## Activities for] Part 5: New Times, New Troubles

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### [Part 5] 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 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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| **ambush** M:\Edoutrch\Mission America\Mission 2\Mission 2 Teacher Materials\Part 5 New Times New Troubles\ambush.JPG  to attack by surprise | **cholera** http://americanhistory.si.edu/onthewater/assets/graphic/full/5048.jpg  a life-threatening disease of the small intestine, which causes severe diarrhea, vomiting, and muscle cramps |
| **commissioner**  C:\Documents and Settings\fuldj\Local Settings\Temporary Internet Files\Content.IE5\7QU0FUQN\MC900301364[1].wmf  a person who has been hired to perform a business or duty for the government | **Fugitive Slave Act**  http://1.bp.blogspot.com/-crsS_N-Y9A0/TadFSaMlE8I/AAAAAAAAAEE/CbH4JcKlQME/s1600/slavery.jpg  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**  C:\Documents and Settings\fuldj\Local Settings\Temporary Internet Files\Content.IE5\GDGVD7E7\MC900157037[1].wmf  a person who takes advantage of a situation, often with little thought to consequences or principles involved | **quandary** C:\Documents and Settings\fuldj\Local Settings\Temporary Internet Files\Content.IE5\FTIQG5ME\MC900334296[1].wmfa state of uncertainty; a predicament |
| **runaway**  http://library.wisc.edu/etext/wireader/Images/Big/WER1140.jpeg  a enslaved African American trying to escape his or her owners so that he could be free | **testify**  C:\Documents and Settings\fuldj\Local Settings\Temporary Internet Files\Content.IE5\BDKVZEWD\MC900024466[1].wmf  to make a statement based on personal knowledge or belief |
| **vigilant**  http://3.bp.blogspot.com/_CYTnxTBGfBs/TNymcjpSa4I/AAAAAAAAAIw/L272TptoxNw/s400/Night%2Bwatchman%2Bof%2BLondon.jpg  keeping careful watch for danger or trouble | **witness**  C:\Documents and Settings\fuldj\Local Settings\Temporary Internet Files\Content.IE5\FTIQG5ME\MC900128689[1].wmf  someone with personal knowledge of something |

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| **ambush**  M:\Edoutrch\Mission America\Mission 2\Mission 2 Teacher Materials\Part 5 New Times New Troubles\ambush.JPG | **cholera**  http://americanhistory.si.edu/onthewater/assets/graphic/full/5048.jpg |
| **commissioner**  C:\Documents and Settings\fuldj\Local Settings\Temporary Internet Files\Content.IE5\7QU0FUQN\MC900301364[1].wmf | **Fugitive Slave Act**  http://1.bp.blogspot.com/-crsS_N-Y9A0/TadFSaMlE8I/AAAAAAAAAEE/CbH4JcKlQME/s1600/slavery.jpg |
| **opportunist**  C:\Documents and Settings\fuldj\Local Settings\Temporary Internet Files\Content.IE5\GDGVD7E7\MC900157037[1].wmf | **quandary** C:\Documents and Settings\fuldj\Local Settings\Temporary Internet Files\Content.IE5\FTIQG5ME\MC900334296[1].wmf |
| **runaway**  http://library.wisc.edu/etext/wireader/Images/Big/WER1140.jpeg | **testify**  C:\Documents and Settings\fuldj\Local Settings\Temporary Internet Files\Content.IE5\BDKVZEWD\MC900024466[1].wmf |
| **vigilant**  http://3.bp.blogspot.com/_CYTnxTBGfBs/TNymcjpSa4I/AAAAAAAAAIw/L272TptoxNw/s400/Night%2Bwatchman%2Bof%2BLondon.jpg | **witness** C:\Documents and Settings\fuldj\Local Settings\Temporary Internet Files\Content.IE5\FTIQG5ME\MC900128689[1].wmf |

