

THE EXPLORATION OF THE WRITER, HIS LOUISIANA HISTORY AND *THE AUTOBIOGRAPHY OF MISS JANE PITTMAN* BY ERNEST J. GAINES

GRADES 5-9
GEORGE DURRETT

TIME ALLOTMENT:

Four 45-minute class periods (Times will vary depending on the type of class being taught. It will go faster in a self-contained class where the lesson can be cross-curricular.)

OVERVIEW:

Ernest J. Gaines grew up in rural Louisiana during the racial protest period of the fifties and sixties. His memories of separatism, prejudice, and word of mouth stories led to a book that reads as an actual autobiography. The character, Miss Jane Pittman, appears to be a composite of historical facts and the conversations of people Gaines knew. It is historical fiction at its best as the 110 year old protagonist carries the reader from the end of the civil war to the winning of civil rights for all minorities.

Through the activities in this lesson, students will become familiar with the effects of reconstruction, the challenges faced by newly freed slaves, and the empirical influence a writer's life has on his works. After examining the interview of Ernest J. Gaines, introducing the first two chapters of *The Autobiography of Miss Jane Pittman* utilizing a readers' theatre approach, and examining historical web sites the students will write monologues that internalize the physiological and psychological difficulties of the character.

SUBJECT MATTER: Social Studies,
Louisiana History, and
English Literature

LEARNING OBJECTIVES:

The student will:

- Identify the significance of the author's experiences on his written work.
- Describe the hardships faced by slaves and plantation owners once the slaves were set free.
- Explain the role of the Seceses (the precursor to the KKK) and why they were a threat to freed slaves.
- Interpret the material to generate connections to the real life situation faced by the protagonist through reading, research, and a written monologue.

STANDARDS:

National Standards for the English Language Arts
<http://www.ncte.org/standards/standards.shtml>

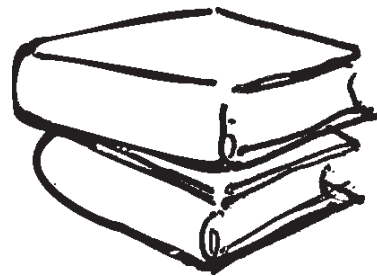
Standard 2: Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 6: Students apply knowledge of language structure, language convention (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Standard 8: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 9: Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.



United States History Standards for Grades 5-12

<http://www.sscnet.ucla.edu/nchs/standards/era5-5-12.html>

Standard 1A: Explain the causes of the Civil War and evaluate the importance of slavery as a principle cause of the conflict.

Standard 3B: Explain the economic and social problems facing the South and appraise their impact on different social groups.

Louisiana English Language Arts Content Standards,

<http://www.doe.state.la.us/DOE/asps/home.asp>

ELA-1-M4: Interpreting texts with supportive explanations to generate connections to real-life situations and other texts.

ELA-1-M5: Using purposes for reading (e.g., enjoying, learning, researching, problem solving) to achieve a variety of objectives.

ELA-2-M4: using narration, description, exposition, and persuasion to develop various modes of writing.

ELA-4-M3: Using the features of speaking when giving rehearsed and unrehearsed presentations.

ELA-4-M5: Listening and responding to a wide variety of media.

ELA-5-M2: Locating and evaluating information sources.

ELA-6-M2: Identifying, comparing, and responding to a variety of classic and contemporary literature from many genres.

ELA-7-M3: Analyzing the effects of an author's purpose and point of view.

ELA-7-M4: Distinguishing fact from opinion and probability, skimming and scanning for facts, determining cause and effect, inductive and deductive reasoning, generating inquiry, and making connections with real-life situations across texts.

Louisiana Social Studies Content Standards

<http://www.doe.state.la.us/DOE/asps/home.asp>

Places and Regions

G-1B-M4: Describing and explaining how personal interests, culture, and technology affect people's perceptions and uses of places and regions.

G-1C-M7: Explaining how cooperation and conflict among people contribute to the political divisions on Earth's surface.

Foundations of the American Political System

C-1B-M2: Identifying and describing the historical experiences and the geographic, social, and economic factors that have helped to shape American political culture.

Historical Thinking Skills

H-1A-M2: Demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred.

H-1A-M3: Analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history.

United States History

H-1B-M12: describing the causes and course of the Civil War and examining the impact of the war on the American people.

Louisiana History

H-1D-M1: describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana.

H-1D-M3: identifying and discussing the major conflicts in Louisiana's past.

