Mentor Text Set: *Slavery*

Adler, D. A. (1993). *A Picture Book of Frederick Douglass*. New York: Holiday House.

http://bookwizard.scholastic.com/tbw/viewWorkDetail.do?workId=1150854&

Interest Level: 3-5 Readability Level: 5.1 Lexile Measure: 820L Guided Reading: M

This is another picture book by David Adler, but it is all about Frederick Douglass. The book covers his life during and after escaping slavery. I would use this book in a social studies lesson with the standard: SS5H2 The student will analyze the effects of Reconstruction on American life(a) Describe the purpose of the 13th, 14th, and 15th Amendments. I would use this in a mentor text set in order to explain diction. Whenever Frederick Douglass or other people are quoted in the book, it is written how it would have been spoken. Diction is important when writing and this book would be helpful in showing the student’s examples.

Adler, D. (1992). *A Picture Book of Harriet Tubman.* USA. Reed Business Information.

http://bookwizard.scholastic.com/tbw/viewWorkDetail.do?workId=1150854&

Interest Level: K-3 Readability Level: 4.7 Lexile Measures: 760 L Guided Reading: M

This book is absolutely beautiful and the story is captivating. It is the biography of Harriet Tubman and her part with the Underground Railroad. I would use this book in fifth grade along with the standard: SS5H1 The student will explain the causes, major events, and consequences of the Civil War- b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South. I would use this book in a mentor text as an example of a photo biography. Students can see how to use pictures and stories to depict a persons’ life and all that they did.

Adler , D. A. (1994). *A Picture Book of Sojourner Truth*. (1st ed.). New York: Holiday House.

http://bookwizard.scholastic.com/tbw/viewWorkDetail.do?workId=1150854&

Interest Level: 3-5 Readability Level: 4.3 Lexile Measure: 910L Guided Reading: M

This is a great picture book about Sojourner Truth. I would use this book in a social studies lesson on the Civil War. This book is all about Sojourner Truth and her fight against slavery and rights. This book would go along with the standard: SS5H1 The student will explain the causes, major events, and consequences of the Civil War **(**b) Discuss how the issues of states’ rights and slavery increased tensions between the North and South. I would use this book in a mentor text set to model the use of dates. The author uses important dates to mark specific events and I would use this book as an example for the importance of noting specific events and the year they occurred.

Curtis, C.P. (2007). *Elijah of Buxton.* New York, New York: Scholastic.

<http://bookwizard.scholastic.com/tbw/homePage.do>

Interest Level: 3-5 Readability: 7.8 Lexile Level: 1070 Guided Reading: N/A

This book is a great text on slaves after they were set free. I would use this book with fifth graders to teach how slaves became free and what happened to them after they were freed (SS5H1 The Student will explain the causes, major events, and consequences of the Civil War. B. Discuss how the issues of states rights and slavery increased tensions between the North and South.) I would also use this book as a class read since it is a chapter book. After finishing this story I would break the class into groups and lead them in a discussion, giving each group a different topic to discuss about. More specifically I would give one group the topic, how did slaves get free and another group would have the topic, how were children born free. We would then come back together as a class and share what we had discussed in our groups.

Freedman, R. (1987). *Lincoln, A Photobiography.* New York, New York: Clarion Books.

http://bookwizard.scholastic.com/tbw/viewWorkDetail.do?workId=1150854&

Interest Level: 6-10 Readability Level: 6.5 Lexile Measure: 1110L Guided Reading: V

This book is an amazing resource about Abraham Lincoln. I would use this for the fifth grade standard: SS5H1 The student will explain the causes, major events, and consequences of the Civil War- d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson. I think that this book would be great a mentor text because this book depicts Lincoln’s entire life. It shows the personal parts of his life that made him the person he was. I think that this book shows Lincoln as a real person and not to a historical hero, and it is important for students to see the “real” side of an important person in history.

