's medical school feel toward her by the time she graduated?

Support your answer with evidence from the text.

10. Why might people's feelings about Elizabeth becoming a doctor have changed?

Support your answer with evidence from the text.

Amy Beach

This text and image are provided courtesy of the New York Philharmonic.



Image Credit: The New York Philharmonic

Amy Beach

Born: USA

Lifespan: 1867-1944

20th Century Composer

Biography

Amy Marcy Cheney Beach was the first American woman composer to write a symphony. She was trained as a pianist and made her debut with the Boston Symphony at 18. In 1892, the New Philharmonic and Boston's Handel and Haydn Society both performed works by a woman composer for the first time in their history. Both works were by Amy Beach. After her husband died in 1910, Beach resumed her performing career, playing her Piano Concerto and hearing her "Gaelic" Symphony performed. Eventually she settled in New York, where she wrote the opera Cabildo in 1932. Beach was a naturally gifted melodist and a believer in a "universal" style of composition, which made free use of European traditions. She was one of the first composers to receive all her training in the United States.

Name: _____ Date: _____

1. Who was Amy Beach?

- A. She was the first female pianist at the Boston Symphony
- B. She was the founder of the Boston's Handel and Haydn Society.
- C. She was an opera singer based in Europe.
- D. She was the first American woman composer to write a symphony.

2. What does this text describe?

- A. This text describes Amy Beach's relationship with her husband and her heartbreak after his death.
- B. This text describes Amy Beach's career as a composer and the many things she accomplished.
- C. This text describes the unique way Amy Beach's compositions did not follow European traditions.
- D. This text describes the unique musical training that Amy Beach received in America.

3. Amy Beach was the first women composer to accomplish many things.

What evidence from the text supports this statement?

- A. The New Philharmonic and Boston's Handel and Haydn Society both performed works by a woman composer for the first time in their history. Both works were by Amy Beach.
- B. After her husband tragically died in 1910, Amy Beach resumed her performing career, playing her Piano Concerto and hearing her "Gaelic" Symphony performed.
- C. Amy Beach settled in New York, where she wrote the opera Cabildo in 1932. She was a naturally gifted melodist and a believer in a "universal" style of composition.
- D. Amy Beach was trained as a pianist and made her debut with the Boston Symphony at 18.

4. Based on the information in this text, what can you conclude about Amy Beach?

- A. She hated facing challenges.
- B. She received most of her training in Europe.
- C. She pushed many boundaries.
- D. She stopped composing after her husband's death.

5. What is the main idea of this text?

- A. There was a time during Amy Beach's life when she did not perform. She resumed her performing career only after her husband died in 1910.
- B. Amy Beach was originally trained as a pianist. She expanded her training to continue as a composer. In her late age she both performed and composed.
- C. Amy Beach was born in 1867 and died in 1944. She was one of the first composers to receive all her training in the United States. Only later on were more composers trained in the U.S.
- D. Amy Beach was naturally gifted. She was the first American woman to write a symphony and the first woman composer to have her work performed by major symphonies.

Week 29 Vocabulary

Write an *interesting* sentence using each vocabulary word below.

activist	establish	movement	abolish
oppose	rigorous	suffragette	criticize

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

The Two Harriets, Heroines of Abolition

by ReadWorks



Harriet Beecher Stowe



Harriet Tubman

Many people fought against slavery in the United States. They were called abolitionists because they wanted to abolish (get rid of) slavery. Two of the best-known abolitionists were both named Harriet: Harriet Beecher Stowe and Harriet Tubman.

Harriet Beecher Stowe was the sixth of 11 children born to a minister and his wife. She was just five years old when her mother died. At age 13, she started going to a school founded by her sister, where she learned to be a teacher and started writing. She wrote her first book at age 22.

In 1852, her novel *Uncle Tom's Cabin* was published. It quickly became a bestseller. Indeed, it was the most popular book in America. Although the book was fiction, it was based on the lives of real people. The novel tells the story of several slaves, but its main character is Tom, a man with a wife and children. Tom is separated from his family and sold to one plantation owner after another. The last of his owners is a cruel man named Simon Legree. Legree orders Tom to beat the other slaves on his plantation. Tom refuses, so Legree beats Tom. Legree orders his hired hands, called overseers, to kill Tom. While Tom dies, several of the other characters in the book escape from slavery by traveling north to Canada via what was called the Underground Railroad. The Underground Railroad was not an actual railroad, but a network of people who helped shelter and guide slaves to their freedom.

Stowe's novel moved many readers and inspired them to speak out against slavery. Many plays were performed based on the novel's characters. But her book angered people in the South, and historians believe it helped lead the Southern states to break away from the North a decade later, which marked the beginning of the Civil War. *Uncle Tom's Cabin* was so influential that when President Abraham Lincoln met Stowe in 1862, he is supposed to have said: "So you're the little woman who wrote the book that started this great war."

