

Becoming a Modern-Day Freedom Fighter Tour

To help navigate your visit and support student learning, we curated an inquiry-based museum experience tailored to specific learning outcomes.

The **goals** of this tour are to 1.) provide the information needed to facilitate conversations about race and slavery in our culture and society, and 2.) inspire and teach how to apply the principles and methods of the Underground Railroad to pursue inclusive freedom and promote social justice for all.

The **purpose** of this packet is to guide the facilitator as they supervise and navigate a self-guided museum experience for students. The prompts and talking points have been designed to support inquiry regarding three **compelling questions**:

- What was the role of race in the formation of the U.S.?
- Why does modern-day slavery exist and thrive?
- How can we apply the principles and methods of the Underground Railroad to pursue inclusive freedom and promote social justice for all?

In this packet you will find:

- Facilitator talking points, including scripted segments.
- Recommended order to tour exhibits
- Time allotments per exhibit.

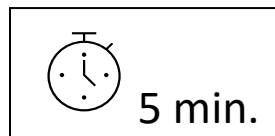
We encourage the facilitator to share the provided information and conduct reflective conversations at the designated points during the tour. This facilitation is essential for maximizing student learning. The facilitation at the beginning of each exhibit activates prior knowledge and ensures students have the foundational information required to navigate the required self-guided inquiry. The check-ins throughout monitor and support student learning. The debriefs at the end of each exhibit are designed to solidify understanding by connecting new information to students' experiences and modern-day events.

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. 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.

Options: If you adhere to the recommended time allotments, we ask that you choose between viewing the film *Brothers of the Borderland* or visiting the Implicit Bias Learning Lab.

Enjoy your visit as you take-action towards becoming a modern-day freedom fighter.

3rd floor | WINDOW OVERLOOKING OHIO RIVER



Facilitator Talking Points:

1.) Provide the following information. Activate students' prior knowledge 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**

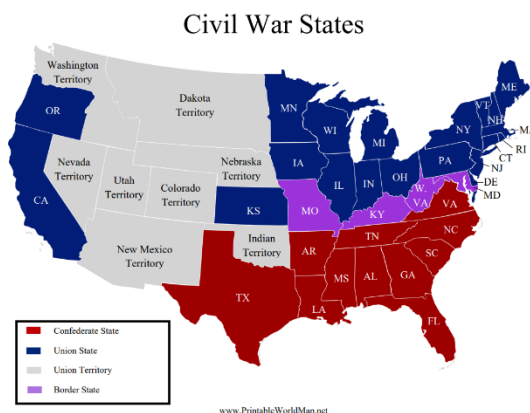
The Ohio River wasn't as deep or as wide as it is today, freedom seekers could walk across some areas, it would freeze in the winter making it easier to cross.

- 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 "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 enslaved person 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.

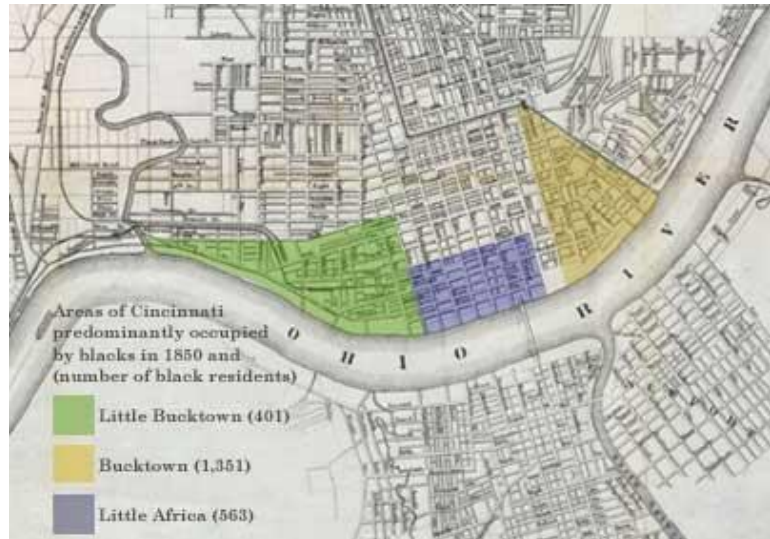


- Where did they have to go to be legally free? Code name "Promised Land." **Canada**

Freedom seekers 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.

