

THE AUTOBIOGRAPHY OF MISS JANE PITTMAN

ERNEST J. GAINES

Teacher's Guide

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LIVING
LITERATURE
SERIES

A PERMA-BOUND Production

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SYNOPSIS

INTRODUCTION:

An unnamed editor introduces the fictional autobiography with a description of taped interviews with Jane Brown Pittman, who lives under the care of Mary Hodges. Jane dies well past her 110th birthday after taking a stand for public desegregation in Bayonne, Louisiana.

BOOK I: THE WAR YEARS

SOLDIERS

Jane, known as Ticey, was born about 1853. From an early age, she fends for herself. She tends the young mistress's children on the Bryant plantation in the years before the *Emancipation Proclamation*. When Confederate soldiers arrive in 1864, she carries buckets of water to them. Around the age of twelve, she accepts from a passing Union corporal the name of his own daughter, Jane Brown, in place of her slave name. She defies her mistress and suffers lashes for refusing to answer to Ticey.

FREEDOM

Groups of newly freed slaves refuse sharecropping on the plantation. Uncle Isom leads the ex-slaves in prayer. They wrap apples and potatoes in spare garments and prepare to journey toward the North. Jane has no parents because her mother was killed and her father lives on another plantation. Jane sets her sights on reaching Corporal Brown in Ohio.

HEADING NORTH

Under the leadership of Big Laura, Jane crosses the swamps in late spring. Laura protects Jane from the sexual advance of a dim-witted slave, who argues with Jane about taking the name Brown.

MASSACRE

The next morning, after patrollers slaughter all black travelers in sight, Jane, along with Laura's small son Ned, crawls out of hiding. She surveys the corpses of the leader and her companions. Jane takes enough corn and potatoes for a week's meals, some clothes, and flint and iron to make fire. She feeds Ned and sets out without adult guidance.

HEADING SOUTH

Jane receives an invitation to join a white woman returning from Texas. The woman offers Jane cornbread and meat. Jane heads for the ferry.

SHELTER FOR A NIGHT

Jane learns about the Freedman's Bureau, which the government sends south to help ex-slaves. A government investigator gives Jane and Ned a pallet for the night.

ALL KINDS OF PEOPLE

A white man forces the blacks to pray. Ned strikes Claiborne for trying to take the flint and iron. The next morning, a bell summons the small children to school and the larger ones to work. At Grant's headquarters, Jane demands to speak to Corporal Brown. She and Ned pass through burned-out land. A white woman blames blacks for causing the war.

THE HUNTER

That night, a black man shares roast rabbit. The next morning, the hunter is gone. He leaves behind a cooked bird.

AN OLD MAN

At a bayou, after days of walking, Jane realizes that she is still in Louisiana. Defeated by the lengthy itinerary described by a knowing stranger with a map, she accepts a ride with Job.

REDNECKS AND SCALAWAGS

Jane and Ned sleep in a corn crib. The next morning, Job feeds them pecans. She agrees to clear land for Mr. Bone for six dollars a month, fifty cents of which is to go toward Ned's education. Jane and Ned take up residence in a cabin.

BOOK II: RECONSTRUCTION

A FLICKER OF LIGHT; AND AGAIN DARKNESS

For ten years, Jane works while Ned studies under a black man from the North. Political maneuverings in the background pit the Republican party and the Freedman's Bureau against the Democrats and the Ku Klux Klan. Bone, a "scalawag," loses his land to Southern sympathizers and moves north. Jane works for Colonel Eugene I. Dye under conditions like slavery.

EXODUS

Blacks escape enforced labor by wading through the bayou, but they get caught on the other side. Frederick Douglass urges blacks to try to make a go on living in the South. Nonetheless, the exodus continues.

NED LEAVES HOME

Colonel Dye orders Jane to make Ned stop organizing black departures to New Orleans. Night riders beat Jane. She sorrows over the departure of her foster son, a strapping teenager who changes his

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name to Edward Stephen Douglass. He moves to Kansas to help black people settle in more hospitable surroundings.

TWO LETTERS FROM KANSAS

From Atchison, Kansas, Ned remains in touch with his foster mother, sending a few dollars when he can. Jane, free of her responsibility for Ned, considers the attentions of Joe Pittman, a widower with two daughters, Ella and Clara. After repeated proposals from Joe, Jane admits a nagging truth—she is barren because of physical abuse during her girlhood. Joe accepts her impairment as one of the evils of slavery. They move in together. In 1898, Ned fights in the Spanish-American War.

ANOTHER HOME

Joe finds better employment at a horse ranch on the Texas-Louisiana border. He raises \$150 plus \$30 interest to pay an old debt to Colonel Dye, who claims to have bribed the Ku Klux Klan to save Joe. Joe leads his family on a ten-day journey to a job as chief of a horse-breaking crew on Mr. Clyde's ranch. The Pittmans move into a cabin.

MOLLY

Jane finds work caring for Miss Clare's children and takes Molly's place in the kitchen.

A DOLLAR FOR TWO

Ten years later, the family prospers and saves most of their dollar per day wages. After five years of family contentment, prophetic dreams prefigure Joe's death.

MAN'S WAY

Jane suffers for two years, finally visiting a sorceress, Madame Eloise Gautier, for a magic potion. Nonetheless, Joe encounters ill fate. After Jane frees a satanic black stallion, Joe relocates the horse and meets his death when his foot gets caught at the end of his own rope. Several years later, Jane moves to the St. Charles River and lives with fisherman Felton Burkes, who, with no warning, abandons her.

PROFESSOR DOUGLASS

At the end of the war in Cuba in 1898, Ned returns with his wife Vivian and three children, Jane, Laura, and Tee Man. Albert and Ned become political adversaries as Ned pursues the teachings of Frederick Douglass, which conflict with local sentiments.

ALBERT CLUVEAU

Jane finds solace in hard work by taking in washing and fishing for food. In the prime of womanhood, she rides her horse Pigeon and enjoys a spare diet and long walks. Her hardy life wins her friends among Cajun neighbors, including Albert Cluveau, a hired killer who talks endlessly about his work. Albert warns Jane that Ned will die if he continues stirring up black opposition.

SERMON AT THE RIVER

Under observation by the LeCox brothers, two Cajun spies, Ned delivers a farewell address to his followers, urging them to hold fast to their heritage, but to attempt to fit into the total scheme of American life.

ASSASSINATION

A month later, on the road from Bayonne, Albert ambushes Ned, who is driving a wagon to buy lumber in Bayonne. In front of Bam Franklin and Alcee Price, the two boys helping with the load, Albert shoots Ned in the knees, orders him to crawl, and shoots him through the chest.

THE PEOPLE

The sheriff repudiates the two witnesses' story. Vivian returns to Kansas. Professor Jones takes Ned's place at the school.

THE CHARIOT OF HELL

Jane prophesies a wretched death for Albert, whose daughter Adeline cares for him. Just as she predicts, he suffers from hallucinations for ten years before dying in terror of the "Chariot of Hell."

BOOK III: THE PLANTATION

SAMSON

Jane moves to the Samson plantation around 1913 and lives beside Aunt Sara and Uncle Gilly. Katie challenges Black Harriet, the fastest field hand on the place. Katie loses her job.

THE TRAVELS OF MISS JANE PITTMAN

Influenced by Ned's death, Jane joins the church.

TWO BROTHERS OF THE SOUTH

Jane moves from field work to house work. Her stories shift to the relationship of Robert Samson's two sons—Robert "Tee Bob" Samson, Jr., and Timmy Henderson, Robert Sr.'s son by Verda, a black employee. Tee Bob, always a fragile child, is the sole hope of his mother, Amma Dean, who is unable to have more children. After Tom Joe, the overseer, whips Timmy for insolence, Robert Sr. sends the boy away.

OF MEN AND RIVERS

Jane recalls the flood of 1927.

HUEY P. LONG

Dr. Carl Weiss murders Huey P. Long for claiming that Weiss's wife had a black grandsire.

MISS LILLY

Miss Lilly comes from Opelousas to the quarters to teach and lives with Jane. The next year, Joe Hardy teaches until he loses his job for flirting with Francine Marshall.

THE LEFABRE FAMILY

Tee Bob falls in love with Mary Agnes LeFabre, a Creole teacher from New Orleans.

A FLOWER IN WINTER

Two years after beginning the job, Mary Agnes brings children to view the master, Clarence Samson, in his coffin. Tee Bob, a student at L.S.U., falls in love at first sight and picks up Mary Agnes at the bus stop.

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CONFESSION

Jane questions Mary Agnes about Tee Bob's interest in her. Amma Dean tries to halt a romance like her husband's affair with Verda. Jimmy Caya refuses to understand why Tee Bob would love a black woman.

ROBERT AND MARY

Tee Bob proposes to Mary Agnes, who rejects him. Tee Bob assaults her.

SAMSON HOUSE

Tee Bob locks himself in the library away from his aristocratic fiancée, Judy Major, and stabs himself with a letter opener. He leaves a suicide note for his mother. His godfather, Jules Raynard, protects Mary Agnes from Robert Sr.'s wrath.

