Mission 2:

"Flight to Freedom"

TEACHER GUIDE

MISSION US

EDUCATOR'S GUIDE

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Content Briefing and Advisory
PLEASE READ THIS FIRST.

About "Flight to Freedom"

"Flight to Freedom" takes place in the slave-holding border state of Kentucky and the free border state of Ohio in the years surrounding the passage of the Fugitive Slave Law. Players play the role of Lucy, an enslaved 14-year-old girl who escapes to Ripley, Ohio, and finds refuge within a community of African American and white abolitionists. Informed by social history scholarship that centralizes the experience – and agency – of African Americans, the game itself is not designed to simulate the economic or political system of slavery (these are addressed in the accompanying curriculum). Rather, it brings to life the everyday forms of resistance undertaken by enslaved communities, and as crucially, the actions undertaken by enslaved African Americans to free themselves, through direct action on the Underground Railroad and through political organizing in the North.

"Flight to Freedom" drew upon forty years of scholarship by our nation's most pre-eminent historians of slavery, including the late John Hope Franklin, whose research and writing has helped generations of Americans – of all racial and cultural backgrounds – confront the most brutal chapters of our nation's history with truth, courage, and dignity. The content for "Flight to Freedom" was developed by a team of historians at the American Social History Project/Center for Media & Learning (ASHP), a research center at the City University of New York Graduate Center. ASHP worked in collaboration with African American scholars who are experts in the history of the period – Nikki Taylor, at the time historian at the University of Cincinnati and the National Underground Railroad Freedom Center (now chair and professor of history at Texas Southern University) and Christopher Moore, at the time a public historian and researcher at the Schomburg Center for Research in Black Culture at the New York Public Library. Ira Berlin, one of the foremost historians of slavery and Distinguished Professor at the University of Maryland, also served as an advisor.

"Flight to Freedom" is part of a growing body of "serious games" that immerses users in historical and contemporary problems in ways that encourage perspective-taking, discussion, and weighing of multiple kinds of evidence. Teachers have found that games can be an effective way to teach about sensitive topics such as human rights, the war on terror, immigration, and environmental crises. The *Mission US* approach is especially effective for reaching struggling learners who have difficulty learning from a textbook.

As students play "Flight to Freedom" and make choices for Lucy, they will earn badges representing different qualities or characteristics their "version" of Lucy has exhibited. The badges represent different ways that enslaved people, individually and together, responded to the conditions of slavery, in ways that ultimately helped hasten its end. Some badges represent choices that helped enslaved African Americans preserve Family and Community in the face of enslavement. Others represent choices to develop skills of reading, writing, and speaking (Literacy/Persuasion/Leadership)

that helped former slaves and freedmen become a powerful force for abolishing slavery. Some badges reflect efforts to survive slavery by avoiding direct confrontation with slave masters' power. Others represent choices to directly Resist or break the rules of the slave system, by being Self-Reliant, engaging in Sabotage, or otherwise showing a Fighting Spirit.

In small formative studies of Mission 2 with diverse middle school students, Education Development Center researchers found that youngsters were surprised by the arbitrary cruelties of the slave system, and deeply interested in the different ways that the enslaved could and did resist it. Whatever students' background, game events helped widen their view of how slavery worked, and the ways that enslaved and free people struggled against it. As intended, the game served as a springboard for questions, discussion, and further learning via the curriculum materials.

Using "Flight to Freedom" with your students

No history book, novel, or film covers all the ills of slavery; "Flight to Freedom" is no different. Although geared to secondary students, the mission tells some ugly truths about slavery, including the work regimen of enslaved people, the inhumanity of bondage, the cruelty of abuse, the separation of families, and the physical consequences of disobedience. At the same time, the mission combats the stereotype of enslaved people as passive victims by showing the range of ways they survived and challenged oppression. The mission portrays enslaved African Americans with agency and personal power (even when social, economic, and political power was non-existent), and as central actors in their own destinies. Our goal is for all students to develop a greater respect for African Americans' struggle and African American history as a part of American history.

Before integrating "Flight to Freedom" into your curriculum, we strongly encourage you to preview the mission yourself, and make certain it is appropriate for your students and your community. On this site, we have provided a vast array of background information, activities, discussion starters, primary source documents, suggestions for further reading and research, and other resources to assist you in contextualizing "Flight to Freedom" for your students and helping them to understand the difficult choices and circumstances faced by enslaved and free African Americans during this period of history.

In addition, here are some general tips for dealing with sensitive issues in the classroom:

- Preview the issue with your students.
- Set ground rules for classroom talk.
- Debrief and discuss episodes where violent or disturbing events occur.

We've provided:

- Teachers Preparation Resources for Flight to Freedom
- Restorative Practices Talking Circle Prompts
- The student facing Content and Language Advisory (see below)

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We hope you will find "Flight to Freedom" a valuable tool for teaching this important—but difficult—period in American history.

A note to teachers: The following content and language advisories are presented at the beginning of Flight to Freedom to prepare students for material that may be challenging or offensive out of context. Please review the following advisories in case your students have questions or concerns.

The Difficult Content of Flight to Freedom

Flight to Freedom takes place in the United States during the 1840s and 1850s, a time when more than three million African Americans were enslaved. The country was divided between those who wanted to end slavery, and those who wanted slavery to continue and expand.

Your character, Lucy King, who is enslaved when the mission starts, may face different kinds of threats and violence because of her race. While the worst kinds of violence are not shown or described, Lucy may be hurt or taken away from her family.

If you are concerned that such events in the game will upset you, talk to a family member, teacher, or someone else you trust before playing.

The Language of Flight to Freedom

The *Mission US* series uses historical terms and phrases that have changed over time.

Characters and documents in this Mission refer to Black people using terms like "Negro" and "colored." These words are now usually considered offensive (apart from discussions of historical material).

Characters and documents also use the terms "slaves" and "free blacks" to describe individuals. Today, many historians use the terms "enslaved people" and "free Black people" to describe such individuals, because this emphasizes their humanity, regardless of whether they are free at a particular time.

To learn more about our language choices, we encourage you to explore the resources provided on this website.

Flight to Freedom Teacher Preparation Resources

CONSIDER THE FOLLOWING:

- Do you have time to play the game and reflect first?
- What is your goal for use?
- What is the political climate of your school and the community it serves?
- Do you have time for deep, responsive conversations before, during, and after use?
- Do you have local resources in your community to support and extend learning?

Intentional

1. **Integrated with purpose**. Ask yourself, how will the use of Flight to Freedom help your students meet instructional goals?
2. **Acknowledge the content, context, and impact**. Flight to Freedom covers uncomfortable but important topics; Be honest and transparent about topics; allow space and time to process and discuss as needed.

Supported

1. **Leverage and utilize colleagues and related content-areas.** Flight to Freedom offers many opportunities for interdisciplinary activities; connect with your English Language Arts, Science and/or Speech teachers to identify opportunities to deepen and expand learning.
2. **Connect with national and local historical societies**. The events in Flight to Freedom are not isolated outside of American history or even your local history. Include what happened locally in your plans and encourage your students to explore as well.

Resources:

- Facing History
- American Historical Association

Responsive

1. **Prepare your students.** Let your students know the topics covered in the game before they play.
2. **Listen to your students.** Pay attention to how they respond to the game; how are they talking about the game?
3. **Shift as needed**. If you notice students are uncomfortable, pause and talk to them, and be prepared to provide an alternative learning experience.

Resources:

- Principles and Practice of Restorative Circles
- On-Demand Video Library | Social Studies

Instructional Materials

- Teacher Guide
- Restorative Practices Talking Circle Prompts

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Restorative Practices Talking Circle Prompts

Note: The topics presented in gameplay are challenging, and students and teachers should take time to process them individually and together when appropriate. Restorative Practices Talking Circle Prompts are designed to provide a framework to support teachers as they discuss Flight to Freedom with their students. Teachers are advised to have talking circles on various topics to build community, connection, and trust before facilitating a circle on Flight to Freedom.

Restorative Practices

Restorative practices is the science of relationships and community. When applied in schools, restorative practices proactively improve climate and culture. Restorative practices also provide responses to wrongdoing that focus on repairing harm. Restorative practices have deep roots within indigenous communities throughout the world.

[https://www.iirp.edu/resources/restorative-practices-in-schools-k-12-education]

What is Restorative Practices?

Talking Circles

Proactive circles, sometimes referred to as talking circles or community-building circles, provide an opportunity for students or adults to communicate, connect, build trust, and care for one another. These circles, especially when conducted as a consistent practice, give students an opportunity to develop and practice SEL skills such as listening, understanding strengths and differences, and sharing emotions and experiences. [https://schoolguide.casel.org/uploads/sites/2/2020/12/2020.12.11_Aligning-SEL-and-RP_Final.pdf]

Preparing for a Flight to Freedom Circle

- Clear, consistent communication, transparency, trust, and processing time are crucial when engaging with Flight to Freedom.
- Flight to Freedom will impact students differently
- Accept some students will not be comfortable having conversations, prepare an alternative.
- Set a purpose, guided question, or topic to ground the conversation. Ie. Courage, Patience. What does perseverance mean to you?
- Have students write some responses before engaging in conversation
- This is not a Socratic seminar; students should not be graded on participation.

Planning for a Flight to Freedom Circle

- Plan for about 20-30 minutes, including opening and closing statements
- Select 3-5 talking pieces, such as a teddy bear, a special stick or some other object that can withstand

being passed around multiple times
- The ideal group size for a circle is 8-12, but it can be increased to 15.
    - If you have a larger class, consider splitting the class in half. One half participates in the circle, and the other half works using multimedia so they are not distracted by the conversation.
    - You may also create a double circle with students facing one another, and after each question, students move 2-3 seats to the left or right.

For Teachers

- The conversation is in a complete circle; everyone should be able to see each other easily.
- Students have a right to pass and not respond to prompts
- Only one person may speak at a time (use a talking piece); a talking piece can be any item that is easy to carry and pass
- Students may ask follow-up questions to the group
- Have a set amount of time, no more than 30 minutes.
- Review expectations before, during, and after
- Circle conversations are not regular class discussions, and therefore, comments should not be shared with others outside of class.

For Students

- Speak your truth only. Use I statements.
- Use a talking piece to share your thoughts.
- Active Listening, do not interrupt. Take notes if there is something you want to ask or comment on.
- No experts; we are all at different points of knowledge and understanding.
- Assume everyone's good intentions but also acknowledge the impact of saying something that hurts someone else, even if it is unintended.
- After the closing statement, the conversation is complete and will not be shared outside of the circle.

Before Gameplay

- Have at least 2-3 Talking Circles to build community on various topics, such as favorite things, dreams, etc.
- Get an idea of students' background knowledge and comfortability with sensitive topics.
    - Use a quick survey or exit slip to gather data.

Prologue

- Lucy shares she listened to the preacher some Sundays. How do you think religion impacts her life?
- Are there any things that you do when you're frustrated, sad, or upset that help you deal with your emotions?
- Have you ever not known what to do in a situation? How did you figure out your next steps?

Part 1: Behind the Big House

- Family can be biological or not. What do you love about your "family"? Why?
- Compassion is hard to give sometimes; when was a time someone was compassionate towards you?
- Jonah is brave, wanting to learn how to read. What is something that you have pursued even though it

was difficult?

Part 2: Runaway!

- What does it mean to be brave?
- "Courage is not the absence of fear, but…."
- Sometimes when trying something new or different, we often fail the first time. What do you do when you feel discouraged? Are there any words of wisdom you've heard that can help you or others?

Part 3: Free and Not Free

- Lucy has a whole new way of living to adjust to. Have you ever had to change your routine and learn a new way of doing something? How did it feel? How long did it take for it to feel "normal" again?
- As a teenager, you stand between being a child and being an adult. What "freedoms" do you have now that you didn't have before? How do you think your life will be different when you leave the "teenage years" and become an adult?

Part 4: Gathering Forces

- Every decision we make has an outcome, whether positive, negative, or neutral. Have you ever had to make a decision and had no idea what the outcome would be? How did you decide?
- Lucy has to wait to help her family, helping Henry first. You can tell she is frustrated. When we are passionate and really care about something, it is difficult to wait. Can you share a time when you really wanted something but were forced to wait? What did you do during that time?
- One of the badges Lucy can earn is persuasion. How can the skill of persuasion be helpful at school or in your community?

Part 5: New Times, New Troubles

- Lucy felt a great responsibility to help Uncle Morgan, and sometimes she failed. How do you deal with failure? Is it easy or difficult for you to try again?
- In times of trouble, we can turn to different people for support. Who do you seek support or advice from, and why?

Epilogue

- Throughout the gameplay, you could earn badges; which actions/badges did you pursue, and which did you avoid?
- How did you feel about the ending to Lucy's story?
- What more would you like to know about this period or enslaved persons' experience?

After Gameplay

- What did you learn about America in the mid-to-late 1800s?
- What connections can you make to America today? Do you see any similarities? Any differences?

About The Mission

The mission takes place in northern Kentucky and southern Ohio, and begins in summer 1848. The game is divided into five parts, as well as a framing prologue and epilogue.

Students playing the game assume the role of Lucy. As the game opens, Lucy is a young enslaved African American on the King family's plantation outside of Lexington.

When students are reading a traditional text, such as the chapter of a book or a magazine article, all students are presented with the same information. However, as students play "Flight to Freedom," their experiences may differ slightly based on the choices they make and their behavior as Lucy. As students make their way through the mission, they receive "badges" signifying the characteristics, values, and skills of their particular version of "Lucy."

In the prologue, players learn Lucy recently turned fourteen. She lives in the slave quarters of the hemp plantation with her mother, Nell, and her younger brother, Jonah. Lucy's father has been sold away to a neighboring plantation after a poor harvest. On the occasion of her birthday, Nell told Lucy she is now grown up, and life will be getting harder.

In Part One, "Behind the Big House," Lucy awakens to her mother and another enslaved African American on the plantation, Henry, talking. After receiving a beating for allegedly damaging a piece of farming equipment, Henry plans to run away. Lucy is asked to complete a variety of tasks, some for her family and community and some for the plantation owner. Before the end of the day, Mr. Otis, the plantation's overseer, will add on to her already sizeable workload. One of these tasks will be to tend the fire in the smokehouse. Lucy will complete chores across the plantation, encountering Jonah, Sarah King, her master's daughter, and fellow enslaved African Americans like Esther, the cook, along the way.

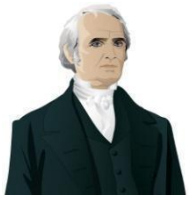
Later that night, the smokehouse burns to the ground. Mr. Otis blames Lucy and Henry, insisting they're sabotaging the plantation. At this point, knowing that a harsh beating, or worse, shipment "down south" is inevitable, Lucy decides to run away. She will have a short time to prepare for her escape, potentially gathering food, useful items, or information. But should she and Henry run away together?

In Part Two, "Runaway!," Lucy runs away from the King Plantation. Depending on her choices, such as whether or not she's collected extra food, stolen an axe, or obtained other special items, Lucy's escape can take a variety of forms. Lucy travels through towns and wilderness in northern Kentucky, hoping to reach safety across the Ohio River. Along the way, she might encounter slave catchers, people suspicious of her activity (whites and blacks alike), and, if she's lucky, abolitionists.

Lucy must make important decisions along the way. Should she travel in more settled areas, with better roads but more people, or in wooded areas that are difficult to navigate but have less chance of being spotted? What should she say if she encounters a slave catcher? What will she wish she had taken from the plantation? Each of these decisions will impact whether Lucy successfully makes her way north or is captured and re-enslaved.

Part Three, "Free and Not Free," takes place about a year later. Lucy is living near the town of Ripley, Ohio. With the help of Reverend John Rankin, she is lodging with two free African Americans, Abigail and Morgan Wright, under the guise that she is their niece. Aunt Abigail and Uncle Morgan run a laundry business, and Lucy has been able to save $37 over the course of a year working there. She desperately misses her family and wishes she could see them.

Fears increase when T.C. Bercham, a slave catcher, arrives in town. Although she is in a free state, Lucy must be wary of people, especially T.C. Bercham. Lucy learns that Henry, her old friend from the King Plantation, has escaped to Ripley and is being hidden by abolitionist John Parker. Concerns about her family increase when she learns the King family is planning to sell many of their enslaved African Americans. Determined to find a way to secure her family's freedom, Lucy decides to attend an abolitionist meeting in Ripley that night.



In Part 4, "Gathering Forces," Lucy attends the abolitionist meeting at the Red Oak Church. Reverend Rankin, John Parker, and schoolteacher Millie Hatcher discuss various anti-slavery activities in the community. Benjamin Harrison, a local politician, presents a speech about colonization of enslaved African Americans.

After the meeting, Rankin, Parker, and Millie Hatcher discuss with Lucy plans to move Henry to safety, as well as potential ways to rescue Jonah and her mother from the King Plantation before they are sold. While attempting to move Henry, the group is confronted by T.C. Bercham, who almost succeeds in taking Henry, but is missing a critical document that makes his capture legal.

Lucy is reunited with Henry, who reveals that her mother has been sold south to New Orleans. Henry decides he must flee to Canada in order to truly be free.

Through the network known as the Underground Railroad, Lucy is able to help Jonah escape from the King Plantation and make his way to Ripley.

In Part 5, "New Times, New Troubles," which occurs one year later, in 1850, Lucy's "uncle," Morgan Wright, is captured by slavecatchers. Though Morgan is a free man who has never been enslaved, the Fugitive Slave Act has made slavecatchers increasingly aggressive. Lucy and her fellow abolitionists in Ripley must try to prove that Morgan is free.

Later, Lucy is identified as a runaway by T.C. Bercham. She is jailed, and visited by Sarah King, her former master's daughter. Sarah's family is deeply in debt, and she decides to sell Lucy for much-needed money.

Lucy is taken to Maysville, Kentucky, and auctioned to the highest bidder.

In the Epilogue, players learn what happened to Lucy after the auction. Using the badges they have collected throughout the mission, players make choices that determine Lucy's ultimate path. As Lucy's fate unfolds, the player learns how the mounting regional tensions addressed in the game thrust the United States into the Civil War.

During the Mission, students play through several "days" of Lucy's life. Each day focuses on different modes of resistance to the institution of slavery, as well as elements of daily life in antebellum America. Each student playing the game will have a unique gameplay experience based on individual choices, skill, and understanding of the period.

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At A Glance

	PROLOGUE and PART 1: Behind the Big House 1848	PART 2: Runaway! 1848	PART 3: Free and Not Free 1849	PART 4: Gathering Forces 1849	PART 5: New Times, New Troubles 1850	EPILOGUE 1850-1860
Playing Time	25-30 minutes	10-20 minutes	20-25 minutes	10-15 minutes	15-20 minutes	5-15 minutes
Story	After a day full of exhausting work in "the Yard," Lucy is accused of starting a fire on the King plantation in Kentucky, and decides to run away or risk being sold "down river"	Lucy, with or without Henry, makes her way north to the Ohio River and crosses into the free state of Ohio where she finds refuge	Lucy settles in Ripley, Ohio, pretending to be the Wright's niece, and is alarmed at news that Master King plans to sell off enslaved African Americans to avoid bankruptcy	Lucy must find help for her brother Jonah among Ripley's abolitionist community, while trying to stay clear of slave catchers and help Parker with a fugitive named Henry	After the passage of the Fugitive Slave Law, Morgan Wright is falsely arrested as a fugitive and Lucy faces constant danger and is captured after Bercham discovers her real identity	Lucy's journey continues to 1860, the eve of the Civil War, along one of many paths covering a wide geography and different personal and professional outcomes
Lucy's Task(s)	Complete plantation and community tasks	Escape to Ohio without getting caught by a patrol…it make take more than one try	Do laundry work for the Wrights and help with the anti-slavery fundraiser	Attend the abolitionist meeting, and decide on plan to help both Jonah and Henry	Help try to prove that Morgan Wright is a free man	Use badges to determine Lucy's journey
Badges	Literacy, Family, Self Reliant, Resistance, Sabotage, Play It Safe, Persuasion	Escape Master	Literacy, Curious, Fighting Spirit, Persuasion	Parker's Promise, Family, Self Reliant, Oh Henry!, Faith, Play It Safe	Parker's Ally, Millie's Ally, Literacy, Hard Bargain, Community, Leadership, Persuasion, Faith, Resistance, Family , Community	N/A

Target Concepts	Slavery as system of forced labor Enslaved African Americans found everyday ways to resist their enslavement Slavery broke up families, but community still existed	Escaping was difficult and dangerous. Slave owners had an elaborate system for surveillance and capture of runaways including professional slave catchers, night patrollers, trained dogs, and posted advertisements. The Underground Railroad in the South consisted mainly of informal networks of people assisting fugitives, though there were some stations in cities.	Free black communities in the North could provide refuge for escaped African Americans, but legal and social discrimination limits opportunities for all African Americans.	African American and white abolitionists—including women reformers-- led the anti-slavery movement, which also included Free Soilers and Colonization groups. There were different strategies and debates within the movement. The Underground Railroad was more organized in the North where stations and agents helped fugitives with money, supplies, and transportation to Canada.	Fugitive Slave Law affirmed that enslaved African Americans were property that had to be returned to masters-- escaped enslaved African Americans no longer had safety in the North and those who helped them evade slavery could be arrested.	The 1850s saw the sectional conflict over slavery intensify. As slave states sought to expand westward, abolitionists intensifie their struggle, settling in Kansas to make it a free state, and assistin freedom seekers despite the Fugitive Slave Law. Meanwhile enslaved African Americans continued to find ways to survive and resist their condition, not content to "wait for" emancipation.

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Classroom Activities	Pre-Game Activity: Cause and Effect Pre-Game Activity: Resistance Pre-Game Activity: Slavery By the Numbers Part 1 Document-Based Activity: Slave Quarters Photographs Part 1 Vocabulary Activity Part 1 Writing Prompts Part 1 Review Questions	Part 2 Document-Based Activity #1: Narrative of Henry Bibb Part 2 Document-Based Activity: Runaway Posters and Advertisements Part 2 Vocabulary Activity Part 2 Writing Prompts Part 2 Review Questions	Part 3 Vocabulary Activity Part 3 Writing Prompts Part 3 Review Questions	Part 4 Document-Based Activity: Power of Rhetoric Part 4 Vocabulary Activity Part 4 Writing Prompts Part 4 Review Questions	Part 5 Document-Based Activity: Caution! Poster Part 5 Vocabulary Activity Part 5 Writing Prompts Part 5 Review Questions	Epilogue Document-Based Activity: John Brown's Raid
Key Vocabulary	***Smartwords:*** auction block hemp	***Smartwords:*** bounty fugitive	***Smartwords:*** abolitionists affidavit	***Smartwords:*** cargo Colonization	***Smartwords:*** cholera commissioner	***Smartwords:*** armory calling (vocation)

	master overseer patrollers plantation Yankee ***Related vocab:*** chattel slavery chicken coop comfrey root "down River" Godey's Lady's Book harvest hemp-break hiring-out literacy Negro resistance sabotage slave codes slave pass slave quarters slave state smokehouse yard	slave catchers ***Related vocab:*** free black free state reverend runaway steward	bankruptcy foolhardy foundry free papers Free Soil ruthless stalwart ***Related vocab:*** coincidence convention diligence embroidered endured freeholder slave power vital	conductor defer prudence Underground Railroad ***Related vocab:*** affection precaution steward station	Fugitive Slave Act opportunists quandary vigilant ***Related vocab:*** civil disobedience Compromise of 1850	cotton gins foremen gavel missionary namesake radical spirituals theology ***Related vocab:*** Bleeding Kansas
Documents * Some documents found in the	***In the game:*** School Primer Godey's Lady's Book	***In the game:*** Runaway Advertisements*	***In the game:*** Affidavit	***Related Primary Docs:***	***In the game:*** Free papers* ***Related Primary Docs:***	***Related Primary Docs*** Sojourner Truth, "Ain' I A Woman?" Speech

game have been closely based on primary documents that can be found in the Teacher's Guide: Resources	Slave Pass* $1200 for Negroes Poster ***Related Primary Docs:*** Kentucky Slave Codes "Sale of Slaves and Stock" Poster Brer Rabbit's "The Tar Baby"	***Related Primary Docs:*** Excerpt from Slave Narrative by Henry Bibb Interview with a Former Kentucky Slave About Escape and Capture "Plantation Police" in Mississippi Print	Anti-slavery Fundraiser ***Related Primary Docs:*** Excerpt from John Parker on the Challenges of Running Away Excerpt from Frederick Douglas Autobiography Proslavery Letter From Anti-Abolitionist Newspaper in Ohio William Lloyd Garrison, The Liberator: "I WILL BE HEARD"	"The Transportation of Free Blacks to Africa" Free Soil Party Platform	Summary of the Fugitive Slave Law Harriet Jacobs on Impact of Fugitive Slave Law "A Bold Stroke For Freedom" Print "Great Sale of Slaves" Auction Poster "Caution!! Colored People of Boston" Anti-Slavery Poster	"Political Chart of the United States" Letter From Participar in John Brown's Raid on Harper's Ferry Map of the Slave Population of the Southern States

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Planning Your Classroom Approach & Models of Instruction

The creators of "Flight to Freedom" have designed the game and accompanying classroom materials for teachers and students to use in a variety of ways. The game's flexible format allows for use in the classroom, at home, in the library or media center, or anywhere there's a computer with an Internet connection. The game can be played in a one-computer classroom, a multiple-computer classroom, or in a lab setting. Students playing the game can work alone, in pairs, or in groups. Teachers using the game can decide just how much classroom time they wish to dedicate to gameplay, in-class activities, and accompanying assignments.

Your students will gain the most from "Flight to Freedom" if their gameplay experiences are supported by classroom activities, discussions, and writing exercises guided by your teaching expertise. The "Flight to Freedom" curriculum available on the MISSION US website provides a wealth of materials to connect the game to your own goals and objectives related to teaching about slavery in America preceding the Civil War.

This document provides you with some planning questions to help you map out your classroom implementation of "Flight to Freedom," as well as three different "models" for low, medium, and high utilization of the game and the accompanying materials.

The Test of Time

If a student were to sit down at a computer and play "Flight to Freedom" from beginning to end without stopping, the entire gameplay experience would take approximately 90 – 120 minutes. However, we do NOT suggest you use this approach with students. The game is divided into five separate "parts" (think of them as chapters in a historical novel). Your students' learning will be maximized if you take the time to use the gameplay as a "point of departure" or inspiration for classroom instruction.

As a first step: Play the game yourself and briefly review the curricular materials available accompanying "Flight to Freedom" on the MISSION US website. Think about how much classroom time you usually dedicate to the events and concepts presented in the game. What other curricular goals do the game and accompanying materials support? What are the dominant themes of your social studies instruction (vocabulary, writing and reaction, social issues, analysis of primary source documents)?

**Make a rough estimate of how much classroom time you'd like to dedicate to "Flight to Freedom."*

Location, Location, Location

As mentioned above, "Flight to Freedom" can be played in a variety of settings with a variety of technology set-ups. Your students can play as a class, in small groups, in pairs, or individually, or you can mix and match these approaches. Depending on accessibility of technology, students can play in class, at home, or both, since their online accounts will save their game data wherever they play, and allow them to continue playing in any setting where a computer with an Internet connection is available.

As a second step: Consider the technology available to you and your students. Do you want to play the game entirely in class? Assign some sections as homework? Split student play between in-class and at-home? Ask your students to play the game entirely at home, and dedicate class time to activities?

**Determine how and where you and your students will play the different sections of the game.*

Classroom Activities, Discussion, and Reflection

The classroom activities accompanying "Flight to Freedom" on the MISSION US website offer an extensive set of resources to support instruction. The activities roughly fall into four broad categories:

- Document-Based Activities
- Vocabulary Activities
- Writing Prompts
- Review Questions

Other activities and resources provide additional primary sources, background information on the characters and setting, historical essays, and printable artwork from the game.

As a third step: Review the available classroom materials and activities, and identify those most strongly aligned with your educational objectives and curriculum. Plan to use the activities "as-is," or make adaptations or changes to them. The resources provided may also inspire you to create your own "Flight to Freedom" activities. If you do, please share them with the MISSION US team! Post your ideas, thoughts, and suggestions to the MISSION US Facebook page at www.facebook.com/MissionUS, or to the MISSION US Twitter feed at www.twitter.com/Mission_US.

**Create a preliminary list of the activities you and your students will complete during your use of "Flight to Freedom."*

Planning

Because of their flexibility, teachers may opt for low, medium, or high integration of the game and its accompanying materials. Below are some ideas on what the different levels of integration might look like in a classroom.

"High" Integration (using the game as *context* for classroom learning)

Estimated Number of 45-minute class periods: 8-10 (excluding homework time)

• Students play the different parts of "Flight to Freedom" in the classroom or computer lab, individually or in pairs.

• Before, during, and after playing each part of the game, students process what they are doing through discussion, writing, and other activities facilitated by the teacher.

A teacher working in this mode might *begin* a class by asking students to share what they learned about the main characters in the prior part of the game, what the keywords for the day mean, or what they predict will happen in the episode they are about to play.

During game play, the teacher might walk around and look over students' shoulders, asking them to explain a choice they've made, and perhaps pose a question to the room – "How many people decided to fix Sarah's dress differently than she asked?" "Why would you choose to deliberately disobey her request?" "How does that relate to what we've been discussing about resistance and sabotage?"

Right *after* game play and/or for homework, the teacher would engage students in one of the follow-up activities available on the *MISSION US* website – discussion and writing prompts, students' understanding of the period by connecting game experiences to more formal curriculum knowledge and skills. Students might end the unit by making presentations or drawings, writing, or completing other multimedia projects.

Medium Integration (using the game as *supplement* to classroom learning)
Estimated number of 45-minute class periods: 6 (excluding homework time)
• Students split game play between in the classroom or lab and as homework.
• Game play is complemented with in-class and homework activities in which students write and talk about what is happening in the game, using materials from the website.
• Game play alternates with non-game-related classwork.

A teacher working in this mode might introduce students to the game by playing Part 1 on Day 1, and asking students to play Part 2 for homework.

A portion of the following class period (Day 2) would focus on students' reactions and thoughts about the game, as well as a brief vocabulary activity or political perspectives activity. Students would be asked to play Part 3 of the game before the next class.

In class on Day 3, students would complete a document-based activity related to Part 1, 2, or 3 of the game.

In class on Day 4, students would be assigned Part 4 and to respond to a writing prompt or review question as homework.

In class on Day 5, students would play Part 5, and complete one of the activities related to that portion of the game in class.

In class on Day 6, students would review terms, phrases, and events from "Flight to Freedom," and be assigned to respond to a writing prompt or review question as homework.

Low Integration (using the game as an *extra* or *enhancement*)
Estimated number of 45-minute class periods: 1 total (excluding homework time)

• Teacher introduces the game to students (perhaps using a projector), and assigns students to play the entire game as homework, giving students several days to complete the task.
• Teacher assigns one or two of the "Flight to Freedom" writing activities to students for homework, and/or holds a class discussion about the events in the game, connecting those events to what students are learning about through traditional study.

Follow MISSION US on Facebook (www.facebook.com/MissionUS) and Twitter (www.twitter.com/Mission_US) to share and discuss your experiences and learn how other teachers are using the game in their classrooms across the country.

Learning Goals

Some teachers may wonder whether or not Mission 2: "Flight to Freedom" will provide rich content, context, and learning experiences to students. In addition to supporting the standards listed in the National Standards Alignment document, the game has also been constructed to help students achieve the following learning goals.

MISSION US OVERALL LEARNING GOALS

Students will:

- Learn the story of America and the ways Americans struggled to realize the ideals of liberty and equality.
- Understand the role of ordinary men and women—including young people—in history.
- Develop historical thinking skills that increase historical understanding and critical perception.

MISSION 2: "FLIGHT TO FREEDOM" LEARNING GOALS

Enslaved African American men and women challenged the system of slavery through everyday acts of resistance and by running away. Even though most enslaved African Americans failed to escape, their actions helped fuel the growing anti-slavery movement in the United States in the years leading up to the Civil War.

Will Lucy succeed in escaping the plantation or will she be sold South? Will friends from the Underground Railroad help her and her family find safety up North? Or will she be returned to slavery under the provisions of the new Fugitive Slave Law?

As the player, you determine Lucy's flight to freedom amid the rising tensions between abolitionists, law enforcement, plantation owners, enslaved African Americans who escaped, free African Americans/Blacks, slave patrols, farmers, and other workers and residents along the Ohio-Kentucky border.

Historical Thinking: Cause and Effect

To understand the past, we need to examine what happened and why, and who supported and opposed change:

- Events have multiple causes, and some causes are more important than others
- Individuals shape historical events, but events are also shaped by larger political, social, economic, and environmental forces
- Just because one event happens before another event doesn't necessarily mean it caused it
- Actions can have unintended consequences

By playing the game and completing the accompanying lessons, students will develop skills in analyzing cause-and-effect relationships. Specifically, students should be able to:

- Connect the actions of individual enslaved African Americans to the larger anti-slavery movement
- Identify ways that the Fugitive Slave Law impacted runaways, free African Americans/Blacks, and many white residents and changed attitudes in the North

Historical Understandings	Key Related Vocabulary
Slavery was a system of forced labor in the South in which enslaved African Americans were treated as property and received no wages (a system that no longer existed in the North).	plantation master enslaved African Americans overseer harvest chattel slavery
Enslaved African Americans found everyday ways to resist their enslavement (slow downs, non-cooperation, petty theft - stealing a small amount of something not very expensive, sabotage).	resistance sabotage rebellion
Slavery broke up families, family members were sold to different plantations and regions.	"Deep South" auction block
Escaping was difficult and dangerous. Slave owners had an elaborate system for surveillance and capture of runaways, including professional slave catchers, night patrollers, trained dogs, and posted advertisements.	bounty patrol slave pass literacy
The Underground Railroad, a network of free blacks and white supporters, was present in southern cities to assist runaway enslaved African Americans with	Underground Railroad conductor station

information, safe houses, and leads to contacts in the North.	cargo
Free black and white communities in the North could provide refuge for escaped enslaved African Americans, African Americans had limited opportunities due to legal and social discrimination.	discrimination freedom papers free black
The anti-slavery movement in free states was comprised of African Americans and white abolitionists, including women, as well as other groups like the Free Soilers and Colonization groups. There were different strategies and debates within the movement.	Abolitionist Free Soil, Free State reformer Colonization emancipation
The Fugitive Slave Law said that enslaved African Americans were property that had to be returned to masters-- escaped enslaved African Americans no longer had safety in the North and those who helped them evade slavery could be arrested.	fugitive Compromise of 1850 vigilant slave power

National Standards Alignment

RELATED STANDARDS:
National Standards for History Basic Education
Common Core Standards: English/Language Arts
Partnership for 21st Century Skills

The "Flight to Freedom" interactive game and accompanying curriculum are designed to teach students about slavery and abolition in the years before the Civil War, and to simultaneously develop their historical thinking, problem solving, and literacy skills. By integrating the game and rich collection of activities and documents into their classrooms, teachers can address the following standards and student outcomes.

From the National Standards for History Basic Education, available online at http://www.sscnet.ucla.edu/nchs/standards/.

The National Standards for History feature Historical Thinking Standards (skills) and U.S. History Standards (content).

"Flight to Freedom" aligns most closely with the following Historical Thinking Standards:

1. Chronological Thinking
2. Historical Comprehension
3. Historical Analysis and Interpretation.

Both the game and the accompanying activities ask students to consider the consequences of Lucy's actions on her life and her community.

As a culminating task, players should be able to construct a historical narrative about Lucy that will assess their ability to:

> **"Analyze cause-and-effect relationships** bearing in mind **multiple causation** including: (a) **the importance of the individual** in history; (b) **the influence of ideas**, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational."

