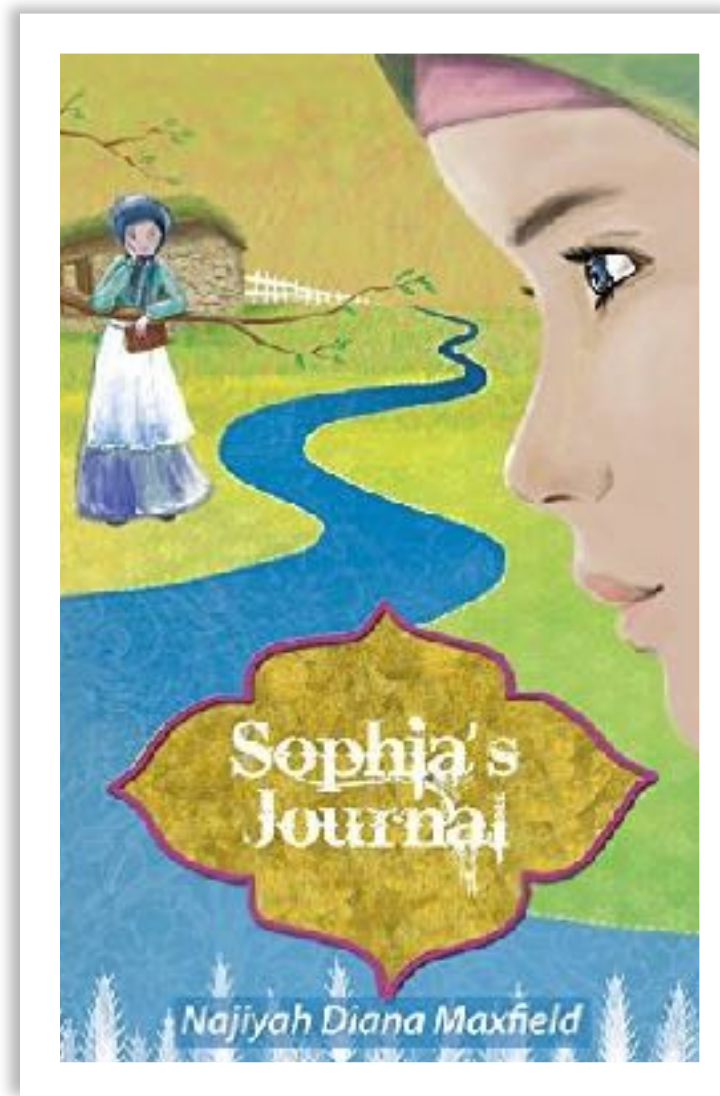




*Teacher's Companion Guide  
for Sophia's Journal*





Welcome to the Sophia's Journal Teacher's Guide! This guide has been developed in cooperation with the author, who wrote Sophia's Journal to bring American history alive in a way that speaks to students' hearts, not just the circle-filling lobe of their half test-taking cortex, and to demystify Islam and Muslims for the average student.

The curriculum-enhancing activities in the guide are calibrated to increase students' knowledge of historical context and improve their comprehension, critical thinking, writing, artistic expression and cooperation skills. Each chapter contains objectives, vocabulary, facts to share, discussion points and activities. These suggestions for broadening students' experience of reading the book can be cherry-picked, modified and added to in order to suit each individual classroom. If you have any questions or suggestions, please don't hesitate to contact us at [daybreakpress@rabata.org](mailto:daybreakpress@rabata.org).





# Sophia's Journal Teacher Guide

## **Overview:**

The following material is assembled in hopes of “Giving rise to women’s voices.” It is designed with an eye toward diversity in young adult books.

## **Overall Objective of Teaching Packet:**

To acquire attitudes which are essential for citizens of democratic pluralist societies, in particular intellectual honesty, open-mindedness, respect for truth, tolerance, acceptance of differences, empathy and civil courage.

## **Standards**

<b>Common Core Language Arts Standards</b>	<b>National Social Studies Standards</b>
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**Reading Informational Text:**

**Key Ideas and Details**

CCSS.ELA-LITERACY.RI.5.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.5.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.5.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Integration of Knowledge & Ideas:**

CCSS.ELA-LITERACY.RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text.

CCSS.ELA-LITERACY.RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**Writing:**

CCSS.ELA-LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.5.7

Conduct short research projects that use

**Culture & Diversity**

- Assist learners to explore, comprehend, and apply critical information, ideas, and concepts that are common across societies, social institutions, cultures, and cultural perspectives.
- Help learners comprehend cultural universals, such as norms, folkways, sanctions, social institutions, arts, and taboos and use them to analyze their own and other cultures.
- Utilize comparisons of cultures or subcultures and their perspectives, whether they exist in the present or past, to highlight contextual understanding.

**Time, Continuity and Change**

- Help learners apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- Enable learners to identify and describe significant historical periods and patterns of change within and across cultures, including but not limited to, the development of ancient cultures and civilizations, the emergence of religious belief systems, the rise of nation-states, and social, economic, and political revolutions.
- Guide learners in using such processes of critical historical inquiry to reconstruct and

### **Conceptual Essential Understandings:**

- Connections between events of the past and present help us understand our world.
- Global societies are diverse, creating varied perspectives, contributions, and challenges.
- People respond to and resolve conflicts in a variety of ways.
- Analyzing multiple points of view allows the ideas and actions of individuals or groups to be more fully understood.

### **Content Understandings: Language Arts**

- An author's style and voice are revealed through diction, syntax, imagery, mood, and tone.
- Writing records experiences, clarifies thoughts, structures ideas and enables communication for a variety of purposes.

### **Content Understandings: Social Studies**

- Civilizations leave an enduring legacy through ideas, traditions, knowledge, and discoveries that provide a foundation for advancement.
- History reflects the tension between the wants and needs of the individual vs. the wants and needs of the society.
- Religion is an institution that influences a nation's priorities by providing guidelines about how human beings should morally and ethically interact.

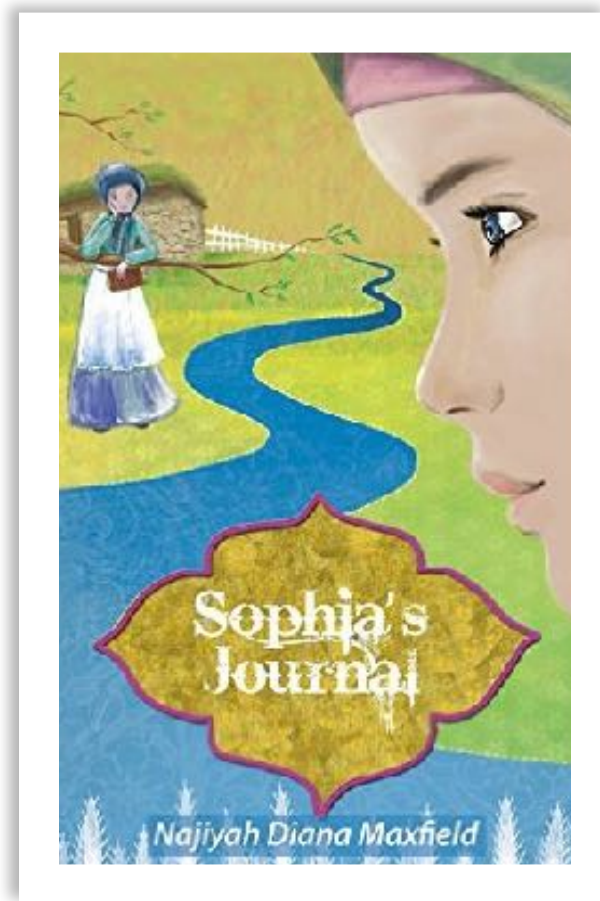
### **Essential Questions:**

- How can challenges make one stronger?
- Where can one find strength to get through challenges?
- What can we learn from challenges?
- How does a writer use word choice and imagery to get across ideas, affect our perspective, or affect our mood?
- How does the style differ between nonfiction and fiction writing?
- What can I learn from the past?
- In what ways am I connected to the past?
- How can studying the past help me?
- How has the world changed and how might it change in the future?
- What does it mean to be civilized?
- How are all religions similar?
- How does belief influence action?
- How do our personal stories reflect varying points of view and inform contemporary ideas and actions?



- How has communication changed over time? How have these different methods shaped a culture?
- What would motivate a person to help other people?
  - Why do some people become leaders and others don't even though they may have the qualities of a leader?

