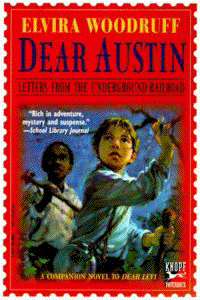
Dear Austin

Letters from the Underground Railroad



By: Elvira Woodruff

“That’s what I’m praying for tonight. I’m praying to God that he sees fit to give Darcy wings or whatever miracle it takes to bring her back to us. I only hope he’s listening.”

*Moses*

By: Carole Boston Weatherford

Sierra Yoder

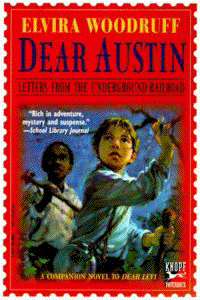
**K-W-L**

You will be completing a K-W-L on the Underground Railroad. Think about what you know, what you want to know, and finally (at the end of the unit) what you have learned. Your group may use the information found in the book at your station as well as any prior knowledge you have on the subject. Use the following words to help you come up with questions you would like answered for the “W” column.

**WHO, WHAT, WHERE, WHEN, WHY, & HOW**

|  |  |  |
| --- | --- | --- |
| **What you KNOW** | **What you WANT to know** | **What you LEARNED** |
|  |  |  |

**From the Cover**

****

http://www.ewoodruff.com/Books/DearAustin/Austin.gif

**Before opening your text to begin reading take a few minutes to study the front and back covers of the book and answer the following questions.**

1. What do you think is the significance of the book’s title?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. By looking at the picture what do you believe the book may be about?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Read the book’s description on the back cover. What are some challenges you believe Levi will face?

**Vocab-o-gram / Predict-o-gram**

*Dear Austin: Letters from the Underground Railroad*

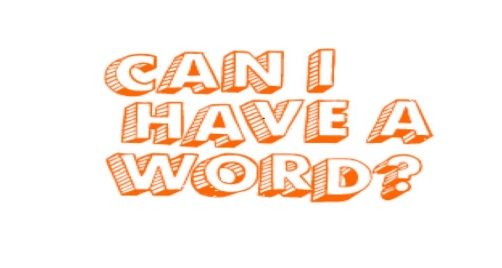
Vocabulary Words – palpitations, farmhand, daredevil, slave catcher, underground railroad, investigation, riffraff, stipulation, mean-spirited, persuade, crept, troublesome, whereabouts

Use the vocabulary words above along with the title of the book to make predictions about the following elements of the story:

|  |  |
| --- | --- |
| **Setting**  What is the setting likely to be? | **Characters**  Who are possible characters in the novel? |
| **Problem**  What might some problems be for the characters? | **Characters’ Goals**  What are likely goals for some of the characters? |
| **Solution**  What are possible solutions to the problems? | **Prediction/Questions**  Any other predictions?  Do you have any questions about how the story might evolve? |

<http://re4030.wordpress.com/multi-text-unit/>

Section One



VOCABULARY

*You will complete the following chart by writing definitions for these words.*

|  |  |
| --- | --- |
| **Word** | **Meaning** |
| **palpitations**  **p. 2** |  |
| **creed**  **p. 4** |  |
| **hightail**  **p. 8** |  |
| **ruminate**  **p. 13** |  |
| **farmhand**  **p. 16** |  |

[http://www.lesn.appstate.edu/fryeem/RE4030/Pirates/Peter/vocabularyactivities.htm](http://www.lesn.appstate.edu/fryeem/RE4030/Pirates/Peter/vocabularyactivities.htm" \t "_blank)

Questions, Reasons, Examples

* If you were to have **PALPITATIONS**, what might you have trouble with?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* If you were to make a **CREED**, what would you include in it?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* If you were to **HIGHTAIL** it, why might you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* If you did something wrong, why might your parents ask you to **RUMINATE?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

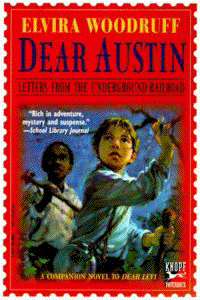
* If you were a **FARMHAND, what would be some things you would do?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Character Sketcher – Levi**

**Section 1**

****

You are invited to learn more about **Levi.**  Please take notes on how **Levi** acts and looks.

