



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 3A: Unit 2: Lesson 2**

### **Synthesizing from Informational Texts: Main Idea and Key Details from *Promises to Keep* (Pages 8–10)**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can explain what a text says using quotes from the text. (RI.5.1)
- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
- I can summarize informational text. (RI.5.2)
- I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.5.4)

**Supporting Learning Targets**

- I can determine the main idea of a timeline and explain how the main idea is supported by key details.
- I can determine the main idea of a passage of text from *Promises to Keep* and explain how the main idea is supported by key details.
- I can synthesize information from a timeline and passage of text to write a summary statement.
- I can quote accurately from the text to explain segregation laws in America.

**Ongoing Assessment**

- Homework card
- Vocabulary cards
- Journal (Main Idea and Details note-catcher, Text-Dependent Question answer)



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Homework Review (5 minutes)</p> <p>B. Engaging the Reader: Text Features of Biographies (5 minutes)</p> <p>2. Work Time</p> <p>A. Reading Timelines: Determining Main Idea and Key Details (15 minutes)</p> <p>B. Rereading and Summarizing: “A Black and White World” (20 minutes)</p> <p>C. Text-Dependent Questions: Segregation □ in Early America (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Read from the second paragraph on page 10 through page 13 of <i>Promises to Keep</i>. Write the gist in your journal. Answer homework questions on index cards.</p>	<ul style="list-style-type: none"> <li>• This lesson focuses on the chapter “A Black and White World” and the first paragraph of “Signs of Hope” (on page 10), from <i>Promises to Keep</i>. The literary instructional focus of the lesson is on identifying the main ideas and supporting details from informational text.</li> <li>• The text includes complex historical and political content: slavery in America, the concept of segregation, the events that led to racial segregation after the Civil War, and what life was like for African Americans during this period in history. Students need this historical context in order to understand Jackie Robinson’s experiences. Consider revisiting and reinforcing these ideas through more in-depth instruction during Social Studies.</li> <li>• During a first read of the timeline on pages 8 and 9, clarify the words Civil War, Union, Confederacy, and Emancipation Proclamation for students; these terms are difficult to determine the meaning of from context and may interfere with students’ comprehension of the text if left undefined.</li> <li>• In this lesson, students develop a very simple definition of <i>segregation</i>. They revisit this concept throughout the unit, continually adding to their understanding, much like they did with the concepts human rights (in Module 1) and biodiversity (in Module 2).</li> <li>• In advance: Create new anchor chart: Jackie Robinson and Life in America (see example in supporting materials).</li> <li>• Review: Quiz-Quiz-Trade and Jigsaw protocols, and Fist to Five in Checking for Understanding Techniques (see Appendix).</li> <li>• Post: Learning targets.</li> </ul>



