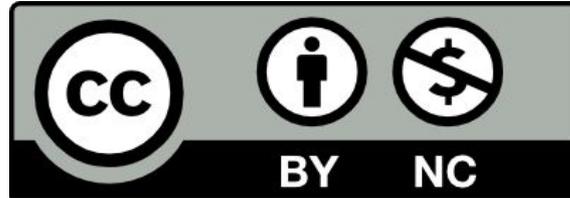


# UNDERGROUND RAILROAD INVESTIGATION



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**READ. INQUIRE. WRITE.**

# How did enslaved African Americans escape?



Attribution: (description of visual's context)

# DAY 1

# Making Connections & Building Background:

*Consider what you know about slavery. What could have stopped someone from trying to escape?*

*What could have made it easier or harder to escape?*



# SHARE OUT!

# Building Background

The underground railroad was a network of black and white activists committed to helping enslaved African Americans escape their bondage in the south.

How do you think abolitionists could have helped enslaved people escape?



# Building Background

Runaway slaves headed north to gain their freedom and to escape intolerable situations. They needed courage and resourcefulness to evade law enforcement officers and professional slave catchers who earned rewards for returning them to their masters. Southerners bitterly resented those in the North who assisted the slaves. They coined the term “Underground Railroad” to mean an organized network devoted to keep slaves away from their masters, sometimes even crossing the border into Canada. There was no actual physical “railroad” with engines and tracks, but the term stuck.

It is impossible to know the numbers of blacks the Underground Railroad assisted. Individual families also responded when asked for help. Free blacks living in the state, particularly in southeast Iowa, were often involved. When the Civil War started and the Fugitive Slave Law could no longer be enforced in the north, many blacks escaped into the state and became permanent residents. In 1868, Iowa granted black men the right to vote. The Supreme Court ruled that segregated schools and discrimination in public accommodations were illegal in Iowa.

Attribution: Iowa Department of Cultural Affairs, *“How Underground was the Underground Railroad?”*

# Building Background

- Historians debate whether enslaved people relied on the help of northern abolitionists to escape, or if they relied on themselves to escape, without the help of abolitionists.
- What do you think it meant to successfully “escape” from slavery?



# SHARE OUT!

# Central Question

***How did enslaved African Americans escape?***

**What are your initial hypotheses?**

# Our Assignment:

The Iowa state government is building a new statue to commemorate enslaved African Americans who escaped slavery by fleeing to Iowa. The statue will include a plaque that explains how enslaved people escaped.

State representatives are debating whether enslaved people relied on the help of abolitionists or if they relied on themselves to escape. Write a one-sided argument (interpretation) in an email to your local state representative that answers the question, "***How did enslaved African Americans escape?***"

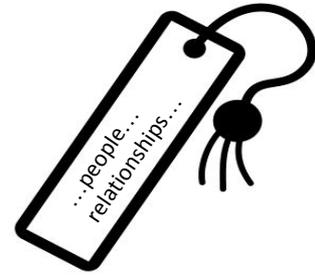
# DAY 2

# Central Question

*How did enslaved African Americans escape?*

# William & Ellen Craft

## Source 1



Headnote: This article was published in *The Anti-Slavery Bugle*, an abolitionist newspaper. The article tells the story of Ellen and William Craft's escape from slavery. Ellen wore the clothes of a man to pass as the master, while her husband, William, pretended to be her servant as they escaped from Georgia. The *Anti-Slavery Bugle* was based in Lisbon, Ohio, and was published from 1845 to 1861.

“William and Ellen Craft, 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.

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Attribution: Modified from *The Anti-Slavery Bugle*, “William and Ellen Craft,” 23 February 1849. Courtesy of the Library of Congress

# Bookmark Reading Guide

## Part 1: the Headnote and Attribution

As you read:



circle in pencil

- Who** said, drew, or wrote this?
- When** and **where** was it said, drawn, or written?
- What type** of source is this?
- Why** was it said, drawn, or written? Or, **for whom** was it created?

After you read:



Discuss with your partner.

Which of these details matter and why?



Make a note.

## Part 2: the Source

As you read:



Use **one** question; underline in pencil

- What people and institutions are **actors in the source**? What is the **relationship** between those people and institutions?
- What parts of the source tell you what the author or people in the text **think, want, or experience**?
- Find sentences that begin with transition words or introductory phrases. What key ideas come **after transition words or introductory phrases**?
- What parts of the source seem **most important for understanding** it? Why?

After you read:



Discuss with your partner.

What do the underlined parts help us understand about the source or central question?



Make a note.

## Part 3: Reasoning about the Source



Discuss with your partner(s):

What questions do you have about this source?

How reliable is this source for our Central Question? (\*See Reasoning Questions below)

How does this source help us think about our Central Question?



Write down your thoughts.



