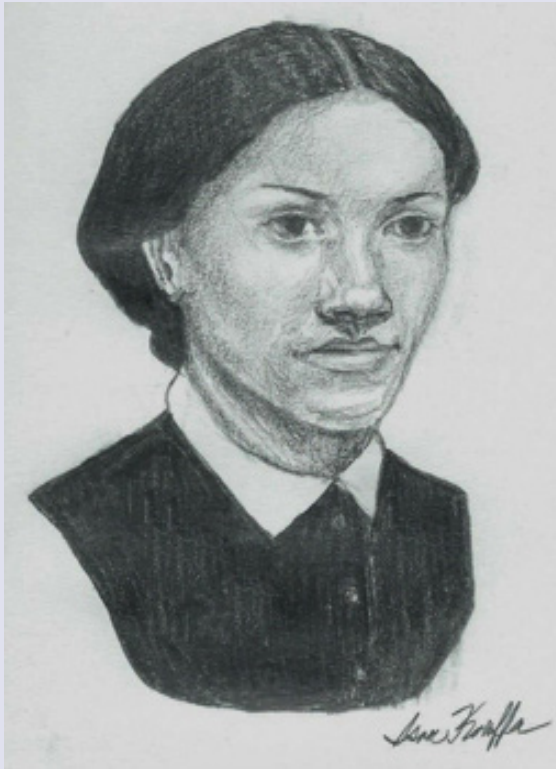
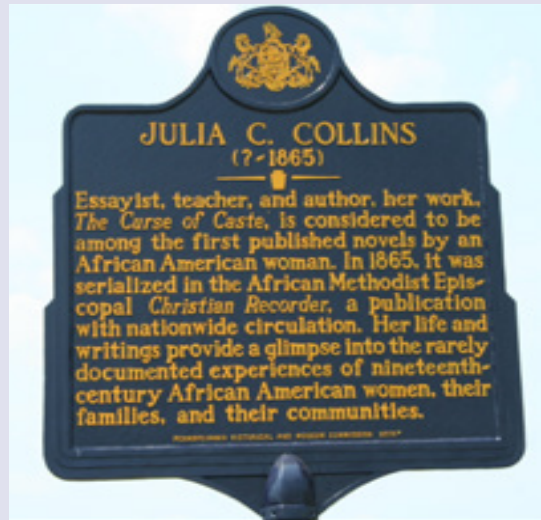


Study Guide to the Life, Work and Times of Julia C. Collins

Dr. Amy Rogers
Lycoming College, 2015



Likeness of Julia C. Collins, rendered by Isaac Karaffa, based on images of Collins' granddaughter and other family members.



Commonwealth of Pennsylvania Historical Marker, the first in Lycoming County to honor a woman, an African American, or an author, was dedicated by the Pennsylvania Historical and Museum Commission on June 19, 2011.

Study Guide to the Life, Work and Times of Julia C. Collins

Dr. Amy Rogers, Lycoming College, 2015

PREFACE

Alison Gregory, Project Director

This study guide by Dr. Amy Rogers, was created in cooperation with the Lycoming College Snowden Library, Lycoming College Education Department, the Lycoming County Women's History Project, and Shannon Bolin, a member of the Lycoming College Class of 2015, English major and teacher certification candidate. It was underwritten in part by a grant from the Woodcock Foundation for the Appreciation of the Arts.

The guide includes lesson plans, educational projects, and learning activities for students of varying levels from middle school through high school and college classrooms. The lessons provided can be adapted to meet the various needs of students.

In June 2014, the Lycoming County Women's History Collection Project, directed by Lycoming College's Snowden Library, was awarded funding from the Woodcock Foundation for the Appreciation of the Arts to create a curriculum guide to the life and work of Julia C. Collins as a tool to introduce local schools and youth-oriented organizations to this nineteenth-century African American teacher and writer who lived in Williamsport, and to increase awareness of Collins among undergraduate students and high school students and teachers

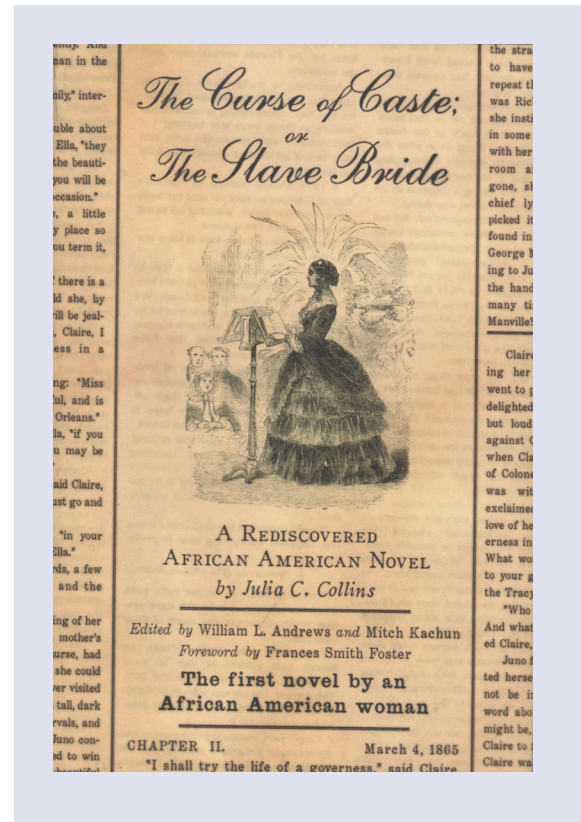
Collins was an essayist, teacher, and author. Her work, *The Curse of Caste*, or the *Slave Bride*, is considered by scholars to be the first novel published by an African American woman. The novel and a group of essays were published while Collins was a schoolteacher in Williamsport during 1864 and 1865. In January 1865, Collins began publishing chapters of *The Curse of Caste* weekly in the *Christian Recorder*, a national publication of the African Methodist Episcopal Church. Unfortunately, Collins died of tuberculosis in November 1865, before she finished the novel. Her life and writings provide a glimpse into the rarely documented experiences of nineteenth-century African American woman, their families, and their communities.

The Lycoming County Women's History Collection is an online archive of primary source material relating to the history of women in Lycoming County. The project is a cooperative effort of Lycoming College Snowden Library, the James V. Brown Library, and the Lycoming County Historical Society, and Pennsylvania College of Technology Madigan Library.

Dr. Amy Rogers, Director of Teacher Education and Assistant Professor of Education at Lycoming College, had previously written and published a curriculum guide for the Lycoming County Women's History Collection. She initiated the project by introducing *The Curse of Caste* to her "Literacy for Middle/Secondary Schools" course using copies of the novel purchased with grant monies. Students enrolled were enthusiastic, and unanimously agreed that the novel would be a good choice for middle and secondary school students. They brainstormed and shared ideas for lesson plans using Collins' book. Rogers and her student, Shannon Bolin collaborated to prepare the lesson plan as part of the student's coursework.

Bolin implemented the lesson plans in the Williamsport Area School District in an 8th grade language arts class. The work was enthusiastically received by the students. Bolin, while student teaching, implemented lessons from the book that actively engaged the students in learning about Collins' novel and her life in the Williamsport community. The students were excited to study and make comparisons to Collins' life in Williamsport over 150 years ago to Williamsport today.