# Chapter by Chapter Lesson plans



### Objectives:

1. Learners will understand that Muslims and Arabs are not the same thing, and that Muslims live all over the world
2. Learners will understand that Muslims and Christians worship the same God and have many beliefs in common
3. Learners will be able to identify the five pillars of Islam

### Vocabulary

**Dhikr:** A form of prayer where one repeats a phrase like “God forgive me” or “Praise be to God”

**Du’a:** A freestyle form of prayer where one just talks to God, giving thanks or asking for things they need or want

**Malaria:** A disease spread by mosquitos that can cause chills, fever, headache, nausea and vomiting

**As Salaamu Alaikum/Wa Alaikum as Salaam:** The Muslim greeting, which means Peace be upon you/And upon you be peace

**Subhan Allah:** Praise be to God

**(Wa) Alhamdulillah:** (And) thanks be to God

### Facts to share:

1. Who are Muslims?

Muslims make up almost 1/4 of the world’s population, and Islam is the fastest growing religion in both the USA and the world.

Muslims come from many nations

- ❖ Only about 19% of Muslims are Arabs
- ❖ Most Muslims live in Asia – predominately south and southeast Asia.
- ❖ The four largest Muslim populations are in Indonesia, Pakistan, India and Bangladesh – each with over 100 million Muslims. Over 300 million Muslims live in sub-Saharan Africa.
- ❖ There are about 24 million Chinese Muslims
- ❖ There are 7 million Muslims in the US

Arabs are of many faiths

- ❖ 10-15% of Arabs are from other religions, and millions of them are Christians. Lebanon is 40% Christian. Palestine, Syria, Jordan, Iraq and Iran all have significant Christian, Jewish and Druze minorities.

Allah is the same God that Christians and Jews worship





- ❖ Allah is the name of God in Arabic. Arab Christians use the same word for God.

Muslims believe in Jesus

- ❖ Jesus is mentioned 93 times in the Qur'an, the Muslims' holy book. Islam teaches that Jesus was the Messiah who performed many miracles, was born of the Virgin Mary and will return at the end of time.

What Muslims believe:

Islam has six pillars of belief:

- ❖ Belief in God
- ❖ Belief in His Angels
- ❖ Belief in His Prophets (Adam, Noah, Ibrahim, Moses, Jesus, Muhammad, etc.)
- ❖ Belief in His Books (the Torah, the Gospel of Jesus and the Qur'an)
- ❖ Belief in the Day of Judgment
- ❖ Belief that everything comes from God

There are also five pillars of practice:

- ❖ Declaring that there is only one God and Muhammad was His messenger
- ❖ Praying ritual prayers five times a day
- ❖ Fasting the month of Ramadan
- ❖ Giving charity
- ❖ Making a pilgrimage called Hajj to Makkah once in one's lifetime.

**Discussion points:**

1. Being afraid of a certain thing is called having a phobia. Some people have a fear of heights (acrophobia), a fear of closed spaces (claustrophobia) or a fear of spiders (arachnophobia). Do you have any specific phobias? How do you handle them?

**Activities:**

1. Have students look up the current population of the Earth. Then find out how many Muslims, Christians and Jews there are in the world, and see how many people worship the same God. Make a pyramid with the population of the largest group on the bottom, then the next one, then the smallest group.
2. Have students find Kansas on a map so they know where Sophia's Journal takes place. Make a blog entry about its state flower, state animal, state motto and when it became a state.

# Five Pillars of Islam

Write the English meaning of the five pillars of practice inside their pillars.

1

Shade

2

Sala

3

Saw

4

Zaka

5

Ha

**Objectives:**

1. Learners will understand the nature and danger of flash floods
2. Learners will have knowledge of the Underground Railroad
3. Learners will be able to locate Kansas City and the Kansas River on a map

**Vocabulary:**

**Scoliosis:** A condition in which one's spine is curved like a "C" or an "S", rather than straight

**Vertigo:** A sensation of dizziness in which one actually sees their surroundings spinning, even though they actually are not

**Ya Allah:** Oh, God

**Bismillah:** In the name of God - Muslims say this before they begin tasks or journeys, etc.

**Ya Latif:** Oh Gentle One – this is a way of calling on God

**Subhan Allah wa Alhamdulillah wa La Illaha il Allah wa Allahu akbar:** Praise be to God and thanks be to God and there is no God but God, and God is the greatest

**Facts to Share:**

1. Flash floods can be caused by intense rain, quickly melting snow, a melting ice dam, a damaged or broken man-made dam, or even sea ice near a volcano melting after an eruption.

Flash floods kill more people each year than lightening, tornadoes or hurricanes

2. There are about 372 species of parrots, with about 100 of them listed as endangered. Parrots are extremely intelligent and many can imitate human speech, using it appropriately as well, such as asking for treats, telling their humans they don't want to be put back in their cage, or saying "hello" when the phone rings. The most famous parrot, an African Gray named Alex, learned to count and identify colors.

Parrots are zygodactyls, meaning their feet have two toes in front and one in back. They are the only birds that can raise their food to their mouths using their feet. Their beaks, which are made of reinforced keratin (the same thing our fingernails are made of), never stop growing, and must be worn down by use such as opening seeds and chewing toys.

Parrots make excellent pets, but they are extremely expensive to care for and can live up to 80 years.



### Discussion Points:

1. Have you ever been in a natural disaster? Tell the class about your experience.
2. Have you ever had a concussion? Did you know that football teams are changing their rules and their equipment to try to prevent concussions in their players? In one study, 87 out of 91 former football players displayed signs of permanent brain damage related to their years on the field. Over 300,000 sports related concussions and other brain injuries are reported each year in the United States. Can you think of a sport other than football where people might be susceptible to concussions or head injuries? (Boxing, hockey, baseball, etc.)

### Activities:

1. **Science Connection:** Watch this 18 minute documentary <https://www.youtube.com/watch?v=NmQMLbjSzw0> or this 56 minute documentary <https://www.youtube.com/watch?v=WxXGh65IjiY> about the Johnstown Flood, followed by this four minute physics-based simulation of the flood <https://www.youtube.com/watch?v=tMc9kP9q-d8> . Have students make a map or model of Lake Conemaugh, the South Fork Fishing and Hunting Club, and Johnstown. Don't forget to include railroads and bridges.
2. **Sports Connection:** Show a clip of Mohammad Ali fighting ([https://www.youtube.com/watch?v=C\\_fEIVwjrew](https://www.youtube.com/watch?v=C_fEIVwjrew) ), and a clip of him years later (<http://bit.ly/21TNd4C> ). Have students write a newspaper article about the effects of boxing on Mohammad Ali.

**Objectives:**

1. Learners will be able to define anaphylactic shock and its cause.
2. Learners will be able to identify urban legends and name a few.
3. Learners will have shared their thoughts about being stranded somewhere.

**Vocabulary:**

**Ya Rabbi:** Oh my Lord

**Anaphylactic shock:** a serious, potentially fatal allergic response that causes swelling (often in the throat), hives, lowered blood pressure and dilated blood vessels.

**Facts to Share:**

Sophia remembers an email she read about used syringes being left in playgrounds and other places. This is an example of an urban legend. Some other examples are:

1. KFM - A woman found a fried mouse in her bucket of Kentucky Fried Chicken
2. Alligators in the Sewers – This story alleges that a group of alligators, originally brought north from Florida to New York City, became large and unruly and were set loose in the sewers, where they now live and breed. This legend began in the 1930s.
3. The Disappearing Hitchhiker – one of the most persistent legends, this is the tale of a man who picked up a teenage girl who was hitchhiking. She directed him to her house, but when he arrived and turned around to tell her goodbye, there was no one there. He knocks on the door of the house and is told that the couple's daughter was killed in a car accident on that very night, years ago.
4. Carnivorous Coke – This legend insists that if you leave a tooth overnight in a glass of Coke, in the morning the tooth will have completely dissolved. (There are so many urban legends about Coca-Cola that it has its own category, called Cokelore.)

**Discussion Points:**

1. Do you like to be near water, on a boat, kayaking or swimming? Have you ever seen rapids or a waterfall?
2. What would you do if you found yourself stranded alone with no cell phone? Would you have done something different than Sophia did?
3. For Sophia, the most important thing in her backpack was her Epi-pen. If you were stranded somewhere, what would be the most important thing for you to have with you?

**Activities:**



1. **Science Connection:** Sophia worries about spiders, snakes and leeches. Does she have anything to be worried about? Have students use the internet to find out which kinds of leeches, venomous spiders and poisonous snakes live in Kansas and make a brochure with information warning tourists about them.
2. **Art Connection:** Sophia didn't know what poison ivy looks like. Do you? Ask students to make a poster of the poisonous plants of your area.
3. **Critical Thinking:** Guess whether the following stories are true or urban legends, then go to [snopes.com](http://snopes.com) and see if you guessed correctly:
  - The average person swallows 8 spiders per year while asleep
  - Chipotle restaurants were caught by government inspectors using cat and dog meat in their food
  - Scientists have developed a magnetic system that allows people to bungee jump without cords
  - 80s rock band Van Halen demanded that a bowl of M&Ms, with all the brown M&Ms removed, be provided for them at each concert. When their M&Ms had brown ones included in Colorado, they destroyed the dressing rooms and venue and did \$85,000 worth of damage. (Note to teacher: Read this one all the way to the end on snopes. It's great.)
  - During World War I, German and British front line soldiers exchanged gifts, sang Christmas carols and played soccer during the Christmas truce

**Objectives:**

1. Learners will be able to define ablution and explain the role it plays in many faiths.
2. Learners will understand a bit about the American fur trade and the near extinction of American bison.

