LIBRARY OF CONGRESS
PATHWAYS ADVENTURES:
Using Historical Documents to Develop Early Literacy

Names of Authors
College of Education
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Book Backdrop Title:
Escape to Freedom: Henry “Box” Brown and the Underground Railroad

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INTRODUCTION

Book Backdrop Title:
Escape to Freedom: Henry “Box” Brown and the Underground Railroad

Focus Book Citation:

Focus Book Summary:
Henry is a slave in Richmond, Virginia whose wife and children are sold to another plantation owner. Collaborating with abolitionists, Henry decides to mail himself 350 miles away inside a box to Philadelphia, Pennsylvania in order to achieve freedom in the northern United States. Through a poetic storyline and captivating illustrations, we learn the true story behind Henry “Box” Brown, one of the most famous runaway slaves on the Underground Railroad.

Book Setting:
The story takes place on a plantation in the southern United States in the mid-1800s, with Henry specifically mailing himself on March 23, 1849 from Richmond, Virginia to Philadelphia, Pennsylvania.

NCSS Notable Tradebook Theme: History Life & Culture in the Americas

Historical Period:
National Expansion & Reform

Grade Range:
Primary
LESSON MODULE

Five Lesson Primary Source-Based Book Backdrop Lesson Plans

Lesson 1

Title: What is slavery?: Understanding Slave Capture & Transport

Learning Goals:

Knowledge
- Students will learn the true story of Henry “Box” Brown and his escape to freedom.
- Students will understand the terms “slavery” and “Underground Railroad,” and being exploring primary resources about these two terms.
- Students will begin to understand slavery in the United States, the slave trade, and the Underground Railroad.
- Students will develop an understanding of what it was like to a slave transported on a ship to the United States through a class simulation.

Skills
- Students will participate in a role-play activity centered on the slave transport.
- Students will begin exploring various types of primary sources such as a diagram of a slave ship.

Dispositions
- Students will develop an empathetic understanding of and compassion for the experiences of slaves in the United States.
- Students will begin to develop an ability to evaluate multiple perspectives, think critically about the past, and grapple with the complexity of historical issues.

Links to National Standards:
http://www.socialstudies.org/standards/strands

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
General Instructional Materials:
- Copy of Henry’s Freedom Box
- Paper
- Writing Utensils
- Art Supplies (Markers or Crayons)
- Access to the excerpts and ideas from: http://www.mnh.si.edu/archives/garden/diversity/slaveship.html

LOC Primary Source Materials:
- Appendix # 5 - Image/Diagram: Slave Ship Diagram, 1788

Lesson Procedures:

Introduction

1. Begin by writing the words Slavery and Underground Railroad on the board. Ask students to turn to a partner to do a “Think, Pair, Share” regarding what they know about these terms.
2. After a few minutes ask for a few students to share their knowledge, understandings, and questions with the class about these two important terms.
3. Explain that almost 200 years ago in the United States some white people who lived in the Southern United States (give examples of these states while pointing to a map of U.S.A.) bought, sold, and owned people of African descent. These people who were owned were called slaves and they were brought to the United States against their will on big ships. These slaves worked together with people who did not think it was right to own slaves (called Abolitionists) to create a secret escape route to freedom. This was called the Underground Railroad. It was not a real railroad and it was not underground. Instead it was a secret way slaves ran away through the woods and stopped at a series of hiding places (often Abolitionist’s homes) on their way to states in the North to become free. Between 60,000-100,000 slaves escaped on the Underground Railroad.
4. Introduce the book Henry’s Freedom Box. Tell students that this book is about a slave, named Henry and how he has a very creative, unusual idea for how to escape slavery. Inform students that this book is about a true story.
5. Read the book, making sure to stop throughout the read aloud to highlight illustrations, ask pertinent questions to check student comprehension, and elicit student engagement.
6. Make sure to read the Author’s Note at the end of the book to teach students more about slavery and the Underground Railroad.