We are hopeful that this study guide will encourage other teachers and professors to make the study of the life, work, and times of Julia C. Collins a part of their classroom activities.



Overview of Study Guide

ESSENTIAL QUESTIONS

- What is the main idea that we want students to learn from this time period in terms of social, economic, political, educational, and personal information?
- What issues or barriers did women of the time period face in each of the major areas explored?
- What role(s) did women play in reform organizations? The arts? The work place? The home? Private lives?
- How did the women of this time period impact the role of women in today's society? How does Julia Collins' life as a wife, mother, and African American differ from traditional lifestyle of an African American woman living in pre-Civil War era?
- How did Julia Collins, with such a talent, learn her skills for writing in the pre-Civil War era?
- Where did Collins get the courage to pen a story about slaves and free blacks and the clash of cultures when two people of different races fell in love?
- How does Collins' *The Curse of Caste; or the Slave Bride* reflect social prejudice that is still prevalent today?
- Why did Collins choose the *Christian Recorder* as a voice for her literary work?
- Who is the protagonist of *The Curse of Caste*? The antagonist?
- How is the atmosphere different from the setting in the story?
- How is the ending of the novel different from your expectations?
- Infer which ending (out of the two provided in the book) the author would have preferred if she had lived to tell the ending?

SUGGESTED INSTRUCTIONAL STRATEGIES FOR READING

- Evaluate the claims made by others who present the rediscovered texts of African American print culture.
- Use multiple sources to evaluate the early works of Julia Collins.
- Create flashcards – illustrated or paraphrased using quotes/scenes from book.
- Read and analyze quotes from *The Curse of Caste*.

SUGGESTED INSTRUCTIONAL STRATEGIES FOR WRITING

- Analyze quotations by African American activists and apply to Julia Collins' life and/or characters from *The Curse of Caste*.
- Summarize and respond to questions related to the novel.
- Write a new ending to the novel.
- Write a video analysis.
- Write a response to a writing prompt on Julia's life and/or characters from the novel.
- Research African American authors of this time and write a research paper about their life and work.
- Write a disclaimer based on supporting evidence that Julia Collins was not the first African American author to issue a literary manifesto.

SUGGESTED ACTIVITIES

- Create an historical persona by 'becoming' Julia Collins and sharing her life.
- Write diary entries from Julia's point of view.
- Write letters to/from Julia.
- Talk show: Julia is guest; each student creates ten questions to ask her.
- Create posters advertising the book, *The Curse of Caste*
- Write a newspaper article about her. What would the headline be?
- Write an obituary for Julia Collins.
- Research Williamsport during this time period, especially role of the African American community through church and school life.
- Draw a map of Julia's neighborhood comparing now and then.
- Research newspapers geared towards African Americans during this time period.
- Read and review books of other important African American women during this time period.

At the collegiate level, this novel was used as an instructional tool for pre-service teachers. After reading the book and researching the life of Julia Collins, the local African American community, and local history of Lycoming County using the Lycoming County Women's History Collection and various other primary and secondary sources, students created prezi's, power points, or glogster media presentations sharing their research. Items included for discussion included:

1. How to use the historical implications of societal changes and cultural understandings to connect students to place based education
2. How to use literary aspects and analytic techniques to discuss the book and gain a more clear understanding of social injustices of the time period
3. A clear understanding of how racism and prejudice actions played a major role in the life of the author, Julia Collins, and in the lives of the characters in the novel.
4. Role of African Americans in the local Williamsport community during the mid to late 1800's.
5. Appreciation of the role minorities and women leaders played during a time when women traditionally did not assume leadership positions.
6. Role of place-based education as an educational philosophy and practice that promoted learning that is rooted in what is local – the history, culture, and economy of a local place
7. Use of primary and secondary sources, specifically the early newspaper, *The Christian Recorder*, for research
8. Specific literary techniques associated with the novel – simile, personification, plot twist, imagery, cliff hanger, hyperbole, foreshadow, flashback, dramatic diction, pathos, genre

Julia Collins: Williamsport essayist, teacher, and author

By MARY L. SIEMINSKI
Special to
the Sun-Gazette

Julia C. Collins is both the best known and the least known of the Williamsport women in our historical series.

She is the best known because she wrote the novel "The Curse of Caste," or "The Slave Bride," the first published novel by an African American woman.

In June 2010, a state

Williamsport Women



historical marker was installed on the River Walk in Williamsport in her honor. Julia also is

the least known because 150 years after the novel was published, we still are not even sure of her

maiden name. 'Collins' is the last name of her husband, Stephen Collins.

Everything we know about Julia dates from 1864 and 1865. In 1864, she was appointed the teacher for the African American children in Williamsport.

"The Curse of Caste" was published over a period of eight months in 1865; individual chapters appeared weekly in the Christian Recorder and the national newspaper of

the African Methodist Episcopal Church. Julia also published a series of nonfiction essays, including an essay on teaching and another on African American womanhood.

Sadly, Julia died of tuberculosis in November 1865 before the novel was completed.

When her death was reported in the Christian Recorder, the editor noted that she left "motherless children."

Julia and her novel

seem to have been forgotten until Professor Mitch Kachun, of Western Michigan University, came upon Collins' novel while doing research for another project. This ultimately led to the publication of the novel in 2006, in book form.

"The Curse of Caste," William L. Andrews and Mitch Kachun, eds.; or "The Slave Bride," Oxford University Press.)

(See JULIA, Page E-3)

Lifestyle

Williamsport Sun-Gazette, Sunday, February 10, 2013 E-3

Julia Collins: Williamsport essayist, teacher and author

(From Page E-1)

The Curse of Caste

The dramatic title Collins gave her novel, "The Curse of Caste," or "The Slave Bride," is in keeping with the drama of the story she tells. Lina, a beautiful dark-haired woman, and Richard, the son of a New Orleans slave owner, fall in love. Richard discovers that Lina actually is a slave. Richard and Nina marry despite this fact, and Richard's irate father disinherits his son. The newlyweds flee north to Connecticut, where Lina dies in childbirth while Richard is back in New Orleans trying to make peace with his father. Richard is deceived into thinking that his baby daughter died along with his wife. Their daughter Clare grows into a dark and beautiful woman, never knowing who her parents were — or even their race or hers.

The story then shifts back to New Orleans, where a chance discovery may change lives, reveal Clare's true identity and reconcile the family. But the readers of "The Curse of Caste," who eagerly followed the weekly installments of the novel, were never able to find out how it ended.

Who Was Julia C. Collins?

Who was this young woman, beyond being a wife, mother and teacher in the small town of Williamsport during the Civil War? What gave her the motivation — the audacity — to write and publish her essays and novel in a national newspaper, a newspaper with thousands of readers, across the entire country? How did this young woman, with such a talent for writing, learn her skill? How did she learn about the landscapes and life in Connecticut and New Orleans? Where did she get the courage to put her name to a story about slaves and free blacks and the clash of cultures when



two people of different races fall in love? Just as Clare was looking for her parents, we are now looking for Julia.

As is typical for the time, we know more about Julia's husband than we do about her. Reginald Pitts, a well-respected genealogist who has done extensive research on Julia, discovered most of what we do know. Stephen Carlisle Collins was black, born a free man in Pottsville.

