

★ American Girl®

ADDY

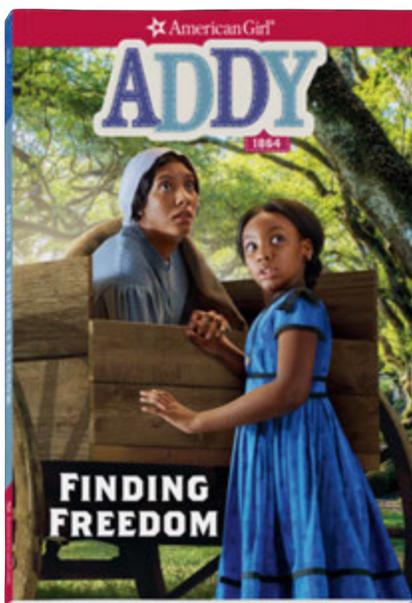
1864

A Teacher's Guide to

FINDING FREEDOM

*A story about
America's Civil War*

Lexile measure: 670L



About the Book

Addy Walker hears her momma and poppa whispering about escaping from slavery on Master Stevens's plantation in North Carolina. Poppa's plan is for the family to make their way to freedom in Philadelphia. Before the Walkers can escape, Addy's poppa and big brother, Sam, are shackled and sold. Momma decides that she and Addy must run. Leaving baby Esther with Auntie Lula and Uncle Solomon, they make their way on the Underground Railroad to Philadelphia. Aided by the Freedom Society of Trinity A.M.E. Church, Momma finds a job as a seamstress, and Addy finally attends school. She makes friends, learns to read and write, and even earns a few coins as an errand girl at the shop where Momma works. Though life in freedom is more difficult than Addy expected, she never gives up hope of someday being reunited with her entire family. (Lexile measure: 670L)

About This Guide and the Common Core Standards

Addy's story, set during the Civil War, offers a glimpse into the complexities of slavery and the transition from slavery to freedom. The layered discussion questions ask students to think deeply about the themes of family, hatred and love, freedom, courage, friendship, achievement, and values in conflict. There are natural connections to the language arts, social studies, and arts curricula. This guide encourages students to be careful readers without diminishing the pleasure they gain from reading. It is recommended that students read the entire book before engaging in a detailed study of the novel. Throughout this guide, we note wherever an activity helps students achieve specific Common Core Standards. A key to the standards referenced is provided at the end of the guide.

Pre-Reading Activity

Addy's story takes place in 1863 and 1864, when the nation is embroiled in the Civil War. Establish the context for the novel's time and place by asking students to read "Inside Addy's World." (p. 113-117) Then ask them to share what they know about the Underground Railroad. Why was it called a railroad? Explain the role of the "stations." Read aloud the poem "Harriet Tubman" and discuss Tubman's flight to freedom and her efforts to help other slaves make their way north to freedom. (http://www.poets.org/poem/harriet_tubman)

Correlates to Common Core Language Arts Standards in Speaking & Listening: Comprehension & Collaboration SL. 2-4.1, 2-4.2, 2-4.3; Reading Literature: Key Ideas & Details RL. 2.1, 3-4.1.

Thematic Connections

Family

Describe Addy's family. Discuss her relationship with Sam and Esther. Who are Auntie Lula and Uncle Solomon? What role do they play in Addy's life? Explain the decision to leave Esther with Auntie Lula and Uncle Solomon. Addy's poppa eventually makes it to Philadelphia. Discuss the possibility that Addy might once again see her brother and sister.

Hatred and Love

When Addy says that she hates white people, her momma responds, "If you fill your heart with hate, there ain't gonna be no room for love." (p. 16) How might this advice apply to everyone, even today? How does Momma dismiss hatred even when her family is being mistreated?

