

Name \_\_\_\_\_

citizenship

daring

participate

unfairness

continued

horrified

proposed

waver

**Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.**

Jeremy was in Mr. Hale's third grade class. This week they were learning about the rights of citizens. Mr. Hale told the class that voting was a big part of citizenship.

"In the past there were unjust rules that stopped some people from voting," said Mr. Hale. Jeremy was shocked. He was horrified by the unfairness of these rules.

"How did they get the right to vote?" asked Jeremy.

"It was difficult," said Mr. Hale. "They had to be brave and sometimes daring. When others tried to stop them, they did not pause or waver. They continued to fight for their rights. They wanted to participate in the voting process."

Mr. Hale's words got Jeremy thinking. Later in the day, he proposed that the class write a play about people fighting for their right to vote.

"That's a great suggestion, Jeremy!" said Mr. Hale.

Name \_\_\_\_\_

**Read the selection. Complete the author's point of view graphic organizer.**

Details

↓

Author's Point of View

Name \_\_\_\_\_

**Read the passage. Use the ask and answer questions strategy to help you understand the text.**

## **Hiram Revels – The First African American Senator**

11 Hiram Rhodes Revels was born in North Carolina in the year  
24 1827. Through his whole life he was a good citizen. He was a  
37 great teacher and leader. And he was always fair. He was so well  
48 respected that he became the first African American to serve in  
the U.S. Senate.

### **51 A Hard Time for African Americans**

57 Revels was born during a hard time for African Americans.  
67 African Americans were treated badly. Most African Americans  
75 in the South were enslaved. Revels grew up as a free African  
87 American, or freedman, however. As a freedman, Revels could  
96 make his own choices.

100 Still, the laws in the South were unfair toward all African  
111 Americans. They had to work hard jobs. They were not allowed  
122 to go to school. Though it was not legal, some freedmen ran  
134 schools for African American children. As a child, Revels was  
144 sent to one of these schools. He worked hard to become highly  
156 educated. He was unable to go to college in the South. So he  
169 traveled far from home. He went to college in northern states.

Name \_\_\_\_\_

**Preaching and Teaching**

After college, Revels became the pastor of a church. He was a great speaker. He was also a great teacher. Revels knew many people did not want African Americans to be educated. But Revels was very brave. He traveled all over the country. He taught African Americans. He knew that this would make them good citizens.

**The First African American Senator**

Revels moved to Natchez, Mississippi, in 1866. By this time, slavery had been banned. There were many newly freed African Americans. These freedmen voted for Revels to be in the Mississippi State Senate. From there, he was elected to the U.S. Senate. He was the first African American to become a U.S. senator. It was a great achievement!

In the Senate, Revels tried to be fair to all the people in his state. He disliked rules that were unfair for African Americans. So he tried to change them. He made it legal for African Americans to work in the Navy's shipyards. He challenged rules that kept African Americans apart from other Americans. But he was also fair to people of all colors. Even though the South lost during the Civil War, Revels did not want white southern soldiers to be punished.

Hiram Revels helped many people throughout his life. He helped people learn. As a senator, he helped the country progress. He was truly a good citizen!



**Hiram Rhodes Revels: the first African American to serve in the U.S. Senate.**

Name \_\_\_\_\_

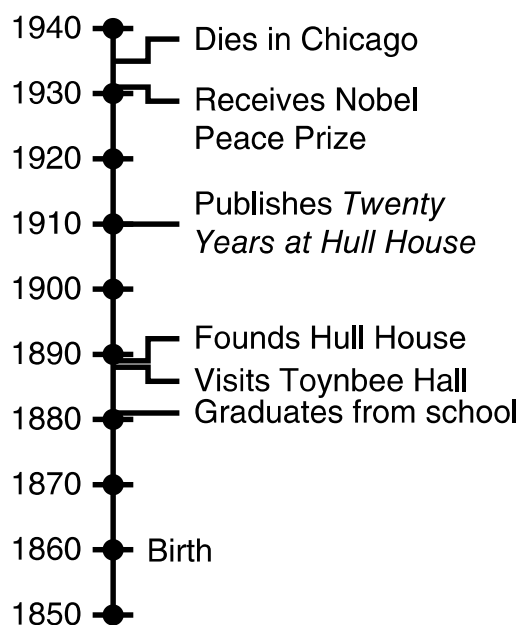
**A. Reread the passage and answer the questions.****1. How does the author describe Revels in paragraph 1?****He was a good citizen and a great teacher and leader.****He was always fair.****2. What did Revels do that the author describes as “brave”?****He travelled all over the country teaching fellow African Americans.****3. According to the text, what was Revels’s “great achievement”?****He was the first African American to become a U.S. senator.****4. What is the author’s position about Hiram Revels?****Possible response. The author thinks that he was a great man and a good citizen.****B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name \_\_\_\_\_

