

Guardian Angel Publishing, Inc.

## EDUCATOR'S GUIDE

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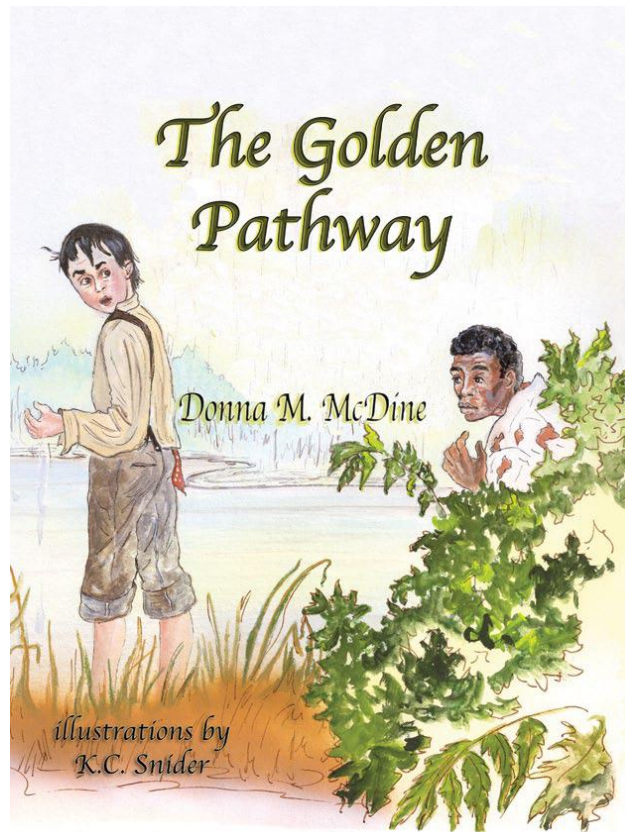
### *The Golden Pathway*

Written by Donna M. McDine

Illustrated by: K.C. Snider

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12430 Tesson Ferry Road #186  
Saint Louis, Missouri 63128 USA

[www.GuardianAngelPublishing.com](http://www.GuardianAngelPublishing.com)

Print ISBN 13: 978-161633-081-1

eBook ISBN 13: 978-1-61633-082-8

Published in the United States of America

26 pages ♦ Ages 8-12 ♦ August 2010

Donna's Website:

[www.donnamcdine.com](http://www.donnamcdine.com)

K.C.'s Website:

[www.kcsniderart.com](http://www.kcsniderart.com)

The Golden Pathway Educator's Guide

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eBook ISBN : 978-1-61633-166-5; 1-61633-166-6

*Published in United States of America*

June 2011

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Saint Louis, MO 63128

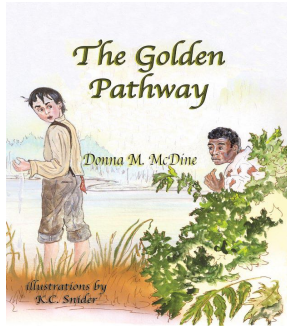
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Value priced at \$10.00 US

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**EDUCATOR'S GUIDE**  
***The Golden Pathway***  
**Guardian Angel Publishing**  
by Donna M. McDine  
Illustrated by K.C. Snider



**Book Summary:**

Be transported through time to the Underground Railroad, where high-pitched screams echo each night. David's cruel Pa always chooses the same victim. Despite the circumstances during slavery, David uncovers the courage to defy his Pa.

Raised in a hostile environment where abuse occurs daily, David attempts to break the mold and befriends the slave, Jenkins, owned by his Pa. Fighting against extraordinary times and beliefs, David attempts to lead Jenkins to freedom with no regard for his own safety and possible consequences dealt out by his Pa.

Watch the trailer for *The Golden Pathway* at  
[http://www.youtube.com/watch?v=LUHRQ5Z6KKY&feature=player\\_embedded#at=16](http://www.youtube.com/watch?v=LUHRQ5Z6KKY&feature=player_embedded#at=16)

**About the Author:**



Donna McDine is an award-winning children's author, Honorable Mention in the 77th and two Honorable Mentions in the 78<sup>th</sup> Annual *Writer's Digest* Writing Competitions and Preditors & Editors Readers Poll 2010 – Top Ten - Children's Books category – *The Golden Pathway*.

Her stories, articles, and book reviews have been published in over 100 print and online publications. Her interest in American History resulted in writing and publishing *The Golden Pathway*. Donna has two more books under contract with Guardian Angel Publishing, *The Hockey Agony* and *Powder Monkey*. She writes, moms and is the Editor-in-Chief for Guardian

Angel Kids and Publicist for the Children's Writers' Coaching Club from her home in the historical hamlet Tappan, NY. McDine is a member of the SCBWI and Musing Our Children.

### **Interview with the author, Donna McDine:**

1. **How did you come up with the idea to write a book about a young boy who helps a slave escape?**

I have always had a fascination for American History and living in the historical hamlet of Tappan, New York is a constant reminder of the rich history of our country. And when the opportunity arose at the end of the Institute of Children's Literature Writing for Children and Teenagers course to create an outline for a book idea I naturally gravitated towards the Underground Railroad.

