

## Teachers!

Please join us for school tours of the  
Underground Railroad Interpretive Center



## Freedom Crossing The Underground Railroad in Greater Niagara

at the Castellani Art Museum  
of Niagara University

Our interpretive center serves as an important resource for the entire region, demonstrating the role that Greater Niagara played in the Underground Railroad movement.

The exhibition includes historical documents including photographs of activists, “safe houses,” and crossing sites; artifacts, and videos.

### **School tours:**

Tours include hands-on activities and a library of children’s books pertaining to the Underground Railroad. Teachers may request to have a story read during their visit. For a guided tour for your class, call 286.8200.

### **Pre-Visit Suggestions:**

To make your trip to the museum more exciting and relevant, we recommend that you visit the following websites before your visit. Some of these contain teacher resources, activities, and lesson plans, several of which address national and New York State learning standards. You may also wish to select stories pertaining to the Underground Railroad from the attached bibliography of children’s early readers and young adult books. This information is also available on our website at [www.castellaniartmuseum.org](http://www.castellaniartmuseum.org).

### **Standards-based Gallery Activities:**

During your visit, be sure to check out the new standards-based gallery activities awaiting you!

## WEBSITE RESOURCES

\*Indicates sites that contain teacher resources, lessons, and/or activities.

### RECOMMENDED ELEMENTARY WEB SITES:

#### ***\*Harriet Tubman and the Underground Railroad***

<http://www2.lhric.org/pocantico/tubman/tubman.html>

*A website created by students (with teacher assistance) for other students about Harriet Tubman and her journeys. Check this site out for timelines, quizzes, character sketches, poems, puzzles, maps, pictures, literary reviews, letters to legislators, and many other resources.*

#### ***\*The National Geographic Interactive Journey on the Underground Railroad***

<http://www.nationalgeographic.com/railroad/>

*A step-by-step narrative journey from Maryland to Canada where the student is called upon to make the decisions; run or hide, stay or go? Complete with complimentary pages of information containing maps, timelines, a kids section, classroom ideas, faces of freedom and related resources.*

#### ***\*Slavery and the Making of America***

<http://www.pbs.org/wnet/slavery/>

*Presented by the Public Broadcasting Service, this website provides character spotlights, voices of slavery, "do you know...?" sections, slave life information, PBS programming schedules on the topic of slavery, and resources. The site also contains a virtual museum and allows for the exploration of the "slave experience" by subjects such as the family, gender, government, education, responses to enslavement, religion, freedom and emancipation.*

#### ***\*Slavery in New York*** (New York Historical Society)

<http://www.slaveryinnewyork.org/>

*Presented by the New York Historical Society, this completely interactive online tour of a museum gallery combines text, photos, paintings, slideshows, maps, primary sources, and narratives to tell the history of slavery in the New York city area.*

### RECOMMENDED SECONDARY WEB SITES AND/OR TEACHER REFERENCES:

#### ***The Underground Railroad from the National Park Service***

<http://www.cr.nps.gov/nr/travel/underground>

*Sixty-four geographic locations on the National Park Service's Register of historically important sites on the Underground Railroad. Further information is provided about maps, slave trade, early antislavery, operations on the Underground Railroad, and the civil war.*

#### ***The Underground Railroad from the History Channel***

<http://www.historychannel.com/blackhistory/>

*37 videos, 10 photos, 10 audio speeches, and 1 interactive timeline presented by the History Channel on the topics of slavery and Black History.*

#### ***\*National Underground Railroad Freedom Center***

<http://www.freedomcenter.org/>

*A collection of web pages about the Underground Railroad, slavery today, and genealogy searches. The Underground Railroad page focuses on important people, a descriptive timeline and educator resources.*

#### ***Underground Railroad in New York***

<http://www.nyhistory.com/ugrr>

*A sub-site of New York History Net's website, this link focuses on the Underground Railroad specifically in New York state; its people, places, routes, additional sources and related links.*

### ***Underground Railroad in Ontario***

<http://www.undergroundrailroadmuseum.com>

*A website dedicated to the journey of John and Jane Walls as written in Dr. Bryan Walls 1980 publication of "The Road that Led to Somewhere." The website provides a briefly descriptive picture tour of the John "Freeman" Walls historic site and Underground Railroad Museum, located in Windsor, Ontario.*