He lived in Williamsport with his mother and stepfather. During the Civil War, Stephen was a servant for two white officers, and when African Americans were permitted to serve, he enlisted in the 6th U.S. Colored Infantry. After the war, he was a barber with a shop on West Fourth Street.

He was very active in his community and was a commander of the Fribley Post of the G.A.R., the veterans' organization for colored Civil War soldiers in Williamsport.

When and where Julia was born and the identity of her parents remain a mystery. Scholars' best guess is that she was born a free woman in the North. Since she left young children, she might

have been in her twenties when she died, in which case she was born around 1840.

Census records

There is just one African American woman named "Julia" in the 1860 census for Williamsport, a 17-year-old named Julia Green who was living with the family of Enoch Gilchrist, an African American abolitionist who had been a conductor on the Underground Railroad.

It was Enoch Gilchrist who announced in the Christian Recorder that Julia had been appointed the teacher for Williamsport's black children, a position that Simon Gilchrist, Enoch's father, had held a decade earlier. These connections make it seem plausible that "Julia Green" could have been Julia Collins, but there is no verification of that. There are some other tantalizing clues and connections to other local families, but nothing definite.

When Julia was appointed by the school board to teach, there was no school building in the city open to black children. As early as 1850,

African Americans petitioned for a school for their children but their request was denied. The school board did authorize a salary for a teacher, but the teacher was responsible for providing his or her own space and materials. Julia might have taught in her in-laws' home or perhaps in the building that was used as a church.

Julia would have made her home in the mostly African American section of Williamsport, on Mill Street, near the Susquehanna River in an area that would have been at the foot of the present Hepburn Street. The African American church was there, Stephen Collins's parents lived there, and most likely, Julia and the children lived with them while Stephen was serving in the Civil War.

Motherless Children

The notice of Julia's death in the Christian Recorder said that she left motherless children. Research by Pitts and others has determined that Julia left two children — the older, Sarah,

who probably was about eight when Julia died, was Stephen's child by a previous marriage; the other, Annie, would have been Julia's natural child and would have been about three when her mother died.

Census records indicate that Annie was raised in Williamsport by Stephen Collins's parents; she worked as a domestic and, in 1884, married John L. Caution, a lumber worker originally from Maryland.

They had four children, but tragically both parents died while the children were quite young. John Caution's brother took the children to live in Cambridge, Mass., and eventually they were adopted by different families.

One of those children, Ethel M. Caution, a 1912 Wellesley graduate and a writer of the Harlem Renaissance, made multiple trips to Williamsport wanting to learn more about her family history, and particularly about her grandmother, the illusive Julia Collins.

Searches of the local newspapers for an obituary or death notice for Julia Collins have turned up nothing, and there are

no burial records in Williamsport for that time period.

Regardless of how much or how little we know of Julia Collins' life, it is a life that needs to be celebrated.

She is an important part not only of our local history, but also of women's history, state and national history.

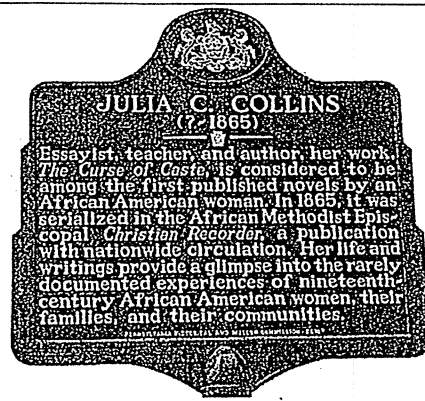
The placement of the historical marker on the River Walk is fitting; hundreds of walkers and joggers and cyclists pass the marker every day.

And to quote the words on the marker itself, her life and legacy "provide a glimpse into the rarely documented experiences of nineteenth-century African American women, their families and their communities."

Sieminski is project manager for the women's history initiative that is a cooperative community undertaking between Lycoming College, the James V. Brown Library and the Lycoming County Historical Society.

Her column will be published on the second Sunday of each month.

To contact her, email life@sungazette.com.



PHOTOS PROVIDED

Pictured, left, is a drawing of Julia Collins, and right, a historical marker that was installed in June 2010 on the River Walk in her honor. Collins is both the best known and least known of the Williamsport Women. She wrote "The Curse of the Castle" and "The Slave Bride," the first published novel by an African American Woman.

Background material on Julia Collins and her times

The life of Julia Collins

Very little is known about the life of Julia Collins, the author of *The Curse of Caste; or The Slave Bride*, considered by scholars to be the first novel published by an African American woman. The novel and a group of essays were published while Collins was a schoolteacher in Williamsport during 1864 and 1865, at the height of the Civil War.

Julia Collins identified herself as African American, but we do not know for sure whether she was born slave or free. We do not know who her parents were or where they lived. We do not know how she was educated, but she clearly wrote very well. From what we do know, we can only guess that she was born free sometime around 1840.

We do know that she was married to an African American man, Stephen Collins, and that he was active in local politics and African American church affairs and that he was a barber with a shop on West Fourth Street in Williamsport. While Julia Collins was writing her essays and novel, Stephen Collins was serving with the United States Colored Troops in the Civil War. When Julia died of tuberculosis in November 1865, it was reported that she left “motherless children.”

Where Julia Collins lived

Julia would have made her home in the mostly African American section of Williamsport, on Mill Street, near the Susquehanna River, in an area that would have been at the foot of the present Hepburn Street. It would have been close to where the Wegmans parking lot is today.

The African American church was there, Stephen Collins’ parents lived there and, most likely, Julia and the children lived with them while Stephen was serving in the Civil War. Mill Street and the entire area were washed away in a massive flood in 1889.

Where Julia Collins taught

When Julia was appointed by the school board to teach, there was no school building in the city open to black children. As early as 1850, African Americans petitioned for a school for their children, but their request was denied. The school board did authorize a salary for a teacher, but the teacher was responsible for providing his or her own space and materials. Julia might have taught in her in-laws’ home or perhaps in the building that was used as a church.

Writing and publishing

The Curse of Caste; or The Slave Bride

Starting in January 1865, Julia Collins began publishing chapters of *The Curse of Caste* weekly in the *Christian Recorder*, a national publication of the African Methodist Episcopal Church. Unfortunately, Collins died of tuberculosis before she finished the novel. In 2006, William L. Andrews of University of North Carolina at Chapel Hill and Mitch Kachun of Western Michigan University collected Collins’ writings and her unfinished novel and published them, with commentary and notes, through Oxford University Press.

Essays

In addition to the novel, *The Curse of Caste, or The Slave Bride*, Collins published six essays in the *Christian Recorder* over the course of ten months from April 19, 1864 to January 20, 1865. The essays, on topics such as school teaching, mental improvement, and intelligent women, encouraged African Americans to take advantage of the possibilities afforded them by the end of slavery.

Plot of *The Curse of Caste*

The dramatic title Collins gave her novel, *The Curse of Caste; or The Slave Bride*, is in keeping with the drama of the story she tells. The story focuses on racial identity. Lina, a beautiful dark-haired woman, and Richard Tracy, the son of a New Orleans slave owner, fall in love. Richard discovers that Lina is actually a slave. Richard and Lina marry despite this fact, and Richard's irate father disinherits his son. The newlyweds flee north to Connecticut, where Lina dies in childbirth while Richard is back in New Orleans in an effort to make peace with his father. Instead, Richard's father shoots him and, as the badly-wounded Richard is recovering, he is deceived into thinking that his newborn daughter has died along with his wife. Their daughter Claire grows into a dark and beautiful woman, never knowing who her parents are, their racial identity, or her own. The story shifts back to New Orleans, where Claire has taken a job as a governess in what turns out to be the Tracy household. A chance discovery of her parentage may change lives, reveal Claire's true identity, and reconcile the family.

