

Barron-Lynne Brode George

Thematic Children's Literature Unit

Theme        Freedom

Grade        5<sup>th</sup>

Who Conducted the Underground Railroad- liberation of African Americans

The Rough-Face Girl- liberation from under the thumb nail of her sisters

The Memory Coat- liberation from Russia to America

## Who Conducted the Underground Railroad

Reading- Each small chapter is broken into small sections so I would read the first section and we would continue with a popcorn read, making sure everyone has a turn at reading before starting the popcorn rotation again.

Writing- One chapter focuses on the conductors of the Underground Railroad. There are five conductors that are discussed in the chapter. I would like the students to research one of the conductors and write a one to two page paper on how that person contributed to the Underground Railroad. To have a variety of the five conductors, I would put each conductor's name on a folded piece of paper and continue to list each name until I had enough for every student in the class plus one extra. Every student would pick a folded conductor name from the bowl and that is who they will write their paper on. The extra slip is so the last student does not feel like they were stuck with the one they have; they in a sense still get a choice.

Listening- After the book has been read, give each student a 3" x 5" index card with a question about the book on one side and an answer for another question on the other side. Start with one student reading the question he/she was given. The child with the card that has the answer then responds. That child then reads the question on their card that he/she is holding, and so on. This activity is also a great review.

Speaking- Each student will read a loud from the book plus they will also read their conductor paper to the class.

Viewing- Together the class will view The Underground Railroad journey website and take a virtual tour. [www.nationalgeographic.com/railroad/j1.html](http://www.nationalgeographic.com/railroad/j1.html)

Visually Representing- The students will plan an escape route. The students will pretend they are a runaway slave in pre-Civil War times. They will pick a slave state location from which they just escaped. They will need to decide when they will travel, day or night. Will they use a disguise? How fast can they walk? Remind them that if they are going to have to walk, water can help hide the scent from the bounty hunter dogs. Have them plan the route; sketch a map showing their travel. Have them put together the best escape plan.

Fine Arts- Students get into groups of four and create a code quilt (secret message within a quilt to help slaves escape on the Underground Railroad). Give each group a piece of paper from a big roll and let them create a quilt from construction paper, markers, and crayons.

Writing Prompt- Narrative

Write your impressions about what life would be like as a slave.

## My Life as a Slave

Being a slave, my life is controlled by my master. I do not live by the rules of my parents. My day to day life has a set routine. My master tells me when, how long, and what time I will do things. I do not have the freedom to do what I would like. I have to work from sunrise to sunset performing whatever jobs my master wants done. If I do not do what I am told, I am punished. I hate my life!

I have many brothers and sister, but we are not able to live together. My master needed money so he sold my siblings to other people. We hardly see each other. I am not able to have meals with the little family I do still have with me because we are out working the fields or cleaning the master's house. We do not have time to do what we would like. I am not able to have friends, go to school, or play. I have to make up stories and sing songs to help pass the day along. I also daydream about being free one day. I try to figure out a game plan to make that happen.

Escaping from my master is on the top of my list. I wish for all my family to be with me; I want us to all be together again. I ask around and see how other people have gotten away from such a miserable life. I think I want to try to escape through the Underground Railroad. I understand it is dangerous, but I really think it would be my best shot to freedom. I plan to leave around Christmas time in hopes my master is too busy to notice I am gone. I will leave at night and most likely on a Saturday because Sunday is a day of rest. Trusting people I do not know is hard but it is something that needs to be done. The thought of my life being in the hands of strangers is scary but focusing on the end result is helpful. I need to keep in my mind that all people are not like my master; there are kind and nice people out there.

Canada is my destination. I do not ever want to have to come back to this place. I understand the journey will be far and harsh, but living the life of a slave is worse. I plan to make my escape this year. I need to start getting things in order. I just hope I can convince my family to take a chance and go with me. Freedom, here I come! Wish me luck.

