

***Sweet Clara and the Freedom Quilt*** by Deborah Hopkinson (Alfred A. Knopf, New York, 1993) ISBN 0-679-82311-5

**Grade Level:** 3<sup>rd</sup> Grade

**Duration:** 2 Class Periods

### **Literature Annotation**

This story is based on a true, little known chapter in African American history. As a seamstress in the Big House, Clara knows she's better off than other enslaved people who work the fields. But slavery has separated Clara from her mother, and she can never be happy without her. Clara dreams that they will be reunited one day and run away together -- north to freedom. Then Clara hears two enslaved people talking about how they could find the Underground Railroad if only they had a map. In a flash of inspiration, she sees how to use the cloth in her scrap bag to sew a map of the land -- a freedom quilt -- that no master will ever suspect is a map to freedom.

### **Maryland State Curriculum**

***Economics Standard:*** Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

4.A.1.c Identify the opportunity cost of a choice or decision

***Geography Standard:*** Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

3.A.1 Locate and describe places using geographic tools

3.B.1.a Describe how geographic characteristics affect the ways people live and work, and the population distribution of a place and region

***Social Studies Skills and Process Standard:*** Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

5.A.2.a Identify information about people, places, or events in the past using pictures; photographs, maps, audio or visual tapes, and or documents

6.A.1 Use appropriate strategies and opportunities to increase understandings of social studies vocabulary

6.F.1 Interpret and apply information from primary and secondary sources including pictures, graphics, maps, atlases, artifacts, and timelines

**Reading Standard:** Students will use a variety of strategies to understand what they read (construct meaning).

1.D.1 Develop and apply vocabulary through exposure to a variety of texts

1.E.3 Use strategies to make meaning from text (during reading)

1.E.4 Use strategies to demonstrate understanding of the text (after reading)

3.A.1.a Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities and time periods

**Objectives:** Students will be able to...

- identify physical and human characteristics used by enslaved peoples on the Underground Railroad.
- identify the costs and benefits of escaping slavery.

### **Vocabulary**

**abolitionist:** a person advocating for or participating in the movement to end slavery

**benefits:** The advantages of a particular course of action as measured by good feelings, dollars or number of items

**conductor:** a person who led fugitive slaves along the Underground Railroad

**costs:** The disadvantages of a particular course of action as measured by bad feelings, dollars or number of items

**fugitive:** a person who runs away or tries to escape captivity

**geographic characteristics:** distinctive characteristics that distinguish one place from others. These characteristics are divided into physical characteristics and human characteristics (*see Teacher Background*)

**opportunity cost:** the next best alternative (second best choice) – the one that is given up when a choice is made.

**overseer:** a person who supervised the work of enslaved Africans on a plantation

**passengers:** enslaved people fleeing from the South

**primary source:** a first hand account of an event, such as a government document, diary, or a letter

**slavery:** the institution or practice of enslaving persons

**station:** a “safe house” or stopping point along the Underground Railroad.

**Underground Railroad:** the secret network of “safe houses” and trails by which many slaves escaped to freedom before the Civil War

### **Teacher Materials**

Teacher Resource Sheet #1: *Runaway Slave Advertisement*

Teacher Resource Sheet #2: *Louis Hughes: My Second Runaway Trip*

## **Student Materials**

Atlas of the United States

Student Resource Sheet #1: *Sweet Clara: Geographic Characteristics*

Student Resource Sheet #2, “Costs and Benefits of Running Away”

Student Resource Sheet #3: *Louis Hughes*

Student Resource Sheet #4: *Scenes in the Life of Harriet Tubman*

Student Resource Sheet #5: *Escape and Capture of Stephen Pembroke, Related by Himself*

Student Resource Sheet #6: *The Escape of Henry “Box” Brown*

Student Resource Sheet #7: *Reminisces of Levi Coffin*

Student Resource Sheet #8: *The Fugitive Blacksmith*

Student Resource Sheet #9: *Letter to William Lloyd Garrison*

Student Resource Sheet #10: *A Bold Stroke for Freedom*

Student Resource Sheet #11: *Franklin Miller’s Diary*

Student Resource Sheet #12: *Letter from a Former Slave*

Student Resource Sheet #13: *Dawn Settlement Plaque*

Student Resource Sheet #14: *Harriet Tubman with Family and Friends*

Student Resource Sheet #15: *Narrative of the Life of Frederick Douglass, An American Slave*

