

TEACHER'S PET PUBLICATIONS

LitPlan Teacher Pack

for

DAY OF TEARS

based on the book by

Julius Lester

Written by Joanne Conaghan and Stacy Littleton

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REMINDER

Do not post this LitPlan on the Internet.

It makes answer keys available to students, which undermines every teacher's work.

ABOUT THE AUTHOR

Julius Lester

Born January 27, 1939 in St. Louis, Missouri, Julius Bernard Lester did not set out to become a writer. In fact he was first a musician, a photographer, a producer, and a radio and television show host before he finally wrote a number of books for adults. In 1969, when his editor asked him to write a children's book, he found a whole new direction for his professional life. His first effort, *To Be a Slave*, a collection based on the oral history of slaves, won the Newbery Honor award in 1969. Since then Lester has won many more awards and accolades for his work, which very often focuses on the African-American experience. In all, he has written more than 25 books.

Lester is a graduate of Fisk University and received a B.A. in 1960. In addition to writing, Lester has also been teaching at the University of Massachusetts at Amherst for almost 30 years.

Major Works

To Be a Slave (1968)

Long Journey Home: Stories from Black History (1972)

This Strange New Feeling (1981)

How Many Spots Does a Leopard Have?: and Other Tales from African and Jewish Traditions (1989)

John Henry (1994)

Sam and the Tigers: A New Telling of Little Black Sambo (1996)

From Slave Ship to Freedom Road (1998)

What a Truly Cool World (1999)

Day of Tears: A Novel in Dialogue (2006)

Awards

Day of Tears: A Novel in Dialogue

Coretta Scott King Author Award (2006)

A 2006 ALA Notable Children's Book

A 2006 YALSA Best Book for Young Adults

A 2006 Bank Street Best Children's Book of the Year

VOYA Top Shelf Fiction for Middle Grade Readers

Booklist Editor's Choice, 2005

Booklist Top Ten Historical Fiction for Youth, 2005

Booklist Top Ten Black History, 2006

Chicago Public Library Best of the Best, 2005

Other Awards

Newbery Honor (1969) for *To be a Slave*

Lewis Carroll Shelf Award (1972) & National Book Award finalist (1973) for

The Long Journey Home

Coretta Scott King Honor (1983) for *This Strange New Feeling*

Boston Globe Horn Book Award, ALA Notable Book & Caldecott Award (1995) for *John Henry*

INTRODUCTION *Day Of Tears*

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Day of Tears*. It includes twenty-one lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the main themes of the novel through an *Anticipation Guide*, which asks students to respond whether they agree or disagree to a series of statements about some of the themes in the novel. The *Anticipation Guide* should be compared to a *Reaction Guide* (the same statements) after students have finished reading the novel. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

All of the reading assignments (Except #2) are approximately thirty pages each; Reading Assignment #2 is 14 pages while the rest range between 30 and 37 pages. Students have approximately 15 minutes of pre-reading work to do prior to each assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 7 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 7 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of the general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis, and personal response employing a variety of thinking skills and adding to the students' understanding of the novel. **Students should read through the extra discussion question prior to reading the novel.**

There is a **non-fiction reading assignment**. Students must read non-fiction articles, books, etc. to gather information about the topics of slavery or the abolitionist movement and report to the rest of the class.

There are three **writing assignments** in this unit, each with the purpose of having the students persuade, express personal opinions, or inform. The first writing assignment asks students to persuade their parents, teacher, or school that they need more privileges at home or school. The second writing assignment asks students to consider what the abolitionists did and write whether they would be willing or not to take great risks to help runaway slaves. The third writing assignment asks students to conduct an interview with an older family or community member with the purpose of recording an oral history for that person.

There are two lessons that include activities that will enhance the students' knowledge and understanding of the use of folk songs and folklore that slaves used to secretly communicate with other slaves and supporters and to provide information about the Underground Railroad. The assignments in these lessons can be done **individually** or as a **group project**.