Development

1. Show students the diagram of a slave ship from 1788 (Appendix #5), without telling them what it is.
2. Ask students the following questions:
   - Look at this image or diagram.
   - Can you find a date on it?
• Are their any words on this image that we know or that you can read?
• What do you think this is an image of? What is being described in this image?
• Support students realizing that this primary resource is a diagram of how to organize slaves in a ship for transportation.
• Point out that it is likely that some of Henry’s ancestors came to the United States as a slave on a ship like this.
• Ask students to share their feelings, concerns, and questions about this diagram

Culmination
1. Invite students to participate in a slave ship reenactment so they can deepen their understanding about slavery and what it was like to travel on one of these ships as a slave.
2. Clear an empty space in your classroom for this reenactment.
3. Read Aloud the beginning excerpt from the following website and use the ideas on the bottom of the following webpage to facilitate a slave ship reenactment in your classroom. Make sure to read aloud the slave narrative while students are participating and to point out the length of time students would be stuck on this ship in these living conditions.
   http://www.mnh.si.edu/archives/garden/diversity/slaveship.html
4. Provide some time for follow-up discussion and questions. Debrief this powerful learning experience by offering students a chance to respond to how they felt during this experiential learning opportunity.

Assessment Strategies Linked to Lesson Goals
1. Ask students to draw a picture depicting what they learned during the slave ship reenactment. Encourage them to write some words or maybe a even few sentences describing their drawing and what it would be to be a slave on one of these ships on your way to the United States.
2. Have students share their drawings and writing with their classmates in order to promote reflection and dialogue about this powerful experience and unfair treatment of people in our nation’s past.
LESSON 2

Title: Henry’s Heart is Broken: Slave Auctions

Learning Goals:

Knowledge
- Students will learn the true story of Henry “Box” Brown and his escape to freedom.
- Students will begin to better understand slavery in the United States, slave auctions, and the Underground Railroad.
- Students will develop an understanding of the concept of auctions and especially slave auctions.
- Students will begin to understand the term “Abolitionist,” and the ways in which Abolitionists worked as active citizens to end slavery.

Skills
- Students will participate in a brief role-play activity demonstrating the concept of an auction.
- Students will begin exploring various types of primary sources such as images of slave auctions.

Dispositions
- Students will develop an empathetic understanding of and compassion for the experiences of slaves in the United States.
- Students will begin to develop an ability to evaluate multiple perspectives, think critically about the past, and grapple with the complexity of historical issues.

Links to National Standards:
http://www.socialstudies.org/standards/strands

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

Power, Authority, & Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Civic Ideals & Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.
Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

General Instructional Materials:
- Copy of Henry’s Freedom Box
- Item of value in classroom for mock auction
- Paper
- Writing Utensils (Markers or Crayons)
- Art Supplies

LOC Primary Source Materials:
- Appendix # 3 - Image: Slave Auction Building, 1864
- Appendix # 6 - Image/Newspaper Sketch: Slave Auction at Richmond, Virginia, 1856

Lesson Procedures:

Introduction
1. Begin by holding up a tangible item that is rather valuable or of interest in your classroom. (Perhaps offer a “Free Homework Pass” or “Bonus Recess Ticket” in jest.) Ask students, “If I were to sell this item, how much would you give me for it?” Solicit students giving bid amounts they would be willing to pay for the item if you were to sell it. Encourage student bids to increase and point out how different people worked hard to become the highest bidder.
2. Tell students that you aren’t really going to sell this item to the highest bidder at this class “auction,” but that you wanted to help them understand a really upsetting part of the book Henry’s Freedom Box better.
3. Take a picture walk back through the beginning of the book Henry’s Freedom Box. Make sure to emphasize and reread the pages early in the book about Henry’s family being split up and his wife and children being sold at a slave auction.
4. As you wrap up revisiting this part of the book, ask children to close their eyes and listen to the following powerful quotes from the book:
   - “Your wife and children were just sold at the slave market”
   - “Henry watched his children disappear down the road.”
   - “Henry no longer sang. He couldn’t hum….Henry knew he would never see his family again.”
5. Tell the students to quietly open their eyes and ask students, “What happened to Henry’s family?” “Why would this happen?” and facilitate a discussion that supports students more deeply understanding the context of a slave auction.
**Development**

1. Share with students that families being split up was common when we had slavery in the United States and that people were sold, just like we sell items or products today at auctions or sales. Point out that while you jokingly said you were thinking about selling that classroom item at the beginning of the lesson, that selling people like property is not funny. It is very sad, disrespectful, and unfair.