MEDIA COMPONENTS:**Video:**

Louisiana Legends: Ernest Gaines

Web Sites: *If there is a problem with the Web site address, type the title into the search box.*

“I heard the voices...of my Louisiana people”

<http://www.neh.gov/new/humanities/1998-07/gaines.html>

A Conversation with Ernest Gaines

This conversation with Ernest Gaines and Bill Ferris, NEH Chairman, is an in depth view of the approaches an author takes to writing a novel. The influence of an author's background, research to include events of the era, and hearing the voices of the past through people of the present are presented in an explicit process of creating a written work.

“The African American Journey”

<http://www2.worldbook.com/features/aajourney/html/bh004.html>

African American history from the slave boats in Africa to present-day civil rights movements is presented in this Web site. The index provides an easy avenue to the specific area the students will research.

“American Slavery: A Composite Autobiography”

<http://www.slavenarratives.com/narr/samp.html#windham>

Narratives from freed slaves were sought after the Civil War. In this site, the requirements for the interviews, the explanations of language differences, and the interviews are found.

“American Colonization Society”

<http://www.encyclopedia.com/printablenew/00424.html>

The reasons for the Back to Africa Movement, occurring from 1816-1865, are explored in this Web site. During this time the colony of Liberia was formed in Africa for freed American slaves.

MATERIALS:

Per Class:

- picture of a slave family in front of the cabin(or one per group of students)

For each student:

- ***The Autobiography of Miss Jane Pittman*** by Ernest J. Gaines (if possible)
- Pencil and paper
- Access to computers

PREP FOR TEACHER:

Prior to teaching this lesson, bookmark the Web sites used in the lesson on each computer in your classroom or computer lab.

INTRODUCTORY ACTIVITY:

1. Distribute a picture to each group of the slave family in front of the cabin. The setting is in southern Louisiana and the major produce of the area is sugar cane. Tell the students that the news has just come to the plantation that the war is over and they are free. They may stay on the plantation and be paid for their work or leave. If they choose to leave, they may take some potatoes and apples with them. Please discuss within your group which choice you should make. Remember that basics for survival are food, shelter, and clothing. Where would a newly freed person go, and how would he get there?
2. After the group discussions, have each group explain their decision and why. If they decided to leave, where are they going, and how do they plan on taking care of themselves along the way. What do they expect to find at the end of the journey. What dangers do they think they will encounter?

(After listening to the students answers, ask them about the confederate soldiers that were against freedom, whether Confederate supporters who had just lost a war would be helpful or harmful to their cause. What would the freed slaves use for money in order to pay for ferrying across a river or bayou. How would they acquire food? They have no guns or money. Who would give them a safe place to sleep? What about the children and old people?)

3. Have the students take turns reading orally the second chapter of *The Autobiography of Miss Jane Pittman* by Ernest J. Gaines. Ask the students if this would alter their position about staying or leaving.
4. Show the video, "*Louisiana Legends: Ernest J. Gaines*" instructing the students as a **FOCUS FOR MEDIA INTERACTION** to listen closely and remember the information they would want to know about someone new they were meeting. Several general **Questions for the Video, "Louisiana Legends: Ernest Gaines"** can be used to provide the students with some guidelines for information they should collect while watching the video.
 - a. Is this a real autobiography? ***This is not a real autobiography. The characters are fiction, but developed based on the lives real people led.***
 - b. Where was he born? ***New Roads, Louisiana (about twenty miles northwest of Baton Rouge)***
 - c. Who did he work for and from what age? ***Gaines worked for both black and white sharecroppers from the age of eight.***
 - d. How many brothers and sisters did he have? ***He had nine brothers and three sisters.***
 - e. What did all the hard work give him? ***A large family and working from an early age gave him a sense of family responsibility.***
 - f. In what decade did he grow up? ***Gaines grew up during the early forties.***
 - g. How did he feel about being treated differently than white people? ***He did not question being treated differently than whites because he had never known anything else.***

Have the students answer the question attachment while watching the film. **STOP** the film after he talks about not being able to find books about black people in the rural South in the San Francisco libraries.

