



Pat Cunningham Devoto

OUT OF THE NIGHT THAT COVERS ME

A Novel

BY THE AUTHOR OF *MY LAST DAYS AS ROY ROGERS*

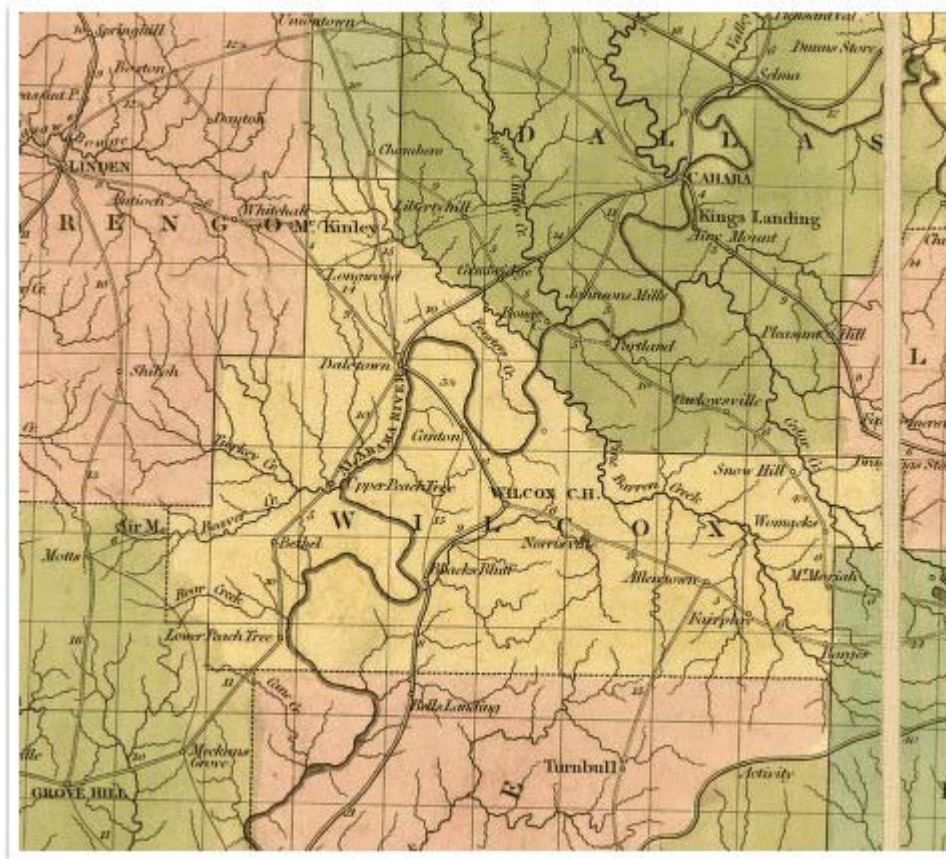
A Multidisciplinary Guide for Teachers

A Note to Teachers

The Roy Rogers Project makes every attempt to gauge the age appropriateness of the materials chosen for distribution. We do this through a series of classroom pilots before the books are selected in order to judge relevancy to the curriculum, quality of subject matter, and grade level. Pilot teachers are seasoned professionals who have expertise in their field and who serve on the task force to develop the guides that are distributed with the books.

The *Out of the Night That Covers Me* book has been selected for advanced 8th grade through 12th grade. Pilot teachers felt that the mature theme and some language in the book are not appropriate for younger students. Workshops are geared to secondary level teachers and the guide was developed to meet the standards for 9-12th grade. Ultimately, teachers must judge how to use the materials with their students. Always take the time to read the book yourself and pick and choose activities and projects that will enrich your classroom curriculum.

The curriculum guides are provided as a framework for teachers to use in developing activities and projects for the classroom. The guide is copyrighted. Permission is granted for educational, non-profit use, provided that recognition is properly and duly noted. Permission is not granted for commercial use. This means you may not charge a fee for anything printed from this guide.



Wilcox County ca 1839 Source Library of Congress American Memory Collection

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ABOUT THE AUTHOR

Pat Cunningham Devoto

Pat Cunningham Devoto is the author of *Out Of The Night That Covers Me*. Prior to her days as a writer, Devoto raised two children, taught high school, earned a private pilot's license, served on the board of her local historical society, was president of her local community civic association, ran programs for inner-city youth, and designed and helped build her lakeside writing retreat in Alabama. She has been a longtime volunteer in the United States Tennis Association, serving as president of the local Atlanta tennis association and on many national committees of the USTA. Devoto was born and raised in Alabama where her family first settled in the 1820's. She lives in Alabama and Atlanta. Her first novel, *My Last Days as Roy Rogers*, continues to receive national recognition.

ABOUT THIS YEAR'S NOVEL*

Out of the Night That Covers Me is set in mythical Kay's Bend (Gee's Bend) Alabama.

The world of overprotected John Gallatin McMillan, III changes dramatically when his mother unexpectedly dies. His one remaining relative, his mother's sister, takes the precocious eight-year-old from his comfortable, pampered life in Bainbridge, Alabama, to live and work on a rundown tenant farm in the heart of the Alabama Black Belt. John struggles to adjust to a family dominated by his abusive alcoholic uncle. As he learns to survive in a world that is vastly different from everything he has known, he identifies with the poor blacks he encounters and decides that he too might escape by running away to Chicago. Instead a twist of fate brings him to the Bend, a nearby black settlement that has become a refuge for outcasts.

Set in a time in America's history when the last of the great black migrations north is taking place and at a time right before the land is to erupt in the Civil Rights Movement, this novel is equally relevant to the student of history and English. And because of the setting, there is a wonderful connection to the great tradition of Alabama folk art in Gee's Bend.

Praise for *Out of the Night That Covers Me*:

"Wholly convincing... (John is) a terrific and totally believable little kid. From his point of view we see an entire society beginning to implode." -Washington Post Book World

"Written with grace and sympathy" -New York Times Book Review

"Stunning...This lyrical, moving novel should establish Devote as a great Southern novelist." -Library Journal

"A remarkably detailed look at life in Alabama's Black Belt...authentic details and pitch-perfect dialogue...this is the real deal." -Birmingham News

*Eventually, the initial complimentary classroom sets of books will be dispersed, but the guide will always be available online and additional books may be purchased.

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* indicates a page that may be duplicated and given to students as a handout

I. Introductory Activities*

Southern Culture*

This exercise may be utilized to promote initial discussions of regional culture. Under each of the following topics, have students list as many examples as they can exemplifying unique characteristics of southern culture.

Clothes (worn by Southerners)

Superstitions (handed down by Southerners)

Food (eaten by Southerners)

Literature (read by Southerners)

Childhood Experiences
(Remembered by Southerners)

Manners (exhibited by Southerners)

Songs (sung by Southerners)

Slang Words (spoken by Southerners)



Negro boys at Gee's Bend, Alabama-
Rothstein, Arthur, 1915-photographer
Library of Congress, Prints & Photographs
Division, FSA-OWI Collection, 1935-1945.

Anticipation Guide*

Out of the Night That Covers Me

The Anticipation Guide may be used to assess the prior knowledge of students concerning the social mores of the era, as well as economic and technological advancements.

It is suggested that the guide be used as a pre-test and post-test assessment for the students in order to gauge their understanding of the novel and general comprehension of the setting.

Students should check either Agree or Disagree in the pre-assessment. In the post-assessment, students should be able to support or defend their choices based on the content of the novel.

Agree

Anticipation

Disagree

Passenger trains were the major form of transportation.

Children were expected to walk to school.

Farming was needed solely to feed families.

Everyone was treated equally when it came to buying and selling crops.

Banks loaned money as well as farm items.

The use of moving vans or companies was available during this era.

An organized foster care system existed.

People were separated socially and racially.

Blacks and whites have always shopped side by side in grocery stores.

Many blacks traveled north in search of a more prosperous life.

Electricity, telephones and indoor plumbing were available in all households.

Anticipation Guide continued*

Agree

Anticipation

Disagree

Blacks have always been admitted to Auburn University.

Some railroad workers assisted poor blacks on their journey to the North.

A ferry existed in the Bend in 1950.

Most black Americans carry the surnames of their ancestor's owners.

The comic strip "The Phantom" appeared in newspapers in the 1950's.

Most farms in the Bend produced cotton in the 1950's.

In the 1950's, people preferred to be called colored rather than black.

Sometimes, black people who owed money to banking establishments had to run away without repaying their debt.

School was dismissed during farming season so that children could work in the fields.

Incorporating the "Big6™" into *Out of the Night That Covers Me*

Selecting an appropriate research model that enhances the curriculum, correlates with state and national standards, and functions as a simple tool for the teacher, is important in the learning process. The benefits of using a model across disciplines are copious, and if used consistently at the appropriate grade level, aide students in internalizing the structure of the model for projects and activities.



What is it?

<i>The "Big6™"...</i>	<p>is a systematic approach to information problem solving. It is appropriate and useful to initiate the six logical steps whenever an individual has an information-oriented problem.</p> <p>includes six broad skill areas necessary for successful information problem solving. Students need to develop a range of competencies within each skill area.</p> <p>is a complete library and information skills curriculum. Often referred to as a scope and sequence, the "Big6™" Skills offers a systematic alternative to traditional K-12 frameworks.</p>
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The "Big6™" Information Literacy Model was taken into consideration in the development of many of the research and writing activities in this guide. The following examples are a broad application of the steps to illustrate the processes embedded in each step of the model.

Task Definition-Clear instructions given by the teacher define what is expected of the student and the outcome of the selected projects. Students can develop or identify topics not included in this study guide for research. Using the Southern Culture or Anticipation guide can be a good way to spark discussion before tasks are defined.

Information Seeking Strategies and Location and Access-Students compile a list of the best possible resources to help in the study of the novel. List books, periodicals, and pertinent websites using the school and public library, as well as reliable virtual web resources. Students can also identify other pertinent novel titles or movies based on the themes in the novel. Using resources listed in the guide is a good way to introduce students to relevant materials.