Freedom

Discuss what Poppa means when he says, "We ain't always free to show our feelings on the outside. But on the inside we is free." (p. 3) Discuss Addy's idea of freedom. How is the reality of freedom different from what she imagined? Uncle Solomon gives Addy a half dime and tells her, "Freedom's got its cost." (p. 21) Explain what Addy and Momma learn about the cost of freedom, citing examples from the text. What is the purpose of the Freedom Society of Trinity A.M.E. Church? How did this organization help Addy and Momma gain freedom?

Courage

Discuss the meaning of courage. How does it take courage for Addy and Momma to run? Explain how the cowrie shell that belonged to Addy's great-grandmother is a symbol of courage. Describe Addy's bravery when she saves Momma from drowning. How does it take courage for Addy to attend school with Sarah? Give examples of how Addy learns courage from her momma and from her teacher, Miss Dunn.

Friendship

Addy doesn't know much about friendship, because on the plantation she had to spend so much time working. Discuss her introduction to friendship in Philadelphia. What do she and Sarah have in common? How does Addy betray Sarah? Explain what Miss Dunn means when she says, "I suspect you're feeling bad because lines have been drawn between some girls in this class." (p. 79) Debate whether Harriet ever intended to be Addy's friend. What does Addy learn about the true meaning of friendship from her experience with Harriet? How do Addy's feelings toward Mrs. Ford change? Do you think Mrs. Ford's feelings also changed? How does Mrs. Ford demonstrate friendship at the end of the novel?

Achievement

Addy works hard in school. What is Sarah's role in helping Addy achieve? Discuss how Miss Dunn models achievement to her students. How does winning the spelling match cause girls like Mavis to see Addy differently? Addy's momma achieves as a seamstress at Mrs. Ford's shop. Discuss how Mrs. Ford defends Momma's skills when Mrs. Howell returns the dress. In what other ways does Addy's momma achieve?

Values in Conflict

Give examples of values (e.g., honesty, loyalty). Give examples of times when people today must choose whether or not to follow their values. Explain why Momma feels that she has lied to Mrs. Ford by not telling her that she couldn't read or write. Discuss whether it would have made a difference to Mrs. Ford that Momma couldn't read or write. Why didn't Addy tell Mrs. Ford the truth that it was freezing in the garret? (p. 90-91) What does Miss Dunn mean when she tells Addy, "You need to think about what you stand for and act on it"? (p. 79) How is this an important value for everyone to learn?

Correlates to Common Core Language Arts Standards in Reading Literature: Key Ideas & Details RL. 2.1, 2-4.3, 3-4.1, Craft & Structure RL. 2-4.5, 2-4.6, Integration of Knowledge & Ideas RL. 2-4.7, 2-4.9; Language: Conventions of Standard English L. 2-4.1, Knowledge of Language L. 2-4.3; Speaking & Listening: Comprehension & Collaboration SL. 2-4.1, 2-4.2, 2-4.3.

Curriculum Connections

Language Arts

A *simile* is a figure of speech in which two things are compared, often using *like* or *as*. Ask students to explain the following simile: “the wind moaned like a wounded animal.” (p. 23) Have students find other examples of simile in the novel. Then have them write a simile that describes Addy’s reactions when Mrs. Ford gives her the dress that Mrs. Howell returned. (p. 105)

Correlates to Common Core Language Arts Standards in Language: Vocabulary Acquisition & Use L. 3-4.5.

Miss Dunn gives Addy’s class 75 words to learn for the spelling match. Addy wins the match even though she has been in school only a short time. Have the class find at least 20 words from the novel to learn for a class spelling bee. During the bee, ask students not only to spell each word but also to state and spell an antonym and synonym for it.

Correlates to Common Core Language Arts Standards in Language: Vocabulary Acquisition & Use L. 3-4.5.

Have students write a letter that Addy might write to Mrs. Ford, thanking her for the new dress and for all that she has done for the Walker family by giving Momma a job and allowing Addy to run errands.

Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 2-4.3.

