

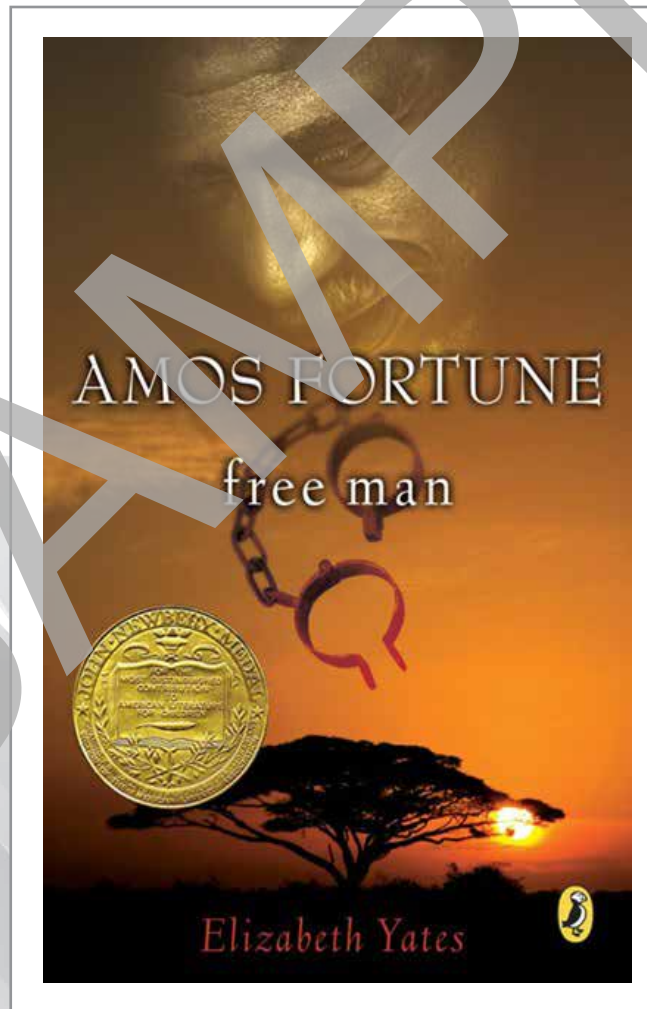


STUDENT PACKET

GRADES 6-8

Amos Fortune, Free Man

Elizabeth Yates



READ, WRITE, THINK, DISCUSS AND CONNECT

Amos Fortune, Free Man

Elizabeth Yates

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Name _____

Anticipation Guide

Directions: Rate each of the following statements before you read the novel and discuss your ratings with a partner. After you have completed the novel, rate and discuss the statements again.

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— 6
strongly agree strongly disagree

	Before	After
1. You have to rise above your circumstances.	_____	_____
2. Though people may look different on the outside, they are the same on the inside.	_____	_____
3. Slavery in any form is wrong.	_____	_____
4. Illiteracy wasn't a problem for slaves.	_____	_____
5. Freedom can have positive and negative consequences.	_____	_____
6. A person can start a new life at any age.	_____	_____
7. Poverty can make a person stronger.	_____	_____
8. Hatred breeds misery.	_____	_____
9. Being raised in a free country causes a person to take freedom for granted.	_____	_____
10. Thinking of others before yourself is a virtue.	_____	_____

Name _____

Vocabulary Board

Finish

<p>Start</p>	Give a synonym.	Tell the part of speech.	Define.	Give an antonym.	Use in a sentence.	Give a synonym.
	Put the word into an alliterative phrase.	Go back 3 spaces.	Define.	Find a word starting with the last letter.	Leap ahead 2 spaces.	
	You're in the doghouse; go back 10 spaces.	Use the word in a simile.	Attach an emotion to the word; explain.	Dramatize the word.	Go back 2 spaces.	
	If your word is a noun, go to Finish.	Free space.	If your word is a verb, cheer and go ahead 5 spaces.	Free space.	Use as the third word in a sentence.	
	Free space.	Free space.	Use the word in a sentence with therefore in it.	Give an example of the word.	Free space.	

Name _____

9. For what is Amos saving money?
10. What does Amos learn about gaining privileges?
11. Is religion important to Amos? Explain your answer.
12. Name some basic freedoms that are not granted to slaves.
13. Describe Amos' lifestyle while living with the Richardson family.
14. About how old is Amos when Mr. Richardson draws up his agreement for freedom?
15. Why does Amos cry when he looks in the polished tin?
16. What is Mrs. Richardson's opinion about slavery?
17. After the conversation with Mrs. Richardson, what does Mr. Richardson change about his agreement with Amos?
18. Why does Amos say "blacks are used to waiting" (p. 71)?
19. Why is Mr. Twombly surprised to see Amos?
20. Why is it important to Amos to free Lily and Lydia?

Journey to Keene 1779 & The Arrival at Jaffrey, pp. 81–108

1. Why is Amos especially pleased about purchasing Violet's freedom?
2. What can you tell about Amos from the way he treats Cyclops?
3. Why does Amos like the little town he comes to on his way to Keene?
4. What does Amos do when he dismounts Cyclops and looks around?
5. How does Amos show character when dealing with Samuel George?
6. How does Samuel George feel about black people?
7. Why does Celyndia stop chasing the butterfly?
8. Why does Celyndia cry when Amos reminds her she is free?
9. Why is it important for Amos to arrive at his new residence in the spring?
10. What risks does Amos take in moving his family?
11. What does Celyndia still not understand when they arrive at Jaffrey the first day?
12. What kind of welcome do Amos, Violet, and Celyndia receive when they arrive in Jaffrey?
13. Why does the constable try to dissuade the Fortune family from settling in Jaffrey?
14. Why is the constable persistent in his discouragement?
15. To whom does the constable refer Amos Fortune?

Name _____

Character Analysis Blocks

Directions: Describe Amos Fortune using the blocks below.

<i>Who is the character?</i>			
<i>What does the character do?</i>		<i>Why does s/he do it?</i>	
<i>What, if anything, is significant about the character's name?</i>	<i>What is the nature of this character's actions? (reactive, active, important, consequential, secondary)</i>	<i>What is the significance of the book's time and place to the character?</i>	
<i>What is unusual or important about the character?</i>	<i>How does the character change in the story?</i>	<i>Does the character remind you of another character from another book? Who?</i>	<i>Do you know anyone similar to this character?</i>