* To begin, reread the following passages, determine “descriptive words” that capture **Levi’s** personality and explain *why* the words describe **Levi**.
* Reread **pages 6-14.**

Which words describe **Levi?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* He acts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Reread **page 20-21.**

Which words describe **Levi?**

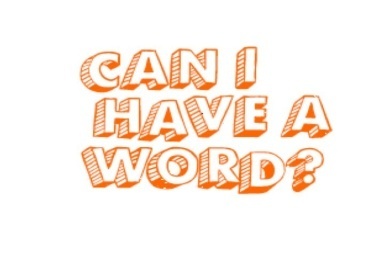
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* He acts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* + Then, use the passages that describe Levi’s actions and appearance to help you complete an artistic impression of Levi.

Section 2



VOCABULARY

*You will complete the following chart by writing definitions for these words.*

|  |  |
| --- | --- |
| **Word** | **Meaning** |
| **daredevil**  **p. 30** |  |
| **determination**  **p. 33** |  |
| **Slave catcher**  **p. 46** |  |
| **plantation**  **p. 46** |  |
| **Fugitive Slave Law**  **p. 47**  **­­­­­­­­­­­­­­­­­­­­** |  |
| **Underground Railroad**  **p. 47** |  |
| **Harriet Tubman**  **p. 50** |  |

**Word Networks**

What people things, situations, or words come to mind when you think about the word/term **DAREDEVIL**?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

What people things, situations, or words come to mind when you think about the word/term **DETERMINATION**?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

What people things, situations, or words come to mind when you think about the word/term **SLAVE CATCHER**?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

What people things, situations, or words come to mind when you think about the word/term **PLANTATION**?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

What people things, situations, or words come to mind when you think about the word/term **FUGITIVE SLAVE ACT**?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

What people, things, situations, or words come to mind when you think about the word/term **UNDERGROUND RAILROAD?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What people, things, situations, or words come to mind when you think about the word/term **HARRIET TUBMAN?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

<http://www.lesn.appstate.edu/fryeem/RE4030/Pirates/Peter/vocabulary.htm>

***Section Two***

***DOUBLE ENTRY DIARY***

You are invited to complete a double entry diary while reading from pages 23 – 52.

As you are assigned your reading, you will write a total of **FOUR entries** from Section 2 of *Dear Austin.* You will find important words, quotations, or passages from the book. Then you will explain why those words, quotations, and passages are important—in other words, when you read them, what do those words mean to you?

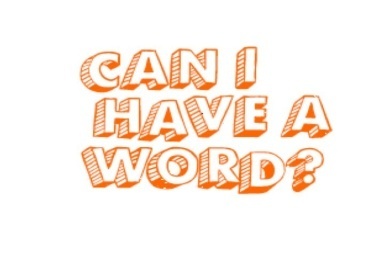
You will write each entry so that it looks something like this table:

|  |  |
| --- | --- |
| **From the book (words, quotes, passages). Please include the page and paragraph.** | **What it means to me** |
| ***Quote:*** *“Sometimes I can’t help thinking about Darcy and Jupiter and how different their lives are from mine, all because of what they look like.” P. 44* | ***Reaction:*** *Things are completely different now. It’s hard to imagine what it was like to live during slavery times. It’s even harder to imagine living during that time with dark skin.* |

Below are options that you may choose to write about and how you might organize your thoughts:

|  |  |
| --- | --- |
| **Significant passage copied from the text; include page and paragraph #.** | **Connections or reactions to recorded statement** |
| 1. *Quote* | *Reaction (How you feel about the quote)* |
| 1. *Quote* | *Connection (Self, Text, World)* |
| 1. *Quote/Picture* | *Inference (What you think it means)* |
| 1. *Quote* | *Question* |
| 1. *Prediction* | *What Really Happened (You will complete this after you know)* |
| 1. *Question you have or something you don’t understand* | *Answer or possible answer* |

Section 3



VOCABULARY

*You will complete the following chart by writing definitions for these words.*

|  |  |
| --- | --- |
| **Word** | **Meaning** |
| **whittling**  **p. 53** |  |
| **rebuke**  **p. 62** |  |
| **investigation**  **p. 63** |  |
| **ignorant**  **p. 64** |  |
| **frantic**  **p. 70** |  |
| **riffraff**  **p. 71** |  |

**Have you Ever?**

**Directions:** Read the following sentences and answer them accordingly.

What is something you might **whittle** and how?

Have you ever had to **rebuke** someone?