Lesson Vocabulary	Materials
<p>timeline, historical artifact, barriers, passage (of text); main idea, supported, details, synthesize, summary, context (review from Modules 1 and 2A), segregated/segregation (8–10), Amendment (8 and timeline 1865, 1868, 1870), race (8), restrict/restricted (9–10), rights (M1), period (9)</p>	<ul style="list-style-type: none"> <li>• <i>Promises to Keep</i> (book; one per student)</li> <li>• Features of Informational Text anchor chart (for display; from Module 2A, Unit 1, Lessons 1 and 2)</li> <li>• Document camera or projector</li> <li>• Main Idea and Details note-catcher (one per student and one for display)</li> <li>• Students' journals</li> <li>• Index cards (four per student: one for Work Time C and three for homework)</li> <li>• Text-Dependent Question for <i>Promises to Keep</i>; pages 8–10 (one for display)</li> <li>• Jackie Robinson and Life in America anchor chart (new, co-created with students during Closing, one for display)</li> <li>• Jackie Robinson and Life in America anchor chart (example for teacher reference)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Homework Review and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out the four index cards they completed for homework. Remind students of the Quiz-Quiz-Trade protocol to learn and review key or unfamiliar vocabulary. Tell students they will just do the Quiz-Quiz part of this protocol. They will not trade their vocabulary cards.</li> <li>• Ask students to take 2 minutes with a peer to Quiz-Quiz with at least two each of their vocabulary cards.</li> <li>• Next, ask partners to take 2 minutes to share their responses to the homework question:             <ul style="list-style-type: none"> <li>* “What does Sharon Robinson admire about her father, Jackie Robinson?”</li> </ul> </li> <li>• Call on a few students to share out their partners' responses.</li> <li>• Ask students to place the three vocabulary index cards in their vocabulary binders, or wherever they are routinely keeping their cards for this module.</li> <li>• Collect students' homework question index cards to review.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider partnering ELL students with those that speak the same home language for Quiz-Quiz-Trade.</li> </ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Engaging the Reader: Text Features of Biographies (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ensure all students have their text <i>Promises to Keep</i>. Place students in their groups of four.</li> <li>• Display the <b>Features of Informational Text anchor chart</b> (from Lesson 1) using a <b>document camera or projector</b>. Ask students to first review features already listed for <i>biographies</i> (a narrative, like a story, has a lot of details about a person's life and times; told in chronological order; includes pictures of the person at different ages, etc.).</li> <li>• Focus students on pages 8 and 9 of the book. Ask them to identify any additional text features they notice on these pages. Ensure that they identify the following:             <ul style="list-style-type: none"> <li>– Photograph on page 8</li> <li>– <i>Historical artifact</i> (image of sheet music) on page 9</li> <li>– <i>Timeline</i> that runs across the bottom of both pages</li> </ul> </li> <li>• Add these features to the anchor chart.</li> <li>• Direct students to look closely at the image of sheet music on page 9. Explain to students that this is a <i>historical artifact</i>. Tell students a <i>historical artifact</i> is an object or item that was made by people in the past. These artifacts are interesting because they give us insight into the customs or beliefs of people during a time before our own.</li> <li>• Ask several students to share out:             <ul style="list-style-type: none"> <li>* “How do these text features help us as readers?”</li> </ul> </li> <li>• Listen for: “Photographs help us ‘see’ what life was like in a different time,” “Timelines provide specific details about what was happening at a particular time,” “Historical artifacts give us an idea about what was popular or common during a certain period of time,” and similar ideas.</li> <li>• Tell students that today they will read to learn more about what life was like for African Americans in the United States before Jackie Robinson was born, so they can better understand the cultural barriers he overcame during his lifetime.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategically group stronger readers and writers with students who struggle with grade-level text.</li> <li>• Some students may need further discussion of the meaning of the term <i>historical artifact</i>. Ensure they understand that this is an item from the past and elicit some examples from students, possibly some that their grandparents or great-grandparents may have.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Reading Timelines: Determining Main Idea and Key Details (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the learning target:           <ul style="list-style-type: none"> <li>* “I can determine the main idea of a timeline and explain how the main idea is supported by key details.”</li> </ul> </li> <li>• Cold call several students to share what they recall about the meaning of the following words from previous modules: <i>main idea</i> (what the text is mostly about), <i>supported</i> (held up; propped up; reinforced), <i>details</i> (information, facts, specific examples).</li> <li>• Focus the class on the word <i>timeline</i> in this target. Invite students to briefly talk in groups then share out the meaning of any familiar word parts they notice within the compound word <i>timeline</i>. Listen for ideas such as:           <ul style="list-style-type: none"> <li>– “Time, which means when something happens—an era, year, day, or hour.”