



PRESTWICK HOUSE

Activity Pack

ROLL OF THUNDER, HEAR MY CRY

BY MILDRED TAYLOR



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All references come from the Puffin Books edition of *Roll of Thunder, Hear My Cry*, published 1991.

Pre-Reading

Foreshadowing

Objective: Identifying foreshadowing and recognizing the suspense it creates

Activity

Note to the Teacher: Roll of Thunder, Hear My Cry portrays African-American life in the rural Mississippi plantation region in 1933 – 1934. The central conflict stems from the intense racism and the ensuing violence. You should prepare the students for offensive, but historically accurate, language and beliefs, such as the use of the word “nigger” and the frequency and social acceptance of racial violence. Overall, the book is very suitable for promoting an understanding of the harsh prejudice faced by African-Americans in the South prior to the Civil Rights movement. You may also wish to have your students research the post-reconstruction South so that they better understand the sentiments of the characters and the social conditions present in the novel. Additional literature embodying similar themes includes To Kill a Mockingbird by Harper Lee and Sounder by William H. Armstrong. Both novels are set in the post-reconstruction South and portray the struggles of adolescents dealing with prejudice, injustice, the search for integrity, and maturity. You could easily include these titles as part of one unit, comparing characters’ opinions and situations, as well as their growth and wisdom.

Authors use foreshadowing to hold the reader’s interest with suspense, and to prepare the reader for upcoming events. As you read, complete a **Foreshadowing Log** for the novel. Find passages from the story that foreshadow, or predict, events or actions later in the novel. Note the questions that the foreshadowing raises in your mind. How does it build suspense? Finally, as you continue to read, complete the chart by indicating when, where, or how the author fulfills the foreshadowing. The first one is done for you as an example. Find one additional example for each chapter of the novel, with the exception of Chapter Eleven.

Note to the Teacher: There are numerous instances of foreshadowing in the novel. We have provided suggested answers, but actual answers may vary. You may wish to help the students find additional foreshadowing in Chapters One and Two, to further their understanding of the concept.

Name: _____

Date: _____

Pre-Reading**Foreshadowing****Objective:** Identifying foreshadowing and recognizing the suspense it creates**Activity**

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FORESHADOWING LOG

Chapter	Foreshadowing Passage with Page #	Questions in Your Mind/Suspense	Predicted Event
Chapter 1	Miss Crocker tells Mama that she is "Biting the hand that feeds you." (Pg. 30)	How will this affect Mama?	On page 184, Mr. Granger fires Mama for defacing the books and teaching outside material that has not been approved by the county.
Chapter 2	"...they were wondering the same thing as I: Where had such a being come from?" (Pg. 35)	Mr. Morrison has a shocking appearance. How will this come into play?	On pages 215 – 216, Mr. Morrison uses his massive size and strength to fight off the Wallaces. On page 225, Mr. Morrison uses his strength to move Kaleb Wallace's truck out of the road.
Chapter 3	"Come on, Man. It ain't gonna happen no more, least not for a long while." (Pg. 49)	Why not? What does Stacey have planned?	On page 55, the bus crashes in the ditch that the children dig across the road. The bus is put out of commission.
Chapter 4	"Friends gotta trust each other, Stacey, 'cause ain't nothin' like a true friend." (Pg. 77)	Stacey is so sly. Is he trying to deceive?	On page 81, T. J. gives Stacey his cheat notes and lets Stacey take T. J.'s punishment.
Chapter 5	"[T. J. was] looking longingly at the gun. 'Sure wish I could jus' hold it, jus' once.'" (Pg. 109)	Why does T. J. want the gun? What trouble will that cause?	On pages 246 – 248, T. J. tells the story of how the Simms boys used him to rob the store. The gun brings about T. J.'s end.
Chapter 6	"But one day we'll have to pay for it. Believe me...one day we'll pay." (Pg. 139)	Considering the way their society works, they will have to pay, but how?	On pages 211 – 217, we learn of the Wallaces' attack on Papa, Stacey, and Mr. Morrison.
Chapter 7	"Mr. Granger stood to go, a smile creeping smugly over his lips as if he knew a secret but refused to tell." (Pg. 170)	What underhanded thing will he do to hurt the Logans?	On page 184, Mr. Granger fires Mama. On page 231, the bank demands immediate payment of the mortgage, which is clearly the result of Harlan's influence.
Chapter 8	"It's just that I'm gonna have to figure out somethin'." (Pg. 174)	What will T. J. do to pass this test?	On pages 177 – 178, T. J. is furious because Mama caught him cheating.
Chapter 9	"I got this gut feeling it ain't over yet. It's too easy." (Pg. 201)	Mama already lost her job. It is too easy, considering the recent violence.	On pages 203 – 204, Mr. Avery and Mr. Lanier back out of the boycott because of pressure put on them by the landowners. On pages 211 – 217, we learn of the Wallaces' attack on Papa, Stacey, and Mr. Morrison.
Chapter 10	"There had been much talk concerning T. J. and the Simms brothers, all of it bad." (Pg. 228)	Why are the Simms brothers using T. J.? What do they want?	On pages 246 – 248, T. J. tells the story of how the Simms boys used him to rob the store, and then beat him because he threatened to tell what they did.
Chapter 11	"Get Harlan to stop it." (Pg. 259)	If Harlan does not like Papa, how can Papa enlist his help?	On page 273, we learn that Papa makes Harlan stop T. J.'s hanging by starting the fire.

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Chapter 7			
Chapter 8			
Chapter 9			
Chapter 10			
Chapter 11			

Chapter 1

Characterization, Dialect, and Conflict

Objectives: Understanding how characters' personalities are revealed
Reading and understanding dialect
Identifying sources of conflicts

Activity

Mildred Taylor vividly defines many of the novel's characters in this chapter. In order to create a clear picture for the reader, Taylor employs various characterization techniques, including:

- direct descriptions provided by the narrator
- characters' own words and actions
- other characters' opinions of and behavior towards the character

Read the passages in the **Characterization Chart**. Look up the quotations in your book and complete the characterization chart by identifying which characters the quotations discuss. Then, by placing a checkmark in the appropriate column, indicate whether the quotation is a direct description, a character's own words and actions, or another character's opinion or behavior. At times a quotation will fall into two categories; in this case, place a check in each column that applies. The first one has been done for you as an example.

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Chapter 1

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Objectives: Understanding how characters' personalities are revealed
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CHARACTERIZATION CHART

Quotation	Name of the Character Defined by the Passage	Narrator's Description	Character's Own Words/ Actions	Another Character's Opinion
<p>"Always meticulously neat...[he] never allowed dirt or tears to mar anything he owned." (Pgs. 3-4)</p>	<p>Little Man</p>	<p>X</p>		
<p>"[He] cut me a wicked look...His disposition had been irritatingly sour lately." (Pg. 4)</p>	<p>Stacey</p>	<p>X</p>	<p>X</p>	
<p>"...he took little interest in troublesome things, preferring to remain on good terms with everyone. Yet he was always sensitive to others..." (Pg. 5)</p>	<p>Christopher-John</p>	<p>X</p>		
<p>"...he stuffed his free hands into his pockets and attempted to make his face as moody as Stacey's and as cranky as mine...he seemed to forget that he was supposed to be grouchy and began whistling cheerfully." (Pg. 5)</p>	<p>Christopher-John</p>		<p>X</p>	
<p>"There was little I could do in a dress, and as for the shoes, they imprisoned freedom-loving feet..." (Pg. 5)</p>	<p>Cassie</p>		<p>X</p>	
<p>"Well, since y'all don't seem to know nothin',' [he] said, in his usual sickening way of nursing a tidbit of information to death, 'maybe I ought not tell y'all. It might hurt y'all's little ears.'" (Pg. 9)</p>	<p>T. J.</p>	<p>X</p>	<p>X</p>	

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CHARACTERIZATION CHART (CONT.)

Quotation	Name of the Character Defined by the Passage	Narrator's Description	Character's Own Words/ Actions	Another Character's Opinion
“Ah, boy,’ I said, ‘don’t start that mess again.’ I didn’t like [him] very much and his stalling around didn’t help.” (Pg. 10)	<i>T. J.</i>			X
“But [he] only smiled in that sickly way of his and I knew that he had. He was more afraid of T. J. than of his mother.” (Pg. 12)	<i>Claude</i>	X	X	
“And good riddance,’ I thought, promising myself that if he ever pulled anything like that on me, I’d knock his block off.” (Pg. 12)	<i>Cassie and/or T. J.</i>		X	X
“He was often ridiculed by the other children and had shown up more than once with wide red welts on his arms which...were the result of his associating with us. Still [he] continued to meet us.” (Pg. 14)	<i>Jeremy</i>	X	X	
“...suddenly he...sprang from his chair like a wounded animal, flinging the book onto the floor and stomping madly upon it.” (Pg. 24)	<i>Little Man</i>		X	
“...she was considered...as a disrupting maverick.” (Pg. 30)	<i>Mama</i>	X		

Name: _____

Date: _____

CHARACTERIZATION CHART (CONT.)

Quotation	Name of the Character Defined by the Passage	Narrator's Description	Character's Own Words/ Actions	Another Character's Opinion
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Imagine that you have been asked to name each child's most obvious trait. Refer to your **Characterization Chart**, and then list what you think is the defining trait for each of the characters in the **Character Trait Chart** below. The first one has been done for you as an example.

Note to the Teacher: Answers may vary. We have provided suggestions. You may wish to have students justify their answers through a discussion of each character.

CHARACTER TRAIT CHART

Character	Defining Trait
Cassie	quick-tempered
Stacey	<i>moody</i>
Jeremy	<i>open-minded</i>
Little Man	<i>tidy</i>
Christopher-John	<i>willing to please, easygoing</i>
T. J.	<i>pretentious</i>
Claude	<i>submissive</i>

Name: _____

Date: _____

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Jeremy	
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Christopher-John	
T. J.	
Claude	

The use of dialect makes characters appear realistic. Sometimes dialect is difficult to read because it represents sounds instead of formal speech. A good way to understand material written in dialect is to read it aloud. In small groups, find five passages that include dialect. Prepare a reading of your passages and present them to the class.

Note to the Teacher: Encourage students to locate passages of ten to twenty lines.

This chapter introduces several important conflicts that deeply affect many characters. Thinking like the characters in the novel, discuss three conflicts and their sources, as well as the characters involved. One example has been done for you.

One troubling conflict is the inequality between the schools, which represents inequality of education for African-Americans. This affects all of the African-American students and their families. More precisely, Cassie and Little Man are devastated by the degrading terminology in and the disgraceful condition of the textbooks.

Note to the Teacher: This assignment may be completed by individuals or by small groups. It would be beneficial to make a wall chart or bulletin board containing the issues and the people affected, as you will be able to refer to it throughout the study of the novel. You may wish to have volunteers create the wall chart.

Sources of conflict include:

- *Intense prejudice. This hurts the entire community, especially since lives are taken. Particularly, it inspires fear and anger in the African-American population. The Berry family is the hardest hit by the burnings. Cassie and the other children are humiliated daily by the driver and the students on the bus. The entire African-American population suffers injustice because any attempt to seek fairness is punished.*
- *Greed. Ultimately, greed causes harm to the entire society, but it makes life very difficult for Cassie's family, which owns land wanted by the farmers. Life is also very difficult for the sharecroppers, who make no profit after their supplies are purchased and their needs are barely met; consequently, the sharecroppers are kept in virtual slavery. In order for families to make enough money to survive, many African-American children must quit school to work in the fields. The lack of money deprives African-Americans of necessities and comforts.*
- *Fear. Everyone in the community fears. African-Americans fear random violence. Whites fear the loss of power.*

Name: _____

Date: _____

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Chapter 2

Inference and Metaphor

Objectives: Making inferences using context clues
Identifying and explaining metaphors

Activity

In the passage below describing Mr. Morrison (above), the author uses an extended metaphor. To what does she compare Mr. Morrison? Why is the comparison effective?

“The man was a human tree in height, towering high above Papa’s six feet two inches. The long trunk of his massive body bulged with muscles, and his skin, of the deepest ebony, was partially scarred upon his face and neck, as if by fire. Deep lifelines were cut into his face and his hair was splotched with gray, but his eyes were clear and penetrating.” (Pgs. 34 – 35)

The metaphor compares Mr. Morrison to a solid, old tree. Explanations may vary. Example: By comparing Mr. Morrison’s body to the trunk, the author accentuates his height and sturdy girth. Further emphasizing his stature is the comparison of his gray hair and blue eyes to the clouds and the sky. His sturdiness and stature make him an imposing, immovable force. The scars on his skin resemble the bark of the tree, and his face shows lifelines much like the growth lines on a tree trunk. Like a weathered tree, Mr. Morrison has experienced many changing events that enable him to act with wisdom.

Compose an extended metaphor of your own, representing your personality. Be creative and use concise, descriptive language.

In this chapter, Papa brings Mr. L.T. Morrison home to live with the family. The children do not understand why Mr. Morrison is there, but the author provides ample clues to explain his presence.

Reread pages 37 – 38 and the passage about Mr. Morrison’s physical appearance (above Activity I). Complete the chart below. First, complete the sentence explaining why Papa brings Mr. Morrison home. Then, provide evidence supporting your answer, using quotations from the novel. Be sure to include page numbers with your response. We have provided the first piece of evidence for you.

Name: _____

Date: _____

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EVIDENCE CHART

Reason	Evidence
<p>Mr. Morrison has come to Spokane County, Mississippi, to <i>protect the Logan family from racial violence</i>.</p>	<p>On page 37, Mama says, "...we're glad to have you here...especially now." The children then "wonder about her last words." At this point in the novel, Mr. Berry has been attacked and burned, and tensions are high. Mama fears forthcoming violence. She is grateful for Mr. Morrison's strong presence.</p>
	<p>Cassie states, "<i>Papa ain't never brung nobody here before.</i>" (Pg. 38) This indicates that there is no precedent for Mr. Morrison's arrival. There must be a reason for his being there.</p>
	<p>Cassie asks Stacey, "...you think it's cause of them burnings?" (Pg. 38) Here Cassie makes the critical connection between impending danger and the arrival of this impressively strong man.</p>
	<p>In response to Cassie's question, Stacey says, "<i>Papa got no need to think...</i>" and he trails off. (Pg. 38) Stacey tries to dispel fear that the violence would work its way to his family. Mr. Morrison would serve as protection from danger.</p>

Imagine that you are one of the children. How do you feel about Mr. Morrison's presence? Why do you think he's there? Does the situation frighten you? Answer these questions as though you were telling your best friend all about your feelings.

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Date: _____

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Chapter 3

Theme, Figurative Language, Motif, Mood, Symbolism, Suspense, and Poetic Justice

- Objectives:
- Responding to theme
 - Identifying figurative language
 - Determining mood based on figurative language
 - Inferring the thematic importance of a symbol
 - Recognizing suspense created through first-person narration
 - Recognizing poetic justice
 - Debating the appropriateness of characters' actions

Activity

The motif of continuing injustice is prevalent throughout this novel. While the characters experience prejudice in almost every aspect of their lives, perhaps the cruelest is that which the children experience, because it robs them of their carefree, youthful innocence.

