




Contents

 TEACHER GUIDE	
• Assessment Rubric	4
• How is Our Literature Kit™ Organized?	5
• Graphic Organizers	6
• Bloom's Taxonomy for Reading Comprehension	7
• Teaching Strategies	7
• Summary of the Story	8
• Vocabulary	9
 STUDENT HANDOUTS	
• Spotlight on Mildred D. Taylor	10
• Chapter Questions	
<i>Chapter 1</i>	11
<i>Chapters 2-3</i>	14
<i>Chapter 4</i>	17
<i>Chapter 5</i>	20
<i>Chapter 6</i>	23
<i>Chapter 7</i>	26
<i>Chapter 8</i>	29
<i>Chapter 9</i>	32
<i>Chapter 10</i>	35
<i>Chapters 11-12</i>	38
• Writing Tasks	41
• Word Search.....	44
• Comprehension Quiz	45
 EASY MARKING™ ANSWER KEY	47
GRAPHIC ORGANIZERS	53

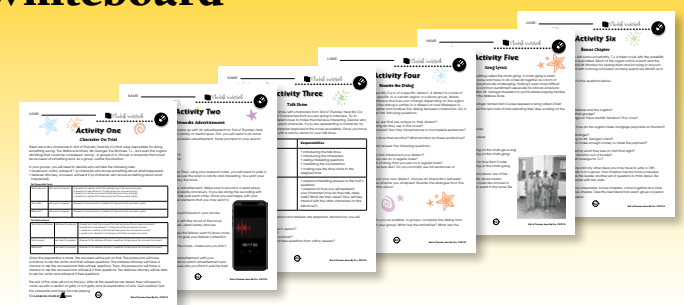
✓ **6 BONUS Activity Pages!** Additional worksheets for your students

Download a digital copy for use with your projection system or interactive whiteboard

Go to our website: www.classroomcompletepress.com/bonus

- Enter item CC2715
- Enter pass code CC2715D for Activity Pages

FREE!





Mildred D. Taylor

Mildred D. Taylor was born on September 13th, 1943 in Jackson, Mississippi. She moved to Toledo, Ohio with her family. Her parents wanted her and her sister to grow up in a less racist community. She spent her childhood in Toledo.



She earned a degree at the University of Toledo before joining the Peace Corps. She returned to America after two years in Ethiopia with the Peace Corps. She got her journalism degree at the University of Colorado. She played a key role in founding a Black Studies Program.

Many of Taylor's novels focus on themes like slavery, racism and injustice. In 1977, *Roll of Thunder, Hear My Cry* earned Taylor a Newbery Medal. This award honors the most highly respected American literature for children. In 2003, the same novel won the NSK Neustadt Prize for Children's Literature. These are just two of the many honors Taylor has received.

Taylor says that her works come from stories told by her father, aunts and uncles. Mildred D. Taylor is celebrated today as a supporter of equality. She is known as a highly respected author of children's literature.

Did You Know...?

- Most of Taylor's novels feature the Logan family from *Roll of Thunder, Hear My Cry*, with her latest story, *All the Days Past, All the Days to Come* featuring the Logan children as adults.
- Taylor's great-grandfather was born into slavery as the son of a white slave-owner and an enslaved African-Indian woman.
- Taylor modeled many of her characters after her own relatives.



Chapters Two to Three

Answer the questions in complete sentences.

1. Think about the conversation in Chapter 1 between Miss Crocker and Mama. Based on Mama's reaction to Little Man and Cassie's behavior, what are some adjectives that you think will describe Mama throughout the rest of the book? Why?