Use of Information-Students can design graphic organizers based on themes, characters in the novel, or research on chosen topics, after a detailed lesson on note taking and citation methods.

Charts, tables, creative visual organizers, and compare/contrast exercises may be used. Proper citation methods may be found in the "Help" sections of online resources listed in the guide.

Synthesis-Students write a one or two page narrative on how their personal insights and perceptions have changed after reading the novel, highlighting new knowledge they obtained from the book study. Students begin to prepare the product they will turn in for the assignment. Revisit the Anticipation Guide and relate it to the student's chosen topic.

Evaluation-Teachers instruct students on editing marks and skills. Students are then allowed to edit and evaluate each others' projects or papers incorporating the technique of peer mentoring. Classes as a whole may want to develop a rubric for their evaluation and review the Task Definition.

II. Writing Activities

Essays, Short Stories, Poems

Short story

Remembering John's dinner on the train, write a short story or vignette that takes place over a meal. Write about having dinner at a friend's home, at an elegant restaurant, at another interesting place, or with people you didn't know well. Include dialogue that reveals character and conflict. (**Lesson Hook:** Show the scene from the movie version of *To Kill a Mockingbird* where Jem invites the Cunningham boy for lunch.)

Analyzing Literature

Dynamic characters can change and grow or regress. Write a persuasive essay proving that John was a dynamic character. Use MLA-style documented quotations from the novel to prove your point.

Poetry as Inspiration

The title of Devoto's novel comes from the poem *Invictus*, written by William Ernest Henley and included in the back of *Out of the Night that Covers Me*. Locate at least two poems that are about overcoming obstacles or strength of character. Choose one of the two poems as an alternative title for the novel. Explain the alternative title using quotes and examples from the novel. Relate the poem *Invictus* to the themes in the novel.

One Page Papers

Research and writing topics (refer to the "Big6™" Research Model on p. 3)

- Research and write a one-page paper about the poet William Ernest Henley and how he came to write the poem, *Invictus*.
- The Importance of the Cotton Industry, Past and Present
- West Alabama- Twenty-first Century Efforts to Improve the Economy
- Sharecroppers and Tenant Farming
- Phillip Randolph and the Brotherhood of Sleeping Car Porters
- Old Hotels of the South- (The Peabody, the Jeff Davis, etc.)
- Child Labor Laws, Past and Present
- Adaptations and Changes for the Handicapped since the 1960's- Legislation and Lifestyle
- The Symbolism of Black Spiritual Music in the Civil Rights Movement
- Comic Strips of the 1950's
- Getting Burned -The Lingering Effects of Sunburn
- Fashion Trends of the 1950's
- The Fortune Teller in Literature

Questions for a One Page Response

- Was Tuway "handicapped"? Why or why not?
- If Ella were not a character in the novel, how do you think the story would have ended?
- Compare and contrast Willie and John. Did they have a positive effect on each other? Why or why not?
- Did living on the "island" of Kay's Bend have a positive or negative effect on its residents? Give examples to support your answer.
- What was the relationship between John and Judge Vance? Explain, using examples from the novel.

Creative Chapter Analysis

Divide the class into four groups. Students read the chapter assignments of one to four chapters. The teacher assigns each of the group members one of the activities below. Groups use these activities to summarize the chapters. For the next set of chapters the activities will rotate to a different group member. For example, if a student completes "Activity One" for chapters 11-14, he may rotate to "Activity Three" for chapters 4-6 or "Activity Four" for chapters 19-21. By the end of the project, each group member will complete all of the activities several times, and each group will have a chapter summary that includes one of each activity.

Activity One - For each of the assigned chapters, the group will work on a general theme analysis, based on these common literary themes: Man versus Man, Man versus Self, Man versus Society, Man versus Nature. For each theme listed, students will give a concrete example from their assigned chapters.

Example of Theme Analysis from Chapters 11-14

"Man vs. Man" occurred when John woke up with blisters all over his body from being badly sunburned. "Man vs. Self" was illustrated by Ella's fear of all men because of something that happened to her a long time ago. She is fighting within herself about her fear of men. "Man vs. Man" is revealed when Little Luther hits John across his back with his hat after Uncle Luther orders them to go and get some more fertilizer. "Man vs. Society" occurred when the blacks thought that the whites never changed and only built things that, "weren't needed or wanted."

Activity Two – From their assigned chapters, the students will pick one event to illustrate.

Activity Three – The teacher selects five vocabulary words contained in the assigned chapters. In this activity, students collectively compose a paragraph including the selected vocabulary words. (See example below)

Example of Magnet Summary Activity for Chapters 4-6

AISLE PORTER
WOKE JUMPED UNDERESTIMATED

"John woke from his nap only to realize that the train was leaving. With his heart pounding, he ran and jumped on the moving car hoping that this was the car his aunt was on. The porter saw John, found out who he was, and then took him to his Aunt Nelda. Later, the judge's wife stopped in the aisle and invited John to eat supper with her and the judge. John had been underestimated by the judge when he asked for a menu. After supper, the three of them sat together and talked about the family that John was soon going to join."

Activity Four – The students will compose a poem based on their chapters

Example of a Poetry Activity for Chapters' 19-21

"Forgotten"
I fling a wail into the heavens
I didn't know a wail could be so heavy
I look for comfort, but none can see
So I fling my wail out to sea
The pain encompasses me
From it I cannot run
I seek to get away from it all, this family
I can't go back to the life I've known
I want to start a life of my own
Is there anyone who cares about me?
If they can't love me, I'll love myself.

Suggestion: See Scrapbook Quilt project. Students may wish to select a quilt pattern to border their poem.

AP Essay Prompts for High School Students

Heroes

After studying Joseph Campbell's theory of the "heroic path," plot John's progress as a "heroic character," going through the stages Campbell outlines: the call to adventure, helpers, crossing the threshold/guardians, shadow realm, tests, supreme test, reward/boon to the community, return.

The Train

Knowing what you now know about the train's role in the novel (John's "escape," Tuway's "business" and dreams, Tuway's eventual death), reread Devoto's opening scene. Why did Devoto emphasize the train in the first chapter? What did she accomplish by doing this?

Outline for a sequel

You may focus on a different character, just as Devoto focused on John for this book after introducing him in *My Last Days as Roy Rogers* as a minor character. For example, what happens to Willie, to John, to Shell, to Aunt Nelda, etc. after this novel ends?

Stages of Grief

Research the "Stages of Grief." Chart John's progress through these stages, using quotations from the novel to support your observations.

Matriarchal Figures

The "matriarchal figure" has long been predominant in black literature (Example: *Raisins in the Sun* by Lorraine Hansberry). Analyze the transformation of Mama Tuway as a matriarchal figure in the Bend society using supporting text from the novel.



Gertrude, churning on Isaiah Pettway's porch.

Wolcott, Marion Post, 1910-photographer

Library of Congress, Prints & Photographs Division, FSA-OWI Collection, 1935-1945.

III. Journal Activities

The Grieving Process*

Investigate and explain the five stages of grief exhibited during the grieving process. Correlate each stage with a passage from the book that supports John's grief over the loss of his mother. Explain how he works through each stage before moving on to the next.

Reflect back to a time in your life when you lost someone you loved. It could be a member of your family, a close friend, or even a pet. How did you get through the grieving process? Did you work through all five stages? Explore your feelings as you consider the need to heal.

-OR-

Willie had his mother taken from him as he watched her agonizing death. Write Willie's good-bye to his mother as if you were he. Include your feelings for her—your grief, your disbelief at her being gone, your emotional response to her tragic end—the entire emotions one might experience in this situation.

-OR-

Ella came to a tragic end while her son, Willie, looked on. If she had had time, what do you think Ella would have said to Willie? Write your thoughts on a mother saying good-bye to her child. How can she prepare him for his future? What advice can she give Willie as he is left without parents?

-OR-

Before John came into their lives, Judge and Mrs. Vance lost their baby shortly after birth. How did they cope with the loss of their child, Mary Beth? How did they express their feelings concerning their loss? What purpose did the birthday dinner fulfill each year for the Vances? How did John fit into this scenario? Write your thoughts on this topic.

Children at Gee's Bend.
Rothstein, Arthur, 1915-photographer
Library of Congress, Prints & Photographs Division, FSA-OWI
Collection, 1935-1945.



Growing Up*

Learning and growing from life's lessons, as well as making good choices, is what we all should strive to achieve as we approach adulthood. Throughout the book, John struggles with situations beyond his control and makes choices that affect his future. By the end of the book, John's maturity is evident to the reader.

Discuss situations in the book that illustrate the changes in John's perceptions and insights. After discussing these changes, identify one or more predominant emotions and depict these emotions through an artistic format, such as collage, painting, drawing, and mosaic, poetry, or song lyrics.

IT'S NEWS TO ME*
Exploring the World of Gee's Bend



Kay's Bend parallels Gee's Bend, Alabama, (refer to author's note after the last chapter) in its geographic setting and social structure. Gee's Bend has been noted for its isolation, resulting in a unique environment for its residents and their predecessors. The pre-civil rights era of poverty and poor economic development also influenced the perspective of its populace. Although things have not improved much economically, changes were wrought by the Civil Rights Movement.

Imagine your assignment as a newspaper reporter is to write an article on Gee's Bend for the Sunday edition of your paper. Upon arriving in the area, use your investigative technique to analyze the environment, research background information, and interview the residents. Steps you will use in your research will include:

- Read the 'special features section' from a newspaper with a large circulation such as the *Atlanta Constitution* or *USA Today*. Notice what makes the section appealing to the reader, such as pictures, headings, etc.
- Develop an angle from which to write your article. Your angle should be based on information you find interesting. For example: interviewing the quilters, researching the current push for economic development in west Alabama, or exploring the changes the civil rights movement fashioned in Gee's Bend. The following 'news values' may be helpful:
 - Timeliness, immediacy
 - Proximity, nearness
 - Consequence
 - Prominence
 - Conflict
 - Drama
 - Oddity, unusualness
 - Emotions
- Develop a series of at least ten interview questions based on the journalistic concept of who, what, why, when, and where. (Factual information should be footnoted using MLA style.)
- Your research should include, but not be limited to the following: Alabama Virtual Library, Internet, reference sources and books. Reference sources could include the use of Alabama Archives, newspapers, local historical societies, as well as the Alabama Supreme Court Library and the image bank at the Library of Congress web site.

