* Trouble Don’t Last Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Date: \_\_\_\_/\_\_\_\_/\_\_\_\_
* *Do you know what is going on in this story? Lets see if you do…*
* CHARACTERS
* Who are the characters Harrison and Samuel have met along their journey?
* a.) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* b.)\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_
* c.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* d.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* e.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_
* f.) \_\_\_\_\_. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* SETTING
* In what state did this story begin?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* What state are the main characters in now? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* What river did they just cross? \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_
* 4. Where are Samuel and Harrison now? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* PLOT
* 1. Where are Harrison and Samuel trying to get to? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 2. Why do they want to get to this place?
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 3. Who are they running from? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Mood-
* What is it? How can you recognize it?
* Theme-
* 1.
* 2.
* 3.
* 4.
* 5.
* 6.
* Trouble Don’t Last: Chapters 1-4
* Significant Vocab:
* cowhide
* spindles
* hearthstone
* tick
* whisk
* outhouse
* 1. Remembering: Create a Character Chart like the one below. Then
* complete the chart by describing who each character is.

|  |  |
| --- | --- |
| Character | Description |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

2. Understanding: What does Harrison’s warning (“Sleep with your top eye

* open”) mean?
* 3. Applying: Find three specific examples in the story that support the idea
* that the Hacklers treat their slaves more like property than people.
* 4. Analyzing: At the end of Chapter 4: Old Master Hackler’s Ghost, Samuel
* thinks the following: Harrison was planning to steal me from Master Hackler
* and Miz Catherine, and he was going to escape. Truth is, even the
* thought of going straight to hell didn’t scare me as much as the thought
* of running away (p. 21). Why would Samuel think that running away is
* scarier than “going straight to hell”?
* 5. Evaluating: The word, “trouble,” appears throughout these four
* chapters as a way of foreshadowing (giving clues/hints about) what’s to
* come. What types of troubles do you think the characters will encounter
* later in the story?
* 6. Creating: Imagine that you are Harrison. Write a brief journal entry
* explaining why you are running away, why you are taking Samuel with
* you, and where you plan to go.
* 1. Remembering: List two different places where Harrison and Samuel hide
* after escaping into the woods. Who comes to look for them?
* 2. Understanding: How do the onions and the rain assist with Harrison and
* Samuel’s escape? Explain.
* 3. Applying: Reread the third paragraph on page 29 (the one that begins,
* “We looked just like…”). Use this description to draw an illustration of what
* Samuel imagined. Label your picture. Then write a 2-3 sentence
* explanation of what your illustration represents.
* 4. Analyzing: Reread the passage on pages 43-44, starting with, “One time
* I had eavesdropped on Master Hackler...” and ending with, “Seven
* hundred dollars.” How is the way Samuel perceives this situation different
* from the way Lilly perceives it? Explain. Why do you think their
* perspectives differ?
* 5. Evaluating: Throughout these chapters, Samuel is conflicted about
* running away, as demonstrated by this passage on page 47: Thinking
* about it, I couldn’t decide which was worse: running away with Harrison,
* and being hungry, lost, and covered in spiders– or staying with the redheaded devil Miz Catherine and Young Mas Seth for the rest of my life.
* Which of the two decisions do you think is worse? Make a choice and
* support it with clear and specific facts, reasons, and examples.
* 6. Creating: In Chapter 8: Night Scare, Harrison has a flashback to
* something that occurred in his past. Reread the passage on pages 39-40,
* starting with, “‘Now you gone and done it…’ and ending with, “And why
* was he worrying…?”” Harrison was very vague (unclear) about this
* incident, which left Samuel confused and with many questions. Rewrite
* the incident in more detail so that Samuel understands exactly who was
* involved, what happened, and how things ended. Be thoughtful and
* creative.
* Copyright ©
* 1. Remembering: What items does Harrison have in his tow sack?
* 2. Understanding: Why did Harrison take Master Hackler’s riding boots?
* (Hint: Think deeply!)
* 3. Applying: Reread the passage on pages 63-64, starting with, “Harrison
* pointed toward…” and ending with, “Hunting you and me…” Then reread
* the page on page 66, starting with, “They hunt people…” and ending
* with, “…that Harrison called the River Jordan.” Use the information from
* both passages to draw a picture of the setting. Label the key parts of the
* setting.
* 4. Analyzing: In Chapters 9-12, the River Jordan is mentioned frequently.
* Harrison explains that although the real name of the river that they need
* to cross is the Ohio River, enslaved people refer to it as the River Jordan
* instead. The River Jordan (or Jordan River) is an actual river in Israel that
* connects the Sea of Galilee with the Dead Sea. During biblical times, the
* Jordan River was an important setting for several major events. One such
* event was the crossing of the Jordan River when the Israelites were trying
* to reach the land that God promised them in Canaan.
* Read the Joshua 3 handout on the attached page, which is a chapter
* from the Bible that describes how Joshua (who was the new leader of the
* Israelites after Moses died) led the Israelites to the Promised Land of
* Canaan.