2. **How much research was involved and how long did it take to write the book?**

I initially visited my local library and researched both children's and adult books on the Underground Railroad. The wealth of information was endless, but once I focused on the central character being the son of a slave owner the story flowed. From start to finish after research it took about a year to edit and fine tune the manuscript to feel confident enough to submit to the Writer's Digest Writing Competition. After placing 12<sup>th</sup> in the Children's/Young Adult category I then met Lynda Burch of Guardian Angel Publishing and submitted. After several more edits and expansion of the story, Ms. Burch offered me my first children's book contract, adding about another two years to the process. It may seem like a long time, but it's all worth it.

3. **How did you become a children's author?**

After working for Fortune 500 companies for many years I came across the Institute of Children's Literature ad and I was immediately intrigued. I eagerly completed their aptitude test and mailed it off. After a month or so I received my acceptance into their "Writing to Children and Teenagers" course and haven't looked back since. Even though I still hold a virtual assistant position to help pay the bills my true place is as a children's author.

4. **What advice do you have for young aspiring authors?**

Just like taking up an instrument or sport - practice, practice and practice some more is essential in honing your writing skills. Participate in writer's workshops in the genre you are interested in is a key component in developing your unique voice. Many times people think writing for children is a snap, when it is the complete opposite. Children are quite intuitive and know when you are preaching or speaking down to them.

Studying the market and what publishers want is imperative. If your goal is to write for children's magazines, taking the time out to read back issues will provide you with insights on the direction of a particular magazine. For children's book publishers, review their catalogues for what they are currently publishing. You may just find a niche that needs to be filled. And whether you are submitting to children's magazines or children's

book publishers reading their submission guidelines is imperative. I cannot stress enough how important it is to follow the specific guidelines to the “letter.” Even if you go over the word count by a few words it can mean instant rejection.

Never be afraid to ask questions. We all have something to learn each and every day and you’ll be surprised how many people have the same question as you.

Happy writing to you all and let your voice soar.

### **About the Illustrator:**



K.C. Snider, a prominent Oregon artist, has branched out into a variety of styles and subjects. Her collection of oil paintings, lithographs, and pencil drawings include the All-American Cowboy and Cowgirl and their historical lifestyles with magnificent wolves, buffalo herds, eagles and birds of prey along with horses and domestic animals. Her artwork has won numerous awards including the Snaffle Bit Award and the Pioneer Award.

Snider lives in the high desert with majestic views of the Cascade Mountains' snow capped peaks. K.C. also illustrates children's books: Alleycat; The Christmas Angel; Preston, the Not-So-Perfect Pig; One Family's Christmas; Cartwheel Annie; The Magic Violin; Does Heaven Get Mail?; Andy & The Albino Horse Series; Baby Jesus is Missing' Katydidn't; A Short Tale About a Long Tail; Monster Maddie; RV Mouse & Ruthie and the Hippo's Fat Behind.

A three piece triptych from the second book in the Andy & the Albino Horse Series won 1st Place in The Western Art Roundup 2008 and another Andy story triptych won 2nd Place in The Western Art Roundup 2009.

### **Interview with the illustrator, K.C. Snider:**

#### **1. How did you become artist/illustrator?**

I attended commercial art school and graduated as a commercial artist in the late 1970's. I have been working for Guardian Angel Publishing for about 5 years, now.

#### **2. What inspires you as an artist?**

Everything around me! Everything around us is art.

#### **3. Tell us about your experience illustrating The Golden Pathway, and how closely did you work with Donna on the project?**

I worked very closely with Donna in researching for historical accuracy. A lot of email flew back and forth between us.

#### 4. What advice do you have for young, aspiring illustrators?

Draw a lot and learn as many styles as you possibly can. Success is in being versatile and being able to draw anything from realism to cartoon.

Fred and K.C. Snider

Snider Art Studio

<http://www.kcsniderart.com>

<http://www.guardianangelpublishing.com>

<http://andyandthealbinohorse.blogspot.com>

<http://www.cafepress.com/KCSniderart>

<http://blog.kcsniderart.com>



#### Discussion:

##### Overview of the Underground Railroad:

☞ Before reading *The Golden Pathway*, have a discussion with students about the Underground Railroad. It was neither an actual railroad, nor was it underground. It was actually a system of moving runaway slaves north to freedom.

Because everyone was familiar with the steam trains of the time, railroad terms such as stations, stationmasters, and conductors, and cargo or packages were used to describe the different aspects of the Underground Railroad. It ‘ran’ through fourteen states and into Canada, and historians estimate that over 100,000 slaves were moved north between 1810 and 1850. Usually runaways traveled at night and hid during the day. Sometimes they were hidden in safe houses (homes of those who opposed slavery and provided food, water, and shelter to runaway slaves) until they could continue on their journey northward.

