

HARRIET TUBMAN: CONDUCTOR ON THE UNDERGROUND RAILROAD

LIVING LITERATURE SERIES

ANN PETRY

A PERMA-BOUND PRODUCTION

TEACHER'S GUIDE

GUIDE WRITTEN BY KATHY SAMMIS

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SYNOPSIS

Chap. 1: Harriet Ross (called Araminta, Minta, or Minty as a child) is born on the Brodas plantation in Tidewater Maryland in 1820 to the slaves Harriet (Old Rit) Greene and Benjamin Ross, husband and wife. That night, other slaves from the plantation's "quarter" quietly visit Old Rit and Ben's cabin to see the new baby, advise that she be trained with a skill like cooking or weaving so she won't have to become a field hand, and then discuss—as always—the possibilities of freedom. Slaves run away all the time, especially when they learn they have been sold South. Some are caught, brought back, and sold South immediately. But many never return.

Chap. 2: When Harriet is two years old, Denmark Vesey's planned slave insurrection is thwarted. Fear increases throughout the South between slaves and masters. Strict new laws take away what little freedom of movement and gathering slaves have had. Because Vesey had constantly told the story of Moses leading the children of Israel out of bondage, the slaves are now forbidden to sing "Go Down, Moses." Old Rit fears the talk of freedom and rebellion. The master has promised to free her and Ben and their many children when he dies. The plantation is home, and the master thinks well of her and Ben.

Chap. 3: Harriet reaches the age of six. She has learned that she is a slave; from her father she has learned about wildlife and weather; from her mother, Bible stories and the Moses song. She finds comfort in the routines of her life and in her familiar cabin, but she shares the grownups' fears about patrollers searching for runaways and about the overseer's constant threat of violence.

Chap. 4: Harriet's carefree childhood ends abruptly in 1826 when her master hires her out—that is, allows a white woman, Mrs. Cook, to pay him a small fee for Harriet to work for her, as her slave. Harriet hates being indoors and so refuses to learn to weave. She develops bronchitis while trying to tend to Mr. Cook's muskrat trap lines. Finally, Mrs. Cook brings Harriet back to the Brodas plantation, saying the little six-year-old is unteachable, intractable, and hopelessly stupid.

Chap. 5: Ben and Old Rit worry about seven-year-old Harriet being sold off, as two of her sisters had been at the same age. But the master hires Harriet out again instead. The girl's job is to take care of Miss Susan's baby; if the baby cries or if Harriet displeases her mistress in any way, Miss Susan whips Harriet. The scars will remain with Harriet for life. Harriet runs away briefly; Miss Susan and her husband beat her and take her back to the Brodas plantation.

Chap. 6: Brodas hires Harriet out again, this time to a man who has her work outdoors. Although her life is cruelly hard, Harriet is fairly content, as being outdoors makes her feel free. In 1831, Harriet hears the rumor being spread

among all the slaves, and among the masters too: Runaway slaves are whisked from South to North via a steam train that runs along an underground tunnel. Also in 1831, fears between masters and slaves intensify in the wake of the Nat Turner insurrection. More strict laws governing slaves are passed.

Chap. 7: At harvest time, Harriet interferes with the overseer as he is trying to stop a slave from running away. A heavy weight that the overseer throws at the fugitive hits Harriet in the forehead, opening a deep gash that nearly kills the young woman. When she finally starts to get better in March, Harriet learns that she and her brothers are going to be sold South in the next chain gang. But before the sale happens, the master dies.

Chap. 8: The old master did not free Ben and Old Rit in his will as he had promised to do. However, they and the other slaves are reassured to learn that the plantation will be kept intact, administered by Doc Thompson, guardian of the master's young heir. He hires out Harriet to John Stewart, who allows her to "hire her time"—that is, find jobs for herself, pay Stewart a flat sum per year, and keep whatever else she earns. Harriet finds the rough, hard, outdoor work that she prefers, sometimes working with her father, who teaches her a tremendous amount of woods lore, knowledge they both silently know would be invaluable should Harriet ever decide to run away. Harriet remains with Stewart for six years.

Chap. 9: In 1844, Harriet marries John Tubman, a free black man with a ready laugh whom she has fallen in love with. Cotton prices have fallen dramatically, and the plantation has a run-down look. Harriet realizes that Doc Thompson will soon start selling slaves South (even though the old master's will forbids this), which makes her think more and more of running away to the North. Her husband, though, will have nothing to do with such ideas, and declares, "You take off and I'll tell the Master. I'll tell the Master right quick."

Chap. 10: In 1849, the young heir to the Brodas plantation dies and Doc Thompson starts selling off slaves, including two of Harriet's sisters. Soon Harriet learns that she is about to be sent South on the chain gang. She steals away from her husband's cabin that night and starts the trip North alone, going first to the home of a white woman who had offered her help. This woman directs Harriet to the next safe house, and so Harriet learns about the real Underground Railroad—a loosely organized group of people who offer food, shelter, hiding places, and sometimes transportation to fugitive slaves. Traveling at night, staying at safe houses when she can, Harriet finally arrives in Pennsylvania, a free woman.

Chap. 11: During 1849 and 1850, Harriet lives and works in Philadelphia and frequents the offices of the Philadelphia Vigilance Committee, which helps fugitive slaves in any way possible. Harriet becomes determined to return to Maryland as many times as necessary to lead the rest of her family North to freedom. In December 1850, she successfully

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arranges for the escape of her sister Mary, her sister's husband, and their two children; Harriet herself fearlessly leads the group from Baltimore to Philadelphia. Passage of the Fugitive Slave Law in 1850 threatens fugitives like Harriet and members of the Underground Railroad with severe punishments.

Chap. 12: In 1851, Harriet makes two trips back to Maryland. On one, she brings out one of her brothers and two other men. On the second trip, she goes back to her husband John, eager to have him join her in the North. She is stunned to find John has taken another wife and has no interest in leaving Maryland. Instead, she brings a small group of slaves who are not related to her to the North.

Chap. 13: Harriet's mission now changes. She devotes herself to taking as many slaves as possible, family or not, away from the Eastern Shore of Maryland to freedom in the North. She guides them personally and also gives directions to bold people willing to go by themselves. Harriet soon becomes a legend in Tidewater slave cabins, whose dwellers give her a new name: Moses.

Chap. 14: The Fugitive Slave Law means that runaway slaves are not safe until they reach Canada, so in December 1851 Harriet sets out from Maryland for Canada with a large group of eleven that includes one of her brothers and his wife.

Chap. 15: The difficult traveling in the cold of December discourages the members of Harriet's group. When one man says he's going back, Harriet points a gun at him and grimly declares she will kill him if he won't go on, because runaways will betray the helpers of the Underground Railroad. Cajoling, urging, threatening, Harriet finally gets her charges to Canada, where they endure the brutally unfamiliar cold of the winter in St. Catharine's. From 1852 to 1858, Harriet's life follows a pattern: winter in St. Catharine's, summer working in Cape May, New Jersey, and a spring and a fall trip to Maryland to bring out slaves.

Chap. 16: In December 1854, Harriet returns to Maryland for her brothers William Henry, John, and Benjamin, along with William Henry's fiancée and two other men.

Chap. 17: Harriet and her group spend Christmas Day hiding in the fodder house in the slave compound where Old Rit and Ben live. Ben brings them food but refuses to look at his children so he can honestly say if questioned that he has not seen them. Harriet guides and prods the group along both frozen and sodden ground, safely reaching Philadelphia and then Canada. When the group members complain about the Canadian cold, Harriet challenges them: Would they rather be back in warm Maryland or be free? Freedom is their unanimous choice.

