

TRAIN WITHOUT TRACKS

Secrets of the Underground Railroad

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Teacher's Guide for
TRAIN WITHOUT TRACKS
SECRETS OF THE UNDERGROUND RAILROAD

Students will learn about the experiences of African-Americans escaping from the institution of slavery by gathering information from the book Train Without Tracks: Secrets of the Underground Railroad by William Bell, trade books, encyclopedias, and multimedia or electronic sources. They will share the information gathered with classmates and present information through student-created presentations (e.g., graphics, multi-media presentations [Power Point etc.], mini-dramas, or a pamphlet).

OHIO STANDARDS CONNECTIONS:

GRADE FIVE

People in Societies

Benchmark B

Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

Indicator 3

Describe the experiences of African-Americans under the institution of slavery.

Geography

Benchmark A

Use map elements or coordinates to locate physical and human features of North America.

Indicator 1

Use coordinates of latitude and longitude to determine the absolute location of points in North America

Social Studies Skills and Methods

Benchmark A

Obtain information from a variety of primary and secondary sources using the component parts of the source.

Indicator 1

Obtain information from a variety of print and electronic sources, and determine the relevance of information.

PRE-ASSESSMENT:

Teachers may use the following pre-assessment or design their own way of discovering students' background knowledge. Use the information gained from the pre-assessment to modify any activity or provide intervention.

- Have each student make a chart with two columns (similar to a K-W-L).
- In the first column, have students list the facts that they know about the experiences of African-Americans who were slaves.
- In the second column, have them list what they would like to know about African-American slavery in the United States.
- Tell students that they must put at least two statements in each column.

ATTACHMENTS

Attachment A - Post Assessment Guidelines from the Ohio Department of Education African-American Slavery Lesson Plan for Grade Five

Attachment B - Active and Passive Resistance from the Ohio Department of Education African-American Slavery Lesson Plan for Grade Five

Attachment C - Underground Railroad Code Phrases - Background information for teachers

Attachment D - Signs Along the Underground Railroad - Background information for teachers

Attachment E - Sites on the Internet

Attachment F - Books that MAY be available at the public library

Attachment G - A Selection of Books Available for Purchase from Amazon.com

Attachment H - Questions and matching exercise for Train Without Tracks by William Bell

Attachment I - Worksheet for "Wade in the Water"

Attachment J - Worksheet for "The Lyrics of Spirituals"

Attachment K - Information and activity on Quilt Designs

Attachment L - Underground Railroad Vocabulary

CLASS ACTIVITIES

All students should do activities 1, 2, 3, and 4 to gain background knowledge.

1. Students will read Train Without Tracks: Secrets of the Underground Railroad by William Bell, and also read other literature such as text books, trade books, and/or picture books, as well as view various Internet sites concerning slavery. Students should summarize the information or use a graphic organizer to interpret the textual information. Use the following sub-headings:
 - i. Life and experiences in slavery;
 - ii. Escape attempts and/or experiences (personal or second-hand);
 - iii. Examples of active and passive resistance by slaves.
2. Access the Library of Congress material, <http://memory.loc.gov>: “Born in Slavery: Slave Narratives from the Federal Writers’ Project, 1936-1938” (Voices and Faces from the Collection); From Slavery to Freedom: The African American Pamphlet Collection - Collection Highlights (Abolition and Slavery; or Life of James Mars, a Slave Born and Sold in Connecticut. Model the navigation process. Tell students to read beyond the summary on the Web page. Have students follow links through the part called “the rest of this narrative,” then, through “view page images” to view the complete recorded slave narratives. Select one of the slave narratives from this site or from <http://www.shockfamily.net/underground/underground.pdf> which contains fourteen narratives under the title of “Stories of the Underground Railroad” by Anna L. Curtis (These narratives are mostly about children.) to use as a demonstration. Have students establish the purpose for reading this document and predict the kinds of information it might contain. Read the selection aloud in a dramatic or expressive manner. As you read aloud, instruct students to follow along (either online or with a hard copy). If possible, pick a selection that demonstrates both active and passive resistance to use for discussion. The narratives are written in the same language that was spoken at the time, often in non-standard English. Students may need assistance with interpreting language and dialect. You may want to have students develop a vocabulary list of common dialectical words to help them.
3. Assemble small groups of cooperative learners to examine the perspectives of slaves that are represented in the narrative excerpts. Have students categorize information according to the sub-headings and write their findings on a group chart. The groups should then meet as a class and categorize all the information on a class chart under the three sub-headings.
4. To be sure students thoroughly understand the concepts of active and passive resistance, pass out copies of Attachment B and use as a small group discussion project before the individual culminating activity is assigned. During full class discussion time of the chart, students should explain their decisions as where to place the various actions.