Give an example of why you might **investigate** something and why.

Have you ever met someone who was **ignorant**? How were they **ignorant**?

Have you ever been **frantic?** Why?

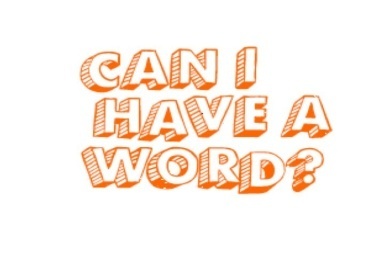
Is being a riffraff something good or bad? Why or why not?

**Making an ABC Book**

Choose one or two items from the chart below to create pages for an alphabet book for all to share. Each page should include a large capital **letter**, an illustration or some **artistic impression**, and a **paragraph** (at least 5 sentences) explaining your letter representation. Design your page with an interesting format and type font. Your page should be **vertical**. The following words are examples you may use but are not limited to:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A**  Austin  Auctioneer | **B**  Britches  Buggy | **C**  Club  Chickens  Canada  Chains | **D**  Darcy  Daredevil  Deep South | **E**  Essie  Evil |
| **F**  *Fugitive Slave Law*  Freedom  *Fergus T. McGrath* | **G**  Grover  Greek | **H**  Hiccup  *Harriet Tubman* | **I** | **J**  **Jupiter**  **Journey** |
| **K**  Kiddnapped | **L**  Levi  Lester | **M**  Miss Amelia  Miller’s store  Mrs. Simpson  Moses  Miss Milly  Moss | **N**  Nightingale  North Star  *North Carolina* | **O**  Oregon  *Old Man Grissard’s Bull*  Overseer |
| **P**  Pennsylvania  Possum  Plug Ugly  Punishment  Preacher Tully  Plantation  Platform | **Q**  Quest | **R**  Rueben  Robbery | **S**  Slave Catcher  Singing  Slave  Stock | **T**  *Tully’s Smokehouse*  Thieves  Travel |
| **U**  *Underground Railroad* | **V** | **W**  **Willie Erlich**  **Winston**  **Whistle**  **Widow’s rock**  **Whittle**  Walking Stick  Wagon  Whip | **X** | **Y**  *Yellow Ribbon*  **Z** |

Section 4



VOCABULARY

*You will complete the following chart by writing definitions for these words.*

|  |  |
| --- | --- |
| **Word** | **Meaning** |
| **stipulation**  **p. 77** |  |
| **mean-spirited**  **p. 77** |  |
| **peculiar**  **p. 86** |  |
| **confided**  **p. 91** |  |
| **taunted**  **p. 94** |  |
| **contentment**  **p. 95** |  |

Sentence Stems/Idea Completions

* There might be a stipulation if/when

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* Someone might be mean-spirited if/when

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* When my friend told me they went to the moon, I thought it was peculiar because

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* I confided in my mom when/because

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* Being taunted is never fun because

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* I reached a state of contentment when

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

http://www.lesn.appstate.edu/fryeem/RE4030/Pirates/Peter/vocabularyactivities.htm

**What would you have done?**

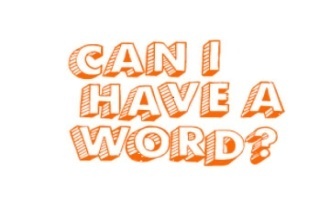
Levi and Jupiter have come across many different conflicts while on their journey to rescue Darcy. Pick two of the conflicts they come to and in a paragraph (5 sentences) for each event describe what you would have done if you were in their situation. Be sure to include why you would do what you choose. Write as if you were Levi or Jupiter (first person)). You must include the page numbers that the event happens on.

Here is an example:

p. 82 second paragraph-p. 83 finish paragraph at top

We met a bargeman today. I was a little skeptical as to if we should hitch a ride with him. He seemed to be up to no good but Jupe convinced me to go. I’m sure glad we did because he turned out to be a nice man and he even gave us potatoes. If I had listened to myself we would be a whole day behind finding Darcy.