##### ☞ Questions:

1. What is slavery?
2. What do you think it meant in *The Golden Pathway* by “the silence scared David even more” than the high-pitched screams?
3. What was the cause of the high-pitched screaming David heard?
4. Where did David go after he heard his father come back into the house at the beginning of the story? Why? What did he do?
5. Why do you think Jenkins was beaten?
6. Was David afraid of his father? Why?
7. Do you think drinking alcohol affected David’s father? Why?
8. What seemed to be the role of David’s mother in this story? How do you think she felt?

9. Why was it so important for David to get to go to town with his father?
10. What did David do in town and whom did he speak to in the General Store?
11. Why did the fact that Mr. Stump was a Quaker matter to David?
12. What was the message on Mr. Stump's note? What did it mean?
13. Did Jenkins get away? How? Do you think he made it to freedom?
14. Do you think David was brave? Why?
15. Do you think David went on to help other runaways? Why?

## **Activities:**



### **Language Arts:**

☞ Have students pretend they are helping a slave escape. They must communicate with another 'conductor' or perhaps a friend up North to let them know the slave will be heading in that direction. However, they must use secret codes and phrases to write the message so the plan will not be discovered. The following link contains a glossary of code words, terminology, and phrases of the Underground Railroad.

<http://www.osblackhistory.com/glossary.php>

☞ Have students use the glossary to write a letter to a friend about the escape.

☞ Have students write a journal entry from the point of view of a runaway slave. Of course, most slaves could neither read nor write, but writing the journal entry from this point of view will give students an interesting perspective to consider. Why did they run away? How hard is the escape and what dangers do they face? Where do they hope to go? What do they hope will happen in the future?

☞ Have students write a story about the Underground Railroad. Characters to consider: runaway slave, station master, conductor, slave owner, bounty hunter, etc.

☞ If using the Freedom Quilt Math activity below, have students write a description about the 'code' in the quilt or a story about the slaves who may have been guided by the quilt.

☞ Have students complete *The Golden Pathway and The Underground Railroad Word Search*. (The worksheet and answer key are available as free downloads at [www.donnamdine.com](http://www.donnamdine.com)).

### **Vocabulary Exercise:**

Write these words on the chalkboard. You can add/substitute more words of your choice.

Slavery	Plantation	Runaway
Freedom	North	Constellation
Escape	Code	



- ☞ Have students write the words in alphabetical order.
- ☞ Have students use a dictionary to give a short definition of each word.
- ☞ Have students choose three or four of the words and write a short paragraph about slavery.



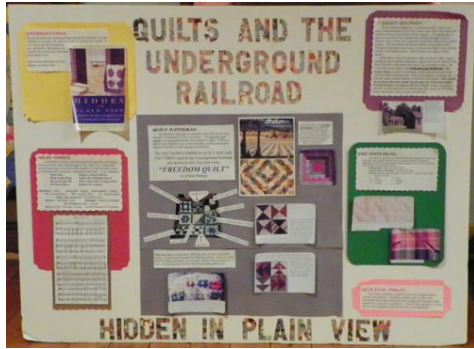
## **Integrated Language Arts/Social Studies Activities:**

☞ Divide students into small groups (4-5 students in each group) and let them choose one of the following topics (or one of your choice) to research as it pertains to slavery and the Underground Railroad:

### **Topics:**

Secret Signals of the Underground Railroad  
 Songs of the Underground Railroad and Their Significance  
 Harriet Tubman  
 Emancipation Proclamation  
 Fugitive Slave Law  
 Underground Railroad Escape Routes to the North  
 Disguises and Escapes (i.e. creative ways slaves were hidden or escaped).  
 Safe Houses  
 Abraham Lincoln  
 The Emancipation Proclamation  
 Frederick Douglass  
 Harriet Beecher Stowe  
 Other Famous People of the Underground Railroad (‘conductors and ‘station masters’)  
 Quakers  
 Stars and Constellations (such as following the Big Dipper or Drinking Gourd)  
 Slavery  
 North vs. South (Civil War—in context of slavery and the Underground Railroad)

☞ Students will create a ‘presentation’ board (poster board sized foam-core is good) with at least five key points to share with the rest of the class. Students should find appropriate visuals and information to put on the presentation board. Each member of the group should share at least one key point pertaining to the topic during the presentation. If you have the resources and older students, consider letting them create a Power Point presentation in groups of two or three.



## Social Studies:

### Timeline:

☞ Have students research and read from a variety of books about the history of slavery or check out online resources such as <http://www.fergusbordewich.com/FBtimelinepage.shtml> or <http://www.freedomcenter.org/underground-railroad/history/timeline/>. Let them document or create/draw timeline figures for the most important events and place them on a classroom timeline of the Underground Railroad. The timeline could begin with the first slaves being brought to Jamestown in 1619 and end with the ratification of the 13<sup>th</sup> Amendment in 1865.

### Mapping/Geography:

Provide each student with a blank 1860 United States map. You can find one at [http://www.eduplace.com/ss/maps/pdf/us1860\\_nl.pdf](http://www.eduplace.com/ss/maps/pdf/us1860_nl.pdf)

☞ Have students label the names of the states. Identify which states were slave and which were free.

