

**Lesson Plan Title:**

*'Henry 'Box' Brown: An Extraordinary Journey to Freedom'*

**Lesson Duration:** 20 minutes per activity.

**Essential Questions:**

'Was Henry Brown's journey to seek his freedom worth the risk to his life?'

'What is Freedom?'

**Objectives:**

- Students will understand the difficulties experienced by those enslaved.
- Students will be able to explain why Henry Brown chose Philadelphia as his destination.
- Students will use, math, geography, and literature to further understand Henry Brown's journey to freedom.



'The Resurrection of Henry Box Brown at Philadelphia. Who escaped from Richmond, Va. In a Box 3 feet long 2 ½ ft. deep and 2 ft. wide. Lithograph. Deposited for copyright in Boston on January 10, 1850. Courtesy of the Library of Congress, Prints and Photographs Division, LC-USZ62-1283.'

\* Brown, Henry. *'Narrative of the Life of Henry Box Brown: Written by Himself,'* edited by John Earnest. Chapel Hill, North Carolina. The University of North Carolina Press. 2008. Appendix A: pg. 118.

**Vocabulary:** \* In no specific order.

❖ **Slavery or Enslavement:**

The practice of buying a person or people, who were then considered property by law.

❖ **Enslaved**

A **human being forced** into slavery.

❖ **Master or Enslaver**

A person who purchased another human being and forced them to work without pay.

❖ **Free State**

A state that made enslavement illegal.

❖ **Slave State**

A state that allowed enslavement.

❖ **Underground Railroad**

It wasn't an actual railroad, but a system of safe places and trails set up for enslaved people to use while seeking their freedom.

❖ **Fugitive Slave Act**

Passed in 1850, it allowed bounty hunters (people paid to capture others) to seek out enslaved people who sought their freedom and return them to their enslavers.

❖ **Civil War**

War between a country's citizens.

❖ **American Civil War**

A war that occurred in America (1861- 1865) between Northern and Southern states that ended slavery.

❖ **Abolitionist, Abolitionists**

A person or people who assisted enslaved people who sought their freedom, raised money for the anti-slavery cause and conducted political campaigns to end slavery nationwide.

## **Lesson:**

**Step 1: Opening Question** \* *Answers do not need to be put in writing at this point.*

- Ask the student to consider the essential questions as they go through the program, 'Was Henry Brown's journey to seek his freedom worth the risk?' and 'What is freedom?'

**Step 2: Vocabulary Words** \* Vocabulary words and definitions can be memorized later.

- Go over the terms, ask if clarification is necessary – it is important the terms are understood.

**Step 3:** Complete the '*Vocabulary Scramble.*'

- Using the definitions as clues, a fun brain teaser helps the student learn the vocabulary words.

**Step 4:** The book

- Read 'Henry's Freedom Box: A True Story from the Underground Railroad' by Ellen Levine and illustrated by Kadir Nelson. Scholastic Press. New York. 2007.
- If unable to obtain a copy, readings of the book can also be found on youtube.

**Step 5:** Activity, '*The Box.*'

- Complete the mathematic activity 'The Box.'
- Watch the dramatized excerpt from the play.' One Noble Journey: A Box Marked Freedom.' Performed by Mike Wiley of Mike Wiley Productions.  
<https://www.youtube.com/watch?v=BNaGntepGhU> (posted: 29 January 2015)

**Step 6:** Activity, '*Henry's Journey to Freedom.*'

- Follow Henry's journey to freedom while completing relevant grammar exercises.

**Step 7:** Activity, '*What Freedom Means to Me?*'

- Write a short, thoughtful essay and/ or, create a picture collage on freedom.
- Interview adults to get their perspective on the meaning of freedom.

**Step 8:** Activity, '*Essential questions discussion.*'

- Discuss with adult your thoughts and feelings while answering the two essential questions.

**Alternatives for Struggling Learners:**

- Essential questions do not require written answers. A discussion between student and an adult with well formulated answers explaining their choice is sufficient for struggling learners.
- Create a picture collage instead of writing an essay.

**Extensions for Older Learners:**

- **Read:** *'Narrative of the life of Henry Box Brown: Written by Himself.'* (first published in 1849) Edited and with an introduction by John Earnest. The University of North Carolina Press. Chapel Hill, North Carolina. 2008.