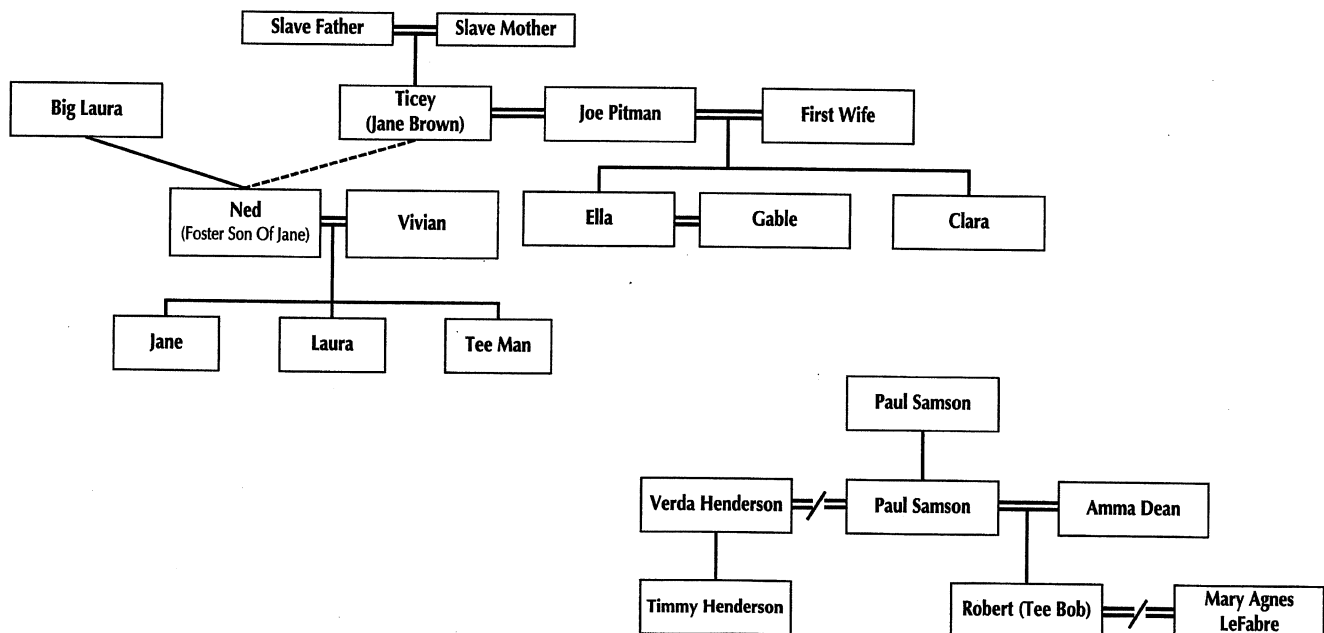
BOOK IV: THE QUARTERS

Jane continues looking after Amma Dean until a new interest takes Jane back to the quarters to live among her people. She observes the growth of a chosen leader, Jimmy Aaron, whom she helps to deliver. Born to Shirley around 1935, he falls under the spell of Dr. Martin Luther King, Jr., whose civil rights movement draws the boy toward the same martyrdom that kills Ned. On the morning that Jimmy is gunned down, Jane, a frail but stubborn woman over 110 years old, joins a group of demonstrators protesting the segregated water fountain and restroom facilities at the Bayonne courthouse. Eight months after the editor of Jane's story completes his interview, Jane dies. The editor attends her funeral and meets the people mentioned in her narrative. The editor concludes, "Miss Jane's story is all of their stories, and their stories are Miss Jane's."

TIMELINE

1853	Ticey is born.
January 1, 1863	Abraham Lincoln issues the <i>Emancipation Proclamation</i> .
1864	Ticey takes the name Jane Brown.
late spring 1865	Jane sets out for Ohio.
June 1865	Jane agrees to work for Mr. Bone while Ned gets an education.
December 1865	The 13th Amendment abolishes slavery.
1870s	Frederick Douglass presides over the Freeman's Bank.
ca. 1875	Ned leaves home.
1876	Jane moves in with Joe Pittman.
April 1898	Ned joins the army to fight in the Spanish-American War.
summer 1899	Ned and his family return South.
late spring 1900	Ned delivers his sermon by the river.
summer 1900	After Albert Cluveau shoots Ned, Jane puts a curse on her son's murderer.
ca. 1912	Albert Cluveau dies raving.
1913	Jane moves to the Samson plantation.
1926	Timmy Henderson leaves the plantation.
May 1927	A flood on the Charles (Mississippi) River destroys Ned's school.
1928	Huey Long is elected governor of Louisiana.

GENEALOGIES



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- 1935** Jimmy Aaron is born.
- September 8, 1935** Dr. Carl Weiss murders Huey Long.
- June 19, 1936** German heavyweight boxer Max Schmeling defeats Joe Louis at Yankee Stadium in New York City.
- 1940s** People in the quarters begin watching Jimmy.
- 1945** Jackie Robinson signs with the Brooklyn Dodgers.
- August 1951** Jimmy gets religion.
- December 1, 1955** Dr. Martin Luther King, Jr., supports a bus boycott in Montgomery, Alabama, after Rosa Parks is arrested for refusing to sit in the back of a bus.
- October 19, 1960** Students lead lunch counter sit-ins in Atlanta that result in the jailing of Dr. Martin Luther King, Jr.
- 1961** Freedom Riders leave Washington, D. C., to tour the South.
- 1962** Sonny Liston defeats heavyweight champion Floyd Patterson in the first round at Comiskey Park in Chicago.
- summer 1962** An interviewer searches for Jane on the plantation.
- 1963** Jane dies at age 110.

AUTHOR SKETCH

An accomplished artisan, Ernest James Gaines can look back with a chuckle at his part-time job at an insurance agency when he slipped into the bathroom to compose on paper towels. A handsome, introspective loner of Anglo-African-Native American lineage, Gaines no longer has to sneak to write. He has earned a respected niche in American literature, particularly for his efforts to break black stereotypes. Eldest son of Adrienne J. Colar and Manuel Gaines, a black Louisiana sharecropper coexisting with snobbish Cajuns, Gaines is a scion of sugar plantation workers dating to the 1830s. He was born January 15, 1933, on River Lake Plantation near New Roads, Pointe Coupée Parish. He lived in Cherie Quarters, a block of laborers' shacks built by slaves, and worked in the fields from age eight. He and his sister and brothers were raised by their disabled great aunt, Augusteen Jefferson, who inspired him by crawling to keep house and to tend a garden. She encouraged visitors to tell folk stories and ghost tales. He entered a black school in a nearby church in New Roads, the town he calls Bayonne in his novels. After developing a neat round hand, he served as local scribe and wrote letters for illiterate neighbors.

Gaines's parents separated in 1941. He moved to California at age fifteen to live with his mother, stepfather, Raphael Norbert Colar, a merchant marine, and seven step-siblings. At his stepfather's direction, he left street loafing and discovered libraries that were open to all races. Looking for works representative of the South he called home, he read widely, located no recognizable settings like his home, and determined to write from experience. At age sixteen, he completed his first novel on a rented typewriter. The work, influ-

enced chiefly by European authors who wrote of peasant life, came back swiftly from its first reading by a New York publisher; Gaines burned the package. He was educated at Vallejo Junior College. While he served in the army from 1953-1955, Gaines won some short story contests. On the GI bill, he studied creative writing at San Francisco State College and Stanford University.

After reading Gaines's *The Turtles*, Dorothea Oppenheimer, a literary agent, encouraged him to write professionally. He took a series of odd jobs—dishwashing, printers' helper, postal delivery, and mail room clerk. His lifestyle was humble to the point of penury until he published his third novel, *The Autobiography Of Miss Jane Pittman*, which is influenced by William Faulkner's Southern regionalism. Gaines tells the story through the voice of a believable fictional character. Shortly before taking a teaching post at the University of Southwestern Louisiana in Lafayette, Gaines was strapped financially and facing knee surgery.

With the encouragement of the university, Gaines moved to a campus residence. He continues to teach, works daily at writing fiction, and has served as writer in residence at Denison and Stanford universities. In addition to a full schedule of writing, lecturing, and teaching, he regularly renews ties with the rural south by visiting his Louisiana roots. He married for the first time at age sixty, choosing Dianne Gaines, a Miami assistant district attorney.

Gaines's strength lies in his ease with Southern rural folk and their complex interaction. Time credits Gaines's patience in dealing with potentially explosive issues—racism and social change. Other critics compliment his dignity, control, and narrative gift. He acknowledges the influence of William Faulkner and Ernest Hemingway as well as Gustave Flaubert and Guy de Maupassant. Also, from a study of Gogol, Turgenev, and Chekhov, Gaines has evolved a style of looking at grassroots origins and their influence on tradition. As he describes the drive to create, "If the book you want doesn't exist, you try to make it exist."

CRITICS CORNER

Because he opposes the twentieth-century trend toward visualizing black characters in a ghetto setting, Gaines avoids the strict "Southern négritude" school of fiction and prefers to reflect all of Western culture. In much of his work, he returns to early Afro-American history and its ties with agriculture. The appeal of *The Autobiography Of Miss Jane Pittman* lies partly in a straightforward narration, rural settings, and verisimilitude of character. Jane's fictional autobiography reveals the vast inequities for blacks living near the post-Civil War fields of Louisiana. As the reader follows a time span extending from Civil War days through the civil rights movement, Jane becomes real enough to speak for herself. She symbolizes the experience of a culture completely dominated by corruption and intimidation. Her practical, compassionate view of the world seems so normal, so unquestioningly right that the reader wonders how American history could continue for a century without correcting such obvious injustice.

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Gaines has earned a long list of awards for his honest portrayals of black America, including a Rockefeller grant, Guggenheim fellowship, Black Academy of Arts and Letters award, Wallace Stegner award, Joseph Henry Jackson award, National Endowment of the Arts stipend, two citations from the Commonwealth Club of California, Louisiana Library Association award, MacArthur Foundation prize of \$355,000, San Francisco Arts Commission award, and an honorarium from the American Academy and Institute of Arts and Letters. Gaines holds honorary doctorates from Denison University, Brown University, Bard College, Whittier College, and Louisiana State University. His work has been chosen as a Book-of-the-Month Club alternate. In 2002, he received the Anisfield-Wolf Book Award for lifetime achievement.

Three of Gaines's novels and one short story have adapted well to television. *The Autobiography of Miss Jane Pittman*, which CBS-TV aired on January 3, 1974, featured Cicely Tyson in the lead role and won nine Emmy awards. *A Gathering Of Old Men*, also aired by CBS-TV on May 10, 1987, starred Lou Gossett, Jr., and Richard Widmark. A short work, "The Sky Is Gray" aired in 1980 on WHMM-TV as part of The Humanities American Short Story series. Directed by Stan Lathan and starring Olivia Cole, James Bond, Margaret Avery, and Cleavon Little, it is available on video. HBO showcased *A Lesson Before Dying* on May 26, 1999, starring Don Cheadle as Grant Wiggins and Mekhi Phifer as Jefferson. Critics lauded the quality of director Joseph Sargent's craft and the performances of Cicely Tyson, Lisa Arrindell Anderson, and Irma P. Hall. A documentary—*Louisiana Stories: Ernest Gaines*—appeared on WHMM-TV in 1993.

