

## Building the Underground Railroad Tour

In this packet you will find:

- Student packet prompts
- Facilitator talking points, including scripted segments.
- Recommended order to tour exhibits
- Time allotments for exhibits

We encourage the facilitator to share the provided information and conduct reflections and discussions at the designated points during the tour. This facilitation is essential for maximizing student learning. The facilitation at the beginning of each exhibit activates prior knowledge and ensures students have the foundational information required to navigate their exploration and inquiry. The check-ins throughout monitor and support student learning. The **ask your adult** questions requires the facilitators to provide the information students need to answer their prompts. The reflections/discussions at the end of exhibits are designed to address misinformation and confirm and extend understanding.

We want you to be able to direct students in where to find required information in each exhibit. Therefore, when applicable, we have included the information as it is printed on our exhibit panels that facilitates answers for the packet prompts. Also, much of the information in the exhibit lies in condensed areas. The **ask your adult** questions and additional handouts are included so that students can spread out in the exhibit space and still access information.

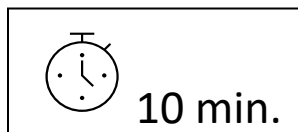
**Modifications:** This tour includes a lot of information and requires a steady pace and awareness of time allotments to complete. We encourage you to modify when necessary to meet the educational and emotional needs of your students. This means students may not answer every prompt or you may eliminate a film to allow more time for exhibits. You may also opt to debrief packet answers when you return to the classroom instead of during the visit. To support students, consider changing some of the written response prompts to reflection prompts. You may allow students to work in pairs. Perhaps students can capture information and answers using cameras on cell phones or tablets in lieu of written responses. Ultimately, we want students to be challenged, but with comfort and confidence as they engage with the tour.

### **Compelling Questions Guiding the Overall Experience**

- Why is it important to learn about slavery in the U.S.?
- Why is it important to learn about the Underground Railroad?
- Why is it important to learn about social justice?

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### ATLANTIC SLAVE TRADE and the MIDDLE PASSAGE



## 2<sup>nd</sup> floor | Mural

### Facilitator Talking Points:

1.) *Activate students' prior knowledge from the pre-reading.*

- Why did the Atlantic Slave Trade begin and why did it grow?
- Describe the experiences of the enslaved.
- What was the relationship between race and slavery?



2.) *Read the following and guide students through a discussion/reflection:*

**Tom Feelings** was one of the finest, most dedicated and important artist/ storytellers of our time. He was committed to telling the true African American story and agreed to create a mural for the Freedom Center. Sadly, Tom Feelings passed away before he completed this mural.

A few months before Feelings died, artist **Tyrone Geter** was invited to his studio to see the finished sketch of this mural, Later, sitting with Feelings at the hospital a few days before his death, Feelings asked Geter to finish the painting. “You don’t need to paint like I do,” Feelings said. “Just do what you do and it will be enough.”

### About the Painting

Tom Feelings stated: “I was doing children’s books... focused on the joy of living in Africa. I knew that kids were bombarded with negative images, and I wanted them to enjoy the experiences that I had, which were positive; the experiences of being surrounded by black people and thousands of years of culture.

I began to realize that unless you understand what happened in the past, it is hard for you to understand what’s happening now...that is why I started dealing with the painful things. If you hear this from somebody who cares for you, you are more likely to take it in than you are to turn it off.

When we begin to look at the painful things that happened in the past, we begin to realize the strength of the people that went before us. We survived...whereas both stories (positive and negative) are life affirming, it is easier for people to hear the ones that make them feel warm. This one (the negative) is more difficult. In Africa, we are a people that celebrate life. Being able to celebrate life even in the worst of times is one of the things that helped us to survive. So, I wanted to show that in the work.”

- Do you agree with Mr. Feeling’s words about understanding our painful past?

- How does this concept apply to people who are not Black? Do they need to understand the painful past and survival of Black Americans?

3.) Guide students through a discussion/reflection using the following prompts. Answer questions using the provided additional information about the mural.

- Identify the emotions prompted by the images?
- What images stand out to you?
- What do you want to know? What are your questions about the painting?

**ADDITIONAL INFORMATION:**

**African Man and Women**

**(heads):** This image represents the 12.5 million African men, women and children that were stolen out of Africa.



**African Continent:** The two main slave supply areas were West Africa, and West Central Africa.

The 3000-mile coastline from Senegal to Angola supplied slave labor for the Americas from almost every tribe inhabiting its shores and hinterland. There were three major empires in Western Africa – Ghana (or Wagadou), Mali and Songhai. Other empires up and down the west coast include Wolof, Ashanti, Yoruba, and Congo.

