

All Aboard!!!

Freedom's Train

Objective(s):

National Standards for History

The student understands the abolitionist movement.

Analyze changing ideas about race and assess the reception of proslavery and antislavery ideologies in the North and South
Compare the positions of African American and white abolitionists on the issue of the African American's place in society.

The student understands how the North and South differed and how politics and ideologies led to the Civil War.

Explain the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict

Texas Essential Knowledge and Skills (TEKS)

History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War.

compare the effects of political, economic, and social factors on slaves and free blacks;
analyze the impact of slavery on different sections of the United States; and
compare the provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.

Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:

locate places and regions of importance in the United States during the 18th and 19th centuries
compare places and regions of the United States in terms of physical and human characteristics
analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States

Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:

identify different points of view of political parties and interest groups on important historical and contemporary issues

Culture. The student describes the historical development of the abolitionist movement;

evaluate the impact of reform movements
understand the major reform movements of the 19th century.

Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology

analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps
identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants
evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and

Social studies skills. The student communicates in written, oral, and visual forms.

use standard grammar, spelling, sentence structure, and punctuation
create written, oral, and visual presentations of social studies information.

Introduction:

Display a transparency of the engraving "Resurrection of Henry Box Brown"

Distribute copies of *Analyzing a Work of Art* to analyze the engraving. Give them the following information for the top portion –Title--"Resurrection of Henry Box Brown", Location—Philadelphia, Pennsylvania, Artist--John Osler

Take students step by step through the analysis, discussing each section before moving on to the next. The most important section will require you to coax inference from the students based on the evidence of what is in the picture. Students need to articulate both their inference and some evidence in the picture that they used to reach that inference.

“Resurrection of Henry Box Brown” Engraving by John Osler



http://www.dickinson.edu/departments/hist/NEHworkshops/NEH/resource/images/brown_Box_use.jpg

Analyzing a Work of Art Worksheet

<http://clear.houstonisd.org/cms/lessonresources/16400.pdf>

Concept Development:

Provide background information on the engraving discussed during the Introduction activity and introduce the concept of the Escape Story by reading Ellen Levine’s and Kadir Nelson’s *Henry’s Freedom Box* or showing Alfre Woodard’s and Karyn Parsons’s *The Journey of Henry Box Brown*. Discuss the story or DVD and inform students that this is one of the many stories of the Underground Railroad.

Distribute Dr. Matthew Pinsker’s *Underground Railroad: A New Definition*; students will use this reading to complete graphically organized reading notes.

See Below

Note: This will provide students with a definition and overview of the Underground Railroad. You may also consult the following website for further research.

Defining the Underground Railroad

<http://www.dickinson.edu/departments/hist/NEHworkshops/NEH/resource/textbooks.htm>

Key Concept:

The institution of slavery led people take extreme measures to obtain freedom.

Key Vocabulary:

Underground Railroad, Fugitives, Statutes, Vigilance Committees, Impunity, Escape Story

Key Question(s):

What is the Underground Railroad?

Who were the key figures in the Underground Railroad?

How was the Underground Railroad different in the north than in the south?

What are the effects of the Underground Railroad?

Student Practice:

Divide the class into groups of two-three students. Distribute the following escape stories:

The story of Peter Still, Escaped in 1850 Excerpt from William Still, *Underground Railroad* (1872), pp.37- 38

<http://www.dickinson.edu/departments/hist/NEHworkshops/NEH/resource/ugrrDocs.htm#peterstill>

Incidents in the Life of a Slave Girl

<http://www.pbs.org/wgbh/aia/part4/4h2924t.html>

William Wells Brown describes the Crafts' escape, *The Liberator*, January 12, 1849

<http://docsouth.unc.edu/neh/craft/support1.html>

Escape of Emiline Chapman

<http://deila.dickinson.edu/cdm4/document.php?CISOROOT=/ownwords&CISOPTR=25670&CISOSHOW=25627>

Using the Identifying Themes worksheet, students will read each story and determine if the following themes are present—**migration, self determination, freedom/liberty, and community/family**. This exercise will require that students support their findings with evidence from the story. You may model this activity with the Henry Box Brown story. See Below

Assessment

Student will create an escape story, which incorporates the following: geographic references to places and or routes along the Underground Railroad, references to key figures involved, evidence of key themes--**migration, self determination, freedom/liberty, and community/family**, and the effects or outcome of the escape. In addition the story should include an element of surprise. This story should be a first person narrative—from the point of view of a runaway slave.

