

<h2>UNDERGROUND RAILROAD</h2>				Student/Class Goal Studying the Underground Railroad will provide understanding of a past era and offer lessons that resonate for both the past and present as students apply what they learn in order to gain insights into current civil rights issues.	
Outcome <i>(lesson objective)</i> Students assume the role of one of three different participants in the Underground Railroad. They will evaluate the characters’ motivations and actions from each point of view, and then share their discoveries with the class through journal writing. Students will also synthesize their learning by writing an essay about the Underground Railroad.				Time Frame At least three 45-minute sessions	
Standard <i>Convey Ideas in Writing</i>				NRS EFL 3-6	
Prewriting	Benchmarks	Drafting	Benchmarks	Editing and Revising	Benchmarks
Topic, purpose, & audience	3.1, 4.1, 5.1, 6.1	Organize writing	3.10, 4.11, 5.11, 6.10	Reread & revise	3.18, 4.19, 5.17, 6.14
Writing for purpose	3.2, 4.2, 5.2, 6.2	Sentences/paragraphs	3.11, 4.12, 5.12	Proofread	3.19, 4.20, 5.18, 6.15
Writing for various tasks	3.3, 4.3, 5.3, 6.3	Descriptive language	3.12, 4.13, 5.13, 6.11	Feedback from others	3.20, 5.21, 5.19, 6.16
Generate ideas	3.4, 4.4, 5.4, 6.4	Sentence structure	3.13, 4.14, 5.14, 6.12	Checklists & rubrics	3.21, 4.22
Main idea/thesis	3.5, 4.5, 5.5, 6.5	Spelling	3.14, 4.15, 5.15, 6.13	Publishing	Benchmarks
Research		Punctuation	3.15, 4.16	Technology	3.22, 4.23, 5.20
Plagiarism		Capitalization	3.16, 4.17	Publication	
Sources		Parts of speech	3.17, 4.18, 5.16		
Organize ideas	3.8, 4.9, 5.9, 6.9				
Organizational pattern	3.9, 4.10, 4.10				
Materials Slavery in America: Historical Overview – Escaping Slavery Underground Railroad Map Civil War and Slavery Thematic Collection Fugitive Slave Act Emancipation Proclamation <i>Maryland Fugitive Slave to His Wife</i> slave narrative <i>Journals</i> Teacher Information Resource Underground Railroad graphic organizer Ohio Underground Trails					
Learner Prior Knowledge Students might want to read Slavery in America: Historical Overview section on <i>Escaping Slavery</i> to provide additional background knowledge about runaway slaves. Since this passage is longer and contains some academic vocabulary, introduce the CLUE vocabulary strategy to practice using context clues with unknown words.					
MODEL STRATEGY Select a word, such as “truants” and write the sentence where it is found on the board. “Many runaways were actually truants who ran off to visit wives or husbands, family, and friends on neighboring plantations before returning to face the wrath of their masters.” Model each of the steps for CLUE: Circle-Look-Underline-Explain. <i>Circle</i> a word you don’t know. <i>Look</i> at the words around it and find clues about the meaning of the word. <i>Underline</i> any words that give you clues about its meaning. <i>Explain</i> what you think the word might mean. How did the context clue words help? Students repeat this process with four or five words they have selected. This strategy may be used as a whole-group, partner or individual activity, asking students to share their words and explanations. New vocabulary can be added to their journals.					

Instructional Activities

Step 1 – Share the map of the Underground Railroad with the class to explore the meaning of the Underground Railroad in U.S. history. Facilitate students in brainstorming reasons why slaves would run or why the UGRR came to be.

Ask students to identify groups of people that would be affected by the Underground Railroad. Divide the class into three groups (slave catcher, runaway, Underground Railroad station conductor). Create a three-way Venn diagram on the board for three characters: slave catcher, runaway, and Underground Railroad station conductor.

Step 2 - For differentiated learning options or if you'd like to do a literature theme, use trade books from the [Civil War & Slavery Thematic Collection](#). Students can read a selection and then write in their journals about what message this story gives about slavery. Notice that *A Gathering of Days*, one of the books on the matrix, is written in a diary format.

Students will be acquiring information from multiple sources for this lesson and will be asked to summarize and synthesize what they have learned about the UGRR. Their ability to comprehend by identifying the important parts of what has been read and then doing something with that information can be developed more fully by writing summaries in their journals. Reading comprehension first assumes an ability to prioritize or identify the major elements of a text. Summarizing can be done orally or in writing. The process of writing a summary forces the writer to slow down his or her thinking and become more reflective and thoughtful toward the text. Practice this approach with students if you don't already have a strategy for teaching summary writing. Modeling with selected text from various trade books is also recommended.

1. Take notes as you read a passage. Try to identify key bits of information. State the information in your own words.
2. Look over the notes and decide what is not necessary. Delete information that is either unimportant or too specific.
3. Organize the remaining notes into logical groups. Find a note or make new notes that identify or describe the category or groups.
4. Write a summary of the passage you read; aim at telling the main points of the passage, using your notes to tell the story.

