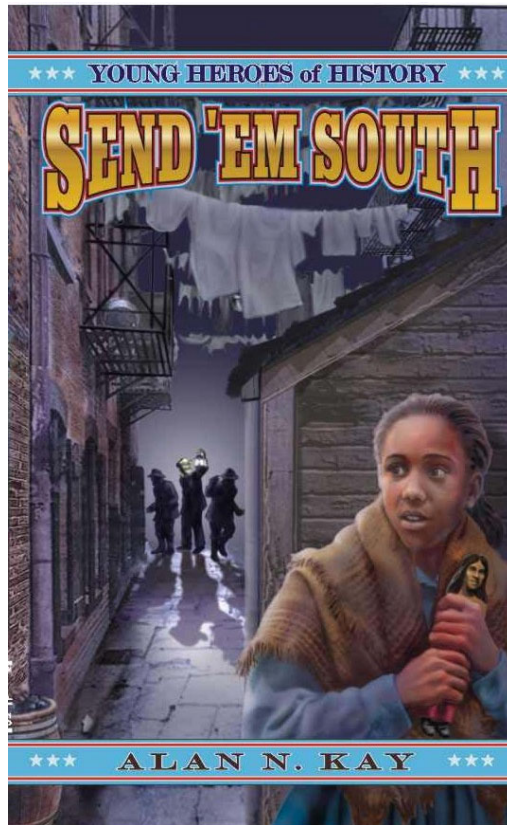


Lesson Plans for



Send 'Em South

*Book One:
Young Heroes of History*

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Lesson Plans: Send ‘Em South

Organization and purpose of these Lesson Plans

The purpose of these plans is to provide the teacher with background information to the book as well as ideas for pre-teaching and extension activities. Included is also a set of questions for each chapter and a resources page with web sites and books listed. We will begin with a brief education behind the ideas in the book, recommendations for teaching with it, specific questions and finally ideas for further research.

What is *Send ‘Em South* about?

Send ‘Em South is a story about two young people who both suffer discrimination. As a slave in Georgia, Lisa naturally experiences racism. However she hopes that when she finally makes it north, all of her problems will be over. Unfortunately, the new fugitive slave law allows for slave catchers to follow Lisa and try to return her to slavery. Her only hope is a young Irish boy who is resented by his Irish buddies as well as the people of Boston who think the Irish don’t belong. Together the two of them must try to evade the slave catchers while figuring out a way to get Lisa to safety. The action packed adventure teaches them about love, sacrifice, racism and the dangers of life in pre-civil war America.

What are the Objectives of *Send ‘Em South*?

- To provide background information on the Civil War as part of the everyday descriptions.
- To introduce major characters such as William Lloyd Garrison, Frederick Douglas and John Brown and portray them as they appeared to the people of the times.
- To portray the time period through the eyes of the people who lived it.
- To portray the events in a non-biased way in order to allow the reader to evaluate and judge.
- To describe the issues of the times in contemporary terms.
- To include the everyday concerns of people of the time period in order to put the larger issues into perspective.
- To portray the individuals as people similar to ourselves that the reader can relate to.
- To instill an appreciation of history.
- To provide the reader with questions and issues for debate and discussion.

What are the Critical Issues presented in *Send ‘Em South*?

Stereotyping and racism is a major issue during this time period. Not only were blacks subjected to lack of any civil rights but also Irish emigrants to America, specifically in Boston, lived in slum like housing and faced severe discrimination. By introducing two characters from these groups, the reader is able to experience the racism first hand and make value judgements about the dangers of grouping people into categories.

In addition, the Fugitive Slave law had in effect made the North a partner in the slave trade by forcing Northerners to return escaped slaves. Northern abolitionists were faced with the choice of obeying the law or their conscious. This forces the reader to consider the ideas behind laws and to explore the ethics of laws and lawmakers.

Who is the target audience for *Send 'Em South*?

The quick answer to this question is middle level readers, usually around the age of 11-15. However, understanding the uniqueness of individuals, there are of course many ways to adapt the reading level for different needs. The book is appropriate for younger readers who read above level or have an interest in the civil war or history. Finally, it can also be used with younger learners in a group reading where an adult is present. The book may also be used by older students and indeed has been used in grades as high as 11.

What are the important vocabulary and concepts that a reader should be aware of?

The answer to this question of course depends on what degree the teacher wants to cover material. A basic reading with discussion of slavery and racism can be extended all the way to an in depth examination of society during the 1850's as well as an investigation into the causes of the civil war. To begin with, the following vocabulary should be known:

Fugitive Slave Law: A law passed in 1851 which required Northerners to return escaped slaves to their masters.

