

Name: _____ Date: _____

Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of “Escape From Slavery.”

1. Who is the article mainly about? (It can be about an individual or a group of people.)

2. What was happening in the United States when this person(s) was alive?

3. What problem does this person(s) face?

4. How does this person(s) handle the problem?

5. What happened afterward?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include unimportant details or the opinions of the person writing it.

Directions: Follow the prompts in the margins to complete the summary of "Escape From Slavery."

Harriet Tubman risked her life to escape slavery and then to help dozens of other people do the same. Tubman was born into slavery in Maryland around 1820. At the time, _____

_____. There, slaves were viewed as property. When Tubman was 5 or 6 years old, Tubman's owner started "renting" her out to different people who mistreated her. When she was older, she heard about _____

_____. When Tubman found out that she might be sold, Tubman decided to _____
_____. After living in Philadelphia as a free woman

for about a year, _____
_____. Tubman went on to make _____

_____. Today, Tubman is remembered _____
_____.

1. Where was slavery legal in the U.S. at the time?

2. What did Tubman learn while working with free black people?

3. What did Tubman decide to do?

4. Where does Tubman return to and why?

5. How many rescue missions did Tubman make?

6. What is Tubman remembered for today?

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Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in "Escape From Slavery."

1. Reread the first section of "Escape From Slavery." Which quote below BEST expresses the central idea of this section?

- Ⓐ "Slaves were sometimes put to death for trying to flee . . ." (p. 6)
- Ⓑ "The runaways knew what would happen if they were caught." (p. 6)
- Ⓒ "Yet on that frigid night, the person leading this group was unafraid." (p. 6)
- Ⓓ "Their journey was perilous." (p. 6)

2. Read the central idea of the sections "Stolen Away" and "Getting Bold," stated in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?

Central Idea:
Enslaved people were robbed of the control over their lives.

- Ⓐ "According to the law at the time, Rit, Benjamin, and their children belonged to Brodess." (p. 6)
- Ⓑ "Though historical records are incomplete, it's likely that her mother, Rit, and her father, Benjamin, had at least nine children." (p. 6)
- Ⓒ "They were his property, no different from his horses or plows, and Brodess could do whatever he wished with them." (p. 6)
- Ⓓ "So when Tubman was 5 or 6 years old, he began 'renting' her to others." (p. 7)

I chose _____ because _____

- 3. Read the details from the section "Slavery in America" and "Getting Bold" listed below. In the box, write a central idea that these details support.**

Central Idea:

Detail 1: "Slaves labored from sunup to sundown planting and harvesting wheat, tobacco, cotton, and other crops." (p. 7)

Detail 2: "Try to imagine the horror of it: having family members stolen away from you, never to see or hear from them again." (p. 6)

Detail 3: "Tubman carried scars from these beatings for the rest of her life." (p. 7)

- 4. Consider the central idea of the whole article that is written below. We wrote one detail from the article that supports this idea. Write two more supporting details in the spaces provided.**

Central Idea:

Harriet Tubman was courageous and determined.

Supporting detail 1:

"I had reasoned this out in my mind; there was one of two things I had a right to—liberty or death; if I could not have one, I would have the other." (p. 7)

Supporting detail 2:

Supporting detail 3:

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Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in "Escape From Slavery."

1. Read the central idea of the sections "Stolen Away" and "Slavery in America" stated in the box below. Then check the boxes next to the THREE details that best support the central idea.

Central Idea:
Slavery was cruel and dehumanizing.

- ☐ "Rit and Benjamin's owner, Edward Brodess, didn't believe that selling the girls was wrong though." (p. 6)
- ☐ "Try to imagine the horror of it: having family members stolen away from you, never to see or hear from them again." (p. 6)
- ☐ "Tubman carried scars from these beatings for the rest of her life." (p. 7)
- ☐ "Plantation owners relied on slaves for cheap labor." (p. 7)
- ☐ "Slaves labored from sunup to sundown planting and harvesting wheat, tobacco, cotton, and other crops . . . Even young children were put to work." (p. 7)

2. Read the details from the article listed below. In the box, complete the central idea that these details support.

Central Idea:
Harriet Tubman was _____

Detail 1: "In all, Tubman led 13 rescue missions, freeing 70 to 80 people." (p. 9)

Detail 2: "Yet on that frigid night, the person leading this group was unafraid. Her name was Harriet Tubman, and she had made this journey many times before." (p. 6)

Detail 3: "I had reasoned this out in my mind; there was one of two things I had a right to—liberty or death; if I could not have one, I would have the other." (p. 7)

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Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing often has multiple text structures.

