Study Guide
Grade Level: 4

Sam Nightingale
Slave, Storyteller, and Conjure Man

Mary Barile
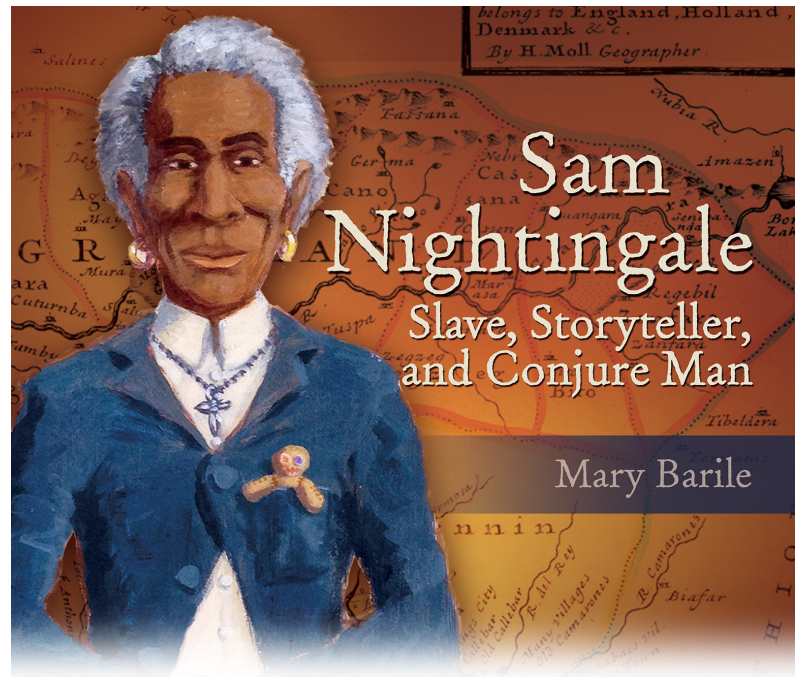
UNIT DESCRIPTION: The purpose of this unit is to explore how non-fiction literature is organized and how the writer through the purposeful use of historical facts and non-fiction structure, assists the reader in comprehending non-fiction literature.

The structures and features to be explored in this unit will include: Chronology, Comparison, Cause/Effect, Problem/Solution, Main Idea/Details, Charts, Graphs, Diagrams, Timelines, Photographs, Indexes, Glossaries, and Vocabulary.

SUGGESTED TIMELINE: Approximately 2 to 3 weeks

CLASS PERIOD: 45 to 60 minutes daily

ESSENTIAL QUESTIONS:

1. How does non-fiction literature differ from fiction?
2. How do authors organize and present information in non-fiction text to aid the reader in understanding the text?
3. How does understanding the author's choices in the use of certain text features and structures assist me as a reader?

TECHNOLOGY RESOURCES:

Reading Non-fiction

http://www.brainpopjr.com/readingandwriting/readingskills/readingnonfiction

Understanding Main Idea

http://brainpop.com/english/writing/mainidea/

Compare/Contrast Graphic Organizers

http://www.educationoasis.com/curriculum/GO/compare_contrast.htm

Cause/Effect Graphic Organizers

http://educationoasis.com/curriculum/GO/cause_effect.htm

Chain Graphic Organizers: Sequence, Cycle, Time Line, and Chain of Events

http://www.educationoasis.com/curriculum/GO/sequence.htm

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UNIT TEACHING ACTIVITY IDEAS:

1. K-W-L Charts
2. Word Maps
3. Prediction Charts as they read
4. Descriptive Writing
5. Class Debates
6. Reader's Theatre
7. Newspaper Articles
8. Scrapbooks
9. Character Maps
10. Postcard back to Africa
11. Diary or journal entries

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	COMMON CORE ANCHOR STANDARD LEARNING GOALS*	GLEs/CLEs	PS	CCSS	DOK
The learner will interpret and explain information provided through the graphic features in non-fiction text.	CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section or chapter) relate to each other and the whole.	R.3.A.4	1.5 1.6 2.4 3.5	RI.4.7	2
The learner will describe the organizational structures of non-fiction text.	CCRA.R5: Analyze the structure of tests, including how specific sentences, paragraphs, and larger portions of the text (e.g. section or chapter) relate to each other and the whole.	R.3.A.4 R.3.C.4.A R.3.C.4.B R.3.C.4.C R.3.C.4.D R.3.C.4.E R.3.C.4.F R.3.C.4.J. R.3.C.4.K	1.5 1.6 2.4 3.1 3.4 3.5 3.6 3.7 3.8	RI.4.5	2
The learner will explain how the organizational structures and graphic features aid in the comprehension of non-fiction text.	CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.	R.1.D.4.a R.1.D.4.b R.1.H.4.a		RI.4.10	1 3

GLEs/CLEs: meaning; **PS:** meaning; **DOK:** * On the Department of Elementary and Secondary Education website (dese.gov), these standards are known as the Missouri Learning Standards.

TITLE SUMMARY: "As a boy, Sam Nightingale was taken from his home in Africa and brought to America to be a slave. He lived many years as a slave, but after the Civil War, Sam raised his family in freedom in Boonville, Missouri. Sam became a healer, using old African traditions and lessons he had learned from Native Americans to help people when they were sick. Sam became known as a wonderful storyteller and as someone who used magic. The tales he told and the tales about him are still being told and heard today."