OTHER WORKS BY THE AUTHOR

The Turtles, 1956
Comeback, 1959
Catherine Carmier, 1964
Of Love And Dust, 1967
Bloodline, 1968
The Autobiography Of Miss Jane Pittman, 1971
A Long Day In November, 1971
Miss Jane And I, 1978
In My Father's House, 1978
A Gathering Of Old Men, 1983
A Lesson Before Dying, 1993
Bloodline: Five Stories, 1997
Mozart And Leadbelly: Stories And Essays, 2005

MEDIA VERSIONS OF GAINES'S WORKS

Audiocassette (Unabridged)

The Autobiography Of Miss Jane Pittman, Blackstone, 1997
The Autobiography Of Miss Jane Pittman, Books on Tape, 1981

DVD AND VHS

The Autobiography Of Miss Jane Pittman, VCI, 1974

Large Print

The Autobiography Of Miss Jane Pittman, G. K. Hall, 1971

RELATED READING

Maya Angelou, *I Know Why The Caged Bird Sings*
William Armstrong, *Sounder*
Toni Cade Bambara, *Blues Ain't No Mockingbird*
George Washington Cable, *The Grandissimes*
Kate Chopin, *Desirée's Baby*
Frederick Douglass, *The Autobiography Of Frederick Douglass*
Alex Haley, *Queen and Roots*
Lorraine Hansberry, *A Raisin In The Sun*
Harriet Jacobs, *Incidents In The Life Of A Slave Girl, Written By Herself*
Mark Mathabane, *Kaffir Boy*
Ruthann Lum McCunn, *Thousand Pieces Of Gold*
Anne Moody, *Coming Of Age In Mississippi*
Toni Morrison, *Beloved*
Walter Dean Myers, *Glory Field*
Gloria Naylor, *Mama Day*
Gary Paulsen, *Nightjohn*
Ann Petry, *Tituba Of Salem Village*
Harriet Beecher Stowe, *Uncle Tom's Cabin*
Alice Walker, *The Color Purple*
Margaret Walker, *Jubilee*
Richard Wright, *Almos' A Man* and *Between The World And Me*

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Magnier, Bernard, "Ernest J. Gaines," *UNESCO Courier* (April 1995): 5-7.

"Meet the Author: Ernest Gaines," *Literary Cavalcade* (1 November 1998): 3-4.

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"Remember When: Cherie Quarters Housed Family and Many Friends of Author Ernest Gaines," *Baton Rouge Advocate* (20 June 1999).

Sachs, Mark. "They Changed The Face Of TV," *Los Angeles Times* (1 February 2002): F 31.

Simon, Scott. "Interview: Ernest J. Gaines," *NPR Weekend Edition* (5 February 2005).

Summer, Bob. "Interview," *Publishers Weekly* (24 May 1993): 62-63.

"A Talk with Ernest Gaines," *Scholastic Scope* (3 May 1999).

Weeks, Jerome. "Author Ernest J. Gaines Mines His Rich Southern Past," *Dallas Morning News* (28 February 2001).

GENERAL OBJECTIVES

1. To understand the impact of racism and bondage on children
2. To account for child labor and sexual exploitation
3. To interpret social and community customs
4. To contrast points of view on miscegenation
5. To discuss the themes of hard work and retribution
6. To explain the main events in terms of American history
7. To analyze causes of regret
8. To identify attitudes toward the elderly
9. To pinpoint elements of atmosphere and tone
10. To analyze the loss of respected members of the community

SPECIFIC OBJECTIVES

1. To explain why Jane thrives where others fail
2. To analyze the symbolism of Jane's drink at the fountain
3. To account for Ned's role as teacher and mentor
4. To contrast Ned and Jimmy as saviors
5. To justify suspicions about Tee Bob's interest in Mary Agnes
6. To predict how black children will value their teachers
7. To summarize the childhoods of Jane and Ned
8. To discuss the implications of Amma Dean's anger
9. To summarize the roles of Albert Cluveau and Joe Pittman
10. To list examples of Jane's courage
11. To characterize the civil rights movement from the rural perspective
12. To analyze the renaming of slaves

LITERARY TERMS AND APPLICATIONS

For a better understanding of Ernest Gaines's narrative style, present the following terms and applications to the novel:

dialect language peculiar to a limited population in a small geographical area. Dialect increases the authenticity of Jane's speech, as with hyphen/hydrant, Secesh/Secessionists, 'lectwicity/electricity, Luzana/Louisiana, hoo-doo/Voodoo, beero/bureau, jecked/jerked, firehalf/hearth, cat-o'-nine-tails/whip, 'tatoes/potatoes, and

S'mellin/Schmeling. Often the language of the plantation or the patois of a poorly educated segment of the population derives from heritage, such as the French Tee Bob for Petit (little) Bob and Grosse Tete (big head) for the name of a bayou. A few terms set the area of Bayonne apart from the greater South, in particular, parish, a Catholic term for county, and parrain, a holy relationship that a godparent enters at the baptism of an infant with the vow to serve as surrogate parent and developer of character and morals.

first-person narrative a story or series of actions told from the vantage point of a single observer. Ernest Gaines examines the end of slavery and the coming of Reconstruction, Jim Crow, and the civil rights movement from the eyewitness account of one woman, whose scope of reference is limited to her Louisiana homeland. Her views on bondage and suppression inform her mounting radicalism, which begins with the grooming of Jimmy Aaron to be a leader. Her libertarianism concludes at age 110 with a symbolic drink from the whites-only drinking fountain at the Bayonne courthouse.

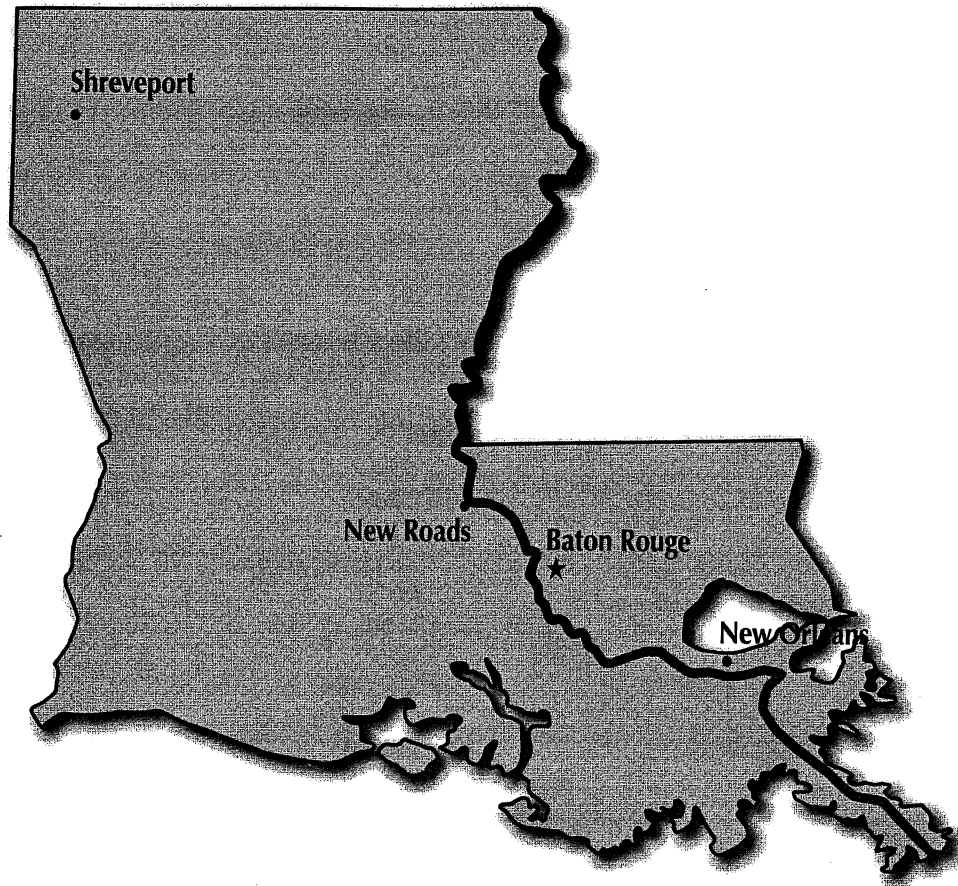
idiom expressions or metaphors that function as vigorous, colorful synonyms for simpler, less demonstrative terms, e. g., "retrick" for "rhetoric," "gorilla tragedy" for "guerilla strategy," "fedjal" for federal, "y'all" for "you," "unc" for "uncle," "knowed" for "knew," "You the One?" for "Are you the one?," "go'n come round here 'cusing me" for "will investigate," "put bad mark on" for "hexed," "mustards" for "mustard greens," "I got it" for "I found religion," "jobo cain" for "sugarcane," "wan't" for "wasn't," "go'n" for "going," and "cushaw" for "squash." Gaines relies heavily on rural Louisiana idiom to establish a sense of place and time and to indicate a lack of education among former slaves.

sermon a speech, harangue, or moral lecture intended to educate, uplift, or advise hearers on ethical behavior or religious orthodoxy. Ned Douglass's final sermon is a model of moderation and forbearance. He urges blacks to defend themselves against injustice and terror, but to content themselves with small victories. He chooses tolerance over direct confrontation against Southern bigotry.

THE IMPORTANCE OF SETTING

The milieu of Ernest Gaines's *The Autobiography Of Miss Jane Pittman* is the agricultural South in the Mississippi delta, which the author calls the St. Charles River. Set on several plantations, part of the story follows the various residences of Ticey/Jane Brown Pittman. From the Bryant Plantation, where she was born a slave, Jane achieves emancipation and departs at age twelve to search for Colonel Brown, the Ohio soldier who gives her a new name. Along the way through swamps, Jane and other former slaves depend on Big Laura to select their route and guide them past alligators and poisonous snakes. After Laura's murder by patrollers, Jane and Laura's boy Ned continue walking north with no mental picture of the distance between states and no money to pay for ferry crossings. She accepts whatever accommodations she can find, from sleeping in the woods at a hunter's camp to resting in the corn crib of a white woman who refuses to allow blacks into her hovel.

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From Bone's plantation to that of Colonel Eugene I. Dye, Jane finds little change from her life as a slave. She grieves at the departure of Ned, who intends to direct and educate newly freed blacks in Kansas. Marriage takes Jane and Joe Pittman west to the Clyde ranch on the Louisiana-Texas border, where Joe breaks wild horses for sale. In widowhood, Jane chooses to live by the St. Charles River, where she fishes for food and draws water for her laundry business. Her nearness to river dwellers encourages a strange friendship with the Cajun Albert Cluveau, a racist patroller of the banks.

