

Grassy Water

Teacher's Guide

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Teacher's Guide

The teacher's guide is structured into a twenty-one day time-frame, sequenced to follow a reading of the novel at a rate of one chapter per day. *Grassy Water* should be integrated with the routine textbook supported study of the end of reconstruction and the rise of Jim Crow. It will provide enrichment strategies to integrate values issues seamlessly into the more comprehensive historical treatment. In this strategy, students will be responsible for researching and presenting much of the factual historical information that underpins the novel. They will be divided into several small group presentations for this purpose.

Thinking Skill Strategy: Socratic Seminar Discussion Method

The Socratic Seminar is a time-honored strategy for the encouragement of active student participation; it forces students to think at higher cognitive levels; and it fosters an environment where the student is constantly the focus of attention. The Socratic Method has come to mean a process of creating and discussing questions which are open ended and inquisitive rather than conclusive. The primary components of the Socratic Method are systematic questioning and inductive reasoning. In the Socratic Seminar students, prompted by the teacher's provocative questions or statements, engage one another in thoughtful dialog. The role of the teacher during the discussion is secondary and supportive. It is always the students who have the primary responsibility of analyzing the assigned work. With this strategy, the teacher becomes the facilitator, whose job is to maintain an environment that fosters participation. Students are encouraged to consider different and often conflicting ideas. Individually and as a group they are driven to think deeply and critically about issues.

In the Socratic Seminar the teacher asks a general "opening" question addressing the central concept. As students respond to this question they look to each other for analysis and evaluation of the statements being made. As the students explore the material, responses become longer and more complex. Students begin to challenge their peers. Ideally the teacher leaves the stage, commenting only when it is necessary to provide direction or focus. At the end of the discussion, the teacher asks prepared closings questions that encourage the students to synthesize the various points of the discussion and form a conclusion. Follow up writing samples or reaction papers enhance the process. The Socratic Seminar is an open forum, which fosters both active student involvement and student engagement in higher level thinking. By manipulating the material in a number of thought provoking ways such as researching, generalizing about concepts, applying them to new situations, analyzing their component parts, synthesizing and then evaluating a thesis, the students are actively engaged in all of the levels of thinking according to Bloom's taxonomy.

The value of active learning cannot be overstated. In addition to keeping the students motivated, active learning strategies produce a number of positive outcomes. The research consistently links strategies where students are actively involved with higher degrees of learning and the higher the level of thought process, the more successfully the student internalizes the ideas. Active participation also gives students

ownership of the learning process. In the seminar, the teacher is less of an authority and more of a colleague. The ability to construct meaning from a discussion and to generate thoughtful conclusions independent of an external authority provides a sense of empowerment for the students, a feeling that they have control over their own learning. In addition, active participation in discussion assists in the development of social skills. While students are given the opportunity to articulate their own thoughts and feelings, they are also required to be respectful of the thoughts and feelings of their classmates.

Report Topics

Much of the historical information that the class learns will result from student research and reporting. Students should be assigned individually or in small groups to report on one of the topics listed below. Student reports should be strengthened by supporting teacher presentations if possible. These assignments should be made several days before the planned reading of *Grassy Water* and will be delivered at designated points in the story.

1. 1876 Centennial Exhibition in Philadelphia

The industrialization of America in the second half of the 19th Century should be the broad theme of the report. The first American "world's fair" can provide an interesting vehicle for the presentation. Thomas Edison and the practical applications of electricity ought to be included.

2. John D. Rockefeller and Standard Oil

There is on-going discussion of the creation of the Standard Oil Trust in the novel and this report should aim to help students to understand the references and key concepts.

3. Jacksonian Democracy: Indian Removal.

The opening of Choctaw lands in Mississippi through various treaties is important in the story and ought to be the focus of the report, which should seek to broaden the typical textbook focus on the Cherokee removal.

4. Sectionalism.

The report should outline the rise of sectionalism in American politics and make clear the distinct economic needs of each region and how this caused conflict.

5. Manifest Destiny

The report should stress the economic implications of Manifest Destiny and make clear the importance of the sale of land in financing the United States government. The Preemption Act of 1841 and the Homestead Act of 1862 should be explained. The railroad land grants should be left for a separate report.