3rd floor | FROM SLAVERY TO FREEDOM EXHIBIT

Introduction

Facilitator Talking Points:

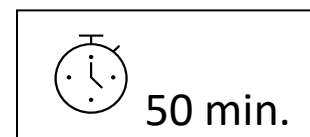
1.) Review pre reading - *Historical Foundations of Race*:

Why was the concept of “race” constructed? Who constructed it?

Race, while not a valid biological concept, is a real social construction that gives or denies benefits and privileges. “White” European Enlightenment philosophers and thinkers invented the concept to put them atop of their social hierarchy. It served as justification of race-based slavery.

2.) Overview expectations for students.

3.) Review purpose for the exploration:



The purposes of touring this exhibit are to learn about 1.) how the slave trade began, 2.) how and why slave trade became to engine of American economic growth, and 3.) how American abolitionists fought against slavery.

4.) *Review the packet directions.*

5.) *Remind student they are to convene with facilitator for small group discussion before moving onto each section of the exhibit/packet.*

6.) *Provide the following information. Guide students through a reflection using their prompts:*

Reflect: Why do you think we begin the exhibit with this piece of art?

Auguste-Francois Biard (1799-1882) produced this painting in 1840 as a protest against slavery. The painting depicts a scene on the African coast where captives are being bought and sold. Biard wanted people who saw the painting to be moved to act against the institution of slavery.

This was a time before photography, and paintings rarely took on the cruel subject of slavery. Few patrons of the arts were willing to buy such a piece for their homes.. Eventually, the painting was given to British anti-slavery activist who worked to end the Atlantic slave trade. It was used to spread understanding about the torture, sadness, and greed of slavery.

Reflect: What do you notice about the statues, the wall, and the sounds? Look for clues. What and where is being depicted?

A Portuguese ship captain haggles with a potential buyer over the selling price of a group of enslaved Africans who are clearly exhausted by the horrific voyage.

Map Room: Transatlantic Slave Trade

Facilitator Talking Points:

After student exploration

1.) *Set the tone before entering the Commemoration Room.*

The enslaved were locked together for roughly 80 days with no possibility of cleanliness or more than minimal fresh air. They were treated as cargo, not people. Their humanity was no longer acknowledged. They did not speak the language of their captors, or necessarily of one another. They had no idea of their destination or fate. The physical rigors of the journeys included malnutrition, possible starvation, and disease. Sometimes people died of thirst. Death was a common occurrence on board. Often the captives had to share excruciatingly close quarters with the dead for a time. Throwing the dead or dying was common practice for the enslavers. Some Africans willingly chose death in the sea rather than continue to the Americas.



Commemoration Room

Facilitator Talking Points:

1.) *Talk about image of the slave ship Brookes.*

This image was widely distributed to the English Parliament in the fight against the slave trade and slavery. In 1807, the English Parliament passed the first European law to abolish the slave trade.

2.) *Talk about the pillar and words on the wall.*

This space honors the 1-2 million African people, both unnamed and uncounted, who lost their lives during the Middle Passage. Carved into these walls are names, not of the enslaved, but of the “castles” where they were held on the African coast, and of a fraction of the slave ships that carried them away from their families and homelands.



The trade beads and cowry shells in the pillar symbolize those who lost their lives on the Middle Passage and those who survived into slavery.

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

Reflect: What are your thoughts about the names of the slave ships?

Reflect: What are you feeling and thinking as you stand in this room?

Reflect: Why is it important to learn about the Middle Passage and to feel discomfort with history?

Crop Room

Facilitator Talking Points:

After student exploration

1.) *Share the following information about British colonies and slavery:*

The British were the last European nation to establish colonies in the Americas. Their first successful colony on mainland North America was Jamestown, Virginia in 1607. Over the next two centuries, their colonies expanded in North America from Georgia into Canada. In all of their colonies, slavery existed. However, in the colonies of the Chesapeake – Maryland, Virginia, and Delaware – as well as in the Carolinas and Georgia, slavery was the main way of organizing labor. Their economies evolved around



slavery. In the Chesapeake, by 1790, enslaved people made up about 40% of the population. In the Carolinas and Georgia, enslaved people made up the majority of the population.