The **review lesson** pulls together all the aspects of the unit. The teacher is given several choices of activities to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes, and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

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READING ASSIGNMENTS *Day Of Tears*

Date Assigned	Assignment	Completion Date
	<i>Reading Assignment 1</i> Chapter 1 - Interlude II	
	<i>Reading Assignment 2</i> Chapter 3 - Interlude IV	
	<i>Reading Assignment 3</i> Chapter 5 - Interlude V	
	<i>Reading Assignment 4</i> Chapter 6 - Interlude VII	
	<i>Reading Assignment 5</i> Chapter 8 - Interlude X	
	<i>Reading Assignment 6</i> Chapter 11 - Author's Note	

Sample Pages

UNIT OUTLINE *Day Of Tears*

1	2	3	4	5
Anticipation Guide Journal Entry Discuss Author Distribute Materials PV #1	Review Vocabulary #1 Start Oral Reading Evaluations R #1 Study Questions #1	PV #2 Cause/Effect	Review Vocabulary #2 R #2 Study Questions #2 Cause/Effect #2	PV #3 Introduce Non-Fiction Assignment
6	7	8	9	10
Review Vocabulary #3 R #3 Study Questions #3 Cause/Effect #3	Quiz: Chapter 1 - Interlude V Writing Assignment #1	PV #4 Complete Writing Assignment #1	Review Vocabulary #4 R #4 Study Questions #4 Cause/Effect #4	PV #5 Writing Assignment #2
11	12	13	14	15
Review Vocabulary #5 R #5 Study Questions #5 Cause/Effect #5 PV #6	Review Vocabulary #6 R #6 Study Questions #6 Cause/Effect #6	Review Vocabulary For Whole Unit	Quiz: Chapter 6 - Author's Note Writing Assignment #3	Non-Fiction Presentations
16	17	18	19	20
Freedom Quilt Activity	<i>Follow the Drinking Gourd</i> Activity	Discussion of Extra Discussion- Critical Thinking Questions	Unit Review	Unit Test
21				
Post-Unit Reaction Guide Freedom Quilts				

Key: F = Preview Study Questions V = Vocabulary Work R = Read

LESSON ONE

Objectives

1. To activate students' prior knowledge about slavery in the United States before the Civil War through the use of an *Anticipation Guide*
2. To introduce students to the author and the novel *Day of Tears*
3. To distribute books, study questions, vocabulary, and other related materials
4. To preview study questions and complete the vocabulary for Chapter 1 - Interlude II

Activity #1

The first lesson will serve to activate prior knowledge students may have about the practice of slavery in the southern United States before the Civil War. Distribute the *Anticipation Guide* and give students ample time to complete it. Students can discuss these responses now, and/or you can collect them for use after students have filled out the *Anticipation Reaction Guide* when the novel is completed. Students can then compare the answers they made before and after reading the novel. Teachers can use the *Anticipation Guide* and *Reaction Guide* as an assessment tool to gauge the extent of the students' growth over the course of the novel study.

Activity #2

Journal Response:

Ask students to respond in writing to the following journal prompt:

How would you feel if you were suddenly taken from your parents' home and sent away to live with another family?

After students have had a chance to respond to the prompt explain that this very thing happened to slaves in the southern United States all of the time. It even happened to children. Explain that the story they are about to read is fiction, but the account is based on actual events. Over two days - March 2nd and 3rd, 1859 the largest auction of slaves in American history took place in Savannah, Georgia. Somewhere between 400 - 450 slaves were sold during those two days, to settle the gambling debts of plantation owner Pierce Butler. Families were ripped apart; children were taken from their parents.

Activity #3

Share the information about the author, Julius Lester (see *About the Author* section of this LitPlan), with the students.

Direct the students' attention to the end of the novel, where there is a question and answer section. You could divide the students into groups, and each group could read and discuss one of the Q&As. Then, the groups could present summaries of their discussions to the rest of the class.

Activity #5

Preview study questions and complete Vocabulary Worksheets for Chapter 1 - Interlude II orally to show students how to complete the worksheets.

Anticipation Guide - Day of Tears

Read the statement in the first column and circle whether you **AGREE** or **DISAGREE**. In the last column explain why you **AGREE** or **DISAGREE** with the statement.

