

Mr. Harms has helped her learn, and has kept her secret from the Henleys. **What does Aunt Tee mean by her saying? How do you think Hince felt after he heard the good things that Mr. Harms has done?

Page 146- Clotee, Spicy, and Aunt Tee concocted a plan to save Mr. Harms, and it worked! **Explain what happened, and how you felt about it. Was it a good plan? Why or why not?

Page 149- WE find out that Clotee and Spicy admire each other for different reasons. Clotee asks Spicy, "How do you get brave?" and Spicy asks, "I hope I was as brave as you are smart. It was your idea." **Do you think that bravery and intelligence are two commendable qualities to have? How do you get brave?

Page 150- Miz Lilly calls Clotee useless. **Is Clotee really useless? Give examples from the book of her usefulness.

Page 151- Aunt Tee says, "This plantation makes us all kin. Not by blood, but by suffering." **What does she mean by this?

Page 152- Food is getting low in the Quarters, so Aunt Te sneaks and kills two of the Henley's chickens, so they can eat well. **Was it wrong for Aunt Tee to steal the chickens? Why or why not?

Page 153- Clotee is very sick, and she has another dream. In this one, her mother says, "TO the one God gives much, much is asked in return." **What do you think this means? Has Clotee been given much? What can she give in return?

Page 158- The judge said that Hince cannot be free, because Mas' Henley can't free something he doesn't own. Before the Campbells come to take Hince away, Clotee has to come up with a plan to help him escape. **Predict what you think will happen. Will Hince escape safely?

Page 159- We discover that Spicy's mother wanted to name her Rose. So Clotee writes her new name in the Bible. **What do you think of Spicy's new name? Does it fit her personality? Why or why not?

Page 161- **Explain the escape plan, and how events unfolded.

Page 161- Clotee says, "We've made it through – in more ways than one." **What does Clotee mean by this? What ways have they made it through? Through what?

Page 162- Mr. Harms tells Clotee that there is no conductor to run the Belmont station of the Underground Railroad. Clotee worries about what will happen to the slaves who try to get to freedom with no one to help them. Her response is, "This station can't lose." **Predict what will happen. How will the station stay open?

Page 164- Clotee has made a startling announcement: She is staying as a conductor on the Underground Railroad! **Did you expect this? How will this decision change her life?

Page 165- Mr. Harms helps explain freedom to Clotee. He says, “Freedom is about making choices and learning from them.” He also says that Clotee has a better understanding of freedom than most people do. **Do you agree that Clotee understands freedom? Do you think that Mr. Harms has a good definition of freedom? How would you define it? Does Clotee sound like a child during her speech to Mr. Harms?

Page 168- Clotee is happy with her decision to stay at Belmont. **Do you think that her work is more important than her freedom? Why? Would you have made the same choice? Why or why not?

Page 169- In her last journal entry, Clotee says, “For the first time freedom showed me a clear picture. A picture of me.” **Do you think that Clotee is a good representative of freedom? Give reasons for your answers. Draw a picture or collage of what freedom means to you.

Page 171 (Epilogue)- **What happened to William? Hince and Spicy? Did you expect something like that to happen? What things surprised you?

Page 172- On Clotee’s gravestone, the following words appear – FREEDOM IS MORE THAN A WORD. **What does this mean? Was Clotee free while she lived on Belmont Plantation? Why do you think so or not?

Bloom's Taxonomy Activities

On the following three pages are 40 specific literature activities listed in rising levels of difficulty, skill development, and critical thinking. These may be adapted to different types of literature, as well as providing the teacher with flexible types of activities to match the differing abilities, needs, and aspirations of students in the modern classroom. Such an overall scope and framework allows the teacher to plan with assurance that all students are provided with activities designed to develop the full range of their cognitive abilities.

Knowledge

This level provides the student an opportunity to recall fundamental facts and information about the story. Success at this level will be evidenced by the student's ability to . . .

- **Match** character names with pictures of the characters.
- **Identify** the main characters in a crossword puzzle.
- **Match** statements with the characters who said them.
- **List** the main characteristics of one of the main characters in a WANTED poster.
- **Arrange** scrambled story pictures in sequential order.
- **Arrange** scrambled story sentences in sequential order.
- **Recall details about the setting by creating a picture of where a part of the story took place.**

Comprehension

This level provides the student an opportunity to demonstrate a basic understanding of the story. Success at this level will be evidenced by the student's ability to . . .

- **Interpret** pictures of scenes from the story.
- **Explain selected ideas or parts from the story in his or her own words.**
- **Draw** a picture showing what happened before and after a passage or illustration found in the book.
- **Predict what would happen next in the story before the reading of the entire story.**
- **Construct** a pictorial time line which summarizes what happens in the story.
- **Explain how the main character felt at the beginning, middle, and/or end of the story.**

Bloom's Taxonomy Activities

(cont.)

Application

This level provides the student an opportunity to use information from the story in a new way. Success at this level will be evidenced by the student's ability to . . .

- Classify the characters as human, animal, or thing.
- Transfer a main character to a new setting.
- Make finger puppets and act out a part of the story.
- Select a meal that one of the main characters would enjoy eating; plan a menu, and a method of serving it.
- ~~Write a paragraph about a character in the story and write about how he or she would have handled the situation differently.~~
- ~~Give examples of people the student knows who have the same problems as the characters in the story.~~

Analysis

This level provides the student an opportunity to take parts of the story and examine these parts carefully in order to better understand the whole story. Success at this level will be evidenced by the student's ability to . . .

- ~~Identify general characteristics (stated and/or implied) of the main characters.~~
- Distinguish what could happen from what couldn't happen in the story in real life.
- ~~Identify parts of the story that were funniest, saddest, happiest, and most interesting.~~
- Differentiate fact from opinion.
- ~~Compare and contrast two of the main characters.~~
- ~~Select an action of a main character that was exactly the same as something the student would have done.~~

Bloom's Taxonomy Activities

(cont.)

Synthesis

This level provides the student with opportunity to put parts from the story together in a new way to form a new idea or product. Success at this level will be evidenced by the student's ability to . . .

- Write three new titles for the story that would give a good idea what it is about.
- Create a poster to advertise the story so people will want to read it.
- Create a new product related to the story.
- Restructure the roles of the main characters to create new outcomes in the story.
- Compose and perform a dialogue or monologue that will communicate the thoughts of the main characters at a given point in the story.
- Imagine that he or she is one of the main characters and write a diary account of daily activities.
- Create an original character and tell how the character would fit into the story.
- Write the lyrics and music to a song that one of the main characters would sing if he/she became a rock star—and then perform it.

Evaluation

This level provides the student with an opportunity to form and present an opinion backed by sound reasoning. Success at this level will be evidenced by the student's ability to . . .

- Decide which character in the selection he or she would most like to spend a day with.
- Judge whether or not a character should have acted in a particular way and why.
- Decide if the story really could have happened and justify the decision.
- Consider how this story can help the student in his or her own life.
- Appraise the value of the story.
- Compare the story with another one the student has read.
- Write a recommendation as to why the book (story) should be read or not.

Multiple Intelligences

Howard Gardner's theory of multiple intelligences is well known but often difficult to incorporate into our lesson plans. Below is a review of Gardner's ideas as stated in *Frames of Mind*, 1985, along with a possible activity for each. They might make appropriate extra-credit assignments for your class.

Type of Learning	Activity
<p>Linguistic: sensitivity to the meaning of words, to the grammar of language; ability to use language to convince others, to use language to remember; prefers written decisions to reading a map; thinks in words.</p>	<p>Assign these students to work on explaining any dialect or special terms used in your literature selection.</p>
<p>Logical-Mathematical: ability to manipulate numerical quantities, symbols, and operations; tends to be questioning and curious; likely to have solid rationales for decisions; looks for patterns, relationships.</p>	<p>Assign these students to report on what they feel is hard to understand or rationalize in the actions of the characters in the literature selection.</p>
<p>Spatial: ability to image; ability to rotate objects in the mind's eye; can read maps, graphs; learn through rhythm, rhyme, and pattern.</p>	<p>Assign this group to research art of the period and report to the class. Look for information on drawings, maps, or graphs to create for the literature selection.</p>
<p>Musical: sensitivity to music and sound; can learn through rhythm, rhyme, and pattern.</p>	<p>Assign students to research music of the period. Parts may be presented, sung, or performed in class if appropriate.</p>
<p>Bodily-Kinesthetic: ability to use one's body skillfully and expressively with great control; can learn through drama, movement, and touch.</p>	<p>Have these students dramatize a scene from the literature selection.</p>
<p>Intrapersonal: ability to examine one's own feelings; intuitive, works best on one's own in privacy; self-motivating.</p>	<p>These students can help the class to understand motivation in the literature selection. They may want to work alone; if so, give each a different section.</p>
<p>Interpersonal: ability to read the intentions, motivations, and temperaments of others; empathetic to others; charismatic leader; counselor, teacher; learns best through interaction, cooperation.</p>	<p>As a group, these students will help the class to understand the changing relationships of characters to one another.</p>

FRACTION WORDS

Can you use your knowledge of fractions to figure out these words?

1. The first $\frac{3}{5}$ of enter + the last $\frac{4}{5}$ of swine
2. The first $\frac{2}{5}$ of otter + the first $\frac{3}{7}$ of herring
3. The first $\frac{3}{8}$ of contract + the last half of maintain
4. The first $\frac{3}{4}$ of wish + the first $\frac{3}{8}$ of dominate
5. The last half of fume + the last $\frac{3}{5}$ of petal
6. The first $\frac{2}{5}$ of steak + the last $\frac{3}{7}$ of command
7. The last of $\frac{3}{4}$ of hang + the last $\frac{2}{5}$ of whole
8. The first $\frac{3}{7}$ of perfume + the first $\frac{3}{6}$ of mantle + the last $\frac{3}{4}$ of dent
9. The last $\frac{3}{5}$ of joker + the last half of funnel
10. The first $\frac{3}{4}$ of star + the first $\frac{3}{7}$ of Tuesday
11. The first $\frac{2}{7}$ of diamond + the last $\frac{4}{9}$ of resurrect
12. The last $\frac{1}{2}$ of showed + all of ding
13. The last $\frac{3}{5}$ of cover + the last $\frac{5}{7}$ of optical
14. The first half of loud + the last $\frac{1}{2}$ of book
15. The last $\frac{1}{8}$ of elephant + the first $\frac{1}{5}$ of order
16. The first $\frac{2}{5}$ of water + the last $\frac{3}{4}$ of fits
17. The first $\frac{3}{5}$ of sound + the last $\frac{2}{5}$ of worth

Fraction Words 2

Try Some More of These Fun Words!

1. The first $\frac{2}{9}$ of essential + the first $\frac{4}{5}$ of caper
2. The first $\frac{2}{7}$ of diamond + the first two thirds of ski
3. The first half of poor + the first $\frac{2}{5}$ of empty
4. The first $\frac{3}{5}$ of super + all of port
5. The last $\frac{1}{2}$ of shapes + the first $\frac{3}{8}$ of terrific
6. The first $\frac{3}{4}$ of bell + the last $\frac{4}{7}$ of achieve
7. The last $\frac{3}{5}$ of shave + all of rage
8. The first $\frac{1}{2}$ of energy + the last $\frac{2}{5}$ of slimy
9. The first $\frac{3}{7}$ of garbage + the last $\frac{3}{8}$ of struggle
10. The first $\frac{3}{4}$ of mean + all of sure
11. The first $\frac{3}{4}$ of with + the last $\frac{4}{7}$ of sadness
12. The first $\frac{2}{5}$ of fresh + the last $\frac{3}{4}$ of game
13. The last $\frac{5}{6}$ of sprint
14. The first half of then + all of ere
15. All of pen + the last $\frac{3}{7}$ of stencil
16. The first third of lie + the last $\frac{3}{4}$ of hose

Now make up 5 of your own fraction words using your vocabulary list!

Compound Words

Can you figure out these compound words based on the clues?

