To the Teacher...

This booklet was created by Teaching with Primary Sources at Eastern Illinois University (www.eiu.edu/~eiutps) as a companion to the EIU TPS website. The booklet features information and images of digitized primary sources from the Library of Congress American Memory Collection that you may wish to use in your classroom. These images were selected for their relevance and as a means to intrigue students and encourage inquiry. American Memory (www.memory.loc.gov/ammem) is a multimedia web site of digitized historical documents, photographs, sound recordings, moving pictures, books, pamphlets, maps, and other resources from the Library of Congress’s vast holdings.

To access items in this booklet visit www.eiu.edu/~eiutps for links to the bibliography page of each at the Library of Congress website. You may also locate them on the WWW by entering the URL provided in the citation page at the end of the booklet. This will take you to a descriptive page for the item which also identifies the host collection - CHECK OUT THE REST OF THE COLLECTION!! We hope you find this booklet helpful.

Why Teach with Primary Sources?

For years historians and educators have understood the value of primary sources in K-12 education.

1. Primary sources expose students to multiple perspectives on great issues of the past and present. History, after all, deals with matters furiously debated by participants. Interpretations of the past are furiously debated among historians, policy makers, politicians, and ordinary citizens. Working with primary sources, students can become involved in these debates.

2. Primary sources help students develop knowledge, skills, and analytical abilities. When dealing directly with primary sources, students engage in asking questions, thinking critically, making intelligent inferences, and developing reasoned explanations and interpretations of events and issues in the past and present.

Develop critical thinking skills...
Primary sources are snippets of history. They are incomplete and often come without context. They require students to be analytical, to examine sources thoughtfully and to determine what else they need to know to make inferences from the materials.

Understand all history is local...
Local history projects require students to “tell their stories” about familiar people, events, and places. Memories from an adult perspective provide a glimpse of history not available in a textbook. What evolves is the sense that world history is personal family history, which provides a compelling context for student understanding.

Acquire empathy for the human condition...
Primary sources help students relate in a personal way to events of the past coming away with a deeper understanding of history as a series of human events.

Consider different points of view in analysis...
In analyzing primary sources, students move from concrete observations and facts to making inferences about the materials. “Point of view” is one of the most important inferences that can be drawn. What is the intent of the speaker, of the photographer, of the musician? How does that color one's interpretation or understanding of the evidence?

Understand the continuum of history...
It is difficult for students to understand that we all participate in making history everyday, that each of us in the course of our lives leave behind primary source documentation that scholars years hence may examine as a record of “the past.” The immediacy of first-person accounts of events is compelling to most students.


Selecting Primary Sources

Interest
What kinds of sources are of particular to interest my students?

Reading Level
How difficult is the reading level of the primary source compared to my students' abilities? What might help my students comprehend this material (a glossary of terms, for example)?

Length
How long is the source? Do I need to excerpt a portion of the source given my students' abilities and/or time constraints? How do I ensure that the original meaning of the source is preserved in the excerpt?

Points of View
Are various points of view on a given topic, event, or issue fairly represented in the sources I have chosen to use? Have I achieved proper balance among the competing points of view?

Variety of Sources
Have I included a variety of types of sources (e.g., published, unpublished, text, visual, and artifacts)?

Location
Where can I or my students find the sources we need (the school or public library, the local history society, over the Internet)?

Something To Consider:
Be sure that the use of primary sources makes sense in the overall curriculum plan. Using too many primary sources or in the wrong places could cause them to lose impact.

Primary sources are the raw materials of history—original documents and objects that have survived from the past. They are different from secondary sources, which are accounts of events written sometime after they happened. Examining primary sources gives students a powerful sense of history and the complexity of the past.

Helping students analyze primary sources can guide them toward higher-order thinking, better critical thinking and analysis skills.

Before you begin:

- Choose at least two or three primary sources that support the learning objectives and are accessible to students.
- Consider how students can compare items to other primary and secondary sources.
- Identify an analysis tool or guiding questions that students will use to analyze the primary sources.

1. Engage students with primary sources.
   - Draw on students’ prior knowledge of the topic.
   - Ask students to closely observe each primary source
   - Who created this primary source?
   - When was it created?
   - Where does your eye go first?
   - Help students identify key details.
   - What do you see that you didn’t expect?
   - What powerful words and ideas are expressed?
   - Encourage students to think about their personal response to the source.
   - What feelings and thoughts does the primary source trigger in you?
   - What questions does it raise?

