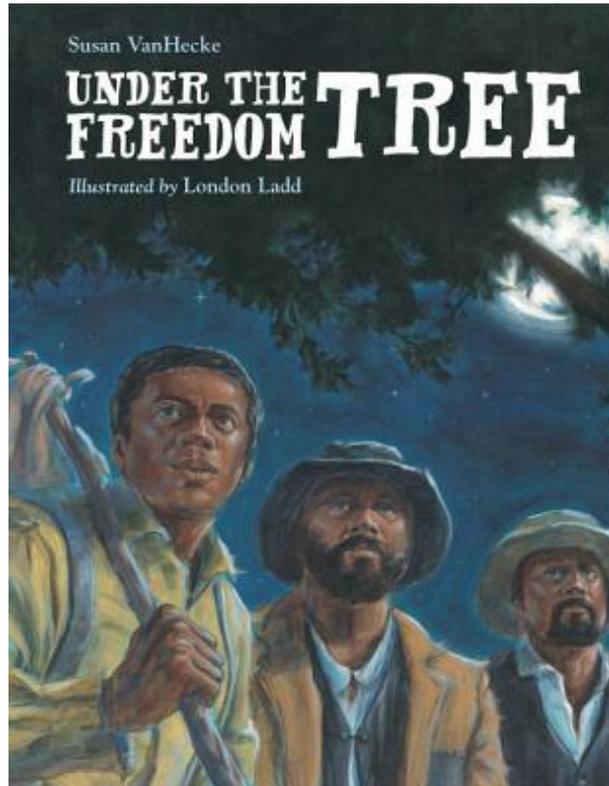


**A Core Curriculum State Standards &  
English Standards of Learning of Virginia  
Aligned Discussion and Activity Guide for**



**Written by Susan VanHecke**

**Illustrated by London Ladd**

**Published by Charlesbridge**

**Guide Created by Debbie Gonzales**



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## Pre-Reading Discussion Questions

### Look closely at the front cover.

- Describe what you see on the front cover.
- Who are the three men featured in the illustration?
- What do those three men want?
- What do their expressions communicate to you?
- Why are they looking in the same direction? What do they see?
- The moon is high in sky behind them. What are these men doing at this time of night?
- The title of the book is *Under the Freedom Tree*.
  - Define *freedom*.
  - Are these men free? Explain your answer.
- Predict what you think this story is going to about.
  - How will it begin?
  - How will it end?
  - What will happen to these three men?

### Look closely at the back cover.

- Describe what you see on the back cover.
- What are the men doing?
- Are these men featured in this illustration the same as those featured on the front cover?
- Where are they going?
- Why are they traveling at night?
- What does illustration have to do with your definition of freedom?

### Meet the author – Susan VanHecke.

- How do authors tell stories? What tools do they use?
- On her website, Susan says that her ancestors were abolitionists. Do you know what this means? If so, explain your answer.
- Click [HERE](#) to access Susan’s website and find out more about her inspiration to write this book.



### Meet the illustrator – London Ladd.

- How do illustrators tell stories? What tools do they use?
- Click [HERE](#) to watch a video of London in his studio. In it, he says that he is motivated by the human spirit overcoming adversity. Define *adversity*.
- Do you think his desire to see these things in others affects his artistic expression? How so?



## Post-Reading Discussion Questions

*“What will we find  
‘cross the deep water?”*

Better forward than back,  
*think the three*  
*as they course closer to the old oak tree.*

**Consider the spread featuring silhouettes of three men rowing a skiff in the dark of night. Discuss the following comments and questions.**

- Describe the action in the illustration.
- Explain why these men are doing such a dangerous thing in the middle of the night.
- Tell what is meant by the phrase “Better forward than back.”
- Imagine how these men are feeling, both physically and emotionally. How so?
- Tell the story of this illustration in your own words.

*General  
squints,  
spits,  
strokes his chin.  
Ponders the fate of the three.*

**Consider the spread featuring the three runaway slaves standing before Union officers around an office table. Discuss the following comments and questions.**

- Who are the men wearing the blue uniforms?
- Guess what is on their minds. What are they thinking about?
- What is meant by the phrase “Heads bowed, hopes bold.”?
- Do you think the officers had any idea that the decision they were making at that moment would affect not only these three men but the overall history of thousands of others? How so?
- Tell the story of this illustration in your own words.