Box important evidence for responding to the Central Question

### \*Reasoning Questions

- How trustworthy is the author/artist for our Central Question?**
  - Was the creator in a **good position to know** about the issues?
  - Was the creator an **insider** or an **outsider**? (Ex: language, expertise)
  - What was the creator's **point of view**?
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  - How are the creator's ideas **similar/different** from other ideas at the time/place?
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# Parts of the document

## The Escape of William and Ellen Craft (Source 1)

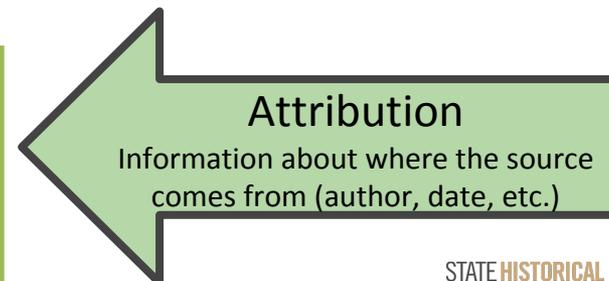
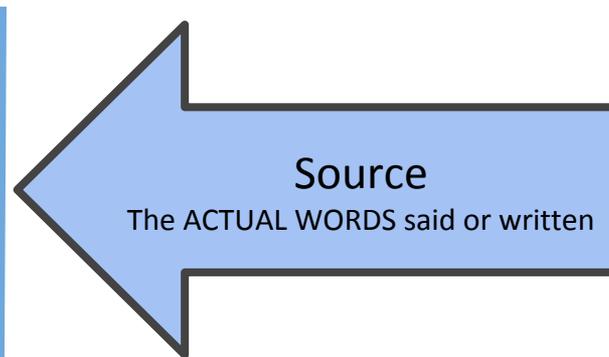
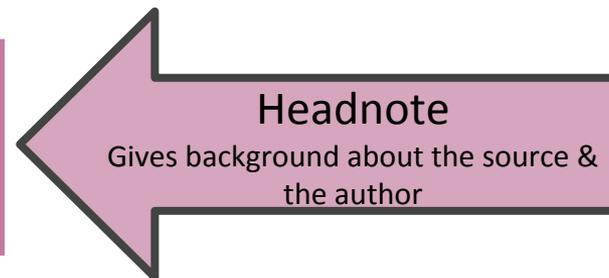
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"William and Ellen Craft, man and wife, lived with different masters in the State of Georgia. Ellen is so near white, that she can pass without suspicion for a white woman. Her husband is much darker. He is a mechanic, and by working nights and Sundays, 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.

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Attribution: Modified from The Anti-Slavery Bugle, "William and Ellen Craft," 23 February 1849. Courtesy of the Library of Congress



# BOOKMARK PART

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After you read:



Discuss with your partner.

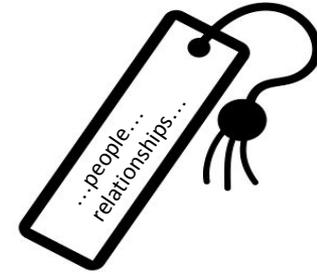
Which of these details matter and why?



Make a note.

# BOOKMARK PART

## 2 The Escape of William and Ellen Craft (Source 1)



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**Part 2: the Source**

**As you read:**

 Use **one** question; underline in pencil

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- C. Find sentences that begin with transition words or introductory phrases. What key ideas come **after transition words or introductory phrases**?
- D. What parts of the source seem **most important for understanding** it? Why?

**After you read:**

 Discuss with your partner.

 Make a note.

What do the underlined parts help us understand about the source or central question?

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Courtesy of the Library of Congress

### AFTER YOU READ...



(1) How reliable is this source for understanding how enslaved African Americans escaped?

Reliable –

Unreliable –

2) What does *the article* help you understand about how enslaved African Americans escaped?

3)  Box the parts of the source that help you think about the central question.

## Central question: How did enslaved African Americans escape from slavery?

**Part 3: Reasoning about the Source**

Discuss with your partner(s):

<p>What questions do you have about this source?</p>	<p>How reliable is this source for our Central Question? (*See Reasoning Questions below)</p>	<p>How does this source help us think about our Central Question?</p>
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Write down your thoughts.

Box important evidence for responding to the Central Question

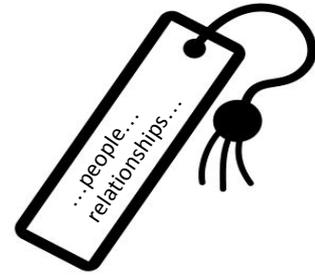
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**\*Reasoning Questions**

- How trustworthy is the author/artist for our Central Question?
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# William & Ellen Craft

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## AFTER YOU READ...

- (1) What does the Anti-Slavery Bugle article help you understand about how enslaved people escaped from slavery?
- 
- 

(2) How reliable is this source for understanding how enslaved African Americans escaped?

Reliable –

Unreliable –

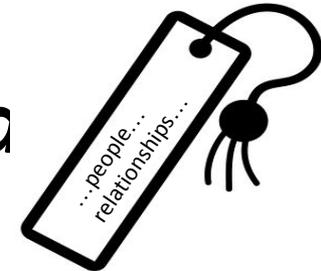
- (3)  Box the parts of the source that help you think about the central question.

