



# Show Way

Jacqueline Woodson; Illustrated by Hudson Talbott

## Teacher's Guide

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## Synopsis

In vivid pictures and text, *Show Way* tells the stirring story of nine generations of women in the author's Southern African-American family who inspired each other through their strength, family traditions, and determination to be free. Using repetitive elements of oral folk storytelling to echo the story's theme, the author traces her own forebears, starting with female ancestors born in slavery in South Carolina, and shows how these strong women kept hope alive and aided in the struggle for freedom by creating "Show Ways"—beautiful quilts that contained, in a code known to slaves (who were often forbidden by law to learn to read), history, folk tales, and especially directions for safe passage to freedom in the North.

The story gains power with each vignette about the lives of the women who carried on the tradition of creating Show Ways. The tale begins with slave ancestors subjected to such horrors as seeing their children "sold away" into slavery at the age of seven, moving through the Civil War and life in the Jim Crow South, and progressing through the Civil Rights Movement to the present day, until the story culminates with the author's daughter, born in freedom and limitless possibilities to a successful, college-educated mother who in turn imparts the story of the Show Ways to her. The story itself becomes a "Show Way," tracing the way to freedom through the generations, and showing through example the courage of ancestors who have used the idea of the Show Way to fight for what is right and to create a better life for their children.

## Author/Illustrator Sketch

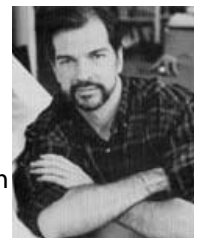
Author Jacqueline Woodson was born on February 12,

1963, in Columbus, Ohio, but spent her early years in Greenville, South Carolina. She moved to Brooklyn, New York, when she was seven, where she was surrounded by a diversity of

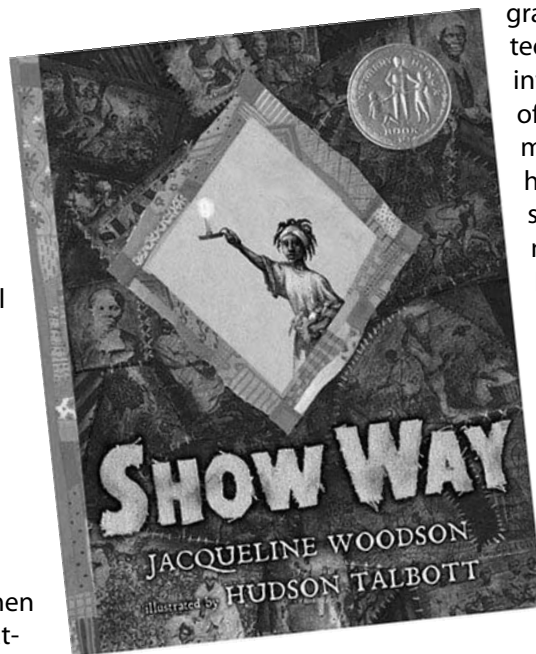


cultures that sparked her imagination, and where she learned, while still in grade-school, to channel her self-admitted penchant for telling extravagant lies into the more socially accepted pursuit of writing award-winning stories. A former drama therapist for runaways and homeless children in New York City, she earned a B.A. in English with a minor in British Literature. She lives in Brooklyn with her partner and children, writing full-time and serving on the faculty of Goddard College's Master of Fine Arts (MFA) writing program. In addition to traveling, she enjoys reading, sewing, and "heated political debates with friends."

Illustrator Hudson Talbott was born and raised in



Louisville, Kentucky, the youngest of four children. He was interested in drawing from an early age. After graduating from the Tyler School of Art in Rome, he remained in Europe for several years, then worked in Hong Kong while traveling in Southeast Asia for another year before moving to New York City, where he has lived and worked since 1974. A celebrated illustrator, he published his first book, *How to Show Grown-ups the Museum* (commissioned for New York's Museum of Modern Art) in 1985. Since then he's written and illustrated more than a dozen children's books on a variety of themes. His most famous work, *We're Back: A Dinosaur's Story*, inspired the 1993 film of the same name. He now divides his time between homes in New York City and the Hudson River Valley of Upstate New York.