The Fugitive Slave Act of 1793 made it a crime, among other things, to assist an escaped slave. Read about and evaluate this law in your journal. Students should also speculate on the effect of Lincoln's Emancipation Proclamation on slaves and slavery. To build student comprehension, encourage students to reflect, clarify and paraphrase the text with a partner. They can discuss or summarize sections verbally and then rewrite in their own words the important parts of this law.

Step 3 - With the class, read and listen to some slave narratives, focusing on ones in which they talk about their escape from slavery. [Narrative of the Life of Frederick Douglass, An American Slave](#), [Maryland Fugitive Slave to His Wife](#) and additional reading selections can be found by searching the Internet for 'slave narratives.' *Unchained Memories: Readings from the Slave Narratives* (2002) is available on DVD or book.

Students can react to these narratives in their journals. Note taking and summarizing are closely related. Both processes require students to identify what is most important about the knowledge they are learning and state that knowledge in their own words. If you haven't taught your students to take notes, step out of this lesson and give them a mini-lesson on note taking. There is no one correct way to take notes and students often prefer different formats, so it's a good idea to present a variety of methods. They might include: informal outline, webbing or a combination of both or others that you find helpful.

Step 4 - Now, divide the class in thirds and assign each group to write diary entries from the point of view of their role as runaway slave, slave catcher or Underground Railroad conductor. They might want to include a map of station stops, write about how they felt and what they saw and did.

TEACHER NOTE To find out more about diary writing, review the *Journals* Teacher Information Resource in the reading log section.

Make sure students follow these guidelines when writing about their characters:

- "Slaves" must address the reason they are running, and their plan and hopes.
- "Slave Catchers" must address their reasons for hunting down the slaves.
- "Underground Railroad Conductors" must explain why they are willing to risk their lives and livelihood to help slaves get to freedom.

Step 5 - Have students share their viewpoints with the class. Then, ask students to complete the appropriate section of the Underground Railroad graphic organizer with their point of view. As other class members share, students will fill in the rest of their

graphic organizer. Students can also share their diary entries.

Step 6 – To synthesize their learning, students can use one of these essay prompts or create their own question based on their research of the Underground Railroad:

- What effect did the Fugitive Slave Law of 1793 have on slavery from all three perspectives (runaway slave, Underground Railroad conductor, slave catcher)?
- What effect did President Lincoln’s Emancipation Proclamation have on all three participants’ perspectives?

Self, teacher and peer editing and revising can be used to finalize student writing. Students may choose to place this essay in their portfolio. Using the Ohio standards and benchmarks, the teacher and students can work together to develop a rubric to evaluate writing.

Assessment/Evidence *(based on outcome)*

Venn Diagram
Journaling and diary entries
Graphic organizer
Essay with rubric

Teacher Reflection/Lesson Evaluation

Not yet completed

Next Steps

Students may be interested in studying more about the Underground Railroad and how Ohio supported freeing slaves by investigating various sites found on the Ohio Underground Trails map. To continue on the topic of the Civil War & Slavery, the lesson *Slave Narratives* would be next in the series.

Technology Integration

Slavery in America http://www.africanholocaust.net/news_ah/slaveryinamerica.html
The Underground Railroad Wikipedia http://en.wikipedia.org/wiki/Underground_Railroad
Civil War & Slavery Thematic Collection <http://literacy.kent.edu/eureka/tradebooks/matrices/MatrixSlavery.doc>
The Fugitive Slave Act of 1793 http://www.civics-online.org/library/formatted/texts/fugitive_1793.html
Emancipation Proclamation <http://www.nps.gov/ncro/anti/emancipation.html>
Narrative of the Life of Frederick Douglass, an American Slave <http://docsouth.unc.edu/neh/douglass/menu.html>
Critique of Slavery <http://enh241.wetpaint.com/page/Critique+of+Slavery>
Diary Writing: A Research Method of Teaching and Learning <http://www.leeds.ac.uk/educol/documents/00001698.htm>
Venn Diagram Teaching Strategy http://literacy.kent.edu/eureka/strategies/venn_diagrams09.pdf

Purposeful/Transparent

Students will study the past to gain insights into current civil rights issues happening in the news today.

Contextual

Using maps, reading the Fugitive Slave Act, the Emancipation Proclamation and additional trade book selections about the Underground Railroad provide students with an authentic learning experience.

Building Expertise

Students are gaining content specific vocabulary and writing summaries.

Slavery in America: Historical Overview

http://www.africanholocaust.net/news_ah/slaveryinamerica.html

Escaping Slavery

Almost from the beginning of slavery in North America, southern masters struggled to cope with the constant problem of runaway slaves. It is impossible to know how many slaves actually ran away because no exact count was ever made. Some historians contend that up to 50,000 blacks ran away each year of slavery, especially from 1830 to 1860. However, most of these runaways were not attempting to escape slavery by fleeing to free states. Rather, they ran for a variety of reasons, and the vast majorities either returned of their own accord or were captured.

