

Train to Midnight: A Journey on the Underground Railroad



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Hope College

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Webber, Chas T. The Underground Railroad. 1893. Library of Congress, Washington, D.C. The Underground Railroad. By Chas T. Webber. N.p.: n.p., n.d. Web. 21 June 2012.

Students, through activities relating to the historical fiction novel, Train to Midnight, by Janie Lynn Panagopoulos, will study primary source documents connected to the institution of slavery, sectional tensions, and the Underground Railroad.

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Overview		Back to Navigation Bar
Objectives	Students will: <ul style="list-style-type: none"> • use primary sources to enhance learning about the time period relating to the Underground Railroad • students will analyze, using handouts, both photos and posters • examine historical maps of the time period • identify key people and vocabulary terms related to the novel • write a letter to share knowledge of topics learned and primary sources viewed 	
Recommended time frame	Varies: if using the entire novel, allow two weeks; if using only the primary sources, allow one to two days; amount of time each day will depend on how much of the lesson for each day is used in the classroom. For purposes of this lesson, one day would be approximately a 45–60 minute time block.	
Grade level	4-8	
Curriculum fit	Social Studies, English Language Arts	

Materials	<p><u>Train to Midnight: A Dream Quest Adventure</u> by Janie Lynn Papagopoulos, River Road Publications, 1999. Historical atlas or map Photo analysis sheet Poster analysis sheet Glossary of Underground Railroad terms Letter writing rubric</p>
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Michigan State Learning Standards

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	<p>Social Studies</p> <p>4 – H3.0.4 Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present.</p> <p>4 – H3.0.7 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.</p> <p>4 – G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.</p> <p>8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.</p> <p>8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples.</p> <p>8 – U5.1.4 Describe how the following increased sectional tensions</p> <ul style="list-style-type: none"> • the Compromise of 1850 including the Fugitive Slave Act • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas • the Dred Scott v. Sandford decision (1857). <p>8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in</p>
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	<p>the Underground Railroad) and effects of their actions before and during the Civil War.</p> <p>*Michigan Grade Level Content Expectations for Reading and Writing are addressed in these activities.</p> <p>Common Core Standards Beginning at Grade 3 – 8, English Language Arts Standards for Reading: Literature and English Language Arts Standards for Writing are addressed. For example: Writing 5.3 – write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear event sequences.</p>
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<p>Procedures</p>	<p>Back to Navigation Bar</p>
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	<p>Depending on teacher choice and time, the novel may be read aloud to the class or students may read on their own, in reading groups or a combination of the two. (The primary sources may be used independent of the novel.)</p> <p>Day One: To set the stage for the lessons that follow, display for the students the Library of Congress painting showing African Americans in wagon and on foot, escaping from slavery using the Underground Railroad. To assist the students in a study of this painting, have them, in small groups or as a whole class, complete the photo (painting) analysis worksheet found in the Materials list of the Lesson Plan.</p> <p>Introduce the novel and students begin reading. Have students take notes about the major characters in the story and keep a vocabulary log of words and phrases, especially those relating to slavery and the Underground Railroad. If not using the novel, which has its own glossary, see Glossary of Underground Railroad terms for suggestions.</p> <p>In order to link the geography with the history and economics of the novel, have students work on an outline map of the trip on the Underground Railroad into Michigan and Canada.</p>
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Day Two:

In setting background for the time period, recap some of the major legislation and court cases relating to slavery and the abolition movement. See notes in the Historical Background section of the Lesson Plan.

Families feared being separated and sold at slave auctions. In Train to Midnight, Bessie, the mother of Malaika and Samson, arranges for them to escape. Refer to the Library of Congress poster describing slaves for sale in Spring Hill, Arkansas from January 6, 1842.

To assist the students in a study of this poster, have them, in small groups or as a whole class, complete the poster analysis worksheet found in the Materials list of the Lesson Plan.

Continue with reading the novel.

Day Three:

In addition to the fear of the family being sold at a slave auction or sale, escaped slaves feared the slave catchers that roamed the area along the Underground Railroad after the Fugitive Slave Act went into effect. Refer to the Library of Congress poster from Bardstown, Kentucky dated 1838 showing information offering a \$150 reward for return of Henry May. (Included in the Historical Background of the Lesson Plan is a transcribed text of the poster.) To assist the students in a study of this poster, have them, in small groups or as a whole class, complete the poster analysis worksheet found in the Materials list of the Lesson Plan.

Continue with reading of the novel.

Day Four:

In groups of two or three, have students create a list of warning and welcoming signs and code names used in the book to assist escaped slaves on their journey. Display for the students the Library of Congress photograph showing the raising of the lantern on the flagpole at the John Rankin House in Ripley, Ohio. The lantern was a signal to fugitive slaves to cross the Ohio River.