IV. Art, Music, Drama, and Game Activities

Poster, collage, or painting

Pat Cunningham Devoto contrasted the outward appearance versus the "inside" feelings of her central character, John, in paragraphs three and four of Chapter One. After reading these passages, have students create a poster, collage, or painting that best reflects the image they try to project on the outside with the "real" self on the inside.

Drama

In The Bag-Place the name of each character from the book in a bag. Students will draw a name from the bag and act out a scene that features that character.

Reader's Theatre-Students work in groups of 2-4 to reenact selected parts of the text.

Games

Trivia game- Use the questions in the guide to develop a trivia game. The teacher may choose to divide the class up into teams and put questions on index cards. Use a stopwatch to time answers and keep the game moving along. Appoint a scorekeeper to determine the winning team or the teacher may choose to set the game up in a Jeopardy game format.

Mix and Match-Students are given the characteristics of someone from the book. They must match these characteristics with the actual character.

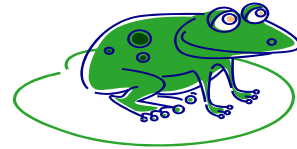
Myriad of Southern Art Projects*

The following topics reflect some of the activities the characters in *Gees Bend* may have encountered in their everyday lives. These activities may be used to enhance research and project work chosen from the writing exercises in the guide.

- Doll Making-Cut free form patterns from muslin and stuff, decorate, dress, name and display in the classroom or library.
- Southern Music-Play spoons, jug playing, wash tub base, mouth harp, harpsichord, fiddle, banjo, mandolin, dulcimer-write lyrics, put poetry to music, form a band with "student made" instruments.
- Caning-Learn to cane chair bottoms. Research primitive furniture making.
- Quilt Making-Make a quilt reflecting themes in the novel.
- Whittling or Carving-Invite a local carving group to give a demonstration.
- Basket Weaving-Make baskets from pine needles, willow branches, corn shucks, natural foliage.
- Pottery-Fashion pots from local clay and decorate with natural materials.
- Southern Cooking, Eating, and Manners-Have a covered dish supper-research regional cooking, issue invitations, follow proper dress and etiquette.
- Rag Rugs-Braid a rag rug out of scrap fabric or other textiles.
- Gourd Painting-Decorate dried gourds with paint or wood burning.
- Folk Toys-Create homemade toys out of 'found' objects.
- Scarecrows-Build a scarecrow out of old clothes-stuff and display.
- Flower or Herb Drying-Collect local fauna and study edible plants used for medicinal purposes. Dry and press flowers and make collages to frame.
- Cemetery Art-Replicate a cemetery rubbing with charcoal or pencil. Take a tour of a local cemetery and find historic monuments to draw or photograph. Tie this activity to a study of genealogy or an oral history project.

*Arnow, Jan. By *Southern Hands: A Celebration of Craft Traditions in the South*. Birmingham, AL: Oxmoor House, 1987.

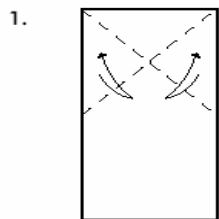
Origami Jumping Frog*



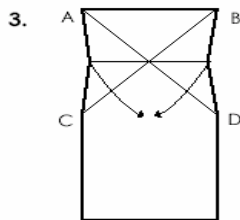
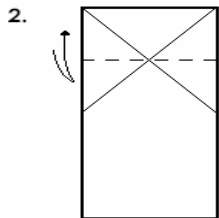
The flora and fauna of the swamp area near Kay's Bend was unique in many ways. After their chores were done, John and Willie enjoyed spending time in the swamp gigging frogs and searching for herbs for Mama Tuway.

Using the Origami pattern below, construct your own jumping frog. As you work, measure the angles of each fold, recording them on this instruction sheet. You may wish to research Origami and paper types used for creating the most 'effective' frog. Use your imagination and decorate your frog.

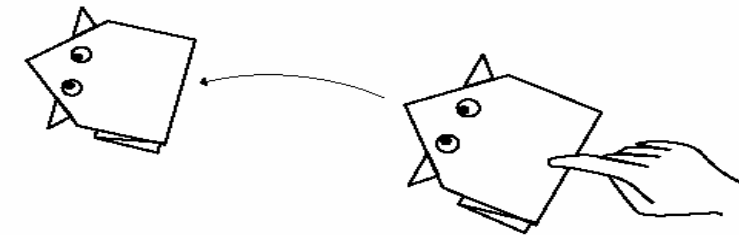
Upon completion, divide the class into teams of five. Each team member will have two chances for measuring the length of his or her frog jump. The one winner from each group will then compete with the winners of the other groups. The winning frog will be displayed in the classroom, as well as the best decorated frog (voting supervised by teacher). A small frog prize might be awarded to the winners.



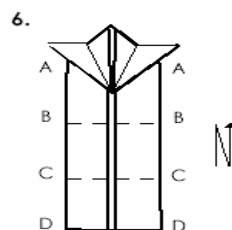
1. Fold the top-left corner inward to the edge of the paper then unfold, repeat with the top-right corner to form an 'X' with the creases.



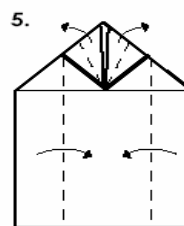
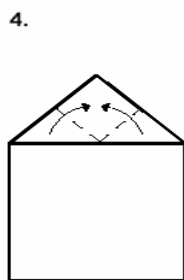
3. Simultaneously connect A to C and B to D by bending paper away from you at the horizontal crease.



8. Press and release quickly to make the frog jump.



6. Fold D backward to B, then C forward to A



Origami Leaping Frog-courtesy of K. Iwata Travel, Ltd., <http://www.iwata-travel.ca>

V. Group Activities

Assemble a Booklet

There are several references in *Out of the Night That Covers Me* to Mama Tuway and the superstitions and herbal remedies of the swamp. Although we know that superstitions are based on fear or ignorance and not on scientific laws, we still hear and often heed the echoes of their call. As a collective project in your class, design and assemble a booklet of various superstitions, old wives' tales, home remedies and "signs." Interview parents, grandparents and nursing home residents for input.

Create an Etiquette Book

Create a *Raised Right Etiquette Book* for those of us reared by Aunt Nelda instead of Mrs. John Gallatin McMillan III and Mama Tuway. Wearing his "cheap shorts and shirt" from Harold's, John knows that he should be wearing his dark blue suit. "That's what you wore on a train." (Chapter Five) Working with members in small groups, create an etiquette book including other "rules" John's mother would have taught him. Groups may want to list and categorize broad topics such as food or certain social functions such as weddings. Be sure to distinguish between rules that apply to males and females.

Southern Colloquialisms and Expressions

In small groups of 4-5 students, go through the chapters in the novel identifying the phrases that would reflect unique Southern expressions. Construct a chart listing, on one side, the phrases that you identified and on the other side, your interpretation of the phrase. The interpretation should show a rephrasing of the expression using very "proper speech"; not necessarily an explanation. Use a thesaurus!

Example:

"You gonna get fierce doggin' wearin' girl clothes like this here." (p.63)

The example could be rewritten as:

"You will be harassed unmercifully if you wear girl clothes like these."

Find at least six examples from the novel. Then include at least four other modern-day examples that other group members have heard and that have become a part of their vocabulary or the vocabulary of someone they know.

As a conclusion to this language project, participate in a class discussion on why the colloquialisms are, or are not, more effective in conveying meaning in the novel. Use the group chart to defend your stance.

The Images of Nature

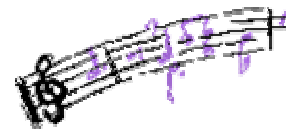
Brainstorm and list all types of organisms found in a swamp concentrating on the Gee's Bend area. Students may choose from the list, one organism to research. In a short writing exercise, have students describe a typical day through the "eyes" of this living organism. Encourage students to use their imagination and creativity as they take a journey through the habitat of the organism. Consider food chains, and life functions, as well as the five senses.

VI. Multi-Disciplinary Activities

Ten Ideas for Sparking Student Interest

The following activities are geared toward the musical student, the artistic student, the literary student, etc. Allow students to pick the activity that best suits their interest. Cooperative groups may be used that include students from each interest level to produce projects that incorporate a variety of viewpoints. Use other art, music and literary activities in the guide to support this lesson. The following questions and activities are designed to encourage students to move up the thinking scale to analyze and synthesize information. They incorporate Bloom's Taxonomy, the "Big6™" literacy model, and Howard Gardner's Multiple Intelligences allowing students to pick activities that best demonstrate their areas of strength.

- Make a list of adjectives and nouns which describe: John, Tuway, Judge Vance, Mrs. Vance, Aunt Nelda, Uncle Luther, Mama Tuway, Willie, and Ella.
- Using the list of adjectives and nouns you created, draw the faces of the above characters. Use a separate sheet of paper for each character.
- Write a song about Night. It may be a rap song if you prefer.
- Perform the song for our class.
- Compare and contrast John's personality at the beginning and end of the story. Create a diary and write what you think John's private thoughts were about his life on a day-to-day basis. Include entries that coincide with events in the novel.
- Make a timeline of the 1950's. Include at least five events which you feel have relevance to the book. Give reasons why you feel they're important.
- Much of the visual imagery in the book pertains to architecture. Explain what these architectural terms mean: dogtrot cabin and antebellum home. Draw a picture of what you think the following homes look like using clues from the novel: Aunt Nelda's, Judge Vance's, and Mama Tuway's. Use a separate sheet of paper for each drawing.
- Should Aunt Nelda have stayed married to Uncle Luther? Why or why not?
- Have a class debate. Divide the class into two teams seated facing each other. Each person should have notes he/she researched (on the Internet or using other reference materials) that he/she can refer to during the debate. Each student may have 90 seconds to state and defend with research statistics the following debate question: "Were the 1950's or the 1990's a better time to be a child?"
- Pretend the novel has been made into a movie. Which movie stars would you select to play: John, Judge Vance, Mrs. Vance, Aunt Nelda, Uncle Luther, Tuway, Mama Tuway, Willie, and Ella. Give reasons why you selected each actor/actress.