**Lesson Overview:** 'Henry 'Box' Brown: An Extraordinary Story of a Journey to Freedom'

**Park:**

Martin Van Buren National Historic Site (MAVA)

**Web Site Address:**

<https://www.nps.gov/mava/>

**Division:**

Interpretation

**Year:**

2020

**Contact Information:**

Maryalice Montoya: [maryalice\\_montoya@nps.gov](mailto:maryalice_montoya@nps.gov) (518) 758-9689 ext. 2009

**Lesson Grade Level:** Upper Elementary, 4<sup>th</sup> Grade.

**Lesson Subject:** Social Studies, Mathematics, Geography, Literacy/Language Arts

**Thinking Skills:**

The thinking skills listed below are based on *Bloom's Taxonomy*.

X **Remembering** - Recalling or recognizing information ideas, and principles

X **Understanding** - Understand the main idea of material heard, viewed, or read. Interpret, or summarize the ideas in their own words.

X **Analyzing** – Break down a concept or idea into parts and show the relationships among the parts.

X **Evaluating** – Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

X **Creating** – Bring together parts (elements, compounds) of knowledge to form a whole and build relationships for new situations.

### **Program Description:**

'*Henry's Freedom Box: A True Story from the Underground Railroad*,' is a Caldecott Honor children's book that sensitively introduces the experience of enslavement through the personal story of Henry 'Box' Brown whom successfully obtained his freedom by mailing himself to Philadelphia.

The program consists of reading a book and completing thematic activities designed to fulfil national as well as New York State curriculum standards. The student will:

- ✓ Read 'Henry's Freedom Box: A True Story from the Underground Railroad.'
- ✓ Watch a clip from a play based on that harrowing journey.
- ✓ Find and compare Henry's size to the box he used to ship himself to Philadelphia.
- ✓ Complete a brain teaser to help retain vocabulary words and definitions.
- ✓ Write a short, thoughtful essay and create a photo collage on what freedom means to them.
- ✓ Follow Henry's journey to freedom with accompanying grammar exercises.
- ✓ Discuss with an adult the essential questions.

### **Note Regarding Language:**

Slavery was a condition forced upon millions of men, women, and children in the United States prior to the American Civil War. We use the term enslaved person in recognition that although slavery was an unquestionably life-defining experience, no human being should be reduced to the status of property through law or through language.

### **Bibliography**

- Brown, Henry. '*Narrative of the Life of Henry Box Brown: Written by Himself*,' edited by John Earnest. Chapel Hill, North Carolina. The University of North Carolina Press. 2008.
- Levine, Ellen Kadir and Nelson, Kadir. '*Henry's Freedom Box: A True Story from the Underground Railroad*.' New York, New York. Scholastic Press.2007.
- Mike Wiley Productions. <http://mikewileyproductions.com/>
- Virtual Field Trips. <http://housedivided.dickinson.edu/fieldtrips/index.html>

### **Background Information on Henry Brown's Story:**

Henry Brown was born into a family enslaved together on a tobacco farm in Virginia. In 1830 the family was separated and sold following the death of their enslaver. Henry Brown was purchased by William Barret, one of the wealthiest men in Richmond, Virginia. Mr. Brown's birthday is unknown. The year suggested is 1815, making Henry Brown a young teen when forced to work in Barret's tobacco factory.

In 1836 Henry Brown married an enslaved woman named Nancy. It was an unvalidated marriage as laws forbade enslaved persons to wed. Nancy's enslaver was a bank clerk and minister who permitted her to live with Mr. Brown after assurances were made by William Barret that Henry would not be sold.

In less than a year following their marriage, Nancy was sold to a saddler and his wife. Henry commented that the couple were cruel, and, the wife was expelled from the Baptist Church for unknown reasons. Still permitted to live "together," they expanded their family with the births of three children. Sadly, their family was threatened when Henry's wife and children were sold to a colleague of the saddler.

The saddler's colleague had only \$600 of the \$650 Nancy's enslaver asked. The man promised if Henry paid the difference his family could remain together. Henry came up with the money, but over time the man continually altered the agreement, always demanding more money and increasing stipulations. When the demands became more than Henry could pay, Henry's pregnant wife and their three children were sold. Henry's last vision of his family was of them being led away by a Methodist preacher to North Carolina - he never saw them again.