**Critic's Corner**

*Show Way*, which was a 2005 Newbery Honor Book, won accolades for both its author, Jacqueline Woodson, and illustrator, Hudson Talbott. *Kirkus Reviews* called it "One of the most remarkable books of the year," and *School Library Journal* praised *Show Way* as "an outstanding tribute, perfectly executed in terms of text, design, and illustration," lauded both its storytelling and "gorgeous, multimedia art," and calling it "a sophisticated book that introduces readers to the passage of time, family traditions, and the significance of quilts and their patterns in African-American history." Woodson has won numerous other awards for her books, including Caldecott and ALA Notable Book honors, two National Book Award nominations, the Coretta Scott King Award, and the *Los Angeles Times Book Prize*. Talbott has won critical acclaim for his work as well, including ALA Notable Book and VOYA Honor Book citations for illustration.

**Underground Railroad Timeline**

- 1585** First Africans brought to North America as slaves at St. Augustine, Florida
- 1688** Mennonites in North America formally oppose slavery, begin aiding freedom seekers
- 1754** Quakers in North America condemn slavery
- 1775** First abolition society formed in Philadelphia
- 1880** Methodist Church in America states that slavery contradicts laws of God and man
- 1780-1786** Nine Northern states abolish slavery or legislate emancipation  
George Washington writes of his acting as a slave catcher
- 1787** Rev. Absalom Jones, Rev. Richard Allen form Independent Free African Society  
Northwest Ordinance prohibits slavery in Ohio, Indiana, Illinois, Michigan, and Wisconsin  
Presbyterian Church of America condemns slavery, begins promoting abolition
- 1788** United States Constitution ratified; fails to outlaw slavery  
George Washington, a slave-holder from Virginia, elected president
- 1789** Baptist Church of Virginia condemns

- 1796** slavery, urges abolition  
John Adams, only non-slaveholder among the main Founding Fathers, is elected president
- 1808** The importation of slaves is banned in the U.S., though illegal slave trade continues.
- 1816** African Methodist Episcopal Church founded; opposes slavery, begins aiding fugitives
- 1820** The Missouri Compromise maintains a balance of 12 slave and 12 free states. The agreement is a sign of growing entrenchment in both free and slave states.
- 1827** John Russworm and Samuel Cornish, black journalists, publish *Freedom's Journal*
- 1828** Russworm and Cornish publish *The Rights of All*, the first black abolitionist periodical
- 1831** William Lloyd Garrison, age 26, publishes the first issue of his anti-slavery newspaper, *The Liberator*. He continues publication until the Thirteenth Amendment is passed in 1865.
  
- Baltimore & Ohio Railroad lays down nation's first rail line. In the mid-1800s, the Baltimore & Ohio is sued for aiding freedom-seekers.
- 1830s** The network aiding freedom-seekers is given the name Underground Railroad. "Vigilance Committees" form in northern towns to aid freedom-seekers.
- 1831** Nat Turner's Rebellion: In Virginia, Nat Turner leads a slave revolt during which 57 whites are killed. U.S. troops kill 100 slaves. Turner is caught and hanged.
- 1833** Arthur and Lewis Tappan form New York's National Anti-Slavery Society.
- 1834** British Empire abolishes slavery throughout its worldwide commonwealth, including Canada, which becomes a magnet for U.S. freedom-seekers.
- 1837** James and Lucretia Mott and others form Pennsylvania Anti-Slavery Society.
- 1849** Harriet Tubman escapes slavery in Maryland.
- 1850** Tubman makes the first of several successful rescues of Maryland freedom-

seekers. Her motto: "Never lose a passenger."

The Fugitive Slave Act, requiring all citizens to aid in capture of freedom-seekers, passes.

**1852** Harriet Beecher Stowe's *Uncle Tom's Cabin*, an anti-slavery polemic, is published. It becomes the first international best-seller, selling a million copies in the United States and abroad.

**1857** Dred Scott decision, authored by Supreme Court Chief Justice Roger Taney, strips blacks, free and enslaved, of citizenship.