In small groups, conduct an imaginary interview with the children about the injustices they face. Consider the unfairness they encounter in their education and in their social and economic life, as well as the unjust treatment by the bus driver and the fear instilled by random violence.

1. Decide which characters you will interview. What questions will you ask? List them.
2. Compose realistic answers based on what you have read so far. Be sure to introduce your characters properly and explain the full details of their experiences, including who, what, when, why, and where. The children's feelings should also be emphasized in the interview.
3. Present your findings to the class in one of the following formats:
 - a news talk show interview (5-10 minutes)
 - a newspaper article (150-250 words)
 - an evening news report presented by the television anchor person (3-5 minutes)
 - a speech designed to persuade your community to get involved and create a solution (3-5 minutes)

Note to the Teacher: Encourage students to generate their own lists of interview questions. If they need direction, you may wish to brainstorm as a class and write suggestions on the board. We have provided three suggestions. Allow group preparation before calling on groups to present. Sample interview questions include:

- *Describe an incident in which you were treated unfairly.*
- *How did that make you feel?*
- *What did you do after that happened? Why did you take that particular course of action?*

Name: _____

Date: _____

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 - a speech designed to persuade your community to get involved and create a solution (3-5 minutes)

Roll of Thunder, Hear My Cry abounds with figurative language that helps establish mood. Read the passages in the **Figurative Language Chart** and determine whether each contains examples of personification, simile, or both.

1. Place a checkmark in the appropriate box(es).
2. If the passage contains personification, name the human characteristics or actions that are attributed to an inanimate object.
3. In the third column, name the mood that the figurative language helps to create.

The first one is done for you as an example.

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Date: _____

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The first one is done for you as an example.

FIGURATIVE LANGUAGE CHART

Quotation	Personification	Simile	Human Characteristics or Actions	Mood
<p>"At first the rain had merely splotted the dust, which seemed to be rejoicing in its own resiliency and laughing at the heavy drops thudding against it; but eventually the dust was forced to surrender to the mastery of the rain and it churned into a fine red mud that oozed between our toes and slopped against our ankles as we marched miserably to and from school." (Pg. 42)</p>	X		rejoicing, laughing, forced to surrender, mastery	oppression
<p>"...the tat-tat of the rain against the tin roof changed to a deafening roar that sounded as if thousands of giant rocks were being hurled against the earth." (Pg. 45)</p>		X		fear, agony
<p>"As we set out for school the whiteness of the sun attempted to penetrate the storm clouds, but by the time we had turned north toward the second crossing it had given up, slinking meekly behind the blackening clouds." (Pg. 46)</p>	X		attempted, given up, slinking meekly	surrender
<p>"...the bus emitted a tremendous crack and careened drunkenly into our trap... Then it sputtered a last murmuring protest and died... its right wheel in the gully, like a lopsided billy goat on its knees." (Pg. 54)</p>	X	X	drunkenly, sputtered, murmuring protest, died	joyous celebration
<p>"...a caravan of headlights appeared suddenly in the east, coming fast along the rain-soaked road like cat eyes in the night." (Pg. 67)</p>		X		alarm
<p>"...seven pairs of rear lights glowing like distant red embers until they were swallowed from view by the Granger forest." (Pg. 67)</p>	X	X	swallowed	eeriness, fear
<p>"The moon slid from its dark covers, cloaking the earth in a shadowy white light, and I could see Mr. Morrison clearly, moving silently, like a jungle cat, from the side of the house to the road, a shotgun in his hand." (Pgs. 67-68)</p>	X	X	slid from dark covers, cloaking the earth	relief

Name: _____

Date: _____

FIGURATIVE LANGUAGE CHART

Quotation	Personification	Simile	Human Characteristics or Actions	Mood
<p>“At first the rain had merely splotted the dust, which seemed to be rejoicing in its own resiliency and laughing at the heavy drops thudding against it; but eventually the dust was forced to surrender to the mastery of the rain and it churned into a fine red mud that oozed between our toes and slopped against our ankles as we marched miserably to and from school.” (Pg. 42)</p>	X		rejoicing, laughing, forced to surrender, mastery	oppression
<p>“...the tat-tat of the rain against the tin roof changed to a deafening roar that sounded as if thousands of giant rocks were being hurled against the earth.” (Pg. 45)</p>				
<p>“As we set out for school the whiteness of the sun attempted to penetrate the storm clouds, but by the time we had turned north toward the second crossing it had given up, slinking meekly behind the blackening clouds.” (Pg. 46)</p>				
<p>“...the bus emitted a tremendous crack and careened drunkenly into our trap... Then it sputtered a last murmuring protest and died... its right wheel in the gully, like a lopsided billy goat on its knees.” (Pg. 54)</p>				
<p>“...a caravan of headlights appeared suddenly in the east, coming fast along the rain-soaked road like cat eyes in the night.” (Pg. 67)</p>				
<p>“...seven pairs of rear lights glowing like distant red embers until they were swallowed from view by the Granger forest.” (Pg. 67)</p>				
<p>“The moon slid from its dark covers, cloaking the earth in a shadowy white light, and I could see Mr. Morrison clearly, moving silently, like a jungle cat, from the side of the house to the road, a shotgun in his hand.” (Pgs. 67-68)</p>				

In Chapter Three, Taylor uses symbolism to enhance the significance of events, relationships, and objects. For example, in Chapter One, the children receive tattered textbooks inscribed with a derogatory phrase. Although these books should symbolize enlightenment and education, they truly represent oppression, limitation, and inferiority.

Locate examples of these symbols in Chapter Three. On the chart, describe how each symbol is used. Include the page numbers and your explanation of each symbol's meaning. The first one has been done for you as an example. Find three more.

Note to the Teacher: Answers may vary, but they should be explained so as to demonstrate the students' understanding of symbolism. You may challenge students to find more symbols.

Name: _____

Date: _____

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Locate examples of these symbols in Chapter Three. On the chart, describe how each symbol is used. Include the page numbers and your explanation of each symbol's meaning. The first one has been done for you as an example. Find three more.

SYMBOLISM CHART

Symbol	Meaning
<p>Darkness: On pages 59-62, the night after the bus crash, the men go riding again. It is dark, and no one can see much. Mr. Avery, Mama, Big Ma, and Mr. Morrison are alerted and vigilant.</p>	<p>The darkness of night should bring much-needed rest. Instead, darkness symbolizes fear and panic because that is when the men ride and attack.</p>
<p>The bus: In Chapter Three, we learn that “the bus driver liked to entertain his passengers by sending [the children] slipping along the road.” (Pg. 43) Later, when the bus forces the children off the road again, Little Man is so infuriated that he throws mud at the bus and cries.</p>	<p>The bus represents the harsh injustices that the children face every day. Not only do the white children have a bus to take them to school, they also flaunt their privilege and mock Cassie and the other children who must walk to school.</p>
<p>The rain: The rain pounds “so heavily that it was all we could do to stay upright.” (Pg. 43) It creates the puddles through which the bus drives to soak the children and the mud that coats Little Man.</p>	<p>While water typically symbolizes cleansing, this rain bespatters the children and oppresses them. It represents their lack of opportunity and emphasizes their helplessness—they cannot escape the rain.</p>
<p>Lights at nighttime: Characters light lanterns and use flashlights at night when they need to see in the dark. On page 67, headlights come from the east, and out steps a “shadowy figure outlined by the headlights.”</p>	<p>Typically, lights reveal what darkness hides; however, in this case, lights at night symbolize threats and fear. These lights, particularly the cars’ headlights, frighten the children because identities and intents remain uncertain. Additionally, headlights at night represent the mobs that attack under the cloak of darkness.</p>

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Date: _____

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<p>The bus:</p>	
<p>The rain:</p>	
<p>Lights at nighttime:</p>	

The author of *Roll of Thunder, Hear My Cry* uses a first-person narrator and vivid word choice to create suspense and keep her readers interested. Look up the following passages, and using complete sentences, explain how they create suspense.

1. “‘No’m,’ said Mr. Avery, looking rather nervously over his shoulder into the night... Miz Logan... uh, I come to tell you somethin’... somethin’ important—Mr. Morrison here?’ ” (Pg. 60)

The word “nervously” sets a worrisome mood. Mr. Avery’s pauses further indicate his anxiety, but when he says that he needs to tell Mr. Morrison something important, the reader’s interest is peaked. We want to know what has made Mr. Avery so nervous, and we know it is serious because he seeks Mr. Morrison’s help.

2. “‘It’s... it’s them again. They’s ridin’ t’night.’ Mama, her face pale and frightened, glanced back at Big Ma.” (Pg. 60)

The reader wants to know who is riding and why. Because Mama’s face becomes pale and frightened, we understand the gravity of the situation, and we question whether the characters we have come to know are in any danger.

3. “All’s I can tell ya, Miz Caroline, is what Fannie heard... when Mr. Granger come home with Mr. Grimes—ya know, that white school’s bus driver—and two other mens...” A clap of deafening thunder drowned Mr. Avery’s words, then the rain quickened and the conversation was lost. I grabbed Stacey’s arm. “Stacey, they’re coming after us!” (Pg. 62)

Because of the thunder and rain, Cassie, the narrator, hears only part of the conversation. This leaves us as uninformed as the children, and naturally we want to know more. Because Cassie concludes that the men are pursuing the people responsible for the bus accident, we fear for the children’s well-being. The author emphasizes the tension when Cassie grabs Stacey’s arm and exclaims her words. We, the readers, are captivated now that we want to know whether the children are safe.

4. “As she left the room, my eyes popped open again and I saw her outlined in the doorway, a rifle in her hands. Then she closed the door and I was left to the darkness.” (Pg. 65)

If Big Ma needs the rifle, then a significant threat exists. By using the words “outlined in the doorway” instead of allowing us to truly see Big Ma, the author highlights the apprehension in the situation. By keeping us in the dark with Cassie, the author maintains our interest.

5. “My legs would not move. The lead car swung into the muddy driveway and a shadowy figure outlined by the headlights of the car behind him stepped out. The man walked slowly up the drive. I stopped breathing.” (Pg. 67)

Once again, a character remains mysteriously nondescript, and we do not know what is happening. The word “shadowy” creates an eerie mood, heightened by Cassie’s inability to move or breathe. The author successfully communicates Cassie’s fear to the reader.

Name: _____

Date: _____

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5. “My legs would not move. The lead car swung into the muddy driveway and a shadowy figure outlined by the headlights of the car behind him stepped out. The man walked slowly up the drive. I stopped breathing.” (Pg. 67)

Poetic justice occurs in this chapter when the bus is disabled and the white children, who had made fun of Cassie and the other children, must now walk to and from school. Instead of having the clean, dry comfort of the bus, these children will now have to weather the same conditions as those they mocked.

While Cassie and the others who walk to school had been mercilessly harassed, their revenge raises several issues. If they are discovered, the inevitable consequences would be devastating, not only to them, but also to their families and the community as a whole. Additionally, the situation raises the question of whether the end justifies the means. On the other hand, Cassie and the others have suffered insults and abuse for years, and they would continue to do so if nothing were done to correct the situation. They should not have to endure daily humiliation and neglect.

Debate the issue of whether the children's revenge is justified. Decide whether you agree or disagree with the children's decision to seek vengeance. Form support for your opinion, taking notes so that you remember your points as your class debates the children's actions.

Note to the Teacher: You may wish to use this alternative to debate. This format does not allow for a winner or a loser, but it does facilitate valuable discussion with emphasis on elaboration, support, and consideration for the opposing view. First, ask students to decide whether they support or oppose Stacey's act of revenge. Make it clear to the students that they must be able to support their opinions with evidence from the novel. Provide them five minutes to make a decision and review the book for support. Establish the ground rules:

- *You (or a student appointed by you) are the leader of the discussion, and students may only speak when you call on them. Anyone who calls out is eliminated from the discussion.*
- *Remind students to respect each other's opinions.*
- *Students may change their opinions throughout the discussion, as long as they can support their beliefs. That is why the directions below call for chairs in the middle.*

Note to the Teacher: Divide the classroom in half with several chairs in the middle. Have students who support Stacey's act sit on one side, and those who oppose it on the other side. As a student changes his or her mind, that student should move to a seat in the middle and then to the other side. Begin the discussion by calling on volunteers, alternating sides of the argument. You should call on anyone who sits in the middle or changes sides. Learning what influences the students to change their opinions about such a serious issue inspires more thoughtful discussion. Avoid sharing your opinion, as it may influence your students' decisions. Establish a time limit for your discussion, ranging from ten to thirty minutes, depending on the size of your class and the length of your class period.

Name: _____

Date: _____

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Chapter 4

Comic Relief, Conflict, and Description

Objectives: Recognizing how comic relief lightens tension
Identifying how conflict is exemplified
Writing an ad for the Logan property

Activity

When tension builds in the plot, Taylor adds comic relief to lighten the mood. Find two instances of comic relief in this chapter. Imagine that a friend, who does not understand why authors use comic relief, asks you how it works. Tell that friend how each situation reduces the tension of the scene. Be sure to include page numbers when you refer to the novel.

1. *In the beginning of this chapter, the mood is very gloomy as Cassie, Stacey, Christopher-John, and Little Man go about their lives sullenly and listlessly because they feel guilty about causing the bus crash. They also fear that the “night riders” will exact their revenge by hurting them or their family. T. J. lightens the mood by explaining his system of avoiding work, “Just don’t be around when it’s got to be done.” (Pg. 72)*
2. *T. J. then reveals that the “night riders” tarred and feathered Mr. Tatum for calling Mr. Barnett a liar. While this is a horrible punishment, the children experience great relief in knowing that their role in the bus crash remains a secret. Regardless, Christopher-John worries that they will meet the same fate if they are discovered. Little Man, who agonizes over cleanliness, relieves the tension by remarking, “If they did [tar and feather us], we’d never get clean again.” (Pg. 76)*

Note to the Teacher: You may wish to extend this activity by asking for students to role-play the scene. You will need to fill seven roles: Mama, Big Ma, Cassie, Stacey, Christopher-John, Little Man, and T. J. Include pages 68-76, dividing the scene at the bottom of page 72 if you wish to have two different groups present.

Name: _____

Date: _____

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Roll of Thunder, Hear My Cry abounds with conflict. This chapter presents several conflicts that affect various characters' lives. Choose one of the conflicts listed below and create a poster that includes:

- a summary of the conflict
- the actions, words, opinions, and beliefs that contribute to the conflict
- which characters are involved
- the type of conflict (internal, external)
- graphic symbols that represent to the conflict
- the resolution, if there is one

Be sure to make your poster neat and colorful.

Note to the Teacher: Encourage students to be creative and colorful. Answers may vary. We have provided you with summaries of the conflicts and suggested symbols. You may wish to brainstorm conflicts and symbols with the class prior to having students complete the posters.

