

Sample Pages from



Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at **800-858-7339** with questions or feedback or to order this product. You can also order this product online at **www.tcmpub.com**.

For correlations to state standards, please visit
www.tcmpub.com/administrators/correlations

Culturally Authentic and Responsive Texts—Grade 5

This sample includes the following:

- Management Guide Cover** (1 page)
- Management Guide Table of Contents** (1 page)
- Collection Components** (2 pages)
- Teaching a Lesson** (2 pages)
- CLR Toolbox Checklist** (2 pages)
- Lesson Plan** (14 pages)
- Reader Sample** (17 pages)

To Create a World ⁱⁿ which
Children Love to Learn!

800-858-7339 • www.tcmpub.com

Culturally Authentic and Responsive Texts

A Collection Curated by
Dr. Sharroky Hollie

Management Guide



Table of Contents

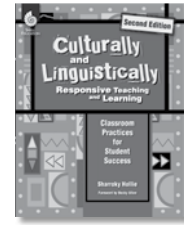
Welcome	4
Overview of Cultural and Linguistic Responsiveness (CLR)	
Cultural Authenticity and Responsiveness	5
Evaluating the Cultural Authenticity of Texts	9
The CLR Formula for Success	12
Literacy Best Practices	
Flexible Support for a Balanced Literacy Model.....	13
Discussion and Response Protocols	16
Comprehension Strategies for Literature and Informational Texts	26
How to Use This Collection	
Collection Components.....	30
Teaching a Lesson.....	32
Standards Correlations	
Introduction to Standards Correlations.....	34
Correlation to Standards.....	35
Appendixes	
Appendix A: Responsive Dots	37
Appendix B: CLR Toolbox Checklist	38
Appendix C: Rings of Culture Introductory Lesson	40
Appendix D: My Rings of Culture	42
Appendix E: Digital Resources	43
References Cited	45

Collection Components

The following components are included in this collection:

Professional Development Resource

Culturally and Linguistically Responsive Teaching and Learning, Second Edition is included to provide a complete introduction to CLR.



Interactive Read-Aloud Texts and Lessons

Five lesson plans with one copy of each culturally authentic title



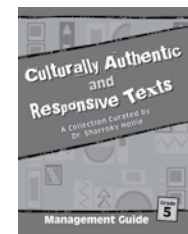
Shared Reading Texts and Lessons

Five lesson plans with six copies of each nonfiction title



Management Guide

Easy-to-use teacher resource supports best practices in culturally and linguistically responsive instruction and literacy instruction



Digital Resources

Digital resources may be accessed through the Teacher Created Materials website (see page 43). The following digital resources are provided to support instruction:

- eBooks of titles published by Teacher Created Materials
- audiobooks of titles published by Teacher Created Materials
- student activity pages
- discussion rubrics

Collection Components *(cont.)*

About the Books

The following texts are included in this collection. For a complete overview of each title, including CLR themes addressed, see the first page of each lesson.

Lexile® levels and Fountas and Pinnell Guided Reading Levels are listed below for reference only. The titles provided in this collection are not meant to match students' independent reading levels. The lessons are designed for teachers to lead students in modeled and shared reading activities with the books.

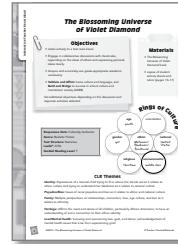
Title	Responsiveness Level	Lexile® Level	Guided Reading* Level
Literature			
<i>As Brave As You</i>	Culturally Authentic	750L	X
<i>Stef Soto, Taco Queen</i>	Culturally Authentic	780L	N/A
<i>The Blossoming Universe of Violet Diamond</i>	Culturally Authentic	670L	T
<i>The Great Wall of Lucy Wu</i>	Culturally Authentic	700L	W
<i>The Red Pencil</i>	Culturally Authentic	620L	Q
Informational Texts			
<i>Benjamin Banneker: Self-Made Man</i>	Culturally Generic	600L	T
<i>Fantastic Kids: Malala Yousafzai</i>	Culturally Generic	720L	X
<i>Sitting Bull: Eagles Cannot Be Crows</i>	Culturally Generic	680L	U
<i>Sports for All: The Impact of Title IX</i>	Culturally Generic	880L	X
<i>Women's Suffrage</i>	Culturally Generic	730L	V

*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.

Teaching a Lesson

Overview

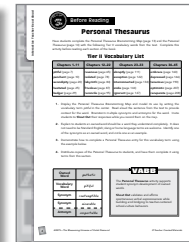
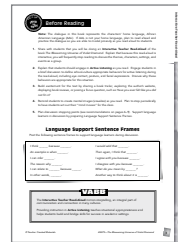
The overview page includes learning objectives, a completed Rings of Culture diagram, and a list of CLR themes addressed in the title. (**Note:** Only the Rings of Culture of focus are identified in the lesson.)



Before Reading



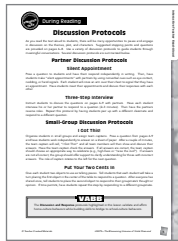
Students are engaged in activities to access prior knowledge and build excitement for the book. Vocabulary activities focus on either Tier II or Tier III vocabulary terms.



During Reading



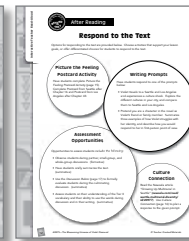
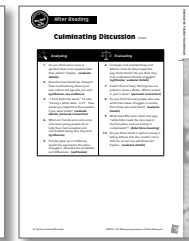
Teachers implement literacy and discussion protocols that focus on validating and affirming cultural behaviors and building and bridging toward school-culture norms.



After Reading

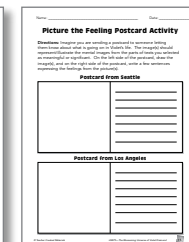
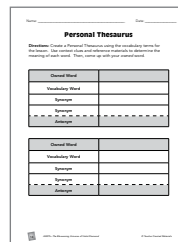


Students are able to synthesize their learning through a culminating discussion and multiple options for responding to the text, including writing prompts and comprehension activities.



Student Activity Sheets

Literacy and VABB objectives are supported with vocabulary activities, comprehension activities, and Culture Connections.



Assessment

Suggestions for informal assessment as well as a discussion rubric are provided for assessing student progress toward lesson objectives.



Teaching a Lesson *(cont.)*

Instructional Settings and Lesson Pacing

The books provided in this collection vary in length, so instructional time will also vary. The books and lessons need not be taught in any particular order and can be used throughout the school year to support instruction within the standards and/or units of study.

Pacing Suggestions for Interactive Read-Aloud Lessons

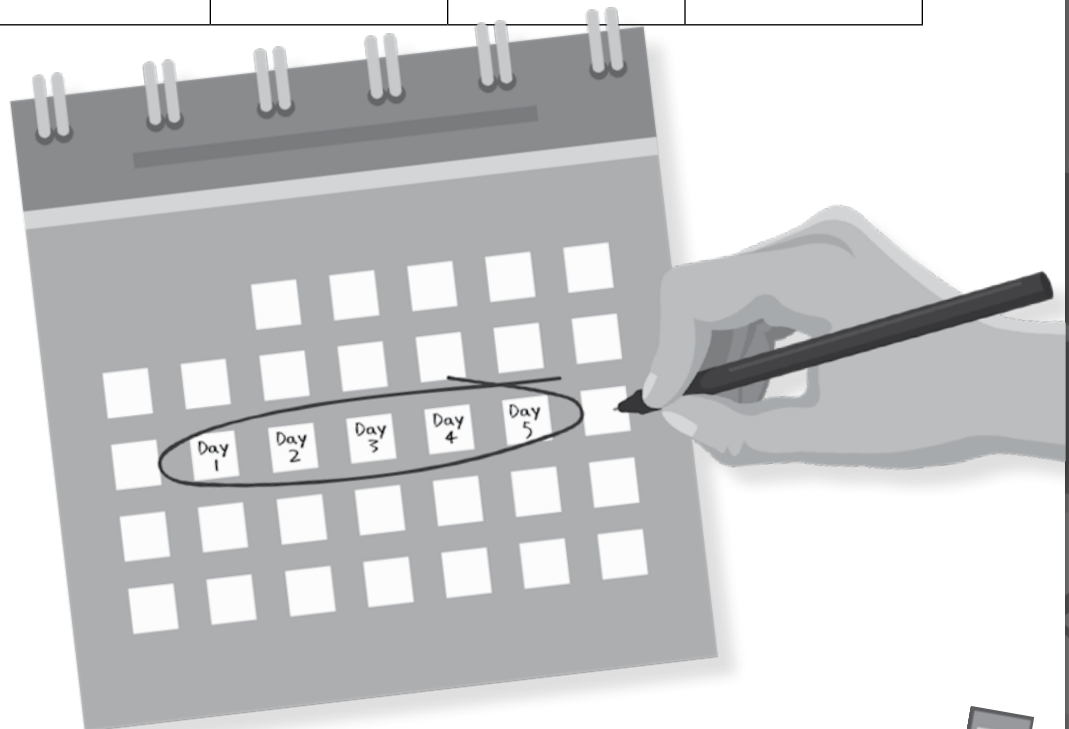
In his book, *In Defense of Read-Aloud* (2015), Steven L. Layne offers the following tips for successful planning and pacing of read-aloud instructional time for longer books:

- Take time to launch the read-aloud to ensure that students are fully engaged. When beginning a book, you might have a longer read-aloud session, or read multiple times throughout the day. Once students are hooked, a routine of reading aloud 10–20 minutes per day can be established.
- Be mindful of when you begin a read-aloud. Do not start a book on a Friday or just before a school vacation.
- After launching a read-aloud book, keep the momentum going. Set a regular reading schedule that students can depend on. Avoid canceling read-aloud time.

Pacing Suggestions for Shared Reading Lessons

The following pacing suggestion spans five instructional days and requires approximately 30–45 minutes per day.

Day 1	Day 2	Day 3	Day 4	Day 5
Before Reading Activity and Personal Dictionary	During Reading Activity	During Reading Activity	Response to Text Activities	Culminating Discussion and Assessment



CLR Toolbox Checklist

Use the checklist to keep track of the CLR activities that you use in your classroom and/or identify activities to add to your teaching repertoire. *This list is not exhaustive, but provides a foundation for building your toolbox.* The activities are organized by each of the four CLR Instructional Areas—*classroom management*, *academic vocabulary*, *academic literacy*, and *academic language*, and then divided into three levels—**basic** (minimal planning), **advanced** (intentional planning), and **premium** (involved planning).

Activities that involve movement are noted with (M). Traditional activities are noted with (T). All noted page numbers or chapters refer to *Culturally and Linguistically Responsive Teaching and Learning, Second Edition*, provided as part of this collection. Not all of the listed activities are described or implemented in this resource.