**1859** Abolitionist John Brown seizes federal armory at Harper's Ferry, W.Va., in an effort to arm and free slaves. He is captured and hanged, but the incident incites the abolitionist movement.

**1860** Abraham Lincoln is elected the 16th president of the United States.

**1861** Southern states begin seceding. Lincoln is inaugurated; the Civil War breaks out at Fort Sumter in April.

**1862** Western counties of Virginia secede from Virginia and form anti-slavery W.Va.

**1863** Emancipation Proclamation abolishes slavery in Confederate states. Working as a Union scout, Harriet Tubman in a single week frees more than 750 enslaved people along South Carolina's Combahee River.

**1865** Civil War ends. Lincoln is assassinated. The Thirteenth Amendment outlaws slavery, with Mississippi the only dissenting state. The Underground Railroad disbands.

## Selected Other Works by Jacqueline Woodson

*Feathers*

*Lena*

*From the Notebooks of Melanin Sun*

*If You Come Softly*

*Miracle Boys*

## Jacqueline Woodson's Awards

- Newberry Honor Medal
- Margaret A. Edwards Award for Lifetime Achievement
- Caldecott Honor
- ALA Notable
- ALA Best Book for Young Adults
- Coretta Scott King Author Honor
- *Booklist* Editor's Choice
- *Child* Magazine Best of 2004
- 2005 YALSA Quick Picks for Reluctant Young Adult Readers
- YALSA Top Ten Best books for Young Adults for 2005
- National Book Award Finalist
- 2003 *Boston Globe-Horn Book* Award (Fiction Honor)
- National Book Award nominee

## Bibliography

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<http://jacquelinewoodson.com/bio.shtml> - website

<http://www.hudsonaltbott.com/>

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<http://www.quiltethnic.com/historical.html> - timeline

<http://www.reddawn.net/quilt/timeline.htm> - timeline

<http://www.angelfire.com/ar/freedom/stars.html> - Leonid Meteor Event/Timeline/Harriet Powers

<http://www.ugrrquilt.hartcottagequilts.com/rr7.htm> - Quilt Code

<http://search.barnesandnoble.com>

<http://sheetmusic.berkeley.edu/courses/is182/papers/UGG/index.htm> - "All Aboard the Underground Railroad!"

[http://www.africanaonline.com/slavery\\_timeline.htm](http://www.africanaonline.com/slavery_timeline.htm) -

[http://fourr.org/history\\_timeline.html](http://fourr.org/history_timeline.html), "Underground Railroad Timeline"

## General Objectives

- To understand the struggle for freedom
- To understand the value of family tradition and ancestry
- To analyze the story's title
- To appreciate the creativity of black women
- To evaluate themes of motherhood
- To evaluate social conventions
- To sympathize with the slaves' plight

- To find examples of compassion
- To characterize separation, grief, and loss
- To appreciate the illustrations and what they bring to the story

## Specific Objectives

- To understand the importance of family and ancestry
- To understand the importance of freedom
- To recognize the courage and creativity of women
- To understand the slaves struggle for survival
- To appreciate the loss of family suffered by slaves
- To describe how black women dealt with slavery
- To appreciate the relationships between characters
- To appreciate the quilts and the connection they bring to future generations
- To evaluate the story as literature
- To determine how the story generates humor and emotion

## Literary Terms and Applications

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

**Characterization:** the different ways an author tells readers about characters. Writers can tell about characters directly or let the readers reach their own decisions about a character indirectly by showing the comments, thoughts, and actions of the other characters. Woodson uses both direct and indirect characterizations to show how the women coped with life as slaves.

**Conflict:** a struggle or fight. There are two kinds of conflict in literature. In an external conflict, characters struggle against a force outside themselves. In an internal conflict, characters battle a force within themselves. *Show Way* has strong external conflict as the women in the story find a way to freedom.

**Metaphor:** a figure of speech that is the substitution of one idea or object with another, used to assist expression or understanding. "Big mama moved on to the next world" is an example of a metaphor.