	<i>AGREE</i>	<i>DISAGREE</i>	
	<i>AGREE</i>	<i>DISAGREE</i>	
	<i>AGREE</i>	<i>DISAGREE</i>	
	<i>AGREE</i>	<i>DISAGREE</i>	
	<i>AGREE</i>	<i>DISAGREE</i>	
	<i>AGREE</i>	<i>DISAGREE</i>	
	<i>AGREE</i>	<i>DISAGREE</i>	
	<i>AGREE</i>	<i>DISAGREE</i>	
	<i>AGREE</i>	<i>DISAGREE</i>	

Reading Assignment 6

Chapter 11 - Author's Note

1. How long did Mr. Henry tell Joe to keep walking along the big road?
2. Why is Mr. Henry concerned about getting Joe and the others across the Ohio River?
3. Why is it so important for the group to get across the river the night they run away?
4. What happens to Winnie's baby while the group is in the wagon?
5. What did Mr. Pendle do because he suspected Mr. Henry of helping the slaves escape?
6. Why do Joe and Emma choose the last name 'Henry' for themselves?
7. Why does Fanny Kemble say that Joe and Emma are in danger living in Philadelphia?
8. What does the new law say about runaway slaves?
9. Where do Joe and Emma go when they find out they must leave Philadelphia?
10. How did Fanny Kemble know that Emma and Joe had reached their new destination safely?
11. When Sarah finds out where Emma is, what does she do?
12. What has always caused a pain in Emma's heart?
13. What happens to Joe?

Day of Tears Reading Assignment 6

Chapter 11 - Author's Note

1. How long did Mr. Henry tell Joe to keep walking along the big road?
 - A. Joe and the others are to keep walking until they hear an owl hoot three times.
 - B. Joe and the others are to keep walking along the road until they hear a low whistle.
 - C. Joe and the others are to keep walking along the road until morning.
 - D. Joe and the others are to keep walking along the road until they see a piece of paper stuck to a tree.

2. Why is Mr. Henry concerned about getting Joe and the others across the Ohio River?
 - A. Mr. Henry is concerned because he knows that the patrollers are watching the big road.
 - B. Mr. Henry is concerned because with all the rain the river could be running too hard to make it across and back safely, so the people from Ohio may not be waiting for them.
 - C. Mr. Henry is concerned because one of the boats almost sank the night before.
 - D. Mr. Henry is concerned because the boat's captain was arrested the night before and he doesn't know if anyone else will take the risk of being caught.

3. Why is it so important for the group to get across the river the night they run away?
 - A. It is important for the group to get across the river the same night because there won't be another crossing until the following week and they have nowhere to hide.
 - B. It is important for the group to get across the river the same night because by morning, Mistress Henfield will most likely have the dogs looking for them, and all the white folks will be on the lookout too.
 - C. It is important for the group to get across the river the same night because Winnie's baby is really sick.
 - D. It is important for the group to get across the river the same night because Charles and Winnie are talking about going back which will put Joe and Emma in danger of being caught.

4. What happens to Winnie's baby while the group is in the wagon?
 - A. Winnie's baby gets sick.
 - B. Winnie's baby dies.
 - C. Winnie's baby gets very hungry and starts crying.
 - D. Winnie's baby accidentally gets dropped onto the floor of the wagon.

VOCABULARY READING ASSIGNMENT 1 - *Day Of Tears*

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

1. Lightning so bright flashed across the face of heaven, my eyes trembled in their sockets.

2. Us Butler plantation slaves used to be the envy of all the slaves in these parts because Master Butler - the first one and then this one - treated their slaves almost like they was family.

3. I overheard him tell somebody at the auction that by the end of today, four hundred and twenty-nine of us slaves will have been sold.

4. The wrists and ankles of the slaves are shackled with iron cuffs and chains that link them to each other.

5. After today my reputation will spread all across the South.

6. Ain't no other auctioneer in the South could have gotten as good a price for slaves as the ones I got yesterday.

7. You have to make your buyers believe they're getting the very best merchandise there is.

8. Once dangle the promise of some more hard, cold dollars in front of Butler's eyes, I'll see what he has to say then.

9. I wish this infernal rain would stop!

10. But later that same year the economy went bad and the price of cotton dropped something fierce.

Day Of Tears Vocabulary Worksheet Reading Assignment 1 Continued

Part II: Determining the Meaning -- Match the vocabulary words to their dictionary definitions.

