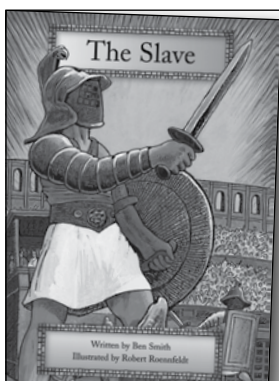


The Slave

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



THE SLAVE

Upper level fiction

Text type: Historical Fiction

Reading age 9.9

Word count 2,770

Before Reading

Tell students that some stories provide an accurate picture of what life was like during a particular time in history. *The time and place in which the story occurs are represented clearly. The reader is able to get a true sense of what life at that time and in that place would be like. The story may be fictitious, that is, entirely made up, or parts of the story may be linked to actual events. These books are called historical fiction.*

Activate prior knowledge by asking students if they have read any of these types of books. Discuss the historical aspects of the titles that the students suggest. Guide students to understand that the author may use characters

that really existed and may create stories based on them.

COVER

Before Reading

Read the title and look at the cover illustration.

What might this book be about?

Discussion and question guide:

- *What does the title tell you about this person? What is a slave?*
- *What information is contained in the illustration?*
- *What aspects of the cover tell you this story is set long ago?*
- *Read the blurb and discuss what is meant by the words historical, slavery, mercy, and ex-slave.*
- *Who tells this story?*
- *When do you think this story is set?*
- *Where is it set? Do you know anything about Ancient Rome? What does the word ancient mean? What sorts of things occurred in Ancient Rome?*
- *What does the last sentence mean? Where is the main character, for a crowd to be watching? Invite prediction.*
- *Consider the information the title, illustration, and blurb contain. What do you think happens in this story?*

CHAPTER 1

During Reading

Read page 4. When does this story begin? Invite students to suggest that it begins in the present. On the blurb, it says that it is a recount. What does that mean – will this story continue to be told in the present? Discuss.

What situation is occurring? Do we know where this character is?

Read Chapter 1 and find out what the setting is. Jot down what this man is and why he is in this situation. When you get to words that are tricky or new, jot them down and be ready to chat about what they might mean.

Take note of how serious the situation is and be ready to explain what may happen after this chapter. Do you think this is the main character?

After Reading

What is the setting? What do the illustrations tell you about what is happening? Why might these men be fighting? Why is there a crowd watching?

Who is the narrator? What is a gladiator? Invite students to respond. Explain that a gladiator is a person who fights to the death using swords and other weapons. In Ancient Rome gladiators were used as entertainment. How do you feel about the notion of this? Why might someone become a gladiator?

Are these the only two gladiators fighting? What has happened to the others? What does the narrator expect will happen to him? What choices does he have? How does the narrator describe the pain he is in?

CHAPTER 2

During Reading

Read page 9. What does the gladiator decide to do? What power does the emperor have? Who is the emperor in Ancient Roman society?

As you read Chapter 2, you will find out more regarding the rules of this sport. Jot down what you learn about the fight and the rules. Be ready to share what you know of this sport, the rules, the emperor's role, and the role of the crowd. Be thinking about sports today, and look for similarities between what you read and sports today.

The gladiator in this story says that he does not want to die. Where does the gladiator come from?

After Reading

What happens to the gladiator? What signal does the emperor give if the gladiator is to live? What is the signal to die? How do you feel about another person having this type of power? Invite students to share their thoughts and opinions. Probe them to explain their reasons.

What is the name of the place where this action occurs? Describe the atmosphere in the amphitheatre. Discuss what an amphitheatre is. Do we have anything in today's world that is set up like this? Find the words on page 11 that the author uses.

How do you think the gladiator feels at this point? How does Sulla feel about his opponent?

CHAPTER 3

During Reading

Read page 12. What changes do you notice in the way this story is written? Guide students to understand that the gladiator is looking back in time and is retelling events from his past. How far back is the gladiator looking? What significant event occurred in the gladiator's life at that time? Redirect students to page 12 to check.

Read Chapter 3. As you read, take note of what happens to the gladiator and his family. Jot down what happens to his town and to all the people who live there. What becomes of the gladiator? Find out where he goes and what he is made to do. What kind of life does he have?

Imagine how you would feel in this situation. Be ready to discuss your thoughts.

After Reading

Invite discussion about the ransacking of the gladiator's town. What occurred? Where were the people taken? What was to become of them? It says on page 15 that everyone is frightened and crying. Why? Invite students to explain that the families will be separated and won't see each other again. How do you think the children feel? What concerns do you think the people have? Where are they being taken? How are they getting there? Direct students to revisit the text to find the answers.