2. Promote student inquiry
   - Encourage students to speculate about each source, its creator, and its context:
     - What was happening during this time period?
     - What was the creator’s purpose in making this primary source?
   - What does the creator do to get his or her point across?
   - What was this primary source’s audience?
   - What biases or stereotypes do you see?
   - Ask if this source agrees with other primary sources, or with what the students already know.
   - Ask students to test their assumptions about the past
   - Ask students to find other primary or secondary sources that offer support or contradiction

3. Assess how students apply critical thinking and analysis skills to primary sources.
   - Have students summarize what they’ve learned.
   - Ask for reasons and specific evidence to support their conclusions.
   - Help students identify questions for further investigation, and develop strategies for how they might answer them.

Analysis tools and thematic primary source sets created by the Library of Congress can provide helpful entry points to many topics.
The Underground Railroad is an important part of our nation’s history; however, many of the fascinating and lesser known details regarding it are not included within many textbooks. This booklet will provide a window into the past through a variety of primary sources regarding the Underground Railroad. These primary sources consist of broadsides, reward posters, newspaper clippings, historical documents, sheet music, photographs and narratives pertaining to the Underground Railroad. These items are found within the digitized collections of the Library of Congress.

The Underground Railroad was a secret system developed to aid fugitive slaves on their escape to freedom. Involvement with the Underground Railroad was not only dangerous, but it was also illegal. So, to help protect themselves and their mission secret codes were created. The term Underground Railroad referred to the entire system, which consisted of many routes called lines. The free individuals who helped runaway slaves travel toward freedom were called conductors, and the fugitive slaves were referred to as cargo. The safe houses used as hiding places along the lines of the Underground Railroad were called stations. A lit lantern hung outside would identify these stations.

Traveling along the Underground Railroad was a long a perilous journey for fugitive slaves to reach their freedom. Runaway slaves had to travel great distances, many times on foot, in a short amount of time. They did this with little or no food and no protection from the slave catchers chasing them. Slave owners were not the only pursuers of fugitive slaves. In order to entice others to assist in the capture of these slaves, their owners would post reward posters offering payment for the capture of their property. If they were caught, any number of terrible things could happen to them. Many captured fugitive slaves were flogged, branded, jailed, sold back into slavery, or even killed.

Not only did fugitive slaves have the fear of starvation and capture, but there were also threats presented by their surroundings. While traveling for long periods of time in the wilderness, they would have to fend off animals wanting to kill and eat them, cross treacherous terrain, and survive severe temperatures. For the slaves traveling north on the Underground Railroad, they were still in danger once they entered northern states. The Fugitive Slave Law of 1850 allowed and encouraged the capture of fugitive slaves due to the fact that they were seen as stolen property, rather than abused human beings.

The Fugitive Slave Law of 1850 also outlawed the abetting of fugitive slaves. Their safety and freedom would not be reached until they entered into Canada. Not all slaves traveled north. There were also Underground Railroad lines that lead south en route for Mexico and the Caribbean.

One of the many fugitive slaves impacted by the Fugitive Slave Law was Anthony Burns. He was taken from his northern residence, arrested, and tried under this law in Boston, Massachusetts. His arrest spurred black and white abolitionists and citizens of Boston to riot and protest. After the trial, Burns was taken back to cruelty of the south which he thought he had escaped from. While he was enduring his return to slavery, abolitionists were working to raise funds and within a year of his trial they had enough money to buy his freedom. Library of Congress American Memory and America’s Library. Accessed 10.20.08
Frederick Douglass was another fugitive slave who escaped slavery. He escaped not on the Underground Railroad, but on a real train. He disguised himself as a sailor, but this was not enough. He needed to show proof that he was free, and since he was a runaway slave who did not have any “free papers” he borrowed a seaman’s protection certificate that stated a sailor was a citizen of the U.S. Luckily, the train conductor did not look closely at the papers, and Douglass gained his passage to freedom.

Unfortunately, not all runaway slaves made it to freedom. But, many of those who did manage to escape went on to tell their stories of flight from slavery and to help other slaves not yet free. Harriet Tubman, Henry Bibb, Anthony Burns, Addison White, Josiah Henson and John Parker all escaped slavery via the Underground Railroad.

Henry “Box” Brown, another fugitive slave, escaped in a rather different way. He shipped himself in a three foot long by two and a half foot deep by two foot wide box, from Richmond, Virginia to Philadelphia, Pennsylvania. When he was removed from the box, he came out singing.

