NOVELUNITS
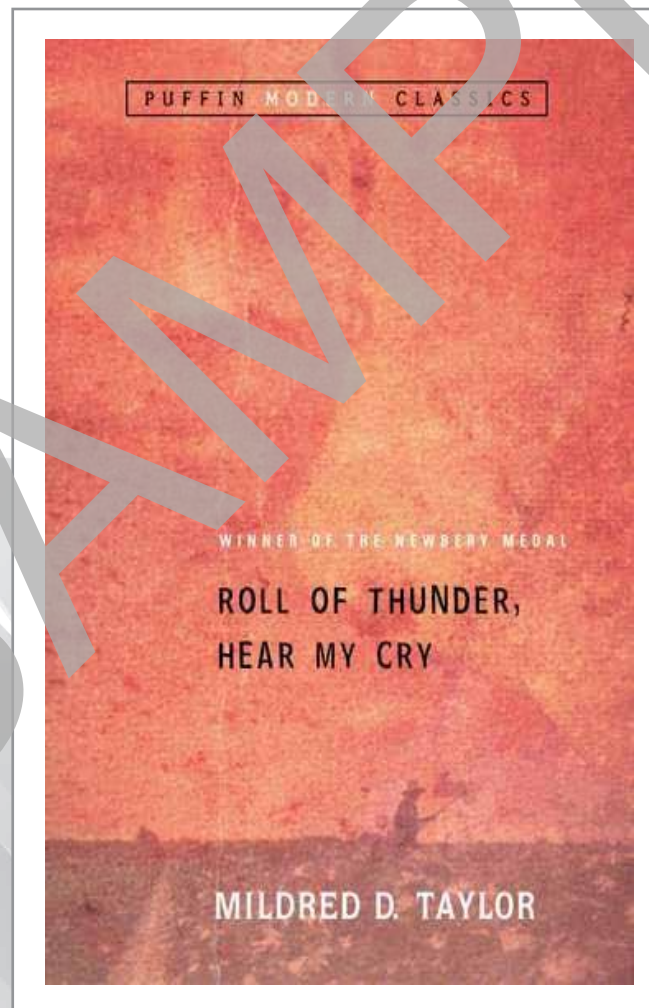
COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Roll of Thunder, Hear My Cry

Mildred D. Taylor

READ, WRITE, THINK, DISCUSS AND CONNECT

Roll of Thunder, Hear My Cry

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!

Table of Contents

Skills and Strategies

Thinking
Brainstorming, research,
synthesizing ideas

Writing
Titling, concept expansion,
newspaper article

Vocabulary
Word maps

Comprehension
Predicting, story mapping

Listening/Speaking
Role play

Literary Elements
Character development,
simile/metaphor, idioms,
foreshadowing

Summary

Cassie Logan and her family are determined not to surrender their independence or to lose their land. Cassie has grown up protected, strong, and unaware that any white person could consider her inferior or to force her to be untrue to herself. But the events of one year turn Cassie's world upside down as she faces being a black among whites.

Initiating Activities

1. Brainstorm the word **segregation** (Activity Sheet 1).

    Rules for brainstorming:

    1. All ideas count
    2. Add details to others' ideas
    3. Adapt others' ideas

2. Make a time line showing:

    a. 1619—The arrival of the first slaves
    b. 1620—The arrival of the Pilgrims
    c. 1775-1783—The Revolutionary War
    d. 1861-1865—The Civil War
    e. 1863—The Emancipation Proclamation
    f. 1930-1935—The Great Depression

Recommended Procedure

This book will be read one section at a time, using DRTA (Directed Reading Thinking Activity) Method. This technique involves reading a section based on what has already occurred in the story. The students continue to read and verify predictions at the end of each section (Activity Sheet 2).