Landau , E. (2008). *The Emancipation Proclamation: Would You Do What Lincoln Did?*. Berkeley Heights: Enslow Publishers, Inc.

http://bookwizard.scholastic.com/tbw/viewWorkDetail.do?workId=1150854&

Interest Level: 4-8 Readability Level: 4.6 Lexile Measure: 760 Guided Reading: NA

This is an excellent book to go along with the Emancipation Proclamation and having the students put themselves in Lincoln’s shoes. This book would go along with a social studies standard: SS5H1 The student will explain the causes, major events, and consequences of the Civil War **(**d) Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson. I would use this in a mentor text set because of the sections in the book : “What Would You Do?” allow the student’s to write about how they would make decisions based on the scenarios. These sections allow the students to really get a grasp of what they are reading.

Levine, E. (2007). *Henry’s Freedom Box: A True Story of the Underground Railroad.* New York, New York: Scholastic.

<http://bookwizard.scholastic.com/tbw/homePage.do>

Interest Level: 3-5 Readability: 3.0 Lexile Level: 380L Guided Reading: N/A

The book is a great text on slavery and the Underground Railroad. I would use this book with fifth graders to teach what life was like in Slavery (SS5H1 The Student will explain the causes, major events, and consequences of the Civil War. B. Discuss how the issues of states rights and slavery increased tensions between the North and South.) I would also use this book in a writing workshop as a mentor text to model how the author used a real life event, slavery, and made a story about it. More specifically I would have the students get into groups of three or four and come up with their own story about slavery, using their background knowledge on slavery.

Monjo, F.N. (1970). *The Drinking Gourd.* New York, New York: Harper Collins.

http://bookwizard.scholastic.com/tbw/viewWorkDetail.do?workId=1150854&

Interest Level: PK-3 Readability Level: 3.0 Lexile Measure: 370 Guided Reading: NA

This book is great for lower level readers. The story is about how the slaves used the stars to navigate their way to the north. The book is historical fiction and I would use this for fifth grade with the standard SS5H1 The student will explain the causes, major events, and consequences of the Civil War- b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South. It would be good as a mentor text because it shows how the author took a real event from history and then from there the author creates their own story within that particular setting.

Pinkney, A. (2000). *Let It Shine: Stories of Black Women Freedom Fighters*. New York, New York: Harcourt, Inc.

http://bookwizard.scholastic.com/tbw/viewWorkDetail.do?workId=1150854&

Interest Level: 3-5 Readability Level: 5.5 Lexile Measure: 940L Guided Reading: NA

This book is a collaboration of stories about ten African American women and their fight for their rights. I would use this book as a social studies lesson with the standard: SS5H2 The student will analyze the effects of Reconstruction on American life (a) Describe the purpose of the 13th, 14th, and 15th Amendments. I would use this book in a mentor text set because of its quotes. This book has several quotes for each chapter and using quotes is important in writing. Quotes are especially important with nonfiction writing.

Rappaport, D. (1991). *Escape from Slavery.* New York, New York: Harper Collins.

http://bookwizard.scholastic.com/tbw/viewWorkDetail.do?workId=1150854&

Interest Level: 6-8 Readability Level: 5.8 Lexile Measure: 750L Guided Reading: Q

This is a historical fiction chapter book about five different slaves’ journeys to the north. I would use this book along with the standard SS5H1 The student will explain the causes, major events, and consequences of the Civil War- b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South. I would probably use this book as a class novel that we would read aloud together and journal throughout. This book would be good in a mentor text set because it takes a historical event and mixes fiction stories that were likely to be true into it. Since there are so few true accounts from actual slaves, historical fiction allows students to feel what the slaves might have felt and make a connection to the characters in the story.

Rappaport, D. (2002). *No more! Stories and Songs of Slave Resistance.* Kansas City, Missouri: Candlewick Press.

