



Day of Tears

by Julius Lester

Teacher's Guide

Written By Mary Ellen Snodgrass



CLASSROOM
FAVORITES

A Perma-Bound Production

Synopsis

1: The Kitchen

During an auction of 429 slaves, America's largest slave sale, Mattie, daughter of Master Ransome Butler's cook, and her husband Will, a plantation coachman, remain secluded in darkness as rain pours. The reason for the sale is debt incurred by Ransome's son Pierce, a poor card player who lost his fortune a year after his divorce from Fanny Kemble. Will recalls fishing and hunting possum with Pierce. Will and Mattie's daughter Emma, the attendant of Frances and Sarah Butler, dresses the girls for a trip to the auction.

Will's sister and her husband and daughter managed to stay together after a Mississippi woman bought them. Emma worries about her friend Charlotte, who was sold to a Mississippian. Jenkins, the overseer, leads shackled slaves from the quarters. George and Rebecca ran away before the sale. Mattie will miss Junius's tales and Bible stories and Ezekiel's fiddle playing.

Interlude I: Emma as an Old Woman

Emma recalls the auction, when she was 12 years old. She remembers Granny Wilma, a contemporary of Pierce Butler's grandfather. Emma is proud of her daughter Sarah and granddaughter Jessie Mae's education. On the day of the sale, Emma and her mother, Mattie, served breakfast to Pierce Butler, his two daughters, and the slave dealer.

2: The Dining Room

Pierce Butler regrets losing friends from childhood, but the sale of all but 21 of his slaves keeps him out of debtor's prison. He doubts that blacks feel emotion like white people. He gloats that he took his daughters—nine-year-old Frances and ten-year-old Sarah—from Fanny at the divorce, when her visitation was limited to two months per year. Frances has a flare for plantation management, but Sarah disapproves of the auction.

Pierce intends to keep Emma as the nanny of Sarah. Mattie is shocked at Pierce's cruelty because her mother wetnursed him. Mattie disapproves of the leers that the dealer, George Weems, casts at Emma. Weems intends to build a reputation from the sale and to increase his business to Charleston, Mobile, and New Orleans.

Sarah regrets seeing the slaves sold and wishes Fanny were present. An English Actress, Fanny disapproved of slave ownership, which Pierce concealed from her before their marriage. Frances looks forward to being Pierce's darling. His promise to stop gambling raises her hopes of restoring the plantation to its former glory. She recalls how Fanny befriended the slaves in the quarters.

Clive Howard's planting of 2,000 acres of cotton the previous week tempts Pierce to compete. Pierce acknowledges that gambling on weather is worse than betting on cards. He believes slave ownership is a constant grief. By moving to his house in Philadelphia, he wants to free himself of hard looks from his slaves. Weems reminds him that auctioning slaves is like selling

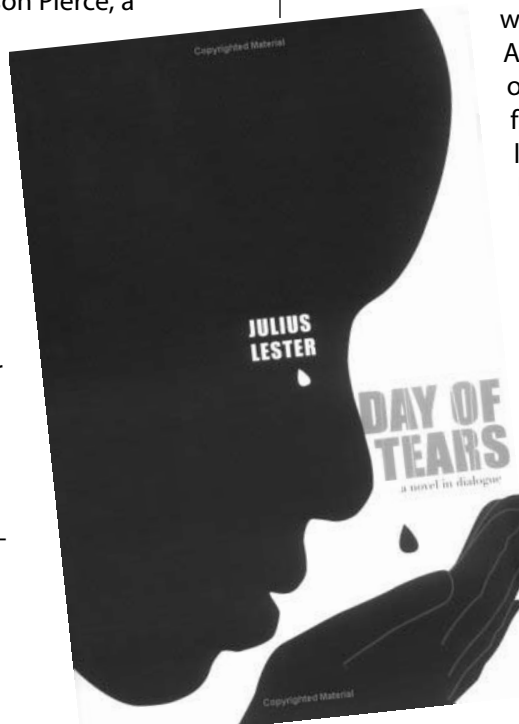
mules. Pierce and Weems hurry away from the breakfast table to start the sale.

Interlude II

Weems looks back on the auction from old age and recalls the overcrowding of the barn. The sale disappointed him because it preceded a failing economy and a drop in cotton prices. Weeks after his return to Memphis, he discovers that the auction ruined his larynx. He returned to vegetable farming with his brother at their family's property in Arkansas. In 1861, he was wounded at the battle of Vicksburg, where his leg was amputated. He feels useless for marriage or for riding with the Ku Klux Klan.

3: Upstairs

In the girls' room, Frances insists that Emma brush her



hair. Sarah weeps and sits on Emma's lap in Fanny's rocking chair. Sarah believes that Fanny left Pierce because he made her lonely.

Interlude III

In old age, Frances remembers how Emma catered to Sarah and how Frances wanted to take Fanny's place in Pierce's life. In Philadelphia, the Butler sisters attended finishing school while Pierce returned to gambling before his death. Sarah married an attorney; Frances married an English minister named Arthur and returned to the plantation. It was never the same after emancipation. She learns that George and Rebecca lived in a cave and raised a child while Mattie and Will brought them food. Sarah considers Mattie and Will disloyal. After George and Rebecca became freedmen activists, Frances and Arthur sold the plantation. Frances recalls that Emma had found room on her lap that morning for both girls.

4: The Kitchen

Mattie tries not to cry over losing Emma. Pierce orders a meal of ham, rice, greens, yams, bread pudding, and champagne. Mattie implies that Sarah is too delicate to observe the sale. Pierce intends the auction to toughen his daughter. He is jealous of Sarah's love for Emma and fears that Sarah will love slaves the way Fanny did.

Interlude IV

Shortly before Pierce's death, he recalls his profit of \$300,000 from the auction. Leaving Jenkins in charge of leasing the land to neighbors, the Butlers moved to Philadelphia and regretted losing land that had been in his family for three generations. Sarah, the mother of Owen and Emma, never forgave Pierce. He doubts that Frances can retrieve the plantation from ruin. He maintains his faith in slavery as a civilizing agent for blacks and a source of prosperity for all America.

5: The Slave Auction

At the sale, Emma is sick from the coach ride over muddy roads. At the barn, slaves pack the horse stalls awaiting sale. Frances curtsies for the white bidders. Rodney Denman of Ruleville, Mississippi, congratulates Pierce on the high degree of civilization in his slave management. Other slave buyers consider Pierce a fool. The slaves ponder the outward appearance of potential buyers. Bob tries to locate a buyer for himself and his wife Mary. Weems encourages Mrs. Henfield to convince Pierce to sell Emma. Emma considers Aunt Hagar a fighter who faces down even the overseer. Emma works long hours since Fanny's departure.

Weems boasts of the quality of slaves he sells by comparing them to thoroughbred horses—obedient, strong, well fed, and willing. Weems declares that Pierce whips slaves only when they deserve it. The sale must be one-third cash down and the remainder in two annual installments. The auction opens with George, Sue, and their sons, George and Harry. As the price rises to \$2,000, Emma recalls that Fanny taught her numbers. Weems introduces Kate's John, his wife Betsey, and their daughters, Kate and Violet. Weems admits that Betsey has limited intelligence, but strong muscles. Emma recalls how Pierce put Anson into a prize fight that cost Anson an eye. As Sam Ellington leads Jeffrey from the sale, Jeffrey begs for Dorcas, his girlfriend. Ellington agrees, but lets Rodney Denman outbid him.

Interlude V

Following emancipation, Jeffrey recalls running way to find Dorcas. After freedom came, people clogged the roads looking for their kin. He reunited with Dorcas in Ruleville and found her married. Jeffrey departed in sorrow.

6: The Auctioning of Slaves Continues

Will withdraws to the blacksmith shop to avoid the end of the auction. Emma observes Pierce's deal with Mrs. Henfield, who buys Emma to care for Ruth, a toddler in Kentucky. Because Sarah balks, Pierce hits her. Will intercedes for his daughter, but Pierce is adamant. Joe joins the coffle. Will and Sarah hug Emma.

Interlude VI: Sampson

Sampson, Mrs. Henfield's coachman, tells Joe that the owner is a widow with a small plantation. She allows slaves to work in town. Sampson believes slavery is good for blacks.

7: The Kitchen

The night after the auction, Mattie cooks a banquet while Sarah sleeps at a table. Mattie rebuffs Pierce and spits into the potatoes and gravy. Will hates having to be servile to the guests and wants Uncle Isaac to hex Pierce. Sarah insists on sleeping in the quarters with Mattie and Will. Pierce compares Sarah to her mother.