6. Child Labor

The history of child labor in the United States during the 19th Century and its relationship to the industrial revolution should be the main focus of the report.

7. Immigration

This report should concentrate on Irish and Chinese immigration to America and include the Chinese Exclusion Act of 1882. The roots of nativist sentiment should be explored.

8. Reconstruction

This report ought to be an outline of the problems that resulted from the destruction of the Southern economy and the sudden emancipation of slaves. Students should touch upon and review both Presidential and Radical Republican Reconstruction, but concentrate on the economic impact of the latter.

9. Election of 1876

This report should take a comprehensive look at the election and its role in bringing Reconstruction to an end

10. Forty Acres and a Mule

The origins of this phrase and its significance should be fully explored in the report as well as its connection to the call for reparations payments by some African Americans today.

11. Racial Violence

The report should discuss the Memphis, New Orleans and Opelousas Massacres, as well as the Clinton Mississippi Massacre of 1875, which is touched upon in the novel.

12. Ku Klux Klan

Students should learn the history of the founding of the Ku Klux Klan, what its purpose was and what its methods were. A comparison of the KKK with contemporary White supremacy groups can also be valuable.

13. Lynchings

There were thousands of lynchings in the South in the century after the end of Reconstruction. The report should make students keenly aware of this and ought to make some effort to explain it.

14. Jim Crow

The report should clarify the roots of the term "Jim Crow" and outline some of its salient features. Particular attention should be paid to the Supreme Court decision of Plessey v. Ferguson in 1896 and its impact of the flowering of Jim Crow

15. Booker T. Washington (Tuskegee Institute)

Beyond a biographical rundown of Washington's life students should explain his educational philosophy, identify its origins and later application at the Tuskegee Institute.

16. Railroad Land Grants

This presentation should provide a comprehensive explanation of the origins and outcomes of the railroad land grants. The report should help students to understand the way land is surveyed and how the grants worked. The report should concentrate of the period before the transcontinental railroad.

17. Railroad Strike of 1877

The report should go beyond a description of events and make an effort to place the strike into historical perspective.

18. Civil Rights Cases of 1883

The report should go beyond the facts of the cases and show the impact of the decision on the end of Reconstruction and the rise of Jim Crow.

19. W.E.B. DuBois (The Souls of Black Folk)

Student's should contrast the views of DuBois with those of Booker T. Washington. The report should also include the creation of the NAACP and the roots of the civil rights movement.

20. Racism

The report should aim to stimulate discussion of racism today. Issues identified in the novel ought to be included as well as charges of disproportionate criminal sentencing and racial profiling.

Daily Schedule

The following schedule should be fitted into the teacher's planning calendar. The guide assumes a traditional school schedule of 50 minute classes. Schools with block or other alternative schedules need to adapt it accordingly. It is not necessary for the days to be contiguous. This strategy is equally effective when spread over a longer study of the history of this period.

Allow ample time for students to prepare reports. *Be sure students understand the importance of their contribution and the need for it to be delivered on schedule.* Reports may extend beyond one day; there is sufficient space in the calendar to accommodate this, but the teacher should be attentive to timing-out the unit as a whole.

- Day 1** Assign: *Grassy Water*, Chapter 1.
- Day 2** Discuss Chapter 1. Report: 1876 Centennial. Assign: Chapter 2.
- Day 3** Discuss Chapter 2. Report: Standard Oil. Assign: Chapter 3
- Day 4** Discuss Chapter 3. Report: Indian Removal. Assign: Chapter 4.
- Day 5** Discuss Chapter 4. Report: Sectionalism. Assign: Chapter 5.
- Day 6** Discuss Chapter 5. Report: Land Speculation. Assign: Chapter 6.
- Day 7** Discuss Chapter 6. Report: Child Labor. Assign: Chapter 7.
- Day 8** Discuss Chapter 7. Report: Immigration. Assign: Chapter 8.

