



HARRIET TUBMAN

STRAIGHT UP OUTTA' THE UNDERGROUND



TCT On Tour

SHOW COMPANION
ACTIVITY PACKET

ABOUT THE SHOW

Bring the past to the present and change the future with this one-woman, interactive storytelling experience. Uncover the truth about America's 200-year old struggle with slavery when you play a part in this historic retelling. On this journey, you'll follow Harriet Tubman, the most recognized conductor of the Underground Railroad. Nicknamed "Moses" by the slaves she helped to free. Harriet Tubman lived up to that name by gaining her own freedom, as well as travelling back and forth from North to South over 19 times to free over 300 slaves from captivity!

INTERACTIVE THEATRE

In traditional theatre, performance is limited to a designated stage area and the action of the play unfolds in front of audience members, who function as passive observers. By contrast, in interactive theatre, the performance engages audience members directly, making them active participants in the piece. Interactive Theater is not made for only entertainment, it is often produced to illustrate real life political and moral debates.

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Read the passage given below and answer the questions that follow.

Harriet Tubman (1822 – 1913) was an American **abolitionist** and political activist. Born into slavery, Tubman escaped and subsequently made some 13 missions to rescue approximately 70 enslaved people, including family and friends, using the network of antislavery activists and safe houses known as the Underground Railroad. During the American Civil War, she served as an armed scout and spy for the Union Army.

In 1849, Tubman escaped from slavery, and fled to Philadelphia. She then immediately returned to Maryland to rescue her family. Slowly, one group at a time, she brought relatives with her out of the state, and eventually guided dozens of other slaves to freedom. Traveling by night and in extreme secrecy, Tubman (or "Moses", as she was called) "never lost a passenger" After the Fugitive Slave Act of 1850 was passed, she helped guide **fugitives** farther north into British North America and helped newly freed slaves find work.

When the Civil War began, Tubman worked for the Union Army, first as a cook and nurse, and then as an armed scout and spy. The first woman to lead an armed expedition in the war, she guided the raid at Combahee Ferry, which liberated more than 700 slaves. After the war, she retired to the family home on property she had purchased in 1859 in Auburn, New York, where she cared for her aging parents. After her death in 1913, she became an icon of courage and freedom.

