

# The Underground Railroad

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## *Congratulations!*

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

## **RATIONALE**

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

# **ORGANIZATION AND MANAGEMENT**

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

## ***SECTION 2,***

### **INTRODUCING THIS ATM**

will give you the specific information you need to integrate the program into your classroom curriculum.

## ***SECTION 3,***

### **PREPARATION FOR VIEWING**

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

## ***SECTION 4,***

### **AFTER VIEWING THE PROGRAM**

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

# FEATURES

## INTRODUCING EACH ATM

### *SECTION 2*

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

#### **Themes**

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

#### **Overview**

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

#### **Objectives**

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

## **PREPARATION FOR VIEWING**

### **SECTION 3**

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

#### **Introduction To The Program**

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

#### **Introduction To Vocabulary**

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

## **Discussion Ideas**

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

#### **Focus**

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

#### **Jump Right In**

Jump Right In provides abbreviated instructions for quick management of the program.

## **AFTER VIEWING THE PROGRAM**

### **SECTION 4**

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

## SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



### Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



### Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



### Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



### Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



### Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.



### Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



### In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



### Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.



### Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.



### Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

## **VOCABULARY**

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

## **CHECKING COMPREHENSION**

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

## **CONSUMABLE ACTIVITIES**

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

## **CHECKING VOCABULARY**

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

## **TEST**

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

## **ADDITIONAL AIMS MULTIMEDIA PROGRAMS**

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

## **ADDITIONAL READING SUGGESTIONS**

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

## **ANSWER KEY**

Reproduces tests and work pages with answers marked.

# The Underground Railroad

## THEMES

*The Underground Railroad* explores the **heroes** who helped thousands of fugitive slaves reach **freedom**. It discusses the **perils** facing slaves, as well as the dangers facing those who sought to free them. It also examines the **laws** passed to protect slave holders and limit the rights of slaves. Other events, such as **slave rebellions** and **religious movements**, are also examined in the context of the slavery debate.

## OVERVIEW

Blending dramatic scenes with the stories of historical scholars, this moving documentary explores the dangerous world of fugitive slaves who traveled the Underground Railroad. Edward Asner and Blair Underwood portray two of the Railroad's greatest "stationmasters." Asner is Thomas Garrett, a bold and defiant Quaker who felt divinely inspired to fight slavery. Underwood is William Still, a free black man who aided runaway slaves and kept important records of their movements. The program focuses on the strong partnership between slaves and conductors of the Railroad. Surely, if a partnership which crossed so many racial and financial boundaries could exist in such an unstable and dangerous time, we can be inspired to carry out its legacy today.

## OBJECTIVES

- ▶ To learn more about the brave people who worked on the Underground Railroad and helped slaves reach freedom.
- ▶ To discuss the many dangers facing runaway slaves.
- ▶ To examine the laws that protected slave holders and reduced the human and legal rights of slaves.
- ▶ To explore the events that shaped the slavery issue, including slave rebellions, religious movements, and social debates.

Use this page for your individual notes about planning and/or effective ways to manage this  
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.  
Please feel free to address your correspondence to:

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## INTRODUCTION TO THE PROGRAM

Slavery in American colonies divided people from the very beginning. There were those who saw free slave labor as an economic necessity—a requirement needed to help the young colonies grow and prosper. Others saw slavery as a violation of human rights, in direct conflict with the colonies' desire to create a nation based on freedom and individual rights. This debate set the stage for a conflict that would last for generations and create the deadliest war in American history.

## INTRODUCTION TO VOCABULARY

Before starting the program, write the following words on the board. Ask the class to discuss the meaning of each word, and review the terms that are unfamiliar to students.

**abolition** - movement to end slavery

**fugitive** - one who is on the run from the law

**capital** - wealth, goods or possessions

## FOCUS

During the era of the Underground Railroad, many painful and ugly events took place in America. What benefits can we gain by studying these events? What can learn to make things better—both as a nation and as individuals?

## DISCUSSION IDEAS

Ask students to think about the concept of slavery. What would it be like to have absolutely no control over your life? What would it feel like to have no freedom? Encourage students to discuss their feelings openly.