Underground Railroad conductors were free individuals who helped fugitive slaves traveling along the Underground Railroad. Conductors helped runaway slaves by providing them with safe passage to and from stations. They did this under the cover of darkness with slave catchers hot on their heels. Many times these stations would be located within their own homes and businesses. The act of harboring fugitive slaves put these conductors in grave danger; yet, they persisted because they believed in a cause greater than themselves, which was the freeing of thousands of enslaved human beings.

These conductors were comprised of a diverse group of people. They included people of different races, occupations and income levels. There were also former slaves who had escaped using the Underground Railroad and voluntarily returned to the lands of slavery, as conductors, to help free those still enslaved. Slaves were understood to be property; therefore, the freeing of slaves was viewed as stealing slave owners’ personal property. If a conductor was caught helping free slaves they would be fined, imprisoned, branded, or even hanged.

Jonathan Walker was a sea captain caught off the shore of Florida trying to transport fugitive slaves to freedom in the Bahamas. He was arrested, imprisoned and branded with the letter “S.S.” which stood for slave stealer. The abolitionist poet John Whittier paid tribute to Walker’s courageous acts in one of his poems saying: "Then lift that manly right hand, bold ploughman of the wave! Its branded palm shall prophesy, 'Salvation to the Slave!'"

Harriet Tubman, perhaps the most well-known conductor of the Underground Railroad, helped hundreds of runaway slaves escape to freedom. She never lost one of them along the way. As a fugitive slave herself, she was helped along the Underground Railroad by another famous conductor...William Still. He went on the write The Underground Railroad: A Record of Facts, Authentic Narratives, Letters..., a book which contains descriptions of fugitive slaves’ escape to freedom by way of the Underground Railroad. John parker is yet another former slave who escaped and ventured back into slave states to help free others. He conducted one of the busiest sections of the Underground Railroad, transporting fugitive slaves across the Ohio River. His neighbor and fellow conductor, Reverend John Rankin, worked with him on the Underground Railroad. Both of their homes served as Underground Railroad stations.
This is a picture of the “stairway to freedom” which led from the banks of the Ohio River to the Rankin station. Levi Coffin was another well known Underground Railroad conductor. He was referred to as the President of the Underground Railroad, and helped free thousands of fugitive slaves.

Conductors of the Underground Railroad undoubtedly opposed slavery, and they were not alone. Abolitionists took action against slavery as well. The abolition movement began when individuals such as William Lloyd Garrison and Arthur and Lewis Tappan formed the American Anti-Slavery Society. The organization created the Declaration of Anti-Slavery in which they gave reasons for the construction of the society and its goals. The society distributed an annual almanac that included poems, drawings, essays and other abolitionist material.

Frederick Douglass was an escaped slave who became a famous abolitionist. He published a newspaper called the *North Star* in which he voiced his goals for the abolishment of slavery. He also published another abolitionist paper called the Frederick Douglass Paper, as well as gave public speeches on issues of concern to abolitionists.

Susan B. Anthony was another well known abolitionist who spoke and wrote for the efforts to abolish slavery. She urged her audience to “make the slave’s case our own.”

Harriet Beecher Stowe, author of *Uncle Tom’s Cabin*, provided the world with a vivid image of the hardships faced by slaves. Much of her book was based on the experiences of fugitive slave Josiah Henson.

Efforts of Abolitionists

**Telling Their Story: Fugitive Slave Narratives**

Henry Bibb was born into slavery, in Kentucky during the year of 1815. He made many failed attempts to escape slavery; yet, he still had the courage and perseverance to continue in his fight for freedom after every capture and punishment. His perseverance paid off when he made a successful and much anticipated escape to the northern states and then on to Canada with the help of the Underground Railroad. The following is an excerpt from his narrative in which he discussed one of his many escapes and the challenges he had to overcome.

“In the fall or winter of 1837 I formed a resolution that I would escape, if possible, to Canada, for my Liberty. I commenced from that hour making preparations for the dangerous experiment of breaking the chains that bound me as a slave. My preparation for this voyage consisted in the accumulation of a little money, perhaps not exceeding two dollars and fifty cents, and a suit which I had never been seen or known to wear before; this last was to avoid detection.

