

INDIANA UNDERGROUND RAILROAD FOKLORE: WESTERN ROUTE & DAVIESS COUNTY

By Lois Shelton

GRADE LEVEL: Elementary

Prepared in partial fulfillment of requirements for
"INDIANA AND THE NEW NATION, 1776-1876"
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INTRODUCTION

The goals and purposes of this lesson on the Underground Railroad Folklore, are to get students to understand what it was, recognize the feelings of slaves, owners, and abolitionists, and the general feeling toward slavery. It should help them understand why the passage was undertaken and the dangers it entailed, as well as the political upheaval leading to the Civil War.

Students will learn that the Underground Railroad started way before railroads were actually used so Underground Road would have been more accurate. They will learn of the conditions slaves lived under, some good and some very poor. No matter how they were treated, they were still not free.

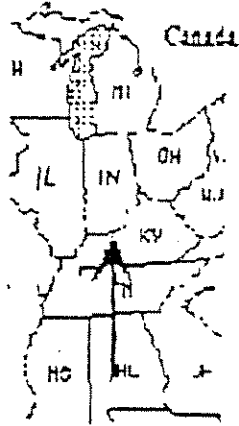
As children study this unit, they will learn how Indiana was settled by many folks who came from the "South", or slave states. Some brought their slaves with them making them indentured servants on a 99 year contract. Others came because they despised slavery and wanted to get away from it. Some were too poor to own slaves and others were quite indifferent to the issue of slavery.

Students will see how and why fugitives came to Indiana for freedom. They will learn how the laws of the land affected both the whites and the blacks as they became more in favor of the slave owners. Blacks were not safe in Indiana anymore after the Fugitive Slave Act of 1850. They had to go to Canada to be safe.

Children usually enjoy stories and learn from them. Stories are included about escapes made and the stationmaster's help. The Ohio River was the dividing line of north and south.

Heroes willing to risk their lives for others will be presented as well as people wanting to make fast money. More stories are told

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WESTERN ROUTE AND DAVIESS COUNTY



By
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LESSON PLANS

Historic Southern Indiana Project Class
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Dr. Darrel Bigham
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of Daviess County but stories from any county could be substituted.

This unit should inspire creative writing as children write an imaginary journal of a trip north as a slave. They can also use material to write plays or skits.

By studying this unit children grow in appreciation of black history and contributions that blacks have made. It will broaden their outlook on Civil Rights and the struggle to make all people equal whether black or white, men or women.

The unit will help students understand about the Civil War caused by the extremes in feelings of the people. They will see that people of the North were also to blame as they wanted the shipments of cotton to come faster. It all came down to people wanting more and more wealth and trying to justify it in any way.

Lesson Plans for Unit
UNDERGROUND RAILROAD FOLKLORE, WESTERN ROUTE

Objectives:

1. Children of fourth and fifth grade levels learn what the Underground Railroad was and how it came about.
2. Students learn of the plight of the black slave in Indiana and in the South.
3. Children learn why slavery was mainly in the South, but little in the North.
4. Students gain knowledge of why Indiana settlers felt as they did about slavery, either for or against or indifferent.
5. They become familiar with many Indiana towns as they study routes.
6. Children learn why Indiana was a logical way for fugitives to flee to Canada. All of the Midwest was involved.

Opening of Unit:

1. Map study. Have children learn what states are free and which are slave.
2. Help children to understand what it meant to be a slave with absolutely no rights of their own.
3. Have children become familiar with Underground Railroad routes to Canada through Indiana with map study.
4. Tell children stories told in folklore or read stories from paper on this unit.
5. Read aloud a book such as, Harriet Tubman, Freedom Train by Dorothy Sterling.

Developing of Unit:

1. Divide children into five groups for cooperative learning.
2. Assign each group a role to investigate, talk over, and prepare a report.
3. Choose children to be: Plantation owners, Slaves, Indiana Settlers, pro and con, Abolitionists, and Bounty Hunters.
4. Promote reading of books by children on slavery and black history and require book reports.
5. Do appropriate worksheets.
6. Present games on Underground Railroad to familiarize children with western route, people, and perils on way.
7. Show video, "The Underground Railroad in Indiana" by Mary Lou Snyder from Kokomo and Lois Shelton from Washington.
8. Make time-line chart or other visual aide to show changes in transportation from 1816 to 1865.

Conclusion:

1. Have a report day in which children participate by sharing in one of the following ways:
 - a. Book report given orally.
 - b. Role playing by children to illustrate a story or book.
 - c. Skit written by children on a story or book.
 - d. Journals read aloud of imaginary trip as a slave.
 - e. Homemade projects such as a double floor wagon or specially made cabin with secret panels.

Evaluation:

1. Grade worksheets for score.
2. Have children write a page on what they have learned and what they liked about the unit.
3. Discuss how much they have learned and how feelings may have changed concerning:
 - a. Slavery
 - b. Slave owners
 - c. Abolitionists
 - d. Bounty hunters
 - e. Indiana settlers

Name _____

Indiana History
Unit: Underground Railroad Folklore
Slavery in United States

Read the story and do activities listed.

Slavery began in the English colonies in 1619 in Virginia when a Dutch ship brought twenty Negroes back from Africa. They were sold to plantation owners in the South. Slavery proved very profitable for the ship captains as well as the large plantation owners. The invention of the cotton gin in 1793 made it even more profitable to have slavery for the southern folks.

In early history, a conquering army took the other army as slaves. Many of the African tribes still followed this custom. They thought nothing of selling their slaves to the white captains. Later as greed took over, the chiefs might kidnap other tribes to sell. Ship captains often kidnapped free black people to avoid the cost of trading. No black person was safe even in Africa.

Ship captains would kidnap blacks then put them in cages or pits until they had gathered 300-350 persons for a load. On the ship, they were put in the lower decks built so closely that the prisoners could not even stand. Once a day, or every two days, they were taken up on deck and the lower deck scrubbed out with vinegar. Many became ill and died before even reaching America.

In America the slaves were sold at auctions after being washed, polished, fed, and given a little clothing. The new owners gave them new names and began training them to do their work. They had to learn English and forget their African tongue. For the most part, they were not allowed to learn to read or write. Any disobedience brought severe punishment. They quickly learned to obey.

Proud young blacks tried to run away. Most of the time they

were caught, returned and made an example of before the other slaves. Always, they were beaten, sometimes to death. As times became worse, iron collars with rods extending over their heads, sometimes with bells to be heard, were used. Balls and chains were fastened to their ankles. Sometimes the owner went so far as to cut off toes or pull out toenails to make it too painful to run away.

Plantation owners excused themselves by saying the slaves were their property, so they could treat them as they wished. They also said they had the mentality of children so had to be taken care of and told what to do.

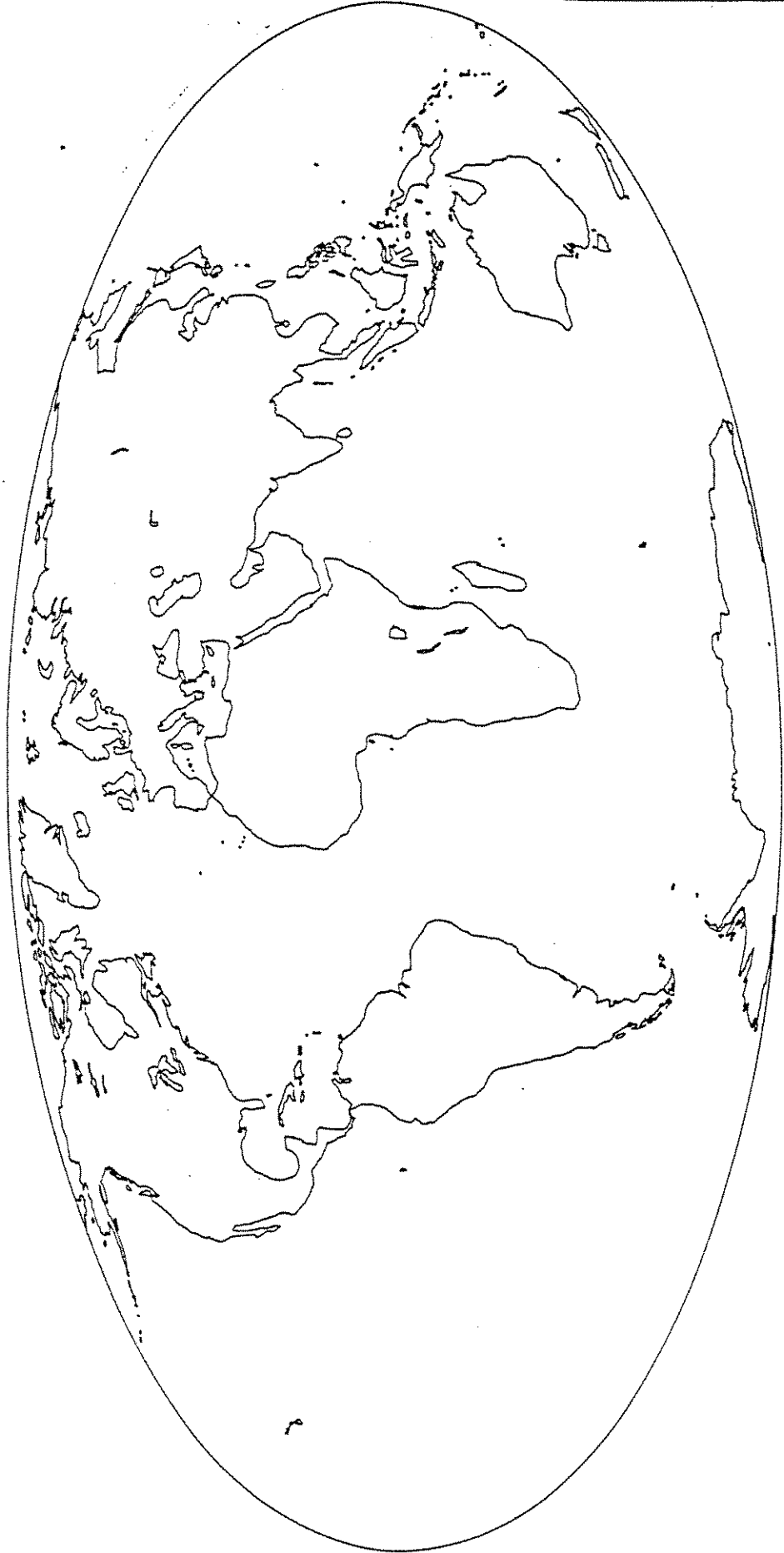
People of the north soon found the cold winter months were not profitable in keeping slaves. They did enjoy the money made from the cotton products they manufactured so many wanted slavery to continue. Many thought slavery was a "necessary evil".

Activities:

1. Find Africa on the world map in your Indiana History book, then label your map. Label all of the continents and the oceans.
2. Draw a line from Africa to America the way a slave boat might have come. Put an x on where you lived in Africa and an x on where you were taken to in America.
3. Choose a book about slavery or black history and read it to help you understand that it was like. Write a book report.
4. Begin a journal of yourself as a slave. If your birth place was in Africa, begin there. If you want to be born in America, begin your journal on a plantation being born to slave parents. Tell what your life might have been like.

Name _____

Earth



Map taken from Silver Burdett Indiana History Workbook

Indiana History
Unit: Underground Railroad
Glossary

UNDERGROUND RAILROAD GLOSSARY

- Agent - One who ran a station and helped arrange travel to safety.
- Ager - A kind of malaria carried by insects.
- Bounty Hunters - Men who went about trying to recover slaves for the reward money involved.
- Buy stock - To contribute money for moving of fugitives.
- Cholera - A disease which was often fatal, sometimes wiping out an entire town.
- Comfort boxes - Big boxes where extra quilts and comforters were kept.
- Conductors - Those who personally assisted the slaves to the next place of safety.
- Cooper - Maker of wooden barrels.
- Copperhead - Person who owned slaves in Kentucky or other Southern state, yet lived in Indiana working against abolition.
- Free state - State that would not allow slavery.
- Fugitive - One who escapes from place of confinement to flee to another area in opposition of the legal law.
- Grapevine telegraph - secret mode of communication in use of passwords, figurative phrases, special signals, whispered connection, local in usage.
- Hoosier - Person born in Indiana, living in Indiana
- Huckster wagon - wagon with supplies for the pioneers which could be bought from the wagon. Traveled from home to home.
- Indentured servants - a contract to work off debt for given number of years up to 99.
- Kidnappers - People who would kidnap or steal any black they could to sell later for a profit.
- Messages - Negro spirituals often sang as a coded message to tell slaves time and plans for escaping.

Glossry II

Negroes - Black people

Peddler wagon - same as huckster wagon

People of color - black people

President of UGRR - Levi Coffin, Newburg (Fountain City)
Indiana.

Promised land - Canada where the slaves could not be re-
captured because it was out of the United
States.

Quakers - Religious group who did not believe in slavery
and took it upon themselves to help all who
came to them.

Runaway slave - A slave that leaves without permission from
his owner to live his own free life.

Slave - Person owned by another with no rights of their own.

Spy - Person who gets secret information without being found
out.

Station - Temporary place of safety for slaves to hide, get
food, clothing, and rest before next leg of journey.

Stockholders - Anyone to aid the slaves by giving them food,
clothing or money.

Surface lines - Open travel on public transportation.

Thee, thou - Quaker way of saying you.

Underground railroad - A secret organization in which people,
white and black aided slaves to leave
slavery and escape to the north to
freedom.

Wolf in sheep's clothing - Spy pretending to be friend.

Wolves - Slavecatchers sent by owners to capture escaped
slaves, who often took freed men and sell as
slaves.

Indiana History
Unit: Underground Railroad
Vocabulary

Match the following lists of words with their definitions. Use the Underground Railroad Glossary to help you.