*“So let it be known  
I do here claim and seize  
your ‘chattel’  
as enemy property.”*

*Contraband of war  
now are the three,  
as springtime sun  
warms the old oak tree.*

**Consider the spread featuring the three men standing near the oak tree watching the general speak to a soldier on horseback. Discuss the following comments and questions.**

- Describe how the three men under the tree are feeling. What are their expressions telling you?
- Imagine what the man on horseback is thinking. Describe your thoughts.
- The general uses the words *claim* and *seize*. Define those words.
- Explain how human beings can be considered as property. How can that be?
- Tell the story of this illustration in your own words.

*Fortress fills.  
Crowded, they spill  
beyond the high walls,  
beyond the stone gate,  
  
gathering old logs,  
scavenging rough planks.  
cobbling crude shanties.*

*Slabtown, they call it.*

**Consider the first spread featuring men and women working together to build a community. Discuss the following comments and questions.**

- What does that word *Slabtown* mean to you?
- Notice the activity in the illustration. Predict what the name *Slabtown* means to these people.
- Are these people happy? How do you know?
- Are these people "contraband of war"? If so, explain what that means.
- Are these people safe? Tell why or why not?
- Are these people free?
- Tell what being free means to them.
- Tell what being free means to you.
- Tell the story of this illustration in your own words.



*Now Slabtown fills.  
Crowded, they spill  
into the ruins  
of a city once set aflame.*

**Consider the second spread featuring men and women working together to build a community. Discuss the following comments and questions.**

- Explain what is happening in this illustration. What are the people doing?
- What are they using to build this second community, Grand Contraband Camp?
- Imagine what these people are thinking as they build a home from the ruins of a city the Confederates burned to the ground. Describe your thoughts.
- Tell the story of this illustration in your own words.

*Teacher,  
brave teacher,  
gathers them all.*

**Consider the spread featuring a woman reading a book aloud to a cluster of children seated on the ground before her. Discuss the following comments and questions.**

- How is this woman being brave? What is she doing that requires bravery?
- The woman and children are being shaded by a big oak tree. Tell why the tree is important to the scene and to the story.
- War is mentioned in this spread. What war? Are these children in danger? How so?
- What does the word *forbidden* mean?
- Why are these children forbidden to read and write?
- Why are these skills important to these children? Why are they important for you?
- Tell the story of this illustration in your own words.

*Lives changed forever  
under the Freedom Tree.*

**Consider the final spread featuring people smiling, laughing, and giving praise. Discuss the following comments and questions.**

- Explain how these people's lives have been changed forever.
- What role do the three original contraband slaves play in this joyful scene?
- What role does the old oak tree play in this joyful scene?
- Tell the story of this illustration in your own words.



## Who Am I? – A Matching Game

**Objective:** To classify, categorize, and identify key people and places by matching photos with brief character descriptions in a hands-on, manipulative manner.

### Materials:

- Cardstock
- Printer
- Who Am I? photo cards (page 8)
- Who Am I? description cards (page 9)
- Who Am I? answer sheet (page 10)
- Scissors
- Lamination (optional)
- The book *Under the Freedom Tree*

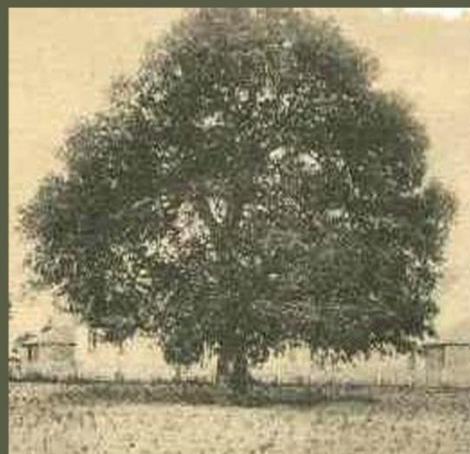
### Procedure:

- Print Who Am I? photo cards and description cards (pages 8 and 9) on cardstock.
- Using scissors, trim around the edges of the cards.
- Laminate cards, if desired.
- Place the photo cards in a vertical row.
- Read the description cards and place the corresponding card to the right of the photo card.
- Leaf through the book for placement verification, if needed.
- Check work using the Who Am I? answer sheet (page 10).

