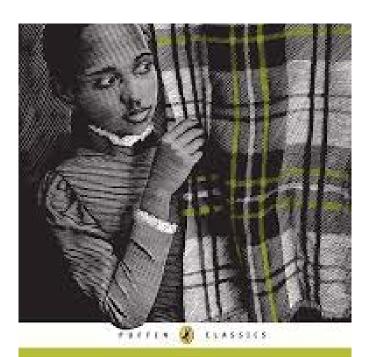
Heroes

UNDERGROUND TO CANADA



RARBARA SMUCKER

Underground≌Canada

INTRODUCED BY LAWRENCE HILL

SDA Church in Canada Office of Education Pathways

Daily Lesson Guide

HEROES UNDERGROUND TO CANADA

INTRODUCTORY MATERIALS







Seventh-day Adventist Church in Canada 1148 King St. E. Oshawa, Ontario CANADA L1H 1H8

Copyright © 2015, by Seventh-day Adventist Church in Canada Office of Education All rights reserved.

blackline masters in this volume for use in their classrooms.

Teachers in Seventh-day Adventist schools have permission to reproduce the

TABLE OF CONTENTS

INTRODUCTORY MATERIALS	. 1
Synopsis 1 Author Information 1 Pathways Theme and the Adventist Worldview 2 NAD Standards 3 Provincial Standards 5 Writing Formats 19 Across the Curriculum 19	
SPIRITUAL CONNECTIONS	. 19
PRE-ASSESSMENT AND OVERARCHING LESSONS	. 20
KWL 20 Making Predictions 20 Bulletin Board 20 Possible Research Topics 20 Study of Similes 20 Study of Heroes 20	
MANAGEMENT	. 21
Differentiated Instruction 21 Timeline for Unit 21 Parent Newsletter 22 Booklist 22	
ASSESSMENT	23
WORD STUDY	. 23
General Ideas 24 Daily Routine 24	
SESSION 1	. 32
SESSION 2	. 37
SESSION 3	. 40
SESSION 4	. 44
SESSION 5	. 49
SESSION 6	. 52
SESSION 7	. 56
SESSION 8	. 60
SESSION 9	. 64
ADDITIONAL RESOURCES	. 68
BLACKLINE MASTERS	7

UNDERGROUND TO CANADA

by Barbara Smucker

DAILY LESSON GUIDE FOR GRADE 6

by Joan LaPointe and Gina Walker

INTRODUCTORY MATERIALS

SYNOPSIS

Julilly is a young slave girl who gets sold to a miserable plantation in the South. An abolitionist visits the plantation and gets Julilly, her friend Liza, and two others started on the road to freedom with some help along the way from members of the Underground Railroad. Julilly wants above all to be reunited with her mother and live in freedom. She and the others face the hardships and dangers with courage. The book features many heroes who face personal danger and make sacrifices in order to follow their convictions and help others to freedom.

AUTHOR INFORMATION

The author, Barbara Smucker (1915-2003), lived in both Canada and the U.S.A. She had a love of history and cared deeply about social-justice issues. She has written a number of books for young people and received much recognition for her work. She has received the Ruth Schwartz Children's Book Award, the Canada Council Children's Literature Award Prize (1980), and an IODE Award. In 1986 the University of Waterloo awarded her an honorary Doctor of Letters degree. Read more: http://www.answers.com/topic/barbara-smucker#ixzz36DwRks9I

Please note: Though the content of this DLG is specific to this theme book, the descriptions of *Pathways* components (especially Management and Word Study) remain essentially unchanged.

PATHWAYS THEME AND THE ADVENTIST WORLDVIEW

HEROES

"For I can do everything through Christ, who gives me strength. Philippians 4:13 (NLT)

Essential Question: What can we learn from heroes that will enable us to be heroes for God?

Big Idea: God uses heroes to reveal who He is.

ADVENTIST WORLDVIEW			
Creation— What is God's intention?	Fall— How has God's purpose been distorted?		
 God created human beings in His image While created in His image, each human being is also unique God's plan is that each of us reveal His character in ways that demonstrate the gifts He has given 	 Humanity took on a sinful nature because of wrong choices God's image in human beings has been blurred because of sin Nature was affected as a result of sin Human beings find it difficult to see a God who is loving, involved, and forgiving 		
Redemption— How does God help us to respond?	Re-creation— How can we be restored in the image of God?		
 God enables us to act according to His will God gives flawed humans the privilege of revealing His character through heroic acts, whether small or great 	 In giving His Son, God was the ultimate hero in the salvation of His Creation With the second coming of Christ, our true Hero restores His perfect Creation 		

NAD STANDARDS

Reading Foundation	ons		
Fluency	LA.6.RF.1	Read orally, demonstrating understanding of the material and awareness of the audience.	
Reading – Literatu	re		
Key Ideas &	LA.6.RL.2	Determine the theme and how it is conveyed through details in the text; provide a summary of the text distinct from personal opinions.	
Details	LA.6.RL.3	Describe how a plot unfolds and how the characters respond as the plot progresses.	
Craft & Structure	LA.6.RL.4	Determine the meaning of words and phrases in context, including figurative and connotative meanings; analyze the impact of word choice on meaning and tone.	
Integration of Knowledge & Ideas	LA.6.RL.9	Make connections between a text and personal life experiences, other texts, and the world	
Range of Reading & Level of Text	LA.6.RL.11	Read and comprehend literature of appropriate complexity, independently and proficiently.	
Complexity	LA.6.RL.13	Read literature for pleasure, personal growth, and spiritual development.	
Reading – Informa	tional Text		
Key Ideas &	LA.6.RI.1	Cite textual evidence to support analysis of what the text says both explicitly and implicitly	
Details	LA.6.RI.2	Determine the main idea and how it is conveyed through details in the text	
Craft & Structure	LA.6.RI.5	Analyze how a sentence, paragraph, chapter, or section fits into the structure of a text and contributes to the development of the ideas	
Integration of Knowledge & Ideas	LA.6.RI.7	Synthesize information presented in different media or formats to develop a coherent understanding of a topic.	
Range of Reading	LA.6.RI.11	Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently.	
& Level of Text Complexity	LA.6.RI.12	Use a variety of reference and research materials, both print and digital.	
	LA.6.RI.13	Read literary nonfiction for pleasure, personal growth, and spiritual development.	
Writing			
Text Types & Purposes	LA.6.W.2	Write informative/explanatory texts that include: an introduction; analysis of relevant content (e.g., facts, definitions, quotations, examples); transitions and content-specific vocabulary; organizational structure (e.g., definition, classification, comparison/contrast, cause/effect); and a conclusion	

Production & Distribution of Writing	LA.6.W.6	With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting or trying a different approach
Range of Writing	LA.6.W.11	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
Speaking and Liste	ning	
Comprehension & Collaboration	LA.6.SL.1	Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity: follow rules for collegial discussions, set goals and deadlines, define roles
Presentation of Knowledge & Ideas	LA.6.SL.6	Adapt speech to a variety of contexts and tasks (e.g., debate, drama, interview), demonstrating command of formal English when appropriate
Language		
Conventions of	LA.6.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: ensure pronounantecedent agreement
Conventions of Standard English	LA.6.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation (e.g., commas) to set off nonrestrictive/parenthetical elements
Knowledge of Language	LA.5.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening: vary sentence patterns
Vocabulary Acquisition & Use	LA.6.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: interpret figures of speech (e.g., personification) in context; use the relationship between particular words to understand their meaning; distinguish among the connotations of words with similar definitions.

PROVINCIAL STANDARDS

ALBERTA

General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Express ideas and develop understanding

- use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests
- read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts

General Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

Use prior knowledge

- combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information Use comprehension strategies
- identify, and explain in own words, the interrelationship of the main ideas and supporting details
 - use definitions provided in context to identify the meanings of unfamiliar words

Use textual cues

• use text features, such as charts, graphs and dictionaries, to enhance understanding of ideas and information

Use phonics and structural analysis

• integrate and apply knowledge of phonics, sight vocabulary, language and context clues, and structural analysis to read unfamiliar words in texts of increasing length and complexity

Use references

• choose the most appropriate reference to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts

2.2 Respond to Texts

Construct meaning from texts

- make connections between own life and characters and ideas in oral, print and other media
 texts discuss common topics or themes in a variety of oral, print and other media texts observe
 and discuss aspects of human nature revealed in oral, print and other media texts, and relate
 them to those encountered in the community
- summarize oral, print or other media texts, indicating the connections among events, characters and settings
- identify or infer reasons for a character's actions or feelings

Generate ideas

 choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts

General Outcome 3 Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Focus attention

 use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation

Determine information needs

decide on and select the information needed to support a point of view

Plan to gather information

• develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation

3.2 Select and Process

Use a variety of sources

 locate information to answer research questions, using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs and the Internet

Access information

- use a variety of tools, such as bibliographies, thesauri, electronic searches and technology, to access information
- skim, scan and read closely to gather information

3.3 Organize, Record and Evaluate

Organize information

 organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence

Record information

 use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning

Share ideas and information

- communicate ideas and information in a variety of oral, print and other media texts, such as multiparagraph reports, question and answer formats and graphs
- select appropriate visuals, print and/or other media to inform and engage the audience

General Outcome 4 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve

Appraise own and others' work

work collaboratively to revise and enhance oral, print and other media texts

Revise and edit

- edit for appropriate verb tense and for correct pronoun references
- use paragraph structures in expository and narrative texts

Enhance legibility

 experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts

Expand knowledge of language

• show the relationships among key words associated with topics of study, using a variety of strategies such as thought webs, outlines and lists

4.2 Attend to Conventions

Attend to grammar and usage

- identify the use of coordinate and subordinate conjunctions to express ideas
- use complex sentence structures and a variety of sentence types in own writing

Attend to spelling

- use a variety of resources and strategies to determine and learn the correct spelling of common exceptions to conventional spelling patterns
- edit for and correct commonly misspelled words in own writing, using spelling generalizations and the meaning and function of words in context

Attend to capitalization and punctuation

 identify ellipses that show words are omitted or sentences are incomplete when reading, and use them to assist comprehension

4.3 Present and Share

Present information

use various styles and forms of presentations, depending on content, audience and purpose

Enhance presentation

- emphasize key ideas and information to enhance audience understanding and enjoyment Use effective oral and visual communication
 - demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication

Demonstrate attentive listening and viewing

• respond to the emotional aspects of presentations by providing nonverbal encouragement and appreciative comments

General Outcome 5 Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community

Appreciate diversity

 compare personal challenges and situations encountered in daily life with those experienced by people or characters in other times, places and cultures portrayed in oral, print and other media texts

5.2 Work within a Group

Cooperate with others

- assume a variety of roles, and share responsibilities as a group member
- identify and participate in situations and projects in which group work enhances learning and results

Work in groups

 contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigation

Evaluate group process

 assess own contributions to group process, and set personal goals for working effectively with others

BRITISH COLUMBIA

Oral Language

Purposes

A1 use speaking and listening to interact with others for the purposes of

- contributing to group success
- discussing and comparing ideas and opinions (e.g., debating)
- improving and deepening comprehension
- completing a variety of tasks

A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by

- using prior knowledge and/or other sources of evidence
- staying on topic in focussed discussions
- presenting in a clear, focussed, organized, and effective manner
- explaining and effectively supporting a viewpoint

A3 listen purposefully to understand and analyse ideas and information, by

- summarizing and synthesizing
- generating questions
- visualizing and sharing
- making inferences and drawing conclusions
- analysing
- ignoring distractions

Strategies

A4 select and use strategies when interacting with others, including

- accessing prior knowledge
- making and sharing connections

- asking questions for clarification and understanding
- taking turns as speaker and listener

A5 select and use strategies when expressing and presenting ideas, information, and feelings, including

- accessing prior knowledge
- generating ideas
- making and sharing connections
- asking questions to clarify and confirm meaning
- organizing information
- practising delivery

A6 select and use strategies when listening to make and clarify meaning, including

- accessing prior knowledge
- making predictions about content before listening
- focussing on the speaker
- listening for specifics
- generating questions
- recalling, summarizing, and synthesizing

Thinking

A7 demonstrate enhanced vocabulary knowledge and usage

A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts

A9 use speaking and listening to improve and extend thinking, by

- questioning and speculating
- acquiring new ideas
- analysing and evaluating ideas

Features

A11 recognize and apply the features of oral language to convey and derive meaning, including

- context (e.g., audience, purpose, situation)
- a variety of sentence lengths, structures, and types
- smooth transitions and connecting words
- syntax (i.e., grammar and usage)
- diction
- nonverbal communication

A12 recognize the structures and patterns of language in oral texts, including

literary devices

Reading and Viewing

Purposes

B1 read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring variety in theme and writing techniques, including

- stories from Aboriginal and other cultures
- literature from Canada and other countries
- short stories and novels exposing students to unfamiliar contexts

B2 read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language, including

- reference materials
- appropriate web sites

B4 demonstrate comprehension of visual texts with specialized features (e.g., visual components of media such as magazines, newspapers, web sites, comic books, broadcast media, videos, advertising, and promotional materials)

Strategies

B5 select and use strategies before reading and viewing to develop understanding of text, including

- setting a purpose and considering personal reading goals
- accessing prior knowledge to make connections

making predictions

B6 select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including

- predicting
- making connections
- asking and answering questions
- making inferences and drawing conclusions
- using 'text features'
- figuring out unknown words
- reading selectively

B7 select and use strategies after reading and viewing to confirm and extend meaning, including

- generating and responding to questions
- making inferences and drawing conclusions
- using 'text features' to locate information
- using graphic organizers to record information
- summarizing and synthesizing

Thinking

B8 respond to selections they read or view, by

- expressing opinions and making judgments supported by explanations and evidence
- explaining connections (text-to-self, text-to-text, and text-to-world)
- identifying personally meaningful selections, passages, and images

Features

B11 explain how structures and features of text work to develop meaning, including

- 'text features' (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlinks, pull-quotes)
- literary elements (e.g., characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme)
- literary devices (e.g., imagery, onomatopoeia, simile, metaphor)

Writing and Representing

Purposes

C1 write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring

- clearly developed ideas by using effective supporting details, explanations, comparisons, and insights
- effective word choice through the use of an increasing number of new, varied, and powerful words
- an honest voice
- an organization that is meaningful, logical, and effective, and showcases a central idea or theme
 C3 write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring
- well-developed ideas through the use of interesting sensory detail
- sentence fluency through a variety of sentence lengths and patterns, with increasing fluidity
- effective word choice by using engaging figurative and sensory language
- an authentic voice
- an organization that includes an enticing opening, followed by a sequence of effective detail which elaborates events, ideas, and images, that lead to an imaginative or interesting conclusion

C4 create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring

- development of ideas using clear, focussed, and useful details, and by making connections to personal feelings, experiences, opinions, and information
- an expressive voice

Strategies

C5 select and use strategies before writing and representing, including

- identifying an audience, genre, and form

generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research

C6 select and use strategies during writing and representing to express and refine thoughts, including

- accessing multiple sources of information
- consulting reference materials
- considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency
- ongoing revising and editing

C7 select and use strategies after writing and representing to improve their work, including

- revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization)
- editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)

Thinking

C8 use writing and representing to express personal responses and relevant opinions about experiences and texts

C9 use writing and representing to extend thinking, by

- developing explanations
- exploring new ideas (e.g., examining alternative viewpoints, transposing writing from one form to another)

Features

C11 use the features and conventions of language to express meaning in their writing and representing, including

- complete simple, compound, and complex sentences
- subordinate (i.e., dependent) clauses
- past, present, and future tenses
- effective paragraphing
- effective use of punctuation and quotation marks
- conventional Canadian spelling for familiar and frequently used words
- spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, thesaurus)
 - legible writing appropriate to context and purpose

MANITOBA

General Outcome 1: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

1.1 Discover and Explore

1.1.1 Express Ideas

Engage in exploratory communication to share personal responses, make predictions, and discover own interpretations.

1.2 Clarify and Extend

1.2.1 Develop Understanding

Reflect on prior knowledge and experiences to arrive at new understanding.

1.2.2 Explain Opinions

Explain personal viewpoints in clear and meaningful ways and revise personal understanding.

1.2.4 Extend Understanding

Appraise ideas for clarity and ask extending questions; select from others' experiences and ideas to extend ways of knowing the world.

General Outcome 2: Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.

2.1 Use Strategies and Cues

2.1.1 Prior Knowledge

Seek connections between previous experiences, prior knowledge, and a variety of texts.

2.1.2 Comprehension Strategies

Use comprehension strategies [such as asking questions, making notes, adjusting reading rate . . .] appropriate to the type of text and purpose [including summarizing, outlining, remembering ideas, and responding personally].

2.1.3 Textual Cues

Use textual cues [such as organizational structures of narrative and expository texts, headings, glossaries, margin notes...] to construct and confirm meaning.

2.1.4 Cueing Systems

Use syntactic, semantic, and graphophonic cueing systems [including word order, context clues; and multiple meanings of words, structural analysis to identify roots, prefixes, and suffixes] to construct and confirm meaning; use a dictionary to determine word meaning in context.

2.2 Respond to Texts

2.2.1 Experience Various Texts

Seek opportunities to experience texts from a variety of forms and genres [such as autobiographies, travelogues, comics...] and cultural traditions; share responses.

2.2.2 Connect Self, Texts, and Culture

Discuss own and others' understanding of various community and cultural traditions in various places and times as portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].

2.2.3 Appreciate the Artistry of Texts

Identify descriptive and figurative language in oral, literary, and media texts and discuss how it enhances understanding of people, places, and action.

2.3 Understand Forms and Techniques

2.3.1 Forms and Genre

Recognize key characteristics of various forms and genres of oral, literary, and media texts [such as novels, biographies, autobiographies, myths, poetry, drawings, and prints...].

2.3.4 Experiment with Language

Alter words, forms, and sentence patterns to create new versions of texts for a variety of purposes [such as humour...]; explain ways in which figures of speech [such as similes, metaphors...] clarify and enhance meaning.

2.3.5 Create Original Texts

Create original texts [such as letters, short stories, media broadcasts, plays, poems, video presentations, readers' theater...] to communicate and demonstrate understanding of forms and techniques.

General Outcome 3: Students will listen, speak, read, write, view, and represent to manage ideas and information.

3.1 Plan and Focus

3.1.3 Contribute to Group Inquiry

Contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research.

3.1.4 Create and Follow a Plan

Create and follow a plan to collect and record information within a pre-established time frame.

3.2 Select and Process

3.2.1 Identify Personal and Peer Knowledge

Recall, record and organize personal and peer knowledge of a topic for inquiry or research.

3.2.2 Identify Sources

Answer inquiry and research questions using a variety of information sources [such as bulletin boards, classroom displays art, music, skilled community people, CD-ROMs, Internet...].

3.2.3 Assess Sources

criteria.

Recognize that information serves different purposes and determine its usefulness for inquiry or research focus using pre-established

3.2.4 Access Information

Use a variety of tools [including bibliographies, thesauri, and technology] to access information and ideas; use visual and auditory cues [such as captions, intonation, staging ...] to identify relevant information.

3.2.5 Make Sense of Information

Use organizational patterns of oral, visual, and written texts [including main ideas and supporting details, explanation, comparison and contrast, cause and effect, and sequence] to construct meaning; skim, scan and read closely to gather information.

3.3 Organize, Record, and Assess

3.3.1 Organize Information

Organize information and ideas using a variety of strategies and techniques [such as comparing and contrasting, classifying and sorting according to subtopics, sequences, order of priority or importance...].

3.3.4 Develop New Understanding

Relate gathered information to prior knowledge to reach conclusions or develop points of view; establish goals for developing further inquiry or research skills.

General Outcome 4: Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

4.1 Generate and Focus

4.1.1 Generate Ideas

Focus a topic for oral, written, and visual texts integrating ideas from experiences and a variety of other sources.

4.1.3 Organize Ideas

Adapt models from listening, reading, and viewing experiences to enhance own oral, written, and visual texts using organizational patterns [such as stanzas, chronological order, paragraphs...].

4.2 Enhance and Improve

4.2.1 Appraise Own and Others' Work

Share own stories and creations at appropriate times during revision and use criteria to provide feedback for others and to revise and assess own work and presentations.

4.2.3 Enhance Legibility

Write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of formatting options [such as spacing, graphics, titles and headings, variety of font sizes and styles...] when appropriate.

4.2.4 Enhance Artistry

Choose language, sounds, and images [including transitional devices] to enhance meaning and emphasis.

4.2.5 Enhance Presentation

Prepare detailed and organized compositions, presentations, reports, and inquiry or research projects using templates or pre-established organizers.

4.3 Attend to Conventions

4.3.1 Grammar and Usage

Edit for subject-verb agreement, appropriate verb tense, and correct pronoun references.

4.3.2 Spelling (see Strategies)

Know and apply spelling conventions using appropriate strategies [including structural analysis, syllabication, and visual memory] and spelling patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions to

4.3.3 Punctuation and Capitalization

conventional spelling patterns.

