

How Women Impacted the Underground Railroad



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Livonia, Michigan

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Sojourner Truth.

Carte de visite (seated), 1864.

Gladstone Collection, [Prints and Photographs Division](#).

Reproduction Number: LC-USZC4-6165 (3-11b)

Students will research and analyze how women impacted the Underground Railroad. Students will create a poster board or Glogster (an electronic poster board) to show their understanding.

[Overview](#)/[Materials](#)/[Historical Background](#)/[Standards](#)/[Procedures](#)/[Evaluation](#)/[Rubric](#)/[Handouts](#)/[Extension](#)

Overview		Back to Navigation Bar
Objectives	Students will: <ul style="list-style-type: none">• Research women during the Underground Railroad and Abolitionist movement• Create a poster board highlighting these women's contributions to the Underground Railroad and Abolitionist movement• Present their findings to the class individually or in a gallery setting.	
Recommended time frame	Three 55 minute time periods (One time period for research, one time period for poster/Glogster creation, one time period for presentations)	
Grade level	8-10	
Curriculum fit	United States History	
Materials	Sources guide in Handouts section, poster boards (glue, scissors and markers) or computer access for Glogster, additional books or computer access for research may help.	

Learning Standards

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Michigan High School Content Expectations

United States History and Geography

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing.

F2.1 Describe the major trends and transformations in American life prior to 1877.

Common Core State Standards Initiative

Reading Standards for Social Studies

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11 CCR text complexity band independently and proficiently.

Common Core State Standards Initiative

Writing Standards for Social Studies

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Advanced Placement Themes/Topics

Topic 9: Territorial Expansion and Manifest Destiny

Topic 10: The Crisis of the Union

Themes: American Diversity, Slavery and Its Legacies in North America

National United States History Content Standards

Grades 5-12

ERA 4: Expansion and Reform (1801-1861)

ERA 5: Civil War and Reconstruction (1850-1877) Students should have background in the events of the 1850-58 that are related to slavery and the extension of slavery into the territories.

Procedures

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Day One (55 minute time period):

- Students are to use the internet and/or books and resource materials to research a woman's contributions to the Underground Railroad/Abolitionist Movement.

Day Two (55 minute time period):

- Students are to create a poster board or Glogster (an electronic blog) highlighting a woman's contributions to the Underground Railroad/Abolitionist Movement.
- A guide to Glogster is provided in the Handouts section.

Day Three (55 minute time period):

- Students present their posters/Glogsters to the class.

Evaluation		<u>Back to Navigation Bar</u>
	Use the rubric to assess the student's understanding of the women's role in the Underground Railroad and Abolitionist Movement. The rubric may be modified to focus on poster, Glogster, and presentation purposes as deemed by teacher's use.	
Extension		<u>Back to Navigation Bar</u>
	<p>Students may further research the women for more formal research papers, Socratic Seminars, or connect women leaders during the Underground Railroad to leaders today. The women's contributions may be highlighted during Black History Month or Women's History Month.</p> <p>Further research on the Abolitionist Movement may be found at the following cites:</p> <p><u>http://www.loc.gov/exhibits/african/afam005.html</u></p> <p><u>http://www.loc.gov/exhibits/african/afam006.html</u></p> <p><u>http://lcweb2.loc.gov/ammem/aahtml/</u></p>	

Historical Background

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Abolition, Antislavery Movements, and the Rise of the Sectional Controversy

<http://lcweb2.loc.gov/ammem/aahtml/exhibit/aopart3.html>

Black and white abolitionists in the first half of the nineteenth century waged a biracial assault against slavery. Their efforts proved to be extremely effective. Abolitionists focused attention on slavery and made it difficult to ignore. They heightened the rift that had threatened to destroy the unity of the nation even as early as the Constitutional Convention.

As the nineteenth century progressed, many abolitionists united to form numerous antislavery societies. These groups sent petitions with thousands of signatures to Congress, held abolition meetings and conferences, boycotted products made with slave labor, printed mountains of literature, and gave innumerable speeches for their cause. Individual abolitionists sometimes advocated violent means for bringing slavery to an end.