Interlude VII: Sarah as a Young Woman

Sarah recalls her mother's good heart and how Mattie returned Sarah to her bed the next night. She refuses to love her father on his deathbed.

8: The Henfield Plantation

Joe takes over Sampson's job as coachman. Emma cooks and cares for Ruth, but misses her parents. She

fears marriage and childbearing that may cause her heartache. At the general store, Joe and Jeremiah Henry discuss freedom across the Ohio River in Cincinnati. Jeremiah Henry begins teaching Joe the alphabet. Emma recalls that Pierce fought with Fanny about teaching slaves to read. Emma promises to marry Joe if they run away. Joe wants to include Sampson's son Charles and his family, Winnie and the baby.

Interlude VIII: Sampson

Sampson suspects a runaway plot engineered by Jeremiah Henry. Sampson pities the slaves on the Pendle plantation for their sufferings.

9: Charles and Sampson's Cabin

While Charles ponders freedom, a guarantee that he will never be parted from Winnie, he fears he lacks courage for the flight. Sampson recalls living in Alabama and hating being whipped while planting cotton. He fled for three days. The overseer whipped him and dragged him behind a horse. Henfield rescued him from hanging in a tree and brought him to Kentucky. Sampson became compliant by playing dumb.

10: The Henfield Plantation Barn

The night before the escape, Sampson interrupts the five runaways at the barn. Charles knocks his father unconscious. The five run into the darkness.

Interlude IX: Mistress Henfield as an Old Woman

The night of the escape, the barn caught fire. Mrs. Henfield thought Sampson tried to save the animals. The next morning, she felt betrayed. She sold her slaves to Jake Pendle, but kept Sampson and moved to New Orleans. She wished that the five runaways drowned in the Ohio River.

Interlude X: Sampson as an Old Man

In old age, Sampson sorrows over being beaten by Charles. Sampson concealed the plot to keep Jake Pendle from killing the runaways.

11: On the Road

Joe and Charles quarrel on the long rainy walk. Upon meeting Jeremiah Henry's wagon, they take a wild ride to the river. The baby dies.

Interlude XI: Jeremiah Henry

Jeremiah Henry meets the ferry and transfers his passengers. Days later, Mrs. Henfield and Jack Pendle question Jeremiah, who came south to aid runaways. Pendle warns other whites to boycott Jeremiah's store. Jeremiah crosses the Ohio River on the ferry and doesn't return.

12: Philadelphia

A year later, Emma likes freedom and joins Joe in taking Jeremiah Henry's last name. Joe works for a blacksmith, Emma is a laundress, and Winnie works at a hotel. Charles abandoned Winnie because the baby died. Joe misses the country. He sings in the church choir and learns to read. Emma reunites with Fanny Kemble, who warns them of danger from Pierce. Under the Fugitive Slave Act, Pierce could sell Joe and Emma into slavery. Fanny suggests a flight to Canada later that night.

Interlude XII: Fanny Kemble as an Old Woman

After Pierce's death, Fanny told Sarah about reuniting with Emma. Sarah contacted Emma in Nova Scotia and exchanged letters and photos. The joy of rescue makes Fanny feel less like a failure.

13: Emma

In old age, Emma tells her granddaughter about the escape from Georgia and about the death of Winnie's baby. Emma was a widow with five children by war's end and couldn't return to Georgia to find her parents. Joe joined the Union cause and died in battle. For her granddaughter's report, Emma suggests writing about the people who died in slavery and in the abolitionist cause and the whites who helped slaves escape.

Author's Note

The auction at the Broeck racetrack in Savannah, Georgia, on March 2-3, 1859, sold slaves from Butler family plantations on Butler Island and St. Simon's Island. Pierce lost \$700,000 of a legacy that Major Pierce Butler left his grandsons. Pierce's brother John retained his half of 900 slaves. The auction netted \$303,850. A year after the Civil War, Frances Butler wrote *Ten Years on a Georgia Plantation* (1866), a justification of slavery. Daniel A. P. Murray produced an eyewitness account of the auction.

Author Sketch

African American-Jewish autobiographer, children's author, singer, and sociologist Julius Bernard Lester applies an array of talents to his works. Born on January 27, 1939, in St. Louis to Julia B. Smith and the Reverend Woodie Daniel Lester, a Methodist historian and pastor of Wesley Chapel in Little Rock, Arkansas, he was the great-grandson of three slaves and a German Jew. He grew up in Kansas City and Nashville and spent summers with his grandmother in Arkansas. His introduction to black storytelling and tradition was a product of the South, the homeland of slavery. A devotee of

Beethoven, he nurtured dreams of being a musician by learning the banjo, clarinet, guitar, and piano. He also read James Baldwin, William Faulkner, and James Joyce. As a teenager, he began writing with a focus on anonymous folk bypassed by history.



The lynching of fourteen-year-old Emmett Till in 1955—one of the galvanizing events of the Civil Rights Movement—had an impact on Lester, who would later gain name recognition for his involvement in both civil rights and protests against the Vietnam War. During the Civil Rights era, he took part in the Mississippi Summer Project of registering black voters, and he performed original folk songs at rallies. In collaboration with world-renowned folk singers Judy Collins, Phil Ochs, and Pete Seeger, he recorded two albums of his compositions. His anti-war efforts included work with the Student Non-Violent Coordinating Committee (SNCC), photographing damage to North Vietnamese (enemy) territory by the U.S. Armed Forces.

Lester earned a B.A. from Fisk University, and completed his education at the University of Massachusetts in 1971; his varied career has included stints as a broadcaster and a professor at the University of Massachusetts at Amherst, teaching in the areas of social change and black, Jewish, and near Eastern studies; he has also taught at the New School for Social Research in New York. His essays and book reviews have appeared in the *Boston Globe*, *Dissent*, *Forward*, *Los Angeles Times*, *New Republic*, *New York Times*, and *Village Voice*. In 1982, he converted to Judaism and began publishing *midrash*, commentaries on the Torah.

Lester has been married three times and has three children: Jody Simone Lester and Malcolm Coltrane Lester (with his first wife, author and columnist Joan Steinau); and son David Julius Lester (with his second wife, author Alida Carolyn Fechner). In 1995, he married Milan Sabatini, who became his collaborator, photographer, and research assistant. Now retired, he lives in western Massachusetts, where he has served Beth El Synagogue of St. Johnsbury, Vermont, as a lay spiritual leader.

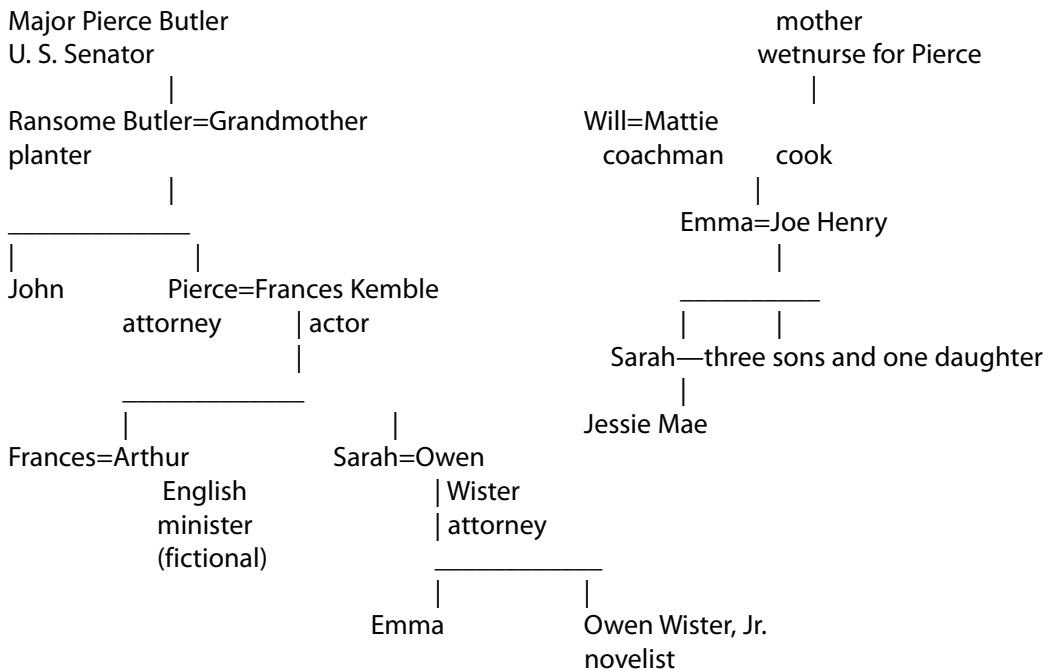
Critic's Corner

Lester has received critical acclaim throughout his lengthy career, beginning with a 1969 Newbery Honor Award *To Be a Slave*. Over a lengthy career in which he has written more than 45 children's books, Lester has addressed African-American culture, civil rights, and

