

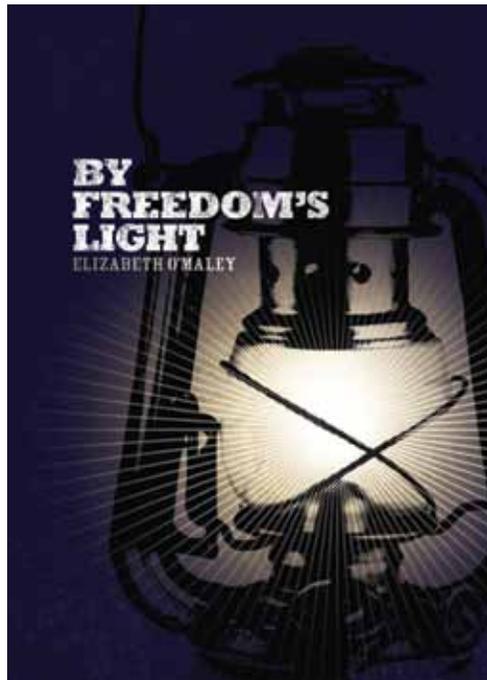
TEACHER RESOURCE

by Nicole Meyers

for the Indiana Historical Society Press publication:

By Freedom's Light

by Elizabeth O'Maley



INDIANA HISTORICAL SOCIETY

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Overview/Description

The following materials are based on the book *By Freedom's Light* by Elizabeth O'Maley (Indianapolis: Indiana Historical Society Press, 2009). *By Freedom's Light* is a work of historical fiction. The main characters are fictional, but the descriptions of the time period, many of the events, and the secondary characters are real. Descriptions of the political climate, the workings of the Underground Railroad, and the religious beliefs of many characters are historically accurate. Levi Coffin and Newport were at the center of the Underground Railroad in Indiana.

By Freedom's Light is the story of Sarah Caldwell and her family. Sarah, along with her father Henry and brothers Thomas and Sam, has recently moved to Newport, Indiana, from North Carolina prior to the Civil War. Sarah soon discovers that her new stepmother, a Quaker, is an abolitionist who is active in the Underground Railroad. At first Sarah is angry with her stepmother for breaking the law and risking their family. Then, she is faced with the cruelty of bounty hunters and the fate of a young slave woman. Sarah has to choose between following the law or her own conscience.

Grade Level

Activities 1, 2, and 3 are designed for elementary school (fourth grade) and middle/intermediate school (eighth grade).

Activities 4, 5, and 6 are intended for elementary school (fourth grade).

Activities 7, 8, and 9 are intended for middle/intermediate school (eighth grade).

Academic Standards for the Social Studies

- Indiana Standards vary by activity. Refer to each activity for a list of matching standards.
- National Standards (National Council for the Social Studies) vary by activity. Refer to each activity for a list of matching standards.

Social Studies/Historical Concepts

Abolition, slavery, and the Underground Railroad

Learning/Instructional Objectives

Students will:

- identify and understand the meaning of key terms and their definitions that are associated with slavery and the Underground Railroad (Activity 1)
- research and write a biography about a figure in the abolition movement or the Underground Railroad (Activity 2)
- understand varied ideas and beliefs related to the institution of slavery and the Underground Railroad (Activity 3)
- analyze a story through listening, reading, and visualizing (Activity 3)
- analyze a primary source document from the antebellum era (Activity 4)
- learn the reasons for supporting abolition (Activity 4)
- create an abolitionist poster incorporating ideas and phrases associated with the abolition movement (Activity 5)
- learn the goals and beliefs of abolitionists and colonizationists (Activity 6 and 7)
- compare and contrast the goals and beliefs of abolitionists and colonizationists (Activity 6 and 7)
- understand different perspectives on the slavery issue (Activity 8)
- analyze primary sources associated with different views on slavery (Activity 8)
- knowledgeably discuss what they learned about slavery with other students and the teacher (Activity 8)
- apply their knowledge of proslavery or anti-slavery perspectives to support an argument (Activity 9)
- debate the ideas of antislavery and abolition (Activity 9)

Time Required

Refer to the individual activities for specific time requirements.

Materials Required

Refer to the individual activities for a list of required materials.

Background/Historical Context

Whether to allow slavery or end it was a question that U.S. citizens and the government had debated since the writing of the Declaration of Independence. States that allowed slavery and states that made slavery illegal were evenly divided between the southern and northern United States at the Ohio River and Mason-Dixon Line. There were several sides of the debate. Abolitionists believed that slavery should be ended completely and immediately. Proslavery advocates wanted to continue slavery and allow it to grow. There were also people who wanted to allow slavery to continue in the states where it already existed, but not allow it to expand into other states or territories. Finally, there were those who wanted to abolish slavery but not allow the freed slaves to remain in the United States, preferring to send freed slaves to live in Liberia, an American colony in Africa. Those who supported this approach were called colonizationists.

In 1793 the U.S. Congress passed the Fugitive Slave Act. The act declared that runaway slaves could be seized in free states and sent back to their masters. It also made assisting a runaway slave a crime. These laws were made more strict with the Compromise of 1850. In response to these new laws, an illegal network of safe places sprang up throughout the country that secreted runaway slaves north, very often to Canada. The network was called the Underground Railroad, the safe houses were called stations, and those people who helped lead runaways to the North were called conductors. One of the country's most famous conductors in the Underground Railroad was Harriet Tubman.

The Underground Railroad was not a formal or planned route. Many of those who helped runaway slaves only knew of safe houses close to their own

homes. In Indiana, two of the strongest and most famous supporters of the Underground Railroad were Levi Coffin and his wife Catharine. Some went even so far as to call Levi the "president" of the Underground Railroad. The Coffins are estimated to have helped thousands of slaves from their home in Newport, Indiana (now Fountain City). One of the most interesting ways the Coffins helped slaves escape undetected was by using a false-bottom wagon. From the side and back the wagon looked like a normal wagon carrying bags of grain, but the bags closest to the driver's seat were only one sack deep and underneath them hid a secret compartment for transporting slaves.

There were several groups that supported abolition and, in some cases, the Underground Railroad. In particular, religious groups, including the Society of Friends (Quakers), Methodists, and Presbyterians, were active in the abolition movement. In the Friends church a crisis arose between those members who supported any means to end slavery, even illegally freeing slaves, and those who felt the church should stay out of political matters. However, the most strident supporters were the free-black community. While many white citizens participated in the Underground Railroad, the majority of those who provided shelter and transportation were black. Harriet Tubman and Sojourner Truth, both former slaves, made countless trips to the Deep South to convince slaves to runaway and then helped lead them north. So prominent was Tubman that she was referred to as Moses, after the biblical leader who led the Jews out of Egypt. Frederick Douglass, a runaway slave, refused to hide in Canada and traveled the country to speak against slavery. Douglass was even received by President Abraham Lincoln at the White House.

The 1860 election of Abraham Lincoln, a member of the antislavery Republican Party, pushed a violent controversy to the brink. The issue of slavery had plagued the nation from its beginning. Americans disputed the legal and moral correctness of slavery as well as each state's right to determine whether or not it would allow slavery. The expansion of slavery into the western states and territories had inflamed the debate. Lincoln's election left civil war as the only resolution

ACTIVITY 1:

Key Term Bingo

Grade Level

Elementary school (fourth grade) and middle/intermediate school (eighth grade)

Learning/Instructional Objectives

Students will:

- identify and understand the meaning of key terms and their definitions that are associated with slavery and the Underground Railroad

Academic Standards for the Social Studies

- Indiana Standards:
 - Grade 4, History, Standard 1, 4.1.7, 4.1.8, and 4.1.9
 - Grade 8, History, Standard 1, 8.1.20, and 8.1.24
- National Standards (National Council for the Social Studies): II Time, Continuity, and Change; and V Individuals, Groups, and Institutions

Social Studies/Historical Concepts

Abolitionist, emancipation, runaway slaves, and the Underground Railroad

Time Required

One class period

Materials Required

- Bingo Game Boards (Handout 1A)
- Key-Terms and Definitions List (Handout 1B)
- Game pieces/markers (beans or paper clips)

Teacher's Instructional Plan

Procedure

- Copy/print the Bingo Game Boards (Handout 1A) on cardstock.
- Copy/print the Key-Term and Definitions List

(Handout 1B) on regular paper.