Julia Collins' children

Research indicates that Julia and Stephen Collins had two children—the older, Sarah, who was probably about eight when Julia died, was most likely Stephen's child by a previous marriage; the other, Annie, would have been Julia's biological child and would have been about three when her mother died. Census records indicate that Annie was raised in Williamsport by Stephen Collins' parents. As an adult, Annie worked as a domestic and, in 1884, married John L. Caution, a lumber worker originally from Maryland. They had four children, but tragically both parents died while the children were quite young. John Caution's brother took the children to live in Cambridge, MA, and eventually they were adopted by different families.

One of those children, Ethel M. Caution, a 1912 Wellesley graduate and a writer in the Harlem Renaissance, made multiple trips to Williamsport wanting to learn more about her family history, and particularly about her grandmother, the illusive Julia Collins.

Another of Julia Collins' grandchildren was Frank (Fay) Young, a noted sportswriter for the *Chicago Defender*; grandchild Belva Overton was the head nurse at the Provident Hospital in Chicago; and Russell Caution was a publisher and distributor of African American literature in Atlantic City, NJ.

Remembering Julia Collins

As the author of one of the first, if not the first, novel published by an African American woman, Julia Collins is a very important part of our local, state and national heritage and history. The Pennsylvania Historical and Museum Commission dedicated an official Pennsylvania state historical marker honoring Julia Collins on June 19, 2011. It is the first marker in Lycoming County to honor a woman, an African American, or an author. The placement of the marker on the River Walk bordering the Susquehanna River is fitting. Julia and her family lived near the location of the marker and she had her schoolroom nearby. The first African American church was on the same street. Mill Street, now gone from city maps, was a section of town alive with African American daily life.

As researchers, local residents, and Collins' living relatives continue to explore the woman, her community, and her family, they do, in the words inscribed on the marker, "provide a glimpse into the rarely documented experiences of nineteenth-century African American women, their families, and their communities."

Lesson 1

State standards and/or PA Core

- Standard CC.1.2.8.E: Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept
- E08.B-C.2.1.1: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Standard– CC.1.2.8.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Objectives

- Students will be able to provide informational and biological background information on author Julia Collins.
- Interpret the viewpoints on African American authors in contrast with Julia Collins' novel, *The Curse of Caste*.
- Generalize the overall opinion on African Americans living in Pennsylvania.

Essential Questions

- How does Collins' *The Curse of Caste* reflect social prejudice that is still prevalent today?

Prerequisite Understandings

- The perception of freed/free African Americans in the North vs. the South
- What slavery entailed and the reputation/stigma/stereotypes it gave white and black folk
- The rarity of literacy among African Americans, and even white people during this time period

Materials:

- Book
- Response journals
- Book talk activity materials
- Letters
- Bullets
- Lycoming County Women's History Collection <http://www.lycoming.edu/orgs/lcwhc/index.html>
- *The Norton Anthology of African American Literature*
- PowerPoint presentation
- Computer/smart board
- KWL chart

Safety or health issues

**no health concerns with this particular lesson*

KEY vocabulary

Slavery	Mulatto	Governess	Periodical	Novella	Masking	Essayist	Plantation
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Word wall with peer charades. Students are each assigned a word and must ask other students in the class questions to discover their own word. Once discovered, the new word may be added to the word wall.

Anticipatory set or Activating Strategy (5 Minutes)

Inquire about the students' own personal interests activities. Show weekly YouTube channel *Big Cats*. Discuss popular YouTube trends and ask how frequently they check into these sites. <https://www.youtube.com/watch?v=ap8Z-DbUqX4>) Transition into the entertainment purposes of today verses the entertainment purposes of the 19th century. (10 minutes)
Students would then receive a KWL chart on African American history/literature (5 minutes)

Procedure

Input

- The teacher will present a prepared book talk on *The Curse of Caste*. Tangible objects will be presented, displayed, and passed around. (15 minutes)
- Excerpts from *The Norton Anthology of African American Literature*, which will establish basis of African American literature, culture, and lifestyles. PowerPoint
 - Excerpts include: *Incidents in the Life of a Slave Girl* (Harriet Jacobs);
 - *On Being Brought from Africa to America* (Phillis Wheatley);
 - *Sketches of Southern Life* (Frances Harper) (10 minutes)
- Use these texts to explain the attitude toward African Americans (5 minutes)
- Shift perspectives to African Americans living in the North and South (5 minutes)
- Students break into small groups and are assigned an introductory section to read and share with the class. (30 minutes)
 - Divide students into 4 groups
 - Group 1- Emergence of Julia Collins (2 minute presentation)
 - Group 2- Publication of *The Curse of Caste* (2 minute presentation)
 - Group 3- Reconstruction Julia Collins (2 minute presentation)
 - Group 4- Julia Collins Literacy Missions (2 minute presentation)
- Pass out reflection journals and explain its continual use throughout the unit plan. (2 minutes)

Model: Teach what you want

Cognitive Strategies: Stress the importance of reading strategies by reading the first chapter aloud as a class (start on day 2 of the unit plan) and as we come across themes/characters/important introductory ideas, write them on the board to model how to pause during reading without disrupting fluency of the text.

What graphic organizer or other instructional tools will you use to help students organize their learning:

- Students will be given a KWL chart to guide their reading and allow them to answer the questions they've asked prior to reading. Students will keep a daily journal responding to the essential question(s) of the day to encourage self-monitoring.

Guided practice/Independent practice:

- Students will be given a plot chart to complete throughout the duration of the 3 days spent on *The Curse of Caste*. Their individual reflections on the essential question will be documented daily in their journals.

Closure

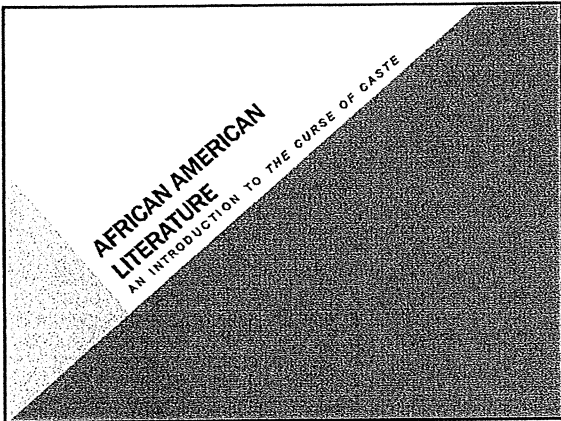
- Students will copy the essential question(s) into their journal and respond accordingly. Students will complete and hand in their ticket-out-the-door project so I can begin the next class addressing any inconsistencies or obscurities in the previous lesson. (5 minutes).