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Escape From Slavery."

1. The author uses **description** in the introduction of "Escape From Slavery." What is the author describing?

Description or List

Includes details to help you picture or get to know a person, a place, a thing, or an idea

Cause and Effect

Explains *why* something happened (cause) and *what* happened as a result (effect)

2. A. Underline the text structure the author uses in the section "Slavery in America."

problem and solution

sequence of events

- B. Explain how you know, using evidence from the text.

Problem and Solution

Presents a problem and explains how it is solved

Compare and Contrast

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

Sequence of Events

Describes events in the order in which they happen (also called chronological order)

3. In the section "Getting Bold," the author uses a cause-and-effect structure to explain the events that caused Tubman to decide to flee to the North. Write two causes below.

Effect: Tubman decides to run away to the North.

Cause 1: _____

Cause 2: _____

4. A. Which text structure does the author primarily use in the section "Underground Railroad"?

B. Explain how you know, using evidence from the text.

Name: _____ Date: _____

Exploring Text Features

Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

Directions: Answer the questions below to help you explore the text features in "Escape From Slavery."

1. Study the image on pages 4-5. What mood does the image create?

2. Study the newspaper advertisement on page 6. Why might the author have chosen to include it?

3. What do the photos and caption at the top of page 7 help you understand about what life was like for enslaved people?

4. How does the map on page 8 contribute to the article?

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Finding and Using Text Evidence

Directions: Read "Escape From Slavery." Then complete the activity below.

1. Imagine that you are writing a paragraph explaining what the life of an enslaved person was like.

A. Which of the following would be the BEST topic sentence for your paragraph?

- Ⓐ Families were broken up when family members were sold off by their owners.
- Ⓑ Historical records about slaves and their families are incomplete.
- Ⓒ Enslaved people had no control over their lives and could be treated inhumanely.

B. Which information from the article BEST supports the sentence you chose in part A?

- Ⓐ Many enslaved people, including Tubman, did not know their actual birthdays. (p. 6)
- Ⓑ It's likely that Tubman's mother, Rit, and her father, Benjamin, had at least nine children. (p. 6)
- Ⓒ As a child, Tubman was forced to work for a cruel woman who regularly beat her. (p. 7)

C. Which of the following BEST explains why the text evidence you chose in part B is relevant?

- Ⓐ It describes how many family members Tubman had.
- Ⓑ It provides an example of an enslaved person being treated inhumanely.
- Ⓒ It shows an example of the kind of historical information that wasn't kept about enslaved people.

2. Choose the piece of text evidence that BEST supports the statement below. Then complete the sentence to explain your choice.

People who worked in the Underground Railroad were brave.

- Ⓐ "Between her journeys, Tubman worked at hotels and restaurants, saving the money she would need to buy food and other supplies for her rescue missions." (p. 8)
- Ⓑ "... by 1850, helping a runaway slave was against the law, even in free states. If you were caught, you would most certainly be fined and possibly sent to jail" (p. 9)
- Ⓒ "Hundreds of people were part of the Underground Railroad" (p. 8)

I chose ____ because _____

3. A. Choose the THREE pieces of text evidence that BEST support the statement below.

During Tubman's time, many people in the U.S. believed slavery was wrong.

- Ⓐ "Rit and Benjamin's owner, Edward Brodess, didn't believe that selling the girls was wrong though." (p. 6)
- Ⓑ "They described escape routes and the kind people who opened their homes to men, women, and children on the run." (p. 7)
- Ⓒ "At the time, many fugitive slaves took refuge in Philadelphia, where there was a strong abolitionist movement." (p. 8)
- Ⓓ "Hundreds of people were part of the Underground Railroad, a diverse group that included wealthy white people, Christian ministers, farmers, free black people, and many others." (p. 8)
- Ⓔ "To be truly safe, many who had escaped slavery traveled all the way to Canada, where slavery was entirely outlawed." (p. 9)