1. Part 1= Not over, but _____ Part 2= Not sit, but _____
 2. Part 1= Not tall, but _____ Part 2= To slice or break
 3. Part 1= A very dark color Part 2= Something flat and made of wood
 4. Part 1= A four legged animal humans ride Part 2= we wear these on our feet
 5. Part 1= The body part that sits on top of our neck Part 2= a type of pain
 6. Part 1= Not before, but _____ Part 2= when the sun is at its highest point in the day
 7. Part 1= A clear, odorless liquid Part 2= a cool, colorful season
 8. Part 1= Large Part 2= a male child
 9. Part 1= Something to read Part 2= A container
 10. Part 1= Frozen precipitation Part 2= Small, loose bits
 11. Part 1= Antonym of dark Part 2= A place where you live
 12. Part 1= Five pointed shape Part 2= A swimming animal
 13. Part 1= Something to sleep on Part 2= To move or flow outward
 14. Part 1= Homonym of see Part 2= A hard rigid covering
 15. Part 1= To operate a vehicle Part 2= go this _____
 16. Part 1= The largest star Part 2= To glow brilliantly
 17. Part 1= Antonym of up Part 2= A small city
-

18. Part 1= Something to sleep on Part 2= a space enclosed in a house
19. Part 1= Liquid precipitation Part 2= Outer garment
20. Part 1= not all, but ____ Part 2= Multiplied by
21. Part 1= a type of grain Part 2= another name for breakfast, lunch, or dinner
22. Part 1= Not front or back, but the ____ Part 2= Putting one foot in front of the other
23. Part 1= A canine pet Part 2= A type of abode
24. Part 1= Reported information Part 2= Something to write on
25. Part 1= The act of being born Part 2= Antonym of night
26. Part 1= Shallow cooking container Part 2= Sweet baked food
27. Part 1= Color that rhymes with shoe Part 2= Flying animal

CHALLENGE: Now come up with 5 of your own!!

17. Part 1= Do this on a wave Part 2= Often the most valuable of playing cards
18. Part 1= Grows on your head Part 2= Scissors do this
19. Part 1= Used to unlock things Part 2= Wooden material used to build
20. Part 1= A white liquid we drink Part 2= To wiggle
21. Part 1= A boat Part 2= A crash or accident
22. Part 1= The body part used to hold things Part 2= Antonym of sit
23. Part 1= Past tense of dig Part 2= Antonym of in
24. Part 1= A small attachment on clothing Part 2= Something we dig in the ground
25. Part 1= Antonym of play Part 2= Antonym of in
26. Part 1= Grows on our head Part 2= A piece of bedroom furniture

CHALLENGE: Now create 5 of your own! (NOT the same 5 you created last time!)

Compound Words 2

Can you figure out this set?

1. Part 1= A loud sound Part 2= A yellow vegetable
2. Part 1= One of the many that helps us chew Part 2= Bristled object
3. Part 1= A device that tells time Part 2= Full of wisdom
4. Part 1= 12 inches Part 2= An impression
5. Part 1= A musical composition Part 2= One who writes
6. Part 1= Antonym of hard Part 2= Round object
7. Part 1= Homonym for tale Part 2= Parts that make up a skeleton
8. Part 1 = A very dark color Part 2= Fruit that rhymes with cherry
9. Part 1= A place to bathe Part 2= A container
10. Part 1= The result of a flame Part 2= Rhymes with lurks
11. Part 1= not centered, but off to the ____ Part 2= to strike with the foot
12. Part 1= A place to sleep Part 2= Told by a clock
13. Part 1= Created by a spark Part 2= A winged insect
14. Part 1= Comes after evening Part 2= To tumble down
15. Part 1= Antonym of near Part 2= Past tense of fetch
16. Part 1= very warm Part 2= A cat's enemy

Dear Students and Parents,

We are about to begin a new and exciting reading project in Mrs. Mitchell's reading class! Our next unit will be a little different than the first unit dealing with There's a Boy in the Girls' Bathroom. This next one involves using different novels from the "Dear America" children's literature series.

For those of you who are unfamiliar with the series, the "Dear America" series looks at historic events in the United States through the eyes of young people who lived through them. This is accomplished through several diary-like entries that describe and explore the thoughts, feelings, ideas and actions of these youth. The historic event that we will be focusing on is the Civil War. I have chosen four different books that look at the war from very different points of view. These books are:

The Journal of James Edmond Pease, a Union Soldier

When Will This Cruel War be Over? The Diary of Emma Simpson

I Thought My Soul Would Rise and Fly: The Diary of Patsy, a Freed Slave

A Picture of Freedom: The Diary of Clotee, a Slave Girl

Each of these stories gives a unique perspective of what life was like for various groups during this difficult yet important time in American history. I hope that this unit gives the students a new insight into and a new appreciation for the differences between life then and now.

Also, due to the newness of this series, I have had to borrow copies of these books from the Marion County Public Library. Because of this, I ask that each student and parent sign a contract agreeing to treat the books with respect while they are being used. Students will be responsible for paying any fines incurred because of book damage while in their care. Students will also be responsible for replacing lost/stolen books. I do not foresee any problems with this group, but I advise you to take the time to read the contract with your child, and make sure that he/she understands the terms of the contract. Please complete and sign the contract and return it as soon as possible. Without a signed contract, your student will not be allowed to bring the books home in order to work on the outside projects. I greatly appreciate all of your cooperation.

Sincerely,

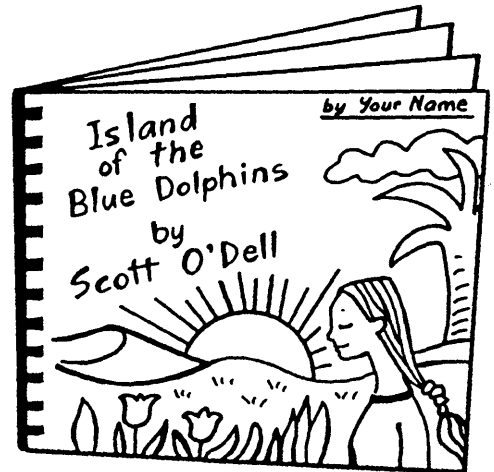
Miss Stang

Name _____

★ Scrapbook Book Report ★

This report will be a character study of the main character of your book, and it will take the form of a scrapbook. You are to create a scrapbook as if it were put together by the main character.

Check off each requirement after you've completed it.



Requirements

SCRAPBOOK COVER

The scrapbook cover should include the character's name, the title of the book, the author's name, and your name. Be creative as to how you incorporate each of these elements into the cover.

Illustrate the cover so it is a reflection of the main character who created it.

JOURNAL ENTRY

Write a journal entry from the main character's point of view that gives a summary of the book. The journal entry should:

1. Be written in complete paragraphs
2. Include a brief description of the following: main character, setting, major events, and conclusion
3. Be written on a sheet of paper and stapled, glued, or taped into the scrapbook
4. Include a date that reflects the "date" the character wrote it

PICTURES AND PHOTOGRAPHS

Five pictures or photographs should be included ("photos" can be drawn or cut out of magazines). They should illustrate each of the following:

1. The main character in a scene from the book
2. The character's family or friends
3. The main character's major accomplishment
4. The setting of the story
5. A picture of your choice

© Use the templates on student page 7 for your pictures. Paste the pictures throughout the scrapbook and include an explanation that describes what is shown in each.



LETTER TO A FRIEND/LETTER FROM A FRIEND

Write two letters for this section. Put each letter into a separate envelope, address it to the appropriate character, and tape it into the scrapbook.



Letter 1

Write this letter from the main character's point of view and address it to a secondary character. In it, describe the main problem the main character faces in the story.

© Describe the problem in complete, detailed paragraphs.

Letter 2

Write this letter from the secondary character's point of view to the main character, and in it describe the solution to the main character's problem as it happened in the story.

© Describe the solution in complete, detailed paragraphs.

SOUVENIRS AND MEMENTOS

Draw, create, collect, or find at least six souvenirs that the main character would have put into the scrapbook. These objects should reflect events in the story or important aspects of your character.

© Include an explanation next to each object describing its significance.

DIARY ENTRY

Write a diary entry from the main character's point of view that reflects the main character's feelings about himself or herself.

© Be sure the entry includes how the character changed from the beginning of the story to the end.

© Write it on a sheet of paper and put it into the scrapbook.



Name _____

Scrapbook Book Report RUBRIC



1. The scrapbook cover includes the character's name, the title of the book, the author's name, and your name. It is creatively illustrated and reflective of the character who created it.

10 9 8 7 6 5 4 3 2 1 0

2. The journal entry is written in the first person, includes a summary of the book, and uses complete paragraphs.

10 9 8 7 6 5 4 3 2 1 0

3. The pictures/photographs are creative and detailed. They illustrate the five required categories. A complete sentence describes each picture.

10 9 8 7 6 5 4 3 2 1 0

4. The letter written by the main character describes the problem in complete paragraphs. It is imaginative and descriptive.

10 9 8 7 6 5 4 3 2 1 0

5. The letter written by the secondary character describes the solution in complete paragraphs. It is imaginative and descriptive.

10 9 8 7 6 5 4 3 2 1 0

6. The souvenirs and mementos are creative, and they are representative of the character and the story. A complete sentence describes each object.

10 9 8 7 6 5 4 3 2 1 0

7. The diary entry reflects the character's feelings about himself/herself, describes how the character changed throughout the story, and is written in the first person.

10 9 8 7 6 5 4 3 2 1 0

8. Grammar and sentence structure are correct (no fragments or run-on sentences; verb tenses are correct).

10 9 8 7 6 5 4 3 2 1 0

9. Spelling and punctuation are correct.

10 9 8 7 6 5 4 3 2 1 0

10. The overall look of the scrapbook is creative and neat. The layout is carefully planned.

10 9 8 7 6 5 4 3 2 1 0



Name _____

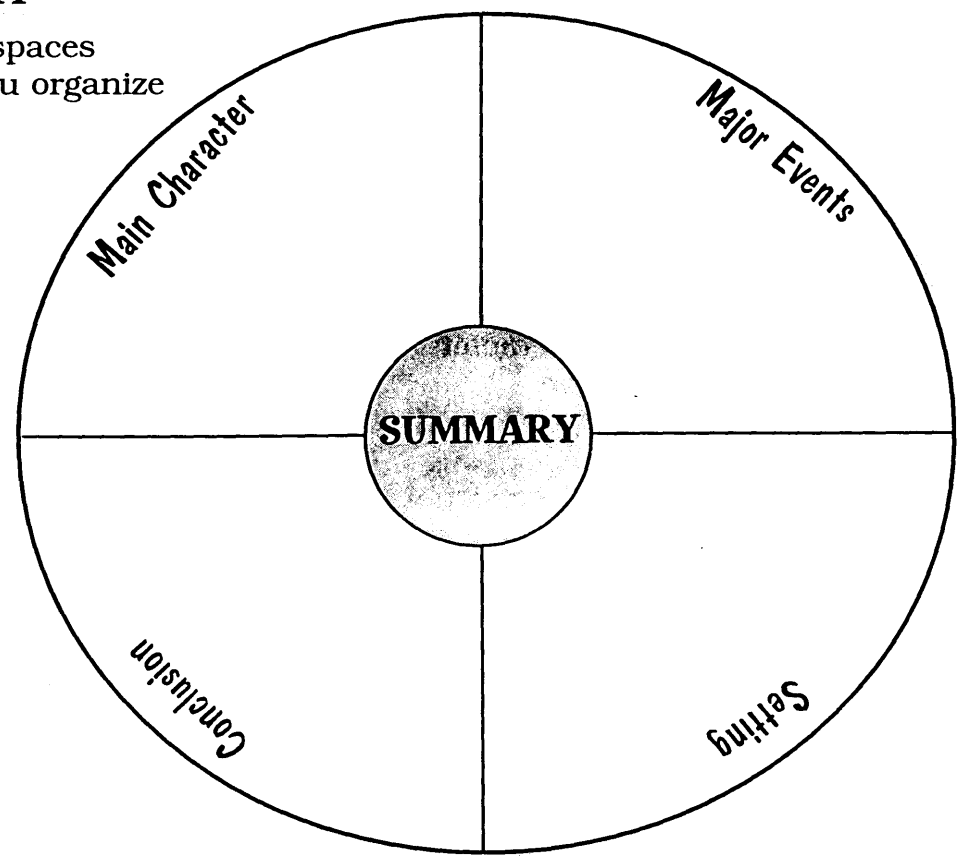
Scrapbook Book Report GRAPHIC ORGANIZERS

SCRAPBOOK COVER

Use the boxes below to help you plan your cover. Create thumbnail sketches of possible covers. Be sure to indicate where you will write the character's name, the book's title, the author's name, and your name.

JOURNAL ENTRY

Write notes in the spaces provided to help you organize your journal entry.



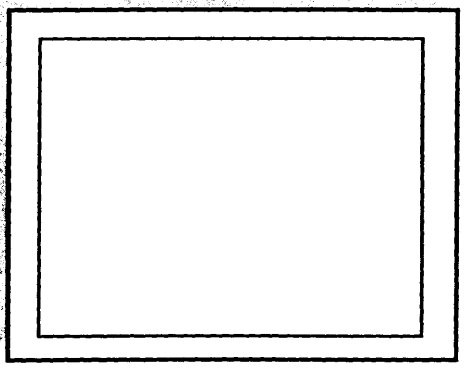
Name _____

Scrapbook Book Report GRAPHIC ORGANIZERS

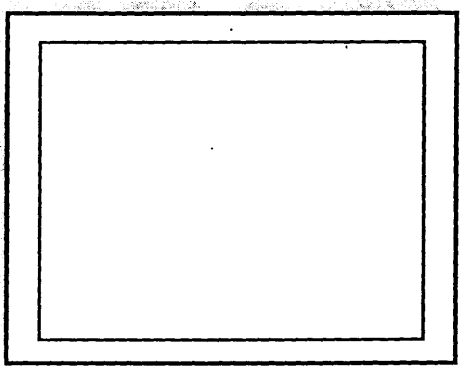
PICTURES AND PHOTOGRAPHS

Draw some thumbnail sketches of what your pictures or photographs might look like.

