

Sing for Your School

Learning Objectives

In this lesson you will:

- Learn about how a group of singers raised money for their school.
- Learn to identify main idea and details.
- Master the key vocabulary used in the article.
- Write sentences that tell what it might have been like to see the Fisk Jubilee Singers sing.

Key Vocabulary

accept (*verb*) to let join a group, organization, or university

audience (*noun*) a group of people gathered to hear or see something

concert (*noun*) a performance of music in front of an audience

earned (*verb*) received money for work completed

education (*noun*) the knowledge a person gets through learning

generation (*noun*) all the people who were born around the same time

permanent (*adjective*) lasting forever or for a long time

slaves (*noun*) people who are owned by other people

thrilling (*adjective*) very exciting

traditional (*adjective*) according to the beliefs and ways of doing things that have existed for a long time

Before You Read

As an active reader, you can choose from various strategies to help you understand what you’re reading. Choose the strategies that work best for you. You may, for example, want to think about why you are reading. Or you may want to think about what you already know about the subject.

Use what you know.

- 1. Years ago, most black Americans were not allowed to go to school because _____
- 2. Freed slaves wanted to go to school so they could _____

THINK ABOUT IT

I know that many years ago, most black Americans were slaves. They were not allowed to go to school. I think these important facts are background for this article.

Set a purpose for reading.

- 1. I think this article will explain _____
- 2. I would like to learn about _____

THINK ABOUT IT

I’ve never heard of the Fisk Jubilee Singers. I’d like to know who they are and what they did.

After You Read

Build a robust vocabulary.

Matching Words Match the words with their definitions. Write the letter.

- | | |
|---------------------|--|
| _____ 1. permanent | a. all the people who were born around the same time |
| _____ 2. slaves | b. people who are owned by other people |
| _____ 3. generation | c. the knowledge a person gets through learning |
| _____ 4. audience | d. a group of people gathered to hear or see something |
| _____ 5. education | e. lasting for a long time |

Sentence Completions Complete each sentence using a word from the box.

accept	audience	concert	earned	education
generation	permanent	slaves	thrilling	traditional

1. Andrea hopes that the state university will _____ her.
2. We put the money we _____ this week in the bank.
3. The roller coaster ride was _____.
4. My grandmother likes to cook _____ Mexican food.
5. Marco went to a _____ to hear his favorite band.

Word Building There are many ways to describe people and things. You can talk about a *tall building* or a *short building*. If you want to compare two things, you usually add *-er* to the word that describes, for example, the *taller building* or the *shorter building*. With words that end in *y*, you change the *y* to *i* when you add *-er*. For example, *easy* becomes *easier*.

Read the words in the box. Circle the ending that shows that the word is comparing two things.

lighter	earlier	richer	heavier
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Add an ending to each word below so that it is a word that compares. The first one is done for you.

1. funny: funnier
2. quick: _____
3. sharp: _____
4. happy: _____
5. old: _____

TIP: Some describing words cannot be changed by adding *-er*. If you want to compare two beautiful dresses, you say one is *more beautiful* than the other. Or you say that one book is *less interesting* than another.

Writing Activity Complete this paragraph by using words from the word list on page 45. Reread the definitions, if necessary.

My grandmother went to a _____ of the Fisk Jubilee Singers. She was one of many people in the _____. The singers sang _____ songs. They learned the songs from an older _____. My grandmother said that it was _____ to be there.

Think about your reading.

Check your comprehension. Answer each question. If you don't know the answer, reread the lines in parentheses.

1. Why was Fisk University different from other schools? **(lines 9–10)**

2. What did George White decide to name Fisk's singing group? **(line 21)**

3. How much money did the Jubilee Singers earn their first year in Europe? **(line 49)**

4. What was the name of the first permanent building at Fisk University? **(lines 50–52)**

Use reading skills: Identify main idea and details.

The **main idea** of an article or story tells what it is mostly about. This article is mostly about the Fisk Jubilee Singers. Supporting **details** explain, describe, or give more information about the main idea.

