



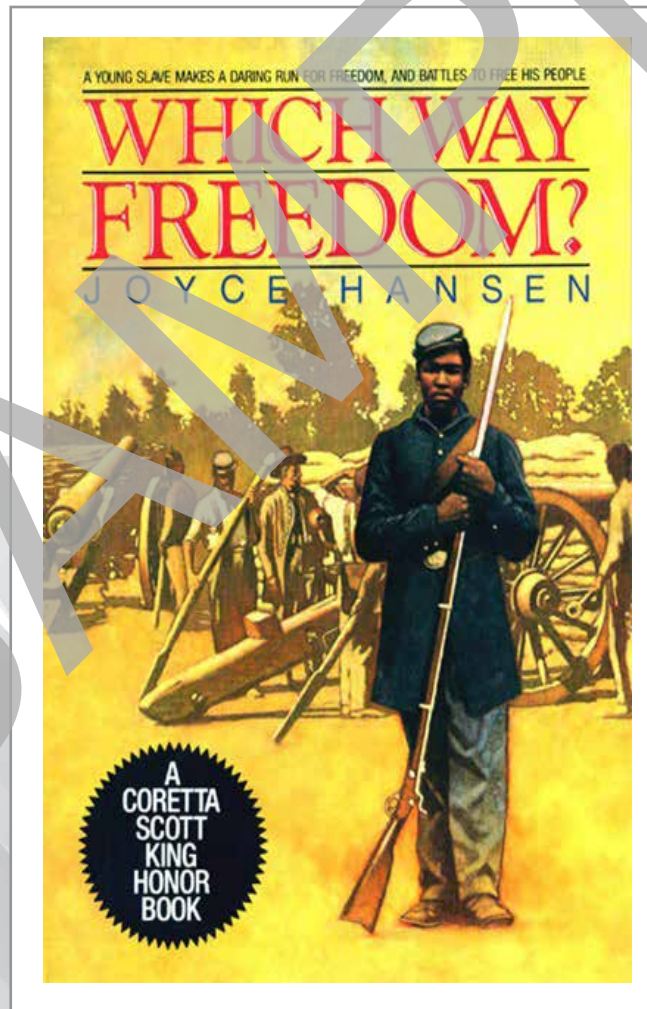
**TEACHER GUIDE**

**GRADES 6-8**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# Which Way Freedom?

Joyce Hansen



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# Which Way Freedom?

Joyce Hansen

## 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 978-1-50204-323-8**

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](mailto:sales@novelunits.com)

[novelunits.com](http://novelunits.com)

## Table of Contents

Summary .....	3
About the Author .....	3
Overview of this Guide.....	3
Instructions Prior to Reading .....	3
Prereading Discussion Questions and Activities.....	4
Vocabulary Activities.....	5
Fourteen Chapters .....	13
Chapters contain: Vocabulary Words, Discussion Questions, Supplementary Activities, Predictions	
Concluding Activities.....	23
Journal and Writing Ideas .....	24
Bibliography.....	25
Assessment.....	27
Literature Circles in the Novel Unit Approach .....	31
Cooperative Groups as a Strategy with the Novel Units Approach.....	33

## Skills and Strategies

### Thinking

Brainstorming, research

### Comprehension

Predicting, comparison/  
contrast, inference

### Listening/Speaking

Participation in discussions,  
participation in cooperative  
groups, drama, role play

### Writing

Couplet, pattern writing,  
description, journaling

### Vocabulary

Word mapping, analogies

### Literary Elements

Characterization, story  
elements, foreshadowing

---

## Summary

The book details the life of Obi, a black slave in South Carolina, from July, 1861 to April 14, 1864. Obi pursues his long-held dream of freedom and locating his mother. Buka, an old former slave, assists. Easter, from the same plantation, initially accompanies him. Obi manages to escape, is forced to work building Rebel fortifications and then works as a stevedore for the Union Army. He eventually joins the Union Army and fights in Tennessee.

## About the Author

Joyce Hansen was born in 1942 in New York City. She is the daughter of Austin Victor (a photographer) and Lillian Hansen. She married Matthew Nelson, a musician, in 1982. She was graduated from Pace University with a B.A. in 1972 and from New York University with a M.A. in 1978. She lives in New York City. She has been a reading and language arts teacher with the New York Board of Education.

Her books include:

*Between Two Fires: Black Soldiers in the Civil War*  
*The Captive*  
*The Gift-Giver*  
*Out From This Place*  
*Yellow Bird and Me*

## Overview of this Guide

*Which Way Freedom?* by Joyce Hansen, a 120-page book of fourteen chapters, has a reading level of 4.8. We've placed it in our 5-6 grade level selections because of the themes in the book. *Which Way Freedom?* is a Coretta Scott King Honor Book.