INDIVIDUAL CULMINATING ACTIVITIES

These culminating activities should be assessed using the Scoring Guide on Attachment A. Each activity should include two facts or events under each of these three categories:

Your life in slavery.

How you planned your escape.

Your experiences along the way to freedom.

1. Imagine that you are an ex-slave living in Canada in 1863. Being sure to include factual information in your narrative, write a brief, colorful, and interesting pamphlet in the “first person” as if YOU are the ex-slave:
2. Imagine you are a slave living in Alabama just before the start of the Civil War and are considering escaping North. Listen to several slave spirituals and then write a song that slaves would have sung to pray, hope and/or plan for freedom. Go to website <http://www.artsedge.kennedy-center.org/content/4211> for “The John and Ruby Lomax 1939 Southern States Recording Trip: Spirituals” to listen to over 100 slave spirituals. Remember to incorporate the factual information from the three major categories in your “spiritual.”
3. Make an illustrated dictionary of Underground Railroad words being sure to use at least one word for each letter of the alphabet, and incorporate the factual information from the 3 major categories redundant “dictionary.” You will be assessed on the definitions as well as on the illustrations.
4. Look up the history of “Magic Lantern” shows at either <http://www.magiclanterns.org> or <http://www.magiclantern14.btinternet.co.uk>. Create and present a “Magic Lantern” reading of Follow the Drinking Gourd, or another book approved by your teacher, using transparencies and an overhead projector. Be sure to include factual information from the three major categories in your reading.
5. Imagine you are a fugitive slave traveling on the Underground Railroad in 1862. Write a diary or journal about the daily events that you and your family encounter for at least one week. It should include entries from all your family members in some way. Include factual information from the three major categories in your diary/journal. Be sure to tell where your family is from and where you’re planning to escape to.
6. Write a play or mini-drama about an imagined escape entitled “A Night on the Underground Railroad.” Incorporate factual information from the three major categories in your story line.

INDIVIDUAL CULMINATING ACTIVITIES (CONTINUED)

7. Read *Freedom River* by Doreen Rappaport, and *Sweet Clara and the Freedom Quilt* and *Under the Quilt of Night* by Deborah Hopkinson. Then design a quilt pattern for a fugitive slave to follow on his escape from Southern Alabama to John Parker in Ripley, Ohio. Remember that at times color played a significant role in the quilt pattern. Write an essay giving an explanation of your choice of designs based on the factual information in the three main categories.

8. Read *Follow the Drinking Gourd* by Jeannette Winter, *The Drinking Gourd: A Story of the Underground Railroad* by F. N. Monjo, and the section on Background Information at <http://www.madison.K12.us/planetarium/ftdg.1.htm> site. Now, draw illustrations to accompany the verses to make it easier for the slaves to understand where they need to go. Along with the illustrations, write an essay on the background and importance of the song using factual information from the 3 main categories.

INTERDISCIPLINARY CONNECTIONS:

English Language Arts

- **Acquisition of Vocabulary**

Benchmark F: Use multiple resources to enhance comprehension of vocabulary.

Indicator 8: Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

- **Reading Process**

Benchmark B: Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas.

Indicator 4: Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.

- **Reading Applications: Informational Text**

Benchmark C: Explain how main ideas connect to each other in a variety of sources.

Indicator 3: Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.

- **Writing Processes**

Benchmark C: Clarify ideas for writing assignments by using graphics or other organizers.

Indicator 5: Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.

Benchmark D: Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.

Indicator 9: Vary language and style as appropriate to audience and purpose.

Benchmark H: Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

Indicator 17: Prepare for publication (e.g., for display or for sharing with others), writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

- **Writing Applications**

Benchmark A: Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and maintain a consistent point of view.

Indicator 1: Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting.