</li> <li>– “Line, which might mean a list of dates in a sequence, in order of earliest to latest or latest to earliest—chronological order.”</li> </ul> </li> <li>• Focus students’ attention once again on the timeline that runs across the bottom of pages 8 and 9. Explain to students that even though the dates and information are written in boxes rather than on an actual line, this is still an example of a timeline because it shows a chronological sequence of events (order of time). Tell students that during this module they frequently will be working with timelines, thinking about what was going on in America during certain key periods in history.</li> <li>• Ask students what they typically do when they first read a new text. Listen for them to say:           <ul style="list-style-type: none"> <li>– “Read to determine the gist.”</li> <li>– “Summarize the main idea of the text.”</li> </ul> </li> <li>• Display the <b>Main Idea and Details note-catcher</b> and distribute one to each student.</li> <li>• Tell students the first read will be aloud. Direct students to follow along silently and think about:           <ul style="list-style-type: none"> <li>* “What is the main idea of the information from this timeline?”</li> </ul> </li> <li>• Read each box aloud starting with 1619 through the last box, 1870. Pause after reading each box to clarify the meaning of terms that are “difficult to determine from context” and may interfere with students’ understanding of the text, such as: Civil War, Union, Confederacy, and Emancipation Proclamation.</li> <li>• Allow students 2 minutes to think, then discuss with their group members:</li> </ul>	<ul style="list-style-type: none"> <li>• Provide visual clues for key words (e.g., a light bulb for <i>idea</i>, a key for <i>key</i>, a clock and calendar for <i>timeline</i>, etc.) in learning targets.</li> <li>• Consider providing partially filled-in Main Idea and Details note-catchers for students who struggle with language.</li> <li>• Provide pictures of the historical events and eras from the timeline in order to give students a visual reference.</li> <li>• Strategically assign chunks of text to groups. For students who may struggle with grade-level text, try to reference more well-known events and eras.</li> <li>• Post, or write, the directions for group work on the white board for students to reference during group activities.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p>* “What was the information in this timeline mostly about?”</p> <ul style="list-style-type: none"> <li>• Cold call each group to share their thinking whole class. Listen for: “The history of slavery in America; Africans brought as slaves to America,” or similar ideas.</li> <li>• <i>Note: During Work Time C, students work more closely with vocabulary from the timeline boxes and pages 8–10.</i></li> <li>• Write: “Africans were brought to America as slaves” in the first empty space in the center column of the note-catcher, next to “Timeline.” Ask students to record the main idea on their note-catchers.</li> <li>• Ask students what they often do during a second read of a text. Listen for students to say: “Identify key details.”</li> <li>• Remind students of the Jigsaw protocol they participated in during Unit 1 and previous modules. In the students’ groups of four, assign one person two boxes of the timeline:             <ul style="list-style-type: none"> <li>– 1619 and 1776</li> <li>– 1787 and 1861–65</li> <li>– 1863 and 1865</li> <li>– 1868 and 1870</li> </ul> </li> <li>• Give students 3 or 4 minutes to complete the following:             <ol style="list-style-type: none"> <li>1. On your own, read your two boxes on the timeline to identify key details that support the main idea.</li> <li>2. With your group, discuss the supporting details you identified, and how they support the main idea.</li> </ol> </li> <li>• Then invite one student from each group to paraphrase the details they identified to the whole class. Encourage students to name the year(s) associated with each detail. Listen for ideas such as:             <ul style="list-style-type: none"> <li>– “People are taken (kidnapped) from Africa and brought to Virginia as slaves in 1619.”</li> <li>– “In 1776, there are almost 2,000,000 slaves in the colonies.”</li> <li>– “In 1776, there are nearly 55,000 black people living free in the United States.”</li> <li>– “In 1863, President Lincoln signs the Emancipation Proclamation to free slaves.”</li> <li>– “In 1865, the 13th Amendment makes slavery illegal in the United States.”</li> </ul> </li> <li>• Record students’ ideas in the first empty space of the far right-hand column of the note-catcher as they state them. Direct students to paraphrase and record onto their note-catchers at least three key details that support the main idea.</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Rereading and Summarizing: “A Black and White World” (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the learning target:           <ul style="list-style-type: none"> <li>* “I can determine the main idea of a passage of text from <i>Promises to Keep</i> and explain how the main idea is supported by key details.”</li> </ul> </li> <li>• Explain to students that these are the same targets they worked with for the timeline, but this time they will read a passage from the book to determine the main idea and supporting details.</li> <li>• Ask several students to share the meaning of the word <i>passage</i> in this target. Listen for: “part,” “piece,” or “section of the book.”