



Educator Guide

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Using this Guide

The Educator Guide for Flight to Freedom: Rochester's Underground Railroad provides teachers with resources and extension activities to teach about the Underground Railroad and the topics that relate to it. This guide can be used to:

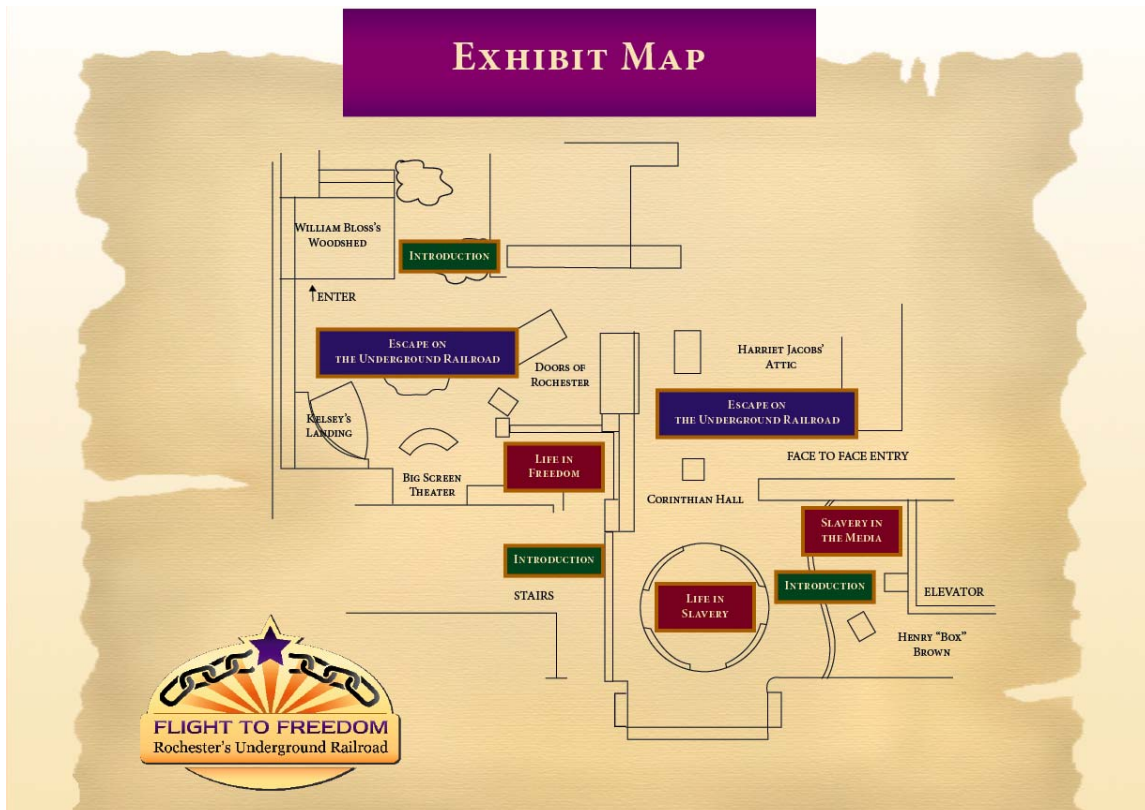
- **Prepare for your visit** to Flight to Freedom. The exhibit summaries, extension activities, discussion prompts, and suggested resources will provide you and your students with the background necessary to get the most from your visit to the museum.
- **During your visit**, supplement your experience by reflecting on the *Essential Questions* in each section. These questions correspond to questions asked in the exhibit and can also be used for discussion before and/or after your visit. *Essential Questions* are also located in a reproducible document in the Reference Materials.
- **Culminate your visit** with extension activities and discussion prompts.
-

Find more resources about each topic. This guide includes comprehensive lists of books, primary source documents, and websites to access great resources to teach about each of these important sections. Reproducible documents are included where applicable.

- **Understand** important terms and vocabulary related to the Underground Railroad, **bolded** in the text.

Organization

The exhibit and guide are organized into three sections: Slavery, Escape, and Freedom. Each section includes an overview, pre-visit extension activities, questions that can be answered during your visit, post-visit extension activities, and suggested reading/resources. Activities are designed for 3rd-8th grade students and teachers. All activities, discussion prompts, and questions are meant to be a fun addition to the exhibit or your unit of study. Please make copies of the guide as needed.



Authenticity, Myths, and Misconceptions

When creating a history exhibit, one of the most important things is authenticity. Authenticity is the quality of being authentic. Authentic is defined as the following:

1. not false or copied; genuine; real
2. having the origin supported by unquestionable evidence; authenticated; verified
3. entitled to acceptance or belief because of agreement with known facts or experience; reliable; trustworthy

How do we know that the Underground Railroad existed? We know that there is little hard evidence on the Underground Railroad, so how do we piece its history together? How do we know which Underground Railroad stories are authentic? It is obvious that some Underground Railroad stories that survive today have changed over time—but how?

Think about your own life—when your friend tells you that they heard something from their brother's friend's cousin's teacher, do you believe them?

What if your friend tells you something they heard from their grandmother? When you play the game *telephone*, does the person at the very end of the telephone line always hear the same thing that the second person did? Stories get stretched, parts get lost in translation, and by the time the 42nd person hears it, it is more gossip than fact.

Oral traditions (stories told to someone who tells someone else) are one piece of evidence that indicate authenticity. Written traditions (stories that are written down), and primary source evidence

(documents, records, or material evidence such as clothing or dishes that provide facts) are also important. In Rochester's Underground Railroad history, not all stories are true, and it is up to historians to discover what is authentic.

You will notice in the Bibliography section (beginning on page 22) that some resources have been starred. These resources, which are mostly adult books, have been authenticated by the RMSC and are available from the RMSC library. Everything that has not been authenticated by the RMSC should be used at your discretion. Some stories (such as *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson) contradict the myths you have learned about in the exhibit (*Sweet Clara* is about hidden codes in quilts, which we have already learned that that was only one family's tradition! Never mind that on the cover the two young slaves are running away in broad daylight!). That doesn't mean you shouldn't use it in your classroom (quilts, for example, were the exception rather than the rule)—just keep in mind that just because a book exists doesn't mean that it is an authentic representation of the Underground Railroad.

To continue your Underground Railroad journey, follow the Underground Railroad Heritage Trail of Upstate New York, a heritage tourism promotion funded by New York State and local granting agencies. Visit www.rmhc.org for information about historic sites along the Trail.

Exhibit Overview

Explore the paths that courageous freedom seekers followed through Rochester in Flight to Freedom: Rochester's Underground Railroad, a dramatic interactive exhibition at the Rochester Museum & Science Center.