# JUMP RIGHT IN

## HOW TO USE THE *THE UNDERGROUND RAILROAD* AIMS TEACHING MODULE

### Preparation

- ▶ Read *The Underground Railroad Themes, Overview, and Objectives* to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

### Viewing *THE UNDERGROUND RAILROAD*

- ▶ Set up viewing monitor so that all students have a clear view.
- ▶ Depending on your classroom size and learning range, you may choose to have students view *The Underground Railroad* together or in small groups.
- ▶ Some students may benefit from viewing the video more than one time.

### After Viewing *THE UNDERGROUND RAILROAD*

- ▶ Select **Suggested Activities** that integrate into your classroom curriculum. If applicable, gather materials or resources.
- ▶ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- ▶ Duplicate the appropriate number of **Vocabulary, Checking Comprehension**, and consumable activity pages for your students.
- ▶ You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- ▶ Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- ▶ Use the **Culminating Activity** as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

## SUGGESTED ACTIVITIES

### Writing

Ask students to choose a person from the list below. Have each student write a one-page biography of their chosen person. Encourage students to use library books and encyclopedia articles to learn more about their subjects.

Gabriel Prosser  
Nat Turner  
Denmark Vesey  
James Buchanan  
Richard Allen  
Abraham Lincoln  
Harriet Tubman  
Phillis Wheatley



60 Minutes

### Meeting Individual Needs

Ask students to make sentences using the following words. Encourage them to use a dictionary if they are uncertain of the meanings. Make sure that their sentences display an understanding of the words as they relate to the program.

- **manumission** - release from slavery
- **inalienable** - something that cannot be given up or denied, such as human rights
- **emancipation** - freedom from bondage, control, or slavery
- **providence** - divine guidance or care



20 Minutes

### Connection to Social Science

After the Civil War, most freed slaves faced great challenges. This difficult period in American history is known as Reconstruction. Slaves had little money and rarely owned land. Lack of education and discrimination made it hard for them to get jobs. Many families had been displaced by slavery, creating poverty and instability. Freed slaves also had very few legal rights.

Talk with the class about the ways in which Reconstruction affected American life, both then and now. What might life have been like for freed slaves during Reconstruction? What must it have been like for other Americans? Do students think this period affected later generations? If so, how?



20 Minutes

## Critical Thinking

Slaves had many reasons to escape, yet most did not try. Ask students to consider some of the reasons why escape was a difficult decision to make.



*15 Minutes*

(Those who traveled alone had the best chance of escaping. Many slaves did not want to leave family members or children and risk being separated forever. Others were afraid of the cruel punishments they would face if captured. Captured fugitives were often beaten. Others were sold to stern masters in the deep south—a fate considered equal to death. Escape also meant uncertainty. Even if slaves made it to a free state, it was often difficult to find work and housing. Other factors that made escape difficult included harsh terrain and lack of financial assets.)

## Connection to History

In 1793, Eli Whitney introduced the cotton gin. What was this device? How was it related to the debate over slavery?



*15 Minutes*

(The cotton gin made it possible to produce large amounts of cotton fabric very quickly. Cotton was a raw material in very high demand. American and British industries ranked it as the most important American export. This high demand led to the establishment of cotton plantations throughout the south. The south had a climate well-suited to growing cotton, and the free labor of slaves made it possible for the south to produce cotton at a fast rate. Most field hands worked from sunrise to sundown. These factors meant great wealth for the south, but it was a wealth dependent on slavery.)

## Extended Activity

During the slavery debate, some Americans claimed that African slaves had a better life in the United States than they would have had in Africa. Ask students to challenge this view by using reference books and websites to learn about the conditions of slavery. Encourage each student to summarize the findings in a short paper.



*60 Minutes*

Some conditions that could be mentioned include long hours, little or no pay, cramped and unsanitary living conditions, thin clothing and shoes during winter months, and lack of legal rights. It should be noted that living conditions among slaves varied greatly. Some masters treated their slaves kindly, giving them many of the same privileges as other family members. Other masters used threats and punishments to frighten slaves and break their spirits. Encourage students to explore both types of situations in their papers.

