

Walking Home to Rosie Lee

written by A. LaFaye

illustrated by Keith D. Sheperd

About the Book

Genre: Fiction

Format: Paperback, pages 32

ISBN: 9781941026571

Reading Level: Grade 4–8

Interest Level: 5–6

Guided Reading Level: V

Accelerated Reader® Level/Points:
4.1/0.5

Lexile™ Measure: AD830L

*Reading level based on the ATOS Readability Formula

Themes: Conflict resolution, Families, Fiction, History, Mothers, Overcoming Obstacles, Persistence/Grit, Slavery, United States History

Resources on the web:

leeandlow.com/books/walking-home-to-rosie-lee

SYNOPSIS

A post-Civil War story about a young boy who journeys tirelessly to reunite with his beloved mama.

"Come morning, the folks take to the road again, singing songs, telling stories, and dream-talking of the lives they're gonna live in freedom. And I follow, keeping my eyes open for my mama."

Gabe's story is one of heartache and jubilation. An enslaved child freed after the Civil War ends, Gabe sets off to find his mother who was sold during the war. Keith D. Shepherd's illustrations—influenced deeply by the narrative work of Thomas Hart Benton—fervently portray Gabe's struggles and emotions in this tale of resilience and love.

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

BACKGROUND

Author's Note

AS THE CIVIL WAR CAME TO A CLOSE, many African American children had brothers, sisters, mothers, and fathers who had been sold to other plantations, sometimes far away. A lot of families took to the road to find these relatives. Some people found their loved ones after months, even years, of searching. Many others, though, were never reunited. I wanted to tell the story of one such family. I wanted readers to understand the journey that so many African Americans embarked upon to find their way home to one another. I addressed this same subject in a novel, *Stella Stands Alone*. While I was doing the research for Stella, I came across story after story of the heroic efforts of African Americans to reunite families torn apart by slavery, to build schools, and to gain the rights they deserved to live, work, and raise their own children. I found these stories by scouring through newspapers, diaries, articles, interviews, and books, but the place where I couldn't find them was in picture books for children. I wrote *Walking Home to Rosie Lee* to celebrate the strength, love, and determination it took for families to find one another at the end of the Civil War. I also wrote it to start filling the historical gap in children's literature that should be overflowing with a wide variety of such stories.

For more on this amazing chapter in our nation's history, please take a look at *From Slavery to Freedom* by John Hope Franklin and Alfred A. Moss Jr. I'd also encourage you to visit African American history museums such as the Smithsonian National Museum of African American History and Culture, which you can visit online at nmaahc.si.edu.

Family Reunions post-Civil War era

Gabe's journey to reunite with his mother during the reconstruction period was story shared across those emancipated from slavery. To learn more about the Reconstruction of Black Families during the reconstruction era, consult the following resource <https://rediscovering-black-history.blogs.archives.gov/2021/10/27/records-of-the-freedmens-bureau-and-the-reconstruction-of-black-families/> which introduces the Freedmen's Bureau. The Freedmen's Bureau helped aide and fight for African Americans seeking things they needed to live as free citizens, including land, family, education, safety and justice. To learn more about the Freedmen's Bureau, visit the following resources <https://www.history.com/topics/black-history/freedmens-bureau> and <https://nmaahc.si.edu/explore/initiatives/freedmens-bureau-records>

To learn more about the stories of families that were reunited after the Civil War, consider listening and reading about the following stories:

- "African Americans Rebuilding and Reconnecting after the Civil War: Finding Your Roots." PBS. <https://florida.pbslearningmedia.org/resource/african-americans-after-civil-war-video/finding-your-roots-season-eight/>.
- "After Slavery, Searching For Loved Ones In Wanted Ads." NPR. <https://www.npr.org/sections/codeswitch/2017/02/22/516651689/after-slavery-searching-for-loved-ones-in-wanted-ads>.
- "Jan. 30, 1814: Couple Reunited During Reconstruction." ZINN Education Project. <https://www.zinnedproject.org/news/tdih/couple-reunited-during-reconstruction>.