"Flight to Freedom" also addresses the following content areas:

Era 4 Expansion and Reform (1801-1861)
The new American republic prior to the Civil War experienced dramatic territorial expansion, immigration, economic growth, and industrialization. The increasing complexity of American society, the growth of regionalism, and the cross-currents of change that are often bewildering require the development of several major themes to enable students to sort their way through the six decades that brought the United States to the eve of the Civil War. One theme is the vast territorial expansion between 1800 and 1861, as restless Americans pushed westward across the Appalachians, then across the Mississippi, and finally on to the Pacific Ocean. A second theme confronts the economic development of the expanding American republic--a complex and fascinating process that on the one hand created the sinews of national identity but on the other hand fueled growing regional tensions. A third theme interwoven with the two themes above, can be organized around the extension, restriction, and reorganization of political democracy after 1800. The rise of the second party system and modern interest-group politics mark the advent of modern politics in the United States. However, students will see that the evolution of political democracy was not a smooth, one-way street as free African Americans were disenfranchised in much of the North and woman's suffrage was blocked even while white male suffrage spread throughout the states and into the newly developed territories. Connected to all of the above is the theme of reform, for the rapid transformation and expansion of the American economy brought forth one of the greatest bursts of reformism in American history. Emerson captured the vibrancy of this era in asking, "What is man born for but to be a reformer?" Students will find that the attempts to complete unfinished agendas of the revolutionary period and to fashion new reforms necessitated by the rise of factory labor and rapid urbanization partook of the era's democratic spirit and religious faith and yet also reflected the compulsion of well-positioned Americans to restore order to a turbulent society.

Standard 2D. The student understands the rapid growth of "the peculiar institution" after 1800 and the varied experiences of African Americans under slavery. Therefore, the student is able to:

5-12	Describe the plantation system and the roles of their owners, their families, hired white workers, and enslaved African Americans. [Consider multiple perspectives]
5-12	Identify the various ways in which enslaved African Americans resisted the conditions of their enslavement and analyze the consequences of violent uprisings. [Analyze cause-and-effect relationships]

Standard 4A. The student understands the abolitionist movement. Therefore, the student is able to:

5-12	Explain the fundamental beliefs of abolitionism and compare the antislavery positions of the "immediatists" and "gradualists" within the movement. [Consider multiple perspectives]

Standard 4C. The student understands changing gender roles and the ideas and activities of women reformers. Therefore, the student is able to:

5-12	Analyze the activities of women of different racial and social groups in the reform movements for education, abolition, temperance, and women's suffrage. [Examine the importance of the individual]

Era 5 Civil War and Reconstruction (1850-1877)
Standard 1A. The student understands how the North and South differed and how politics and ideologies led to the Civil War. Therefore, the student is able to:

7-12	Explain how events after the Compromise of 1850 and the Dred Scott decision in 1857 contributed to increasing sectional polarization. [Analyze cause-and-effect relationships]
7-12	Analyze the importance of the "free labor" ideology in the North and its appeal in preventing the further extension of slavery in the new territories. [Examine the influence of ideas]

From the Common Core Standards: English Language Arts, available online at http://www.corestandards.org/the-standards/english-language-arts-standards

Common Core Standards, now adopted in over 40 states, are designed to help teachers prepare students for success in college and careers by focusing on core knowledge and skills. The English Language Arts standards reflect the need for young people "to read, write, speak, listen, and use language effectively in a variety of content areas" including history/social studies.

Mission US: "Flight to Freedom" and the accompanying curriculum provide students with multiple opportunities to develop literacy skills through (1) reading and listening to game dialogue, (2) learning "smartword" vocabulary terms in the game and utilizing them in

classroom activities, (3) comprehension and analysis of primary documents, and (4) written performance tasks in the classroom activities.

Mission US: "Flight to Freedom" is most closely aligned with the following Common Core Standards:

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events.

From the Partnership for 21st Century Skills, available online at http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

This framework advocates for teachers and learners to master the knowledge, skills, and expertise needed to live and work in the 21st century. P21 brings together resources and tools for teachers to integrate the "four Cs" (critical thinking and problem solving, communication, collaboration, creativity and innovation) into their core curriculum. P21 is also focused on the crucial role of support systems (professional development, learning environments, curriculum) in assisting teachers in developing an approach to 21st century learning.

Mission US is an interactive and immersive game experience that promotes critical thinking and problem solving. "Flight to Freedom" asks students to construct their own understanding of the cause and effects of enslaved African American resistance and the anti-slavery movement. By playing the game and constructing a historical narrative, students also engage in critical thinking that requires them to reason effectively, use systems thinking, make judgments and decisions, and reflect on the learning experiences.

Mission US: "Flight to Freedom" is most closely aligned with the following Twenty-First Century Student Outcomes:

Critical Thinking and Problem Solving

Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve Problems

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Communication and Collaboration

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priority as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams

- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Information and Communications Technology (ICT) Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Note: *This is a curated timeline of national events. We encourage teachers to include state and local events.*

Timeline of Events Before, During, and After the Mission

1501—The transatlantic slave trade from Europe to the Americas begins.

1619—The first documented enslaved Africans ("20 and odd" in number) arrive in the North American colonies at Jamestown, Virginia.

1672—The English Royal African Company, the world's largest single slave-trading business, is founded. The arrival of enslaved Africans regularly increases into all of the northern and southern English colonies.

1680—The enslaved population is about 7% of the colonial population of America, and will increase to over 40% by the middle of the 18th century.

July 4, 1776—Members of the Continental Congress adopt the Declaration of Independence, declaring the thirteen colonies separate from Great Britain. Portions of the Declaration, such as "all men are created equal" and the mention of inalienable rights, will form the backbone of the argument against slavery in the new nation.

1783—The end of the American Revolutionary War brings a resurgence in the slave trade. Between 1783 and 1808 over 100,000 Africans are imported into the southern United States.

May 14-September 17, 1787—The United States Constitutional Convention occurs, with members debating and deciding on a new government for the nation. As a part of the new Constitution, the delegation will decide to count three-fifths of the enslaved African American population for congressional representation, and to allow the Atlantic slave trade to continue for a period of twenty years.

1790—The first U.S. Census records 3.89 million people in the nation, with 694,280 enslaved African Americans.

February 12, 1793—The Congress passes, and George Washington signs, the nation's first Fugitive Slave Law, allowing slave owners and hired slave catchers to cross state lines to capture runaway enslaved African Americans. This law also makes it a federal offense to harbor, aid or abet runaway enslaved African Americans.

August 31, 1800—Virginia enslaved African American Gabriel Prosser's plan against local slave owners is foiled when two enslaved African Americans in different locations tell their masters about the plot. The trials of the plotters last two months and end with juries condemning 26 enslaved African Americans to death by hanging.

March 3, 1807—Thomas Jefferson signs a law banning the Atlantic slave trade, but slave ships will continue to illegally transport Africans into the United States for the next fifty years. The law goes into effect on January 1, 1808.

1809—Following the national prohibition of the importation of enslaved Africans, the key to growth in the enslaved population is family reproduction, or intentional breeding by slave owners. In the next half-century the enslaved African American population triples, from about 1.2 million to nearly 4 million in 1860.

March 3, 1820—After bitter debate over the admission of Missouri as a slave state, the Missouri Compromise is agreed upon. The compromise admits Missouri as a slave state and Maine as a free state. The latitude of 36°30′ is also set as an important guide for the future admittance of states carved from the Louisiana Purchase, with states north of the line being free states and states south of the line permitting slavery.

December 16, 1821—The first meeting of the American Colonization Society occurs. The Society, which includes such prominent members of Congress as Henry Clay, will have the purpose of purchasing freedom for enslaved African Americans and shipping them to Africa.

July 2, 1822—Denmark Vesey and five other enslaved African Americans are executed for a plotted insurrection in South Carolina. Enslaved African Americans from Charleston and plantations surrounding the city were planning to seize arsenals, burn the city, and kill the governor and every white man they saw. Their plot was disrupted when nervous enslaved African Americans informed their masters about the plan.

1826—Levi Coffin, an avid abolitionist and "conductor" of the Underground Railroad, welcomes his first runaway enslaved African American into his home in Newport, Indiana. By the end of the Civil War, Coffin is purported to have assisted 2,000 enslaved African Americans on their flight to freedom.

September 1829—David Walker publishes *An Appeal to the Colored Citizens of the World* in Boston, Massachusetts.

Circa 1831—The Underground Railroad, the loose connection of hideaways and safe havens for enslaved African Americans seeking freedom, is given its name. By the 1850s, the

Underground Railroad will be a well-known name for the shuttling of freedom seekers from the South to the North and Canada.

January 1, 1831—William Lloyd Garrison publishes the first edition of the *Liberator*, an abolitionist newspaper, declaring, "I do not wish to think, or speak, or write, with moderation. . . . I am in earnest -- I will not equivocate -- I will not excuse -- I will not retreat a single inch -- AND I WILL BE HEARD."

August 21-22, 1831—Nat Turner, an enslaved African American in Virginia, leads a slave revolt in Virginia. Overall, some 60 whites and over 200 African Americans or Blacks are killed as a result of the insurrection. Turner evades capture for over two months and is then hanged on November 11.

December 1833—Abolitionists meet in Philadelphia to form the American Anti-Slavery Society (AASS). They will focus their efforts on the immediate and uncompensated emancipation of enslaved African Americans.

April 1835—John Rankin, a prominent conductor on the Underground Railroad and resident of Ripley, Ohio, helps establish the Ohio Anti-Slavery Society. From 1822 to 1865, Rankin and his family will help hundreds of enslaved African American runaways escape slavery.

Summer 1835—The American Antislavery Society launches the "Great Postal Campaign," sending over a million pieces of antislavery pamphlets, etchings, newspapers, handkerchiefs, and more to newspaper editors and elected officials through the mail in an effort to persuade the country's lawmakers to abolish slavery.

May 26, 1836—The Congress institutes the "gag rule," tabling any petition dealing with slavery and thus stifling debate on the contentious issue.

September 3, 1838—Frederick Douglass, the most prominent former enslaved African American, escapes from slavery in Maryland. He will become the most visible African American lecturer and writer during the antebellum era.

May 4, 1839—Theodore Weld's *American Slavery as It Is: Testimony of a Thousand Witnesses* is published. It uses runaway advertisements and southern descriptions of slavery to attack the peculiar institution, and is instantly an important work for the antislavery movement.

July 1839—A successful insurrection occurs on the *Amistad*, a Spanish slave ship. On board, the enslaved Africans kill the captain and two other crew members. The enslaved Africans are eventually captured in Long Island Sound, between New York and Connecticut. A U.S.

Supreme Court case, in which John Quincy Adams represents the enslaved Africans, declares those who were on board the *Amistad* free in March 1841.

1840—Vermont and New York pass "personal liberty laws" granting fugitives the right to a trial by jury and attorneys. Over the next twenty years, other northern states will pass laws providing similar rights to enslaved African American runaways.

April 1840—The Liberty Party, comprised of committed antislavery men, meets in Albany, New York and nominates James G. Birney as their presidential nominee.

April 1841—Solomon Northup travels from New York to the nation's capital with two white men. He's then drugged and kidnapped by these men, eventually being sold into slavery in the South. He will be released in 1853 and will write *Twelve Years a Slave* to recount his experiences in bondage.

November 7, 1841—A slave revolt occurs on the *Creole*, a ship on route from Hampton, Virginia, to New Orleans, and the enslaved African Americans sail the ship to the Bahamas. The enslaved African Americans are granted asylum and their freedom.

March 1, 1842—The U.S. Supreme Court, in *Prigg v. Pennsylvania*, rules that it is the responsibility of the federal government to uphold the 1793 Fugitive Slave Law, not the responsibility of each individual state.

April 24, 1846—The Mexican-American War begins as a result of the Mexican army crossing the Rio Grande River, a region that the United States and Mexico both claimed as their own, and attacking American troops. President James K. Polk uses the incident to rally congressmen to pass a war resolution.

August 1848—David Wilmot, a freshman Democratic Representative from Pennsylvania, introduces an amendment aiming to ban slavery from territory gained from the Mexican-American War. Wilmot's actions demonstrate the gulf between Democrats from the North and Democrats from the South over the issue of slavery.

August 1848—Antislavery members of the Whig and Liberty parties meet in Buffalo, New York to form a new political party, the Free Soil Party. Free Soilers will oppose the expansion of slavery into the western territories.

December 1848—William and Ellen Craft, enslaved African Americans on a Georgia plantation, escape to Philadelphia. The Crafts will be forced to move to Boston and then England because their former owner demanded their extradition back to the South.

1849—Harriet Tubman, the most famous "conductor" of the Underground Railroad, escapes from slavery. Eventually, she will lead more than 300 enslaved African Americans to freedom.

January 29, 1850—Henry Clay presents a series of measures, now known as the Compromise of 1850, to avert civil war between free and slave states. The Congress debates these measures for eight months, passing them with the help of Stephen Douglas, with the most infamous measure being the *Fugitive Slave Act*.

January 20, 1851—Near Ripley, Ohio, an enslaved African American being pursued kills a slave catcher. The runaway is captured and taken back to slavery in the South.

February 15, 1851—Shadrach, an enslaved African American in Boston, is arrested. After his court case was adjourned to the following week, a "body of men" force their way into the courtroom and carry Shadrach away. Rumors will surface that Shadrach finds freedom in Canada.

April 4, 1851—Thomas Sims, a freedom seeker, is arrested in Boston. Although Bostonians make a valiant attempt to rescue Sims, the runaway is eventually sold back into slavery.

September 1851—Edward Gorsuch, a slave owner, is killed in Christiana, Pennsylvania while trying to capture his runaway enslaved African Americans. Nearly forty individuals are put on trial for such offenses as treason, although all are eventually discharged.

July 5, 1852—Frederick Douglass delivers a speech entitled "What to the Slave is the Fourth of July?" In the speech, Douglass states that the rhetoric of freedom in the Declaration of Independence is meaningless for African Americans.

March 20, 1854—The first credited meeting of the Republican Party, a coalition of Free Soilers, former Whigs and disenchanted Democrats, occurs in Wisconsin. The Republican Party, which will oppose the westward expansion of slavery, will grow over the next few years, nominating its first presidential candidate, John C. Fremont, in 1856.

May 24, 1854—Charles Suttle captures his "property," runaway enslaved African American Anthony Burns, in Boston, Massachusetts. On June 2, Burns is convicted of being a fugitive slave and 50,000 Bostonians line the streets to watch Burns, in shackles, be shipped back south.

May 30, 1854—The Kansas-Nebraska Act becomes the law of the land. The Act states that the slavery question would be decided by popular sovereignty, thus repealing the Missouri Compromise of 1820.

May 21, 1856—A proslavery mob descends on Lawrence, Kansas, an antislavery stronghold, beats residents, destroys two newspaper offices, and burns much of the town. In response, John Brown, a radical abolitionist, will round up his own posse of men to kill proslavery settlers at Pottawatomie Creek. The violence will rage for several years, earning the moniker "Bleeding Kansas," a term coined by Horace Greeley.

March 5, 1857—The U.S. Supreme Court, under the leadership of Chief Justice Roger B. Taney, rules against Dred Scott, an enslaved African American, in *Dred Scott v. Sanford*. The justices rule that Scott must remain enslaved, despite the fact that he had lived in the free states of Illinois and Wisconsin. Taney, writing the majority opinion, then declared that blacks could not be citizens of the United States and Congress had no right to restrict or outlaw slavery in any territories.

August 21-October 15, 1858—Abraham Lincoln and Stephen Douglas debate each other across the state of Illinois. Each debate focuses on the issue of slavery. Ultimately, Lincoln loses the election to represent Illinois in the U.S. Senate.

September 13, 1858—Two disguised slave catchers lure John Price, a "fugitive" or escaped enslaved person, out of Oberlin, Ohio with promises of work. Between 200 and 500 members of the local community then storm the hotel where the slave catchers were holding Price, allowing him to escape to safety.

October 16, 1859—John Brown, a radical abolitionist, raids the federal arsenal at Harpers Ferry, Virginia with a group of sixteen white and black men. Their hope was to lead an armed rebellion against slave holders, but Brown's indecision led to their capture. John Brown is hanged on December 2.

1860—The Census documents over 31 million people in the United States. 3,953,760 of those are enslaved African Americans in 15 Southern states, and 488,070 are free African Americans. Over half of free African Americans or Blacks live in the South. The enslaved African American population of nearly 4 million is the largest enslaved population ever assembled in the Americas or "New World."

November 1860—Abraham Lincoln is elected the sixteenth president of the United States.

April 12, 1861—The first shots of the Civil War are fired at Fort Sumter off Charleston, South Carolina. The federal troops on Fort Sumter surrender 34 hours after the bombardment begins.

April 16, 1862—Slavery ends in Washington, DC, as Abraham Lincoln signs a law providing compensation for slave owners in the nation's capital.

September 22, 1862—Lincoln issues the Preliminary Emancipation Proclamation, declaring that if the southern states did not cease fighting, all enslaved African Americans in rebellious territory would be made free on January 1, 1863.

January 1, 1863—Lincoln issues the Emancipation Proclamation. Technically not freeing a single enslaved African American, the Emancipation Proclamation changes the meaning of the war from one of "preserving the Union" to one for emancipation. Large numbers of enslaved African Americans flee plantations to cross into Union lines in hopes of finding freedom.

January 31, 1865—The Thirteenth Amendment to the U.S. Constitution is passed by Congress. The Amendment will be ratified on December 6, thus outlawing the institution of slavery in the United States.

Full Historical Background

"The Atlantic Slave System foreshadowed many features of our modern global economy. We see international investment of capital in distant colonial regions, where low-cost, highly productive gang labor by slaves produced commodities for an international market. Slave-produced products like sugar, tobacco, coffee and chocolate actually altered the European and American diet." -- David Eltis and David Richardson, Atlas of the Transatlantic Slave Trade

Gang Labor: Enslaved African Americans working lock step with a group for multiple hours on end under harsh conditions, with one overseer supervising work with brutal authority.

I. Industrialization Impacts North and South

During the years prior to the Civil War from 1830 to 1860, known as the antebellum period, the U.S. experienced significant changes in technology that led to major gains in productivity in both agriculture and industry. Industrialization of the textile industry in England and the U.S. dramatically increased the demand for cotton and transformed the lives of workers both in the North and South. New power-driven machines—reapers, looms, sewing machines, lathes, and steam boilers—fueled this soaring productivity.

The changing world of northern workers was accompanied and in part created by the arrival of large numbers of immigrants. The influx of hundreds of thousands of new residents from Ireland and Germany in the 1830s to 1850s assured a steady and often inexpensive supply of labor. The great majority of these wage earners worked in the free-labor North, which grew increasingly distinct from the slave-labor South and included significant numbers of free African Americans and women.

Another important transformation wrought by these economic and technological changes was the emergence of a new category of professionals and managers, many of whom were willing to forego the ownership of land or businesses for the relative security of a salary. The members of this emerging middle class played an important role as consumers, purchasing a growing number of mass-produced products—clothing, furniture, silverware, and carriages—to show off their newfound wealth and status.

In the growing urban centers of the North, new forms of leisure activity offered respite from hard work, although these activities both accompanied and fueled increases in noise, crime, drink, and disorder in urban areas. Responses to perceived urban disorder took various forms; in addition to the establishment of paid police forces in major cities, native-born members of both the middle and working classes engaged in a range of moral reform campaigns, such as the temperance movement that sought to end the sale of alcohol.

Women were active in many of the reform movements of the 1830s and 1840s and it gave them increased presence and influence in the public and political sphere. In this period, most women

lacked the right to vote, keep their wages, retain custody over their children, or protect their bodies from assault. Free black and immigrant women were especially limited in their occupational options, yet many had to support their families and face harassment and assaults by white employers. For these women, the most important issues involved rights to good jobs and fair wages.

In the South, the removal of the so-called Five Civilized Tribes of Indians in the 1830s from land that could be profitably cultivated in cotton and sugar opened the door to an expanded plantation economy based on slave labor. Although cotton was considered the king of southern agricultural products by 1830, several other crops competed with cotton for labor and profits. Tobacco, rice, and sugar, and cotton, were highly profitable in those sections where the climate and soil were favorable. These crops demanded different growing seasons and cycles, which contributed to the distinctly different experiences of enslaved African Americans on rice, tobacco, cotton and sugar plantations. Rice plantations along the coast required highly skilled but backbreaking labor that was usually organized on the task system. This system allowed many of the enslaved African American workers more time to take care of their own needs, but working in the hot, wet rice fields also involved special perils such as malaria, pneumonia, and tuberculosis. Tobacco, sugar, and cotton plantations relied primarily on gangs of enslaved African Americans performing largely unskilled labor. Under the gang system, planters benefited from having entire families working in the fields.

II. Southern Enslaved African Americans Experiences

On large plantations, the demand on laborers differed from place to place, from crop to crop, and from job to job. For instance, enslaved African Americans who worked in the house lived under quite different conditions from those of field hands. "House slaves," as these individuals were called, were subject to their masters' demands at all hours of the day or night and their close proximity to whites made them more vulnerable to surveillance, sexual exploitation, and abuse. Fieldwork varied depending on the crop and season, but most field hands worked from dawn to dusk and some tasks, such as grinding the sugar harvest, often extended far into the night. Punishment was used more often than reward to induce enslaved African Americans to work harder. Whipping was the most common means of punishment, but some enslaved African Americans were beaten, chained, imprisoned, maimed, or shot by their masters or overseers.

Although some enslaved African Americans accommodated themselves to their owners' demands in order to avoid sale, brutal beatings or other forms of punishment, many others demonstrated their opposition to bondage through everyday acts of resistance. Using whites' own prejudices about the laziness and irresponsibility of Black labor, enslaved African Americans broke tools, worked at a slow pace, damaged property, feigned illness or pregnancy, and engaged in other acts of sabotage. Enslaved African American cooks might spoil meals or spit in the soup before serving it. A few even poisoned their owners. Suspicious fires were common on plantations. Enslaved African Americans might use them to distract masters from

other crimes, such as the theft of meat or other goods. Many enslaved men and women also ran away, hiding out for days or weeks at a time. Some of them, mostly young men, found their way to freedom in the North. Despite nearly impossible odds, a small number of the enslaved chose open revolt over daily resistance. These revolts revealed the deep feelings and aspirations that enslaved African Americans normally had to conceal from their masters. Although such open revolts were rare, they were greatly feared by white southerners of all classes, and their outbreak often resonated across the region and intensified the suppression of enslaved African Americans and free African Americans / Blacks no matter how limited the actual event was.

III. Free Blacks in the South

In addition to enslaved African Americans, free African Americans or Blacks threatened planters' authority. The mere existence of free Blacks in the South challenged any simple connection between race and enslavement. Fearing the influence that free blacks exerted on enslaved African Americans, the Virginia General Assembly in 1837 reaffirmed an 1806 statute that allowed county courts to determine whether free blacks would be allowed to remain in residence permanently. To stay in Virginia, the petitioner had to demonstrate that he or she was "of good character, peaceable, orderly and industrious, and not addicted to drunkenness, gaming or other vice." African American men had a more difficult time than women persuading courts to let them remain in the state as free persons. It was hard for them to be industrious without being viewed as competitors with white workingmen, and they were more likely to be considered disorderly by their mere presence in the population.

The number of free African Americans/Blacks in the South remained small throughout the mid-nineteenth century, and most lived in towns and cities rather than plantation areas. Yet their presence still created considerable anxiety among whites. By 1840 the state of Mississippi passed laws expressly prohibiting free blacks from testifying against whites, serving in the militia, voting, or holding office.

IV. Southern Planters Try to Maintain Power

During the 1830s and 1840s, revolts and escapes by enslaved African Americans, the growth of the free black community, demands by non-slaveholding whites, and the rise of an anti-slavery reform movement all challenged the power of planters. The British abolition of West Indian slavery in 1833, the Panic of 1837, and the emancipation of enslaved African Americans in the French West Indies in 1848 intensified slave owners' concerns over the future of the South's increasingly peculiar institution. Attacks from northern opponents—a growing abolitionist movement, fugitive enslaved African Americans, the condemnation of church leaders, and massive petition campaigns—heightened slave owners' concerns as well.

The defenders of slavery did not retreat, however. Believing that expansion into western lands presaged a new day for planters, they developed an aggressive defense of their way of life and further restricted possibilities for change. Previously referred to apologetically as a necessary but temporary evil, black bondage was now described as the natural order of things. In the

words of South Carolina Senator John C. Calhoun, slavery was "a positive good," an institution beneficial alike to planters, enslaved African Americans, and all other social groups.

The growing importance of slavery to southern agriculture, along with the 1808 prohibition of the importation of enslaved Africans, increased the prices for enslaved African Americans and encouraged an expanding internal slave trade. The internal slave trade was one of the cruelest aspects of the system. Although enslaved African Americans had always been subject to sale, the possibility of being sold to a plantation hundreds of miles from one's family increased dramatically in the 1840s with the extension of slavery into Alabama, Louisiana, Mississippi, Missouri, Arkansas, and Texas. Because enslaved African Americans in greatest demand were between the ages of twenty and fifty, a high percentage of those sold left spouses and children behind. As slavery's heartland moved southwestward, the forced migration of hundreds of thousands of enslaved African Americans caused the massive destruction of families.

V. Extending Slavery to the West

The dreams of westward expansion fueled political conflicts within and between the North and the South. The Lone Star Republic of Texas generated intensive debates in the 1830s and 1840s. It had sought U.S. statehood from the moment it achieved independence in 1836, but northern hostility to admitting this immense slaveholding territory into the Union postponed action for several years. In 1844, however, the Democratic Party platform tied support for Texas statehood to the demand—popular among northern farmers—for the annexation of all of Oregon (a region claimed by both England and the United States). Farmers from the Old Northwest had been eyeing Oregon's Willamette Valley for years. By 1843, thousands of wagons were already following the Oregon Trail west from Missouri. Southern planters and politicians began to believe that the North's appetite for new lands might at last provide the basis for Texas statehood. The election the following year turned on the issue of admitting Texas and annexing Oregon.

President Polk had even grander plans for expansion. Polk presided over the settlement of the disputed Oregon Territory and then turned his attention to wresting more land from Mexico. Knowing that this plan would necessitate war, he promptly provoked one. In January 1846, Polk sent U.S. troops across the Nueces River in Texas and into territory claimed by Mexico. News that Mexican troops had crossed the Rio Grande River in April and attacked American soldiers led Polk to demand war with Mexico.

Most slaveholders eagerly looked forward to creating new slave states from these hoped-for territories. For proslavery forces, the chance to acquire additional lands in the Southwest offered numerous benefits. The spread of slavery would aid planters in the upper South by creating an even greater demand and higher prices for their excess enslaved African Americans. Small farmers who owned no enslaved African Americans (a group that would constitute three-fourths of southern white families by 1860) could hope for a better chance on the new western lands, thereby alleviating the pressures on the planter class to respond to their needs by

redistributing existing wealth. And finally, the rapid growth of a non-slaveholding and increasingly antislavery North endangered the political autonomy of the slaveholding South. Geographical expansion would help ensure planters increased representation in the Senate through the admission of new slave states. This would prevent the North from using the federal government to block the interests of slaveholders.

As it turned out, winning the war against Mexico greatly sharpened the internal conflict in the United States. The debate over what to do with the new land—specifically, whether to permit slavery there—aroused emotions that ultimately exploded in the Civil War.

VI. The Abolitionist Movement

For many reform-minded women and men in the North, the eradication of slavery was the most important movement of the day. Led by advocates of immediate emancipation such as William Lloyd Garrison, Frederick Douglass, and Abby Kelley, radical abolitionists argued that other forms of bondage—wage slavery and prostitution, for instance—paled in comparison with the millions held in servitude by southern planters. Seeking to create a movement that reflected democratic and egalitarian ideals, radical abolitionists demanded that antislavery groups, including the American Anti-Slavery Society (AASS), be open to women as well as to men and to free African Americans as well as to whites.

The commitment of radical abolitionists to principles of both racial and sexual equality ensured that some who agreed with the abolition of slavery would disagree over the means to achieve emancipation. By the late 1830s and 1840s the result was factionalism and infighting among abolitionists. But such disagreements also multiplied the number and range of antislavery movements, forcing more and more of those who lived in the free-labor North to confront their complicity with slavery in the South.

VII. The Compromise of 1850

After the discovery of gold in California, the number of U.S. residents there had grown so rapidly that in 1849, political leaders sought statehood without having ever applied for territorial status. This made California the focal point of debates over slave labor and free labor that continued to dominate eastern political life. Just before California applied for statehood, northerners who wanted the West left open for settlement by free men founded the Free Soil Party. Free Soilers advocated a non-slave West, but they did not advocate abolition. They were willing to leave slavery alone where it already existed, thereby hoping to assuage the concerns of southerners.

Ultimately, the Compromise of 1850 consisted of a series of separate bills passed by different, and sometimes competing, coalitions. Northeasterners and midwesterners, for instance, nearly all supported the admission of California as a free state and the abolition of the slave trade in the District of Columbia. Southerners, on the other hand, voted overwhelmingly for the new Fugitive Slave Law, which denied jury trials to accused runaway enslaved African Americans

and empowered any marshal pursuing them to force local citizens to join the hunt. On each issue, just enough party loyalists crossed sectional lines to assure passage. In addition, the sudden death of President Taylor in July 1850, who despite his support for California's admission had threatened to veto the larger compromise of which it was a part, paved the way for the bill's passage. The new president, Millard Fillmore, not only supported the compromise but used his powers as president to convince northern Whigs to support it as well.

VIII. The Fugitive Slave Law

One of the Fugitive Slave Law's major targets was the "underground railroad," a network of thousands of free blacks and white sympathizers who concealed, sheltered, clothed, and guided runaway enslaved African Americans in the course of their northward flight. The best known of the "conductors" who served this railroad was Harriet Tubman, who escaped from slavery in Maryland in 1849. Over the next decade, Tubman returned to the South nineteen times, repeatedly risking capture and death in order to liberate more than three hundred others. In the North, local vigilance committees—composed largely of free African Americans/Blacks and white Quakers—kept the railroad going. Free African Americans/Blacks provided most of the labor and funds required by the cause despite their long hours of work and limited economic opportunities.

During the 1840s, slave owners grew more anxious about the underground railroad, even though the number of successful enslaved African American escapes may not have increased. Escapes affected far more than the few thousand who actually fled. News traveled through the enslaved African Americans' "grapevine telegraph," emboldening many still in bondage. At the same time, successful fugitives such as Frederick Douglass and William and Ellen Craft, who had escaped from Georgia in December 1848, became powerful and effective antislavery speakers in the United States and Britain. The Fugitive Slave Law, its proponents hoped, would not only reduce the number of escapees, but also drive earlier runaways such as Tubman, Douglass, and the Crafts back into hiding. Instead, the new law had the opposite effect, re-invigorating protests against slavery and against slave owners who were viewed as abusing federal power. A law that forced them to assist slave owners in returning fugitives to bondage enraged long-time abolitionists and their new allies. They held mass meetings throughout the North and Midwest.

The 1852 publication of *Uncle Tom's Cabin,* a sentimental and tragic tale of slavery and slave-hunters, enhanced popular opposition to the Fugitive Slave Law. Harriet Beecher Stowe first published the story in serial form in the *National Era*, an abolitionist newspaper. When published in book form, it sold three hundred thousand copies in one year, electrified northern readers, and infused opposition to the Fugitive Slave Law with a powerful emotional appeal.

Contrary to the hopes of its sponsors, then, the Compromise of 1850 inflamed antislavery feelings in the North. As long as slavery seemed geographically contained and remote, free-state residents could try to ignore it, considering it someone else's worry and someone else's

sin. But by refusing to outlaw slavery in the West and then welcoming slave hunters into the free states and requiring all citizens to aid them, the new law put an end to those illusions. Like the Mexican War, the Fugitive Slave Law seemed to bear out the abolitionist claim that chattel slavery endangered freedom everywhere, not merely in the South.

IX. The Kansas-Nebraska Act of 1854 and Bleeding Kansas

Before the battles over the Fugitive Slave Law could ebb, struggles over slavery erupted in the Great Plains. The focal point of this battle was the Kansas-Nebraska Act, submitted to Congress in January 1854 by Democratic Senator Stephen A. Douglas of Illinois. Douglas had speculated heavily in western lands and hoped that by attracting settlers to the region he could persuade Congress to route a planned transcontinental railroad through the area. Since many southern Senators preferred a more southern route, Douglas offered them an incentive to vote for his bill. He included a clause that allowed residents of the territory to decide by popular vote whether or not they would permit slavery. Since the Nebraska Territory lay north of the 36° 30′ line set by the Missouri Compromise, allowing residents there to vote on whether to become a slave state or a free state would effectively remove all federal barriers to the spread of slavery throughout the West. Despite these strong objections, the Senate passed the Kansas-Nebraska Act on March 3, 1854.

During the next two years, political passions burned fiercely in Kansas. Pro-slavery Missourians poured across the border, hoping to claim the Kansas Territory for themselves. But even more settlers arrived from the free states. Thousands were aided by abolitionists back east who formed the Kansas Emigrant Aid Society to assure the territory would remain a haven for free labor. Confronted by a free soil majority, the pro-slavery forces quickly resorted to armed intimidation and violence. When anti-slavery forces responded, undeclared guerrilla war followed. Despite the passage of the Kansas-Nebraska Act and its support by pro-slavery Democrats, residents of Kansas finally established a free state government in mid-1858.

The Republican Party coalesced out of the large but amorphous opposition to the Kansas-Nebraska bill of 1854. In their first party platform, drafted in 1856, Republicans denounced slavery as immoral and insisted on halting its further westward expansion. The new party attracted support from many formerly competing interests, including antislavery Whigs, Democrats, former Free Soilers, and Know-Nothings.

X. The Deepening Rift Becomes a Chasm

The Republican victory in 1860 grew out of the social, economic, cultural, and political changes that had taken place in the United States during the preceding half-century. By preserving slave labor, the first American Revolution stopped far short of the Declaration of Independence's stated goal—a society based on the principle that "all men are created equal." For a number of decades, national leaders worked long, hard, and successfully to hold together a nation increasingly divided by two distinct labor systems. But as the slave-labor South and the free-labor North matured, they developed needs, interests, and values that each region found to be

ultimately unacceptable in the other. Slave owners and their supporters became more and more committed to chattel slavery, viewing it as the essential prop to their own independence, while to them the North's vaunted "free society" became an object of fear and loathing. And although northerners hotly disagreed among themselves about the meaning of "free labor," most came to view the expansion of slavery as a direct threat to northerners' own rights, freedoms, and aspirations. The ongoing resistance to slavery and the response it evoked from slaveholders kept the issue alive and the stakes high.

Disputes over the future of the West manifested and exacerbated the growing sectional clash, destroyed the old two-party system, and gave life to Republicanism. "Bleeding Kansas" and John Brown's raid at Harpers Ferry revealed how sharp the conflict had become and anticipated the way in which it would at last be resolved.

Glossary of Key Terms

As students play MISSION 2: "Flight to Freedom," they will encounter many of the following key terms and definitions. The key terms appear throughout the Mission during the different parts of Lucy's life. Please see the Mission 2 At A Glance document in the Overview section of the Teacher Materials for information on when terms are included in gameplay. Additional terms are included for teacher and student reference.

abolitionists—men or women who wanted the immediate end to slavery. Some abolitionists believed blacks and whites were equal. Others did not.

ambush— to conduct a surprise attack.

American Colonization Society—the organization founded in 1816 whose mission was to transport free African Americans to colonies in Africa.

affidavit—a written statement used as evidence in court.

armory—a supply of weapons; a place where weapons are made and/or stored.

auction—a public sale where goods or services go to the highest bidder.

auction block—a platform from where a person sells a good or service to the highest bidder.

bankruptcy—when a person can no longer pay their creditors (the people who loaned them money or goods).

"Big house"—a reference to the plantation owner's home, the biggest house on the plantation.

Bleeding Kansas—the name for a period of violence between pro- and antislavery forces in Kansas Territory from roughly 1854 to 1857.

bluff—an attempt to fool someone by lying or tricking them.

border—the line, or area, separating two geographic regions.

Border State—the states of Delaware, Maryland, Virginia, Kentucky and Missouri that were located between the "free" and "slave" states. Although they're referred to as border states, each had slavery.

bounty—a reward for a service rendered, such as the capture of a runaway enslaved African American.

bounty hunter—someone who captures individuals, such as runaway enslaved African Americans, for whom a reward is offered.

brace—*(noun)* a device that clamps together to provide support; (*verb)* to make sturdier.

calling (vocation) — an occupation; profession.

Canada—a part of the British Empire (before 1867) that borders the United States to the north and where slavery was illegal.

cargo—the load of goods held in a ship's hull or on a wagon.

chattel slavery— the ownership of a person and his/her descendants.

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

chicken coop—a shed or other enclosure where chickens are kept and raised.

Cincinnati—a city in the southwest corner of Ohio. It was a common destination for runaway enslaved African Americans in the 1830s, 40s, and 50s.

citizen—a legally recognized individual within a city, state or nation who has rights, like voting and land ownership.

civil disobedience—the refusal to obey certain laws or requirements of a government.

coincidence—when two or more things occur at the same time, in a way that is not planned or expected.

colonization—a movement in the 1800s to transport free African Americans to Africa.

colored—an old term used to refer to African Americans.

comfrey root—a root found in the United States that can be used to heal cuts, burns, and other wounds.

