



VOLUME 3

MIDDLE SCHOOL TEACHER'S GUIDE

Must-Do/May-Do List for *Harriet Tubman*

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Harriet Tubman

Must-Do List

To be used as seat work on book club meeting days or as an entry task.

1. Important Quotes

_____ Rewrite each of the quotes from quadrant 1 in your own words by paraphrasing.

_____ Rewrite each of the quotes from quadrants 2 and 3 in your own words by paraphrasing.

2. Vocabulary Practice

_____ Complete the vocabulary assignment for quadrant 1.

_____ Complete the vocabulary assignment for quadrants 2 and 3.

May-Do List

To be used when the above MUST-DO tasks are complete.

3. Fluency Practice

_____ Practice reading a selected passage from quadrant 1 aloud with appropriate phrasing, expression, and pacing.

_____ Practice reading a selected passage from quadrants 2 and 3 aloud with appropriate phrasing, expression, and pacing.

4. Outside Text

_____ Read an outside text that is related to the book you are reading. Complete any assignments your teacher has given to go with the article.

_____ Visit the school or classroom library and select a book or magazine to read independently.

5. Write

_____ Writers get ideas from reading. Spend time writing your own story, report, or persuasive letter and then find someone to share your writing with!

_____ Other:

Important Quotes

Harriet Tubman, Quadrant 1

Quote 1

Put the quote in your own words by paraphrasing.

“The new laws took away what little freedom of movement they had. A slave caught on the road, alone, without a pass, would be whipped. . . Two slaves talking would be whipped. . . They could not hold church meetings of their own anymore. It was now a crime to teach a slave to read or to write” (pp. 17–18).

In your own words/paraphrase:

Quote 2

Put the quote in your own words by paraphrasing.

“At night, inside the cabin, she felt safe. But with the coming of morning, she was always a little frightened . . . at six, Harriet already knew fear and uneasiness. She knew certain joys too, the joy of singing, the warmth of the pine-knot fire in a fireplace, the light that served as a decoration, making shadows on the walls. . .” (pp. 27–28).

In your own words/paraphrase:

Quote 3

Put the quote in your own words by paraphrasing.

“A rumor started, and spread, to the effect that there was an underground railroad . . . the free Negroes, the Quakers, the Methodists, the German farmers who helped runaway slaves in Ohio, Pennsylvania, New York, started using phrases and words suited to the idea of a railroad. They called themselves conductors, station masters, brakemen. Their houses and barns and haystacks . . . were called depots and stations. They referred to the runaways as passengers, parcels, boxes, bales of black wool. Large parcels were grownups; small parcels were children” (p. 53).

In your own words/paraphrase:

Quote 4: Choose an important quote from Quadrant 1.

Quote:

In your own words/paraphrase:

Important Quotes

Harriet Tubman, Quadrants 2 and 3

Quote 5

Put the quote in your own words by paraphrasing.

“One moment [Harriet] had been a laughing child, running through the woods, chasing rabbits, playing with the other small children in the quarter, and the next moment she had been picked up and . . . set to work doing jobs that a child should not have been expected to do” (p. 72).

In your own words/paraphrase:

Quote 6

Put the quote in your own words by paraphrasing.

“I had reasoned this out in my mind; there was one of two things I had a *right* to, liberty or death; if I could not have one, I would have the other; for no man should take me alive; I should fight for my liberty as long as my strength lasted, and when the time came for me to go, the Lord would let them take me” (p. 94).

In your own words/paraphrase:

Quote 7

Put the quote in your own words by paraphrasing.

“Whenever [Harriet] saw any of these newly escaped slaves, she never failed to think how miraculous it was that a group of people . . . should have had the courage to start for an unknown destination without food or money or friends, with only the burning desire for freedom to keep them going” (p. 106).

In your own words/paraphrase:

Quote 8: Choose an important quote from Quadrant 2 or 3.

Quote:

In your own words/paraphrase:

Vocabulary Practice

Harriet Tubman, Quadrant 1

Choose 2 nouns from the list.

Use the noun definition stem: *A _____ is a _____ that _____ such as _____.*

- Rumor (p. 53)
- Bondage (pp. 54, 55)
- Contemplation (p. 54)
- Abolition (p. 57)
- Propitiation (p. 60)
- Insurrection (pp. 16, 55)
- Timbre (p. 35)
- Refuge (p. 38)
- Coffle (p. 40)
- Reputation (pp. 41, 52)
- Contempt (p. 49)

Choose 1 adjective from the list.

Use the adjective definition stem: *_____ means _____ such as _____.*

- Recalcitrant (p. 9)
- Inexplicable (p. 34)
- Interminable (p. 45)
- Sullen (p. 50)
- Refractory (p. 51)
- Intractable (p. 64)
- Defiant (p. 64)
- Uncompromising (p. 69)

Choose 1 verb from the list.