**Vocabulary:**

**Ablution:** A ritual washing before prayer. Many faiths have forms of ablution, from Judaism to Hinduism to some First Nations faiths. Ablution is considered a way to cleanse oneself from ritual impurities or the spiritual effects of sins. Christianity practices ablution in the form of Baptism, which is a symbol of being cleansed by the blood of Christ.

**Befuddled:** Confused, bewildered.

**Facts to Share:**

1. During the colonization of America, the French, Spanish, Dutch and British were all involved in the fur trade. Men who captured and skinned animals to sell “back East” (and from there often to Europe) for use in blankets, leather and clothing, were called trappers. Jacques Bodine is a French name, and Jacques was probably a descendent of French trappers.

A lot of fur trading went on between First Nations tribes and the Europeans. From the 16<sup>th</sup> through the 19<sup>th</sup> century, there was a high demand in Europe for furs and a seemingly endless supply of small animals in North America to supply them. Many First Nations tribes found that furs were a commodity they could sell to the Europeans, and in this way they were able to survive in the “new normal” of living alongside the colonizers. In the mid-19<sup>th</sup> century, however, fashions changed and mass-produced fabrics became widely available in Europe, causing fur to fall out of favor. This drove many tribes into poverty, because they now had no valuable commodity to sell. I’ve taken a bit of liberty here by making Jacques a trapper, as there wasn’t much demand for furs by 1857, although a small trade in furs did still survive.

When the Europeans arrived, there were massive herds of buffalo ranging all over the prairies and woodlands of North America. First Nations peoples hunted them and depended upon their meat, bones and hides to meet many of their needs – from food to blankets to shoes to rope to dwellings to sleds to cutlery and more. First Nations people made leather out of buffalo hides by a long, laborious tanning process that the Europeans never adopted. To them, it was just too



difficult and time-consuming to tan buffalo hides into leather, so there wasn't much demand for them. But in 1871 a simple, cheap tanning method was developed in Europe. Once that obstacle was overcome, the demand for buffalo hide to turn into leather skyrocketed, and European Americans - with guns and trains to transport the hides back East to be shipped - slaughtered almost all the buffalo on the plains within a decade. There were an estimated 60 million bison roaming North America prior to 1800. By 1900 there were, according to some estimates, as few as 100 left. Other estimates put the number closer to 300. Most of the bison were killed between 1871 and 1881. They were killed, stripped of their hides and left to rot – meat and all. Today, thanks to conservation efforts, bison are making a bit of a comeback, with approximately 360,000 of them living on ranches, national parks and in the wild in the year 2000.

The book “The Swiss Family Robinson” is a classic novel about a family that is shipwrecked on a deserted island. It is full of the kind of 19<sup>th</sup> century attitude that caused the great buffalo kill-off. They see everything in the island (which includes a vast array of animals that couldn't possibly have lived together, as their ranges don't overlap) as having been provided for their personal use, and they are confident in their natural right to dominate and kill whatever they encounter – even things they don't need or can't use. This book provides a good foundation for discussions about environmental activism, stewardship and responsibility.

#### **Discussion Points:**

1. Sophia initially has a “stranger danger” reaction to Jacques Bodine. Do you think that, if she had known she was in 1857, she would have been that afraid? Do you think “stranger danger” was necessary in 1857? Were people more or less likely to be dangerous?
2. If you flew to a far-away rainforest to live for a year, what would be your responsibilities toward the animals and plants you found there? How about toward any indigenous peoples you might meet?

#### **Activities:**

1. **Physical Education Connection:** What if Jacques Bodine had indeed been a dangerous sort of man? What would have been the most effective way for Sophia to escape his clutches? Have students who have studied martial arts or boxing do a demonstration of evasive moves or divide the class into pairs and have everyone look up an evasive move online and demonstrate it (gently!).
2. **Science/Math Connection:** Have students find out what the average Kansas temperature is in May, and convert it to Celsius.



### Objectives:

1. Learners will have knowledge of Amish faith and culture.
2. Learners will understand what ague (malaria) is and the role it plays in the modern world.
3. Learners will be able to identify the Arabic stars in the Big Dipper.
4. Learners will become familiar with the Oregon Trail.

### Vocabulary:

**Coot:** A silly or foolish but harmless person, usually elderly. This term is used dismissively but is also often used affectionately, as it is by Matthew Collins.

**Amish:** Belonging to the Amish or Mennonite church.

**Ague:** A fever, usually caused by the malaria, which is marked by spells of alternating hot and cold trembling. This term was often used as a general term describing any flulike illness with fever and chills.

### Facts to Share:

1. Old order Amish and Mennonite people believe that the trappings of modern life are unhealthy for one's spirit, and can lead to vanity, which is a type of bragging pride. They shun modern transportation and technology because these tend to pull communities apart and much of their cultural identity exists around the idea that community closeness is paramount.
2. German Amish and Mennonite families settled much of Kansas. Yoder is a small Amish community in central Kansas.
3. Malaria is caused by a parasite that is spread through mosquito bites.
4. The Big Dipper is found in the Northern sky and is visible all year round in North America. If one follows the bottom two stars of the dipper part, they lead straight to Polaris, the North Star, which is the last handle star in the Little Dipper.
5. The Big Dipper is not a constellation. It is an "asterism" - a famous arrangement of stars *within* a larger constellation. In this case, the dipper forms the hind quarters and tail of the constellation Ursa Major, or the Big Bear.

### Discussion Points:

1. Would you like to live in an Amish community? If you were to visit one for a month, what do you think you'd miss most? What do you think you'd appreciate most about a farming lifestyle without modern conveniences and distractions?

### Activities:

1. Have students do an internet search asking, "What is the most dangerous animal on earth?" The answer may surprise them!
2. **Community Service:** Malaria is still a very common disease that kills 2-3 million people per year. But it is completely curable with prescription medications and



can be prevented with the use of mosquito nets. Hold a fundraiser in your class or school and donate the money to Malaria No More, which provides malaria medicine, mosquito nets, and funding for research into a malaria vaccine.

[MalariaNoMore.org](http://MalariaNoMore.org)

3. **Science Connection:** The Big Dipper is composed of seven stars, all of which have Arabic names. Look up the star names and their meanings in Arabic.
4. **History Connection:** Jacques and Matthew believe Sophia is talking about the Oregon Trail. Have students draw a map of the current United States, showing the Oregon Trail and write 5-7 facts about it along the line (how long it is, when it was laid down, what famous people traveled on it, etc.).

**Objectives:**

1. Learners will understand some of the trials that American and British suffragettes went through to gain the vote.
2. Learners will become familiar with 1857 fashions.
3. Learners will be able to identify what plains pioneers burned for fuel in the 19<sup>th</sup> century.

**Vocabulary:**

**Suffrage:** The right to vote.

**Qibla:** The direction of Mecca. Wherever Muslims are in the world, they face Mecca when they perform their ritual prayers.

**Don:** To put on or wear an item of clothing. As in, “Don we now our gay apparel...”

**Placard:** A sign with an announcement, posted in a public place or carried during a demonstration.

**Facts to Share:**

1. Women in America fought for 72 years before being granted the right to vote. In 1857 that fight was only 9 years old.
2. In many traditional Jewish communities, women cover their hair just like nuns, Amish women and practicing Muslim women do.

**Discussion Points:**

1. When you see a nun with her hair covered, what thoughts or words pop into your mind? When you see a Muslim woman with her hair covered, are the thoughts and words that pop into your mind different? Why or why not? What reasons do you think Muslim women might have for covering their hair?