5. Have the students go to their groups' assigned Web sites. If a computer lab is available, this is the ideal setting. If not, the students will have to take turns on the computers available in the classroom and the library. See the attached group assignments, questions, and Web sites. The students may work from the text if social studies or Louisiana history while taking turns at the Internet. If an English or reading class is the avenue to this lesson plan, the other students may be doing SSR.
6. On day two, open the lesson with a review of day one and ask them what is the next important step after deciding to leave. What percentage of the population would decide to leave and what would their age group be? Read Chapter 3, "Heading Home." After reading Chapter 3, ask the students what the most important part of the chapter was and why? ***The most important part is finding new names for themselves. What kind of names did they choose? They chose the names of heroes that gave them hope and words like "Freedman" that expressed their new state.***
7. Introduce Chapter 4, "Massacre," with a brief explanation that the freed slaves are on the road. What do you think they might encounter? Read the chapter. Following the reading, be ready to discuss in depth feelings the children have about the massacre. ***The children will be most touched by the death of Big Laura and the baby. Touch on the fact that Miss Jane is no longer a child. She has to take on the role of an adult because she had no one to watch out for her and she now has the responsibility of Ned. Students can continue to present their reports. The following details the succession of the reports and the relevant areas they cover.***

GROUP RESEARCH:

A series of questions is provided as a **FOCUS For MEDIA INTERACTION** with each Web site.

Group 1

"I heard the voices...of my Louisiana people"

A Conversation with Ernest Gaines

<http://www.neh.gov/news/humanities/1998-07/gaines.html>

Leaving the South

- A. Why did Gaines leave the South?
- B. How did he have part of Louisiana with him?
- C. Does leaving Louisiana mean that he has abandoned his past?

The Camera and the Mind's Eye

- A. When Gaines takes pictures of Louisiana, what does he take pictures of and what might those scenes represent?
- B. Of what scene can he never get a really good picture?
- C. How does Gaines compare still photographs to the mind's eye?

Discuss with the children how difficult it would be to leave your family and friends and move. Would they have a "mind's eye" of where they grew up? Would those memories become more valuable to them than if they had stayed?

Answers will vary.

Group 2

"I heard the voices...of my Louisiana people"

A Conversation with Ernest Gaines

<http://www.neh.gov/news/humanities/1998-07/gaines.html>

Writing about the Unexpressed

- A. At what age did Gaines leave the South?
- B. What is the "unexpressed"?
- C. Why did he want to write about his family members?
- D. What steps led him further and further into the past?

The Saga of Miss Jane

- A. What was the purpose of the forward of the book?
- B. Explain the steps in research Gaines took before writing ***The Autobiography of Miss Jane Pittman***.
- C. Why do you think he chose Miss Jane as the protagonist?

Did Gaines want to read books about the South because he missed his family?

Did he realized for the first time how little people actually knew about the lives of black people?

Do you have a family member that you have lived the past through?

Answers will vary.

Group 3

American Slavery: A Composite Autobiography

<http://www.slavenarratives.com/narr/samp.html>

Slave Narratives

<http://xroads.virginia.edu/~hyper/wpa/crocket1.html>

Find two slave interviews to present and be ready to lead a class discussion.

Read the parts of the interviews that deal with the following:

- A. What was their life like as a slave?
- B. How did the slaves feel about being freed?
- C. What did they do following the end of the war?

What new things did we find out about the slaves by reading their narratives?

Do they seem resentful about their life?

Were their families important to them?

Answers will vary.

Group 4

"I heard the voices...of my Louisiana people"

A Conversation with Ernest Gaines

<http://www.neh.gov/news/humanities/1998-07/gaines.html>

History as a Backdrop

- A. How does Gaines feel about written history?
- B. If Gaines was not trying to rewrite history, what was he showing with Miss Jane's life?
- C. Which character in the novel was real?

Whose Story was it?

- A. How did he approach the telling Miss Jane's story in the beginning?
- B. What had Gaines read in the past that showed him how to narrate? through one character?

What does Gaines feel about the truth? History recounts events, but not always the feelings and living conditions of the people.

Why do you think that the monologue was a better idea than a group discussion?

Who do you know that talks at length about another time?

Parents, Aunts, Uncles, Grandparents

Group 5

"I heard the voices...of my Louisiana people"

A Conversation with Ernest Gaines

<http://www.neh.gov/news/humanities/1998-07/gaines.html>

The Art of Storytelling

- A. How does Gaines write and what audience is he writing for?
- B. Storytelling is done in the first person. What country does Gaines give credit to for the best storytelling?

Writers Black and White

- A. Who invented the novel form?
- B. What does he bring into his own work?

Who do you know that is a good storyteller? What makes the stories come alive? Why would a person be a good writer and not a good storyteller?

