

# GO SOUTH TO FREEDOM

Based on a true story



**FRYE GAILLARD**

Illustrated by

**ANNE KENT RUSH**



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NEWSOUTH BOOKS  
Montgomery

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# Using This Guide



**T**o support more demanding teaching standards and learning objectives, teacher guides that accompany textbooks and other kinds of teaching material must offer a variety of ways to support student understanding and comprehension of the specific content included in the material. Use this guide to help you and your colleagues plan individual lessons, thematic units, projects, and assignments by adapting the suggested activities according to your students' abilities and needs. Students may also use portions of the guide as they read the book to encourage higher-level thinking skills as well as asking questions about this important part of everyone's history.

The guide includes:

- traditional chapter-by-chapter questions and important vocabulary (we purposefully created the same open-ended questions that appear in

every chapter so that you can edit them to fit the standards and objectives that guide your instruction).

- contemporary teaching and learning strategies that support higher order thinking, questioning, and reasoning skills.
- a more subject-integrated approach to address both the themes and issues presented in the book.
- enriching and challenging activities for ALL students (the appendix at the end of the book includes ideas for ways to accommodate students who may need additional support with assignments and/or projects).
- ideas to support the Common Core key shifts in English Language Arts and Mathematics.
  1. Regular practice with complex texts and their academic language
  2. *Building knowledge* through content-rich nonfiction
  3. Reading, writing, and speaking *grounded in evidence from texts*, both literary and informational
  4. *Building knowledge* through content-rich

information

5. Greater *focus* on fewer topics
6. *Coherence*: Linking topics and thinking across grades
7. *Rigor*: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

The authors of this guide welcome and encourage additional suggestions and feedback from all who use this resource, including students. Send your ideas to [ngailard@southalabama.edu](mailto:ngailard@southalabama.edu). We hope you will adapt the suggested ideas and activities to foster the creative art of story telling. We consider this a “working guide.”

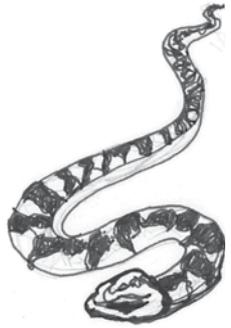
## Chapter One



# Escape

**Y**ou may know some of these words or phrases but they may have a different meaning in this chapter. After you have read the chapter, go back and make sure you know the meanings.

- plantation (p. 9)
- water moccasins, Cottonmouth (p.9)
- lashed (p. 10)
- Underground Railroad (p.11)
- safe house (p.12)
- Big Dipper (p.13)
- drinking gourd (p.13)



*Cottonmouth*

### **By yourself or with a partner:**

Summarize what happened in this chapter (main characters, place, time, sequence of events).

1. What was the main idea of this chapter?
2. What new information did you read about in this chapter?
3. What do you predict will happen next?
4. What would you have done if you were a character in this chapter?
5. Describe one event or topic in this chapter that you would like to know more about.
6. List the questions you have about what happened after reading the chapter.

## Content Area Projects/Assignments

### Language Arts:

- Find other books about the Underground Railroad and share those books with your class.
- Write a poem or a song or draw a picture about what happened in this chapter.
- Interview an adult about their own memories of having someone telling stories. Write the questions you would ask them. They can write the answers or you can record the answers and write about your interview and what they said.

### **Science:**

- Research the “big dipper,” the North Star, and other constellations that are visible to us. Find out more about how these constellations.
- Research the animals in this chapter. Find out more about them and why they might be a concern for the characters in the chapter.
- How did people during the time of this book find out about the weather? Create a poster that shows what you found out.

### **Math:**

- The plantation mentioned in this chapter was 2,000 acres. Find out more about how land is measured. Take notes as you do your research and measure 5 other land areas.
- How far are the stars in the Big Dipper away from earth? What kind of math did you use to find out? Show your work.
- Begin a timeline for the events in this book. Find a way to create the
- Look at a map and find out how many miles this family had to travel.

