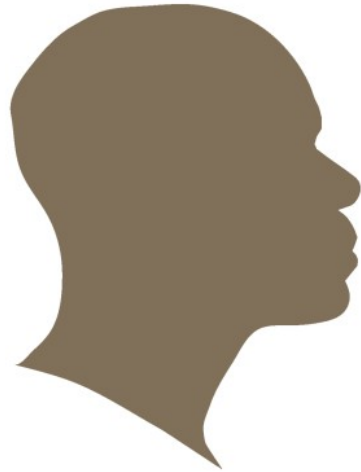


Amos Fortune: Free Man



By

Elizabeth Yates

A Novel Study
by Nat Reed

Amos Fortune: Free Man

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on one chapter of *Amos Fortune: Free Man* and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . and many others.

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

Themes which may be taught in conjunction with the novel include slavery, America in the 1700s, tolerance, the importance of community, courage, heroism and sacrifice, friendship, personal growth.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *personification*.
7. Identify *anagrams*
8. Listing compound words
9. Identifying parts of speech
10. Identify/create *similes*
11. Identification of root words

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel.
6. Complete a Story Pyramid

Character Activities

1. Determine character traits
2. Identify the protagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

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Synopsis

“It does a man no good to be free until he learns how to live.” These were the words of Amos Fortune, born the son of a king in the At-mun-shi tribe in Africa. When Amos was only fifteen years old, he was captured by slave traders and brought to Massachusetts, where he was sold at auction. Although his freedom had been taken, Amos never lost his dignity and courage. He dreamed of being free, and of buying the freedom of his closest friends. By the time he was sixty years old, Amos Fortune began to see his dreams come true. [Courtesy of the publisher]

Author Biography

Elizabeth Yates

Elizabeth Yates (1905-2001) was born in Buffalo, New York, where she attended school. During part of her life she lived in Europe, where she wrote travel articles for American newspapers, such as *The Christian Science Monitor* and *The New York Times*. In 1938 Yates published her first book, followed by about fifty more, and continued writing until the 1990s. In 1950 she wrote ***Amos Fortune: Free Man***, which won the Newbery Medal in 1951 and was translated into many different languages. She wrote her own autobiography and the biographies of several other strong-willed people, including Prudence Crandall, the story of a woman who opened a school for girls that admitted both blacks and whites. Elizabeth Yates died on July 29, 2001, at the age of 95. [Biography courtesy of the publisher]



Amos Fortune: Free Man

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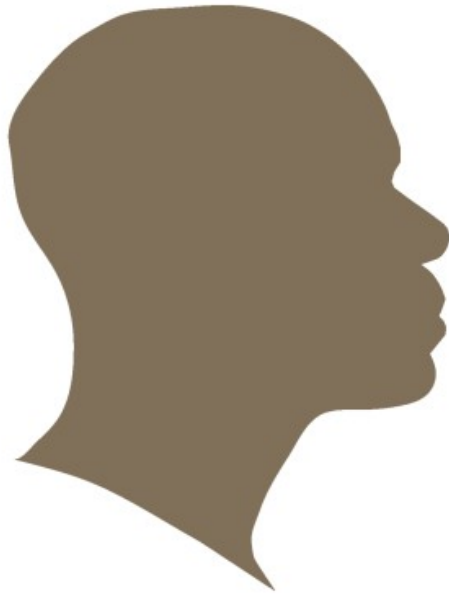


Student Checklist

Student Name _____

Assignment	Grade/Level	Comments

Amos Fortune: Free Man



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Name:

Amos Fortune: Free Man

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Chapter 1 – Africa 1725



Before you read the chapters:

The **protagonist** in most novels features the main character or “good guy”. The main character of *Amos Fortune: Free Man* is Amos Fortune, an African prince who was kidnapped from his home in Africa and brought to the shores of America to work as a slave. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. Who would you say is your *favorite* character ever? What made you select this character?



Vocabulary:

Choose a word from the list to complete each sentence.

mystic	vengeance	reverberations	incantation
ecstatic	audible	deprived	symbolic

1. Finally the old man rose to his feet and uttered an eerie _____ over the offering.
2. Joanna's voice was barely _____ to those sitting at the back of the auditorium.
3. The strange book of spells had a _____ quality about it.
4. Most people consider the queen's power to be mostly _____.
5. I was _____ to learn that I had been accepted into the military academy.
6. “_____ is mine,” saith the Lord.
7. The _____ felt by the mine's cave-in could be felt in the next town.
8. When John's dad died, he was _____ of a strong male influence in his life.

Questions



1. Describe the **setting** of the story at the beginning of Chapter One.

2. What made the At-mun-shi people especially vulnerable to the coming of the slavers when they did?

3. How had the chief prevented his infant daughter from being drowned as an infant? Why did he have to take steps to save her?

4. Why did the people of the village think that At-mun would be a good chief one day?

5. Why do you think the slavers only killed At-mun's father?

6. Why did the slavers think that At-mun would fetch a good price?

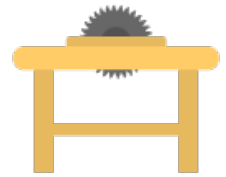
7. What do you think the author means by writing that Ath-mun *could not escape the work she had been born to do*? What work do you think this might be?

Language Activities



A. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:



a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in the first chapter of *Amos Fortune: Free Man*.

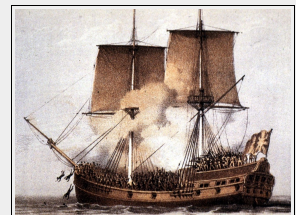
Word	Anagram	Clue
forest		Not as hard.
signal		Straighten.
earth		Pump organ.
spears		Scarce.
space		Worn by Superman and Batman.
smiled		Deceived.
aside		Brainchild.

Now find two additional words from the first chapter which have interesting anagrams to see if you can stump a classmate.

Word	Anagram	Clue

Good to Know

Between the years 1525 and 1866 more than 12 million Africans were shipped to the Americas. Of this number, 10.7 million survived the voyage (the Middle Passage) and were purchased by individuals in North America, the Caribbean as well as South America.



B. A Quatrain Poem Celebrates Courage.

The **quatrain** is a popular form of rhymed verse. It is a poem of four lines, is usually light and can be humorous. The following quatrain is the first four lines of the famous poem, *The Slave's Dream*, written by the renowned poet, Henry Wadsworth Longfellow..

*Beside the ungathered rice he lay,
His sickle in his hand;
His breast was bare, his matted hair
Was buried in the sand.*



Various rhyming schemes make up a quatrain poem. As you can see, the above four lines have a rhyming scheme of **A - B - C - B**. Other rhyming schemes include: AABB, ABAB, AAAA, AABA, ABBA, ABBA, and AAAB.

Your task is to write your own quatrain poem. You may choose a rhyming scheme that fits with your own personal creation. The theme should have something to do with the themes established in the first chapter of our novel (like *the evils of slavery* or *courage*).

The Quatrain Poem

Now create your own Quatrain Poem. Your poem must follow the format of a quatrain poem described above (and must rhyme).

Title: _____

C. Cliffhanger

Chapter One contains an important literary device called a **cliffhanger**. A cliffhanger usually occurs at the end of a chapter when the author leaves the reader in suspense. How is this true in Chapter 1? Why do you think the author ended the chapter this way?



D. A **simile** is a comparison using the words “like” or “as”. An example from Chapter One is: ... *the woman and the children who had been ... summoned by the music and swaying with it like a field of tall grass before the wind.*



What is being compared in this example?