Underground Railroad: A network of loosely organized and sometimes independent individuals who secretly worked to aid escaped slaves. (For more detail on this, consult the handout.)

Irish Potato Famine: A devastating famine that killed millions of Irish and forced millions more to flee to America.

Free Blacks: An African American who lived in either the North or the South and was not a slave.

Abolitionists: A person who was openly against slavery and tried to end it in a variety of ways.

Suggested pre-activities:

****Special Note: Much of the information needed to cover these topics can be found on the various web sites listed at the end of these plans.**

Discuss the history of slavery and its conditions.

Study the rights and roles of free blacks in the South

Examine the Underground Railroad and famous conductors like Harriet Tubman.

Discuss the activities of Abolitionists like Frederick Douglas and William Lloyd Garrison.

Examine the Geography of the United States at the time. Identify Southern and Northern states as well as likely underground railroad routes.

Discuss the Irish Potato Famine and examine why the Irish came to America and how they were treated.

Explore the early origins of Baseball

Specific Questions for *Send 'Em South*:

These questions are designed to be used by many levels of students. They are broken down in to simple recall and understanding, in-depth and critical thinking questions, and extension/discussion questions. Feel free to use whatever questions meet the needs of the age group you are using.

Chapter One

Recall:

1. What happened to Lisa's mother?
2. Why did they run away on a Saturday?
3. What did Mrs. Woodhouse do in Savannah?
4. Why did black children have to wrap their books up?
5. What was the escape plan?
6. Why would Lisa be a problem?

Critical Thinking:

7. Lisa noticed that the free blacks looked different from other blacks. How were they different and what could account for this?

Discussion:

8. Should the people who helped slaves escaped be punished for breaking the law? Why or why not?
9. Should master's be compensated for the lost money when a slave runs away?

Extension:

10. Research the life of Free Blacks in the South. To what degree were they free?

Chapter Two:

Recall:

1. What was David's nickname?
2. Why did it bother him?
3. Where did most Irish live in Boston?
4. How do Bostonians treat the Irish?
5. Where do the rich in Boston live?
6. What are David's parents like?
7. Why did David steal the laundry?

Critical Thinking:

8. Why do you think the Bostonians don't like the Irish? What could explain this?
9. Why don't John and Fred like Blacks?

Discussion:

10. When large groups of different people move into an area why is there tension? What can be done to avoid it?

Extension:

11. Research other immigrant groups to the United States and compare them to the Irish. Did they face racism? Describe it.

Chapter Three:

Recall:

1. How did the Captain feel about the first mate?
2. What did the Captain threaten to do to him?
3. What did he offer to him to keep quiet?
4. What is the inspector's job?
5. Who saved Lisa from being discovered?

Critical Thinking:

6. Why did the Captain think it was alright to break the law?

Discussion:

7. Is what the Captain is doing right or wrong?
8. Is it ever alright to break the law? When?

Chapter Four:**Recall:**

1. How did the Irish and the Police get along?
2. What was it about David and George's family that stopped the Sergeant from arresting the boys?
3. What did Uncle Sean make the boys do after the fight?

Critical Thinking:

4. Why did the people in the pub get mad at Sean?

Chapter Five:**Recall:**

1. Who is Mrs. Frances Ellen Watkins Harper?
2. What does the Fugitive Slave Law say about how escaped slaves are treated once they are living in the North?
3. How will Lisa and her father find their way?
4. Why was the town of Farmington a good place to stay?
5. How will they know if a house is friendly?
6. Describe the underground railroad conductors in Farmington who helped Lisa and her daddy. What is their house like?
7. Why can't Jack tell Mr. Washington about their route?
8. Why did Jack run away?

Critical Thinking:

9. What did Mrs. Harper say that made Lisa sadder than she had ever been before? Why did it disturb her so?
10. What was the Underground Railroad and who were the conductors?

Extension:

11. Pretend that you are an escaped slave. Write a detailed description of your run through the woods on the way to freedom.

Chapter Six:**Recall:**

1. Who is Mr. Pettis?
2. List each slave catcher and tell why they chose to hunt slaves.
3. Who tipped the slave catchers off about Lisa and Jack.

Discussion:

4. Are these slave catchers bad men or are they just enforcing the law?

Chapter Seven:**Recall:**

1. Why go to Boston?
2. How did Jack know the tracks on the side of the road were slave catchers?
3. Why can't they cross at the bridges?
4. What happened to Jack?

