Should you give up a fight you are losing?
The Forbidden Schoolhouse

Getting Started

What If?

You move to a house that is next to your city park. You notice that the park is full of garbage, and no one takes care of the playground equipment. You are afraid children are going to get hurt. The grass is so high that it comes up to your knees.

You talk to your neighbors, but no one wants to help. You call the mayor, but he never calls you back. Weeks pass. You put up signs and tell everyone you know that you are going to clean the park on Sunday. But when Sunday arrives, no one shows up to help you. No one cares. The park is huge, and you know it would take months to clean it alone.

Make notes about how this would affect you.

- Would you try to clean the park by yourself?
- How would you feel about your neighbors and friends?
- Would you want to help others in the future?

Connect to The Exchange Question  Discuss how this situation could relate to The Exchange Question: **Should you give up a fight you are losing?** Summarize your discussion.
Introduction

Read the Introduction on pages 9–11 in The Forbidden Schoolhouse. The Introduction will help you understand key concepts in the book. Knowing them will help you discuss and write about the book.

The Introduction includes information about

- the treatment of African Americans during the 1800s
- the role of abolitionists in the struggle for equality
- Prudence Crandall and her school for African American girls

After you read the Introduction, answer these questions to check your understanding.

1. How were African Americans treated in the North and in the South during the 1800s?

2. Why did Prudence Crandall want to open a school? How did other people feel about her decision?

3. How did abolitionists feel about African Americans and slavery?
Introduction: Key Concepts

Definition Map

Study the Definition Map for abolitionist. Write a sentence using the word abolitionist.

On a separate sheet of paper, create a similar Definition Map for each of the Key Concept words. Write a sentence for each one.
1. **Personal Response** When Prudence read the *Liberator*, she began to think about helping African Americans. Describe a time when you read or heard something that motivated you to take action.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

2. **Cause and Effect** How did abolitionists inspire Prudence? Use the word *abolitionist* in your response.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

3. **Inference** Daniel Frost explained that he did not want African Americans to be educated because it might encourage them to believe they were just as good as white people. What does that tell you about Daniel Frost?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

4. **Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
Respond to Chapters 1–5, continued

5. Irony Prudence was criticized for letting an African American girl attend her school. Write the events that led to a solution to this problem in the Problem and Solution Chart.

Problem and Solution Chart

Problem: The people in Prudence’s town got upset because she allowed an African American girl to attend her school.

Event 1:

Event 2:

Event 3:

Problem: Prudence decided to close her school and open a school for only African American girls.

What is ironic about the townspeople fighting against one African American girl attending Prudence’s school?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
1. **Personal Response** Prudence had powerful enemies, but she also
had friends and family members who supported her. Describe a time
when a friend or family member supported you.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

2. **Inference** The townspeople threatened Prudence and even put her
in jail. What strong conviction did Prudence hold that allowed her to
endure this conflict? Use the word *conviction* in your response.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

3. **Persuasive Techniques** How does the author convince readers that
the Connecticut Black Law was controversial?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

4. **Generate Questions** Write a question about this section for someone
else reading this book. Exchange questions with them. Do you agree
with their answer?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
5. **Compare and Contrast** Prudence Crandall had to fight against Andrew Judson. Think about their traits, actions, interests, and feelings. List their main characteristics in the **Venn Diagram**.

**Venn Diagram**

Prudence Crandall  
Both  
Andrew Judson  

How did Prudence’s and Andrew’s personalities make their fight even more difficult to resolve?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
The Forbidden Schoolhouse

Respond to Chapters 10–13

1. **Personal Response** Prudence knew she had to stay calm when people threatened her. How do you react when someone is being rude or mean? Is this the best way to handle the situation? Why?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

2. **Cause and Effect** How did townspeople’s prejudices affect their actions? Use the word *prejudice* in your response.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

3. **Perspectives** Prudence’s students experienced violence because of Prudence’s beliefs. If you were a student at Prudence’s school, would you have stayed even though it was dangerous? Why or why not?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

4. **Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
5. **Opinion** People tried different ways to force the school to close. What were some of the ways people tried to intimidate, or bully, Prudence and her students? Use the **Main Idea Diagram** to answer the question.

### Main Idea Diagram

- **Main Idea:** Some townspeople tried to intimidate Prudence and her students so Prudence would close the school.

  - Detail:
  - Detail:
  - Detail:
  - Detail:
  - Detail:

Prudence did not let the bullying or attacks change her mind about keeping the school open. Do you think Prudence should have closed the school after each of these events in order to keep herself and her students safe? Why or why not?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Respond to Chapters 14–Epilogue

1. **Personal Response** Prudence is remembered as a hero. Who is a hero you have? What makes that person so inspiring?

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

2. **Summarize** The author describes historical events throughout the late 1800s. How did the town of Canterbury eventually change its views about Prudence and her school? Use the word *prohibit* in your response.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

3. **Opinion** When Prudence left Canterbury, she might have felt like she had failed. Do you think that she failed? Why or why not?

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

**What If?**

4. **Connect** Look at your notes on *Student Journal, page 2*. Think about what might happen if no one was supportive of a fight you believed in. Compare this to *The Forbidden Schoolhouse*. Why did Prudence continue to fight when most people were against her?

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
5. **Judgments** In the Epilogue you learn how Prudence’s life and work affected her community and U.S. history. List the ways Prudence’s life was remembered and how she had an impact on others.

**Idea Web**

Look at the details you listed above. Which detail had the biggest effect on U.S. history? Which detail had the least impact? Why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________