

BOOK STATS

Grade Level Equivalent: 4–8

Ages: 9–13

Lexile Measure®: 910L

Pages: 238

Genre: Diary, Historical Fiction

Subject/Theme: Colonial America, Justice, Fear

Common Core State Standards	Reading	Writing	Listening & Speaking	Language
Grade 4	RL.4.1, RL.4.2, RL.4.4, RL.5.9	W.4.3	SL.4.1, SL.4.4	L.4.4, L.4.5
Grade 5	RL.5.1, RL.5.2, RL.5.4, RL.5.9	W.5.3	SL.5.1, SL.5.4	L.5.4, L.5.5
Grade 6	RL.6.1, RL.6.2, RL.6.4, RL.6.9	W.6.3	SL.6.1, SL.6.4	L.6.4, L.6.5
Grade 7	RL.7.1, RL.7.2, RL.7.4, RL.7.9	W.7.3	SL.7.1, SL.7.4	L.7.4, L.7.5
Grade 8	RL.8.1, RL.8.2, RL.8.4, RL.8.5	W.8.3	SL.8.1, SL.8.4	L.8.4, L.8.5

OVERVIEW

Book Summary

It is 1691 in Salem Village. 12-year-old Deliverance (Liv) Trembley and her 17-year-old sister Remembrance (Mem) live with their uncle after the death of their parents. When the uncle leaves home to find work, he instructs the girls to take care of the farm and tell no one of his absence. Liv and Mem are left alone to survive the witch craze that sweeps across Salem like an infectious epidemic.

Liv records these frightening times in her diary, noting the sisters' day-to-day struggles with hunger, disease, and—worst of all—the curiosity and gossip of neighbors. When several young village girls fall into hysterical afflictions and begin to accuse townspeople of witchcraft, the leaders of Salem set up the witch trials. Residents of Salem are accused, found guilty, and imprisoned. Liv believes that the trials are irrational and dangerous for the sisters. Mem accepts a proposal of marriage from a younger man of another village so they can flee Salem and its witch hunt before they, too, become accused.

The book leaves young readers asking questions that reach the core of this dark time in American history. Why do the girls act the way they do? Why do the villagers believe the girls? What lessons can we learn today from what happened in Salem?

Teaching the Book

I Walk in Dread tells the story of the Salem Witch Trials through the diary of young Deliverance Trembley of the Massachusetts Bay Colony. This dark but fascinating period of American history provides the opportunity to teach students about the power of irrational fear and the importance of understanding culture and beliefs in a work of historical fiction. Activities engage students in researching and reporting on the history of a critical time in our country's past.

Theme Focus: Fear

Comprehension Focus: Analyze Setting

Language Focus: Fearful Words

ABOUT THE AUTHOR

Lisa Rowe Fraustino has published four novels for young readers including *I Walk in Dread* for the Dear America Series; three anthologies of young adult short stories; and a picture book, *The Hickory Chair*. She won the 2010 Milkweed Prize for Children's Literatures for her book *The Hole in the Wall*. Fraustino teaches at Eastern Connecticut State University and in the Graduate Program in Children's Literature at Hollins University.

Fraustino grew up in rural Maine and lives with her husband in Connecticut and Maine. She has three grown-up children and four cats—including one who thinks he's a dog. For an interview with the author about writing *I Walk in Dread*, visit the Scholastic website at: <http://bit.ly/UGQ4cJ>.

Get Ready to Read

Pre-Reading Activities

Discuss the Witch Trials Explain to students that they will read the fictional diary of a 12-year-old girl named Deliverance Trembley who lived in 1691 in the Massachusetts Bay Colony. Deliverance, also known as Liv, was a witness to the Salem Witch Trials. Ask students what they know about this time in American history. Do they think people really believed in witches? What are things that happened to those accused of witchcraft? After a discussion, explain to students that by 1692, 140 men and women in Salem were imprisoned for witchcraft. 19 were hanged as witches. One more was pressed to death under rocks.