Closure:

Review key questions. Remind students that the institution of slavery led people to take extreme measures to obtain freedom. Have students complete an exit ticket in which answers the following: *What would you do for freedom?*

Modifications

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Materials:

"Resurrection of Henry Box Brown" Engraving by John Osler

http://www.dickinson.edu/departments/hist/NEHworkshops/NEH/resource/images/brownBox_use.jpg

Analyzing a Work of Art Worksheet

<http://clear.houstonisd.org/cms/lessonresources/16400.pdf>

Picture Book

Henry's Freedom Box by Ellen Levine and Kadir Nelson

DVD

The Journey of Henry Box Brown by Alfre Woodard and Karyn Parson

Handout

Underground Railroad: A New Definition by Matthew Pinsker, PhD.

Graphic Organizer

Graphic Organizer-- Underground Railroad: A New Definition Reading Notes

Escape Stories

The story of Peter Still, Escaped in 1850 Excerpt from William Still, *Underground Railroad* (1872), pp.37-38

<http://www.dickinson.edu/departments/hist/NEHworkshops/NEH/resource/ugrrDocs.htm#peterstill>

Incidents in the Life of a Slave Girl

<http://www.pbs.org/wgbh/aia/part4/4h2924t.html>

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Worksheet

Identifying Themes

Underground Railroad: A New Definition

The Underground Railroad was a metaphor used by northern abolitionists and free blacks to describe and publicize their efforts at helping runaway slaves during the years before the Civil War. While secrecy was often essential for particular operations, the general movement to help fugitives was no secret at all. Underground Railroad operatives in the North were openly defiant of federal statutes designed to help recapture runaways. These agents used state personal liberty laws, which aimed to protect free black residents from kidnapping, as a way to justify their fugitive aid work. Vigilance committees in northern cities such as Philadelphia, New York, Boston and Detroit formed the organized core of this effort. These committees often worked together and provided legal, financial and sometimes physical



William Still (1821-1902)

protection to any black person threatened by kidnappers or slave-catchers. Notable vigilance leaders included William Still in Philadelphia, David Ruggles in New York, Lewis Hayden in Boston and George DeBaptiste in Detroit. There were also thousands of other individuals, usually motivated by religious belief, who helped fugitives in less systematic but still bravely defiant ways during the decades before the Civil War. Though all of these Underground Railroad figures operated with relative impunity in the North and Canada, southern operatives faced grave and repeated dangers and thus maintained a much lower profile. This is one reason why Harriet Tubman, an escaped slave herself, was such a courageous figure. Her repeated rescues inside the slave state of Maryland became the basis for her legendary reputation as "Moses." Though Underground Railroad agents such as Tubman freed only a fraction of the nation's slaves (probably no more than several hundred each year out of an enslaved population of millions), their actions infuriated southern political leaders, dramatically escalated the sectional crisis of the 1850s, and ultimately helped bring about the Civil War and the end of slavery in the United States. (310 words)

Underground Railroad: A New Definition Reading Notes

Define
Underground Railroad

How were the actions of the operatives in the north different from those in the south?

North:

South:

What were the key northern cities along the Underground Railroad?

Who were the key figures?

What were the effects of the Underground Railroad?

Identifying Themes

Read each story and determine if the following themes are present—**migration, self determination, freedom/liberty, and community/family**. Support your findings with evidence from the story.

Identifying Themes in Underground Railroad Escape Stories	
Peter Still Themes	
Evidence	
William and Ellen Craft Themes	
Evidence	
Harriet Jacobs Themes	
Evidence	
Emiline Chapman Themes	
Evidence	

Escape Story Rubric

Create an escape story, which incorporates the following: geographic references to places and or routes along the Underground Railroad, references to key figures involved, evidence of key themes--**migration, self determination, freedom/liberty, and community/family**, and the effects or outcome of the escape. In addition the story should include an element of surprise. This story should be a first person narrative—from the point of view of a runaway slave. See the information below for an explanation of requirements and point values.

Geographic References 20 pts. _____

Your story should include references to cities, towns, plantations, and other geographic features—rivers mountain ranges, etc. along the Underground Railroad.

Key Figures 20 pts. _____

While you are not retelling the story of one of the runaways discussed in class, your escape story should include references to those key figures involved in the Underground Railroad.

Key Themes 20 pts. _____

Your narrative should include evidence of one of the key themes—migration, self determination, freedom/liberty, and community/family. For example, in northern cities the African American community assisted runaways upon their arrival. This would be evidence of the theme community/family.

Element of Surprise 20 pts. _____

The escape stories examined in class included an element of surprise. For example, the Crafts disguised themselves in order to escape and Henry Box Brown mailed himself in a crate.

First Person Narrative 20 pts. _____

This story should be told from the point of view of a runaway slave. You will invent this character; you are responsible for providing some background information—place of birth, parents, plantation, etc.

Grammar/Mechanics -1 pt per error _____

Your escape story should be free of grammar and spelling errors; in addition to errors in sentence structure.