### ***\*Voices from the Days of Slavery*** (Library of Congress)

<http://memory.loc.gov/ammem/collections/voices/>

*An extensive collection of 7+ hours of audio interviews, transcripts, songs, narratives, biographies, essays and other documented materials directly from individuals who lived anytime from the 1820's to the 1970's.*

### ***Slave Letters*** (Duke University)

<http://library.duke.edu/specialcollections/research/guides/slaveletters.html>

*Original manuscripts of letters written by enslaved individuals providing a glimpse into their lives during the time of slavery in American history. A link is provided to an associated collection titled, "Retrieving African-American Women's History," as well as links to recommended secondary sources and website.*

### ***\*History Matters: The U.S. Survey on the Web*** (George Mason University)

<http://www.historymatters.gmu.edu>

*A compilation of primary source documents, interviews, images, audio content, websites, and other teacher resources designed for high school and college teachers and students.*

### **OTHER RELATED RESOURCES OF INTEREST:**

#### ***\*ED Sitement: The Best of the Humanities on the Web***

(National Endowment for the Humanities & the Marco Polo Foundation)

<http://edsitement.neh.gov>

*A quality resource for educators, this site provides lesson plans, activities, units and other materials in a searchable format; covers a plethora of topics in the history realm, with cross curricular connections.*

#### ***African American Sheet Music, 1820-1920*** (Brown University)

<http://dl.lib.brown.edu/sheetmusic/afam/index.html>

*A searchable library of African American sheet music complete with a historical slide show of African American music over the past century and links to other historical research about the African American music scene.*

#### Carson, Mary Kay. ***The Underground Railroad for Kids: from Slavery to Freedom***

(includes 21 activities). Chicago: Review Press, c 2005. *A quality, informative, and interesting resource and curriculum supplement full of narratives, biographies, and interactive activities meant to introduce students to the terminology that was used and events that unfolded along the Underground Railroad. Includes a time line, book list, and recommended web sites to further enhance the impact of the text.*

### **OTHER RESOURCES**

Carlson, Judy. ***Great Lives: Harriet Tubman, Call to Freedom***. NY: Ballantine Books, 1988. \* **Teacher's Guide**

*A biography, recommended for ages 9-12, about Harriet Tubman, her life, her travels, and the strength and courage it took for her to repeat her journey and impact so many lives.*

Lawrence, Jacob. ***Harriet and the Promised Land***. NY: Simon & Schuster Children's Publishing, 1997 (also a video recording).

*A biography of Harriet Tubman told through the use of vivid artistic images and rhythmic verse.*

## **Historical Overview**

Attempts to escape from bondage, and to abolish slavery, date back to the founding of the United States. These efforts began to solidify as an organized movement of African Americans and their white supporters during the 1820s. By the 1840s, the Underground Railroad emerged as both a political movement that protested slavery and as a covert strategy for assisting those escaping to freedom.

Many pivotal members of the Underground Railroad Movement were African Americans who had personally experienced the injustice and brutality of enslavement. Their white supporters were often motivated by liberal religious and social beliefs. Despite these crucial differences, the Abolitionist and Underground Railroad movements brought black and white Americans together in a common cause—for the first time in our nation's history.

## **How the Underground Railroad Worked**

The Underground Railroad was a secret network of people, both black and white, who assisted those escaping slavery by providing money, food, clothing, temporary shelter, and transportation. By the mid-1800s this clandestine operation extended throughout the country. Participants in the movement used the language of the railroad to ensure secrecy—and their safety. The escape routes were called “lines,” safe houses were “stations,” those who assisted the slaves were “conductors,” and fugitives were identified as “freight.”

## **The Underground Railroad in Greater Niagara**

Upstate New York became a hotbed of Underground Railroad activity, as escaping slaves made their way to crossing points along the Niagara River with the help of local “conductors.” In Buffalo, Niagara Falls, and Lewiston, the river narrows to less than a half-mile journey to the shores of Canada. Southeastern Canada had been a safe haven for fugitive slaves since 1793, when the governor of Ontario signed an Anti-Slavery Act. In Canada, escapees believed they would be safe from the oppressive laws of the United States and from bounty hunters, who would not dare cross the international border.