2. Show students first the Image of a Slave Auction Building, 1864 (See Appendix # 3). Ask them if they can find the word “Auction” on one of the buildings in the photo.

3. Once this building has been identified by several students, tell them how this is an actual photo of a building where they used to auction off and sell slaves. While the book said Henry’s family was sold at a “Slave Market,” they may have been sold outside or in a building like this. (Note: You will likely want to discuss how the word Negro used to be a socially-acceptable term, but is no longer a respectful word that we use. The word Negro is written on the building in this image.)

4. Next, show students the Image/Newspaper Sketch of a Slave Auction at Richmond, Virginia, 1856 (See Appendix # 6). Remind them that Henry was a slave in Richmond, Virginia and show where this city is located on a map of the United States. Ask students, “What do you notice about this image?” “What is happening in this image?” “How does it make you feel to think about Henry’s family and to see this image?”

5. Facilitate a class discussion where students make connections between the text and themselves and the text and this primary source image.

**Culmination**

1. Show students the illustration from *Henry’s Freedom Box* that shows Henry’s family together. Ask them, “What words describe how Henry and his family felt here?”

2. Show students the illustrations from *Henry’s Freedom Box* that show Henry’s family being split up and how sad Henry is following this event. Ask students, “What words describe how Henry and his family feel in these illustrations?”

3. Write some of these descriptive words or adjectives on the board to support students’ successfully completing the assessment strategy.

(Note: Some students may have experienced or be experiencing a separation from a parent or family member. Use sensitivity as you address this emotional topic and take into consideration current experiences students may have that may connect to themes of a family being split up by a slave auction.)

**Assessment Strategy Linked to Lesson Goals**

1. Tell students that they are going to pretend that they are “Abolitionists.” An Abolitionist is someone who did not agree with slavery and worked hard to help slaves become free.
2. Tell students that they are going to pretend that they are a secret Abolitionist who I attending one of these slave auctions in Richmond, Virginia and that they are writing a secret newspaper article telling people in the North about what they saw, felt, and heard at the slave auction. Tell students that you will be looking for the descriptive words or adjectives that an Abolitionist may have used to describe the slave auction when they attended it as a secret reporter.

3. Encourage students to revisit the primary source image of the slave auction and the illustrations from Henry’s Freedom Box as they write their newspaper reports and come up with descriptive language to share what they may have saw, felt, and heard at the slave auction.

4. Support students demonstrating their understanding of a slave auction and the emotions felt at the auction, or specifically by Henry and his family, through their writing and/or drawing.

5. Give students an opportunity to share their writing with one another in small groups or in an Authors’ Celebration with the whole class.

(Note: Perhaps clearly identify your expectations regarding student writing with a rubric or checklist that you share with students prior to their beginning their writing. Depending on the grade level and academic ability of your students, you may consider having students write more or less and/or having students include a pictorial representation of a slave auction.)
LESSON 3

Title: Escaping to Freedom

Learning Goals:

Knowledge
• Students will learn the true story of Henry “Box” Brown and his escape to freedom.
• Students will begin to better understand slavery in the United States and the Underground Railroad.
• Students will consider how forms of transportation have changed over time.

Skills
• Students will participate in a Readers’ Theater of an oral history account from John W. Fields, a former slave.
• Students will use and practice map skills by locating cities in the United States and identifying the route Henry took to escape slavery on a map.
• Students will begin exploring various types of primary sources such as an oral history narrative and a map.
• Students will compare and contrast the time it takes to travel between two locations using various types of transportation.

Dispositions
• Students will develop an empathetic understanding of and compassion for the experiences of slaves in the United States.
• Students will begin to develop an ability to evaluate multiple perspectives, think critically about the past, and grapple with the complexity of historical issues.