Imagine that you are a piece of property. Your life is not your own. You can be sold, given away, or inherited as part of an estate; subjected to brutal punishment for the slightest offense; separated forever from friends and family; and forced to labor throughout your life for the sole benefit of your owners. You have no legal rights, and learning to read is against the law. How do you summon the courage to begin a dangerous journey into the unknown to take your freedom? Who can you trust along the way? What if you fail? What kind of life can you make if your journey is successful?

Reflect on these questions as you walk in the footsteps of Austin Steward, Frederick Douglass, Harriet Jacobs and Reverend Thomas James as they overcome huge obstacles, each in his or her own way, to build free lives. Learn how they joined Rochester anti-slavery activists like William Bloss, the Anthony family, Isaac and Amy Post, and the Porter family in the fight to abolish slavery and help others seeking freedom. Discover how many Rochesterians opposed abolitionists and considered them dangerous radicals.

This multi-layered exhibition immerses you in Rochester stories of the decades preceding the Civil War. Learn how important education was to freedom seekers' success. Discover the risks that abolitionists took, and try to imagine the choices you would make as either a fugitive or an established, law-abiding citizen.

Interactive experiences bring these dramatic times to life:

- Meet the Anthonys, Porters, and Posts, all actively involved in the Underground Railroad.
- Learn about Rochester attorney and publisher Horatio Gates Warner and his arguments in favor of slavery.
- Stand at a podium as Frederick Douglass did in Rochester's Corinthian Hall, and imagine delivering a speech in a voice powerful enough to be heard above the hecklers.
- Search for provisions hidden in a tree trunk to help you on your way to freedom.
- Climb into a recreated space the size of the tiny garret that Harriet Jacobs hid in for seven years.
- Imagine mailing yourself from Richmond to Philadelphia in a box as Henry "Box" Brown did.
- Light-up Underground Railroad Stations in Rochester an interactive map.
- Young visitors can follow their own child-level Songs of Freedom© story as little Imani makes the dangerous journey north with her family.

Alignment with New York State Learning Standards

A 1,4 ELA 1,2,4
MST 4 SS 1,2,3,4,5

Give us your feedback! We want to hear from you. Please contact us with your comments:
Head of School and Teacher Programs
Rochester Museum & Science Center
657 East Avenue
Rochester, NY 14607
Phone: 585-271-4552

Section 1: Slavery

What was it like to be a slave?

In 1619, a Dutch ship landed in Jamestown, Virginia, bringing the first enslaved Africans to what would later become the United States. **Slavery** existed in all 13 of the British colonies, but slavery was more profitable in the South, where the production of cash crops required a large labor force.

Slavery was legal in New York State until 1827. Most enslaved New Yorkers suffered in isolation, because they lived in small numbers on scattered farms and in cities. In the southern **slave states**, enslaved people were forced to work on tobacco, rice, cotton, indigo, and sugar **plantations**. Their labor was the backbone of the Southern economy. As demand for slave labor increased, traders built thriving slave markets in Philadelphia, Richmond, Charleston, and New Orleans.

Frederick Douglass, Harriet Jacobs, Thomas James, and Austin Steward were all born into slavery. These four enslaved people had more in common than slavery, however. They all learned to read and write, even though slaves were not commonly taught to do so and in many states it was against the law to teach them. They all escaped slavery and gained their **freedom**, and they all have a connection with Rochester.

The media expressed many different views of slavery, and both sides used the **Underground Railroad** to support their ideas. Some of the most outspoken Rochester newspapers at the time were the *North Star*, *Rochester Freeman*, *The Rights of Man*, and *Rochester Courier*.

Before Your Visit: Extension Activities

Prized Possessions

Everyone has certain things (whether people, pets, or objects) that are important to them. What is important to you? If you were a slave, would those same things be important?

Make a list of your most prized possessions (individually or as a large group) as a kid in 21st century Rochester, New York. Imagine you are a slave and make a list of your most prized possessions—do you have any possessions? Compare and discuss your lists—does anything match? If you were planning to run away, what would you want to take with you? What could you actually take with you?

During Your Visit: Essential Questions

- What was life like as a slave?
- Why strive for an education? Is learning to read important to you? As a slave, would you risk the punishment? As a free person, would you teach a slave despite the risk?
- Why were people enslaved in the United States?
- How did slaves escape?
- If you were an abolitionist, freedom seeker, or slave owner, do you think you would look different than you do now?

After Your Visit: Extension Activities

Runaway Posters

Have you ever seen posters advertising a lost pet or a lost child? As a group, talk about these posters—what information is included in them? Why would someone make one? How are they the same? How are they different?

Some slave owners advertised for their runaway slaves. Look at the runaway slave poster included in the Reference Materials. Does the runaway slave poster look more like the lost child poster or the lost pet poster? How are they the same? How are they different?

Glenn Ligon, a contemporary artist, created a series of runaway posters in 1993. In the posters, he describes himself as the runaway slave. Visit the following site for examples:

http://www.moma.org/collection/browse_results.php?criteria=O%3AAD%3AE%3A6902&page_number=1&template_id=10&sort_order=1

Compare Glenn Ligon's posters to the runaway poster from the RMSC—how are they the same? How are they different? (Draw out from the students that even though Ligon is describing himself, it is still demeaning.)

If you were lost, what would you want people to know in order to find you? Write down a description of yourself similar to Glenn Ligon's description of himself. Look in a mirror if you can; think of yourself in colors (like a lost pet poster)—black, white, brown, carmel; think about how others see you (for example, opinionated or soft-spoken). Use short sentences that paint a picture of you. When you are finished, the teacher can read the posters out loud (without names, of course!) and students can guess who is being advertised. How does it feel to be described in such a way?

Compare What We Have (discussion prompt)

In the exhibit, you compared what slaves wore to what slave owners wore. Discuss the Prized Possessions activity you completed earlier—but this time, instead of comparing what we wear, compare what we have. If we can compare a LiveStrong (or any silicone) bracelet to shackles and gold bracelets, can we compare an iPod to something slaves, slave owners, or abolitionists owned? Think about the importance we place on iPods, Webkinz, and cell phones—how does this compare to the importance slaves placed on food, clothing, and shelter? How does this compare to the importance some slave owners placed on their crops?

Suggested Reading/Resources

*resource has been authenticated by RMSC

Print Resources for Teachers

- Altman, Linda Jacobs. *Slavery and Abolition in America History*. Berkeley Heights, NJ, Enslow Publishers, 1999.
- Fradin, Dennis B. *Bound for the North Star: True Stories of Fugitive Slaves*. New York: Clarion Books, 2000.
- *Gellman, David N. *Emancipating New: The Politics of Slavery and Freedom 1777-1827*. Baton Rouge: Louisiana State University Press, 2006.
- McKissack, Patricia and Frederick. *Rebels Against Slavery: American Slave Revolts*. New York: Scholastic, 1996.
- *Phelan, Helene. *And Why Not Every Man? An Account of Slavery, the Underground Railroad, and the Road to Freedom in New York's Southern Tier*. Interlaken, New York: Heart of the Lakes Pub, 1987.
- *Steinberg, Jennifer. "Last Voyage of the Slave Ship Henrietta Marie," *National Geographic*, August 2002, 46-61.