<http://bookwizard.scholastic.com/tbw/homePage.do>

Interest Level: 3-5 Readability: 5.6 Lexile Level: 830L Guided Reading: W

This book is a great text on true stories and songs that slaves sang when trying to escape to freedom. I would use this book with fifth graders to teach the traditions that slaves had while trying to escape to freedom (SS5H1 The Student will explain the causes, major events, and consequences of the Civil War. B. Discuss how the issues of states rights and slavery increased tensions between the North and South.) I would also use this book to show how authors don’t always write books as stories, and some authors write books in different ways such as in songs. Since this book is listed with stories and songs that Slaves sang and wrote I would have the students each write a song that they would sing if they were living in slavery.

Stroud, B. (2005). *The Patchwork Path: A Quilt Map to Freedom.* Cambridge, Massachusetts: Candlewick Press.

http://bookwizard.scholastic.com/tbw/viewWorkDetail.do?workId=1150854&

Interest Level: 3-5 Readability Level: 3.7 Lexile Measure: 687 Guided Reading: N

This book is a historical fiction about a young girl that uses a patchwork quilt to help her escape slavery in the south. It could be used along with the standard SS5H1 The student will explain the causes, major events, and consequences of the Civil War- b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South The book has a story within in about the meaning of the patchwork pieces. The story about the pieces was passed down the generations until finally the author of the story decided to write it down. I would use this book in a mentor text to show how the author wrote her book about a story she had been told as a child and therefor students could do the same.

Waxman, L.H. (2011). *How Did Slaves Find a Route to Freedom?* Evanston, Illinois:Learner Publishing Group.

<http://bookwizard.scholastic.com/tbw/homePage.do>

Interest Level: 4-6 Readability: 5.5 Lexile Level: 8000L Guided Reading: N/A

This book is a great text on showing the different routes of the Underground Railroad. I would use this book to teach fifth graders all of the different routes of the Underground Railroad and to show them that it wasn’t and actual railroad but a route that slaves would take to hide until they reached free land (SS5H1 The Student will explain the causes, major events, and consequences of the Civil War. B. Discuss how the issues of states rights and slavery increased tensions between the North and South.) I would also use this book as a mentor text to model how authors will use maps in their books to show how people got from place to place. In addition to this I will have students make a map of how they would escape from school without the teachers or principle noticing

Weatherford, C. B. (2006). *Moses: When Harriet Tubman Led Her People to Freedom* . New York: Hyperion Books for Children

http://bookwizard.scholastic.com/tbw/viewWorkDetail.do?workId=1150854&

Interest Level: 3-5 Readability Level: 3.5 Lexile Measure: 660L Guided Reading: NA

This book is a beautifully illustrated book about Harriet Tubman’s road to freedom as well as leading other slaves to freedom through the Underground Railroad. I would use this in a social studies lesson with the standard: SS5H1 The student will explain the causes, major events, and consequences of the Civil War(e) Describe the effects of war on the North and South. I would use this in a mentor text set to show writing style. Weatherford has some lines in the story going horizontally or across the page while some words are big and some are small. This will help the student’s see that writing does not have to be the typical same font same size writing.

Woodson, J. (2006). *Show Way.* New York, New York: Putnam Publishing Group.

<http://bookwizard.scholastic.com/tbw/homePage.do>

Interest Level: 3-5 Readability: 3.8 Lexile Level: 720L Guided Reading: M

This book is a great text on showing how slaves used hidden messages to help younger generations escape to freedom. I would use this book to teach fifth graders that slaves did not have telephones to call one another to tell each other the escape route that they would use. Instead they would use hidden messages in their quilts. (SS5H1 The Student will explain the causes, major events, and consequences of the Civil War. B. Discuss how the issues of states rights and slavery increased tensions between the North and South.) I would also use this book as a mentor text model to show how some authors uses family traditions and write about real life experiences from the past in their books. I would have the students group into pairs and come up with their own hidden message. They would then find another group and trade messages to see if they can crack the code.