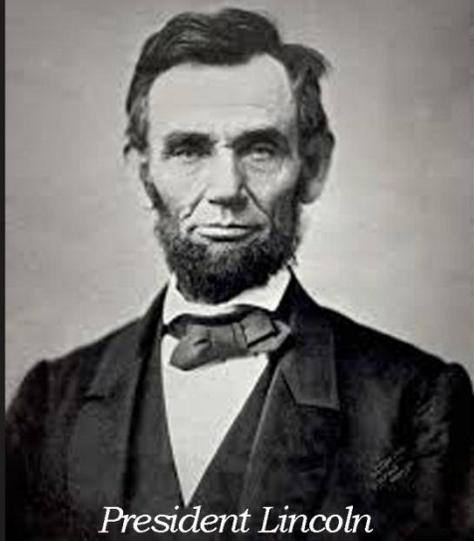




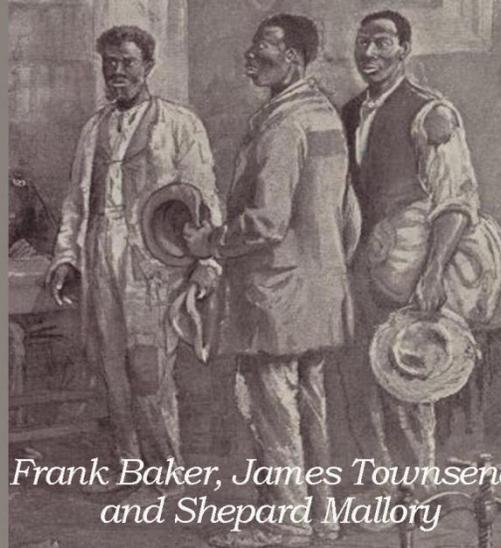
*A Confederate colonel's jacket*



*Emancipation Oak*



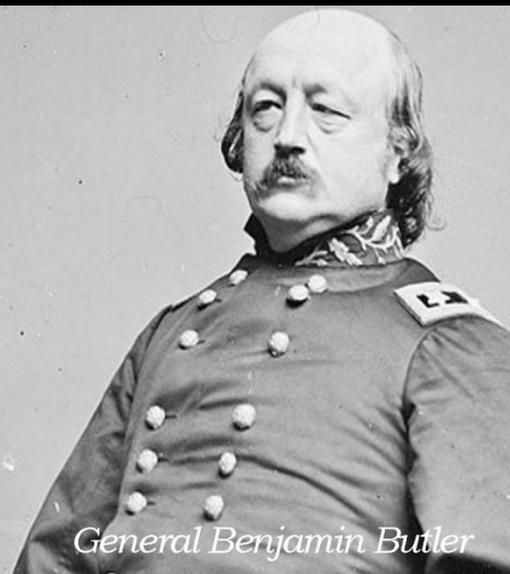
*President Lincoln*



*Frank Baker, James Townsend,  
and Shepard Mallory*



*Mary Smith Peake*



*General Benjamin Butler*



*Beneath my broad  
branches, on  
January 1, 1863,  
the Emancipation  
Proclamation  
was read.*

*I taught the  
children of  
Hampton  
to read and to  
write.*

*My name is  
Colonel Charles  
K. Mallory of  
the Confederate  
army. I am in  
search of three  
runaway slaves.*

*I signed the  
Emancipation  
Proclamation,  
which eventually  
led to the  
abolishment of  
slavery.*

*We escaped  
the Confederate  
line. While at  
Fort Monroe,  
General Butler  
decreed us to be  
“contraband of war.”*

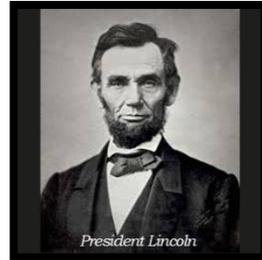
*I refused to return  
Frank, James,  
and Shepard to  
Colonel Mallory.  
Instead, I decreed  
that the men were  
enemy property.*



## Who Am I? – A Matching Game Answers



*My name is Colonel Charles K. Mallory of the Confederate army. I am in search of three runaway slaves.*