Print Resources for Students

- Beatty, Patricia. *Who Comes with Cannons?* New York: Morrow Junior Books, 1992.
- Bial, Raymond. *The Strength of these Arms: Life in the Slave Quarters*. Boston: Houghton Mifflin Company, 1997.
- Diouf, Sylviane A. *Growing up in Slavery*. The Millbrook Press. Brookfield, Conn, 2001.
- Draper, Sharon. *Copper Sun*. New York: Atheneum, 2006.
- Fradin, Dennis Brindell. *My Family Shall be Free! The Life of Peter Still*. New York: Harper Collins Publishers, 2001.

- Kahman, Bobbie. *A Slave Family*. New York: Crabtree Publishing, 2002
- Latham, Frank. *The Dred Scott Decision, March 6, 1857: Slavery and the Supreme Courts' Self Inflicted Wound*. New York: Franklin Watts, Inc, 1968.
- Miller, William. *Frederick Douglass: The Last Days of Slavery*. Lee & Low Books, 1995.
- Moore, Kay. *If You Lived At The Time Of The Civil War*. Scholastic, Inc., 1994.

Media Resources

- ABC News. *Journey to Africa: Revisiting the Slave Pens of Ghana*. Princeton, NJ: Films for the Humanities and Sciences, 2002.
- Bellows, Susan. *Africans in America: America's Journey Through*. 1998. Boston.
- Slave Narratives in their entirety from Library of Congress
<http://memory.loc.gov/ammem/snhtml/snvoices00.html>
- Slave Narratives in concise summaries
<http://xroads.virginia.edu/~HYPER/wpa/index.html>
- Original slave narratives in their entirety
docsouth.unc.edu
- Excerpts from Slave Narratives
<http://www.vgskole.net/prosjekt/slavrute/primary.htm>
- Remembering Slavery: Those Who Survived Tell Their Stories
<http://www.uncg.edu/~jpbrewer/remember>
- Metropolitan Museum of Modern Art presents Glen Ligon
http://www.moma.org/collection/browse_results.php?criteria=O%3AAD%3AE%3A6902&page_number=1&template_id=10&sort_order=1
- Africans in America: America's Journey through Slavery - Interactive for PBS Online
<http://www.pbs.org/wgbh/aia>
- Let's Have Tea DVD, Novat Corp. (Pepsy Kettavong) 8 North Madison Park Rochester, New York 14608 email: pepsymk@yahoo.com.
- The Many Roads to Buxton, Video (DVD or VHS): (documenting the community from Elgin Settlement to North Buxton, approx. 30 minutes), Buxton National-Historic-Site-&-Museum, <http://www.buxtonmuseum.com/>

Section 2: Escape

What was the Underground Railroad?

The Underground Railroad used many different routes and methods of travel. It was a loose network of people who helped **fugitive slaves** reach freedom.

This secret network of people helped by:

- providing money, food, supplies, medical aid, and transportation for freedom seekers
- offering safe shelters where freedom seekers could hide
- communicating within the network to direct fugitives to the next safe place on their path to freedom

The Underground Railroad began in Philadelphia in the early 1800s with a small group of anti-slavery activists. By the 1830s, “**vigilance committees**” operated in many northern states to make sure that fugitives were not captured and returned to slavery.

The term “Underground Railroad” became popular in the 1840s.

By the 1850s, the Underground Railroad included thousands of **abolitionists** and stretched from the upper southern states into Canada. The 1850 **Fugitive Slave Law** intensified Underground Railroad activism and fueled the growing conflict between the North and South.

Rochester was a key stop on the Underground Railroad. About 150 slaves a year escaped to Canada through Rochester in the 1850s. “**Stationmasters**” like the Posts, Anthonys, Douglasses, and Porters hid runaways in their homes. “**Conductors**” like Frederick Douglass and Jacob P. Morris also sent them to the next safe home or contact. “**Stockholders**” like Maria Porter raised and distributed money to freedom seekers.

Before Your Visit: Extension Activities

Myth Mania (discussion prompt)

Brainstorm the Underground Railroad—think of everything you have ever heard, learned, or read about it: Who was involved? Where was it? Who traveled on it? How did they travel? Where did you get that information?

Because most Underground Railroad activities were illegal, there are few records of its history, causing misconceptions to grow over time. There are many myths about the Underground Railroad floating around in print and online. Below are some of the myths you will encounter in the exhibit.

Can you separate fact from fiction?

- True or False? White abolitionists were the main helpers of the Underground Railroad. False: Most freedom seekers received no help from the Underground Railroad until reaching a northern state. Within the Underground Railroad network, fugitive slaves and free African Americans were just as active as their white counterparts.
- True or False? Coded messages hidden in quilts and songs were widely used to direct freedom seekers. False: The idea that quilts were used to aid freedom seekers was based on stories passed down in one family. Historians have not found evidence that this was common. Although enslaved people developed a rich musical tradition, most songs related to the Underground Railroad were written after slavery was abolished.
- True or False? The Underground Railroad was a series of underground tunnels and hiding places. False: Most hiding places on the Underground Railroad were ordinary rooms in abolitionists’ homes or outbuildings (barns, etc.) on their properties.

During Your Visit: Essential Questions

- Why do you think Rochester was a stop on the Underground Railroad?
- Would you open your home to strangers in need?
- Would you risk your money and reputation to help others gain freedom?
- Do you think you would have the courage to speak out in front of protestors for what you believe is right?

After Your Visit: Extension Activities

Safe House Floor Plan

As you learned in *Flight to Freedom*, there were many “safe houses” or “stations” on the Underground Railroad—and some of them were not even houses! If you were a conductor on the Underground Railroad, where would you hide freedom seekers? In your barn? In a trapdoor under your parlor? Individually or in small groups, discuss what your “station” needs in order to succeed in helping freedom seekers. Use graph paper or CAD program to design a safe house floor plan.

