Vocabulary:
“Escape From Slavery”

1. **abolition** (ab-uh-LISH-uhn) *noun*; The verb *abolish* (uh-BOL-ish) means “to do away with or put an end to.” A city might abolish smoking in public places. *Abolition* is the act of abolishing—of officially ending or stopping something. Some people support the abolition of homework, though others believe homework is an important part of learning.

*Abolition* is often used to refer specifically to the act of ending slavery in America, as in “Andrew supported abolition; he believed that slavery was wrong.”

2. **bondage** (BAHN-dij) *noun*; Bondage is the state of being under the control of another person—in other words, of being enslaved.

3. **bounty** (BOWN-tee) *noun*; As it is used in the article, *bounty* refers to a sum of money that is offered as a reward for helping the authorities find or capture someone they are looking for.

4. **evade** (ih-VEYD) *verb*; To evade someone or something is to get away from it or avoid meeting it directly. You might evade a question that you don’t want to answer by changing the subject. You might evade washing the dishes by taking the dog for a walk. A criminal might evade the police by slipping into a dark alley.

5. **fugitive** (FYOO-jih-tiv) *noun*; A fugitive is someone who is running away or hiding, especially someone who is fleeing from the police.

6. **liberate** (LIB-uh-rayt) *verb*; To liberate is to set something or someone free from the control of another person or group—to give freedom to someone or something. A country might be liberated from the control of a cruel leader.

7. **lucrative** (L00-kruh-tiv) *adjective*; Something that is lucrative produces a lot of money. A lucrative job is a job in which you earn a lot of money. A lucrative decision is one that leads to receiving or earning a lot of money.

8. **plantation** (plan-TAY-shuhn) *noun*; A plantation is a large area of land, especially in a hot part of the world, where crops are grown and harvested—basically, a giant farm.
Vocabulary Practice
"Escape From Slavery"

Directions: Choose the word in each pair that is most similar in meaning to each word in bold.

1. evade
   A accept   B dodge

2. bondage
   A freedom   B enslavement

3. bounty
   A reward   B debt

Directions: For each statement below, fill in the circle to show whether you think it's true or false. Briefly explain your choice.

4. Molly would be disappointed if the store she owns had a lucrative year.
   A true   B false
   Reason:____________________________________

5. A fugitive might wear a disguise.
   A true   B false
   Reason:____________________________________

Directions: Rewrite each sentence below using one of the words in the box. There is one word you will not use.

plantation lucrative abolition liberate

6. Because the Northern states in America supported putting an end to slavery, many enslaved people fled to the North in search of freedom.
   __________________________________________

7. The largest coffee farm in the United States is located on the island of Kauai, Hawaii.
   __________________________________________

8. During the Revolutionary War, the United States fought to free itself from the control of Great Britain.
   __________________________________________
During Reading
Mood, Text Structure, Inference, Tone

5. At the end of the first section of the article, there is a shift in mood. Describe how the mood changes.


6. A. Check (✓) the statement that BEST describes the text structure (the way the author organizes information) in the section “Getting Bold.”

- The author chronologically presents Tubman’s plan to flee.
- The author explains the events that caused Tubman to decide to flee to the North.
- The author compares the life of Harriet Tubman with the lives of other enslaved people.

B. Explain how you know.


7. In the section “Risking Capture,” Lauren Tarshis uses an admiring tone. Find two examples of this tone and write them on the lines below.


8. From information about the law in the section “Underground Railroad,” what qualities can you infer members of the Underground Railroad possessed?


9. Below are three supporting details for a central idea of “Escape From Slavery.” In the space provided, write a central idea that these details support.

   **Central Idea**

   **Detail #1**
   “Slaves labored from sunup to sundown planting and harvesting wheat, tobacco, cotton, and other crops.” (p. 7)

   **Detail #2**
   “Slaves were sometimes put to death for trying to flee, a gruesome warning to others contemplating escape.” (p. 6)

   **Detail #3**
   “Tubman carried scars from these beatings for the rest of her life.” (p. 7)

10. Write an objective summary of “Escape From Slavery.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)
Central Ideas and Details

A central idea of a text is one of the main points the author is making. (Sometimes a central idea is called a main idea.) A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in “Escape From Slavery.”

1. Reread the first section of “Escape From Slavery.” Which quote below BEST expresses the central idea of this section?
   A “Slaves were sometimes put to death for trying to flee . . .” (p. 6)
   B “The runaways knew what would happen if they were caught.” (p. 6)
   C “Yet on that frigid night, the person leading this group was unafraid.” (p. 6)
   D “Their journey was perilous.” (p. 6)

2. Read the central idea of the sections “Stolen Away” and “Getting Bold,” stated in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?

   Central Idea:
   Enslaved people were robbed of the control over their lives.