Chapter Eight:

Recall:

1. How did Lisa and David meet?
2. Who is John Coburn?
3. Why is David's house a good place to hide?

Critical Thinking:

4. Why does John Coburn know about Lisa already?

Discussion:

5. How does George feel in the Negro neighborhood? Do you ever feel this way when you are among others who are different? Why/ why not?

Chapter Nine:

Recall:

1. Where are David's parents now?
2. Who made Lisa's doll?
3. Who is the doll supposed to be?
4. Why does Mary agree to help?

Critical Thinking:

5. Why did David's parents leave Massachusetts?

Extension:

6. Research the Missouri Compromise of 1820. How do you think they should decide whether a new state should be slave or free?

Chapter Ten:

Recall:

1. What is a typical day like for Uncle Robert's children?
2. What is a typical day like for David and his siblings?
3. Why might Mr. Nell need to send Lisa to Canada?
4. Why is the Potato so important to Aunt Patricia?
5. What story does Aunt Patricia tell?
6. What ritual have Joshua and David begun?
7. Why do Uncle Robert and Sean fight?

Critical Thinking:

8. What kind of a family does Lisa have? Why do you think it is that way?

Chapter Eleven:

Recall:

1. Describe the slums.
2. What was Frederick's reaction to David's plea for help?

Discussion:

3. Look at how David's mother explains prejudice between the Irish and the Negro on page 102. Explain it. Does this idea about how people treat one another still hold true today? Explain.

Chapter Twelve:

Recall:

1. How did the slave catchers find David?
2. How did Lisa save David's life?
3. What did the Policeman do?

Critical Thinking:

4. Why didn't the Policeman help Lisa and David? Does this make him a good or bad person?

Chapter Thirteen:

Recall:

1. Why wasn't David arrested?
2. Why did the slave catchers stay in Boston?

Chapter Fourteen:

Recall:

1. What had the slave catchers done to Lisa?
2. How was the exchange supposed to work?
3. Who fired the first shot?

Critical Thinking:

4. Why would both sides agree to the exchange? Explain in detail the advantages to both groups.
5. Why did the Abolitionists let the slave catchers go after the fight?

Summary:

1. In what ways did David change over the course of the story?
2. In what ways is Lisa treated like a piece of property?
3. Is Mr. Jones (The Plantation owner where Lisa is a slave.) wrong for wanting to get his property back? Explain.
4. Is the government wrong for returning Lisa to her plantation? Explain.

Suggested Post Activities:

*Discuss the ethics of laws. Who makes them and should they ever be broken? What are the implications of breaking laws?

*Discuss the origins of the prejudice against the Irish. Why does prejudice arise?

*Research other escapes from the underground railroad.

*Examine the life of many other abolitionists such as Harriet Tubman, Frederick Douglas or William Lloyd Garrison.

*Research the Irish Potato Famine.

*Examine slave life. Why did some slaves run away while others did not?

*Research the origins of the civil war. Debate whether it could have been avoided.

For more ideas or background information, consult the following web-sites:

Great Teacher Resource Lesson etc... on the Irish Famine
http://www.nde.state.ne.us/SS/irish/irish_pf.html

Information and sources on the Famine
<http://www.people.virginia.edu/~eas5e/Irish/Famine.html>

Irish Views on the Famine
<http://xroads.virginia.edu/~hyper/SADLIER/IRISH/Irish.htm>

Primary Source Documents from the London Times on the Famine
<http://vassun.vassar.edu/~sttaylor/FAMINE/ILN/>

Lesson Plans on the Underground Railroad
<http://www.connectingstudents.com/themes/ugrr.htm>

National Parks Description and Sites on the UGRR
<http://www.cr.nps.gov/nr/travel/underground/>

Lesson Plans on Harriet Tubman and the Underground Railroad
<http://www2.lhric.org/pocantico/tubman/tubman.html>

Information on the Negroes in Boston
<http://www.afroammuseum.org/index.htm>

Literature of the Civil War Lesson Plans
<http://7-12educators.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.yale.edu%2Fynhti%2Fcurriculum%2Funits%2F1997%2F2%2F97.02.02.x.html>

Lesson Plans on the Civil War itself
<http://7-12educators.miningco.com/cs/historycwlessons/index.htm>

Lessons plans and info on slavery and black history
<http://7-12educators.miningco.com/cs/slavery/index.htm>

What is the underground railroad?

