Day of Tears by Julius Lester

TABLE of CONTENTS

Teachers Resources:
Introduction .......................................................... 2
Suggestions for Using the Unit .................................. 2
Suggestions for Evaluation ...................................... 3
Objectives and Skills ............................................. 4
Student Tracking Sheets ....................................... 5
Teacher’s Record Sheets ....................................... 6
Rubric for Evaluation ............................................ 14
Evaluation Sheets ............................................... 15
Map of North America ......................................... 18
Venn Diagram ...................................................... 19
Character List & Plot Synopsis .............................. 20

Work Sheets:
Vocabulary Lists and Comprehension Questions .......... 21
True or False Question Sheets ................................. 28

Activity Cards:
Words! Words! Words! .......................................... 35
Grammar & Punctuation ....................................... 44
Creative Writing .................................................. 54
Elements of the Novel .......................................... 59
Integrated Activities ............................................ 64
Art & Drama ..................................................... 69

Answer Key .......................................................... 75
Day of Tears by Julius Lester

Reading and Comprehension

Chapter 1 to Interlude 1  (30 pages)

A. Vocabulary

Make sure you understand these words before you read. Use a dictionary if necessary.

regret  envy  auction  quarters  exchange  presence
overseer  plantation  emotions  reputation  business

   grief  hoarse

B. Read Chapter 1 to Interlude 1

C. Understanding the Novel

Answer the following questions in complete sentences. Refer to the novel if necessary

1. Why was Master Butler selling most of his slaves?
2. How did George and Rebecca react when they heard they might be sold? Why?
3. Some of the slaves did not cry or fuss when they were sold. What did Mr. Butler think about this?
4. Why did the slave seller think that this slave auction would improve his reputation?
5. Sarah and Frances felt differently about slavery. Explain.
6. What happened to the slave seller?

D. Thinking About the Novel

These questions ask for your ideas and opinions. Therefore there are no incorrect answers. You must, however give reasons and justify your answers.

1. What is your first impression of the format of the novel?
   Is it the same or different from other novels you have read. Explain.

2. Create a chart to explain your reaction to the characters you have met thus far.
   Which ones do you like? Why?
   Which ones do you dislike? Why?
Chapter 3 to Chapter 5 - True or False?

Read each statement, then decide whether it is True or False.

1. Frances ordered Emma to do things for her. __________
2. Mattie and Will had helped George and Rebecca after they ran away. __________
3. Frances approved of Mattie and Will helping the runaway slaves. __________
4. Frances and her husband had to sell the plantation after the war. __________
5. Mattie did not want Emma and Sarah to go to the auction. __________
6. Sarah was younger than Frances. __________
7. Master Butler was angry because Sarah seemed to love Emma more than him. __________
8. Sarah never forgave her father for selling the slaves. __________
9. Master Butler was glad when slavery was abolished. __________
10. There were many people at the slave auction. __________
11. Some slaves asked certain plantation owners to buy them. __________
12. Mistress Henfield was looking for someone to care for her daughter. __________
13. Master Butler had the reputation of treating his slaves well. __________
14. The slaves were sold quickly. __________
15. Sarah enjoyed being at the slave auction. __________
16. Sarah hated the slave auction. __________
17. Jeffrey and Dorcas were bought by Mr. Ellington. __________
18. Dorcas and Jeffrey were sold to different slave owners. __________
Grammar and Punctuation
Activity 9

Adjective and adverb phrases often begin with a preposition and end with a noun.

An adjective phrase, like an adjective, modifies a noun.

Example: The dog, with the blue collar, belongs to John.

An adverb phrase, like an adverb, modifies a verb.
It tells where, when, how and why.

Examples: The dog ran under the table. (tells where)
We will go to the store after lunch. (tells where and when)

A. Make a list of fifteen prepositions.

B. Find six sentences in the novel that contain adjective phrases.
Rewrite the sentences, underlining the adjective phrases.

C. Find eight sentences in the novel that contain adverb phrases.
Rewrite the sentences, underlining the adverb phrases.
Does the phrase tell why, when, where or how about the verb it modifies.

D. Using some of the prepositions from your list write five sentences containing adjective phrases.
Underline the adjective phrases.

E. Using some of the prepositions form your list write six sentences containing adverb phrases.
Make sure you use a variety of adverb phrases. They should not all be phrases that tell the same thing: how, when, why or how.
Underline the phrases and indicate whether they tell how why, when or where about the verb.

F. Write three sentences containing both adjective and adverb phrases.
Underline the phrases and indicate whether they are adverb or adjective phrases.
Integrated Activities

Activity 2

During this time period many slaves escaped to freedom in the northern states and Canada, using a system known as the Underground Railroad.

Use the resources available to you to research this.

What was the Underground Railroad?

How did it work? Who helped slaves to escape? What would happen to people if they were caught?

Integrated Activities

Activity 3

Fanny Kemble was an abolitionist.

What was an abolitionist?

Use the resources available to you, including the internet, to research this brave woman.

Make jot notes, then use these to write an article that might be published in a magazine about notable women.

Make a list of other well-known abolitionists.