* After you’ve read the Joshua 3 handout, answer these questions:
* A) How were the Israelites able to cross the Jordan River? Be specific!
* B) Why does Harrison refer to the Ohio River as the River Jordan? Use
* what you read in Joshua 3 to explain your response. (Hint: Think
* deeply!)
* 5. Evaluating: In Chapter 12, Samuel and Harrison meet the ominous river
* man in a rowboat. Should they trust him? Provide specific reasons to
* support your opinion.
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* 6. Creating: Chapter 12 ends with a cliffhanger. Reread the last
* paragraph of the chapter on page 75. Then imagine you are the author
* and continue the story.
* Copyright ©
* 1. Remembering: Who was Hetty Scott? What happened to her?
* 2. Understanding: Why did the river man spend time teaching Samuel how
* to walk? Explain.
* 3. Applying: Reread the description of the cellar on pages 95-96, starting
* with the words, “The white doors...” and ending with “…and a basket
* stuffed full of food beside them.” Use this information to draw a picture of
* the cellar. Label the different items in your picture.
* 4. Analyzing: Create a People vs. Property chart. In the first column of your
* chart, list the main Black characters from the novel. In the second column
* of your chart, list specific examples of how each character has been
* treated more like property than a person.
* 5. Evaluating: On pages 97-99, Samuel and Harrison discussed what was
* stealing and what was not stealing. Harrison argued that it would be
* stealing for Samuel to take some more food from the cellar, but that it was
* not stealing when he took all the items in his tow sack from the Hacklers.
* Do you think Harrison is right? Explain using specific reasons, facts, and
* examples.
* 6. Creating: This activity is called, “Be the Thing.” Imagine that you ARE the
* gray yarn that Harrison gave to Samuel. Write a personal response as if
* you are the object (i.e. the gray yarn). Your response should:
* • describe the purpose of the gray yarn
* • describe how the gray yarn connects to Samuel’s mother, and how
* it came to be in Samuel’s possession
* • describe how the gray yarn might be feeling or what it may be
* thinking
* • use first-person point of view
* 1. Remembering: Where did Widow Taylor take Harrison and Samuel? How
* were they transported there?
* 2. Understanding: Why did Harrison not want Reverend Pry and Mr.
* Keepheart to write about him and Samuel?
* 3. Applying: Reread Samuel’s dream on pages 132-133. Draw a sketch of
* what he imagined.
* 4. Analyzing: How is Widow Taylor similar to and different from other
* abolitionists (people who are against slavery)? You may want to draw a
* Venn Diagram to organize the information.
* 5. Evaluating: Throughout Chapter 18, the White characters refer to the
* Black characters as “poor colored brethren.” Brethren means, “a group of
* people” or “the members of a particular group” (e.g. Our church
* brethren). Do you think it’s appropriate for them to call them “poor
* colored brethren”? Explain using specific facts, details, and examples.
* 6. Creating: Chapter 20 ends with a cliffhanger. Reread the last
* paragraph of the chapter on page 135. Then imagine you are the author
* and continue the story.
* Copyright ©
* 1. Remembering: How do Miz Kettle and Ham assist Harrison and Samuel
* during this part of their journey?
* 2. Understanding: Reread Chapter 22: A Stringer of Fish. (Yes, the entire
* chapter!) Why does Harrison lose interest in going to Canada? Explain.
* 3. Applying: Harrison and Samuel have been on a long journey so far.
* Think about the main settings that they have traveled through, starting
* with the woods near Master Hackler’s farm. Use what you have read in
* the story so far to create a map of the route that Harrison and Samuel
* have taken from the beginning of the story up until now. Use symbols/
* pictures to represent the different settings, and label each one.
* 4. Analyzing: Trouble Don’t Last and Number the Stars are both historical
* fiction novels that deal with the topic of escape. How are the novels
* similar and different in terms of how they address this topic? Be specific!
* You may draw a Venn diagram to organize the information.
* 5. Evaluating: Should Harrison and Samuel have trusted Green Murdock?
* Provide specific evidence/examples from the story to support your
* opinion.
* 6. Creating: At the end of Chapter 24: Ace of Spades, Harrison reveals to
* Samuel that his mother, Hannah, is free, and that she lives in Chatham,
* Canaday (Canada). The gray yarn was a sign of this. Imagine that you
* are Hannah. Explain how you escaped to Canada after being sold and
* taken away to Kentucky ten years ago. Then explain how you got the
* gray yarn to Master Hackler’s barn three months ago.
* 1. Remembering: How do August and Belle Henry assist Harrison and
* Samuel during this part of their journey?
* 2. Understanding: A) What is the iron horse? Why is it so intimidating
* (frightening) to Samuel? Explain. B) What is snow?
* 3. Applying: Draw a sketch of the Negro Hollow setting. Label the key
* details in your sketch.
* 4. Analyzing: Create a family tree for Samuel that outlines the different
* members of his family. Be sure to include the name and role of each
* family member, and organize the information so that the hierarchy (order)
* is clear.
* 5. Evaluating: Reread pages 194-195, starting with “Know how MANY I
* lost…” and ending with, “You can’t lose nothing then.” Do you agree with
* Harrison’s perspective that “it’s better to be all alone in the world”
* because “you can’t lose nothin’ then”?? Provide specific reasons, facts,
* and examples to support your opinion.
* 6. Creating: Chapter 28 ends with a cliffhanger. Reread pages 200-201,
* starting with, “August pushed open the door…” and ending with, “…a
* voice said from inside the car.” Then imagine you are the author and
* continue the story.
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