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

convention— a large meeting of a group of people who have a common goal or are interested in a common topic.

Compromise of 1850—a series of bills that tried to end the sectional stalemate over slavery. It admitted California as a free state, but it also provided slave catchers with increased powers to return fugitive enslaved African Americans back to the South.

conductor—a person who helped transport freedom seekers along the Underground Railroad.

cotton gin— a machine invented by Eli Whitney, which separates cotton seeds from cotton.

defer—to accept someone else's opinion or judgment on a particular topic or situation out of respect for that person.

detour—a roundabout route used to avoid something dangerous or troublesome.

"down river"—a term describing the selling of an enslaved African American to the Deep South, oftentimes by using the Mississippi River for part of the travel.

diligence—dedicated, persistent work or effort.

discrimination—treating someone unfairly and/or poorly because of their race, ethnicity, religion, etc.

emancipation—freeing someone from slavery.

embroidery—the art of stitching decoration onto cloth with thread or yarn.

endure— to put up with something that might cause pain or discomfort; tolerate.

ferry—a boat or raft used to carry passengers and/or goods from one side of a body of water to the other.

flatboat—a boat with a flat bottom that was used to transport a large number of goods across a river.

foolhardy—reckless; doing things without thinking.

ford—*(noun)* a shallow place in a river where one can walk across; (verb) to cross a river at a shallow place.

foreman—someone in charge of a group of workers.

foundry—a workshop or factory where metal can be cast and shaped.

free blacks—African Americans who were not enslaved, although they faced discrimination in most communities, in the North as well as the South.

freeholder—someone who owns a piece of land and has the right to sell, lease or rent it.

free papers/freedom papers—a certificate proving the free status of an African American.

Free Soil—a political group within the antislavery movement that wanted to restrict slavery from the western territories. They did not support racial equality.

free state— a US state in which slavery was not allowed and/or became illegal before the Civil War.

fugitive—the term used to describe runaway enslaved African Americans; also, a person who has escaped from a place and is hiding.

Fugitive Slave Act—a part of the Compromise of 1850 that provided slave catchers with increased powers to return freedom seekers to the South. It also required northerners, and their legal officials, to assist in this process.

gavel—a mallet or hammer used to get a group's attention or to confirm an action (at a meeting, in court, etc.).

Godey's Lady's Book—a popular lady's magazine during the Civil War era, covering such topics as fashion and containing essays, short stories and poetry.

green wood—wood that is tough to burn because it hasn't had time to dry out since it's recently been cut from a living tree.

Harriet Beecher Stowe—the abolitionist author of *Uncle Tom's Cabin*, a best-selling novel based on real events that convinced many northerners that slavery was wrong.

harvest—the period and process of gathering crops on a farm or plantation.

hemp— a plant, the coarse fiber of which can be used to make rope, fabric, or paper.

hemp-break—a machine used to separate the hemp's fibers from the plant's stalk

hiring-out papers—documents allowing an enslaved African American to travel or work for someone other than his or her owner.

illiterate—unable to read or write.

Lexington—a city in northern Kentucky, located about 80 miles from the Ohio border.

lickety split—very fast.

Licking River—a tributary of the Ohio River, located in northeastern Kentucky.

literate/literacy—being able to read and write.

master—the person who owned an enslaved African American.

Maysville—a city bordering the Ohio River in northern Kentucky. It was an important crossing point for enslaved African Americans escaping to the North.

missionary—a person who is sent to a specific region or country to do religious work.

moor—to secure a boat in a particular place.

morals—a person's belief in what is right and what is not right for them to do.

namesake—a person, place or thing having the same name as another; often referring to someone who is named after another person.

Negro—common term used during the Civil War era to refer to an African American, or black, person.

Ohio River—the river that separates the states of Ohio and Kentucky. It's the largest tributary of the Mississippi River, and it begins in Pennsylvania.

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

overseer—the person hired to run the day-to-day operations of a plantation, including discipline.

patrollers—individuals in charge of capturing and returning runaway enslaved African Americans within a certain town, county, or state.

plantation—a large farm, normally specializing in the growth of one cash crop, worked by enslaved African Americans.

precaution— an action taken ahead of time to avoid something that could be dangerous or harmful.

proprietress/ proprietor— a person who owns a business or property.

prowling— to move about in a sneaky manner, like a animal searching for its prey.

prudence—caution.

quandary—a state of uncertainty; a predicament.

radical—having extreme views which are not shared by most people.

rebellion—active and open resistance against a ruler or leader.

reformer—someone who sets out to change an aspect of society that they do not like.

resistance—refusing to comply or follow directions, orders or demands; fighting back.

reverend—a title of respect used when talking to a preacher, pastor, minister or other member of the clergy in a church.

Ripley—a town in Ohio, on the other side of the Ohio River from Kentucky, that served as a safe haven for fugitive enslaved African Americans along the "underground railroad."

road pass *or* **slave pass**—a pass needed by enslaved African Americans (and sometimes by free African Americans or Blacks) if they were traveling throughout the South.

root cellar—a structure built partially or entirely underground that stores vegetables, fruits, nuts and other food.

runaway—an enslaved African American trying to escape his or her owners so that they could be free.

ruthless—cruel, mean, heartless.

sabotage—purposely destroying, disenabling, damaging or obstructing something.

safe house—homes on the Underground Railroad, which provided food and a safe place for runaway enslaved African Americans to stay on their way to freedom.

seminary—a school or place of religious learning.

shawl—a piece of fabric worn by women, normally worn around the shoulders or wrapped around the head.

skiff—a shallow, flat-bottomed open boat.

Slave or Enslaved Person—a person forced to work for someone else, not earning any money or reward for their effort.

slave catchers—men who were paid to travel even to the North to find and bring back enslaved African Americans who had run away.

slave codes— laws which limited the rights of enslaved African Americans and gave slave owners total power over them.

slave power—the belief among antislavery men and women that southerners who were only interested in protecting the institution of slavery controlled the U.S. government.

slave quarters—the housing for laborers, oftentimes small shack-like housing with very few comforts.

slave state— a US state in which slavery was legal before the Civil War.

slave trader- someone who buys and sells people as slaves.

Slaveocracy—a ruling group of slaveholders or advocates of slavery, as in the southern United States before 1865. A popular term during the slave era, used in anti-slavery newspapers like *The Liberator* and *Emancipator*.

slop—bran or cornmeal mixed with water and fed to pigs and other livestock.

smokehouse—a place to both "smoke," or cook, and store meat.

"sold south"—the term used when slave owners decided to sell either disobedient or nonessential enslaved African Americans further south to raise extra money.

spirituals—religious folk songs, originally sung by African Americans in the southern United States.

stalwart—a loyal, hardworking member of a group, team or cause.

station—a stop along the Underground Railroad, often a house, cave or other safe haven.

steward— a person in charge of taking care of passengers and the food supply on a ship, train, bus, etc.

surveillance—the close observance of someone, especially if that someone is suspected of being a criminal.

tavern—a place that serves both food and alcoholic beverages.

testify— to make a statement based on personal knowledge or belief.

theology— the study of religion.

toll station—a place where a person had to pay money to use a road (like a toll booth on today's interstate highways).

tracking—following, trailing.

Underground Railroad—the loose, informal network of individuals, hideaways, and safe havens that assisted enslaved African Americans as they tried to escape to freedom.

vigilant —keeping careful watch for danger or trouble.

vital— very important; necessary.

wily—skillful at tricking or deceiving.

witness— someone with personal knowledge of something.

Yankee—a name for Northerners used by Southerners.

yard—a place, often immediately by the "big house," where enslaved African Americans performed daily chores and completed tasks.

Character/Location Overview & Historical Figure Profiles

Much of "Flight to Freedom" is based on actual events, places, and people. While some characters are fictional and serve to illustrate the various components of antebellum society, others are based on actual historic figures. Brief background information is included here on the Mission's fictional characters, as well as biographical information on the historic figures included in the game.

Characters

Lucy (fictional character): As the game begins, Lucy is a fourteen year old enslaved African American on Master King's hemp plantation, located 20 or so miles from Lexington, Kentucky. Lucy is the daughter of Nell. Lucy's father was sold away to the nearby Preston plantation after a bad harvest. She only sees her father occasionally. Lucy is strong willed and has gotten into trouble for speaking her mind. She grew up playing with the master's daughter, Sarah, though their relationship has changed as they have grown older. Lucy works in the yard tending animals and the garden, washing clothes, toting water for field hands, and helping the cook. After being accused of burning down the plantation smokehouse, Lucy escapes to Ohio, where she is taken in by a free Black couple, and becomes involved in the abolitionist movement.

Jonah (fictional character): As the game begins, Jonah is an eight year old enslaved African American on Master King's plantation. He is Lucy's younger brother.

Nell (fictional character): Nell is Lucy and Jonah's mother. Nell is a field hand on Master King's plantation. She works planting, hoeing, weeding, harvesting, and bundling hemp. Nell has a pass which allows her to visit her husband on a neighboring plantation occasionally.

Henry (fictional character): Henry is a nineteen year old field hand on Master King's plantation. Henry is a good friend of Lucy's family. In addition to his duties in the fields, Henry is also responsible for tending the smokehouse – cutting wood and maintaining the fire whenever hogs have been butchered and are ready to smoke. Henry's family was sold away from the King plantation the previous year. Henry is strong willed and has a short temper. He has run off for days at a time over the past year. As the game begins, Henry has been beaten for possibly breaking some equipment on the plantation.

Esther (fictional character): Esther is an enslaved cook who works in the home on Master King's plantation. Because she spends her days in the "Big House," Esther overhears much of Master King's business and passes information along to other enslaved African Americans. Esther also travels to Lexington to shop for the household and gathers information from other enslaved workers and free Blacks at the Lexington market.

Sarah King (fictional character): Sarah is the fifteen year old daughter of Tobias King (Lucy's master). Sarah grew up playing with Lucy, but now views herself as an adult and mistress. Sarah's primary interest is finding a suitable husband and marrying within in the next few years. She is an avid reader of ladies' magazines and follows the latest fashions.

Mr. Otis (fictional character): Mr. Otis is the overseer on Master King's plantation. Mr. Otis manages the labor and farming operations for Master King. Unlike Lucy and her family, Mr. Otis is paid a salary. He is a harsh supervisor who uses punishment—and fear of it-- to force more labor from enslaved African Americans.

Reverend John Rankin (historical figure): John Rankin (1793-1886) was a Presbyterian minister who started out preaching in Tennessee,

but was forced to leave when he made his anti-slavery views public. Rankin became an outspoken abolitionist in Ripley, Ohio, where he was extremely active in the Underground Railroad. His "Letters on Slavery" greatly influenced William Lloyd Garrison, Henry Ward Beecher, Harriet Beecher Stowe, and other abolitionists around the country. Rankin lived in a house high on a hill in Ripley, overlooking the village and the Ohio River. During the forty years preceding the Civil War, it is estimated over 2,000 slaves passed through Ripley, many of whom were assisted by the Reverend Rankin and his family. Rankin's house is currently a National Historic Landmark.

John Parker (historical figure): John Parker (1827-1900) was a former slave who escaped from slavery in Alabama, was recaptured, and eventually purchased his own freedom. He moved to Ripley, Ohio in 1849, where he became active in the Underground Railroad. Parker was known to venture into Kentucky to help slaves across the Ohio River. He was a skilled iron worker, and one of the few African Americans to hold multiple patents during the 19th century. Parker eventually owned his own foundry, where he designed and manufactured farm tools. His Ripley house is also a National Historic Landmark.

Abigail and Morgan Wright (fictional characters): Abigail and Morgan Wright are a free African American couple living in Red Oak, Ohio, just north of Ripley. Their ancestors were Virginia slaves freed after the American Revolution and resettled by their owners in the Ohio River Valley. The Wrights own and operate a laundry business for individuals and businesses in the area. Abigail and Morgan are abolitionists, and active in the Underground Railroad. When Lucy escapes from the King plantation, they take her in and claim she is their niece from Pennsylvania.

Millie Hatcher (fictional character): Millicent Hatcher is a twenty-one year old teacher who studied at the Hartford Female Seminary under Harriet Beecher Stowe. An outspoken abolitionist, she moved west to Ohio to teach in the Red Oak School under the supervision of Reverend Rankin.

T.C. Bercham (fictional character): T.C. Bercham is a slave catcher based in Lexington, Kentucky, who is hired by Master King to track down Lucy and Henry.

Benjamin Harrison (fictional character): Benjamin Harrison is a politician and member of the Free Soil Party from Cincinnati, Ohio. He is running for office as a state representative. Harrison opposes the expansion of slavery to the western territories, but does not advocate the immediate abolition of slavery. He believes freed slaves could never become equal citizens in the United States, and instead supports the idea of government financed colonization, which means sending freed slaves to Liberia, Africa..

Sheriff McKee (fictional character): Ripley's sheriff, who is responsible for maintaining law and order. He is not an abolitionist, but sympathizes with fugitives who are trying to escape. He does not enjoy returning them to slavery.

Mrs. Porter (fictional character): Mrs. Porter manages the Ripley Hotel with her husband. The hotel is located across from the ferry dock on the Ohio River. Originally from Kentucky, Mrs. Porter believes slavery is beneficial to both slaves and slave owners. Many of the hotel's customers come from Kentucky.

Locations

King Plantation, Bourbon County, Kentucky: The King Plantation a medium size farm growing hemp and corn as cash crops. The farm also raises hogs, chickens, cows, and growing vegetables for sustenance. The hemp crop is sold to factories in Lexington that turn it into rope and baling fabric to be sold to cotton plantations in further south. Likewise, most of the corn crop is sold south as food grain. Master King owns fifteen enslaved African Americans. He has been selling off some of his enslaved African Americans to the New Orleans slave markets in recent years to offset bad harvests.

Auction House, Maysville, Kentucky: When the importation of enslaved laborers from overseas was outlawed, and as cotton production in the Deep South expanded, enslaved African Americans became one of Kentucky's most valuable exports. Slave traders and auction houses in Kentucky and other slave states sought out enslaved African Americans that could be sold "down the river" to the cotton growers further south. Some enslaved African Americans sold in Kentucky were also sold to slave states further west, such as Missouri.

The Ohio River: The Ohio River is the dividing line between the slave-owning state of Kentucky and the non-slave state of Ohio. The Ohio River is a main transportation artery for delivering goods from the Ohio Valley to southern ports along the Mississippi. Many steam boats, ferries, and flat boats navigate the river, and it is heavily patrolled on both sides by slave catchers. The river's current is very strong and swimming across can be very dangerous. Boats on both sides of the river are required to be kept locked to prevent fugitive enslaved African Americans from stealing them.

Ripley and Red Oak, Ohio: Ripley is a small, bustling town just across the Ohio River from Kentucky. Ripley served as a port for the shipping of pork headed south and tobacco headed north. Warehouses, markets, and boat builders lined the waterfront. The population of Ripley was divided over the issue of slavery, with many outspoken opponents as well as many pro-slavery residents. Red Oak was a small settlement slightly north of Ripley, where the Reverend John Rankin led a church and school serving free blacks as well as whites.

Slavery & the Underground Railroad: Myths and Misinformation

1. **Slavery was the same everywhere in the United States.**

The conditions and experiences of enslaved African Americans differed across the South depending on the place, the crops, the size of the farm, and the type of work. In the period before the Civil War, most enslaved African Americans worked in gangs on cotton plantations that stretched across the Carolinas and Deep South states of Georgia, Mississippi, Alabama, Arkansas, Florida, Louisiana, and were expanding westward into Missouri and Texas. Planters made the entire family work–men, women, and children–but divided most jobs by age and sex. In general, men plowed and women hoed, but during harvest season, all able-bodied enslaved African Americans picked cotton at an unrelenting pace. Enslaved African Americans were closely supervised and those who did not pick their share were whipped.

On rice plantations in the Carolinas and Georgia, enslaved African Americans were highly valued for their knowledge of rice cultivation. They worked on the task system, which gave them more control over their time and work process. But conditions were harsh in the swampy, disease-prone areas where rice grew, and enslaved African Americans faced severe punishment if they did not complete tasks satisfactorily.

Enslaved African Americans on sugar plantations in Louisiana and Florida faced the most physically dangerous work, and also the most industrialized because the process of refining sugar cane into sugar required heavy machinery. Enslaved African Americans here also worked in a gang system - meaning working in lockstep with a group for multiple hours on end under harsh conditions, with one overseer supervising work with brutal authority.

Enslaved African Americans in the border states of Maryland, Kentucky, Virginia, and Tennessee tended to grow a mixture of hemp, corn, and tobacco crops. Work conditions were not as brutal, and enslaved African Americans had a greater chance of escaping north to the free states. But because slave owners in border states were the leading exporters of enslaved African Americans to the Deep South, enslaved African Americans there were often sold away from their families and communities.

Enslaved African Americans also worked on small farms throughout the South. Many worked alongside their owners. They were often treated better than enslaved African Americans on larger plantations, but did not have access to an African American community, had little chance of marriage, and were socially and culturally isolated.

Finally, not all enslaved African Americans worked in agriculture. In 1860, about 140,000 enslaved African Americans lived in towns and cities throughout the South. Urban enslaved

African Americans performed comparatively less demanding physical labor -- in shipyards, brickyards, cotton presses and warehouses. Many were apprentices to tailors, saddle makers, butchers and masons, and were housed in the same lodgings as their owners, usually in an attic or back room. The practice of "hiring out" was one feature of urban slavery that encompassed slave owners "renting" enslaved African Americans to others. Enslaved people could, by arrangement with their owners, also hire themselves out. They then resided in or near the renter, who was officially, if not in practice, required to refrain from mistreating the hired enslaved African American as they were considered leased property. Money earned from hiring out went into the owners' pockets, but occasionally the laborer could keep some of the earnings. In this way, an enslaved African American might save enough money to buy his or her own freedom.

2. **All African Americans were enslaved and all Southern Whites were slave owners.**

In 1860, 89 percent of the nation's African Americans/Blacks were enslaved. The remaining 11 percent were free African Americans/Blacks, mostly in the north but with significant free Black communities in the South. Some free Blacks purchased their freedom, while some were manumitted (given freedom) by their owners. Others were descended from Blacks who had been free during the Colonial era. **Most Southern whites did not own enslaved African Americans.** Less than 25 percent of southerners were slave owners, and half of all masters owned 5 or fewer enslaved African Americans. While most small slaveholders were farmers, many were artisans, shopkeepers, and public officials.

3. **Most enslaved African Americans lived on large plantations.**

This is true, but a significant number, 47 percent, did not live on large plantations. These enslaved African Americans were spread out across many small holdings. By 1860, as wealth became more concentrated in the southern cotton belt, 53 percent of the enslaved lived on plantations of 20 or more enslaved African Americans, and approximately one third lived on plantations with 50 or more enslaved people.

4. **Enslaved African Americans who worked in the house or "house slaves" were a privileged group who often aligned themselves more with masters than with enslaved African Americans who worked in the fields or "field slaves."**

The assumption that enslaved African Americans who worked in the house were a distinct and privileged group is not validated by nineteenth century accounts of slavery. Very few plantations had enslaved African Americans who exclusively worked in the house. In general, very young or very old enslaved African American women did household tasks, but worked the fields in the years in-between. Many times enslaved African Americans who did household work also worked in the fields, especially during harvest times. Tensions between enslaved African Americans who worked in either the house or field are rarely mentioned in first-person accounts of slavery. On the contrary, enslaved African

Americans who worked in the house often helped the larger community by passing along information they overheard.

5. **Enslaved African Americans did little or nothing to free themselves.**
Resistance to slavery took many forms, and included sabotage, work slow-downs, disobedience, stealing, escaping, economic bargaining, and organized rebellions. It is hard to quantify the many ways enslaved African Americans resisted, how many ran away, or even how many rebellions took place. There were a number of large-scale rebellions, including the Stono Rebellion (1739), the New York Slave Insurrection (1741), the Gabriel Prosser Uprising (1800), the Denmark Vesey Uprising (1822), the Nat Turner Rebellion (1831), and the Amistad Revolt (1839). Slave owners and local governments established elaborate systems of laws and law enforcement to limit enslaved African American mobility, education, and communication. Enslaved African Americans who rebelled faced harsh punishment or death. The fact that resistance continued despite this repressive legal system indicated the depth of opposition among enslaved African Americans.

6. **Everyone in the North was opposed to slavery.**
Slavery existed in the North until the 1820s, with significant numbers of enslaved African Americans in New York and New Jersey. Even after slave labor was outlawed, many northerners with economic interests in the cotton or sugar industry continued to support the use of slave labor in the South. In the 1830s and 1840s, white and black abolitionists were frequently attacked by mobs of northern whites. Most of the anti-abolitionist mobs were not made up of young rowdies from lower-class neighborhoods. They were well-organized groups of respectable, middle-class citizens who believed abolitionism threatened their communities and businesses.

7. **All abolitionists had the same goals and strategies.**
Abolitionism was *not* a unified movement. As opposition to slavery increased in the 1840s, abolitionists disagreed on methods, racial attitudes, and the role of women in the movement. The radical, or Garrisonian, abolitionists favored immediate emancipation based on moral and religious grounds, refused to negotiate political solutions, included women equally in their organizations, and supported women's rights. A more moderate group of political abolitionists also sought immediate emancipation, but believed that working through the political system to elect antislavery candidates would be most effective. They held more traditional views about the role of women in public life and argued that addressing "the woman question" frightened off many people who would otherwise support antislavery. Free Soil Party members accepted slavery in the southern states, but opposed the spread of slavery to the western territories, and believed that if expansion was prevented slavery would come to a natural end throughout the South. Supporters of

colonization believed that the voluntary or forced migration of enslaved African Americans who were freed to Africa was the best solution to the issue.

8. **Most enslaved African Americans who escaped did so via the Underground Railroad.**
Most enslaved African Americans escaped on their own, and often had no help or guidance from anyone for the majority of their journey. When they did receive assistance, it was likely to be an individual act of compassion; to provide food or a resting spot by a fellow enslaved African American, free African American/Black, or a white resident along the way.

9. **The Underground Railroad was composed of white abolitionists and Quakers.**
The majority of conductors on the Underground Railroad in both the South and the North were black. In the South, many conductors were enslaved African Americans themselves.

10. Enslaved African Americans learned about the Underground Railroad through songs and quilts.
Current scholarship does not support the claim that songs such as "Swing Low, Sweet Chariot," "Wade in the Water," "Steal Away," and "Follow the Drinking Gourd" aided enslaved African Americans in escape. Some people believe quilts were hung from roofs, barns, and fences to signal to fugitives that the location was a station, or safe house, on the Underground Railroad. This is also not supported by historical evidence. There are **no** references in the many narratives written by enslaved African Americans in the nineteenth century, period accounts by runaways, or in the 1930s Works Progress Administration oral histories to suggest that songs or quilts transmitted information about Underground Railroad routes, safe places, or code words to enslaved African Americans.

Historical Primer

Before you begin playing MISSION US: "Flight to Freedom," here are five important pieces of information to consider. This information may or may not help you as Lucy makes her way through life on a plantation in the 1840s.

1. From the 1820s, when slavery ended in the northern states, until the Civil War broke out in 1861, the United States was divided into "free states" and "slave states." Free states and territories were in the North, and slavery was not permitted there. Slave states and territories were in the South, and slavery was permitted there. If an enslaved African American escaped to a free state, they were still legally enslaved, and could be returned to their master in the South. Enslaved African Americans who ran away, also called "fugitives" or "Freedom seekers," tried to find protection among free African Americans/Blacks and abolitionists in the North, or went to Canada, where slavery was prohibited.

2. Enslaved African Americans who lived in "border states" (slave states next to free states) such as Kentucky had a better chance of escaping than enslaved African Americans who lived further South. As a result, slave owners in border states were especially watchful about preventing or capturing runaways. They sent out nightly patrols, imposed curfews, hired slave catchers with dogs, posted runaway advertisements and rewards, and arrested any suspicious enslaved African Americans.

3. The "Deep South" refers to the area of the United States surrounding the Mississippi River Delta, where cotton was the major crop. Because the harsh working and living conditions on cotton plantations were well-known, masters in border states threatened to sell "troublesome" enslaved African Americans, or enslaved African Americans who ran away, "down river" or "down South." Even enslaved African Americans who worked hard and "obeyed" their masters were sometimes sold South, since that was where the demand for slave labor was highest.

4. Slavery was a system based on cruelty and violence. Enslaved African Americans found ways to resist their masters by working slowly, breaking tools, "stealing" food or clothes, or lying to their masters. All these forms of resistance carried the risk of punishment, which often included whippings. Enslaved African Americans who tried to run away or were openly rebellious risked severe whippings, branding, imprisonment, or were forced to wear iron collars around their neck, hands, or feet. Enslaved African Americans that burned property, stole, or committed murder or other serious crimes were killed.

5. Enslaved African Americans found ways to build families and communities that helped them survive their enslavement. Enslaved African Americans got married, raised children, and relied

on networks of relatives and friends. Many practiced Christianity, and found strength through faith, spiritual expression, and belief in a better life after death.

TEACHER'S GUIDE

MISSION 2: "Flight to Freedom"

Pre-Game Activities

A NOTE TO THE TEACHER:

"Flight to Freedom" is largely about cause and effect, emphasizing how choices—to comply with authority or resist in some manner—may impact an individual's life, the lives of others, and the nation. At the same time, the game and classroom materials demonstrate how national events, such as the Fugitive Slave Act, have implications on the lives of individuals. Ultimately, "Flight to Freedom" will show students that through acts of resistance, Americans—both white and black, free and enslaved—shaped the world in which they lived.

Pregame Activities:
Part I: Have students use the game badges as a pre-game activity.
Part II asks students to think historically, examining acts of resistance across different eras of US History.

Part I:

As students play "Flight to Freedom" and make choices for Lucy, they will earn badges representing different qualities or characteristics their "version" of Lucy has exhibited. The badges represent different ways that enslaved African Americans, individually and together, responded to the conditions of slavery, in ways that ultimately helped hasten its end. Some badges represent choices that helped preserve Family and Community in the face of enslavement. Others represent choices to develop skills of reading, writing and speaking (Literacy/Persuasion/Leadership) that helped formerly enslaved African Americans and freedmen become a powerful force for abolishing slavery. Some badges reflect efforts to survive slavery by avoiding direct confrontation with slave masters' power. Others represent choices to directly Resist or break the rules of the slave system, by being Self-Reliant, engaging in Sabotage, or otherwise showing a Fighting Spirit. This activity sets the stage for the badge system students will encounter in the game.

Review the "Badges Earned" organizer as a group. Ask your students how their choices exhibit particular traits or characteristics.

Part II:

The goal of Part II is to provide historical context for cause, effect, and resistance. The activity illustrates that throughout U.S. History, there have been times when people felt so deeply about a political or social cause, they resisted the status quo in some manner. While playing "Flight to Freedom," students will see how both enslaved African Americans and those in the antislavery movement resisted slavery.

In Part II of the Pre-Game Activity, teachers will show students several pictures of resistance throughout American history. Though students may have not yet studied the historical eras presented, you can ask students questions about the pictures, such as:

- *What do you think these people are resisting?*
- *Why do you think they are resisting?*
- *Do you think they were successful?*
- *Is this action important even if it does not succeed?*
- *What are some possible positive or negative outcomes of this form of resistance?*

After completing both of these exercises, students will better understand how acts of resistance can lead to social or political change. As your students start to play "Flight to Freedom," ask them to focus on how Lucy and the various people she encounters resist the institution of slavery, how they earn badges in the game, and why.

TEACHER'S GUIDE

MISSION 2: "Flight to Freedom"

Badges Earned

Student Organizer

As you play MISSION US "Flight to Freedom," you will earn badges in the game for the decisions you make as Lucy. As you review the scenarios accompanying this organizer, think about which badge listed below you might earn for each choice you make.

Possible Badges	Badge Description	Scenario and Choice That Might Earn This Badge (list the Scenario Number and the letter of Your Choice)
 Play It Safe	You do not engage in any acts of resistance and stay on the good side of authority figures, avoiding punishment for you and your loved ones.	
 Resistance	You take direct action against rules and policies you don't support. When times are tough you rally by taking action against your oppressors.	
 Family Matters	You care deeply about keeping your family together and safe. You turn to your family in your times of need.	
 Sabotage	You take every available action possible against those trying to oppress you, demonstrating active resistance – even if this means harm or destruction.	

 Fighting Spirit	You actively struggle against those who may be trying to harm or deceive you.	
 Self-Reliant	You trust yourself more than others and prefer to work on your own. You take actions that demonstrate your survival instinct.	
 Persuasion	You have a way with words and you can convince people of your position or get what you want by speaking.	
 Hard Bargain	You turn to money or bribery to convince people to do what you want.	
 Literacy	You value reading and education, and show a passion for leaning new words, trying new things, and picking up new skills.	
 Leadership	You show initiative and can easily lead community efforts.	

 Community	You turn to others in your community in hard times, and will rely on the support of your community to save another community member.	
 Escape Master	Thanks to a combination of skills, wit, and luck, you are able to easily escape difficult environments.	

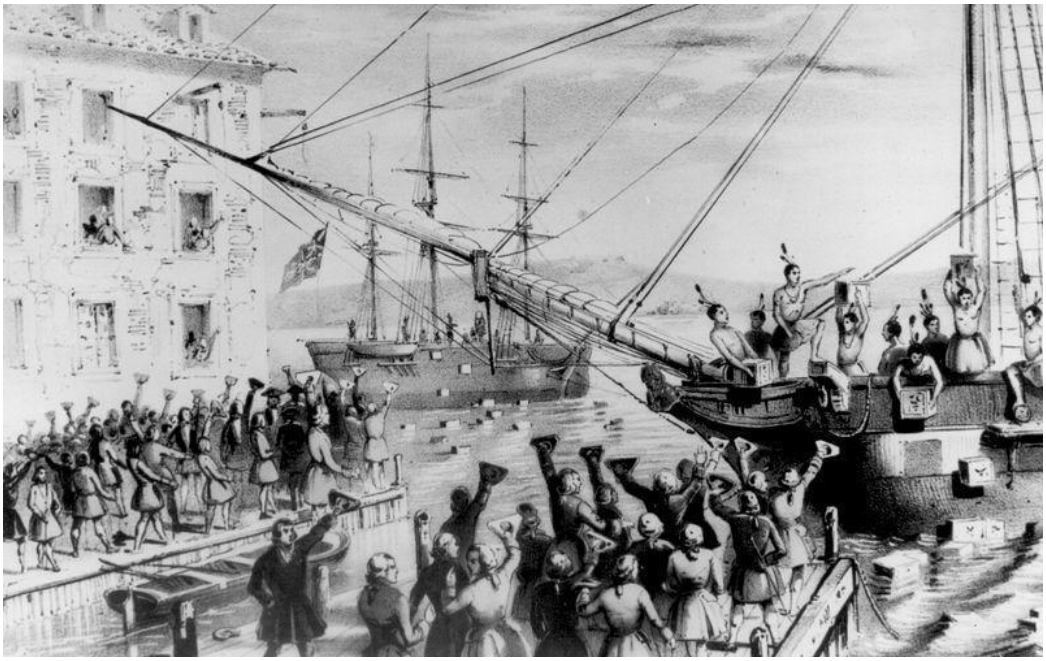
Part II: Resistance in U.S. History

Distribute copies of the following images or project them onto a screen for your students. Provide students with the location, date, and the "hint" related to each image. Then ask your students the following questions about the images:

- *Do you know what this event is?*
- *What do you think these people are resisting?*
- *What words would you use to describe their resistance? Is it peaceful or violent? Is it destructive or calm?*
- *Why do you think they are resisting?*
- *Do you think they were successful? Why or why not?*

(Image 1 is the Boston Tea Party, Image 2 is the New York City Draft Riots during the Civil War, Image 3 is a suffragist being arrested after chaining herself to the White House fence, Image 4 is a labor protest/work slowdown at an automotive plant, Image 5 is a lunch counter sit-in during the Civil Rights movement, and Image 6 is a man advocating boycott of an oil company in the wake of a recent spill.)

After reviewing the images, tell your students that as they play "Flight to Freedom," they should pay special attention to how Lucy and the people she encounters resist the institution of slavery.



Boston, Massachusetts 1773

Hint: The Indians aren't real, and there's tea in those crates.

New York City, 1863

Hint: Some of the people in the picture were unhappy with the government's policies for drafting men into the army.

Washington, DC 1917

Hint: This woman chained herself to this fence at the White House. She did not vote for the President because she couldn't.

Flint, Michigan 1936

Hint: These men are where they work. It's the middle of the work day.

Nashville, Tennessee 1960

Hint: The store is refusing to serve the men seated at the counter. And they won't leave.

Brooklyn, New York 2010

Hint: Remember the oil well explosion that released millions of barrels of oil into the Gulf of Mexico?

Pre-Game Document-Based Activity: Slavery By the Numbers

A Note to the Teacher

This document contains background historical information for teachers, and an activity using data and primary source information to increase student understanding of slavery.

Students, and even some teachers, can initially be put off by charts, tables and graphs, but we would strongly encourage you to help your students get their feet wet. With just a little guidance and practice, middle school students become adept at seeing patterns. At that point, it becomes very satisfying for them to look at a line of numbers and narrate the story they tell. In addition to getting practice with statistics, there are opportunities here for teachers to capitalize on that inclination, and at the same time, encourage students to see when there is room for more than one interpretation of data.

You should decide if you will use the activity, based on what your students know or don't know coming into the "Flight to Freedom" unit, and also how easy or difficult it will be for them to work with the materials.

The activity is described below:

"What Other Work Did the Enslaved Do?" The goal of this activity is to have students gain information from a primary source document showing that not all enslaved African Americans, even in the South, picked crops in the hot sun. Students will practice the skill of reading from a chart, and learn about other occupations enslaved African Americans had. This is a straightforward activity, appropriate for 5th grade and up.

Activity: Reading a Chart: What Other Work Did the Enslaved Do?

Teacher Directions: Project the "Charleston List of Manual Operations, 1848" or make copies and distribute them. Allow some time for each student to read the list. Define for students, or ask them to research, the occupations that sound unfamiliar. Then, ask them to consider the discussion questions you feel are most important or most relevant. You will see that some are more literal, while others require more skill at making inferences. You might provide some choice or assign them as journal entries first, so students who work at different rates have time to think through their responses.

For all of the following, ask your students NOT to include "Domestics" and "Unskilled Workers" in their tallies, because these are the more usual occupations at which enslaved African Americans worked. Also, especially if you will not take time to define terms, let students know that "Superannuated" means too old to work anymore.

Discussion Questions:

1. Which of the occupations on this list could a person learn to do in less than a month (unskilled)? Which would require more than half a year of learning (skilled)? What might be the relationship between how long it takes to learn a job and how important others feel it is?

2. How many different skilled jobs did enslaved African Americans work in Charleston?

3. List the ten jobs at which the most enslaved African Americans worked. Why do you think these occupations were more popular or necessary than some of the others?

4. Which occupations would require you to have mathematical skills? Which were more physical than mental? Which required both physical and mental strength or competence?

5. At which jobs were there approximately the same number of enslaved African Americans and white workers? Why might this have been the case?

6. In which occupations was there a significant difference in the number of white and enslaved African American workers? Why might this have been the case?

7. What does the fact that there are "Apprentices" listed here tell you about how slaveholders thought about the ability of enslaved African Americans to learn skilled occupations?

8. Why might slaveholders have had some enslaved African Americans trained in skilled labor if there were already white people in those occupations available to do that work?

9. How might becoming a skilled worker have affected how an enslaved African American thought about him/herself? How might it have affected other enslaved African Americans in the community?

10. Which of these occupations still exist today? Of those, which do you think are highly regarded and highly paid? Which are not? Can you think about why this is the case?