Classroom Management	Classroom Management	Academic Literacy
<p>Attention Signals</p> <p>Traditional (examples)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Countdown (5, 4, 3, 2, 1) <input type="checkbox"/> Lights Off and On <input type="checkbox"/> Hands Raised <p>Call and Response (pages 242–243)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen-Up <input type="checkbox"/> Bring It—Back <input type="checkbox"/> When I Move You Move—Just Like That <input type="checkbox"/> Repeating Hand Claps/Beats <p>Response Protocols</p> <p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Moment of Silence (T) <input type="checkbox"/> Pick a Stick <input type="checkbox"/> Raise a Hand (T) <input type="checkbox"/> Train/Pass It On <input type="checkbox"/> Thumbs-Up/Down <input type="checkbox"/> Whip Around <p>Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bingo <input type="checkbox"/> Put Somebody on Blast <input type="checkbox"/> Roll 'Em <input type="checkbox"/> Shout Out <input type="checkbox"/> Somebody Who <input type="checkbox"/> Stand and Deliver (M) 	<p>Discussion Protocols</p> <p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partner Share <input type="checkbox"/> Round Robin <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Turn and Talk <p>Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Corners (M) <input type="checkbox"/> Give One/Get One (M) <input type="checkbox"/> I Got This! <input type="checkbox"/> Campfire Discussion <input type="checkbox"/> Find Somebody Who... (M) <input type="checkbox"/> Huddle (M) <input type="checkbox"/> Musical Shares (M) <input type="checkbox"/> Numbered Heads <input type="checkbox"/> Merry-Go-Round <input type="checkbox"/> One-Three-Six (M) <input type="checkbox"/> Post Your Thoughts <input type="checkbox"/> Silent Appointment (M) <input type="checkbox"/> Snowballs (M) <input type="checkbox"/> Tea Party/Meet-n-Greet (M) <input type="checkbox"/> Thinking on Feet (M) <input type="checkbox"/> Who's the Stray? (M) <input type="checkbox"/> Put Your Two Cents In <p>Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> Answer Chairs (M) <input type="checkbox"/> Carousel Brainstorm (M) <input type="checkbox"/> Fishbowl <input type="checkbox"/> Graffiti Talk (M) <input type="checkbox"/> Inner-Outer Circle (M) <input type="checkbox"/> Yesterday's Headlines <input type="checkbox"/> Send a Problem <input type="checkbox"/> Silent Conversations <input type="checkbox"/> Stop and Scribble (M) <input type="checkbox"/> Turning Wheels (M) 	<p>Read-Alouds</p> <p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Buddy Reading <input type="checkbox"/> Choral Reading <input type="checkbox"/> Echo Reading <input type="checkbox"/> Fill in the Blank Reading <input type="checkbox"/> Teacher Read-Aloud (T) <p>Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Jump-In Reading <input type="checkbox"/> Train Reading—Proficient Readers Only (T) <p>Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fade In/Fade Out <input type="checkbox"/> Radio Reading <input type="checkbox"/> Tag Reading (M)

CLR Toolbox Checklist *(cont.)*

Academic Literacy	Academic Vocabulary	Academic Language
Literacy Strategies	Introducing Words	
<p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing Conclusions <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> It Says, I Say, and So <input type="checkbox"/> K-W-L Charts <input type="checkbox"/> Picture the Feeling <input type="checkbox"/> Picture Walk <input type="checkbox"/> Retelling <input type="checkbox"/> Save the Last Word for Me <input type="checkbox"/> Three Things 	<p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cloze Activity <input type="checkbox"/> Tiering Words (Chapter 5) <input type="checkbox"/> Vocabulary Slides <input type="checkbox"/> Word Splash 	<p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> #BeYou Moments <input type="checkbox"/> Home Language or School Language? <input type="checkbox"/> Linguistic Feature Match
<p>Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipation Reaction Guide <input type="checkbox"/> Chalk Talk <input type="checkbox"/> Hot Seat <input type="checkbox"/> Mindstreaming <input type="checkbox"/> Reading Tea Party (M) <input type="checkbox"/> Say Something <input type="checkbox"/> Sixty-Second Radio Spot <input type="checkbox"/> Story Maps <input type="checkbox"/> Team-Pair-Solo 	<p>Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Affix Organizer <input type="checkbox"/> Line Up/Shades of Meaning <input type="checkbox"/> Personal Dictionary <input type="checkbox"/> Personal Thesaurus <input type="checkbox"/> Synonym Shout Out 	<p>Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Code Switching/Contrastive Analysis (Chapter 11) <input type="checkbox"/> Identify the Feature <input type="checkbox"/> Linguistic Feature Tic-Tac-Toe <input type="checkbox"/> Linguistic Feature Tea Party (M) <input type="checkbox"/> Sentence Lifting
<p>Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> I-Chart <input type="checkbox"/> Language Experience Approach <input type="checkbox"/> Logographics <input type="checkbox"/> Quiz-Quiz-Trade <input type="checkbox"/> Sketch to Stretch <input type="checkbox"/> Reader's Theater <input type="checkbox"/> Six-Color Thinking <input type="checkbox"/> 10 Questions 	Practice/Reinforcement	<p>Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> Linguistic Feature Jeopardy <input type="checkbox"/> Peer Conferencing Academic Language <input type="checkbox"/> Reverse Code Switching
	<p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> And the Question Is? <input type="checkbox"/> Cloudy or Clear <input type="checkbox"/> Example/Non-Example Organizer <input type="checkbox"/> Memory Match 	
	<p>Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> A Wordy Conversation <input type="checkbox"/> Hot Seat <input type="checkbox"/> Snowballs (M) <input type="checkbox"/> Talk a Mile a Minute 	
	<p>Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indisputable or Refutable? <input type="checkbox"/> Jeopardy <input type="checkbox"/> Loopy <input type="checkbox"/> Shabooya Roll Call 	

Culturally Authentic and Responsive Texts

A Collection Curated by Dr. Sharroky Hollie

Shared Reading Lesson

Benjamin Banneker: Self-Made Man

By Jody Jensen Shaffer

Lesson Author

Kat Bernardo, M.Ed.

Consultant

Sharroky Hollie, Ph.D.
The Center for Culturally Responsive
Teaching and Learning

Publishing Credits

Rachelle Cracchiolo, M.S.Ed.
Publisher
Conni Medina, M.A.Ed.
Managing Editor
Aubrie Nielsen, M.S.Ed.
Content Director
Véronique Bos
Creative Director
Robin Erickson
Art Director
Christina Hin, M.A.T.
Editor
Fabiola Sepulveda
Graphic Designer
Jordan Smith
Assistant Editor

Image Credits

All images from iStock and/or
Shutterstock.

Standards

© Copyright 2010. National Governors
Association Center for Best Practices and
Council of Chief State School Officers. All
rights reserved.
© Copyright 2007–2018 Texas Education
Agency (TEA). All rights reserved.
ISTE Standards for Students, ©2016, ISTE®
(International Society for Technology in
Education), iste.org. All rights reserved.
© 2007 Teachers of English to Speakers of
Other Languages, Inc. (TESOL)
© 2014 Board of Regents of the University
of Wisconsin System, on behalf of
WIDA—www.wida.us.

**Teacher
Created
Materials**
PUBLISHING

Teacher Created Materials

5301 Oceanus Drive
Huntington Beach, CA 92649
www.tcmpub.com

TCM 103444 (i24877)

ISBN 978-1-64-290608-0

© 2019 Teacher Created Materials



Benjamin Banneker: Self-Made Man

Objectives

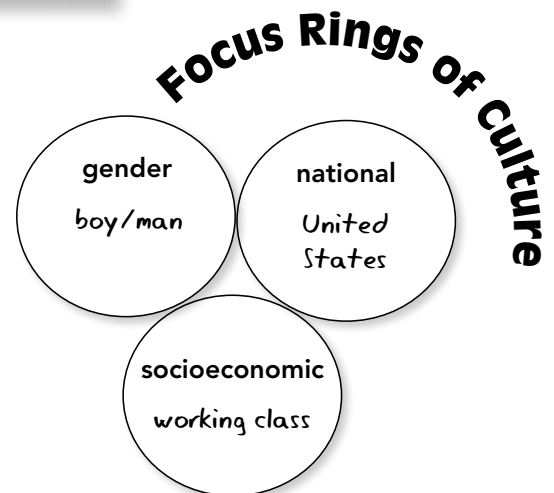
- Read and comprehend informational texts.
- Engage in collaborative discussions with classmates, expanding on the ideas of others and expressing personal ideas clearly.
- Acquire and accurately use grade-appropriate academic vocabulary.
- **Validate and Affirm** home culture and language, and **Build and Bridge** to success in school culture and mainstream society (VABB).

Set additional objectives depending on the discussion and response activities selected.

Materials

- *Benjamin Banneker: Self-Made Man* books
- copies of student activity sheets and rubric (pages 9–13)

Responsive Dots Analysis: Culturally Generic
Genre: Informational Biography
Text Structure: Sequence of Events
Lexile®: 660L
Guided Reading Level: T



CLR Themes

Overcoming: Examines how Banneker became well-known despite little schooling and poor upbringing

Initiative: Banneker was self-taught, took the initiative to learn and better his life

Passion and Ambition: Shows how Banneker's passion for math and science led him to publish an almanac about astronomy



Before Reading

1. Tell students that you will be doing a shared reading of the book *Benjamin Banneker: Self-Made Man*. Display the book, and read aloud the summary on the back cover.
2. Explain that students will have many opportunities for collaboration as you explore the book together. The many opportunities for discussion will focus on shared goals for understanding the text.
3. Build excitement for the text by engaging students in a discussion about one of the CLR themes discussed in the text (page 2). Pose a question for students to explore, such as *Do you think it is possible to achieve your dreams when you are poor?*
4. Plan discussion stopping points (see recommendations on page 6). Support language learners in discussion by preparing two to three Language Support Sentence Frames that best match the planned discussion. Highlight and model the use of these frames.

Language Support Sentence Frames

Post the following sentence frames to support language learners during discussion.

I think _____ because _____.

Moreover, _____.

An example is when _____.

However, I think that _____.

I can infer _____.

I agree with you because _____.

The reason why _____.

I disagree with you because _____.

I can relate to _____ because _____.

What do you mean by _____?

Similarly, _____.

Another way to think about it is _____.

In addition, _____.

VABB

The **Discussion and Response** protocols highlighted in this lesson strategically validate and affirm students' cultural behaviors and build and bridge to school-culture behaviors.



Before Reading


Personal Dictionary

Have students complete the *Personal Dictionary Brainstorming Map* (page 9) and the *Personal Dictionary* (page 10) with the following Tier III vocabulary terms from the text. Complete these activities before reading the book.

Tier III Vocabulary

racism (page 5)	astronomy (page 14)	eclipses (page 15)
Quaker (page 8)	almanac (page 14)	abolitionist (page 20)
mechanics (page 10)	astronomical clock (page 18)	Enlightenment (page 22)

1. Display the *Personal Dictionary Brainstorming Map* and model its use by writing the vocabulary term *astronomy* in the center. Read aloud the sentence from the text to provide context for the word and provide additional sentence examples as needed. Brainstorm multiple connections, illustrations, and definitions for the academic term.
2. Model how to complete a *Personal Dictionary* entry using the *Personal Dictionary* with the term *astronomy*. Provide students with personal definition starters: *It is a thing that...* *It was a time when...* *It is a place where...*

<p>Academic Term:</p> <p><i>astronomy</i></p>	<p>Personal Illustration:</p> 
<p>Personal Connection:</p> <p><i>I learned about <u>astronomy</u> on a field trip to an observatory.</i></p>	<p>Personal Definition:</p> <p><i>It is the study of outer space.</i></p>

3. Distribute a copy of the *Personal Dictionary Brainstorming Map* to each student. Have students fill in the map with a different term from the vocabulary list. Use **Whip Around** to have a few students share various connections, illustrations, and definitions for the academic term. Beginning on one side of the room, each student takes a turn answering the question, moving quickly around the room in an orderly fashion until each student has responded.
4. Distribute copies of *Personal Dictionary* to each student, or have students add additional *Personal Dictionary* entries to their journals independently. Encourage students to revise and edit their definitions as they continue to build their knowledge of the terms.

VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

The **Personal Dictionary** builds and bridges to preciseness with time and linear, singular-focus cultural behaviors.

Whip Around builds and bridges to turn-taking, preciseness, and accountability.



During Reading

Shared Reading

Plan to conduct multiple readings of the text over several days. Choose from the protocols below to engage students in shared reading. Pose the questions provided on page 6 at the suggested stopping points. Use a variety of discussion and response protocols as well as the Language Support Sentence Frames on page 3 to support students' comprehension of the text. Depending on lesson objectives, select comprehension skills of focus and conduct strategy mini-lessons during reading as needed.

BB Build & Bridge **Fade In/Fade Out**

Begin by providing a nonverbal cue to a student who will begin reading. After a few sentences, provide a nonverbal cue to a second reader, who will join in with the first reader—quietly at first and then louder. When the first reader hears the second reader reading along with them, their voice fades out until only the second reader can be heard.

VA Validate & Affirm **Tag Reading**

Have a student begin reading while walking. After reading at least three sentences, the student tags another student to read. That student then stands up, reads, and walks. They then tag another student, and so on.

BB Build & Bridge **Independent Reading**

Provide students the opportunity to reread the text independently or with partners.

VABB

Which of your students' cultural behaviors will you validate and affirm?
Which school-culture behaviors will you build and bridge?

Fade In/Fade Out builds and bridges to taking turns and accountability.

Tag Reading validates and affirms high movement.

IS IT AUTHENTIC?

Analyzing Cultural Responsiveness

When reading nonfiction texts, it is important for students to analyze the texts and identify any cultural bias. Have students explore the following questions:

- Who is the author? Does the author have a connection to the cultures discussed in the book?
- Are any cultures represented negatively or inaccurately? Are any cultures underrepresented or omitted?
- Are the facts accurate? Do they match up with your knowledge and other sources of information?
- Is the information current? Has anything changed since the text was published?
- What could be added to this text to increase its cultural authenticity?