# Central Question

*How did enslaved African Americans escape?*

# Presbyterian Clergyman Suspended

## Source 2



**Headnote:** This newspaper article was published in Fayetteville, Tennessee, in 1855. The article describes the suspension of a clergyman in Indiana, Rev. T. B. McCormick, for his participation in the Underground Railroad. He is accused in the story of assisting fugitive slaves in their escapes to Liberia and Canada.

The Indiana Presbytery of the Cumberland Presbyterian Church, lately tried and suspended the Rev. T. B. McCormick, one of their ministers, recently, under the following charge and specifications:

Charge. – Unchristian conduct.

First Specification. – For associating himself with an association known as the underground railroad, whose avowed business is to assist slaves from slave to free territory.

Second Specification. – For actually engaging in the business of assisting slaves in making their escape from slave to free territory, which is contrary to the laws or the United States and Statute laws of Indiana.

Several of the witnesses stated that Mr. M. had boasted to them of the number of slaves he had aided to escape, giving the names and places in Kentucky from which they had escaped, and one of testified that he had heard him say that he had never denied belonging to the underground railroad, and that he had said in April, this year, in speaking of the relative numbers taken to Liberia by colonization and to Canada by the underground railroad, that 10,000 had gone to Liberia and 35,000 to Canada by the underground railroad.

One of their papers stated that he visited one of his ministerial brethren in Kentucky, partook in his hospitalities, prayed with his family, and in the meantime arranged matters with his servants to make their escape.

**Attribution:** Modified from the Fayetteville Observer, “A Presbyterian Clergyman Suspended for Being Connected with the Underground Railroad,” 8 November 1855. Courtesy of the Library of Congress.

## AFTER YOU READ...

- (1) What does the Fayetteville Observer article help you understand about how enslaved people escaped from slavery?
- 
- 

(2) How reliable is this source for understanding how enslaved African Americans escaped?

Reliable –

Unreliable –

- (3) Box the parts of the source that help you think about the central question.

# Central Question

*How did enslaved African Americans escape?*

# Underground Railroad Station

## Source 3



*Headnote: The William Maxson home, located in Springdale, Iowa, was an Underground Railroad station in the mid 1800's. The home was where abolitionist John Brown trained with his men for the raid on Harpers Ferry. The house has since been torn down, but was near Springdale, which was home to Quakers and a center of abolitionism.*



## AFTER YOU READ...

- (1) What does the image of the William Maxson home help you understand about how runaway slaves escaped from slaver?

---

---

(2) How reliable is this source for understanding how enslaved African Americans escaped??

Reliable –

Unreliable –

- (3)  Box the parts of the source that help you think about the central question.

# Central Question

*How did enslaved African Americans escape?*

# Day 2 Reflection

- How do the sources you've read lead you to answer this question: ***How did enslaved African Americans escape?***
- What is helping you develop a response to the question? What is challenging?

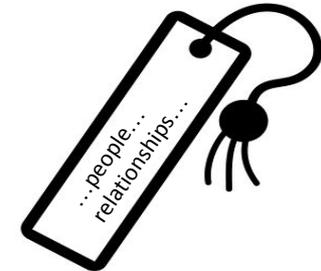
# DAY 3

# Central Question

*How did enslaved African Americans escape?*

# *The Extraordinary Escape of Henry Box Brown*

## Source 4



***Headnote:** This article was published in *The Sunbury America*, a newspaper from Northumberland County, Pennsylvania. The article focused on the escape by Henry "Box" Brown in 1849. Brown shipped himself in a wooden crate from Richmond, Virginia, to Philadelphia, Pennsylvania, where a group of abolitionists assisted in his journey for independence.*

He [Henry "Box" Brown] was transported three hundred miles through a slave-holding country, and by public thoroughfares, in a box, by measurement, exactly *three feet one inch long, two feet wide, and two feet six inches deep*. The following abstract of this story we find in the *Traveler*: of last evening.

While at Richmond, though the box was legibly and distinctly marked "this side up with care," it was placed on end, with his head downwards. He felt strange pains, and was preparing himself to die, preferring liberty or death to slavery, and he gave no sign. He was, however, relieved from this painful position, and encountered no other danger than the rough handling of the box, until it arrived in Washington. When the porters who had charge of it reached the depot there, they threw or dropped it with violence to the ground, and it rolled down a small hill, turning over two or three times.

He arrived in Philadelphia after many hair-breadth 'scapes, and the box was taken to the house to which it was directed. The panting inmate heard voices whispering; afterwards more men came in. They were doubtful or fearful about opening the box. He lay still, not knowing who the people were. Finally, one of them knocked on the box, and, 'Is all right here!' "All right," echoed from the box. The finale of this simple tale was received with deafening shouts. In corroboration of it, Rev. S. J. May said he was in Philadelphia in the midst of the excitement caused by this wonderful adventure.

***Attribution:** Modified from *The Sunbury America*, Vol. 9, No. 12, "The 'Running of Slaves' – The extraordinary Escape of Henry Box Brown," 23 June 1849.*

## AFTER YOU READ...

- (1) What does article about Henry "Box" Brown help you understand about how runaway slaves escaped?

---

---

- (2) How reliable is this source for understanding (central question)?

Reliable –

Unreliable –

- (3)  the parts of the source that help you think about the central question.