Student Resource Sheet #16: *Making an Underground Railroad Quilt*

## **Additional Resources**

*Websites*

<http://www.nationalgeographic.com/railroad/map.html>

National Geographic’s Interactive Website where students are able to follow Harriet Tubman’s Actual routes on the Underground Railroad

[http://pathways.thinkport.org/flash\\_home.cfm](http://pathways.thinkport.org/flash_home.cfm)

Maryland Public Television’s Interactive Website on the Underground Railroad

## **Teacher Background**

### **The Underground Railroad**

The Underground Railroad was not a true railroad but rather a network of escape routes for enslaved people trying to find freedom. The term “underground” was used because runaways were hidden in secret places. “Passengers” were enslaved people fleeing from the South. “Conductors” were anti-slavery activists – black, white, and Native American – who tried to lead passengers from one “station” to another. Workers in the Underground Railroad came from all walks of life; they were ministers, shopkeepers, farmers, and former slaves. Harriet Tubman, a runaway slave from Maryland, made at least 11 trips into the South and helped to rescue approximately 80 runaways. “Stations” were safe houses, barns, haylofts, or other places where enslaved people could hide. Every home that welcomed runaways and every individual who offered food, clothing, or other help were part of the Underground Railroad. Escape routes stretched from the southern slave states into northern states and on to Canada.

Historians believe that at least 75,000 runaways were helped by more than 3,200 railroad "workers" between the time of the American Revolution and the Civil War. Some runaways escaped to the northern states and others went to Canada, Texas, Mexico, and through Florida to the Caribbean. Runaways traveled hundreds of miles to reach freedom. They traveled through forests, over fields, through swamps, and across streams and rivers. Often they traveled at night using stars to navigate. They traveled on coaches, trains, and steamships, but most often by wagon or on foot.

Most runaways were men between the ages of 16 and 35 years. Women and children escaped but were more likely to be caught. When runaways were caught they might be beaten, then returned to owners and given even harder labor. The Fugitive Slave Law was enacted in 1850, making the capture of escaped slaves a lucrative business. The law allowed masters or professional bounty hunters (called "slave hunters") to capture runaways, even in a free state.

### **Geography**

Students must understand "geographic characteristics" to complete the activities in this lesson. Each place has distinctive characteristics that distinguish it from other places. This lesson contains information about the geographic characteristics of places in Maryland that slaves might have used to help them in their flight to freedom. Geographic characteristics are divided into two categories: physical characteristics and human characteristics.

*Physical characteristics* describe the natural environment of a place. They include:

- physical features – land forms and bodies of waters
- weather – the short-term conditions of the atmosphere determined by variables such as temperature, wind, moisture, and pressure
- climate – the average temperature and rainfall for a place over hundreds of years
- soil – the thin layer of material on the Earth's surface; sand, silt, and clay are the basic types
- minerals – naturally occurring, non-living solids with a characteristic crystal structure and chemical makeup
- vegetation – four types: forest, grassland, tundra, and desert. Climate affects a place's vegetation.
- animal life – the large and small animals that live in a place

*Human characteristics* describe the people of a place (past and present), their languages, religions, economic activities, political systems, population distribution, and modifications of the environment. Human characteristics include:

- human-made features – modifications people make to land (for example: buildings, bridges, tunnels, railroad tracks, dams, monuments, piers, cultivated land)
- language – a way of communication with words, symbols, signs, or gestures that are used and understood by a group of people
- religion – a set of beliefs and practices relating to a god or gods and generally agreed upon by a number of people
- political system – structures of power, authority, and government
- economic activities – how people make a living in a place
- population distribution - the pattern of the number of people who live in a place

### **Economics**

Economics is the study of how individuals and groups choose to use scarce productive resources to satisfy their relatively unlimited economic wants.

To satisfy economic wants, people use natural, human, and capital resources to produce goods.

When scarcity forces us make choices about what to produce or consume, we must rank our alternatives and choose the one that we believe offers the greatest benefits and least costs. *Opportunity cost* is the next best alternative (second best choice) – the one that is given up when a choice is made.

### **Motivation**

Display Teacher Resource Sheet #1: *Runaway Slave Advertisement*.