What does it mean that the people were as frightened as lost sheep? Discuss this simile on page 14.

Who buys the gladiator? What new information is given about the gladiator? Prompt students to the title. What is the owner of the slave called? Which words on page 17 tell about his master? Where is the gladiator taken? What does the gladiator say he must learn quickly? Check page 17 to find out. •

CHAPTER 4

During Reading

Read page 18. What job is the slave forced to do? How long must he work for each day? Work out how many hours this is and discuss how this equates with the students' day. What does the term backbreaking mean? What happened to the gladiator's body as a result of the hard work?

As you read, note where the slave's home is and where his father has gone. Chapter 3 refers to the people from the gladiator's town as prisoners of war. What do you think is the setting?

What does the slave hope to do one day?

Take note of how the slaves on the farm are treated. Be ready to discuss your thoughts about the life they have been forced to live.

After Reading

What did you learn about the young slave?

Discuss students' responses to the job he is forced to do. What does it mean to be whipped? Prompt students to consider why the slaves were whipped so regularly. Invite inferences.

Describe the living conditions on the farm. Ask students to describe the working conditions, sleeping quarters, whippings, and lack of food. What do you think it would have been like to be a slave? Explain.

What country does the gladiator come from? What does he hope will happen one day if he works hard? Direct students to revisit page 19 to find out. What did you learn about his father? What does this tell us is occurring at the time this story is set? How do you think the father will feel to return home to find his family separated and enslaved?

CHAPTER 5

During Reading

Read page 21. What unexpected event occurred? Why was it unexpected for the master to arrive back so soon? Why do you think the master is calling the slaves to the stables?

Read Chapter 5 and find out what the master intends to do. It is something very drastic to us. As you read, think about how the slaves might have been feeling as this occurred. Think of some reasons why the master would do this. Jot them down. Be ready to discuss what you think about this procedure.

This occurrence told the young slave something that was very disappointing. As you read page 22, take note of what this is.

How many years has this character been a slave? Something important happens in this chapter. Find out how the chapter ends. Be thinking about what may happen next.

After Reading

What happens when the slaves are called to the stables? What does this procedure mean? Invite inferences about why branding might be done to cattle and slaves. What does this procedure signify to the young slave? Guide students to understand that he thinks he will never be free to find his family and return to Egypt.

What happens to the master at the end of the chapter? The slave has mixed feelings about the master's death. Why? How long has he been enslaved?

What happens to the slaves after the master's death? The young slave wonders something. What does he wonder? What do you think might happen next?

CHAPTER 6

During Reading

Read page 26. What happens to the young slave? Why do you think he is one of the first slaves purchased? Who buys him? What will his new role be? How does the young slave feel about being a personal slave? Why? What do you think this role may involve?

As you read, find out about the young slave's new life. Jot down some things you notice about the new master and be ready to discuss the kind of man he is. How do you think the young slave feels about his new master? Find words in the story that give you this impression.

The new master decides to teach the young gladiator some new skills. What are they? The young slave is very excited about learning one of the new skills. Which skill is this and why do you think the slave is so excited about it?

After Reading

What did you learn about the young slave's new master? Discuss students' observations and find words in the story that show evidence of the students' understandings.

In the slave's new life, describe what happens in a normal day. Invite discussion and guide the discussion to begin and end the day in the slave's own room. Compare this to the gladiator's previous sleeping quarters.

What new skills does the slave learn? What skills does he now have? Discuss. Prompt students to think back through the text. What skill does he learn that he is very excited about? Discuss the reasons why learning to read may be so exciting to him. Invite students to infer.

CHAPTER 7

During Reading

Read page 30. What happens to the slave? How does he respond to the news? Why do you think he is so surprised? What does this suggest to us about the slave's master? What does it tell us about why he taught the slave to read and cook? Invite students to infer.

In the last chapter, you will learn more about how the master supports the slave. How does he do this? In this chapter we are brought back to the day of the fight. Did the slave choose to become a gladiator because he likes to fight or is there another reason? As you read page 32, note his reasons. How does the story end?

After Reading

How did the new master continue to support the slave? Why do you think he did this? How does this story end? Why do you think the emperor spared his life? Invite inferences.

We find out why the slave becomes a gladiator. What were his motivations? Revisit pages 31 and 32. Do you think this suggests that gladiators are well paid? Why do you think this job would need to be well paid?

What does it mean on page 31 that he is sharp? Direct students to reread the top of the page and predict.

What do you think it would have been like to live in these times? Guide the discussion to think of this from two sides, being a slave and being a master. What do you think about the entertainment of the day? Explain.

