

Paula Goodwin
Education L530
June 24, 2008

YHBA Novel Resource

Author-Julius Lester
Title-Day of Tears: A Novel in Dialogue
Copyright date-2005
Publisher-Hyperion Books for Children

Author's Background

Julius Lester is the author of Day of Tears: A Novel in Dialogue. His homepage is <http://members.authorsguild.net/juliuslester/>. Born on January 27, 1939 Julius Lester has thirty-five books since 1968. He is an acclaimed author of many awards such as the Newbery Honor Book, the Lewis Carroll Shelf Award, National Book Award Finalist, and Boston Globe/Horn Book Award. He's recorded two albums of original songs and wrote over two hundred essays and reviews that were published in the New York Times. During the civil rights movement, his photographs were included in an exhibition at the Smithsonian Institute and are a part of the permanent collection at Howard University. Do Lord Remember Me, 1984 is a novel written by Julius Lester and was inspired by his father. Julius Lester is married with five children, who range in the ages of twenty-two to thirty-seven-years-old. He lives in a small town in western Massachusetts.

Julius Lester's email address is jbles@charter.net. Below is a recent picture of Julius Lester and his mailing address is:

Julius Lester
c/o University of Massachusetts
140 Hicks Way
Amhersts, MA 01003-9272

Paula Goodwin
IUPUI
psgoodwi@iupui.edu



Julius Lester's connection to the book, Day of Tears: A Novel in Dialogue, started when he spent summers in Arkansas with his grandmother as a teenager. He was exposed to racism and segregation before the civil rights movement. During the 1970s and 1980s, Julius Lester wrote a number of popular books that showed his interest in African American history, folklore, and politics. He draws his inspiration from a real life event in history and portrayed it his way in the book Day of Tears. He wanted to show how terrible it was to be owned in slavery. This novel is based on an actual historical event in the year 1859 during the largest auction of slaves in American history.

Annotation and Genres

Day of Tears: A Novel in Dialogue is about a young girl, named Emma, who is a slave of Pierce Butler. Emma is the caretaker of Pierce Butler's two daughters'. The story begins in the year 1859 and Pierce has lost much of his fortune due to his gambling debts. He had inherited over four hundred slaves from his deceased father but is now forced to auction them off to pay off his debts. This novel is based on a true story of the largest slave auction in American history. This book gives the characters their own voice and is told through flashbacks and foreshadowing effects. Each character gives their own voice through dialogue and their first-hand experience. Day of Tears: A Novel in Dialogue is considered Young Adult Historical Fiction.

Paula Goodwin
IUPUI
psgoodwi@iupui.edu

Point of View

The novel, Day of Tears: A Novel in Dialogue is told in first person by several different characters. There is no one main character. The different characters write a script in which the reader gets to know their point of view.

Theme

The main theme of Day of Tears: A Novel in Dialogue is freedom. While there are many universal themes in this book such as power, abuse of power, courage and greed, freedom seems to be the overall theme in this book. Most of the characters in this novel dream of the day when they will be free. Even Pierce Butler wants to be free of his addiction to gambling. Pierce Butler's daughter, Sarah, wants to be free of her father. Sarah wants nothing to do with her father and how he owns slaves. In the end, most of the characters find the freedom that they have dreamed of for so long but not always in a good way.

The title of this novel, Day of Tears, describes how many of the slaves felt on the day that Pierce Butler sold his slaves at the largest slave auction in history. On this day, the rain came down very hard. The rain is symbolic for the tears that were not shed by the slaves on the day they were sold. Emma describes this in the Interlude I when she says "The rain was so hard and so loud it was like it was doing the grieving for us." (15). Many of the slaves did not show emotion on this day and this was their way of grieving.

Conflict and Conflict Resolution

There are two main conflicts in this book. The first conflict is between the slaves and their owners. The slaves struggle internally with the fear of being sold to another plantation and losing their family and friends. Some dream of the day when they are not owned and can be their own person. They want freedom but it has been ingrained in their being that this is their destiny and there is no out. As for the owners of the slaves, they feared retaliation and the loss of control. The resolution to this conflict is after the civil war and many slaves left their owners to pursue their own life. But not all left. Many stayed because they did not know how to survive without their owners. Many tried to find their loved ones and found out that life has a way of changing and not for the best.