Name: _____

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CONFLICTS

1. the clash between Stacey and T. J. about T. J.'s dishonesty

This conflict between Stacey and T. J. is external. It stems from T. J.'s repeated failures and his resulting desire to do anything to pass the test. He tries to obtain a copy of it from Mama's desk at Stacey's house. Then he makes cheat notes, which Stacey destroys. When Mama almost catches him cheating during the test, he passes his answers to Stacey, whom Mama then punishes for dishonesty. After school, T. J. runs to the Wallace store to escape Stacey's wrath. More tension is created when Stacey follows T. J., even though Mama has forbidden the children from going there. The two boys fight at the store. Symbols may include items such as test papers, school desks, report cards, books, fists, the store, and the color red. This conflict is resolved when Stacey confesses to Mama that he went to the Wallace store and fought T. J.

2. Stacey's dislike for Mr. Morrison

When Papa leaves for the railroad, he tells Stacey to take care of the family, which elevates Stacey's status within the family. When Mr. Morrison arrives, he assumes the role of protector, and Stacey becomes a child once more. Stacey resents Mr. Morrison and avoids him. "Little Man, Christopher-John, and [Cassie] took to Mr. Morrison immediately...when he was near, night men and burnings and midnight tarrings faded into a hazy distance. But Stacey remained aloof and had little to do with him." (Pg. 77) Mr. Morrison breaks up Stacey's fight with T. J., and as they talk about Stacey's responsibility, Stacey recognizes Mr. Morrison's integrity. This interaction brings an end to their conflict, as Stacey realizes that Mr. Morrison is a decent man, and that Stacey has no reason to compete with him. Symbols may include items representing jealousy, power, and protection, such as a mirror, eyes, the color green, armor, strong hands, a shelter, and a shield.

3. the boycott of the Wallace store

After the attack on the Berry men, Mama and Papa decide to boycott the Wallace store. Not only are the Wallaces cruel people, but they also allow the children to drink at their store, which affects the community in various negative ways. The Wallaces take more money from the poorer families, and they diminish the children's morals. The Logans refuse to support the Wallaces, and they encourage other African-American families to join their cause. When the Wallaces and Mr. Granger realize the effect of the boycott and their loss of control, they will harm the African-American community. This conflict does not reach a satisfactory resolution in the book, as it is still a problem in our world. Symbols may include representations of money, power, oppression, and alcohol.

4. the children's fear of confessing their misconduct to Mama

Because the children have been forbidden from going to the Wallace store, they do not want Mama to know that they went there, nor do they want Mama to know that Stacey fought with T. J. They fear punishment, and Cassie, Little Man, and Christopher-John are stunned by Stacey's confession. The conflict is resolved when, instead of punishing the children, Mama takes them to visit Mr. Berry. The children see for themselves the horrors the Wallaces commit, and they realize the importance of taking a stand against that kind of violence and corruption. Symbols may include items representing punishment, fear, and care, such as the belt that Mama used, angry eyes, and a basket of gifts.

Name: _____

Date: _____

CONFLICTS

- 1. the clash between Stacey and T. J. about T. J.'s dishonesty

- 2. Stacey's dislike for Mr. Morrison

- 3. the boycott of the Wallace store

- 4. the children's fear of confessing their misconduct to Mama

In this novel, land ownership is a significant theme. The Logans are among the few African-American families who own the land they work, and their land is quite valuable, especially to Harlan Granger.

Write a one-paragraph real estate ad for the Logan property. Use any information you find between the beginning of the book and page ninety-five, but do not add any extra features to the ad. This ad will be different from the ads we see today since it will not be confined to a small space. Be creative and imaginative in your descriptions. Include a picture or sketch to enhance your advertisement.

Example: Available: Two hundred acres of pristine open land. Quaint footpaths connect fertile farmland accented by outlying forested areas; wide, brown, secluded glades; placid, sparkling ponds, and rich, green pastures. Popcorn-spotted fields, teeming with brilliant-white downy cotton, surround charming three-bedroom log cabin with wraparound spindled porch. Each bedroom opens to breathtaking view of gardens and pastures. Peaceful and practically untouched, this property is a divinely blissful find. Surround yourself with the luxury and beauty of nature unscathed. Call today to schedule a tour of this charming heavenly haven located just off the beaten path.

Name: _____

Date: _____

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Chapter 5

Mood and Characterization

Objectives: Understanding how the use of imagery establishes mood
Evaluating the protagonist's reaction to injustice

Activity

Authors frequently employ figurative language to describe settings, characters, and events. Through this technique, they also establish mood without using excessive description. For example, an author can use imagery to create a certain mood and help the reader experience the setting using all of his or her senses. For example, in the following passages from Chapter One, Taylor uses imagery and personification to establish a unique atmosphere for each school:

“They were headed for the Jefferson Davis County School, a long white wooden building looming in the distance. Behind the building was a sports field around which were scattered rows of tiered gray-looking benches. In front of it were...students awaiting the knell of the morning bell. In the very center of the expansive front lawn...was the Mississippi flag.” (Pg. 15)

Jefferson Davis County School is an encouraging and pleasant place, bright and open, lending itself to freedom of movement. The students there look forward to the beckoning of the bell.

“The class buildings, with their backs practically against the forest wall, formed a semicircle facing a small one-room church at the opposite edge of the compound...As we arrived, the enormous iron bell in the church belfry was ringing vigorously, warning the milling students that only five minutes of freedom remained.” (Pg. 16)

In contrast to Jefferson Davis County School, Cassie's school is a disappointing institution of confinement. Taylor uses personification to create the illusion that the school buildings are packed onto a tiny piece of land in the same way that people might be packed into an overcrowded room, which is quite an unpleasant image. Taylor also personifies the enormous iron bell, which would emit a depressing long, deep, lifeless reverberation. The bell serves as a dismal warning to the students that their freedom is coming to an end.

Read the following passage from Chapter Five. Pay close attention to Taylor's word choice, looking for examples of imagery. On the **Mood Chart**, list the key figurative words or phrases, and check which senses Taylor appeals to with her use of language. Then name the emotion associated with each image. The first one has been done for you as an example.

“Is this it?” I cried, a gutting disappointment enveloping me as we entered the town. Strawberry was nothing like the tough, sprawling bigness I had envisioned. It was instead a sad, red place. As far as I could see, the only things modern about it were a paved road which cut through its center and fled northward, away from it, and a spindly row of electrical lines. Lining the road were strips of red dirt splotched with patches of brown grass and drying mud puddles, and beyond the dirt and the mud puddles, gloomy store buildings set behind raised wooden sidewalks and sagging verandas. (Pg. 104)

Name: _____

Date: _____

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MOOD CHART

Figurative Language	Sight	Sound	Touch	Taste	Smell	Emotion/Mood
gutting			X			disappointment, unpleasant surprise
enveloping	X		X			surrender
tough, sprawling bigness	X		X			awe
sad, red	X					disappointment
cut	X					indifference
spindly	X					loneliness
strips of red dirt	X			X	X	disgust—similar to the red dirt stirred up by the bus
spotted with patches of brown grass and drying mud puddles	X		X			despair, desolation
gloomy	X					dismal
sagging verandas	X					desertion

One of the important themes in this novel is the injustice which Cassie repeatedly experiences. Working in small groups, discuss each of the following incidents. Note on the **Reaction Chart** how Cassie reacts to each incident. Then, imagine that your group is filling in for an advice columnist, and offer some advice about how Cassie can better handle similar situations in the future. Remember that not all instances of injustice result in a negative outcome; sometimes injustice helps a person recognize the right course of action. The first one has been done for you as an example.

REACTION CHART

Summary of Incident	How Cassie Reacts	Advice from the Group
<p>Big Ma must park the wagon in the back of the field because the front is reserved for white farmers.</p>	<p>At first, Cassie loudly objects to Big Ma's decision to go to the back where they cannot be seen. After Big Ma hushes her, Cassie mumbles angrily.</p>	<p>Cassie's vocalization might have brought trouble. Of course, she has a right to be angry, and by all means, she should speak up for what is just, but she needs to use the proper channels in order to avoid the senseless violence that often ensues in that kind of situation.</p>
<p>Ignoring Cassie, Stacey, and T. J., Mr. Barnett helps the white customers. Cassie becomes incensed when he assists a white girl no older than she is.</p>	<p><i>Cassie is frustrated by the way she is treated, so she reprimands Mr. Barnett by saying, "We been waiting on you for near an hour...while you 'round here waiting on everybody else. And it ain't fair. You got no right—" (Pg. 111)</i></p>	<p><i>Cassie's quick temper could cause serious problems. As a result, she is publicly humiliated, which is hurtful, but far less severe than other possible punishments. In her community, African-Americans are being brutally attacked by the night men for "causing trouble." First, Cassie needs to think about her words and actions, and then act rationally. Basically, she needs to consider her audience. While Mr. Barnett's actions are seriously offensive and wrong, Cassie will not reach an understanding with him by hissing at and correcting him. When dealing with narrow-minded racists such as Mr. Barnett, anger only antagonizes.</i></p>
<p>Cassie bumps into Lillian Jean, who then demands an apology and insists that Cassie walk in the road. Mr. Simms pushes Cassie down into the road, and makes her apologize to "Miz" Lillian Jean. Big Ma agrees.</p>	<p><i>Cassie allows her temper to control her actions and argues with Lillian Jean, which makes the situation worse.</i></p>	<p><i>Unfortunately, because Cassie's society is controlled by white men who punish African-Americans who try to assert their rights, Cassie must be subservient to avoid retaliation to her family. Papa explains this to her later.</i></p>

Name: _____

Date: _____

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Chapter 6

Symbol, Theme, and Characterization

Objectives: Explaining the significance of a symbol
Recognizing the key thematic issues of respect and fear
Defining a character's personality

Activity

In this chapter, Uncle Hammer gives Stacey his Christmas present early. It is a new coat, but not just any coat. This one carries a significant meaning. As a class, brainstorm what the coat might symbolize.

Note to the Teacher: Answers may vary. Be sure to keep a copy of the list for Chapter Seven so that students can evaluate their suggestions after Stacey gives away the coat. Example: maturity, adulthood, hope, responsibility, emergence from poverty

Fear and respect are two recurring issues that play an important part in this novel. Reread Mama's dialogue with Cassie on pages 126 – 130, in which Mama explains why Cassie must call Lillian Jean "Miz" and why Mr. Simms acts as he does. In a carefully planned paragraph, discuss the roles that respect and fear play in Cassie's life. Support your answer with details from the novel.

Example: Cassie and her family experience fear almost every day. They live in a racist society that promotes white superiority through the suppression of African-Americans with violent and often fatal punishments. As Mama explains, Mr. Simms is "one of those people who has to believe that white people are better than black people to make himself feel big." (Pg. 127) Whenever people like Mr. Simms feel that their power is threatened, they attack members of the African-American community. This creates the fear that causes Cassie's family, and others like hers, to submit to the rules of a racist society, however prejudiced the rules may be. The white population calls this submission respect, but Mama points out that it is really fear. She tells Cassie that she must "call Lillian Jean 'Miss' because the white people say so," and then points out that Cassie calls "our own young ladies at church 'Miss' because [Cassie] really respect[s] them." (Pg. 129) True respect originates from admiration, and the majority of the white community in Cassie's life will only ever warrant fear, never respect, from African-Americans. This is the harsh reality in which Cassie lives.

Often, the reader must interpret clues provided by the author to understand a character's personality clearly. These clues include the character's words and actions, as well as what other characters say about the character and how they act around him or her. If the author were to provide long descriptions instead of showing us the characters in action, the writing would be less entertaining.

In Chapter Six, the author introduces Uncle Hammer. Reread pages 119 – 124, looking for clues that define Uncle Hammer's personality. Complete **Uncle Hammer's Personality Chart**, supplying passages that define him. Be sure to include the page numbers. Then identify the traits that each passage demonstrates. Be prepared to tell your classmates the reasons for your answers. We have completed the first one for you.

Note to the Teacher: Answers may vary. This activity is suitable for individual or group work. Once the students complete their charts, call on them to share their responses with the class. Ask them to explain how the selected text illustrates the traits that they list.

Name: _____

Date: _____

Chapter 6

Symbol, Theme, and Characterization

Objectives: Explaining the significance of a symbol
 Recognizing the key thematic issues of respect and fear
 Defining a character's personality

Activity

In this chapter, Uncle Hammer gives Stacey his Christmas present early. It is a new coat, but not just any coat. This one carries a significant meaning. As a class, brainstorm what the coat might symbolize.

Fear and respect are two recurring issues that play an important part in this novel. Reread Mama's dialogue with Cassie on pages 126 – 130, in which Mama explains why Cassie must call Lillian Jean "Miz" and why Mr. Simms acts as he does. In a carefully planned paragraph, discuss the roles that respect and fear play in Cassie's life. Support your answer with details from the novel.

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UNCLE HAMMER'S PERSONALITY CHART

Quotation	Traits
<p>"...a tall, handsome man, nattily dressed in a gray pin-striped suit and vest..." (Pg. 119)</p>	<p>immaculate, self-confident</p>
<p>"His eyes, which showed great warmth as he hugged and kissed us now, often had a cold, distant glaze, and there was an aloofness in him which the boys and I could never quite bridge." (Pg. 119)</p>	<p>loving and caring, yet cold and distant</p>
<p>When describing his car, which is similar to Mr. Granger's, Uncle Hammer smiles "a strange, wry smile" and says, "Well, not exactly like it, Mama. Mine's a few months newer." (Pg. 120)</p>	<p>derisive</p>
<p>"[Christopher-John and Little Man] were awestruck by Uncle Hammer, and compared to his arrival, a day in Strawberry was a minor matter." (Pg. 120)</p>	<p>humbling, admirable</p>
<p>On page 121, when Cassie relays what she said to Mr. Barnett, Hammer laughs.</p>	<p>jovial</p>
<p>After failing to stop Cassie from telling Hammer about the incident with Mr. Simms, Big Ma looks at Hammer with a "frightened and nervous" expression. (Pg. 122)</p>	<p>rash, easily angered, protective</p>
<p>"[Hammer's] dark eyes had narrowed to thin, angry slits. He said, 'He knocked you off the sidewalk, Cassie? A grown man knocked you off the sidewalk?'" (Pg. 122)</p>	<p>judgmental, reactive</p>
<p>"Uncle Hammer released me and sat very still. No one said a word. Then he stood slowly, his eyes icing to that cold, distant way they could, and he started to the door...Big Ma jumped up from her chair, knocking it over in her haste, and dashed after him...'Let it be, son!' she cried. 'That child ain't hurt!'" (Pgs. 122-123)</p>	<p>passionate, uncontrollable, quick to step in, quick-tempered, quarrelsome</p>
<p>Hammer replies, "Not hurt! You look into her eyes and tell me she ain't hurt!" (Pg. 123)</p>	<p>sensitive</p>

Name: _____

Date: _____

UNCLE HAMMER'S PERSONALITY CHART

Quotation	Traits
“...a tall, handsome man, nattily dressed in a gray pin-striped suit and vest...” (Pg. 119)	immaculate, self-confident

Chapter 7

Symbol, Imagery, Characterization, and Theme

- Objectives:**
- Evaluating prior interpretations of a symbol
 - Recognizing figurative language and explaining how it creates meaning
 - Comparing/contrasting characters
 - Identifying the importance of land as a theme in the novel

Activity

In this chapter, we learn that Stacey has given his new coat to T. J. While reading Chapter Six, you brainstormed a list of possible symbolic meanings for the coat. Think about the consequences that Stacey now faces and how he has affected Uncle Hammer. Do you still agree with your earlier list of meanings? Does the coat represent anything different now?