Group 6

"I heard the voices...of my Louisiana people"

A Conversation with Ernest Gaines

<http://www.neh.gov/news/humanities/1998-07/gaines.html>

Searching for the Edges

- A. What writing technique does Gaines use to bring contrast to his work?
- B. How does he use nature to reflect the mood of the character?
- C. How many major events does Gaines use in one book?
- D. Does he compare his characters to actual people that existed as heroes?

Rules of the Racial Game

- A. Explain the rules of the racial game and what Gaines felt would happen when blacks and whites live closely with each other.

Why is nature so important to a story? Would a baseball game be the same on a cool spring day as it would on a blistering hot July afternoon?

Why would Gaines not compare his characters to heroes?

The character would lose his individuality. No person is exactly the same as another.

Do you believe that the rules of the racial game still exist?

Answers will vary.

Group 7***The African American Journey***

<http://www2.worldbook.com/features/aajourney/html/bh004.htm>

Find four African American heroes that were born into or immediately following slavery. Write a short summary to explain how they became heroes.

Did all these heroes have the same opinion on the best course for blacks following slavery? What did they all have in common?

They differed on the best course for the black man (Washington thought they would be better off with a skills education and Dubois felt that they should be receiving as high an education as possible), but all were working for the betterment of the black community.

Group 8***American Colonization Society***

<http://www.encyclopedia.com/printablenew/00424.html>

- A. Why was Liberia founded?
- B. Who opposed the Back to Africa Movement?
- C. When did the movement stop?
- D. Would Miss Jane Pittman have been happier going back to Africa and why?

Post civil war reconstruction and confederate immigration to Brazil

http://mi.essortment.com/postcivilwarr_rrid.htm

- A. Why did 9,000 white people from the southern states immigrate to Brazil? after the end of the Civil War?
- B. What did they bring to Brazilian agriculture?
- C. Have they stayed separate or assimilated into the Brazilian culture?
- D. Do any of the ancestors exist and acknowledge their white American roots today?

What would you have done? Would you have gone back to Africa where the majority of the people were black? Would you go north, hoping that white people there were fairer? If you were white, would you have stayed or taken the offer from the Brazilian Emperor?

Answers will vary.

Step 8. Have the students present the research. Discuss each section and fill in where the group did not gather all the information required.

CULMINATING ACTIVITY:

The students will write a monologue putting himself or herself in the place of a slave just set free. The student may choose to stay on the plantation and work for the owner for shares or leave. The written piece should be no longer than seventy-five to one hundred words. The characteristics of Gaines' writing style will be included.

1. Use the "mind's eye" to recall your own rural scenes.
2. Remember that rivers, roads, railroad tracks, and bayous are all symbolic of traveling.
3. Discuss the inner feelings that would not necessarily be found in literature (part of the family is leaving, there is no money, and nothing has changed just because of being set free, what if they get sick, what about the patrol?).
4. Center the monologue on one important event that occurred as a result of freedom.
5. Use some form of high contrast (heat versus cold, weak character versus strong character.
6. Use nature to reflect the mood of your character.

CROSS-CURRICULAR EXTENSIONS:**MATHEMATICS:**

Have the students use the map scale on a Louisiana map to measure how far Miss Jane would have walked from New Roads to Grosse Tete. If a person could walk five miles in one day in the underbrush with a small child, how long would this trip take? Use a United States Map and measure the distance from New Roads to Ohio. How long would it have taken her to walk there?

TECHNOLOGY/SOCIAL STUDIES:

- Research the effectiveness of the government programs during Reconstruction.
- Compare and contrast the beliefs of Booker T. Washington and W.E.B. Dubois. Have a debate on which was right in their approach to leading the black people to independence and respect.
- Study more of the slave narratives done by the WPA and have a forum on how things could have been handled more effectively for the freed slaves.

VISUAL ARTS:

Surf the net to find information on First Stop to Freedom: A Look at Cincinnati's Pivotal role in the Underground Railroad <http://www.criticalfusion.org/artintro.html>

Slave Art: The Hidden Meaning in Music and Quilts

This site offers evidence of music and quilts as the art forms of the American slaves. The wording of songs and patterns in the quilts became instrumental for the Underground Railroad.

STUDENT AND TEACHER MATERIALS:

See attached.

