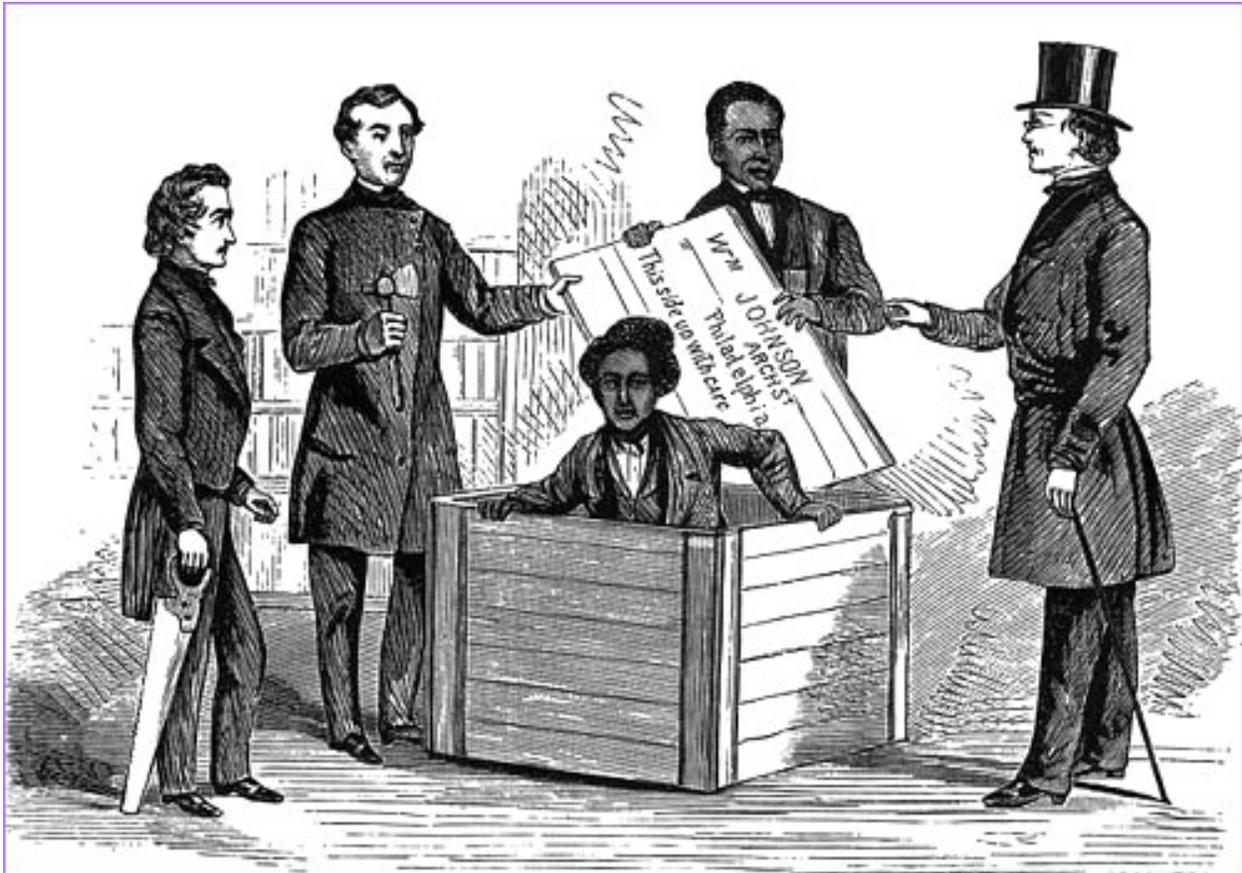


From Slavery to Freedom



The lithograph is a detail from "The Resurrection of Henry Box Brown at Philadelphia. Who escaped from Richmond Va. in a Box 3 feet long 2 1/2 ft. deep and 2 ft. wide" by Samuel W. Rowse, 1850. Credit: Virginia Historical Society.

Sailing to Freedom NEH Workshop 2013 – Lesson Plan From Slavery to Freedom

Introduction: Henry “Box” Brown is often overlooked when Tennessee students learn about slaves who escaped southern plantations using the Underground Railroad. Harriet Tubman’s exploits overshadow Brown’s escape, because of the different children’s books written about her life. Students are introduced to Henry Brown, exploring his life as a slave and his escape from Virginia to Philadelphia. Box’s life allows students to explore the northern role in slavery.