**Activities:**

1. **Social Studies Connection:** Visit <http://www.history.com/topics/womens-history/the-fight-for-womens-suffrage> and watch the short video about the women who picketed the White House for the right to vote. The accompanying article is excellent as well. Visit <http://mashable.com/2015/10/28/suffragettes-in-prison/#4uzDSTp9Okq7> to view photos of both British and American suffragettes in prison. Have students form small groups to write a newscast about the arrest of the White House picketers and then read it to the class. For older students, have them write a paper about the Women’s Rights Movement.
2. **Art Connection:** Sophia sees an advertisement for a “hoop skirt” in the newsprint wallpaper. Look up what a hoop skirt was and what they were made of. Many of us don’t realize that American “pioneer days” and British “Victorian Era” were concurrent (they happened at the same time). Clothing and fashion in these two



- places differed dramatically, as did clothing in urban vs rural communities – for both men and women. Find some photos of fashions representing both places and use them as inspiration to design some of your own.
3. **History Connection:** To get an idea of what life was like in 1857, read this article by Joseph M. Branson, whose family helped settle Missouri. <https://thelibrary.org/lohist/periodicals/wrv/V1/N2/W61c.htm> . There were lots of trees and rivers in Missouri, but except for the use of wood for cabins and fuel, life on the prairie was very similar to what he describes. Sophia was only in 1857 during the summer, but in winter, when people had to burn lots of fuel to keep warm, what do you think they did without enough wood? What did they burn? Look it up! You might be surprised!

### Objectives:

Learners will be able to make connections between historical and modern social issues.

### Vocabulary:

**Chiggers:** The larvae of tiny mites that live in grass, and whose bites cause intense itching.

**Salt pork:** The fat-laden pieces of pork from the back, sides and belly of the hog, cured with salt. Pioneers relied heavily on this source of fat to flavor stews, beans and bitter greens such as mustard greens.

**Telegraph:** A system of senders and receivers connected by wires, that allowed people to send messages via a series of dots and dashes called Morse Code.

**Providence:** A formal way of referring to God.

**Raisin' Cain:** Cain was the first murderer described in the Bible. He was a son of Adam who killed his brother. "Raising Cain" is an expression meaning to cause trouble or commit acts of violence.

### Facts to Share:

1. House Raisings or Barn Raisings were common on the prairie. Amish people still have them.
2. The telegraph was invented in the 1830s. By 1866, more than 100,000 miles of lines crisscrossed the US, and there was even a transcontinental line that ran along the floor of the Atlantic Ocean connected the US and Britain.

### Discussion Points:

1. Why do you think people got married younger in pioneer days than they do now?
2. Have you ever seen someone bullied? What were they being bullied about? Anything in particular? Did it involve violence, or just taunting? Did you stand up for them? Did you wish you had acted differently than you did? Which is worse, in-person bullying or cyberbullying?

### Activities:

1. **Math Connection:** Have students design their own dream house, complete with special touches they think would be cool. Have them measure each room so they know how many square feet of carpet or wood flooring they'll have to buy!
2. **Community Service:** Have students find out if your school or community has a bullying hotline, bullying support group or any other resources for people who are being bullied or witnessing bullying. If not, perhaps your class can spearhead an effort to get something put in place. If so, have students pair up and make posters advertising the resources to hang around the school.

**Objectives:**

1. Learners will understand the concept of hate crimes.
2. Learners will be familiar with small pox, small pox inoculation parties, and the use of small pox blankets as biological warfare.

**Vocabulary:**

**Ward:** Someone who is under the protection and/or care of someone not related to them.

**Epithet:** Any word or phrase applied to a person or thing to describe an actual or attributed quality, especially as a term of abuse or contempt

**Prudent:** Wise or careful

**Hate crime:** A crime motivated by prejudice or intolerance toward an individual's national origin, ethnicity, color, religion, gender, gender identity, sexual orientation, or disability.

**Unscathed:** Unharmed

**Cipherin':** Doing arithmetic

**Facts to Share:**

1. The term "hate crime" came into common usage in the US in the 1980s. Another way of referring to these acts is "bias motivated intimidation or violence", and this has gone on throughout history, as humans have always been prone to divide people into "us" and "them". The Roman persecution of Christians, the Nazi extermination of Jews and the European violence and oppression against native peoples everywhere they colonized are all examples of bias motivated violence, or hate crimes.
2. While small pox was common in the Old World, it didn't exist in the New World, so First Nations peoples didn't have immunity to it. English settlers, when fighting Pontiac's War with the Delaware, Mingo, Seneca and Shawnee nations in 1763, gave blankets, a handkerchief and a sheet infested with Small Pox to some of the First Nations diplomats, leading to an epidemic among the tribes.
3. Kansas is smack-dab in the middle of what is called Tornado Alley. There are an average of 96 tornadoes per year in Kansas. As a result, almost all homes are built with basements or storm shelters.

**Discussion Points:**

1. What do you think Sophia finds attractive in Matthew? Do you think he is attracted to her as well? Why or why not?
2. One of the tools used by governments and other groups to justify bias motivated violence is propaganda. Germans and others, for example, were exposed to a constant barrage of messages that Jews were dangerous and were plotting to take over their countries. And many of them believed it. During WWII, Americans suffered under the same dehumanizing messages aimed at Japanese Americans, and the result was interment camps. During the time that any particular group is



suffering bias motivated violence, it isn't as clear as it should be that the crimes against them are unjust and hate-motivated. Look up Deah, Barakat, Yosur, Mohammad and Razan M. Abu-Salha and what happened to them. Their murders were not classified as hate crimes by their local law enforcement. Do you agree with that call? Make two columns and list reasons for and against that classification. Do the same with "The Kissing Case" of 1958, in which two young black boys were arrested, beaten and jailed for being kissed on the cheek by a little white girl. Are you more likely to list one or the other of these as a hate crime? Why are why not?

### Activities:

1. **Language Arts Connection:** Instruct students to pretend they've gone back or forward in time and keep a journal for a week. What is the best thing about their new time? The worst? What is the food like? Are the people they've met helpful or are they on the run, trying to stay hidden? Remind them to use as many concrete details and specific action verbs as possible.
2. Small Pox was a disease that was the scourge of the old world for centuries. There were two kinds, one more dangerous than the other, and some people used this fact to their advantage by holding Pox Parties. Anti-vaccination advocates host Chickenpox Parties nowadays for the same reason. Research what Pox Parties were and why they were held, and design an invitation to one with an explanation of why it's being held.

**Objectives:**

1. Learners will consider and discuss the use of Native American mascots.
2. Learners will discover some games played in the 19<sup>th</sup> century.

**Vocabulary:**

**Barter:** To trade goods or services for something instead of using money

**Sidesaddle:** To ride a horse with both legs on one side, usually the left side, to be more ladylike.

**Facts to Share:**

1. The first documented use of sidesaddles is in 365 AD by the Sarmations, a people who lived in what is now Iran from the 5<sup>th</sup> century BC to the fourth century CE. They took their horses into battle and sacrificed them to their gods. Sidesaddle riding became popular in Europe in the 1300s and was considered more ladylike than riding astride.
2. The man known as Prophet Moses in the Bible and the Qur'an is believed to have lived somewhere between 2300 BCE and 1300 BC (about three or four thousand years ago).

**Discussion Points:**

1. (\*\*Complements Activity 1) Some schools and professional sports organizations have mascots that are derogatory or demeaning to First Nations peoples. There is a movement to get them to change these names, and the biggest fight has been over the Washington Redskins, of Washington DC. What do you think about a sports mascot that refers to First Nations people as Redskins?

**Activities:**

1. \*\*Watch the video at <https://www.youtube.com/watch?v=q9WS5Zd5tRs>, and these: <https://www.youtube.com/watch?v=40SFqadRTQ0> , <https://www.youtube.com/watch?v=8nfir23yX08> , [https://www.youtube.com/watch?v=Jfjp-a\\_RX24&ebc=ANyPxKqAvHj4y0pSd0nhIjJ59fekneDFohqKE-twzAoUewQRup3u6suXBA9nWvUb8FQLpWN44\\_qQLji\\_-xsg3Al-HIETrLImCQ](https://www.youtube.com/watch?v=Jfjp-a_RX24&ebc=ANyPxKqAvHj4y0pSd0nhIjJ59fekneDFohqKE-twzAoUewQRup3u6suXBA9nWvUb8FQLpWN44_qQLji_-xsg3Al-HIETrLImCQ) And [https://www.youtube.com/watch?v=A\\_aPISHEQ18&ebc=ANyPxKrU1niRef3BpESJ8EhqolyNongk\\_AOks3eWq2UIUmOB1WnVYgfPTA2IK1dc5f1voQv3bbwGVvZNfA\\_jNH2eP8ZiqQSICHg](https://www.youtube.com/watch?v=A_aPISHEQ18&ebc=ANyPxKrU1niRef3BpESJ8EhqolyNongk_AOks3eWq2UIUmOB1WnVYgfPTA2IK1dc5f1voQv3bbwGVvZNfA_jNH2eP8ZiqQSICHg) , and ask students to research some more of their own videos and articles on this issue. Have students make a meme, video or poster about their opinion on Native American mascots.





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2. **Physical Education Connection:** Horseshoes is still played in modern times, and there are even national championships for it. Instruct students to find some other games that were played in the 1800s (or earlier). Which ones are still played? Have students divide into groups and demonstrate games people once played.