To assist the students in a study of this photograph, have them, in small groups or as a whole class, complete the

	<p>photo analysis worksheet found in the Materials list of the Lesson Plan.</p> <p>Have students share other warning and welcoming signs found in the novel so far. Students should continue to add to this list.</p> <p>Continue with reading of the novel.</p> <p>Day Five: Actions by Congress during the 1850's had a major impact on the continuation of slavery in the United States and its territories. One such act of Congress was the Kansas-Nebraska Act (see notes in the Historical Background section of the Lesson Plan). President Franklin Pierce supported this legislation.</p> <p>Display for the students a letter from President Franklin Pierce to William C. Clark dated April 9, 1854.</p> <p>Share with them the following transcription: "I have just received your letter of the 6th inst. As to the character of the principals involved in the Nebraska bill and the practical effects, which will undoubtedly flow from their adoption I agree with you entirely. "</p> <p>Discuss the effect this legislation had on the country by displaying a map of the United States when this was passed.</p> <p>Continue with reading of the novel.</p> <p>Day Six:</p> <p>The Supreme Court also had an impact on the institution of slavery during this period. Share with the students some background on the Dred Scott case (see notes in the Historical Background section of the Lesson Plan).</p> <p>Display for the class the Newspaper article announcing the availability of pamphlet for the Dred Scott Supreme Court decision from Harper's Weekly, July, 1857.</p> <p>Continue with reading of the novel.</p> <p>Day Seven: Use one last day for the completion of reading and discussion of the novel.</p>
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	<p>Day Eight: Students will complete both a formal and an informal evaluation. Tell the students: “You have completed several activities relating to the institution of slavery, reactions of citizens and politicians to slavery, and accounts of slaves escaping on the Underground Railroad. Write a letter to a student in another school, who has not participated in this lesson, telling him or her in at least two paragraphs the following:</p> <ol style="list-style-type: none"> 1) How slaves escaped and traveled from the south to the north to escape slavery. 2) Why people risked their lives to aid and assist escaped slaves. <p>Based on your experience with this lesson what is the one ‘big idea’ you will carry in your mind? Finally, which primary source used in class interested you the most? Be sure to explain yourself.” Display the writing rubric for this lesson found at the end of this document.</p> <p>Give students time to complete the evaluation in class.</p> <p>Day Nine: Share, discuss and collect evaluations.</p>
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Evaluation	Back to Navigation Bar
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	<p><i>Students will complete both a formal and an informal evaluation.</i></p> <p>You have completed several activities relating to the institution of slavery, reactions of citizens and politicians to slavery, and accounts of slaves escaping on the Underground Railroad. Write a letter to a student in another school, who has not participated in this lesson, telling him or her in at least two paragraphs the following:</p> <ol style="list-style-type: none"> 1) How slaves escaped and traveled from the south to the north to escape slavery. 2) Why people risked their lives to aid and assist escaped slaves. <p>Based on your experience with this lesson what is the one ‘big idea’ you will carry in your mind? Finally, which primary source used in class interested you the most? Be sure to explain yourself.</p>
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Extension

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Some additional sources to consider:

[Aunt Harriet's Underground Railroad in the Sky](#), by Faith Ringgold, Crown Publishers, Inc., 1992

[Get on Board: The Story of the Underground Railroad](#) by Jim Haskins, Scholastic, Inc., 1993

[...If You Traveled on the Underground Railroad](#) by Ellen Levine, Scholastic, Inc., 1998

[From Slave Ship to Freedom Road](#) by Rod Brown and Julius Lester, Puffin, 1999

Charles H. Wright Museum of African American History <http://www.thewright.org/>

Underground Railroad Tour in Detroit
<http://detroitundergroundrailroadtour.eventbrite.com/>

For information on obtaining individual or classroom sets of [Train to Midnight](#), contact klkaris@comcast.net

Background

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The issue of slavery affected personal and political actions and decisions for decades in the United States. This issue especially rose to the forefront during the 1800's. By the 1830's reformers were supporting the abolition movement to abolish slavery. The Underground Railroad, to aid escaped slaves, was established. Routes led beyond the United States after 1850 when the Fugitive Slave Act made the North unsafe.