Section 5



VOCABULARY

*You will complete the following chart by writing definitions for these words.*

|  |  |
| --- | --- |
| **Word** | **Meaning** |
| **nuzzling**  **p. 101** |  |
| **hesitation**  **p. 107** |  |
| **persuade**  **p. 112** |  |
| **mournful**  **p. 115** |  |
| **crept**  **p. 115** |  |
| **overseer**  **p. 117** |  |
| **auctioneer**  **p. 118** |  |
| **stock**  **p. 120** |  |

**Word Wizard**

**Forms of a Word**

**Directions:** Look at the vocabulary in bold print. Recall its definition (look back at your notebook if needed). Think of the different forms of the word and write each in the appropriate column. Not all forms of the word will be completed each time like the first example.

|  |  |  |  |
| --- | --- | --- | --- |
| **Noun** | **Verb** | **Adjective** | **Adverb** |
| n/a | **Nuzzling/**nuzzle | nuzzled | n/a |
| **hesitation** |  |  |  |
|  | **persuade** |  |  |
|  |  | **Mournful** |  |
|  | **crept** |  |  |
| **overseer** |  |  |  |
| **auctioneer** |  |  |  |
| **stock** |  |  |  |

Discussion Director:

Section 5

Your job is to involve the students in your group by thinking and talking about the selection of the book you have just read. You are going to ask questions that really help the students in your group think about the reading. Your questions should require students to discuss their interpretations of the text and connect background experience and knowledge with the text. You want all students involved in the discussion and talking about the issues that come up during the reading.

Your job as the Discussion Director is to come up with 5 thinking questions. Your teacher really wants you to help the students in your group to go back to the book to find their answers if they don’t know them. So, to help this run very smoothly, you need to write down the questions, your answers, and the page numbers where the students can reference the text to justify their responses to your questions.

When developing your questions, think about the following main events:

|  |  |  |
| --- | --- | --- |
| What kinds of situations have Levi and Jupiter experienced? | What are each of Levi and Jupiter’s strengths? | Arrival at the Slave Auction |
| Impressions of Moses. | Impressions of how the slaves are treated. | What did you feel when Levi couldn’t find Jupiter? |

http://www.lesn.appstate.edu/fryeem/RE4030/discussion\_director.htm

Sample Questions to help you:

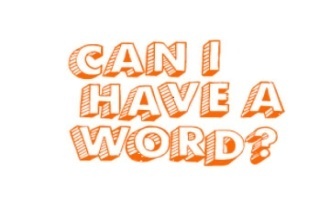
Questions:

* “I got a whiff of lead by my nose and the feel of hard cold metal nudging me just above my right ear. I blinked, and when my eyes got adjusted to the darkness, I could see a black face frowning afore me. There was a deep voice to go with the face, and it rumbled in my ears.

‘Who you be?’”

* + What do you think Levi was feeling at this moment?
  + What do you think was going through Levi’s head when he woke up?
  + Why do you think Levi responded the way he did?

Section 5



VOCABULARY

*You will complete the following chart by writing definitions for these words.*

|  |  |
| --- | --- |
| **Word** | **Meaning** |
| **disposition**  **p. 130** |  |
| **troublesome**  **p. 130** |  |
| **grateful**  **p. 134** |  |
| **whereabouts**  **p. 135** |  |
| **delicately**  **p. 136** |  |

**Synonyms and Antonyms**

|  |  |  |
| --- | --- | --- |
| **Synonym** | **Word** | **Antonym** |
|  | ***disposition*** |  |
|  | ***troublesome*** |  |
|  | ***grateful*** |  |
|  | ***whereabouts*** |  |
|  | ***delicately*** |  |

[**http://www.lesn.appstate.edu/fryeem/RE4030/Pirates/Peter/vocabulary.htm**](http://www.lesn.appstate.edu/fryeem/RE4030/Pirates/Peter/vocabulary.htm)

**Missing Poster**

**Create a Missing Poster for one of the following characters:**

* **Austin**
* **Levi**
* **Jupiter**
* **Darcy**

**You will complete an artistic representation of the character and then complete the following information:**

Missing

|  |
| --- |
| **Character name** |
| **Physical Description** |
| **Personality** |
| **Interests** |
| **Main Goal in Life** |
| **Dislikes** |
| **Hang Outs** |
| **Suspected Whereabouts** |
| **Time and Place Last Seen** |