Common Core Standards

- [CCSS.ELA-Literacy.RI.5.3](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- [CCSS.ELA-Literacy.RI.5.7](#) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- [CCSS.ELA-Literacy.RH.6-8.1](#) Cite specific textual evidence to support analysis of primary and secondary sources.
- [CCSS.ELA-Literacy.RH.6-8.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Vocabulary: slavery, abolitionist, narratives, freedom, whaling, Fugitive Slave Act, primary sources, slave trade

Unit Goal: This unit complements a 5th grade unit on Slavery prior to the Civil War. Students will examine slave narratives on Frederick Douglass and Henry “Box” Brown to understand the risks and obstacles slaves faced in escaping southern plantation owners. Students will use primary sources to examine slave route maps and determine slavery’s impact on the northern business owners. Using primary sources, students will explore how slaves supported themselves financially.

Guiding Questions: Why were slaves willing to take great risks in their search for freedom? What were some obstacles that prevented slaves from escaping? What impact did northern business owners have in slavery? What means did slaves have available to support themselves financially once they escaped to cities such as New Bedford, Massachusetts? What obstacles did Henry “Box” Brown face as he planned his escape?

Learning Objectives:

- Students will identify at least three specific reasons slaves were willing to take risks in escaping.
- Students will examine fugitive slave advertisements to determine motivation for escaping.
- Students will identify at least three obstacles that may have prevented slaves from escaping.
- Students will examine a slave trade map and determine the impact northern states had in prolonging slavery.
- Students will explore what employment opportunities were available to escaped slaves in the Northeast.

Suggested Activities:

- Students will read Ellen Levine's *Henry's Freedom Box*.
- Students will complete a web search using task cards to locate information about Henry "Box" Brown.
- Students will define and understand the vocabulary words for these lessons.
- Students will use a Trans-Atlantic Slave Trade Map for 1530-1860 to identify the impact northern states had during the height of slavery.
- Students will research New Bedford, MA and explore how the city treated escaped/freed slaves.
- Students will use the 1836 New Bedford, MA city directory to plot what occupations freed slaves worked in.
- Students will read and discuss Henry "Box" Brown narratives to understand his motivation for escaping.
- Students will use Brown's narratives and create a box the size of the one Brown traveled in.

Small Group Work

Students, working with partners, will choose any two projects to complete:

- Complete the web search learning about Henry "Box" Brown. Using the information from the web search, students will create a timeline of Brown's life.
- Design and create a tableau, characters frozen in a moment in time, from a scene in *Henry's Freedom Box* book.
- Construct a box the size of Brown's box. The group will create a journal for a week in the life of Henry Brown, beginning with planning his escape and ending after he arrived in Philadelphia.
- Using Bitstrips, a cartooning program, students will recreate Henry "Box" Brown's escape to freedom.
- Use a Trans-Atlantic Slave Trade Map for 1650-1860, a primary source, to analyze how slavery impacted northern businesses. Students will create a graphic organizer identifying reasons business benefitted from southern slavery. After completing the graphic

organizer, students will create a multi-media presentation, such as PowerPoint or Glogster, to share with the class their findings.

- Use the New Bedford, MA City Directory to assemble a list of occupations escaped slaves held. Identify 25 individuals living in New Bedford and create a graph showing these occupations.
- Explore what brought escaped slaves to New Bedford, MA. Students will create a graphic organizer identifying reasons. Students will create a multi-media presentation, such as PowerPoint or Glogster, to share their findings.

Enrichment Activity

- Research the whaling industry and create a presentation that explains the connection between escaped slaves and whaling.
- Research *Runaway Slave Ads* and create a presentation that describes the types of information available from reading slave ads. Select 3-4 ads, comparing and contrasting these ads. These advertisements provide an in depth look into slavery through descriptions of clothes, hair and family members. The advertisements also provide information about skills, languages, names used, as well as rewards being offered.

Assessment

Students will present their small group work to the class. Using a rubric grading system clarifies for students the expectations and the components of the chosen assignments.