- **Research**

Benchmark C: Organize information in a systemic way.

Indicator 3: Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).

- **Communication**

Benchmark F: Give presentations using a variety of delivery methods, visual materials and technology.

Indicator 9: Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.

From the Ohio Department of Education African-American Slavery Lesson Plan for Grade Five.

POST-ASSESSMENT GUIDELINES

When scoring an activity, opinions are not counted as facts, such as, “All slaveholders were evil people.” Also, do not count extremely common knowledge such as, “Slaves came from Africa.”

- 5** More than two facts/events listed under each of the three headings communicated; clearly showing in-depth understanding.
If applicable, narrative is written in the first person.
The cover is colorful and appealing, and has a title.
- 4** Two facts/events listed under each of the three headings communicated clearly; shows an understanding of major concepts even though he/she overlooks or misunderstands less important ideas or details.
If applicable, narrative is written in the first person.
The cover is appealing, and has a title.
- 3** Fewer than two facts/events listed under one or more of the three headings.
Student completes some important components of the task; some gaps in conceptual understanding.
If applicable, narrative is not written in first person.
The cover is adequate.
- 2** One fact/event listed under each of the three headings.
Some gaps in conceptual understanding; answer lacks clear communication.
If applicable, narrative is not written in first person.
Missing a cover and/or title page.
- 1** Facts missing under one or more of the three headings.
Only highly generalized facts/ideas; minimal understanding;
answer lacks clear communication.
If applicable, narrative is not written in first person.
Missing both cover and title page.
- 0** No response/inappropriate or unrelated response.

ACTIVE AND PASSIVE RESISTANCE

African-American slaves used both active and passive resistance against their masters. On the chart below, decide which of the actions listed could be classified as active resistance and which actions could be classified as passive resistance.

- Organizing riots
- Work stoppage
- Lying
- Fighting with weapons
- Faking illness
- Deliberate mischief such as breaking tools, trampling crops
- Running away
- Becoming educated

<u>Active Resistance</u>	<u>Passive Resistance</u>

SCORING GUIDE FOR ATTACHMENT B

<p><u>Active Resistance</u> Organizing riots Fighting with weapons Deliberate mischief such as breaking tools, Trampling crops Running away</p>	<p><u>Passive Resistance</u> Work stoppage Lying Faking illness Deliberate mischief such as breaking tools, Trampling crops Running away Becoming educated</p>
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UNDERGROUND RAILROAD CODE PHRASES

“When the sun comes back and the first quail calls”

good time to escape with coming of spring

“The river bank makes a mighty good road.”

reminder that dogs cannot track through the water

“The dead trees will show you the way.”

moss grows on the north side of trees; look for signs left on the trees; ex: the sign “left foot, peg foot” allegedly made by Peg Leg Joe

“A friend with friends”

conductor was coming with runaway slaves

“The friend sent me.”

Used by runaways traveling alone to indicate they were sent by the Underground Railroad network

“Steal away, steal away, steal away to Jesus.”

Song used to alert other slaves that an escape attempt was coming

“The wind blows from the south today.”

Warning that slave bounty hunters were in the are

“Load of potatoes was coming”

station master should expect runaway slaves hidden under a farm produce wagon

“Follow the drinking gourd”

follow the North Star (Polaris) visible in the night sky pointed out by the last two stars in the cup of the Big Dipper; last star in the handle of the Little Dipper

