

TEACHER'S GUIDE

Vocabulary Activity

Part 3: Free and Not Free

MISSION 2: "Flight to Freedom"

[Activities for] Part 3: Free and Not Free

[Part 3] Vocabulary Activity

A NOTE TO THE TEACHER:

On the following pages, you will find "flashcards" with terms and definitions (both combined and separate) that your students may encounter while playing Part 3 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- abolitionists

Paragraph 2- ruthless, affidavit, foolhardy

Paragraph 3- proprietress, stalwart

Paragraph 4- free papers, bankruptcy

Paragraph 5—embroidery, foundry

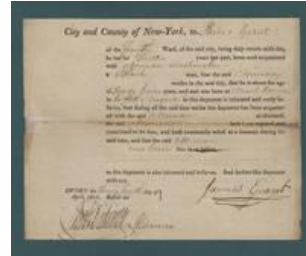
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abolitionists



men or women who wanted the immediate end to slavery

affidavit



a written statement used as evidence in court

bankruptcy



when a person can no longer pay the people who loaned him/her money or goods

embroidery



the art of stitching decoration onto cloth with thread or yarn

foolhardy



reckless; doing things without thinking

foundry



a workshop or factory where metal can be cast and shaped

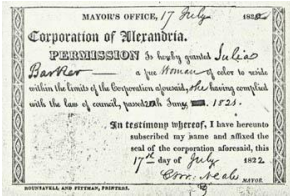
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free papers



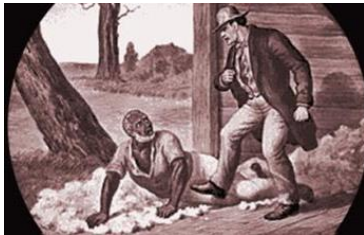
a pass that shows an African American was born free to prevent slave catchers from taking him or her South

proprietress



a woman who owns a business or property

ruthless



cruel, mean, heartless

stalwart



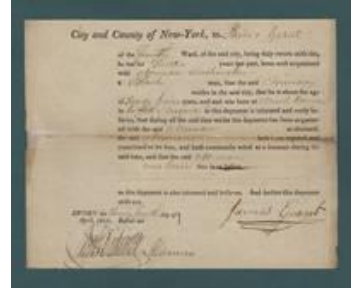
a loyal, hardworking member of a group, team, or cause

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abolitionists



affidavit



bankruptcy



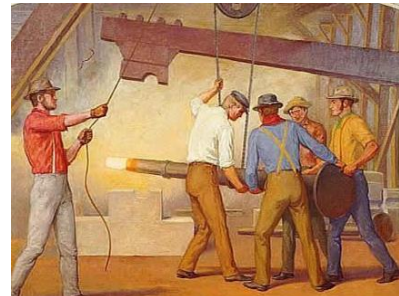
embroidery



foolhardy

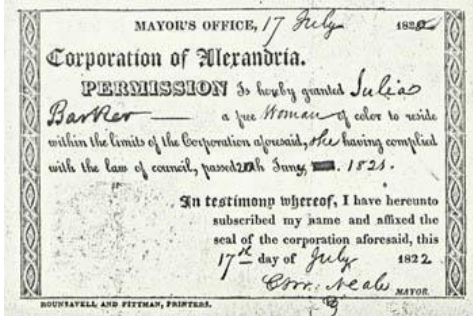


foundry



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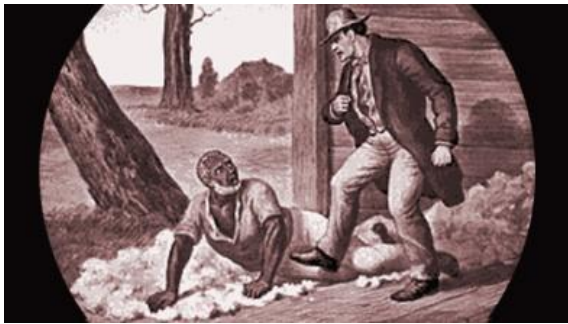
free papers



proprietress



ruthless



stalwart



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| men or women who wanted the immediate end to slavery | a written statement used as evidence in court |
| when a person can no longer pay the people who loaned him/her money or goods | the art of stitching decoration onto cloth with thread or yarn |
| reckless; doing things without thinking | a workshop or factory where metal can be cast and shaped |

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| <p>a pass used to show that an African American was born free to prevent slave catchers from taking him or her South</p> | <p>a woman who owns a business or property</p> |
| <p>cruel, mean, heartless</p> | <p>a loyal, hardworking member of a group, team, or cause</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.