In 1849 Henry met Massachusetts native Samuel Smith. It was Smith who made necessary arrangements for the shipment and receipt of a box to Philadelphia. On March 23, 1849, Henry Brown climbed into a crate. Twenty-seven hours later, his dangerous journey was over; he was a free man in Philadelphia.

Brown's story circulated amongst the abolitionists and their anti-slave societies to mixed reception. Fredrick Douglass was angry the story became known, viewing it as one less opportunity for others to seek freedom by the same means. The notoriety of Brown's journey to freedom also created a dangerous situation for Samuel Smith, the man who aided Brown - he spent six and a half years in a Virginia prison for his part.

Following the passage of the Fugitive Slave Act in 1850, Brown moved to England. He made a living dramatizing his journey to freedom with accompanying songs to paying audiences. In 1859, he married an English woman who later assisted him in debuting a well-received travelling panorama.

He returned to America in 1875 and continued performing for audiences, this time as a magician. The year and place of his death remains a mystery, but his last recorded performance dates to February 1889 in Ontario, Canada.

### **Standards:**

#### **National Common Core Standards**

- <http://www.corestandards.org/ELA-Literacy/RH/6-8/1/>

Cite specific textual evidence to support analysis of primary and secondary sources.

- <http://www.corestandards.org/ELA-Literacy/RH/6-8/2/>

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **New York State Standards:**

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf>

#### **4<sup>th</sup> Grade:**

4.5 In search of freedom and a call for change: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.

#### **Additional Standards:**

**New York State Articulation and Progression of Social Studies Practices** (Written as documented)

<http://www.nysed.gov/cmmon/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf>

## **4<sup>th</sup> Grade**

### **Gathering, Interpreting and Using Evidence:**

- Develop questions about New York State and its history, geography, economics, and/or government.
- Recognize, use, and analyze different forms of evidence to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).
- Identify and explain creation and /or authorship, purpose, and format of evidence. Where appropriate identify point of view and bias.
- Create understanding of the past by using and analyzing primary and secondary sources.

### **Chronological Reasoning and Causation:**

- Explain how events are related chronologically to one another.
- Recognize dynamics of historical continuity and change over periods of time.
- Use periods of time, such as decades and centuries to put events into chronological order.
- Recognize and identify patterns of continuity and change in New York State
- Identify a region in New York State by describing a characteristic that places within it have in common, and then compare it to other regions.
- Describe historical developments in New York State with specific details, including time and place.

### **Economics and Economic Systems:**

- Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.

### **Civic Participation:**

- Identify different types of political systems used at various times in New York State history and, where appropriate, in United States history.
- Identify people in positions of power and how they can influence people's rights and freedom.

## **Text Types and Purposes:**

### Writing Standards:

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful in aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information, using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented

*Henry 'Box' Brown:  
An Extraordinary Story of a Journey to Freedom*

---

*'Vocabulary Scramble'*

cimnareA liCiv rWa

A war that occurred in America (1861- 1865) between Northern and Southern states that ended slavery .

---

---

---

dungroedrnu droailaR

It wasn't an actual railroad, but a system of safe places and trails set up for enslaved people to use while seeking their freedom.

---

---

evtiguFi vaSle tAc

Passed in 1850, it allowed bounty hunters (people paid to capture others) to seek out enslaved people who sought their freedom and return them to their enslavers.

---

---

ertasM ro lasrevnE

A person who purchased another human being and forced them to work without pay.

---

---

---

liCiv rWa

War between a country's citizens.

---

evlaS tetaS

A state that allowed enslavement.

---

---

yevrlaS

ro

mntlvensE

The practice of buying a person or people, who were then considered property by law.

---

---

ereF taSte

A state that made enslavement illegal.

---

nsavdeIE

A **human being forced** into slavery.

---

nistlitboloA

A person or people who assisted enslaved people who sought their freedom, raised money for the anti-slavery cause and conducted political campaigns to end slavery nationwide.