VII. The Quilts of Gee's Bend Video Activities

Writing Activities

The artist, Georgia O'Keefe stated, "I found I could say things with color and shapes that I had no words for." After viewing the Gee's Bend videotape, explain what you think the women of Gee's Bend were trying to convey with their art.

Respond in a journal entry to one or more of the quotations from your notes on "The Quilts of Gee's Bend."

Examples:

"People were smart. They were working together."

"So on and on, we learn how to do things."

"I made what I know how to make."

"They be beautiful to me."

"Then when I quilt 'em-oh, I get another breath of them."

"Everybody you met was happy and look like they enjoyin' life. But people got more now and look like ain't nobody happy."

"That the way us live, through wisdom and understanding."

Related Books

The Quilts of Gee's Bend

by Authors: John Beardsley, William Arnett, Paul Arnett, Jane Livingston, Alvia Wardlaw, Peter Marzio
Released: September, 2002 ISBN: 0965376648 Hardcover

Gee's Bend: The Women and Their Quilts

by Authors: John Beardsley, William Arnett, Paul Arnett, Jane Livingston, Alvia J. Wardlaw
Released: November, 2002 ISBN: 0971910405 Hardcover

Stitched from the Soul: Slave Quilts from the Antebellum South (Chapel Hill Book)

by Authors: Gladys-Marie Fry Released: 30 September, 2002 ISBN: 0807849952
Paperback

A Piece of My Soul: Quilts by Black Arkansans

by Authors: Cuesta Benberry, Raymond G. Dobard Released: October, 2000 ISBN: 1557286205
Hardcover

Hidden in Plain View: A Secret Story of Quilts and the Underground Railroad

by Authors: Jacqueline L. Tobin, Raymond G., Phd Dobard, Maude Southwell Wahlman, Cuesta Benberry
Released: 18 January, 2000 ISBN: 0385497679 Paperback

Stitching Stars: The Story Quilts of Harriet Powers (African-American Artists and Artisans)

by Authors: Mary E. Lyons Released: December, 1997 ISBN: 068981707X Paperback



Scrapbook Quilt Project*

Research the history of quilt patterns and their names. Use the handout on p.16 and suggested Internet sites below. Choose one quilt pattern for each of any three characters in *Out of the Night That Covers Me*. Develop a written and visual correlation with the quilt pattern and each character selected. Using text from the novel and examples of pivotal episodes, formulate in a minimum of one page per character a composition supporting your position.

Your visual analysis should display samples of the quilt pattern selected, while also incorporating the persona of your character. Illustrations of events may also be woven in the quilt patterns. Include a caption on the visual, explaining the historical significance of your chosen pattern.

Suggested Internet Sites

<http://www.fabrics.net/LaurettePatterns.asp>

<http://nth.s.newtrier.k12.il.us/academics/math/Connections/patterns/quiltsgn.htm>

<http://www.discoverybysesign.net/Pattern/1/plesson1bgnd.html>

Books

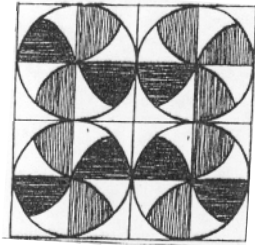
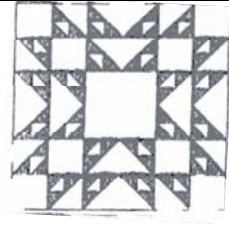
Old & New Quilt Patterns in the Southern Tradition - Bets Ramsey
Creative American Quilting -Better Homes and Gardens



Quilt Patterns*

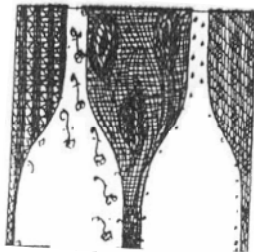
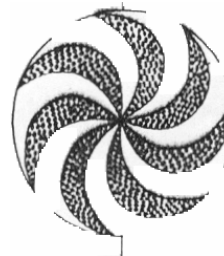
The following patterns may be incorporated in math, art, or language activities.

Taylor's Victory: *Falling Star*



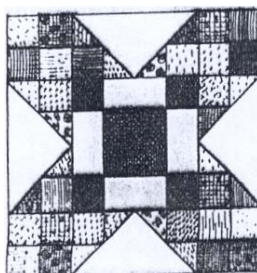
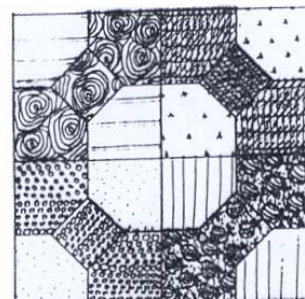
TVA Turbines: *A Show of Power*

Naomi's Pinwheel: *Using Balance in Design*



Southern Charm: *Working toward Color Harmony*

Gentleman's Bowtie: *The Good Old Days*



Ora's Crosspatch: *Diagonally Set Blocks*

VIII. Trivia Questions

The following are over two hundred questions correlated to the chapters in *Out of the Night That Covers Me*. They may be used for quizzes, as a trivia game, or in other ways the teacher might find useful.



80-year-old man who has been running the ferry across river from Camden to Gee's Bend for almost 48 years.
Wolcott, Marion Post, 1910-photographer
Library of Congress, Prints & Photographs Division, FSA-OWI Collection, 1935-1945

Chapter 1

1. When John boarded the train for South Alabama what was the harshest word he knew?
 - a. Stupid
 - b. Idiot
 - c. Jerk
2. What was John's full name?
 - a. John Marshall McMillan II
 - b. John Gallatin McMillan III
 - c. John Rutland McMillan III
3. What was the name of the train on which John and his mother traveled when they went to Memphis?
 - a. The Tennessean
 - b. The Southern Crescent
 - c. The Dixie Flyer

Chapter 2

4. Who is John talking to as he boards the train leaving Bainbridge?
 - a. His father
 - b. His uncle
 - c. His mother

Chapter 3

5. In the Montgomery train station, Aunt Nelda gives John just enough money to buy what?
 - a. A sandwich and a Coke
 - b. Pizza
 - c. A Coke and a Baby Ruth
6. Who did John buy pencils from outside the Woolworth's in Bainbridge and what did the pencils have printed on them?
 - a. A veteran – "I am a veteran"
 - b. A police officer – "Help you local police"
 - c. A fireman – "Help stamp out forest fires"

Chapter 4

7. Who said, "You got a hill to climb with that woman, boy"?
 - a. Tuway
 - b. Obadiah
 - c. Mrs. Vance
8. What was the name of the Bend where Black people lived in isolation?
 - a. Reed's Bend
 - b. Tuway's Bend
 - c. Kay's Bend
9. How did the inhabitants of The Bend get there?
 - a. They were Creek Indians who migrated there
 - b. They came there as slaves from North Carolina
 - c. They were descendents of Spanish explorers

Chapter 5

10. What kind of business was the Judge conducting in Montgomery?
 - a. Cotton business
 - b. Banking business
 - c. Chamber of Commerce business
11. What was the name of the hotel where the Judge and Mrs. Vance stayed in Montgomery?
 - a. The Montgomery Holiday Inn
 - b. The Jeff Davis
 - c. The Biltmore

Chapter 6

12. What is the name of the Judge's Bank?
 - a. The First Union Bank of Lower Peach Trees
 - b. The Planters and Merchants Bank of Lower Peach Tree
 - c. The First Federal Bank of Peach Tree
13. What is the name of the town where Judge and Mrs. Vance live?
 - a. Peachtree City
 - b. Lower Peach Trees
 - c. Lower Peach Tree

14. What is Mrs. Vance's first name?
 - a. Della
 - b. Bell
 - c. Adell
15. When he ate dinner with the Judge and Mrs. Vance, what did John want for dessert?
 - a. Lemon pie and hot tea
 - b. Coffee and coconut cream pie
 - c. Iced tea and pecan pie
16. What was the name of the paper John read to the Judge before they had dinner on the train?
 - a. The Montgomery Advertiser
 - b. The Birmingham News
 - c. The Lower Peach Trees Gazette
17. What was the name of John's favorite comic strip character in the newspaper?
 - a. Peanuts
 - b. The Phantom
 - c. Superman
18. What is the Judge's first name?
 - a. Byron
 - b. George
 - c. Milton
19. The Judge told John, "No coloreds and very few whites mess with him." To whom was he referring?
 - a. The Tagways
 - b. Tuway
 - c. Obadiah
20. What is the name of the old woman who lives in the swamp?
 - a. Lucy
 - b. Mama Tuway
 - c. Mama Ella
21. What do the tea leaves keep saying? Who are they really talking about?
 - a. They say that someone special, almost holy, is coming to lead the people of the Bend. Martin Luther King, Jr.
 - b. They say that white people are coming to take the land back. LB is coming.
 - c. They say that a great leader is coming. Tuway will lead them.