Chap. 18: As the country moves ever closer to civil war, Harriet makes eleven trips to Maryland to bring out slaves. On one particularly hazardous trip, a dream shows Harriet the way to escape the patrollers, and posters offering large rewards for both Harriet and one of her "passengers" make it very difficult to reach Wilmington. Nevertheless, this trip too successfully ends in Canada.

Chap. 19: In 1857, dreams about her parents prompt Harriet to go to Maryland for Old Rit and Ben, even though they are too old to walk long distances. Harriet manages to scavenge an old horse and wagon and bring her parents to Wilmington and then on to New York, where she settles them in a small house she buys in Auburn. In 1858, John Brown travels to meet Harriet, and she agrees to support his plan to free

the slaves.

Chap. 20: Harriet spends the winter of 1858-59 in Boston, where she becomes a very popular speaker at abolition meetings. She meets once more with John Brown, but he never contacts her again about his plans. In October 1859 Harriet learns about Brown's capture at Harper's Ferry and regrets that he failed to help the slaves as he had hoped.

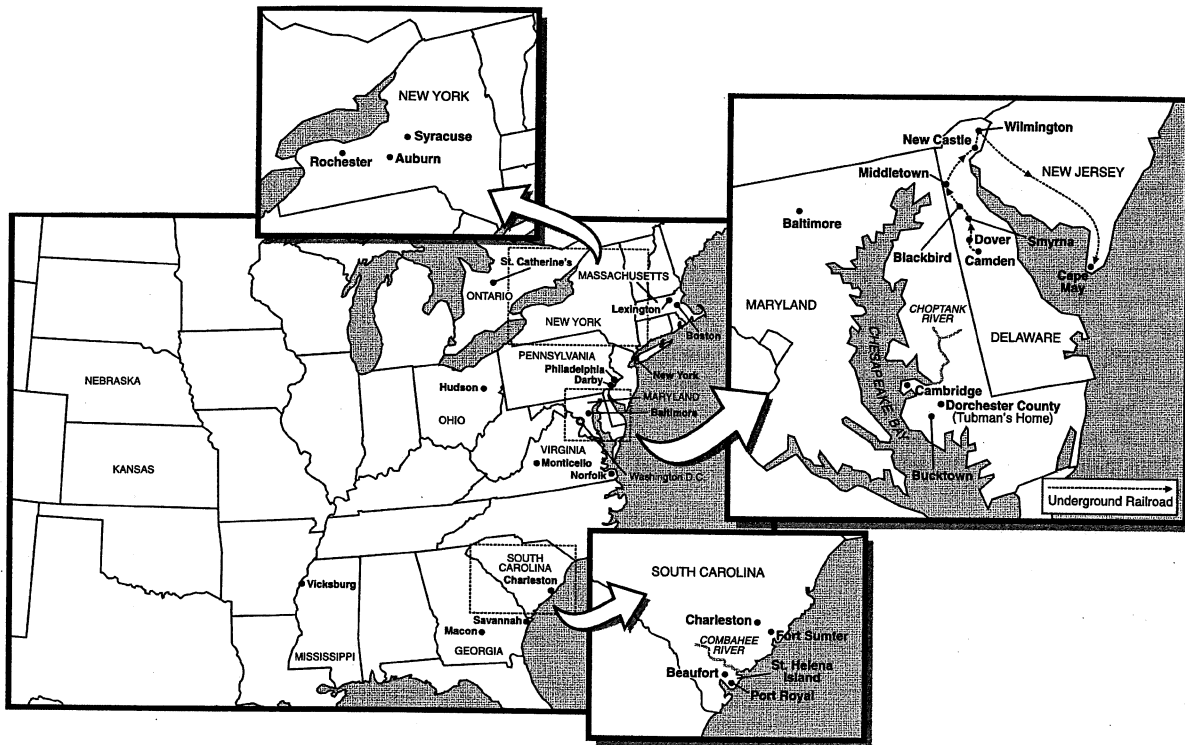
Chap. 21: In 1860 in Troy, New York, Harriet helps a runaway slave who had been arrested to get away. In November 1860, in spite of her friends' fears for her safety, she returns to Tidewater Maryland and brings out a party of seven, including three young children. When the Civil War breaks out in 1861, Harriet assists the Union side by nursing runaway slaves at Port Royal, South Carolina, and serving as a scout and a spy for Union troops.

Chap. 22: After the war, Harriet returns to Auburn and Old Rit and Ben, suddenly purposeless now that slavery has finally been abolished. She has little money, but opens her home to anyone in need. Although the officers she served under in the war had high praise for her, Harriet is unable to persuade the federal government to pay her for her wartime services. A friend raises some money for her by writing about Harriet's life, and she finally gets a government pension as the widow of her second husband, a black Union veteran. Harriet becomes a storyteller in her old age. After her death in 1913, the people of Auburn erect a bronze tablet commemorating her memory.

TIME LINE

- 1619 First African slaves arrive in Virginia.
- 1793 Fugitive Slave Law passed.
- 1808 U.S. Congress bans importation of slaves from Africa.
- 1820 Harriet Tubman is born, Eastern Shore/Tidewater Maryland; Missouri Compromise.
- 1822 Denmark Vesey plot is thwarted.
- 1826 Harriet, age 6, is hired out to Cooks.
- 1827 Harriet, age 7, is hired out to Miss Susan; *Freedom's Journal* starts publishing.
- 1831 Harriet becomes a young woman; Tice Davids disappears on "an underground railroad"; Nat Turner leads revolt; *The Liberator* starts publishing.
- 1830s Harriet suffers severe head injury, is hired out to Stewart for 6 years.
- 1844 Harriet marries John Tubman.
- 1849 Harriet escapes to Pennsylvania.
- 1850 Harriet brings sister and her husband and children North; Fugitive Slave Law passed; Compromise of 1850.
- 1851 Harriet fails to bring husband out of Maryland; rescues 1 brother and 2 others, then another brother, his wife, and 9 others; settle in St. Catharine's, Canada.
- 1852 *Uncle Tom's Cabin* is published.
- 1852-58 Harriet winters in Canada, spends spring and summer in Cape May, NJ, and Philadelphia, makes a spring and a fall slave escape trip to Maryland.
- 1854 Harriet rescues 3 brothers and 3 others; Kansas-Nebraska Bill repeals Missouri Compromise; Anthony Burns case.
- 1856 Civil war in Kansas and John Brown's raid there.
- 1857 Harriet rescues her parents; resettles them in Auburn, New York; Dred Scott decision.

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- 1858** Harriet meets John Brown in St. Catharine's.
- 1858-59** Harriet winters in Boston, makes Abolitionist speeches.
- 1859** John Brown's Harpers Ferry raid and death.
- 1860** Harriet makes final trip to Maryland to bring out slaves; Abraham Lincoln is elected president; South Carolina secedes from the Union.
- 1861** Civil War begins.
- 1862-65** Harriet works for the Union forces as a nurse, spy, and scout.
- 1863** Emancipation Proclamation takes effect.
- 1865** War ends, Lincoln is killed, 13th Amendment is ratified.
- 1865-66** Ku Klux Klan is founded, Black Codes passed.
- 1865-77** Reconstruction in the South.
- 1867** John Tubman dies.
- 1869** Harriet marries Nelson Davis; Sarah Hopkins Bradford's *Scenes in the Life of Harriet Tubman* is published.
- 1886** Bradford's *Harriet, the Moses of Her People* is published.
- 1888** Nelson Davis dies.
- 1889** Harriet gets pension as widow of Davis.
- 1903** Harriet turns her house over to the African Methodist Episcopal Zion Church of Auburn.
- 1913** Harriet dies on March 10.
- 1914** Auburn dedicates a tablet to Harriet Tubman.

