

BIOGRAPHY

# Preparing to Read


from *Harriet Tubman*

## CONDUCTOR ON THE UNDERGROUND RAILROAD

by **Ann Petry**

What Do  
**You**  
Think

How much should  
a person sacrifice  
for freedom?

 **QuickTalk**

How important is a person's individual freedom to a healthy society? Discuss with a partner how individual freedom shapes American society.



*Harriet Tubman* (c. 1945)

by William H. Johnson.

Oil on paperboard, sheet, 29<sup>3</sup>/<sub>8</sub>" x 23<sup>3</sup>/<sub>8</sub>"  
(73.5 cm x 59.3 cm).



# Reader/Writer Notebook

Use your RWN to complete the activities for this selection.

**SKILLS FOCUS** Literary Skills Understand characteristics of biography; understand coherence. Reading Skills Identify the main idea; identify supporting sentences.

## Literary Focus

**Biography and Coherence** A **biography** is the story of someone's life written by another person. We "meet" the people in a biography the same way we get to know people in our own lives. We observe their actions and motivations, learn their values, and see how they interact with others. Soon, we feel we know them.

A good biography has **coherence**—all the details come together in a way that makes the biography easy to understand. In nonfiction a text is coherent if the important details support the main idea and connect to one another in a clear order.

**Literary Perspectives** Apply the literary perspective described on page 499 as you read this selection.

## Reading Focus

**Finding the Main Idea** The **main idea** is the central idea or message of a nonfiction text. To find the main idea, look for key statements made by the writer and for details that point to an important idea. Then, think about the meaning of *all* the details.

**Into Action** As you read the biography, write down details that seem important. When you have finished, write the main idea.

### Harriet Tubman: Conductor on the Underground Railroad

**Important detail:** "It was the largest group that she had ever conducted."

**Important detail:**

## Writing Focus

### Think as a Reader/Writer

**Find It in Your Reading** In this biography, Ann Petry turns historical facts into a dramatic story. As you read, record in your *Reader/Writer Notebook* **objective**, or factual, passages and **subjective** passages, which reveal the writer's feelings and opinions.

## Vocabulary

**fugitives** (FYOO juh tihvz) *n.*: people fleeing from danger or oppression. *Traveling by night, the fugitives escaped to the North.*

**incomprehensible** (ihn kahm prih HEHN suh buhl) *adj.*: impossible to understand. *The code that Harriet Tubman used was incomprehensible to slave owners.*

**incentive** (ihn SEHN tihv) *n.*: reason to do something; motivation. *The incentive of a warm house and good food kept the fugitives going.*

**dispel** (dih PEHL) *v.*: get rid of by driving away. *Harriet tried to dispel the travelers' fear of capture.*

**eloquence** (EHL uh kwehn) *n.*: ability to write or speak gracefully and convincingly. *Frederick Douglass was known for his eloquence in writing and speaking.*

## Language Coach

**Roots** The Latin root *loqui* means "to speak." What word in the Vocabulary list above comes from this root? How is its meaning the same or different from that of the Latin root?



### Learn It Online

Get a sneak peek of this story with a video introduction at:

go.hrw.com

L8-497

Go



# Ann Petry

(1908–1997)

## "A Message in the Story"

A native of Old Saybrook, Connecticut, Ann Petry was the granddaughter of a man who escaped from slavery on a Virginia plantation and went north by way of the Underground Railroad. She earned a Ph.D. in 1931 and worked as a pharmacist in her family's drugstore before moving to New York, where she became a writer of books for young people and adults.

About her writing she said:

"My writing has, of course, been influenced by the books I've read but it has been much more influenced by the circumstances of my birth and my growing up, by my family. . . .

"We always had relatives visiting us. They added excitement to our lives. They brought with them the aura and the customs of a very different world. They were all storytellers, spinners of yarns. So were my mother and my father.

"Some of these stories had been handed down from one generation to the next, improved, embellished, embroidered. Usually there was a message in the story, a message for the young, a message that would help a young black child survive, help convince a young black child that black is truly beautiful."

