

Barracoon **Adapted for Young Readers**

By Zora Neale Hurston Adapted By Ibram X. Kendi



Vocabulary

abolition (intro)	commence (ch. 7)
tangent (ch. 1)	rude (ch. 10)
compound (ch. 1)	rift (ch. 14)
remote (ch. 3)	lingering (ch. 12)
reluctant (ch. 4)	awe (ch. 14)

SAMPLE DISCUSSION QUESTIONS & ACTIVITIES

Building Background Knowledge

To engage with this text, readers need the following background knowledge:

- Students should be introduced to *dialect*, specifically the dialect spoken by Cudjo Lewis.
- Students should understand the important role that oral history and storytelling play in various cultures.
- Students need an understanding of the Atlantic human trade and The Act Prohibiting Importation of Slaves of 1807. Their understanding should include a timeline through Reconstruction, lessons on the middle passage and facts about the U.S. economy's reliance on enslaved labor.

Introduction - Ch. 3

1. There are people who assume that the continent of Africa is a monolith, with people who look the same, share the same language and have the same beliefs. How does the information on pg. 14 counter this viewpoint?
2. How do you define *language*? Who determines whether or not a language is deemed acceptable or standard?
3. How does Cudjo describe how law worked in his village?

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Extension Activities

- Students engage in a multimedia oral history project that could include interviews, photographs, and short essays. Students then share these projects with their school community and others.
- Lead students in a lesson about historical artifacts and how they are used to tell stories. Then, have students research the finding of the sunken Clotilda and discuss the historical significance of this artifact and what it could mean to the descendants of Cudjo Lewis and the descendants of other Africatown founders.

Identifying Cultural Behaviors

Cultural Behavior	Examples from the Text
Varied Conversational Patterns - verbal overlap, circular discourse	Throughout the text, Cudjo and Hurston engage in nonlinear discourse as he intertwines stories from his past and he seemingly ends conversations abruptly to tend to other tasks.
Realness - frank, direct, upfront	Cudjo is very frank with Hurston about how he feels each day and whether or not he wants to engage in conversation about his past experiences.
Concept of Time	The interactions between Cudjo and Hurston are controlled by the moment, not by the clock. There are times when their conversations are short and times when they spend the whole day together without conversation.