BIOGRAPHICAL SKETCH

Ann Petry was a well-regarded African-American writer of adult fiction when she turned her interest to writing for children as well. She was born Ann Lane in nearly all-white Old Saybrook, Connecticut, in 1908. Her mother was a chi-

ropodist and businesswoman, and her father and her aunt were pharmacists who ran a family drugstore. Ann earned a degree from the Connecticut College of Pharmacy in 1931 and worked as a pharmacist in the family drugstore for the next seven years. In 1938 she married George Petry and moved with him to Harlem, where she immersed herself in Harlem life as a newspaper reporter, writer, and editor. After 1944, Petry ended her newspaper work and devoted herself exclusively to her creative writing career. Her first novel, *The Street*, appeared in 1946 and focused on a black woman's struggles to survive in the brutal environment of Harlem. Two other adult novels, *Country Place* (1947) and *The Narrows* (1954) are set in small towns in Connecticut. She continued her adult writing with a number of short stories. Petry and her husband had one daughter, Elisabeth Ann, to whom Petry dedicated *Harriet Tubman*. Petry returned to live in Old Saybrook in 1948 and died near there in 1997.

Of her writing for children, Petry has said, "Because I was born black and female, I write about survivors." Her first children's book, *The Drugstore Cat*, featured a bad-tempered cat in an environment familiar to Petry, a local drugstore. In her next two books, Petry told the stories of female African-American slaves, Harriet Tubman and Tituba. Her purpose was to present these women to young readers as real people. "Look at them and remember them," Petry has said. "Remember for what a long, long time black people have been...a part of America: a sturdy, indestructible, wonderful part of America, woven into its heart and into its soul" (*Horn Book*). In her last children's book, Petry told the stories of men and women from different lands who were persecuted for their religious beliefs.

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CRITICS' CORNER

As a writer of adult fiction, Petry is admired for her naturalistic style in *The Street* and her early short stories and her chronicling of New England life in her later two novels. In *Harriet Tubman*, as well as *Tituba*, Petry said, "These women were slaves. I hoped that I had made them come alive, turned them into real people. I tried to make history speak across the centuries in the voices of people—young, old, good, evil, beautiful, ugly." Critics agreed that Petry succeeded in her aim. *Horn Book* called *Harriet Tubman* "an unusually well-written and moving life....A biography for wide reading by the young teen-age and older." *Library Journal* described the biography as "beautifully written and skillfully conceived....Highly recommended." *Booklist* praised the book as "an unusually fine biography...[a] sensitive, skillfully narrated account." The *Saturday Review* admired the author's "great simplicity and unusual skill....The book is a combination of fine writing, careful research, and economy of description that is both quiet and evocative."

OTHER WORKS BY ANN PETRY

For Young Readers

The Drugstore Cat (1949)
The Common Ground (1964)
Tituba of Salem Village (1964)
Legends of the Saints (1970)

For Adults

The Street (1946)
Country Place (1947)
The Narrows (1953)
Miss Muriel and Other Stories (1971)

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"Harriet Tubman Historical Society": <www.harriettubman.com/>.

"Harriet Tubman and the Underground Railroad": <www2.lhrc.org/pocantico/tubman/links.htm>.

"Resources for Harriet Tubman": <artsedge.kennedy-center.org/student/harriet.html>.

"Scribbling Women" Ann Petry site: <www.scribblingwomen.org/apbio/htm>.

"Voices from the Gaps: Women Writers of Color—Ann Petry": <voices.cla.umn.edu/authors/AnnPetry/html>.

GENERAL OBJECTIVES

1. To gain an understanding of the realities of slave life in the South in the antebellum years
2. To become familiar with various forms of slave resistance and rebellion
3. To note the various ways in which whites of the antebellum period interacted with slaves and fugitive slaves
4. To consider the role and importance of family in one's life
5. To analyze the nature of courage
6. To examine the beneficial effect that deep religious faith can have on a person
7. To identify ways in which people can maintain pride, dignity, and a sense of family and community in a setting designed to eradicate all of these
8. To think about the value of freedom and the costs people may be willing to incur in order to achieve freedom

SPECIFIC OBJECTIVES

1. To become familiar with the way in which the Underground Railroad and the people involved in it operated
2. To weigh arguments for and against attempts to escape slavery in the antebellum South
3. To reinforce knowledge about the increasing national tensions in the 1800s that culminated in the outbreak of the Civil War
4. To learn details about specific anti-slavery uprisings (Denmark Vesey, Nat Turner, John Brown) and Fugitive Slave Law incidents (Thomas Sims, Anthony Burns)
5. To understand Harriet Tubman's character and motivations, based on the details of her life
6. To identify Harriet's fears and struggles and the ways in which she overcomes them
7. To recognize the risks Harriet and her passengers face on their journeys toward freedom
8. To comprehend the link between the Bible story of Moses, the children of Israel, and their escape from slavery in Egypt on one hand and slaves in the South and

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Harriet Tubman on the other hand

9. To compare the lives of blacks and whites in Tidewater Maryland and the lives of slaves and free blacks in both North and South

LITERARY TERMS AND APPLICATIONS

To enhance students' appreciation and understanding of the book, present them with these terms.

biography: an account of the life of a person, written by another person. In this book, author Ann Petry presents a factual account of the life of Harriet Tubman. Information about Tubman comes from early biographies by Sarah Bradford, a personal friend of Tubman's, a later biography from the 1930s, letters dictated by Tubman, and articles written by people who interviewed her.

conflict: the opposition of two forces or characters in a literary work. In this biography, Harriet as a slave is in conflict with the various masters and mistresses she serves under. She is also in conflict, as both a slave and a free woman, with the Southern slave-holding society as a whole. These conflicts form the focus of the biography, as they did Harriet's life, and also provide the narrative drama.

crisis: the moment in a literary work when a conflict reaches a point of intensity where a resolution must occur, a decisive point that precipitates the following action. In this biography, Harriet's conflict with her status as a slave and her desire for freedom reach the point of crisis when she learns she is about to be sold South. That night, she starts out on her successful escape North.

metaphor: a figure of speech in which one thing, idea, or action is referred to by a word or expression that normally applies to another thing, idea, or action. The loosely organized group of people who help runaway slaves reach freedom is called the Underground Railroad, "underground" describing the clandestine nature of the operation and "railroad" referring to the long trip and routes of the runaways. The railroad metaphor is extended to individual aspects of the operation, such as conductors, stationmasters, stations, depots, and passengers.

point of view: the perspective from which a story is told. This biography is told mostly from the point of view of Harriet Tubman; the author, using **third-person narration**, describes Harriet's feelings and thoughts as well as her actions. Occasionally, other people in the book reveal their thoughts and motivations through what they say, and the author often describes Old Rit's feelings in the early chapters of the book, as in "Old Rit did not like all this talk of freedom."

SETTINGS

A major setting of the novel is Tidewater Maryland, the Eastern Shore where Harriet is born and lives until she escapes to the North and returns to over and over again to lead slaves out to freedom. It is a land of farms and woods, creeks and rivers and swamps. Harriet lives near Bucktown in Dorchester County on a typical Southern plantation, in the ramshackle slave quarter, and as she grows, she mostly works outdoors in the woods and fields. Her escape route takes her (and, later, her passengers) through and across woods, swamps, streams, and rivers, and she stays at a variety of safe houses along the way, including stays in Baltimore and Wilmington. When she reaches the North, she stays in Philadelphia and also Cape May, New Jersey, always returning to Maryland to bring slaves to the North.

After passage of the Fugitive Slave Act of 1850, Harriet brings her passengers to live in the small city of St. Catharine's in Canada, where she buys a small house. During the 1850s, Harriet divides her time between St. Catharine's and Cape May, with two trips each year back to Maryland to conduct more slaves to freedom. Harriet settles her parents into a house in Auburn, New York, in 1857, spends the winter of 1858-59 in Boston, and serves with Union forces at Port Royal, South Carolina, during the Civil War. After the war, Harriet returns to Auburn, where she lives in her modest home with her parents, then her second husband, and anyone who needs a place to stay.