Ask: Why might Porter have run away? Discuss student responses.

### **Development**

1. Tell students that Robert Porter was only one of many enslaved peoples that ran away from the cruel institution of slavery. They are going to listen to a story about a young girl named Clara who, with the help of her friends and family, planned an escape route to Canada.
2. Review “Characteristics of Place” with students *(See Teacher Background.)* Distribute Student Resource Sheet #1, “Sweet Clara: Geographic Characteristics.” Tell students that as they listen to the story, they should be listening for examples of Physical and Human Characteristics and should write them on the worksheet.
3. Read the story, *Sweet Clara and the Freedom Quilt*.
4. Display Student Resource Sheet #1: *Sweet Clara: Geographic Characteristics*. Record student answers. Check for clarity.
5. Distribute Student Resource Sheet #2: *Costs and Benefits of Running Away*.

Re-visit *Sweet Clara and the Freedom Quilt*. Ask students to brainstorm the costs and benefits of running away. Record answers and discuss.

6. Tell students that they are going to examine primary and secondary source documents to determine the costs and benefits of escaping slavery as experienced by real life runaways. Display Teacher Resource Sheet #2: *Louis Hughes: My Second Runaway Trip*. Have the class follow along as you read the excerpt. As a class, identify the costs and/or benefits associated with running away according to this excerpt.
7. Divide students into 13 pairs. Distribute one primary source to each pair (Student Resource Sheets #3-15). Have student pairs interpret their primary source and identify the costs and/or benefits of running away as identified in their source. Have student pairs report their findings to the class. Record information on Student Resource Sheet #2: *Costs and Benefits of Running Away*.
8. Ask students to look at the completed Student Resource Sheet #2: *Costs and Benefits of Running Away*. Tell them that historians believe that as many as 75,000 enslaved peoples made the choice to runaway. Ask: Why do they think so many slaves chose to runaway in spite of the heavy costs? Discuss.

### **Assessment**

Have students respond to the following prompt.

Imagine that you are a newspaper reporter in the North and have met Clara. Your editor has asked you to write a newspaper article based on what she has told you about her journey. As you write Clara's story, be sure to:

- describe at least one physical and one geographic characteristic that helped her escape
- describe at least one cost and one benefit of running away

### **Closure**

Distribute Student Resource Sheet #16: *Making an Underground Railroad Quilt*. Explain to students that they will make a quilt map to finish Clara and Jack's journey north. Have students share their work.

*Runaway Slave Advertisement*

**100 DOLLS. REWARD.**

**RAN AWAY**

From me, on Saturday, the 19th inst.,

**Negro Boy Robert Porter,**  
aged 19; heavy, stoutly made;  
dark chesnut complexion;  
rather sullen countenance,  
with a down look; face large; head low on the  
shoulders. I believe he entered the City of  
Washington on Sunday evening, 20th inst. He  
has changed his dress probably, except his  
boots, which were new and heavy.

I will give \$50 if taken and secured in the  
District of Columbia, or \$100 if taken north  
of the District, and secured in each case and  
delivered before the reward shall be good.

**Dr. J. W. THOMAS.**

**Pomunky P. O., Charles Co., Md.**

<http://hitchcock.itc.virginia.edu/Slavery/details.php?filename=NW0305>

**Louis Hughes**  
**MY SECOND RUNAWAY TRIP**

About three months after my first attempt to get away, I thought I would try it again. I went to Memphis, and saw a boat at the landing, called the John Lirozey, a Cincinnati packet...I had been out of my hiding only a short time when I was discovered by a man who took me up stairs to the captain...Then I was carried back to Memphis, arriving about one o'clock at night, and, for safe keeping, was put into what was called the calaboose. This was especially for the keeping of slaves who had run away and been caught. Word was sent to Boss of my capture; and the next morning Thomas Bland, a fellow servant of mine, was sent to take me home....I was taken to the barn where stocks had been prepared, beside which were a cowhide and a pail of salt water, all prepared for me. It was terrible, but there was no escape. I was fastened in the stocks, my clothing removed, and the whipping began. Boss whipped me a while, then he sat down and read his paper, after which the whipping was resumed. This continued for two hours... I could hardly move after the terrible ordeal was finished, and could scarcely bear my clothes to touch me at first, so sore was my whole body, and it was weeks before I was myself again.