</li> <li>• Focus students’ attention on the title of this chapter—“A Black and White World”—at the top of page 8. Tell them they will hear this chapter and the first paragraph of the next chapter read aloud in order to determine what this passage is about.</li> <li>• Read page 8 through the first paragraph on page 10 aloud (start: “My great-grandparents were slaves ...” and end “... especially in the South”), as students follow along silently. Allow students 2 minutes to think, then discuss:           <ul style="list-style-type: none"> <li>* “What was this passage mostly about?”</li> </ul> </li> <li>• Cold call each group to share their thinking whole class. Listen for: “Segregation was a part of life in America,” or similar ideas. Direct students to record the main idea of this passage in the bottom center column on their note-catchers next to “A Black and White World.”</li> <li>• Allow students 6–8 minutes to complete the following in their groups:           <ol style="list-style-type: none"> <li>1. Independently read page 8 through the first paragraph on page 10 (start: “My great-grandparents were slaves ...” and end “... especially in the South”).</li> <li>2. Identify details that support the main idea: Segregation was a part of life in America.</li> <li>3. Talk with your group members about the details you identified that support the main idea.</li> <li>4. Paraphrase to record at least three supporting details in the last space of the far right-hand column on your note-catcher.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Some students may need the passage read a second time to be able to process the text to determine the gist.</li> <li>• Chart, or write, the directions for group work on the white board for students to reference during their group activities.</li> <li>• Consider highlighting details in the text for students who may struggle with reading grade-level text.</li> <li>• Students may need a think-aloud and model of how to write a summary given the details found from the text. Consider doing so with information from just the timeline details or another text the class is reading.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• After students read, discuss, and record the supporting details they identified, cold call several students to share out whole group. As students share their ideas, write them on the displayed Main Idea and Details note-catcher. Listen for ideas such as:               <ul style="list-style-type: none"> <li>– “Southern whites did not accept that former slaves were now free citizens of the United States.”</li> <li>– “Courts denied black people basic human rights.”</li> <li>– “The Supreme Court allowed states to pass segregation laws in ‘Plessy v. Ferguson.’”</li> <li>– “‘Jim Crow’ era was a time of legal segregation.”</li> <li>– “Black people were discriminated against.”</li> <li>– “Black people were restricted and kept from sharing or going to the same places as white people.”</li> <li>– “There were separate hotels, seats on trains and buses, drinking fountains, auditoriums, and telephones for black people and white people to use.”</li> </ul> </li> <li>• Introduce the learning target:               <ul style="list-style-type: none"> <li>* “I can synthesize information from a timeline and passage of text to write a summary statement.”</li> </ul> </li> <li>• Ask several students to share what they recall from previous modules about the meaning of <i>synthesize</i> (combine ideas) and <i>summary</i> (a short statement about the main ideas of a longer text).</li> <li>• Ask students to take 3 or 4 minutes to complete the following in their groups:               <ol style="list-style-type: none"> <li>1. Review and discuss the main idea and details of the timeline.</li> <li>2. Review and discuss the main idea and details of the passage you read on pages 8 –10.</li> <li>3. Think about and discuss:</li> <li>4. “How can I synthesize the information from the timeline AND the passage to write a summary statement of the text?”</li> <li>5. On a new page in your journal write a one- to two-sentence summary of today’s text.</li> </ol> </li> <li>• Invite several students to share what they wrote, whole group. Listen for:               <ul style="list-style-type: none"> <li>* “Africans were enslaved in the American colonies during the 1600s and 1700s, but even after they became free citizens of the United States many whites in the South tried to control black people through segregation laws,” or similar ideas.</li> </ul> </li> <li>• Collect <b>students’ journals</b> and Main Idea and Details note-catchers.</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Text-Dependent Questions: Segregation in Early America (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Review the learning target:           <ul style="list-style-type: none"> <li>* “I can quote accurately from the text to explain segregation laws in America.”</li> </ul> </li> <li>• Ask students to think, then briefly discuss in groups what they recall from previous modules and units about what it means to “quote accurately from the text to explain.” Cold call each group to share their thinking aloud. Listen for ideas such as:           <ul style="list-style-type: none"> <li>– “Reread the text to locate information that helps to answer a question.”</li> <li>– “Give specific details about a topic.”</li> <li>– “Paraphrase details from the text to explain what the text says.”</li> </ul> </li> <li>• Distribute one <b>index card</b> to each student.</li> <li>• Write the words <i>segregated/segregation</i> where all students can see it. Ask students to record this word on one side of the index card.</li> <li>• Point out to students that <i>segregated</i> or <i>segregation</i> are key words repeated in almost every paragraph of the reading, and they are very important terms for students to know.