The second conflict that is presented in this novel is between Emma and Sarah. Sarah has always relied on Emma to be there for her every since her mother left. Emma is Sarah and Frances' caretaker and Sarah is very close with Emma. Sarah's mother left when her husband won custody of the girls and Sarah fears that Emma will be separated from her as well. When this actually happens and Emma is sold at the auction, Sarah is very depressed and blames her father. Pierce is the external outside force that has caused Sarah and Emma to be separated. This conflict is later resolved when Sarah and Emma find each other through letters and photographs when they were older.

Characters

Pierce Butler-Master Pierce Butler is the owner of over four hundred slaves and owns his own plantation. He was once married to Fanny Kemble, an English actress but it ended in divorce for numerous reasons. Pierce is known for his addiction to gambling. He had lost a lot of money playing cards which has forced him to sell off his slaves. He is close with his daughter, Frances but his other daughter, Sarah, his more like her mother.

Sarah Butler-Sarah is the eldest daughter of Pierce Butler. She is only ten-years-old at the beginning of the story. Sarah opposes slavery like her mother, Fanny. Since Sarah's mother left, she has grown attached to Emma, her caretaker. Sarah is forced to go to the slave auction and she stays very close to Emma. When Emma is sold, Sarah despises her father and wants nothing to do with him. On the day of her father's death, she cannot force herself to admit that she does love her father.

Frances Butler-Frances is the youngest daughter of Pierce Butler. She is nine-years-old and worships her father. Frances looks up to her father and wants his acceptance and will do anything to get it. She does not get along with her sister but she struggles internally when she loses her mother. Frances will not admit that she is also attached to Emma like her sister, Sarah.

Fanny Kemble-Fanny is Pierce Butler's ex-wife and a former English actress. When she first married Pierce she did not know that he owned slaves. She opposes slavery and wants to teach her daughter's that it is

wrong. Her eldest daughter, Sarah also opposes slavery but her youngest is more like her father. She is forced to give up her children when she divorces Pierce. Fanny is more of a minor character since she does not speak much in the novel. Later in the novel, she does have more contact with her daughter after the death of her ex-husband.

Mattie-Mattie is Pierce Butler's housemaid and cook. When she was a young girl, her mother was housemaid to Pierce's father, Ransome. Mattie is married to Will and mother to Emma. Even when her daughter is sold to another slave owner, she must go on and do her job.

Will-Will and Pierce Butler grew up together. Will is only a couple years older. Will is married to Mattie and is the father of Emma. On the day of the slave auction, Will believes that Pierce has forgotten his promise not to separate families and still gives him the benefit of doubt. When Pierce sells his daughter, Will is very upset but he cannot react irrationally because he would be harmed or sold to another slave owner. Will and Mattie stay with Pierce until Pierce dies and the Civil War is over.

Emma-Emma is a young slave girl and lives with her father and mother until the day she is sold. Emma was caretaker of Frances and Sarah. When she is sold to another slave owner, she becomes close with Joe, another slave. Towards the end of the novel, she escapes with Joe and two others and marries Joe.

Joe-Joe was a slave on the Butler plantation until the day of the auction. He was sold to Mistress Henfield. He marries Emma after they escape from Mistress Henfield's plantation.

Mistress Henfield-Mistress Henfield is the owner of the Henfield plantation. She lives in Kentucky and is the owner of many slaves. She attends the auction on the day Pierce is selling his slaves and she buys Emma and Joe. She is upset and confused when Emma and Joe escape and can't understand why they would do this. After the escape, she decides to punish the other slaves by selling them to another slave owner and moves to New Orleans.

Sampson-an older man who is a slave of Mistress Henfield. He believes that his life is much better being owned by Mistress Henfield. His son, Charles, wants to be free but Sampson opposes this. Sampson had tried to escape

when he was younger and was captured and sold. He almost died when Mistress Henfield's husband bought him. He has become very close to Mistress Henfield and stays with her throughout the rest of his life.

Charles-Sampson's son is Charles. He dreams of the day he can be free. This becomes reality when Joe comes up with a plan to escape. In the end, Charles takes off after his escape and is never seen again.