## Cross-curricular sources

### DVD and Video

- The Color Purple* (1985)
- Uncle Tom's Cabin* (1987)
- Roots* (1991)
- Beloved* (1999)

### Internet

- Harriet Powers: A Freed Slave Tells Stories Through Quilting, <<http://www.historyofquilts.com/hpow-ers.html>>
- Did Quilts Hold Codes to the Underground Railroad?, <[http://news.nationalgeographic.com/news/2004/02/0205\\_040205\\_slavequilts.html](http://news.nationalgeographic.com/news/2004/02/0205_040205_slavequilts.html)>
- Unchained Memories: Slave Narratives and Uncle Tom's Cabin, <<http://www.pbs.org/wgbh/aia/part4/4p2958.html>>
- Black History Month, <<http://html.ibsys.com/sh/news/idi/bhm/index.html>>

### Literature

- Harriet Beecher Stowe, *Uncle Tom's Cabin*
- Cuesta Benberry, *A Piece of My Soul: Quilts by Black Arkansans*
- Alex Haley, *Roots*
- Kyra E. Hicks, *Black Threads: An African-American Quilting Sourcebook*
- Deborah Hopkins, *Sweet Clara and the Freedom Quilt*
- Harriet A. Jacobs, *Incidents in the Life of a Slave Girl*
- Mary E. Lyons, *Stitching Stars: The Story of Harriet Powers*
- Toni Morrison, *Beloved*
- Raymond Dobard and Jacqueline Tobin, *Hidden in Plain View: A Secret Story of Quilts and the Underground Railroad*
- Alice Walker, *The Color Purple*.

## Themes and Motifs

A study of the central issues and situations on Jacqueline Woodson's *Show Way* should include these aspects:

### Themes

- Family
- ancestry
- tragedy
- loss
- history
- secrets
- tradition
- love
- coping skills
- bravery

### Motifs

- enduring separation from family
- understanding the struggle of slaves
- survival as a slave
- fighting for justice

- self-reliance
- importance of keeping secrets
- power of women
- importance of tradition
- showing courage under frightening conditions
- experiencing and showing bravery

## Meaning Study

Below are significant quotes from the story. Explain each in context.

1. "Big Mama raised Soonie's great-grandma. Raised most the slave children on that large patch of land. At night, Big Mama told children stories." *(Most children were sold when they reached an age when they could work in the fields. On plantations there was one woman who would take care of the children. Big Mama was that woman for Soonie's great-grandmother. Through storytelling, Big Mama inspired and instructed Soonie and the other children, and instilled in them the dream of freedom and a better future.)*
2. "Big Mama taught Soonie's great-grandma to sew colored thread into stars and moons and roads that slave children grew up and followed late in the night, a piece of quilt and the true moon leading them." *(The stories were about being free and the quilts led the way. Each quilt would have secret directions to lead the slaves to freedom.)*
3. "And Soonie's great-grandma grew up, jumped broom with a young man named Ensler." *(Although the white legal system forbade slaves to marry, they did anyway, in folk ceremonies called "jumping broom" or "jumping the broom," symbolizing crossing into a new life through marriage.)*
4. "Took a star from her mama's blanket, took a little piece of the road and pressed it to her face when she wanted to remember back home." *("Sold away" into slavery at the age of seven, Mathis May comforts herself with a scrap from her mother's quilt.)*
5. "Sewed so fine, she was making clothes for everyone in the big house and slaves too." *(Taught by her mother before being sold away, Mathis May (Soonie's grandmother), became an excellent seamstress and sewed for everyone on the*

