

## Harriet Tubman, Conductor on the Underground Railroad

*Directions: Each short answer question has at least two parts to it, (except numbers 1, 6 & 7, which have three). Answer the parts of each question by putting an "A," "B," and where applicable, "C" in front of the different parts of your answer.*

1. Interestingly, the excerpt doesn't begin by talking about Harriet Tubman at all, nor does it begin with a strict historical background of the Underground Railroad to set the narrative. Who/what does Petry focus on in the first handful of paragraphs, and how does that help shape the mood of the story? Be specific in explaining how she establishes that mood, citing specific phrases, etc. as needed.
2. In the fourth paragraph, Petry writes about the "machinery of pursuit." She then discusses a few reasons why the "machine" would be delayed, two of which deal with those who hunt slaves. The two reasons she gives for the slave hunters' delays both work on a literal level, but both details also have a sort of subtext, meaning that Petry is suggesting something a little more about the slave hunters based on her very carefully chosen phrasing. Choose one of the two details and analyze what she seems to be suggesting and how the specific phrasing helps to suggest that.
3. Read the lyrics to the famous spiritual "Go Down, Moses" on the Weebly Texts page. If necessary, you might also need to do some light research on the internet to help make sense of the lyrics. Why is it appropriate to have used the "Go Down, Moses" song as the signal? Explain your reasoning, considering both the context of the situation and the lyrics themselves when constructing your answer.
4. While each of the stories that Tubman tells throughout the journey is meant to motivate those she is leading, what **specific purpose** does each of the following stories told **strategically** throughout the journey have? (In other words, why would Harriet Tubman tell *each* of these stories to the people she is leading to freedom? How is each one specifically motivating? Consider *what* the stories express and *when* she tells each one.) Match the story she tells with the reason for it by writing the letter of the reason on the line that follows the page numbers of each story.
  - Harriet's story (559 col 2) \_\_\_\_\_
  - Thomas Garrett's story (561) \_\_\_\_\_
  - William and Ellen Craft's and Fredrick Douglass stories (563 col 1-2) \_\_\_\_\_
  - Middle Passage and Thomas Sims stories (565 col 1-2) \_\_\_\_\_
    - A. to discourage the runaways from wanting to turn back by showing what would happen if they returned
    - B. to inspire them for the journey by making them desire their freedom even more and thereby making the hardships of the journey that lie ahead seem worth the effort
    - C. to help them to overcome overwhelming disappointment they had just experienced and to encourage them to carry on by giving them something to look forward to
    - D. to remind them of why they are on the journey and to reinvigorate them to move forward at a renewed pace

5. A primary source is a first-hand account of a topic. Yale University's website defines a primary source as a document that is created by witnesses or recorders who experienced the events. Primary sources can be either created at the time when the events are occurring or they can be recorded later. For example, Petry includes a part of William Still's *The Underground Railroad* as a primary source on page 566. Go back to the "Go On or Die" section of the text and name one more primary source used/mentioned by Petry. Why would Petry choose to add primary sources to her text? (In other words, what purpose do they serve)? Explain your reasoning.
6. What do you believe Petry's primary purpose of this text is (inform, persuade, or entertain)? Based on that, what would you say her central idea of the text is? Explain.
7. Based on key events in the **entire** excerpt, determine the theme of *Harriet Tubman: Conductor on the Underground Railroad*. In other words, what is Petry's message that she hopes people get out of this? Be specific in your reasoning, using textual evidence from both parts of the excerpt.
8. There are several details in this narrative that Petry could never have known to be 100% fact. Find an example of one such detail in the "Go On or Die" section, and then explain how/why the author could not have known that detail. Be specific in your reasoning why that detail wouldn't likely be known with certainty whereas others would.