CROSS-CURRICULAR SOURCES

For more information about slave life and experiences, the Underground Railroad, slave rebellions, individuals and the Civil War, and the African-American struggle for equality, consult these sources:

Fiction

Jennifer Armstrong, *Steal Away*
William H. Armstrong, *Souther and Sour Land*
James Berry, *Ajeemah and His Son*
Octavia Butler, *Kindred*
Elisa Carbone, *Stealing Freedom*
James L. Collier and Christopher Collier, *Jump Ship to Freedom* and *With Every Drop of Blood*
Paula Fox, *The Slave Dancer*
Ernest J. Gaines, *The Autobiography of Miss Jane Pittman*
Alex Haley, *Roots*
Joyce Hansen, *The Captive, I Thought My Soul Would Rise and Fly, Out From This Place, and Which Way Freedom?*
Kathryn Lasky, *True North: A Novel of the Underground Railroad*
Harper Lee, *To Kill a Mockingbird*
Julius Lester, *To Be a Slave*
Milton Meltzer, *Underground Man*
Gary Paulsen, *Nightjohn, Sarny, and Soldier's Heart*
Harriet Gillem Robinet, *Forty Acres and Maybe a Mule*
Alan Schroeder, *Minty: A Story of Young Harriet Tubman*
Ouida Sebestyn, *Words by Heart*
Harriet Beecher Stowe, *Uncle Tom's Cabin*
Mildred Taylor, *Roll of Thunder, Hear My Cry* and *Let The Circle Be Unbroken*
James Alexander Thom, *Follow the River*

Nonfiction

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Raymond Bial, *The Strength of These Arms: Life in the Slave Quarters*
Charles L. Blockson, *The Underground Railroad: First-Person Narratives of Escapes to Freedom in the North*
Ina Chang, *A Separate Battle: Women and the Civil War*
Levi Coffin, *Reminiscences of Levi Coffin, The Reputed President of the Underground Railroad (1876)*
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Frederick Douglass, *Life and Times of Frederick Douglass and My Bondage and My Freedom*
William J. Evitts, *Captive Bodies, Free Spirits: The Story of Southern Slaves*
Tom Feelings, *The Middle Passage: White Ships/Black Cargo*
Henry Louis Gates, *Collected Black Women's Narratives*

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Gena K. Gorrell, *North Star to Freedom: The Story of the Underground Railroad*

Virginia Hamilton, *Anthony Burns: The Defeat and Triumph of a Fugitive Slave and Many Thousands Gone: African-Americans from Slavery to Freedom*

Joyce Hansen, *Between Two Fires: Black Soldiers in the Civil War*

Jim Haskins, *Get on Board: The Story of the Underground Railroad*

Harriet Jacobs, *Incidents in the Life of a Slave Girl* (also, Mary E. Lyons, *Letters from a Slave Girl: The Life of Harriet Jacobs* and Jennifer Fleischner, *I Was Born a Slave: The Story of Harriet Jacobs*)

William Loren Katz, *An Album of the Civil War*

Frances Anne Kemble, *Journal of a Residence on a Georgia Plantation* (1863)

Michael McCurdy, *Escape from Slavery: The Boyhood of Frederick Douglass in His Own Words*

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Zack Mettger, *Till Victory Is Won: Black Soldiers in the Civil War*

William Lee Miller, *Arguing About Slavery: The Great Battle in the United States*

Walter Dean Myers, *Now Is Your Time! The African-American Struggle for Freedom*

Doreen Rapport, *Escape from Slavery: Five Journeys to Freedom*

Jerry Silverman, *Just Listen to This Song I'm Singing: African-American History Through Song*

Michael Stepto, *Our Song, Our Toil: The Story of American Slavery as Told by Slaves*

Dorothy Sterling, *We Are Your Sisters: Black Women in the Nineteenth Century*

William Still, *The Underground Rail Road: A Record of Facts, Authentic Narratives, Letters, Etc.* (1871)

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The Underground Railroad, (History Channel)

A Woman Called Moses (Xenon Home Video)

THEMES AND MOTIFS

A study of the central issues and situations in *Harriet Tubman* should include these aspects.

Themes

- opposition to slavery
- operation of the Underground Railroad
- forces propelling states to Civil War
- realities of slave life
- individual courage and resourcefulness
- sustaining effects of religious faith
- value of freedom

Motifs

- slaveowners' fears and motives
- uses and meanings of spirituals
- dreams and foresight
- slave rebellions
- Tidewater Maryland details
- family ties

MEANING STUDY

Below are words, phrases, or sentences that have a particular meaning in the novel. Explain each as it relates to the book. Use the page numbers given in parentheses to reread the term in context if you wish.

1. She told them stories about what she called the Middle Passage. (Chap. 2, p. 13)
(*The Middle Passage was the journey of the slave ships from Africa to the Americas. For the newly enslaved Africans, it was a nightmarish and often fatal voyage. Despairing Africans, torn from their homes and families, were packed below decks in chains, enduring or succumbing to overcrowding, filth and stench, brutality, and disease. Many slaves fell into deep depression, revolted, or committed suicide during the long trip. The old lady who looks after the little children on the Brodas plantation passes on the memory of the dreadful Middle Passage that earlier generations of the children's families suffered through. Congress prohibited the importation of African slaves in 1808.*)
2. They might be plotting servile insurrection. (Chap. 2, p. 17)
(*Insurrection is the rising in arms or open rebellion against civil authority; servile insurrection is an uprising of slaves. After Denmark Vesey's planned insurrection was discovered and thwarted in 1822, whites all across the South were acutely worried about the possibility or likelihood of more such uprisings occurring.*)
3. He told and retold the story of the children of Israel, and how they escaped from bondage. (Chap. 2, p. 15)
Go down, Moses,/Way down in Egypt's land,/Tell old Pharaoh,/Let my people go! (Chap. 2, p. 17)
(*During ancient times, the Hebrew people, or Israelites, settled in Egypt. According to the Old Testament of the Bible, the "children of Israel" became slaves of the Egypt-*

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tians and their ruler, the pharaoh. The Hebrew man Moses, aided by God-sent plagues, convinced the pharaoh to let the Israelites leave Egypt. Led by Moses, they returned to freedom in the land of Canaan [modern-day Israel and Palestine]. African slaves in the South were taught Christian beliefs and Bible stories, and they quickly saw parallels between themselves and the captive Israelites, voicing that perception in the spiritual "Go Down, Moses." As Harriet repeatedly leads slaves out of captivity in the South to freedom in the North, the slaves begin to call her Moses; Harriet herself views Maryland as "the land of Egypt.")

