Meet Mary Stolz

Mary (Slattery) Stolz was born in Boston, Massachusetts, in 1920. She attended school in New York City, where she received a progressive education, first at Birch Wathen School and then at Columbia University. Both schools, she said, gave her “all sorts of encouragement to do the two things in which I was really interested—writing (mainly poetry and fairy tales), and reading anything at all.” Stolz also spent one year at the Katharine Gibbs School, where she learned to type, an invaluable skill in the author’s opinion. “I might never have been a writer if I hadn’t learned to type,” she said.

Although she had always hoped to be a writer, Stolz did not pursue a writing career when she got out of school. She held a variety of jobs, married, and had a son.

In her twenties, Mary Stolz was afflicted with a lengthy, painful illness that kept her housebound. The physician who helped cure her, Dr. Thomas Jaleski, whom she later married, knew she loved to write. He advised Stolz, to keep her occupied while she recovered, to write something that would take her a long time—a novel. She took his advice and began to write about her experiences as a fifteen-year-old girl. The result was the novel To Tell Your Love, published in 1950.

A Writer’s Way To Tell Your Love was the first of many successful novels that Stolz wrote for teenagers. Since then she has also written for middle-school and younger readers. Many of her stories were based on facts drawn from her own youth, that of her son when he was a boy, and those of her nephews and niece. Asked where she got her ideas, she said, “From living, and looking, and being curious, and eavesdropping, and caring about nearly everything. From reading.”

Mary Stolz is often commended for her realistic dialogue, settings, and portrayal of situations relevant to young people. Before writing about a subject, Stolz often quizzes family members to make sure she has every detail exactly right. Critic Lee Bennett Hopkins said that Stolz “gets it all—this is why her writing is keen and sharp.”

Most critics agree that Stolz’s chief talent lies in her ability to create believable, well-developed characters. Her protagonists are intelligent, sensitive, and interested in learning more about themselves and the world around them. While her early works were often focused on characters who were from wealthy families and who had typical young-adult problems, Stolz’s later works feature characters who are struggling with family stress and deeper issues—such as alcoholism, divorce, war, and death.

Rewards of Writing Since the publication of her first novel, Stolz has received numerous awards and honors. Several of her books have earned American Library Association Notable Book citations. In 1962, her Belling the Tiger received the Newbery award Honor Book designation. In 1982, the George G. Stone Center for Children’s Books gave her the Recognition of Merit award for her entire body of work.

Today, Mary Stolz lives in the Florida Keys, where she continues to write for children as she has for more than fifty years.
From my mail, I know that there are many children still looking for answers in books. I used to, as a child. I still think something reassuring is to be found in them. If we read hard enough they can offer us at least part of a perspective to What are we going to do about it. With even that part of a perspective we could, possibly, still save our world. It’s a hope.

—Mary Stolz, acceptance speech for the Recognition of Merit, George G. Stone Center for Children’s Books, 1982

BACKGROUND

As suggested in the quotation above, Mary Stolz believes that books can provide readers with answers to some of life’s more perplexing questions; or at least, they can provide the perspective needed to find those answers. In the novel Cezanne Pinto, readers can gain perspective on several important questions. For example:

- How could a country dedicated to the principle that all people are created equal have supported the cruel and unjust system of slavery?
- How could brothers go to war against each other?
- Why does prejudice continue to exist?

The novel does not answer these questions, but it does force readers to ask the questions and to consider what are we going to do about it.

By writing a novel about slavery for young adults, Mary Stolz is ensuring that no generation of Americans will forget what the practice of slavery cost this country and, most important, what it cost the human beings who were forced to endure it.

Since the days of slavery, African Americans have striven to reclaim their heritage and to celebrate it. The process has been slow, and the injustices of the past have lingered. Through the voice of Cezanne Pinto, the narrator and main character of the novel, Stolz pays homage to the African Americans who have supported the cause of equality, especially the heroic women of the past. In the novel the women are portrayed by the fictional characters Mam, Cezanne’s mother, and Tamar, his beloved friend and teacher. The novel also recalls the contributions of the historical figures Harriet Tubman, Sojourner Truth, and Zora Neale Hurston.

Cezanne Pinto opens his story by telling readers that he is going to explain “how it felt to be me.” At the end of the novel, he mentions a famous essay by writer and folklorist Zora Neale Hurston entitled “How It Feels to Be Colored Me,” concluding, as Hurston does in her essay, that “It’s okay with me, too, to be colored me.” Perhaps in framing Cezanne’s story this way, Mary Stolz is encouraging all her young readers of whatever race, ethnic background, religion, or sex, to come to the same conclusions about themselves and say, “It’s okay to be me.”