On the twenty-fifth of December, 1837, my long anticipated time had arrived when I was to put into operation my former resolution, which was to bolt for Liberty or consent to die a Slave. I acted upon the former, although I confess it to be one of the most self-defying acts of my whole life, to take leave of an affectionate wife, who...
stood before me on my departure, with dear little Frances in her arms, and with tears of sorrow in her eyes as she bid me a long farewell. It required all the moral courage that I was master of to suppress my feelings while taking leave of my little family.

Had Matilda known my intention at the time, it would not have been possible for me to have got away, and I might have this day been a slave. Notwithstanding every inducement was held out to me to run away if I would be free, and the voice of liberty was thundering in my very soul, 'Be free, oh, man! be free,' I was struggling against a thousand obstacles which had clustered around my mind to bind my wounded spirit still in the dark prison of mental degradation. My strong attachments to friends and relatives, with all the love of home and birthplace which is so natural among the human family, twined about my heart and were hard to break away from. And withal, the fear of being killed, or captured and taken to the extreme South, to linger out my days in hopeless bondage on some cotton or sugar plantation, all combined to deter me. But I had count the cost, and was fully prepared to make the sacrifice. The time for fulfilling my pledge was then at hand. I must forsake friends and neighbors, wife and child, or consent to live and die a slave.”

“These kind friends gave me something to eat, and started me on my way to Canada, with a recommendation of a friend on my way. This was the commencement of what was called the underground rail road to Canada. I walked with bold courage, trusting in the arm of Omnipotence; guided by the unchangeable North Star by night, and inspired by an elevated thought that I was fleeing from a land of slavery and oppression, bidding farewell to handcuffs, whips, thumb-screws and chains.

I travelled on until I had arrived at the place where I was directed to call on an Abolitionist, but I made no stop: so great were my fears of being pursued by the pro-slavery hunting dogs of the South. I prosecuted my journey vigorously for nearly forty-eight hours without food or rest, struggling against external difficulties such as no one can imagine who has never experienced the same: not knowing what moment I might be captured while travelling among strangers, through cold and fear, breasting the north winds, being thinly clad, pelted by the snow storms through the dark hours of the night, and not a house in which I could enter to shelter me from the storm.”

This is only one of the many narratives written by fugitive slaves. Another former slave who was well known for her efforts to end slavery was Sojourner Truth. She too along with Josiah Henson, J.D. Green and many others wrote narratives that shared their experiences. Their stories of strength and freedom provide much insight to the time in which they lived. Perhaps, so many fugitive slaves chose to write down their experiences to help others understand their trials and tribulations; or maybe they did this to help individuals learn from the mistakes of the past, in hopes of creating a better future.

In Frederick Douglass’s book entitled Narrative of the life of Frederick Douglass, an American slave, he stated his intention for writing his narrative: “Sincerely and earnestly hoping that this little book may do something toward throwing light on the American slave system, and hastening the glad day of deliverance to the millions of my brethren in bonds—faithfully relying upon the power of truth, love, and justice, for success in my humble efforts—and solemnly pledging my self anew to the sacred cause, --I subscribe myself, Frederick Douglass.”

Library of Congress American Memory and Exhibits. Accessed 10.20.08
Primary Sources and Analysis Tools

Photographs

Why teach with photographs?

Photographs are powerful tools that can activate a student’s background knowledge on a particular person, place or event and spark an interest to learn more. Teachers may effectively use photographs to present historical events, people and places in a personal way that students can connect with. The idea that photographs never lie has a long history, with many debates resting on photographic evidence. Some argue that photographs can indeed lie — they can be doctored, staged, or faked in many ways.

Conductors and Abolitionists

Phebe Benedict

Sojourner Truth

John Rankin

Uncle “Billy” Marshall

Josiah Henson

Addison White

Former slave at the foot of an Underground Railroad trail that led to John Rankin’s house

Connecting to our topic of the Underground Railroad …

There is much more to a photo than the subject in the center. People, places, things and conditions in a photograph may offer a more complete view than what we see in the expression of the subject.

The Library of Congress has images of slaves, abolitionists and stations on the Underground Railroad. Each image tells a different story or may invoke a different emotion. Using a photo analysis sheet, students can take a closer look at these images and form opinions about the “big picture”.

