



Freedom!

No. A-315Z
For Apple® II Series Computers
Grades 5-9

In this history-based simulation, students take on the roles of African Americans, who, in 1830, are trying to escape the bonds of slavery in Virginia, Maryland, and Delaware.

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Apple II

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Freedom!

No. A-315Z
Instructional Computing Courseware
for Apple® II Series Computers



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Freedom!

No. A-315
Instructional Computing Courseware
for Apple® II Series Computers



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This manual is compatible
with
the *Freedom!* disk
Version 1.0

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August 1992

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Library of Congress Cataloging-in-Publication Data

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1 computer disk : sd., col. ; 3 1/2 in. + 1 manual.

System requirements: Apple II; 128K RAM; ProDOS; 1 disk drive; color monitor recommended but not required.

Title from title screen.

Ed. statement from disk label.

Copy-protected.

Audience: Grades 5–9.

Issued also on 5 1/4 in. computer disk.

Summary: A discovery-learning simulation in which students assume the roles of enslaved African Americans trying to escape to freedom.

"A-315"—Disk label.

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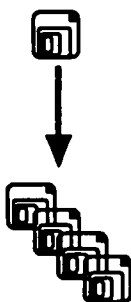
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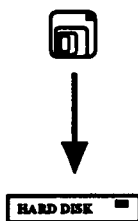
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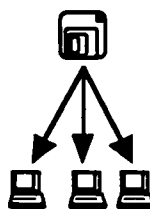
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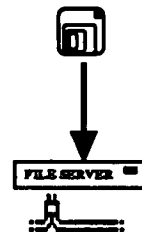
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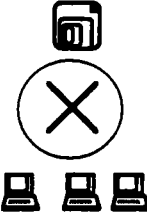
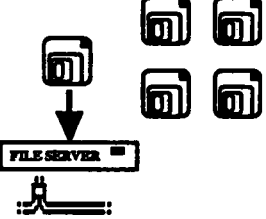
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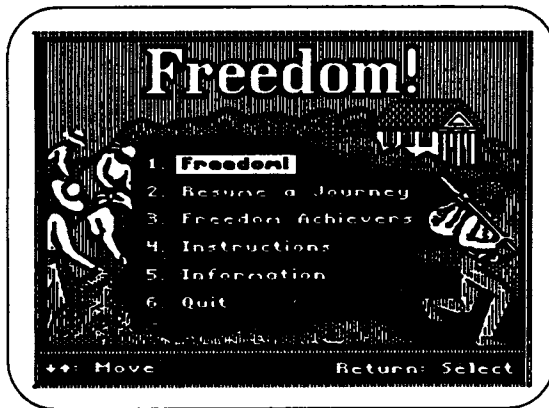
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The Product at a Glance



Freedom! is a discovery-learning simulation in which students assume the roles of enslaved African Americans trying to escape to freedom. The program takes place in the slave states of Delaware, Maryland, and Virginia in 1830. The African American experience is not trivialized by having students collect points: the reward is simply making it to freedom, and the only other possible results are re-enslavement and death.

| | |
|-----------------------------|---|
| Curriculum Area: | Social studies |
| Subject: | U. S. history |
| Topic: | African American studies; Underground Railroad |
| Grade Range: | 5–9 |
| Program Type: | Discovery-learning simulation |
| Required Hardware: | Apple II series computer with 128K RAM; color monitor recommended but not required |
| Classroom Use: | Individual students or small groups |
| Learning Objectives: | <ul style="list-style-type: none">• to collect, organize, record, and interpret data in order to solve problems of escape• to determine directions from observing and evaluating indicators such as star locations and where moss grows on trees• to predict the relationship between various groups of people and whether they will help or hinder the effort to escape• to be able to summarize one's experiences and communicate the results of escape efforts in reports (at teacher's option) |

The Product at a Glance

Concepts Addressed in or Related to

Freedom!:

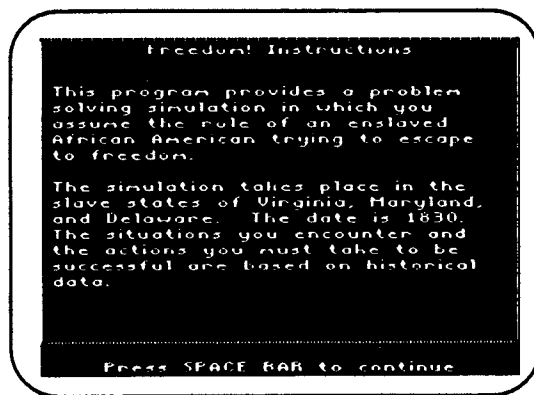
- enslaved African Americans constantly tried to escape
- many Southerners were against slavery and helped slaves to escape
- many white Northerners did not believe black people were equal to them and often helped recapture blacks trying to escape slavery; many white people did so simply for the reward money
- white people were not the only people to hold slaves; some American Indians and even some free blacks also did
- some white people were also enslaved

The Product in Detail



The Main Menu

The Main menu displays six options. Option 1, **Freedom!**, is the historical simulation. Option 2, **Resume a Journey**, lets students resume a saved simulation. Option 3, **Freedom Achievers**, provides a list of those who have used this disk and made it to freedom. Options 4 and 5 provide instructions for using the program and information about the product. Option 6 ends the current session of **Freedom!**. You can select Management Options by pressing Control-A at the Main menu.



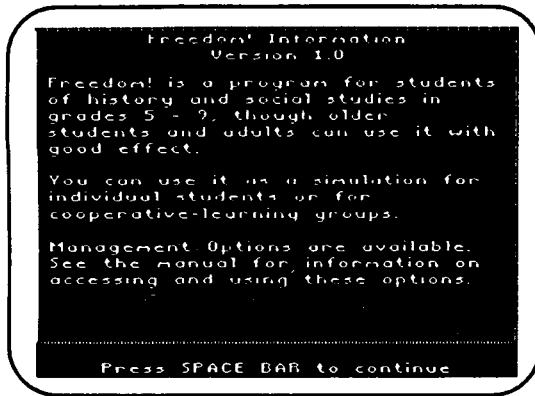
On-Line Instructions

When you choose Option 4 of the Main menu, you see the first screen of the Instructions sequence. This option provides you with directions for using the simulation. Most of the instructions included are ...

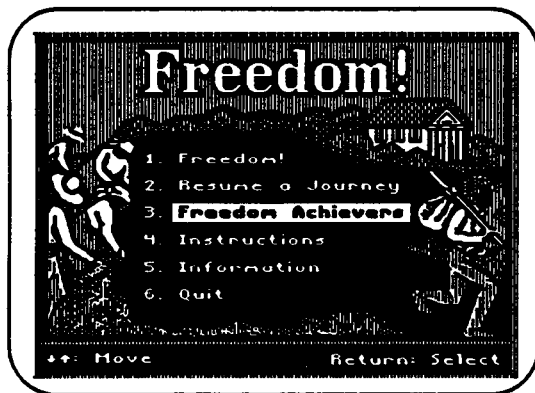


... sample screens that explain the major areas of importance on the Travel screen.

The Product in Detail



When you choose Option 5, you see the first screen of the Information sequence. This option provides a product description, student objectives, a summary of the manual's contents, credits, MECC's address and phone number, and a color-monitor adjustment screen.



Freedom Achievers

Freedom! does not have a High-Score List; that would trivialize the African-American experience. There is, however, a list of the people who have used the simulation and actually made it to freedom. This is called the Freedom Achievers List.

You can clear this Freedom Achievers List with a selection in the Management Options menu. Get to Management Options by pressing Control-A (press the A key while holding down the Control key) at the Main menu.

Using the Simulation

Most of your activity will center around traveling. There are, however, a couple things you should do before you leave your home plantation.

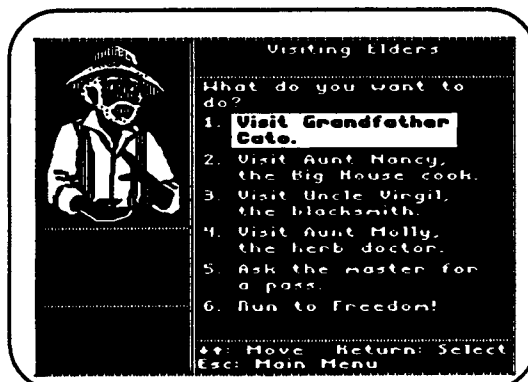


When you first enter the program, depending on how one of the Management Options is set up, you might be able to determine where you will start the simulation. The program then shows a map of Virginia, Maryland, and Delaware and indicates the location of your beginning plantation.



The program then asks whether you are male or female.

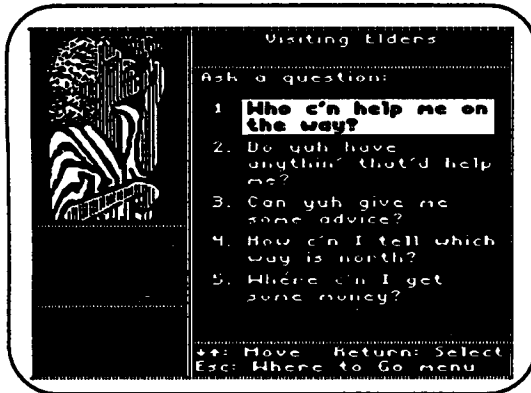
You will then see one of a number of screens that set the mood: "It is 1830. You are an enslaved African American You hear that there is a place far to the north You decide that you want freedom!"



Learning from the Elders

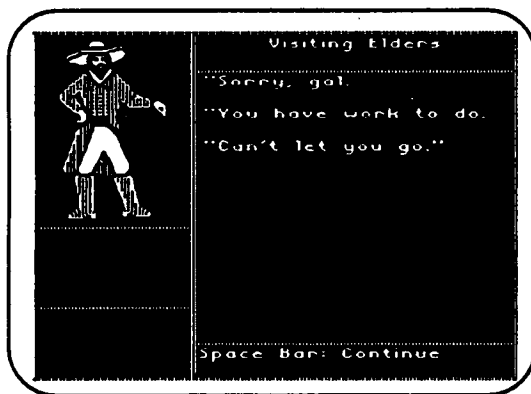
You could leave your plantation right away, but there are a number of things you really should first learn from the elders.

Visit each of the elders by selecting his or her name on the menu and pressing Return.



After the elders greet you, you can use this menu to ask them for information and advice. In some cases, these four people provide absolutely essential information for survival on the journey.

You can also ask for items you can use as you travel, such as money, fishhooks, and cayenne pepper.



Asking the Master for a Pass

There are some other options on the menu that you can use when you visit the elders. You can ask the master for a pass, and there is a possibility that he will give it to you. If he does, you have a couple of days during which you need not fear the slave catchers—the dreaded "patrollers," who make a living from chasing down runaways.

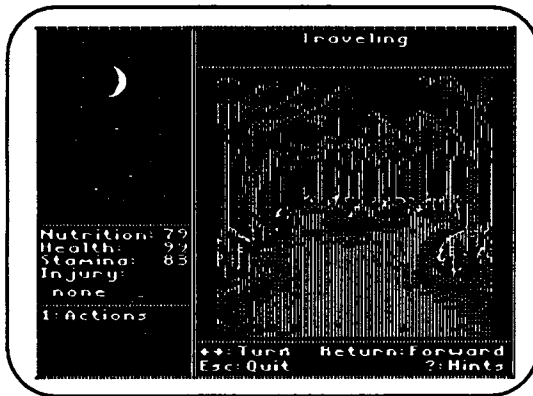
Note: This option is not available if the master is selling you tomorrow.



Forging Your Own Pass

You may even have the option to write yourself a pass!

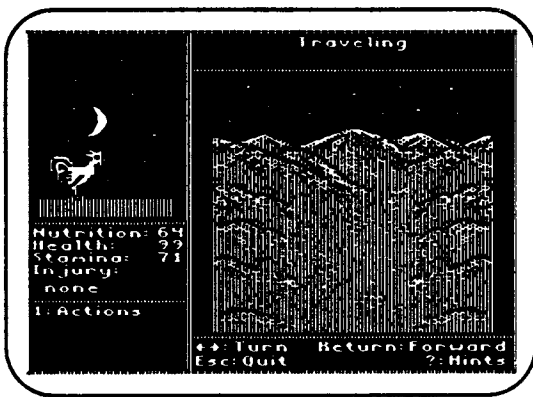
Of course, this option is not available if you cannot read or write.



Traveling

Select the Run to Freedom! option from the same menu you used to visit the elders. You are finally on your way!

The space at the bottom of the screen has reminders of the standard commands available to you. Use the arrows to turn left and right. This is the way you change the direction in which you travel. Press the Return key to move forward in whichever direction you are facing.



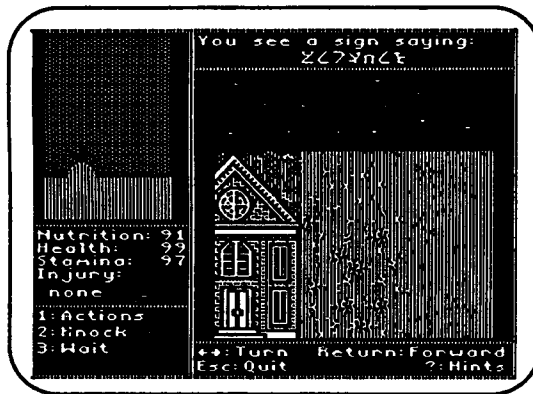
The upper left corner usually provides a view of the sky. During the day, you will see the sun at some location in the daytime sky. After sunset, you will see the moon near the horizon (early evening), in the sky (night), or with a rooster (pre-dawn). You can learn to tell the time by watching this corner carefully. Time advances in three-hour intervals.