## Hands On

Divide students into cooperative groups of three or four. Provide each group with a large piece of butcher or craft paper. Encourage each group to create a “map” of the Underground Railroad. Have them use reference materials to draw the states of Maryland, Delaware, and Pennsylvania. They should trace the route of slaves along the Underground Railroad’s Eastern Line, noting areas of special interest. Areas they might want to mark include:

- Southhampton County, Virginia—site of Nat Turner’s bloody slave revolt
- Wilmington, Delaware—home of Thomas Garrett, one of the greatest “stationmasters”
- Philadelphia, Pennsylvania—site of William Still’s office (the “Grand Central Station” of the Underground Railroad)
- Bucktown, Maryland (near Cambridge)—birthplace of Harriet Tubman
- Harpers Ferry, West Virginia—site of uprising led by John Brown

Students can also provide other facts, figures and illustrations on the map. They may want to create a portrait of an important figure, or attach a short essay explaining an event related to the Underground Railroad. Encourage each group to be creative and unique, allowing each member to contribute in a meaningful way.



## Link to the World

Remarkably, slavery still exists in some parts of the world. Ask students to use the Internet to learn about modern slave conflicts. Encourage them to explore websites devoted to human rights such as the sites sponsored by Amnesty International and Human Rights Watch Now. Which governments still participate in slavery? What is the history behind the region’s slave trade? What efforts are being made to reduce or eliminate slavery?



## Culminating Activity

Ask the class to work together to compile an Underground Railroad Scrapbook. Students can work together or alone create components for the scrapbook, including:

- biographies of key figures related to the Underground Railroad
- illustrations of events, places or people involved with the Underground Railroad
- “letters” or “diary entries” created by students using information about the Underground Railroad
- “newspaper articles” written by students describing events of the slavery debate
- handwritten copies of song lyrics or poetry from the period



**VOCABULARY**

The following terms are from *The Underground Railroad*. Fill in the number of each term next to its closest definition.

- |                         |                              |
|-------------------------|------------------------------|
| 1. enslave              | 6. Turner's revolt           |
| 2. abolitionist         | 7. "station"                 |
| 3. Quaker               | 8. "conductor"               |
| 4. Underground Railroad | 9. Emancipation Proclamation |
| 5. The North Star       | 10. Fugitive Slave Law       |

- \_\_\_ one who belongs to a religious community known as the Society of Friends
- \_\_\_ a historic document issued by Abraham Lincoln that led to the end of slavery in the United States
- \_\_\_ person whose principles or acts are aimed at destroying slavery
- \_\_\_ newspaper edited by Frederick Douglass which expressed anti-slavery views
- \_\_\_ secret network of routes and hiding places designed to help slaves get to the free states
- \_\_\_ to completely control a person; to hold a person against his or her will
- \_\_\_ passed by Congress in 1850, it gave slave holders the right to enter free states and reclaim their slave "property"
- \_\_\_ bloody uprising of slaves that led to the deaths of many white people
- \_\_\_ house, barn or other place used to shelter and hide fugitive slaves along the Underground Railroad
- \_\_\_ person who helped slaves escape from the south, giving them food, shelter and passage to the free states

**THE UNDERGROUND RAILROAD:  
Review Questions**

1. Relating to slavery, what was the “double standard” facing many of our nation’s early leaders?
2. Why were slaves so valuable in the southern states?
3. Slaves who tried to escape from the south faced many challenges. Describe at least one of these challenges.
4. Why was Harriet Tubman called the “Moses” of her people?
5. Why was William Still’s book *The Underground Railroad* so important?
6. What was Thomas Garrett’s punishment for helping Samuel and Emmaline Hawkins escape?
7. How did the Quaker community help the anti-slavery movement?

### IMPORTANT FIGURES

Write the letter of each person next to the correct description.