Students may discover details that were missed at first glance. Backgrounds, faces of children, environment and more that we see in these pictures help to share a graphic story of paths to freedom.
Safe Passage with Underground Railroad Stations

John Rankin's house

Winder Station

John Parker's house

John Rankin hanging a lantern to signal safe crossing of the Ohio River

The look-out point overlooking the Ohio River on John Rankin's property

The "stairway to freedom" leading to John Rankin's property

A Quaker-owned building

Udney Hyde's house

Moses Vance Rawling's house

Lewis Gray's house
# THE MORE YOU LOOK, THE MORE YOU SEE PHOTO ANALYSIS

## What I See (observe)
Describe exactly what you see in the photo.
- What people and objects are shown? How are they arranged?
- What is the physical setting?
- What other details can you see?

## What I Infer (deduction)
Summarize what you already know about the situation and time period shown and the people and objects that appear.

## Interpretation
Say what you conclude from what you see.
- What is going on in the picture?
- Who are the people and what are they doing?
- What might be the function of the objects? What can we conclude about the time period?

## What I Need to Investigate
What are three questions you have about the photo?
1. 
2. 
3. 

Where can you go to do further research and answer your questions?
Imagine yourself in the image provided and list three to five phrases describing what you see, hear, taste, touch and smell.

### Sight
What do you see? People? Words? Buildings? Animals? Interesting Items? Do these things give you clues about this time and place?

1. 
2. 
3. 
4. 
5. 

### Sound

1. 
2. 
3. 
4. 
5. 

### Taste
What do you taste? Are things edible or is there “something in the air”?

1. 
2. 
3. 
4. 
5. 

### Smell
What smells are around you? City or rural scents? People? Animals? Businesses? Do they make you think of something good or bad?

1. 
2. 
3. 
4. 
5. 

### Touch
How and what do you feel? What is the environment like? Hot? Cold? Wet? Are there “things” that you can touch? What do they feel like?

1. 
2. 
3. 
4. 
5.
Examine the image provided by your teacher. Choose words or phrases that begin with each letter of the alphabet that come to mind as you study the image. The items can be objective (what you see in the image) or subjective (feelings, associations or judgments about the image).

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
Why Teach with Posters or Broadsides?

Propaganda is a tool used as a weapon freely during war. Famous images and slogans that originated on posters of past wars are still recognized today. Some of the same techniques that were used to invoke emotion are used today in advertisements, something students will be able to understand. Posters attract our attention and often immediately appeal to some type of emotional reaction.

When we look at posters as historical documents, we must consider what the poster implies. In less than a single sentence, and on occasion with no words at all, posters are highly selective in the way that they depict the world. The way that a group, race, class or gender is portrayed in a poster can be very biased or skewed to fit the needs of the creator or to raise the desired reaction from viewers.

Connecting to our topic of the Underground Railroad …

Posters were used to notify the public about runaway slaves and activities of those helping slaves escape. When you initially view a poster, your eyes typically go to the image. Do these images accurately convey the intended message of the poster? Text offers details to support the cause of the creator of the poster. Some posters have few words while others provide detailed statistics or explanations. In the posters for runaway slaves the images are vivid to attract and engage readers to help locate escapees.
**First Glance**
Looking at the poster, identify

<table>
<thead>
<tr>
<th>Title</th>
<th>What emotions did you feel when you first saw the poster?</th>
</tr>
</thead>
</table>

**Symbolism**

<table>
<thead>
<tr>
<th>People</th>
<th>Person or character used</th>
<th>What they symbolize</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Objects</th>
<th>Items used</th>
<th>What they symbolize</th>
</tr>
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<tbody>
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<tr>
<th>Colors</th>
<th>Colors Used</th>
<th>What they symbolize</th>
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</table>

**The Message**

Are the messages in the poster primarily visual, verbal or both? How?

Who do you think is the intended audience for the poster?

What does the creator of the poster hope that people that see the poster will do?

**After Viewing**

The most effective posters use symbols that are simple, attract your attention and are direct. Is this an effective poster? Why or why not?

List three things that you infer from this poster.

1. 
2. 
3. 
Why Teach with Documents?

Diaries, journals, telegrams, and other written documents provide students with evidence of daily life during other time periods. Primary source documents include letters, journals, records or diaries that may be handwritten or typed, published or private.

Documents can provide personal information about major historical events or individuals, as well as day to day life while allowing students to analyze fact versus opinion or find evidence or data not located in textbooks.

These items record people's every day lives; event and travel ticket stubs, brochures, programs, flyers and posters. These documents are printed objects intended for one time use. They tell us a great deal about the personality of a group at a particular point in time.

Connecting to our topic of the Underground Railroad ...