slavery in a wide variety of titles. Other honors include three Lewis Carroll Shelf Awards; *English Journal* and National Book Award honors; a National Jewish Book Award; an American Folklore Association Award; two IRA Teachers' Choice awards; top selections by *Booklist*, *Parents Magazine*, *Publishers Weekly*, the *San Francisco Chronicle*, *Child Magazine*, and the *Los Angeles Times*; two Library of Congress and two Child Study Association of America Children's Book of the Year Awards; a Parents' Choice Story Book Award; a Reading Magic Award; a Caldecott Honor Award; two ALA Notable Book awards; *Boston Globe-Horn Book* and *School Library Journal* awards; a National Conference of Christians and Jews Books for Brotherhood citation; a DuSable Museum Award; and a *New York Times* Outstanding Book Award. *Day of Tears* won his second Coretta Scott King Award plus three awards from *Booklist*; awards from the Chicago Public Library and the New York Public Library; and honors from *VOYA*, *Kirkus*, Capitol Choice, the Boston Authors Club, and the Cooperative Children's Book Center. Additional recognition includes two awards for distinguished teaching, one for distinguished research and scholarship, a distinguished lecturer citation, and three professor of the year awards.

Of writing he has said, "I suppose I write because I have some questions I need answers to, and the only way I know to find the answers is to write my way into them." His writing arises, as well, from a sense of obligation to previous generations of black people who were unable to tell their own stories; he once declared in an interview, "I've been sent here to give voice to those who are dead."

Butler Family Genealogy



Timeline: Slavery and the Butler Family

- 1793** Major Pierce Butler, a U.S. senator from South Carolina, formulates the Fugitive Slave Law of 1793.
- 1807** Pierce Butler is born in Charleston.
- 1809** Actor and diarist Frances Anne "Fanny" Kemble Butler is born in London.
- 1834** Fanny Kemble weds Philadelphia attorney Pierce Mease Butler.
- 1835** She publishes *Journal of a Residence in America*, an account of plight of slaves and their escapes from a Georgia plantation on the Altamaha River.
- 1836** John and Pierce Butler inherit two Georgia plantations.
- September 1849** The Butlers' divorce costs Fanny custody of their daughters Frances and Sarah, as well as property rights.
- 1850** Pierce loses his fortune by gambling on cards. Congress passes the Fugitive Slave Act of 1850, requiring citizens to help masters recover runaway slaves.
- February 23, 1859** Clive Howard plants 2,000 acres in cotton.
- March 2-3 weeks later** The slave auction in Savannah nets \$303,850 to retire Pierce's gambling debts. George Weems suffers larynx damage.
- 1860** Emma and Joe Henry find jobs in Philadelphia.
- later** Fanny warns Emma that Pierce may find the couple and return them to slavery.
- that night** The Henrys flee to Nova Scotia.
- 1861** Pierce and Frances return to the plantation.
- April 12** After the onset of the Civil War, Joe dies in combat.
- 1863** Fanny Kemble completes a sequel to her diary, *Journal of a Residence of a Georgian Plantation, 1838-1839* (1863), which discloses facts about the Underground Railroad.
- May 25** Weems is wounded at the battle of Vicksburg, Mississippi, and loses a leg.
- August 15, 1867** Sarah refuses to forgive Pierce Butler before he dies.
- 1877** Fanny Kemble returns to England.
- 1893** Fanny dies in England.

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Selected Other Works by Julius Lester

- The 12-String Guitar* (co-author, 1965)
- Look Out, Whitey!* (1968)
- To Be a Slave* (1968)
- Black Folktales* (1969)
- Search for the New Land* (1969)
- Revolutionary Notes* (1969)
- The Seventh Son* (1971)
- The Long Journey Home* (1972)
- The Knee-high Man and Other Tales* (1972)
- Long Journey Home* (1972)
- Two Love Stories* (1972)
- Who I Am* (1974)
- All Is Well* (1976)
- This Strange New Feeling* (1982)
- Do Lord Remember Me* (1984)
- Tales of Uncle Remus* (1987)
- More Tales of Uncle Remus* (1988)
- Lovesong: Becoming a Jew* (1988)
- How Many Spots Does a Leopard Have* (1989)
- Further Tales of Uncle Remus* (1990)
- Falling Pieces of the Broken Sky* (1990)
- And All Our Wounds Forgiven* (1994)
- Last Tales of Uncle Remus* (1994)
- John Henry* (1994)
- The Man Who Knew Too Much* (1994)
- Othello* (1995)
- Sam and the Tigers* (1996)
- From Slavery to Freedom Road* (1998)
- Black Cowboy* (1998)
- Uncle Remus* (1999)
- When the Beginning Began* (1999)
- What a Truly Cool World* (1999)
- Albidaro and the Mischievous Dream* (2000)
- Pharaoh's Daughter* (2000)
- Blues Singers* (2001)
- Ackamarackus* (2001)
- When Dad Killed Mom* (2001)
- Why Heaven Is Far Away* (2002)
- Shining* (2003)
- The Autobiography of God* (2004)
- On Writing for Children and Other People* (2005)
- Day of Tears* (2005)
- Let's Talk about Race* (2005)
- The Old African* (2005)
- Time's Memory* (2006)
- Cupid* (2007)

Literary Terms and Applications

For a better understanding of Julius Lester's style, present the following terms and applications to his historical novel:

Apologia: a formal defense of a concept, cause, institution, or opinion. After the Civil War, Frances Butler Leigh issued *Ten Years on a Georgia Plantation* (1866), echoing her father's belief in human bondage as a contribution to civilization. Earlier publications used accounts of the Butler plantation and slave sale to argue that slavery was a cruel and morally reprehensible institution. These included Daniel Alexander Payne Murray's pamphlet "What Became of the Slaves on a Georgia Plantation?" (1859), an eyewitness account of the auction; and the published diaries of Fanny Kemble Butler (Frances Butler Leigh's mother), *Journal of a Residence in America* (1835) and *Journal of a Residence on a Georgian Plantation in 1838-1839* (1863).

Dialogue: a reciprocal exchange between or among speakers. Lester chooses dialogue as a form of living theater. His presentation of character comments from contrasting periods of history before and after the Civil War increases the immediacy of the live auction sale and the pathos of separated families. By reprising the fates of lovers, parents and children, and old friends, the text humanizes a brutal attempt to reduce 429 human beings into a commodity.

Interlude: a break in dramatic tension and chronology to introduce the thoughts and reflections of characters. Lester's positioning of interludes helps the reader differentiate between the central event, the 1859 auction of Pierce Butler's slaves, and the outcome of upheaval in human lives, both slave and free. An ironic turn of events involves Emma's spiritual realization that Joe has died in combat, a sacrifice for the sake of civil rights.

The Importance of Setting

The setting in a Savannah, Georgia, barn connects the practice of dealing in slaves with that of keeping livestock; the slaves are dehumanized by the humiliating process of being examined for sale, tooth and bone, and auctioned like horses or cattle. Among elegantly dressed ladies and gentlemen, the huddled sale items stare stonily at the surroundings—bales of straw, an auctioneer's podium, a wooden mallet, and shoppers scanning the group for bargains. In the aftermath of each sale, buyers direct their purchases to wagons and carriages for transport to new homes as far away from Savannah as Kentucky and Mississippi. George Weems's involvement in the private dealings between Mrs.

Henfield and Pierce catches the attention of Will and Sarah. Too late, they witness Emma's sale and her retreat from the barn. Luckily, Joe also enters the bargaining and provides a familiar face for the long drive to the widow's Kentucky plantation, which makes Emma sick because of jostling over rutted roads.