THE TIME AND PLACE

The story of Cezanne Pinto’s life spans nine decades, but the events in the novel take place mainly between the years before 1860 to about 1870. When the novel opens, Cezanne Pinto is a young enslaved child living with his mother on the Gloriana plantation in Virginia. Birth records were not kept for enslaved persons, and because enslaved children were often separated from close family members, they had no way of knowing their exact age. When he runs away, a few years later, Cezanne decides to be twelve.

Cezanne Pinto’s ancestors were probably among the hundreds of thousands of people who were captured in Africa and brought to the United States against their will in slave ships between 1680 and 1808. Once here, mothers, fathers, and children were auctioned off to white people with no regard for keeping families together. Enslaved couples who married and had children were not guaranteed that they could stay together. White plantation owners could and often would trade or sell an enslaved person to pay off a debt or for some other reason.

Those in bondage who were brave enough to try to escape ran the risk of being recaptured or killed during their attempt. Even so, thousands sought freedom in the North. They were assisted
The novel *Cezanne Pinto* is sometimes described as a slave narrative. Between 1830 and 1860, members of the antislavery movement encouraged the publication of narratives in which enslaved persons gave detailed accounts of the suffering and humiliation that they experienced in service to white people and of their longing for freedom. Because many of the enslaved could not write, the actual writers of these memoirs were white persons who embellished the stories to promote the antislavery movement.

Among the most authentic and most shocking of the slave narratives was Frederick Douglass’s *Narrative of the Life of Frederick Douglass: An American Slave*, which he wrote in 1845. In *Cezanne Pinto*, the narrator makes many references to Frederick Douglass, who, like himself, had been born into slavery and was separated from his mother at a young age. Douglass, originally named Bailey, was born in Tuckahoe, Maryland, in 1817. He learned to read and write, and when he was twenty-one, he escaped to the North, settling in New Bedford, Massachusetts. There he changed his last name to avoid recapture. An eloquent speaker, he lectured against slavery on behalf of the American Anti-Slavery Society and went on to hold a number of government positions during and after the Civil War. He also waged a tireless campaign to win civil rights for all freed African Americans; Douglass died in 1895 in Washington, D.C.

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**Did You Know?**

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FOCUS ACTIVITY

How do you feel about your name? Do you think that it affects the way that other people think about you? Would changing your name change the way others perceive you? If you could change your name, what would you call yourself and why?

Journal

In a journal entry, explain how you were named and how you feel about your name. Then tell what name you might choose for yourself, why you would choose that particular name, and what your new name would say about you.

Setting a Purpose

Read to discover how Cezanne Pinto got his unusual name.

BACKGROUND

Did You Know?

Contrary to what many people believe, not all white Southerners owned enslaved persons, nor were all Southern plantations lush, opulent places. Only about twenty-five percent of the white people in the South held African Americans as chattels. Only a few plantation owners were wealthy enough to house and support hundreds of enslaved persons. However, these few wealthy Southerners were in a position to affect the politics and the economy of the South, ensuring that the practice of slavery continued. As you read Cezanne Pinto, pay attention to the details used by the narrator to describe Gloriana, the plantation where he was enslaved, and the Clayburns, his white owners.

The Narrator’s Voice

The narrator is the person who tells a story. Because Cezanne Pinto is written in the form of a memoir, it relates one person’s experiences and thoughts. The narrative is told in the first person, with the main character, Cezanne Pinto, referring to himself as “I” and “me.” As you read the novel, notice how the narrator’s voice—his casual style, as if he were talking to a friend, and his habit of stringing descriptive words and phrases together—contributes to the tone of the story.

VOCABULARY PREVIEW

bondage [bɒndɪdʒ] n. involuntary servitude; slavery (p. 3)
enslaved [ɛnslævd] adj. being in slavery; being bound to another (p. 4)
exhilaration [ɪɡˈzɪlərəʃən] n. the state of being enlivened, invigorated (p. 1)
floggings [flɒɡˈɪŋz] n. severe beatings or whippings, especially as punishment (p. 16)
furtive [ˈfɜːtɪv] adj. secret (p. 23)
grapevine [ɡræpˈvɪn] n. a secret or informal means of spreading information, especially from person to person (p. 9)
overseer [ˈəʊvər ˈseɪər] n. one who watches over and manages, especially a person who supervises the work of laborers (p. 2)
wretchedness [rɛtʃəd ðɛs] n. state of extreme unhappiness; deep distress (p. 20)
In this section, Cezanne Pinto describes his life as an enslaved person on the plantation. Despite the degradation he suffers, he manages to find ways to keep his spirits up. In the web organizer below, note details about the persons and the things that young Cezanne relies on for encouragement, companionship, and pleasure.