Group 1

- | | |
|---------------------------|---|
| ___ 1. indentured servant | a. Person being pursued by officers of law |
| ___ 2. agent | b. A place where slaves had safety for a short period of time |
| ___ 3. wolves | c. A person who signed a contract to work off a debt |
| ___ 4. fugitive | d. Black people |
| ___ 5. Negroes | e. One who ran a station for runaways |
| ___ 6. Station | f. People who steal other people for making money |
| ___ 7. Free state | g. Bounty hunters who were out to catch slaves to make money |
| ___ 8. Kidnappers | h. A place where slavery was prohibited |

Group 2

- | | |
|--|---|
| ___ 1. Ager | a. A religious group who believed in peace and helping others |
| ___ 2. Copperhead | b. A disease that runaways sometimes got when hiding out |
| ___ 3. Slave | c. Canada |
| ___ 4. Quakers | d. A person living in a free state but owning slaves in a slave state |
| ___ 5. Huckster wagon | e. Levi Coffin |
| ___ 6. Coded messages | f. A person owned like cattle or horses, with no rights of his own |
| ___ 7. Promised Land | g. Songs sung when someone was planning to lead slaves to freedom |
| ___ 8. President of Underground Railroad | h. A boxed in wagon which could hold items settlers needed |

Indiana History
Unit: Underground Railroad
Slavery in Indiana

Name _____

Read the story then do the activities.

The Northwest Territory opened up for settlement in 1785. The Ordinance of 1787 provided for individual liberty and freedom. However, William Henry Harrison, governor of Northwest Territory, brought his slaves with him when he moved into his mansion in the Territorial capital of Vincennes, Knox County.

The census of 1810 listed 237 slaves and 293 free blacks living in the Territory. Many of the slaves had been made indentured servants with contracts for 99 years. Some were given their freedom.

In 1815 Indiana Territory applied for statehood. Forty-three men met at Corydon, the new capital. The Constitution of 1816 stated that Indiana would be a free state.

By the 1840's, many black fugitives were coming to Indiana. Some because they were about to be sold. Some came to get away from cruel masters and others just wanted to be free. All dreaded being sold to the deep south cotton fields.

Some white settlers in Indiana did not mind the blacks coming and tried to help them settle land. Many white settlers did not want the blacks coming because they thought they were inferior. Some settlers thought they would take jobs that white people should have. Some people were simply indifferent and did not care.

The Fugitive Slave Law of 1850 gave slave owners the right to collect their property anywhere in the United States. It was written mainly by southern people for the benefit of the slave owners. All law enforcing men were obliged to obey the law. Many people became abolitionists because of the cruelty of the law.

Bounty Hunters were everywhere to take away as many blacks as possible. Since they were well rewarded for bringing in blacks, they did not care whether they were free or not as long as they were black. Money became more and more important as greed prevailed.

Activities:

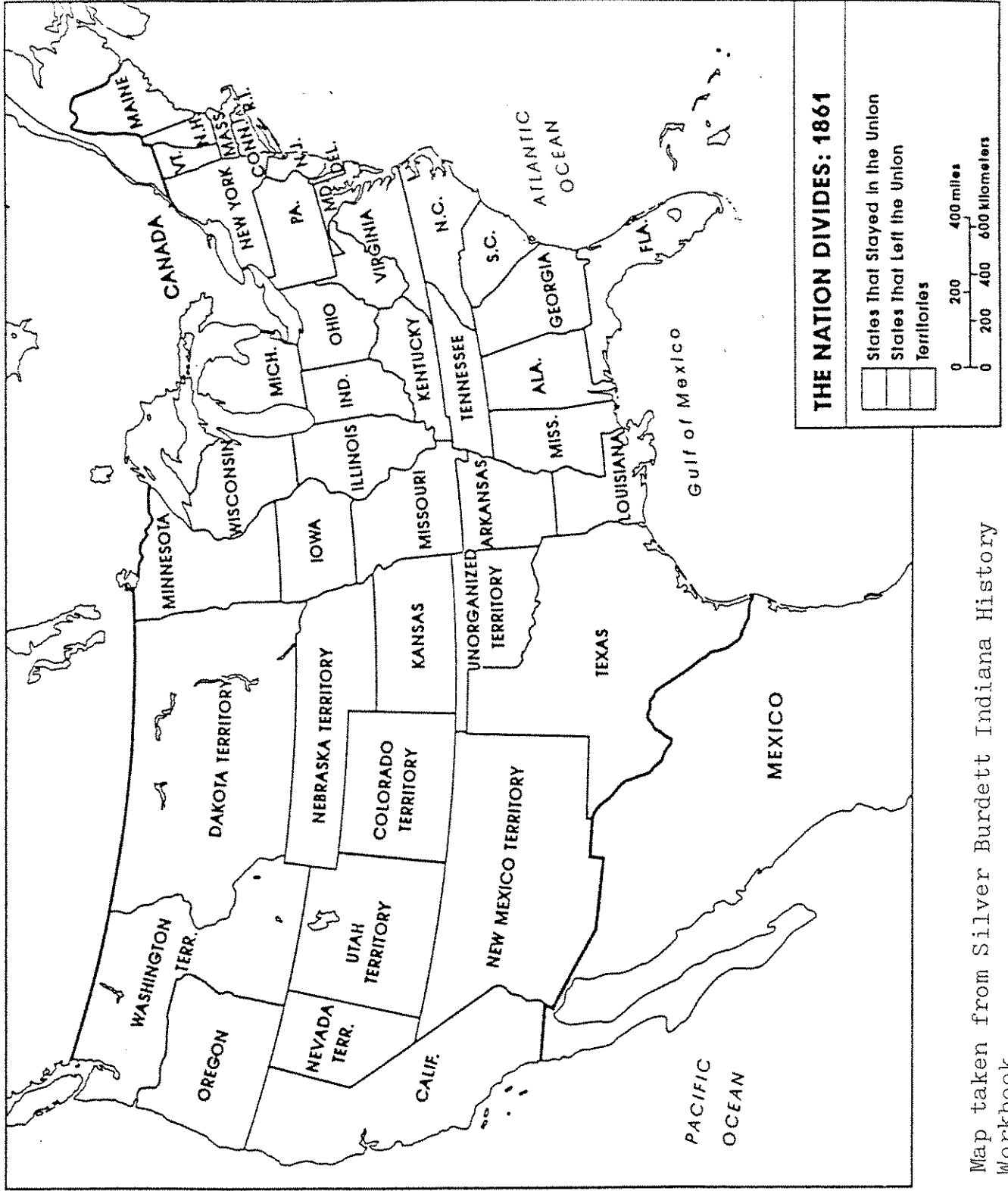
1. Color the map of the United States as follows:
 - a. Free states green. Stayed with Union.
 - b. Slave states brown. Withdrew from the Union.
 - c. Undecided or territories orange. Use your Indiana History book to help you find which are which.
2. How many free states were there? _____
3. How many slave states were there? _____
4. How many were undecided? _____

Answer the following questions by placing a capital printed T for true and a printed F for false.

- ___1. Indiana Territory was listed as a free territory.
- ___2. No one owned any slaves in the 1810 census in Indiana Territory.
- ___3. Slaves were made indentured servants or bondsmen with a contract for 99 years.
- ___4. The State Constitution of 1816 said Indiana was a free state.
- ___5. By looking at the map, Ohio would have become a state before Indiana.
- ___6. The Fugitive Slave Law was made to benefit the slaves.

Name _____

Follow directions on page 2.



Map taken from Silver Burdett Indiana History Workbook

Indiana History
Unit: Underground Railroad
Harriet Tubman

Name _____

One person can do something!
Harriet Tubman decided she would help
her people escape from slavery.

When she was a young girl, she was
hit in the head by an angry slave owner
and left for dead. She had refused to
stop a runaway slave. Her mother nursed
her back to health, but she had blacking
out spells the rest of her life.



Harriet Tubman

She was determined to help her people get away from such cruelty.
Following the north star and the moss on trees, she made it to safety.
She became a "Moses" to her people leading them out of bondage. In
time she was able to even take her parents away. Nineteen times
she returned taking at least 300 slaves in all away from slavery.

During the Civil War, she helped the black military units by
being a nurse. Afterward, she helped people find work and start
over in her new home.

Answer the following questions by putting them in 1-2-3 order.

- ___ a. She ran away from slavery at twenty. She followed the north star and the way the moss grew on trees.
- ___ b. Harriet Tubman was born a slave in Maryland in the 1820's.
- ___ c. During the Civil War she helped the Union by being a Scout and nursing the black units.
- ___ d. Before the Civil War, she returned nineteen times to bring people out of bondage.
- ___ e. As a child she hated slavery, and once she hid in a pig sty for give days for which she was punished severely.
- ___ f. She lived until 1913, 90 years, in spite of her many hardships.

Indiana History
Unit: Underground Railroad
Children's books

Read one or more of the following books, then do one or more of the following:

1. Give written book report.
2. Do role playing of one of the characters and tell of an interesting incident in the book.
3. Write a short play, then involve classmates in acting out a story. (Must be teacher approved)
4. Make puppets of some of the characters and put on a puppet show depicting one of the stories.

List of books to choose from:

Biographies

Colver, Anne, Abraham Lincoln, Scholastic Book Services, N.Y., 1960, 64 pages

Davidson, Margaret, Frederick Douglas Fights for Freedom, Scholastic Book Services, N.Y., 1960, 64 pages

Ferris, Jeri, A Pocketful of Goobers, a Story About George Washington Carver, Corolrhoda Books, Inc., 241 First Avenue North, Minneapolis, Minn., 55401

Ferris, Jeri, Go Free or Die, A Story About Harriet Tubman, Corolrhoda Books, Inc.

Ferris, Jerri, Sojourner Trugh, Walking the Road to Freedom, Carolrhroda Books, Inc., 1988, 64 pages

Grant, Matthew G., Harriet Tubman, Black Liberator, Published by Creative Education, Mankato, Minnesota, 56001.

Hamilton, Virginia, Anthony Burns: The Defeat and Triumph of a Fugitive Slave, Scholastic Inc., N.Y., 1988, 186 pages.

Hildreth, Richard, Memoirs of a Fugitive

Ortiz, Victoria, Sojourner Truth, A Self-Made Woman, J. B. Lippincott Co., Philadelphia, N.Y., 1974, 150 pages

Peterson, Helen Stone, Soujourner Truth; Fearless Crusader,

Sterling, Dorothy, Harriet Tubman, Freedom Train, Paperback

Yates, Elizabeth, Amos Fortune, Free Man, E.P. Dulton & Co., N.Y. 1950, 181 pages.

Fiction:

Armstrong, William H., Souder, Hays and Row Publishers, N.Y., 1969, 116 pages.

Buckmaster; Henrietta, Flight to Freedom, Thomas Y. Crowell Co., N.Y., 1958, 208 pages

Clark, Margaret Goff, Freedom Crossing, Scholastic Book Services, N.Y., 1980, 164 pages

Green, Bette, Philip Hall Likes Me, I Reckon Maybe, Dell Publishing Co., 1974, 135 pages.

Greenfield, Eloise, Talk About a Family, Scholastic Books, N.Y., 1978, 61 pages.

Hamilton, Virginia, Zeely, Scholastic Book Services, N.Y., 1967, 144 pages.

Levine, I.E., The Many Faces of Slavery, Julian Messner, N.Y., 1975, 184 pages.

Mathis, Sharon Bell, The Hundred Penny Book, Scholastic, Inc., N.Y. 1975, 47 pages

O'Dell, Scott, My Name Is Not Angelica, Houghton-Mifflin Co., Boston, 1989, 130 pages.

Sterne, Emma Gelders, The Slave Ship

Stowe, Harriet Beecher, Uncle Tom's Cabin (children's edition)

Taylor, Mildred D., Roll of Thunder, Hear My Cry, Bantam Books, Inc., 1978, 210 pages

Winter, Jeanette, Follow the Drinking Gourd, Alfred A. Knopf, N.Y., 1988, 42 pages.

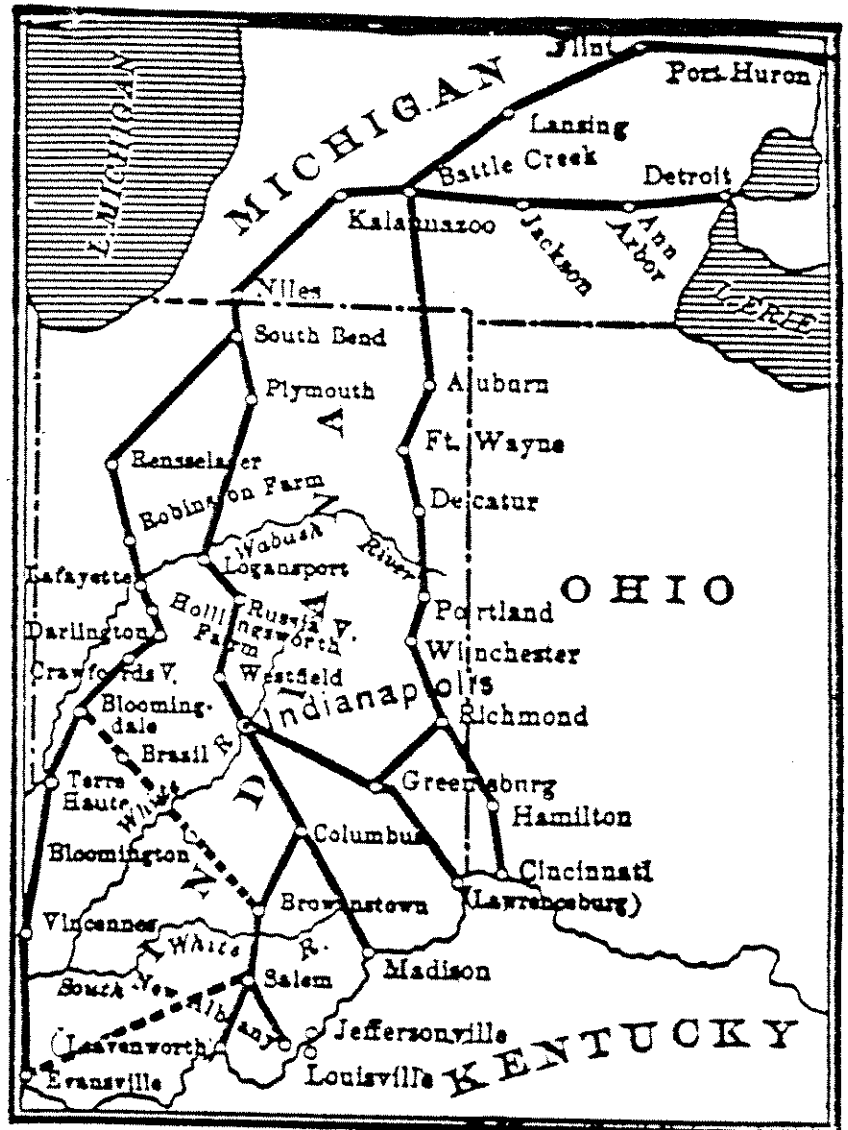
The following map is one from Wilbur H. Siebert's book on the Underground Railroad. Here you see three main routes going north. All were used as well as unmarked routes when runaways simply followed the north star.