Subsequent locales are brief and sketchy. At the Butler mansion kitchen, Emma recalls a final cuddle in the upstairs bedroom, where she rocks both Sarah and Frances in Fanny Kemble Butler's rocking chair. Downstairs in the kitchen, Will and Mattie retreat into an embrace to mourn Emma's departure. Mattie stoically prepares standard Southern fare for a banquet served with family china and silver. On their own, the black couple carries food to George, Rebecca, and their infant, who huddle in a nearby cave. Glimpses of Sampson in a log cabin sleeping on a pallet near Charles, Winnie, and their baby precede a meeting of the couple in the barn to flee Kentucky with Joe and Emma. The quarrel with Sampson in the barn precedes a violent blow to the old man and the five runaways' departure into the dark. As fire spreads through the barn, Mrs. Henfield draws faulty conclusions about arson and Sampson's intent to rescue her animals.

After the flight over muddy roads toward the ferryman, a dramatic reunion of Emma and Fanny in Philadelphia occurs on a public street only blocks from Pierce Butler's northern residence. Although Fanny's fears of recapture puzzle Emma, she takes the advice to leave that night with a conductor of the Underground Railroad to safety in Nova Scotia. Ironically, Emma's late-in-life tea service in her kitchen with Jessie Mae differs little from tea in any home. Emma's eyes look beyond her educated granddaughter to the scenes of the Butler plantation and the auction in Savannah that severed her family forever.

Related Reading

Maureen Ash, *The Story of Harriet Beecher Stowe*

Catherine Clinton, *Civil War Stories*

Chris Collier and James Lincoln Collier, *Slavery and the Coming of the Civil War*

Stephen Currie, *Escapes from Slavery*

Silviane Diouf, *Growing Up in Slavery*

Dennis Fradin and Judith Fradin, *5,000 Miles to Freedom*

Gaines, Ernest, *The Autobiography of Miss Jane Pittman*

Virginia Hamilton, *Many Thousand Gone*
bell hooks, *Skin Again*

Catherine House, *Voices Against Slavery*
Megan McClard, *Harriet Tubman*
Walter Dean Myers, *The Glory Field and Amistad*
Gary Paulsen, *Nightjohn and Sarny*
Ann Rossi, *Freedom Struggle*
Joel Strangis, *Lewis Hayden and the War Against Slavery*

Cross-Curricular Sources

For related reading and more information about Day of Tears, dialogue, slave history, the Underground Railroad, abolitionism, Butler Island, St. Simon's Island, Frances Butler, and Fanny and Pierce Butler, consult these sources:

Magazine Articles

O'Loughlin, Amy. "Fanny Kemble's Civil Wars," *American History* 36, no. 1 (April 2001): 67-69.
"A Woman of Many Lives," *Economist* 383, no. 8534 (23 June 2007): 95.

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"Butler Island," <http://www.pbs.org/wgbh/aia/part4/4i2968.html>.
"Fanny Kemble's Journey from Philadelphia to Butler Island, Georgia," http://www.univie.ac.at/Anglistik/easyrider/data/fanny_kemble.htm.
"St. Simon's Island," <http://www.stsimonsislandexperience.com/site/539680/page/123261>

Maps

"St. Simon's Island," <http://www.world66.com/lib/map/handle?loc=northamerica|unitedstates|georgia|stsimonsisland>
"Underground Railroad Routes," <http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/Map.htm>

Novels

Amistad, David Pesci (1997)
The Autobiography of Miss Jane Pittman, Ernest J. Gaines (1971)
The Glory Field, Walter Dean Myers (2008)
Jubilee, Margaret Walker (1999)
Nightjohn, Gary Paulsen (1995)
Roots, Alex Haley (1976)

Sarny, Gary Paulsen (1999)

Pamphlet

"What Became of the Slaves on a Georgia Plantation?," http://www.archive.org/stream/whatbecameslaves00does/whatbecameslaves00does_djvu.txt

Poems

"The Slave Dealer," Thomas Pringle
"The Slave Mother," Frances Harper
"The Slave's Dream," Henry Wadsworth Longfellow

Reference/Biography

Bound for Canaan: The Epic Story of the Underground Railroad, America's First Civil Rights Movement, Fergus M. Bordewich (2005)
The Underground Railroad: Authentic Narratives and First-Hand Accounts, by William Still (2007)
The Underground Railroad: An Encyclopedia of People, Places, and Operations, by Mary Ellen Snodgrass (2007)
The Waterman's Song: Slavery and Freedom in Maritime North Carolina, by David S. Cecelski (2000)
Thomas Jefferson and Sally Hemings: An American Controversy, by Annette Gordon-Reed (1997)
The Hemingses of Monticello: An American Family, by Annette Gordon-Reed (2008)

Songs

"Follow the Drinking Gourd"
"I'm Just a Wanderer"
"Let My People Go"
"Nobody Knows the Trouble I've Seen"
"Sometimes I Feel Like a Motherless Child"

Videos

Amistad (1997)
Band of Angels (1957)
Beloved (1998)
Beulah Land (1980)
Enslavement: The True Story of Fanny Kemble (2000)
Glory (1989)
Gone with the Wind (1939)
Jefferson in Paris (1995)
The Middle Passage (2000)
Nightjohn (1996)
Roots (1977)
A Woman Called Moses (1978)

Themes and Motifs

A study of the central issues and situations in Julius Lester's *Day of Tears* should include these aspects:

Themes

- community
- inhumanity
- bondage
- greed
- separation
- tradition
- memories
- vengeance
- oppression
- betrayal
- reunion
- war

Motifs

- living in contrasting ethnic environments
- choosing active solutions to dilemmas
- realizing the cost of defiance
- learning to trust
- observing historical change

General Objectives

1. To discuss the cause of disruption
2. To characterize dialogue
3. To define childhood loyalty
4. To contrast types of nurturing
5. To outline risks
6. To note the value of memory
7. To read aloud examples of superstition
8. To summarize types of devaluation
9. To enumerate examples of social dysfunction, cruelty, and felony
10. To explain the universality of death, mourning, and loneliness

Specific Objectives

1. To account for Sampson's change of attitude
2. To recount how and why Jeffrey runs away
3. To discuss public opinion of slavery and of Pierce's gambling
4. To explain how Charles disappoints his father
5. To account for Emma's concern for Sarah
6. To characterize the relationship between Fanny and Emma
7. To list incidents illustrating Emma's nostalgia, hope,

regret, and ambition

8. To evaluate changes in the Butler plantation
9. To account for conflict between Pierce's daughters
10. To assess the roles of George Weems, Mrs. Henfield, Jeremiah Henry, Jenkins, and Jake Pendle

Meaning Study

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

1. We was boys together and I taught him to fish and hunt possum ("1: The Kitchen," p. 5)
(A source of antipathy between slave and free are the growing-up years, when black and white children shared play as equals. Will realizes that Pierce can no longer be counted on as a boyhood friend.)
2. But when the master and the mistress divorced, Mattie said it was going to be bad for us. ("1: The Kitchen," p. 5)
(Fanny Kemble was performing in Philadelphia when Pierce Butler courted her. After their marriage, she never recovered from the shock of his slave ownership or of the privations and sufferings of blacks at his Georgia plantation. Without her kindness, Pierce's slaves had no champion.)
3. Seem like there was crying coming from every cabin in the quarters 'cepting ours. ("1: The Kitchen," p. 8)
(Julius Lester sets up an irony of satisfaction in Will and Mattie's family, who little suspect that Pierce will sell Emma to Mrs. Henfield.)
4. Junius was our preacher, too, and he told us stories from the Good Book, stories that Mistress Kemble had told him, stories about God parting the Red Sea so Moses could lead the slaves away from the Egyptians. ("1: The Kitchen," p. 13)
(The epic of the departure from Egypt by the Children of Israel in Exodus stands out in slave memories as a mirror of their own tribulations on Southern plantations.)
5. Finally I went to a doctor and he said I'd ruined my vocal box, that all the screaming and yelling I'd done had put too great a strain on my voice and wasn't nothing he could do to bring it back. ("Interlude II: Slave-seller as an Old Man," p. 31)
(Julius Lester creates poetic justice by depriving

George Weems of fame and riches as the auctioneer of America's largest slave sale. Like blacks themselves, George is silenced.)