Setting

The book opens March 3rd, 1859 in Savannah, Georgia. The first half of the novel takes place on the Butler plantation with the introduction of all the Pierce Butler's family and his slaves. The last half of the novel takes place at the Henfield plantation. Emma and Joe are sold at the auction when Mistress Henfield buys them. This novel spans over a couple of years when Emma finally escapes with Joe. After they escape, Emma and Joe move to Philadelphia and see Mistress Fanny. At the end of the novel, the civil has ended and Emma and Joe are living in Nova Scotia.

Interest Level and Reading Level

The interest level for Day of Tears is 6-8 and the reading level is 10.2.

Booktalk

Imagine that you are in the year 1859 and living in Savannah, Georgia. One day, you hear of the largest slave auction this country has ever had. You decide to attend and walk into a large barn where there are numerous stalls. Inside these stalls you see slaves that barely have room to turn around. It's hot outside and a rain is coming down really hard. Then you hear a loud voice that is louder than the rain, you notice many white people holding numbers and the man on the stage is shouting out numbers. He is selling a young family who are African American. Next, you notice a young white girl crying and holding on to a slightly older black girl. The girl was sold to a woman with a young child. What will happen to these two girls?

Discussion Questions

Chapter One

Pre-reading questions

1. Where does this story take place?
2. What year does this story take place?

During Reading questions

1. How is Will connected to Master Butler? (page 5)
2. Why is Emma taking care of Sarah and Frances? (page 7)
3. Why is Pierce Butler selling his slaves? (page 4)

Post-reading questions

1. What did Pierce promise Will?
2. Why is Sarah and Frances upset every night?
3. What happened to Will's sister and her husband?

Chapter Two

Pre-reading questions

1. What day is the opening of the novel?
2. Where are Will and Pierce Butler going to today?

During Reading Questions

1. What does Pierce Butler tell Mattie and Will he is going to do with Emma? (page 20)
2. Why does the slave-seller not have any respect for Master Butler? (page 28)
3. Why does the slave-seller want to sell Emma for? (page 22)

Post-reading questions

1. Why is Mattie suspicious of the slave-seller?
2. What does Mattie caught the slave-seller doing?
3. Who is George Weems?

Chapter Three

Pre-reading questions

1. What happened to the slave-sellers voice?

Paula Goodwin

IUPUI

psgoodwi@iupui.edu

2. What happened to the slave-sellers career?

During reading questions

1. Why does Frances want Emma's attention? (page 37)
2. What happened to Pierce Butler after they moved to Philadelphia? (page 38)
3. Who did Frances marry? (page 38)

Post-reading questions

1. Why did Mattie and Will help George and Rebecca?
2. What became of George and Rebecca?
3. How does Frances really feel about Emma?

Chapter Four

Pre-reading questions

1. Why is the kitchen an important place for Emma, Mattie and George?
2. What does Emma do every night in the girl's room?

During reading questions

1. Why does Master Butler want Mattie to fix a big supper that night? (page 42)
2. What is Master Butler's reasoning for Sarah attending the auction? (page 43)
3. Why is Master Butler jealous of Emma? (page 43)

Post-reading questions

1. Why does Master Butler not want Sarah to be like her mother?
2. How much money did Pierce Butler make from the auction?
3. Was he able to pay off his debts?

Chapter Five

Pre-reading questions

1. What is Pierce Butler's biggest fear?
2. Why does he think slavery should be expanded?

During reading questions

1. Name three times during this chapter that shows foreshadowing? (57)

2. What do the slave buyers tell the slaves to do? (page 52)
3. Why does Mistress Henfield want a young slave girl? (page 55)

Post-reading questions

1. Who is Joe and what happens to him?
2. Why is Sarah so upset when her father calls for her?
3. What happens to Emma?

Chapter Six

Pre-reading questions

1. What happened to Jeffrey and Dorcas?
2. What will Mattie and Will do when they find out Emma's been sold?

During reading questions

1. Who bought Emma? (page 84)
2. Why does Frances want Sarah to come with her? (85)
3. Why does Pierce Butler hit Sarah? (page 86)

Post-reading questions

1. What does Pierce Butler say to Will when he finds out his daughter was sold?
2. Where does Will go with Sarah before the auction ends?
3. Where does Mistress Henfield live?