# The Steamer 'Planter' and Her Captor

## Source 5



***Headnote:** This article from Harper's Weekly describes the escape of Robert Smalls, along with several members of his family and friends, from slavery. He freed himself, his crew, and their families from slavery on May 13, 1862, by commandeering a Confederate transport ship, CSS Planter, in Charleston harbor, and sailing it from Confederate-controlled waters to the U.S. blockade.*

One of the most daring and heroic adventures since the war commenced was undertaken and successfully accomplished by a party of negroes in Charleston on Monday night last. Nine colored men, comprising the pilot, engineers, and crew of the rebel gun-boat Planter, took the vessel under their exclusive control, passed the batteries and forts in Charleston harbor, hoisted a white flag, ran out to the blockading squadron, and thence to Port Royal, via St. Helena Sound and Broad River, reaching the flag-ship Wabash shortly after ten o'clock last evening.

Robert Smalls, with whom I had a brief interview at General Benham's head-quarters this morning, is an intelligent negro, born in Charleston, and employed for many years as a pilot in and about that harbor. He entered upon his duties on board the Planter some six weeks since, and, as he told me, adopted the idea of running the vessel to sea from a joke which one of his companions perpetrated. He immediately cautioned the crew against alluding to the matter in any way on board the boat, but asked them, if they wanted to talk it up in sober earnestness, to meet at his house, where they would devise and determine upon a plan to place themselves under the protection of the Stars and Stripes instead of the Stars and Bars.

Various plans were proposed, but finally the whole arrangement of the escape was left to the discretion and sagacity of Robert, his companions promising to obey him and be ready at a moment's notice to accompany him. For three days he kept the provisions of the party secreted in the hold, awaiting an opportunity to slip away. At length, on Monday evening, the white officers of the vessel went on shore to spend the night, intending to start on the following morning for Fort Ripley, and to be absent from the city for some days. The families of the contrabands were notified and came stealthily on board. At about three o'clock the fires were lit under the boilers, and the vessel steamed quietly away down the harbor. The tide was against her, and Fort Sumter was not reached till broad daylight. However, the boat passed directly under its walls, giving the usual signal – two long pulls and a jerk at the whistle-cord as she passed the sentinel.

The families of the crew have been sent to Beaufort, where General Stevens will make suitable provision for them. The crew will be taken care of by Commodore Dupont.

***Attribution:** Modified from Harper's Weekly. Courtesy of Library of Congress, "The Steamer 'Planter' and Her Captor," Harper's Weekly, vol. 6, pp. 372, 14 June 1862.*

## AFTER YOU READ...

- (1) What does the Harper's Weekly article help you understand about how enslaved African Americans escaped?

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- (2) How reliable is this source for understanding the central question?

Reliable –

Unreliable –

- (3)  the parts of the source that help you think about the central question.

# Central Question

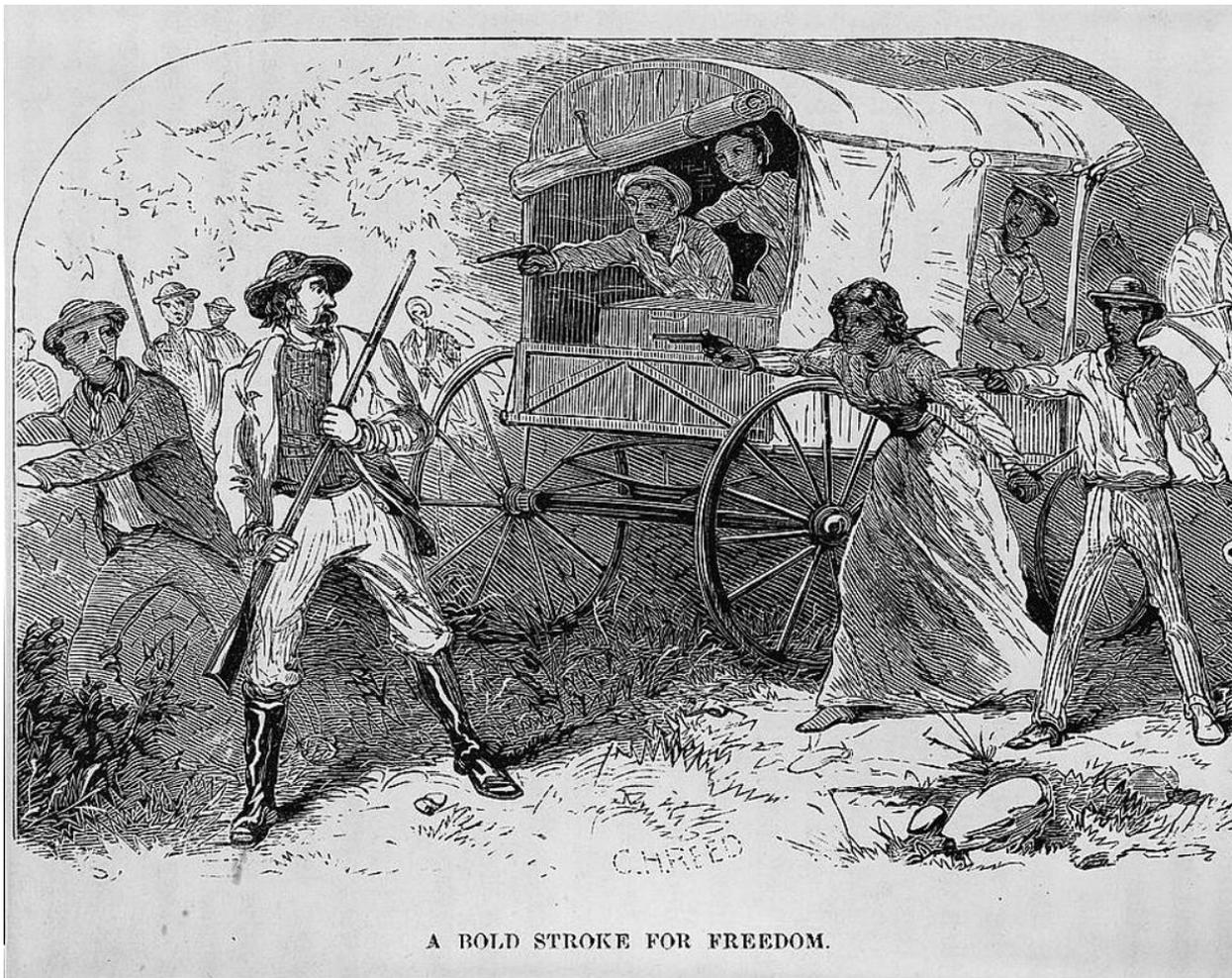
***How did enslaved African Americans escape?***