A Video Introduction Preview the following historical video about the Salem Witch Trials from the Discovery Education website. Play it for students to build background knowledge, by visiting:
<http://bit.ly/TIVmnd>.



BIG QUESTION

Critical Thinking Ask students to think about this question as they read and be ready to answer it when they have finished the book. Write the question on chart paper or have students record it in their reading journals.

Who do you think was most guilty during the Salem Witch Trials?



STORIA ENRICHMENTS

This book will be available as a Storia enriched e-book in April 2013.

Vocabulary

Fearful Words Explain to students that *I Walk in Dread* contains many words that describe the feelings and fears of the people in Salem. These words are important to the meaning of the story and have strong negative connotations. Ask students to look for clues in the text to figure out the meanings of the words, check the dictionary definitions, and write them on the vocabulary cards.

Use **Resource #1: Vocabulary Cards** on page 7 and distribute copies to students.

abomination (p. 9)	blasphemy (p. 32)
affliction (p. 64)	grievous (p. 73)
ailments (p. 87)	torment (p. 103)
agony (p. 106)	delusion (p. 115)

As You Read

Reading the Book

Modeled Reading Read aloud pages 3–7 of the book, asking students to follow along. Then prompt them to discuss questions such as: Who is telling the story? How is the language different than what you usually read? What kind of person is Deliverance? Do you like her?

Independent Reading Assign students to read *I Walk in Dread* independently. Encourage them to discuss the book with a partner as they read, asking questions and sharing responses about what is happening in the story.

Comprehension Focus

Analyze Setting Analyzing and understanding the setting is an important element in students' comprehension of *I Walk in Dread*. Explain to students that setting refers to the time and place of the events of a story. In this work of historical fiction, the setting also includes the culture and beliefs of the time. The Puritan beliefs about good and evil helped create the hysteria that fed the witch trials.

Help students understand these beliefs by analyzing evidence in the text that exemplifies them. Use the first example on the graphic organizer of **Resource #2: Analyze Setting** to model a think-aloud for students. Project the page on a whiteboard or pass out copies to students.

Model: Liv is thinking about how angry she became at Mem when they were playing a game with the other girls. To explain her anger, she says the Devil must have gotten into her. Like other Puritans, she really believes that the Devil can possess people. Next, Liv says she is grateful to God's providence for having a place to live and food to eat. She believes that what happens to her depends on God's goodness and she wants him to continue helping her sister and herself. From this quotation, I learn a lot about the importance to the Puritans of God's goodness and the Devil's evil.

Have students fill in the rest of the organizer to analyze text quotations shown about the beliefs of the Puritans. Discuss students' answers and ask them to give evidence to support their thinking.

After You Read

Questions to Discuss

Lead students in a discussion of these focus story elements.

1. Fear What different kinds of fear were behind the Salem Witch Trials? (*Sample answers: People feared witches and the Devil because they could torture you; people feared the possessed girls because they*

accused others of witchcraft with little evidence; people feared each other because no one could trust each other.)

2. Analyzing Setting What do the Puritans believe about God's power over their lives? What sort of power do they think the Devil had? How were witches and warlocks connected to the Devil? (*Sample answers: The Puritans believe that God could punish them through hardships, disease, and war. They believe the Devil worked evil by stealing the souls of men and women who became witches and warlocks.*)

3. Fearful Words Why do you think the author titled the book *I Walk in Dread*? What does dread mean? (*Sample answers: The word dread means to fear greatly or to be very apprehensive. Everyday, Liv feared that she would be accused of witchcraft because she could write and read, kept a secret diary, and had no one to defend her.*)

WORDS TO KNOW

Fearful Words

Ask students to refer to the definitions they wrote on their vocabulary cards to answer the following questions and define the words.

1. What do the Puritans think was an **abomination**?
2. How do the girls show their **affliction** of being tortured by witches?
3. Why does Liv worry that she might be accused of **blasphemy**?
4. How would a witch **torment** the girls?
5. Why does Goody Corey think the girls have been caught up in a **delusion**?

