



Underground Railroad Experience Trail

Educator Resource Guide



Woodlawn Manor Cultural Park
16501 Norwood Road Sandy Spring, Maryland 20860
WoodlawnManor.org 301-929-5989



Abstract

Title	Resource Guide for Educators Underground Railroad Experience Trail
Authors	Developed by M-NCPPC, Department of Parks, Montgomery County – Cultural Resources Stewardship Section, with permission for use of educational lesson plans by the National Underground Railroad Freedom Center.
Date	Revised 2022
Abstract	This resource guide is intended for educational instructors whose students will visit the Underground Railroad Experience Trail at Woodlawn Manor Cultural Park. It provides pre-visit and post-visit activities reinforcing concepts and themes addressed during an onsite experience.

The Maryland- National Capital Park and Planning Commission
Department of Parks, Montgomery County
Woodlawn Manor Cultural Park
16501 Norwood Road Sandy Spring, Maryland 20860
WoodlawnManor.org | HistoryInTheParks.org

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Important People of the Abolitionist Movement and the Underground Railroad

Welcome to Woodlawn Manor Cultural Park!

Thank you for choosing to visit the Underground Railroad Experience Trail at Woodlawn Manor Cultural Park in Sandy Spring, Maryland. The park is operated by Montgomery Parks and offers visitors an opportunity to explore the county's rich African American heritage.

A visit to the Underground Railroad Experience Trail provides educators with the opportunity for enlightening discussions of the African American experience from slavery to freedom and is recommended for grades 4 and up.

Lesson plans are developed in accordance with the Maryland State Curriculum – Social Studies Content Standards. Students will engage in topics related to enslavement in Montgomery County, Maryland, resistance to slavery – such as self-emancipation, and the impact of the Civil War on the African American community.

The purpose of this resource guide is to enhance your field trip experience. You may use this guide before your visit to prepare students or after your visit to expand on their field trip. Feel free to pick and choose activities relating to your lesson plans.

SITE LOCATION:

Woodlawn Manor Cultural Park
Underground Railroad Experience Trail
16501 Norwood Road
Sandy Spring, MD 20860

CONTACT INFORMATION:

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Welcome to the Underground Railroad Experience Trail at Woodlawn Manor Cultural Park

Thank you for choosing to hike the Underground Railroad Experience Trail at Woodlawn Manor Cultural Park in Sandy Spring, Maryland. The Underground Railroad Experience Trail commemorates the involvement of Montgomery County residents in the Underground Railroad and celebrates the Quaker heritage and traditions of the Sandy Spring community.

TRAIL BACKGROUND:

Created in 1998 by Montgomery Parks, the Underground Railroad Experience Trail was established to provide a simulated experience and honor an important part of Sandy Spring and Montgomery County's history.

The trail did not exist prior to 1998. There is no documented evidence that Woodlawn Manor's owners, buildings or property was involved in the Underground Railroad.

TRAIL OBJECTIVES:

- To tell the story of African American resistance to slavery via self-emancipation or escape on the Underground Railroad that includes:
 - Stories of African Americans—free and enslaved who participated in the Underground Railroad in Montgomery County
 - Stories of Quakers and their role in the Underground Railroad in Montgomery County
- To tell the story of Sandy Spring residents— Black and white, and their experiences on the home front in Montgomery County during the Civil War

BEFORE YOU HIKE ...

- Trail interpretive content is recommended for ages 7 and up
- The trail is approximately 2 miles in length (4 miles roundtrip)
- The trail is a natural surface hiking trail through woods and fields
- The trail is not ADA accessible and not suitable for all strollers
- Wear comfortable shoes and clothing suitable for hiking
- Tick season is generally March-November
- Self-guided trail maps are available onsite and online at www.WoodlawnManor.org

Maryland State Curriculum – Social Studies Content Standards

4th grade | Standard 3.0 Geography

Topic C. Movement of Peoples, Goods and Ideas

Indicator 1. *Describe and analyze population growth, migration and settlement patterns in Maryland and regions of the United States*

Objective: e. Identify the reasons for the movement of peoples to, from and within Maryland and the United States

4th grade | Standard 5.0 History

Topic C. Conflict between Ideas and Institutions

Indicator 4. *Analyze how the institution of slavery impacted individuals and groups in Maryland.*

Objectives:

- a. Compare the lives of slave families and free Blacks
- b. Describe the anti-slavery movement in Maryland
- c. Describe the growth of the Underground Railroad

8th grade | Standard 1.0 Political Science

Topic C. Protecting Rights and Maintaining Order

Indicator 2. *Explain how the United States government protected or failed to protect the rights of individuals and groups*

Objective:

- b. Describe methods that were used to deny civil rights to women, African Americans and Native Americans

8th grade | Standard 5.0 History

Topic C. Conflict between Ideas and Institutions

Indicator 4. *Analyze the institution of slavery and its influence on societies in the United States*

Objectives:

- a. Describe pro-slavery and anti-slavery positions and explain how debates over slavery influenced politics and sectionalism
- b. Analyze the experiences of enslaved and free Blacks
- c. Compare the relationship of abolitionists to the other reform movements

Social Studies Content Standards for Lessons 1 – 6

Lesson 1: Underground Railroad Pre-Visit Questionnaire

4th grade | Standard 5.0 History

Topic C, Indicator 4, Objectives A-C

8th grade | Standard 5.0 History

Topic C, Indicator 4, Objective C

Lesson 2: The Underground Railroad through Primary and Secondary Sources

4th grade | Standard 5.0 History

Topic C, Indicator 4, Objective C

8th grade | Standard 1.0 Political Science

Topic C, Indicator 4, Objective B

8th grade | Standard 5.0 History

Topic C, Indicator 4, Objective A, B

Lesson 3: Anne Maria Weems

4th grade | Standard 5.0 History

Topic C, Indicator 4, Objectives A, B

8th grade | Standard 5.0 History

Topic C, Indicator 4, Objective B

Lesson 4: Reason vs. Risk

4th grade | Standard 5.0 History

Topic C, Indicator 4, Objectives B

8th grade | Standard 1.0 Political Science

Topic C, Indicator 4, Objective B

8th grade | Standard 5.0 History

Topic C, Indicator 4, Objectives A-C

Lesson 5: 1860 Map Activity

4th grade | Standard 3.0 Geography

Topic C, Indicator 1, Objective E

Lesson 6: In His Own Words: Josiah Henson, A Conductor on the Underground Railroad

8th grade | Standard 5.0 History

Topic C, Indicator 4, Objective B

Lesson 1: Underground Railroad Pre-Visit Questionnaire

Grade Levels: 4-12

Class Time Needed: 10-20 minutes

Objectives:

Students will assess their knowledge and possible misconceptions about the Underground Railroad and slavery before visiting the Underground Railroad Experience Trail.

Essential Questions:

- Can an individual make a difference in history?
- How are people's needs and wants similar and different?
- What can we learn from the past?

Description of Lesson/Activity:

1. Instruct students to complete the True/False Questionnaire (attached) as honestly and seriously as possible.
2. Review their answers before your visit in order to assess any misconceptions they may have.
3. Discuss as a class any common misconceptions.
4. If desired, repeat the Questionnaire after your Underground Railroad Experience Trail. Have students write a self-assessment of what they learned about slavery, freedom or the Underground Railroad from their visit.

Materials:

Underground Railroad Facts: True or False Questionnaire (attached)

Assessment:

Informal: Assess students' ability to discuss their misconceptions and reflect on any newfound knowledge.

Name _____

Underground Railroad Facts: True or False Questionnaire

Answer these TRUE or FALSE questions before and after your Underground Railroad Experience Trail hike.

1. Africans were skilled as farmers only. **TRUE or FALSE**
2. Africans were treated with dignity aboard slave ships. **TRUE or FALSE**
3. Before they came to America, Africans had no religion. **TRUE or FALSE**
4. Only America was involved in the African Slave Trade. **TRUE or FALSE**
5. Cotton was the only crop grown in America by slaves. **TRUE or FALSE**
6. Only slave states profited from slavery. **TRUE or FALSE**
7. It was the English who introduced tobacco to America. **TRUE or FALSE**
8. The American Revolution benefited enslaved African Americans in the North and South. **TRUE or FALSE**
9. Only white men were abolitionists. **TRUE or FALSE**
10. All abolitionists were non-violent. **TRUE or FALSE**
11. People don't own other people today. **TRUE or FALSE**

LESSON 1: Underground Railroad Pre-Visit Questionnaire

Underground Railroad Facts: True/False Questionnaire [ANSWER KEY]

Answer these TRUE or FALSE questions before and after your Underground Railroad Experience Trail hike.

1. Africans were skilled as farmers only. **FALSE**
2. Africans were treated with dignity aboard slave ships. **FALSE**
3. Before they came to America, Africans had no religion. **FALSE**
4. Only America was involved in the African Slave Trade. **FALSE**
5. Cotton was the only crop grown in America by enslaved people. **FALSE**
6. Only slave states profited from slavery. **FALSE**
7. It was the English who introduced tobacco to America. **FALSE**
8. The American Revolution benefited enslaved people in the North and South. **FALSE**
9. Only white men were abolitionists. **FALSE**
10. All abolitionists were non-violent. **FALSE**
11. People don't own other people today. **FALSE**

Lesson 2: The Underground Railroad through Primary and Secondary Sources

Grade Levels: 4 – 8

Class Time Needed: Varies depending on the age of students

Objectives:

To introduce the Underground Railroad to students using primary and secondary source documents while using the questions provided to encourage dialogue.