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| to attack by surprise | a life-threatening disease of the small intestine, which causes severe diarrhea, vomiting, and muscle cramps |
| a person who has been hired to perform a business or duty for the government | 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 |
| a person who takes advantage of a situation, often with little thought to consequences or principles involved | a state of uncertainty; a predicament |
| an enslaved African American trying to escape his or her owners so that he could be free | to make a statement based on personal knowledge or belief |
| keeping careful watch for  danger or trouble | someone with personal knowledge of something |

Name: Date:

Activity: In the years following the Civil War, formerly enslaved African Americans celebrated the end of slavery with a holiday called “Juneteenth.” Juneteenth, held annually on June 19th, commemorated the day on which enslaved African Americans 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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| *ambushed*  *cholera*  *commissioner* | *Fugitive Slave Act opportunists*  *quandary* | *runaway*  *testify*  *vigilant*  *witnesses* |

“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, 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.

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.

### [Part 5] Writing Prompts

**A NOTE TO THE TEACHER:**

*You will need to decide how best to share these writing prompts with your students. You might share them all and ask students to choose one for response. You might assign one or more to the entire group. You might make one or more of the topics the basis for in-class discussions. Make your decisions according to the needs of your group.*

*You may notice that many of the topics contain some version of the phrase, “Write about a time in your life…” The intention of these prompts is twofold: first, since students remember the content of their own lives, they can more easily respond to the questions and they are more likely to want to express themselves if they feel competent to do so; second, these questions can form a meaningful bridge between what happens in the lives of ordinary people today and the lives of people in history or in historical events themselves. For these reasons, you might decide to use some of those prompts before students encounter the history, because thinking about them sets the students up to understand it and to relate to it.*

*Since students vary in their degree of comfort and skill in writing, you should decide when students write and how much students should write. We do suggest, though, that since students need to share their writing with each other to make personal and historical connections, you encourage them to focus on content rather than on mechanical skills. Pieces can be revised and edited later if you decide they should be shared more formally (such as on a bulletin board or newsletter).*

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| Read through all the topics. Then choose one of them to write about. Write the title of the piece at the top of your page. Write in complete sentences. After you are finished, proofread your work for correctness. |

**FUGITIVE SLAVE ACT:** The Fugitive Slave Act, passed by Congress in 1850, made it a crime for any law enforcement official to not arrest an African American suspected of running away from slavery. Suspected fugitives were not given trials and could not legally challenge those claiming to be their owners. This led to many free African Americans/Blacks being kidnapped into slavery. Northerners used to thinking of slavery as a southern problem now saw their own officials responsible for enforcing it. Imagine yourself as a northern abolitionist who happened to also be a policeman or other official whose duty is to enforce the law. Would you stand against what you believed to be an unjust policy, or would you compromise your conscience in order to uphold the law of the land?

**LUCY’S JOURNAL.** Through Lucy’s eyes, think about your circumstances from the beginning to the end of this part of “Flight to Freedom.” Think about the people with whom you interacted, what you learned from them. Think about the choices you made and the consequences of those choices. Now write a journal entry from Lucy’s point-of-view summarizing what happened to you in Part 5. You may choose to illustrate one aspect of your entry.

**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 game play 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 3.*

*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.*

### [Part 5] Review Questions

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

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| Directions: After you play Part 5, 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) What happens to Lucy’s “uncle,” Morgan Wright?

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2) What are “Free Papers”? Why are they important?

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3) What are some ways Lucy can help her uncle, Morgan Wright, prove he is a free man?

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4) Who does Millie Hatcher say are “ideal” witnesses for Mr. Wright? Why are people like that ideal?

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5) What do the Wrights decide to do to stay safe and remain free? Do you agree with their decision? Why or why not?

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6) Why does Lucy stay in Ohio? Do you think this is a good idea? Why or why not?

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7) Why is Lucy captured?

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8) Describe how you think the following people may have felt about Lucy’s capture, and why they may have felt that way.

*For this question, your notes don’t have to be in complete sentences.*

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| a. Jonah |
| b. T.C. Bercham |
| c. Millie Hatcher |
| d. Miss Sarah King |