# "A Bold Stroke for Freedom" Illustration

## Source 6



**Headnote:** The 1872 illustration shows African Americans, likely fugitive slaves, with a wagon pointing guns at slave-catchers. The cartoon is thought to depict Christmas Eve of 1855, when patrollers caught up with a group of teenaged slaves who had escaped by wagon from Loudon County, Virginia. But the posse was driven off when Ann Wood, leader of the group, brandished weapons and dared the pursuers to fire. The fugitives continued on to Philadelphia.



## AFTER YOU READ...

- (1) What does the William Still cartoon help you understand about how enslaved African Americans escaped?

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(2) How reliable is this source for understanding how enslaved African Americans escaped?

Reliable –

Unreliable –

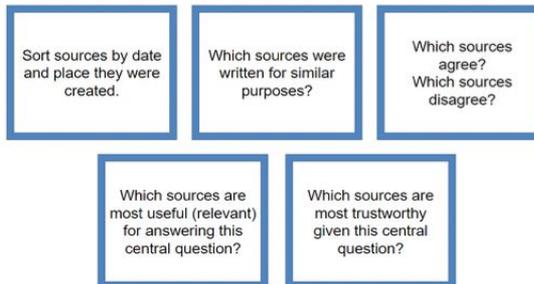
- (3)  Box the parts of the source that help you think about the central question.

# Central Question

*How did enslaved African Americans escape?*

# Weigh the Evidence

## Step 1 - Sort and discuss evidence.



## Step 2 - Construct and discuss arguments.

# Weigh the Evidence

Develop CER	Prompt discussion
Given the evidence, what is one claim that you could make in response to the Central Question?	<i>Do people agree that the evidence supports this claim? How do we know? Is this a reasonable response to the Central Question? Why or why not?</i>
What are two pieces of evidence you could use to support the claim? (Include source author and quote)	<i>Do people agree that this evidence supports the claim? If so, how? If not, why not? Do people think it is useful or trustworthy evidence? Why or why not?</i>
(8 <sup>th</sup> grade) What could someone who disagrees with your argument say? What evidence or reasoning could they use? (Include source author and quote)	<i>What is a problem with their counterpoint? How would you argue that your argument is stronger?</i>

## Step 3 - Record arguments in an anchor chart for the class.

1. CLAIM: Compare the sources. Then, list possible claims you can make.	EVIDENCE:		4. REASONING: How does this evidence support the claim? What is reliable or unreliable about the evidence?
	2. Where does the evidence come from (e.g., author, title, date, etc. of source)?	3. What quotations or information from the headnote or attribution support your claim?	
Claim #1			
Claim #2			
Claim #3			

6th & 8th

# WTE Step 1: Sort & discuss evidence... (select 2-4 per investigation)

Sort sources by date and place they were created.

Which sources were written for similar purposes?

Which sources agree?  
Which sources disagree?

Which sources are most useful (relevant) for answering this central question?

Which sources are most trustworthy given this central question?

Discuss with your group and sort your source cards -

Which sources were written for similar purposes? Group sources according to the reasons people created them.

\*Discuss with your group –

Sorting by **purpose or reason sources were created**  
made me think about...

Discuss with your group and sort your source cards -

Which sources agree? Group sources by the points or ideas they agree on.

Which sources disagree? Group sources by the points or ideas they disagree about.

\*Discuss with your group –

Sorting by **points of agreement and disagreement**  
made me think about...

Discuss with your group and sort your source cards -

Which sources are most useful  
(relevant) for thinking about this  
central question?

Least useful?

\*Discuss with your group –

Sorting for **usefulness** made me think about...