Essential Questions:

- What can we learn from the past?
- How do we know what really happened in the past?

Description of lesson/activity:

1. First, read a secondary source (book) about the Underground Railroad, taking notes as you read.
2. After reading, have an open discussion using the questions provided.
3. Research early 19th century advertisements for fugitive slaves using the internet and other library resources. Then, find a primary source or document from this historical era. Analyze their impact on escape, on those who were thinking about escaping and on those who helped them.
4. Write a journal of an escaping enslaved person. What struggles might they have to encounter to get to freedom? What might they have to leave behind to get to freedom?

Materials:

- Underground Railroad Discussion Questions (attached)
- Book from Reading List (attached)
- Internet

Assessment:

Formal: Journal of escaping person.

Informal: Observation of Discussion Questions; measure of proficiency in research of slave advertisements.

Underground Railroad Discussion Questions

1. A student recently said, "I don't care about slavery. That happened a long time ago, and I don't want to think about it in my life today. It is no longer important."

What do you think about this statement? Tell why you agree or disagree. What would you tell that student if you had the chance to have a conversation?

2. Students in the United States enjoy lots of freedom. List some of the freedoms that you enjoy. Were these privileges always available to everyone? What might someone have had to do in order to make sure you have these freedoms? How does that make you feel about the privileges you enjoy?

3. Think back to when you were born. From your birth to today your history is important. You learned, you made mistakes, and you grew. Discuss the importance of knowing your own personal history. Why is it important to study historical information of a country or a people? Why can't the past simply be ignored?

4. What happens if a rule, law, or a practice in a country is immoral or wrong? Who decides if it is right or wrong? What is done to change that law or rule or practice? How does someone decide what to do?

5. What makes a hero or heroine? Is it necessary to save someone's life to be heroic? Are only certain people heroic? Is it possible to plan to become a hero in the future?

6. What do you visualize when you think about the Underground Railroad? How do you think it worked? Why do you think it became a necessity?

7. Discuss what you expect to see, feel, and learn when you hike the Underground Railroad Experience Trail. After your visit, you will have a chance to compare your expectations to reality.

Lesson 3: Anne Maria Weems

Grade Levels: 4-6

Class Time Needed: One class session

Objective:

To introduce the Underground Railroad and the conditions that enslaved people experienced.

Essential Questions:

- What are “inalienable” rights?
- How is power gained, used, and justified?

Description of lesson/activity:

1. Read *Stealing Freedom* by Elise Carbone
2. After reading the book, complete the “Anne Maria’s Choice” worksheet

Materials:

- *Stealing Freedom* by Elise Carbone
- “Anne Marie’s Choice” Worksheet (attached)

Assessment:

Formal: “Anne Maria’s Choice” Worksheet

Name _____

“Anne Maria’s Choice”

Now that you have talked about Anne Maria Weems, think about her courageous act. Answer the following questions. Examine Anne Maria’s choice.

What kind of conditions would have made Anne Maria decide to do this?

What challenges did she encounter during her escape?

Challenge Yourself! Write a creative story about escaping to freedom. Imagine you decided to disguise yourself in order to escape to a northern city. List several reasons why you would want to escape. List the risks involved in the process of escaping. List the people who helped you escape and why they helped you.

Lesson 4: Reason vs. Risk

Grade Levels: 4-8

Class Time Needed: One class session

Objectives:

Introduce students to the Underground Railroad and the condition of enslaved people in North America from the colonial period to the Thirteenth Amendment (17th - 19th centuries).

Essential Questions:

- Why do people move?
- How does where I live influence how I live?

Description of lesson/activity:

1. Students are to individually complete the worksheet that raises the question of Reason vs. Risk for running away.
2. As a class, discuss why or why not someone might choose to seek freedom.

Materials:

- Reason vs. Risk Worksheet (attached)

Assessment:

Formal: "Reason vs. Risk" Worksheet
Informal: Observation of discussion

Name _____

Reason vs. Risks

An enslaved person faced many mixed emotions about escaping. Think about what things would be gained from running away and list them in the “Reasons to Leave” column. Then think about all the risks involved in running away and list them under “Risks.” After listing these discuss with your class whether you would leave or stay.

Reasons to Leave	Risks

My choice is:

Lesson 5: 1860 Map Activity

Grade Levels: 4-6

Class Time Needed: 45 minutes

Objectives: Students will be able to identify cardinal directions on a map and analyze different routes to freedom used by enslaved fugitives.