Excerpt from:

Hughes, Louis. Thirty Years a Slave: From Bondage to Freedom. The Institution of Slavery as Seen on the Plantation and in the Home of the Planter. MILWAUKEE: SOUTH SIDE PRINTING COMPANY, 1897.

<http://docsouth.unc.edu/hughes/hughes.html>

Student Resource Sheet #1

**Sweet Clara: Geographic Characteristics**

<b>Physical Characteristics</b> <i>Physical Characteristics describe the natural environment of the place.</i>	<b>Human Characteristics</b> <i>Human Characteristics describe the people of the place, their languages, religions, economic activities, political systems, population distribution, and heir modifications to the environment.</i>

Student Resource Sheet #2

***Costs and Benefits of Running Away***

<b>COSTS</b>	<b>BENEFITS</b>

## ***Louis Hughes***

One morning, when Boss had gone to town, Madam had threatened to whip me, and told me to come to the house. When she called me I did not go, but went off down through the garden and through the woods, and made my way for the city. When I got into Memphis, I found at the landing a boat called the Statesman, and I sneaked aboard. It was not expected that the boat would stay more than a few hours, but, for some reason, it stayed all night. The boat was loaded with sugar, and I hid myself behind four hogsheads... When night came on, I crept out from my hiding place, and went forward to search for food and water, for I was thirsty and very hungry. I found the table where the deck hands had been eating, and managed to get a little food, left from their meal, and some water. This was by no means enough, but I had to be content, and went back to my place of concealment.

Excerpt from:

Hughes, Louis. Thirty Years a Slave: From Bondage to Freedom. The Institution of Slavery as Seen on the Plantation and in the Home of the Planter. MILWAUKEE: SOUTH SIDE PRINTING COMPANY, 1897.

<http://docsouth.unc.edu/hughes/hughes.html>

## **Scenes in the Life of Harriet Tubman by Sarah Bradford, 1869**

"So it was with me," she said. "I had crossed the line. I was *free*; but there was no one to welcome me to the land of freedom. I was a stranger in a strange land; and my home, after all, was down in Maryland; because my father, my mother, my brothers, and sisters, and friends were there. But I was free, and *they* should be free. I would make a home in the North and bring them there, God helping me. Oh, how I prayed then," she said; "I said to de Lord, 'I'm gwine to hole stiddy on to *you*, an' I *know* you'll see me through.'"

