

Contents



TEACHER GUIDE

• Assessment Rubric	4
• How Is Our Literature Kit™ Organized?	5
• Graphic Organizers	6
• Bloom's Taxonomy for Reading Comprehension	7
• Teaching Strategies	7
• Summary of the Story	8
• Vocabulary	9



STUDENT HANDOUTS

• Spotlight on Barbara Smucker	10
• Chapter Questions	
<i>Chapters 1 and 2</i>	11
<i>Chapters 3 and 4</i>	14
<i>Chapters 5 and 6</i>	17
<i>Chapters 7 and 8</i>	20
<i>Chapters 9 and 10</i>	23
<i>Chapters 11 and 12</i>	26
<i>Chapters 13 and 14</i>	29
<i>Chapters 15 and 16</i>	32
<i>Chapters 17 and 18</i>	35
<i>Chapter 19</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45



EASY MARKING™ ANSWER KEY

47

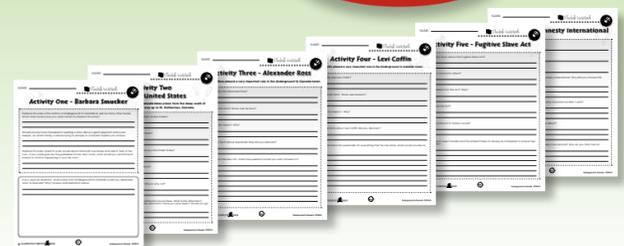
GRAPHIC ORGANIZERS

53

✓ **6 BONUS Activity Pages!** Additional worksheets for your students

FREE!

- Go to our website: www.classroomcompletepress.com/bonus
- Enter item CC2510 or Underground to Canada
- Enter pass code CC2510D for Activity Pages





Barbara Smucker 1915-2003

Barbara Smucker was born as Barbara Classen, in Newton, Kansas on September 1st, 1915.

In grade seven, Barbara co-wrote a book with her friend. Once the book was completed, Barbara buried it not far from a creek. A few years later when they went back for it, there then stood an apartment building.



Barbara was surprised by her children's curiosity of history; she found the inspiration to write the Henry's Red Sea. One of her best books is Underground to Canada, which was published in 1978.

In 1936, Barbara completed her Bachelor of Science in Journalism and English from Kansas State University. She worked as a high school teacher in 1937-1938. She then went back to her home town and she worked as a newspaper reporter from 1939-1941.

As a report she had to interview many famous people. One day she had to interview Donovan Smucker, the director of the Kansas Institute of International Relations at Bethel College. He was a college professor and Minister. She ended up marrying Donovan. Together, they had two sons Timothy and Thomas and one daughter Rebecca.

Barbara's books have been published in 16 countries and in seven languages. She has received many awards for her books too. Writing Underground to Canada was special for her seeing that in 1967-1969, she was the only white teacher in an all black high school.

Barbara died on July 31, 2003 at 87 years old.

Did You Know?

- Barbara wrote a book called Amish Adventure.
- She has published twelve books for children.
- Barbara also worked in a book store.



Chapters Nine and Ten

Answer the questions in complete sentences.

1. What do you think of the plot to go and run away to Canada?

2. Using today's time and technology, what advice would you give the girls who are planning to run away?

Vocabulary

Write each word beside its antonym. (Remember: antonyms are words that have opposite meanings.) Then, for each pair of antonyms, write a sentence that includes both words within the same sentence.

accused	dank	precision	sicken	unyielding
---------	------	-----------	--------	------------

1. blessed, blest _____
2. on target, exactness, exactitude _____
3. well, sane, pleased _____
4. dogged, dour, tenacious _____
5. dry, dried, sec _____



Chapters Nine and Ten

Part A

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.
 - T** **F** a) Mammy Sally put a red ribbon in Jullily's hair when Jullily danced on Sundays.
 - T** **F** b) There was work to do at the Hensers seven days a week.
 - T** **F** c) Jullily and Liza shared a deep friendship.
 - T** **F** d) The children balled their clothes to make them softer.
 - T** **F** e) Mr. Ross told the girls he was against slavery.
 - T** **F** f) There was a \$1 200 reward if someone would turn in the Accused Abolitionist.
 - T** **F** g) Mr. Ross was going to turn himself in for the \$1 200 reward.
 - T** **F** h) Lester, Jullily, Liza, Adam and Mr. Ross left the plantation.

2. **What's your opinion: Do you agree or disagree?** Read the following statements. Do you agree? Or do you disagree? Be ready to share your answers and you must be able to justify why you chose to agree or disagree.

- a) Canada is a good country to escape to.
- b) Mr. Ross is a good man for helping out the slaves like that.
- c) The slaves will be for ever grateful to Mr. Ross that they will become his slaves.



Chapters Nine and Ten

Part B

Answer the questions in complete sentences.

1. What was one major fear the girls shared? How do you feel compared to the girls?

2. Why did they go around the trees many times?

3. Why didn't they want to anger Sims?

4. What would motivate someone fairly intelligent like Sims, to become such a monster?

5. **Point-of-view** is how the author chose to write her story and how she decided to expose the story. In this story, the author chose to have someone tell us the story rather than having Jullily tell us her story. How different do you think the story would be if Barbara Smucker had chosen to write the story in the first-person point-of-view, in the eyes of Jullily? Rewrite a passage using another point-of-view.

Journal Activity

"Pack everything in your bags." Lester spoke quickly. "Roll up your pants, and we'll walk north, straight through the middle of this stream. It will kill our scent."

Continue the story. What happens next? Where do they go? Do the dogs find them? Who's with the dogs? Do they get away?



Chapters 14 to 16

Using graphic organizer map to help you locate various areas, explain the directions one would take to get from the deep-south to St. Catharines?

Plan the itinerary.