**The female and male face developed from an oceanic wave** just right of the African Continent represent those enslaved Africans that jumped overboard from the ships or were thrown overboard to their deaths during the Middle Passage.

**African with Middle Passage background:** The slavery voyages to the Americas, popularly referred to as the “Middle Passage” lasted approximately three- and one-half centuries. It was a veritable nightmare, with overcrowding of ships being the most common, causing indescribable unsanitary conditions.

**The Servant “Antonio”:** Believed to have arrived in 1621 aboard the “James,” and sold into bondage to work in the tobacco fields, “Antonio the Negro” was listed as a servant in the 1625 census. At that time, Virginia had no rules for slaves.

Antonio the Negro” became the landowner, Anthony Johnson. Over the course of a lifetime, he and his wife Mary bought their way out of servitude and raise four children. In 1645, a man identified as “Anthony the negro” stated in court records, “now I know myne owne ground and I will worke when I please and play when I please.”

By 1650, Johnson owned 250 acres of land stretched along Pungoteague Creek on the eastern shore of Virginia. How he acquired the land is questionable.

**This panel illustrates separation of family:**

It can be described as a mother reaching out desperately for her baby who was taken away from her to be sold into slavery. And, behind that mother is another



mother who is equally desperate to hold onto her baby, with hopes that it will not be taken away from her to be sold into slavery. Arguably, some historians suggest that infants were not generally separated from their mothers, but it did happen, whether frequently or infrequently.

From the time enslaved persons left Africa, and throughout their enslavement, separation of family was almost innate. This trauma devastated the family unit for generations to come.

**Panels depicting slave auctions.**



**Panels representing movement of slaves from approximately 1790 to 1860.**

The **top** panel represents movement of enslaved persons overland; and by railroad. The **bottom** panel represents movement of enslaved persons overland, and in the distance; by boat.



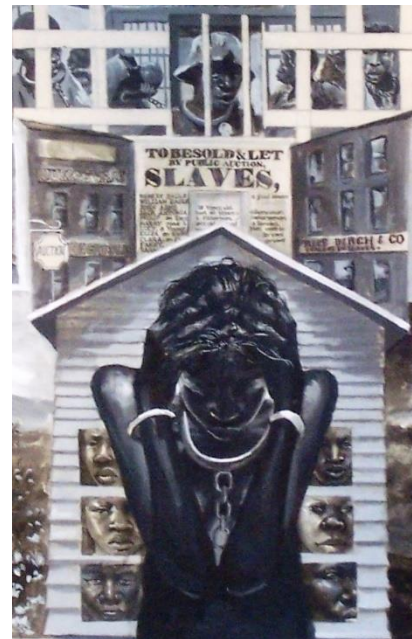


**This middle panel is very powerful.**

The woman centerpiece represents a mother's feeling.

Behind the women centerpiece is a slave pen displayed of varying backgrounds. This represents the John W. Anderson slave pen.

Lastly, the top portion of the panel might be interpreted as representing the past and the present. The past represented by the slave pen type bars, and the present represented by the bars on today's jails and prisons. Following the 13<sup>th</sup> Amendment, mass incarceration was used to re-enslave, mainly, young African American men. They were forced to work on cotton fields, in mines, sawmills, build roads and much more. The convict lease system exploded after the 13<sup>th</sup> Amendment, making wardens, politicians and business owners incredibly wealthy.



This image also depicts the confinement of an individual in the Mason County Slave Pen.

**This panel looks at the clearing of the land:** 1803 Louisiana Purchase: Doubled the Size of the United States and opened up the land for cotton plantations.



**This panel looks at cotton plantations:**

**Eli Whitney:** invents the Cotton Gin (1793) which changes American History.



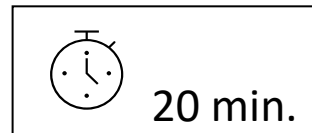
**This panel shows two enslaved individuals on a slave ship:** the artists left this panel open to viewer interpretation

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### GEOGRAPHY and ECONOMICS of the INTERNAL SLAVE TRADE

#### 2<sup>nd</sup> floor | Internal Slave Trade

#### Facilitator Talking Points:



1.) *Before students explore, guide students through a discussion/reflection using their prompts:*

- Was slavery legal in all states before the Civil War?