The most common motivation for slaves to run was their fear of severe punishments by whipping or worse treatment by cruel slaveholders and overseers. Many runaways were actually truants who ran off to visit wives or husbands, family, and friends on neighboring plantations before returning to face the wrath of their masters. Others were habitual runaways who left every chance they got to escape, usually because someone had insulted them or affronted their dignity. Again, many of these runaways returned once the slaveholder had calmed down or sent out the word through other slaves that no punishment would occur if the fugitive returned quickly.

Countless slaves also ran away after being sold in the domestic slave trade. These enslaved men and women tried to get back to their families or to connect with any family members who had been sold away from them. Very few ever succeeded in finding their families. Most gave up and returned to the plantations of their owners. Yet, some stayed away permanently by joining up with other runaways in so-called *maroon* colonies, trying to go to northern free states, or just surviving as best they could on their own, frequently trying to get lost among the slaves and free blacks in southern towns and cities like Charleston and New Orleans.

Although it is impossible to have an accurate profile of the typical runaway slave, historians investigating fugitive advertisements in southern newspapers agree that, except in urban centers like New Orleans and Charleston, 80 to 90 percent of the runaways were males. Very few children were among the runaways, perhaps only around two percent. The male runaways were also young, single men in the main, usually in their mid-twenties and represented every type of occupation in slavery: field hands, skilled artisans, and house servants. Usually, the runaways made their attempted escapes in the summer months. Having fled, these young, unmarried men had to elude slave patrols and bounty hunters as well as local informants. Every town in the South erected special jails to house captured runaways, and every newspaper carried numerous ads identifying fugitives in great detail as to their physical descriptions, such as color, size, gender, age, and physical markings, as well as their attitude. The ads also indicated where the fugitive was likely headed and sometimes their motives for running away. Newspapers also ran ads listing those slaves recently captured and confined in jail. If the slave's owner did not take up a captured slave within a short period of time, the runaway would be sold in a public auction.

Among the thousands of runaways were those who tried to escape from slavery by fleeing to free states, Canada, Mexico, or the British West Indies. No one knows how many slaves escaped. Historians suggest that at least 1,000 may have made it to freedom each year in the 1840s and 1850s. Although we can't be sure, analysis of slave runaway ads in newspapers suggest that fewer than ten percent of runaways were headed north in the opinions of their owners. Sample studies indicate that around 75 percent of these fugitives were never captured. Most of these fugitives fled from border states, such as Maryland, Virginia, Missouri, Kentucky, and Tennessee. Others used the Mississippi River to escape by going down river in the 1820s, prior to the steamboat, and up river

after 1830. Still others escaped by boarding coastal trade ships bound north or to the West Indies. Frederick Douglass was one of the most famous of these fugitives.

Beginning in the 1850s, southern slaveholders, as well as northern abolitionists, referred to the escape routes used by runaways as part of a system of well-traveled trails and safe houses along the way to freedom. Because the railroad captured the imagination of Americans as the technological wonder of the age, these loosely organized and haphazard escape routes and the support system runaways used became known as the Underground Railroad.

After a while, the symbolic meaning of this network of safe houses, contact points, and operators was more important than its reality. Southern slaveholders used the term Underground Railroad to shore up their defenses and demand a stringently enforced Fugitive Slave Law, which became part of the Compromise of 1850. Northern abolitionists also boasted of its success in freeing slaves and demonstrating to the world the undying thirst for freedom and courage that its passengers and operatives exhibited. Anti-slavery societies and groups frequently presented runaways and the free blacks who assisted them at meetings and events where they detailed the horrors of slavery for enraptured, angry audiences.

The Underground Railroad operated principally in the Upper South and the North, and most of the fugitives who made it to the North escaped on their own. Once outside of the South, however, hundreds--perhaps even thousands--of individuals assisted the runaways to avoid capture and to make it to Canada. This network was managed, operated, and principally funded by African Americans rather than by whites, although whites also did participate in small numbers. Working-class blacks provided clothing, food, and shelter, while wealthier northern blacks offered legal help, money, publicity, and important contacts with anti-slavery societies and helpful whites. Once the escaped blacks reached the North, they found safe houses and assistance in evading any pursuing slave catchers. This system of assistance operated most effectively in Ohio, Pennsylvania, and New York. Fugitive slaves found networks of sanctuary among black communities that essentially constituted an underground network of committees, stations, and information. This network was broad reaching, and its members used undercover agents in hotels, train stations, and ports. Black workers in hotels frequented by slave catchers kept track, for example, of their movements and even used the telegram to warn others about their comings and goings. Perhaps, the best-organized network operated in Washington D.C., where its members helped rescue slaves from Virginia and Maryland, sending them on to Philadelphia or New York with forged certificates of freedom for safe transport to Canada.