--	--

Invent your own **similes** comparing the following items with something from your own imagination:

a) drums in the night

b) the crack of a whip

c) your choice

Extension Activity



Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A story-board can tell the story of only one scene - or the entire novel. Complete the story-board below illustrating the events described in the first chapter of our novel. You may wish to practice your drawings on a separate piece of paper.



1	2
3	4
5	6

The Slave's Dream

By Henry Wadsworth Longfellow

Beside the ungathered rice he lay,
His sickle in his hand;
His breast was bare, his matted hair
Was buried in the sand.
Again, in the mist and shadow of sleep,
He saw his Native Land.

Wide through the landscape of his dreams
The lordly Niger flowed;
Beneath the palm-trees on the plain
Once more a king he strode;
And heard the tinkling caravans
Descend the mountain-road.

He saw once more his dark-eyed queen
Among her children stand;
They clasped his neck, they kissed his
cheeks,
They held him by the hand!—
A tear burst from the sleeper's lids
And fell into the sand.

Before him, like a blood-red flag,
The bright flamingoes flew;
From morn till night he followed their flight,
O'er plains where the tamarind grew,
Till he saw the roofs of Caffre huts,
And the ocean rose to view.

At night he heard the lion roar,
And the hyena scream,
And the river-horse, as he crushed the reeds
Beside some hidden stream;
And it passed, like a glorious roll of drums,
Through the triumph of his dream.

The forests, with their myriad tongues,
Shouted of liberty;
And the Blast of the Desert cried aloud,
With a voice so wild and free,
That he started in his sleep and smiled
At their tempestuous glee.

He did not feel the driver's whip,
Nor the burning heat of day;
For Death had illumined the Land of Sleep,
And his lifeless body lay
A worn-out fetter, that the soul
Had broken and thrown away!



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Chapter 2 - The Middle Passage



Before you read the chapters:

Why do you think that so many people living in 1725 America supported slavery?



Vocabulary:

Many of the words in this Crossword Puzzle are from the first two chapters. Use the words in the box to complete the puzzle.

	1		2		3		4		5			6		7		8	
	9													10			
									11		12						
13							14										
						15			16	17			18				
	19	20		21				22									
23							24			25				26			
													28	29			
									30						31		32
33							34					35					
					36									37			
38				39					40	41			42		43		44
E		45					46		47						48		
							49	50			51			52			
	53									54			55				

Across	Down
4. They profited from trafficking people. 9. ___ teller. 10. A seafood delicacy. 11. People who catch and/or confine others. 13. The ___ Passage (sea voyage). 14. Fetch. 15. Old fashioned yes. 16. French for <i>here</i> . 18. Fraudulent actions. 19. Feel shame. 22. Presently. 25. An American television network. 26. Mend woolen socks. 27. Overcome with joy 28. Editor. 31. A breakfast cereal. 33. Don't fix what ain't ____. 34. ___ of bread. 36. Pennsylvania. 38. Don't stop! 39. A band's musical performance. 40. Nothing. 42. An opening in the deck of a ship. 45. Caleb was a ____. 47. Golly ___! 48. Trouble. 49. Female sheep. 51. Debris deposited by a glacier. 53. Chained. 54. Not off. 55. Supporter.	1. <i>The Dark Continent</i> . 2. A homonym of <i>bread</i> . 3. Angry. 4. Covered with grasslike marsh plants. 5. Sale open to the highest bidder. 6. Decay. 7. Internal Revenue Service. 8. Respect. 10. Fearsome African reptile. 12. At-mun's status in his native village. 17. Corn on the ____. 20. The White Falcon's home port. 21. A person who is the legal property of another. 23. Herbaceous vegetation. 24. Preparing land for growing crops. 29. Rhymes with <i>shoe</i> . 30. Get even. 32. The White ____. 35. Serious. 36. Payment in kind. 37. Dock. 39. Big party. 41. Interesting example. 43. Two of a kind. 44. Part of a foot. 45. In the capacity of. 46. <i>Reed</i> without the <i>dee</i> . 50. Walt Disney. 52. Alcoholics Anonymous.

TILLAGE	QUAKER	LOAVES	SLAVE	BROKE	ECSTATIC
FALCON	HATCH	MANACLED	SOLEMN	GIG	AVENGE
PIK	AFRICA	OBEISANCE	GO	SEDGY	WHARF
HERBAGE	GALA	LIFE	DARN	ED	PRINCE
MORAINE	WOE	SLAVERS	TWIN	AY	PA
NBC	CRAB	ON	FORTUNE	FAN	COB
AA	DO	SCAMS	NIL	ROT	QUA
ABASH	GET	GEE	REE	HEEL	IE
WD	ICI	BOSTON	AUCTION	IRS	MIDDLE
CAPTORS	BRED	CROCODILE	FUME	EWE	SOON

Questions



1. Why wasn't At-mun as alarmed as he probably should have been after first being captured?

2. If the **middle passage** was the voyage across the Atlantic Ocean to America, what then was the **first passage** and the **last passage**?

First	
Last	

3. Give one example from Chapter Two to demonstrate that At-mun was a good and dedicated leader to his people.

4. Why were At-mun and the captives from his village kept in the pit for several days after arriving at the coast?

5. Why do you think that the slavers were afraid At-mun's value as a slave would be reduced because he held his head up?

6. How long did the White Falcon take to cross the Atlantic? _____
7. Why were the strongest slaves saved for Boston?

8. At-mun's new master, Caleb Copeland, was a Quaker. Using resources in your school library or on the Internet research two interesting facts about the Quakers.

1.	
2.	

Language Activities



A. Personification is giving human qualities to something that is not human. The following is an example taken from Chapter One: *Earth our mother, Sun our father, Watch while we plant.*



Describe how the Earth and Sun are personified in this example.

Create your own example of personification.

As you continue to read through the novel be on the lookout for other examples of this literary device. If you should find one, come back to this question and enter it below. (Hint: there is at least one more example of personification in Chapter One.)

B. Many authors enjoy using alliteration - a literary device where the author repeats the same sound at the beginning of several words. Here's one such example: from Chapter 1: *Ath-mun, the twelve year old princess, smiled shyly ...*



Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

The grunt of a wild boar.	
The movement of a snake.	
Your choice.	

C. Eliminate the following letters from the puzzle to reveal the secret message which was written by Frederick Douglass: **Z, X, Q, Y, V**

Q	N	O	Y	M	A	N	Q	C	A	N	Y	Z	X	Q	Z	V	Y	X	V
Z	Y	V	X	Q	P	U	T	Y	A	Q	C	H	A	I	N	Y	Z	V	Q
A	B	O	U	T	Q	T	H	E	Y	A	N	K	L	E	X	V	Q	Z	Y
X	Q	Z	O	F	Y	H	I	S	X	F	E	L	L	O	W	Y	V	X	V
Y	M	A	N	Q	W	I	T	H	O	U	T	Y	A	T	Z	V	X	Y	Q
Z	X	Y	X	L	A	S	T	Q	F	I	N	D	I	N	G	Q	Z	V	X
T	H	E	Q	O	T	H	E	R	Z	E	N	D	X	Q	Z	X	V	Y	V
X	F	A	S	T	E	N	E	D	Y	A	B	O	U	T	V	Y	Z	V	Q
Z	Q	X	Y	H	I	S	Q	O	W	N	Q	N	E	C	K	Z	V	Y	X

Answer:

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Chapter 3 – Boston 1725-1740



Before you read the chapters:

Describe the one scene or event in the novel which you have enjoyed the most thus far.



Vocabulary:

In each of the following sets of words underline the one word in each set that does not belong, then write a sentence explaining why it does not fit.