<http://www.lesn.appstate.edu/fryeem/RE4030/Pirates/Peter/wantedposter.htm>

**Internet Workshop: Life as a Slave**

**Teacher Input:**

1. I will start the lesson out by reviewing what we did yesterday and highlight some important details from the previous lesson.
2. I will then explain to the students that they will go to the computer lab for an internet workshop. If I catch them off task consequence will take place.
3. I will then pass out a sheet of paper with instructions and the questions that students will be answering. Students will go to a delicious website that I have set up for them.
   1. A delicious website is a website to bookmark any websites. Students will be able to just click on each website and be directed straight to the page where they will be able to answer questions.
   2. <http://www.delicious.com/s.yoder> (with questions)
   3. There will be a set of questions for each website.
4. I will then ask if anyone has any questions. If there are no questions we will line up to make our way to the computer lab.
5. Once students get to the computer lab, I will make sure everyone has pulled up the delicious website successfully and started their internet workshop.
6. While students are completing the workshop, I will walk around to monitor and to be available for students for any questions that may come up.
7. Once our time is up in the lab, we will make our way back to the classroom and partner up in order to share and compare information

As a class we will talk about each question. This is to ensure students have obtained the correct answer

\*\*Below is the copy of the delicious website\*\*

\*\*Students will also be given a copy of the workshop questions below to fill out\*\*

#### The Underground Railroad: Escape From Slavery

\*Start the journey and answer the following questions\*  
  
ON THE PLANTATION  
Listen to the Powerpoint and answer the following questions.  
  
1. Out of ten million slaves captured, how many where sold to America?  
  
2. Where were slaves sold?  
  
3. Where did the slaves live on the plantation?  
  
4. What was the worst punishment a slave could receive?  
  
ESCAPE!   
Listen to the Powerpoint and answer the following questions.  
  
1. How did slaves fight against slavery?  
  
2. What is the Underground Railroad?  
  
3. Most slaves who reached the north where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
  
4. What is the fugitive slave act?

**Slavery**

SLAVE TRADE  
"A large number of slaves died on their journey from diseases such as \_\_\_\_\_\_\_\_, and dysentery. Others committed suicide by refusing to \_\_\_\_. Many of the slaves were crippled for life as a consequence of the way they were \_\_\_\_\_\_\_\_\_ up on the ship."  
  
THE LIFE AS A SLAVE  
Food: "Slaves usually received \_\_\_\_\_\_\_\_\_\_ salt herrings, and eight pounds of pork or fish each \_\_\_\_\_\_\_ for food."  
  
Housing: "Slaves houses were usually \_\_\_\_\_\_\_ shacks with dirt floors, but sometimes houses were made of boards nailed up with cracks stuffed with \_\_\_\_\_\_\_."  
  
Childhood: "When a slave was only \_\_\_ months old his/her mother could be sold far away. When a slave was four, they sometimes worked as a \_\_\_\_\_\_\_\_. When a slave was around the age of five, they would run errands and carry water to the field slaves. Around the age of eight, children would be expected to \_\_\_\_\_\_ on the plantation."

#### A Slave's Life

"Masters wanted their slaves to become \_\_\_\_\_\_\_\_\_\_ because it made them easy to control. The masters would tell the slaves something and say it was the word of god, and they’d believe him because they could not \_\_\_\_\_ the bible."  
  
"By the time a female got to the age of \_\_\_\_\_\_ they were suppose to have four to five children. The women were supposed to start having their children at the age of \_\_\_\_\_\_\_, and some of the younger women were announced for sale as “good breeding stock”.

**“I Poem” from Internet Workshop**

From the point of view of a slave

**Teacher Input:**

1. I will start the lesson out by doing a shared reading using the document camera. I will read “Henry’s Freedom Box” by Ellen Levine.
2. We will then add any new adjectives to our “Slavery Adjective” list. This will help students when they are brainstorming lines that could be in our class I Poem.
3. Students will be adding any adjectives to the list they have already started during our first lesson.
4. Once we have added all we can think of to our adjective list I will then explain what we will be doing for the rest of the lesson.
5. I will then break the class into 3 groups (a group for each stanza). I will randomly draw names for these groups.
6. I will hand out a stanza to each group.
   1. Stanza One:
      1. I am…
      2. I wonder…
      3. I hear…
      4. I see…
      5. I want…
      6. I am…(repeat of first line)
   2. Stanza Two:
      1. I pretend…
      2. I feel…
      3. I touch…
      4. I worry…
      5. I cry…
      6. I am…
   3. Stanza Three:
      1. I understand…
      2. I say…
      3. I dream…
      4. I try…
      5. I hope…
      6. I am…
7. Once each group gets a stanza they will start brainstorming and creating parts of the class “I Poem”.
8. I will rotate the stanzas throughout the groups. Students will have fifteen minutes with each stanza.
9. As students are working, I will walk around and monitor while giving feedback and suggestions when needed.
10. Once the class has had a chance to think about each stanza we will share the ideas they came up with.
11. Then we will create the I Poem.

