

Book Notes

Freedom Quilt

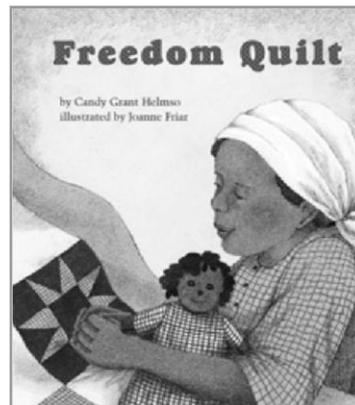
Author Candy Grant Helms

Illustrator Joanne Friar

16 pages ■ 300 words

Fountas and Pinnell Level M

Intervention Level 22



SYNOPSIS

African-American slaves sew a quilt that is a path to freedom.

WHAT THE BOOK OFFERS

- Historical narrative fiction
- Third person
- Past tense
- Cultural historical perspective
- Layers of meaning
- Dialogue

POSSIBLE SKILLS EMPHASIS

- Inferential reading
- Finding layers of meaning
- Gathering information for recounting
- Gathering information from illustrations
- Comparing/contrasting with own experience

INTRODUCING THE BOOK

What does “freedom” mean? What does it mean to be free? What could the title possibly mean? What does the title and cover illustration tell you about the setting?

- The content may be unfamiliar to some students. Inferential reading will be required for full understanding. Students may need support in understanding the concepts of slavery, freedom, escape, and the danger of escape to every slave involved and as it relates to Malindy and her family.

Book Notes

Freedom Quilt (continued)

FOCUS OF INSTRUCTION

Pages 2 and 3: *How does the illustration provide information about the characters? How did the author help us to determine the setting? What does the mood seem to be?*

Pages 5 to 9: *Why did they have to make their own map? Why does Malindy have to keep it a secret?*

How is the story told on pages 6 through 9? (dialogue) Who is speaking? How can you tell? Who is "she" on page 8?

Pages 10 and 11: *What words give you a clue that a long time has passed? Why would it take so long to finish the quilt?*

Page 11: *What do you think the family will do now that the quilt is done?*

Pages 12 and 13: *Check your predictions. (Did the students predict both sharing the quilt with others and the family's escape?)*

Pages 14 to 16: *How do you think Malindy and her family felt during their escape? Are the clues in the words or in the illustrations? (inference) What are some words you would use to describe the mood on page 16?*

FOLLOWING THE READING

- Research the Underground Railroad.
- Use symbols to create maps of their local neighborhood.
- Gather information on the lives of slaves and compare and contrast to their own lives.
- Write about what Malindy may have felt escaping and leaving everything familiar behind or about how they would feel if they had to do the same thing.
- Discuss if Malindy would have known how to read and write. If not, how would she have expressed her feelings?

Book Notes

Freedom Quilt (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>A quilt is made of . . . that are . . . Freedom is important because . . .</i>
USE YOUR MEMORY	<i>What did the big star at the top of the quilt stand for? On what page can you find out? Where did Malindy's mom put the freedom quilt so others would see it? Was that a good idea or not?</i>
WHAT'S YOUR OPINION?	<i>Why didn't Malindy's mom want her to tell anyone? Why do you think quilts were used as secret maps for slaves? Do you think that was a good idea? Why or why not? Why didn't Malindy and her mom take the quilt with them after they left? Do you think they should have? Why or why not?</i>
BE CREATIVE	<i>Read all the information in the Nonfiction Note box on the inside back cover. Then write 6 facts that you learned and come up with 6 opinions you have about the freedom quilt, slavery, and freedom. What's the difference between a fact and an opinion? Think about it as you work on this.</i>
VOCABULARY AGENT	<i>Look at the pictures on page 8 and 9. Write down everything you see. Don't forget to use adjectives such as colors, shapes, sizes, etc. For example: a white house with 2 tall red chimneys Do the same for pictures on pages 14 and 15. Write down everything you see.</i>

Book Note by Maureen Slamer

Additional Comprehension Prompts by Dr. Connie Hebert

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