Ask students to generate more questions about all the vocabulary words, including questions that relate to the book and questions that relate to their own lives.

Questions to Share

Encourage students to share their responses with a partner or small group.

1. Text-to-Self How do you think you would react if you lived in Salem at the time of the witch trials?

2. Text-to-World Do people today ever gossip or spread rumors that have no basis in fact? How does the Internet help keep those rumors alive?

3. Text-to-Text Compare this fictional diary with another work of historical fiction that is written in chapters. What are the advantages of both kinds of books? Which do you like better?

Extension Activities

Reading/Writing Connection

A Diary Entry from the Witch Trials Students can use *I Walk in Dread* as a model to write a piece of historical fiction in the form of a diary entry. Ask them to take the role of another character in the

book such as Mem, Goody Corey, Ann Putnam, John Proctor, Benjamin, or Darcy Cooper. Have students choose a day to write about from their character's point of view. Remind them to use the pronoun "I" when writing and to keep in mind the language, culture, and beliefs of the time.

Don't forget the



BIG QUESTION

Critical Thinking Give each student an opportunity to answer the big question. Encourage students to support their answers with details and evidence from the text. Remind them that there is no one right answer.

Who do you think was most guilty during the Salem Witch Trials?

Content Area Connections

Science Strange Medicine How was medicine practiced in the time of the Salem Witch Trials? How much did doctors know about how the human body worked? Encourage students to research the role of the apothecary, the use of leeches to bleed patients, and the ideas about medicine in early colonial America.

History Witch Trial Timeline Encourage students to create a timeline of the witch trials in Salem. Direct them to start at January 1692 and end when the trials were condemned and stopped. Suggest that at the top of the timeline students include what was happening to Deliverance Trembly during the months of 1692. At the bottom of the timeline ask them to include the major events in the Salem Witch Trials. Guide students to the PBS Secrets of the Dead website, by visiting: <http://to.pbs.org/TDA6gf>.

Literature Diary vs. Non-fiction Assign students to read an encyclopedia article or other work of non-fiction about the Salem Witch Trials. Then have them create a T-Chart to compare the fictional diary genre of *I Walk in Dread* with the non-fiction genre of the article. How do the two pieces present the time in history? Which is more accurate? Which

is more interesting to read? Which tells the story most effectively and why? Discuss students' responses with the group.

History Wabanakis An important historical side note in *I Walk in Dread* is the conflict between the English settlers and the French and Wabanaki Indians. Encourage students to research more about the treaties, conflicts, and betrayals that took place between the Native Americans and the European settlers. Suggest that they report on their research presenting both the Native American and English points of view.

BIG ACTIVITY

Testify at the Witch Trials Announce to students that they have been called to testify at the Salem Witch Trials. They have one day to prepare their statements. Like any other citizen of Salem, they have to bear the consequences of what they say. The rest of the class will play the role of the judges and the girls afflicted by the witches. Make copies of the **Big Activity: Testify at the Witch Trials** on page 5 and distribute them to students to use to write their testimony. When they finish, create a "mock trial" for them to speak before. Instruct students playing the judges and the girls to react in a historically accurate manner.

READ MORE AND LEARN MORE

Use these books and other resources to expand your students' study of the book or theme.

Series Connections



Dear America: With the Might of Angels

Andrea Davis Pinkney

Ages: 9–13

Grades: 4–7

Lexile Measure®: 740L

Pages: 336

Guided Reading Level: U

It's 1955, and the United States Supreme Court has just ruled that the segregation of schools is unconstitutional. Dawn Rae Johnson will now be the only of her friends to go to an all-white school. Dawn tries to be brave, but the racism in her town is intense. Soon her brother is being viciously bullied and her father is fired from his job. Dawn wonders if she has the courage to continue facing down the bigotry of her town. **Available as a Storia e-book**