Bloom’s Taxonomy: Knowledge, Comprehension, Application, and Synthesis.

21st Century Skills: Learning and Innovation Skills.

**Multi-Text Daily Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week 1** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
|  | Introduce the book | Start section I  Read | Discuss section I | Complete vocabulary list and activity | Complete Character Sketcher |
| **Week**  **2** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
|  | Start reading section II | Finish reading section II | Discuss section II | Complete vocabulary list and activity | Complete double entry diary. |
| **Week 3** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
|  | Start reading section III | Finish reading section III | Discuss section III | Complete vocabulary list and activity | Complete  ABC book |
| **Week 4** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
|  | Start reading section IV | Finish reading section IV | Discuss  Section IV | Complete vocabulary list and activity | Complete What would you have done activity |
| **Week**  **5** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
|  | Read section V | Discuss Section V | Complete vocabulary list and activity | Complete Discussion Director | Read section VI and discuss |
| **Week 6** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
|  | Complete vocabulary list and activity | Complete missing poster | Internet workshop | Start I poems | Finish I poems |

**Vocabulary Assessment**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I. What are these terms and how do they relate to slavery?**

1. Overseer:
2. Plantation:
3. Underground Railroad:
4. Fugitive Slave Act:
5. Slave Catchers:

**II. Explain what the following words mean by responding to the prompts:**

1. Describe how something that was frantic might be.
2. Tell about a time when you felt mournful.
3. Describe some things that might make a person feel greatful.
4. Describe how someone who was ignorant might act.

**III. Underline the best response:**

1. If you were grateful, you might be:
2. upset at a friend
3. thankful
4. helping in the house
5. If you wanted to investigate, you would:
6. Search for more information
7. Call your mom
8. run away
9. You might need a farmhand if:
10. You are going to a farm
11. Grow a flower
12. Need help around the farm
13. If you taunted someone, you would probably be:
14. Giving them a hug
15. Making fun of them or mocking them.
16. Excited to see them.

**IV. Examples/Non-Examples – Underline the best example for the following.**

1. Which of the two descriptions is an example of a daredevil?

Someone who sits at home Someone looking for adventure

1. Which of the two descriptions is an example of determination?

Making sure you get Never trying something

something done no matter

what

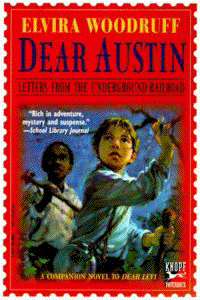
1. What is something Harriet Tubman did determination?

Grow sugarcane help slaves escape

1. Which of the two descriptions is an example of being content?

Wanting answers satisfied with what you have

**Text Selections**

**Selecting *Dear Austin: Letters from the Underground Railroad,* by Elvira Woodruff, is a great selection for many reasons. I chose this book for a fifth grade class that is reading a little below grade level. The level is exactly a 4.9 reading level. This will challenge students that are on a fourth grade reading level as well as a fifth grade reading level. I found this book to be very factual when discussing the facts about slavery and the Underground Railroad. This is an excellent way of introducing slavery to a class. Slavery is such a broad topic so I believe that you could also use this book at the end of the lesson. It will keep students interested in still learning about slavery as they can relate to the Levi and Jupiter who are the two boys going to North Carolina to save Jupiter’s sister, Darcy. The non-fiction text I selected to go along with *Dear Austin* is *Moses*** by Boston Weatherford. This goes along perfect with the book. I would introduce this book during the part in *Dear Austin* when the two boys run into Harriet Tubman on the quest to save Darcy. I will tie the lesson up with what it was like to be a slave. Students will conduct an internet workshop in order to write an I Poem at the end of the lesson.**Standard Course of Study Correlation Chart**