By the 18th century (1700s), slavery was legal throughout the Thirteen Colonies and then slavery was legal in all of America's 13 original states. About half the states abolished slavery in the first decades of the new country, although this did not usually mean that existing slaves became free.

- Was Kentucky a free state or slave state? **Slave state.** It was a border state. Border states allowed slavery but did not secede along with the rest of the slave states before the Civil War.
  - Was Ohio a free state or slave state? **Free**
  - Why did the U.S. stop importing enslaved persons from outside of the U.S.?
  - What was the Internal Slave Trade?

#### **The Internal Slave Trade was the sale and transportation of enslaved people within the United States.**

After the Atlantic slave trade was abolished in the U.S. in 1808, slave owners in the upper south, where plantations and slavery had existed for a while, made a profit by selling some of their enslaved persons to new plantations in the lower south.

It was big business. Enslaved persons represented close to a **half a billion dollars in property.** Between 1790 and 1860, 1 million enslaved people were bought, sold (often more than once) and relocated in **one of the largest forced migrations in world history.**

- What is a forced migration?

Slaves were transported by their owners or by professional slave traders who made their living selling other people. We are talking about the **selling of humans like property, or chattel.**

2.) Allow students time to explore the displays on the walls and answer the prompts in their packets. Tell students the slave pen will be highlighted after this exploration of the geography, and economics of the Internal Slave Trade.

3.) Guide students through a discussion/reflection using their prompts:

### Cincinnati Connections

- How did the Ohio River help the economy during the 1800s?

The Ohio River was an important for the transportation of goods. The ports in Cincinnati were used to drop off and pick up goods such as farm machinery. The port of Cincinnati sent machinery, harvesters, plows, and salted pork to the South. In turn the ports of the South sent cotton and other raw products to the factories and mills of Cincinnati and other Northern cities.

In the 1800s, Cincinnati was the largest boat building city on the Ohio River. More than 125 paddle boats visited its port daily.

- What was Cincinnati's role in the Internal Slave Trade?

Cincinnati was along the main water route to major slave markets at St. Louis, Memphis, Natchez, and New Orleans. When slave traders needed fuel and other goods, they stopped in Cincinnati. Often, slaves were bound below deck in ships docked at the Port of Cincinnati.

- Why do you think many abolitionists decided to promote their cause in Cincinnati?

The antislavery movement was strong along the Ohio River because the river was an important part of the slave trade, especially in the Cincinnati area. Cincinnati was a major U.S. city with a large and influential population. Also, there was a strong pro-slavery population in Cincinnati. Abolitionists could reach a large population with speeches, pamphlets, and newspapers in Cincinnati.



## Buying and Selling People

- What happened at slave auctions? Describe what you might observe.

Slaves were assessed a value according to their gender, age and skill. Newspapers were full of advertisements for public auctions and private sales where slaves were inspected and sold along with all types of other goods.

- Why wouldn't slave owners want enslaved persons to establish families and households that stayed together?

The enslaved were not viewed by the law as people. Therefore, the law did not allow the enslaved to experience basic human rights or important human experience such as marriage or parenting. This allowed enslaved persons to be sold at any time. It also kept the law from viewing the enslaved as people instead of property.

## Cincinnati Connections and Economic Impact

- How did white businessmen who were not slave owners, profit from slave labor?

Local companies, large and small participated in the slave economy - meaning they made money from the transportation of slaves or goods produced by slave labor. Many Cincinnati locals were pro-slavery.

The farm machinery shipped from the North was used on plantations in the South. Businessmen in the North profited from selling to slave owners. The cotton and raw materials shipped to factories in the North was the product of slave labor on those plantations. The Northern businessmen were able to buy these goods at a low cost because of slave labor.



- How did white businessmen benefit from the mistreatment of the free Black population?

White businessmen made money from the ports, partly because the free-Black population living along the Ohio River provided the labor to load and unload the ships. The white businessmen paid the Black workers low wages.

## Slave Pen Map



- Using the Slave Pen Map, describe geographic significance of the Anderson slave pen.

Dover, Ky., one day's walk from the Anderson Slave Pen, was the site of the boat dock from which slaves were taken to the Forks Of The Road at Natchez, Mississippi. Maysville, Ky., was the site of the major overland route (now U.S. 68) moving enslaved Africans to Lexington, Nashville and Natchez via the Natchez Trace.