☞ Define Compass Rose and discuss scale and cardinal directions.

☞ Research, identify, and plot the locations of known safe houses on the map. This project is similar to the one in the Map Work Mathematics section, so you may choose to integrate these two activities.

☞ For an interactive map that shows free/slave states and escape routes to northern cities and Canada, routes to the Caribbean, routes to Mexico, and routes through the territories, go to [http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s\\_u6/index.html](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u6/index.html).



## Math:

### Map Work Mathematics:

☞ Give each student an 1860 United States map (with scale in inches—explain concept of scale) and have them figure out approximately how many miles a slave may have had to travel between safe houses. Let them research the location of known safe houses, then plot the locations and measure the distances between them on the map with a ruler. A blank map may be found at [http://upload.wikimedia.org/wikipedia/commons/archive/8/8c/20050624074110!US\\_state\\_outline\\_map.png](http://upload.wikimedia.org/wikipedia/commons/archive/8/8c/20050624074110!US_state_outline_map.png) or at [http://www.eduplace.com/ss/maps/pdf/us1860\\_nl.pdf](http://www.eduplace.com/ss/maps/pdf/us1860_nl.pdf)

☞ Study a map that shows escape routes on the Underground Railroad. Using a ruler and scale, have students figure out how many miles it would have taken runaway slaves along each route to finally reach freedom. A map of the eastern US showing escape routes may be found at [http://www.clccharter.org/donna/civil%20war/civil%20war%20study%20guides/fffreedom\\_files/underground\\_railroad.jpg](http://www.clccharter.org/donna/civil%20war/civil%20war%20study%20guides/fffreedom_files/underground_railroad.jpg).

### Calculations:

☞ One mile equals 5280 feet. Measure the classroom or hallway and have students walk the length and count their steps. Have them determine how many steps each student will take in a mile. Using these calculations and the mileage determined in the second Map Work Mathematics activity, have students estimate out how many steps a runaway slave may have taken between different stations.

☞ If approximately 100,000 runaway slaves were moved North between 1810 and 1850, what was the average number of runaway slaves using the Underground Railroad each year?

### Time:

☞ Runaway slaves did not have calendars or clocks to keep track of time, days, or weeks. Have students discuss and research ways the slaves could have calculated the passage of time. For example, how did they use the position/path of the sun, stars, moon, etc.?

### Recipe Math:

☞ Read and discuss the history and recipes of African American cuisine at <http://www.soul-food-advisor.com/blackhistory-recipes.html>. Choose a couple of the easier recipes such as Black-Eyed Peas or Hominy Grits to prepare with students if possible. Discuss measurement and fractions. Discuss how to double or halve recipes. With the Black-Eyed Peas recipe, students could estimate the number of peas in the bag, then count (by ones or groups of ten or use tally marks) to get the exact number.

### BLACK-EYED PEAS

1 pound black-eyed peas

4 cups water

1 medium onion

1/2 teaspoon salt

1/4 teaspoon pepper  
1 cup cubed ham (option substitutes: 2 polish sausages,  
2 hot sausage links, or bacon)  
1/4 teaspoon dried red pepper (optional)

Pick and wash the black-eyed peas. Place in slow cooker or, if you wish to cook them on the top of the stove, a large Dutch over. Combine with salt, pepper, onion, water, and ham or other meat. You can add crushed red pepper if you like spicy food. Simmer on the top of the stove or turn slow cooker to high and allow peas to cook 3 to 4 hours. Serves 6 to 8.

### **HOMINY GRITS**

1 cup grits  
1 teaspoon salt  
4 cups water  
3 tablespoons butter or margarine

Bring water to a boil. Add salt. Slowly stir in grits. Stir constantly to prevent lumping. Reduce heat and cover for 10 minutes. Serve hot with butter. (Serves 4).

### **Freedom Quilt Math:**

There is a great deal of evidence that certain patterned quilts might have been hung in windows or on clotheslines as part of an Underground Railroad code. These quilts sometimes signified that the home was safe to approach, or they may have been used as maps to give further traveling directions.



For example, the Basket Block Quilt (block shown above) was a symbol of the provisions needed for the long journey north. As provisions were the most difficult (and dangerous) commodity, safe houses would display this basket quilt signifying that food could be obtained there. Food and other necessities were often carried in clothesbaskets, which were not likely to raise suspicions.

For more information about other quilt code patterns, go to:  
<http://home2.fvcc.edu/~cgreig/final/blocks.html>.

☞ Have students research quilt patterns that could have been used on the Underground Railroad. Then let them use tangrams to develop their own pattern blocks, using construction paper or cloth. Discuss the importance of math (measurement, angles, estimation, etc.) in making these blocks. Create a classroom quilt(s) using the students' blocks.



## Science:

### **Astronomy—Stars and Constellations:**

☞ Learn about the Drinking Gourd and the North Star. As in earlier math activities, discuss with students how slaves traveled mostly at night and used the stars to help guide them to freedom. They especially depended upon the North Star, or Polaris as a reference point, as it never changes position.