Pretend that you are a tour guide and the journey is taken today and is a much more pleasurable trip.

What stops would you recommend to the girls?

What historical places would you bring them to?



Chapters 17 to 19

Rewrite the story adding a third child along the journey.

Who is this third child?

Is the child a boy or a girl?

How old is this child?

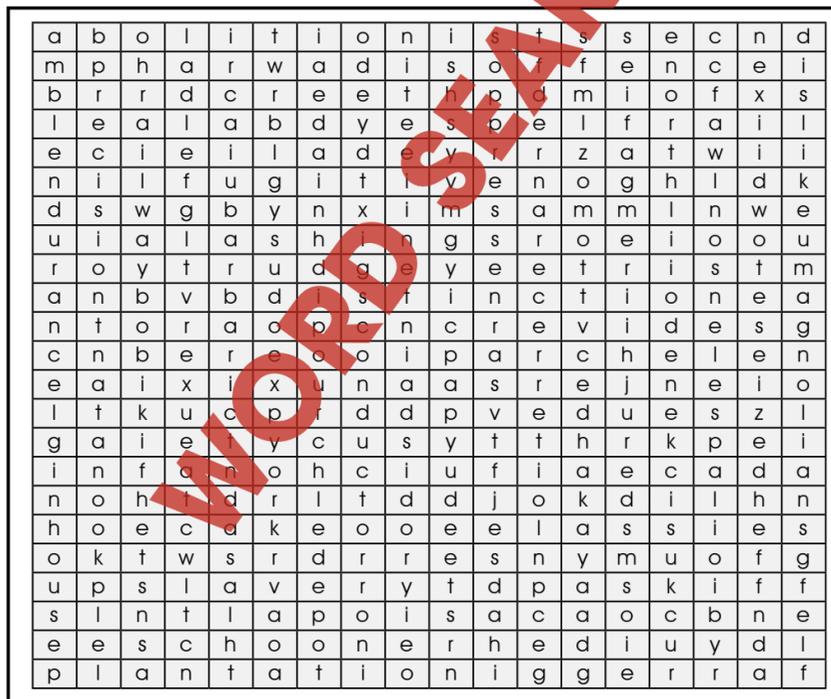
What type of new challenges does the group face now that there's a third child along?



Word Search

Find the following key words from the story. The words are written horizontally, vertically, diagonally and some are even backwards.

abolitionists	dislike	hoecake	north	railway
amble	distinction	ladle	offence	ruckus
barbaric	endurance	lashings	oppress	schooner
conductor	frail	lassies	parch	sickened
depot	fugitive	loiter	plantation	skiff
despair	gaiety	magnolia	precision	slavery
disdain	ginhouse	nigger	promise	trudge



Comprehension Quiz

23

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

5

- T F a) Julilly and Liza are real blood sisters.
- T F b) Lester is Julilly's blood father.
- T F c) Adam died of blood poisoning one day after he arrived in Canada.
- T F d) Massa Ross helped many blacks escape from the plantations and the slavery.
- T F e) The girls were caught by Sheriff Starkey when they were on the Mayflower.

2. Put a check mark (✓) next to the answer that is most correct.

4

- a) What was the name of the lake the schooner crossed to get from the U.S. to Canada?
 - A Lake Ontario.
 - B Lake Huron.
 - C Lake Erie.
- b) What country the girls needed to get to so they would be free?
 - A Ohio.
 - B Mexico.
 - C Canada.
- c) The overseer and aggressive man's name was?
 - A Lester.
 - B Sims.
 - C Riley.
- d) What did the girls look forward to?
 - A A hard life on the Riley Plantation.
 - B A hard life in St Catharines.
 - C A hard life at the Welland House Hotel.

SUBTOTAL: /9

Julilly and Liza's Journey

Look at the map of the Eastern part of the United States and Canada. Identify the journey Julilly and Liza took from the Riley Plantation all the way to their final destination. Be prepared to discuss which States, river, lakes were crossed. How many miles (kilometers) did they travel?



NAME: _____

After You Read 



Chapters Nine and Ten

Part B

Answer the questions in complete sentences.

1. What was one major fear the girls shared? How do you feel compared to the girls?

2. Why did they go around the trees many times?

3. Why didn't they want to anger Sims?

4. What would motivate someone fairly intelligent like Sims, to become such a monster?

5. **Point-of-view** is how the author chose to write her story and how she decided to expose the story. In this story, the author chose to have someone tell us the story rather than having Julilly tell us her story. How different do you think the story would be if Barbara Smucker had chosen to write the story in the first-person point-of-view in the eyes of Julilly? Rewrite a passage using another point-of-view.

Journal Activity

"Pack everything in your bags." Lester spoke quickly. "Roll up your pants, and we'll walk north, straight through the middle of this stream. It will kill our scent."

Continue the story. What happens next? Where do they go? Do the dogs find them? Who's with the dogs? Do they get away?

1.

The girls feared being separated, getting caught, being whipped. Answers will vary.

2.

They went around the trees many times to spread their scent so the dogs would have a harder time finding them.

3.

If he was angered, he would whip them.

4.

He was in a powerful position, he was mean, and didn't care. Answers will vary.

5.

Point-of-view: Answers will vary.

1.

Answers will vary

2.

Answers will vary

Vocabulary

1. swerve

2. immobile

3. congress

4. fervor

5. compass

25

26

1.

a) C

b) A

c) B

d) C

e) A

2.

a) Adam

b) man on a horse

c) Lester

d) man on a wagon

e) Liza

27

1.

Answers will vary.

2.

Answers will vary.

3.

Answers will vary.

4.

Answers will vary.

5.

They had to hide in the wagon, underneath a thick layer of fresh straw covered by a thick canvas.

6.

Answers will vary

28



Underground to Canada

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.