**Social Studies:**

- What did this family eat while they traveled?
- How did this family survive their travel through the swamps and the woods?
- Draw a map that continues through each chapter. Be sure to show the places where the family stopped along the way.

**Fine Arts:**

- Draw your own pictures for this chapter that are *not* like the pictures in the book.
- Sketch portraits of what you think these characters look like.
- Create puppets for the characters in the book.



*Great White Heron*

## Chapter Two



# The Cave

**H**ere are more words that will be helpful to learn what they mean as you read this chapter. Discuss the words with a reading partner and write your own definition or draw a picture that explains what the word means (or where you would find the word on a map). If you find other words you are unsure of, write them on paper and discuss their meanings with someone else.

- “in the North” (p.18)
- bluff (p. 18)
- Savannah (p.20)
- runaway (p.21)



*The Big Dipper*

**By yourself or with a partner:**

1. Summarize what happened in this chapter (main characters, place, time, sequence of events).
2. What was the main idea of this chapter?
3. What new information did you read about in this chapter?
4. What do you predict will happen next?
5. What would you have done if you were a character in this story?
6. Describe one event in this chapter that you would like to know more about.
7. What questions do you have about what happened after reading the chapter?

## Content Area Assignments/Projects

**Language Arts:**

- Pretend you are with the family. Write an entry into a journal about these first two chapters.
- Create your own list of important words you want to know after reading the first two chapters.
- Find out how and when caves were used throughout

history to hide people.

**Science:**

- How are caves formed?
- What kinds of animals live in caves?
- Find out if there are people who still live in caves. Prepare a presentation to your class about these people.
- What would you need to survive if you lived in a cave?

**Math:**

- Add to the timeline you have created in chapter one for this story.
- How far as the family traveled? Consult a map if you need to. Show your work.
- Estimate what you think it would cost for a family to travel this distance today by listing each item you need and how much it will cost. Compare your estimated cost with your classmates. Write about your findings.

**Social Studies:**

- Create a cave using materials you have at home or at

school. Make the cave like you imagine the one in this chapter might have been like.

- Interview an older person in your family or someone else's family about an experience they had when they were younger that involved living in a different place. What were the problems that they had? Write your questions and their answers.

### **Fine Arts:**

- What do you think the African, Gilbert, looked like? Sketch a picture of him based on the book's description and your own ideas.
- What do you think Esau looked like? Sketch a picture of him based on what you think after reading about him.

## Chapter Three



# Decision

**H**ere are some words that might be confusing to you as you read. Find their meanings by looking them up and using the other words in the sentences (contextual clues). If there is more than one meaning, find the one that fits best with the chapter.

- cornpone (p.24)
- ebony (p.24)
- Seminole (p.24)

**By yourself or with a partner:**

Summarize what happened in this chapter (main characters, place, time, sequence of events).

1. What was the main idea of this chapter?
2. What new information did you read about in this chapter?



*Hare*

3. What do you predict will happen next?
4. What would you have done if you were a character in this story?
5. Describe one event in this chapter that you would like to know more about.
6. What questions do you have about what happened after reading the chapter?

## Content Area Assignments/Projects

### Language Arts:

- Think about a time you had to make a very important decision. Write about the decision and make a list of the reasons that you used to make the decision.
- Interview your classmates who have read this chapter and ask them this question: Why do you think the African made the decision to leave the cave? Write down the answers they give you. How do the answers differ? How are they alike? How do they compare to your own answer to the question.
- Research the Seminole Indians and create a presentation comparing the tribe during the time

of this story and how is it different today. You may want to research such topics as living conditions, food, transportation, jobs, clothing, and family life. Be sure to include your references.

### Science:

- How do you make cornpone? Look for a recipe and try to make it in your classroom. Ask your classmates questions about how it tastes and looks and collect the information. Report your findings to the class.
- Make a list of the animals that are mentioned in the first three chapters. Choose one of the animals.
  - Create a way to tell others about the animal.
  - Include important facts about the animal's



*North American Opossum*

habitat, appearance, locations, and how the animal could have been used (food, clothing, tools, etc.).