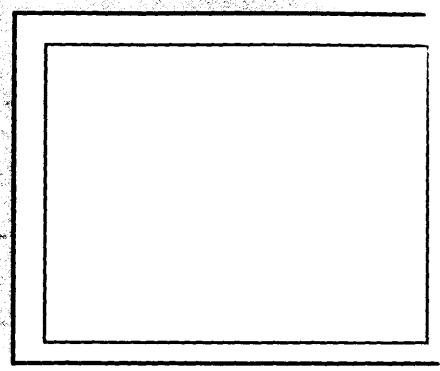
The main character in a scene from the book



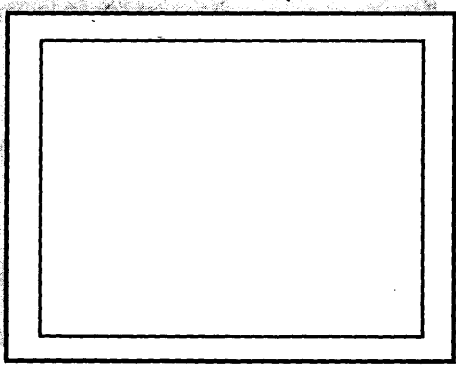
The main character's family or friends



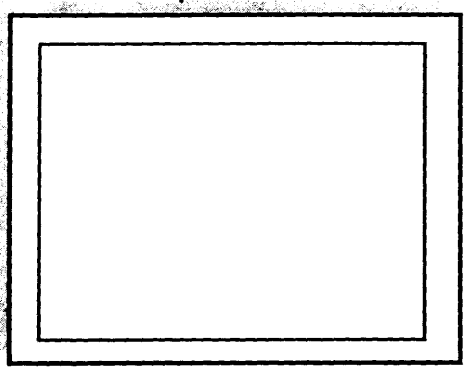
The main character's major accomplishment



The setting of the story



A picture of your choice



DIARY ENTRY

In the space on the left, describe how the character was at the start of the book. In the space on the right, describe how the character changed throughout the course of the story.

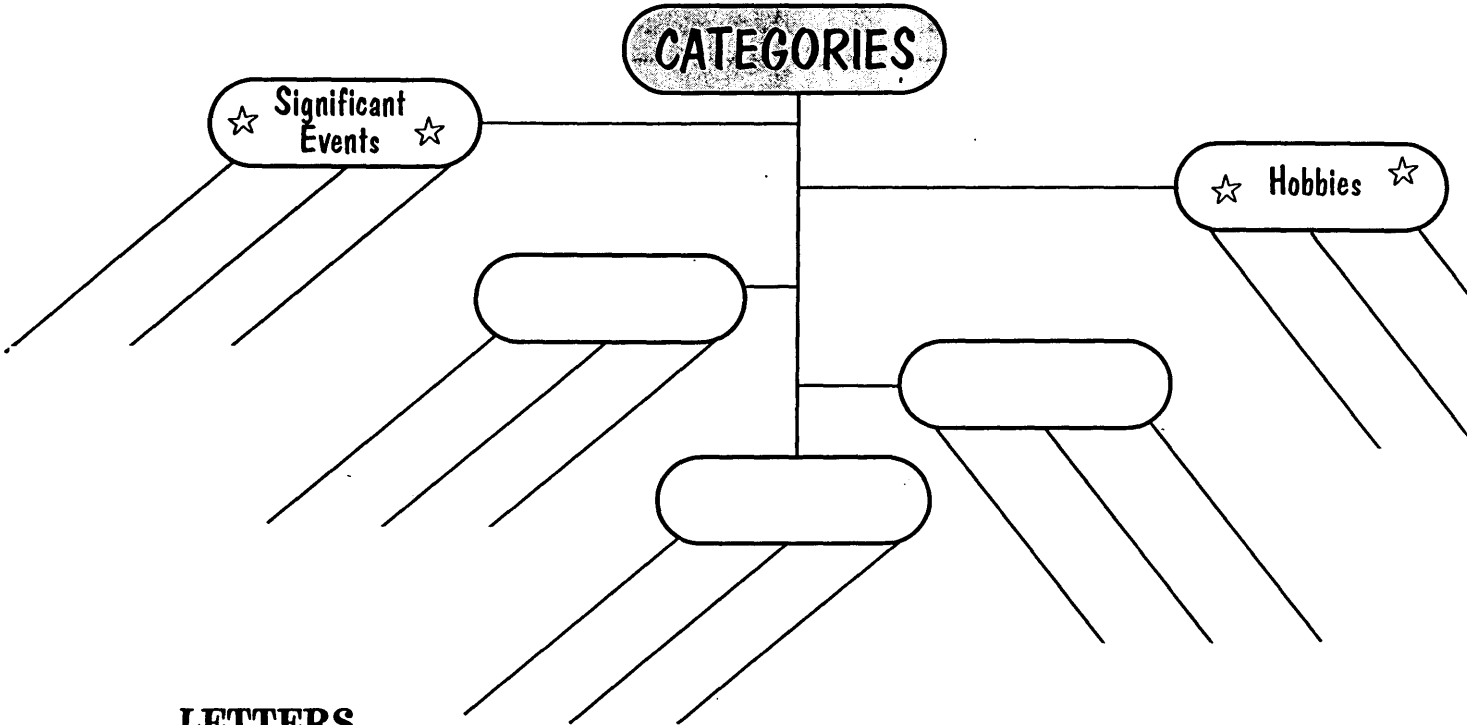
BEFORE	AFTER

Name _____

Scrapbook Book Report GRAPHIC ORGANIZERS

SOUVENIRS AND MEMENTOS

Use the graphic organizer to help you brainstorm ideas for objects you might put into your scrapbook. Group your objects into categories. Two have been provided for you. Fill in the remaining categories yourself. List three objects under each heading.



LETTERS

On the left side, write notes about the problem and ideas for Letter 1. On the right side, write notes about the solution and ideas for Letter 2.

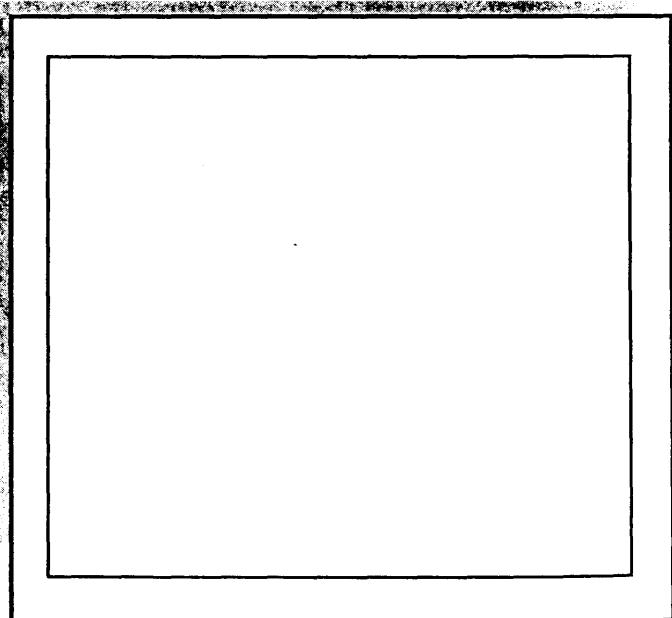
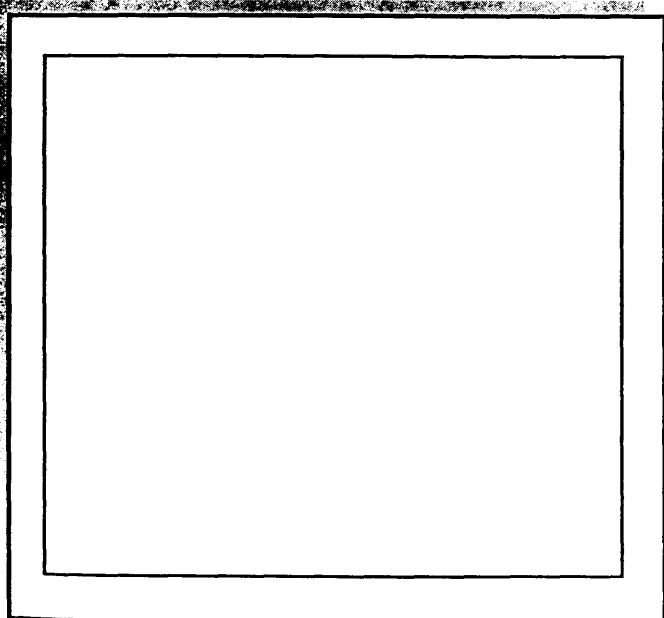
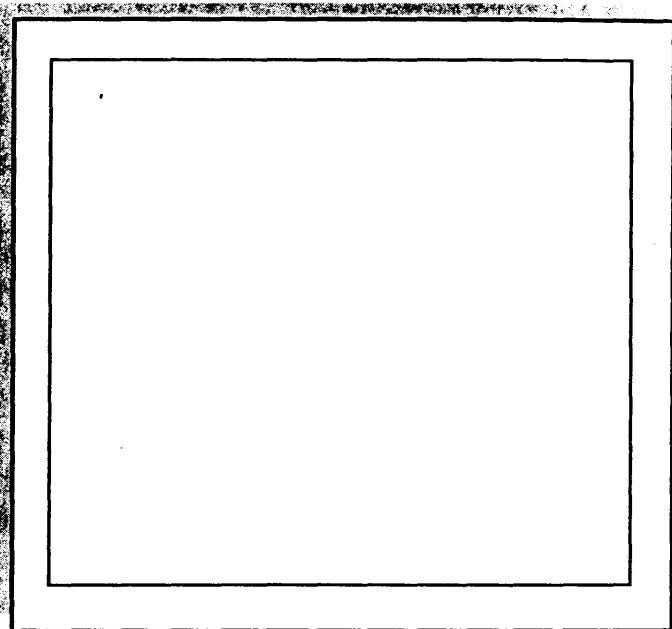
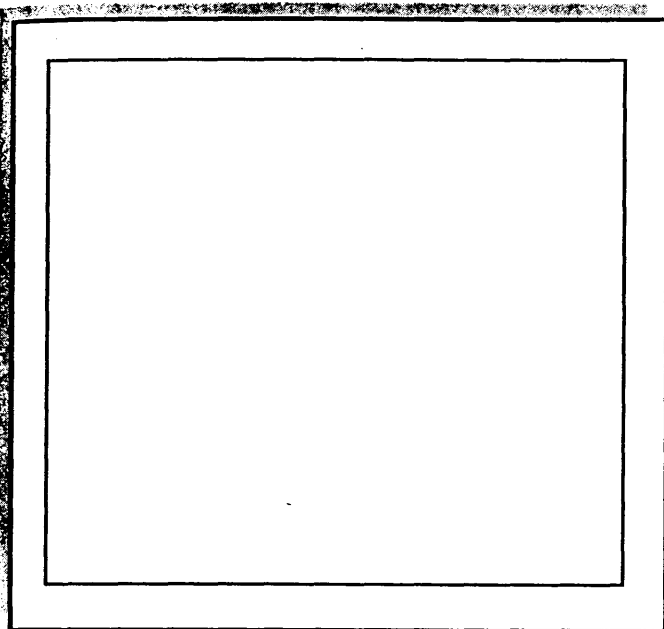
LETTER 1: PROBLEM	LETTER 2: SOLUTION
<p><i>The main character will write this.</i></p>	<p><i>Which secondary character will write this?</i></p>

Name _____

Scrapbook Book Report TEMPLATE

SCRAPBOOK BOOK REPORT PICTURES/PHOTOS

You may draw your pictures or photographs in the frames below, or you may create your own. After creating your pictures, cut out the frames and paste them into the scrapbook. Remember to write a complete sentence describing each picture.