SIGNS ALONG THE UNDERGROUND RAILROAD

SAFE HOUSES

White ring of bricks around the top of chimney

Quilt on the clothesline showing a house with smoke coming from the chimney

Lamps left lit outside a home

Shop signs showing the silhouette of a fleeing person

Church signs showing the silhouette of a fleeing person

Animal calls

Special knocks

SITES ON THE INTERNET

- <http://www.cr.nps.gov/nr/travel/underground>
Aboard the Underground Railroad: A National Register of Historic Places Travel Itinerary introduces travelers, researchers, historians, preservationists, and anyone interested in African American history to the fascinating people and places associated with the Underground Railroad.
- <http://www.nationalgeographic.com/features/99/railroad/randl.html>
Gives additional web links and resources on slavery.
- <http://www.waynet.org/nonprofit/coffin.htm>
This is a good source for how one Underground Railroad station, the Levi Coffin House, worked and access to other links
- <http://www.cr.nps.gov/nr/travel/underground/states.htm>
Give links to Underground Railroad stations (sites by state in the USA)
- <http://www.cr.nps.gov/nr/travel/underground/ulrnmored.htm>
Has great links to research all issues of slavery and the Underground Railroad.
- <http://www.nps.gov/undergroundrr/ugsum.htm>
In 1990 Congress directed the National Park Service to study how to best interpret and commemorate the Underground Railroad, emphasizing the approximate routes taken by slaves escaping to freedom before the Civil War.
- http://www.cr.nps.gov/history/online_books/ugrr/exuggr4.htm
The study of the Hill family illustrates the possibilities for documenting cases of Underground Railroad activity and re-interpreting its significance in American history.
- http://www.cr.nps.gov/history/online_books/ugrr/exuggr3.htm
Where do we find evidence for a historical phenomenon that was, for the most part, unwritten and sometimes even unspoken?
- http://www.cr.nps.gov/history/online_books/ugrr/exuggr2.htm
The Underground Railroad refers to the effort --sometimes spontaneous, sometimes highly organized -- to assist persons held in bondage in North America to escape from slavery.
- <http://www.cr.nps.gov/aahistory/travel/travel.htm>
Site to link to other sites
- http://www.indianahistory.org/pop_hist/people/coffin.html
Essay on Levi Coffin and his "station."

SITES ON THE INTERNET

- <http://education.ucdavis.edu/new/stc/lesson/socstud/railroad/contents.htm>
Links to personal narratives, literature, music, maps, etc. compiled by Hazel Carrasco and Owen Solberg at UC Davis.
- <http://education.ucdavis.edu/new/stc/lesson/socstud/railroad/BrentEsc.htm>
Linda Brent slave narrative compiled by Hazel Carrasco and Owen Solberg at UC Davis.
- <http://www.cr.nps.gov/delta/underground/slave.htm>
Information on when and where slaves originally came from, African connection.
- <http://www.history.rochester.edu/class/ugrr/home.html>
The Underground Railroad in Rochester, NY prepared by Ilana May, Mark Beigel, and Lenny Hochschild.
- <http://www.niagara.edu/cam/special/ugr/ugr.html>
Information about The Stations of the Underground Railroad Public Sculpture Project in Niagara, NY
- <http://www.nps.gov/inde/archeology/NRamend.htm>
National Register for Underground Railroad Amendment
- <http://www.spartacus.schoolnet.co.uk/USASlavery.htm>
Slave accounts; the slave system; slave life; events and issues; campaigners against slavery by John Simkin.
- <http://www.historychannel.com/exhibits/undergroundrr>
Click Related Exhibits then Slavery Timeline and Underground Railroad
- <http://www.50states.com/tools/usamap.htm>
This site features a downloadable and reproducible blank map of the United States.
- <http://www.learner.org/biographyofamerica/prog10/maps/>
This site features a color-coded map detailing slave states and free states in the United States in 1860.
- http://www2.worldbook.com/assets/handson_help_gfx/activityimages/colmap.gif
This site features a blank map of the thirteen original colonies.

SITES ON THE INTERNET (CONTINUED)

- <http://darkwing.uoregon.edu/~atlas/america/interactive/map18.html>
This interactive site features a map of the thirteen original states. When the user rolls the mouse over each state, information about that state's history of slavery is revealed. This site's source is the Oregon Atlas Project. This site requires the Shockwave plug-in, available for free download at www.macromedia.com.
- <http://www.nationalgeographic.com/features/99/railroad/tl.html>
This site, from National Geographic, features a grade-level appropriate timeline of slavery's history in the United States.
- <http://www.pbs.org/wgbh/aia/part2/2h1.html>
This site, which accompanies PBS' AFRICANS IN AMERICA series, features an online primary source document from 1775. Runaway ad for Titus
- <http://www.pbs.org/slavery/teachers/readings.html>
This site, part of the SLAVERY AND THE MAKING OF AMERICA Web site, features a fictional dramatic scene, based on historical information, about the slave Titus, who lived in New Jersey in the mid-1700s. "Titus at the Market"
- <http://www.nationalgeographic.com/features/99/railroad/>
This site, from National Geographic, allows students to take an online interactive journey on the Underground Railroad.
- <http://ssad.bowdoin.edu:9780/projects/flighttofreedom/>
This site, from the history department at Bowdoin College, allows students to assume the character of a variety of famous fugitive slaves.
- <http://memory.loc.gov/ammem/snhtml/mesnbibnarrindex.html>
Born in Slavery: Slave Narratives from the Federal Writers Project, 1936-938 in the Library of Congress.
- <http://xroads.virginia.edu/~hyper/wpa/reading>
Verbatim interview narratives collected by Works Progress Administration in the late 1936-1940
- <http://www.shockfamily.net/underground/underground.pdf>
Contains fourteen narratives under the title of "Stories of the Underground Railroad" by Anna L. Curtis (These narratives are mostly about children.)