Be sure to seek cover before daylight, when the patrollers are especially active. Do this by selecting Actions and use the menu provided to eat and sleep.



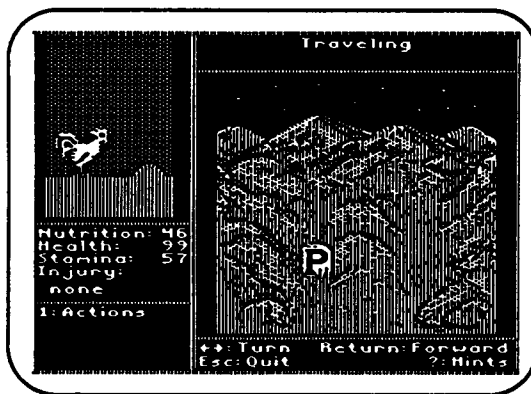
The lower left corner shows special commands available to you. The most common of these special commands (sometimes the only one shown) is Actions, which you reach by pressing the appropriate number key. There is additional information about Actions later in this section.

The Product in Detail



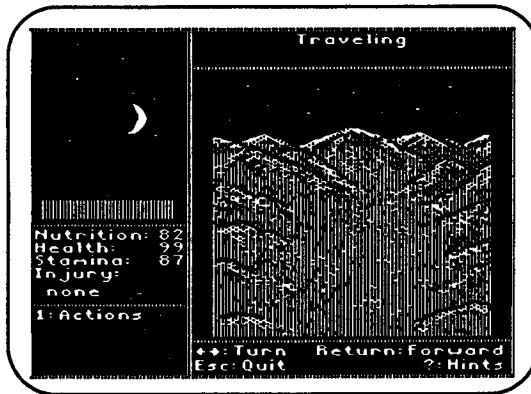
As you travel, you will encounter major cities, as well as towns, villages, plantations, and individual establishments (such as farms, cabins, stores, mills, churches, and inns). Some of the people in these places may help you. It is worth trying; just knock on their doors.

If you—as a character in the simulation—cannot read, the city limits signs and mailbox names are presented in unreadable characters.



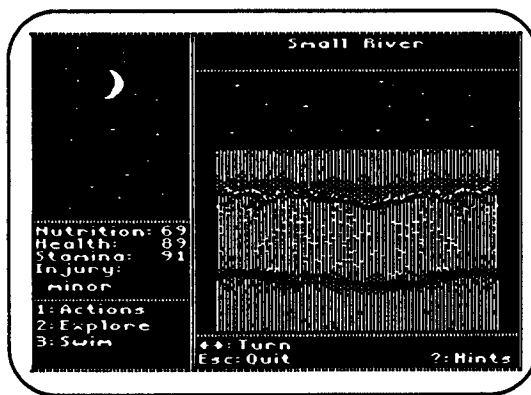
Your goal is to find freedom by traveling north to Pennsylvania or west-southwest to Cherokee country. Be careful not to go into North Carolina. It borders on southern Virginia, and you will automatically be recaptured there. (You will not be warned first!)

Many things may happen to you as you travel. Think before you act, and use the tools available to you.



Staying Alive

There are four special indicators on the left side of the screen. These are the Nutrition, Health, Stamina, and Injury indicators. The first three indicators show a number from 0 through 99. You must maintain these three at reasonable levels. If these indicators get too low, you must rest, eat, or give yourself first aid. Go to the Actions menu to do these. If all three go to zero, you have died!



The Injury indicator does not provide a scaled number but rather gives you a verbal description of the worst injury you have at this time. To provide relief for injuries, go to the Actions menu and give yourself first aid.



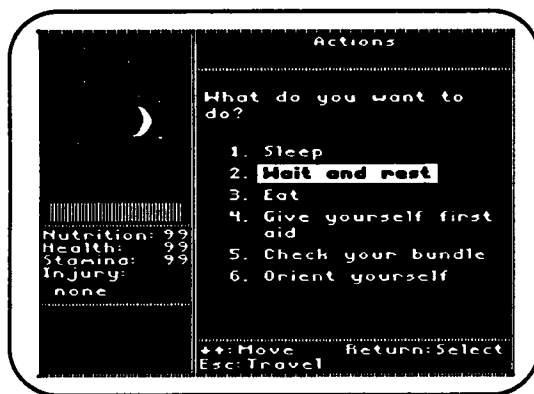
Actions

The major special command in the lower left corner of the screen is Actions. The Actions menu provides options to rest/sleep, eat, find directions, give yourself first aid, and examine the contents of your bundle (the runaway's equivalent of a backpack).



Rest/Sleep

If you select the option to sleep, you can choose where you want to sleep. Where you choose to sleep determines the quality of sleep you get, that is, how rapidly your Stamina indicator gets raised. You will be able to sleep up to a maximum of 10 hours. After that, you just won't be able to sleep any longer.



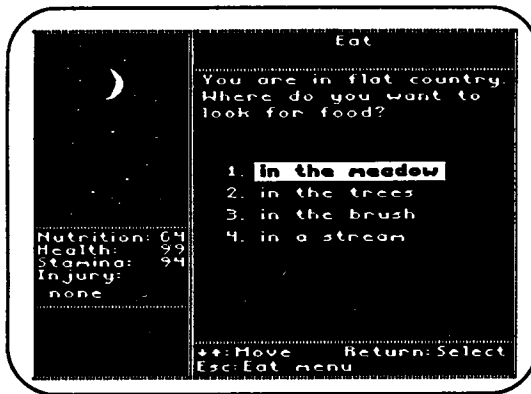
If you can no longer fall asleep, you can choose a different option to wait and rest until nightfall. The program asks how long you want to rest.

After you respond, the requested allotment of time will pass. When the time is up, you have the option to rest some more or to do other things.

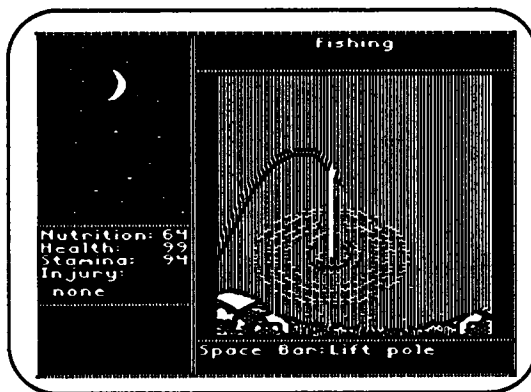


Eat

If you select the option to eat, you will be able to decide how you want to find your food. You can always forage for food. If you are carrying any food in your bundle, you can take it out and eat it. Or if you have the necessary items in your pack (twine, knife, fishhooks), you can snare small animals or go fishing.



If you choose to forage, you will be able to select from four places available in that type of terrain. Then you will find out what food you found (each terrain type and place has a different kind of food available) and how much it helped your hunger. The Nutrition indicator will increase an appropriate amount. Each type of food provides a certain amount of nourishment.

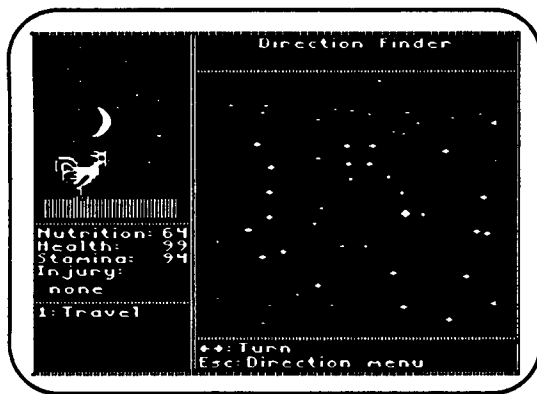


If you are able to fish or snare food, each method has a specific chance that you will be successful. You must be patient. Wait for the fishing pole to bend before you press the Space Bar. Wait for the front of the rabbit to get partially into the snare area before you press the Space Bar. If you are successful, the Nutrition indicator changes appropriately.



Find Directions

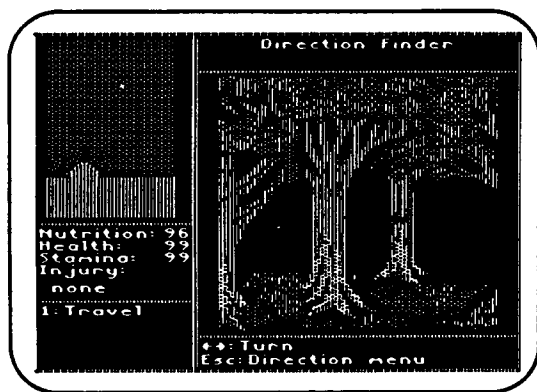
If you select the Orient yourself option, you have up to three more options to use. The program asks you whether you want to look for the North Star (Polaris), look for moss on trees (if trees are nearby), or look at your compass (if you have one).



When you are looking for the North Star, you have to know enough about the northern night sky to identify the Big and Little Dippers and the North Star. When you look in directions other than north, you will see random star fields.

Teacher Hint:

You might want to keep handy a book about observational astronomy or a sky observation handbook that has star maps for students to use as a reference.

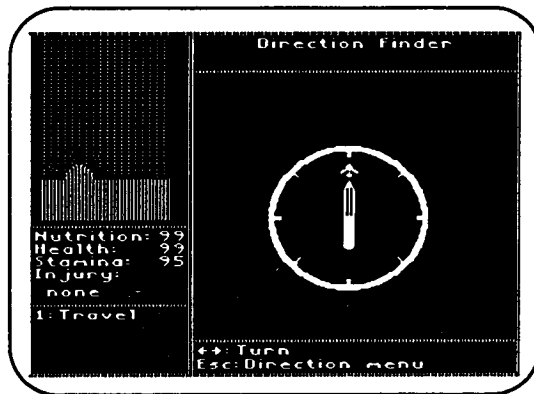


Sometimes the program will show you individual trees. At other times, you will see groups of trees. In both cases, you must know how moss actually grows on single trees or on trees in large stands.

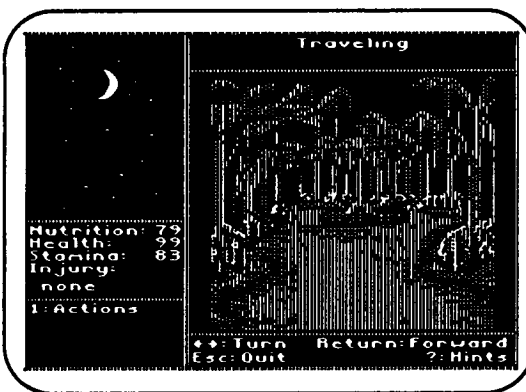
While looking for moss, the arrow keys take you in a circle around the tree or trees that are visible.

Teacher Hint:

Moss grows only on the north side of solitary trees. It grows all around trees in a group, but more profusely on the north sides.



If you have a compass, you can easily tell which direction is north. Simply use the arrow keys to turn the compass needle until it points upward to the special symbol (an arrowhead) on the edge of the compass. You will be facing north at that time.

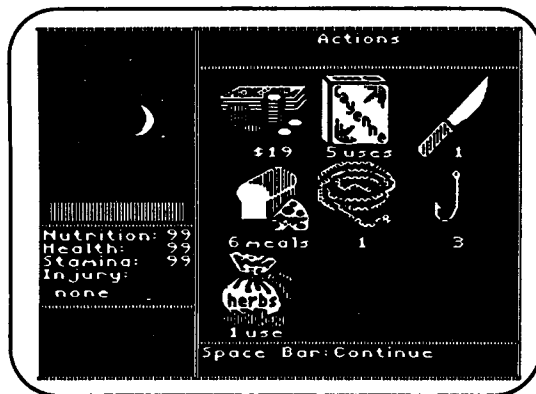


Once you are facing the direction you want, use the special Travel command to return immediately to the traveling screen, or use the Escape key to leave step-by-step through the menus. You will reappear in the Travel screen facing that direction.



Give Yourself First Aid

You can select the option to give yourself first aid. First aid will take care of minor injuries, and it will fix major injuries (e.g., broken legs, gunshot wounds, etc.), but only enough to allow you to travel. Total healing requires the medical attention of people at safehouses. The program notifies you what the first aid accomplished.

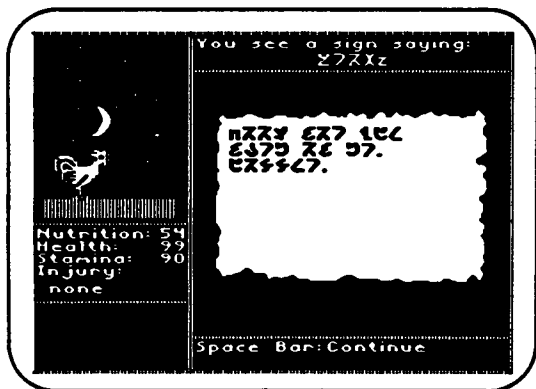


Open Bundle

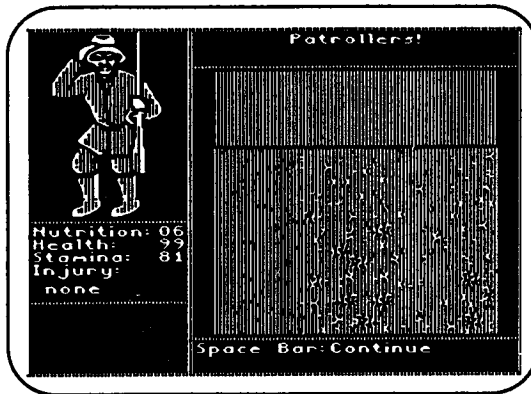
If you select the option to open your bundle, you have no further options. You are shown the items in the bundle. If the items have a limited number of uses, the screen tells you how many more uses you still have for the items.