As with anything we read, we use our foundation of knowledge and decoding skills to comprehend new concepts. By putting the pieces together we are able to understand more than the words visible on a document. Using the Document Analysis sheet students will consider the physical characteristics of a document and what they reveal about the author. Students study the document to gain an understanding of the use of terminology, words that are crossed out or added and specific phrases or terms used. The documents created throughout the use of the Underground Railroad introduce us to diverse perspectives and opinions about escaping slaves and their experiences.

Stowe, Harriet Beecher. 1853. Uncle Tom's Cabin. Library of Congress Rare Book and Special Collection Division

The Slave’s Friend. 1836. Library of Congress Exhibitions

John Brown's court address. 1859. Library of Congress American Memory
**First Look**

Type of Document (Check one):

- Newspaper
- Map
- Report
- Congressional Record
- Letter
- Telegram
- Memorandum
- Census Report
- Patent
- Press Release
- Advertisement
- Other

Unique Physical Characteristics of the Document (check one or more):

- Interesting Letterhead
- Typed
- Notations
- Other
- Handwritten
- Seals
- Received stamp

Date(s) of the Document:

Author (or Creator) of the Document:

Position (Title):

For what audience was the document written?

**Document Content Information**

List three phrases or statements that caught your attention or you think are important.

1. 
2. 
3. 

Why do you think this document was written?

What in the document helps you know why it was written? Quote from the document.

List two things the document tells you about life in the United States at the time it was written.

Write a question to the author that is left unanswered by the document.
“Shall I run away hide from the Devil? Me, a servant of the living God? Have I not faith enough to go out and quell that mob, when I know it is written—‘One shall chase a thousand, and two put ten thousand to flight’? I know there are not a thousand here; and I know I am servant of the living God. I’ll go to the rescue, and the Lord shall go with and protect me.”

Sojourner Truth

"The pulse of the four million slaves and their desire for freedom, were better felt through The Underground Railroad, than through any other channel."

William Still

“Make the slave’s case our own.” “Let us feel that it is ourselves and our kith and our kin who are despoiled of our inalienable right to life, liberty, and the pursuit of happiness, that it is our own backs that are bared to the slave-driver’s lash... that it is our own children, that are ruthlessly torn from our yearning mother hearts.” Susan B. Anthony

"I was determined to be free, and from the age of ten years, was continually planning means to snap my chain."

Frederick Douglass
Are You a Member of the Underground Railroad?
See if you can guess the meaning of these Underground Railroad code phrases...

“The wind blows from the south today” - a warning that slave hunters are nearby

“A friend with friends” - a password used to signal the arrival of an Underground Railroad conductor accompanied by fugitive slaves

“The friend of a friend sent me” - a password used by fugitive slaves traveling alone to signify that they were sent by the Underground Railroad network.

“A load of potatoes, a parcel, or bundles of wood” - fugitive slaves were to be expected
A Search for Freedom

I R N S E V E R R H R A
N N E M O Y T F O T R A
I O N W O U R F T R F T
H E I T A E T F C O R L
A C K T E R U H U N S A
A N D D A G D I D E N N
A B O L I T I O N I S T
E M V T E R S I O L O E
S T I A P A L S C S E R
N V G E R I A M H A R N
E C A R G O R I E T T U
B M A N T H Q Y O Z V B

ABOLITIONIST  LINES
CARGO  NORTH
CONDUCTOR  REWARD
FREEDOM  SOUTH
FUGITIVE  STATION
LANTERN

Use the remaining letters to discover the secret message.

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Underground Railroad Code

Across
3. Code word that fugitive slaves were referred to by members of the Underground Railroad.
4. The time when most fugitive slaves would travel along the Underground Railroad.
5. The Fugitive Slave Law of 1850 made this act against fugitive slaves legal.
8. A safe hiding place for fugitive slaves.
9. Along this river was one of the busiest sections of the Underground Railroad.
10. The routes of the Underground Railroad were referred to as these?

Down
1. A lit one of these signaled Underground Railroad stations.
2. A free individual who helps fugitive slaves on the Underground Railroad.
5. The free land many fugitive slaves heading north were traveling to?
6. Levi Coffin was referred to as this of the Underground Railroad.
7. What Henry Brown escaped in?
Underground Railroad

"The Library's mission is to make its resources available and useful to the Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations.

The Library of Congress is the nation's oldest federal cultural institution and serves as the research arm of Congress. It is also the largest library in the world, with nearly 130 million items on approximately 530 miles of bookshelves. The collections include: books and other printed materials, sound and motion picture recordings, photographs, maps, and manuscripts."