Data source:
http://cghs.dade.k12.fl.us/slavery/antebellum_slavery/non_plantation_slave_life/census.htm

Charleston Census of Manual Occupations, 1848

	Slaves		Free Negroes		Whites	
	M	F	M	F	M	F
Domestic servants	1,888	3,384	9	28	13	100
Cooks	7	12	18	18	0	5
Nurses	0	2	0	10	0	5
Laundresses	0	33	0	45	0	0
Seamstresses	0	24	0	196	0	125
Milliners	0	0	0	7	0	44
Fruiterers	0	18	6	5	46	18
Gardeners	3	0	0	0	5	1
Coachmen	15	0	4	0	2	0
Draymen	67	0	11	0	13	0
Porters	35	0	5	0	8	0
Wharfingers	2	0	1	0	21	0
Sailors	50	0	1	0	176	0
Fishermen	11	0	14	0	10	0
Carpenters	120	0	27	0	119	0
Masons	68	0	10	0	60	0
Painters	16	0	4	0	18	0
Tinners	3	0	1	0	10	0
Ship Carpenters	51	0	6	0	52	0
Coopers	61	0	2	0	20	0
Coach makers	3	0	1	0	26	0
Cabinet makers	8	0	0	0	26	0
Upholsterers	1	0	1	0	10	0
Gun, copper, locksmiths	2	0	1	0	16	0
Blacksmiths	40	0	4	0	51	0
Millwrights	0	0	5	0	40	0
Shoemakers	6	0	17	0	30	0
Saddle makers	2	0	1	0	29	0
Tailors	36	0	42	6	68	6
Butchers	5	0	1	0	10	0
Millers	0	0	1	0	14	0
Bakers	39	0	1	0	35	1
Barbers	4	0	14	0	0	6
Cigarmakers	5	0	1	0	10	0
Bookbinders	3	0	0	0	10	0
Printers	5	0	0	0	65	0
Mechanics	45	0	2	0	182	0
Apprentices	43	8	14	7	55	5
Unskilled workers	838	378	19	2	192	0
Superannuated	38	54	1	5	0	0

[Activities for Part 1: Behind the Big House]

[Part 1] Document-Based Activity: Slave Quarter Photographs

The following photographs were taken long after the Civil War. The people seen in the photographs are most likely sharecroppers who lived lives too similar to their enslaved African Americans ancestors, but they give some idea, if not a precise one, of the conditions in which enslaved African Americans lived. Also, bear in mind the photographs taken in the 1930s represent what actual slave quarters looked like sixty years after the end of slavery, though at that time, many were still being used to house poor farm workers with minimal amenities.

A Note to the Teacher:

You should decide how to present these photographs to your students, that is, in sets for small groups or individuals, projected for the whole class to see, etc. It's often helpful for students to have time to mull over one or two photographs by themselves. The Photo Analysis sheet will help students to be thorough in their examination of a picture.

There are many photographs of slave quarters online and, should you want to have your class complete more research about this particular aspect of slavery, they will find pictures that range from neat, sturdy brick buildings to hovels that hardly look habitable. In your discussion of the pictures, try to elicit from your students the understanding that the experience of enslaved African Americans differed in many ways from one place to another because of many factors (climate, location, the attitudes and temperament of the slaveholders, and the quarters), but there was no good slavery.

TEACHER'S GUIDE

MISSION 2: "Flight to Freedom"

Name: _____ Class: _____ Date: _____

Photograph Analysis Guide

What is the title of the photograph?	Where was the photograph taken? When was it taken?
Who is the photographer?	Who are the people in the photograph?
What objects, things, or animals do you see in the photograph? What are these things made of?	What words are in the photograph that may help you understand what the photograph is about (if there are any)?
Write about things you see that indicate when the picture was taken (clothing styles, what things look like and how they are made,	What are the people (or animals) doing?

etc.) What might you say about the level of technology available to people at that time and place?	
What do you infer about the people and the place from all that you notice? Do the people or objects seem posed or arranged? Does it seem as if the photographer wants you to come away with a certain feeling about what is in the picture?	I can't make any sense of the photograph. This is probably because… (List as many reasons as you can.)

Old slave quarters near Caruthersville, Missouri.
Farm Security Administration - Office of War Information Photograph Collection
(Library of Congress)
Lee, Russell, 1903-1986, photographer.
CREATED/PUBLISHED- 1938 Aug.
http://memory.loc.gov/service/pnp/fsa/8b20000/8b20300/8b20394v.jpg

Interior of old slave quarters near Caruthersville, Missouri.
Farm Security Administration - Office of War Information Photograph Collection
(Library of Congress)
Lee, Russell, 1903-1986, photographer.
CREATED/PUBLISHED- 1938 Aug.
http://memory.loc.gov/service/pnp/fsa/8b20000/8b20300/8b20388v.jpg

The Whole black family at the Hermitage, Savannah, Ga.
Detroit Publishing Company Photograph Collection- no. 034666
CREATED/PUBLISHED: 1907?
Gift; State Historical Society of Colorado; 1949
http://memory.loc.gov/service/pnp/det/4a10000/4a18000/4a18100/4a18122v.jpg

Slave quarters on St. Georges Island
Collection of the New-York Historical Society
http://www.pbs.org/wgbh/aia/part4/images/4sqsg17b.jpg

[Activities for] Part 1: Behind the Big House [continued]

[Part 1] 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 1 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- plantation, Lexington, hemp

Paragraph 2- master, enslaved African Americans, slop, chicken coop, big house

Paragraph 3- slave quarters, plantation, road pass, overseer

Paragraph 4- hemp-break, "sold south"

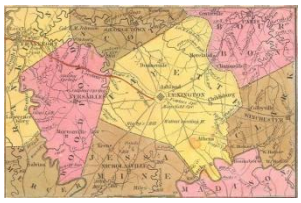
Paragraph 5- smokehouse, auction

plantation

a large farm, normally specializing in the growth of one cash crop and worked by enslaved African Americans

Lexington

a city in northern Kentucky, located about 80 miles from the Ohio border



hemp

a plant, the coarse fibers of which can be used to make rope, clothing, or paper

master

a person who owned a

slave/enslaved African Americans

slop

bran or cornmeal mixed with water and fed to pigs and other livestock

slaves/enslaved African Americans

people owned by and forced to work for someone else, not earning money or reward for their effort

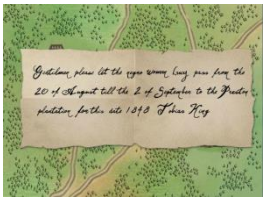
Big House

a reference to the plantation owner's home, the biggest house on the plantation

chicken coop

a shed or other enclosure where chickens are kept and raised

road pass	**slave quarters**



a pass needed by enslaved African Americans (and sometimes by free blacks) giving them legal permission to travel in the South

the housing for enslaved African Americans, oftentimes small shack-like houses with very few comforts

hemp-break

a machine used to separate hemp fibers from the plant's stalk

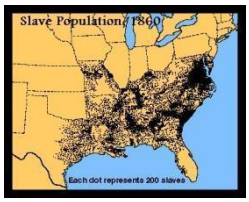
overseer

a person, usually white, who was in charge of the day-to-day operations of a plantation, including the discipline of enslaved African Americans

smokehouse

a place to "smoke," or preserve, meat

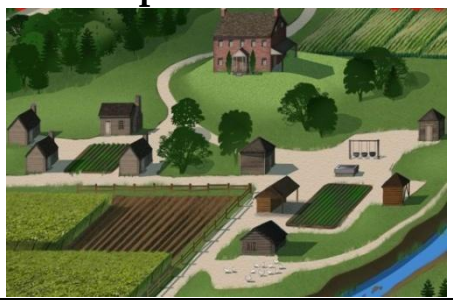
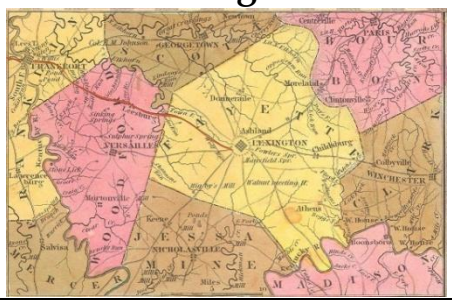
"sold south"

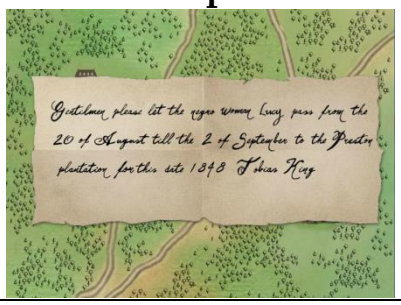
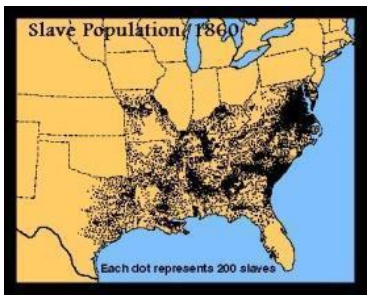


the term used when slave owners decided to sell either disobedient or nonessential enslaved African Americans further south as punishment or to make money

auction

a public sale where goods or services go to the highest bidder

plantation 	**Lexington** 
hemp 	**master** 
slop 	**slaves/**enslaved African Americans 
Big House 	**chicken coop** 

road pass 	**slave quarters** 
hemp break 	**overseer** 
smokehouse 	**"sold south"** 
auction 	

a large farm, normally specializing in the growth of one cash crop and worked by enslaved African Americans	a city in northern Kentucky, located about 80 miles from the Ohio border
a plant, the coarse fibers of which can be used to make rope, clothing, or paper	a person who owned a slave / enslaved African Americans
bran or cornmeal mixed with water and fed to pigs and other livestock	people owned by and forced to work for someone else, not earning money or reward for their effort
a reference to the plantation owner's home, the biggest house on the plantation	a shed or other enclosure where chickens are kept and raised

a pass needed by enslaved African Americans (and sometimes by free blacks) giving them legal permission to travel in the South	the housing for enslaved African Americans, oftentimes small shack-like houses with very few comforts
a machine used to separate hemp fibers from the plant's stalk	a person, usually white, who was in charge of the day-to-day operations of a plantation, including the discipline of enslaved African Americans
a place to "smoke," or preserve, meat	the term used when slave owners decided to sell either disobedient or nonessential enslaved African Americans further south as punishment or to make money
a public sale where goods or services go to the highest bidder	

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 in Kentucky. Use the cards and your memory to help you fill in the missing words and terms. Some words may be used more than once.

Auction *master* *chicken coop* *slave quarters*	*big house* *hemp-brake* *overseer* *slop*	*hemp* *plantation* *smokehouse* *enslaved African Americans*	*Lexington* *road pass* *sold south*

"I was born on the King _____, not far from the city of _____, in northern Kentucky. The King family grew _____, which was used to make rope. They needed lots of rope in those days, to bundle up the cotton being grown further south.

_____ King and his family owned me and about fifteen other _____. We worked hard, day in and day out. I had to do all sorts of work for the Kings: I had to do the laundry, give the hogs their_____, and gather eggs from the_____. Sometimes, I also got called up to the _____ to answer to Miss Sarah, Master King's daughter. I had to

do any little thing she wanted, no questions asked. Miss Sarah and I were friendly when we were children, but as I grew older she ordered me around and made me work hard for her, too. I worked from the moment I got up in the morning until the moment I went to bed at night. It was a hard life.

I lived in the _____ with my mother and my brother Jonah. My daddy lived on another _____, a few miles away. Sometimes, we could get a _____ from Mr. Otis to go and visit my daddy. Mr. Otis was the Kings'_____. He was not a kind man. He would yell at me, and frighten me, and sometimes he whipped or beat the others. It was his job to make sure we did our work.

One year, not long after my fourteenth birthday, there was some big trouble. Henry had run off and been brought back. Mr. Otis thought Henry purposefully broke the _____, to slow down the hemp harvest and cost Master King money. Henry was afraid he would be _____, to one of the big cotton plantations, where they worked enslaved African Americans to death. He would never see any of us ever again.

I had to do Henry's work for him, because Mr. Otis had beaten him so badly. One night, the _____ burned to the ground, and Mr. Otis thought I'd done it. I'd never been so scared in all my life. I was sure I'd be sold at an _____. I would never see my mother or Jonah again. I had no choice. I had to run away."

[Part 1] 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 to respond to. You may 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. For these reasons, you might decide to use some of the prompts before students encounter the history because thinking about them sets the students up to understand and to relate to it better.

Since students vary in their degree of comfort and skill in writing, you should decide when and how much students should write. We suggest that since students need to share their writing with each other to make personal and historical connections, you should 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 formally (such as on a bulletin board or in a newsletter).

TEACHER'S GUIDE

Part 1: Behind the Big House

MISSION 2: "Flight to Freedom"

Read through the topics first, and 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.

LUCY AS SABOTEUR. In Part 1, Lucy is confronted with several instances in which she might pretend to take longer to do a task than it requires, or she might even take action to undermine the smooth running of the plantation by destroying property. In historical France, people sometimes wore wooden shoes called *sabot*. The intentional clatter made by *sabot* to distract or muddle people who were trying to work, talk or think, was called *sabotage*. Later, the definition extended to other contexts, such as what Lucy must sometimes consider. Why might a person in Lucy's position choose sabotage rather than some other way to protest her condition?

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 1. You may choose to illustrate one aspect of your entry.

TEACHER'S GUIDE

Part 1: Behind the Big House

MISSION 2: "Flight to Freedom"

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.

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 1.

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 1] Review Questions

Name: _____ Date:_____

Directions: After you play Part 1, 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) Lucy has a lot of work to do on the King family's plantation. What are some of the chores and tasks she is assigned?

2) Where is Lucy's father? Why is he there?

3) What is the King plantation like? What are some of the things you saw and heard?

4) What are some of the ways Mr. Otis punishes enslaved African Americans who break the rules or are disrespectful? What is the harshest punishment you heard about?

5) How do the enslaved African Americans help each other?

6) On this day, in addition to your mother, you may have met the following people. Make a note or two about them next to the name of each. *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. Esther

7) Do you think Lucy likes Miss Sarah? Why or why not?

8) Why did Lucy have to run away?

[Part 2] Vocabulary Activity

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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- Ripley

Paragraph 2- Border State, border

Paragraph 3- fugitive, bounty

Paragraph 4- illiterate, slave catchers

Paragraph 5- ford

Paragraph 6- Licking River, Ohio River, ferry, surveillance

TEACHER'S GUIDE

Vocabulary Activity

Part 2: Runaway!

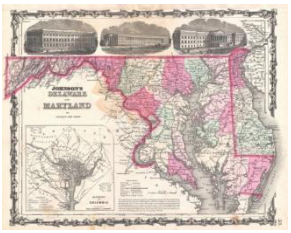
MISSION 2: "Flight to Freedom"

Ripley

A town in Ohio, on the far side of the Ohio River from Kentucky, that served as a safe haven along the "underground railroad."

Border State

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



border

The line or area separating two geographic regions

fugitive

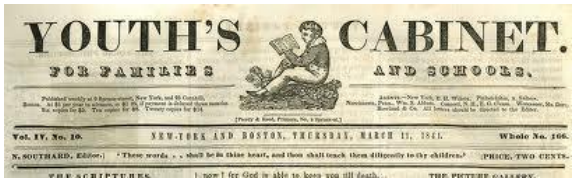
The term used to describe enslaved African Americans who ranaway; also, a person who has escaped from a place (like a jail) and is hiding

bounty

A reward put out for returning a lost item

illiterate

Unable to read.



slave catchers

Men who were paid to travel in the North to find and bring back enslaved

ford

A shallow place in a river where one can walk across (*noun*);

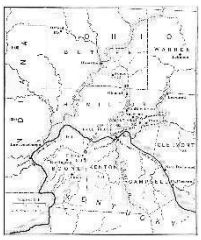
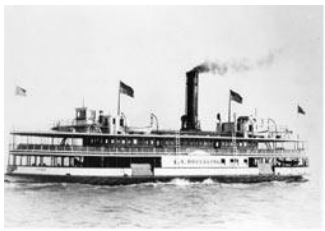
TEACHER'S GUIDE

Vocabulary Activity

Part 2: Runaway!

MISSION 2: "Flight to Freedom"

African Americans who had run away	to cross a river at a shallow place (*verb*)

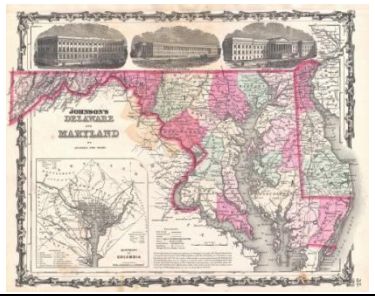
Licking River Tributary of the Ohio river in Northeastern Kentucky 	**Ohio River**  The river separating the states of Ohio and Kentucky. It begins in Pennsylvania, and is the largest tributary of the Mississippi River
ferry A boat or raft used to carry passengers and/or goods from one side of a body 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

TEACHER'S GUIDE

Vocabulary Activity

Part 2: Runaway!

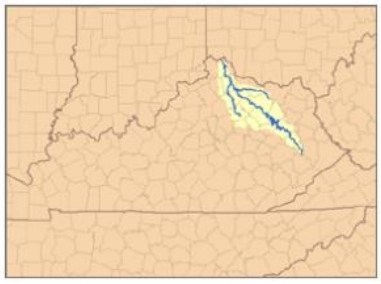
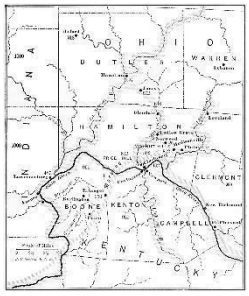
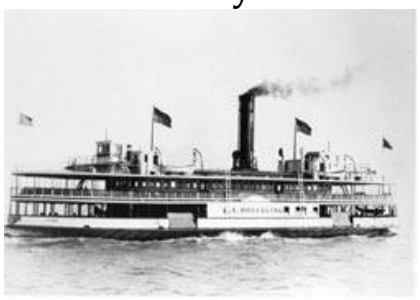
MISSION 2: "Flight to Freedom"

Ripley 	**Border State** 
border 	**fugitive** 
bounty 	**illiterate** 
slave catchers 	**ford** 

Vocabulary Activity

Part 2: Runaway!

MISSION 2: "Flight to Freedom"

Licking River 	**Ohio River** 
ferry 	**surveillance** 

Vocabulary Activity

Part 2: Runaway!

MISSION 2: "Flight to Freedom"

A town in Ohio, on the far side of the Ohio River from Kentucky that served as a safe haven along the "underground railroad"	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
The line or area separating two geographic regions	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
A reward put out for an enslaved African American who escaped	Unable to read

Vocabulary Activity

Part 2: Runaway!

MISSION 2: "Flight to Freedom"

Men who were paid to travel in the North to find and bring back enslaved African Americans who had run away	A shallow place in a river where one can walk across (*noun*); to cross a river at a shallow place (*verb*)

Tributary of the Ohio river in Northeastern Kentucky	The river separating the states of Ohio and Kentucky. It begins in Pennsylvania, and is the largest tributary of the Mississippi River
A boat or raft used to carry passengers and/or goods from one side of a body of water to another	The close observance of a person or people, especially if that person (or those people) are suspected of criminal behavior

TEACHER'S GUIDE

Vocabulary Activity

Part 2: Runaway!

MISSION 2: "Flight to Freedom"

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.

border *Border State* *bounty* *ferry*	*ford* *fugitive* *illiterate*	*Licking River* *Ohio River* *Ripley*	*slave catchers* *surveillance*

"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

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 to respond to. You may 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. For these reasons, you might decide to use some of the prompts before students encounter the history, because thinking about them sets the students up to understand and to relate to it better.

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TEACHER'S GUIDE

Writing Prompts

Part 2: Runaway!

MISSION 2: "Flight to Freedom"

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

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.

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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 2: Runaway!

MISSION 2: "Flight to Freedom"

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?

Review Questions
Part 2: Runaway!
MISSION 2: "Flight to Freedom"

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?

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

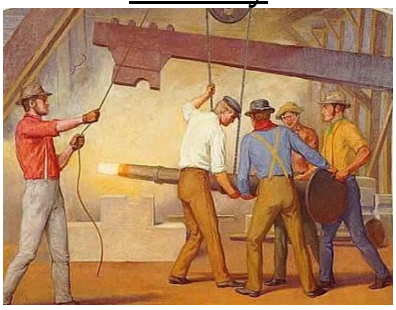
Paragraph 5—embroidery, foundry

TEACHER'S GUIDE

Vocabulary Activity

Part 3: Free and Not Free

MISSION 2: "Flight to Freedom"

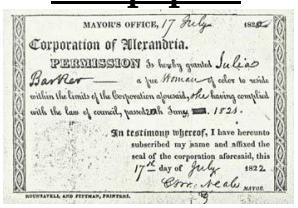
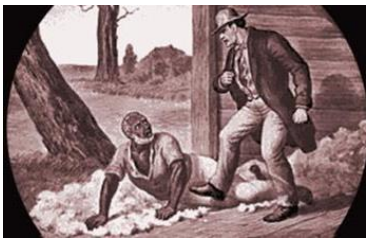
abolitionists  men or women who wanted the immediate end to slavery	**affidavit**  a written statement used as evidence in court
bankruptcy  when a person can no longer pay the people who loaned him/her money or goods	**embroidery**  the art of stitching decoration onto cloth with thread or yarn
foolhardy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

TEACHER'S GUIDE

Vocabulary Activity

Part 3: Free and Not Free

MISSION 2: "Flight to Freedom"

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

TEACHER'S GUIDE

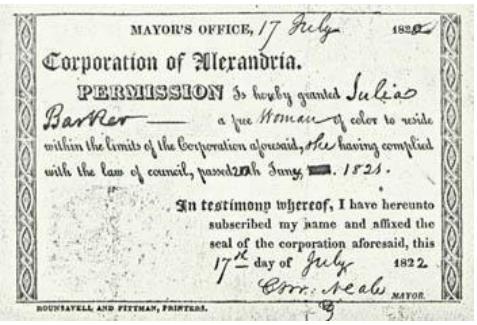
Vocabulary Activity

Part 3: Free and Not Free

MISSION 2: "Flight to Freedom"

abolitionists 	**affidavit** 
bankruptcy 	**embroidery** 
foolhardy 	**foundry** 

Vocabulary Activity
Part 3: Free and Not Free
MISSION 2: "Flight to Freedom"

free papers  MAYOR'S OFFICE, 17 July 1822 Corporation of Alexandria. PERMISSION is hereby granted Julia Barber — a free woman of color to reside within the limits of the Corporation aforesaid, she having complied with the law of council, passed 20th June, 1821. In testimony whereof, I have hereunto subscribed my name and affixed the seal of the corporation aforesaid, this 17th day of July 1822. Corp. Neale MAYOR ROUNTREE AND PITTMAN, PRINTERS.	**proprietress** 
ruthless 	**stalwart** 

Vocabulary Activity
Part 3: Free and Not Free
MISSION 2: "Flight to Freedom"

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

Vocabulary Activity
Part 3: Free and Not Free
MISSION 2: "Flight to Freedom"

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

TEACHER'S GUIDE

Vocabulary Activity

Part 3: Free and Not Free

MISSION 2: "Flight to Freedom"

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.

abolitionists *affidavit*	*bankruptcy* *embroidery*	*foolhardy* *foundry*	*free papers* *proprietress*	*ruthless* *stalwart*

"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

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.

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 3: Free and Not Free

MISSION 2: "Flight to Freedom"

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?

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?

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

TEACHER'S GUIDE

Review Questions

Part 3: Free and Not Free

MISSION 2: "Flight to Freedom"

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.*

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?

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

Review Questions
Part 3: Free and Not Free
MISSION 2: "Flight to Freedom"

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

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

Activities for] Part 4: Gathering Forces

[Part 4] 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 4 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- colonization, citizen

Paragraph 2- defer, Underground Railroad, conductors

Paragraph 3- brace, prowling

Paragraph 4- steward, prudence

TEACHER'S GUIDE

Vocabulary Activity

Part 4: Gathering Forces

MISSION 2: "Flight to Freedom"

brace  a device that clamps together to provide support (*noun*), to make sturdier (*verb*)	**citizen**  a legally recognized individual within a city, state, or nation who has rights, like voting and land ownership
colonization  a movement in the 1800s to transport free African Americans to Africa	**conductors**  people who helped transport freedom seekers along the Underground Railroad
defer  to accept someone else's opinion or judgment on a particular topic or situation out of respect for that person	**prowling**  to move about in a sneaky manner, like an animal searching for its prey

TEACHER'S GUIDE

Vocabulary Activity

Part 4: Gathering Forces

MISSION 2: "Flight to Freedom"

prudence  caution	**steward**  a person in charge of taking care of passengers and the food supply on a ship, train, bus, etc.
Underground Railroad  the loose, informal network of individuals, hideaways, and safe havens that assisted freedom seekers as they tried to escape to freedom	

TEACHER'S GUIDE

Vocabulary Activity

Part 4: Gathering Forces

MISSION 2: "Flight to Freedom"

brace 	**citizen** 
colonization 	**conductors** 
defer 	**prowling** 

TEACHER'S GUIDE

Vocabulary Activity

Part 4: Gathering Forces

MISSION 2: "Flight to Freedom"

prudence 	**steward** 
Underground Railroad 	

Vocabulary Activity
Part 4: Gathering Forces
MISSION 2: "Flight to Freedom"

a device that clamps together to provide support (*noun*), to make sturdier (*verb*)	a legally recognized individual within a city, state, or nation who has rights, like voting and land ownership
a movement in the 1800s to transport free African Americans to Africa	people who helped transport freedom seekers along the Underground Railroad
to accept someone else's opinion or judgment on a particular topic or situation out of respect for that person	to move about in a sneaky manner, like an animal searching for its prey

Vocabulary Activity
Part 4: Gathering Forces
MISSION 2: "Flight to Freedom"

caution	a person in charge of taking care of passengers and the food supply on a ship, train, bus, etc.
the loose, informal network of individuals, hideaways, and safe havens that assisted freedom seekers as they tried to escape to freedom	

TEACHER'S GUIDE

Vocabulary Activity

Part 4: Gathering Forces

MISSION 2: "Flight to Freedom"

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 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.

brace	*conductors*	*prudence*
citizen	*defer*	*steward*
colonization	*prowling*	*Underground Railroad*

"One day I attended an antislavery meeting and although everyone there was against slavery, one of the speakers, Benjamin Harrison, was in favor of the foreign _____ of freed slaves. He wanted to free enslaved African Americans and send them to Africa. I agreed about freeing the enslaved, but Harrison made me mad when he said those who were freed should be sent to Africa. I did not want to be sent there. Although I wasn't an American _____, America's where I was born and raised.

After the meeting, a few of us talked about moving Henry to safety and helping my mother and brother escape. I wanted to go back and get my mother and brother myself, but I decided to _____ to the opinion of my elders, who told me I would be putting myself in too much danger. That's when I learned about the _____, and how individual men

and women served as _____, helping enslaved African Americans escape to freedom.

That night, I saw Henry. He had been hurt badly when he fell out of a tree during his escape, but a white hunter found him and put a _____ on his injured leg. What luck! Henry told me he was going to leave Ripley and head to Canada. I wished he didn't have to go, but I knew he couldn't be safe in Ohio, with slave catchers like T.C. Bercham _____ the streets, looking for him. Henry told me my mother had been auctioned. That made me very sad.

Then, one day, something wonderful happened. My brother Jonah arrived. I was so happy to see him! He had quite an adventure during his trip to Ripley. He even had to dress like a girl, so people wouldn't recognize him. A woman pretended she was Jonah's master and led him safely to a ship, where the _____ made sure he had food and water. I was so glad Jonah was able to make it to Ripley. Although we were together, I knew if we wanted to remain safe, we would have to use _____ on a daily basis.

[Part 4] 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).

TEACHER'S GUIDE

Writing Prompts

Part 4: Gathering Forces

MISSION 2: "Flight to Freedom"

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.

COLONIZATION: In Part 4, Lucy hears the politician Benjamin Harrison address a gathering of abolitionists. What does his political party—the "Free Soil Party" stand for? Does Harrison consider himself an abolitionist? Does he believe in racial equality between black and whites? Describe the "colonization" policy he proposes. Was there any precedent in American history to sending formerly enslaved African Americans back to Africa? Do you think people like Harrison may have played a role in ultimately abolishing slavery despite their beliefs about racial equality?

THE PRICE OF FREEDOM: In Part 4, Millicent Hatcher rejects the idea of buying Lucy's mother and brother's freedom, insisting that it would be supporting the system of slavery. Do you agree? If not, why not? If so, would you still agree if she were talking about your own mother and brother? Certainly John Parker would argue that the purchase of his own freedom was money well spent, enabling him to help others find freedom. There is often a gap between what we believe is right in principle and what we find necessary to do in life itself; bridging that gap is a process called compromise—a concept which often carries negative connotations, but which often enables progress or resolution. Assuming Lucy could have saved enough money to purchase her mother and brother legally, what advantages would there have been to doing so rather than attempting to help them to escape as she had?

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 4. You may choose to illustrate one aspect of your entry.

[Part 4] 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 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 4: Gathering Forces

MISSION 2: "Flight to Freedom"

Name: _____ Date:_____

Directions: After you play Part 4, 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 are some of the ways the abolitionists are trying to end slavery? What happens at the abolitionist meeting?

2) What else do you think the antislavery community in Ohio could do to assist enslaved African Americans seeking freedom?

3) Describe Benjamin Harrison's idea of "colonization." How do the abolitionists at the meeting feel about colonization?

Review Questions
Part 4: Gathering Forces
MISSION 2: "Flight to Freedom"

4) What does Lucy give the abolitionists regarding Henry? Will it help or hurt him? How?

5) What is the abolitionists' plan for rescuing Lucy's family? Do you think the plan will work? Why or why not?

6) What is the Underground Railroad? How does it help enslaved African Americans seeking freedom?

7) What has happened to Lucy's mother?

Review Questions
Part 4: Gathering Forces
MISSION 2: "Flight to Freedom"

8) How did Henry ultimately escape from the King Plantation?

9) Why do many enslaved African Americans who escaped move to Canada?

10) How does Jonah escape from the King Plantation?

[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

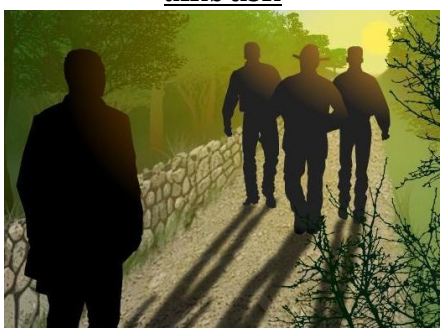
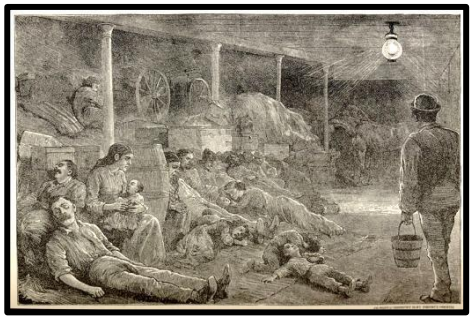
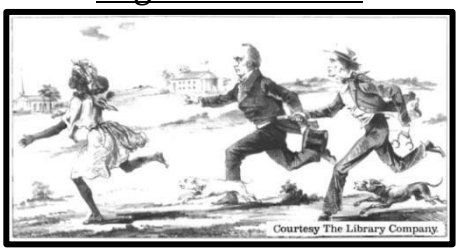
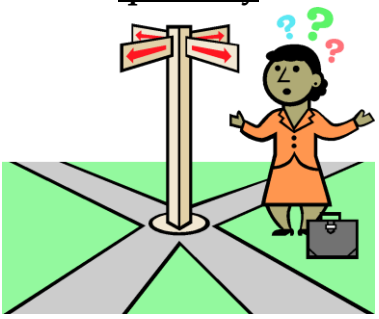
Paragraph 4- quandary, vigilant

TEACHER'S GUIDE

Vocabulary Activity

Part 5: New Times, New Troubles

MISSION 2: "Flight to Freedom"

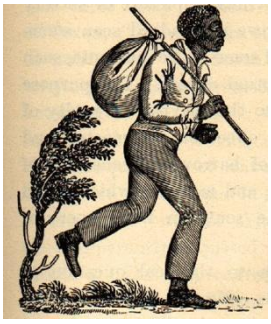
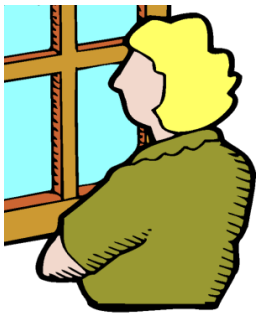
ambush  to attack by surprise	**cholera**  a life-threatening disease of the small intestine, which causes severe diarrhea, vomiting, and muscle cramps
commissioner  a person who has been hired to perform a business or duty for the government	**Fugitive Slave Act**  part of the Compromise of 1850, providing 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"

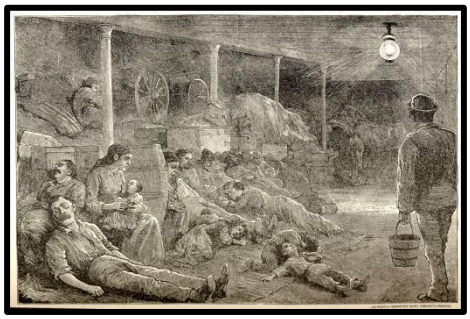
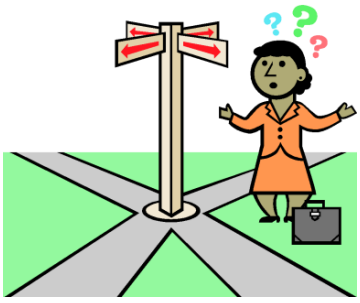
runaway  a enslaved African American trying to escape his or her owners so that he could be free	**testify**  to make a statement based on personal knowledge or belief
vigilant  keeping careful watch for danger or trouble	**witness**  someone with personal knowledge of something

TEACHER'S GUIDE

Vocabulary Activity

Part 5: New Times, New Troubles

MISSION 2: "Flight to Freedom"

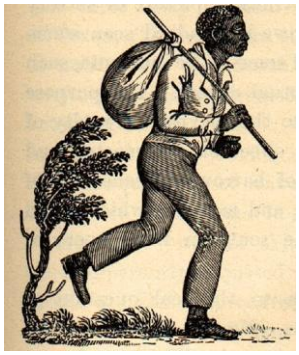
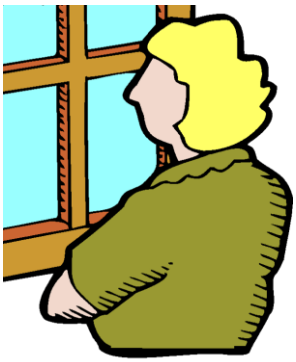
ambush 	**cholera** 
commissioner 	**Fugitive Slave Act** 
opportunist 	**quandary** 

TEACHER'S GUIDE

Vocabulary Activity

Part 5: New Times, New Troubles

MISSION 2: "Flight to Freedom"

runaway 	**testify** 
vigilant 	**witness** 

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

Vocabulary Activity

Part 5: New Times, New Troubles

MISSION 2: "Flight to Freedom"

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

TEACHER'S GUIDE

Vocabulary Activity

Part 5: New Times, New Troubles

MISSION 2: "Flight to Freedom"

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.

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.

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.

[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).

TEACHER'S GUIDE

Writing Prompts

Part 5: New Times, New Troubles

MISSION 2: "Flight to Freedom"

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.

TEACHER'S GUIDE

Review Questions

Part 5: New Times, New Troubles

MISSION 2: "Flight to Freedom"

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:_____

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?

Review Questions

Part 5: New Times, New Troubles

MISSION 2: "Flight to Freedom"

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?

Review Questions

Part 5: New Times, New Troubles

MISSION 2: "Flight to Freedom"

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

TEACHER'S GUIDE

Document Based Activity

Part 6: Epilogue

MISSION 2: "Flight to Freedom"

[Activities for] the Epilogue

[Epilogue] Document-Based Activity

John Brown's Raid on Harper's Ferry

On October 16th, 1859, the radical abolitionist John Brown led 21 followers--including free African Americans/Blacks and formerly enslaved African Americans --in a raid on the Federal arsenal at Harper's Ferry, Virginia. Brown's intention was to spark an uprising by enslaved African Americans, who he planned to arm with weapons captured from the arsenal and lead in a campaign of liberation across the South. As it happened, Brown's group was detected before they had seized the arsenal, and were forced to retreat into an adjacent engine house. Local militias and armed citizenry kept them surrounded until a federally dispatched unit of United States Marines—commanded by Brevet Colonel Robert E. Lee—arrived on the 18th to storm the engine house, capturing Brown and seven of his surviving followers.