Chapter Seven

Pre-reading questions

1. Who else does Mistress Henfield buy?
2. What did Master Butler give to his slaves?
3. Who is Sampson?

During reading questions

1. How does Mattie find out about Emma? (page 98)
2. Why does Sarah tell Mattie and Will that she hates her father? (page 100)
3. What does Mattie tell her master when he tries to talk to her? (page 103)

Post-reading questions

1. Why does Will tell Mattie that he wants to contact his Uncle Isaac?
2. Where is Uncle Isaac coming from?
3. Why does Mattie and Will feel that they should pretend to not be upset?

Chapter Eight

Pre-reading questions

1. Where is the Henfield plantation located?
2. What would Emma's job be at the Henfield plantation?

During reading questions

1. Why does Emma like talking to Joe? (page 113)
2. What does Joe ask Emma to do with him? (page 114)
3. Why does Emma not want to marry Joe? (page 114)

Post-reading questions

1. Who is Mr. Henry?
2. What does Mr. Henry ask Joe and then apologizes?
3. Why could Mr. Henry be thrown in jail?

Chapter Nine

Pre-reading questions

1. Why does Sampson not want his son to be free?
2. What river do Emma and Joe have to cross?

During reading questions

1. What does Sampson pretend to be doing? (page 128)
2. What is Sampson's secret that he is not telling Charles? (page 128)
3. Why does Sampson feel you can live better in slavery than on your own? (page 131)

Post-reading questions

1. How was Sampson caught by his previous owner?
2. What did Sampson's overseer do to him?
3. What is Charles planning with Joe and Emma?

Chapter Ten

Pre-reading questions

1. What will Sampson do since he suspects Charles is about to flee?
2. Why do Emma and Joe want to escape?

During Reading Questions

1. Who is Winnie and how is she connected to Charles? (page 133)
2. Who walks into the barn holding a lamp? (page 134)
3. What reason does Charles give to his father for wanting to leave? (page 135)

Post-reading Questions

1. What does Charles do to his father?
2. What happens to the barn?
3. Why doesn't Emma come when Mistress Henfield call for her?

Chapter Eleven

Pre-reading questions

1. Does Sampson survive the barn fire?
2. Why does Mistress Henfield hope that Emma and Joe drown?

During Reading Questions

1. Why does Charles blame Joe? (page 145)
2. Who is Jake Pendle and why is Emma afraid of him? (page 146)
3. Who drives up in a wagon and helps Emma and Joe? (page 147)

Post-reading Questions

1. What happens to Winnie's baby?
2. Why is Mr. Henry afraid?
3. Why do Winnie and Charles not thank Mr. Henry?

Chapter Twelve

Pre-reading Questions

1. What happened to Mr. Henry when he got back to town?
2. Do Emma and Joe survive?

During Reading Questions

1. How many years have passed since Emma was sold? (page 153)
2. Where do Emma and Joe live? (page 153)
3. Who does Emma and Joe run into? (page 157)

Post-reading questions

1. Where does Fanny Kemble tell Emma Sarah is?
2. Why does she not want Sarah to see Emma?
3. What does Fanny tell Emma she will do for her and Joe?

Chapter Thirteen

Pre-reading questions

1. How does Fanny help Emma and Joe?
2. Where do Emma and Joe move to?

During Reading Questions

1. What happens to Joe during the war? (page 168)
2. Does Emma ever see her mother and father? (page 167)
3. Does Emma ever see Sarah? (page 164)

Post-reading Questions

1. Who delivered the letter to Emma about Joe?
2. Who is Emma thankful to for helping her and Joe?
3. What was so special about the rain?