It was more than upstate New York's proximity to Canada that contributed to its importance in the Underground Railroad movement. Progressive political and social movements flourished in many regions of New York State. Organized opposition to slavery began in 1799, and a state law banning slavery was passed on July 4, 1827. Records show that there were 274 anti-slavery societies in New York State, many of them active in the cities, towns, and villages of Erie and Niagara counties.



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## ELEMENTARY BOOK LIST

(Pre-K – 2<sup>nd</sup> Grade)

Adler, David. *A Picture Book of Harriet Tubman*. NY: Scholastic, 1992.

*A picture walk accompanied by lyrical text that takes the reader through Harriet Tubman's upbringing, her position as "conductor" on the Underground Railroad, and her repeat journeys to lead slaves to freedom. (Reading Level: M)*

Benjamin, Anne. *Young Harriet Tubman: Freedom Fighter*. NJ: Troll Assoc., 1992.

*A biographical outline of Harriet Tubman's life; emphasis is made on her life as a little girl and a slave. Conditions of slavery in the south as well as the workings of the Underground Railroad are intertwined with the biography and full-color illustrations to enhance the story. (Reading Level: K)*

Edwards, Pamela Duncan. *Barefoot: Escape on the Underground Railroad*. NY: Harper Collins, 1997.

*The story of a runaway slave as he follows the Underground Railroad toward freedom during the dark of night, told from the point of view of the wildlife animals that help him on his way. (Reading Level: P)*

Lawrence, Jacob. *Harriet and the Promised Land*. NY: Simon & Schuster, 1968.

*A dramatic and rhythmic biography of the life of Harriet Tubman told in powerfully simple verse and rich, vibrant, dramatic artworks. Bold, block colors and sense of symmetry compliment and extend the text beyond the frame of the pages. (Reading Level: L)*

Monjo, F.N.. *The Drinking Gourd*. USA: Harper Collins, 1993.

*Tommy is sent home from church for being disruptive only to find a family of slaves hiding in his barn. He learns that his father's barn is a stop on the Underground Railroad, but when they try to find a boat for the slaves to cross the river in a group of slave catchers approach; can Tommy save the day? (Reading Level: I)*

Ransom, Candice. *Liberty Street*. NY: Walker & Company, 2003.

*Young Kezia travels down "Liberty Street;" a dirt road that leads downtown where she takes secret reading lessons from a free slave woman. Kezia and her mother are preparing for Kezia's to travel along the Underground Railroad with a group of slaves who are planning to escape. (Reading Level: L)*

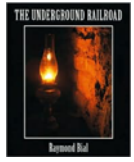
Winter, Jeanette. *Follow the Drinking Gourd*. New York: Alfred A. Knopf, Inc., 1988.

*Peg Leg Joe travels between the plantations in the South teaching the song of the Drinking Gourd. By following the lyrics of the song, fugitive slaves follow the path to freedom along the Underground Railroad with its mysterious secret markings symbols, hiding places and trails along the way. (Reading Level: M)*

Wright, Courtni C. and Gershom Griffith. *Journey to Freedom: A Story of the Underground Railroad*. New York: Holiday House, 1994. *Joshua and his family follow the Underground Railroad, led by Harriet Tubman, as they run away from their imprisoned lives as slaves on a Kentucky tobacco plantation. Will they make it to freedom in Canada? Is their freedom worth the hardships they must face along the journey? (Reading Level: Q)*

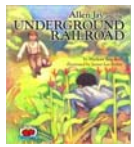
## ELEMENTARY BOOK LIST

(Grade 3- Grade 5)



Bial, Raymond. ***The Underground Railroad***. Boston: Houghton Mifflin, 1995.

A photographic collection with images of safe houses, conductors, travelers and artifacts from the Underground Railroad during the era of slavery; complete with narratives and information from the journeys of those who travelled along the Underground Railroad. (Reading Level: Z)



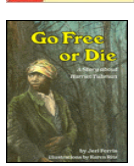
Brill, Marlene Targ. ***Allen Jay and the Underground Railroad***. MN: Carolrhoda Books, c1993.