Resources

- Brown, William Box. *Narrative of the Life of Henry Box Brown*. Chapel Hill: The University of North Carolina Press, 2008.
- Douglass, Frederick. *Life and Times of Frederick Douglass*. New York: Gramercy Books, 1993.
- Grover, Kathryn. *The Fugitive's Gibraltar: Escaping Slaves and Abolitionism in New Bedford, Massachusetts*
- Jacobs, John S. *A True Tale of Slavery*. Massachusetts: Harvard University Press, 2009.
- Jacobs, Harriet A. *Incidents in the Life of a Slave Girl Written by Herself*. Massachusetts: Harvard University Press, 2009.
- Keckley, Elizabeth. *Behind the Scenes; or, Thirty Years a Slave, and Four Years in the White House*
- Levine, Ellen. *Henry's Freedom Box: A True Story from the Underground Railroad*. New York: Scholastic Press, 2007.
- Still, William. *The Underground Railroad: A Record of Facts, Authentic Narratives, Letters, etc.* Philadelphia: Porter & Coates, 1872.

Web Resources

- http://www.virginiamemory.com/online_classroom/shaping_the_constitution/people/henry_box_brown
- <http://craftingfreedom.org/brown/>
- http://www.encyclopediavirginia.org/Brown_Henry_Box_ca_1815
- <http://www.pbs.org/wned/underground-railroad/stories-of-freedom/henry-box-brown/>
- <http://docsouth.unc.edu/neh/brownbox/brownbox.html>
- <http://www.math.buffalo.edu/~sww/0history/SlaveActs.html>
- <http://docsouth.unc.edu/neh/boxbrown/summary.html>
- <http://www.lva.virginia.gov/public/trailblazers/2011/brown.htm>
- <http://www.undergroundrailroadconductor.com/Stories.htm>
- <http://www.vahistorical.org/collections-and-resources/virginia-history-explorer/resurrection-henry-box-brown>
- http://www.slaverysite.com/slave_trade.htm
- http://www.whalingcity.net/city_dir_1836.html
- <http://housedivided.dickinson.edu/sites/>
- <http://visitmaryland.org/BrochuresandMaps/UndergroundRailroad.pdf>
- <http://nysparks.com/historic-preservation/heritage-trails/documents/UndergroundRailroadResources.pdf>
- <http://hitchcock.itc.virginia.edu/Slavery/search.html>
- <http://freedomcenter.org/underground-railroad/history/people/Henry-Brown>

From Slavery to Freedom Rubric

Score Levels	Content	Conventions	Organization	Presentation
4	<ul style="list-style-type: none"> Is well thought out and supports the solution to the challenge or question Reflects application of critical thinking Has clear goal that is related to the topic Is pulled from a variety of sources Is accurate 	<ul style="list-style-type: none"> No spelling, grammatical, or punctuation errors High-level use of vocabulary and word choice 	<ul style="list-style-type: none"> Information is clearly focused in an organized and thoughtful manner Information is constructed in a logical pattern to support the solution 	<ul style="list-style-type: none"> Multimedia is used to clarify and illustrate the main points Format enhances the content Presentation captures audience attention Presentation is organized and well laid out
3	<ul style="list-style-type: none"> Is well thought out and supports the solution Has application of critical thinking that is apparent Has clear goal that is related to the topic Is pulled from several sources Is accurate 	<ul style="list-style-type: none"> Few (1 to 3) spelling, grammatical, or punctuation errors Good use of vocabulary and word choice 	<ul style="list-style-type: none"> Information supports the solution to the challenge or question 	<ul style="list-style-type: none"> Multimedia is used to illustrate the main points Format is appropriate for the content Presentation captures audience attention Presentation is well organized
2	<ul style="list-style-type: none"> Supports the solution Has application of critical thinking that is apparent Has no clear goal Is pulled from a limited number of sources Has some factual errors or inconsistencies 	<ul style="list-style-type: none"> Minimal (3 to 5) spelling, grammatical, or punctuation errors Low-level use of vocabulary and word choice 	<ul style="list-style-type: none"> Project has a focus but might stray from it at times Information appears to have a pattern, but the pattern is not consistently carried out in the project Information loosely supports the solution 	<ul style="list-style-type: none"> Multimedia loosely illustrates the main points Format does not suit the content Presentation does not capture audience attention Presentation is loosely organized
1	<ul style="list-style-type: none"> Provides inconsistent information for solution Has no apparent application of critical thinking Has no clear goal Is pulled from few sources Has significant factual errors, misconceptions, or misinterpretations 	<ul style="list-style-type: none"> More than 5 spelling, grammatical, or punctuation errors Poor use of vocabulary and word choice 	<ul style="list-style-type: none"> Content is unfocused and haphazard Information does not support the solution to the challenge or question Information has no apparent pattern 	<ul style="list-style-type: none"> Presentation appears sloppy and/or unfinished Multimedia is overused or underused Format does not enhance content Presentation has no clear organization

