



STUDENT PACKET

GRADES 3-5

Freedom Train

Evelyn Coleman

READ, WRITE, THINK, DISCUSS AND CONNECT

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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!

ISBN 978-1-50204-602-4

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

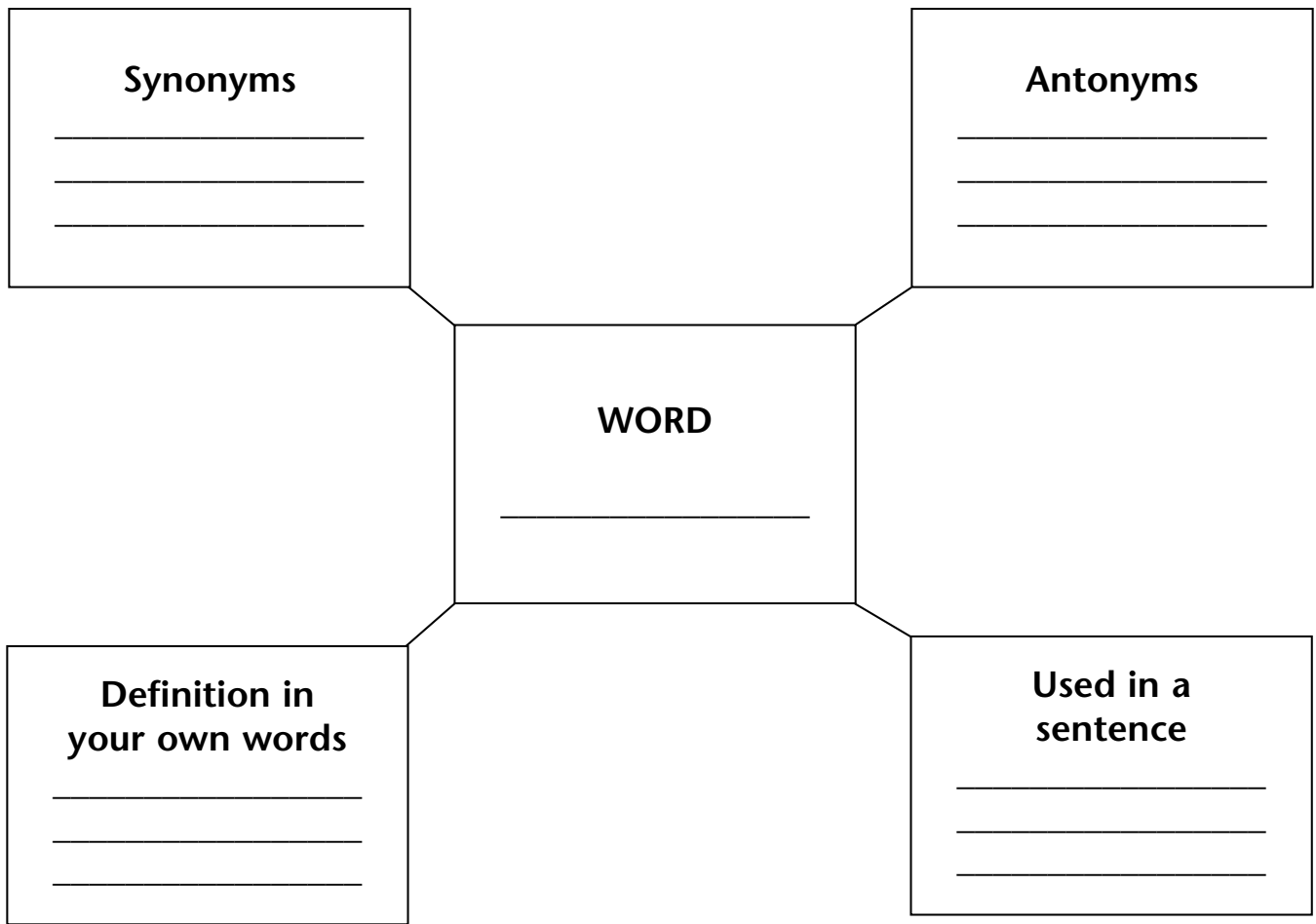
- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Word Map

beckoned harboring sedately	exulted fodder slackened	dignified pretensions	plodded contemptuous
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Directions: Using the word map below as an example, complete word maps for six of the vocabulary words above.



Name _____

“Our Time is Coming”–The Years of Peace

1. How does Harriet help the ex-slaves learn to live as free women?
2. What else does Harriet do for the Union when she is in the south?
3. What happens on January 1, 1863?
4. What does Harriet take back to the General from her surveillance trip?
5. Why is Rit upset with Harriet when she returns for a visit?
6. When Harriet inquires about her pay from the military, what is the response?
7. What happens to Harriet as soon as she decides to return home after the war?
8. Why is Harriet always out of money?
9. Why do ex-slaves bring their children to visit Harriet?
10. How does Harriet continue to fight for other’s rights until the end of her life?

Name _____

Character Analysis Blocks

Directions: Select a character from the book, and describe him/her 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>

Name _____

(Character Analysis)

A. Matching: Match the character to his or her attributes.

- | | |
|-----------------------|---|
| ___ 1. Harriet Tubman | a. Quaker, stationmaster of Underground Railroad |
| ___ 2. Rit | b. white, slave owner, cruel |
| ___ 3. Ben | c. escaped slave, determined |
| ___ 4. Miss Sarah | d. secretary of the Pennsylvania Anti-Slavery Society |
| ___ 5. John Tubman | e. slave, woodcutter, honest |
| ___ 6. Thomas Garrett | f. free man, indifferent |
| ___ 7. William Still | g. Harriet's mother, hard worker, cautious |

(Summarize Major Ideas)

B. Short Answer: Briefly explain how the following words are significant to the story.

8. slavery _____

9. abolition _____

10. equality _____

11. determination _____

12. freedom _____

13. courage _____