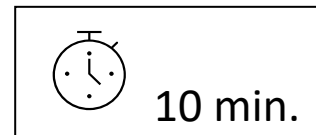


- How did geography (rivers, landscapes, and climate) shape the movement and location of slaves in the U.S.?

Students will have to infer a response from the exhibit information.

## 2<sup>nd</sup> floor | Slave Pen

### Facilitator Talking Points:



1.) Before students explore, read the following and guide students through a discussion/reflection using the prompt from their packet:

In 1860, the value of American cotton exceeded that of all the goods produced in the rest of the world.

- Why was the demand for cotton so high?

Cotton was used for clothing, but it was also used for bedding, and packing material. It was also shredded and used as insulation. Raw or unfinished cotton textiles, like canvas had many uses including ship sails in the 1800s. The high demand was aided by the beginnings of the Industrial Revolution and immense quantities exported to Great Britain to be used in the factories there to make fabric.



2.) Read the following to set the tone for viewing and touring the slave pen. Afterwards, allow the students to explore. Then guide students through a reflection/discussion:

### Slave Pen

Enslaved people were gathered and held in upper South slave pens and jails for as long as 2 months before being shipped on. This structure is one such Slave Pen

This slave pen was built by John W. Anderson around 1832. While it looks similar to a log cabin or house, it is not. This slave pen, like many others throughout Kentucky and the upper south, was built to facilitate the internal slave trade: the buying and selling of humans.

John W. Anderson, was a slave trader from nearby Germantown, Kentucky. Germantown is located about an hour southeast of Cincinnati. We know it was built by Anderson because his name is branded in the wood on the second floor, which was a common practice at the time.

The Slave Pen was nothing but a warehouse, or jail, for Anderson's human property. A place of sorrow and pain for all the men, women and children that were kept here. Most of them had just been sold away from family members. Slavery didn't see a human with emotions and connections to others; all it saw was a piece of property to be bought and sold.

Between 1790 and 1860, approximately 1 million enslaved people were sold from northern states and the upper south to states in the lower south to meet the demand for producing cotton. Anderson realized he could make a lot of money from this, so he decided to make his living through buying and selling human beings.

- Did only plantation owners make money from slavery?

Anderson was considered a middle-man. What this meant is he would purchase around the Mason County, Kentucky area, warehouse them in the pen, and then send them to Natchez, Mississippi to be sold once more. In today's money, this practice of enslavement would yield him around 1 million dollars a year. Once he felt like he was going to get a good return on his investment, and the conditions were right, he would **march the people he owned** 750 miles to Natchez, Mississippi. It would take around **45 days** and he did this 3 to 4 times a year.

The slave pen had one entrance, originally made of cast iron, a large fireplace, where the enslaved women did most of the cooking for Anderson's estate, 8 barred windows and two floors. The women and children were stored on the first floor, and the men, starting around the age of 12, were stored on the second floor. It was widely considered at the time that men were more likely to run away and they were more likely to fight back. Because of this, Anderson kept the men chained in shackles almost the entire time they were here.

He did this by hammering iron spikes, with loops attached to most of the wooden crossbeams. You can see the original loops inside. A long chain would run from one end of the second floor, through all the loops, to the other end of the second floor. At any given time, 30 to 50 enslaved people were sentenced to the pen.

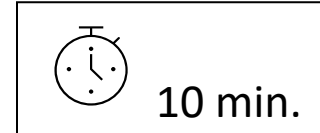
The conditions inside the slave pen were awful. Buckets were used for human waste. The women could place the bucket in a corner away from them; but men, who were chained up, had no choice but to pass the bucket around. These unsanitary conditions caused illness. At night they slept on the hard wooden floors. There were no shutters on the windows, so it was freezing during the winter, and hot during the summer.

Anderson died in 1834 pursuing an enslaved person who had escaped. His family inherited the land, pen and the enslaved human property he owned. They chose to opt out of the slave trading business, converting the Slave Pen into a barn used for drying tobacco. John W. Anderson's legacy, however, will be forever stained with his involvement in the internal slave trade.

We don't know who did it, or when they did it, but someone took the time and effort to carve the word "jail" on the outside of the slave pen.