Although black and white abolitionists often worked together, by the 1840s they differed in philosophy and method. While many white abolitionists focused only on slavery, black Americans tended to couple anti-slavery activities with demands for racial equality and justice.

Rubric

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POSTER/GLOGSTER SCORING GUIDE

QUALITY OF CONTENT	STUDENT ASSESSMENT	TEACHER ASSESSMENT
Historical woman's contributions are clearly explained.	/20	/20
Impact on Democratic Ideals are effectively described.	/5	/5
QUALITY OF MECHANICS AND GRAPHICS		
Text (minimum of 5 text components)	/5	/5
Visuals (minimum of 5 components)	/5	/5
1 Video or Audio component (Glogster only)	/5	/5
At least 1 Primary Source (may hyperlink to source)	/5	/5
Mechanics (grammar, spelling, capitalization, format, etc.)	/5	/5
TOTAL SCORE	/50	/50

Grading Scale

10 POINT SCALE: Excellent (10-9) Very Good (8) Good (7) Satisfactory (5-6) Needs Improvement (4-3) Needs Much Improvement (2-0)

5 POINT SCALE: Excellent (5) Very Good (4) Satisfactory (3) Needs Improvement (2) Needs Much Improvement (1-0)

Explain what you did well:

Explain what you would like to improve:

Explain how this helped you learn about your historical person:

Handouts

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Glogster (Graphical Blog)

My "nickname": _____

My password: _____

You will have two class days to complete this project. Make sure you have the content done first (quality of information is important). If you would like to enhance the Glog, you may work on this at home. Be sure to record your voice in school if you do not have this capability at home (if you want this option). Be sure to choose GLOGSTER—NOT Glog Presentation.

Quick and easy tips for use... Go to <http://edu.glogster.com>

Be sure to use your FIRST name, LAST initial, and HOUR/SCHOOL on your glog.

Building your glog ...

1. You may want to delete all of the icons that are on the glog. Select your wall background and build from there.
2. Change the font, effects or color, or add a link.
3. If adding a link, paste in the URL. You will not be able to see it until you publish the page.
4. You can change the font, alignment, and color of the text. Be sure to choose **APPLY** to save your changes.
5. If adding a video or an image, be sure to add a frame or player to enhance the appearance.
6. After you finish creating your glog, choose **SAVE** and **PUBLISH**. **PUBLISH** as **PRIVATE**.
7. Click **SAVE**.

CONTINUE TO NEXT PAGE

To make your WALL ...

Delete any items on your wall that you do not want by clicking on the item and clicking on the **TRASH CAN**. Click **WALL** to change the background of your glog poster. Click **USE IT** to insert the item you want. To edit your wall, click on **WALL**. Choose a different item or change the solid color background here.

To add TEXT ...

Click **TEXT** to insert a text graphic in which to type your text. To edit your text, click on the item. Click **EDIT**. You can change the color, the size, the font, etc. Make sure to click **OK** after each change.

To add GRAPHICS ...

Click **GRAPHICS** to insert various graphics (decorations, pictures, moving objects) into your blog. Click **USE IT** to insert your item. To edit your graphic, click on each item. Click **EDIT**. You can change the color, the size, the effects, etc. Make sure to click on **OK** after each change.

To add SOUND ...

Option 1 **AUDACITY**: Go to the program menu and open **AUDACITY**. Make sure that the volume on the computer is turned up as loud as possible. Use the red "**RECORD**" button to record your voice or music. After you are done, use the yellow "**STOP**". Speak clearly, slowly and loudly. **MAKE SURE THAT YOU CAN'T HEAR OTHER PEOPLE**. Go to the File menu and select **EXPORT** as **WAV** and save your file as a WAV file to your **MY DOCUMENTS** folder. This is where you will find it to insert it into your glog. **RECORD SEPARATE SOUND CLIPS FOR EACH DIFFERENT VISUAL YOU WANT**.

Option 2 **SOUND RECORDER**: Record your sentences. Save your files as **file name.wav** Some times you can only record 60 seconds at a time. You will have to do several files with different names.

Then go to edu.glogster.com Insert **SOUND**. Click **UPLOAD FILE**. Find your saved file and click on it. Wait until the file has completely uploaded. Then click **USE IT**.