Use this website:

http://www.encyclopediavirginia.org/Brown_Henry_Box_ca_1815

1. Explain what the Pennsylvania Anti-Slavery Society was.

Use this website:

http://www.encyclopediavirginia.org/Brown_Henry_Box_ca_1815

2. Identify who John Barret was.

Use this website:

http://www.encyclopediavirginia.org/Brown_Henry_Box_ca_1815

3. Who was James Caesar Anthony Smith and how was he connected to Henry "Box" Brown?

Use this website:

http://www.encyclopediavirginia.org/Brown_Henry_Box_ca_1815

4. Describe Henry "Box" Brown's box.

Use this website:

http://www.encyclopediavirginia.org/Brown_Henry_Box_ca_1815

5. What industry did Henry "Box" Brown work in after going to Richmond, VA?

Use this website:

http://www.encyclopediavirginia.org/Brown_Henry_Box_ca_1815

6. Explain how the Fugitive Slave Bill's passage impacted Henry "Box" Brown.

Use this website:

http://www.encyclopediavirginia.org/Brown_Henry_Box_ca_1815

7. What happened to Samuel Smith?

Use this website:

http://www.encyclopediavirginia.org/Brown_Henry_Box_ca_1815

8. Create three journal entries that might depict Henry "Box" Brown's time in the box.

Use this website:

<http://www.spartacus.schoolnet.co.uk/USASbox.htm>

9. Locate where and when Henry “Box” Brown was born.

Use this website:

<http://www.spartacus.schoolnet.co.uk/USASbox.htm>

10. What happened to Henry “Box” Brown in 1848?

Use this website:

<http://www.spartacus.schoolnet.co.uk/USASbox.htm>

11. Why did Henry “Box” Brown pay Samuel Smith \$86?

Use this website:

<http://www.spartacus.schoolnet.co.uk/USASbox.htm>

12. What methods of transportation did Henry “Box” Brown use to get to Philadelphia?

Use this website:

<http://www.spartacus.schoolnet.co.uk/USASbox.htm>

13. What industry did Henry "Box" Brown work in after going to Richmond, VA?

Use this website:

<http://www.spartacus.schoolnet.co.uk/USASbox.htm>

14. Explain the major event occurring in 1831.

Use this website:

<http://www.spartacus.schoolnet.co.uk/USASbox.htm>

15. What did Henry "Box" Brown do in 1849?

Use this website:

<http://www.spartacus.schoolnet.co.uk/USASbox.htm>

16. What caused Henry "Box" Brown to move to England?

17. Create a timeline of Henry "Box" Brown's life, identifying a minimum of eight events.

18. Define who an *abolitionist* was.

Using a thesaurus locate synonyms.

Use this website:

http://www.virginiamemory.com/online_classroom/shaping_the_constitution/people/henry_box_brown

19. Analyze why Henry Brown added the word "Box" to his name.

20. Explain why more people didn't escape using "the box method".

Use this website:

<http://www.pbs.org/wned/underground-railroad/stories-of-freedom/henry-box-brown/>

21. Explain the criticism Henry “Box” Brown faced after he arrived in Philadelphia.

22. Was Henry “Box” Brown a symbol of the Underground Railroad Movement?

Survey six people to get their viewpoint.