During Reading

Discussion and Response Protocols

Use discussion and response protocols to engage students in responding to the discussion questions. Use the *Discussion Rubric* on page 13 to set expectations for students' listening and speaking skills.

VA Validate & Affirm Turn and Talk

Pose a question and have students **Turn and Talk** to share a comment or discuss their thoughts.

BB Build & Bridge Somebody Who

Use a random identifier (such as birthdays in summer, wearing green, or having only one sibling), and invite the identified students to stand. Once everyone identified is standing, ask the standing students to share out their responses to a question below.

VABB

Which of your students' cultural behaviors will you validate and affirm?
Which school-culture behaviors will you build and bridge?

Turn and Talk validates and affirms sociocentrism.

Somebody Who builds and bridges to taking turns.

Discussion Questions



Remembering

After page 4: What did Banneker enjoy as a child? (**monitor comprehension**)

After page 6: What was the role of an indentured servant? (**monitor comprehension**)

After page 9: What do the Quakers believe? What are they against? (**monitor comprehension; use evidence**)

After page 15: What were the effects of the Ellicott family buying land near Banneker? What are almanacs? (**synthesize; determine meaning**)

After page 16: What is involved in surveying land? (**synthesize; use evidence**)



Understanding

After page 5: Why did Banneker feel the need to prove himself? (**infer**)

After page 7: Why was Banneker born free? (**monitor comprehension**)

After page 11: Explain how Banneker had a mechanical mind. How did his interests contribute to his invention? (**determine meaning; infer; use evidence**)

After page 13: How did Banneker gain the respect of scholars? (**infer**)

After page 22: How did Banneker demonstrate the values of the Enlightenment? Why do you think he believed in the Enlightenment? (**determine meaning; use evidence; personal connection**)

After page 23: Was abolishing slavery important to Thomas Jefferson? How do you know? (**infer; use evidence**)

After page 25: What might have been the cause of the fire that burned down Banneker's home? (**infer; synthesize**)



After Reading

Culminating Discussion

After students have had several opportunities to explore the text (through shared and independent reading), engage them in a culminating discussion using the following discussion and response protocols and analyzing and evaluating questions. Use the *Discussion Rubric* on page 13 to formally evaluate students.

VA Validate & Affirm Musical Shares

Have students respond to one of the questions in writing. Explain to students that they will be sharing their responses with several classmates. Ask students to stand with their papers or responses in hand. Turn on music, and have students move or dance around the room. (**Note:** The music should be current, upbeat, and something students like and are familiar with.) When the music stops, students either sit down or stop and turn to the person closest to them to share. Give students about 30–60 seconds depending on the depth of the question, resume the music, and repeat the process until every student has had an opportunity to share with three to four different people.

VA Validate & Affirm Thumbs Up/Down

Call on a student to share a phrase or short sentence to express a thought or opinion that stood out the most from their groups during the **Musical Shares** discussion. Have all students put their thumbs up or thumbs down to show their agreement or disagreement. Call on a few students to justify their response.

VABB

Which of your students' cultural behaviors will you validate and affirm?
Which school-culture behaviors will you build and bridge?

Musical Shares validates and affirms relational cultural behaviors, musicality, sociocentrism, and high movement.

Thumbs Up/Down validates and affirms spontaneity.



Analyzing

1. What are the similarities and differences between being enslaved and a free black person? (**synthesize**)
2. Do you think Banneker put more effort into abolishing slavery or inventing things? Explain. (**synthesize**)
3. If Benjamin Banneker lived in the twenty-first century, how would he improve our technology? (**predict**)



Evaluating

4. Do you think Banneker would have been as successful if he was enslaved? Explain. (**infer**)
5. In what ways did Banneker affect the way white people thought about African Americans? (**evaluate details**)
6. Banneker changed the world through his passion for math and science. How might you change the world with your passion? (**personal connection**)



Respond to the Text

Options for responding to the text are provided below. Choose activities that support your lesson goals, or offer differentiated choices for students to respond to the text.

Describing Map Activity

After reading, have students complete the *Describing Map* activity (page 11) with some of Benjamin Banneker's greatest accomplishments.

Writing Prompts

Have students respond to one of the prompts below.

- Research an influential African American leader (e.g., Martin Luther King Jr., Oprah Winfrey, Michelle Obama, or Barack Obama). Use the text to compare and contrast Benjamin Banneker with the leader you chose to research. What are some similar characteristics? What similar obstacles do they face? How do their contributions differ?
- Thomas Jefferson wrote the Declaration of Independence, which states that all men are created equal, but no action was taken to end slavery. Pretend that you are an abolitionist during that time period. Write a letter to Thomas Jefferson convincing him to end slavery. Provide at least three valid reasons.

Assessment Opportunities

Opportunities to assess students include the following:

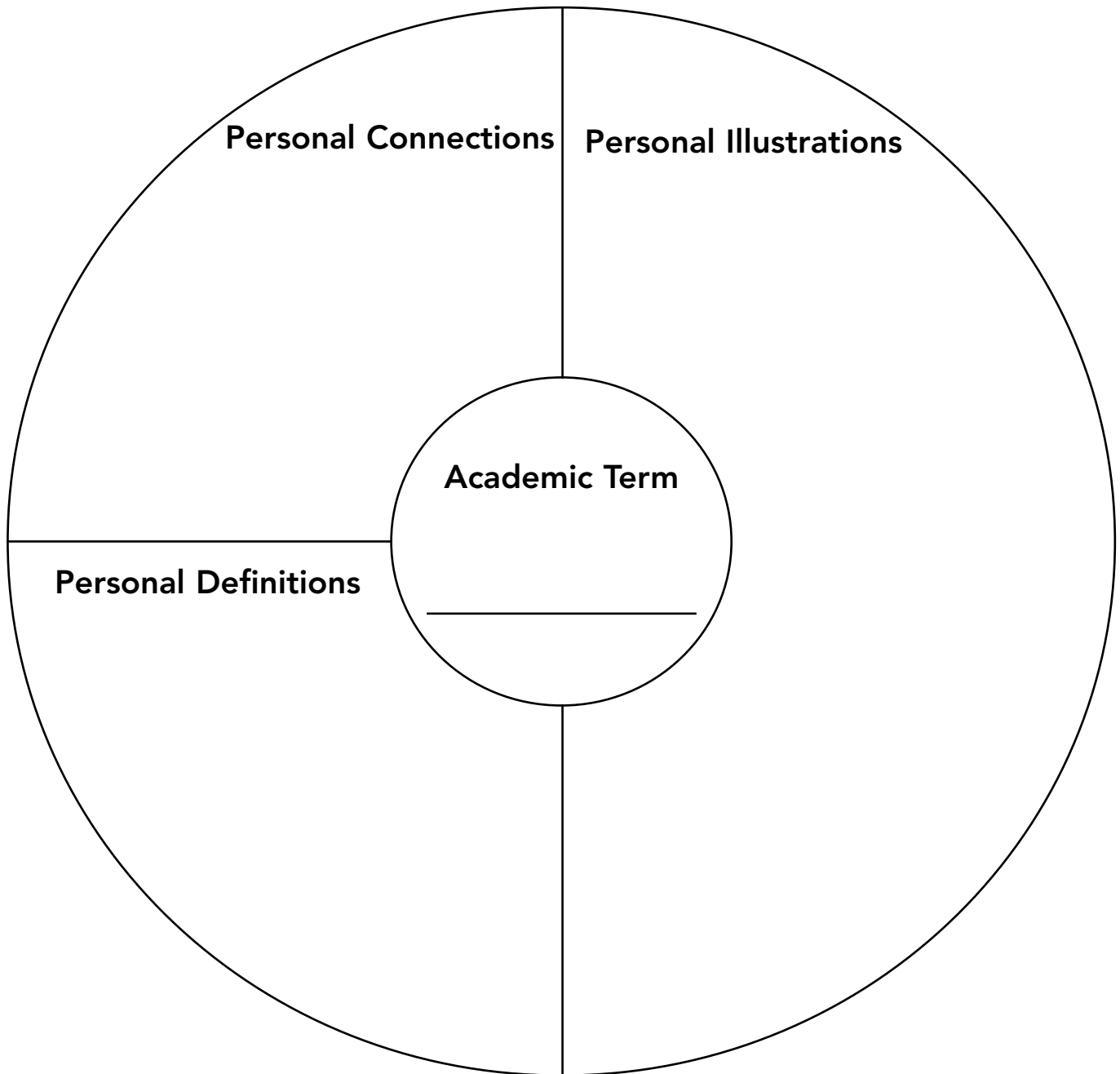
- Observe students during partner, small-group, and whole-group discussions. (formative)
- Have students orally summarize the text. (summative)
- Use the *Discussion Rubric* (page 13) to formally evaluate students during the culminating discussion. (summative)
- Assess students on their understanding of the Tier III vocabulary and their ability to use the words during discussion and in their writing. (summative)

Culture Connection

Share and lead a discussion on the video "A Conversation About Growing Up Black" (www.nytimes.com/2015/05/07/opinion/a-conversation-about-growing-up-black.html). Have students use the *Culture Connection* activity (page 12) to take notes and guide the conversation.

Personal Dictionary Brainstorming Map

Directions: Brainstorm personal connections, illustrations, and definitions for the academic term. Circle your best connection, illustration, and definition to record in your Personal Dictionary.



Name: _____

Date: _____

Personal Dictionary

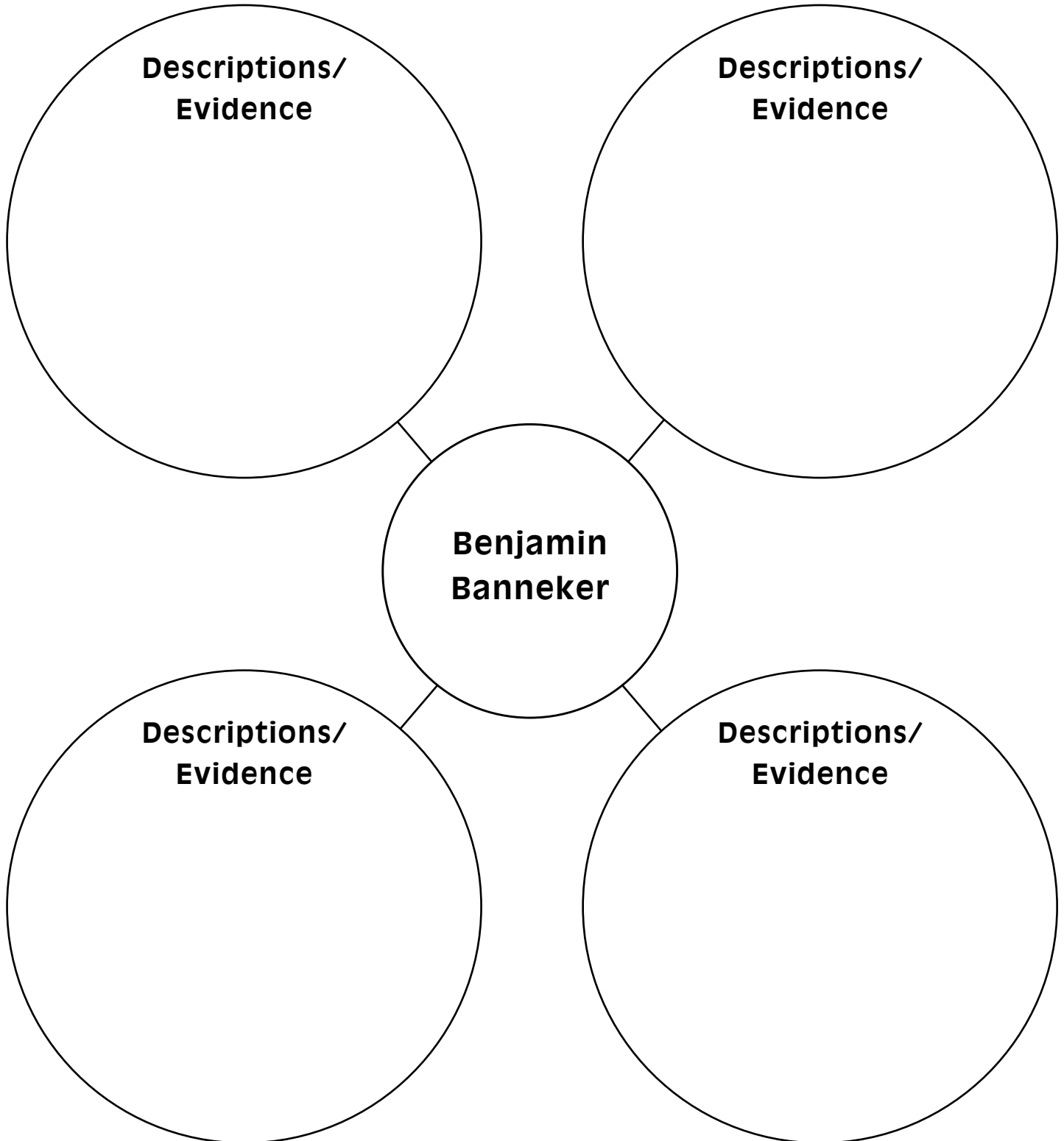
Directions: Create a Personal Dictionary using the vocabulary terms for the lesson.