6. I joined up the next year, but in my first battle, the one at Vicksburg, I took a bullet in the leg. ("Interlude II: Slave-seller as an Old Man," p. 32) *(The lengthy siege that General U. S. Grant led at Vicksburg, Mississippi, began May 25 and ended six weeks later on July 4, 1863. Against over double the opposition, some 33,000 Confederate soldiers were utterly defeated. The loss cost the South control of the Mississippi River.)*
7. Sarah married a Philadelphia lawyer. ("Interlude III: Frances Butler as an Old Woman," 38) And then there's Sarah. She's a mother with children of her own now, a girl named Emma and a boy named Owen. (Interlude IV: Master, p. 46) *(Born in 1835, the historical Sarah "Sally" Butler was 24 years old at the time of the slave auction. That same year, she married Dr. Owen Jones Wister, a physician from Germantown in Philadelphia, and bore a famous son, Owen Wister, Jr., author of The Virginian. The historical Frances, born in 1838, married an English ambassador, James Wentworth Leigh, in 1871 and bore two sons and a daughter.)*
8. This is a fine family, young, obviously good procreators, who will undoubtedly enrich your holdings with more healthy and fit slave children. ("5: The Slave Auction," p. 61) This is a prime woman, gentlemen, no children, but you can look at those hips and see she's built for birth. ("5: The Slave Auction," p. 72) *(A significant part of selecting worthy slaves involved the breeding of more children for work or sale as an enhancement of the investment. Some owners chose males to breed to females in the same way they bred fine race horses, sturdy plow horses, or milk cows.)*
9. Miss Fanny had started teaching me numbers before she went away and I know fourteen is bigger than thirteen. ("5: The Slave Auction," p. 63) *(Simultaneous with slave liberation, harboring, and transport to free territory, abolitionists and agents of the Underground Railroad violated state laws and black codes against teaching blacks to read and write. As far south as Key West, Florida, and west to Texas, widespread anti-literacy statutes and public disapproval of slave literacy resulted from fear of*

black uprisings. Nonetheless, through civil disobedience, antebellum educators, ministers, and some slave owners tutored slaves and opened informal classes, often at night or on Sundays under the guise of religious training in scripture. Instruction enabled blacks to follow written directions, to read road signs and maps, to peruse abolitionist newspapers and pamphlets, and to ready themselves for work in free territory. The defiance of laws precipitated nationwide volunteerism to freedmen's schools after the Civil War.)

10. I'd overheard one of the old slaves say that you could be free if you followed the North Star. ("9: Charles and Sampson's Cabin," p. 129) *(In line with Ursa Major or the Big Dipper, the North Star (also Polaris or Alpha Ursae Minoris) is a dependable guidepost that stays above the horizon throughout the night. By sighting off the two stars at the far end of the dipper, viewers can locate the bright outlines of Polaris, the pole star. Because blacks received no education in geography or map reading, they studied the heavens for clues to the way north. The value of Polaris to runaways recurs in the coded folk song "Follow the Drinking Gourd" and in thousands of slave narratives.)*

Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important. Be ready to defend your answers by referring to passages in the novel.

Structure

1. Why does the action conclude with Jessie Mae's report?
(Emma wants her granddaughter to understand the complexities of the white-black relationship. She urges Jessie Mae to remember all people who died because of slavery and to honor white conductors like the ferrymen and Jeremiah Henry, who helped Joe and Emma find a new life in Nova Scotia. Precious to Emma is the naming of her and Joe's child Sarah after Sarah Butler, a white girl who "had a good heart." Emma concludes that good people hurt from seeing others suffer.)

Exposition

2. How does Lester introduce the theme of betrayal?
(From the novel's beginning, blacks are overwhelmed by being shackled, herded into a barn in Savannah, examined for strength and stamina, and

separated from loved ones and friends during the nation's largest slave auction. Betrayed by Pierce Butler, they find themselves liquidated for cash to pay his gambling debts. The quarters resound with weeping and sorrow. Will and Mattie, who feel secure in their position as prime domestics, are appalled to discover that Pierce is willing to negotiate the sale of Emma, their only daughter. The revelation of Pierce's crass devaluation of human labor and loyalty sets the tone of the text, a story of the commercial side of bondage.)

Dilemma

3. How does Sampson view Charles's plans?
(Sampson surveys Charles's cautious behavior and knows that Joe is influencing him to escape slavery. Sampson conceals his own horror story, which resulted in his hanging in a tree for a lashing. The kindness of Master Henfield and his wife in Kentucky summons love and loyalty for a work situation that guarantees Sampson safety and mutual regard. His attempt to halt the escape from Kentucky to Ohio arouses Charles to furor. Sampson is dismayed that his beloved son would knock his father unconscious, take Winnie and the baby, and leave the old man while the party hurries toward the Ohio River and freedom.)

Characterization

4. Which characters offer sympathy and support?
(The unconditional love in Emma for the Butler sisters expresses her joy in being their nanny and her gratitude to the girls' mother, actor Fanny Kemble Butler. After divorce leaves the children motherless, Emma fills in, even when work keeps her out late at night and requires rocking the sisters in Fanny's rocking chair. After Emma's sale, she offers similar nurturing to Ruth Henfield, a fatherless two-year-old who becomes Emma's charge in Kentucky.)

Action

5. How does Fanny intervene in Philadelphia?
(After years of separation from the Butlers, Fanny meets Emma on the street in Philadelphia and shares a joyful reunion. The need for secrecy drives the two out of the public eye. Fanny enlightens Emma on the Fugitive Slave Law and on the likelihood of recapture if Pierce learns that Joe and Emma are nearby. With Fanny's intervention, Emma receives a late-night summons by a conductor who helps Emma and Joe out of the country to safety in Nova Scotia.)

Interpretation

6. How does loss change Pierce?
(Pierce's weak character emerges from his mistreatment of Fanny and his insistence that slavery is a civilizing force for good. While the couple lived in Georgia, he fought with her and turned Frances against her mother for sympathizing with slaves. After the divorce, Pierce tries to ingratiate himself with Sarah, who clings to her mother's views on human rights. The loss of slaves at the auction brings out Pierce's disloyalty to Emma, Will, and Mattie and his cruelty to Sarah. After the former master resettles in Philadelphia, he resumes gambling and dies two years after the Civil War. His shallow behavior earns him no love from Sarah, who refuses to forgive her dying father.)

Details

7. What details suggest character disorder?
(The noise of sorrow and farewell in the quarters precedes a shameful departure of slaves in shackles to the sale barn in Savannah. When George Weems and his assistants hustle blacks into horse stalls, the examination of individuals for strong bones and teeth forces the slaves into an unnatural silence and spiteful glares. The uproar of the auction and the purchase of individuals creates internal turmoil as slaves depart for new homes far from the people they love. In the disorder, Sarah and Will realize that Emma is among those being loaded for transport to new owners. Mattie gets some small revenge by spitting into the potatoes and gravy she has cooked for a subsequent banquet, a hostile, but secret, retort to the whites who have stolen her daughter.)

Theme

8. How does the novel reflect black American issues?
(The novel reminds readers that dehumanization of African captives destabilized black families, leading them into the unknown with no way to communicate sorrow and bitterness. Emma realizes that, upon her sale from the Butler plantation, she has no last name. She and Joe choose their own surname as an honor to Jeremiah Henry, the white conductor of the Underground Railroad who rescues them from Kentucky. In freedom in Philadelphia, Emma and Joe once more must save themselves from pro-white laws, which force citizens to assist masters in recovering runaway slaves. Only by exiting the United States and becoming citizens of Nova Scotia can the Henry family find peace.)

Atmosphere

9. How does atmosphere alter?

(The author stresses vulnerability and hopelessness during the pre-sale examination of slaves. Emma, who is sick during the coach ride from Georgia to Kentucky, clings to friendship with Joe, the only black friend she knows and trusts. The atmosphere alters at the Henfield plantation after Joe and Emma ally with Charles and Winnie to follow Jeremiah Henry to a ferryman for the escape over the Ohio River to free territory. The uplift of liberty in Cincinnati and Philadelphia improves the situation for former slaves, even if white Pennsylvanians are less than hospitable. After the couple and their children flourish in Nova Scotia and Jessie Mae becomes educated, Emma still feels the tug of nostalgia for Sarah and for her parents, whom she never sees again.)

Wisdom

10. What example does Julius Lester set for readers of all ethnicities?

(The glimpse of America's largest slave auction exposes the horror and outrage of an institution that treats human beings as livestock to be bred and reared for labor or sale. Lester generalizes the theme of greed without demonizing all white people as complicit in slavery. By picturing altruism in Fanny Kemble Butler and Sarah Butler, and daring in Jeremiah Henry and the ferryman, the text avoids moral oversimplification or a shrill anti-white diatribe. Lester balances the evil of white slaveholders and slave-traders by depicting Sampson's fawning on white masters and by honoring a white ferryman and conductors who move silently and secretly in and out of harm's way to liberate blacks from bondage.)