Teaching Reconstruction

Walking Home to Rosie Lee is set in post-Civil War, at the beginning of the Reconstruction Era in the United States. For more resources on teaching reconstruction, consider consulting the following resources:

- Gates Jr., Henry Louis. *Reconstruction: America after the Civil War*. PBS. <https://www.pbs.org/weta/reconstruction>
- Gross, Terry. "Historian Eric Foner on the 'Unresolved Legacy of Reconstruction,'" *Fresh Air*, NPR, January 9, 2006. <https://www.npr.org/2020/06/05/870459750/historian-eric-foyer-on-the-unresolved-legacy-of-reconstruction>
- DuBois, W.E.B. *Black Reconstruction in America*. The Free Press, 1998.
- Foner, E. *The Second Founding: How the Civil War and Reconstruction Remade the Constitution*. W.W. Norton & Company, 2020.
- Foner, E. *Freedom's Lawmakers: A directory of Black officeholders during Reconstruction*. LSU Press, 1996.
- Bolden, T. *Cause: Reconstruction America, 1863-1877*. Random House Children's Books, 2014.
- Blight, D. *Race and Reunion*. Harvard University Press, 2002.
- Doringo, R. "We need the lesson of Reconstruction." *Learning for Justice*. 2017. <https://www.learningforjustice.org/magazine/we-need-the-lessons-of-reconstruction>

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- Take a look at the front and back covers. Take a picture walk. Ask students to make a prediction. Do you think this book will be fiction or nonfiction? What makes you think so? What clues do the author and illustrator give to help you know whether this book will be fiction or nonfiction?
- What does it mean to be resilient? How do you demonstrate resilience even though something may be challenging? Why is it important to be resilient? Do you think it can be learned? How so?
- Ask students to think about their family and what family means to them. How is family important to you? How do you interact with your family members? How do you help them? What do you know about your family history or your ancestors? How did you learn about them?
- What strategies do you use when you're sad or upset? The story told in this book can be

difficult to read because it follows a story of heartache and jubilation. What can we do to take care of ourselves when something is both important to hear and difficult to hear/read?

- What do you know about the history of slavery in the United States? What have you learned about slavery from books that you've read or what you have learned in school? Note: Please be cognizant of the language. Remember that slavery is not who a person is, it was what was forced upon them. Referring to people as "slaves" removes the person/humanity from them, it effectively dehumanizes them. It is important to use "enslaved person" instead of referring to people as slaves.
- What does it mean to be persistent? How do you demonstrate persistence even though something may be challenging? Why is it important to be persistent? Do you think persistence can be learned? How so?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

- **Book Title Exploration:** Talk about the title of the book, *Walking Home to Rosie Lee*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
- **Read A. LaFaye's Biography:** Read about A. LaFaye on interior side of the front cover of the book as well as on her website <https://www.alafaye.com>. Encourage students to think about what the writing process is like and how A. LaFaye came up with the idea for her book. What do you think inspired her to write *Walking Home to Rosie Lee*?
- Encourage students to stop and jot in their reading notebooks during the reading when they: learn new information, have an emotional reaction or an idea, have a question, or see new words.
- Have students quickly write a feeling in their notebooks during reading. After reading, ask students why they wrote that feeling down and have them write a journal entry about it.
- Ask students to make a prediction: Do you think this book will be fiction or nonfiction? What makes you think so? What clues are given that help you know whether this book will be fiction or nonfiction?

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- what does the war ending represent
- where is Gabe going now that the war is over
- what does Gabe think about on his journey to find his mom, Rosie Lee
- how does Gabe find hope even in difficult times
- how does Gabe remember his mom

- how do music, food and storytelling provide comfort for people during the story

Encourage students to consider why the author, A. LaFaye, would want to share this story with readers.

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The book contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of developmentally-appropriate strategies to support students' vocabulary acquisition: Look at a photo or picture that represents the word, draw a picture of the meaning of the word, explain the meaning of a word to a partner, act out the meaning of a word, explain how the meaning of one word is the similar and different to another word.

Content Specific

chalkboard, lanterns, North Star, Freedman's Bureaus, dusk, planter, sharecropper, scraps, Appalachian Mountains, jasmine

Academic

laying, cropping, dragged, blasted, baying, turned, treed, bobbing, rolling, stumbled, sorrow, panting, snuggled

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. To build skills in close reading of a text, students should cite textual evidence with their answers.

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What does it mean now that the war is over?
2. What is Gabe in search of now that the war is over?
3. What does Gabe remember about his mom?
4. Who are people looking for on their journey after the war? What are they planning on doing?
5. What do people have on their minds? What does Gabe have on his mind?
6. Why does Gabe's mama wear a scarf around her neck?
7. What do the folks traveling on the road do while on their journey to freedom? How does this help them on their journey?
8. How does Gabe find comfort on his journey to find his mom?