- Day 9** Discuss Chapter 8. Report: Reconstruction. Assign: Chapter 9.
- Day 10** Discuss Chapter 9. Report: Election of 1876. Assign: Chapter 10.
- Day 11** Discuss Chapter 10. Report: Forty Acres and a Mule. Assign: Chapter 11.
- Day 12** Discuss Chapter 11. Report: Racial Violence. Assign: Chapter 12.
- Day 13** Discuss Chapter 12. Report: Ku Klux Klan. Assign: Chapter 13.
- Day 14** Discuss Chapter 13. Report: Lynching Assign: Chapter 14.
- Day 15** Discuss Chapter 14. Report: Jim Crow. Assign: Chapter 15.
- Day 16** Discuss Chapter 15. Report: Booker T. Washington. Assign: Chapter 16.
- Day 17** Discuss Chapter 16. Report: Railroad Land Grants. Assign: Chapter 17.
- Day 18** Discuss Chapter 17. Report: Railroad Strike, 1877. Assign: Chapter 18.
- Day 19** Discuss Chapter 18. Report: Civil Rights Cases 1883. Assign: Chapter 19.
- Day 20** Discuss Chapter 19. Report: W.E.B. DuBois. Assign: Chapter 20
- Day 21** Discuss Chapter 20. Report: Racism. Assign: Chapter 21
- Day 22** Final Assessment

Introduction

It is December, 1882. Thomas and Amanda Hamrick are now almost 80 and are still living in Boston. Their son James is 58 years old and is now the head of Hamrick and Sons. The business has been moved to New York City where James now lives with his family. He and his daughter, Anna, are visiting Boston for Christmas.

Chapter One: Summary

The Hamricks are attending a play at the Bijou Theater in honor of their granddaughter's 18th birthday. Amanda shows Anna a letter she received from her long lost brother; he tells her that he is dying and desperately needs her help. She has not yet told her husband about this and is very troubled.

Thomas arrives and they watch the play after which they ride through Boston Common in a sleigh. *The theme of the play, Iolanthe, which did open just as described at the Bijou on the evening of December 11, 1882, parallels and foreshadows events in the novel.* We begin to get a sense of life in Boston in the 1880's.

Report Topic

1876 Centennial Exhibition.

Socratic Seminar Question

In the play, right and wrong are solely determined by the law. Thomas understands that rules and right are not always synonymous. *Students should reflect on this and on how to respond to unjust laws. Discussion of school rules can be fruitful.*

Chapter Two: Summary

Amanda tells Thomas that she has inherited her brother's estate, a cotton plantation near Grenada, Mississippi. They talk about events of the past and why she has not heard from her brother in over a half-century. Amanda and Thomas talk about her mother's suicide and he senses the depth of guilt that his wife feels for it and her drive to honor her brother's dying wish.

We see a typical formal late 19th Century dinner and listen to the conversation between Thomas and his son, James, about John D. Rockefeller and Standard Oil.

Through Samuel's memoir and a flashback to 1832 we learn how he left home and found his way to Cincinnati. *The scarcity of cash money and need for bank credit in the expanding frontier regions in the 1830's is touched upon and can be used to review Jackson's war with the bank and in particular the creation of "pet banks."*

Report Topic

Rockefeller and Standard Oil

Socratic Seminar Question

The controversy over preferential railroad shipping rates is central to the conversation between Thomas and his son. Thomas raises the issue of fairness. *Students should consider the concept of justice and its relationship to equality. How are the Constitution and the courts intended to ensure justice?*

Chapter Three: Summary

Amanda and her granddaughter talk and we learn more about Amanda's past and her relationship with her mother and brother. *The novel offers considerable opportunity to discuss the role of women in late 19th Century America as well as gender issues generally.*

The two women then read more of Samuel's memoir in which he describes his journey down the Ohio and Mississippi rivers in a flatboat. The boatmen discuss Jackson's Indian policy and we get some perspective. We get a sense of the time and the vastness of America. Samuel listens to comments by "Frenchy the German" and thinks to himself that "the name seemed so suited to the place and time." *Students should reflect on what they think he means by this.*

Report Topic

Andrew Jackson, Indian Removal

Socratic Seminar Question

In the discussion between Levi Hicks and Frenchy the German we see the propensity of the law to be unjust. *Ask students to evaluate the arguments for and against the Indian removal policy of the Jackson administration. If time permits the Ethics Workbook II pp. 37-46 has an effective strategy for discussion of the Jackson Indian removal.*

Chapter Four: Summary

We read on in Samuel's memoir and learn how he meets Jean Gareau and stakes a claim to Choctaw land in Mississippi.