Discuss with your group and sort your source cards -

Which sources are most  
trustworthy for responding to this  
central question?

Least trustworthy?

\*Discuss with your group –

Sorting by **trustworthiness** made me think about...

# WTE Step 2: Construct & discuss arguments

Develop CER	Prompt discussion
Given the evidence, what is one claim that you could make in response to the Central Question?	<i>Do people agree that the evidence supports this claim? How do we know? Is this a reasonable response to the Central Question? Why or why not?</i>
What are two pieces of evidence you could use to support the claim? (Include source author and quote)	<i>Do people agree that this evidence supports the claim? If so, how? If not, why not? Do people think it is useful or trustworthy evidence? Why or why not?</i>
(8 <sup>th</sup> grade) What would someone who disagrees with your argument say? What evidence would they use? (Include source author and quote)	<i>What is the problem with their counterpoint? How would you prove your argument is stronger?</i>

6th & 8th

	Develop CER	Prompt discussion
7th	Based on this evidence, what is one problem that you could critique in this argument?	<i>Do people agree that the evidence supports this critique? How do we know? Do people agree that this is a reasonable critique? Why or why not?</i>
	What are two pieces of evidence you could use to show that is a problem? (Include source author and quote)	<i>Do people agree that this evidence supports the critique? If so, how? If not, why not? Do people think it is useful or trustworthy evidence for supporting the critique? Why or why not?</i>

Brainstorm with your group then discuss as a class - 6th and 8th

# Given the evidence, what is one claim that you could make in response to the Central Question?

Do people agree that the evidence supports this claim? How do we know?



Is this a reasonable response to the Central Question? Why or why not?



Brainstorm with your group then discuss as a class - 6th and 8th



What are two pieces of evidence you could use to support the claim?  
(Include source author and quote)

Do people agree that this evidence supports the claim? If so, how? If not, why not?



REASONING

Do people think it is useful or trustworthy evidence? Why or why not?



# WTE Step 3: Record arguments in an anchor chart for the class

1. CLAIM: Compare the sources. Then, list possible claims you can make.	EVIDENCE:		4. REASONING: How does this evidence support the claim? What is reliable or unreliable about the evidence?
	2. Where does the evidence come from (e.g., author, title, date, etc. of source)?	3. What quotations or information from the headnote or attribution support your claim?	
Claim #1			
Claim #2			
Claim #3			

1. PROBLEMS: What are the problems with the argument?	EVIDENCE:		4. REASONING: How does this evidence support the claim? What is reliable or unreliable about the evidence?
	2. Where does the evidence come from (e.g., author, title, date, etc. of source)?	3. What quotations or information from the headnote or attribution support your claim?	
Problem #1			
Problem #2			
Problem #3			

1. CLAIM: Compare the sources. Then, list possible claims.	2. EVIDENCE: Which sources support your claim? What information or quotations support your claim?	3. REASONING: How does this evidence support your claim? What is reliable or unreliable about the evidence?	4. COUNTERPOINT: How could someone argue against your claim or evidence? How would they support their counterpoint?	5. CRITIQUE: What is a problem with the other person's claim, evidence, or reasoning? Why is your claim or evidence stronger?
Claim #1				
Claim #2				
Claim #3				

6th

7th

8th

# Interpretation - Anchor Chart

1. CLAIM: Compare the sources. Then, list possible claims you can make.	EVIDENCE:		4. REASONING: How does this evidence support the claim? What is reliable or unreliable about the evidence?
	2. Where does the evidence come from (e.g., author, title, date, etc. of source)?	3. What quotations or information from the headnote or attribution support your claim?	
Claim #1			
Claim #2			
Claim #3			

# Day 3 Reflection

*How did enslaved African Americans escape from slavery?*

- *Put a ★ on the “Weigh the Evidence” chart next to the strongest interpretation about (answering the central question).*
- *Put an “X” next to the weakest interpretation about (answering the central question).*

# DAY 4

# Central Question

*How did enslaved African Americans escape?*

# Our Assignment:

The Iowa state government is building a new statue to commemorate enslaved African Americans who escaped slavery by fleeing to Iowa. The statue will include a plaque that explains how enslaved people escaped.

State representatives are debating whether enslaved people relied on the help of abolitionists or if they relied on themselves to escape. Write a one-sided argument (interpretation) in an email to your local state representative that answers the question, "***How did enslaved African Americans escape?***"

***INTERPRETATION=***

**CLAIM +**

**EVIDENCE +**

**REASONING**

# Reflect and Discuss

- What is your **claim** about *how enslaved African Americans escaped*? Why is it a strong interpretation?
- What **evidence** will support your claim?
- What **reasoning** explains how or why this evidence backs up your claim?

# Mentor Text:

## Sample email to Representative

Dear Local Representative,

The new memorial to celebrate the 19<sup>th</sup> amendment should highlight the efforts of women, not the efforts of male law makers. Speeches and images created during the suffrage movement show that women created the moral and legal arguments for suffrage, and it was women who organized marches and protests that influenced the public and lawmakers.