BOOKS THAT MAY BE AVAILABLE AT THE PUBLIC LIBRARY

“Dear friend”: Thomas Garrett & William Still, collaborators on the underground railroad. Bentley, Judith.

Escape North! : the story of Harriet Tubman. Kulling, Monica.

Freedom River. Rappaport, Doreen.

Freedom roads : searching for the Underground Railroad. Hansen, Joyce.

Freedom struggle : the anti-slavery movement in America, 1830-1865. Rossi, Ann.

Get on board : the story of the Underground Railroad. Haskins, James.

Go free or die : a story about Harriet Tubman. Ferris, Jeri.

Harriet Ross Tubman. Troy, Don.

Harriet Tubman : a photo-illustrated biography. McLoone, Margo.

Harriet Tubman : a woman of courage.

Harriet Tubman : abolitionist and Underground Railroad conductor. Klingel, Cynthia Fitterer.

Harriet Tubman : antislavery activist. Taylor, Marian.

Harriet Tubman : riding the freedom train. Blue, Rose.

Harriet Tubman : slavery and the underground railroad. McClard, Megan.

Harriet Tubman : the life of an African-American abolitionist. Shone, Rob.

Harriet Tubman and the freedom train. Gayle, Sharon.

Harriet Tubman and the underground railroad. Martin, Michael

Harriet Tubman. Mara, Wil.

Harriet Tubman. Nielsen, Nancy J.

Harriet Tubman. Rustad, Martha E. H. (Martha Elizabeth Hillman).

Harriet Tubman. Sullivan, George.

Harriet Tubman. Wheeler, Jill C.

Harriet Tubman. Abraham, Philip.

Harriet Tubman. Weidt, Maryann N.

History of the underground railroad in Mechanicsburg. Watts, Ralph M.

BOOKS THAT MAY BE AVAILABLE AT THE PUBLIC LIBRARY

I came as a stranger : the Underground Railroad. Prince, Bryan

If you traveled on the underground railroad. Levine, Ellen.

Learning about bravery from the life of Harriet Tubman. Mosher, Kiki.

Life on the Underground Railroad. Isaacs, Sally Senzell.

Minty : a story of young Harriet Tubman. Schroeder, Alan.

North star to freedom : the story of the Underground Railroad. Gorrell, Gena K.

Pathway of progress : a short history of Ohio. Bowman, David Weller.

President of the Underground Railroad : a story about Levi Coffin. Swain, Gwentyth

Race to freedom the underground railroad. Xenon Entertainment Group

Read about Harriet Tubman. Feinstein, Stephen.

Slave uprisings and runaways : fighting for freedom and the Underground Railroad. Eskridge, Ann E.

Slavery and the underground railroad : bound for freedom. Ford, Carin T.

Tales from the underground railroad. Connell, Kate.

The House of Dies Drear. Hamilton, Virginia.

The last safe house : a story of the underground railroad. Greenwood, Barbara

The story of Harriet Tubman : conductor of the underground railroad. McMullan, Kate.

The story of Harriet Tubman. Koestler-Grack, Rachel A.

The Underground Railroad. Heinrichs, Ann.

The Underground Railroad in American History. Sawyer, Kem Knapp.

The underground railroad in Ohio. Siebert, Wilbur Henry

The Underground railroad. Hudson, Wade.

The underground railroad. Stein, R. Conrad.

The Underground Railroad. Williams, Carla.

The underground railroad. Bial, Raymond.