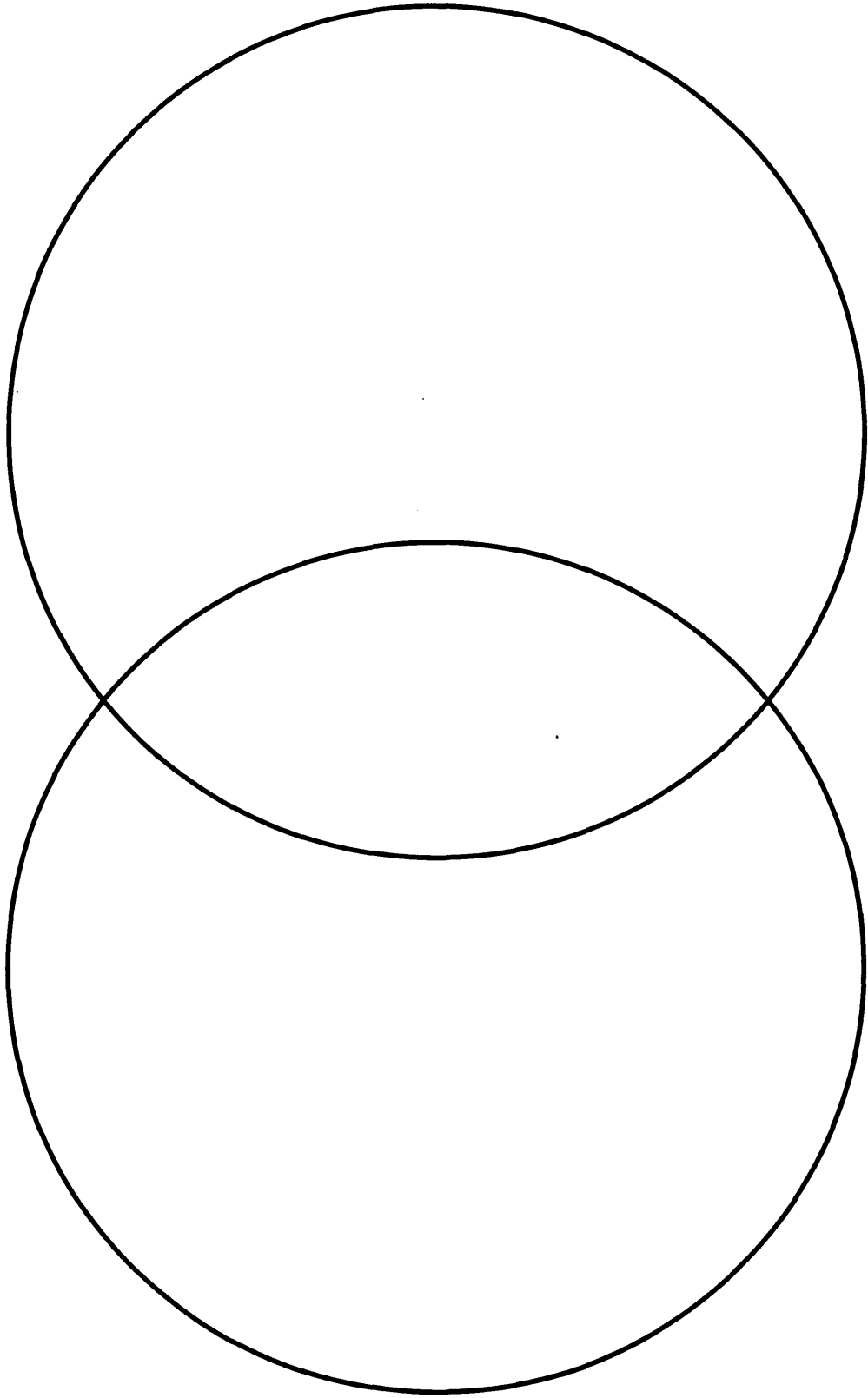


Venn Diagram



Name _____

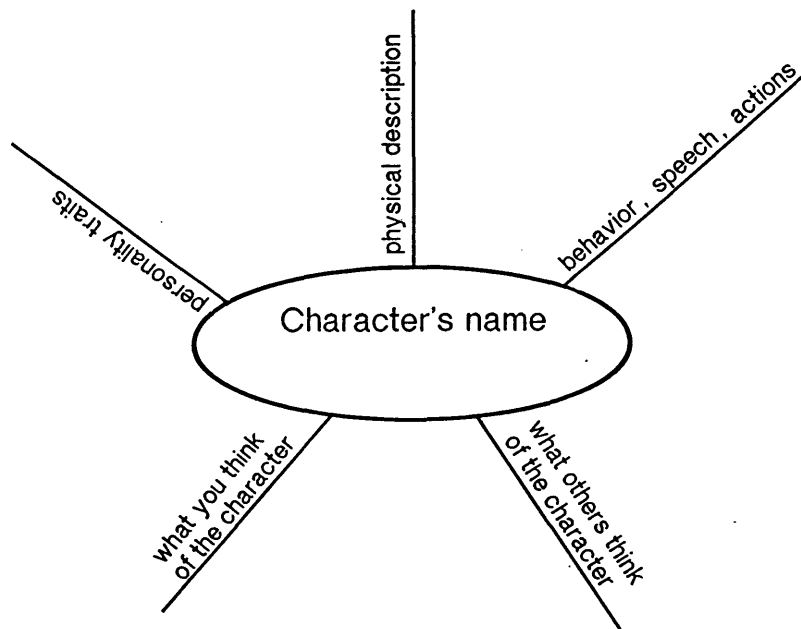
Start Date _____



Character Webbing

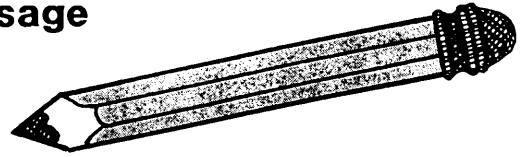
Name _____

Use this beginning of an idea web to organize your ideas about one of the main characters. You may add other branches to the web if you like. Once you have finished, use your ideas to write a character description.



Character's Message

Name _____



Design stationery for the one of the characters in the book . Then write a letter from the character to one of the other characters using information and language that he or she would normally use .

Values

Name _____

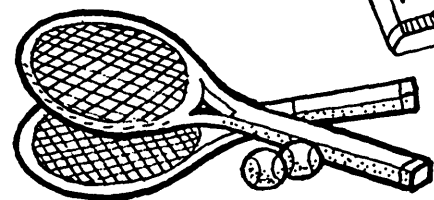
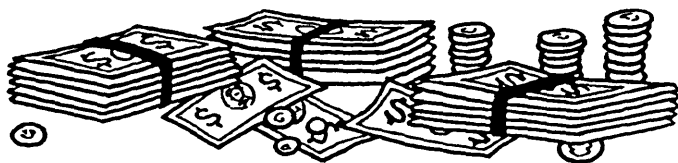
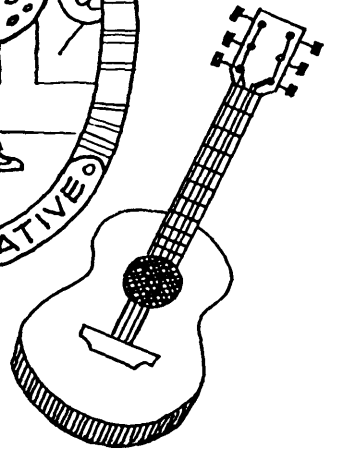
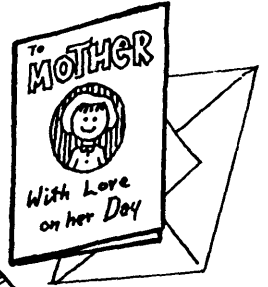
Values are things that are very important to you and guide your actions and decisions. Make a list of eight things (tangible and intangible) that are most important to you. Then make a list of eight things that were most important to the main character in the book.

My eight most important things

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

The eight most important things for _____


1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____




Character Comparison

Name _____

Compare and contrast two characters from the book or compare yourself to a main character. Point out likenesses and differences.



Character's name _____



Character's name _____

Telling It Like It Is

Name _____

Is there one character in the book you would like to talk to? What would you like to say? Write a conversation between you and one character in which you both share your thoughts and feelings.



Letter to the Author

Name _____

Write a letter to the author of your book. In your letter you can ask him or her questions, share your favorite part, tell what things you learned or thought about as a result of reading the book, tell how some of the events were like events in your life, or tell why you liked or didn't like the book.



A large rectangular area with horizontal lines for writing a letter. The lines are evenly spaced and cover most of the page's width and height.

Your Thoughts

Name _____

Choose at least two of the following statements. Complete the statements by sharing your thoughts about the book. Use at least three complete sentences for each topic sentence.

This book made me realize that . . .

This book made me decide that . . .

This book made me believe that . . .

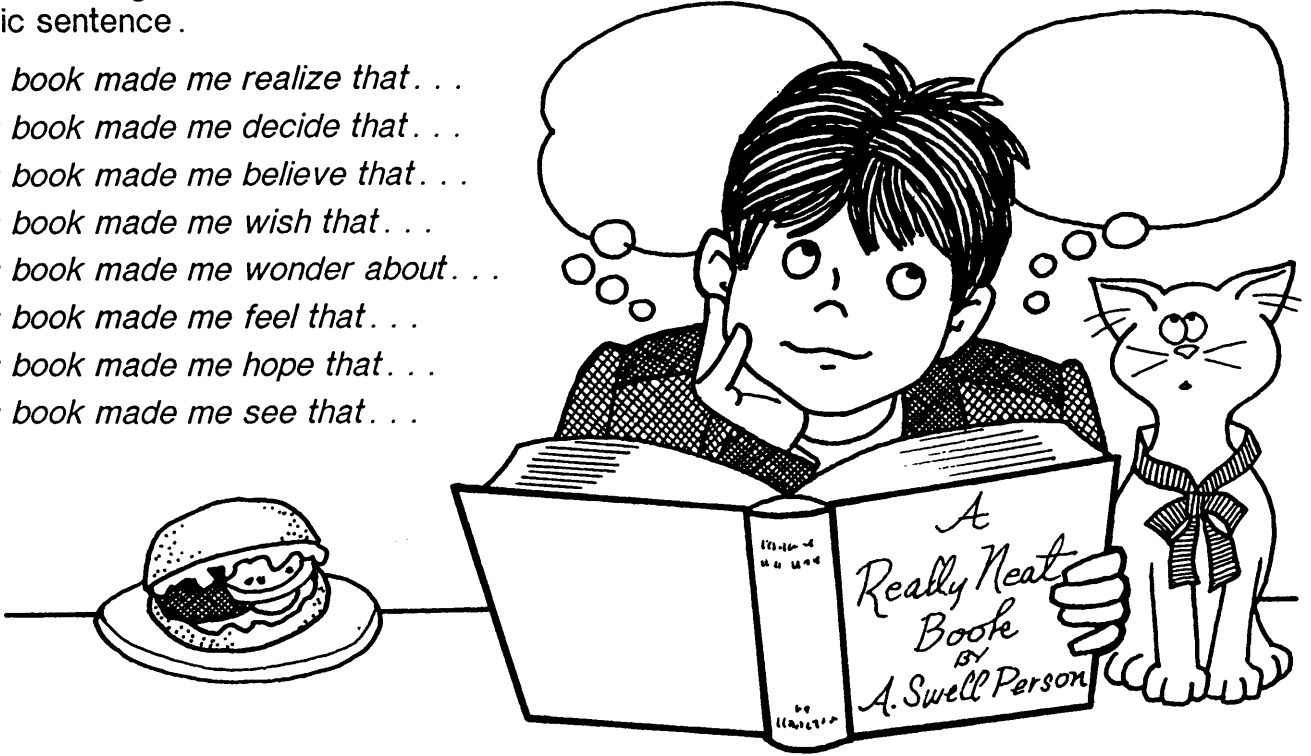
This book made me wish that . . .

This book made me wonder about . . .

This book made me feel that . . .

This book made me hope that . . .

This book made me see that . . .