<http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/Whatis.htm>

Who is Frederick Douglas?

<http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/douglass.htm>

Remembering Slavery Voices and text of slaves

<http://www.uncg.edu/~jpbrewer/remember/>

Songs of the Underground Railroad

<http://www.appleseedrec.com/underground/>

Map of the Underground Railroad

<http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/Map.htm>

Newspaper account of a conductor's life

<http://dbs.ohiohistory.org/africanam/page1.cfm?ItemID=17434>

A slave recounts his life primary source

<http://dbs.ohiohistory.org/africanam/page.cfm?ID=13928&Current=002&View=Text>

Or, consult these books used in the research of *Send 'Em South*

Blockson, Charles L. *The Underground Railroad*. New York: Prentice Hall, 1987.

Boyer, Paul S.; Clark Clifford E. Jr., et al. *The Enduring Vision: A History of the American People*. Lexington, Mass.: D.C. Heath, 1990.

Curry, Leonard P. *The Free Black in Urban America 1800-1850*. Chicago: The University of Chicago Press, 1981.

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Escott, Paul D. *Slavery Remembered* Chapel Hill: The University of North Carolina Press, 1979.

Gibbon, David. *The Old South A Picture Book to Remember Her By*. New York: Crescent Books, 1979.

Gorrell, Gena K. *North Star to Freedom* New York: Delacorte Press, 1996.

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Hart, Albert Bushnell. *American History told by Contemporaries, Volume IV*. New York: The Macmillan Company, 1964.

Horrocks, Thomas. "The Know Nothings." *American History Volume I, Article 25*. Guilford, Conn.: The Dushkin Publishing Group Inc., 1987.

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- Levine, Ellen. *If you traveled on the Underground Railroad* New York: Scholastic Inc., 1988.
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- Nevins, Allan. "The Needless Conflict." *A Treasury of American Heritage*, New York: Simon & Schuster, (1960). 216-223.
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- Quarles, Benjamin. *The Negro in the Making of America* New York: Collier Press, 1973.
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- Whitehill, Walter Muir. *Boston, A topographical History*. Cambridge, Mass.: The Belknap Press of Harvard University, 1963.

Primary Source Document:

"I have been frequently asked how I felt when I found myself in a free State. I have never been able to answer the question with any satisfaction to myself. It was a moment of the highest excitement I ever experienced... In writing to a dear friend, immediately after my arrival in New York, I said I felt like one who had escaped a den of hungry lions. This state of mind, however, very soon subsided; and I was again seized with a feeling of loneliness. I was yet liable to be taken back, and subjected to all the tortures of slavery. But the loneliness overcame me. There I was in the midst of thousands, and yet a perfect stranger; without home and without friends, in the midst of thousands of my own brethren-children of a common Father, and yet I dared not to unfold to any of them my sad condition..."

Excerpt from Douglas, Frederick. *Narrative of the Life of Frederick Douglas*. New York: Signet, 1968.

<http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/Dougesc.htm>

The Underground Railroad

Courtesy of the National Park Service



Portrait of "conductor" Lewis Hayden

Photograph courtesy of Boston African American NHS, NPS Photo.

The debate in Congress in 1819 and 1820 over whether Missouri should enter the Union as a slave or free state made it clear to the entire nation that the slavery issue was not going to simply evaporate in the American republic. For free blacks, the formation of the national American Colonization Society persuaded them to organize for the abolition of slavery rather than act individually. The Colonization Society wanted federal government funds to pay the costs of settling free blacks in an African colony they founded and called Liberia. The threat to free African Americans that this appeared to represent called for a more organized black response and for more white allies. The era of immediate abolitionism is generally acknowledged to have begun on January 1, 1831, when William Lloyd Garrison first published his abolitionist newspaper, *The Liberator*.

The abolitionists were divided over strategy and tactics, but they were very active and very visible. Many of them were part of the organized Underground Railroad that flourished between 1830 and 1861. Not all abolitionists favored aiding fugitive slaves, and some believed that money and energy should go to political action. Even those who were not abolitionists might be willing to help when they encountered a fugitive, or they might not. It was very difficult for fugitives to know who could be trusted.