Keep in mind, that when we talk about slavery in the American colonies and the U.S., we are talking about race-based chattel slavery. So, race and racism are influencing the forming and growing cultures and societies in the colonies – including their systems and institutions.

2.) *Guide students through a reflection using their prompts:*

Reflect: How would a colony be deemed a “success?” How important was slavery to the success of North American colonies?

Reflect: How can someone decide that another person is their property? Why would people support this?

Film: From Slavery to Freedom | 15-minute film shown every 30 minutes.

Founding Documents

Facilitator Talking Points:
After student exploration



1.) *Review student findings regarding contradictions in the founding documents.*

2.) *Ask students: **What was the role of race and racism in our country’s foundational documents?***

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

Reflect: Assume the perspective of an enslaved African of the era. Listen to the music. Read the words projected on the wall. What are you thinking and feeling?

Reflect: What systems and institutions needed to support racial hierarchies and slavery for it to thrive?

Reflect: Not everybody during early American history believed in racial hierarchies and slavery. Can the beliefs of those who did be justified?

Expansion of Slavery and the Abolitionist Movement



Facilitator Talking Points:

Before students explore

1.) Let students know you will position yourself near the Black masonic temple (white building, back right). After answering the prompts inside the temple, students will convene.

Facilitator Talking Points:

After student exploration



1.) Guide students through a reflection using their prompts:

Reflect: How have attitudes and beliefs about slavery changed and stayed the same since colonization?

Reflect: How did the U.S. end up in a Civil War?



Civil War and Reconstruction

Facilitator Talking Points:

Before students explore

1.) Remind students you will convene outside of the exhibit for a debrief.



Debrief

Facilitator Talking Points

1.) Guide students through a reflection using the following prompts from their packet:

Reflect: What are your thoughts and feelings regarding race after experiencing this exhibit?

Reflect: What should we do with these thoughts and feelings? How can we utilize them for positive outcomes?

Reflect: What is the significance of this story? Can we dismiss the past?

Reflect: What was the role of race in the formation of the U.S.?

Reflect: When did race stop impacting U.S. culture and society? Is there social justice for all?

Reflect: What is our responsibility as citizens in promoting social justice for all people?

3rd floor terrace | FREEDOM'S ETERNAL FLAME

Facilitator Talking Points:

1.) *Guide students through a reflection using their prompt.*

Reflect: What does the flame symbolize?

- *Represents that we are a safe house, like safe houses during the Underground Railroad*
- *Represents the eternal struggle for freedom today*
- *We are carrying on the mission of those who came before us, to accomplish equal freedom and opportunities for all.*



3rd floor terrace | view of the BERLIN WALL MONUMENT

Facilitator Talking Points:

1.) *Share the following information about the Berlin Wall. Guide students through a reflection using their prompt.*

Outside of the front doors you will see an authentic section of the Berlin Wall; it was donated by the City of Berlin to the City of Cincinnati and entrusted to the National Underground Railroad Freedom Center for display. Weighing 6,111 lbs. and with dimensions of 12'x4'.



As World War II came to a close, Germany was divided into four zones – the American Zone, English Zone, French Zone and Russian Zone. The American, English, and French governments worked toward the reestablishment of a more democratic Germany, while the Russian government established a communist dictatorship in East Germany. Many decisions were taken away from citizens in this zone; the city of Berlin became an island within East Germany.



In 1961, the Berlin Wall went up; it was used to keep individuals in East Berlin. Along the wall were guard houses with soldiers and mine fields used to keep people in and out. The order was “shoot to kill” along this ninety-one-mile-long barricade. The wall not only separated the city of Berlin it also separated families and destroyed livelihoods. More than 100 people died trying to escape across the wall; the exact number will never be known.