Find where you live.

Trace your finger along the path nearest you. Would you have traveled that way as a slave?

Activity:

1. Label the routes:
Eastern
Central
Western
2. Color the Eastern route yellow.
3. Color the Central route green.
4. Color the Western route red.
5. Choose the one that is nearest where you now live. Name the towns you would have passed through going north. Write the towns on the bottom of this paper.



Name _____

Indiana History
Unit: Underground
Railroad,
Western Route

This map is hand-drawn and shows the approximate route or routes that a fugitive might have taken. Information is from local folklore.

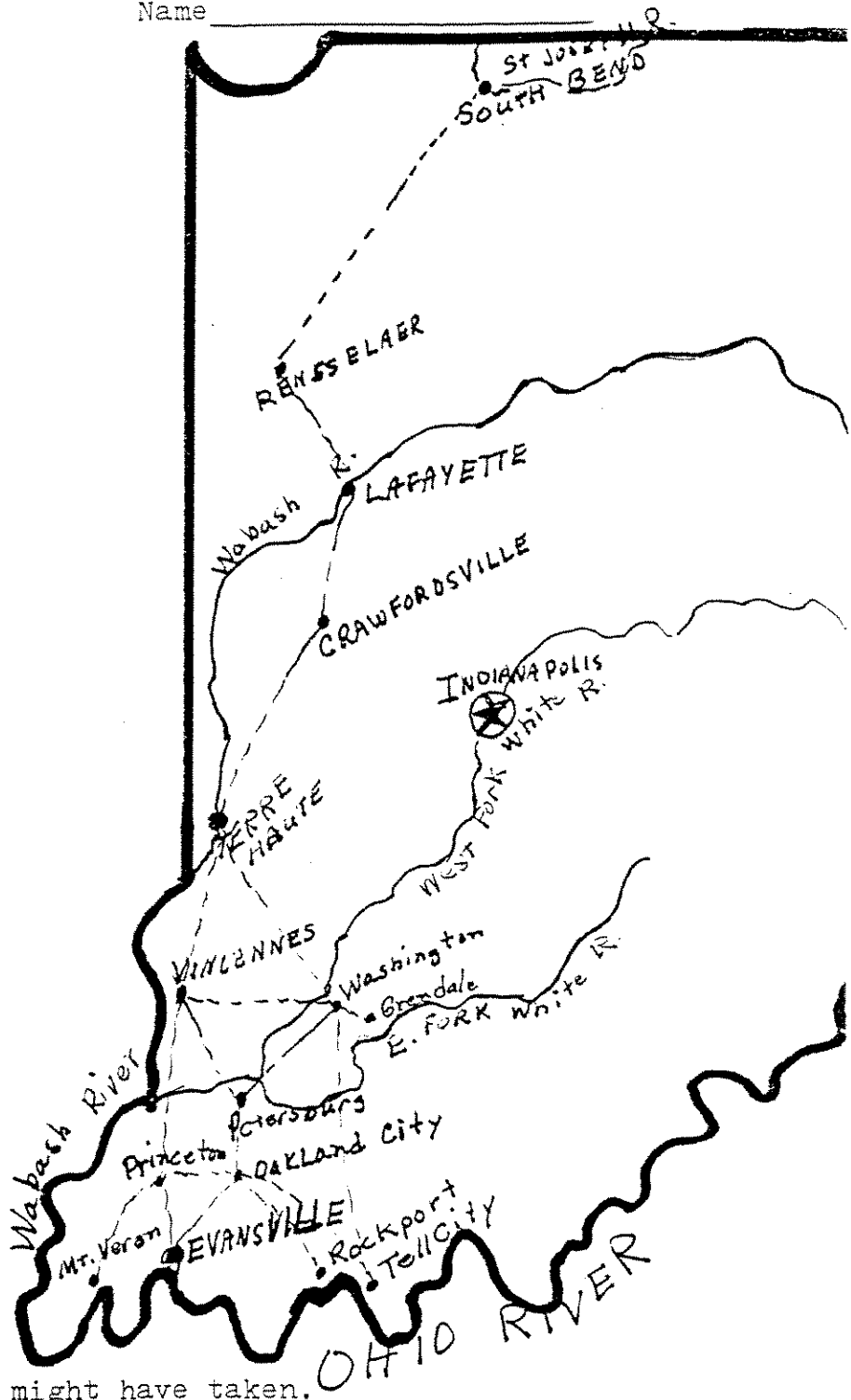
KEY:

Rivers:

Possible route:

Towns:

Capital:



Activities:

1. Color red a route you might have taken.
2. Put an X where Peter Stephenson's house stood.
3. How many times would a river have to be crossed? _____
4. Color the Ohio River blue.
5. Color the West Fork of White River bluegreen and East green.
6. Color the Wabash River purple.
7. Color the St. Joseph River orange.

The escaping slaves used every possible route going north, but the slave grapevine got word to them of the best ways with help along the way. Some traveled on foot swimming across creeks and rivers. Abolitionists helped hide some in the holds of river and canal boats. Friendly farmers gave them rides in wagons with false bottoms or under loads of hay. Huckster or peddler wagons sometimes had secret panels for hiding slaves. Abolitionists helped disguise slaves in various ways. A very light man might travel as a white woman with her colored servant.

Fugitives traveling without help had to rely on nature for food. They might find nuts, berries and fruit in season. Corn fields still green gave them corn to eat. They did not dare build fires to cook their food. Cattails and other edible roots were all they had at times. Some found friendly folk who would feed them and give them warmer clothing. All of them suffered hardships as they left their warm climate for the colder north.

Hiding places were found in all kinds of places. It might be under a haystack, up a tree, in a cave, in a marshy wooded area, in a barn, or a ravine. Always there was the fear of the master coming after them with dogs following their scent. Streams were welcome, for with water they could make the dogs lose their scent.

Activities:

1. Name some means of travel you might of used as a fugitive.

1. _____

4. _____

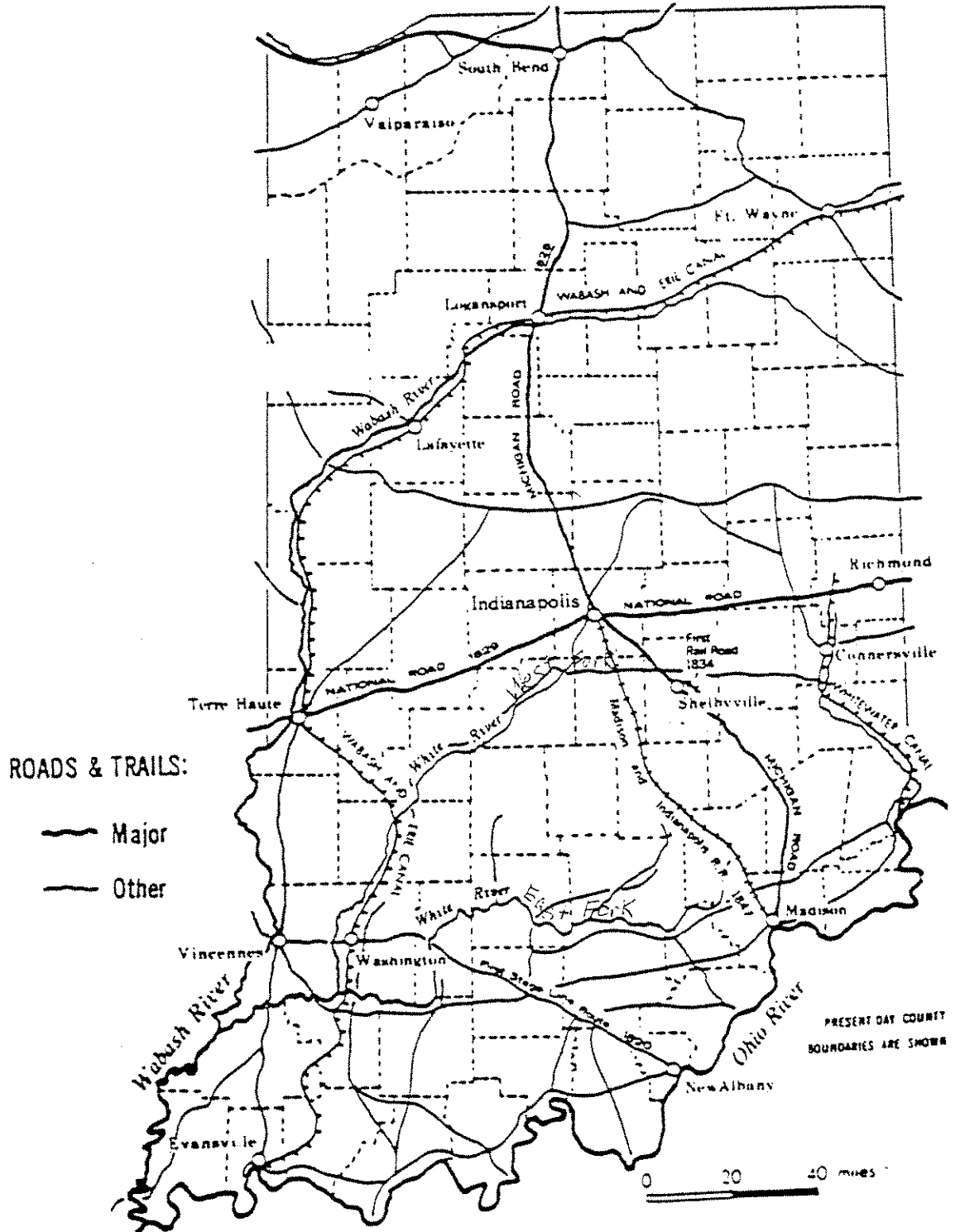
2. _____

5. _____

3. _____

6. _____

MAP 5.
Early Routes of Transportation



SOURCE: Robert C. Kingsbury, *An Atlas of Indiana* (Bloomington, 1970), 74

2. Using the map, name the rivers, roads, and canals that might have been used to get away from the Ohio River and on north.

a. Rivers

- 1. _____
- 2. _____
- 3. _____
- 4. _____

b. Roads

- 1. _____
- 2. _____
- 3. _____

c. Canals

- 1. _____
- 2. _____

3. Name some hiding places a slave might have used. Be inventive and see if you can think of places in addition to places listed.

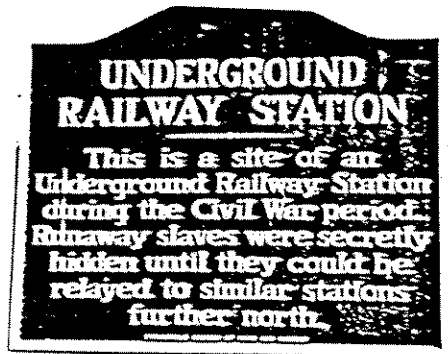
- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

4. Name some possible foods a fugitive might have eaten while traveling north. Include anything they might have carried from home when they left.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

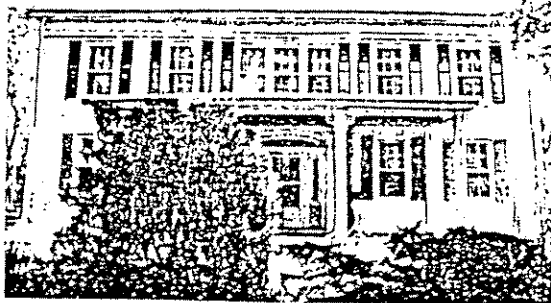
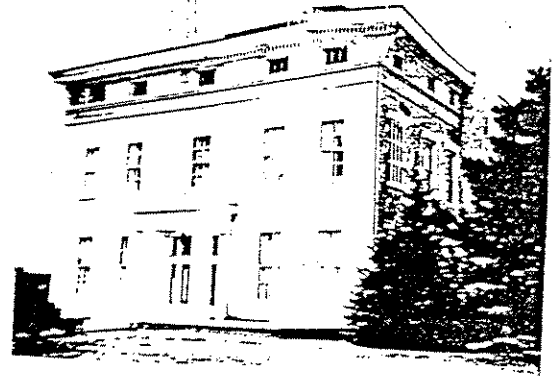
Indiana History
Unit: Underground Railroad
Western Stations on Ohio River

Name _____



After crossing the Ohio River, fugitives did not see signs like the above. Everything was very secretive. It was important to get help immediately after crossing the Ohio for bounty hunters were constantly patrolling the river.

