





[Part 2] Vocabulary Activity

<p style="text-align: center;"><u>Ripley</u></p> <p>A town in Ohio, on the far side of the Ohio River from Kentucky, that served as a safe haven along the</p>  <p style="text-align: center;">“underground railroad.”</p>	<p style="text-align: center;"><u>Border State</u></p> <p>The states that were located between the “free” and “slave” states: Delaware, Maryland, Virginia, Kentucky, and Missouri. Although they were referred to as border states, each of them had slavery within their borders</p> 
<p style="text-align: center;"><u>border</u></p> <p>The line or area separating two geographic regions</p> 	<p style="text-align: center;"><u>fugitive</u></p> <p>The term used to describe enslaved African Americans who ran away; also, a person who has escaped from a place (like a jail) and is hiding</p> 
<p style="text-align: center;"><u>bounty</u></p> <p>A reward put out for returning a lost item</p> 	<p style="text-align: center;"><u>illiterate</u></p> <p>Unable to read.</p> 
<p style="text-align: center;"><u>slave catchers</u></p> <p>Men who were paid to travel in the North to find and bring back enslaved African Americans who had run away</p> 	<p style="text-align: center;"><u>ford</u></p> <p>A shallow place in a river where one can walk across (<i>noun</i>); to cross a river at a shallow place (<i>verb</i>)</p> 

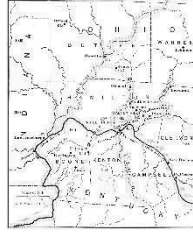
Licking River

Tributary of the Ohio river in Northeastern Kentucky



Ohio River

The river separating the states of Ohio and Kentucky. It begins in Pennsylvania, and is the largest tributary of the Mississippi River



ferry

A boat or raft used to carry passengers and/or goods from one side of a body of water to another



surveillance

The close observance of a person or people, especially if that person (or those people) are suspected of criminal behavior



Ripley



Border State



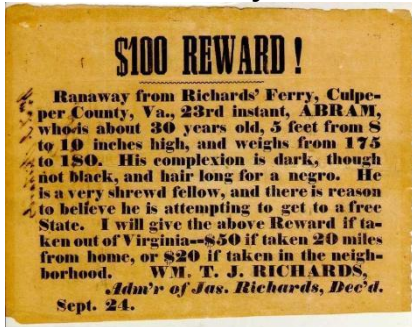
border



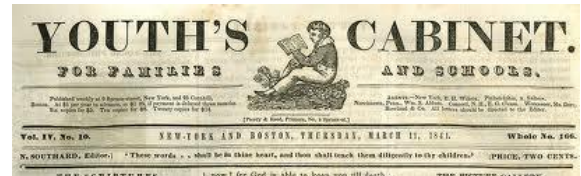
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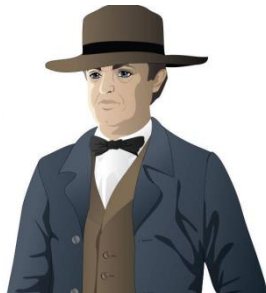
bounty



illiterate



slave catchers



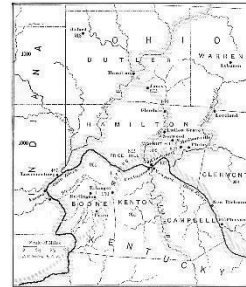
ford



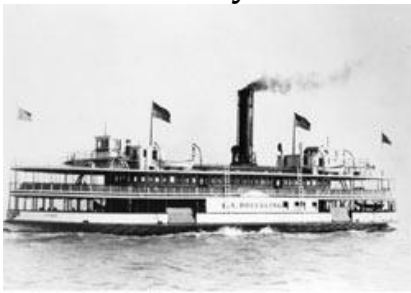
Licking River



Ohio River



ferry



surveillance



<p>A town in Ohio, on the far side of the Ohio River from Kentucky that served as a safe haven along the “underground railroad”</p>	<p>The states that were located between the “free” and “slave” states: Delaware, Maryland, Virginia, Kentucky, and Missouri. Although they were referred to as Border States, each of them had slavery within their borders</p>
<p>The line or area separating two geographic regions</p>	<p>The term used to describe enslaved African Americans who escaped; also, a person who has escaped from a place (like a jail) and is hiding</p>
<p>A reward put out for an enslaved African American who escaped</p>	<p>Unable to read</p>

<p>Men who were paid to travel in the North to find and bring back enslaved African Americans who had run away</p>	<p>A shallow place in a river where one can walk across (<i>noun</i>); to cross a river at a shallow place (<i>verb</i>)</p>
<p>Tributary of the Ohio river in Northeastern Kentucky</p>	<p>The river separating the states of Ohio and Kentucky. It begins in Pennsylvania, and is the largest tributary of the Mississippi River</p>
<p>A boat or raft used to carry passengers and/or goods from one side of a body of water to another</p>	<p>The close observance of a person or people, especially if that person (or those people) are suspected of criminal behavior</p>

Name: _____

Date: _____

Activity: In the years following the Civil War, former enslaved African Americans celebrated the end of slavery with a holiday called “Juneteenth.” Juneteenth, held annually on June 19, 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 when she made her escape. Use the cards and your memory to help fill in the missing words and terms. Some words may be used more than once.