1. Imagine you are Uncle Hammer. Write Stacey a letter telling him how you feel about his choice to give away the coat.
2. Discuss the symbolism of the coat at this point in the novel.

Note to the Teacher: Call on students to explain how the meaning behind the coat has changed. Encourage them to explain their reasons. Example: Since Stacey gives the coat to T. J., he loses it permanently. Stacey realizes that T. J. has made a fool of him, and now Stacey must deal with the knowledge that he has disappointed Uncle Hammer. The coat's prior significance has been expelled. Now the coat symbolizes trickery, foolishness, gullibility, lack of self-confidence, thoughtlessness, and disappointment. The coat is no longer anything of which Stacey can be proud.

In small groups, look for three examples of figurative language in this chapter. Choose one example, and make a poster defining the kind of figurative language used (simile, metaphor, or imagery, for example). In addition to the definition, include the passage you found in the book and its page number, as well as the meaning implied by the use of the figurative language. Decorate your poster with words and symbols that represent the meaning of the figurative language. Be sure to make the writing on your poster clear and neat.

Note to the Teacher: Answers may vary. Encourage students to be neat and colorful. Look for correct definitions of the figurative language. We have provided you with three passages that contain figurative language from this chapter.

- “But the days passed, prickly cold and windy...Added to the misery of the waiting and the cold was Lillian Jean, who managed to flounce past me...” (Pg. 144) This is an example of imagery, and it helps the reader to feel the miserable cold and anticipation.
- “And in the fireplace itself, in a black pan set on a high wire rack, peanuts roasted over the hickory fire as the waning light of day swiftly deepened into a velvet night speckled with white forerunners of a coming snow, the warm sound of husky voices...” (Pg. 146) This imagery allows the reader to feel the warmth and comfort of the room and the voices, and to see the fading light and the densely black night sky.

Name: _____

Date: _____

Chapter 7

Symbol, Imagery, Characterization, and Theme

- Objectives:**
- Evaluating prior interpretations of a symbol
 - Recognizing figurative language and explaining how it creates meaning
 - Comparing/contrasting characters
 - Identifying the importance of land as a theme in the novel

Activity

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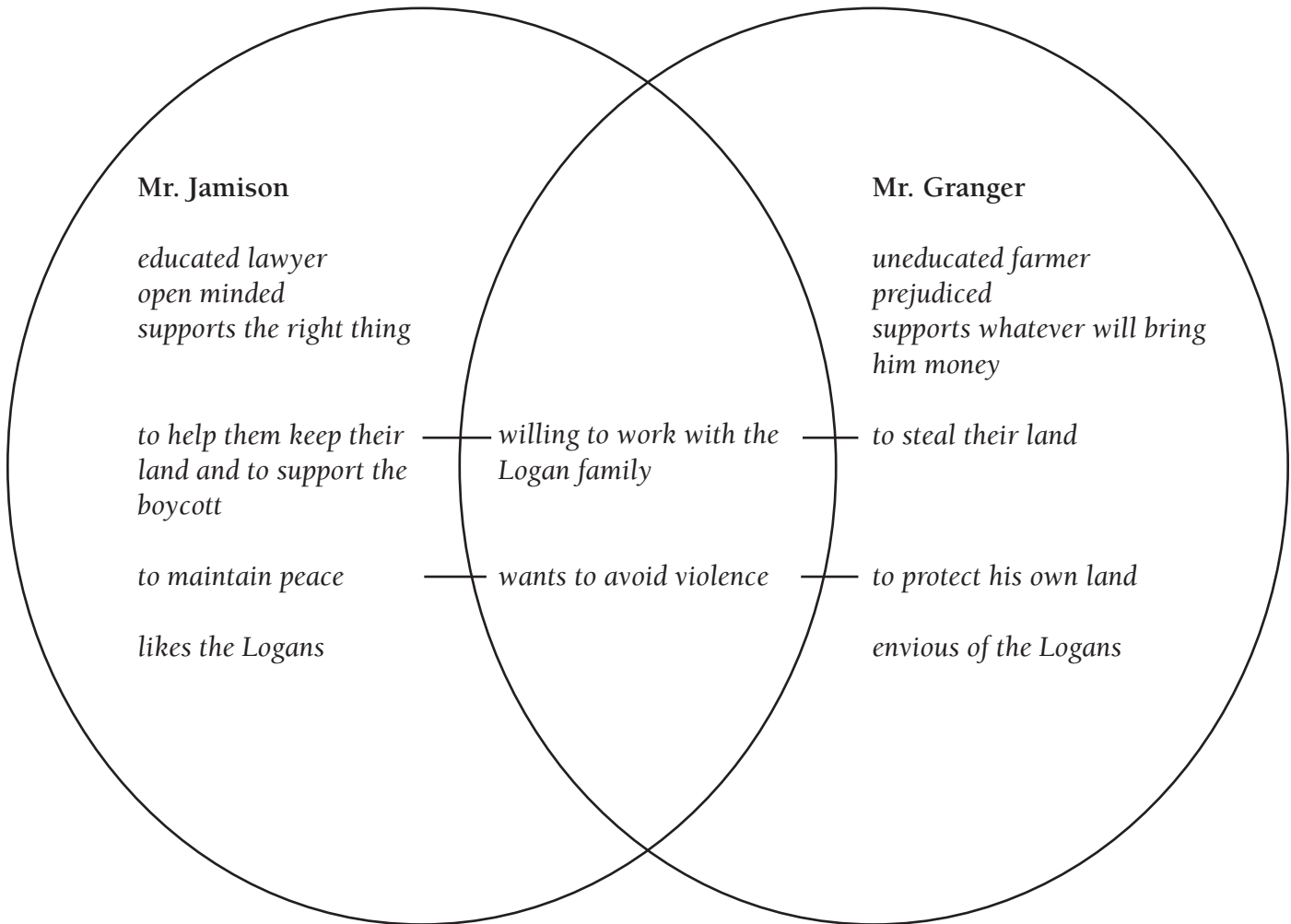
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- “Mr. Granger stood to go, a smile creeping smugly over his lips as if he knew a secret but refused to tell.” (Pg. 170) This passage personifies Mr. Granger’s smile, highlighting the arrogant manner in which it moves across his face, emphasizing his inherent haughtiness.

Mr. Jamison and Mr. Granger are two influential characters in the novel. Their motivations and actions, however, represent opposite extremes. Considering how each man interacts with the Logan family, compare and contrast Mr. Jamison and Mr. Granger in the Venn Diagram below. Any similarities between the two men should be recorded in the center, where the circles overlap.

VENN DIAGRAM

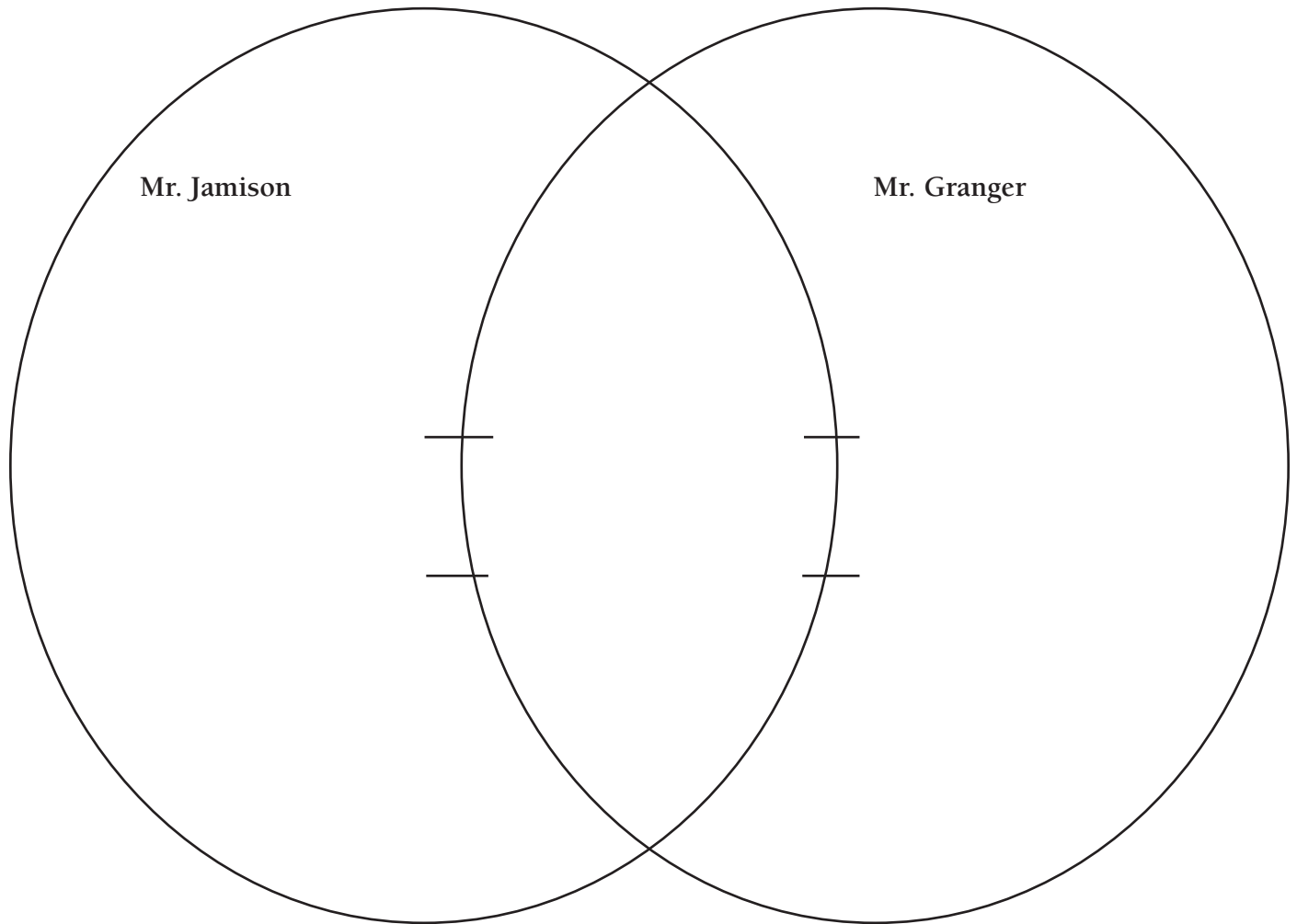


Name: _____

Date: _____

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VENN DIAGRAM



Throughout the novel, land ownership remains a key issue. Consider who owns the land, who works the land, who makes a living off the land, and what the land represents to the various characters listed below. In small groups, decide what the land means to each of these characters, and fill in the **Meaning of Land Chart**. Then present your findings to the class. Be prepared to explain your choices.

Note to the Teacher: After each presentation, point out similarities and differences between the points each group makes about the land. Ask students to explain or defend discrepancies between the different presentations.

THE MEANING OF LAND CHART

Character	What Land Means to Him or Her
Big Ma	<i>The land represents freedom and her deceased husband's love and hard work. She will do whatever she can to keep it in the family.</i>
Cassie	<i>She values the land because it means so much to Big Ma. Cassie does not understand the value of land ownership—independence.</i>
Papa	<i>Papa thinks of the land as security for the family and as a means to an end—it provides money to pay the mortgage and to buy necessities. He also recognizes the independence it brings the family.</i>
Uncle Hammer	<i>He thinks of the land as a symbol of the Logan family's independence from reliance on the white landowners.</i>
Mr. Jamison	<i>He has no desire to own a large tract of land, but he believes the land should belong to decent people who will value it. That is why he sells it to the Logans instead of the Grangers.</i>
Harlan Granger	<i>He values land for the profit it will bring him. He is consumed with pride and greed, and he is intensely jealous that the Logans own land that once belonged to the Grangers. His pride will cause him to try to take that land unjustly.</i>
Mr. Turner (Chapter Four)	<i>To him, the land represents captivity and need. He is a sharecropper for Mr. Montier; as such, he makes no money, but his provisions are paid for with the profit that Mr. Montier makes from his crops.</i>

Name: _____

Date: _____

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THE MEANING OF LAND CHART

Character	What Land Means to Him or Her
Big Ma	
Cassie	
Papa	
Uncle Hammer	
Mr. Jamison	
Harlan Granger	
Mr. Turner (Chapter Four)	

Chapters 1 – 7

Characterization, Symbol, Theme, and Prediction

- Objectives:**
- Understanding a character's emotions
 - Interpreting the thoughts and language of a character
 - Identifying characters according to traits
 - Relating symbols to theme
 - Making predictions based on information presented thus far

Activity

Perhaps the best way to understand a character is to put yourself in his or her situation and think about how you would feel if you were to experience what he or she experiences.

Imagine that you are Cassie after her experiences in Chapters Six and Seven. Mama has just said, "...I think you've done enough growing up for one day, Cassie." (Pg. 130) Think about all that you have been through today, and write a diary entry explaining your thoughts about the day. Be specific about your emotions, explaining why you feel the way you do.

Answers may vary but should discuss the injustices Cassie experiences at the hands of Mr. Barnett, Lillian Jean, and Mr. Simms, and Cassie's fears about what Uncle Hammer may do.

The first time we meet T. J., we learn that Cassie dislikes him. He is loud, opinionated, and quite persuasive.

Imagine that T. J. is asked by a therapist to describe himself in terms of his appearance, personality, attitude, and belief system. Note his answers on T. J.'s **Description of Himself Chart** below.

1. In small groups, take notes on what the group thinks T. J. would say to the therapist. Base your description on what Cassie tells us about him, and on what he does in Chapters One through Seven. You may use direct quotations; if you do, be sure to note the page numbers.
2. Each group will share what they have written on their T. J.'s **Description of Himself Chart**. Be prepared to explain your answers.

Note to the Teacher: Answers may vary. After each group's presentation, discuss the similarities and differences between the points each group makes about T. J. Ask students to explain or defend their different views of T. J. You will refer to this discussion when you finish the novel, so you may wish to ask one member of each group to serve as a secretary. Have secretaries take notes on the discussion following their respective group's presentation.

Name: _____

Date: _____

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T. J.'S DESCRIPTION OF HIMSELF CHART

Topic	Description of himself
Appearance	
Personality	
Attitude toward Life	
Attitude toward People	
Beliefs—What Is Important to T. J.?	

Name: _____

Date: _____

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Topic	Description of himself
Appearance	
Personality	
Attitude toward Life	
Attitude toward People	
Beliefs—What Is Important to T. J.?	

To complete the Character Crossword Puzzle, use the personality traits listed under the puzzle to identify the characters. Then, fill in their names in the corresponding boxes.