Throughout history, people have used a certain group of stars (or constellation) to help them locate the North Star, and runaway slaves were no exception. This particular constellation is called by many names, but most know it as the Big Dipper or Ursa Major (Latin for Big Bear). Slaves called it The Drinking Gourd, as it looked as though it had a cup and long handle, and they often used hollowed out gourds to dip water. These gourds resembled long handled cups.

On the constellation, two stars on the ‘cup’s’ edge always point to the North Star. Therefore, by following the ‘drinking gourd,’ runaways always could always find the North Star and use it to navigate. See <http://pathways.thinkport.org/secrets/gourd3.cfm>.

☞ Encourage students to ask a parent or adult to help them locate the Drinking Gourd and North Star in the night sky. For a free printable worksheet about the Big Dipper (or Drinking Gourd), see [http://www.teachervision.fen.com/tv/printables/TCR/1576904679\\_368\\_key.pdf](http://www.teachervision.fen.com/tv/printables/TCR/1576904679_368_key.pdf).

☞ Make a Star Clock. Students can learn how to tell time by the stars with this art project at [http://www.pbs.org/seeinginthedark/pdfs/big\\_dipper\\_star\\_clock\\_instructions.pdf](http://www.pbs.org/seeinginthedark/pdfs/big_dipper_star_clock_instructions.pdf)

☞ Learn about Star Maps at <http://www.richardbell.net/starmap.html>

### **Skin—Wound Care/Scars:**

In *The Golden Pathway*, David tends Jenkins’s wounds after he has been beaten. He also notices the terrible scars from previous beatings.

☞ Have students research and learn about what causes scar tissue and how to treat minor wounds with basic first aid.

### **Plants and Crops—Cotton and Tobacco:**

Most slaves worked on cotton or tobacco plantations in the south. The climate was hot, the conditions were harsh, and the work was grueling.

☞ Have students research and learn about cotton and tobacco. If possible, bring some cotton plants/bolls or tobacco plants to class for students to examine. Have them experiment and try to pull out the cotton seeds by hand. Let them touch a cotton plant and carefully feel how sharp the

hull part is. Picking cotton was often very painful work, especially if the workers pricked their fingers.

### **Alcoholism:**

In *The Golden Pathway*, David's father had a drinking problem. This probably affected his behavior, made his bad temper even worse, and fostered harsher treatment of the slaves.

☞ Have students read about or research alcoholism and discuss the effects.

### **The Five Senses: Smell**

Sometimes slave catchers would track down runaway slaves by using dogs trained to identify and follow human scent. Usually the dogs would sniff an article of clothing or possession of the runaway so the scent could be picked up and tracked. In order to avoid detection, runaway slaves would often take to streams or creeks, since that would throw the dogs off their trail. In fact, one of the meanings of the song 'Wade in the Water' was to advise runaways to leave dry land and travel in water to avoid capture!

☞ Have students research and discuss the sense of smell.

☞ Have students research and discuss the different breeds/types of 'air scent' or tracking dogs.

☞ Today, dogs are used in search and rescue attempts utilizing the same tracking/scent methods. For more information about this topic, see [http://www.ussartf.org/dogs\\_search\\_rescue.htm](http://www.ussartf.org/dogs_search_rescue.htm).



### **Other:**

#### **Role Playing, Disguises, and Escape!**

Children love brainstorming and coming up with adventurous ideas to solve problems. Of course, escaping from slavery was usually a life or death situation, and the fear of getting caught, facing possible consequences, and enduring harsh conditions can never really be understood or re-enacted. But students will enjoy discussing scenarios and brainstorming disguises that slaves and people of the Underground Railroad could've used to escape.

One school actually developed a fifth grade activity to teach students about the Underground Railroad in a most unusual way. Students had to escape out of their classroom, advancing from station to station with the help of disguises and school personnel and without catching the attention of the patrolling "sheriff."

☞ Have students research stories of successful escapes and disguises, then come up with their own ideas. To read some amazing escape stories and begin a discussion, go to:

<http://www.whispersofangels.com/secrets.html>

☞ Have students put together the actual disguises and role-play, if possible. Younger children, especially, might enjoy re-enacting Henry “Box” Brown’s story!

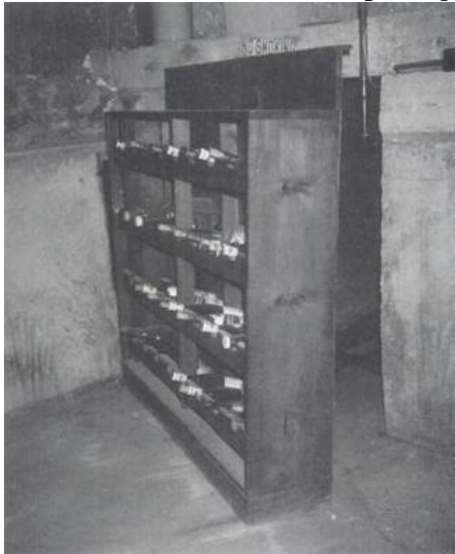


<http://www.amazon.com/Henrys-Freedom-Caldecott-Honor-Book/dp/043977733X>

### **Safe Houses and Hiding Spots:**

Safe Houses were homes along the Underground Railroad that provided shelter and food for runaway slaves. They were owned by people who opposed slavery and wanted to help slaves escape to freedom. According to historians, runaways knew how to identify safe houses by signals such as lanterns in the window or certain quilts hanging on the clothesline, etc.