   A “According to the law at the time, Rit, Benjamin, and their children belonged to Brodess.” (p. 6)
   B “Though historical records are incomplete, it’s likely that her mother, Rit, and her father, Benjamin, had at least nine children.” (p. 6)
   C “They were his property, no different from his horses or plows, and Brodess could do whatever he wished with them.” (p. 6)
   D “So when Tubman was 5 or 6 years old, he began ‘renting’ her to others.” (p. 7)

I chose ________ because ________________________________
3. Read the details from the section “Slavery in America” and “Getting Bold” listed below. In the box, write a central idea that these details support.

**Central Idea:**

**Detail 1:** “Slaves labored from sunup to sundown planting and harvesting wheat, tobacco, cotton, and other crops.” (p. 7)

**Detail 2:** “Try to imagine the horror of it: having family members stolen away from you, never to see or hear from them again.” (p. 6)

**Detail 3:** “Tubman carried scars from these beatings for the rest of her life.” (p. 7)

4. Consider the central idea of the whole article that is written below. We wrote one detail from the article that supports this idea. Write two more supporting details in the spaces provided.

**Central Idea:**

Harriet Tubman was courageous and determined.

**Supporting detail 1:**

“I had reasoned this out in my mind: there was one of two things I had a right to—liberty or death; if I could not have one, I would have the other.” (p. 7)

**Supporting detail 2:**

**Supporting detail 3:**
Finding and Using Text Evidence

Directions: Read "Escape From Slavery." Then complete the activity below.

1. Imagine that you are writing a paragraph explaining what the life of an enslaved person was like.

A. Which of the following would be the BEST topic sentence for your paragraph?

   (A) Families were broken up when family members were sold off by their owners.
   (B) Historical records about slaves and their families are incomplete.
   (C) Enslaved people had no control over their lives and could be treated inhumanely.

B. Which information from the article BEST supports the sentence you chose in part A?

   (A) Many enslaved people, including Tubman, did not know their actual birthdays. (p. 6)
   (B) It's likely that Tubman's mother, Rit, and her father, Benjamin, had at least nine children. (p. 6)
   (C) As a child, Tubman was forced to work for a cruel woman who regularly beat her. (p. 7)

C. Which of the following BEST explains why the text evidence you chose in part B is relevant?

   (A) It describes how many family members Tubman had.
   (B) It provides an example of an enslaved person being treated inhumanely.
   (C) It shows an example of the kind of historical information that wasn't kept about enslaved people.
2. Choose the piece of text evidence that BEST supports the statement below. Then complete the sentence to explain your choice.

People who worked in the Underground Railroad were brave.

- “Between her journeys, Tubman worked at hotels and restaurants, saving the money she would need to buy food and other supplies for her rescue missions.” (p. 8)

- “... by 1850, helping a runaway slave was against the law, even in free states. If you were caught, you would most certainly be fined and possibly sent to jail...” (p. 9)

- “Hundreds of people were part of the Underground Railroad...” (p. 8)

I chose ___ because ___________________________  

3. A. Choose the THREE pieces of text evidence that BEST support the statement below.

During Tubman’s time, many people in the U.S. believed slavery was wrong.

- “Rit and Benjamin’s owner, Edward Brodess, didn’t believe that selling the girls was wrong though.” (p. 6)

- “They described escape routes and the kind people who opened their homes to men, women, and children on the run.” (p. 7)

- “At the time, many fugitive slaves took refuge in Philadelphia, where there was a strong abolitionist movement.” (p. 8)

- “Hundreds of people were part of the Underground Railroad, a diverse group that included wealthy white people, Christian ministers, farmers, free black people, and many others.” (p. 8)

- “To be truly safe, many who had escaped slavery traveled all the way to Canada, where slavery was entirely outlawed.” (p. 9)

B. Select one piece of INCORRECT evidence from above and explain why it does NOT support the statement.

Evidence ___ does not support the statement because ___________________________
4. Choose the paragraph that correctly uses text evidence from “Escape From Slavery” in the form of a direct quotation.

A The Southern economy was dependent on slavery. Agriculture had become a “lucrative business” in the South and plantation owners relied on slaves for cheap labor. In other words, slaves played a large role in supporting the agricultural industry in the South.

B The Southern economy was dependent on slavery. In her article “Escape From Slavery,” author Lauren Tarshis explains that agriculture was a prosperous industry in the South and that plantation owners relied on slaves as a source of cheap labor (7).

C The Southern economy was dependent on slavery. Author Lauren Tarshis explains that agriculture had become a “lucrative business” in the South and that “plantation owners relied on slaves for cheap labor” (p. 7). In other words, slaves played a large role in supporting the agricultural industry in the South.