Thomas and James talk more about Rockefeller and the oil industry. *The issue of monopoly power is an important concept to discuss with students.*

Amanda and her granddaughter talk about going to Mississippi. Anna has a romantic view of the Old South, but Amanda is fearful and foreshadows future difficulties. They read more of Samuel's memoir and we get a picture of the expansion of cotton farming in Mississippi and the labor shortage that promoted slavery.

Report Topic

Sectionalism.

Socratic Seminar Question

The novel shows how land hunger and westward expansion impacted the relationship between the United States and the Native American tribes. *It is important for students to consider how human ethics is too often trapped by narrow group identification and is sadly unable to escape it. Right and wrong is in many ways a frame of reference problem. The old Native American proverb about walking a mile in another's moccasins is an appropriate way to initiate a discussion of this.*

Chapter Five: Summary

With their son James, Thomas and Amanda plan their railroad trip to Mississippi. We learn about passenger trains and Pullman service. They discuss Amanda's inheritance and her dilemma with Luther Loomis, the family attorney, and we get foreshadows of problems ahead.

They return to Samuel's memoir where he describes purchasing slaves at the auction in Natchez. We see the way slave auctions were conducted.

Later Thomas and Amanda discuss health care and gender issues emerge.

Report Topic

Land Speculation

Socratic Seminar Question

The changing role of women in American society is touched upon in the discussion about the quality of health care women received in the late 19th Century. Amanda says: "Women are made by this society to be so protective of their fragile femininity that they cannot bear to admit any flaws or weaknesses peculiar to their sex, especially to men." *Students should reflect on what they think she means by this and discuss whether it is still true today.*

Chapter Six: Summary

We read further in Samuel's memoir and get a sense of the difficulties in carving a cotton plantation into the wilderness. The increasing dependence on the slave labor system as it evolved in the South is also brought out.

It's Christmas Eve in Boston. Thomas and Amanda talk about poverty and child labor. *Be sure students understand the basic laws of supply and demand and market economics.* Thomas describes the sweating system and says of the parents, "They think putting their children to work increases their income, but it in fact does just the reverse don't you see? They depress their own wages and drive themselves deeper and deeper into poverty." *Ask students to explain in their own words why Thomas believes this.*

We get a stark picture of urban tenement poverty growing rapidly in the East Coast cities.

Report Topic

Child Labor

Socratic Seminar Question

The industrial revolution sweatshop exploitation of child labor is brought into focus through contrasting it with the more subtle exploitation of children in the slave economy. *In both cases, to the entrepreneur, the child is valued only as a source of labor to be either used immediately in unskilled tasks as a child or to be raised and trained for productive labor as an adult slave. The Ethics Workbook I, pp 81-83 under Socialism has a short section about Robert Owen that could be useful here.*

Chapter Seven: Summary

Through Samuel's memoir and a flashback we get a picture of the first years of Reconstruction and the divisions that developed in Southern society. He was accused of being a scalawag and is particularly resented because he is seen as having abandoned his friends and neighbors. *The importance of group identification and loyalty is particularly important to discuss with students. They should have no difficulty seeing the roots of the issue in postwar Mississippi, but should be encouraged to also discuss how these same forces are in play in their own personal lives.*

Thomas and Amanda arrive in New York City. We get a sharp picture of the growth of the city and the rapid influx of new immigrants. They visit a Chinese hand laundry and hear a conversation about immigration and the labor shortage. *Parallels with the contemporary immigration debate are clear and can stimulate fruitful discussion. The Ethics Workbook II Pgs. 79-89 concerns late 19th Century immigration and Chinese exclusion and can be very useful if time permits.*

Report Topic
Immigration

Socratic Seminar Question

In Samuel's conversation with Judge and Mrs. Johnson, the judge says he disagreed with secession, but was duty bound to stand with his neighbors and he blames Samuel for betraying his homeland. After he rebukes Samuel, who is an old friend, he stands by him anyway. *The judge is true to his values, but his actions open an opportunity to discuss how much loyalty we should owe our friends.*

Chapter Eight: Summary

In New York City, Amanda and Anna go shopping at Lord and Taylor and then go to see the newly opened Brooklyn Bridge where they are caught in the great Decoration Day disaster of May, 1883. Amanda gets a premonition of troubled times ahead.