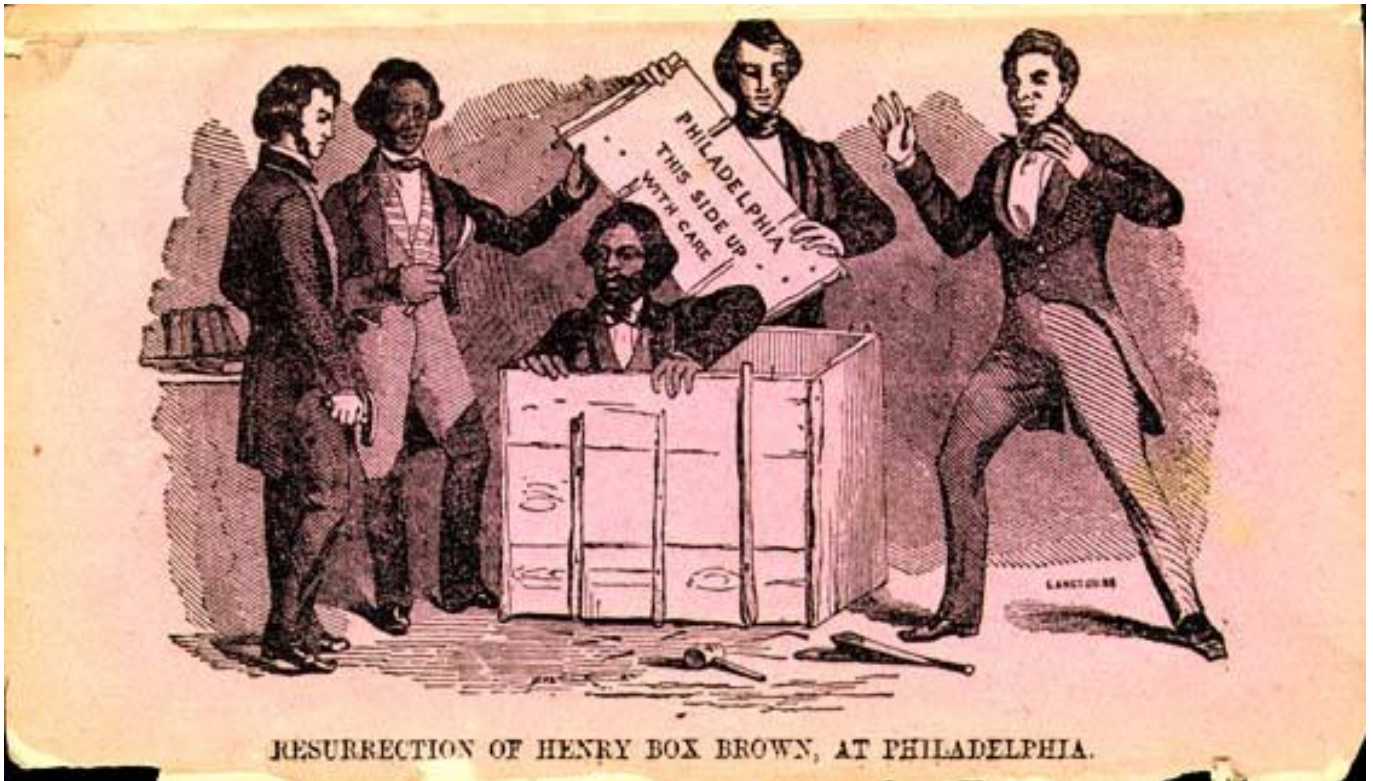
<http://docsouth.unc.edu/neh/bradford/bradford.html>

***Escape and Capture of Stephen Pembroke,  
Related by Himself***

I set out to escape from slavery on the 1<sup>st</sup> of May last, with my two sons. We walked all night, and went fifty odd miles without stopping. We got as far as New York City, where we were violently arrested, secured, and taken back to the South. I was treated in a bad manner here.

Blassingame, John, ed. Slave Testimony: Two Centuries of Letters, Speeches, Interviews and Autobiographies. Baton Rouge: Louisiana State University Press, 1977.

### ***The Escape of Henry "Box" Brown***



One day, while I was at work, and my thoughts were eagerly feasting upon the idea of freedom, I felt my soul called out to heaven to breathe a prayer to Almighty God. I prayed fervently that he who seeth in secret and knew the inmost desires of my heart, would lend me his aid in bursting my fetters asunder, and in restoring me to the possession of those rights, of which men had robbed me; when the idea suddenly flashed across my mind of shutting myself *up in a box*, and getting myself conveyed as dry goods to a free state.

– Henry Box Brown

<http://docsouth.unc.edu/brownbox/brownbox.html>

***Reminiscences of Levi Coffin***

...the Underground Railroad business increased as time advanced, and it was attended with heavy expenses, which I could not have borne had not my affairs been prosperous. I found it necessary to keep a team and a wagon always at command, to convey the fugitive slaves on their journey. Sometimes, when we had large companies, one or two other teams and wagons were required. These journeys had to be made at night, often through deep mud and bad roads, and along by ways that were seldom traveled. Every precaution to evade pursuit had to be used, as the hunters were often on the track, and sometimes ahead of the slaves....

Levi Coffin, *Reminiscences of Levi Coffin* (Cincinnati, 1876)

<http://www.pbs.org/wgbh/aia/part4/4h2946t.html>

***THE FUGITIVE BLACKSMITH;  
OR, EVENTS IN THE HISTORY OF JAMES W. C. PENNINGTON, PASTOR OF  
A PRESBYTERIAN CHURCH, NEW YORK, FORMERLY A SLAVE IN THE  
STATE OF MARYLAND***

It was in the month of November, somewhat past the middle of the month. It was a bright day, and all was quiet. Most of the slaves were resting about their quarters; others had leave to visit their friends on other plantations, and were absent. The evening previous I had arranged my little bundle of clothing, and had secreted it at some distance from the house. I had spent most of the forenoon in my workshop engaged in deep and solemn thought.