Option 3: To record sound, click **SOUND**. Make sure that the volume on the computer is turned up as loud as possible. Choose **GRAB**. Allow access to the computer's microphone and webcam. Click **RECORD TO TAPE YOUR VOICE**. Speak clearly, slowly and loudly. Press **STOP** once finished. Next, click **CONTINUE**. Name your audio track. Click **SAVE**. Next, click on **SOUND** again. Your named track should appear. Click it and choose **USE IT**. It will now appear in your glog. You can upload music here, too. **IF YOU ARE RUNNING OUT OF TIME, EMAIL THE SOUND FILE TO YOUR EMAIL ACCOUNT**.

To add VIDEO/IMAGES (via webcam) ...

Follow the same directions as above, but use the **VIDEO** or **IMAGE** options.

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Explain how this helped you learn about your historical person:

An Overview of Important Women of the Underground Railroad and Abolitionist Movement

Sojourner Truth

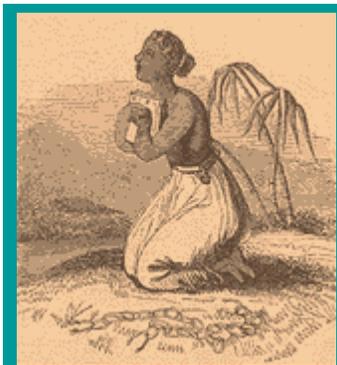
Abolitionist and women's rights advocate Sojourner Truth was enslaved in New York until she was an adult. Born Isabella Baumfree around the turn of the nineteenth century, her first language was Dutch. Owned by a series of masters, she was freed in 1827 by the New York Gradual Abolition Act and worked as a domestic. In 1843 she believed that she was called by God to travel around the nation--sojourn--and preach the truth of his word. Thus, she believed God gave her the name, Sojourner Truth. One of the ways that she supported her work was selling these calling cards.

<http://lcweb2.loc.gov/ammem/aahtml/exhibit/aopart3.html>



Sojourner Truth.
Carte de visite
(seated), 1864.
Gladstone Collection,
Prints and
Photographs Division.
Reproduction
Number: LC-USZC4-
6165 (3-11b)

Woman to Woman



*The Negro Woman's Appeal
to Her White Sisters.*
[London]: Richard Barrett,
[1850].
Broadside.
Printed Ephemera Collection,
Rare Book and Special
Collections Division. (3-12)

Ye wives and ye mothers, your influence extend--
Ye sisters, ye daughters, the helpless defend--
The strong ties are severed for one crime alone,
Possessing a colour less fair than your own.

Abolitionists understood the power of pictorial representations in drawing support for the cause of emancipation. As white and black women became more active in the 1830s as lecturers, petitioners, and meeting organizers, variations of this female supplicant motif, appealing for interracial sisterhood, appeared in newspapers, broadsides, and handicraft goods sold at fund-raising fairs.

<http://lcweb2.loc.gov/ammem/aahtml/exhibit/aopart3.html>

Harriet Tubman--the Moses of Her People

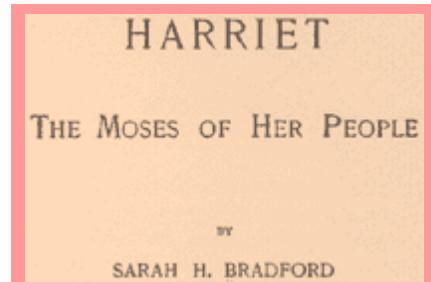
The quote below, echoing Patrick Henry, is from this biography of underground railroad conductor Harriet Tubman:

Harriet was now left alone, . . . She turned her face toward the north, and fixing her eyes on the guiding star, and committing her way unto the Lord, she started again upon her long, lonely journey. She believed that there were one or two things she had a right to, liberty or death.

After making her own escape, Tubman returned to the South nineteen times to bring over three hundred fugitives to safety, including her own aged parents.

In a handwritten note on the title page of this book, Susan B. Anthony, who was an abolitionist as well as a suffragist, referred to Tubman as a "most wonderful woman."

