

David Barclay Moore

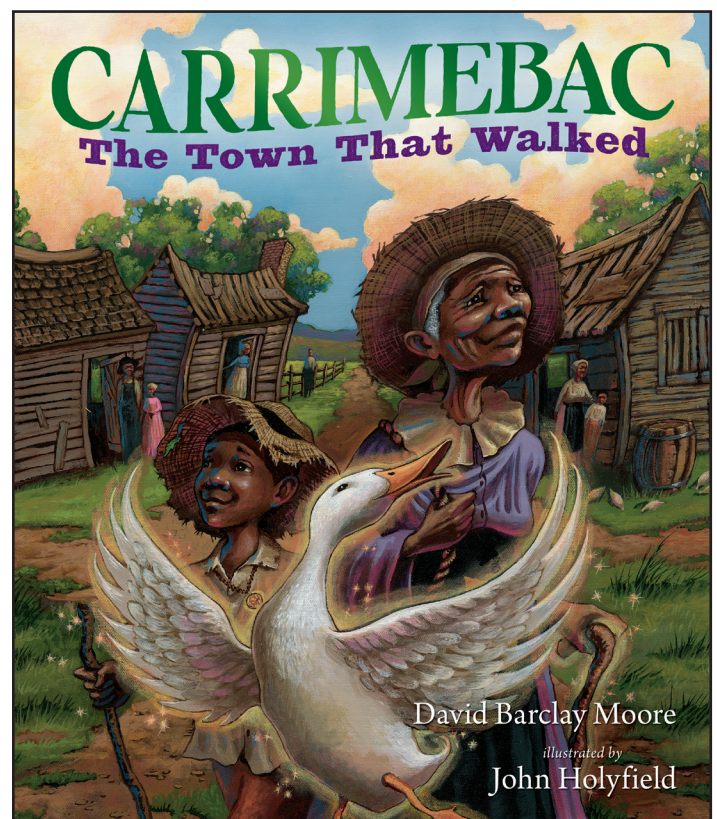
illustrated by John Holyfield

*In a boldly transportive original tale, David Barclay Moore infuses history with wry folk wisdom, metaphorical power, and a splash of magic.*

### ABOUT THE BOOK

The Civil War may be over, but times are not substantially improved for the freed Black citizens of Walkerton, Georgia, who are shunned by the white folks of the surrounding towns. One day, though, ol' Rootilla Redgums and her grandson, Julius Jefferson, arrive. Rootilla teaches the citizens of Walkerton how to make all sorts of beautiful things, and the white people can't get enough. But some aren't so happy. When a hooded mob threatens to burn down the town, Julius and Rootilla must work wonders to protect Walkerton and its people—even if it means moving heaven and earth itself. With exquisite cinematic illustrations by John Holyfield and a generous trim size, this portrait of Black endurance draws on the rhythms and traditions of African American storytelling to open a powerful window into the past.

This teachers' guide offers discussion questions and classroom activities for teachers working with students in grades 1–4.



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### Common Core Connections

This guide, which can be used with large or small groups, will help students meet several of the Common Core State Standards (CCSS) for English Language Arts. These include the reading literature standards for key ideas and details, craft and structure, and integration of knowledge and ideas (CCSS.ELA-Literacy.RL), as well as speaking and listening standards for comprehension and collaboration and for presentation of knowledge and ideas (CCSS.ELA-Literacy.SL). Questions can also be used in writing prompts for independent work.

## Discussion Questions

1. Using the images in the story for support, describe the town where the story takes place.
2. Using details from the story, describe Rootilla Redgums.
3. Where is magic present in this story?
4. Who are the heroes of the story? Why do you think so?
5. Why do you think the Fearful Folks are angry? What do they do to show their anger?
6. How does the town solve the problem with the Fearful Folks?
7. What does Julius make that becomes a magical and helpful tool? How does he make it?
8. What are some good and bad choices that different characters make throughout the story?
9. What do you think the story is about?
10. Are there any examples of love and family in the story? If so, what are they?
11. Select one of the pages or spreads in the book and explain why you think it is the most important.