1	reluctant	disinclined	skeptical	hesitant

2	exasperation	placation	irritation	annoyance

3	elegant	stolid	impassive	placid

4	relinquish	renounce	abdicate	assert

5	manumission	freedom	requisition	abolition

6	syncopation	admonition	counsel	forewarning

Questions



Cloze Call

Complete the following exercise filling in the correct words from the **Word Box**.

speak	impression	tanner	loom	separate
manumission	certificate	king	household	slavery
time	conversations	treatment	cipher	embarking

Celia Copeland was horrified that her husband had purchased Amos because Quakers are against _____. Caleb Copeland assured his wife that in time he would give the boy his freedom but in the meantime he would have a Christian home with kindly _____. Caleb was under the _____ that Amos could not speak. Celia, on the other hand, felt that although it would take _____, he would just have to taught to speak English. Amos first learned to help with the carding and spinning before he was trusted with work at the _____. With Mrs. Copeland acting as his teacher, Amos soon learned to read, write and _____, although he did not learn to _____ as easily. Amos was encouraged when Roxanna read to him a Bible verse which stated that had been made a _____ and priest unto God. Slowly Amos began to join in the _____ of the Copeland family. Amos grew up in the Copeland _____, spending fifteen years under their roof. Whenever Caleb spoke to him of _____, he said he did not want it yet for he looked upon Caleb as his protector. Amos and the other people from Africa were still assigned _____ places in the churches and graveyards. Amos liked the excitement of the harbor. It was there he would give his attention to the child slaves _____ from the ships, always on the lookout for his sister. Caleb Copeland unfortunately died before he could give his devoted slave his _____ of freedom. Amos was then sold to a _____ named Ichabod Richardson.

Language Activities



A. Choose ten words from this chapter with two or more **syllables**. Indicate the syllables by drawing a line between each syllable. **Example:** some / time.

B. Rewrite the following sentences putting in the **correct capitalization and punctuation**.

I) at-mun journeyed to america from the gold coast

--

II) was caleb copeland a quaker from boston

--

III) come here amos celia ordered

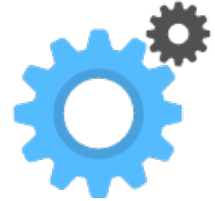
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C. A number of fascinating characters have already appeared in the novel. For each person listed below think of three adjectives which would accurately describe him/her. Consider both appearance and personality.

Character	Trait 1	Trait 2	Trait 3
Amos			
Caleb			
Celia			

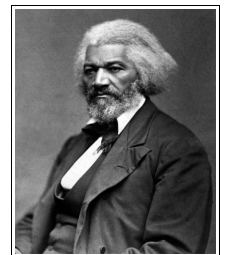
D. What Do You Think?

Although Quakers did not condone slavery and eventually abandoned the practice altogether, Caleb still purchases Amos as his personal slave. How did Caleb justify his actions in this regard? Do you think he compromised his principles by purchasing Amos?



E. Frederick Douglass

Many years after the events of this story a remarkable man rose to prominence in the northern United States. Frederick Douglass escaped from slavery and became a leader in the abolitionist movement. Using resources in your school library or on the Internet, research three important facts about Frederick Douglass's life and achievements and record them below.



1.	
2.	
3.	

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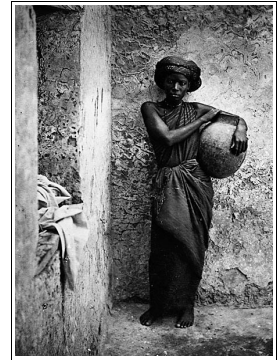
Chapter 4 – Woburn 1740-1779



Before you read the chapters:

People fail much oftener from want of perseverance than from want of talent. (William Corbett)

During the course of his life Amos learns the value of **persevering**. Why do you think so many people regard perseverance as being essential for achieving success? Describe a time in your own life (or that of a friend) when you persevered at a task and discovered that your efforts paid off for you in some important way





Vocabulary:

Beside each word in Column A write the correct synonym or definition from Column B.

	COLUMN A	CORRECT MEANING		COLUMN B
1.	loathe		a.	watchful
2.	chattel		b.	varied
3.	indispensable		c.	not feeling or showing emotion
4.	vigilant		d.	contract; agreement
5.	tyrannical		e.	hate
6.	impassive		f.	essential; necessary
7.	diverse		g.	oppressive
8.	covenant		h.	a personal possession

Questions



Indicate whether the following statements are True or False or answer the question.

1	Even though he was a slave, Amos was paid by Ichabod Richardson for his services.	True or False
2	Amos took delight in being a Christian.	True or False
3	Despite his best intentions, several times Amos delayed his stay when sent to town and was whipped by the constable as a result.	True or False
4	Amos is most interested in the possibility of finding his sister at one of the slave auctions. How old would his sister, Ath-mun, be in 1740? _____	
5	In December, 1763, Amos and Mr. Richardson agreed that Amos would gain his freedom in the year 1772.	True or False
6	What clue do we have in this story that Ichabod Richardson was a hard man? <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div>	
7	Amos was almost 60 years old when he finally gained his freedom.	True or False
8	Lily died four and a half years after marrying Amos.	True or False
9	Amos bought Lydia from Josiah Bowers for £50 despite the fact that she was lame.	True or False
10	Lydia's legs were broken when she tried to escape from a plantation in Mississippi.	True or False

Your Thoughts

The author states that the struggling colonies were bound together by words on a parchment that said, "All men are created equal." Why is this statement **ironic**?

Language Activities



A. Assemble the word parts below into ten compound words found in this chapter.

self	doors	under	bird	cart
load	cap	claim	with	him
some	in	song	gentle	quit
stand	man	out	night	how

1		6	
2		7	
3		8	
4		9	
5		10	

B. Many English words can have more than one meaning. This is especially true of words that can be used as both a noun and a verb. For the following create sentences to illustrate the meaning of each word as both a noun and as a verb.

Word: slave

Noun	
Verb	

Word: saw

Noun	
Verb	

Word: mind

Noun	
Verb	

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Chapter 5 – Journey to Keene 1779



Before you read the chapters:

Predict what you think will happen next in the novel.



Vocabulary:

Choose a word from the list that means the same as the underlined word(s).

	meditated	impulse	consigned	excessive
	tentative	servitude	ensue	convenient
1	Jonathan had a sudden <u>urge</u> to leap from the toboggan and run home.			
2	The old man sat for several minutes by the fire and <u>pondered</u> what he would do about the salesman's offer.			
3	"Really," Mrs. Grover said. "The price you are asking for that old car is quite <u>exorbitant</u> ."			
4	What do you think will <u>follow</u> ?			
5	Now is not an <u>opportune</u> time.			
6	After witnessing the accident, I found his actions to be quite <u>hesitant</u> .			
7	He <u>designated</u> the toy for the children in the nursery to play with.			
8	They kept Amos in <u>bondage</u> for more than half his life.			

Questions



1. As Chapter Five begins, what does the reader learn that Amos is now saving £50 for? What extra “bonus” would he be getting for his money?

2. What was Mr. George's impression of Amos's skills as a tanner? What did Amos purchase from Mr. George? What did he want these items for?

3. When Celyndia wept at the end of the chapter, what reason did Amos give for her tears?

4. How long did it take for Amos to purchase Violet's freedom?

5. A British Pound (£) is worth about \$1.20 U.S. Today. It is thought that £1 in 1779 could buy what £100 could buy today. If that was true. How much would Violet's freedom cost in today's \$?

--

Language Activities



A. Chapter 5 may contain an example of an important literary device called **foreshadowing**. Foreshadowing is defined as *a warning or indication of a future event*. As Amos returns from Keene he stops again on the hill that was Jaffrey and says, "I'll be back. Just you wait there, you old mountain, and we'll soon be talking together every day." How might this incident be an example of foreshadowing? Predict what might happen as a result in the next few chapters.