Perhaps, the most famous underground agent was Harriet Ross Tubman. She escaped slavery in 1849 from Maryland, running away upon learning that her master planned to sell her out of State, thus separating her from her husband. In freedom, Tubman lived for two years in Philadelphia before sneaking back to the South in the hope of persuading her husband to join her, only to find that he had remarried. Her daring trip back to Maryland convinced her that she could help others escape to freedom.

For the next decade, Tubman returned 19 times to the South, rescuing nearly 300 enslaved men, women, and children. She often dressed as a feeble old woman or as an impoverished and mentally demented man. Among the people she rescued were her sister and her sister's two children, her brother and his wife, and her own parents, with whom she settled in Auburn, New York. A fearless fighter, Tubman helped the white abolitionist John Brown plan his raid on Harpers Ferry, Virginia. However, she was prevented from actually participating in the raid by a last minute illness. Faced with a \$40,000 bounty for her capture, Tubman defied all odds again and again, making her last trip south in 1860.

Among those who broke for freedom in the American South were African Americans who lived for years with groups of runaway slaves in independent, outlaw communities. These maroon communities existed everywhere in the Americas and, especially, in Jamaica, Surinam, St. Domingue, and Brazil. (The term *maroon* derives from the Spanish word, *Cimarron*, and it originally referred to runaway animals that had wandered off farms and plantations.) In the American South, these communities--perhaps around 50 in number--were small, mobile, and largely male groups of fugitives who sustained themselves by raiding local plantations and producing their own crops that were hidden away in swamps and marshes.

Several factors worked against the existence, however, of large numbers of maroon communities in the South: few impenetrable wilderness or mountain areas existed to offer refugee and sanctuary; Native Americans often worked for whites as slave catchers; and a disproportionately large white population was determined to eliminate any independent black activity in their midst. Equally important, maroon communities in South and Central America and the West Indies were almost always composed of recent arrivals from Africa who tended to runaway in groups. Conversely, American-born slaves who ran away tended to act as individuals rather than as groups, possibly reflecting their lack of cultural identity with Africa by the 1830s.

The Spanish borderlands in Florida and Louisiana and the Dismal Swamp area in Virginia and North Carolina proved to be the most hospitable areas for maroon communities of the sort found elsewhere in the Americas. The largest of these communities existed in the Dismal Swamp, and it may have numbered 2,000 escaped slaves. In contesting the British for control of West Florida in the late colonial era, the Spanish offered freedom to escaped English slaves, some who then formed maroon communities in association with Native Americans, especially the Seminole Indians. In an area just north of St. Augustine, a haven for runaway slaves known as Gracia Real De Santa Teresa de Mose thrived and was officially sanctioned by the Spanish from around 1738 to 1765. In the 19th century, escaped slaves lived with and fought alongside the Seminole Indians in the Florida swamps, actually forcing the United States to recognize their independence. After the Second and Third Seminole Wars ended in the 1850s, the maroons of Florida were allowed to move with the Seminoles to Oklahoma rather than be returned to the white slaveholders from whom they had escaped.



By 1850, it was commonly believed that a systematic and well-organized "Underground Railroad" assisted fugitive slaves throughout the South to escape slavery. Most of these runaways, perhaps one or two thousand each year, escaped from slave states close to the North or from coastal regions where they fled by hiding on ships or boats. Few received any help from abolitionists until they made it into a free state. Once there, safe houses and other African Americans often helped the fugitives from slavery to make it safely to northern cities and even to Canada. Some fugitives did escape from the Deep South, but the idea of an established Underground Railroad was more myth than fact. Abolitionists often dramatized these escapes in anti-slavery newspapers, and slaveholders who wanted strong fugitive slave laws enforced by the federal government also spread stories about an underground railroad with stations all over the South.

Civil War and Slavery Books

Author	Title	Type*	Difficulty**	Setting	Heroes	Slavery	Civil War	Abolition	Underground Railroad	Other
Adler, D.	A Picture Book of Frederick Douglas	P / Bio	Easy	North and South U.S.	X	X				
Adler, D.	A Picture Book of Sojourner Truth	P / Bio	Easy	New York State	X	X				
Ayres, K.	North by Night	Fic	Medium	Ohio		X	X		X	Fugitive Slave Act
Banks, S.	Abraham's Battle	YA / Fic	Difficult	Gettysburg			X			
Banks, S.	Juneteenth	NF		South U.S.		X	X			
Beatty, P.	Jayhawker	YA / Fic	Difficult	Kansas	X		X	X		
Bentley, J.	"Dear Friend": Thomas Garrett and William Still	NF/Bio	Difficult	North and South U.S.			X	X	X	Photos 7 letters
Berry, J.	Ajeemah and His Son	YA / Fic	Difficult	Africa and Jamaica		X				
Bial, R.	The Underground Railroad	NF / Photo	Medium	Ohio, North and South U.S.		X			X	
Blos, J.	A Gathering of Days	YA / Fic	Difficult	Rural New England		X				Journal
Chang, I.	A Separate Battle: Women and the Civil War	YA / Variety	Difficult	North and South U.S.	X	X	X	X		Vintage photographs
Engle, Margarita	Poet Slave of Cuba, The: A Biography of Juan Francisco Manzano	P / Bio	Med.	Cuba						Poet
Everett, G.	John Brown: One Man Against Slavery	P / Fic	Easy	Harper's Ferry, VA	X			X		
Fleischman, P.	The Borning Room	YA / Fic	Difficult	Ohio		X			X	
Fleischman, P.	Bull Run	YA / Fic	Difficult	North and South U.S.			X			Points of view
Forrester, S.	Sound the Jubilee	YA / Fic	Difficult	Nag's Head		X	X			