- A. William Still
- B. Thomas Garrett
- C. Harriet Tubman
- D. Nat Turner
- E. Frederick Douglass
- F. Abraham Lincoln
- G. Patty Cannon
- H. Issac Flint

- \_\_\_ well-known abolitionist and editor of the newspaper, *The North Star*
- \_\_\_ led a bloody slave revolt in which many white people were killed
- \_\_\_ wealthy Quaker who risked his life and fortune to help slaves
- \_\_\_ slave who escaped to the north, was captured and was sold to a Quaker posing as a southern slave holder
- \_\_\_ free black man who aided runaway slaves and kept careful records of their movements; published his records in a book called *The Underground Railroad*
- \_\_\_ U.S. president who issued the Emancipation Proclamation, freeing all slaves
- \_\_\_ called the "Moses" of her people because she helped so many escape from the south
- \_\_\_ bounty hunter who captured and sold many fugitives and free blacks; known as the "Queen of Kidnappers and Murderers"

**TRUE OR FALSE**

Place a T next to statements that are true and an F next to statements that are false.

1. \_\_\_ Every early leader of our nation refused to participate in the act of slavery.
2. \_\_\_ Slaves were most valuable in the southern states, where crops were grown requiring large amounts of labor.
3. \_\_\_ The Quakers were farmers who believed that slavery was a necessary and beneficial practice.
4. \_\_\_ Nat Turner led a slave revolt that resulted in the deaths of over 60 people.
5. \_\_\_ Delaware was known as the "border state" between slaves states and free states.
6. \_\_\_ The Fugitive Slave Law of 1850 guaranteed the rights of runaway slaves.
7. \_\_\_ After escaping from the south, Harriet Tubman went back many times to help others escape.
8. \_\_\_ Slaves had the best chance of escape if they traveled together in large groups.
9. \_\_\_ Patty Cannon was a slave hunter known as the "Queen of Kidnappers and Murderers."
10. \_\_\_ "Conductors" were people who helped slaves find shelter, food and passage to the north.

## HISTORY OF THE UNDERGROUND RAILROAD

Place the events below in order by numbering them 1 through 8. Use an encyclopedia or history text if you need help.

1. \_\_\_\_\_ Using the Underground Railroad, Harriet Tubman escapes from slavery in Maryland.
2. \_\_\_\_\_ The United States declares its independence from England.
3. \_\_\_\_\_ Lincoln issues the Emancipation Proclamation.
4. \_\_\_\_\_ Nat Turner leads a bloody slave revolt in Virginia.
5. \_\_\_\_\_ Dutch settlers bring the first Africans to colonial America.
6. \_\_\_\_\_ William Still's book, *The Underground Railroad*, is published.
7. \_\_\_\_\_ William Garrett is tried and fined for helping Samuel Hawkins and his family escape from Maryland.
8. \_\_\_\_\_ The 15th Amendment is passed, stating that a person's vote cannot be denied because of race or color.

**FACT REVIEW**

Circle the best answer to complete each sentence below.

1. Slaves were very important in the production of . . . . . cotton steel.
2. The state known as the "border" between free and slave states was . . . . . Virginia Delaware.
3. People who helped slaves escape along the Underground Railroad were known as . . . . . conductors marshals.
4. William Still interviewed many slaves and published the results in a . . . . . book newspaper.
5. After helping slaves from Maryland escape, Thomas Garrett was punished with a . . . . . jail sentence heavy fine.
6. Harriet Tubman helped many slaves escape from the south, earning her the nickname . . . . . Moses Queen Harriet.
7. William and Ellen Craft escaped from Georgia with Ellen dressed as a . . . . . white man black student.
8. In 1863, President Lincoln passed the Emancipation Proclamation, giving slaves . . . . . freedom the right to vote.
9. Stills and Garrett worked together on passage of the 15th Amendment, which prevented votes from being denied on the basis of . . . . . religion race.
10. The Eastern Line was a corridor of the Underground Railroad that went through Delaware and into the free state of . . . . . Tennessee Pennsylvania.