As large and diverse as the Library's collections are, it does not have every book ever published. While virtually all subject areas are represented in the collections, the Library does not attempt to collect comprehensively in the areas of clinical medicine and technical agriculture, which are covered by the National Library of Medicine and the National Agricultural Library, respectively.

Researchers should also note that the Library of Congress is distinct from the National Archives, which is the major repository for the official records of the United States government.


Things to Remember When Using the Library of Congress Website

- The Library of Congress' Collections are not encyclopedic.
- The Library of Congress is the world's largest library. The primary function is to serve Congress and the American people.
- There are many different places on the Library of Congress website to locate primary source items and information.

Different Library of Congress search boxes will locate different types of resources.
The Prints & Photographs Online Catalog (PPOC) provides access through group or item records to more than 50% of the Division's holdings, as well as to some images found in other units of the Library of Congress. Many of the catalog records are accompanied by digital images—about one million digital images in all. Accessed 10.20.08 http://www.loc.gov/rr/print/catalog.html

RARE BOOKS AND SPECIAL COLLECTIONS DIVISION
Rare Book and Special Collections Division Reading Room: Digitized Materials from the Rare Book and Special Collections Division
Today the division's collections amount to nearly 800,000 books, broadsides, pamphlets, theater playbills, title pages, prints, posters, photographs, and medieval and Renaissance manuscripts. The division's holdings encompass nearly all eras and subjects, with a multitude of strengths. Accessed 10.20.08 http://www.loc.gov/rr/rarebook/digitalcoll.html

Places in the News: Map Collections
The Geography and Map Division of the Library of Congress holds more than 4.5 million items, of which Map Collections represents only a small fraction, those that have been converted to digital form. The focus of Map Collections is Americana and Cartographic Treasures of the Library of Congress. These images were created from maps and atlases and, in general, are restricted to items that are not covered by copyright protection. Accessed 10.20.08 http://memory.loc.gov/ammem/gmdhtml/

The Frederick Douglass papers span the years 1841 to 1964. The Speech, Article, and Book File series contains the writings of Douglass and his contemporaries in the abolitionist and early women's rights movements. The Subject File series reveals Douglass's interest in diverse subjects such as politics, emancipation, racial prejudice, women's suffrage, and prison reform. Accessed 10.20.08 http://memory.loc.gov/ammem/doughome.html

African-American Odyssey Collection: Slaves and the Courts, 1740-1860
Slaves and the Courts, 1740-1860 contains just over a hundred pamphlets and books (published between 1772 and 1889) concerning the difficult and troubling experiences of African and African-American slaves in the American colonies and the United States. The documents, most from the Law Library and the Rare Book and Special Collections Division of the Library of Congress, comprise an assortment of trials and cases, reports, arguments, accounts, examinations of cases and decisions, proceedings, journals, a letter, and other works of historical importance. Accessed 10.20.08 http://memory.loc.gov/ammem/sthtml/sthome.html

An American Time Capsule: Three Centuries of Broadsides and other Printed Ephemera
The Printed Ephemera collection at the Library of Congress is a rich repository of Americana. In total, the collection comprises 28,000 primary-source items dating from the seventeenth century to the present and encompasses key events and eras in American history. An American Time Capsule, the online presentation of the Printed Ephemera collection, comprises 17,000 of the 28,000 physical items. More are scheduled to be digitized in the future. While the broadside format represents the bulk of the collection, there are a significant number of leaflets and some
pamphlets. Rich in variety, the collection includes proclamations, advertisements, blank forms, programs, election tickets, catalogs, clippings, timetables, and menus. They capture the everyday activities of ordinary people who participated in the events of nation-building and experienced the growth of the nation from the American Revolution through the Industrial Revolution up to present day. A future final release will include thousands of oversize items in the collection. Accessed 10.20.08 http://memory.loc.gov/ammem/rbpehtml/

**The African-American Experience in Ohio, 1850-1920**
This selection of manuscript and printed text and images drawn from the collections of the Ohio Historical Society illuminates the history of black Ohio from 1850 to 1920, a story of slavery and freedom, segregation and integration, religion and politics, migrations and restrictions, harmony and discord, and struggles and successes. Accessed 10.20.08 http://memory.loc.gov/ammem/award97/ohshtml/