- To make sure key terms are selected at random, cut out the definitions, fold them, and place them in a jar or other container.
- Divide students into pairs.
- Give each student pair a Bingo game board and enough game pieces/markers to cover their card's squares.
- To play the game:
 - The teacher pulls a key-word definition from the jar and reads it to the class.
 - Students check their boards to see if the corresponding key term appears on their game board.
 - If it does, the students place a marker on the square.
 - As in regular Bingo, the students get a free spot in the center.
 - The teacher continues to read key-word definitions until at least one pair of students places their markers horizontally, vertically, or diagonally across their game board.
 - When a pair of students has their markers placed horizontally, vertically, or diagonally across their board, they yell Bingo!
 - The teacher checks to make sure the key words the students mark on their game boards are a correct match for the definitions read aloud, then declare the winners for that round.
- After the winners are declared, the students can trade cards and play another game. Repeat as time permits.

Extension

The student winners get to call the next game.

Adaptation

To help students learn the terms, provide a copy of the key-term list and definitions for reference until they master the terms and definitions.

ACTIVITY 1:
Key-Term Bingo Game Boards (Handout 1A)

Board A

Abolitionist	Abraham Lincoln	Free Colored	John Brown	Society of Friends
Fugitive	Canaan	Harriet Beecher Stowe	Slaver	Colonization
Underground Railroad	Levi Coffin	FREE	North Star	Harriet Tubman
Conductor	Warrant	Emancipate	Bounty Hunter	Station
Free-Labor Goods	Frederick Douglass	Person of Color	<i>Uncle Tom's Cabin</i>	Stephen Douglas

Board B

Underground Railroad	Abraham Lincoln	Person of Color	John Brown	Stephen Douglas
Harriet Beecher Stowe	Conductor	Fugitive	Station	Slaver
Free-Labor Goods	Harriet Tubman	FREE	Quakers	Levi Coffin
Bounty Hunter	Drinking Gourd	Emancipate	Manumission	Colonization
Abolitionist	Frederick Douglass	Free Colored	<i>Uncle Tom's Cabin</i>	North Star

Board C

Frederick Douglass	Underground Railroad	<i>Uncle Tom's Cabin</i>	Emancipate	Bounty Hunter
Stephen Douglas	Levi Coffin	John Brown	Conductor	Manumission
Fugitive	Harriet Beecher Stowe	FREE	North Star	Abolitionist
Abraham Lincoln	Free Colored	Slaver	Canaan	Harriet Tubman
Warrant	Free-Labor Goods	Colonization	Society of Friends	Station

Board D

Stephen Douglas	Bounty Hunter	Colonization	Emancipate	Free-Labor Goods
Frederick Douglass	Drinking Gourd	Harriet Beecher Stowe	North Star	Fugitive
Person of Color	Underground Railroad	FREE	Station	Slaver
Conductor	Harriet Tubman	Quakers	Free Colored	John Brown
Manumission	Levi Coffin	Abraham Lincoln	Abolitionist	Warrant

Board E

Levi Coffin	Warrant	Harriet Beecher Stowe	Conductor	Fugitive
Canaan	Colonization	Person of Color	Abolitionist	Bounty Hunter
Station	Slaver	FREE	Harriet Tubman	Manumission
Quakers	Free Colored	Emancipate	Stephen Douglas	Free-Labor Goods
Abraham Lincoln	John Brown	<i>Uncle Tom's Cabin</i>	Underground Railroad	Frederick Douglass

Board F

Society of Friends	Manumission	Harriet Tubman	Frederick Douglass	Stephen Douglas
Warrant	Station	Harriet Beecher Stowe	Canaan	Underground Railroad
<i>Uncle Tom's Cabin</i>	Colonization	FREE	Bounty Hunter	Free Colored
Conductor	Fugitive	Person of Color	Abolitionist	Drinking Gourd
Abraham Lincoln	John Brown	Free-Labor Goods	Emancipate	Levi Coffin

Board G

Harriet Tubman	<i>Uncle Tom's Cabin</i>	Harriet Beecher Stowe	Colonization	Canaan
Conductor	Underground Railroad	John Brown	Person of Color	Slaver
Fugitive	Free Colored	FREE	Bounty Hunter	Society of Friends
Abolitionist	Abraham Lincoln	Station	Free-Labor Goods	Stephen Douglas
Emancipate	Drinking Gourd	Warrant	Levi Coffin	Frederick Douglass

Board H

Slaver	Abraham Lincoln	Person of Color	Harriet Beecher Stowe	<i>Uncle Tom's Cabin</i>
Drinking Gourd	Levi Coffin	Bounty Hunter	Station	Free Colored
Frederick Douglass	Underground Railroad	FREE	Emancipate	Warrant
Abolitionist	Quakers	Manumission	Fugitive	Stephen Douglas
Conductor	John Brown	North Star	Harriet Tubman	Colonization

Board I

Fugitive	Canaan	Free-Labor Goods	Station	Colonization
Warrant	Stephen Douglas	Slaver	Free Colored	Harriet Tubman
Drinking Gourd	Underground Railroad	FREE	Emancipate	Harriet Beecher Stowe
<i>Uncle Tom's Cabin</i>	Manumission	Conductor	Levi Coffin	Abolitionist
Abraham Lincoln	Person of Color	Frederick Douglass	John Brown	Society of Friends

Board J

Slaver	Conductor	Free Colored	Levi Coffin	Manumission
Fugitive	Underground Railroad	Drinking Gourd	Warrant	Emancipate
Abraham Lincoln	Abolitionist	FREE	Person of Color	<i>Uncle Tom's Cabin</i>
Frederick Douglass	North Star	Bounty Hunter	Colonization	Quakers
Free-Labor Goods	John Brown	Harriet Beecher Stowe	Stephen Douglas	Station

ACTIVITY 1: Key-Term Bingo

Key-Terms and Definitions List (Handout 1B)

Abolitionist

A person who wanted to abolish, or end, slavery; many belonged to antislavery societies that spoke out against slavery. Some helped runaway slaves.

Abraham Lincoln

The sixteenth president of the United States ran on an antislavery platform and issued the Emancipation Proclamation, freeing the slaves.

Bounty Hunter

A person who hunted runaway slaves to collect the bounty, or reward money, offered for the slaves' return.

Canaan

A name given to Canada by slaves. It is from the Bible story about the Jewish slaves escaping from Egypt to the promised land of Canaan.

Colonization

A belief that slaves should be freed, but returned to Africa to live in a special colony and not remain in the United States.

Conductor

The nickname given to a person who went south and led slaves to freedom.

Drinking Gourd

The name refers to the star constellation, the Big Dipper. Escaping slaves would follow the stars that make up the Big Dipper north.

Emancipate

This is a word that means to free.

Frederick Douglass

This escaped slave became a vocal abolitionist

who traveled all over the United States speaking against slavery.

Free Colored

This term refers to a slave who had been freed.

Free-Labor Goods

Products made without the use of slaves. Abolitionists hoped that buying free-labor goods would deprive slave owners of profit and help end slavery.

Fugitive

This is another word for a runaway slave.

Harriet Beecher Stowe

This person wrote a controversial book against slavery called *Uncle Tom's Cabin*.

Harriet Tubman

This person was an escaped slave and famous conductor on the Underground Railroad.

John Brown

This person was a white abolitionist who raided the federal arsenal at Harpers Ferry intending to arm an uprising of slaves. After their capture, the raiders were charged with conspiracy to commit treason and murder, tried, convicted, and hanged on December 2, 1859.

Levi Coffin

This person was a famous Indiana abolitionist who helped thousands of slaves escape through the Underground Railroad.

Manumission

This term means officially freeing a slave through legal means.

North Star

A particularly bright star that escaped slaves would use to navigate north. You can find it on the end of the Big Dipper's handle.

Person of Color

A common nineteenth-century term for a person of African descent.

Quaker

This is a term referring to a member of the Society of Friends. Many were active in the abolition and Underground Railroad movements. They are also called Friends.

Slaver

This person made money by selling, trading, or capturing slaves.

Society of Friends

This is a religious group. Many members were active in abolition and the Underground Railroad. Members were also known as Quakers.

Station

This is a safe house for escaped slaves to hide.

Stephen Douglas

This is a politician who was against abolition. He had a series of famous debates with Abraham Lincoln on the subject.

Uncle Tom's Cabin

A famous book, written by Harriet Beecher Stowe, that exposed the cruelty of slavery.

Underground Railroad

This term refers to a large number of unconnected routes and safe houses that slaves followed to freedom.

Warrant

This is a document written by a court official giving authority to a police officer to arrest someone and seize his or her property, including runaway slaves.