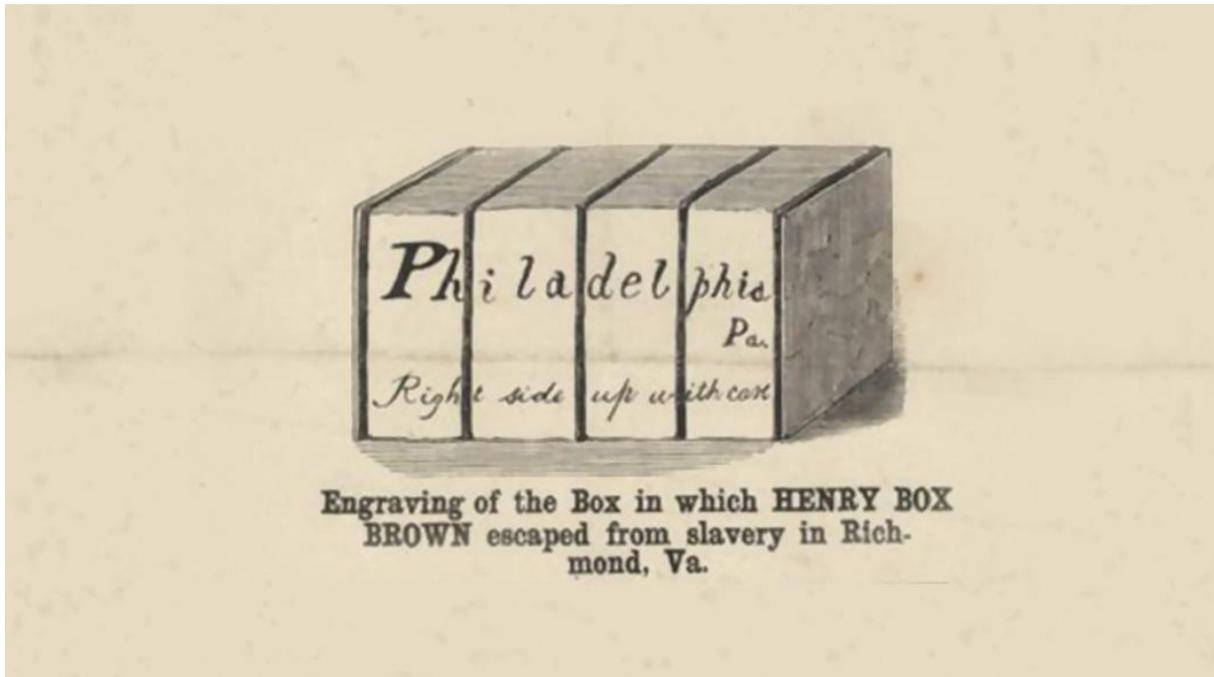
---

Vocabulary Words ( in no particular order )

1. Abolitionist, Abolitionists
2. American Civil War
3. Civil War
4. Fugitive Slave Act
5. Underground Railroad

6. Slave State
7. Free State
8. Master or Enslaver
9. Enslaved
10. Slavery or Enslavement:

## 'The Box'



*Engraving of the Box which Henry Box Brown escaped from slavery in Richmond, Va.* Lansing's Steam Press. Boston. Ca. June 1849. The Library of Congress. Rare Books and Special Collection Division. Brown, Henry. 'Narrative of the Life of Henry Box Brown: Written by Himself,' edited by John Earnest. Chapel Hill, North Carolina. The University of North Carolina Press. 2008. Appendix A: pg. 110.

Materials needed for this activity:

- ✓ A roll of masking, duct or painter's tape.
- ✓ Pencil
- ✓ Tape Measurer

Henry 'Box' Brown was said to stand 5 feet and 8 inches tall and weighed 200 pounds.

Write out his height: \_\_\_ ft. \_\_\_\_\_" tall. \_\_\_\_\_ lbs.

The box he used to mail himself to Philadelphia had a length of 3 feet and 1 inch long, a depth of 2 feet and 6 inches, and was 2 feet wide.

Mr. Brown, 'placed himself in it in a sitting posture, his back shoulder & head resting against one end & his feet braced against the other.' James C.A. Smith and Samuel Smith nailed the lid on the box and wrapped it with five hoops of hickory wood."

Jeffrey Ruggles, *The Unboxing of Henry Brown*. Richmond, Virginia. The Library of Virginia. 2003, pg. 32.

