



“But and if ye suffer for righteousness’ sake, happy are ye: and be not afraid of their terror, neither be troubled.”

1 Peter 3:14

Expanding Your Lexicon

innocence

bleak

writhe

ponder

shanty

yield



Which verb tells the right action for Jack?

1. Jack _____ the future.

writhed

pondered

yielded

2. Jack _____ in the dentist’s chair.

writhed

pondered

yielded

3. Jack _____ to sleep.

writhed

pondered

yielded



Write the correct vocabulary word in each category.

4. shack, hovel, hut, _____

5. grim, dark, dreary, _____

6. purity, harmlessness, simplicity, _____



Read “Jack’s Foolishness.”

Setting

Setting means the place and time in which a story takes place. Important parts of a story setting are the historical time, the country, and the social standing of the characters.

“Crossing the Ice,” for example, is set in the past, during a time when people still traveled by horse sled and used homemade brooms on fishing boats. Greta would not have the same opportunity to sell her brooms in most places in Canada today.

The story is also set in winter, along the river. It could not have taken place during the summer. Greta’s social setting is important for the story too. Her poverty and widowhood force her to make brooms to earn extra money.

Setting determines what events can take place in a story. Setting can also give a story a certain atmosphere or feeling that makes the story more interesting.



Answer the questions about the setting of “Jack’s Foolishness.”

7. What is the setting of this story?
 - a. the far North territories of Canada
 - b. the deep South of the United States
8. How do you know? _____
9. In what period of that country’s history is the story set?
 - a. before the War between the States (Civil War) when slavery was still allowed under the law
 - b. before the Revolutionary War, when the United States was not yet a country and did not have its own laws
10. What crop was grown on the farm where Jack lived? _____
11. Underline the things that would *not* have happened if the story were written about a man in the United States of America today.
 - a. The law forbade Jack to learn how to read.
 - b. Jack told others about Jesus.
 - c. Mr. Hawkins whipped Jack for preaching.
 - d. Mr. Hawkins gave Jack his freedom papers.
 - e. Slaves picked cotton by hand.
 - f. Workers sang while they worked in the fields.

Use Your Deduction Skills



Read the selection from “Jack’s Foolishness” and answer the question.

When Jack stooped to walk out of the low cabin door Monday morning on his way to the fields, he saw Mr. Hawkins waiting. Without a word, the master turned and rode toward the oak. Jack followed.

“Bare your back,” was all Mr. Hawkins said. But when he raised the whip, he could find no place to strike that was not full of wounds.

“What’s wrong with you, Jack? You know I’m going to whip you next day—why do you insist on this foolishness?”

“Why?” Jack smiled at Mr. Hawkins. “You ask me—I’ll tell you, sir. I’m going to take these stripes up to Jesus and I’m going to show Him how I been faithful to Him—’cause He loved me, and you, sir; and He bled and died on the cross for me, and you, sir. That’s why.”

The whip dropped. “Go down to the cotton field, Jack,” Mr. Hawkins said weakly.

- 12. Why did Mr. Hawkins drop his whip and send Jack back to the field?

Thinking About the Title



Answer the questions.

13. Mr. Hawkins asked why Jack insisted on “this foolishness.” Why did Jack seem foolish to him? _____
14. Acts 5:29 tells us that Jack wasn’t foolish. Why not? _____
- 15. Think about the story. Why would “Mr. Hawkins’ Foolishness” also be a good title? _____



Read the verse. Then write a word to finish the sentence.

“Let no man deceive himself. If any man among you seemeth to be wise in this world, let him become a fool, that he may be wise” (1 Corinthians 3:18).

16. In other words, to be wise in God’s sight, we must become _____ in the eyes of the world.

Figurative Language



Read the underlined figure of speech and answer the questions.

At three o’clock a messenger came flying down the road, shouting, “Jack! Jack!”

17. What does it mean? _____
18. What kind of figure of speech is it?

metaphor

hyperbole

personification

simile

euphemism

Slaves; Be Like the Bird

Lesson 7



“Jesus answered them, Verily, verily, I say unto you, Whosoever committeth sin is the servant of sin.”

John 8:34

Slave?

Slave.

What do you think of when you hear that word?

Men working in fields all day under a hot sun; serving a master who could, if he

chose, whip you, starve you, or separate you from your family; working all your life at hard jobs with no pay—these are things the word *slave* makes us think of.

But that is not the worst kind of slavery. What does *slave* really mean? Who is a slave?

In the story verse, Jesus said, “Whosoever committeth sin is the servant [*slave*] of sin.” A person who sins is a slave to sin and the devil. That kind of slavery is far worse than being a slave to any human master.

A person who was a slave could still be free. Jack was. He knew that true freedom came from knowing Jesus—it didn’t matter whether he was Mr. Hawkins’ slave or not.



Think about Jack, Mr. Hawkins, and the words of Jesus in the story verse.

1. Who was really the slave? _____
 2. Explain your answer. _____
-



Read “Slaves.”

Theme

You remember that the theme of a poem is its main idea. The theme may be clearly stated or only hinted at. The theme of “Slaves” is quite clear.



Underline the sentence that best states the theme of “Slaves.”

3. a. Shy people are like slaves.
- b. People who are afraid to do right are like slaves.
- c. People who are afraid to do wrong are like slaves.

In Real Life



Read the stories. Write the letter of the lines from the poem that fit each story.

