

### Becoming a Modern-Day Freedom Fighter Tour

**Compelling Questions:** 1.) What was the role of race in the formation of the U.S.? 2.) Why does modern-day slavery exist and thrive? 3.) How can we apply the principles and methods of the Underground Railroad to pursue inclusive freedom and promote social justice for all?

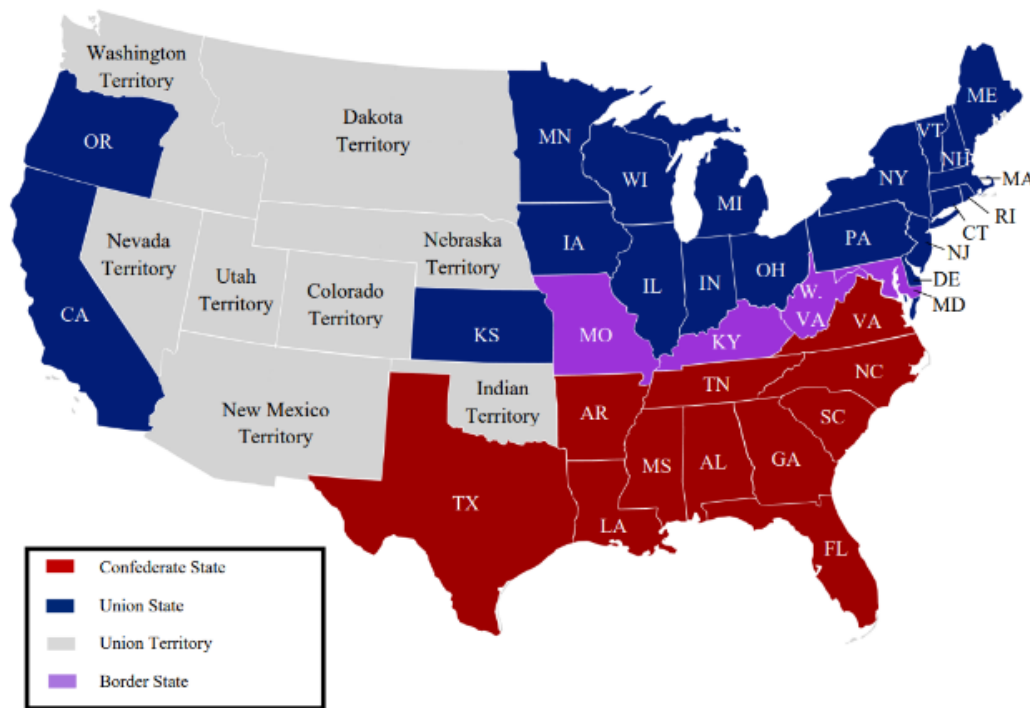
**Directions:** The prompts in this packet will guide your thinking as you tour the exhibits. Answer the prompts as you explore the designated areas. There are three types of questions: 1.)

**Reflect** questions require you to think about or discuss the prompts. You do not need to record your thoughts. 2.) Prompts without labels require you to record your thoughts. 3.) **Bonus** prompts challenge you to find information beyond the required scope of this experience. Record your findings.

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

### 3<sup>rd</sup> floor | WINDOW OVERLOOKING OHIO RIVER

## Civil War States



Was Kentucky a free state or slave state?

Was Ohio a free state or slave state?

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

Were freedom seekers legally free in free states? Why?

Where did they have to go to be legally free? Code name “Promised Land.”