Links to National Standards:
http://www.socialstudies.org/standards/strands

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

Science, Technology, and Society: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.
General Instructional Materials:
- Copy of Henry’s Freedom Box
- Readers’ Theater (Appendix # 11)
- Graphic Organizer
- Paper to support students creating a Bar Graph
- Copies of a Map of the United States

LOC Primary Source Materials:
- Appendix # 1 - Oral History/Narrative: John Fields - Former Slave, 1936-1938
- Appendix # 4 – Map: Slave States vs. Free States, 1856

Lesson Procedures:

Introduction
1. Hook student’s interest by asking for eight volunteers to participate in a Readers’ Theater of an adapted oral history from John W. Fields, an 89-year-old former slave whose story was recorded in the 1930s. (See Appendix # 11 for Readers’ Theater).
2. Show students the photo of John W. Fields as the Readers’ Theater is performed.
3. As students finish the Readers’ Theater ask them to compare and contrast John W. Fields’ story with the story of Henry “Box” Brown. Use a graphic organizer to lead a class discussion. Support students recognizing that 1) Dr. Smith, an Abolitionist that helped Henry mail himself to freedom had to address the box which suggests that Henry, like John W. Fields couldn’t read or write and 2) that despite their differences, they both wanted freedom, but that Henry was creative and willing to take a risk to achieve that freedom.

Development
1. Read students the following passage from the book Henry’s Freedom Box:
   “Many week passed. One morning, Henry heard singing. A little bird flew out of a tree into the open sky. And Henry thought about being free.”
2. Ask students, “Why did this little bird make Henry think about being free?” and discuss the deeper meaning of this metaphor.
3. Revisit the next few pages of the book to help remind students how Henry achieved this freedom. Tell students you are going to “map” Henry’s journey to freedom using a map from around the time when slavery existed in the United States.
4. Show the Map (See Appendix # 4) to students. Explain how this map shows which states were slave states and which states were free states.
5. First identify your home state on this map. Was your home state a free state or a slave state?
6. Next identify Richmond, Virginia and Philadelphia, Pennsylvania on the map. Ask students, “Which of these was a free state and which of these was a slave state?”
7. Highlight the distance between these two cities and remind students that Henry traveled 350 miles in 27 hours. (Perhaps use Google Maps or Google Earth to show an interactive map of the distance between these two cities.)

8. Compare changes in transportation between when Henry mailed himself and today. Ask students, “What type of transportation did Henry take from Richmond, Virginia to Philadelphia, Pennsylvania in the box?” Ask students, “What other types of transportation would be available now?” and “What types of transportation do you think would be faster now?”

Culmination

1. Do some mathematical problems based on Henry’s journey to freedom! Some problems might include: How many hours are there in a day? What is the difference between the number of hours in a day and Henry’s journey?

2. Create a bar graph showing the number of hours it would take to travel via the following forms of transportation versus the 27 hours it took Henry to travel via Steamboat in 1849.

   Car = 4 hours 41 minutes
   Plane = 39 minutes
   Train = 5 hours (on average)

Assessment Strategy Linked to Lesson Goals

1. Provide students with a map of the United States. In order to check understanding, ask students to recreate Henry’s journey on this map. Following this, have them come up with their own math problem related to Henry’s journey and offer students opportunities to solve one another’s math problems.
LESSON 4

Title: The Underground Railroad: An Avenue to Freedom

Learning Goals:

Knowledge
• Students will learn the true story of Henry “Box” Brown and his escape to freedom.
• Students will learn about Harriet Tubman and her work as an Abolitionist.
• Students will begin to better understand slavery in the United States and the Underground Railroad.

Skills
• Students will begin exploring various types of primary sources such as images and artwork.
• Students will participate in an online interactive experience on the Underground Railroad.

Dispositions
• Students will develop an empathetic understanding of and compassion for the experiences of slaves in the United States.
• Students will begin to develop an ability to evaluate multiple perspectives, think critically about the past, and grapple with the complexity of historical issues.