It is impossible for me now to recollect all the perplexing thoughts that passed through my mind during that forenoon; it was a day of heartaching to me. But I distinctly remember the two great difficulties that stood in the way of my flight: I had a father and mother whom I dearly loved,--I had also six sisters and four brothers on the plantation. The question was, shall I hide my purpose from them? moreover, how will my flight affect them when I am gone? Will they not be suspected? Will not the whole family be sold off as a disaffected family, as is generally the case when one of its members flies? But a still more trying question was, how can I expect to succeed, I have no knowledge of distance or direction. I know that Pennsylvania is a free state, but I know not where its soil begins, or where that of Maryland ends? Indeed, at this time there was no safety in Pennsylvania, New Jersey, or New York, for a fugitive, except in lurking-places, or under the care of judicious friends, who could be entrusted not only with liberty, but also with life itself.

THE FUGITIVE BLACKSMITH; OR, EVENTS IN THE HISTORY  
OF JAMES W. C. PENNINGTON, PASTOR OF A PRESBYTERIAN CHURCH, NEW YORK,  
FORMERLY A SLAVE IN THE STATE OF MARYLAND, UNITED STATES. LONDON: CHARLES  
GILPIN, 5, BISHOPSGATE WITHOUT.  
1849.

<http://docsouth.unc.edu/neh/penning49/menu.html>

***Letter to William Lloyd Garrison***

PINEVILLE, (Pa.) Jan. 4, 1849.

DEAR FRIEND GARRISON:

One of the most interesting cases of the escape of fugitives from American slavery that have ever come before the American people, has just occurred, under the following circumstances:—William and Ellen Crapt [sic], man and wife, lived with different masters in the State of Georgia. Ellen is so near white, that she can pass without suspicion for a white woman. Her husband is much darker. He is a mechanic, and by working nights and Sundays, he laid up money enough to bring himself and his wife out of slavery. Their plan was without precedent; and though novel, was the means of getting them their freedom. Ellen dressed in man's clothing, and passed as the *master*, while her husband passed as the *servant*. In this way they travelled from Georgia to Philadelphia. They are now out of the reach of the blood-hounds of the South. On their journey, they put up at the best hotels where they stopped. Neither of them can read or write. And Ellen, knowing that she would be called upon to write her name at the hotels, &c., tied her right hand up as though it was lame, which proved of some service to her, as she was called upon several times at hotels to 'register' her name... They arrived in Philadelphia, in four days from the time they started. Their history, especially that of their escape, is replete with interest. They will be at the meeting of the Massachusetts Anti-Slavery Society, in Boston, in the latter part of this month, where I know the history of their escape will be listened to with great interest. They are very intelligent. They are young, Ellen 22, and Wm. 24 years of age. Ellen is truly a heroine.

Yours, truly,

WM. W. BROWN.

*The Liberator*, 12 January

<http://docsouth.unc.edu/neh/craft/support1.html1849>.

## ***A Bold Stroke for Freedom***



A BOLD STROKE FOR FREEDOM.

“Six slaves, four men and two women, fugitives from Virginia, having with them two spring wagons and four horses, came to Hood’s Mill, on the Baltimore and Ohio Railroad, near the dividing line between Frederick and Carroll counties, on Christmas day. After feeding their animals, one of them told a Mr. Dixon whence they came; believing them to be fugitives, he spread the alarm, and some eight or ten persons gathered round to arrest them; but the negroes drawing revolvers and bowie-knives, kept their assailants at bay, until five of the party succeeded in escaping in one of the wagons, and as the last one jumped on a horse to flee, he was fired at, the load taking effect in the small of the back. The prisoner says he belongs to Charles W. Simpson, Esq., of Fauquier county, Va., and ran away with the others on the preceding evening.”

Frederick, MD *Examiner*

[Still, William, \*Underground Rail Road: A Record of Facts, Authentic Narratives, Letters, Etc.\*](#)

[Porter & Coales, Publishers, Philadelphia, PA, 1872](#)

<http://www.ecpcio.net/megafile/msa/speccol/sc5300/sc5339/000047/000000/000001/restricted/L1117/html/031645-0144.html>

Adapted by the Maryland Council on Economic Education from a lesson originally written by Patricia King 18 Robeson through partnership and funding from Consumer Credit Counseling Service of MD & DE

## ***Franklin Miller's Diary***

**April 7, 1857**

A Fugitive from “Southern Society” called at the door this morning. He was a fine looking fellow of thirty years or so, and is making his fourth attempt at visiting Canada. He probably wants to see Niagara Falls, of the Goddess of Liberty or some other great natural curiosity not found wholly in the United States. He had “camped out” thirty one of the last thirty six nights – had frozen his feet at one time & burned himself while asleep by his fire at another. Wonder if he believes in a “Higher Law.”