Samuel's memoir describes the first years of Reconstruction and the efforts to reestablish the old order. We are again reminded of the labor problem faced by cotton agriculture. We see the rise of the Ku Klux Klan.

Report Topic
Reconstruction

Socratic Seminar Question

Samuel says in his memoir: "With so many free Blacks roaming around with no one controlling them they got more than a little nervous and began finding creative ways to throw anyone they thought might be dangerous into jail." Many African-Americans say that the disproportionate numbers of Blacks in prison and especially on death-row today show that this type of discrimination is still a problem. *Because students are not prepared to discuss this and because it will generate emotional responses, the question should be posed and the discussion deferred until the end of the novel.*

Chapter Nine: Summary

Samuel writes his impressions of the Ku Klux Klan and of Radical Reconstruction; he is critical of both.

We attend a professional baseball game. *Much of the novel is aimed at enriching the thin time-line picture of America presented in the textbook and this brief look at the roots of the Red Sox-Yankees rivalry is part of that. As a change of pace students can be asked to name three ways baseball has changed since the 1880's that are evident from the story.*

Later Thomas and James discuss railroad investment and the Illinois Central line. *The importance of transportation and railroad land grants to the growth of the American economy should be stressed in classroom discussion.*

Report Topic

Election of 1876

Socratic Seminar Question

Samuel says in his memoir: "I never agreed with this radical Reconstruction. Why anyone would think that you could turn the whole political and social way of life in a place upside down overnight and not have trouble is still beyond me. But that's exactly what they did..." *Students should reflect on this and discuss why they agree or disagree.*

Chapter Ten: Summary

Thomas, Amanda and Anna take the train from Jersey City to Grenada Mississippi. We get a picture of railroad travel and sense the vastness of the country. We see the start of Jim Crow. *Anna mentions Harper's Illustrated Weekly and Leslie's Illustrated Newspaper which are incredible sources of visuals for this period in American history. Google images will uncover hundreds of artist's recreations from the reconstruction period. Interested students could easily find illustrations of nearly every aspect of the story and add a valuable resource to the teacher's future repertoire.*

Samuel's memoir tells about the end of Reconstruction and the Clinton Massacre of 1875.

Thomas meets a wealthy Black man on the train and the two talk. We learn about the Tuskegee Institute and hear the outline of the Washington/DuBois debate about the best way to promote Negro advancement through education.

Report Topic

Forty Acres and a Mule

Socratic Seminar Question

Amos Powell tells Thomas: "It takes generations for a people to rise in societal status. The children should have greater opportunities than their parents, that's all." This causes Thomas to reflect that: "... his own wealth and social standing was the result of inherited wealth. It was a leg up which he enjoyed that not everyone had." *The issue of inherited wealth is seen by many today as an unfair advantage and they call for high estate taxes while others call it a "death tax" and say it's unfair to deny a person from freely passing all of his wealth on. Students should discuss this classic clash between the human need for freedom on the one side and equality on the other.*

Chapter Eleven: Summary

The Hamricks continue their railroad journey south. We get a feel for the Pullman sleeping car and the importance of railroads.

They arrive at the hotel in Grenada, Mississippi and meet with the lawyer, Graham Fly, who explains the nature of the claim on Samuel's estate. He tries to rush Amanda into agreeing to a settlement, but she refuses saying she wants to see the land first and talk to the people. *The laws of supply and demand play a prominent role in the story. To reinforce comprehension of this ask students what Fly means when he tells Amanda: "...cotton brings almost nothing because almost everybody brings cotton?"*

We meet Uncle Henry, an elderly freedman who had once belonged to Samuel and he tells them more intimate details about Samuel's life, his marriage to a Black woman and his son.