Brown was tried for murder, conspiracy to incite slave rebellion, and treason against the state of Virginia. He was convicted and sentenced to death. The day of his execution, he wrote for himself the following epitaph:

> *I, John Brown, am now quite certain that the crimes of this guilty land will never be purged away but with Blood.*

Indeed, although John Brown's dramatic raid failed to spark a larger slave rebellion, it convinced Americans on both sides of the slavery debate that the time for compromise and negotiation had past. The raid on Harper's Ferry has since come to be regarded by many as the first skirmish of a civil war which, within a year, would finally erupt between North and South.

The following passages are excerpted from newspaper editorials published shortly after the Harper's Ferry raid. Having your students read them and discuss the prompted questions will help give them an understanding of how John Brown's raid was perceived at the time, and why it was such a critical turning point.

TEACHER'S GUIDE

Document Based Activity

Part 6: Epilogue

MISSION 2: "Flight to Freedom"

1. **The Riot at Harper's Ferry**
   Nashville, Tennessee, *Union and American*, October 21, 1859

. . . Later accounts seem conclusive that [the raid] was a concerted attempt at insurrection, aided by leading Northern Abolitionists. The papers of Brown, the leader, are said to have fallen into the hands of Gov. Wise, and to include among them letters from Gerrit Smith, Fred Douglass and others. We shall hear more in a few days, when, no doubt, the whole plot will be disclosed.

In the mean time, the facts already before us show that Abolitionism is working out its legitimate results, in encouraging fanatics to riot and revolution. The "harmless republicanism" out of which there is serious talk even here of making a national party, to defeat the Democracy, fosters and sustains, and is formidable only from the zeal of, the class within its ranks who incited this insurrection. Of the capacity of the South to defend and protect herself, we have no doubt. But when called on to do this, as at Harper's Ferry, she must know who are her friends and who are her enemies. She can have no political association with men who are only watching a safe opportunity to cut the throats of her citizens. It will not do for Northern Republicans to attribute this outbreak to the fanaticism of a few zealots. The Republican party of the North is responsible for it. . . .

Discussion Questions:

Why does the *Union and American* blame "Northern Abolitionists" for Brown's Raid on Harper's Ferry? (*Because letters from Frederick Douglass and other abolitionists were found on Brown after his capture*.) Why does the *Union and American* believe abolitionists are such a threat? *(Because they supposedly encourage "fanatics to riot and revolution" and seek "to defeat the Democracy"—meaning the United States as a whole.)*

2. **"Where the Responsibility Belongs"**
   Chicago, Illinois, *Press and Tribune*, October 20, 1859

The attempt of the Chicago *Times* to place the responsibility of the Harper's Ferry affair upon the Republican party, is a resort to the rogue's trick of crying "stop thief, stop thief," for the purpose of diverting attention from the really guilty party. . . . The opposition to slavery is based upon moral and economic considerations, and the only action it proposes or that it would countenance, with respect to the institution, is to confine it to its present limits, leaving the problem of "what will they do with it?" to the solution of the people of the slaveholding States.

The Democratic party, however, proposes to increase the chances for insurrection, bloodshed and all the horrors of servile war, by extending the area of slavery indefinitely and by re-opening the African slave trade. . . .

As respects the attempt of an insane old man and his handful of confederates to excite a negro insurrection in Virginia and Maryland, it is easy to determine where the responsibility really belongs. That act is but a part of the legitimate fruit of the repeal of the Missouri Compromise. In another part of this paper, in a sketch of the life of the leader of the attempted insurrection, will be found a statement of some of the wrongs heaped upon old Brown by the minions of that power at whose command and for whose benefit the compromise was broken down -- wrongs which entered his soul and made him what he is -- a monomaniac who believes himself to be a God-appointed agent to set the enslaved free. Upon the heads of those who repealed that compromise and who sanctioned the lawless violence and bloodshed which grew out of it on the plains of Kansas, rests the blood of those who fell at Harper's Ferry.

Discussion Questions:

How does the *Press and Tribune* describe the ambitions of the Republican party? (*That Republicans only seek—per the Missouri Compromise—to prevent the extension of slavery into new territories, not ban it in current slaveholding states.)* How does it describe the intentions of Democrats? (*That, by repealing the Missouri Compromise, they wish to extending slavery into new*

territories and reestablish the slave trade.) Who does it hold responsible for Harper's Ferry? (*The Democrats*.)

3. **"The Harper's Ferry Riot"**
   Nashville, Tennessee, *Republican Banner and Nashville Whig*, October 24, 1859

. . . It can no longer be doubted that the object of the conspirators was the liberation of the slaves in Virginia and Maryland. It is gratifying to record that the energy of President Buchanan and Governor Wise, the activity of the soldiery and the zeal of the citizens have crushed out the conspiracy before it could attain the huge dimensions of a revolution. But though the movement resulted so disastrously to the insurgents and met with so little sympathy from the negro population, for whose benefit it was designed, it will nevertheless prove a valuable lesson to the people of the South, if they give it that calm reflection and careful consideration that it deserves.

This attempt to excite an insurrection among the slaves is one of the natural results of the agitation of the slavery question, originated and so persistently kept up by designing politicians, both of the North and the South for partisan purposes. It can be traced to no other cause, and unless the people of both sections rise in the majesty of their strength and put an end at once to this mischievous agitation, the page that records the bloody events of the last two days, will be but a preface to the history of a civil war in which the same scenes will be re-enacted on a larger scale, and end in the dissolution of our glorious Union.

Discussion Questions:

Based upon this editorial, would you describe the *Republican Banner and Nashville Whig* as a pro- or anti-slavery newspaper? Why? (*It is difficult to say. Although Tennessee is a southern city, the editorial is moderate in its appeal to both sides of the debate to ratchet down the level of "agitation" which surrounds the issue before the nation descends into civil war*.) Who does it regard as being at the core of the slavery problem? ("*Designing politicians, both of the North and the South*.")

4. **"The Reign of Terror"**
   Pittsburgh, Pennsylvania, *Gazette* [Republican] November 30, 1859

Free speech is now denied at the South. Every man who opens his mouth to utter a word of sympathy for old Brown, or dares to advance a single sentiment favorable to liberty, is at once arrested and committed to prison. Men have been thus imprisoned for saying that they voted for Fremont in 1856; that old Brown was right; that slavery was wrong; . . .

It would be useless to undertake the enumeration of these cases. The Southern papers are full of them. Every Northern man now in the South is an object of suspicion; many have already been driven off; others have received notice to quit; and the rest are to be harassed with prosecutions for using "seditious language" in giving vent to their natural feelings, doubtless under strong provocation. It is a complete reign of terror. Every man is liable to be an object of suspicion; and he who expects to retain his foothold upon that soil must put a padlock upon his lips, lest some incautious word slip out and thereby endanger "the institution. . . ."

There is another view of this subject which it behooves the South to take note of -- every man who is thus suspected, driven off or punished for his free speech will become, in the North, a proselyter for free sentiments. They will become, in 1860, the most efficient laborers in the cause of Republicanism. The South had better be careful, or it may send home too many of them.

Discussion Questions:

What is the main point of this editorial? (*That the South's zeal to protect the institution of slavery is eroding the basic right of free speech for those who oppose it.)* What does the *Gazette* feel will be the ultimate result of this? (*That those forced to flee or return to the North will support and strengthen the Republicans and their abolitionist allies*.)

5. **"What Shall the South Do?"**
   Wilmington, North Carolina, *Daily Herald* [Opposition] December 5, 1859

. . . Old Brown has been hanged. What will be the result of this enforcement of the law? Will the effect be salutary upon the minds of the Northern people? Have we any reason to suppose that it will cause them, for one moment only, to pause and reflect upon the course they have persistently followed towards the South and her institutions?

It is useless to disguise the fact, that the entire North and Northwest are hopelessly abolitionized. We want no better evidence than that presented to us by their course in this Harper's affair. With the exception of a few papers (among them we are proud to notice that sterling Whig journal, the New York *Express*,) that have had the manliness to denounce the act as it deserved, the great majority have either sympathised with the offenders, or maintained an ominous silence.

Let us look calmly at the case: A sovereign State, in the peaceful enjoyment of the rights guarantied by the Constitution, has been invaded by an armed force, not foreign mercenaries, but citizens of the same Confederacy, and her people shot down in the public highways. The question is a natural one -- Why is this thing done? Why is murder and rapine committed? -- And who are the perpetrators? -- The answer is found in the fact, that the State whose territory has thus been invaded, is a Southern State in which the institution of slavery exists according to the law and the gospel; and the actors in the terrible drama were but carrying out the precepts and teachings of our *Northern brethren*. The "irrepressible conflict" between the North and the South then, has already commenced; to this complexion it must come at last.

Discussion Questions:

How does the *Daily Herald* portray Brown's raid on Harper's Ferry? (*As a violent criminal invasion of a peaceful state supported by a "hopelessly abolitionized" North*.) What does the raid signal to them? (*The start of a civil war*.)

TEACHER'S GUIDE

Document Based Activity

Part 6: Epilogue

MISSION 2: "Flight to Freedom"

General Discussion Questions*

1. Was John Brown's use of violence warranted?

2. Why do you think abolitionists disagreed about the use of violence?

3. Do you think slave owners would have ended slavery without a fight?

4. Some commentators view the Harper's Ferry raid as the first battle of the Civil War, while others view it as a terrorist act. How do you view it and why?

5. How did the raid escalate tensions between the North and South and between the newly formed Republican Party and the Democratic Party?

6. How were John Brown's actions similar to, and different from, the acts of resistance committed by Lucy and the other characters in "Flight to Freedom"?

TEACHER'S GUIDE

Document Based Activity

Part 6: Epilogue

MISSION 2: "Flight to Freedom"

*Note that no answer key is provided for these questions, which are intended to be open-ended.

Editorial Discussion Questions (Answer Key)

1. "The Riot at Harper's Ferry" Discussion Questions:
Why does the *Union and American* blame "Northern Abolitionists" for Brown's Raid on Harper's Ferry? (*Because letters from Frederick Douglass and other abolitionists were found on Brown after his capture*.) Why does the *Union and American* believe abolitionists are such a threat? *(Because they supposedly encourage "fanatics to riot and revolution" and seek "to defeat the Democracy"—meaning the United States as a whole.)*

2. "Where the Responsibility Belongs" Discussion Questions:
How does the *Press and Tribune* describe the ambitions of the Republican party? (*That Republicans only seek—per the Missouri Compromise—to prevent the extension of slavery into new territories, not ban it in current slaveholding states.)* How does it describe the intentions of Democrats? (*That, by repealing the Missouri Compromise, they wish to extending slavery into new territories and reestablish the slave trade*.) Who does it hold responsible for Harper's Ferry? (*The Democrats*.)

3. "The Harper's Ferry Riot" Discussion Questions:
Based upon this editorial, would you describe the *Republican Banner and Nashville Whig* as a pro- or anti-slavery newspaper? Why? (*It is difficult to say. Although Tennessee is a southern city, the editorial is moderate in its appeal to both sides of the debate to ratchet down the level of "agitation" which surrounds the issue before the nation descends into civil war*.) Who does it regard as being at the core of the slavery problem? ("*Designing politicians, both of the North and the South*.")

4. "The Reign of Terror" Discussion Questions:
What is the main point of this editorial? (*That the South's zeal to protect the institution of slavery is eroding the basic right of free speech for those who oppose it.)* What does the *Gazette* feel will be the ultimate result of this? (*That those forced to flee or return to the North will support and strengthen the Republicans and their abolitionist allies*.)

5. "What Shall the South Do?" Discussion Questions:

How does the *Daily Herald* portray Brown's raid on Harper's Ferry? (*As a violent criminal invasion of a peaceful state supported by a "hopelessly abolitionized" North*.) What does the raid signal to them? (*The start of a civil war*.)

RESOURCES

[General Resources]

Engaging Students in Multimedia Projects

A NOTE TO THE TEACHER:

These activities can be used at any time while you are using "Flight to Freedom" with your students, as there is unlimited flexibility in how you and your students develop multimedia projects related to the mission and their experiences playing it. The MISSION US "Flight to Freedom" multimedia projects are intended to inspire students to think about how the themes and issues faced by characters in the game relate to contemporary issues in students' own lives.

Multimedia projects have multiple benefits for students, providing them with the opportunity to use their imaginations and be creative in ways not always possible in traditional classroom instruction. By working together to produce a final product, students build teamwork and communication skills. There are several opportunities for cross-curricular extensions, particularly with ELA and visual arts classes. And, perhaps most importantly, students have the opportunity to explore and understand the historical concepts of the game in new and interesting ways.

When it comes to deciding what kind of multimedia project to do, the possibilities are endless. Your students can work individually, in groups, or as a class. As the teacher, you can choose an appropriate level of involvement. Students can play to their individual strengths, as there are many roles in any given project: acting, writing, camera and/or microphone operation, video/sound editing, web design, etc. Student projects might include short films or videos, podcasts, websites, recorded songs, etc. Projects should incorporate the use of audio, video and/or the Internet.

"FLIGHT TO FREEDOM" MULTIMEDIA PROJECTS

Students: Read through all of the topics, and choose ONE on which to base your multimedia project. Projects can directly address one of the questions presented below, or you can use the topics as inspiration for new ideas. Be creative – you can write and perform original skits, present reenactments of historical or current situations, record podcasts, create websites – the sky is the limit, as long as your projects are audio, video, or Internet-based.

PLANTATION LIFE

In "Flight to Freedom," Lucy lives on the King plantation, a large farm dedicated to growing and harvesting hemp. Plantation life was full of complexities. Enslaved African Americans living on the plantation had their own living quarters, families, social structure, and culture, all of which existed in the larger social structure and culture of the plantation owners. The family that owned and operated the plantation may have employed other white workers, like the overseer, to ensure that enslaved African Americans were working to the owners' expectations. A typical plantation like the Kings' would have covered a lot of area and included the smokehouse, a barn or other structure for keeping animals, the yard, fields where the crop was grown, a source of running water, and the "big house" where the master's family lived. A young female like Lucy was expected to successfully manage several aspects of plantation life, including her own family responsibilities, jobs for her master and the overseer, favors for her friend Esther in the big house, taking care of her brother, and looking out for herself.

Every community has its own unique blend of families, with their own cultures, living spaces, and beliefs; businesses, employers, and workers; buildings, roadways, restaurants, and shops; public spaces, parks, and schools. Many of these things are related to each other and are dependent on each other to function and operate smoothly. How do you fit into the structure of your community? What are your responsibilities to your community? Do you do volunteer or paid work in your community? If so, how do you balance that work with your housework, schoolwork, and social life? How do your actions affect the other members of your community?

SABOTAGE AND RESISTANCE

It was common for enslaved African Americans on plantations to engage in work slow-downs, acts of non-cooperation, petty theft, sabotage, or other acts of nonviolent resistance as a way to rebel against their masters and resist their enslavement. However, these actions, if discovered, were often met with negative consequences. Enslaved African Americans who were caught would often be assigned more work, beaten severely, or sold to other plantations further south. As Lucy, a player can choose to engage in this behavior or not. Either way players choose, it's certainly what Mr. Otis *thinks* Lucy did by burning down the smokehouse, and the consequences lead to her escape from the King plantation.

Engaging Students in Multimedia Projects

MISSION 2: "Flight to Freedom"

How do you challenge rules, policies, or practices that you find to be unfair or **oppressive** in your everyday life? Where do you run into said unfair or oppressive rules? Are you free to speak your mind and tell your authority figures that you disagree, or must you stay silent and get your point across in different ways?

Imagine that your teacher has decided that your class is not performing to his expectations, and will now be giving a pop quiz every day in class. Your teacher says that your entire grade for the class will be determined by these pop quizzes, and that you are not allowed to ask for extra study help, nor are you allowed to complain about the quizzes – if so you will get two weeks of detention. Even though you try to study every night, you don't have enough time with your other schoolwork and housework, and you have been getting Ds and Fs on the quizzes. You feel that this new policy and the rules are unfair. What can you do to express your dissatisfaction to your teacher? Are you willing to accept negative consequences if it improves your situation? How do you challenge this new rule/policy in a way that might convince your teacher to change their mind?

In contemporary America, if we disagree with a policy or a law held by our government, we are free to respond in a variety of ways: contacting a representative, public dissent, assembly and demonstration. Do you believe some of these actions work better than others? Why?

Oppression: the exercise of authority or power in an unfair/unjust and cruel way that prevents individuals or groups from having opportunities and freedom.

Daily Log Sheet

A NOTE TO THE TEACHER:

This chart can be used at any time while you are using "Flight to Freedom" with your students. It provides both teachers and students with an easy and visually accessible way to capture ideas and thoughts about the characters in the game. This chart could be printed out for each individual student or displayed for the entire class.

MISSION 2: “Flight to Freedom” Daily Log Sheet

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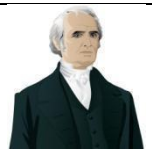
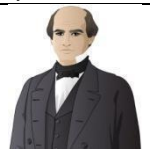
MISSION 2: "Flight to Freedom" Daily Log Sheet

	Part 1 Observations	Part 2 Observations	Part 3 Observations	Part 4 Observations	Part 5 Ob
 *Henry*					
 *Esther*					
 *Sarah*					
 *John Rankin*					
 *Abigail Wright*					
 *Millicent Hatcher*					

MISSION 2: "Flight to Freedom" Daily Log Sheet

 *John Parker*					
 *Benjamin Harrison*					
 *T.C. Bercham*					

[List of] Additional Media Resources

The creators of MISSION US have assembled the following list of websites, fiction, non-fiction, film, and television productions to enhance and extend teacher and student learning about the people, places, and historical events depicted in the game.

I. WEB RESOURCES

Portals and Collections

Academic Info: American History—U.S. History
http://www.academicinfo.net/histus.html
Portal containing links to resources categorized by period and topical categories.

Africa: South of the Sahara, Stanford University
http://library.stanford.edu/depts/ssrg/africa/history/hislavery.html
A collection of resources documenting topics such as the Trans-Atlantic slave trade, African genealogy, the *Amistad*, antislavery literature, and famous enslaved African Americans, among other topics.

Best of History Web Sites
http://www.besthistorysites.net
Portal linking to over a thousand history websites and teacher resources.

History of American Slavery, 1619-1865, Georgetown College
http://spider.georgetowncollege.edu/htallant/courses/his475/475links.htm
Research links to primary and secondary sources, documentation projects, and demographics about American slavery.

The African-American Migration Experience
http://www.inmotionaame.org/home.cfm
Links to information and primary sources about such topics as "The Transatlantic Slave Trade," "Runaway Journeys," and "The Domestic Slave Trade."

Teacher Tidbytes
http://www.teachertidbytes.com/web_resources/american_history.html
Portal containing links to American history lesson plans, tips for teaching, and primary sources.

Additional Media Resources

MISSION 2: "Flight to Freedom"

Yale Slavery and Abolition Portal
http://slavery.yale.edu
A collection of links and digital databases concerning the topics of slavery and abolition.

Links, Resources, and Videos on Demand

Digital History
http://www.digitalhistory.uh.edu
An online textbook, primary source documents, multimedia resources, timeline, guides, and online exhibition.

Gilder Lehrman Institute of American History
http://gilderlehrman.org/teachers/index.html
A variety of American history resources for teachers and students.

National Park Service—The Civil War: 150 Years
http://www.nps.gov/civilwar150
The National Park Service's commemoration of the Civil War's sesquicentennial, including a link to the parks addressing the issue of slavery.

National Park Service—Aboard the Underground Railroad
http://www.nps.gov/history/nr/travel/underground
The National Park Service's sites dedicated to the Underground Railroad, including introductory passages on the slave trade, antislavery activities, and the Civil War.

Underground Railroad Experience—City College of New York
http://www.ccny.cuny.edu/undergroundrailroadexperience/index_flash.html
A collection of routes, stories (primary sources), themes, and recent discoveries/news about the Underground Railroad.

Underground Railroad in New York—New York History Net
http://www.nyhistory.com/ugrr
Information pertaining to the routes, people, and places that were integral for the Underground Railroad in New York State.

Abolitionism in America—Cornell University
http://rmc.library.cornell.edu/abolitionism/spread_word.htm
Presents passages and primary sources that seek to uncover the "intellectual, moral, and political struggle to achieve freedom for all Americans" during the nineteenth century.

Additional Media Resources

MISSION 2: "Flight to Freedom"

America's Library
http://www.americaslibrary.gov
Library of Congress site for kids, containing information about U.S. history.

U.S. National Slavery Museum
http://www.usnationalslaverymuseum.org
The Museum's website has links to art about American slavery.

Teaching American History (National Endowment for the Humanities)—The Civil War
http://www.teachingamericanhistory.org/neh/interactives/civilwar/lesson1
Excellent maps and information on slavery, free Blacks, immigration, railroads, and cotton production, among other relevant information about the antebellum era.

Freedmen and Southern Society Project
http://www.history.umd.edu/Freedmen/index.html
Includes documents and a timeline of emancipation beginning with 1860.

Territorial Kansas Online
http://www.territorialkansasonline.org/~imlskto/cgi-bin/index.php
An informative website with primary sources, photographs, and timelines about Territorial Kansas, covering the years 1854 to 1861.

Quakers & Slavery: Underground Railroad
http://trilogy.brynmawr.edu/speccoll/quakersandslavery/commentary/organizations/underground_railroad.php
An excellent overview of Quakers and their views on slavery, equality, and approaches to abolitionism.

"Scartoons: Racial Satire and the Civil War," Civil War Cartoons, University of Virginia
http://xroads.virginia.edu/~cap/scartoons/cartoons.html
Interesting articles and documents about the role visual materials played in influencing opinions on race before, during, and after the Civil War.

The Geography of Slavery in Virginia
http://www2.vcdh.virginia.edu/gos
Search for slave/fugitive slave advertisements, newspapers, essays and profiles of prominent Virginians.

Additional Media Resources

MISSION 2: "Flight to Freedom"

Children and Youth in History—Children in the Slave Trade
http://chnm.gmu.edu/cyh/teaching-modules/141
Information and primary sources about what life was like for children experiencing the slave trade.

An African Timeline—African Slave Trade & European Imperialism
http://web.cocc.edu/cagatucci/classes/hum211/timelines/htimeline3.htm
An in-depth timeline, including links, covering the history of the African slave trade.

The History Place Presents: Abraham Lincoln
http://www.historyplace.com/lincoln/index.html
An in-depth timeline covering the life of Abraham Lincoln.

The Valley of the Shadow: Two Communities in the American Civil War
http://valley.lib.virginia.edu/
Contains information about how the war impacted two communities in the Shenandoah Valley—one in the North, the other in the South—providing primary sources, further references, images, and battle maps.

Primary Source Documents

American Memory from the Library of Congress
htttp://memory.loc.gov/ammem/index.html
Access to written and spoken word, sound recordings, still and moving images, prints, maps, and more documenting the American experience.

Our Documents
http://www.ourdocuments.gov
Explores 100 milestone documents in American history, including 18 relevant to slavery and the Civil War. The site also includes tools for teachers.

African American Perspectives
http://lcweb2.loc.gov/ammem/aap/aaphome.html
Searchable documents from the Daniel A.P. Murray Pamphlet Collection, presenting a range of African American history and intellectual thought from 1818-1907. It also includes a timeline of African American history.

Avalon Project: 19th Century Documents
http://avalon.law.yale.edu/subject_menus/19th.asp

Additional Media Resources

MISSION 2: "Flight to Freedom"

Collection of 19th century documents, many of which relate to slavery and abolition.

Eyewitness to the 19th Century
http://www.eyewitnesstohistory.com/19frm.htm
Letters and primary source documents from the 19th century.

Documenting the American South, University of North Carolina
http://docsouth.unc.edu/index.html
A digital publishing archive providing links to texts, images, and audio files related to southern history, literature and culture.

American Slave Narratives
http://xroads.virginia.edu/~hyper/wpa/wpahome.html
The Works Progress Administration's famous interviews with formerly enslaved African Americans.

Digital Library of American Slavery, University of North Carolina at Greensboro
http://library.uncg.edu/slavery
A searchable database of primary sources related to American slavery and abolition.

Slavery & Abolition in the U.S.
http://deila.dickinson.edu/slaveryandabolition
Contains books and other documents about slavery and abolition in the U.S. during the 1800s.

Harriet Jacobs: Selected Writings and Correspondence
http://www.yale.edu/glc/harriet/docs.htm
Important documents pertaining to Harriet Jacobs, including the advertisement for her capture, important letters, and reviews for her autobiography *Incidents in the Life of a Slave Girl*

Slaves and the Courts, 1740-1860
http://lcweb2.loc.gov/ammem/sthtml/sthome.html
A searchable database of primary sources regarding important court cases in which slavery and African Americans were involved.

The Atlantic Slave Trade and Slave Life in the Americas
http://hitchcock.itc.virginia.edu/Slavery/search.html
One of the best sources for images (e.g. maps, broadsides, runaway posters, etc.) on the Web.

Voyages: The Trans-Atlantic Slave Trade Database
http://www.slavevoyages.org/tast/index.faces
Contains information on almost 35,000 slaving voyages, providing researchers, students and the general public access to information about the slave trade in North America, Africa, the Caribbean, and Europe.

American Slavery Debate in the Context of Atlantic History, 1770-1865
http://atlanticslaverydebate.berkeley.edu
Over three hundred primary source documents cover three topics: "British Antislavery Influence, 1770-1865," "Black Emigration Movements—Foreign Support and Opposition, 1787-1865," and "Revolution and Abolition in Haiti, 1791-1865."

Beyond Face Value: Depictions of Slavery in Confederate Currency
http://www.lib.lsu.edu/cwc/BeyondFaceValue/beyondfacevalue.htm
Contains essays on and pictures of Southern currency depicting slavery, providing an interesting perspective on how southerners saw the institution.

The Face of Slavery & Other African American Photographs
http://photographymuseum.org/faceof.html
A photo gallery depicting life for enslaved African Americans, free Blacks, and newly emancipated individuals.

II. BOOKS

Non-fiction for Students

The Story of Slavery (2008). Sarah Courtauld. Grade level 3-6. A concise examination of American slavery.

Slavery: Real People and Their Stories of Enslavement (2009). DK Publishing. Grade level 5-9. A comprehensive introduction to the topic of slavery.

Daily Life on a Southern Plantation, 1853 (2000). Paul Erickson. Grade level 3-5. This book examines life on a southern plantation, using a current historic site in Louisiana as a model for photographs of plantation life and descriptions of historic figures.

Additional Media Resources

MISSION 2: "Flight to Freedom"

5,000 Miles to Freedom: Ellen and William Craft's Flight from Slavery (2006). Judith Bloom Fradin and Dennis Fradin. Grade level 6-9. An exciting escape adventure about two slaves, a husband and his wife, a light-skinned African American, who escape from slavery in the South.

Stolen into Slavery: The True Story of Solomon Northup, Free Black Man (2011). Judith Bloom Fradin and Dennis Fradin. Grade level 6-9. The story of a free Black man who is kidnapped in the North and taken into slavery in the South.

Many Thousand Gone: African Americans from Slavery to Freedom (2002). Virginia Hamilton, Leo Dillon and Diane Dillon. Grade level 4-9. Covers the experience of enslaved African Americans, from the earliest slave ships through the 1865 ratification of the 13th Amendment to the Constitution.

Fighters Against American Slavery (1999). Stephen R. Lilley. Grade level 6-10. Highlights the careers of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, Harriet Tubman, Nat Turner, and John Brown.

Rebels Against Slavery: The Story of American Slave Revolts (1996). Patricia McKissack and Fred McKissack. Grade level 6-10. The stories of those, like Nat Turner, Denmark Vesey, Cato and Gabriel Prosser, who rose up against those who enslaved them.

Harriet Tubman: Conductor on the Underground Railroad (1995). Ann Petry. Grade level 5-10. This classic biography covers the life and times of the most famous individual associated with the Underground Railroad.

Freedom Struggle: The Anti-Slavery Movement in America, 1830-1865 (2005). Grade level 4-8. Ann Rossi. A brief look at the individuals who fought to rid the United States of slavery.

Slavery in America (2007). Dorothy Schneider and Carl J. Schneider. Grade level 6-12. An in-depth overview of American slavery, complete with four appendices filled with maps, tables, biographies, and excerpts from other publications.

Fiction for Students

North by Night: A Story of the Underground Railroad (2000). Katherine Ayres. Grade level 5-9. The story of Lucinda Spencer, a 16-year old girl from Ohio who decides to help enslaved African Americans escape to freedom.

Additional Media Resources

MISSION 2: "Flight to Freedom"

Freedom Crossing (1991). Margaret Goff Clark. Grade level 5-8. A young northern girl learns that her family has strong ties to the Underground Railroad—and she does not like it!

Bull Run (1995). Paul Fleischman. Grade level 3-6. The author looks at sixteen distinct individuals—including an enslaved African American—and their views of the events leading to the Civil War's first battle.

The Slave Dancer (1973). Paula Fox. Grade level 3-6. Newberry Award-winning tale about Jesse, a 13-year-old white boy who's snatched from the docks of New Orleans to play the fife so enslaved African Americans who were captured would dance to keep their muscles strong.

Stonewall (1979). Jean Fritz. Grade level 6-10. Thomas "Stonewall" Jackson was one of the South's most courageous generals. This piece of historical fiction uncovers his genius and his peculiarities, but also uncovers what life was like in the Antebellum South.

Henry's Freedom Box (2007). Ellen Levine and Kadir Nelson. Grade level 2-5. Tells the story of Henry "Box" Brown's escape from slavery after he's torn from his mother as a child.

I, Dred Scott: A Fictional Slave Narrative Based on the Life and Legal Precedent of Dred Scott (2005). Sheila P. Moses. A short piece of historical fiction tracing the events of the famous 11-year court case.

Nightjohn (1995). Gary Paulsen. Grade level 5-10. Narrator Sarny, a twelve-year old girl, tells us what life under the "peculiar institution" was like in the 1850s.

Across the Wide River (2004). Stephanie Reed. Grade level 6-10. Based on an actual family living from 1787 to 1865, this story uncovers the struggle for freedom and one family's role in the Underground Railroad.

Friend on Freedom River (2005). Gloria Whelan. Grade level 3-6. A story about a white boy's courageous attempt to row an enslaved African American seeking freedom to Canada.

General Non-Fiction/Non-fiction for Teachers

The Most Famous Man in America: The Biography of Henry Ward Beecher (2006). Debby Applegate. A biography of the 19th century minister, intellectual, and abolitionist.

Additional Media Resources

MISSION 2: "Flight to Freedom"

Generations of Captivity: A History of African-American Slaves (2004). Ira Berlin. An examination of life across place and time for enslaved African Americans, alternating between locales in the North and South, from the seventeenth to the nineteenth centuries.

Bound for Canaan: The Epic Story of the Underground Railroad, America's First Civil Rights Movement (2006). Fergus M. Bordewich. Focuses on the lives and memories of people involved in the Underground Railroad through letters, autobiographies, tax records and narratives from enslaved African Americans.

Harriet Tubman: The Road to Freedom (2005). Catherine Clinton. A readable biography that seeks to recreate the life of one of the most influential and misunderstood women of the nineteenth century.

My Bondage and My Freedom. Frederick Douglass. The most famous abolitionist recounts his experiences in slavery and his escape to the North. Available as an E-text from the University of Virginia at http://etext.virginia.edu/toc/modeng/public/DouMybo.html.

Atlas of the Transatlantic Slave Trade (2010). David Eltis and David Richardson. A comprehensive volume of slave historiography, including maps, charts, and primary source documents.

The Fiery Trial: Abraham Lincoln and American Slavery (2010). Eric Foner. A Pulitzer Prize-winning examination of Lincoln's evolution on the issue of slavery in American society.

The Trials of Anthony Burns: Freedom and Slavery in Emerson's Boston (1999). Albert J. von Frank. An insightful look into one of the most famous fugitive slave cases, successfully capturing the dynamic and discussion between slave catchers and abolitionists in an antislavery stronghold.

Runaway Slaves: Rebels on the Plantation (2000). John Hope Franklin and Loren Schweninger. A detailed account of enslaved African Americans who escaped from their masters during the Antebellum era.

The Liberty Line: The Legend of the Underground Railroad (1996). Larry Gara. Tackles head-on the myth that the Underground Railroad was a cohesive, structured system.

The Classic Slave Narratives: The Life of Olaudah Equiano, The History of Mary Prince, Narrative of the Life of Frederick Douglass, Incidents in the Life of a Slave Girl (2002). Henry Louis Gates Jr., ed. A collection of narratives, examining life as an enslaved African American in different eras of American history.

Additional Media Resources

MISSION 2: "Flight to Freedom"

Roll, Jordan, Roll: The World the Slaves Made (1972). Eugene Genovese. The classic that examines how enslaved African Americans created and maintained a distinct culture on southern plantations.

Beyond the River: The Untold Story of the Heroes of the Underground Railroad (2004). Ann Hagedorn. A captivating look at Ripley, Ohio, a town near the Kentucky border that served as a gateway for freedom seekers, and John Rankin, one of the most active "conductors" of the Underground Railroad.

Incidents in the Life of a Slave Girl (1861). Harriet Jacobs. Originally published in 1861, Jacobs's narrative recounts her experience on a brutal North Carolina plantation.

Soul by Soul: Life Inside the Antebellum Slave Market (2001). Walter Johnson. A look at the New Orleans slave market, a place where many African Americans were shipped to be sold in the Deep South.

Fugitive Justice: Runaways, Rescuers, and Slavery on Trial (2010). Steven Lubet. Examines three of the most important legal cases following the enactment of the controversial Fugitive Slave Act of 1850, effectively capturing the passion and desperation of those fleeing slavery.

Sojourner Truth: A Life, a Symbol (1996). Nell Irvin Painter. The definitive biography of the famous formerly enslaved African American and abolitionist.

His Promised Land: The Autobiography of John P. Parker, Former Slave and Conductor on the Underground Railroad (1998). John Parker, Stanley Stuart Sprague (editor). An oral history, recorded in the 1880s, of John Parker.

The Impending Crisis, 1848-1861. David Potter, Don E. Fehrenbacher (editor). The seminal work covering the years from the end of the Mexican-American War to Fort Sumter.

John Brown, Abolitionist: The Man Who Killed Slavery, Sparked the Civil War, and Seeded Civil Rights (2005). David S. Reynolds. A fascinating—and controversial—look at the most radical abolitionist of the Antebellum period.

Frontiers of Freedom: Cincinnati's Black Community, 1802-1868 (2005). Nikki Taylor. An intriguing look at one African American community's development in the Antebellum North.

Additional Media Resources

MISSION 2: "Flight to Freedom"

Antislavery Political Writings, 1833-1860 (2003). C. Bradley Thompson (editor). A collection of writings from various strains of the antislavery movement, including William Lloyd Garrison, Frederick Douglass and Abraham Lincoln.

Back of the Big House: The Architecture of Plantation Slavery (1993). John Michael Vlach. This book vividly portrays housing for enslaved African Americans.

Ar'n't I a Woman? Female Slaves in the Plantation South (1985). Deborah Gray White. Challenges the "Mammy" myth and provides a richer, more nuanced portrait of African American women in the Antebellum South.

General Fiction/Fiction for Teachers

Cloudsplitter (1999). Russell Banks. A piece of historical fiction, narrated by Owen Brown, the last surviving son of John Brown, the infamous abolitionist martyr, about the political and social landscape in the years before the Civil War.

Kindred (2004). Octavia Butler. A young African American woman, Dana, living in 1976, is transported back in time to save Rufus, a white boy who she learns was a part of the family that owned her own ancestors.

Middle Passage (1998). Charles Johnson. The story of Rutherford Calhoun, a newly freed Illinois man in New Orleans, who sneaks aboard a ship, not knowing he's headed for Africa on a slave clipper.

The Known World (2003). Edward P. Jones. A Pulitzer Prize-winning novel set twenty years before the Civil War in Manchester County, Virginia.

Song Yet Sung (2008). James McBride. A captivating tale of a freedom seeker, Liz, and the slave catcher determined to find her.

Beloved (1987). Toni Morrison. Set several years after the Civil War, this novel explores Sethe and her attempt to escape from the horrors of the past.

Wench (2011). Dolen Perkins-Valdez. Set in pre-Civil War Ohio, this story chronicles the experiences of four enslaved African American women who meet as they travel north as their masters' mistresses.

Uncle Tom's Cabin (1852). Harriet Beecher Stowe. A novel about Tom, an enslaved African American man, as he encounters hardship and suffering as chattel.