B. Select one piece of INCORRECT evidence from above and explain why it does NOT support the statement.

Evidence ____ does not support the statement because _____

4. Choose the paragraph that correctly uses text evidence from “Escape From Slavery” in the form of a direct quotation.

- Ⓐ The Southern economy was dependent on slavery. Agriculture had become a “lucrative business” in the South and plantation owners relied on slaves for cheap labor. In other words, slaves played a large role in supporting the agricultural industry in the South.
- Ⓑ The Southern economy was dependent on slavery. In her article “Escape From Slavery,” author Lauren Tarshis explains that agriculture was a prosperous industry in the South and that plantation owners relied on slaves as a source of cheap labor (7).
- Ⓒ The Southern economy was dependent on slavery. Author Lauren Tarshis explains that agriculture had become a “lucrative business” in the South and that “plantation owners relied on slaves for cheap labor” (p. 7). In other words, slaves played a large role in supporting the agricultural industry in the South.

Explain why the two answers you did NOT choose are incorrect: _____

5. Choose the paragraph that correctly uses text evidence from “Escape From Slavery” in the form of a paraphrase.

- Ⓐ It was extremely risky for slaves to try to escape. Slaves “would surely be whipped—or worse” if they were caught trying to escape. In other words, slaves who tried to escape risked facing severe punishment if they failed.
- Ⓑ It was extremely risky for slaves to try to escape. In her article “Escape From Slavery,” Tarshis explains that if caught, slaves who tried to escape could be whipped or even put to death (p. 6). In other words, slaves who tried to escape risked facing severe punishment if they failed.
- Ⓒ It was extremely risky for slaves to try to escape. Slaves who tried to escape could be whipped or even put to death.

Explain why the two answers you did NOT choose are incorrect: _____

- **a topic sentence**
- **at least one piece of text evidence in the form of a paraphrase or a direct quotation**
- **a sentence that states how that evidence supports your central idea**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Finding Text Evidence

Directions: Read “Escape from Slavery,” then complete the activity below.

1. Choose the TWO pieces of text evidence from “Escape From Slavery” that best support the statement below.

STATEMENT:

Slavery was cruel and inhumane.

- Ⓐ “Edward Brodess owned many slaves—too many to keep busy on his own property.” (p. 7)
- Ⓑ “Tubman carried scars from these beatings for the rest of her life.” (p. 7)
- Ⓒ “Plantation owners relied on slaves for cheap labor.” (p. 7)
- Ⓓ “Slaves labored from sunup to sundown planting and harvesting wheat, tobacco, cotton, and other crops. . . . Even young children were put to work.” (p. 7)

.....

2. Choose the ONE piece of text evidence that best supports the statement below. Then complete the sentence to explain your choice.

STATEMENT:

People who worked in the Underground Railroad were brave.

- Ⓐ “Hundreds of people were part of the Underground Railroad . . .” (p. 9)
- Ⓑ “Between her journeys, Tubman worked at hotels and restaurants, saving the money she would need to buy food and other supplies for her rescue missions.” (p. 8)
- Ⓒ “. . . by 1850, helping a runaway slave was against the law, even in free states. If you were caught, you would most certainly be fined and possibly sent to jail . . .” (p. 9)

I chose ____ because _____

3. Below are a statement and two pieces of supporting evidence. Find one more piece of supporting evidence from the article and write it on the lines below.

STATEMENT:

During Tubman’s time, many Americans believed that slavery was wrong.

- Ⓐ “Hundreds of people were part of the Underground Railroad, a diverse group that included wealthy white people, Christian ministers, farmers, free black people, and many others.” (p. 8)
- Ⓑ “At the time, many fugitive slaves took refuge in Philadelphia, where there was a strong abolitionist movement.” (p. 8)

Ⓒ _____

.....

4. Read the lines below from the article. Then write a statement that they all support.

STATEMENT:

- Ⓐ “I had reasoned this out in my mind; there was one of two things I had a right to—liberty or death; if I could not have one, I would have the other.” (p. 8)
- Ⓑ “Yet on that frigid night, the person leading this group was unafraid. Her name was Harriet Tubman, and she had made this journey many times before.” (p. 6)
- Ⓒ “It was extraordinary for someone who had escaped slavery to return to the land where they had been enslaved, to risk capture—or worse.” (p. 8)

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What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader. Words that could describe tone include doubtful, humorous, gleeful, serious, and questioning. Authors create tone through word choice, the information they include, and how they organize the text.

In this activity, you will analyze Lauren Tarshis's tone in "Escape From Slavery."