Essential Questions:

- How does where I live influence how I live?
- When should society control individuals?

Description of Lesson/Activity:

1. Students read the Activity sheet.
2. They diagram and label each runaway fugitive's escape route on the map.

Materials:

- Crayons
- Ruler
- Map (attached)

Assessment:

Accurate labeling on map of runaway fugitives' escape routes

Lesson 5: 1860 Map Activity

Shade in states that belonged to the:

Union in one color.

Confederacy in another color.

(Use the boxes to designate which color is used for which side on your map.)

Before the Fugitive Slave Act of 1850, many Freedom Seekers traveled into the North to reach freedom. Read the following stories and draw arrows to show the Freedom Seekers' journey.

1. Sarah had lived on the same farm since she was born. When her owner tried to sell her and separate her from her family she escaped from Georgia to Ohio. *Draw an arrow showing Sarah's escape, marking it with her name.*

2. Lewis had been sold many times and lived on many different plantations, but he had always lived in the "Upper South." When he heard that his owner was going to sell him "down river" where slavery was much worse, he decided to leave Virginia and escape to Pennsylvania. *Draw an arrow showing Lewis's escape, marking it with his name.*

After the Fugitive Slave Act of 1850, Freedom Seekers risked being kidnapped and sold back into slavery across the nation. They had to go somewhere outside of the United States to truly be free.

3. Robert had been sold to the Deep South and worked from sun up to sun down. After being abused by his owner for the second time in a week, he decided to escape. Since he lived in the Deep South, Mexico was closer than Canada. He headed southwest for Mexico to escape to freedom. *Draw an arrow showing Robert's escape, marking it with his name.*

4. Cara lived in Kentucky and could "see" freedom across the Ohio River. She knew that if she could just get across the river, a network of people known as the Underground Railroad would help her get to Canada. *Draw an arrow showing Cara's escape, marking it with her name.*

5. From what region were fugitives or Freedom Seekers trying to escape?

6. Why did Freedom Seekers want to leave?



Lesson 6: In His Own Words: Josiah Henson, Underground Railroad Conductor

Grade Levels: 8 - 12

Class Time Needed: Varies depending on the age of students

Objectives: To read a primary document of a freed slave's experience as a conductor on the Underground Railroad and analyze the dangers faced by those traveling and the things or people who helped them reach freedom.

Essential Questions:

- When should societies control individuals?
- Is it ever okay to break the law?

Description of lesson/activity:

1. Students can complete this activity after participating on the Underground Railroad experience and/or after reading the attached excerpt of Josiah Henson's narrative. The narrative can be read aloud by teacher, in groups, or read individually, depending on age of students.
2. After reading, students complete worksheet: Traveling on the Underground Railroad. (attached)
3. Students can also draw a scene from Henson's narrative with a caption, or a scene from their experience on the Underground Railroad.

Materials:

- "In His Own Words: Josiah Henson, A Conductor on the Underground Railroad" (attached)
- Worksheet: "Traveling on the Underground Railroad" (attached)

Assessment:

Assess worksheet for accuracy relating to the narrative and/or experience on the Underground Railroad

Lesson 6: In His Own Words: Josiah Henson, Underground Railroad Conductor

Josiah Henson was born into slavery in Maryland and worked and lived on a farm in Rockville for many years. The following text is from Henson's autobiography, *Autobiography of Josiah Henson, An Inspiration for Harriet Beecher Stowe's Uncle Tom*, in which he tells of his being a conductor on the Underground Railroad. James Lightfoot, a man who escaped to Canada, asks Josiah to lead his enslaved family from Kentucky to Canada. Josiah, who escaped with his wife and 4 children many years earlier, begins the journey in Canada.

"On arriving at Portsmouth, in the State of Ohio, I had a very narrow escape from being detected. The place was frequented by several Kentuckians, who were quite ready to suspect a coloured man, if they saw anything unusual about him. I reached Portsmouth in the morning and waited until two in the afternoon for the steamboat, so that I might not arrive in Maysville till after dark.

Using a Disguise

While in the town I was obliged to resort to a stratagem, in order to avoid being questioned by the Kentuckians I saw in the place. To this end I procured some dried leaves, put them into a cloth and bound it all round my face, reaching nearly to my eyes, and pretended to be so seriously affected in my head and teeth as not to be able to speak. I then hung around the village till the time for the evening boat, so as to arrive at Maysville in the night. I was accosted by several during my short stay in Portsmouth, who appeared very anxious to get some particulars from me as to who I was, where I was going, and to whom I belonged. To all their numerous inquiries I merely shook my head, mumbled out indistinct answers, and acted so that they could not get anything out of me; and, by this artifice, I succeeded in avoiding any unpleasant consequences. I got on board the boat and reached Maysville, Kentucky, in the evening, about a fortnight from the time I had left Canada.