ACTIVITY 2: Biography

Grade Level

Elementary school (fourth grade) and middle/intermediate school (eighth grade)

Learning/Instructional Objectives

Students will:

- research and write a biography about a figure in the abolition movement or the Underground Railroad

Academic Standards for the Social Studies

- Indiana Standards:
 - Grade 4, History, Standard 1, 4.1.6, 4.1.7, and 4.1.17
 - Grade 8, History, Standard 1, 8.1.16, 8.1.18, 8.1.19, 8.1.21, 8.1.24, 8.1.28, 8.1.29, and 8.1.30
- National Standards (National Council for the Social Studies): I Culture; II Time, Continuity, and Change; III People, Places, and Environment; IV Individual Development and Identity; V Individuals, Groups, and Institutions; VI Power, Authority, and Governance; and X Civic Ideals and Practices

Social Studies/Historical Concepts

Abolition, biography, slavery, and the Underground Railroad

Time Required

Two fifty-minute class periods for research, plus additional work outside the classroom

Materials Required

- List of Possible Biography Subjects and Rubric (Handout 2)

Teacher's Instructional Plan

Procedure

- Allow students to choose or assign each student a person from the subject list.
- Ask students to write a biography of the person selected.
- The biography should include the following:
 - Describe when and where the person was born and grew up.
 - Explain why or what made the person get involved in the abolitionist movement or Underground Railroad.
 - Describe what the person did within the abolitionist movement or Underground Railroad.
 - Tell what the person did that made him or her famous.

ACTIVITY 2: Biography

List of Possible Biography Subjects and Rubric (Handout 2)

- Henry Ward Beecher
- Stephen Douglas
- Levi Coffin
- Jonathan Jennings
- Frederick Douglass
- Henry Clay
- Harriet Beecher Stowe
- Lucretia Mott
- Sojourner Truth
- Susan B. Anthony
- Harriet Tubman
- William Still
- John Brown
- Nat Turner
- William Lloyd Garrison

Rubric

Criteria/Level	4	3	2	1	Score
Basic Information	Student has all of the basic biographical information	Student has most of the basic biographical information	Student has left out many important pieces of basic information	Student has failed to include the basic information necessary for a biography	
View	Student explained person's view of slavery and why and included examples	Student explained person's view of slavery and why but did not include any examples	Student explained person's view of slavery but not why	Student did not clearly explain person's view of slavery	
Significance	Student explained why person was important to American history and included examples	Student explained why person was important to American history but did not include examples	Student did not clearly explain why person was important to American history	Student failed to explain person's importance	
Accuracy of Information	Student's information is accurate	Student's information has one factual error	Student's information has two to three factual errors	Student's information has four or more factual errors	
Grammar and Spelling	Student has one to two misspellings and/or grammatical errors	Student has three misspellings and/or grammatical errors	Student has four misspellings and/or grammatical errors	Student has five or more misspellings and/or grammatical errors	
Body/Content	Essay is well written, flows from point to point, and covers accurate information from student's research	Essay flows somewhat and has two areas of confusion	Essay jumps from point to point and has three areas of confusion	Essay was confusing and/or missing areas of information	

ACTIVITY 3: *By Freedom's Light* Literature Circle

Grade Level

Elementary school (fourth grade) and middle/intermediate school (eighth grade)

Learning/Instructional Objectives

Students will:

- understand varied ideas and beliefs related to the institution of slavery and the Underground Railroad
- analyze a story through listening, reading, and visualizing

Academic Standards for the Social Studies

- Indiana Standards:
 - Grade 4, History, Standard 1, 4.1.6, 4.1.7, and 4.1.17
 - Grade 8, History, Standard 1, 8.1.18, 8.1.19, 8.1.24, 8.1.28, 8.1.29, and 8.1.30
- National Standards (National Council for the Social Studies): I Culture; II Time, Continuity, and Change; III People, Places, and Environment; IV Individual Development and Identity; V Individuals, Groups, and Institutions; VI Power, Authority, and Governance; VII Production, Distribution, and Consumption; IX Global Connections; and X Civic Ideals and Practices

Social Studies/Historical Concepts

Slavery and the Underground Railroad

Time Required

Two to three weeks

Materials Required

- General Supplies
 - Classroom set of the book, *By Freedom's Light*
 - Dictionaries

- Literature Circle Materials
 - Peer Evaluation Sheet (Handout 3A)
 - Literature Circle Roles Sheet (Handout 3B)
 - Difficult Words Sheet (Handout 3C)
 - Cast of Characters Sheet (Handout 3D)
 - Guided Reading Questions and Illustrator Sheet for Chapter 1 (Handout 3E)
 - Guided Reading Questions and Illustrator Sheet for Chapters 2 and 3 (Handout 3F)
 - Guided Reading Questions and Illustrator Sheet for Chapters 4 and 5 (Handout 3G)
 - Guided Reading Questions and Illustrator Sheet for Chapters 6 and 7 (Handout 3H)
 - Guided Reading Questions for Chapters 8 and 9 (Handout 3I)
 - Guided Reading Questions and Illustrator Sheet for Chapters 10, 11, and 12 (Handout 3J)

Teacher's Instructional Plan

Procedure

- Divide the class into groups of no less than three and no more than five students.
- Explain the concept of the literature circle to the class.
 - Each person in the group has a role to perform during the reading of the book.
 - Students read the book, answer the questions for each chapter, and perform other assignments related to the particular chapter they are reading.
 - Students will perform peer evaluations for each member of their group.
 - Formative assessment may be done on a per week or per chapter basis.

ACTIVITY 3:
***By Freedom's Light* Literature Circle**

Peer Evaluation Sheet (Handout 3A)

Directions: Write your group members' names at the top of each row below. Rank each team member in each area. Assign team member a rank of 1 to 5 in each category: 1=poor, 2=ok, 3=average, 4=decent, and 5=excellent.

Student Names					
Performed role without being reminded					
Paid attention and stayed focused on assignment					
Contributed thoughts and answers to book discussions					

***By Freedom's Light* Literature Circle**

Peer Evaluation Sheet (Handout 3A)

Directions: Write your group members' names at the top of each row below. Rank each team member in each area. Assign team member a rank of 1 to 5 in each category: 1=poor, 2=ok, 3=average, 4=decent, and 5=excellent.

Student Names					
Performed role without being reminded					
Paid attention and stayed focused on assignment					
Contributed thoughts and answers to book discussions					

ACTIVITY 3: *By Freedom's Light* Literature Circle

Literature Circle Roles Sheet (Handout 3B)

Director: The director coordinates the roles for a particular chapter and makes sure that chapter's assignments are completed and returned to the instructor.

Reader: The reader reads the story aloud as the group follows along in the book or story.

Word Guru: The word guru keeps the dictionary, book glossary, and vocabulary list to help the group define any difficult words in the text. The word guru records any difficult words, the page numbers where they occur, and their definitions.

Recorder: The recorder has two jobs: he or she reads the Guided Reading questions aloud to the group and writes the answers down during or after the reading and keeps track of the characters in the Cast of Characters worksheet.

Illustrator: The illustrator draws a part of the story based on a prompt given by the instructor.

ACTIVITY 3:
***By Freedom's Light* Literature Circle**

Guided Reading Questions for Chapter 1 (Handout 3E)

1. According to Sarah, list two words that would describe life in Indiana.
2. Why does Eliza use “Thee” and “Thine,” instead of you and yours, when speaking?
3. What is secret about Eliza’s sewing circle?
4. Why is Sarah against helping runaway slaves?
5. At whose house does the sewing circle meet?
6. What evidence does the book give that the Coffins are real people, not fictional characters?
7. What is Levi Coffin’s nickname?
8. After hearing Rose’s story, what conflicting feelings does Sarah have?

ACTIVITY 3:

***By Freedom's Light* Literature Circle**

Illustrator Sheet for Chapter 1 (Handout 3E)

Based on Sarah's description in the first two paragraphs of Chapter 1, draw a picture of the Indiana landscape as she saw it.

ACTIVITY 3:
***By Freedom's Light* Literature Circle**

Guided Reading Questions for Chapters 2 and 3 (Handout 3F)

1. Did Sarah tell her father about the circle?
2. Whom does Sarah meet in the woods?
3. Whom were they looking for?
4. Why do you think Sarah lied to the bounty hunters?
5. What do the Quakers call their church service?
6. What two reasons caused Eliza's church to "snub" her?
7. What did Eliza agree to do for Mrs. Coffin?
8. How did Eliza hide the slaves from the bounty hunters?
9. Why did Sarah lie to the bounty hunters again?
10. Describe Sarah's conflicting feelings.
11. What is Eliza's answer to Sarah's accusation?