Report Topic

Racial Violence

Socratic Seminar Question

Marriage laws are a major issue in the United States today with gay marriage being the point of contention. However the first marriage licensing requirements were aimed primarily at preventing interracial marriage and have ethically questionable historical roots. We see the beginnings of this in the story. *A brief presentation of the history of marriage licensing in the United States and the justification for it can stimulate a fruitful discussion.*

Chapter Twelve: Summary

The Hamricks arrive at Grassy Water. We get an impression of the house and grounds as well as of the man who had lived there.

Anna meets Angeline Havens and the two girls hit it off immediately. We meet Lula and get a closer picture of Uncle Henry. We get a deeper sense of the racial tension and mistrust that pervaded society in the conversation between Lula and Amanda.

Uncle Henry takes Amanda to a nearby "village" that had been the slave quarters of a once prosperous but now abandoned plantation. Many of the former slaves living there had been at Grassy Water and she questions them about Samuel's wife and son.

Report Topic

Ku Klux Klan

Socratic Seminar Question

Students should discuss their concept of racism, what they understand it to mean and in what ways they see racism in their lives. *The Shedding Grace Introductory Unit* pgs. 23-25 (<http://www.ethicsineducation.com/S.G.Introductory%20Unit%20TAE.pdf>) includes a strong lesson on racism that may be useful here.

Chapter Thirteen: Summary

Thomas travels to Grenada with Uncle Henry to meet with Graham Fly and Dinkin Sanford. He and Henry talk and Thomas learns about a steamboat that was seen in the river above Grassy Water earlier that spring. Henry tells him that Jean Gareau was never a partner of Samuel's and that he had gone into hiding.

Anna and Angeline meet and talk. We gain some deeper insight into the racial tensions building after Reconstruction ended and get a broader perspective on the emerging African-American community.

Report Topic

Lynching

Socratic Seminar Question

Angeline calls the forest a metaphor. *What do you think she means by this? What other metaphorical images can you find in the forest? How do they parallel the difficulties facing the fledgling African-American community in the late 19th Century?*

Chapter Fourteen: Summary

Thomas meets with lawyer, Graham Fly, and an attorney representing Dinkin Sanford. They discuss the contract obligation complicating the inheritance. Thomas is mistrustful and refuses to cooperate.

Uncle Henry tells Thomas about the imminent arrival in Grenada of a prominent Black politician. Thomas decides to wait to talk to him in hopes of finding good advice in the matter of the will.

Amanda rummages through her brother's papers and learns more about his life and agonizing death.

Meanwhile Thomas visits the Register of Deeds and learns that Pinkerton Detectives have been inquiring about Samuel's land.

Report Topic

Jim Crow

Socratic Seminar Question

Thomas turns to Uncle Henry for help and "He surely didn't expect the voice of Socrates, but that was closer to what he got." *As a change of pace ask students how Uncle Henry uses the "Socratic Method" to help Thomas figure out for himself what to do.*

Chapter Fifteen: Summary

Anna and Angeline walk through the woods to the frolic and talk. They become instant friends. The girls watch some men and boys seining for shad in the river and then reach the frolic and join the party.

Thomas meets Blanche Kelso Bruce in Grenada and the two talk. Bruce suggests that Thomas engage a lawyer in Jackson named Virgil Chambers.

We see a pig roast at the frolic and meet Caleb Pritchard. Tension builds between Caleb and Angeline and we see the growing racial divide that was rapidly developing in America.

Report Topic

Booker T. Washington

Socratic Seminar Question

Angeline introduces Anna to Caleb as his cousin. *Why do you think Caleb treats this with disdain? The novel opens many opportunities to discuss the roots of race relations in America and the teacher should try to find ways to pursue these.*

Chapter Sixteen: Summary

Amanda confronts Lula about being Samuel's widow. At first the two argue, but then begin to reconcile their differences.

Thomas takes the train to Jackson and talks with Bruce about investment schemes and the possibility that Grassy Water could be the site of a new railroad bridge over the Yalobusha River.