CHARACTER CROSSWORD PUZZLE

Solution:

C	H	R	I	S	T	O	P	H	E	R	J	O	H	N
A											E			
S			B								R		U	
S		L	I	L	L	I	A	N	J	E	A	N		
I			G								M		C	
E			M								Y		L	
	M	R	J	A	M	I	S	O	N				E	
													H	
			M			L	I	T	T	L	E	M	A	N
P	A	P	A				J						M	
			M										M	
		H	A	R	L	A	N	G	R	A	N	G	E	R
													R	

Across

1. He is quiet, compliant, and agreeable.
5. She is pompous and rude.
6. He is refined, righteous, and wise.
8. He is neat and innocent.
10. He is hard-working, humble, and responsible.
11. He is prejudiced, selfish, and corrupt.

Down

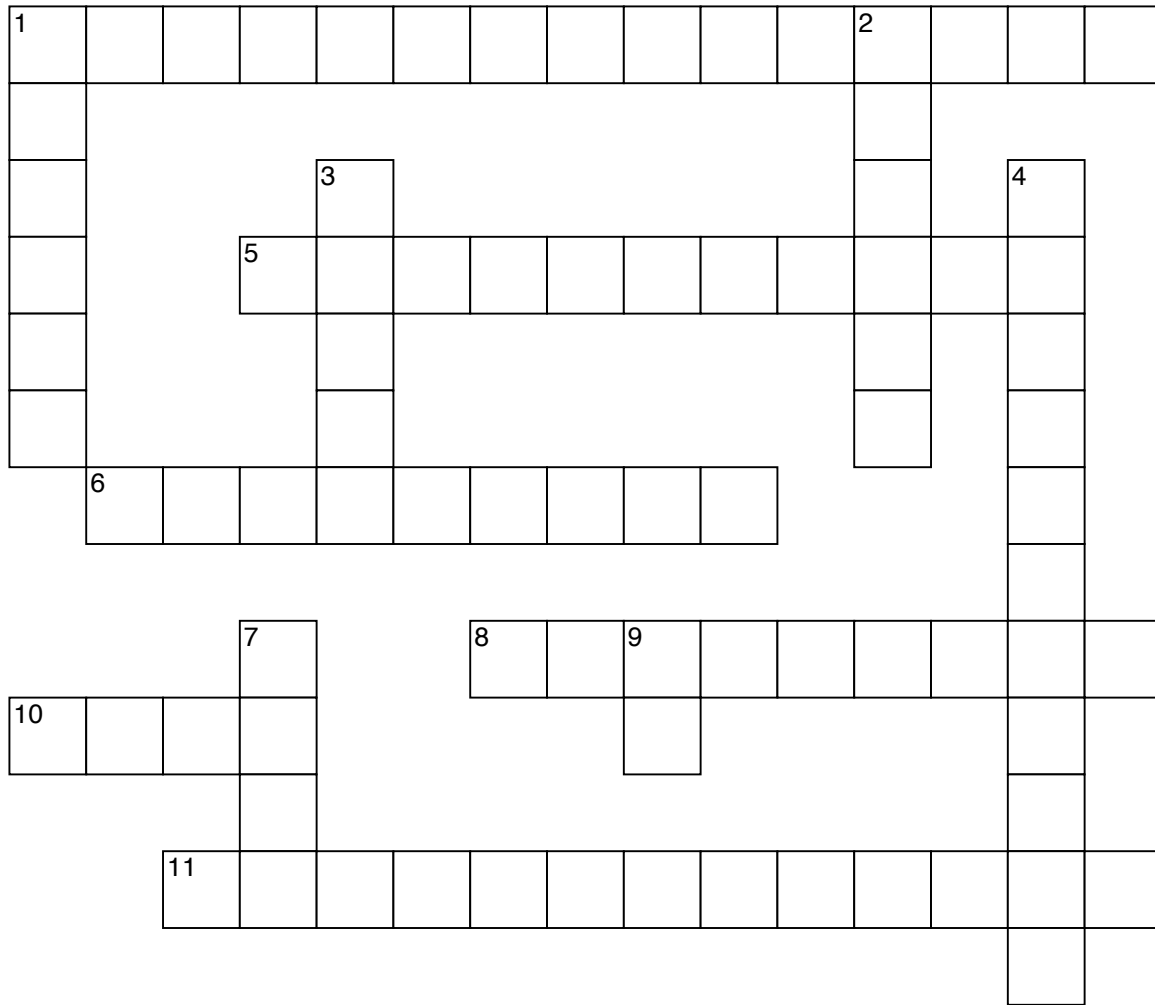
1. She is headstrong and quick-tempered.
2. He is friendly, kind, and unprejudiced.
3. She is strong and sentimental.
4. He is blunt, direct, protective, and caring.
7. She is intelligent, hard-working, and loving.
9. He is sneaky and careless.

Name: _____

Date: _____

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Throughout the book, whenever thunder or rain occurs, chaos and danger are usually present, too. Is it possible that storms symbolically represent chaos and danger in this novel?

1. Look through Chapters One through Seven to find passages that might prove that storms do indeed represent chaos and danger. Write the passages down on the **Symbolism of Storms Chart**. Then explain the chaos that is happening in each of your passages. Be sure to note the page numbers. The first one has been done for you as an example. Find three more.

SYMBOLISM OF STORMS CHART

Quotation	Chaos and Danger
<p>"Knowing that the bus driver liked to entertain his passengers by sending us slipping along the road to the almost inaccessible forest banks washed to a smooth baldness by the constant rains, we continuously looked over our shoulders...so that we could reach the bank before the bus was upon us. But sometimes the rain pounded so heavily that...we did not look back as often nor listen as carefully as we should." (Pg. 43)</p>	<p>The chaos and danger here are that the bus is threatening the children. The driver tries to splash them and force them into the mud. Obviously, this is dangerous because he chases them with a vehicle. This is cruel abuse.</p>
<p>"Soon the thunder rolled across the sky, and the rain fell like hail upon our bent heads." (Pg. 46) Shortly after this, the bus forces the children off the road and into "the slime of the gully." (Pg. 48)</p>	<p>The chaos here is that the bus actually runs the children off the road into the slime. Though they scramble to avoid the end result, they are powerless against the bus.</p>
<p>When Mr. Avery comes for Mr. Morrison because the men are riding again, Cassie cannot hear because "A clap of deafening thunder drowned Mr. Avery's words, then the rain quickened and the conversation was lost." (Pg. 62)</p>	<p>In this scene, utter panic and terror exist because when the men rode last, they attacked and burned the Berrys. Everyone feels defenseless against the men who ride at night.</p>
<p>The night that Cassie tells Uncle Hammer about the incident with Lillian Jean and Mr. Simms, Uncle Hammer bounds "down the steps and into the light rain" with his gun to exact revenge on Mr. Simms. (Pg. 123)</p>	<p>Serious danger exists here; if Uncle Hammer attacks Mr. Simms, he will likely be killed.</p>

2. Now that you have explored the meaning of storms in the first half of the novel, consider that, on page thirty-seven, Mr. Morrison's voice is described as sounding like a "roll of low thunder." In a short paragraph, explain why you think Mr. Morrison is associated with thunder. Support your opinion with details from the novel. Note the page numbers of any quotations you use.

Note to the Teacher: Answers may vary but need to be supported. Example: Mr. Morrison has come to live with the Logans because of the chaos and danger around them. If threats did not already exist, he would not be there. Since his purpose is to protect against violence and danger, it makes sense that he should have a threatening, alarming voice. He must have a presence strong enough to combat the human chaos that the storms accompany.

Name: _____

Date: _____

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Making predictions helps readers connect with and remain interested in a novel. Real predictions, however, are more than mere guesses. They are inferences based on what has already happened in the book. Take Cassie, for example. When Lillian Jean insults her, and Mr. Simms pushes her down, Cassie is humiliated and angered. Based on what we know about Cassie—that she is sensitive, quick-tempered, and slow to forgive—we can reasonably predict that she will not easily forget the incident, and will probably seek revenge in some form. That is a sensible prediction because we have evidence to support our opinion.

Now, you will make a prediction about the novel. The Logan family has been organizing a boycott of the Wallace store because of what the Wallaces did to the Berrys.

1. What do you think will happen to the Logans and the rest of the African-American community as a result of the boycott?

Consider the following:

- Mr. Granger's connection to the store, his reputation, his attitude, and his words
- Mr. Jamison's decision to back credit
- The actions of the Wallaces

2. Find at least three pieces of evidence from the novel to support your prediction. Be sure to include the page numbers for quotations.

I predict that _____

For the following reasons:

1. _____

2. _____

Name: _____

Date: _____

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- The actions of the Wallaces

2. Find at least three pieces of evidence from the novel to support your prediction. Be sure to include the page numbers for quotations.

I predict that _____

For the following reasons:

1. _____

2. _____

3. _____

Note to the Teacher: Accept reasonable responses that are well supported. We have listed several possibilities for you.

- *Harlan Granger is extremely powerful and prejudiced. He will not allow equality between whites and African-Americans. According to Mr. Jamison, punishing the Wallaces for what they did to the Berrys "would denote equality. Now that is what Harlan Granger will not permit." (Pg. 164) He will make sure that the African-American community remains under his control.*
- *Harlan is furiously jealous that the Logans own land that used to belong to his family. He wants it back and could use his corrupt power to take it if the Logans refuse to back down.*
- *Harlan Granger leases the store's land to the Wallaces, and he earns a portion of their profit. If their profit dwindles, it hurts Mr. Granger, and he will not let that happen.*
- *Harlan Granger threatens the Logans at the end of Chapter Seven by saying, "There's lots of ways of stopping you, David." (Pg. 170) We know he is going to stop the boycott in an underhanded manner.*
- *The Berrys were viciously attacked, and John Henry was murdered by the Wallaces. This proves that members of the African-American community are at risk of being brutally attacked if they anger the white community, which will happen if other African-Americans join the boycott.*
- *Mr. Jamison has the money to back the credit. He makes the boycott possible, and this angers Mr. Granger, the Wallaces, and the other plantation owners, because the threat is real. Those who are prejudiced refuse to permit African-Americans to take a stand and make a difference.*

Name: _____

Date: _____

3. _____

Chapter 8

Inference, Theme, and Characterization

- Objectives: Inferring character motivation
 Recognizing how themes affect plot
 Analyzing characters' actions and emotions

Activity

Note to the Teacher: In order to complete this activity correctly, students should STOP reading at the end of the first paragraph on page 177.

Cassie has been extremely angry with Lillian Jean because of the incident in Strawberry, and she really wants to get revenge. In this chapter, Cassie apologizes and acts subservient to Lillian Jean. Based on what you have read so far in Chapter Eight, why do you think Cassie acts this way? Write one paragraph explaining the reasons for Cassie's actions. Support your opinion with quotations from the novel. Be sure to include the page number for each quotation.

Answers may vary, but should indicate that Cassie has a plan for revenge. Her words, "prime the gossip pump," indicate that she elicits Lillian Jean's secrets for a reason. (Pg. 177) Additionally, Cassie does not share the gossip with anyone. It appears that she is storing it up for a later purpose.

Injustice is present throughout the novel, and in several cases, it helps move the story along. In this chapter, one prominent example of injustice occurs when Mama loses her job. First, answer the following questions. Then use your responses to participate in a class discussion about the injustice of the situation.

1. Why is Mama fired? Is it all T. J.'s fault? Answer these questions by writing a diary entry from Mama's point of view.

Students should understand that Mama is fired for reasons other than T. J.'s complaint. In all probability, the men fire Mama to issue a warning and to exact revenge. Many people in the county are angered by the Logans' role in the boycott, and they want it to stop. If the Logans do not back down, the racist society in which they live will make their lives miserable. Harlan Granger already threatened to stop the Logans, and Mr. Granger is one of the men involved in firing her. If T. J. had not complained, Mama probably would have been fired, anyway, or another distressing fate would have befallen the Logans.

2. Why is it unfair for Mr. Granger to fire Mama?

Of course, the entire incident is unfair. Mama has done nothing wrong; however, she becomes a victim of other people's prejudices. In the novel's society and time period, African-Americans are oppressed and controlled. It is nearly impossible for any African-American to assert his or her rights and independence. Mama merely tries to educate the children. One of the goals of that education is to make her students aware of their past and afford them respectability so that they do not have to suffer under oppression. Ironically, the freedom, self-reliance, and respect that education is supposed to develop are what the white society in the book wants to prevent. They allow African-American children to gain an education only if it teaches them obedience. An interesting follow-up discussion would argue whether the students can think of any way for Mama to win in this situation.

Name: _____

Date: _____

Chapter 8

Inference, Theme, and Characterization

- Objectives:** Inferring character motivation
 Recognizing how themes affect plot
 Analyzing characters' actions and emotions

Activity

Cassie has been extremely angry with Lillian Jean because of the incident in Strawberry, and she really wants to get revenge. In this chapter, Cassie apologizes and acts subservient to Lillian Jean. Based on what you have read so far in Chapter Eight, why do you think Cassie acts this way? Write one paragraph explaining the reasons for Cassie's actions. Support your opinion with quotations from the novel. Be sure to include the page number for each quotation.

Injustice is present throughout the novel, and in several cases, it helps move the story along. In this chapter, one prominent example of injustice occurs when Mama loses her job. First, answer the following questions. Then use your responses to participate in a class discussion about the injustice of the situation.

1. Why is Mama fired? Is it all T. J.'s fault? Answer these questions by writing a diary entry from Mama's point of view.

2. Why is it unfair for Mr. Granger to fire Mama?

After Mr. Granger fires Mama, T. J.'s peers shun him for complaining about her. Now, no one speaks to him at school; no one walks with him, and no one jokes with him. He has no friends. Even Stacey puts him in his place by saying, "Now leave us alone. We don't want no more to do with you." (Pg. 193)

In small groups, discuss T. J.'s situation, answering the questions in **T. J.'s Punishment Chart**. You will share your results with the class. Be prepared to support your answers.

Note to the Teacher: After the groups have completed their charts, have them share their responses. Ask the groups to explain their answers and the reasons for their decisions, especially for the last question. Help the class to see that T. J. should be pitied because he is sorry, but he cannot change what happened. T. J. is a reckless character, and he is so easily influenced by others that the only motivation he has to be loyal, respectable, and obedient comes from the Logan children. Without their friendship, T. J. is lost, as we will see later in the novel.

T. J.'S PUNISHMENT CHART

Question	Answer
Why does T. J. complain about Mama?	<i>T. J. has failed yet another test. He is already repeating the seventh grade, and he is frustrated, not wanting to fail again. Instead of blaming himself, he blames Mama.</i>
Whose fault is it that T. J. has failed again?	<i>It is T. J.'s fault. His repeated attempts to cheat clearly demonstrate that he does not study.</i>
Is T. J.'s punishment fair? Explain.	<i>Accept well-supported answers.</i>
As a reader, do you think the author wants you to feel sorry for T. J.? Write your response in such a way that it will persuade others to agree with your answer.	<i>Answers may vary, but should be explained. A number of students may recognize T. J.'s piteous situation. He acts out of anger without thinking about the consequences. Unfortunately, he cannot take back his words, even if he is remorseful. Additionally, since the class loses a teacher, the damage he does hurts everyone in the school, not just Mama and his friends. He has no allies now, and that makes for a very lonely situation.</i>

Name: _____

Date: _____

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Whose fault is it that T. J. has failed again?	
Is T. J.'s punishment fair? Explain.	
As a reader, do you think the author wants you to feel sorry for T. J.? Write your response in such a way that it will persuade others to agree with your answer.	

