

TEACHER'S GUIDE

Vocabulary Activity

Part 5: New Times, New Troubles

MISSION 2: "Flight to Freedom"

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 5 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- cholera

Paragraph 2- ambushed, runaway, opportunists, Fugitive Slave Act

Paragraph 3- witnesses, testify, commissioner

Paragraph 4- quandary, vigilant



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Part 5: New Times, New Troubles

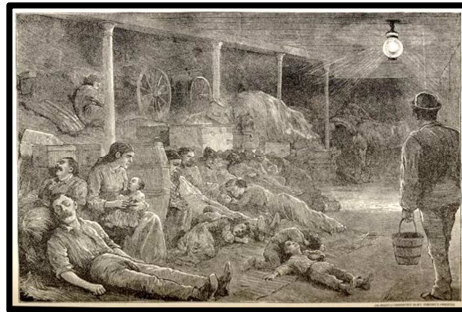
MISSION 2: "Flight to Freedom"

ambush



to attack by surprise

cholera



a life-threatening disease of the small intestine, which causes severe diarrhea, vomiting, and muscle cramps

commissioner



a person who has been hired to perform a business or duty for the government

Fugitive Slave Act



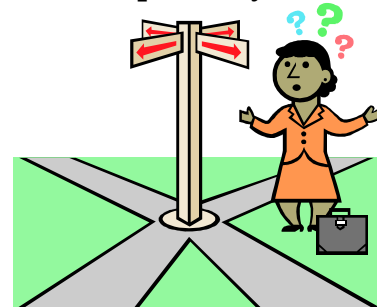
part of the Compromise of 1850, providing slave catchers with increased powers to return freedom seekers to the South and requiring northerners, and their legal officials, to assist in this process.

opportunist



a person who takes advantage of a situation, often with little thought to consequences or principles involved

quandary



a state of uncertainty; a predicament

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runaway



a slave trying to escape his or her owners
so that he could be free

testify



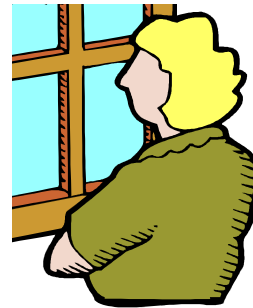
to make a statement based on personal
knowledge or belief

vigilant



keeping careful watch for danger or
trouble

witness



someone with personal knowledge of
something

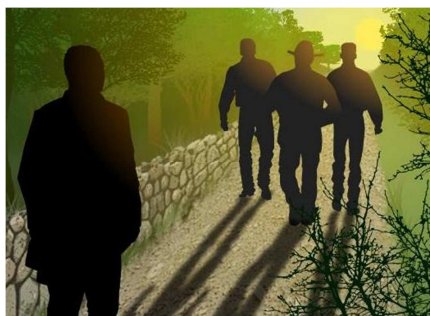
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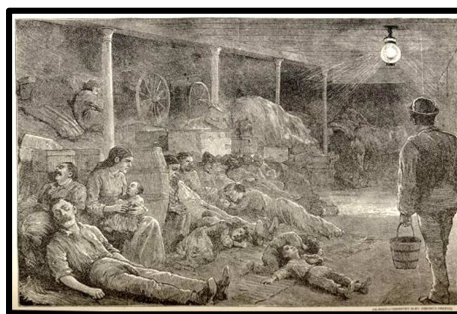
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MISSION 2: "Flight to Freedom"

ambush



cholera



commissioner



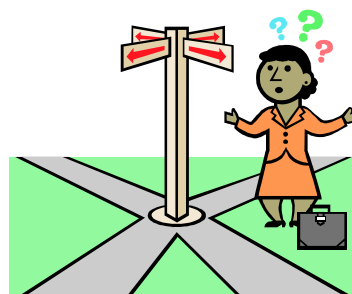
Fugitive Slave Act



opportunist



quandary



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runaway



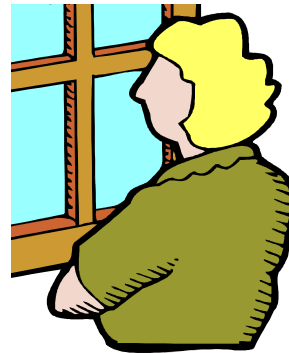
testify



vigilant



witness



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<p>to attack by surprise</p>	<p>a life-threatening disease of the small intestine, which causes severe diarrhea, vomiting, and muscle cramps</p>
<p>a person who has been hired to perform a business or duty for the government</p>	<p>part of the Compromise of 1850, providing slave catchers with increased powers to return freedom seekers to the South and requiring northerners, and their legal officials, to assist in this process</p>
<p>a person who takes advantage of a situation, often with little thought to consequences or principles involved</p>	<p>a state of uncertainty; a predicament</p>

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<p>a slave trying to escape his or her owners so that he could be free</p>	<p>to make a statement based on personal knowledge or belief</p>
<p>keeping careful watch for danger or trouble</p>	<p>someone with personal knowledge of something</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 19th, 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>ambushed</i>	<i>Fugitive Slave Act</i>	<i>runaway</i>
<i>cholera</i>	<i>opportunists</i>	<i>testify</i>
<i>commissioner</i>	<i>quandary</i>	<i>vigilant</i>
		<i>witnesses</i>

"Jonah and I enjoyed living with the Wrights in Red Oak. In 1850, however, things changed for the worse. Many people were sick with _____. That was a terrible disease. I was scared Jonah, the Wrights or I might catch it. Fortunately, we were all able to stay healthy.

However, one day something terrible happened to Uncle Morgan. He was _____ by three white men, who ripped up his free papers and took him to jail. They accused him of being a _____. They were lying! They knew he was a free man. They were _____, wanting to take advantage of the _____, which encouraged people to find and capture fugitives.

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Uncle Morgan was arrested. In order to save him, we needed to find _____ who could _____ that he was actually a free man. We had to find people very quickly, since the _____ was coming to town and he would make the final decision about what would happen to Uncle Morgan.

Later, the Wrights decided to move to Canada, since they thought it was too dangerous to stay in Ohio. I was in a _____ because I really wanted to stay and help the abolitionists in Red Oak, but I also knew that it would probably be safer to go with the Wrights. In the end, I stayed in Red Oak. I was very _____ and careful about trying to avoid danger, but in the end my true identity was discovered and I was captured and sent to jail.