Language (Spelling/Vocabulary)

1. Overseer-someone who oversees that the slaves are working and if they are not he is in charge of discipline them. (page 11)
2. Slave-hunting dogs-when a slave escapes, the owner and overseer will send out dogs to hunt down the slave. (page 12)
3. Jump the broom-get married (page 18)
4. auction block-to sell someone or something in front of many people (page 18)
5. sorghum molasses-a syrup that is made from a special grass (page 22)
6. Gangrene-death of special tissue (skin) because of poor circulation (page 32)

7. bureau-dresser (page 35)
8. commission-money that Pierce Butler made by selling his slaves (page 45)
9. moon-down-sunset (page 54)
10. annual installments-to pay money that is owed once a year (page 60)
11. lame in one foot-a physical disability in one's foot; limp (page 67)
12. infirm legs-weak legs; not much strength (page 67)
13. croaker sack-a sack that holds fish (page 117)

Indiana Academic Standards

Grade Six

6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.

6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.

6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.

6.2.8 Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something.

6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.

6.3.3 Analyze the influence of the setting on the problem and its resolution.

6.3.5 Identify the speaker and recognize the difference between first-person (the narrator tells the story from the "I" perspective) and third-person (the narrator tells the story from an outside perspective) narration.

6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

6.3.9 Identify the main problem or conflict of the plot and explain how it is resolved.

Grade Seven

Grade Seven

7.1.3 Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.

7.3.2 Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.

7.3.3 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

7.3.4 Identify and analyze themes — such as bravery, loyalty, friendship, and loneliness — which appear in many different works.

7.3.8 Analyze the influence of the setting on the problem and its resolution.

7.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.

Grade Eight

8.3.2 Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are (or are not) addressed and resolved.

8.3.3 Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations.

8.3.4 Analyze the importance of the setting to the mood, tone, or meaning of the text.

8.3.5 Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.

8.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.

8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

Anticipation Statements

<u>Agree</u>	<u>Disagree</u>	<u>Topic: Day of Tears: A Novel in Dialogue</u>
		<u>In 1859, the largest slave auction took place.</u>
		<u>A slave owner could only own ten slaves.</u>
		<u>Slavery took place in the North and South during the year 1859.</u>
		<u>An overseer was someone who was in charge of making sure the slaves worked.</u>
		<u>Savannah is in Montana.</u>
		<u>Slavery was prevalent in Europe.</u>

Read Aloud Passages

Chapter Five

“A few of the slaves look like they want to kill somebody. Most of ‘em though look like they not here. If I was going to be sold away I think that’s what I would look like. I would be trying to get ready for ever was going to happen to me. I would be angry later.”(page 58 Emma)

This paragraph is important because this foreshadows Emma fate. She continues to make statements throughout this chapter until she realizes that she has been sold and she didn’t have time to say goodbye to her mother. This is the major conflict in the entire novel because now Sarah has lost her mother-figure and her best friend and Emma has lost her stability and her family.

Chapter Two

“They probably aren’t feeling anything. That’s one of the ways niggers are different from white people. Their emotions are not as refined as ours. Things that would hurt a white man or woman don’t affect them. If anybody tried to take my Sarah or Frances away from me, I think I would kill them. Their mother thought she could take them from me. By the time my lawyers got through with her she was grateful I allowed her to see the girls for two months every year.” (page 19 Master Pierce Butler)

This is the common opinion of all slave owners in the South. Most slave owners thought that black people didn’t have any feelings and they couldn’t think for themselves. They treated them like animals. The last half of this paragraph foreshadows what will happen to his family. Pierce Butler loses his life and his wealth after moving to Philadelphia. He brags how he took his daughters away from their mother but in the end he is the one who lost them. Sarah grew up hating her father and couldn’t tell her father that she loves him even on his death bed.

Read-Alikes

Steal Away by *Jennifer Armstrong*

In 1855 two thirteen-year-old girls, one white and one black, run away from a southern farm and make the difficult journey north to freedom, living to recount their story forty-one years later to two similar young girls.

Jump Ship to Freedom by *James Lincoln and Christopher Collier*

Young Daniel Arabus and his mother are slaves in the house of Captain Ivers of Stratford, Connecticut. By law they should be free, since Daniel's father fought in the Revolutionary army and earned enough in soldiers' notes to buy his family's freedom.

But now Daniel's father is dead, and Mrs. Ivers has taken the notes from his mother. When Daniel bravely steals the notes back, a furious Captain Ivers forces him aboard a ship bound for the West Indies--and certain slavery.