- This chapter mentions that Gilbert (the African) went into the nearby woods. Why do you think he would choose

the woods? Let someone know what you are doing, where you are going, and take a walk through some woods by yourself. Write down everything you see, hear, and smell. Be careful not to touch or taste anything you are unsure of. Take pictures on your walk and share them with your class. Try to identify everything in the pictures.

**Math:**

- What kinds of measurement tools would Esau have had to cook, measure distances, build things he needed to survive? Create a measurement tool of your own that you could use if you needed to survive outdoors? Demonstrate to your class how you created it and what you would use it for.
- Add to the day-by-day timeline you have created. Write at least one major thing that happened at each point on the timeline.
- Calculate how far the family might have to travel by car to get to where the Seminole Indians were in Florida and to Mobile, Alabama. How long do you think it would take them to travel by car? Compare this time with your timeline in the story.

### **Social Studies:**

- Choose a character in the book and start a daily diary that the character might have kept. Add to the diary after reading each chapter.
- Do some research on the history of slaves living in Mobile, Alabama. Find out more about the last slave ship, the Clotilde to land in Mobile.

### **Fine Arts:**

- Create a poster with the information you learned about slaves who lived in Mobile. Be creative and include anything that you think might interest your classmates.
- The illustrator for this book chose to draw the pictures in black and white. Think about why this might have been her decision. Create a list of questions you would like to ask her about her work. Ask your teacher to send those questions to the author at NewSouth Books.

## Chapter Four



# Black Seminoles

**T**his chapter has more words that you probably already know but look them up in a dictionary as well as using the sentences to help you find out what they mean.

- swamps (p.31)
- dusk (p.32)
- slave catcher (p.32)
- trudging (p.33)
- runaways (p.33)
- whistling in the trees (p.33)
- brambles (p.34)
- scrubby (p.34)
- palmetto bushes (p.34)
- cypress trees (p.34)
- gnarled (p.34)



Axe

- let off steam (p.36)
- wispy (p.37)
- clustered (p.38)
- prairie (p.38)
- thatched (p.38)
- Promised Land (p.40)

**By yourself or with a partner:**

1. Summarize what happened in this chapter (main characters, place, time, sequence of events).
2. What was the main idea of this chapter?
3. What new information did you read about in this chapter?
4. What do you predict will happen next?
5. What would you have done if you were a character in this story?
6. Describe one event in this chapter that you would like to know more about.
7. What questions do you have about what happened after reading the chapter?



*Belted Kingfisher*

## Content Area Assignments/Projects

### Language Arts:

- This chapter tells about the family's trip through the swamp and about being afraid of slave hunters. Write a poem or a story about a time you were afraid and had to be very quiet. If you can't think of a true story, make up a story.
- Choose some of words in this chapter that are on the list and create a seek-and-find game for your classmates.
- Compare your own family's life to the life of the family in this chapter. Make a list of the ways the two families are different and the ways they are alike.

### Math:

- Create a Venn diagram with the facts about your own family and the family running through the woods. Remember to list the ways they are alike in the middle of the diagram.
- Compare your Venn diagram with a friend's diagram. What do you notice about the two diagrams? Compare your own to other classmates'

diagrams. What observations can you make? Write them on your own diagram.

- Add to the timeline that you started earlier in the book.

### **Science:**

- The family had to make a canoe. How do you think they made it? List the steps they would have had to make in order to make the canoe.
- The canoe was made of a cypress tree. Find out more about cypress trees and where they grow, how long they live, what other uses they might have, and other interesting information.
- Swamps contain plant and animal life that is different from other land and water areas. Do some research about swamps and create a way to present your findings.

### **Social Studies:**

- Find out all you can about the slave hunters during the time of this book. Share your information with your class.
- Rice plantations are still in existence today. Where do they exist? How does the rice grow? How is the

rice harvested (picked)? Find out more and share your information.