### Objectives:

1. Learners will understand the Kansas/Nebraska Act.
2. Learners will have some understanding of the difference between abolitionists and free staters or free soilers.

### Vocabulary:

n/a

### Facts to Share:

1. African slaves were first introduced to the Colonies in 1619 by the arrival of a damaged Dutch slave ship carrying 20 kidnapped Africans. At first the Africans were treated as indentured servants, just like the poor whites, but eventually a slavery model developed. Slavery was legalized in 164
2. More people died in Kansas before and during the Civil War than any other Union state, largely because of its internal strife over the issue of slavery.
3. Pro-slavery Southerners weren't the only ones who came to Kansas to affect the vote on slavery. In the North, there were companies like the New England Emigrant Aid Society, which recruited and sent abolitionists to homestead in Kansas. People from the NEEAS founded Lawrence and helped found other towns like Manhattan, Osawatomie and Topeka. The difference was these settlers remained in Kansas to found and grow cities, whereas most of the pro-slavery voters either crossed the border to vote illegally from their homes in Missouri or homesteaded in Kansas only long enough to vote. When Kansas entered the Union as a free state, they left.
4. Candle wicks were sometimes bought and sometimes made from flax plants, which have fibrous stems.



### Discussion Points:

#### Activities:

1. **Math Connection:** Calculate about how many candles a pioneer family would need to get through the winter if each candle lasted 4 hours. Remember, it was often dark inside the soddy even during the day, and the nights were long, with the sun setting at about 4:30 or 5:00 pm during the deepest parts of winter.
2. **History Connection:** Watch this video about Bleeding Kansas <https://www.youtube.com/watch?v=Dy48hYnhz4M>
3. **History Connection:** Watch this video about slavery in the United States



- <http://www.history.com/topics/black-history/slavery>
4. **Art Connection:** Visit <https://www.youtube.com/watch?v=DRFjR0eIMzA> to see how candles without molds were made in colonial/pioneer times. Then guide students in making their candles with instructions from this website: <http://www.artofmanliness.com/2015/11/24/diy-chandlery-how-to-make-your-own-candles/>

**Objectives:**

1. Learners will obtain an understanding of the concept of successful branding.
2. Learners will consider and discuss the concept of gun regulation.
3. Learners will understand that the character of Clara is based on a real person.

**Vocabulary:**

**Bowling for Columbine:** A documentary movie about a school shooting in Columbine, Colorado

**Facts to Share:**

1. (\*\*Complements Activity 1) The word Kleenex is capitalized in Sophia's Journal because it is a brand name.

**Discussion Points:**

1. The United States has the most pervasive gun culture of any country in the world (numbers 2 and 3 are Serbia and Yemen), even though many countries, like those in Northern Europe, have long and cherished hunting cultures which thrive even today. In most countries, a person must pass exams and pay licensing fees (for both the gun and the owner) in order to own weapons. In some countries, an annual ammunition limit is enforced or guns are required to be stored in safes. Many countries do not allow semi-automatic weapons at all. Do you agree with these regulations? Why or why not?

**Activities:**

1. \*\*The word Kleenex is capitalized in Sophia's Journal because it is a brand name, not the name of the product. But Kleenex brand facial tissues became so popular that people in the US began referring to all facial tissues as Kleenexes. In other places, people call them simply tissues or, in some places, napkins. Can you think of any other products that we refer to by their brand names? (Examples are Jell-o, Jacuzzi, Crock-Pot, ChapStick, Ping-Pong, Popscicle, Q-tips, etc.) Have a contest in your class to see who can come up with the most brand names used to refer to their products! There's also a handout for playing the branding game by guessing what companies are represented by the partial logos.
2. Clara's character is based on a young woman named Cynthia Ann Parker, who was kidnapped by a Comanche tribe in 1836 at age 9 from her family's homestead in Texas. Most of the rest of her family was killed. She lived with the Comanches for 24 years, married a chieftan and had three children, and was then kidnapped back. She was heartbroken at the loss of her family and at least once tried to escape back to them, but was recaptured. Her oldest son was named Quannah Parker. Research who he was and make a poster or poem about his life.

[Brand Name Game Handout]

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

**Branding of America-Guess Their Names!**



**Objectives:**

1. Learners will utilize their cooperation skills in creating a Jell-o salad together.
2. Learners will learn the differences between historic bows and arrows and modern ones.
3. Learners will find out where the Mandinka live in Africa.

**Vocabulary:**

**Gingham:** A dyed cotton fabric, often with checks.

**Fletch:** Fletching is the feathers (or plastic vanes) on the back side of arrows. To attach the fletching is to “fletch” the arrows.

**Facts to Share:**

1. Traveling medicine shows were popular from the times of Europe’s Dark Ages (500-1500 CE) until the early 20<sup>th</sup> century. Called “mountebanks” in Europe, fake doctors and other sorts of quacks would travel around selling “patent medicines” from their wagons. The wizard in the Wizard of Oz was a patent medicine salesman. There was a lot of showmanship involved, and the medicine shows would follow other traveling entertainments such as circuses and freak shows. People would buy the medicines because even if they didn’t cure the things they claimed to cure, many of them contained alcohol, cocaine, opium, heroin, amphetamines or other hard drugs that helped people feel temporarily better. Or become addicted.
2. The Mandinka (or Mandingo) people live in West Africa, in what is now Gambia, Sierra Leone, Senegal and several other countries. In the 1970s a man named Alex Haley traced his lineage back to a young man named Kunta Kinte, who lived in a Mandinka village. He wrote the story of this man and all his descendants. The resulting book, “Roots”, was made into a TV miniseries.

**Discussion Points:**

1. If you weren’t allowed to marry outside your faith but were stuck somewhere where that might be your only choice, would you do it? What would be your main considerations in making that decision? Would you feel differently if you were forbidden by law or by your parents from marrying a certain kind of person?

**Activities:**

1. Many families, especially in the Midwest, used to make Jell-o salads on the Fourth of July and throughout the summer. Some still do. You can find recipes online for Jello salads featuring everything from lime and marshmallows to cottage cheese and pineapple. Here is a recipe for Sunshine Salad, featuring carrots and pineapple from Simply Recipes. Make it together.  
[http://www.simplyrecipes.com/recipes/grandmas\\_sunshine\\_salad/](http://www.simplyrecipes.com/recipes/grandmas_sunshine_salad/)

## Ingredients

- 2 3-ounce packages  
lemon flavored  
gelatin
- 2 cups boiling water
- 1 cup ice water
- 1 9-ounce cans  
crushed pineapple  
with juice (cannot  
use fresh pineapple)
- 1 teaspoon lemon  
juice or white  
vinegar
- Pinch salt
- 2 cups grated  
carrots



ADSENSE || Mid-Callout Ad

## Method

- 1 Empty gelatin powder into a small mixing bowl. Stir in 2 cups boiling water to dissolve the powder.
- 2 Stir in 1 cup ice water, one can of crushed pineapple (including juice), lemon juice (or vinegar), and a pinch of salt.
- 3 Refrigerate until the gelatin starts to thicken but before it sets completely. Mix in the grated carrots and pour the mixture into a Jell-o mold.
- 4 Refrigerate until firm, several hours. To remove, dip the bottom of the pan in boiled water for about 5 seconds, then turn it upside down onto a serving platter and wriggle a bit to loosen Jell-o. Slice to serve.

2. **Sports Connection:** 18.9 million Americans participate in archery, which is the sport of shooting bows and arrows. Some