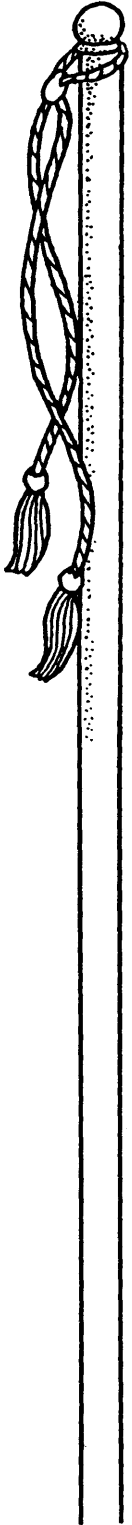
This book made me _____

This book made me _____

High-Flying Flags

Name _____

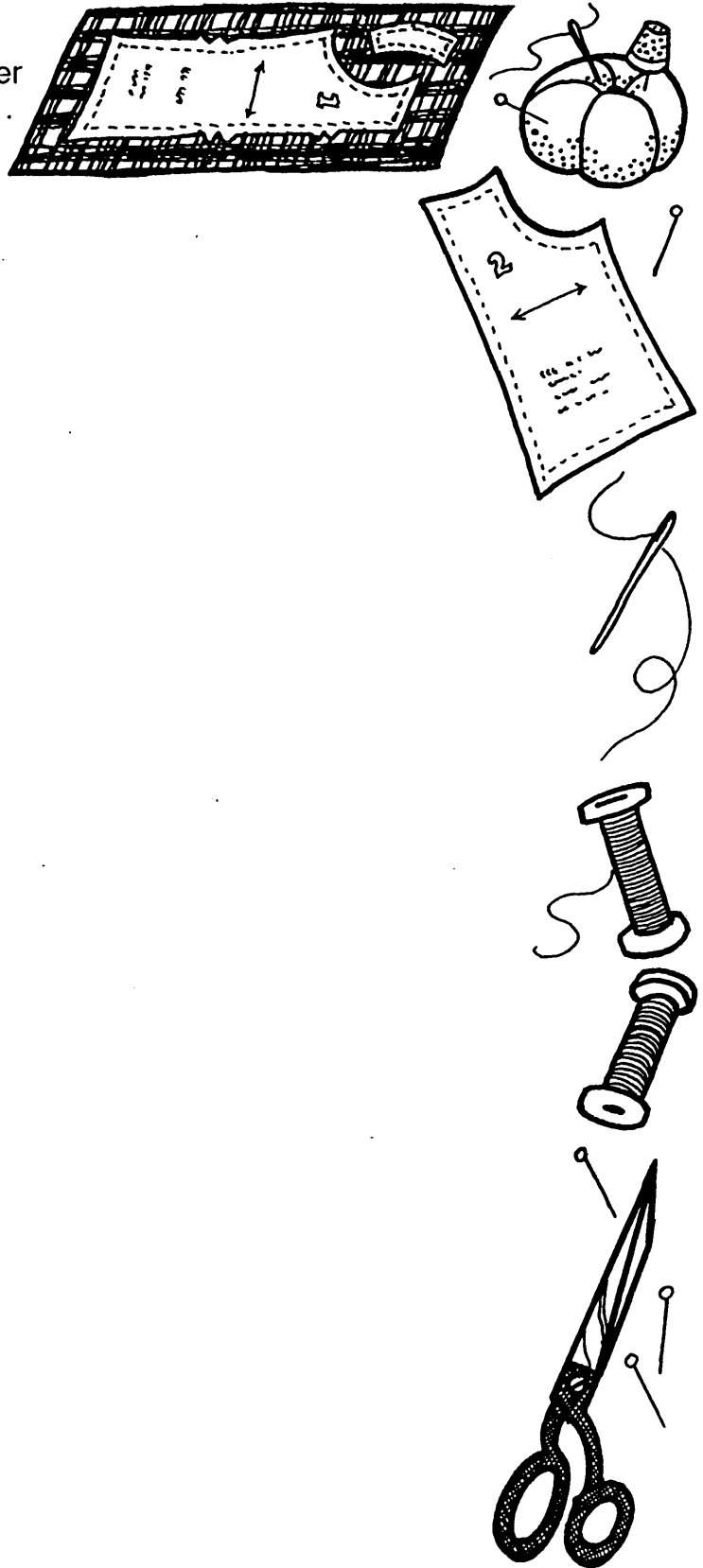
Design a banner or flag that shows something about the story or a character from the story. Include the name of the person, the story, or the place where the story takes place, a motto, and a picture of something that represents the character, setting, or theme.



Costume Design

Name _____

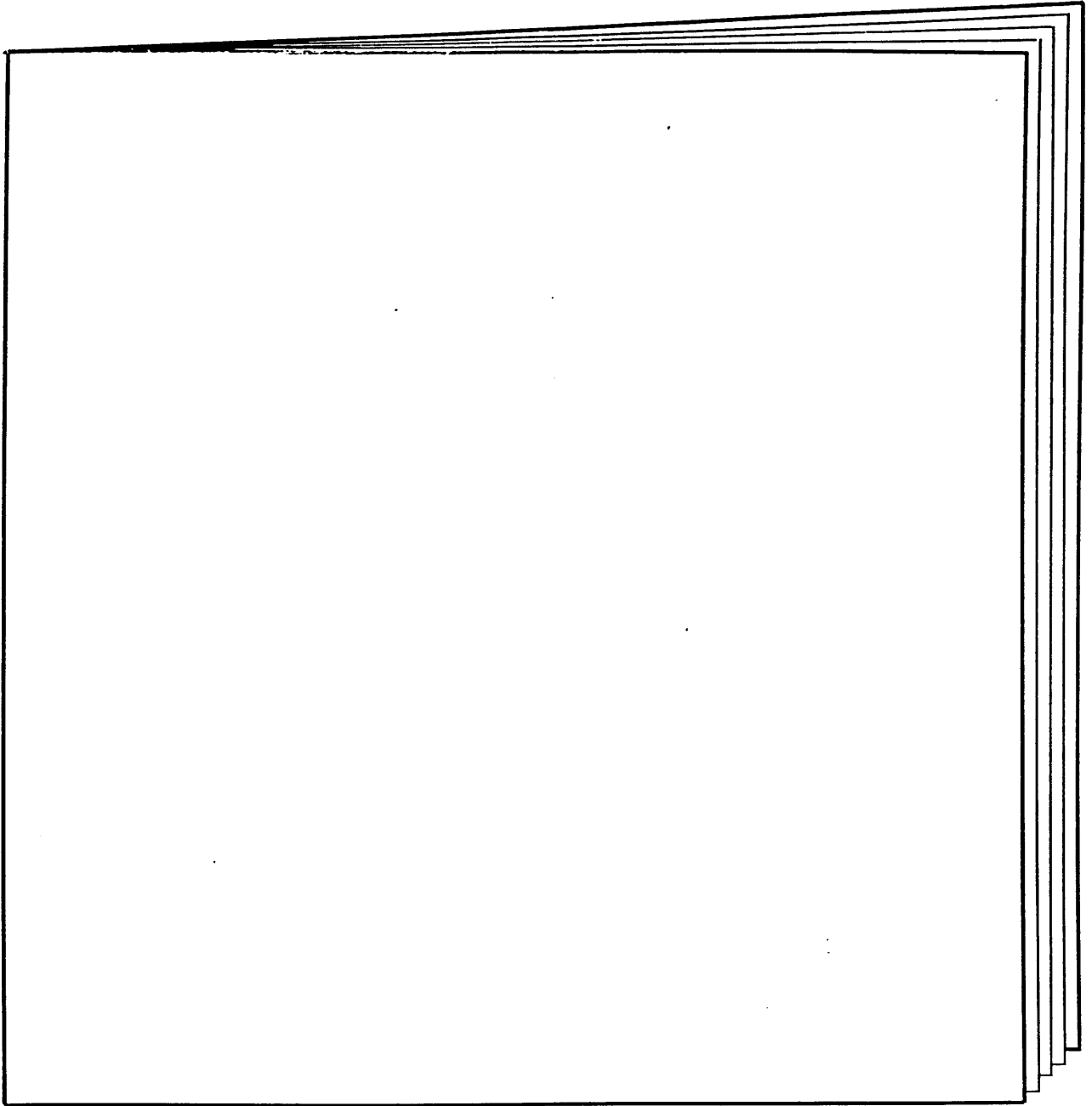
Pretend that you are the costume designer for the movie based on the book you just read. Design costumes that reflect the characters' personalities and the historical setting of the book.



New Cover

Name _____

Design a new cover for your book .



Write a brief summary of the book for the back cover . Make it so interesting that other people will want to read the book .

Distinctive Designs

Name _____

Make a bookmark to fit the book's personality.

Design an award for the book. Explain what the award is for and why this book deserves to receive it.



The Big Sell

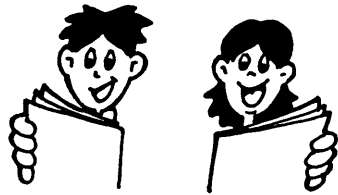
Name _____

Design an advertisement that will sell your book to one of the following:

- the owner of a bookstore
- a parent who is concerned with quality reading material
- a reluctant reader
- other students in your class.

Include an illustration or picture of the cover of the book. Use words that will grab a person's attention, stir their curiosity, and convince them they should read or buy this book.





Buddy Reading Form



Partner Reading _____

Partner Evaluating _____

Passage Read _____

One great thing is _____

One thing to work on is _____

Partner Reading _____

Partner Evaluating _____

Passage Read _____

One great thing is _____

One thing to work on is _____



Poetry – Diamonte

A diamonte poem is a seven-line poem that describes and compares two things that are different from each other. It has the following format:

line 1 – noun

line 2 – two adjectives describing the first noun

line 3 – three words ending in "ing" describing the first noun

line 4 – four nouns (two related to the first line and two related to line 7)

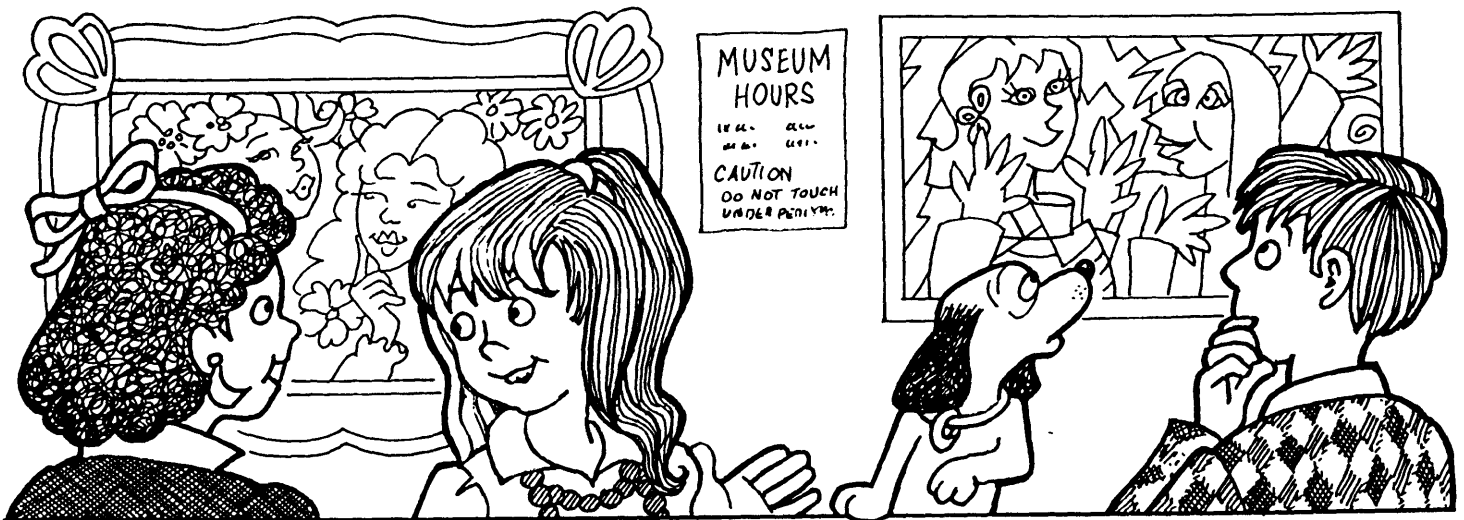
line 5 – three words ending in "ing" describing the last noun

line 6 – two adjectives describing the last noun

line 7 – noun (opposite or different from the noun in line 1)

Choose two contrasting things or two people from your book and write a poem about these two things using this format.

title



Poetry – Cinquain

Name _____

A cinquain poem is a five-line poem that usually describes something in nature but can be used to describe a character, setting or event. The format is:

line 1 – a two-syllable word or words stating the topic

line 2 – four syllables describing the topic

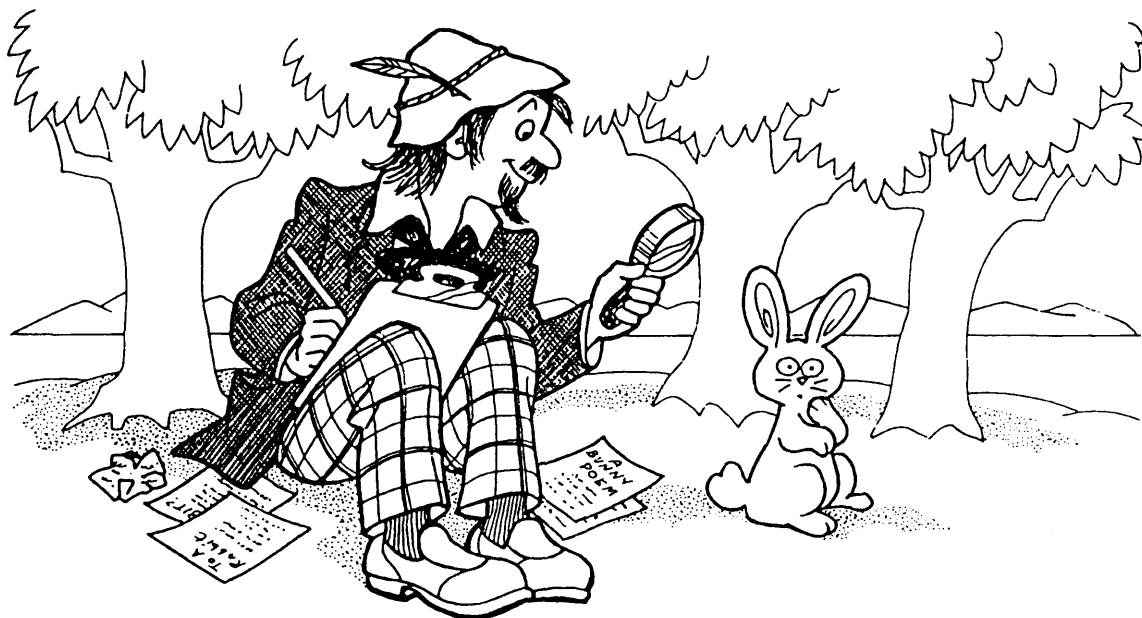
line 3 – six syllables expressing action

line 4 – eight syllables expressing feeling

line 5 – two syllables; a synonym for the topic.