Suggested Reading/Resources

*resource has been authenticated by RMSC

Print Resources for Teachers

- *Blight, David W., editor. *Passages to Freedom: The Underground Railroad in History and Memory*. Washington: Smithsonian Institution, 2004.
 - *Blockson, Charles L. "Escape from Slavery: The Underground Railroad," *National Geographic*, July 1984, 3-39.
 - *Bordewich, Fergus M. *Bound for Canaan: The Underground Railroad and the War for the Soul of America*. New York: Harper Collins, 2005.
 - *Gara, Larry. *The Liberty Line: The Legend of the Underground Railroad*. Lexington, Kentucky: University Press of Kentucky, 1996.
 - Gorrell, Gena. *North Star to Freedom: The Story of the Underground Railroad*. New York: Delacorte Press, 1997.
 - Kallen, Stuart. *Life on the Underground Railroad*. San Diego: Lucent Books, 2000.
 - *Klees, Emerson. *Underground Railroad Tales, with Routes through the Finger Lakes Region*. Rochester, New York: Friends of the Finger Lakes Publishing, 1997.
 - *McCanne, Lee, Margaret MacNab, and Katherine Thompson. *A Path to Freedom: One Underground Railroad Route in Monroe County*. Rochester, New York: Monroe County History Office, 1964.
 - *Ricks, Mary Kay. *Escape on the Pearl: The Heroic Bid for Freedom on the Underground Railroad*. New York: Harper Collins, 2007.
 - *Rochester Region Underground Railroad: Network to Freedom, a Guidebook. Rochester, New York: Monroe County Freedom Trail Commission, 2003.
 - *Still, William. *The Underground Railroad*. Chicago: Johnson Publishing Co., 1970.
 - *Turner, Glennette Tilley. *The Underground Railroad in Illinois*. Glen Ellyn, Illinois: Newman Educational Publishing, 2001.
 - **Underground Railroad*. Washington: U.S. Department of the Interior, 1998.
- Print Resources for Students**
- Bentley, Judith. *Dear Friend: Thomas Garrett and William Still, Collaborators on the Underground Railroad*. New York: Cobblehill Books, 1997.
 - Bial, Raymond. *The Underground Railroad*. Boston: Houghton Mifflin, 1997.
 - Brill, Marlene Targ. *Allen Jay and the Underground Railroad*. Minneapolis: Carolrhoda Books, 1993.
 - Ducey, Jean. *Out of this Nettle*. Grand Rapids, MI: Baker Book House, 1983.
 - Freedman, F.B. *Two Tickets to Freedom*. New York: Scholastic Inc., 1971.
 - Greenwood, B. *The Last Safe House: A Story of the Underground Railroad*. Toronto: Kids Can Press, 1998
 - Haskins, James. *Get on Board*. New York: Scholastic, 1993.
 - Hopkinson, Deborah. *Sweet Clara and the Freedom Quilt*. New York: Alfred A. Knopf, 1993.
 - Lasky, Kathryn. *True North: A Novel of the UGRR*. New York: Blue Sky Press, 1996.
 - Levine, Ellen. *If You Traveled On The UGRR*. Scholastic, 1988.
 - Ludwig, Charles. *Levi Coffin and the Underground Railroad*. Scottsdale, PA: Herald Press, 1975.
 - Monjo, F.N. *The Drinking Gourd*. Harper Collins, 1993.
 - Riggio, Anita. *Secret Signs Along the Underground Railroad*. Boyds Mills Press, 1997.
 - Ringgold, Faith. *Aunt Harriet's Underground Railroad in the Sky*. NM: Dragonfly Books, 1995.
 - Stein, R. Conrad. *The Story of the Underground Railroad*. Chicago: Children's Press, 1981.
 - White, Anne Terry. *North to Liberty: the Story of the Underground Railroad*. Champaign, ILL: Garrard Publishing Co., 1972.
- Media Resources**
- **Northward to Freedom: Stories of the North Country Underground Railroad*. Red Hummingbird Foundation, 2005.
 - Bagwell, Orlando. *Roots of Resistance: A Story of the Underground Railroad*. Raja Productions Film for the American experience, 1990.
 - Indiana Historical Bureau
<http://www.statelib.lib.in.us/www/ihb/ugrr/index.html>
 - National Geographic Online Presents: The Underground Railroad.
<http://www.nationalgeographic.com/features/99/railroad>
 - The National Underground Railroad Freedom Center <http://www.undergroundrailroad.org/>

Section 3: Freedom

What was freedom like?

Escaping slavery was very difficult. Many runaways returned after traveling a very short distance. Some reached freedom only to be captured years later and returned to slavery. A few reached freedom and stayed.

Freedom seekers did not always find true freedom and equality once they reached the northern “free states.” They struggled with discrimination in public schools, transportation, hotels, restaurants, and churches. Often they could not vote or serve on juries, and opportunities for jobs and education were limited. Some African Americans set up their own communities in the north, building schools, churches, and businesses. They organized to end slavery, aid freedom seekers, and protect each other. The Wilberforce Colony, established in Ontario, Canada, was one of these communities.

John Brown’s raid on Harper’s Ferry in 1859 increased the conflict between the North and South, helping lead to the Civil War, which began on April 12, 1861. The Emancipation Proclamation was signed in 1863, freeing enslaved people in the South. The Civil War ended in 1865, when the southern (Confederate) army surrendered. In December, 1865, Congress passed the 13th Amendment, which outlawed slavery in the United States.

Before Your Visit: Extension Activities

Map It! (discussion prompt)

Because of its proximity to Lake Ontario, Rochester was a hub of Underground Railroad activity. Using the map of New York State (included in Reference Materials), locate the county you live in—do any of the arrows go through your county? There are four arrows that go (more or less) straight across the map—what path do you think the freedom seekers were following? The arrows seem to go from Albany to Buffalo...

Aha! The Erie Canal! Why follow the Erie Canal (or the path the Erie Canal would eventually take, like Thomas James)?

Telling Your Story

Imagine you are a freedom seeker who has made it all the way to freedom in the northern states or Canada. You want to share your story with other freedom seekers, but (most likely) you are illiterate and cannot write it down. Some freedom seekers

wanted to tell their stories, but couldn’t read or write, so they had to tell their story to someone else. Try journaling with a partner (an abolitionist or another freedom seeker) who can write your story down. Use the slave narratives from the exhibit or the ones located here:

<http://xroads.virginia.edu/~HYPER/wpa/index.html> and

http://memory.loc.gov/ammem/snhtml/snvoice_s00.html for ideas.

Talk about the following things:

- your life before freedom (family, etc.)
- what made you choose to take your freedom
- how you escaped
- where you found your freedom
- what you are doing with your life now that you are free

During Your Visit: Essential Questions

- Why did few freedom seekers succeed?
- Would you break the law to help a fugitive slave avoid capture?
- What would you do if your job required you to take away someone’s freedom?
- What was freedom like for African Americans?

After Your Visit: Extension Activities

Read All About It!

Abolitionist Tea

In *Flight to Freedom*, you were introduced to many Rochesterians who had a hand in the Underground Railroad, including Frederick Douglass, Isaac and Amy Post, and William Bloss. In other parts of the country, other abolitionists, such as the famous Harriet Tubman and John Brown were also hard at work. Research abolitionists in Rochester and around the country online and in the books suggested. Assume the persona of the abolitionist you researched and have an afternoon tea—what do you think Frederick Douglass and Harriet Tubman would’ve talked about?