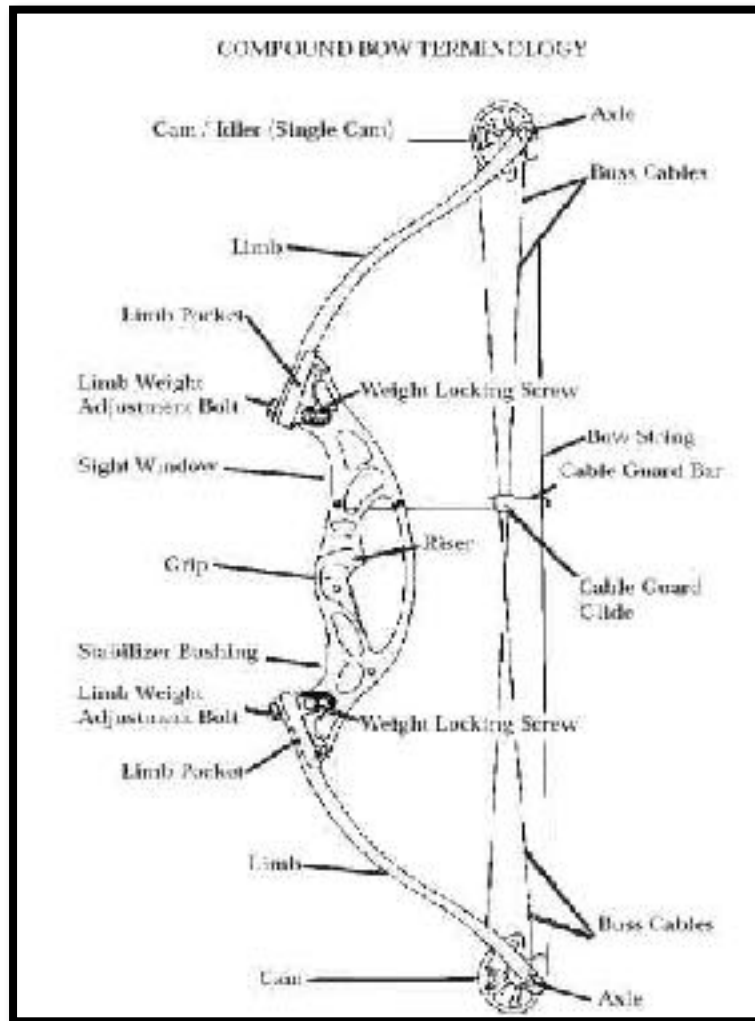


people hunt game such as deer, while others specialize in target archery. Archers still fletch their own arrows, but they don't use feathers like they did in 1857. Compare the diagrams of a simple bow and arrow and a modern compound bow and arrow. Note what parts are new and improved and what parts have remained the same over the years.

3. **Geography Connection:** Have students label the blackline map of Africa and color in the countries where the Mandinka live.



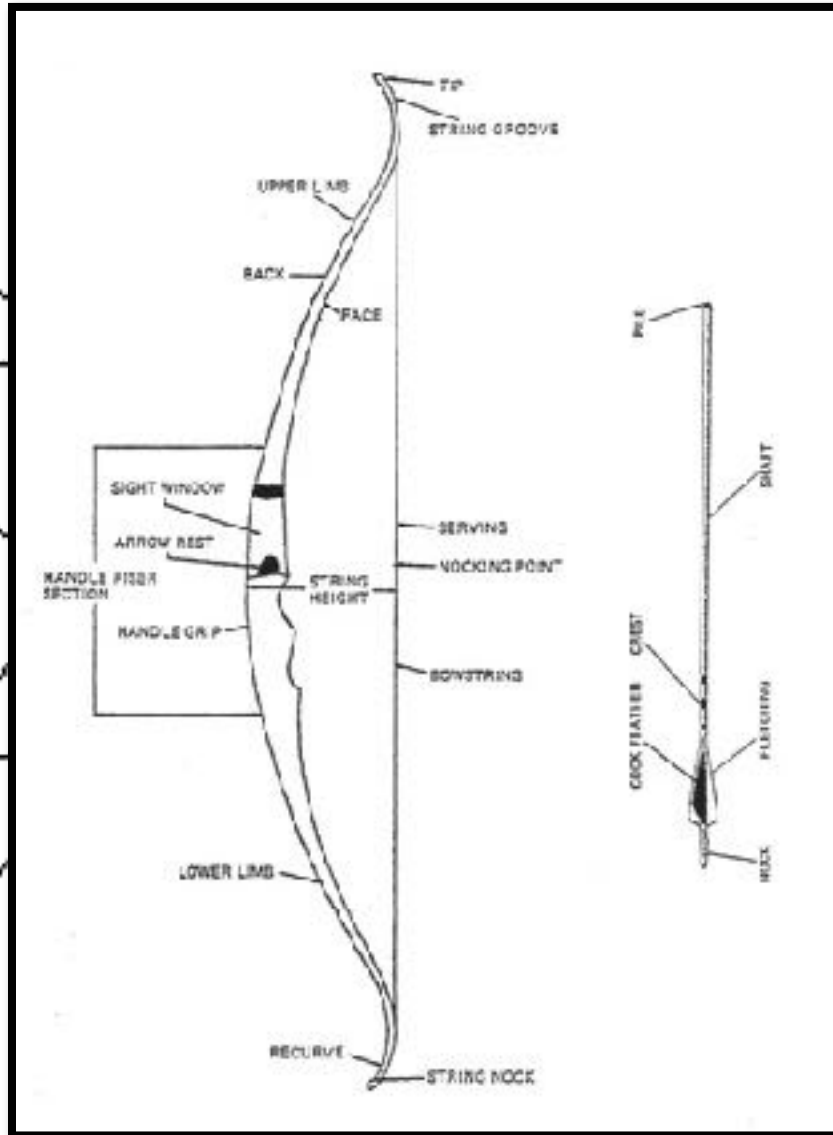
# Compound Bow Handout



Bow

Simple Handout

Map of Africa Handout





## CHAPTER 13

### Objectives:

1. Learners will consider and discuss some of the mundane parts of pioneer life, like pests.
2. Learners will discover a bit about the life of the Kiowa tribes.

### Vocabulary:

**Dilapidated:** Run-down

**Beverly Hillbillies:** A TV show from the 1960s about a poor family from the “hills” who get rich when oil is discovered on their land. They move to Beverly Hills, CA and hijinks ensue when they alternately try to fit in and show the rich people a thing or two about life.

### Facts to Share:

1. Flies, bed bugs, lice, chiggers and mosquitos were the bane of pioneers’ existence. With no air conditioning, they were forced to keep the windows (and sometimes doors) open in the summer, and this allowed insects to invade. They hung spearmint plants and asparagus ferns in the windows to repel bugs, but they still came in. They kept herbs under their mattresses to deter bedbugs and invented ingenious traps for flying insects. One such trap was two boards about two inches apart, hung from the ceiling with string between them. One of the boards was slathered with honey or molasses and when there were lots of bugs caught in the goo, a quick pull on the string would slap the boards together, killing them. Of course the unlucky person then had to clean up the mess between the boards so they could reload.

### Discussion Points:

1. Would you be willing to put up with all the inconveniences of pioneer life? If you had lived in the East and didn’t own any land or a home, and had a chance to go West and be given land and build your own home, would you have done it? What do you think would have been the best thing about it? What do you think would have been the worst? What if you were in



- prison and were told you would be freed if you agreed to go West and homestead?
2. If you were a Native American and Europeans arrived in your world, would you have welcomed them or fought them? Would you have changed your attitude if they began taking your land? Do you think there is anything the First Nations people could have done differently, to prevent the colonizers from taking over?

### Activities:

1. **Craft Connection:** Guide students in making their own brooms! You'll find instructions for making several different kinds of brooms at <http://www.offthegridnews.com/how-to-2/making-brooms-the-old-fashioned-way/> . Instructions for a straw broom are included here. The instructions include attaching handles, but this isn't really necessary. Brooms without handles just require bending over to sweep with, and they are still used in many parts of the world.

### Making a Straw Broom

A straw broom is easy to make, and the project is one that would be fun to do with the kids or as a great back-to-nature project that would be ideal for a group activity at a craft fair or other special event.

Things you will need:

Straw

A stick to be used as a broom handle

Twine or wire for binding

A knife and scissors for finishing touches

Handles can be ordered from a supplies store for a more commercial look, but if you are going for rustic or are taking advantage of the items you have available to you, you can make your own using branches that you have collected. It is a good idea to strip the branches of their bark and allow them to dry for a few months before using them to ensure that no cracking or splitting will occur when you put them to use.

Clean your straw so it is free from dust and debris, shaking bits loose without using water, which can cause your broom to mold.

Gather enough straw to make one broom and divide it into eleven

separate, equal little bunches.

Gather one of the bunches together, making sure that ends on one side are even. Hold the bundle together tightly and wrap it securely with twine. The tighter the bundle, the stronger your broom will be, so squeeze it tightly. Repeat the steps with the remaining ten bunches of straw. Tie together the gathered bundles one at a time using wire or twine, ensuring that the bundles are secured as tightly as possible. If you want a flat broom for use on floors or hearths, place straw bundles side by side. If you want to use your broom as a whisk broom, connect the bundles in a circular design, still making sure bunches are as tightly linked as possible.

Sharpen the end of your handle so it can be pushed into the center of your bundle of straw, and secure it tightly to prevent your broom head from "flying off the handle."

Cut the ends of straw so they're even, and your broom is ready to use.



Photo from the above website.

- 2. Social Studies Connection:** Clara was originally kidnapped by Kiowa. Ask students to find out a bit about the Kiowa. Where did they live? Did they farm? What did they eat? What did their homes look like? Who were their enemies? What kind of calendar did they keep? Where and when were they forced



onto a reservation? How are they doing now? Have students draw a manga or a political cartoon about what their lifestyle was like and what happened to them.



### Objectives:

1. Learners will understand why it is important to wash horses after a hard workout.
2. Learners will find out what causes allergies.
3. Learners will discover the differences between bees, wasps, and hornets.
4. Learners will understand how humans are contributing to bee extinction and how we can help prevent it.

