



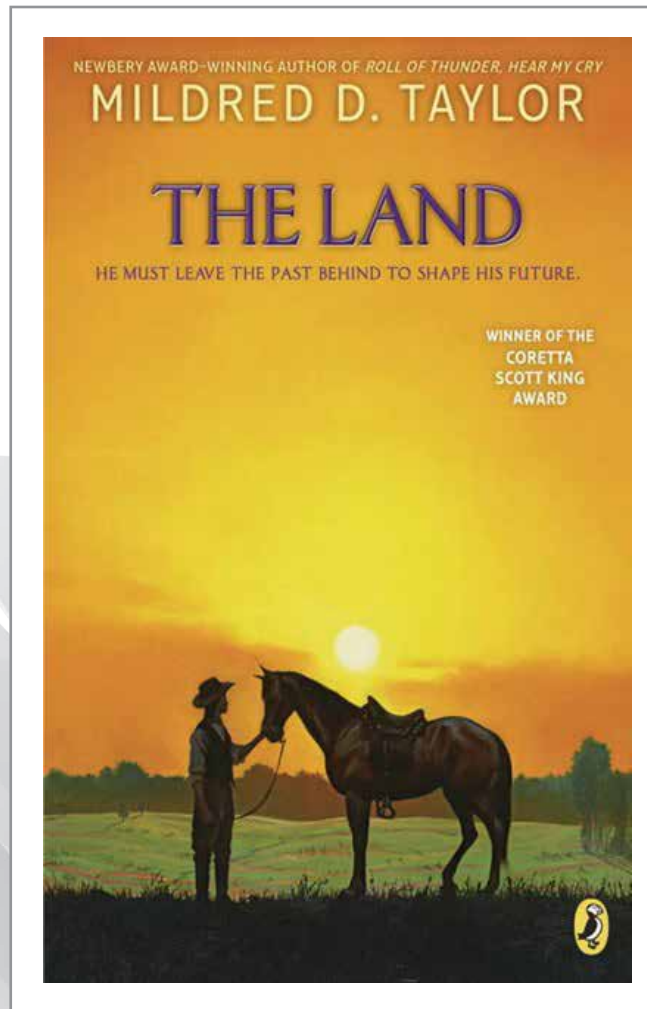
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

The Land

Mildred D. Taylor



READ, WRITE, THINK, DISCUSS AND CONNECT

The Land

Mildred D. Taylor

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!

ISBN 978-1-50203-936-1

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Summary	3
About the Author	3
Introductory Activities	3
Vocabulary Activities.....	4
Twelve Chapters	11
Each section contains: Vocabulary, Discussion Questions, and Supplementary Activities	
Post-reading Discussion Questions	26
Post-reading Extension Activities.....	27
Assessment.....	28

Skills and Strategies

Vocabulary

Charades, word maps, synonyms, antonyms, parts of speech, context clues

Literary Elements

Literary analysis, story mapping, plot development, setting, characterization

Writing

Character journal, memories, personal writing, creative writing, couplet poem, songwriting, telegraph, letter writing

Comprehension

Predicting, sequencing, foreshadowing, cause and effect, inference

Thinking

Identifying attributes, research, compare/contrast, brainstorming, problem solving, creative thinking, critical thinking

Listening/Speaking

Dramatizing, storytelling, discussion, oral reports, taping, music, newscasts

Across the Curriculum

Social Studies—maps, Civil War era, research; Science—research; Math—graphing, calculating; Art—drawing, cover design, house design, puppet making, advertisements, paper dolls, collage; Internet—Web design, research

Summary

The Land tells the story of Paul, the half-black child of a white man, coming of age in post-Civil War Georgia. Paul must rise above discrimination from both the white and black community. He is betrayed numerous times, including by his own half brother. In his quest to own land, Paul must overcome social forces that prevent him from obtaining his dream.

About the Author

Mildred D. Taylor was born in Mississippi but grew up in Ohio. She worked in the Peace Corps for three years and spent two of those years in Ethiopia as a Peace Corps volunteer. Taylor received a Master of Arts degree in journalism from the University of Colorado where she was instrumental in creating the Black Studies Program. In her books, Taylor portrays real-life events and uses the language of the time to give the reader a glimpse of everyday hardships of life. Her books have received numerous awards including the Council on Interracial Books Award for *Song of the Trees*; the Newbery Medal for *Roll of Thunder, Hear My Cry*; and the Coretta Scott King Award for both *Let the Circle Be Unbroken* and *The Road to Memphis*. *The Land* is Taylor's second book about the Logan family.

