

***The Slave Dancer* by Paula Fox**

(Published by Bradbury Press)

Approved for use in Communication Arts, Grade 7

Summary

Jessie, a thirteen year old boy is kidnapped in New Orleans while returning from running an errand for his mother. He is forced into service on a slave ship. Eventually the ship wrecks and there are only two survivors, Jessie and a slave boy, Ras, who he befriends.

Connection to the Curriculum

The Slave Dancer is a historical fiction novel set in 1840. The novel shows how the slaves were transported to the United States from Africa. This novel gives historical enrichment to the 7th grade social studies curriculum, while serving as an example of historical fiction for the CA/Reading curriculum. Written in first person, this novel enables the reader to see slavery through a young boy's eyes.

Standards

Course Objectives (Benchmarks)

Reading: 1.3- The students expand vocabulary. 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:

1.4.9- The student identifies characteristics or narrative, expository, technical, and persuasive texts.

1.4.12- The student uses prior knowledge, content, text type, and text features to make, revise, and confirm predictions.

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

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

1.4.20- The student identifies and describes the author's purpose (e.g., to inform, to give directions, to entertain) and basic techniques the author uses to achieve that purpose.

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 explains the importance of the setting to the story or literary text.

2.1.3- The student identifies major and minor events related to the conflict in a story (e.g., crisis/turning moment, climax, resolution) and explains how one event gives rise 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 and/or explicit information from the text.

2.1.5- The student understands the use of literary devices (e.g., foreshadowing, flashback).

A Note on the Text

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

This novel won the Newbery Award winner in 1974.

Additional Unit Design Connections