

# ***Roll of Thunder, Hear My Cry* by Mildred Taylor (Published by Scholastic)**

Approved for use in Communication Arts, Grade 7

## **Summary**

*Roll of Thunder, Hear My Cry* is a product of three different eras of black history. The injustices portrayed have roots in the era of slavery in the United States, which lasted until the Civil War and influenced racial conflict. The book takes place in the South in 1933, at the time of the Great Depression, when racist sentiments had tangible effects - in the form of segregation, lynch mobs, and economic distribution. Mildred Taylor wrote *Roll of Thunder, Hear My Cry* in the 1970s during a time of the Black Power movement and of increased presence of African-American history in education.

## **Connection to the Curriculum**

The Logan family survives in rural Mississippi as they try to gain independence in a community where slavery was not far in the past. Character development and interactions are strong in this novel as the internal and external conflicts reveal the depth of racial conflicts experienced in our history. Ms. Logan attempts to teach of slavery and its significance in our history, as she and her family stand up against continued discrimination. Comparing and contrasting of different cultures occurs naturally throughout the plot, as the Logans face the possibility of losing their land while maintaining their self respect and honor.

## **Standards**

### **Course Objectives (Benchmarks)**

**Reading:** 1.4- The students comprehend a variety of texts.

**Literature:** 2.1- The students use literary concepts to interpret and respond to text. 2.2- The students understand the significance of literature and its contributions to various cultures.

### **Possible Skills Taught (Indicators)**

#### **Reading:**

1.4.14- The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.

1.4.15- The student uses information from the text to make inferences and draw conclusions.

1.4.24- The student uses evidence from text to support conclusions drawn from grade level reading.

#### **Literature:**

2.1.1- The student describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.

2.1.2- The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).

2.1.3- The student identifies major and minor elements of the plot (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to another.

2.1.4- The student understands aspects of theme (e.g. moral, lesson, meaning, message, author's ideas about the subject) and supports with implicit/explicit information from the text.

2.1.5- The student identifies the use of literary devices (e.g., foreshadowing, flashback, figurative language, irony, metaphor, tone/mood, symbolism).

2.2.8- The student compares and contrasts customs and ideas within literature representing a variety of cultures.

2.2.9- The student recognizes connections between cultures and experiences through a variety of texts.

## **A Note on the Text**

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

*The family in this novel must deal with the issue of racism.*

## **Additional Unit Design Connections**

Coming soon:

To be completed during future curriculum development activities