ACTIVITY 3:

***By Freedom's Light* Literature Circle**

Illustrator Sheet for Chapters 2 and 3 (Handout 3F)

Draw the wagon described in Chapter Three.

ACTIVITY 3:
By Freedom's Light Literature Circle

Guided Reading Questions for Chapters 4 and 5 (Handout 3G)

1. Besides husband and child, who did Sarah's sister bring for a visit?
2. What conflict occurs at dinner over Polly?
3. Does Rachel believe Sarah about Eliza? Why or why not?
4. What surprising skill does Polly have?
5. While at the revival, what person unexpectedly comes to the front to ask for forgiveness?
6. Who gives Polly and Jonathan a ride home from the revival? Why would Sarah be scared and upset?
7. Why did Polly accept a ride with the men?
8. What does Sarah make Eliza promise at the end of the fifth chapter?

ACTIVITY 3:

***By Freedom's Light* Literature Circle**

Illustrator Sheet for Chapters 4 and 5 (Handout 3G)

Draw a picture of what you think the revival would look like.

ACTIVITY 3: *By Freedom's Light* Literature Circle

Guided Reading Questions for Chapters 6 and 7 (Handout 3H)

1. After reading Chapter 6, why do you think Polly would lie about being able to read?
2. What may keep Sarah's sister and family from settling in Indiana?
3. What are Sarah's reasons for thinking that Polly should have been free?
4. How does Eliza describe Polly's slavery to Sarah?
5. Why do you think that Sarah has a difficult time attempting to make Polly act free?
6. What does Eliza eventually do to help convince Polly that she needs to be free?
7. Summarize Molly's story. Why do you think hearing Molly's story would convince Polly to want freedom?
8. Sarah's attitude toward helping runaway slaves changes dramatically from the beginning of Chapter 6 to the end of Chapter 7. What do you think are the two main reasons for her change of heart?

ACTIVITY 3:
***By Freedom's Light* Literature Circle**

Illustrator Sheet for Chapters 6 and 7 (Handout 3H)

Using the T-Graph list the reasons Sarah has for being against helping runaway slaves and reasons for helping runaway slaves.

**Reasons Against Helping
Runaway Slaves**

**Reasons for Helping
Runaway Slaves**

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ACTIVITY 3:
***By Freedom's Light* Literature Circle**

Guided Reading Questions for Chapters 8 and 9 (Handout 3I)

1. Jonathan becomes ill in the middle of the night, and Sarah and Sam have to take him to the doctor. Why doesn't Sarah want Polly to go with her?
2. What reason does Sam give for letting Polly go with them?
3. According to Rachel, is Polly staying in Indiana? Why or Why not?
4. Who is the Caldwell family going to see give a speech when he comes to Indiana? Why is he important? Do you think he is a real person or a fictional character in the book?
5. On what subject does Eliza disagree with Henry Clay?
6. Why is Sarah dissatisfied with Henry Clay's speech? Do you agree with her? Why or Why not?
7. While walking around after the speech, who does Sarah see George talking to?
8. What do you think is going to happen to Polly?

ACTIVITY 3:
By Freedom's Light Literature Circle

Guided Reading Questions for Chapters 10, 11, and 12 (Handout 3J)

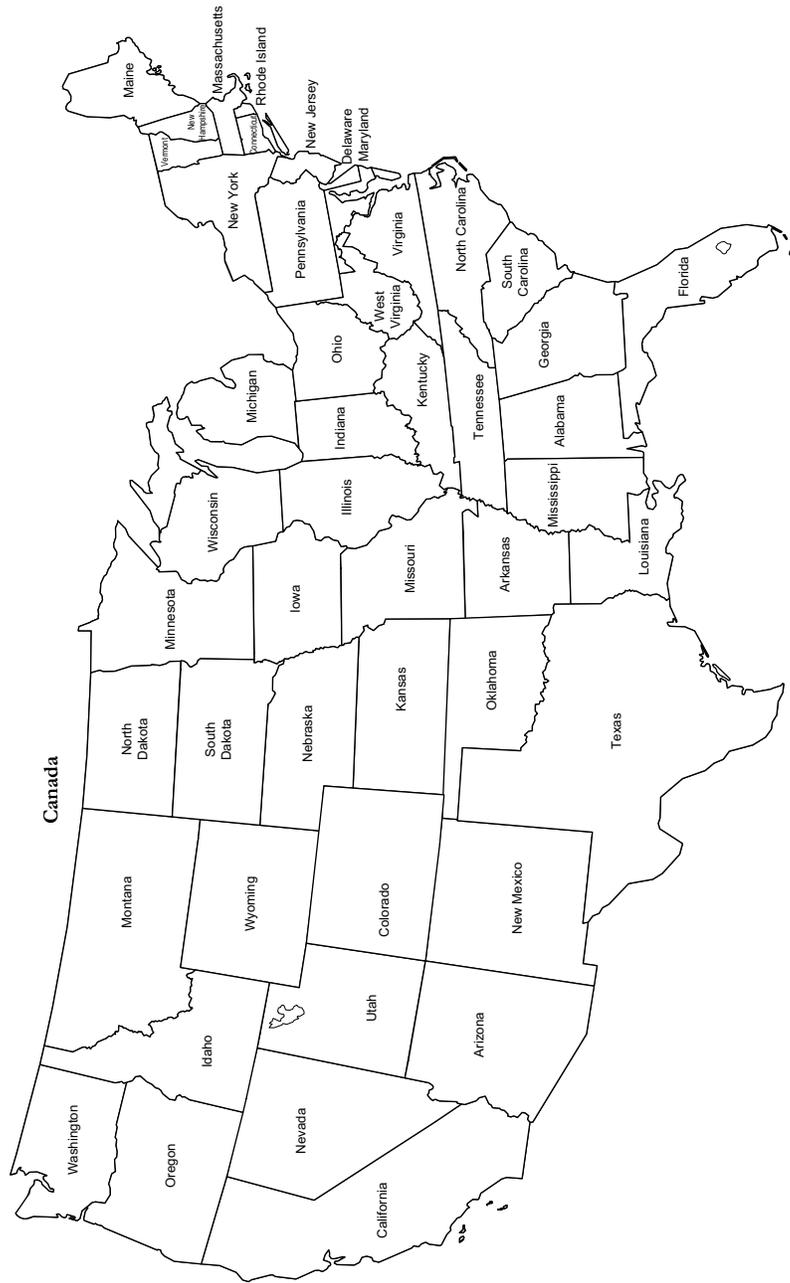
1. What “certainty” does Sarah come to in the morning?
2. Whose help does Sarah seek?
3. Describe how each character reacts to Polly’s disappearance.
4. Describe the encounter with the slaver in Chapter 12.
5. Who does Rachel blame for Polly’s disappearance?
6. How does Rachel talk about Polly? As a person or a thing? Give examples.
7. At the end of the book, what does Polly’s owner do?

ACTIVITY 3:

By *Freedom's Light* Literature Circle

Illustrator Sheet for Chapters 10, 11, and 12 (Handout 3J)

Mark the following locations from the book on the map: North Carolina; Newport (Fountain City), Indiana; Hagerstown, Indiana; the Ohio River; Canada; Louisville, Kentucky; Lake Michigan; Richmond, Indiana; state of Ohio; and the Mississippi River.



ACTIVITY 4: “Think/Pair/Share” Poster Analysis

Grade Level

Elementary school (fourth grade)

Learning/Instructional Objectives

Students will:

- analyze a primary source document from the antebellum era
- learn reasons for supporting abolition

Academic Standards for the Social Studies

- Indiana Standards: Grade 4, History, Standard 1, 4.1.6, 4.1.7, and 4.1.17
- National Standards (National Council for the Social Studies): V Individuals, Groups, and Institutions; and X Civic Ideals and Practices

Social Studies/Historical Concepts

Abolition and slavery

Time Required

One fifty-minute class period

Materials Required

- Poster Analysis Worksheet (Handout 4A)
- “Let the North Awake!!” Abolition Poster from the Indiana Historical Society’s Digital Image Library (This is also the frontpiece in the book, *By Freedom’s Light*.)
 - Item ID: BROADSIDE_LET_THE_NORTH_AWAKE
 - Available on the Internet at http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/dc008&CISOPTR=204&CISOBOX=1&REC=10
- Pen or pencil

Teacher’s Instructional Plan

Procedure

- Print a copy of the Poster Analysis Worksheet (Handout 4A), one per student.
- Download the Abolition Poster from the Internet and print one copy per student.
- Provide each student with a copy of the analysis worksheet and poster.
- This activity uses a “Think/Pair/Share” concept.
 - Give students twenty to thirty minutes to examine the poster and then complete the worksheet (Handout 4A).
 - Review the worksheet as a class using the “Think/Pair/Share” concept:
 - For the first two or three questions have students share with the person next to them.
 - Have the pair discuss their answers to the questions and come to an agreement as to the correct answer.
 - Call on random pairs to share their answers.
 - Repeat the process for the next questions, but have the students share with the person seated in front or behind them.
 - Continue to repeat the process until all questions are answered.