4. The overseer, a white man on horseback... (Chap. 3, p. 15)
(Southern plantation owners employed an overseer to supervise the day-to-day running of the plantation and especially to drive the slaves to work in the fields and lash them with a whip if they didn't work steadily or willingly enough to suit him. An especially cruel or sadistic overseer would add greatly to the misery of a slave's life. The overseer on the Brodas plantation seems no more brutal than average. However, he seriously injures Harriet in Chapter 7 of the book when the girl steps between him and an escaping slave and a heavy weight the overseer throws at the runaway instead hits Harriet in the head.)
5. the Philadelphia Vigilance Committee (Chap. 11, p. 103)
(In the South, a vigilance committee was an organization of citizens who used extralegal means to control and intimidate blacks and abolitionists. In general, a vigilance committee is an unauthorized committee of citizens organized to maintain order and punish crime in the absence of an effective court system. In Philadelphia, the Vigilance Committee protects newly escaped slaves, providing fugitives with any kind of assistance they need and, after passage of the Fugitive Slave Law, helping them get to true freedom in Canada.)
6. He eloquently expressed the refusal of the Abolitionists to obey the law. (Chap. 12, p. 122)
(Abolitionists were people in the United States who supported and worked for the abolition, or the legal prohibition and ending, of slavery throughout the nation. Abolitionists were active members of the Underground Railroad. When the Fugitive Slave Law was passed in 1850, requiring escaped slaves in the North to be returned to their masters in the South, Abolitionists refused to obey it. During her time in Boston, Harriet makes many well-received speeches to Abolitionist gatherings.)
7. He was a Quaker and his speech was a little different from that of other people. (Chap. 14, p. 136)
(Quakers are mentioned elsewhere in the book as well, for many of them were active in the Underground Railroad. Quakers are members of the religious Society of Friends [they don't use the term Quaker themselves; it is a reference to the trembling from emotion of some Friends at meetings]. Quakers refuse to take oaths and refuse to bear arms and are noted for their social activism. Each of Harriet's trips out of Maryland takes her groups through the home of Thomas Garret in Wilmington; like many fellow Quakers, Garrett uses the "thee" and "thou" forms of address, and he wears the typical broad-brimmed Quaker hat.)
8. "No Northern hemp shall help to punish our felony." (Chap. 20, p. 211)
(This statement is inscribed on a placard at John Brown's hanging. The rope used to hang Brown, the sign points out, is not made of Northern material; instead, it is made of South Carolina cotton. The sign expresses the extreme anti-Brown sentiment in the South, declaring that the grave crime—felony—Brown committed against that region by attempting to free the slaves should be punished by means of Southern-grown material—ironically, by slave-grown cotton.)
9. With the ratification of the Thirteenth Amendment to the Constitution in December, the long period of agitation for the abolition of slavery came to an end. (Chap. 22, p. 231)
(The Thirteenth Amendment to the U.S. Constitution abolished slavery, reading in part "Neither slavery nor involuntary servitude...shall exist within the United States." A constitutional amendment is ratified when it is officially approved by three-fourths of the states. With slavery abolished, Harriet has lost the main purpose of her life—freeing slaves—and never really finds a new focus.)
10. Like many other former Abolitionists, Harriet became interested in the movement for women's suffrage. (Chap. 22, pp. 231-32)
(Many former Abolitionists, especially women, became very aware of their disenfranchised status after ratification of the Fifteenth Amendment in 1870 guaranteeing that citizens' right to vote could not be denied or abridged on account of "race, color, or previous condition of servitude." In other words, black men could vote, but women were still denied this right. Accustomed to activism, many women Abolitionists turned their energies to the movement for women's suffrage—the right to vote—in the post-Civil War years, although the movement didn't achieve its goals until ratification of the Nineteenth Amendment in 1920.)

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 1-4 (Literal Level)

1. Describe how Harriet Tubman's various masters and mistresses treat her. What finally drives Harriet to escape to the North?
(Harriet's first master allows her to lead a relatively care-free childhood—until the age of six, when he begins hiring Harriet out. Harriet's first hiring-out masters are indifferent to her welfare, feeding her table scraps like a dog and forcing her to go out on the trap line when she has measles; Mrs. Cook is always cross with Harriet. Harriet's next mistress, Miss Susan, whips the child if she fails to stop Miss Susan's baby from crying or displeases the mistress in any other way, leaving Harriet with permanent scars. Harriet's next hired-out master works her very hard and beats her, but Harriet is glad to be working outdoors. While Harriet is recovering from a severe head injury, her master Brodas tries to sell her. Instead, Brodas dies and the new plantation administrator hires Har-

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riet out for the next six years to John Stewart, who appreciates the amount of work the young woman can do and permits her to choose the outdoor work she prefers. When Harriet returns to live on the Brodas plantation, she does field work. She decides to escape to the North when she learns that she is about to be sold and sent South on the chain gang.)

2. How do the conditions of slavery and laws regarding slaves adversely affect family and community life among the slaves? How do the slaves combat these problems? (Family life is difficult for slaves because at any moment family members may be sold, never to see one another again. Children as young as six may be hired out, sent to live as the slaves of other white people far away from their families. Because mothers and fathers work all day from sunrise to sunset, families rarely can eat meals all together. Slaves can't leave their home plantation without a pass. After the Denmark Vesey plot, slaves are forbidden to gather and talk or worship together, or sing "Go Down, Moses." Nevertheless, the slaves nurture a strong sense of family and keep track of hired-out family members by the extremely effective slave grapevine. They learn to visit each other's cabins at night with silent footsteps and converse in nearly inaudible voices, speaking of the possibility of freedom. They steal away silently to the woods to worship together. On Sundays, the slaves don't work and can sing and tell stories in the quarter, and they celebrate Christmas as an extended holiday of sharing and bonding.)
3. What hazards do Harriet and her passengers face during their escapes? (They face physical hardships, the risk of capture, and emotional stresses. The journey out of Maryland involves miles and miles of off-road walking, at night, through woods and brambles, on frozen or rutted or sodden ground, with inadequate clothing and footwear for the cold months. Always the risk of capture hangs over their heads; the patrollers constantly ride along the roads, looking for runaways, and sometimes bloodhounds aid in the search. Runaways who are captured are whipped and then immediately sold South to the living death of work on rice or cotton plantations. The fear of capture and the physical hardships create great stress among the passengers. Often they become sullen, silent, suspicious, irritable, reluctant to go on. Harriet uses her indomitable spirit, her powers of persuasion and, occasionally, her gun to keep the group moving on.)
4. Describe some instances when dreams and foresight guide Harriet's actions or suggest to her that something is about to happen. (Examples will vary. Sometimes Harriet experiences a fluttering of her heart that tells her something dreadful is going to happen, such as just before she is severely injured by the weight the overseer throws at the runaway slave, or just before she learns about John Brown's fate. Harriet's determination to escape to the North is fueled in part by her dreams of the quarter's women and children being put into the chain gang and of flying free over the fields and water. She goes to Maryland specifically to get three of her brothers after she has recurring, vivid dreams about them being sold and sent away on a chain gang, and she returns to Maryland for her parents after

having similar dreams about them. During one escape, Harriet leads her passengers across a river and to a cabin, both of which she has seen in a dream.)

Questions 5-8 (Interpretive Level)

5. What personal characteristics make Harriet Tubman such an effective Underground Railroad conductor? What influenced the development of these traits? (Harriet is strong and muscular, well able to undertake the rigorous journey to the North from Maryland. She also has an intimate, extensive knowledge of woods lore, taught to her by her father. Her father's teachings about nature and its wild creatures nurture a wild and free portion of Harriet's spirit, which develops into a strong yearning for and then a determination to seek freedom. Harriet is a resolute and hard worker with a deep faith in God, and she is not afraid to defy the overseer when a slave tries to escape. She applies her resolution, courage, and faith to her mission to become an indomitable and resourceful conductor on the Underground Railroad.)
6. What motivates Harriet to return to Maryland at first? Why does she keep going back, over and over again? (Almost as soon as she reaches freedom in Maryland, Harriet begins to miss her family and her old home, and determines to return and lead them North too. She knows how to find the way to the North now, through the woods, and she knows the safe houses along the way. Since she has a large family, she can't bring everyone out at once. She starts with her sister Mary and Mary's husband and children. Then she brings out one brother, plus two other men. This limited mission changes when Harriet returns to Maryland for her husband John; John refuses to leave, so Harriet instead conducts a group of slaves none of whom are related to her. This starts Harriet thinking about how much better her life is as a free working woman in the North than it was as a slave in the South. Surely everyone has a right to such a free life. Harriet decides to return again and again to Maryland, to give as many slaves as possible the opportunity for that freedom and, by significantly boosting the number of runaways, help to make slavery less profitable along the Eastern Shore.)
7. What fears and internal struggles affect Harriet? How do her faith and beliefs enable her to overcome these difficulties? (While Harriet is normally resolute and appears indomitable, she has her moments of doubt. She feels homesick for the quarter and her family. After John Tubman refuses to come North with her, Harriet has a lifelong feeling of loneliness and loss. She fears pursuit and capture at times, especially when she is leading an especially large group, and again when she learns about the large rewards offered for her and one of her passengers. But when she has doubts and fears about the outcome of a trip, Harriet puts her faith in God, saying, "Lord, I'm going to hold steady on to You and You've got to see me through"—and in each case, Harriet and her passengers get past the dangerous moment. Harriet's firm belief in the ultimate value of freedom also sustains her through all the struggles of the trips. As she tells her passengers, "We got to go free or die. And freedom's not bought with dust.")