- | | | |
|---------|-------------|--|
| ___ 1. | TREMbled | A. Products, items, or goods that are bought and sold |
| ___ 2. | ENVY | B. Shook; vibrated |
| ___ 3. | AUCTION | C. Being placed in a device, usually made of iron, that restricts movement |
| ___ 4. | SHACKLED | D. Very troublesome or annoying; awful |
| ___ 5. | REPUTATION | E. The wealth of or the earnings of a country or region |
| ___ 6. | AUCTIONEER | F. A public sale where participants bid against one another to purchase the items for sale |
| ___ 7. | MERCHANDISE | G. The person who is in charge and conducts the running of an auction |
| ___ 8. | DANGLE | H. The desire or longing to have another's situation, possessions, qualities, or success |
| ___ 9. | INFERNAL | I. To offer something that is hard to resist; to entice or tempt |
| ___ 10. | ECONOMY | J. Common beliefs or opinions about a person's character |

Critical, Continued

11. Explain the symbolism of the title *Day of Tears*.
12. How are Mattie and Fanny Kemble alike?
13. Compare and contrast the two Butler sisters, Sarah and Frances.
14. What is the significance of the last name that Emma and Joe choose for themselves? Explain how some families of today do the same thing when naming their own children.

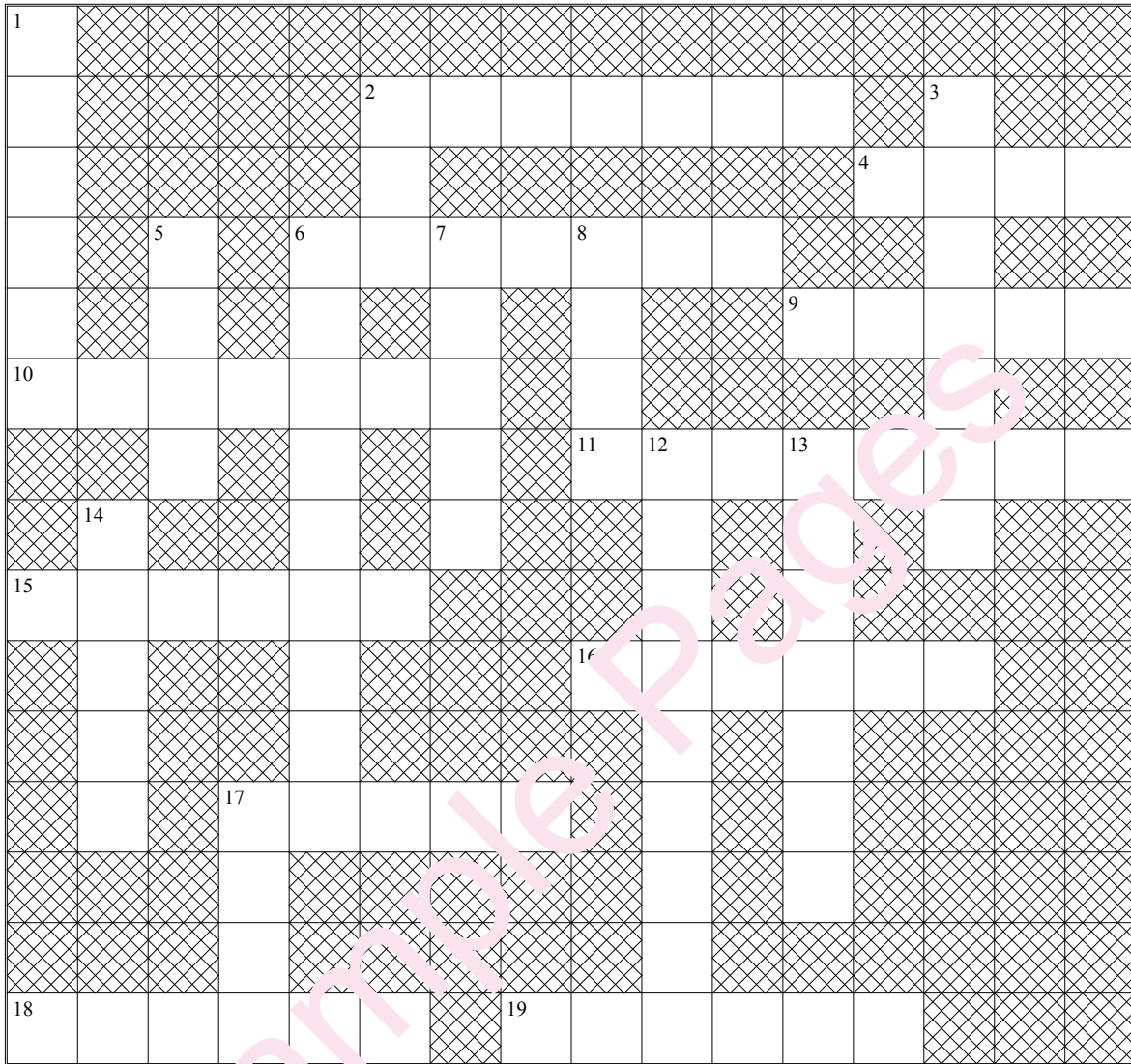
Critical/Personal Response

1. Have you ever found comfort in a superstition or old wives tale as Will did when he planned to ask Uncle Isaac to cast a spell on Master Butler? (Chapter 6-Interlude VI)
2. How do Emma and Joe respond to Master Butler when he tries to give them comfort at the end of the slave auction? Explain whether you think their response is appropriate or not. What message does their response send to Master Butler? (Chapter 6-Interlude VII)
3. Do you agree with the way Sampson feels about slavery? Why or why not? (Chapter 8-Interlude X)
4. After moving to the Henfield plantation what does Emma look forward to at supper time? Why do you think this means so much to Emma? (Chapter 8-Interlude X)
5. What truth does Sampson keep from Charles? Do you think Charles' feeling toward his father would have been different if he had known the truth? Would it have changed the way Charles felt about being a slave? (Chapter 8-Interlude X)
6. Why did Mistress Henfield feel betrayed by Charles and Winnie? Explain whether you think her feelings are justified or not. (Chapter 9-Interlude X)
7. What was the "price" that Jeremiah Henry paid to help Joe, Emma, Charles and Winnie escape? Do you think he regretted his decision? Why or why not? (Chapter 11-Author's Note)