ACTIVITY 4:
“Think/Pair/Share” Poster Analysis

Poster Analysis Worksheet (Handout 4A)

1. Does the poster show a date when it was created?
2. Does the poster show who created it?
3. Are there any pictures or images in the poster?
4. What message is the poster trying to convey?
5. List three descriptive words that appear in the poster.
6. What is going on in the United States at the time this poster was created?
7. List one thing you think is interesting about the poster.
8. If you could ask the poster creator a question about the poster or his or her beliefs, what would you ask?
9. Do you think that the author is good at communicating his/her message? Why?

ACTIVITY 5: Create a Poster

Grade Level

Elementary school (fourth grade)

Learning/Instructional Objectives

Students will:

- create an abolitionist poster incorporating ideas and phrases associated with the abolition movement

Academic Standards for the Social Studies

- Indiana Standards: Grade 4, History, Standard 1, 4.1.6, 4.1.7, and 4.1.17
- National Standards (National Council for the Social Studies): IV Individual Development and Identity; and V Individuals, Groups, and Institutions

Social Studies/Historical Concepts

Abolition and slavery

Time Required

One fifty-minute period

Materials Required

- Scrap paper
- Tagboard or poster board
- Pencils
- Markers, crayons, and/or paints

Teacher's Instructional Plan

Procedure

- Review the “Think/Pair/Share” Poster analyzed in Activity 4 and the key terms learned in the Key-Terms Bingo game in Activity 1.
- Give each student some scrap paper and one tagboard or poster board sheet to design their own abolitionist poster.

- Encourage students to practice drawing their poster on scrap paper before using the tagboard or poster board for the final version.

Adaptation

To make the assignment more challenging, require students to use new terms or phrases they've learned in their poster's design.

ACTIVITY 6: Abolition/Colonization

VENN Diagram (Grade Four)

Grade Level

Elementary school (fourth grade)

Learning/Instructional Objectives

Students will:

- learn the goals and beliefs of both abolitionists and colonizationists
- compare and contrast the goals and beliefs of abolitionists and colonizationists

Academic Standards for the Social Studies

- Indiana Standards: Grade 4, History, Standard 1, 4.1.6, 4.1.7, and 4.1.17
- National Standards (National Council for the Social Studies): I Culture; II Time, Continuity, and Change; III People, Places, and Environment; V Individuals, Groups, and Institutions; IX Global Connections; and X Civic Ideals and Practices

Social Studies/Historical Concepts

Abolition, colonization, Liberia, slavery, and the Underground Railroad

Time Required

Half of a fifty-minute class

Materials Required

- VENN diagram (Handout 6A)
- List of Goals and Beliefs (Handout 6B)
- Pen or pencil

Teacher's Instructional Plan

Procedure

- Make a photocopy of the VENN diagram (Handout 6A) and a List of Goals and Beliefs (Handout 6B) for each student.

- Give each student a VENN diagram and a List of Goals and Beliefs.
- Instruct students to list goals and beliefs of the abolitionists in the left circle and those of the colonizationists in the right. List the goals and beliefs that the groups share in the middle of the diagram where the circles overlap.
- As a group, discuss the items the students placed in each circle. Which were shared beliefs (in the overlapping section of the VENN diagram)?
- Summarize the perspectives of each group. Review the similarities and differences in their goals and beliefs.

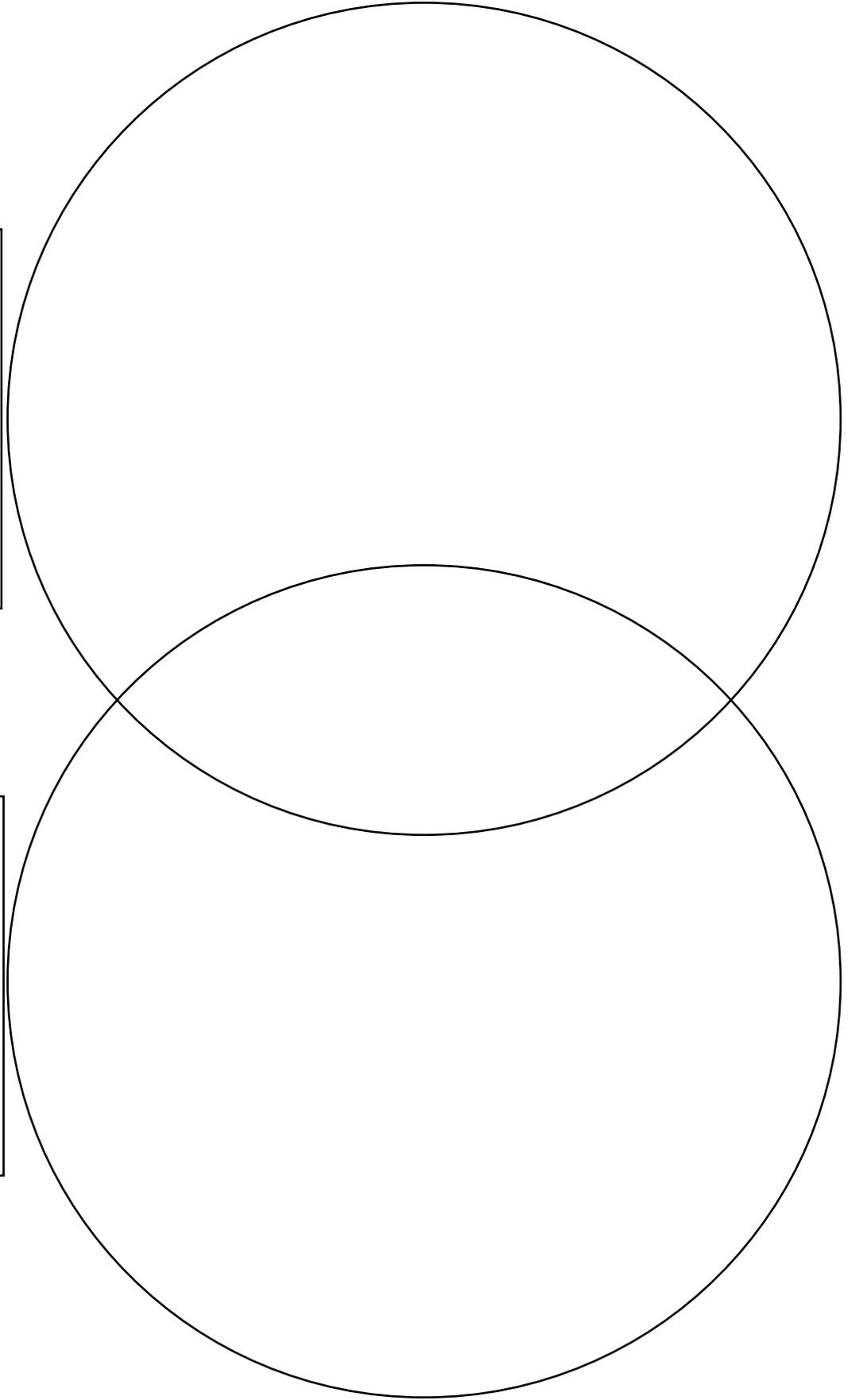
ACTIVITY 6:

Abolition/Colonization

VENN Diagram (Handout 6A)

Colonizationist Beliefs and Goals

Abolitionist Beliefs and Goals



ACTIVITY 6: Abolition/Colonization

VENN Diagram (Grade Four)

List of Goals and Beliefs (Handout 6B)