</li> <li>• Ask students to write the word <i>segregated/segregation</i> on one side of an index card.           <ul style="list-style-type: none"> <li>* “What does the word <i>segregated</i> mean?”</li> </ul> </li> <li>• Cold call several group members to share aloud the definition they discussed and what in the text made them think that. Listen for students to say something along the lines of: “Black and white people were kept apart by laws and customs.”</li> <li>• Direct students to write a short definition and draw a picture to show the meaning of the words <i>segregated/segregation</i> on the other side of the index card.</li> <li>• Tell students that the word <i>segregated/segregation</i> is a key term they will encounter throughout this text. It is important for them to understand that America was segregated before and during Jackie Robinson’s life so they can understand that this was a major barrier he encountered as an athlete.</li> <li>• Display the <b>Text-Dependent Question for <i>Promises to Keep</i>; pages 8–10</b> for all students to see. Read the question and instructions aloud. Clarify as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may benefit from text that has the word <i>segregation</i> highlighted so it is easily found in the text.</li> <li>• Consider allowing students who struggle with language to dictate the definition of <i>segregation</i> and the answer to the Text-Dependent Question to a partner or the teacher.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Allow students 5 minutes to work in their groups to complete the following:               <ol style="list-style-type: none"> <li>1. Reread pages 9 through the first paragraph on page 10.</li> <li>2. Think about, then discuss the text-dependent question with your group members.</li> <li>3. On a new blank page in your journal, write a response to the question.</li> <li>4. Make sure to use the word <i>segregated</i> or <i>segregation</i> and specific details from the text in your answer.</li> </ol> </li> <li>• Circulate to listen in and support as needed.</li> <li>• Cold call members from each group to share their responses whole class. Listen for ideas such as:               <ul style="list-style-type: none"> <li>* “Southern whites tried to control black people by passing segregation laws that kept them from voting.”</li> <li>* “Black people and white people were segregated by laws that made sure they used separate parks, water fountains, libraries, hospitals and other public facilities.”</li> </ul> </li> <li>• Ask students to add the index card to their vocabulary folders or wherever they are keeping their vocabulary cards for this module. Collect student journals to review as an ongoing assessment.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Bring the class together whole group. Display the new <b>Jackie Robinson and Life in America anchor chart</b> (see <b>example</b> in supporting materials).</li> <li>• Point out the far left-hand column of the anchor chart—“Jackie Robinson’s Life”—and the statement, “Before Jackie Robinson was born.” Remind students that their reading today focused on information about what America was like before Jackie Robinson was born. Explain that this important background information will help students to better understand the kinds of barriers Jackie Robinson had to break through.</li> <li>• Direct students’ attention to the center column of the anchor chart and point out “1600s–1800s.”</li> <li>• Ask students to take 2 minutes to think about and discuss with a partner:               <ul style="list-style-type: none"> <li>* “What was life like in the United States for African Americans before Jackie Robinson was born?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• For the debrief, provide a sentence stem or starter (e.g., “Life was _____ in the United States for African Americans before Jackie Robinson was born because _____.”) for students who may struggle with language.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Cold call several students to share out and listen for ideas such as the following:<ul style="list-style-type: none"><li>– “Africans are taken from their homes by force to become slaves.”</li><li>– “There are 2,000,000 slaves in America’s colonies.”</li><li>– “Only 55,000 black people live free in the United States.”</li><li>– “The Constitution does not say anything about slavery.”</li><li>– “President Lincoln signs the Emancipation Proclamation to free slaves.”</li><li>– “Slavery becomes illegal when 13th Amendment is signed.”</li><li>– “Slaves are freed and become United States citizens.”</li><li>– “Freed slaves (men only) are given the right to vote with the 15th Amendment.”</li></ul></li><li>• Record students’ ideas in the far right-hand column of the anchor chart next to “1600s–1800s.”</li><li>• Leave this anchor chart posted throughout Unit 2. Explain to students they will continue to add to this chart as they read about the life of Jackie Robinson and his impact on American society.</li><li>• Read the first learning target aloud:<ul style="list-style-type: none"><li>* “I can determine the main idea of a timeline and explain how the main idea is supported by key details.”</li></ul></li><li>• Ask students to indicate their progress towards the learning targets using the Fist to Five checking for understanding technique. Repeat with the remaining learning targets. Note students who show fist to three, as they may need more support identifying the main idea and supporting details, summarizing information, or determining the meaning of new words from context.</li><li>• Distribute three index cards to students for homework.</li></ul>	