A Million Nightingales (2006). Susan Straight. A complex novel set on post-Louisiana Purchase plantations exploring the relationships between masters and their mistresses.

The Adventures of Huckleberry Finn (1884). Mark Twain. The American classic about Huck's adventure down the Mississippi River with a freedom seeker named Jim.

Dessa Rose: A Novel (1999). Sherley A. Williams. A suspenseful tale of Dessa Rose, a freedom seeker, and a white woman who harbors runaways on her farm.

III. FILMS & TELEVISION PROGRAMS

Films

Amistad. Steven Spielberg, 1997. 155 min, R. A star-studded film about the famous slave ship insurrection and the ensuing U.S. Supreme Court trial for the release of captured Africans.

Andersonville: The Great Untold Story of the Civil War. John Frankenheimer, 1996. 167 minutes, Not Rated (NR). Recounts the trials and tribulations of Union soldiers imprisoned at the most notorious Confederate prisoner-of-war camp.

Cold Mountain. Anthony Minghella, 2003. 154 min, R. Adapted from Charles Frazier's novel, this film focuses on life on the Confederate home-front, portraying the difficulties that women faced as the men marched off to war.

Gangs of New York. Martin Scorsese, 2002. 167 min, R. Set in Antebellum and Civil War Five Points New York City, Scorsese's period piece shows the animosity between Protestant Natives and Irish Catholics/immigrants.

Gettysburg. Ronald F. Maxwell, 1993. 261 minutes, PG. The story of the Battle of Gettysburg, highlighting the experiences of General James Longstreet and Colonel Joshua Chamberlain. Adapted from Michael Shaara's novel *The Killer Angels*.

Glory. Edward Zwick, 1989. 122 minutes, R. This award-winning film recounts the story of the Massachusetts 54th Volunteer Infantry, an all-black unit that won praise for its heroics during the war.

Gods and Generals. Ronald F. Maxwell, 2003. 219 minutes, PG-13. A prequel to Gettysburg, the film traces the early years of the war, with particular attention to the rise of John "Stonewall" Jackson. Adapted from Jeffrey Shaara's novel of the same title.

The Red Badge of Courage. John Huston, 1951. 69 minutes, Not Rated (NR). Retells Stephen Crane's famous novel of a young Union recruit who goes back and forth between wanting to fight and doubting his own courage.

Ride With the Devil. Ang Lee, 1999. 138 minutes, R. A story of Missouri during the Civil War, depicting the violence of guerilla warfare that pitted neighbor against neighbor.

Shenandoah. Andrew V. McLaglen, 1965. 105 minutes, Not Rated (NR). James Stewart stars as a Virginian who wants no part in the Civil War until his son is abducted by Union soldiers.

Television Programs
Ironclads. Made-for-TV movie, 1991. Recounts the most famous naval battle of the Civil War—the confrontation between the USS *Monitor* and the CSS *Virginia* (formerly the USS *Merrimack*).

Roots. Miniseries, 1977. The acclaimed miniseries, it covers several generations of African Americans, starting with a captured and then enslaved African and ending with a freed man who battles against racism in the post-bellum South.

Solomon Northup's Odyssey, 1984. A made-for-TV movie based on Solomon Northup's *Twelve Years a Slave* (1853). It was originally released with the title *Half Free, Half Slave*.

IV. PBS PROGRAMS AND RESOURCES

Abraham and Mary Lincoln: A House Divided (2005)
http://www.pbs.org/wgbh/amex/lincolns
A companion website to the documentary, complete with information about the time of the Lincolns.

Africans in America: America's Journey Through Slavery (2000)
http://www.pbs.org/wgbh/aia/home.html
America's journey from enslaving Africans through emancipation, presented in four parts.

The American President (2000)
http://www.pbs.org/wnet/amerpres

Additional Media Resources

MISSION 2: "Flight to Freedom"

Profiles all of the presidents of the U.S., including those instrumental to the institution of slavery.

The Assassination of Abraham Lincoln (2009)
http://www.pbs.org/wgbh/americanexperience/films/assassination
A heart-racing account of the plan to murder Lincoln, Seward and Johnson and the race to find the conspirators.

The Civil War: A Film by Ken Burns (1990).
http://www.pbs.org/civilwar
An in-depth examination of the events of the American Civil War (1861-1865).

Freedom: A History of US
http://www.pbs.org/wnet/historyofus
Parts 5, 6, and 7 explore the issues of slavery, freedom, and emancipation.

God in America (2010)
http://www.pbs.org/godinamerica
Part 3 explores religion in the years before the Civil War and provides an in-depth look at how the war affected Lincoln's views on religion/spirituality.

History Detectives (Various)
http://www.pbs.org/opb/historydetectives
Episodes deal with different topics throughout history, including slavery and the Civil War.

John Brown's Holy War (2005)
http://www.pbs.org/wgbh/amex/brown
An extraordinary look at a radical abolitionist and how his violent crusade sparked the Civil War.

Reconstruction: The Second Civil War (2005)
http://www.pbs.org/wgbh/amex/reconstruction
Focuses on the turbulent period of Reconstruction (1863-1877), with particular attention paid to the plight of emancipated enslaved African Americans.

Robert E. Lee (2010)
http://www.pbs.org/wgbh/americanexperience/films/lee
A fascinating examination of one of the most famous Americans, including his ownership of enslaved African Americans.

Additional Media Resources

MISSION 2: "Flight to Freedom"

Slavery and the Making of America (2005)
http://www.pbs.org/wnet/slavery
A landmark, four-part documentary that looks at the role slavery had in the nation's early years.

Walt Whitman (2008)
http://www.pbs.org/wgbh/amex/whitman
A biographical look at the famous poet, including his volunteering as a nurse during the Civil War.

War Letters (2005)
http://www.pbs.org/wgbh/amex/warletters
Personal correspondence from soldiers in wars, including the Mexican-American and Civil Wars.

The West (1996)
http://www.pbs.org/weta/thewest
The first half of the film wonderfully portrays America's march westward, including the controversy surrounding slavery's expansion to the West.

Character and Scene Printables

Lucy King

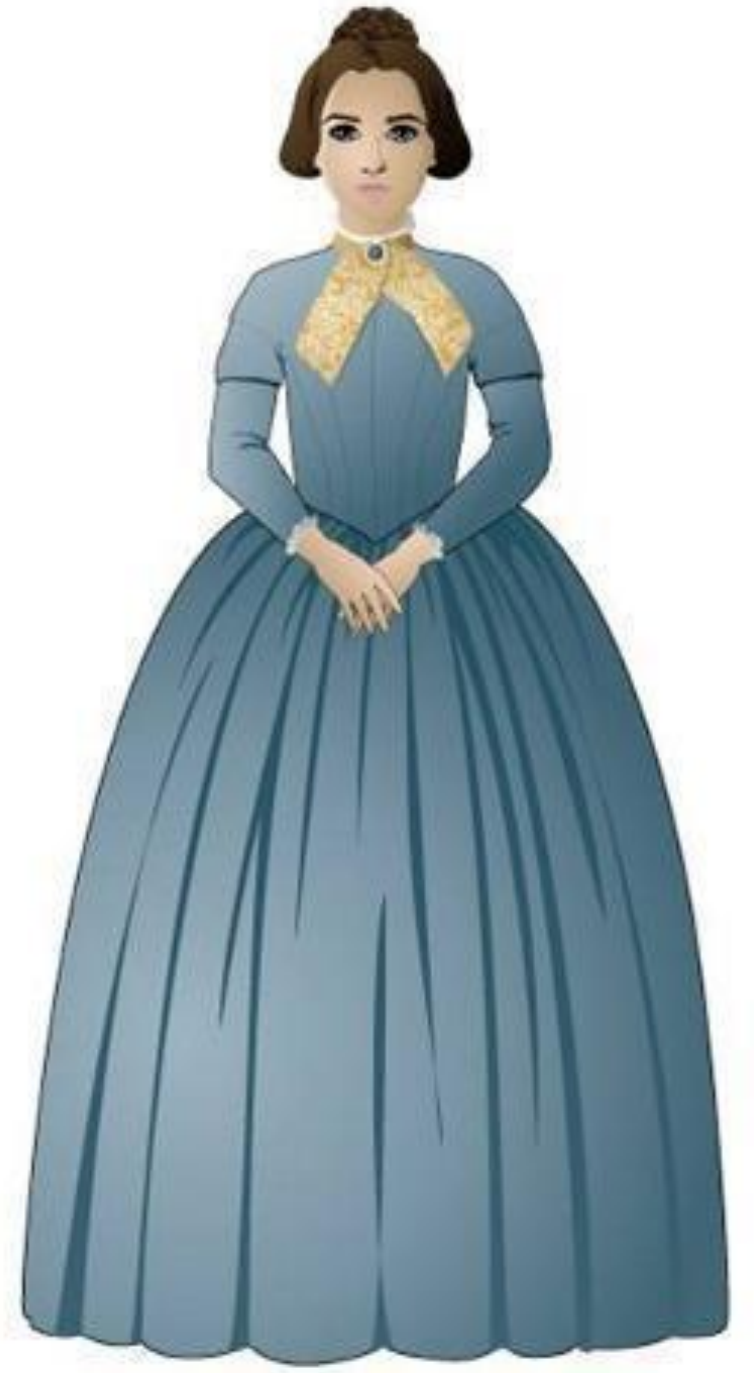
Jonah King

Nell King

Henry

Mr. Otis

Esther



Sarah King

John Rankin

Abigail Wright

John Parker

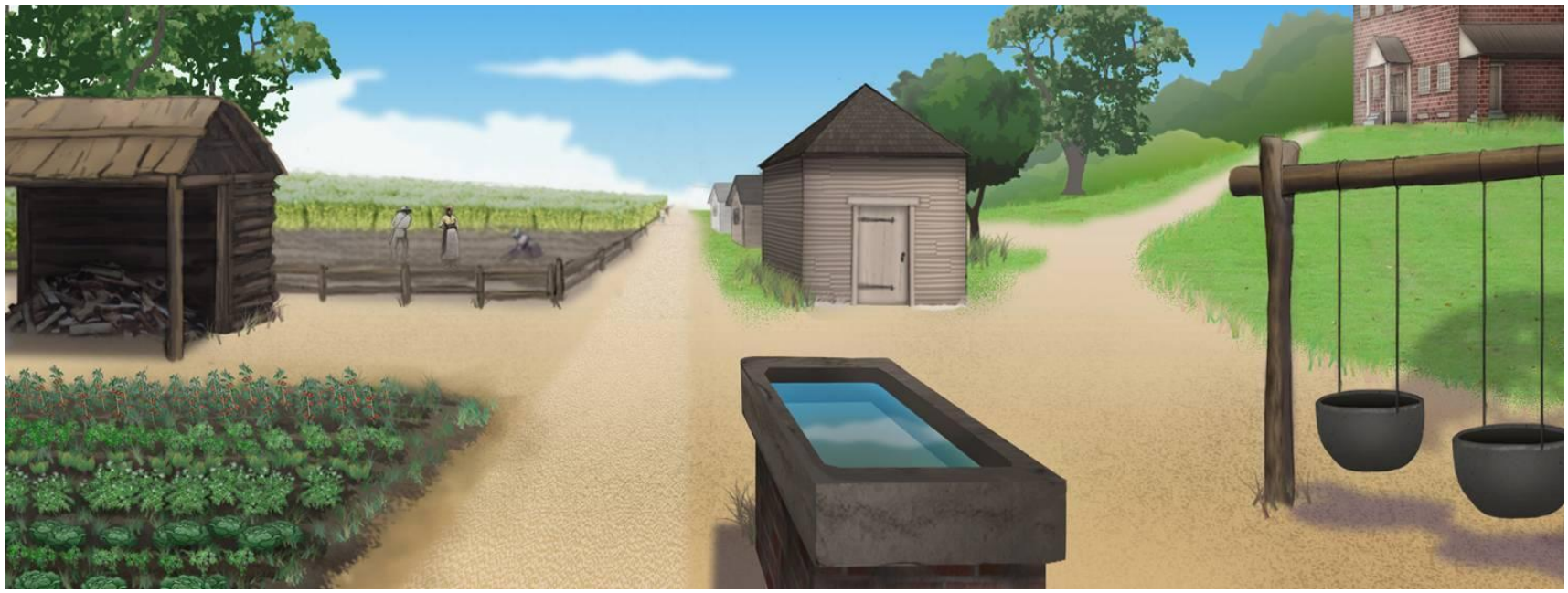
Millicent Hatcher

T.C. Bercham

Benjamin Harrison

Slave Quarters

King Plantation



The Yard

Ripley, OH

[Resources] Primary Source Documents

Kentucky Slave Codes (1794-1850)

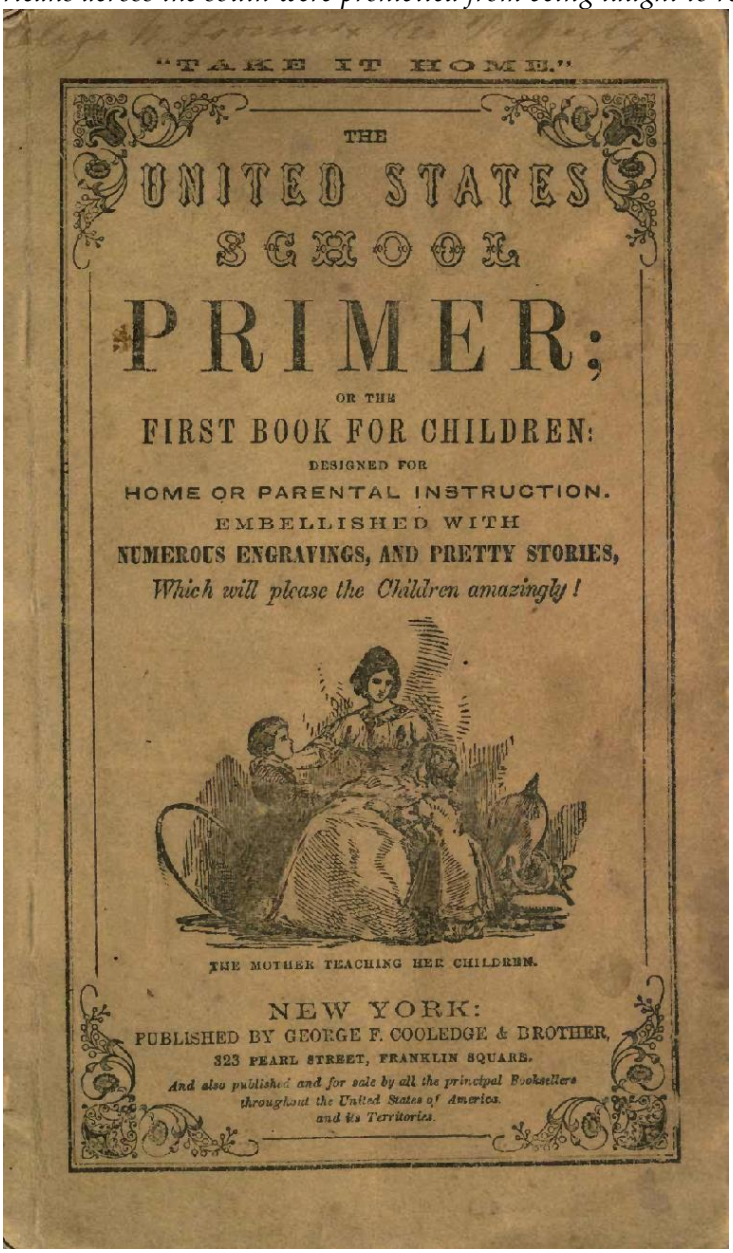
Beginning in the colonial era, slaveholders frequently passed laws, known as "slave codes" to restrict the movements and activities of the enslaved population. As the selection of laws from Kentucky shows, slave owners were especially concerned with preventing runaways and rebellions.

1794	Any slave who is freed by their master must carry a certificate of freedom
1798	Slaves cannot leave a plantation without a written note from their master Slaves cannot carry any type of weapon Slaves cannot trade goods without the written consent of their master Slaves are classified as real estate for inheritance matters
1811	Conspiracy among enslaved blacks is punishable by death; enslaved or free blacks guilty of poisoning were also to be put to death.
1823	No slave can work on a steamboat.
1831	Boats cannot transport slaves across the Ohio River without a note from their master; ship owners must pay a $200 violation for breaking this law.
1834	No person shall sell or give liquor to slave.
1840	There is a 10pm curfew for slaves.
1846	The penalty for tempting blacks to run away or rebel is imprisonment. County patrols must ride through the county on horseback at night to enforce slave laws.
1850	Any slaves freed by their masters had to leave the state. Their owners had to provide money to pay for their transportation out of Kentucky, and one year's subsistence.

Source: J. Winston Coleman, *Slavery Times in Kentucky* (1940), Marion B. Lucas, *A History of Blacks in Kentucky: From Slavery to Segregation, 1760-1891* (2003), and Ivan McDougle, *Slavery in Kentucky, 1792-1865* (1918).

The United States School Primer (1844)

Very few areas in the southern United States offered public education in the years before the Civil War. Individuals, churches and some communities established schools for girls as well as boys. Most children if educated at all were taught at home from primers such as this. After the Nat Turner uprising in 1831, enslaved African Americans across the south were prohibited from being taught to read or write.


"TAKE IT HOME."

THE
UNITED STATES
SCHOOL
PRIMER;
OR THE
FIRST BOOK FOR CHILDREN:
DESIGNED FOR
HOME OR PARENTAL INSTRUCTION.
EMBELLISHED WITH
NUMEROUS ENGRAVINGS, AND PRETTY STORIES,
Which will please the Children amazingly!

THE MOTHER TEACHING HER CHILDREN.

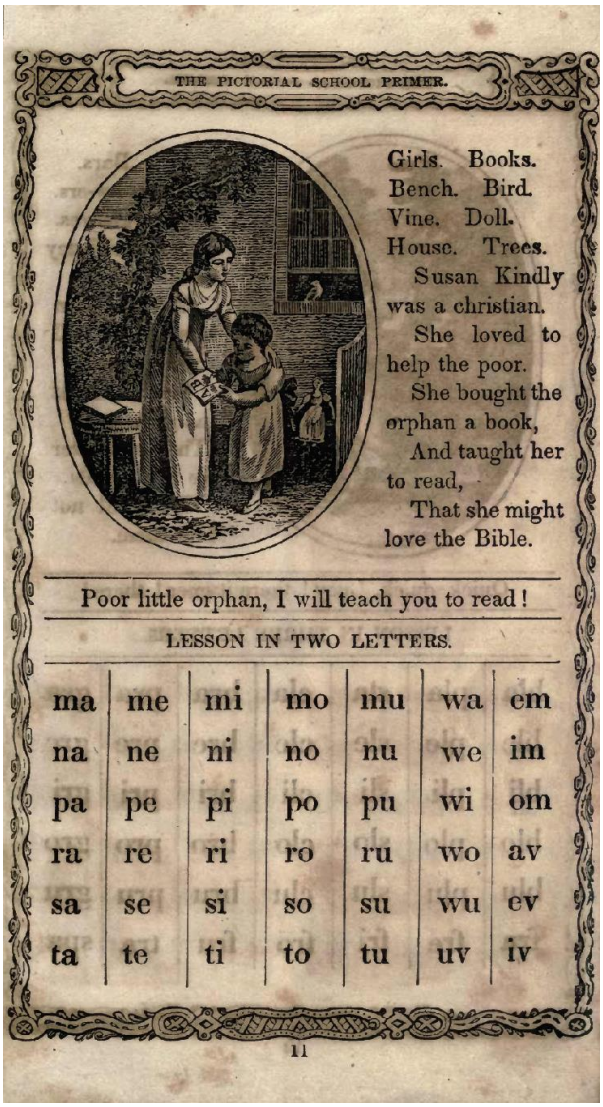
NEW YORK:
PUBLISHED BY GEORGE F. COOLEDGE & BROTHER,
323 PEARL STREET, FRANKLIN SQUARE.
And also published and for sale by all the principal Booksellers throughout the United States of America, and its Territories.

Primary Source Documents

MISSION 2: "Flight to Freedom"

Primary Source Documents

MISSION 2: "Flight to Freedom"



THE PICTORIAL SCHOOL PRIMER.

Girls. Books.
Bench. Bird.
Vine. Doll.
House. Trees.

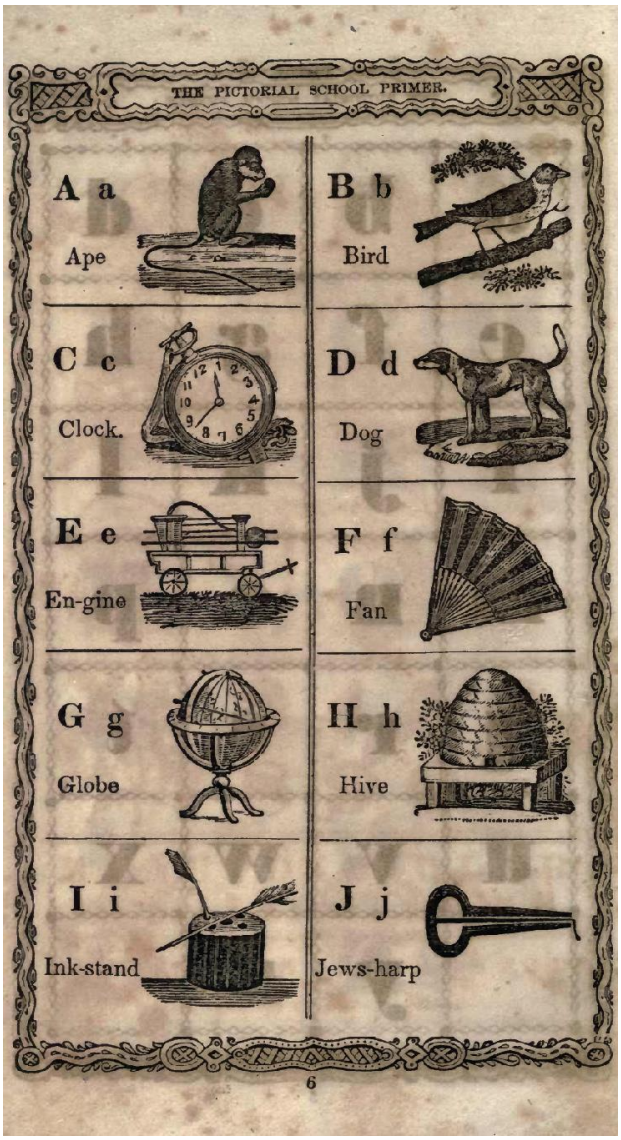
Susan Kindly was a christian.
She loved to help the poor.
She bought the orphan a book,
And taught her to read,
That she might love the Bible.

Poor little orphan, I will teach you to read!

LESSON IN TWO LETTERS.

ma	me	mi	mo	mu	wa	em
na	ne	ni	no	nu	we	im
pa	pe	pi	po	pu	wi	om
ra	re	ri	ro	ru	wo	av
sa	se	si	so	su	wu	ev
ta	te	ti	to	tu	uv	iv

11



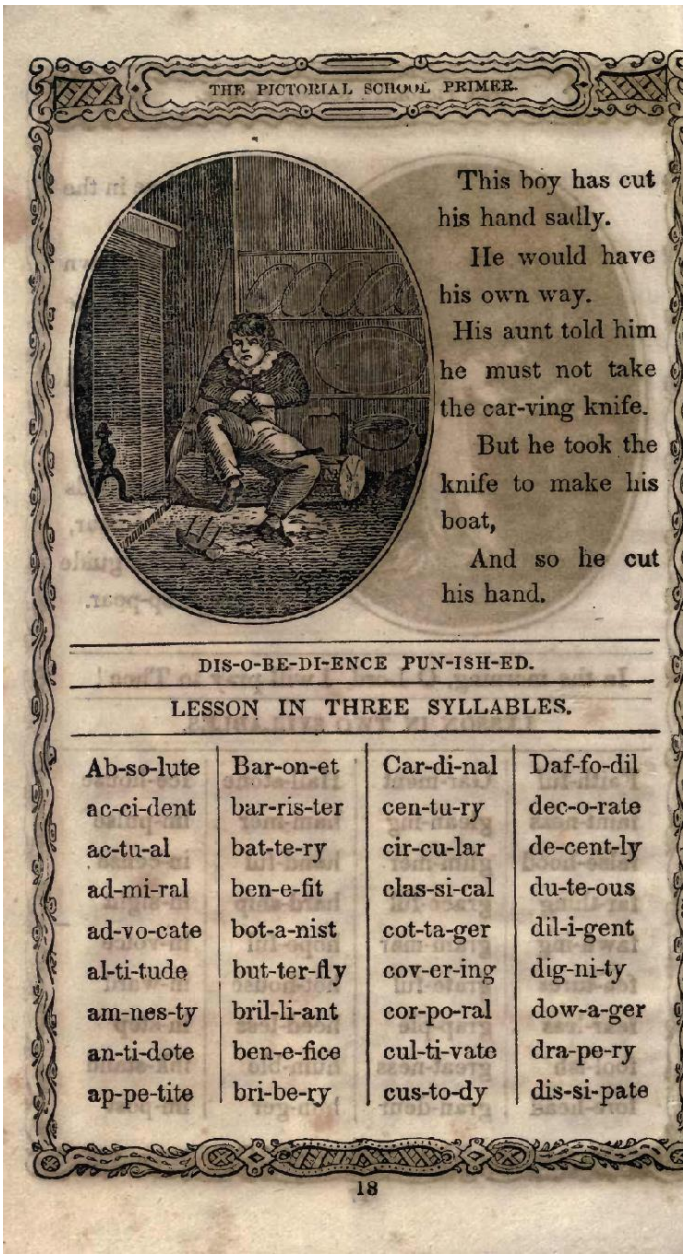
THE PICTORIAL SCHOOL PRIMER.

A a Ape
B b Bird
C c Clock.
D d Dog
E e En-gine
F f Fan
G g Globe
H h Hive
I i Ink-stand
J j Jews-harp

6

Primary Source Documents

MISSION 2: "Flight to Freedom"



THE PICTORIAL SCHOOL PRIMER.

This boy has cut his hand sadly.

He would have his own way.

His aunt told him he must not take the car-ving knife.

But he took the knife to make his boat,

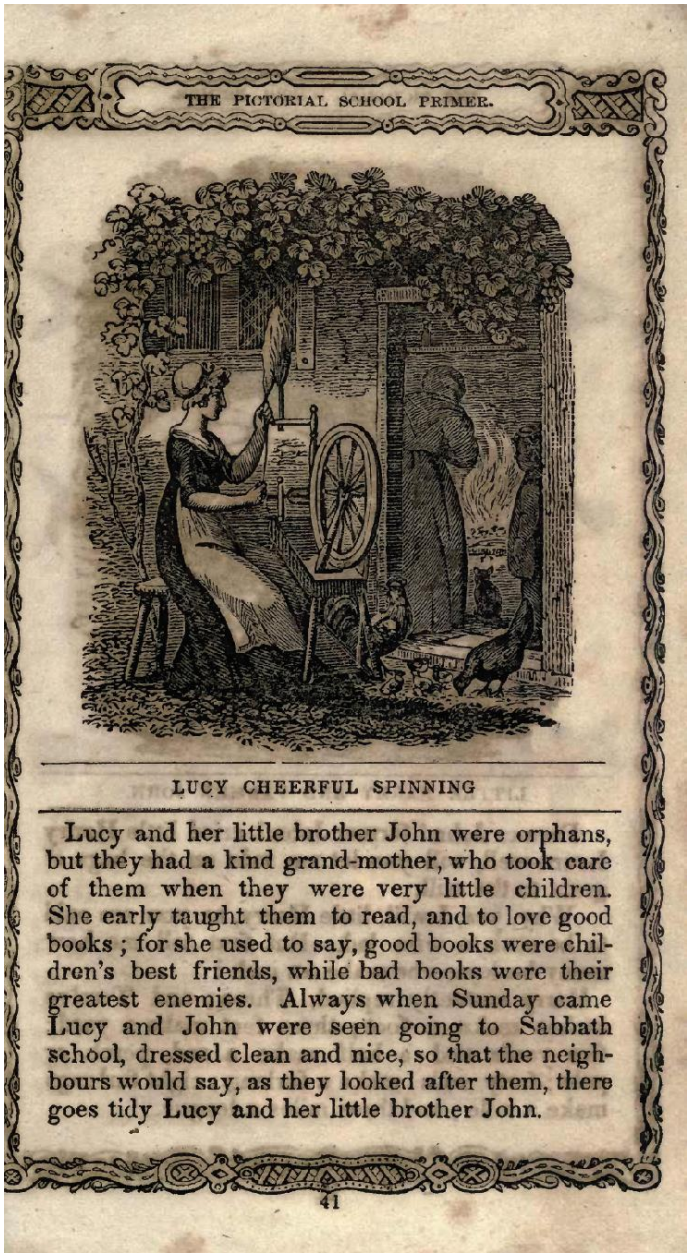
And so he cut his hand.

DIS-O-BE-DI-ENCE PUN-ISH-ED.

LESSON IN THREE SYLLABLES.

Ab-so-lute	Bar-on-et	Car-di-nal	Daf-fo-dil
ac-ci-dent	bar-ris-ter	cen-tu-ry	dec-o-rate
ac-tu-al	bat-te-ry	cir-cu-lar	de-cent-ly
ad-mi-ral	ben-e-fit	clas-si-cal	du-te-ous
ad-vo-cate	bot-a-nist	cot-ta-ger	dil-i-gent
al-ti-tude	but-ter-fly	cov-er-ing	dig-ni-ty
am-nes-ty	bril-li-ant	cor-po-ral	dow-a-ger
an-ti-dote	ben-e-fice	cul-ti-vate	dra-pe-ry
ap-pe-tite	bri-be-ry	cus-to-dy	dis-si-pate

18



THE PICTORIAL SCHOOL PRIMER.

LUCY CHEERFUL SPINNING

Lucy and her little brother John were orphans, but they had a kind grand-mother, who took care of them when they were very little children. She early taught them to read, and to love good books; for she used to say, good books were children's best friends, while bad books were their greatest enemies. Always when Sunday came Lucy and John were seen going to Sabbath school, dressed clean and nice, so that the neighbours would say, as they looked after them, there goes tidy Lucy and her little brother John.

41

Primary Source Documents

MISSION 2: "Flight to Freedom"

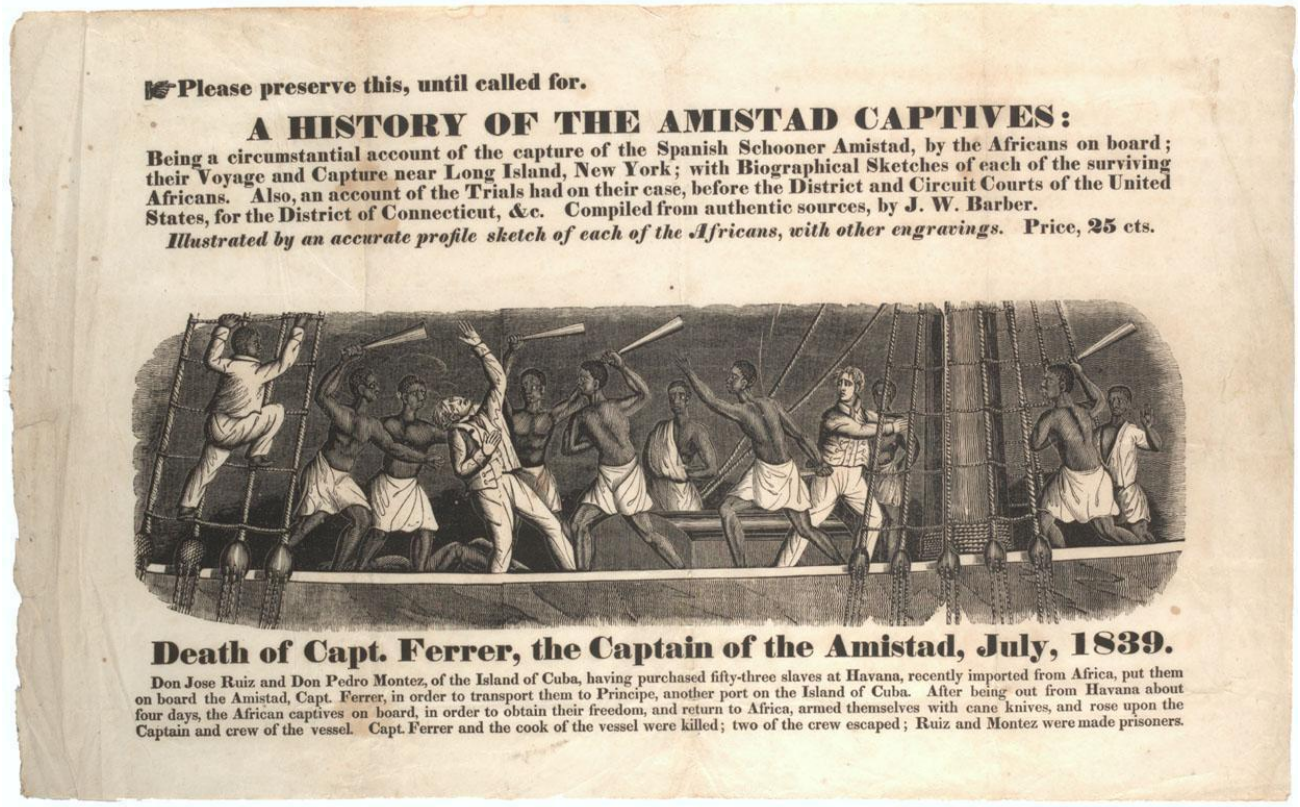
Source: *The United States School Primer of the First Book for Children*, George F. Cooledge & Brother, 1844, Internet Archive, http://www.archive.org/details/unitedstatesscho00newyiala

Primary Source Documents

MISSION 2: "Flight to Freedom"

"A History of the Amistad Captives" Advertising Broadside (1840)

In 1839, captive West Africans revolted and took control of the Spanish slave ship Amistad. *They ordered the crew to return them to Africa, but were waylaid by a U.S. Navy vessel off the coast of New York. The Africans were charged with murdering the captain, and put in jail in New Haven, Connecticut. Abolitionists came to their support, and after a long legal battle, in 1841 the U.S. Supreme Court ruled that the men had acted in self-defense and should be freed. A year later the men returned to Africa*



☞Please preserve this, until called for.

A HISTORY OF THE AMISTAD CAPTIVES:

Being a circumstantial account of the capture of the Spanish Schooner Amistad, by the Africans on board; their Voyage and Capture near Long Island, New York; with Biographical Sketches of each of the surviving Africans. Also, an account of the Trials had on their case, before the District and Circuit Courts of the United States, for the District of Connecticut, &c. Compiled from authentic sources, by J. W. Barber.

Illustrated by an accurate profile sketch of each of the Africans, with other engravings. Price, 25 cts.

Death of Capt. Ferrer, the Captain of the Amistad, July, 1839.

Don Jose Ruiz and Don Pedro Montez, of the Island of Cuba, having purchased fifty-three slaves at Havana, recently imported from Africa, put them on board the Amistad, Capt. Ferrer, in order to transport them to Principe, another port on the Island of Cuba. After being out from Havana about four days, the African captives on board, in order to obtain their freedom, and return to Africa, armed themselves with cane knives, and rose upon the Captain and crew of the vessel. Capt. Ferrer and the cook of the vessel were killed; two of the crew escaped; Ruiz and Montez were made prisoners.

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Source: Advertising broadside for J.W. Barber, "A History of the Amistad Captives," featuring woodcut, "The Death of Capt. Ferrer," 1840. Gilder Lehrman Institute of American History, New York, NY.

