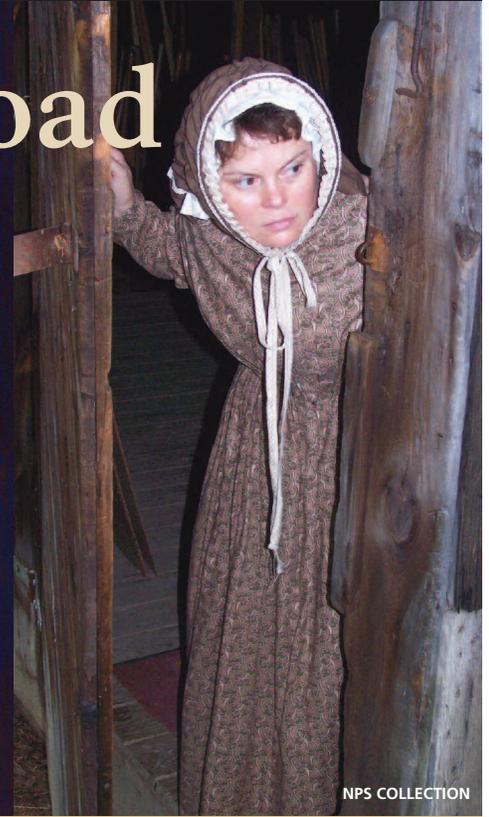




Underground Railroad

Thank you for joining Cuyahoga Valley National Park (CVNP) and Cuyahoga Valley Scenic Railroad (CVSR) to explore Ohio's Underground Railroad. Traveling along a route likely used by runaway slaves, students in grades four through six will participate in hands-on and interactive activities that will test their skills and knowledge of the Underground Railroad. The costumed characters and games will draw your students into a complex period of history when individuals used their lives to change the world.

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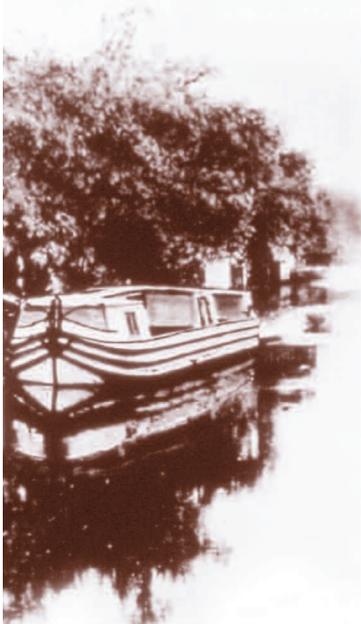
Why Study the Underground Railroad?

The National Underground Railroad Network to Freedom Act of 1998 gave the National Park Service (NPS) the honor of preserving the stories of the Underground Railroad throughout this nation. Northeast Ohio played a pivotal role in the abolitionist movement and the Underground Railroad. CVNP shares these special stories of conflict, adaptability, ingenuity, and interdependence.

The Underground Railroad is a mixture of historical facts and myth. Begun by Quakers in the late 1700s, it existed until the Civil War. The Underground Railroad was not a real railroad, but a system of safe routes and assistance. It encompassed every slave who tried to escape, slaves who offered food and direction, runaway slaves who returned south to help others escape, and free

blacks and whites who joined to assist others in their quest for freedom. Most slaves were headed north toward the safety of Canada, traveling by any means available. The Ohio & Erie Canal was a possible route followed by runaway slaves. The 308-mile canal connected the Ohio River to Lake Erie, which had to be crossed to reach Canada and freedom.