Know and apply capitalization and punctuation conventions in compound sentences, titles, headings, salutations, and addresses when editing and proofreading.

4.4 Present and Share

4.4.1 Share Ideas and Information

Share information on a topic with class members in a planned and focused group session using a variety of strategies [such as interactive dialogues, demonstrations, dramatizations, audio-visual and artistic representations...].

4.4.2 Effective Oral Communication

Use appropriate volume, phrasing, intonation, non-verbal cues [such as body language, facial expression...], and presentation space to enhance communication.

4.4.3 Attentive Listening and Viewing

Demonstrate critical listening and viewing skills and strategies [such as recognizing main idea and details, identifying inference...] and show respect for presenter(s) through appropriate audience behaviours [such as giving non-verbal encouragement, responding to emotional aspects of the presentation...].

General Outcome 5: Students will listen, speak, read, write, view, and represent to celebrate and to build community.

5.1 Develop and Celebrate Community

5.1.2 Relate Texts to Culture

Incorporate language from oral, literary, and media texts to describe personal perspectives on cultural representations.

5.1.3 Appreciate Diversity

Observe and discuss aspects of human nature revealed in personal experiences and in oral, literary, and media texts; recognize personal participation and responsibility in communities.

5.2 Encourage, Support, and Work with Others

5.2.1 Cooperate with Others

Assist group members to maintain focus and complete tasks; identify and solve group process issues.

5.2.2 Work in Groups

Select and assume roles to assist in the achievement of group goals; engage in on-going feedback.

5.2.3 Use Language to Show Respect

Demonstrate sensitivity to appropriate language use and tone when communicating orally.

5.2.4 Evaluate Group Process

Assess own contributions to group process, set personal goals for enhancing work with others, monitor group process using checklists, and set group goals.

NOVA SCOTIA

The students will be expected to:

- 1.1 contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others
- 1.2 ask and respond to questions to seek clarification or explanation of ideas and concepts
- 1.3 defend and/or support their opinions with evidence
- 1.4 listen critically to others' ideas or opinions and points of view
- 2.1 contribute to and respond constructively in conversation, small-group and whole-group discussion
- 2.4 engage in, respond to, and evaluate a variety of oral presentations and other texts
- 3.1 listen attentively and demonstrate awareness of the needs, rights, and feelings of others
- 3.2 detect example of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language
- 3.3 make a conscious attempt to consider the needs and expectations of their audience
- 4.3 use a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify, and reinforce their understanding of information
- 4.4 use and integrate the various cueing systems and a variety of strategies with increasing independence to construct meaning
- 5.1 answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts
- use a range of reference texts and a database or an electronic search to facilitate the selection process
- 8.1 use a range of strategies in writing and other ways of representing to

- compare their own thoughts and beliefs to those of others
- describe feelings, reactions, values, and attitudes
- record and reflect on experiences and their responses to them
- 9.1 create written and media texts using an increasing variety of forms
- demonstrate understanding that particular forms require the use of specific features, structures, and patterns
- 9.2 address the demands of an increasing variety of purposes and audiences
- make informed choices of form, style, and content for specific audiences and purposes
- 9.3 invite responses to early drafts of their writing/media productions
- use audience reaction to help shape subsequent drafts
- 10.1 select from a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies to develop effective pieces of writing and other representations
- 10.2 use the conventions of written language in final products
- 10.3 use technology with increasing proficiency to create, revise, edit, and publish texts
- 10.4 demonstrate commitment to shaping pieces of writing and other representations

ONTARIO

Oral Communication

- 1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups
- 1.4 demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways
- 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- 2.2 demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions
- 2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information
- 2.4 use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience
- 2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning
- 2.7 use a variety of appropriate visual aids

Reading

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
- 1.1 read a wide variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts
- 1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details
- 1.6 extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them
- 1.8 make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views
- 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
- 2.3 identify a variety of text features and explain how they help readers understand texts
- 3. use knowledge of words and cueing systems to read fluently

- 3.1 automatically read and understand most words in a range of reading contexts
- 3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic (meaning) cues; syntactic (language structure) cues; graphophonic (phonological and graphic) cues
- 3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience
- 1.1 identify the topic, purpose, and audience for a variety of writing forms
- 1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources
- 1.4 sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas
- 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies
- 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
- 2.1 write longer and more complex texts using a wide range of forms
- 2.2 establish a distinctive voice in their writing appropriate to the subject and audience
- 2.4 create complex sentences by combining phrases, clauses, and/or simple sentences
- 2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies
- 2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations
- 3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
- 3.1 spell familiar words correctly
- 3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose
- 3.4 use punctuation appropriately to communicate their intended meaning in longer and more complex sentences, with a focus on the use of: commas to separate words in a list or after an introductory word or phrase; quotation marks in dialogue; and some uses of the colon, semi-colon, and brackets
- 3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: personal subject and object pronouns indefinite pronouns; conjunctions; subordinate clauses; adverb phrases; and present, past, and future verb tenses
- 3.6 proofread and correct their writing using guidelines developed with peers and the teacher
- 3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout
- 3.8 produce pieces of published work to meet identified criteria based on the expectations

Media Literacy

- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
- 3.1 describe in specific detail the topic, purpose, and audience for media texts they plan to create, and identify challenges they may face in achieving their purpose
- 3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice
- 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques

QUEBEC

Conventions of Written and Media Language

A. Understanding the Conventions of Written Language

The student understands and applies conventions of written language to express thoughts, ideas and information for a specific purpose and audience, in own reading and writing:

- 1. Grammar (sentence structure and syntax)
 - b. Uses linguistic structures and features to express thoughts, ideas and information for a specific purpose and audience:
 - iv. In simple and compound sentences
- 2. Usage Conventions (agreement and word choice)
 - c. Selects words that convey the intended meaning and create a picture in the reader's mind
- 3. Mechanics (spelling, capitalization and punctuation)
 - b. Punctuation
 - iv. Uses quotation marks to punctuate dialogue

B. Producing and Interpreting Media Texts

The student interprets and uses some common conventions of media language to connote meaning(s)/message(s) in a specific context/situation:

3. Visuals that convey information and/or ideas, such as timelines, graphs, graphics in comic books.

Language Learning Process

A. Response Process

In a given context or situation, the student understands how to apply the stages of the reading process to read and interpret a text:

- 1. Prereading/Viewing
 - d. Uses knowledge of the genre/text type to be viewed/read: immersion into models of the text type to determine important structures and features of the text type, and how these contribute to meaning in the text
 - e. Builds needed background knowledge and experiences
- 2. During Reading/ Viewing
 - e. Relies on common structures and features of media texts to construct meaning
- 3. After Reading/Viewing: Interpreting the Text
 - c. Integrates new information with what is already known to construct meaning
 - d. Uses evidence to distinguish between own thinking, values and beliefs and those presented in the text
 - e. Uses other readers' interpretations to clarify and extend own ideas

B. Writing Process

In a given context or situation, the student understands how to apply stages of the writing process to write a text:

- 1. Prewriting
 - c. Examines models of text type through immersion into the text
- 2. Drafting, i.e. initial version(s) of texts
 - d. Adjusts writing decisions to purpose and audience (e.g., the register and syntax of a postcard, flyer and letter are different)
 - e. Connects needs and expectations of a specific audience to writing decisions
- 3. Revision, i.e. making changes to content of text and/or message and/or meaning
 - b. Adds descriptive words and sufficient details
 - c. Sequences information, events
- 4. Editing, i.e. rearranging/re-ordering what has already been written and proofreading
 - b. Checks for conventions of grammar

C. Production Process

In a given context or situation, the student, working within a team, applies all stages of the media production process to produce a text:

- 1. Preproduction
 - a. Understands the purpose for the production (e.g. to sell something, to influence the way people think, to give information, to entertain)

- b. Selects text type depending on purpose, audience and context
- c. Examines models of text type to be produced through immersion into the type (e.g. unique features of a text, target audience, how message/meaning is communicated)
- d. Drafts storyboard (i.e. a plan or representation of the project)
- e. Identifies and gathers material, resources, expertise for the production
- 2. Production
 - a. Uses prior knowledge of media text type from experiences with similar texts, immersion into text
 - b. Uses images and/or print and/or sound to produce a familiar media text
 - c. Uses storyboard and/or other planning resources to guide production of the text
 - d. Uses appropriate technology resources for the specific production as needed

Text Types, Structures, & Features

A. Narrative and Literary Texts

- 1. Required Text Types
 - b. Reading and Listening (written and media texts)
 - ii. Young adult literature
 - Age appropriate popular, contemporary fiction
 - iii. Media texts
 - Age appropriate popular, contemporary fiction
- 2. Structures and Features

The student understands the purpose of the following structures and features and uses this knowledge to construct meaning when reading, listening to and producing spoken and written texts.

- a. Spoken and Written Texts
 - i. Plot structures and features
 - Conflict
 - Resolution of conflict
 - Theme
 - iii. Setting
 - The physical landscape and social context in which the action of story occurs
 - Descriptive details that construct the world of the story
 - iv. Other features of narrative
 - Literary conventions
 - Humor, suspense, repetition
 - Dialogue, e.g. to reveal character
 - Point of view, i.e. narrative voice in first or third person
 - Attitude of author to the material
- b. Media texts

All of the structure and features of written narrative (above) also apply to narratives in the media. In addition, the student understands the purpose of the following structures and features and uses this knowledge to construct meaning when viewing and producing media texts.

- iii. Setting
 - Clothing and other details that create a sense of time and location

Information-Based Text Types

- A. Planning Texts
- 1. Required Text Types
 - b. Writing and Media Production

The student writes/produces different planning texts, specifically:

- iii. Graphic organizers, outlines, timelines, graphs and diagrams to organize ideas and information coherently
- 2.Structures and Features

The student understands the purpose of the following structures and features and uses this knowledge to construct meaning/message when writing and producing texts.

- a. Written and Media Texts
 - iii. Visuals such as graphic organizers used to articulate relationship among actions or ideas
 - v. Visuals/images for organizing or planning a text
- **B. Explanatory Texts**
- 1. Required Text Types
 - b. Reading, Listening, Writing and Media Production
 - v. Web sites (Reading and Viewing only)
- 2.Structures and Features

The student understands the purpose of the following structures and features and uses this knowledge when speaking, reading, writing and producing texts.

- a. Spoken, Written and Media texts
 - v. Navigational aids such as table of contents or alphabetical listing in longer texts, index, headings and page numbers
 - vi. Bibliography (if needed)
- C. Descriptive Reports
 - vi. Web pages, blogs and Internet sites appropriate and accessible to children
- 2.Structures and Features

The student understands the purpose of the following structures and features and uses this knowledge when reading, writing and producing descriptive reports.

- a. Written texts
 - v. Use of comparison and contrast
 - vi. Visuals and/or graphic organizers to extend content of written text

SASKATCHEWAN

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a range of contemporary and traditional grade-level texts from First Nations, Métis, and other cultures in a variety of forms (oral, print, and other texts) for a variety of purposes including for learning, interest, and enjoyment.

- **CR6.1** View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy
- **CR6.2** Select and use appropriate strategies to construct meaning before, during and after viewing, listening, and reading.
- **CR6.3** Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning.
- **CR6.4** View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features
- **CR6.5** Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.
- **CR6.6** Read and demonstrate comprehension and interpretation of grade appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.
- **CR6.7** Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, nonfiction books, reports and articles from magazines and journals, reference materials, and written instructions.

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

CC6.1 Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy

- **CC6.2** Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.
- **CC6.3** Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning.
- **CC6.4** Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.
- **CC6.5** Use oral language to interact appropriately with others in pairs, and small and large group situations
- **CC6.6** Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.
- **CC6.8** Experiment with a variety of text forms and techniques
- **CC6.9** Prepare a teacher guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.

Assess and Reflect on Language Abilities (AR). Students will extend their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, representers, listeners, speakers, readers, and writers, and set goals for future improvement.

AR6.1 Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation.

WRITING FORMATS

Students will use various writing formats throughout this unit including:

- Research report
- Biography
- Opinion/proof paragraph
- Poetry/lyrics

ACROSS THE CURRICULUM

ART: sketching, quiltmaking, poster and mural making

MUSIC: creating and singing spirituals

DRAMA: creating, performing, speaking

SCIENCE: making a compass

SOCIALS: creating maps, study of cultures, human rights, survival

SPIRITUAL CONNECTIONS



Julilly was a caring person who helped those around her who were in need. She and Liza had strong Christian values instilled in them by their parents. Many of those in the book who fight against slavery and give assistance to those escaping it do so out of the conviction that this is what God would have them do. In learning about Julilly's story students will

consider how they can help others and be heroes for God in their own lives.

PRE-ASSESSMENT AND OVERARCHING LESSONS

KWL

Before beginning the novel, create a class KWL chart about slavery or the Underground Railroad. This will detail what they know, what they want to know, and then what they have learned as they go.

MAKING PREDICTIONS

It is suggested that students spend some time at the beginning of each session making predictions about what will happen next in the reading. They could write in an anticipation journal or simply share their ideas as a class.

BULLETIN BOARD

Create a map of North America to follow the events in Julilly's life. Students may find and use pictures from a variety of sources, such as the internet or magazines to illustrate the different settings. Indicate Julilly's location on the map and update as it changes through the book.

POSSIBLE RESEARCH TOPICS

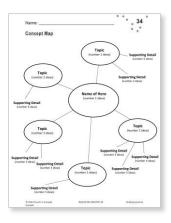
Teacher Manual

1. Have students research a human rights hero. They should create

a concept map (BLM 34 or BLM 3.1 in the *Pathways Teacher Manual*) to guide and record their research. This can then be used to write a biography of their chosen hero.

When the biography is complete, they will give a presentation to the class as their chosen character.

 Have students create a group research report on a country in Africa. Reports should include topics such as population, food, government, landforms, culture, climate, etc. Assign each student a section to complete on their own. These can be combined into one report using presentation software.



STUDY OF SIMILES

This book is rich in similes. Have students find similes as they read through the book and record them on Blackline 35.

STUDY OF HEROES

Teacher Manual This book's theme is heroes. As students read the book, they will encounter many different characters that are heroes in different ways. Have students create a compilation of characters they feel are heroes. For each one,

they should write an opinion/proof paragraph detailing why they

feel that character is a hero. Use Blackline 3.5 or 3.6 in *Pathways Teacher Manual*. Students should also think about what each hero reveals about God's character and what we can learn from them that will enable us to be heroes for God.

MANAGEMENT

The activities in this *Daily Lesson Guide* are varied in nature and include whole-class instructions, partner activities, and small group activities.

Upon finishing this unit, do not feel you must immediately begin the next unit. Take time between units to increase time spent with Guided Reading groups and Reading Workshop activities. Use conference approved resources and materials to supplement your Guided Reading program.

DIFFERENTIATED INSTRUCTION

In this unit you will find suggestions for adaptations described for struggling students. All students should have access to reading materials at their independent and instructional levels. It is the teacher's responsibility to differentiate instruction and ensure they are meeting all outlined requirements in students' Individual Education Plans.

TIMELINE FOR UNIT

Pathways units are designed to last approximately one month. Use your professional judgment to determine when you have met all target skills objectives and provincial requirements. Notice that this unit contains nine sessions. As you progress through the unit, incorporate Guiding Reading Groups, Reading Workshop and Writer's Workshop. Use your conference approved Guided Reading books and other grade appropriate books available in your school. Start the groups with books most appropriate to students' reading needs and levels. Please note most sessions will last more than one day.

Pathways Suggested Daily Schedule for Grades 5 and 6

NUMBER OF MINUTES	TASK
40	Daily Routine Read-Aloud Daily Oral Language Focus on Words Handwriting Spelling
40	Reading Instruction Thematic Study Guided Reading
60	Workshops Reading Writing
140	Total

Pathways Expanded Sample Daily Schedule for Grades 5 and 6

NO. OF MINS	TASK	CURRICULUM FOCUS	PROCEDURE	GROUPING	COMPONENT/ RESOURCES
40	Daily Routine	 Read-Aloud Daily Oral Language Focus on Words Handwriting Spelling 	Teacher modeling Teacher- directed	Whole class	Teacher-selected book DOL sentences Daily Lesson Guide (DLG)
40	Reading Instruction Thematic Instruction Guided Reading	 Comprehension Strategies Cross-curricular Integration Comprehension Strategies Fluency 	Teacher- directed Teacher- directed	Whole class Flexible small groups; similar proficiency levels	Daily Lesson Guide (DLG) Theme book Leveled books
60	Workshops • Reading workshop • Writing workshop	 Skills Comprehension Strategies Writing Process Writing Genre Grammar and Conventions 	Self-selected reading Mini-lesson Conferencing Mini-lessons Conferencing	Individuals Pairs Small groups Individuals Pairs Small groups	Classroom/library books (aligned with unit theme when possible) Writer's Handbook
140	Total Minutes				

PARENT NEWSLETTER

Blackline 1 contains a sample letter that may be sent to families at the beginning of this theme. This will introduce them to the theme of heroes and the theme book.

BOOKLIST

This unit contains activities tied to the following books and DVDs. One copy of each title will be needed. If you choose not to use these books, please choose books that deal with similar themes. All books listed are first used in Session 4.

Pathways Newsletter Dear Family, Or crises will soon start the book Underground for Consolir by Barbars Smudent. This is the story of a young sitter gift who bravely pursues freedom with the high of the Underground Entitle. It is based on first hand experiences of legitive lives, solar of Underground and and ext Collins. In the book is forecast, can claim experience and and exercise, the the book is forecast, can claim experience and an analysis of the story of the s

Session 4:

Hopkinson, Deborah. Sweet Clara and the Freedom Quilt. New York: Knopf, 1993.

Reading Rainbow Season 11, Episode 6, Follow the Drinking Gourd. A DVD based on the picture book by Jeanette Winter.

Mattox, Cheryl Warren., Varnette P. Honeywood, and Brenda Joysmith. *Shake It to the One That You Love the Best: Play Songs and Lullabies from Black Musical Traditions*. El Sabrante, CA: Warren-Matto Productions, 1989.

Winter, Jeanette. Follow the Drinking Gourd. New York: Knopf, 1988.

ASSESSMENT

Students are assessed on their ability to:

- Make connections between a text and personal life experiences, other texts, and the world
- Cite textual evidence to support analysis of what the text says both explicitly and implicitly
- Determine the main idea and how it is conveyed through details in the text
- Analyze how a sentence, paragraph, chapter, or sections fits into the structure of a text and contributes to the development of the ideas
- Write informative/explanatory texts that include: an introduction; analysis of relevant content (e.g., facts, definitions, quotations, examples); transitions and content-specific vocabulary; organizational structure (e.g., definition, classification, comparison/contrast, cause/effect); and a conclusion
- With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a different approach
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinespecific tasks, purposes, and audiences
- Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity: follow rules for collegial discussions, set goals and deadlines, define roles
- Adapt speech to a variety of contexts and tasks (e.g., debate, drama, interview), demonstrating command of formal English when appropriate
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: ensure pronoun-antecedent agreement
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation (e.g., commas) to set off nonrestrictive/parenthetical elements
- Use knowledge of language and its conventions when writing, speaking, reading, or listening: vary sentence patterns

WORD STUDY



It is recommended that teachers build a word wall for posting high frequency words that students will use in their writing. Add words each week that students encounter in their reading and writing.

Activities to use with the word wall include alphabetizing, locating words with similar spelling patterns, and identifying parts of speech. Words can

be sorted into categories by syllables, vowel sounds, or suffixes. The Writer's Handbook



contains lists of high-frequency words that can guide you in your selection. Students should know that once a word is on the wall, "authors" will be expected to use it correctly in their writing. For more information about using a Word Wall, refer to the *Teacher Manual*.

GENERAL IDEAS

THEME BOARD: Designate a special place in the classroom for a Theme Board where you post words that relate to the unit theme. Words collected on the Theme Board are different from Word Wall words. Rather than being high-utility, high-frequency words, these words are specific to the theme and assist students when writing about the theme.

SUGGESTED THEME WORDS

d
d

Writer's Handbook **WRITER'S HANDBOOK**: The Writer's Handbook is used as a resource for word study and Writer's Workshop. The Writer's Handbook contains a list of high-frequency words, many of which follow specific word patterns. Information and word lists for assisting students in learning prefixes, suffixes, compound words, and syllabication are available.

Materials to support Writer's Workshop is also included in the *Writer's Handbook*. The writing process, forms of writing, and other writing strategies equip the student with necessary information to write successfully.