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|----------------------|-------------------|------------------|---------------------|-----------------|
| <i>abolitionists</i> | <i>bankruptcy</i> | <i>foolhardy</i> | <i>free papers</i> | <i>ruthless</i> |
| <i>affidavit</i> | <i>embroidery</i> | <i>foundry</i> | <i>proprietress</i> | <i>stalwart</i> |

"I thought once I crossed the Ohio River and made it north, I'd be safe. I was wrong. Although I was being helped by _____, people who wanted to end slavery, I was still in danger. I wasn't enslaved anymore, but I lived with the fear of being sent back South.

One day, I met a _____ slave catcher named TC Bercham. He had an _____ for the capture of Henry, a friend of mine from the plantation. Henry had escaped from the King Planation! I was so worried about him. Bercham started asking me questions about who I was! I was so scared! I could tell he didn't believe Abigail Wright was my real aunt. I knew I could not be _____ with a man like Bercham around town. I didn't want to be taken back to slavery.

I also met the _____ of the Ripley hotel. She wasn't very nice to me when I came to pick up laundry from the hotel. Overall, I was much luckier than most runaways. I had so

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many caring people around me who were sympathetic to me and other freedom seekers.

People like the Reverend John Rankin, a _____ of the antislavery movement, were so kind to me. They helped me find a place to live, a job and even helped me learn to read! How I longed to learn to read in those days. And these kind men and women also protected me from the dangerous slave catchers whenever they could.

But, they couldn't help me with everything. Because I didn't have any _____, I was at constant threat of being discovered as a fugitive. I was also very worried about my mother and brother. Reverend Rankin told me that Master King was going to auction his enslaved African Americans, because he needed the money and was facing _____.

I kept very busy, helping the Wrights with their laundry business. I also used my sewing and _____ skills and made some pretty handkerchiefs for an anti-slavery fundraiser. I found out that Henry was actually in Ripley, being helped by the local antislavery community. He had been hurt badly during his escape. Mr. Parker, who works on metal in the local _____, was helping hide him. I really wanted to see him and make sure he was okay.

[Part 3] Review Questions

A NOTE TO THE TEACHER:

The purpose of these questions is to check the students' understanding of the action of the game and the history embedded in that action. Since the outcome of gameplay can vary depending on the choices the student makes, the answers to the questions might also vary.

Some students might learn information later than others, or not at all. If you choose to discuss students' responses as a whole group, information can be shared among all.

There may be more questions here than you want your students to answer in one sitting or in one evening. In that case, choose the questions you feel are most essential for their understanding of Part 2.

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Review Questions
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Feel free to copy the following pages of this activity for your students.

If you are not planning to have your students write the answers to the questions, you'll need to modify the directions.

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Review Questions
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Name: _____

Date: _____

Directions: After you play Part 3, read and answer these questions from the point of view of your character, Lucy. You may not know all the answers, so do the best you can. Write in complete sentences and proofread your work.

1) Where is Lucy staying in Red Oak, Ohio? What has she been doing to earn money?

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2) Is Lucy safe now that she has made it to the North? What are some of the dangers Lucy faces on a daily basis?

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3) What is happening at the King Plantation? How might Lucy's family be affected?

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4) During this part, you may have met the following people. Make a note or two next to the name of each, and what you think his or her view of slavery might be. *For this question, your notes don't have to be in complete sentences.*

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| a) "Aunt" Abigail Wright |
| b) Reverend John Rankin |
| c) John Parker |
| d) Millie Hatcher |
| e) T.C. Bercham |

5) What is Ripley, Ohio like? What are some of the things you saw and heard?

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6) How would you describe the Ripley Hotel proprietress, Mrs. Porter? How do you think she feels about slavery? Why?

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7) How does Benjamin Harrison, a Free Soil candidate in the upcoming elections, feel about ending slavery? Why does he feel this way?

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8) Who is John Parker hiding from T.C. Bercham? Are they in danger? Why?

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