Wanted to end slavery

Wanted to send freed slaves to Liberia in Africa

Wanted freed slaves to spread Christianity to Africans

Believed slaves were American citizens

Believed slaves were entitled to the same rights as all Americans

Thought freed slaves would be more comfortable in Africa

Believed it was their Christian duty to end slavery and help the freed slaves

Sometimes used illegal ways to free slaves, like the Underground Railroad

Was not a popular idea among freed slaves

Wanted slavery ended immediately no exceptions

Many in this group felt that slavery should be ended gradually

Many free African Americans supported this group

Believed that the freed slaves in Africa could help stop slave traders from taking more Africans

Wanted America to follow Great Britain in its policy of abolition

Wanted America to follow Great Britain's example in Sierra Leone, Africa

ACTIVITY 7: Abolition/Colonization

VENN Diagram (Grade Eight)

Grade Level

Middle/intermediate school (eighth grade)

Learning/Instructional Objectives

Students will:

- learn the goals and beliefs of both abolitionists and colonizationists
- compare and contrast the goals and beliefs of abolitionists and colonizationists

Academic Standards for the Social Studies

- Indiana Standards: Grade 8, History, Standard 1, 8.1.19, 8.1.24, and 8.1.28
- National Standards (National Council for the Social Studies): I Culture; II Time, Continuity, and Change; III People, Places, and Environment; V Individuals, Groups, and Institutions; IX Global Connections; and X Civic Ideals and Practices

Social Studies/Historical Concepts

Abolition, colonization, Liberia, slavery, and the Underground Railroad

Time Required

One fifty-minute class

Materials Required

- VENN diagram (Handout 7A)
- Pen or pencil

Teacher's Instructional Plan

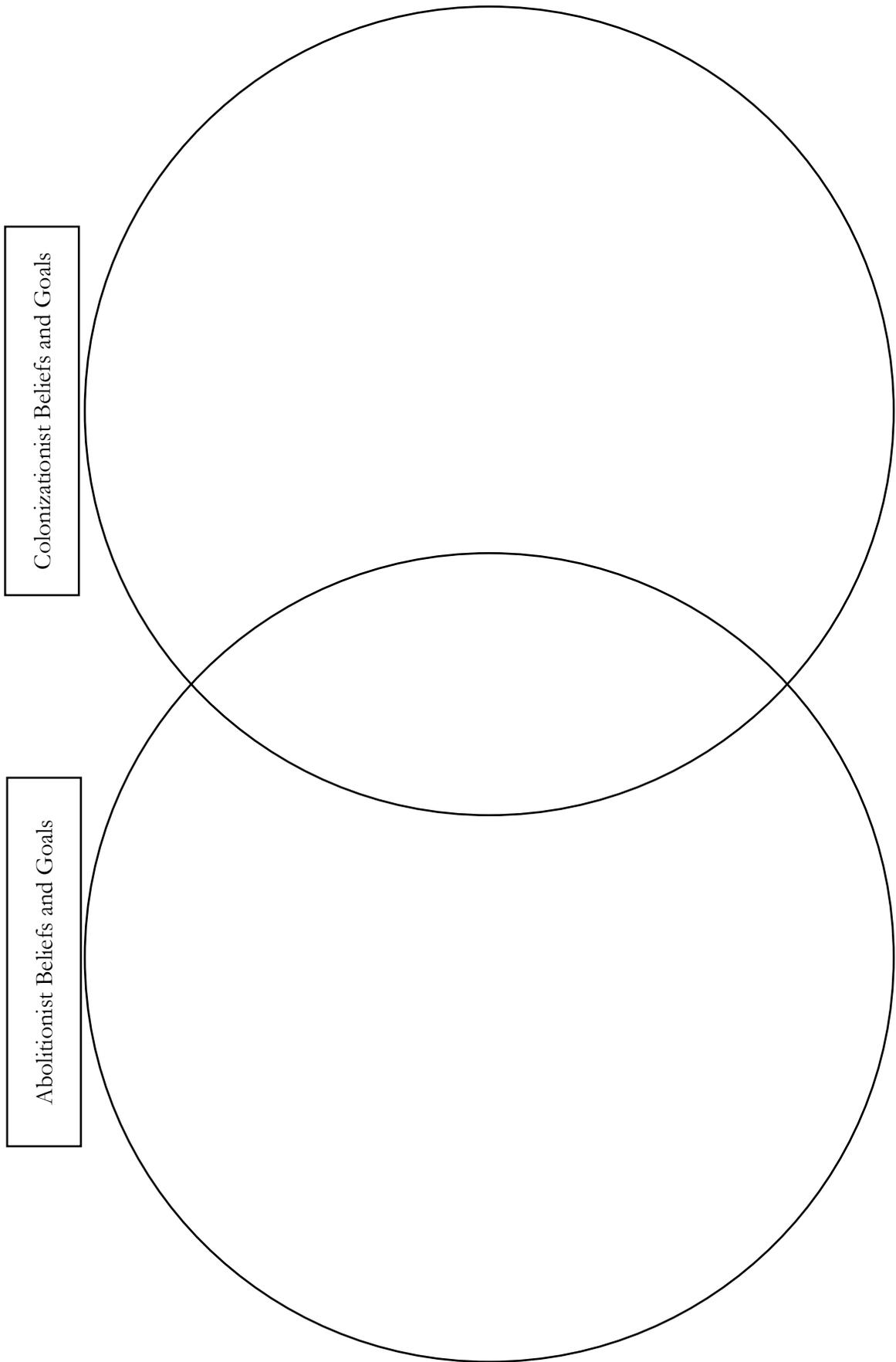
Procedure

- Make a photocopy of a VENN diagram (Handout 7A) for each student.
- Give each student a VENN diagram.

- Ask the students to use their class notes, textbook, or research to make a list of the similarities and differences between abolitionists and colonizationists.
- Instruct students to list the goals and beliefs of the abolitionists in the left circle and those of the colonizationists in the right, and list the goals and beliefs that both groups shared in the middle of the diagram, where the circles overlap.
- As a group, discuss the items the students placed in each circle and which were shared beliefs (in the overlapping section of the VENN diagram).
- Summarize the perspectives of each group and review the similarities and differences in their goals and beliefs.

ACTIVITY 7:
Abolition/Colonization

VENN Diagram (Handout 7A)



ACTIVITY 8: Primary Source Jigsaw Analysis

Grade Level

Middle/intermediate school (eighth grade)

Learning/Instructional Objectives

Students will:

- understand different perspectives on the slavery issue
- analyze primary sources associated with different views of slavery
- knowledgeably discuss what they learned about slavery with others students and the teacher

Academic Standards for the Social Studies

- Indiana Standards: Grade 8, History, Standard 1, 8.1.16, 8.1.19, 8.1.20, 8.1.24, 8.1.25, 8.1.26, 8.1.28, and 8.1.30
- National Standards (National Council for the Social Studies): I Culture; II Time, Continuity, and Change; III People, Places, and Environment; IV Individual Development and Identity; V Individuals, Groups, and Institutions; and X Civic Ideals and Practices

Social Studies/Historical Concepts

Colonization, emancipation, and slavery

Time Required

Two fifty-minute class periods

Materials Required

- Copy of the Letter from Mary Elizabeth Clark of Kentucky to Her Sister Emily Ross of Indiana, ca. 1862, from the Indiana Historical Society's Digital Image Library
 - Item ID: M 0870_Pleasant Hill Letter
 - Available on the Internet at <http://images.indianahistory.org/cdm4/>

[document.php?CISOROOT=/dc008&CISOPTR=201&REC=1](http://www.indianahistory.org/cdm4/document.php?CISOROOT=/dc008&CISOPTR=201&REC=1)

- Transcript of the letter (Handout 8A)
- *Genius of Universal Emancipation*, July 4, 1821, from the Indiana Historical Society's collections
 - Call Number: E446.G34
 - page 12
 - Excerpt from the text (Handout 8B)
- *An Address, at the First Stated Meeting of the Indiana Colonization Society*, Indianapolis, December 14, 1829, from the Indiana Historical Society's collections
 - Call Number E448.B48 1829
 - pages 8 and 9
 - Excerpt from the text (Handout 8C)
- Jigsaw Analysis Worksheet (Handout 8D)

Teacher's Instructional Plan

Procedure

- Divide the class into three groups (A, B, and C).
- Give group A the letter from Mary Elizabeth Clark (Handout 8A), group B the issue of *Genius of Universal Emancipation* (Handout 8B), and group C the Address of the Colonization Society (Handout 8C), along with copies of the Jigsaw Analysis Worksheet (Handout 8D).
- Ask each group to analyze its source using the analysis worksheet.
- When the groups are finished analyzing their sources, create three new groups, making assignments so that each new group has at least one member of the original group in the new groups (A, B, and C).
- Ask the original members of each group to teach the new members in the group about the source they analyzed.