Franklin Miller, a resident of Sugar Grove, Pennsylvania

Source: Warren County Historical Society.

<http://www.wqln.org/safeharbor/Archives/DiariesJournals/FranklinMiller1857.htm>

Student Resource Sheet #12

***Letter from a Former Slave***

St Catharines U C, Nov 11<sup>th</sup> 1840

Dear Sir,

I now take this opportunity to inform you that I am in a land of liberty, in good health. After I left Winchester I staid in Pennsylvania two years, & there met some of your neighbors who lived in the house opposite you, & they were very glad to see me; from there I moved to this place where I arrived in the month of August 1839...

Since I have been in the Queens dominions I have been well contented, Yes well contented for Sure, man is as God intended he should be. That is, all are born free & equal. This is a wholesome law, not like the Southern laws which puts man made in the image of God, on level with brutes....

And now I must here inform you that I was forced away in consequence of bad usage; Only for that, & I should be in America, though I do not regret coming, & if I had known how easy I could get along I should started 10 years sooner, for it would have been better for me. Besides having a good garden, this summer I have raised 316 bushels potatoe, 120 bushels corn, 41 bushels buckwheat, a small crop of oats, 17 Hogs, 70 chickens, I have paid 50 dolls rent this year, next year I expect to build. The Queen of England, has granted 50 acres of land, to every colored man who will accept of the gift, & Become an actual settler, also a yoke of oxen, & plough for every two families. This a very great encouragement to those who have come here for the liberty which God had designed for them. Some have already gone, & others are going to take up the said land...

We have good schools, & all the colored population supplied with schools. My boy Edward who will be six years next January, is now reading, & I intend keeping him at school until he becomes a good scholar.

I have enjoyed more pleasure with one month here than in all my life in the land of bondage...

My wife and self are sitting by a good comfortable fire happy, knowing that there are none to molest or make afraid. God save Queen Victoria, The Lord bless her in this life, & crown her with glory in the world to come is my prayer,