During this period, Congress made several compromises to try to placate and satisfy both the North and the South. These compromises include:

- The Missouri Compromise of 1820 divided new territories at 36 degrees, 30 minutes North latitude. Slavery was banned north of this line and allowed south of it. This legislation was designed to maintain the balance of power between the North and South. It admitted Maine as a Free State and Missouri as a slave state. This move resulted in 24 Senate seats for the North and 24 Senate seats for the South.
- The Compromise of 1850 allowed residents of territory gained from Mexico to decide on slavery through popular sovereignty, or by a vote of the residents. The related Fugitive Slave Act required that escaped slaves in the North be returned to their Southern owners. After this, escaped slaves began to make their way out of the United States into Canada in larger numbers to ensure their freedom.
- The Kansas-Nebraska Act of 1854 allowed slavery in these two territories, even though they were both north of the line previously agreed upon in the Missouri Compromise.
- Dred Scott was a slave who sued for his freedom after he was brought North. The Dred Scott decision, handed down by the Supreme Court in 1857, ruled that blacks were not U.S. citizens and had no rights in a federal court of law. Congress had no power to prohibit slavery. This opened all territories up to slavery.

Text of \$150 Reward Poster

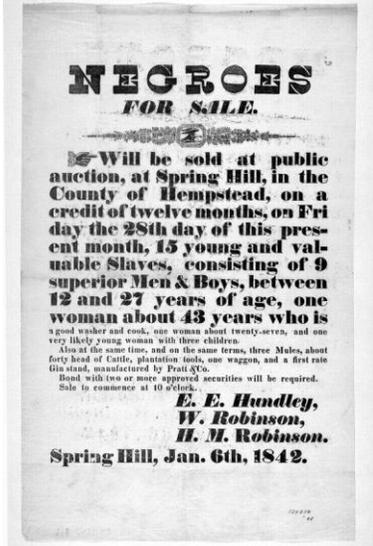
RANAWAY from the subscriber, on the night of the 2d instant, a negro man who calls himself *Henry May*, about 22 years old, 5 feet 6 or 8 inches high, ordinary color, rather chunky built, bushy head, and has it divided mostly on one side, and keeps it very nicely combed; has been raised in the house, and is a first rate dining-room servant, and was in a tavern in Louisville for 18 months. I expect he is now in Louisville trying to make his escape to a free state, (in all probability to Cincinnati, Ohio.) Perhaps he may try to get employment on a steamboat. He is a good cook, and is handy in any capacity as a house servant. Had on when he left, a dark cassinett coatee, and dark striped cassinett pantaloons, new--he had other clothing. I will give \$50 reward

if taken in Louisvill; 100 dollars if taken one hundred miles from Louisville in this State, and 150 dollars if taken out of this State, and delivered to me, or secured in any jail so that I can get him again.....WILLIAM BURKE.

Bardstown, Ky., September 3d, 1838.

Primary Resources from the Library of Congress

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Image	Description	Citation	Permanent url
	<p>Painting showing African Americans in wagon and on foot, escaping from slavery using the Underground Railroad.</p>	<p>LC-USZ62-28860 (b&w film copy neg.) Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA</p>	<p>Webber, Chas T. The Underground Railroad. 1893. Library of Congress, Washington, D.C. Web. 21 June 2012.</p>
	<p>Poster from Bardstown, KY, 1838 showing information offering \$150 reward for return of Henry May.</p>	<p>CALL NUMBER Portfolio 22, Folder 12b PART OF Broad­sides, leaflets, and pamphlets from America and Europe Housed in the Library of Congress, Washington, D.C.</p>	<p>Burke, William. <i>\$150 Reward</i>. 1838. Library of Congress, Washington, D.C. Web. 22 June 2012.</p>
	<p>Poster describing slaves for sale, Spring Hill, AK, 1/6/1842</p>	<p>CALL NUMBER Portfolio 1, Folder 33 PART OF Broad­sides, leaflets, and pamphlets from America and Europe Housed in the Library of Congress, Washington, D.C.</p>	<p>Negroes for Sale. 1842. Library of Congress, Washington, D.C. Web. 22 June 2012.</p>



Photograph showing the raising of the lantern on the flagpole at the John Rankin House in Ripley, Ohio. The lantern was a signal to fugitive slaves to cross the Ohio River.

Call number SC92
Housed at the Ohio History Center, Columbus, OH

Light to Signal Slaves. Ohio History Center, Columbus. Web. 22 June 2012.

NOVEMBER, 1854

THE DRED SCOTT DECISION.

OPINION OF CHIEF JUSTICE ROGER B. TANEY, WITH AN INTRODUCTION, BY DR. J. M. VAN EVRIE.

AN APPENDIX, BY SAM. A. CARTWRIGHT, M.D., OF NEW ORLEANS, AUTHOR OF "NATURAL HISTORY OF THE FROGNATHOUS RACE OF MANKIND."

ORIGINALLY WRITTEN FOR THE NEW YORK DAY-BOOK.