Prediction:

B. KWS Chart ~ Slavery in the United States

Slavery existed in the Americas for more than two centuries. Take a few moments to investigate this sad and tragic topic in your school library or on the Internet, then complete the chart below.



What I Know	What I Want To Learn	Possible Sources

Check out the author on Wikipedia

[https://en.wikipedia.org/wiki/Elizabeth_Yates_\(author\)](https://en.wikipedia.org/wiki/Elizabeth_Yates_(author))

C. Conflict

We have already read about a number of important conflicts in *Amos Fortune: Free Man*. Conflict is an important element in a novel. There are generally three types of conflict: **person against person**; **person against self**; and **person against nature**. Find at least three examples of conflict in *Amos Fortune: Free Man*, and describe which type of conflict each example is.



Type of Conflict:
Description:

Type of Conflict:
Description:

Type of Conflict:
Description:

D. Amos's Journal

Amos has certainly led an eventful life. Imagine that Amos was able to take a few minutes to sit down and record the most recent events in his life in a journal. Create such an entry in the space below. (Don't forget to include how he was feeling as well.)



Extension Activity



A Comic Strip _____

This activity is especially for students with an artistic flair or who love comic books! It can be done for any event up to this point in the story. The first step is to decide on the length of your comic strip (6 to 9 frames is suggested); next consider what events you will include. You may wish to highlight a brief incident (i.e. Amos's trip to Keene), or include the highlights of the novel to this point. A quick sketch of the comic strip can first be accomplished in a **storyboard format** before a final, good copy is attempted. The strip should include a title, dialogue, and color. It should be neat and imaginative.

Amos Fortune: Free Man

By Elizabeth Yates

Chapter 6 - The Arrival at Jaffrey



Before you read the chapters:

Chapter 6 has a most intriguing title. Predict what might happen when Amos and his little family move to this new location.



Vocabulary:

Solve the following word search puzzle using the words from the **Word Box**. Remember – the words can be horizontal, vertical or diagonal. They may be forward or even backward!

SUFFICIENT	TANBARK	FRUGALLY	ACCUMULATE	DILIGENT	CHATTEL
PRIVATION	INDIGNITY	DOLEFUL	MISCELLANEA	JAPONICA	PROBATION

S	P	A	W	E	R	N	O	I	T	A	V	I	R	P
T	U	Y	E	T	Y	T	I	N	G	I	D	N	I	E
A	A	F	M	N	W	D	O	L	E	F	U	L	D	T
N	S	N	F	E	A	I	G	H	J	Y	K	A	I	A
B	D	B	P	I	T	L	L	J	L	K	C	L	L	L
A	F	V	O	A	C	E	L	L	H	I	M	Y	I	U
R	G	C	B	R	T	I	A	E	N	B	N	U	G	M
K	H	O	I	T	S	G	E	O	C	V	B	I	E	U
L	R	X	A	T	U	G	P	N	G	S	V	O	N	C
P	J	H	U	R	D	A	D	G	T	D	I	P	T	C
K	C	Z	F	Y	J	F	D	S	F	X	C	M	E	A

Questions



1. Why was it necessary that Amos arrive in his new surroundings (Jaffrey) in early spring?

2. Why was it such a frightening proposition for Violet when they moved to Jaffrey?

3. Why do you think it was kind of ironic that white was the most beautiful color that Violet knew?

4. How had Amos discovered the only way that he could become a king?

5. Why do you think the constable finally relented and allowed Amos to settle in Jaffrey?

6. Do you think that Amos made a wise decision in accepting the use of Parson Ainsworth's land even though the pastor wouldn't sell it to Amos? Please defend your answer.

Language Activities



A. Talk Show

With two or three other students participate in a television or radio talk show featuring a character from this novel. Choose an interesting character (i.e. Amos, Celyndia, Violet) from the book. Prepare three questions to ask and possible answers for each question.



B. Digging Deeper.

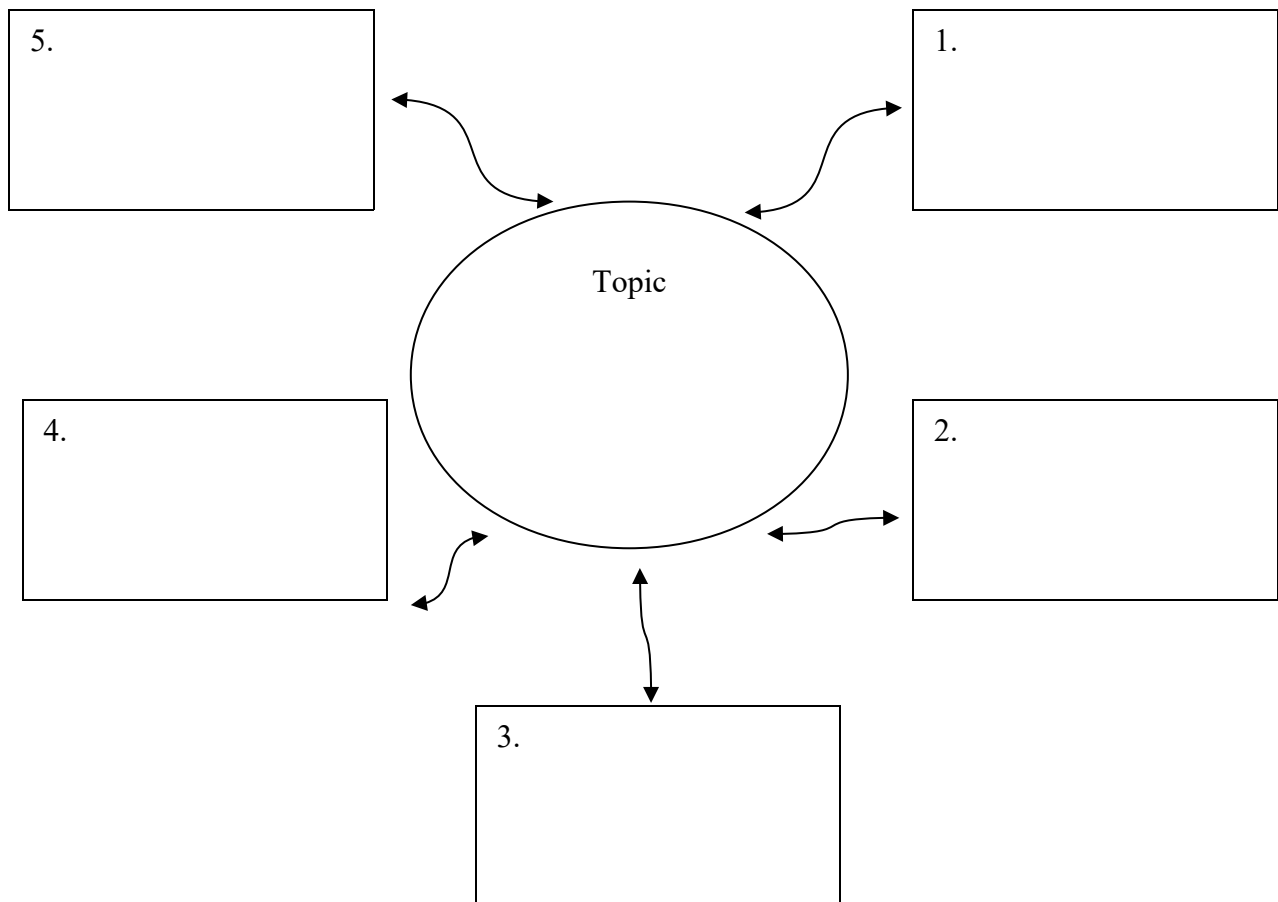
A number of interesting topics have been mentioned in this novel. These have included **slavery, tanning, Quakers, Boston, the American Revolution, the slave trade, New Hampshire, weavers** and many others.