## 2<sup>nd</sup> floor | Window: Cincinnati and Slavery

### Facilitator Talking Points:



1.) Direct Students' attention to the view from the window. Guide students through a discussion/reflection using the prompts from their packet:

- The Ohio River was a border between free and slave states, is the Ohio River part of Kentucky or Ohio? **Kentucky**

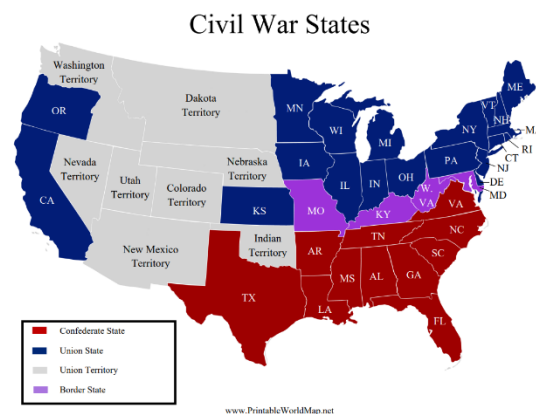
The Ohio River wasn't as deep or as wide as it is today, freedom seekers could walk across some areas, it would freeze in the winter making it easier to cross.

- Were freedom seekers legally free in free states? Why?

Shortly after becoming a state, Ohio approved laws that put restrictions on the freedom of African Americans. Ohio did not fully repeal these so-called "Black Laws" until 1887, well after the Civil War.

Ohio prohibited slavery, but only in the sense that no one could buy or sell slaves within the state. Southern slave owners regularly visited Ohio, especially Cincinnati, with their slaves.

The federal Fugitive Slave Acts authorized local governments in all states to seize and return freedom seekers to their owners, and imposed penalties on anyone who aided freedom seekers. Thus, no slave became free simply by entering a free state. Ohio and Cincinnati in particular became the hunting ground for slave catchers who earned rich rewards for returning freedom seekers to their Southern owners. Cincinnati newspapers were filled with advertisements offering rewards for fugitive slaves.

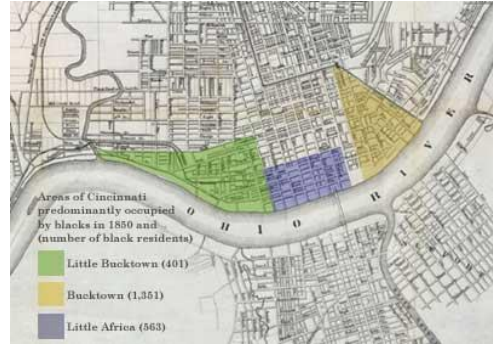


- Where did they have to go to be legally free? Code name "Promised Land." **Canada**

Runaways didn't only head north. Some also went south into Mexico and the lands held by the Seminole Indians. Others headed for new lands in the West.

- Why is the National Underground Railroad Freedom Center located on this spot?

Many escaped slaves chose to settle in an area located in Cincinnati on the banks of the Ohio River. This area was called “Little Africa,” and was home to both escaped slaves and freedmen. In the early 1800s, the city’s Black population was very small, but would increase greatly as the Underground Railroad was in operation. Freedom Seekers often found refuge and support from the residents of Little Africa.

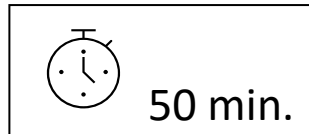


Conditions were not great for those living in Little Africa as it was difficult for African Americans to find work and the work they could find was physically hard and paid very little. Also, white landowners in the area would only build unsafe wooden housing in the area. This led to unhealthy and dangerous living situations.

### The UNDERGROUND RAILROAD

#### 2<sup>nd</sup> floor | Escape! Freedom Seekers and the Underground Railroad

#### Facilitator Talking Points:



1.) Before students explore, read the following and guide students through a discussion/reflection using the prompts from their packet:

The Underground Railroad was a network of people who helped freedom seekers find shelter, food, rest and whatever else they needed to move a little closer to freedom. Sometimes this network was organized; often it was spontaneous and relied on quick thinking and gutsy actions.

- Why was the Underground Railroad spontaneous?



The Underground Railroad was more organized in some places than in others.

- Why did it rely on quick thinking and gutsy actions?

After 1850, true freedom was outside the U.S. borders. The Fugitive Slave Law made it more dangerous for free blacks and whites who helped freedom seekers in any way. By not turning

in a freedom seeker, a U.S. citizen could be jailed and fined heavily. Slave catchers roamed the North. Some freeborn Black citizens were kidnaped and sold as slaves. It wasn't safe for Black people anywhere in the United States.

- When was the Underground Railroad in use?

Enslaved persons tried to escape from slavery from the very first slave ships that came to the Americas. The Underground Railroad period is generally thought of as from the 1830's to the start of the Civil War in 1861.