Passes and written information from conductors in the safehouses also appear in your bundle. You can see them by pressing the Space Bar after viewing the bundle contents.

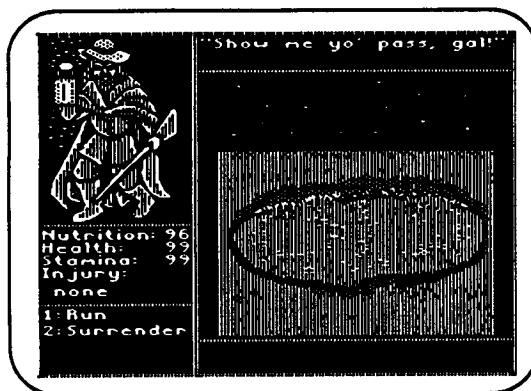


When you need to see a conductor's note, the program provides a special command for you to do so. You can then compare the note contents with signs you see and try to decipher the name of the next conductor on the Underground Railroad.

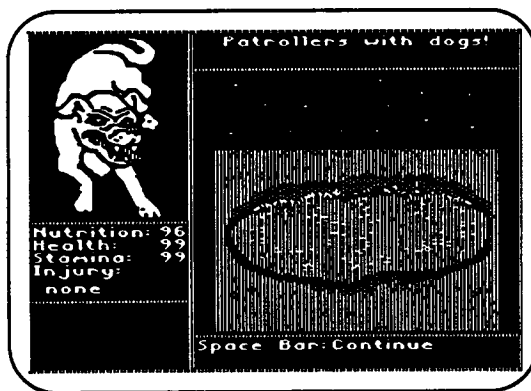


Patrollers (Slave Catchers)

As you travel, you must be very careful. Patrollers are all over. They make their living by capturing runaways and returning them for the reward. They are generally very cruel men. Often, they would rather see you dead than let you successfully escape.



To escape from patrollers, you should run or, if the opportunity occurs, hide. Use the special commands provided in the lower left corner of the screen. Generally, you have a good chance of escaping when you hide.



The patrollers often have dogs to help them track you down. It is much more difficult to escape from the dogs than to get away from humans alone. Hiding from dogs hardly ever works. Your best chances are to run through streams or to sprinkle cayenne pepper on your tracks. When the sniffing dogs reach the cayenne, they will not be able to track you for hours, and you can easily get away.

The Product in Detail



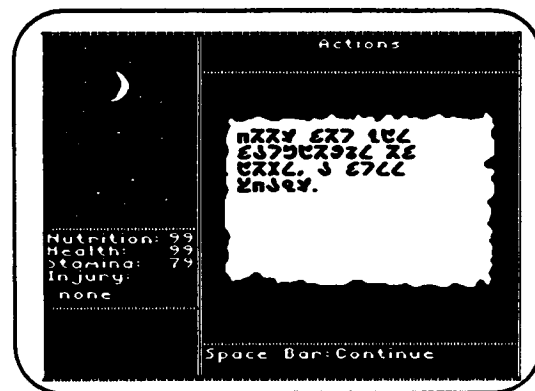
Safehouses—The Underground Railroad

As you travel, you may accidentally come across help. Some people in the cabins, farms, and inns that you find are conductors on the Underground Railroad. Their places are safehouses along the way.



Once you find a stop on this small hidden network, you will continually get directions for the next safehouse until you finally reach freedom.

These "verbal" directions to the next safehouse always appear on the screen in normal English script.



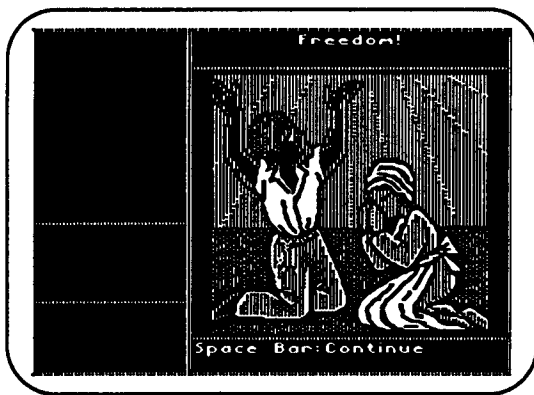
The present conductor will give you a note containing the name of the next conductor. If you cannot read, this note will appear in the same unreadable characters that appear on mailboxes and city limits signs. In order to find the next safehouse, you will have to remember the "verbal" instructions (or write your own notes) and match the name in the note to the name on the mailbox.

Teacher Hint:

The students can better simulate the experience of illiterate runaways by not taking any notes of their own.

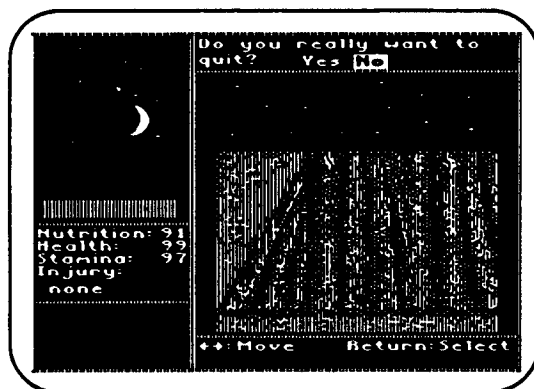


Once in a safehouse, you generally will be able to eat your fill and get a good night's sleep. But patrollers may still come searching. Also, some conductors are not able to give you a bed; they simply feed you and provide directions to the next station.



Success

If you are traveling north, the program notifies you as soon as you are far enough into Pennsylvania to be safe (equivalent to the latitude of the northern-most border of Delaware). If you are going west, the program tells you when you reach freedom. (You meet Cherokee people who take you in or hill people who are assumed, for the purposes of this simulation, to be abolitionists.) If you accidentally go too far south, you will enter North Carolina and face certain recapture.

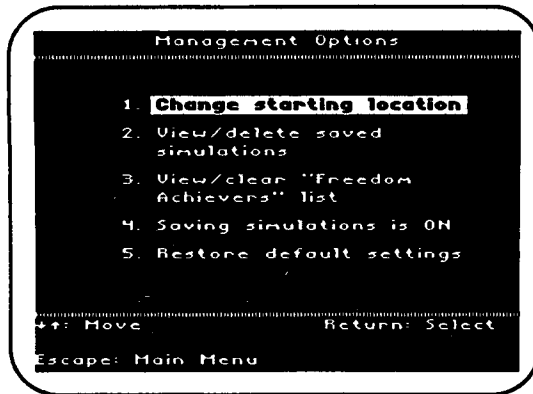


Quitting

You can quit the simulation at any time by pressing the Escape key. The program will then ask you if you really want to quit; this gives you the chance to correct an erroneous key press.

If you quit before reaching freedom, you will be given the opportunity to save your simulation (including indicator levels and bundle contents). By doing so, you can continue where you left off.

Management Options



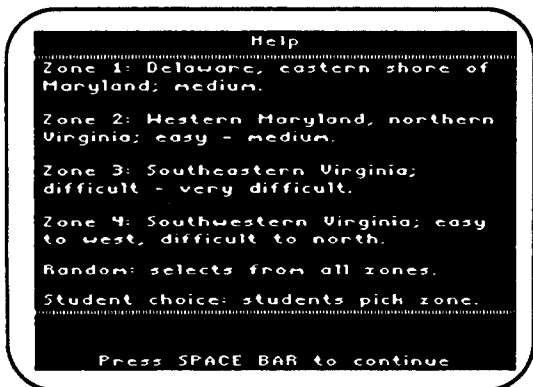
Type Control-A (press the A key while holding down the Control key) to access the Management Options from the Main menu. The Management Options menu enables you to change the starting location of the simulation, view or delete saved simulations, view or clear the Freedom Achievers List, turn on or off the students' ability to save simulations, and restore the default settings.



Change starting location

Freedom! permits you to select the zone that holds the plantation from which students begin their escape.

As you move the cursor from one zone to another, the starting zone changes. Default is "Student Choice." Press the Question Mark key for an explanation of the zones and their difficulty (see below).



Zone 1. Delaware and the Eastern Shores of Maryland and Virginia (easy-difficult).

Zone 2. Western Maryland, northern Virginia (easy-medium).

Zone 3. Southeastern Virginia (very difficult).

Zone 4. Southwestern Virginia, going west to Indian country (easy); going north (difficult).

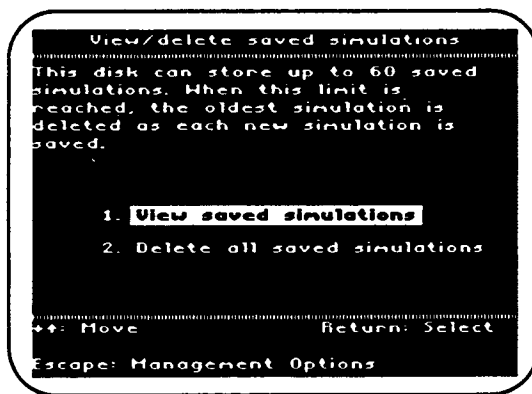
Random. Can begin in any one of forty plantations in Virginia, Maryland, and Delaware (any difficulty).

Student choice (default setting) permits students to see the zone map and make their own choices.

Management Options



After you make a selection and press the Return key, the program provides one page with the previously provided information about the zone you selected. The sample screen to the left shows the feedback screen for selecting the "Random" option.



View/delete saved simulations

Freedom! has two options pertaining to "saved simulations":

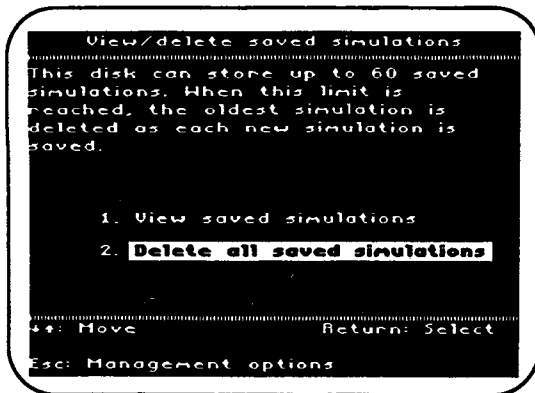
1. View saved simulations
2. Delete all saved simulations



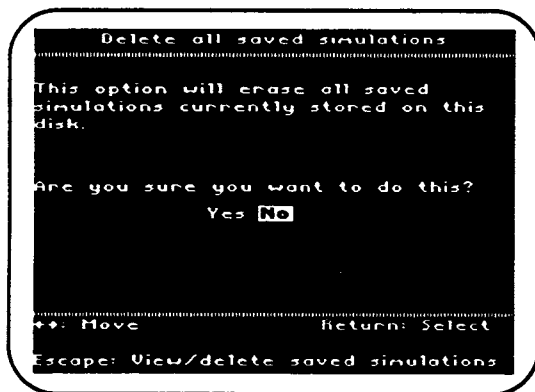
When a student saves a simulation, the program stores pertinent data under the name the student gives it. This name can be about 25 characters long so that people can describe the simulation situations they are saving. When you select the option to view saved simulations, you see the list of these names that were stored when simulations were saved.

Each *Freedom!* disk can hold 75 saved simulations.

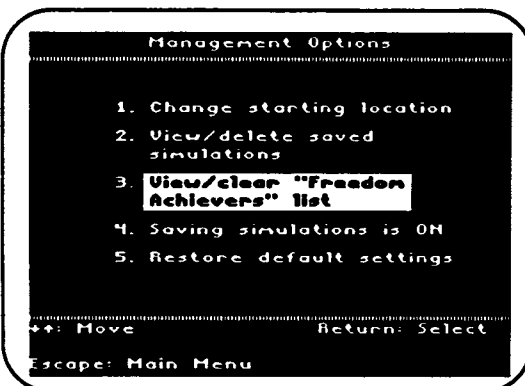
Management Options



If you want to delete all of the saved simulations on the disk, select the "Delete" option.



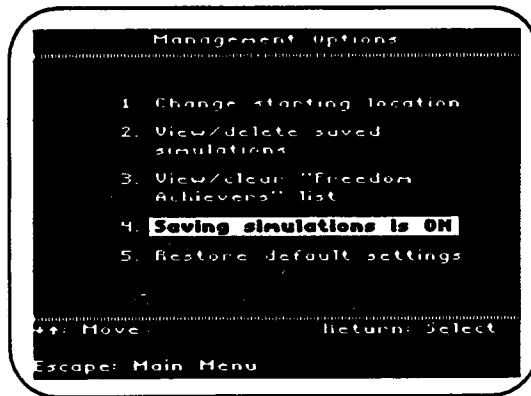
The program gives you a warning screen that double-checks to be sure you really want to delete all of the saved simulations. Select "Yes" here and press the Return key to delete the saved data.



View/clear "Freedom Achievers" list

You have the option to see and to clear the list of "Freedom Achievers." These are the people who have actually reached freedom in the simulation. When you choose to view the list, each person's name is listed with the zone from which they started.