Who Conducted the Underground Railroad  
And Other Questions About the Path to Freedom

1. Runaway slaves were called \_\_\_\_\_.
  - a. passengers
  - b. packages
  - c. cargo
  - d. all of the above
  
2. \_\_\_\_\_ was a slave who traveled to freedom in a box.
  - a. William Craft
  - b. Frederick Douglass
  - c. Henry Brown
  - d. Catherine Coffin
  
3. \_\_\_\_\_ was the president of the United States during the Civil War.
  - a. Abraham Lincoln
  - b. George Washington
  - c. John Wilkes Booth
  - d. James Carter
  
4. Runaway slaves were called passengers when they escaped to freedom on the \_\_\_\_\_.
  - a. cruise ships
  - b. underground railroad
  - c. tram cars
  - d. cargo plane
  
5. Many slaves ran away at \_\_\_\_\_.
  - a. Christmas
  - b. Valentine's Day
  - c. Columbus Day
  - d. New Year's Day
  
6. Runaway slaves were helped by many African-American and white conductors when they reached the free \_\_\_\_\_ states.
  - a. southern
  - b. western
  - c. northern
  - d. eastern
  
7. The first African-Americans who came to the English colonies were servants, not slaves.
  - a. True
  - b. False

8. \_\_\_\_\_ with secret messages in them helped slaves escape on the Underground Railroad.
- Cars
  - Quilts
  - Jackets
  - Hats
9. The Drinking Gourd was another name for a group of stars called the \_\_\_\_\_.
- Little Dipper
  - Northern Lights
  - Big Dipper
  - Big Star
10. The \_\_\_\_\_ said that all people were equal.
- Gettysburg Address
  - Emancipation Proclamation
  - State of the Union
  - Declaration of Independence
11. A score is \_\_\_\_\_ years.
- 20
  - 30
  - 50
  - 100
12. President Lincoln was died after being shot by \_\_\_\_\_.
- William Still
  - John Rankin
  - Harriet Tubman
  - John Wilkes Booth
13. A slave market was where slaves were bought and sold.
- True
  - False
14. The Civil War began due to end slavery.
- True
  - False
15. Northerners were called \_\_\_\_\_.
- Yankees
  - Rebels
  - Conservers
  - Freedoms

16. Southerners were called \_\_\_\_\_.
- a. Yankees
  - b. Rebels
  - c. Conservers
  - d. Freedoms
17. \_\_\_\_\_ was another name for the United Sates.
- a. Confederates
  - b. Sumter
  - c. Colony
  - d. Union
18. \_\_\_\_\_ starts with “Four score and seven years ago our fathers brought forth on this continent...”
- a. The Emancipation Proclamation
  - b. The Inauguration
  - c. The Declaration of Independence
  - d. The Gettysburg Address
19. Slaves would buy their freedom all the time.
- a. True
  - b. False
20. Another name for the safe resting places was depots.
- a. True
  - b. False

Who Conducted the Underground Railroad  
And Other Questions About the Path to Freedom

Answer Key

1. d
2. c
3. a
4. b
5. a
6. c
7. a
8. b
9. c
10. d
11. a
12. d
13. a
14. b
15. a
16. b
17. d
18. d
19. b
20. a

## The Rough- Face Girl

Reading- Every student will have their own copy of the story. The students will break into groups of three or four and take a turn reading the story a loud in the group.

Writing- The students will create their own *Cinderella*; set in a time in American history of their choice. Consider a colonial Cinderella, a Civil War Cinderella, a Depression Cinderella, a current day Cinderella, or a space age Cinderella.

Listening- The students will listen to each other while the story is being read and while they each read their Cinderella story a loud.

Speaking- Students will orally discuss the main characters, setting, and important events in the story, as well as the problem, solution, and main ideas within a small group setting. Students will also share their Cinderella story books within their groups.

Viewing- Using a Venn diagram, the students will compare Cinderella and The Rough-Face Girl.

Visually Representing- Each student will make a model of a typical wigwam home for a member of the tribe the Rough-Face Girl belongs to. The students will create a wigwam from a brown paper bag and twigs.