2. Little Man is angry when the Jefferson Davis County School bus drives by and gets him dirty. He is upset again when he discovers his school book has already been used by white kids. What do you think Little Man is beginning to learn that his siblings already know?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	tawny	Completely unaware.	A
2	penetrating	Enjoyment and enthusiasm in doing something.	B
3	gusto	To look very angry or annoyed.	C
4	resiliency	A thing or situation that is unstable or uncertain.	D
5	sodden	Able to make a way through or into something.	E
6	glowered	Doing something without any energy or enthusiasm.	F
7	oblivious	Of an orange-brown color.	G
8	listlessly	Soaked through.	H
9	precariously	The ability to recover quickly from difficulties.	I



Chapter Six

1. Put a checkmark (✓) next to the answer that is most correct.

- a) Who was Cassie and Stacey surprised to see when they returned home from Strawberry?
 - A Papa
 - B Mr. Morrison
 - C Uncle Hammer
 - D Mr. Granger
- b) How did Uncle Hammer react to the incident in Strawberry with Lillian Jean and Mr. Simms?
 - A He laughed.
 - B He threw a chair across the room.
 - C He got angry with Cassie.
 - D He got in his car to confront the Simms.
- c) According to Mama, why does Mr. Simms think Lillian Jean is better than Cassie?
 - A Because she is his daughter.
 - B Because she is smarter.
 - C Because she is prettier.
 - D Because she is white.
- d) What was Uncle Hammer's early Christmas present for Stacey?
 - A A shotgun.
 - B A coat.
 - C A pair of shoes.
 - D A new school book.
- e) Who did Uncle Hammer speed past on Soldiers Bridge?
 - A The Simms'
 - B The Wallaces
 - C The Grangers
 - D The Averys



Chapter Seven

Answer each question with a complete sentence.

1. Why did Uncle Hammer say that Stacey should not ask for his coat back?

2. What was the purpose of breeding slaves, according to Mr. Morrison?

3. What is Big Ma's reason for giving ownership of the Logan land to Papa and Uncle Hammer?

4. Why can't a friendship between black and white people work according to Papa?

5. How does Mr. Jamison offer to help the Wallace store boycott?

6. Describe one way that Mr. Granger threatens to stop the Logans from getting black folks to shop in Vicksburg?

Journaling Prompt

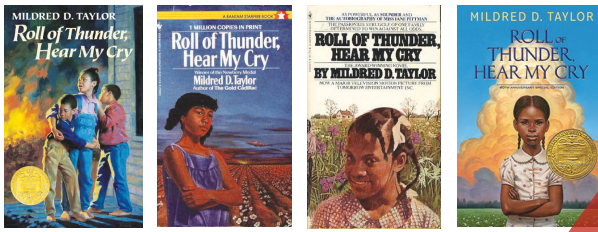
Cassie often overhears conversations between adults that she is not welcome to participate in. At the end of this Chapter, she hears a conversation between the Logan adults and Mr. Granger. Write a journal entry from Cassie's perspective about what the Logan land means to her family and the history that has taken place there.



Chapter 1

Book Cover Comparison

Some popular books will have more than one cover. *Roll of Thunder, Hear My Cry* has many. Take a look at some the different covers below:



In a one page write up, compare the cover art. Think about what you know about the themes, plot and characters in this novel so far. Explain which cover you think is the most suitable for the book and why. Give specific details to support your

answer. **Bonus Task:** Design your own cover! Include your favorite elements from each cover or anything else you think is relevant. Get creative!



Chapters 2 to 4

Case Study

This novel takes place in rural Mississippi in the 1930s. Slavery was made illegal in 1865 but racism was still very present in the 1930s. Think about the experiences of the characters in the novel. You should have an idea of what life would have been like for people of different backgrounds. Read about the following people below and put yourself in their shoes. After doing a little bit of research, write 1-2 pages comparing their lives. Be sure to consider their skin color, their gender, their age, their profession and their experiences. Be as creative as you can, and feel free to make up additional details about your chosen people.