Student Materials include:

- Questions for the film segment
- Group assignments
- Directions for the monologue

Teacher Materials include:

- Answers for the film segment
- Answers for group assignments
- Rubric for the monologue

QUESTIONS FOR THE VIDEO, "LOUISIANA LEGENDS: ERNEST GAINES"

1. Is this a real autobiography?
2. Where was he born?
3. Who did he work for and from what age?
4. How many brothers and sisters did he have?
5. What did all the hard work give him?
6. In what decade did he grow up?
7. How did he feel about being treated differently than white people?

ANSWERS TO THE VIDEO, LOUISIANA LEGENDS: ERNEST GAINES

1. This is not a real autobiography. The characters are fiction, but developed based on the lives real people led.
2. New Roads, Louisiana (about twenty miles northwest of Baton Rouge)
3. Gaines worked for both black and white sharecroppers from the age of eight.
4. He had nine brothers and three sisters.
5. A large family and working from an early age gave him a sense of family responsibility.
6. Gaines grew up during the early forties.
7. He did not question being treated differently than whites because he had never known anything else.

ANSWERS TO THE GROUP WORK:

Group 1***“I heard the voices...of my Louisiana people”******A Conversation with Ernest Gaines*****Leaving the South**

- A. Gaines left the south in order to get a good education in San Francisco.
- B. There were a lot of people from Louisiana in San Francisco. Also, during the writing of *The Autobiography of Miss Jane Pittman*, his grandmother was staying with him and cooked Louisiana food all the time.
- C. He didn't leave Louisiana in his heart because he left a place and people he loved. Gaines visits frequently. He can sit at his desk and still see the scenes of his childhood.

The Camera and the Mind's Eye:

- A. Gaines takes pictures of lines of houses, bayous, rivers, roads, and railroad tracks. The pictures may represent his leaving the South and a way of life that is also leaving.
- B. He can never get a good picture of the railroad tracks.
- C. Gaines says that still pictures don't show what a person can see with the "mind's eye". "The mind's eye can travel down the road like a movie camera."

Group 2***“I heard the voices...of my Louisiana people”******A Conversation with Ernest Gaines*****Writing about the Unexpressed**

- A. Gaines left Louisiana at the age of fifteen.
- B. The "unexpressed" are stories of the rural south about black people that are similar to Gaines' family.
- C. He wanted to write about how people like his family grew up in the South because he could not find a description of this in any of the books he read. He wanted to tell their story.
- D. With each book he wrote, he found that he had not gotten everything he had hoped for into the book. Gaines began by looking into the 1940's, then 1930's, and searching for experiences that his family could have had in the past.

The Saga of Miss Jane

- A. The purpose of the forward of the book is to prepare the reader for Miss Jane's language and to show that the story could not be told without help.
- B. Gaines' research included reading history by whites and blacks, slave narratives, biographies, rural blues, sermons of ministers, and listening to the old people.
- C. Gaines appears to have a lot of respect for his aunt and grandmother. I think he could feel close to this illiterate old woman who managed to survive so much.

Group 3***American Slavery: A Composite Autobiography***

On this website are two sample interviews, Ann Ulrich Evans and Tom Windham. Basically have the students highlight the parts of the interview that answer the questions and any other very interesting parts to read to the class. Be sure that they bring in the part about Tom Windham's daughter and two sisters that live in Liberia. This will connect Group 8's section on the development of Liberia as a place to send freed slaves in the Back to Africa Movement.

Group 4***"I heard the voices...of my Louisiana people"******A Conversation with Ernest Gaines*****History as a Backdrop**

- A. Gaines feels that history and truth are two different things.
- B. He was writing to show things that could have happened to Miss Jane on personal level during this time period. Gaines used local, state, and national events as a backdrop to her life.
- C. Albert Cluveau, the Cajun assassin, is the real character in this book.

Whose Story Was It, Anyway?

- A. He tried to write the story from a group conversation about Miss Jane after she was dead.
- B. Gaines believes that our greatest books have been written in first person. He learned how to do it from reading Tugenev's *Father and Sons*, Joyce's *Dubliners* or *The Portrait of the Artist as a Young Man*, and Sherwood Anderson's *Winesburg Ohio*. He was able to take the Southern oral tradition and put it on paper.

Group 5***"I heard the voices...of my Louisiana people"******A Conversation with Ernest Gaines*****The Art of Storytelling**

- A. Gaines tries to write what he hears and write as truly and simply as he can for all readers.
- B. Americans are the best first person storytellers according to Gaines

Writers Black and White.

- A. The novel and the English language are creations of white people.
- B. He brings jazz, folk music, blues, spirituals, and the tradition of storytelling into his work. These things give it distinction.