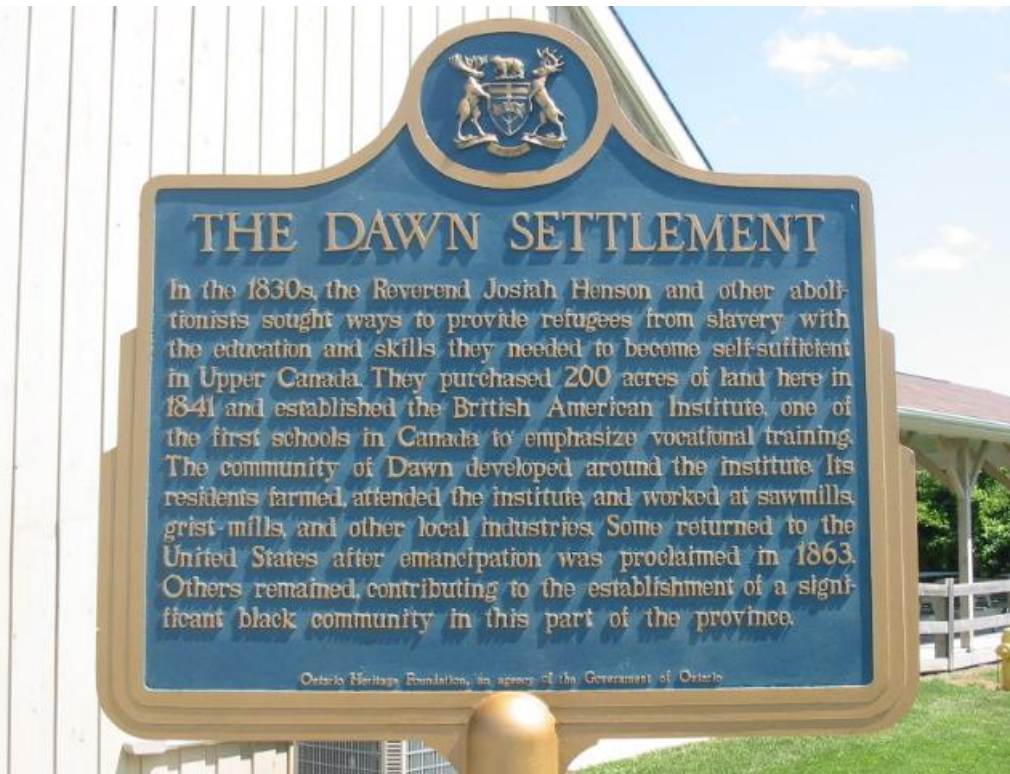
Yours With much respect

Most obt, Joseph Taper

*Source:* Joseph Taper, St. Catherine's, Upper Canada, to Joseph Long, New Town, Virginia, 11 November 1840, Joseph Long Papers, Special Collections Library, Duke University, Durham, North Carolina

<http://www.wqln.org/safeharbor/Archives/Letters/Taper.htm>

***Dawn Settlement Plaque  
Ontario, Canada***



**Plaque Text**

In the 1830s, the Reverend Josiah Henson and other abolitionists sought ways to provide refugees from slavery with the education and skills they needed to become self-sufficient in Upper Canada. They purchased 200 acres of land here in 1841 and established the British American Institute, one of the first schools in Canada to emphasize vocational training. The community of Dawn developed around the Institute. Its residents farmed, attended the Institute, and worked at sawmills, grist-mills, and other local industries. Some returned to the United States after emancipation was proclaimed in 1863. Others remained, contributing to the establishment of a significant black community in this part of the province.

<http://www.ontarioplaques.com/PlaqueText/ChathamKent19a.html>



***Harriet Tubman with Family and Friends***



Harriet Tubman with family and friends, standing by the side of her barn in Auburn, New York, circa 1887. Left to right: Harriet Tubman, adopted daughter Gertie Davis, husband Nelson Davis, great-great-niece Lee Cheney, "Pop" Alexander, Walter Green, "Blind Aunty" Sarah Parker, great-niece Dora Stewart.

[http://harrietubmanbiography.com/\\_wsn/page14.html](http://harrietubmanbiography.com/_wsn/page14.html)

***Narrative of the Life of Frederick Douglass,  
An American Slave***

Upon Arrival in New Bedford:

Every thing looked clean, new, and beautiful. I saw few or no dilapidated houses, with poverty-stricken inmates; no half-naked children and bare-footed women, such as I had been accustomed to see in Hillsborough, Easton, St. Michael's, and Baltimore. The people looked more able, stronger, healthier, and happier, than those of Maryland... But the most astonishing as well as the most interesting thing to me was the condition of the colored people, a great many of whom, like myself, had escaped thither as a refuge from the hunters of men. I found many, who had not been seven years out of their chains, living in finer houses, and evidently enjoying more of the comforts of life, than the average of slaveholders in Maryland.

<http://sunsite.berkeley.edu/Literature/Douglass/Autobiography/11.html>

### ***Making an Underground Railroad Quilt***

The Underground Railroad was the name used to describe a network of abolitionists who helped guide runaway slaves to the Northern states and Canada. Although the actual number of enslaved African Americans aided by the Underground Railroad is uncertain, some historians believe that as many as 75,000 were helped in their escape to freedom.

Two major groups who aided the runaways were the free Blacks of the Northern states and Quakers; a religious group who believed that slavery was against the will of God. Large numbers of Quakers lived in Indian, Ohio, and Pennsylvania where they set up organized escape routes to get runaways into Canada.

Described below is one of the routes of the Underground Railroad. Read the description and use the quilt pieces below to sketch a quilt that might show the route from South Carolina to Connecticut. Remember to include some of the physical and human characteristics that a person might encounter on that route. You may use atlases and other sources to help you.

*A runaway left Charleston, South Carolina, traveled north by boat along the Atlantic coastline into the Delaware Bay, then traveled by land to Philadelphia and continued on land northeast to New York City and then to Connecticut.*

## Underground Railroad Quilt