Susan B. Anthony's speech explained the moral and constitutional reasons that women should have the right to vote. In 1873, Anthony gave a speech and said that it was all people who created the United States, "not we, the while male citizens...who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men." According to the headnote, her speeches were reprinted by popular newspapers. This speech explains why women should have the right to vote, it was heard by many people, and it is reliable because it was written by someone who was alive and a member of the suffrage movement. Therefore, Anthony's speech is a reliable source that influenced the passage of the 19<sup>th</sup> amendment.

According to the headnote of the picture of Alice Paul taken in 1913, she and the National American Woman Suffrage Association were responsible for organizing the first large march to protest for suffrage. The protest was held in Washington, D.C. and 8,000 people participated. This source corroborates the information in Anthony's speech and makes me think both sources are reliable. In conclusion, the sources show that women led the effort to secure the right to vote by making speeches and organizing marches and protests. Therefore, because women are responsible for the 19<sup>th</sup> amendment, their efforts should be highlighted on the new memorial.

# Analyze Mentor Text

1. What is the **CLAIM** in this text? Note it.
2. What **EVIDENCE** (quotations, examples, facts, or details) does the author include to support the claim? Note it.
3. Where does the author provide **REASONING** about the evidence? (How the evidence supports the claim, or reasoning about why the evidence is or reliable)
4. Overall, is this a good email? If so, what makes it good? If not, how could it be improved?

# Useful Language Chart

## Making a claim:

*Runaway slaves escaped the south by/through...*

The plaque should highlight the effort of \_\_\_\_\_ because...

## Providing evidence:

*The William Stills cartoon source shows that...*

The Henry Brown article, for example, says...

The headnote for the William and Ellen craft source tells me that...

## Reasoning:

*The source will help visitors understand that...*

*This shows that...*

*The evidence is reliable because...*

*This means that...*

# Mentor Text:

## Sample email to Representative

Dear Local Representative,

The new memorial to celebrate the 19<sup>th</sup> amendment should highlight the efforts of women, not the efforts of male law makers. Speeches and images created during the suffrage movement show that women created the moral and legal arguments for suffrage, and it was women who organized marches and protests that influenced the public and lawmakers.

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Use the planning graphic organizer to **plan** what you are going to say.

Write brief notes, not complete sentences.

Use the useful language chart to turn your notes into sentences to use in your interpretation.

### Claim

Share your answer to the question, "How did enslaved African Americans escape?"

### Evidence

What details, quotations, and information from the sources and headnotes support your claim?

### Reasoning

Explain why your evidence is reliable and how your evidence supports your claim.

# DAY 5

# Central Question

*How did enslaved African Americans escape?*

# Our Assignment:

The Iowa state government is building a new statue to commemorate enslaved African Americans who escaped slavery by fleeing to Iowa. The statue will include a plaque that explains how enslaved people escaped.

State representatives are debating whether enslaved people relied on the help of abolitionists or if they relied on themselves to escape. Write a one-sided argument (interpretation) in an email to your local state representative that answers the question, "***How did enslaved African Americans escape?***"

# Draft your text

- This is silent writing time.
- We will eventually **reflect** on our writing and make notes for **revision**.
- So, you may want to

skip

every

other

line!

# While you are writing, use the tools!

## Sources



Middle East Patterns (Source 1)

**Headnote:** This source comes from a textbook used in many college *geography* classes. It was first published in 1989, and the most recent version was published in 2014. One of the authors, Colbert Held, has a Ph.D. in geography from the University of Nebraska and worked for the U.S. government in many parts of the Middle East for 16 years. The other author, John Thomas Cummings, worked for almost 30 years for different organizations in the Middle East.

Scholars all accept that the Fertile Crescent is the center of the Middle East. They believe the core region includes the general area from Northeast Africa to South Asia. We agree that the region extends from the western border of Egypt to the eastern border of Iran, and from the Black Sea to the Arabian Sea.



Our core area could have also included countries such as Libya and Sudan, because of their location and close ties to the countries that we have included. Other countries like Afghanistan or even Somalia also have ties to the countries in our core region. Many scholars argue for a Greater Middle East, a Middle East/North Africa (MENA) region. However, despite religious and historical connections, North Africa and the Middle East have different histories, interests, and goals. There is basic geographic and historic unity across the core Middle East region.

**Attribution:** Adapted from the geography textbook, *Middle East Patterns: Places, Peoples, & Politics*. Written by Colbert Held & John Thomas Cummings in 2014.

**AFTER YOU READ...**

(1) How reliable is this source for understanding which countries should be included in the Middle East?

Reliable  
Unreliable

## Mentor Text

**Mentor Text:**  
Sample Email to Annenberg Learner

**Mark the CLAIM, EVIDENCE, and REASONING in this email:**

Dear Annenberg Learner staff,

The Midwest region of the United States should include 12 states and extend from Ohio in the east to North and South Dakota in the west. Organizations like National Geographic and the U.S. Census Bureau define the Midwest region. For example, the Geography Division of the [U.S. Census Bureau](#) lists the following states in the Midwest region: "Indiana, Illinois, Michigan, Ohio, Wisconsin, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota." In addition, a map of [United States Regions from National Geographic](#) also shows the same 12 states listed in the Midwest. This shows that two different organizations agree on which states are in the Midwest. This evidence is reliable because it comes from expert geographers that work for the U.S. government and a major educational organization.

