

# *Kindred*: “Home is Where the Heart Is” (Pliny the Elder)

## 1. Question & Research Task

“You never know what events are going to transpire to get you home.” -Author Og Mandino

The novel *Kindred* begins, “I lost an arm on my last trip home,” but where and when *is* home for Dana? Is it contemporary California or Antebellum Maryland?

This historical approach seeks to interpret literature through understanding the times and the culture in which the work was written or set.

How accurately does *Kindred* depict the time in which it is set?

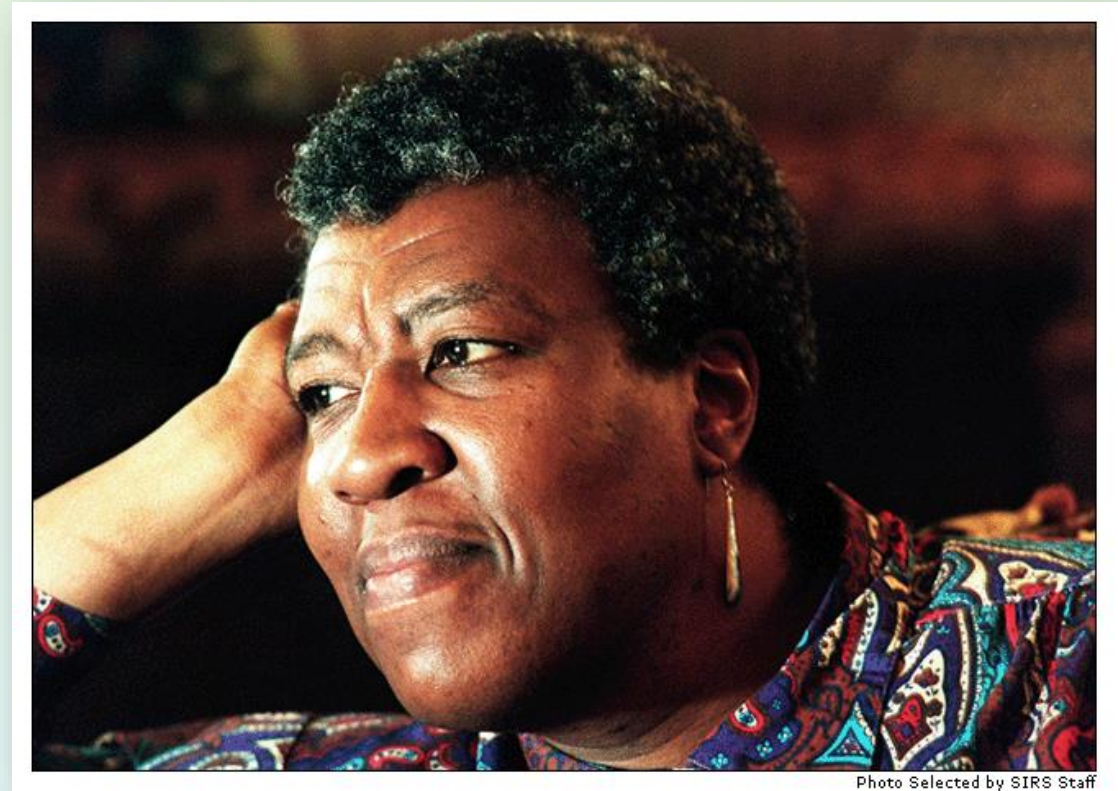


Photo Selected by SIRS Staff

Octavia Butler

Image Source: SIRS, by subscription.

**In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:**

**How important is the historical context to interpreting a work?**

## 2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3.

General Resources	Agricultural Life	Underground Railroad & Tubman	Baltimore & City Life	Quakers & Manumissions
<ul style="list-style-type: none"> <li><a href="#">Guide to the History of Slavery in Maryland</a></li> <li><a href="#">Frederick Douglass Overview</a></li> <li><a href="#">Emancipation Proclamation text</a></li> <li><a href="#">WPA-collected slave narratives</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Interview with Fountain Hughes</a></li> <li><a href="#">Narrative of Charles Coles</a></li> <li><a href="#">Narrative of Dennis Simms</a></li> <li><a href="#">L'Hermitage</a></li> <li><a href="#">Slave cabin image</a> – St. Mary's County</li> <li><a href="#">Slave Cabin Sotterly Plantation</a></li> <li><a href="#">Wye House Plantation</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Harriet Tubman Overview</a></li> <li><a href="#">Underground Railroad Overview</a></li> <li><a href="#">Runaway Laws</a></li> <li><a href="#">Underground Railroad Experiences</a></li> <li><a href="#">Runaway Images</a></li> <li><a href="#">Caroline Hammond's story</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Frederick Douglass in Baltimore</a></li> <li><a href="#">Slave Jails in Baltimore</a></li> <li><a href="#">Hampton Mansion in Baltimore County</a></li> <li><a href="#">Sample Runaway Ad-Henry Smith</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Enslaved Women &amp; 1809 Maryland Manumission Law</a></li> <li><a href="#">Sample Manumission 1, 2</a></li> <li><a href="#">John Woolman's (Quaker) Journal</a></li> </ul>