Freedman, R.	Lincoln: A Photobiography	NF / Bio	Difficult	U.S.	X	X	X	X		
Gaines, E.	Freedom Light	NF	Difficult	Ohio			X	X	X	Ripley, OH
Gauch, P.	Thunder at Gettysburg	P / Fic	Easy	Gettysburg			X			Children and war
Giblin, James Cross	Good Brother, Bad Brother	NF, Bio	Diff	American South			X			Booth brothers and Lincoln's assassination
Gorrell, G.	North Star to Freedom: The Story of the Underground Railroad	YA/NF	Difficult	North & South U.S., Canada	X	X			X	Authentic old photographs, drawings, documents
Hamilton, V.	Anthony Burns	YA / Fic	Difficult	Virginia and Boston, MA		X		X		Fugitive Slave Act
Hamilton, V.	Her Stories	Fic	Medium	Africa		X				
Hamilton, V.	The People Could Fly	P / Fic	Medium	Southern U.S.		X				Other: Slave tales
Hansen, J.	I Thought my Soul would Rise and Fly	YA / Fic	Medium	Southern U.S.		X	X			Emancipation Proclamation
Hansen, J. & McGowan, G.	Breaking Ground, Breaking Silence	NF	Medium	NYC		X				
Hooks, W.	Freedom's Fruit	Fic	Easy	South U.S.		X				
Hopkins, L.	Hand in Hand	Poetry	Medium				X			
Hopkinson, D.	Sweet Clara and the Freedom Quilt	P / Fic	Easy	Southern Plantation		X			X	
Hurmence, B.	Slavery Time: When I was Chillun	Bio / NF	Medium	South U.S.		X				
Johnson, D.	Now Let Me Fly	P / Fic	Easy	Africa & U.S.		X				Emancipation
Johnston, T.	The Wagon	Fic	Easy	Carolina plantation		X				Emancipation
Katz, W.	Black Legacy	NF	Medium	NYC, Dutch Colony		X	X	X	X	Documents & maps
Katz, W.	Black Pioneers	NF	Medium	Midwest	X	X	X	X	X	Archival photos & maps

Lawrence, J.	Harriet and the Promised Land	P / Bio / Poetry	Easy	Maryland & Northern U.S.		X			X	
Lester, J.	Long Journey Home	YA / Fic	Difficult	South U.S., Ohio	X	X				
Lester, J.	To be a Slave	NF	Difficult	South U.S.		X	X			
Levine, Ellen	Henry's Freedom Box	F	Med	American South		X			X	A runaway slave mails himself to freedom
Lincoln, A.	The Gettysburg Address	P / NF	Easy	Gettysburg			X			Speeches
Lyons, M.	Letters from a Slave Girl	YA / Fic	Difficult	North Carolina		X				Harriet Jacobs
Lyons, M.	Deep Blues	NF/Bio	Medium	Southern U.S.		X				
Lyons, M.	Stitching Stars: The Story Quilts of Harriet Powers	NF / Bio	Medium	South U.S.		X	X			
McCurdy, M.	Escape from Slavery: The Boyhood of Frederick Douglas in His Own Words	YA / NF / Bio	Difficult	North U.S.	X	X				
McGovern, A.	Wanted Dead or Alive: The True Story of Harriet Tubman	P / Bio	Easy	North & South U.S.		X			X	
McKissack, P. & McKissack, F.	Christmas in the Big House, Christmas in the Quarters	P / Fic	Medium	Southern Plantation		X				
McKissack, P. & McKissack, F.	Days of Jubilee	P / NF	Medium	South		X				Aftermath
McKissack, P. & McKissack, F.	Black Hands, White Sails	NF	Medium	NE U.S.			X	X	X	
Mosley, Walter	47	F	Difficult	Plantation	African Folk Hero	X	X			Supernatural events
Murphy, J.	The Boys' War	YA / NF / Bio	Difficult	North & South U.S.			X			Authentic photos