The story concludes during Jane's long tenure at the Samson plantation, where she observes the insecurity of Amma Dean Samson generated by the sins of her husband, Robert Samson, Jr., the father of white and mixed-blood children. Increasing opportunity for former slaves are plantation teachers from New Orleans and Opelousas. News from the outside world lures Jimmy Aaron from home to support the growing civil rights movement of Dr. Martin Luther King, Jr. After Jimmy's shooting death, Jane takes his place as a messenger for equality by walking to the courthouse water fountain in Bayonne to drink from whites-only facilities. By keeping his main character in the same locale, Gaines studies the slow advance of freedom to blacks who survived the Civil War.

CROSS-CURRICULAR SOURCES

For more information about Louisiana, racism, slavery, social isolation, miscegenation, the South, Frederick Douglass, Huey Long, black history, and other subjects, and issues deriving from the novel, consult these sources:

ARTICLES

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Chicago Tribune, January 1, 1998.

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AUDIOCASSETTE

Freedom Road, Recorded Books

AUTOBIOGRAPHY

The Autobiography Of Frederick Douglass

Every Man A King: The Autobiography Of Huey P. Long

Incidents In The Life Of A Slave Girl, Written by Herself

DISC RECORDING

A Raisin In The Sun, Columbia Records

THE AUTOBIOGRAPHY OF MISS JANE PITTMAN

FILMSTRIPS

Self-Fulfillment, Guidance Associates

FLASHCARDS

On Black America, Social Studies School Services

INTERNET

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<http://www.lacollege.edu/classes/en446/prefiled/gaines/forms.html>.

Crisis, Grief, And Healing, <http://www.webhealing.com>

Our Culture—Famous People: Southern Louisiana,
<http://hob.com/louisiana/culturefamousesla.html>.

LASERDISC

Driving Miss Daisy, Zenger

MULTIMEDIA

Race And Prejudice In America Today, Knowledge Unlimited

NOVELS

Beloved

The Color Purple

The Glory Field

Jubilee

POEMS

American Negro Poetry

Between The World And Me, Richard Wright

Black Voices

REFERENCE BOOKS

Black History Month Resource Book, Gale

Encyclopedia Of Southern Culture, University of North Carolina Press

Encyclopedia Of Southern Literature, ABC-CLIO

The Great Migration: An American Story, HarperCollins

Now Is Your Time! The African-American Struggle for Freedom,
HarperCollins

Race And Prejudice In America Today, Knowledge Unlimited

Violence, Greenhaven

SCRIPT

The Color Purple, Script City

SHORT STORIES

Almos' A Man, Richard Wright

Blues Ain't No Mockin' Bird, Toni Cade Bambara

Desirée's Baby, Kate Chopin

VIDEOS/DVDS

The Autobiography Of Miss Jane Pittman

Band Of Angels

Eyes On The Prize

The North And The South

Queen

Ragtime

Roots

Separate But Equal

Souder

WORKBOOK

Prejudice, Social Studies School Services

THEMES AND MOTIFS

A study of the central issues and situations in *The Autobiography of Miss Jane Pittman* should include these aspects:

THEMES

- slavery
- injustice
- poverty
- ignorance
- family
- racism
- labor
- self-esteem
- exploitation
- violence
- heroism

MOTIFS

- coping with a vast social and economic change
- seeking escape from a manipulator
- comprehending the needs of a biracial society
- serving as rescuer to a downtrodden race
- making a symbolic gesture toward civil rights

MEANING STUDY

Below are significant words, phrases, or sentences from the novel. Explain each in context. Parts, chapter names, and page numbers pinpoint each entry so that you can re-read the passage in which it appears.

1. The Secesh Army, they came by first (Book I, "Soldiers," p. 3)
(Many of Jane Pittman's words are dialect. Her term for Southern soldiers is a shortened version of secession. The correct term, Confederate States of America, is often abbreviated to C. S. A. Other words and grammatical structures are markedly different from standard English, such as the omission of 's from a possessive form and "go'n to" to indicate the future tense.)
2. Before now they didn't kill you because you was somebody chattel. Now you ain't owned by nobody but fate. (Book I, Freedom, p. 14)
(Unc Isom, the aged adviser who "had been a witch doctor sometime back," argues with Jane, who steadfastly maintains her intention to go north under protection of Union soldiers.

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Isom makes an important point, which Jane is unable to grasp: before the Emancipation Proclamation, slaves received food, clothing and shoes, shelter, health care, and protection because they were considered legal property, like farm animals. After slaves became free, they could no longer depend on their value as chattel to protect them from harm.)

3. None of them Beero people go'n come round here 'cusing me of stealing free niggers. (Book I, "Shelter For A Night," p. 32)
(At the ferry, Jane encounters resistance from the captain. He does not want to run afoul of the Freedman's Bureau, a temporary governmental agency that protected hordes of homeless refugees during the first four years after the Civil War. The bureau, headed by General O. O. Howard, was empowered to distribute emergency supplies and to allot abandoned parcels of land for lease or sale.)

Politicians, encouraged by President Andrew Johnson's veto, attempted to scuttle the bureau, but strong support from Republican opposition helped keep it afloat, despite widespread corruption. Little of the purported emergency measures proved effective due to graft and gross mismanagement. One effort did create a sizeable number of schools for illiterate blacks, notably, Fisk, Howard, and Atlantic universities and Hampton Institute.)

4. The Republicans said every free man ought to have forty acres and a mule. The Democrats said that was strange coming from a Republican when a dirty scalawag had one of the biggest plantations in the parish. The Republicans said Bone had the plantation there to give people work who couldn't go out and get work on their own. (Book II, "A Flicker of Light; and Again Darkness," p. 69)

(Obvious political differences arise concerning the status and future of newly freed slaves. Bone falls under immediate local suspicion and receives the brand of "scalawag" or rascal, a scurrilous term applied to Southerners who sympathized with the Republican cause and who helped blacks reestablish themselves as free citizens.)

5. Names like the Ku Klux Klan, the White Brother, the Camellias o' Luzana, groups like that rode all over the State beating and killing. (Book II, "A Flicker of Light; and Again Darkness," p. 70)

(Insidious societies of white supremacists sprang up immediately after the Civil War to "protect" white rights. An earlier passage in the novel notes that the makeup of these clandestine and murderous night riders was mainly former C.S.A. soldiers or patrollers, and hired bounty hunters who returned runaways to their masters. The most notorious of these societies, the Ku Klux Klan, reputedly led by Confederate General Nathan Bedford Forrest, formed in May 1866 at Pulaski, Tennessee. Under the guise of Christian principles, it spread to Alabama, Arkansas, Texas, Mississippi, Louisiana, the Carolinas, Florida, and Georgia. Its enrollment reached as high as a half million. Ostensi-

bly, members attempted to restore order to neighborhoods ravaged by war and threatened by wandering bands of ex-slaves, war stragglers, and wandering Northern vagabonds, dubbed "carpetbaggers" for their homely luggage.

President Ulysses S. Grant suppressed overt membership in the Klan in 1871 because of public outcry against violence committed under the flimsy guise of social justice. Members continued to terrorize blacks in order to return political and economic power to whites. Their predations extended to mixed marriages, other nonwhite groups, immigrants, Jews, and Catholics.)

6. Not even he knowed he was coming back here till after he came from that war in Cuba. That was ended in 1898. (Book II, "Professor Douglass," p. 103)

(Ned Douglass sends Jane money, but remains away for the duration of the Spanish American War, which began in April 1898 and ended three months later with the surrender of the Spanish in August. The resulting peace treaty, signed in December 1898, awarded the United States the Philippines, reparations from Spain, and temporary rule of Cuba. Ironically, the American army fought with agility, losing only 400 in battle, but over 4,600 to yellow fever and malaria.)

7. Ned said Mr. Booker T. Washington taught that all colored ought to stay together, work together, and try to improve their own lot before they tried to mix with the white folks. Mr. Frederick Douglass taught that everybody ought to work together. (Book II, "Professor Douglass," p. 105)

(One of the doctrinal questions that Ned Douglass tries to answer is the black man's place in society. Should blacks do as Booker T. Washington urged—educate themselves and work together in a closed society within the white world—or as Frederick Douglass advised—integrate themselves fully in society as participating American citizens.)

In his final sermon beside the river, days before Albert Cluveau guns him down on the road to Bayonne, Ned stands tall before his followers as a model of advancement. His message is direct: "Our people fought each other, and the white man bought the captives for a barrel of rum and a string of beads. I'm telling y'all this . . . to show y'all the only way you can be strong is stand together.")

8. Huey Long came in after the high water and gived us free books for the first time. (Book III, "Of Men And Rivers," p. 154)

(Huey P. "Kingfish" Long, legendary supporter of Louisiana's poor, served as governor from 1928 to 1932 and as U. S. Senator from 1932 until his assassination in the state capitol by Dr. Carl A. Weiss on September 10, 1935. From humble beginnings, Long educated himself, obtained a law degree, and manipulated ignorant voters through demagoguery. He forged a name for himself as protector of the poor against established landholders, big business, and Southern aristocrats. His major

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accomplishments included the building of schools and hospitals to serve nonwhites.)

9. Like I have said, Jules Raynard was Tee Bob's parrain. (Book III, "Samson House," p. 190)
(Jules Raynard exercises considerable power in the Robert Samson household. Jules is godfather or sponsor of Robert Samson III, heir and only child of Amma Dean and Robert Samson, Jr. Jules and Robert face off over Tee Bob's corpse after Robert threatens to implicate Mary Agnes LeFabre in the boy's suicide. Jules threatens to accuse Robert of murder if anything happens to the former plantation teacher.)

Robert Samson, who respects the parrain's position in the family, "wouldn't 'a' dared tell Jules Raynard to leave that house. Jules Raynard was not a kin, but he was like a second father there." Jules learns from a family friend, Jimmy Caya, the circumstances preceding Tee Bob's death. Jules earns Jane's respect for his conclusion: "We tried to make [Tee Bob] follow a set of rules our people gived us long ago. But these rules just ain't old enough, Jane.")

10. And look how they treated Reverend King—how they bombed his house and jailed him. (Part IV, "The Quarters," p. 231)
(The influence of Dr. Martin Luther King, Jr., permeates the last segment of the novel as Jimmy Aaron tries to turn his people's attention toward the growing civil rights movement. Deeply influenced by the non-violent confrontational strategies of Mohandas Gandhi, King, a Baptist minister in Montgomery, Alabama, organized boycotts and marches, gave speeches, encouraged voter registration, and negotiated with political leaders to extend full citizenship to black Americans.)