DAILY ROUTINE

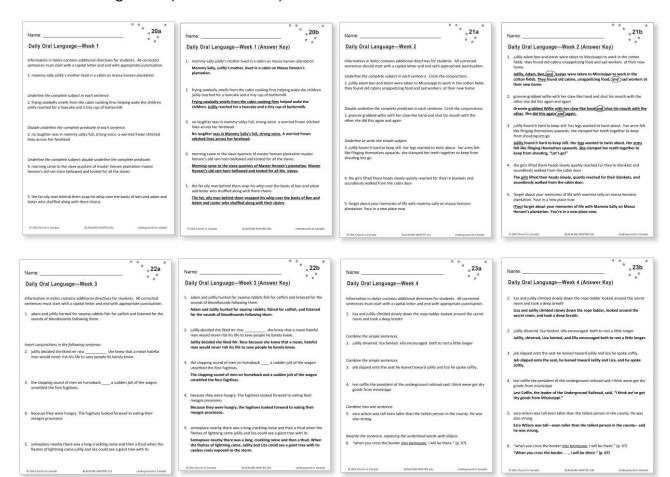
The Daily Routine includes Daily Read-Aloud, Daily Oral Language (DOL), Focus on Words, handwriting, and spelling. These routines are designed to be quick mini-lessons.



DAILY READ-ALOUD: Daily read-aloud is a 10-15 minute time block set aside for the teacher to model fluent reading by reading to the students. Unless otherwise noted, select a book that matches the theme or topic of the theme book or allow students to participate in book selection. See the *Teacher Manual* for more information about reading aloud.

DAILY ORAL LANGUAGE (DOL): Daily Oral Language, along with the other grammar activities in this theme, will help students understand the grammatical structure of sentences. Daily Oral Language is designed to reinforce concepts found in the North American Division *Integrated Language Arts Curriculum Guide, K-8*, and can lead students beyond minimum understanding to expand their knowledge of the English language.

There is one Daily Oral Language sentence for each day of the week. Teachers should place these sentences on a board, overhead or PowerPoint (see Blacklines 20-23a; see also Blacklines 20-23b for Answer Keys). At the beginning of the school year, Daily Oral Language sentences should be completed as a class. Correct grammatical terminology (noun, verb, etc.) should be implemented during this time. When editing sentences, have students use the appropriate common editing marks (see Blackline 19).





Week 1 STUDENT SENTENCES	CORRECTED SENTENCES	CONCEPTS	
mammy sally julilly's mother lived in a cabin on massa hensen plantation	Mammy Sally, Julilly's mother, lived in a cabin on Massa Hensen's plantation.	Capitalize proper nounsInsert commas around appositivesUse apostrophes to show possession	
Underline the complete subject in each sentence. 2. Frying sowbelly smells from the cabin cooking fires helping wake the children julilly reached for a hoecake and a tiny cup of buttermilk. 2. Frying sowbelly smells from the cabin cooking fires wake the children. Julilly reached for a hoecake and a tiny cup of buttermilk.		 Recognize complete subject Use appropriate verb form Capitalize proper nouns Use correct end-of-sentence punctuation Avoid run-on sentences 	
Double underline the complete predicate in each sentence. 3. no laughter was in mammy sallys full, strong voice. a worried frown stitched lines across her forehead	3. No laughter <u>was in Mammy</u> <u>Sally's full, strong voice.</u> A worried frown <u>stitched lines</u> <u>across her forehead</u> .	 Capitalize proper nouns Recognize complete predicate Use apostrophe to show possession Use a comma to separate two adjectives when they both describe the same noun 	
Underline the complete subject; double underline the complete predicate. 4. morning came to the slave quarters of master hensen plantation master hensen's old ram horn bellowed and tooted for all the slaves	4. Morning came to the slave quarters of Master Hensen's plantation. Master Hensen's old ram horn bellowed and tooted for all the slaves.	 Capitalize proper nouns Recognize complete predicate Use apostrophes to show possession Use correct end-of-sentence punctuation Avoid run-on sentences 	
5. the fat oily man behind them snap his whip over the backs of ben and adam and lester who shuffled along with there chains.	5. The fat, oily man behind them snapped his whip over the backs of Ben and Adam and Lester who shuffled along with their chains.	 Capitalize the beginning of a sentence Use a comma to separate two adjectives that describe the same noun Use correct verb tense Capitalize proper nouns Use correct homophone Use correct end-of-sentence punctuation 	

WEEK 2 STUDENT SENTENCES	CORRECTED SENTENCES	CONCEPTS
 Underline the complete subject in each sentence. Circle the conjunctions. 1. julilly adam ben and lester were taken to Mississippi to work in the cotton fields they found old cabins unappetizing food and sad workers at their new home 	1. Julilly, Adam, Ben, and Lester were taken to Mississippi to work in the cotton fields. They found old cabins, unappetizing food, and sad workers at their new home.	 Capitalizing proper nouns Recognizing complete subject Recognizing conjunctions Inserting commas in a series
Double underline the complete predicate in each sentence. Circle the conjunctions. 2. grannie grabbed willie with her claw-like hand and shut his mouth with the other she did this again and again	2. Grannie grabbed Willie with her claw-like hand and shut his mouth with the other. She did this again and again.	 Recognizing complete predicate Recognizing conjunctions
Underline or write the simple subject. 3. julilly found it hard to keep still. her legs wanted to twist about. her arms felt like flinging themselves upwards. she clamped her teeth together to keep from shouting lets go	3. <u>Julilly</u> found it hard to keep still. Her <u>legs</u> wanted to twist about. Her <u>arms</u> felt like flinging themselves upwards. <u>She</u> clamped her teeth together to keep from shouting, "Let's go!"	 Recognizing a simple subject Using a comma to separate a direct quote from rest of sentence Placing quotations around direct quote Placing an exclamation mark at end of quote Capitalizing first word of direct quote Inserting an apostrophe in a contraction
4. the girls lifted there heads slowly quietly reached for they're blankets and soundlessly walked from the cabin door	4. The girls lifted their heads slowly, quietly reached for their blankets, and soundlessly walked from the cabin door.	 Using commas in a series Using correct homophones Recognize a simple subject
Find and underline the subject. 5. forget about your memories of life with mamma sally on massa hensens plantation. Your in a new place now	5. (You) forget about your memories of life with Mamma Sally on Massa Hensen's plantation. You're in a new place now.	 Recognizing simple (you understood) subject. Using an apostrophe to show possession Using correct homophone (contraction) Capitalizing Proper nouns

WEEK 3 STUDENT SENTENCES	CORRECTED SENTENCES	CONCEPTS
adam and julilly hunted for swamp rabbits fish for catfish and listened for the sounds of bloodhounds following them.	Adam and Julilly hunted for swamp rabbits, fished for catfish, and listened for the sounds of bloodhounds following them.	 Capitalizing proper nouns Using commas to separate series of words Maintaining consistent verb tense
Insert subordinating conjunctions in the following sentence. 2. julilly decided she liked mr ross she knew that a mean hateful man would never risk his life to save people he barely knowed.	2. Julilly decided she liked Mr. Ross because she knew that a mean, hateful man would never risk his life to save people he barely knew.	 Capitalizing proper nouns Using a subordinating conjunction Using a comma to separate two adjectives describing the same noun Using correct verb tense
Insert a coordinating conjunction. 3. the clopping sound of men on horseback a sudden jolt of the wagon unsettled the fore fugitives.	3. The clopping sound of men on horseback and a sudden jolt of the wagon unsettled the four fugitives.	 Correct use of a coordinating conjunction Using correct homophone
4. because they were hungry. The fugitives looked forward to eating their meagre provisions	4. Because they were hungry, the fugitives looked forward to eating their meagre provisions.	 Recognizing and eliminating sentence fragments Punctuating (with a comma) after an introductory clause
5. someplace nearby there was a long crackling noise and then a thud when the flashes of lightning came julilly and liza could see a giant tree with its useless routes exposed to the storm.	5. Someplace nearby there was a long, crackling noise and then a thud. When the flashes of lightning came, Julilly and Liza could see a giant tree with its useless roots exposed to the storm.	 Correcting run-on sentences. Punctuation (comma) after an introductory clause Using correct homophone Capitalizing proper nouns

WEEK 4 STUDENT SENTENCES	CORRECTED SENTENCES	CONCEPTS
liza and julilly climbed slowly down the rope ladder looked around the secret room and took a deep breath	Liza and Julilly climbed slowly down the rope ladder, looked around the secret room, and took a deep breath.	Placing commas in a series Capitalizing proper nouns
Combine the simple sentences. 2. julilly shivered. liza fainted. ella encouraged both to rest a little longer	2. Julilly shivered, Liza fainted, and Ella encouraged both to rest a little longer.	Combining simple sentences using commas correctly Capitalizing proper nouns
Combine the simple sentences. 3. jeb slipped onto the seat he leaned toward julilly and liza he spoke softly.	3. Jeb slipped onto the seat, he leaned toward Julilly and Liza, and he spoke softly.	 Finding the simple sentences Combining the simple sentences using commas correctly Capitalizing proper nouns
4. levi coffin the president of the underground railroad said I think weve got dry goods from mississippi	4. Levi Coffin, the leader of the Underground Railroad, said, "I think we've got dry goods from Mississippi."	 Using commas to set off non-restrictive elements Using a comma to separate the direct quote Using quotation marks around a direct quote. Capitalizing proper nouns
Combine into one sentence. 5. ezra wilson was tall even taller than the tallest person in the county. He was also strong.	5. Ezra Wilson was tall—even taller than the tallest person in the county, and he was strong.	 Combining two simple sentences to make a compound sentence using a comma before the coordinating conjunction. Capitalizing proper nouns. Using a dash to set off a parenthetical comment
Rewrite the sentence, replacing the underlined words with ellipsis. 6. "when you cross the border into tennessee, I will be there." (p. 67)	6. "When you cross the border, I will be there." (p. 67)	Capitalizing proper nouns Using ellipses to represent missing words

FOCUS ON WORDS: Specific concepts have been identified for some sessions in many of the Daily Lesson Guides. Instruction can occur in quick mini-lessons during word study or in an activity later in the session.

HANDWRITING: The philosophy of handwriting instruction in the middle and upper grades varies widely, from abandoning it in favor of electronic keyboarding/voice dictation, to continued tedious practice as busy work, to purposeful instruction, to motivated practice, to pride in individual style. While classroom instruction will most often reflect the teacher's personal experience and viewpoint, it should be noted that there are advantages to reviewing best practices. The need for small-muscle activities and discipline is apparent in this age group. The use of computers has allowed handwriting to become an enjoyable, quick personal form of communication for a lifetime (Sassoon, Rosemary. *Handwriting: The Way to Teach It.* Thousand Oaks, CA:SAGE Publications, Inc. 2003).



SPELLING: The A and B spelling lists support the Focus on Words taught as part of the Daily Routine. Both lists contain words at grade level. There are two lists, which provide review words for the spelling skills taught in this theme. Challenge more advanced students with additional words from the literature theme. Suggested methods for students to study their

words are located in the Teacher Manual.

SPELLING LISTS FOR UNIT 5

	Week 1	Week 2	Week 3	Week 4
(short and long a)	(short and long e)	(short and long i)	(short and long o and u)
	Α	Α	Α	Α
1.	statue	1. theme	1. assign	1. toxic
2.	trait	2. melody	2. system	2. budge
3.	survey	3. Esther	3. bicycle	3. respond
4.	chapter	4. indeed	4. confide	4. acute
5.	graphing	5. conceal	5. umpire	5. stubborn
6.	exactly	6. majestic	6. Missouri	6. adjusting
7.	vanish	7. alphabet	7. simplify	7. constant
8.	detain	8. succeed	8. spinach	8. boast
9.	imagine	9. benefit	9. Messiah	9. customer
10.	vertebrate	10. Timothy	10. satisfy	10. mutual
11.	entertain	11. decorate	11. precise	11. culprit
12.	balance	12. emotion	12. instinct	12. positive
13.	lemonade	13. elementary	13. Nicodemus	13. Mississippi
14.	diplomat	14. behaviour	14. guidance	14. quota
15.	St. Catharines	15. Hezekiah	15. kilogram	15. comedy
16.	fascinate	16. regular	16. delightful	16. Obadiah
17.	fantastic	17. chimpanzee	17. chimney	17. associate
18.	Zacchaeus	18. necessary	18. sprinkle	18. charcoal
19.	pattern	19. Hebrews	19. swimming	19. unison
20.	engrave	20. ideal	20. cylinder	20. barbecue

	В		В		В		В
1.	bashful	1.	feeble	1.	ability	1.	smudge
2.	betray	2.	gravity	2.	extinct	2.	oppose
3.	album	3.	scheme	3.	Lake Erie	3.	contact
4.	canyon	4.	crease	4.	inherit	4.	video
5.	obtain	5.	method	5.	distance	5.	stumble
6.	elegant	6.	Exodus	6.	hinder	6.	approach
7.	magnify	7.	condense	7.	mineral	7.	notice
8.	anagram	8.	delicate	8.	district	8.	colonist
9.	Nazareth	9.	meadow	9.	apply	9.	union
10.	estate	10.	veteran	10	. empire	10.	custody
11.	vegetation	11.	secede	11	. Corinthians	11.	promise
12.	galaxy	12.	spectacular	12	. italics	12.	suffering
13.	Jerusalem	13.	velocity	13	. eclipse	13.	clumsy
14.	alligator	14.	skeleton	14	. privilege	14.	Tennessee
15.	integration	15.	wheeze	15	. Haggai	15.	cobra
16.	contaminated	16.	Pentecost	16	. imitate	16.	dispute
17.	duplicate	17.	parakeet	17	. admire	17.	trophy
18.	abandon	18.	tuxedo	18	. dynamite	18.	insult
	exchange	19.	Nehemiah	19	. alliance	19.	beautify
20.	calculate	20.	calorie	20	. juvenile	20.	commute

Possible challenge words for this theme: *ornithologist, abolitionist, Tennessee, notorious, impervious, consequences, whippoorwill, prejudices*

SESSION 1 (CHAPTERS 1 & 2)

CURRICULUM FOCUS	ACTIVITY	MATERIALS	PROCESS
Pre-reading	KWL Chart	Chart paper	Establishing background knowledge
Pre-reading	Interactive online experience	Computer with Internet	Computer Literacy Making Choices Establishing background knowledge
Pre-reading	Exploring Book Parts	Underground to Canada	Locating resources
Pre-reading	Discussing Heroes		Discussing Brainstorming Dictionary Skills
Vocabulary	Vocabulary Exploration activity	BLM 2 (Vocab) Dictionary Underground to Canada	Locating and defining vocabulary in context Dictionary skills Sentence writing Parts of speech
Reading	Understanding use of the word <i>nigger</i> Reading Chapters 1 and 2	Underground to Canada	Discussing Reading aloud
Comprehension	Summary Using Literary Elements	BLM 3 Literary Elements Underground to Canada	Recalling Analyzing
Comprehension	Describe and draw Adam, Ben, or Lester	BLM 4a or 4b Underground to Canada Art Supplies	Profiling and analyzing character
Comprehension	Describe Julilly	BLM 5	Profiling and analyzing character
Writing	Diary of Julilly	writing materials	Recalling Analyzing Sequencing Events Writing

Writing	Biography of Barbara Smucker	Resource Materials Computer Underground to Canada	Researching Writing
Grammar	Identifying sentence fragments and runons	Writer's Handbook BLM 24a&b	Identifying sentence fragments and run-ons
Extension	Paragraph Writing	Underground to Canada	Making text-to-self connections Locating information Writing
Extension	Cooking Hoecake	Cooking Materials	Practical skills Following directions
Extension	Creating a Google map	Computer Internet	Mapping Technology skills

DAILY ROUTINE

DAILY READ-ALOUD: Teacher-selected book **DAILY ORAL LANGUAGE**: See Word Study section

SPELLING: See Word Study section **HANDWRITING**: Teacher's choice

OVERVIEWS

Chapter 1 (pp. 1-8)

Julilly and Mammy Sally are slaves on the Hensen plantation in Virginia. Their lives are about to be disrupted as the Hensens are planning to sell the plantation and move. The slaves are nervous because there are slave traders from the deep South in town. Mammy Sally whispers three things for Julilly to remember: Pray to God, remember her parents, and there's a place called Canada where everyone is free that you travel to by following the North Star.

Chapter 2 (pp. 9-15)

The slave trader comes to the plantation and selects children to be put in his wagon, separating families. Julilly was the oldest of the children chosen. Three men, Ben, Adam, and Lester, were also taken and chained to the back of the wagon which was driven by a white man while the trader, a fat man, rode a horse.

PRE-READING

Have students contribute to a class KWL chart about slavery and the Underground Railroad. This should be placed prominently in the classroom where it can remain throughout this theme. Remember to revisit it periodically so student can add information they have learned.



PRE-READING (Tech Connection)

As an introduction to the whole idea of slavery on the plantations and what it was like, visit the website Tracks to Freedom and do the "Can You Escape?" activity with your students as a class. This interactive activity

allows students to make their own choices and create their own experience. This activity can be lengthy, so allow some time. Students will enjoy visiting this activity on their own to make their own choices.

PRE-READING

Point out sections at the back of the book such as Author File, Who's Who in Underground to Canada, and the Glossary. These will be useful references for students as they read the book.



PRE-READING (Spiritual Connection)

The theme of this book is "Heroes". Brainstorm a list of characteristics of a hero. Come up with a class definition. Compare this to the dictionary definition. Have students share names of people who they believe are heroes. Discuss Bible characters that were heroes.

VOCABULARY

Have students fill in Blackline 2 for the following suggested vocabulary words.

Suggested Vocabulary: *plantation,* p. 1; *honeysuckle,* p. 2; *whippoorwill,* p. 5; *indigo,* p. 6; *sowbelly,* p. 9; *hoecake,* p. 9; *mulatto,* p. 14.

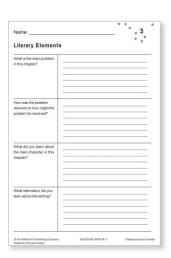
READING

Before beginning the reading of this book, it is imperative to have a class discussion about the use of the word "nigger" in this book. Read the part of the introduction by Lawrence Hill starting at the

Read the part of the introduction by Lawrence Hill starting at the last paragraph of page vii and continuing through the first paragraph of page viii. This is a good springboard to a discussion on the use of the word nigger by the author. It is suggested that students come up with another more appropriate word to substitute during class reading such as "slave". Read chapters 1 and 2 as a whole class.

COMPREHENSION

Have students analyze the literary elements of chapters 1 and 2 by completing Blackline 3.

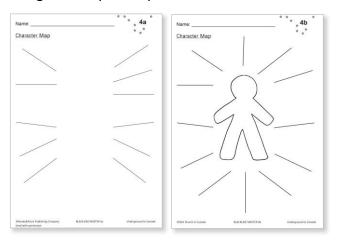




Differentiation Opportunity

COMPREHENSION

Write and illustrate a description of either Adam, Lester, or Ben using Blackline 4a or 4b. Blackline 4a allows students to create their own picture. Blackline 4b allows less creative students to add their own design to the person provided.



COMPREHENSION

As a part of an ongoing character description of Julilly, have students complete Blackline 5.



Differentiation Opportunity

WRITING

Using Blackline 3 as a springboard, have students create a diary entry for Julilly telling her thoughts and feelings about what is happening. Remember that most slaves could not read or write, so you might want to keep it authentic and dictate your diary to a partner.

WRITING

Write a short biography of Barbara Smucker.



GRAMMAR

Conduct a mini-lesson on complete sentences with students. Have them complete Blackline 24a to practice identifying sentence fragments and run-ons. Students

may refer to the Writer's Handbook for review as needed.



EXTENSION: SPIRITUAL



In Chapter 1 Mammy Sally tells Julilly three things to remember, one of which is an important secret. Have students find and record these three things and then write about why they feel Mammy chose those three. What things would they choose to remember if they were in that situation?

EXTENSION: COOKING

Have students make and try hoecake. Many recipes for this can be found online.

EXTENSION: TECHNOLOGY



Have students create a Google map with which they will record the places Julilly travels on the Underground railroad. They will add to this as they continue to read. Add the Henson Plantation in Richmond, Virginia.

SESSION 2 (CHAPTERS 3 & 4)

Curriculum focus	Activity	Materials	Process
Pre-reading	Predicting		Predicting
Vocabulary	Vocabulary Exploration activity	BLM 2 Dictionary Underground to Canada	Locating and defining vocabulary in context Dictionary skills Sentence writing Parts of speech
Reading	Reading Chapters 3 and 4 using sticky notes	BLM 6 Underground to Canada Sticky notes	Discussing Reading aloud Making text-to-self connections
Comprehension	Summary Using Literary Elements	BLM 3 Underground to Canada	Recalling Analyzing
Comprehension	Describe Julilly	BLM 5	Profiling and analyzing character
Comprehension	Characterization	BLM 7 Underground to Canada	Locating information Understanding feelings
Writing	Diary of Julilly	writing materials	Recalling Analyzing Sequencing Events Writing
Writing	Research abolishment of slavery	Print resource material Computer Internet	Locating information Writing
Grammar	Pronouns	BLM 25a & 25b Writer's Handbook	Pronouns
Extension: Social Studies	Learning about Quakers	Print resource material Computer Internet	Locating information Writing

DAILY ROUTINE

DAILY READ-ALOUD: Teacher-selected book **DAILY ORAL LANGUAGE**: See Word Study section

SPELLING: See Word Study section **HANDWRITING**: Teacher's choice

OVERVIEW

Chapter 3 (pp. 16-20)

Julilly and the whimpering children rode a long time in the hot wagon before the white men decided to stop for water at a waterfall. The children asked Julilly to get them water. A tall, white man with a small black boy brought them a pail of water and some drinking gourds. The boy told Julilly that he was free and that the man paid him. The fat man came back and shouted at them not to listen to that "Quaker Abolitionist and that free nigger boy." Julilly wondered what those strange words meant and if they had something to do with Canada.

