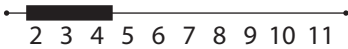



# Teacher Guide for FAST-R Passage: Harriet Tubman


FAST-R: Formative Assessments of Student Thinking in Reading Poetry


## At a Glance


Approximate Grade Range:  2 3 4 5 6 7 8 9 10 11  
 Genre: Poetry  
 Topic: A tribute to Harriet Tubman, the heroine who saved over 300 enslaved African through the Underground Railroad system  
 Author: Eloise Greenfield  
 Source: *Honey, I Love and other love poems* (1978)

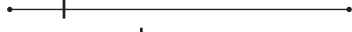
Difficulty Index: Considerate . . . . . Challenging


Structure: 

Purpose: 

Richness: 

Relationships: 

Vocabulary: 

Style: 

*Have you ever heard of Harriet Tubman? Read the poem below from the book Honey, I Love and other love poems to learn more about her heroic acts and why she is such an important figure in American history.*

## Harriet Tubman

1 Harriet Tubman didn't take no stuff  
 Wasn't scared of nothing neither  
 Didn't come in this world to be no slave  
 And wasn't going to stay one either

2 "Farewell!" she sang to her friends one night  
 She was mighty sad to leave 'em  
 But she ran away that dark, hot night  
 Ran looking for her freedom

3 She ran to the woods and she ran through the woods  
 With the slave catchers right behind her  
 And she kept on going till she got to the North  
 Where those mean men couldn't find her

4 Nineteen times she went back South  
 To get three hundred others  
 She ran for her freedom nineteen times  
 To save Black sisters and brothers  
 Harriet Tubman didn't take no stuff  
 Wasn't scared of nothing neither  
 Didn't come in this world to be no slave  
 And didn't stay one either

5 And didn't stay one either

Purpose: To honor a strong, resilient, brave woman who helped her people against great adversity.

Structure: Four stanzas describe events in chronological order. The first stanza is repeated in stanza 4, with the verb tense in line 4 changed. That line is also repeated at the end to emphasize Harriet Tubman's determination and accomplishment.

See especially: Questions 1, 8

Richness: Readers without any prior knowledge of Harriet Tubman or the history of slavery in America will have to rely on a close read of the text to construct meaning when the poem refers to slavery, heroics of Harriet Tubman's selflessness, "North" vs. "South".

See especially: Questions 4, 5, 6, 10

Relationships: The main relationships are person to history, to freedom, to fellow "sisters and brothers" whom she saves. By writing this poem for children, Greenfield may also be inviting readers to feel a self-to-hero relationship as well.

See especially: Questions 3, 4, 7, 10

Style & Vocabulary: The accessible language and repetition of key ideas in stanzas 1 & 4 support readers, although the use of spoken vernacular may add challenge ("wasn't scared of nothing neither"). Rhyme scheme is unusual: ABCB, DEDE, FBGB, HBIB, ABCB, B

See especially: Questions 1, 3, 9

Continued on next page 

# Teacher Guide for FAST-R Passage: Harriet Tubman

## FAST-R: Formative Assessments of Student Thinking in Reading Poetry

The annotated answer key below highlights common reasons why students might choose each answer, and the sidebar gives more insight into the question types, to help you understand patterns of student responses. Always make time to follow up with students in conferences or small groups to probe their thinking, teach in response to patterns, and help them apply effective reading and thinking strategies to their everyday reading.

Note: You may find it helpful to refer to the “Types and Levels of Thinking Assessed on FAST-R” sheet from your teacher resource folder as you examine your students’ responses. The icon in the right-hand column, below, corresponds to that sheet’s more detailed explanations of the kinds of thinking each type of question asks of readers.

1. Which of the following makes “Harriet Tubman” a poem?

- A. paragraphs (OOB)
- B. stage directions (OOB)
- ✓ C. stanzas
- D. rhyming words (OOP1)

MI5: Determine meaning by using an understanding of literary concepts

2. At the start of the poem, Harriet Tubman is a

- A. farm worker. (OOB)
- ✓ B. slave.
- C. track star. (OOB - runner)
- D. writer. (OOB)

MI1: Determine implicit meaning from words in context

3. Which of the following words means the same as “em” in stanza 2?

- ✓ A. them
- B. um (OOP2)
- C. vem (OOP2)
- D. emit (OOP2)

FE2: Recognize the explicit meaning from varied wording in the text

4. Who were the “mean men” who were chasing Harriet Tubman in stanza 3?

- A. her brothers (OOP2)
- B. men from the North (OOP2)
- ✓ C. slave catchers
- D. slaves (OOP2)

FE2: Recognize the explicit meaning from varied wording in the text

5. In stanza 4, why does Harriet Tubman go “back South”?

- A. to run through the woods (OOP2, stanza 3)
- B. to visit her friends (OOP1, stanza 2)
- ✓ C. to free people from slavery
- D. to visit her family (OOP1, “sisters and brothers”)