Links to National Standards:
http://www.socialstudies.org/standards/strands

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

Civic Ideals & Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.
General Instructional Materials:
- Copy of Henry’s Freedom Box
- Computer with Internet Access, Projection Options, & Speakers
- Copies of Appendix # 8
- Writing Utensils

LOC Primary Source Materials:
- Appendix # 7 - Image: Harriet Tubman, 1860-1875
- Appendix # 8 - Artwork: The Underground Railroad, 1893

Lesson Procedures:

Introduction
1. Hook student interest by showing them the Image of Harriet Tubman (See Appendix #7). Ask students, “Who is this?” “What can you tell me about her?” Give students a few clues about her and her life if they lack background knowledge about her.
2. As soon as some students have identified her and you have noted that she was a famous Abolitionist, show the students a brief, student-made video about Harriet Tubman http://www.youtube.com/watch?v=KdJEtFTzTIY or the video on the following link http://www.youtube.com/watch?v=XmsNGrkHm4&feature=endscreen&NR=1
3. Point out that as the Author’s Note in Henry’s Freedom Box said, “Historians believe between 60,000-100,000 slaves escaped to freedom. They traveled on what became known as the Underground Railroad.”
4. Highlight that some of these slaves were led to freedom or helped along their journey to freedom by Abolitionists like Harriet Tubman, but that almost all of these slaves achieved freedom by escaping on foot or by wagon on the Underground Railroad. They did not mail themselves to freedom like Henry. He was very unique.

Development
1. Tell students that they are going to have a chance to learn more about the Underground Railroad and details about it by playing an interactive web-based game on the Underground Railroad found at: National Geographic Interactive: Underground Railroad http://education.nationalgeographic.com/education/multimedia/interactive/the-underground-railroad/?ar_a=1
2. Either have students complete this interactive learning experience individually or in pairs at the computer lab, or walk students through this journey as a whole class.
3. Once students have completed the interactive experience, debrief by asking students to explain, “What was the Underground Railroad?” and “What are some new understandings you have about the Underground Railroad based on your journey on this website?”
Culmination

1. Show students the Artwork of the Underground Railroad (See Appendix # 8).
2. Support students analyzing the image in small groups. Ask students, “What is this image of?” “Who is in this image? What are they doing?” “What kinds of questions would you want to ask the people in this image?” “What do you think specific people in this image are thinking or feeling based on what you can see in the image, such as their facial expressions?” Record student ideas on the board.
3. Support students recognizing that there are Abolitionists like Harriet Tubman in the image. These are people who are helping the slaves on their journey to freedom. Ask students, “What can we see these people doing here to help support the runaway slaves?”
5. Make a list as a class on the board of all of the things that these Abolitionists did to help Henry. Point out that these people worked as active citizens to help others and especially to help these slaves achieve freedom.
6. To wrap up the lesson and working with this image, ask students in their groups or individually to come up with a new, perhaps more accurate title for this image based on their new understandings of this image and the Underground Railroad. Share student ideas with the whole class.

Assessment Strategy Linked to Lesson Goals

1. Give students each a copy of the Artwork of the Underground Railroad (See Appendix # 8) and have them add dialogue or thought bubbles for at least 4-5 individuals in the image.
2. Encourage students to demonstrate their new understandings about the Underground Railroad through applying their knowledge to their creative ideas about what individuals in this image may be thinking or saying to one another.
LESSON 5

Title: Free at Last: Henry Arrives in Philadelphia

Learning Goals:

Knowledge
- Students will learn the true story of Henry “Box” Brown and his escape to freedom.
- Students will begin to better understand slavery in the United States and the Underground Railroad.
- Students will learn how music and the written word supported the end of slavery and runaway slaves.

Skills
- Students will participate in an experiential learning opportunity regarding Henry’s escape to freedom via a box in which he mailed himself.
- Students will begin exploring various types of primary sources such as an image, song lyrics, and a book title page.

Dispositions
- Students will develop an empathetic understanding of and compassion for the experiences of slaves in the United States.
- Students will begin to develop an ability to evaluate multiple perspectives, think critically about the past, and grapple with the complexity of historical issues.