### Vocabulary:

**Alhamdulillah:** Thank God

**Benadryl:** An antihistamine - a medicine used to calm allergic reactions. A side effect is it usually makes people sleepy.

### Facts to Share:

1. When horses get overworked or overheated, their sweat makes a lathered substance called latherin. When it's really hot or they've had a serious workout, horses need to be splashed or sprayed with cool water to help prevent heat stroke. Their legs, neck, belly and under their tails need to be reached as these areas have veins that are close to the surface and they will help transport cooled blood back to the heart. After spraying, the water needs to be scraped off with a special tool called a sweat scraper, so it doesn't get warmed and heat the horse up further. This is why it was important for Mr. Reece to go care for his horse while Stan was being tended to by the girls.
2. Allergies are the result of an immune system overreaction to a harmless stimulus. That's why some people can pet a cat all day with no problem, while others can't even be in the same house with a cat - one's immune system doesn't mind the cat dander, while the other is triggered by it. No one knows what really causes the immune system to react to things, but studies have shown that children who are exposed to animals and allowed to play in the dirt at a young age have fewer allergies as they grow older, because their immune systems have had a chance to "meet and greet" lots of different allergens (potential allergy causing substances), so they know



they are harmless. That being said, allergies can also be developed in adulthood for no apparent reason, after years of exposure to a given allergen.

### Discussion Points:

1. What do you think doctors today would diagnose Clara as suffering from? (PTSD, possibly fugue state or dissociative amnesia)
2. Have you ever been stung by a bee or a wasp? Did you have an allergic reaction? Are you allergic to any foods or animals?

### Activities:

1. **Science Connection:** Have students research the difference between bees, wasps and hornets. Which ones are aggressive and which ones are passive? Which group do yellow jackets belong to? Which ones can sting only once? What different kinds of homes do they make?
2. **Ecology Connection:** Bees have been dying off in great numbers in the past 50 years. Watch this Ted Talk about the reasons they are dying in such massive numbers and what we can do about it. <https://www.youtube.com/watch?v=dY7iATJVCso>. Split students into groups and have them make public service posters educating the public about this situation, then vote on the best poster and have it printed and hung around your community.



### Objectives:

1. Learners will understand why chicken soup is good for you when you have a cold or flu.
2. Learners will learn what it means to dress an animal.
3. Learners will discover some 19<sup>th</sup> century inventions.
4. Learners will find out about folk remedies in various cultures.

### Vocabulary:

**Saddlebag:** Each of a pair of bags connected to each other by a leather sling and flung over a horse's back, usually behind the rider

**Dress:** To skin, gut and clean an animal so that it's ready for cooking or butchering.

### Facts to Share:

1. There's an old saying that says, "Feed a fever, starve a cold." No one is sure where that notion came from, but the truth is that when you're ill what you need most is to stay hydrated - and balanced nutrition is good for you, too, if you can handle it. So feel free to eat and drink whatever you like when you have a cold or a fever. Chicken soup, it turns out, is really good for you because it's mostly liquid so it helps you stay hydrated. The steamy heat of it can temporarily clear your sinuses, and it contains an amino acid called cysteine, which is similar to acetylcysteine, a medication that helps thin mucous. Ginger tea is also good.

### Discussion Points:

1. If you were to travel to a different time and nothing went with you, how would you prove to those around you that you came from another era? Which would be easier - convincing people in the past that you were from the future or convincing people in the future that you were from the past?
2. If you were writing the story, would you have had Sophia tell someone about being from the future sooner? Why or why not?

### Activities:

1. **Art Connection:** Sophia finds in this chapter that zippers, aspirin, moving pictures and bicycles haven't yet been



- invented in 1857. Instruct students to find out when these things were invented, along with three other things you're curious about, and make a drawing or model showing an early version of one or two of them. Students may be surprised to find how different they are from their modern descendants.
2. Look up five traditional folk remedies from different cultures and tell your class about what you found. Which ones make the most sense to you? Which ones make the least sense to you?

### Objectives:

1. Learners will understand some of the horrors that slaves endured in the slave ships and be able to define the Triangular Trade.
2. Learners will discuss Mr. William's culture from an anthropological viewpoint.

### Vocabulary:

**Astaghfirullah:** God forgive me

**Madrassah:** Arabic for school

**Allah yahfezha:** God preserve her

**Jannah:** Heaven

### Facts to Share:

1. 12.6 million Africans were transported across the Atlantic on the Middle Passage - 1.8 million of them died en route.
2. Only 20% of the Africans brought to the New World wound up in the Colonies/United States. 80% went to the Caribbean and Brazil.

### Discussion Points:

1. Mr. William's African culture was very different from American culture. What do you think about the fact that he married his cousin? That he had three wives? What about the fact that he referred to harvesting crops as women's work? What do you think was men's work in his culture? Can someone from one culture say that another culture's ways are right or wrong?
2. Do you agree with Mr. William that it was his pride that caused him to be captured?

### Activities:

1. **Music Connection:** The slave trade thrived on a complex give and take between Europe, Africa and the New World. Called the Triangular Trade, this setup benefitted everyone except the Africans. Find out about the Triangular Trade and write a short story, poem or song from the point of view of a slaver, an African or a plantation owner. For inspiration, listen to or



- sing the song “Amazing Grace”, which was written by a former slave trader, John Newton. <https://www.youtube.com/watch?v=X6Mtpk4jeVA> (Brigham Young University women’s a cappella group “Noteworthy”.) and/or <https://www.youtube.com/watch?v=cDVEvomRnNs> (Ray Charles)
2. **Media/History Connection:** Slave ships were dark, dank and smelly. People who could speak the same language were deliberately split up, so that no one could communicate with those near him or her. Slavers thought this reduced the chance of slaves plotting a rebellion. Some slave ships packed people sitting up between each other’s legs, in which case they had no room to lie down, while others packed them lying down, with no room to sit up. Watch the movie Amistad, which is set on a slave ship.
  3. “Roots”, Alex Haley’s novel about his family that was once a TV miniseries, has been re-made. Watch the trailer for it at <https://www.youtube.com/watch?v=ZZwaqFhs9fo> . If you can rent or stream it, watch it and give a presentation to your class on the story and how it made you feel.

### Objectives:

1. Learners will become familiar with the sacking of Lawrence, Kansas

### Vocabulary:

**To beget:** To have children - *“He begetteth not nor is He begotten”* means “He has neither parents nor children.”

### Facts to Share:

1. Border Ruffians were pro-slavery gangs from Missouri who would cross the border into Kansas between 1854 and 1860 and rough up the abolitionists. Abolitionists, for their part, would cross the border into Missouri and set slaves free by night.
2. Quantrill’s raid on Lawrence actually took place in 1863.
3. It isn’t mentioned in Sophia’s Journal, but John Brown, a famous militant abolitionist who was later hanged for trying to incite a slave rebellion at Harper’s Ferry, Virginia, had commanded forces at two separate battles between abolitionists and pro-slavery forces in 1856 and massacred five pro-slavery men in Pottawatomie, Kansas.
4. For teachers: I took a bit of license with the timeline in Sophia’s Journal. Quantrill didn’t actually arrive in Kansas until 1859.

### Discussion Points:

1. Why do you think Clara spat at the mention of the Kiowa tribe?
2. Have you heard family members or other older people refer to “the good old days”? Do you think people look fondly back at the past because times were simpler back then, because they were younger, or because people tend to remember the good times more than the bad times? Do you think you’ll look fondly back on your youth the same way?



### Activities:

1. **History Connection:** Have students look up Quantrill's Raid on Lawrence, KS. Why was it carried out? How many buildings were destroyed? How many people died? Write a large circle on the board labeled "Sacking of Lawrence" and smaller circles surrounding it. Have students fill the smaller circles with the details.
2. Nowadays many people make cornbread from a boxed mix, but Sophia had to make it from scratch, which isn't much harder. Try it yourself!

## Corn Bread Recipe!

You can use yellow, white or blue cornmeal to make this classic cornbread from Betty Crocker.

### Ingredients

- 1 cup milk
- ¼ cup butter or margarine, melted
- 1 egg
- 1 ¼ cups yellow, white or blue cornmeal
- 1 cup Gold Medal™ all-purpose flour
- ½ cup sugar
- 3 teaspoons baking powder
- ½ teaspoon salt



### Directions

- 1** Heat oven to 400°F. Grease bottom and side of round pan, 9x1 1/2 inches, or square pan, 8x8x2 inches.
- 2** Beat milk, butter and egg in large bowl. Stir in remaining ingredients all at once just until flour is moistened (batter will be lumpy). Pour batter into pan.
- 3** Bake 20 to 25 minutes or until golden brown and toothpick inserted in center comes out clean.