1. Consider this line from page 6:

They would be chained, tied together, and marched back to their "owners."

Now consider this line from page 7:

They also cleaned houses, built furniture, washed clothes, and cooked meals for their "masters."

In the lines above, Tarshis's tone is disapproving and disgusted as she refers to slave owners. Here's why:

By placing the words *owners* and *masters* in quotation marks, Tarshis is expressing that these people were *so-called* owners and masters; she is indicating that she does not approve of those terms and that she rejects the idea that one human can own or be the master of another.

Find another sentence in which Tarshis uses a disapproving and disgusted tone. Write the sentence in the box. Be sure to give the page number.

Line from page _____:

2. Consider the following line from page 6:

Try to imagine the horror of it: having your family members stolen away from you, never to see or hear from them again.

**Circle the word that best describes Tarshis's attitude toward enslaved people.
(We defined the choices for you.)**

optimistic



hopeful and
confident about
the future

doubtful



feeling
uncertain about
something

sympathetic



full of concern
for someone
else's struggles

accusing



expressing
belief in
someone's guilt

Write a statement to support your choice.

3. Consider the following line from page 9:

Today, Tubman is remembered as one of America's most courageous and important figures, a tenacious and doggedly determined liberator whose legacy shaped the course of American history.

Write one or two words to complete the sentence below:

Tarshis's tone as she talks about Harriet Tubman is _____.

Write a statement to support your answer.

Name: _____ Date: _____

What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader.
Words that could describe tone include doubtful, humorous, gleeful, serious, and questioning.
Authors create tone through word choice, the information they include, and how they organize the text.

In this activity, you will analyze Lauren Tarshis's tone in "Escape From Slavery."

1. Read this example.

Consider this line from page 6:

They would be chained, tied together, and marched back to their "owners."

Now consider this line from page 7:

They also cleaned houses, built furniture, washed clothes, and cooked meals for their "masters."

In the lines above, Tarshis's tone is disapproving and disgusted as she refers to slave owners.
Here's why:

By placing the words *owners* and *masters* in quotation marks, Tarshis is expressing that these people were *so-called* owners and masters; she is indicating that she does not approve of those terms and that she rejects the idea that one human can own or be the master of another.

2. Consider the following line from page 6:

Try to imagine the horror of it: having your family members stolen away from you, never to see or hear from them again.

Circle the word that best describes Tarshis's attitude toward enslaved people.
(We defined the choices for you.)

optimistic



hopeful and
confident about
the future

doubtful



feeling
uncertain about
something

sympathetic



full of concern
for someone
else's struggles

accusing



expressing
belief in
someone's guilt

Complete the sentence below to explain why the word you circled describes the tone of the line above. Use what we wrote in question 1 as a model.

Tarshis sounds like she _____

3. Consider the following line from page 9:

Today, Tubman is remembered as one of America's most courageous and important figures, a tenacious and doggedly determined liberator whose legacy shaped the course of American history.

Write one or two words to complete the sentence below:

Tarshis's tone as she talks about Harriet Tubman is _____.

Write a statement to support your answer.

Tarshis sounds like she _____

Identifying Tone

Tone is the author's attitude toward the subject matter or toward the reader or audience. Words that could describe tone include *doubtful*, *humorous*, *sarcastic*, *serious*, and *outraged*. Tone is conveyed through the author's word choices and the details that he or she includes. A text may have more than one tone.

HINT: Keep in mind that in a work of fiction, tone is the author's attitude, and not necessarily the attitude of the story's narrator. Ask yourself, "How does the author feel about what he or she is writing about?"

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Tone Words

Tone is the author's attitude toward the subject matter or toward the reader or audience.
There are *many* different words that you can use to describe an author's tone. Here are some to inspire you.