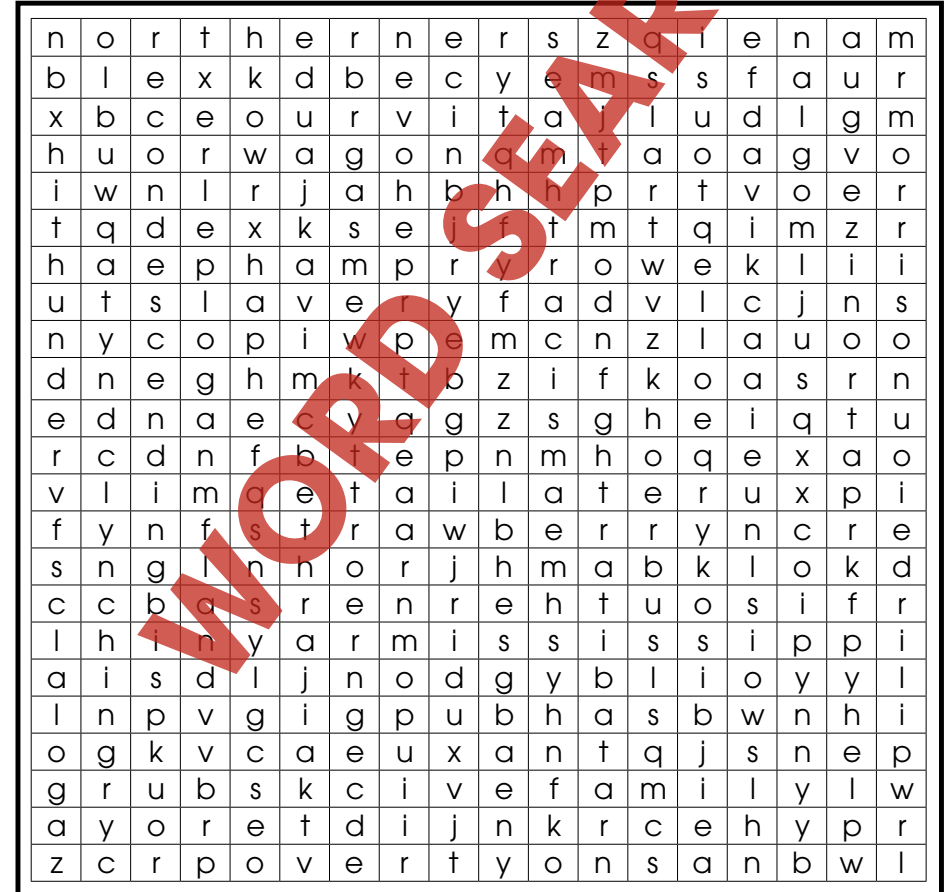
Name: Gladys Gender: Girl Age: 12 Skin color: Black	Name: Charles Gender: Boy Age: 9 Skin color: White
More information: Gladys lives on land that used to be a plantation. She lives with her sister, 2 brothers, parents and grandparents. To make money, her family grows fruits and vegetables and sells them at a local market. Their house is falling apart but they're happy with what they have.	More information: Charles is one of 5 boys in his family. His mom died when he was 4. His dad works hard as a farmer but they often struggle financially. Charles and his brothers go to school but when they turn 12, they're expected to help out on the farm.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are even backwards.

condescending	Mississippi	patronize	southerners
family	Morrison	poverty	Strawberry
land	mulatto	racism	thunder
Logan	night men	retaliate	Vicksburg
lynching	northerners	slavery	wagon



Comprehension Quiz

Answer each question in a complete sentence.

- Why did Papa have to go work on the railroad?

- What grade did Mama teach and which characters were in her class?

- What was it about the school books that upset Little Man?

- What did the Logan kids do to get revenge for the white kids' bus always splashing them on the way to school?

- What happened to Sam Tatum after he accused Jim Lee Barnett of being a liar?

- What are two reasons why some people didn't like the Wallaces?

- Describe two of the racist incidents that happened in Strawberry?

Character Social Media Profile

Choose one character that you found interesting. Create a social media profile for them by completing the template below. Get as creative as you can and be sure to use as much information from the novel as possible.