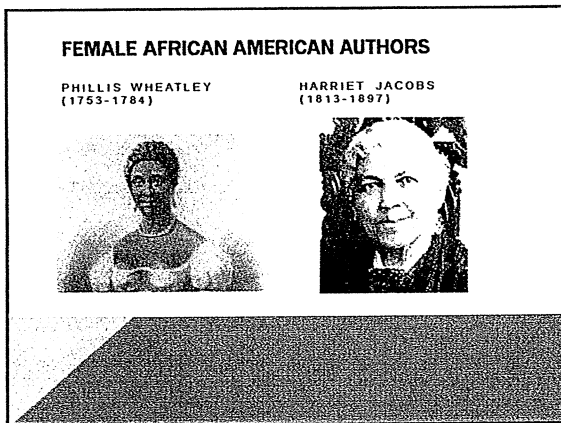
Adaptations

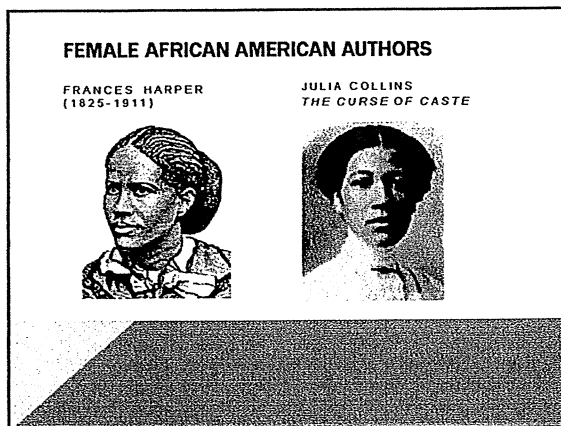
- As some students may have difficulty with the verbal portion of this assignment, these students have the option of joining the group in which the teacher will be reading aloud to the group.
- If graphomotor skills are lacking, students will be given the option to type their response and email it to the teacher.

Assessment

- Formative assessment: The student responses to the essential question will give me a good idea of each student's understanding of the day's work. By making this activity the "ticket out the door," I can gauge where to begin for the next day's lesson to ensure complete comprehension throughout the classroom. A rubric will be displayed on the board instructing the students that their responses should be thoughtful, answer the question, and at least 4 sentences long. Students will also write down the essential question so when they are flipping back through their journal, their responses make sense. If the response has all of these traits, the student will receive full credit for that day (worth up to 3 points) and will influence their overall class participation grade.
- Formative assessment- The KWL chart will assess student's expectations and prior knowledge for the lesson.







K-W-L Chart

Julia Collins – The Curse of Caste

Know

Want to Know

Learned

name: _____

Date: _____

Lesson 2

State standards and/or PA Core

- Standard – C.1.2.8.B: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- Standard – CC.1.2.8.A: Determine a central idea of a text and analyze its development over the course of the text including its relationship to supporting ideas; provide an objective summary of the text.
- E08.B-K1.1.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Objectives

- Students will identify three aspects of African American culture in the first section of reading.
- Students can recall the names of the characters to fill out character web and an interview question worksheet.
- Students can discuss the exposition and conflict in the story.
- Students will break into literature circles and complete pages 3-42.

Essential Question(s)

- Who is the protagonist of *The Curse of Caste*? The antagonist? Provide textual evidence to support your answer.

Prerequisite Understandings

- The fundamentals of African Americans in Northern society.
- How often a periodical is published.

Materials

- The book
- Interview question sheet
- Character web
- Notebook
- Pen/pencil
- Sticky notes

Safety or health issues

**none*

KEY vocabulary

Vehement	Scrutinize	Infatuate	Envied	Attentively	Accursed
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Anticipatory set or Activating Strategy (5 minutes)

- Review previous day's journal activity by giving each student a sticky note and ask them to recall two things from the reading.
- Select 5 students to share their entries with the class.
- Conduct brief transitory discussion into the novel.

Procedure

Guided practice/Independent practice

- Walk students through “actively reading” and encourage note-taking and sticky-noting while reading. Show examples in my own book of sticky-noted areas. (5 minutes).
- Students will split into pre-assigned reading groups (1 minute) and use class time to complete pages 3-42 aloud in groups. (30 minutes)
- The class will come together and map out the characters discussed so far in the reading on the smart board. (15 minutes) Students will also have a copy of the character web for their notebook
- Once the character discussion is complete, students will be given the interview question assignment asking to compose 10 thoughtful interview questions to the character of their choice. (10 minutes)
- Students will swap papers and assume the role of the intended character and complete the questions. (10 minutes)
- Each group will take turns sharing their Q & A’s with the rest of the class (10 minutes)
- Take any questions about the text/characters before the closure activity (2 minutes)

Cognitive Strategies

Graphic organizers will play a small role in this lesson and more emphasis is placed on small group work/discussion. Their interview questions and character webs will serve as an aid to prompt their cognitive reasoning.

What graphic organizer or other instructional tools will you use to help students organize their learning?

Students will be provided a character web to complete during step 3 of the lesson as well as the interview question/response sheet.

Closure

- Students will gather their response journals from the appropriate bin in the classroom (1 minute)
- Students will copy and respond to the essential question(s) of the day (5 minutes) which they will turn in as their “exit-out-the-door” ticket.
- Students will share responses through ‘hot potato’ with small ball. Whoever catches shares their response and then tosses to another student.

Adaptations

- Students weak in graphomotor skills will be given adapted worksheets/handouts that have more space to write and will be given extra time to complete the written assignments.

Assessment

- Formative assessment-In the interview questions, variety will be the key to assessing their understanding of the characters. As they are working in groups, it’s important to stress the importance of utilizing their peers but not copying from them.
- Formative assessment- The character chart is a paper they will keep for their own benefit but asking questions to students during the character web classroom activity will allow me to gauge who understands the characters in the story.
- Formative assessment-The journal writing for today has a very simple, one word answer. However, it needs to be backed up with specific textual evidence. This application will help me understand who in the class has picked up the atmosphere and character traits in the story.