POSITIVE TONE WORDS

admiring	happy
adoring	hopeful
affectionate	humorous
amused	interested
appreciative	jovial
approving	light
celebratory	lively
cheerful	modest
comforting	nostalgic
comic	optimistic
compassionate	passionate
complimentary	playful
confident	pleasant
contented	proud
earnest	reassuring
elated	respectful
empathetic	romantic
encouraging	sentimental
excited	silly
facetious	sympathetic
forthright	tender
friendly	whimsical
funny	wistful
gleeful	worshipful
gushing	zealous



NEUTRAL TONE WORDS

ambiguous
ambivalent
casual
commanding
conversational
detached
direct
indifferent
introspective
neutral
pensive
questioning
reflective
scholarly
serious
solemn
straightforward
speculative
uncertain
unconcerned



NEGATIVE TONE WORDS

angry	furious
annoyed	gloomy
biting	grave
bitter	grim
blunt	harsh
cold	haughty
conceited	hostile
condescending	impatient
confused	melancholy
curt	mocking
cynical	mournful
depressed	offended
derogatory	ominous
despairing	outraged
desperate	pessimistic
disappointed	sarcastic
disliking	scornful
disrespectful	selfish
doubtful	skeptical
enraged	sly
fearful	somber
flippant	stern
forceful	suspicious
foreboding	uneasy
frustrated	worried

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Harriet Tubman's Legacy

What is Harriet Tubman's legacy? Fill in the boxes below with ideas from the video and/or the article "Escape From Slavery." Use your responses to help you respond to the prompt on page 9.

What kind of person is Harriet Tubman?

What kind of person was Tubman? We've provided one idea along with a piece of evidence that supports that idea. Provide two other words or phrases describing the type of person Tubman was. For each, provide text evidence from the video, the article, or both.

1. smart

Evidence: "Tubman had a powerful memory and a gift for following the stars; she had great success finding the escape routes that had been described to her." (p. 8)

2.

Evidence:

3.

Evidence:

What contributions did Harriet Tubman make?

Write two ideas; provide text evidence for each from the video, the article, or both.

1.

Evidence:

2.

Evidence:

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Close-Reading Questions

"Escape From Slavery"

1. What made trying to escape from slavery so dangerous? (key ideas and details)
2. Consider the quotation at the end of page 7 in which Tubman refers to her decision to run away. Put this quotation in your own words. (interpreting text)
3. According to the article, what kind of person was Harriet Tubman? Support your answer with text evidence. (character)
4. Why might the Underground Railroad have been given that name? Explain. (inference)
5. How can the map on page 8 help readers understand the article? (text feature)

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Critical-Thinking Questions

"Escape From Slavery"

1. To dehumanize someone is to take away his or her human qualities—to make that person feel or appear less than human. In what ways was slavery dehumanizing?
2. Tarshis explains that those who helped on the Underground Railroad were taking a great risk. Why do you think people were willing to take such a risk?
3. On page 9, Tarshis notes that in addition to being courageous, successful, and clever, Tubman could be harsh. Do you think leaders sometimes need to be harsh? Explain.

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Escape From Slavery.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Inference

1. Read the **headline** and study the image on pages 4-5. What **mood** do they create?

2. What does the newspaper advertisement on page 6 tell you about how enslaved people were treated in the 1800s?

3. Study the images and read the **caption** on page 7. What can you infer about the lives of the people in the photo, including their living conditions?

4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

During Reading
Mood, Text Structure, Inference, Tone

5. At the end of the first section of the article, there is a shift in **mood**. Describe how the mood changes.

6. A. Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) in the section “Getting Bold.”

The author chronologically presents Tubman’s plan to flee.

The author explains the events that caused Tubman to decide to flee to the North.

The author compares the life of Harriet Tubman with the lives of other enslaved people.

B. Explain how you know.

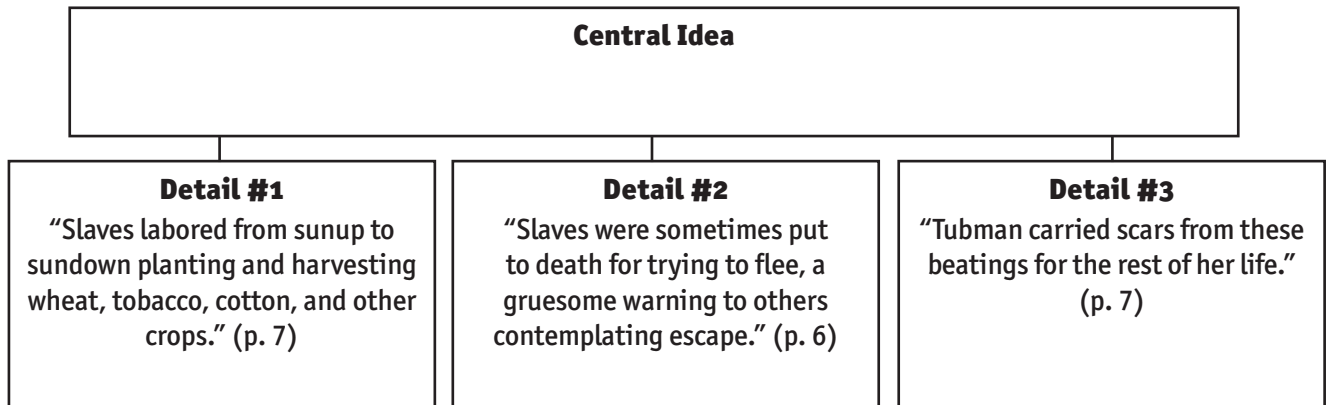
7. In the section “Risking Capture,” Lauren Tarshis uses an admiring **tone**. Find two examples of this tone and write them on the lines below.