Introductory Activities

1. **Previewing the Book:** Have students look at the cover and answer the journalist's questions about what they see: Who? What? When? Where? and Why? Based on their answers, students predict what the book will be about.
2. **Predict:** Given the following clues, students write a paragraph predicting what they think will happen in the story.

family betrayal sacrifice discrimination land

3. **Character Journal:** List the main characters from *The Land* and have students choose one. As they read the book, students write regular entries from that character's point of view. Journal entries should reflect on the events of the story. At various points in their reading, have students share their journals with classmates.
4. **Attribute Web:** Create an attribute web (see pages 8-9 of this guide) with students for each of the following ideas: friends, decision, bravery, siblings, and ownership. Ask students to quickly tell what each word brings to mind. Encourage students to elaborate on particular ideas.
5. **Prediction Chart:** Have students set up a prediction chart (see pages 6-7 of this guide) to use as they read the book.

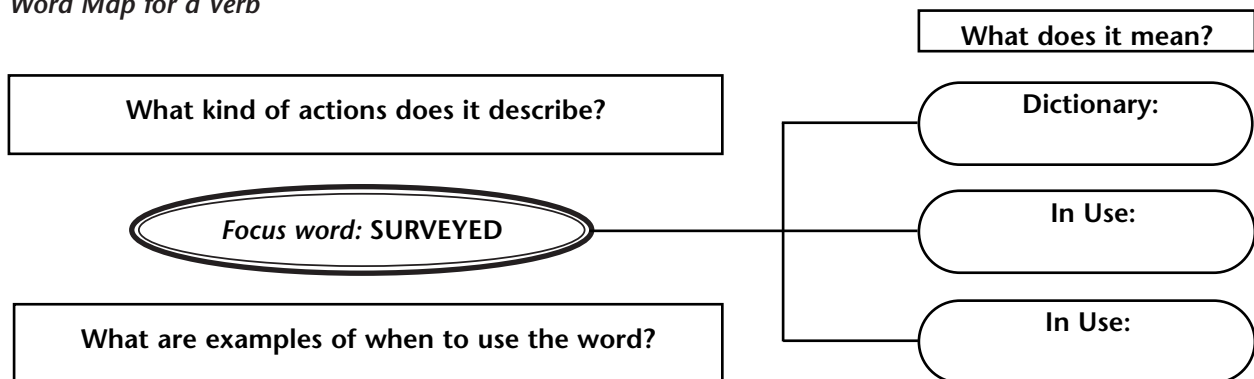
6. Anticipation Questions: Have students respond to each of the following statements with a “thumbs up” (I agree) or a “thumbs down” (I disagree) and discuss their responses.

- It is important for all people to own land.
- It doesn't matter what color a person's skin is because we are all the same inside.
- Family members should help and support each other.
- Children should never go against their parent's wishes.
- If a person is willing to work hard, he or she will always succeed.

Vocabulary Activities

1. Target Word Charades: Have students act out some of the vocabulary words as classmates guess the target word. Some suggested words for *The Land*: solemnly (7), pondered (11), scowled (16), scoffed (20), belligerent (34), jovially (51), flaunted (58), skittish (78), flailing (80), winced (87), mocking (101), frantically (122), sniggered (131), admonished (148), scrutinizing (162), diligently (205), raucous (215), cajole (220), arrogance (229), apprehensive (335), cringed (339), agape (360).
2. Target Word Maps: Have students complete word maps for vocabulary words of a certain part of speech. For example, verbs from *The Land* would include: lingering (94), consoled (96), subsided (96), surveyed (97), mocking (101), confront (120), scoured (121), embark (124), milled (130), sniggered (131), tethered (181), lurched (193), chiding (217), mulled (223), meandered (225), idolized (250), jest (294), cherished (337), immersed (338), and splintered (361).

Word Map for a Verb



Attribute Web

The attribute web below will help you gather clues the author provides about a character in the novel. Fill in the blanks with words and phrases which tell how the character acts and looks, as well as what the character says and what others say about him or her.

The diagram is an attribute web. It features a central circle with a horizontal line inside. Four lines radiate from the circle to four rectangular boxes: 'Acts' (top-left), 'Feels' (top-right), 'Looks' (bottom-left), and 'Says' (bottom-right). Each box has a thick black shadow on its right side. Below each box are four numbered lines for notes.