**Think About the Writer** Petry grew up listening to stories. How might this have shaped the way she wrote?

## Build Background

In the Biblical Book of Exodus, Moses is chosen by God to lead the people of Israel out of slavery in Egypt. Moses takes his people on a long, perilous desert journey and leads them to the Promised Land. As you read this biography, look for reasons why Harriet Tubman was called the Moses of her people.

## Preview the Selection

This excerpt from a biography relates how Harriet Tubman led a group of eleven people out of slavery in 1851. The fugitives traveled by night and slept by day, always on the alert. The risk of capture was constantly on their minds.



from

# Harriet Tubman

## CONDUCTOR ON THE UNDERGROUND RAILROAD

by **Ann Petry**

### THE RAILROAD RUNS TO CANADA

**A**long the Eastern Shore of Maryland, in Dorchester County, in Caroline County, the masters kept hearing whispers about the man named Moses, who was running off slaves. At first they did not believe in his existence. The stories about him were fantastic, unbelievable. Yet they watched for him. They offered rewards for his capture.

They never saw him. Now and then they heard whispered rumors to the effect that he was in the neighborhood. The woods were searched. The roads were watched. There was never anything to indicate his whereabouts. But a few days afterward, a goodly number of slaves would be gone from the plantation. Neither the master nor the overseer had heard or seen anything unusual in the quarter.<sup>1</sup> Sometimes one or the other would vaguely remember having heard a whippoorwill call somewhere

in the woods, close by, late at night. Though it was the wrong season for whippoorwills.

Sometimes the masters thought they had heard the cry of a hoot owl, repeated, and would remember having thought that the intervals between the low moaning cry were wrong, that it had been repeated four times in succession instead of three. There was never anything more than that to suggest

### Literary Perspectives

Use this perspective to help you explore historical context.

**Analyzing Historical Context** When applying this perspective, you view a literary text within its historical context. Specifically, you notice historical information about the time in which the author wrote, about the time in which the text is set, and about the ways in which people of the period saw and thought about the world in which they lived. History, in this biography, refers to the social, political, economic and cultural climate of the American South in the time period before the Civil War, when many African Americans were enslaved. As you read, use the notes and questions in the text to guide you in using this perspective.

1. quarter: area in a plantation where enslaved blacks lived. It consisted of windowless, one-room cabins made of logs and mud.



that all was not well in the quarter. Yet, when morning came, they invariably discovered that a group of the finest slaves had taken to their heels. **A**

Unfortunately, the discovery was almost always made on a Sunday. Thus a whole day was lost before the machinery of pursuit could be set in motion. The posters offering rewards for the fugitives could not be printed until Monday. The men who made a living hunting for runaway slaves were out of reach, off in the woods with their dogs and their guns, in pursuit of four-footed game, or they were in camp meetings saying their prayers with their wives and families beside them.

Harriet Tubman could have told them that there was far more involved in this matter of running off slaves than signaling the would-be runaways by imitating the call of a whippoorwill, or a hoot owl, far more involved than a matter of waiting for a clear night when the North Star was visible.

In December 1851, when she started out with the band of fugitives that she planned to take to Canada, she had been in the vicinity of the plantation for days, planning the trip, carefully selecting the slaves that she would take with her.

She had announced her arrival in the quarter by singing the forbidden spiritual<sup>2</sup>—“Go down, Moses, 'way down to Egypt Land”—singing it softly outside the door of a slave cabin, late at night. The husky voice was beautiful even when it was barely more than a murmur borne on the wind. **B**

Once she had made her presence known, word of her coming spread from cabin to cabin. The slaves whispered to each other, ear to mouth, mouth to ear, “Moses is here.” “Moses has come.” “Get ready. Moses is back again.” The ones who had agreed to go North with her put ashcake<sup>3</sup> and salt herring in an old bandanna, hastily tied it into a bundle, and then waited patiently for the signal that meant it was time to start.

There were eleven in this party, including one of her brothers and his wife. It was the largest group that she had ever conducted,

2. **forbidden spiritual:** Spirituals are religious songs, some of which are based on the biblical story of the Israelites' escape from slavery in Egypt. Plantation owners feared that the singing of certain spirituals might lead to rebellion.

3. **ashcake:** cornmeal bread baked in hot ashes.