Links to National Standards:
http://www.socialstudies.org/standards/strands

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Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

General Instructional Materials:
- Copy of Henry’s Freedom Box
- Computer with Internet access and speakers
- Paper
• Writing Utensils
• Artistic Supplies (Markers or Crayons)
• A large cardboard box
• Pencil
• Small bottle of water
• Crackers
• “Mock Postcards” with the Image from Appendix # 2 on one side and a postcard template on the other side

**LOC Primary Source Materials:**

• Appendix # 2 – Image/Sketch: Henry “Box” Brown arriving in Philadelphia, Pennsylvania, 1850
• Appendix # 9 - Song Lyrics: Jubilee Song, 1848
• Appendix # 10 – Book Title Page: *The Children’s Anti-Slavery Book*, 1859

**Lesson Procedures:**

**Introduction**

1. Hook student interest by playing a song from the Jubilee singers at Fisk University from [http://www.pbs.org/wgbh/amex/singers/sfeature/songs.html](http://www.pbs.org/wgbh/amex/singers/sfeature/songs.html)
2. Ask students to describe what they heard in regards to the lyrics and the melody. Inform students that slaves, runaway slaves, and Abolitionists used music and books to support the end of slavery. Specifically, music was used as a tool to share information about how to run away, with several songs containing secret messages about how to run away. Music was also used as a strategy to help keep people focused on freedom and bringing freedom to enslaved people.
3. First, show students the Song Lyrics of the Jubilee Song (See Appendix # 9). Help the students read through the lines of the song. Support students understanding the deeper meaning of these lyrics as you go through each line. As you finish working with the lyrics, “What is the overall, deeper meaning or message from this song?”
4. Second, show students the Book Title Page from *The Children’s Anti-Slavery Book* (See Appendix # 10). Tell students that this is an example of a book that would have been written by an Abolitionist to teach children about how slavery was wrong. Highlight that people used literacy – both song and written text to support the end of slavery.

**Development**

1. Revisit and reread the pages of Henry’s Freedom Box that show Henry being loaded onto a wagon in the box and traveling to Philadelphia in a box.
2. Focus student attention on the illustration that shows Henry’s hand and face smashed against the side of the box. Ask students to do a “Think Pair Share” about how they would feel if they were Henry traveling in this box. Encourage them to describe emotions they may have using descriptive language. Share student responses with the class.
3. Tell students that they are going to have a chance to quickly experience what it would be like to be shipped in a box like Henry.
4. Pull out a large cardboard box. In the box have a pencil that could be used as a tool to poke holes in the box for air, a small bottle of water, and some crackers. Before showing these items, ask students if they remember what Henry traveled with. Once students have had a chance to respond, show them these items.

5. Inform the class that small groups of them will be coming over to experience what it would be like to be shipped in a box, while the rest of them are working on Sound Poems using Onomatopoeia (discuss the meaning of this term, if your students are not already aware of what this term means). These sound poems will be about what it would be like to be shipped in a box like Henry was. Encourage students to list all of the many sounds they might hear if they were Henry inside of the box and to use these sound words to create a poem about his experience. Have students illustrate this Sound Poem as well.

6. As students work on their Sound Poems, bring over small groups of children and allow students who are interested to get inside of the box one at a time. Note that not all students may be interested in doing this. When a child gets inside of the box make sure to push against the sides of the box, tip the box a bit, drag the box, and to make loud sounds like Henry may have heard. Continue until all students who are interested have had a chance to participate.

**Culmination**

1. After everyone who is interested in participating in the “box experience” has had a chance to participate, lead a class discussion that helps students understand the reality and potential danger of shipping yourself in a box hundreds of miles away to try to achieve freedom. While it may have been fun, and maybe a little silly, to get inside of this box – what might this really have been like? What types of risks or dangers was Henry exposing himself to? What if Henry’s box took longer than expected to arrive or got lost en route? What if Henry had to go to the bathroom while en route? Support students thinking more critically about this risk Henry took and the seriousness of the situation.

2. Provide students with an opportunity to share their Illustrated Sound Poems with either the whole class, a partner, or in small groups. Discuss similarities or differences found between the students’ poetry and highlight examples of great word choices.

**Assessment Strategy Linked to Lesson Goals**

1. Show students the Image/Sketch of Henry “Box” Brown arriving in Philadelphia, Pennsylvania (See Appendix # 2).

2. Tell students that this was an actual sketch depicting Henry’s arrival that was printed in a newspaper after he arrived safely.