- Add to your map about the African's family's journey.
- Who was John Horse? Prepare a report and present it to your class.



*American Alligator*

### **Fine Arts:**

- Choose a scene from this chapter and create a way to present it to your class. You might create a drawing, a song, a poem, a poster, or a presentation. You can do this by yourself, with

a partner, or with a group. Make sure everyone participates equally.

- Find books that contain pictures and drawings (illustrations) about one of the subjects in this book that you have read about. What can you learn from other illustrations to help you understand the journey the family was making in order to escape?
- Find songs that were written about the days of slavery. Choose a song and write about its meaning from what you have learned as you have read and researched.

## Chapter Five



# Trail of Tears

**K**Keep a list of these words as you read. If you are unsure of their meanings, find out how why they are important to this chapter and to the story.



*Maize*

- Andrew (Andy) Jackson (p. 43)
- Trail of Tears (p. 43)
- Cherokees (p. 44)
- Choctaws (p. 44)
- Creeks (p. 44)
- Black Seminoles (p. 44)
- warpath (p. 46)
- raiding (p. 46)
- flag of truce (p. 48)
- Chickasaws (p. 49)

**By yourself or with a partner:**

1. Summarize what happened in this chapter (main characters, place, time, sequence of events).
2. What was the main idea of this chapter?
3. What new information did you read about in this chapter?
4. What do you predict will happen next?
5. What would you have done if you were a character in this story?
6. Describe one event in this chapter that you would like to know more about.
7. What questions do you have about what happened after reading the chapter?

## Content Area Assignments/Projects

**Language Arts:**

- Choose one of the family members who were on this journey. Pretend you are this person and write a letter to a relative describing your adventures in this chapter. Remember to put the story in your own words.



*John Horse told the story.*

- Research and create a presentation about Francis Dade, Chief Osceola, or John Horse.
- Find another book to read about the Trail of Tears. Tell your classmates about new information that you found.

**Math:**

- Continue to add to the timeline that you have created in previous chapters or start a timeline now for the family's journey.
- Using a map, locate the places on the Trail of Tears. Estimate how many miles the Indians had to travel before they reached their destination.

- What kinds of math skills did the Indians need to build their own homes? How did they create the tools to help them figure out the answers to math problems as they measured the materials for the houses they built? What tools did they use?

**Science:**

- How did the family survive on their way to Florida to the Seminole Indians? What did they have to know about finding food and shelter and staying safe? Could you have survived a trip like this?
- Create your own illustrations about animals found in the swamps of Florida.

**Social Studies:**

- Several more tribes of Indians were introduced in this chapter. Choose of the tribes and create a report with important facts you have learned.
- With a partner, choose two of the tribes introduced in this chapter. Each of you does research on the same topics for each tribe. Create a chart with things that are similar and things that are different about each tribe.
- Find out more about the Trail of Tears. Create a

map that shows what states the trail may have passed through. Plot the course that the Indians may have taken.

- Research the reason that the Indians' journey out west was called the Trail of Tears? Think of a way to inform your classmates about the journey. Present your information to your classmates.
- Andrew Jackson's presidency was mentioned in this chapter. Create a presentation about his life and his accomplishments as President.



*Seminole house, Cypress beams, Palmetto roof*

### **Fine Arts:**

- With your classmates, write a play about the Indians' journey out west:
- Create a main character and add other characters as needed
- Using supplies and materials that you collect from home and school, create scenery and costumes
- Perform the play for other students in your school.

## Chapter Six



# Mobile

**H**ere are additional words and phrases that will help the reader understand what happens in this chapter.

- herding the Black Seminoles (p. 51)
- rugged country (p.52)
- slogging (p.52)
- lazy old creek (p. 53)
- lowdown thing to do (p. 53)
- bay (p. 54)
- who we can trust (p. 55)
- raft (p. 55)
- travel overland (p. 55)



*Snowy Egret*

**By yourself or with a partner:**

- I. Summarize what happened in this chapter (main

- characters, place, time, sequence of events).
2. What was the main idea of this chapter?
  3. What new information did you read about in this chapter?
  4. What do you predict will happen next?
  5. What would you have done if you were a character in this story?
  6. Describe one event in this chapter that you would like to know more about.
  7. What questions do you have about what happened after reading the chapter?



