

Name: _____

HARRIET TUBMAN READING GUIDE

Before you read, write down what you already know about Harriet Tubman in the "Knew" column.

As you read, fill in the information you learn about Harriet Tubman in the "New" column.

Knew	New

Comprehension Reading Questions

Refer back to the text *Harriet Tubman Fighter for Freedom!* to respond to the questions below.

Remember to answer using complete sentences.

1. Who was Sarah Hopkins Bradford and why was she significant? Use evidence from the text to support your answer. (RI.1)

2. Harriet's grandmother was the first to be captured from her home and taken to America to work as a slave. Her owner named her Modesty. Modesty had a baby named Araminta, or Minty for short. At the age of seven, she began working. List the variety of different jobs Minty was assigned. Then, based on the illustrations, infer how Minty felt about completing those jobs. (RI.1/RI.7)

SHOW ME HISTORY!

Name: _____

3. After Minty's injury, and her years of fatigue and nightmares, she was motivated to find freedom. When she met with a lawyer, what did she learn and what did this encourage her to do? (RI.1)

4. "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; for no man should take me alive; I should fight for my liberty as long as my strength lasted...". In your own words, describe what Harriet Tubman meant when she said this. (RI.4)

5. When Harriet was finally in the North, she described it as followed: "There was such a glory over everything; the sun came like gold through the trees, and over the fields, and I felt like I was in heaven!" Based on the text, describe how Harriet felt in that moment. (RI.4)

6. Harriet Tubman was a conductor, or leader, of the underground railroad. What was the underground railroad? Use evidence from the text to support your answer. (RI.1)

7. On page 26, they introduce railroad terms. Fill in the missing descriptions and then, in the space below, choose one term and explain how the underground railroad might not have worked without that one component. (RI.4/RI.3)

Terms	Descriptions
Stations	
Agents	
Cars	
Conductors	
Cargo	
Liberty Lines	
Depot	

Name: _____

8. Why did Harriet get the nickname *Moses*? (RI.3)

9. Harriet Tubman was responsible for helping many slaves find their freedom and along the way, she met with many others fighting for the same cause. Summarize who the following people were and what their role was in ending slavery. (RI.2)

Frederick Douglas	William Still
Thomas Garrett	John Brown

10. Summarize what led to the Civil War. (RI.2)

11. What were Harriet's roles during the Civil War? (RI.2)

12. After reading about all of Harriet Tubman's efforts, which one do you think is most significant and why? (RI.3)

ANSWER KEY FOR HARRIET TUBMAN READING GUIDE

**The following are possible responses for grades 5-6. For grades 3-4, answers are not expected to be as detailed. Be sure to scaffold and adjust as necessary.*

1. Who was Sarah Hopkins Bradford and why was she significant? Use evidence from the text to support your answer. (RI.1)

Sarah Hopkins Bradford was the female author who wrote two books about Harriet Tubman after the Civil War.

2. Harriet's grandmother was the first to be captured from her home and taken to America to work as a slave. Her owner named her Modesty. Modesty had a baby named Araminta, or Minty for short. At the age of seven, she began working. List the variety of different jobs Minty was assigned. Then, based on the illustrations, infer how Minty felt about completing those jobs. (RI.1/RI.7)

First, Minty was in charge of watching her neighbor's new baby. Then, she was sent to the fields. After that, she was put to work doing a variety of different tasks including emptying muskrat traps, weaving, picking cotton, carrying logs and timbers, moving barrels of flour, pulling boats, and finally cutting timber. Based on the illustrations, Minty looked upset and scared.

3. After Minty's injury, and her years of fatigue and nightmares, she was motivated to find freedom. When she met with a lawyer, what did she learn and what did this encourage her to do? (RI.1)

After meeting with a lawyer, Minty learned that her mother should've been set free years ago by her former owner and that any children of hers should be free when they turn 45, and thus their children should be born free. Because Minty and her sisters were still not free and were possibly going to be sold soon, Minty "decided to escape and make the brave journey to freedom in the North..." (pg. 20).