On landing, a wonderful providence happened to me. The second person I met in the street was Jefferson Lightfoot, brother of the James Lightfoot previously mentioned, and one of the parties who had promised to escape if I would assist them. He stated that they were still determined to make the attempt, decided to put it into execution the following Saturday night, and preparations for the journey were at once commenced. The reason why Saturday night was chosen on this and the previous occasion was, that from not having to labour the next day, and being allowed to visit their families, they would not be missed until the time came for their usual appearance in the field, at which period they would be some eighty or a hundred miles away. During the interval I had to keep myself concealed by day, and used to meet them by night to make the necessary arrangements.

From fear of being detected, they started off without bidding their father or mother farewell, and then, in order to prevent the bloodhounds from following on our trail, we seized a skiff, a little below the city, and made our way down the river. It was not the shortest way, but it was the surest.

It was sixty-five miles from Maysville to Cincinnati, and we thought we could reach that city before daylight, and then take the stage for Sandusky. Our boat sprung a leak before we had got half way, and we narrowly escaped being drowned; providentially, however, we got to the shore before the boat sunk. We then took another boat, but this detention prevented us from arriving at Cincinnati in time for the stage. Day broke upon us when we were about ten miles above the city, and we were compelled to leave our boat from fear of being apprehended. This was an anxious time. However, we had got so far away that we knew there was no danger of being discovered by the hounds, and we thought we would go on foot."

A Cow Shows Them the Way

When we got within seven miles of Cincinnati, we came to the Miami River, and we could not reach the city without crossing it. This was a great barrier to us, for the water appeared to be deep, and we were afraid to ask the loan of a boat, being apprehensive it might lead to our detection. We went first up and then down the river, trying to find a convenient crossing-place, but failed. I then said to my company, "Boys, let us go up the river and try again." We started, and after going about a mile we saw a cow coming out of a wood, and going to the river as though she intended to drink. Then said I, "Boys, let us go and see what the cow is about, it may be that she will tell us some news." I said this in order to cheer them up. One of them replied, in rather a peevish way, "Oh, that cow can't talk;" but I again urged them to come on. The cow remained until we approached her within a rod or two; she then walked into the river, and went straight across without swimming, which caused me to remark, "The Lord sent that cow to show us where to cross the river!" This has always seemed to me to be a very wonderful event.

Having urged our way with considerable haste, we were literally saturated with perspiration, though it was snowing at the time, and my companions thought that it would be highly dangerous for us to proceed through the water, especially as there was a large quantify of ice in the river. But as it was a question of life or death with us, there was no time left for reasoning; I therefore advanced--they reluctantly following. The youngest of the Lightfoots, as we reached halfway over the river, was seized with violent contraction of the limbs, which prevented further self-exertion on his part; he was, therefore, carried the remainder of the distance. After resorting to continued friction, he partially recovered, and we proceeded on our journey.

Life and Death Decision

We reached Cincinnati about eleven on Sunday morning, too late for the stage that day; but having found some friends, we hid ourselves until Monday evening, when we recommenced our long and toilsome journey, through mud, rain, and snow, towards Canada. We had increased our distance about one hundred miles, by going out of our road to get among the Quakers. During our passage through the woods, the boy before referred to was taken alarmingly ill, and we were compelled to proceed with him on our backs; but finding this mode of conveying him exceedingly irksome, we constructed a kind of litter with our shirts and handkerchiefs laid across poles. By this time we got into the State of Indiana, so that we could travel by day as long as we kept to the woods. Our patient continued to get worse, and it appeared, both to himself and to us, that death would soon release him from his sufferings. He therefore begged to be left in some secluded spot, to die alone, as he feared that the delay occasioned by his having to be carried through the bush, might lead to the capture of the whole company. With very considerable reluctance we acceded to his request, and laid him in a sheltered place, with a full expectation that death would soon put an end to his sufferings. The poor fellow expressed his readiness to meet the last struggle in hope of eternal life. Sad, indeed, was the parting; and it was with difficulty we tore ourselves away.

We had not, however, proceeded more than two miles on our journey, when one of the brothers of the dying man made a sudden stop, and expressed his inability to proceed whilst he had the consciousness that he had left his brother to perish, in all probability, a prey to the devouring wolves. His grief was so great that we determined to return, and at length reached the spot, where we found the poor fellow apparently dying, moaning out with every breath a prayer to heaven. Words cannot describe the joyousness experienced by the Lightfoots when they saw their poor afflicted brother once more; they literally danced for joy. We at once prepared to resume our journey as we best could, and once more penetrated the bush. After making some progress, we saw, at a little distance on the road, a wagon approaching, and I immediately determined to ascertain whether some assistance could not be obtained.