Chapter 9

Inference, Theme, and Metaphor

Objectives: Drawing inferences
Explaining how the undercurrent of fear advances the plot
Understanding how figurative language creates meaning

Activity

Rather than narrate every detail, authors frequently imply important information. To understand these inferences, the reader must “read between the lines.” The best way to do this is to observe carefully what the characters do and say to and about each other. Clues can usually be classified in the following categories:

- what characters do to each other
- what characters say to each other
- what characters say about each other
- how characters act in front of other certain characters
- how characters act when other certain characters are not around

For example, when we first meet T. J. in Chapter One, Cassie does not tell us outright that she dislikes him. Instead, we infer this from the textual clues. When she says that “[Little Man doesn’t] like T. J. either,” the word *either* tells us that Little Man is not alone in his opinion. (Pg. 11) Later, after T. J. says his mother would kill him for going to the Wallace store, Cassie proclaims, “And good riddance.” (Pg. 12) She would be happy to see him go. Because of her negative treatment of T. J., we can reasonably assume that Cassie dislikes him.

In this chapter, T. J. associates with R.W. and Melvin Simms. How do you know that R.W. and Melvin are not sincere in their offer of friendship? What do they do that demonstrates their lack of respect for T. J.?

Look for clues that imply that R.W. and Melvin are merely taking advantage of T. J. List the clues and their page numbers on the **Evidence Chart**. Then check the appropriate column to identify the evidence category. The first one has been done for you as an example. Find three more. Be prepared to discuss the reasons for your answers.

Note to the Teacher: This may be completed individually or as a group assignment. Once the students have completed their charts, ask the students to explain how each piece of evidence proves that R.W. and Melvin are using T. J.

Name: _____

Date: _____

Chapter 9

Inference, Theme, and Metaphor

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EVIDENCE CHART

Clues	What characters do to each other	What characters say to each other	What characters say about each other	How characters act in front of other certain characters	How characters act when other certain characters are not around
<p>Mama tells Cassie, "Some folks just like to keep other folks around to laugh at them...use them...T. J.'s not dumb, Cassie. He just wants attention, but he's going after it the wrong way." (Pg. 198)</p>			X		
<p>Jeremy tells the Logan children that R.W. and Melvin "...ain't very nice. You oughta see how they treat T. J." (Pg. 197)</p>			X		
<p>Stacey says, "But I heard [T. J.] was running 'round with T.W. and Melvin. I wondered why. Them brothers of yours must be eighteen or nineteen." (Pg. 197)</p>			X		
<p>Jeremy states, "They brung T. J. by the house a couple times when Pa wasn't home. They treated him almost friendly like, but when he left they laughed and talked 'bout him—called him names." (Pg. 197)</p>	X			X	X

Name: _____

Date: _____

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One of the most important thematic concepts in this novel is the prevalence of fear. Different characters express and react to different fears, some stronger than others. For example, Lillian Jean now fears Cassie because Cassie beat her and threatened to expose Lillian Jean's secrets. That fear, however, is quite mild compared to the fear that consumes Cassie on the night the men pull into her driveway. Lillian Jean does not fear for her life as Cassie does.

In this chapter, Papa, Mr. Morrison, and Stacey are attacked on their way home from Vicksburg. Papa's leg is broken, and a bullet grazes his head. This, however, comes as no surprise to the reader because the author has used fear and suspense to lead up to the attack. Review the chapter and find examples of fear and suspense that prepare the reader for Papa's attack. List them on the **Fear Chart**, including their page numbers. Then, write one or two sentences explaining how each instance predicts the attack. The first one is done for you as an example. Find four more.

Note to the Teacher: Answers may vary. You may have students complete this activity individually or in small groups. After the students complete the chart, discuss their findings. Help the students to see that the fear expressed by the characters helps the reader prepare for upcoming events.

FEAR CHART

Examples of Fear	How the incident prepares the reader for the attack on Papa
Papa says, according to Mr. Jamison, "OThurston Wallace been in town talking 'bout how he's not gonna let a few smart colored folks ruin his business. Says he's gonna put a stop to this shopping in Vicksburg." (Pg. 200)	This statement is frightening because the Wallaces attacked the Berrys and killed John Henry. They are capable of the same kind of violence again, and since Papa initiated the boycott, he is the likely target.
<i>On pages 202-205, Mr. Avery and Mr. Lanier tell Papa that they cannot be part of the boycott. As sharecroppers, they are being forced by the landowners to shop at the Wallace store. If they do not, they will have to leave their homes. In addition, the Wallaces have insisted that people pay their debts, real or contrived, or else they will be reported to the sheriff and sent to work on the chain gang.</i>	<i>The tactics used to scare the sharecroppers are devious, indicating that more severe threats will follow. At this point, it appears that the problem is not an issue of money, but one of control; logically, the Wallaces and Harlan Granger want to control Papa since he influences the other African-Americans.</i>
<i>On page 206, Mama says, "I don't think you and Mr. Morrison should go to Vicksburg right now, David. Not with the Wallaces threatening people like they are. Wait awhile."</i>	<i>Mama's words prepare us for the attack on Papa because she knows that danger lies in the trip to Vicksburg. She is not being paranoid because the threats have been made, and the risk is real.</i>
<i>Waiting for the men to return, "Mama peered out the window at the dark road. 'Wonder what's keeping them,' she said, more to herself than to anyone else." (Pg. 209)</i>	<i>Mama's worry tells the reader that something has happened. It is not like Papa to be late, and it is out of character for Mama to talk to herself. This should alert the reader.</i>
<i>Tired of waiting, Mama wants to take the horse and search for the men. She states, "But something's happened to them! I can feel it." (Pg. 210)</i>	<i>This is an outright prediction. The meaning to the reader is obvious.</i>

Name: _____

Date: _____

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“You see that fig tree over there, Cassie? Them other trees all around that oak and walnut, they’re a lot bigger and they take up more room and give so much shade they almost overshadow that little ole fig. But that fig tree’s got roots that run deep, and it belongs in that yard as much as that oak and walnut. It keeps blooming, bearing good fruit year after year, knowing all the time it’ll never get as big as them other trees. Just keeps on growing and doing what it gotta do. It don’t give up. It give up, it’ll die. There’s a lesson to be learned from that little tree, Cassie girl, ’cause we’re like it. We keep doing what we gotta, and we don’t give up. We can’t.” (Pgs. 205 – 206)

This quotation from Papa is an extended metaphor comparing society to nature, or more specifically, certain members of society to certain trees. According to the passage, the larger trees would easily overtake the small fig tree if the fig tree were to give up. Papa declares that he and his family are like the fig tree; therefore, the Wallaces, Mr. Granger, and other racist members of the white community must be like the larger trees. Your job is to determine the meaning of Papa’s message to Cassie.

To understand the meaning of the metaphor, you should first read the selection, and then look at the phrases listed in the **Meaning Chart**. Look in the **Phrase** for **Key Words** that represent or describe the people of the novel and the situations they experience. Then, considering the subject of the metaphor and the key words, write the **Meaning** that the metaphor implies. The first one is done for you as an example.

MEANING CHART

Phrase	Key Words	Meaning
that oak and walnut, they’re a lot bigger	oak, walnut, bigger	White society has more strength and power.
they take up more room and give so much shade they almost overshadow that little ole fig	more room, give shade, overshadow, little ole fig	<i>Being larger than the African-American community, the white community almost has enough power to smother the Logan family.</i>
that fig tree’s got roots that run deep, and it belongs in that yard as much as that oak and walnut	<i>roots that run deep, belongs, as much as oak and walnut</i>	Just like whites, the Logans have the right to be where they are.
It keeps blooming, bearing good fruit year after year, knowing all the time it’ll never get as big as them other trees.	keeps blooming, bearing good fruit, knowing it’ll never get as big	<i>The Logans keep working honestly, finding small joys along the way, but also knowing they will never be equal.</i>
Just keeps on growing and doing what it gotta do. It don’t give up. It give up, it’ll die.	<i>keeps on growing, don’t give up, it’ll die</i>	<i>The Logans keep working hard to remain independent, and they do not become discouraged and give up. If they give up, they will lose everything they have earned; they will surrender to racism.</i>

Name: _____

Date: _____

“You see that fig tree over there, Cassie? Them other trees all around—that oak and walnut, they’re a lot bigger and they take up more room and give so much shade they almost overshadow that little ole fig. But that fig tree’s got roots that run deep, and it belongs in that yard as much as that oak and walnut. It keeps blooming, bearing good fruit year after year, knowing all the time it’ll never get as big as them other trees. Just keeps on growing and doing what it gotta do. It don’t give up. It give up, it’ll die. There’s a lesson to be learned from that little tree, Cassie girl, ’cause we’re like it. We keep doing what we gotta, and we don’t give up. We can’t.” (Pgs. 205 – 206)

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It keeps blooming, bearing good fruit year after year, knowing all the time it’ll never get as big as them other trees.	keeps blooming, bearing good fruit, knowing it’ll never get as big	
Just keeps on growing and doing what it gotta do. It don’t give up. It give up, it’ll die.		

Chapter 10

Characterization, Imagery, and Foreshadowing

- Objectives:** Explaining a character's purpose in the plot
Understanding how imagery creates mood
Recognizing how passages and symbols foretell later events

Activity

Authors frequently include minor characters to help move the story along. This chapter focuses on Mr. Morrison and his purpose in the novel. In Chapter Two, you established that Mr. Morrison is there to protect the family while Papa is away working on the railroad. Now that Papa has been injured, Mr. Morrison takes on the role of provider, as well.

Review this chapter for evidence that Mr. Morrison is taking care of the family. Find three passages that point to his role as protector and provider. Remember to include page numbers with each passage. Be prepared to explain how the evidence demonstrates Mr. Morrison's role.

1. *Mr. Morrison goes "out looking for work again" to help the family pay bills. (Pg. 221)*
2. *On pages 224 – 225, when Kaleb Wallace blocks the road with his truck and berates Mr. Morrison in front of the children, Mr. Morrison calmly moves the truck out of the way. By doing this, Mr. Morrison avoids a violent confrontation and sends the message that the Logan family is protected.*
3. *Mama worries that Mr. Morrison will be attacked and wants him to leave for his own safety, but she admits, "Mr. Morrison, you're part of us now. I don't want you hurt because of us." (Pg. 226) As protector and provider, Mr. Morrison is now part of the family.*

Note to the Teacher: Once students have found three passages, elicit explanations of how each passage demonstrates Mr. Morrison's role. An interesting extension of this activity would be having the students write a news article. Ask students to imagine that Mr. Morrison is an undercover reporter writing a story about prejudice and racial violence. Have them write the article from Mr. Morrison's point of view, include the who, what, why, when, where, and how of the situation. Remind them to include a clever headline.

Taylor uses words that appeal to the senses to cause the reader to experience specific feelings about the characters, the setting, or the action.

Read the following quotations in the **Imagery Chart** below. Identify the sensory words, and list them in the appropriate columns. Then name the emotion or feeling that the words inspire. The first one is done for you as an example.

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Date: _____

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IMAGERY CHART

Passage	Sight	Hearing	Touch	Taste	Smell	Emotion
<p>"He stopped abruptly, his eyes bulging in a terrified stare as Mr. Morrison climbed down from the wagon. Mr. Morrison's long shadow fell over him and for a breathless second, Mr. Morrison towered dangerously near him. But as the fear grew white on Kaleb Wallace's face, Mr. Morrison turned without a word and peered into the truck." (Pg. 225)</p>	<p>eyes bulging/ terrified stare/ long shadow/ towered dangerously near/ white</p>	<p>breathless/ without a word</p>				<p>fear, anticipation</p>
<p>"Slowly, his muscles flexing tightly against his thin shirt and the sweat popping off his skin like oil on water, he lifted the truck in one fluid, powerful motion until the front was several inches off the ground and slowly walked it to the left of the road, where he set it down as gently as a sleeping child." (Pg. 225)</p>	<p><i>slowly/ flexing tightly against thin shirt/ sweat popping/ like oil on water/ fluid, powerful motion/ gently as sleeping child</i></p>		<p>against thin shirt/ sweat popping off skin/ gently as sleeping child</p>			<p><i>calmness, determination, amazement</i></p>
<p>"August dawned blue and hot. The heat swooped low over the land clinging like an invisible shroud, and through it people moved slowly, lethargically, as if under water." (Pg. 227)</p>	<p><i>blue/ swooped low/ invisible shroud/ slowly, lethargically</i></p>		<p><i>hot/ clinging like shroud/ under water</i></p>			<p><i>fatigue, oppressiveness</i></p>
<p>"Several feet away the persistent sun made amber roads of shimmering sunlight upon the pond. A stillness hovered in the high air, soft, quiet, peaceful." (Pg. 229)</p>	<p><i>persistent sun/ amber roads/ shimmering sunlight</i></p>	<p><i>stillness hovered/ quiet, peaceful</i></p>	<p><i>persistent sun/ stillness hovered/ soft</i></p>			<p>peacefulness, serenity</p>
<p>"...the mass of humanity which had squished its way into the sweltering interior of the small church poured onto the school grounds..." (Pg. 234)</p>	<p>mass of humanity/ squished/ small church/ poured</p>		<p><i>squished/ sweltering</i></p>			<p><i>anticipation, oppressiveness</i></p>

Name: _____

Date: _____

IMAGERY CHART

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Authors use foreshadowing to keep readers interested and involved. It helps readers make predictions and become involved in the characters' lives. An author may use symbols, descriptions, or characters' words and expressions to foreshadow events. For example, at the end of Chapter Seven, Taylor foreshadows the trouble the Logans will have with the bank calling up the note on their land. Taylor writes, "Mr. Granger stood to go, a smile creeping smugly over his lips as if he knew a secret but refused to tell." (Pg. 170) The secret he holds is that he has power over the bank, and he can easily ruin Papa and take his land. We know this is the meaning of Harlan Granger's smile because he has just told Papa that he can take back the land if that is what he needs to do to "keep the peace down in here." (Pg. 169)

Reread pages 238 – 241. Based on the events and conversations on these pages, what does the following passage foreshadow? Write a three-paragraph essay answering the question. Be sure to include at least three details from the novel to support your thesis. Include page numbers for each quotation you use.

On the last night of the revival the sky took on a strange yellowish cast. The air felt close, suffocating, and no wind stirred*...Papa leaned against his cane. "It's gonna storm all right...but it may not come till late on over in the night." (Pg. 238)

* Remember that storms represent chaos and danger in *Roll of Thunder, Hear My Cry*.

Note to the Teacher: Answers may vary. Look for well-developed theses and supporting details. Encourage students to use quotations from the book to explain their points. You may wish to help students develop their topic sentences by modeling them after the question. Example: Since the remainder of the chapter deals with T. J. and the Simms boys, and because storms symbolize danger, this passage foreshadows an event that will prove devastating to T. J. Details supporting this theory include:

- T. J.'s dress, which is flashy and out of character
- the fact that he brings R.W. and Melvin to the revival to show off
- Melvin's "condescending smirk"
- the mention of the pistol
- the "promise" that T. J. made to R.W. and Melvin
- T. J.'s disappointment that no one is impressed that he is "accepted" by the Simms boys
- Stacey's pity for T. J. as he leaves

T. J. desperately seeks acceptance, and his desperation makes him blind to all signs that the Simms boys use him. He does not recognize the danger that will befall him.