Write out the dimensions of the box below:

The length of a box is the longest side of the box. L: \_\_\_\_\_ ft. \_\_\_\_\_”

The width of a box is the shortest part of the box. W: \_\_\_\_\_ ft. \_\_\_\_\_”

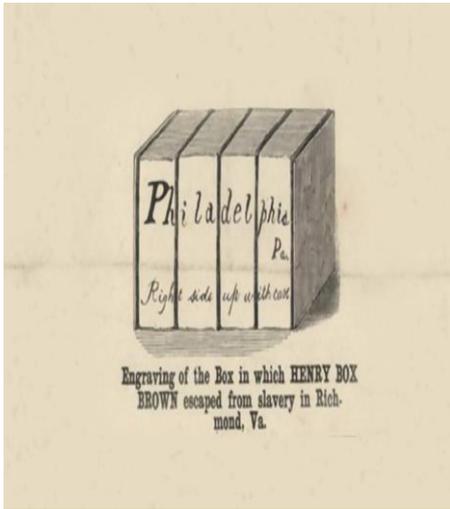
The depth of a box is the measurement from bottom to top. D: \_\_\_\_\_ ft. \_\_\_\_\_”

To gain an understanding of the difficulty Mr. Brown experienced fitting in the box this activity has you replicating the dimensions of the box.

- ❖ Using the roll of tape, roll out enough tape on the floor to mark the box’s length.
- ❖ Now, mark the width of the box using the tape.
- ❖ Complete the square with the roll of tape.
- ❖ In a doorway measure Mr. Brown’s height and place a piece of tape to mark his height.
- ❖ In the same doorway, measure the depth of the box and place a piece of tape to mark the depth.
- ❖ Draw a picture of the box in the space below; be sure to write the length, width and depth of the box on each side.
- ❖ Watch the dramatized excerpt from the play.’ One Noble Journey: A Box Marked Freedom.’ Performed by Mike Wiley of Mike Wiley Productions.  
<https://www.youtube.com/watch?v=BNaGntepGhU> (posted: 29 January 2015).

❖ **Draw the box in the space below:**

- ❖ The box was addressed to:  
‘James Johnson, 131 Arch St, Philadelphia.’  
It was marked: ‘This side up with care.’



*Engraving of the Box which Henry Box Brown escaped from slavery in Richmond, Va.* Lansing's Steam Press. Boston. Ca. June 1849. The Library of Congress. Rare Books and Special Collection Division. Brown, Henry. 'Narrative of the Life of Henry Box Brown: Written by Himself,' edited by John Earnest. Chapel Hill, North Carolina. The University of North Carolina Press. 2008. Appendix A: pg. 110.



New York Public Library Digital Collections: <https://digitalcollections.nypl.org/items/510d47d9-7d83-a3d9-e040-e00a18064a99>

Accessed : May 2020.

**March 23, 1849**

**4 a.m.** Richmond, Virginia.

Samuel A. Smith sealed Henry in the box.

Henry's dangerous journey to freedom begins.

Consider the risk Henry took. What word comes to mind?

\* A **synonym** is a word or phrase that is the same or nearly the same.

- Choose three synonyms for the word you thought of:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**6 a.m. Richmond, Virginia.**

The box is taken from Samuel A. Smith's place to the:

Adams' Express office at the Exchange Hotel in Richmond, Virginia.

At 8 a.m. the box leaves Adams' Exchange by wagon to:

The Richmond, Fredericksburg, and Potomac Railroad Terminus (terminal or depot). Richmond, Virginia.

The wagon driver was given a note with instructions; it's not known what was written.

\* A verb is a word used to describe an action.

- Write your instructions to the driver. Include two **verbs**:

---



---



---



---



---



---



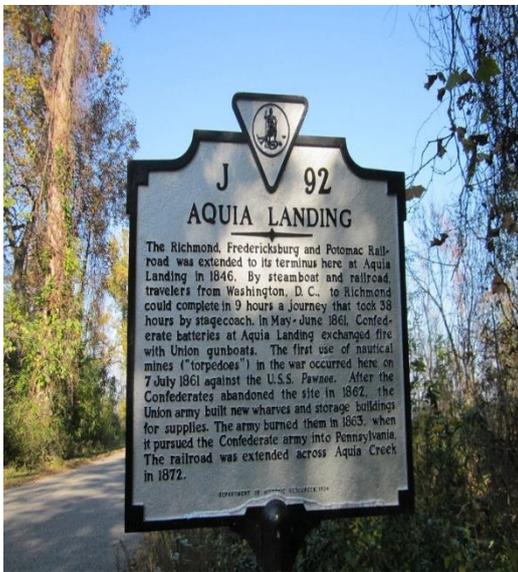
---



Richmond Railroad Company Stock Certificate.