*Barred Owl*

## Content Areas Assignments/Projects

### Language Arts:

- Add to the diary you may have begun earlier in the book.
- Pretend you are one of the African's children or other family members. Write a letter to a friend

describing your adventures traveling to Mobile.

- Do research on the history of the city of Mobile. Create a poster about the city and interesting facts.
- Think of a time that you and your family had an adventure on a trip. Create your own book with pictures that you illustrate and text that you write. Read your book to a class of younger students.

### **Math:**

- Add to the timeline you began in Chapter One.
- Find out more about the Gulf of Mexico and the Mississippi River. Which has more water? How wide is each of them? How much water is in each of them? Create a chart that compares the two bodies of water.

### **Science:**

- List the animals mentioned in this chapter. Choose one and find facts about that animal and present the facts to your class.
- How did the family survive in the swamps on their journey? What do you think they ate? Where did they sleep? How did they hide from the slave catchers?

- Demonstrate how a bay, a river, a gulf, and an ocean are different and how they are alike.

### **Social Studies:**

- Find a map of Mobile, Alabama that shows the land and water areas around Mobile. Write a description of the area and how you think it might affect the lives of the people who live in Mobile.
- How does the city of Mobile compare to the place where you live? If you live in Mobile, what would you tell people about your city to make them want to visit or move there?

### **Fine Arts:**

- Using the main characters in the book as models, create puppets and a puppet show that you could display while someone about one of the events in the book.
- Authors sometimes use “story strips” to tell stories. They contain pictures and scenes that are drawn to tell about something that happens to a character in the book. Create a story strip about a character and what happens in this chapter.

## Chapter Seven



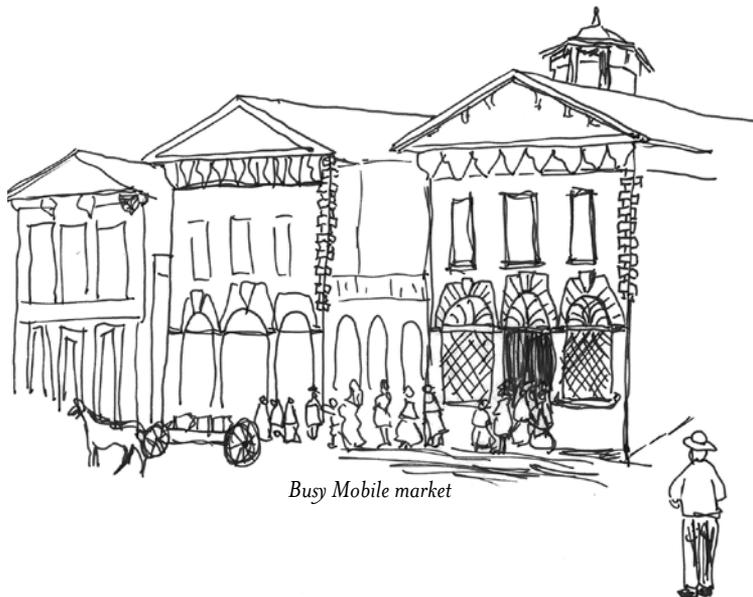
# Free at Last

**T**he following words and phrases will help you understand this last chapter. Make sure you know how they are used and what they mean. Your teacher may want you to do something special with the words to help you.

- cotton bales (p. 57)
- Spanish moss (p. 58)
- figs (p. 58)
- outskirts (p. 58)
- associating (p. 60)
- campsite (p. 61)
- buy my own freedom (p. 62)
- gazing (p. 63)
- sliver (p. 63)



*Cotton*



*Busy Mobile market*

**By yourself or with a partner:**

1. Summarize what happened in this chapter (main characters, place, time, sequence of events).
2. What was the main idea of this chapter?
3. What new information did you read about in this chapter?
4. What do you predict will happen next?
5. What would you have done if you were a character in this story?