|  |  |
| --- | --- |
| **Unit Assignment** | **Connection to Fifth Grad Curriculum** |
| ***Students will learn new vocabulary in each section. They will also do an activity to further understanding and absorb information within each section.*** | **ELA 1.03** Increase reading and writing vocabulary through:   * wide reading. * word study. * word reference materials. * content area study. * writing process elements. * writing as a tool. * debate. * discussions. * seminars. * examining the author's craft |
| ***Students will read silently as well as aloud during each section building fluency and vocabulary.*** | **ELA 1.05** Read independently daily from self-selected materials (consistent with the student's independent reading level) to:   * increase fluency. * build background knowledge. * expand and refine vocabulary. |
| ***Students will read Dear Austin, Moses, and conduct an internet workshop. This is a variety of fiction and nonfiction through different media.*** | **ELA 2.03** Read a variety of texts, such as:   * fiction (tall tales, myths). * nonfiction (books of true experience, newspaper and magazine articles, schedules). * poetry (narrative, lyric, and cinquains). * drama (plays and skits). |
| ***Students will be completing task that relate directly back to the text in which they read. They will make connections to the nonfiction text as they are reading the fiction text. They will also be creating I Poems from the point of view of a slave.*** | **ELA 3.01** Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:   * analyzing word choice and content. * examining reasons for a character's actions, taking into account the situation and basic motivation of the character. * creating and presenting a product that effectively demonstrates a personal response to a selection or experience. * examining alternative perspectives. * evaluating the differences among genres. * examining relationships among characters. * making and evaluating inferences and conclusions about characters, events, and themes. |

**Rubric**

|  |  |
| --- | --- |
| **Activity/Criteria** | **Your Points/Total Possible Points** |
| From the Cover   * All are components are complete. * Thought is apparent in predictions made about the book. | **/5** |
| Vocab-O-Gram/Predict-O-Gram   * All are components are complete. * Thought is apparent in predictions made about the book. | **/5** |
| Character Sketchers (Levi)   * Traits are included and thorough. * Page numbers are included. * Artistic representation is complete and thoughtful. | **/10** |
| Vocabulary Activities for Sections 1 through 6   * Definitions are “child-friendly” * Activities are correct and complete | **/60**  **(10 points per Section)** |
| **What would you do activity**   * Chart includes 2 examples of simile and onomatopoeia with page numbers. * Explanations are included about how the examples add to the text. | **/5** |
| DED   * Artistic representation is thoughtful and creative. * Representation is symbolic and explanation is thorough. | **/5** |
| Internet Workshop   * Responses to questions are complete and accurate. * All categories are completed for at least one book or website. | **/10** |
| Missing Poster   * Artistic representation is thoughtful and creative. * Poster includes all required information. | **/10** |
| ABC Book   * Artistic representation is thoughtful and creative. * Information presented is accurate. | **/15** |
| Vocabulary Assessment   * All answers are complete and correct. | **/25** |
| I Poem  Thoughtful and through.  Evidence that they comprehended content | **/10** |
| TOTAL | **/160** |

**Additional Resources**

<http://www.pbs.org/wnet/slavery/resources/online.html>

This is an excellent resource to have students explore by themselves. There are many slave narratives that students can read and take in as to what it was like to be a slave.

<http://school.discoveryeducation.com/schooladventures/slavery/resources.html>

This is a great information site to include into an internet workshop or to pull information off of to teach to students.

<http://teacher.scholastic.com/activities/bhistory/underground_railroad/>

This is a great interactive website that kids LOVE! They can discover slave life and the Underground Railroad and listen to a slave narrative as they go through each stage of the website.

Lester, Julius. **To Be a Slave**. (Puffin, 2000. ISBN 0141310014)

This is a great book to read to the students. I would recommend reading it to the class so that you can sensor anything that is not quite appropriate but this is a great way of showing what it was like for a slave.

Hopkinson, Deborah. **Sweet Clara and the Freedom Quilt**. Illustrated by James Ransome. (Random, 1995. ISBN 0679874720

This is a great way to show how slaves used different ways to let each other know about the Underground Railroad.

Erickson, Paul. **Daily Life on a Southern Plantation 1863**. (Bound to Stay Bound, 2001. ISBN 0613284593

This is a great book to show what life on a plantation was like. Students will be able to read this book and then be able to discuss the life of a slave.

Levine, Ellen **Henry's Freedom Box (Caldecott Honor Book)**

This book is a true story about a slave named Henry Brown that was so desperate for freedom that he put himself in a crate and mailed himself all the way to Pennsylvania where he was helped the rest of the way to Canada.

Hurmence, Belinda **Slavery Time When I was Chillun**

This book is about slave narratives that specifically talked about what it was like as a child growing up in slavery. This will be a great book for children to read and be able to relate to more easily.