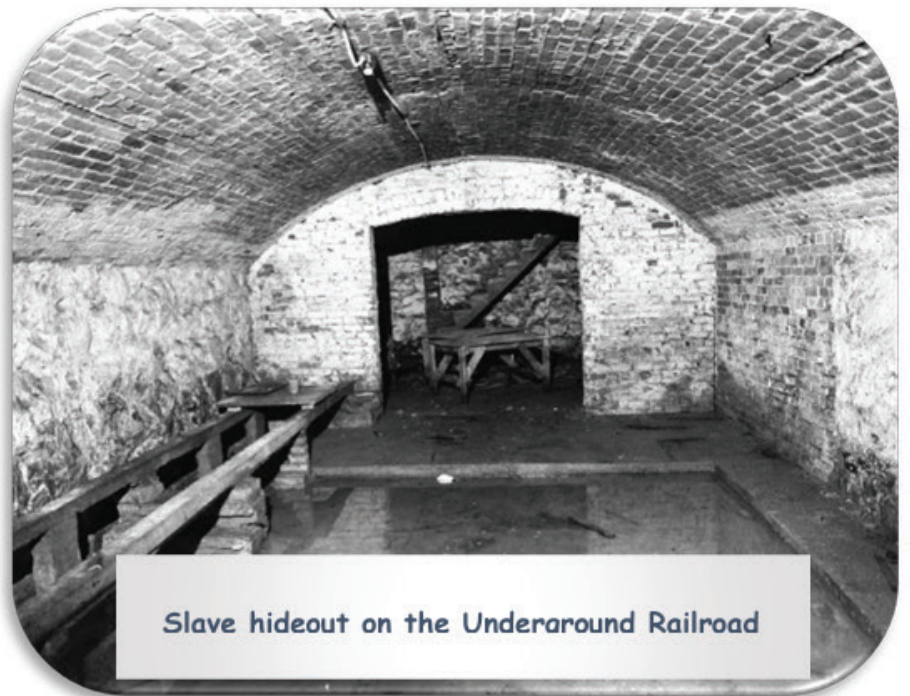


Harriet Tubman circa 1885

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The **Underground Railroad** was a **network** of secret routes and safe houses established in the United States during the early to mid-19 century and used by enslaved African Americans to escape into free states and Canada. The scheme was assisted by abolitionists and others sympathetic to the cause of the escapees. Not literally a railroad but rather a secretly organized means of movement, the workers both black and white, free and enslaved, who aided the fugitives can also be referred to as the "Underground Railroad". Various other routes led to Mexico, where slavery had been abolished, or overseas. British North America (present-day Canada) was a desirable destination, as its long border gave many points of access, it was further from slave catchers, and beyond the reach of the United States' Fugitive Slave Acts. One estimate suggests that by 1850, 100,000 slaves had escaped via the "Railroad".

The **fugitive slave laws** were laws passed by the United States Congress in 1793 and 1850 to provide for the return of slaves who escaped from one state into another state or territory. It was thought that forcing states to deliver escaped slaves to slave owners violated states' rights due to state **sovereignty** and was believed that seizing state property should not be left up to the states. The Fugitive Slave Clause states that escaped slaves "shall be delivered up on Claim of the Party to whom such Service or Labor may be due", which abridged state rights because retrieving slaves was a form of retrieving private property. The Compromise of 1850 entailed a series of laws that allowed slavery in the new territories and forced officials in free states to give a hearing to slaveholders without a jury.



Slave hideout on the Underaround Railroad

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LET'S DEFINE

Abolitionist

noun

A person who favors the abolition of a practice or institution, especially capital punishment or (formerly) slavery. "the abolitionist movement"

Fugitive

noun

A person who has escaped from a place or is in hiding, especially to avoid arrest or persecution. "fugitives from justice"

Sovereignty

noun

The authority of a state to govern itself or another state. "national sovereignty"

Network noun a group or system of interconnected people or things. "a trade network"

READING QUESTIONS

MULTIPLE CHOICE

1. What jobs did Harriet Tubman perform in the Union Army?
 - a. Cook
 - b. Nurse
 - c. Spy
 - d. All of the Above

2. What city did Harriet Tubman flee to after escaping slavery?
 - a. Boston
 - b. New York
 - c. Philadelphia
 - d. Chicago

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3. How many missions did Harriet Tubman personally make to free slaves?

- a. None
- b. 13
- c. 100
- d. 62

4. How many slaves were estimated to have been freed via the Underground Railroad by 1850?

- a. 100,000
- b. 100
- c. 1,000
- d. 1,000,000

TRUE OR FALSE

1. Harriet Tubman was born a slave TRUE FALSE

2. Harriet Tubman's nickname was "Noah" TRUE FALSE

3. The Underground Railroad was literally a railroad TRUE FALSE

4. Canada (called British North America at the time) was a popular destination for escaped slaves TRUE
FALSE

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WORD SEARCH

Find the following words in the grid below:

Harriet – Tubman – Underground – Railroad – Freedom – Fugitive – Slave – Union Army – South – Free States

F	L	Y	M	R	A	N	O	I	N	U	V	E
U	R	A	I	L	R	O	A	D	J	H	A	R
G	T	E	I	V	I	E	V	A	L	S	L	E
I	R	T	E	I	R	R	A	H	M	O	T	T
T	U	U	N	D	E	R	G	R	O	U	N	D
I	A	H	D	I	O	L	M	R	S	T	D	N
V	C	E	T	U	B	M	A	N	E	H	O	A
E	F	R	E	E	S	T	A	T	E	S	M	L

JUMBLE

Rearrange the jumbled letters to form a word:

1. SLATBITOONI _____

2. DEPPAHILIHA _____

3. PACSEE _____

4. DROMEFE _____

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GRADE LEVEL ACTIVITIES

Grades 5-12

“Historical POV”

Students will explore the history of slavery and the Underground Railroad from the various perspectives of participants in that history, utilizing the theatrical technique of role-playing.