The owners of safe houses put themselves and their families in danger by helping runaways, but many of these people wanted to end slavery; they were committed to doing whatever they could to help to that end. And many of them created secret spots within their houses for slaves to hide in if the need arose. See the photographs or links below for some photos of hiding places.



(Image from Isaac Brown House)



(Image from Levi Coffin House website)



(Image from [bedandbreakfast.com](http://bedandbreakfast.com))

This photo is of a secret passage at Ashley Manor in Barnstable, MA. Allegedly, slaves climbed down a ladder, still found in the closet of the King George Suite, to reach the cellar, then fled into the night.

A Hiding Place for History:

<http://www.dailylocal.com/articles/2010/12/19/life/srv0000010248580.txt>

☞ Have students pretend to be ‘conductors’ on the Underground Railroad and look for places in their own homes that could be secret hiding spots for runaway slaves. Discuss. They could also draw pictures of secret hiding places.

☞ Have them describe how they would take care of runaway slaves (food, clothing, water, etc.). One of the most famous safe house owners, Levi Coffin, actually had a hidden spring-fed well in his home. This allowed him to help over 2000 slaves escape to freedom, as no one could see the family collecting large amounts of extra water outside and become suspicious.





## **Toys and Games Children Played In the 19<sup>th</sup> Century:**

☞ Have students research, learn about, and explore period toys, and try out some of the games children played in the 1800's. Many are familiar; a few are not.

In the 19<sup>th</sup> century, children were expected to work as hard as the adults and complete jobs they were assigned to do to help the family. Everyone participated and contributed. However, children did find simple ways to amuse themselves. Slave children, of course, had less time to play than others as they were generally put to work by the age of seven or eight, though sometimes their parents were able to make them a simple toy such as a doll or top.

Below are several games, activities, or toys that many children (in general) of the 1800's enjoyed.

### **Children's Games/Toys:**

Marbles

Rolling Hoops

Spinning Tops

Spillikins or Jackstraws (similar to Pick Up Sticks)

Scotch Hoppers (Hopscotch)

Tag

Cup and Ball

Quoits

Draughts (Checkers)

Jump Rope (became especially popular in America in the 1830's).

Various games of ball

Cat's Cradle

Hummers (a twirling button and string activity)

London Bridge is Falling Down

Dolls (Rag dolls, Corn Husk Dolls, etc.)



(Image from Family Fun website)

☞ Directions for making a corn husk doll:

<http://familyfun.go.com/crafts/crafts-by-material/food-crafts/corn-husk-dolls-666098/>



(Image from Rugmaker's Homestead)

☞ Directions for making a 'Nettie' (rag) doll:

<http://www.netw.com/~rafter4/nettie.htm>

☞ Website that gives information about some children's games of the past:

[http://www.historicthedalles.org/pioneer\\_games.htm](http://www.historicthedalles.org/pioneer_games.htm)

### **Songs of Slavery and the Underground Railroad:**

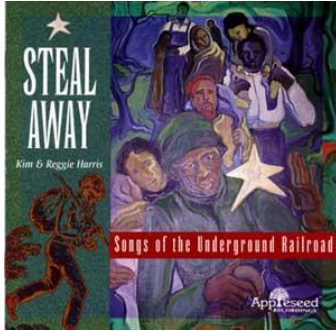
☞ Have children research, listen to, and sing songs about slavery and the Underground Railroad. Have them first try to interpret the meaning of each song, then discuss the significance and historians' analysis of the lyrics.

#### **Why Songs?**

Music and songs were very important to slaves. Singing helped pass the time during the long hours of toil and labor, but many of the songs also had a double meaning. They were often used to send secret messages between slaves, but they also told great stories of the suffering and pain of the people doing the singing. Many of the songs had Biblical references, including the Israelite's bondage in Egypt and their quest for freedom.

#### **Sources for Audios/Information:**

Many of the Underground Railroad songs can probably be found as clips or free downloads on various websites. But if you want a convenient, all-in-one resource for audios, information, and lyrics, *Steal Away - Songs of the Underground Railroad* by Kim and Reggie Harris, is a good choice. It's an audio CD with a companion information booklet with lyrics and information about hidden meanings and interpretation.



## Significant Songs:

### Wade In the Water

(Source: <http://www.osblackhistory.com/wade.php>)

Harriet Tubman sang this spiritual as a warning to runaway slaves. To escaping slaves, the song told them to abandon the path and move into the water. By traveling along the water's edge or across a body of water, the slaves would throw chasing dogs and their keepers off the scent.