Dear America: Across the Wide and Lonesome Prairie

Kristiana Gregory

Ages: 9–13

Grades: 4–7

Lexile Measure®: 940L

Pages: 128

Guided Reading Level: T

In 1847, Hattie Campbell led a fairly predictable existence on her family's Missouri farm. There were grave illnesses and terrible losses—both her baby sister and her uncle died early. She was surprised when her father announced the family would leave their home to start a new life in Oregon. Their six-month journey would bring more hardship, more tears, and more triumph than anyone in the family imagined. **Available as a Storia e-book**

Theme Connections



Fearless

Elvira Woodruff

Ages: 9–11

Grades: 4–6

Lexile Measure®: 810L

Pages: 240

It's 1703 in England. When word comes to Digory Beale's small fishing village that his father's boat has gone down off the coast of Yarmouth, he sets out to discover his father's fate. He must travel alone to the town of Plymouth, hundreds of miles away. On his way, Digory meets a stranger, Henry Winstanley, who takes him on as an apprentice. As a historic storm threatens the coast, Digory finds himself on a mission that challenges his courage and his worst nightmares. **Available as a Storia e-book**



Firegirl

Tony Abbott

Ages: 11–14

Grades: 5–8

Pages: 160

Most of the time, Tom feels invisible in his 7th-grade classroom. Then a new girl named Jessica joins his class, and Tom inadvertently draws attention to himself by becoming her friend. Jessica was badly disfigured in a fire, and all the other students are afraid of her. Tom slowly develops a life-changing friendship with Jessica.

Available as a Storia e-book



The Mastermind Plot

Angie Frazier

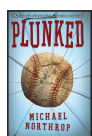
Ages: 10–12

Grades: 5–7

Lexile Measure®: 750L

Pages: 240

It is 1904, and Zanna Snow is visiting her grandmother in Massachusetts. She's excited to be with her uncle Detective Bruce Snow. One of Zanna's classmates enlists her help in finding the cause of a mysterious warehouse fire. As Zanna tracks down clues, she discovers that a strange man is trailing her. Who is he, and can she solve the case before she is in real danger? **Available as a Storia e-book**



Plunked

Michael Northrop

Ages: 9–12

Grades: 4–6

Lexile Measure®: 640L

Pages: 192

Jack Morgan's baseball career is on the upswing. He is practicing hard and playing well. Jack's work pays off when he finally earns a spot in the Little League Majors. During the opening game of the season, Jack is hit on the head by a wild pitch on his first at-bat. He suffers only a mild concussion, but Jack is terrified of being hit again. Will his love of the game and his supportive teammates be enough to help him get his head back in the game? Baseball fans will delight in this book's authentic details, and fans of all sports will cheer for Jack as he fights to conquer his fears.

Available as a Storia e-book



The Midnight Tunnel: A Suzanna Snow Mystery

Angie Frazier

Ages: 10–12

Grades: 5–7

Lexile Measure®: 800L

Pages: 176

It's 1905, and Zanna Snow dreams of being like her famous uncle, detective Bruce Snow. Working at her family's hotel, there's not much opportunity to practice her investigative skills—until one summer night, a girl is kidnapped. Zanna knows what happened, but no one believes her. With the help of Uncle Bruce's assistant, can Zanna solve the crime before anyone else gets hurt? **Available as a Storia e-book**

To find PDF versions of the Storia teacher guides and links to purchase the related books, visit:
<http://teacher.scholastic.com/ereading-resources/>.

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Name: _____ Date: _____

RESOURCE #2: Analyze Setting

Read each quotation from the book. Explain what the quotation reveals about the culture and beliefs in Salem Village in 1691. Fill in the third quote yourself.

Text Quotation	Connection to Puritan's Beliefs
1. "I do not know what possessed me to do it The Devil must have gotten into me. We have a roof over our heads and food in our stomachs. We should be grateful for God's providence, and beseech Him to continue it." (p. 39)	
2. "The affliction in the parsonage continues Some say that God is moving in Betty and Abigail, and bringing them Christ-like visions, as would be befitting the house of a Minister. And some say the opposite: that the Devil hath gotten into them, to interfere with God's work." (p. 73)	
3.	