The true story of a boy named Allen Jay and his family who lived in Ohio during the 1840's. The Jays are Quaker's who value human life more than the laws that forbade helping slaves. This story paints Allen's experience during his first journey as a conductor on the Underground Railroad. (Reading Level: O)



Clark, Margaret Goff. ***Freedom Crossing***. NY: Scholastic, Inc., c1980.

Set in western New York in our very own village of Lewiston, young Laura moves from her Aunts plantation in Virginia to her father's farm in New York where she realizes that her family and friends in the area are conductors on the Underground Railroad. (Reading Level: R)



Ferris, Jeri. ***Go Free or Die, A Story About Harriet Tubman***. Minneapolis, MN: Carolrhoda Books, Inc., 1988. A Creative Minds biography on the life of Harriet Tubman divided into four chapters and an epilogue. A factual and detailed look into the life of a woman whose experiences as a slave on a southern plantation in her youth fueled her freedom seeking desire and desire to help others who wanted the same later in life.(Reading Level: R)



Ferris, Jeri. ***Walking the Road to Freedom: A Story about Sojourner Truth***. Minneapolis, MN: Carolrhoda Books, Inc., c.1988. The true story of Isabelle Hardenbergh and her journey from master to master as a slave and all she endured. After changing her name to Sojourner Truth she became a famous orator and abolitionist speaking up against slavery. (Reading Level: Q)



Gayle, Sharon Shavers. ***Escape! A Story of the Underground Railroad***. Norwalk, CT: Soundprints, c1999. The story of a young girl, Emma, and the twist of events that occur during her visit to the Anacostia Museum of the Smithsonian Institution: one minute she is a little girl at the museum and the next she is a runaway slave making her way along the Underground Railroad in search of Freedom in Canada.(Reading Level: N)



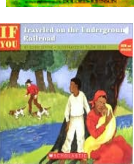
Hopkinson, Deborah. ***Sweet Clara and the Freedom Quilt***. NY: Knopf, 1993.

A young slave girl who works in the Big House as a seamstress makes big plans for herself after she hears two slaves discussing escape to the north and freedom along the Underground Railroad. Clara sees how the cloth can help her on a journey to reunite with her mother and find her own freedom. (Reading Level: S)



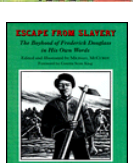
Johnson, Dolores. ***Now Let Me Fly: The Story of A Slave Family***. NY: Macmillan, 1993.

The story of slavery from capture to auction and beyond: this narration follows a young girl from her home in Africa where she is kidnapped, across her oceanic journey to the auction where she is sold into slavery and follows her through her life in slavery. (Reading Level: T)



Levine, Ellen. ***If You Traveled on the Underground Railroad***. NY: Scholastic, 1988.

A question and answer style format provides detailed, factual information about life during slavery and the Underground Railroad during the 1830's to the 1860's. Answers explain what the Underground Railroad was, how it got its name, where safe places were, what happened if you got caught and many more.(Reading Level: Q)



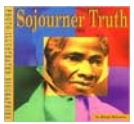
McCurdy, Michael, ed. ***Escape from Slavery: The Boyhood of Frederick Douglass in his own Words***. NY: Knopf, c1994. From his enslaved childhood to his years as a scholar, author, abolitionist, and orator after his escape from slavery, the text defines the life of Frederick Douglass with a brief foreword by Coretta Scott King on the influence Frederick Douglass had on her husband, Martin Luther King, Jr. (Reading Level: R)



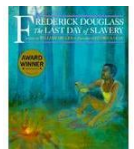
McGovern, Anne. **Wanted Dead or Alive: The True Story of Harriet Tubman.** NY: Scholastic, 1965. *The dramatic biography of Harriet Tubman as she follows the North Star to freedom with an estimated +300 slaves following her over the course of her life; an account of her bravery, courage, and “street smarts” along the way that influenced her survival and ability to help those who couldn’t help themselves. (Reading Level: P)*