Suggested Reading/Resources

*resource has been authenticated by RMSC

Print Resources for Teachers

- Cox, Clinton. *Fiery Vision: The Life and Death of John Brown*. New York: Scholastic, 1997.
- *Douglass, Frederick. *Narrative of the Life of Frederick Douglass, An American Slave Written by Himself*, Edited by John W. Blassingame, John R. McKivigan, and

Peter P. Hinks. New Haven: Yale University Press, 2001.

- *Humez, Jean M. *Harriet Tubman: The Life and Life Stories*. Madison, Wisconsin: University of Wisconsin Press, 2003.
- *Jacobs, Harriet A. *Incidents in the Life of a Slave Girl*. Cambridge, Massachusetts: Harvard University Press, 1987.
- *Larson, Kate Clifford. *Bound for the Promised Land: Harriet Tubman, Portrait of an American Hero*. New York: Random House, 2004.
- *Lowry, Beverly. *Harriet Tubman: Imagining a Life*. New York: Doubleday, 2007.
- *Sernett, Milton C. *Harriet Tubman: Myth, Memory, and History*. Durham, North Carolina: Duke University Press, 2007.
- *Sernett, Milton C. *North Star Country: Upstate New York and the Crusade for African American Freedom*. Syracuse, New York: Syracuse University Press, 2002.
- *Simon, Paul. *Freedom's Champion: Elijah Lovejoy*. Carbondale, Illinois: Southern Illinois University Press, 1994.
- *Yellin, Jean Fagan. *Harriet Jacobs: a Life*. New York, New York: Basic Civitas Books, 2004.

- Original slave narratives in their entirety docsouth.unc.edu
- Excerpts from Slave Narratives <http://www.vgskole.net/prosjekt/slavrute/primary.htm>
- Remembering Slavery: Those Who Survived Tell Their Stories <http://www.uncg.edu/~jpbrewer/remember>
- *Harper's Weekly* www.harperweek.com
- Africans in America: America's Journey through Slavery - Interactive for PBS Online <http://www.pbs.org/wgbh/aia>
- Levi Coffin House <http://www.waynet.org/nonprofit/coffin.htm>
- The Life of Harriet Tubman <http://www.nyhistory.com/harriettubman/life.htm>
- Frederick Douglass [HTTP://www.nps.gov/frdo/freddoug.html](http://www.nps.gov/frdo/freddoug.html)
- Ohio Friends of Freedom <http://www.ohioundergroundrailroad.org/>

Print Resources for Students

- McGovern, Ann. *Runaway Slave: The Story of Harriet Tubman*. Scholastic Book Services, New York, 1965.
- Meyer, Linda D. *Harriet Tubman: They Called Me Moses*. Parenting Press, 1988.
- Rappaport, Doreen. *Freedom River*. New York: Hyperion Books for Children, 2000.
- Sanders, Scott R. *A Place Called Freedom*. New York: Atheneum Books for Young Readers, 1997.
- Schroeder, Alan and Jerry Pinkney. *Minty: A Story of Young Harriet Tubman*. New York: Dial Books for Young Readers, 1996.
- Vaughan, M. *The Secret of Freedom*. New York: Lee & Low Books, 2001.
- Weatherford, Carol Boston. *Moses: When Harriet Tubman Led Her People to Freedom*. New York: Jump at the Sun, 2006.
- Wyeth, Sharon Dennis. *Freedom's Wings: Corey's Diary*. New York: Scholastic, Inc., 2001.

Media Resources

- Slave Narratives in their entirety from Library of Congress <http://memory.loc.gov/ammem/snhtml/snvoices00.html>
- Slave Narratives in concise summaries <http://xroads.virginia.edu/~HYPER/wpa/index.html>

Reference Materials: Character Profiles



Frederick Douglass – Rochester
Museum & Science Center

Frederick Douglass was born into slavery in 1818 in Maryland. He was raised by his grandmother, saw his mother on few occasions, and never knew his father. Douglass learned to read when he was a child from his mistress, Sophia Auld, and by studying in secret. He escaped slavery in 1838 and lived for many years as a fugitive slave. He became a well-known abolitionist and traveled across the United States and other countries speaking out against slavery. He moved to Rochester, New York, in 1847, and started his newspaper, the *North Star*, there. From his home in Rochester, Douglass was an active member of the Underground Railroad, often helping fugitive slaves move from his home to other abolitionist's homes in the area. In 1872, the Douglass family moved to Washington, D.C., after their Rochester home burned down. In 1877, Douglass was appointed a United States Marshal, and in 1881, Recorder of Deeds for the District of Columbia. At the 1888 Republican National Convention, Douglass became the first African-American to be nominated for President of the United States in a major party's roll call vote. Frederick Douglass died of a heart attack in 1895. He is buried in Mount Hope Cemetery in Rochester, New York.



Harriet Jacobs in 1894 - Cabinet
photograph by Gilbert Studios,
Washington D.C. By permission.

Harriet Jacobs was born into slavery in 1813 in North Carolina. Her early childhood was spent with her parents and brother. When her mother died, she was sent to live with her mother's owner, Miss Horniblow, who taught her to read. When Miss Horniblow died, Jacobs went to live with another family who made her daily life unbearable. She managed to escape the family in 1835, living for seven years in a crawlspace in her grandmother's attic before escaping to Philadelphia. She moved to New York City in 1842 and found work there as a nursemaid before and during the Civil War. In 1861, Jacobs published *Incidents in the Life of a Slave Girl*, under the pseudonym Linda Brent. As an abolitionist, she managed the Anti-Slavery Office and Reading Room with her brother in Rochester, New York. Jacobs died in 1897.



Austing Steward – Rochester Museum & Science Center

Austin Steward was born into slavery in 1793 in Virginia. He lived with his parents and sister on a plantation. Steward came to western New York when his master sold the plantation and moved north in 1802—he soon learned that life as a slave in New York was not an improvement. In 1814, Steward used New York State law to declare his freedom. The law granted freedom to any enslaved person brought to the state after 1785 and then hired to another man. In 1817, Steward moved to Rochesterville, New York, where he opened a meat market and became a distinguished member of the African American community. He helped establish a Sabbath school and became active in the anti-slavery and temperance (anti-alcohol) movements. From 1831 to 1837, Steward moved to Canada and worked to establish the failed community of Wilberforce, where runaway slaves could find freedom and establish new lives. Steward died in Canandaigua, New York, in 1869.



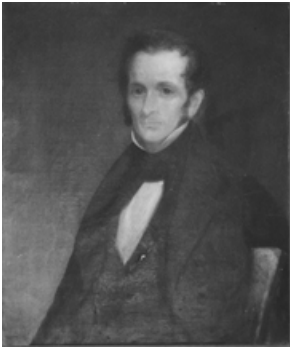
Thomas James – Photo from the Rochester Public Library Local History Division

Thomas James was born into slavery in 1804 in New York. He took his freedom by making his way along the future Erie Canal path, alone, to Canada, in 1821. He returned to the United States and settled in Rochesterville, New York. James was a founder of Rochester’s African Methodist Episcopal Zion church in the 1820s. He was a participant in the anti-slavery movement from its beginnings and in 1833, helped William Bloss organize a series of anti-slavery meetings. James and Bloss also began to publish their own newspaper, *The Rights of Man*, and James traveled the region lecturing and selling subscriptions. In 1886, he wrote an autobiographical pamphlet titled “Life of Rev. Thomas James, By Himself.” James died in 1891.



Photographs of Isaac and Amy Post – Courtesy of the Department of Rare Books and Special Collections, University of Rochester Library.

Isaac and Amy Post came to Rochester in the late 1830s, where they fought for equality for women and African Americans. Deeply involved in Rochester’s antislavery movement, the Posts sheltered more freedom seekers on the Underground Railroad than any other single station in Rochester. The Posts were radical Hicksite Quakers. However, Quaker piety and worldly activism did not mix. Quakers withdrew from the world and looked within themselves for spiritual light. The Society of Quakers argued that their members must not associate with non-Quaker committees and meetings. In 1845 the Posts withdrew from the Hicksite Quaker fellowship to devote more time to anti-slavery campaigns.



Samuel D. Porter - Courtesy of the Rochester Historical Society

The Porter Family As deeply committed Christian reformers, Samuel Porter, his wife Susan, and sisters Maria, Almira, and Mary Jane never hesitated to support the abolitionist cause in Rochester. The Porters helped finance Frederick Douglass's newspaper and helped him desegregate Rochester's public schools. They also collaborated to aid freedom seekers on their way to Canada. Samuel Porter was the first president of the Western New York Anti-Slavery Society. According to some accounts, he was the only person in the upper-class Third Ward to cast a vote for the Liberty Party, the first American political party to call for an immediate end to slavery. Susan Porter was president of the Rochester Ladies' Anti-Slavery Society, and Maria served as treasurer.



Photographs of Lucy Read and Daniel Anthony. Rochester Museum & Science Center

The Anthony Family After becoming successful in the mill business, Daniel Anthony went bankrupt in the economic panic of 1837. He moved his family - wife Lucy Read and seven children: Guelma, Susan Brownell, Hannah, Daniel Read, Mary, Eliza (who died at age 2), and Jacob Merritt, to the Rochester area in 1845. The Anthonys purchased a farm house on what is now Brooks Avenue near Genesee Park Boulevard – at that time the outskirts of town – with money Lucy Read Anthony had inherited from her parents. Daniel became an insurance agent to support his wife and six children. The Anthony home became a station on the Underground Railroad, and men and women gathered there to discuss abolitionism, women's rights, and temperance. Many of the Anthony children later became involved in reform movements, including Susan B. Anthony who is famous for her role in the women's rights movement.

Myron Holley was an active Rochester abolitionist. He gave anti-slavery speeches throughout Monroe County. In 1839 Holley sold his estate on the outskirts of Rochester and used the proceeds to purchase a printing press. He established one of the first abolitionist newspapers in Rochester, the *Rochester Freeman*. Though unpopular, Holley's newspaper paved the way for later abolitionist publications. In 1840, Holley helped found the Liberty Party, an independent political party with only one plank in its platform—the total abolition of slavery



Warner Castle – Rochester Museum & Science Center

Horatio Gates Warner was a prominent Rochester attorney, banker, staunch supporter of the rights of slave owners, and an advocate for segregation in the North. His views were not uncommon for his time. In 1849, he caused Frederick Douglass's nine-year-old daughter, Rosetta, to be isolated from the white students at Miss Julia Tracy's school. Warner became president of the Bank of Rochester and publisher of the pro-slavery *Rochester Courier*. In 1854 he constructed a stone mansion on a fifty-acre estate. “Warner Castle” still stands on Mount Hope Avenue.



*Portrait of William Bloss from the
Collection of the Rochester Public
Library Local History Division*

William Bloss was a noted Rochester activist. In 1826 he joined the temperance (anti-alcohol) movement, closed his tavern, and threw his stock of liquor into the Erie Canal. Bloss made his East Avenue home a station on the Underground Railroad and co-founded the abolitionist newspaper, *The Rights of Man*, with Thomas James. Elected to the New York State assembly in 1844, Bloss unsuccessfully attempted to amend the state constitution to give voting rights to African Americans. He crossed racial lines by taking communion with the African Americans of a segregated church in Albany. Bloss was not elected to a third term in the state legislature.

Reference Materials: Glossary

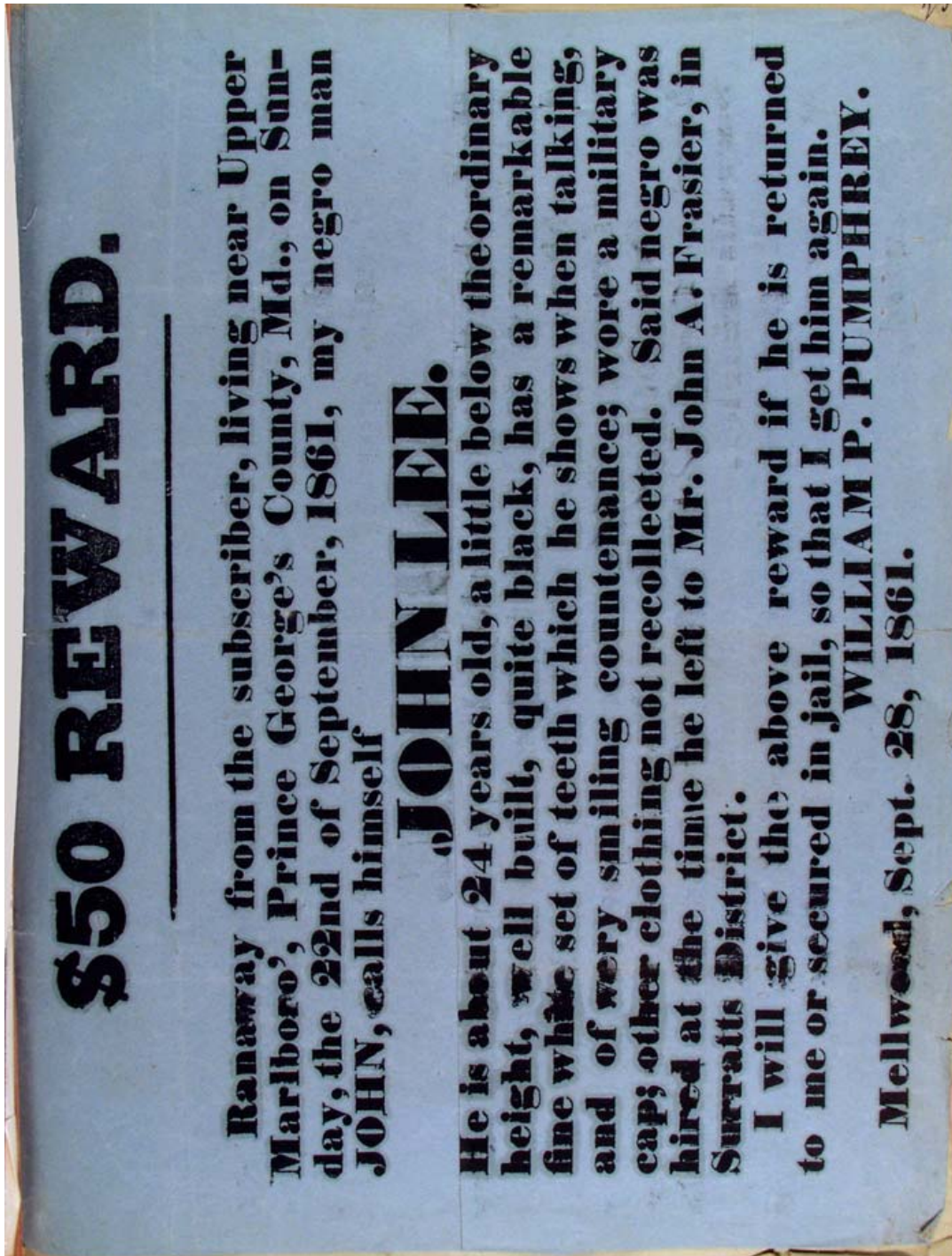
abolitionist	a person who advocated or supported the abolition of slavery in the United States, especially before the Civil War
conductor	a leader, guide, director, or manager. On the Underground Railroad, a conductor hid runaway slaves and sent them to the next safe home or contact
Emancipation Proclamation	a declaration issued by President Abraham Lincoln on January 1, 1863, freeing the slaves in slaves in those territories still rebelling
freedom seeker	a runaway slave on a journey towards freedom; fugitive slave
free states	a state that abolished slavery prior to the Civil War: Maine, Vermont, New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Kansas, Iowa, Oregon, and California.
fugitive slave	a runaway slave on a journey towards freedom; freedom seeker
Fugitive Slave Law	passed by Congress as part of the Compromise of 1850. It allowed slave catchers to track escaped slaves into free territory and return them to their owners. Those who helped fugitives risked heavy fines and going to prison.
<i>North Star</i>	1. Frederick Douglass' anti-slavery newspaper, also 2. Polaris, a star almost at the north celestial pole used for navigation.
plantation	a usually large farm or estate, especially in a tropical or semitropical country, on which cotton, tobacco, coffee, sugar cane, or the like is cultivated, usually by resident laborers.
<i>The Rights of Man</i>	Thomas James' and William Bloss' anti-slavery newspaper
<i>Rochester Courier</i>	Horatio Gates Warner's pro-slavery newspaper
<i>Rochester Freeman</i>	Myron Holley's anti-slavery newspaper
slavery	the keeping of slaves as a practice or institution; bondage.
slave state	a state where slavery was practiced. At the time of the Civil War, the following states practiced slavery: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, Texas, and Virginia (including West Virginia, which hadn't separated from Virginia yet). The District of Columbia also had slavery prior to the Civil War.
stationmaster	a person in charge of a railroad station. On the Underground Railroad, a stationmaster hid fugitive slaves in their home.

stockholder	a holder or owner of stock in a company. On the Underground Railroad, a stockholder raised and distributed money to freedom seekers.
Underground Railroad	a loose network of people who helped fugitive slaves reach freedom. The Underground Railroad used many different routes and methods of travel.
vigilance committee	a group of private citizens who organized themselves for self-protection. Vigilance committees opposed to slavery provided fugitive slaves with food, clothing, shelter, and assisted in their run to Canada.
Wilberforce	a colony of free African Americans established in 1829 in Ontario Province.
13th Amendment	passed in December 1865, it outlawed slavery in the United States: “Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction. Section 2. Congress shall have power to enforce this article by appropriate legislation.”

Reproducible Documents: Essential Questions

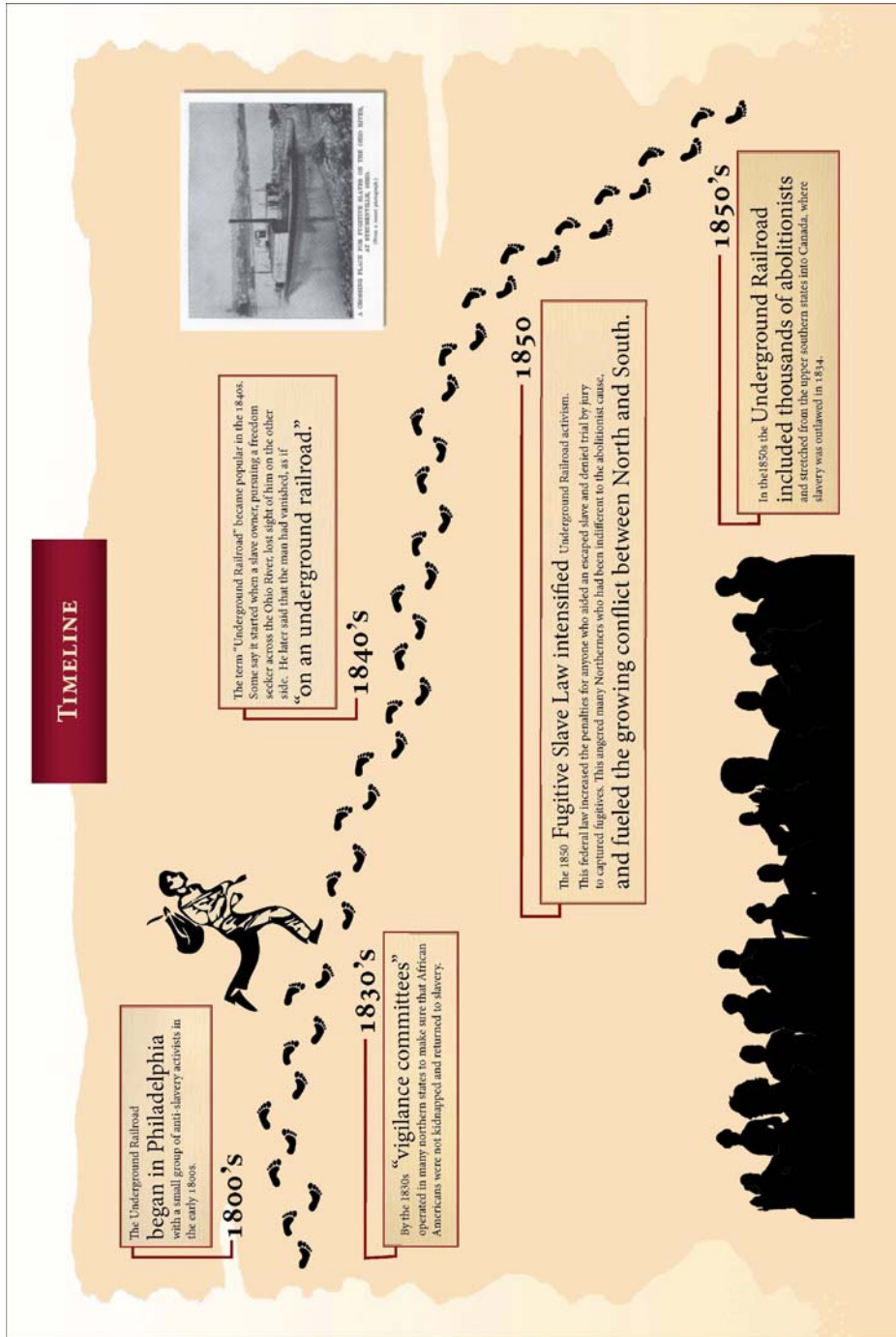
- What was life like as a slave?
- Why strive for an education? Is learning to read important to you? As a slave, would you risk the punishment? As a free person, would you teach a slave despite the risk?
- Why were people enslaved in the United States?
- How did slaves escape?
- If you were an abolitionist, freedom seeker, or slave owner, do you think you would look different than you do now?
- Why was Rochester a stop on the Underground Railroad?
- Would you open your home to strangers in need?
- Would you risk your money and reputation to help others gain freedom?
- Do you think you would have the courage to speak out in front of protestors for what you believe is right?
- Why did few freedom seekers succeed?
- Would you break the law to help a fugitive slave avoid capture?
- What would you do if your job required you to take away someone's freedom?
- What was freedom like for African Americans?

Reproducible Documents: Runaway Poster



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Reproducible Documents: Underground Railroad Timeline



TIMELINE

1800's
The Underground Railroad began in Philadelphia with a small group of anti-slavery activists in the early 1800s.

1830's
By the 1830s, "vigilance committees" operated in many northern states to make sure that African Americans were not kidnapped and returned to slavery.

1840's
The term "Underground Railroad" became popular in the 1840s. Some say it started when a slave owner pursuing a freedom seeker across the Ohio River, lost sight of him on the other side. He later said that the man had "vanished," as if "on an underground railroad."

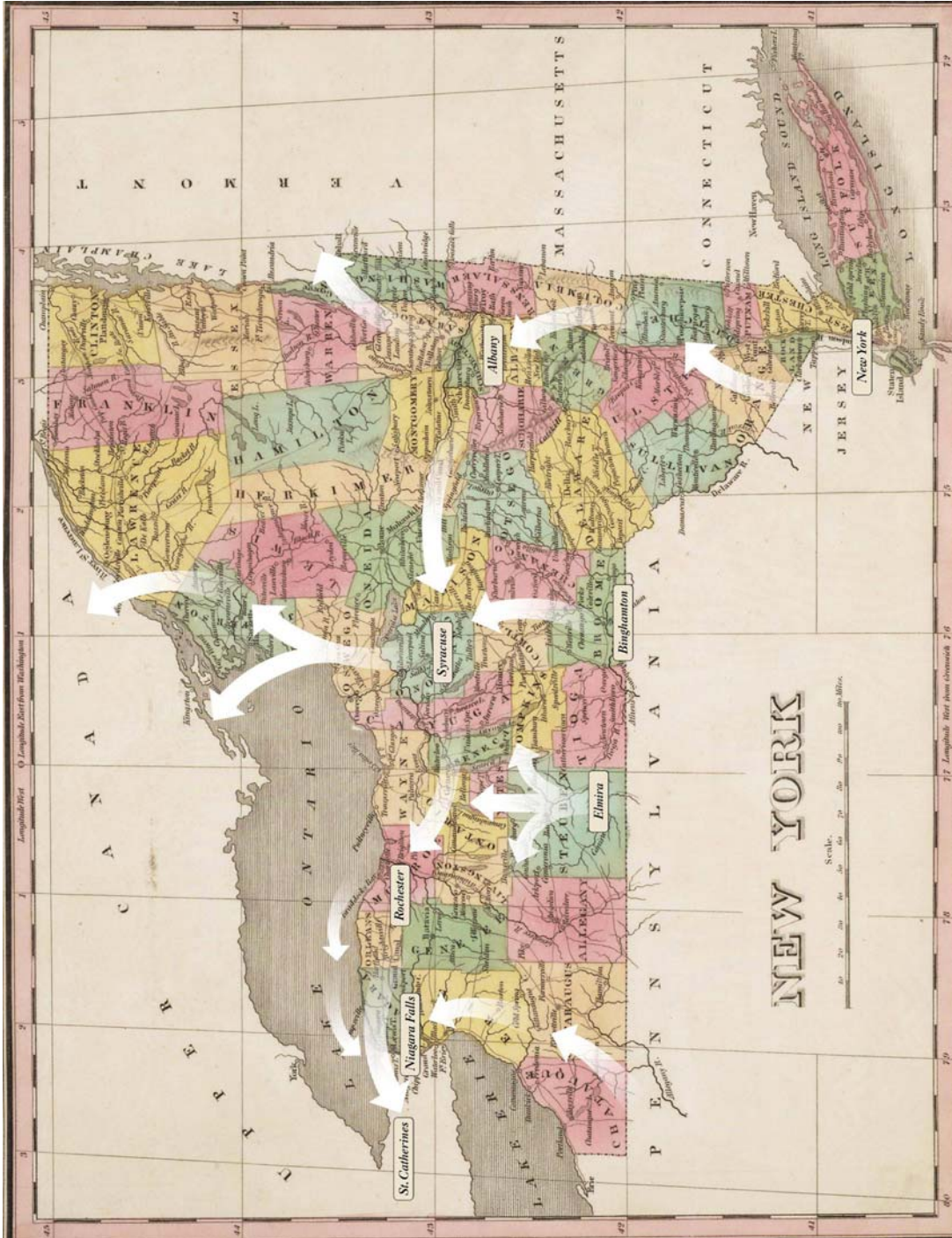
1850
The 1850 Fugitive Slave Law intensified Underground Railroad activism. This federal law increased the penalties for anyone who aided an escaped slave and denied trial by jury to captured fugitives. This angered many Northerners who had been indifferent to the abolitionist cause, and fueled the growing conflict between North and South.

1850's
In the 1850s, the Underground Railroad included thousands of abolitionists and stretched from the upper southern states into Canada, where slavery was outlawed in 1834.

A CHAINING PLACE FOR AFRICAN SLAVES IN THE 18TH CENTURY. PHOTO BY JAMES HARRIS FOR GETTY IMAGES

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Reproducible Documents: New York State Underground Railroad Trail Map



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