Suppose you were asked to research one of these topics (or another from this novel which has been approved by your teacher). A useful tool to begin such a research project is an organizer, like the one featured below.

Place the topic of your choice in the middle balloon, then in the connecting balloons choose subtopics which would help you to do a thorough investigation of the topic.

For example: if your topic was **cats**, a subtopic could be **diet**, or **breeds**.



C. Tell (and Draw) it Like it Is

Use the three boxes to tell and show the beginning, middle and ending of this chapter.

Beginning Picture	Beginning:
Middle Picture	Middle:
Ending Picture	Conclusion:

D. Jeopardy!

Imagine you are preparing *Jeopardy* categories for ***Amos Fortune: Free Man***.

For the two categories below list five questions for each. The questions should get harder as the dollar value increases.



1. Characters in *Amos Fortune: Free Man*.

\$100	
\$200	
\$300	
\$400	
\$500	

2. Events in *Amos Fortune: Free Man*.

\$100	
\$200	
\$300	
\$400	
\$500	

Amos Fortune: Free Man

By Elizabeth Yates

Chapter 7 – Hard Work Fills the Iron Kettle



Before you read the chapters:

Good chapter titles can really help to make a story more interesting. Elizabeth Yates provides us with many informative and intriguing titles in this novel. After reading Chapter 7 come back to this question and create a new title for this chapter. Be careful that your title reflects the content of the chapter.

Chapter 7 -



Vocabulary:

Write a **sentence** using the following words taken from these chapters. Make sure that the meaning of the word is clear in your sentence.

pliable	
diminish	
stanchion	
susceptible	
demure	
deception	
resolve	
impurities	

Questions



1. What do you think? The author has given us quite a clear picture of Amos by the time we finish reading Chapter 7. Some psychologists believe that most people can be categorized as either Type A personalities or Type B.

Type A people are often high-achieving "workaholics" who multi-task, push themselves with deadlines, and hate both delays and indecision.

Type B people, on the other hand, live at a lower stress level and typically work steadily, enjoying achievement but not becoming stressed when they do not achieve. When faced with competition, they do not mind losing and either enjoy the game or back down.

Which personality type do you think Amos is?

Be sure to defend your answer.

2. Why didn't Violet have more time to work on her loom?

3. What was Amos saving up his money for?

4. Why do you think that it took so long for Amos to share his dream with Violet?

5. According to Amos, *Monadnock* meant _____.

6. What did you learn about Amos from his dealings with the man from Peterborough?

7. Amos attended a Christian church. From what you know about the teachings of Jesus Christ, do you think he would have approved of the African-American members of the congregation being treated like second class citizens? Please defend your answer.

8. Do you think Violet is being too hard on Lois Burdoo, or is Amos right in feeling such a compassion for her situation? Please defend your response.

9. Investigate: There is a story in the Bible which resembles in some ways the story told by Amos about the chariot from heaven which came out of the mist to bear the old chief up high. Using resources in your school library or on the Internet research the name and circumstances of the Old Testament prophet who was taken up to heaven in a chariot.

Language Activities



A. Beside each of the following words write its **root word**.

stripped		enviously	
enabled		fitted	
assured		friendlier	
easily		carefully	

B. Observation Chart

Amos Fortune: Free Man is a novel filled with strange sights and sounds. Look back over the novel and get as many examples of the five senses, listing them in the chart below with a brief description about where each was found. You may wish to choose your examples from one particular scene, or include a number of different scenes.



Sight	Sound	Touch	Taste	Smell

D. The Story Pyramid

The story pyramid gives the creator an opportunity to summarize points in a story using only a certain number of words. By limiting your options in this way, it will give you the opportunity to stretch your thinking because of the small number of words required at each level of the pyramid. It is also a great opportunity to gather the most important information when writing a summary.

Write a story pyramid following these instructions.

Line 1: One word, stating the name of the main character (Amos)

Line 2: Two words, describing this character

Line 3: Three words, describing the setting for Chapter 7

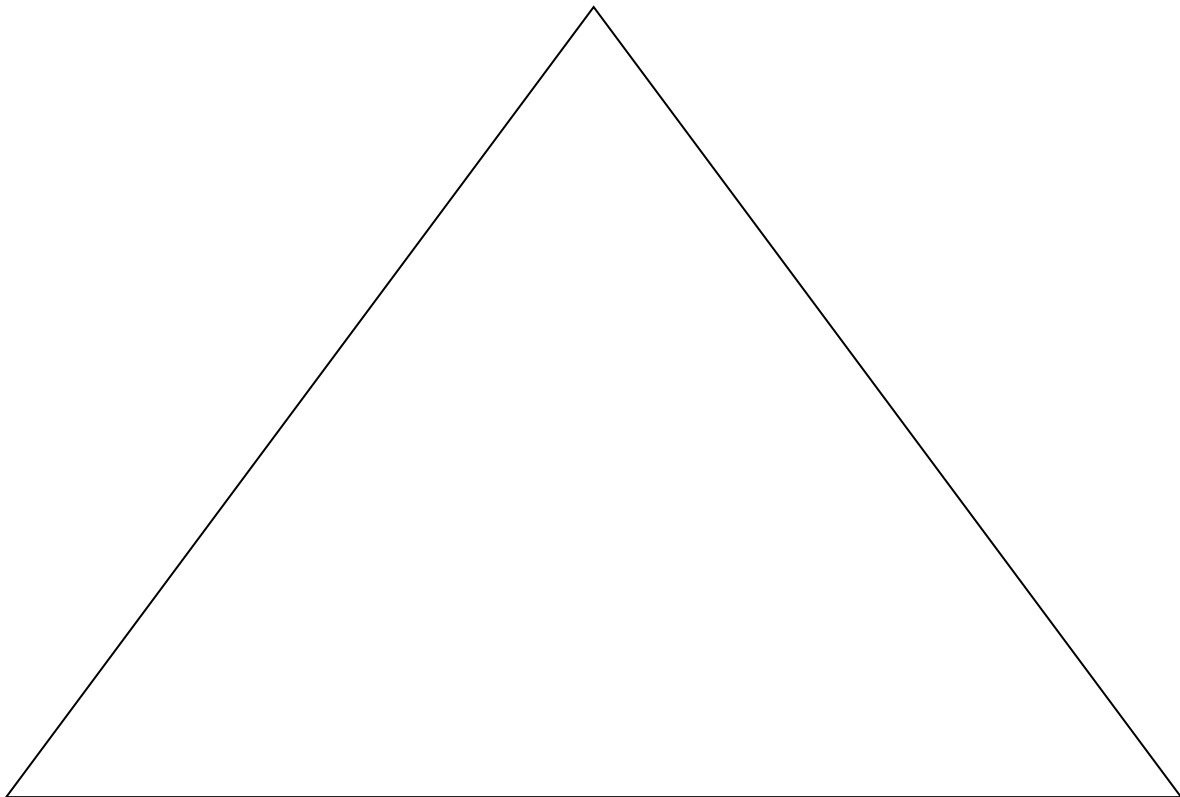
Line 4: Four words, stating a problem faced in Chapter 7

Line 5: Five words, describing one event from this chapter

Line 6: Six words, describing a second event from this chapter

Line 7: Seven words, describing a third event from this chapter

Line 8: Eight words, describing another character from this chapter



Extension Activity



Collage

Make a collage from magazine pictures illustrating a scene from this chapter, or events and characters from the entire novel.