NAME _____

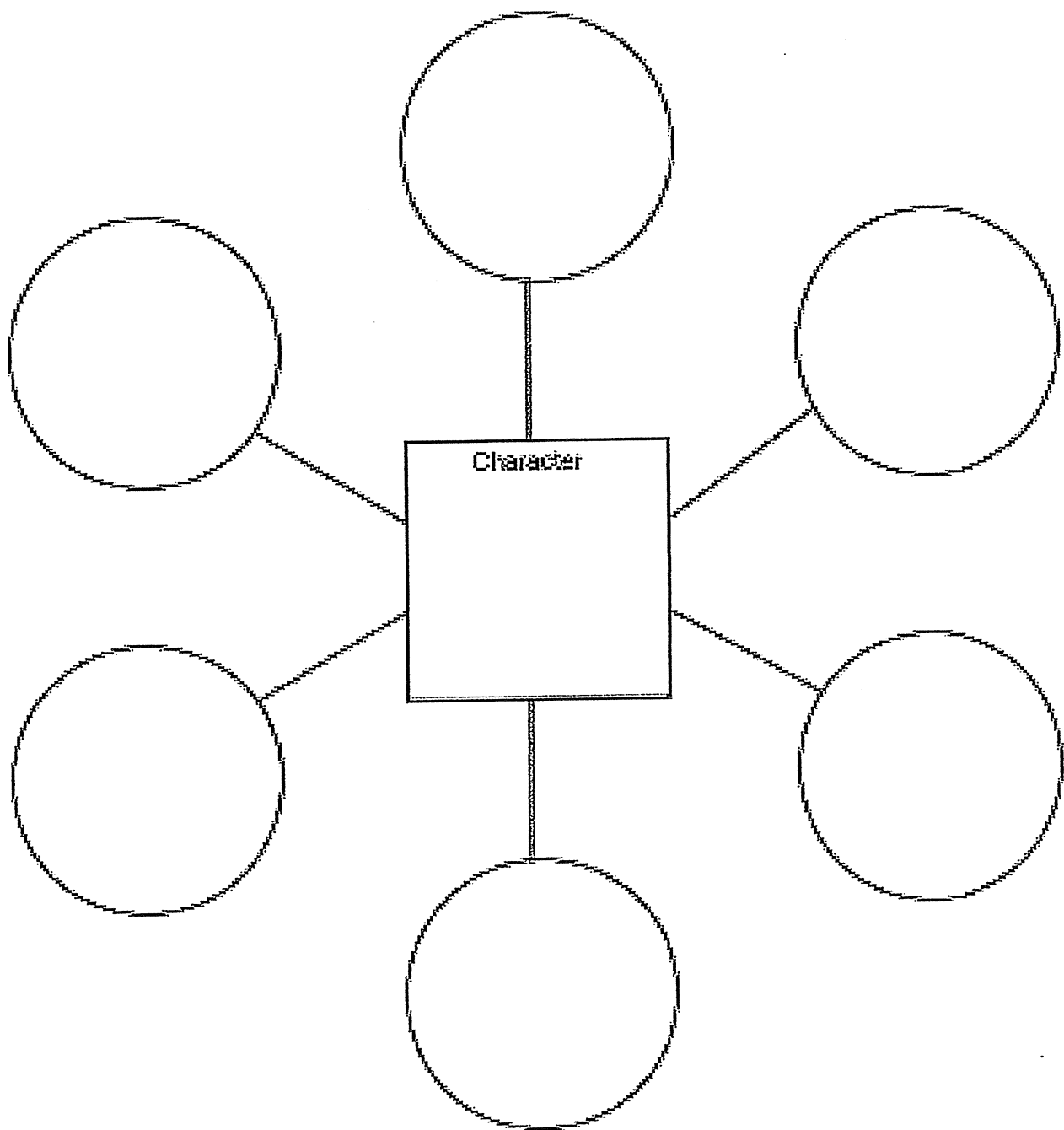
DATE _____ PD. _____

Instructions: Choose one of the following characters from *The Curse of Caste: or The Slave Bride*, and ask 10 thoughtful questions you have regarding the story.

1. _____
_____?
2. _____
_____?
3. _____
_____?
4. _____
_____?
5. _____
_____?
6. _____
_____?
7. _____
_____?
8. _____
_____?
9. _____
_____?
10. _____
_____?

Name: _____

Date: __/__/__



Lesson 3

State standards and/or PA Core

- **Standard – C.1.2.8.B:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- **Standard – CC.1.2.8.A:** Determine a central idea of a text and analyze its development over the course of the text including its relationship to supporting ideas; provide an objective summary of the text.
- **E08.B-K1.1.2:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Objectives

- Students will identify vocabulary words from days 1-2.
- Students will complete “Thinking Block” handout after reading.
- Students will work in literature groups with assigned roles to complete pages 42-85

Essential Question(s)

- How is the atmosphere different from the setting in the story? (Explain difference between atmosphere and provide evidence for full credit!)

Prerequisite Understandings

- The fundamentals of African Americans in Northern society.
- How often a periodical is published.

Materials

- The book
- Plot chart diagram
- “Thinking Block” activity
- Notebook
- Pen/pencil
- Sticky notes

Safety or health issues

**none*

KEY vocabulary

Seminary	Quadroon	Eloquently	Buoyant	superscription	pernicious
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Anticipatory set or Activating Strategy (5 minutes)

- Do Now Activity: Respond with 8 lines to following question: Have you ever had a favorite show get cancelled? What was it? Why did you like it? How did you feel after it was cancelled? Was an ending provided?
- Conduct brief transitory discussion into the novel sharing how their responses are similar to how one would feel as they read the novel and it suddenly ends.

Procedure

Guided practice/Independent practice

- Students will split into pre-assigned reading groups (1 minute) and use class time to complete pages 43-85 aloud in groups. (30 minutes)
- The students will work together in their groups to complete the “Thinking Block activity.” (10 minutes)
- The class will come together as a whole and discuss the elements of “plot” (20 minutes).
- Each student will receive a plot diagram to complete as far as we’ve read. (10 minutes)
- I will take any questions about the text/characters before the closure activity. (2 minutes)

Cognitive Strategies

Graphic organizers will play a role in this lesson and more emphasis is placed on small group work/discussion. The “Thinking Block” activity is designed to provide a short recap of the day’s reading and clarify any missed information while reading.

What graphic organizer or other instructional tools will you use to help students organize their learning?

Students will be provided a “Thinking Block” activity to complete after reading in their small groups to help them understand the text. The plot chart will also help them keep all the details in order regarding the exposition, rising action, climax, falling action, and resolution.

Closure

- Students will gather their response journals from the appropriate bin in the classroom. (1 minute)
- Students will copy and respond to the essential question(s) of the day (5 minutes) which they will turn in as their “exit-out-the-door” ticket.

Adaptations (lessons 2-4)

- For students who have weakness in reading, they will be placed in groups with strong readers so they can listen to the story and understand it.
- Students weak in graphomotor skills will be given adapted worksheets/handouts that have more space to write and will be given extra time to complete the written assignments.

Assessment (lessons 2-4)

- Formative assessment-The journal writing for today needs to be clear in defining the difference between the atmosphere and setting of a story. The student must provide details supporting their answers and explain why their beliefs are what they are. Full credit will be given to those who provide detailed answers. (not based on length, but content!)

Plot /Character Outline

Directions: Complete the chart by completing the plot diagram. Then, on a separate sheet of paper, answer the following four questions about character development (how the character changes and evolves through the story).

Rising Action – 2) what conflict does the protagonist face?

- 1) _____
- 2) _____
- 3) _____
- 4) _____

Climax – 3) how is the protagonist affected?

Exposition: 1) what is the protagonist like at first?

Resolution – 4) what does the protagonist learn in the end?

- 1) _____
- 2) _____

NAME _____ DATE _____ PD. _____

<p>DESCRIBE YOUR FAVORITE SCENE FROM CHAPTER 11. (THIS CAN BE WRITTEN OR DRAWN)</p>	<p>FIND THREE WORDS THAT YOU DIDN'T KNOW WHILE READING AND LOOK UP THE DEFINITION OF EACH:</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>PREDICT WHAT YOU THINK WILL HAPPEN TO RICHARD IN CHAPTER 12.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>CIRCLE ALL THE WORDS THAT ARE RELEVANT TO THE TEXT THUS FAR.</p> <p>DECEIT FAMILY</p> <p>INEQUALITY LETTERS</p> <p>PETS</p> <p>PREJUDICE COURT</p>

Lesson 4

State standards and/or PA Core

- **Standard – C.1.2.8.B:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- **Standard – CC.1.2.8.A:** Determine a central idea of a text and analyze its development over the course of the text including its relationship to supporting ideas; provide an objective summary of the text.
- **E08.B-K1.1.2:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Objectives

- Students will identify vocabulary words from days 1-3.
- Students will complete “Thinking Block” handout after reading.
- Students will work in literature groups with assigned roles to complete pages 86-118).