## THE UNDERGROUND RAILROAD: Research Project

Each topic below relates to the history of the Underground Railroad. Use the Internet and library resources to prepare a 3- to 5-page paper on a topic that interest you.

- Harriet Tubman's courageous efforts to help slaves escape
- William Still and the legacy of his book *The Underground Railroad*
- The Compromise of 1850, including the Fugitive Slave Law
- The Dred Scott Decision
- The Emancipation Proclamation and its effects on American life
- Frederick Douglass and *The North Star*
- Nat Turner and the revolt he led in 1831
- Denmark Vesey and his attempted rebellion in South Carolina
- Thomas Garrett's role as a major stationmaster of the Underground Railroad

These hints will make your paper more successful:

1. **Write a brief outline of your paper.** Begin with an introduction to grab interest, followed by a purpose statement, facts to back up your purpose, and a conclusion.
2. **Add interest.** Personal stories, interesting facts, and quotes will make your paper more memorable.
3. **Include your own thoughts.** Make the paper personal by reflecting on your own feelings about the subject matter. What did you learn during your research? How has it changed your attitude?

**TEST**

Circle the phrase which best answers each question.

1. The first African slaves were brought to the American colonies by:
  - English soldiers.
  - Dutch settlers.
  - colonists from Delaware.
  - French explorers.
  
2. \_\_\_\_\_ was known as the “border state” between free states and slaves states.
  - Maryland
  - Georgia
  - Pennsylvania
  - Delaware
  
3. People who fought against slavery were known as:
  - abolitionists.
  - submissives.
  - confederates.
  - constables.
  
4. In 1831, the slavery debate intensified after a slave rebellion in Virginia led by:
  - William Still.
  - Harriet Tubman.
  - Nat Turner.
  - William Penn.
  
5. Many members of a religious community called the Society of Friends were against slavery. Members of this group were known as:
  - Quakers.
  - Methodists.
  - Catholics.
  - Puritans.

**TEST (CONTINUED)**

6. \_\_\_\_\_ was a ruthless bounty hunter who captured and sold many fugitive slaves.
- Ellen Craft.
  - Harriet Tubman.
  - Emmaline Hawkins.
  - Patty Cannon.
7. Those who helped fugitive slaves by giving them shelter and passage to safety were called:
- "conductors."
  - "stockholders."
  - "ring leaders."
  - "captains."
8. Along the Underground Railroad, places used to house fugitives were known as:
- "clinics."
  - "camps."
  - "stations."
  - "stables."
9. William Still was said to have operated the "Grand Central Station" of the Underground Railroad because:
- he donated train tickets to people who were traveling.
  - hundreds of fugitive slaves came through his office on their way to new lives.
  - his house provided shelter for many fugitive slaves and their families.
  - his vast fortune was used to build a train route from Maryland to Pennsylvania.
10. Thomas Garrett used his money and political power to:
- put down slave rebellions of the early 1800s.
  - get the Fugitive Slave Law passed by congress.
  - help fugitive slaves reach safety.
  - capture and sell fugitive slaves.

## **ADDITIONAL AIMS MULTIMEDIA PROGRAMS**

You and your students might also enjoy these other AIMS Multimedia programs:

8911-EN-VID-NR: *"The Still Family"*

9101-EN-VID-NR: *"Abraham Lincoln: The Presidency"*

8629-EN-VID-NR: *"The South Secedes and War Begins"*

8970-EN-VID-NR: *"The Civil War and Reconstruction"*

8969-EN-VID-NR: *"Westward Migration (1800-1860)"*

## ANSWER KEY for page 18

### VOCABULARY

The following terms are from *The Underground Railroad*. Fill in the number of each term next to its closest definition.