How was the Underground Railroad similar to and different from an actual railroad?

Similar	Different

2.) Review student responsibilities in the exhibit and allow them time to explore and answer their prompts.

3.) When students get to the Ask an Adult questions, provide them with the corresponding information. Read aloud the passages about hiding, disguises, and pretending. Assign abolitionists and freedom seekers for students to research by providing names or pictures and handouts from the appendix.

**Watch the film Midnight Decision.**

Afterwards, follow Caleb's journey in the exhibit using an interactive display station.

- What are 3 facts you learned about the Underground Railroad following his journey?

<p>Characters:  <b>Caleb:</b> son/brother  <b>Eula:</b> mother  <b>Violet:</b> daughter/sister  <b>Henry:</b> conductor</p>
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**Timeline**

- View the 3 timelines on the wall. Identify an interesting event or fact from the following decades:

	Interesting event or fact
1830s	
1840s	
1850s	



Facilitator may point out information about Cincinnati.



## Hard Traveling



- What were the dangers along the Underground Railroad?

Patrollers and slave hunters. Lack of proper clothing and shoes. Heat and cold. Lack of food. Many runaways followed creeks and swamps to cover their scents from the slave catchers' tracking dogs. Snakes in the swamp.

- How did freedom seekers know where to go?

Without maps, runaways had to depend on nature. They followed the North Star and looked for other hints such as moss growing on the north sides of trees, the sun's position, and the seasonal bird migration.

- Why were passes a big obstacle?

Blacks had to carry identification papers with them. Free blacks had official emancipation records and slaves on business for their owners carried passes giving them permission to travel. Since few blacks could read and write, forging passes was difficult; but still some found ways to get them.

- **Ask your adult:** Where did freedom seekers hide?

Runaways had to think quickly to find places to hide.

John Thompson of Fauquier County, Va., hid from slave catchers by lying on top of a railroad car. He was later caught but managed to escape again.

A stationmaster helped Harry Smith hide by putting him under the mattress where the stationmasters' sick child lay.

Henry Bibb once spent a day in a pile of lumber.

Harry Grimes hid in the hollow of a big poplar tree for seven months, then in a cave.

John Parker hid several runaways in coffins in the back of Tom Collins's carpentry shop in Ripley, Ohio.

Lear Green hid in a sailor's chest on a steamship bound from Baltimore to Philadelphia. Her future mother-in-law kept watch on the chest and lifted the top several times to give her air.

- **Ask your adult:** How did freedom seekers use disguises and pretending?

Frederick Douglass dressed as a sailor and took a boat and then a train. On board the train, a conductor asked him for his “papers” – the pass that all blacks had to carry to prove they weren’t runaways. Douglass’s papers were fake and he was terrified that he would be found out. Fortunately, however, the conductor only glanced at them and moved along.

Two young women, Charlotte Giles and Harriet Eglin, made themselves look like mourners on their way from a funeral. They wore heavy black veils covering their faces. Someone helped them get through the Baltimore railroad depot. Then one of their owners boarded their railroad car, looking for them. Pretending to weep, the women gave false names and owner didn’t recognize them. They made it to Philadelphia where they found shelter with a group of abolitionists.

John Fairfield and Levi Coffin, white men, and John Hatfield, a black man, worked together to help 28 runaways from Kentucky escape through Cincinnati. They hired wagons and made the runaways appear to be part of a funeral procession.

Fifteen-year-old Ann Maria Weems desperately wanted her freedom from a slave trader in the Washington, D.C., area. Philadelphia lawyer Jacob arranged for her to dress as a coachman and drive a carriage. For the trip, she used the name of “Joe Wright.” They pretended that the passenger, “Dr. H.” had just been appointed by the President to a government position and was going home to tell the good news to his family. Starting from their meeting place in front of the White House, “Joe” took the reins through the District of Columbia, Maryland and finally into Philadelphia.

A man named David stole his owner’s horse and convinced an unnamed white woman to hire a carriage in which she and her 10-year-old rode while David drove. There was nothing unusual about a black person driving a carriage with whites inside. They made their way to freedom through Harrisburg, Pa.

Henry Bibb bought a trunk and followed white people as they boarded a steamship, giving the impression that he was their slave.

Susan Brooks posed as a laundress taking a shirt on board a ship. Once on board, someone helped her hide.

### **Freedom Seekers**

- **Ask your adult** for your assigned freedom seeker. Highlight and annotate the text. Identify two important facts and one question you have about your freedom seeker.