Use the verb definition stem: *To _____ means to _____.*

- Manumit (pp. 7, 9)
- Dispirited (p. 7)
- Assuaged (p. 14)
- Revolt (pp. 24, 55, 57, 61)
- Surrender (p. 48)
- Congregate (p. 56)

Choose your own new and interesting word from the text.

Use the appropriate definition stem:

Noun: *A _____ is a _____ that _____ such as _____.*

Verb: *To _____ means to _____.*

Adjective: *_____ means _____ such as _____.*

Adverb: *_____ means _____ such as _____.*

Vocabulary Practice

Harriet Tubman, Quadrants 2 and 3

Choose 2 nouns from the list.

Use the noun definition stem: *A _____ is a _____ that _____ such as _____.*

- Privilege (p. 75)
- Lore (p. 75)
- Oppression (p. 78)
- Provision (p. 81)
- Derision (p. 84)
- Despair (p. 110)
- Undercurrent (pp. 113, 114)
- Ardor (p. 129)
- Treason (p. 130)
- Traitor (p. 141)
- Temperance (p. 167)

Choose 1 adjective from the list.

Use the adjective definition stem: *_____ means _____ such as _____.*

- Condemned (p. 120)
- Prodigious (p. 129)
- Mutinous (p. 139)
- Indomitable (p. 142)
- Fastidious (p. 144)
- Incalculable (p. 147)
- Unparalleled (p. 148)

Choose 1 verb from the list.

Use the verb definition stem: *To _____ means to _____.*

- Beckon (p. 84)
- Betray (pp. 85, 86)
- Incite (p. 86)
- Refute (p. 117)
- Dispel (p. 136)

Choose your own new and interesting word from the text.

Use the appropriate definition stem:

Noun: *A _____ is a _____ that _____ such as _____.*

Verb: *To _____ means to _____.*

Adjective: *_____ means _____ such as _____.*

Adverb: *_____ means _____ such as _____.*

Word: 1.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 2.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 3.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 4.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 5.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 6.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 7.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 8.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 9.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 10.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Fluency Practice

Harriet Tubman, Quadrant 1

Directions: Read the passage, taking a quick pause / or longer pause // at each phrase mark. Read with an appropriately varied rate, pitch, and volume. Doing so will make reading more interesting and easier to comprehend.

Excerpt from pages 6–8:

The bold ones, / young, / strong, / said freedom lay to the North, / and one could obtain it if one could but get there. // A hush fell over the cabin, / an uneasiness entered the room. // It seemed to reach the sleeping children, / huddled on the old blankets in the corner, / for they stirred in their sleep. //

They were all silent for a moment, / remembering the ragged, / half-starved runaways that had been seen brought back in chains, / branded with an R, / or the ears cropped, / remembering how they had seen them whipped and sent South with the chain gang. //

Then another of the slaves, / squatted by the fire, / broke the silence. // He used a long word: / manumission. // It was a word the master used. // It was a promise that had been made to all of them. // If they were faithful and hardworking, / the master would set them free, / manumit them, / when he died. //

Someone pointed out that such things did and could happen. // There were free men living in their own cabins on the edge of the woods, / not far away from the plantation. // Because these people were free, / their children were born free. // This was said with a covert glance at the tiny new baby, / Minta or Minty, / who lay close by Old Rit's side, / in a corner of the cabin. //

One of the dispirited slaves said that freedom lay only in death. //

The bold ones said this was not true. // They said you could run away, / get to the North and be free. // Slaves were disappearing all the time from nearby farms and plantations. // True, / some of them were caught, / brought back and sold South, / but many of them were not. // Quite often the masters and the overseers came back without the runaways. // They said they had sold them. // But this was not necessarily true. // Surely some of them, / some of those young prime field hands, / glossy skinned, / supple-jointed, / surely some of those strong young men must have reached the North. //

Yes, / the others said, / but how could one know? // How be certain? // Why did none of them ever come back? // Why were they never seen again? // It was cold in the North. // Perhaps they died on the way, / died of cold and hunger. // Who could possibly know? //

Fluency Practice

Harriet Tubman, Quadrants 2 and 3

Directions: Read the passage, taking a quick pause / or longer pause // at each phrase mark. Read with an appropriately varied rate, pitch, and volume. Doing so will make reading more interesting and easier to comprehend.