How Language Works

Julius Lester expresses his attitude toward characters and themes through insightful dialogue:

1. Will is so stricken with terror for Emma that he verbally accosts a white man he once called friend: "How could you do this? We grew up together. We was like brothers!"
2. Charles reveals confusion about what freedom means to him and to his father: "I don't know what to do. Papa has always made being free sound like the worst thing there is."
3. Emma's reflection on Joe's combat death reveals a

soul-to-soul connection between wife and husband: "It was a feeling like I'd never had before and I knew. Joe was dead."

4. Fanny Kemble Butler displays reason and caution in assisting Emma: "While I was overjoyed to see Emma and would've liked nothing better than to take her and Joe into my home, I could not in good conscience put them at risk like that."
5. Frances Butler matures enough to see her father's faults: "Slowly, Papa slipped back into the cards, and the next thing we knew, silverware, silver candlesticks, Grandmother's jewelry, and the like were taken from the house to pay off all the money he was losing at the card tables of his so-called gentlemen friends."

Art, Costume Design

1. Using desktop publishing or other media, design an advertisement for a prize fight or a general store, a layout for the quarters or for the black section of Nova Scotia, a banner announcing the hunt for a runaway or a celebration of the Emancipation Proclamation, a business card for George Weems or John Butler, a list of duties for overseers or wet-nurses, a wall chart on punishments for lying to owners or running away, an epitaph for Junius or Uncle Isaac, a list of supplies or gear needed for blacksmiths or ferrymen, an extended definition of apologia or pamphlet, a map of Philadelphia or Savannah, a floor plan for a log cabin or for a plantation mansion with a separate kitchen, and a sketch of a hex doll or an Underground Railroad route by ferry.
2. Create a bulletin board illustrating visual scenes from the story. Include crowding into horse stalls, riding beside the coachman, rocking the two sisters, rescuing Sampson from the burning barn, placing sticks in the shape of an A, freeing a slave from a tree, checking slave teeth, receiving photos in the mail, meeting Fanny on the street in Philadelphia, and discovering the death of an infant.

Psychology

1. Describe the relationship between owners and slaves. Explain why Pierce is reluctant to look at Will and Mattie after the sale of Emma and why he attempts an apology. How does Mrs. Henfield misinterpret Sampson's part in the barn fire?

- Outline the split in the Butler family. Include Major Pierce Butler, Ransome Butler, Grandmother Butler, John Butler, Pierce and Fanny Butler, Sarah and Frances, and the Butler grandchildren, including Sarah's daughter Emma. What intimate past does Pierce share with Mattie? with Will?

Research

- Create a bulletin board listing the high points of the slavery-abolitionist clash. Include two fugitive slave laws, establishment of the North Star and the Liberator, formation of the Underground Railroad, Nat Turner's slave revolt, the end of slave importation, the Emancipation Proclamation, the Dred Scott decision, the firing on Fort Sumter, the work of Harriet Tubman and Levi Coffin, the founding of anti-slavery societies, creation of a black community in Cincinnati and in Nova Scotia, ferryman crossing the Ohio River, conductors delivering late-night messages, and the Amistad trial.
- Divide the class into small groups to list identifiable parts of the action and to place them in time order. Include exposition of the Butler family, crossing the Ohio River in the rain, Fanny's reunion with Emma in Philadelphia, Charles's decision to join Joe in running away, introduction of George Weems, the sale of Emma to Mrs. Henfield, Joe's death in battle, the Butler divorce, and Pierce Butler's death.

Cinema

- Select movie props, costumes, and settings that enhance the dialogue: shackles, tree, photos, infant, supplies, laundry, report, hairbrush, robes, usher's white dress, barn, silver dollars, wagon, cave, ferry, whip, rope, silverware, mallet, pallets, blacksmith shop, cup, tea, banquet, carriage, letters, fiddle, rocking chair, cotton seed, hay bales, croaker sack, and alphabet.
- Describe aspects of the dialogue that are more suited to cartooning, radio, stage, tableau, illustration, storytelling, puppetry, choral reading, and pageant than to film, for example, greeting bidders, serving a banquet, meeting Fanny on a Philadelphia street, carrying food to the cave, striking Sampson, joining the Union army, rocking the Butler sisters, crossing the Ohio River, recovering from illness on a pallet, shackling slaves in the quarters, and striking Sarah.

- View various films featuring slave life, e. g. *Gone with the Wind*, *Sally Hemings*, *Glory*, *Raintree County*, *Band of Angels*, *Jezebel*, *Queen*, *The Autobiography of Miss Jane Pittman*, *Roots*, *Nightjohn*, *Amistad*, *The Middle Passage*, *Beulah Land*, *A Woman Called Moses*, *Mandingo*, *Uncle Tom's Cabin*, *Beloved*, *Jefferson in Paris*, *North and South*, and *Enslavement: The True Story of Fanny Kemble*. Discuss why filmmakers focus on the effects of bondage, persecution, struggle, flight, threat, and punishment of defenseless people like Charles, Emma, George, Mattie, Rebecca, Sampson, Will, Winnie, Jeffrey, Dorcas, Uncle Isaac, Junius, and Charles and Winnie's infant. Why are Sarah and Frances also victims of enslavement?

Speech

- Describe in a short speech the effects of isolation, persecution, illness, frustration, separation, failed ambitions, missing parents, sorrow, memories, danger, education, trickery, and disagreement on characters in the novel. Why does Jeremiah Henry move south and then back north? How does Jake Pendle assist Mrs. Henfield? How does cash value of loyal workers compare with their worth to the Butlers? to Mrs. Henfield? to George Weems?
- Outline a brief talk on difficult slave journeys from the South to Canada. Discuss the dangers of kidnap, recapture, drowning, injury, starvation, and confusion. Suggest why many runaways arrived at Halifax harbor in Nova Scotia rather than remain in the northern United States.

Reading

- Read aloud other literary descriptions of slave tribulations. Include Walter Dean Myers's *The Glory Field* and *Amistad*, Gary Paulsen's *Nightjohn* and *Sarny*, Joel Strangis's *Lewis Hayden and the War Against Slavery*, Stephen Currie's *Escapes from Slavery*, Maureen Ash's *The Story of Harriet Beecher Stowe*, Megan McClard's *Harriet Tubman*, Virginia Hamilton's *Many Thousand Gone*, Silviane Diouf's *Growing Up in Slavery*, Ann Rossi's *Freedom Struggle*, Catherine House's *Voices Against Slavery*, Chris Collier and James Lincoln Collier's *Slavery and the Coming of the Civil War*, and Dennis and Judith Fradin's *5,000 Miles to Freedom*. Discuss examples of respect and shared values; e.g., the obedience of runaways to their conductor in Harriet Tubman, family pride and shared labor in *The Glory Field*, and yearning for an education in *Nightjohn*.

Literature

1. With a group, list and explain significant actions. Include these: singing folk songs and listening to fiddle music, carrying food to George's family, making escape plans, birthing Emma's daughter Sarah, learning the alphabet from sticks, offering silver dollars, threatening Jeremiah Henry and his store, refusing to have children by Joe, tracking a runaway to the Ohio River, buying a nanny for Ruth, suffering larynx damage, warning Emma of danger in Philadelphia, teaching Pierce to hunt and fish, and punishing Sarah for loving Emma. Categorize each under key headings, for example, strengths, yearnings, defiance, and tradition.
2. Explain to a small group the value of living in traditional Southern style. What does Emma learn from Fanny Kemble Butler and from her parents, Will and Mattie? What must Emma do to survive in Kentucky, Philadelphia, and Nova Scotia? Why is Joe significant to her survival?
3. Contrast minor characters in terms of action, commentary, and significance. Include Rodney Denman, Jenkins, Jake Pendle, Winnie and Charles's infant, Jessie Mae, Sam Ellington, Ransome Butler, Major Pierce Butler, Granny Wilma, Clive Howard, Rebecca, Arthur, Bob and Mary, Kate's John and Betsy, Anson, Jeffrey and Dorcas, Uncle Isaac, Grandmother Butler, Dorcas, and John Butler. Which characters are stereotypes? Which seem like characterizations of real people? Which have the most influence on the theme of freedom? Which respect black freedoms?
4. Write a theme in which you explain the purpose of a minor incident in the action. Choose from these: a poultice covers a wound, Uncle Isaac makes hexes, Emma sends photos to Sarah, Frances and Sarah attend finishing school in Philadelphia, a lantern lights the way on a rainy night, Fanny argues with Pierce, Sam Ellington beats Jeffrey for running away, Pierce threatens Sarah with a razor strop, Sampson changes his opinion about Charles, runaways listen for an owl hoot, sticks shape an A, and Jake abets a boycott of Jeremiah Henry's store.