<i>border</i> <i>Border State</i> <i>bounty</i> <i>ferry</i>	<i>ford</i> <i>fugitive</i> <i>illiterate</i>	<i>Licking River</i> <i>Ohio River</i> <i>Ripley</i>	<i>slave catchers</i> <i>surveillance</i>
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“It is only about seventy-five miles from Master King’s plantation in Kentucky to the little town of _____, in Ohio. But back when I ran away, those two places could not have been more different.

Kentucky, you see, was a _____. That meant there was slavery there, but in the state just to the north of it, Ohio, there was no slavery. It seems awfully foolish to me that a person’s freedom was decided by which side of an imaginary line, or _____, they were standing on.

The minute I left Master King’s plantation, I was a _____. I was also a criminal. There was a _____ offered to anyone who could recapture me. I don’t know how much it was, but people could make a nice amount of money if they managed to catch an enslaved African Americans who escaped back in those days.

Master King put up posters all over that part of the state, letting folks know I had run off. A lot of folks were _____, and couldn't read the posters. That helped some. I had to sleep in the woods and in caves, and spent a lot of my time trying to keep away from the _____, who patrolled the roads looking for anyone who might be a runaway.

It seems like everywhere I turned, there was a new obstacle to prevent me from getting north. That country has more streams and rivers than I care to remember. Every time I turned around, there was a new river for me to _____.

The first big river I had to cross was the _____, but after I made it across, I was still in Kentucky. The _____ separates Kentucky from Ohio. These were big rivers, too. It would have been easiest to get across them on a _____, but it was often too dangerous for a runaway to try and do that. The Ohio River, especially, was under constant _____ by people looking for escaped enslaved African Americans.

When I made it to Ohio and the town of Ripley I thought I was free and my troubles were over. I was wrong."

[Part 2] Writing Prompts

Read through all the topics first, and then choose one 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.

TWO'S COMPANY? One of the decisions Lucy needs to make in Part 2 in connection with her attempt to escape is whether to try her luck on her own or to go off with Henry. What do you imagine are the advantages and disadvantages of going with Henry? What might be the advantages and disadvantages of going off alone?

INDEPENDENCE AND INTERDEPENDENCE. Probably since you were a young child at school, your teachers have reported to your parents periodically about your ability to work independently and also your ability to work cooperatively with others. Both are important. At one time, school meant sitting quietly and working mostly by yourself. Then, in the last decades of the 20th century, researchers discovered that once we leave school and go into the workplace, there are more occupations in which we need to work with others interdependently than ones in which it is important to be able to work alone. Which kind of work is most difficult for you to do? What makes that kind of work so difficult? Write a letter to your parents as if you are your teacher, and describe yourself as an independent or interdependent learner. What would your teacher say about you? What are your strengths? What do you need to work? Give examples.

WHOM DO YOU TRUST? Think about the choices Lucy faces in Part 2. Many of her choices are informed by what other people tell her. While sometimes a good or bad outcome from a decision has to do with your own analysis of what is best or luck, often it's about your decisions about whom to trust. Have *you* ever been in a situation where your decision had to do with whom to trust? How do you decide whether or not to trust a person? Make a list of the things that signal you to trust or not to trust someone. These things may have to do with your relationship to that person (parent, total stranger, etc.), the circumstances (a teacher, a stranger who emails you, etc.), qualities of that person (evidence he/she presents, tone of voice, etc.) If you like, include an instance of a time you decided to trust someone and tell whether you feel you made the right decision. State what, if anything, you learned from that experience.

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, and 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 2. You may choose to illustrate one aspect of your entry.

[Part 2] Review Questions

Name: _____

Date: _____

Directions: After you play Part 2, 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 were some of the obstacles Lucy encountered on her escape?

2) Did anyone help Lucy during her escape? Who? What did they do for her?

3) Did "your" Lucy make it to freedom on the first try? If not, what stopped you?

4) Lucy's decision to run away had an effect on many people. Describe how you think the following people may have felt about Lucy's escape, and why they may have felt that way.

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

a. Jonah
b. Henry
c. Mr. Otis
d. Miss Sarah King
e. Master King

5) What sorts of places did you visit or stay in on your journey to Ohio?

6) Why were so many people interested in capturing enslaved African Americans who ran away?