Help from a Quaker

I at length circumvented the road, so as to make it appear that I had been journeying in an opposite direction to that which the wagon was taking. When I came up with the driver, I bade him good day. He said, "Where is thee going?" "To Canada." I saw his coat, heard his thee and thou, and set him down for a Quaker. I therefore plainly told him our circumstances. He at once stopped his horses, and expressed his willingness to assist us. I returned to the place where my companions were in waiting for me, and soon had them in the presence of the Quaker. Immediately on viewing the sufferer he was moved to tears, and without delay turned his horses' heads, to proceed in the direction of his home, although he had intended to go to a distant market with a load of produce for sale. The reception we met with from the Quaker's

family overjoyed our hearts, and the transports with which the poor men looked upon their brother, now so favourably circumstanced, cannot be described.

We remained with this happy family for the night, and received from them every kindness. It was arranged that the boy should remain behind, until, through the blessing of God, he should recover. We were kindly provided by them with a sack of biscuit and a joint of meat, and once more set our faces in the direction of Lake Erie.

After proceeding some distance on our road, we perceived a white man approaching, but as he was travelling alone, and on foot, we were not alarmed at his presence. It turned out that he had been residing for some time in the South, and although a free white man, his employers had attempted to castigate him; in return for which he had used violence, which made it necessary that he should at once escape. We travelled in company, and found that his presence was of signal service to us in delivering us out of the hands of the slave-hunters who were now on our track, and eagerly grasping after their prey. We had resolved on reaching the lake, a distance of forty miles, by the following morning; we, therefore, walked all night.

Just as the day was breaking, we reached a wayside tavern, immediately contiguous to the lake, and our white companion having knocked for the landlord, ordered breakfast for six. Whilst our breakfast was in course of preparation, we dosed off into slumber, wearied with our long-continued exertion.

A Close Call

Just as our breakfast was ready, whilst half-asleep and half-awake, an impression came forcibly upon me that danger was nigh, and that I must at once leave the house. I immediately urged my companions to follow me out, which they were exceedingly unwilling to do; but as they had promised me submission, they at length yielded to my request. We retired to the yard at the side of the house, and commenced washing ourselves with the snow, which was now up to our knees. Presently we heard the tramping of horses, and were at once warned of the necessity of secreting ourselves. We crept beneath a pile of bushes, close at hand, which permitted a full view of the road. The horsemen came to a dead stop at the door of the house, and commenced their inquiries; my companions at once recognised the parties on horseback, and whispered their names to me. This was a critical moment, and the loud beatings of their hearts testified the dreadful alarm with which they viewed the scene. Had we been within doors, we should have been inevitably sacrificed.

Our white friend proceeded to the door in advance of the landlord and maintained his position. He was at once interrogated by the slave-hunters whether he had seen any negroes pass that way. He said, yes, he thought he had. Their number was demanded, and they were told about six, and that they were proceeding in the direction of Detroit; and that they might be some few miles on the road. They at once reigned their horses, which were greatly fatigued, through having been ridden all night, and were soon out of sight. We at length ventured into the

house, and devoured breakfast in an incredibly short space of time. After what had transpired, the landlord became acquainted with our circumstances, and at once offered to sail us in his boat across to Canada. We were happy enough to have such an offer, and soon the white sail of our little bark was laying to the wind, and we were gliding along on our way, with the land of liberty in full view. Words cannot describe the feelings experienced by my companions as they neared the shore--their bosoms were swelling with inexpressible joy as they mounted the seats of the boat, ready, eagerly, to spring forward, that they might touch the soil of the freeman. And when they reached the shore, they danced and wept for joy, and kissed the earth on which they first stepped, no longer the SLAVE-- but the FREE.

After the lapse of a few months, on one joyous Sabbath morning, I had the happiness of clasping the poor boy we had left in the kind care of the Quaker, no longer attenuated in frame, but robust and healthy, and surrounded by his family. Thus my joy was consummated, and superadded were the blessings of those who were ready to perish, which came upon me. It is one of the greatest sources of my happiness to know, that by similar means to those above narrated, I have been instrumental in delivering one hundred and eighteen human beings out of the cruel and merciless grasp of the slaveholder.

Mr. Frank Taylor, the owner of the Lightfoots, whose escape I have just narrated, soon after he missed his slaves, fell ill, and became quite deranged; on recovering, he was persuaded by his friends to free the remainder of the family of the Lightfoots, which he at length did, and after a short lapse of time, they all met each other in Canada, where they are now living."