4. "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; for no man should take me alive; I should fight for my liberty as long as my strength lasted...". In your own words, describe what Harriet Tubman meant when she said this. (RI.4)

When Harriet Tubman said this, she meant that she was either going to live a free woman or she would die trying.

5. When Harriet was finally in the North, she described it as followed: "There was such a glory over everything; the sun came like gold through the trees, and over the fields, and I felt like I was in heaven!" Based on the text, describe how Harriet felt in that moment. (RI.4)

Harriet compared the feeling of reaching the north to heaven. She was so relieved and happy to finally be free and safe.

6. Harriet Tubman was a conductor, or leader, of the Underground Railroad. What was the Underground Railroad? Use evidence from the text to support your answer. (RI.1)

As stated in the text, "The Underground Railroad was a secret antislavery network, many white people or free black people, offered food, clothes, shelter, and rides to escaping slaves" (pg. 26).

ANSWER KEY FOR HARRIET TUBMAN READING GUIDE (CON'T)

7. On page 26, they introduce railroad terms. Fill in the missing descriptions and then, in the space below, choose one term and explain how the underground railroad might not have worked without that one component. (RI.4/RI.3)

Terms	Descriptions
Stations	Safe hiding places for escapees
Agents	Opened their homes as stations
Cars	Wagons with hidden compartments
Conductors	People who guided them to stations
Cargo	The escaped slaves
Liberty Lines	Pathways to stations
Depot	Another name for a safe hiding place

Possible answer - Without conductors, the Underground Railroad might not have worked because the cargo would not know where to go and could get lost; thus, they run the risk of getting caught and being sent back to slavery.

8. Why did Harriet get the nickname Moses? (RI.3)

Harriet got the nickname Moses because she led her people, just like how Moses led his people in the Bible.

9. Harriet Tubman was responsible for helping many slaves find their freedom and along the way, she met with many others fighting for the same cause. Summarize who the following people were and what their role was in ending slavery. (RI.2).

Frederick Douglas	William Still
Douglas was an abolition leader, speaker, and writer. He was one of the first former slaves to gain national attention and traveled to Europe to speak out against slavery. (pg. 30)	Still was an Underground Railroad conductor. He was the chairman of committees that helped freed slaves in the North and he also helped black soldiers during the Civil War. (pg. 31)
Thomas Garrett	John Brown
Garret was an Underground Railroad conductor. He helped over 2,000 escaped slaves, organized funding to help other Underground stations, and help African Americans get the right to vote in 1870. (pg. 37)	Brown was a radical abolitionist. He was a former soldier who believed slavery could only end through violent means. He attacked slave owners in Kansas and recruited others for a government storehouse takedown. (pg. 68)

10. Summarize what led to the Civil War. (RI.2)

The North and South's opposing opinions on slavery, Abraham Lincoln presidency, and Lincoln's belief to end slavery is what ultimately led to the Civil War. Southern states seceded and formed the Confederate States of America. The North could not allow this, which eventually caused the war to break out.

11. What were Harriet's roles during the Civil War? (RI.2)

Harriet had many roles during the Civil War. She began as a nurse. Then, she became a scout, helping guide troops. During this time, she helped free more than 700 slaves from riverside plantations in the South. She even helped lead a battle in the war.

