

Freedom Quilt

Author Candy Grant Helms

Illustrator Joanne Friar

16 pages ■ 300 words



Freedom Quilt

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S				G	I		

S = Shared G = Guided I = Independent

SYNOPSIS

African-American slaves sew a quilt that is a path to freedom.

WHAT THE BOOK OFFERS

- Historical narrative fiction
- Third person
- Past tense
- Cultural historical perspective
- Layers of meaning
- Dialogue

POSSIBLE SKILLS EMPHASIS

- Inferential reading
- Finding layers of meaning
- Gathering information for recounting
- Gathering information from illustrations
- Comparing/contrasting with own experience

INTRODUCING THE BOOK

What does “freedom” mean? What does it mean to be free? What could the title possibly mean? What does the title and cover illustration tell you about the setting?

- The content may be unfamiliar to some students. Inferential reading will be required for full understanding. Students may need support in understanding the concepts of slavery, freedom, escape, and the danger of escape to every slave involved and as it relates to Malindy and her family.

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Freedom Quilt (continued)

FOCUS OF INSTRUCTION

Pages 2 and 3: *How does the illustration provide information about the characters? How did the author help us to determine the setting? What does the mood seem to be?*

Pages 5 to 9: *Why did they have to make their own map? Why does Malindy have to keep it a secret?*

How is the story told on pages 6 through 9? (dialogue) Who is speaking? How can you tell? Who is "she" on page 8?

Pages 10 and 11: *What words give you a clue that a long time has passed? Why would it take so long to finish the quilt?*

Page 11: *What do you think the family will do now that the quilt is done?*

Pages 12 and 13: *Check your predictions.* (Did the students predict both sharing the quilt with others and the family's escape?)

Pages 14 to 16: *How do you think Malindy and her family felt during their escape? Are the clues in the words or in the illustrations? (inference) What are some words you would use to describe the mood on page 16?*

FOLLOWING THE READING

- Research the Underground Railroad.
- Use symbols to create maps of their local neighborhood.
- Gather information on the lives of slaves and compare and contrast to their own lives.
- Write about what Malindy may have felt escaping and leaving everything familiar behind or about how they would feel if they had to do the same thing.
- Discuss if Malindy would have known how to read and write. If not, how would she have expressed her feelings?