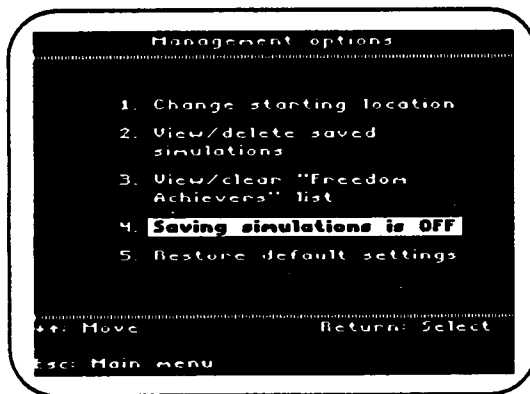
Management Options



Save simulation option

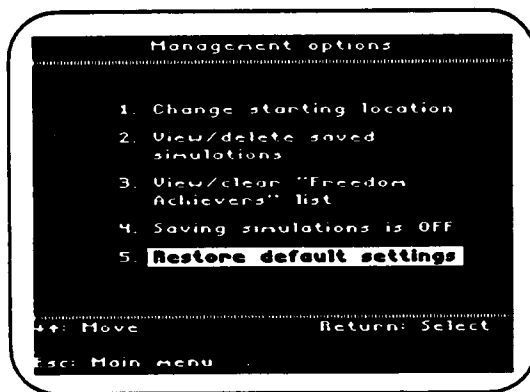
By default, the *Freedom!* disk will have the save simulation option "on," as shown at the left. This option is a toggle, so the menu gives you the opportunity to save or not save simulations.

Use the arrows to move the cursor to select this option. Press the Return key to turn off the disk's ability to save simulations.



The disk will now have the save simulation option "off," as shown at the left.

With the cursor at this option, press the Return key to turn the ability to save simulations back on.



The final option in the Management Options menu is to return everything to the default settings. Default settings are "Change starting location = student choice" and "Saving simulations is ON." This option has no effect on the saved simulations or on the Freedom Achievers list.

Classroom Ideas

This section of the manual describes the instructional approach of *Freedom!* and provides additional information about using the program effectively in an educational setting. Information on the effective use of *Freedom!* is divided into eight sub-sections: "Preparation," "Using the Program," "Student Strategies," "Classroom Activities," "Program Activities," "Student Performance Evaluation," "A Co-operative Learning Activity," and "Related Activities."

Freedom! is designed for you to use in conjunction with a textbook chapter or unit or other classroom activities on American slavery or the antebellum period. You can use it at the beginning of the unit to introduce the topic or in the middle or at the conclusion of the unit to reinforce important principles.

The strength of any instructional software lies in the manner in which you use it in the classroom environment. *Freedom!* presents students with a problem-solving simulation that promotes discovery learning and reinforces decision-making skills. The topic of the program is historical and, except for field trips in the southern, eastern, or midwestern United States, can only be re-created for students with great difficulty or expense. (We offer some ideas on valuable activities, however, later in this section.) *Freedom!* tries to substitute for real-life experience. This is the value of historical simulation. As a teacher, you can choose to present the concepts by using the computer, conducting hands-on experiments, or by using a combination of these two methods.

Several suggestions for classroom implementation of the program are given below. The actual selection and sequencing of activities is left to you so that you can tailor the instruction to meet the specific needs of your students. In a similar manner, the amount of direction you give to your students will depend on their skill levels. Some students benefit from a teacher-directed approach, while others function best when allowed to explore and develop their own problem-solving strategies. There is a lot in *Freedom!* that students can discover for themselves.

Preparation

Although *Freedom!* is primarily designed for students in grades 5–9, students of other age levels (indeed, even adults) may benefit from it. Since many of the concepts involved in a program like this are so racially and culturally charged, you may want to discuss the following with your students before letting them go into the simulation:

1. **Applicability.** The history of every race and ethnic group shows that everyone has had to live under or try to escape from tyranny of some sort at one time or another. The tyrant may have been a king, a conqueror, or a system such as slavery or serfdom. Many immigrants to America were runaways from such tyranny.
2. **Dialect.** In order to maintain a “feel” for the historical period, *Freedom!* uses dialect in conversations. This was highly recommended by our consultant, an African American who leads people on overnight Underground Railroad simulations.
3. **Use of the terms “boy” and “gal.”** It is a terrible insult to call a grown black man “boy.” And black women are just as insulted if you call them “gal.” We used these terms in the program when pro-slavery or prejudiced characters are speaking. The attitude of these people and their impact upon the runaway were almost always negative.
4. **The use (or lack of) the title “Mr.” or “Mrs.”** A number of the Underground Railroad “conductors” refer to free blacks but do not use the term “Mr.” or “Mrs.” along with the person’s name. Many whites of the period strongly believed that slavery was evil and just as strongly believed that blacks and whites were not, and never would be, equal. Thus, they would make great sacrifices to help runaways reach freedom but would not give them the simple courtesy of addressing them “Mr.” or “Mrs.”

If your students are not familiar with some of the following “country” or southern terminology, you should also talk with them about the items below.

1. Describe the following or have the students research them in the encyclopedia or in outdoors and hiking manuals. Look up “pawpaw,” “wapato,” “cattail,” and other foods in manuals such as *Reader’s Digest North American Wildlife*, Susan J. Wernert, ed., Pleasantville, NY, 1984.
pawpaw (also papaw: *Asimina triloba*): the yellow edible fruit of one of many “custard apple” trees. The fruit is large and fleshy.

wapato (arrowheads: *Sagitaria* species): starchy tuber, somewhat like a potato. It forms along the root system of the plant (under the water) and, when ripe, breaks free to float on the water surface where people can easily gather them. A major food source for Native American peoples, it grows all over the United States in rivers, lakes, and marshes.

cattail (*Typha* species): extremely common plant in marshy terrain. In autumn and winter, rhizomes can be eaten like potatoes or made into flour. Sprouts can be steamed. Spring shoots can be eaten raw or cooked. Immature flowers can be boiled like corn. The pollen can be made into a flour.

2. Provide the following definitions or have the students look them up in the dictionary:

meadow: an open field of flat or rolling ground, generally grassy with a few widely dispersed trees.

to forage: to wander in search of food.

potato hole: (root cellar) an underground room used for long-term storage of potatoes and other root crops (such as carrots and turnips).

3. Describe or show how to find directions.

Use a compass to find north. Turn the rim of the compass until the symbol or the letter "N" is on the side of the rim opposite from you. Turn yourself around until the compass needle points directly away from you (to the symbol or letter "N"). The needle now points to the north. East is to your right, west is to your left, and south is behind you.

Use moss to find north. Look at the base of a tree. Sunshine dries out and kills moss. Therefore, moss appears most densely on the north side of the tree, where the sun shines least. As you stand there looking at the moss (on the north side of the tree), you are facing south. Turn around 180° so that you are looking in the direction that your back was facing. You now face the north. In a stand of trees, there is a lot less sunshine all around the trees, so moss grows around the trees more completely. But the densest moss is still on the north side.

Use the North Star ("drinking gourd") to find north. This may take some practice. Get an astronomy handbook that has star maps. Find the northern sky map for the present season of the year. Then search for constellations (star formations) that you can recognize on the star map and work your way around to the Big and Little Dippers and the North Star (Polaris). When you see them directly in front of you, you are facing north.

Using the Program

Students who are new to *Freedom!* will benefit from a review of the concepts included and a short demonstration of the program. The Instructions option of the Main menu has a number of topics that may help in this type of introduction.

There are a number of basic concepts that are important when working with the simulation. Your students will find it much easier to learn the basics of traveling in *Freedom!* if you explain these things to them first:

- There are two basic movement options: turning in place and moving forward. Turn by pressing a right- or a left-arrow key. Move forward, in whichever direction you are facing, by pressing the Return key.
- When you come to a crossable river with a bend in it so that part of the river goes away from you, there will be a special command called "Sidestep." This allows you the option of walking along this side of the river or crossing it. For example, if the river bend is shown on the left of the screen, you can cross the river directly in front of you. Or you can sidestep to the left and walk along the left bank. The scenery then shows the river along your right side.
- In the first part of the simulation, you do not have to talk to the elders. However, they are there to help. They provide advice, the life-saving kinds of things that a young African American would hear from their parents, aunts, uncles, and grandparents. They also give you items that are crucial to a successful escape. It really is worth the time and effort to talk to the elders!

You may want to point out a couple of specific items connected with perspective while you are traveling:

- When you stand at a location with a building on it, you see the building to one side or the other (for example, to your left). If you turn to the right, you will lose sight of the building. It is now "behind" your left shoulder, and thus out of sight. If you continue turning right, the building will return to your field of view from the right side. As a result, there will be times when the screen says you are at a cabin, a mill, etc., and you do not see anything. You would see the structure if you turned around.
- If you cross a river going straight across your path, you will not see the river after you cross. The title at the top of the screen will still say you are at a river. The river is now directly behind you. You could see it again by turning around (with two right-arrow or two left-arrow key presses).

There are several student worksheets (pages 41–45) that you can use to introduce *Freedom!* to your students. One handout, in particular, requires further preparation to be most effective. This is the simple grid “A Map to Freedom” (page 43). Students should plot a map of their journey by drawing appropriate symbols in each square. They go to a different square each time they press the Return key while viewing the travel screen. If the students are going north, they should start their map at the bottom center of the grid; if they are going west, start at the right center.

For variety, have students go through the program using a different handout each time. Or have them go through as teams, each person having the responsibility of working with a different handout. See “A Cooperative-Learning Activity” on page 31.

Student Strategies

As a discovery-learning simulation, *Freedom!* provides students with an open environment for experimenting with and developing successful problem-solving strategies. During classroom-testing sessions, students exhibited a wide variety of approaches to the problem of learning the hows and whys of survival. Common successful strategies included:

- Having students work in cooperative groups or pairs. Many times teams tended to be more successful, or at least successful sooner, than students who worked alone. There is a sample cooperative-learning activity later in this section.
- Providing clues to students who get discouraged if they do not reach freedom easily or quickly. Some good clues are:
 1. Remind them to travel only at night (fewer patrollers).
 2. Remind them that they can often bribe people at farmhouses and cabins.
 3. Remind them not to fight patrollers; the odds are against them. If they are chased by dogs, using the cayenne pepper almost always works (provided by Grandfather Cato or sometimes bought from people at farmhouses and cabins). If they are being chased by patrollers without dogs, hiding in the water gives them the best odds of getting away.
 4. Reveal that they can ask the elders the same question more than once and get different answers and items.
 5. Have them start from Zone 2 and go north or start from Zone 4 and go west.

6. Give them a copy of the map so that they can have a better idea of where they are and where they are going. The map is provided as one of the student worksheets.

Although individual student approaches vary greatly, each type of successful approach commonly features slow and careful travel. The real secret to reaching freedom is not to get discouraged, to travel very carefully, and to go slowly and methodically toward the goal. Some students, however, do not readily develop these successful strategies on their own. Classroom discussions can encourage students to share both successful and unsuccessful strategies.

Classroom Activities

Many student-centered classroom activities can be used to complement and strengthen the instructional objectives and processes presented in *Freedom!* Some activities can be used as introductory lessons; others can become long-term classroom activities. The selection and order of the activities depends upon your specific classroom environment.

The true value of these activities lies in the ideas, comments, and questions that arise from discussing shared experiences. Allow sufficient time during and after the use of the program and each additional activity for students to share their observations, approaches, and findings. This interaction can be encouraged by having students work together in cooperative groups and by informing them that discussion sessions will follow the activity.

Discussion Sessions

Engage your students in a discussion of their findings using such questions as:

- What does it mean to be enslaved?
- How bad was life as a slave? (There are documented cases of escaping mothers who, in danger of being recaptured, killed their own children so the youngsters could never be returned to slavery. Apologists for American slavery often state that most (or many) masters took loving care of their slaves. On the contrary, however, how horrible must slavery really have been if parents were willing to murder their own children? Slavery really was certainly not the condition portrayed by the apologists.)

- Were any of the races all good or all bad? (No)
- Did African Americans, themselves, ever enslave other black people? (Yes, to a surprising extent. There were approximately 4500 black slaveowners in 1830.*)
- Did African Americans ever turn runaways over to the authorities? (Sometimes out of fear. Also, many would report runaways but state that they were fleeing in a direction different from the one they actually were. They did this to collect the reward and simultaneously help the escape efforts.)
- Did Native Americans accept slaves into the various tribes and make black people equal with themselves? (Yes)
- Did American Indians also hold slaves? (Yes, most of the Southeastern "Five Civilized Tribes" —Cherokee, Creek, Chickasaw, Choctaw, and Seminole—held slaves. But their system guaranteed permanence of marriage and family and was never as cruel in its work demands as the Southern system.)
- Did European Americans help runaways and fight the system of enslavement? (Yes, through the Underground Railroad or simply by giving food to people at their door.)
- Was religion ever an indicator whether a person would help someone trying to escape enslavement? (Yes. Quakers, Jews, Unitarians, and many Roman Catholics helped runaways.)

* Rogers, J. A., 100 Amazing Facts About the Negro With Complete Proof: A Short Cut to The World History of The Negro. Published by Helga M. Rogers, St. Petersburg FL, 1970.

Writing Assignments

Topics

- Foods found in *Freedom!*—pawpaws, wapato, cattails, etc.
- Slavery in Virginia, Maryland, and Delaware.
- Different ante-bellum legal systems concerning requirements for papers and identification for blacks in Delaware as compared to the rest of the South.
- Survival skills needed in terrains found in *Freedom!* These terrains are Tidewater, cypress swamp, coastal marsh, Piedmont, and Appalachian Mountains.