12. After reading about all of Harriet Tubman's efforts, which one do you think is most significant and why? (RI.3)

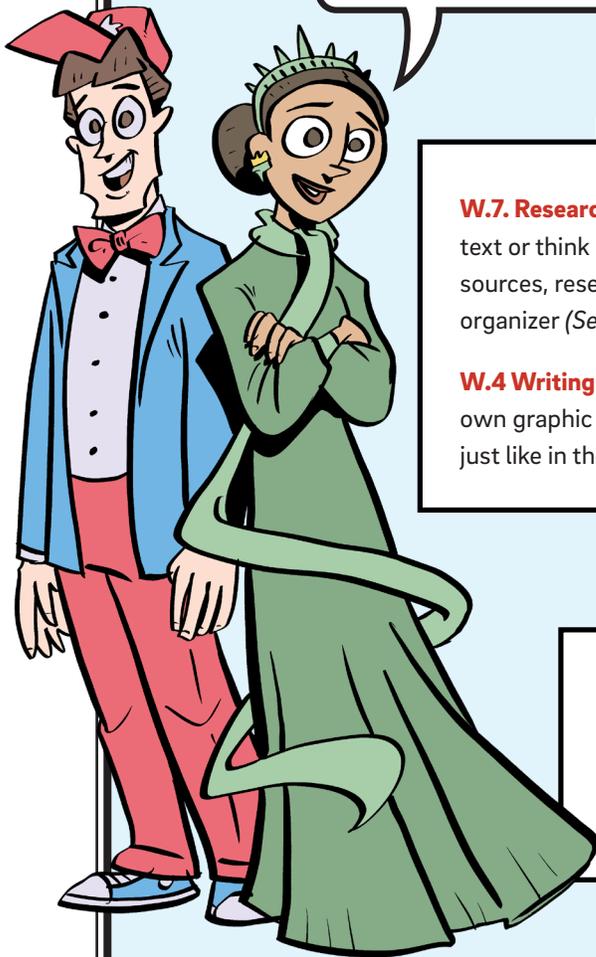
Answers will vary.

SHOW ME HISTORY!

GRAPHIC
NOVELS

EXTENSION ACTIVITIES

The reading, writing, and social studies activities can be completed after reading any of the Show Me History! books.



WRITING

W.7. Research: After reading one of the books, choose a specific topic from the text or think of a question you want to learn more about. Using several credible sources, research that question or topic to understand more. Use this graphic organizer (See *Worksheet A*) to help guide your research.

W.4 Writing: Show Me YOUR History! On a separate piece of paper, create your own graphic about your history. Use illustrations and captions/speech bubbles just like in the Show Me History! books. (See *Worksheet B*)

READING

RI.9 Reading: Compare and contrast. Read a different book or article on the same topic (e.g., Amelia Earhart, Abraham Lincoln), and use the Venn diagram (See *Worksheet C*) to compare and contrast one author's presentation of events with that of another.

SOCIAL STUDIES

What If?: Using the timeline provided in the back of the book, choose one event and explain how it would have changed history if it had not happened. (See *Worksheet D*)

Compare/Contrast: Explain how life during that time period was different than life now. (See *Worksheet E*)

Name: _____

RESEARCH

After reading one of the books, choose a specific topic from the text or think of a question you want to learn more about. Using several credible sources, research that question or topic to understand more. Use this graphic organizer to help guide your research. (W.7)

Topic/question:



Source (website, book, article)	Information/facts that support or answer your topic/question

Answer/conclusion from your research:

Name: _____

WRITING

Create your own graphic about your history. Use illustrations and captions/speech bubbles just like in the Show Me History! books. (W.4)

