

Henry's Freedom Box

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Henry's Freedom Box

By Ellen Levine



Mentor Sentence Focus Standard: L.1 (complex sentences)

Reading Lesson Ideas:

R.1: Students give evidence to support their conclusions about what it would have been like to try to escape slavery.

R.2: Have students summarize the story and tell the theme of the book.

R.3: Students explain Henry's character traits (thoughts, words, actions).

R.6: Discuss how this book would have been different if it had been told by someone who wanted slavery.

R.9: Read a book like Freedom Summer by Deborah Wiles, and discuss how even 100 years later, things weren't fair for black people. Students could compare how black people were treated in the 1800s and mid-1900s. Read a book like Moses: When Harriet Tubman Led Her People to Freedom by Carol Boston Weatherford, and discuss how Harriet and Henry both took drastic measures to escape slavery.

Writing Lesson Ideas:

W.2, W.7, W.8: Students should use information from several books to write about civil rights.

Name: _____ Date: _____

Henry's Freedom Box

Define unknown words in the story.



word:

beckoned

what I think it means

actual meaning

word:

warehouse

what I think it means

actual meaning

word:

vitriol

what I think it means

actual meaning

word:

pry

what I think it means

actual meaning

Name: Possible Answers Date: _____

Henry's Freedom Box

Define unknown words in the story.



word:

beckoned

what I think it means

actual meaning

summoned to come

word:

warehouse

what I think it means

actual meaning

a large building for goods

word:

vitriol

what I think it means

actual meaning

acid

word:

pry

what I think it means

actual meaning

use force to open

Name: _____ Date: _____

Henry's Freedom Box

Give evidence from the book to show slaves were treated unfairly.

evidence

evidence

evidence

evidence

evidence



Name: Possible Answers Date: _____

Henry's Freedom Box

Give evidence from the book to show slaves were treated unfairly.

evidence

Slaves couldn't know
their birthdays.

evidence

Slaves children could
be taken away from
their family.

evidence

Slaves could be given
away like property.

evidence

Slave husbands and
wives didn't always
remain together-
they can be sold
apart.

evidence

Slaves had to take
drastic measures to
get freedom, or they
could suffer a severe
punishment.



Name: _____ Date: _____

Henry's Freedom Box

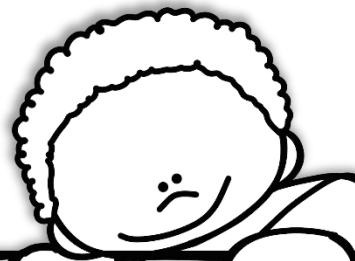
Describe Henry through his thoughts, words, and actions.

trait:

thoughts:

words:

actions:



Name: Possible Answers Date:

Henry's Freedom Box

Describe Henry through his thoughts, words, and actions.

trait:

courageous

thoughts:

he dreamed of freedom

words:

"I will mail myself to a place
where there are no slaves."

actions:

Henry watched his family
be sold away

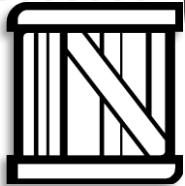
he poured acid on his hand to
have an excuse to stay home

he mailed himself to freedom

Name: _____

Date: _____

Henry's Freedom Box



Write an informational piece about slavery and civil rights.

When he wiped away
his tears, Nancy, too,
was gone.

Henry's Freedom Box

When he wiped away his tears, Nancy,
too, was gone.

~Henry's Freedom Box

When he wiped away his tears, Nancy,
too, was gone.

~Henry's Freedom Box

When he wiped away his tears, Nancy,
too, was gone.

~Henry's Freedom Box

When he wiped away his tears, Nancy,
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When he wiped away his tears, Nancy,
too, was gone.