Chapter 4 (pp. 21-24)

The trip drags on and the children depend on Julilly for water and comfort. She also pours water on the men's wounds made by the chains. Something about Lester's head held high and angry eyes makes her feel better. One day they drove through a swamp and the mud dragged the men's chains so that they struggled to walk. Julilly bravely got out of the wagon and lifted the chains until they were on dry land again.

PRE-READING

Have students make their predictions to the class or in their anticipation journals.

VOCABULARY

Have students fill in Blackline 2 for the following suggested vocabulary words.

wisp, p. 16; gourd, p. 19; Quaker, p. 20; abolitionist, p. 20; sop, p. 21; sullen, p. 22; cypress, p. 23



READING

Before reading chapters 3 and 4, provide students with sticky notes and copies of Blackline 6. Discuss with students the types of things they will want to mark with sticky notes

as they read. There is detailed information in chapter 4 of the Teacher Manual on how to conduct sticky note discussions.

Have students read chapters 3 and 4 with partners using their sticky notes. Allow time for discussion afterward.



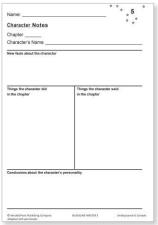


COMPREHENSION

Have students analyze the literary elements of chapters 3 and 4 by completing Blackline 3.

COMPREHENSION

As a part of an ongoing character description of Julilly, have students complete Blackline 5.



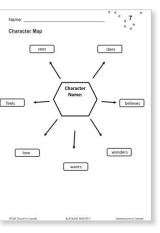


Spiritual Connection

COMPREHENSION

Imagine you are one of the men chained and forced to walk for days and days. Describe your experience using Blackline 7. As a spiritual connection, read the story of Joseph

being sold into slavery and fill out a chart for him as well. Would his belief and faith in God cause him to think and feel differently from Lester, Adam, or Ben?



WRITING

Using Blackline 3 as a springboard, have students create their next diary entry for Julilly telling her thoughts and feelings about what is happening.

WRITING

Research slavery in the United States and Canada. Describe when and how it was abolished.



GRAMMAR

Conduct a mini-lesson with students on pronouns. You may want to show the following Schoolhouse Rock song about pronouns found on Youtube:

https://www.youtube.com/watch?v=14M5ayto61E

Have students complete Blackline 25a for practice. Students can refer to the Writer's Handbook as needed.



EXTENSION: SOCIAL STUDIES

Find out more about Quaker values, worship, and dress. Tell how they fought against slavery. Share with the class.



SESSION 3 (CHAPTERS 5 & 6)

Curriculum focus	Activity	Materials	Process
Pre-reading	Predicting		Predicting
Vocabulary	Vocabulary Exploration activity	BLM 2 Dictionary Underground to Canada	Locating and defining vocabulary in context Dictionary skills Sentence writing Parts of speech
Reading	Reading Chapters 5 and 6 silently on own. Meet for discussion afterward	Underground to Canada	Discussing Reading aloud Summarizing Making Predictions
Comprehension	Summary Using Literary Elements	BLM 3 Underground to Canada	Recalling Analyzing
Comprehension	Describe Julilly	BLM 5	Profiling and analyzing character
Comprehension	Compare Julilly and Liza	BLM 8 Underground to Canada	Comparing Contrasting
Comprehension	Compare plantations	BLM 8 Underground to Canada	Locating information Comparing Contrasting
Pre-reading	Predicting		Predicting
Vocabulary	Vocabulary Exploration activity	BLM 2 Dictionary Underground to Canada	Locating and defining vocabulary in context Dictionary skills Sentence writing Parts of speech
Reading	Reading Chapters 5 and 6 silently on own. Meet for discussion afterward	Underground to Canada	Discussing Reading aloud Summarizing Making Predictions
Comprehension	Summary Using Literary Elements	BLM 3 Underground to Canada	Recalling Analyzing
Comprehension	Describe Julilly	BLM 5	Profiling and analyzing character

Comprehension	Compare Julilly and Liza	BLM 8 Underground to Canada	Comparing Contrasting
Comprehension	Compare plantations	BLM 8 Underground to Canada	Locating information Comparing Contrasting

DAILY ROUTINE

DAILY READ-ALOUD: Teacher-selected book **DAILY ORAL LANGUAGE**: See Word Study section

SPELLING: See Word Study section **HANDWRITING**: Teacher's choice

OVERVIEW

Chapter 5 (pp. 25-30)

The wagon and its apprehensive contents arrive in Mississippi at the magnificent Riley plantation and are taken to the slave quarters which are sorry-looking and unpleasant. Julilly realizes that the fat man, Sims, is the overseer of the slaves. Julilly is sent to an ugly building for field slaves without families. She finds a space next to a scarred, hunchbacked girl who tells her she is Liza.

Chapter 6 (pp. 31-39)

Liza tells Julilly about how bad this place is and how Sims likes to whip her. A bell rang and all the little children hurried to get their meal from a trough, eating like pigs. The older boys and girls lined up and were fed food cooked in a large washpot, which wasn't very filling. Liza showed Julilly how to wash her clothes and shared her bed of rags with her. Julilly is praying to find her mother again. During the first day of picking Julilly sees how Sims whips the slaves, especially the old and crippled. She helps Liza out by picking the high cotton, leaving the low branches that Liza can reach more easily. They worked all through the long, hot day until after the sun had set. Julilly and Liza stay awake and talk about Canada and freedom before falling asleep.

PRE-READING

Have students make their predictions to the class or in their anticipation journals.

VOCABULARY

Have students fill in Blackline 2 for the following suggested vocabulary words.

brambles, p. 26; magnolias, p. 26; plume, p. 26; scrounged, p. 27; chinking, p. 28; appraised, p. 29; tow shirt, p. 34; crocker sack, p. 34; boll, p. 35; cat-o'-nine-tails, p. 38

Var	me:		*	*	Ŕ	2 *
Vo	cabulary					e a
1.	Word	p	part of speech	_		
	Dictionary definition	as used in book _				=
	Use it in a sentence					
2.	Word	р	part of speech	3		
	Dictionary definition					
	Use it in a sentence					
3. 1	Word		part of speech			
	Dictionary definition	n as used in book _				
	Use it in a sentence					
bana	Church in Cartada	BACKUNEN	MASSES A	Und		und to Canad

READING

Have students read chapters 5 and 6 silently on their own. The end of chapter six works nicely as an ending point for part one of the book. Julilly has arrived at her destination, met Liza, and is dreaming of freedom and Canada. Students may want to gather for a group discussion when reading is completed to share feelings and make predictions.

COMPREHENSION

Have students analyze the literary elements of chapters 5 and 6 by completing Blackline 3.

COMPREHENSION

As a part of an ongoing character description of Julilly, have students complete Blackline 5.

COMPREHENSION

In this section, we meet Liza. Create a Venn diagram (Blackline 8) comparing Liza and Julilly.

COMPREHENSION

Have students complete a Venn diagram using Blackline 8 to compare the slave quarters at the new plantation with those at Massa Henson's. Include not only physical descriptions but the atmosphere and feelings as well. These can be added to over the next few chapters.

WRITING

Using BLM 3 as a springboard, have students create their next diary entry for Julilly telling her thoughts and feelings about what is happening.

WRITING

Have students write a letter telling what Julilly might have told Mammy Sally about life at the new plantation.



GRAMMAR

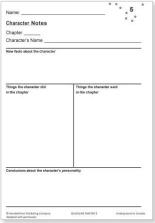
Conduct a mini-lesson on pronoun/antecedent agreement with students. Have students complete Blackline 26a for practice. (The Answer Key can be found on Blackline 26b.)

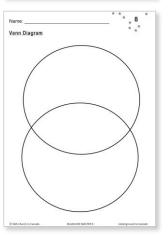
Students may refer to their Writer's Handbook as needed.

EXTENSION: SOCIAL STUDIES

Lead a class discussion about disabilities. How would a slave with a disability be viewed? Find out what rights and accommodations are in









place today for persons with disabilities. Create a T Chart comparing the treatment of slaves with disabilities to that of modern day disabled people.

EXTENSION: BIBLE/DRAMA

How do we as Christians treat those who are different from us. Work with a group to create a skit showing both a positive and a negative reaction.

EXTENSION: ART

Have students create drawings of the Big House as described on page 26 and based on pictures they can find online or from print sources made available by the teacher.



EXTENSION: TECHNOLOGY

Have students add the Riley Plantation near Vicksburg, Mississippi to their Google Map.

SESSION 4 (CHAPTERS 7-9)

Curriculum focus	Activity	Materials	Process
Pre-reading	Predicting		Predicting
Vocabulary	Vocabulary Exploration activity	BLM 2 Dictionary Underground to Canada	Locating and defining vocabulary in context Dictionary skills Sentence writing Parts of speech
Reading	Reading Chapters 7-9 in literature circles	BLM 10,11,12,13 Comparing Contrasting	Discussing Reading aloud
Comprehension	Summary Using Literary Elements	BLM 3 Underground to Canada	Recalling Analyzing
Comprehension	Describe Julilly	BLM 5	Profiling and analyzing character
Comprehension	Finish Venn Diagram	BLM 8 from last session.	Comparing Contrasting
Comprehension	Character sketch or comparison	BLM 4a or BLM 4b	Profiling and analyzing characters Comparing Contrasting
Writing	Diary of Julilly	writing materials	Recalling Analyzing Sequencing Events Writing
Writing	Opinion Proof notes & Paragraph	BLM 9	Supporting opinions Writing
Writing	Biography	BLM 34 BLM 35 Resource books Computer Writer's Handbook	prewriting note taking strategies
Grammar	Capitalization	BLM 27a & 27b Writer's Handbook	Capitalization
Extension: Technology/Media	Learn about Negro Spirituals	DVD Reading Rainbow Season 11 ,Episode 6 , Follow the Drinking Gourd or the book.	Listening Making Connections

Extension: Music/Poetry	Singing/Writing Spirituals	Shake it to the One That You Love Best	Poetry Writing
Extension:Spiritual	Make a Spiritual Connection	Youtube clip of Wintley Phipps singing Amazing Grace and discussion Spirituals	Listening Discussing Making Connections
Extension: Art	Quilt making	Internet Resources Sweet Clara and the Freedom Quilt	Creating Sharing

DAILY ROUTINE

DAILY READ-ALOUD: Teacher-selected book **DAILY ORAL LANGUAGE**: See Word Study section

SPELLING: See Word Study section **HANDWRITING**: Teacher's choice

OVERVIEW

Chapter 7 (pp. 40-46)

The cotton picking and whippings went on and Julilly made sure that both hers and Eliza's baskets were well filled so that they didn't get beaten. Some of the girls told them bad things they'd heard about Canada, but they looked at night at the North Star. One day a visitor came to the plantation. He said he was from Canada and was studying the birds. Master Riley said he could have some slaves to help him. Sims saw Julilly staring and struck her with the whip before the visitor, Mr. Ross, grabbed his arm and led him away.

Chapter 8 (pp. 47-53)

Lester and Adam were the slaves chosen to help Mr. Ross. The slaves are unsettled by his presence and talk about Canada. Liza tells the girls how to find the North Star by finding the stars in the shape of a drinking gourd in the sky. One of the girls cautions Liza about speaking about freedom since she had been so badly beaten when she had tried to escape before. After the others went to sleep Julilly asked Liza if she was thinking of trying to leave again. She told Liza that she was going to go with her.

Chapter 9 (pp. 54-61)

On Sunday Lester meets Julilly and tells her that Mr. Ross is there to help slaves escape to Canada and that they are meeting in the woods that night. The group made plans to go the next Saturday night and decided that Julilly and Liza should dress as boys.

PRE-READING

Have students make their predictions to the class or in their anticipation journals.

VOCABULARY

Have students fill in Blackline 2 for the following suggested vocabulary words.

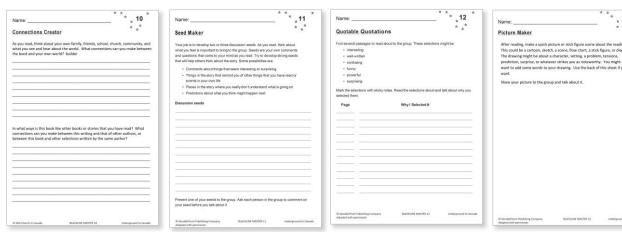
furrows, p. 42; drawl, p. 43; ornithologist, p. 44; ruckus, p. 54; meandered, p. 57; conviction, p. 58; eerie, p. 61



READING (this reading may be spread over 2 days)

Have your students form literature circles of four to read chapters 7-9. Assign each student a role using Blacklines 10, 11, 12, and 13. Give each

student the appropriate Blackline for their role. These will be filled in during reading and then shared in a literature circle discussion. If students are unfamiliar with this type of literature circle, you may want to model this to the class using Chapter 7 and then let them work in groups for Chapters 8 and 9.



COMPREHENSION

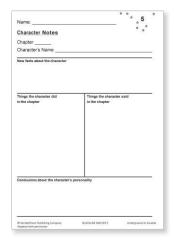
Have students analyze the literary elements of Chapters 7-9 by completing Blackline 3.

COMPREHENSION

As a part of an ongoing character description of Julilly, have students complete Blackline 5.

COMPREHENSION

Finish the Venn diagram from Session 3 comparing the two plantations.





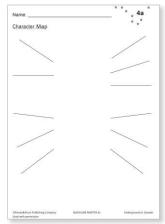
Vocabulary

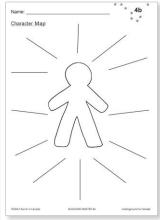
Differentiation
Opportunity

COMPREHENSION

This novel is rich in characters. Another new character in this section is Massa Ross. Have

students complete a character sketch on Mr. Ross by creating a concept map with a drawing of Massa Ross in the center and characteristics around the outside. Use Blackline 4a or 4b. Alternatively, students could create a comparison of Mr. Ross and Mr. Sims, the overseer.





WRITING

Using Blackline 3 as a springboard, have students create their next diary entry for Julilly telling her thoughts and feelings about what is happening.

WRITING

In this session, Julilly and Liza are planning their escape. Do you think they will try to escape or not? Have students form an opinion and find things from the book to support it. Students will write an opinion/proof paragraph to support their opinion. Use Blackline 14 to plan and write their paragraph.



WRITING

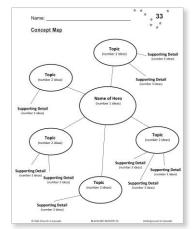
Refer to *Writer's Handbook* to review with students the steps in the writing process.

Students will use these steps in writing a short biography. In this session, students will begin the



first step in the writing process, pre-writing. Have students choose a person, living or deceased, who worked for the rights of others. Provide hard copy resources for students as well as access to computers so that some research can be conducted online. Review note-taking strategies. Allow students to choose the strategy (number notes, concept map, etc.) that works best for them as they organize their notes. See Blacklines 33 and 34 for examples.

Students will complete their reports in Session 8. Accommodate steps of the writing process in remaining sessions. Time for conferencing with students and peers should be scheduled.



Name:	* * * 34 *
Number Notes	* *
1 Name of Person (number 1	idea)
2 Topic (number 2 idea)	
3 Supporting Detail (number 3 idea)	
3 Supporting Detail (number 3 idea)	
3 Supporting Detail (number 3 idea)	
2 Topic (number 2 idea)	
3 Supporting Detail (number 3 idea)	
3 Supporting Detail (number 3 idea)	
3 Supporting Detail (number 3 idea)	
2 Topic (number 2 idea)	
3 Supporting Detail (number 3 idea)	
3 Supporting Detail (number 3 idea)	
3 Supporting Detail (number 3 idea)	
2 Tapic (number 2 idea)	
3 Supporting Detail (number 3 idea)	
3 Supporting Detail (number 3 idea)	
3 Supporting Detail (number 3 idea)	
2 Topic (number 2 idea)	
3 Supporting Detail (number 3 ides)	
3 Supporting Detail (number 3 idea)	
3 Supporting Detail (number 3 idea)	
GSDA Churchin Canada BLACKUNG N	MASTER 34 Underground to Canon



GRAMMAR

Conduct a mini-lesson on capitalization rules with students. Have students complete Blackline 27a for practice. Students may refer to their *Writer's Handbook* as needed.



EXTENSION: TECHNOLOGY/MEDIA

Negro Spirituals were an integral part of the Underground Railroad. They often contained hidden messages for slaves seeking their way to freedom. One such spiritual was *Follow the*

Drinking Gourd. Reading Rainbow has produced an excellent video about this song and its connection to the Underground Railroad. Have students watch Reading Rainbow, Season 11, Episode 6, Follow the Drinking Gourd. This can be purchased on iTunes and is also available in many public library systems. It is also a good idea to have a copy of the book for students to read.

EXTENSION: MUSIC/POETRY

Have students listen to and learn several Negro Spirituals. Students will then work collaboratively to write and perform their own. It would be interesting if they could hide secret directions within the lyrics! There are several excellent online resources for this. One good one is found here http://www.authentichistory.com/1600-1859/3-spirituals/

A good book source is Shake it to the One That You Love Best by Cheryl Warren Mattox.



EXTENSION: BIBLE

Wintley Phipps performs *Amazing Grace* and tells the story of John Newton, a slave trader who wrote the words to this "white" spiritual. This can be found on YouTube:

http://www.youtube.com/watch?v=MtCTkLaBc9Q.

This would work well to be shown during worship with your students.

EXTENSION: ART

Another way to hide Underground Railroad messages was to hide them in Quilts. Explore this idea with your class by reading with them *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson. Students may wish to learn how to make quilts and donate them to a local shelter. The Citizenship and Immigration Canada website (link below) provides a description of the underground railroad quilt code including a history and list of common black and white quilt codes. It includes colouring pages for children to download and print the quilt codes or try to create their own code: http://www.cic.gc.ca/english/multiculturalism/black/under_rail.asp

SESSION 5 (CHAPTERS 10-11)

Curriculum focus	Activity	Materials	Process
Pre-reading	Predicting		Predicting
Vocabulary	Vocabulary Exploration activity	BLM 2 Dictionary Underground to Canada	Locating and defining vocabulary in context Dictionary skills Sentence writing Parts of speech
Reading	Reading Chapters	Underground to Canada	Discussing Reading aloud
Comprehension	Summary Using Literary Elements	BLM 3 Underground to Canada	Recalling Analyzing
Comprehension	Describe Julilly	BLM 5	Profiling and analyzing character
Writing	Diary of Julilly	writing materials	Recalling Analyzing Sequencing Events Writing
Writing	Research Fugitive Slave Act	Research sources	forming opinions finding facts writing
Writing	Create Poster on bloodhounds	Research sources	Creating Presenting Finding Facts
Speaking	Debate	BLM 15	Evaluating
Grammar	Placing commas and capitals	BLM 28a & 28b Writer's Handbook	Placing commas and capitals
Extension	Creating a Google map	Computer Internet	Mapping Technology skills

DAILY ROUTINE

DAILY READ-ALOUD: Teacher-selected book **DAILY ORAL LANGUAGE**: See Word Study section

SPELLING: See Word Study section **HANDWRITING**: Teacher's choice

OVERVIEW

Chapter 10 (pp. 62-74)

The week finally passed, and they met in the woods again, prepared for their journey. Mr. Ross gave them brief instructions and some supplies and put Lester in charge of the group. They travelled through swamps and along the Mississippi River with Julilly helping Liza all she can. They rested during the day, taking turns on watch. Suddenly they heard the sound of distant bloodhounds baying. They quickly packed up and started walking in the middle of a stream to avoid having their scent detected.

Chapter 11 (pp. 75-83)

The journey continues through many days and nights as they avoid detection and scrounge for food. As they are getting closer to Tennessee Lester tells them that he can read, much to the disbelief of the others. He also explains the password they are to use if Mr. Ross has to send someone else to meet them: Friends with a friend. They come to a sign by a road that says Tennessee, and while they are waiting there they see two men, one of whom looks like Sims. A wagon came along and gave the signal for them, but they were uncertain if it was safe. Julilly said she should go, since she wouldn't be recognized as a boy. She heard the password and signaled the others to come. The man in the wagon told them that Mr. Ross had been put in prison. He hid them in straw in the wagon. The wagon was stopped by the men on horseback, but they didn't see them hiding in the hay.