Such a place in Evansville was the Carpenter House according to folklore. Mr. Carpenter was a wealthy businessman and would not have been suspected.



Lowrey House built in 1837-38 and said to be a Station.

A slave might try to go around Evansville as it was so dangerous.

Mt. Vernon was nearer the Wabash and Erie Canal after it was finished in 1853. It covered 468 miles from Ft. Wayne to Evansville but was abandoned after 1874 when rail travel took over.

Warrick County was good because of Green River which flows from Tennessee to the Ohio River. It empties into the Ohio across from Newburg. Many came through as the Sheriff was known to overlook happenings along the river bank. Fugitives also crossed at Tell City and Rockport in Posey County.

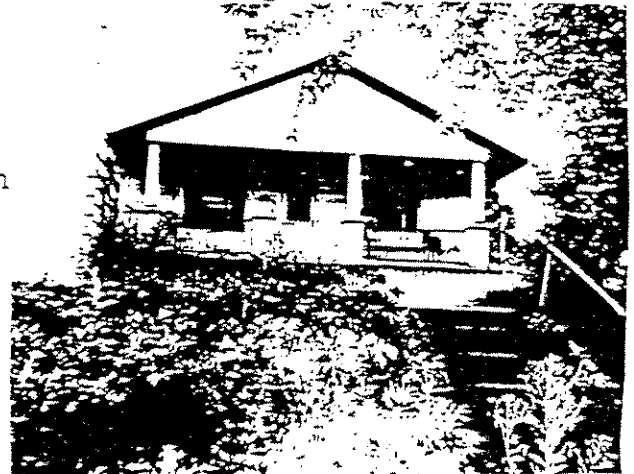
Princeton Stations :

Mrs. Loretta Freeman, a retired teacher of Princeton, gave information about her family. Her grandfather, Uriah Hardiman, told that his father was one of four boys boated across the Ohio with their mother. The owner gave them freedom papers in 1840, money, and a white guide to purchase land for



them. They first lived in Grandview then moved to Princeton where Uriah married a Greer whose father was Willis, son of Levi Greer. Levi Greer was a white man from Alabama who was granted permission to leave with his eight slaves. They came to Princeton around 1850. The slaves were Ann Greer and her children, Henry, Allen, Willis, and Harriet Caroline, the baby. Harriet grew up and married Jonathon Lyles, son of Joshua, March 4, 1865. The Lyles became farmers who did well and established Lyles' Station, a black settlement.

Not all slaves were given their freedom. Andrew Carithers ran a station and is said to have taken his charges all the way from Princeton to Peter Stephenson's house in Washington because he didn't trust anyone else to do it. The house to the right is where his place was and is now known as the Walden Farm.



Oakland City was a station that helped a lot of refugees. Col. William Cockrum of Oakland^{City} wrote a book History of the Underground Railroad. In it he tells of many ventures of the days before and during the Civil War. His father helped the slaves and he, himself, delivered messages and helped until his enlistment in the Union Army. He obtained a diary belonging to J.T. Hanover, who went by John Hanson, in which is recorded code messages, routes named after trees, numbers identifying helpers, and other information. This was rarely written down because of the danger of it getting into the wrong hands. The diary told of friends of the slaves who worked as ferrymen, fishermen, teachers, map makers, peddlers, and other occupations in order to be in contact with the fugitives.

Activities:

Answer the following questions about the stories just read.

1. Why do you think many agents lived in very large houses like Mr. Carpenter's which was said to be the grandest of his time?

2. Why would Evansville have been a dangerous place for runaways?

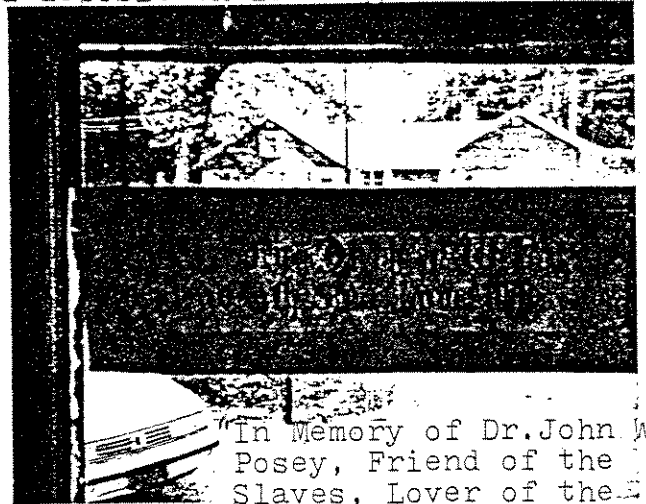
3. Why would Warrick County near Newburg be a good place for slaves to come?

4. Tell why you think the Hardimans and Lyles, as well as the Greers, were more fortunate than some slaves?

Indiana History
Unit: Underground Railroad
Pike County

Pike County had a well known agent in Dr. John W. Posey. He was a medical doctor living near where the Power Plant is in modern times. Conductors would bring the slaves up to his big double log cabin, park in the breezeway, and deposit their cargo. From there they would simply disappear. Actually, they were hidden in a coalmine near by. They would take food and supplies out and lower them down in a bucket.

Mr. Allen T. Kine of Petersburg, born in 1901, is the great grandson of Dr. Posey. His mother, Effie Posey, was daughter of Richard Posey, son of Dr. John W. Posey. The top picture shows a glass plaque that was made in honor or Dr. Posey as a part of the Petersburg Methodist Church window. Mr. Kine had it in his possession now.



The picture on the left shows Mr. Kine in his home with a plate his grandfather brought back from New Orleans after taking a load of grain down on a flatboat.

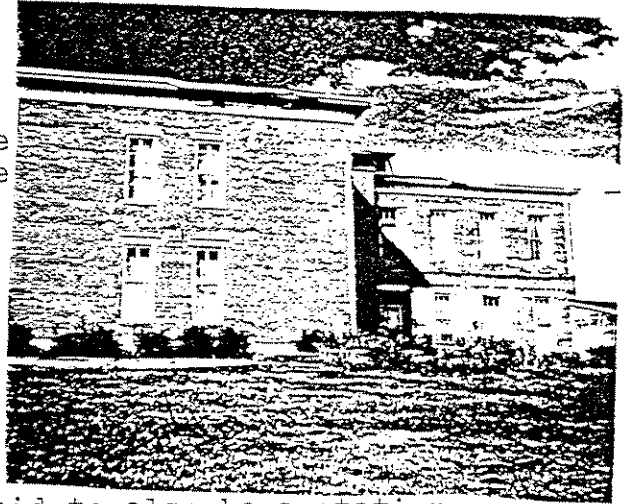
Dr. John W. Posey is mentioned numerous times in Co. Cockrum's book on the Underground Railroad.

Activities:

1. Draw what you think a double log cabin might have looked like.

2. Answer questions with T or F for true and false.

- ___ a. Dr. Posey was a conductor who took slaves on to the next station.
- ___ b. Being a doctor was good because Dr. Posey could also doctor the runaways.
- ___ c. Mr. Kine was no relation to Dr. Posey.
- ___ d. Fugitives would gather around Dr. Posey's table to eat.
- ___ e. A church honored Dr. Posey with a stained glass panel.



Another house in Petersburg is said to also be a station.

The owner did not acknowledge publicly that he had helped the slaves even after they were free. The house, pictured here, had a back part where colored servants lived and worked.

Recent owners, Mr. and Mrs. Walter Eversoll (1972-1985), report that when they dug a foundation for a garage they found a tunnel leading to the wine cellar. It extended about 30' to a dry cistern. Tradition says



the owner, a Mr. Goodlet Morgan, is said to have hated slaves yet he kept colored servants. He used them as a cover to help runaways. He made his fortune in construction. He made his own bricks of clay.

3. Why do you think Mr. Morgan did not talk about his part in the

Underground Railroad after it was all over like others did? Explain.

4. Tradition says that President Lincoln stayed at the Morgan House at least two times. The Morgans loved to entertain with big parties or balls. Describe the kind of family you think they might of been.

5. Name some differences in the way Dr. Posey and Mr. Morgan lived.

- a. _____ b. _____
- c. _____ d. _____

6. Which one would you have rather been? Explain.

Indiana History
Unit: Underground Railroad
Montgomery County

Terre Haute was considered fairly safe until after 1850. It had some they were Montgomery stations. the picture It is said of a larger



Milligan Park, Speed cabin (1820)

was the part where the slaves were hidden.

stations but usually hurried on north. county had several One well known one was here, the Speed cabin. to have been a part building, but this

Once living in Virginia, Mr. and Mrs. Speed were drafted at gunpoint to help stop a slave-uprising. Twenty-two slaves were caught and ordered shot down. This quickly decided the Speeds to become abolitionists.

For a time Mr. Speed did stone work on the National Road then they decided to move to Indiana, to Crawfordsville, and settle down. They built their house around 1820. He would go as far as Evansville after slaves to help them escape north.

The cabin was completely dismantled and stored then later erected in its present site. Herman McCloud points to a rifle that his uncle had made when he was young. This was the topic in an issue of the Montgomery County March, 1976, Magazine.



Indiana History
Unit: Underground Railroad
Levi Coffin

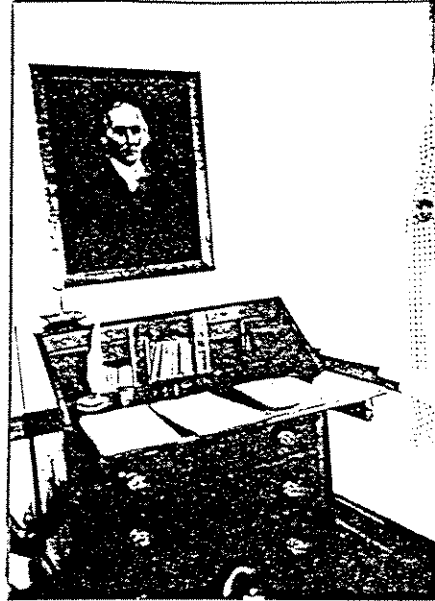
Levi Coffin, a Quaker, was named President of the Underground Railroad by a slave owner from the South. Slaves would cross the Ohio River, be traced to the Coffin place then just disappear. Reportedly, over 3000 slaves were helped to freedom by the Coffins.

Levi Coffin's first recollection of slaves was seeing them driven together chained to each other. He determined to help them go free someday. He was only 7 at the time.

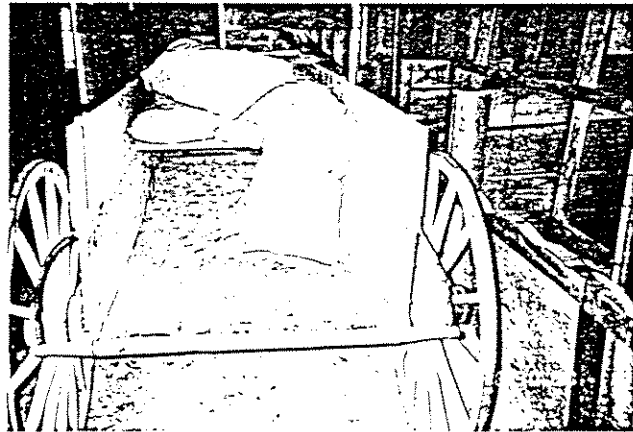
In 1823, Levi left North Carolina and went to Terre Haute to stay with his brother-in-law. He taught at Honey Creek School while there. In 1826 he left North Carolina after marrying Catherine (Katie) White in 1824, and set up a retail store in Fountain City, Indiana. He used his store and his specially built house to help fugitives go on to freedom.

Activity:

Look up Levi Coffin in the Encyclopedia and see what other things you can find. Write a report to read to others.



Levi Coffin and his desk.



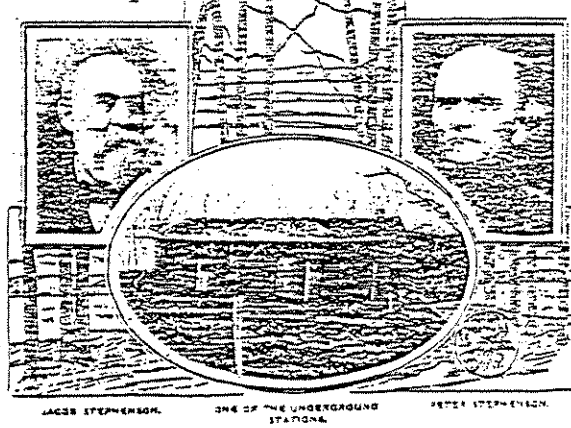
False bottom wagon used by Coffin.

Peter Stephenson is said to be the leading abolitionists in Daviness County. He decided to become actively involved around 1839. A black man was arrested in Prairie Creek bottoms north of Washington. He was found wearing an iron collar with upright prongs that extended nearly a foot above his head.



When Peter Stephenson saw him, he could not just stand by and not help the poor desperate man. He got him released when no one could actually prove that he was a runaway slave. After taking him out of jail, Peter took him to a blacksmith and got the collar filed off. He sent the man on to his freedom.

Peter Stephenson was born in 1804 in New Jersey of German



parents. They lived in Cincinnati, Ohio from 1810 to 1839. He met Jane Crabb of Daviness County in 1825 when on a visit there. Their two sons, Jacob and

Stephen, were also very active as abolitionists. The above picture was taken from an 1870's Indianapolis newspaper. It told of many of the escapes that the Stephensons helped make possible.