- a. They are slaves who fear to speak / For the fallen and the weak;
- b. They are slaves who will not choose / Hatred, scoffing, and abuse / Rather than in silence shrink / From the truth they needs must think;
- c. They are slaves who dare not be / In the right with two or three.

—James Russell Lowell

4. ☐ Several boys lounged under the oak trees at the edge of the church property. Younger children ran about. Older people still visited over their lunch.

Ray yawned. “We ought to do something,” he said. “Here’s a nice long afternoon and all we do is sit.” He looked at Nelson, leaning lazily against the tree. Nelson was the leader, the popular one—the one who had ideas.

“Too hot to do much,” Nelson said. “What’s something cool?” Suddenly he sat up. “I have it! Let’s go across the field here and down to the creek!”

“But that’s Mr. Hodgson’s property,” objected Loren. “He doesn’t like people on his land.”

“Oh, that’s nothing; he’ll never see us. And everyone here is so busy talking they won’t notice.” Nelson stood up, and most of the others did too.

“I’m not going,” said Loren. “It isn’t right.”

“Oh well, be that way then,” said Nelson impatiently. “I’m glad *I’m* not worried about being so good.”

Ray stood uncertainly, looking at Loren. He knew too that it was wrong, but he didn’t want Nelson to make fun of him. And it *was* hot.

“Stay here,” Loren urged.

He hesitated.

“Come on, Ray!” called Nelson. “Or are you scared too?”

Ray turned his back on Loren. “Nah, not me,” he said. “Hold on, I’m coming.”

5. ☐ When the break bell rang, Julia left her work preparing potting soil and planting seeds and joined the group near the water fountain. But soon she wished she hadn’t. They were roasting the manager again. “He made me replant a whole flat of plants—said they wouldn’t survive the way I did them,” seethed Kathy. “The nerve!”

And he made me clean up my work area this morning,” said Elaine disgustedly. “She put on a “manager look” and quoted affectedly, ““You’ll be able to work better if you take a bit more effort to keep everything in its place.”” She smirked, and several others laughed.

Julia listened quietly. *How can they act like that? So what if Mr. Lowry isn’t always the easiest to work for? He’s still the boss—the one God wants us to respect and obey. If they would even try to like him instead of being against him all the time, they’d see that he isn’t so bad. But what can I do? If I try to tell them that, they’ll just call me a goody-goody.* So she said nothing.

6. ☐ Christy and her cousins flopped across the bed. They didn’t see each other often, so they made the most of their time together, laughing and talking—sometimes all three of them at once. The conversation turned to the morning church service.

“I like your Sunday school teacher,” Marianne said. “She was really interesting.”

“I thought so too,” agreed Marj. “Speaking of Sunday school reminds me, Christy, who was that girl across the table from me? The one who could hardly talk.”

“Hardly talk?” Christy was baffled.

“You know, she s-s-s-s-st-st-stuttered,” explained Marj.

Marianne giggled. “Yeah, I th-th-thought sh-she w-w-w-w-would *n-n-n-n-never* get her words out.”

Christy squirmed. She couldn’t believe her cousins would be so heartless. “That was Kate. Kate Andrews,” she answered.

Should she say more? What would her cousins think if she told them Kate was her good friend? If she asked them not to make fun of what couldn’t be helped?

She changed the subject quickly.

Rhythm, Rhyme



Finish marking the *strong* / *weak* rhythm pattern in this line of the poem.

7. They are / slaves who / fear to / speak



Finish writing the rhyme scheme.

8. Thy are slaves who fear to speak
For the fallen and the weak;
They are slaves who will not choose
Hatred, scoffing, and abuse

a

The rhyme scheme is _____.

Wings

Picture a bird—maybe a red-winged blackbird, or perhaps a robin—flying along. He spies a limb—really only a twig—at the top of a towering fir tree. He dips and lands. The twig is so slight that it flexes beneath his weight, bowing toward the ground far, far below.

And the bird? Does he panic? Is he frightened? Not at all. Instead, look up to the tip-top of the tree. See him singing as he bobs back and forth in the steep air. How can he sing? Why isn't he afraid? He has *wings*! If he slips, a flutter of his wings and he's off to the next treetop.



Read "Be Like the Bird."



Answer the questions.

9. Why does "knowing he has wings" cause the bird to sing? _____

10. How was Jack in "Jack's Foolishness" like the bird? _____

Negro Spirituals—Slave Songs



Read the songs on page 80 of your reader.

Slaves often sang as they worked. Sometimes their songs had double meanings. For example, the obvious meaning of "Swing Low, Sweet Chariot" and "Deep

River” had to do with going to heaven. But for a slave who had his sights set on the North and freedom, these songs could carry a different meaning.



Write the letter of these words from the songs beside what they could have represented to a slave who was considering escaping from slavery.

- a. band of angels, chariot
- b. Jordan, deep river
- c. carry me home, cross over
- d. home, Gospel feast, Promised Land, campground

- 11. ____ the Ohio River—the boundary between slave states and free states
- 12. ____ Canada—or freedom
- 13. ____ someone who helped slaves escape
- 14. ____ escaping to freedom

Which?



Write *parable*, *fable*, or *both*.

- 15. _____ Animals or plants talk; unnatural events occur.
- 16. _____ Taken from everyday life or from nature.
- 17. _____ A kind of metaphor; a simple story that teaches one main lesson.

The Road to Canada

Lesson 8



“Thou shalt not deliver unto his master the servant which is escaped from his master unto thee.”

Deuteronomy 23:15

Expanding Your Lexicon

restrain

transport

bluster

moderate

