



TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Brady

Jean Fritz



READ, WRITE, THINK, DISCUSS AND CONNECT

Brady

Jean Fritz

TEACHER GUIDE

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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Chapters contain: Vocabulary Words, Discussion Questions and Activities, Supplementary Activities, Predictions	
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Skills and Strategies

Thinking

Brainstorming, classifying
and categorizing, evaluating,
analyzing details,
synthesizing ideas

Literary Elements

Character, setting, plot
development, story map,
figurative language

Vocabulary

Synonyms/antonyms

Comprehension

Predicting, sequencing,
cause/effect, inference

Writing

Narrative, expository—report
writing, descriptive, different
types of poetry, persuasive

Listening/Speaking

Participation in discussion

Summary of Brady

The Library of Congress summary of the book states, succinctly, "A young boy takes part in the pre-Civil War anti-slavery activities." Jean Fritz's eighteen chapter novel describes the pre-Civil War period in Pennsylvania and the maturing of Brady Minton, the third son of a minister, whose lively manner and precocious ways are endearing. Themes of honesty, morality, and responsibility are played out as Brady discovers the trail of the Underground Railroad and takes an active, if uncondoned, part in it. The reading level of the book is 5.4. *Brady* was recognized as an ALA Notable book.

About the Author

Jean Guttery Fritz was born November 16, 1915, in Hankow, China, the daughter of Arthur Minton and Myrtle Guttery. Her father was a minister and YMCA missionary. She married Michael Fritz in 1941. They have two children, David and Andrea. Jean Fritz attended Wheaton College, A.B., 1937; with additional study at Columbia University.

Fritz is the author of historical biographies and novels for young people, and is noted for her ability to take historical figures and events and bring them to life.

Fritz's papers are housed in a permanent collection of the Children's Literature Collection at the University of Oregon, Eugene, and included in the Kerland Collection at the University of Minnesota and in a collection at the University of Southern Mississippi.

Fritz has attributed her love of writing to the fact that her childhood was most unusual and she needed an outlet to record her thoughts and feelings. She spent the first thirteen years of her life in China because her parents were doing missionary work. An only child, Fritz often felt lonely and out of place in China. Writing became her "private place, where no one could come." Fritz sums up her feelings on writing about America's past in her biographies and novels in this manner: "My interest in writing about American history stemmed originally, I think, from a subconscious desire to find roots."

Other Children's Books by Jean Fritz

And Then What Happened, Paul Revere?; Around the World in a Hundred Years; Brendan the Navigator; Bully for You, Teddy Roosevelt; Can't You Make Them Behave, King George; The Double Life of Pocahontas; Early Thunder, George Washington's Breakfast; George Washington's Mother; The Good Giants and the Bad Pukwudgies; The Great Adventure of Christopher Columbus: A Pop-up Book; The Great Little Madison; Harriet Beecher Stowe and the Beecher Preachers; Homesick, My Own Story; Just a Few Words, Mr. Lincoln; Make Way for Sam Houston; Shh! We're Writing the

Using Predictions in the Novel Unit Approach

We all make predictions as we read—little guesses about what will happen next, how a conflict will be resolved, which details will be important to the plot, which details will help fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses as they read the novel.

As students work on their predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader's thinking and predicting? What clues does an author give to help us make predictions? Why are some predictions more likely to be accurate than others?

Create a chart for recording predictions. This could be either an individual or class activity. As each subsequent chapter is discussed, students can review and correct their previous predictions about plot and characters as necessary.

Use the facts and ideas the author gives.

Use your own prior knowledge.

Apply any new information (i.e., from class discussion) that may cause you to change your mind.

Predictions:

-
3. Why did Grandmother call out, "Pee-pul"? (*She heard and then saw the baby squirrels and Catfish.*) What would be your exclamation at such a sight? Your grandmother's?
 4. What things seemed strange to Brady when he went to fetch his father in the Sermon House? (*His father wasn't there. When he appeared, he was covered with broomstraw and he said he'd been checking some of the fences. These things seemed out of character for a Saturday and for Mr. Brady.*)
 5. Why did his father tell Brady to make a scarecrow? (*to scare away the blackbirds, but the request also distracted Brady*)
 6. What visitor arrived at the house while Brady was constructing the scarecrow? (*the clockman, Parley Potter, from Virginia*)
 7. Predicting: You've read nearly one-quarter of the book. What will happen? What clues has the author sprinkled in these chapters?

Supplementary Activities

1. Start a class list of interesting phrases in the manner of Grandmother's "Pee-pul." Choose one or two phrases to use in a piece of dialogue you write. Collect the dialogue in a class book.
2. Notice the illustrations at the start of each chapter. How are they helpful to the reader? How would you change them?
3. Make a drawing of Brady's scarecrow using the details Fritz gives you in the book.
4. Dramatize Brady and Mary Dorcas and the squirrels.

Chapter Five—Pages 60-72

Vocabulary

nagged 61	cronies 62	scuffed 62	waylay 63
swarms 64	platoon 64	clump 67	snicker 70
brimstone 71	prod 72		

Discussion Questions and Activities

1. How did Brady and Range spend their time in this chapter? (*going into town to run errands for their parents*)
2. How was their trip to town like every other trip to town they'd made? (*They talked as they walked in, enjoying the feel of coins in their pockets. They were waylaid by Mr. McKain, a veteran from the War of Independence, who enjoyed shooting red-winged blackbirds and reliving his war experiences, as well as talking to passersby.*)

-
3. How was their trip different from other trips to town? (*Range talked about the abolitionists coming through town and disturbing the peace and about some talk against Uncle Earl, the sheriff. They also met a slave catcher in town who asked Brady about runaway slaves. The boys got a ride home with Mr. McKain as he rode after the slave catcher.*)
 4. Who did the slave catcher single out for conversation? Why? (*Brady and Tar, Brady because he was a young boy who might know of runaway slaves in the area and Tar, a freed slave, who might be willing to cooperate because he had the risk of being shipped south as a runaway himself*)
 5. Was the slave catcher's dog appropriately named "Snake"? Why? (*Answers will vary. Bloodhounds did sniff the ground and snakes crawled on the ground. Slave catching and snakes were both disliked by many people.*)
 6. Who got the slave catcher moving on his way? (*Mr. McKain*)
 7. Why was there so much detail about the crutches and Tar in this chapter? (*Answers will vary.*) What is foreshadowing? (*the author's emphasis and detail to prepare the reader for some subsequent event in the plot*)

Supplementary Activities

1. The Writer's Craft: Many authors use foreshadowing. Look for examples in this particular novel. Discuss with a partner what will happen in the rest of the book.
2. Complete the Colloquial Speech Investigation page.
3. Look at the names the author has chosen for this book. Look for ways that these names emphasize the particular characters. Make a class list of some of the more memorable character names you've encountered in your reading. Ask some adults to offer suggestions from their reading.
4. Choose a topic of interest to those reading this book. Prepare a short report to share with classmates. (pre-Civil War concerns, abolitionists, Pennsylvania, rural USA before the Civil War)
5. In what year did the book take place? Support your answer with evidence from the book.

Chapter Six—Pages 73-82

Vocabulary

consarn 74

varmint 74

polecat 75

curlicues 76

incline 77

Sociogram

Directions: Consider how Brady relates to each of these characters. Within each arrow, write a word or two to describe the relationship.

