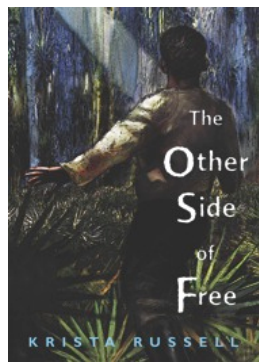


# TEACHER'S GUIDE



## The Other Side of Free

Written by Krista Russell

HC: 978-1-56145-710-6

Ages 10–14 | Historical Fiction

AR • RC • Lexile • GRL X; Gr 6

### ABOUT THE BOOK

Jem has escaped slavery. Now it's up to him to decide what he believes, who he trusts, and what freedom really means.

In 1739, England and Spain are on the verge of war and former slaves are arriving in St. Augustine, where the Spanish will give them freedom in exchange for their loyalty.

Fourteen-year-old Jem has escaped a cruel master but is now in the custody of Phaendra, a difficult and angry woman. He dreams of joining the militia, but she won't let him. Jem thought he was free—thought he was a man—but Phaendra controls his every move and takes every opportunity to remind him that he's still a child.

When rumors of strange happenings in the nearby forest make some fear black magic or English spies, Jem sees the chance for adventure and independence. He has conjure beads to protect him. But will they be enough? As the threat of war becomes more and more real, Jem starts to understand the meaning of freedom and the complex connections that make a community.

### THEMES / TAGS

Fort Mose | Colonial America | Spanish Colonial America | Florida History | Stono Rebellion  
War of Jenkins' Ear | Battle of Bloody Mose  
Siege of 1740 | Underground Railroad  
Trickster Tales | Conjure | Great Horned Owl

### PRE-READING ACTIVITIES

- Discuss what students already know about colonial American history. Many believe the pilgrims who landed at Plymouth, MA were the first Europeans to settle in what is now the United States. Discuss how history is recorded and whose stories might be left out.
- Ask students to look online for information about The War of Jenkins' Ear. Identify the combatants and analyze the issues involved (either in discussion or with a short essay or infographic).

**STANDARDS:** CCSS.ELA R.3 (Key Ideas and Details), W.2 (Text Types and Purposes) and SL.5 (Presentation of Knowledge and Ideas)

### MEETING THE STANDARDS

The activities in this guide directly address a variety of standards across the curriculum. Following each activity, you'll find an abbreviation for the standard(s) it supports.

## THEMATIC CONNECTIONS & DISCUSSION QUESTIONS

### FREEDOM

- Could freedom mean different things to different people?
- Would freedom have meant something different to the Native Americans in Domingo's village than to the people of Fort Mose?
- Chart how Jem's ideas about freedom change during the course of the story.

### PROMISES

- What are some of the promises made in the story?
- Is there a time when you've made a promise you regretted or weren't able to keep?
- Do you think the bargain the people of Mose made with the Spanish was beneficial to both sides? Why or why not?

### TRUTH

- At the end of the novel, Jem concludes that, "truth could be as bendable as the grass Phaedra weaves into her baskets." Discuss what he might mean by this.
- What are some ways the truth gets bent in the story?
- Is there ever justification for lying or bending the truth?

**STANDARDS:** CCSS.ELA- L.5 (Vocabulary Acquisition and Use), W.3 (Text Types and Purposes)

## INTERDISCIPLINARY CONNECTIONS

### WRITING

- Write a journal entry from the point of view of someone at Ft. Mose, St. Augustine, or Domingo's village. Think about what different types of primary sources would be helpful to find information about what life would have been like at the time. What search terms would you use? Make a list and search online.
- Read a few trickster tales online and write your own tale or version of the Sky God story. Use whichever animals you think would be appropriate. The only stipulation is that the lesson or events of your tale

have to somehow correspond to an aspect (theme, relationship, or event) in the novel.

- Phaedra uses figurative language to make her opinions known. She calls Rojas "Rooster General" (p. 30), describes Fort Mose as "purgatory" (p. 6), and says the people of Mose are "like those chickens" (p. 68). Do you think the word choice adds or detracts from the story and why? What are some other examples of figurative language in the novel? Think of your own metaphors and similes to describe characters and relationships in the novel.

**STANDARDS:** CCSS.ELA L.3 (Knowledge of Language), L.5 (Vocabulary Acquisition and Use), W.3 (Text Types and Purposes)

### MATH & GEOGRAPHY

- On graph paper, design and draw a map of the coast between St. Augustine and Charles Town. Develop a scale to accurately represent the distances between St. Augustine, Charles Town, and Savannah.
- Research average travel times for the period, by ship, horse, and on foot. Calculate the distances traveled by those who came to St. Augustine from Charles Town and Savannah.
- For an extra challenge, find the distance between Madrid and St. Augustine, and Havana and St. Augustine. Which additional factors would need to be considered to calculate travel by ship between the three ports?

**STANDARDS:** CCSS ELA R.7 (Integration of Knowledge and Ideas), SL.5 (Presentation of Knowledge and Ideas)

**CCSS Mathematics MP2 (Reason Abstractly and Quantitatively), MP4 (Model with Mathematics), MP5 (Use Appropriate Tools and Strategies)**

### GEOGRAPHY

Study the map of St. Augustine and think about how spatial and geographic characteristics of the area may have impacted the events of history and the story.

Re-draw a map with the same geographical elements (rivers, harbors, land formations) but changing the locations of Fort Mose, the Indian Village, and St. Augustine so that they would be better able to defend against English attack.