Chapter 7

22. Who comes back to help Aunt Nelda and John get home after they are stuck at the train station?
 - a. Uncle Luther
 - b. Judge Vance
 - c. Cal
23. What is Aunt Nelda's last name?
 - a. Spidell
 - b. Spraug
 - c. Spencer
24. What kind of a car does the Judge have?
 - a. Ford
 - b. Cadillac
 - c. Packard
25. John discovers his aunt lives in what kind of house?
 - a. Adobe
 - b. Dogtrot
 - c. Log cabin
26. What are the names of the patterns of the two quilts Aunt Nelda gives to John to sleep on that first night in their cabin?
 - a. Double wedding rings and Flowers
 - b. Wedding rings and Tulips
 - c. Schoolhouse and Diamonds

Chapter 8

27. What is the name of Aunt Nelda's son?
 - a. John Boy
 - b. Little Mathew
 - c. Little Luther

28. By what name does Nelda's son wish to be called?
- Big Luther
 - Butch
 - Vance
29. What food does Aunt Nelda make for breakfast that first morning that John does not like?
- Tongue
 - Grits
 - Bacon
30. What chore was John assigned the first morning on the farm?
- Plowing
 - Chopping water
 - Hoeing cotton
31. What was the name of Mama Tuway's husband?
- James
 - Jim
 - Berl
32. When Mama Tuway was a young girl she and her husband had an old mule. What was its name?
- Old Sal
 - Sadie
 - Ed
33. What was Mama Tuway's real first name?
- Mary
 - Polly
 - Dorothy

Chapter 10

34. Who brought John water on the first day he worked in the fields?
- Aunt Nelda
 - Shell
 - Little Luther
35. What did John refuse to wear in the fields on that first day?
- Shoes
 - A shirt
 - A girl's hat
36. What had happened to John when Aunt Nelda said, "Honey, you look a fright"?
- He was terribly sunburned
 - He had been in a fight with Little Luther
 - His shirt was dirty
37. Aunt Nelda wanted him to come look at John but Uncle Luther said it was too expensive. Who was it?
- Judge Vance
 - Doctor Harden
 - Doc Hays

Chapter 11

38. Who said, "Nice manners is makin' sure you got your hat on 'fore you scald the fire out of yourself"?
- Aunt Nelda
 - Uncle Luther
 - Shell
39. Who was Mama Tuway talking to when she said, "What you bringin' me this time?"
- Tuway
 - Berl
 - Cal
40. Where were African Americans going to escape their life in South Alabama?
- To Mobile
 - To Chicago
 - To New York
41. Who was Mama Tuway referring to when she said, "Some white man done messed with her bad"?
- Mary
 - Mrs. Vance
 - Ella

Chapter 12

42. Where did Shell take John when he was well enough to get off the porch?
- To the creek to go sailing
 - To the post office to get the mail
 - To the creek for a quick swim
43. What was Shell building beside the creek?
- A frog house
 - A miniature fort
 - A dollhouse

Chapter 13

44. Who said, "Why do you let him rule us like that?" To whom was this person referring?
- Little Luther and he was talking about Uncle Luther
 - John and he was talking about Uncle Luther
 - Shell and she was talking about Uncle Luther
45. What was the one thing of her mother's that Nelda had always wanted?
- Her sofa
 - Her clock
 - Her necklace
46. Who said, "Heck, I might even sell it all and move to Memphis"?
- Mrs. Vance
 - Nelda
 - John
47. How did Tuway get his name?
- His real mother said to Mama Tuway, "I don't know as how I can handle no child with no two ways 'bout him like this here one."
 - It was an old Indian name that Mama Tuway liked.
 - It was the name of one of Mama Tuway's African ancestors.
48. What did Mama Tuway tell Tuway the marks on his body meant?
- That he was immune from all disease
 - That he was descended from a King
 - That he was destined to be a leader

Chapter 14

49. What did Shell ask her father to save for her?
- Extra food for supper
 - A used fertilizer sack so she could make a dolly
 - An old hat she could wear in the fields
50. What did Luther do with the used fertilizer sacks?
- Buried them in the ground
 - Took out his knife and slit them
 - Used them to start a fire

Chapter 15

51. Every few days Uncle Luther would send John on an errand. What was it?
- To the post office in Lower Peachtree to pick up the mail
 - To the Texaco station for gas
 - To the bank for money
52. What did John see in the window of the hardware store the first time he went to town?
- All sorts of candy
 - A television set
 - A beautiful new red bike
53. Who did John pass at the entrance of the post office the first time he went there?
- Judge Vance
 - L.B.
 - Mrs. Vance
54. Who said, "I never said I was goin' and I ain't goin." ? To what was he referring?
- John said it to Judge Vance. He was talking about going to work.
 - Tuway said it to his mother. He didn't want to go to Tuskegee.
 - LB said it to Judge Vance. He didn't want to go to Montgomery.
55. When Tuway said to his mother, "He cheated you." To whom was he referring?
- The man at the gin who bought her cotton.
 - The man at the hardware store who sold her fertilizer.
 - The white owner of Kay's Bend.

Chapter 16

56. On his way to town John would look for something. What was it?
 - a. Cows out of their fences
 - b. Wild Dogs
 - c. Empty soft drink bottles
57. What was the name of the grocery store in Lower Peachtree?
 - a. Winn Dixie
 - b. A&P
 - c. Piggly Wiggly
58. What was one of John's favorite candy bars?
 - a. Goo Goo Cluster
 - b. Twix
 - c. Moon Pie
59. What was the name of the postmaster in Lower Peachtree?
 - a. Mr. Maroon
 - b. Mr. Brown
 - c. Mr. Dover
60. What was the name of the postmaster's assistant?
 - a. Clovis
 - b. Horace
 - c. Don
61. Who wrote this? "Dear John, My mother said for me to write this. How are you? We are doing fine."
 - a. Shell
 - b. Little Luther
 - c. Tab

Chapter 18

62. What was the name of Uncle Luther's friend who lived on the farm three miles away?
 - a. Jud Thigpin
 - b. Arlo Thigpin
 - c. Clarence Thigpin
63. What was the name of the antique dealer in Uniontown Aunt Nelda wanted to see at the church?
 - a. Mr. Howell
 - b. Mr. Holland
 - c. Miss Belva
64. Who said, "If I truly believed heaven was a better place, why would I want to stay around here? I would just as soon go on to heaven right now." To whom was he speaking?
 - a. John – to Mrs. Vance
 - b. Little Luther – to his mother
 - c. Nelda - to Luther

Chapter 19

65. How much did Uncle Luther get for all of Aunt Nelda's things?
 - a. \$40.00
 - b. \$250.00
 - c. \$500.00

Chapter 20

66. Who said, "Stupid, stupid, stupid...Always stand still. Like a tree or a rock, not movin' a muscle"?
 - a. Little Luther
 - b. Shell
 - c. Aunt Nelda
67. What did Little Luther play when he went to the barn dance?
 - a. The fiddle
 - b. The drums
 - c. The spoons
68. What did Uncle Luther bring for the family when he came back after being gone for almost two weeks?
 - a. A heart shaped box of candy
 - b. A box of Whitman's candy
 - c. A box of chocolates
69. What were the names of the two boys in Tuway's math class at Tuskegee?
 - a. George and Cal
 - b. RC and Leroy
 - c. Leroy and Raymond

Chapter 21

70. Why did Miss Belva say she came to see John?
- She said the Judge wanted to give John a job.
 - She said John needed to be tested before school.
 - She said the Judge had asked her to bring him to town.
71. Who was Miss Belva?
- The Judge's secretary
 - A teacher at Lower Peachtree School
 - Mrs. Vance's best friend

Chapter 22

72. Who said, "I ain't got no time for no job, what with the hoeing I do all day long"?
- Little Luther
 - Tuway
 - John
73. Who said, "The Judge is gonna skin you alive, makin' so much noise, and if he don't, I will"?
- Miss Belva
 - Miss Maroon
 - Tuway
74. What was John talking about when he said, "Do I get to come seven days or just five?"
- About working at the Bend
 - About working for the judge
 - About spending the night with Mr. and Mrs. Vance
75. Who is Miss Maroon?
- A teacher at Lower Peach Tree School
 - The judge's secretary
 - L.B.'s mother
76. Who are Red, Debo and L.B.?
- Owners of the cotton gin
 - Members of the bank's board of directors
 - Deacons in the Methodist Church
77. Who is little Willie?
- Cal's cousin
 - Ella's son
 - Mama Tuway's son
78. Where do Ella and Little Willie want to go?
- New York
 - Mobile
 - Chicago

Chapter 23

79. Who was John's new boss when he got the job at the bank?
- Tuway
 - The Judge
 - Miss Belva
80. What was John's first job at the Judge's house?
- To wash the windows
 - To paint the back porch
 - To work in the garden
81. What did Mrs. Vance bring John to eat while he was working?
- Oreos and iced tea
 - Coke and crackers
 - Iced tea and a Baby Ruth

Chapter 24

82. What was the first name of the child born to Mr. and Mrs. Vance?
- Beverly
 - Mary Jane
 - Mary Beth
83. What did the Judge always have with him?
- A briefcase
 - A cane
 - A Watch

84. Who is , "Short and chubby with a round face and a gold front tooth"?
- L.B.
 - Cal
 - Tuway
85. What was John's job when he went on rides in the bank truck?
- To drive
 - To open gates
 - To unload grain sacks

Chapter 25

86. Who said, "They say he got magic powers give to him by his swamp mama." To whom was he referring?
- Berl and he was referring to Tuway
 - Cal and he was referring to Tuway
 - Little Luther and he was referring to Tuway

Chapter 26

87. What grade was John in? And Shell and Little Luther?
- John in fourth- Little Luther in fifth – Shell in second
 - John in fifth - Little Luther in fourth - Shell in second
 - John in fourth –Little Luther in third – Shell in first
88. Who was John's teacher?
- Miss Stewart
 - Miss Coleman
 - Miss Belva
89. What did John usually have to eat in the lunch he brought to school?
- PBJ
 - Biscuits with bacon or strawberry jam
 - Biscuits with PBJ
90. "Long time ago the only ones that give you a crop loan was the man that own the land you stay on. Then _____ came along." Who came along?
- The Judge
 - L.B.
 - Debo

Chapter 27

91. On slow afternoons, what would the Judge would call John into his office to read?
- The Birmingham News
 - The Mobile Register
 - The Montgomery Advertiser
92. Who said, "I swear y'all are beginning to look like the Three Musketeers, I see you together so much"?
- Kitty Lou Yandell
 - Miss Belva
 - Miss Maroon
93. Who said, "Boy, I'm gonna wash your mouth out with soap"?
- The Judge
 - Tuway
 - Mrs. Vance
94. Where did R.C. and his family go?
- To New York on the train
 - To Chicago in a car
 - To Chicago by way of The Bend