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

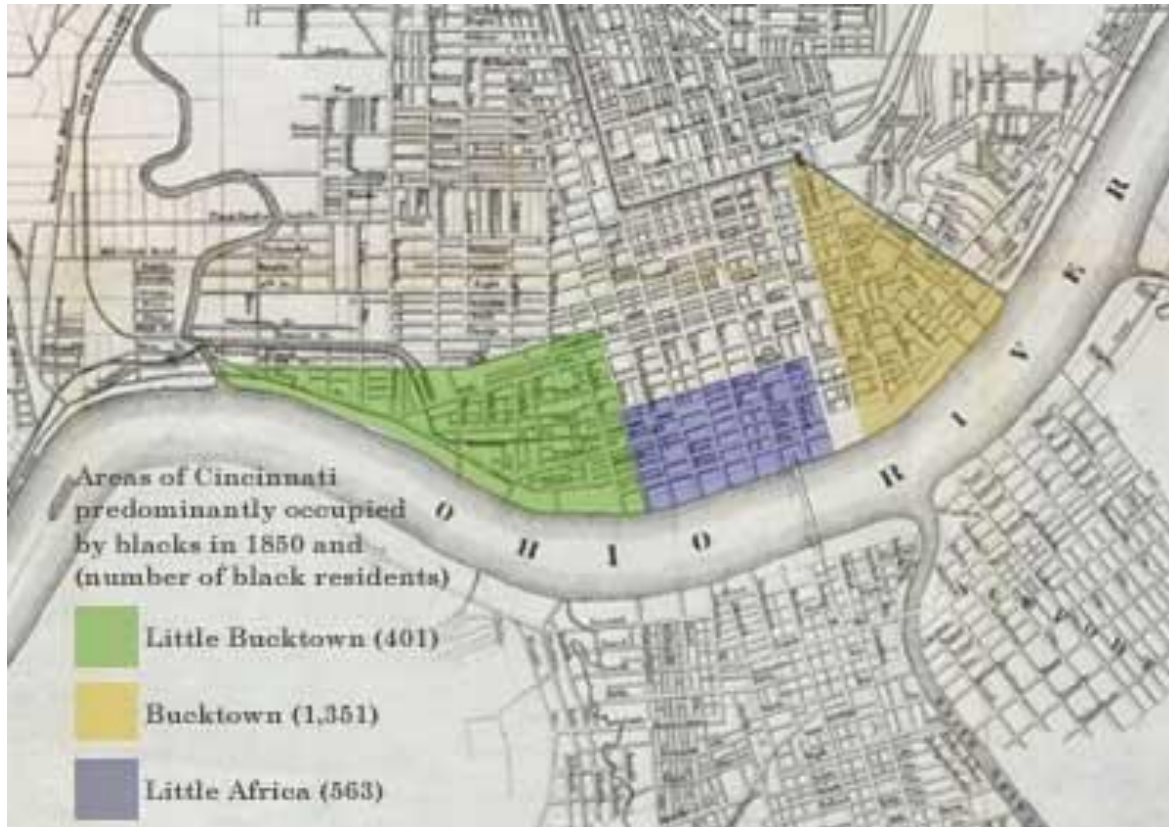


Figure 1 Mid-19th century map of Cincinnati, Covington, and Newport (from the Public Library of Cincinnati and Hamilton County)

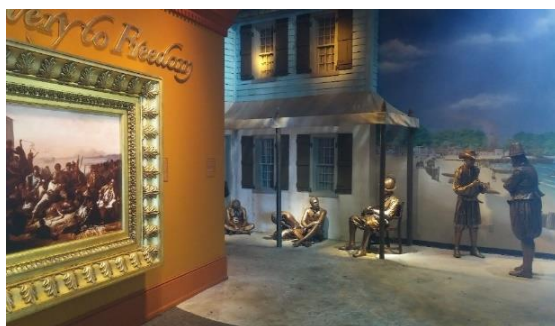
### **3rd floor | FROM SLAVERY TO FREEDOM EXHIBIT**

#### **Introduction**

**Review pre reading** - *Historical Foundations of Race*

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

**Reflect:** What do you notice about the statues, the wall, and the sounds? Look for clues. What and



where is being depicted?

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### Map Room

How and why did people become enslaved in Africa?

How did plantation farming in the Americas affect the slave trade?

How did captured Africans resist enslavement?



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### Commemoration Room

**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?

A **commemoration** is a ceremony of remembrance.



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### Crop Room

What was grown on plantations? Why was demand high for these agricultural products?

**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?

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**Film: From Slavery to Freedom**

Where did runaway slaves (freedom seekers) go? Destinations?

Identify resistance methods of the enslaved.