3. Support students discussing what they see or notice in this image, emphasizing that this image represents Henry achieving freedom.

4. Give each student a piece of paper with this image on one side and a postcard template on the other side. Tell students that they are going to demonstrate what they learned about Henry’s life as a slave and his escape to freedom through writing a postcard.
5. Students need to pretend that they are Henry who has just arrived in Philadelphia and that they are writing a postcard from Philadelphia that shares his experience with a friend or family member. Students can choose who they want to address the postcard to or perhaps send the postcard to Dr. Smith and James to let them know he made it safely to Philadelphia.

6. Provide students with an opportunity to share their postcards with one another.

7. Assess students’ postcards for content demonstrating what they learned over the course of these five lessons. Perhaps create a rubric that fits your students’ writing and academic ability and share this rubric with students prior to them starting their postcards.
APPENDIX I:
Library of Congress Resources

1. Oral History/Narrative
Narrative of a Former Slave. (1936-1938 Federal Writer’s Project)
http://memory.loc.gov/ammem/snhtml/snvoices01.html

John W. Fields, Age 89
"In most of us colored folks was the great desire to [be] able to read and write. We took advantage of every opportunity to educate ourselves. The greater part of the plantation owners were very harsh if we were caught trying to learn or write. It was the law that if a white man was caught trying to educate a negro slave, he was liable to prosecution entailing a fine of fifty dollars and a jail sentence. We were never allowed to go to town and it was not until after I ran away that I knew that they sold anything but slaves, tobacco, and wiskey. Our ignorance was the greatest hold the South had on us. We knew we could run away, but what then? An offender guilty of this crime was subjected to very harsh punishment."
2. Image/ Sketch
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. (1850)
http://www.loc.gov/pictures/item/2004665363/
3. Image
"Auction & Negro Sales," Whitehall Street (1864)
http://www.loc.gov/pictures/resource/cwpb.03350/
4. Map
Reynolds's political map of the United States, designed to exhibit the comparative area of the free and slave states and the territory open to slavery or freedom by the repeal of the Missouri Compromise. (1856)
http://memory.loc.gov/cgi-bin/map_item.pl
5. Image/Diagram
Stowage of the British slave ship Brookes under the regulated slave trade act of 1788
http://www.loc.gov/pictures/resource/cph.3a44236/
6. Image/Newspaper Sketch
Slave auction at Richmond, Virginia (1856)
http://www.loc.gov/pictures/item/98510266/
7. Image
Harriet Tubman, full-length portrait, standing with hands on back of a chair (1860-1875)
http://www.loc.gov/pictures/resource/cph.3a10453/
8. Artwork
The Underground Railroad (1893)
http://www.loc.gov/pictures/resource/cph.3a29554/
9. Song Lyrics
http://memory.loc.gov/cgi-bin/ampage?collId=ody_musmisc&fileName=ody/ody0316/ody0316page.db&recNum=11&itemLink=/ammem/aaohtml/exhibit/aopart3.html@0316&linkText=9

JUBILEE SONG.

Our grateful hearts with joy o’erflow,
Hurra, Hurra, Hurra,
We hail the Despot’s overthrow,
Hurra, Hurra, Hurra,
No more he’ll raise the gory lash,
And sink it deep in human flesh,
Hurra, Hurra, Hurra, Hurra,
Hurra, Hurra, Hurra.

We raise the song in Freedom’s name,
Hurra, Hurra, Hurra,
Her glorious triumph we proclaim,
Hurra, Hurra, Hurra,
Beneath her feet lie Slavery’s chains,
Their power to curse no more remains,
Hurra, Hurra, Hurra, Hurra,
Hurra, Hurra, Hurra.

With joy we’ll make the air resound,
Hurra, Hurra, Hurra,
That all may hear the gladsome sound,
Hurra, Hurra, Hurra,
We glory at Oppression’s fall,
The Slave has burst his deadly thrall,
Hurra, Hurra, Hurra, Hurra,
Hurra, Hurra, Hurra.

