

Show
Way

Jacqueline
Woodson

Publisher
G.P. Putnam
Sons
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*... "There's a road, girl. There's a
road."*



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Jacqueline Woodson



About Jacqueline Woodson:

“I used to say I’d be a teacher or a lawyer or a hairdresser when I grew up but even as I said these things, I knew what made me happiest was writing.” I loved and still love watching words flower into sentences and sentences blossom into stories. As a child, Woodson love to tell stories, actual lies about things that had taken place which go her into trouble often. That is until, one day in fifth grade, she wrote a “lie” on paper and her teacher praised her for being so imaginative. Woodson claims that from that moment on, she understood that lies on paper win you awards and telling lies gets you into trouble. Her “lies” on paper have been winning her awards for over a decade now. Woodson mentions that, “I wrote *Show Way*, after my grandmother died and my daughter was born, I wanted to figure out a way to hold on to all the amazing history in our family. I wanted a *Show Way* for my own daughter. This is the first time I’ve written a book based on some of my own family history. ‘Show Ways’, or quilts, once served as secret maps for freedom-seeking slaves. This is the story of seven generations of girls and women who were quilters and artists and freedom fighters.”

Official webpage:

Jacqueline Woodson’s personal webpage;

<http://www.jacquelinewoodson.com/bio.shtml>

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Jacqueline Woodson's complete listing of notable works can be found at the link below:

<http://www.jacquelinewoodson.com/ya.shtml>



Annotation:

This story about nine generations of African-American women won the Newbery Honor, but with its spectacular art by Hudson Talbott it would seem a more likely choice for the Caldecott, which celebrates art.

These rich and complex, two-page, borderless pictures reward repeated viewings and close inspection -- there's a lot of variety and a lot to see. Some are beautiful, deep, watercolor paintings, some are collages of historical scenes and documents, and some are visual metaphors, such as one showing a map of the US with the states crudely sewn together and a large, frayed rip along the Mason-Dixon Line. Nearly all of them contain quilts or quilting motifs. The text is beautifully written, with recurring motifs about mother love and roads of stars, quilts, and stories. But there are many references that younger children may not understand. Twice characters are said to have "jumped broom," with no explanation. The author refers to "the north side of the war," but what war, and what that means, is not explained. Kids may have many questions while reading this beautiful book, and it's probably best shared with an adult who can explain what the author does not.

Genre: Biographical; Historical Fiction

Point of view: Third Person

Theme: "Show Ways", or quilts, once served as secret maps for freedom-seeking slaves. This is the story of seven generations of girls and women who were quilters and artists and freedom fighters."

I believe Woodson wrote the story as a tribute to her ancestors as a memoir for her daughter. A "show way", is a quilt, "showing the way" of freedom for slaves.

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Setting: It begins in Virginia and ends in Brooklyn, NY

Conflict: External

Conflict Resolution: Slaves acquired freedom and modern day African Americans fought for civil rights.

Characters:

Soonie; age 7 at the beginning of the story and ages as it continues, African American

Little girl lived free in the south

Big Mama; Great grandmother to Soonie, African American slave women

Mathis May: Soonie's grandmother, African American slave women

Soonie's Mama; African American slave women

Georgiana: Soonie's daughter, African American women born free

Caroline: Born free, African American women, daughter of Georgiana, Ann's twin sister

Ann: Born free, African American women, daughter of Georgiana, Caroline's twin sister

Jacqueline Woodson: African American women, Born free, daughter of Ann, author of the book

Toshi Georgiana: African American girl, Jacqueline's daughter, granddaughter of Ann

Interest level: Ages 5-10

Reading level: 6 (read aloud) – 11 (read alone) years old

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Booktalk:

A little unnamed girl sold away from her family at a young age, who learns to sew quilts that show the road to freedom, called Show Ways. Will her daughter, Mathis May, also be sold away? How will her sewing outline her future? What blessings will the “show ways” bring to this family? Will freedom become theirs?

Discussion questions:**Pre reading:**

1. What is a show way?
2. Who and What is a slave?
3. Why were African Americans kept as slaves pre-1863?
4. What are ancestors?