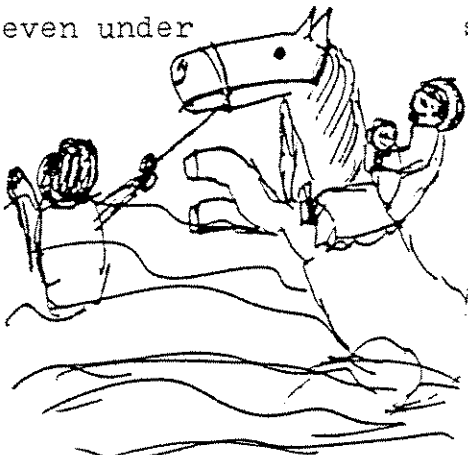
Debates were quite popular at community gatherings in the 1800's. Peter Stephenson was a bold man and often participated in a debate with question "Is Slavery right According to the Bible?" He almost always won. He always argued for the freedom of the slaves.

In one debate held at the Scudder School, Peter argued for the slaves and won. The school was packed to hear the debate but among the crowd were several proslavery people, or people for having slaves. They stirred up the crowd and they were ready to "Tar and Feather" him when he was able to sneak out and get away.

How many slaves were aided by the Stephensons, no one knows. One story told is about one stormy night when the huckster wagon pulled in with some slaves. William Brown was the owner and driver and he brought them from the Ohio River to different stations along the way. Shortly after the cargo arrived, word came that they were being pursued. It was too stormy to try to get them to Terre Haute. The Stephensons loaded them onto a wagon then covered them with gunny sacks as if delivering a load of grain to be ground at Maysville Grist Mill.



As daylight came, Jacob, who was driving the team, acted as though nothing was wrong. He saw people look at him with a question but he smiled and went on. He was able to deliver them to a Mr. Thompson's, who because of his standing in the community, was not even under suspicion. They searched the Stephenson place but of course found no one.

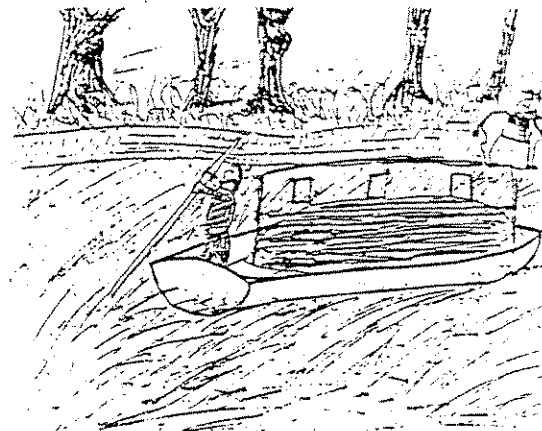


Another story is about a woman named Lizzie who was owned by a man in Kentucky. Her husband was owned by a neighboring plantation. Lizzie learned that she and her child were to be sold. She was able

to get word to her husband who stole a horse that very night and

came after them. They raced for the Ohio River arriving just before dawn. There was no one to ferry them across. Lizzie's husband, knowing it would soon be light, jumped down off the horse. He plunged into the Ohio holding the horse's reins and they both swam across. Lizzie and her child held on for dear life.

William Brown's huckster wagon was parked nearby. They hired him to take Lizzie and child to Stephenson's. When they got there, they found that Lizzie's master was after them. Jacob hurried them off to Stephen's house when he hid them in comfort boxes. That very evening he took them to the Wabash and Erie Canal and got them hidden in the hold of a canalboat.



Some later Lizzie's husband was able to get away and go to Canada, too. It was then learned that he did not have the money to pay Brown on the first trip. Everyone thought William Brown was an abolitionists. At one time, when he got caught, Daviess County raised money to get him free and bought supplies for his wife and children who lived in Princeton. It was later found out that he charge every adult \$100 to take them north. As most slaves had almost no money, this was a huge amount.

Activities:

1. Who was Lizzie? _____
2. Why did her husband swim the Ohio instead of riding the horse?

3. How do you suppose Lizzie got word to the Stephensons that she and her family were safe?

Another story familiar around Daviess County is about a young mother carrying a baby coming on foot to the Stephenson house. The "wolves" were close in pursuit. Not having time to do otherwise, the Stephensons quickly lowered them down a dry cistern outside their home. When the "wolves" arrived shortly afterward, the Stephensons were busy about their everyday tasks. Mr. Stephenson later stood right at the cistern, a dug hole to let rain water drain off the house and hold. The men were standing right on the covering of the cistern.

Mr. Stephenson told in later years that he "prayed fervently that the baby would not cry" and his prayers were answered.

Questions:

1. The house on the right is the Stephenson house remodeled. Name places they might have hidden slaves.

a. _____

b. _____

c. _____

2. Compare the little insert of the Stephenson house and the pictures here. List some differences.

a. _____

b. _____

c. _____

d. _____

3. Mr. Stephenson was a cooper. Look up cooper and write the definition.



A Kidnapper Caught.

One of those "Underground Railroad" conductors, a citizen of Henderson, Ky., passed through our city night before last, on his return from delivering, per contract, four female slaves at the Canada depot in Petersburg, Ind. Information had been lodged with Marshal Ward, that this man, Brown, who was well known here as a notion pedlar, was suspected, and he directed the ferry to be watched as he, (Brown,) was expected to return about that time. About 6 o'clock in the evening, Mr. Brown, came to the ferry, with a two-horse close carriage, well adapted to his business, either negro-stealing or notion peddling. Marshal Ward and Sheriff Gavitt were immediately informed, but did not arrive at the ferry until Brown had nearly reached the Kentucky shore.—

They put out in a skiff and reached the opposite shore, about a mile and a half behind.— After some momentary delay in procuring a pair of horses, which Dr. Ross kindly furnished them, the officers started in hot pursuit, confident, of course, of an easy victory. In this, however, they were somewhat disappointed. Upon coming up with Mr. Brown and making their business known to him, he drew a revolver in each hand and defied the officers to take him, and warned them of the consequences of making further advances.

The Sheriff and Marshal, in making their hasty pursuit, went unarmed, and were without civil process, except such as is recognized by public opinion in Kentucky, which gives license to nab a kidnapper when you can, and look up the law afterwards.

After parleying a few moments, Marshal Ward went to a neighboring house, and procured the necessary weapons to make the contest more equal, while the Sheriff followed Mr. Brown. After properly arming themselves the Marshal and Sheriff made another charge on the "worthy conductor," and he surrendered. They took their prisoner without further trouble to Henderson, where a writ for his apprehension was already in waiting, upon which he was taken before the Recorder, examined and remanded to jail.— Although a resident of Henderson, and in good standing and circumstances, aside from this charge, he could get no lawyer to defend

him.

It appeared that he had received two hundred dollars for this last trip to the depot, from a free negro in that vicinity. The evidence of his agency in the affair is said to be very conclusive, and he will no doubt be dealt with severely. He is well known here as a notorious abolitionist, and if guilty of the thieving philanthropy with which he is charged, deserves punishment. After the proceedings before the Recorder, a writ was issued for his removal to Union county, where the slaves were taken from. We believe Mr. Brown received the slaves in Indiana; whether that will extenuate his case or not remains to be seen. Our officers exhibited their characteristic energy in securing their customer, and confess that they have learned something by the operation.

Evansville Journal June 2, 1855

➡ The underground Railroad of which the vicinity of Petersburg is said to be the Southern terminus, affords the most expeditious facilities for running Slaves into Canada of any route we have heard of. Only three days and nights from Henderson to Canada. The overland routes can scarcely beat that time.

Marshal Ward and Sheriff Gavitt are bestowing all the attention in their power to the officers and passengers by the underground route, especially on the back track. Any kidnapper or notion pedlar wanting their services will be sure to be "done Brown."

FUGITIVE SLAVE RECOVERED.—A short time since we noticed the fact that Mr. C. M. Williams, of Boonville, had captured a runaway slave, and that the boy had been released through the efforts of abolitionists. These abolitionists, after obtaining the release of the negro by habeas corpus, kept him in the neighborhood, got him clothes, and every night took him victuals in a cornfield, calling him up by a whistle. Mr. Williams was determined to secure the fellow, and keeping a close watch for several nights, at last in company and by the aid of Mr. Wm. Bonner, discovered the whistling part of the operation. They then went to the field before the abolitionists, whistled the negro up, and grabbed him. He was forthwith taken to Owensboro', Ky., and there deposited in jail to await the call of his master, Mr. John Johnson, of Eastport, Miss.—He confessed himself Mr. Johnson's slave, and was recognized at Owensboro'.

STAMPEDE OF SLAVES.—During Tuesday night twenty-three negroes owned in Grant and adjoining counties, left their master's roofs, escaped to the Licking river where they lashed together several canoes, and in disguise they rowed down the Licking river to the Ohio and crossed, where they disembarked and made a circuitous route to the northern part of Cincinnati. Early Wednesday morning they were run off on the route of Canada by the underground railroad.

June 19, 1854

Evansville Courier Journal

The editor of the New Albany Ledger has been picking at a typographical error in the Journal. If we were to attempt to pick at a *natural* error of his, we should punch him on the head.

BANK OF TENNESSEE NOTES.—The *five dollar* red-back new notes of the Bank of Tennessee will be issued and protected by the Bank—together with those of all other denominations except the *ten dollar red-backs*.

A New York Wall street broker has recently purchased some \$1,700,000 of Illinois rejected land claims, which the Legislature has time and time again refused to recognize.

June 19, 1854

Two fugitive slaves were arrested last Wednesday evening, just back of Cincinnati, on their way to Canada. They were on foot, ragged and hungry looking. They belonged to Wm. Walton, of Boone county, Ky.

Three fellows, named Waggoner, are now in prison in Wooster, Ohio, awaiting trial for poisoning twelve good horses, owned by a Mr. Totten, who had given the villains a slight offence. The property thus destroyed was worth over \$1,000.

The City Council of New Albany have appropriated two hundred dollars to assist in paying the expenses of the celebration of the opening of the New Albany railroad to Lake Michigan, which takes place on the Fourth of July.

Indiana History
Unit: Underground Railroad
Newspaper Articles

Name _____

Activities:

1. Read the following newspaper articles on page 2 and 3.
2. Answer the following questions.
 1. Who do you read about on page 1 that was mentioned in the stories?

2. What paper was the article taken from? What was the date of printing?

3. Why do you think the officers arrested the huckster wagon driver?

4. Why was the man not able to get a lawyer to defend him?

5. Why did the Daviess County people raise money for bail and send food and supplies to his family at Princeton while he was in jail?

6. On Page 2 choose one article and tell it in your own words--tell what it is all about.

+ _____

The pictures on this page are of a tunnel discovered in July 1990 in Washington, Indiana. It was discovered when the owner decided to replace a worn part of the sidewalk leading to her side door. As the workers were digging out the old concrete,

they were quite surprised to find an empty tunnel under-

The tunnel led to the house. On closer examination it was discovered a new wall had been put up.

The tunnel is around $5\frac{1}{2}$ feet deep and goes from house to the street where it has been walled up.

The house is quite old and was made of handmade bricks before 1886. The records were destroyed when the Court

Activity:

Write a story about the tunnel.

Tell what you think the tunnel might have been used for.

Could it have been an Underground Railroad?

Was it a secret passageway to the basement of the house?

What kind of people might have used it?



prised to find
neath.

to the wall of
examination it



House burned in the

Indiana History
Unit: Underground Railroad
Game 1, "Run for Freedom"

Objective of game:

Find the Western Route of the Underground Railroad by getting the pieces of the map in correct order from towns on the Ohio River to Canada.

Learning involvement:

1. Learn Western Route towns probably used by fugitives who were traveling the Underground Railroad.
2. Learn location of town along the western side of Indiana
3. Learn hardships slaves suffered by pictures on cards and the difficulty of getting a complete map.

Note to teacher:

1. Buy postcard weight $8\frac{1}{2}$ x 11 size. I got mine from the local printing company.
2. Twenty (20) sheets of cardboard are needed for Game 1.
 - a. Sheet 1--print 2 copies
 - b. Sheet 2--print 8 copies
 - c. Sheet 3--print 8 copiesTotal--20 sheets of postcard weight paper.
3. Cardboards may be sprayed with Clear acrylic spray coating for protection.

RULES OF GAME 1, RUN FOR FREEDOM, Map game

¹⁶²
~~86~~ cards in deck.