Chapter 28

95. "To charge somebody three dollars for a sack of fertilizer that costs fifty cents is out-and-out robbery." Who said this and to whom was he speaking?
- The Judge and he was speaking to Mrs. Vance
 - The Judge and he was speaking to L.B.
 - The Judge and he was speaking to Cal
96. Who said, "Byron honey, I was gettin' worried sick about you."?
- Mrs. Vance
 - Miss Maroon
 - Kitty Lou Yandell

97. Who said, "I believe if I were in Tuway's shoes, I would rather people think I had magical powers than 'an unfortunate skin condition' "?
 - a. Cal
 - b. Berl
 - c. The Judge
98. Where did the Judge go to college?
 - a. University of Alabama
 - b. Auburn
 - c. University of Tennessee
99. Where did Mrs. Vance go to college?
 - a. Huntington College
 - b. Auburn
 - c. Judson College

Chapter 29

100. "The dream ended when he heard the whistle of Obadiah's train passing through town." Who was having the dream?
 - a. The Judge
 - b. John
 - c. Tuway

Chapter 30

101. Who played the organ at the First Methodist Church of Lower Peachtree for ten years?
 - a. Mrs. Vance
 - b. Miss Maroon
 - c. None of the above
102. Who said, "The *vicissitudes* of life? I think you're pushing it there"?
 - a. John
 - b. Mrs. Vance
 - c. The Judge
103. What does L.B. stand for?
 - a. Leroy Brown
 - b. Love Boy
 - c. Lover Boy
104. Who said, "The Judge is right. It's too early in the morning to be drawing blood"?
 - a. Red
 - b. Debo
 - c. L.B.
105. What was the name on L.B.'s birth certificate? – L.B.'s real name.
 - a. Leroy Brown
 - b. Lamar Braxton
 - c. Larry Ballard

Chapter 31

106. What did Mrs. Vance send John to the cemetery to get?
 - a. Stones for the garden
 - b. Mint for the tea
 - c. Flowers off the graves
107. What was the name of the man buried in the cemetery John was to find?
 - a. Ralph Stone
 - b. Cal Middleton
 - c. Jessie Clee
108. What letter did John see written in chalk on one of the graves in the cemetery?
 - a. An 'X'
 - b. An 'A'
 - c. A 'C'
109. Who said, "You can't change the fact that they are your aunt and uncle. You just have to cope with it"?
 - a. Mrs. Vance
 - b. The Judge
 - c. Tuway

Chapter 32

110. What did Tuway tell the Judge he did as a part-time job?
 - a. Real Estate salesman
 - b. Preaching
 - c. Builder

Chapter 33

111. What did Cal deliver to the farmers besides fertilizer?
 - a. Food
 - b. Sacks of poison
 - c. Clothing
112. When Cal had a flat tire, where did John go to get a jack?
 - a. To the Texaco station
 - b. To the bank
 - c. To the Dawson Place
113. What was the name of the black man who worked at L.B.'s house?
 - a. Ralph
 - b. Cal
 - c. George
114. When John walked into L.B.'s house, who did L.B. think it was, at first?
 - a. His father
 - b. Judge Vance
 - c. His mother
115. What did L.B. offer John to drink?
 - a. A Pepsi
 - b. A Dr. Pepper
 - c. A Coke
116. Who were Scottie and Zelda?
 - a. Neighbors
 - b. Cousins
 - c. F. Scott Fitzgerald and his wife
117. What was upstairs in L.B.'s house?
 - a. Seven Bedrooms
 - b. A ballroom
 - c. A Movie theater
118. Who said, "I got a million stories to tell him"?
 - a. The Judge
 - b. Cal
 - c. L.B.
119. Who came rushing through the wooden gate into the Vance's backyard asking for Tuway's help?
 - a. R.C.
 - b. Cal
 - c. Shell
120. What was the name of the man who lived in Selma and was in trouble?
 - a. Joe
 - b. Darrell
 - c. Dewayne
121. When John picked up Tuway's black book, who were the last two names written in it?
 - a. Cal and Joe
 - b. R.C. and Berl
 - c. R.C. and Willa

PART TWO

Chapter 34

122. What had John wanted to do from the minute he looked into Tuway's little book?
 - a. Go live with Judge Vance
 - b. Leave Lower Peach Tree and go to Chicago
 - c. Leave Lower Peach Tree and go to Bainbridge
123. When John was staying at Aunt Nelda's house, he moved his bed into a room that used to serve as what?
 - a. The kitchen
 - b. Storage for feed sacks
 - c. The barn
124. How did John hope to escape Lower Peachtree?
 - a. By train
 - b. By car
 - c. By bus

125. Did Uncle Luther make a good profit on his cotton crop?
- No. He went into debt.
 - No. He made just enough to pay back the bank.
 - Yes. He made \$400.
126. What brand of cigarette did Aunt Nelda smoke?
- Marlboro
 - Camels
 - Lucky Strikes
127. Name the Christmas presents John received from Mr. and Mrs. Vance.
- Books, a Slinky, and new clothes
 - A bike and socks
 - Cowboy outfit and guns
128. Name the presents that John received from Aunt Nelda.
- An orange, an apple, some raisins with seeds, and a comic book
 - A new shirt and shoes
 - A baseball cap and glove
129. Where did Uncle Luther go after Christmas dinner?
- To Lower Peachtree
 - To Arlo's house
 - To church
130. What did the children do on Christmas day?
- They went to a movie and watched TV.
 - They listened to John read their comic books and played hopscotch.
 - They all went to a barn dance with Aunt Nelda.
131. On Christmas day, as the children played on the front porch, whom did they notice on a far-off hill, walking toward them?
- Judge Vance
 - Uncle Luther
 - Tuway
132. What was the one Christmas gift John gave and to whom did he give it?
- A baseball –to Little Luther
 - Flowers – to Aunt Nelda
 - A baby doll - to Shell

Chapter 35

133. What did the Judge and Mrs. Vance do once a year to remember their little girl?
- Placed flowers on her grave
 - Had a special dinner
 - Painted her room
134. At the time of the story, how old would the Vances' little girl have been had she lived?
- 30
 - 25
 - 18
135. Who said, "Words...are like pieces of gold"?
- Mama Tuway
 - Mrs. Vance
 - The Judge

Chapter 36

136. What kind of cap did Uncle Luther wear?
- Braves
 - John Deere
 - International Harvester
137. Who did the Judge like to imitate?
- John Wayne
 - Chubby Checker
 - W.C. Fields
138. Who said, "Et tu, Tuway"?
- The Judge
 - Mrs. Vance
 - Cal

139. Who said, "There are worse things than working in the fields"?
a. Uncle Luther
b. Aunt Nelda
c. The Judge

Chapter 37

140. Who said, "Where them fancy clothes you was wearin'? We ain't good enough to see you in 'em?"
a. Aunt Nelda
b. Uncle Luther
c. Little Luther
141. John forged a letter and pretended it was from whom?
a. Aunt Nelda
b. The Chief of Police of Lower Peach Tree
c. Mrs. Mary Rutland – Tab's mother
142. What happened to the letter that John read to Uncle Luther?
a. The Judge found it
b. Aunt Nelda took it
c. Uncle Luther took it
143. Who said to John, "You're gonna leave us here and you ain't comin' back, are you?"
a. Little Luther
b. Cal
c. Shell

Chapter 38

144. What did John use to cut away layers of house paint that had glued the screen to the window sill?
a. An old paring knife from the Vance kitchen
b. A piece of glass from a broken Coke bottle
c. Garden shears from the tool shed
145. What was the name of the novel John was reading the night he left Lower Peachtree to follow Tuway?
a. *The Perfect Storm*
b. *The Secret Of The Old Clock*
c. *Gone With The Wind*
146. When John decided to escape to a new life, he left two notes. Where did he put them?
a. One in the Cemetery – one on his bed at home
b. One on his bed at home - one on his bed at the Vance house
c. One at the bank – one on his bed at home
147. Who said, "You ain't worth killin' boy"?
a. Mama Tuway
b. Berl
c. Tuway
148. Who said, "You ain't goin' to no Chicago. Look outside boy. This here train is headed south"?
a. Berl
b. Tuway
c. Cal

Chapter 39

149. When it was time to get off the train, what did Tuway do to John?
a. He jumped off holding on to John.
b. He threw John off the train.
c. He jumped off and told John to jump later.
150. What was the name of the man who was on the train headed south with Tuway and John?
a. R.C.
b. Cal
c. Berl
151. Who was carrying the light that John and Berl saw coming through the swamp?
a. Mama Tuway
b. Little Willie
c. Tuway
152. How did Tuway walk on water?
a. He had magic powers
b. He was walking on planks beneath the water's surface
c. He had stepping stones

153. Who found John's note at Uncle Luther's house?
- Little Luther
 - Shell
 - Uncle Luther
154. Who told Tuway when the trains would run and what boxcars would be open?
- Cal
 - Obadiah
 - Berl
155. What was the name of the couple that came to the swamp to escape, but liked it so much that they stayed on?
- The Browns
 - The Sprais
 - The Tagways

Chapter 40

156. Who said, "I ain't had no sleep for three days runnin' "?
- The Judge
 - Berl
 - R.C.
157. Who said, "Done had the last of my store-bought. From now on, it's roll your own"? What did he mean?
- Cal—he had run out of cigarettes and would have to make his own.
 - Berl—he had run out of cigarettes and would have to make his own.
 - L.B.—he had run out of fertilizer and would have to do without.
158. Who was his guide on the first day John came to the swamp?
- R.C.
 - Little Willie
 - Berl
159. How did Willie and John access Willie's house?
- Stairs
 - Rope ladder
 - Elevator

Chapter 41

160. When John came to the swamp, with whom did he live?
- Mama Tuway
 - R.C. and Willa
 - Willie and Ella
161. What was the white substance smeared all over Willie's body?
- A remedy for keeping away flies and mosquitoes
 - An ancient African medicine
 - Powder for sunburn protection
162. What was Willie's whole name?
- William Tanner Delong
 - William Tyler Delong
 - Willie Delong
163. Who said, "You the one's makin' a liar out of me"?
- Tuway - Page
 - Mama Tuway
 - Berl
164. Who said, "He's left. He's left us"?
- Little Luther
 - Shell – Page
 - Aunt Nelda