Cezanne

Mam
Helps Cezanne pick his name.
Encourages him to run away when he is older.
Responding

Cezanne Pinto Chapter One

Personal Response
What are your feelings toward Cezanne Pinto after reading this section?


Analyzing Literature
Recall and Interpret
1. List three details that Cezanne Pinto gives about his life that help you understand why enslaved persons are willing to risk their lives to run away.


2. In what ways does Cezanne’s father appear to be an ideal enslaved person? What makes him less than ideal to a slaveholder?


3. Describe the importance of the grapevine on the plantation. Why may white people think that the grapevine is dangerous?


4. In this section, Cezanne makes two references to the Promised Land. What is the Promised Land to enslaved persons, and what will get them there?


5. Compare and contrast Cezanne’s mother with Tamar. What do you foresee will happen to each woman? Explain your answer.
Responding

Cezanne Pinto Chapter One

Analyzing Literature (continued)
Evaluate and Connect

6. Explain how Cezanne gets his name. Look back to your response to the Focus Activity on page 16. Were any of your reasons for choosing a new name the same as Cezanne’s?


7. How does Mr. Clayburn reveal his ignorance and bigoted views as Cezanne and his mother part?


Literature and Writing
Analyze Character

Review your Active Reading web on page 17. Then write a paragraph in which you analyze the character of Cezanne Pinto as he appears in this section. Explain how the author shows what Cezanne is like and why readers should care what happens to him.

Extending Your Response
Literature Groups
Throughout this section, Cezanne Pinto makes references to his life as an adult. One reviewer has suggested that “the flashback format somewhat undermines suspense by allaying concern for his safety.” In your group, debate this idea. Do you agree or disagree with the reviewer? As a reader, would you have preferred not to know that Cezanne got an education and became a teacher or that he went to Texas searching for his mother but never finding her? Look for other places where Cezanne gives details about his future. Decide whether these details enhance or detract from your enjoyment of the novel. Share your views with the class.

Learning for Life
Cezanne was not paid for his handling of the horses or for his work in the stables. Look through the section for details about Cezanne’s natural ability to handle horses and about his responsibilities in the stables. Then write a job description that might appear in a newspaper, listing the qualifications required and the salary offered.

Save your work for your portfolio.
FOCUS ACTIVITY

What does freedom mean to you? What would you be willing to endure to be free? What would you most miss if you had to give up your freedom?

List It!
Brainstorm to create a list of things that you associate with being free. Organize the list from most important to least important.

Setting a Purpose
Read to find out the risks Tamar and Cezanne take to gain freedom.

BACKGROUND

Did You Know?
In 1793, the U.S. Congress passed the first Fugitive Slave Act, which allowed owners to demand the return of enslaved persons who had escaped to free states. Northerners, who in general opposed the law and the return of enslaved persons to the South, found ways to circumvent the law. They passed their own personal liberty laws that allowed fugitives to appeal to a jury. Angered by this action and by the North’s persistent refusal to return escaped enslaved persons, the South pressured Congress to pass stricter laws. In the Compromise of 1850, the second Fugitive Slave Act was passed. The new stiffer law prohibited fugitives from testifying on their own behalf. It also imposed heavy penalties upon anyone who refused to obey the law or who aided the flight of enslaved persons. Because of the Fugitive Slave Acts, the Underground Railroad extended its route to Canada.

Figurative Language and Sensory Details
Mary Stolz enriches the narrative with **figurative language** and **sensory details** that create vivid mental images for readers. Figurative language includes similes, metaphors, and personification. A **simile** uses like or as to compare two seemingly unlike things (as in He is as sly as a fox). A **metaphor** compares two or more things that have something in common without using like or as (as in He is a fox). **Personification** gives human qualities or characteristics to animals, inanimate objects, forces of nature, or ideas: longhorns referred to as being “noble” and having “pride.” **Sensory details** are words that evoke the sensory experiences of seeing, hearing, tasting, smelling, and touching. As you read the novel, look for passages that contain figurative language and sensory details. Consider how these elements enrich the text and your appreciation of the characters, setting, and events.