Even if Daniel can manage to jump ship in New York, will he be able to travel the long and dangerous road to freedom?

Melittle by *Fatima Shaik*

In 1772, years of mistreatment force thirteen-year-old Melittle to decide whether or not to run away from the Frenchman who has kept her as a slave on his poor Louisiana farm and leave the young girl who is the only person who ever loved her.

Forty Acres and Maybe a Mule by *Harriette Gillem Robinet*

Like other ex-slaves, Pascal and his older brother Gideon have been promised forty acres and maybe a mule. With the family of friends they have built along the way, they claim a place of their own. Green Gloryland is the most wonderful place on earth, their own family farm with a healthy cotton crop and plenty to eat. But the notorious night riders have plans to take it away, threatening to tear the beautiful freedom that the two boys are enjoying for the first time in their young lives. Coming alive in plain, vibrant language is this story of the Reconstruction, after the Civil War.

Across the Curriculum Connections

The first activity that students could complete for this book is to research this time period of slavery. Students will be required to list the locations where Emma has lived and draw a map of the route she has taken from the time she lived on Pierce Butler's plantation to the end of her life. Students will need the text, atlas, colored pencils and paper.

Grade Six

- 6.3.1 Identify and locate on maps the countries and capitals of Europe and the Americas such as Great Britain, Russia, Mexico, Canada and Brazil.
- 6.3.3 Describe and compare major physical characteristics* of regions in Europe and the Americas.
- 7.1.12 Describe worldwide voyages of exploration and discovery.

8.3.1 Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics* of areas in the United States.

8.3.2 Identify and create maps showing the physical growth and development of the United States from settlement of the original 13 colonies through Reconstruction (1877), including transportation routes used during the period.

8.3.5 Describe the importance of the major mountain ranges and the major river systems in the development of the United States.

Math

After the students finish their Social Studies assignment, students will continue to look at the atlas and add together how many miles Emma and Joe have traveled throughout the story. Students will need the use of paper, calculator and an atlas.

6.2.10 Use mental arithmetic to add or subtract simple fractions and decimals.

6.5.1 Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.

6.5.3 Understand and use larger units for measuring area by comparing acres and square miles to square yards and square kilometers to square meters.

7.5.3 Read and create drawings made to scale, construct scale models, and solve problems related to scale.

7.5.5 Estimate and compute the area of more complex or irregular two-dimensional shapes by dividing them into more basic shapes.

8.2.1 Add, subtract, multiply, and divide rational numbers (integers*, fractions, and terminating decimals) in multi-step problems.

8.5.3 Solve problems involving scale factors, area, and volume using ratio and proportion.

Resources

Internet Website for Jump Ship to Freedom

Randomhouse.com Online. 24 June 2008

<http://www.randomhouse.com/catalog/display.pperl/9780440443230.html>>

This internet website is where I found information and a summary for the book Jump Ship to Freedom.

Lester, Julius. Day of Tears: A Novel in Dialogue. Online. 24 June 2008.

<http://members.authorsguild.net/juliuslester/work42.htm>>

Historical Fiction Assignment
Book-Day of Tears: A Novel in Dialogue

Write one letter to Sarah from Emma or to Emma from Sarah. Tell what has happened in your life since you last saw her. The letter must be at least one full page in length and contain information about your life since the year 1859 how the civil war affected you and your family. For more details look at the rubric.

Rubric

Required length of letter-at least one full page (15 points)

Did you use the correct language of this time period? (20 points)

Did you write your letter to the above mentioned person? (15 points)

Did your letter include the following information: life since 1859, the Civil War. (30 points)

Correct spelling (20 points)

Total Points-100

*****Due date is _____.**

Indiana State Standards

- 6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.
- 6.5.7 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.
- 6.4.8 Review, evaluate, and revise writing for meaning and clarity.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs.
- 6.5.1 Write narratives that:
- establish and develop a plot and setting and present a point of view that is appropriate to the stories.
 - include sensory details and clear language to develop plot and character.
 - use a range of narrative devices, such as dialogue or suspense.
- 7.4.5 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.
- 7.4.7 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.
- 7.4.8 Review, evaluate, and revise writing for meaning and clarity.
- 7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.
- 7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.
- 8.4.7 Review, evaluate, and revise writing for meaning and clarity.