<http://lcweb2.loc.gov/ammem/aohtml/exhibit/aopart3.html>



Sarah H. Bradford.
Harriet, the Moses of Her People.
New York: J. J. Little & Co., 1901.
Susan B. Anthony Collection, Rare Book and Special Collections Division. (3-21)

Harriet Beecher Stowe's Mighty Pen



Harriet Beecher Stowe.
Copyprint.
Published by Johnson, Fry & Co., 1872, after Alonzo Chappel.
Prints and Photographs Division.

Harriet Beecher Stowe is best remembered as the author of *Uncle Tom's Cabin*, her first novel, published as a serial in 1851 and then in book form in 1852. This book infuriated Southerners. It focused on the cruelties of slavery--particularly the separation of family members--and brought instant acclaim to Stowe. After its publication, Stowe traveled throughout the United States and Europe speaking against slavery. She reported that upon meeting President Lincoln, he remarked, "So you're the little woman who wrote the book that made this great war."

<http://lcweb2.loc.gov/ammem/aohtml/exhibit/aopart3.html>



Phillis Wheatley (ca. 1753-1784)

[Poems on Various Subjects,](#)

[Religious and Moral. . .](#)

[Portrait facing Title Page](#) –

<http://www.loc.gov/exhibits/treasures/tri013.html>

Phillis Wheatley

One of the most celebrated of early black writers, African-born Phillis Wheatley was captured when she was about eight years old and sold to the Wheatley family in Boston as a household servant. Educated by her Boston owners, the girl showed amazing aptitude. Soon she was writing and publishing poetry. This work, published in England where British societal leaders received and entertained Wheatley, includes affidavits affirming that Wheatley was a woman of unmixed African ancestry. In this volume, Wheatley discusses her African background and her love of freedom. Wheatley was freed as an adult.

<http://lcweb2.loc.gov/ammem/aahtml/exhibit/aopart3.html>



Ellen and William Craft

One of the most ingenious escapes was that of a married couple from Georgia, Ellen and William Craft, who traveled in first-class trains, dined with a steamboat captain and stayed in the best hotels during their escape to Philadelphia and freedom in 1848. Ellen, a quadroon with very fair skin, disguised herself as a young white cotton planter traveling with his slave (William). It was William who came up with the scheme to hide in plain sight, but ultimately it was Ellen who convincingly masked her race, her gender and her social status during their four-day trip. Despite the luxury accommodations, the journey was fraught with narrow escapes and heart-in-the-mouth moments that could have led to their discovery and capture. Courage, quick thinking, luck and “our Heavenly Father,” sustained them, the Crafts said in *Running a Thousand Miles for Freedom*, the book they wrote in 1860 chronicling the escape.

<http://www.smithsonianmag.com/history-archaeology/The-Great-Escape-From-Slavery-of-Ellen-and-William-Craft.html#ixzz1zryyYoJc>

Laura Haviland

Haviland, a Michigan native and Quaker, helped fugitive slaves from Cincinnati to Michigan. In 1838, she founded the Raisin Institute, a school for interracial and gender blind students.

Source: Laura A. Haviland, *A Woman's Life-Work*, Walden & Stowe, Cincinnati, 1882



Photo: Miss Mary Ann Shadd Cary, ca. 1845-55
Source: [Library and Archives Canada](#)/David Shadd collection/C-029977

Mary Ann Shadd Cary

Mary Ann Shad Cary is noted for her attacks on slavery and promotion of self-reliance. Her gift of writing in a both elegant and targeted way attracted readers to her ideas. She preached against those who took advantage of freed slaves and tried to teach these slaves how to be self reliant. In 1850 the Fugitive Slave Law was passed and Mary and her brother, Isaac, emigrated to Canada with the rest of the American Black exodus.

In Canada, Mary founded a racially integrated school in Canada with the support of the American Missionary Association. At this time she joined abolitionists Mary and Henry Bibb to fight against exploitive antislavery agents known as "begging agents." She simultaneously criticized Black Southern ministry and other Blacks who did not teach intellectual growth and self reliance to other Blacks. In 1852 she wrote "Notes on Canada West" which persuaded American Blacks to come to Canada.

<http://www.lkwdpl.org/wihohio/cary-mar.htm>