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-diij) **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** (FY00-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** (LO0-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. The first section describes a group of escaped slaves who were desperately trying to avoid capture by slave catchers. At the end of the section on page 6, the author writes, “Yet on that frigid night, the person leading this group was unafraid.”

Mood is the feeling the reader gets from a piece of writing. The sentence above changes the mood of the section from

A. tense to hopeful.
B. excited to frightening.
C. terrifying to joyous.

6. Text structure is the term for how an author organizes information. Information in the first section of “Escape From Slavery” uses a descriptive structure. Which words and phrases in the section help you identify this text structure?

A. The year was 1855; but now; Yet on that frigid night
B. crouched silently; freezing wind; rushing rivers
C. Her name was Harriet Tubman; Traveling on horseback; Slaves were sometimes put to death

7. A. Tone is the author’s attitude toward the subject matter or toward the reader or audience. Circle the word that best describes the author’s tone in the section “Risking Capture.”

sympathetic   admiring   indifferent

B. Briefly explain how you know: __________________________________________

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

________________________________________

________________________________________

________________________________________

________________________________________
After Reading
Central Idea/Details and Objective Summary

9. A. Below is a central idea of “Escape From Slavery” and three supporting details. Two details DO support the central idea. Cross out the detail that DOES NOT.

<table>
<thead>
<tr>
<th>Central Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slavery was cruel and dehumanizing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Detail #1</th>
<th>Detail #2</th>
<th>Detail #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>“[His slaves] were his property, no different from his horses or plows, and Brodess could do whatever he wished with them.” (p. 6)</td>
<td>“Tubman carried scars from these beatings for the rest of her life.” (p. 7)</td>
<td>“Edward Brodess owned many slaves—too many to keep busy on his own property.” (p. 7)</td>
</tr>
</tbody>
</table>

B. Briefly explain why the detail that you crossed out does NOT support the central idea above.

__________________________________________________________________________

__________________________________________________________________________

10. An objective summary is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “Escape From Slavery.”

a. Tubman became a respected and successful leader in the Underground Railroad.

b. On one escape mission, Tubman hid in a potato field.

c. After Tubman escaped, she made 13 more rescue missions to free other enslaved people.

d. Tubman’s parents likely had at least nine children.

e. I can’t imagine how much courage it must have taken for Tubman to return to Maryland after she escaped.

f. If they were caught, runaway slaves were severely punished.
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. Read the central idea of the sections “Stolen Away” and “Slavery in America” stated in the box below. Then check the boxes next to the THREE details that best support the central idea.

   **Central Idea:**
   Slavery was cruel and dehumanizing.

   - “Rit and Benjamin’s owner, Edward Brodess, didn’t believe that selling the girls was wrong though.” (p. 6)
   - “Try to imagine the horror of it: having family members stolen away from you, never to see or hear from them again.” (p. 6)
   - “Tubman carried scars from these beatings for the rest of her life.” (p. 7)
   - “Plantation owners relied on slaves for cheap labor.” (p. 7)
   - “Slaves labored from sunup to sundown planting and harvesting wheat, tobacco, cotton, and other crops... Even young children were put to work.” (p. 7)

2. Read the details from the article listed below. In the box, complete the central idea that these details support.

   **Central Idea:**
   Harriet Tubman was

   **Detail 1:** “In all, Tubman led 13 rescue missions, freeing 70 to 80 people.” (p. 9)
   **Detail 2:** “Yet on that frigid night, the person leading this group was unafraid. Her name was Harriet Tubman, and she had made this journey many times before.” (p. 6)
   **Detail 3:** “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)
Finding Text Evidence

Directions: Read “Escape from Slavery,” then complete the activity below.

1. Choose the TWO pieces of text evidence from “Escape From Slavery” that best support the statement below.

   STATEMENT:
   
   Slavery was cruel and inhumane.

   (A) “Edward Brodess owned many slaves—too many to keep busy on his own property.” (p. 7)
   (B) “Tubman carried scars from these beatings for the rest of her life.” (p. 7)
   (C) “Plantation owners relied on slaves for cheap labor.” (p. 7)
   (D) “Slaves labored from sunup to sundown planting and harvesting wheat, tobacco, cotton, and other crops. . . . Even young children were put to work.” (p. 7)

2. Choose the ONE piece of text evidence that best supports the statement below. Then complete the sentence to explain your choice.