### Appendix A

Freedom Seeker's name	
Interesting fact 1	
Interesting fact 2	
Your question	

### Conductors

- **Ask your adult** for the name of your assigned conductor. Find the conductor in the center display. Identify two important facts and one question you have about your first conductor.

### Appendix B

Conductor's name	
Interesting fact 1	
Interesting fact 2	
Your question	

- Explore the exhibit and list the conductors with ties to Cincinnati.

### Some People Went Further than Talking and Writing Against Slavery

- What were safehouses?

Conductors took freedom seekers to "safe houses" – places where they could rest and find food and fresh clothes.

- What did conductors do?

Conductors were those, black and white, who took action and helped those people running from their bondage.

- What did agents do?

Agents were people who made the arrangements but didn't actually take freedom seekers to safe houses.

- What did stationmasters do?

Stationmasters were the owners of the safe houses where runaways found shelter.

- Why was this work dangerous for the helpers?

People who helped runaways were committing an illegal act. They could be arrested, fined, and jailed for their help. Sometimes people lost their farms, their homes, their businesses.

## Secret Passwords and Codes

- List at least 2 ways that conductors and freedom seekers secretly communicated.

**Agents would start a fire** on the banks of the river to signal that a **runaway had arrived**.



John and Jean Rankin of Ripley, Ohio, **kept a lantern burning** on a pole near their hilltop home to serve as a beacon for runaways coming up to their house overlooking the Ohio River.

Legends mention such signals as a **row of white bricks in the chimney**, a **flag** in the hand of a small statue in the front yard, or a **quilt** prominently displayed near the house to signal safety.

Owners of a safe house could be alerted to the coming of runaways by a **special knock**, a **pre-arranged phrase**, or the **sound of a stick dragged against a picket fence**.

At the door, a conductor may have **introduced himself as “a friend with friends.”**

Others used **passwords**, **secret signals** and **special handshakes** to identify those people working on the Underground Railroad.

**Coded letters** were written.

## Fighting Back: Slave Resistance

- List at least 2 ways the enslaved fought against their enslavement.



Slaves have been resisting their bondage ever since the first ships brought them to America. Resistance took different forms. Many slaves **ran away to the woods** for periods of time, often to avoid punishment or to protest their treatment. Some joined other runaways who **were living in swamps and wooded areas**. These groups, called **“maroon” communities**, survived – sometimes for years – with the help of slaves on neighboring plantations.

Other slaves resisted by **running away to cities where they hoped to blend into the free black community**. **Many ran to be with their families**. **Some escaped towards freedom in the North, the West, or Indian territories**.

Many slaves found less visible ways to fight back. **They deliberately did a poor job of planting or harvesting crops, pulled down fences, set fire to buildings, broke farm equipment, stole supplies**, etc. Sometimes they were caught and punished.

Some slaves planned and conducted outright **rebellions**. Even the mention of a slave uprising terrified slave owners across the South.

## Beyond Freedom

What can we learn from the stories of Caleb, Eula, Henry, and Violet?

- Read and listen to the stories of the characters and record information you learn about the Underground Railroad, or life for African Americans during and after the Civil War.

	What you learned
Caleb	
Eula	
Henry	
Violet	



**Caleb:** Caleb was one of the more than 200,000 black men who volunteered for the Union Army in the Civil War. They were paid less than whites and forced to use inferior equipment, but their bravery stood out. In all some 38,000 black soldiers died during the war.

When the war ended, Union troops marched in celebration down Pennsylvania Avenue in Washington, D.C., but the “colored” soldiers were not included. Today the African American Civil War Memorial in Washington honors their sacrifices.

**Eula:** The Union’s victory and Emancipation didn’t change life markedly for thousands of blacks. Many former slaves, like Eula, had few skills for starting a new life. They worked the fields for their former owners. “Sharecropping” – an arrangement in which they agreed to raise specific crops and split the profits with the owners of the land – kept blacks poor and powerless.

**Henry:** No one knows how many runaways escaped to Canada in the years before the Civil War. Many, like Henry, started new lives in the Ontario settlement called Buxton, also known as the Elgin Settlement. There former slaves could buy land, educate their children and live as free human beings.

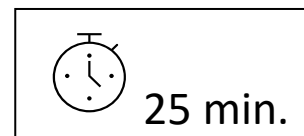
**Violet:** Education was one of the most precious goals of former slaves. Young and old alike attended classes, yearning to read and write. It had been against the law to teach reading and writing to slaves. Violet’s owner took a huge risk in teaching her.