~Henry's Freedom Box

Monday – possibilities of things to notice

- *complex sentence
- declarative
- emotion shown
- too=also (homophone)
- Nancy- proper noun
- past tense
- three commas
- tears- plural

Tuesday – label the sentence

When – subordinating conjunction

he – pronoun

wiped – verb

was – linking verb

away, too – adverbs

his – possessive pronoun

tears – noun

Nancy – proper noun

gone – adjective

When he wiped away his tears, Nancy, too, was gone.

*complete subjects
simple subjects*

*complete predicates
simple predicates*

Wednesday – possibility of revised sentence

When he miserably wiped away his tears, his dear Nancy, too, disappeared.

(added adverb, added adjectives, changed verb)

Thursday – possibility of imitation sentence

As they carefully moved through the night, Harriet, too, walked with them.

Name: _____

Date: _____

Invitation to Edit

when he wiped away his tears, nancy, to, was gone

I. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:

In the following sentences, highlight the conjunctions. Then, mark whether the sentences are compound or complex:

	compound	complex
2. Henry nodded, but he didn't say thank you.		
3. When both their masters agreed, Henry and Nancy were married.		
4. He went to work, and at night he ate supper and went to bed.		
5. As he lifted a crate, he knew the answer.		
6. The sun was not yet up when Henry climbed into the box.		

Complete the sentences with too, to, or two:



7. Slaves weren't allowed _____ know their birthdays.

8. Henry and Nancy were married, and they had children, _____.

9. Henry watched _____ birds flying in the sky, and it reminded him of freedom.

Invitation to Edit

when he wiped away his tears, nancy, to, was gone

I. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:

When he wiped away his tears, Nancy, too, was gone.

In the following sentences, highlight the conjunctions. Then, mark whether the sentences are compound or complex:

	compound	complex
2. Henry nodded, but he didn't say thank you.	X	
3. When both their masters agreed, Henry and Nancy were married.		X
4. He went to work, and at night he ate supper and went to bed.	X	
5. As he lifted a crate, he knew the answer.		X
6. The sun was not yet up when Henry climbed into the box.		X

Complete the sentences with **too**, **to**, or **two**:

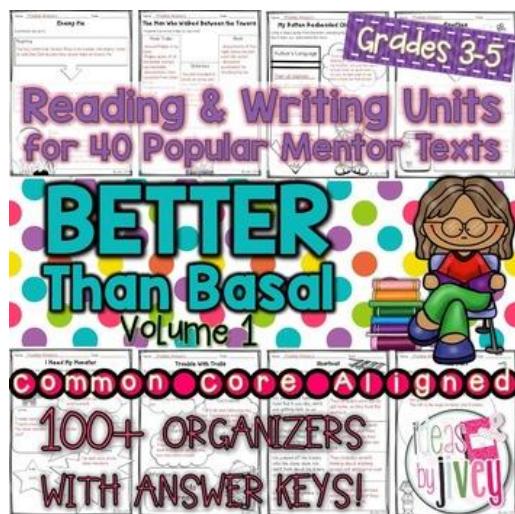
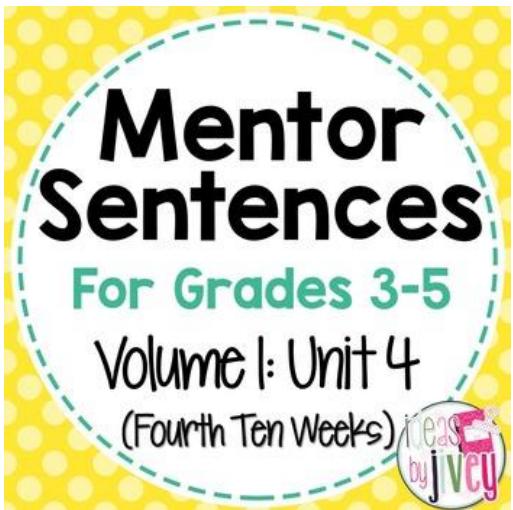


7. Slaves weren't allowed **to** know their birthdays.

8. Henry and Nancy were married, and they had children, **too**.

9. Henry watched **two** birds flying in the sky, and it reminded him of freedom.

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