UNIT TITLE: NOTABLE MISSOURIANS

Sam Nightingale: Slave, Storyteller, and Conjure Man

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TITLE THEMES: slavery, Civil War, slave trade, freedom after Civil War, healer, African culture, storytelling, recorded vs. oral history, tall tales, fact, magic (folk).

HISTORICAL RELEVANCE: This book deals with the overall slave trade and slave culture present in America before the Civil War. African and slave culture as well the lessons he learned from the Native Americans influenced his career as a healer. Historical events of the Civil War and its outcome are also crucial to his role as a storyteller.

KEY VOCABULARY: slavery, herb, conjure, ceremonies, traditions, historian, narratives, ancestors, tribe, griots, Guinea, abolition, cattle, captives, auction, humid, saddles, cannonball, temper, healer, malaria, lizard, superstition, illness, Seminole.

DISCUSSION QUESTIONS:

1. How would you describe the culture of the American South before the Civil War?
2. How can historians guess at what the lives of slaves were like before they were recorded, like Guinea Sam's childhood?
3. Do you feel griots are an important part of culture? Why or why not?
4. How would you keep your culture if you were forced to move to a new area?
5. How do oral histories differ from recorded histories? Do you think these stories change over time? Why or why not?

COMPREHENSION QUESTIONS:

1. Where did Sam Nightingale spend most of his life? (Boonville, MO)
2. History is based on recorded facts that help tell a story about _____, _____, or _____? (certain time, place, or person)
3. What instrument has been used in songs and storytelling for thousands of years? (drums)
4. Describe what a griot is. (a person from West Africa who tells stories and shares the people's history, including memorized stories to preserve family history).
5. What was Sam Nightingale's nickname? (Guinea Sam)
6. What three regions make up Guinea? (Gold Coast, Grain Coast, and the Slave Coast)
7. After he was taken into slavery, where did Sam Nightingale's slave ship sail to? (Charleston, SC)
8. Were slaves considered people or property? (property)
9. What type of crop had people from Guinea been growing for centuries? (rice).
10. What language is made up of both English and African words? (Creole)
11. After Sam Nightingale ran away, what two Native American groups may he have lived with? (Cherokee and Seminole)
12. What year was Boonville, MO settled? (1820)
13. Many of Guinea Sam's stories were not true and were considered _____ tales? (tall tales)
14. Older people were often called _____ or _____ as a sign of respect? (aunt or uncle)
15. The belief that conjurors could use objects and herbs to ask the unseen world for help is called _____. (Hoodoo)

16.   What did Sam Nightingale send into the house of someone who wronged him? (fire ball)

17.   What were some of the uses for Sam's herbs and cures? (fevers, sore throats, and malaria)

18.   Explain what a superstition is and give an example of one. (a belief that doing one thing will affect something else)

19.   The "Gullah" or "Geechee" culture was made up of whom? (Africans who lived in the Southern United States)

20.   Why is it so difficult to trace where slaves lived or worked throughout their lives? (Slave names were not always recorded in legal papers since slaves were considered property and not people)

MISSOURI CONNECTIONS:

• Capitol Building. Visit the Civil War Museum in Jefferson City. https://mostateparks.com/page/55186/missouri-state-capitol

• Fort Davidson State Historic Site and Museum. Located about 80 miles southwest of St. Louis in the St. Francois Mountains in the Ozarks, they offer guided tours and sometimes reenactments of different battles. http://missouri-civilwar.net/fort-davidson/index.htm

• Lexington. The Battle of Lexington Sate Historic Site consists of 100 acres of the preserved battlefield and the 1853 Oliver Anderson House. https://mostateparks.com/park/battle-lexington-state-historic-site

• Lone Jack. The Civil War Battlefield and Museum and Cemetery displays depictions of the Battle of Lone Jack on August 16, 1862. http://www.historiclonejack.org/museum.html
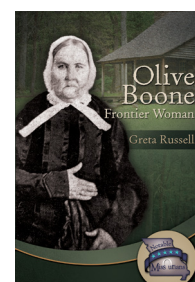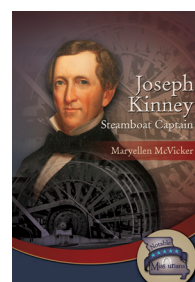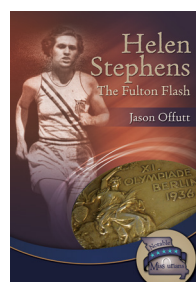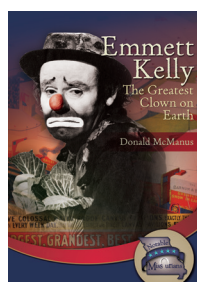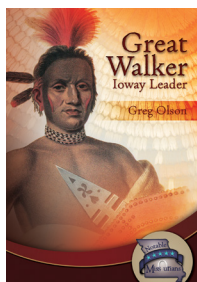
Notable Missourians
Other Study Guides Available: Grade Level 4
Emmett Kelly: The Greatest Clown on Earth;
Great Walker: Ioway Leader; Helen Stephens: The Fulton Flash;
Joseph Kinney: Steamboat Captain; Olive Boone: Frontier Woman

Coming in 2015: Alfonso Wetmore, Marie Fower, Jeffrey Deroine, Albert Lambert, Stan Musial, Jean Bartik