▲ CODE BREAKER

A simile is a device used by an author to compare one thing to another. The author does this to make the story more interesting to read

and help us build an understanding of the story. Usually the words like or as are used in the comparison. For example, Jack is like a bear with a sore head. Revisit page 5 and reread the first sentence. Discuss the words pain as sharp as a stabbing sword. Is this a simile or a metaphor? How do you know? Find another simile in this sentence and look for a simile on page 7.

🕒 MEANING MAKER

Chat to your partner about the following questions. Use the book to help you answer them. Jot down notes to help you remember.

What is the event at the start which causes the problem in this story? Find three important things that happen in the story before the end. How is the problem solved? How do you feel about what happened in this story? What kind of person do you think the slave was? Think of words that describe him.

Guide students to share their responses. Probe for clarification and elaboration as needed.

📖 TEXT USER

On the blurb of this book it reads, "In this historical recount, a gladiator in Ancient Greece tells his story. Taken from his family as a boy, he was sold into slavery and faced many hardships."

Why does the author tell the readers that this is a recount? How does this support us to read this book? Guide students to understand that it tells us that the story happened in the past.

We also know that it is a historical recount. This makes some readers more interested, as the events in this story are based on things that really happened. Why might it spark more interest from some readers? Discuss.

Knowing that it is recounted by the gladiator help us know that we hear the story from his point of view. Why is it important that we know this? Guide students to understand that what is presented may not be the way others from the time remember events.

● TEXT CRITIC

When reading a story based on historical events, readers need know that some of what they will read may be fact, but other parts may be fiction. What do you think was fact in this story? What was fiction? Explain.

The author portrayed some masters as mean and others as kind. Was he trying to tell us something? Invite discussion. He also chose to make the main character a gladiator. Why? Guide students to infer that it may have been to build a picture of life in that place and time and to help us know that the main character was so desperate to find his family that he would even kill.

USING MULTIPLE INTELLIGENCES

Work in small groups for this task.

Write: two scripts.

First, write a script for the scene where the master is branding the slaves. Include dialogue between the slaves, and between the men doing the branding and the slave to be branded. Think about what life was like at the time. The slaves were not permitted to speak out to those in charge.

Second, write dialogue that occurs after the story ends, between the slave and the new master. Consider what the slave will do next. Will the master help him? (V, P)

Perform: Act out your scripts. (B, V)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

The Slave

Name _____

Insert a suitable action word from the box to complete each sentence.

raised	branded	ransacked	felt
whipped	slept	cried	invaded
roared	gaspd	learned	heard

The gladiator _____ nothing but sharp pain.

The crowd _____ for more action.

The gladiator _____ for breath as Sulla pressed his boot harder.

He _____ blood oozing from his wound.

The Roman army _____ our town.

Everyone _____ as they walked to the boat.

We _____ the slapping of oars.

The Romans _____ other towns and took the people away.

I _____ with the other slaves on a bed of straw.

The mean master _____ us when he was angry.

We were _____ on our foreheads and legs.

I _____ to read and write.

The emperor _____ his thumbs.



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The Slave

Name _____

Think about how you felt as you read this story. How did the author want you to feel as you read *The Slave*? Explain each of your answers.

1. What do you think the author wanted you to think about slavery? _____

2. What did the author want you to think about the gladiators fighting? _____

3. Which characters were portrayed in a positive or good way? Find words from the story that show evidence of this.

4. Which characters were portrayed in a negative or bad way? Find words from the story that show evidence of this.

5. Why do you think the author showed us two masters, a mean one and a kind one?

7. Why do you think the author wrote this story?

8. What do you think your life would have been like in those times if you were a slave?



The Slave

Name _____

Multiple Intelligence (verbal-linguistic)

Make your own word search. Choose 12 interesting words from the book. Include some of the words that are historically significant to this story. Put the words into the grid and fill in the empty spaces with extra letters. Don't forget – you can go up, down, or use the diagonal. Write the words in alphabetical order on the lines beneath.



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The Slave

Name _____

There are many different themes for historical fiction. In *The Slave*, the time and place are very important.

Answer these questions about the story:

1. Where did this story take place?

2. How easily can you imagine the places where the story occurs? Explain.

3. Does the time when this event occurred play an important role? Why?

4. Could this story happen now? Explain.

5. Could this story happen to you? Explain.

6. Would you like to have been there in the action of this story? Explain.

7. Which events were directly related to the historical period in which this story occurred? _____

8. Do you think there is a lesson to be learned from this story? Explain.



The Slave

Name _____

What happens to the slave in each chapter? Map the events below.

Chapter 1

Chapter 5

Chapter 2

Chapter 6

Chapter 3

Chapter 7

Chapter 4



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