Murphy, J.	The Long Road to Gettysburg	NF / Bio	Difficult	North and South U.S.			X			
Myers, W.	Amistad: A Long Road to Freedom	NF	Medium	Africa, Atlantic Ocean, U.S.	X	X				Courtroom sketches
Myers, W.	At Her Majesty's Request	YA / NF / Bio	Difficult	Africa & England		X				Letters and photos
Myers, W.	Toussaint L'Overture	Pic/Bio	Medium		X					Haiti
Nelson, Marilyn	Fortune's Bones	Poet.	Difficult	Mattatuck Museum, Waterbury, CT		X				Search for biographical information of slave skeleton
Nolen, J.	Big Jabe	P, Fic	Easy	South U.S.	X	X				Tall Tale
Paterson, K.	Jip: His Story	YA / Fic	Difficult	New England		X				Fugitive Slave Act
Paul, W.	Eight Hands Round: A Patchwork Alphabet	Alphabet	Easy	N/A			X		X	Quilts
Paulsen, G.	Nightjohn	YA / Fic	Medium	South U.S.		X				Literacy
Paulsen, G.	Sarney	YA/ Fic	Medium	South U.S.		X	X			
Paulsen, G.	Soldier's Heart	YA/Fic	Difficult				X			Children & War
Pinkney, A.	Dear Benjamin Banneker	P / Bio	Medium	Maryland	X	X				
Pinkney, A.	Silent Thunder: A Civil War Story	Fic	Medium	Virginia		X	X			
Polacco, P.	Pink and Say	P / Fic	Medium	Georgia			X			Race relations
Rappaport, D.	Freedom River	P	Medium	South U.S.	X	X			X	
Rockwell, A.	Only Passing Through	Bio	Medium	South U.S.	X	X	X		X	Sojourner Truth
Rosen, M.	A School for Pompey Walker	Fic/Pic	Easy	South U.S.	X	X				
Sanders, S.	A Place Called Freedom	Fic/Pic	Easy	Tennessee, Indiana			X		X	
Sandler, M.	Civil War	NF	Medium	North & South U.S.			X			Speeches, letters, photos
Schroeder, A.	Carolina Shout	P / Poetry	Easy	South Carolina						"shouts"
Schroeder, A.	Minty	P / Fic / Bio	Easy	South U.S.	X	X			X	Harriet Tubman

Turner, A.	Drummer Boy	Fic/Pic	Easy	Civil War battlefield			X			Abraham Lincoln
Walker, Sally	Secrets of a Civil War Submarine	NF	Medium	Charleston, S.C.			X			Forensic exploration of salvaged submarine
Weatherford, Carole	Moses	F, NF	Med	American South	X	X			X	Harriett Tubman's spiritual motivation
Wesley, V.	Freedom's Gifts	P / Fic	Medium	Texas, NY City		X				Juneteenth
Whelan, Gloria	Friend on Freedom River	F	Easy	Southern U.S.		X			X	Runaway slaves ferried to Canada
Wills, C.	A Historical Album of Ohio	NF	Medium	Ohio			X		X	Photos & Maps
Winnick, K.	Mr. Lincoln's Whiskers	Pic/NF	Easy	U.S.	X					
Winter, J.	Follow the Drinking Gourd	Fic	Medium	North & South U.S.	X	X			X	
Woodson, Jacqueline	Show Way	NF, Bio	Easy	Southern U.S.		X				Family history through quilts
Wright, C.	Jumping the Broom	P / Fic	Easy	Southern Plantation		X				Weddings

KEY

* P = Picture book Fic = Fiction
YA = Young adult book NF = Nonfiction
Bio = Biography

** Easy = Level 1-2
Medium = Level 3-4
Difficult = GED-level 5-6

Fugitive Slave Act of 1793

An Act respecting fugitives from justice, and persons escaping from the service of their masters.

Be it enacted, &c., That, whenever the Executive authority of any State in the Union, or of either of the Territories Northwest or South of the river Ohio, shall demand any person as a fugitive from justice, of the Executive authority of any such State or Territory to which such person shall have fled, and shall moreover produce the copy of an indictment found, or an affidavit made before a magistrate of any State or Territory as aforesaid, charging the person so demanded with having committed treason, felony, or other crime, certified as authentic by the Governor or Chief Magistrate of the State or Territory from whence the person so charged fled, it shall be the duty of the executive authority of the State or Territory to which such person shall have fled, to cause him or her arrest to be given to the Executive authority making such demand, or to the agent when he shall appear; but, if no such agent shall appear within six months from the time of the arrest, the prisoner may be discharged: and all costs or expenses incurred in the apprehending, securing, and transmitting such fugitive to the State or Territory making such demand, shall be paid by such State or Territory.

SEC. 2. *And be it further enacted,* That any agent appointed as aforesaid, who shall receive the fugitive into his custody, shall be empowered to transport him or her to the State or Territory from which he or she shall have fled. And if any person or persons shall, by force, set at liberty, or rescue the fugitive from such agent while transporting, as aforesaid, the person or persons so offending shall, on conviction, be fined not exceeding five hundred dollars, and be imprisoned not exceeding one year.