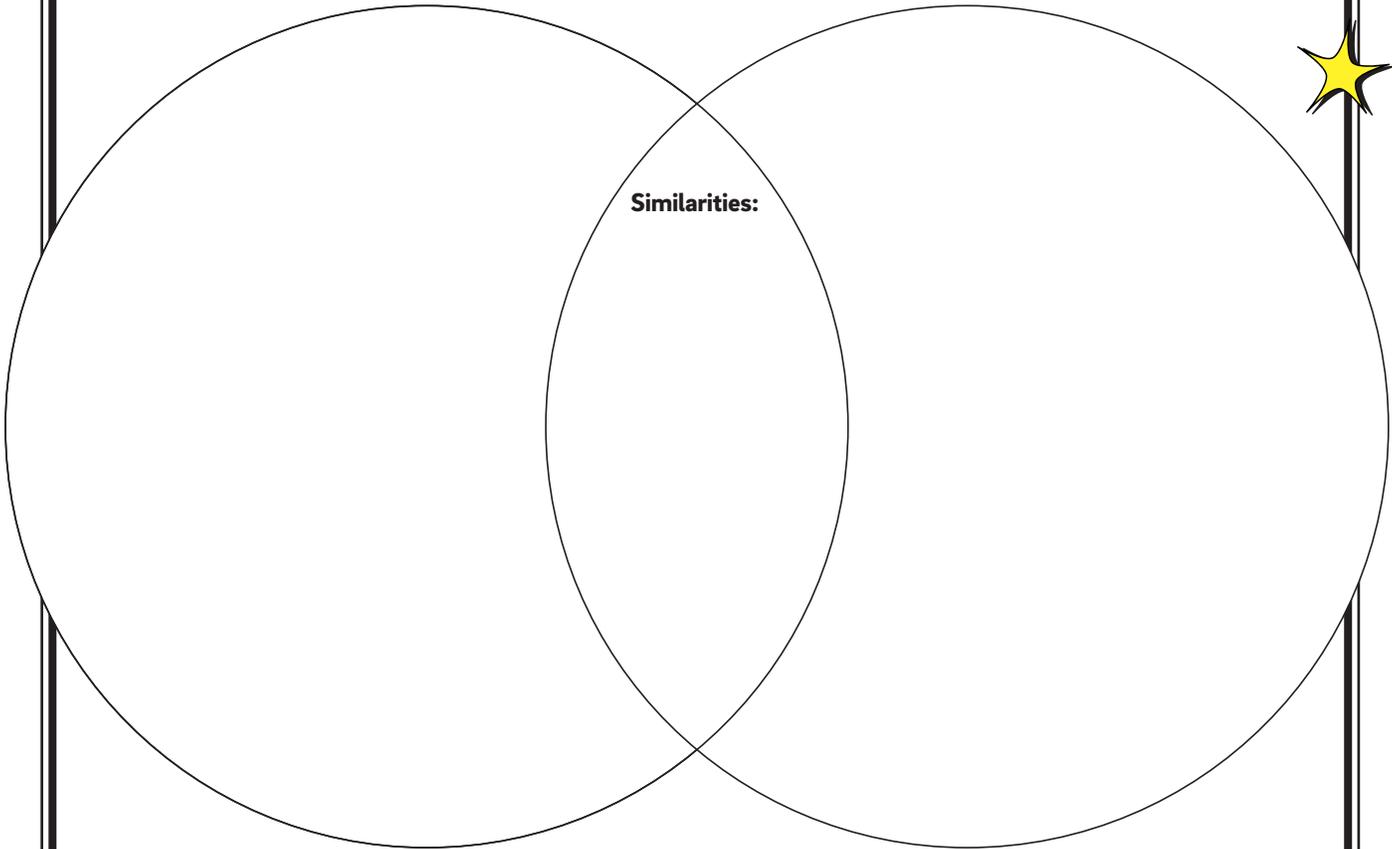
Name: _____

COMPARE AND CONTRAST

Read a different book or article on the same topic (e.g., Amelia Earhart, Abraham Lincoln), and use the Venn diagram to compare and contrast one author's presentation of events with that of another. (RI.9)

Show Me History! Book Title:

Different Book/Article Title:



Summarize: Using the similarities and differences in the diagram above, briefly summarize how the two authors presented the information.