**A Read and Discuss** How has the author gotten us interested?

**B Literary Focus Biography** Do you think the details about Tubman's voice are factual? Explain.

**Vocabulary** fugitives (FYOO juh tihvz) *n.*: people fleeing from danger or oppression.



but she was determined that more and more slaves should know what freedom was like.

She had to take them all the way to Canada. The Fugitive Slave Law<sup>4</sup> was no longer a great many **incomprehensible** words written down on the country's law books. The new law had become a reality. It was Thomas Sims, a boy, picked up on the streets of Boston at night and shipped back to Georgia. It was Jerry and Shadrach, arrested and jailed with no warning. ©

She had never been in Canada. The route beyond Philadelphia was strange to her. But she could not let the runaways who accompanied her know this. As they walked along, she told them stories of her own first flight; she kept painting vivid word pictures of what it would be like to be free.

But there were so many of them this time. She knew moments of doubt, when she was half afraid and kept looking back over her shoulder, imagining that she heard the sound of pursuit. They would certainly be pursued. Eleven of them. Eleven thousand dollars' worth of flesh and

4. Fugitive Slave Law: harsh federal law passed in 1850 stating that fugitives who escaped from slavery to free states could be forced to return to their owners. As a result, those who escaped were safe only in Canada. The law also made it a crime for a free person to help fugitives or to prevent their return.



Harriet Tubman.

© **Literary Perspectives** **Historical Context** What do the names of captured fugitives add to the biography's impact?

**Vocabulary** **incomprehensible** (ihn kahm prith HEHN suh buhl) *adj.*: impossible to understand.

bone and muscle that belonged to Maryland planters. If they were caught, the eleven runaways would be whipped and sold South, but she—she would probably be hanged. **D**

They tried to sleep during the day but they never could wholly relax into sleep. She could tell by the positions they assumed, by their restless movements. And they walked at night. Their progress was slow. It took them three nights of walking to reach the first stop. She had told them about the place where they would stay, promising warmth and good food, holding these things out to them as an **incentive** to keep going.

When she knocked on the door of a farmhouse, a place where she and her parties of runaways had always been welcome, always been given shelter and plenty to eat, there was no answer. She knocked again, softly. A voice from within said, "Who is it?" There was fear in the voice.

She knew instantly from the sound of the voice that there was something wrong. She said, "A friend with friends," the password on the Underground Railroad.

The door opened, slowly. The man who stood in the doorway looked at her coldly, looked with unconcealed astonishment and fear at the eleven disheveled runaways who were standing near her. Then he shouted, "Too many, too many. It's not safe. My place was searched last week. It's not safe!" and slammed the door in her face. **E**

She turned away from the house, frowning. She had promised her passengers food and rest and warmth, and instead of that, there would be hunger and cold and more walking over the frozen ground. Somehow she would have to instill courage into these eleven people, most of them strangers, would have to feed them on hope and bright dreams of freedom instead of the fried pork and corn bread and milk she had promised them.

They stumbled along behind her, half dead for sleep, and she urged them on, though she was as tired and as discouraged as they were. She had never been in Canada, but she kept painting wondrous word pictures of what it would be like. She managed to **dispel** their fear of pursuit so that they would not become hysterical, panic-stricken. Then she had to bring some of the fear back, so that they would stay awake and keep walking though they drooped with sleep.

Yet, during the day, when they lay down deep in a thicket, they never really slept, because if a twig snapped or the wind sighed in the branches of a pine tree, they jumped to their feet, afraid of their own shadows, shivering and shaking. It was very cold, but they dared not make fires because someone would see the smoke and wonder about it.

She kept thinking, eleven of them. Eleven thousand dollars' worth of slaves. And she had to take them all the way to Canada.

**D Reading Focus** Finding the Main Idea What important detail do you learn in this paragraph?

**E Read and Discuss** What is happening with Harriet Tubman and her group?

**Vocabulary** incentive (ihñ SEHN tihv) *n.*: reason to do something; motivation.

**dispel** (dihs PEHL) *v.*: get rid of by driving away.



Sometimes she told them about Thomas Garrett, in Wilmington.<sup>5</sup> She said he was their friend even though he did not know them. He was the friend of all fugitives. He called them God's poor. He was a Quaker<sup>6</sup> and his speech was a little different from that of other people. His clothing was different, too. He wore the wide-brimmed hat that the Quakers wear.