Design a cover photo for your character.

Draw Character

Name: _____ Status Update: _____

Age: _____

School: _____

Occupation: _____

Relationship Status: _____

About Me: _____ Likes: _____

Dislikes: _____

Friends List: _____ Wall Comments: _____

NAME: _____

After You Read 



Chapter One

Answer each question with a complete sentence or short paragraph.

1. The Logans live on land that used to be "Harlan Granger Land". Describe what this means and who lives on it now.

2. Cassie asks her father why their land is so important. He says that it's because he doesn't want her to ever have to live on land that is owned by someone else. Summarize why you think that is so important to him.

3. Why did the Logan and Avery children have to dart off the road into the forest on their walk to school?

4. Why is Lillian Jean angry that her brother, Jeremy, walks with the Logan and Avery children each morning?

5. Why did Great Faith School have a different term date than Jefferson Davis County school?

6. How did Cassie's mother react when she heard about Little Man and Cassie's reaction to the school book?



Journaling Prompt

The Jefferson Davis County school for white kids has a flag waving outside with the confederate symbol on it. As a journal entry, research the confederate flag. Make notes about its history and what it represents.

1. Harlan Granger land used to be a plantation where slaves worked. Now, many families share the land for farming.

2. To Papa, owning land represented freedom in many forms including freedom from the white man.

3. They darted off the road to avoid being covered in dust that gets turned up by the children's school bus driving by.

4. Lillian Jean is angry that her brother walks with them because their skin is a different color.

5. The term dates are different because the black students are needed in the fields from early spring to late fall to farm cotton.

6. She reacted calmly then proceeded to glue paper over the offensive inside book cover.

1. Answers will vary.

2. Answers will vary.

Vocabulary

1. G

2. E

3. B

4. I

5. H

6. C

7. A

8. F

9. D

14

1.

a) F

b) F

c) T

d) F

e) F

f) T

2.

a) 2

b) 4

c) 3

d) 6

e) 1

f) 5

15

1.

Papa brought Mr. Morrison home because he lost his job on the railroad and couldn't find other work.

2.

They left because drunk white men approached them and a white woman accused them of flirting with her.

3.

The children didn't like wearing calf-skins because when they got wet, they emitted a musty odor that seeped into their clothing and clung to their skin.

4.

This is important because she realized that he refused to ride the bus with white kids who taunted them.

5.

The bus had a broken axle and a water-logged engine.

6.

'ridin'' means looking to fight or harm black folks.

16



EASY MARKING ANSWER KEY

Roll of Thunder, Hear My Cry

- **RSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.8.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **WS.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 8 Reading standards* to literature. **B)** Apply *grade 8 Reading standards* to literary nonfiction.



Chapters Two to Three

Answer the questions in complete sentences.

1. Think about the conversation in Chapter 1 between Miss Crocker and Mama. Based on Mama's reaction to Little Man and Cassie's behavior, what are some adjectives that you think will describe Mama throughout the rest of the book? Why?

2. Little Man is angry when the Jefferson Davis County School bus drives by and gets him dirty. He is upset again when he discovers his school book has already been used by white kids. What do you think Little Man is beginning to learn that his siblings already know?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

- 1 tawny
- 2 penetrating
- 3 gusto
- 4 resiliency
- 5 sodden
- 6 glowered
- 7 oblivious
- 8 listlessly
- 9 precariously