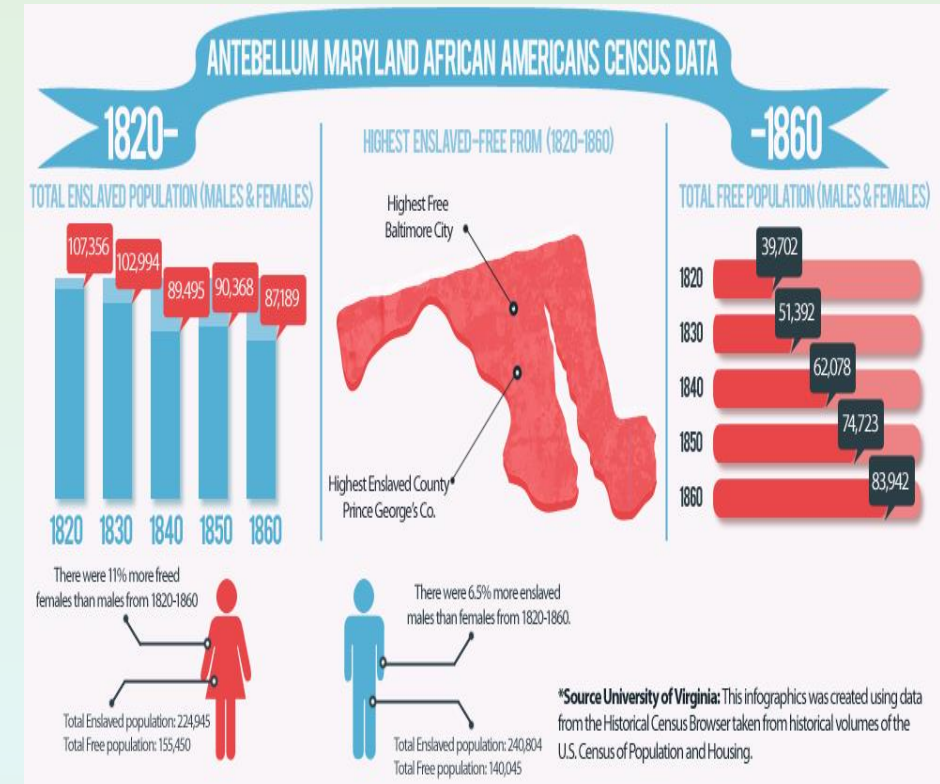


Image Source: Maryland State Archives

### 3. Student Activity

1. Form collaborative groups at your teacher's direction to examine the topics on [Slide 2](#).
2. Organize information on the [handout](#). Be sure to [document sources](#) appropriately.
3. With your group, create a multimedia presentation to summarize and share your findings. Use Microsoft PowerPoint, Discovery Ed Boardbuilder, Sway, or another digital or non-digital tool approved by your teacher.

(Tutorial for [PowerPoint](#))



The Bucktown Village Store in Dorchester County where Harriet Tubman worked as a young woman. For more information, click [here](#).