People

Source material about all of the following can be found in Charles L. Blockson's *The Underground Railroad*. The paperbound edition is from Berkley Books, New York, 1989. The original hardbound edition was published by Prentice Hall in 1987.

- Frederick Douglass
- Harriet Tubman
- Sojourner Truth
- Thomas Garrett (white Underground Railroad conductor)
- William Lloyd Garrison (white abolitionist)
- Levi Coffin (white leader of Underground Railroad in the Midwest)
- Lucretia Coffin Mott (white Underground Railroad conductor)
- The Grimké Sisters (two abolitionist daughters of a slaveowner)
- Dr. Alexander Milton Ross (undercover abolitionist, who personally encouraged blacks to run away and gave them items to help)
- William Still
- Peter Still
- Henry "Box" Brown
- Eliza Harris (became a character in *Uncle Tom's Cabin*)
- Josiah Henson (the original Uncle Tom)
- William and Ellen Craft
- William Lambert
- William Wells Brown
- Jane Johnson and Passmore Williamson

Local Communities and Museums

- Especially if you live in the southern, midwestern, or mid-Atlantic areas of the United States, take a field trip to museums or historical sites that had to do with slavery or the Underground Railroad.
- Collect travel brochures and newspaper and magazine articles about plantations and stations on the Underground Railroad. Have students find these locations on maps.

Interdisciplinary Activities

- Have your students create drawings, models, stories, poems, or songs that illustrate the lives of people they have investigated: enslaved blacks, free blacks, plantation owners, and workers on the Underground Railroad as well as American Indians who lived in the South before the government forcibly removed them.
- Listen to the old Negro Spiritual songs and encourage the students to try to interpret the hidden meanings nearly all of them have.

Program Activities

As the target grade range indicates, the program is appropriate for students in grade five and can challenge students in grade nine. Therefore, please do not expect all students to be immediately successful in every (or perhaps any) program in just one session.

Even older students may need to be introduced to this program in staged activities over several sessions. Depending on the age and ability of your students and upon your time limitations, you may want to follow a series of activities similar to those described below.

How many different kinds of people, terrain, etc., can you find in the simulation?

Research some of the different kinds of jobs people had in 1830–1850.

Keep a diary or travelogue of the simulation.

Student Performance Evaluation

How well students have performed using survival skills, thinking skills, and problem-solving skills is often best judged by observing them as they work. The degree to which students have been successful, however, is directly measured by how easily they can reach freedom in the more difficult zones (Zones 1 and 3).

A Cooperative-Learning Activity

Having students involved in a cooperative experience while using *Freedom!* provides them with excellent opportunities to work together through the problem-solving process and apply decision-making skills.

The activity described below involves students in cooperative groups at the computer. As they work together, students become involved in making decisions relative to what direction to travel, how to overcome obstacles, when to rest and eat, and how to prevent being caught. Through the group discussions, students propose alternative approaches to a situation and weigh the pros and cons of each alternative.

This activity provides general guidelines for structuring the interaction of students, determining the size of the groups, and assigning roles to students.

This activity has been designed with the following cooperative principles in mind:

- The group must work as a team to complete a common task and achieve a common goal.
- Each member has a designated responsibility to carry out to help the team meet its common goal.
- Team members support each other by offering explanations, asking questions, providing feedback, sharing information, and encouraging each other to learn and participate in the discussions.
- Teams are made up of students with varying ability levels, ethnic and social backgrounds, gender, etc.

Familiarity with these principles and the techniques that support them will enhance the effectiveness of this activity. For a thorough discussion of cooperative-learning principles, consult the works of David and Roger Johnson, Spencer Kagan, and Robert Slavin.

Preparation

- Time Required:** One class period at the computer lasting approximately 40–45 minutes.
- Group Size:** Three students per group. To enhance the quality of the group discussions it is best to form groups that are varied in terms of ability levels, genders, etc.
- Equipment:** One computer per group
- Materials:** Team Jobs sheet (see page 34)
Worksheet 2, "A Runaway's Diary" (see page 42)
Worksheet 3, "A Map to Freedom" (see page 43)

Procedure

Introduction

1. Prior to using the program, have students discuss the perils involved in escaping from captivity. Some ideas students may want to talk about include: a) considerations in planning the escape (time of day, enrolling the aid of people, etc.) and b) major obstacles they may encounter and ideas for avoiding or overcoming them.
2. Explain to students that they will be using *Freedom!*, a simulation about escaping from slavery in the American South. Briefly demonstrate the program to the entire class, explaining the various options and how to operate the program.

At the Computer

1. Inform students that they will be working in cooperative teams. Assign students to their respective teams and point out that they have two main goals:
 - to make it safely to freedom, and
 - to ensure that each member of the team participates in the decision-making process.
2. Distribute to each team copies of the Team Jobs sheet (page 34), the Diary (page 42), and the Map (page 43). Take a few minutes to discuss the nature of each role and what each student will need to do or to say in order to fulfill it. Point out that the first time around students can choose the role they want to play. Each subsequent time they play *Freedom!*, they should rotate roles, ensuring that everyone has a turn at each role.

Leader

- Operates the keyboard
- Recommends actions to take
- Ensures that appropriate preparations have been made before escaping

Mapper

- Records traveling route on the map
- Informs team of changes in the status of stamina and injuries
- Makes sure group agrees whenever decisions need to be made

Journal Writer

- Informs team of changes in the status of health and nutrition
- Makes entries into diary
- Encourages everyone to give reasons to support recommended actions

3. Tell students that you will go around observing how well they are working in their groups. You will pay special attention to how they are making decisions together before taking action.
4. Towards the end of the period, allow 5-10 minutes for teams to discuss how well they worked together as a group. Encourage students to identify group behaviors that helped them achieve the goal of the program and behaviors that were not effective.
5. Have the whole class share their successes and frustration in trying to escape. Discuss what strategies worked and which ones did not work and why.

TEAM JOBS

Leader

- Operates the keyboard
- Recommends actions to take
- Ensures that appropriate preparations have been made before escaping

Mapper

- Records traveling route on the map
- Informs team of changes in the status of stamina and injuries
- Makes sure group agrees whenever decisions need to be made

Journal Writer

- Informs team of changes in the status of health and nutrition
- Makes entries into diary
- Encourages everyone to give reasons to support recommended actions

Related Activities

Play a “game”

- Have students re-enact the institution of slavery. On the first day, some students should be slaveowners, and some should be slaves. (They get to trade places on the second day.) “Slaves” must serve the “owners” and ask permission for everything throughout the day. Form groups, for example, on the basis of eye color, but avoid the possibility, in a mixed classroom, of the situation becoming all-white vs. all-black. Use armbands, baseball caps, clothing colors, or some other identifier to separate the two groups. You can even have some students act as abolitionists, Underground Railroad conductors, and local Indian nations to give aid to “slaves.” CAUTION #1: Do not let all the white children be “owners” and all black children or children of color be “slaves” at the same time. Be certain the groups are well mixed. The possible volatility of the situation should be reduced by creating well-mixed groups. CAUTION #2: Create basic rules (no physical violence) before the beginning of the re-enactment. Watch the children’s behaviors carefully and end the re-enactment immediately if things start to get out of hand. (Remember, even adults sometimes have a hard time handling “unlimited” power over others.) If things do get out of hand and you must end the re-enactment, use the experience as a teachable moment. You can reduce bad feelings by pointing out that this is exactly how feelings of superiority, racism, etc., arose among adults. Emphasize that they (the children) are not “bad,” but human. Point out that these feelings can build easily, and that this is why we must all work hard, all the time, to reduce racism and bigotry.
- Go to a limited wilderness area, such as a small woods, to play a modified “hide and seek.” Have one student act as an “owner,” a number of other players who are “it” (slavecatchers/patrollers), and only three or four students who take the parts of runaways. Emphasize that if they are caught, they do not become “patrollers” but are “punished” and “put to work.” Then, when they are caught, get them out of the area so other runaways cannot see what happens to them. Give everyone a chance to play all of the parts.

Go on an Underground Railroad re-enactment

A Classroom Simulation (thanks to Kathy Wormald, Glenn E. Livingston Elementary School, Cody, WY).

1. Give the students the option to participate in the activity.
2. Get the help of other teachers and school staff. Have them play the roles of "friends" and "foes." Do not tell the students which rooms are safe and which are not. Make special signs to put on the doors of rooms of teachers not participating.

Ms. Wormald made slips like the one below and delivered one, appropriately filled in, to each person helping her:

Thank you for your help with the Underground Railroad.

For the activity on (day) _____, please be a ("friend" / "foe")
_____ to the runaway slaves.

Please initial the students' cards, regardless of whether you are "Friend" or "Foe." The students need seven "Friend" signatures to reach the "North." If they receive two "Foe" signatures, they must return to the "South." They need to get two signatures from each wing of the school building, and one from any other place (office, library, music room, etc.)

We will start the simulation at about (time) _____ on (day) _____ and finish by about (time) _____. Please allow the student to enter your room if he or she appears at the door, and help in any way you can to get him or her to freedom. If you are a "Foe," you must not be helpful. Be sure you have the student's card in your hand before you tell them whether you are "Friend" or "Foe."

3. Put a sign on students: "I'm a runaway slave on the Underground Railroad. I'm heading North to freedom."
4. Give each "slave" a "freedom card," which must be initialed by seven "friends" before he or she can reach the North (the gym). Upon reaching the gym with the seven signatures, the "slave" is "freed" and gets a card announcing his or her freedom. The student then returns to the classroom but cannot talk about the experience.
5. If two "foes" initial the freedom card, the "slave" must return to the beginning classroom. They also return to the classroom, but they *can* talk about their experience with students still there.
6. Have the students leave the classroom alone or in small groups at ten-minute intervals.
7. After everyone escapes, have a class discussion about how the children felt during the activity.

Another Classroom Simulation (done by Gerri, Cathy, and Diane, with help from other teachers at Eastside School in Cody, WY. Thanks again to Kathy Wormald, Glenn E. Livingston Elementary School, Cody, WY).

1. The following letter recruited help from the teachers in the school:

Dear Teachers,

The fifth-grade classes are going to be participating in an Underground Railroad adventure. We are going to send groups of students ("slaves") out into the elements attempting to reach freedom on (day/date) _____.

We would like your cooperation in either capturing or helping to free the slaves (passengers). We will be passing out slips of paper designating the slave to either continue on the journey, become captured and get sent back to the masters, die of disease, wait for weather, etc. Your job, if you choose to accept it, will be to have one of your students answer the door as each slave or group of slaves knocks. As the slaves receive their instruction from your student, they will either continue on their journey (to freedom) or return to our classrooms (slavery).

We will attempt to establish a safe route (track) for the slaves to follow to freedom. Hopefully, the safe track will become known to many slaves. Some of you will be conductors (slave guides), stations (hiding places for slaves), terminals (northern cities where slaves were helped to get jobs), etc. You will not take slaves into your rooms but will give them slips of paper that will tell them where they should go next.

Thanks for your help.

Gerri, Cathy, and Diane

Please sign on the line and return this sheet if you wish to participate:

2. The teachers then made up a series of slips of paper that could be copied. Each slip had an appropriate clip-art graphic (indicated below in brackets):

- SAFE STATION. GO TO FIRST GRADE. [House]
- SAFE STATION. GO TO SECOND GRADE. [House]
- SAFE STATION. GO TO THIRD GRADE. [House]
- SAFE STATION. GO TO FOURTH GRADE. [House]
- SAFE STATION. GO TO SIXTH GRADE. [House]
- SAFE STATION. GO TO MR. X's. [House]
- SAFE STATION. GO TO MS. X's. [House]
- SAFE STATION. GO TO THE GYM. [House]
- LUCKY YOU! YOU FOUND A HORSE. You can move faster. Go to Mr./Ms. Y's Room. [Horse]
- YOU ARE SAVED! YOU FOUND HARRIET TUBMAN. She will lead

- **YOU ARE SAVED! YOU FOUND HARRIET TUBMAN.** She will lead you to safety quickly. Go to _____ (the final point on the track. This should be given at the sixth-grade room.) [Black woman]
 - **SAFE STATION. LEVI COFFIN RESIDENCE.** He will take you to his store (a major station) to hide from slave hunters. Wait five minutes quietly in the hall and then go to sixth grade. [House]
 - **STORM. YOU MUST WAIT.** Wait for five minutes until it is over; then move to third grade. [Storm, lightning, etc.]
 - **SNAKE BITE!** You were bitten by a snake and they left you behind to die. Sorry. Go back to your room and do not say anything to anyone. [Snake]
 - **SWAMP LAND.** You sank into quicksand and could not escape. Return to your classroom. Do not talk to anyone. [Variation on original. Show swamp scene.]
 - **TURTLE SOUP!** You are starving. You found a turtle. Take five minutes to eat turtle soup and then go to fourth grade. [Turtle]
 - **YOU WERE BITTEN BY A RAT IN A TUNNEL** while running from the slave hunters. You are sick and must be left behind. Return to your master (your teacher). [Rat]
 - **NO LONGER A SAFE STATION.** Go back to your last station. [House]
 - **YOU ARE CAUGHT! YOU WERE TOO NOISY!** Return to your master (your teacher). [Some sinister figure]
 - **YOU DROWNED** while crossing a river. Go back to your classroom and do not give any information to your classmates. [Swimmer]
 - **YOU'RE LOST!** You must return to the last safe station on your route. [Map of USA]
 - **YOU HAVE JUST BEEN CAUGHT** by slave hunters. Return directly to the master (your teacher).
 - **SAFE HOUSE.** You have reached a safe station. Continue on your journey. The next station is second grade. [House]
 - **YOU HAVE CROSSED THE BORDER TO FREEDOM!** [Original; you select a graphic. This should be at the final, safe place, where students go after sixth grade.]
3. Plan your track carefully so students can reach freedom. The way the above slips of paper are arranged, the safe track seems to be first grade through sixth grade, then some ending location such as the media center, library, etc.
4. When students arrive at safety, they make the news. Create a newspaper "Extra!" edition with the text: "_____ HAS BEEN TRAVELING ON THE UNDERGROUND RAILROAD AND REACHED THE SAFETY OF A TERMINAL IN THE NORTH."