Source: Henson, Josiah. *Autobiography of Josiah Henson, An Inspiration for Harriet Beecher Stowe's Uncle Tom*. (pp. 112-120). Dover, 1969.

www.docsouth.unc.edu/neh/henson/hensonhtml. Subtitles added.

Lesson 6: In His Own Words: Josiah Henson, A Conductor on the Underground Railroad

Name _____

Traveling on the Underground Railroad

Directions: After reading about Josiah Henson when he was a conductor on the Underground Railroad, complete the chart below.

Think about these questions to assist you in completing the chart:

- How did the geography and physical environment hinder and help those traveling on the Underground Railroad?
- Which people were dangerous and which were helpful?
- What strategies helped them avoid being captured?

Traveling on the Underground Railroad

Dangers They Faced	Things or People that Helped

Important People in the Abolitionist Movement and the Underground Railroad

John Brown (1800 – 1859)

Working at various times as a farmer, wool merchant, tanner, and land speculator, he was never financially successful. As an abolitionist, he worked on the Underground Railroad and protected fugitive slaves from slave catchers. On October 16, 1859, John Brown led 21 men on a raid of the federal arsenal at Harpers Ferry, Virginia. His plan to arm slaves with the weapons he and his men seized from the arsenal was thwarted however by local farmers, militiamen, and U.S. Marines led by Robert E. Lee. Within 36 hours of the attack, most of Brown's men had been killed or captured. Brown was found guilty of murder, treason, and of inciting slave insurrection. On Dec. 2, 1859, he was hanged.

Frederick Douglass (1818 – 1895)

Frederick Douglass was born “Frederick Augustus Washington Bailey” in February of 1818 on a plantation on Maryland's Eastern Shore. He grew up with relatives in Baltimore, Maryland and on September 3, 1838, Douglass disguised himself as a sailor, and carrying a friend's passport, boarded a northbound train from Baltimore. He arrived in New York City and declared himself a free man. In 1845, Douglass published his autobiography, *Narrative of the Life of Douglass, an American Slave, Written by Himself*. Frederick Three years later, after a speaking tour of England, Ireland, and Scotland, Douglass published the first issue of the *North Star*, a four-page weekly, out of Rochester, New York, a publication dedicated to the abolition of slavery in America. During his long career as an ardent abolitionist, Douglass also encouraged President Lincoln to enlist Black soldiers to fight in the Union Army during the Civil War. Following the Civil War, he relocated to Washington, D.C. to become the U.S. Marshall for the District of Columbia, the District's Registrar of Deeds, and the U.S. Minister to Haiti and Charge d'affaires to the Dominican Republic.

William Lloyd Garrison (1805 – 1879)

The son of a merchant sailing master, William Lloyd Garrison was born in Newburyport, Massachusetts, in 1805. William Lloyd Garrison was an American journalistic crusader who helped lead the successful abolitionist campaign against slavery in the United States. By 1830 Garrison had rejected the programs of the American Colonization Society. By this time he had worked as co-editor of an antislavery paper started by Benjamin Lundy in Maryland, *The Genius of Universal Emancipation*. And on January 1, 1831, he published the first issue of his own anti-slavery newspaper, *The Liberator*.

Rev. Samuel Green (1802 – 1877)

Samuel Green was born into slavery in East New Market, Maryland around 1802. He worked as a farm slave in the fields of Dorchester County. He was a "licensed exhorter" in the local Methodist Episcopal Church; his title only allowed him to serve fellow Blacks officially, as only whites could become full ministers with wider-ranging responsibilities. Samuel Green was arrested on April 4, 1857, and soon after faced two charges related to his possession of "abolition papers of an inflammatory character," and "a certain abolition pamphlet called 'Uncle Tom's Cabin ... calculated to create discontent amongst the colored population.'" Though he was also suspected of aiding and enticing fugitives, the state's attorney Charles F. Goldsborough decided that there was not sufficient evidence to support that accusation in court. On May 14, 1857 he was sentenced to the minimum of ten years at the Maryland Penitentiary in Baltimore.

The case and its outcome were extremely unique, to say the least; there have been no other documented cases of an individual being convicted simply for possessing a book with anti-slavery leanings. Maryland Governor Augustus W. Bradford, granted Green a conditional pardon in March 1862, stating that he had to leave the state within sixty days following his release.