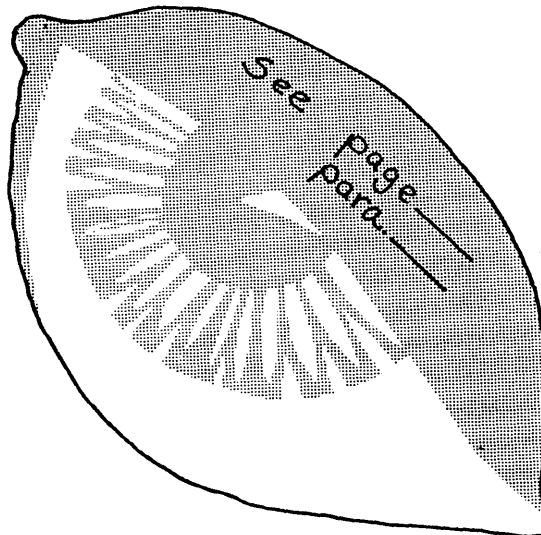
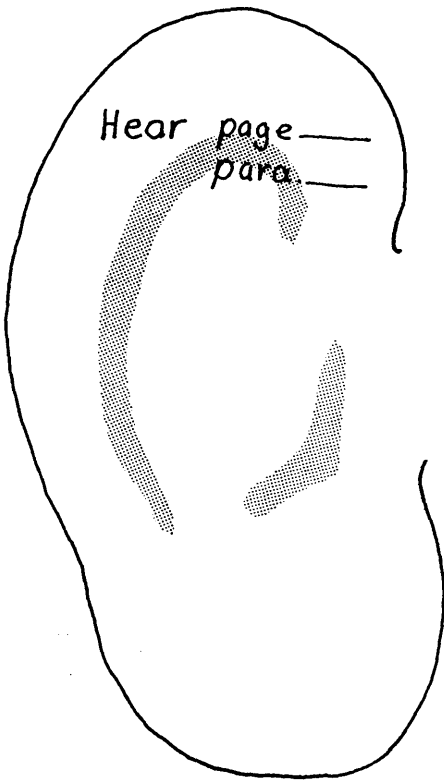
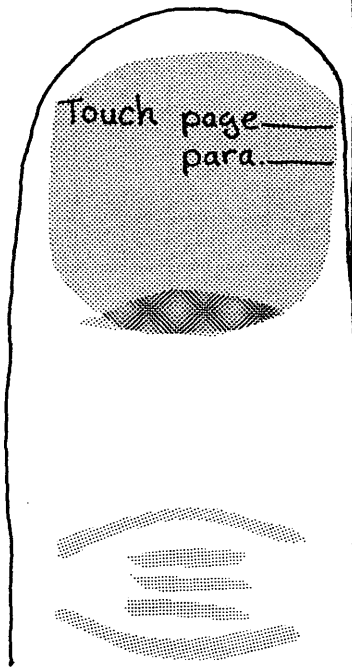
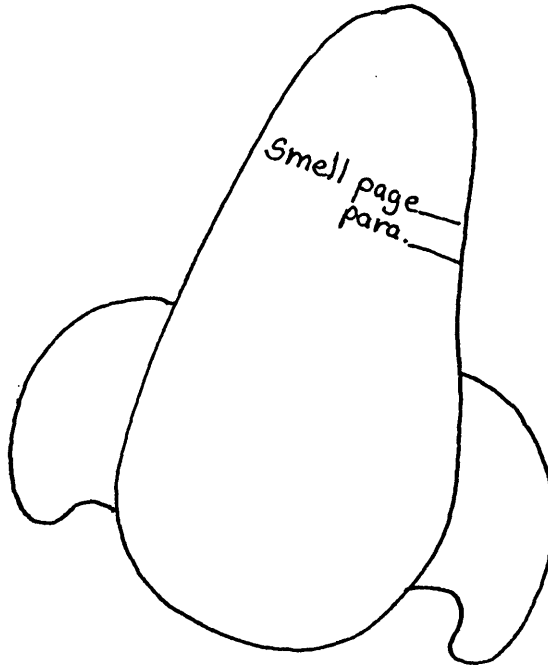
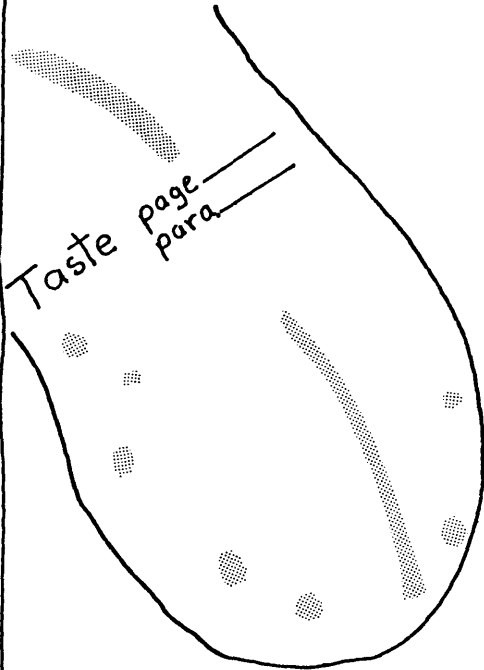
Choose a character, setting or event from your story and write a cinquain poem about it.

_____ title



sensible Words

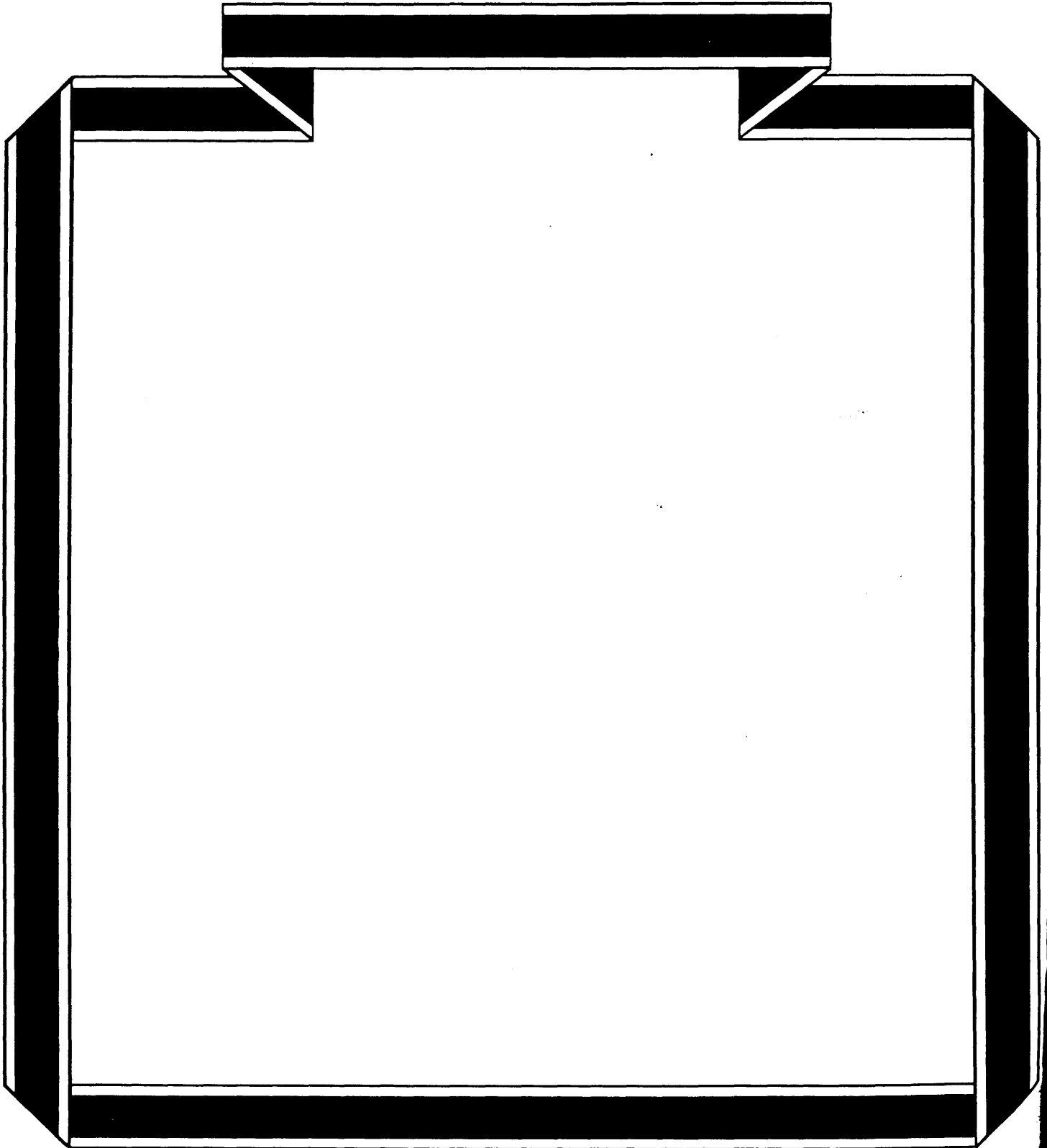
Locate words or phrases that appeal to the senses.
Record below. Can you find all 5 senses?



Word Collage

Name _____

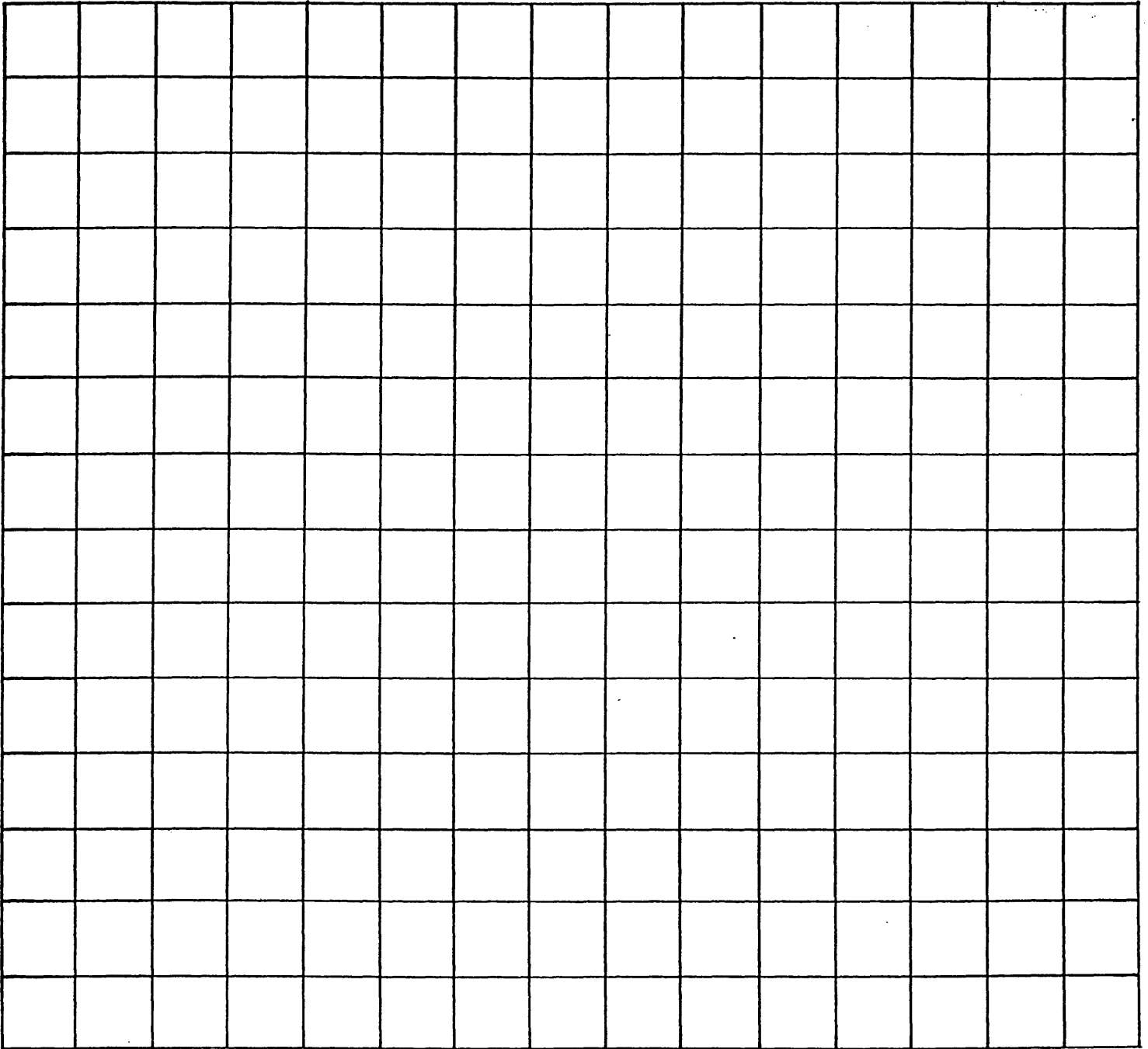
Use this space to make a collage of words, phrases, or pictures that describe or relate to the story or its theme.