Use this website:

<http://docsouth.unc.edu/neh/boxbrown/summary.html>

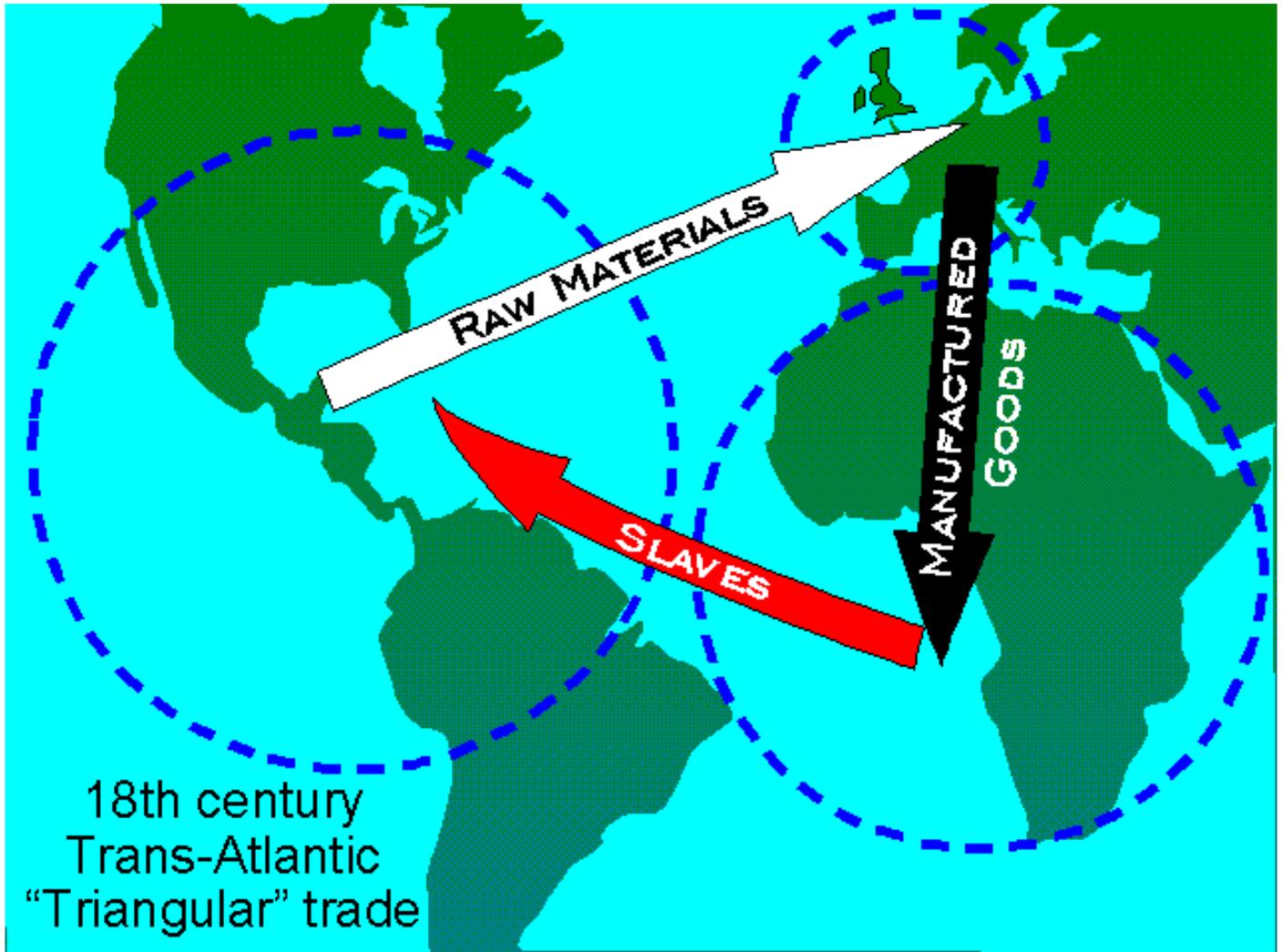
23. Describe Henry “Box” Brown’s treatment while he was enslaved.