9. What was the purpose of the Freedman's Bureau? Did Gabe find the Bureau helpful?
10. What was Gabe's interaction with the sharecropper like? How did the sharecropper and his family treat Gabe?
11. How does Gabe get information about where his mama might be? How does Gabe feel after each interaction when asking about his mama?
12. What cities does Gabe pass through while looking for his mama?
13. Why can't Gabe bring himself to go inside the hotel on Ocoee?
14. How does Gabe know he had found his mama?
15. How did Gabe feel when he finally embraced his mama? What does he pray for that night

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What does the title *Walking Home to Rosie Lee*, mean to you after reading the book? Why do you think the author chose this particular title?
2. Why does the end of the war symbolize freedom? What did you learn about the time period after the civil war ended?
3. Why is hope important for Gabe? How does Gabe continue to hold hope when searching for his mama?
4. How do those on their journey to freedom show resilience on their journey to find family and new opportunities?
5. How does Gabe show strength and determination throughout the story?
6. How do the interactions Gabe has with people on his journey to find his mom affect him? Are they comforting? Uplifting? Unkind? Provide examples.
7. What role do the illustrations play in the story? How does the artwork demonstrate the story's message and themes? How does the illustrator show emotion and feeling through his artwork?
8. What does *Walking Home to Rosie Lee* teach readers about the importance of family? How does the Gabe feel about finding his mom? How does he keep her memory present while on the journey to find her?
9. Has there been a grandparent, teacher, or an elder that has had an impact on your life? What did they teach you? How did you show them respect? What kind of stories did they tell you? How are they meaningful to you?
10. Why is it important to listen to other people's stories? Gabe meets other people from different places during his journey. What does he learn from them?
11. Read author A. LaFaye's author note in the back of the book. What does she tell young readers about why she wrote this book? What did you learn from the story from her note? Why do you

think it's important to read Author's Notes after the book? What can you learn from the book that you don't get from reading the main story?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. Suggest that students respond in independent or collaborative writing, artwork, or oral discussion. You may also want to set aside time for students to share and discuss their written work.

1. What is one big thought that you have after reading this book? Think about the journey Gabe and others are going through after the end of the civil war. How do the people he meets on the journey support each other through difficult times?
2. What do you think author A. LaFaye's message is to the reader? Think about possible motivations behind A. LaFaye's intentions in writing this book. What do you think she wanted to tell her readers?
3. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What do the children's experiences, thoughts, and feelings mean to you?
4. Have students make a text-to-text connection. Did you think of any other books while you read *Walking Home to Rosie Lee*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world, such as on television or in a newspaper? Why did this book make you think of that?
6. What does the meaning of home and hope mean to you after reading? After reading *Walking Home to Rosie Lee*, what does home mean to you? What happens when your life is completely uprooted? How is it possible to find hope after being forced to leave your home?

Multilingual Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Learners and multilingual learners. The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Words can hold different meanings in other types of Spanish around the world.

1. Assign ML students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each

page, first orally, then in writing.

- Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
- 4. Have students give a short talk about how they connected with the most from *Walking Home to Rosie Lee* and why. Did they learn something new about history that they hadn't known before?
- 5. The book contains several content specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose Multilingual Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
- 6. Consider consulting <https://www.multilinguallearningtoolkit.org/> for more ideas on how to support Multilingual Learners.

Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. Select an illustration and describe what emotions are being conveyed. How can you tell that particular emotion is being shown in the illustration? Why?
2. How does Gabe demonstrate resilience throughout *Walking Home to Rosie Lee*? Identify a scene from the story that exemplifies how Gabe is resilient. What made you choose this particular illustration? How did it affect you and what did you learn from Gabe after reading *Walking Home to Rosie Lee*?
3. Throughout the book we see how Gabe struggles to find his mama. What are some strategies and/or interactions that helped Gabe stay focused on finding his mama?
4. How does the theme of hope play a role in the story? Although Gabe, his family and others undergo trauma and stress throughout their journey, how do they remain hopeful? What kind of language does the author use to make you think that the Gabe and others remain positive?
5. Choose an emotion that interests you: happiness, sadness, frustration, anger, etc. Discuss or write about what that emotion looks like in *Walking Home to Rosie Lee*.
6. Gabe listens to other people's stories on the road throughout *Walking Home to Rosie Lee*.