Amos Fortune: Free Man

By Elizabeth Yates

Chapter 8 - Amos on the Mountain



Before you read the chapters:

If you had to choose your favorite character of *Amos Fortune: Free Man* so far, who would it be – and why? (For a challenge choose someone other than the protagonist.)



Vocabulary:

Synonyms are words with similar meanings. Using the context of the sentences below, choose the best synonym (or meaning) for the underlined words in each sentence.

1. The brook was large enough to allow him to excavate basins for his tanning operations.

A. build	B. uncover	C. fill	D. dig
----------	------------	---------	--------

2. Why did you invite him to the party," Emily asked warily.

A. snootily	B. angrily	C. cautiously	D. rudely
-------------	------------	---------------	-----------

3. Do you think that Roger was trying to intimidate you?

A. hurry	B. amuse	C. frighten	D. trick
----------	----------	-------------	----------

4. Overwhelmed with reverence, Amos remained speechless for more than an hour.

A. high esteem	B. anger	C. confusion	D. fright
----------------	----------	--------------	-----------

5. The stalwart house stood like a sentinel in the wide field of grass.

A. reliable	B. old	C. two-story	D. mansion-like
-------------	--------	--------------	-----------------

6. The warmth of the sun gradually dispersed.

A. strengthened	B. disseminated	C. radiated	D. crackled
-----------------	-----------------	-------------	-------------

Questions



Indicate whether the following statements are True or False (or fill in the blanks).

1	<i>With her heart straining like a wild thing in a snare</i> is an example of alliteration.	T or F
2	Amos was interested in purchasing 25 acres of land from William Turner.	T or F
3	Violet buried Amos's iron kettle in the woods to prevent him from buying a house for the Burdoos.	T or F
4	Violet became angry with Amos when he accused Lois Burdoo of being shiftless.	T or F
5	Amos went up on the mountain and vowed to remain there until the Lord showed him a sign about what to do with regard to the Burdoo family.	T or F
6	Violet waited until they had their own land before planting the flowers from the seeds she had brought with her when she married Amos.	T or F
7	Celyndia finally told Amos where the iron kettle had been.	T or F
8	In 1789, when Amos was in his 90 th year, he finally became a land owner for the first time.	T or F

What do you think? (There are two sides to every story.)

Do you think it was right for Violet to go to the lengths she did to prevent Amos from helping the Burdoo family? Do you think the Burdoo family might now be in dire straits without Amos's help? Are there others sources of help that Amos might go to for helping the Burdoos? Might Amos and Violet have compromised in some way so that he might purchase the land while helping the family in some way?

Language Activities

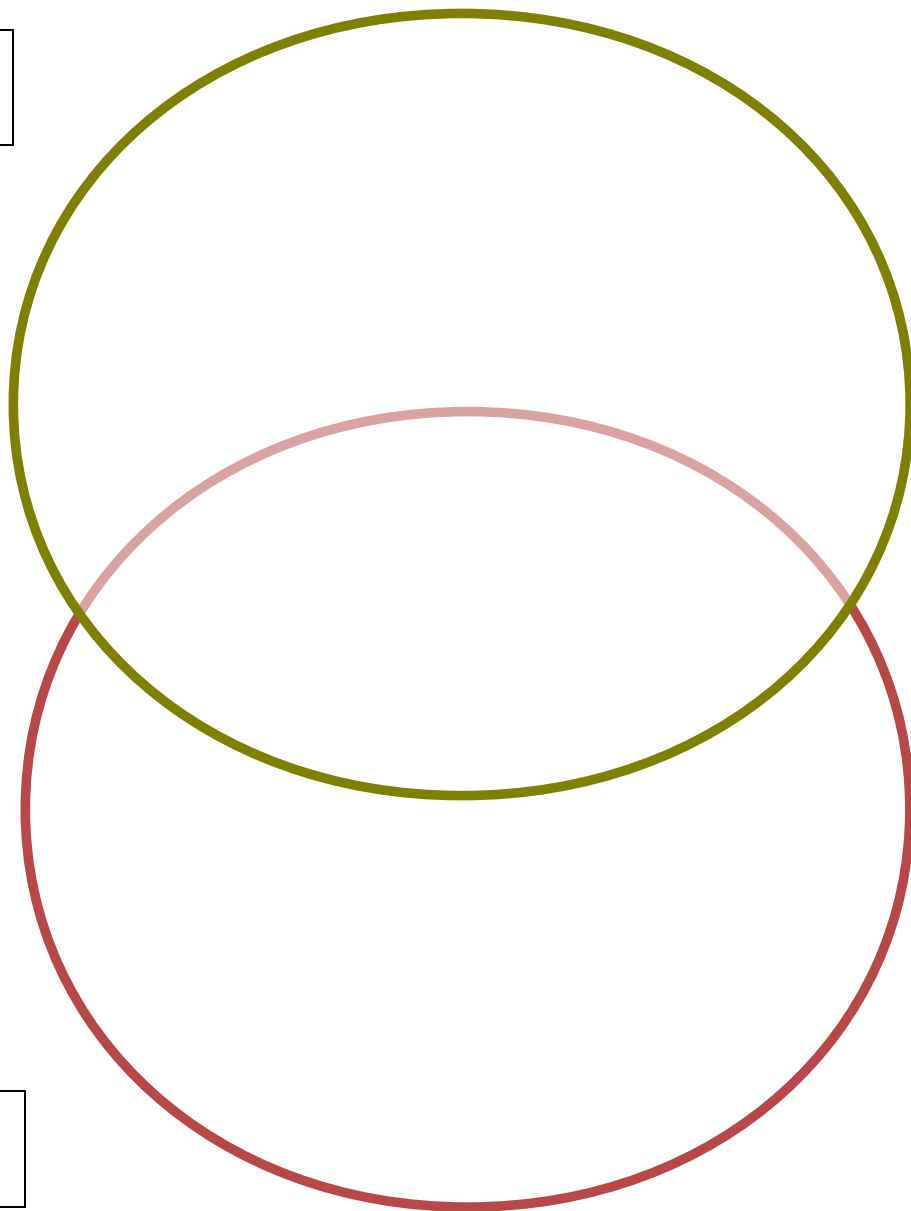


A. What a Character.

So far in our novel you have been introduced to several interesting characters. These characters share a number of similarities and many more differences.

Your task is to choose two of the characters featured in *Amos Fortune: Free Man*. Then using the Venn Diagram below please record characteristics which mark your two choices – consider both physical and personality traits. Similar traits should be placed in the intersecting part of the circles. Be sure to record the names of the two characters in the boxes provided for each circle.

Character 1



Character 2

C. Match the quotation from the last two chapters with the speaker.

	Quotation	Speaker
1	<i>It makes a hurt in my heart to see Lois so badly, sadly off since Moses died.</i>	
2	<i>With all the help the town gave her she never made herself any better.</i>	
3	<i>What a pity he isn't white.</i>	
4	<i>That's a long name - Mo-nad-nock. What does it mean...?</i>	

D. The Eight Parts of Speech

From Chapter 8 find at least two examples of each of the eight parts of speech and list them in the appropriate section of the chart below.

Interjections	
Nouns	
Pronouns	
Conjunctions	
Prepositions	
Adjectives	
Adverbs	
Verbs	

E. Time for a Quick Review

a) What happened in the story so far that would never happen to you and why?

b) If you were Amos, what is one thing that you would have done differently? Why?

c) Identify two different emotions that one of the characters went through in the story and give reasons as to why he/she felt this way.

d) If you could change one thing that has happened in the story what would it be and why?

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By Elizabeth Yates



Chapter 9 – Auctioned for Freedom



Before you read the chapters:

A good reputation is more valuable than money. (Publilius Syrus)

Do you agree with the above quote? Please defend your answer.