VOCABULARY PREVIEW

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>abolitionists</td>
<td>n. those who advocated putting an end to slavery (p. 54)</td>
</tr>
<tr>
<td>brougham</td>
<td>n. closed, four-wheeled horse-drawn carriage having a seating capacity for two or four passengers and an uncovered raised seat for the driver (p. 56)</td>
</tr>
<tr>
<td>credence</td>
<td>n. belief as true or real (p. 57)</td>
</tr>
<tr>
<td>emigration</td>
<td>n. the act of moving from one place or country to settle in another (p. 52)</td>
</tr>
<tr>
<td>impervious</td>
<td>adj. incapable of being passed through or penetrated (p. 31)</td>
</tr>
<tr>
<td>moribund</td>
<td>adj. in a dying state (p. 41)</td>
</tr>
<tr>
<td>segregated</td>
<td>adj. separated from others on the basis of race (p. 52)</td>
</tr>
</tbody>
</table>

Before You Read

Cezanne Pinto Chapters Two and Three
In this section, Cezanne and Tamar escape from the plantation and embark on a dangerous and adventurous journey. To better understand what Cezanne experiences in this section, using the boxes below, describe briefly and in sequence the important stages of this journey. Include details about significant people and places along the way. Use as many boxes as you need.

Tamar and Cezanne run away from Gloriana. Tamar has a copy of a map of the Underground Railroad drawn by Harriet Tubman and a forged pass.

Tamar and Cezanne arrive at Clive Court, Mr. Ramsey’s home in Ontario, Canada.
Responding

*Cezanne Pinto* Chapters Two and Three

**Personal Response**
Think about the events and people depicted in this section. What new insights did you gain about the enslaved persons who escaped from Southern plantations and the people who assisted them on the Underground Railroad?

**Analyzing Literature**

**Recall and Interpret**

1. According to Cezanne, how is Tamar like Harriet Tubman and Sojourner Truth?

2. How does Tamar motivate Cezanne when he appears too frightened to keep going? Do you think that she would actually leave him behind? Why or why not?

3. Describe what happens when Cezanne and Tamar arrive at the Forrests' house. Why, do you think, are the Forrests willing to help runaways?

4. Why is it so important for Cezanne to learn to speak correctly? What difference do you think it might make for him?

5. Why do Cezanne and Tamar leave Pennsylvania? What does Cezanne discover about Pennsylvania and other supposedly free states?
**Responding**

*Cezanne Pinto* Chapters Two and Three

**Analyzing Literature (continued)**

Evaluate and Connect

6. In your opinion, what kind of person is Mr. Ramsey? Support your response with evidence from the novel.

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7. Look back at the list you made for the Focus Activity on page 20. What might Cezanne Pinto add to this list? What things on your list might he consider the most important?

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**Literature and Writing**

Understanding Character’s Actions

In this section, Cezanne meets young Ezra Forrest. Months later, Cezanne learns that Ezra has run off to join the Union army, causing his parents great suffering. Pretend you are Cezanne and write a letter to Ezra, either praising his decision to join the army or encouraging him to return home. Support your opinions with details and ideas from the novel.

**Extending Your Response**

Literature Groups

In chapter three, as Tamar is preparing to leave Clive Court, Cezanne tells her that he is going to Texas to look for his mother. Tamar warns him that war might break out in the United States over the slavery issue. Cezanne writes, “I did not, in truth, care what went on in the United States of America, just so long as I wasn’t in it” (page 63). In your group, discuss the author’s possible motive for having Cezanne say this. Are Cezanne’s feelings understandable? What would you expect someone in his position to say and feel? Do you think that Tamar feels the same? Why?

Social Studies

Do research to learn more about the Fugitive Slave Acts and the Missouri Compromise. Create a chart or a time line that shows when these rulings were enacted, why they were enacted, where they were enforced, and what effect they had on the situation of enslaved persons. Share your chart or time line with the class.

*Save your work for your portfolio.*
FOCUS ACTIVITY

What qualities do you most admire in your closest friends? Why?

Share Ideas

With a partner, talk about qualities that you find admirable in your closest friends. Explain why you find these qualities admirable. How do they enhance your friends’ lives and the lives of those around them? What difference have these friends made in your life and in the lives of others?

Setting a Purpose

Read to discover the people who befriend Cezanne and enrich his life.

BACKGROUND

Did You Know?