Chapter 42

165. What were the two musical instruments played in the swamp?
- Guitar and Harmonica
 - Banjo and Harmonica
 - Banjo and Flute
166. Name three things the boys had for supper their first night at the Bend.
- Meatloaf, hush puppies, corn
 - Fried Chicken, hush puppies, corn
 - Fried fish, hush puppies, fresh tomatoes

Chapter 43

167. What did John hear on his first night in the swamp?
- An alligator
 - Ella screaming in her sleep
 - A swamp lizard

Chapter 44

168. What was Mama Tuway's apron made of?
- A feed sack
 - Denim
 - Old overalls
169. Who assigned daily work to the people staying in the swamp?
- Tuway
 - Mama Tuway
 - Berl
170. Why did Mama Tuway want John and Willie to watch the train go by?
- To see which way it was going
 - To get a message when it passed
 - To wave to the passengers
171. What did the boys watch for as the train passed by?
- The wave of the engineer
 - The lantern on the caboose
 - The color of the cars
172. Who said, "When he misses one measly day, you act like he was whisked away by Martians"?
- Judge Vance
 - Tuway
 - Mrs. Vance

Chapter 45

173. What did John and Willie catch in the swamp?
- Turtles
 - Fish
 - Frogs
174. Who said, "We ain't never gonna get to no Chicago"?
- John
 - Little Willie
 - Ella

Chapter 46

175. What is a darning egg?
- It helps make scrambled eggs
 - It helps repair socks
 - It helps separate egg whites
176. What did it mean when a farmer got "furnished" by the bank?
- The bank would provide furniture for the farmer
 - The bank would provide the fertilizer, seed, and etc. for his crop
 - The bank would provide a place for the farmer to live.

Chapter 47

177. What were John and Willie's two main jobs at the Bend?
- To cook the meals and keep the snakes away
 - To fish and gig frogs
 - To bring drinking water and keep a good supply of firewood on hand
178. Who was the first person John and Willie were called on to help at the Bend?
- R.C.
 - Claude
 - Berl
179. When John and Willie would lie in the grass and look up at the clouds as they rested after dinner, what would Willie always see?
- Scenes from Chicago, things his mother had told him about
 - A house for Willie and his mother in Lower Peachtree
 - A boathouse to live on

Chapter 48

180. What were Willie and John doing when they encountered the snake?
- Swimming in the river
 - Taking a break from cutting firewood
 - Playing on the railroad tracks
181. What kind of snake bit John?
- Rattlesnake
 - Coral snake
 - Cottonmouth moccasin
182. Who killed the snake that struck John?
- Tuway
 - Willie
 - John
183. Who said, "Come on over here snake men. You get first tonight"?
- Mama Tuway
 - Tuway
 - Ella

Chapter 49

184. Who volunteered to cook the barbeque for the fourth day?
- Ella
 - Tuway
 - Berl
185. Who said, "All night and two quarts of whiskey"?
- Berl
 - Ella
 - Berl
186. Who was the one person in the Bend who did not want to go to the Fourth of July celebration at the church?
- Willie
 - Ella
 - Tuway
187. What did Mama Tuway take as her contribution to the Fourth of July celebration?
- Slaw
 - Potato salad
 - Hot dogs

Chapter 50

188. What was the name of the only church in the Bend?
- First Song A.M.E.
 - Bright Lily C.M.E.
 - Word Of Truth Missionary Baptist
189. Who was the person who had beat up Ella?
- The sheriff
 - L.B.
 - Tuway

Lower Peach Tree

190. What was the Judge referring to when he said, "It doesn't take long to swing an ax, Tuway."?
- That the board of directors at the bank had fired the Judge
 - The Judge was splitting wood
 - Tuway was cutting wood

The Bend

191. Who first left the swamp to go watch what was going on across the river?
- Mama Tuway and Ella
 - John and Willie
 - Berl and everyone else in the swamp

The Lower Peachtree Side

192. Who said, "Do you want to get us killed before we get there?"
- Judge Vance
 - Tuway
 - Mrs. Vance

The Bend Side

193. Whose front porch were Mama Tuway, Ella and the Reverend sitting on while they watched the white men across the river?
- Berl's
 - Claude's
 - Mama Tuway's
194. What did the Reverend mean when he said, "You take Ed and a can of Marvel Mystery oil and you can fix near 'bout anything"?
- Ed, from the Texaco station, was trying to start the ferry motor
 - Ed, from the bank, was trying to fix the wagons
 - Ed, from the Texaco station, was trying to change a tire

10:00 A.M. –Lower Peach Tree Side

195. Who decided to foreclose on the Bend loans?
- Miss Maroon
 - The sheriff
 - L.B.

The Bend Side

196. Who did L.B. get to serve papers on the people of The Bend?
- The sheriff of Lower Peachtree
 - The sheriff of Telco County
 - The sheriff of Kay's Bend

Lower Peach Tree Side

197. Who said, "I see gin wagons lined up down by the old ferry crossin' "?
- The Judge
 - L.B.
 - Tuway

The Bend

198. Who were the two men who rushed to pick up hoes to stop the sheriff's men?
- Tuway and Cal
 - Willie and John
 - Claude and Berl
199. Who threw her lemonade at the sheriff's man and said, "You a disgrace"?
- Willa
 - Mama Tuway
 - Ella

Lower Peach Tree

200. Who said, "Don't be ridiculous man. Of course I'm coming too"?
- Red
 - The Judge
 - Debo

The Bend

201. Who said, "Why look here, if it ain't my little baby doll"?
- L.B.
 - Little Willie
 - Ella
202. The day of the fight at The Bend, as Tuway rushed in to try to save Ella, where did he think he might take her?
- Chicago
 - Mobile
 - New Orleans
203. Who said, "He come to his senses and bring her back directly"?
- Judge Vance
 - Mama Tuway
 - The sheriff

The Bend

204. What does this sentence mean? "Only Mama Tuway had known. Only Mama Tuway had let out a cry so filled with anguish that it echoed up and down the river, silencing everything in its path."
- That Tuway and Ella had been shot and killed
 - That Tuway had been shot and killed
 - That Tuway and Ella had died in the fall off the train

Lower Peach Tree

- 205.. Who said, "This is the first time I've had ice since Willie brought me a glass of lemonade on the Fourth Day – on the Fourth of July, I mean"?
- a. John
 - b. Ella
 - c. Mama Tuway

The Bend

206. Which way did Mama Tuway predict that, "Someone was coming – some black Jesus was coming to lead them to better times"?
- a. The potions she cooked up
 - b. The tea leaves she consulted
 - c. The cards she dealt
207. Who said, "Did I ever ask you if you knowed your numbers?"
- a. Ella
 - b. Mama Tuway
 - c. Mrs. Vance

Lower Peach Tree

208. Who said, "I need to be gettin' on back home. I need to be seein' about Shell and them"?
- a. Aunt Nelda
 - b. Little Luther
 - c. John
209. Who wrote *Invictus*?
- a. Ernest Hemingway
 - b. William Faulkner
 - c. William Ernest Henley

Answer Key

#-answer-page #	#-answer-page #	#-answer-page #	#-answer-page #
1. b 4	55. a 114	109. b 212	163. a 294
2. b 4	56. c 118	110. b 214	164. b 297
3. a 5	57. c 118	111. b 216	165. a 301
4. c 6/7	58. a 118	112. c 217	166. c 302
5. c 8	59. c 119	113. c 218	167. b 305
6. a 9	60. a 120	114. c 220	168. a 307
7. b 13	61. c 120	115. c 222	169. b 308
8. c 18	62. b 126	116. c 223	170. b 309
9. b 18	63. b 126	117. b 223	171. b 310
10. b 21	64. a 129	118. c 224	172. c 312
11. b 21	65. b 132	119. b 223	173. c 314
12. b 24	66. a 137	120. b 225	174. b 316
13. c 24	67. c 140	121. c 226	175. b 319
14. c 26	68. b 141	122. b 229	176. b 323
15. b 30	69. c 143	123. b 229	177. c 324
16. a 30	70. b 147	124. a 229	178. b 327
17. b 31	71. b 147	125. b 230	179. a 329
18. a 35	72. c 150	126. c 230	180. b 335
19. c 36	73. c 151	127. a 231	181. c 335
20. b 38	74. b 152	128. a 231	182. b 337
21. a 38	75. b 153	129. b 231	183. a 338
22. c 41	76. b 154/155	130. b 232	184. c 341
23. b 42	77. b 158	131. b 233	185. a 342
24. c 43	78. c 158	132. c 234	186. b 342
25. b 44	79. a 160	133. b 236	187. b 345
26. b 45	80. c 161	134. b 237	188. b 346
27. c 50	81. a 164	135. c 241	189. b 350
28. b 50	82. c 166	136. b 243	190. a 355
29. b 49	83. b 169	137. c 247	191. b 360
30. c 56	84. b 172	138. a 247	192. a 366
31. a 58	85. b 172	139. c 248	193. b 368
32. b 58	86. b 175	140. b 251	194. a 370
33. b 59	87. b 176	141. c 253	195. c 373
34. b 62	88. c 176	142. c 254	196. b 374
35. c 64	89. b 178	143. c 257	197. c 379
36. a 65	90. a 180	144. a 258	198. c 381
37. c 69	91. c 182	145. b 258	199. b 382
38. c 72	92. a 183	146. b 259	200. b 384
39. a 73	93. b 187	147. c 264	201. a 387
40. b 75	94. c 190	148. b 264	202. a 389
41. c 76	95. b 192	149. b 266	203. b 393
42. c 79	96. a 194	150. c 269	204. c 398
43. a 82	97. c 196	151. c 273	205. a 400
44. b 89	98. b 197	152. b 276	206. b 403
45. b 90	99. c 198	153. b 277	207. b 403
46. b 92	100. b 200	154. b 278	208. c 406
47. a 95	101. c 202	155. c 279	209. c 413
48. c 95	102. c 202	156. b 281	
49. b 99	103. b 207	157. b 282	
50. b 101	104. b 206	158. b 285	
51. a 104	105. b 207	159. b 286	
52. b 107	106. b 209	160. c 287	
53. c 108	107. c 209	161. a 287	
54. b 111	108. a 211	162. b 290	

IX. Content Standards for *Out of the Night That Covers Me* by Pat Cunningham Devoto

(Note: The lesson plans contained in this guide are constructed to meet the Alabama Course of Study content standards contained in the 9th, 10th, or 11th grade curriculum.)