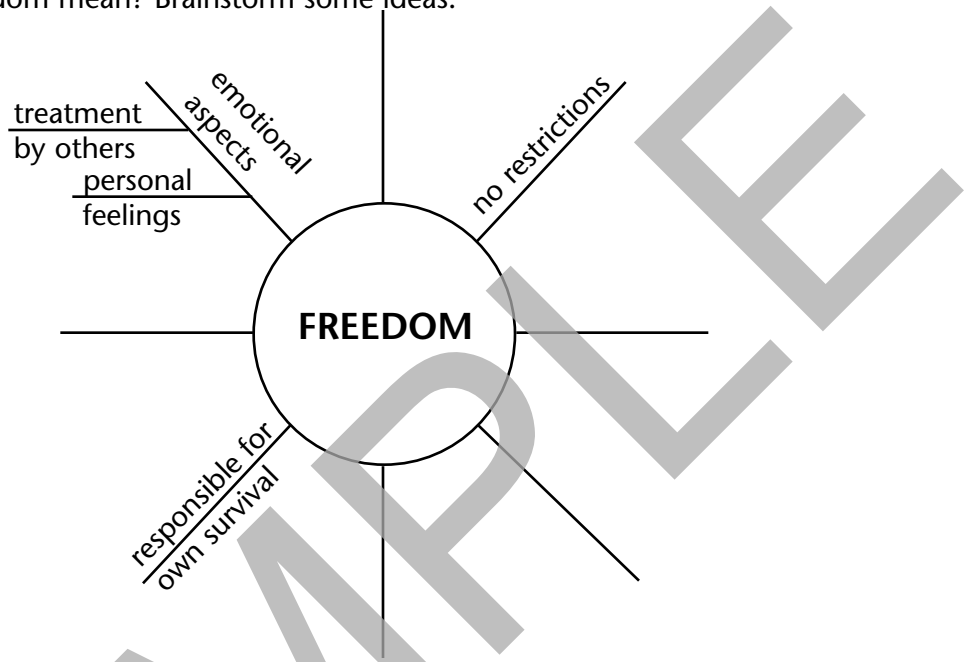
Identified vocabulary words and discussion questions are provided chapter-by-chapter. Supplementary activities are included following each third chapter. It is suggested that vocabulary activities be included in each day's reading instructional time. See pages 3-5 of this guide for vocabulary activities.

## Instructions Prior to Reading

Please be selective, and use discretion when choosing the activities that you will do with the unit. It is not intended that everything be done, but that discretionary choices made are most appropriate for your use and group of students. A wide range has been provided, so that individuals, as well as groups, may benefit from these selections. You may wish to choose one or more of the following Prereading Discussion Questions and Activities. Each is designed to help students draw from their store of background knowledge about the events and themes they will meet in the story they are about to read.