What can you learn from other people's history and past experiences? Why is listening an important skill to have? How can we learn from others, both about ourselves and their history? Have students work with a partner and tell each other a story of their choosing. Afterwards, students can reflect on what it felt like to listen to their partner's story and then tell their own story.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English/Language Arts and Foundational Skills

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3; Presentation of Knowledge and Ideas, Strands 4–6)

- **Have students reflect on reading about life for Black Americans after the end of the Civil War and the history of the Reconstruction era in the United States.** What was the experience of those who were in search of their family? How was life post-Civil War? If this is the first time students have learned about this part of history in the Reconstruction era, have them write a short response about the following questions: Why do they think they haven't learned more about the resilience of Black Americans during the Reconstruction era? What have they learned after reading *Walking Home to Rosie Lee*? What more would you like to learn? Consider the triggering nature of this historical content and evaluate how to address these topics with your students.
- **Examine the different literary elements that author A. LaFaye uses throughout *Walking Home to Rosie Lee*.** Have students come up with a list and select portions of the text that showcase a specific literary device (i.e. foreshadowing, flashback, metaphor, etc). Afterward, students can select one literary device and write about how that was impactful when reading *Walking Home to Rosie Lee*. How do literary devices make the story engaging, and how do they contribute to the story overall? See PBS's "Literary Elements and Techniques" video for more information about how to teach about literary devices (<https://ny.pbslearningmedia.org/resource/litel18-fig/literary-elements-and-techniques-figurative-language/>).
- **Encourage students select a spread from the book and write a reaction to it.** Why did they choose to write about that spread? What are their reactions? How does this spread make them feel? Students can write or illustrate a response.
- **Come up with questions to interview the author, A. LaFaye.** What was her process behind creating *Walking Home to Rosie Lee*? What was her inspiration for the book? Why did she write this book for young readers? Consider reaching out to A. LaFaye for an author visit,

either in person or virtually at [alafaye.com](https://www.alafaye.com).

- **Envision a sequel to *Walking Home to Rosie Lee* and have students title the second book.** What do they think it would be called? How are Gabe and his mama doing? Students can also create a cover for the book (for more details see question 1 in the Art/Media section of this guide).

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strands 4-6, Integration of Knowledge & Ideas, Strands 7-9, Range of Reading of Text Complexity, Strand 10) (Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7-9, and Range of Writing, Strand 10) (Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Conduct a research study on the history of Reconstruction.** Refer to the Background section of this guide for additional resources on teaching about Reconstruction. Guiding questions to ask include: What was Reconstruction? When was it? Why was it called Reconstruction? What were some major legislative accomplishments during this time period? How did the federal government work to support formerly enslaved persons? What were some setbacks during this time period? How did Reconstruction end? How does the unfinished business of Reconstruction impact our lives today?
- **Have students read additional stories and consult primary sources about the experiences of Black Americans during Reconstruction.** Refer to the Background Section of this guide for resources. To help students with additional resources, they can consult Equal Justice Initiative to read about the *Last Seen: Finding Family After Slavery* project (<https://eji.org/news/families-torn-apart-by-slavery-sought-reunion/>). Have students reflect on the following questions and record their responses: What is this project about? What sources are presented in the project? What stories did you read about? What did you learn? How do you feel after reading these stories?
- **Have students read and learn more about the Freedman's Bureau.** Guiding questions to ask include: When was the Freedman's Bureau created? What was their main purpose? What successes did the Bureau have? What difficulties did the Bureau encounter? Why was the Bureau dismantled? Students can reflect on these questions in small groups. Consider consulting the following resources:
 - <https://www.history.com/topics/black-history/freedmens-bureau>
 - <https://nmaahc.si.edu/explore/initiatives/freedmens-bureau-records>.
 - <https://eji.org/report/reconstruction-in-america/freedom-to-fear/sidebar/the-freedmens-bureau/>
- **Have students create a timeline of the Post-Civil War era.** In groups, have students research the historical timeline starting at the end of the civil war and ending with the end of Reconstruction. Students can present their timeline to the class. Have students use the following resource from History.com (<https://www.history.com/news/reconstruction-timeline-steps>)
- **Have students read the author A. LaFaye's Author's Note at the end of the book.** What did they learn from the author's note that they hadn't gathered from the book? Why did she write this story? What inspired her to write this book? Have students answer the questions in an essay and think about the message that she wanted to impart on her readers.

- **In *Walking Home to Rosie Lee*, Gabe and others were on their journey to freedom, after the end of slavery.** Have students examine how different groups of people have experienced forced separation and relocation throughout the history of the United States. These examples include:
 - Forced Relocation and Migration of Native and Indigenous Peoples: It's important to remember that the termination and relocation acts of the 1940s, 1950s, and 1960s were only a continuation of the many relocation and assimilation efforts by the US government on Native American peoples since settlers began arriving on the North American continent. After the formal creation of the US government, actions began in earnest to dismantle Native cultures and take Native lands.
 - For more information, consult *Indian No More* ([leeandlow.com/books/Indian-no-more](https://www.leeandlow.com/books/Indian-no-more)) and the corresponding Teacher's Guide for additional resources and texts (https://www.leeandlow.com/uploads/loaded_document/775/Indian-NoMore_TeachersGuide.pdf).
 - Forced Relocation and Migration of Mexicans, Mexican American and non-Mexican people
 - <https://www.npr.org/2015/09/10/439114563/americas-forgotten-history-of-mexicanamerican-repatriation>
 - <https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/alt/mexican6.html>
 - https://www.loc.gov/teachers/classroommaterials/primarysourcesets/mexicanamericans/pdf/teacher_guide.pdf