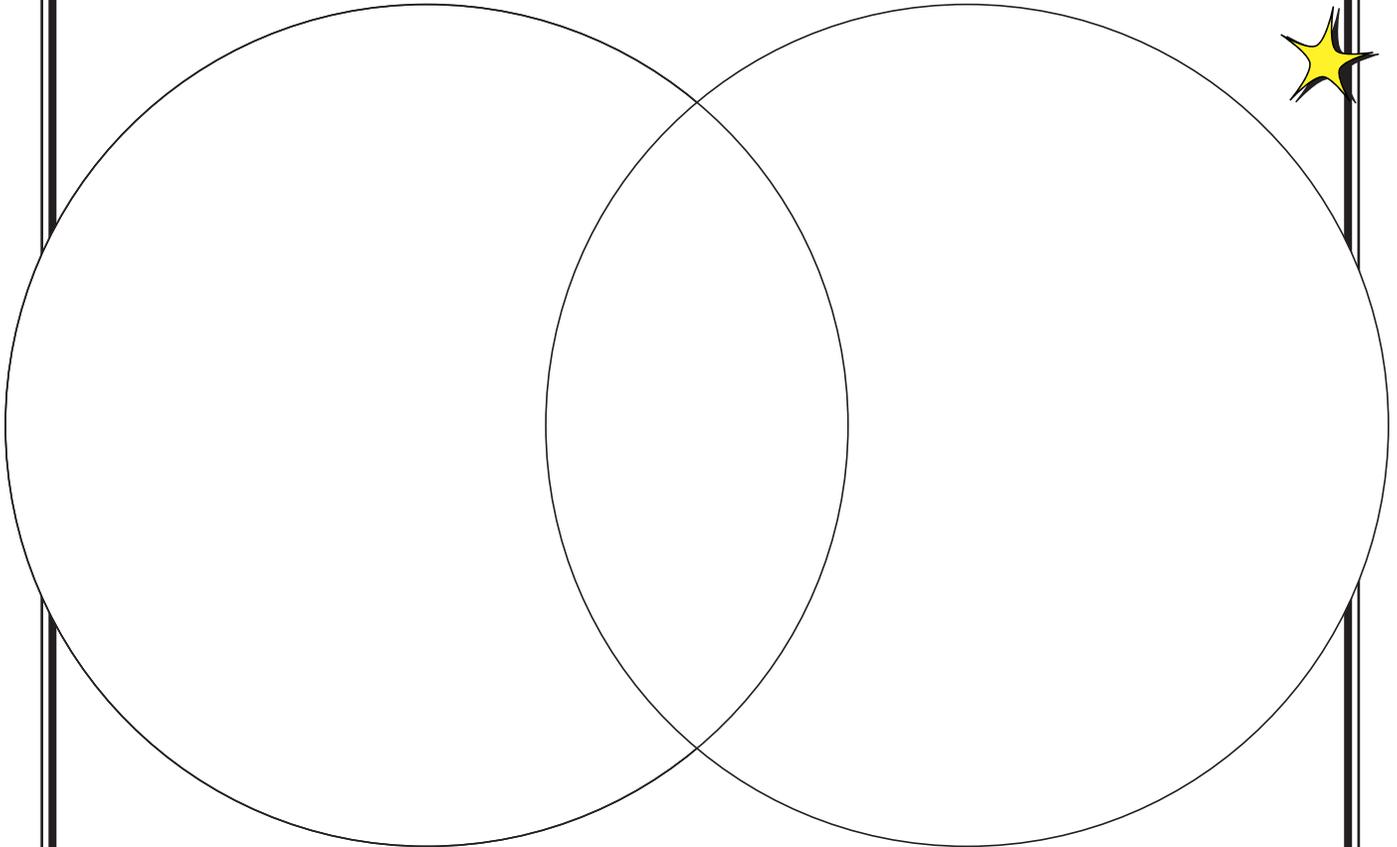
Name: _____

COMPARE AND CONTRAST

After reading the story, compare and contrast life during that time period to life now.
Use the events and details from the story and any prior knowledge of that time period.

Life Then

Life Now



Summarize: Using the diagram above, briefly explain how life during that time period was different than life now.
