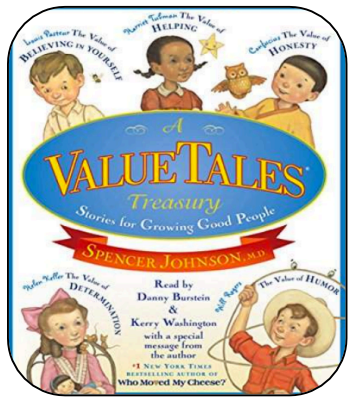


VALUE TALES TREASURY – STORIES FOR GROWING GOOD PEOPLE

THE VALUE OF HELPING: A VALUE TALE® ABOUT HARRIET TUBMAN

The Value of Helping: A Value Tale® About Harriet Tubman

Spencer Johnson, Author
Dan Andreasen, Illustrator



You're about to read a new kind of story called an imaginography! Like a biography, an imaginography is about real people and events, but it is told in a more fun and imaginative way.

You'll get to see how famous people grew into the good people they wanted to become – by listening to their True Voice, that special voice inside that gives us our best thoughts.

The Value of Helping: A Value Tale About Harriet Tubman is one of five imaginographies found in the Value Tales Treasury.

Read Aloud – 1st Read Aloud – Reading to Inspire

The first read might also be called the *Movie Read* meaning you will read the book from the first page to the last page without stopping.

To prepare for this first read, read it carefully several times before you share it with the class to determine the rhythm and shifts in intensity that set the mood, the tone of the narrator, the personality of each

INSTRUCTIONAL MATERIALS

Included in this Packet

Importance of the Read Aloud
1st Read - Read Aloud to Inspire
Repeated Read Aloud
Story Elements and Using Text Evidence
Close Reading
Depth of Knowledge (DOK)
Questions Combining Close Reading/DOK
Writing Connection – Responding to the Text

Additional Materials Available on Padlet

About the Author and Illustrator
Close Reading in Elementary Schools Article
Harriet Tubman Website
Video – Harriet Tubman & the Underground Railroad
Video – Multiple Voices About Harriet Tubman
Additional Resources for Other Value Tales: Will Rogers, Confucius, Helen Keller, Louis Pasteur
Text Dependent Questions Article
Guide to Creating Text Dependent Questions
Prompts for Text Dependent Questions
Goals for Interactive Read Aloud

character, and the shifts in emotion. Use this information as you read the book aloud to students.

“Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read.”

–Marilyn Jager Adams, Reading Researcher

For more detailed information about the interactive repeated read-aloud process, please see Lester Laminack's *The Ultimate Read-Aloud Resource*.

1st Read

This is the students' first meeting with the book – read to inspire knowing you'll return.

After reading, encourage reflection by asking students questions such as these:

- What is this book about?
- What are you wondering?
- Retell the story of Harriet Tubman.

Over the next few days, prior to your return visit, bring the book up from time to time – keep the book fresh in students' minds. Model the idea that experiences with stories linger.

I was just thinking about Harriet from our story. She wanted to escape slavery. Finally, one day when she learned that her owners were going to sell her, she set out and went into the woods heading North. Let's revisit that part to see what happened on her trip North.

Harriet Tubman was courageous in helping other runaway slaves. She did a variety of things to support the cause. Let's revisit the book to reread what she did to help free other slaves and make a difference for people.

Repeated Read-Aloud / Return Visits

Laminack states that, "The intent is to model that books, stories, and characters linger in our thinking and prompt new questions and insights." As you plan return visits to the text, he suggests that the teacher explore the story with these ideas in mind: characters, setting, plot, art, and interplay (how these work together to build the story).

Characters: How many characters are in the story? Which is the main character? What is the purpose of the character in the story? How does the main character work to meet the challenge or solve the problem? How do the other characters contribute to the challenge? Solution?

Setting: Where is this happening? Is it a real place? Or is it imagined in the character's mind? What is the weather? Climate? Time of day? And how does it impact the characters' decisions? Does the setting make a difference or is it just a backdrop for events?

Plot: How does the story get started? Where and how is tension built? What are the challenges or problems for the characters? What is attempted in an effort to meet the challenge or solve the problem?

Art: How do illustrations work to reveal mood and tone? Do the illustrations hold a key to information not presented in the text? Are there questions raised by the text that can be answered by a close examination of the art? What do we learn about the character(s) by a close examination of the art?