- Lead the class in a discussion. Sample questions to pose to the class:
 - What three perspectives on slavery do the sources represent?
 - What type of evidence do they use to support their belief?
 - Do different sources use the same evidence to support different beliefs?
 - Which source makes the best argument? Why?

ACTIVITY 8: Primary Source Jigsaw Analysis

Excerpt of a Letter from Mary Elizabeth Clark of Kentucky to Her Sister Emily Ross of Indiana, ca. 1862, from the Indiana Historical Society's Digital Image Library, Item ID: M0870_Pleasant Hill Letter (Handout 8A)

The complete letter is available on the Internet at <http://images.indianahistory.org/cdm4/document.php?CISOROOT=/dc008&CISOPTR=201&REC=1>.

Page 1:

Pleasant Home KY

Sept 16

Dear Sister,

your very kind letter of Sept the 1st has been recieved and I am greatly obliged to you for the solisitude you seem to manifest to set me right as well as the taunt at which you presume to my ignorance You say since this war Commenced you have read the constitution a great deal of law & c. Now I will not presume to be a constitutional crittic nor do I boast of any great knowledge of the law them are matters that to me seem better adopted to the consideration of statesmen and politicians than she who superintends the domestic office of a family But in states whare abbolisionism womans rights and free negroism are common topics of discusion by the Ladies I am not surprised to recieve a lecture upon my ignorance or my christianity because I do not of principles and doctrines so repugnant to the best interests of society as well as the interests and hapiness of the people of our once happy country You may think it strange that I do not wish to put myself on a level with a negro or that I do not want a negro put on a level with me If I did I should certainly be in favor of free negroism I am of the opinion that the slave should ever remain whare our Fathers placed them under the constitution moreover this is a State Right as I understand it and the people of Indiania have no more right to meddle with the slaves of Kentucky than the people of Ky have to interfere with the propperty of citizens of Indiania And the constitution of the United States recognises this this principle which has been acted on from the establishment of our government to the inauguration of Mr. Lincoln and the fugitive slave law is but a conterpeis of the constitution requiring a slave in a free state to be returned to his master upon proof of his

Page 2:

property being made I think our only hope to preserve the country is by holding fast to the constituion you might as well say we had no right to our homes or lands as to say that we have no right to our slave and who would steal our slaves upon the same principle would steal our homes or would take our lands no more right to the one than the other Daniel Webster said if you recolect in his Celebrated letter to John Taylor that the people of New Hampshire had no more right to interfere with the slaves of Virginia than the people of Virginia would have to interfere with the property of the people of Newhampshire I hope you will redd that letter Now Daniel Webster was considered a pretty good constitutional lawyer and if a people are willing to violate the constitution in one respect will not hesitate if necessary to carry out their purnatious purposes to violate it in others this is my view of it You say that God is dictating this matter and that the right will surely come I hope your perdition is true this war is not yet ended and if God in his Justus should meet out a proper punishment to the guilty I have no doubt those who have [desolated?] the homes of the people of South laid waste their plantations plundered them of thair property and stolen thare slaves will recieve in the end a just reward And all under the guise of puting down the rebels or the rebellion I have always herd that in war private property should be respected how is it in this The

race is not always to the swift nor the battle to the strong but God forbid that I should ever glory in the misery and want rechedness and war brought on the people of any part of our country by the perpetration of outrages such as have characterized the advance of the Federal army in the South You say that we are to have no peace till the rebels lay down thair arms in other words till they yield themselves up unprotected to the mercy of the people their enemies if this is the policy then they aught to protect themselves for what protection can they expect from a party or a people who openly say they have no right to their slaves just as much right under the

Page 3:

constitution as to any other property and if they would take their slaves of course they have as good a right to take any thing else Do unto others as you would have them do unto you is the doctrine of the Bible Why do reb if this was done we could have peace Why do rebels fight you say they aught all to be put to death Well if this government affords them no protection to property or person they are then compelled to protect themselves Washing was called a rebel in the time of the revolution but our fathers achieved thair independence and delivered the [unclear] from oppresion You spoke of slavery as a great sin against the will of god & c. Well who if it is a sin has to answer for it do [you?] me who have no slaves I think not Every [tub?] will have to stand on its own bot- tom I imagin on that great day When we all are to be Judged for the deeds done in the [unclear] then Why are you people in Indiania so troubled about us in Kentucky and about slavery I expect if the abbolishionist settle for all the negroes they have stolen they will have enough to anser for without interfering any further in the matters of other people You say who brought on the war Well I think the abbolishionist When Mr. Lincoln came in to power the head of the abbolishion party the South asked some garintees that that thair property should not be interfered with Mr. Critenden approved in Congress the propesisions known as the Critenden propositions Mr Davis said these propositions would be acceptable to the people of the South and Mr. Tombs said the same thing yet the abbolishionist refused to entertain for a moment these propositions or any thing that would give assurance to the people of the South that that thair slave property should not be molested the refusal to accept these propesisions left no hope to the people of the South of protection from Mr. Lincoln or his party thare only chance then was to protect themselves Now you ask me what is the meaning of constitutional Democrat—as we understand here

Page 4:

it is one who wants the civil law executed one who wants the rights of all the people in all the states protected slavery as well as antislavery one who wants the trial by jury preserved the priviledge of the writ of habeas corpus preserved one who wants free speech allowed and a free press and the people allowed to discuss questions of public policy without being thrown in to a dungeon without a trial or the privilege of a trial because he is not an abbolishionist or does not support abbolition measures in other words what we understand by a democrat here is one who is for the union as it was made by our fathers and the constitution as framed and [expounded?] by Washington Jefferson Maddison and others of the fathers of the republic An abbolishionist I understand is one who is for freeing the slaves right or wrong and negro equality generally these seem to be the difference Now I desire to say this if you expect that I should ever feel willing to associate myself with negroes or to put myself on an an equality with them in any respect I desire to say to you that I never expect to do nor do I wish to bring up my children to it nor do I think God ever intended it I say if the abbolishionist would try to relieve the wants and use their charity to help the needy and destitute in their own land they would be doing God's servises much more than to be eternily fretting about the poor negro who is [noblely?] contented on his master's plantation You asked me what did I want with Slavery Well I will just say that I don't own a neg[r]oes toenail neither would I wish to but I for all that I don't want them freed here among us and for my children to grow up and be equalized with Emily if you think as harshly of my principles as I do of yours [woe?] unto me So ends the chapter

ACTIVITY 8: Primary Source Jigsaw Analysis

Excerpt from *Genius of Universal Emancipation*, July 4, 1821, from the Indiana Historical Society's collections, call number: E446.G344, page 12 (Handout 8B)

From Poulson's Am. Daily Advertiser.

A DREAM.

In the dead of the night, when deep sleep falleth upon man, I dreamed a dream. And lo! I beheld a fair country, pleasant to the eye, and it was watered by many rivers that spread fertility and commerce throughout its borders. But while I was gazing with delight on the scene, the air became suddenly darkened, the fields lost their verdure, and Peace and content seemed to have fled the land.—Then I looked up and beheld a monster, and he carried chains in his hands, his countenance beamed with revenge, and on his brow was written **SLAVERY**; and I beheld he journeyed thro' the land, and his steps were followed by the tears and sufferings of **MEN**: and their prayers ascended on high, but no man helped them, or pitied them, but added scoffs to their woes, and stripes to their complaints: then I cried aloud “is the spirit of humanity dead in the land, will none arise for the help of the children of Africa?” As I spoke, the heavens opened, and I beheld Justice and Mercy descend upon the earth; and the air was filled with light, and the face of nature was brightened; and I beheld, and the **DAEMON OF SLVERY** [*sic*] waged war against Justice and Mercy, & the conflict was doubtful: & I beheld Justice carrying a book, and it was called the Constitution of the United States; and he opened it, and a fire from Heaven glowed upon these words, **ALL MEN WERE CREATED EQUAL**; then the Daemon of Slavery started; but aided by Dissimulation, it maintained the war, and gaining some advantage, it uttered a shout of joy, * which awoke

A DREAMER

[*This was the shouting, the loud & extravagant rejoicing of the people of St. Louis, when they received the intelligence that through the defection of the *dough fac'd* gentry in congress, they had succeeded in foiling the advocates of Freedom. —The ringtng [*sic*] of the bells, the firing of cannon, the huzzaing of some, and the *intoxication* of others, proclaimed the gladness of their hearts, when they found they were thus authorized to lord it over their fellow men, and permitted to establish a frightful despotism in our boasted *land of LIBERTY!*

“O Tempora! O Mores!