A More Realistic Re-enactment

Mr. Kamau Kambui of Minneapolis, MN, leads many day-time and night-time outdoors re-enactments each year. You can call him at Wilder Forest (a non-profit natural reserve) for his availability and for further information. His telephone number is 612/433-5198.

Show a film or videotape

There are a number of films and videotapes available about slavery, the Underground Railroad, and the life of Harriet Tubman. These include the famous television mini-series *Roots*. Also, use the audio and video resources provided in "References" (page 57).

Student Worksheets

The following worksheets are available for the students to use. If you are a MECC Member, you may make as many copies as you need and have your students use any or all of these pages.

| | | |
|-------------|---|-------------|
| Worksheet 1 | "Freedom Road Check List" | page 41 |
| Worksheet 2 | "A Runaway's Diary" | page 42 |
| Worksheet 3 | "A Map to Freedom" | page 43 |
| Worksheet 4 | " <i>Freedom!</i> Simulation Map" and Key | pages 44–45 |

Freedom Road Check List

When you meet up with various people and places, check them off on the list below. Make one mark for each person or place that you meet. Be ready to talk about your journey with your classmates.

People

| | | | | | | | | | | |
|-----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Farmer..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Free Black..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Minister..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Miller (at a mill) .. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Priest..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Quaker..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Store Owner..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Places

| | | | | | | | | | | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bridges..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cabins..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Churches..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cities..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Farms..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inns..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Meeting Houses .. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Villages..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Terrain

| | | | | | | | | | | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Canals..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hills..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mountains..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rivers..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Swamps..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The Wilderness... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Turnpikes..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Woods..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A Runaway's Diary

Keep a record of everything that happens to you during your run for freedom. Try to keep track of your injuries, the different kinds of food you eat, the number of days you travel, the cities you pass, the number of people who help you (by giving you food or simply by not calling patrollers), and how the people make their living.

Day # ____: _____

Day # ____: _____

Day # ____: _____

Day # ____: _____

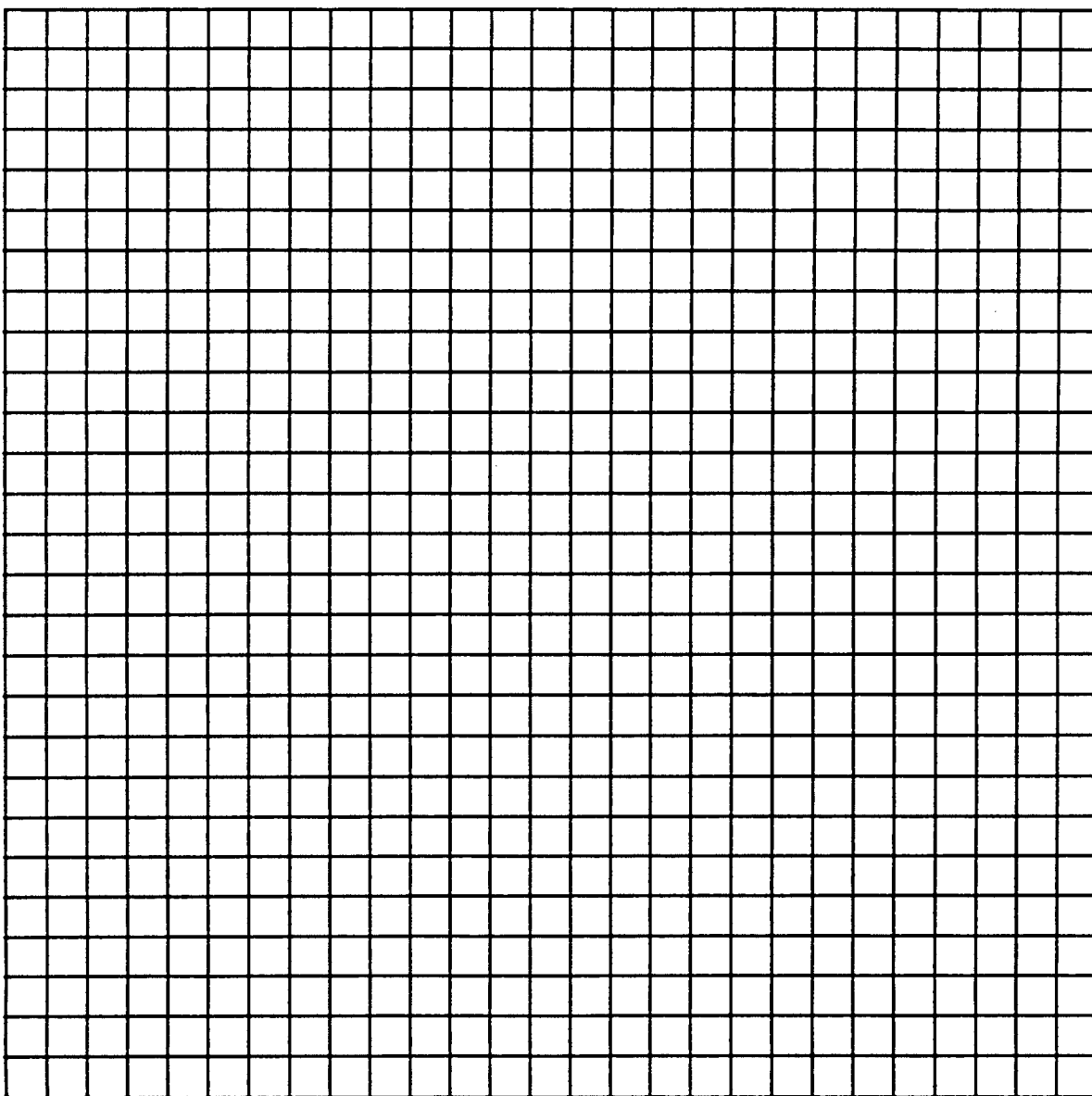
Day # ____: _____

Day # ____: _____

A Map to Freedom

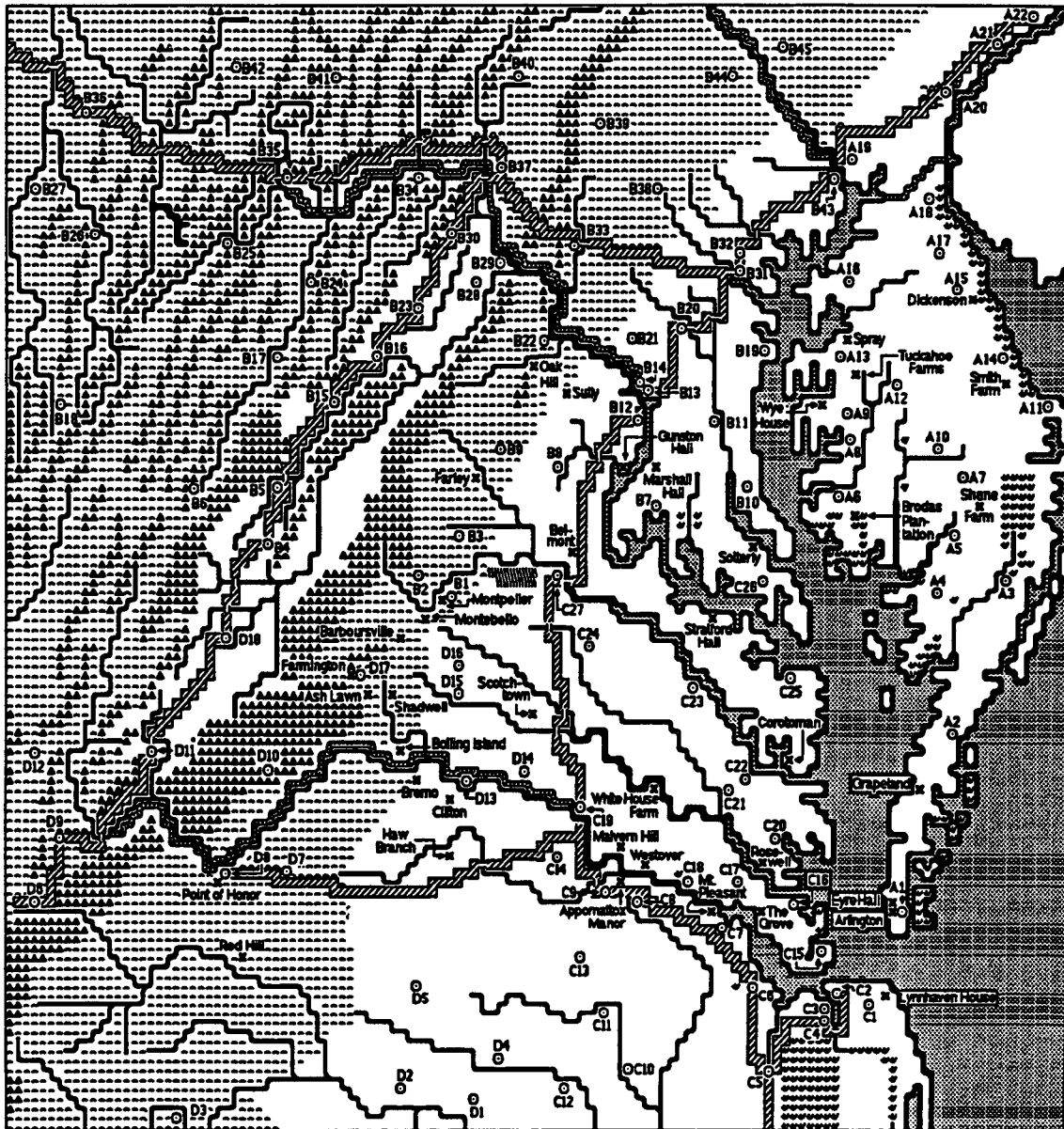
You might want to return to your old plantation at some future time to get your parents, or brothers and sisters, out of slavery. You can draw a map on the grid below so that you can find your way back. North is at the top. If you are escaping from a plantation far away from freedom, you may need to use up to four sheets like this for your map. Make up your own symbols to represent things. (Here are some suggestions, but you will need others.):

| | | | | |
|--|--|---|---|--|
|  Mountain |  Swamp |  Woods |  Canal |  Plantation |
|  River |  Turnpike |  Safehouse |  City |  Ocean |



Freedom! Simulation Map

This is the basic map of the territory covered in *Freedom!* Teachers may provide copies to students who 1) need help finding their way around or 2) have been through the simulation a number of times and want to try to correlate their position to locations in Virginia, Maryland, and Delaware.



Key to *Freedom!* Simulation Map

Cities shown on the *Freedom!* Simulation Map (CH is a standard abbreviation for Court House).