**STANDARDS:** CCSS.ELA R.7 (Integration of Knowledge and Ideas), W.6 (Production and Distribution of Writing), SL.5 (Presentation of Knowledge and Ideas)

## VISUAL / MEDIA / FINE ARTS

- What parts of the story do you think would make a compelling book trailer? Draw a storyboard to show the events in the sequence you would arrange them for a 40-60 second trailer. Make notations under each frame about what audio (if any) you'd use.
- Make an infographic to show the different groups of people who lived in and around St. Augustine. Include details about their culture and connections. Incorporate primary sources when possible.
- Research instructions on basket weaving using natural materials. Use these or adapt to make a small basket.

**STANDARDS:** CCSS ELA R.7 (Integration of Knowledge and Ideas), W.2 (Text Types and Purposes), SL.5 (Presentation of Knowledge and Ideas)

## VOCABULARY

<b>atlatl:</b>	a tool for throwing a spear farther
<b>chosa:</b>	a hut made of natural materials
<b>conjuración:</b>	a practice of magic that employs charms, spirits, herbs, and rituals
<b>coquina:</b>	a limestone formed from broken shells and corals, often used for building
<b>fire steel:</b>	a piece of steel used for sparking fire
<b>gunflint:</b>	a hard stone that provides the igniting spark in a flintlock weapon
<b>maroon:</b>	a fugitive black slave
<b>piroque:</b>	a small boat
<b>privy:</b>	an outdoor toilet
<b>sally port:</b>	a gate or passageway in a fort used by troops going out to battle
<b>smudge pit:</b>	a shallow hole in the ground filled with slowly-burning plant material, used for smoking animal hides and keeping bugs away
<b>tabby:</b>	a mixture of lime, shells, and water that becomes hard as rock when dry
<b>tricorn hat:</b>	a three-cornered men's hat that was popular in the seventeenth and eighteenth centuries

## RESOURCES

English and Spanish accounts of the Battle of Fort Mose (1740)

<http://ufdc.ufl.edu/teachers/sources>

National Park Service:

Aboard the Underground Railroad

[www.nps.gov/history/nr/travel/underground/fl2.htm](http://www.nps.gov/history/nr/travel/underground/fl2.htm)

Castillo de San Marcos

[www.nps.gov/casa/index.htm](http://www.nps.gov/casa/index.htm)

Florida Museum of Natural History

[www.flmnh.ufl.edu/histarch/mose.htm](http://www.flmnh.ufl.edu/histarch/mose.htm)

Fort Mose Historical Society

[www.fortmose.org/](http://www.fortmose.org/)

## Primary Sources Available

- Cedula of 1693 (translation), Royal Proclamation by King Charles II
- Letter from Englishman William Dunlop to the Governor of Florida, 1688.
- South Carolina Assembly Records, July 23, 1740
- Thomas Silver map depicting Ogelthorpe's siege of St. Augustine, 1740.
- An Impartial Account of the Late Expedition Against St. Augustine, 1742.
- Letter from Governor Montiano (translation), July 6, 1740.

## Non-fiction Supplementary Texts

- Deagan, Kathleen and Darcie MacMahon. *Fort Mose: Colonial America's Black Fortress of Freedom*. Gainesville: University Press of Florida, Florida Museum of Natural History, 1995.
- Landers, Jane. *Black Society in Spanish Florida*. Urbana: University of Illinois Press, 1999.
- Landers, Jane. *Fort Mose: Gracia Real de Santa Teresa de Mose: A Free Black Town in Spanish Colonial Florida*. St. Augustine: St. Augustine Historical Society, 1992.
- Topping, Aileen Moore, editor. *An Impartial Account of the Late Expedition Against St. Augustine Under General Ogelthorpe, A facsimile reproduction of the 1742 edition with an introduction and indexes by Aileen Moore Topping*. Gainesville: University Presses of Florida, 1978.
- Turner, Glennette Tilley. *Fort Mose and the Story of the Man Who Built the First Free Black Settlement in Colonial America*. New York: Abrams Books For Young Readers, 2010.

## REVIEWS

"The unfamiliar but engrossing topic and fast-paced action will keep readers interested...a welcome and well-written work of history."

—**Kirkus Reviews**

"Russell pens a moving portrayal of a young teen yearning for a chance to be a hero... A suspenseful, action-packed second half serves the story well... Take a rather anthropomorphized owl, a setting richly suffused with folklore, and a daring plot, and the result is a unique historical adventure."

—**Booklist**

## AWARDS

- Parents' Choice, Silver Honor Award
- Kansas State Reading Circle Recommended Reading List (starred, middle school / junior high) —Kansas National Education Association



## ABOUT THE AUTHOR

Krista Russell is the author of *Chasing the Nightbird* and *The Other Side of Free*. *Chasing the Nightbird* was winner of the Massachusetts Book Award for Children's/Young Adult Literature, a Notable Social Studies Trade Book for Young People, and a Parents' Choice Recommended Award book. *The Other Side of Free* is a Parents' Choice Silver Honor Award book.

[www.kristarussell.com](http://www.kristarussell.com)

## SCHOOL VISITS

The author offers multimedia and interactive programs that feature primary and secondary sources and align with CCSS and NCSS C3 Framework.

Programs can be tailored to fit individual school needs and include *Finding the Story in History* (Learning about the Past from the People Who Lived It), *Getting It Write* (Research and Story Building Techniques) and *Primary Sources 2 Ways* (DBQ and FHF). Skype visits also available.

**For information regarding author appearances,  
please contact us at  
800-241-0113 or [hello@peachtree-online.com](mailto:hello@peachtree-online.com)**

Peachtree Teacher's Guide for  
**THE OTHER SIDE OF FREE**  
prepared by Krista Russell

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updated 6/6/16

  
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