<http://www.oldstocks.com/richmond-and-danville-railroad-company-circa-1880s-virginia>

Accessed: May 2020.



Aquia Landing Historic Site Marker

<https://fredericksburgvhistory.files.wordpress.com/2011/10/historic-aquia-landing.jpg>

Accessed: May 2020.

**8 a.m. Richmond, Virginia.**

The box arrives at the :

Richmond, Fredericksburg, and Potomac Railroad Terminus (terminal or depot). Richmond, Virginia.

To be sent by train to the:

The Washington and Fredericksburg Steamboat Company Landing at Aquia Creek, Virginia.

The box was placed right side up before being put on the train. Unfortunately, the box turned over a few times while on the train as additional crates were collected at stops along the way.

\* An onomatopoeia (on-no-ma-toe-pea-ah) is a word that is used to detail a sound. (example: Bee = Buzz)

- Choose three **onomatopoeias** to replicate sounds Henry might have heard while in the box when it arrived at the station.

1. Word: \_\_\_\_\_ Onomatopoeia: \_\_\_\_\_

2. Word: \_\_\_\_\_ Onomatopoeia: \_\_\_\_\_

3. Word: \_\_\_\_\_ Onomatopoeia: \_\_\_\_\_

**12 noon. Aquia Creek, Virginia**

The box arrived at the :

Washington and Fredericksburg Steamboat Company Landing at Aquia Creek, Virginia.

To be sent by steamboat to the:

Washington City Wharf, Washington D.C.

The crate was placed on the steamboat upside down. Henry faced a physically dangerous situation for the next four hours. The pressure of blood pooling against his brain and behind his eyes could have killed him.

\*Adjectives are words used to describe something. They are especially useful when needing to express an emotion or feeling.

- Choose two **adjectives** to describe how Henry might have felt during that portion of his journey:

\_\_\_\_\_

\_\_\_\_\_



The Army Corps of Engineers dredge the river; Smithsonian Institution. <https://cdn.theatlantic.com/static/mt/assets/science/SmithPost04.jpg>

Washington City Wharf: Accessed :May 2020.



Baltimore and Ohio Engine Number 5317. Center for Railroad Photography and Art@ 2017.

Photo by Robert A. Hadley ,Hadley-01-008-01

[http://www.railphoto-art.org/collections/hadley/baltimore-and-ohio-railroad/#!jig\[1\]/https://live.staticflickr.com/4651/26636624068\\_c9a4316638\\_k.jpg](http://www.railphoto-art.org/collections/hadley/baltimore-and-ohio-railroad/#!jig[1]/https://live.staticflickr.com/4651/26636624068_c9a4316638_k.jpg)  
Accessed May 2020.

**4 p.m. Washington City Wharf; Washington D.C.**

The steamboat arrived at the:

Washington City Wharf. Washington, DC.

From the wharf ,the box was transported by wagon to the:

Baltimore and Ohio (B &O) Railroad Terminus, Washington D.C.

The box was transferred from the steamboat to a wagon.

The wagon laborers took the box to the B & O Railroad Terminus Washington D.C.

Upon arrival at the B & O Terminus, the laborers dropped the box, which rolled down a hill. It's believed Henry may have passed out when the box stopped rolling.

The laborers collected the box and placed it onto a rail car— upside down!

*\* Remember, Henry just survived a four -hour steamboat ride upside down ,and a tumble down a hill.*

Symbols are often used in place of words.

- Create a symbol in the box to the left that might have caught the laborers ' attention to keep the box upright.

**6 p.m. B & O Railroad; Washington D.C.**

The box departed the:

Baltimore and Ohio (B &O) Railroad Terminus, Washington D.C.

To travel by train to the:

Philadelphia, Wilmington, and Baltimore Railroad, Depot, Baltimore, Maryland

Luckily for Henry, as the train picked up additional freight ,the box moved right side up on its own.

- What might Henry write about this part of the journey if he was keeping a journal?