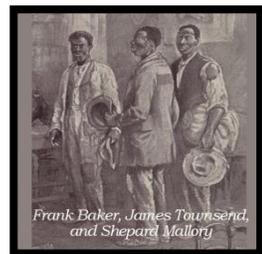
*I signed the Emancipation Proclamation, which eventually led to the abolishment of slavery.*



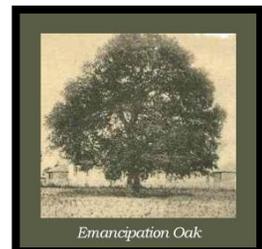
*I taught the children of Hampton to read and to write.*



*I refused to return Frank, James, and Shepard to Colonel Mallory. Instead, I decreed that the men were enemy property.*



*We escaped the Confederate line. While at Fort Monroe, General Butler decreed us to be "contraband of war."*



*Beneath my broad branches, on January 1, 1863 the Emancipation Proclamation was read.*



## Sequence of Events – A Historic Timeline

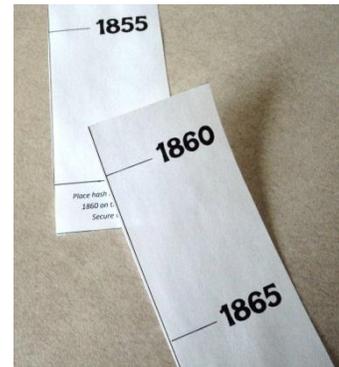
**Objective:** To gain a visual awareness of the relationship of the time and place of a series of historical events aligned in a sequential manner.

### Materials:

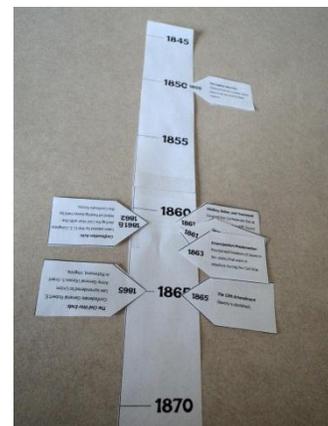
- Printout of timeline strips and tags (pages 12 to 13)
- Scissors
- Tape
- The book *Under the Freedom Tree*

### Procedure:

- Use scissors to trim around the borders of the timeline strips and tags.
- Use tape to secure timeline strips sequentially, following the dates printed on the strips.



- Note the date printed on the tag arrow. Place tags along the edge of the timeline strip on or near the date printed there.



- Flip through the pages of *Under the Freedom Tree* to verify some of the dates printed on the tags.



## Timeline Strips

—	<b>1845</b>
—	<b>1850</b>
—	<b>1855</b>
<p><i>Place hash mark for the year 1860 on the line above. Secure with tape.</i></p>	

—	<b>1860</b>
—	<b>1865</b>
—	<b>1870</b>
—	<b>1875</b>



## Timeline Tags

**1850**

***The Fugitive Slave Act:***

Declared that all runaway slaves were to be returned to their masters.

**1861**

***Mallory, Baker, and Townsend:***

Escaped the Confederate line at night by rowing in a skiff. Found asylum at Fort Monroe, Virginia. Became know as the “contraband slaves.”

**1861 &  
1862**

***Confiscation Acts:***

Laws passed by the U. S. Congress during the Civil War with the intent of freeing slaves held by the Confederate forces.

**1865**

***The Civil War Ends:***

Confederate General Robert E. Lee surrendered to Union Army General Ulysses S. Grant in Richmond, Virginia.

**1863**

***Emancipation Proclamation:***

Proclaimed freedom of slaves in ten states that were in rebellion during the Civil War.

**1861**

***General Benjamin Butler:***

Assumed the position that he was not obligated to return the “contraband slaves.”

**1865**

***The 13th Amendment:***

Slavery is abolished.