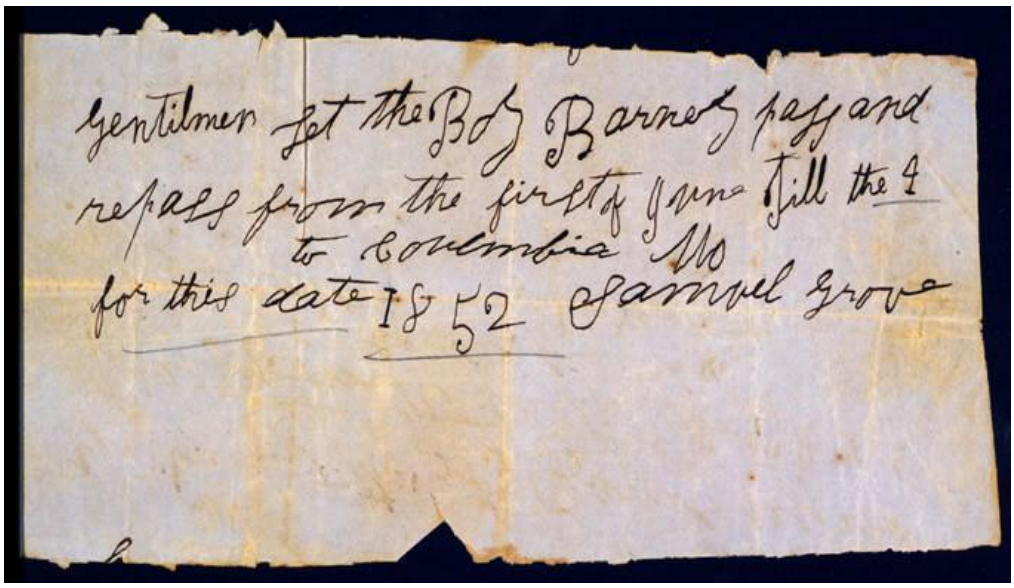
Godey's Lady Book (1848)

Godey's Lady Book *was one of the country's most popular magazines in this era. It advised middle-class white women on domestic matters, including how to maintain a beautiful home, raise healthy and well-behaved children, and dress in the latest European styles.*

Source: *Godey's Paris Fashions Americanized*, engraved by Joseph Pease, 1848, from New York Public Library's Digital Gallery, http://digitalgallery.nypl.org/nypldigital/id?802276

Slave Pass (1852)

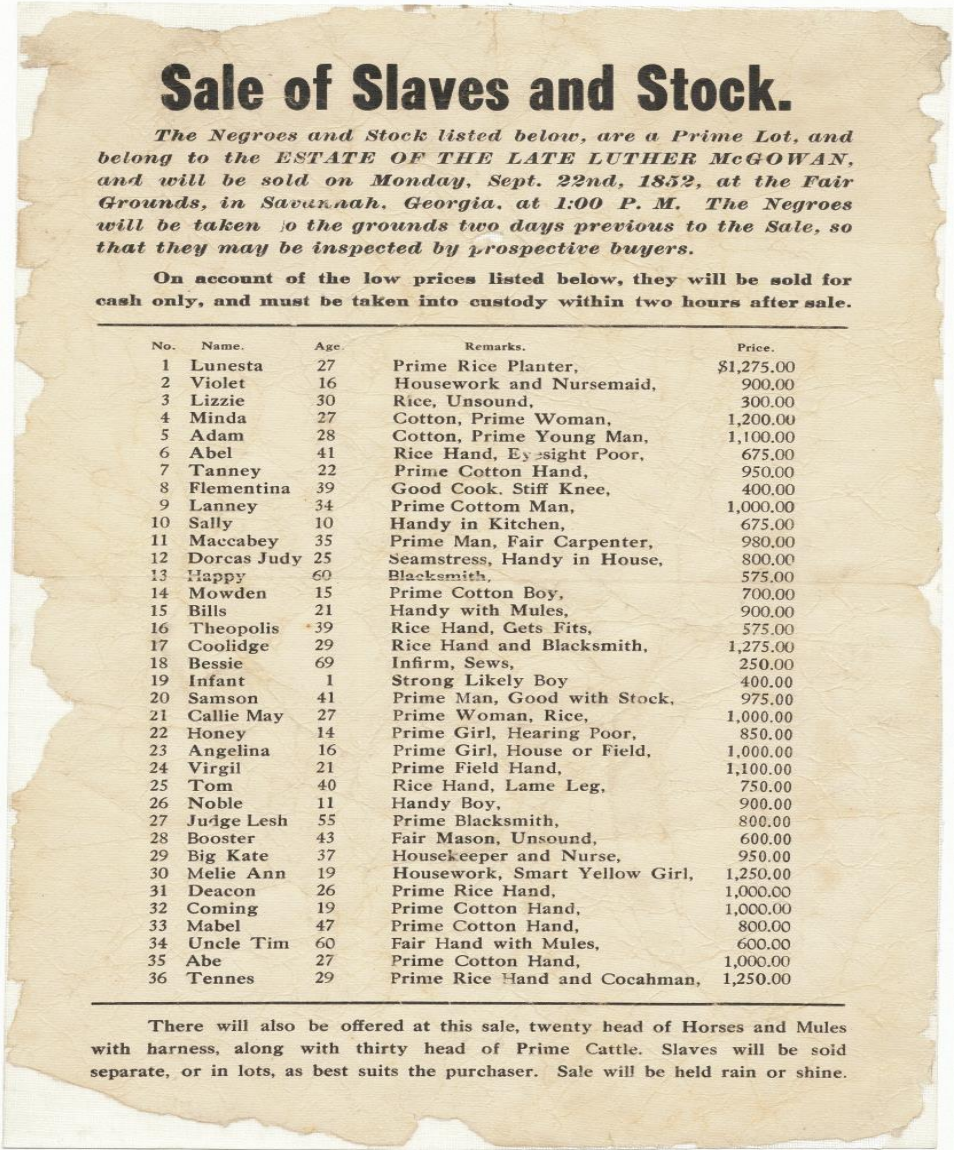
Enslaved African Americans were often sent out on errands to other plantations, farms, or towns. Laws required them to carry a pass if they traveled without their owners. Unlike more official documents, such as certificates of freedom, passes were handwritten and informal. The pass below was for a enslaved African American named Barney in Missouri who tried to escape using the pass, but was captured.



Text:
Gentilmen let the Boy Barney pass and repass from the first of June till the 4 to Columbia Mo for this date 1852 Samuel Grove

"Sale of Slaves and Stock" Poster (1852)

Enslaved African Americans were considered property by their owners and by law and could be sold with no regard for family ties. The 1850s witnessed one of the nation's largest geographic shifts in the enslaved African American population as the internal slave market sold thousands of enslaved African Americans from the upper south to the lower south. The death of a slave owner could result in the break up of numerous families.



Sale of Slaves and Stock.

The Negroes and Stock listed below, are a Prime Lot, and belong to the ESTATE OF THE LATE LUTHER McGOWAN, and will be sold on Monday, Sept. 22nd, 1852, at the Fair Grounds, in Savannah, Georgia, at 1:00 P. M. The Negroes will be taken to the grounds two days previous to the Sale, so that they may be inspected by prospective buyers.

On account of the low prices listed below, they will be sold for cash only, and must be taken into custody within two hours after sale.

No.	Name.	Age.	Remarks.	Price.
1	Lunesta	27	Prime Rice Planter,	$1,275.00
2	Violet	16	Housework and Nursemaid,	900.00
3	Lizzie	30	Rice, Unsound,	300.00
4	Minda	27	Cotton, Prime Woman,	1,200.00
5	Adam	28	Cotton, Prime Young Man,	1,100.00
6	Abel	41	Rice Hand, Eyesight Poor,	675.00
7	Tanney	22	Prime Cotton Hand,	950.00
8	Flementina	39	Good Cook. Stiff Knee,	400.00
9	Lanney	34	Prime Cottom Man,	1,000.00
10	Sally	10	Handy in Kitchen,	675.00
11	Maccabey	35	Prime Man, Fair Carpenter,	980.00
12	Dorcas Judy	25	Seamstress, Handy in House,	800.00
13	Happy	60	Blacksmith,	575.00
14	Mowden	15	Prime Cotton Boy,	700.00
15	Bills	21	Handy with Mules,	900.00
16	Theopolis	39	Rice Hand, Gets Fits,	575.00
17	Coolidge	29	Rice Hand and Blacksmith,	1,275.00
18	Bessie	69	Infirm, Sews,	250.00
19	Infant	1	Strong Likely Boy	400.00
20	Samson	41	Prime Man, Good with Stock,	975.00
21	Callie May	27	Prime Woman, Rice,	1,000.00
22	Honey	14	Prime Girl, Hearing Poor,	850.00
23	Angelina	16	Prime Girl, House or Field,	1,000.00
24	Virgil	21	Prime Field Hand,	1,100.00
25	Tom	40	Rice Hand, Lame Leg,	750.00
26	Noble	11	Handy Boy,	900.00
27	Judge Lesh	55	Prime Blacksmith,	800.00
28	Booster	43	Fair Mason, Unsound,	600.00
29	Big Kate	37	Housekeeper and Nurse,	950.00
30	Melie Ann	19	Housework, Smart Yellow Girl,	1,250.00
31	Deacon	26	Prime Rice Hand,	1,000.00
32	Coming	19	Prime Cotton Hand,	1,000.00
33	Mabel	47	Prime Cotton Hand,	800.00
34	Uncle Tim	60	Fair Hand with Mules,	600.00
35	Abe	27	Prime Cotton Hand,	1,000.00
36	Tennes	29	Prime Rice Hand and Cocahman,	1,250.00

There will also be offered at this sale, twenty head of Horses and Mules with harness, along with thirty head of Prime Cattle. Slaves will be sold separate, or in lots, as best suits the purchaser. Sale will be held rain or shine.

Source: Chicago History Museum

Primary Source Documents

MISSION 2: "Flight to Freedom"

"$1200 to $1250 Dollars! For Negroes!!" Poster (1853)

After 1807, enslaved African Americans could no longer be imported into the United States from Africa or the Caribbean. Plantation owners were dependent on the domestic slave trade and the natural increase in population for their labor. By the 1850s, the western expansion of cotton meant that the demand for slave labor exceeded the supply in certain regions. Slave traders used advertising, as seen here, to encourage slave owners in the Upper South---where demand for labor was decreasing—to sell enslaved African Americans to masters in the Deep South where the demand for labor was highest.

$1200 TO 1250 DOLLARS! FOR NEGROES!!

THE undersigned wishes to purchase a large lot of NEGROES for the New Orleans market. I will pay $1200 to $1250 for No. 1 young men, and $850 to $1000 for No. 1 young women. In fact I will pay more for likely

NEGROES,

Than any other trader in Kentucky. My office is adjoining the Broadway Hotel, on Broadway, Lexington, Ky., where I or my Agent can always be found.

WM. F. TALBOTT.

LEXINGTON, JULY 2, 1853.

Primary Source Documents

MISSION 2: "Flight to Freedom"

Text:
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WM. F. Talbott

LEXINGTON, JULY 2, 1853
Source: Coleman Collection, University of Kentucky Special Collections, printed in Marion B. Lucas, *A History of Blacks in Kentucky: From Slavery to Segregation, 1760-1891* (2003), 91.

"INFAMOUS!" Kentucky Newspaper Editorial (1847)

Only a small number of enslaved African Americans in Kentucky managed to escape north, and an even smaller number escaped via the Underground Railroad. Yet Kentucky slave owners were furious any time an abolitionist "slave stealer" was found to have provided encouragement or safe haven for enslaved African Americans seeking freedom. The following report describes a real incident in which Kentucky slave catchers attempted to recapture freedom seekers living in Michigan, but instead were arrested on kidnapping charges. The judge in the ensuing trial was a known abolitionist, and found that the Kentuckians did not have the correct paperwork. The slave catchers returned to Kentucky empty-handed, while the fugitives made their way to Canada. This event helped rally southern support for the passage of the 1850 Fugitive Slave Law.

It will, perhaps be remembered, that several weeks ago we announced the elopement of some 20 or 30 Slaves from this county.

A short time since information was received by their owners, that the runaways were colonized in a small town in the southern part of Michigan.

A party of some 12 or 15 gentlemen, composed principally of those who had sustained the loss, immediately repaired to that place, and succeeded in finding and recapturing their slaves without difficulty. But no sooner had they taken them into custody than they were surrounded by a furious mob of several hundred abolitionists who treated them with every indignity which cowardly brutality could invent, rescued the slaves from them by force, and had a mock trial before a Judge who had previously sworn that they should not take the negroes away in any event, the result of which was that the slaves were immediately turned loose and the Kentuckians confined and forced to give bail under charges of kidnapping, rioting &c. We intend to publish next week a full narrative of this most atrocious piece of abolition villainy, the details of which cannot fail to make the blood of every honest man boil in his veins. Things have indeed come to a startling condition when such conduct is not only allowed to pass unpunished, but actually receives the sanction of public approval in the North. The time may come when those cowards and sons of cowards will again, as during the last war, turn their imploring eyes to Kentucky and to Kentuckians for protection from the ravages of a foreign foe; and they may find that Kentucky as no more Shelby's Johnsons Dudleys and Clays, to march to their frontier at the head of her heroic and devoted armies, for the protection of a vile den of Negro thieves and recreants to every principle of honor and common honesty—to say nothing of gratitude.

Source: *Licking Valley Register*, September 3, 1847, p. 2.

"Negro Stealing" Kentucky Newspaper Editorial (1847)

As this article shows, slaveholders in Kentucky felt threatened by free blacks who were not subject to the same tight supervision as enslaved African Americans. In particular, whites feared that free Blacks would conspire with northern abolitionists to encourage enslaved African Americans to escape from or rebel against their owners. In 1850, Kentucky passed a new state Constitution which discouraged slave owners from freeing enslaved African Americans by requiring all newly freed African Americans to be transported out of state at the owner's expense.

Notwithstanding the number of servants that have been inveigled from their owners in this community, there seems to be an unaccountable neglect on the subject. All agree that we have abolitionists among us, who probably encourage our Negroes to abscond; yet there is no proper effort to detect them, not to arrest the real actors in this nefarious system of robbery; for in point of property or private rigts [sic], they might as well steal our horses or any thing else….One thing is certain, we have too many free Negroes among us, who have constant Intercourse with our servants, and with both sides of the River. These interlopers are most likely to be the immediate instrument of those detestable incendiaries, who like their master, the Devil, are always zealous in mischief.

Those Negroes ought to be removed by law, if convenient, but at all events to be removed and kept away. If they are legally free, let them enjoy freedom among their benevolent friends; the free states are wide enough to accommodate them, and they are not wanted in this community. Other states have laws against the intrusion of free Negroes, and if our laws are not sufficiently explicit to protect our property, let us have them improved without delay.

The loss of our servants is a serious inconvenience, and to have them contaminated and stolen away, is an outrage not to be endured with impunity. From the tone of feeling in this vicinity, something must and will be done very soon on this subject. WATCH!

Source: *Licking Valley Register*, October 22, 1847, p. 3.

Slave Narrative by Henry Bibb about Running Away (1849)

Henry Bibb was born in Kentucky to Kentucky state senator, James Bibb, and his mother who was enslaved. He was hired out at a young age and while he was away his brothers and sisters were sold off. Bibb was traded frequently, and he lived in at least seven southern states. After trying to escape several times, he finally reached Canada in 1837. However, he returned to Kentucky a year later for his wife and child and was recaptured. He made a final, successful escape in 1841 and became an active abolitionist in Detroit. Following the passing of the Fugitive Slave Act of 1850, he fled to Canada where he founded a school, church, and several antislavery societies. He also established the Voice of the Fugitive, *Canada's first African American newspaper. Bibb's autobiography,* Narrative of the Life and Adventures of Henry Bibb, An American Slave *was published in 1849*

Among other good trades I learned the art of running away to perfection. I made a regular business of it, and never gave it up, until I had broken the bands of slavery, and landed myself safely in Canada, where I was regarded as a man, and not as a thing.

The first time in my life that I ran away, was for ill treatment, in 1825. I was living with a Mr. Vires, in the village of Newcastle. His wife was a very cross woman. She was every day flogging me, boxing, pulling my ears, and scolding, so that I dreaded to enter the room where she was. This first started me to running away from them. I was often gone several days before I was caught. They abuse me for going off, but it did no good. The next time they flogged me, I was off again; but after awhile they got sick of their bargain, and returned me back into the hands of my owners.

By this time. Mr. White had married his second wife. She was what I call a tyrant. I lived with her several months, but she kept me almost half of my time in the woods, running from under the bloody lash. While I was at home she kept me all the time rubbing furniture, washing, scrubbing the floors; and when I was not doing this, she would often seat herself in a large rocking chair, with two pillows about her, and would make me rock her, and keep off the flies. She was too lazy to scratch her own head, and would often make me scratch and comb it for her. She would at other times lie on her bed, in warm weather, and make me fan her while she slept, scratch and rub her feet; but after awhile she got sick of me, and preferred a maiden servant to do such business.

I was then hired out again; but by, this time I had become much better skilled in running away, and would, make calculation to avoid detection, by taking with me a bridle. If any body should see me in the woods, as they, have, and asked "what are you doing here sir? you are a runaway?"--I said, "no, sir, I am looking for our old mare;" at other times, "looking for our cows." For such excuses I was let pass. In fact, the only weapon of self defence that I could use

successfully, was that of deception. It is useless for a poor helpless slave, to resist a white man in a slaveholding State. Public opinion and the law is against him; and resistance in many cases is death to the slave, while the law declares, that he shall submit or die.

The circumstances in which I was then placed, gave me a longing desire to be free. It kindled a fire of liberty within my breast which has never yet been quenched.… I believed then, as I believe now, that every man has a right to wages for his labor; a right to his own wife and children; a right to liberty and the pursuit of happiness; and a right to worship God according to the dictates of his own conscience.

Source: [Henry Bibb], *Narrative of the Life and Adventures of Henry Bibb, An American Slave* (1849), 15-17.

John Parker on the Challenges of Running Away

Nearly everything we know about John Parker comes from his autobiography. According to the memoir, Parker was born in 1827 in Norfolk, Virginia. His father was a wealthy white man; his mother was enslaved, like Parker. He spent the first 18 years of his life enslaved, and earned a reputation as a troublemaker for regularly trying to escape. In 1845 he purchased his freedom. In 1848 he married and moved to Ripley, Ohio the next year. It was in Ripley, a center of abolitionist activity, that he began his work on the Underground Railroad. By his own count, he helped over 400 enslaved African Americans to freedom. In addition to his abolitionist work, Parker was a successful iron worker and businessman; in 1865 he purchased an iron foundry, and he patented several popular inventions. John Parker's autobiography was transcribed by the journalist Frank Moody Gregg in the 1880s.

Every precaution was taken to prevent the fugitive from successfully passing through this forbidden land. The woods were patrolled nightly by constables, and any man black or white had to give a good account of himself, especially if he were a stranger. Every ford was watched, while along the creeks and river, the skiffs were not only pulled up on shore, but were padlocked to trees, and the oars removed. There were dogs in every dooryard, ready to run down the unfortunates.

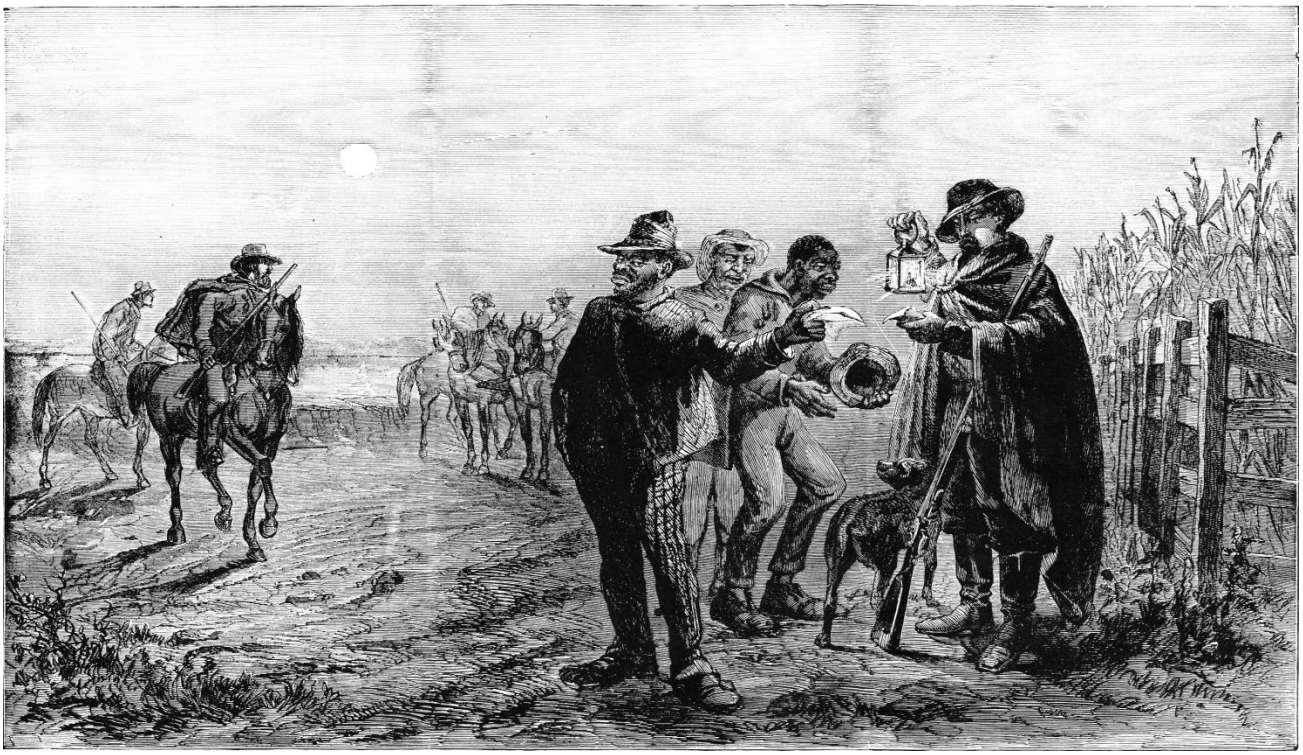
Once word came from further south that runaways were on the way, the whole countryside turned out, not only to stop the fugitives, but to claim the reward for their capture. Everything was organized against the slaves' getaway.

But in spite of the odds against them, there were a surprising number who did make good their escape. This must be said for the slaves who took to the woods, they were above the average slave in intelligence and courage, otherwise they would never have started. Once they were started, no obstacle was too great for them to overcome.

Source: John P. Parker, *His Promised Land*, reprint, edited by Stuart Seely Sprague (W.W. Norton, 1996).

"Plantation Police" in Mississippi, 1863

This scene of white patrollers examining "Negro passes" in Mississippi illustrates the constraints placed on all African Americans in the South. This news illustration captured a scene during the Civil War, when slave owners in Mississippi feared that large numbers of enslaved African Americans would escape to freedom behind Union lines and organized patrols to closely monitor the movements of enslaved African Americans.



Source: Frank B. Schell, "Plantation Police, Vicksburg, Miss.," *Frank Leslie's Illustrated Newspaper*, 11 July 1863.

Interview with a former Kentucky slave about escape and capture

The following excerpt is from an oral history interview with Peter Bruner who was ninety-one years old in 1936 when the interview was conducted by Evelyn McLemore. This interview was part of the Federal Writer's Project of the Works Progress Administration (WPA) in the 1930s that resulted in the Slave Narrative Collection, at the Library of Congress. The collection consists of more than two thousand interviews with formerly enslaved African Americans, most of them first-person accounts of life that describe in their own words what it felt like to be an enslaved African American in the United States.
Peter Bruner, was born in Winchester, Kentucky, Clark Co., in 1845. His master was John Bell Bruner, who at that time treated him fairly well. When Peter was 10 years of age his master brought him and his sister to Irvine. After arriving in Irvine, Peter's master was very cruel to him. They only got cornbread, fat meat and water to eat. If his master's hunger was not satisfied, he would even take this little from them….Often he was whipped because his mistress said the washing was not clean when it was….
Peter, endured torture as long as he could and finally decided to escape. He went to Richmond, Kentucky on to Lexington. On his way he made a contract with a man to drive his horses to Orleans, but was caught while in Lexington. On his way they caught him and took him to jail and he remained until his master came for him. This did not down him, for just as soon as he could he escaped again, and this time got as far as Xenia, Ohio, but was again caught and brought back. This time he was severely beaten for three hours.
When 17 years old, Peter was hired out to Jimmy Benton, who was more cruel than John Bruner, but was again brought back. It was then he tried again to escape. This time he went through Madison County near Sugar Creek. This was about the year 1861, when the war had begun. Again he was caught and taken back, but this time by Joe Bruner. He escaped several times, but never could seem to get anywhere. Once when he and another slave, Phil, escaped they were caught and made to walk the entire distance barefoot. After this Peter, was chained each night to a chair. One morning while eating his breakfast he heard a knock at the door and on opening it he found a troop of Union Home Guards. Jim Benton and John Bruner were taken to prison…Soon after John was released from Prison, Peter escaped again. This time he had joined a regiment in the [Civil] war." (p. 88-89)

Source: Kentucky Slave Narratives from the Federal Writer's Project. 1936-38 (Applewood Books, Library of Congress)

William Lloyd Garrison, The Liberator: "I WILL BE HEARD" (1831)

Through his newspaper, The Liberator, *William Lloyd Garrison spoke out against slavery and for the rights of black Americans for 35 years. The tone of the paper was established in the first issue of the paper with Garrison's editorial, "To the Public," in which he boldly called for the immediate emancipation and enfranchisement of enslaved African Americans. Later in life, Garrison acknowledged John Rankin as the primary influence in his decision to devote his life and career to abolitionism.*

….Assenting to the "self-evident truth" maintained in the American Declaration of Independence, "that all men are created equal, and endowed by their Creator with certain inalienable rights -- among which are life, liberty and the pursuit of happiness," I shall strenuously contend for the immediate enfranchisement of our slave population. In Park-street Church, on the Fourth of July, 1829, in an address on slavery, I unreflectingly assented to the popular but pernicious doctrine of gradual abolition. I seize this opportunity to make a full and unequivocal recantation, and thus publicly to ask pardon of my God, of my country, and of my brethren the poor slaves, for having uttered a sentiment so full of timidity, injustice and absurdity….My conscience in now satisfied.

I am aware, that many object to the severity of my language; but is there not cause for severity? I *will* be as harsh as truth, and as uncompromising as justice. On this subject, I do not wish to think, or speak, or write, with moderation. No! no! Tell a man whose house is on fire, to give a moderate alarm; tell him to moderately rescue his wife from the hand of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen; -- but urge me not to use moderation in a cause like the present. I am in earnest -- I will not equivocate -- I will not excuse -- I will not retreat a single inch -- AND I WILL BE HEARD. The apathy of the people is enough to make every statue leap from its pedestal, and to hasten the resurrection of the dead.

Source: William Lloyd Garrison, *The Liberator*, January 1, 1831

William Lloyd Garrison, The Liberator: "On the Constitution and Union" (1832)

In this editorial from The Liberator, *Garrison denounces the Constitution and its framers for upholding the institution of slavery and all its accompanying evils. Though the words "slave" or "slavery" do not appear in the Constitution, there were several provisions in the document that served the interests of slave owners and sanctioned the ownership of human property. Among these were the three-fifths clause that increased southern representation by counting enslaved African Americans as "three-fifths of a person;" a prohibition on states from freeing "a person held to service of labour" in another state; and the assurance not to enact a federal ban the international slave trade until 1808.*

There is much declamation about the sacredness of the compact which was formed between the free and slave states, on the adoption of the Constitution. A sacred compact, forsooth! We pronounce it the most bloody and heaven-daring arrangement ever made by men for the continuance and protection of a system of the most atrocious villany ever exhibited on earth. Yes—we recognize the compact, but with feelings of shame and indignation, and it will be held in everlasting infamy by the friends of justice and humanity throughout the world. It was a compact formed at the sacrifice of the bodies and souls of millions of our race, for the sake of achieving a political object—an unblushing and monstrous coalition to do evil that good might come. Such a compact was, in the nature of things and according to the law of God, null and void from the beginning. No body of men ever had the right to guarantee the holding of human beings in bondage. Who or what were the framers of our government, that they should dare confirm and authorise such high-handed villany—such flagrant robbery of the inalienable rights of man—such a glaring violation of all the precepts and injunctions of the gospel—such a savage war upon a sixth part of our whole population?—They were men, like ourselves—as fallible, as sinful, as weak, as ourselves. By the infamous bargain which they made between themselves, they virtually dethroned the Most High God, and trampled beneath their feet their own solemn and heaven-attested Declaration, that all men are created equal, and endowed by their Creator with certain inalienable rights—among which are life, liberty, and the pursuit of happiness. They had no lawful power to bind themselves, or their posterity, for one hour—for one moment—by such an unholy alliance. It was not valid then—it is not valid now. Still they persisted in maintaining it—and still do their successors, the people of Massachusetts, of New-England, and of the twelve free States, persist in maintaining it. A sacred compact! A sacred compact! What, then, is wicked and ignominious?

Source: William Lloyd Garrison, *The Liberator*, December 29, 1832

Editorial from Anti-Abolitionist Newspaper in Ohio (1842)

Cincinnati, Ohio was located just across the Ohio River from Kentucky. Its residents were sharply divided over the issue of slavery and civil rights for African Americans. Some were committed to the abolitionist movement and active in the Underground Railroad which helped fugitive slaves from the South make their way safely to Canada. Others in Cincinnati, as this editorial shows, strongly opposed the abolitionist movement and supported southern slaveholders view of slaves as property that should be returned.

One among the most mischievous consequences of modern Abolition, is that it certainly tends to excite the most injurious prejudices, heart burnings and jealousies of the South against the North, and the North against the South. That such has already been the case, will not be denied by the most casual observer, and if their schemes are persevered in, the result must inevitably be the severance of this our happy Union, and all the unspeakable calamities which would result from it. It becomes then every friend of his country to oppose with all his might the spread of such pernicious doctrines: to watch their movement with Argus eyes and ceaseless vigilance, and be ever ready to oppose them, and to stay their mad career….

It is the bounden duty of every man to examine into the subject who feels the least desire for the welfare of our common country. The spirit of abolitionism is the spirit of the devil cloaked under the garb of love and philanthropy! No good spirit would do as they have done, and are doing. Have they not advised the slave to steal, to runaway from his master, to use brute force. Out of their own mouths they stand convicted of these awfully heinous crimes, for day after day do they send forth their emissaries loaded with papers, books and pamphlets, publishing their own damming deeds to the world.

Source: *Cincinnati Post and Anti-Abolitionist*, February 26, 1842

[http://www.teachushistory.org/second-great-awakening-age-reform/resources/pro-slavery-letter-cincinnati-post-anti-abolitionist]

Proslavery Letter from Anti-Abolitionist Newspaper in Ohio (1842)

This letter was written by S. Trott, a resident of Virginia, and printed in the Cincinnati Post and Anti-Abolitionist, *a proslavery newspaper in the North. Cincinnati, Ohio was located just across the Ohio River from Kentucky. Cincinnati was home to many stations in the Underground Railroad and Harriet Beecher Stowe, author of Uncle Tom's Cabin. But many city residents were sympathetic to southern slaveholders and wanted to limit the rights of free blacks in the North.*

For nothing better can I consider the present abolition rage. Not that I would consider the simple idea of extending liberty to the slaves, fanaticism, when and where it can be done consistently with the general good – But what are the prominent features of abolitionism? They are no other than the avowed determination to force the freedom of the slaves, regardless of the injury herby inflicted on them, in opposition to the providence of God, to the constitutional compact by which the states have been confederated, and to the good of society….

But let us briefly review some of these positions. –

1st. Abolitionist, whether successful or not, is injurious to the slaves. It scatters discontent, and therefore unhappiness among them in their present state; it increases their insubordination, and thus subjects them to severer usage: should it free them from bondage, it would at the same time free their masters from the care of providing for them, and leave them an improvident class unprovided for, to suffer in rags and starvation, or under crime and its effects.

2nd. The scheme is in opposition to the providence of God. It requires but little acquaintance with the blacks as a people, to be convinced that by nature, they are fitted for greater usefulness, and the enjoyment of more comfort, in a state of bondage than in a state of freedom. In this state the providence of God had placed them among us, before we became a nation, and the same providence which brought us into existence as a nation, and gave us the most perfect and favorable form of government on earth, left them in their bondage, with the masters control over them guaranteed by the Constitution. Until, therefore, God by his providence deprives us of our happy form of government, or disposes the slave States to engage in the work of emancipation, these abolitionists are fighting against the indications of providence.

3rd. Abolitionist is injurious to society at large, because it seeks to remove the slaves, without benefiting them, from a state of subjection in which they are useful producers, and to throw them loose, to squander their time in idleness, and to live by stealth upon the labors of others.

Source: *Cincinnati Post and Anti-Abolitionist*, April 16, 1842 [we got the source from http://www.teachushistory.org/second-great-awakening-age-reform/resources/pro-slavery-letter-s-trott]

Free Soil Party Platform (1848)

In 1848, a new political group, the Free Soil Party, formed in upstate New York to oppose the expansion of slavery. Unlike its predecessor the Liberty Party, the Free Party focused on stopping the spread of slavery in western states and territories, rather than abolishing slavery where it currently existed.

Whereas, We have assembled in Convention, as a union of freemen, for the sake of freedom, forgetting all past political differences in a common resolve to maintain the rights of free labor against the aggressions of the Slave Power, and to secure free soil to a free people.

And Whereas, The political Conventions recently assembled…have dissolved the National party organizations heretofore existing, by nominating for the Chief Magistracy of the United States, under the slaveholding dictation, candidates, neither of whom can be supported by the opponents of Slavery Extension without a sacrifice of consistency, duty and self-respect;

And whereas, These nominations so made, furnish the occasion and demonstrate the necessity of the union of the people under the banner of free Democracy, in a solemn and formal declaration of their independence of the slave power, and of their fixed determination to rescue the Federal Government from its control;

Resolved, therefore, That we, the people here assembled, remembering the example of our fathers, in the days of the first Declaration of Independence, putting our trust in God for the triumph of our cause, and invoking his guidance in our endeavors to advance it, do now plant ourselves upon the National platform of Freedom in opposition to the sectional platform of Slavery.

Resolved, That Slavery in the several States of this Union which recognize its existence, depends upon State laws alone, which cannot be repealed or modified by the Federal Government, and for which laws that government is not responsible. We therefore propose no interference by Congress with Slavery within the limits of any State.

Resolved, That the Proviso of Jefferson, to prohibit the existence of Slavery after 1800, in all the Territories of the United States, Southern and Northern; the votes of six States and sixteen delegates, in the Congress of 1784, for the Proviso, to three States and seven delegates against it; the actual exclusion of Slavery from the Northwestern Territory, by the Ordinance of 1787, unanimously adopted by the States in Congress; and the entire history of that period, clearly show that it was the settled policy of the Nation not to extend, nationalize or encourage, but to limit, localize and discourage Slavery; and to this policy, which should never have been departed from, the Government ought to return...

Resolved, That in the judgment of this Convention, Congress has no more power to make a Slave than to make a King; no more power to institute or establish Slavery than to institute or

establish a Monarchy: no such power can be found among those specifically conferred by the Constitution, or derived by just implication from them.

Resolved, That it is the duty of the Federal Government to relieve itself from all responsibility for the existence or continuance of slavery wherever the government possesses constitutional authority to legislate on that subject, and it is thus responsible for its existence.

Resolved, That the true, and in the judgment of this Convention, the only safe means of preventing the extension of Slavery into Territory now Free, is to prohibit its extension in all such Territory by an act of Congress.

Resolved, That we accept the issue which the Slave power has forced upon us; and to their demand for more Slave States, and more Slave Territory, our calm but final answer is, no more Slave States and no more Slave Territory. Let the soil of our extensive domains be kept free for the hardy pioneers of our own land, and the oppressed and banished of other lands, seeking homes of comfort and fields of enterprise in the new world.

Resolved, That the bill lately reported by the committee of eight in the Senate of the United States, was no compromise, but an absolute surrender of the rights of the Non-Slaveholders of all the States; and while we rejoice to know that a measure which, while opening the door for the introduction of Slavery into Territories now free, would also have opened the door to litigation and strife among the future inhabitants thereof, to the ruin of their peace and prosperity, was defeated in the House of Representatives, its passage, in hot haste, by a majority, embracing several senators who voted in open violation of the known will of their constituents, should warn the people to see to it, that their representatives be not suffered to betray them. There must be no more Compromises with Slavery; if made they must be repealed.

Source: Horace Greeley and John F. Cleveland, eds., *A Political Text-Book for 1860* (New York: Tribune Association, 1860), 17-18.

"The Transportation of Free Blacks to Africa" (1850)

In 1850, Kentucky enacted a new state constitution that required newly freed blacks to leave the state (free blacks were considered a threat to slave holding interests). The change helped to revive interest in "colonization," a plan to settle formerly enslaved African Americans in the African colony of Liberia. This editorial from a Maysville, Kentucky newspaper in favor of colonization was reprinted in the Ripley Bee in Ohio.