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read from the second paragraph on page 10 through page 13 of <i>Promises to Keep</i>. Write the gist of the passage in your journal.</li><li>• Choose three of the following vocabulary words from the lesson today: <i>timeline</i>, <i>historical artifact</i>, <i>main idea</i>, <i>supported</i>, <i>details</i>, <i>barriers</i>, <i>passage</i> (of text), <i>synthesize</i>, <i>summary</i>, <i>context</i>.</li><li>• Record each word on an index card. On the back of each index card, draw a picture to show what the word means AND write its definition. Bring your three index cards as an admit ticket to the next class.</li></ul> <p><i>Note: Review students' homework index card answers as an ongoing assessment. Be sure that they have named at least three things from the text, and used at least one new vocabulary word in their answers.</i></p> <p><i>Review students' journals, Main Idea and Details note-catchers, and answers to the Text-Dependent Question to determine their current level of understanding of main idea and details, and their ability to locate answers within the text.</i></p>	<ul style="list-style-type: none"><li>• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.</li><li>• Consider prewriting vocabulary words on index cards for students who struggle with writing.</li><li>• Students who struggle with language may need to dictate the gist and the definitions of their vocabulary words to someone at home.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Unit 2: Lesson 2

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Main Idea and Details Note-catcher

Name:

Date:

<b>Text</b>	<b>Main Idea</b>	<b>Supporting Details</b>
<b>Timeline 1619–1870</b>		
<b>“A Black and White World” (page 8 through first paragraph of page 10)</b>		



Text-Dependent Question for *Promises to Keep*; pages 8–10

**In what way(s) were segregation laws used to control black people?**

*Reread pages 9 and 10 to help you respond to the question. Make sure to use specific details from the text in your answer.*



Jackie Robinson and Life in America Anchor Chart  
(Example for Teacher Reference)

<b>Jackie Robinson's Life</b>	<b>Time Period</b>	<b>What Was Happening in America?</b>
Before Jackie Robinson was born.	1600s–1800s	<ul style="list-style-type: none"><li>• Only 55,000 black people live free in the United States.</li><li>• The Constitution does not say anything about slavery.</li><li>• President Lincoln signs the Emancipation Proclamation to free slaves.</li><li>• Slavery becomes illegal when 13th Amendment is signed.</li><li>• Slaves are freed and become United States citizens.</li><li>• Freed slaves (men only) are given the right to vote with the 15th Amendment.</li></ul>