Academic Term:	Personal Illustration:
Personal Connection:	Personal Definition:

Academic Term:	Personal Illustration:
Personal Connection:	Personal Definition:

Describing Map

Directions: What were four of Benjamin Banneker's greatest accomplishments? Record these accomplishments in each circle, citing specific descriptions and evidence from the text.



Culture Connection

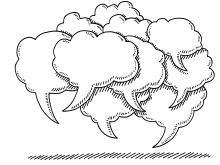
Directions: Benjamin Banneker faced many obstacles due to racism, and many African Americans today continue to face stereotypes and biases. Watch the video “A Conversation About Growing Up Black” (www.nytimes.com/2015/05/07/opinion/a-conversation-about-growing-up-black.html) and take notes about the experiences and feelings the people share.

Experiences described in the video:

Feelings shared in the video:

Discussion Question: How would you feel if you had these experiences?

Discussion Rubric



	Active Listening	Active Speaking	Active Responding	
4 Exceeds	Follows discussion protocol and carries out assigned role consistently	Expresses ideas by drawing specific evidence from the text to support and defend ideas consistently	Considers multiple points of view, consistently forming logical, insightful inferences and conclusions	Asks evaluative and analytical questions and consistently makes insightful comments that elaborate on the remarks of others
3 Meets	Follows discussion protocol and carries out assigned role during most of the discussion	Expresses ideas by drawing specific evidence from the text to support and defend ideas during most of the discussion	Considers multiple points of view and forms logical inferences and conclusions during most of the discussion	Asks logical and analytical questions and makes thoughtful comments that elaborate on the remarks during most of the discussion
2 Approaching	Follows discussion protocol and carries out assigned role inconsistently	Expresses ideas by drawing a few general examples or reasons from the text with some accuracy	Considers few points of view expressed by peers and forms few logical inferences and conclusions	Asks some understanding and remembering questions; does not elaborate on personal reaction responses
1 Does Not Meet	Does not follow discussion protocol or carry out assigned role	Expresses ideas by drawing a few general examples or reasons from the text with little to no accuracy	Does not consider points of view expressed by peers and/or forms illogical inferences or conclusions	Asks very few understanding and remembering questions; offers yes or no responses

Answer Key

Remembering Questions (page 6)

After page 4: Banneker enjoyed learning.

After page 6: An indentured servant would work for seven years to earn a place to live in the colonies.

After page 9: Quakers believe in peaceful, simple living, and they are against violence and slavery.

After page 15: Banneker became friends with George Ellicott, who encouraged Banneker to write an almanac. Almanacs are books printed every year that have important information about farming, astronomy, and more.

After page 16: Surveying land involves examining land and taking measurements so that buildings can be built there.

Understanding Questions (page 6)

After page 5: Banneker wanted to prove himself because many people doubted that African Americans were as smart as white people.

After page 7: Banneker's grandmother was a white woman who married a freed slave, and his mother also married a freed slave. Banneker's family owned their own farmland and were not enslaved by anyone.

After page 11: Banneker was very interested in how machines worked and was able to understand them easily. He built an entire clock after studying a pocket watch.

After page 13: Banneker gained respect through creating and solving math problems and because he was intelligent and kind.

After page 22: Banneker demonstrated the values of the Enlightenment by believing in science and doing important mathematical and scientific work. He believed in the Enlightenment because he believed in the importance of science and reason.

After page 23: Abolishing slavery was not important to Thomas Jefferson because Jefferson did not tell Banneker that he would help end slavery.

After page 25: Banneker's home may have been burned down by racist people who were mad that an African American man was a successful scientist. They wanted to destroy the work that Banneker left behind.

Analyzing and Evaluating Questions (page 7)

Answers will vary.

Describing Map (page 11)

Answers will vary but may include:

Benjamin Banneker built a clock so precise that it rang on the hour for 50 years. This made him well-known in his community. Banneker wrote an almanac in 1790, but it was not published. Banneker surveyed land for the Federal Territory, now known as Washington, DC. He was the only African American on the job. Banneker wrote another almanac in 1792, and this time it was published. He continued to write almanacs for six more years.

Culture Connection (page 12)

Answers will vary but may include:

Experiences described in the video: The young men have experienced being accused of being in a gang, having to cross the street so they didn't scare people, or witnessing women clutching their bags when they walk by. The men have been stopped by police officers in between classes at school, and one boy was even stopped when he was walking around in his snowman pajamas.

Feelings shared in the video: The young men talk about how they feel afraid, how they don't feel the same freedom that others do, and how they feel dehumanized. They share that they want people to know they should be judged about who they are, not the color of their skin.

Benjamin Banneker

Self-Made Man



Jody Jensen Shaffer

Consultants

Katie Blomquist, M.Ed.
Fairfax County Public Schools

Nicholas Baker, Ed.D.
Supervisor of Curriculum and Instruction
Colonial School District, DE

Publishing Credits

Rachelle Cracchiolo, M.S.Ed., *Publisher*
Conni Medina, M.A.Ed., *Managing Editor*
Emily R. Smith, M.A.Ed., *Series Developer*
Diana Kenney, M.A.Ed., NBCT, *Content Director*
Johnson Nguyen, *Multimedia Designer*
Torrey Maloof, *Editor*

Image Credits: pp. 2-3, 24 Baltimore County Government; pp.4, 28, 29 NARA [535626]; pp.5, 6, 19, 29 Granger, NYC; p.8 Getty Images/ The Bridgeman Art Library; p.9 Courtesy of John Mahoney; pp.9, 15, 21, 29 Maryland Historical Society; p.13 Kim Karpeles / Alamy; p.14 Wikimedia Commons/Public Domain; p.15 LOC [LC-USZ62-58189]; p.17 (top)Internet Archive/Flickr.com/Public Domain, (bottom) LOC [g38850.ct000511]; p.21 From the African American Odyssey exhibit, Library of Congress; p.22 Rare Book and Special Collections Division. (3-13), Library of Congress; p.23 (top) LOC series: Series 1: General Correspondence. 1651-1827 Microfilm Reel: 014, (bottom) U.S. Capitol/Public Domain; pp.25, 29, 32 Reference only image courtesy of Maryland Historical Society; p.25 Christopher Busta-Peck; p.26 Jason O. Watson / historical-markers.org / Alamy; p.27 Loop202/ Wikimedia Commons/CC BY-SA 3.0; all other images from iStock and/or Shutterstock.

Library of Congress Cataloging-in-Publication Data

Names: Shaffer, Jody Jensen.
Title: Benjamin Banneker: self-made man / Jody Jensen Shaffer, M.A.
Other titles: Benjamin Banneker
Description: Huntington Beach, CA : Teacher Created Materials, 2017. |
Audience: Grades 4 to 6. | Includes index.
Identifiers: LCCN 2015051138 (print) | LCCN 2016000341 (ebook) | ISBN 9781493830824 (paperback) | ISBN 9781480756847 (eBook)
Subjects: LCSH: Banneker, Benjamin, 1731-1806--Juvenile literature. | Astronomers--United States--Biography--Juvenile literature. | Mathematicians--United States--Biography--Juvenile literature. | African American scientists--Biography--Juvenile literature. | Scientists--United States--Biography--Juvenile literature. | Free African Americans--Biography--Juvenile literature.
Classification: LCC QB36.B22 S53 2017 (print) | LCC QB36.B22 (ebook) | DDC 520.92--dc23

LC record available at <http://lccn.loc.gov/2015051138>

Teacher Created Materials

5301 Oceanus Drive
Huntington Beach, CA 92649-1030
<http://www.tcmpub.com>

ISBN 978-1-4938-3082-4

© 2017 Teacher Created Materials, Inc.

Table of Contents

Self-Made Man	4
Early Years.....	6
Thinking Mechanically.....	10
Almanac Author	14
Federal Territory	16
Letter to Thomas Jefferson.....	20
Final Years.....	24
Solid Legacy.....	26
Scrapbook It!.....	28
Glossary	30
Index.....	31
Your Turn!	32

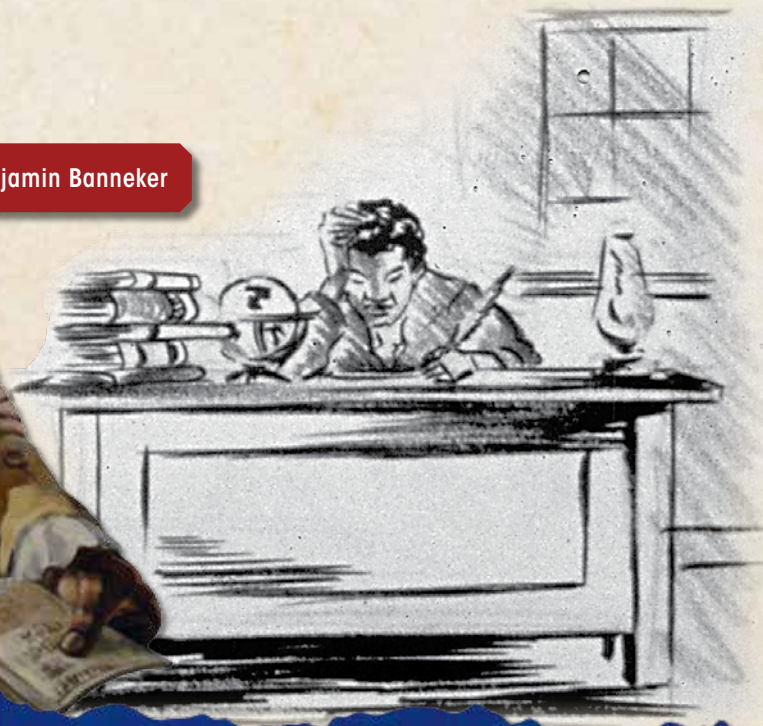
Self-Made Man

Benjamin Banneker was a free black man. This was rare for the time in which he lived. Back then, most African Americans were enslaved. Banneker was born free. He was also born curious. As a child, he loved to learn. He spent hours teaching himself how things worked. He studied why things happened. This inquisitiveness and thirst for knowledge continued throughout his adult life.

Banneker taught himself math and science. In his later years, he made up complex math puzzles for himself and others to solve. Banneker loved looking at the stars and planets. He liked to figure out their paths. His accuracy in calculating their distances later earned him an important job in Washington, DC.