Geography

1. Place the following sites on a map: Georgia, New Orleans, Charleston, Cincinnati, Mobile, Nova Scotia, Philadelphia, Red Sea, Egypt, Kentucky, Boston, Ohio River, Guinea, South Carolina,

Savannah, St. Simon's Island, Tennessee, Butler Island, and Ruleville, Mississippi.

Math and Computer Art

1. Contrast investment in rice and cotton plantation slaves with investment in share-cropping. Which system is more efficient? more lucrative? fairer?
2. Generate flash cards for the following vocabulary words. Add iconography to give clues to each term: apologia, quarters, conductor, initiative, procreators, overseer, hoarse, pamphlet, visitation, share-cropping, paradigm, calluses, patrollers, mallet, moon-down, bread pudding, custody, Ku Klux Klan, sorghum, steam mill, thoroughbred, interlude, razor strop, reprimanded, unscrupulous, poultice, commission, buck, vocal box, despicable, finishing school, elated, diversion, Underground Railroad, Moses, bureau, boneyard, colicky, croaker sack, sawyer, prosperous, transpired, elderberry, pasty, bittersweet, ruptured, commodore, hire out our time, North Star, Noah's time, infirm, jumped the broom, haltingly, escapade, squandered, prime, and chattel.
3. Compose a poster of auction rules. Explain the division of costs into thirds and the time limit for equal installments. Propose ways to settle disagreements about purchases and to promote competition for prime slaves.

Social Studies

1. Compose a short speech in which you contrast incidents in the novel with the causes of the Civil War. How did the decline in cotton prices hasten the war?
2. Explain in a theme why Pierce tries so hard to sway Sarah's opinion of him and of the plantation. Why is Sarah pleased to have the same good heart as her mother, Fanny Kemble Butler?

Law

1. Why does Fanny Kemble Butler suffer so great a loss in divorce? How did woman's suffrage improve the rights of women for their children and property?
2. List social and employment situations that threaten relationships between whites and slaves. For example, laws requiring the return of runaways, threats to Underground Railroad agents like Fanny Kemble Butler and Jeremiah Henry, patrols of plantation neighborhoods, danger to ferrymen,

hourly wage work for slaves, separation of families at auctions, and the right of owners to punish, maim, sell, or kill slaves.

3. Explain the Emancipation Proclamation. What slaves did the document liberate? Why did President Abraham Lincoln get credit for freeing all slaves?

Science and Health

1. Present an oral and written summary of dangers to the health of field workers and runaways, particularly broken bones, lashing, sunstroke, snakebite, rupture, and fever. Propose ways of protecting plantation workers, for example, providing infirmaries and midwifery, limiting time in the outdoors, assigning heavy work to teams, and extending holidays and free time. What age and fitness requirements would assure that slave children survive to adulthood?

Language

1. Choose cast members to perform sections of Day of Tears. Select light voices for the Butler sisters, harsh voices for Jake Pendle and Jenkins, and refined voices for Mrs. Henfield, Rodney Denham, Sam Ellington, Jeremiah Henry, and Fanny Kemble Butler.
2. Define the elements of an apologia. Why did Frances Butler defend slavery in Ten Years on a Georgia Plantation Since the War?

Music

1. Research slave songs. Explain why rejoicing, anticipation, and sorrow weave through the texts. Discuss the prominence of Pharaoh, the Exodus from Egypt, and the Children of Israel in lyrics.

Drama and Speech

1. Write a family conversation involving Fanny's farewell to Frances and Sarah after the divorce from Pierce. Explain why Fanny can see her daughters only two months out of the year. Propose that the girls keep journals and write letters to their mother about finishing school.
2. Describe aloud the multiple purposes of finishing schools. Why do Frances and Sarah need cultural and social refinement and preparation for presentation into society and marriage? Why did finishing schools reject black students?
3. Discuss your reaction to the decline of the Butler plantation. What role would you play in the novel,

for example, finishing school teacher, actor, auctioneer, surgeon, store clerk, field hand, nanny, ferryman, trader, nurse, banker, gambler, fiddler, coachman, cook, widow, messenger, bidder, prize fighter, or Underground Railroad conductor? Which characters would you choose for a discussion of slavery and emancipation? How would you react to Charles's strike against his father or to Charles's desertion of Winnie? What advice would you give runaways about risking their lives and families for liberty?

Composition

1. Make an oral report on a memorable former slave, such as Susan Brooks, Thomas M. Sims, Emily Edmondson and Mary Catherine Edmondson, Fredric "Shadrach" Minkins, Wagelma, William "Jerry" McHenry, Mammy Chadwick, Moses Cumberland, Med Slater, Margaret Garner, Nat Turner, Lucie Blackburn and Thornton Blackburn, Harriet Tubman, Frederick Douglass, Eliza Harris, Peter Todd, Pinky Diggs, Henry and Maria Garner, Adam Crosswhite and Sarah Crosswhite, Harriet Ann Jacobs, Aaron Cornish, Lee Howard Dobbins, Caroline Quarrels, Lewis Clarke, Martha Williams and John Williams, Nelson Hackett, Jane Johnson, Robert Cromwell, Susan Borders Richardson, Solomon Northup, Harriet Bell Hayden and Lewis Hayden, Mary Eliza Jones, Henry Sloane and Lucy Sloane, Joshua Glover, Mary Meachum, Mahommah Gardo Baquaqua, Anthony Burns, Eliza Winston, Josiah Bailey, Sojourner Truth, William Wells Brown, Anna Murray Douglass, William Grimes, Eliza Winston, James Curry, Margru, Joseph Cinqué, Harry Harris, or the crew of the Amistad.
2. Compose a first person account of Fanny Kemble Butler's discovery of Emma on a Philadelphia street. List questions Fanny might have about Pierce, their daughters, the plantation, Will and Mattie, and the slaves whom Fanny helped to educate and to escape on the Underground Railroad.

Education

1. Sketch a welcoming center in Cincinnati, Philadelphia, or Nova Scotia where newcomers to freedom can learn language and map reading where children and youth can acquire health care, clothing, literacy, and religious education. Divide the complex into study areas, labs, playgrounds, religious training centers, gardens, dining halls, and libraries for

3. Compose brief definitions of apologia, dialogue, and interlude as they apply to Day of Tears. What changes in the plot would require more background information? How does the novel project hope for Emma's granddaughter, Jessie Mae? What does Fanny Kemble Butler gain by abandoning her family?
4. Summarize scenes that depict conflict, particularly being called procreators, destroying families, following Kentucky runaways to the Ohio River, offering to sell Emma to Mrs. Henfield, spreading rumors about Jeremiah Henry, leaving Georgia by coach, fleeing from Philadelphia, sharing a mother with Pierce, separating from Will and Mattie, joining the army, and dying without a daughter's forgiveness.

Alternate Assessment

1. List in chronological order and describe significant events in the novel. Mention selling slaves, driving a carriage, losing an eye, arguing with Pierce, responding to rocking, riding the ferry to Ohio, envisioning freedom, receiving a new master, stealing away in the night, arranging flight to Nova Scotia, rejecting a sister, fighting in the barn, learning the alphabet, offering silver dollars, describing a new law, and dying in the rain.
2. List events from the novel that express strong attitudes toward kinship, race, hope, obedience, parenthood, ridicule, hostility, memories, education, barter, courage, celebration, and vengeance. Indicate Julius Lester's apparent opinion on each subject.