Social Studies

Addy and her momma follow the Underground Railroad from North Carolina to Philadelphia, Pennsylvania. Ask students to study the map on the website <http://education.nationalgeographic.org/maps/undergroundrailroad> and follow Addy’s route. Divide the class into small groups, and ask them to trace possible routes that escaping slaves might take from one of the following states: Alabama, Georgia, Kentucky, Louisiana, Mississippi, South Carolina, and Tennessee. How do these routes differ from the one Addy and Momma took?

Correlates to Common Core Language Arts Standards in Reading Informational Text: Integration of Knowledge & Ideas RI. 2-4.7.

Ask students to use resources in the library or online to develop a glossary of words associated with the Underground Railroad. The following website is helpful: <http://pathways.thinkport.org/secrets/language.cfm>. Publish the glossary on the school’s website.

Correlates to Common Core Language Arts Standards in Language: Vocabulary Acquisition & Use L. 2-4.4; Writing: Production & Distribution of Writing W. 2-4.6, Research to Build & Present Knowledge W. 2-4.8.

Have students study the time line of Civil War here: <http://www.historyplace.com/civilwar/>. Ask them to use books in the library or online sources to find at least five facts on one of the events on the time line. Then have them summarize the facts in a one-page report.

Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 2-4.2, Research to Build & Present Knowledge W. 2-4.7.

Drama and Art

Addy attends a shadow puppet performance. Ask students to write and perform a shadow puppet drama called “Freedom” that Addy and Sarah may perform for Addy’s momma and poppa at the end of the novel. Suggest that students find appropriate music to use. Then have them videotape the production and make it available to other students in the school.

Have students make the shadow puppets used in the drama activity. Then have them design a poster advertising the production.

Correlates to Common Core Language Arts Standards in Reading Literature: Key Ideas & Details RL. 2.3, RL. 2-4.3, Craft & Structure RL. 2-4.6; Speaking & Listening: Presentation of Knowledge & Ideas SL. 2-4.4; Integration of Knowledge & Ideas RL. 2-4.7.

Music

Many students may know the African American spiritual “This Little Light of Mine.” Have them read the lyrics on the following website: http://www.negrospirituals.com/songs/this_little_light_of_mine.htm. Divide the class into small groups and ask them to discuss how the song is one of hope. Explain to students that the song was often sung during Addy’s time and also during the civil rights movement a century later. Ask students why they think this was so. Then have the class learn the song and sing it for another class.

Correlates to Common Core Language Arts Standards in Speaking & Listening: Comprehension & Collaboration SL. 2-4.1, Presentation of Knowledge & Ideas SL. 2-4.4.

Vocabulary/Use of Language

The vocabulary in the novel isn’t difficult, but students should be encouraged to jot down unfamiliar words and try to define them using clues from the context. Such words may include *pallet* (p. 1), *frantic* (p. 11), *swell* (p. 29), *abolitionist* (p. 46), *garret* (p. 47), *permanent* (p. 54), *fascination* (p.59), *progress* (68), *principle* (p. 77), *sacrifice* (p. 94), and *frayed* (p. 103).

Correlates to Common Core Language Arts Standards in Reading Literature: Craft & Structure RL. 2-4.4; Language: Vocabulary Acquisition & Use L. 2-4.4.

Online Resources

- http://www.americaslibrary.gov/aa/tubman/aa_tubman_subj.html
Provides information about Harriet Tubman.
- http://education.nationalgeographic.com/education/multimedia/interactive/the-underground-railroad-faces-of-freedom/?ar_a=1
Provides profiles of other important people connected with the Underground Railroad.
- http://www.americaslibrary.gov/aa/lincoln/aa_lincoln_subj.html
The official kids’ page of the Library of Congress website provides a profile of Abraham Lincoln and his place in history.
- <http://www.ushistory.org/us/27b.asp>
Offers information about the life of a slave.