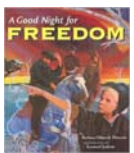
McLoone, Margo. **Harriet Tubman: A Photo Illustrated Biography.** Mankato: Capstone Press, 2000. *A brief, resonating biography on the life of Harriet Tubman, emphasized by photographs, timelines, famous quotations, and fact-filled accounts from this powerfully courageous American heroine’s life. (Reading Level: P)*



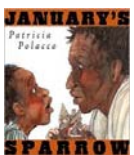
McLoone, Margo. **Sojourner Truth: A Photo Illustrated Biography.** Mankato: Capstone Press, 2000. *A brief, resonating biography on the life of Sojourner Truth, emphasized by photographs, timelines, famous quotations, and fact-filled accounts from this powerfully courageous American heroine’s life. (Reading Level: P)*



Miller, William. **Frederick Douglass: The Last Day of Slavery.** San Diego, CA: Baker & Taylor, 2009. *A personal and insightful journey into the mind, and experiences, of Fredrick Douglass during his years as a plantation slave; with illustrations that enhance the textually expressed determination and courage of a young man who discovered freedom, physically and educationally. (Reading Level: N)*



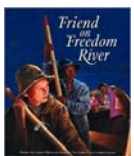
Olenyik, Barbara. **A Good Night for Freedom.** NY: Holiday House, 2003. *A young girl delivers butter to her neighbors, Catherine and Levi Coffin (Father of the Underground Railroad), and comes across two runaway slave girls in the basement. Loosely based on real events that occurred in Indiana in 1839, the story contains historical notes on the Underground Railroad and abolitionists like the Coffin’s. (Reading Level: P)*



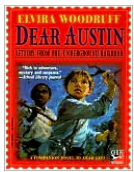
Polacco, Patricia, **January’s Sparrow,** U.S.A.: Penguin Group, 2009. *A family escapes from slavery after a deadly whipping on their Kentucky plantation instills fear in their hearts and minds. But young Sadie has to leave her favorite possession behind. Then one day it arrives at their new home in Michigan with a note saying, “I found you.” (Reading Level: S)*



Ringgold, Faith. **Aunt Harriet’s Underground Railroad in the Sky.** NY: Crown Publishers, 1992. *Cassie and her brother Be Be are “flying” through the air when they meet up with Aunt Harriet and a ramshackle train in the sky. Be Be jumps on board, but Cassie misses the train and must follow on the ground, always a step behind looking for signs and whispers from Aunt Harriet and Be Be along the way. (Reading Level: R)*



Whelan, Gloria. **Friend on Freedom River.** MI: Sleeping Bear Press, 2005. *Louis has been left in charge of the family’s Michigan farm during his father’s absence. He is soon faced with the challenge of doing something or nothing when the line between right and wrong seems out of place. Will Louis show compassion and courage? Is that what his father would have done?(Reading Level: Q)*



Woodruff, Elvira. **Dear Austin: Letter’s from the Underground Railroad.** Random House Children’s Publishers, 2000. *The sequel to “Dear Levi,” Dear Austin follows the adventures of Levi through his letters to his older brother Austin. Levi and his friends experience friendship and camaraderie in their forest ramblings until a friends younger sister is captured by slave catchers and sent into a life of slavery. Levi travels south with his friend to find, and hopefully free, his sister. (Reading Level: T)*



Wyeth, Sharon Dennis. **Message in the Sky.** NY: Scholastics, 2003. *A ten year old boy, Corey, and his family escaped from slavery and now reside in Canada on a farm they built with the boy’s friend Mingo. The boys plan for the escape of Mingo’s adopted mother, Aunt Queen, but the family is afraid of the danger; until one day when Corey ends up on the American side of the Ohio River and becomes a conductor on the Underground Railroad. (Reading Level: P)*



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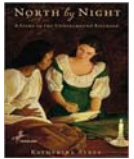
## MIDDLE SCHOOL BOOK LIST

(Grade 5- Grade 9)



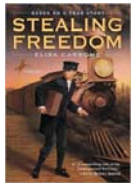
Armstrong, Jennifer. ***Steal Away***. New York: Orchard Books, 1992.

*Two young girls, one black, one white, escape together from a southern farm in search of their own freedoms in 1855. Forty years later, they reunite to tell their story; based on a true story of compassion, friendship, adventure, and liberty. (Reading Level: T)*



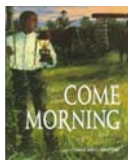
Ayres, Katherine. ***North by Night: A Story of the Underground Railroad***. NY: Delacorte Press, 1998.