The youngest person to receive the Nobel Peace Prize, King battled flagging interest in civil rights during the Vietnam War by carrying his drive to Chicago in 1966. Toward the end of his life, younger, more vocal leaders, especially Malcolm X, challenged King's peaceful methods of drawing attention to racial inequities. While engineering a strike of sanitation workers in Memphis, Tennessee, he was assassinated on April 4, 1968, by James Earl Ray.)

COMPREHENSION STUDY

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers with quotations from the novel.

MOTIVATION

1. What causes Tacey to hate the Bryant plantation?
(Shy and uneducated, Tacey spends her childhood at a Louisiana plantation from her birth in 1853 to 1865. She knows nothing of her father, who lives at another plantation; she loses her mother to violence. Sexual abuse ends Tacey's chance of having children. At age twelve and 75 pounds, she serves as a house slave and sitter of the young mistress's children. After the

Confederate soldiers arrive, she carries buckets of water to unappreciative men. A similar chore to bear water for Union soldiers brings her to the attention of Corporal Brown of Ohio. At his urging, she admits that the punishment for falling asleep on the job is a beating with a cat-o'-nine-tails. She accepts the name of his daughter, Jane Brown. When she refuses to answer to her slave name, her mistress beats her and orders her killed.)

SETTING

2. Describe where and how Jane becomes a mother.
(After the Emancipation Proclamation, Jane opts to leave the Bryant plantation and follows Big Laura's group to the North. Jane receives a share of apples and potatoes to tie up in an extra dress and departs to find Corporal Brown in Ohio. Laura leads her followers to the swamps while carrying a huge bundle on her head. Accompanying her is an infant girl and Ned, whom Laura leads by the hand over rough terrain. On Jane's walk, she argues with a simple-witted ex-slave who insists on taking Brown as a surname. He drags Jane into the brush with the intent of sexual assault. Laura intervenes and saves Jane.)

The group sleeps in the woods, where patrollers attack at dawn and threaten them. Laura leaves Ned in Jane's care, but falls to blows from the patrollers' sticks. With all of the group dead on the ground except Jane and Ned, the two survivors must decide on a plan. Jane determines that she will continue walking north. She leaves big Laura's corpse behind with the infant girl in her arms because Jane and Ned are too young and weak to dig a grave.

Jane's protection of Ned continues on the long walk, which she expects to end in Ohio. The two have numerous encounters with kind and cruel people. Still clinging to Ned, Jane awakens early at a plantation and rescues Ned from Claiborne, who tries to steal Ned's flint and iron, his heritage from Big Laura. The duo travels to Grant's headquarters and to a white woman's house, where they sleep in a corn crib. A hunter offers them roasted rabbit and leaves them a cooked bird the next morning for breakfast. Ned remains in Jane's care after the two come under the protection of Mr. Bone.)

CHARACTER DEVELOPMENT

3. Describe Jane's relationship with Joe Pittman.
(After Ned leaves for Kansas, Jane allows herself to develop a romance with Joe Pittman, a widower with two daughters, Ella and Clara. Jane hesitates to form a common-law marriage with Joe because whippings in her youth made her barren. After Joe proposes several times, Jane reveals her physical impairment. Joe is compassionate about her troubles: "Ain't we all been hurt by slavery? If you will just help me raise my two girls, I'll be satisfied.")

Without a formal wedding ceremony, Joe and Jane live together. He seeks better employment on the "Luzana-Texas border where he could break horses." The couple scrounge the last

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dollar, even selling their furniture, livestock, and personal items, and pay Colonel Dye \$150 plus \$30 interest. After a ten-day journey, they arrive at a real home. They save their dollar-a-day earnings to pay debts and remain for five years on the Clyde ranch.

Unsettling dreams terrify Jane that Joe will die. In February some seven or eight years after their move, she sees the black stallion that will kill Joe. Jane consults Madame Eloise Gautier, a sorceress, but learns that nothing can stop Joe's death. Madame Gautier sums up the problem between Jane and Joe as male pride: "Slavery has made you barren. . . . That's why you can't stop him. . . . He probably rides for many reasons. That's man's way. To prove something. Day in, day out he must prove he is a man."

With white powder from Madame Gautier, Jane attempts to protect Joe, who dies trying to return the black stallion to the corral. Ella takes up with Gable and sets out with Clara to a new home in Texas. Jane admits that "When Joe Pittman was killed a part of me went with him to his grave. No man will ever take his place, and that's why I carry his name to this day. I have knowed two or three other men, but none took the place of Joe Pittman. I let them know that from the start.")

HISTORICAL MILIEU

4. How do times change race relations?

(Gaines illustrates a shift in black-white relations after Jane becomes a friend to Albert Cluveau, a "short bowlegged Cajun." Albert admits his role in patrolling the banks of the St. Charles River to subdue blacks. On days that Jane is not washing and ironing clothes or riding her horse Pigeon, she fishes with Albert. He visits her home and eats fried fish. Jane makes coffee the Cajun way, "strong, sweet sweet and black." Their amicable relationship founders after Albert warns that Ned is a target. Jane feels trapped in uncontrollable social backlash. She faints at Albert's feet. When she stirs, she visualizes him as Satan and screams, "Get away from me, devil.")

Albert is true to his promise to kill Ned, whom he shoots in the knee and chest on Ned's way to buy lumber in Bayonne. Jane stalks Albert, whose daughters conceal him from her visits. Finally, he encounters her on horseback and faces her anger, which is a growing concern for whites who fear black retaliation during the Jim Crow era. She warns Albert that he will die in terror of hell's chariot. Adeline, Albert's abused daughter, begs Jane to remove the curse. After ten years of suffering, Albert succumbs to his own guilty conscience. Jane no longer hates him and pities the misery of his mad hallucinations.)

THEME

5. What does the author reveal about rescue?

(Rural blacks follow the teachings of the bible, which promises the Jews a messiah. "Peoples' always looking for somebody to

come lead them. Go to the Old Testament; go to the New. They did it in slavery; after the war they did it; they did it in the hard times that people want call Reconstruction; they did it in the Depression—another hard times; and they doing it now. They have always done it—and the Lord has always obliged in some way or another."

After Jane helps deliver Jimmy, the son of Shirley Aaron, in the mid-1930s, Lena Washington and Jane begin watching the boy for proof that he is "the One." Soon, others start protecting Jimmy, who has no father and whose mother moves to New Orleans after weaning Jimmy. He is intelligent and learns his numbers and letters at an early age. Adults encourage leadership and excellence in Jimmy by making him their reader and writer of letters.

It is the adult expectation that identifies Jimmy as a messiah. He lies and chases girls, but admits that he has "something like a tiger in my chest, just gnawing and gnawing and want come out. I want rip my chest open and let it free. I pray to God to take it out, but look like the Lord don't hear me." Within a year, the desegregation bill passes and Jimmy's tiger escapes confinement. He joins Dr. Martin Luther King's civil rights movement and places himself in direct opposition to whites. Like Ned, Jimmy is martyred.)

INTERPRETATION

6. Compare life for Jane, Amma Dean, and Mary Agnes.

(In many respects, life for female characters of all races is circumscribed by insurmountable patriarchy. For Jane, slavery and oppression deprive her not only of parents and motherhood but of her adopted son Ned Douglass, whom Albert Cluveau murders for bringing hope to black students and followers. A miserable enough agony the first time, the incident recurs. At the age of 110, Jane feels bereft of a son after Jimmy dies during a demonstration.)

Unlike Jane's life of toil and privation, Miss Amma Dean Samson, a white plantation mistress, appears to be a spoiled darling. As the wife of Robert Samson, Jr., a wealthy white landowner, Amma Dean rears Tee Bob, the next heir to the Samson property. In company with the boy is Timmy, Robert's illegitimate son born to Verda Henderson, a former slave in the quarters. Amma Dean becomes unduly suspicious of plantation behavior and trains her spy glass on the quarters. Because Tee Bob kills himself over an unrequited love for Mary Agnes LeFabre, a Creole teacher, his mother receives his apology in a suicide note. Five years later, Jane continues to console Amma Dean for her loss.

The third female, the Creole Mary Agnes LeFabre, grows up in an insulated environment among New Orleans half-breeds. She recognizes the invisible borders that restrain her from fraternizing with white men. Strictly devoting her thoughts and efforts toward educating black children, she rebuffs Tee Bob's

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courtship and marriage proposal. From an urban maturity beyond his comprehension, she distances herself from his precipitate actions, which could get both of them killed for violating social taboos against miscegenation.

Long after the Emancipation Proclamation, the bonds of slavery still hold Jane, Amma Dean, and Mary Agnes in a kind of social no-man's land. For Jane, there will never be a real family life with children of her own or complete ease among whites. For Amma Dean, there exists a perpetual reminder that Robert can exploit black women as concubines whether she approves or not. For Mary Agnes, there is an emotional limbo that demands her attention to her profession rather than to the white males who find her attractive.)

CONFLICT

7. What makes Jane a worthy heroine?

(Conflict brings out Jane's strengths. Neither pure nor intelligent, she is persistent and enduring. She stubbornly defies decorum by choosing her own name and by suffering a lashing and threat of execution from the young mistress at Bryant plantation. On the long walk toward Corporal Brown in Ohio, Jane refuses to be dissuaded until she sees for herself the size of Louisiana and the obstacles that threaten her and Ned. In negotiating with a variety of greedy, crazed, and dangerous people, she clings to her dignity and self-worth as bulwarks against conflict.

When Ned departs alone for Kansas, Jane takes solace in mothering Joe's girls, Ella and Clara. Upon Ned's return from the Spanish-American War, Jane ignores threats from Albert Cluveau that river residents intend to murder all blacks who seek progress. After Ned's murder, Jane collapses on his bloody corpse. She returns to labor as a comfort and opens a laundry business. Her persistence against hard times keeps her alive into her eleventh decade, when she fights the spiritual toll exacted on her people. In defiance of Robert Samson, Jr., at the Bayonne courthouse, she becomes a heroine of the civil rights movement by risking all on a gesture toward justice.)