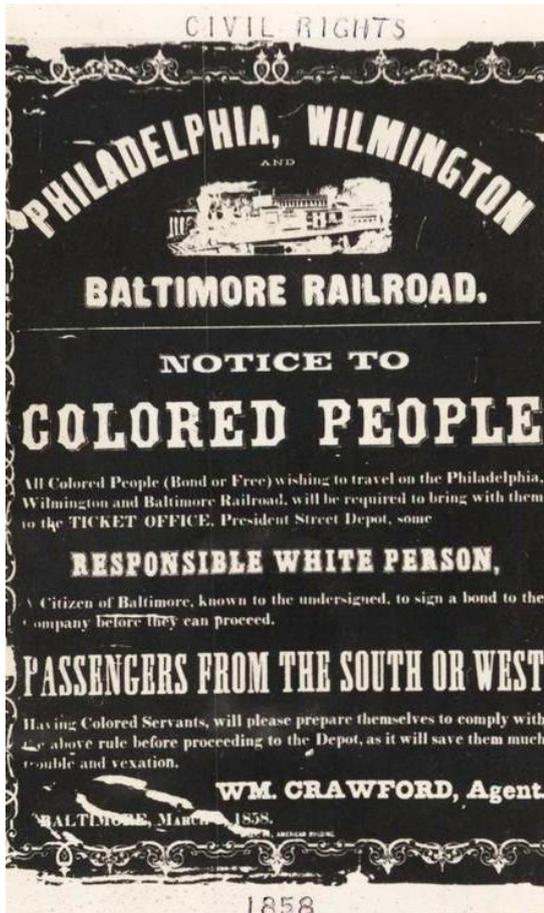
---



---



---



**11 p.m. Baltimore, Maryland**

The box arrived at the:

Philadelphia, Wilmington, and Baltimore Railroad Depot .  
Baltimore, Maryland.

To travel by train to the:

Philadelphia, Wilmington, and Baltimore Railroad Depot.  
Philadelphia, Pennsylvania

The 95 mile journey from Baltimore to Philadelphia included crossing the Susquehanna River on a barge.

\* The poster was created after the Fugitive Slave Act was put in place.

\* A noun is a person, place, thing or idea.

- Choose at least three **nouns** mentioned in the text above.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Philadelphia, Wilmington, Baltimore Railroad Notice to Colored People, 1858, Source: New York Public Library Digital Collections. <https://delmarvahistory.files.wordpress.com/2015/02/african-american-new-york-public-library-1858.jpg>  
Accessed May 2020.



**March 24, 1849: 5 a.m.**

**Philadelphia, Pennsylvania**

The box arrived at the :

Philadelphia, Wilmington, and Baltimore Railroad Depot.  
Philadelphia, Pennsylvania.

Twenty-five hours later he knew he was close to freedom when he heard someone call out, "We are in port and at Philadelphia."

\*An interjection is any word used to express surprise or emotion.

- Choose an interjection , or more, to describe how Henry might have felt when realizing he reached Philadelphia.

\*Be sure to use the proper punctuation mark.

---



---

Philadelphia, Wilmington & Baltimore Railroad, Freight Station, Fifteenth & Carpenter Streets, Philadelphia, Philadelphia County, PA Historic American Buildings Survey. Library of Congress. <https://www.loc.gov/resource/hhh.pa1216.photos/?sp=5> Accessed May 2020.

A five-dollar piece of gold was given to an Adams Express employee as payment to retrieve the box at the Philadelphia railroad depot.

His instructions were to bring the box to the Anti-slavery office of the Vigilance Committee in Philadelphia, Pennsylvania.



Seal of the Pennsylvania Abolition Society. The society was very supportive of the efforts of the Vigilance Committee.

Historical Society. Of Pennsylvania. <https://philadelphiaencyclopedia.org/archive/vigilance-committees/#18208>



The Resurrection of Henry Box Brown at Philadelphia. Who escaped from Richmond, Va. In a Box 3 feet long 2 ½ ft. deep and 2 ft. wide. Lithograph. Deposited for copyright in Boston on January 10, 1850. Courtesy of the Library of Congress, Prints and Photographs Division, LC-USZ62-1283.'