Mrs. Ramsey introduces Cezanne Pinto to Charles Dickens through the novels The Pickwick Papers and Nicholas Nickleby. Charles Dickens was born in 1812, in Hampshire, England. While he was a young boy, his father suffered financial ruin and was thrown into debtor’s prison. Dickens was forced to leave school to work in a factory. Later, Dickens worked as a reporter, and this eventually led him to a career as a writer. The Pickwick Papers, which first appeared in installments in a magazine, was published in 1837. This humorous novel earned Dickens instant fame. His next book, Oliver Twist, published in 1838, was also serialized. Nicholas Nickleby was published in 1839. Going on to write many more successful novels, Dickens became the most acclaimed and widely read author of his time.

Crispus Attucks and the Boston Massacre

Tamar tells Cezanne that the Union army will not let persons of African descent enlist to fight for their own cause in the Civil War. She explains that in 1792, not long after the United States won its independence from Great Britain, a law was passed that prevented them from joining the army. The irony of this, she points out, is that Crispus Attucks, the first person to die in Revolutionary War, was a black man. Not much is known about Attucks. Historians believe that he was born around 1723, that he escaped enslavement in 1750, and that he probably avoided recapture by working on whaling ships for the next twenty years. In Boston, Massachusetts, on March 5, 1770, Attucks was among a mob of about sixty colonists who gathered around a group of British soldiers. The colonists ridiculed the soldiers and finally goaded them into firing into the crowd. Attucks was the first of three men to die.

VOCABULARY PREVIEW

abase [ə bās’] v. to humiliate; humble (p. 82)
censure [sen’shär] n. a judgment involving condemnation (p. 73)
desist [di zist’] v. to cease some action; stop (p. 83)
disciple [di sī’pal] n. a follower or firm supporter of a particular teacher or doctrine (p. 82)
eccentric [ik sen’trik] adj. deviating from established or conventional practices or patterns; peculiar (p. 90)
esteem [es tēm’] n. favorable opinion; high regard; respect (p. 88)
precursor [pri kur’sar] n. one that precedes or indicates the approach of another (p. 91)
preposterous [pri pōs’tar əs] adj. contrary to truth, reason, or common sense; absurd; ridiculous (p. 89)
quixotic [kwik sōt’ık] adj. ridiculously or excessively chivalrous or romantic; idealistic to an impractical degree (p. 89)
Writers use vivid descriptions, interesting anecdotes, and lively dialogues to help readers visualize and get to know their characters. As you continue to read *Cezanne Pinto*, use the cluster diagram to note details that the narrator uses to describe other characters in this section of the novel. Use as many circles as you wish.
Personal Response
How did you feel about Cezanne's decision to leave the Ramseys? If you were in the Ramseys' place, do you think that you would have responded more like Mr. Ramsey, who understood Cezanne's decision, or like Mrs. Ramsey, who tried but failed to understand? Explain your response.

Analyzing Literature
Recall and Interpret
1. Describe the relationship between Cezanne and Mrs. Ramsey. How does Mrs. Ramsey treat Cezanne? What does this reveal about her personality?

2. What is Cezanne's reaction to the snow? How do you know? What details does he use to describe it? What is the effect produced by these details?

3. What, do you think, does Cezanne mean when he said, "[Tamar] was a sword forged in a furnace that consumed some, and tempered others into steel? I, like Mrs. Ramsey, was subject to fear, and to doubt" (page 82)?

4. What leads Cezanne to depart from the Ramseys? Where does he go? How is his journey from Canada to the United States different from his earlier journey from the United States to Canada?

5. Explain how Cezanne becomes a member of the cavalry. Why, do you think, does Cezanne go along with Cal Trillo's scheme to trick the lieutenant? What element does this scene add to the novel?
Responding

Cezanne Pinto Chapter Four

Analyzing Literature (continued)
Evaluate and Connect
6. What is Tamar’s reaction to Cezanne’s relationship with Mrs. Ramsey? In your opinion, is Tamer’s reaction justified or understandable?

7. Which of the admirable qualities that you discussed in the Focus Activity on page 24 might Cezanne use to describe Jim Maury, Mrs. Ramsey, and Cal Trillo? What qualities might he add? What difference would he say these people made in his life?

Literature and Writing
Appreciating Historical Fiction
Historical fiction sets characters, either real or imagined, against a backdrop of actual events that involve real historical figures. In chapter four, several historical figures are mentioned during the course of Cezanne Pinto’s narration. Choose one of the people who most intrigues you and research to write a couple of paragraphs describing that person’s historical importance.

Extending Your Response
Literature Groups
In your group, review the scene in which Cezanne informs Mr. Ramsey of his decision to join the Union army. Then role-play a scene in which Cezanne, Mr. Ramsey, and Mrs. Ramsey debate Cezanne’s leaving. Draw on evidence in the novel to support your various positions. If you like, you may also include roles for other characters from the novel—Tamar, Jim Maury, Cezanne’s mother, or Ezra Forrest, for example—who come back from the past to offer their opinions about whether Cezanne should leave Canada. After you role-play, take a vote to decide whether the majority agrees or disagrees with Cezanne’s decision.