## Prereading Discussion Questions and Activities

1. What was the condition of slaves in South Carolina in 1861?
2. What does freedom mean? Brainstorm some ideas.



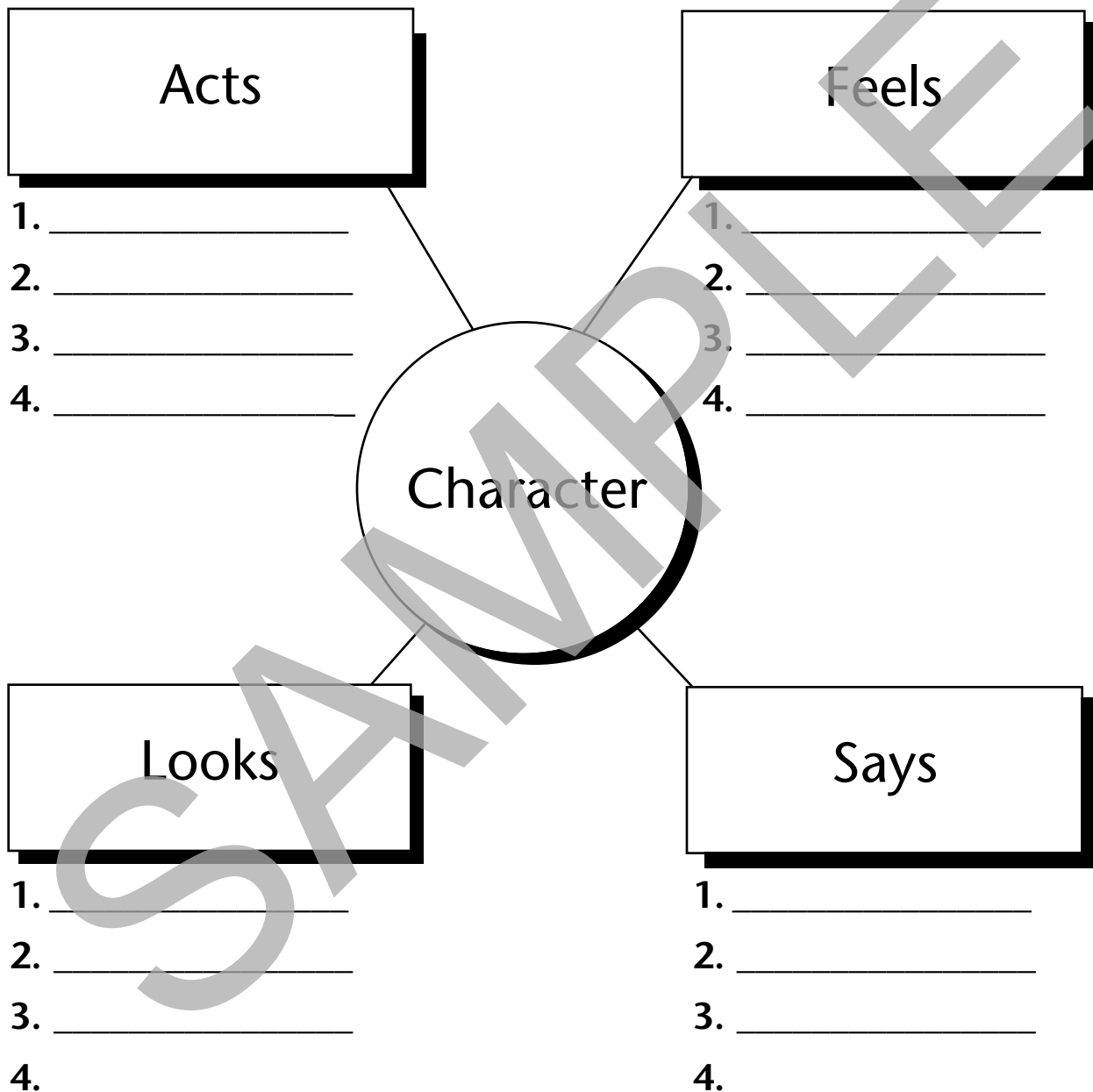
3. What are goals and dreams, aspirations, hopes? How do they make you feel? How do they cause you to act?
4. How does a clear goal or problem make a book enjoyable, readable, or understandable? List some books you've read with clear purposes. What would you expect of such a book?
5. Look at the book's cover. List as many details as you can. Then make predictions for the book.
6. Complete a K-W-L Chart to record what you know of the conditions in South Carolina in 1861. In the "W" column pose questions you expect to have answered in the book. The "L" column is filled in after reading to record what you've learned.

What They Know	What They Would Like to Know	What They Learned

---

## 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.



---

Why does Obi make an interesting, effective protagonist? What would you ask Obi if he were your dinner guest?

2. What is most perplexing to you about the story?
3. Sort out the Southerners and Yankees and slaves you've met in the story. Can you make any general statements about them?

Southerners	Yankees	Slaves
John Hennings Wilson Jennings Mrs. Martha Jennings Corporal Jameson	Troops on the island	Obi Buka Easter Jason Joshua Gabriel Mariah Rayford Daniel

4. Appear as one of the characters in the book. Classmates ask questions until they can identify you. Answer as the character would.

## Chapter Thirteen—Pages 103-111

### Vocabulary

mused 103      clenching 106      snickered 108      haversack 111

### Discussion Questions

1. What is the paper the Captain reads to Obi and the others on January 1, 1863? (*The Emancipation Proclamation*) What is its impact? (*Slaves are freed in the states in rebellion against the U.S. federal government; i.e., the Confederacy. The Rebels naturally pay no attention to the paper.*)
2. How does the Captain's second news affect Obi? (*Obi joins the military. He is sent to Hilton Head Island for training for service in a black unit.*)
3. What is important to Obi about his name? (*He resents being given his master's last name but is too embarrassed to request a change.*)
4. Why do the new recruits tease Thomas? (*Thomas is from New York City, a free black man with a Yankee accent.*)
5. Why do Thomas and Obi become friends? (*Thomas teaches Obi to read. Obi sticks up for Thomas.*)
6. Where are the new black recruits transferred? (*to black units in Tennessee*)

---

## Chapter Fourteen—Pages 112-120

### Vocabulary

Battalion 112

minié 113

parapet 115

avalanche 115

grimaced 119

### Discussion Questions

1. What happens to Thomas and Obi on April 12-13, 1864? (*They are in a fierce battle in which the Union forces are routed.*)
2. Why might Obi and Thomas consider themselves lucky after the battle? unlucky?

Lucky	Unlucky
<ul style="list-style-type: none"><li>– alive</li><li>– no amputation</li></ul>	<ul style="list-style-type: none"><li>– Obi's money is stolen</li><li>– lose many fellow recruits</li><li>– hospitalized</li></ul>

3. What is the new name Obi chooses? (*Obidiah Booker*)

### Concluding Activities

1. What happens to Obi in the years after the story?
2. Why is the title of the book well-chosen?
3. How is the book typical of historical fiction?
4. Choose scenes from the book to dramatize, possibly as a Readers' Theatre.
5. Appear as the book's characters.