PRE-READING

Have students make their predictions to the class or in their anticipation journals.

VOCABULARY

Have students fill in Blackline 2 for the following suggested vocabulary words.

Cicadas, p. 62; dank, p. 63; jovial, p. 64; disdain, p. 64; groveling, p. 64; meagre, p. 65; eddies, p.70; canebreaks, p. 71

READING

Have students read chapters 10 and 11 silently on their own.

COMPREHENSION

Have students analyze the literary elements of chapters 10 and 11 by completing Blackline 3.

COMPREHENSION

As a part of an ongoing character description of Julilly, have students complete Blackline 5.





WRITING

Using Blackline 3 as a springboard, have students create their next diary entry for Julilly telling her thoughts and feelings about what is happening.

WRITING

Research the Fugitive Slave Act. Tell what it is, when it came to be, and include your feelings about it. The Quaker man refers to it as a "cruel and unjust act". Do you agree? Why?

WRITING

Have students research bloodhounds in groups and create a poster showing what they have learned.

SPEAKING

On p. 58, Mr. Ross states that "any measure is justified." Do students agree or disagree? Divide students into two groups. Assign each group a side and allow time to collaborate and develop at least three ideas to support their stance. Each team will present their arguments. At the end of the debate, have students recall and list opinions presented by each team and supporting evidence on Blackline 15. Have students share possible conclusions.



GRAMMAR

Conduct a mini-lesson on placement of commas with students. Have students complete Blackline 28a for practice.

Students may refer to their Writer's Handbook

as needed.



EXTENSION: TECHNOLOGY

Locate the state of Tennessee and the Mississippi River on the Google map. On p. 80, the fugitives are told that Mr. Ross is in prison in Columbus. Although this is not a part of their

journey, add Columbus to the Google map.



Debate Notes

SESSION 6 (CHAPTERS 12-13)

Curriculum focus	Activity	Materials	Process
Pre-reading	Predicting		Predicting
Vocabulary	Vocabulary Exploration activity	BLM 2 Dictionary Underground to Canada	Locating and defining vocabulary in context Dictionary skills Sentence writing Parts of speech
Reading	Reading Chapters	Underground to Canada	Discussing Reading aloud
Comprehension	Summary Using Literary Elements	BLM 3 Underground to Canada	Recalling Analyzing
Comprehension	Describe Julilly	BLM 5	Profiling and analyzing character
Comprehension	Drawing and Describing	Underground to Canada	Drawing Displaying
Writing	Diary of Julilly	writing materials	Recalling Analyzing Sequencing Events Writing
Writing	Researching Mennonites	Resource Materials	Locating information Writing Forming Opinions
Writing	Define and Discuss Prejudice	dictionary	Connecting text to self defining Writing
Writing	Biography	Resource books Internet resources computer	Writing Researching
Grammar	Commas, dashes, ellipsis,parenthesis	BLM 29a & 29b Writer's Handbook	Commas, dashes, ellipsis, parenthesis
Extension	Creating a Google map	Computer Internet	Mapping Technology skills
Extension: Science	Make a compass	Suggested Internet resources compass making materials	Following directions Constructing

DAILY ROUTINE

DAILY READ-ALOUD: Teacher-selected book **DAILY ORAL LANGUAGE**: See Word Study section

SPELLING: See Word Study section **HANDWRITING**: Teacher's choice

OVERVIEW

Chapter 12 (pp. 84-93)

After daylight the wagon driver dropped them off at a barn near a stream. Julilly carries Liza who is growing thin and weak. The driver gives them directions and a compass and tells them that in Cincinnati they must go to the home of Levi Coffin, "president" of the Underground Railway. Julilly is puzzled by this. They appreciate the food left for them and Adam and Lester decide to catch some fish where they won't be seen. Julilly and Liza make themselves comfortable in the barn. They are shocked to hear the sound of hound dogs. They grab their things and hide in the hay. The dogs go on to the stream, and they hear the commotion as Adam and Lester are caught. The girls flee the barn in the darkness and walk in the stream. Liza says that Lester is so determined that he will break the chains and drag Adam along with him.

Chapter 13 (pp. 94-109)

The girls struggle on through the mountains, but need to buy food. They try at a house, but the woman threatens Julilly with a gun. Next they followed some cows home, and the farmer led them to a tidy village of German-speaking people who gave them their first baths and fed and clothed them and gave them directions for avoiding the slave traders.

PRE-READING

Have students make their predictions to the class or in their anticipation journals.

VOCABULARY

Have students fill in Blackline 2 for the following suggested vocabulary words.

rasping, p. 93; venison, p. 95; muster, p. 96; craggy, p. 96; preened, p. 97; gaunt, p. 99; plateau, p. 101

READING

Read Chapters 12 and 13 as a class.

COMPREHENSION

Have students analyze the literary elements of chapters 12 and 13 by completing Blackline 3.

Literary Element	s * v	
What is the main problem in this chapter?		
How was the problem resolved or how might the problem be resolved?		
What did you learn about the main character in this chapter?		
What information did you learn about the setting?		



COMPREHENSION

As a part of an ongoing character description of Julilly, have students complete Blackline 5.

COMPREHENSION

In Chapter 13 Julilly and Liza experience several "first times" that we may take for granted such as full bellies, sleeping in, clean sheets, and a bath. Divide a paper into fourths and describe and draw one first time experience in each section.

and a bath. Divide a paper into fourths and describe and draw one first time experience in each section. WRITING

Using Blackline 3 as a springboard, have students create their next diary entry for Julilly telling her thoughts and feelings about what is happening.



WRITING

Julilly and Liza take refuge in a Mennonite village. Barbara Smucker was also a Mennonite. Research Mennonites. Where did they come from? Are there any where you live? Why do you think they are so opposed to slavery and prejudice?



WRITING

Define the word prejudice. Study its two word parts. Have you ever displayed any type of prejudice? What causes it? Can you think of times of prejudice in the Bible?

WRITING

Continue to monitor students' progress as they write their biographies. Assist them in finding resources as necessary. During this session, students should complete their first draft. Pair students with partners for peer editing. Use Blackline 17a for assessment.



GRAMMAR

Conduct a mini-lesson with students on dashes, ellipsis, and parenthesis. Have students complete Blackline 29a to practice this skill. Students may refer to their *Writer's Handbook*

as needed.

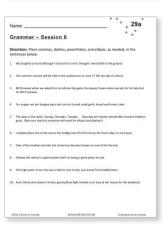


EXTENSION: TECHNOLOGY

Have students add Felsheim, Tennessee to their maps as well as the Cumberland Mountains, Knoxville, Kentucky, and Lexington.



CATEGORY	Level 4 Excellent	Level 3 Good	Level 2 Fair	Level 1 Poor
Graphic Organizer	Graphic organizer or outline has been compliated and shows clear, logical relationships between all topics and subtopics.	Graphic organism or outline has been completed and shows clear, logical relationships between most topics and subtopics.	Craphic organizer or outline has been started and includes some topics and subtopics.	Graphic organizar or outline has not been attempted.
Organization	information is very organized with well- constructed paragraphs and subheadings.	Information is organized with well- constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be thorganized.
Paragraph Construction	All paragraphs include infroductory sertence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not dear and sentences were not typically related within the paragraphs.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical spelling, or punctivation errors.	Many grammotical spelling, or punctuation errors
Quality of information	Information dearly relates to the main topic. It includes several supporting details and/or exemples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information-clearly relates to the main topic. No details and/or examples are given.	information has little or nothing to do with the main topic.
Teacher Comments				



EXTENSION: SCIENCE

The fugitives are given a compass in these chapters. Have students make and experiment with their own homemade compass. Here are some good online resources:

- Wikikhow: http://www.wikihow.com/Make-a-Compass
- Steve Spangler Science: http://www.stevespanglerscience.com/lab/experiments/homemade-compass

SESSION 7 (CHAPTERS 14-15)

Curriculum focus	Activity	Materials	Process
Pre-reading	Predicting		Predicting
Vocabulary	Vocabulary Exploration activity	BLM 2 Dictionary Underground to Canada	Locating and defining vocabulary in context Dictionary skills Sentence writing Parts of speech
Reading	Reading Chapters	BLM 6 Underground to Canada	Discussing Reading aloud
Comprehension	Summary Using Literary Elements	BLM 3 Underground to Canada	Recalling Analyzing
Comprehension	Describe Julilly	BLM 5	Profiling and analyzing character
Writing	Diary of Julilly	writing materials	Recalling Analyzing Sequencing Events Writing
Writing	Writing a biography	Computer Writer's Handbook	Writing to Explain Sequencing Events
Grammar	Re-writing in standard English	BLM 30a & 30b	Re-writing in standard English
Extension:Art	Make a poster or mural	Art supplies	Forming opinions Writing Designing
Extension: Art/Media	Making a wanted poster	Art Supplies	Drawing Displaying
Extension: Survival Skills	Building Shelter or field trip	Found supplies in nature DNR contact info	Problem solving Designing
Extension: Art/Music/Spiritual Connection	Creating Helping Hands	Art supplies	Making text-to-self connections
Extension: Technology	Creating a Google map	Computer Internet	Mapping Technology skills

DAILY ROUTINE

DAILY READ-ALOUD: Teacher-selected book **DAILY ORAL LANGUAGE**: See Word Study section

SPELLING: See Word Study section **HANDWRITING**: Teacher's choice

OVERVIEW

Chapter 14 (pp. 110-123)

One night the two girls had to take shelter from a bad storm that uprooted trees. They had to walk in the daylight since the trails were erased. They came across an old, black man and asked him where they were. He told them they were in Lexington, Kentucky and gave them the half loaf of bread that he was carrying. He also told them how to get to Jeb Brown's house by the Ohio River so that Jeb could get them across in his boat. They followed the train tracks and eventually met another black man who gave them directions to Jeb Brown's house. They knocked on the door and gave the password. Jeb Brown and his wife took them into a hidden room and fed them and gave them the news that Adam and Lester had been there a week earlier. Jeb and Ella Brown also explained to the girls about the Underground Railway.

Chapter 15 (pp. 124-132)

During the night the sheriff and some men came to search the house for runaway slaves, but Julilly and Liza had already been told to hide up on the roof. After the men were gone, Jeb took them across the river in his boat and passed them to the next person, a white man, who hid them in a drawer that pulled out under his cart. He told them the next stop was Levi Coffin's house in Cincinnati.

PRE-READING

Have students make their predictions to the class or in their anticipation journals.

VOCABULARY

Have students fill in Blackline 2 for the following suggested vocabulary words.

makeshift, p. 111; hovel, p. 111; wring, p. 112; watercress, p. 122; scuffling, p. 127; sustenance, p. 128; tremolo, p. 129

READING

Before reading Chapters 3 and 4, provide students with sticky notes and copies of Blackline 6. Discuss with students the types of things they will want to mark with sticky notes as they read.

Have students read Chapters 3 and 4 with partners using their sticky notes. Allow time for discussion afterward.





COMPREHENSION

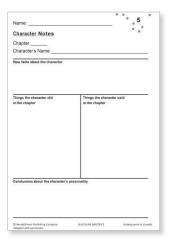
Have students analyze the literary elements of Chapters 14 and 15 by completing Blackline 3.

COMPREHENSION

As a part of an ongoing character description of Julilly, have students complete Blackline 5.

WRITING

Using Blackline 3 as a springboard, have students create their next diary entry for Julilly telling her thoughts and feelings about what is happening.





Writer's Handbook

WRITING

During this session, students should be revising their biography of a human rights hero. Have students refer to their *Writer's Handbook* as needed. Conference with individual students during Writing Workshop and monitor students as they make appropriate revisions to their reports.

Students will present their projects to the class dressed and acting as their hero in Session 9.

GRAMMAR

Have students complete Blackline 30 to practice their editing skills. This worksheet contains quotations from the book using the slave dialect. Students will need to change them into proper English.



EXTENSION: TECHNOLOGY

Add Cincinnati and Ohio River to the map. Also add Lexington and Covington, Kentucky.



EXTENSION: ART

Have students decide different things that freedom means to them. Make "Freedom is" posters or a mural.

EXTENSION: ART/MEDIA

The slave hunters mention that the fugitives they are hunting are worth \$500 each. Have students design a wanted poster for one of the four escaped slaves. They may use paper and pencil, or they may use any digital media at their disposal. Their final product must look as authentic to the time period as possible.

See examples:

- http://www.humanitiestexas.org/archives/digital-repository/runaway-slave-reward-poster-1852
- http://library.duke.edu/digitalcollections/broadsides_bdsmo11117/

EXTENSION: SURVIVAL SKILLS

Have students decide different things that freedom means to them. Make "Freedom is" posters or a mural.



EXTENSION: ART/MUSIC

At the bottom of p. 130, Julilly has thoughts about "helping hands" being the rails and engines of the Underground Railroad. She imagines that they create a helping chain from Mississippi to Canada.

As Christians, we can be helping hands for God by helping each other.

Our actions can reveals God's true character to others. Have students trace and cut out copies of their hands. Each student can record ideas of ways they can help others on the hands. Create a chain of helping hands around your classroom. It might be a nice thought to trace the hands onto construction paper of varying skin tones for a multicultural feel.

SESSION 8 (CHAPTERS 16-17)

Curriculum focus	Activity	Materials	Process	
Pre-reading	Predicting		Predicting	
Vocabulary	Vocabulary Exploration activity	BLM 2 Dictionary Underground to Canada	Locating and defining vocabulary in context Dictionary skills Sentence writing Parts of speech	
Reading	Reading Chapters	Underground to Canada	Discussing Reading aloud	
Comprehension	Summary Using Literary Elements	BLM 3 Underground to Canada	Recalling Analyzing	
Comprehension	Describe Julilly	BLM 5	Profiling and analyzing character	
Comprehension	Creating a Character web	BLM 7	Profiling and analyzing character	
Writing	Diary of Julilly	writing materials	Recalling Analyzing Sequencing Events Writing	
Writing	Make a dictionary of Underground Railroad codewords	Writing supplies	Locating information Writing	
Writing	Discussion and writing activity on standing up for a cause	Writing supplies	Forming Opinions Discussing Writing	
Grammar	Prepositional phrases/dependent clauses	BLM 31a & 31b	Prepositional phrases/dependent clauses	
Extension: Technology	Creating a Google map	Computer Internet	Mapping Technology skills	
Extension: Technology	Learn more about Levi Coffin	Computer Internet Suggested online resources	Listening Discussion	

DAILY ROUTINE

DAILY READ-ALOUD: Teacher-selected book **DAILY ORAL LANGUAGE**: See Word Study section

SPELLING: See Word Study section **HANDWRITING**: Teacher's choice

OVERVIEW

Chapter 16 (pp. 133-140)

Soon after the girls were delivered to Levi Coffin's house, the sheriff arrived to search the house. Mrs. Coffin hid them in the bed and the sheriff left without finding anyone. The Coffins, worried that he'd be back soon, decided to send all the escaped slaves in their house on to Cleveland as quickly as possible. The girls were given new, warm, boys' clothing.

Chapter 17 (pp. 141-151)

Julilly and Liza were taken from the house by carriage to the train station. They were hidden in sacks and put in a baggage car going to Cleveland. When it finally stopped, they heard the voice of Mr. Ross looking for his parcels of dry goods. He carried them in their sacks to a carriage, freed them from the sacks, and gave them water for their thirst. Julilly hardly recognized him without his beard. They talked with him and found out about Lester and Adam making it to Canada. They were sad that Adam had died of blood poisoning from the chains and Julilly was afraid to ask about her mother, Mammy Sally. Mr. Ross delivered them to the captain of the *Mayflower*, the Abolition Boat, who was to see them safely across Lake Erie to Canada. He showed them to a room where they were to receive food and have a chance to sleep.

PRE-READING

Have students make their predictions to the class or in their anticipation journals.

VOCABULARY

Have students fill in Blackline 2 for the following suggested vocabulary words.

counterpane, p.136; coverlets, p. 138; hearty, p. 139; wisteria, p. 140; ember, p. 141; impervious, p. 147





READING

Have your students form literature circles of four to read Chapters 16 and 17. Assign each student a role using Blackline 10, 11, 12, 13. Give each student the appropriate Blackline for their role. These will be filled in during reading and then shared in a literature circle discussion.









COMPREHENSION

Have students analyze the literary elements of Chapters 14 and 15 by completing Blackline 3.

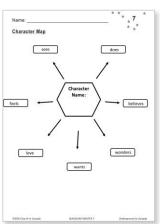
COMPREHENSION

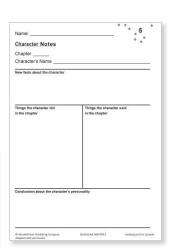
As a part of an ongoing character description of Julilly, have students complete Blackline 5.

COMPREHENSION

Have students complete a characterization

of Levi Coffin using Blackline 7.





Name:	-	* *	* * 3
Literary Element			ŵ
What is the main problem in this chapter?			
How was the problem resolved or how might the problem be resolved?			
What did you learn about the main character in this chapter?			
What information did you learn about the setting?			
© Kendel/hunt Publishing Company Adapted with parentision	BLACKLINE MASTER I	v	redenground to Cana

WRITING

Using Blackline 3 as a springboard, have students create their next diary entry for Julilly telling her thoughts and feelings about what is happening. Make sure to include a good description of their train ride.

WRITING

Make a dictionary of code words for the railroad.



WRITING

There is a great quote from Mr. Ross on p. 147: "Injustice is the weapon of evil men. But there are always brave and noble souls who proceed on the course of right and are impervious to the consequences. I feel rewarded for all my efforts, just to free the two of you."

Are there any causes about which you feel strongly enough to risk your own life? Discuss this as a class and have students journal about this idea.



GRAMMAR

Conduct a mini-lesson on prepositional phrases/dependent clauses. Have students complete Blackline 31a to practice this skill. Students may refer to the *Writer's Handbook* as

needed.



EXTENSION: TECHNOLOGY

Have students add Cleveland, Lake Erie, and Fort Malden to the Google map.

EXTENSION: TECHNOLOGY

Have students visit the suggested websites to learn more about one of the homes in which Levi Coffin lived, and how the slaves were hidden for their protection.

- Levi Coffin House: http://www.waynet.org/levicoffin/default.htm#house
- How Stuff Works: http://home.howstuffworks.com/eccentric-home-passageway.htm#page=9
- Launch of the inquest clip: http://www.youtube.com/watch?v=vH3dC13MZlw

SESSION 9 (CHAPTERS 18-19)

Curriculum focus	Activity	Materials	Process
Pre-reading	Predicting		Predicting
Vocabulary	Vocabulary Exploration activity	BLM 2 Dictionary Underground to Canada	Locating and defining vocabulary in context Dictionary skills Sentence writing Parts of speech
Reading	Reading Chapters	Underground to Canada	Discussing Reading aloud
Comprehension	Summary Using Literary Elements	BLM 3 Underground to Canada	Recalling Analyzing
Comprehension	Describe Julilly with a character quilt	Art supplies	Profiling and analyzing character Creating
Writing	Diary of Julilly	Writing materials	Recalling Analyzing Sequencing Events Writing
Writing	Locating and analyzing quotations	Underground to Canada Writing Materials	Locating and analyzing information Forming opinions
Grammar	Assessment	BLM 32a&b BLM 33a&b	Recalling information learned
Speaking	Sharing reports	BLM 17b Biographical reports that students completed in session 7.	Sharing Presenting Drama
Extension: Technology	Creating a Google map	Computer Internet	Mapping Technology skills
Culminating Activity: Writing	Writing another chapter	Writing materials	Extending the story Predicting
Culminating Activity: Technology	Make a Trailer for the book	BLM 18 Computer Some type of movie- making software	Creating Speaking Convincing

DAILY ROUTINE

DAILY READ-ALOUD: Teacher-selected book **DAILY ORAL LANGUAGE**: See Word Study section

SPELLING: See Word Study section **HANDWRITING**: Teacher's choice

OVERVIEW

Chapter 18 (pp. 152-159)

Almost immediately the captain came back with word that the ship was being searched. He moved them to a hiding place inside a covered lifeboat. After the cabins were searched, the ship set sail, much to the relief of the girls. They fell asleep in the boat and didn't wake until the ship had landed. The captain took them ashore and told them they were in Canada. He gave them some money and directed them to a waiting cart so they could travel to St. Catharines where Lester would help them out.

Chapter 19 (pp. 160-170)

On the trip to St. Catharines their driver, Ezra Wilson, told them about the realities of life for former slaves. He told them that they have to work hard and need to learn to read, but that it was better than their former life. Julilly still didn't dare ask about Mammy Sally in case she heard something bad. When they arrived at the Welland House Hotel in St. Catharines, they saw Lester who greeted them warmly. Then Lester told Julilly that he had a surprise for her, and Mammy Sally came walking out of the hotel. Julilly was overjoyed and relieved, but noticed that her mother seemed older. She introduced Liza to her mother, and Mammy Sally said they would live together in the house she was buying. Mammy Sally told them that freedom wasn't easy, that they were poor, but that none of them were slaves. Julilly was ready to do what was needed in this great, new land of freedom.