Name: _____

Date: _____

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Chapter 11

Mood and Plot

Objectives: Recognizing the importance of introductory material in the chapter
Identifying elements of plot

Activity

Unlike any other chapter in the novel, this one opens with the lyrics to a spiritual. This song, sung by Mr. Morrison, is reminiscent African-American slave spirituals, originally sung by slaves as they toiled in the fields. In small groups, answer the following:

- Why do you think this song opens the chapter?
- What might the song represent? Consider the events that take place in this chapter.
- What meaning does the song give to the novel's title?

One member from each group will represent the group on a class panel. The panel will present each group's responses to the class and answer questions posed by your teacher and your classmates. Be prepared to explain your answers.

Note to the Teacher: Instruct each group to designate a representative for the panel. After the groups discuss the questions, call the class together to present their answers as a panel. Encourage students to take notes and ask questions appropriate to the panel discussion. Prompt panel members to explain discrepancies in responses.

The plot of a novel is the sequence of events that occur within it, beginning with introductory material and ending with a resolution. The elements of plot include:

- Introduction:** background information establishing setting and characterization
- Inciting Moment:** the major event that causes the plot to move into the rising action; the initial conflict to which the characters react in an effort to solve a problem
- Rising Action:** the less critical conflicts encountered by the characters in their effort to resolve the major conflict
- Climax:** the turning point; the most exciting, most suspenseful moment in the novel
- Falling Action:** the settling action after the crisis in the novel
- Resolution:** the conclusion of the conflict; the outcome

In this chapter, you will find the climax of the novel. Complete the **Plot Outline**, sections A – D. Be thorough, as you will use this outline to complete an assignment following the end of the novel.

Note to the Teacher: You may wish to collect the outlines upon completion so that they are readily available for the poster activity in the Wrap Up. The importance of this activity is that students recognize the climax and the process that leads to it. We have provided you with the complete outline here. You will use the entire plot in the Wrap Up.

Name: _____

Date: _____

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PLOT OUTLINE

A. Introduction: *The children and the setting are introduced. The story takes place in Mississippi between the fall of 1933 and the fall of 1944, a time period during which serious prejudices cause intense racial tensions, ultimately leading to false accusations and horrifying murders. The schools are segregated; the African-American school is under funded. A local African-American man has been burned to death after being accused of making advances at a white woman. The Logan children are harassed and humiliated by the children who ride the school bus.*

B. Inciting Moment: *Two events trigger the rising action. First, and most significantly, the Logans plan a boycott of the Wallace store because of the attack on the Berrys. Secondly, Cassie and her brothers complete Stacey's plan to dig a trench and put the bus out of commission. That night, the men ride, and Cassie and the other children fear that the men plan to hurt their family in retaliation for the bus accident. Tensions rise at this point.*

C. Rising Action: *T. J. cheats and causes trouble for Stacey. The Logans gather support for the boycott. Cassie stands up for herself at Mr. Barnett's store; consequently, Mr. Barnett kicks her out, and Lillian Jean and Mr. Simms push and humiliate Cassie. Uncle Hammer flaunts his car, showing up the Wallaces by making them wait for him to cross the bridge. Harlan Granger asserts his desire for the Logan land in an effort to force an end to the boycott. Cassie fights with Lillian Jean, obtaining her revenge. Mr. Granger fires Mama, and the family suffers the loss of income. T. J. is ousted and spends time with R.W. and Melvin. Mr. Jamison agrees to back credit for sharecroppers so that the boycott truly affects the Wallaces. Thurston Wallace wants to stop the boycott any way he can. The Wallaces and Harlan Granger bully the sharecroppers into abandoning the boycott; then, the Wallaces attack Papa, breaking his leg. Mr. Granger has the bank call up the note on the Logan land, but Uncle Hammer sells his car to pay off the mortgage to halt Harlan's plan. Stacey feels a pang of pity for T. J. because of the way the Simms are using him. Finally, T. J. drags himself to Cassie's house for help. The Wallace boys have beaten him badly.*

D. Climax: *After the Logan children escort T. J. home, a lynch mob arrives, beats the Avery family, and wants to kill T. J. for robbing the Barnett store and attacking the Bernetts. Cassie, Christopher John, and Little Man go to Papa for help. With his gun, Papa leaves to save T. J. During the storm, the cotton catches fire, and Mama and Big Ma leave to extinguish it.*

E. Falling Action: *Time has passed, and it is almost dawn when Jeremy visits Cassie. He informs Cassie that the entire community has worked together to battle the blaze. The sheriff and Mr. Jamison have taken T. J. into Strawberry.*

F. Resolution: *The events of the previous night are disclosed. Mr. Jamison did everything he could to try to stop the mob. Papa started the fire to distract the mob. Mr. Granger addressed the mob with ambivalence, but when he saw fire, he took action, and so did the entire community. Rain arrives, and finally, has a saving quality instead of a destructive one. T. J. is safe for now, but Cassie indicates her understanding that he will probably die because he is accused of Mr. Barnett's murder. Cassie cries for T. J. and the land because both have been destroyed.*

Name: _____

Date: _____

PLOT OUTLINE

A. Introduction: _____

B. Inciting Moment: _____

C. Rising Action: _____

D. Climax: _____

E. Falling Action: _____

F. Resolution: _____

Chapter 12

Characterization

Objectives: Categorizing characters according to values
 Identifying and defending characters' values and motivations

Activity

Throughout the novel, prejudice splits the community. The African-American community is subjugated to the will of powerful, outspoken white landowners. These white landowners control their sharecroppers, and detest the Logans because they are African-American landowners. In the novel, the whites that control the African-American community maintain their power through fear and dominance. They do not earn respect, and they certainly do not offer any. Their opinions reflect the attitudes of slave owners and slave traders, who did not acknowledge the humanity of African-Americans. Consequently, lynch mobs assemble to attack and kill innocent victims in order to keep the power structure in place.

Society during the time period covered in the novel contained members of the white community who believed very much in equal rights. Unfortunately, most feared retribution for their words and actions as much as the African-Americans did.

1. In this final chapter, we encounter both noble and shameful characters. Choose two characters from this chapter, and explain why they are either shameful or noble. Include details from the novel to support your opinion, including page numbers for each quotation. Write one paragraph for each character.

Answers may vary. Students should provide examples of the characters' actions and words to support their opinions. Mr. Jamison, Jeremy, and Papa are solidly noble characters because they act selflessly and are not swayed by the mob mentality. Mr. Simms and his sons, Mr. Granger, and Kaleb Wallace are prime examples of shameful characters because they either assent to or take part in the attack on the Averys.

2. Considering that the Logan crops are burning, why does everyone, including the mob that wants to kill T. J., work together to fight the blaze? Explain.

Harlan Granger has the most power and influence over the members of the mob. When he dismisses them, they accept his silent approval and are ready to kill T. J. Then, Granger notices the fire, and everyone follows his lead once again. What brings all these people together is the land. They all either work the land, own it, or both. They all understand its significance to their livelihoods. No one is willing to see something that precious be destroyed. Harlan thinks his land is on fire, so he fights the blaze, and encourages others to do the same, to protect his income. Still others fight the blaze because they recognize that the land is the lifeblood of the community.

Name: _____

Date: _____

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Wrap-Up

Characterization, Plot, Conflict, Theme, and Generalization

- Objectives:**
- Evaluating character behavior and identifying author's tone toward a character
 - Creating a chronological timeline of the significant events in the plot
 - Recognizing how conflict affects characterization and plot
 - Supporting the loss of innocence theme
 - Supporting or refuting generalizations about the characters

Activity

Instead of focusing on just one character, this novel follows the lives and challenges of several. Because of his controversial, and often confusing, actions, T. J. is one of the most intriguing characters.

1. As an important character in the novel, T. J.'s motives and desires are open to interpretation. Different readers form differing opinions of him and his actions. Conduct a poll of your classmates to help define the character of T. J.

T. J. POLL CHART

T. J. is	Agree	Disagree
clever		
a fool		
a victim		

2. Review your T. J.'s **Description of Himself Chart** from the Chapters One through Seven section. Do you still agree with your comments? Would T. J. describe himself any differently? Has your understanding of T. J. changed? Make any corrections to T. J.'s chart using a different color ink. Note your difference in opinion before and after reading the second half of the book.
3. In small groups, review T. J.'s experiences, his decline, the accusations against him, your **T. J. Poll**, your **T. J.'s Description of Himself Chart**, and your group's discussion notes. Use one of the following methods to prepare a class presentation portraying T. J.'s life up to his present situation. Be sure to explain who, what, when, why, where, and how.
 - a newspaper article
 - a television interview
 - a news report
 - the closing arguments in his trial

Note to the Teacher: After students complete their polls, allow them time to review their T. J.'s Description of Himself Charts individually. Then break them into groups. After each group presents, ask students to explain how the reader should feel about T. J. (piteous, indifferent, disdainful, etc.)

Name: _____

Date: _____

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 - a newspaper article
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Now that you have finished the novel, revisit the **Plot Outline** you began in Chapter Eleven, and complete the last two sections.

Carefully consider the important events of the novel. Using your outline as a starting point, create a timeline of key events in the plot. Include illustrations and symbols representative of the events you list. Provide dates by month and/or season, and make your timeline colorful and pleasing to the eye.

Note to the Teacher: Look for neatness, accuracy, and creativity in the timelines. Answers may vary, but we have provided a list of key events in chronological order.

1. *October 1933—children start school, textbook incident, Berry burnings, bus pushes children off road*
2. *October/November—rainy season, bus accident, T. J. cheats, T. J. and Stacey fight at the Wallace store*
3. *Late November/Early December—trip to Strawberry, Lillian Jean incident, Uncle Hammer visit*
4. *Christmas Eve—Papa returns, Mr. Morrison tells history*
5. *January—T. J. complains about Mama, Cassie's revenge on Lillian Jean, Mama is fired*
6. *Spring—T. J. ostracized; T. J. spends time with R. W. and Melvin, Mr. Jamison agrees to back credit, Thurston Wallace wants to end the boycott*
7. *Summer—Wallaces and Harlan Granger bully sharecroppers, Wallaces attack Papa, Mr. Morrison moves Wallace truck*
8. *August—bank calls up note*
9. *Third Sunday of August—the Revival, T. J. and the Simms at the Barnett store, the mob, the fire, T. J. is in custody of the sheriff*

The major source of conflict in *Roll of Thunder, Hear My Cry* is racism, which traps and angers the characters, both young and old, and which causes a large portion of the injustice of the novel.

In small groups, consider the role racism plays in the lives of the characters. Which characters are trapped by racism? Choose four to discuss. How are they trapped? Is there any way for them to overcome their situation?

You will present the results of your group's discussion to the class. Each member of the group should assume the persona of one of the characters you discuss. Then, in character, tell the class about how you have been trapped by racism, how it has affected your life, and whether you can think of a way to overcome your situation.

Note to the Teacher: Answers may vary. Look for explanations based on the reality of the book and the experiences of the characters. As the students present their responses, ask them to elaborate any explanations that require clarification.

Name: _____

Date: _____

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EFFECTS OF RACISM CHART

Character	How is this character trapped by racism?	Can this character overcome the situation?		Explain why or why not
		Yes	No	

Name: _____

Date: _____

EFFECTS OF RACISM CHART

Character	How is this character trapped by racism?	Can this character overcome the situation?		Explain why or why not
		Yes	No	

The loss of childlike innocence is a prevalent theme in the novel, made especially significant because a child narrates the story. Look through the book for passages that reveal the children's loss of innocence and faith in others. In the **Evidence** columns of the **Loss of Innocence Chart**, summarize or quote the passages, noting page numbers. Supply a brief explanation of how the characters' innocence is affected. The first one is done for you as an example.

Note to the Teacher: The answers below are merely suggestions, as ample evidence exists in the novel. You may wish to have students look for Stacey's and Jeremy's loss of innocence, as well. This assignment may be completed by individuals or small groups. After the students complete the chart, ask them to read their passages. Stress that, by experiencing so much violence and fear, the children have lost a key aspect of youth: their carefree nature.

LOSS OF INNOCENCE CHART

Character	Evidence #1	Evidence #2	Evidence #3	Evidence #4
Little Man	On page thirteen, the bus forces the children off the road. Little Man questions why the bus does that, why the bus does not stop for them. He is shocked by the lack of consideration some people feel for others.	On page thirteen, Little Man questions, "Well, where's our bus?" He learns that there is no bus for his school. Even before his first day of school, he realizes that he will not be treated fairly.	On page twenty-two, Little Man is excited to receive his book, but on the next page, he is devastated that his book is dirty. He then discovers that all of the books are dirty because they are too old and worn for the white school.	On page 213, Little Man is distressed because Papa has been shot. In his mind, that just cannot happen, and he cannot understand who could do such a horrible thing, but he learns that evil exists in the world.
Cassie	<i>On pages sixty through sixty-two, the men ride, and Cassie fears that they seek revenge for the bus accident. A child should not have to fear for her life.</i>	<i>On page 112, Mr. Barnett harshly ejects Cassie from his store, calling her names and insulting her. Sadly, she experiences cruelty that no child should have to bear.</i>	<i>On page 126, Mama explains to Cassie that Cassie "had to grow up a little today," and Cassie learns that the world is not fair.</i>	<i>On page 274, Cassie makes a very adult observation, realizing that she can never speak the truth about the fire. That is a heavy secret for a child to carry.</i>
T. J.	<i>On page 192, T. J. is "shunned by the other students." He has lost the social aspect of his youth, and no one accepts him.</i>	<i>On page 241, T. J. is sad that his new clothes and "friends" impress no one. He feels utterly alone, as no child should feel.</i>	<i>On pages 244-246, T. J. tells how R.W. and Melvin used and beat him. His innocence is gone, and he is badly injured.</i>	<i>On pages 274-275, we learn that T. J. may die, which is the ultimate loss of innocence.</i>

Name: _____

Date: _____

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Cassie				
T. J.				

INDIVIDUAL GENERALIZATION CHART

Generalization	Level of Agreement	Defense
Harlan Granger is sympathetic to the Logans' situation.	1 2 3 4 5	
Mr. Avery gives up on T. J.	1 2 3 4 5	
Uncle Hammer acts before he thinks.	1 2 3 4 5	
Stacey feels a sense of responsibility for T. J.	1 2 3 4 5	
Cassie's stubbornness puts the family's safety at risk.	1 2 3 4 5	
T. J. acts selfishly.	1 2 3 4 5	

Name: _____

Date: _____

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GROUP GENERALIZATION CHART

Generalization	Level of Agreement	Defense
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Name: _____

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Appendices

Terms and Definitions

Allusion – a reference to a person, place, poem, book, event, etc., which is not part of the story, that the author expects the reader will recognize. **Example:** In *Romeo and Juliet*, Mercutio alludes to several historical figures and Greek & Roman myths when he says that Juliet, in Romeo’s mind, is prettier than Dido, Cleopatra, Helen, Hero, and Thisbe.