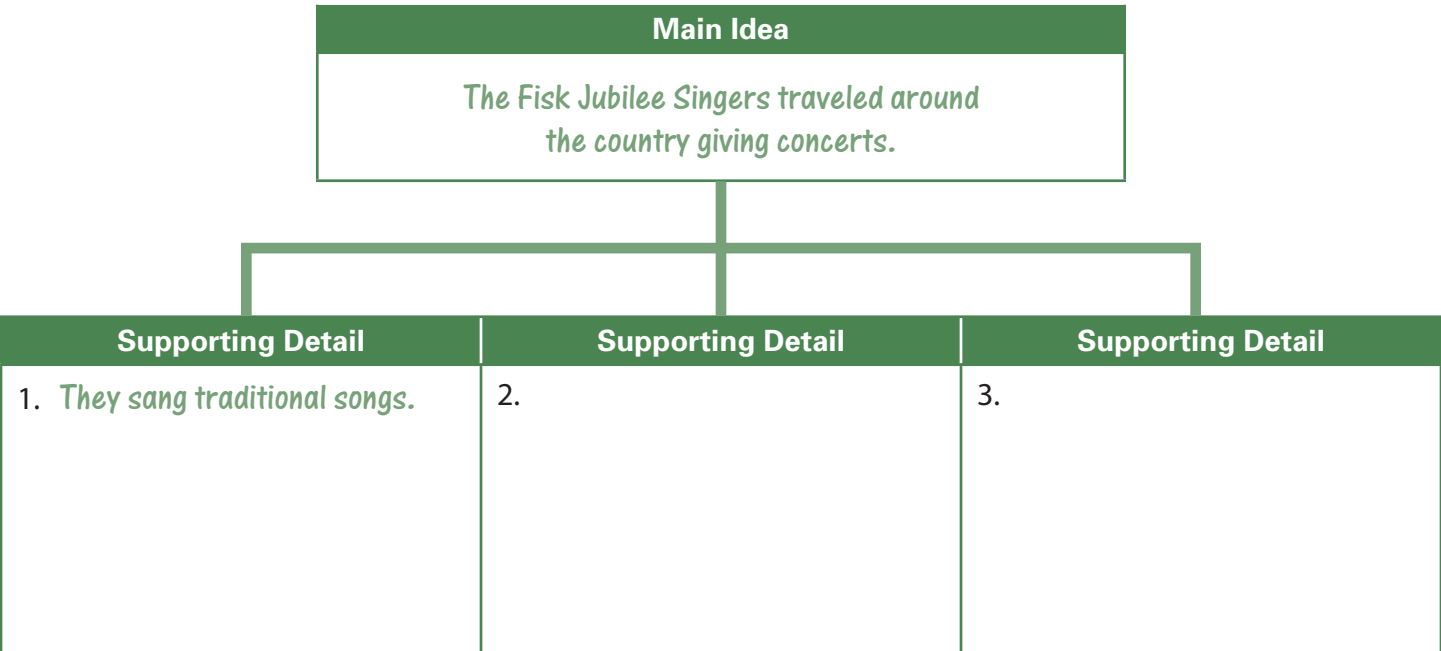
Identify main idea and details. Read the following paragraph from the article about the Jubilee Singers.

In 1873 White added two more people to the Jubilee Singers. Also in that year, the singers went to Europe for the first time. They performed in Europe for many years. While they were there, they sang for many important and famous people. They even sang for the Queen of England. She thought the music was so beautiful that she cried.

- 1. Find the sentence that tells the main idea of the paragraph. Underline it.
 - 2. Find a detail in the paragraph above that supports the main idea. Circle it.
 - 3. The author included information about the Jubilee Singers singing for the Queen of England in order to
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-
-

Use a graphic organizer.

A main idea from the article is written in the diagram below. Fill in the missing details that support the main idea.