Who was Harriet Tubman? McDonough, Yona Zeldis.

A SELECTION OF BOOKS AVAILABLE FOR PURCHASE FROM AMAZON.COM

Young Harriet Tubman : freedom fighter. Benjamin, Anne.

The Underground Railroad (Cornerstones of Freedom. Second Series) by Wade Hudson

The Patchwork Path : A Quilt Map to Freedom by Bettye Stroud

Under the Quilt of Night by Deborah Hopkinson

Freedom Struggle : The Anti-Slavery Movement 1830-1865 (Crossroads America) by Ann Rossi

Friend On Freedom River (Tales of Young Americans) by Gloria Whelan, Gijsbert Van Frankenhuyzen (Illustrator)

The Underground Railroad for Kids : From Slavery to Freedom with 21 Activities (For Kids series) by Mary Kay Carson

Harriet Tubman And The Underground Railroad (Graphic History) by Michael Martin, et al

The Underground Railroad (American Moments) by Alan Pierce

Slave Uprisings and Runaways: Fighting for Freedom and the Underground Railroad (Slavery in American History) by Henry Louis, Jr. Gates (Foreword), Ann E. Eskridge

Across the Wide River by Stephanie Reed

Harriet Tubman: Antislavery Activist (Black Americans of Achievement) by Marian Taylor, et al

Follow the Drinking Gourd (Rabbit Ears-A Classic Tale) by Bernardine Connelly, Yvonne Buchanan (Illustrator)

The Underground Railroad (Daily Life) by P. M. Boekhoff, Stuart A. Kallen

Runaway Jack by Stewart Lees

Escape to Freedom : The Underground Railroad Adventures of Callie and William (I Am American) by Barbara Brooks-Simon

I Came As a Stranger : The Underground Railroad by Bryan Prince

Evvyy's Civil War by Miriam Brenaman

Slavery and the Underground Railroad: Bound for Freedom (Civil War Library) by Carin T. Ford

The Adventures of Chip and Marty in Mr. Sandman's Class: Underground Railroad by Amy Lynn

The Freedom Stairs: The Story of Adam Lowry Rankin, Underground Railroad Conductor by Marilyn Weymouth Seguin

Runaway Slaves (History Firsthand) by Karin S. Coddon (Editor)

Allen Jay and the Underground Railroad by Marlene Targ Brill

**A SELECTION OF BOOKS AVAILABLE FOR PURCHASE
FROM AMAZON.COM**

President of the Underground Railroad: A Story of Levi Coffin by Gwenyth Swain

The Secret to Freedom by Marcia Vaughn

Aunt Harriet's Underground Railroad in the Sky by Faith Ringgold

Journey to Freedom: A Story of the Underground Railroad by Courtni Crump Wright

A Winding Road to Freedom by Randall, Wisheart

Escape From Slavery by Doreen Rappaport

Freedom River by Doreen Rappaport

QUESTIONS FOR TRAIN WITHOUT TRACKS BY WILLIAM BELL

Introduction - Dr. Crew said the Underground Railroad was a time when people from different races, religious backgrounds, economic levels and geographic regions found **common ground**. What is meant by “common ground”?

P. 5 - List some of the secrets kept by the Underground Railroad participants.

P. 6 - Why did the year 1865 bring an end to the Underground Railroad?

P. 6 - Explain how the term **Underground Railroad** developed.

P. 7 & 8 - Research the story behind the name of one of the quilt squares.

P. 7 & 8 - How was the quilt square used?

P. 10 - An oral tradition is a memory handed down from one generation of people to another. Can you give an example of an oral tradition handed down in your family?

P. 11 - What is an abolitionist?

P. 12 - What did a “conductor” on the Underground Railroad do? Compare it to the job of a train conductor.

P. 13 - What risks were involved in shipping Henry Brown to Philadelphia?

P. 14 - What did slave owners do to reduce the number of escaping slaves?

P. 15 - Research John Parker’s inventions.

P. 16 - What is the job of a stationmaster on the Underground Railroad? Compare it to a stationmaster at a train station.

P. 17 & 18 - Explain how animals helped runaway slaves.

P. 18 & 19 - Where did runaway slaves hide in the countryside? ...in the city?

P. 20 & 21 - What were the signs at John Rankin’s house that indicated safety for the runaway slaves?

MATCHING EXERCISE

Match the name to what the person is famous for.