Gen. Univer. Eman.]

ACTIVITY 8: Primary Source Jigsaw Analysis

Excerpt from *An Address, at the First Stated Meeting of the Indiana Colonization Society*, Indianapolis, December 14, 1829, from the Indiana Historical Society's collections, call number: E448.B48, pages 8 and 9 (Handout 8C)

Every Colony, therefore, of civilized inhabitants, established on that coast, and resolved to stop this trade to the extent of its means, will, at all events, put an end to it for a considerable distance. The Colonies of Sierra Leone, and of Liberia, both produce this effect within their respective vicinities. They furnish, also, many conveniences to the national armed ships, sent out by their respective governments against the slave-vessels on the coast; and, united with the government Agencies, are places of protection, wither the re-captured Africans may be sent, and where they will always find a home. There were at Sierra Leone, in 1821, at least ten thousand black, who had been re-captured from the slave-ships by the British cruisers, and liberated; and Liberia can already boast of a respectable number, indebted for their liberty to the American flag.

The Colonies, established on that coast, will produce another salutary effect against the slave-trade. The Africans there, and in the interior, are in a rude, uncultivated state. They have neither learning nor religion among them. The consequence is, that the petty, deluded princes of the country, enticed by the slave-trader with high rewards, are continually waging war against each other, for the base purpose of making prisoners to be sold as slaves. This they could not be prevailed upon to do, were they a civilized people. In making them so, this Colonization plan must have considerable influence. With the advantages the Colonies may possess at the commencement, and the opportunities for improvement they will enjoy under the guardianship of their founders, they will be so many luminaries in the deserts of a benighted land. The Colonists, conspicuous for their religion and knowledge, for their industry and enterprize, for their love of freedom and abhorrence of the slave-trade, will spread abroad over that ill-fated country, the invaluable blessings which they themselves enjoy. In doing this, they must give a vital stab to the progress of the slave-trade; and, on this principle alone, had they no other claims, they would merit our support. That trade is a Hydra, which nothing but Herculean labour can destroy. Every measure within the compass of human power, calculated to impede its progress, should and must be brought to bear against it.

Independently, however, of all considerations as to the slave-trade—supposing it had no existence—would not a rational plan for introducing the arts and sciences of civilized life, and the divine religion of the Saviour of the world, into the unenlightened and pagan regions of Africa, be an object highly deserving the attention of every good man? The whole human species belong to the same family. Inhabiting nearly every country on the globe—accommodated to every climate, from the equator to Greenland in the north, and to Terra del Fuego in the south—living where spirits of wine boil with the heat, and where mercury freezes with the cold—they possess one common nature; have descended from the same parents; are supported through life, and will be rewarded or punished after death, by the same Almighty power that called them into existence. Some of them, possibly, may be more happily situated than ourselves; but that number is, indeed, comparatively small. We have a temperate climate and a fruitful soil. We live under a government free as the air we breathe; and are blessed with a religion pure as the Spirit of God. But far, very far different, is the unhappy situation of the greater part of the human family. The present occasion, however, does not permit me to take the slightest view of their various fortunes; of the tyrannical oppression of the governments, under which many of them groan; or of the midnight darkness of the idolatrous worship, into which many of them have fallen. Nor is it necessary that I should now stop to present to you with the imperfect accounts, given to us by travellers, of the unlettered population of that extensive continent, on which the Society has established its Colony. I must be permitted, however, to remind you, that if, among all the

hapless descendants of our common father, there are any people who have a special claim upon our generous sympathies, and our charitable assistance, that people are the unfortunate blacks of Africa. I do not say that there may not be others equally unfortunate. But they are the only people who have reason to complain of the injustice of our country—they are the only people whose chains, in the language of a distinguished orator, do not burst from around them, the moment they touch the soil of freedom.

There is every reason to believe, that the establishment of our Colonies in Africa, will have a beneficial influence on her degenerate sons. It is stated by Bishop White, that the native chiefs have already sent into Liberia more than a hundred of their children to be educated. This single fact is an evidence, that the Colonies may prove to be fountains, from which the streams of civilization may flow through deserts, and fertilize regions, with even the enterprise of a Park, a Denham, or a Clapperton, has not been able to explore. They may prove to be each a nursery of learning and piety for the neighbouring States, as the far-famed Icolmkill was once, for the nations which surrounded it.

But the views of the Society, in planting these Colonies, are not limited to the abolition of the slave-trade, or the diffusing of knowledge in a foreign land. It has other objects to accomplish, intimately connected with the prosperity of our country, and deeply affecting the future destiny of its black population. The first cargo of coloured people, landed on our soil, was brought over by a Dutch ship from the coast of Guinea, near where Liberia is situated, and sold in Virginia, about two hundred years ago. Happy had it been for our country, had she then, and forever after, refused to permit any such Pandora to approach her shores. We have been seduced, however, by the gilded prospects of wealth, of ease, and luxury, presented to our view by the labour of slaves: and have admitted into our bosom, an extensive black population, whose existence here is a reproach to a nation, boasting of its freedom; and whose rapid increase is everywhere contemplated with serious alarm. In the extensive country north-west of the Ohio, there are no slaves; their introduction having been prohibited by the ordinance for its early government. In the northern and most of the middle States, they have been generally liberated. Their number there, comparatively speaking, was always small. This may be principally attributed to the fact, that slave-labour is not generally profitable in those States. The productions of the South, and the adaptation of the African constitution to that climate, have made the slaves apparently profitable there. Hence, nearly all the blacks of our country are resident within a few southern States. Virginia alone, in 1820, contained four hundred and sixty-two thousand.

ACTIVITY 8: Primary Source Jigsaw Analysis

Jigsaw Analysis Worksheet (Handout 8D)

1. When was the document created?
2. Who authored the document?
3. Are there any pictures or images in the document?
4. For what purpose was the document created?
5. What message is the document trying to convey?
6. Do you think that the author was good at communicating his/her message? Why?
7. What is going on in the United States at the time this document was created?
8. List three things you think are interesting about the document.
9. Copy a quote from the document that you think best summarizes its message.
10. If you could ask the document creator a question about the document or his/her beliefs, what would you ask?

ACTIVITY 9:

Silent Debate

Grade Level

Middle/intermediate school (eighth grade)

Learning/Instructional Objectives

Students will:

- apply their knowledge of proslavery or anti-slavery perspectives to support an argument
- debate the ideas of antislavery and abolition

Academic Standards for the Social Studies

- Indiana Standards: Grade 8, History, Standard 1, 8.1.16, 8.1.18, 8.1.20, 8.1.28, 8.1.29, and 8.1.30
- National Standards (National Council for the Social Studies): IV Individual Development and Identity; V Individuals, Groups, and Institutions; VI Power, Authority, and Governance; and X Civic Ideals and Practices

Social Studies/Historical Concepts

Abolition, slavery, and states' rights

Time Required

Half of a fifty-minute period

Materials Required

- “Yes, But...” Worksheet (Handout 9A)
- Pen or pencil

Teacher’s Instructional Plan

Procedure

- Divide the class into pairs of students.
- Give each pair a “Yes, But...” Worksheet (Handout 9A).
- Each of the partners will take a different perspective, either proslavery or abolition.

- Give students time to review and prepare their side of the argument for this question:
 - Should slavery be abolished or is it the right of the state to decide?
- Then give students ten minutes to engage in a silent debate using the worksheet.
 - Students are not allowed to talk. They must write their arguments on the worksheet.
 - Students will take turns arguing and responding on the worksheet until time is up.
- As a class, the group will discuss the arguments and responses written on their worksheets.

ACTIVITY 9:
Silent Debate

“Yes, But...” Worksheet (Handout 9A)

Should slavery be abolished or is it the right of the state to decide?

A.

B. Yes, but...

A. Yes, but...

B. Yes, but...

A. Yes, but...

B. Yes, but...

A. Yes, but...

B. Yes, but...

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"Levi Coffin House State Historic Site." <http://www.waynet.org/nonprofit/coffin.htm>.
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- National Underground Railroad Freedom Center. <http://www.freedomcenter.org/>.
- Public Broadcasting Service. "People and Events: The Underground Railroad, ca. 1780-1862." Africans in America, Part 4, 1831-1865: Judgment Day. <http://www.pbs.org/wgbh/aia/part4/4p2944.html>.