THE GREAT WANT OF A BRIEF PAMPHLET, containing the famous decision of Chief-Justice Taney, in the celebrated Dred Scott Case, has induced the Publishers of the DAY-BOOK to present this edition to the public. It contains a Historical Introduction by Dr. Van Evrie, author of "Negroes and Negro Slavery," and an Appendix by Dr. Cartwright, of New Orleans, in which the physical differences between the negro and the white races are fully presented. As a whole, this pamphlet gives the historical, legal, and physical aspects of the "Slavery" Question in a concise manner, and should be circulated by thousands before the next presidential election. All who desire to answer the arguments of the abolitionists should read it. In order to place it before the masses, and induce Democratic Clubs, Democratic Town Commissions, and all interested in the cause, a reduced price distribution, it has been put down at the following low rates, for which it will be sent, free of expense, to any part of the United States. Dealers supplied at the same rate.

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Five Copies 1 00
Twenty Copies 2 00
Fifty Copies 5 00
One Hundred Copies 10 00
Every additional Hundred 10 00

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No. 41 Ann Street, New York.

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NO FORTE.

It is well known, that any remedy as it would be expected, before it is introduced into the world, should be subjected to the most careful and accurate tests, and be found to be superior to any other. It is not only so, but it is also found to be the most simple, clear, and agreeable to the stomach, and the most effective of any medicine. It is the only one that will cure the most obstinate cases of the disease, and is the only one that will cure the most dangerous cases of the disease, and is the only one that will cure the most fatal cases of the disease. It is the only one that will cure the most difficult cases of the disease, and is the only one that will cure the most dangerous cases of the disease, and is the only one that will cure the most fatal cases of the disease. It is the only one that will cure the most difficult cases of the disease, and is the only one that will cure the most dangerous cases of the disease, and is the only one that will cure the most fatal cases of the disease.

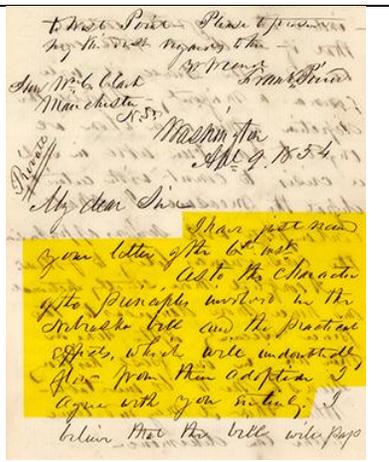
AYER'S Cathartic Pills.

ALLEN, Philadelphia.

Newspaper article announcing the availability of pamphlet for the Dred Scott Supreme Court decision.

LC-USZ62-132561 (b&w film copy neg.)
Repository: Library of Congress Prints and Photographs Division
Washington, D.C. 20540 USA
Housed in the Library of Congress, Washington, D.C

Harper's Weekly 23 July 1859. Web. 22 June 2012.



President Pierce's Support for the Kansas-Nebraska Act
Transcription
"I have just received your letter of the 6th inst. As to the character of the principals involved in the Nebraska bill and the practical effects, which will undoubtedly flow from their adoption I agree with you entirely. "

President Franklin Pierce to William C. Clark, April 9, 1854. Holograph letter. On loan to the Library of Congress, Washington, D.C from a private collector (014.00.00) Digital ID # al0014_01

Pierce, Franklin. Letter to William C. Clark. 1854. Library of Congress, Washington, D.C. Web. 22 June 2012.

Rubric

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Teacher Name: K. Karis

Student Name: _____

CATEGORY	4	3	2	1
Letter: Paragraph One	Describes at least 3 ways slaves escaped and traveled from the south to the north to escape slavery.	Describes at least 2 ways slaves escaped and traveled from the south to the north to escape slavery.	Describes at least 1 way slaves escaped and traveled from the south to the north to escape slavery.	Does not include information on ways slaves escaped and traveled from the south to the north to escape slavery.
Letter: Paragraph Two	Explains why people risked their lives to aid and assist escaped slaves.	States why people risked their lives to aid and assist escaped slaves with little explanation given.	States why people risked their lives to aid and assist escaped slaves with no explanation given.	Does not include information on why people risked their lives to aid and assist escaped slaves.
Big Idea	Besides the letter, states and describes the one big idea that will be carried beyond the class lesson.	Besides the letter, states and partially describes the one big idea that will be carried beyond the class lesson.	Besides the letter, states the one big idea that will be carried beyond the class lesson.	Does not include information on the one big idea that will be carried beyond the class lesson.
Primary Source	Besides the letter, states and describes the most interesting primary source that was used in the lessons.	Besides the letter, states and partially describes the most interesting primary source that was used in the lessons.	Besides the letter, states the most interesting primary source that was used in the lessons.	Does not include information on the most interesting primary source that was used in the lessons.