Harriet Tubman

Henry Brown

MaryAnn Shadd

John Parker

John Rankin

Harriet Beecher Stowe

_____ Successful businessman and inventor

_____ Abolitionist

_____ Stationmaster

_____ Escaped in a shipping crate to Philadelphia

_____ Author of Uncle Tom's Cabin

_____ Conductor/guide

“WADE IN THE WATER”

Lesson Connection: Harriet Tubman Integrated Unit: Lesson 3
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Instructions:

Read the lyrics to the spiritual “Wade in the Water” and look for code words and phrases that may have been used to transmit information. Write an interpretation of the lyrics based on your findings.

“Wade In The Water”

Chorus:

Wade in the water (children).
Wade in the water.
Wade in the water.
God’s gonna trouble the water.

Verse 1:

If you don’t believe I’ve been redeemed,
God’s gonna trouble the water.
I want you to follow him on down to Jordan stream.
(I said) My God’s gonna trouble the water.
You know chilly water is dark and cold.
(I know my) God’s gonna trouble the water.
You know it chills my body but not my soul.
(I said my) God’s gonna trouble the water.
(Come on let’s)

Repeat Chorus

Verse 2:

Now if you should get there before I do,
(I know) God’s gonna trouble the water.
Tell all my friends that I’m comin’ too.
(I know) God’s gonna trouble the water.
Sometimes I’m up Lord and sometimes I’m down.
(You know my) God’s gonna trouble the water.
Sometimes I’m level to the ground.
God’s gonna trouble the water.
(I know) God’s gonna trouble the water.

Repeat Chorus two times

THE LYRICS OF SPIRITUALS

Lesson Connection: What Does this Song Really Say?

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Instructions:

Read through the lyrics to “This Train” and “Woke Up This Mornin’.” Underline words and phrases that might have been used to transmit information related to the Underground Railroad.

“This Train”

Verse 1:

This train is bound for glory, this train. (Repeat.)

This train is bound for glory, I’m not telling you a story.

This train is leaving, get on board.

Verse 2:

This train don’t carry sleepers, this train. (Repeat.)

This train don’t carry sleepers, its got none but righteous peoples.

This train is leaving, get on board.

“Woke Up This Mornin’ “

Verse 1:

I woke up this mornin’ with my mind, it was stayed on freedom. (Repeat three times.)

Allelu, Allelu, Alleluia.

Verse 2:

Walkin’ and talkin’ with my mind, it was stayed on freedom. (Repeat three times.)

Allelu, Allelu, Alleluia.

Verse 3:

Devil can’t get me when my mind, it was stayed on freedom. (Repeat three times.)

Allelu, Allelu, Alleluia.

QUILT DESIGNS

There is some debate as to usage of freedom quilts to remind the runaways as to what to do along the Underground Railroad. Certainly the runaways would not have carried a quilt with them and it would be dangerous to send the quilts back from the North. The quilts may have been designed as a reminder of what the runaway slaves experienced and a means by which the story may be told to future generations. The Underground Railroad was fully wrapped in secrecy and we may never know the true story behind the quilts. Whatever the case may be, it is fun and fascinating to experience the Underground Railroad and the runaway slaves through these beautiful artifacts.

FLYING GEESE: geese fly south in the winter; time to pack up and go

WAGON WHEEL: pack up supplies needed to survive

MONKEY WRENCH TURNS: gather tools needed

STARS: follow the North Star (Polaris)

BEAR'S PAW TRAIL: follow bear trails to find fish and other foods

DRUNKARD'S PATH: drunkards do not walk in a straight line and neither should they; slave bounty hunters near by

LOG CABIN: draw picture in dirt/look for cabin with a quilt hung outside; the color of the square in the center signaled if it was safe; black = not safe, yellow = caution, blue = safe

SHOOFLY: look for a free black to change old clothes for new

BOWTIES: wear clean clothes to fit in with free blacks/may have been hidden in nearby church

CROSSROADS: Cleveland, Ohio, from where many different roads led further north into Michigan and Canada

DOUBLE WEDDING RING: reminder to free themselves from the metal chains they wore on their body to hold them in slavery and to free their hearts from slavery

QUILT ACTIVITY

Students will be creating “stations” along the Underground Railroad. Each station should display a quilt block. Students in the costume of the people from the 1830-1865 time period will explain the block and its symbolism through a dialogue they create and rehearse. They will also research and tell about a hero and/or villain of the Underground Railroad they can associate with their quilt block and at the particular time of the journey. Harriett Tubman might be good for the Flying Geese block at the start of the journey, John Parker for the Monkey Wrench, Reverend Rankin for the Log Cabin block to name a few suggestions.