Fine Arts- Students create their own *Cinderella* book based off of their Cinderella version they wrote earlier (writing activity). The students will create pictures to go along with their story.

Writing Prompt- Poetry

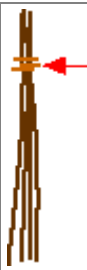
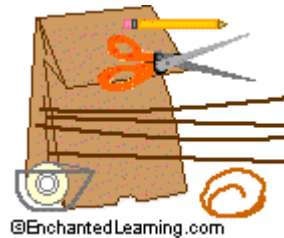
Write a poem about the story or anyone within the story.

# Tepee (Wigwam)

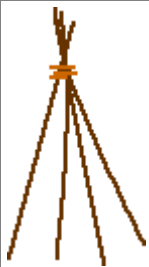
Many Native American tribes made tepees (tepee is sometimes spelled tipi or teepee) from long tree limbs and animal hides. You can make a wonderful model tepee using a brown paper grocery bag and twigs. This is a simple, inexpensive craft and one that looks quite good!

## Supplies needed:

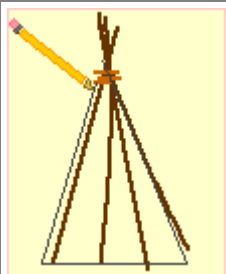
- 4 straight twigs (about a foot long each)
- Yarn, twine, or a rubber band
- A large, brown paper grocery bag
- Scissors
- A pencil
- Crayons, paint, or markers
- Tape



Bind the twigs together toward the top using yarn, string, or a rubber band. Leave about 3 inches of twig at one side of the string. Do not bind the twigs too tightly.

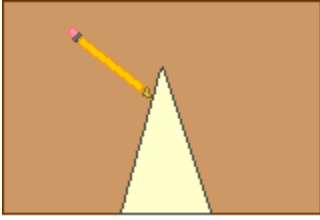


Gently adjust the twigs so that they form a tepee shape.



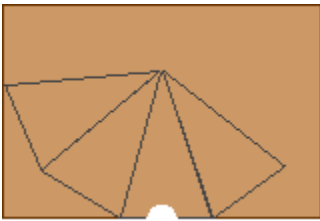
Holding the tepee above a piece of scrap paper, trace the outline of one side of the tepee. This will be your template for making the tepee.

Cut out your triangular template.

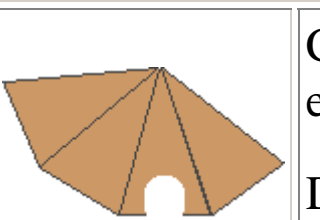


Open up a large paper bag along its seams.

Lay your triangle template on the opened bag and trace its outline.



Trace the triangle 3 more times with the long edges touching.



Cut out this large polygon along the outside edge. Cut a door on one edge.

Decorate the tepee using crayons or markers.



Fold the paper along each of the pencil lines. Then form the paper into a tepee shape and tape the edges together.



Snip off the top of the tepee (the twigs will go through this hole).



Put the twigs into the tepee. Tape the twigs into place - each twig is taped along a fold line.

You now have a wonderful tepee!

## The Rough-Face Girl

There was a rough face girl  
She was a very scarred girl  
She fed the flames for her two sisters  
She wanted to marry the invisible being  
She stood brave and went to the lakeshore  
She proved she saw the invisible being  
She then got married to the invisible being and  
They lived happily ever after.