8. From information about the law in the section “Underground Railroad,” what qualities can you **infer** members of the Underground Railroad possessed?

After Reading

Central Idea/Details and Objective Summary

9. Below are three **supporting details** for a central idea of “Escape From Slavery.” In the space provided, write a **central idea** that these details support.



10. Write an **objective summary** of “Escape From Slavery.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Escape From Slavery.” See *Scope*’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features and Inference

1. Read the **headline** and study the image on pages 4-5. How do they make you want to read the story?

2. What does the newspaper advertisement on page 6 tell you about how enslaved people were treated in the 1800s?

3. Study the images and read the **caption** on page 7. What can you infer about the lives of the people in the photo, including their living conditions?

4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

During Reading

Mood, Text Structure, Inference, Tone

5. The first section describes a group of escaped slaves who were desperately trying to avoid capture by slave catchers. At the end of the section on page 6, the author writes, “Yet on that frigid night, the person leading this group was unafraid.”

Mood is the feeling the reader gets from a piece of writing. The sentence above changes the mood of the section from

- Ⓐ tense to hopeful.
 - Ⓑ excited to frightening.
 - Ⓒ terrifying to joyous.
6. **Text structure** is the term for how an author organizes information. Information in the first section of “Escape From Slavery” uses a descriptive structure. Which words and phrases in the section help you identify this text structure?
- Ⓐ *The year was 1855; but now; Yet on that frigid night*
 - Ⓑ *crouched silently; freezing wind; rushing rivers*
 - Ⓒ *Her name was Harriet Tubman; Traveling on horseback; Slaves were sometimes put to death*

7. **A. Tone** is the author’s attitude toward the subject matter or toward the reader or audience. Circle the word that best describes the author’s tone in the section “Risking Capture.”

sympathetic

admiring

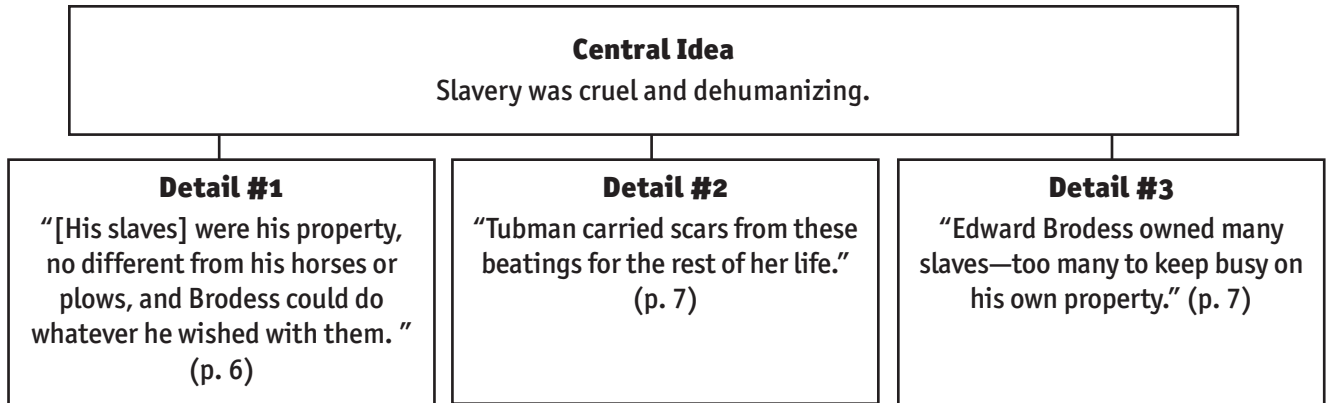
indifferent

B. Briefly explain how you know: _____

8. From information about the law in the section “Underground Railroad,” what qualities can you **infer** members of the Underground Railroad possessed?

