W.2 Write Informative/explanatory text

b. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Source: History.com - https://www.history.com/topics/black-history/sharecropping#section_3

Sharecropping is a type of farming in which families rent small plots of land from a landowner in return for a portion of their crop, to be given to the landowner at the end of each year. Different types of sharecropping have been practiced worldwide for centuries, but in the rural South, it was typically practiced by former slaves. With the southern economy in disarray after the abolition of slavery and the devastation of the Civil War, conflict arose during the Reconstruction era between many white landowners attempting to reestablish a labor force and freed blacks seeking economic independence and autonomy.

What words do you see repeated?
Are there any definitions that are included?
Is there information you want to quote, paraphrase or summarize?
What new, relevant information can you find?

LIVEWORKSHEETS

Rise of the Sharecropping System

Despite giving African Americans the rights of citizens, the federal government (and the Republican-controlled state governments formed during this phase of Reconstruction) took little concrete action to help freed blacks in the quest to own their own land.

Instead of receiving wages for working an owner's land—and having to submit to supervision and harsh discipline—most freedmen preferred to rent land for a fixed payment rather than receive wages.

By the early 1870s, the system known as sharecropping had come to dominate agriculture across the cotton-planting South. Under this system, black families would rent small plots of land, or shares, to work themselves; in return, they would give a portion of their crop to the landowner at the end of the year.

Using TEXT EVIDENCE

QUOTE

- A **quote** is a direct statement that you take from the text.
- Use quotation marks and identify where the information came from (author and/or text).
- You must credit the author with the original text and cite the text.

PARAPHRASE

- Rewriting the author's idea in **your own words**.
- Use your writing "**voice**" and "**style**."
- It sounds like you and not the author's voice.
- The information is **reworded** into your own words.
- You need to give credit to the author and **cite the text**.

SUMMARIZE

- A summary is **brief.**
- **MAIN IDEA** and **KEY DETAILS** of a text in your own words
- **DOES NOT** copy the author's original sentences.
- **DOES NOT** include your opinion.
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Determining Importance

Determining Importance is a skill good readers use to make meaning of a text and helps you find the main idea or main point the author is trying to make.

Ask...

- What repeats on each page, paragraph?
- What does the author keep saying?
- How do the **text features** support the main idea or title of the text?
- What does the author seem to think is **MOST IMPORTANT?**
- **Why did I think this part was important?**
- **What did the author say FIRST?**
- **What did the author say LAST?**

Clue in...

- Repeated words or phrases
- Title of the text-how does the text fit with the title?
- Big, Bold statements
- Dates, People, Places
- Numbers, Graphs, Data

Thinking or Conversation Stems

- What's important here is _____.
- This is important because _____.
- The author is trying to say _____.
- One thing we should notice_____.
- I want to remember...
- What matters most is...

LIVEWORKSHEETS

‘King Cotton’ Dethroned

The sharecropping system also locked much of the South into a reliance on cotton—just at the time when the price for cotton was plunging.

In addition, while sharecropping gave African Americans autonomy in their daily work and social lives and freed them from the gang-labor system that had dominated during the slavery era, it often resulted in sharecroppers owing more to the landowner (for the use of tools and other supplies, for example) than they were able to repay.

Some blacks managed to acquire enough money to move from sharecropping to renting or owning land by the end of the 1860s, but many more went into debt or were forced by poverty or the threat of violence to sign unfair and exploitative sharecropping or labor contracts that left them little hope of improving their situation.

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