

Lesson 14
Monday – Read Aloud
Find Definition Using Context Clues

Directions: Find the definition of the word using the context clues in the story. Circle the context clues you used to find the definition of the word. (LA.5.RL.5.4)

Freedom for Chatham Freeman

You probably haven't heard of Wallingford, Connecticut. Yet during the Revolutionary War, many of the state's black soldiers came from this town. Chatham Freeman was one of those brave men.

His story began in 1777, when his owner, Noah Yale, an **influential** man with many town connections, learned his son was to be drafted. Yale didn't want his son to risk his life, so he managed to **persuade** Freeman to enlist in his son's place. In return, Yale promised, he would grant him his freedom.

Like other slaves, Freeman knew that Yale's informal promise was no guarantee that he'd be released from **bondage**. He had heard stories, such as that of Jack Arabus, who, after six years of service, was denied his freedom. Even with such **tentative** agreements, Freeman took the chance. Wasn't the life of a soldier—even with all its risks—more dignified than the life of a slave?

On June 2, 1777, Freeman enlisted in the army and was assigned to Connecticut's Sixth Regiment. That summer, he traveled to Peekskill, New York, where he trained with his company on the banks of the Hudson River. In the winter, he helped build fortifications around West Point. In 1778, his company joined George Washington's army, which was camped at White Plains, New York. Before the war was over, he saw action in conflicts along the Hudson River, including the Battle of Stony Point.

Many different **aspects** of being a soldier, Freeman learned, involved his skills and talents. He could camp in the open and, especially in winter, survive on few **provisions**. **Dexterity** helped him make **contributions** with his hands, whether in loading his rifle or building barriers. If a soldier applied himself, he could gain valuable experience, as if he were an **apprentice** learning a trade. As a free man, he could employ what he had learned for his own benefit.

After Freeman was discharged in 1780, he returned to Wallingford, eager to begin his life anew. However, his owner would not emancipate him—at least, not yet. Yale knew that Freeman wanted to marry Rhea, another one of his slaves. So he offered him a new deal: he could marry her, but only if he worked for Yale for another seven years. Freeman was ready to start a family, and he loved Rhea. So he took the deal. Luckily, Yale released him only two years later.

Emancipation was a process that involved both the slave owner and town **authorities**. A key law stated that once freed, the slave had to be capable of supporting himself. Freeman could support not only himself, but also a family of four. In addition, he became one of the few former slaves to own property in Wallingford. The land Freeman purchased now sits along the Hartford Turnpike. Many slaves fought valiantly for our independence. However, many of their stories have been lost to history. Wallingford is proud to tell the tale of Chatham Freeman.

Multiple Choice Comprehension Questions

Directions: Choose the best answer for the following questions.

Monday – James Forten (pg. 422-431)

1. Why would Forten’s mother insist that he go to school? (LA.5.RL.5.1)
 - A. She wanted him to be rich.
 - B. She believed it help him build a better life.
 - C. She wanted him to be like his father.
 - D. She wanted him to take part in the American Revolution.
2. What does the phrase “taller and blacker” mean as used in the text? (LA.5.RL.5.4)
 - A. They seemed to be proud and free.
 - B. They were alright with being slaves
 - C. They were darker and bigger than people normally were.
 - D. He was small so they looked big to him.

Tuesday – James Forten (pg. 422-431)

3. Part A
What can you infer about the lives of free African Americans from the dangers they faced? (LA.5.RL.5.1)
 - A. They always remembered the hardships of slavery.
 - B. They were forced to go on ships.
 - C. They could be chained and walked through the streets.
 - D. They were not considered equal. They could be kidnapped and sold.

Part B

Which statement from the story best supports the answer to part A?

- A. “He had seen the captives on the ships.”
- B. “He had seen Africans in chains being march through the streets”
- C. “There were stories of free Americans being kidnapped and sold into slavery.”
- D. “He never forgot the sight of his people in bondage”

Wednesday – Modern Minute Man (pg. 439-438)

4. Which of the following is **not** a role of children in the reenactments? (LA.5.RI.5.10)
 - A. play instruments
 - B. Spectators
 - C. Fight in the battle
 - D. Tend to the wounded on the battlefield

Writing Prompts

Directions: Paste the writing prompt below in your notebook. After reading the question, write your answer in your notebook. Be sure to answer all questions and provide text evidence (R.A.P.S.). Required length is 75 words or half a page.

Monday - James Forten (pg. 422-431)

Writing Prompt

Prompt: Based on the text, what kind of person was Thomas Forten? (LA.5.RL.5.1)

Tuesday - James Forten (pg. 422-431)

Writing Prompt

Prompt: From Forten's point of view, was the decision to surrender to the British a good one? Explain why. (LA.5.RL.5.6)

Wednesday - Modern Minute Man (pg. 439-438)

Writing Prompt

Prompt: What are two main ideas expressed in the section titled "Freemen, Slaves, Soldiers"? List details that support the main ideas. (LA.5.RI.5.2)