## Compare & Contrast the Use of Repetitive Phrasing

**Objective:** To examine the author’s intent of the use of repetitive phrasing in relation to the story arc.

### Materials:

- The book *Under The Freedom Tree*
- The Compare & Contrast graphic organizer (page 15)
- Pencil

### Procedure:

- In the book, turn to the spread featuring a nighttime camp scene in which soldiers are gathered around a campfire warming themselves and three men are laying on the ground outside of the tents.
  - Discuss the action happening in the spread, noting details such as use of color, mood, and tone.
  - Encourage the students to tell the story of this spread.
    - What is happening?
    - Who are the men gathered around the fire?
    - Why is one of the men laying on the ground awake?
    - What is he thinking about?
- In the book, turn to the golden- and brownish-toned spread depicting a cluster of homes with families gathered together on the porches.
  - Discuss the action happening in the spread, noting details such as use of color, mood, and tone.
  - Encourage the students to tell the story of this spread.
    - What is happening?
    - Who are the people gathering together on the porches?
    - What are these people thinking about?
    - Tell how this spread differs from the illustration discussed earlier.
      - What sorts of things are different in the two illustrations?
      - What sorts of things are the same?
- Though the scenes depicted in these two illustrations are quite different, the author chose to repeat the phrase “...dragging, hauling, digging, stacking.” Use the graphic organizer to consider the use of this repetitive phrasing.
  - Consider the repetitive phrases in relation to their placement in the story arc.
  - Consider the repetitive phrases in relation to the intent of the actions described.
    - Are there ways that the actions are similar in intent?
    - Are there ways that the actions are the same?



## Compare & Contrast the Use of Repetitive Phrasing Graphic Organizer

Compare ways that the phrase is the same.

*Away from camp  
and Colonel's work,*

*dragging,  
hauling,  
digging,  
stacking,*

Think about the action in the scenes and/or the changes that have occurred as the story progresses.

How can the same action mean different things at different times in the story?

Both phrases describe hard, physical work being done. How is working for the Colonel different than for the Union?

How is it the same?

*Days are for Union  
work,*

*dragging,  
hauling,  
digging,  
stacking,*

Contrast by telling what is different in the use of the phrase.



## Tell a Story

**Objective:** Through the act of writing, drawing, oral reading, and video, students will artistically identify with key people in the story.

### Materials:

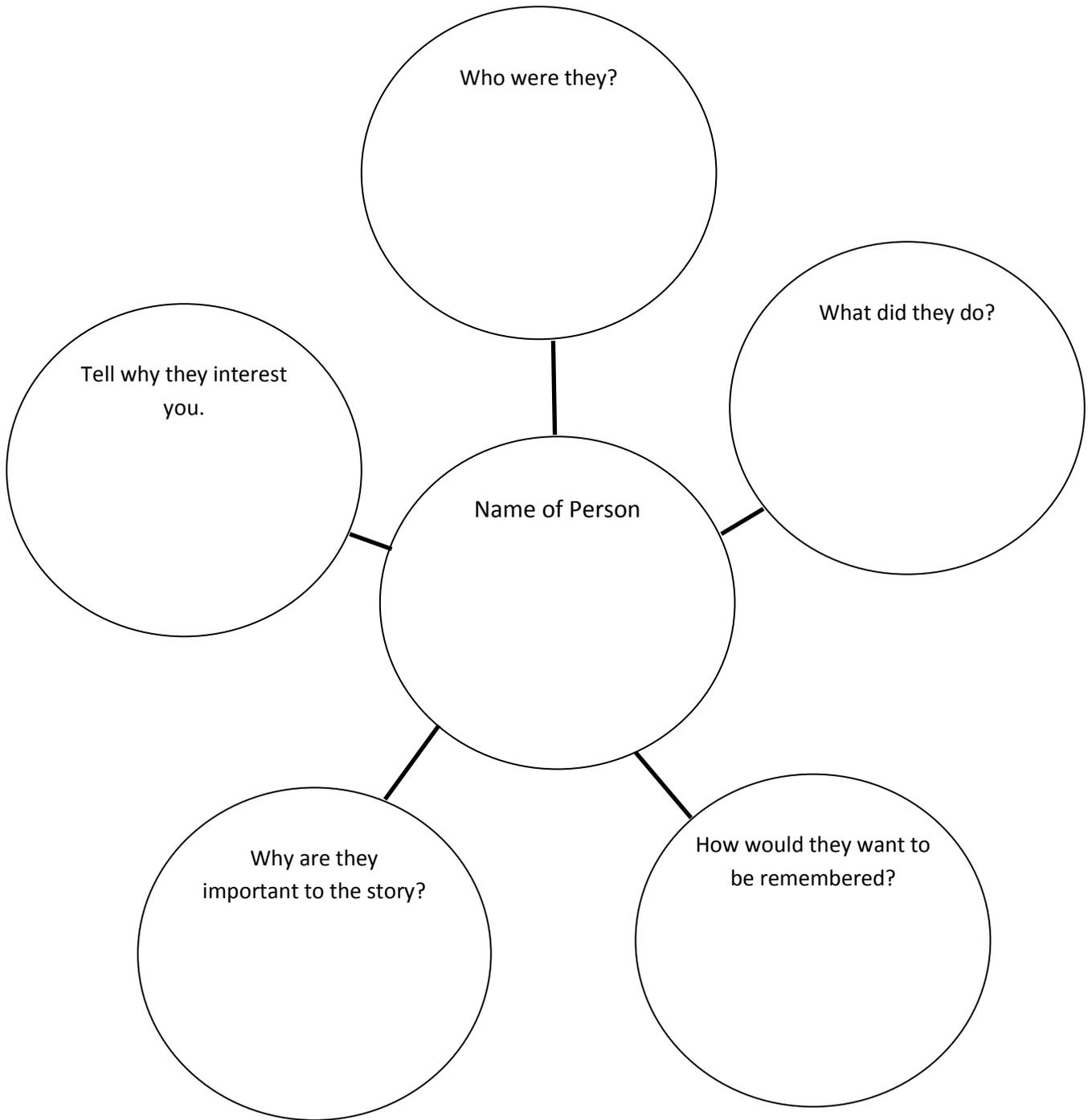
- Graphic Organizer (page 17)
- Writing and illustrating paper (page 18)
- Pencil
- Markers
- The book *Under The Freedom Tree*
- Video camera