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8. Compare the lives of blacks and whites in Tidewater Maryland.

(Most blacks in Tidewater Maryland are slaves, while all whites are free. Black slaves live in sway-backed, dirt-floored, windowless shacks, each with a smoky fireplace and no furniture. The slaves work from dawn to dark six days a week, often at hard physical labor, always subject to whippings and beatings. They have little freedom of movement or congregation, few clothes, and insufficient food. Whites on a plantation live in the luxurious Big House, enjoying a leisurely life featuring much hunting and entertaining and visiting. Less privileged whites earn a living with activities like farming, forestry, trapping, and weaving. They often are able to hire a slave to work for them if they can't afford to buy one for themselves.)

Questions 9-10 (Critical Level)

9. Explain these metaphorical terms: Underground Railroad, conductor, passenger, stationmaster, depot, station, parcels, boxes, bales of wool.

(The Underground Railroad is a loosely organized group of people who offer shelter, food, hiding places, and sometimes transportation to slaves who are running away to freedom in the North and, ultimately, Canada. They use railroad terms to describe aspects of their operation. A conductor is a person like Harriet who leads slaves out of the South to the North and to Canada. A stationmaster is a person who offers a safe haven—house, barn, haystack—to fugitive slaves along the Railroad route. Depots and stations are the safe havens offered by the stationmasters. The fugitives themselves are a conductor's passengers, parcels, boxes, or bales of wool. Large parcels and bales are adults; small ones are children. Some Southerners, slaves and masters alike, believed for a while that there was an actual underground tunnel and track that a steam train ran along, bringing slaves from South to North. The people involved in the Underground Railroad adopted their railroad metaphors from this belief.)

10. Why are the paragraphs at the end of each chapter in italics? What purpose do these paragraphs serve?

(These paragraphs are not part of the narrative of Harriet Tubman's life. Printing them in italics alerts the reader that they constitute a break in the narration. These italicized paragraphs provide relevant information on contemporary historical events occurring in the North and South during the years of Harriet's life that are covered by each chapter. This device widens the picture of the anti-slavery movement and the growing conflict between North and South, expanding the reader's perspective, and placing Harriet and her life's events more firmly in the historical context.)

Questions 11-12 (Creative Level)

11. Using what you learn from the book, plus information from any outside sources, construct a family tree for Harriet Tubman.
12. Orally or in writing, tell one of the stories Harriet would tell her vegetable customers when she was an old lady. Tell the story the way you think Harriet would have.

Art

1. Create a scale plan or model of the Brodas plantation.
2. Design a "Hero" medal to be presented to Harriet Tubman. Combine several different materials for the medal, and include some sort of inscription on the medal (perhaps in Latin).
3. Design a stage setting for a dramatic scene from the novel, such as Harriet's confrontation with the overseer or the mob scene in Troy, New York. Include a list of props you will need.

Geography

1. Use topographical maps to study the terrain of Tidewater Maryland, and then plot several possible escape routes to the North.
2. Check out the "Walk to Canada" Web site at www.ugrr.org/walk98/index.htm and use the information you find there to map Anthony's walk along pathways used by runaway slaves, noting mileages as well as routes.

History and Social Studies

1. Create a timeline of Harriet Tubman's life and significant national events during that lifetime.
2. Research and report on the original, native American inhabitants of the Tidewater Maryland/Chesapeake Bay area.
3. Research and report in depth on one of the significant events in the chain that led up to the Civil War, such as the Missouri Compromise, the Compromise of 1850 and the Fugitive Slave Law of 1850, the Kansas-Nebraska Act, or the Dred Scott case.
4. Create a chart of pro- and anti-slavery positions related to the events noted in activity #3 above.
5. Research and report on the life of free blacks in the North during Harriet Tubman's time. Note such aspects as economic, social, educational, religious, and civic conditions. Use quotes from contemporary sources to help describe these conditions.
6. Find the "vehement philippic" against slavery that Thomas Jefferson originally included in the Declaration of Independence, and display this in class in its context. In a small group or as a class, discuss how slavery could have existed alongside the Declaration of Independence and the U.S. Constitution.
7. Write a letter to Harriet suggesting other, historically accurate, social reform movements she could turn her attentions to after the Civil War. Be sure to catch Harriet's interest by explaining why this particular movement would likely be of great interest to Harriet.

Language Arts

1. Develop a list of adjectives that apply to Harriet Tubman, and then give an example from the book exhibiting each characteristic.
2. With classmates, give a choral reading of selected portions of Stephen Vincent Benet's long poem *John Brown's Body*.
3. Write a contemporary newspaper account about the Denmark Vesey or Nat Turner revolts, or write an obituary for John Brown describing in detail his various anti-slavery actions.
4. Take turns with classmates reading aloud from former

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slaves' narratives of their lives. Identify common attitudes and emotions these slaves express.

5. Write a biographical sketch of or create a multimedia presentation on an Underground Railroad conductor other than Harriet Tubman.

Mathematics

1. Calculate the distance Harriet and her passengers travel on a typical escape from the Bucktown, Maryland, area (Dorchester County). Use the formula $d = rt$ to calculate the average miles Harriet and her group might have been able to walk per night.
2. Research the changing prices of cotton in pre-Civil War days. Create a chart that shows your findings. Calculate percentage differences over the years. Try to relate changing cotton prices with prices of slaves.
3. List the various costs to Harriet of one of her trips to Maryland to bring out slaves (e.g., food, transportation). Then estimate the amount of money Harriet might earn at her jobs in the North and how long it might take her to earn the amount she needs for her trip.
4. Create charts and/or graphs showing statistics about African-American populations in the American colonies and the United States—for example, statistics about slave populations and importations from the 1600s to the Civil War; or African-American population, free and slave, by state or region over the years; or on African-American migration from South to North over the years.

Music

1. With classmates, put on a choral performance of African-American spirituals, including "Go Down, Moses." Explain any hidden meanings of the lyrics. Using the call-and-response pattern, demonstrate how singers accomplish a physical task in time with the songs' rhythm.
2. Find recordings or sheet music of the various popular songs of the Civil War. Play the recordings or perform the songs for classmates.
3. Investigate the music video "On an Underground Railroad" Web site, <www.ushistory.com/railr.htm>.

Science & Health

1. Create an illustrated report on the ecology of the Chesapeake Bay and Tidewater Maryland.
2. On a chart, compare the climates of Canada and Tidewater Maryland, showing such features as average temperature, rainfall, snowfall, length of growing season, crops, and natural resources.
3. Demonstrate first-aid techniques to treat a head wound like the one Harriet suffers, plus first-aid knowledge, techniques, and supplies that a group of escaping slaves from Maryland should possess.
4. Prepare a written or oral report on health conditions and treatment of injuries in military camps that Harriet would have had to deal with during her service as a Civil War nurse.
5. Investigate the diseases and sanitary problems that aid workers in today's refugee camps struggle to deal with. Has much changed since Harriet Tubman assisted the South Carolina contrabands during the Civil War?
6. Locate the North Star in the night sky, using the Big Dipper to help. Try following the star for a while, checking

your path with a compass. Are you headed north? Why or why not? You could also demonstrate to classmates how to find your way using a compass.