*Consider these quotes from the film.*

**Reflect:** What is the “language of freedom?”

**Reflect:** Slaves were “brought to America to pursue the freedom of others.”

**Reflect:** “Enslavement was endless”

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**Founding Documents**

<b>Contradiction:</b> opposed to one another. Opposite.
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1776	Declaration of Independence
Purpose	
Stance on slavery	
Contradictions of freedom and liberty	
1787	Northwest Ordinance
Purpose	
Stance on slavery	
Contradictions of freedom and liberty	

Ratified 1788	<b>U.S. Constitution</b>
Purpose	
Stance on slavery	
Contradictions of freedom and liberty	

What was the significance of the Three-Fifths Compromise?

Who were and were not guaranteed rights under the U.S. Constitution?



Considering few Americans owned slaves, why do you think slavery was supported by so many?

Considering few Americans owned slaves, how did slave holders maintain power in Congress?

What was life like for the free Black community, including in the Northwest Territories?

Describe the anti-slavery movement at the time.

**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?

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### Expansion of Slavery and the Abolitionist Movement



Record important information about the following. How did each support slavery?

Event	How it supported slavery
<b>Cotton Gin</b>	
<b>End of Atlantic Slave Trade and the start of the Internal Slave Trade</b>	
<b>Fugitive Slave Acts</b>	
<b>Dredd Scott Case</b>	



Read the advertisements on the ceiling. What words stand out?  
How were supporting churches (buildings) and their congregations(members) utilized by abolitionists?

What methods did abolitionists use to take-action against slavery?

**Reflect:** How did abolitionists and freedom seekers demonstrate courage, cooperation and/or perseverance?

What were the contributions of William Lloyd Garrison?

How were Fredrick and Anna Douglas significant?

How does the Fugitive Slave Act of 1850 make Fredrick Douglas's Actions heroic?

Read John Jack's epitaph. What message did he want to convey to whoever read this?

How did female abolitionists take-action against slavery?

What drew white women to the ant-slavery movement? Include evidence and your opinions.

Evidence	Opinion

**Bonus:** What was the role of Berea College?

**Bonus:** What did Preston Brooks do in Congress?

**Bonus:** Describe Thomas Sims.

**Bonus:** What was the significance of Lane Seminary?



What do you think is the meaning of the sculpture of chains and shackles?

Identify the ways the enslaved and abolitionists rebelled.

What made Cincinnati geographically significant for the slave trade and the abolitionist movement?

**Reflect:** How were *race*, *racism*, and *hierarchy* used to justify violations against American Indians?

During this era, the U.S. continued to take land from American Indians by attacking and killing them, violating treaties, and removing their sovereignty through legislation. To justify their actions, white Americans declared their “race” to be savage primitive. Identify at least 4 pieces of evidence that American Indians were not savage or primitive.

1.	2.
3.	4.
Additional evidence	



**Bonus:** What was a kitchen ball?

**Bonus:** Why do you think NURFC included a grave marker for Salmon P. Chase in this exhibit?



*You will find information about the Dredd Scott Case in this room.*

**Reflect:** Listen to the music. How did abolitionists feel about John Brown?



**Three Abolitionists:**

Compare and contrast **Harriet Beecher Stowe, Fredrick Douglas, and John Brown.**

Similarities		
Differences		
Stowe	Douglas	Brown

How did Lincoln's attitudes and actions regarding slavery evolve over time?



**Reflect:** Was Lincoln an abolitionist?

**Reflect:** By this point in U.S. history, 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

Summarize the challenges that came with...

Emancipation



Ensuring equality to Black Americans



## Amending the Constitution

What did it do?		
13 <sup>th</sup> Amendment	14 <sup>th</sup> Amendment	15 <sup>th</sup> Amendment
Opposition		
13 <sup>th</sup> Amendment	14 <sup>th</sup> Amendment	15 <sup>th</sup> Amendment

How did *race*, *racism*, and *hierarchies* impact Reconstruction efforts for equality for Black Americans?

How did geographical changes (westward expansion) impact American Indians during this era?

Why do you think NURFC chose to end the Slavery to Freedom exhibit with the following:

A Ku Klux Klan robe

Fredrick Douglas quote: "if there is no struggle, there is no progress." What is the relationship between struggle and progress?