Ap, An

WORD SEARCH.

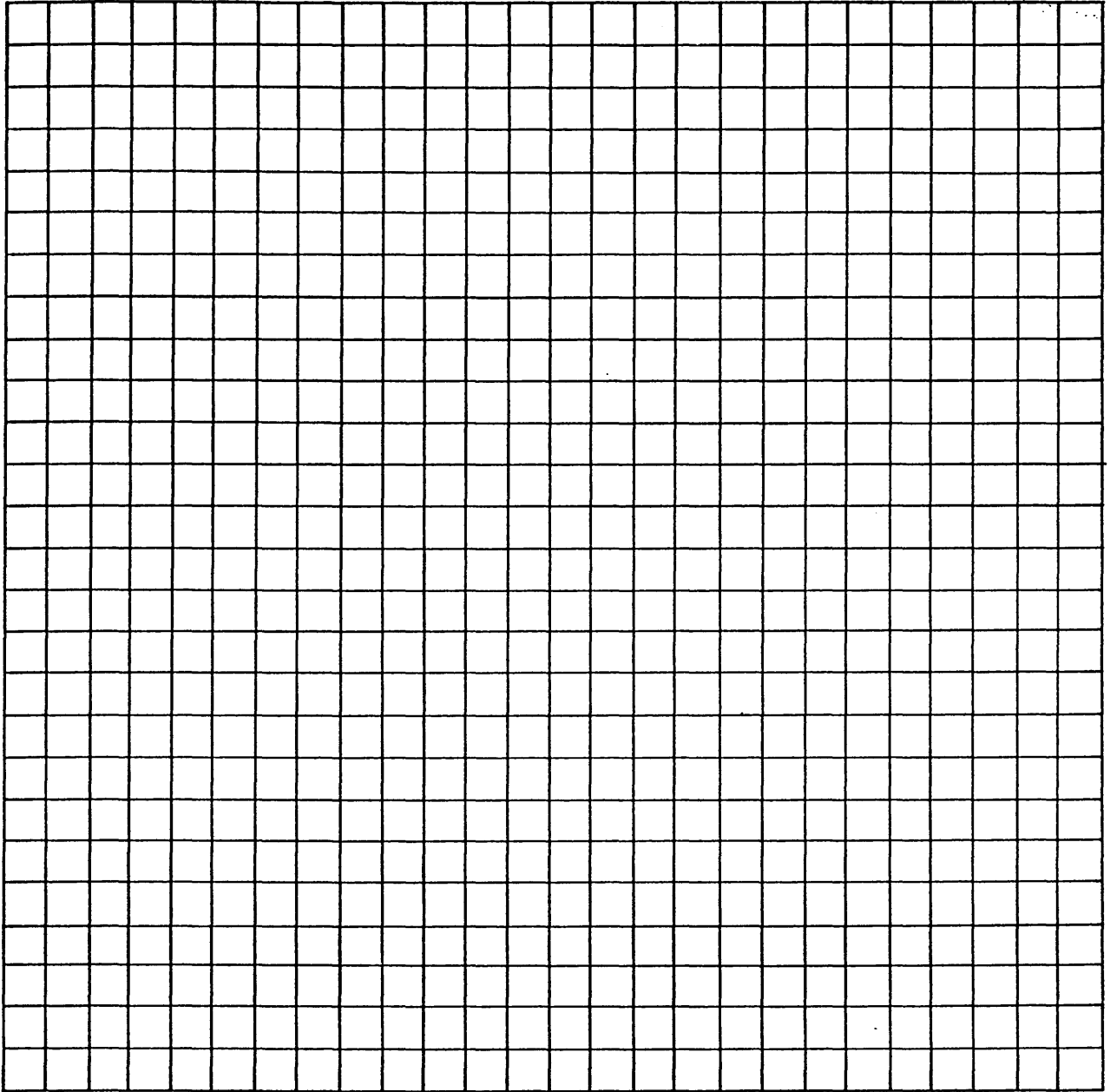
Use new vocabulary words to create a . . .



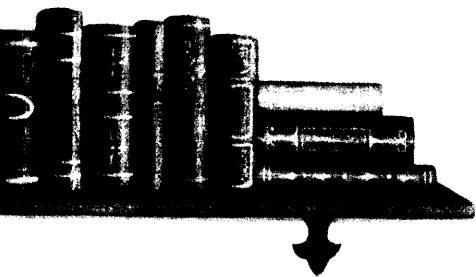
WORD LIST

CROSSWORD

Use new words from this week's section to create a crossword puzzle.



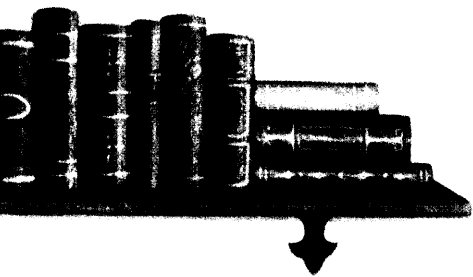
Clues



Section Five

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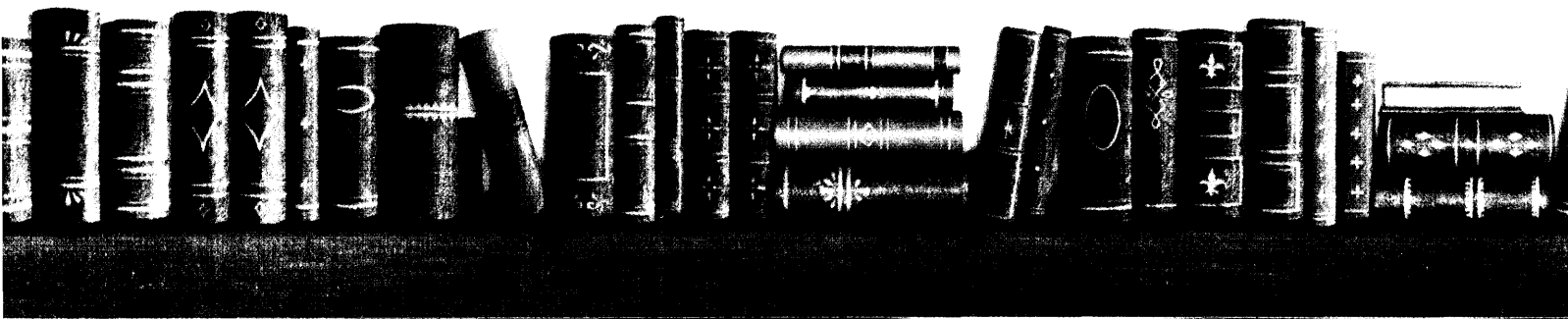
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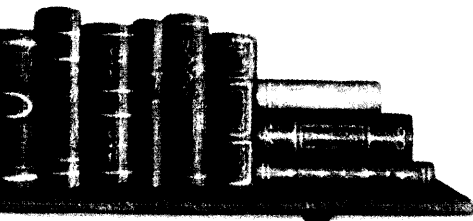
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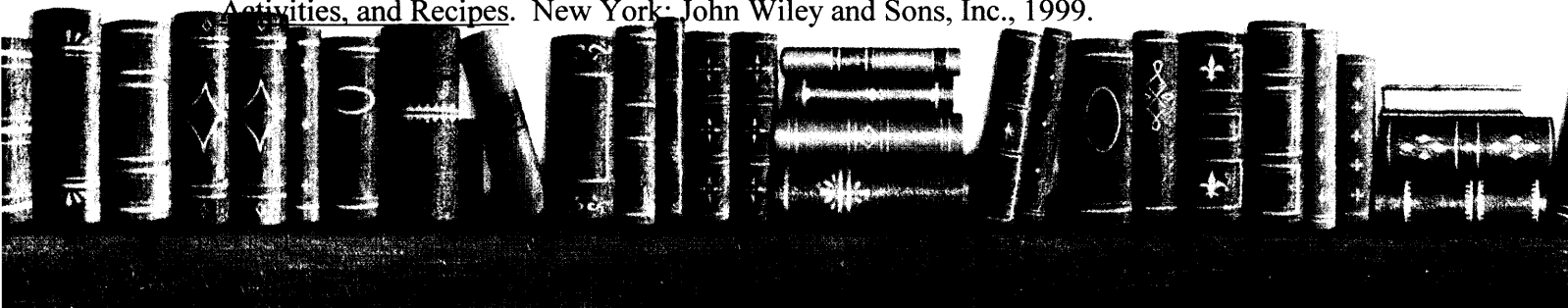
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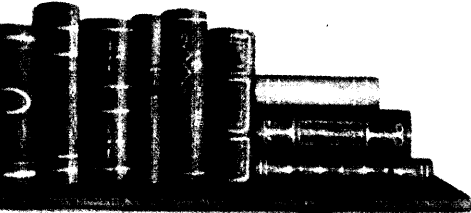
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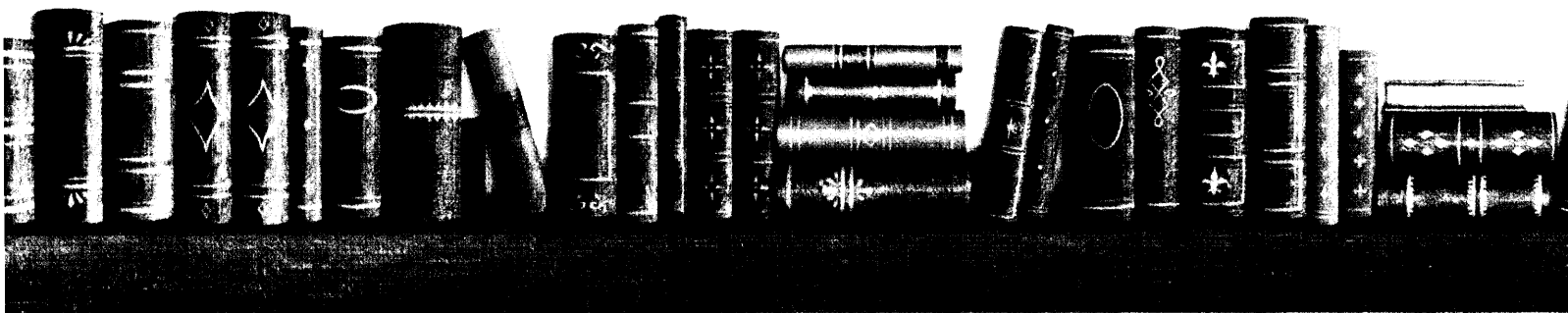
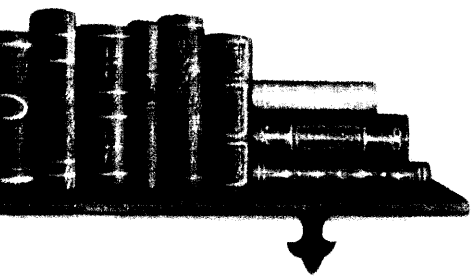
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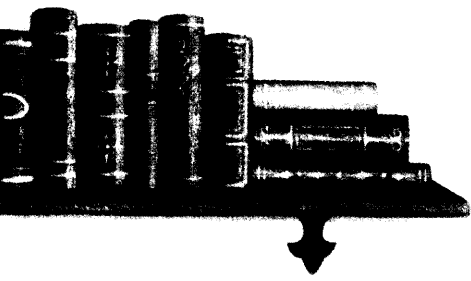
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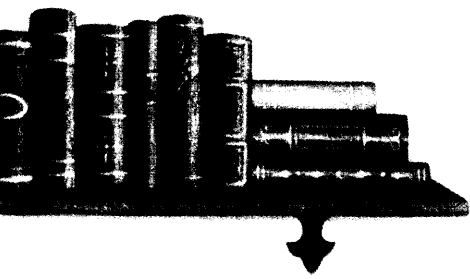




Section Six

Reflective Analysis of Outcome





Reflective Analysis of Outcome

To begin the unit, I performed a 2-3 minute book talk about each of the books available. These book talks were merely a tease of what was included in each of the books. I also took in copies of the books, and allowed the students to examine them and read the summaries on the backs. I truly enjoyed the kids' reactions when I just left them hanging about what happened in each book. They wanted to know it all, and couldn't believe that I was actually going to make them read the books to find out! After the book talks, I had each student rank his/her book preferences, one to four. Then I sorted the students according to their preference into the four different groups. While not every student got his first choice, I did my best to make everyone happy. The way I chose groups was by randomly choosing preference slips and placing each student in his/her first choice book. If the student's first choice was full, I placed him/her in the next available book group according to his/her preference. I think that the way I grouped the students went well, although I did have some students who did not particularly enjoy the book that they chose. I talked with them, and explained that not all books are going to be happy and funny, and sometimes we have to read books that are sad and serious. That is how we learn to love a variety of literature. Another positive factor about the grouping arrangements is that the groups seemed to be very even in terms of children that may have discipline problems, or who are uncooperative. There was really no group that stood out as being "bad". I thoroughly enjoyed working with all of the groups, and was thrilled with the dynamic within each group. There were a few students that I wish would have participated more in the conversation, but I do understand that some students are simply shy, and I hope that these discussion groups gave them a beginning experience in sharing their ideas, and in time they learn to openly express their thoughts.