*A family with a secret, a young girl's lesson in independence, and personal beliefs worth making a sacrifice for; 16 year old Lucy Spenser risks her life and learns about life, love, tough decisions, and growing up in this novel of historical fiction set in Ohio in 1851. (Reading Level: T)*



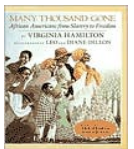
Carbone, Elisa. ***Stealing Freedom***. NY: Knopf, 1998.

*Ann is born into slavery and finds joy in the small things in life, like her family. But one day when her family is sold and sent away from her she feels her life is impossible, until a man kidnaps her in an attempt to grant her freedom. Based on the true story of a young slave girl from Maryland and her perilous journey North to freedom, with emphasis and details placed on the daily struggles, trials, and tribulations of slaves. (Reading Level: U)*



Guccione, Leslie. ***Come Morning (Adventures in Time)***. New York: Carolrhoda Books Inc, 1997.

*Twelve year old Freedom Newcastle knows his father's involvement as a conductor on the Underground Railroad is dangerous but important. But he gains extra respect and admiration for the role after his father is arrested by patrollers and he must step up to help a family reach freedom by himself. (Reading Level: V)*

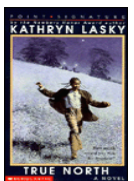


Hamilton, Virginia. ***Many Thousand Gone: African Americans from Slavery to Freedom***. New York: Knopf, 1993. *A companion text to The People Could Fly, another book by the same author, the accounts of fugitive slaves and the lives they led and decisions they made are covered in this history of slavery in the United States and the impact it had on those involved with it directly or indirectly. (Reading Level: Y)*



Hurmence, Belinda. ***Slavery Time When I Was a Chillun***. New York, NY: Penguin Group, 1997.

*A portrait of American history, the text details the real-life narratives and stories from slavery, as told by twelve slaves from the WPA's Slave Narratives. The memories, good times, hardships, weddings, funerals, births, jobs, games and "freedom" they knew of and heard about. (Reading Level: V)*



Lasky, Kathryn. ***True North: A Novel of the Underground Railroad***. NY: Scholastic, c1996.

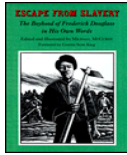
*A young girl, Lucy, due to the teachings, preaching's, and lessons learned from her abolitionist grandfather, helps an escaped slave runaway to freedom revealing the true colors and true heroism of both girls. Special guest appearances from Robert Gould Shaw, Abigail Adams, and Ralph Waldo Emerson solidify the story in a position of excellent and worthwhile reading of the historical fiction genre. (Reading Level: W)*





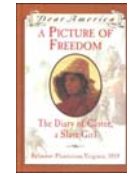
Lester, Julius. ***From Slave Ship to Freedom Road***. New York: Dial Books, c 1998.

*Twenty-four double-page spread paintings accompanied by profound and moving text illustrating the full course of slavery in America; from Africa and kidnappings, to slave ships, the Middle passage, auctions, whippings, secret worship meetings, and escape plans, through post-Civil War emancipation. (Reading Level: R)*



McCurdy, Michael, ed. ***Escape from Slavery: The Boyhood of Frederick Douglass in his own Words***. NY: Knopf, c1994.

*From his enslaved childhood to his years as a scholar, author, abolitionist, and orator after his escape from slavery, the text defines the life of Frederick Douglass with a brief foreword by Coretta Scott King on the influence Frederick Douglass had on her husband, Martin Luther King, Jr. (Reading Level: R)*



McKissack, Patricia. ***A Picture of Freedom: The Diary of Clotee, a Slave Girl, Belmont Plantation, Virginia 1859 (Dear America Series)***. NY: Scholastic, 1997.

*Clotee, a slave girl in Virginia during the 1850's, teaches herself to read by watching over the shoulder of the plantation owner's son and begins keeping a diary of her experiences. Using her newly learned skill, Clotee makes an interesting decision in her desire to help others to freedom on the Underground Railroad. (Reading Level: T)*



Petry, Ann. ***Harriet Tubman: Conductor on the Underground Railroad***. NY: Harper Trophy, 1996.