Image Source: Heather Jennings, BCPS teacher

# 4. Assessment Activity

## How important is the historical context to interpreting a work?

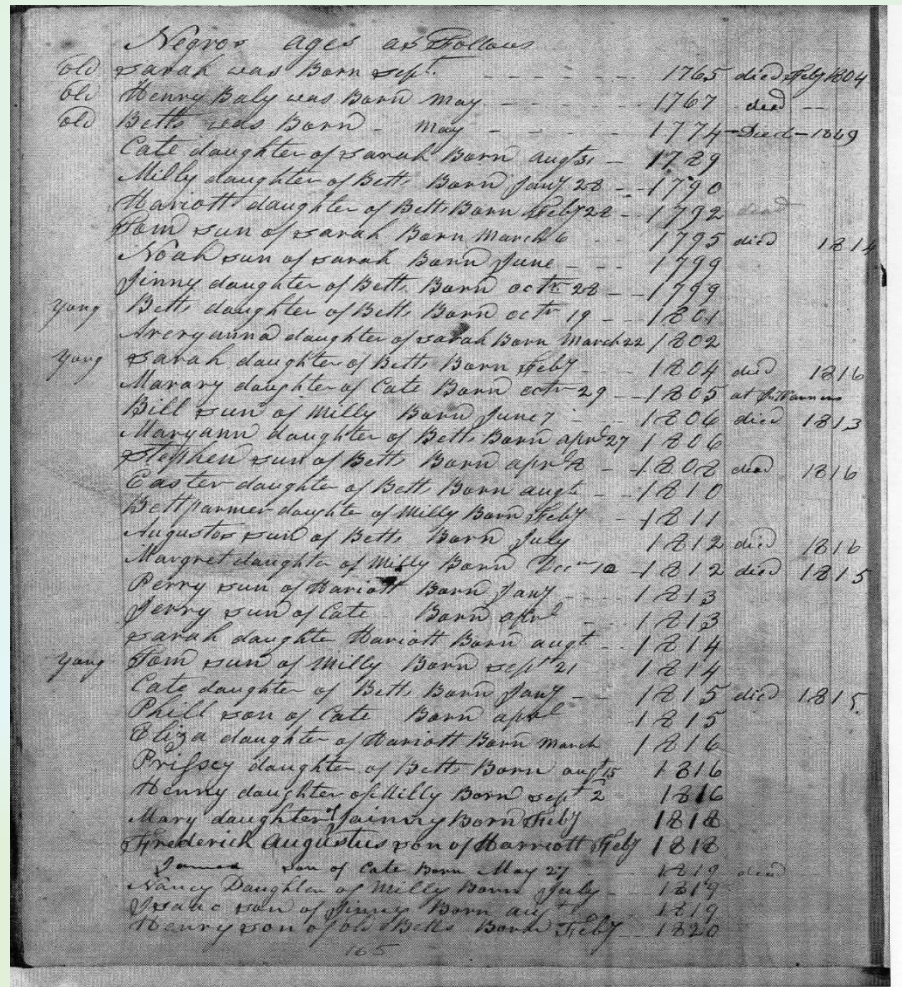
Using your notes and multimedia presentations, answer the following questions in one or more well-developed paragraphs:

- How important is the historical context to interpreting a work?
- How accurately does *Kindred* depict the historical time period in which it is set?

Your response may be scored using [this rubric](#) or by another method as directed by your teacher.

This ledger from Captain Anthony Douglass contains a reference to Frederick Augustus, who became Frederick Douglass. Click to enlarge.

Image Source: Maryland State Archives



## 5. Enrichment Activities



Newly naturalized citizens hold up their right hands during a naturalization ceremony held in the administrative building of the Daughters of the American Revolution in Washington, D.C., on March 27, 2006. U.S. President George W. Bush spoke during the ceremony about his administration's stance on legal and illegal immigration.

Image Source: Opposing Viewpoints in Context, by subscription

What is home? Consider the news stories of [Saroo Munshi Khan](#) or [Luo Gang](#) who both used technology to discover their birth places and families after unusual separations.

Consider interviewing and recording someone who left home or created a new home through a situation such as military deployment, adoption, foster care or immigration.

- Where is home?
- How did his or her understanding of home change?

# 6. Teacher Resources

## Learning Standards Alignment

### Common Core State Standards

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Reading: 7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Reading: 9. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts

Speaking & Listening: 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Writing: 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Standards for the 21<sup>st</sup> Century Learner

1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

## SLIDE NAVIGATION

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
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## English 9, Unit 1

### ISTE NETS - National Educational Technology Standards for Students

3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
  - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
  - c. Collect and analyze data to identify solutions and/or make informed decisions.

**Time Frame: one-two 90-minute class periods (one for information gathering and another for sharing)**

### **Differentiation strategies for this lesson:**

- Direct students to use learning tools included in our BCPS-licensed databases, such as: audio read-aloud, labeled reading levels/Lexiles, and embedded dictionaries.

### Learning Styles addressed in this lesson:

Field independent, field independent, global, visual, tactile

### **Notes to the teacher:**

- Collaborate with your school library media specialist to implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is on the **BCPS Digital Content** page in the [Apps Portal](#)
- Consider assigning organizers to students as a OneDrive Assignment using the [Schoolology Assignment App](#).

Last updated: July 2022 Report broken links to [BCPS Library Media Programs](#)

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