



Author: Ashley Bryan

Illustrator: Ashley Bryan

Publisher: Athenaeum Books for Young Readers

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of pages: 56 pages

AR level: 4.4

Lexile: 730

Curriculum Connections:

Historical fiction, US History, slavery, prejudice & racism, race relations, African-Americans, art

Best lends itself to instruction of: Civil Rights, character education, close reading in grade band 4

Inspired by the will of a plantation owner, and using original slave auction and plantation estate documents, Ashley Bryan offers a moving and powerful picture book that contrasts the monetary value of 11 slaves with the priceless value of life experiences and dreams that a slave owner could never take away.

Bryan has created collages around that historic document, and others like it.

Text Features:

Each person appears in a four-page section, opening with a page of free-verse text opposite a riveting head-and-shoulders portrait with a grim collage background of slavery-related documents. A banner reveals the person's appraised value, master-imposed slave name, and age.

Includes author's note.

Facsimiles of plantation documents.

Common Core Standards

Primary:

RL.2.3: Describe how characters in a story respond to major events and challenges.

RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

RI.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Intermediate:

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Lesson Ideas	Text Set Options
Primary:	
<p>Make a Venn Diagram comparing their life with the lives of those in the book. Make a list of things that they have that slaves did not have.</p> <p>Compare and contrast the “jobs” of the eleven slaves and their “dreams”.</p> <p>Discuss the importance of music in the lives of plantation slaves, follow up with Freedom in Congo Square and include samples of jazz and other traditional music.</p> <p>Read books from text set and talk about slaves, freedom and ways that citizens helped them.</p> <p>Quilt squares and underground railroad— provide a series of quilt squares, have students color these and then arrange into a “map”.</p> <p>Use art style from Freedom over me, to create 4 pages for themselves, (or someone they know.) Imagine their slave jobs vs. their real goals and dreams.</p> <p>Interview with Ashley Bryan https://www.youtube.com/watch?v=ovaJp-SJfFs Harriet Tubman Bio https://www.youtube.com/watch?v=VYWRoB6Ucrc</p>	<p><u>All different now: Juneteenth, the first day of freedom</u> , by Angela Johnson & E.B. Lewis Simon & Schuster 2014 AR 3.1</p> <p><u>Sweet Clara and the Freedom Quilt</u> by Deborah Hopkison & James Ransome Knopf 1993</p> <p><u>Follow the drinking gourd</u>, by Jeanette Winter Knopf 1998 AR 3.5</p> <p><u>Henry’s Freedom Box</u>, by Ellen Levine and Kadir Nelson Scholastic Press 2007 AR 3.9</p> <p><u>People could fly, The picture book</u>, by Virginia Hamilton, Leo Dillon & Diane Dillon Knopf 2004 AR 2.9</p> <p><u>Show Way</u>, by Jacqueline Woodson GP Putnam’s Sons 2005 AR 3.8</p>
Intermediate:	
<p>Diary — use the text set books, have the students write a diary of “one week” in the life of... Let them choose a time frame or sequence.</p> <p>Use <u>Nightjohn</u> and <u>Sarny</u> as literature group books & lead students in a “compare and contrast” discussion.</p> <p>Have students' create game boards for the underground railway; include routes, mileage, hazards, safe places, etc.</p> <p>Link to lesson plans for older students</p> <p>https://teachers.net/lessons/posts/1587.html unit with two week lesson on searching the conductor sites and find routes to hide their slaves. Includes activities, vocabulary and quizzes.</p> <p>https://teachers.net/lessons/posts/2635.html Lessons on the middle passage from Africa; includes role playing, auctions, etc.</p>	<p><u>Elijah of Buxton</u>, by Christopher Paul Curtis Scholastic 2007 AR 5.4</p> <p><u>The Old African</u>, by Julius Lester & Jerry Pinkney Dial Books 2005 BL 5.1</p> <p><u>Never forgotten</u> , by Patricia McKissack Schwartz & Wade 2011 BL 4.1</p> <p><u>Nightjohn</u>, by Gary Paulsen and Jerry Pinkney Delacorte Press 1983 AR 3.8</p> <p><u>Sarny, A life remembered</u>, by Gary Paulsen and Jerry Pinkney Delacorte Press (sequel to Nightjohn) 1997 AR 4.6</p> <p>Meet the author—Ashley Bryan https://www.youtube.com/watch?v=7REBumHUzPM</p>