Interplay: How are the challenges/problems linked to place, weather, or to the personality of the character(s)? How do the physical location and weather conditions impact the characters? How do the character's fears, worries, dreams, and favorites impact the plot? Technique: (author and/or illustrator decisions). Examine what the author and/or illustrator has done to lead us toward these insights.

To read aloud well, the reader, like the storyteller, must attend to at least these four qualities:

Tone – You want your voice to reflect the tone of the text. Consider the "attitude" of the text –is it chatty and informal, sincere, caustic, arrogant, formal and distant, cheerful, academic?

Mood – The mood is the emotional climate of the piece, how it leaves the reader feeling. Is it sad, depressed, hopeful, wishful, excite, eager, or perhaps nostalgic?

Intensity – The energy of the text – is it powerful and bold, or tender and quiet? The intensity of the text is reflected in a read-aloud by the shifts in volume and the power of the reader's voice.

Pacing – Pacing is like the heartbeat of the text. It is the rhythm that creates the flow of the language. It may race at times, or slow to a standstill, build to a rushing tension.

Sample Topics to Discuss	Sample Evidence in the Book for Selected Topics
<p>Character</p> <p><i>Qualities of Main Character</i></p> <p><i>How Characters are Revealed</i></p> <p><i>Other Characters in the Story</i></p> <p><i>Details to Understand a Character</i></p>	<p>Teacher: This was a story about Harriet Tubman and how she helped free other slaves. The author used details in the text to help the reader understand Harriet. Examples follow. Pg. 19 Harriet wondered if anyone would help them escape from slavery the way Moses had helped the people of Israel escape. Pg. 20 Harriet told her dad, 'I want to go north, Daddy! I want to be free.' Pg. 21 Harriet saw how slaves who were caught were treated and was too scared to leave. Pg. 22 She decided to work to save money to buy her freedom from her owner. She baked and sold pies and one day met a woman who told her that there were people who would help her escape. Pg. 25 Harriet left after learning she was about to be sold. She traveled for more than two weeks, hiding during the daytime and moving north when it was dark. Pg. 26 She was free but thought about the many slaves who didn't have their freedom. She spent ten years helping other slaves escape. She was even a wanted person with \$40,000 offered as a reward for her capture. Pg. 27 She found other ways to help such as being a nurse in the Civil War and acting as a spy. Pg. 28 Harriet told of how she had been treated and it was printed in the paper.</p>
<p>Setting</p> <p><i>Importance of Setting</i></p> <p><i>Rich Language</i></p> <p><i>Setting Impacts the Characters</i></p>	<p>Teacher: The setting had a significant impact on the characters. In Harriet's case her family lived as slaves. This impacted her life and the lives of many others. Guide students in finding evidence such as the following. Pg. 19 "Harriet was born during a time when it was actually legal to own another person in certain parts of the United States." She was a slave and forced to work hard for the man who owned Harriet and her parents. This greatly impacted Harriet and her family. Pg. 20 Harriet's dad told her that in the Northern states people were free men and women. He showed her the North Star and told her it would lead her north to freedom. Pg. 21-22 After seeing how slaves who tried to run away but were caught got treated she tried to bake and sell pies to earn money to buy her freedom. Pg. 23 While selling pies she met a woman that told her about the Underground Railroad. Pg. 24-25 As she traveled north seeking freedom, Harriet traveled through the darkness, tumbled into holes, tore her clothes on briars, and hid in barns and cellars. Pg. 26 Once free she decided that she needed to help other slaves escape as she had. She did many things to support the cause, often putting herself in great danger given the time and place she lived in.</p>
<p>Plot</p> <p><i>Main Character's Problem</i></p> <p><i>Important Details</i></p> <p><i>Important Story Elements</i></p>	<p>Teacher: Harriet was born into slavery but wanted to be free. She had to overcome many things to make it to the northern states and freedom. Guide students in determining her problem and the ultimate resolution of that problem.</p>
<p>Art</p> <p><i>Identifying Feelings via the Art Work</i></p> <p><i>How Art Work Reflects the Mood</i></p>	<p>Teacher: Illustrations in the text helped the reader understand the mood of the story. Examples might include the following. Pg. 18-20 Harriet and her dad were pictured. She was looking at the North Star with a sense of hopefulness. Pg. 21 Harriet looked very somber as she witnessed a run-away slave being brought back in chains. Pg. 22 Harriet looked cheerful as she baked the pies to sell and earn money. Pg. 25 It was night time and Harriet was traveling north. An ominous shaped tree was pictured along with a bat in front of the moon. The mood is one of tension and concern. Pg. 28 Harriet was on the floor of the train's baggage compartment. A feeling of sadness was apparent.</p>
<p>Interplay</p> <p><i>Character's fears, worries, dreams, and favorites impact the plot</i></p> <p><i>Challenges/problems linked to place, weather, or the personality of the character</i></p>	<p>Teacher: Guide students in identifying how Harriet's dream of being free and helping others impacted the plot. Examples follow. Pg. 20 Harriet said, "I want to be free." Her father said, "You see that star up there, the big one that never moves? That's the North Star. When you get older, you can go north." Pg. 22 Harriet decided it was too dangerous to try to escape so she baked pies to earn money for her freedom. Pg. 23 A woman told her that there were others that would help her escape. Pg. 24 She escaped and made it to the North. Pg. 26 Harriet decided to help other slaves and she joined the Underground Railroad.</p>