In mirthful glee we’ll dance and sing,
Hurra, Hurra, Hurra,
With shouts we’ll make the welkin ring,
Hurra, Hurra, Hurra,
Shout! shout aloud! the bondsman’s free!
This, this is Freedom’s jubilee!
Hurra, Hurra, Hurra, Hurra,
Hurra, Hurra, Hurra.
10. Book – Title Page


http://www.loc.gov/exhibits/treasures/images/at0098as.jpg
11. Readers’ Theater – Based on the Oral History of John W. Fields, Former Slave

**Part 1:** Hi, my name is John W. Fields. I am 89 years old. I was a slave when I was a young man.

**Part 2:** When I was a slave the other slaves and I really wanted to learn to read and write. We tried very hard to educate ourselves.

**Part 3:** Our owners were very mean to us if they caught us trying to learn to read or write. It was against the law for us to learn to read and write.

**Part 4:** If a white man was caught trying to teach a slave to read and write, he would have to pay a fine of fifty dollars and go to jail.

**Part 5:** We could never leave the plantation and go to town. I did not know about the outside world until I ran away. Once I ran away I realized that people sold other things besides slaves.

**Part 6:** Our owners did not want us to leave the plantation and learn about the world outside of the plantation. They also did not want us to learn to read and write. They knew if we became educated that we would have power and demand our freedom.

**Part 7:** Freedom. We wanted freedom. Although we knew we could run away, we did not know what we would do once we ran away. Where would we go? Where would we get a job? Who would we live with?

**Part 8:** Some of us ran away and became free, but it was very scary. We knew we would get in a lot of trouble and be punished if we tried to run away.
APPENDIX II: 
Bibliography and Webliography

Bibliography of Related Children’s Literature:


Webliography of Supporting Online Resources for Students:

National Geographic Interactive: Underground Railroad
An interactive opportunity for students to experience what it was like on the Underground Railroad, including decision making opportunities, primary resources, and profiles of historical figures.
http://education.nationalgeographic.com/education/multimedia/interactive/the-underground-railroad/?ar_a=1

Scholastic: The Underground Railroad – Escape from Slavery
An interactive journey for students to experience the Underground Railroad through the perspective of a runaway slave. Audio clips of slave narratives are provided, in addition to other primary sources.
http://teacher.scholastic.com/activities/bhistory/underground_railroad/
PBS Jubilee Singers: Jubilee Songs
Performed by the Jubilee Singers at Fisk University, this website offers lyrics as well as audio recordings of famous spirituals.
http://www.pbs.org/wgbh/amex/singers/sfeature/songs.html

Webliography of Supporting Online Resources for Teachers:

Documenting the American South: Henry Box Brown
A narrative account of Henry Box Brown “written from a statement from facts made by himself” is provided as a primary source into Henry’s experience escaping slavery.
http://docsouth.unc.edu/neh/boxbrown/summary.html

National Underground Railroad Freedom Center
Offering multiple sources and even resources to teach about present-day slavery, this website provides resources for teachers to use when creating lessons on slavery and the Underground Railroad.
http://www.freedomcenter.org/

PBS Africans in America: The Underground Railroad
An overview of the Underground Railroad as well as links to information about Harriet Tubman, Levi Coffin (a famous Underground Railroad Conductor), and Resources for Teachers are provided.

History Channel: The Underground Railroad
High quality overview of details surrounding the Underground Railroad are provided in text format, in addition to links to multiple videos about historical figures who led or who supported efforts related to the Underground Railroad are provided.
http://www.history.com/topics/underground-railroad

PBS – Slavery & the Making of America
Various resources for teachers including lesson plans and readings are provided here, as well as links to primary sources and ideas for historical fiction.
http://www.pbs.org/wnet/slavery/teachers/index.html

PBS – Slavery & the Making of America
Students across the United States have created exhibits for a Virtual Museum here on slavery and the Underground Railroad using artifacts and artwork.
http://www.pbs.org/wnet/slavery/teachers/virtual.html

USI: Understanding Slavery Initiative
This website provides information and primary sources on the topic of slavery from a global, historical perspective. The origins of the concept of slavery and history regarding various cultures and nations who have enslaved people or participated in slave trade are profiled.
http://www.understandingslavery.com/