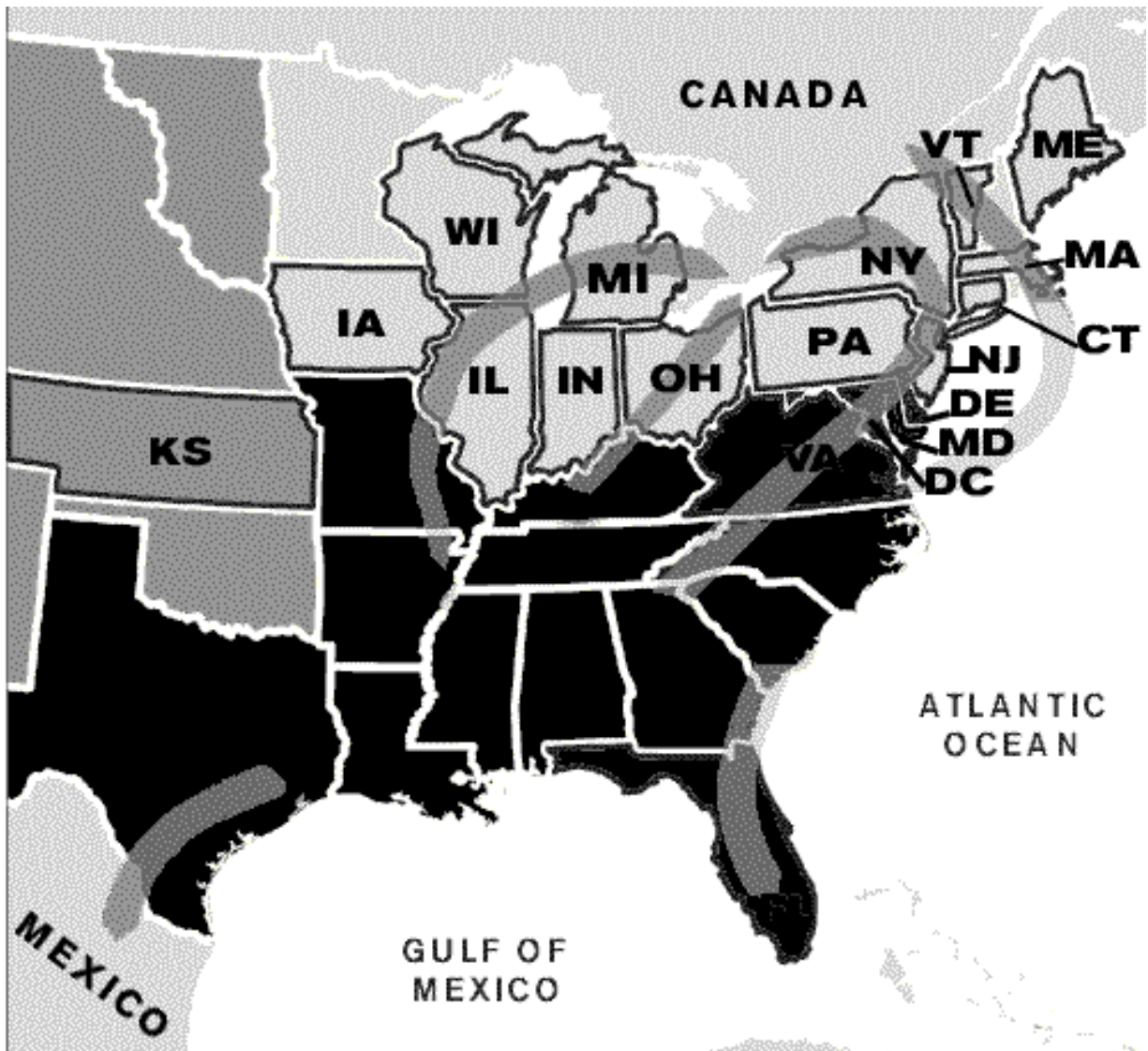
Southerners were outraged that escaping slaves received assistance from so many sources and that they lived and worked in the North and Canada. As a part of the Compromise of 1850, a new Fugitive Slave Act was passed that made it both possible and profitable to hire slave catchers to find and arrest runaways. This was a disaster for the free black communities of the North, especially since the slave catchers often kidnapped legally-free blacks as well as fugitives. But these seizures and kidnappings brought the brutality of slavery into the North and persuaded many more people to assist fugitives. Vigilance Committees acted as contact points for runaways and watched out vigilantly for the rights of northern free blacks. They worked together with local abolition societies, African American churches and a variety of individuals to help fugitives move further on or to find them homes and work. Those who went to Canada in the mid-nineteenth century went primarily to what was then called Canada West, now Ontario.

[Comments or Questions](#)

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Escape Routes of the Underground Railroad



Courtesy of the National Park Service