Vocabulary Test

I. In the lines below, circle a synonym for the first word.

- A. **lodgings:** apologia, quarters, conductor, initiative, mallet
- B. **ashen:** colicky, pasty, bittersweet, ruptured, halting
- C. **dressings:** poultice, sorghum, interlude, strop, elderberry
- D. **amusement:** custody, paradigm, diversion, commission, moondown
- E. **property:** chattel, overseer, buck, sawyer, commodore
- F. **frail:** prosperous, unscrupulous, prime, infirm, despicable
- G. **occurred:** jumped the broom, reprimanded, squandered, transpired
- H. **agency:** boneyard, croaker, visitation, bureau, pamphlet
- I. **guards:** procreators, calluses, patrollers, escapades, bidders
- J. **cheered:** share-cropped, hired out, elated, coddled, wonderment

II. Make sentences using these terms:

- A. vocal box, Moses _____

- B. finishing school, Noah's time _____

- C. North Star, Ku Klux Klan _____

- D. bread pudding, greens _____

- E. Underground Railroad, conductor _____

Comprehension Test A

Part I: Identification (20 points)

Name the characters described below. Some may have more than one answer:

- _____ 1. rocks the Butler children before the sale
- _____ 2. retires and grows vegetables
- _____ 3. fears losing visitation rights
- _____ 4. strikes a parent
- _____ 5. strikes a child
- _____ 6. values Sampson
- _____ 7. live in Nova Scotia
- _____ 8. fed by a black wetnurse
- _____ 9. collapses in a burning barn
- _____ 10. makes hexes

Part II: True/False (20 points)

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

- _____ 1. Fanny taught numbers to slaves.
- _____ 2. Pierce tries to apologize to Mattie.
- _____ 3. Mrs. Henfield outbids Rodney Denham for Mary.
- _____ 4. Jenkins shackles slaves and leads them from the quarters.
- _____ 5. Jessie Mae makes a report on John Butler's plantation.
- _____ 6. The streets of Philadelphia are safe for former slaves.
- _____ 7. Sarah forgives her father.
- _____ 8. Sam Ellington drives the coach to Kentucky.
- _____ 9. Jeremiah decides to move north.
- _____ 10. Jake Pendle urges others not to buy from Jeremiah's store.

Part III: Quotation Completion (30 points)

Fill in a term to complete each citation below. Explain the significance of each.

- 1. Papa say long time ago when _____ was young, Master Butler and another owner decided to have a contest to see whose slave was the best fighter.

- 2. If we make it to _____, will you be my wife?

- 3. He left me hanging in the tree and I might be hanging there still if not for Master _____.

- 4. And you better pray that the folks from _____ sent somebody across tonight to get you.

- 5. There's a new _____ that says a runaway slave found anywhere in the United States can be captured by any white person who finds him and sold back into slavery.

- 6. A few days later I received an unsigned note that said simply, "The _____ arrived and were sent safely to their destination."

Part IV: Essay Questions (30 Points)

1. Explain why Mattie and Will are not worried about the auction.
2. Discuss why Charles rebels against Sampson's authority.
3. Summarize the way in which bidders choose slaves.
4. Compare Emma, Pierce, and Fanny as child-care givers.
5. Discuss Fanny's reason for leaving her husband and daughters.

Comprehension Test B

Part I: Short Answer (30 points)

- _____ 1. Who is the second Sarah?
- _____ 2. Where does the ferry pick up the runaways?
- _____ 3. Where does George hide his family?
- _____ 4. Who carries food to George?
- _____ 5. In what state does Henfield live?
- _____ 6. Which of Ransome's sons keeps the plantation legacy?
- _____ 7. Who lies on a pallet to recuperate?
- _____ 8. Who wants to take Fanny's place in Pierce's life?
- _____ 9. Who encourages the sale of Emma?
- _____ 10. What do the three sticks spell?
- _____ 11. Who dies during the escape?
- _____ 12. Who has a good heart like her mother?
- _____ 13. Who writes a slave apologia?
- _____ 14. Who spits into the potatoes?
- _____ 15. In what enclosures do the slaves await sale?

Part II: Completion (20 points)

Complete each of the following statements with a pair of names.

1. _____, the overseer, leads shackled slaves from the _____.
2. Pierce gloats that he took his daughters—nine-year-old Frances and ten-year-old Sarah—from Fanny at the divorce, when her _____ was limited to two _____ per year.
3. Clive Howard's planting of 2,000 acres of _____ the previous week tempts _____ to compete.
4. The sale disappointed _____ because it preceded a failing economy and a drop in _____ prices.
5. In Philadelphia, the Butler sisters attended _____ school while Pierce returned to _____ before his death.

Part III: Underlining (20 points)

Underline the word or phrase that completes each statement below:

1. On the street, Fanny warns (**of kidnappers, that Pierce lives nearby, Jeremiah to hurry to the ferry, Pierce to stop gambling at cards**).
2. Slave duties are less difficult in (**Ohio, New Orleans, Nova Scotia, Kentucky**).
3. Emma shares photos with (**Sarah, Frances, Fanny, Mattie**).
4. Rodney Denman outbids Sam Ellington for (**Dorcas, Aunt Hagar, Ezekiel, Junius**).
5. Will is sorry he (**hunted possum with a white boy, gambled at cards, had to leave Major Butler, saved Pierce from drowning**).
6. George Weems wants to (**rescue Emma, serve a banquet to refined bidders, open a business in New Orleans, live with his brother in Memphis**).
7. Frances wants to (**rebuild the plantation, find her mother in Philadelphia, visit her father's deathbed, sell thoroughbred slaves**).
8. Jeffrey grieves that (**Charlotte is bought by a Mississippian, Dorcas is married, Jenkins lashes him in the field, some slaves are not saleable**).
9. Sarah insists on (**taking her mother's rocking chair, brushing Frances's hair, teaching Joe the alphabet, sleeping in the quarters**).
10. Mrs. Henfield thinks that (**Sampson is a hero, Jeremiah Henry is a traitor, a widow can't run a plantation, the runaways drowned in the Ohio River**).

Part IV: Essay Questions (30 points)

Select two questions to answer in paragraph form.

1. Explain why Charles abandons his father.
2. Describe George Weems's style of auctioning.
3. Outline the escape to Ohio.
4. Account for Sarah's bitterness toward Pierce.
5. Recount Pierce's fall from great wealth to poverty.

Answer Key

VOCABULARY TEST

I. In the lines below, circle a synonym for the first word.

- | | |
|--------------|---------------|
| A. quarters | F. infirm |
| B. pasty | G. transpired |
| C. poultice | H. bureau |
| D. diversion | I. patrollers |
| E. chattel | J. elated |

II. Make sentences using these terms:

Answers will vary.

COMPREHENSION TEST A

Part I: Identification (20 points)

- | | |
|-----------------|----------------------------------|
| 1. Emma | 6. Mrs. Henfield |
| 2. George Weems | 7. Joe, Emma, and their children |
| 3. Fanny | 8. Pierce |
| 4. Charles | 9. Sampson |
| 5. Pierce | 10. Uncle Isaac |

Part II: True/False (20 points)

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

Part III: Quotation Completion (30 points)

- Anson—The fight cost him an eye.
- Cincinnati—A city where slaves can be free.
- Henfield—The rescuer of Sampson.
- Ohio—A free state over the Ohio River opposite Kentucky.
- law—A requirement that citizens assist in slave recovery.
- gifts—A code term for slaves arriving safely in Canada.

Part IV: Essay Questions (30 points)

Answers will vary.

COMPREHENSION TEST B

Part I: Short Answer

- | | |
|------------------------------------|--------------|
| 1. Emma's daughter
Weems | 9. George |
| 2. Kentucky side of the Ohio River | 10. A |
| 3. cave
baby | 11. Winnie's |

- | | |
|--------------------|------------------|
| 4. Mattie and Will | 12. Sarah |
| 5. Kentucky | 13. Frances |
| 6. John Butler | 14. Mattie |
| 7. Sampson | 15. horse stalls |
| 8. Frances | |

Part II: Completion (20 points)

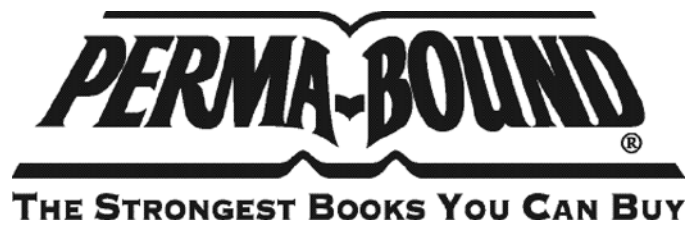
- Jenkins, quarters
- visitation, months
- cotton, Pierce
- Weems, cotton
- finishing, gambling

Part III: Underlining (20 points)

- that Pierce lives nearby
- Kentucky
- Sarah
- Dorcas
- saved Pierce from drowning
- open a business in New Orleans
- rebuild the plantation
- Dorcas is married
- sleeping in the quarters
- Sampson is a hero

Part IV: Essay Questions (30 points)

Answers will vary.



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