Characterization – the methods, incidents, speech, etc., an author uses to reveal the people in the book. Characterization is depicted by what the person says, what others say, and by his or her actions.

Conflict – the struggle that moves the action forward in a work of literature. There are three types of conflict, and most books include all three: *man versus man* (**Example:** a typical Western, in which the sheriff confronts the outlaw); *man versus nature* (**Example:** a story about someone surviving in a small boat on the ocean); *man versus himself* (**Example:** a character in a story fighting his or her own drug abuse). Some authorities consider *man versus society* a fourth category of conflict (**Example:** a character in a book fighting against the Nazis).

Dialect – a particular kind of speech used by members of one specific group because of its geographical location or class. **Example:** Jim, in *Huckleberry Finn* says, “Shet de do.” (“Shut the door”).

Figurative Language – words and phrases that have meanings different from their usual ones in order to create a poetic and/or literary effect. **Examples:** Love certainly has its own seasons; crumbling cities made of matches.

Foreshadowing – the use of hints or clues in a story to suggest what action is to come. Foreshadowing is frequently used to create interest and build suspense. **Example:** The prophet, Tiresias, in *Oedipus Rex* says that Oedipus is blind for not seeing the truth about his parentage and the murder of Laius. When Oedipus learns that he is the murderer and Jocasta is his mother, he blinds himself with his mother’s brooches.

Generalization About Life – a statement that can apply to humanity at large; a seemingly universal truth. **Examples:** “All men are created equal;” “beauty is truth, truth is beauty.”

Imagery – the use of words to evoke impressions and meanings that are more than just the basic, accepted definitions of the words themselves. **Example:** The quotation, “Get thee to a nunnery,” from *Hamlet* implies that Ophelia must regain her purity and chastity and does not simply mean that she needs to go to a convent.

Metaphor – a comparison of two things that are basically dissimilar in which one is described in terms of the other. **Example:** The moon, a haunting lantern, shone through the clouds.

Mood – the emotional aspect of the work, which contributes to the feeling the reader gets from the book. **Example:** Gothic novels like *Frankenstein* have a gloomy, dark quality to them, which the author reflects through the depiction of nature, character, and plot.

Motif – a situation, incident, idea, or image that is repeated significantly in a literary work. **Examples:** In *Hamlet*, revenge is a frequently repeated idea. In *The Catcher in the Rye*, Holden continually comments on the phoniness of people he meets.

Narrator – the one who tells the story. The narrator must not be confused with “author,” the one who writes the story. If the narrator is a character in the book, the proper term is “first-person narration.” **Example:** *Moby Dick* is narrated by Ishmael, a crewmember. If the narrator is not a character in the book, the correct term is “third-person narration.” **Example:** *Sense and Sensibility*.

Personification – a figure of speech in which an object, abstract idea, or animal is given human characteristics. **Examples:** The wall did its best to keep out the invaders.

“Because I could not stop for Death,
He kindly stopped for me.”

– Emily Dickinson

Plot – the pattern of events in a literary work; what happens.

Poetic Justice – an outcome, either a reward or punishment, which can be either ironic, the opposite of what is expected, or perfectly suited to the character or situation. **Examples:** Rosencrantz and Guildenstern are sent with Hamlet to have him assassinated; through Hamlet’s cunning, however, they are killed instead. Oedipus’ father sends him away as a child to protect his own life and reign, but Oedipus returns and, unknowingly, kills his father.

Simile – a comparison between two different things using either *like* or *as*. **Examples:** I am *as* hungry *as* a horse. The huge trees broke *like* twigs during the hurricane.

Symbol – an object, person, or place that has a meaning in itself and that also stands for something larger than itself, usually an idea or concept; some concrete thing which represents an abstraction. **Example:** The sea could be symbolic for “the unknown.” Since the sea is something that is physical and can be seen by the reader, and also has elements that cannot be understood, it can be used symbolically to stand for the abstraction of “mystery,” “obscurity,” or “the unknown.”

Tone – the atmosphere in a literary work or the attitude the author puts in a literary work. **Examples:** The gloom and representation of decay is the main tone of Poe’s *The Fall of the House of Usher*; the tone of *Catch-22* is one of sarcasm and absurdity.

Directions for a Debate

1. The speakers representing the opposing groups should state the position and arguments of the group.
2. After both groups have presented their viewpoints, students of each group should discuss how they could refute the arguments of the opposing groups.
3. The speakers of each group should present their position again, including their points to refute the opposing group.
4. The class can vote for the most convincing argument.

Newspaper

News Article – This is an accurate and objective reporting of an event. News articles should include the “Five W’s”: What, When, Where, Who, and Why. A good newspaper writer usually can include all the necessary information in the first paragraph of the article. This is done so that readers can understand what the article is about simply by reading one paragraph and then deciding if they want to read further to get more detailed information.

The next paragraphs in the news article expand on the Five W’s of the first paragraph.

Example:

Last night at 10 PM, a train from Philadelphia, PA to Pittsburgh slid off the tracks near Johnstown. No injuries were reported, but the train had been carrying flammable materials. A spokesperson for the Pennsylvania Railroad, Mr. Robert Graves, said that while there was no evidence of sabotage, “that possibility is being looked into by police.” This is the second derailling on this route in two years.

The rest of the article would expand upon and give background and further information on the accident.

Editorial – This is a piece in which the writer gives opinions about an issue. A possible solution may be suggested. The requirements of the Five W’s and absolute, unbiased accuracy are not adhered to as strictly as they are in a news article.

Example:

How many train wrecks will we have before the government steps in? Will it take a fatality before trains in our state are made safer? Should explosives, poisonous materials, and hazardous wastes continue to be shipped with only minor considerations to safety? This newspaper’s opinion is a firm and resounding “No!” If the Federal Transportation Commission does not recognize its own failings and correct the problems, it will be our local politicians’ job to re-route trains carrying potentially dangerous cargoes away from our communities.

Human-Interest Story – This type differs from the previous two because it has a different overall intent. As in a news article, the intent is to inform the reader of facts, but in the human-interest story, writers add the element of appealing to the readers’ sympathies. Answering the Five W’s is usually adhered to, but not as strictly as in the news article. Frequent topics of human-interest stories are animals, heroic deeds, strange occurrences of fate, money, etc.

Example:

Huddled among the broken railroad cars and destroyed contents of yesterday’s train derailment near us, sat someone’s lost puppy. Police found it early this morning after hearing whimpering from inside one of the cars. The poor dog’s leg had been severed in the accident, and it was trapped by rubble. Had another hour elapsed, it probably would have died, says a local veterinarian, who treated the mixed-breed, black-and-white dog. According to the vet, Stumpy, as the dog is now called, has received more than twenty requests for adoption since his lucky rescue was accomplished.

Headline – This is a short heading over an article, which is set in large type, and which gives an indication of the subject of the article. Headlines are short and are designed to catch the readers' interest. All important words in the headline should be capitalized. Each article in a newspaper contains a headline. The wording of headlines is very important. If they say too much, readers may skip reading the article; if they are too vague, the subject may not interest the reader. Simple words such as *a*, *and*, *the* are frequently left out of headlines.

Examples:

Train Jumps Tracks; Second in Two Years

Two Train Wrecks Are Too Many

Injured Puppy Found in Train Debris

Panel Discussion

Groups should face the rest of the class, which acts as an audience. Each member of the discussion should be required to speak on the topic assigned. The length of each remark should be limited to no more than 5 minutes. Each speaker's area of discussion should lead into the next speaker's; therefore, you need careful preparation and a good sequence for discussion.

After your group covers the topic completely, members of the audience are encouraged to ask questions of the panelists.

Note to the Teacher: This step is important to prevent students from asking questions that members of the panel will eventually cover, thus depriving the panelist of his or her full speaking time.

You will be judged by the information you give, your backed-up opinions, and your answers to the audience's questions.

Small Group Learning

Small Group Learning is defined as two to five students working together for a common goal. For it to be successful, three basic elements must be present.

1. **SOCIAL SKILLS IN GROUP WORK:** Most students, unless they are taught the appropriate skills, do not participate as effectively as they might in small group work. Like any other skill, those needed for group work must be identified, practiced, and reinforced. To this end, we have included a Social Skills Behavior Checklist which we will ask you to use to rate your group. At this time, please read the related objectives listed below.

Social-Behavioral Objectives

1. Everyone is addressed by his or her first name.
2. Everyone speaks quietly in order not to disturb other groups.
3. No one ever uses put-downs or name calling.
4. Everyone is always physically and mentally part of the group. The following are prohibited and may result in the group's grade being lowered:
 - A. Putting one's head down on the desk.
 - B. Reading or working on unrelated items.
 - C. Moving about the room or talking to members of other groups.
5. Everyone is encouraged to participate and does participate.
6. Everyone offers praise and encouragement.
7. Everyone recognizes that on some points of opinion two equally valid points of view can be supported.
8. Everyone also recognizes, however, that the worth of an idea (opinion) depends on the strength of the facts that support it.

Social-Intellectual Objectives

9. Ideas are discussed aloud.
10. Ideas are summarized.
11. Clarification is asked for and received.
12. Explanations are given until everyone understands.
13. Ideas, not people, are criticized.
14. Difficult ideas are paraphrased.
15. Multiple points of view are examined.
16. Work is organized within available time and available resources.
17. Questions are asked and answered satisfactorily.
18. Ideas are examined, elaborated on, and pulled together.
19. Reasons and rationale are asked for and provided.
20. Conclusions are challenged with new information.
21. Ideas are created in brainstorming.

2. **POSITIVE INTERDEPENDENCE:** Critical to successful *group work* is the realization on the part of the students “that we are all in this together; we either sink or swim as a group.” In terms of this unit, it may mean that everyone in the group will share the group grade on the project, whether it is an “A” or an “F.”

3. **INDIVIDUAL ACCOUNTABILITY:** The bottom line of any teaching method is, of course, how well the students have mastered the objectives being taught. Therefore, you must understand that the small group process, while it is more fun than other methods, is serious business. At the conclusion of this unit, a test may be used to evaluate how well each individual has mastered the objectives. As a consequence, the student who slacks off in the group or in his homework not only lets the group down, but also hurts him or herself.

Procedures for Small Group Work

As well as mastery of content and concepts, grades will be based on the demonstration of the following skills.

1. **Linguistic-Intellectual Skills** – These skills are fostered when students examine ideas from multiple points of view and critically probe for strengths and weaknesses.
2. **Group Social Skills** – Before anything else can be mastered, the small group must function effectively as a learning unit, which makes the mastery of these skills the first priority.

Linguistic-Intellectual

Examples of these skills in action

Skills to be Demonstrated

<i>Explaining</i>	It seems to me... One way of looking at it... How does everyone feel about... The idea that...
<i>Encouraging</i>	What's your idea? I didn't think of that. Good idea! That helps. Good; go on with that thought.
<i>Clarifying</i>	Let's put it this way... Perhaps if we draw a chart... It may mean that... How does this sound... Where does this lead us?
<i>Elaborating</i>	That's right and it also may include... Another instance of that is when... A point we might also include...
<i>Qualifying</i>	I agree with your premise, but... I see it leading somewhere else... That is one reason, but it may also... I agree with the examples, but I come to a different conclusion. Does that conclusion hold up in every instance?
<i>Questioning</i>	Why do you say that? What is the proof for that conclusion? Is that a valid generalization? How did you reach that point?
<i>Disagreeing</i>	It seems to me there could be a different reason. But looking at it from his point of view... We may be jumping to a conclusion without looking at all the facts. Here's another way of looking at it...

Small Group Evaluation Sheet

Social-Behavioral Skills in our group		Poor			Good	
1.	Everyone is addressed by his or her first name.	1	2	3	4	5
2.	Everyone speaks quietly. (If one group gets loud, other groups get louder to hear each other.)	1	2	3	4	5
3.	No one ever uses put-downs or name calling.	1	2	3	4	5
4.	Everyone is always physically and mentally part of the group.	1	2	3	4	5
5.	Everyone is encouraged to and does participate.	1	2	3	4	5
6.	Everyone offers praise and encouragement.	1	2	3	4	5
7.	Everyone recognizes that on some opinions, two equally valid points of view can be supported.	1	2	3	4	5
8.	Everyone also recognizes, however, that the worth of an idea (opinion) depends on the strength of the facts that support it.	1	2	3	4	5

Social-Intellectual Skills in our group

9.	Ideas are examined and discussed aloud.	1	2	3	4	5
10.	Ideas are summarized.	1	2	3	4	5
11.	Clarification is asked for and received.	1	2	3	4	5
12.	Explanations are given until everyone understands.	1	2	3	4	5
13.	Ideas, not people, are criticized.	1	2	3	4	5
14.	Difficult ideas are paraphrased.	1	2	3	4	5
15.	Multiple points of view are examined.	1	2	3	4	5
16.	Work is organized within available time and available resources.	1	2	3	4	5
17.	Questions are asked and answered satisfactorily.	1	2	3	4	5
18.	Ideas are examined, elaborated on, and pulled together.	1	2	3	4	5
19.	Reasons and rationales are asked for and provided.	1	2	3	4	5
20.	Conclusions are challenged with new information.	1	2	3	4	5
21.	Ideas are created in brainstorming.	1	2	3	4	5

Total Score _____

Student Roles in Group Discussions

1. **Reader:** The reader's job is to read the questions aloud and to be sure everyone knows the meaning of unfamiliar words and understands the questions.
2. **Recorder:** The recorder takes notes and is responsible for writing down the group's final answers.
3. **Timer and Voice Monitor:** The timer and voice monitor is responsible for reminding individuals when they get too loud and for keeping track of the time. Because of a concern for finishing the project on time, the monitor will be the one to get the students back on task when they stray or get bogged down on one point.
4. **Checker and Encourager:** This person's chief responsibility is to encourage all members to contribute, to compliment when appropriate, and to remind everyone of the necessity of avoiding name calling and/or put-downs.

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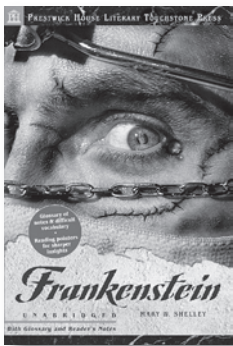
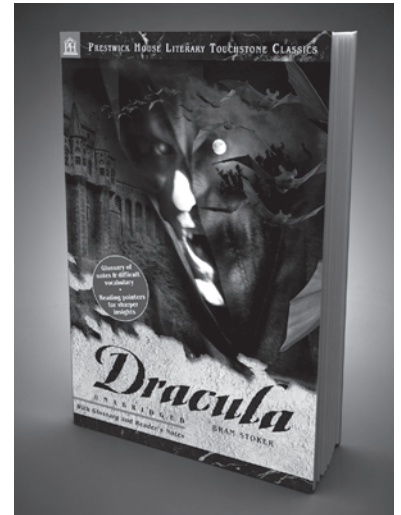
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