*plantation, in the process carrying on the tradition of the Show Way.)*

6. "Slaves whispered what no one was allowed to say: That Mathis know how to make ... a Show Way." *(Had the slave-owners understood the significance of the Show Way, they would have punished Mathis May and the other slaves severely. For everyone's safety, the slaves were careful not to speak openly about the quilts.)*
7. "That slave was killed running off to the north side of the war months before he got to meet his baby, a girl-child who was born free that same year, 1863." *(Mathis May married a slave who was killed trying to escape to fight for the North in the Civil War. A few months later, on January 1, 1863, Abraham Lincoln issued the Emancipation Proclamation, which stated that "all persons held as slaves, are, and henceforward shall be free." Ironically, in seeking his freedom, Mathis May's husband missed being freed as a slave and witnessing freedom for his wife and daughter.)*
8. "Didn't need that secret trail to the North anymore, but started living well off the money those quilts brought in." *(With slavery abolished, there was no longer a need for a map to the North, but there was a need to earn a living. Soonie and her mother used their sewing skill to create beautiful quilts with traditional patterns that they could sell at a profit.)*
9. "Georgiana, who grew tall and straight-boned and free, picking out words from her mama's Bible by three." *(In contrast to her slave ancestors, who told stories verbally and through quilts because they were forbidden to learn to read, Georgiana is a reading prodigy, already literate as a toddler.)*
10. "And Caroline and Ann grew up tall and straight-boned. Turned seven. Walking in a line to change the laws that kept black people and white people living separate." *(Although slavery had been abolished, black people were still denied full rights as Americans, especially in the segregated South under Jim Crow, the system of state laws that disenfranchised blacks. Caroline and Ann participated in demonstrations during the Civil Rights Movement of the 1950s and 1960s, joining efforts that eventually led to the Civil Rights Act of 1964 and the abolition of segregation.)*

11. "And when I was seven, I didn't have to work in a field or walk in any Freedom lines."  
*(Jacqueline Woodson was born in 1961; freedom under the law had been achieved by the time she was school age. She appreciates the struggles of her ancestors and the freedom they have won for her.)*

## 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.

### Character

1. Discuss how slaves kept historical records and maintained a sense of history and love of learning, despite the suffering of slavery and being forbidden to read and write.  
*(Slaves were not allowed to go to school or learn to read or write; and since they were given no more rights than livestock, they could be torn from their family at a moment's notice without any recourse. Nevertheless, women like the author's ancestor managed to survive the hardships of slavery and maintain a sense of identity and history through a storytelling tradition, and by sewing records into quilts.)*

### Style

2. Characterize the style.  
*(The story is written in narrative style that uses storytelling devices such as repetition and humor. The illustrations depict historical events and situations through an almost fairy-tale lens. And, as with a fairy tale, the story has a happy ending, made all the better because it's true.)*

### Character Development

1. How are the women in the story portrayed?  
*(The women are very strong, adapting to hardship while never giving up hope for a better future. They manage to survive, thrive, and create a better future for their descendants.)*

### Conflict

1. Explain the relationship between slave owners and slaves.  
*(Slaves were treated as possessions; they had no rights, and the masters had absolute power over their lives and relationships. It was a cruel and unjust system, which required the slaves to keep secret their*

*desire for freedom and anything that would help them achieve it.)*

### Interpretation

1. Is knowing the story is about the author's own family important to reading of the story?  
*(Yes, it lends more authenticity and makes the story more interesting. That fact that this is about a real family is very moving.)*

### Motivation

1. Explain why the quilts were made.  
*(The quilts were a secret way to help slaves flee to the North and gain freedom. Slaves found talking about or planning an escape were punished. The quilts were a way to communicate without being discovered.)*

### Author Method

1. How does the reader learn of the character of the slaves?  
*(Words (bolstered by illustrations) express thoughts and actions, as well as underscore, through repetition, the central importance of the Show Way. The descriptions draw the reader into the lives of the characters.)*

### Image

1. Discuss the images portrayed in the illustrations. Are the illustrations important to the story?  
*(The vivid illustrations help the reader imagine slave life, and they also show what the beautiful quilts looked like. The illustrations also add a sense of wonder to the story of a journey from slavery to freedom. They go hand-in-hand with the text to complete the story.)*

### Text

1. Discuss text displayed in the story.  
*(The narrative records the thoughts and feelings of the slaves. The author uses dialect to tell the story, which adds to its sense of authenticity.)*

## Across the Curriculum

### Drama/Performance

1. Select sections of the story and perform them.  
2. Debate whether or not *Show Way* should be mandatory reading in your grade level.  
3. Working with a partner, role-play the broom-jumping scene between Soonie's great-grandmother and

Enslers.

## History/Social Studies

1. Were there other means for slaves to escape slavery? What were they?
2. Write a paper about abolishing slavery. Who wrote the Emancipation Proclamation? What was its purpose? Who did it benefit?
3. Do a paper on plantations and their workings. Were all plantation owners slave owners?
4. Write a paper on segregation. What was segregation? Whom did it affect?