Essential Question(s)

How is the ending different from your expectations?

Prerequisite Understandings

- The fundamentals of African Americans in Northern society.
- How often a periodical is published.

Materials

- The book
- Crossword puzzle
- Plot diagram
- Notebook
- Pen/pencil
- Sticky notes

Safety or health issues

**none.*

KEY vocabulary

Requiem	Sympathize	Indebted	Fortitude	Persistently	Prejudice
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Anticipatory set or Activating Strategy (5 minutes)

- Popcorn! Give students a sentence starter and have them develop an idea by passing it around to different students (at least six). Each student must add at least one sentence. Discussion after related to how mood/tone creates a story.
- Conduct brief transitory discussion into the novel.

Procedure

Guided practice/Independent practice

- Students will split into pre-assigned reading groups (1 minute) and use class time to complete pages 86-188 aloud in groups. (30 minutes)
- The students will work together in their groups to complete the crossword puzzle provided. (15 minutes)
- The class will come together as a whole and discuss the differences between the “happy” outcome and the “sad” outcome (10 minutes)
- Each student will complete the plot diagrams, taking into consideration the ending they choose. (10 minutes)
- Take any questions about the text/characters before the closure activity. (2 minutes)

Cognitive Strategies

Graphic organizers will play a role in this lesson and more emphasis is placed on small group work/discussion. The crossword puzzle and completing the diagrams will help students wrap up the ending before their mini-paper.

What graphic organizer or other instructional tools will you use to help students organize their learning?

Students will be provided a crossword puzzle as a fun way to end the book. The plot chart will also help them keep all the details in order regarding the exposition, rising action, climax, falling action, and resolution depending on the outcome they selected.

Closure

- Give one-Get one Activity: Each student writes down an event that happened in the reading. Share their event with a partner.

Adaptations (lessons 2-4)

- For students who have weakness in reading, they will be placed in groups with strong readers so they can listen to the story and understand it.
- Students weak in graphomotor skills will be given adapted worksheets/handouts that have more space to write and will be given extra time to complete the written assignments.

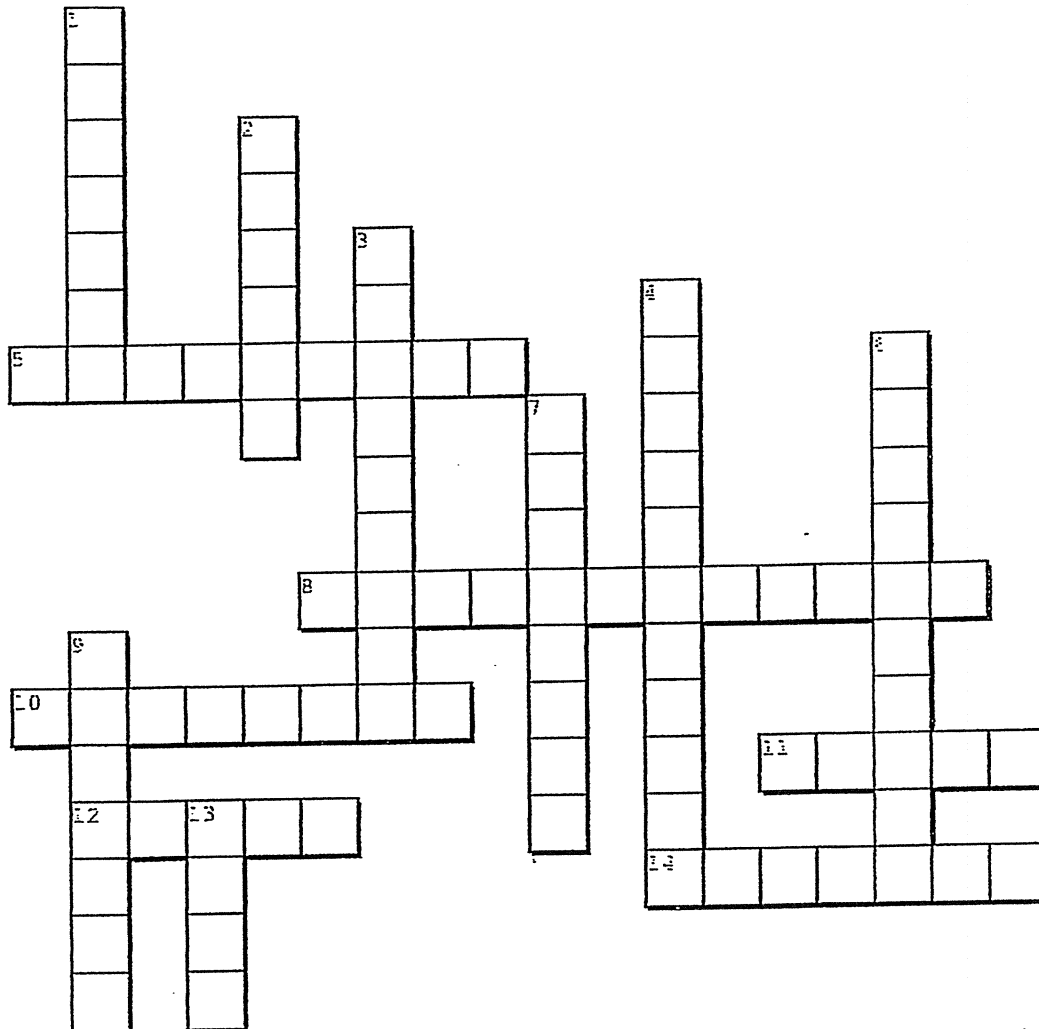
Assessment (lessons 2-4)

- Formative assessment-In the “Thinking Block” students will be assessed on their accuracy in completing the diagram.
- Formative assessment-The plot diagram will not be handed in until the end of the mini unit plan.

Name: _____

The Curse of Caste: A Slave Bride

Complete the crossword below



Created on TheTeachersCorner.net Crossword Maker

Across

5. a woman that teaches children in a private household.
8. The city in which Julia Collins Lived
10. 'The Slave Bride' appeared in 'The Christian _____'.
11. Richard and Frank's Last name
12. the number of endings 'The Slave Bride' has.
14. 'The fatal _____ of the south'

Down

1. A name for a person of mixed color. (African American and White)
2. The name of Lina and Richard's daughter.
3. An opinion regarding a person, place, or thing, with no reason or experience behind it.
4. Another term for Tuberculosis
6. City where Claire travels to begin her profession as a governess
7. A runaway slave
9. How did Lina and Richard communicate when he started his journey?
13. Juno gave Claire a _____ before she left.

Lesson 5

State standards and/or PA Core

- CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or event
- CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
- CC.1.2.8.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

Objectives

- Students will be able to discuss possible motives the author held while writing.
- Students will compose their own ending to the story using textual evidence to support their reasoning.
- Students will determine how the author's point of view shaped the story.

Essential Questions

- Infer which ending (out of the two provided in the book) the author would have preferred.

Prerequisite Understandings

- The attitude society had toward African Americans during this time period.
- How valuable literacy was to African Americans.