There are eleven quilt patterns with the Log Cabin pattern providing two more because of the colored center block. They have been presented in a logical order of progression along the Railroad experience. Divide students into groups of no more than three members. Each group will be assigned a quilt block to reproduce. It can be made from cloth, crafter’s foam sheets, or construction paper although if you have fadeless paper available, it would make a better product. This could be used as a math activity using tanagrams, graph paper plotting, symmetry, etc and then used as the pattern for their quilt block. Use your imagination.

UNDERGROUND RAILROAD VOCABULARY

ABOLITIONIST: person wanting slavery to end

BAGGAGE: runaway slaves

BUNDLES OF WOOD: runaways were to be expected

CANAAN: biblical reference to the land of Canaan to where the Israelites sought escape from slavery under the pharaoh; code word for Canada

CONDUCTOR: leader in the Underground Railroad

CONSTELLATION (ASTERISM): group of stars forming a dot-to-dot picture in the sky

DEPOT: safe house

DRINKING GOURD: another name for the Big Dipper constellation

EMANCIPATION PROCLAMATION: official act of Congress ending slavery in the U.S.

FORWARDING: name for freight to be shipped; refers to taking runaway slaves from station to station

FREEDOM: liberation from slavery; restriction from power over another

FREEDOM TRAIN: another term to describe the Underground Railroad

FREE STATE: states not allowing slavery; California, Connecticut, Illinois, Indiana, Iowa, Maine, Massachusetts, Michigan, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, and Wisconsin

FUGITIVE SLAVE ACT OF 1793: an act passed by Congress to help recapture and extradite runaway slaves back to their owners

GOSPEL TRAIN: Underground Railroad

HEAVEN: Canada

UNDERGROUND RAILROAD VOCABULARY

MERCHANDISE: runaway slaves

MOSES: Harriett Tubman

OVERSEER: person who supervised slaves; responsible for the punishment of slaves who did not do their work and for recapturing runaway slaves

PARCEL: runaways to be expected

PLANTATION: large farm in the southern United States for growing cotton or tobacco; most work on the plantations was done by slaves who were owned by the Master of the plantation

POLARIS: actual name of the “North Star” found at the end of the handle of the Little Dipper constellation

PREACHERS: leaders and/or speakers for the Underground Railroad

STATION: safe house

QUAIL: small game bird in the Northern United States and Southern Canada during the summer months and migrates to the Southern United States during the winter months; referred to in “Follow the Drinking Gourd” song

RIVER JORDAN: the Mississippi River or Ohio River

SAFE HOUSE: house of a member of the Underground Railroad; place where escaping slaves were safe to rest during their long trip north to freedom

SHEPHERDS: people escorting runaway slaves

SLAVE: person held as property to perform free labor; could be bought or sold

SLAVE LABOR: people forced to work against their will

SLAVERY: forcing people (men, women, and children) to work without pay

SLAVE STATES: states of the southern United States that allowed slavery: Alabama, Arkansas, Georgia, Kentucky, Delaware, Florida, Louisiana, Maryland, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, Texas, and Virginia

UNDERGROUND RAILROAD VOCABULARY

STATION: safe place for runaway slaves to hide and rest along the Underground Railroad

STATION MASTER: person in charge of safe place for runaway slaves along the Underground Railroad

STOCKHOLDERS: abolitionists; donors of money, food, clothing for the Underground Railroad

“THE MASTER”: owner of slave(s)

TOMBIGBEE: river running through the states of Mississippi and Alabama; major route of the Underground Railroad for slaves from those states

UNDERGROUND RAILROAD: a secret group of people, places, and paths that lead runaway slaves to freedom; strongest from 1820-1865

