

**Names:** \_\_\_\_\_

**TASK 1:**

Although they served in the military, the Buffalo Soldiers' regiments were established primarily for non-military objectives. Which sentences **best** support this idea? Select **two** sentences.

- A) Following the U.S. Civil War, regiments of African-American men known as buffalo soldiers served on the western frontier, battling Indians and protecting settlers.
- B) The Buffalo Soldier's main charge was to protect settlers as they moved west and to support the westward expansion by building the infrastructure needed for new settlements to flourish.
- C) Whatever the case, the soldiers viewed the nickname as one of respect, and the 10th Cavalry even used a figure of a buffalo in its coat of arms.
- D) The buffalo soldiers captured horse and cattle thieves, built roads and protected the U.S. mail, stagecoaches and wagon trains, all while contending with challenging terrain, inadequate supplies and discrimination.
- E) When the Indian wars ended in the 1890s, the buffalo soldiers went on to fight in Cuba in the 1898 Spanish-American War; participate in General John J. Pershing's 1916-1917 hunt for Mexican revolutionary Pancho Villa; and even act as rangers in Yosemite and Sequoia national parks.

**Partner Work**

Underline the idea. Collaborate with your partner to paraphrase the idea. Write your paraphrase in this box.



**Test-Taking Strategy:** Understanding the idea will help you select the two sentences that best support the idea. Ask yourself, "What is the idea? How can I restate the idea in my own words? How does each answer choice support the idea? Which supports the idea best? Why?"

**TASK 2:**

Check the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

**Partner Work**

- Read each idea.
- Collaborate with your partner to find evidence in each source.
- Underline the evidence and check off the appropriate box.

Idea	Source #1: Written Text	Source #2: Song Text	Source #3: Infographic
Buffalo Soldiers were former slaves or descendants of slaves from Africa.			
Buffalo soldiers helped to guard the white people as they began moving west and taking land from Native Americans.			
Buffalo soldiers participated in military battles in other countries.			
There are theories about how these soldiers came to be known as Buffalo Soldiers.			



**Test-Taking Strategy:** Reading closely and underlining key words will help you identify the ideas within each source. Ask yourself, “What is the idea? Where do I see evidence of the idea? What are key words in the idea?”



**TASK 4:**

In Source #2: Song Text, the line “fighting for survival” is repeated. This line refers to the conditions the Buffalo Soldiers faced. Which sentences from Source #1: Written Text would **best** support this idea? Select **two** sentences.

- A) When the Indian wars ended in the 1890s, the buffalo soldiers went on to fight in Cuba in the 1898 Spanish-American War; participate in General John J. Pershing's 1916-1917 hunt for Mexican revolutionary Pancho Villa; and even act as rangers in Yosemite and Sequoia national parks.
- B) The nation's oldest living buffalo soldier, Mark Matthews, died in at age 111 in Washington, D.C., in 2005.
- C) The buffalo soldiers included two regiments of all-black cavalry, the 9th and 10th cavalries, formed after Congress passed legislation in 1866.
- D) The buffalo soldiers captured horse and cattle thieves, built roads and protected the U.S. mail, stagecoaches and wagon trains, all while contending with challenging terrain, inadequate supplies and discrimination.
- E) Other sources theorize the name originated with the belief of some Native Americans that the soldiers' dark, curly, black hair resembled that of a buffalo.

**Partner Work**

Collaborate with your partner to explain what Bob Marley means when he sings, “fighting for survival” in the song *Buffalo Soldier*. Write your explanation in the box.



**Test-Taking Strategy:** Understanding the idea will help you select the two sentences that best support the idea. Reading closely and underlining details about the idea will help you to make connections across multiple sources.

Gr. 5 Critical Analysis Tasks – Text Set A

**TASK 5:**

You have learned a lot about Buffalo Soldiers and how they supported Westward Expansion using various sources—an infographic, written text, song/lyrics text, and a video. Select three of these sources to review. Using what you know from the three sources you selected, you will write an informational paragraph about how Buffalo Soldiers helped to settle the west.

- Your paragraph should include a main idea and three or four supporting details.
- Include at least one quote from each of the three sources you selected and give the source title or number.
- Use your own words to explain each quote and how it connects to the main idea.
- Make sure all of your sentences are logically organized and connected to make a strong paragraph.

**Partner Work**

Use the graphic organizer and collaborate with your partner to...

- Develop a main idea for your paragraph
- Select and review three of the four sources
- Select and underline at least one quote/ detail from each source you selected
- Use your own words to explain each quote/ detail
- Use your own words to explain how the quote/detail connects to the main idea

Main idea:		
Source:	Source:	Source:
Quote/Detail:	Quote/Detail:	Quote/Detail:
Explanation:	Explanation:	Explanation:
How it connects to the main idea:	How it connects to the main idea:	How it connects to the main idea:

