

"Journey on the Underground Railroad" Teacher Resource Packet

Program Overview.

Location The Jackson Homestead & Museum, 527 Washington Street, Newton, MA 02458

Audience Students in 1st through 12th grades

Run time 1 hour

Essential Question How do you respond to injustice?

Objectives

After completing this program, students will be better able to...

1. Use evidence to articulate multiple perspectives within the discussed historical period.
2. Discuss the complexities of the institution of slavery and the variety of ways people battled against it.
3. Define slavery and the experience of enslaved people.
4. Identify the Underground Railroad as a loose network of people of all races.
5. Identify the Jackson Homestead a stop on the Underground Railroad & Jackson family in the 19th century as abolitionists.
6. Express the direct and indirect consequences the 1850 Fugitive Slave Act created for people who assisted freedom seekers, and distinguish the risks for freedom seekers were much greater than the risks for white abolitionists

Overview

After taking part in this program, students will appreciate the complexity of the institution of slavery and the variety of ways people battled against it. Students will explore the topic of slavery in the United States (with a specific focus on Newton and Massachusetts) and the roles of both blacks and whites in the struggle for freedom and equality. Students will hear and consider three stories of enslaved people and then learn about the Jackson family's role in the Underground Railroad. Students will then discuss direct and indirect consequences of the 1850 Fugitive Slave Act. Through primary documents and cooperative learning approaches, they will draw connections between local and national historical events to consider how individuals respond to injustice.

About your visit

Parking is available on Washington Street and Jackson Road. Groups arriving in buses may be dropped off at the museum's driveway, but please do not park there. The "Journey on the Underground Railroad" program is held in the original kitchen and in the *Confronting Our Legacy* gallery of the museum. If you wish to conclude your program with a snack, please notify the staff in advance and plan for an additional 15 minutes. You must bring all snack supplies. In order to preserve the artifacts and documents on display, flash photography is not allowed in the museum.

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Notes for Educators.

Slavery, race and systems of oppression are difficult, and even uncomfortable, topics to teach. Use these tips to feel comfortable leading students in discussion about these tough topics. Be aware of your privilege and responsibility to be more knowledgeable and have professional preparation for students so they feel supported in their learning.

1. Model for students that slavery is an upsetting topic. Express that it is hard for you as an adult to understand how people did this to one-another, and validate student's responses and/or feelings of discomfort. While you normalize that it is okay to be upset about this topic, also set a serious tone.
2. Communicate that horrible things happened to people only because of the color of their skin, but that some of them overcame extreme obstacles to free themselves. Slavery is a sign of resilience for African-American communities, not shame.
3. Model for students that we cannot expect any one individual to be a spokesperson for their entire group; this is especially important if white students look to black students in the discussion to speak on behalf of all of those of African descent. Would you expect to be able to speak on behalf of all of those of from whom you are descended?
4. Make sure students understand that slavery is all of our history, and is thus important for everyone to learn. "I also own this history and therefore have to own responsibility for the past."
5. Get away from simplifications; encourage students to think about the complex nature of relationships.
6. Be empathic and respectful to students. Treat their questions with respect, students are trying to understand how these systems worked, and may genuinely not have received education on these topics. Think about the point of view of the student- what experiences and/or background are they bringing to the discussion?

Suggested pre-visit vocabulary.

Abolitionist- a person who advocates or supports the end of slavery

Slavery- the practice and systems of owning people

Enslaved person- one who has been forced into slavery and, as a result, lost their freedom and choice

Fugitive- a person who has escaped from a place or is in hiding, especially to avoid arrest or persecution

Underground Railroad- a loose network of black and white people that assisted those freeing themselves from slavery, neither underground nor a railroad

Evidence- the available facts or information indicating whether a belief or proposition is true

Suggested pre-visit activities.

1. Learn about the work enslaved people did as craftspeople, house servants, sailors, as well as in the fields. Research the many aspects of the life of enslaved people including work, recreation, family life, religion, punishment, food, clothes, and housing. Use the bibliography for some suggested resources. Write essays that emphasize both the differences and the similarities in the lives of enslaved people throughout the United States.

2. To help students understand the concept of “the past” have them create a timeline to share with the class. This exercise will also help students to understand the existence of slavery during the founding of our nation, and the persistence of discriminatory practices in our nation’s history.

3. Use the internet to search for primary document accounts of enslaved life and abolitionist activity. Read them and discuss the value each has for the historical study of this period of American history. Have students record what they know from the documents, what the documents do not tell them and what they can infer from the documents.

Suggested sites:

- http://digital.nypl.org/schomburg/images_aa19/ New York Public Library database of images of African Americans in the 19th century
- <http://docsouth.unc.edu/neh/> University of North Carolina/Chapel Hill Libraries Documenting the American South project; includes a searchable collection of e-texts of the narratives of enslaved people
- <http://memory.loc.gov/ammem/aahtml/aohome.html> The Library of Congress African American Odyssey; has links to related Library of Congress web sites and digitized collections
- <http://xroads.virginia.edu/~HYPER/wpa/wpahome.html> University of Virginia American Slave Narratives: An Online Anthology
- <http://www.pbs.org/wgbh/aia/home.html> PBS Africans in America site, with a Resource Bank of annotated historical documents and images

Suggested post-visit activities.

1. Most abolitionists did not record their activities because it was against the law to help people freeing themselves from slavery. Students can discuss what injustices today they might be willing to protest in order to create change. Have students then try out their social-justice skills- research who your local, states and national representatives are and write them letters, draft protest signs, or work to draft new laws as a class.

2. Have your students test their knowledge with Historic Newton's online quiz:

<https://c5b79c92fd8faba266ee62f17ee66af27982e3cf.googleusercontent.com/host/0B56ubSyCOiAtelNXOVU5YnI5WVU/index.html>

3. After his escape, Henry "Box" Brown wrote a memoir titled *The Narrative of the Life of Henry "Box" Brown, Written by Himself*. A man named Samuel Smith helped Henry Brown get to freedom. Students can write letter as either Brown or Smith as they planned the escape. What might they have planned? What risks did each of them face? How did they avoid getting caught? Unfortunately Smith was later convicted of helping to free two enslaved people and was sentenced to six and a half years in jail. Students can also read passages from this primary source.

Download the full book here:

<https://books.google.com/books?id=630IAAAAQAAI&dq=the%20narrative%20of%20henry%20box%20brown&pg=PP5#v=onepage&q&f=false>

4. When Captain Jonathan Walker was caught sailing freedom seekers in his boat his hand was branded. Students can present the facts as well as their opinions from an abolitionist point of view in a New York newspaper and from a slave owner's point of view in a Florida newspaper. Older students may write a poem after reading and discussing *The Branded Hand* by John Greenleaf Whittier. Students may tell a narrative or explore broader themes.

Information about Captain John Walker:

- Berger, Martin. "White Suffering and the Branded Hand." *Mirror of Race*. Accessed January 26, 2016. http://mirrorofrace.org/show_interp.php?photo_id=18.
- "The Branded Hand of Captain Jonathan Walker." *Massachusetts Historical Society*. Accessed January 26, 2016. http://www.masshist.org/database/viewer.php?item_id=154&pid=15.

5. The American Anti-Slavery Society published an annual almanac. As a class, publish your own with poems, essays, drawings, or anything to convince people to abolish (put an end to) slavery.

6. Why Newton? Looking at maps of Newton, Boston, and the surrounding areas from the 19th century have students investigate why freedom-seekers made their way through Newton. Students can also look at maps of other Underground Railroad routes to find similarities and differences between Newton and those routes.

Suggested reading list by grade level, Early Learners.

Book	Author	Grade Level	Notes
Words Set Me Free - The Story of Young Frederick Douglass	Cline-Ransome, Lesa	Kindergarten-4	Fictionalized biography of the early life of Frederick Douglass, based upon his autobiography.
Sewing Stories - Harriet Powers' Journey From Slave to Artist	Herkert, Barbara	PreK-3	A picture book biography of an artist and former slave whose patchwork quilts bring the stories of her family to life.
Dave the Potter - Artist, Poet, Slave	Hill, Laban Carrick	PreK-3	Dave was an extraordinary artist, poet, and potter living in South Carolina in the 1800s. He combined his superb artistry with deeply observant poetry, carved onto his pots, transcending the limitations he faced as a slave.
Sweet Clara and the Freedom Quilt	Hopkinson, Deborah	PreK-2	Clara, a young slave, works as a seamstress and dreams of freedom. Overhearing drovers talk of escaping North enables her to make a patchwork map of the area. When she escapes, she leaves the quilt behind to guide others.
All Different Now - Juneteenth, the First Day of Freedom	Johnson, Angela	Kindergarten-4	Through the eyes of one little girl, All Different Now tells the story of the first Juneteenth, the day freedom finally came to the last of the slaves in the South.
Henry's Freedom Box	Levine, Ellen	PreK-3	Fictionalized account of Henry "Box" Brown, who mailed himself to freedom.
The Drinking Gourd	Monjo, F.N.	Kindergarten-3	The stars of the Big Dipper have led a runaway slave family to Deacon Fuller's house, a stop on the Underground Railroad. Will Tommy Fuller be able to hide the runaways from a search party—or will the secret passengers be discovered and their hope for freedom destroyed?
Frederick Douglass; The Lion Who Wrote History	Myers, Walter Dean	PreK-3	Pictorial biography of the life of Frederick Douglass
Sojourner Truth's	Pinkney,	Kindergarten-	A dynamic portrait of the freed slave whose physical

Step-stomp Stride	Andrea Davis	4	and spiritual strength made her one of America's most powerful abolitionist voices.
Aunt Harriet's Underground Railroad in the Sky	Ringgold, Faith	PreK-2	Characters from Tar Beach once again fly-this time in a fantastical sky train run by Harriet Tubman that traces a route on the Underground Railroad.
Brick by Brick	Smith, Charles R.	PreK-3	The compelling true story behind the building of the White House, which was built by many hands, including those of enslaved people.
Freedom in Congo Square	Weatherford, Carole Boston	Kindergarten-4	Count down the days until Sunday, a day for slaves in New Orleans to gather together and remember their African heritage.

Suggested reading list by grade level, Elementary Students.

Book	Author	Grade Level	Notes
The Amazing Age of John Roy Lynch	Barton, Chris	2-5	John Roy Lynch spent most of his childhood enslaved in Mississippi, but was elected into the United States Congress. This biography of the first African-American congressmen gives readers an in-depth look at the Reconstruction period.
Jefferson's Sons - A Founding Father's Secret Children	Bradley, Kimberly Brubaker	3-7	Fictionalized account of the lives Thomas Jefferson's enslaved children and those enslaved at Montecello.
Words Set Me Free - The Story of Young Frederick Douglass	Cline-Ransome, Lesa	Kindergarten-4	Fictionalized biography of the early life of Frederick Douglass, based upon his autobiography.
I Lay My Stitches Down - Poems of American Slavery	Grady, Cynthia	2-3	A collection of poems that chronicles the various experiences of enslaved people in America. Drawn together through imagery drawn from quilting and fiber arts, each poem is spoken from a different perspective.
The Underground Abductor - An Abolitionist Tale	Hale, Nathan	3-9	Graphic novel about Harriet Tubman.
Anthony Burns - The Defeat and Triumph of A Fugitive Slave	Hamilton, Virginia	3-7	Fictionalized account of Anthony Burn's story, from slavery to escape to capture in Boston from his point of view.
Sewing Stories - Harriet Powers' Journey From Slave to Artist	Herkert, Barbara	PreK-3	A picture book biography of an artist and former slave whose patchwork quilts bring the stories of her family to life.
Dave the Potter - Artist, Poet, Slave	Hill, Laban Carrick	PreK-3	Dave was an extraordinary artist, poet, and potter living in South Carolina in the 1800s. He combined his superb artistry with deeply observant poetry, carved onto his pots, transcending the limitations he faced as

			an enslaved person.
Sweet Clara and the Freedom Quilt	Hopkinson, Deborah	PreK-2	Clara, a young slave, works as a seamstress and dreams of freedom. Overhearing drovers talk of escaping North enables her to make a patchwork map of the area. When she escapes, she leaves the quilt behind to guide others.
All Different Now - Juneteenth, the First Day of Freedom	Johnson, Angela	Kindergarten-4	Through the eyes of one little girl, All Different Now tells the story of the first Juneteenth, the day freedom finally came to the last of the slaves in the South.
Day of Tears - A Novel in Dialogue	Lester, Julius	5-9	Based on the largest slave auction in U.S. history, this poignant montage is the fictionalized account of that 1859 Georgia tragedy.
Henry's Freedom Box	Levine, Ellen	PreK-3	Fictionalized account of Henry "Box" Brown, who mailed himself to freedom.
Never Forgotten	McKissack, Pat	4-12	Set in West Africa, this a lyrical story-in-verse is about a young black boy who is kidnapped and sold into slavery, and his father who is left behind to mourn the loss of his son.
A Picture of Freedom - The Diary of Clotee, A Slave Girl	McKissack, Pat	5-9	In 1859 twelve-year-old Clotee, a house slave who must conceal the fact that she can read and write, records in her diary her experiences and her struggle to decide whether to escape to freedom.
The Drinking Gourd	Monjo, F.N.	Kindergarten-3	The stars of the Big Dipper have led a runaway slave family to Deacon Fuller's house, a stop on the Underground Railroad. Will Tommy Fuller be able to hide the runaways from a search party—or will the secret passengers be discovered and their hope for freedom destroyed?
Frederick Douglass; The Lion Who Wrote History	Myers, Walter Dean	PreK-3	Pictorial biography of the life of Frederick Douglass
Heart and Soul -	Nelson, Kadir	1-5	Told through the unique point of view of a one-

The Story of America and African Americans			hundred-year-old African-American female narrator, this book demonstrates that in gaining their freedom and equal rights, African Americans helped our country achieve its promise of liberty and justice—the true heart and soul of our nation.
Harriet Tubman	Petry, Ann	3-7	This classic biography is a vivid and accessible portrait of one of America's most inspiring heroes who guided over 300 enslaved people to freedom.
Hand in Hand - Ten Black Men Who Changed America	Pinkney, Andrea Davis	4-7	This book presents the stories of ten men from different eras in American history, organized chronologically to provide a scope from slavery to the modern day. The stories are accessible, fully-drawn narratives offering the subjects' childhood influences, the time and place in which they lived, their accomplishments and motivations, and the legacies they left for future generations as links in the "freedom chain."
Sojourner Truth's Step-stomp Stride	Pinkney, Andrea Davis	Kindergarten-4	A dynamic portrait of the freed slave whose physical and spiritual strength made her one of America's most powerful abolitionist voices.
Aunt Harriet's Underground Railroad in the Sky	Ringgold, Faith	PreK-2	Characters from Tar Beach once again fly-this time in a fantastical sky train run by Harriet Tubman that traces a route on the Underground Railroad.
In the Time of the Drums	Siegelson, Kim L	1-4	Gullah story told through Mentu and his grandmother, Twi, plantation slaves who live on an island off the coast of Georgia.
Brick by Brick	Smith, Charles R.	PreK-3	The compelling true story behind the building of the White House, which was built by many hands, including those of enslaved people.
Beyond Freedom	Wall, Patricia Q.	4-6	Fictional work exploring life of free people of African descent on Beacon Hill in the early 19th century
Freedom in Congo Square	Weatherford, Carole Boston	Kindergarten-4	Count down the days until Sunday, a day for slaves in New Orleans to gather together and remember their African heritage.

Moses - When Harriet Tubman Led Her People to Freedom	Weatherford, Carole Boston	1-3	Tubman's religious faith drives this poetic account of her escape to freedom and role in the Underground Railroad.
Freedom's Wings	Wyeth, Sharon Dennis	2-5	Corey Birdsong is a lively young boy in search of freedom in the same country that made an economy of slavery. He and his family are owned by the Hart family of Kentucky. But, when Corey's father, Roland, flees to the North and Corey and his mother follow.

Suggested reading list by grade level, Middle School Students.

Book	Author	Grade Level	Notes
Maritcha - A Nineteenth-century American Girl	Bolden, Tonya	6-8	A primary-source driven account of 19th century free African American life. Discusses African-American participation in the UGR.
The Glory Field	Myers, Walter Dean	7-9	An in-depth look at five generations of an African-American family traces the Lewises from Africa to slavery in the southern United States.
Jefferson's Sons - A Founding Father's Secret Children	Bradley, Kimberly Brubaker	3-7	Fictionalized account of the lives Thomas Jefferson's enslaved children and those enslaved at Montecello.
Copper Sun	Draper, Sharon M.	7-12	Fictionalized account of the life of enslaved girl from capture in Africa to freedom
The Underground Abductor - An Abolitionist Tale	Hale, Nathan	3-9	Graphic novel about Harriet Tubman.
Anthony Burns - The Defeat and Triumph of A Fugitive Slave	Hamilton, Virginia	3-7	Fictionalized account of Anthony Burn's story, from slavery to escape to capture in Boston from his point of view.
True North - A Novel of the Underground Railroad	Lasky, Kathryn	7-9	In the years before the Civil War, the paths of two adolescent girls- one a Boston socialite, the other a runaway slave from Virginia- converge, and together they embark on a treacherous journey to the Canadian border.
Day of Tears - A Novel in Dialogue	Lester, Julius	5-9	Based on the largest slave auction in U.S. history, this poignant montage is the fictionalized account of that 1859 Georgia tragedy.
Never Forgotten	McKissack, Pat	4-12	Set in West Africa, this a lyrical story-in-verse is about a young black boy who is kidnapped and sold into slavery, and his father who is left behind to mourn the loss of his son.
A Picture of Freedom - The Diary of Clotee, A Slave Girl	McKissack, Pat	5-9	In 1859 twelve-year-old Clotee, a house slave who must conceal the fact that she can read and write, records in her diary her experiences and her struggle to decide whether to escape to freedom.
Nightjohn	Paulsen, Gary	7-12	Fictional work traces the experiences of a 12-year-old slave girl in the 1850s.
Harriet Tubman	Petry, Ann	3-7	This classic biography is a vivid and accessible portrait of one of America's most inspiring heroes who guided over 300 enslaved people to freedom.
Hand in Hand - Ten Black Men Who Changed America	Pinkney, Andrea Davis	4-7	This book presents the stories of ten men from different eras in American history, organized chronologically to provide a scope from slavery to the modern day. The stories are accessible, fully-drawn narratives offering the subjects' childhood influences, the time and place in which they lived, their

			accomplishments and motivations, and the legacies they left for future generations as links in the "freedom chain."
Lest We Forget	Thomas, Velma Maia	6-12	An interactive, three-dimensional study of African-American history traces the history of slavery in the United States, from the agonizing journey from Africa to America, through the experiences of slaves, to the final emancipation
Beyond Freedom	Wall, Patricia Q.	4-6	Fictional work exploring life of free people of African descent on Beacon Hill in the early 19th century

Suggested reading list by grade level, High School Students.

Book	Author	Grade Level	Notes
The Glory Field	Myers, Walter Dean	7-9	An in-depth look at five generations of an African-American family traces the Lewises from Africa to slavery in the southern United States.
Copper Sun	Draper, Sharon M.	7-12	Fictionalized account of the life of enslaved girl from capture in Africa to freedom
The Underground Abductor - An Abolitionist Tale	Hale, Nathan	3-9	Graphic novel about Harriet Tubman.
True North - A Novel of the Underground Railroad	Lasky, Kathryn	7-9	In the years before the Civil War, the paths of two adolescent girls- one a Boston socialite, the other a runaway slave from Virginia- converge, and together they embark on a treacherous journey to the Canadian border.
Day of Tears - A Novel in Dialogue	Lester, Julius	5-9	Based on the largest slave auction in U.S. history, this poignant montage is the fictionalized account of that 1859 Georgia tragedy.
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A Picture of Freedom - The Diary of Clotee, A Slave Girl	McKissack, Pat	5-9	In 1859 twelve-year-old Clotee, a house slave who must conceal the fact that she can read and write, records in her diary her experiences and her struggle to decide whether to escape to freedom.
Nightjohn	Paulsen, Gary	7-12	Fictional work traces the experiences of a 12-year-old slave girl in the 1850s.
Lest We Forget	Thomas, Velma Maia	6-12	An interactive, three-dimensional study of African-American history traces the history of slavery in the United States, from the agonizing journey from Africa to America, through the experiences of slaves, to the final emancipation

Background Information for educators.

The Jackson family and the Jackson Homestead

Edward Jackson, one of the earliest settlers in Newton, arrived in 1642 from London. In 1646 he purchased a 500-acre farm covering much of what is today Newton Corner and Newtonville. On this land he built a saltbox house in about 1670. Over the years the Jackson family grew, and in 1809 Timothy Jackson, Edward's great-great-great-grandson, built the Homestead that stands today. This Federal-style house, marked by its symmetry, was "a fine house for its time" according to William Jackson's daughter, Ellen, who lived her entire life in the house.



The Jackson Family, 1846

Timothy's son, William, was living in Boston when he inherited the house. He returned to Newton in 1820, with his family. William was involved in local and state government, was a prime mover in the creation of the Newton Temperance Society, and foresaw the possibilities for suburban development in Newton. He played a major role in attracting the first railroad to Newton, the one that would run in front of his home. He also moved the tallow (animal fat) soap and candle manufactory, started by his father, from Boston to the Homestead.

The Jackson Homestead was a busy place in the nineteenth century. William had a large family. He married Hannah Woodward in 1806 and, after her death in 1812, he married Mary Bennett, Hannah's nurse. He had five children with Hannah and twelve children with Mary (three of whom died as infants).

The Jacksons as Abolitionists

In Newton during the 19th Century, William Jackson and his family opened the Jackson Homestead as a stop on the Underground Railroad. Because William and his family were breaking the law to hide fugitives, they kept few records. We have only one documented account of a freedom seeker sheltered at the Homestead. The stay was recorded in a book of recollections written by William's daughter, Ellen. However, a Mr. Bowditch, an Underground Railroad conductor, wrote in a letter that he often brought fugitives to the Homestead.

William's brother, Francis Jackson, was also an abolitionist. He was a colleague of William Lloyd Garrison, editor of *The Liberator* in Boston. As the treasurer of the Boston Vigilance Committee, Francis raised monies to help people house and care for fugitives. William died in 1855 and Francis died in 1861; neither lived to see the passage of the Thirteenth Amendment to the Constitution that ended the institution of slavery in the United States.



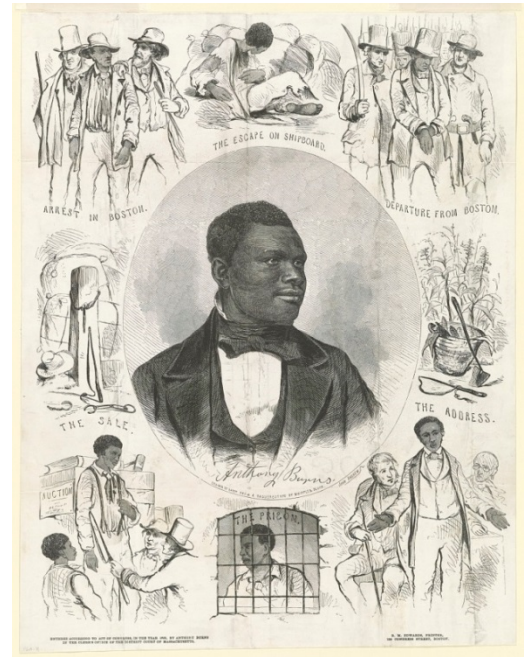
The Jackson Homestead

Northern Slavery, Abolition, and the Underground Railroad

Enslaved Africans were first brought to what would be the United States in 1619. Enslaved people were owned in all of the American colonies, including thousands in Massachusetts, until after the American Revolution. We know of a total of 36 slaves owned in Newton during the 17th and early 18th centuries; most enslaved people, however, were never recorded.

In 1780 Massachusetts ruled slavery unconstitutional, one of the first northern states to do so. However, slavery in Massachusetts was not formally made illegal, and slavery persisted in the state through the 1830's. Ideals like "All men are created equal . . ." from the Declaration of Independence (1776) and the lack of large-scale farming contributed to the decline of slavery in the north. In 1808 the United States legally abolished its trade in enslaved people from Africa, after approximately 250,000 had been brought to the United States. But the institution of slavery continued on American plantations in the southern states.

Enslaved people, through their own bravery and without the benefit of the power of reading and writing, had always been escaping to freedom. Formal abolition movements began in the 1830s with the establishment of vigilance committees and anti-slavery societies, including those in Boston, to prevent the return of freedom seekers to their owners. While abolitionists were united in their desire to abolish slavery, their motives for involvement were different: ethical, economic, political, and religious. In addition, they disagreed on the best method to end slavery: legislation, isolated violence, or outright war.



Anthony Burns / drawn by Barry from a daguerotype [sic] by Whipple & Black ; John Andrews, sc.

The term "Underground Railroad" did not gain its legendary status until after the Civil War ended. Commercial railroads, started in the 1830s, needed to be well established for the term to have any meaning. The Underground Railroad was neither centralized nor organized nationally. Freedom seekers used many routes, on land and sea, to flee slavery and reach freedom. Not all enslaved people escaped north. Some went west into the American territories. Others went further south into the swamps of Florida or the islands off Central America. But many went north, as far as Canada where Great Britain had banned slavery in 1833. Much of the abolition activity in Massachusetts, particularly Boston, took place around and after 1850, the year the United States Fugitive Slave Act was passed. A similar law had been passed in 1793 to uphold slave owners rights to their enslaved people. The 1850 law required the return of freedom seekers to their owners, if necessary with the help of northern law officials.

Studying Primary Sources and the Underground Railroad

Primary sources include letters, maps, drawings, photographs, and diaries created by the actual people who witnessed or participated in an event in the past. These documents provide much needed information, in the words of historical people, but also raise questions that we may or may not be able to answer. We are given only the information the author or the creator chose to include; we must interpret unclear information; and we must infer information about primary sources that did not survive as complete documents to be studied.

Secondary sources are created by researchers based on primary sources. But because people interpret information differently and can make mistakes, these sources must be used carefully. There are many secondary sources, primarily books, written about the Underground Railroad. But to understand more fully this important movement, we must go back to the actual words written and recorded by the people, both black and white, who struggled and sacrificed to abolish the institution of slavery in America. These records are rare, because of the risk involved in creating them, and thus the study of abolition is a challenge.

MA History & Social Studies Curriculum Framework supported by the Journey on the Underground Railroad program.

Kindergarten – This program is not recommended for kindergarten students

1st grade Grade 1

History and Social Science

Concepts and Skills

- 1. Use correctly words and phrases related to time and recognize the existence of changing historical periods.
- 8. Give examples that show the meaning of the following words: politeness, achievement, courage, honesty, and reliability.

Standards

- After reading or listening to stories about famous Americans of different ethnic groups, faiths, and historical periods, describe their qualities or distinctive traits.

English Language Arts

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key ideas of a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.
- SL.1.1.a-c. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Grade 2

History and Social Science

Concepts and Skills

- 2. Use correctly words and phrases related to time, changing historical periods, and causation.
- 8. Give examples of people in the school and community who are both producers and consumers.

Standards

- 2.10. After reading or listening to a variety of true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction.

English Language Arts

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.10. By the end of the year, read and comprehend informational texts, including history/social studies...in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- SL.2.1.a-c. Participate in collaborative conversations with diverse partners...in small and larger groups.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 3

History and Social Science

Concepts and Skills

- Explain the meaning of time periods or dates in historical narratives and use them correctly in speaking and writing.
- Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action.
- Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance.
- Give examples of the different ways people in a community can influence their local government.

Standards

- Identify historic buildings, monuments, or sites in the area and explain their purpose or significance.
- 3.12. Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed.

English Language Arts

- RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies...in the grades 2-3 text complexity band independently and proficiently.
- SL.3.1.a-d. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 4

English Language Arts

- RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

- RI.4.3. Explain events, procedures, ideas, or concepts in a historical...text, including what happened and why, based on specific information in the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.10. Read and comprehend informational texts, including history/social studies...in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- SL.4.1.a-d. Engage effectively in a range of collaborative discussions with diverse partners...building on others' ideas and expressing their own clearly.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- SL.4.6. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate.

Grade 5

History and Social Science

Concepts and Skills

- Identify different ways of dating historical narratives.
- Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative.
- Define and use correctly words related to government.

Standards

- Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the response of slaves to their condition. Describe the life of free African Americans in the colonies.
- 5.35. Identify the key issues that contributed to the onset of the Civil War.

English Language Arts

- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical...text based on specific information in the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies...in the grades 4-5 text complexity band independently and proficiently.
- SL.5.1.a-d. Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Grade 7

Concepts & Skills

History and Geography

- Compare information shown on modern and historical maps of the same region.

- Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history.
- Identify multiple causes and effects when explaining historical events.

Grade 8-12

History and Geography

- Interpret and construct timelines that show how events and eras in various parts of the world are related to one another.
- Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.
- Distinguish historical fact from opinion.

African History to 1800

- WHI.20 Describe the development and effects of the trans-African slave trade to the Middle East from the 8th century on, and the trans-Atlantic slave trade to the Western Hemisphere from the 16th century on.

US History

- USI.7 Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the “Great Compromise” that was reached. (H, C)
- Major Debates
 - a. the distribution of political power
 - b. the rights of individuals
 - c. the rights of states
 - d. slavery
- USI.29 Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture.

Social, Political and Religious Change, 1800–1860

- USI.31 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism.

Grade 12

Scarcity and Economic Reasoning

- E.1.1 Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services

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It's Not So Black and White: Discussing Race and Racism in the Classroom

By Dr. Beverly Tatum

Advice for talking with students about race-related issues. Grades PreK-K, 1-2, 3-5, 6-8

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<http://www.nea.org/tools/lessons/50644.htm>.

"Network to Freedom." National Park Service. November 13, 2015.

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Remembering Slavery: African Americans Talk About Their Personal Experiences of Slavery and Emancipation. Book by Ira Berlin, Marc Favreau, and Steven F. Miller, New York: The New Press/Library of Congress, 1998; includes 2 audio cassettes of Smithsonian Production's live recordings and dramatic readings of interviews with former slaves.

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Steal Away: Songs of the Underground Railroad. CD by Kim and Reggie Harrison, Appleseed Recording; distributed by Chatham Hill Game, Inc., Chatham, NY.

The American Experience: Roots of Resistance: A Story of the Underground Railroad. Time-Life Video & WGBH, 1990.

"The Underground Railroad: Escape from Slavery." Scholastic. Accessed January 26, 2016. http://teacher.scholastic.com/activities/bhistory/underground_railroad/index.htm

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<http://www.newtonma.gov/gov/historic/jackson/default.asp>

The Durant-Kenrick House & Grounds, 286 Waverley Avenue, Newton MA 02458
http://www.newtonma.gov/gov/historic/durant_kenrick_house_and_grounds/default.asp

African Meeting House, Museum of African American History, 46 Joy Street, Boston MA
www.afromuseum.org

Black Heritage Trail, Boston African American National Historic Site, National Park Service
<http://www.nps.gov/boaf/index.htm>

Longfellow National Historic Site, 105 Brattle Street, Cambridge MA
www.nps.gov/long/index.htm