Excerpt from pages 129–30:

Though she was not aware of it, / she had become a legend in the slave cabins along the Eastern Shore. // She had always had the makings of a legend in her: / the prodigious strength, / the fearlessness, / the religious ardor, / the visions she had in which she experienced moments of prescience. // Stories about her would be handed down from one generation to the next, / embroidered, / embellished, / until it would be impossible to say which part was truth, / which part was fiction. // But each one who heard the stories, / each one who told all of them, / or only parts of them, / would feel stronger because of her existence. // Pride in her would linger on in the teller of the story as well as the listener. // Their faith in a living God would be strengthened, / their faith in themselves would be renewed. //

The slaves said she could see in the dark like a mule, / that she could smell danger down the wind like a fox, / that she could move through thick underbrush without making a sound, / like a field mouse. // They said she was so strong she could pick up a grown man, / sling him over her shoulder and walk with him for miles. //

They said, / voices muted, / awed, / that she talked with God every day, / just like Moses. // They said there was some strange power in her / so that no one could die when she was with them. // She enveloped the sick and the dying with her strength, / sending it from her body to theirs, / sustaining them. //

They changed her name again. // At first / she had been called Minta or Minty. // After her defiance of the overseer, / they called her Harriet, / because the pet names, / the diminutives, / were no longer fitting for a girl who had displayed such courage. //

Now they called her Moses. //

Outside Text

Harriet Tubman

Harriet was deeply affected by the death of John Brown, a radical abolitionist who was executed for inciting a slave rebellion at Harpers Ferry, Virginia, in 1859. Read about John Brown:

- <https://www.nps.gov/hafe/learn/historyculture/when-john-brown-met-harriet-tubman.htm>
- <https://www.pbs.org/wgbh/aia/part4/4p1550.html>

Culminating Project

Learn and report about a real-life rescue operation!

To help you start thinking about which rescue operation you might choose for this project, here is a list of **ten famous rescue operations from history**.

Rescue Operations

1. **Operation Hope (2023)**—Forty days after their plane crashed, four children were found alive in the Amazon jungle.
2. **Darlene Etienne (2010)**—Haiti’s devastating 7.0-magnitude earthquake trapped Darlene Etienne under the rubble for fifteen days until she was rescued.
3. **Chilean Miners (2010)**—Thirty-three Chilean miners survived more than two months underground after a shaft in the copper mine collapsed.
4. **US Airways Flight 1549 (2009)**—Passengers and crew were saved after their passenger jet was forced to land on the Hudson River after a flock of geese had gotten stuck in the plane’s engines.
5. **Pennsylvania Miners (2002)**—Water trapped nine miners 240 feet underground.
6. **9/11 (2001)**—Rescue workers rushed into partially destroyed burning buildings to locate survivors of the terrorist attacks and bring them to safety.
7. **Baby Jessica (1987)**—Eighteen-month-old Jessica McClure became stuck twenty-two feet beneath the surface of the ground after stepping into an abandoned water well.
8. **Apollo 13 (1970)**—Two days after its launch, an oxygen tank exploded and destroyed critical components on the space craft.
9. **SS *Andrea Doria* (1956)**—An Italian ocean liner collided with a Swedish liner on a foggy afternoon off Nantucket Island.
10. **USS *Squalus* (1939)**—After an induction valve failed, water rushed in the engine room of the submarine, killing twenty-six men and leaving thirty-three men stranded.
11. **Ida Lewis (1842–1911)**—A famous lighthouse keeper, she was noted for her heroism in rescuing people from the seas.
12. **Thomas Garrett (1789–1871)**—A Quaker, he served as a “stationmaster” for the Underground Railroad and is credited with helping more than twenty-seven hundred enslaved people escape to freedom.

Notes:

Important Quotes

	Points
1	/2
2	/2
3	/2
4	/2
5	/2
6	/2
7	/2
8	/2
Total:	/16

0 = no attempt
1 = incomplete
2 = complete

Vocabulary

	Points
1	/2
2	/2
3	/2
4	/2
5	/2
6	/2
7	/2
8	/2
9	/2
10	/2
Total:	/20

0 = no attempt
1 = incomplete
2 = complete

Quadrant 1 Book Club Meeting

	Points
I came prepared with my things.	/2
I completed all my assignments on time.	/2
I came prepared with a question to present to the group.	/2
I participated by listening to my peers.	/2
I was polite and respectful.	/2
I shared my thinking with the group at least two times.	/2
I demonstrated deep thinking.	/2
Total:	/14

Quadrant 2 and 3 Book Club Meeting

	Points
I came prepared with my things.	/2
I completed all my assignments on time.	/2
I came prepared with a question to present to the group.	/2
I participated by listening to my peers.	/2
I was polite and respectful.	/2
I shared my thinking with the group at least two times.	/2
I demonstrated deep thinking.	/2
Total:	/14

Quadrant 4 Book Club Meeting

	Points
I came prepared with my things.	/2
I completed all my assignments on time.	/2
I came prepared with a question to present to the group.	/2
I participated by listening to my peers.	/2
I was polite and respectful.	/2
I shared my thinking with the group at least two times.	/2
I demonstrated deep thinking.	/2
Total:	/14

0 = no attempt

1 = incomplete

2 = complete