

Jolie Augustine

Lessons for Roll of Thunder, Hear My Cry by Mildred D. Taylor
focusing on Comprehension and Literary Analysis in conjunction with
experiences and resources from NEH Delta experience.
Grades: 6-8

Objective:

Students will be exposed to the music, literature and images of the South
Students will understand the connection to the culture and lifestyle of a sharecropping
family and the social behavior that surrounds the story.

BEFORE Reading:

1. Students conduct an **INTERNET Scavenger Hunt**. This will give student
background knowledge of cotton, life in Mississippi during the 1930's, and Mildred D.
Taylor.

Create your own or use:

<http://www.mrsoshouse.com/ext/roll.html>lor's

2. Discuss Mildred D. Taylor's 1997 Alan Award Speech.

<http://scholar.lib.vt.edu/ejournals/ALAN/spring98/taylor.html>

What does she mean when she says "My stories might not be "politically
correct," so there will be those who will be offended, but as we all
know, racism is offensive. It is not polite, and it is full of pain."

3. **Photograph analysis**. Provide copies of photographs showing life of
the South and racial environment. Students use this document to analyze
photos.

<http://www.archives.gov/education/lessons/worksheets/photo.html>

DURING Reading:

In order to check for understanding, students will complete various assignments.

Character Map- Student creates a full-body illustration of CASSIE LOGAN. Student will find examples from the book that correlate to Cassie's senses and label according to body part.

2 eyes- 2 things Cassie sees

2 ears-2 what Cassie hears

1 nose- what Cassie smells

1 heart- what she feels in her heart

2 hands- what she feels/touches

2 feet- 2 places where Cassie goes

OPEN MIND- Students are assigned any character from the book. Student will select a passage from the book and copy it in the top half of the "head". The bottom half of the head will be where the students respond to the passage in the perspective of the character. When complete, student will share their response to the class for WHO AM I?. The class will guess who the character is based on the student's response.

GROUP FOUND POEM: Groups of students are given a theme from the novel.

*racial injustice

*family values

*friendship

*civic/social duty

*coming of age

Students are to find approx. 10 lines from the novel that relate to the theme. Then they will compile these lines into a FOUND POEM on butcher paper. The poem has a specific format. Students are encouraged to use poetic elements such as repetition, alliteration, imagery, etc.

The poem must have:

*11-15 lines

*Each line may have 1-10 words. No more than 10 words.

*Lines may be shortened but words may not be changed or rearranged.

Group presents poems to the class.

AFTER READING:

Lalees' Kin: The Legacy of Cotton

May have students complete A BLENDED POEM while watching video. Students cite quotes from the video. Then they will alternate lines with quotes from the film with their own personal thought/comments/questions. The poem has 12 lines. The last 2 lines are repeated.

Philosophical Chairs: Ask the question to the class: Who in the novel shows the greatest courage? Uncle Hammer or Jeremy or Mr. Jamison?

Students can go to the side of the room they agree with. Students can engage in a type of debate following protocol. See website

[http://www.sdcoe.net/lret/avid/Resources/Philosophical Chairs.pdf](http://www.sdcoe.net/lret/avid/Resources/Philosophical_Chairs.pdf)

Teacher's role is as a guide to keep discussion flowing. Students may change sides if they hear something that someone else says that sways their thinking.

You can also ask: Who in the story show the greatest cowardice? TJ or Mr. Wallace?

Song Analysis and Connection to Novel:

Students listen to "Strange Fruit" by Billie Holiday and "Let the Light Shine" by Mavis Staples.

What literary devices are used in the song? Examples of tone, mood, metaphor, symbolism.

How do these songs relate to the life of the Logan's?

The CASE OF EMMITT TILL: Connect to the conviction of TJ and his "robbing" of the Barnett Store. See materials in folder given at NEH Program.

GROUP POWERPOINT PRESENTATION OR TRIFOLD POSTER

“THEM AND ME....THE PAST AND TODAY”

Using the various themes (racial injustice, family honor, friendship, social duty) cite examples from the novel and examples from today. Students can use examples from their community/family/experiences/ the world at large today. Students include photos and songs from the past and today to illustrate their findings and thoughts.

For example: Cassie faces racial injustice when she visits the town of Strawberry. Big Ma needs to park in the back of the lot to see her wares and Mr .Wallace yells at her for bumping into Lillian Jean and makes her say “Miz Lillian Jean”

I have not faced direct racial injustice like Cassie but at lunch, I was told not to sit at a certain table because I am not Armenian. It made me feel angry and left out like Cassie.