Zone 1

- A1: Capeville, VA
- A2: Drummond Town, VA
- A3: Snow Hill, MD
- A4: Princess Anne, MD
- A5: Salisbury, MD
- A6: Cambridge, MD
- A7: Laurel, DE
- A8: Oxford, MD
- A9: Easton, MD
- A10: Seaford, DE
- A11: Lewes, DE
- A12: Denton, MD
- A13: Centreville, MD
- A14: Milford, DE
- A15: Dover, DE
- A16: Chester, MD
- A17: Smyrna, DE
- A18: Odessa, DE
- A19: Elkton, MD
- A20: Wilmington, DE
- A21: Chester, PA
- A22: Philadelphia, PA

Zone 2

- B1: Orange CH, VA
- B2: Madison, VA
- B3: Culpeper CH, VA
- B4: Harrisonburg, VA
- B5: Broadway, VA
- B6: Franklin, VA
- B7: Port Tobacco, VA
- B8: Brentsville, VA
- B9: Warrenton, VA
- B10: Prince Frederick Town, MD
- B11: Upper Marlborough, MD

- B12: Alexandria, VA
- B13: Washington, DC
- B14: Georgetown, DC
- B15: Woodstock, VA
- B16: Strasburg, VA
- B17: Moorefield, VA
- B18: Beverly, VA
- B19: Annapolis, MD
- B20: Laurel, MD
- B21: Rockville, MD
- B22: Leesburg, VA
- B23: Winchester, VA
- B24: Romney, VA
- B25: Piedmont, VA
- B26: Kingwood, VA
- B27: Morgantown, VA
- B28: Charlestown, VA
- B29: Harpers Ferry, VA
- B30: Martinsburg, VA
- B31: Baltimore, MD
- B32: Towson, MD
- B33: Frederick City, MD
- B34: Bath, VA
- B35: Cumberland, MD
- B36: Uniontown, PA
- B37: Hagerstown, MD
- B38: Westminster, MD
- B39: Gettysburg, PA
- B40: Chambersburg, PA
- B41: Bedford, PA
- B42: Somerset, PA
- B43: Havre de Grace, MD
- B44: York, PA
- B45: Lancaster, PA

Zone 3

- C1: Kempsville, VA
- C2: Norfolk, VA
- C3: Portsmouth, VA
- C4: Gosport, VA
- C5: Suffolk, VA
- C6: Smithfield, VA
- C7: Surry CH, VA
- C8: Prince George CH, VA

- C9: Petersburg, VA
- C10: Jerusalem, VA
- C11: Sussex CH, VA
- C12: Hicksford, VA
- C13: Dinwiddie CH, VA
- C14: Chesterfield CH, VA
- C15: Hampton, VA
- C16: Yorktown, VA
- C17: Williamsburg, VA
- C18: Charles City CH, VA
- C19: Richmond, VA
- C20: Gloucester CH, VA
- C21: Saluda, VA
- C22: Urbana, VA
- C23: Tappahannock, VA
- C24: Bowling Green, VA
- C25: Heathsville, VA
- C26: Leonardtown, VA
- C27: Fredericksburg, VA

Zone 4

- D1: Lombardy, VA
- D2: Boydton, VA
- D3: Danville, VA
- D4: Lawrenceville, VA
- D5: Lewiston, VA
- D6: Salem, VA
- D7: Lynchburg, VA
- D8: Clover Hill, VA
- D9: Fincastle, VA
- D10: Lovingson, VA
- D11: Lexington, VA
- D12: Covington, VA
- D13: Columbia, VA
- D14: Goochland CH, VA
- D15: Yanceyville, VA
- D16: Greenwood, VA
- D17: Charlottesville, VA
- D18: Staunton, VA

Background Information

Slavery in the Colonial Era

The earliest English colonists in Virginia were there to make money. They needed cheap labor. The Powhatan Confederacy was so powerful that the English could not force its people, American Indians, to work for them. Planters brought the very first Africans to America as indentured servants. They were kidnapped and brought to Virginia in 1619, the year before the *Mayflower* came to Plymouth Colony. Thus, some African American families have been in this country longer than the descendants of the Pilgrims, perhaps the most celebrated early European Americans.

Africans were not the only people used for their labor. Many Englishmen also came to America as indentured servants. The indenture system allowed them to obtain passage over the Atlantic, which they repaid by working for a number of years—often seven. In this early period, many Africans worked for the same period of time and were then able to claim property of their own and begin life as free people.

Many freed Africans acquired their own indentured servants, who were sometimes even Europeans. A rule of historical analysis states that if laws were enacted against a practice, then the lawmakers were having some kind of problem with the practice about which they legislated. In 1670 a law was passed stating: "No Negro or Indian though baptized and enjoying their own freedom shall be capable of any such purchase of (white) Christians, but yet not debarred from buying any of their own kind."¹

The practice must have remained a problem for Englishmen because again in 1748, long after the indenture system had turned into pure slavery, the colonial government of Virginia passed another act stating: "No Negro, mulatto, Indian, although a Christian or any Jew, Moor, Mohammedan . . . shall purchase any Christian white servants."²

With the evolution of true slavery in the English colonies, black people were the only persons who could be held easily. Whites could escape easily and melt into the general population; Native Americans could also escape easily and could find ready help just beyond the frontier. So Africans and their descendants—always easily recognizable—began to form a slave class, and the system continued to keep the vast majority of blacks in that social position. Throughout the slave territory, any "loose" black person, without papers testifying to the contrary, was automatically considered a runaway.³

¹Rogers, J.A. *100 Amazing Facts About The Negro With Complete Proof: A Short Cut to The World History of the Negro*. St. Petersburg, FL, published by Helga M. Rogers, 1970, p. 35.

²*Ibid.*

Background Information

By the time the Constitution of the United States was written, African Americans were legally considered to be 3/5 of a human being.

The Era of Freedom!

The simulation in *Freedom!* takes place in 1830. At this time, the Underground Railroad was not a very complete network. It included a number of people in Delaware and Maryland (close to the Pennsylvania border and, therefore, freedom). Individuals, such as Thomas Garrett in Wilmington, Delaware, took on very active roles, and groups such as the Quakers communicated with each other about runaways. Most Africans trying to escape enslavement had to do it on their own until they got close to Pennsylvania and northern Delaware, where they could stumble across the infant Underground Railroad. Many Virginians would simply chase off a runaway, others would feed them first; only about 30% ever called in the authorities or the slavecatchers.

A truly united network did not evolve until after the passage of the Fugitive Slave Act in 1850. This law required Northerners to return all known runaways. Those who had escaped slavery were no longer safe in the Northern states, and many moved on to Canada. Active abolitionists created a stronger network as a result of the Fugitive Slave Law. Runaways during the 1850s had to run to Canada if they wanted to be really safe.

Facts of interest in America in 1830 include:

- Andrew Jackson was the President of the United States. He had been elected in November 1828 as the seventh president and took office the following March. John C. Calhoun was the Vice-President.
- The 1830 Census counted 12, 860, 702 Americans.
- There were 24 states in the Union: Alabama, Connecticut, Delaware, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Mississippi, Missouri, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee, Vermont, and Virginia.
- The territories of the United States were the Florida Territory, Arkansas Territory, Michigan Territory, the Unorganized Territory (the remainder of the Louisiana Purchase), and the Oregon Country (jointly occupied with Britain).

³ Among all the slave states, Delaware was the remarkable exception. In that state, a black person on the street was considered free unless something indicated otherwise.

Background Information

- President Jackson began an official federal policy of "Removal." This required the forceful removal of indigenous nations to the Unorganized Territory. Congress passed the Indian Removal Act of 1830, which eventually resulted in the terrible Trail of Tears and three wars against the Seminole.
- Jackson also condemned abolitionists and tried to counter their activities.
- George Washington's birthplace, Wakefield (near the south bank of the Potomac, almost straight east of Fredericksburg), burned down in 1779. The place was still a ruin in 1830.¹
- Thomas Jefferson had died four years earlier. His beautiful home, Monticello, was empty and abandoned. Everything had been sold to pay Jefferson's numerous debts.²
- James Madison, fourth president of the United States was now 79 years old. He lived on his plantation, Montpelier, in Orange County, Virginia, which is straight west from Fredericksburg.
- James Monroe, fifth president of the United States, was now 72 years old. He had lived for a long time at Ash Lawn Plantation, near Jefferson's Monticello and the city of Charlottesville. In 1826 he sold Ash Lawn and built a new plantation house, called Oak Hall, in Loudoun County, near Leesburg, where he now lived.³
- Patrick Henry had died in 1799, but his descendants still lived on his Red Hill Plantation, south-southeast of Lynchburg.⁴
- Araminta Ross (Harriet Tubman) was a young girl, ten years old, living on the Brodas Plantation on the Eastern Shore of Maryland.
- Frederick Bailey (known in history as Frederick Douglass) was twelve years old and was living away from his owner's plantation (Wye House), also on Maryland's Eastern Shore. At this time, Douglass was living and working in Baltimore with a family that did not own slaves. The things he was learning later provided him with a way to escape bondage.⁵

¹Gleason, David King. *Virginia Plantation Homes*. Baton Rouge, Louisiana State University Press, 1989, p. 57.

²Gleason, David King. *Virginia Plantation Homes*. Baton Rouge, Louisiana State University Press, 1989, p. 144.

³Gleason, David King. *Virginia Plantation Homes*. Baton Rouge, Louisiana State University Press, 1989, p. 77 and 138.

⁴Gleason, David King. *Virginia Plantation Homes*. Baton Rouge, Louisiana State University Press, 1989, p. 100.

⁵McFeely, William S. *Frederick Douglass*. New York, W. W. Norton & Co., 1970, p. 29 and following pages.

Background Information

- Thomas Garrett had already been actively engaged in antislavery activities for ten years. He helped smuggle to freedom many African Americans running from enslavement. He continued doing so for another thirty years, until the beginning of the Civil War.
- Joseph Smith, Jr. founded the Church of Jesus Christ of Latter Day Saints, commonly known as the Mormon Church.

A number of major events occurred very soon after 1830, the year the simulation takes place:

- 1831: Nat Turner led a bloody rebellion against slaveholders in Southampton County, Virginia, 20 miles or so west of Suffolk. Turner had used his position as a slave preacher to carry his message of equality and rebellion to numerous other Africans. An immediate reaction was an enforcement of old laws and the passage of new laws that made it illegal for blacks to learn to read and write, that refused permission for blacks to have their own preachers and religious leaders, and that required the presence of a white person whenever blacks held religious observances.
- 1831: The first railroad train began to operate in the United States.
- 1831: Ex-President James Monroe died at his plantation, Oak Hill, near Leesburg, Virginia.
- 1832: South Carolina threatened to nullify Federal laws and secede from the Union. Vice President Calhoun resigned in 1832 over this issue. The final decision on the states' rights crisis was averted until 1860. The question of states' rights, of course, had connections with the slavery issue and the early efforts of abolitionists.
- 1832: Samuel Morse began working on the telegraph. He completed a workable model in 1838 and sent the first public message in 1844.
- 1832: The Chalagee (Cherokee) Nation won *Worcester v. Georgia*, a case in the Supreme Court of the United States (John Marshall, Chief Justice). The case declared that the state of Georgia had no legal jurisdiction over Cherokee territory. This meant that Native American tribes are "nations within the nation," which is generally interpreted by Indian people as guaranteeing legal sovereignty within the United States. (The fact that the Federal government made treaties with Indian nations provides *de facto* proof of sovereignty.)

In 1830, entrepreneurs were just beginning to build railroads. One of the major methods of transportation already in use were canals. America's first canal was built in Massachusetts in 1793. A number of small canals

⁵McFeely, William S. *Frederick Douglass*, New York, W. W. Norton & Co., 1970, p. 29 and following pages.

Background Information

opened shortly afterwards. But the Erie Canal, conceived in 1800 and completed in 1825, was the first great canal, justifying the building of many others, since freight prices dropped as soon as the canal went into operation. Canals remained the major method of moving freight until the 1840s.¹

The United States was also beginning to develop a new (at least *new* for Anglo-Americans) method of transportation: the turnpike. Turnpikes developed out of the practice of building good, surfaced roads, then paying for their building and maintenance by charging tolls to those who used them. The word "turnpike" denotes the revolving frame used at the toll stations to stop traffic until payment was made. (Years before, such gates had spikes or pikes on them, probably so horses could not be forced through until they were opened.)

The first turnpike was built in Virginia. The greatest turnpike (until modern times) was the National Road (also called the Cumberland Road or Cumberland Turnpike), initially running from Cumberland, Maryland, to Wheeling, Virginia (now West Virginia). It followed an old Indian trail. In the east, it connected to the Baltimore Turnpike, running between Cumberland and Baltimore. In 1840, the National Road eventually reached west to Vandalia, Illinois, and in 1850, began winding its way toward St. Louis. It was forty feet wide and the middle twenty feet was macadamized, equivalent of paving in the early 1800s. Railroads took away the emphasis on roadbuilding, but with the arrival of automobiles, these old turnpikes often formed the foundation for the U. S. Highway system. U.S. Route 40 closely follows the old National Road.²

A number of these great canals and turnpikes are represented in the territory of the *Freedom!* simulation.

Interracial Relations

It is interesting to look at interracial relations around this period in American history. They form a very unsteady triangle. European Americans constantly pushed American Indians west in order to obtain

¹Reader's Digest. *Family Encyclopedia of American History*. Pleasantville, NY, The Reader's Digest Association, Inc., 1975, p. 177. Also Foner, Eric, and John A. Garraty, editors, *The Reader's Companion to American History*. Boston, Houghton Mifflin Company, 1991, p. 357.

²Reader's Digest. *Family Encyclopedia of American History*. Pleasantville, NY, The Reader's Digest Association, Inc., 1975, pp. 775-76 and p. 1128. Also Foner, Eric, and John A. Garraty, editors, *The Reader's Companion to American History*. Boston, Houghton Mifflin Company, 1991, p. 778.

their lands and minerals. European Americans used African slave labor to develop the land taken from Indians. At the same time, a number of indigenous nations began adopting and adapting the dominant American life-style. This happened especially among the Cherokee, but also among the Muskogi (Creek), the Chahta (Choctaw), the Chikasih (Chickasaw) and the Simanole (Seminole). The new Cherokee government was a close copy of the U. S. federal government. After losing an undeclared war to U.S. forces led by Andrew Jackson in 1813–14, the Muskogi settled into very friendly relations with local white settlers.

The Cherokee, Muskogi, and Chickasaw even held slaves like their white neighbors. Their institution of slavery, however, was considerably different than that generally practiced in the South. They did not permit families to be split up and generally treated slaves as if they were family members of the owners. An indication of the difference between the white and Indian systems is provided by the fact that after the end of the Civil War, the Chickasaw freed their slaves—and immediately adopted them into the tribe as full citizens.¹ The adopted African Americans were pleased to stay with their ex-masters.