- 8.4.11 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 8.4.8 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.
- 8.5.2 Write responses to literature that:
- demonstrate careful reading and insight into interpretations.
 - connect response to the writer's techniques and to specific textual references.
 - make supported inferences about the effects of a literary work on its audience.
 - support statements with evidence from the text.
- 8.5.6 Write using precise word choices to make writing interesting and exact.
- 8.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.

Mrs. Goodwin
Room _____
Period _____

NEWSPAPER PROJECT

DAY OF TEARS: A NOVEL IN DIALOGUE

Now that you have read Day of Tears, each student will be required to make a newspaper according to this time period and location. Each student will need to type at least four pages of a newspaper or you may pair up with another student with at least eight pages.

There will be sufficient time to research about this time period using resources such as the internet, library or books. There will also be time to use the computer lab to type your newspaper. Look at the requirements for this assignment and if you have any questions, please let me know.

Requirements

1. Each newspaper will need to be at least four pages in length (eight pages for each pair of students).
2. The newspaper must include information from the book.
3. The newspaper must contain information that you have researched about this time period.
4. Each newspaper must have a title and date (make sure that it fits this time period).
5. Correct language and grammar.
6. Must be a Montana newspaper. You can choose the town.
7. Must include the following information:
 - Feature story
 - War Propaganda
 - Story about the Spanish Influenza
 - Weather (how is the weather is affecting the crops?)

Paula Goodwin
IUPUI
psgoodwi@iupui.edu

Births and obituaries

Classified Ads

8. At least two pictures during this time period.
9. One works cited page.

Indiana State Standards

- 6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.
- 6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.
- 6.4.5 Use note-taking skills when completing research for writing.
- 6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.
- 6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.
- 6.5.6 Use varied word choices to make writing interesting.
- 6.5.7 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.
- 7.4.5 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.
- 7.4.7 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.
- 7.4.8 Review, evaluate, and revise writing for meaning and clarity.
- 7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

Paula Goodwin

IUPUI

psgoodwi@iupui.edu

7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.

7.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.
- demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process.
- demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

8.4.4 Plan and conduct multiple-step information searches using computer networks.

8.4.5 Achieve an effective balance between researched information and original ideas.

8.4.6 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

8.4.7 Review, evaluate, and revise writing for meaning and clarity.

8.4.11 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

8.4.8 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.

Bibliography

Lester, Julius. Day of Tear: A Novel in Dialogue. New York City: Jump at the Sun/Hyperion Books for Children, 2005.

Randomhouse.com Online. 24 June 2008

<http://www.randomhouse.com/catalog/display.pperl/9780440443230.html>>

Lester, Julius. Day of Tears: A Novel in Dialogue. Online. 24 June 2008.

<http://members.authorsguild.net/juliuslester/work42.htm>>

Armstrong, Jennifer. Steal Away. Online. 24 June 2008

<<http://library.springville.org:8000/kcweb/kcBibRecord?bid=+++00010069&generation=7603&category=Authors&letter=A&record=3&count=6&bidlist=+++00069677%2C+++00021128%2C+++00010069%2C+++00040615%2C+++00002477%2C+++00042019&page=0&search=%2F%2Fn+armstrong%2C+jennifer&source=FindIt&webpages=y&searchfocus=N&searchTag=0&sortField=1>>

Shaik, Fatima. Melittle. Online. 24 June 2008

<<http://capelibrary.org/ProgramsAndInfo/Youth/historicalfiction.aspx>>

Gilliem Robinet, Harriette. Forty Acres and Maybe a Mule. Online. 24 June 2008

<<http://catalog.hcpl.net/ipac20/ipac.jsp?session=12V43F5R21659.437978&profile=webcat&source=~!library&view=subscriptionssummary&uri=full=3100001~!523855~!0&ri=1&aspect=subtab13&menu=search&ipp=325&spp=60&staffonly=&term=forty+acres+mule+robinet&index=.GH&uindex=&aspect=subtab13&menu=search&ri=1>>

Paula Goodwin

IUPUI

psgoodwi@iupui.edu