

Q4U2

Title: Black Frontiers

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.1, RI.2, RI.3, RI.4, RI.8, W.1, W.4, L.1, L.3

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

You can be successful in difficult times if you work hard, work together and have courage and determination.

Synopsis

Homesteading was very difficult. In Black Frontiers, we learn about the hardships and triumphs of black pioneers who took part in the westward expansion of the United States in the late 1800's.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.
(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions	Answers
Homesteading was not easy for black or white settlers. Read page 570 and explain what the settlers needed in order to be prosperous.	They needed to clear rocks, grass and trees so the crops could be planted Farmers needed a horse, a mule and a plow They needed seeds to plant and food for their families to eat They needed a home
Pioneers in Kansas and Nebraska did not build their houses out of wood. What did they use as building material and why? (P. 571)	They used sod. Sod was used because in Kansas and Nebraska there weren't many trees, there was only tall grass.
What are the homes of the Homesteaders called and why? (p. 571)	The homes were called soddies because they were made of sod.
In a new settlement, a pioneer woman may not have had a stove. What did she do for heat and cooking? (p. 572)	They dug a hole in the ground for the fire Fed the fire with weeds and rocks like coals to keep the heat They gathered and added "Buffalo Chips" for fuel
Explain how the pioneers kept their houses cool in the summer and warm in the winter.	They built their homes with thick walls made of mud and straw. These walls were called adobe.
After reading the text and looking at the picture on page 573, how do we know the pioneers were lonely?	The text said there were few black families and loneliness was part of being a pioneer. The picture shows a boy doing chores all alone. The caption reads "for black pioneer families, homesteading was a desolate life".
Benjamin Singleton, a slave born in TN, was a determined man with a goal. What was his goal? (p. 575)	His goal was to bring people to free soil if it was the last thing he did.
The author included a copy of the flier Singleton posted to entice people to move to Kansas. What did he promise them to join his new community? (p. 575)	Singleton's fliers promised that settlers who paid one dollar in installments of twenty-five cents or otherwise desired could be a part of the new community. Those people became known as the Exodusters.
What did the white farmers do to help the farmers in Nicodemus and why? (p. 576)	They lent the settlers a team of oxen and a plow because they saw how hard they were working.

	KEY WORDS ESSENTIAL TO UNDERSTANDING Words addressed with a question or task	WORDS WORTH KNOWING General teaching suggestions are provided in the Introduction
TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text	Page 570 – homesteading, settlers Page 571 – pioneers Page 572 – settlement, migrated Page 575 – exodus, Exodusters Page 578 – Emancipation Day	Page 575 – bondage, advertised
STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text	Page 570 – harvest Page 575 - resources	Page 571 – sod, soddies Page 572 – burrowed, Buffalo Chips, adobe Page 575 – fliers, installments Page 576 – prospered, mower, reaper

Culminating Task

You have been asked by the future families of Benjamin Singleton's "dream" community to scout out the area for their future homes. Write a persuasive letter to the families encouraging them to move or not. Your letter should include a detailed description of the area and be set in the time period of Black Frontiers.

- Letter should be dated 1878
- State an opinion
- Support that opinion with details of what life was like
- Include some details taken from the flier that was posted
- Restate the claim for/against

Additional Tasks

- Compare and Contrast: Compare life in your city today to the lives of the homesteaders.

Name _____ Date _____

“Black Frontiers”

1. Homesteading was not easy for black or white settlers. Read page 570 and explain what the settlers needed in order to be prosperous.
2. Pioneers in Kansas and Nebraska did not build their houses out of wood. What did they use as building material and why? (P. 571)
3. What are the homes of the Homesteaders called and why? (p. 571)
4. In a new settlement, a pioneer woman may not have had a stove. What did she do for heat and cooking? (p. 572)

5. Explain how the pioneers kept their houses cool in the summer and warm in the winter.

6. After reading the text and looking at the picture on page 573, how do we know the pioneers were lonely?

7. Benjamin Singleton, a slave born in TN, was a determined man with a goal. What was his goal? (p. 575)

8. The author included a copy of the flier Singleton posted to entice people to move to Kansas. What did he promise them to join his new community? (p. 575)

9. What did the white farmers do to help the farmers in Nicodemus and why? (p. 576)