Art/Media

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

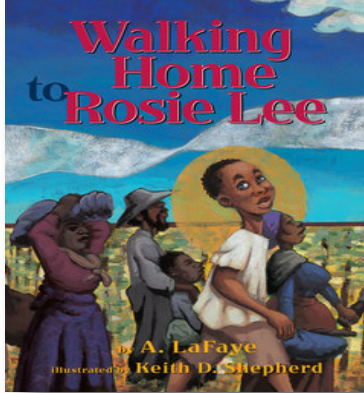
- **For the question about the sequel activity in the English/Language Arts section, have students draw a cover image for their follow-up to *Walking Home to Rosie Lee*.** What kind of materials do they want to use for the cover? Encourage students to think about what they think will happen in the second book, and how that reflects the artwork for the cover. How can they use the current cover to inspire their work?
- **Come up with questions to interview the illustrator, Keith D. Shepherd.** What was his process behind creating the illustrations for *Walking Home to Rosie Lee*? Why did he choose a particular artistic medium to create the illustrations? What was his inspiration to the depict the characters and places the way that she did in the book? What were some of the most challenging illustrations to create? How did her want to convey the different emotions from Gabe and the people in the story?

- **Encourage students to select an illustration that resonated with them the most from *Walking Home to Rosie Lee*.** Have students write a reflection about the illustration. What stood out to them? How did it make them feel? What did it make them think about?

Home-School Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9) (Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10) (Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Interview a family member about the history of their family.** Have students talk about their country of origin. Why is it important to understand your family history? Why is it important to know the different parts of the world where your family is from? If students do not know their family history, have them interview someone about the history of your town or city.
- **Learn about Black history and support Black-owned businesses.** Visit your local African American history museum to learn Black history in spaces that center Black voices and histories. If you do not have one locally, consider visiting the National Museum of African American History and Culture website (<https://nmaahc.si.edu>) and exploring their digital collections and resources. It is important to support Black owned businesses such as independent book stores: (<https://www.oprahdaily.com/entertainment/books/a33497812/black-owned-bookstores/>). The National Black Farmers Association is an organization that supports Black farmers across the United States. You can also consult the following resources for more information (<https://nmaahc.si.edu/explore/exhibitions/reconstruction/voting-rights>) and (<https://museumandmemorial.eji.org/museum>).
- **Talk with family and record the things that make them feel proud of their ancestry or heritage.** Have students talk with family members and ask them what things they remember about their family heritage. Ask them to think about traditions, values, and accomplishments. Ask family members how they feel about themselves when they think about the successes or failures in their family ancestry.




Ordering Information


General Order Information:

leeandlow.com/contact/ordering

Secure Online Ordering:

leeandlow.com/books/walking-home-to-rosie-lee

 **By Phone:** 212-779-4400 ext. 25

 **By Fax:** 212-683-1894

By Mail:

Lee & Low Books, 95 Madison Avenue,
New York, NY 10016

ABOUT THE AUTHOR

A. LaFaye is the author of more than a dozen books, including the Scott O'Dell Award winning novel *Worth* and the Skipping Stones Honor Book *Walking Home to Rosie Lee*, about the reunification of African American families after the Civil War. Her other picture books include *Follow Me Down to Nicodemus Town*, *No Frogs in School*, and *Ready to Fly: How Sylvia Townsend Became the Bookmobile Ballerina*. She lives in Greenville, Illinois, and you can visit her online at alafaye.com.

ABOUT THE ILLUSTRATOR

Keith D. Shepherd is a painter, graphic designer and educator working out of Kansas City, Missouri. His painting "Sunday Best" is part of the Negro League Baseball Museum's permanent collection. He describes his work as being "motivated by family, religion, history and music."

REVIEWS

"One of the few titles to describe the cruel breakup of family under slavery from a small child's viewpoint, this honest story also makes clear the anguish of the many loved ones who were lost and never found" – *Booklist*

"Set at the end of the Civil War, this account of a freed slave boy's search for his mother is distinguished by a vivid narrative voice and page-turning suspense." – *Publishers Weekly*

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.