Group 6***"I heard the voices...of my Louisiana people"******A Conversation with Ernest Gaines*****Searching for the Edges**

- A. Gaines will go to extremes such as a very subservient man contrasted to a to a hard domineering man. He might contrast a cowardly person with one that would take risks. He would use complete darkness against complete light and extreme cold versus extreme heat.
- B. Nature is as much a character in the book as the people. Nature has an effect on the storyline and characters in the story. Gaines would use heat to intensify violence.

The Road to My Father's House

- A. Gaines tries to keep the events simple. He only wrapped the story around two major events in the book *My Father's House*.
- B. As an author, he does not compare a character to a hero, but may have the other characters in the story do it.

The Rules of the Racial Game

- A. Blacks and whites can be friends when they are young, but there comes a time that they stay with their own kind. Gaines felt that as long as society is going to have blacks and whites, some form of mixing will eventually occur.

Group 7**The African Journey**

The students should only do short summaries of each hero. The following are examples of things that might be contained in the summaries.

Booker T. Washington (1856-1915)

He was the most important black leader of that time. Washington founded a vocational school for black people in Tuskegee, Alabama. Tuskegee Normal and Industrial Institute was started in an old abandoned church and taught mechanics, carpentry, farming and teaching. He believed that black people should get a practical skills education rather than a college education. They should build a strong economic base and begin to own property in order to be accepted.

George Washington Carver (1864?-1943)

He was a black American scientist that became famous for his research with peanuts. He made over 300 products from face powder, to milk substitute, to soap with the humble peanut. He joined the Tuskegee Institute and worked for soil conservation and crop production. Carver worked hard toward promoting black people and improving race relations.

Ida Bell Wells-Barnett (1862-1931)

She was an American journalist and reformer. During the late 1800's and early 1900's, she exposed lynchings that took place without a trial and worked toward laws that would outlaw this practice. Mrs. Wells-Barnett and her husband helped found the National Association for the Advancement of Colored People (NAACP).

W.E.B. Dubois (1868-1963)

He was a leader of the African American protest against racial discrimination. Dubois was the first to suggest Pan Africanism in which all people of African descent have interests in common and should work together. He was the first African American to receive a Ph.D. from Harvard. Dubois helped to found the NAACP and worked for them. He was also a professor at Atlanta University. He believed that black people should get college educations and lead the fight against discrimination. Dubois later became a communist, thinking that this was the solution to black problems. He moved to Ghana.

Group 8**American Colonization Society**

- A. In 1821, land in Africa was bought with \$100,000 appropriated by Congress in order to found a colony for blacks illegally brought into America.
- B. The abolitionists opposed the creation of Liberia because it would strengthen slavery by removing the freed blacks. The blacks were not eager to leave what had now become their native land.
- C. After more than 11,000 blacks were sent back, the movement slowed. From 1840 and 1860 was the last time of the immigration to Africa. From 1865 to 1912, the American Colonization Society worked as a trustee for Liberia.
- D. Miss Jane would not have wanted to go to Africa. She knew no one there and was unfamiliar with the culture. She just wanted to go to Ohio.

Post civil war reconstruction and confederate immigration to Brazil

- A. The Southern economy was virtually ruined and the people went at the request of Emperor Dom Pedro II. He was interested in immigrants with experience in farming and cotton planting.
- B. The soil and climate of this part of Brazil, within Sao Paulo State, was similar to that of the South. Pecans, peaches, corn, and cotton did very well there. They also brought their culture.
- C. Some Americans returned to the states, but many stayed. They slowly assimilated into the Brazilian culture. Many would be considered black or mulatto if visiting in America.
- D. They still remember their southern heritage today. A group that settled in a community on the Amazon River celebrates the Junino Festival (a cultural celebration throughout Brazil during the last half of June) by dressing as southerners and square dancing to music that includes accordions and banjos. Sons of Confederate Veterans was formed in 1994 by descendents of the original immigrants. They celebrate with Southern-fried chicken, cornbread, blue grass music, and confederate flags are in abundance.

Rubric for Monologue

- | | |
|--|--------------|
| 1. Inclusion of the six characteristics of writing. | 50 pts _____ |
| 2. Spelling and punctuation | 20 pts _____ |
| 3. Evidence of knowledge of the times and events. | 20 pts _____ |
| 4. Presentation (loud enough, feeling, familiar with work) | 10 pts _____ |