



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Roll of Thunder, Hear My Cry

based on the book by

Mildred Taylor

Written by

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A FEW NOTES ABOUT THE AUTHOR
MILDRED D. TAYLOR

TAYLOR, MILDRED. Born in Jackson, Mississippi, Mildred Taylor spent most of her childhood in Toledo, Ohio. She attended both the University of Toledo and the University of Colorado. In between her studies at the two universities, Mildred Taylor spent two years with the Peace Corps in Ethiopia.

Besides *Roll of Thunder, Hear My Cry*, a Newbery Medal winner, Ms. Taylor has also written *The Gold Cadillac*, *Let the Circle Be Unbroken*, and *Song of the Trees* (winner of a Council on Interracial Books Award and New York Times Outstanding Book of the Year for 1975).

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Roll of Thunder, Hear My Cry* by Mildred D. Taylor. It includes twenty lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the theme of responsibility/duty. 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.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 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 required 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. If your school has the appropriate machinery, it might be a good idea to make transparencies of your answer keys for the overhead projector.

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 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of 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, 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.

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 of the words they have studied.

The **group activity** which follows the discussion questions has students working in small groups to discuss the main themes of the novel. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the themes with the entire class; thus, the entire class is exposed to information about all of the themes and the entire class can discuss each theme based on the nucleus of information brought forth by each of the groups.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: students identify the distinctly different personalities of the Logan children. The second assignment is to persuade: students pretend to be Mary Logan persuading a neighbor to boycott Mr. Wallace's store. The third assignment is to give students a chance to express their own ideas: students decide what their aspirations are for the future and create a plan for achieving their goals.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Roll of Thunder, Hear My Cry*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games 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 are additional **support materials** included with this unit. The **extra activities section** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary 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 student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES - *Roll of Thunder, Hear My Cry*

1. Through reading Mildred D. Taylor's *Roll of Thunder, Hear My Cry*, students will study the themes of injustice, naivete, revenge, friendship, pride/dignity, and duty/responsibility.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will define their own viewpoints on the aforementioned themes.
4. Students will be exposed to a different era of American life, showing many of today's conflicts are not new; they are rooted in our American past.
5. Students will see that each of our daily life experiences changes us and shapes our thoughts and feelings.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Roll of Thunder, Hear My Cry* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
NOTE: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.

READING ASSIGNMENT SHEET - *Roll of Thunder, Hear My Cry*

Date Assigned	Chapters Assigned	Completion Date
	1-2	
	3-4	
	5-6	
	7-8	
	9-10	
	11-12	

UNIT OUTLINE - *Roll of Thunder, Hear My Cry*

1	2	3	4	5
Introduction PV 1-2	Read 1-2	Study ?s 1-2 PVR 3-4	Study ?s 3-4 PVR 5-6	Study ?s 5-6 Writing Assignment 1 PVR 7-8
6	7	8	9	10
Study ?s 7-8 PVR 9-10	Quiz/?s 9-10 PVR 11-12	Study ?s 11-12 Extra ?s	Vocabulary	Writing Assignment 2
11	12	13	14	15
Group Activity	Discussion	Library	Nonfiction Discussion	Speaker
16	17	18	19	20
Shopping Spree	Writing Assignment 3	Writing	Review	Test

Key: P = Preview Study Questions V = Prereading Vocabulary Work R = Read

LESSON ONE

Objectives

1. To introduce the *Roll of Thunder, Hear My Cry* unit
2. To distribute books and other related materials
3. To preview the study questions for chapters 1-2
4. To familiarize students with the vocabulary for chapters 1-2
5. To have students recognize the things they do in their own lives out of duty or responsibility rather than of want

Activity #1

Tell students to take out a piece of paper and to write down a list of all the things that they do because they "have to," not because they want to. Give students about 5 minutes to complete their lists.

Have students volunteer some of their responses from their lists. If possible, find out exactly why they do each of the things on their lists. Using your students' responses as a base, hold a discussion about duties and responsibilities that affect all of our lives. (You might even volunteer some things from a list of your own!)

Transition: Explain to students that in *Roll of Thunder, Hear My Cry* many of the characters have to put aside their own personal desires in order to do what is best, what is right, or what is their responsibility.

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

WRITING ASSIGNMENT #1 - *Roll of Thunder, Hear My Cry*

PROMPT

You have met the Logan children and have completed reading half of the novel, *Roll of Thunder, Hear My Cry*.

Your assignment is to contrast Cassie, Stacey, Christopher-John and Little Man. Even though they are brothers and sister and have some common characteristics, they are also distinctly different people.

PREWRITING

On a piece of paper, write down the names of the four children, leaving space to write notes under each name.

Under each name write down a list of characteristics of that child.

Next to the list of characteristics, jot down at least one good example of something that character did to exemplify that trait.

DRAFTING

Begin with a paragraph in which you introduce the Logan children and explain that they do have distinct personalities.

In the body of your composition, write one paragraph about each of the children. State the main qualities of your character in the topic sentence of the paragraph and then fill in the paragraph with examples of the traits you have just said the character has.

Write a final paragraph to close your composition and to draw appropriate conclusions from the data you have provided.

PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.