STUDENT INVOLVEMENT ACTIVITIES

1. Use desktop publishing to create a "wanted" runaway poster in the style of the runaway slave posters, describing yourself as the runaway. Post in your classroom with other students' posters. Can you and classmates identify the various "runaways"?
2. Compose and deliver a speech by Harriet Tubman to an Abolitionist audience. A classmate could introduce you.
3. With classmates, role-play Harriet leading a group of passengers who are miserable and starting to have second thoughts about escaping.
4. Being historically accurate, role-play a debate between a slaveowner (perhaps Thomas Jefferson) and an Abolitionist.
5. Plan an Abolitionist meeting and then write a letter to the editor or a guest column in the local newspaper explaining why people should attend your meeting and how the Abolitionist movement can accomplish its goals.
6. Think about the ways in which being illiterate adversely affects a person's life. Check yourself through a day's activities, noting each instance when being unable to read or write would hinder you in each activity.
7. Choose your responses to the Underground Railroad scenarios at the National Geographic Web site listed in Cross-Curricular Resources.
8. View the video *Glory*, which tells the story of the 54th Massachusetts regiment of African-Americans and their heroic attack on Fort Wagner.
9. Download from the Internet images of participants in the Civil War and/or of African-Americans in the antebellum, Civil War, and post-Civil War South. Create an imaginative class display of these images.
10. Read one of the U.S. Supreme Court's rulings in support of slavery or segregation. Then write your own argument dissenting from the Supreme Court's ruling. Or, you could present your dissent as an oral argument.
11. Deliver a fiery Abolitionist speech like one William Lloyd Garrison would have given.
12. Write a narrative of your own experience as a fugitive slave.

ALTERNATE ASSESSMENT

1. Make a list of the characters in the book, listing them in categories: members of Harriet's family (noting the relationship of each person to Harriet), other slaves (noting which ones revolt or attempt to escape or are sold South), slaveowners and people with control over slaves, people active in the Abolition movement and the Underground Railroad. Next to each name, briefly describe the role each one plays in the book's events and/or in Harriet's life.
2. Describe each of Harriet's trips South to bring out slaves, noting date, number of "passengers," places stopped at along the way, and final destination.
3. The author has said of this book about Harriet Tubman and another one she wrote about the life of a slave woman named Tituba, "These women were slaves. I

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hoped that I had made them come alive, turned them into real people." Explain, using examples from the book, how you think the author did, did partially, or did not succeed in this aim.

4. Compose a scene in which Harriet confronts her former "owner" and explains — using examples from her own life — why holding her (and others) as a slave is wrong and why she has a right to have escaped to freedom and to remain free.

ANSWER KEY

VOCABULARY TEST

- | | | | |
|------|-------|-------|-------|
| 1. d | 6. r | 11. o | 16. h |
| 2. m | 7. k | 12. q | 17. l |
| 3. a | 8. t | 13. f | 18. p |
| 4. g | 9. i | 14. b | 19. c |
| 5. j | 10. e | 15. n | 20. s |

COMPREHENSION TEST A

Part I: Matching (20 points)

- | | |
|------|-------|
| 1. d | 6. b |
| 2. j | 7. h |
| 3. e | 8. i |
| 4. c | 9. f |
| 5. g | 10. a |

Part II: Fill-In (30 points)

- | | | |
|---------------|-------------|--------------|
| 1. Maryland | 6. baby | 11. New York |
| 2. quarter | 7. head | 12. Boston |
| 3. field hand | 8. Fugitive | 13. nurse |
| 4. free | 9. Moses | 14. Middle |
| 5. chain | 10. slavery | 15. pension |

Part III: Multiple Choice (20 points)

- | | |
|---------------|------------------------|
| 1. cabins | 6. Canada |
| 2. patrollers | 7. South Carolina |
| 3. six | 8. flying to freedom |
| 4. clothing | 9. horse and wagon |
| 5. Quakers | 10. selling vegetables |

Part IV: Essay (30 points)

Answers will vary.

COMPREHENSION TEST B

Part I: Matching (20 points)

- | | |
|------|-------|
| 1. f | 6. d |
| 2. a | 7. c |
| 3. h | 8. j |
| 4. b | 9. e |
| 5. i | 10. g |

Part II: Short Answer (30 points)

- | | |
|------------------------------|--------------------------|
| 1. Ann Petry | 9. family (members) |
| 2. Moses | 10. Philadelphia |
| 3. plantation | 11. Canada |
| 4. Master | 12. Civil War |
| 5. Christmas | 13. runaway slaves |
| 6. whip | 14. patchwork quilt |
| 7. North Star | 15. Underground Railroad |
| 8. Araminta, Minta, or Minty | |

Part III: Multiple Choice (20 points)

- | | |
|---------------|------------------|
| 1. free | 6. New Jersey |
| 2. Big House | 7. sleep |
| 3. sold South | 8. John Brown |
| 4. housework | 9. Maryland |
| 5. Vigilance | 10. extreme cold |

Part IV: Essay (30 points)

Answers will vary.

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VOCABULARY TEST

Match each underlined word with its meaning listed below. Write the letter of the meaning in the space next to the sentence number.

- | | | | |
|--------------|----------------------|-------------------------|------------|
| a. relieved | f. unfaithfulness | k. without purpose | p. lure |
| b. foresight | g. quality of tone | l. hard to understand | q. filled |
| c. wisdom | h. without question | m. not openly shown | r. delight |
| d. essential | i. reckless boldness | n. impossible to subdue | s. pay |
| e. runaway | j. with skill | o. boarded a boat | t. unruly |

1. Fishing and hunting were an integral part of the planter's life here.
2. Because these people were born free, their children were born free. This was said with a covert glance at the tiny new baby, Minty.
3. The children were always a little hungry, not starving, but with an emptiness inside them that was never quite assuaged.
4. The huskiness lent an added timbre to Harriet's speaking voice.
5. Harriet wound the bandanna around her head, deftly, smoothly.
6. The slaves told the story about Tice Davids with relish, the masters with distaste.
7. Harriet kept watching the big young man who stood silent, whose hands moved slowly, desultorily.
8. The overseer and the master would not keep an intractable, defiant slave, a slave who refused to help the overseer tie up a runaway.
9. Old Rit continued to deplore the audacity in Harriet that made her defy an overseer.
10. In December 1849 most of the speeches made in Congress dealt with the need for a more stringent fugitive slave law.
11. The driver of the wagon rowed them out to a small fishing vessel where John Bowley and his family embarked for Baltimore.
12. Harriet had forgotten that she had always been imbued with the idea of freedom, magic in the very sound of the word.
13. After Harriet discovered John Tubman's infidelity, she developed a much broader purpose for her trips to Maryland.
14. Harriet always had the making of a legend in her: the tremendous strength, the fearlessness, the religious ardor, the visions she had in which she experienced moments of prescience.
15. Harriet gave the impression of being a short, muscular, indomitable woman who could never be defeated.
16. Harriet's passengers had come to trust her implicitly, totally.
17. Harriet had a friend write a cryptic letter to a free Negro, Jacob Jackson.
18. They soon found out that they would not have to entice the inhabitants away.
19. "Since the rebellion she has devoted herself to her great work of delivering the slaves, with an energy and sagacity that cannot be exceeded."
20. Harriet made repeated efforts to obtain some kind of remuneration for her service with the Union forces.