### Procedure:

- Students are to choose a person from the story about whom they would like to write a narrative.
- Using the graphic organizer provided, instruct students to fill in the circles with the labeled information.
- Using the writing paper provided, students are to compose an original story with the information gathered from the graphic organizer.
- Students may draw a picture of the person in the upper portion of the writing paper.
- Encourage classmates to read their pieces aloud, perhaps while being filmed.



### Tell a Story – Graphic Organizer



## Tell a Story – Writing & Illustrating Paper

Handwriting practice lines consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed midline, and a solid bottom line.



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## Core Curriculum State Standards Alignment Documentation

### English Language Arts Standards » Reading: Literature

		Discussion Questions	Who Am I?	Timeline	Repetitive Phrasing	Tell a Story
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	✓	✓	✓	✓	✓
RL.K.2	With prompting and support, retell familiar stories, including key details.	✓	✓	✓	✓	✓
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓	✓			✓
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	✓				
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	✓			✓	
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.				✓	
RL.K.10	Actively engage in group reading activities with purpose and understanding.	✓	✓	✓	✓	✓
RL.1.1	Ask and answer questions about key details in a text.	✓	✓	✓	✓	✓
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	✓	✓	✓	✓	✓
RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓	✓			✓
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓			✓	
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.				✓	
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✓	✓	✓	✓	✓
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> 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.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	✓	✓		✓	



## English Language Arts Standards » Reading: Literature (cont.)

		Discussion Questions	Who Am I?	Timeline	Repetitive Phrasing	Tell a Story
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓	✓	✓	✓
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	✓	✓			✓
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	✓			✓	
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	✓	✓	✓	✓	✓



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## English Language Arts Standards » Reading: Informational Text

		Discussion Questions	Who Am I?	Timeline	Repetitive Phrasing	Tell a Story
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	✓	✓	✓	✓	✓
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	✓	✓	✓	✓	✓
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		✓	✓	✓	✓
RI.K.5	Identify the front cover, back cover, and title page of a book.	✓				
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	✓				
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	✓			✓	
RI.K.10	Actively engage in group reading activities with purpose and understanding.	✓	✓	✓	✓	✓
RI.1.1	Ask and answer questions about key details in a text.	✓	✓	✓	✓	✓
RI.1.2	Identify the main topic and retell key details of a text.	✓	✓	✓	✓	✓
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.		✓	✓	✓	
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	✓			✓	
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	✓	✓	✓	✓	✓
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	✓	✓	✓	✓	✓
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.			✓		
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.				✓	
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓