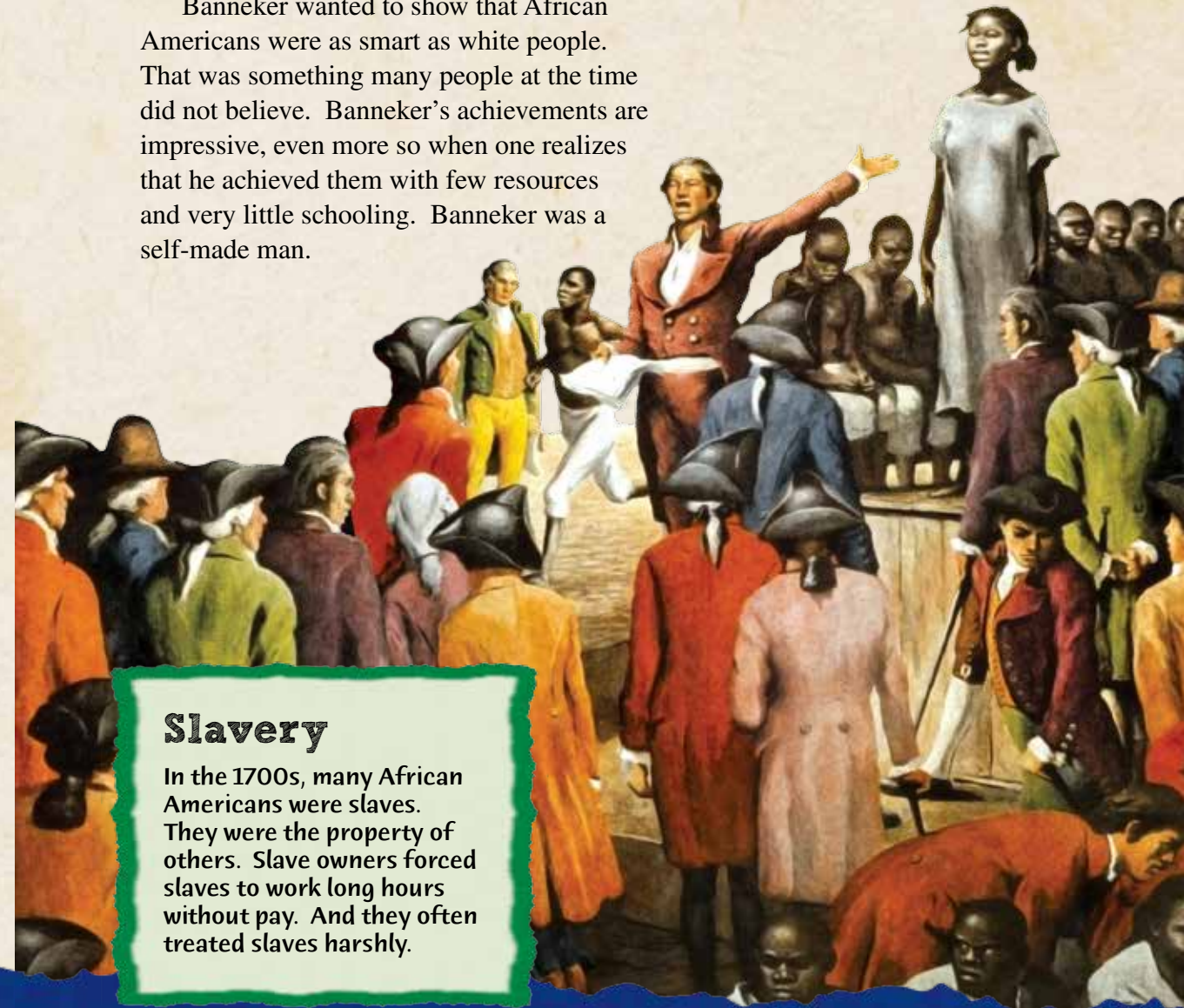
Benjamin Banneker



Banneker was an author, too. He researched and wrote books. He also wrote important letters in which he spoke about the evils of slavery and **racism**.

Banneker wanted to show that African Americans were as smart as white people. That was something many people at the time did not believe. Banneker's achievements are impressive, even more so when one realizes that he achieved them with few resources and very little schooling. Banneker was a self-made man.

A slave trader sells a girl at an auction in 1780.



Slavery

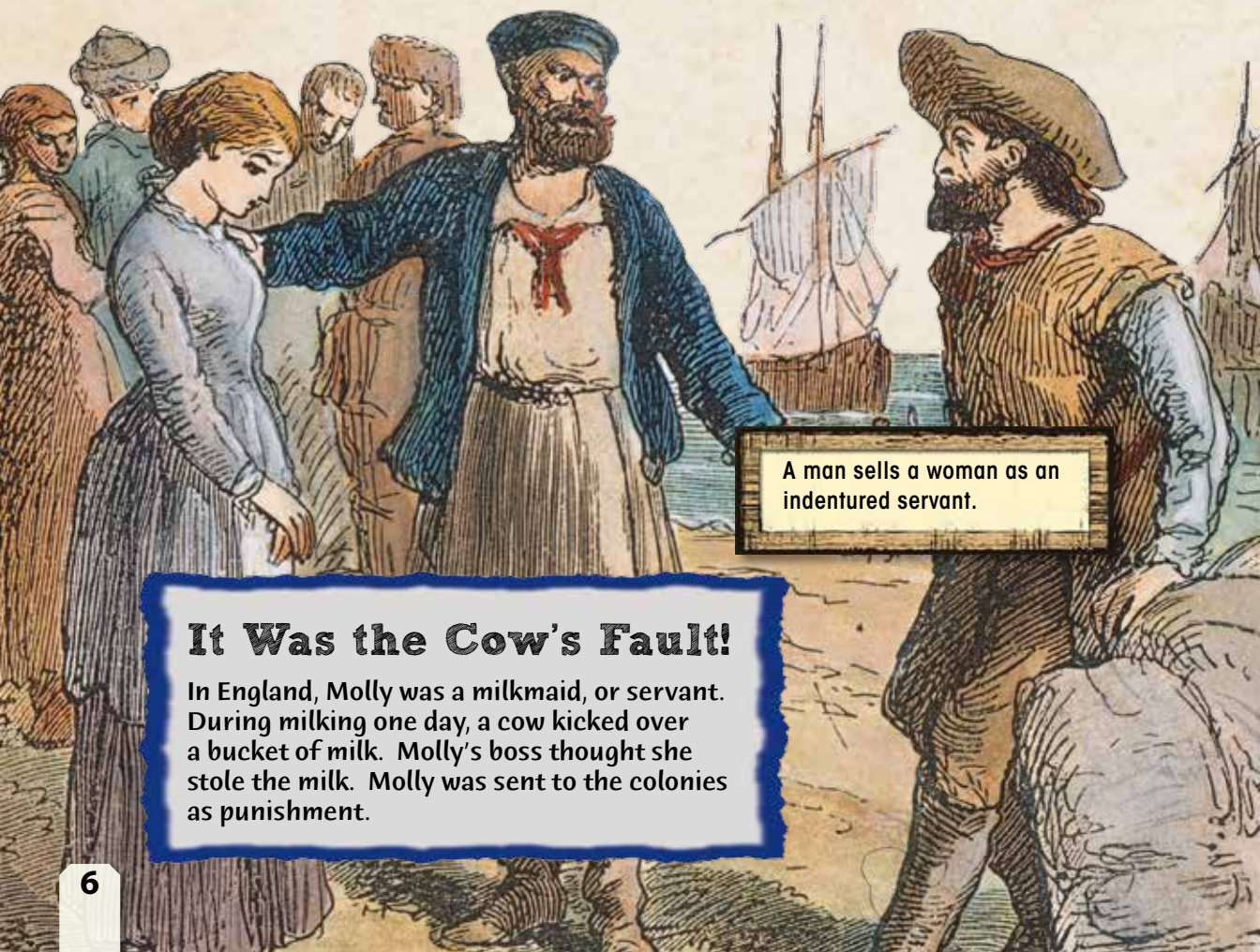
In the 1700s, many African Americans were slaves. They were the property of others. Slave owners forced slaves to work long hours without pay. And they often treated slaves harshly.

Early Years

Banneker's grandmother was named Molly Welsh. She was a white woman from England. In 1683, she came to America as an **indentured servant**. Indentured servants worked for their masters for a period of time—usually seven years. In exchange, they earned their trip from England and a place to live in the American colonies.

When Molly finished her service, she bought a small farm in Baltimore County, Maryland. She began growing tobacco. Later, Molly bought two black slaves to help with the work. Eventually, she gave both men their freedom. Molly married one of the men. His name was Bannaka. Together, Molly and Bannaka had four children. The oldest was Mary.

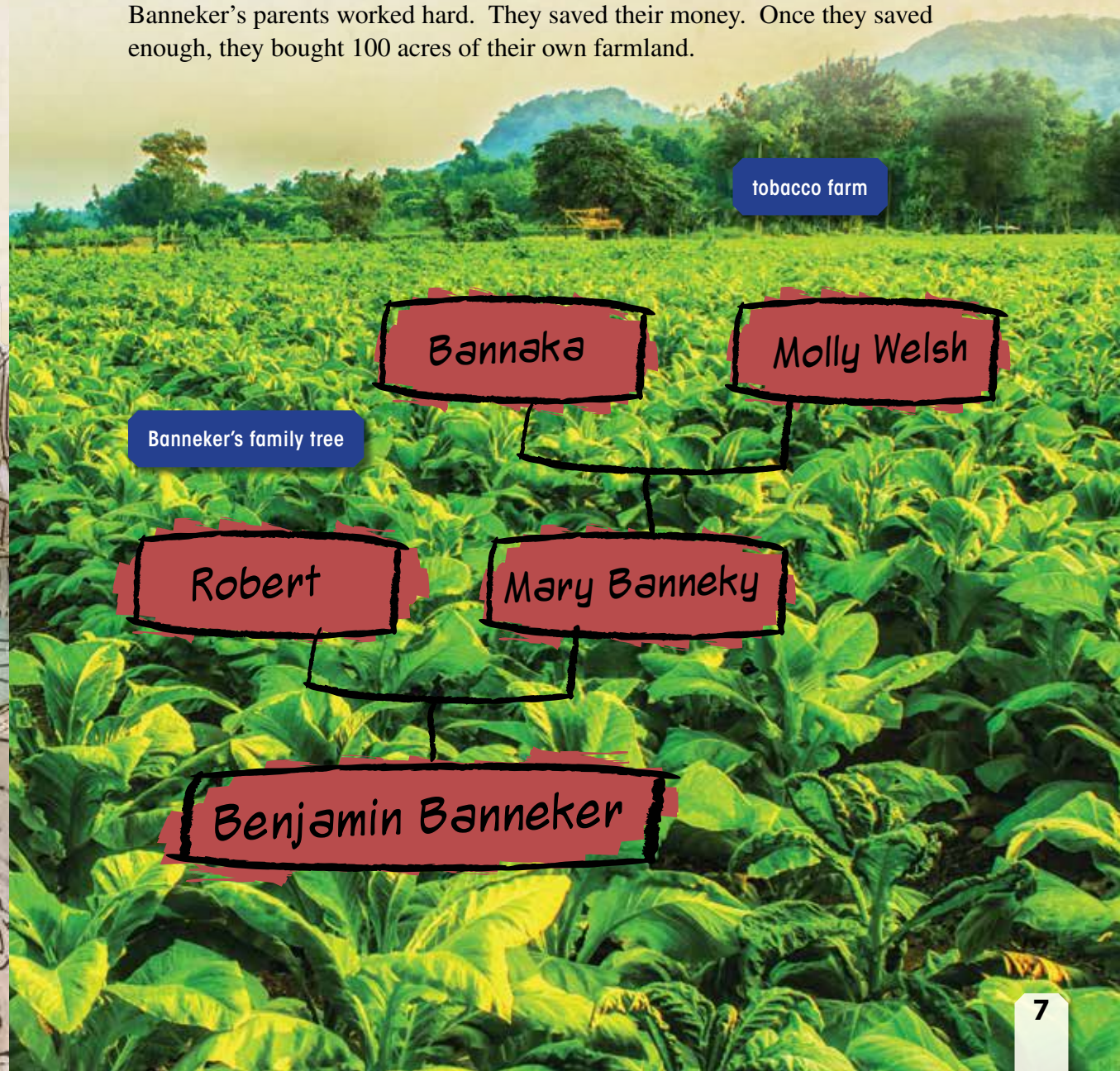
When Mary grew up, she married Robert, a freed slave. Robert took Mary's last name. Their name changed over time to Banneker. Mary and Robert lived with her parents on the farm in Maryland. Benjamin Banneker was the couple's first child. He was born on November 9, 1731. He had three younger sisters. Banneker's parents worked hard. They saved their money. Once they saved enough, they bought 100 acres of their own farmland.



A man sells a woman as an indentured servant.

It Was the Cow's Fault!

In England, Molly was a milkmaid, or servant. During milking one day, a cow kicked over a bucket of milk. Molly's boss thought she stole the milk. Molly was sent to the colonies as punishment.



tobacco farm

Banneker's family tree



As a boy, Banneker helped on the farm. He cared for the crops, tended the horses and cattle, and kept bees. He also fished and hunted small game for food. Banneker's grandmother, Molly, took great interest in her young grandson. She taught him to read and write. Banneker read to his grandmother every Sunday from a Bible she had sent over from England.

When it was too cold to farm in the winter months, Banneker attended a one-room **Quaker** school nearby. Quakers believe in peaceful, simple living. They are against violence and slavery. Banneker attended school with both white and black children.