## The Rough-Face Girl

1. How many sisters did the Rough-Face Girl have?
  - a. 1
  - b. 2
  - c. 3
  - d. 4
  
2. Rough-Face Girl went to the Invisible Being dressed in new buckskin dresses, necklaces, and pretty beaded moccasins.
  - a. True
  - b. False
  
3. What is the Invisible Being's bow made of?
  - a. stars
  - b. clouds
  - c. curve of a rainbow
  - d. oak tree
  
4. What is the Invisible Being's runner of his sled made of?
  - a. the Milky Way of stars
  - b. the green willow branch
  - c. the curve of a rainbow
  - d. the forest
  
5. The Spirit Road is also known as the Milky Way of stars.
  - a. True
  - b. False
  
6. Who do the women need to talk with before meeting the Invisible Being?
  - a. his father
  - b. his brother
  - c. his friend
  - d. his sister
  
7. The Rough-Face Girl and the Invisible Being were married.
  - a. True
  - b. False
  
8. The story takes place by the shores of \_\_\_\_\_.
  - a. Lake Meade
  - b. Lake Tahoe
  - c. Lake Austine
  - d. Lake Ontario

9. The Rough-Face Girl had short brown hair.
  - a. True
  - b. False
  
10. Rough-Face Girl was very close to her sisters.
  - a. True
  - b. False
  
11. The people of the village would sleep in a \_\_\_\_\_.
  - a. wigwam
  - b. tent
  - c. canoe
  - d. weebal
  
12. The Rough-Face Girl was very pretty all her life.
  - a. True
  - b. False
  
13. Everyone thought one of the Rough-Face Girl's sisters was going to marry the Invisible Being.
  - a. True
  - b. False
  
14. Only the person who could \_\_\_\_\_ the Invisible Being could marry him.
  - a. hear
  - b. smell
  - c. see
  - d. feel
  
15. How did the Rough-Face Girl get some of her bruises?
  - a. fighting with people
  - b. taking care of the fire
  - c. scratching herself
  - d. falling down
  
16. The Rough-Face Girl's sisters did really see the Invisible Being.
  - a. True
  - b. False
  
17. The Rough-Face Girl made a cap, a dress, and leggings from \_\_\_\_\_.
  - a. Soap
  - b. stripped fish
  - c. stripped birch bark
  - d. stripped willow branches

18. The Rough-Face Girl did not have faith and courage in herself.
  - a. True
  - b. False
  
19. The people of the village thought everything the Rough-Face Girl made for herself to wear for the Invisible Being looked beautiful on her.
  - a. True
  - b. False
  
20. The Invisible Being's sister could tell if you had a good, kind heart or a cold, hard, and cruel one.
  - a. True
  - b. False

## The Rough-Face Girl

### Answer Key

1. b
2. b
3. c
4. a
5. a
6. d
7. a
8. d
9. b
10. b
11. a
12. b
13. a
14. c
15. b
16. b
17. c
18. b
19. b
20. a

## The Memory Coat

Reading- The letters to Grisha will randomly be passed out and each student will have an opportunity to read a letter. No one knows who wrote what unless they would like to step forward and be recognized.

Writing- The students will take notes while I am reading the story to them. They should write about how they feel while different situations occur, respond whether or not they agree with the outcome of certain things, and anything that really moves them. After the story has been read, discussed, and the notes are finished, the students will write a letter to Grisha (boy who lost parents and almost did not become an American) letting him know how they feel about what he went through and how they feel towards him for coming as far as he has. The students will sign the letter with a made up name.

Listening- I will read the book to the students. I will stop periodically to interact with the students by asking questions. The students will listen as classmates discuss their predictions as to what will happen next in the story and explain why they think things occurred the way they did.

Speaking- Students share their thoughts as to what they anticipate will happen next in the story. The students will also be reading each other's letters to Grisha a loud.

Viewing- Together the class will view the Interactive Ellis Island website and take a virtual tour.  
<http://teacher.scholastic.com/activities/immigration/tour/index.html>

Visually Representing – The students will draw their own memory coat and put things on it that relate to their family.

Fine Arts- The class will break into groups of five or six to create a play based on the main ideas of the book. They will rehearse and eventually present the play to the rest of the class.

Writing Prompt- Expository

Pretend you are Grisha, if you can pick one item you could take with you that you cherish, what would it be and explain why.

