

TEACHER'S GUIDE

Vocabulary Activity

Part 5: New Times, New Troubles

MISSION 2: "Flight to Freedom"

Activities for] Part 5: New Times, New Troubles

[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

TEACHER'S GUIDE

Vocabulary Activity

Part 5: New Times, New Troubles

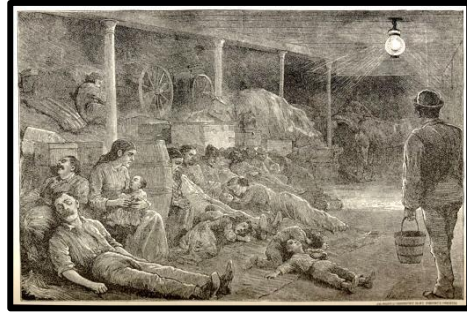
MISSION 2: "Flight to Freedom"

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



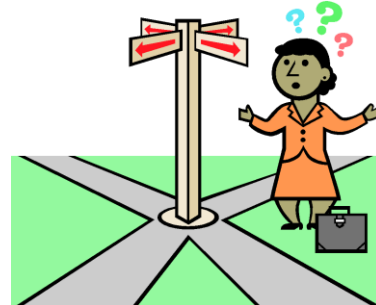
part of the Compromise of 1850, providing slave catchers with increased powers to return freedom seekers to the South and requiring northerners, and their legal officials, to assist in this process.

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

TEACHER'S GUIDE

Vocabulary Activity

Part 5: New Times, New Troubles

MISSION 2: "Flight to Freedom"

runaway



a enslaved African American trying to escape his or her owners so that he could be free

testify



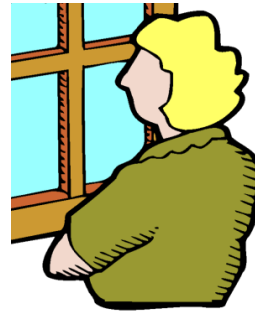
to make a statement based on personal knowledge or belief

vigilant



keeping careful watch for danger or trouble

witness



someone with personal knowledge of something

TEACHER'S GUIDE

Vocabulary Activity

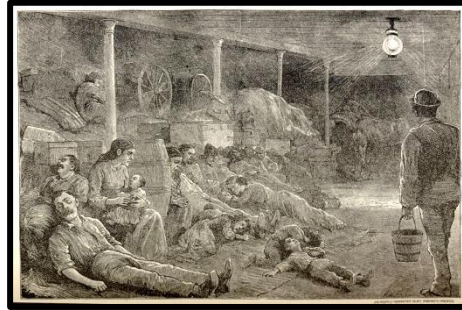
Part 5: New Times, New Troubles

MISSION 2: "Flight to Freedom"

ambush



cholera



commissioner



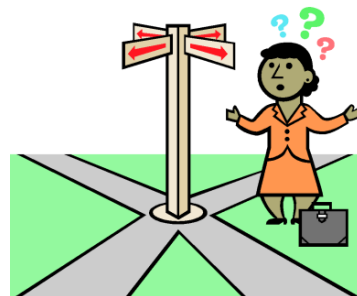
Fugitive Slave Act



opportunist



quandary



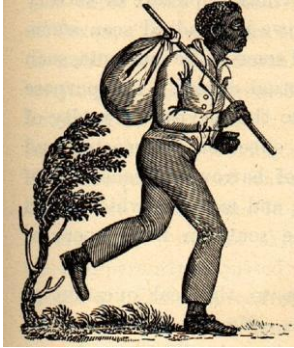
TEACHER'S GUIDE

Vocabulary Activity

Part 5: New Times, New Troubles

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runaway



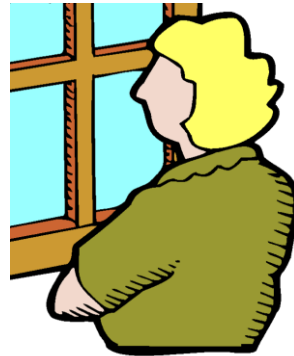
testify



vigilant



witness



TEACHER'S GUIDE

Vocabulary Activity

Part 5: New Times, New Troubles

MISSION 2: "Flight to Freedom"

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

TEACHER'S GUIDE

Vocabulary Activity

Part 5: New Times, New Troubles

MISSION 2: "Flight to Freedom"

<p>an enslaved African American 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>

TEACHER'S GUIDE

Vocabulary Activity

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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.

<i>ambushed</i> <i>cholera</i> <i>commissioner</i>	<i>Fugitive Slave Act</i> <i>opportunists</i> <i>quandary</i>	<i>runaway</i> <i>testify</i> <i>vigilant</i> <i>witnesses</i>
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"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.

TEACHER'S GUIDE

Vocabulary Activity

Part 5: New Times, New Troubles

MISSION 2: "Flight to Freedom"

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.

TEACHER'S GUIDE

Writing Prompts

Part 5: New Times, New Troubles

MISSION 2: "Flight to Freedom"

[Part 5] Writing Prompts

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.

TEACHER'S GUIDE

Review Questions

Part 5: New Times, New Troubles

MISSION 2: "Flight to Freedom"

[Part 5] Review Questions

Name: _____

Date: _____

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?

2) What are "Free Papers"? Why are they important?

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

TEACHER'S GUIDE

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Part 5: New Times, New Troubles

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

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

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

7) Why is Lucy captured?

TEACHER'S GUIDE

Review Questions

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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.

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