Explain why the two answers you did NOT choose are incorrect: ________________________________

______________________________

______________________________

5. Choose the paragraph that correctly uses text evidence from “Escape From Slavery” in the form of a paraphrase.

A It was extremely risky for slaves to try to escape. Slaves “would surely be whipped—or worse” if they were caught trying to escape. In other words, slaves who tried to escape risked facing severe punishment if they failed.

B It was extremely risky for slaves to try to escape. In her article “Escape From Slavery,” Tarshis explains that if caught, slaves who tried to escape could be whipped or even put to death (p. 6). In other words, slaves who tried to escape risked facing severe punishment if they failed.

C It was extremely risky for slaves to try to escape. Slaves who tried to escape could be whipped or even put to death.

Explain why the two answers you did NOT choose are incorrect: ________________________________

______________________________

______________________________
6. Now it's your turn. Write a paragraph explaining why Harriet Tubman is inspirational. Your paragraph should include:

- a topic sentence
- at least one piece of text evidence in the form of a paraphrase or a direct quotation
- a sentence that states how that evidence supports your central idea
What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader. Words that could describe tone include doubtful, humorous, gleeful, serious, and questioning. Authors create tone through word choice, the information they include, and how they organize the text.

In this activity, you will analyze Lauren Tarshis’s tone in “Escape From Slavery.”

1. Consider this line from page 6:

   They would be chained, tied together, and marched back to their "owners."

Now consider this line from page 7:

   They also cleaned houses, built furniture, washed clothes, and cooked meals for their "masters."

In the lines above, Tarshis’s tone is disapproving and disgusted as she refers to slave owners. Here's why:

By placing the words owners and masters in quotation marks, Tarshis is expressing that these people were so-called owners and masters; she is indicating that she does not approve of those terms and that she rejects the idea that one human can own or be the master of another.

Find another sentence in which Tarshis uses a disapproving and disgusted tone. Write the sentence in the box. Be sure to give the page number.

Line from page ______:
2. Consider the following line from page 6:

Try to imagine the horror of it: having your family members stolen away from you, never to see or hear from them again.

Circle the word that best describes Tarshis's attitude toward enslaved people.
(We defined the choices for you.)

optimistic  doubtful  sympathetic  accusing

- hopeful and confident about the future
- feeling uncertain about something
- full of concern for someone else's struggles
- expressing belief in someone's guilt

Write a statement to support your choice.

____________________________________

____________________________________

____________________________________

3. Consider the following line from page 9:

Today, Tubman is remembered as one of America's most courageous and important figures, a tenacious and doggedly determined liberator whose legacy shaped the course of American history.

Write one or two words to complete the sentence below:

Tarshis's tone as she talks about Harriet Tubman is ____________________________.

Write a statement to support your answer.

____________________________________

____________________________________

____________________________________
"Escape From Slavery" Quiz

Directions: Read "Escape From Slavery." Then answer the questions below.

1. Which statement best expresses a main purpose of the article?
   A. to provide a chronology of how slavery began and ended in America
   B. to catalogue the events leading up to the Civil War
   C. to entertain readers with a suspenseful true story from the past
   D. to inform readers about slavery in America through the story of one courageous figure

2. How do the photograph and advertisement on page 6 contribute to the article?
   A. They help readers understand where slavery took place.
   B. They show that the practice of slavery was cruel and dehumanizing.
   C. They help readers understand why slavery was practiced.
   D. They help show how difficult it was for slaves to flee.

3. In the section "Risking Capture," author Lauren Tarshis's tone could be described as
   A. uncertain and fearful.
   B. shocked and heartbroken.
   C. admiring and amazed.
   D. compassionate and mournful.

4. Which statement best explains what creates the tone you identified in question 3?
   A. Tarshis gives an account of the events in Harriet Tubman's life between her escape and her becoming part of the Underground Railroad.
   B. Tarshis explains what Philadelphia was like in the 1850s.
   C. Tarshis explicitly states her feelings about Harriet Tubman.
   D. Tarshis explains the obstacles Harriet Tubman overcame getting to freedom and why she chose to risk her life to help others become free.

5. As it is used in the last paragraph of the article, tenacious most closely means
   A. muscular.
   B. having a firm grip.
   C. extremely persistent.
   D. adhesive.

6. Which detail would be least important to include in a summary of the article?
   A. In 1850, Philadelphia was a bustling city.
   B. Tubman was a leader on the Underground Railroad.
   C. The U.S. was divided over the issue of slavery.
   D. Tubman helped rescue many slaves.

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. How does the story on page 9 of Harriet Tubman pulling out her pistol help characterize Tubman as tough and determined? What other parts of the article characterize her this way? Explain.

8. What obstacles did slaves face when attempting to flee? How did Tubman overcome those obstacles? Use details from the article to support your answer.

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