PRE-READING

Have students make their predictions to the class or in their anticipation journals.

VOCABULARY

Have students fill in Blackline 2 for the following suggested vocabulary words.

schooner, p. 153; fringes, p. 154; trilling, p.156; burnished, p. 62; porter, p. 164; sheepish, p. 166; cadence, p. 169

READING

It is suggested that Chapters 18 and 19 be read as a class or even that the teacher finish the book off by reading it to the students.

Var	me:			* *	*	2
	cabulary					0
1.	Word	p	part of spec	rch		_
	Dictionary definition	as used in book _				_
	Use it in a sentence					_
2.	Word	p	part of spec	sch		_
	Use it in a sentence					
	Word					
3.	Dictionary definition					
	Use it in a sentence					
	A Church in Catada	BLACKUNE M	ASTER 2	Und		nd to Care

COMPREHENSION

Have students analyze the literary elements of chapters 14 and 15 by completing Blackline 3.

COMPREHENSION

Throughout this unit, students have been creating an ongoing character description of Julilly. In this session, students should review these and pick out events and characteristics that make Julilly a hero. Have students brainstorm to create a list of these events or characteristics. Assign each student one or two ideas to use to create a quilt square on paper. These individual squares can be put together to create a class quilt display for your bulletin board.



WRITING

Using Blackline 3 as a springboard, have students create their last diary entry for Julilly telling her thoughts and feelings about what is happening. Remind students to extend their writing to describe her new life in Canada.

WRITING

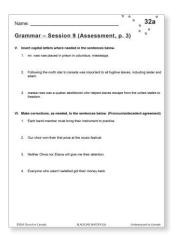
Chapter 19 is full of interesting statements and opinions from the characters. Have students pick one and analyze it. Do they agree with the statement or disagree? Why do they think the character feels this way?

GRAMMAR ASSESSMENT

Students will complete Blackline 32a (3 pages) to assess their knowledge of the grammar skills taught in this unit.







SPEAKING

Have students share their biographies of heroic figures in character. Use Blackline 17b for assessment.

EXTENSION: TECHNOLOGY

Have students add St. Catharines to the Google map.

CULMINATING ACTIVITY: WRITING

Write one more chapter telling the rest of Julilly's story. What happened to her next? Did she go to school, marry, have children? As an alternative, students could write Mammy Sally's story. How did she get to Canada? Where did her scars come from?

CULMINATING ACTIVITY: TECHNOLOGY

Have students create a video trailer for the book. This is to be a short video clip to grab the interest of the audience and make them want to read the book. Use Blackline 18 for assessment.





ADDITIONAL RESOURCES

Websites:

http://www.blackhistorycanada.ca/events.php?themeid=21&id=6

Black History Canada, winner of the Black Web Award for Best Black Canadian Site in 2008, provides an annotated guide to online resources on the history of Canada's Black community. The link to the Underground Railroad (under Events) provides a short video clip, a brief written summary, and an extensive annotated bibliography of related resources.

http://www2.canada.com/ottawacitizen/features/freedom/index.html

From the **Ottawa Citizen** newspaper, this interactive kid-friendly site records the 12-week journey of a journalist who captured the underground railroad experience in pictures and words as he traced the railroad's path across North America. Maps, blogs, digital photos, and video are included. Also included is Tracks to Freedom, a virtual flight from a southern plantation to Canada. (Note: some of the resources provide good background information for teachers, and some are more kid-friendly. Not all the links are still active).

http://www.history.com/topics/black-history/underground-railroad

From the **History channel**, this website includes articles, videos, and pictures about the Underground Railroad. (Note: beware of advertising)

http://wonderopolis.org/home/wonder/what-was-the-underground-railroad/

This site, operated by the **National Center for Families Learning**, contains a written summary as well as a 5-minute video overview designed to answer the question, "What was the Underground Railroad?"

http://www.cic.gc.ca/english/multiculturalism/black/under rail.asp

This **Citizenship and Immigration Canada** link provides a description of the underground railroad quilt code including a history and list of common black and white quilt codes. It provides colouring pages for children to download and print the quilt codes or try to create their own code.

http://www.canada.worldweb.com/TravelArticles/GeneralInterest//8-146799.html

This website, designed to offer comprehensive **travel information for Canada and beyond**, provides a history of the underground railroad in Canada including several period pictures as well as pictures and descriptions of current historic sites that commemorate the underground railroad with embedded links that provide additional information on those sites.

http://history.howstuffworks.com/historical-events/underground-railroad6.htm

This **How Stuff Works** site attempts to answer the question, "How many slaves escaped using the Underground Railroad?"

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

This **Scholastic teacher resource site** contains a wealth of information on the Underground Railroad (designed to support the Underground Railroad: Escape From Slavery) including: Teacher's Guide, interactive activities, whiteboard activities, curriculum connections, primary sources (interviews, photographs, posters), related reading, and free printables.

http://eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u6/

Produced by **Houghton Mifflin**, this link takes you to an interactive map that traces the major routes of the Underground Railroad.

http://www.socialstudiesforkids.com/articles/ushistory/undergroundrailroad2.htm

This **Social Studies for Kids** site includes fun facts, glossaries, and links to additional resources.

http://www.ducksters.com/history/civil_war/underground_railroad.php

This website tells the story of the underground railroad as part of the American Civil War. It includes a 10-question online guiz for kids.

http://questgarden.com/88/01/4/091112091643/

In this **interactive webquest** (which appears to be written for a Gr. 4 class), "students will become individuals involved in the Underground Railroad (slaves, slave owners, conductors, Northerners) and will come together and discuss this important historical event."

http://www.gutenberg.org/files/15263/15263-h/15263-h.htm

This **2005 ebook** is a "record of facts, authentic narratives, letters, etc., narrating the hardships, hair-breadth escapes, and death struggles of the slaves in their efforts for freedom, as related by themselves and others or witnessed by the author (William Still)." It is available free through Project Gutenberg. Some illustrations are also included. This would provide a great resource for teachers, but all contents may not be appropriate for children.

http://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=34&ved=0CC8QFjADOB4&url=http%3A%2F%2Fwww.onlineschool.ca%2Frooms%2Flibrary%2Fresource kits%2Fpdf%2FCanadian%2520and%2520Underground%2520Railway%2520Gr.%25205%2520Parent%2520Guide.pdf&ei=PLqyU8uXNcPj8gGZwlClBA&usg=AFQjCNFbbYyVkJv9WXu 3 BqzlaEOyXpw&bvm=bv.69837884,d.b2U&cad=rja

This kit, which contains a variety of activities, games, and projects, is a Gr. 5 social studies unit on the Canadian railway and the Underground railroad developed by **Heritage Christian Online School**.

http://www.nku.edu/~undergroundrr/lessonplans/

This site, created by **Northern Kentucky University Institute for Freedom Studies**, contains teacher lesson plans on the Underground Railroad organized by grade level (K-9). Included are several links to various grade-appropriate activities.

<u>City Websites:</u> Several city sites contain information about the role that city played in Canada's underground railroad. Schools in or close to these cities may wish to arrange a field trip to various museums or local historic sites. See, for example, the following:

- Owen Sound https://www.owensound.ca/live/underground-rail-road
- Chatham

http://www.chatham-kent.ca/tourism/ThingstoSee/Pages/underground%20railroad.aspx

St. Catharines

http://www.stcatharines.ca/en/experiencein/TheUndergroundRailroad.asp

Windsor

http://www.visitwindsoressex.com/wps/wcm/connect/TWEPI/TWEPI/MAIN+NAV/HERIT AGE/Black+History/

<u>University Websites:</u> Some universities also host sites that provide information dedicated to the underground railroad. See, for example:

- York University
 - http://www.yorku.ca/nhp/areas/ugrr.htm
- Dalhousie University "Sharing the Underground Railroad's untold stories"
 http://www.dal.ca/news/2013/11/27/sharing-the-underground-railroad-s-untold-stories.html
- University of Windsor
 - http://www.uwindsor.ca/dailynews/2013-02-06/canadians-must-face-reality-of-slavery-historian-says
- University of Buffalo http://library.buffalo.edu/archives/exhibits/old/urr/

Video clips:

http://www.youtube.com/watch?v=jrTim64 YsM

A student-created movie trailer for the novel.

http://www.youtube.com/watch?v=H1NzFuunWO8

This 45-minute documentary uses pictures, audio/video clips, and narration to trace the history of the underground railroad.

http://vimeo.com/6123905

This 6-min video made by NASA in association with Dashology, presents a look at how fugitive slaves navigated the Underground Railroad using many technologies that NASA and we use today such as: Astronomy, Geography, Mathematics and other Sciences to escape to freedom.

http://www.youtube.com/watch?v=O63yTmA0LaY

This TeacherTube Middle School 2-minute video clip summarizes Canada's role in helping freeing slaves from the southern U.S. states.

http://www.teachertube.com/video/19374

This 8-minute teacher tube video provides a brief history of the Underground Railroad. It uses pictures and narration to explore various stops along the underground railroad.

http://www.teachertube.com/video/217391

This 5.5-minute summary titled "Underground railroad for kids," with pictures, was created and narrated by elementary students.

http://www.discovery.com/tv-shows/other-shows/videos/assignment-discovery-underground-railroad.htm

A 3-minute Discovery Education video that provides a quick summary of the underground railroad.

http://www.watchknowlearn.org/Video.aspx?VideoID=27670&CategoryID=3728

This 47-second video discusses how Harriet Tubman became involved with the Underground Railroad. It also defines vocabulary words used at the time like conductors, passengers, and stations.

http://www.history.com/topics/black-history/underground-railroad/videos#harriet-tubmanand-the-underground-railroad

This 1.5 minute PBS video gives basic, introductory facts about the Underground Railroad. It briefly mentions Harriet Tubman.

http://video.pbs.org/program/underground-railroad-william-still-story/

This PBS link provides links to the 55-minute William Still Story as well as links to short clips that focus on: Coded Spirituals, the origin of the name Underground Railroad, Punishment, Slavery and Freedom, etc.

Print Resources:

Hopkinson, Deborah. *Sweet Clara and the Freedom Quilt*. New York: Knopf, 1993. Clara, who is a slave and a seamstress, comes up with a plan to hide the map to freedom in a quilt. 40 pages, illustrated.

Jackson, Dave, Neta Jackson, and Julian Jackson. *Listen for the Whippoorwill*. Minneapolis, MN: Bethany House, 1993.

A book geared for 8-12 year olds telling the story of 12 year old Rosebud, a slave, who meets Harriet Tubman in her quest for freedom.

Mattox, Cheryl Warren., Varnette P. Honeywood, and Brenda Joysmith. *Shake It to the One That You Love the Best: Play Songs and Lullabies from Black Musical Traditions*. El Sabrante, CA: Warren-Matto Productions, 1989.

A 54-page illustrated book of enjoyable African-American songs.

Schwartz, Virginia Frances. *Crossing to Freedom*. Toronto: Scholastic Canada, 2010.

The story of 11 year old Solomon's escape to freedom and attempts to start a new life. A book geared to a 9-12 year old audience. A note of caution: this book contains a segment about a ghost.

Whalin, W. Terry. *Sojourner Truth-American Abolitionist*. N.P.: Barbour, 1997. Print. Heroes of the Faith.

The story of a woman who escaped slavery and spent her life advocating for slaves and women and sharing her strong faith in God. For the more dedicated reader.

Winter, Jeanette. Follow the Drinking Gourd. New York: Knopf, 1988.

A 48 page illustrated book for young children that tells the story of a family who learns the song about the drinking gourd and follows its directions to escape from slavery.

BLACK LINE ASTERS

	^ ~ ~
Name:	[₩] 1
Dothwaya Nawalattar	* *

Pathways Newsletter

Dear Family,

Our class will soon start the book *Underground to Canada* by Barbara Smucker. This is the story of a young slave girl who bravely pursues freedom with the help of the Underground Railroad. It is based on first-hand experiences of fugitive slaves, study of Underground Railroad routes, and the activities of two abolitionists: Alexander M. Ross and Levi Coffin. In the book's Introduction, Canadian novelist Lawrence Hill refers to the story as "sensitive and dramatic".

Readers will encounter the themes of slavery, discrimination, and prejudice along with discovering what makes a person a hero. Students will be learning about people who worked for the rights of others.

During home reading time you may want to encourage your child to read other works about the Underground Railroad or on the topic of heroes.

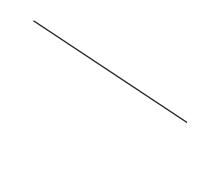
Sincerely,

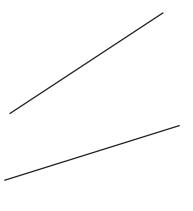
e:	-	☆	☆	2
abulary			☆	☆
Vord p part of sp	eech	1		
Dictionary definition as used in book				
Jse it in a sentence				
Vordppart of sp	eech	ı		
Dictionary definition as used in book				
Jse it in a sentence				
ord p part of spec	ech _			
Dictionary definition as used in book				
Jse it in a sentence				
_)	rd p part of specifictionary definition as used in book	rd p part of speech _ ictionary definition as used in book	rd p part of speech ictionary definition as used in book	se it in a sentence

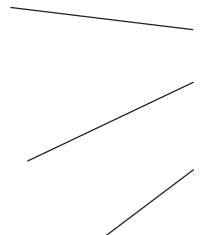
Name:	☆ -	☆	☆☆	3 ☆	☆
Literary Elements				☆	
What is the main problem in this chapter?					
How was the problem resolved or how might the problem be resolved?					
What did you learn about the main character in this chapter?					
What information did you learn about the setting?					

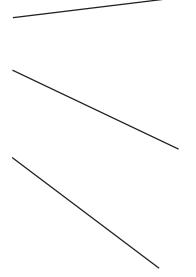
Name:

Character Map









		\$ \$	☆
Name:		_	5 * * *
Character Notes			* *
Chapter			
Character's Name			
New facts about the character			
	T=		
Things the character did in the chapter	Things the chara in the chapter	acter said	

☆

Guidelines for Sticky-Note Discussions

• Questions: Places where I have a question or that I am wondering about

• Author's Craft: Parts that are beautifully written

• Mood: Places that evoke strong feelings

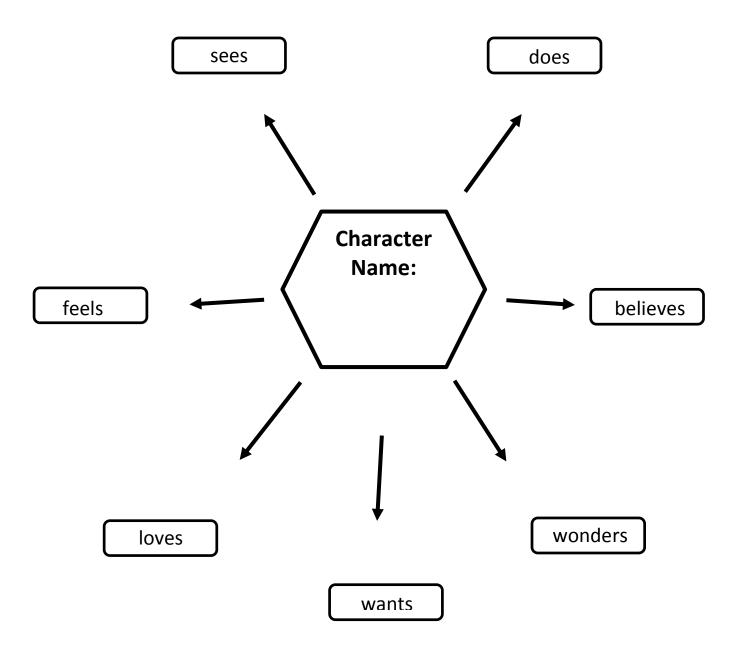
• Tensions: Parts that make me want to keep reading

• Connections: Places that remind me of my own life

* **7**

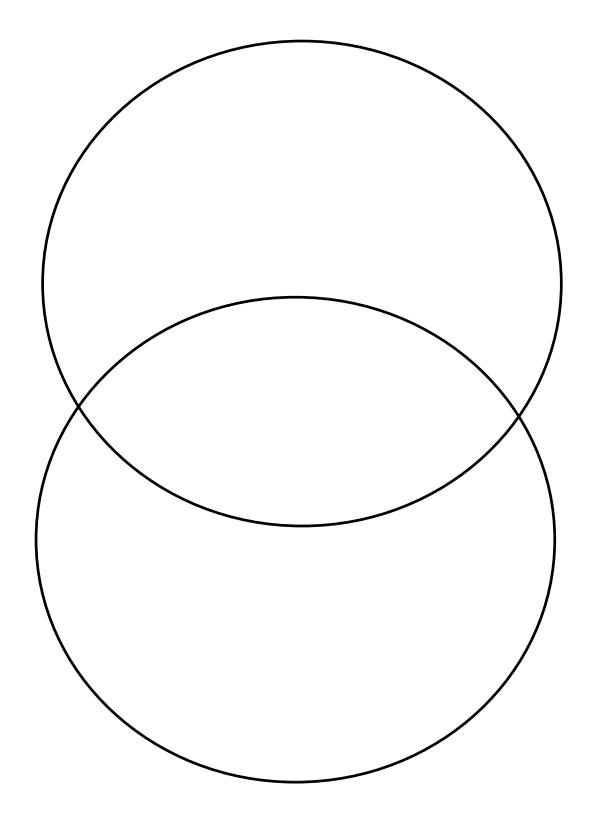
☆

Character Map



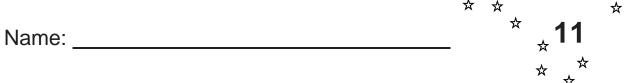
* 8 * * \Rightarrow

Venn Diagram



Name:		* 9
Opinion-Proof Not	tes and a Persuasiv	☆
Opinion	Proof (3 or m	nore reasons to support your opinion)
Persuasive Paragraph		
Begin with a strong opinion of the sente	on statement. nces to support your opinio	on.
Writer's Checklist		
☐ Is my statement cle	ear?	
☐ Do I need more evi	dence to support my state	ment?
Is my most convince stand out clearly?	ing evidence placed in the	paragraph that will make it
☐ Have I reread my p	aragraph for spelling and p	ounctuation?

	^ ^		×
Name:	☆	10★★	
Connections Creator		\(\frac{\partial}{\partial}\)	
As you read, think about your own family, friends, school, che what you see and hear about the world. What connections the book and your own world?		=	
In what ways is this book like other books or stories that you connections can you make between this writing and that of between this book and other selections written by the same	other aut		t



Seed Maker

Your job is to develop two or three discussion seeds. As you read, think about what you feel is important to bring to the group. Seeds are your own comments and questions that come to your mind as you read. Try to develop strong seeds that will help others think about the story. Some possibilities are:

- Comments about things that seem interesting or surprising
- Things in the story that remind you of other things that you have read or events in your own life
- Places in the story where you really don't understand what is going on
- · Predictions about what you think might happen next

Discussion seeds		

Present one of your seeds to the group. Ask each person in the group to comment on your seed before you talk about it.

	~	×		\sim
Name:		☆	12	
			*	
			☆	
Ouatable Ouatations			×	

Quotable Quotations

Find several passages to read aloud to the group. These selections might be:

- · interesting
- · well-written
- confusing
- funny
- powerful
- surprising

Mark the selections with sticky notes. Read the selections aloud and talk about why you selected them.

Page	Why I Selected It		

Nama	*	13
Name:		☆ }

Picture Maker

After reading, make a quick picture or stick figure scene about the reading. This could be a cartoon, sketch, a scene, flow chart, a stick figure, or diagram. The drawing might be about a character, setting, a problem, tensions, prediction, surprise, or whatever strikes you as noteworthy. You might even want to add some words to your drawing. Use the back of this sheet if you want.

Show your picture to the group and talk about it.

☆

Name:	☆	
Argument Notes		☆
ssue		
Opinion for:	Evidence for:	
pinion against:	Evidence against:	
	•	
	•	
Conclusion:		

Name:		* 15 * * *
Debate Notes		* *
ssue		
Pro arguments:		
	•	
	•	
	•	
Con arguments:	Evidence against:	
	•	

☆

Name:	^	☆	_{.,} 16	×
			* *	

Group Self-Assessment

	Always	Most of the time	Seldom
Everyone had the chance to talk.			
We stayed on topic.			
We supported our ideas with examples.			
We listened to one another.			

What were some of the good things that happened in our discussion today?

How could we make our discussions even better?

