

### Key Question

What were the effects of the Emancipation Proclamation?

### Vocabulary

#### Academic vocabulary

- *believe (v.), effect (n.), return (v.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

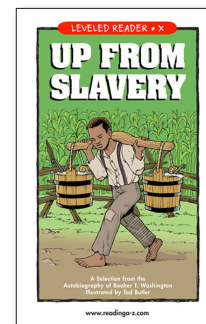
#### Story words

- *Emancipation Proclamation (n.), flax (n.), manual labor (n.), overseer (n.), plantation (n.), self-reliance (n.)*

#### Enrichment words

- *autobiography (n.), big house (n.), entangled (adj.), paradise (n.), quarters (n.), scolding (n.), trade (n.), woe (n.)*

Go to [VocabularyA-Z.com](http://VocabularyA-Z.com) for a pre-made vocabulary lesson for *Up From Slavery*.



### Text features: Analyze a table of contents

Before reading, have the students locate the Table of Contents on page 3. Review the headings listed in the table of contents. Ask: *Why are these headings listed? What information would you expect to find under each of the headings? Why do the page numbers in the Table of Contents skip certain numbers?*

### Ask and answer questions

Before reading, have small groups write one question they have about the book on a sticky note. Write the questions on the board for all the students to see. At the end of the reading, allow time for students to tell which of their questions were answered. Invite them to cite the evidence in the book that supports their answers.

### Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *Why did seeing all the children studying in the schoolroom make an impression on Booker T. Washington? (level 3)*
- *What responsibilities of being free did the black people face? (level 2)*
- *Why did former slaves pity their former owners? (level 2)*

### Graphic organizer: Make inferences / Draw conclusions

Explain that in order to make a book interesting and not too long, authors don't always tell the reader every detail. Often they just provide enough information for the readers to make guesses or inferences. Have the students reread the first section titled "Home Life" to figure out why the slaves wore clothes made of rough flax. Tell them to mark the clues or information that helped them make the guess. Introduce the lesson [graphic organizer](#). Using the graphic organizer, model how to fill in the first row of the graphic organizer.

### Response to reading

Have students cite specific evidence from the book to answer the key question.

Name \_\_\_\_\_

**Instructions:** Reread each section listed below. In the *Clues* column, write any clues or information that the section gives you about the question. In the third column, use the clues to make an inference that answers the question.

Section Title	Question	Clues	Inference
"Home Life"	Why did Booker's mother have little time to care for her children?		
"Talk of Freedom"	Why did Booker's Master Billy beg an overseer for mercy when the man was whipping a slave?		
"Free at Last"	Why did the slaves want the slave owners to think that the "freedom" they sang about in their songs was about going to heaven?		
"The Effects of Slavery"	Why didn't the slaveowner's children have any work skills?		

Up From Slavery • Level X

Common Core Supplement