About the Author

Connie Porter grew up near Buffalo, New York. As girls, she and her sisters trudged through deep snow to borrow books from the bookmobile that came through their neighborhood twice a week. After the girls finished their homework at night, they crawled into their beds and read the books aloud to each other. Ms. Porter still loves to read books. Today, she lives in Nevada with her daughter.

More Stories About Addy

- *A Heart Full of Hope*
Find out what happens after *Finding Freedom*. (Lexile measure: 680L)

Key to Common Core Standards Referenced in This Guide

Reading Literature

Key Ideas & Details

RL. 2.1—Ask and answer such question words as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

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

RL. 2-4.3—Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

RL. 3-4.1—Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft & Structure

RL. 2-4.4—Determine the meaning of words and phrases as they are used in a text.

RL. 2-4.5—Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL. 2-4.6—Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge & Ideas

RL. 2-4.7—Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL. 2-4.9—Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events.

Reading Informational Text

Integration of Knowledge & Ideas

RI. 2-4.7—Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Language

Conventions of Standard English

L. 2-4.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

L. 2-4.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition & Use

L. 2-4.4—Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

L. 3-4.5—Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

Speaking & Listening

Comprehension & Collaboration

SL. 2-4.1—Participate in collaborative conversations with diverse partners about grade-level topics and texts with peers and adults in small and large groups.

SL. 2-4.2—Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL. 2-4.3—Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge & Ideas

SL. 2-4.4—Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Writing

Text Types & Purposes

W. 2-4.2—Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W. 2-4.3—Write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.

Production & Distribution of Writing

W. 2-4.6—With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build & Present Knowledge

W. 2-4.7—Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W. 2-4.8—Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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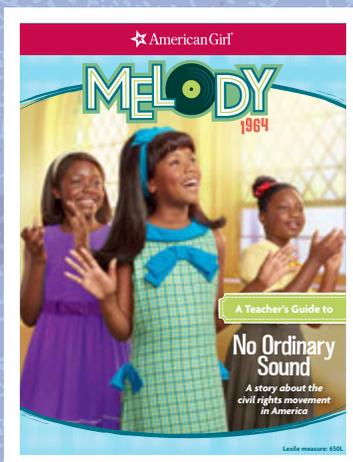
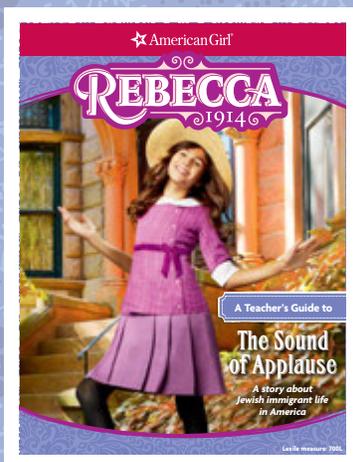
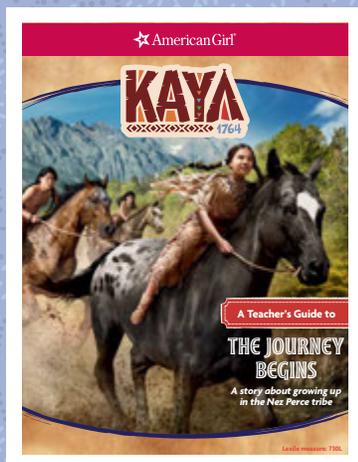
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Character Is Everything

American Girl's line of historical fiction for middle-grade readers was originally conceived and developed by a former classroom teacher. The books are grounded in thorough historical research and bring history to life for children.

Each historical character's story helps readers make connections. Girls and boys can explore the past, find their place in the present, and think about the possibilities the future can bring. They will see how a young person can stand up for what he or she cares about most: helping others, protecting the earth, and overcoming injustice. Through these stories, young readers will discover how staying true to their own beliefs helps define *their* character.

Find more Teacher's Guides at www.americangirl.com/guides.



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