Name:				
	·	·	·	<u> </u>



Rubric: Biographical Sketch (Written part)

CATEGORY	Level 4 Excellent	Level 3 Good	Level 2 Fair	Level 1 Poor
Graphic Organizer	Graphic organizer or outline has been completed and shows clear, logical relationships between all topics and subtopics.	Graphic organizer or outline has been completed and shows clear, logical relationships between most topics and subtopics.	Graphic organizer or outline has been started and includes some topics and subtopics.	Graphic organizer or outline has not been attempted.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Teacher Comments				

Name:		



Rubric: Biographical Sketch (Oral part)

CATEGORY	Level 4 Excellent	Level 3 Good	Level 2 Fair	Level 1 Poor
Knowledge Gained	Can clearly explain several ways in which his character \"saw\" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character \"saw\" things differently than other characters.	Can clearly explain one way in which his character \"saw\" things differently than other characters.	Cannot explain one way in which his character \"saw\" things differently than other characters.
Props/Costume	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Teacher Comments				

	\Rightarrow	☆			☆
Name:		☆	❖	18	
ivaille			☆	Υ. 	

Rubric: Video Trailer

CATEGORY	Level 4 Excellent	Level 3 Good	Level 2 Fair	Level 1 Poor
Presentation (Persuasion)	The trailer flows very smoothly and captivates the attention of the audience. It compels the viewer to read the book.	The trailer flows smoothly and holds the attention of the audience. The viewer is left interested in the book.	The trailer flows reasonably but there are some transitions that need improvement in order for the viewer to be persuaded to read the book.	The scenes from the trailer are choppy and the transitions seem abrupt. The viewer may be left confused and not inclined to read the book
Content (Storyline or plot)	Key scenes or themes from the book have been creatively presented. These make the content of the book clear to the viewer	There is one key scene or theme from the book represented in the trailer. This makes the viewer generally aware of the content of the book.	An attempt has been made to depict some aspect of the book; however, the content of the book has not been made clear to the viewer.	There is no scene in the trailer that suggests that the student has read the book. The viewer also has no idea of what the book is about.
Reflection (Awareness of Audience)	Strong awareness of the audience in the design. Can clearly explain why they chose the vocabulary, audio, and graphics to fit the target audience.	An awareness of the audience in the design. Can explain why they chose the vocabulary, audio, and graphics to fit the target audience.	Some awareness of audience in the design. Some difficulty in explaining the choice of vocabulary, audio, and graphics for the target audience.	Limited awareness of the needs and interests of the target audience.
Teacher Comments				

Nomo	* , 19
Name: _	_ 🌣
_	-

Common Editing Marks

Symbol	Meaning	Example		
	Check spelling.	The (anemal) ran.		
۶	Delete or remove.	She walked the dogg.		
C	Close the gap.	I caught the fi sh.		
^	Add a letter, word, sentence, etc.	a It lives in tree.		
/#	Make a space.	The bird flies/south		
	Reverse the order.	The animal plants eats		
·	Add a period.	She walked home⊙		
\(\sigma_2\)	Add a comma.	The dog, cat and bird were pets.		
<i>₹</i>	Add an apostrophe.	The deers antlers are huge.		
=	Make a capital letter.	<u>b</u> irds eat seeds.		
	Make the letter lowercase.	A \$nowshoe hare is white.		
()	Delete some space.	That boy() is tall.		
P	Make a paragraph break here.	Begin new paragraph here.प्		

☆

N.I. a. a. a.	* _* 20a
Name: ₋	*

Daily Oral Language—Week 1

Information in *italics* contains additional directives for students. All corrected sentences must start with a capital letter and end with appropriate punctuation.

1. mammy sally julilly's mother lived in a cabin on massa hansen plantation

Underline the complete subject in each sentence.

2. frying sowbelly smells from the cabin cooking fires helping wake the children julilly reached for a hoecake and a tiny cup of buttermilk

Double underline the complete predicate in each sentence.

3. no laughter was in mammy sallys full, strong voice. a worried frown stitched lines across her forehead

Underline the complete subject; double underline the complete predicate.

- 4. morning came to the slave quarters of master hensen plantation master hensen's old ram horn bellowed and tooted for all the slaves
- 5. the fat oily man behind them snap his whip over the backs of ben and adam and lester who shuffled along with there chains

Name:			
•			



Daily Oral Language—Week 1 (Answer Key)

- mammy sally julilly's mother lived in a cabin on massa hansen plantation
 Mammy Sally, Julilly's mother, lived in a cabin on Massa Hensen's plantation.
- 2. frying sowbelly smells from the cabin cooking fires helping wake the children julilly reached for a hoecake and a tiny cup of buttermilk
 - <u>Frying sowbelly smells from the cabin cooking fires</u> helped wake the children. <u>Julilly</u> reached for a hoecake and a tiny cup of buttermilk.
- 3. no laughter was in mammy sallys full, strong voice. a worried frown stitched lines across her forehead
 - No laughter <u>was in Mammy Sally's full, strong voice.</u> A worried frown stitched lines across her forehead.
- 4. morning came to the slave quarters of master hensen plantation master hensen's old ram horn bellowed and tooted for all the slaves
 - Morning came to the slave quarters of Master Hensen's plantation. Master Hensen's old ram horn bellowed and tooted for all the slaves.
- 5. the fat oily man behind them snap his whip over the backs of ben and adam and lester who shuffled along with there chains
 - The fat, oily man behind them snapped his whip over the backs of Ben and Adam and Lester who shuffled along with their chains.

			^
	**	21a	
Name:	☆	Zia	
ivailie.	 ❖	☆	
	^	₹	

Daily Oral Language—Week 2

Information in *italics* contains additional directives for students. All corrected sentences should start with a capital letter and end with appropriate punctuation.

Underline the complete subject in each sentence. Circle the conjunctions.

1. julilly adam ben and lester were taken to Mississippi to work in the cotton fields they found old cabins unappetizing food and sad workers at their new home

Double underline the complete predicate in each sentence. Circle the conjunctions.

2. grannie grabbed willie with her claw-like hand and shut his mouth with the other she did this again and again

Underline or write the simple subject.

- 3. julilly found it hard to keep still. her legs wanted to twist about. her arms felt like flinging themselves upwards. she clamped her teeth together to keep from shouting lets go
- 4. the girls lifted there heads slowly quietly reached for they're blankets and soundlessly walked from the cabin door
- 5. forget about your memories of life with mamma sally on massa hensens plantation. Your in a new place now

		^ ,		~
		*	_→ 21b	
Name: _	-		^ ☆	
			☆ ☆	

Daily Oral Language—Week 2 (Answer Key)

 julilly adam ben and lester were taken to Mississippi to work in the cotton fields they found old cabins unappetizing food and sad workers at their new home

<u>Julilly, Adam, Ben, and Lester</u> were taken to Mississippi to work in the cotton fields. <u>They</u> found old cabins, unappetizing food, and sad workers at their new home.

2. grannie grabbed willie with her claw-like hand and shut his mouth with the other she did this again and again

Grannie grabbed Willie with her claw-like hand and shut his mouth with the other. She did this again and again.

3. julilly found it hard to keep still. her legs wanted to twist about. her arms felt like flinging themselves upwards. she clamped her teeth together to keep from shouting lets go

<u>Julilly</u> found it hard to keep still. Her <u>legs</u> wanted to twist about. Her <u>arms</u> felt like flinging themselves upwards. <u>She</u> clamped her teeth together to keep from shouting, "Let's go!"

4. the girls lifted there heads slowly quietly reached for they're blankets and soundlessly walked from the cabin door

The girls lifted their heads slowly, quietly reached for their blankets, and soundlessly walked from the cabin door.

5. forget about your memories of life with mamma sally on massa hensens plantation. Your in a new place now

(<u>You</u>) forget about your memories of life with Mamma Sally on Massa Hensen's plantation. You're in a new place now.

	,	•	^ ,		~
			粱	_☆ 22a	
Name:					
_				☆ ☆	
				~	

Daily Oral Language—Week 3

Information in *italics* contains additional directives for students. All corrected sentences must start with a capital letter and end with appropriate punctuation.

1. adam and julilly hunted for swamp rabbits fish for catfish and listened for the sounds of bloodhounds following them.

Insert conjunctions in the following sentence.

- 2. julilly decided she liked mr ross ______ she knew that a mean hateful man would never risk his life to save people he barely knew.
- 3. the clopping sound of men on horseback _____ a sudden jolt of the wagon unsettled the fore fugitives.
- 4. because they were hungry. The fugitives looked forward to eating their meagre provisions
- 5. someplace nearby there was a long crackling noise and then a thud when the flashes of lightning came julilly and liza could see a giant tree with its useless roots exposed to the storm.

		^ ,		×
		☆	"22b	
Name:			^	
			A	

Daily Oral Language—Week 3 (Answer Key)

- 1. adam and julilly hunted for swamp rabbits fish for catfish and listened for the sounds of bloodhounds following them.
 - Adam and Julilly hunted for swamp rabbits, fished for catfish, and listened for the sounds of bloodhounds following them.
- 2. julilly decided she liked mr ross ______ she knew that a mean hateful man would never risk his life to save people he barely knew.
 - Julilly decided she liked Mr. Ross because she knew that a mean, hateful man would never risk his life to save people he barely knew.
- 3. the clopping sound of men on horseback _____ a sudden jolt of the wagon unsettled the fore fugitives.
 - The clopping sound of men on horseback and a sudden jolt of the wagon unsettled the four fugitives.
- 4. because they were hungry. The fugitives looked forward to eating their meagre provisions
 - Because they were hungry, the fugitives looked forward to eating their meagre provisions.
- 5. someplace nearby there was a long crackling noise and then a thud when the flashes of lightning came julilly and liza could see a giant tree with its useless roots exposed to the storm.
 - Someplace nearby there was a long, crackling noise and then a thud. When the flashes of lightning came, Julilly and Liza could see a giant tree with its useless roots exposed to the storm.

	☆ -	∻		☆
Name:		☆	₃ 23a	
			☆ ☆ ☆	

Daily Oral Language—Week 4

Information in *italics* contains additional directives for students. All corrected sentences must start with a capital letter and end with appropriate punctuation.

1. liza and julilly climbed slowly down the rope ladder looked around the secret room and took a deep breath

Combine the simple sentences.

2. julilly shivered. liza fainted. ella encouraged both to rest a little longer

Combine the simple sentences.

- 3. jeb slipped onto the seat he leaned toward julilly and liza he spoke softly.
- 4. levi coffin the president of the underground railroad said I think weve got dry goods from mississippi

Combine into one sentence.

5. ezra wilson was tall even taller than the tallest person in the county. He was also strong.

Rewrite the sentence, replacing the underlined words with ellipsis.

6. "when you cross the border into tennessee, I will be there." (p. 67)

Name:			
ivailie.			



Daily Oral Language—Week 4 (Answer Key)

- liza and julilly climbed slowly down the rope ladder looked around the secret room and took a deep breath
 - Liza and Julilly climbed slowly down the rope ladder, looked around the secret room, and took a deep breath.
- 2. julilly shivered. liza fainted. ella encouraged both to rest a little longer Julilly shivered, Liza fainted, and Ella encouraged both to rest a little longer.
- jeb slipped onto the seat he leaned toward julilly and liza he spoke softly.
 Jeb slipped onto the seat, he leaned toward Julilly and Liza, and he spoke softly.
- 4. levi coffin the president of the underground railroad said I think weve got dry goods from mississippi
 - Levi Coffin, the leader of the Underground Railroad, said, "I think we've got dry goods from Mississippi."
- 5. ezra wilson was tall even taller than the tallest person in the county. He was also strong.
 - Ezra Wilson was tall—even taller than the tallest person in the county-- and he was strong.
- 6. "when you cross the border into tennessee, I will be there." (p. 67)
 - "When you cross the border . . ., I will be there." (p. 67)

	~	A		W
Marsa		☆		24a
Name: _			☆	_
			☆	. ☆

Grammar - Session 1

Directions: Label each of the sentences below as S (complete sentence) or F (sentence fragment) or R (run-on sentence). Complete sentence fragments and separate run-on sentences.

1	Unless he knows someone else on the plantation.
2	Lester meandered dog-like around the tall trunks as though sniffing his way.
3	When she looked up, though, the crippled girl's eyes snapped and danced they lit up her face until there wasn't a scowl left.
4	The big girl, Bessie, nearby, twisted about and then sat up to swat a mosquito that circled he head.
5	Lit up her face until there wasn't a scowl left.
6	There was no returning humour from Liza.
7	She stumbled. A bony arm grabbed her leg. It was Liza.
8	A clear-sounding bell from the neck of one of the cows.
9	They plodded slowly in the opposite direction and this time they came to a flat plateau with waving grass.
10	The woman stood still her words could have been bullets from the pointed gun.
11	Julilly on a smooth rock behind a thicket of low protecting brush.
12	They would soon be too weak even to look for food.
13	"I've got a right good aim."
14	It burst forth unexpectedly the laughter was contagious.
15	Julilly lifted up her arm they both knew that food would need to be found very soon.

	~ N	×
Nieros	☆	24b
Name:		, 270
	z.	☆ ☆

Grammar – Session 1 (Answer Key)

Directions: Label each of the sentences below as S (complete sentence) or F (sentence fragment) or R (run-on sentence). Complete sentence fragments and separate run-on sentences (answers will vary, so no key provided for F).

- 1. <u>F</u> Unless he knows someone else on the plantation.
- 2. <u>S</u> Lester meandered dog-like around the tall trunks as though sniffing his way.
- 3. R When she looked up, though, the crippled girl's eyes snapped and danced. They lit up her face until there wasn't a scowl left.
- 4. <u>S</u> The big girl, Bessie, nearby, twisted about and then sat up to swat a mosquito that circled her head.
- 5. __F__ Lit up her face until there wasn't a scowl left.
- 6. <u>S</u> There was no returning humour from Liza.
- 7. <u>S</u> She stumbled. A bony arm grabbed her leg. It was Liza.
- 8. F A clear-sounding bell from the neck of one of the cows.
- 9. <u>S</u> They plodded slowly in the opposite direction and this time they came to a flat plateau with waving grass.
- 10. \underline{R} The woman stood still. Her words could have been bullets from the pointed gun.
- 11. $\underline{\hspace{0.1cm}}$ Julilly on a smooth rock behind a thicket of low protecting brush.
- 12. \underline{S} They would soon be too weak even to look for food.
- 13. \underline{S} "I've got a right good aim."
- 14. R It burst forth unexpectedly. The laughter was contagious.
- 15. \underline{R} Julilly lifted up her arm. They both knew that food would need to be found very soon.

	M	W		ជ
Name: _		z'	7	25 a
mairie.			☆	
			☆	☆ ^
				শ্ল

Grammar - Session 2

Directions: Underline each pronoun in the sentences below.

- 1. I myself am a champion swimmer.
- 2. Doesn't anybody know how to do the work after it has been given to you?
- 3. Everybody who lives on Vancouver Island should know that earthquakes occur frequently.
- 4. Everyone is going to the fair next week before it closes.
- 5. "My book is in its first printing," said Farley Mowat to his publisher.
- 6. Neither Kate nor Ella will be taking their exams this week.
- 7. The next day, when I met him in the library, he was very upset with me.
- 8. Everyone who isn't satisfied with his paycheck should send it back.
- 9. The business has been in his family since it began.
- 10. He took the car to the junkyard all by himself and left it there.

Write two sentences of your own which include at least two pronouns each.

11.

12.

	☆	☆			☆
Name:			☆	☆	25b
				☆	☆ ☆
Grammar - Session 2 (Answer Key)					

Directions: Underline each pronoun in the sentences below.

- 1. I myself am a champion swimmer.
- 2. Doesn't anybody know how to do the work after it has been given to you?
- 3. <u>Everybody who</u> lives on Vancouver Island should know that earthquakes occur frequently.
- 4. <u>Everyone</u> is going to the fair next week before it closes.
- 5. "My book is in its first printing," said Farley Mowat to his publisher.
- 6. <u>Neither Kate nor Ella will be taking their exams this week.</u>
- 7. The next day, when I met him in the library, he was very upset with me.
- 8. <u>Everyone</u> who isn't satisfied with <u>his</u> paycheck should send <u>it</u> back.
- 9. The business has been in his family since it began.
- 10. He took the car to the junkyard all by himself and left it there.

Write two sentences of your own which include at least two pronouns each.

- 11. Answers will vary
- 12. Answers will vary

	\bowtie \bowtie		¥
Name:	☆		26a
Name.		☆	
		☆	☆

Directions: Determine if the following sentences have correct pronoun/antecedent agreement and make any necessary corrections. Underline the pronouns.

- 1. Chocolate milkshakes! Now it is my weaknesses.
- 2. I followed the recipe to the letter, but they don't seem to make a cake.
- 3. Tim didn't write any letters to his brother Phil at camp because his brother wouldn't read it.
- 4. Fortunately, the problem of tooth decay, who affects millions of people yearly, may soon be a thing of the past.
- 5. Decay commonly attacks the teeth, and they are eventually painful.
- 6. Wouldn't it be lovely if everyone could eat as much candy as they wanted?
- 7. Barbara Smucker, in their book *Underground to Canada*, describes a torturous escape from slavery to freedom.
- 8. He myself is the only person who can be blamed for the problem.
- 9. Everybody is doing their best.
- 10. One should be attentive to the complaints of your body when jogging.

			~	M	×
				☆	. 26b
Name:					☆ Z0D
					☆
					5.7

Grammar – Session 3 (Answer Key)

Directions: Determine if the following sentences have correct pronoun/antecedent agreement and make any necessary corrections. Underline the pronouns.

- 1. Chocolate milkshakes! Now they are my weaknesses.
- 2. I followed the recipe to the letter, but they (it doesn't) don't seem to make a cake.
- 3. Tim didn't write any letters to his brother Phil at camp because his brother wouldn't read it (them).
- 4. Fortunately, the problem of tooth decay, who (which) affects millions of people yearly, may soon be a thing of the past.
- 5. Decay commonly attacks the teeth, and they are (it is) eventually painful.
- 6. Wouldn't it be lovely if everyone could eat as much candy as they (he or she) wanted?
- 7. Barbara Smucker, in their (her)book *Underground to Canada*, describes a torturous escape from slavery to freedom.
- 8. <u>He myself</u> (himself) is the only person who can be blamed for the problem.
- 9. <u>Everybody</u> is doing their (his or her) best.
- 10. One should be attentive to the complaints of your (his or her) body when jogging.

	A	W		N
N		☆		27a
Name: _	_		☆	LIU
			☆	☆

Directions: Add capital letters whenever needed in the sentences below.

- 1. "these are my children," mr. ross continued. "take them safely to fort malden."
- 2. "come with me, lads, to your bunks below."
- 3. "a friend with friends," he said, "is the password of the underground railroad."
- 4. the town of st. catharines is in the province of ontario.
- 5. i received the letter on july 3, 2014, at my home in niagara-on-the-lake near st. catharines.
- 6. the waves on lake erie lapsed into gentle ripples. sails were pulled in and the *mayflower* drifted ashore.
- 7. liza and julilly followed the north star to canada.
- 8. "get all the tree limbs you can find, liza, and pile them under that rock," julilly screamed above the wind.
- 9. why don't you ask uncle walter when we will be leaving for charlottetown, prince edward island.
- 10. i know that dr. parker, my dentist, will be able to fix my broken tooth the day after labour day.

Name:	☆ ☆	27b
	- ×	☆

Grammar – Session 4 (Answer Key)

Directions: Add capital letters whenever needed in the sentences below.

- "these are my children," mr. ross continued. "take them safely to fort malden."
 "These are my children," Mr. Ross continued. "Take them safely to Fort Malden."
- 2. "come with me, lads, to your bunks below."

 "Come with me, lads, to your bunks below."
- 3. "a friend with friends," he said, "is the password of the underground railroad.""A friend with friends," he said, "is the password of the Underground Railroad."
- the town of st. catharines is in the province of ontario.
 The town of St. Catharines is in the province of Ontario.
- 5. i received the letter on july 3, 2014, at my home in niagara-on-the-lake near st. catharines. I received the letter on July 3, 2014, at my home in Niagara-on-the-Lake near St. Catharines.
- 6. the waves on lake erie lapsed into gentle ripples. sails were pulled in and the *mayflower* drifted ashore.
 - The waves on Lake Erie lapsed into gentle ripples. Sails were pulled in and the Mayflower drifted ashore.
- liza and julilly followed the north star to canada.
 Liza and Julilly followed the North Star to Canada.
- 8. "get all the tree limbs you can find, liza, and pile them under that rock," julilly screamed above the wind.
 - "Get all the tree limbs you can find, Liza, and pile them under that rock," Julilly screamed above the wind.
- 9. why don't you ask uncle walter when we will be leaving for charlottetown, prince edward island. Why don't you ask Uncle Walter when we will be leaving for Charlottetown, Prince Edward Island.
- 10. i know that dr. parker, my dentist, will be able to fix my broken tooth the day after labour day.

 I know that Dr. Parker, my dentist, will be able to fix my broken tooth the day after Labour Day.