Vocabulary:

For each of the words in the left-hand column, think of two antonyms. For **g**, please select an appropriate word from these chapters and then choose two antonyms for your choice.

a	dignified		
b	indigent		
c	expedient		
d	lenient		
e	obscured		
f	considerable		
g			

Questions



1. Write a short **synopsis** of Chapter 9. Your synopsis should cover the main points from this section of the novel.

2. Abraham Lincoln once said, *Character is like a tree and reputation like a shadow. The shadow is what we think of it; the tree is the real thing.* What do you think President Lincoln meant by this statement?

3. Why do you think that Amos kept his savings in an iron kettle in the fireplace and not somewhere like a bank?

4. The author states that there were two ways that Amos won his way to equality. What were they?

1.	
2.	

5. Why was Celyndia being literate so important to Violet?

6. What were *vendues*?

b. How do you think people might take advantage of this process?

7. What is revealed about Amos's character at the auction of Polly Burdoo?

8. Amos says about Polly, "She wasn't free when she was so poor." What do you think Amos meant by this statement?

Language Activities



A. A **quintet** is a five-line verse that tells a story. The quintet has a syllable pattern and can bring an exciting scene to life. (It doesn't have to rhyme.)

Line 1 – tells when , 3 syllables Line 2 – tells where , 5 syllables Line 3 – tells what , 7 syllables Line 4 – describes activity , 9 syllables Line 5 – contains a thought , 3 syllables.	Now create a quintet poem using ideas from recent events in <i>Amos Fortune: Free Man</i> .
--	---

TITLE: _____

B. Number each of the following events from this chapter to indicate the order in which they took place.

	Event	Order
A	Polly crosses over the Jordan unafraid.	
B	Amos offers the winning bid for Polly	
C	The town votes to give Amos the full one pound sixteen shillings even though he had not had Polly for the full year.	
D	Amos receives a letter from B. Prescott.	
E	Polly grows quite ill.	
F	Despite her best efforts, Polly turns out to be a poor worker.	
G	Polly and Moses Burdoo are put up to the Public Vendue.	
H	Amos buys another horse and turns old Cyclops out to pasture.	

C. Homonyms

Homonyms are words which sound the same but have different meanings. An example is *air* and *heir*. This chapter features words which are examples of homonyms. In the chart below, create sentences which show the meaning of each set of homonyms.

Homonyms	Sentence
1. him	
2. hymn	
1. new	
2. knew	
1. through	
2. threw	

D. Alphabetical Order

Step One: Find ten words from this chapter which begin with the letter *s* and place them in the left-hand column.

Step Two: Arrange the ten words in alphabetical order in the right-hand column.

	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

E. Lights, Camera, Action!

Suppose Hollywood decided to make *Amos Fortune: Free Man* into a full-length feature movie. Who would star in this exciting project? Now suppose you were asked to be the casting director for this movie. Who would you cast for the principal roles?

- Amos -
- Violet -
- Celyndia -
- Ath-mun -
- Ichabod Richardson -
- Celia Copeland -
- Caleb Copeland -
- Polly Burdoo -
- Lois Burdoo -
- Roxanna -
- _____ -
- _____ -



You may wish to choose Hollywood actors for this task, or for some fun, limit your choices to people in your school (i.e., teachers and students). Beside each selection write a brief explanation for your choice.

Extension Activities



A Book Cover

Create a book cover for *Amos Fortune: Free Man*. Be sure to include the title, author, and a picture that will make other students want to read the novel.



Amos Fortune: Free Man

By Elizabeth Yates



Chapter 10 - Evergreen Years 1794-1801



Before you read the chapters:

Briefly predict how you think the novel will end.



Vocabulary:

Beside each word in Column A write the correct synonym or definition from Column B.

	COLUMN A	MEANING		COLUMN B
1.	apprentice		a.	obtain
2.	endeavor		b.	turncoat; rebel
3.	apparel		c.	love
4.	procure		d.	trainee
5.	cherish		e.	clothing
6.	renegade		f.	small amount
7.	pittance		g.	stingy
8.	frugal		h.	symbols; alphabet
9.	provision		i.	attempt
10.	notation		j.	supply

Questions



1. The **climax** of a story usually occurs at the most exciting or important point of the plot. Where do you think the climax of this novel occurs?

2. Were you satisfied with the conclusion of the novel? Why or why not?

3. Dr. Toothaker seems like a good man. Why do you think he might have been warned out of Billerica? Considering that the doctor wished his son to follow in his footsteps, why do you think he sent him to Amos to be his apprentice?

4. Do you think Amos did the right thing by not confronting the man at the Tavern? Why or why not?

5. Of all the provisions made by Amos in his will, which impressed you the most? Why?

6. What did you enjoy most about this novel (i.e. a scene, character, issue...)? Why?

Language Activities



A. The Five W's Chart



Choose a major event from these chapters and then complete the following chart with the important details.

What happened?
Who was there?
Why did it happen?
When did it happen?
Where did it happen?

B. A News Report

Imagine you are a newspaper reporter at the time and place of Amos's adventures. You are asked by your editor to write a short summary of these events for your interested readers.



C. A Book Review

Now is your chance to share the novel with others. Write a review of ***Amos Fortune: Free Man*** describing in no more than one paragraph an outline of the plot, and then in another paragraph how you enjoyed the novel (or didn't) and why. (Please don't give away the ending!) This review can be posted to a website like www.amazon.com for others to enjoy.



D. Sequence Chart

List the main events of **Amos Fortune: Free Man** in the order which they occurred.

Amos Fortune: Free Man
First
Next
Next
Next
Next
Next
Next
Next
Next
Last

E. Further Activities

With a partner or small group complete the following.

a) Recreate an event from the story.

With a small group choose an event from the novel to act out. Create a script including dialogue and stage directions. (If there's time, create a few stage props.) Enact your presentation before the class.



b) Create a book trailer.

Check out a couple of YouTube videos featuring trailers for popular novels. Create a script for the trailer. (If there's time, create a few stage props.) Record the trailer and play the recording to the class.



c) Rewrite an ending to the story.

With a partner create a new ending to the story. Make sure your story is exciting and believable and contains the appropriate details.



d) Pretend you are a character and interview the other characters.

With a small group of other students have the host introduce each of three or four characters to the class with a brief description, then ask each character two or three pertinent questions.



e) A book advertisement on the school PA.

With a small group create a short advertisement for the novel. During the morning announcements for the school have the students present this advertisement. (It works best if the school library has a few copies of the novel so interested students can borrow a copy.)