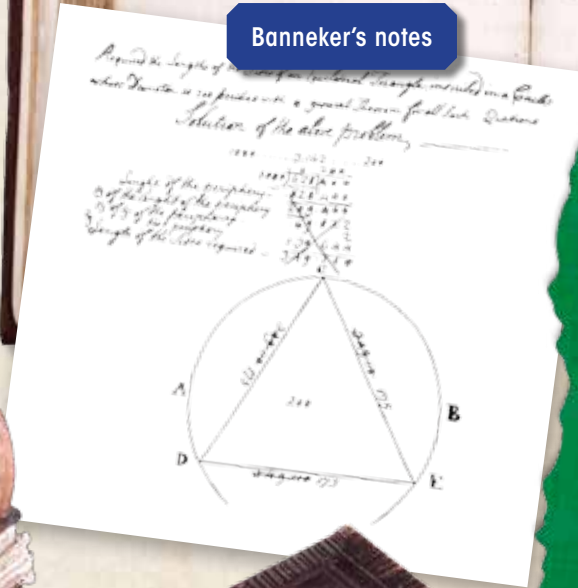
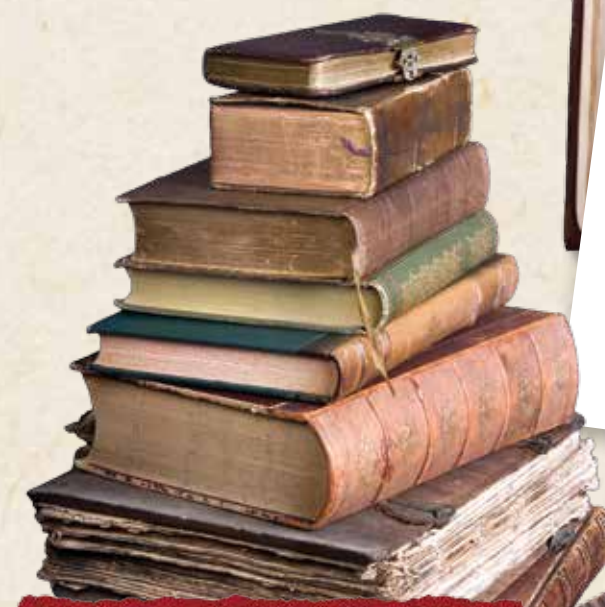
Quaker meeting

While other boys his age played outside, Banneker had his nose in a book. He absolutely loved to read. Banneker also had a gift for math. He liked to challenge himself with complex math problems.

Banneker didn't attend school for long. His family needed his help full time on the farm. But Banneker did not stop learning. At night, he kept his mind active by solving math problems. He also read any books he could get his hands on.



Banneker's notes

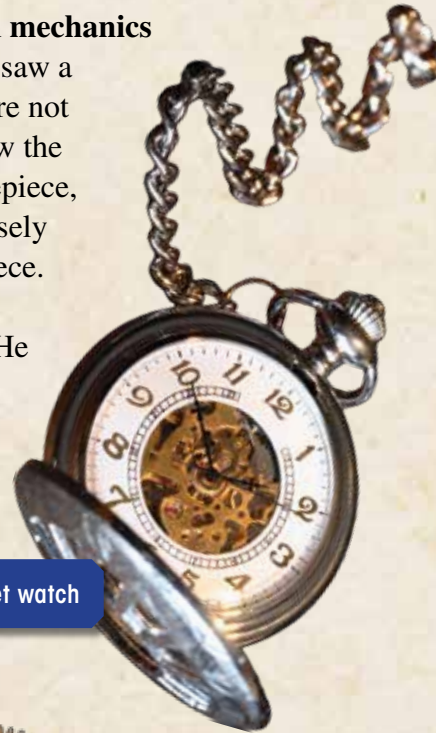


Bookworm
Banneker loved reading and books. But he owned very few. Some say that he was 32 years old when he bought his first book. It was a Bible.



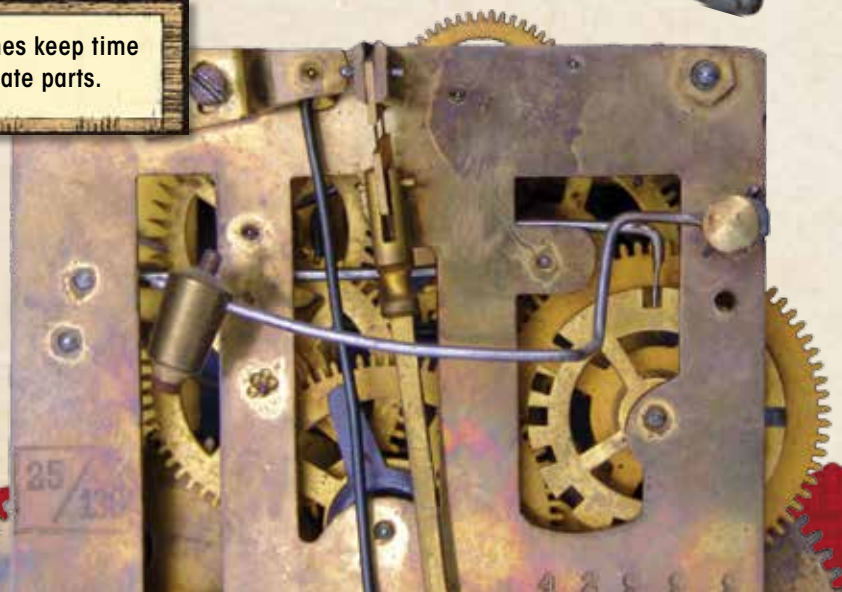
Thinking Mechanically

As he grew older, Banneker became fascinated with **mechanics** and how machines worked. In his late teens, Banneker saw a pocket watch for the first time. Watches and clocks were not common in that part of the country. He marveled at how the watch worked. Banneker decided to build his own timepiece, or clock. He borrowed the watch, took it apart, and closely studied its moving parts. He made drawings of each piece. From the drawings, he calculated how much bigger he would need to make the teeth for the gears of a clock. He carved the wheels and mechanical works from wood. He added a few pieces of iron and brass, a dial, and a cover. Around 1752, after working for two years on his clock, he finished it.



pocket watch

Clocks and watches keep time using many intricate parts.

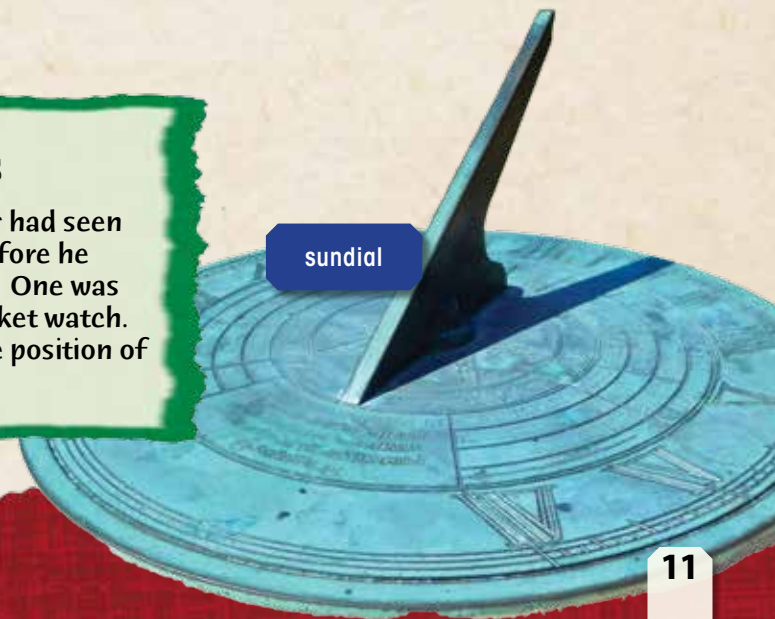


Banneker works on his clock.

Banneker's clock was so precise that it rang every hour on the hour for 50 years! It also made him somewhat of a local celebrity. Banneker became well known for miles around. People stopped to meet the young tobacco farmer and see his amazing clock. Then, in 1759, Banneker's father died. For the next 20 years, Banneker farmed and took care of his mother. But he never stopped studying and learning.

Two Timepieces

Would you believe that Banneker had seen only two timepieces in his life before he built his wooden clock? It's true! One was a sundial. The other was the pocket watch. Sundials rely on shadows and the position of the sun to tell time.



sundial

In 1772, change came to the area where Banneker lived. An **influential** Quaker family named Ellicott bought land next to the Banneker farm. They cleared the land for a flour mill and a general store. Banneker wondered if a flour mill could succeed. Most farmers in the area grew tobacco, not wheat.

Banneker became friends with the Ellicotts. He watched with fascination as the mill was built. When the mill was finished, he examined the big machines as they turned and ground the wheat. The mill and the store became popular gathering places for local people. A post office was even added to the land.

By this time, Banneker had become quite skilled at math. He created math puzzles and riddles for himself and others to solve. Many people knew about Banneker's talent. He was even asked to give his opinion on difficult math problems. **Scholars** from other parts of the country sent him problems to solve. Banneker gained respect from those he met. They found him to be intelligent, thoughtful, and kind.

flour mill



general store

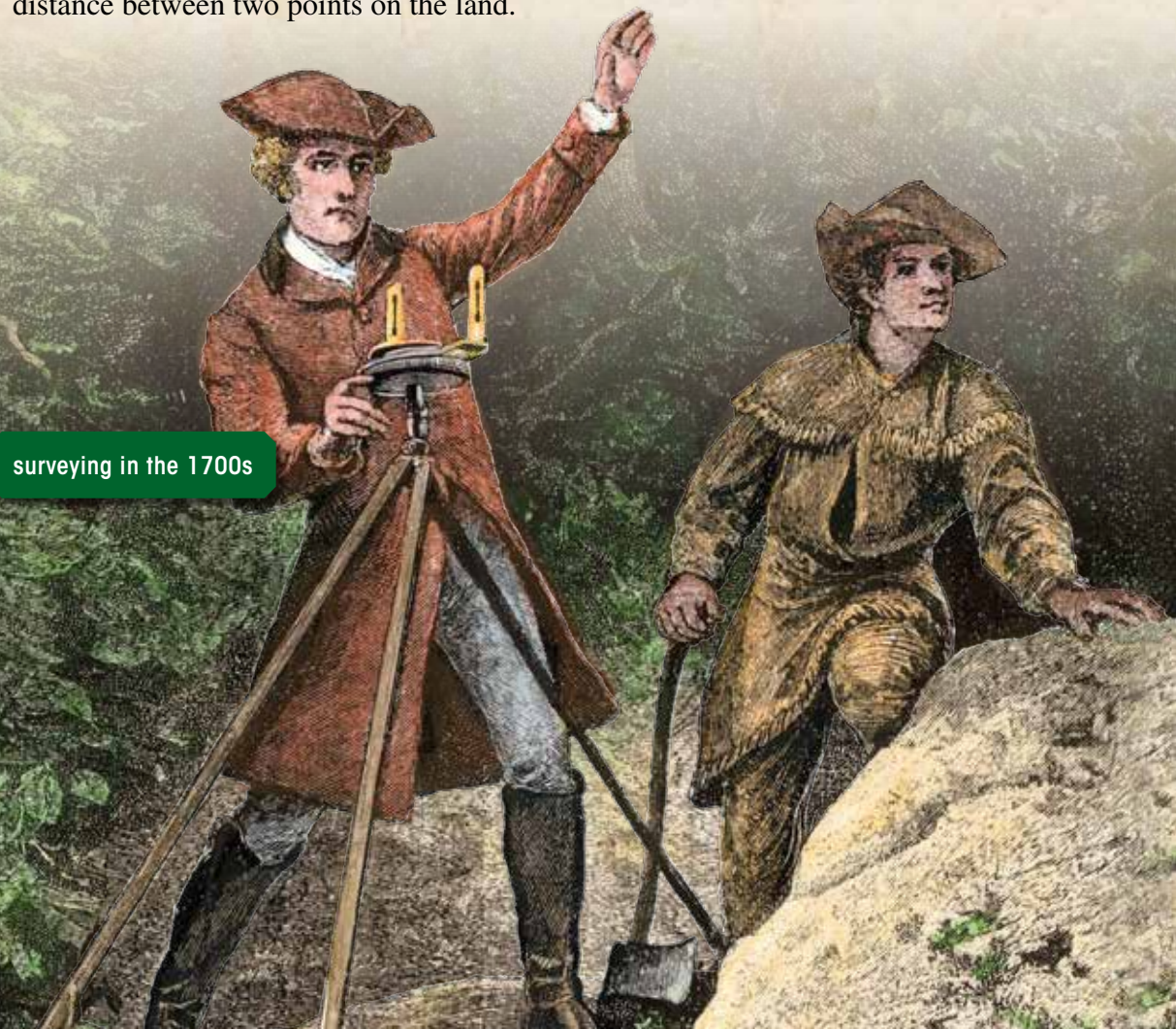
This flour mill is powered by a waterwheel.