Acts

1. _____
2. _____
3. _____
4. _____

Feels

1. _____
2. _____
3. _____
4. _____

Looks

1. _____
2. _____
3. _____
4. _____

Says

1. _____
2. _____
3. _____
4. _____

Part I: Childhood

Mitchell and The Stallion, pp. 3-34

Vocabulary

solemnly (7)	sharecroppers (7)	cordially (8)	diplomatic (9)
intervened (10)	pummeled (10)	pondered (11)	privy (12)
dwelling (12)	scowled (16)	rectify (18)	prospect (20)
scoffed (20)	unwavering (23)	retorted (23)	akin (24)
haggle (25)	ligament (29)	belligerent (34)	

Discussion Questions

1. Why does Mitchell keep beating up Paul? *(Paul is half white and his white daddy treats him like a white son.)*
2. How does Paul's daddy respond when Paul asks for help with Mitchell? *(He tells Paul to confront Mitchell himself.)*
3. Why won't George and Hammond beat up Mitchell? *(George and Hammond don't want to look like bullies since Mitchell and his family live and work on the Logan property.)*
4. How does Paul know that his troubles are not over after his brothers talk to Mitchell? *(He sees the look Mitchell gives him after the talk.)*
5. How did Cassie and Paul become the children of Edward Logan? *(Edward Logan took their mother, Deborah, as "his colored woman" and they had two children together.)*
6. What makes Paul and Cassie different from other black children born to white men? *(Their father raises them as his own and grants them almost the same privileges as his white sons.)*
7. Why does Robert sit quietly with Paul after Mitchell beats Paul up again? *(Answers will vary.)*
8. How does Paul's mama explain Mitchell's treatment of Paul? *(Paul has the privileges of a white son even though he is half black.)*
9. How does Mitchell's deal with Paul make him Paul's protector? *(The other boys see Mitchell and Paul together, so they back off and leave him alone.)*
10. Why do the Waverly boys show Paul and Robert the Appaloosa? *(They want to tease the two boys by making them ride a wild horse.)*
11. Why does George slam Christian against the barn wall? *(Christian talks disrespectfully about Paul. George makes it clear that Paul is their half brother.)*
12. Why does Paul think about riding Ghost Wind the first thing each morning? *(He loves to ride Ghost Wind because it feels like floating on a cloud.)*
13. Why does Paul let Mitchell ride Ghost Wind? *(He feels guilty about being able to ride Ghost Wind while Mitchell doesn't have that privilege.)*

-
14. How does Paul feel when he sees the injured Ghost Wind? *(Answers will vary.)*
 15. Why does Paul say he rode Ghost Wind when the horse was injured? *(Answers will vary.)*
 16. Is Paul's daddy fair with the punishment he gives Paul? Why or why not? *(Answers will vary.)*
 17. What changes between Paul and Mitchell after the Ghost Wind incident? *(A new respect begins to develop between the two boys as they see new sides to each other.)*

Supplementary Activities

1. Research: Instruct students to use resources from the library or the Internet to learn about the Civil War as it relates to slavery. What were the results of the Civil War? How did it affect the Northerners, the Southerners, and the slaves?
2. Critical Thinking/Writing: Have students pretend to be Paul and write their thoughts about how Paul feels when he realizes that Ghost Wind is injured. They should also write their thoughts about Paul's punishment for not keeping Ghost Wind safe. Students may share their writing with the class.

Family, pp. 35-69

Vocabulary

riled (38)	grievance (38)	bewildered (44)	resigned (46)
confiscated (47)	influenza (47)	shanties (48)	prominent (49)
blatant (49)	mites (49)	resented (50)	veranda (51)
alienated (51)	jovially (51)	detriment (51)	taboos (56)
flaunted (58)	leper (63)	contaminated (63)	bridle (64)

Discussion Questions

1. Why does Paul fight with R.T.? *(R.T. tears out a handful of pages from Paul's book.)*
2. How does Mitchell distract the four boys from fighting Paul? *(He asks them to help him get his wagon out of the mud.)*
3. Why do you think Mitchell helps Paul? *(Answers will vary.)*
4. How does Paul feel when his daddy tells him that Paul reminds him of himself as a young boy? *(He feels proud and happy.)*
5. Why does Edward Logan call Paul, "Paul-Edward" only when they are alone? *(Paul's mama wanted to call Paul "Edward" when he was born, but Edward Logan said it would not be right because his other sons did not have his name, so he couldn't give it to Paul officially.)*
6. Describe Paul's grandfather on his mother's side. *(He was an Indian named Kinati, which means "lucky hunter." He voluntarily left the land he owned and headed west with his people to resettle before he could be forced out. He loved his land, and perhaps passed that love on to his grandson.)*