## English Language Arts Standards » Reading: Informational Text (cont.)

		Discussion Questions	Who Am I?	Timeline	Repetitive Phrasing	Tell a Story
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓	✓	✓	✓
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	✓	✓		✓	✓
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		✓		✓	
RI.3.7	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).		✓			
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.				✓	
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	✓	✓	✓	✓	✓



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## English Language Arts Standards » Writing

		Discussion Questions	Who Am I?	Timeline	Repetitive Phrasing	Tell a Story
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.					✓
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					✓
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.					✓
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					✓
W.2.3	Write narratives in which they 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.					✓
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.					✓
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					✓



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## Standards of Learning and Testing Alignment – Virginia Department of Education

### Strand: Oral Language

		Discussion Questions	Who Am I?	Timeline	Repetitive Phrasing	Tell a Story
K.1	The student will demonstrate growth in the use of oral language.	✓	✓			✓
K.1.a	Listen to a variety of literary forms, including stories and poems.	✓				
K.1.c	Participate in oral generation of language experience narratives.	✓	✓	✓	✓	✓
K.2.c	Use words to describe/name people, places, and things.	✓	✓	✓	✓	✓
K.3	The student will build oral communication skills.	✓	✓			✓
K.3.a	Express ideas in complete sentences and express needs through direct requests.	✓	✓	✓	✓	✓
K.3.b	Begin to initiate conversations.	✓	✓		✓	✓
K.3.c	Begin to follow implicit rules for conversation, including taking turns and staying on topic.	✓			✓	
K.3.e	Participate in group and partner discussions about various texts and topics.	✓			✓	
K.3.h	Begin to ask how and why questions.	✓	✓	✓	✓	✓
1.1	The student will continue to demonstrate growth in the use of oral language.	✓	✓	✓	✓	✓
1.1.c	Tell and retell stories and events in logical order.	✓	✓	✓	✓	✓
1.1.e	Express ideas orally in complete sentences.	✓	✓	✓	✓	✓
1.2.b	Begin to ask for clarification and explanation of words and ideas.	✓	✓			
1.3.b	Follow rules for conversation using appropriate voice level in small-group settings.	✓	✓	✓	✓	✓
1.3.c	Ask and respond to questions.	✓	✓	✓	✓	✓
2.1	The student will demonstrate an understanding of oral language structure.	✓	✓	✓	✓	✓
2.3	The student will use oral communication skills.	✓	✓	✓	✓	✓



**Strand: Oral Language (cont.)**

		Discussion Questions	Who Am I?	Timeline	Repetitive Phrasing	Tell a Story
2.3.b	Share stories or information orally with an audience.	✓	✓			✓
2.3.c	Participate as a contributor and leader in a group.	✓			✓	✓
2.3.d	Retell information shared by others.	✓	✓	✓		✓
3.1	The student will use effective communication skills in group activities.	✓	✓	✓	✓	✓
3.1.a	Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.	✓			✓	
3.1.b	Ask and respond to questions from teachers and other group members.	✓	✓	✓	✓	✓
3.1.c	Explain what has been learned.	✓	✓	✓	✓	✓
3.2	The student will present brief oral reports using visual media.					✓
3.2.d	Organize ideas sequentially or around major points of information.			✓		✓
3.2.e	Use contextually appropriate language and specific vocabulary to communicate ideas.	✓	✓	✓	✓	✓



**Strand: Reading**

		Discussion Questions	Who Am I?	Timeline	Repetitive Phrasing	Tell a Story
K.6.c	Read and explain own writing and drawings.					✓
K.8	The student will expand vocabulary.	✓			✓	
K.8.a	Discuss meanings of words.	✓			✓	
K.10	The student will demonstrate comprehension of nonfiction texts.	✓	✓	✓	✓	✓
K.10.a	Use pictures to identify topic and make predictions.	✓	✓		✓	
1.10	The student will read and demonstrate comprehension of a variety of nonfiction texts.	✓	✓	✓	✓	✓
1.10.f	Ask and answer who, what, where, when, why, and how questions about what is read.	✓	✓		✓	
1.10.g	Identify the main idea.	✓	✓		✓	
2.9	The student will read and demonstrate comprehension of nonfiction texts.	✓	✓	✓	✓	✓
2.9.e	Ask and answer questions about what is read.	✓			✓	
2.9.f	Locate information to answer questions.		✓	✓	✓	✓
2.9.g	Identify the main idea.	✓	✓	✓	✓	✓
3.6	The student will continue to read and demonstrate comprehension of nonfiction texts.	✓	✓	✓	✓	✓
3.6.d	Ask and answer questions about what is read.	✓			✓	
3.6.f	Summarize major points found in nonfiction texts.	✓	✓	✓	✓	✓