The sheriff serves an eviction notice on "all colored persons living at Grassy Water."

Report Topic

Railroad Land Grants

Socratic Seminar Question

In the dispute between Amanda and Mattie-Lou Prichard we see a classic frame of reference conflict in which differing understanding of the facts and circumstances makes a resolution almost impossible. *Students should relate this to disputes and disagreements in their own lives.*

Chapter Seventeen: Summary

Thomas and Bruce see some Pinckerton men on the train and talk briefly about labor unrest in the country.

Amanda and Mattie-Lou try to convince Caleb to fight for his inheritance, but he is skeptical.

Thomas meets with the lawyer, Virgil Chambers, in Jackson and retains him to represent his wife. Chambers suggests a strategy to stall the execution of the contract. Thomas asks Chambers to come to Grenada and then asks his opinion about the possibility of a railroad bridge being built at Samuel's landing. Chambers agrees to look into it.

Caleb and Angeline talk about their future together.

Report Topic

Railroad Strike of 1877

Socratic Seminar Question

Caleb is clearly wrestling with his identity as a Black man and searching for his place in American society. Faced with what he believes to be insurmountable discrimination he is convinced that his future lies in moving "up the country" and in this he previews the massive migration of African-Americans north in the late 19th and early 20th Centuries. Angeline tells him that Jim Crow will only follow him and that the only answer is to stay and fight. *In reacting to this disagreement between Caleb and Angeline, students can broaden their understanding of the difficulties encountered by the newly emancipated African-American community.*

Chapter Eighteen: Summary

Thomas rides the train back from Jackson and listens to a conversation about segregation in the seat behind him. Later he meets a Pinckerton detective who offers to help find Jean Gareau.

Caleb and Angeline argue about the right path for their future lives. We get a clearer picture of the limited opportunity open to young ambitious Blacks and the anger slowly building because of it.

Uncle Henry admits that he knows where Jean Gareau is hiding and agrees to take Thomas there.

Angeline has her last wedding-dress fitting with Aunt Effie and she reveals her doubts about the future.

Report Topic

Civil Rights Cases 1883

Socratic Seminar Question

In the train, Thomas hears a voice discussing segregation say: "The Blacks wanna be with they own kine jus like the Whites. People is all da same." *Students should think about how group identification influences our decision making and makes discrimination seem natural and even right.*

Chapter Nineteen: Summary

Thomas returns to Grassy Water and tells Amanda what he has learned. They discuss the details of their plan to turn the tables on Dinkin Sanford.

Amanda and Mattie-Lou visit Samuel's grave. Mattie-Lou tells Amanda about her marriage to Samuel.

Thomas talks with Uncle Henry and reflects on the present state and future of race relations in America.

Report Topic

W.E.B. DuBois.

Socratic Seminar Question

What does Amanda mean when she tells Mattie-Lou: "It's not about the land, you know that."? *Earlier Caleb was confronted by Angeline with what the author called "the choice." This dilemma can lead to a discussion of how best to overcome racial discrimination and is a way to compare the approaches of Booker T. Washington and W.E.B. DuBois.*

Chapter Twenty: Summary

The Hamricks check into the Planter's Hotel and we see the spread of Jim Crow into Mississippi.

Thomas waits for the train from Jackson and thinks about Uncle Henry and what his life will be like after Grassy Water is sold. Virgil Chambers arrives from Jackson with important news.

Chambers meets with Amanda and Mattie-Lou and they hatch a plan to trap Dinkin Sanford.

Report Topic

Racism

Summary Socratic Seminar Question

Thomas thinks to himself: "Uncle Henry was completely of this moment. Right-now was all that mattered and right now he was happy, jolly with his molly mules. He had the gift to know in his heart that life doesn't get any better than that." Later a man comments about what he calls "the Negro problem," calling the freedman lazy and laggard. *Students should think about "frame of reference" and try to reconcile these two perceptions.*

Chapter Twenty-one: Summary

Chambers negotiates the sale of Grassy Water to Dinkin Sanford.

We see Caleb and Angeline's wedding and the story is finally resolved in an epilog.