	^	M		V
		☆		28a
Name: _	_		☆	20 a
			☆	. ☆

Directions: Place commas and capital letters where necessary in the sentences below.

- 1. yes they are going to be arriving later today.
- 2. he was born in vancouver b.c. on January 4 2010 at vancouver general hospital.
- 3. i read the book underground to canada while i was traveling to london u.k. last christmas.
- 4. "wherever you go there you are so you'd better learn to like yourself " my mother said.
- 5. he'll be in victoria on tuesday july 28 when his mother arrives from shanghai china.
- 6. my father says i really ought to improve my penmanship.
- 7. the british north america act was a significant milestone in canada's history according to my teacher.
- 8. "tomorrow morning" announced mrs. williams "we'll have a short test on long division.
- 9. alice munro a well-known canadian author won the nobel prize for literature.
- 10. lucy m. montgomery who wrote anne of green gables is my favourite canadian author.

	☆	☆		☆
Name: _		☆	. ☆	28b
			☆	☆

₹.

Grammar – Session 5 (Answer Key)

Directions: Place commas and capital letters where necessary in the sentences below.

- 1. yes they are going to be arriving later today. Yes, they are going to be arriving later today.
- 2. he was born in vancouver b.c. on January 4 2010 at vancouver general hospital. He was born in Vancouver, B.C., on January 4, 2010, at Vancouver General Hospital.
- 3. i read the book underground to canada while i was traveling to london u.k. last christmas. I read the book Underground to Canada while I was traveling to London, U.K., last Christmas.
- 4. "wherever you go there you are so you'd better learn to like yourself "my mother said. "Wherever you go, there you are, so you'd better learn to like yourself," my mother said.
- 5. he'll be in victoria on tuesday july 28 when his mother arrives from shanghai china. He'll be in Victoria on Tuesday, July 28, when his mother arrives from Shanghai, China.
- 6. my father says i really ought to improve my penmanship. My father says I really ought to improve my penmanship.
- 7. the british north america act was a significant milestone in canada's history according to my teacher.
 - The British North America Act was a significant milestone in Canada's history, according to my teacher.
- 8. "tomorrow morning" announced mrs. williams "we'll have a short test on long division. "Tomorrow morning," announced Mrs. Williams, "we'll have a short test on long division."
- 9. alice munro a well-known canadian author won the nobel prize for literature. Alice Munro, a well-known Canadian author, won the Nobel Prize for literature.
- 10. lucy m. montgomery who wrote anne of green gables is my favourite canadian author. Lucy M. Montgomery, who wrote Anne of Green Gables, is my favourite Canadian author.

	~ ~		A
	☆		29a
Name:		☆	ZJa
		☆	☆

Directions: Place commas, dashes, parenthesis, and ellipsis, as needed, in the sentences below.

- 1. We laughed so hard although I tried not to until I thought I would fall to the ground.
- 2. The summer concert will be held in the auditorium on June 27 the last day of school.
- 3. Bill frowned when we asked him to referee the game He always frowns when we ask for his help but he did it anyway.
- 4. For supper we ate lasagna peas and carrots tossed salad garlic bread and lemon cake.
- 5. The days of the week Sunday, Monday, Tuesday Saturday are mostly named after ancient heathen gods. (Not sure that this sentence will work for ellipsis and dashes!)
- 6. I walked down the street across the bridge over the hill and up the front steps to my house.
- 7. One of the smallest animals the shrew has become known as one of the fiercest.
- 8. Ottawa the nation's capital prides itself on being a great place to visit.
- 9. The high point of our trip was a hike to Lost Creek, just across from Saddle River.
- 10. Aunt Gloria who doesn't mind a good pillow fight invited us to stay at her house for the weekend.

Nama:	☆		29b
Name: _		☆	
	7	☆	<u></u>

Grammar – Session 6 (Answer Key)

Directions: Place commas, dashes, parenthesis, and ellipsis, as needed, in the sentences below.

- 1. We laughed so hard although I tried not to until I thought I would fall to the ground.
 - We laughed so hard-- although I tried not to-- until I thought I would fall to the ground.
- 2. The summer concert will be held in the auditorium on June 27 the last day of school.
 - The summer concert will be held in the auditorium on June 27, the last day of school.
- 3. Bill frowned when we asked him to referee the game He always frowns when we ask for his help but he did it anyway.
 - Bill frowned when we asked him to referee the game. He always frowns when we ask for his help, but he did it anyway.
- 4. For supper we ate lasagna peas and carrots tossed salad garlic bread and lemon cake.
 - For supper we ate lasagna, peas and carrots, tossed salad, garlic bread, and lemon cake.
- 5. The days of the week Sunday, Monday, Tuesday Saturday are mostly named after ancient heathen gods.
 - The days of the week--Sunday, Monday, Tuesday . . . Saturday--are mostly named after ancient heathen gods.
- 6. I walked down the street across the bridge over the hill and up the front steps to my house.
 - I walked down the street, across the bridge, over the hill, and up the front steps to my house.
- 7. One of the smallest animals the shrew has become known as one of the fiercest.
 - One of the smallest animals, the shrew, has become known as one of the fiercest.
- 8. Ottawa the nation's capital prides itself on being a great place to visit.
 - Ottawa, the nation's capital, prides itself on being a great place to visit.
- 9. The high point of our trip was a hike to Lost Creek just across from Saddle River.
 - The high point of our trip was a hike to Lost Creek, just across from Saddle River.
- 10. Aunt Gloria who doesn't mind a good pillow fight invited us to stay at her house for the weekend.
 - Aunt Gloria, who doesn't mind a good pillow fight, invited us to stay at her house for the weekend.

	^	W		×
N.I		☆		30 a
Name:			☆	Jua
			☆	☆

Directions: Below each sentence, rewrite the following quotations (non-standard English) as standard English.

- 1. "Well you sure is better company than an old cold gun."
- 2. "We ain't no cows."
- 3. "We can't walk, 'less we get some strength from eatin."
- 4. "How we gonna know when we's walked out of Tennessee?"
- 5. "You is a friend," the crippled girl whispered; "no one else ever picked the high cotton that my poor ol' back won't stretch to."
- 6. "Some of you ain't gonna chop no cotton today."
- 7. "If they climbs onto this roof, we'll jump."
- 8. "I'm learnin," Ezra smiled down at her and rubbed his grey-flecked hair. "Now I guess I'll just end all this warnin' talk by sayin' that I made up my mind about somethin'."
- 9. "I'm giving ye a little money from Mr. Ross," said the Captain. "Your cousin Lester has a job in that town and he'll take care of ye for a bit."
- 10. "Looks like we've made it to ol' Mississippi," the fat man called out to the driver.

Bonus:

11. "I know ye are lassies," the Captain laughed again, "but for this trip ye will be laddies to me and me mates."

	• • •	~		H
N.I.		☆		30b
Name: _	-		☆	300
			☆	☆

Grammar – Session 7 (Answer Key)

Directions: Below each sentence, rewrite the following quotations (non-standard English) as standard English.

- 1. "Well you sure is better company than an old cold gun."
 - "Well, you sure are better company than an old gun."
- 2. "We ain't no cows."
 - "We aren't cows."
- 3. "We can't walk, 'less we get some strength from eatin."
 - "We can't walk unless we get some strength from eating."
- 4. "How we gonna know when we's walked out of Tennessee?"
 - "How are we going to know when we have walked out of Tennessee?"
- 5. "You is a friend," the crippled girl whispered; "no one else ever picked the high cotton that my poor ol' back won't stretch to."
 - "You are a friend," the crippled girl whispered; "no one else ever picked the high cotton that my poor old back won't stretch to."
- 6. "Some of you ain't gonna chop no cotton today."
 - "Some of you aren't going to chop cotton today."
- 7. "If they climbs onto this roof, we'll jump."
 - "If they climb onto this roof, we'll jump."
- 8. "I'm learnin," Ezra smiled down at her and rubbed his grey-flecked hair. "Now I guess I'll just end all this warnin' talk by sayin' that I made up my mind about somethin'."
 - "I'm learning," Ezra smiled down at her and rubbed his grey-flecked hair. "Now I guess I'll just end all this warning talk by saying that I made up my mind about something."
- 9. "I'm giving ye a little money from Mr. Ross," said the Captain. "Your cousin Lester has a job in that town and he'll take care of ye for a bit."
 - "I'm giving you a little money from Mr. Ross," said the Captain. "Your cousin Lester has a job in that town, and he'll take care of you for awhile."
- 10. "Looks like we've made it to ol' Mississippi," the fat man called out to the driver.
 - "Looks like we've made it to old Mississippi," the fat man called out to the driver.

Bonus:

- 11. "I know ye are lassies," the Captain laughed again, "but for this trip ye will be laddies to me and me
 - "I know you are girls," the Captain laughed again, "but for this trip you will be boys to me and my friends."

		^ ☆		31a
Name:			☆	Sia
_			☆	☆

Directions: Label and underline each prepositional phrase once (P) and dependent clause twice (C) in the sentences below.

- 1. The man who lived in the cottage was my uncle.
- 2. Whenever she was sad, Liza sang negro spirituals.
- 3. Because he is my friend, I will help him.
- 4. She sat in the car by the side of the road until help arrived.
- 5. My brother, who lives in Lockport, New York, has visited the Albright-Knox Art Gallery in Buffalo.
- 6. I am going to the Shaw Festival in July.
- 7. Another flash of lightning appeared across the sky.
- 8. I think I can see the light at the end of the tunnel.
- 9. Julilly and Liza were determined to follow the North Star to Canada.
- 10. Three tremolo calls from the hoot owl trilled through the air.

Name:	_	* ☆	❖	31b
_	•		☆	☆ ☆

Grammar – Session 8 (Answer Key)

Directions: Underline and label each prepositional phrase once (P) and dependent clause twice (C) in the sentences below.

1. The man who lived in the cottage was my uncle.

The man who lived in the cottage (P) was my uncle. (who lived in the cottage = C)

2. Whenever she was sad, Liza sang negro spirituals.

Whenever she was sad (C), Liza sang negro spirituals.

3. Because he is my friend, I will help him.

Because he is my friend (C), I will help him.

4. She sat in the car by the side of the road until help arrived.

She sat in the car (P) by the side (P) of the road (P) until help arrived (C).

5. My brother, who lives in Lockport, New York, has visited the Albright-Knox Art Gallery in Buffalo.

My brother, who lives in Lockport, New York (C), has visited the Albright-Knox Art Gallery in Buffalo (P).

6. I am going to the Shaw Festival in July.

I am going to the Shaw Festival (P) in July (P).

7. Another flash of lightning appeared across the sky.

Another flash of lightning (P) appeared across the sky (P).

8. I think I can see the light at the end of the tunnel.

I think I can see the light at the end (P) of the tunnel (P).

(For more advanced students: [(that) I can see the light at the end of the tunnel is also a dependent clause)

9. Julilly and Liza were determined to follow the North Star to Canada.

Julilly and Liza were determined to follow the North Star (P) to Canada (P).

10. Three tremolo calls from the hoot owl trilled through the air.

Three tremolo calls from the hoot owl (P) trilled through the air (P).

	•	~		A
N.I		☆		32a
Name: _			☆	JZu
			☆	. ☆
				☆

Grammar - Session 9 (Assessment)

I. Punctuate and capitalize the following sentences correctly.

- 1. julilly and liza boarded the mayflower to cross lake erie to canada
- 2. when november came the cold winds from the north seeped through julillys thin clothing
- 3. julilly ate cornmeal black beans collards and other greens
- 4. mammy sally julillys mother was thrilled to see how much her daughter had grown
- 5. many fleeing slaves followed the north star to freedom in canada

II. Underline prepositional phrases once and subordinate clauses twice in these sentences.

- 1. Under the newest laws free slaves could be returned from northern states to the South.
- 2. My father, who lives in Jamaica, enjoys swimming in the Atlantic Ocean.
- 3. When the telephone rang, I jumped up to answer it.
- 4. Because I enjoy swimming, I will head to the pool.
- 5. In the garden by the lake, the swans swam quietly.

	^	Λ Λ		22-
Name:		^	₹⁄>	32a
			<i>~</i>	☆
Grammar - Session 9 (Assessment, p	. 2	2)	A	☆

III. Circle each pronoun in the sentences below.

- 1. He himself is to blame for the problem.
- 2. You are responsible for yourself.
- 3. Everybody ought to be able to help himself to the chocolates.
- 4. They will be going there by themselves.
- 5. He told her his teeth were falling out.

IV. Insert commas, dashes, parenthesis, and/or ellipsis, and end punctuation, as needed.

- 1. When the flashes of lightning came the girls could see a giant tree torn from the earth with its raw useless roots exposed to the storm
- 2. Because the pile of tree limbs had grown high they dragged heavy limbs that could not blow away
- 3. The slave trader he was from the deep South was eager to purchase more slaves from the Hensens
- 4. "I need you Liza " said Julilly as they hovered in the darkness
- 5. Did slave traders purchase Julilly for five hundred dollars 500.00

Grammar - Session 9 (Assessment, p. 3)

V. Insert capital letters where needed in the sentences below.

- 1. mr. ross was placed in prison in columbus, mississippi.
- 2. Following the north star to canada was important to all fugitive slaves, including lester and adam.
- 3. massa ross was a quaker abolitionist who helped slaves escape from the united states to freedom.

VI. Make corrections, as needed, to the sentences below. (Pronoun/antecedent agreement)

- 1. Each band member must bring their instrument to practice.
- 2. Our choir won their first prize at the music festival.
- 3. Neither Olivia nor Eliana will give me their attention.
- 4. Everyone who wasn't satisfied got their money back.

Name:	☆	☆ 32b
		☆ ☆

Grammar – Session 9 (Assessment Answer Key)

- I. Punctuate and capitalize the following sentences correctly.
 - julilly and liza boarded the mayflower to cross lake erie to Canada
 Julilly and Liza boarded the Mayflower to cross Lake Erie to Canada.
 - when november came the cold winds from the north seeped through julillys thin clothing
 When November came, the cold winds from the Arctic seeped through Julilly's thin clothing.
 - julilly ate cornmeal black beans collards and other greens
 Julilly ate cornmeal, black beans, collards, and other greens.
 - mammy sally julillys mother was thrilled to see how much her daughter had grown
 Mammy Sally, Julilly's mother, was thrilled to see how much her daughter had grown.
 - many fleeing slaves followed the north star to freedom in Canada
 Many fleeing slaves followed the North Star to freedom in Canada.
- II. Underline prepositional phrases once and subordinate clauses twice in these sentences.
 - Under the newest laws, free slaves could be returned from northern states to the South.
 Under the newest laws, free slaves could be returned from northern states to the South.
 - My father, who lives in Jamaica, enjoys swimming in the Atlantic Ocean.
 My father, who lives in Jamaica, enjoys swimming in the Atlantic Ocean.
 - When the telephone rang, I jumped up to answer it.
 When the telephone rang, I jumped up to answer it. [to answer is an infinitive (verbal)]
 - Because I enjoy swimming, I will head to the pool.
 Because I enjoy swimming, I will head to the pool.
 - In the garden by the lake, the swans swam quietly.
 In the garden by the lake, the swans swam quietly.

☆

Name:	☆	_գ 32b)
•	_	☆☆	

☆☆

☆

Grammar - Session 9 (Assessment 2 Answer Key)

- III. Circle each pronoun in the sentences below.
 - 1. He himself is to blame for the problem.
 - He himself is to blame for the problem.
 - 2. You are responsible for yourself.
 - You are responsible for yourself.
 - 3. Everybody ought to be able to help himself to the chocolates.
 - Everybody ought to be able to help himself to the chocolates.
 - 4. They will be going there by themselves.
 - They will be going there by themselves.
 - 5. He told her his teeth were falling out.
 - (He) told her (his) teeth were falling out.
- IV. Insert commas, dashes, parenthesis, and/or ellipsis, and end punctuation, as needed.
 - 1. When the flashes of lightning came the girls could see a giant tree torn from the earth with its raw useless roots exposed to the storm
 - When the flashes of lightning came, the girls could see a giant tree torn from the earth, with its raw, useless roots exposed to the storm.
 - 2. Because the pile of tree limbs had grown high they dragged heavy limbs that could not blow away
 - Because the pile of tree limbs had grown high, they dragged heavy limbs that could not blow away.
 - 3. The slave trader he was from the deep South was eager to purchase more slaves from the Hensens
 - The slave trader-- he was from the deep South-- was eager to purchase more slaves from the Hensens.
 - 4. "I need you Liza " said Julilly as they hovered in the darkness
 - "I need you, Liza," said Julilly, as they hovered in the darkness.
 - 5. Did slave traders purchase Julilly for five hundred dollars \$500.00
 - Did slave traders purchase Julilly for five hundred dollars (\$500.00)?

Name:	☆	☆32 b
		☆ , ☆

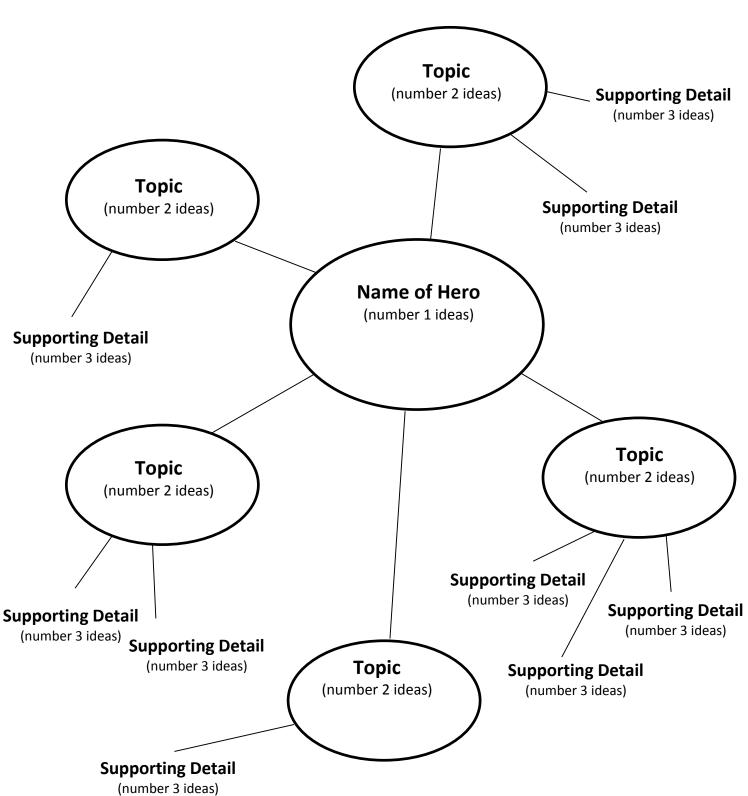
☆☆

쑈

Grammar – Session 9 (Assessment 3 Answer Key)

- V. Insert capital letters where needed in the sentences below.
 - 1. mr. ross was placed in prison in columbus, mississippi.
 - Mr. Ross was placed in prison in Columbus, Mississippi.
 - 2. Following the north star to canada was important to all fugitive slaves, including lester and adam.
 - Following the North Star to Canada was important to all fugitive slaves, including Lester and Adam.
 - 3. massa ross was a quaker abolitionist who helped slaves escape from the united states to freedom.
 - Massa Ross was a Quaker Abolitionist who helped slaves escape from the United States to freedom.
- VI. Make corrections, as needed, to the sentences below. (Pronoun/antecedent agreement)
 - 1. Each band member must bring their instrument to practice.
 - Each band member must bring his (or her) instrument to practice.
 - Our choir won their first prize at the music festival.
 - Our choir won its first prize at the music festival.
 - 3. Neither Olivia nor Eliana will give me their attention.
 - Neither Olivia nor Eliana will give me her attention.
 - 4. Everyone who wasn't satisfied got their money back.
 - Everyone who wasn't satisfied got his (or her) money back.

Concept Map



	M	×			X
		☆	•	34	
Name: _			☆	JT	
			❖	☆	
			×	٨	

Number Notes

	1 Name of Person (number 1 idea)
2	Topic (number 2 idea)
	3 Supporting Detail (number 3 idea)
	3 Supporting Detail (number 3 idea)
	3 Supporting Detail (number 3 idea)
2	Topic (number 2 idea)
	3 Supporting Detail (number 3 idea)
	3 Supporting Detail (number 3 idea)
	3 Supporting Detail (number 3 idea)
2	Topic (number 2 idea)
	3 Supporting Detail (number 3 idea)
	3 Supporting Detail (number 3 idea)
	3 Supporting Detail (number 3 idea)
2	Topic (number 2 idea)
	3 Supporting Detail (number 3 idea)
	3 Supporting Detail (number 3 idea)
	3 Supporting Detail (number 3 idea)
2	Topic (number 2 idea)
	3 Supporting Detail (number 3 idea)
	3 Supporting Detail (number 3 idea)
	3 Supporting Detail (number 3 idea)

	\varkappa χ	菜
Name:	☆	35
Circila Chart	<u></u>	. ☆
Simile Chart		

Page #	Simile