Answer Key



Chapter 1

Vocabulary:

1. incantation
2. audible
3. mystic
4. symbolic
5. ecstatic
6. vengeance
7. reverberations
8. deprived

Questions:

1. In a village of the At-mun-shi people in the equatorial forest of Africa.
2. The people were having a celebration at that time and had laid down their weapons on the outskirts of the village.
3. He had sacrificed a dog in her place. She was born with a deformed leg.
4. He treated his crippled sister kindly so they felt he would be a compassionate ruler.
5. He was the chief and without him the village would be leaderless.
6. *Answers will vary* (i.e. he was young, strong and showed initiative.)
7. *Answers will vary.*

Activities:

A. - softer - aligns - heart - sparse - capes - misled - ideas

Chapter 2

Vocabulary:

	A		B		F		S	L	A	V	E	R	S		I		O
	F	O	R	T	U	N	E		U			O		C	R	A	B
	R		E		M		D		C	A	P	T	O	R	S		E
M	I	D	D	L	E		G	E	T		R			O			I
	C					A	Y		I	C	I		S	C	A	M	S
	A	B	A	S	H			S	O	O	N			O			A
H		O		L		T			N	B	C			D	A	R	N
E	C	S	T	A	T	I	C				E	D		I			C
R		T		V		L			A			O		L	I	F	E
B	R	O	K	E		L	O	A	V	E	S			E		A	
A		N			P	A			E		O		W			L	
G	O			G	I	G			N	I	L		H	A	T	C	H
E		Q	U	A	K	E	R		G	E	E		A		W	O	E
		U		L			E	W	E		M	O	R	A	I	N	E
	M	A	N	A	C	L	E	D		O	N		F	A	N		L

Questions:

1. *Answers will vary* (i.e. Slavery was a phase of tribal warfare and he thought there might be some way of being released.)
2. First: the journey from At-mun's village to the coast. Last: the journey from the port of arrival in America to where At-mun would live.
3. *Answers will vary*.
4. The slavers were waiting for captives to be brought from other villages before they were all loaded aboard the White Falcon.
5. They thought that a proud slave would be difficult to train to be subservient.
6. Two months.
7. They would best be able to withstand the rugged New England climate.
8. *Answers will vary*.

Activity A: Personification: *There was no lingering of daylight; but, after the snuffing out of the sun, darkness and the bright appearing of stars.*

Activity C: No man can put a chain about the ankle of his fellow man without at last finding the other end fastened about his own neck.

Chapter 3

Vocabulary:

1. skeptical
2. placation
3. elegant
4. assert
5. requisition
6. syncopation

Questions:

Celia Copeland was horrified that her husband had purchased Amos because Quakers are against slavery. Caleb Copeland assured his wife that in time he would give the boy his freedom but in the meantime he would have a Christian home with kindly treatment. Caleb was under the impression that Amos could not speak. Celia, on the other hand, felt that although it would take time, he would just have to be taught to speak English. Amos first learned to help with the carding and spinning before he was trusted with work at the loom. With Mrs. Copeland acting as his teacher, Amos soon learned to read, write and cipher, although he did not learn to speak as easily. Amos was encouraged when Roxanna read to him a Bible verse which stated that he had been made a king and priest unto God. Slowly Amos began to join in the conversations of the Copeland family. Amos grew up in the Copeland household, spending fifteen years under their roof. Whenever Caleb spoke to him of manumission, he said he did not want it yet for he looked upon Caleb as his protector. Amos and the other people from Africa were still assigned separate places in the churches and graveyards. Amos liked the excitement of the harbor. It was there he would give his attention to the child slaves embarking from the ships, always on the lookout for his sister. Caleb Copeland unfortunately died before he could give his devoted slave his certificate of freedom. Amos was then sold to a tanner named Ichabod Richardson.

Language Activity

- B. I) At-mun journeyed to America from the Gold Coast.
II) Was Caleb Copeland a Quaker from Boston?
III) "Come here, Amos," Celia ordered.

Chapter 4

Vocabulary:

1. e 2. h 3. f 4. a 5. g 6. c 7. b 8. d

Questions:

- 1 - True
- 2 - True
- 3 - False
- 4 - $1740-1725=15$ years + Ath-mun's age in 1725 (12) = $15+12 = 27$
- 5 - False (6 years from 1763 = 1769)
- 6 - *Answers will vary* (i.e. after making Amos work for him for many years as a slave, he still made him purchase his freedom.)
- 7 - True
- 8 - False (one year)
- 9 - True
- 10 - False (She tried to jump in the water to escape when they were crossing the Atlantic.)

Activities

- A. himself - cartload - somehow - understand - indoors - nightcap - quitclaim - birdsong
- without - gentleman

Chapter 5

Vocabulary:

1. impulse 2. meditated 3. excessive 4. ensue 5. convenient 6. tentative
7. consigned 8. servitude

Questions:

1. He wanted to buy Violet from slavery as well as her daughter, Celyndia (the "bonus").
2. He was very impressed with his skills as a tanner. He purchased a hat and some used clothes from him. He wanted them for his wedding day.
3. He said that freedom was too wonderful even for a child (i.e. freedom overwhelmed her).
4. It took him from June to November (about six months).
5. About \$6000.00.

Chapter 6

Vocabulary

S		A				N	O	I	T	A	V	I	R	P
T	U		E		Y	T	I	N	G	I	D	N	I	E
A		F		N		D	O	L	E	F	U	L	D	T
N			F		A	I				Y		A	I	A
B				I	T	L	L		L		C		L	L
A				A	C	E	L	L		I			I	U
R			B		T	I	A	E	N				G	M
K		O		T		G	E	O	C				E	U
	R		A		U		P	N		S			N	C
P		H		R		A			T		I		T	C
	C		F		J							M		A

Questions:

1. The tanbark, which was essential for his work, had to be removed from the trees soon after the sap had risen.
2. As a slave she had been used to living in a big house with many servants and other slaves.
3. White people had been her oppressors.
4. The little Quaker girl (Roxanna) read from the Bible how God had made him a king and a priest.
5. *Answers will vary* (i.e. He knew the town could use a good tanner and Amos made a good first impression.)
6. *Answers will vary.*

Chapter 7

Questions:

1. *Answers will vary.*
2. She was too busy helping Amos with his tanning business.
3. To buy his own piece of land.
4. *Answers will vary.*
5. the Mountain that stands alone.
6. *Answers will vary* (i.e. he would not be pressured into compromising the quality of his work.)
7. *Answers will vary* (i.e. "God does not show favoritism." – Romans 2:11).
8. *Answers will vary.*
9. The prophet, Elijah was taken up to heaven in a chariot in the presence of his successor, the prophet Elisha.

Activities

A. strip – able – sure – easy or ease - envy – fit – friend - care

Chapter 8

Vocabulary:

1. dig 2. cautiously 3. frighten 4. high esteem 5. reliable 6. disseminated

Questions:

- 1 – False (A simile.)
- 2 – True
- 3 – True
- 4 – False (Violet accused Lois of being shiftless.)
- 5 – True
- 6 – True
- 7 – False (Violet returned the kettle.)
- 8 – False (He was in his 80th year.)

Activities

C. 1. Amos 2. Violet 3. One of the elders from Amos's church. 4. Celyndia

Chapter 9

Vocabulary:

Answers will vary (i.e. **a**) slovenly, scruffy **b**) rich, prosperous **c**) inconvenient, inopportune **d**) merciless, intolerant **e**) exposed, open **f**) insignificant, small

Questions:

- 1 – *Answers will vary.*
- 2 – *Answers will vary.*
- 3 – *Answers will vary* (i.e. there may not have been any banks nearby; robbers may not think to look in an iron kettle in the fireplace.)
- 4 – 1. Work well done. 2. A life well lived.
- 5 – Because she was African-American, Violet felt her daughter would need every opportunity to succeed.
- 6 – Vendues were auctions where people could bid for the privilege of affording care to the poor.
- b – *Answers will vary* (i.e. They might take advantage of a person in their care and treat them badly.)
- 7 – *Answers will vary* (i.e. he is very compassionate and generous.)
- 8 – *Answers will vary.*

Activities:

A - a-7 b-4 c-8 d-2 e-6 f-5 g-3 h-1

Chapter 10

Vocabulary:

1 - d 2 - i 3 - e 4 - a 5 - c 6 - b 7 - f 8 - g 9 - j 10 - h

Questions:

1 - *Answers will vary.*

2 - *Answers will vary.*

3 - *Answers will vary* (i.e. Perhaps the townspeople grew intolerant of his positive dealings with African-Americans. So that his son might learn the value of hard work and discipline.)

4 - *Answers will vary.*

5 - *Answers will vary.*

6 - *Answers will vary.*