Use this website:

<http://docsouth.unc.edu/neh/boxbrown/summary.html>

24. Describe how Henry “Box” Brown got out of work prior to his escape.

18th Century Trans-Atlantic “Triangular” Trade Map



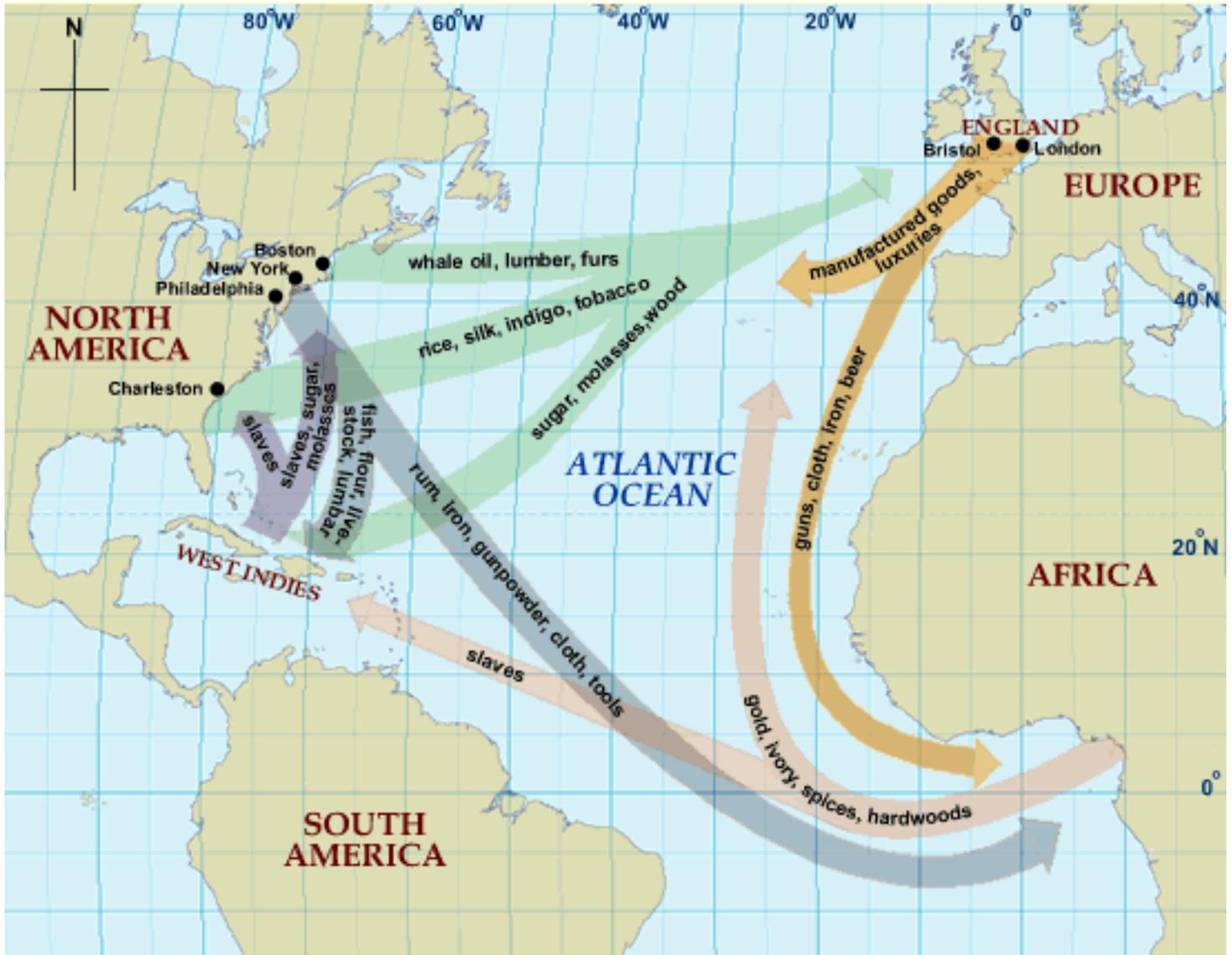
Sources: Dr. Tim Jones’ African History course at West Chester University Department of History, Pennsylvania. (<http://courses.wcupa.edu/jones/africa.htm>)
<http://courses.wcupa.edu/jones/his311/maps/slave-tr.gif>

Slave Trade from Africa to the Americas 1650-1860 Map



Source: <http://www.slaverysite.com/slave%20trade.htm>

“Triangular” Slave Trade Map



Source:

http://www.nationalarchives.gov.uk/pathways/blackhistory/images/africa/trade_routes.gif
http://www.nationalarchives.gov.uk/pathways/blackhistory/images/africa/trade_routes.gif