- |                         |                              |
|-------------------------|------------------------------|
| 1. enslave              | 6. Turner's revolt           |
| 2. abolitionist         | 7. "station"                 |
| 3. Quaker               | 8. "conductor"               |
| 4. Underground Railroad | 9. Emancipation Proclamation |
| 5. The North Star       | 10. Fugitive Slave Law       |

- 3 one who belongs to a religious community known as the Society of Friends
- 9 a historic document issued by Abraham Lincoln that led to the end of slavery in the United States
- 2 person whose principles or acts are aimed at destroying slavery
- 5 newspaper edited by Frederick Douglass which expressed anti-slavery views
- 4 secret network of routes and hiding places designed to help slaves get to the free states
- 1 to completely control a person; to hold a person against his or her will
- 10 passed by Congress in 1850, it gave slave holders the right to enter free states and reclaim their slave "property"
- 6 bloody uprising of slaves that led to the deaths of many white people
- 7 house, barn or other place used to shelter and hide fugitive slaves along the Underground Railroad
- 8 person who helped slaves escape from the south, giving them food, shelter and passage to the free states

## ANSWER KEY for page 19

### THE UNDERGROUND RAILROAD: Review Questions

1. Relating to slavery, what was the "double standard" facing many of our nation's early leaders?  
**Although they formed a democracy which claimed "all men are created equal," many of the leaders were also slave holders.**
2. Why were slaves so valuable in the southern states?  
**Slaves were forced to farm crops requiring great labor, such as cotton and tobacco. This free labor allowed southern states to develop and prosper.**
3. Slaves who tried to escape from the south faced many challenges. Describe at least one of these challenges.  
**Slavery was an institution protected by local, state and federal government. It was almost impossible for families to escape, especially if they had children or babies. Congress a Fugitive Slave Law allowing slave holders to enter free states and reclaim slaves. Fugitives could be held without a trial and had very little rights.**
4. Why was Harriet Tubman called the "Moses" of her people?  
**Tubman was a slave who escaped from the south. Later, she returned many times to help family members and friends escape.**
5. Why was William Still's book *The Underground Railroad* so important?  
**The book contained detailed records of Still's interviews with runaway slaves. These records helped family members find dislocated loved ones.**
6. What was Thomas Garrett's punishment for helping Samuel and Emmaline Hawkins escape?  
**Garrett was tried and fined an amount that almost equaled his entire fortune.**
7. How did the Quaker community help the anti-slavery movement?  
**Quakers believed that slavery was a sin. Their weekly meetings were open debates where slavery was freely discussed. This discussion spread to other religious groups and community members.**

## ANSWER KEY for page 20

### IMPORTANT FIGURES

Write the letter of each person next to the correct description.

- A. William Still
- B. Thomas Garrett
- C. Harriet Tubman
- D. Nat Turner
- E. Frederick Douglass
- F. Abraham Lincoln
- G. Patty Cannon
- H. Issac Flint

- E well-known abolitionist and editor of the newspaper, *The North Star*
- D led a bloody slave revolt in which many white people were killed
- B wealthy Quaker who risked his life and fortune to help slaves
- H slave who escaped to the north, was captured and was sold to a Quaker posing as a southern slave holder
- A free black man who aided runaway slaves and kept careful records of their movements; published his records in a book called *The Underground Railroad*
- F U.S. president who issued the Emancipation Proclamation, freeing all slaves
- C called the "Moses" of her people because she helped so many escape from the south
- G bounty hunter who captured and sold many fugitives and free blacks; known as the "Queen of Kidnappers and Murderers"

## ANSWER KEY for page 21

### TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. F Every early leader of our nation refused to participate in the act of slavery.
2. T Slaves were most valuable in the southern states, where crops were grown requiring large amounts of labor.
3. F The Quakers were farmers who believed that slavery was a necessary and beneficial practice.
4. T Nat Turner led a slave revolt that resulted in the deaths of over 60 people.
5. T Delaware was known as the "border state" between slaves states and free states.
6. F The Fugitive Slave Law of 1850 guaranteed the rights of runaway slaves.
7. T After escaping from the south, Harriet Tubman went back many times to help others escape.
8. F Slaves had the best chance of escape if they traveled together in large groups.
9. T Patty Cannon was a slave hunter known as the "Queen of Kidnappers and Murderers."
10. T "Conductors" were people who helped slaves find shelter, food and passage to the north.