*Journey into the life of Harriet Tubman: her dreams of freedom, escape from slavery, and her repeated effort to help free others from slavery. Read about the woman who stands as a symbol of courage, bravery, strength, high moral standing and inspiration during a period of grim existence. (Reading Level: X)*



Rappaport, Doreen. ***Escape from Slavery: Five Journeys to Freedom***. NY: Harper Collins, c1991.

*Five true stories from the Underground Railroad of individuals facing the odds and taking great risks to escape slavery: a woman carrying her baby across ice, girls dressing as men, a man mailing himself in a box, a woman testifying against her former owner in court, and a woman posing as her husband's owner. Complete with information on slave laws, leaders of the Underground Railroad, and a bibliography. (Reading Level: Q)*



Ruby, Lois. ***Steal Away Home***. New York, NY: Simon & Schuster Children's Publishing, 1994.

*In the 1850's, a Quaker family owned a home in Kansas. Nearly 150 years later, Dana Shannon and her family move into the Quakers old home and Dana, 12 years old, finds a skeleton in a hidden room during renovations. With the help of a diary she finds in the room, Dana begins to investigate the secrets surrounding the body that was left behind. (Reading Level: V)*



Smucker, Barbara. ***Runaway to Freedom***. NY: Harper & Row, c1977.

*Julilly's Mammy tells her about a place called Canada. It's a place where slavery isn't allowed, and slaves are free if they get there. The next day Julilly is taken from her mother by a slave trader and is brought to a plantation in the Deep South. Will Julilly stay at the plantation with her new, crippled, friend Liza? Will they try to make the escape to Canada and freedom? Will Julilly ever see her Mammy again? (Reading Level: T)*



Sterling, Dorothy. ***Freedom Train***. New York, NY: Scholastic, Inc., 1954.

*Harriet Tubman was a woman who was used to working hard and eating very little from the time she was born. She fought to survive and fought even harder for her freedom, but it wasn't enough. She wanted to free more people. A glimpse into the dangers and risks Harriet Tubman took to help the others escape the confines of slavery. (Reading Level: T)*



Tilley-Turner, Glennette. ***Running for Our Lives***. New York: Holiday House, c 1994.

*Luther and his sister set out with their family in search of freedom from slavery. Along the way they are forced to separate, tracked by slave catchers, and endure other terrors of being fugitives. The factual information of the escape and the journey has been meticulously investigated by the author and the book provides a richly researched, detailed look into the escape from slavery. (Reading Level: W)*



# Freedom Crossing The Underground Railroad in Greater Niagara

at the Castellani Art Museum  
of Niagara University

## HIGH SCHOOL BOOK LIST

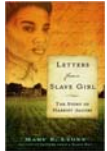
(Grade 9- Grade 12; Young Adult)



Fradin, Dennis. *Bound for the North Star: True Stories of Fugitive Slaves*. NY: Clarion Books, 2000.  
*A collection of twelve true and unbelievable stories of enslaved escapees and the dramatic journeys they made to reach freedom. Accompanied by reproduced prints and photos, these narrative accounts paint the portrait of the human spirit and the will to live a free life, no matter what the cost. (Reading Level: Z)*



Freedman, Florence B. *Two Tickets to Freedom: The True Story of Ellen and William Craft, Fugitive Slaves*. NY: Simon and Schuster, 1971. *The true story of William and Ellen Craft, complete with newspaper articles, journals, and the help of William's published narrative, as the two slaves purchase two tickets on a train disguised as a slave owner and captive slave. Will they make it to freedom with their disguises or be caught along the way and returned, or killed?(Reading Level: X)*



Lyons, Mary E. *Letters from a Slave Girl: The Story of Harriet Jacobs*. NY: Scribner's, c1992.  
*Based on the true story of Harriet Ann Jacobs as told by her autobiography and written in the format of letters Harriet could have wrote during the years she lived before her escape to the North in 1842. When her mistress dies, Harriet hope it may mean her freedom, but she also knows that wishing is dangerous because it can lead to heart-breaking outcomes. (Reading Level: X)*