Materials

- Prediction chart
- Laptops/iPads
- Plot diagrams
- Pen/pencil
- Scratch paper
- Alternate ending rubric

Safety or health issues

**no health issues expected*

KEY vocabulary

Authorship	Deceased	Infer	influence
------------	----------	-------	-----------

Anticipatory set or Activating Strategy (5 minutes)

- Carousel Activity: Three groups....Julia Collins. Williamsport, PA. Christian Recorder. Have students break into three groups. Within each group, create a poster with at least one visual representation of the topic and five facts about the topic. Share with group.

Procedure

Input

- Whole class discussion reviewing the societal issues African Americans faced (as discussed on day 1. (10 minutes)
- Students will complete the prediction chart in their literature circle groups and provide textual/authorial inferences to support their claims. (15 minutes)
- Students will regroup and use their template to complete an alternate ending (1½-2 pages in length). (45 minutes)
- If students finish early, they may work silently on another project/homework assignment QUIETLY while everyone takes the time necessary to finish their paper.
- All papers are due the following class period to allow students to finish up (if they didn't) and revise the work they did in class. (If they're finished early, the teacher will be available to help make revisions.)

Cognitive Strategies:

What graphic organizer or other instructional tools will you use to help students organize their learning?

Students will be provided with a prediction worksheet that they can use as the "rough draft" of their final paper on the end of the book. This will help students organize their thoughts before sitting down to write so they know where to start with their ideas. Students will also be provided with a rubric for the alternative ending so they know what to provide in their responses.

Guided practice/Independent practice

This quiet time is the first independent piece they work on in this mini unit plan. The goal is to allow the students to creatively express themselves by creating an original ending to the open-ended story.

Closure

- Reflection: What ending should Julia Collins created? Happy or sad? Justify with three sentences.

Adaptations

- Students who feel they cannot complete the alternative written assignment to explicitly show their understanding of the text may complete a video project in which they may complete instead. The video, 2 – 3 minutes in length, will be assessed on the same basis as the paper explained in the rubric.

Assessment

- Summative assessment - The papers/video assignments will be assessed according to the rubric provided to the students.
- Formative assessment - Their prediction chart is also another form of formal assessment as it contains the basis for their papers. These must be handed in with the paper.
- Formative assessment - The plot diagram is an informal assessment that will be checked by the teacher for accuracy, but will remain with the student and will not be entered into the grade book. Their understanding of the text should shine through in their formal assessment.
- Formative assessment - The discussion will be an informal assessment to ensure the students understand the main concepts and themes of African American culture and authorship.
- Formative assessment - Their daily journal writing builds of the previous day's and is another informal assessment that will help me gauge which ending my students deem more probable.

Name _____ Date _____ Pd. _____

INSTRUCTIONS: Speculate. Due to this novel's lack of completion, pretend to be the author. Briefly describe the ending you would provide if you were Julia Collins. Don't just guess though, provide four examples from the text that make you think your ending is most feasible.

Examples from the text/evidence:

1.

2.

3.

4.

NAME: _____

DATE: _____

ALTERNATE ENDING RUBRIC

	Excellent (4 points)	Good (3 points)	Fair (2 points)	Poor (1 point)
Organization	The story is very well organized. One idea of scene follows another in a logical sequence with clear transitions	The story is pretty well organized. One idea of scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes unclear.	Ideas and scenes seem to be randomly arranged.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his/her imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his/her imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his/her imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Solution/Resolution	The solution to the character's problem is easy to understand and logical. There are no loose ends left at the end of the story.	The solution to the characters problem is easy to understand and is somewhat logical.	The solution to the character's problem is a little hard to understand.	No solution is attempted or it is impossible to understand.
Conventions (spelling, punctuation, capitalization, grammar {if applicable}) Video: Must be 2-3 minutes in length. Paper: must be 1 1/2 -2 pages in length	The story has met the length requirement and contains one or two conventional errors in text. Consistency is used throughout the entire project. Errors made do not interfere with the story.	Some errors are made but the story remains consistent.	Many errors are present and the author/producer displays numerous inconsistencies in the story.	Numerous errors are made and interfere with the story's meaning.

ITEMS TO INCLUDE THAT HELP CLARIFY PEOPLE AND EVENTS FROM THE NOVEL

A PICTURE OF *THE CHRISTIAN RECORDER*:

This piece of evidence is vital for understanding about the book because it was published in sections in the newspaper, *The Christian Recorder*. Only recently was it developed into a novel format, and readers picked up copies of this every week to read the next chapter.

COUGH SYRUP & TISSUES:

Although this over-the-counter medication wouldn't have done much for tuberculosis, it represents the constant coughing and hacking Julia Collins must have done during her fatal bout with TB. Her sickness finally consumed her, as tuberculosis was of extreme prevalence in Europe and America at the time.

LIBRARY CARD:

Julia Collins was a literate, African American woman. These three traits were rarely seen together during the 19th century, especially out of a small town. The library card represents literacy during the time period, as most literate African Americans were self-taught.

APPLE:

The apple represents Julia Collins as a school teacher. A number of her publications were about the importance of education. She strove to be an attentive teacher and it was believed she received great fulfillment from her job as an educator. It is also indicative of Claire's chosen career as a governess.

BULLETS:

The bullets are pulled from the section of the story when Frank Tracy shoots his son, Richard Tracy for marrying Lina, a freed, former slave. The darkness of slavery engulfed everyone it touched and was so controversial, it would tear apart families.

MIRROR:

Lina, as she arrives on the Mississippi boat doesn't realize she's a slave. This is a common trait among heroic African American figures in 19th century literature. They usually have no idea of their heritage, but once she takes a good, hard look at herself and realizes who she is, Lina is doomed to the Mulatta fate. The mirror can also reflect on Claire's lack of kin, which she informs the reader causes her great sadness.

ENVELOPES:

This artifact is significant of the communication between Lina and Richard as he travelled back to his home in New Orleans to make amends with his father. These letters lead to the decline of their last words spoken to one another as Richard is shot by his father and Lina dies giving birth to their daughter, Claire. Letters were the predominant form of communication in the novel, as it was pretty much the only means of communication outside of talking directly to someone.

Connecting to Pennsylvania State Academic Standards

Each of the lessons and modules can easily be connected to the Pennsylvania Department of Education (PDE) Standards Aligned System (SAS) portal by going to www.pdesas.org. Under the *Standards* tab, students and teachers can select to view the standards in a variety of ways. The standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents are aware of what they need to do to help students succeed.

Academic Standards found on the PDE SAS portal include:

Subject Area

- **1:** Reading, Writing, Speaking, and Listening
- **2:** Mathematics
- **3:** Science and Technology and Engineering Education
- **4:** Environment and Ecology
- **5:** Civics and Government
- **6:** Economics
- **7:** Geography
- **8:** History
- **9:** Arts and Humanities
- **10:** Health, Safety, and Physical Education
- **11:** Family and Consumer Sciences
- **12:** World Languages
- **13:** Career Education and Work
- **14:** Driver's Education
- **15:** Business, Computer and Information Technology

PA Core Standards

- **CC.1:** PA Core: English Language Arts
- **CC.2:** PA Core: Mathematics
- **CC.3:** PA Core: Science and Technical Subjects
- **CC.8:** PA Core: History and Social Studies