## Classroom Activities

FOR GRADES 1 AND 2

### Understanding Hate vs. Kindness

In the story we meet Julius, who is a very kind boy. He is kind to the people around him, his grandmother, and his pet, Woody. Julius is dedicated to love and community. On the contrary, the Fearful Folks act on hate and violence and cause problems. Have students individually or in pairs complete the reproducible chart to reach an understanding that helps them differentiate between hate and kindness. (The last row is blank for educators to add their own prompt.) For example:

	<b>Julius</b>	<b>Fearful Folks</b>
Words that describe them	<i>Angry, scary, violent</i>	<i>Honest, kind, helpful</i>
Actions they take	<i>They bring fire, are unsafe, attack the town</i>	<i>He helps his grandma, saves the duck Woody, saves the town</i>
What they love or hate	<i>We do not see who or what they love; they hate magic</i>	<i>He loves the community, his grandma, and Woody</i>

Name: \_\_\_\_\_

	<b>Julius</b>	<b>Fearful Folks</b>
Words that describe them		
Actions they take		
What they love or hate		

## FOR GRADES 3 AND 4

**Understanding the KKK**

*Carrimebac* is set in 1875–1876. At the time, the Ku Klux Klan had been outlawed, yet the Fearful Folks wear clothes in keeping with those worn by their mobs. In small groups, have students read articles preselected by the teacher to gain an understanding of what the KKK is. You can find one example at <https://kids.britannica.com/kids/article/Ku-Klux-Klan/400125>. Make sure these articles or excerpts are age appropriate and use language accessible for third and fourth graders. After reading the articles, the groups will organize a brief presentation where they will share their learning from that specific reading. Each group should have different data points, so that all the presentations offer a well-rounded understanding of the KKK. After doing their research and presentations, students can produce a report to summarize their understanding of this menacing hate group in US history. Teachers can use the following set of prompts to invite students to include some thoughtful reflection as part of the reports:

- Why do you think the KKK committed those hate crimes against African Americans?
- Have you ever heard of this group? How does this research connect to what you have heard?
- How do you feel after doing this research? What thoughts do you have about hate crimes and groups dedicated to hate?

A whole-class debrief after this activity would be very useful to ensure students have the space to process their learning, hear one another's thinking, and bring closure to the activity.

**Interdisciplinary Activity Ideas**

*The following activities are not grade-specific but are meant to offer inspiration for ways to bring interdisciplinary learning to your classroom through the study of this book.*

**Creative Writing and Science**

Invite students to write their own story full of magic and scientific miracles about how their local neighborhood got its name. Using *Carrimebac* as a model text, have students create a short story that talks about what happened in their town and how magic played a role, includes an inexplicable scientific event (or miracle), and tells of how the town or city received its current name.

**Engineering and Agriculture**

Explore a study of how homes can be transplanted. Discuss the process for moving a structure and research if the moving of land is also possible. Consider the questions: Can land be moved from one location to another? What are the effects of transplanting a home? Why would someone transplant a home in the first place?

**Wood Carving and Arts**

In the story, Julius carves a log into a pole. Engage in a study of woodworking and wood carving. Some ways to study would be to watch videos online, invite a carpenter or art teacher to speak with your class, and display art that shows wooden artistry. If students don't know about woodworking and wood carving, this is a great opportunity to expose them to the craft.



Photo by Timothy Greenfield-Sanders



### ABOUT DAVID BARCLAY MOORE

David Barclay Moore, an author and filmmaker, won a John Steptoe New Talent Author Award for his debut novel, *The Stars Beneath Our Feet*, which was optioned as a film by Michael B. Jordan. Born and raised in Missouri, he has done work with Sony, Harlem Children's Zone, and Quality Services for the Autism Community. David Barclay Moore is based in Brooklyn.



### ABOUT JOHN HOLYFIELD

John Holyfield is a renowned fine artist and illustrator of numerous books for young readers, including *Belle*, *the Last Mule at Gee's Bend* by Calvin Alexander Ramsey and Bettye Stroud; *Meet Miss Fancy* by Irene Latham; *Mahalia Jackson: Walking with Kings and Queens* by Nina Nolan; and *The Hallelujah Flight* by Phil Bildner. John Holyfield lives in Virginia.



This guide was prepared by Lorena Germán, cofounder and academic director at Multicultural Classroom. She's a cofounder of #DisruptTexts and the chair of NCTE's Committee Against Racism and Bias in the Teaching of English. Lorena has authored two books, *The Anti Racist Teacher: Reading Instruction Workbook* and *Textured Teaching: A Framework for Culturally Sustaining Practices*. She lives in Tampa, Florida, where she is a mami and wife—two of her most important roles.



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