6. Describe one event in this chapter that you would like to know more about.
7. What questions do you have about what happened after reading the chapter?

## Content Area Assignment/Projects

### Language Arts:

- What do you think it must have been like for Gilbert Fields and his family to move to Mobile? Think of a time you had to go to a new place. Make a list of all of the things that you would think about (ex. new friends, new school, new house). Beside each item on your list, explain why those things would be so easy for you or so hard for you). Share your list with a friend and compare your ideas.
- Write the Chamber of Commerce or The History Museum of Mobile and request information about the city's history. When you get the information, create a way to show it to your class.
- Write a letter to Frye Gaillard and Anne Kent Rush telling them what you liked about the story they told.

- Ask someone in your own family to tell you a story about the history of your family or a story they remember hearing about your family. Write the story and illustrate it. Make a book to share with your class.

### **Science:**

- Mobile is a city that is on a bay. The bay has “tidal rivers” that are affected by the tides from the Gulf of Mexico. Study a map and research how these rivers are different from rivers that are not part of a bay. Create a poster or chart that compares tidal rivers with those that are not tidal rivers. Include the kinds of marine life that might or might not be in the waters of each kind of river in addition to other kinds of similarities and differences.
- Storms are frequently a part of life on a coastline. Do some research on the major storms that have affected Mobile. Find out why these storms occur more often in this area. Present your research findings to help your classmates understand why the family in this book may have worried so much about the storm.
- Find pictures of the kinds of trees and plants that

grow in coastal areas like Mobile. You may want to get a camera and take some pictures in your own neighborhood. Find out the names of the plants and trees. Create a display. What uses do you think the plants and trees might have had for the family in this book?

**Math:**

- Complete your timeline of the entire book showing how Gilbert Field's family made their way to Mobile.
- Find a partner and each of you, by yourselves; calculate the number of miles you think they might have traveled from Florida to Mobile. Estimate how many miles you think they might have traveled from the time they ran away. Compare your estimations with your partner's estimations. Explain how you figured out your estimates. Write about how your estimates were alike and how they were different.

**Social Studies:**

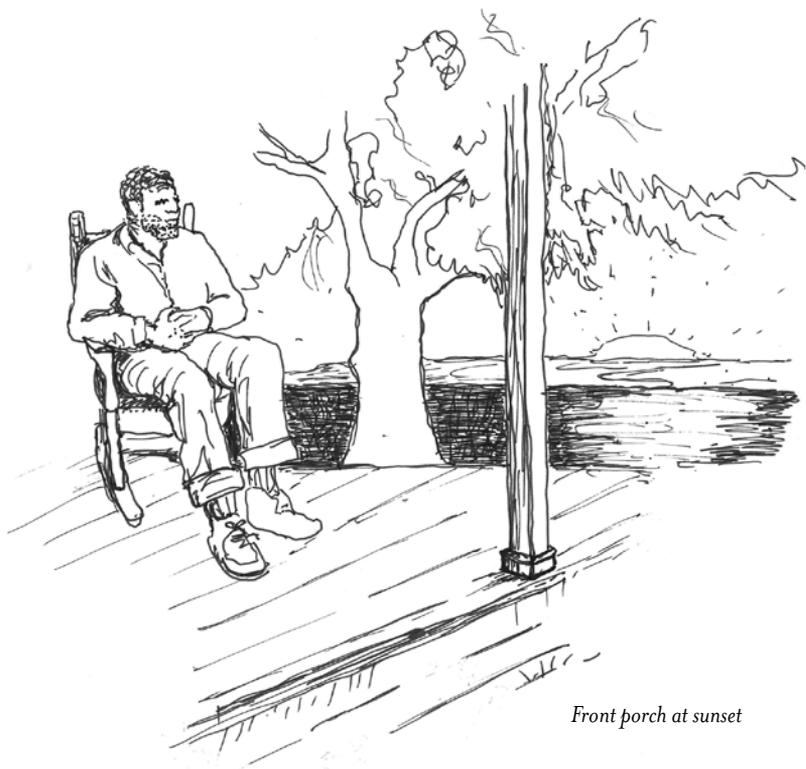
- The Poarch Creek Indians live on a reservation about 55 miles north of Mobile. Find out more about this tribe's history and what it is like today.