SEC. 3. *And be it also enacted,* That when a person held to labor in any of the United States, or in either of the Territories on the Northwest or South of the river Ohio, under the laws thereof, shall escape into any other part of the said States or Territory, the person to whom such labor or service may be due, his agent or attorney, is hereby empowered to seize or arrest such fugitive from labor, and to take him or her before any Judge of the Circuit or District Courts of the United States, residing or being within the State, or before any magistrate of a county, city, or town corporate, wherein such seizure or arrest shall be made, and upon proof to the satisfaction of such Judge or magistrate, either by oral testimony or affidavit taken before and certified by a magistrate of any such State or Territory, that the person so seized or arrested, doth, under the laws of the State or Territory from which he or she fled, owe service or labor to the person claiming him or her, it shall be the duty of such Judge or magistrate to give a certificate thereof to such claimant, his agent, or attorney, which shall be sufficient warrant for removing the said fugitive from labor to the State or Territory from which he or she fled.

SEC. 4. *And be it further enacted,* That any person who shall knowingly and willingly obstruct or hinder such claimant, his agent, or attorney, in so seizing or arresting such fugitive from labor, or shall rescue such fugitive from such claimant, his agent or attorney, when so arrested pursuant to the authority herein given and declared; or shall harbor or conceal such person after notice that he or she was a fugitive from labor, as aforesaid, shall, for either of the said offences, forfeit and pay the sum of five hundred dollars. Which penalty may be recovered by and for the benefit of such claimant, by action of debt, in any Court proper to try the same, saving moreover to the person claiming such labor or service his right of action for or on account of the said injuries, or either of them.

Approved [signed into law by President George Washington], February 12, 1793.

<http://memory.loc.gov/cgi-bin/ampage?collId=llac&fileName=003/llac003.db&recNum=702>

The Emancipation Proclamation

January 1, 1863

By the President of the United States of America: A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom."

"That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States."

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[]), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defense; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN

WILLIAM H. SEWARD, Secretary of State

<http://www.nps.gov/ncro/anti/emancipation.html>

Maryland Fugitive Slave to His Wife

Upton Hill [Va.] Januaryth 12 1862

My Dear Wife it is with grate joy I take this time to let you know Whare I am i am now in Safety in the 14th Regiment of Brooklyn this Day i can Adress you thank god as a free man I had a little truble in giting away But as the lord led the Children of Isrel to the land of Canon So he led me to a land Whare fredom Will rain in spite Of earth and hell Dear you must make your Self content i am free from al the Slavers Lash and as you have chose the Wise plan Of Serving the lord i hope you Will pray Much and i Will try by the help of god To Serv him With all my hart I am With a very nice man and have All that hart Can Wish But My Dear I Cant express my grate desire that i Have to See you i trust the time Will Come When We Shal meet again And if We dont met on earth We Will Meet in heven Whare Jesas ranes Dear Elizabeth tell Mrs Own[ees] That i trust that She Will Continue Her kindness to you and that god Will Bless her on earth and Save her In grate eternity My Acompliments To Mrs Owens and her Children may They Prosper through life I never Shall forgit her kindness to me Dear Wife i must Close rest yourself Contented i am free i Want you to rite To me Soon as you Can Without Delay Direct your letter to the 14th Reigment New york State malitia Uptons Hill Virginea In Care of M^r Cranford Comary Write my Dear Soon As you C Your Affectionate Husban Kiss Daniel For me

John Boston

Give my love to Father and Mother

John Boston to Mrs. Elizabeth Boston, 12 Jan. 1862, enclosed in Maj. Genl. Geo. B. McClellan to Hon. Edwin Stanton, 21 Jan. 1862, A-587 1862, Letters Received, ser. 12, Adjutant General's Office, Record Group 94, National Archives. The envelope is addressed, in a different handwriting, to "Mrs. Elizabeth Boston Care Mrs. Prescia Owen Owensville Post Office Maryland."

Published in *The Destruction of Slavery*, pp. 357–58, in *Free at Last*, pp. 29–30, and in *Families and Freedom*, pp. 22–23.

Found at <http://www.history.umd.edu/Freedmen/boston.htm>

Journals

Teacher Information Resource

What are they?

Journals come in many forms and teachers should choose their own way of using them in the classroom. In journals, students undertake an important form of writing in the English classroom - writing to learn. When they write to learn, students attempt to make personal sense of their experience as well as build connections between what they know and new ideas they encounter. This type of writing helps students to construct their own knowledge, develop their thinking and reflect on their learning. It is part of the process by which understanding can be communicated to others in a range of written and oral genres.

Journals range from informal personal journals in which students express their private thoughts to structured learning logs in which student's record thoughts, questions and comments about their learning and make plans for future work.

What is their purpose?

This depends on the type of journal the student is using. However, teachers find that using journals are useful in that they encourage students to think and articulate their thoughts; make their learning personal; support self-exploration and self-discovery, and improve writing.

If journals are to work in your classroom, you must be clear about your educational purposes for using them. Be sure to share these intentions with your students. All writers need to see a value and purpose for writing. Broadly speaking, there are five types of journals. Often, teachers incorporate features of these different types into one journal that suits their needs and those of their students.