   STATEMENT:
   
   People who worked in the Underground Railroad were brave.

   (A) “Hundreds of people were part of the Underground Railroad . . .” (p. 9)
   (B) “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)
   (C) “. . . 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)

   I chose ___ because ____________________________________________________________
3. Below are a statement and two pieces of supporting evidence. Find one more piece of supporting evidence from the article and write it on the lines below.

**STATEMENT:**

During Tubman’s time, many Americans believed that slavery was wrong.

① “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)

② “At the time, many fugitive slaves took refuge in Philadelphia, where there was a strong abolitionist movement.” (p. 8)

③ ____________________________

4. Read the lines below from the article. Then write a statement that they all support.

**STATEMENT:**

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. 8)

② “Yet on that frigid night, the person leading this group was unafraid. Her name was Harriet Tubman, and she had made this journey many times before.” (p. 6)

③ “It was extraordinary for someone who had escaped slavery to return to the land where they had been enslaved, to risk capture—or worse.” (p. 8)
Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about. It does not include unimportant details or the opinions of the person writing it.

Directions: Follow the prompts in the margins to complete the summary of "Escape From Slavery."

1. Where was slavery legal in the U.S. at the time?

2. What did Tubman learn while working with free black people?

3. What did Tubman decide to do?

4. Where does Tubman return to and why?

5. How many rescue missions did Tubman make?

6. What is Tubman remembered for today?

Harriet Tubman risked her life to escape slavery and then to help dozens of other people do the same. Tubman was born into slavery in Maryland around 1820. At the time, __________________________. There, slaves were viewed as property. When Tubman was 5 or 6 years old, Tubman's owner started "renting" her out to different people who mistreated her. When she was older, she heard about ____________

When Tubman found out that she might be sold, Tubman decided to ________

________________________. After living in Philadelphia as a free woman for about a year, ________________, Tubman went on to make ____________

________________________, Today, Tubman is remembered ____________
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. **Read this example.**

   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.
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

Complete the sentence below to explain why the word you circled describes the tone of the line above. Use what we wrote in question 1 as a model.

Tarshis sounds like she ________________________________

______________________________

______________________________

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.

Tarshis sounds like she ________________________________

______________________________

______________________________


"Escape From Slavery" Quiz

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

1. The purpose of the section "Slavery in America" is mainly to
   A) compare slavery in the 17th century with slavery in the 19th century.
   B) give powerful statistics about slavery in America.
   C) provide additional information about Harriet Tubman's life as a young girl.
   D) give an overview of how the practice of slavery came to America and expanded over the decades.

2. Information in the caption "Selling Human Beings" on page 6 would best fit into which section of the article?
   A) "Risking Capture"
   B) "Slavery in America"
   C) the introduction
   D) "Determined Liberator"

3. In the section "Risking Capture," author Lauren Tarshis's tone as she writes about Tubman could be described as
   A) uncertain.
   B) mournful.
   C) admiring.
   D) heartbroken.

4. Which line from page 8 most clearly shows the author using the tone you identified in question 3?
   A) "It took about a week for Tubman to travel the 120 miles to Philadelphia, Pennsylvania."
   B) "In Philadelphia, Tubman quickly found a job at a hotel..."
   C) "Tubman wasn't happy in her new life though."
   D) "It was extraordinary for someone who had escaped slavery to return to the land where they had been enslaved..."

5. As it is used in the last paragraph of the article, tenacious most closely means
   A) physically strong.
   B) famous.
   C) very determined.
   D) kind.

6. Which detail would be most important to include in a summary of the article?
   A) Harriet Tubman was an important figure of the Underground Railroad.
   B) Harriet Tubman had a powerful memory.
   C) The first slave ship arrived at the shores of what would become the U.S. in 1619.
   D) In 1850, the United States was made up of states and territories.

Constructive-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 show that she was tough and determined?

8. What obstacles did slaves face when attempting to flee?

*2018 BY SCHOLASTIC INC. TEACHERS MAY PROJECT OR MAKE COPIES OF THIS PAGE TO DISTRIBUTE TO STUDENTS.