STYLE

8. Summarize Ned's sermon.

(Gaines creates a parallel to Christ's Sermon on the Mount after Ned Douglass returns to Louisiana to lead and teach blacks. Just as Christ led his followers to a natural setting and delivered his eloquently worded philosophy, Ned selects a sunny Sunday afternoon by the St. Charles River during a stressful time. He feels the nearness of death in the observation of white fishermen who shadow the river bank. Earnestly expressing simple truths, Ned begs the faithful to cling to their heritage and to defend themselves against racial aggression. At the same time, he tempers his statement with a wish for peace among all people who "is now buried in this earth and their bones fertilizing this earth."

To alleviate any sense of martyrdom, Ned reminds black followers that their own African ancestors willingly participated in the

slave trade by selling prisoners of war for the white slaver's trinkets. He concludes by numbering himself among all Americans, including Indians, who also lost their inheritance to white encroachment. To offset unreasonable hopes that non-whites will one day triumph, Ned prepares them for the worst—the day that whites force former slaves off the land. When that day comes, he urges each family to send a young man deep into the swamps until he can set fire to "as many houses and barns and cribs he can.")

AUTHOR PURPOSE

9. Why does Gaines return to his homeland for subject matter and setting?

(Ernest Gaines is wise to speak of his home and to expand on the sufferings of blacks under a plantation hegemony that keeps local laborers poor, ignorant, and dependent on devious men like Colonel Eugene I. Dye and Robert Samson, Jr. To reconstruct terror and the hardships of slavery and Reconstruction, Gaines uses a female protagonist. Jane symbolizes the struggle to establish home life. Even though she bears no children, her maternal instincts lead her to shelter and nurture two notable black leaders, Ned Douglass and Jimmy Aaron. She also symbolizes complete powerlessness. Because she is female, she must endure both sexual and racial oppression.

Gaines ennobles his framework speaker, the unnamed editor, to bond with a female point of view. The interviewer absorbs her empathy for others and expands her rambling memories into an all-encompassing saga. The taped sessions illustrate how Jane embodies the civil rights struggle from its beginning to its pinnacle. She has been at its core from the days of slave whippings and drudgery through Reconstruction, the creation of black communities in the West, the Depression, foreign wars, and the dissolution of plantation life. Her goal is not just existence, but endurance. Her spirit, spunky and true, speaks with the vigor of a woman who refuses to cower with the underclass: "Just a little piece of [Jimmy] is dead. . . . The rest of him is waiting for us in Bayonne. And I will go.")

IRONY

10. What is the irony of Jane's concept of heroism?

(Throughout the novel, Jane looks to males for strength, beginning with her hero worship of Corporal Brown. As slaves choose new names, their thoughts turn to Frederick Douglass, Booker T. Washington, Abraham Lincoln, Charles Sumner, General William T. Sherman, Job, Moses, Nehemiah, and Nat Turner. No one mentions a female name. Jane herself takes the corporal's surname. As the novel progresses, heroes continue to inspire Jane, especially Joe Louis and Jackie Robinson and the political accomplishments of Governor Huey P. Long. She summarizes the need for heroes: "Jackie and the Dodgers was for the colored people, the Yankees was for the white folks. Like in the Depression, Joe Louis was for the colored. When times get really hard, really tough, He always send you somebody."

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Even though Jane acknowledges the part of adults in shaping Jimmy Aaron into "the One," she never recognizes her own part in creating a leader. Her stands against injustice are small, never overly dramatic. Still, small incidents lead to her refusal to accept the white man's domination after the law promises desegregation. Under the influence of Rosa Parks, the black woman who refused to take a seat in the back of a Birmingham bus, Jane comes into her own. She feebly demands a ten-dollar bill to pay bus fare. Leading others, she steps up to a single water fountain at the Bayonne courthouse and breaks one of the final taboos against racial equality.)

HOW LANGUAGE WORKS

Gaines stated in "Miss Jane and I" in a 1978 issue of *Callaloo* his longing for Louisiana: "I wanted to smell that Louisiana earth, feel that Louisiana sun, sit under the shade of one of those Louisiana oaks, search for pecans in that Louisiana grass in one of those Louisiana yards next to one of those Louisiana bayous, not far from a Louisiana river. . . . And I wanted to hear that Louisiana dialect—that combination of English, Creole, Cajun, Black. For me there's no more beautiful sound anywhere." His gift for vocal melody permeates *The Autobiography Of Miss Jane Pittman* with memorable, introspective passages:

1. After Ned was killed I knew I had nothing else in the world but the Lord.
2. I have a bad habit not liking some people on first sight. I have begged the Lord and begged Him to wipe this from my heart, but it's still there.
3. All of a sudden it came to me how wrong I had been for not listening to people. Everybody, from Unc Isom to the hunter, had told me I was wrong. I wouldn't listen to none of them.
4. I sat down side Ned and held him close and started talking to him like he was still alive. I can't recall what I said to him—just little talk.
5. He covered his head and screamed and screamed for Adeline to stop the horses. She knelt down on the floor side him. And he died there in her arms.
6. This time it was not one or two, it was many. They was not marching, they was not hurrying; it didn't look like they was even talking to each other. . . . I stood there watching them, thinking: Jimmy, Jimmy, Jimmy, Jimmy, Jimmy.

ACROSS THE CURRICULUM

COMPOSITION

1. Write a poem, one-act play, or song picturing female courage and maternal love. Consider scenes in which Big Laura fans mosquitoes from her two children, Vivian's introduction of two daughters and a son at Jane's house, Lena's grasp on Shirley's newborn son, Mary Agnes's purchase of toothbrushes for students and her example of respect for Clarence Samson's death, Amma Dean's insistence that Tee Bob not marry Mary Agnes, and Verda's protection of Timmy from enslavement in Robert Samson's house.

2. Outline historical events that influence Jane's early life: election of Abraham Lincoln, establishment of the Underground Railroad, the abolitionist movement, publication of *Uncle Tom's Cabin*, *Emancipation Proclamation*, Sherman's march to the sea, Lee's surrender to Grant, the Missouri Compromise, the Amistad and Dred Scott cases, the move west of ex-slaves, and the rise of the Ku Klux Klan.
3. Write notes for an oral report on plantation life following the Civil War. Demonstrate the changes that affect owners and former slaves: dropping of slave names, sharecropping, Freedmen's Bureau investigation, Klan terrorism, and schools for black children.
4. Compose a paragraph on Jane's relationship with men. Stress her ability to influence males like Albert Cluveau and Robert Samson while remaining in the background.
5. Make an annotated genealogical chart of the Samson Family. Underneath each entry, summarize the conflict that hampers that person's happiness and contentment.

RELIGION

1. Compose a graveside service for Ned Douglass, Jane or Joe Pittman, or Jimmy Aaron. Indicate how important black people remain alive in black history, for example, through storytelling and song.
2. Describe the role of religion in Jane's life after she is saved. Explain why she joins others in the quarters in watching Jimmy Aaron after his birth. What does it mean to be the One?

BUSINESS AND ECONOMICS

1. Describe the farm products and job opportunities for skilled and unskilled blacks of Bayonne and the nearby plantations. Explain how the economic situation alters for blacks after the Civil War and during Reconstruction. Why were Robert Samson's gifts to his former slaves worthless?
2. Explain why black women like Miss Lilly and Mary Agnes are lucky to work as teachers. Contrast their work with that of field hands, cooks, seamstresses, drivers, ranch hands, healers, and caregivers to children and the elderly.

GEOGRAPHY

1. Use topographical maps to describe the terrain the story covers, particularly the area around New Orleans, Louisiana, as well as Baton Rouge and LSU. Indicate the extent of bayou and swamp. Note the place where Dr. Carl Weiss murdered Huey P. Long.
2. Research the Underground Railroad routes that took runaway slaves from Louisiana plantations to Ohio.

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SOCIAL STUDIES

1. Compose an extended definition of social isolation. Explain why the term describes Tee Bob, Amma Dean, Mary Agnes LeFabre, Unc Isom, Madame Eloise Gautier, Albert Cluveau, Timmy Henderson, and Ned Douglass.
2. Contrast female characters and their attitudes toward family, racism, responsibility, and freedom. Consider Big Laura, Jane Pittman, Amma Dean, Mary Agnes LeFabre, Miss Lilly, Vivian Douglass, and Shirley.
3. Explain in an oral report why the community takes an interest in the success of Dr. Martin Luther King, Jr., Rosa Parks, Huey P. Long, Joe Louis, and Jackie Robinson, and in the fate of Jimmy Aaron.

PSYCHOLOGY AND HEALTH

1. Explain with diagrams the pressures that impinge on Tee Bob. Justify his rejection of Judy Major and his frequent trips home from L.S.U. to see Mary Agnes LeFabre.
2. Lead a debate concerning the best methods of including the elderly in community activities. Consider visitation, religious services, music, shared activities, field trips, photographs, holiday observances, and food.
3. Compose a lecture on emotional trauma as found in Jane at low points in her life. List causes, symptoms, and treatment for people who sense that their loved ones will die violently.

LANGUAGE AND LITERATURE

1. List phrases that underscore the Bryant plantation owners' harshness, Colonel Bone's deceit, Robert Samson's sexual exploitation of Verda, and Albert Cluveau's loyalty to his patrol.
2. Compose an extended definition of dialect. Analyze unusual terms, e. g., hyphen (hydrant), 'lectwicity (electricity), Luzana (Louisiana), hoo-doo (Voodoo), beero (bureau), jecked (jerked), Secession (Secesh), Singalee (Senegalese), and S'mellin (Schmel-ling). Determine what aspects of grammar and diction are unknown to Jane, such as the past tense of irregular verbs, e. g., "gived" for gave.
3. Make a wall chart explaining the difference between Cajun and Creole history and customs.
4. Pantomime symbolic or significant episodes, for instance, Big Laura's death, treatment of former slaves under Mr. Bone, Jane's mad horse ride, the naming of Jane Brown, the release of the stallion from the corral, drinking from the courthouse water fountain, the arrival of the chariot that Jane predicted, reading a United States map, the banishment of Timmy Henderson, and the subdivision of the Samson plantation.

5. List sense impressions from the novel that give immediacy and force to characterization. Name graphic details such as the smell of cooking pork to hungry wanderers, the taste of roast rabbit, the feel of the whip on Jane's back for refusing to use her slave name, the sight of Ned's body on the bed, the sound of Union soldiers arriving at the plantation, the taste of water from the courthouse water fountain, the pain of being forcibly rejected from Molly's kitchen, and the sound of Albert Cluveau's screams.