**Strand: Writing**

		Discussion Questions	Who Am I?	Timeline	Repetitive Phrasing	Tell a Story
K.11	The student will print in manuscript.					✓
K.12	The student will write to communicate ideas for a variety of purposes.					✓
K.12.b	Draw pictures and/or use letters and phonetically spelled words to write about experiences.					✓
1.12	The student will print legibly.					✓
1.13	The student will write to communicate ideas for a variety of purposes.					✓
1.13.a	Generate ideas.					✓
1.13.b	Focus on one topic.					✓
1.13.g	Share writing with others.					✓
1.12	The student will write stories, letters, and simple explanations.					✓
2.12.a	Generate ideas before writing.					✓
3.9	The student will write for a variety of purposes.					✓
3.11	The student will write a short report.					✓



## History and Social Studies Standards of Learning

		Discussion Questions	Who Am I?	Timeline	Repetitive Phrasing	Tell a Story
K.1	The student will recognize that history describes events and people of other times and places by...	✓	✓	✓		✓
K.1.a	...identifying examples of past events in legends and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln.	✓	✓	✓		✓
K.2	The student will describe everyday life in the present and in the past and begin to recognize that things change over time.	✓	✓	✓	✓	✓
1.1	The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.		✓	✓		
1.2	The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washing, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.	✓	✓	✓		✓

## Virginia Studies

VS.1	The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to...	✓	✓	✓	✓	✓
VS.1.b	...determine cause-and-effect relationships;	✓	✓			
VS.1.c	...compare and contrast historical events;				✓	
VS.1.f	...sequence events in Virginia history;			✓		
VS.1.h	...evaluate and discuss issues orally and in writing;	✓	✓	✓	✓	✓
VS.7	The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by...	✓	✓	✓	✓	✓
VS.7.a	...identifying the events and differences between Northern and Southern states that divided Virginians and led to secession, war, and the creation of West Virginia;	✓	✓	✓	✓	✓
VS.7.c	...describing the roles played by whites, enslaved African Americans, free African Americans, and American Indians.	✓	✓	✓	✓	✓

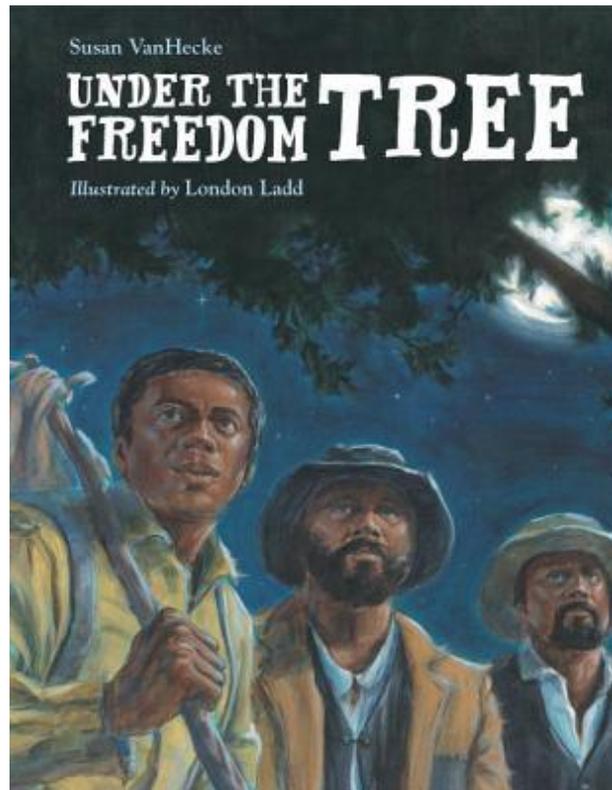


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