## Jane Addams's Early Years

Jane Addams always knew that she wanted to help people. However, after she finished school in Illinois, she was not sure how best to plan her life's work. She attended medical school, but she did not finish. When she took a trip to Europe, Addams visited Toynbee Hall in London, England. Toynbee Hall had been founded to help poor and homeless people. It offered classes and activities. This community center gave her ideas for a center that she would later found in Chicago: Hull House.



Jane Addams

Answer the questions about the text.

1. How do you know that this text is a biography?

It tells about a real person's life.

2. What text feature does this biography include? Time line

3. How does the text feature help you understand Addams's life better?

It tells you in what years important events took place.

4. Where did Jane Addams get her ideas for founding Hull House?

She got the idea from visiting Toynbee Hall in London.

Name \_\_\_\_\_

**Read each sentence below. Underline the word in each sentence that has the prefix *un-* or *dis-* or the suffix *-ly*. Then write the meaning of the word on the line. Possible responses provided.**

1. African Americans were treated badly.

**in a way that is bad; not good**

2. Still, the laws in the South were unfair toward all African Americans.

**not fair**

3. He worked hard to become highly educated.

**in a way that is high; very**

4. He was unable to go to college in the South.

**not able**

5. There were many newly freed African Americans.

**in a way that is new; recent**

6. He disliked rules that were not fair for African Americans.

**did not like**

Name \_\_\_\_\_

**A. Add the endings to each word. Write the new word on the line. Pay attention to possible spelling changes.**

1. try + ing = trying

2. dry + ed = dried

3. hurry + s = hurries

4. play + ing = playing

5. study + ed = studied

**B. Match a word in the box to each meaning below. Write the word on the line. Not all words will be used.**

liveliness

respectful

delightful

respectless

colorless

happiness

colorful

soundless

1. without color colorless

2. state of being happy happiness

3. full of delight delightful

4. without sound soundless

5. state of being lively liveliness

6. full of respect respectful



Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer's opinion. This student wrote about whether or not the author's use of text features helps him understand more about Hiram Rhodes Revels.

<b>Topic sentence</b>	→	In "Hiram Revels – The First African American Senator," the author uses headings to help organize information and an illustration to help me understand more about Hiram Revels.
<b>Evidence</b>	→	In the first section, "A Hard Time for African Americans," the author tells about what life was like for Hiram as a young student. In the section "Preaching and Teaching," the author describes what Revels did after college. There is also an illustration, which shows what Hiram looked like. The caption gives me more information about Hiram.
<b>Concluding statement</b>	→	The author's use of headings helps me better understand the events in Hiram's life, and the illustration helps me picture what he looked like.

**Write a paragraph about a text you read. Find text evidence to support your opinion about the author's use of text features.**

Write a topic sentence: \_\_\_\_\_

Cite evidence from the text: **Answers will vary but should discuss the author's use of text features. They should include a topic sentence, text evidence, and a concluding statement.**

End with a concluding statement: \_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how you can grab the reader's attention with a strong opening.**

### **Draft Model**

My grandmother is a good citizen because it improves our community. She volunteers at the park so kids have a safe place to play. My Uncle is a good citizen because it keeps us safe. He volunteers as a firefighter to protect people and property.

1. What is the purpose of this text?
2. What opening sentence would clearly state the topic and grab the reader's attention?
3. What opening would make readers want to read more?

**B. Now revise the draft by adding a strong opening to make readers want to read more.**

**Answers will vary but should include a strong opening that states the topic and grabs the reader's attention.**