Learning for Life
Early in this section, Tamar tells Cezanne that although the Civil War was being fought to end slavery, enslaved persons were not allowed to enlist. As Cezanne Pinto, write a letter to Abraham Lincoln. Explain why you believe that enslaved persons should be allowed to enlist in the Union army. Use information from the novel to support your ideas. You might also use the Internet to do research about Crispus Attucks and other people of African descent who contributed to the growth and development of the United States before the Civil War.

Save your work for your portfolio.
Before You Read

_Cezanne Pinto_ Chapter Five

**FOCUS ACTIVITY**

Close your eyes and picture a cowboy from the Old West. How does he look? How is he dressed? What qualities does he possess that make him well suited for the life of a cowboy?

**Questionnaire**

Imagine that you have an opportunity to interview a cowboy from the Old West. With a partner, create a questionnaire to use in the interview. Ask questions having to do with the emotions, the character traits, the clothing, the responsibilities, and the daily routine associated with a cowboy’s life. The following sample questions will get you started:

- What is your name? Where are you from?
- How long have you been a cowboy? Why did you become a cowboy?
- What do you wear on the trail? Why?
- What personal traits do you have that make you well suited to the life of a cowboy?

**Setting a Purpose**

Read to learn how Cezanne becomes a cowboy.

**BACKGROUND**

**Did You Know?**

Texas, the largest state in the continental United States, became a state in 1845. In January 1861, against the wishes of its governor, Sam Houston, Texas seceded from the Union. Houston was removed from office when he refused to swear allegiance to the Confederacy. In the novel, Cezanne points out that “Texas alone of Southern states, experienced no Union incursions” during the Civil War. Nevertheless, “the tentacles of war—poverty and neglect—had managed to reach Texas, too” (page 110). This may have been because the state, trying to fend off an invasion by federal troops, was waging battles against hostile Native American and Mexican forces simultaneously. As you read this section of _Cezanne Pinto_, notice how the narrator’s use of vivid details helps the readers “see” the Texas landscape.

**Irony**

**Irony** is a contrast or discrepancy between appearance and reality, or between what is expected and what actually happens. In **situational irony** the actual outcome of a situation is the opposite of what is expected. For example, Cezanne and Tamar travel all the way from Virginia to Pennsylvania without being caught. Then when they board the boat that will take them to Canada and freedom, they are accosted by two men who want to return them to Virginia. **Dramatic irony** is the effect produced when the audience has important information that the characters in a literary work do not have. As you read the final chapter of _Cezanne Pinto_, look for examples of irony and think about its effect on the narrative.

**VOCABULARY PREVIEW**

- **forage** [fɔrˈi] v. to search about for food (p. 118)
- **imperishable** [im pərˈi ʃə bel] adj. enduring forever (p. 122)
- **mavericks** [mə vərˈiks] n. unbranded animals, especially motherless calves, traditionally belonging to the first person to find and brand them (p. 122)
- **mentor** [mənˈtər] n. wise and trusted counselor (p. 129)
- **paddock** [pədˈak] n. a small field or enclosure on which animals can graze and get exercise (p. 112)
Active Reading

Cezanne Pinto Chapter Five

As the novel advances toward its conclusion, Cezanne Pinto discusses subjects that have been important to him since he was a child. As you read, pay attention to how experiences related to each of these subjects affect him in this final chapter. In the boxes, make notes about his experiences with each subject.

Cezanne Pinto

Friendship

Cal Trillo rides with Cezanne in the segregated section of train on way to Texas.

Prejudice

Teaching/Learning

Family

War

Nature
**Responding**

*Cezanne Pinto* Chapter Five

**Personal Response**

What did you discover or realize about your own values and beliefs regarding personal freedom as you read the novel? Were you surprised by any of these realizations? Describe your reactions as you read the novel.

**Analyzing Literature**

Recall and Interpret

1. What does Cezanne mean when he says that he found the events surrounding the end of the Civil War "preposterous"? What words and phrases does he use to emphasize his feelings?

2. What is Cezanne's real purpose for going to Texas?

3. Why does Cal hope that when he gets home he will find his mother alone and his brothers away? What does he discover when he gets there?

4. What does Cezanne mean when he says to Cal, "I figured you got your color blindness from someone" (page 114)? What other people in Cezanne's life were "color-blind"?