The economy in the communist Berlin struggled and people lacked food and supplies. Eventually, the increasing economic failure of the communist regime caused protesters to gather with calls for democratic reforms and individual rights. Their movement quickly spread to all major cities in the East Germany. On November 9th, 1989, unable to suppress this peaceful revolution all together, yet hoping to buy time, the East German leaders lifted all travel restrictions to West Berlin. Shortly before midnight tens of thousands of people came together at the Berlin Wall. The border guards could hold them back no longer; on the other side of the wall, jubilant crowds greeted the first arrivals from East Berlin. In celebration, people began to tear down the wall.

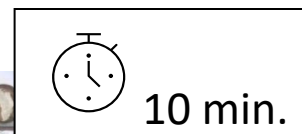
It is an unforgettable moment in history.

Reflect: Why does a museum about the Underground Railroad tell the story of the Berlin Wall? What is the connection?

Today, the city of Berlin is the vibrant capital of Germany, the east and west sides having been reunited. NURFC displays this monument as a reminder to not build walls, to tear down the walls that have been built, and to live among one another in peace and freedom.

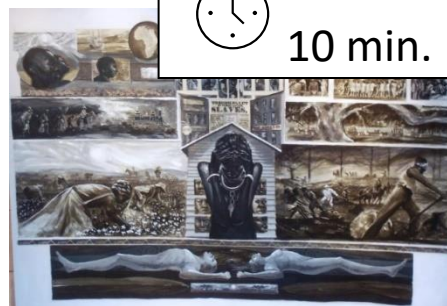
It is also a reminder that people can make change for inclusive freedom and social justice for all by applying the principles of the abolitionists, conductors, and freedom seekers of the Underground Railroad: courage, cooperation, and perseverance.

2nd Floor | MURAL



1.) *Read the following and guide students through a reflection using their prompts from the packet:*

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?

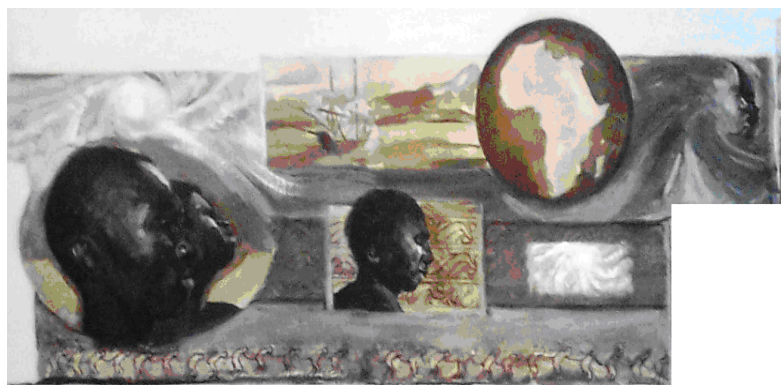
ADDITIONAL INFORMATION:

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.

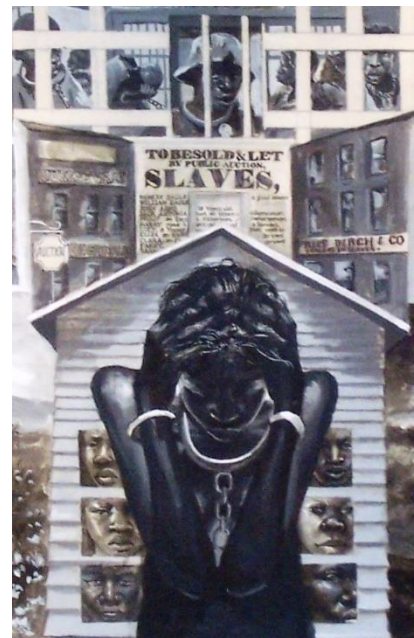


This middle panel is very powerful.

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 13th 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 13th 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.

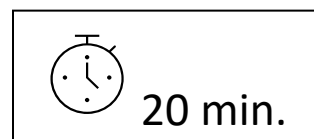


This panel shows two enslaved individuals on a slave ship: the artists left this panel open to viewer interpretation

2nd floor | INTERNAL SLAVE TRADE, SLAVE PEN, AND OVERLAND TRAILS

Facilitator Talking Points:

Before students explore



1.) Read the following and guide students through a reflection using their prompt from their packet:

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

Reflect: 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. Set the tone for viewing and touring the slave pen. Guide students through a reflection using their prompts from their packet:

Reflect: Review. How was race-based chattel slavery justified in the U.S.?