## Art

1. Draw a picture of a quilt. Put a secret passage in it to show a route to freedom.
2. Make a quilt with a hidden map in it.
3. Using scenes from the story create a quilt of the main events.

## Cinema/Film

1. Select passages from the story that you think capture the slaves' personalities best. Write a vignette and perform it.
2. Watch or read *Roots* or another book that depicts the life of a slave or life on a plantation. Give a short presentation.

## Language

1. How does the use of language help this story? Does it make a difference in reading the story?

## Journalism

1. Write a newspaper article about the discovery of quilts that have secret messages in them.
2. Learn more about slavery. Do a timeline about slavery from its beginning to the present.
3. Make an advertisement for the sale of Show Way quilts.
4. Create a poster advertising quilts. Give a description of them and the cost for each.

## Literature

1. Write an essay in which you find humor in Show Way. What sort of humor appears in the story? What generates the humor? Is the humor situational, linguistic, or a combination?
2. Write an essay in which you contrast a slave's internal reactions to events or scenarios with the reader's internal reactions to the same situations. How does the contrast between the two generate emotion in the story?

3. Read aloud a passage that gives a clear sense of the story. Discuss the passage and its meaning.

## Composition

1. Write a short scene about the making of the quilt. How would the slaves interpret the secret passages? Would they recognize the roads, moon, and stars as a Show Way?
2. Compose a diary from Soonie's great-grandma's perspective. What would she say about life as a slave and quilting a Show Way?

## Economics

1. How did learning to sew help the slaves? Did they make a living with the quilts or only make them for plantation owners?
2. Are quilts being made today? Are there any quilts made by slaves still available? Are they valuable?

## Education

1. Make an oral report on the art of quilting through generations. How was it passed down? Do people still make quilts?
2. Research the effect of segregation on society. Did it affect everyone, or just black people?
3. What is illiteracy? Write a paper about its effects on slaves and society in general.

## Alternate Assessment

1. Discuss what you learned about life from Show Way.
2. Make a list of actions that show the bravery of the women depicted in the book.
3. Read another book by Woodson, and compare/contrast it to *Show Way*.

## Vocabulary Test

Circle the definition that best matches how the word is used in the novel.

\_\_\_\_\_ 1. Muslin

- A. religion
- B. cloth
- C. hat
- D. language

\_\_\_\_\_ 2. Plantation

- A. farm
- B. flower
- C. garden
- D. fruit

\_\_\_\_\_ 3. Freedom

- A. song
- B. feeling
- C. enslave
- D. liberty

\_\_\_\_\_ 4. Ancestor

- A. bug
- B. book
- C. descendant
- D. toy

\_\_\_\_\_ 5. Flee

- A. run
- B. insect
- C. hide
- D. skip

\_\_\_\_\_ 6. Quilt

- A. thread
- B. blanket
- C. needle
- D. picture

\_\_\_\_\_ 7. Patch

- A. paper
- B. erase
- C. material
- D. road

\_\_\_\_\_ 8. Brave

- A. applaud
- B. helpful
- C. kind
- D. courageous

\_\_\_\_\_ 9. Disappear

- A. vanish
- B. lie
- C. visit
- D. disobey

\_\_\_\_\_ 10. History

- A. subject
- B. record
- C. story
- D. song

\_\_\_\_\_ 11. Road

- A. car
- B. transportation
- C. concrete
- D. path

\_\_\_\_\_ 12. Whisper

- A. cry
- B. move
- C. speak softly
- D. broom

\_\_\_\_\_ 13. Secret

- A. hidden
- B. repeat
- C. open
- D. leak

\_\_\_\_\_ 14. segregation

- A. section
- B. separation
- C. farming
- D. welcoming

\_\_\_\_\_ 15. Scared

- A. marked
- B. hollered
- C. painted
- D. afraid



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## Comprehension Test A

### Part I: Character Identification (30 points)

Name the character (s) who fit (s) these descriptions.