Federal Territory

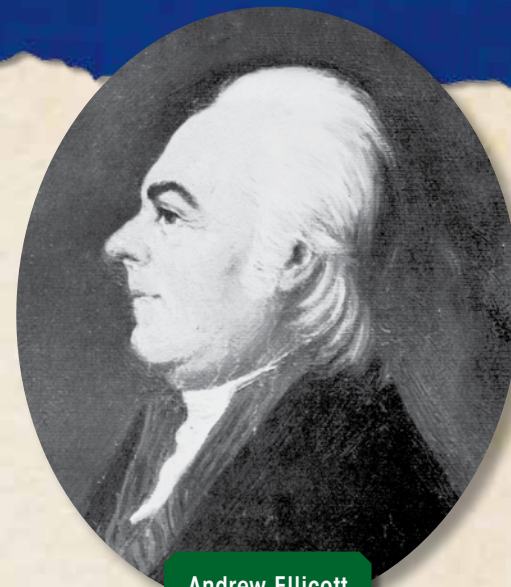
In early 1791, Banneker took part in a great adventure. He was asked to help **survey** the land for the nation's capital. Surveyors closely examine land. They take precise measurements to assess the land. This way, the land can be developed. Buildings can be built, and cities can be planned.

The land to be surveyed was called the Federal Territory. We know it today as Washington, DC. President George Washington chose the site. He selected a group of people to manage the project. First, a survey of the land needed to be done. At that time, surveying an area meant making charts of the stars from different areas on the land. By comparing angles, surveyors could figure out the distance between two points on the land.



surveying in the 1700s

George Ellicott's cousin, Andrew, was a professional surveyor. He was chosen to head the survey crew. Andrew needed a helper. He learned of Banneker's talents from George. Andrew thought Banneker would be perfect for the job of scientific assistant. At the time, Banneker was 59 and in poor health. But he took the job anyway. It was the first time Banneker had ever been away from home.



Andrew Ellicott

1793 plan for Washington, DC





On the job in the Federal Territory, Banneker was tasked with watching the sky and checking the **astronomical clock**. Banneker had never worked with such an amazing instrument. An astronomical clock tells the time of day. It also gives information about the location of the sun and moon, the phase of the moon, and other details. Banneker's job was to check the clock's accuracy. He did this by looking at the sun and moon at regular times. He woke up many times during the night to record his findings. Then, he reported the data to Andrew Ellicott each morning. Banneker always made sure his calculations were correct. He was **meticulous**.

astronomical clock in Prague

One of a Kind

The most famous astronomical clock can be found in Prague (PRAHG) in the Czech (CHEK) Republic. It is over 600 years old. Tourists from all over the world visit the clock daily. It tracks the day, week, month, and year.

Banneker was the only African American on the job. The weather was cold and damp. The hours were irregular. He worked seven days a week. He had to live in a tent close to the project. But Banneker never gave up. He worked hard and finished his part of the job. Even though it was a valuable experience, Banneker was glad to return to his farm when the project was complete.



Banneker's surveyor's level



astronomical clocks

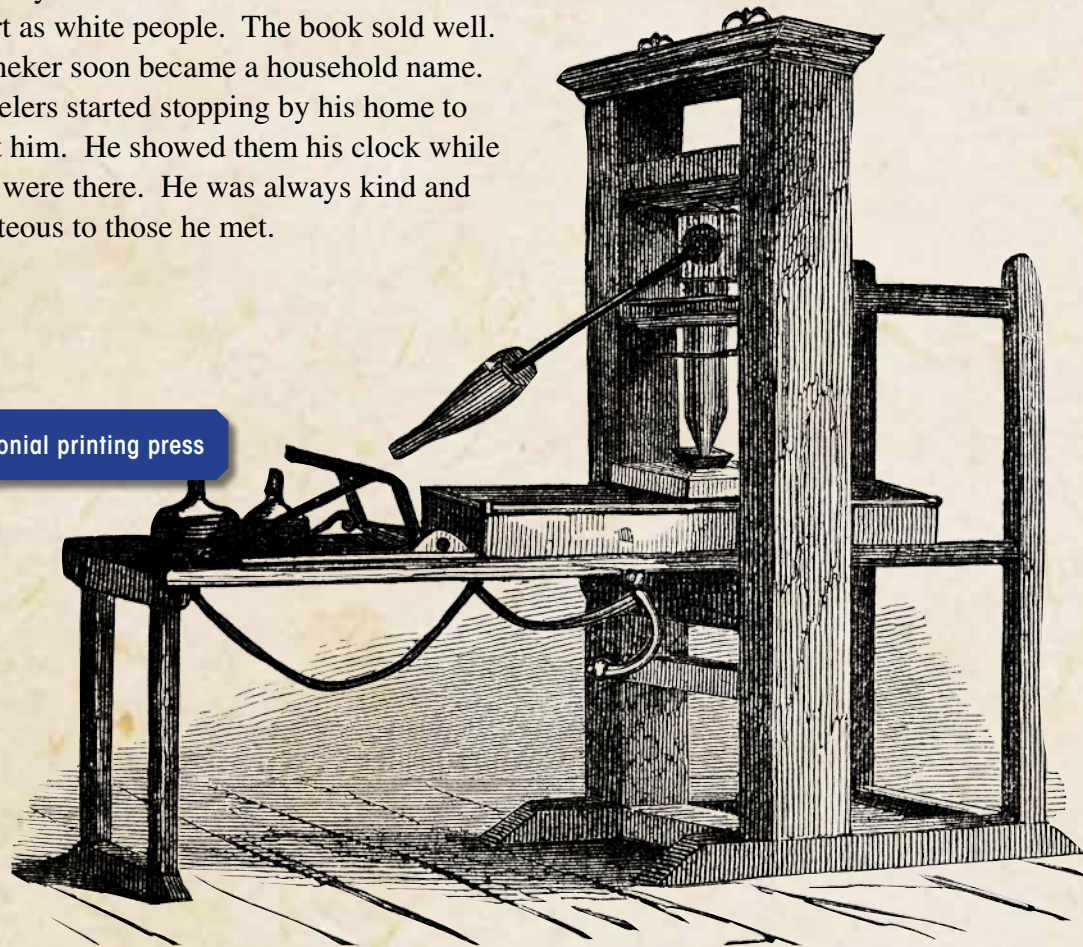
Letter to Thomas Jefferson

Back at home, Banneker began farming again. He also started work on a new almanac. He had learned a lot about the stars and planets while working in the Federal Territory. He applied this knowledge to his almanac. In June of 1791, Banneker finished writing an almanac for 1792. He sent the book to the printers. This time they printed it!

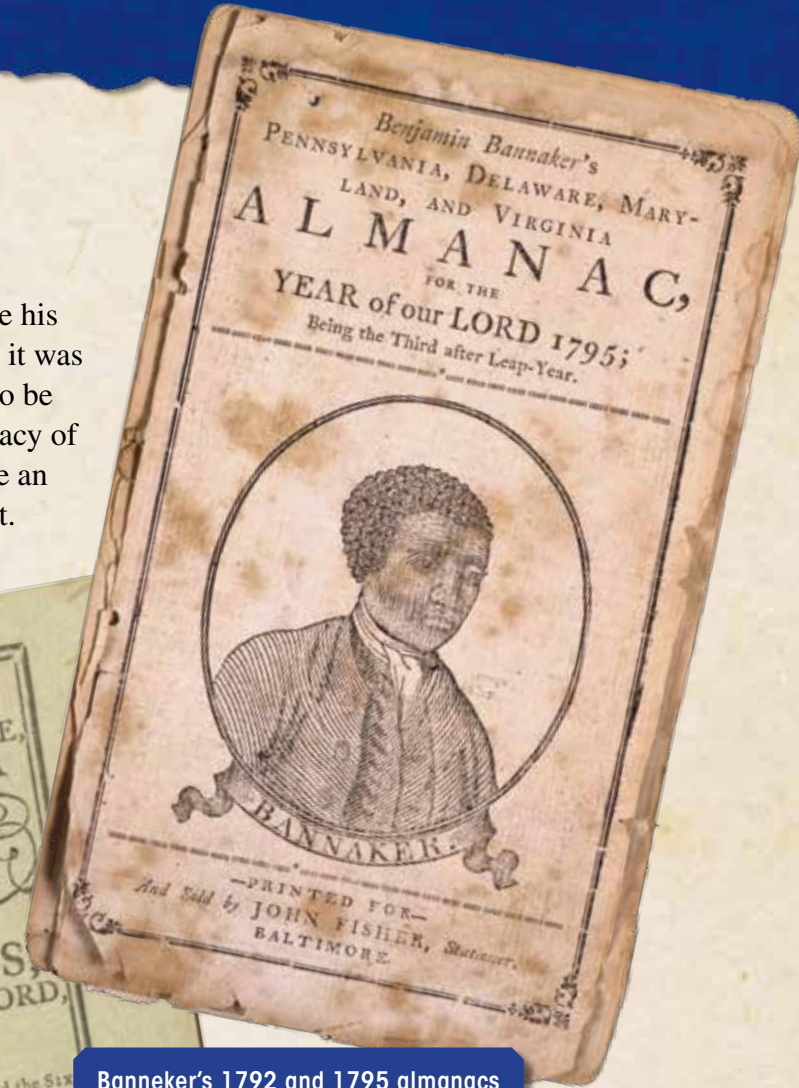
One of the printers was an **abolitionist** group. They were from Pennsylvania. They were against slavery. They believed all people should be equal. George Ellicott's brother, Elias, was part of that group. Elias saw Banneker's book as a way to show that African Americans were as smart as white people. The book sold well. Banneker soon became a household name. Travelers started stopping by his home to meet him. He showed them his clock while they were there. He was always kind and courteous to those he met.

Banneker was happy to have his book published. He was happy it was selling well. But he wanted it to be successful because of the accuracy of his calculations and not because an African American had written it.

colonial printing press

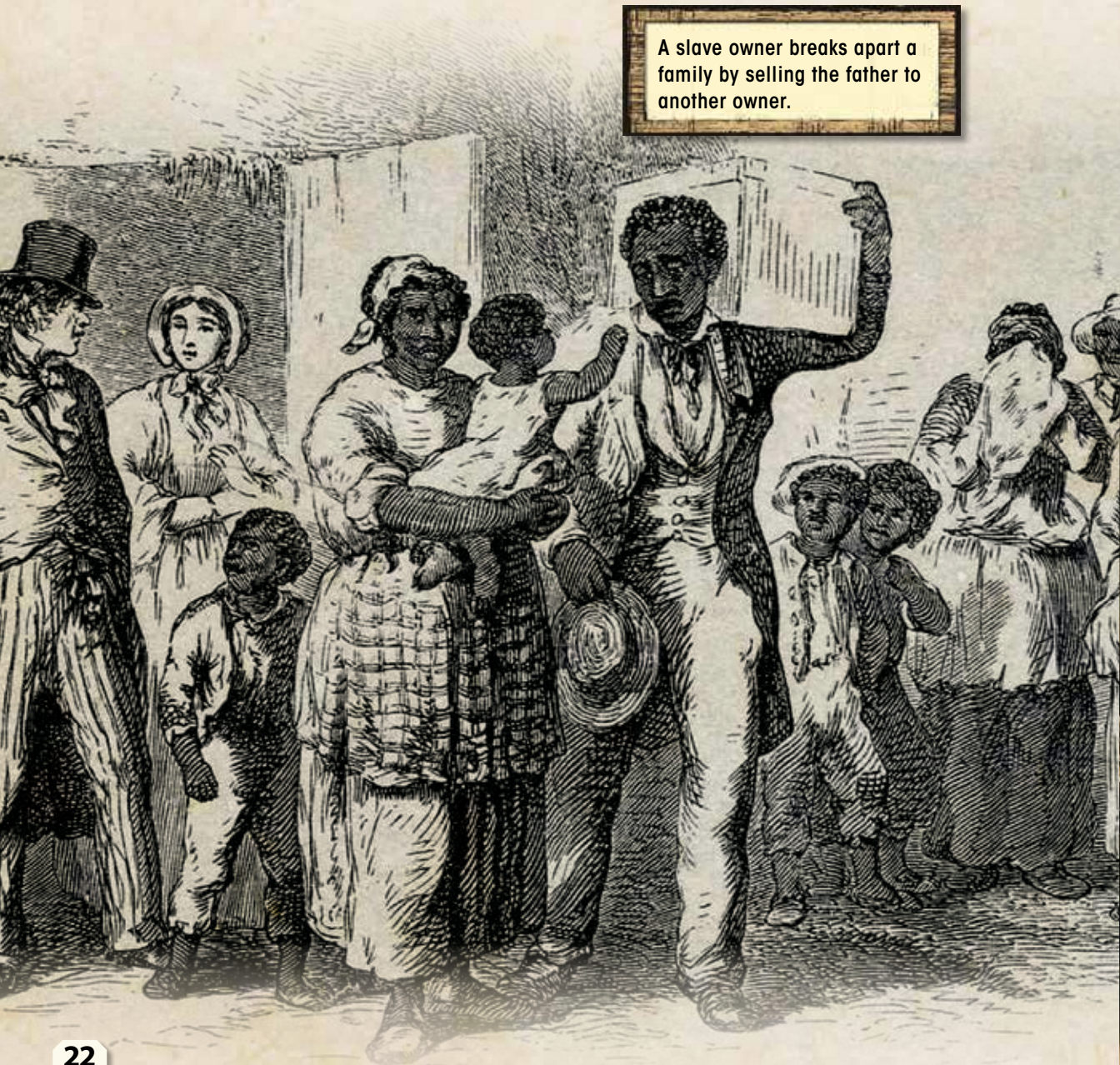


Banneker's 1792 and 1795 almanacs



Banneker had strong beliefs. He was against slavery. And he wanted to prove that black people were as smart as white people. He also believed in the **Enlightenment**. It was a movement in which people said society would work better if it relied on reason rather than on emotion to make decisions.