The International Slave trade was the sale and transportation of enslaved people within the United States. It was big business; the slaves themselves 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. Slaves were transported by their owners by professional slave traders who made their living selling other people.

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.

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.

3.) Allow time for students to explore and answer their prompts.



3rd floor FILM: THE STRUGGLE CONTINUES

Ten-minute film shown every 30 minutes

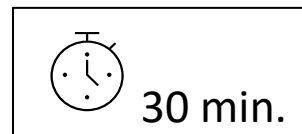


10 min.

3rd floor | SLAVERY TODAY EXHIBIT

Facilitator Talking Points:

Before students explore



1.) Explain that the freedom wall (the graffiti) is the word freedom in multiple languages.

2.) Explain that in addition to searching for information, students are charged with following the story of one individual introduced at the beginning of the exhibit. Each individual can be tracked through the exhibit by a designated letter.



3.) Tell students you will convene in the back Modern Abolitionists room to reflect before moving on.

Facilitator Talking Points:

After student exploration

1.) Guide students through a reflection using the following prompts from their packet:

Reflect: How and why does slavery continue to exist today?

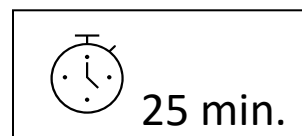
Reflect: Compare and contrast race-based chattel slavery with modern slavery.

Reflect: What is our responsibility is all of this?

Option 1 | 1st floor | OPEN YOUR MIND: IMPLICIT BIAS LEARNING LAB

Facilitator Talking Points:

Before students explore



1.) Ryan Wynett, Manager of the Implicit Bias Lab will guide students through this experience. Prepare students for visiting the lab by reading the following:

To appreciate the abolitionists of the past, we need to acknowledge the values and beliefs of the society around them. Abolitionists were not born abolitionists, just as slavers were not born slavers. Society produced them. Parents, teachers, friends, neighbors, politicians, newspaper editors, and religious leaders (to name a few) determined what information and opinions they

were exposed to. They shaped upbringings by influencing what young people saw, read, and talked about. Ultimately, this influenced how they thought. They were products of their environment. At a time when racism was commonplace and slavery was embedded in our society and economy, abolitionists were produced when something challenged this norm. They were influenced by someone or something to the point where they challenged the status quo. Some were raised believing slavery was evil, while others came to this belief later in life after exposure to alternative thinking or witnessing slavery first-hand. Either way, an abolitionist needed to have knowledge and understanding about the injustice of slavery before joining the movement to end it.

Inspired by the abolitionists, the Freedom Center encourage visitors to challenge the status quo through teaching about implicit bias. The Open Your Mind: Understanding Implicit Bias exhibit is a learning lab that introduces visitors to new ideas, perspectives, and experiences with the goal of changing the way people think about the way they think about biases, racism, and discrimination.

2.) Guide students through a reflection using the following prompts from their packet:

- What is implicit bias?
- Why does it occur?
- Why should we understand it?
- What can we do about it?

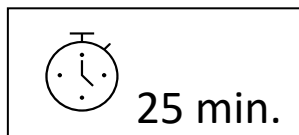
Option 2 | 2nd floor | FILM: BROTHERS OF THE BORDERLAND

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?



Becoming a Modern-Day Freedom Fighter Tour | Vocabulary

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

American Indian/ Native American - a member of any of the indigenous peoples of North, Central, and South America, especially those indigenous to what is now the continental US.

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, in the case of the enslaved person.

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

Emancipation - to free from restraint, control, or the power of another; to free from slavery.

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.

Foundation - the underlying basis or principles upon which a system or institution is built. A foundation influences what is built upon it.

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.

Indigenous – original or native to a place

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.

Systems and institutions – Institution: an established custom or practice, or a group of people that was socially constructed for a specific reason. System: where humans interact in society using their culture.

Underground – secret, not operating in the open