## Memories

My large photo album is my most prized possession. If I was like Grisha, that would be the one item I would chose to take and keep with me at all times. Like Grisha's coat, my album is very near and dear to me. There are many things within the album that mean the world to me: memories. Pictures and memorabilia of places and activities are held within the binding of the book.

Some of the most important times of my life are shown in the album. The most important people in my life are also revealed. There are numerous pictures of my deceased parents within the book. I miss them dearly, and the pictures help me keep their memories living. My current life is also proudly exposed in the album. There are pictures of my husband, our wedding, and the beautiful house we have built.

I do not need the pictures to remember the important things in my life, but it is nice to reflect on them. They give me a sense of that specific moment in the picture; like I am right there. There are times I can feel, smell, or taste what was occurring in the picture at the time it was taken. From time to time, I do get upset looking at the album because I wish with all my heart I could have some of those moments back. However, the joy the album grants me is so much more rewarding than the sorrow I feel at times.

I am happy to show off my album to everyone and anyone, but I would not ever give it away to anyone. That album holds many memories of my life. I could not imagine not having it. It helps motivate me to keep living life to its fullest. I cherish that photo album. It represents my family. It represents my life. It represents me.

## The Memory Coat

1. Grisha, Rachel, and their family first lived in a small town in \_\_\_\_\_.
  - a. Germany
  - b. United States
  - c. Russia
  - d. Albania
  
2. Grisha was an orphan before he lived with Rachel and her family.
  - a. True
  - b. False
  
3. Grisha's \_\_\_\_\_ is extremely special to him.
  - a. hat
  - b. shoes
  - c. sweater
  - d. coat
  
4. \_\_\_\_\_ swept through Rachel and Grisha's town to kill anyone who was Jewish.
  - a. Horses
  - b. Workers
  - c. Pheasants
  - d. Cossacks
  
5. Grisha, Rachel, and their family head to \_\_\_\_\_ for freedom.
  - a. Long Island
  - b. Ellis Island
  - c. Sea Side Heights
  - d. Harbor Bay
  
6. Who gave Grisha his coat?
  - a. grandmother
  - b. father
  - c. sister
  - d. mother
  
7. Rachel's family always tried to get Grisha to get rid of his coat.
  - a. True
  - b. False
  
8. Grisha scratched his \_\_\_\_\_ when he fell.
  - a. cheek
  - b. hand
  - c. eye
  - d. neck

9. Grisha passed inspection on the first try.
  - a. True
  - b. False
  
10. How did Grisha pass through inspection?
  - a. He wore his coat inside out.
  - b. He took his jacket off.
  - c. He hid in a box.
  - d. He put another coat on over top the one he was wearing.
  
11. Grisha, Rachel, and their family originally lived in a town called a shtetl.
  - a. True
  - b. False
  
12. Rachel and Grisha had a small quiet family.
  - a. True
  - b. False
  
13. Grisha loved to draw pictures.
  - a. True
  - b. False
  
14. Grisha and Rachel fought all the time and did not like to be together.
  - a. True
  - b. False
  
15. Grisha always found great comfort in the \_\_\_\_\_ game.
  - a. storytelling
  - b. card
  - c. hide and seek
  - d. tic tac toe
  
16. It was a fast and easy journey to America.
  - a. True
  - b. False
  
17. Grisha, Rachel, and their family got separated when they got to America.
  - a. True
  - b. False
  
18. A doctor marked a large letter \_\_\_\_\_ in chalk on the back of Grisha's coat.
  - a. O
  - b. F
  - c. E
  - d. A

19. Grisha, Rachel, and their family spoke \_\_\_\_\_ .
- a. English
  - b. German
  - c. Spanish
  - d. Yiddish
20. The inside of Grisha's coat was made of \_\_\_\_\_.
- a. cotton
  - b. wool
  - c. polyester
  - d. spandex

## The Memory Coat

### Answer Key

1. c
2. a
3. d
4. d
5. b
6. d
7. a
8. c
9. b
10. a
11. a
12. b
13. a
14. b
15. a
16. b
17. b
18. c
19. d
20. b