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### REVERAND JOHN RANKIN: CONDUCTOR

2<sup>nd</sup> floor | Film: Brothers of the Borderland

Facilitator Talking Points:





1.) Before viewing the film, have students identify Ripley, Ohio on the map in their packet and discuss its geographic significance.

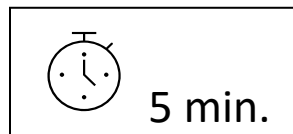
2.) After viewing the film, guide students through a reflection/discussion:

- How did Rev. John Rankin and his family demonstrate courage, cooperation, and perseverance?



### SOCIAL JUSTICE FOR ALL

3<sup>rd</sup> floor terrace | Freedom's Eternal Flame



**Facilitator Talking Points:**

1.) Share the following information about the eternal flame.

Represents that we are a safe house, like safe houses during the Underground Railroad.

Represents the ongoing struggle for freedom today.

We are carrying on the mission of those who came before us, to accomplish equal freedom and promote social justice for all.



2.) Guide students through a reflection/discussion:

- Why is it important to learn about slavery?
- Why is it important to learn about the Underground Railroad?
- What is social justice? How does learning about the Underground Railroad help us promote social justice for all?

### **Vocabulary | Building the Underground Railroad Tour**

**Abolitionists** – Historically: a person who favored the abolition, or end, of the institution of slavery. Today: a person who favors the abolition of any law or practice deemed harmful to society. Abolitionists are **anti-slavery**.

**Allies** – people or nations united by a common cause that support one another

**Atlantic Slave Trade** – or **transatlantic slave trade**, involved the transportation by slave traders of various enslaved African people, mainly to the Americas. The slave trade regularly used the triangular trade route and its Middle Passage and existed from the 16th to the 19th centuries.

**Chattel**- portable personal property. **Chattel slavery** equated human beings with livestock, furniture, and any other portable personal property. Chattel could be inherited, sold, or transferred without permission.

**Conductors** - Underground Railroad conductors were free individuals who helped freedom seekers traveling along the Underground Railroad. Conductors helped freedom seekers by providing them with safe passage to and from stations. If a conductor was caught helping free the enslaved, they would be fined, imprisoned, branded, or even hanged.

**Cooperation** - working or acting together for a common purpose or benefit

**Courage** - ability to do something that you know is difficult or dangerous.

**Economics** - the study of how society uses its limited resources. Economics is a social science that deals with the production, distribution, and consumption of goods and services

**Enslaved Person** - This term is used in place of *slave*. It more accurately describes someone who was forced to perform labor or services against their will under threat of physical mistreatment, separation from family or loved ones, or death.

*Enslaved person* emphasizes the person. *Slave* emphasizes the condition forced upon them. The term *enslaved person* focuses attention on the person while also recognizing that the person was forcibly placed into the condition of slavery by another person or group.

**Forced migration** – the movement of people made to leave a place due to forces outside of their control.

**Freedom seeker** – an enslaved person who takes action to obtain freedom from slavery.

The term *freedom seeker* is favored over the *fugitive*, *runaway*, and *escapee*. These labels were created by slave-holding society and some white abolitionists and portrayed freedom seekers as illegal and law breakers. Such labels also belittled African American efforts toward freedom, making African Americans appear incapable of strategic planning and heroics.

**Geography** - the study of places and the relationships between people and their environments

**Internal Slave Trade** – after the Atlantic slave trade was abolished in the U.S. in 1808, slave owners in the upper south found it profitable to sell slaves to new plantations in the lower south. This **domestic slave trade** relocated slaves across the south using land and water routes.

**Middle Passage** - the forced voyage of enslaved Africans across the Atlantic Ocean to the Americas

**Modern slavery** - refers to situations of exploitation in which a person cannot refuse or leave because of threats, violence, coercion, deception, or abuse of power.

**Perseverance** - continued effort to do or achieve something, even when this is difficult or takes a long time

**Plantations** - The difference between Farm and Plantation is that a farm is a relatively smaller piece of land that is used to grow either commercial crops or food for the farmer's family, and livestock is typically kept. A plantation is a large farm used only for producing commercial crops. Unlike farms, on which a variety of crops can be grown, a plantation generally grows only one crop. This crop is then sold in the market for monetary gains. A plantation may also include housing for the owner and labor working there.

**Slavery** – a condition in which a person is owned by another person.

**Underground** – secret, not operating in the open