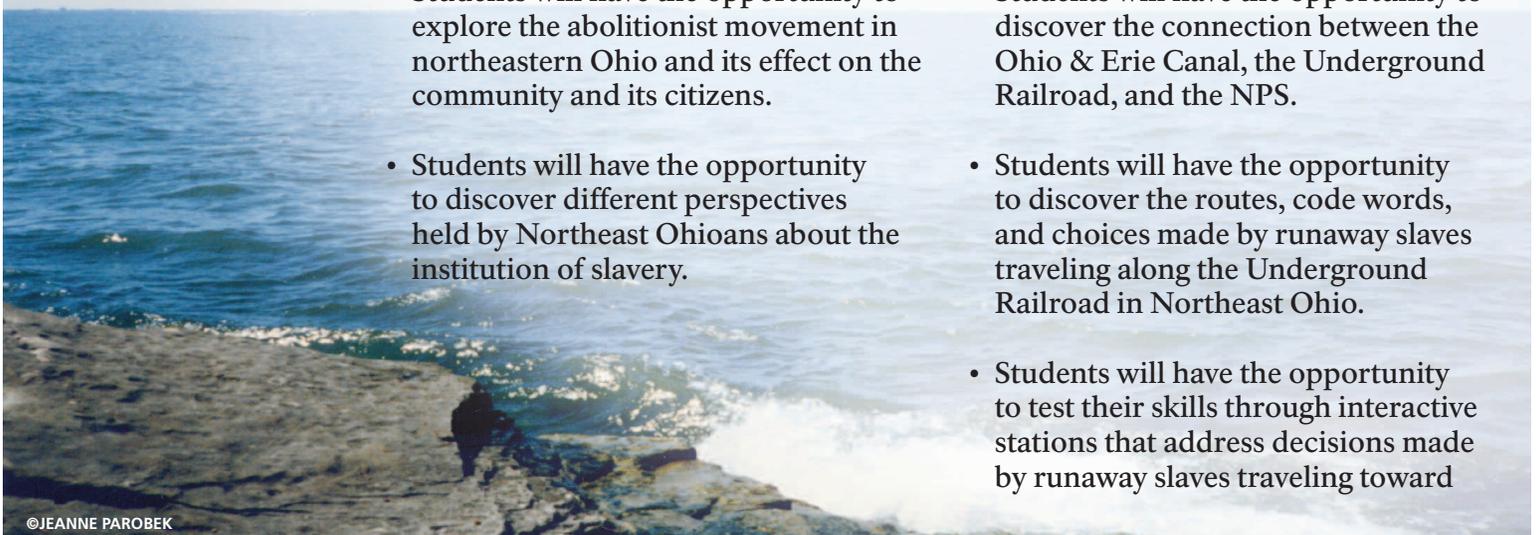
Many times the runaway slaves traveled to freedom with little help. Others were assisted by abolitionists, people who believed that slavery should be ended. These abolitionists risked large fines and prison time to assist runaway slaves. Antislavery organizations, abolitionist newspapers, and lecturers made Northeast Ohio a hotbed of abolitionist activities.



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Goals

- Students will have the opportunity to explore the abolitionist movement in northeastern Ohio and its effect on the community and its citizens.
- Students will have the opportunity to discover different perspectives held by Northeast Ohioans about the institution of slavery.
- Students will have the opportunity to discover the connection between the Ohio & Erie Canal, the Underground Railroad, and the NPS.
- Students will have the opportunity to discover the routes, code words, and choices made by runaway slaves traveling along the Underground Railroad in Northeast Ohio.
- Students will have the opportunity to test their skills through interactive stations that address decisions made by runaway slaves traveling toward



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Academic Content Standards

By the end of the fourth-fifth grade program, students will be able to:

- Explain how new developments led to the growth of the United States.
- Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

By the end of the sixth grade program students will be able to:

- Describe the effects of interactions among civilizations during the 14th through 18th centuries.
- Analyze the causes and consequences of the American Civil War.
- Identify connections between government policies and the economy.

Supplemental Activities

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Suggested pre-site activities are:

1. Have students go to www.nps.gov, select a National Park Service site, and learn about the resources of that site.
2. Have students go to www.cr.nps.gov/ugrr/ to explore the featured Underground Railroad story.
3. Brainstorm with the students about slavery by asking them what it meant to be a slave.

Suggested post-site activities are:

1. Create a poster about modern slave labor and discuss what abolitionists can do today to end it.
2. Have the children read a book about the Underground Railroad or a famous abolitionist like Harriet Tubman, Fredrick Douglass, or William Lloyd Garrison.
3. Have the children create an abolitionist newspaper.

Want to Learn More?

Andrews, William and Henry Louis Gates, Jr, eds. *Slave Narratives*. The Library of America: New York, 2000.

Bales, Kevin. *New Slavery*. ABC-CLIO: Santa Barbara, California, 2000.

Douglass, Frederick. *My Bondage and My Freedom*. Dover Publications, Inc.: New York, 1969.

Gara, Larry. *The Liberty Line: The Legend of the Underground Railroad*. University of Kentucky Press: Lexington, 1961.

Griffler, Keith P. *Front Line of Freedom: African Americans and the Forging of the Underground Railroad in the Ohio Valley*. The University Press of Kentucky: Lexington, 2004.

The Ohio Underground Railroad Association. *Freedom Seekers: Ohio and the Underground Railroad*. Friends of Freedom Press: Columbus, Ohio, 2004.

Peskin, Allan, ed. *North Into Freedom: The Autobiography of John Malvin*, Free Negro, 1795-1880. The Western Reserve Historical Society: Cleveland, Ohio, 1996.

Sprague, Stuart Seely, ed. *His Promised Land: The Autobiography of John P. Parker, Former Slave and Conductor on the Underground Railroad*. W.W. Norton & Company: New York, 1996.

Washington, Margaret, ed. *Narrative of Sojourner Truth*. Vintage Books: New York, 1993.

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**Cuyahoga Valley
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www.nps.gov/cuva
www.dayinthevalley.com



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