5. What qualities make Cezanne well suited to the life of a cowboy? What part of being a cowboy does he enjoy? What part does he not like?
Responding

Cezanne Pinto Chapter Five

Analyzing Literature (continued)

Evaluate and Connect

6. What, do you think, is the author’s purpose for including the conversation between Cal and Jacob about the sides they took in the war?

7. In your opinion, what was the most important lesson that Cezanne learned from his life as a cowboy? Use details from the text to support your response.

Literature and Writing

Analyzing Character

On a separate sheet of paper, write questions for an interview with Cezanne Pinto about his life as a cowboy and the reasons for his eventually leaving Texas for Chicago. Use the questions that you developed for the Focus Activity on page 28, adding to them, if you wish. Then, write responses to the questions that you think Cezanne might give, basing your responses on what you have read in the novel.

Extending Your Response

Literature Groups

Look at your Active Reading notes on page 29. What message might the author be trying to get across about each of these subjects? In your group, discuss the messages that you think the author conveys about these subjects in the novel. Cite passages that support your ideas. Then together, develop a statement that expresses the novel’s message about each of these subjects. Compare your statements with the statements of other groups in the class.

Internet Connection

In writing about his days riding the western plains, Cezanne Pinto says, “I’d say cowboying was as unprejudiced a trade as any ever pursued in these United States of America” (page 123). Use the Internet to explore African American cowboys and the American West. Type the words “Black cowboys,” “African American cowboys,” or “African Americans and the American West” into your search engine. Then search the results to answer such questions as the following: Who were some famous African American cowboys? Where did they come from? What did they accomplish? What other roles did African Americans play in settling and developing the American West? You might also refer to the Related Reading “Black Cowboys,” on page 151. In an oral report, share what you have learned with the class.

Save your work for your portfolio.

Cezanne Pinto Study Guide
African American Spirituals

Free at Last; O, Freedom; Many Thousand Gone

Before You Read

Focus Question
Recall a time when singing a song lifted your spirits or inspired you to do something. What was the song? What did it inspire you to do? Why did it produce this effect?

Background
The African American spiritual is considered by many to be the first truly American music form. Spirituals, or religious folk songs, developed as an oral form of communication to express unity among enslaved persons and to protest enslavement. Through spirituals, enslaved persons shared their hopes, fears, sorrows, and—especially—their longing for freedom.

Responding to the Reading
1. What words or images in the first verse of “Free at Last” symbolize slavery?

_________________________________________________________________________

_________________________________________________________________________

2. What is the main idea expressed in “O, Freedom”? When and where does the speaker expect to be free?

_________________________________________________________________________

_________________________________________________________________________

3. In your own words, describe what the speaker of “Many Thousand Gone” experienced as an enslaved person.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

4. Making Connections What strong emotions expressed in these spirituals did Cezanne share? Considering Cezanne’s religious beliefs, what ideas expressed in these spirituals might Cezanne have had trouble accepting?

Present a Dramatic Reading with Music
The lyrics of “Free at Last” and “O, Freedom,” became popular again during the Civil Rights movement of the 1960s. Find and listen to recordings of these and other spirituals. Then select excerpts from important Civil Rights speeches and articles about the Civil Rights movement and choose one or two relevant passages from the novel. As a group, prepare a dramatic reading of these excerpts. Enhance your presentation by playing recordings of African American spirituals in the background.
Before You Read
Focus Question
Many enslaved people escaped north to freedom with the help of the Underground Railroad. How did the Underground Railroad operate? What courage did it take for people to embark on this dangerous journey?

Background
By the time the American Civil War erupted, in April 1861, about four million enslaved people of African descent lived in the United States. Enslavement was so intolerable that many of these people escaped on the Underground Railroad and risked death rather than remain in bondage. In this selection, author Gena K. Gorrell presents the story of the Underground Railroad, which plays an important part in Cezanne Pinto.

Responding to the Reading
1. How did the Underground Railroad get its name?

2. Explain the following Underground Railroad terms: conductors, passengers, stations, and stationmasters.

3. Why did much of the Underground Railroad lead to Windsor and Niagara Falls, Ontario?

4. What effect did the Compromise of 1850 have on the Fugitive Slave Act of 1793? What effect did the measure have on runaways?

5. Making Connections In this selection, the author explains how the existence and the operation of the Underground Railroad were kept hidden. After you read the novel, explain how Cezanne Pinto’s account of his escape illustrates this secrecy.