Compare those facts with the Black Seminoles in this book.

- Compare the kinds of jobs the people in this chapter had with the kinds of jobs people who live and work in Mobile have today. Why have the jobs changed? Write about your findings.
- This chapter mentions people throughout history who had an impact on the ways to help everyone become “free at last.” Choose one of the persons mentioned and find out more about how and why they were important. You may know more people who could be mentioned. Write about one of them.

### **Fine Arts:**

- With a group of friends, create a mural of this family’s travel from the time they left their home until the time they reached Mobile. Add facts from your timeline to the mural.
- Work with your classmates to write a play about this book. Create your own scenery and costumes from items you have at home and in your classroom. Practice your play and present it to another class.
- Write the words (lyrics) for a song about Gilbert



*Front porch at sunset*

Fields and his family's adventures as they ran away to safety. You can use the tune to a song that you know.

- Have each person in your class pick a chapter in the book. Illustrate the chapter and write something about the illustration. Put all of the illustrations

together and make your own book. Send the book to the author, Frye Gaillard, and to the illustrator, Anne Kent Rush. (Your teacher can help you find out where to send it.)



*We carry a piece of that story inside us.*

# Afterword



**M**ake sure that you read the Afterword in this book. Here are some words that you may not be sure of. Find out what they mean.

- oral history (p. 68)
- dignity (p. 68)
- maternal (p. 68)
- ancestor (p. 68)
- cruelty of that institution (p. 68)
- destinations (p. 69)
- slave uprising (p. 69)
- descendants (p. 69)

Discuss these questions with your class and teacher:

1. Why was this Afterword important to read?
2. What did you learn about the author's process of writing the book?

3. Think about why the art of storytelling was so important to the author. Why does he want you, the reader, to know about storytelling?
4. If you could ask the African, whose name was Gilbert Fields, five questions about the family's adventures, what would those questions be and why would you want to know?
5. Research the meaning of an "Afterword" in a book.

# Teaching Students with Special Needs



**G**o *South to Freedom* is an engaging book that should capture the attention of all students. However, when using this book with students with special needs there may be additional steps or procedures that a teacher can use to help sustain the interest of the student with special needs. It goes without saying that any accommodations listed in the student's IEP or any other place should be used when using this book. In addition, any instructional strategies that lead to success for the specific child with special needs will work with this content. For many students with special needs, the teacher will need to think about adapting instructional methods or student response methods to allow the student to access the material and also to demonstrate his or her understanding of the material. The teaching activities described in this Teachers' Guide can easily be adapted

for students with special needs.

In terms of helping the student access the book there are many options.

- An E-book is available which may be useful in meeting the learning needs of many students.
- Screen readers or other forms of assistive technology can be used to help the student “read” the book.
- Peers can practice reading the book aloud to students with special needs
- Chapters of the book can be acted out for the entire class including any students with special needs.
- Pre-teaching vocabulary and providing graphic organizers (either completed already or for the student to complete)
- Students with special needs may benefit from being assigned smaller assignments than other students in the class.
- Students with special needs will likely be more successful if they have multiple opportunities to focus on particular parts of the book rather than a “one and done” approach.

In terms of students with special needs demonstrating their comprehension of the material in the book or completing teacher-developed assignments, you as the teacher probably know what will lead to your student's success. Alternative projects, assignments, and response modes will allow the student to be successful. Having a variety of alternatives available to all students will lead to enriched experiences for all learners.