

Unit 1/Week 6

Title: Two Tickets to Freedom

Suggested Time: 4 days (45 minutes per day)

Common Core ELA Standards: RI.4.1, RI.4.2, RI.4.3, RI.4.4; RF.4.3, RF.4.4; W.4.2, W.4.4, W.4.9; SL.4.1, SL.4.4; L.4.1, L.4.2, L.4.4

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

American slaves took many risks and faced many dangers when they tried to escape to freedom on the Underground Railroad.

Synopsis

In this biography, a young couple, William and Ellen Craft, attempt to escape to freedom from slavery in Georgia. They disguise Ellen as a white man (“Mr. Johnson”) and William acts as “his” male slave. They face several obstacles on their journey by train. They eventually arrive in Philadelphia, the first stop on the Underground Railroad.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.

2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions	Answers
<p>Carefully read the paragraphs in italics on pages _____. Who were William and Ellen Craft? What was their plan? Why were they taking this journey?</p>	<p>William and Ellen wanted to be free from slavery. They had been saving money for tickets to escape to Philadelphia. Their plan was to have Ellen, who was light-skinned, travel with them as an injured white man. She would bandage her leg to hide the fact that she was a woman, and her right hand would be to prevent anyone from asking her to write. William would pretend she was a white man traveling with him. They would have a train ride to Fredericksburg, a boat trip to Washington, D.C. and a train ride to Philadelphia (a stop on the Underground Railroad).</p>
<p>Why did the officer stop William from getting on the train?</p> <p>Why do you think this rule existed? (Hint: think about why William and Ellen were traveling to Philadelphia. What do we know about Philadelphia from the introduction on the first two pages?) Use evidence from the text to support your ideas.</p> <p>What would happen to William and Ellen if they got caught?</p>	<p>It was against the rules for someone to take a slave into Philadelphia if not the slave's owner.</p> <p>This rule existed because Philadelphia was a free city on the Underground Railroad, to freedom; if slaves were there without a master, they might be able to escape without permission. As the text states on page 10, "Philadelphia was particularly watchful to prevent slaves from crossing the border to Pennsylvania and freedom."</p> <p>They risked being sent back to Georgia. As Ellen Craft wrote, "It is possible that we will be sent back into slavery."</p>

<p>The author writes, “William hastened into the car to tell his master the bad news.” Explain what <i>hastened</i> means, using context clues from the text to help you figure out the meaning. What is the “bad news”?</p>	<p>To hasten means to hurry. William was nervous and the officer had to hurry to “be quick about” and have tried to get there as soon as possible. “Mr. Johnson” to leave the train and convince William was “his” slave.</p>
<p>On page ____, a large number of curious passengers seemed “sympathetic.”</p> <ol style="list-style-type: none"> Why are the passengers <i>sympathetic</i> to “Mr. Johnson”? What does the officer do when he sees the <i>sympathy</i> of the other passengers? Based on how the word <i>sympathetic</i> is used in the text, define it in your own words. 	<ol style="list-style-type: none"> They are sympathetic towards “Mr. Johnson” because he appears so ill. He becomes more polite towards William and the other passengers. To be sympathetic is to have kind feelings of sympathy for someone.
<p>The officer decides to let William and Ellen go. Why?</p>	<p>He is under pressure from the other passengers and the conductor confirmed that they were on his train.</p>
<p>Why does the author write, “It proved to be the wrong time for sleeping”?</p>	<p>William fell asleep next to the baggage car, and the officer had to wake him up to get off the train with the other passengers. William was traveling alone with the other first class passengers on the ferry, and they were separated.</p>
<p>How did the conductor act toward “Mr. Johnson”? What did the author say the conductor “may well have been”? What did the conductor make sure to tell us he was <i>not</i>?</p> <p>The conductor “indignantly replied” that he was not a slave hunter. Based on the conductor’s words and actions, how do you think someone who replies <i>indignantly</i> to someone is responding?</p> <p>Based on this exchange, and the conversation the conductor had with William and the guard, what do you think an “abolitionist” is?</p>	<p>The conductor teased “Mr., Johnson,” saying he probably ran away and reached Philadelphia as a free man. The author said the man “may well have been an abolitionist,” and he said, he was not “a slave hunter.” The author says this man “may well have been an abolitionist.”</p> <p>The conductor is upset, displeased, and unhappy. Something indignantly must mean to say it a certain way.</p> <p>If the conductor teased a slave owner and William and then insisted that he was not a “slave hunter,” he may have been someone who was against slavery and believed slaves should be free.</p>
<p>Give two reasons why Ellen was frightened.</p>	<ol style="list-style-type: none"> She was worried that William had been kidnapped or killed on the train, since she couldn’t find him. She had no money.

<p>What information did William learn on the train? Who gave him this advice? Do you think the guard on the train was an abolitionist? Why or why not?</p>	<p>He learned how to run away from his master and about a boardinghouse where he would live. The train guard gave this advice, which means he was an abolitionist—he wanted to help William.</p>
<p>Why did Ellen grasp William’s hand, say “Thank God,” and cry?</p>	<p>She acted this way because they reached the city of Philadelphia on the road to freedom.</p>

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided
<p>TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text</p>	<p>harsh despairing conductor, delivered companion</p>	<p>fugitives Liberty boardinghouse</p>

<p>STUDENTS FIGURE OUT THE MEANING suffi cient context clues are provide d in the text</p>	<p>shuddered hastened sympathetic abolitionist, indignantly flickering</p>	<p>ferryboat preyed</p>
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Culminating Task

- Re-Read, Think, Discuss, Write

1. *Describe two problems that William and Ellen encountered on their journey.*

Answer: William and Ellen had to convince authorities to let William leave with “Mr. Johnson” from Baltimore. In Baltimore, officials were particularly watchful to prevent slaves from escaping because across their border was “Pennsylvania and freedom.” Then, William and Ellen were separated when first class passengers took the ferryboat. Ellen was extremely upset and worried because William could have been in danger of being kidnapped or killed, and because she didn’t have any money; William was asleep and didn’t know what had happened.

2. *What actions did Ellen and William take when they encountered these problems? What actions did others take? How did these actions allow the couple to reach their destination?*

Answer: William and Ellen were always polite, courteous, careful, and brave. They were focused on their goal. They tried very hard not to reveal their identity and to stay in character. The sympathy of the other passengers helped them to leave Baltimore, and the conductor told the officer that they had been passengers on his train. When William was left behind on the train, Ellen did get on the ferry in hopes that they would find each other again, even though she worried that he had been kidnapped or

killed. William slept the whole ride over and met back up with Ellen after the ride. The conductor and the guard of this train helped them reunite and gave them advice about how to find freedom in Philadelphia.

Name _____ Date _____

“Two Tickets to Freedom”

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2. Why did the officer stop William from getting on the train?
3. Why do you think this rule existed? (Hint: think about why William and Ellen traveling to Philadelphia. What do we know about Philadelphia from the introduction on the first two pages?) Use evidence from the text to support your ideas.
4. What would happen to William and Ellen if they got caught?
5. The author writes, “William hastened into the car to tell his master the bad news.” Explain what hastened means, using context clues from the text to help you figure out the meaning. What is the “bad news”?

13. Based on this exchange, and the conversation the conductor had with William and the guard, what do you think an “abolitionist” is?
14. Give two reasons why Ellen was frightened.
15. What information did William learn on the train ? Who gave him this advice? Do you think the guard on the train was an abolitionist? Why or why not?
16. Why did Ellen grasp William’s hand, say “Thank God,” and cry?