

During Reading



This lesson guide provides suggestions for teaching the various sections of the book. It suggests using a variety of teaching approaches based on text complexity, vocabulary, and students' background knowledge. Teachers should feel free to alter the approach based on the needs and competencies of their students.

Section	Read & Discuss	Focus on Visual & Text Features	Observe & Assess
pp. 4–5	Read these pages to students. Discuss the roles of women in the 1800s. Ask, <i>Why do you think Mary chose a different path from most women of her time?</i>	Help students read and understand the timeline. Ask, <i>When was Mary's second visit to West Africa? In what year did Mary's parents die?</i>	Were students able to form and justify an opinion, consistent with the time period, about why Mary may have chosen the path she did? (LO 1)
pp. 6–9	Ask, <i>What do you think Mary's early life was like?</i> Have students think about this and then read the section. Discuss how these events influenced her decisions.	Discuss the highlighted word <i>bedridden</i> and its synonyms, <i>confined to bed</i> , <i>laid up</i> , etc. Ask, <i>What does the quotation in the circle on page 9 tell you about Mary's character?</i>	Did students display an understanding of the way in which each of the events of Mary's early life influenced her decision to travel to Africa? (LO 1)
pp. 10–11	Have students read these pages independently; then ask, <i>How else could Mary have reacted to what happened?</i>	Discuss the photograph on page 11. Ask, <i>What does Mary's clothing tell you about how people in the 1800s reacted to tragedy?</i>	Were students able to understand that Mary could have continued in her depression and just settled for a lonely life? (LO 1)
pp. 12–15	Say, <i>Read to the end of page 15 and discover how Mary felt about her first journey to Africa.</i> When students have finished, discuss how Mary felt about Africa and London.	Discuss the circled quotation. Ask, <i>Even though these are Mary's words, do you think it necessarily happened just the way she said it did?</i>	Were students able to recall some of the events from Mary's first voyage and understand why she found life in London so boring? (LO 1)
pp. 16–17	Have students read this section; then ask, <i>What is so surprising about Mary's attitude toward her travels on the river?</i>	Have students read the circled quotation and discuss how having Mary's own words makes the biography more interesting.	Were students able to understand that Mary was able to take even the most dangerous situations in her stride?
pp. 18–19	Say, <i>Many people thought Mary's clothing was not suitable for Africa. Read pages 18 and 19 and find out why they were wrong.</i> When finished, have students discuss the events.	Discuss the highlighted word <i>hostile</i> and the associated noun, <i>hostility</i> . Invite students to think of a synonym [<i>aggressive</i>] and an antonym [<i>friendly</i>].	Did students understand the humor in the strange twist of events that made Mary's skirt not only appropriate but a lifesaver? (LO 1)
pp. 20–23	Have students read to the end of page 22. Discuss Mary's bravery and determination and her willingness to share her adventures with others.	Discuss the meanings of the highlighted words <i>epidemic</i> and <i>sheltered</i> . Read the text in the panel on page 23 with students. Talk about why it may have been included.	Were students able to recall some instances of Mary's bravery and determination? (LO 1)
p. 24	See Extending the Learning Experience		