A slave owner breaks apart a family by selling the father to another owner.



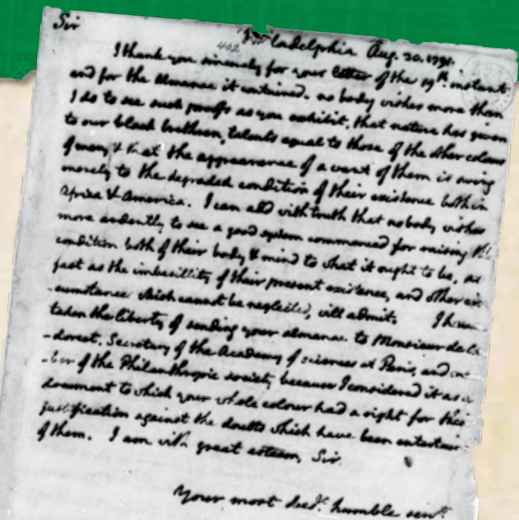
To support his beliefs with sound reasoning, Banneker sent a letter to Thomas Jefferson. Jefferson had written the Declaration of Independence. It stated that all men are created equal. Banneker compared the treatment of slaves to the king's treatment of the colonists. He asked Jefferson to do all he could to end slavery. Banneker sent a copy of his almanac with the letter.

Jefferson wrote back. He thanked Banneker for the book. He told Banneker that he sent it to the Academy of Sciences in Paris. But Jefferson did not promise to help end slavery. Many people in the country still supported slavery.

Jefferson's letter to Banneker

A Special Bonus

Banneker printed another almanac in 1793. In it, he included the letter he wrote to Jefferson and Jefferson's response.



American leaders sign the Declaration of Independence.



Final Years

Banneker continued to write and publish almanacs for six more years. The last one was published in 1797. But he had a hard time making enough money. He had achieved a lot in life despite racism in the country. Many people didn't want a free black man to find success. So he sold most of his farm to the Ellicotts. But he kept his cabin and a garden plot.

After 1797, life became more difficult for Banneker. He complained of headaches and bad health. But that did not stop him from living a full life. He spent much of his time writing essays and fantasies. He took walks on his land, and he gazed at the stars in the night sky. Banneker also visited the Ellicotts' store where he enjoyed talking with George about the government and current affairs. And of course, he still had fun creating and sharing complex math problems!

Crimes Against Banneker

In Banneker's later years, he was the victim of many crimes. His home was the target of gunshots. It was also broken into at least one time. Once, some boys stripped his trees clean of all the fruit.

replica of Banneker's home

On October 9, 1806, Banneker died at his home. He was laid to rest at the family burial ground nearby. On the day of Banneker's funeral, a fire burned his home to the ground. Nothing was saved of Banneker's work, not even his famous clock. Some believe the fire was **arson**.

On Sunday, the 9th instant, departed this life at his residence in Baltimore county, in the 79d year of his age, Mr. BENJAMIN BANNEKER, a black man, and immediate descendant of an African father. He was well known in his neighborhood for his quiet and peaceable demeanour, and among scientific men as an astronomer and mathematician. In early life he was instructed in the most common rules of arithmetic, and thereafter, with the assistance of different authors, he was enabled to acquire a perfect knowledge of all the higher branches of learning. Mr. B was the calculator of several almanacs which were published in this, as well as some of the neighboring states, and although of late years none of his almanacs were published, yet he never failed to calculate one every year, and left them among his papers, preferring solitude to mixing with society, and devoted the greatest part of his time in reading and contemplation, and to no books was he more attached than the scriptures. At his decease he bequeathed all his astronomical and philosophical books and paper to a friend.

Mr. Banneker is a prominent instance to prove that a descendant of Africa is susceptible of as great mental improvement and deep knowledge into the mysteries of nature as that of any other nation.

Banneker's obituary

BENJAMIN
BANNEKER
1731 — 1806
SCIENTIST

This plaque commemorates Banneker's life.

Solid Legacy

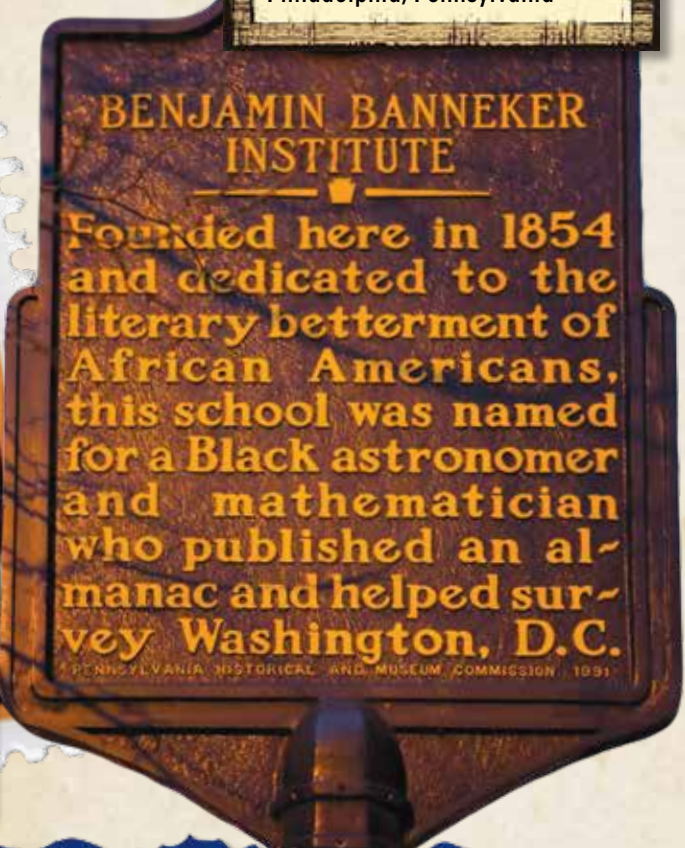
Banneker lived at a time in American history when most African Americans were bought and sold like property. They had no rights. They had no freedom. They were considered inferior to white people. Banneker wanted society to change. He challenged white people to see African Americans in a new light. He fought for equality.

Banneker's hard work as a farmer allowed him to take care of his family. His thirst for knowledge drove him to educate himself in math and astronomy. He was the first African American to publish scientific books. Common people, scientists, and statesmen all praised his work. His thoughtful and kind behavior gained him respect from those who met him.



This 1980 stamp was printed to honor Banneker.

Benjamin Banneker Institute in Philadelphia, Pennsylvania



Banneker later used his knowledge of astronomy to help survey the site of the U.S. capital. He was part of a team of men that placed boundary stones in the Federal Territory. Those stones mark the 10-square mile piece of land. They remain in the same spots. Like those stones, Banneker's **legacy** still stands strong. In 1980, the U.S. Post Office issued a stamp in his honor. It was a small tribute to a great self-made man.

one of the original boundary stones



Scrapbook It!

Think about Benjamin Banneker's life and his many accomplishments. Use the information you learned to create a scrapbook page about Banneker. A scrapbook shows the highlights of an event or a person's life. Print and cut out pictures related to his life. Paste them onto your page. Write a caption for each picture. Then, give your page a title. Make your page colorful and engaging. Below are some supplies you may wish to use.

- construction paper
- fabric
- glue
- magazine or newspaper clippings
- markers
- pictures of Banneker
- primary sources about Banneker
- scissors
- stickers
- yarn



Glossary

abolitionist—a person who wants to abolish or stop slavery

almanac—a book published each year that contains a calendar, facts about the movements of the moon and sun, changes in the tides, and information of general interest

arson—the illegal burning of a building or other property

astronomical clock—a precise clock used to time the movements of stars, planets, and other objects in space

astronomy—the scientific study of stars, planets, and other objects in outer space

eclipses—the partial or total hiding of stars, planets, or moons by the shadows of other passing celestial objects

Enlightenment—a movement of the 18th century that stressed the belief that logic and science give people more knowledge and understanding than tradition and religion

indentured servant—someone who works for others to earn his or her freedom or property

influential—having the power to cause change

legacy—something that happened in the past that will help the future

mechanics—science that deals with physical energy and forces and their effect on objects; the details about how something is done or works

meticulous—very careful about doing something in an extremely accurate and exact way

Quaker—a member of a Christian religious group whose members dress simply, are against violence, and have meetings without a special ceremony

racism—the belief that some races of people are better than others

scholars—people who study a subject for a long time and know a lot about it

survey—to measure and examine an area of land

Index

abolitionist, 20

Academy of Sciences, 23

almanac, 14–15, 20–21, 23–24

astronomy, 14, 26–27

Bannaka, 6–7

Banneker, Mary, 6–7

Banneker, Robert, 7

Declaration of Independence, 23

eclipses, 15

Ellicott, Andrew, 17–18

Ellicott, Elias, 20

Ellicott, George, 14–15, 17, 20, 24

England, 6, 8

Enlightenment, 22

Federal Territory, 16, 18, 20, 27

Jefferson, Thomas, 20, 23

Maryland, 6–7

math, 4, 9, 13–14, 24, 26

Paris, 23

Prague, 18

Quaker, 8, 12

slavery, 5, 8, 20, 22–23

Washington, DC, 4, 16–17

Washington, George, 16

Welsh, Molly, 6–8



Your Turn!

On Sunday, the 9th instant, departed this life at his residence in Baltimore county, in the 73d year of his age, Mr. BENJAMIN BANNEKER, a black man, and immediate descendant of an African father. He was well known in his neighborhood for his quiet and peaceable demeanour, and among scientific men as an astronomer and mathematician. In early life he was instructed in the most common rules of arithmetic, and thereafter, with the assistance of different authors, he was enabled to acquire a perfect knowledge of all the higher branches of learning. Mr. B was the calculator of several almanacs which were published in this, as well as some of the neighboring states, and although of late years none of his almanacs were published, yet he never failed to calculate one every year, and left them among his papers, preferring solitude to mixing with society, and devoted the greatest part of his time in reading and contemplation, and to no books was he more attached than the scriptures. At his decease he bequeathed all his astronomical and philosophical books and paper to a friend.

Mr. Banneker is a prominent instance to prove that a descendant of Africa is susceptible of as great mental improvement and deep knowledge into the mysteries of nature as that of any other nation.

Banneker's Obituary

Obituaries are written about a person who has recently died. They are often printed in newspapers. They usually discuss a person's achievements or explain why that person will be missed. Read Benjamin Banneker's obituary. How did people in his time remember him? Then, write a new obituary for Banneker.

Read and Respond

1. What job did Benjamin Banneker do in the Federal Territory?
2. How did Benjamin Banneker come to own a farm?
3. If you could interview Benjamin Banneker, what questions would you ask him?
4. How might Benjamin Banneker's life have been different if he were not a free man?
5. Why do you think Benjamin Banneker decided to write a second almanac after his first one was not printed?
6. Write a speech to honor Benjamin Banneker. Include details about his accomplishments.