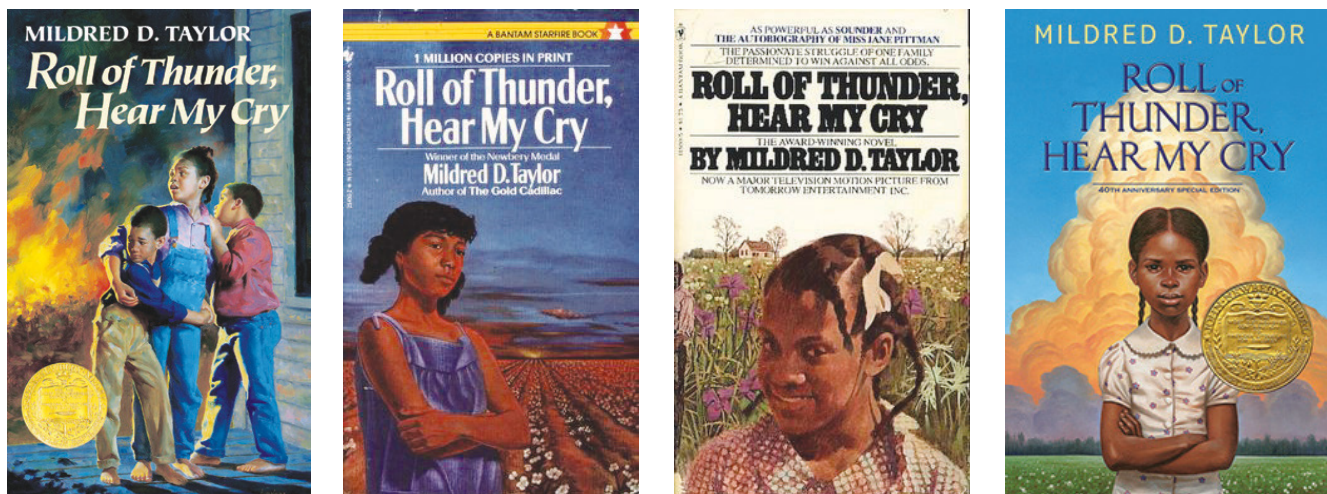
- A Completely unaware.
- B Enjoyment and enthusiasm in doing something.
- C To look very angry or annoyed.
- D A thing or situation that is unstable or uncertain.
- E Able to make a way through or into something.
- F Doing something without any energy or enthusiasm.
- G Of an orange-brown color.
- H Soaked through.
- I The ability to recover quickly from difficulties.



Chapter 1

Book Cover Comparison

Some popular books will have more than one cover. *Roll of Thunder, Hear My Cry* has many. Take a look at some the different covers below:



In a one page write up, compare the cover art. Think about what you know about the themes, plot and characters in this novel so far. Explain which cover you think is the most suitable for the book and why. Give specific details to support your

answer. **Bonus Task:** Design your own cover! Include your favorite elements from each cover or anything else you think is relevant. Get creative!



Chapters 2 to 4

Case Study

This novel takes place in rural Mississippi in the 1930s. Slavery was made illegal in 1865 but racism was still very present in the 1930s. Think about the experiences of the characters in the novel. You should have an idea of what life would have been like for people of different backgrounds. Read about the following people below and put yourself in their shoes. After doing a little bit of research, write 1-2 pages comparing their lives. Be sure to consider their skin color, their gender, their age, their profession and their experiences. Be as creative as you can, and feel free to make up additional details about your chosen people.

<p>Name: Gladys Gender: Girl Age: 12 Skin color: Black</p> <p>More information: Gladys lives on land that used to be a plantation. She lives with her sister, 2 brothers, parents and grandparents. To make money, her family grows fruits and vegetables and sells them at a local market. Their house is falling apart but they're happy with what they have.</p>	<p>Name: Charles Gender: Boy Age: 9 Skin color: White</p> <p>More information: Charles is one of 5 boys in his family. His mom died when he was 4. His dad works hard as a farmer but they often struggle financially. Charles and his brothers go to school but when they turn 12, they're expected to help out on the farm.</p>
---	---

Character Social Media Profile



Choose one character that you found interesting. Create a social media profile for them by completing the template below. Get as creative as you can and be sure to use as much information from the novel as possible.

Design a cover photo for your character.

Draw
Character

Name:

Age:

School:

Occupation:

Relationship Status:

About Me:

Status Update:



Likes:

Dislikes:



Friends List:

Wall Comments: