



Follow the Drinking Gourd

by Jeanette Winter

Teacher's Guide

Written By Laurie Rozakis, Ph.D.



**CLASSROOM
FAVORITES**

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[Note: The pages are not numbered.]

Synopsis

In the 1840s, before the Civil War, an elderly sailor named Peg Leg Joe hired himself out to plantation owners. At night, he taught the slaves how to escape to freedom by using the stars to navigate. Joe taught a song called "Follow the Drinking Gourd" that contained the coded instructions. One day Molly's man James was sold. That night, Molly and Joe escaped with their son Isaiah, old Hattie and her grandson George. They walked all night and hid during the day, hunted by dogs. The next night they ran again, using the song as their guide. They walked and hid for weeks, subsisting on berries, corn, and fish – when they could get food at all. They never know what the next day would bring. One day, for instance, a farm boy gave them food. They walked and walked, singing the song and navigating by it. Finally they came to the Ohio River, where Peg Leg Joe was waiting to lead them across. Joe told them about safe hiding places on a secret network that stretched up the east coast to Canada. It was called the Underground Railroad.

They arrived at the first safe house and saw the blazing lantern, which meant it was safe to enter. The owners hid them in the cellar of the barn until the slave catchers had left. The farmer then sent the five travelers on their way to the next safe house. There, Quakers sheltered them. The escapees rested for many days and built up their strength. Then they continued traveling, by foot and by wagon. At last they came to the shores of Lake Erie. They boarded a ship to Canada — and freedom.



Timeline of the Underground Railroad and Slavery

- 1526** A Spanish explorer brings a group of Africans to South Carolina to create a settlement. They escape and settle with Native Americans.
- 1565** African slaves are brought to the Spanish colony of St. Augustine.
- 1619** The first recorded Africans in the colony of Virginia arrive at Jamestown. Colonial Williamsburg historians believe these Africans were indentured servants.
- 1639** Blacks in Virginia are not required to bear arms although white settlers must.
- 1640** First recorded case of slavery prescribed by law in the colony of Virginia.
- 1641** Massachusetts Bay Colony legalizes slavery.
- 1642** Black women count as taxable property. Virginia passes a law making it illegal to help runaway slaves.
- 1660** Virginia legalizes slavery.
- 1661** Children born to enslaved mothers are considered slaves, regardless of their fathers' status. Children of enslaved fathers and free mothers are not considered slaves.
- 1669** Accidentally killing a slave during correction is not considered a crime.
- 1670** Blacks and Native Americans are not permitted to own servants of another race. All non-Christians arriving in the colony by water are hereafter considered slaves.

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1672	Runaway slaves resisting capture may be killed.	1808	Federal law ends the importation of African slaves.
1680	Blacks are forbidden to possess any type of weapon.	1820	The Missouri Compromise admits Missouri as a slave state and Maine as a free state. All territory north of latitude 36-30' is declared free; all territory south of the line is slave-holding.
1682	A court is convened to try slaves accused of crimes. The court's decision cannot be appealed. Blacks are required to give up ownership of cattle, horses, and sheep.	1822	A slave revolt led by Denmark Vesey is suppressed in Charleston, South Carolina, and 36 collaborators are hanged.
1688	Mennonite Quakers in Pennsylvania sign an anti-slavery resolution.	1830	Lewis Tappan forms the American Anti-Slavery Society.
1739	Stono Rebellion in South Carolina. A group of fugitives escape, killing 21 whites along the way. After their capture, 43 slaves are executed.	1831	William Lloyd Garrison publishes <i>The Liberator</i> .
1740	North Carolina law prosecutes people helping slaves to escape.	1833	Nat Turner's insurrection. Oberlin College in Ohio is founded; becomes a center of abolitionist and underground railroad activity. All slavery is abolished in the British Empire, including Canada.
1769	Matthew Ashby, a free black man living in Williamsburg, Virginia, obtains the freedom of his wife and two children. Ashby may have been the first to petition the court successfully to eliminate the tax on free black women.	1840	New York, Pennsylvania, Connecticut, Vermont and Ohio pass "personal liberty laws." Enslaved African revolt on the Spanish ship <i>Amistad</i> off the coast of Cuba.
1773	George Lile and Andres Bryan organize the first African American Baptist Church at Savannah, Georgia. Members of the church helped escaping slaves.	1843	Prigg vs. Pennsylvania challenges the constitutionality of the <i>Fugitive Slave Act of 1793</i> .
1775	First abolitionist society formed in Philadelphia.	1847	Frederick Douglass begins publication of the newspaper, <i>The North Star</i> .
1787	Northwest Ordinance: slavery is prohibited in the new territory. The Free African society is organized in Philadelphia. They form the African Methodist Episcopal Church, which assisted escaped slaves.	1848	First Women's Rights Convention held in Seneca Falls, NY.
1792	Eli Whitney invents the cotton gin.	1849	Harriet Tubman escapes from slavery, begins helping others to escape.
1793	The <i>Fugitive Slave Act</i> protects the rights of slave owners to retrieve runaway slaves from free states and territories.	1850	The <i>Fugitive Slave Law</i> is passed by Congress, strengthening the 1793 Act.
1803	Haitians win independence from France and abolish slavery.	1852	Harriet Beecher Stowe publishes <i>Uncle Tom's Cabin</i> .
1804	Nearly all Northern states have abolished slavery by this time.	1857	Dred Scott decision: Slaves do not become free when taken into free territory.

- 1859** John Brown and others attack the federal arsenal at Harper's Ferry, West Virginia to prepare to free slaves. Ten of his men are killed, he and seven others are hanged after trial.
- 1860** Abraham Lincoln is elected president. South Carolina is the first state to secede from the Union.
- 1861** **March** - First Conscription Act for Union.
May - General. B. F. Butler, in command of Fortress Monroe, Va., rules that slaves escaping to his lines were "contraband of war" which he would not return to their masters.
- 1863** The Emancipation Proclamation frees slaves in the seceding states.
- 1865** Thirteenth Amendment makes slavery illegal and extends civil rights to former slaves. The Civil War ends with Union victory.
- 1866** The Fourteenth Amendment extends civil rights to former slaves.
- 1869** The Fifteenth Amendment permits men to vote without regard to race, color, or previous condition of servitude.

Author Sketch

Jeanette Winter was born in Chicago of immigrant parents, newcomers from Sweden. An only child, Winter enjoyed looking out the window and daydreaming about the people she saw. Even now, as an adult, she retains her fondness for daydreaming about the view from her windows. Winter has lived in Texas, Maine, and now New York City, enjoying the view from all her windows. "In Texas I looked at hills and desert, and in Maine I saw tall pine trees and a meadow from my window. Looking out the window as I work leads my mind and imagination to the place I want to be," she noted in an interview.



An illustrator as well as a writer, Winter credits her great-uncle as an important childhood influence. He made his

living as a house painter, but in his spare time he painted canvases, postcards, clothing, decorative walls, and floors. He carved wooden figures and painted them as well.

Winter also drew inspiration from pulps, especially comic books, and library books. The illustrators whose work she admires include Lois Lenski, Elizabeth Orton Jones, Wanda Gág, Maud and Miska Petersham, and Robert Lawson, among others. Except for a brief period when she wanted to be a ballerina, Winter always wanted to be an artist. "I wanted to make pictures that told stories," she said. However, it wasn't until college, when she saw a Kate Greenaway book for the first time, that Winter knew she would create children's books.

The most important part of her formal art education was Saturday and summer high school classes at the Art Institute of Chicago. In college, she studied painting, drawing, printmaking, and sculpture. On her own, Winter learned about illustration and making books. Today, she studies primitive paintings for their storytelling qualities, especially Mexican art. A number of her books have been about artists — both famous and unknown.

Jeanette Winter lives in New York City with her husband, painter Roger Winter. Her two sons, Jonah and Max, both poets, also live in New York City.

Critic's Corner

Reviews for *Follow the Drinking Gourd* were mixed. For example, writing in *School Library Journal*, Kathleen T. Horning said, "Dramatic full-color paintings and a simple text make this part of U.S. history accessible to young readers. However, its emphasis on the role that white people played in the black flight to freedom make it an unbalanced introduction." Further, "the phrase 'Joe had a plan' appears repeatedly in the text, making it sound as though the idea of escape and freedom originated with him, rather than with the people who were living the horror of slavery. Throughout the story, the people who are escaping are depicted as being wholly dependent on the elements and on the actions of benevolent whites, rather than on their own thoughts, ideas, and decisions. This notion is reinforced in picture after picture, as the faces of the five blacks are wide-eyed with fear while they look for the next sign from Joe to tell them what to do. They never show the expressions of courage and determination that mark the faces of the white characters in this book. *Follow the Drinking Gourd* is aptly titled in that it presents

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a history of black Americans as followers, rather than as leaders."

However, *Booklist* gave the picture book a starred review, saying "Rich paintings interpret the strong story in a clean, primitive style enhanced by bold colors. The rhythmic compositions have an energetic presence that's compelling. A fine rendering of history in picturebook format."

Other Books By Jeanette Winter

Josephina (1996)
My Name is Georgia: A Portrait (1998)
Diego (1999)
Rock-a-Bye Baby (1999)
Sebastian: A Book About Bach (1999)
The House that Jack Built (2000)
My Baby (2001)
The Itsy-Bitsy Spider (2000)
Twinkle, Twinkle, Little Star (2000)
Emily Dickinson's Letters to the World (2002)
Nino's Mask (2003)
The Librarian of Basra: A True Story from Iraq (2005)

Bibliography

Follow the Drinking Gourd. Booklist, reviewed by Elsie Wendell, February 1991, Vol. 37, issue 2, p. 53.
Follow the Drinking Gourd. School Library Journal, reviewed by Joy Fleishacker. January 2004, vol. 50, issue 1, p. 78.
Follow the Drinking Gourd. School Library Journal, reviewed by Kathleen T. Horning. May 1989, vol. 35, issue 8, p. 95.
"The Stars of Freedom" by Gloria Rail. *Sky & Telescope*. February 1995, vol. 89, issue 2, p. 36.

General Objectives

1. To analyze the book's title
2. To understand the Underground Railroad
3. To explore slavery
4. To recognize the importance of freedom
5. To assess the importance of setting
6. To recognize the book's theme and lessons that it teaches

7. To enjoy the pictures
8. To find examples of courage
9. To visualize the geography described
10. To describe the author's use of historical details

Specific Objectives

1. To explore why Molly and James wanted to escape
2. To appreciate the slaves' courage and determination
3. To see how Peg Leg Joe helped slaves get to freedom
4. To analyze the hardships they endured on the route
5. To thrill to their glorious escape
6. To identify the people who helped in that escape
7. To learn the song "Follow the Drinking Gourd"
8. To understand coded messages in the song
9. To appreciate the beautiful artwork
10. To analyze how the art and text work together to tell the story

Literary Terms and Applications

For a better understanding of Jeanette Winter's style, present the following terms and applications to the novel:

visuels Since *Follow the Drinking Gourd* is a picture book, the visuals are an integral part of the story. Here, the visuals and text blend seamlessly to tell the story of the slaves' escape via the Underground Railroad. The figures evoke elements of traditional folk art, helping children get the flavor of life in the 1840s.

point of view the position from which a story is told. In *Follow the Drinking Gourd*, Winter uses the third-person point of view. As a result, readers are standing outside the story and getting a panoramic view of events. This makes the story even more dramatic by showing the slaves' tremendous courage and determination.

repetition using the same sound, word, phrase, line, or grammatical structure over and over. Authors use repetition to link related ideas and emphasize key points. Winter repeats the phrase "Joe had a plan," for instance, to emphasize Joe's initiative and courage. This helps readers admire him even more.

The Importance of Setting

Despite its name, the Underground Railroad was not really a railroad; rather, it was a network of people who assisted fugitive slaves. The Underground Railroad became so successful that it is estimated that between 1810 and 1850, 100,000 slaves escaped from the South through the Underground Railroad.

The route used was an important part of a successful escape. There were numerous secret routes that a conductor could use. The one used depended upon where the search parties and slave catchers were stationed. Some trips required the use of many different routes. If it appeared that the escapees might be in danger, a guide would change paths. Some guides and fugitives even hid out in bushes and swamps for many days until it was safe to continue on. Safety rather than speed was the primary concern. As a result, escaping slaves often zig-zagged and took longer routes to avoid capture.

There were two main factors that determined the route that would be used: the geographic location and the availability of Underground workers. For instance, Iowa bordered on slave territory, but it was sparsely settled so there were long distances between stations. As a result, there were fewer routes. On the other hand, Ohio was more densely settled, so there was less distance between stops. Further, it had many rivers with tributaries that provided quick travel routes. Thus, Ohio had at least escape twenty routes.

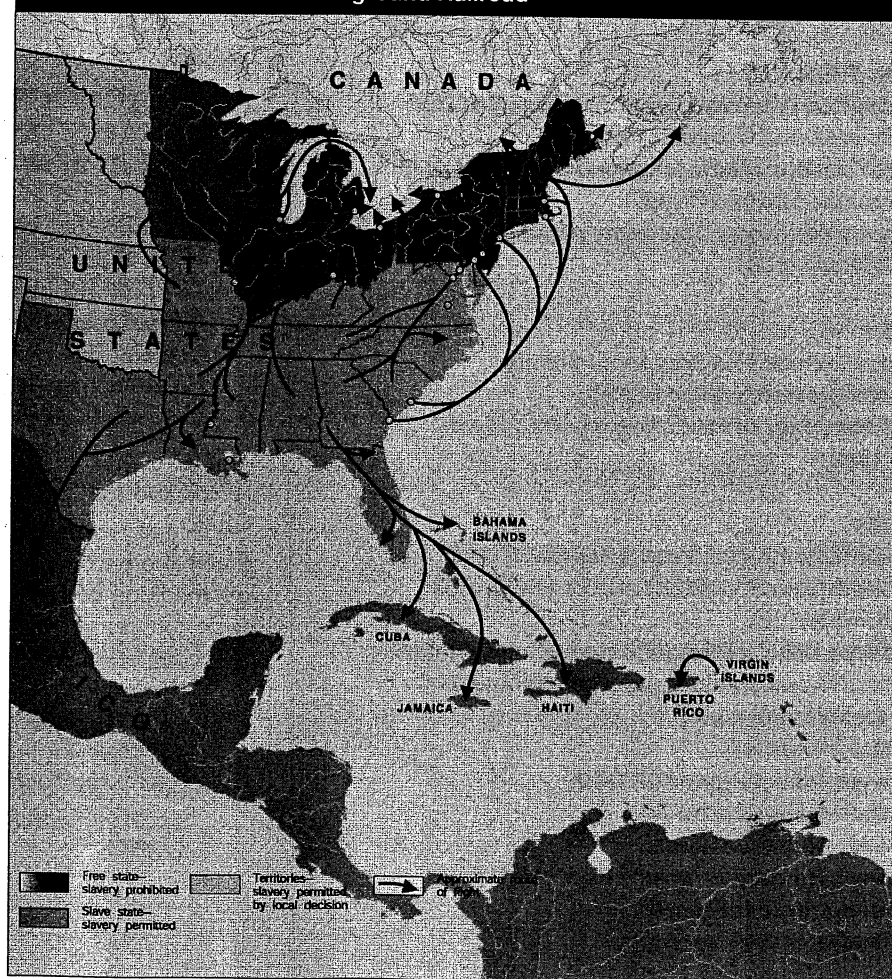
Eventually, the Underground Railroad stretched for thousands of miles, from Kentucky and Virginia across Ohio and Indiana. In the Northerly direction, it stretched from Maryland, across Pennsylvania and into New York and through New England. Because of its proximity to the North, the upper South supplied a high proportion of the fugitives. When possible, "conductors" met them at such border points as Cincinnati, Ohio, and

Wilmington, Delaware. The lake ports of Detroit, Ohio; Sandusky, Ohio; Erie, Pennsylvania; and Buffalo, New York were popular because of their proximity to Canada.

The Fugitive Slave Laws also influenced the setting. Since these laws posed a major threat to fugitive slaves, many fugitives in the northern states left for Canada. Within the next ten years, as many as 20,000 blacks moved to Canada because its free soil policy was a major source of encouragement for the immigration of escaped slaves.

The availability of workers also dictated where the routes were established. The large number of routes in Ohio was attributed to the large number of Quakers, antislavery residents, and Ottawa Indians. Some of these settlers were sympathetic to the slaves' plight. Those who offered assistance to fugitives faced financial, legal, and social ramifications, however.

Selected Routes of the Underground Railroad



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Cross-Curricular Sources

Books

Patricia Clapp *The Tamarack Tree*
Shriley Climo, *A Month of Seven Days*
Joyce Hansen, *Which Way Freedom?*
Joyce Hansen, *And Out from this Place*
Deborah Hopkinson, *Sweet Clara and the Freedom Quilt*
Deborah Hopkinson, *Under the Quilt of Night*
Ellen Levine, *If You Traveled on the Underground Railroad*
Ann McGovern, *Wanted Dead Or Alive: The True Story of Harriet Tubman*
Patricia Polacco, *Pink*
Patricia Polacco, *Say*
Connie Rose Porter, *The Addy Books* (American Girl Series)
Ann Rinaldi, *In My Father's House*
Ann Rinaldi, *The Last Silk Dress*
Faith Ringgold, *Aunt Harriet's Underground Railroad in the Sky*
Ann Turner, *Nettie's Trip South*
Marcia K. Vaughan, *The Secret to Freedom*

DVDs, Videos

The American Experience: Roots of Resistance: The Underground Railroad (1995)
Race to Freedom: The Underground Railroad (1994)
Underground Railroad (1999)
Whisper of the Angels: The History of the Underground Railroad (2004)

Audio

I Believe in Angels Singing: Songs from the Underground Railroad (2005)
Steal Away: Music of the Underground Railroad (1998)

Internet

Biographical Information on Jeanette Winter
www.fsgkidsbooks.com/author/details.asp?ID=winter
Brief Biographical Information on Jeanette Winter
<http://www.hyperionbooksforchildren.com/authors/index.asp>
BookPage Interview
www.bookpage.com/0501bp/jeanette_winter.html
The Underground Railroad
www.cr.nps.gov/nr/travel/underground/
The Underground Railroad
www.freedomcenter.org/

The Underground Railroad

<http://www.nationalgeographic.com/features/99/railroad/map.html>

Themes and Motifs

A study of the central issues and situations in Jeanette Winter's *Follow the Drinking Gourd* should include these aspects:

Themes

- freedom
- courage
- slavery
- hardship
- danger
- compassion
- illustrations
- family
- leaders
- songs and codes

Motifs

- taking huge risks
- appreciating beautiful artwork
- learning coded songs
- telling a story in pictures and words
- gaining your freedom
- receiving help from others
- combating injustice
- following your dreams
- breaking the law
- experiencing great hardship

Meaning Study

Below are words, phrases, sentences, or thought units that have particular meaning in the storybook. Explain the meaning of each.

1. Joe had a plan.
(Joe, the peg-leg sailor, has a clever plan to help free some slaves: he teaches them a song that contains the directions for navigating to freedom by using the stars. Working as a handyman, Joe travels from plantation to plantation, teaching his song over and over.)

2. James would be taken away, their family torn apart.
(Molly and James are a couple. They decide to escape from slavery when James is sold to another owner. This illustrates one aspect of slavery's inhumanity: dividing families.)
3. "When the sun comes back, and the first quail calls, Follow the drinking gourd."
(This is part of the song that slaves used to navigate their way north. The drinking gourd stands for the Big Dipper, a constellation that contains the North Star.)
4. When the daylight came, they hid in the trees, watching, listening, for the master's hounds set loose to find them.
(The slaves were hunted by fierce dogs as well as by angry people. This shows the many fierce dangers they faced and their tremendous courage.)
5. Sometimes empty bellies to sleep on. Sometimes no stars to guide the way.
(Again we see the tremendous difficulty of their escape and obstacles they faced.)
6. A boy from a farm found them. In a bag of feed for the hogs in the wood he brought bacon and corn bread to share.
(Here we see the kindness of strangers. It suggests that many people are decent and generous.)
7. Down below as Peg Leg Joe waiting at the wide Ohio River to carry them across.
(The phrase "to carry them across" evokes the famous spiritual "Swing Low, Sweet Chariot." This reminds readers that many slave songs were coded messages.)
8. He called it the Underground Railroad. It carried riders to freedom.
(Despite its name, the Underground Railroad was not a real railroad. Rather, it was a series of people willing to help slaves escape. The organization got its name and code words from the recently-invented railroad steam engines.)
9. That opened the door to a Quaker farm.
(Although people from many different walks of life helped slaves escape, the Quakers were among the most notable. They opposed slavery in all forms.)

10. They had followed the drinking gourd.
(The slaves are free not only because they had navigated by the North Star but also because of their tremendous courage.)

Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers by referring to passages in the book.

Questions 1-5 (Literal Level)

1. When does story take place?
(The story is set in the 1840s.)
2. What is the drinking gourd?
(It is the Big Dipper, a group of stars.)
3. Why did Molly, James, and the other slaves escape?
(They wanted their freedom; they did not want their family to be separated.)
4. When do they walk? When do they hide?
(They walk at night and hide during the day.)
5. Name two places where they hid.
(Possible answers: In the woods, under a barn, in a secret room in a family's house.)

Questions 6-8 (Interpretative Level)

6. Why did Peg Leg Joe risk his own life to help the slaves? After all, he did not know any of them.
(He believed that slavery was wrong and all people should be free.)
7. Why did he make up the song "Follow the Drinking Gourd"?
(He would be arrested and killed if he gave directions outright. The directions had to be in code.)
8. Why are the people smiling on the last page?
(They are happy because their journey is over and they have made it to freedom.)

Questions 9 and 10 (Critical Level)

9. What did you like the most about the pictures?
(Possible answers: The dramatic scenes that convey strong emotions and the dangers the slaves faced.)
10. Why do you think the author tells so much about the journey?
(She wants to show how long, dangerous, and difficult it was.)

Questions 11-12 (Creative Level)

11. Draw another picture for this book.
12. Write a new title for the book.

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Across the Curriculum

Speech /Drama

1. Molly and James wanted to stay together because they loved each other. Tell about a person you love.
2. Make up a new song to help guide the slaves as they escaped.
3. The slaves often climbed trees to be safe. Do a skit, showing by make-believe how to climb a tree.
4. What would you do to make the slaves comfortable? Show how to welcome tired visitors to your house. Work with some classmates to perform your skit.
5. Give a speech to honor Peg Leg. Talk about how smart, clever, and brave he was.

Language Arts

1. Imagine that your home was a stop on the Underground Railroad. Tell where you could hide escaping slaves in your home.
2. English has pairs of words that are spelled the same but are said differently and mean different things. The author uses the word "wound," for example, to mean "an injury." When said differently, the word "wound" means "to wind something up." Say each word in these word pairs. They tell what it means: bow/bow, refuse/refuse. Last, find one more pair of words like this. Trade papers with a friend. Say the words and tell what they mean.
3. Write a newspaper story about the family's escape on the Underground Railroad.
4. A boy brings the escaping slaves some bacon and corn bread. This is very kind. Do something kind for someone today.
5. Pick any page. Write new sentences for the page.
6. Pretend that you were escaping from a place. List three things you would take with you. Tell why you would take each thing.
7. Write a letter or email to Jeanette Winter. Tell her how much you liked *Follow the Drinking Gourd*.

History/Social Studies

1. You read that the Quakers helped the slaves escape. Read more about the Quakers. Tell why they helped the slaves. Tell what they believe in, too.
2. People on the Underground Railroad had many signals for safety, such as a lit lamp. Make up some new signals for safety.

3. The slaves end up at Lake Erie. List the five Great Lakes. Use this word to help you remember them: HOMES. Each letter stands for one of the Great Lakes.
4. Tell what freedom means to you. Tell why you value your freedom so much.
5. Assume the slaves started in North Carolina. Look at a map. See how far North Carolina is from your state.

Science/Math

1. The route the escaping slaves traveled would be about 500 miles long. This is based on traveling on modern roads. Imagine you were walking 500 miles. How long do you would it take you?
2. Make a star map. Outline the Big Dipper.
3. Go outside on a clear night and find the Big Dipper.
4. The slaves pick berries to eat. Tell what kind of berries are good to eat. Draw a poster with the berries. Write their names, too.

Art

1. Peg Leg drew his left foot and peg to mark the way. Make some other trail markers that escaping slaves could have used.
2. Draw a symbol of freedom, such as our flag.
3. On a clear night, look up in the sky. Draw some of the stars you see. Then connect the dots to make your own star groups called "constellations."

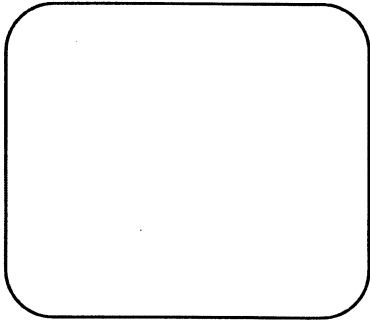
Alternate Assessment

1. Tell how Ms. Winter shows that it is night-time in some of the pictures.
2. Pick your favorite picture in the book. Write some sentences to tell why you like it so much.
3. Pretend you could write and draw a book. Pick a subject. Write three sentences to tell what your book will be about.
4. Tell why the slaves' journey was so hard.

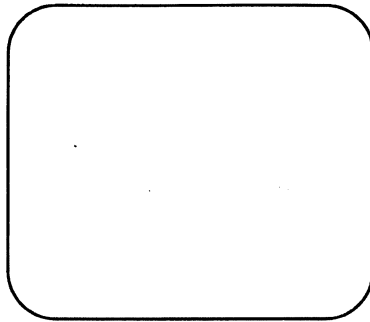
Vocabulary Test

Draw a picture that tells what each word means.

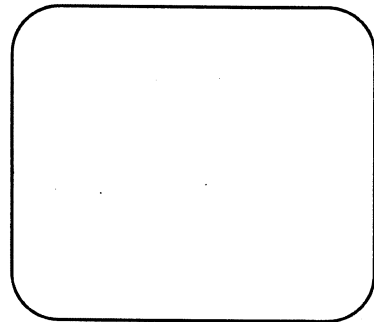
1. gourd



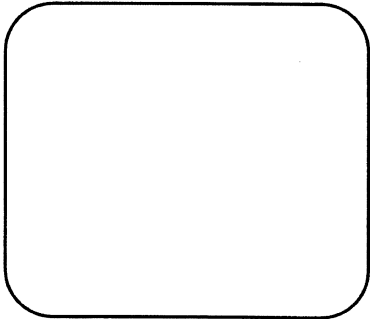
2. sailor



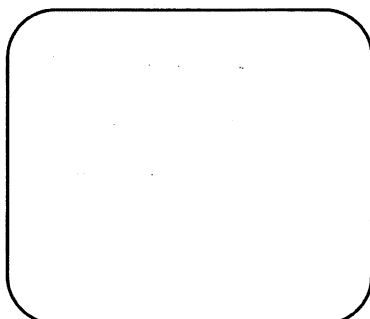
3. plantation



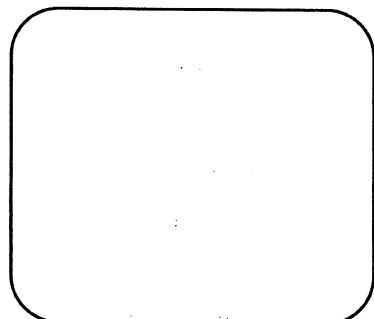
4. quail



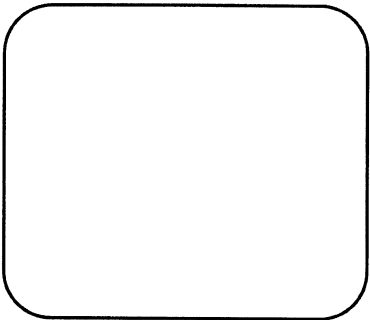
5. hound



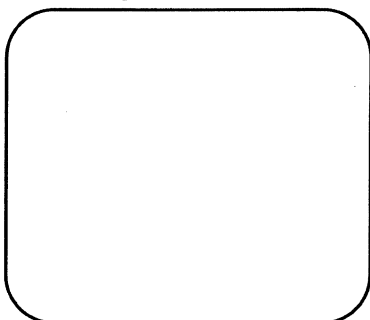
6. owl



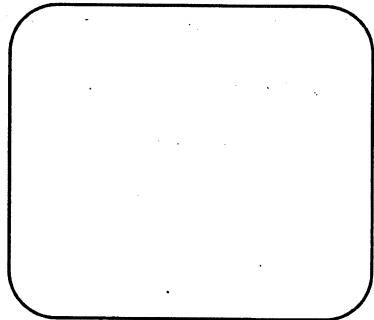
7. wound



8. wagon



9. thicket



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Comprehension Test A

Part I: Order (20 points)

Put the events in order. Write the numbers on the lines.

- _____ The slaves get to a Quaker farm.
- _____ The slaves get to Lake Erie.
- _____ Molly, James, Isaiah, and old Hattie escape from the farm.
- _____ Peg Leg Joe comes to a farm.
- _____ Peg Leg teaches the slaves the song "Follow the Drinking Gourd."

Part II: Matching (20 points)

Write a letter in each space.

- | | |
|--------------------------|---|
| _____ 1. Peg Leg Joe | A. where the slaves work |
| _____ 2. Jeanette Winter | B. the person who gives the slaves food |
| _____ 3. A farm | C. the handyman |
| _____ 4. Molly | D. woman who made this book |
| _____ 5. A farm boy | E. a slave who runs away |

Part III: True/False (20 points)

Mark these sentences T if they are true. Mark these sentences F if they are false.

- _____ 1. The story takes place around 1940.
- _____ 2. Peg Leg Joe was a sailor. He worked on ships.
- _____ 3. "Follow the Drinking Gourd" is a song.
- _____ 4. Joe helps the slaves get free.
- _____ 5. The Underground Railroad was a real railroad.

Part IV: Essay (40 points)

Choose one. Answer in complete sentences on the following page.

- 1. Tell why you liked this book. Write three sentences or more.
- 2. Explain what Peg Leg Joe did. Write three sentences or more.
- 3. Pick a picture you liked. Tell about it. Write three sentences or more.
- 4. Tell why the slaves ran away. Write three sentences or more.

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Comprehension Test B

Part I: Story Events (20 points)

Circle the two events that are not part of the story.

1. Peg Leg Joe comes to a farm.
2. Peg Leg teaches the slaves the song "*Follow the Drinking Gourd.*"
3. Molly, James, Isaiah, and old Hattie escape from the farm.
4. They walk in the day. They sleep at night.
5. They are caught by dogs.
6. The slaves get to a Quaker farm.
7. The slaves get to Lake Erie.

Part II: Fill in the Blank (20 points)

Circle the word to complete each sentence.

1. Joe taught a song called "*Follow the Drinking (Glass, Gourd).*"
2. The slaves find their way by looking at (**the stars, a map**).
3. People who work on the (**Flying, Underground**) Railroad help the slaves reach freedom.
4. Religious people called (**Quakers, Quackers**) helps the slaves.
5. At last they came to the shores of Lake (**Mead, Erie**).

Part III: True/False (20 points)

Mark the following statements T if they are true or F if they are false.

- ___1. The story takes place before the Civil War.
- ___2. Their big trip took three days and three nights.
- ___3. A light in a lantern shows it was safe to go into a house.
- ___4. They walked a lot. They also rode in a wagon.
- ___5. They ended up in France.

Part IV: Essay (40 points)

Choose one. Answer in complete sentences on the following page.

- 1. Tell how the slaves were brave. Write three sentences or more.
- 2. Tell why the slaves learned the song. Write three sentences or more.
- 3. Describe how people helped the slaves. Write three sentences or more.
- 4. What part of the trip was the hardest? Tell why. Write three sentences or more.

Answer Key

Vocabulary Test

1. The picture should show a dipper made from a melon-like plant.
2. The picture should show a man or woman in a sailor suit.
3. The picture should show a large farm.
4. The picture should show a small bird.
5. The picture should show a dog.
6. The picture should show an owl.
7. The picture should show an injury.
8. The picture should show a wagon.
9. The picture should show a forest or woods.

Comprehension Test A

Part I: Order (20 points)

- __4__ The slaves get to a Quaker farm.
__5__ The slaves get to Lake Erie.
__3__ Molly, James, Isaiah, and old Hattie escape from the farm.
__1__ Peg Leg Joe comes to a farm.
__2__ Peg Leg teaches the slaves the song "Follow the Drinking Gourd."

Part II: Matching (20 points)

1. C
2. D
3. A
4. E
5. B

Part III: True/False (20 points)

1. F
2. T
3. T
4. T
5. F

Part IV: Essay (40 Points)

Answers will vary.

Comprehension Test B

Part I: Story Events (20 points)

4. They walk in the day. They sleep at night.
5. They are caught by dogs.

Part II: Fill in the Blank (20 points)

1. Gourd
2. the stars
3. Underground
4. Quakers
5. Erie

Part III: True/False (20 points)

1. T
2. F
3. T
4. T
5. F

Part IV: Essay (40 Points)

Answers will vary.

Follow the Drinking Gourd Jeanette Winter