Close Reading

Close reading supports students in moving from surface level understanding of a text to a deeper level of comprehension. Fisher and Frey, identify four phases to close reading which may roll out over several lessons.

What does the text say? This phase concerns the literal meaning of the text and the central ideas or themes.

How does the text work? This phase applies to the mechanics of the text – vocabulary, structure of the text, and the author’s craft.

What does the text mean? This phase involves integrating knowledge and ideas to locate deeper meanings and make logical inferences.

What does the text inspire you to do? This phase refers to the reader who takes what has been learned from the text to create a new product (debate, presentation, investigation, research, writing, etc.)

Level 1: Recall and Recognition - This level addresses general understanding and key details (sequence of events, major plot points, information directly stated in the text, who, what, where, when, why, how much, and how many).

Level 2: Skills and Concepts - This level includes general vocabulary and simple text structure, determining important details and main idea, text structures (cause/effect, problem/solution, chronological order, purpose of text, and author’s relationship to the content).

Level 3: Strategic Thinking and Reasoning - This level focuses on advanced vocabulary (shades of meaning, figurative language, mood and tone, etc.); text structure, linking ideas across multiple paragraphs, literary analysis – characterization, point of view, narration); author’s craft (how word choice and text structure support the text); author’s purpose (hidden intentions, hypothesize possible motivations and interest).

Level 4: Extended Thinking Tasks - This level explores a deeper level of author’s purpose (rhetorical structures and formal reasoning, linking to historical, sociological, or psychological phenomenon); intertextual connections (compare/contrast information or viewpoints across multiple texts.; opinion with evidence or argument (construct arguments using textual evidence, assess one’s own biases, plan of action or next steps for investigation or research).

Depth of Knowledge

The depth of knowledge framework (Webb, 2002) may be used to gauge the rigor of thinking necessary to perform a task.

Questions Combining Phases of Close Reading and Depth of Knowledge

CR Phase 1 - What does the text say?

DOK Level 1 – General Understanding/Key Details

General Understanding

- What was this book about?
- Retell the story and what happened.
- What are you wondering about?

Key Details

- Why did Harriet go North?
- How long did it take Harriet to get to the North?
- What did she do after she was free?

CR Phase 2 - How does the text work?

DOK Level 2 – Skill/Concept

Vocabulary

- Have students explore vocabulary such as True Voice, Underground Railroad, freedom, courage, plantation.

Structure

- How do we know that this is a biography/ imaginography? What did the author include to help the reader follow the sequence of Harriet’s life?

Author’s Craft

- The author included details about Harriet as a slave, her escape, and her work in the Underground railroad? How did this help the reader gain a better understanding of her life and the type of person she became as an adult?

CR Phase 3 – What does the text mean?
DOK Level 3 – Strategic Thinking/Reasoning

Author’s Purpose

- What would the author say about Harriet Tubman?
- “The Value of Helping” was the title of this section in the book. Why did the author use Harriet Tubman as the example?

Intertextual Connections

- Compare the information on pg. 31, “Historical Facts – Harriet Tubman (c.1820-1913)” to the story about Harriet’s life and impact on others.

CR Phase 4 – What does the text inspire you to do?
DOK Level 4 – Extended Thinking

Opinion with Evidence or Argument

- What did the author mean by “The Value of Helping” in this example story?
- Why did Harriet join the Underground Railroad effort?
- Summarize the book using quick notes and be ready to share your summary with your classmates. (See organizer below.)

“Close Reading must be accompanied by other essential instructional practice that are vital to reading development: interactive read-alouds and shared readings, teacher modeling and think-alouds.”