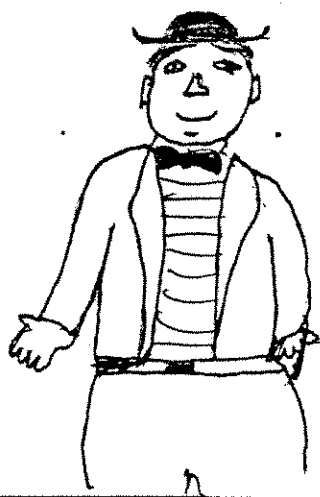
1. Choose dealer. Draw one card from Bank pile. One with highest score on card shuffles and deals the cards. In case of a tie, choose second card. Deal every player 5 cards total. Bank others.
2. Begin play with person on right of dealer.
 - a. First player scans cards in hand to see if he has Mt. Vernon or Evansville as starter cards. If so, he puts one down to his right to begin his map. He replaces it from Bank Pile.
 - b. If player does not have a starter, he chooses one card to discard then draws a new one from Bank Pile keeping 5 cards.
 - c. Two piles of cards will stay in center of table--Discard Pile lying face up and Bank Pile lying face down.
 - d. If a player has a RUN FOR FREEDOM card with the fugitive on both sides, he can substitute it for any part of the map.
 - e. Players need to keep pieces of map in order in hand so to play as many as possible at once. If more than one piece is played, these are always replaced with one from Bank.
 - f. After player has drawn from Bank Pile, he does not play until next turn. Each player must always have 5 cards.
 - g. If players are forced to stop before game ends, the highest score added up in hand plus the number of map cards wins.
 - h. Pieces of the map must always start with Mt. Vernon or Evansville and go in the following order:
 1. Mt. Vernon or Evansville
 2. Princeton
 3. Oakland City
 4. Petersburg
 5. Washington
 6. Vincennes
 7. Terre Haute
 8. Crawfordsville
 9. Lafayette
 10. Rensselaer
 11. South Bend
 12. Michigan

13. CANADA AND FREEDOM!

Sheet Number 1

+20

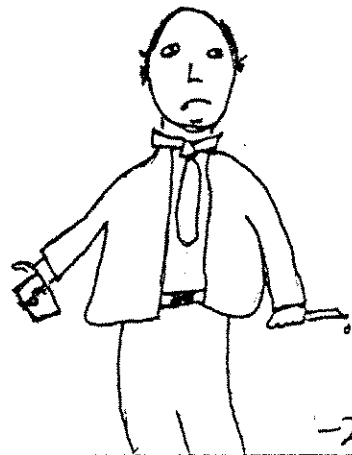
Good Lawyer



+20

-20

Bad Lawyer



-20

+10

Food



+10

Game 1 Print 2 copies

0 Bystander

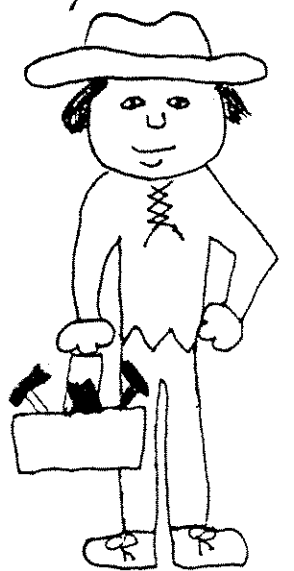


0 Bystander



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0 Bystander



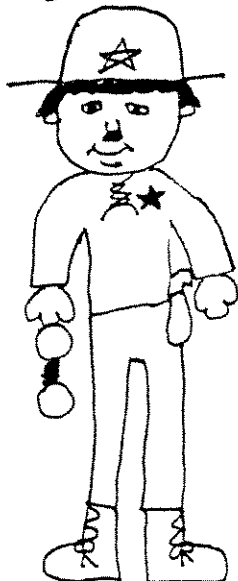
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Run for Freedom



-25

LAW



-25

0

Hunter



0



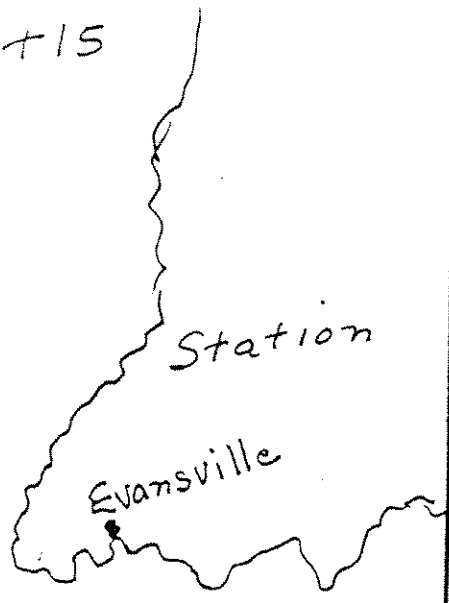
+10

Free Black Home



+10

+15



+15

Use postcard weight card.

+15

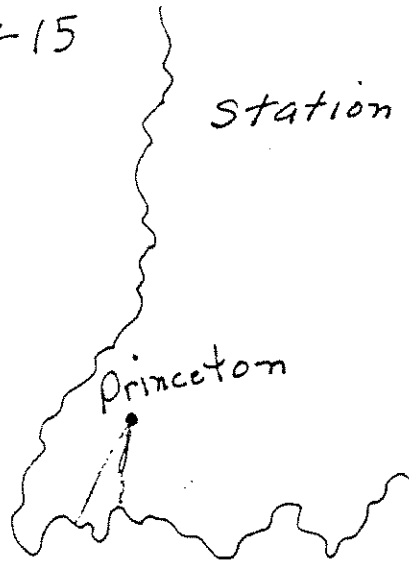
Station



+15

+15

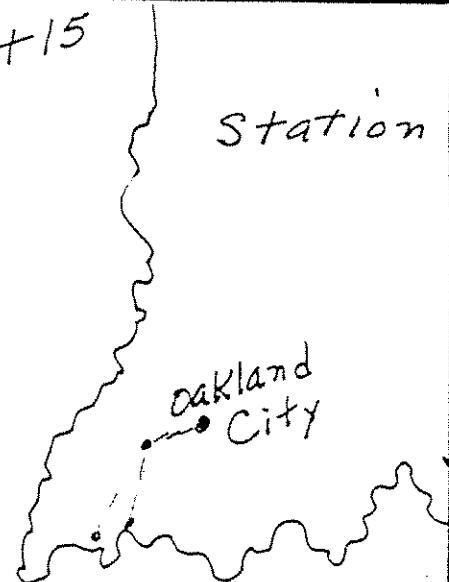
Station



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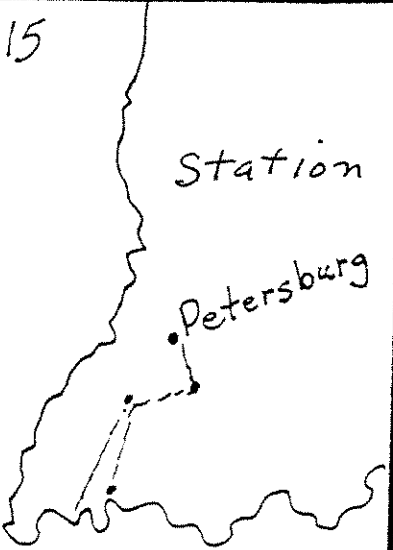
Station



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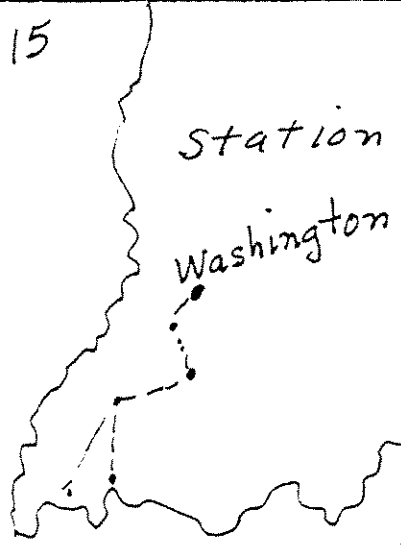
Station



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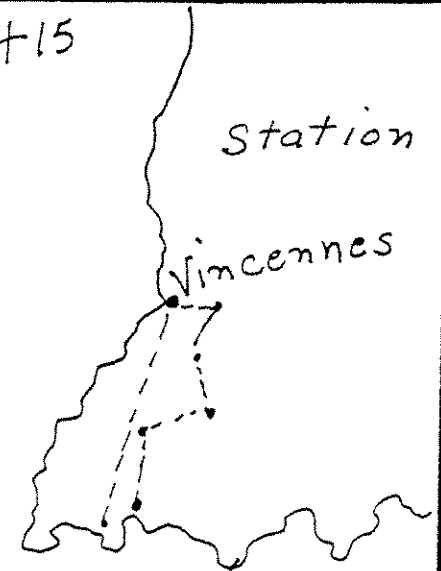
Station



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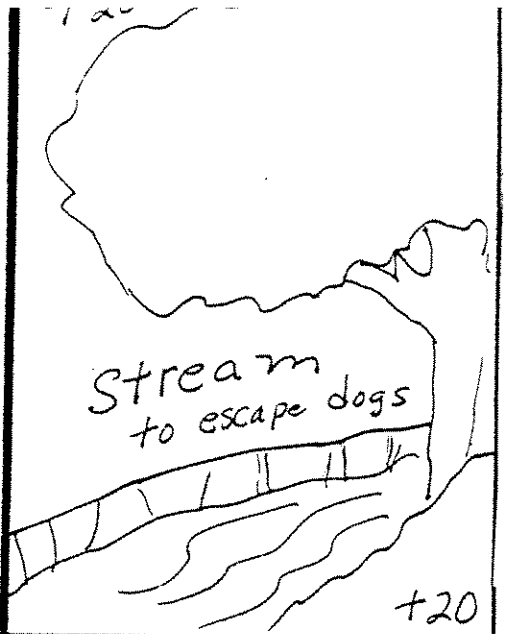
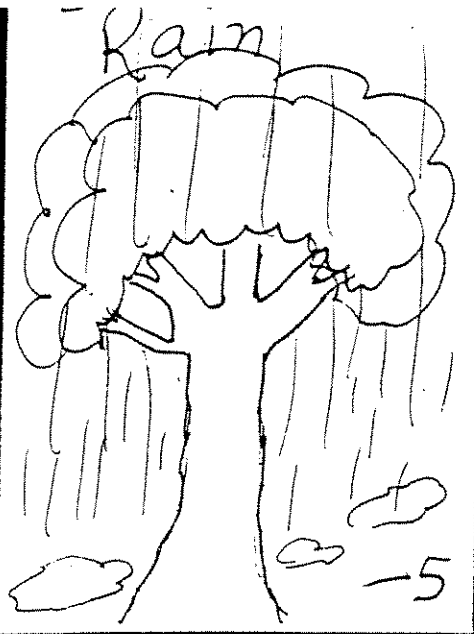
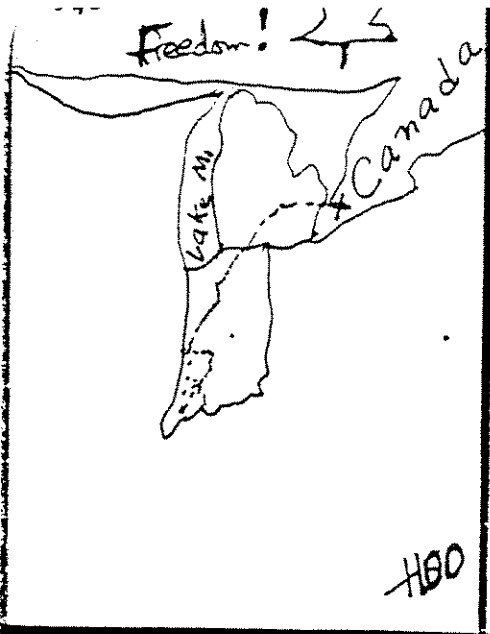
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Station

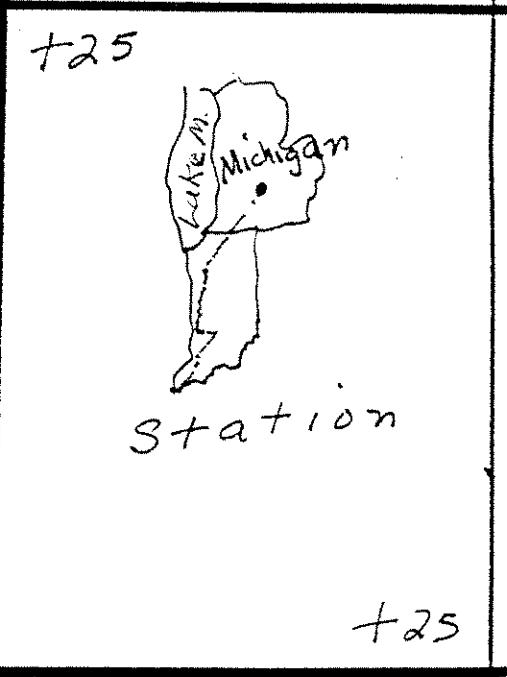
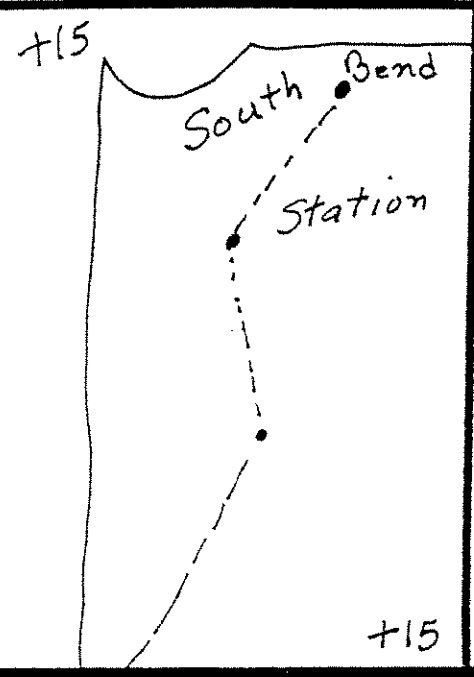
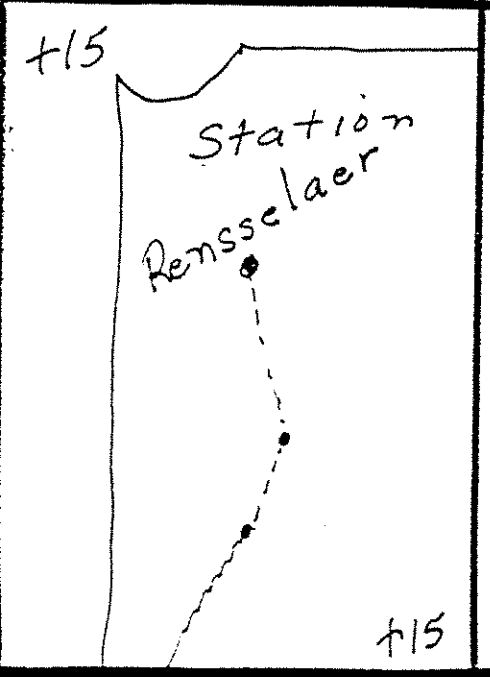