**6 a.m.**

*Arrival at the :*

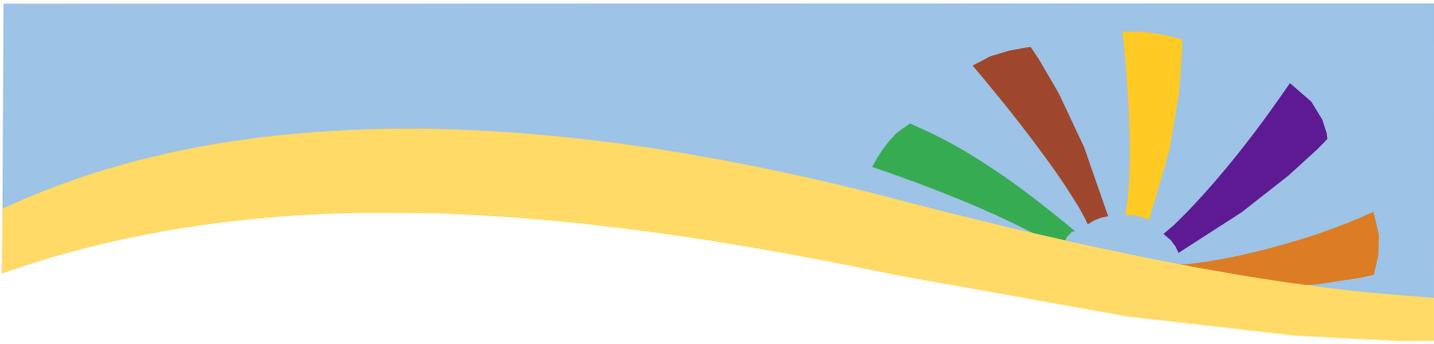
***Vigilance Committee Office, Philadelphia, Philadelphia.***

Early on the morning of March 24, 1849, the box containing Henry Brown finally arrived at the Vigilance Committee Office in Philadelphia.

A group of abolitionists formed the Vigilance Committee. The members were either born free, formerly enslaved or white—both men and women, who risked their lives and fortunes to assist enslaved people and worked to see slavery end in America.

A man named McKim supposedly knocked on the box and asked, 'all right?' in which Henry responded, 'all right, Sir.' The box was opened, and Henry emerged. He needed rest and light medical care but was no longer an enslaved man.

The next activity will ask you to seriously consider what freedom means to you.



# 'What Freedom Means to Me.'



Ask others what freedom means to them.  
Maybe an elderly friend or someone who moved to America from another country.

---

---

---

---

---

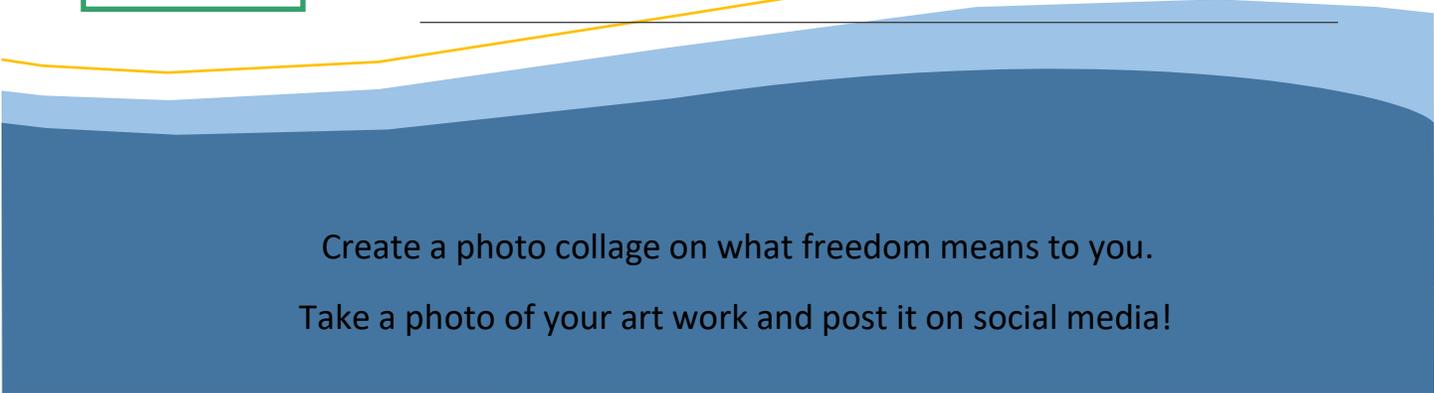
---

---

---

---

---



Create a photo collage on what freedom means to you.  
Take a photo of your art work and post it on social media!