Materials:

Internet Access

POV Character Cards

Pencil & Paper

Directions:

1. Separate students into six teams. Have each team draw a POV Character Card (see below).
2. Have teams research the historical realities of their POV Character.
3. Have teams write a fact-based essay about each POV.
4. Have teams use their essays to create a First-Person monologue from the POV of their character, to be performed by a member from each team.

POV CHARACTER CARDS:

- A Slave in Tennessee in 1850 whose son or daughter has recently run away
- A Slave Owner in Tennessee in 1850. Recently several your slaves have run away
- A Boat Owner living on Lake Ontario. You transport runaway slaves from Rochester, New York into Canada
- A Runaway Slave hiding in the home of a Quaker on the Underground Railroad. You know that a group of Slave-Catchers is searching houses in the area
- A Quaker who runs a safe house on the Underground Railroad. You have three runaway slaves hiding in your cellar
- A Slave-Catcher. You heard that a nearby home is a “safe house” on the Underground Railroad, and three slaves are hiding inside

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[What Strengths Will You Use Today?](#)

Character Strengths are the positive parts of our personality that impact how we think, feel and behave. Scientists have done research across the world and found there are 24 strengths that live in each of us. We will identify the strengths that show up in each main character and learn how to apply those strengths in our own lives.

Harriet Tubman Straight Up Outta the Underground

Main Character: Harriet Tubman **Top Character Strength:** Sense of Meaning
Additional supporting strengths demonstrated in the play: Bravery, Leadership, Fairness, Perseverance, Hope

Strengths on Purpose Activity

CASEL Competency: Self-Awareness ~ Developing interests and a sense of purpose

What does the word "purpose" bring to mind for you?
What was Harriet Tubman's purpose? When you reflect on purpose, you are using your strength of Sense of Meaning.

What is Sense of Meaning? I am discovering my purpose and place in the world.



Why it Matters: Sense of Meaning is all about believing that you have a purpose in life.

When to Use it: Use your Sense of Meaning to experience personal growth that aligns with your values and interests. Harriet Tubman, for example, pulled on her Sense of Meaning in her courageous journey of guiding enslaved people towards freedom.

You can find your life's purpose in your strengths. Your Character Strengths come to you easily, are energizing to use, and are important to who you are. If you can find a way to use your Character Strengths frequently in your life, you'll likely feel excited about your purpose.

Take the [Spotlight on My Strengths](#) to identify your own top strengths. Then write down one purpose that aligns with your top strength.

Here are a few examples:

- **Creativity:** My purpose is to create art that inspires people.
- **Love:** My purpose is to make people close to me feel loved and appreciated.
- **Leadership:** My purpose is to become a business owner.

Now that you have a purpose tied to your top strength, you can think about how to use that top strength on purpose like Harriet Tubman did.

Let's Set an Intention: How can you use your top strength today or this week?

Here are a few examples:

- **Creativity:** I will set aside 30 minutes every day this week to draw.
- **Love:** I will write each of my family members a letter showing my love and appreciation.
- **Leadership:** I will lead the next group activity/discussion in class.

Being Intentional about using your top strengths helps you find more clarity in your life's purpose. Use Sense of Meaning with your top strengths to stay on a path that is meaningful to you!

ANSWER KEY

Reading Questions

1. D
2. C
3. B
4. A

True or False

1. True
2. False
3. False
4. True



Word Jumble

1. Abolitionist
2. Philadelphia
3. Escape
4. Freedom

Standards

Social Studies

Grade K-8

- People Working Together Work serves as an organizing theme for the second grade. Students learn about jobs today and long ago. They use biographies, primary sources and artifacts as clues to the past. They deepen their knowledge of diverse cultures and their roles as citizens.
- Regions and People of the Western Hemisphere In grade five, students study the Western Hemisphere (North and South America), its geographic features, early history, cultural development and economic change. Students learn about the early inhabitants of the Americas and the impact of European exploration and colonization. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the relationship between markets and available resources.
- U.S. Studies from 1492 to 1877: Exploration through Reconstruction The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into a chronologic view of the development of the United States. Students examine how historic events are shaped by geographic, social, cultural, economic and political factors.