LITERATURE

1. Read aloud from nonfiction, novels, plays, speeches, and stories that describe bondage, racism, abuse, injustice, and poverty. Include Kate Chopin's *Desirée's Baby*, George Washington Cable's *The Grandissimes*, Gloria Naylor's *Mama Day*, Walter Dean Myers's *Glory Field*, Anne Moody's *Coming Of Age In Mississippi*, *The Autobiography Of Frederick Douglass*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, Gary Paulsen's *Nightjohn*, Alice Walker's *The Color Purple*, Toni Cade Bambara's *Blues Ain't No Mockingbird*, Maya Angelou's *I Know Why The Caged Bird Sings*, Alex Haley's *Queen and Roots*, Harriet Jacobs's *Incidents In The Life Of A Slave Girl, Written By Herself*, Ruthann Lum McCunn's *Thousand Pieces Of Gold*, Mark Mathabane's *Kaffir Boy*, Lorraine Hansberry's *A Raisin In The Sun*, William Armstrong's *Souder*, and Richard Wright's *Almos' A Man and Between The World And Me*.
2. Propose literature that would suit the curriculum of Ned Douglass's school for ex-slaves or the plantation teachings of Miss Lily or Mary Agnes LeFabre. Include the Negro anthem "Lift Every Voice and Sing."

LAW

1. Post on a bulletin board national laws affecting the life of Tacey from her birth in 1853 to her death 110 years later. Stress the *Emancipation Proclamation* and women's right to vote.
2. Make a chart of advice to Jimmy Aaron concerning the civil rights that he should demand for blacks, particularly voter registration, police protection from night riders, and free access to public transportation, housing, schools, stores, restaurants, and banks.

DRAMA

1. Draw stage settings for a dramatization of Big Laura's flight from the plantation, Colonel Dye's farewell to Joe Pittman's family, Ned's return from the Spanish-American War, Tee Bob's suicide, Molly's rejection of Jane from the kitchen, the division of Robert Samson's land, night riders attacking Jane, a consultation with Madame Eloise Gautier, Mary Agnes LeFabre's bus trips to New Orleans, the sermon by the river, and fishing with Albert Cluveau. Supply sketches of costumes and props, such as sacks of potatoes and apples, army uniforms, fish, guns, Ku Klux Klan sheets, pots and pans, deeds, letter opener, white powder, horse harness, rope, and flint and iron.

THE AUTOBIOGRAPHY OF MISS JANE PITTMAN

2. Create a storyboard account of Jane's courtship, her marriage to Joe Pittman, and her motherhood to Ella and Clara Pittman. Dramatize the migration from Colonel Dye's plantation to Mr. Clyde's ranch on the Texas-Louisiana border, Jane's interest in hoodoo, the early morning confrontation at the corral, and Joe's return as a corpse tied over a horse.

SPEECH

1. Organize a discussion of racism and other forms of persecution, classism, and exclusion. Answer these basic questions: What makes people exploit identifiable groups, especially members of a minority race? How does prejudice cause tense situations, such as the beating of Ticey for refusing to answer to her name and Colonel Dye's demand for \$30 in interest from Joe and Jane Pittman? Why does prejudice precipitate Tee Bob's suicide? How do speeches, books, plays, monuments, music, murals, and other forms of creativity help quell ridicule, hatred, segregation, and prejudice?
2. Compose a presentation to parents concerning miscegenation. Explain why Tee Bob has a right to love Mary Agnes LeFabre. Contrast the reaction in New Orleans to her job teaching black plantation children with Amma Dean and Robert Samson's responses to Tee Bob's courtship of Mary Agnes and to his suicide.

CINEMA

1. View films about slavery and black poverty, such as *Queen*, *Roots*, *Beloved*, *Gone With The Wind*, *Souder*, and *Band Of Angels*. Compare the movies' settings, themes, and dialogue to those of *The Autobiography Of Miss Jane Pittman*. Comment on the interplay of people of different ethnic, social, educational, economic, and religious backgrounds, especially people of mixed racial heritage like the Creoles of New Orleans and the slave children sired by white slave owners.

MATHEMATICS AND COMPUTERS

1. Using desktop publishing, make a web site or bulletin board that identifies these terms: parrain, Cajun, pralines, Miss Rosa Parks, slave name, cat-o'-nine-tails, spillway, Dr. Carl Weiss, armoire, grippe, pallet, barren, bayou, latitude and longitude, Rebs, civil rights movement, gallery, derrick, Vespucci, mulatto, Creole, Secesh, Emancipation Proclamation, headland, hoodoo, sharecropping, Ku Klux Klan, Huey P. Long, levee, dirk, firehalf, Booker T. Washington, patrollers, L.S.U., Reconstruction, parish, scalawag, drummer, clabber, incredulously, chattel, Senegalese, narrative, overseer, pallet, quarters, ravished, recite, slave name, muscadine, Freedman's Bureau, hydrant, and Frederick Douglass.

2. Based on your understanding of the novel, lead a panel discussion of the effects of threat, poverty, racism, illiteracy, homelessness, and violence on former slaves such as Big Laura and her infant daughter, Ned and Vivian Douglass, Joe and Jane Pittman, and Unc Isom. Support your opinions with facts from census reports, sociological surveys, and statistics obtained from almanacs and economic and health surveys.

3. Research population figures from the South during and after the Civil War. Divide your findings into white and non-white, slave and free. What percentage of blacks lived free lives in the South before the *Emancipation Proclamation*? Explain why these figures are difficult to corroborate.

ALTERNATE ASSESSMENT

1. List examples of cruelty, injustice, and racism in various characters, for example, the mistress's order to kill Ticey, stalking of Ned, Colonel Dye's demand for \$30, the exile of Timmy, night riders' attack on Jane, Albert's intent to shoot Ned, Molly's rejection of Jane from the kitchen, the patrollers' murder of Big Laura and her infant daughter, Robert Samson's rejection of Mary Agnes LeFabre as a daughter-in-law, the exclusion of blacks from the Creoles' party, the shooting death of Jimmy Aaron, Robert's sexual exploitation of Verda, formation of the Ku Klux Klan, Tee Bob's rape of Mary Agnes, Albert Cluveau's abuse of Adeline, and Felton Burke's abandonment of Jane.
2. Compile a list of actions that demonstrate community spirit, particularly the birthing of Jimmy Aaron, the contest between Black Harriet and Katie, support of civil rights demonstrators in Bayonne, friendship between Tee Bob and Timmy, Unc Isom's advice to ex-slaves, Big Laura's guidance of a party of wanderers toward the North, Ned's contribution to the creation of black communities in Kansas, the congregation's attention to the sermon by the river, the search party that returns Joe's body to the Clyde ranch, and Jane's laundry business and her delivery of ironed clothes on her horse Pigeon.
3. Compose a scene in which Amma Dean and Robert Samson mourn the deaths of Jimmy Aaron, Tee Bob, Clarence, and Jane, and the attack on Mary Agnes LeFabre.
4. Make a character list and explain the character flaws of each, including Jane's stubbornness, Mary Agnes's lies, Robert Samson's unfairness to Timmy, Katie's boasts, patrollers' murders of fleeing former slaves, Amma Dean's jealousy, Joe's pride, Felton Burke's disloyalty, Albert Cluveau's racism, Tee Bob's despair, Jimmy Aaron's pursuit of girls, and Colonel Eugene I. Dye's deception.
5. Account for Jane's shifts of residence from the Bryant plantation to Colonel Dye's plantation, Clyde's ranch on the Texas border, the banks of the St. Charles River, and on to the Samson plantation.

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VOCABULARY

Complete each of the following sentences with an appropriate word from the list below. Place your response in the blank at left.

barren

Bayou

bureau

cat-o'-nine-tails

chariot

clabber

dagoes

Depression

derrick

dike

dirk

gallery

hoodoo

incredulously

interest

Ku Klux Klan

levee

longitude

L. S. U.

narrative

overseer

pallet

parrain

parish

pralines

Proclamation

quarters

ravished

Rebs

recite

Secesh

sharecropping

spillways

stallion

- _____ 1. When they heard the _____ was loose they saddled their own horses and went after him.
- _____ 2. I should mention here that even though I have used only Miss Jane's voice throughout the _____ there were times when others carried the story for her.
- _____ 3. He has spent all day yesterday and all night the night before gigging frogs on Grosse Tete _____
- _____ 4. He went through the _____ looking for Mary Agnes.
- _____ 5. Jules Raynard was Tee Bob's _____.
- _____ 6. Everyday _____ far as I'm concerned, but they said Sicilians, and they was very nice to colored.
- _____ 7. The other reason I never looked at a man, I was _____.
- _____ 8. He wouldn't dare tell the old colonel he wanted to go break horses for more money, he told him _____.
- _____ 9. She asked Tee Bob if he would like to hear the children _____.
- _____ 10. Now he's built his concrete _____ to control the water.
- _____ 11. "That girl," Clamp said to me. "Been _____."
- _____ 12. They did it in slavery; after the war they did it; they did it in the hard times that people want call Reconstruction; they did it in the _____—another hard times; and they doing it now.
- _____ 13. The _____ had said he was go'n whip my mama because the driver said she wan't hoeing right.
- _____ 14. She took everything out of the bundle and spread the dress out so the children could have a _____ to lay down on.
- _____ 15. If I were bold enough to ask: "But what about such and such a thing?" she would look at me _____ and say: "Well, what about it?"

THE AUTOBIOGRAPHY OF MISS JANE PITTMAN

COMPREHENSION TEST A

PART I: CHARACTER IDENTIFICATION (30 POINTS)

Match each of the following descriptions from the novel with a character name. Place the letter of your response in the blank provided at left. Some names may be used more than once.