**Built in America: Historic American Building Survey/Historic American Engineering Record, 1933- Present**
The Historic American Buildings Survey (HABS) and the Historic American Engineering Record (HAER) collections are among the largest and most heavily used in the Prints and Photographs Division of the Library of Congress. This online presentation of the HABS/HAER collections includes digitized images of measured drawings, black-and-white photographs, color transparencies, photo captions, data pages including written histories, and supplemental materials. Accessed 10.20.08 http://memory.loc.gov/ammem/collections/habs_haer/index.html

**Historic American Sheet Music: 1850-1920**
The Historic American Sheet Music collection presents 3,042 pieces of sheet music drawn from the Rare Book, Manuscript, and Special Collections Library at Duke University, which holds an important, representative, and comprehensive collection of nineteenth and early twentieth century American sheet music. This selection presents a significant perspective on American history and culture through a variety of music types including bel canto, minstrel songs, protest songs, sentimental songs, patriotic and political songs, plantation songs, spirituals, dance music, songs from vaudeville and musicals, "Tin pan alley" songs, and songs from World War I. The collection is particularly strong in antebellum Southern music, Confederate imprints, and Civil War songs and music. Also included are piano music of marches, variations, opera excerpts, and dance music, including waltzes, quadrilles, polkas, etc. Accessed 10.20.08 http://memory.loc.gov/ammem/award97/ncdhtml/

**African-American Odyssey Collection: A Quest for Full Citizenship**
This Special Presentation of the Library of Congress exhibition, The African-American Odyssey: A Quest for Full Citizenship, showcases the Library's incomparable African-American collections. The presentation was not only a highlight of what is on view in this major black history exhibition, but also a glimpse into the Library's vast African-American collections. Both include a wide array of important and rare books, government documents, manuscripts, maps, musical scores, plays, films, and recordings. The Free Blacks in the Antebellum Period section presents the commentary of blacks in both the North and South who spoke out on the injustice of slavery, and illuminates the role of the church, and the importance of education, the Underground Railroad, and the Back-to-Africa Movement. Accessed 10.20.08 http://memory.loc.gov/ammem/aaaoh/html/exhibit/aointro.html
The African-American Mosaic: Abolition
The Library of Congress has a wealth of material that demonstrates the extent of public support for and opposition to abolition. Broadsides advertise fairs and bazaars that women’s groups held to raise money for the cause. Other publications advertise abolitionist rallies, some of which are pictured in prints from contemporaneous periodicals. To build enthusiasm at their meetings, anti-slavery organizations used songs, some of which survive. The Library also has many political and satirical prints from the 1830s through the 1850s that demonstrate the rising sectional controversy during that time. Although excellent studies of the abolition movement exist, further research in the Library’s manuscripts could document the lesser known individuals who formed the movement’s core. Other promising topics include the roles of women and black abolitionists and the activities of state and local abolitionist societies. Accessed 10.20.08 http://www.loc.gov/exhibits/african/afam050.html

AMERICA’S STORY
Meet Amazing Americans
"America's Story from America's Library" wants people to have fun with history while learning at the same time. It focuses on some of the lesser known facts about various points in history. Look for information about Activists and Reformers and Jump Back in Time for information about the Underground Railroad.
http://www.americaslibrary.gov/cgi-bin/page.cgi

THE AMERICAN FOLKLIFE CENTER
Local Legacies
Congress registered almost 1,300 Local Legacies projects from all 50 states, the trusts, territories, and the District of Columbia. Search for “underground railroad” resulted in information on events that occur at various locations.
http://www.loc.gov/folklife/roots/ac-home.html

AFRICAN-AMERICAN HISTORY MONTH
The African-American History Month Page
The Library of Congress is acknowledged as a leading resource for the study of the African American experience from the colonial period to the present. The Library's collections include the plays of Zora Neale Hurston, pamphlets from such notables as Frederick Douglass and Booker T. Washington and the narratives of former slaves. Accessed 10.20.08 http://www.loc.gov/topics/africanamericans/

WEB GUIDES
The digital collections of the Library of Congress contain a wide variety of material associated with Harriet Tubman, including manuscripts, photographs, and books. This guide compiles links to digital materials related to Harriet Tubman that are available throughout the Library of Congress Web site. In addition, it provides links to external Web sites focusing on Tubman and a bibliography containing selected works for both general and younger readers. Accessed 02.19.2009
http://www.loc.gov/rr/program/bib/tubman/


Underground Railroad


Underground Railroad