**Bonus:** Interpret the Harper's Weekly political cartoon.

**Bonus:** Who were exodusters?

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### Debrief

**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 was the role of race in the formation of the U.S.? What is the significance of this story? Can we dismiss the past?

**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?

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### 3<sup>rd</sup> floor terrace | FREEDOM'S ETERNAL FLAME

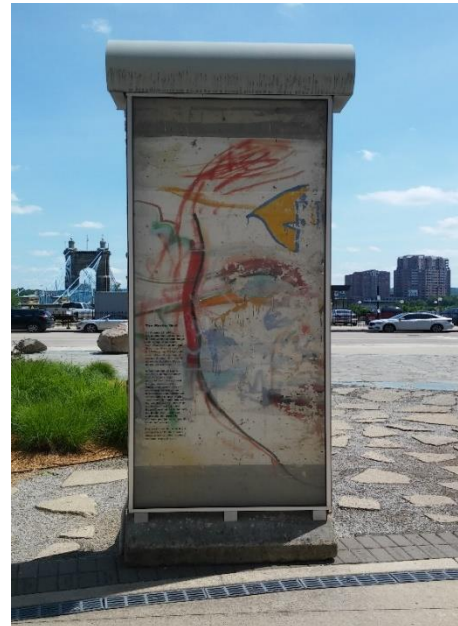


**Reflect:** What does the flame symbolize?

### 3<sup>rd</sup> floor terrace | view of the BERLIN WALL MONUMENT

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

Germany before reunification in 1990



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

Student prompts:

- **Reflect:** Do you agree with Mr. Feeling's words about understanding our painful past?
- **Reflect:** How does this concept apply to people who are not Black? Do they need to understand the painful *past and survival of Black Americans*?
- **Reflect:** Identify the emotions prompted by the images?
- **Reflect:** What images stand out to you?
- **Reflect:** What do you want to know? What are your questions about the painting?



### 2<sup>nd</sup> floor | INTERNAL SLAVE TRADE, SLAVE PEN, AND OVERLAND TRAILS

**Reflect:** Why was the demand for cotton so high?

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



What was the Internal Slave Trade?

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



Using evidence from the exhibit, how did geography (rivers, landscapes, and climate) shape the movement and location of slaves in the U.S.?

How did Cincinnati support slavery and abolition? Why was its location significant to both institutions?  
How did Route 68 evolve over time? Who used it?




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### 2<sup>nd</sup> floor | FILM: BROTHERS OF THE BORDERLAND

**Reflect:** How did Rev. John Rankin and his family demonstrate courage, cooperation, and perseverance?

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### 3<sup>rd</sup> floor | FILM: THE STRUGGLE CONTINUES

**Reflect:** Who have struggled for equality in the U.S. since the Civil War?

**Reflect:** How could inequality exist in the U.S. after the passage of the 14<sup>th</sup> amendment?

**Reflect:** Who have struggled for equality globally from 1900 to today?

**Reflect:** How have freedom fighters across the world demonstrated courage, cooperation, and perseverance since the Underground Railroad? What methods have they used? How do these methods compare to those of the abolitionists?

### 3<sup>rd</sup> floor | SLAVERY TODAY EXHIBIT

Follow the story of one of these individuals: Alexandre, Kumar, Tatyana, Mariano, Helia.

Name	
How did they become enslaved?	
What did they endure?	
Did they experience freedom? Explain.	

Describe modern slavery. What does it look like?

Who does it affect?



Why is modern slavery described as “invisible?”

What are the key factors that leave people vulnerable to slavery?



Where and how can slavery gain a foothold?

**Reflect:** Observe the materials used in this exhibit. Why do you think they were chosen? What is the message? What are the feelings and emotions evoked?

True or False: More people endure slavery today than in the 1800s.

What is debt bondage?

Explain the role of the U.S. in modern slavery.

How are modern abolitionists fighting slavery?

What can an individual do to fight modern slavery?

**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?

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### **1<sup>st</sup> Floor | Implicit Bias Lab**

What is implicit bias?

Why does it occur?

Why should we understand it?

What can we do about it?

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## 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