Lyrics:

*Chorus:*

*Wade in the water,  
Wade in the water children.  
Wade in the water  
God's gonna trouble the water*

Who's all those children all dressed in Red?  
God's gonna trouble the water.  
Must be the ones that Moses led.  
God's gonna trouble the water.

*Chorus:*

What are those children all dressed in White?  
God's gonna trouble the water.  
Must be the ones of the Israelites.  
God's gonna trouble the water.

*Chorus:*

Who are these children all dressed in Blue?  
God's gonna trouble the water.  
Must be the ones that made it through.  
God's gonna trouble the water.

*Chorus:*

### **Follow the Drinking Gourd**

(Source: <http://www.osblackhistory.com/drinkinggourd.php>)

Perhaps no song is more closely associated with the Underground Railroad than this one. To follow the North Star was the message embedded in this spiritual; instructions are included in the song to follow the points of the drinking gourd (the Big Dipper) to the brightest star, which is the North Star.

Lyrics:

When the Sun comes back  
And the first quail calls  
Follow the Drinking Gourd,  
For the old man is a-waiting for to carry you to freedom  
If you follow the Drinking Gourd.

The riverbank makes a very good road.  
The dead trees will show you the way.  
Left foot, peg foot, travelling on,  
Follow the Drinking Gourd.

The river ends between two hills  
Follow the Drinking Gourd.  
There's another river on the other side  
Follow the Drinking Gourd.

When the great big river meets the little river  
Follow the Drinking Gourd.  
For the old man is a-waiting for to carry to freedom  
If you follow the Drinking Gourd.

### **The Gospel Train's A'Comin'**

(Source: <http://www.osblackhistory.com/gospeltrain.php>)

Slaves sang the spiritual, *The Gospel Train's A'Comin'*, to alert other slaves that a group was preparing to escape and travel north to freedom. "Gospel Train" was code for the Underground Railroad.

Plantation owners would be unaware their slaves were planning to escape; slave songs were part of the day's routine. A plantation owner would simply hear the religious and Biblical references and assume the slaves were singing for spiritual reasons.

Lyrics:

The Gospel train's a'comin'  
I hear it just at hand.  
I hear the car wheel rumblin'  
And rollin' thro' the land.

*Chorus:*

*Get on board little children,  
Get on board little children,  
Get on board little children,  
There's room for many more.*

I hear the train a'comin'  
She's comin' round the curve.  
She's loosened all her steam and brakes  
And strainin' ev'ry nerve.

*Chorus:*

The fare is cheap and all can go  
The rich and poor are there.  
No second class aboard this train  
No difference in the fare.

### **Swing Low, Sweet Chariot**

(Source: <http://www.osblackhistory.com/swinglow.php>)

This hymn was said to be Harriet Tubman's favorite. In fact, when guiding runaways, Tubman used spirituals as signals to hiding slaves to indicate whether it was safe to come out of hiding and continue on the journey. She used one song as a warning song to stay hidden, and another to communicate that it was safe to come out of hiding.

The chariot referred to in *Swing Low, Sweet Chariot* and other spirituals referred to the carriages and wagons used to transport fleeing slaves in the early 19th century. Later in the century, a faster-moving chariot became available in the form of the railroad train.

Lyrics:

*Chorus:*

*Swing low, sweet chariot,  
Comin' for to carry me home!*

I looked over Jordan and what did I see,  
Comin' for to carry me home!

A band of angels comin' after me,  
Comin' for to carry me home!

*Chorus:*

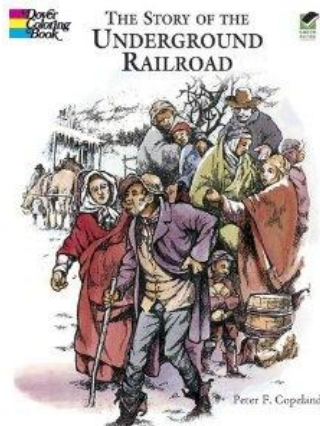
If you get there before I do,  
Comin' for to carry me home,  
Jess tell my friends that I'm a'comin' too,  
Comin' for to carry me home.

*Chorus:*

I'm sometimes up and sometimes down,  
Comin' for to carry me home,  
But still my soul feels heavenly bound  
Comin' for to carry me home!

### **More Fun Art Projects, Activities, and Resources:**

*The Story of the Underground Railroad* by Peter F. Copeland (Dover Publications)



Forty-four dramatically illustrated scenes tell the story of the secret network that took runaway slaves from southern states to the North and Canada between 1830 and 1860. Shocking views of slave pens, "below decks" aboard a slave ship, methods of punishing runaway slaves, refugees arriving at a "safe house," and more. Fact-filled captions. Perfect to use for coloring sheets as the teacher and students discuss the scenes.