Since I had to check out the books for this unit from the public library, each student and his/her parent was responsible for signing a book contract stating that they would treat the books with respect and return them on time. This way, the parents and students knew that they would be held accountable for paying for lost/stolen/late books. I felt that this communication was necessary to keep the parents informed of what was happening in reading class. Also, I needed support from the parents in case any child lost his/her book, and tried to give me an "I didn't know I had to pay for writing in it/damaging it/etc." This covered my back in case anyone was irresponsible with the books, and I wouldn't get stuck paying high replacement or repair fines. It also expressed my specific expectations about how the children would treat the books. It turned out to be a wonderful idea, because I had no damaged books, and all of the students returned them on time.

Before we began with the actual discussion groups, I took one class period to discuss our schedules and procedures during our discussion meetings. I explained to them that I was giving them lots of independence, and I was counting on them to work responsibly and stay on-task during study time. I informed them that if they refused to use their time wisely, they would be given additional activities to complete as homework. I then met shortly with each group, and answered specific questions that they had concerning their books. I also explained the box of activities. The box of activities is a file box that contains all of the various activity sheets for the unit, as well as labeled file

folders for each child. I explained to the students that they were each responsible for completing at least ten of the 22 activities in the box by the completion of the unit. I told them that these activities were to be done independently and would be graded on a regular basis, so it would be beneficial to them not to put them off until the last minute. I showed the students examples of some of the various activities in the box, and told them that they could choose whichever ten they preferred, as long as some included writing, some included reading, and some included art. I emphasized that I didn't want one student to do all art activities, or all writing activities. I wanted them to experience a little of each area. I also told the children that since I was giving them an extremely large amount of work time throughout the unit, I expected top-quality work, and that if I felt that they were just throwing down answers, I would make them redo the activity. I feel that by clearly stating my expectations for this section of the unit, I created a pathway to success for the students. They knew exactly what was required of them before they began. Also, I made sure that they knew that I was always available to answer questions, so that also helped in their ability to gain success. I did not just leave them hanging, but provided any necessary support along the way.

Next, I explained the literature journals. Each student was given a journal in which they wrote responses to the literature prior to every meeting. These responses were based on the reading that was assigned at the previous meeting. These journals were to be $\frac{1}{4}$ to $\frac{1}{2}$ of a page, and may include comments, questions, or feelings about the reading. The journals could also include pictures of events or scenes that the children found interesting, if they wanted to include them. I stressed to them that I did not want a summary of the reading, since I had read it myself. My main focus was to see how the students were feeling and relating to the characters in the story. I was thoroughly impressed with most of the students' journals. They had so many great opinions, thoughts, questions, and insights. I learned and realized something new about the stories every day. They had a little difficulty the first time understanding how to write about their feelings and not just give me a summary, but after I praised a couple students for their excellent work, the journals just SOARED!

In addition to responses, each time a journal entry was due, the students had to complete a new word and plot profile activity. A new word is when the student finds a word he/she does not know, and then tries to use context clues to make a guess as to the word's meaning. After a guess has been made, the student looks up the word in the dictionary and writes the actual definition next to the guess. I was very impressed by the words that the students chose as their new words. I think that they turned it into a contest to see who could find the coolest word, and I looked forward to hearing the new words every day. I really think that these students have increased their vocabulary tremendously by doing this activity. I know I did!

A plot profile is a chart where a student records his/her feelings as to how exciting the book is. These charts can fluctuate and change day by day. The different opinions of the students made me realize just how unique each student is. The plot profiles served as an informal means of assessment that helped me determine how interested each student was in the book he/she was reading. Several of the profiles remained extremely low, so I concluded that these students were not fond of the books that they had chosen. These profiles led to many debates and discussions as to why the students did not like the books, and those that did tried to convince them that it was not that bad. Other students

had profiles off the chart, and really got excited and caught up in the situations of their characters.

I believe that organization was a main key in the success of this unit. I feel that I planned out ways of organizing the students, materials, and time in ways that were extremely conducive to learning and sharing. To organize the box activity, I kept all of the materials and activities that were associated with it right inside. Each activity had its own labeled file folder, and each student had a separate folder with his/her name on it, so I knew exactly whose assignments were whose, even if they didn't have names on them, or weren't yet completed. The entire box activity was well organized, and self-contained so it was easy to take home and grade, with very little paper shuffling and opportunity for papers to get lost.

In the area of discussion groups, I felt that I did a good job managing the time and transitions involved. There were a few times when the first group ran a little over on time, but I adjusted and regrouped so the second groups went smoothly. The students became so acquainted with the schedule procedures that I didn't even have to call them over. They knew when they needed to be at the back table and ready to go, and they were there, ready with smiles on. It was such a good feeling to see them managing their time. I know that organization and time management is not a strong point for me, and I know that by helping them learn those skills early, they will benefit them in later life. Also, I required all students to bring their assignment notebook to group meetings, so they could instantly keep track and write down any assignments they had. That really cut down on the "I didn't know we were supposed to do that" syndrome.

To organize and manage the discussion groups I used a checklist to make sure everyone was present, prepared, had read, completed a journal, and shared their ideas. I got myself into a little trouble at first, because I didn't ask to physically see the journals and new words, and some students said that they did them, but later I found out that they were lying. After that, I physically checked for all assignments, and it went well from then on. I also used the checklist as an assessment tool for how well each child seemed to understand the story. In my thoughts, if you understand the story, you should be able to talk about the story. If a student could not or refused to participate in the day's discussion, I gave him or her a minus in the area of sharing ideas. At a glance I can flip back and see whom I believe truly understands the concepts in the book, and whom I think needs some more assistance. The checklist really helped me assess and organize the discussion meetings.

The project I chose as a culmination of this unit was a scrapbook project that is based on the main character of the book. I found this project in a resource book, and felt that it would be perfect, due to the in-depth characterization found in these books. This project was great because it included all of the necessary parts: exact directions with specific requirements, a detailed grading rubric, graphic organizers to help plan out the final product, and sample pictures to help students get an idea of how to complete it. I used one discussion meeting with each group to go through the project step-by-step, and explained all of the directions and parts. Once I finished explaining, I opened the floor to any questions the students had. At first, they didn't seem to have a lot to say, but as time went on, and they began working on the project independently, individual questions arose, and I did my best to answer them. The final products were amazing, and the uniqueness and individuality of the students shone through. It is amazing all of the

different ways that children can interpret the exact same instructions. I would definitely recommend this project to anyone looking for a self-contained project that deals with comprehending characters in a book with detailed characterization. This project saved me so much time trying to develop a project myself, in addition to all of the assessments, instructions, and examples I would have had to create to grade it.

The way I ran my discussion meetings worked well for this class. I started off each meeting by completing the checklist and making sure that every student had all of the required materials. Next, student volunteers shared their new words. I felt that it was important for them to share the new words as a means to expand their vocabulary. By sharing all of the new words, each student was introduced to words that that he/she may not have known, but now is familiar with because of this unit. Next, student volunteers shared their journals and plot profiles. I tried to have the journals be the focus of the discussion for that day. We went through and answered questions that the students had about the reading, commented on people's observations and opinions, and sometimes even got into a debate about how people felt about the story. I tried to make the children lead most of the discussion, but sometimes I had to jump in and point them in the right direction if they were incorrect about something. Sometimes I had to step in and redirect the conversation if it had gone off track. Mainly my job was to be a facilitator, and help students bring out their own thoughts. I did, however, have a list of possible discussion questions in case there was a lapse in discussion, or we finished before time was up. At the end of each meeting, we would decide on how much to read the next day. Originally I had wanted the students to have a large part in choosing the number of pages, but I soon found out that, if given the choice, they would choose an insignificant number of pages. If I had gone by what the children wanted to read, it would have taken all year to get through these books. So I made an executive decision, and we read 15-18 pages each assignment. This worked out well, and all groups finished their books at about the same time. The meetings went very smoothly, and I felt that the children enjoyed them almost as much as I did!

I used many forms of assessment during the course of this unit. I used checklists to make sure that students were organized and were completing activities in a timely manner, rubrics to assess their final projects, informal observations to determine how well they understood the material being read, written vocabulary quizzes to check for vocabulary understanding, and I graded their completed activity sheets to see how well they could complete the activities and how well they understood the book. By using a variety of assessments, I feel that I was able to get a clear and precise view of the knowledge that was being learned through this book. I am impressed to see the high scores on the quizzes and activity sheets, and I am ecstatic to see the level of participation and understanding during group discussion. I used to think that the only way to know if a child knows the information is to give pencil and paper written tests, but this unit helped me to see that there are other (and better) ways to check for understanding. Don't get me wrong, I am not saying that written tests should not be used, but there are more innovative and authentic ways to assess students' learning.

In addition to planned activities during the unit, I obtained and provided a large number of tradebooks for the children to use as independent exploration. These books dealt with the topics of the Civil War, Slavery, and the Underground Railroad. Specific concepts included the use of weaponry during the war, the role of women, the setting of

the United States at the time of the war, the personal diaries of girls and boys during that time, books of photographs taken during the war, and specific dates, facts, and other historical information about the time period. Students could use silent reading time or independent work time to explore these books to enrich the knowledge that they obtained through the novels. The children really enjoyed reading through these books, and would often come and tell me about facts that they learned in them. By choosing books in a variety of styles, I believe that I was able to cater to the learning needs of all my students. I even took time to look at the books, and pulled out various informational tidbits that I thought were relevant to the books we were reading. By using authentic literature during the discussion groups, as well as provided tradebooks to look at, the students are being exposed to several different types of literature, thus increasing their reading development.

If I could change one thing about the implementation of this unit, I would like to change the fact that we had so many interruptions. It seemed to me that no matter how carefully I planned out the predicted schedule of activities and events, there was always something that messed up our schedule. Unfortunately, interruptions are an unavoidable part of a teacher's life. School programs, conferences, in-service days, and teacher emergencies all play a large role in the performance of a teacher. This lesson gave me a practice in the life skills of flexibility and adaptability. Originally, I had not planned on the unit taking as long as it did, but due to the number of half-days and school convocations, it was necessary to extend the time frame that I had originally planned. However, this was a learning experience, and in future use of this unit, I feel that I will be able to shorten the length of time needed, if necessary, to complete the unit. The old adage "practice makes perfect" certainly applies to me in this case. As I continue to teach, and am forced to be flexible and adapt my plans to fit the school schedule, I will become more comfortable and better able to cope with unexpected changes to plan. Eventually, change will become second nature, and I will be able to transition smoothly into an alternative plan, if necessary. This unit gave me a valuable lesson in adjusting, and I am very grateful that I learned this lesson now, and not later.

Overall, I feel that creating and implementing this unit has proven to be one of the greatest learning experiences of my life. Not only did I learn about planning lessons and matching them to state and curriculum standards, I learned about organization, assessment, using Bloom's Taxonomy and Gardner's Multiple Intelligences, and how to step back at times and allow the children to explore and create their own learning, rather than being strictly a "fact-giving" entity. All of these concepts are characteristics that a top-rate professional educator needs to have and demonstrate on a regular basis. I am extremely happy with the outcome of this literature discussion unit, and I plan on using this throughout my teaching career, and possibly creating more like it. As I said, not only do the students learn from discussion groups, the teacher does too.