Please revise the [map of U.S. regions](#) currently listed on your educational website, so that students and teachers will understand which states are part of the Midwest region of the United States. Thank you for reading my ideas.

Sincerely,  
Jake from State Farm

## Planning Graphic Organizer

<b>Claim</b>
Which countries do you think should be included in the Middle East region?
<b>Evidence</b>
What details, quotations, or information from the sources supports your claim?
<b>Reasoning</b>
Explain how the evidence supports your claim AND why is your evidence reliable.

## Weigh the Evidence

### Interpretation - Anchor Chart

1. CLAIM: Compare the sources. Then, list possible claims you can make.	EVIDENCE:		4. REASONING: How does this evidence support the claim? What is reliable or unreliable about the evidence?
	2. Where does the evidence come from (e.g., author, title, date, etc. of source)?	3. What quotations or information from the headnote or attribution support your claim?	
Claim #1			
Claim #2			
Claim #3			

## Useful Language Chart

**Making a claim:**

*The Middle East region should include.....  
I think that the Middle East region extends from .....  
Experts do not agree about where the Middle East ...*

**Providing evidence:**

*Professor Michael Bonine, for example, says that "...."  
For example, Encyclopedia Britannica says "...."  
Another example is that a geography textbook and a geographer both refer to "..."  
The headnote for the Michael Bonine source tells me that "...."*

**Reasoning:**

*This means that .....  
This makes me think that .....  
This shows that ...  
This evidence is reliable because....*

# Useful Language Chart

## Making a claim:

*Enslaved African Americans escaped slavery by...*

*The plaque should emphasize that enslaved African Americans escaped by...*

*The \_\_\_\_\_ source is helpful to understand how African Americans escaped because it shows they...*

*I think enslaved African Americans were able to escape because...*

## Providing evidence:

*The headnote for the article on Henry “Box” Brown says that, “...”*

*For example, in an 1862 article about Robert Smalls, Harper’s Weekly reported that, “...”*

*According to the headnote describing the picture of the Underground Railroad station, “...”*

## Reasoning:

*The source will help visitors understand that...*

*This shows that...*

*The evidence is reliable because...*

*This means that...*

# Reflect on a classmate's text!

- What is the **claim** in this text? Note it.
  - What makes this a good claim? Or, how could it be improved?
- What **evidence** does the author include to support the claim? Note it.
  - Does the evidence seem convincing to you? Why or why not?
- What quotations does the author include as **evidence** to support the claim?
  - Does the author use quotation marks and say where/when the quotation comes from?
- Where does the author share his/her **reasoning** about how the evidence supports the claim or why the evidence is unreliable?
  - How does the reasoning strengthen the overall interpretation?

REFLECTION GUIDE

GOALS		DONE? (✓)	I AM GOOD AT...	I AM WORKING ON...	THINGS YOU MIGHT BE GOOD AT OR NEED TO WORK ON...
CLAIM	I wrote a <b>claim</b> that states an argument or interpretation.				<ul style="list-style-type: none"> <li>- The claim states an argument.</li> <li>- The claim focuses on how enslaved African Americans escaped from slavery</li> <li>- The claim makes sense given the evidence.</li> </ul>
EVIDENCE	I included information from the source(s) as <b>evidence</b> to support my claim (e.g., from the headnote or attribution).				<ul style="list-style-type: none"> <li>- The evidence relates to my claim.</li> <li>- The evidence is persuasive.</li> <li>- The evidence is specific.</li> <li>- The evidence is accurate.</li> </ul>
	I included a quotation from a text as <b>evidence</b> to support my claim.				<ul style="list-style-type: none"> <li>- I include quotation marks around the quotation.</li> <li>- I say where the quotation comes from (author/date).</li> <li>- The quotation helps someone understand my claim.</li> </ul>
REASONING	I shared my <b>reasoning</b> to explain how or why my evidence supports the claim or to explain how reliable the source(s) are.				<ul style="list-style-type: none"> <li>- I say what the evidence tells us.</li> <li>- I explain why the evidence is reliable or unreliable.</li> <li>- I explain how the evidence supports my claim.</li> </ul>

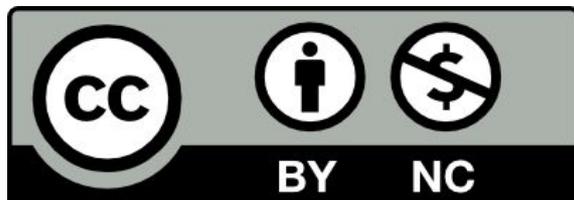
# Revise

- Choose 1-3 things to improve. Write those in your reflection guide.
- In the margins of your first draft, make these improvements or rewrite your draft.

# Swap & Vote!

- Trade papers.
- Read at least two other students' texts.
- Nominate a text that you think would be a good one for the class to send.
- Read each nominee.
- Discuss strengths & weaknesses in each email.
- Vote!

# UNDERGROUND RAILROAD INVESTIGATION



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**READ. INQUIRE. WRITE.**