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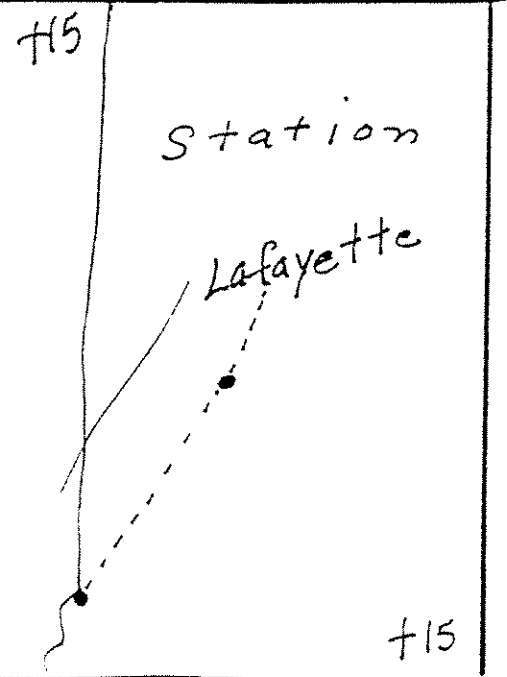
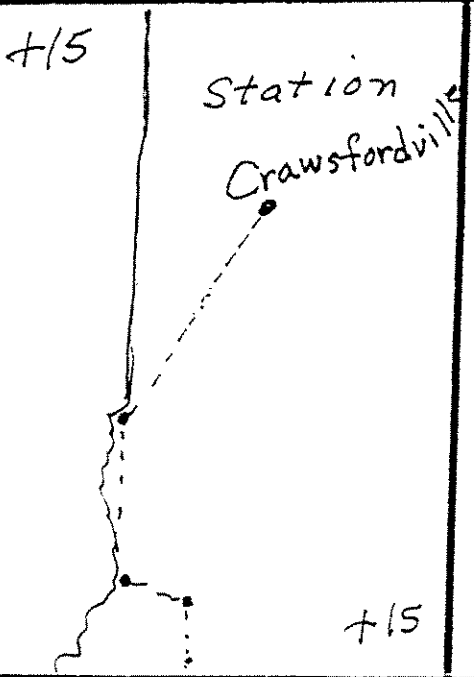
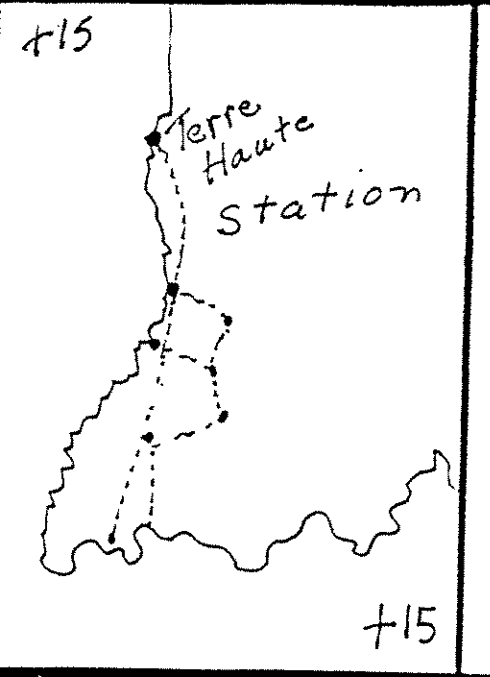
Run for Freedom Game 1 = Print 8 Copies
Sheet Number 2



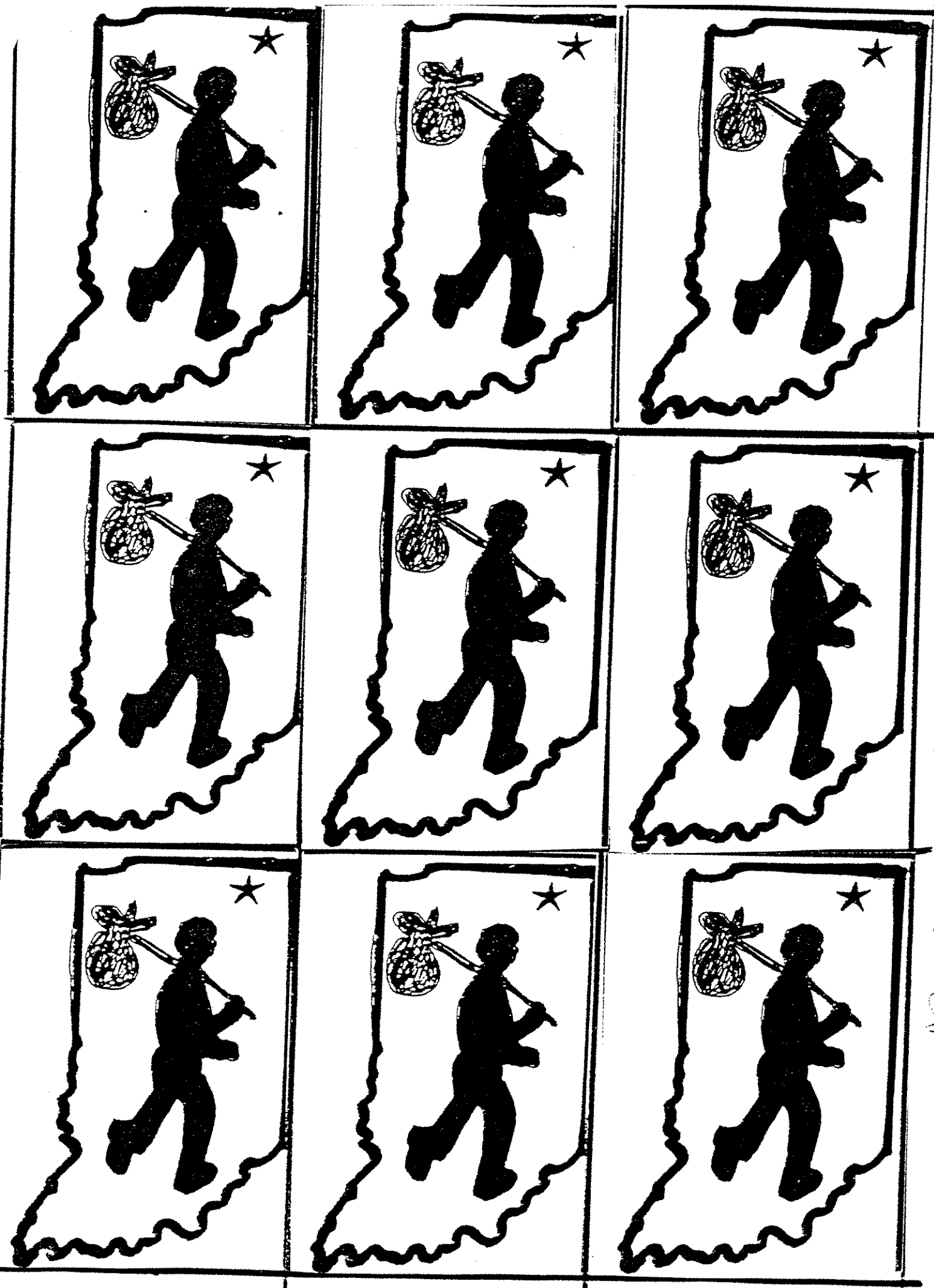
Sheet Number 3



Print Copies



Run for Freedom Game 1



Sheet 4 Back side

"Run for Freedom" Game 1

Indiana History
Unit: Underground Railroad
Game 2, "Underground Railroad"

Objective of game:

. Pretend you are a runaway slave. As you play the cards, you are looking for ways to get north. You are faced with dangers and hardships but also with kind people along the way. You want to get to Canada and freedom! See who can get highest score!

Learning involvement:

1. Awareness of people and kinds of places faced when fleeing on the Underground Railroad.
2. Deductive thinking as player decides what card to discard in order to keep highest score.
3. Addition and subtraction practice as player manipulates cards in game.

Note to teacher:

1. Buy postcard weight cardboard $8\frac{1}{2}$ x 11. (Can be purchased at a printing shop.)
2. Buy 16 sheets to print game. Choose a different color than game 1.
3. Print 4 copies of each sheet in Game 2. Print the runaway slave on back.

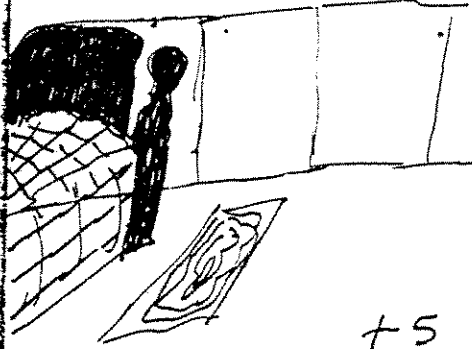
RULES FOR GAME 2, UNDERGROUND RAILROAD

144 cards in deck

1. Choose dealer. Draw one card from Bank Pile. One with highest score on card shuffles and deals the cards. In case of a tie, choose second card. Deal every player five cards total. Bank all remaining cards.
2. Begin play with person on right of dealer.
 - a. First player discards card of least or negative value in Discard Pile. He then draws one card from Bank Pile to replace it. After Bank card is drawn, the play is over.
 - b. Each player continues discarding and drawing until all cards in the Bank Pile are used up. The person with the highest score wins. All negative cards must be subtracted.
 - c. Game may be played with a timer to stop game.
 - d. If teacher calls children back to group, the highest score in hand wins.
3. Each player hopes to get a Canada card with Freedom and a high score.
4. Two to six players can play at once. Uneven numbers do not matter.