Like Harriet Beecher Stowe, Harriet Tubman was one of 11 children. Both of Harriet Tubman's parents were slaves on a plantation in Maryland. Tubman began working at six years old, rented out by her "master" as a weaver. As a teenager, she began working in the fields of the plantation. She suffered many beatings at the hands of the plantation's overseers, which caused permanent damage. Learning that the plantation owner planned to sell her and her brothers, she decided to escape. Guided only by the North Star in the sky, she made her way to Pennsylvania, frequently on foot.

But Tubman was not content simply to live in freedom. She became active in the Underground Railroad Harriet Beecher Stowe had written about.

Just one year after her own escape, she returned to the South to rescue her sister and her sister's two children. Then she returned once again for one of her brothers. Sometime later, she returned yet again to rescue her parents. It was not just her family she helped to become free. She wanted to help other slaves to escape. She returned to the South 19 times. The exact number of slaves that Tubman led to freedom is unknown; a 19th century biography stated that she rescued 300 slaves, while modern historians estimate the total was closer to 70.

During the Civil War, Tubman worked for the Union Army as a nurse and a cook. She also became a spy. In one daring mission, she learned the position of the Confederate Army along the Combahee River in South Carolina and traveled on a gunboat with hundreds of Union Army soldiers as they freed about 750 slaves.

Both Harriets lived fruitful lives long past the Civil War. Harriet Beecher Stowe continued to write, publishing more than 30 books. In her 80s, Harriet Tubman opened a nursing home in her adopted hometown of Auburn, NY for older African Americans. Both spoke out for women's rights. But Harriet Tubman and Harriet Beecher Stowe are now recognized for their different but important roles in ending slavery in the United States of America.

Name: _____ **Date:** _____

1. What is an abolitionist?

- A. someone who was in favor of slavery
- B. someone who was well-educated
- C. someone who wanted to get rid of slavery
- D. someone who has escaped from slavery

2. How does the author compare Harriet Tubman and Harriet Beecher Stowe?

- A. They were both abolitionists.
- B. They were both African-Americans.
- C. They were both famous authors.
- D. They both worked for the Union Army.

3. Harriet Tubman's work to improve the lives of African-Americans continued after the Civil War. What evidence from the passage supports this conclusion?

- A. "But Tubman was not content simply to live in freedom. She became active in the Underground Railroad Harriet Beecher Stowe had written about."
- B. "In her 80s, Harriet Tubman opened a nursing home in her adopted hometown of Auburn, NY for older African-Americans."
- C. "Just one year after her own escape, she returned to the South to rescue her sister and her sister's two children. Then she returned once again for one of her brothers."
- D. "During the Civil War, Tubman worked for the Union Army as a nurse and a cook. She also became a spy."

4. Read the following sentences: "[Harriet Tubman] also became a spy. In one daring mission, she learned the position of the Confederate Army along the Combahee River in South Carolina and traveled on a gunboat with hundreds of Union Army soldiers as they freed about 750 slaves." Based on this information, what can you conclude about Harriet Tubman?

- A. She was kind.
- B. She was generous.
- C. She was modest.
- D. She was brave.

5. What is this passage mostly about?

- A. two women named Harriet and their roles in helping to end slavery
- B. two women named Harriet and their lives during the Civil War
- C. how Harriet Beecher Stowe's book helped start the Civil War
- D. how Harriet Tubman led slaves to freedom on the Underground Railroad

6. Read the following sentences: "But her book angered people in the South, and historians believe it helped lead the Southern states to break away from the North a decade later, which marked the beginning of the Civil War. *Uncle Tom's Cabin* was so **influential** that when President Abraham Lincoln met Stowe in 1862, he is supposed to have said: 'So you're the little woman who wrote the book that started this great war.'"

As used in this sentence, what does the word "**influential**" mean?

- A. not having a say in something
- B. uninteresting, boring, or unengaging
- C. having power to cause change
- D. scared or hesitant to do something

7. Choose the answer that best completes the sentence below.

Harriet Tubman and Harriet Beecher Stowe had many things in common; _____, they were both abolitionists, they both fought for women's rights, and they were both one of eleven children.

- A. however
- B. specifically
- C. meanwhile
- D. consequently

8. Approximately how many slaves did Harriet Tubman help escape to freedom?

9. How was Stowe's novel *Uncle Tom's Cabin* influential in the period leading up to the Civil War?

10. "But Harriet Tubman and Harriet Beecher Stowe are now recognized for their different but important roles in ending slavery in the United States of America." Explain how each of the Harriets helped to end slavery. Support your answer using information from the passage.