Fisher, D., & Frey, N. (2012). Close Reading in Elementary School. *The Reading Teacher*, 66(03), 179-188.

Writing Connection: Summary Paragraph

Jot Dots

Name it	Verb it	Big Picture
The Value of Helping by Spencer Johnson, M.D.	tells	how one woman worked to gain freedom for herself and many other slaves.

- Harriet Tubman was a slave
- Endured hardship and mistreatment
- Flees on the Underground Railroad
- Once free, helps others
- \$40,000 reward for capture
- Always worked for freedom and equality.

The Value of Helping by Spencer Johnson M.D. tells how one woman gained freedom for her self and many other slaves. Harriet Tubman was a slave who endured hardship and mistreatment at the hands of her owner. She flees through a system of secret houses and routes called the Underground Railroad. Once free, she helps many other slaves reach freedom. She is so successful at it that a \$40, 000 reward is offered for her capture. Throughout her life, she supports freedom and equality causes.

1. Use the template above to model note taking – pull out 3 to 6 key events that are important to include in the summary. Follow the Rule of 5 – no more than 5 words per jot dot.
2. Use the Jot Dots as support and orally write (“write out loud”) the summary stretching each succinct jot dot into a rich, full sentence.
3. Model writing the summary paragraph. (See example top right.)

“Read like a detective.
Write like a reporter.”

—David Coleman



Additional activities, videos, and other instructional resources for Louisa, The Life of Louisa May Alcott



To access the additional resources available for this instructional guide, please use a QR Code Reader/Scanner on your phone to read the QR code below. Or you may also access the information at the following link:
<https://padlet.com/clplus/valuetalesharriettubman>

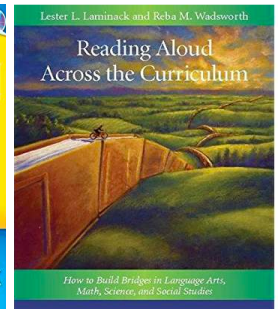
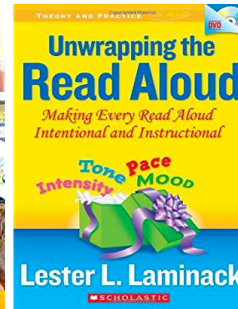
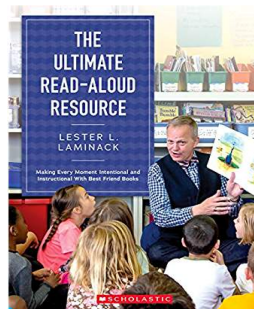


“The tangible rewards of reading aloud and discussing books with our children are both extensive and well-grounded in research. Indeed, in 1985, the federally funded Commission on Reading released a report entitled “Becoming a Nation of Readers” that stated: “The single most important activity for building the knowledge required for eventual success is reading aloud to children.” (1985, p. 23)

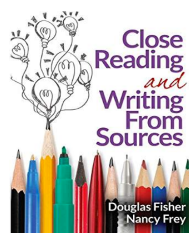
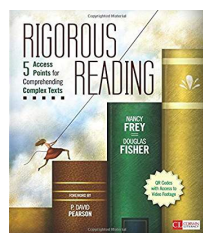
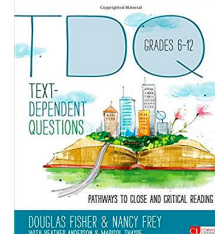
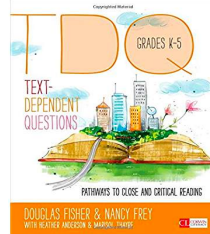
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Lester L. Laminack, Professor Emeritus, Western Carolina University, received two awards for excellence in teaching [the Botner Superior Teaching Award and the Chancellor’s Distinguished Teaching Award]. He is now a full-time writer and consultant working with schools throughout the United States.



Douglas Fisher, Ph.D., is Professor of Educational Leadership at San Diego State University and teacher leader at Health Sciences High & Middle College. He is the recipient of an International Reading Association Celebrate Literacy Award, the Farmer award for excellence in writing from the National Council of Teachers of English, as well as a Christa McAuliffe award for excellence in teacher education.



Nancy Frey, Ph.D., Professor of Educational Leadership at San Diego State University, is a recipient of the Christa McAuliffe award for excellence in teacher education from the American Association of State Colleges and Universities. She has co-authored several books on literacy, and was a co-recipient of NCTE’s 2004 Kate and Paul Farmer award for outstanding writing. In 2008, she received the Early Career Achievement Award.