Causes	Synonyms
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

Segregation

Types	Definitions
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

Results

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

4
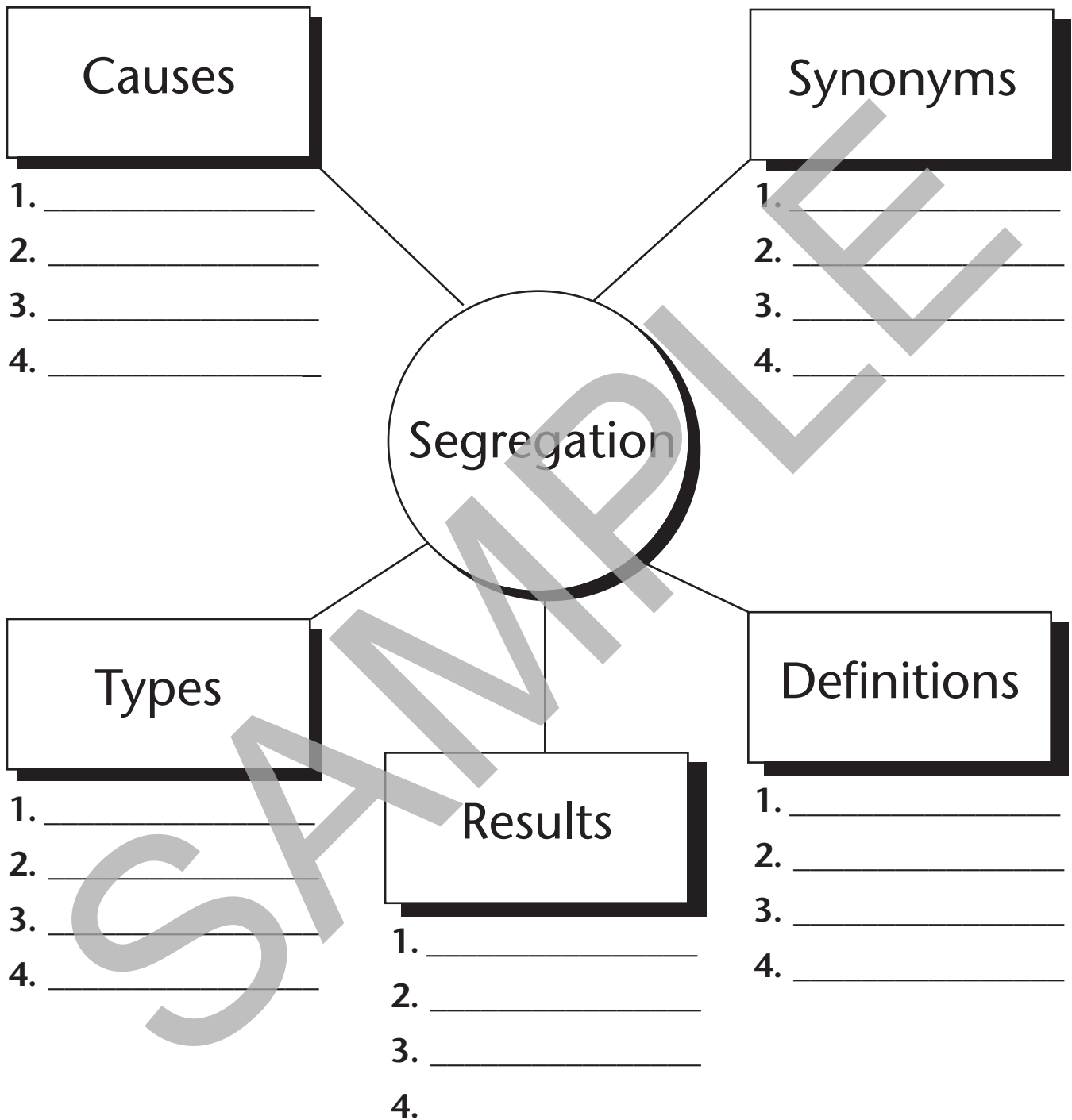
Activity Sheet 5

**Using Character
Attribute Webs**   Attribute webs are visual representations of characters in a novel. They
provide a systematic way for the students to organize and recap
information they have about a particular character. Attribute webs may
be used after reading to recapitulate information about a particular
character or completed gradually as information unfolds, done
individually, or finished as a group project.

One type of character attribute web uses these divisions:

• How a character acts and feels. (How does the character feel in
this picture? How would you feel if this happened to you? How do
you think the character feels?)

• How a character looks. (Close your eyes and picture the character.
Describe him to me.)

• Where a character lives. (Where and when does the character live?)

• How others feel about the character. (How does another specific
character feel about our character?)

In group discussion about the student attribute webs and specific
characters, the teacher can ask for backup proof from the novel. You can
also include inferential thinking.

Attribute webs need not be confined to characters. They may also be
used to organize information about a concept or object or place.

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  ┌──────────────────┐            ┌──────────────────┐
  │ How the character│            │  How others feel │
  │  acts and feels  │            │about the character│
  └──────────────────┘            └──────────────────┘
                   \              /
                    \            /
                     ( Character )
                    /            \
                   /              \
  ┌──────────────────┐            ┌──────────────────┐
  │    How the       │            │   Where the      │
  │ character looks  │            │ character lives  │
  └──────────────────┘            └──────────────────┘
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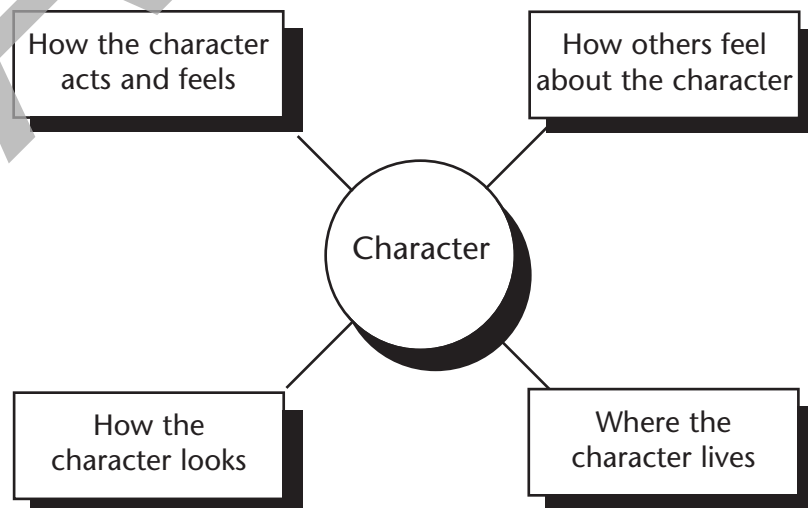
**Chapter 2
Pages 23-31**

Vocabulary

sinewy - p. 24   ginned - p. 24
formidable - p. 25   penetrating - p. 25
chiffonier - p. 26   congregation - p. 28

The author makes the reader see and feel everything that is happening in the story by using literary techniques. A **simile** uses the words *like* or *as* to compare two very different things. A **metaphor** suggests a comparison by saying one thing *is* another without using *like* or *as.*

1.   What simile is used to describe Mr. Morrison's voice? Does it have anything to do with the title of the book? Keep track of the page numbers where the word "thunder" is used. *p. 27 "...deep, quiet voice like the roll of low thunder."*

2.   Why does Mr. Logan refuse to shop at the Wallace store?

3.   Describe Mr. Morrison. Why do you think he's been invited to live with the Logan family?

**Writing
Activity**

Write a newspaper article using the information on page 29 to describe the burning. Make sure to answer: Who, What, When, and Where. What will your headline be?

Prediction

Do you think the children will stay away from the Wallaces' store? What could happen?

Causes

Synonyms

Hero

Types

Definitions

Results