FE2: Recognize the explicit meaning from varied wording in the text

## Grades 3-4 • Poetry • “Harriet Tubman”

- 
6. According to the poem, how many times did Harriet Tubman run from the South to the North?
- A. 1 time (OOP2)
  - B. 2 times (OOB)
  - ✓ C. 19 times
  - D. 300 times (OOP1)
- FE1: *Identify evidence explicitly stated in the text*
- 
7. How many people did Harriet Tubman rescue?
- A. 3 (OOP2)
  - B. 10 (OOB)
  - C. 19 (OOP1)
  - ✓ D. 300
- FE1: *Identify evidence explicitly stated in the text*
- 
8. According to the poem, which of the following events happened FIRST?
- A. Harriet Tubman was chased by slave catchers (OOP1)
  - B. Harriet Tubman returned to the South (OOP1)
  - C. Harriet Tubman got to the North (OOP1)
  - ✓ D. Harriet Tubman left her friends
- MI3: *Determine implicit meaning by understanding the organization of information in the text*
- 
9. Why does the author repeat the last line of the poem?
- A. to remind the reader that Harriet Tubman was always changing (OOP1)
  - B. to make the last two lines rhyme (OOP2)
  - C. to show that Harriet Tubman was never happy (OOB)
  - ✓ D. to remind the reader that Harriet Tubman escaped from slavery
- MI5: *Determine meaning by using an understanding of literary concepts*
- 
10. Based on the poem, which of the following words BEST describes Harriet Tubman?
- A. scared (OOP2)
  - ✓ B. brave
  - C. talented (OOB)
  - D. helpful (OOP1)
- MI2: *Determine a single implicit meaning from the total of the text*

# FAST-R

## Formative Assessments of Student Thinking in Reading



Name \_\_\_\_\_

“Harriet Tubman” • Poetry

Date \_\_\_\_\_

Teacher/Class \_\_\_\_\_

*Have you ever heard of Harriet Tubman? Read the poem below from the book Honey, I Love and other love poems to learn more about her heroic acts and why she is such an important figure in American history.*

# Harriet Tubman

by **Eloise Greenfield**

- 1     Harriet Tubman didn't take no stuff  
      Wasn't scared of nothing neither  
      Didn't come in this world to be no slave  
      And wasn't going to stay one either
  
- 2     “Farewell!” she sang to her friends one night  
      She was mighty sad to leave 'em  
      But she ran away that dark, hot night  
      Ran looking for her freedom
  
- 3     She ran to the woods and she ran through the woods  
      With the slave catchers right behind her  
      And she kept on going till she got to the North  
      Where those mean men couldn't find her
  
- 4     Nineteen times she went back South  
      To get three hundred others  
      She ran for her freedom nineteen times  
      To save Black sisters and brothers  
      Harriet Tubman didn't take no stuff  
      Wasn't scared of nothing neither  
      Didn't come in this world to be no slave  
      And didn't stay one either
  
- 5                                    And didn't stay one either

# FAST-R

## Formative Assessments of Student Thinking in Reading



Name \_\_\_\_\_

“Harriet Tubman” • Poetry

Date \_\_\_\_\_

Teacher/Class \_\_\_\_\_

On your answer sheet, fill in the circle for the correct answer to questions 1-10.

1. Which of the following makes “Harriet Tubman” a poem?

- (A) paragraphs
- (B) stage directions
- (C) stanzas
- (D) rhyming words

2. At the start of the poem, Harriet Tubman is a

- (A) farm worker.
- (B) slave.
- (C) track star.
- (D) writer.

3. Which of the following words means the same as “’em” in stanza 2?

- (A) them
- (B) um
- (C) vem
- (D) emit

4. Who were the “mean men” who were chasing Harriet Tubman in stanza 3?

- (A) her brothers
- (B) men from the North
- (C) slave catchers
- (D) slaves

5. In stanza 4, why does Harriet Tubman go “back South”?

- (A) to run through the woods
- (B) to visit her friends
- (C) to free people from slavery
- (D) to visit her family

Name \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_

Teacher/Class \_\_\_\_\_

**6. According to the poem, how many times did Harriet Tubman run from the South to the North?**

- (A) 1 time
- (B) 2 times
- (C) 19 times
- (D) 300 times

**7. How many people did Harriet Tubman rescue?**

- (A) 3
- (B) 10
- (C) 19
- (D) 300

**8. According to the poem, which of the following events happened FIRST?**

- (A) Harriet Tubman was chased by slave catchers
- (B) Harriet Tubman returned to the South
- (C) Harriet Tubman got to the North
- (D) Harriet Tubman left her friends

**9. Why does the author repeat the last line of the poem?**

- (A) to remind the reader that Harriet Tubman was always changing
- (B) to make the last two lines rhyme
- (C) to show that Harriet Tubman was never happy
- (D) to remind the reader that Harriet Tubman escaped from slavery

**10. Based on the poem, which of the following words BEST describes Harriet Tubman?**

- (A) scared
- (B) brave
- (C) talented
- (D) helpful

**Teachers: Please duplicate and use this answer sheet only for students for whom you did not receive a pre-printed answer sheet!**

# FAST-R Answer Sheet

Name \_\_\_\_\_ School \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_ Class \_\_\_\_\_

Passage Title \_\_\_\_\_ Teacher Name \_\_\_\_\_

Completely fill the circle for the correct answer.

Write your answer to the open response prompt in the lined space below if your teacher directs you to do so.

- 1.   Ⓐ   Ⓑ   Ⓒ   Ⓓ
- 2.   Ⓐ   Ⓑ   Ⓒ   Ⓓ
- 3.   Ⓐ   Ⓑ   Ⓒ   Ⓓ
- 4.   Ⓐ   Ⓑ   Ⓒ   Ⓓ
- 5.   Ⓐ   Ⓑ   Ⓒ   Ⓓ
- 6.   Ⓐ   Ⓑ   Ⓒ   Ⓓ
- 7.   Ⓐ   Ⓑ   Ⓒ   Ⓓ
- 8.   Ⓐ   Ⓑ   Ⓒ   Ⓓ
- 9.   Ⓐ   Ⓑ   Ⓒ   Ⓓ
- 10. Ⓐ   Ⓑ   Ⓒ   Ⓓ

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OFFICE USE ONLY	
RESEARCH:	Ⓨ   Ⓝ
OPEN RESPONSE:	①   ②   ③   ④