- \_\_\_\_\_ 1. Was seven when she was sold from Virginia farm
- \_\_\_\_\_ 2. Used to dye thread
- \_\_\_\_\_ 3. Raised Soonie's great-grandma
- \_\_\_\_\_ 4. Map to freedom
- \_\_\_\_\_ 5. Jumped broom with Soonie's great-grandma
- \_\_\_\_\_ 6. Called her quilts Trail to the North
- \_\_\_\_\_ 7. Came to her for patch pieces of map
- \_\_\_\_\_ 8. Named baby Mathis May
- \_\_\_\_\_ 9. Taught Soonie's great-grandma to sew moons and stars
- \_\_\_\_\_ 10. First in the family to learn to read
- \_\_\_\_\_ 11. Name of Georgiana's twins
- \_\_\_\_\_ 12. Caroline and Ann marched against this
- \_\_\_\_\_ 13. Jacqueline Woodson's daughter's name
- \_\_\_\_\_ 14. Grew up writing poems and songs
- \_\_\_\_\_ 15. Didn't have to work in fields or walk in Freedom lines.

### Part II: Fact or Opinion (20 points)

Mark the following statements either T for true, F for false or O for Opinion

- 1. Soonie's great-grandma left home with nothing
- 2. Big Mama told stories of freedom to the children
- 3. Slaves were taught to read
- 4. Slaves had better lives on the plantations than being free
- 5. The Underground Railroad was another way to freedom for slaves
- 6. Mathis May is a fictional character
- 7. Slaves would take pieces of the quilts to find their way
- 8. Jumping broom is a game
- 9. Mathis May's baby was born free
- 10. Soonie married Walter Scott

### Part III: Motivation (20 points)

Briefly explain the character's motivation for each action.

- 1. Why did Soonie's great-grandma make Show Way quilts?

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- 2. Why did the slaves jump broom?

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- 3. Why did Caroline and Ann walk in a line?

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- 4. Why did the slaves have to keep Show Way quilts a secret?

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5. Why was Georgiana the first to learn to read?

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**Part IV: Essay (30 points)**

Choose two and answer in complete sentences.

1. Which character did you admire the most?
2. What was the significance of the title of the book?
3. Describe what life was like for slaves on a plantation.

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## Comprehension Test B

### Part I: Identification (30 points)

Identify the person, place, action, or thing that matches the description.

- \_\_\_\_\_ 1. "At night, they cut and sewed. Strange lines and odd designs."  
\_\_\_\_\_ 2. "That slave was killed running off to the north side"  
\_\_\_\_\_ 3. "And the words became books that told the stories of the many people's Show Ways."  
\_\_\_\_\_ 4. "A piece of quilt and the true moon leading them."  
\_\_\_\_\_ 5. "She was sold from the Virginia land to a plantation in South Carolina without her ma or pa."  
\_\_\_\_\_ 6. "In the meantime, she learned to sew. Beautiful girl child learned to sew."  
\_\_\_\_\_ 7. "Sewed so fine, she was making clothes for everyone in the big house and slaves too."  
\_\_\_\_\_ 8. "They were a little bit scared sometimes, but pinned inside their dresses were Show Way patches Grandma Soonie had given them."  
\_\_\_\_\_ 9. "When I was seven, I didn't have to work in a field or walk in any Freedom lines."  
\_\_\_\_\_ 10. "Came to her when they needed to talk: came to her for the stories of brave people; came to her for the patch pieces just before they disappeared into the night."  
\_\_\_\_\_ 11. "All the stuff that happened before you were born is your own kind of Show Way."  
\_\_\_\_\_ 12. "She always had a book in her hand."

### Part II: Short Answer (20 points)

Provide an answer to each of these questions.

1. How do the slaves find their way in the dark?
2. Who taught Soonie's great-grandma to sew?
3. Where was Soonie's great-grandma taken?
4. How was the thread dyed?
5. What is jumping broom?
6. Who picked out words from her mama's bible by age three?
7. Who is Georgiana's mother?
8. Who wrote *Show Way*?
9. Where did Caroline and Ann put the patches Grandma Soonie gave them?
10. Who gave birth to twins?

### Part III: Fill-in (30 points)

Fill in the words that complete each statement.