## ANSWER KEY for page 22

### HISTORY OF THE UNDERGROUND RAILROAD

Place the events below in order by numbering them 1 through 8. Use an encyclopedia or history text if you need help.

1.   5   Using the Underground Railroad, Harriet Tubman escapes from slavery in Maryland.
2.   2   The United States declares its independence from England.
3.   6   Lincoln issues the Emancipation Proclamation.
4.   3   Nat Turner leads a bloody slave revolt in Virginia.
5.   1   Dutch settlers bring the first Africans to colonial America.
6.   8   William Still's book, *The Underground Railroad*, is published.
7.   4   William Garrett is tried and fined for helping Samuel Hawkins and his family escape from Maryland.
8.   7   The 15th Amendment is passed, stating that a person's vote cannot be denied because of race or color.

# ANSWER KEY for page 23

## FACT REVIEW

Circle the best answer to complete each sentence below.

1. Slaves were very important in the production of . . . . .  .cotton      steel.
2. The state known as the "border" between free and slave states was . . . . .  Virginia       Delaware.
3. People who helped slaves escape along the Underground Railroad were known as . . . . .  .conductors      marshals.
4. William Still interviewed many slaves and published the results in a . . . . .  .book      newspaper.
5. After helping slaves from Maryland escape, Thomas Garrett was punished with a . . . . .  .jail sentence       heavy fine.
6. Harriet Tubman helped many slaves escape from the south, earning her the nickname . . . . .  .Moses      Queen Harriet.
7. William and Ellen Craft escaped from Georgia with Ellen dressed as a . . . . .  .white man      black student.
8. In 1863, President Lincoln passed the Emancipation Proclamation, giving slaves . . . . .  .freedom      the right to vote.
9. Stills and Garrett worked together on passage of the 15th Amendment, which prevented votes from being denied on the basis of . . . . .  .religion       race.
10. The Eastern Line was a corridor of the Underground Railroad that went through Delaware and into the free state of . . . . .  Tennessee       Pennsylvania.

## ANSWER KEY for page 25

### TEST

Circle the phrase which best answers each question.

1. The first African slaves were brought to the American colonies by:
  - English soldiers.
  - Dutch settlers.
  - colonists from Delaware.
  - French explorers.
2. \_\_\_\_\_ was known as the "border state" between free states and slaves states.
  - Maryland
  - Georgia
  - Pennsylvania
  - Delaware
3. People who fought against slavery were known as:
  - abolitionists.
  - submissives.
  - confederates.
  - constables.
4. In 1831, the slavery debate intensified after a slave rebellion in Virginia led by:
  - William Still.
  - Harriet Tubman.
  - Nat Turner.
  - William Penn.
5. Many members of a religious community called the Society of Friends were against slavery. Members of this group were known as:
  - Quakers.
  - Methodists.
  - Catholics.
  - Puritans.

## ANSWER KEY for page 26

### TEST (CONTINUED)

6. \_\_\_\_\_ was a ruthless bounty hunter who captured and sold many fugitive slaves.
- Ellen Craft.
  - Harriet Tubman.
  - Emmaline Hawkins.
  - Patty Cannon.
7. Those who helped fugitive slaves by giving them shelter and passage to safety were called:
- "conductors."
  - "stockholders."
  - "ring leaders."
  - "captains."
8. Along the Underground Railroad, places used to house fugitives were known as:
- "clinics."
  - "camps."
  - "stations."
  - "stables."
9. William Still was said to have operated the "Grand Central Station" of the Underground Railroad because:
- he donated train tickets to people who were traveling.
  - hundreds of fugitive slaves came through his office on their way to new lives.
  - his house provided shelter for many fugitive slaves and their families.
  - his vast fortune was used to build a train route from Maryland to Pennsylvania.
10. Thomas Garrett used his money and political power to:
- put down slave rebellions of the early 1800s.
  - get the Fugitive Slave Law passed by congress.
  - help fugitive slaves reach safety.
  - capture and sell fugitive slaves.