After Reading
Central Idea/Details and Objective Summary

9. A. Below is a **central idea** of “Escape From Slavery” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



- B. Briefly explain why the detail that you crossed out does NOT support the central idea above.

10. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “Escape From Slavery.”

- a. Tubman became a respected and successful leader in the Underground Railroad.
- b. On one escape mission, Tubman hid in a potato field.
- c. After Tubman escaped, she made 13 more rescue missions to free other enslaved people.
- d. Tubman’s parents likely had at least nine children.
- e. I can’t imagine how much courage it must have taken for Tubman to return to Maryland after she escaped.
- f. If they were caught, runaway slaves were severely punished.

Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
read aloud.

Vocabulary:

"Escape From Slavery"

1. abolition (ab-uh-LISH-uhn) *noun*; The verb *abolish* (uh-BOL-ish) means "to do away with or put an end to." A city might abolish smoking in public places. *Abolition* is the act of abolishing—of officially ending or stopping something. Some people support the abolition of homework, though others believe homework is an important part of learning.

Abolition is often used to refer specifically to the act of ending slavery in America, as in "Andrew supported abolition; he believed that slavery was wrong."

2. bondage (BAHN-dij) *noun*; Bondage is the state of being under the control of another person—in other words, of being enslaved.

3. bounty (BOWN-tee) *noun*; As it is used in the article, *bounty* refers to a sum of money that is offered as a reward for helping the authorities find or capture someone they are looking for.

4. evade (ih-VEYD) *verb*; To evade someone or something is to get away from it or avoid meeting it directly. You might evade a question that you don't want to answer by changing the subject. You might evade washing the dishes by taking the dog for a walk. A criminal might evade the police by slipping into a dark alley.

5. fugitive (FYOO-jih-tiv) *noun*; A fugitive is someone who is running away or hiding, especially someone who is fleeing from the police.

6. liberate (LIB-uh-rayt) *verb*; To liberate is to set something or someone free from the control of another person or group—to give freedom to someone or something. A country might be liberated from the control of a cruel leader.

7. lucrative (LOO-kruh-tiv) *adjective*; Something that is lucrative produces a lot of money. A lucrative job is a job in which you earn a lot of money. A lucrative decision is one that leads to receiving or earning a lot of money.

8. plantation (plan-TAY-shuhn) *noun*; A plantation is a large area of land, especially in a hot part of the world, where crops are grown and harvested—basically, a giant farm.

Directions: In the space below, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

Vocabulary Practice

"Escape From Slavery"

Directions: Choose the word in each pair that is most similar in meaning to each word in bold.

1. evade

- Ⓐ accept Ⓑ dodge

2. bondage

- Ⓐ freedom Ⓑ enslavement

3. bounty

- Ⓐ reward Ⓑ debt

Directions: For each statement below, fill in the circle to show whether you think it's true or false. Briefly explain your choice.

4. Molly would be disappointed if the store she owns had a lucrative year.

- Ⓐ true Ⓑ false

Reason: _____

5. A fugitive might wear a disguise.

- Ⓐ true Ⓑ false

Reason: _____

Directions: Rewrite each sentence below using one of the words in the box. There is one word you will not use.

plantation lucrative abolition liberate

6. Because the Northern states in America supported putting an end to slavery, many enslaved people fled to the North in search of freedom.

7. The largest coffee farm in the United States is located on the island of Kauai, Hawaii.

8. During the Revolutionary War, the United States fought to free itself from the control of Great Britain.

Name: _____ Date: _____

“Escape From Slavery” Quiz

Directions: Read “Escape From Slavery.” Then answer the questions below.

1. Which statement best expresses a main purpose of the article?

- (A) to provide a chronology of how slavery began and ended in America
- (B) to catalogue the events leading up to the Civil War
- (C) to entertain readers with a suspenseful true story from the past
- (D) to inform readers about slavery in America through the story of one courageous figure

2. How do the photograph and advertisement on page 6 contribute to the article?

- (A) They help readers understand where slavery took place.
- (B) They show that the practice of slavery was cruel and dehumanizing.
- (C) They help readers understand why slavery was practiced.
- (D) They help show how difficult it was for slaves to flee.