1. Personal Journals Students write regularly on whatever they wish, sometimes in response to a prompt or topic suggested by the teacher. Students record events in their lives, explore ideas, questions, fears, concerns and other thoughts. Entries can include sketches, diagrams, doodles, cartoons, etc. These journals are usually shared only with the teacher and close friends. If you are using journals for the first time, the personal journal is probably the easiest to begin with. However, because they tend to be unstructured and open-ended, personal journals do not appeal to all students.

2. Dialogue Journals (Written conversations): These can be similar to personal journal; however, in dialogue journals, the teacher writes a response to what students have written. Over a period of time, the student and teacher carry on a written conversation, most often related to school work, but sometimes related to personal thoughts and feelings. The dialogue journal is a good place for compliments on student performance and an excellent way of scaffolding students' learning. You can model correct usage, correct spelling and different ways of responding; you can use your responses to develop students' thinking. Dialogue journals help develop reading skills because students are usually motivated to communicate with you.

3. Learning Logs These are a form of journal that focuses on work that students are doing in the classroom and generally does not include comments about personal matters. Learning logs work best if teachers respond regularly to what students write, but they require fewer responses than dialogue journals. Insist that students bring the learning log to every lesson and let them know that you will be using their logs as an important method of assessment. Learning logs can be used at various times during lesson or unit of work. Learning logs are an excellent support for class and group discussion. By asking students to reflect on a key question in writing before engaging in discussion, you give all students the opportunity to think carefully before making a response. In this way, more students become involved in the discussion and the discussion tends to be richer. Encourage students, especially struggling writers, to use mind maps, sketches and diagrams as well as narrative.

Some teachers prefer to use a double page learning log. Students use the left hand page of the journal to make notes and record their observations, analysis, predictions and reflections, often on texts they are studying. They use the right hand side of the page to reflect upon and evaluate their learning and to ask

questions. Teachers usually make their comments on the right hand page. Teachers who use learning logs find they provide excellent insight into their students' thinking and learning. As with other types of journals, you need to prepare students by modeling a range of entries.

4. Reading Logs Students use reading logs to record what they have read, respond personally to and analyze texts. Reading logs are a useful way for teachers' to monitor student reading. As with all journals, the reading log requires clear guidelines and regular opportunities to make entries during class time. In its simplest form, the reading log is used for students to keep track of what they have read. In addition, students can write responses to literature, mass media and everyday texts as they read, often making entries after a certain number of pages or events. It is a good idea to present students with a range of ideas to use for making entries in their reading logs:

- write *character reports* in which they report on what they know about different characters at different stages of their reading
- *adopt a character* where they work in groups focusing on particular characters and build up an in depth profile including extracts from the text
- create a *diary* in which they make an imaginary diary by one of the characters at various key stages of the novel
- construct a *plot profile*, often in graphic form, in which they record the key events of a novel. Students can do this in pairs and share their profile with others in the class. In addition, students can develop excitement charts in which where important events are given an excitement rating. Plot profiles can be combined with excitement charts and plotted on a chart. The events form the horizontal line; the excitement rating forms the vertical scale
- make *reflective comments* where they refer back to the text to identify developments and changes in action and characterization
- construct *flow charts* and *relationship charts* (literary sociograms) in which students note key moments and relationships among characters at important points in the novel
- write a *poem* using favorite descriptive words or phrases from a novel
- *redesign the cover* of a novel with a particular audience in mind
- *list the ten most important things* about the novel they are reading
- *draft a letter* to the author or one of the main characters
- *complete a number of statements*, for example: what I most wanted to happen was; what I really liked was; what surprised me was; what I most admired about the main character was, etc.
- *create a story board* for a dramatic scene in the text
- *draft an advertisement* aimed at a particular audience for the book you are reading

While many students enjoy keeping a record of their reading, others say it takes away from their enjoyment of reading. As with all types of journals, you need to adapt what you do to meet the requirements of individual students. Having students work in pairs or small groups at different times often helps those who have difficulty making entries in their reading journal.

5. Writer's Notebook Most authors keep a writers' notebook of some kind in which they jot down their observations thoughts and feelings, stick in interesting bits from newspapers and magazines, write down snippets of conversation they have heard, all of which provide a stimulus for writing. Students can do the same thing. Ask visiting authors to bring along their writers' notebook to share with students. Many authors use their writer's notebook to engage in free writing. Free writing enables them to engage in the act of writing and lets thoughts and feelings flow. Although they may not immediately use the free writing, they can go back to it for inspiration at another time. Suggest that students keep their notebook handy and record the date of each entry. In time, students will build up a treasury of ideas and experiences to use later. Like professional writers, they can pick things out, change them around, adapt them and polish them for publishing. As with all journals, writer's notebooks work best when you model their use with students.



Underground Railroad

	Runaway Slave	Slave Catcher	Underground Railroad Station
Motivation			
Belief System			
Economic Implications			
Effect of Fugitive Slave Law			
Effect of Emancipation Proclamation			
Other			

Students will use print and electronic resources to complete graphic organizer.



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Ohio's
Underground
Trails
by
Wilbur H. Siebert