The major race relations problem was the third leg of interracial relations in the South. For nearly two centuries, Indian nations had been a refuge for blacks trying to escape enslavement. Refugees found easy acceptance, freedom, homes, and equality. Many were adopted into the Indian nations, a process more personal but similar to the naturalization of immigrants to America. Adopted people instantly became members of the nation. The Seminole had such a large African American population that one big branch of their nation was named Black Seminole. Indeed, the First Seminole War (1817–18), also led by General Andrew Jackson, was begun with charges that the Seminole harbored runaway black slaves.²

Another major problem was the value of Indian-owned land and the minerals on it. The quest for land and gold, although important, was not the sole reason for the removal of the Indian nations, but it was the trigger for the final push for removal. When gold was discovered in Cherokee territory, the Indians tried to follow the American system to keep out intruders. They even won two cases (*Cherokee Nation v. Georgia* and *Worcester v. Georgia*) in the Supreme Court of the United States, under Chief Justice John Marshall. Andrew Jackson's Executive Office not only

¹Grant, Bruce. *Concise Encyclopedia of the American Indian*. New York, Bonanza Books, 1989, p. 80.

²Grant, Bruce. *Concise Encyclopedia of the American Indian*. New York, Bonanza Books, 1989, p. 280. Later, in the 1830s, the Second Seminole War became the first war lost by the United States, at a staggering financial cost.

ignored the Supreme Court decision but also helped Georgia remove the Indians. After the *Worcester v. Georgia* decision was handed down, President Jackson supposedly declared: "John Marshall has made his decision; now let him enforce it." The president told Georgian officials to continue their crusade against the Cherokee. Toward the end of the decade he even ordered the U. S. Army to forcefully move the Cherokee to Oklahoma.

This removal, known as the Trail of Tears, was a disaster during which one-fourth of the Cherokee population died. The horrors suffered by the Cherokee are the most famous, but all of the other major nations of the area (Creek, Chickasaw, Choctaw, and Seminole) also suffered Trails of Tears, forced removals from their homelands at the hands of the Federal government. This occurred even after the Indians signed treaties that protected their rights to at least some of their traditional lands. Many African Americans went with the Indians to their new homes in the West.

Relations between African Americans and Native Americans were so close for so long that it would be nearly impossible to find an African American (not a recent immigrant) who has no Indian blood at all.

The *Freedom!* Simulation and Historical Accuracy

Every effort has been made to make *Freedom!* historically accurate—not only in regard to the geography, but also in the everyday language and in the general attitudes of the people at the time. As a result, when the characters speak, they use dialect. However, because the program was created for the school environment, we tried to keep the language grammatically correct.

Students should be reminded that attitudes portrayed in a historical simulation do not represent the attitudes of the people who created the product. We fully understand the racism involved in calling African American men and women "boys" and "gals." But these were terms in widespread use during the era of enslavement, so we had the characters use those words. On the other hand, we absolutely refused to use certain other words of the times which referred to blacks.

After using *Freedom!* for a while, students may notice that some whites who are conductors at safehouses use "Mr." and "Mrs." when referring to black conductors further down the line, and that other conductors do not. Many people, including some running the Underground Railroad, were willing to endanger themselves to guide runaways to freedom and to end slavery and yet still refused to believe that blacks were equal to whites. Thus, they would never give an African American the honor of titles such as "Mr." and "Mrs."

Background Information

We made some geographic compromises because the simulation was for use with the Apple II series computers, which have certain limitations. The travel portion of the program is controlled by an underlying, hidden map of Virginia, Maryland, and Delaware. Each "move" the student makes while viewing terrain is two miles. In trying to represent canals, turnpikes, and rivers accurately, we sometimes had to use a lot more space on the map than would be needed on a properly scaled map. Thus, map terrain in the simulation is not 100% to scale, but it is as close as we could come and still keep the true character of the terrain.

Also, we wanted to have woods, farms, churches, stores, etc., as part of the countryside. But, without months of extra research and extensive travel to reach certain archives, there is no way that we could ever be sure where all these things were in 1830. So we improvised that data. Many "woods" are where today's national and state forests stand, so we believe the "woods" in the simulation have a certain degree of accuracy.

Plantations, villages, towns, and cities are as accurate as we could determine by using available Civil War maps to find as many locations as possible. However, some small towns and villages shown for the early 1860s may not have existed thirty years earlier. For example, today's major town of Roanoke, first called "Big Lick," did not exist until about 1852, and the present town of Oxon Hill was first spelled Oxen Hill. The present town of Cape Charles, Virginia, was called Capeville.

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Thinking Skills

Using Computer Software in a Thinking Skills Environment

Teachers are faced with the tremendous task of preparing today's students for tomorrow's world—a world characterized by change in an information-rich environment. Thinking skills are at the heart of this thriving, changing environment, for these are the behaviors students must practice in school and continue to apply for the rest of their lives.

It wasn't long ago that thinking skills were considered exclusive to gifted and enrichment classes. Today, however, thinking skills are viewed as an essential component of the total school curriculum. Developing these skills is the goal of each individual discipline. Many educators have, in fact, come to view thinking skills as perhaps the most basic of the basic skills because they facilitate the acquisition of all other learning.

At MECC, we view computer software as a vehicle for fostering students' thinking. Our products are curriculum-based, with thinking skills as a thread within subject areas. This provides an environment with many opportunities for teachers to highlight and reinforce thinking skills.

We believe teachers play a critical role in determining the classroom environment for thinking. Naturally, many teachers have taught thinking skills and will continue to do so using a variety of strategies. Our commitment is to provide teachers with the materials that help them do their job well: high-quality software that promotes the application of thinking skills.

Our approach to thinking skills reflects what both research and effective classroom practice has shown. That is, the approach that is most effective and appeals to most teachers is one that infuses thinking skills into existing content areas. Educators have told us they are interested in thinking skills as a method used in the instruction of a topic, not as a subject. By infusing thinking skills into existing content areas, MECC products integrate easily into teachers' curricula while providing a rich environment for students to practice skillful thinking. We strive to meet the challenge teachers face in promoting the skills that students need.

If schools are to integrate the teaching of thinking with regular academic instruction, they need to know what aspects of thinking to teach. After exploring the research that has been done in the area of thinking skills, MECC has chosen as a base the *Dimensions of Thinking* framework, published in 1988 by the Association of Supervision and Curriculum Development (ASCD). We chose this framework because it pulls together research and models from a variety of sources and brings the theory to the classroom level, applying it to that environment. In addition to knowing the subject matter that is covered, teachers now can see the specific thinking skills that are challenged within a product.

This section highlights ways in which teachers can use *Freedom!* to promote thinking skills with their students. The following pages provide examples of how *Freedom!* relates to the ASCD core thinking skills framework. Although only one thinking skill per category is correlated to a specific part of the product, each skill can be practiced on many levels and in many aspects of the product.

We realize the importance of thinking skills in the curriculum. We believe it is essential that students be taught thinking skills so that they have the tools to understand the past, deal with the present, and prepare for the future. We are confident that you will find *Freedom!* of considerable value in your classroom as you foster student thinking.

A Framework for Thinking

The components used in thinking are referred to as *core thinking skills*. This framework defines those skills that appear in the repertoire of the model learner. Each skill selected is documented in research as important to learning or thinking, is teachable, and is valued by educators as important for students to learn.

The core skills of the ASCD framework are listed and defined below with examples of applications within *Freedom!* The skills are neither discrete nor hierarchical. In fact, individual skills draw on other skills and can be used repeatedly in the thinking process. The selected examples are not exhaustive but highlight ways in which these thinking skills are used in *Freedom!*

Source: *Dimensions of Thinking*, Association for Supervision and Curriculum Development (ASCD), 1988.

| Definition of Core Thinking Skills Categories | Core Thinking Skills Components | <i>Freedom!</i> Application |
|---|--|---|
| Focusing Skills allow students to attend to selected pieces of information and ignore others. Focusing occurs when students sense a problem, an issue, or a lack of meaning. | Focusing Skills <ul style="list-style-type: none"> • Defining Problems • Setting Goals | <i>Freedom!</i> is a discovery-learning simulation in which students assume the roles of enslaved African Americans trying to escape to freedom. Leaving their home plantation in the slave states of Delaware, Maryland, and Virginia, the goal is to find freedom by traveling north to Pennsylvania or west-southwest to Cherokee country. |
| Information Gathering Skills involve obtaining information and clarifying issues and meanings through inquiry. | Information Gathering Skills <ul style="list-style-type: none"> • Observing • Formulating Questions | In <i>Freedom!</i> , students gather information and advice from the elders, determine directions from observing and evaluating indicators such as star locations and where moss grows on trees, and monitor indicators of health, stamina, food, and injury. The information gleaned will help them in their quest for freedom. |
| Remembering Skills are those activities or strategies that students consciously engage in to store and retrieve information from long-term memory. Activating prior knowledge falls under this category. | Remembering Skills <ul style="list-style-type: none"> • Encoding • Recalling | In order to make decisions such as finding directions, resting or sleeping, and eating, students must draw on their previous knowledge and experiences in the program. As similar experiences are encountered, students begin to identify patterns and can make generalizations. |

| Definition of Core Thinking Skills Categories | Core Thinking Skills Components | <i>Freedom!</i> Application |
|--|--|---|
| Organizing Skills are used to arrange information so that it can be understood or presented more effectively. | Organizing Skills <ul style="list-style-type: none"> • Comparing • Classifying • Ordering • Representing | Students collect, organize, record, and interpret data in order to solve problems of escape. Data includes indicators of health, stamina, food, and injury, the supplies available in their bundle, and directions or information obtained from people on the Underground Railroad. |
| Analyzing Skills are used to clarify existing information by examining parts and relationships. Through analysis, students identify and distinguish components, attributes, claims, assumptions, or reasoning. | Analyzing Skills <ul style="list-style-type: none"> • Identifying Attributes and Components • Identifying Relationships and Patterns • Identifying Main Ideas • Identifying Errors | As students continue their escape to freedom, they begin to identify how factors such as their sleeping place and length of sleep affect their indicators of health and stamina. They will begin to note patterns and relationships as they make decisions. |
| Generating Skills involve using the students' prior knowledge to add information beyond what is given. Connections between new ideas and prior knowledge are made as new information and ideas are recast into new structures. | Generating Skills <ul style="list-style-type: none"> • Inferring • Predicting • Elaborating | By using the information they have gathered as well as information from other studies of American slavery or the ante-bellum period, students can predict the relationship between various groups of people, such as patrollers and conductors, and determine whether they will help or hinder their efforts to escape. |
| Integrating Skills involve putting together the relevant parts or aspects of a solution, understanding, principle, or composition and incorporating this integrated information into a new understanding. | Integrating Skills <ul style="list-style-type: none"> • Summarizing • Restructuring | As students complete their journey, have them summarize their experiences and communicate the results of their escape efforts. As they compare their strategies, they can restructure future experiences based on their new understandings. |
| Evaluating Skills involve assessing the reasonableness and quality of ideas. | Evaluating Skills <ul style="list-style-type: none"> • Establishing Criteria • Verifying | As students develop strategies for success in <i>Freedom!</i> , immediate feedback is provided to verify decisions and actions. |

Textbook Correlation

Freedom! is designed to be integrated into your normal history lessons. The following charts correlate the instructional objectives and processes of *Freedom!* to specific chapters and units in a number of popular textbook series. By referring to these charts, you can create lessons that directly relate to your classroom activities.

Heath (1991)

| <u>Title</u> | <u>Chapter</u> | <u>Pages</u> | <u>Concepts</u> |
|-------------------------------------|----------------|--------------|---|
| <i>Exploring America's Heritage</i> | 12 | 331-339 | Slavery, abolition, Underground Railroad |
| <i>The American Pageant</i> | 20 | 349-368 | Slavery |
| <i>The American Pageant</i> | 21 | 369-390 | Slavery, Underground Railroad, runaway slaves |

Houghton-Mifflin (1991)

| <u>Title</u> | <u>Chapter</u> | <u>Pages</u> | <u>Concepts</u> |
|-----------------------------|----------------|--------------|--------------------------|
| <i>America Will Be</i> | 16 | 400-419 | Plantation life, slavery |
| <i>A More Perfect Union</i> | 10 | 282-309 | Plantation life, slavery |

Macmillan-McGraw-Hill (1991)

| <u>Title</u> | <u>Chapter</u> | <u>Pages</u> | <u>Concepts</u> |
|--|----------------|--------------|--------------------|
| <i>The United States and Its Neighbors</i> | 16 | 386-407 | Slavery, abolition |

Scott, Foresman (1991)

| <u>Title</u> | <u>Chapter</u> | <u>Pages</u> | <u>Concepts</u> |
|--|----------------|--------------|--|
| <i>America: Yesterday and Today</i> | 10 | 222-226 | Slavery, rebellion, resistance, escaping slavery |
| <i>America: The People and the Dream</i> | 13 | 361-375 | Slavery, abolition |

Addison-Wesley (1993)

| <u>Title</u> | <u>Chapter</u> | <u>Pages</u> | <u>Concepts</u> |
|-------------------------------------|-----------------------------|---------------------|---|
| <i>United States and Its People</i> | 9 | 240–243 | Anti-slavery movement, Underground Railroad |
| <i>United States and Its People</i> | Unit 4 Intro- duction | 273–275 | <i>Uncle Tom's Cabin</i> , spirituals |
| <i>United States and Its People</i> | 11 | 276–301 | Labor, African Americans, slavery, Fugitive Slave Law |

Credits

The MECC development team for *Freedom!* included:

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Our consultant, who enabled the detail and accuracy of *Freedom!*, was:

Kamau Sebabu Kambui, naturalist, African-American historian

Other MECC staff who served as consultants or made special contributions to *Freedom!* included:

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To the Reader:

MECC has made every effort to ensure the instructional and technical quality of this courseware package. Your comments—as a user or reviewer—are valued and will be considered during any revision of the product. Please address your comments to:

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