From <http://www.bettycrocker.com/recipes/sweet-country-cornbread/dabefbab-a98a-42ed-8a0a-b76fe8df7121>

### Objectives:

1. Learners will become familiar with the first black Senator and Representative in the US.
2. Learners will consider how someone from the past would react to the present.
3. Learners will improve their communication skills by interviewing a partner.

### Vocabulary:

**Mind:** An old fashioned way of saying “look after” or “babysit”

**Dubious:** Doubtful

### Facts to Share:

1. Although Barak Obama is the first black president, black senators and representatives were elected as far back as 1870. Blacks were a majority of the population in many **congressional districts** across the South right after the Civil War, and black men had been given the right to vote by the 15<sup>th</sup> Amendment to the Constitution in 1869. They were able to join with Republicans (the party of Abraham Lincoln and emancipation) to defeat the Democrats (the part of plantation and slave owners) to elect **Joseph Rainey of South Carolina** to the **U.S. House of Representatives** in 1870. Blacks were elected to national office also from **Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina** and **Virginia** before the Democrats won back control of their states by using various underhanded methods to prevent black men from voting.

### Discussion Points:

1. If Mr. William were to be transported to the present, what do you think he would be most amazed by? Discuss how he would react to airplanes, televisions, etc.

### Activities:

1. **Language Arts Connection:** As a continuation of the discussion on how Mr. William would feel if he were





- transported to the present, write a paragraph from a journal entry he would write about modern life.
- 2. Communication Connection:** Pair students up and have one of the play President Obama and one of them play Mr. William. Have each one think of things he'd like to ask the other, then write them down and interview their partners.

### Objectives:

1. Learners will be introduced to slave codes and the treatment of slaves.
2. Learners will hear about Jim Crow laws and the discriminatory norms and manners that accompanied them.
3. Learners will utilize their critical thinking skills to discuss why states had an interest in how slaves were treated by their masters.

### Vocabulary:

**Harpichord:** A old musical instrument with a keyboard, similar to a piano. The player would push a key, which would pluck a string. Pianos, on the other hand, strike their strings with padded hammers when a key is pressed

### Facts to Share:

1. Slaves were beaten regularly for things such as working too slow, disobeying their master or overseer, “sassing” a white person, leaving their plantation without permission, etc. Some of these punishments were left to the “owner’s” discretion, and others were codified into law. In the 1700s, many colonies implemented “slave codes” that governed how some infractions were to be dealt with. Plantation owners or other whites could be fined and even jailed for not punishing runaway slaves, teaching a slave to read, or giving a slave alcohol. It was illegal for a slave to be in possession of any kind of weapon. The penalty for spreading “incendiary literature” – pamphlets or information that might insight slave rebellions – was death. Slaves were considered property, not people, unless they were suspected of committing a crime, in which case they were considered people and punished as such. White men could rape black women with no fear of punishment, whereas if a black man was suspected of raping a white woman (or even just having a relationship with her or looking at her wrong), the penalty was castration and/or death.
2. After slavery was abolished and the Civil War ended, Southern and border states instituted a system of laws and mores known as “Jim Crow” laws. The idea was to keep the newly freed black people under control and “in their place”. These laws required black people to pass impossible “literacy tests” (administered only to black citizens) and/or pay poll taxes in order to vote. Another way states prevented black citizens from voting was by requiring a person to have two registered voters who could vouch for his identity. Since most blacks weren’t allowed to register, it was nearly



impossible for someone to know two registered voters who would vouch for him.) Jim Crow laws also prevented blacks from being served in the same schools, liquor stores, hospitals or hospital wards, prisons, water fountains, parks, ball diamonds, etc as whites, or riding together on public transportation. In addition, blacks and whites couldn't marry or have relationships.

### Discussion Points:

1. Do you think it was a good idea for Mr. Sampson to allow Sophia to remain upstairs with him?
2. What would you do if you found yourself in a situation where the law supported something that was unjust or immoral? What strategies would you use for making your decision?
3. Why do you think it was important to white society to have such harsh and restrictive slave codes? Why would they consider it their business whether a slave owner punished his runaway slaves or not? Or whether a slave could read or not?

### Activities:

1. **Music Connection:** Watch Nina Simone's version of the famous poem-turned-song "Strange Fruit". <https://www.youtube.com/watch?v=tqbX003OiOs> . Guide students in discussing the similarities and differences between the Indian wars, the Holocaust, Jim Crow, Japanese internment camps and Islamophobia. What factors create a society where violence against a particular group of people becomes acceptable? (**Trigger Alert:** The video is extremely graphic, with photos of people lynched and chained. Watch it ahead of time, and you may want to find a version without photos if your students are particularly young or traumatized by violence or racism.)
2. **History Connection:** Look up some of the literacy tests used by Southern states to prevent black people from voting at <http://www.ferris.edu/jimcrow/> . Break up into groups and have each group take a different one. (Teachers: There was no standard test for any state or region - precincts could create any tests they liked and grade them any way they liked. What this meant was that black people couldn't pass them no matter what they answered. For example, the Louisiana test question 21 is a trick question. If a person answered "backwards", they could be told their answer was wrong



because they didn't include the comma. If they did include the comma, they could be told it was wrong because they added it. Many questions were like this, and many questions had subjective answers for which there was no answer guide. Precinct workers could simply decide any question was wrong.)



### Objectives:

1. Learners will be able to identify and design a travois.
2. Learners will interpret Clara's part of the closure of the book and speculate on the author's motives.
3. Learners will exercise their own imaginations in writing and alternate ending.
4. Learners will be able to describe what arteries do.

### Vocabulary:

**Travois:** A sled-like apparatus that Native Americans, especially the Plains tribes, attached to dogs or horses to carry loads across the prairie.

### Facts to Share:

1. Horses aren't native to the Americas. They were brought over with the Spanish Conquistadors. First Nations peoples used trained dogs for many tasks before horses arrived.
2. Many First Nations tribes, especially the Plains tribes, used travois. They consisted of two poles crossed behind a dog or horse, with hide or wooden platforms suspended between them. You can see photos of them on Google images.

### Discussion Points:

1. What do you think Clara uses the word *ehaomohte* to mean?
2. How does Clara live up to her name of Nanomone'e?
3. Why do you think the author never mentions the name of Clara's tribe?

### Activities:

1. **Science Connection:** Ask student to find out why it was the arrow in Mr. Jordan's leg that killed him, rather than the one in his side. What is the significance of an artery being hit?
2. **Design Connection:** Have students build a model travois using a toy horse and sticks or chopsticks. Experiment with different ways to connect the poles and make the platform (string, clay, etc.).
3. **Language Arts Connection:** Invite students to write an alternate scene where things were resolved differently than



Clara, Adoet, Mr. William and Miss Evaline traveling North together. Give them the freedom to let their imaginations run wild.



### Objectives:

1. Learners will get a better sense of how widespread and dangerous the Underground Railroad was.
2. Learners will exercise their predictive skills, noticing foreshadowing and other text clues.

### Vocabulary:

**Subhan Allah:** Praise God

**Sabotage:** To secretly destroy a mission or device, especially from the inside.

**AsSalaamu Alaikum:** Peace be with you

### Facts to Share:

1. There were at least 80, and probably closer to 200 Underground Railroad stations in Kansas, which helped about 2,000 slaves escape through the state between 1854 and 1865. (Nationwide over 100,000 slaves escaped to freedom on the Underground Railroad.)
2. Conductors and station masters on the Underground Railroad, who were previously escaped slaves, free black people and white abolitionists, didn't risk just retribution from the slave owners whom they "cheated" out of their "property". Helping slaves escape was a felony, and the bogus pro-slavery Kansas government (elected via widespread voter fraud, in which Southerners streamed pell-mell over the border to vote) set the penalty at death.

### Discussion Points:

1. Did you predict that Sophia was going to go back home when she entered the river? If so, what clues pointed you in that direction?
2. William Quantrill was a Border Ruffian, but he didn't start out that way. He started out as an abolitionist, freeing slaves in Missouri. Have you ever changed your mind about an important issue in your life, or seen someone else change their mind? What was the issue? Did it turn out to be for the best or was it a mistake?



### Activities:

1. **Wrapping Things Up:** As a class, make a timeline on butcher paper that begins in 1857 and ends in 2013, and include all the major national and global events you can think of that happened in between, such as women getting the vote and the World Wars, etc. Make the dates far enough apart that there is room to put drawings representing each event, like the Kiowa did on their calendar.
2. **Art/Language Arts Connection:** Divide students into groups. Assign some groups to make 3-way posters of what they learned about slavery in US and Kansas history from reading Sophia's Journal, and other groups to make 3-way posters of what they learned about Islam and Muslims from reading Sophia's Journal.





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