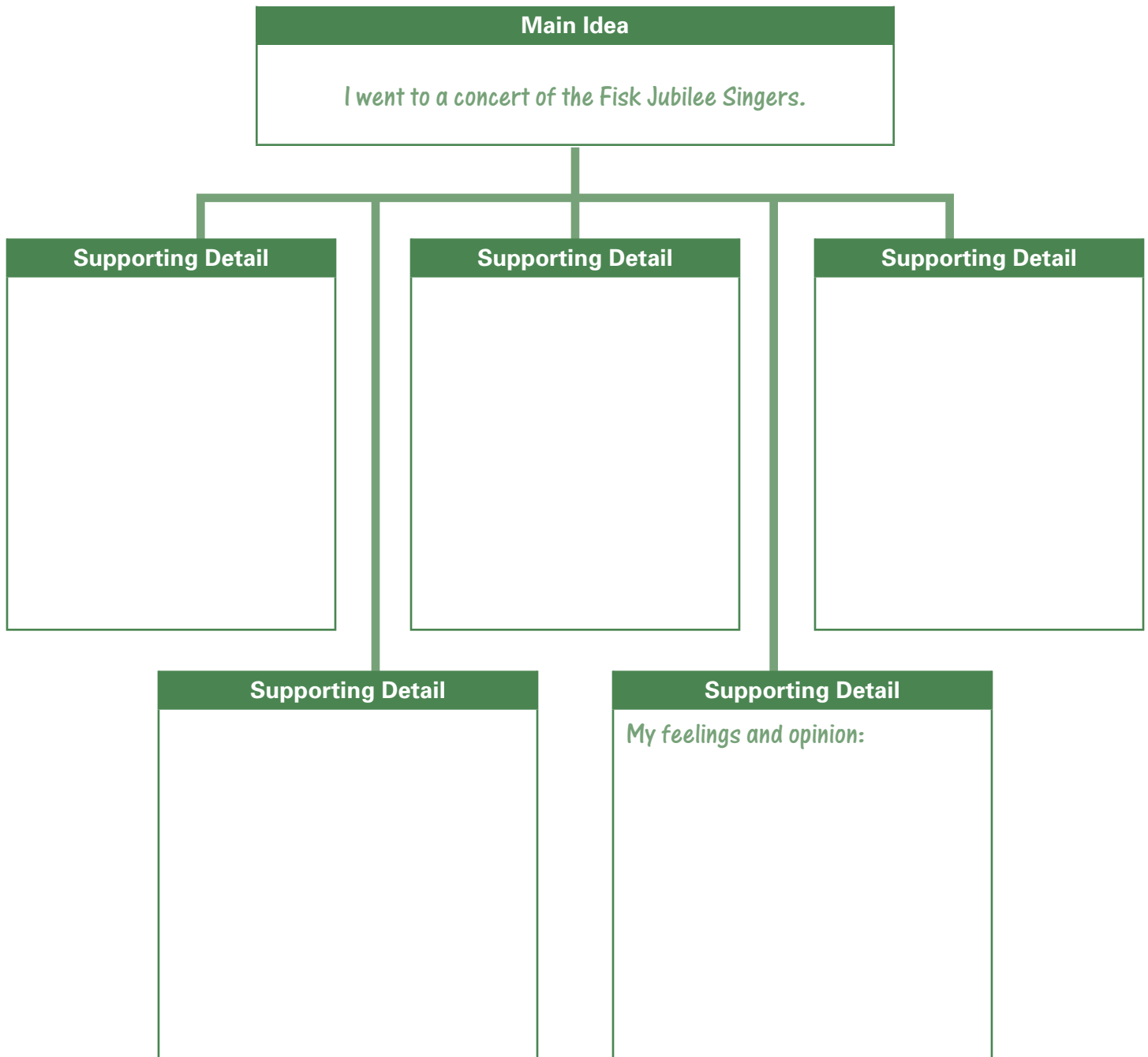


Write About It

Write sentences.

Imagine what it was like to attend a concert of the Fisk Jubilee Singers in 1872. Suppose they came to your city or town to perform. You knew about the slaves but not their music. Write five sentences that describe what the experience might have been like.

Prewriting On your own or with a partner, write the details that you will include in your description. Use details from the article to support the main idea. Fill in the graphic organizer with your ideas. At least one detail should describe your feelings and opinion about the concert.



Thinking Beyond Reading Think about these questions and discuss them with a partner. Add ideas to the graphic organizer as you talk.

- What kind of songs did the Jubilee Singers sing?
- How did the audience show that they liked the music?
- If you had been in the audience for a concert, would you like the music?
- How would the music have made you feel?

Write your sentences. Write your final sentences. Use the ideas in your diagram to help you write. Remember that a sentence expresses a complete thought or idea. It always begins with a capital letter. It always ends with a punctuation mark. Usually it ends with a period or a question mark. Sometimes it ends with an exclamation point.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Revise and edit. Check your sentences for these points:

- Did you write in complete sentences?
- Do your sentences relate to each other?
- Did you use correct spelling and punctuation in your sentences?