During reading:

1. Why was Soonie sold? To whom? (pg 2)
2. How did Soonie feel about being sold? (pg 3)
3. Why did Big Mama care for all the children on the plantation? (pg 3)
4. What happen in 1863? (pg)
5. How is a Show Way created? (pg 13)
6. Why did it inspire other slaves? (13)
7. What does it mean to “jump a broom?” (pg 7)
8. What “war” was being fought in the North in 1862? (pg. 17)
9. Where is the road that Soonie’s mother mentions? (pg. 18)
10. Why do they call their land “home”? (pg 19)
11. What is the “trail to the north”? (pg 21)
12. Why did Caroline and Ann walk in lines? For what purpose? (pg 23)

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13. What did Grandma Soonie give to them that helped them find courage? (pg 24)
14. Who is the mother of Toshi Georgina? (pg. 26)

Post reading:

1. How does a show way tell a story?
2. What is another word for a show way?
3. Do you believe Toshi Georgina will create her own story from fabric?
4. How would you share your ancestors stories?
5. Why did you enjoy this specific book?

Language:

Word or Phrase	Definition	Page Number
Show Way	A handmade quilt that helps tell a story	13
Plantation	A piece of land owned by a white male	2
Slave	A person, usually African American, owned by a white man	3
Thread	A piece of material that holds together cloth and/ or buttons	5
Jumped the Broom	A term meaning “Getting married” in the south	7
Loved that baby up so	The mother loved her child so much and helped them grow	8
Muslin	A finely woven piece of cotton fabric	9

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Patch pieces	Material to make a quilt	10
Disappeared	To go away without being seen	12
Born Free	Not born into slavery	15
Designs	Patterns or shapes	20
Oil –lamp light	A lamp powered by burning oil	24
Separate	Not together	25
Freedom Lines	Nonviolent walks during the civil rights march era	27

IAS met by content:

Subject Area	Kindergarten	First Grade	Second Grade	Third Grade
Language Arts	K.1.5, K.1.6, K.1.11, K.4.6, K.4.7, K.5.2, K.6.2	1.1.4, 1.1.5, 1.1.6, 1.1.8, 1.1.13, 1.1.14, 1.7.1, 1.7.2	2.1.1, 2.1.2, 2.1.5, 2.1.11, 2.7.1, 2.7.5, 2.7.7, 2.7.9	3.1.1, 3.1.2, 3.1.8, 3.4.2, 3.4.6, 3.5.8, 3.7.1, 3.7.2, 3.7.6
Social Studies	K.1.1, K.1.2, K.1.3, K.1.4	1.1.1, 1.1.2, 1.1.4, 1.2.1, 1.2.6	2.1.1, 2.1.2, 2.1.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7	3.1.1, 3.1.2, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.2, 3.2.4

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Anticipation statements:

Pre Reading Answer	Statement	Post Reading Answer
	It is alright to trade people into slavery	
	A slave is somebody who isn't very smart	
	When a child is sold into slavery, they are silly to be scared and frightened	
	Freedom for African Americans is finally justice for their community	

Read alike: (Please see publisher 1 document attached)

Subject area connections:

Social Studies:

Materials Needed: Computer, crayons, marker, paper and research material

1. As a class (K) / Each student (1-3) is to choose a partner in which to research the Trail to the North.
 - a. Explain the trail by making a quilt drawing using crayons and markers
 - b. Write a paragraph summary of the importance of the Northern trail.

Standard met by the activity above:

Kindergarten	First Grade	Second Grade	Third Grade
K.1.1, K.1.2, K.1.3, K.1.4	1.1.1, 1.1.2, 1.1.4, 1.2.1, 1.2.6	2.1.1, 2.1.2, 2.1.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7	3.1.1, 3.1.2, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.2, 3.2.4

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Language Arts:

Materials Needed: Crayons, Markers, Paper,

1. After reading Show Way, create a paper-made classroom quilt depicting the student's ancestry. Each student is required to tell (K) or write a one page report (1-3) about their findings. Invite the families to an open house to unveil the classroom project.

An interactive website helpful for the above activity:

<http://www.aghines.com/Quilt/Lessonplans/lessonplans.htm> - Includes directions and ideas of how to make quilts in the classroom.