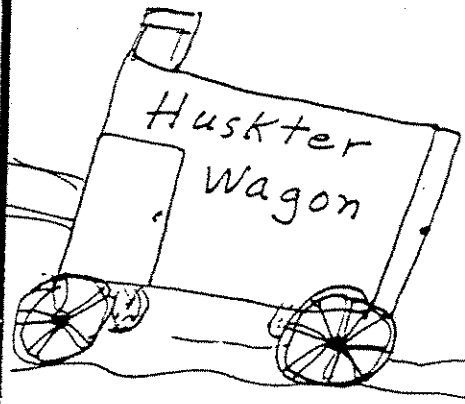
+5

Secret Door
to Attic
Stephenson's



+5

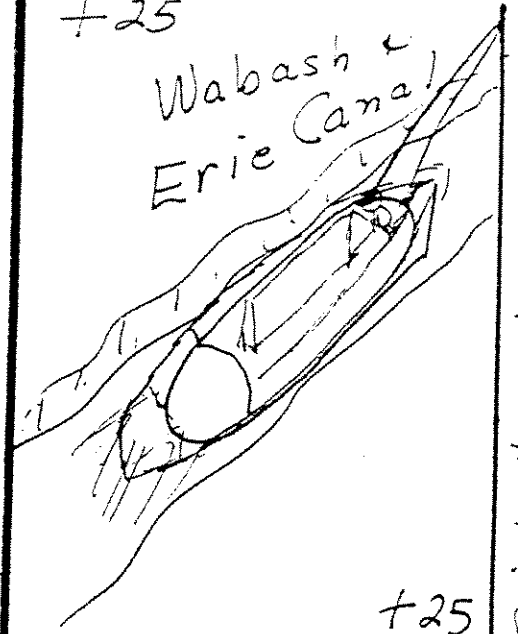
+10



+10

+25

Wabash &
Erie Canal



+25

Print 4 copies on
Postcard weight cardboard

+10

Free Black Home



+10

+10

Warm
Clothing



+10

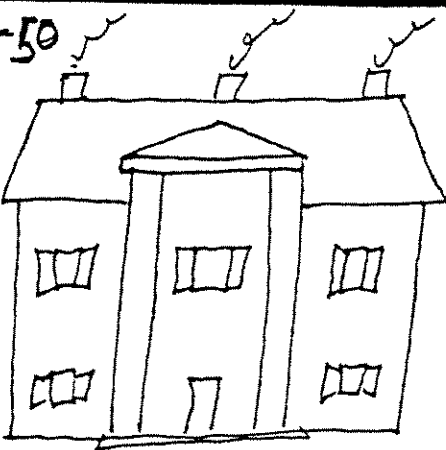
-50

Kentucky Slave
owner



-50

-50



Tenn.
Slave
Owner



-50

-10

Kentucky Bounty
Hunter



-10

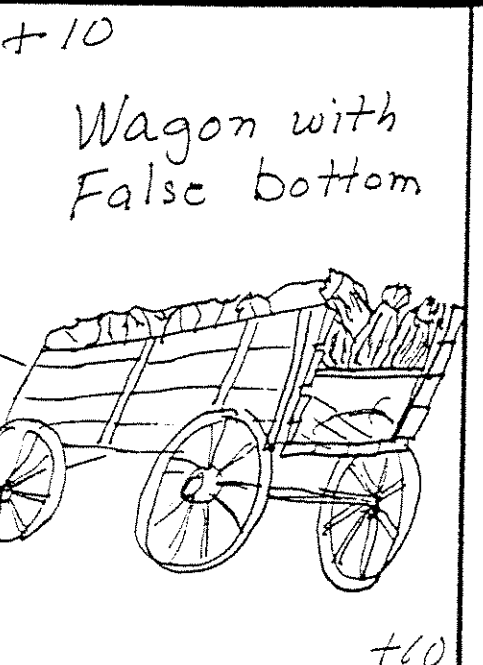
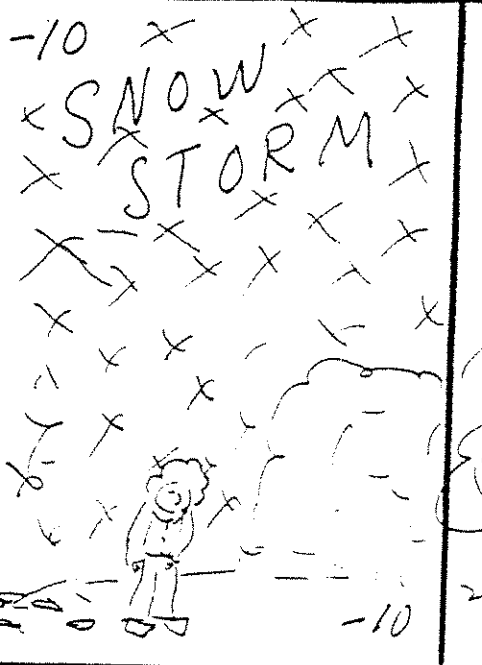
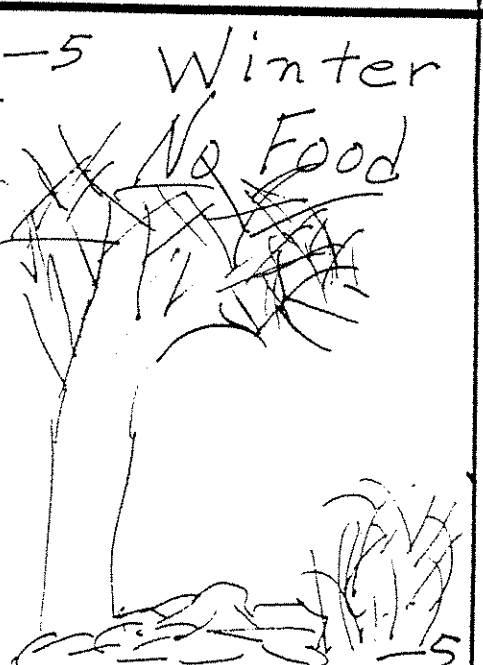
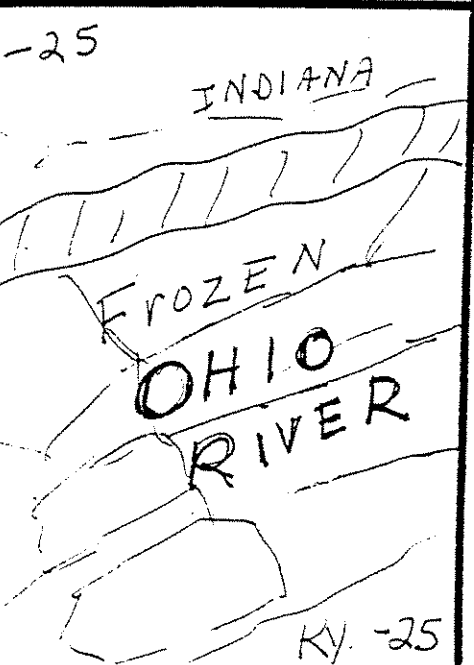
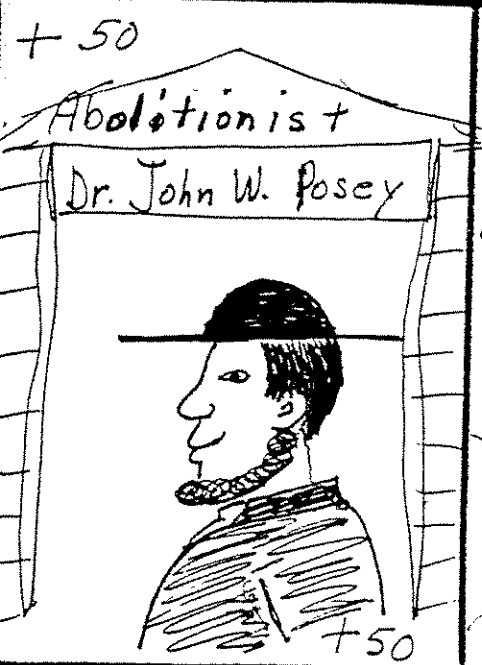
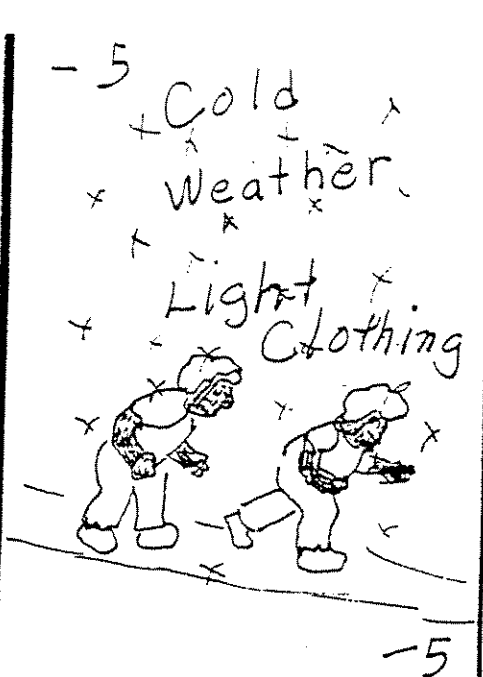
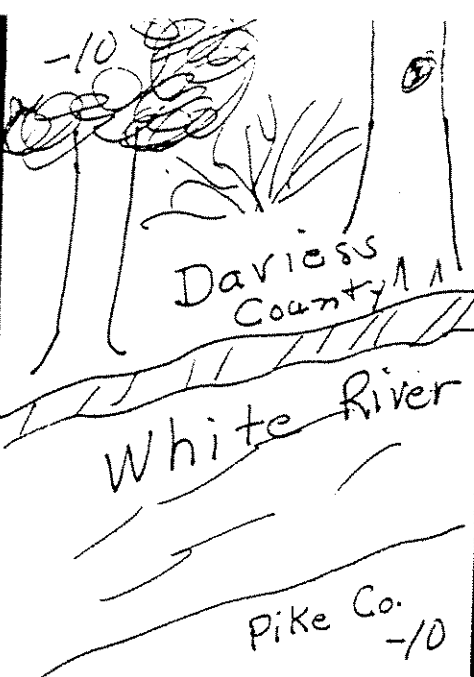
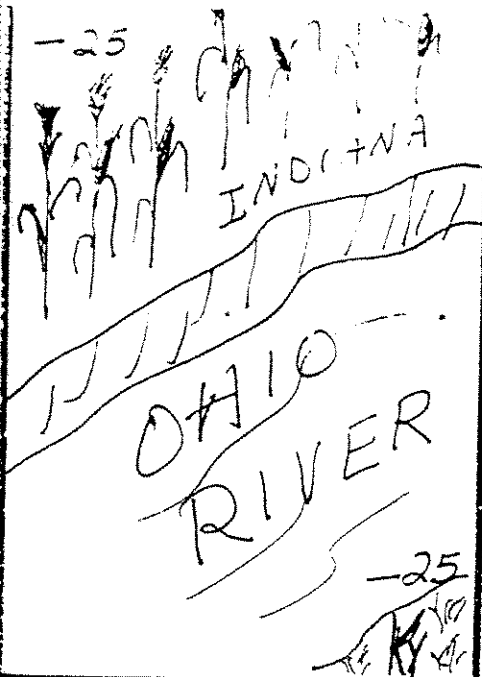
-10

Tenn. Bounty
Hunter



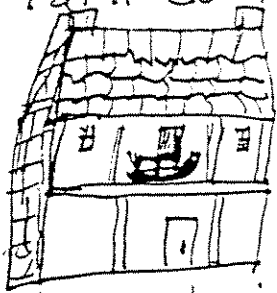
-10

Underground Railroad Game (No.2) Sheet 1



Print 4 copies.
Underground Railroad Game (No. 2) Sheet 2

Quaker
Community
Bloomingdale
Park County



Rocking chair
on porch roof
meant safe +15

T.O

Dr. Deming, MD.
Lafayette
Office



+15

-15

Kidnapping
of Sam
in Washington
1824



-15

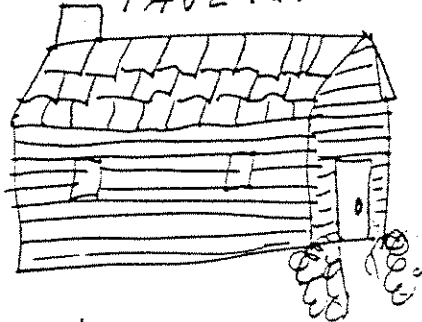
-15 1839



Black with iron
collar -15

+10

10 Mile House
TAVERN



Slaves
could hide
here.

+10

+5

Debate:
"Is Slavery Right
According to the
Bible?" or

Resolved: The
Indian Has Been
Mistreated More
Than the Negro?

P. Stephenson
won on Slavery.
+5

-5 Woman and
Baby

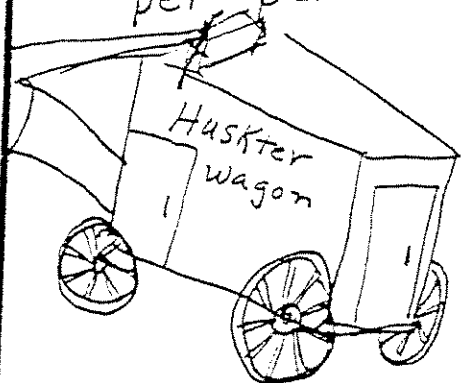


-15 Husband with
wife and baby
in Ohio River



-15

-10 Price \$100
per person



-10

Print 4 copies

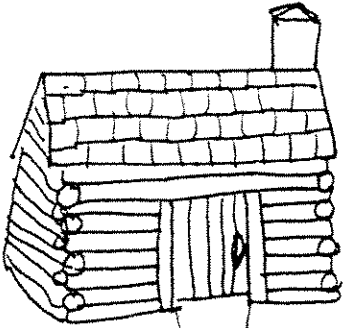
Sheet 3

(No.2)

Underground Railroad Game

+25

John Speed's Log Cabin in Crawfordsville

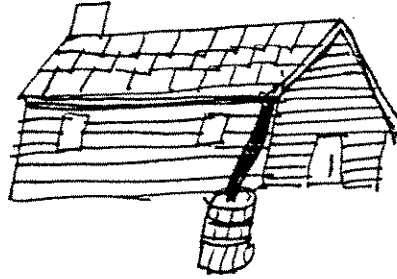


+25

+25

Peter Stephenson's

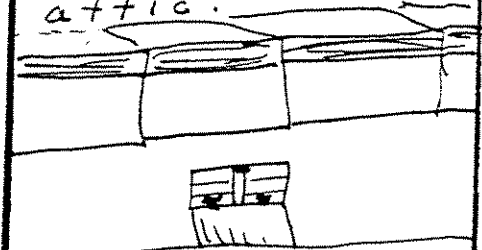
Cooper Shop



+25

+25

Quilt boxes in Jacob Stephenson's attic.

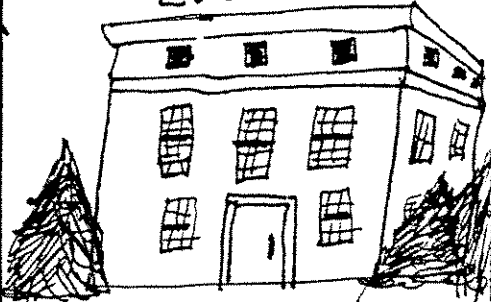


Slaves were hidden here.

+25

+25

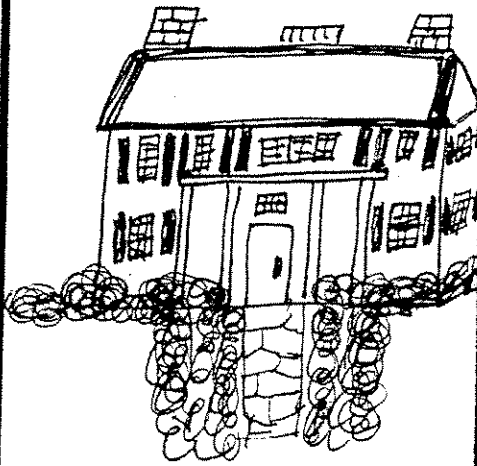
Carpenter House in Evansville



+25

+25

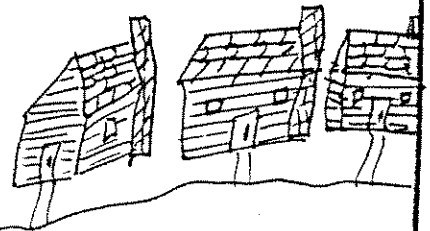
Lowrey House Mt. Vernon



+25

+25

Lyles's Station

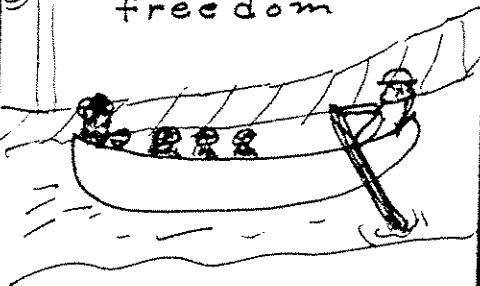


Freed Black Community in Princeton

+25

+10

Hardiman boys and mother boated across Ohio - given freedom



+10

+15

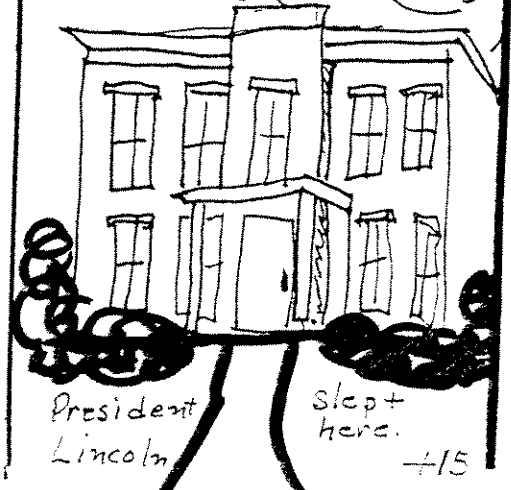
Col. William Cockrum Union Soldier Oakland City



+15

+15

Morgan House Petersburg



President Lincoln

slept here.

+15