



# Chapter 1:

## Key Skill—Summarizing

### Daddie’s Tale (May 1843)

#### Pre-reading Journal

When I am sick...

#### New Characters (add to main list)

Mariah  
Daddie (Hugh)  
Mam (Sarah)  
Chief Osuna  
Little Boy

#### Vocabulary

Teach the vocabulary for this chapter to the whole class using context clues, since this is the first time students have encountered the text. Write a word on the board or overhead and have a student pronounce it. Then, ask for definitions and write down the student definitions. Next, have the students search through the chapter to find the word (you may want to give students the page numbers).

Have a student volunteer read the sentence to see if any of the given definitions match. If needed, read the other sentences around the word to help with the context clues. If the context clues do not give a good hint to the meaning of the word (as happens sometimes), then give the students another sentence that would help them figure out the meaning of the word. Once the meaning is found, have the students write it on the first lined sheet of paper in their pouch with the header “Chapter 1: Daddie’s Tale.” Repeat the process for the rest of the words.

smudge (p. 1)  
skittish (p. 1)  
raucously (p. 2)  
survey (p. 3)  
nudged (p. 5)  
complexion (p. 5)  
tremulous (p. 7)  
mound (p. 8)

After the class has read the chapter and learned the vocabulary words, give them the quiz.

## Vocabulary Exercise

Match the following vocabulary words with the correct definition.

- |                     |                                       |
|---------------------|---------------------------------------|
| 1. _____ smudge     | a. trembling, quivering               |
| 2. _____ skittish   | b. pushed, poked gently               |
| 3. _____ raucously  | c. dirty spot                         |
| 4. _____ nudged     | d. heap of earth, little hill         |
| 5. _____ complexion | e. easily frightened; nervous         |
| 6. _____ tremulous  | f. to measure size, shape, boundaries |
| 7. _____ mound      | g. rough, hoarse sound                |
| 8. _____ survey     | h. color and appearance of skin       |

Complete the following sentences using the vocabulary words.

1. The crow cawed \_\_\_\_\_ from high up in the top of the willow tree.
2. She had a small \_\_\_\_\_ on her face from wiping it with her dirty hands.
3. Mariah was terrified and spoke with a quiet, \_\_\_\_\_ voice.
4. Her \_\_\_\_\_ was pale from always being covered with a sunbonnet when outside.
5. The mouse was very \_\_\_\_\_ as it scurried around gathering crumbs with the cat sleeping nearby.
6. We climbed to the top of the \_\_\_\_\_ not realizing that Native American artifacts were buried beneath.
7. Daddie was sent to \_\_\_\_\_ the land in Florida before settlers could come in to claim homesteads.
8. I \_\_\_\_\_ my brother to keep him from going to sleep during church.

## Content Vocabulary

Page 2: tartan, lass, dinna, verra, caned-back rocker, rag rug

Page 3: Indian, uprisin', surveyor, nigh

Page 5: aye, slip, twas, ague

Page 6: laddie

Page 7: sassafras tea, willna

Page 8: parchment

Page 9: puncheon floor

## Key Skill

Main idea taught through the after-reading journal. Assess students' writing on what the chapter was about using the summarization format.

## Extension Ideas

Social studies

- Begin timeline
- How to survey land
- Who was President Tyler?
- Scots-language guest speaker
- East and West Florida
- Seminole Wars
- Occupation Act
- Seminole dress—study patterns and create own in art
- Mapping skills of Florida locations: Weeki Wachee
- Malaria
- Seminole Indians: Cochoochee and Pay-hai-okee
- Continue Seminole language picture dictionary
- Tocobaga Indians/mounds

## Summary

After her father returns home to Georgia from a surveying trip to Florida, Mariah learns that a Seminole Indian chief has given land to her father for saving his young son's life. They are now moving to Florida.

After each chapter, have the students summarize what they have read using the summarization frame. This is a perfect opportunity for students to connect what they have read to their life, other text, or the world. They can do this for each chapter on the same page as the vocabulary words in their Seminole Indian pouch.

Today we read about \_\_\_\_\_  
\_\_\_\_\_.

It made me think of/remember \_\_\_\_\_  
\_\_\_\_\_.

If I were in Mariah's place, I think I would \_\_\_\_\_  
\_\_\_\_\_.

## Comprehension Questions

1. Why is the family moving to Florida?
2. Why was Daddie sent to Florida?
3. How did Daddie help Little Boy?
4. Why did the government declare the war over when there were still Seminole Indians in Florida?