Standards met by the activity above:

Kindergarten	First Grade	Second Grade	Third Grade
K.1.5, K.1.6, K.1.11, K.4.6, K.4.7, K.5.2, K.6.2	1.1.4, 1.1.5, 1.1.6, 1.1.8, 1.1.13, 1.1.14, 1.7.1, 1.7.2	2.1.1, 2.1.2, 2.1.5, 2.1.11, 2.7.1, 2.7.5, 2.7.7, 2.7.9	3.1.1, 3.1.2, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.2, 3.2.4

Resources:

1. **Reading Rainbow: Show Way DVD**
http://gpn.unl.edu/rainbow/video_product_template.asp?catalog%5Fname=GPN&category%5Fname=Reading+Rainbow&product%5Fid=126%2E0155V
This episode features host LeVar Burton and his family tracing their past.
<http://shopgpn.com/stores/1/guides/rr/155.pdf>
A full teachers guide to sharing the story with young children
2. **Web Sites**
National Geographic Online Presents The Underground Railroad
<http://www.nationalgeographic.com/railroad/>
An interactive look at the journey taken by untold numbers of slaves seeking freedom.
3. **Underground Railroad**
<http://www.madison.k12.wi.us/tnl/detectives/kids/KIDS-991207.html>
Issue of KIDS dated 12/07/99 written and produced by a class in Akron, Ohio. Issue includes information about the Underground Railroad, excerpts from slave narratives, information about Harriet Tubman and Frederick Douglass.

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Bibliography from resources:

1. Reading Rainbow DVD
2. National Geographic online
3. Underground railroad information sheet via Madison Wisconsin public education website.

Book activities:

Language Arts

1. Have the students pretend that they are escaped slaves. Write a daily journal of what you might encounter along the way to freedom.
Materials needed: paper and pencil

Standards met by the activity above:

Kindergarten	First Grade	Second Grade	Third Grade
K.4.3, K.4.4, K.4.5, K.4.6, K.4.7, K.4.8, K.5.1, K.5.2, K.6.2	1.4.1, 1.4.3, 1.5.1, 1.5.2, 1.5.4, 1.5.5	2.4.1, 2.4.2, 2.4.4, 2.4.6, 2.5.6, 2.5.8	3.4.1, 3.4.2, 3.4.3, 3.4.6, 3.4.8, 3.4.9, 3.5.5, 3.5.6, 3.5.8

2. Have the students bring a piece of fabric from home that means something to them, such as an old shirt or blanket. Have the students write a short essay about what the fabric means to them.
Materials needed: Fabric, pencil and paper

Social Studies Standards met by the activity above:

Kindergarten	First Grade	Second Grade	Third Grade
K.1.1, K.1.2, K.1.3, K.1.4, K.1.5	1.1.1, 1.1.2, 1.1.4	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.6, 2.1.7	3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8, 3.2.7

Project Bibliography:

G.P. Putnam’s Sons Website

<http://us.penguin.com/nf/Book/BookDisplay/0,,9780399237492,00.html>

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Meet the Author:

<http://www.eduplace.com/kids/tnc/mtai/woodson.html>

Literary Website for Teens

<http://www.teenreads.com/authors/au-woodson-jacqueline.asp>

Illustrator's Biography

Hudson Talbott was born in Louisville, Kentucky. As the youngest of four siblings, Talbott always showed an interest in drawing. Supported by family, friends and teachers, his artistic ability flourished. After graduating from art school in Rome, Talbott traveled the world for several years, finally settling in New York City in 1974, where he works as an artist.

Official Website of Hudson Talbott:

<http://www.hudsontalbott.com>



Hudson Talbott

Office Email Address:

hudsontal@aol.com

Other Websites highlighting his work:

<http://falcon.jmu.edu/~ramseyil/talbott.htm>

http://us.penguingroup.com/nf/Author/AuthorPage/0,,0_1000040582,00.html?sym=BIO

Other Titles Illustrated by Hudson Talbott

Forging Freedom edited by Nancy Paulsen.

Leonardo's Horse by Jean Fritz

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Art Medium used:

1. Watercolors, chalk, muslin on Arches cold-press watercolor paper

To help students understand how the art medium is created, I would allow them to use watercolors on the same cold-pressed paper. It has a unique texture and creates a specific pattern.

I believe this medium was chosen because of its texture and specific color uses. The illustrated quilts look as if you could reach out and touch them. They are colorful and serve as a ray of hope in the grief stricken slave camps.

Discussion questions for illustrations:**Pre reading:**

1. Why do you believe the orange, black and tan colors were chosen for the cover?
2. What emotion does this child seem to be feeling?
3. How does the texture on the cover seem different than other books you've read?

During Reading:

1. How does the use of color throughout this book, relate to the way the characters are feeling? (pg. 1 vs. pg 13)
2. Why do you think the illustrator used watercolors for the show ways or quilts? (Pg. 14)
3. Where does the illustrator show hope with his use of color change? (pg. 15)

Post reading:

1. If you were to paint a show way, would you use the same art medium and why? (K)
2. How did the authors words and the illustrators pictures combined flow with the message of this book? (1-3 grade)

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