3. In the section “Risking Capture,” author Lauren Tarshis’s tone could be described as

- (A) uncertain and fearful.
- (B) shocked and heartbroken.
- (C) admiring and amazed.
- (D) compassionate and mournful.

4. Which statement best explains what creates the tone you identified in question 3?

- (A) Tarshis gives an account of the events in Harriet Tubman’s life between her escape and her becoming part of the Underground Railroad.
- (B) Tarshis explains what Philadelphia was like in the 1850s.
- (C) Tarshis explicitly states her feelings about Harriet Tubman.
- (D) Tarshis explains the obstacles Harriet Tubman overcame getting to freedom and why she chose to risk her life to help others become free.

5. As it is used in the last paragraph of the article, *tenacious* most closely means

- (A) muscular.
- (B) having a firm grip.
- (C) extremely persistent.
- (D) adhesive.

6. Which detail would be least important to include in a summary of the article?

- (A) In 1850, Philadelphia was a bustling city.
- (B) Tubman was a leader on the Underground Railroad.
- (C) The U.S. was divided over the issue of slavery.
- (D) Tubman helped rescue many slaves.

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. How does the story on page 9 of Harriet Tubman pulling out her pistol help characterize Tubman as tough and determined? What other parts of the article characterize her this way? Explain.

8. What obstacles did slaves face when attempting to flee? How did Tubman overcome those obstacles? Use details from the article to support your answer.

Name: _____ Date: _____

“Escape From Slavery” Quiz

Directions: Read “Escape From Slavery.” Then answer the questions below.

1. The purpose of the section “Slavery in America” is mainly to

- Ⓐ compare slavery in the 17th century with slavery in the 19th century.
- Ⓑ give powerful statistics about slavery in America.
- Ⓒ provide additional information about Harriet Tubman’s life as a young girl.
- Ⓓ give an overview of how the practice of slavery came to America and expanded over the decades.

2. Information in the caption “Selling Human Beings” on page 6 would best fit into which section of the article?

- Ⓐ “Risking Capture”
- Ⓑ “Slavery in America”
- Ⓒ the introduction
- Ⓓ “Determined Liberator”

3. In the section “Risking Capture,” author Lauren Tarshis’s tone as she writes about Tubman could be described as

- Ⓐ uncertain.
- Ⓑ mournful.
- Ⓒ admiring.
- Ⓓ heartbroken.

4. Which line from page 8 most clearly shows the author using the tone you identified in question 3?

- Ⓐ “It took about a week for Tubman to travel the 120 miles to Philadelphia, Pennsylvania.”
- Ⓑ “In Philadelphia, Tubman quickly found a job at a hotel. . .”
- Ⓒ “Tubman wasn’t happy in her new life though.”
- Ⓓ “It was extraordinary for someone who had escaped slavery to return to the land where they had been enslaved. . .”

5. As it is used in the last paragraph of the article, *tenacious* most closely means

- Ⓐ physically strong.
- Ⓑ famous.
- Ⓒ very determined.
- Ⓓ kind.

6. Which detail would be most important to include in a summary of the article?

- Ⓐ Harriet Tubman was an important figure of the Underground Railroad.
- Ⓑ Harriet Tubman had a powerful memory.
- Ⓒ The first slave ship arrived at the shores of what would become the U.S. in 1619.
- Ⓓ In 1850, the United States was made up of states and territories.

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. How does the story on page 9 of Harriet Tubman pulling out her pistol help show that she was tough and determined?

8. What obstacles did slaves face when attempting to flee?

Name: _____ Date: _____

Video Discussion Questions

"Beyond the Story: The Underground Railroad"

Before Reading "Escape From Slavery"

1. The narrator says that life for enslaved people was "brutal" (1:32). Give two pieces of evidence from the video that support this statement.
2. What is the mood of the segment of the video about abolitionists and how they came together to form the Underground Railroad (1:39-2:43)? Consider the narration, music, and visuals.
3. The narrator says, "The legacy of the Underground Railroad galvanized and inspired Americans for generations" (5:13). Based on context clues, what does *galvanize* mean?

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Harriet Tubman Contest

Your legacy is how you are remembered and the contributions you make during your life. What is Harriet Tubman's legacy? Answer in a well-organized essay. Five winners will get *Unbound* by Ann E. Burg.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text evidence
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Harriet Tubman Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY March 15, 2018!