1. \_\_\_\_\_ demonstrated against segregation.
2. The plantation slaves whispered that \_\_\_\_\_ knew how to make a Show Way.
3. \_\_\_\_\_ and her \_\_\_\_\_ sold the Show Way quilts on market day.
4. Jacqueline Woodson named her daughter \_\_\_\_\_.
5. \_\_\_\_\_ raised Soonie's great-grandma and most of the slave children on the plantation.

### Part IV: Essay (30 points)

Choose two and answer in complete sentences.

1. Does this book represent true events? How?
2. Are Show Way quilts still available?
3. How do the illustrations enhance the book? Do they?
4. Is this book a significant read for grade school and high school students? Why?

## Answer Key

### VOCABULARY TEST

- |      |       |       |
|------|-------|-------|
| 1. B | 6. B  | 11. D |
| 2. A | 7. C  | 12. C |
| 3. D | 8. D  | 13. A |
| 4. C | 9. A  | 14. B |
| 5. A | 10. B | 15. D |

### COMPREHENSION TEST A

#### Part I: Character Identification (30 points)

- |                              |                        |
|------------------------------|------------------------|
| 1. Soonie's great-grandma    | 9. Big Mama            |
| 2. Chokeycherry tree berries | 10. Georgiana          |
| 3. Big Mama                  | 11. Caroline and Ann   |
| 4. Show Way quilt            | 12. Segregation        |
| 5. Ensler                    | 13. Toshi              |
| 6. Soonie                    | 14. Ann                |
| 7. Mathis May                | 15. Jacqueline Woodson |
| 8. Soonie's great-grandma    |                        |

#### Part II: Fact or Opinion (20 points)

- |      |       |
|------|-------|
| 1. F | 6. F  |
| 2. T | 7. T  |
| 3. F | 8. F  |
| 4. O | 9. T  |
| 5. T | 10. T |

#### Part III: Motivation (20 points)

1. She made quilts to help slaves escape to freedom in the North.
2. Jumping broom was considered a marriage ceremony.
3. The girls grew up in a time when blacks and whites in the South lived separately. Under segregation, blacks were systematically deprived of their rights as citizens in many ways: blacks could not use the same public facilities, black children could not attend the same schools as white children, and black people were prevented from voting through the use of intimidation and threats. Blacks began demonstrating against this injustice, joined by sympathetic whites.
4. If a slave was caught planning to run away he was severely punished, even executed for doing so. Slaves were treated as the property of the plantation owner.
5. It was against the law to teach slaves to read or for them to attend school.

#### Part IV: Essay (30 points)

Answers will vary.

### COMPREHENSION TEST B

#### Part I: Identification (30 points)

1. Soonie and her mama
2. Mathis May's husband
3. Writers like Jacqueline Woodson
4. Escaping slaves
5. Soonie's great-grandma
6. Soonie

7. Mathis May
8. Caroline and Ann
9. Jacqueline Woodson
10. Mathis May
11. Ms. Woodson's mother, Ann
12. Georgiana

**Part II: Short Answers (20 points)**

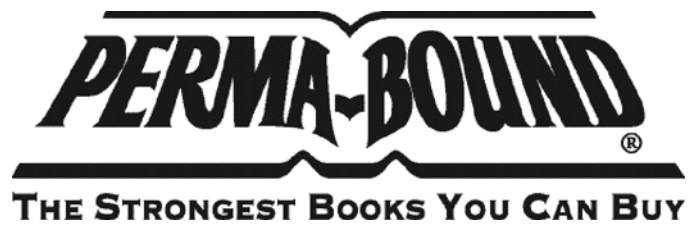
1. Patches of quilt and the moon
2. Big Mama
3. To a plantation in South Carolina
4. From Chokecherry tree berries
5. A marriage ceremony
6. Georgiana
7. Soonie
8. Jacqueline Woodson
9. Pinned them inside their dresses
10. Georgiana

**Part III: Fill-In (30 points)**

1. Caroline and Ann
2. Mathis May
3. Soonie, mama
4. Toshi Georgiana
5. Big Mama

**Part IV: Essay (30 points)**

Answers will vary.



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