The Maysville Eagle…contains a well written article on the subject of the Transportation of Free Blacks to Africa. The Eagle thinks that considerations of policy, as well as of justice and humanity should induce the next Legislature to appropriate an annual sum, say $20,000, to this purpose.

We think the suggestion a good one….The rigorous provisions which have been incorporated into the New Constitution, relative to the emancipation of slaves, would seem to render something of this sort, if not necessary, at least highly expedient and proper. The Convention having established a decree of unconditional expatriation against all emancipated slaves, it would seem to be due to justice and humanity, that having denied them a place on own soil, where they were born, we should adopt some measure towards providing them a refuge and home elsewhere.

Every consideration forbids that we should desire to impose upon our sister States a class of population which we consider a dangerous and mischievous element of our own community. We have no right to suppose that other States will submit to have this nuisance thrust upon them. We know they will not. They ought not, and it does not become us to ask it of them.

Where, then, are the liberated Blacks to go? Are they to have no home? Are they, after a laborious life of servitude spent for our advantage, to be thrust forth houseless vagrants on the face of the earth? Justice to the poor negro himself, as well as respect for our own character, forbids the idea. Humble though he may be, the slave has claims upon our justice and humanity, which ought not to be disregarded.

If an arrangement can be made by which, without material inconvenience to the Public Treasury, an annual sum could be set apart and appropriated to the settlement of our liberated slaves in Liberia, we hope it will be done.

Source: *Maysville Post Boy*, reprinted in *Ripley Bee*, November 2, 1850, p. 3.

Excerpt from Frederick Douglass Autobiography

Frederick Douglass was born into slavery in Maryland. Douglass attempted to runaway several times and finally succeeded in 1838 at the age of 20. Once North, he became a leader of the anti-slavery movement, editor of the abolitionist newspaper The North Star *and, after the Civil War, a diplomat for the U.S. government. This excerpt is from Douglass' autobiography, which received wide acclaim and became a bestseller in 1845.*

It is impossible for me to describe my feelings as the time of my contemplated start drew near. I had a number of warm-hearted friends in Baltimore,--friends that I loved almost as I did my life, --and the thought of being separated from them forever was painful beyond expression. It is my opinion that thousands would escape from slavery, who now remain, but for the strong cords of affection that bind them to their friends.

….Besides the pain of separation, the dread and apprehension of a failure exceeded what I had experienced at my first attempt. The appalling defeat I then sustained returned to torment me. I felt assured that, if I failed in this attempt, my case would be a hopeless one — it would seal my fate as a slave forever.

I could not hope to get off with any thing less than the severest punishment, and being placed beyond the means of escape. It required no very vivid imagination to depict the most frightful scenes through which I should have to pass, in case I failed. The wretchedness of slavery, and the blessedness of freedom, were perpetually before me. It was life and death with me. But I remained firm, and, according to my resolution, on the third day of September, 1838, I left my chains, and succeeded in reaching New York without the slightest interruption of any kind. How I did so, — what means I adopted, — what direction I travelled, and by what mode of conveyance, — I must leave unexplained, for the reasons before mentioned.

I have been frequently asked how I felt when I found myself in a free State. I have never been able to answer the question with any satisfaction to myself. It was a moment of the highest excitement I ever experienced. I suppose I felt as one may imagine the unarmed mariner to feel when he is rescued by a friendly man-of-war from the pursuit of a pirate. In writing to a dear friend, immediately after my arrival at New York, I said I felt like one who had escaped a den of hungry lions.

This state of mind, however, very soon subsided; and I was again seized with a feeling of great insecurity and loneliness. I was yet liable to be taken back, and subjected to all the tortures of slavery. This in itself was enough to damp the ardor of my enthusiasm. But the loneliness overcame me. There I was in the midst of thousands, and yet a perfect stranger; without home

and without friends, in the midst of thousands of my own brethren — children of a common Father, and yet I dared not to unfold to any one of them my sad condition. I was afraid to speak to any one for fear of speaking to the wrong one, and thereby falling into the hands of money-loving kidnappers, whose business it was to lie in wait for the panting fugitive, as the ferocious beasts of the forest lie in wait for their prey.

The motto which I adopted when I started from slavery was this — "Trust no man!" I saw in every white man an enemy, and in almost every colored man cause for distrust. It was a most painful situation; and, to understand it, one must needs experience it, or imagine himself in similar circumstances.

Let him be a fugitive slave in a strange land — a land given up to be the hunting-ground for slaveholders — whose inhabitants are legalized kidnappers — where he is every moment subjected to the terrible liability of being seized upon by his fellowmen, as the hideous crocodile seizes upon his prey! — say, let him place himself in my situation — without home or friends — without money or credit — wanting shelter, and no one to give it — wanting bread, and no money to buy it, — and at the same time let him feel that he is pursued by merciless men-hunters, and in total darkness as to what to do, where to go, or where to stay, — perfectly helpless both as to the means of defence and means of escape, — in the midst of plenty, yet suffering the terrible gnawings of hunger, — in the midst of houses, yet having no home, — among fellow-men, yet feeling as if in the midst of wild beasts, whose greediness to swallow up the trembling and half-famished fugitive is only equalled by that with which the monsters of the deep swallow up the helpless fish upon which they subsist, — I say, let him be placed in this most trying situation, — the situation in which I was placed, — then, and not till then, will he fully appreciate the hardships of, and know how to sympathize with, the toil-worn and whip-scarred fugitive slave.

Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave. Written by Himself.* Boston: Anti-Slavery Office, 1845, p. 106-09.

Summary of the Fugitive Slave Law

The Fugitive Slave Law was enacted on September 18, 1850 as part of the Compromise of 1850—a set of Congressional measures intended to prevent a sectional crisis between the North and South. Slaves owners successfully lobbied for a new Fugitive Slave Law with stricter enforcement than earlier laws dating back to 1790. It denied a jury trial to anyone accused of escaping slavery, gave marshals tremendous leeway to pursue enslaved African Americans seeking freedom into free states, and empowered the federal government to prosecute northern whites who shielded runaways. The law was fiercely denounced by abolitionists, who organized opposition against it, but also by some white southerners who thought that it did not go far enough to protect their "property."

The main provisions of the law were as follows:

- Slave owners (or their representatives) could pursue and reclaim fugitives in free states, either by procuring a warrant, or by seizing and arresting fugitives and taking them before a court, judge, or commissioner.
- Federally-appointed commissioners were given jurisdiction over local authorities in all matters relating to fugitive slaves. Commissioners were responsible for deciding who was a fugitive, and enforcing the return of fugitives to their owners.
- Local law enforcement (marshals and deputy marshals) were required to enforce the Fugitive Slave Law or face fines of $1000, and if a fugitive escaped under the watch of a marshall, he was personally liable for the value of the fugitive slave.
- Bystanders and "good citizens" in free states were required to assist law enforcement in the recapture of fugitive slaves as needed
- Anyone accused of being a fugitive slave could not testify on their own behalf.
- Any person who interfered with the arrest of a fugitive, or aided in a fugitive's escape or concealment, could be fined one thousand dollars, and imprisonment not exceeding six months. If the fugitive escaped, he or she was also required to reimburse the owner one thousand dollars for each fugitive so lost
- Commissioners were paid $10 for every fugitive returned south, and $5 if fugitive was freed.

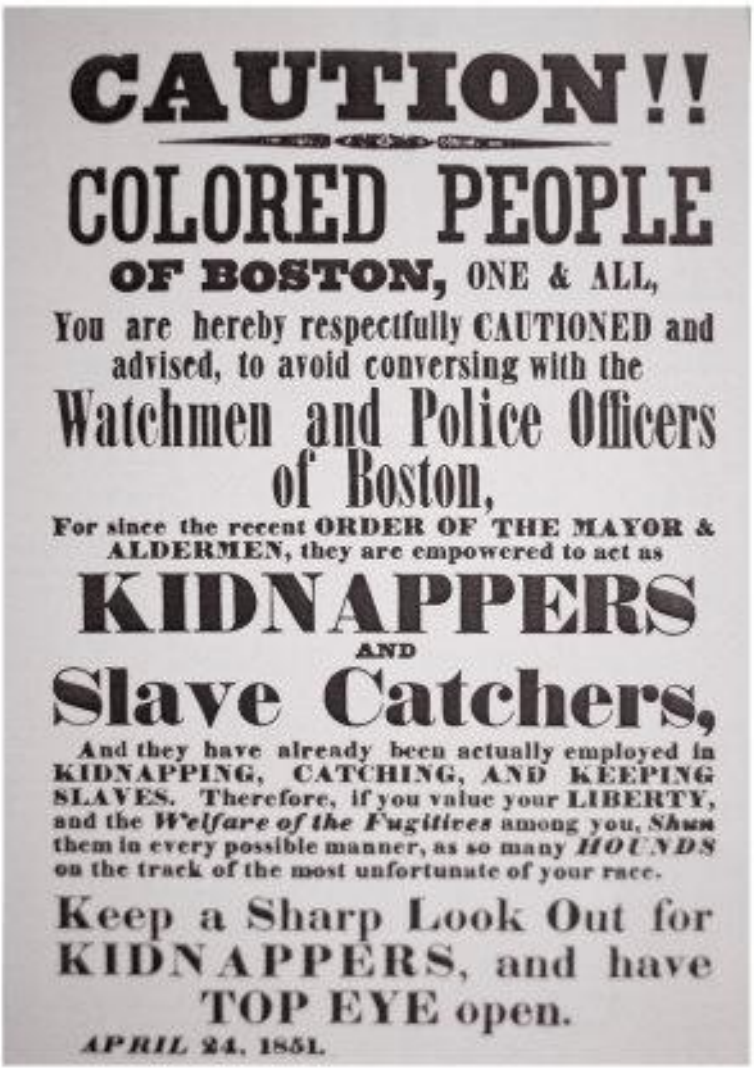
Source: American Social History Project/Center for Media & Learning

Primary Source Documents

MISSION 2: "Flight to Freedom"

"Caution!! Colored People of Boston" Anti-Slavery Poster (1851)

After the passage of the Fugitive Slave Law, abolitionists tried to warn fugitives in the North about the new dangers to their safety. This poster was created by Boston abolitionist Theodore Parker.



CAUTION!!

COLORED PEOPLE

OF BOSTON, ONE & ALL,

You are hereby respectfully CAUTIONED and advised, to avoid conversing with the

Watchmen and Police Officers of Boston,

For since the recent ORDER OF THE MAYOR & ALDERMEN, they are empowered to act as

KIDNAPPERS AND Slave Catchers,

And they have already been actually employed in KIDNAPPING, CATCHING, AND KEEPING SLAVES. Therefore, if you value your LIBERTY, and the *Welfare of the Fugitives* among you, *Shun* them in every possible manner, as so many *HOUNDS* on the track of the most unfortunate of your race.

Keep a Sharp Look Out for KIDNAPPERS, and have TOP EYE open.

APRIL 24, 1851.

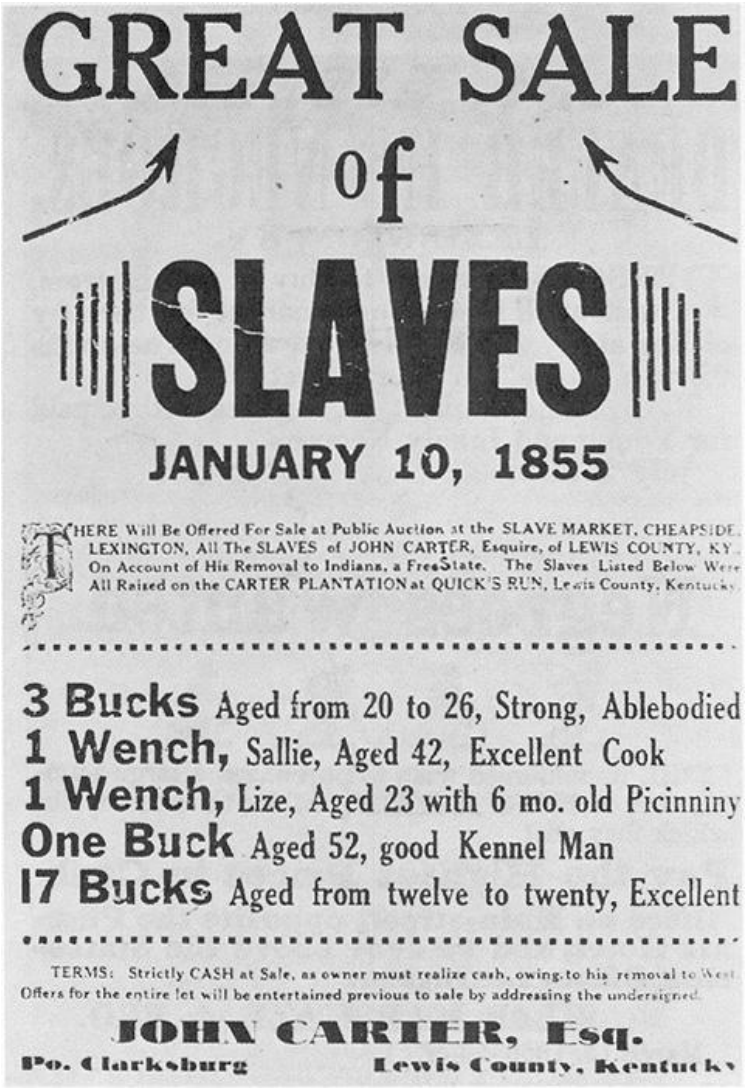
Source: Boston Public Library

Primary Source Documents

MISSION 2: "Flight to Freedom"

"Great Sale of Slaves" Auction Poster (1855)

The twenty-three people to be sold belonged to a Kentucky planter named John Carter. He decided to "liquidate his assets" before moving to the free state of Indiana. Cheapside, the area of Lexington mentioned in the auction notice, was the largest slave trading district in the state. Slave traders established offices, residences, and slave pens in cities throughout the South in order to be located near transportation and business hubs. It was not uncommon to see slave auctions take place in public markets and squares.



GREAT SALE
of
SLAVES
JANUARY 10, 1855

THERE Will Be Offered For Sale at Public Auction at the SLAVE MARKET, CHEAPSIDE, LEXINGTON, All The SLAVES of JOHN CARTER, Esquire, of LEWIS COUNTY, KY., On Account of His Removal to Indiana, a Free State. The Slaves Listed Below Were All Raised on the CARTER PLANTATION at QUICK'S RUN, Lewis County, Kentucky.

3 Bucks Aged from 20 to 26, Strong, Ablebodied
1 Wench, Sallie, Aged 42, Excellent Cook
1 Wench, Lize, Aged 23 with 6 mo. old Picinniny
One Buck Aged 52, good Kennel Man
17 Bucks Aged from twelve to twenty, Excellent

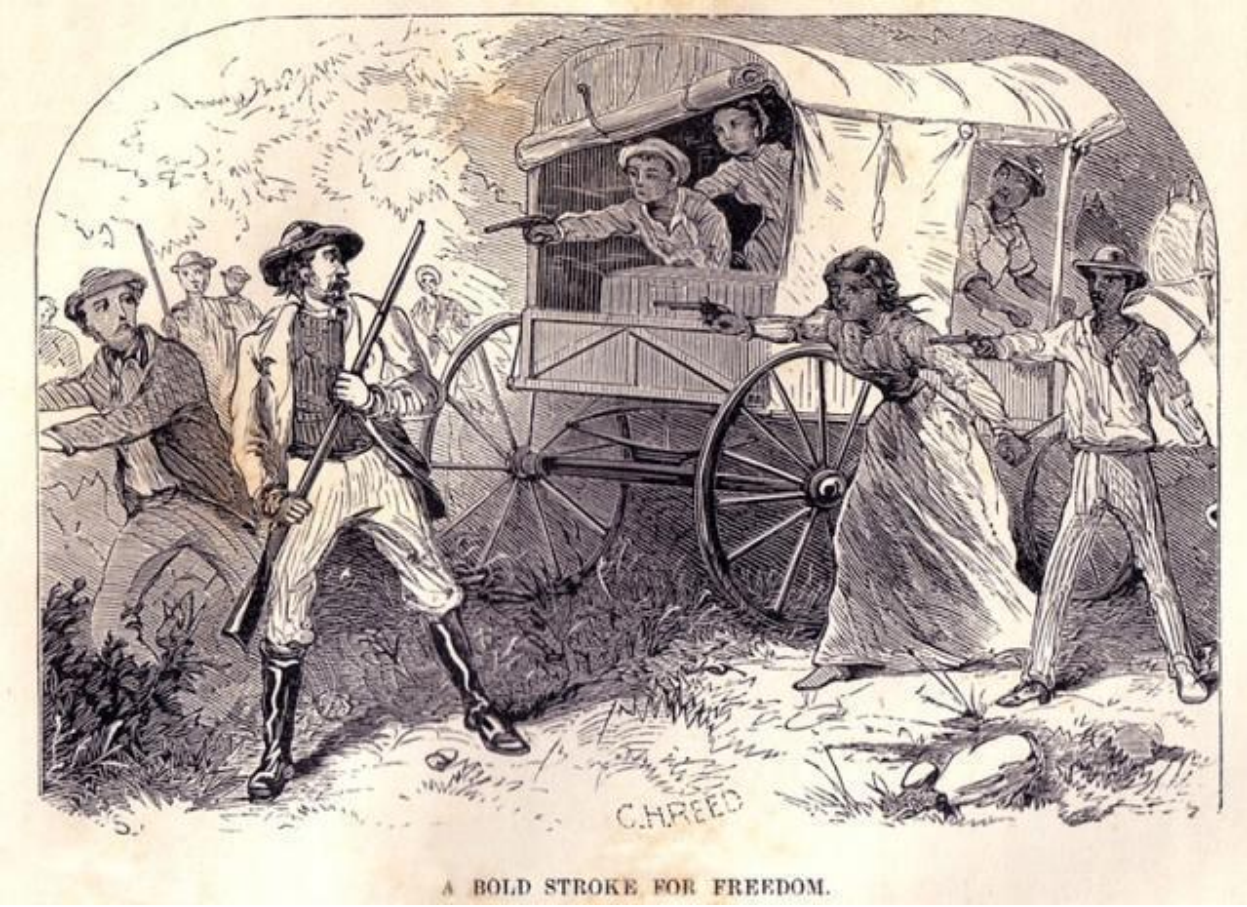
TERMS: Strictly CASH at Sale, as owner must realize cash, owing to his removal to West. Offers for the entire lot will be entertained previous to sale by addressing the undersigned.

JOHN CARTER, Esq.
Po. Clarksburg Lewis County, Kentucky

Source: John Winston Coleman, *Slavery Times in Kentucky*, 1940.

"A Bold Stroke for Freedom," Print (1855)

On Christmas Eve, 1855, patrollers finally caught up with a group of teenaged enslaved African Americans who had escaped by wagon from Loudon County, Virginia. But the posse was driven off when Ann Wood, leader of the group, brandished weapons and dared the pursuers to fire. The fugitives continued on to Philadelphia. Although proponents of the Fugitive Slave Law hoped it would reduce the number of enslaved African Americans escaping to the North, the law fueled abolitionist sentiment. Popular opposition in cities like Boston and Philadelphia, which at times led to the emancipation by force of captured freedom seekers, at times made the law unenforceable.



Source: William Still, *The Underground Rail Road* (Philadelphia: Porter & Coats, 1872), 125.

Primary Source Documents

MISSION 2: "Flight to Freedom"

Harriet Jacobs on the Fugitive Slave Law (1861)

Harriet Jacobs escaped from her master in North Carolina in 1845, and later wrote a narrative of her experiences. After the passage of the Fugitive Slave Law, Jacobs and other fugitive enslaved African Americans in the North faced new threats to their safety and freedom. In this passage, she describes the impact of the 1850 law on the African American community of New York City.

…an event occurred of disastrous import to the colored people. The slave Hamlin [James Hamlet], the first fugitive that came under the new law, was given up by the bloodhounds of the north to the bloodhounds of the south. It was the beginning of a reign of terror to the colored population….Many families, who had lived in the city for twenty years, fled from it now. Many a poor washerwoman, who, by hard labor, had made herself a comfortable home, was obliged to sacrifice her furniture, bid a hurried farewell to friends, and seek her fortune among strangers in Canada. Many a wife discovered a secret she had never known before—that her husband was a fugitive, and must leave her to insure his own safety. Worse still, many a husband discovered that his wife had fled from slavery years ago, and as 'the child follows the condition of his mother,' the children of his love were liable to be seized and carried to slavery. Everywhere, in those humble homes, there was consternation and anguish. But what cared the legislators of the 'dominant race' for the blood they were crushing out of trampled hearts?

…I was subject to it; and so were hundreds of intelligent and industrious people all around us. I seldom ventured into the streets; and when it was necessary to do an errand for [my employer], or any of the family, I went as much as possible through the back streets and by-ways. What a disgrace to a city calling itself free, that inhabitants, guiltless of offence, and seeking to perform their duties conscientiously, should be condemned to live in such incessant fear, and have nowhere to turn for protection! This state of things, of course, gave rise to many impromptu vigilance committees. Every colored person, and every friend of their persecuted race, kept their eyes wide open.

Source: Harriet A. Jacobs, *Incidents in the Life of a Slave Girl* (1861)

Sojourner Truth, "Ain't I A Woman?" Speech (1851)

Sojourner Truth was born into slavery in New York around 1797 and escaped to freedom the year before New York State's emancipation process was complete on July 4, 1827. In 1843 Truth took on the name Sojourner Truth and began traveling around preaching for abolition of slavery and women's rights. In 1851 she spoke at the Women's Convention in Akron, Ohio. Her speech was well received and described in anti-slavery newspapers of the time, but no written version of the entire speech existed. Twelve years later in 1863, Frances Dana Barker Gage, an abolitionist and feminist who was present at the Akron conference, published a version of the speech that has become the most widely reprinted. The following excerpt is from Gage's version.

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman? …

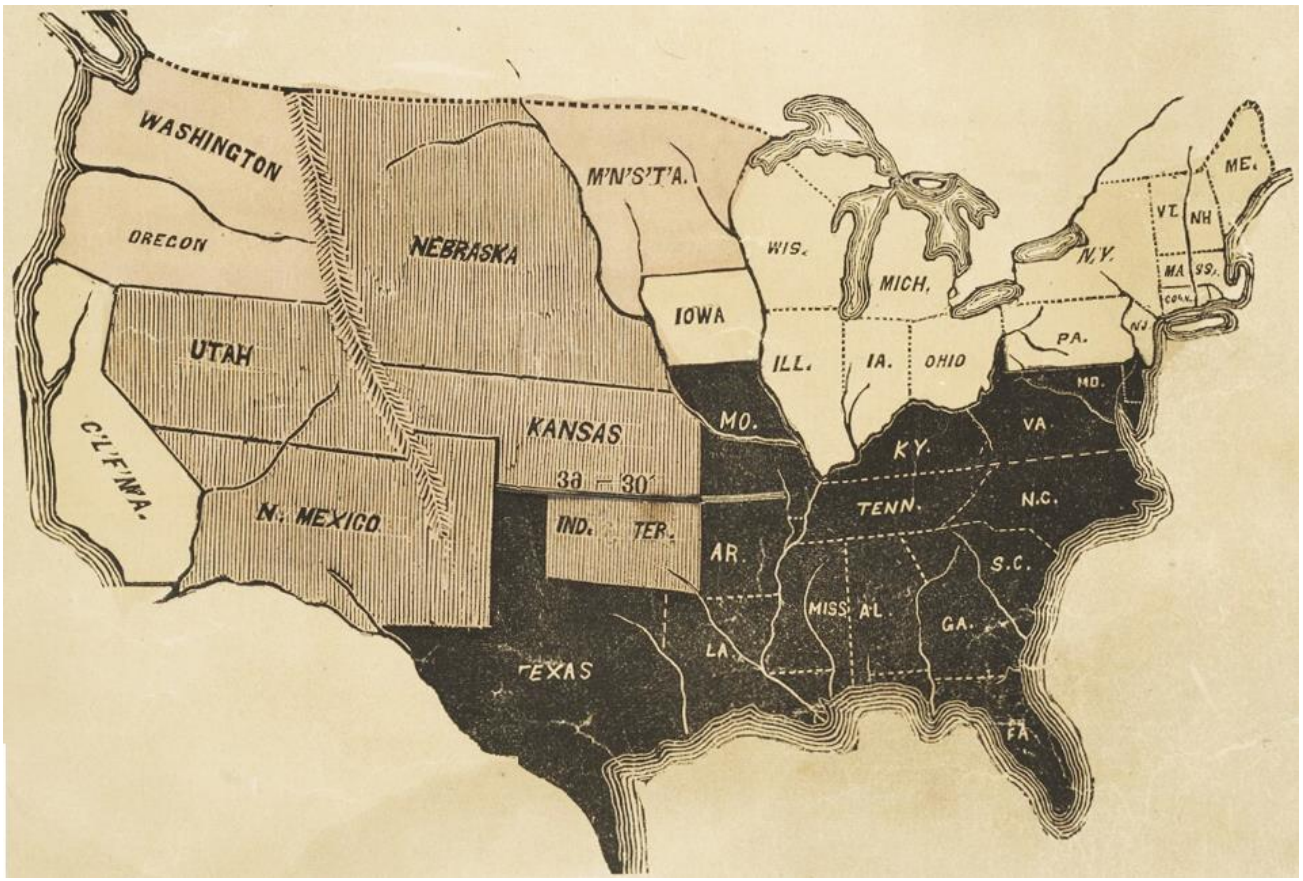
Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them. . . .

Source: Internet Modern History Sourcebook, http://www.fordham.edu/halsall/mod/sojtruth-woman.asp

"Political Chart of the United States" (1856)

This 1856 Republican Party map delineates the geographic contours of slavery. A portrait of Republican presidential candidate John C. Frémont is displayed at the top of the document.



Source: Chicago Historical Society, http://lincolnat200.org/items/show/166

Letter from Participant in John Brown's Raid on Harper's Ferry (1859)

Among the Harpers Ferry raiders captured and sentenced to death was John Copeland, a 25-year-old free black born in North Carolina. Before joining Brown, Copeland and other Oberlin, Ohio abolitionists helped John Price, escape to Canada. Price was being held under the Fugitive Slave Law and was to be returned to slavery. Copeland wrote this letter to his brother six days before he was executed on December 16, 1859. On the way to the gallows, he was reported to have said "If I am dying for freedom, I could not die for a better cause—I had rather die than be a slave."

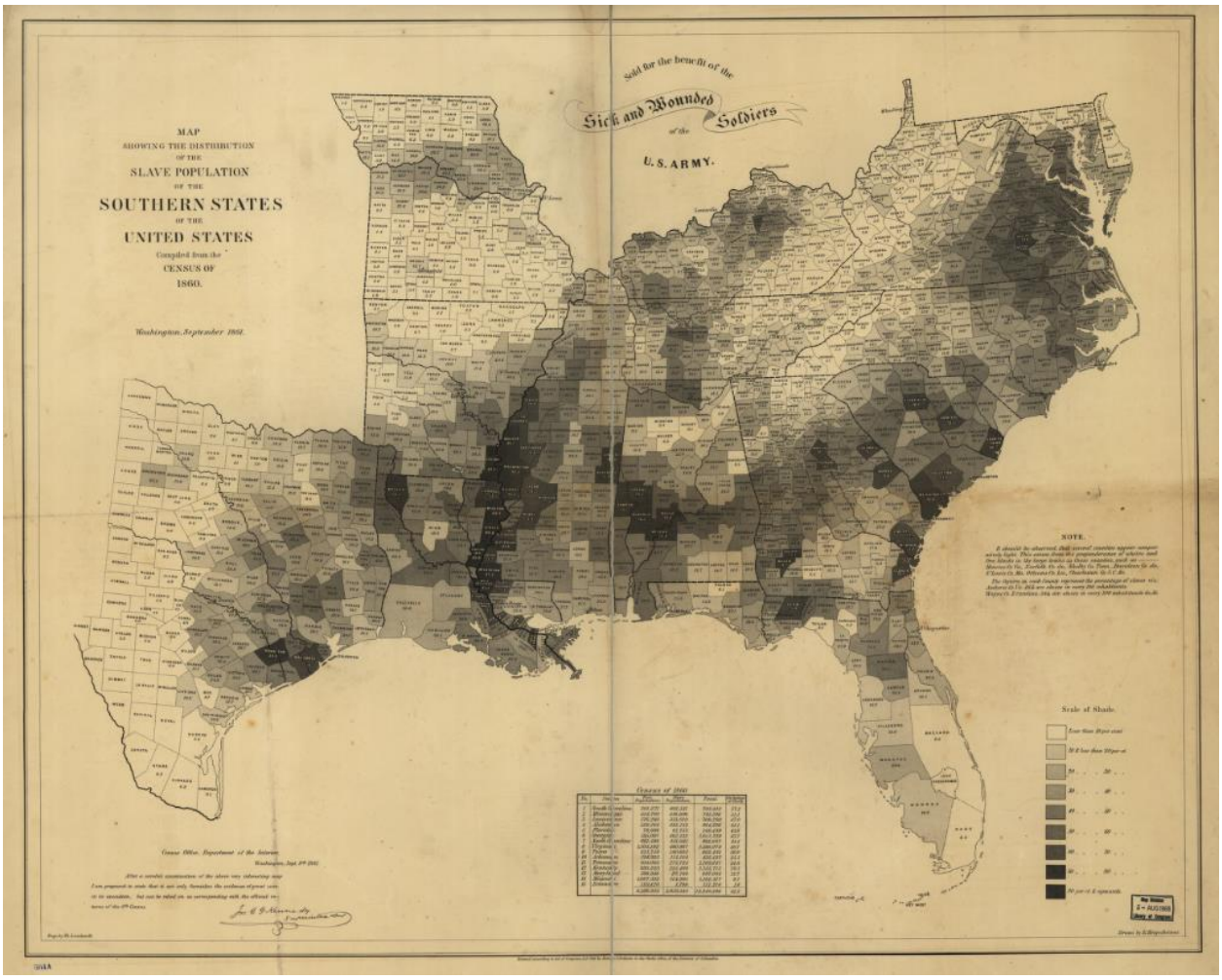
Dear Brother:

….It was a sense of the wrongs that we have suffered that prompted the noble but unfortunate John Brown and his associates to give freedom to a small number, at least, of those who are now held by cruel and unjust laws, and by no less cruel and unjust men. To this freedom they were entitled by every known principle of justice and humanity, and for the enjoyment of it God created them. And, now, dear brother, could I die in a more noble cause? Could I, brother, die in a manner and for a cause which could induce true and honest men more to honor me, and the angels more readily to receive me to their happy home of everlasting joy above…?And were it not that I know that the hearts of those to whom I am attached by the nearest and most enduring ties of blood relationship—yea by the closest and strongest ties that god has instituted—will be filled with sorrow, I would almost as [soon] die now as at any time, for I feel that I am now prepared to meet my maker….

John A. Copeland

Source: Quoted in Richard J. Hinton, *John Brown and His Men* (New York: Funk and Wagnalls, 1894)

Map of the Slave Population of the Southern States, 1860



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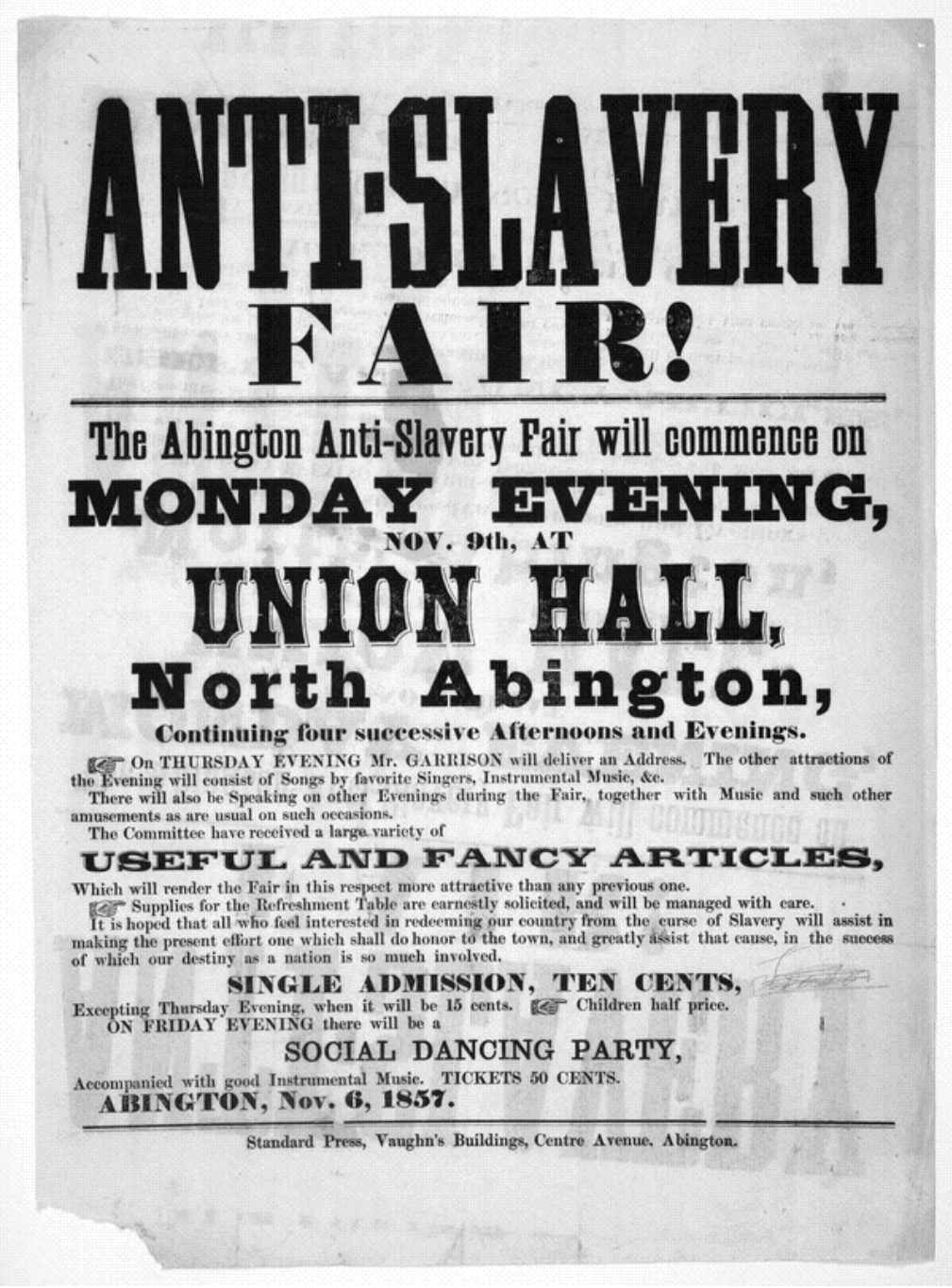
Anti-Slavery Fair Poster (1857)



ANTI-SLAVERY
FAIR!

The Abington Anti-Slavery Fair will commence on
MONDAY EVENING,
NOV. 9th, AT
UNION HALL,
North Abington,
Continuing four successive Afternoons and Evenings.

☞ On THURSDAY EVENING Mr. GARRISON will deliver an Address. The other attractions of the Evening will consist of Songs by favorite Singers, Instrumental Music, &c.

There will also be Speaking on other Evenings during the Fair, together with Music and such other amusements as are usual on such occasions.

The Committee have received a large variety of

USEFUL AND FANCY ARTICLES,

Which will render the Fair in this respect more attractive than any previous one.

☞ Supplies for the Refreshment Table are earnestly solicited, and will be managed with care.

It is hoped that all who feel interested in redeeming our country from the curse of Slavery will assist in making the present effort one which shall do honor to the town, and greatly assist that cause, in the success of which our destiny as a nation is so much involved.

SINGLE ADMISSION, TEN CENTS,

Excepting Thursday Evening, when it will be 15 cents. ☞ Children half price.

ON FRIDAY EVENING there will be a

SOCIAL DANCING PARTY,

Accompanied with good Instrumental Music. TICKETS 50 CENTS.

ABINGTON, Nov. 6, 1857.

Standard Press, Vaughn's Buildings, Centre Avenue, Abington.

Description: Female abolitionists in Boston began organizing anti-slavery fundraisers in the 1830s. The fairs were a way to raise money and gain political support for their cause among

middle-class northern whites. Fliers, such as the one below, advertised a wide selection of ladies accessories, household items, and refreshments.

Source: Library of Congress, American Memory Collection
http://hdl.loc.gov/loc.rbc/rbpe.06203500