Write a Coded Message
Write a message in code that might have been given to John Forrest or another conductor or stationmaster on the Underground Railroad to prepare him or her for the arrival of Cezanne and Tamar. Look for details about their escape in the novel to get ideas for your message.
Before You Read
Focus Question
Recall a time when you or a person you know was helped by a stranger. What do you think motivates people to reach out to help others, especially when they may risk scorn or even punishment for doing so?

Background
Song of Myself, by American poet Walt Whitman, first appeared in the collection Leaves of Grass, published in 1855. In many of the fifty-two sections of Song of Myself, the poet describes people, places, or events that made a strong impression on him. In this section of the poem, the speaker offers comfort and shelter to an enslaved person, who, like Cezanne Pinto, endures great hardship for the chance to be free.

Responding to the Reading
1. What does the speaker do when he sees the runaway?

2. What words and phrases in the poem help you understand that the runaway’s journey has been difficult?

3. What is your opinion of the speaker of this poem excerpt? Support your opinion with examples from the poem.

4. Why, do you think, does the speaker say that he gave the runaway a room that entered from the speaker’s own room and that his firelock (an early version of a musket, a firing weapon) leaned in the corner of the dining room?

5. Making Connections Compare the treatment of the runaway in Whitman’s poem receives with the treatment of Cezanne and Tamar at the Forrests’ home.

Learning for Life
Design and create a memorial dedicated to all the people, free African Americans and white people, who helped runaway enslaved African Americans escape to freedom. Give the memorial an appropriate name and then prepare a brief speech for a ceremony in which you unveil the memorial in honor of these courageous people. Use details from the poem and the novel as inspiration.
Black C Cowys

Before You Read

Focus Question
If you chose to live a life that is totally different from the one you are living, where would you go and what kind of life would you choose?

Background
After the Civil War ended, thousands of recently freed African Americans settled in the West. Like Cezanne Pinto, many of them became cowhands. Although Cezanne Pinto is a fictional character, the cowboys discussed in this article really existed.

Responding to the Reading
1. According to Charles Goodnight, why was Bose Ikard an invaluable right-hand man?

2. What did George McJunkin find in Folsom, New Mexico? What did researchers learn years later that made McJunkin’s findings remarkable?

3. In your opinion, does the author believe that the tales told by Nat Love about his adventures in the West are entirely true? Explain.

4. By what name was Ned Huddleston known? What anecdote does the author share to illustrate that he was a kindhearted cattle rustler?

5. Making Connections What did you learn from reading this selection that might help you better understand references to names and places in the novel?

Literature Groups
In the novel Cezanne Pinto says, “The cowboy of the drives is, I grant, a fellow of romance. I wouldn’t mess with a myth, but will say that we cowboys ourselves . . . didn’t know beans about the glamorous life we were leading” (page 123). In your groups, discuss how the novel and the article confirm the sentiment expressed by Cezanne in this statement.
Harriet A. Jacobs

from Life of a Slave Girl

Before You Read

Focus Question
How do you remember your childhood? What memories are the most important to you? Why?

Background
This reading is from the 1861 memoir of Harriet A. Jacobs, a formerly enslaved woman of African descent. Like Cezanne Pinto, she reveals the humiliation of being someone else’s possession to be bought and sold at will. Life of a Slave Girl is one of the few existing authentic slave narratives written by a woman. Unable to find a publisher for her autobiography, Jacobs published it herself under the pen name of Linda Brent.

Responding to the Reading

1. How were the narrator’s father and her maternal grandmother different from other enslaved people you have read about? How were they the same?

2. What does the narrator mean when she refers to “the honor of a slaveholder to a slave”? What story does she tell to illustrate this idea?

3. When does the narrator learn that she is enslaved? How would you describe the narrator’s life up until the time she is twelve years old? What happens that changes her life?

4. What irony does the narrator perceive about the “precepts of God’s Word” that her mistress taught her?

5. Making Connections This selection is told from the perspective of a woman who as an enslaved child was allowed to live happily with both of her parents in a reasonably comfortable home. Cezanne Pinto is told from the perspective of someone whose family life was much different. What do you learn about the misery of slavery from Cezanne’s recollections of his childhood?

Write and Perform a Dialogue
At about the age of twelve, Cezanne Pinto’s life changes radically when he escapes slavery. At the same age, Harriet Jacobs’ life also changed radically when her mistress dies. Imagine that Cezanne Pinto and Harriet A. Jacobs meet when each is twelve years old. With a partner, write and perform a dialogue in which the two meet and discuss slavery, their religious convictions, and their hopes for the future.