

# TEACHER'S GUIDE

## Vocabulary Activity

### Part 4: Gathering Forces

#### MISSION 2: "Flight to Freedom"

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#### A NOTE TO THE EDUCATOR:

*On the following pages, you will find "flashcards" with terms and definitions (both combined and separate) that your students may encounter while playing Part 4 of "Flight to Freedom." These terms and definitions can be introduced and practiced before or during the time students see or hear them in the context of Mission US or in their American history study. The discussion questions and writing prompts will provide further opportunities for students to have more practice with the words and terms.*

*Divide your students into small groups of four or five, and ask each group to review the terms and definitions.*

*After your students have had a chance to review and discuss the terms and definitions, distribute the excerpt from the reporter's interview with Lucy. Review the directions with your students, and ask them to complete the text using the terms they studied.*

*Here are the terms which should be inserted into each paragraph of Lucy's life story:*

*Paragraph 1- colonization, citizen*

*Paragraph 2- defer, Underground Railroad, conductors*

*Paragraph 3- brace, prowling*

*Paragraph 4- steward, prudence*



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**brace**



a device that clamps together to provide support (*noun*), to make sturdier (*verb*)

**citizen**



a legally recognized individual within a city, state, or nation who has rights, like voting and land ownership

**colonization**



a movement in the 1800s to transport free African Americans to Africa

**conductors**



people who helped transport freedom seekers along the Underground Railroad

**defer**






to accept someone else's opinion or judgment on a particular topic or situation out of respect for that person

**prowling**



to move about in a sneaky manner, like a animal searching for its prey

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<p style="text-align: center;"><u>prudence</u></p>  <p style="text-align: center;">caution</p>	<p style="text-align: center;"><u>steward</u></p>  <p>a person in charge of taking care of passengers and the food supply on a ship, train, bus, etc.</p>
<p style="text-align: center;"><u>Underground Railroad</u></p>  <p>the loose, informal network of individuals, hideaways, and safe havens that assisted slaves as they tried to escape to freedom</p>	

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brace



citizen



colonization



conductors



defer



prowl



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prudence



steward



Underground Railroad



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<p>a device that clamps together to provide support (<i>noun</i>), to make sturdier (<i>verb</i>)</p>	<p>a legally recognized individual within a city, state, or nation who has rights, like voting and land ownership</p>
<p>a movement in the 1800s to transport free African Americans to Africa</p>	<p>people who helped transport freedom seekers along the Underground Railroad</p>
<p>to accept someone else's opinion or judgment on a particular topic or situation out of respect for that person</p>	<p>to move about in a sneaky manner, like a animal searching for its prey</p>

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<p style="text-align: center;">caution</p>	<p style="text-align: center;">a person in charge of taking care of passengers and the food supply on a ship, train, bus, etc.</p>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Activity: In the years following the Civil War, former slaves celebrated the end of slavery with a holiday called "Juneteenth." Juneteenth, held annually on June 19<sup>th</sup>, commemorated the day on which slaves in Texas learned of slavery's abolition.

This activity imagines Lucy is telling a reporter about her life and adventures at a Juneteenth picnic in 1868, twenty years after the beginning of "Flight to Freedom."

After reading and talking about the words and terms on the flash cards, read this excerpt from Lucy's interview with the reporter, describing what her life was like after she made her escape. Use the cards and your memory to help you fill in the missing words and terms. Some words may be used more than once.

<i>brace</i>	<i>conductors</i>	<i>prudence</i>
<i>citizen</i>	<i>defer</i>	<i>steward</i>
<i>colonization</i>	<i>prowling</i>	<i>Underground Railroad</i>

"One day I attended an antislavery meeting and although everyone there was against slavery, one of the speakers, Benjamin Harrison, was in favor of the foreign \_\_\_\_\_ of freed slaves. He wanted to free slaves and send them to Africa. I agreed about freeing the slaves, but Harrison made me mad when he said freed slaves should be sent to Africa. I did not want to be sent there. Although I wasn't an American \_\_\_\_\_, America where I was born and raised.

After the meeting, a few of us talked about moving Henry to safety and helping my mother and brother escape. I wanted to go back and get my mother and brother myself, but I decided to \_\_\_\_\_ to the opinion of my elders, who told me I would be putting myself in too much danger. That's when I learned about the \_\_\_\_\_, and how individual men and women served as \_\_\_\_\_, helping slaves escape to freedom.





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That night, I saw Henry. He had been hurt badly when he fell out of a tree during his escape, but a white hunter found him and put a \_\_\_\_\_ on his injured leg. What luck! Henry told me he was going to leave Ripley and head to Canada. I wished he didn't have to go, but I knew he couldn't be safe in Ohio, with slave catchers like T.C. Bercham \_\_\_\_\_ the streets, looking for him. Henry told me my mother had been auctioned. That made me very sad.

Then, one day, something wonderful happened. My brother Jonah arrived. I was so happy to see him! He had quite an adventure during his trip to Ripley. He even had to dress like a girl, so people wouldn't recognize him. A woman pretended Jonah was her slave and led him safely to a ship, where the \_\_\_\_\_ made sure he had food and water. I was so glad Jonah was able to make it to Ripley. Although we were together, I knew if we wanted to remain safe, we would have to use \_\_\_\_\_ on a daily basis.