Josiah Henson (1789-1883)

Born into slavery in Charles County, Maryland, Henson spent much of his enslaved life on the Isaac Riley plantation in Montgomery County, Maryland. Henson eventually escaped to Canada in 1830, where he established a fugitive slave community called Dawn and became a minister, speaker and writer. He returned to the United States several times between 1831 and 1865 as a conductor on the Underground Railroad. Reverend Henson rose to international fame after Harriet Beecher Stowe acknowledged his 1849 autobiography as a source for her anti-slavery novel, *Uncle Tom's Cabin*. Henson's dramatic experiences in slavery and his abolitionist work in Canada helped make him renowned throughout the world.

Abraham Lincoln (1809 – 1865)

Born in Hardin County, Kentucky, Lincoln was a member of the Republican Party who became the 16th president of the United States in 1860. He was elected for a second term in 1864. On January 1, 1863, he issued the Emancipation Proclamation that declared forever free those slaves within the Confederacy during the Civil War. On Good Friday, April 14, 1865, Lincoln was assassinated at Ford's Theatre in Washington by John Wilkes Booth, an actor and Confederate sympathizer.

William Still (1821 – 1902)

Born in Burlington County, New Jersey in 1821, William Still grew up and became a prominent abolitionist in Philadelphia during the 19th century. He worked at the Pennsylvania Society for the Abolition of Slavery, and helped fugitive slaves from the South find their way to freedom in Canada via the Underground Railroad. For his activism, Still was frequently referred to as "Father of the Underground Railroad." His diaries of interviews with hundreds of fugitive slaves, published in 1872 as *The Underground Rail Road: A Record of Facts, Authentic Narratives, Letters, &c. Narrating the Hardships, Hair-Breadth Escapes, and Death Struggles of the Slaves in Their Efforts for Freedom*, remains in print, and includes detailed information on each of the 600 plus escaped slaves who passed through his home.

Harriet Beecher Stowe (1811 – 1896)

Daughter of Reverend Lyman Beecher of Litchfield, Connecticut, Harriet Beecher Stowe was a noted abolitionist and author, best known for her novel, *Uncle Tom's Cabin*. Stowe published more than 30 books over the course of her writing career, but it was her best-selling anti-slavery novel *Uncle Tom's Cabin*, published in 1852 which brought her international fame. She and her husband, Calvin Ellis Stowe, an avid abolitionist lived in Cincinnati, Ohio during the early 1800s. While living close to the border of the slave state Kentucky, they witnessed slavery firsthand; she heard first-person accounts from former slaves who had escaped North on the Underground Railroad. Stowe was outraged and soon began to write her novel *Uncle Tom's Cabin*, drawing on freedom narratives, newspaper accounts, interviews with former slaves and conversations with participants in the Underground Railroad, both white and Black.

Sojourner Truth (1797 – 1883)

Christened Isabella Baumfree, Sojourner Truth was an African-American abolitionist, born in Ulster County, New York. After escaping to freedom, she quickly rose to prominence as an advocate of abolition and women's rights. Her most famous speech, known under the title "Ain't I a Woman?" was delivered at the 1851 Ohio Women's Rights Convention. Truth died in Battle Creek, Michigan, in 1883. Truth is remembered as one of the foremost leaders of the abolition movement and an early advocate of women's rights. Although she began her career as an abolitionist, the reform causes she sponsored were broad and varied, including prison reform, property rights and universal suffrage.

Harriet Tubman (circa 1822 -1913)

Born into slavery in Dorchester, Maryland at around 1820, as Araminta Harriet Ross, Harriet Tubman successfully ran away to Philadelphia in 1849. She returned to slave country numerous times to rescue both family members and non-relatives from the plantation system. Tubman was active during the Civil War and worked for the Union Army as a cook and nurse; later she became an armed scout and spy. Tubman gained international acclaim as an Underground Railroad operator, abolitionist, Civil War spy and nurse, suffragist, and humanitarian.

Anne Maria Weems (circa 1840 –?)

Anne Maria Weems was born into slavery about 1840 in Rockville, Maryland to John and Arabella Talbot Weems. John Weems was a free man of color, but his wife Arabella was enslaved and therefore so were her children per Maryland law. Arabella and her children were the property of Adam Robb, a tavern keeper, who lived in Montgomery County. Anne Maria was later sold to Charles M. Price. On September 23, 1855, at the age of fifteen, Anne Maria Weems, disguised as a young man, ran away from her owner. In the ad placed for her capture, Weems is described as a mulatto with freckles on her face, and thick sandy hair. Weems traveled under the alias “Joe Wright.” Weems would make a long journey from Maryland to Canada. Anne Maria first stopped off in Washington, DC, for six weeks. It is unknown when Anne Maria Weems died, but she likely died in Canada. Her story is one of many recorded by abolitionist, William Still.

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Underground Railroad Experience Trail
Resource Guide for Educators

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