- _____ 1. wears his hat and sits in the saddle just like Robert Samson
- _____ 2. warns the editor not to tie up all loose ends
- _____ 3. foresees Joe's death in a dream
- _____ 4. demands \$30 interest
- _____ 5. ignores Judy Major
- _____ 6. makes a speech at the river
- _____ 7. washes and irons clothes for a living
- _____ 8. buys toothbrushes for school children
- _____ 9. prevents Robert Samson from harming Mary Agnes
- _____ 10. feeds Jane and Ned pecans
- _____ 11. tells Jane how to locate the north by finding moss on trees
- _____ 12. fights in Cuba
- _____ 13. watches Tee Bob and Timmy through spy glasses
- _____ 14. tells Just to shut up and apologizes
- _____ 15. begs Jane's protection from Albert Cluveau

- A. Jane
- B. Jules
- C. Adeline
- D. Tee Bob
- E. Amma Dean
- F. Timmy
- G. Job
- H. Colonel Dye
- I. Madame Gautier
- J. Miss Lilly
- K. Ned
- L. Mary Agnes
- M. Jimmy
- N. Mary Hodges
- O. Unc Isom

PART II: TRUE/FALSE (30 POINTS)

Mark the following statements either T for true or F if any part is false.

- _____ 1. After Ned Douglass moves to Kansas, he loses touch with his mother.
- _____ 2. Jane's long walk takes her to the borders of Ohio.
- _____ 3. Jules Raynard blames society for Tee Bob's death.
- _____ 4. Outside Bayonne, Cajuns, Creoles, whites, and blacks have little contact with each other.
- _____ 5. Joe feels ill-suited for sharecropping.
- _____ 6. Newly freed blacks select any names they choose.
- _____ 7. Jane finds religion on the Bryant plantation.
- _____ 8. Ned's followers touch his corpse and the blood-soaked lumber.
- _____ 9. Jane doubts the worth of controlling a river.
- _____ 10. Jane defies Robert by leaving for the demonstration in Bayonne.
- _____ 11. Jane dates much of the abuse of blacks and mulattos to the time of Huey Long's administration.
- _____ 12. Jane's parents were killed by patrollers.
- _____ 13. After meeting Felton Burkes, Janes moves to the St. Charles River.
- _____ 14. Molly at first rejects Jane, then accepts her style of kitchen work.
- _____ 15. Albert disapproves of Jane's fishing with a Creole.

THE AUTOBIOGRAPHY OF MISS JANE PITTMAN

PART III: IDENTIFICATION (10 POINTS)

Explain the significance of the following details:

1. courthouse water fountain
2. You the One?
3. flint and iron
4. Ticey
5. Chariot of Hell

PART IV: ESSAY QUESTIONS (30 POINTS)

1. Contrast restrictions that bind Jane and Amma Dean.
2. Discuss the consequences of Tee Bob's proposal of marriage.
3. Describe episodes illustrating Jane's stubbornness.
4. Account for continued enslavement to farm labor after the *Emancipation Proclamation*.
5. Account for the symbolism of the raging St. Charles River as a token of black rage.

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COMPREHENSION TEST B

PART I: MULTIPLE CHOICE (20 POINTS)

Select an answer to complete each statement below:

- _____ 1. Jane finds religion after
- A. Jimmy is born.
 - B. Big Laura dies in the woods.
 - C. reaching adulthood.
 - D. Miss Amma Dean sends Timmy to L. S. U.
- _____ 2. The old hunter gives Ned and Jane advice and
- A. leaves them cooked game.
 - B. offers the last of the pecans.
 - C. shows them how to roast corn.
 - D. directs them to Bone's house.
- _____ 3. Albert's talk about killing
- A. causes Jane to avoid him.
 - B. frightens Ned.
 - C. stops with the sprinkling of Madame Gautier's powder.
 - D. is a part of his everyday conversation.
- _____ 4. Even though Jimmy dies,
- A. Robert pays bus fare for demonstrators.
 - B. Jane refuses to believe that his spirit is gone.
 - C. Lena runs screaming through the quarters.
 - D. witnesses are unable to convince Sheriff Guidry of Cluveau's involvement.
- _____ 5. Miss Lilly is outraged by the sight of
- A. boys being smoked in a tree.
 - B. children trying to shine brogans.
 - C. young girls grading papers for the male teacher.
 - D. Judy Major's appearance at the Creole party.
- _____ 6. Mary Agnes tells a convincing story about
- A. Tee Bob's suicide.
 - B. Jimmy Caya's letter opener.
 - C. how she fell.
 - D. why she packed to leave on the bus.
- _____ 7. Jane decides to leave the baby's corpse
- A. buried beside Ned.
 - B. in Big Laura's arms.
 - C. where the overseer can find it.
 - D. near its half-black brother.
- _____ 8. Voluntarily, Jane moves
- A. to the Bryant plantation.
 - B. away from Kansas.
 - C. after patrollers threaten Ned.
 - D. from a house supplied with electricity.
- _____ 9. Jane hesitates to live with Joe Pittman because
- A. they haven't jumped the broom.
 - B. she is barren.
 - C. Ned is more important to her than Clara and Ella.
 - D. Vivian needs help with the three fatherless children.
- _____ 10. Ned needs Vivian to stay seated because
- A. he fears the fishermen behind him may shoot her.
 - B. he wants her to be a model of faith.
 - C. he knows he is dying.
 - D. she does not admire Booker T. Washington.

THE AUTOBIOGRAPHY OF MISS JANE PITTMAN

PART II: FILL-IN (30 POINTS)

Fill in the blanks with short answers from the list below:

Amma Dean
Black Harriet
Bone
bureau
bus
cat-o'-nine-tails

clabber
dike
Fa-fa
field
fountain
Freedom Riders

Huey Long
Jackie
Jimmy
Ku Klux Klans
letter
levee

lies
Miss Lilly
New Orleans
parrain
proclamation
receipt

Timmy
Unc Isom
Dr. Weiss

- _____ 1. I'll put her in the _____ and bring another one up here to look after them children.
- _____ 2. Then I found out Jimmy was telling me _____.
- _____ 3. That bus with the _____ had just been destroyed.
- _____ 4. _____ saw this place changing, and he saw all the people moving away.
- _____ 5. _____ was standing on the gallery with two people holding lanterns on both sides of him. He said he didn't own the place no more.
- _____ 6. Jules Raynard was Tee Bob's _____.
- _____ 7. And that's how I saw when Jules Raynard snatched the _____ up off the table and put it in his pocket.
- _____ 8. Well, up to a year ago they didn't have a _____ there for colored at all. They didn't have a bathroom inside, either.
- _____ 9. They stacked sacks and stacked sacks, and every time the _____ got ready to break through it went right on.
- _____ 10. Ned's job was to tell the people how to get to _____. How to travel.
- _____ 11. "Mr. Clyde said be sure bring a _____," Joe said.
- _____ 12. _____ said, "I wouldn't call white trash Mister if I was dying."
- _____ 13. The worst thing happened in the field while I was out there was the thing with _____.
- _____ 14. _____ came in the year after the high water. Nothing better could 'a' happened to the poor black man.
- _____ 15. Patrollers and the soldiers from the Secesh Army was the ones who made up the _____ later on.

PART III: SHORT ANSWER (20 POINTS)

Supply a word or phrase in answer to the following questions. Place your response in the blank provided.

- _____ 1. How does Jane earn a living after Felton leaves?
- _____ 2. Who kills Big Laura?
- _____ 3. Who insists on sleeping between his daughters?
- _____ 4. Who is Tee Bob's fiancée?
- _____ 5. How is Ned's body transported?
- _____ 6. Who renames Ticey?
- _____ 7. Who fights to keep two rocks?
- _____ 8. What chores does Ticey perform for soldiers?
- _____ 9. What state do Jane and Ned walk toward?
- _____ 10. To what ethnic group does Mary Agnes belong?

THE AUTOBIOGRAPHY OF MISS JANE PITTMAN

PART IV: ESSAY QUESTIONS (30 POINTS)

Discuss the significance of the following citations:

1. Miss Jane's story is all of their stories.
2. The Republicans said every free man ought to have forty acres and a mule.
3. He would give her the Samson name.
4. Me and Robert looked at each other there a long time.
5. He asked them if they wanted to call a God-fearing man like Mr. Albert Cluveau a liar.

THE AUTOBIOGRAPHY OF MISS JANE PITTMAN

ANSWER KEY

VOCABULARY

- | | | |
|--------------|------------------|-------------------|
| 1. stallion | 6. dagoes | 11. ravished |
| 2. narrative | 7. barren | 12. Depression |
| 3. Bayou | 8. sharecropping | 13. overseer |
| 4. quarters | 9. recite | 14. pallet |
| 5. parrain | 10. spillways | 15. incredulously |

PART I: MULTIPLE CHOICE (20 POINTS)

- | | |
|------|-------|
| 1. C | 6. C |
| 2. A | 7. B |
| 3. D | 8. D |
| 4. B | 9. B |
| 5. A | 10. A |

PART I: CHARACTER IDENTIFICATION (30 POINTS)

- | | | |
|------|-------|-------|
| 1. F | 6. K | 11. O |
| 2. N | 7. A | 12. K |
| 3. A | 8. J | 13. E |
| 4. H | 9. B | 14. A |
| 5. D | 10. G | 15. C |

PART II: FILL-IN (30 POINTS)

- | | | |
|-------------------|-----------------|-------------------|
| 1. field | 6. parrain | 11. receipt |
| 2. lies | 7. letter | 12. Timmy |
| 3. Freedom Riders | 8. fountain | 13. Black Harriet |
| 4. Jimmy | 9. levee | 14. Huey Long |
| 5. Bone | 10. New Orleans | 15. Ku Klux Klans |

PART II: TRUE/FALSE (30 POINTS)

- | | | |
|------|-------|-------|
| 1. F | 6. T | 11. F |
| 2. F | 7. F | 12. F |
| 3. T | 8. T | 13. T |
| 4. F | 9. T | 14. F |
| 5. T | 10. T | 15. F |

PART III: SHORT ANSWER (20 POINTS)

- | | |
|------------------------|-------------------|
| 1. washing and ironing | 6. Corporal Brown |
| 2. patrollers | 7. Ned |
| 3. Albert Cluveau | 8. carrying water |
| 4. Judy Major | 9. Ohio |
| 5. by wagon | 10. Creole |

PART III: IDENTIFICATION (10 POINTS)

1. Even though Jimmy died hours before, Jane chooses to make a gesture to civil rights before the people of Bayonne.
2. Blacks look for a messiah among the male babies born in the quarters.
3. Big Laura leaves flint and iron, her fire-making tools, as Ned's only legacy.
4. Tacey, under the influence of Corporal Brown, changes her name to that of his daughter, Jane Brown.
5. Albert believes Jane's warning that a hellish punishment will overtake him for shooting Ned.

TEACHER'S NOTES

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