8. What is the significance of Emma's naming her daughter Sarah? (Chapter 11-Author's Note)

Personal Response

1. Why is freedom, the very thing that Jeffrey wants, actually the saddest thing that has happened to him? Do you think, like he does, that he was better off when he was a slave? Why or why not? (Chapter 5-Interlude V)
2. Do you think Master Butler owed any loyalty to Mattie and Will regarding his decision to sell Emma? What does his decision tell you about his character?

CROSSWORD - *Day of Tears*



Across

- 2. Overseer on the Butler plantation
- 4. The river the slaves must cross to be free
- 6. Dorcas is the love of his life.
- 9. Older daughter who shares her mother's ideas about slavery
- 10. Slave who loves his mistress
- 11. Plantation owner who buys Emma to care for her daughter
- 15. Author of *Day of Tears*
- 16. Her baby dies in the wagon.
- 17. Slave auctioneer
- 18. Plantation where slaves were treated like family
- 19. Place where Joe and Emma go after Fanny tells them they are not safe

Down

- 1. Slave preacher and story teller
- 2. Emma's husband
- 3. Sampson's son
- 5. Takes care of Frances and Sarah after their mother leaves the plantation
- 6. Emma's granddaughter
- 7. English actress and former wife of Pierce Butler
- 8. Mistress Henfield's daughter
- 12. The last name of the person who agrees to buy Dorcas and then gets out-bid
- 13. Younger daughter who shares her father's ideas regarding slavery
- 14. Last name Joe and Emma choose for themselves
- 17. Person who saves Master Butler from drowning

VOCABULARY JUGGLE LETTERS 1 - *Day of Tears*

_____ = 1. WLEERDEBDI

Deeply confused; puzzled

_____ = 2. OATLONIBI

The stopping or ending of a practice, system, or institution

_____ = 3. YNVE

The desire or longing to have something another person has

_____ = 4. NSITOPPOOI

Being against something

_____ = 5. DWEEGRA

Risked something on an uncertain outcome; bet

_____ = 6. NMYCOEO

Wealth of or earnings of a country or region

_____ = 7. GINGTEGRSA

Moving or standing unsteadily

_____ = 8. MNTSSENTEI

Feelings, opinions, or views based mainly on emotion rather than fact or reason

_____ = 9. ONTCUFIRAE

Person who conducts the running of an auction

_____ = 10. COGSENEIR

Knows; identifies something or someone as already known

_____ = 11. COLETRAEN

The ability to accept or allow others to have ideas, opinions, or practices different from one's own

_____ = 12. EETORSR

To bring back or make like the original condition or form

_____ = 13. AMRECBE

To take into or hold close in arms

_____ = 14. SATONTINDIE

Place to which someone or something is traveling or being sent