The guide offers suggested activities or can serve as a springboard for teachers to develop other activities and lessons for their students. A variety of art and writing activities is included in the guide. To find additional Alabama Course of Study content standards in a searchable database, go to the Alabama Learning Exchange (ALEX) at: <http://www.alex.state.al.us>

English– 9th Grade

- EL 1999** Apply strategies to interpret textual, functional, and recreational written materials.
- EL 1999** Determine the literary elements in specific works.
- EL 1999** Recognize that language changes and develops.
- EL 1999** Ask appropriate questions in search of information.
- EL 1999** Synthesize information from a variety of sources.
- EL 1999** Evaluate personal style in approaching the reading and writing processes using teacher and peer feedback.

Social Studies– 9th Grade

- SS 1998 *Explain*** the search for political democracy and social justice.
- SS 1998** Evaluate the world prospects for political democracy and social justice.
- SS 1998** Critique new boundaries and problems in science, technology economics and culture.

English—10th Grade

- EL 1999** Recognize characterization as a means of expressing various ideas and ways of interacting.
- EL 1999** Determine how authors use imagery, symbolism, dialogue, and plot to express meaning.
- EL 1999 *Conduct*** individual research using all aspects of the research process.
- EL 1999** Use available technology related to English language arts.
- EL 1999** Write to clarify and to organize thoughts and ideas.
- EL 1999** Participate in dramatic activities as a means of sharing ideas and feelings.

Social Studies—10th Grade

- SS 1998 *Discuss*** the emergence of a distinct American culture.

English—11th Grade

- EL 1999** Read for a variety of purposes using appropriate strategies to comprehend.
- EL 1999** Recognize masterful use of language.
- EL 1999** Recognize the style of selected American authors (1900 to the present).
- EL 1999 *Employ*** critical listening skills in class discussions, lectures, and speeches-noting aspects that affect meaning.
- EL 1999** Employ critical listening skills in class discussions, lectures, and speeches-noting aspects that affect meaning.
- EL 1999** Participate constructively in classroom and small-group discussion.
- EL 1999** Write for a variety of purposes, audiences, and occasions both formal and informal.

Social Studies—11th Grade

SS 1998 Examine change and conflict in American culture after 1945 (Baby Boom).

SS 1998 Examine significant changes in contemporary American society from a geographic, political, cultural, and economic perspective.

Science standards can be located on the ALEX Learning Exchange. Grades nine-twelve science standards are categorized under specific topics such as biology, botany and physiology.

Science/Biology—Grades 9-12

SC 2001 Explain different relationships among living organisms.

SC 2001 Describe biomes.

SC 2001 Recognize inheritable characteristics of organisms.

**Old cable ferry between Camden and Gee's Bend, Alabama-
Wolcott, Marion Post, 1910-photographer
Library of Congress, Prints & Photographs Division, FSA-OWI Collection, 1935-1945.**



X. INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING

STANDARD 1 The student who is information literate accesses information efficiently and effectively.

- Indicator:**
1. Recognizes the need for information.
 2. Recognizes that accurate and comprehensive information is the basis for intelligent decision making.
 3. Formulates questions based on information needs.
 4. Identifies a variety of potential sources of information.
 5. Develops and uses successful strategies for locating information.

STANDARD 2 The student who is information literate evaluates information critically and competently.

- Indicator:**
1. Determines accuracy, relevance, and comprehensiveness.
 2. Distinguishes among fact, point of view, and opinion.
 3. Identifies inaccurate and misleading information.
 4. Selects information appropriate to the problems or question at hand.

STANDARD 3 The student who is information literate uses information accurately and creatively.

- Indicator:**
1. Organizes information for practical application.
 2. Integrates new information into one's own knowledge.
 3. Applies information in critical thinking and problem solving.
 4. Produces and communicates information and ideas in appropriate formats.

INDEPENDENT LEARNING STANDARDS

STANDARD 4 The student who is an independent learner is information literate and pursues information related to personal interests.

- Indicator:**
1. Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters and recreational pursuits.
 2. Designs, develops, and evaluate information products and solutions related to personal interests.

STANDARD 5 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

- Indicator:**
1. Is a competent and self-motivated reader.
 2. Derives meaning from information presented creatively in a variety of formats.
 3. Develops creative products in a variety of formats.

STANDARD 6 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

- Indicator:**
1. Assesses the quality of the process and products of personal information seeking.
 2. Devises strategies for revising, improving and up-dating self-generated knowledge.

SOCIAL RESPONSIBILITY STANDARDS

STANDARD 7 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

- Indicator:**
1. Seeks information from diverse sources, contexts, disciplines, and cultures.
 2. Respects the principle of equitable access to information.

STANDARD 8 The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

- Indicator:**
1. Respects the principles of intellectual freedom.
 2. Respects intellectual property rights.
 3. Uses information technology responsibly.

STANDARD 9 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

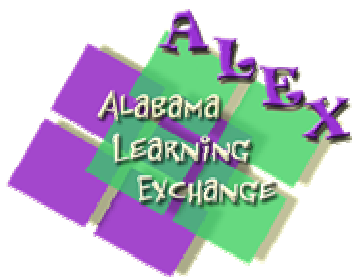
- Indicator:**
1. Shares knowledge and information with others.
 2. Respects others' ideas and backgrounds and acknowledges their contributions.
 3. Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions.
 4. Collaborates with others, both in person and through technologies to design, develop, and evaluate information products and solutions.

Excerpted from: INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING. Prepared by the American Association of School Librarians and Association for Educational Communication and Technology. Chicago: American Library Association, 1998.

XI. Reference and Resources

Search the Alabama Virtual Library for Gee's Bend articles in magazines, newspapers, and journals. The ALEX web portal contains lesson plans for *Out of the Night That Covers Me*. Marco Polo links its lesson plans to the Library of Congress American Memory Collection where information and photos are available.

Alabama Virtual Library -provides access to many full-text articles on the topics in the guide. Research and writing activities can be planned to incorporate the resources and embed them in lesson plans or as supplemental reading for students. <http://www.avl.lib.al.us>



Alabama Learning Exchange (ALEX) -provides a searchable database of the Course of Study content standards as well as lesson plans tied to the Alabama content standards. Teachers can create and submit lesson plans to share with others. <http://www.alex.state.al.us>

MarcoPolo provides lesson plans in science, math, the humanities, arts, and social studies. This web portal supports a wealth of information and links to support teachers, students, and parents. <http://www.marcopolo-education.org>



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Out of the Night That Covers Me*

by Pat Cunningham Devoto

Student Evaluation Form

We appreciate your assistance in evaluating the guide and activities used in the study of this novel. Please indicate your rating of the unit in the categories below by circling the appropriate number, using a scale of 5 (High) or 1 (Low).

Overall Book Study

1	2	3	4	5
Poor	Fair	Average	Good	Excellent

1. Were the issues or topics that were discussed in the book study interesting to you personally?

1	2	3	4	5
Poor	Fair	Average	Good	Excellent

2. The study of the novel was:
- | | | | | | |
|----------------|---|---|---|---|---|
| a) useful | 1 | 2 | 3 | 4 | 5 |
| b) informative | 1 | 2 | 3 | 4 | 5 |

List one or two new things that you learned in the discussion and/or study of the novel:

3. The time provided to read the novel was adequate: 1 2 3 4 5

How long did you have in class to read the book? _____

4. What was your favorite activity during the book study?

5. What topics about the book would you like to explore or discuss that were not covered in class:

Thank you for taking the time to complete this evaluation.



Going to school.
Rothstein, Arthur, 1915-
photographer
Library of Congress, Prints &
Photographs Division, FSA-OWI
Collection, 1935-1945.

Out of the Night That Covers Me*

by Pat Cunningham Devoto

Teacher Evaluation Form

We appreciate your assistance in evaluating this guide. Please indicate your rating of the guide and the overall activities in the categories below by circling the appropriate number, using a rating of 5 (High) or 1(Low).

OVERALL GUIDE EVALUATION

1	2	3	4	5
Poor	Fair	Average Good		Excellent

1. Were the activities provided relevant to the subject matter of the novel? 1 2 3 4 5

2. The guide was:

a) interesting	1	2	3	4	5
b) useful	1	2	3	4	5
c) informative	1	2	3	4	5

Comments: _____

3. How was the format of the guide (print, design, graphics, etc.)? 1 2 3 4 5

Comments: _____

4. The length of the guide was: a) Too short b) About right c) Too long

5. What was the best feature of the guide?

6. What improvements could be made?

7. Do you think the novel and the activities were appropriate for your students?

8. What activities did you develop that were not provided in the guide?

Additional comments:

Thank you for taking time to complete this evaluation.

Teacher Commitment Form
Out of the Night That Covers Me

PLEASE PRINT

NAME: _____

POSITION: _____

E-MAIL ADDRESS: WK: () _____ HM: () _____

SCHOOL SYSTEM: _____

SCHOOL NAME: _____

SCHOOL ADDRESS: _____

HOME ADDRESS: _____

GRADE(S) YOU TEACH: _____

SUBJECT(S) YOU TEACH: _____

CLASSES USING OUT OF THE NIGHT THAT COVERS ME: _____

STUDENTS USING OUT OF THE NIGHT THAT COVERS ME: _____

IN RETURN FOR THE FREE CLASSROOM SET OF BOOKS, THE GUIDE AND ACCOMPANYING MATERIALS, I WILL USE THIS MATERIAL IN MY CLASSROOM BY THE FALL OF 2004 AND RETURN THE STUDENT AND TEACHER SURVEY RESULTS BY NO LATER THAN JANUARY 2005.

TEACHER SIGNATURE: _____

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334-288-8365 (Home voice mail)