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COMPREHENSION TEST A

Part I: Matching (20 points)

Read each character description. In the list below, find the character who matches the description. Write the letter of the character in the space next to the description number. Use each name only once.

- | | | | | |
|----------------|------------------|------------------|---------------|----------------|
| a. John Brown | c. Denmark Vesey | e. Ben | g. James Cook | i. Mary Bowley |
| b. John Tubman | d. Harriet Ross | h. William Still | f. Old Rit | j. Miss Susan |

- ___ 1. Slave child nicknamed Minty.
- ___ 2. Harriet's mistress who often whips the little girl.
- ___ 3. Harriet's father, a skilled woodsman.
- ___ 4. Leader of a slave revolt.
- ___ 5. Harriet's master who makes the little girl check his muskrat traps while she's sick.
- ___ 6. Man who takes two wives.
- ___ 7. Head of the Philadelphia Vigilance Society who records information about the fugitives who pass through his office.
- ___ 8. A sister whom Harriet leads to freedom, along with the sister's husband and two children.
- ___ 9. A slave woman who has many children.
- ___ 10. Fierce white-bearded man who kills people who support slavery.

Part II: Fill-In (30 points)

Write a word in each blank to make each statement true.

- 1. Harriet leads slaves to freedom out of the Eastern Shore, or Tidewater area, of the state of _____.
- 2. The section on a plantation where the slaves live is called the _____.
- 3. Harriet's mother wants the girl to learn a skill so she doesn't have to work as a(n) _____.
- 4. A master who manumits his slaves _____ them.
- 5. Slaves who are sold South make the long trip there as part of a(n) _____ gang.
- 6. Harriet's job is to take care of Miss Susan's _____.
- 7. Harriet suffers a serious wound to her _____ that nearly kills her.
- 8. The _____ Slave Law provides harsh punishment for people who help runaway slaves.
- 9. Slaves are no longer allowed to sing the spiritual "Go Down, _____."
- 10. An Abolitionist is someone who wants to do away with _____.
- 11. Harriet buys a house in Auburn in the state of _____ for herself and her parents, and lives there in her old age.
- 12. Harriet gives anti-slavery lectures in the Massachusetts city of _____.
- 13. Harriet serves as a spy, a scout, and a(n) _____ during the Civil War.
- 14. The journey across the Atlantic Ocean in a slave ship is called the _____ Passage.
- 15. After her second husband, a Union veteran, dies, Harriet finally gets a government _____.

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Part III: Multiple Choice (20 points)

Underline the choice that correctly completes each of these sentences.

1. Slaves on a plantation live in (corncribs, apartment houses, tents, cabins).
2. The men who ride along roads at night looking for runaway slaves are called (overseers, masters, patrollers, conductors).
3. Harriet is first hired out when she is (six, nine, 11, 14) years old.
4. On issue day, the slaves receive their yearly allotment of (food, clothing, pay, punishment).
5. The religious people called (Jews, Abolitionists, Quakers, Catholics) say "thee" and "thou," wear broad-brimmed hats, and often help runaway slaves.
6. St. Catharines is a small town in (Canada, Maryland, South Carolina, New York).
7. Harriet serves the Union Army during the Civil War in Port Royal, (Maryland, Pennsylvania, Virginia, South Carolina).
8. Harriet has dreams about (killing her master, dying, flying to freedom, getting married).
9. Harriet brings her parents North by (railroad car, sailboat, horse and wagon, chain gang).
10. In her old age, Harriet supports herself by (writing books, selling vegetables, giving anti-slavery lectures, weaving).

Part IV: Essay (30 points)

Choose two and answer in complete sentences.

1. Why is Harriet prepared to kill anyone in her group who wants to quit and go back to slavery?
2. What is the Underground Railroad? What do the terms conductor, stationmaster, station, and passenger mean?
3. Compare the lives of blacks in the South with the lives of blacks in the North (both in the United States and Canada).
4. Explain what Harriet means when she says "freedom is a hard-bought thing."

HARRIET TUBMAN

COMPREHENSION TEST B

Part I: Matching (20 points)

Read each character description. In the list below, find the character who matches the description. Write the letter of the character in the space next to the description number. Use each name only once.

- | | | | | |
|-----------------|---------------|------------|--------------------|-----------------------|
| a. Doc Thompson | c. Nat Turner | e. Ben | g. Mrs. James Cook | i. William Henry Ross |
| b. John Tubman | d. Harriet | f. Old Rit | h. Thomas Garrett | j. Edward Brodas |

- ___ 1. Harriet's mother.
- ___ 2. Man who administers the plantation for its young heir and plans to sell Harriet.
- ___ 3. Quaker man of Wilmington who always helps Harriet and her groups of passengers.
- ___ 4. Man who refuses to go North with his wife.
- ___ 5. One of Harriet's brothers whom she leads to freedom
- ___ 6. Slave who refuses to obey an order from an overseer.
- ___ 7. Leader of a slave revolt.
- ___ 8. Harriet's "owner" from the time she is born until this person dies.
- ___ 9. Man who teaches Harriet all about nature and survival in the woods.
- ___ 10. Harriet's cranky mistress who can't make Harriet learn to weave.

Part II: Short Answer (30 points)

Write a one- or two-word answer to each of the following questions.

- 1. Who is the author of this book? _____
- 2. What person's name from the Bible becomes Harriet's nickname? _____
- 3. What is the term for a large farming operation with many slaves in the South? _____
- 4. What title must slaves use when addressing the man who "owns" them? _____
- 5. What holiday lasts for many days for the slaves? _____
- 6. What instrument or weapon does Miss Susan use to punish little Harriet? _____
- 7. What thing in the night sky does Harriet use to guide her to the North? _____
- 8. What is Harriet's name or nickname when she is a little girl? _____
- 9. Who are the first people Harriet decides to bring out of the South? _____
- 10. What city in Pennsylvania does Harriet live in after she first escapes from slavery? _____
- 11. What northern country does Harriet bring her runaways to for safety after passage of the Fugitive Slave Law?

- 12. What war does Harriet serve in as a scout and spy? _____
- 13. Who or what are contrabands? _____
- 14. What precious possession does Harriet create for her marriage and take with her when she runs away?

- 15. What is the loose organization of people who help runaway slaves get to the North called?

HARRIET TUBMAN

Part III: Multiple Choice (20 points)

Underline the choice that correctly completes each of these sentences.

1. A child who is born to freed former slaves is (a slave, contraband, free, manumitted).
2. The home of the plantation owner's family is called the (Big House, Citadel, Town House, Family Lodge).
3. Runaway slaves who are recaptured are almost always whipped and then (hanged, branded, sold South, put in jail).
4. Harriet hates (field work, woods work, corn husking, housework).
5. The Philadelphia (Violence, Vigilance, Slaveowners', Temperance) Committee helps escaped slaves in any way possible.
6. Harriet spends many summers in Cape May, (New Jersey, New York, Maryland, Virginia).
7. Harriet is subject to sudden fits of (trembling, nausea, madness, sleep).
8. In 1858, Harriet meets with (Nat Turner, Denmark Vesey, John Brown, Dred Scott), a white man who leads anti-slavery raids.
9. Harriet calls (Maryland, New York, Boston, Canada) the "land of Egypt."
10. Escaped fugitives find life in Canada difficult because of the (language difference, extreme cold, hostile people, lack of housing).

Part IV: Essay (30 points)

Choose two and answer in complete sentences.

1. Write a character description of Harriet Tubman.
2. Explain the connection between Harriet Tubman and the Bible description of Moses, the children of Israel, and the land of Egypt.
3. What are the provisions of the Fugitive Slave Law of 1850, and how do they affect Harriet, escaping slaves, and people who help them?
4. Explain these terms relating to slavery in the U.S. South: manumission, hiring out, overseer, servile insurrection, sold South.



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