

Jump Ship To Freedom

By James Lincoln Collier and Christopher Collier

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The noted reading level for this novel is Grade Five. It is interesting to note that this novel is not linear in narrative structure. The focus is on mental states: getting into the mind of another character to trick him/her.

Chapter I

Critical Elements for mini-lesson preparation:

1. This chapter is a Complete Episode taken from the point of view of Daniel, the critical character.

2. The chapter begins with an **ATTEMPT** to carry out a plan unknown to the reader.

Sneaking up the cellar stairs before dawn to Mrs. Ivers' bedroom... We do not know the kick-off immediately, nor do we know anything about the critical character.

Take the SGM to talk about the episode and the Beginning-Middle-End Maps to work on.

3. The second paragraph on page one of the book is the beginning of talk about a **PLAN**. Focus on the Critical Thinking Triangle and the "thinking verbs" in the middle.

Daniel **KNEW**:

- Mrs. Ivers was "scared of fire," "deathly afraid...candles." pg.2
- Daddy's money (Soldier's Notes) was in Mrs. Ivers' bedroom in the Bible.
- Mrs. Ivers had no right to the Notes.
- His daddy was freed for fighting in the Revolutionary War.
- Daniel and his Mum were still slaves.

Focus on a *Critical Thinking Triangle* for page 7: think about Congress and what Daniel and Mum knew/remembered about the process for getting money for the Notes.

4. Page 2: We find out what he wanted to do: make a **PLAN** to steal his daddy's money back.
5. **WHY?**: On page 3 we find out why. This incident is the **KICK-OFF** causing Daniel and his Mum to feel an injustice had been done.
6. **FEELING** Words for such an injustice: _____

7. Pages six and seven begin to detail the sequence of **ATTEMPTS** to carry out the **PLAN**.

"The first thing I did was...."

Divided the hay bundle

Shoved one piece up the chimney

Dropped the other on glowing coals

Blew on the coals to make the fire flare up making the hay catch fire

Clumped the hay together so it would smolder and not catch fire.

Waved his hands to direct smoke into the room

Banged on Mrs. Ivers' door while he **shouted**, "Wake up, the house is afire."

Find the "golden bricks" of details in this section. Each step of the way could be elaborated upon in a written piece.

8. On page 7 we find out the **SETTING** is Stratford, Connecticut, soon after the Revolutionary War.
9. Seeing the smoke/fire was a **KICK-OFF** for Mrs. Ivers to yell and scream for help and gave Daniel a window of opportunity to steal the Notes.
10. This window of opportunity is the **DIRECT CONSEQUENCE**: Daniel has a little time to accomplish what he planned. As a result, he stole the Notes and gave them to his mother.
11. **RESOLUTION**: He felt scared. "My heart was thumping and my hands felt weak and shaky." We can infer that he also felt satisfied but knew he had to cover up the cause of the fire. He did so and told Mrs. Ivers that the cause was "Just an old bird's nest."

Other perspectives: Mum & Mrs. Ivers could be inferred, discussed, mapped and written.

Chapter 2

Pg. 18, Newfield, part of Stratford

Compare/contrast Birdsey/Daniel

Pg. 25, KICK-OFF: Mrs. Ivers talking to Capt.—“knew” “thought”

Addition: Capt. Ivers says “Arabus, get down here.”

What was the tone of voice and body language used here? Role play and add dialogue in the role play.

Pg. 27 “You’re sailing with us in the morning.”

KICK-OFF for Daniel: pg. 27

KICK-OFF for Mum: pg. 28-29

How did each feel?

Chapter 3

Meeting with Big Tom. KICK-OFF & FEELINGS of both characters

“I reckoned I was lucky that he’d come out that way about the notes, because otherwise I might have trusted him and let something slip.”

What did Daniel know/remember/think? (Flashbacks that Daniel may experience)

Pg. 40, Ongoing problem/recurring KICK-OFF: the soldiers’ notes:

“I still had one big problem, which was to figure out where to hide my daddy’s soldiers’ notes.”

43–46, KICK-OFF: Daniel hears Capt. Speak to Birdsey.












Daniel hears about the “sale.”

45–46, Theory of mind: wish, know, understand, knew, think.

Chapter 4

Pages 49–50: Daniel’s Dilemma: thought, knew, figured, realized, know, remembered.

SUMMARY TOPICS (Each concerns a major KICK-OFF, in changing settings):

-  UNFAIR TAKING OF THE NOTES
-  STEALING BACK THE NOTES
-  BEING ORDERED ONTO THE SHIP
-  REALIZING THE DESTINATION
-  HEARING ABOUT THE “SALE”
-  HIDING THE NOTES
-  PLANNING THE ESCAPE
-  THE STORM
-  THE DROWNING
-  BEING LOCKED IN THE CAPT. QUARTERS
-  THE ESCAPE