### **Coloring Sheets:**

☞ Harriet Tubman:

<http://www.grandparents.com/gp/content/activitiesandevents/coloring-activity-pages/article/black-history-harriet-tubman.html>

☞ Frederick Douglas:

[http://www.supercoloring.com/image\\_print.php?img\\_src=http://www.supercoloring.com/wp-content/original/2010\\_04/frederick-douglass-coloring-page.jpg](http://www.supercoloring.com/image_print.php?img_src=http://www.supercoloring.com/wp-content/original/2010_04/frederick-douglass-coloring-page.jpg)

☞ Abraham Lincoln Themed Ideas and Resources:

Printables:

<http://homeschooling.about.com/od/freeprintables/ss/lincolnprint.htm>

Here you will find activity sheets, coloring sheets, word finds, puzzles, etc. about Abraham Lincoln, our country's 16<sup>th</sup> President.

☞ Make an Abraham Lincoln 'Stove Pipe Hat.'

<http://crafts.kaboose.com/paper-plate-abe-lincoln-hat.html>

☞ Juneteenth Resources:

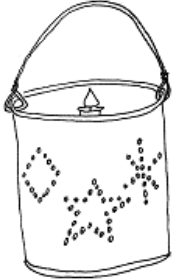
Juneteenth (June 19<sup>th</sup>) is recognized as Freedom Day or Emancipation Day.

[http://www.ehow.com/way\\_5905091\\_juneteenth-kids-arts-crafts.html](http://www.ehow.com/way_5905091_juneteenth-kids-arts-crafts.html)

☞ Hitch A Ride on the Underground Railroad (Task Card Game/Escape Operation)

<http://www.mtsd-vt.org/mes/webquests/JCummings/JCummings.htm>

☞ Make A Tin Can Lantern:



According to historians, tin lanterns were used to signal runaway slaves whether a house was considered 'safe' or not. These lanterns might have also been used in other instances such as letting slaves know if it was safe for them to cross rivers.

☞ For a fun project, create your own lantern from an empty tin can. Adult supervision is required, and the usual safety precautions of using safety glasses and gloves apply. Also, always observe the rules of candle/fire safety.

Instructions:

Things You Will Need:

small tin soup can (washed out with top lid safely removed; leave no sharp edges)

nail

hammer

water

freezer  
markers tape  
pliers  
wire (7-8 inch length)  
tea light candle



Use the marker to make dots on paper (sized to can) to create an outline of the pattern you want on your lantern. These dots will be the 'key points' you will punch later on with a nail to re-create your design on the can.



Fill the can with water and place it in the freezer. Once the water is frozen, remove the can from the freezer.



Tape your paper pattern to the can. Using a hammer and nail, punch holes through every dot on the pattern. Make sure the nails go through the tin. Remove pattern, then punch two more holes at the top of the can about ½ inch from the top; this will be where you attach your wire handle. Allow ice to thaw and empty the water.



Place one end of the wire through one of the top holes, using pliers to fold the edge of the wire up ½ inch from the end and squeeze to secure. The wire should go into the can from the outside. Repeat on the other side to form the handle.



Place a tea light candle in the bottom of the can and ask an adult light the candle with a long match or lighter.



## **Books for Further Reading:**

- *If You Traveled on the Underground Railroad* by Ellen Levine
- *The Underground Railroad: An Interactive History Adventure (You Choose Books)* by Allison Lassieur
- *Barefoot: Escape on the Underground Railroad* by Pamela Duncan Edwards
- *Aunt Harriet's Underground Railroad in The Sky* by Faith Ringgold
- *Sweet Clara and The Freedom Quilt* by Deborah Hopkinson
- *Under the Quilt of Night* by Deborah Hopkinson
- *Follow the Drinking Gourd* by Jeanette Winter
- *The Last Safe House: A Story of the Underground Railroad* by Barbara Greenwood
- *Secret Signs: Escape Through the Underground Railroad* by Anita Riggio
- *Life on the Underground Railroad (Picture the Past)* by Sally Senzell Isaacs
- *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry
- *D is for Drinking Gourd: An African American Alphabet* by Nancy I. Sanders





## **Websites/Resources:**

National Geographic's Underground Railroad Website  
<http://www.nationalgeographic.com/railroad/index.html>

Pathway to Freedom: Maryland and the Underground Railroad  
[http://pathways.thinkport.org/flash\\_home.cfm](http://pathways.thinkport.org/flash_home.cfm)

U.S. History Lesson Plans, Primary Resources, and Timelines: Underground Railroad  
[http://ushistorysite.com/underground\\_railroad.php](http://ushistorysite.com/underground_railroad.php)

Scholastic's The Underground Railroad: Escape From Slavery  
[http://teacher.scholastic.com/activities/bhistory/underground\\_railroad/](http://teacher.scholastic.com/activities/bhistory/underground_railroad/)

National Underground Railroad Freedom Center  
<http://www.freedomcenter.org/underground-railroad/>

History.Com Underground Railroad  
<http://www.history.com/topics/underground-railroad>

National Park Service: Aboard the Underground Railroad  
<http://www.nps.gov/nr/travel/underground/>

◆*The Golden Pathway* Educator's Guide◆  
created by Amy M. O'Quinn  
[www.amyoquinn.com](http://www.amyoquinn.com)  
[amymoquinn@windstream.net](mailto:amymoquinn@windstream.net)