



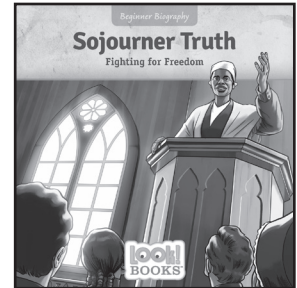
# Teaching with *Sojourner Truth: Fighting for Freedom*

## CONNECTION TO STANDARDS

Students will identify text features and the information these features provide about the topic. (CCSS.ELA-LITERACY.RI.K.5.; 1.5; 2.5)

## DIFFERENTIATION FOR ESL

- Review these additional vocabulary terms in context: *strong*, *belonged*, *ran away*, *against*, *moved in*, *save*.
- Have each student choose one vocabulary word and draw a picture that illustrates its meaning. Have students share their drawings with the class or a partner.
- Have students sit with a partner while reading. After reading each page, give partners up to one minute to discuss words and ideas they found confusing. If a student's partner cannot clarify meaning, have partners raise their hands for assistance.



Lexile: 590

GRL: TBD

## BEFORE READING

**Build Background Knowledge:** Ask students to share what they know about slavery. As necessary, explain that in the early days of America, Europeans brought Africans to the country to work as slaves. Slaves made no money for their work and were treated unkindly. Slaves could not go to school or own a home. They were bought and sold like objects and often separated from their families. Lead a discussion in which students consider how they would feel if they were separated from their families or could not go to school.

## Preview

- Show the cover of the book. Read the title and ask students to define *freedom*. Have students describe freedoms that they have or wish that they had.
- Explore the cover illustration. Ask students to describe what they see, and to guess who the woman in the picture is.
- Lead students in a brief picture walk of the book, exploring the illustrations on each page.

**Predict:** Ask students to predict what the story will be about. Have students support their predictions with evidence they discovered while previewing the book.

**Skill Introduction:** Turn to page 20. Ask students what the picture shows, and how they know. If necessary, point out the caption and read it with students. Explain that a caption tells what is in a picture. Captions give us more information about a topic than what we read in the paragraphs. Flip through the book and have students identify other things outside of the paragraphs that give information. Help students name these text features (e.g., subheadings, pictures, sidebars, map).

**Vocabulary:** Turn to page 22 (“Words to Know”). Review each vocabulary word and the provided definition. For each word, have students:

- give a thumbs-up if they know the word well.
- give a thumbs-sideways if they don’t know the word well.
- give a thumbs-down if they don’t know the word at all

## DURING READING

**Check for Understanding:** Ask students the following questions as they read.

- p. 6, *Who were Belle’s parents?* (two slaves)
- p. 7, *What happened when Belle was 9?* (She and her brother were sold to different families.)
- p. 8, *What did Belle’s owner promise?* (to free her after ten years) *Did the owner keep his promise?* (No.) *What did Belle do when her owner broke his promise?* (She ran away.)
- p. 11, *Why did Belle live with a Quaker family?* (They were against slavery and wanted to help.)
- p. 12, *What three things did Belle do in New York City?* (cleaned homes, joined church, spoke out against slavery)
- p. 16, *What did Sojourner speak out about besides slavery?* (women’s rights, equal rights)

## Reinforce Vocabulary

- p. 10, Help students find the word *court* on the page (in the sidebar). Explore the phrase “went to court” and what it means. Have students discuss why people might go to court. Allow students to name people they might find in a court (judge, lawyer, jurors, etc.)
- p. 12, Have students consider what they know about slavery, or what they have learned from reading this story. Have students name things about slavery that were cruel.
- p. 16, Review the definition of *rights*. Have students consider what rights they have as Americans. For example, the right to vote, the right to go to school, the right to say what you want to say. Allow students to share their prior knowledge regarding which rights women did not have in the early history of America. Fill in knowledge gaps as necessary, explaining that women could not vote, be in the military, or go to a university to continue their education.

- p. 21, Point out the term *Civil War*. Help students define *civil* as “having to do with people who live in a country.” Allow students to share their prior knowledge about the Civil War, filling in gaps in their understanding as necessary. Use the map on page 11 to identify northern and southern states. Point out that Belle was freed in New York, but her son was still a slave in Alabama. Explain that people in the country disagreed about slavery, which led to the Civil War.

**Reinforce Skill** On each page, ask students to point out a particular text feature. (For example, ask, “Can you point to the picture? Can you point to the sidebar?”) Briefly have students identify what extra information they learn about the topic from the text feature.

## AFTER READING

**Theme:** Explain that one theme of the book is *fighting for what is right*. Ask students to consider how we know something is right. Have students identify how Sojourner fought for what is right. Then, allow students to use words and pictures to describe a time they or someone else fought for what is right.

**Skill:** Have students complete the graphic organizer, finding three text features and indicating what information they provided.



Name \_\_\_\_\_

## Text Features

**Directions:** Find a text feature in the book. Write the name of the text feature.

Write the page number you found it on. Write what the text feature helped you learn about.

Text Features Word Bank		
Table of Contents	Caption	Photograph
Illustration	Glossary	Index
Timeline	Map	Sidebar

<b>The text feature I found was</b> _____.	<b>It was on page</b> _____. 	<b>It helped me learn about</b> _____ _____ _____.
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<b>The text feature I found was</b> _____.	<b>It was on page</b> _____. 	<b>It helped me learn about</b> _____ _____ _____.
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<b>The text feature I found was</b> _____.	<b>It was on page</b> _____. 	<b>It helped me learn about</b> _____ _____ _____.
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