She said that he had thick white hair, soft, almost like a baby's, and the kindest eyes she had ever seen. He was a big man and strong,

5. Wilmington: city in Delaware.

6. Quaker: member of the Society of Friends, a religious group active in the movement to end slavery.

but he had never used his strength to harm anyone, always to help people. He would give all of them a new pair of shoes. Everybody. He always did. Once they reached his house in Wilmington, they would be safe. He would see to it that they were.

She described the house where he lived, told them about the store where he sold shoes. She said he kept a pail of milk and a loaf of bread in the drawer of his desk so that he would have food ready at hand for any of God's poor who should suddenly appear before him, fainting with hunger. There was a hidden room in the store. A whole wall swung open, and behind it was a room where he could hide

Harriet Tubman (at left) with a group she helped escape from slavery.





fugitives. On the wall there were shelves filled with small boxes—boxes of shoes—so that you would never guess that the wall actually opened. **F**

While she talked, she kept watching them. They did not believe her. She could tell by their expressions. They were thinking. New shoes, Thomas Garrett, Quaker, Wilmington—what foolishness was this? Who knew if she told the truth? Where was she taking them anyway?

That night they reached the next stop—a farm that belonged to a German. She made the runaways take shelter behind trees at the edge of the fields before she knocked at the door. She hesitated before she approached the door, thinking, suppose that he too should refuse shelter, suppose—Then she thought, *Lord, I'm going to hold steady on to You and You've got to see me through*—and knocked softly.

She heard the familiar guttural voice say, “Who’s there?”

She answered quickly, “A friend with friends.”

He opened the door and greeted her warmly. “How many this time?” he asked.

“Eleven,” she said and waited, doubting, wondering.

He said, “Good. Bring them in.”

He and his wife fed them in the lamp-lit kitchen, their faces glowing as they offered food and more food, urging them to eat, saying there was plenty for everybody, have more milk, have more bread, have more meat.

They spent the night in the warm kitchen. They really slept, all that night and until dusk the next day. When they left, it was with reluctance. They had all been warm and safe and well-fed. It was hard to exchange the security offered by that clean, warm kitchen for the darkness and the cold of a December night. **G**

### “GO ON OR DIE”

Harriet had found it hard to leave the warmth and friendliness, too. But she urged them on. For a while, as they walked, they seemed to carry in them a measure of contentment; some of the serenity and the cleanliness of that big, warm kitchen lingered on inside them. But as they walked farther and farther away from the warmth and the light, the cold and the darkness entered into them. They fell silent, sullen, suspicious. She waited for the moment when some one of them would turn mutinous. It did not happen that night.

Two nights later, she was aware that the feet behind her were moving slower and slower. She heard the irritability in their voices, knew that soon someone would refuse to go on.

She started talking about William Still and the Philadelphia Vigilance Committee.<sup>7</sup> No one commented. No one asked any questions. She told them the story of William

7. **Philadelphia Vigilance Committee:** group that offered help to people escaping slavery. William Still, a free African American, was chairman of the committee.

**F** **Read and Discuss** How does Harriet keep her group going even when they are exhausted and afraid?

**G** **Reading Focus** **Finding the Main Idea** What have you learned about the families who helped the travelers?

and Ellen Craft and how they escaped from Georgia. Ellen was so fair that she looked as though she were white, and so she dressed up in a man's clothing and she looked like a wealthy young planter. Her husband, William, who was dark, played the role of her slave. Thus they traveled from Macon, Georgia, to Philadelphia, riding on the trains, staying at the finest hotels. Ellen pretended to be very ill—her right arm was in a sling and her right hand was bandaged because she was supposed to have rheumatism.<sup>8</sup> Thus she avoided having to sign the register at the hotels, for she could not read or write. They finally arrived safely in Philadelphia and then went on to Boston.

No one said anything. Not one of them seemed to have heard her.

She told them about Frederick Douglass, the most famous of the escaped slaves, of his **eloquence**, of his magnificent appearance. Then she told them of her own first, vain effort at running away, evoking the memory of that miserable life she had led as a child, reliving it for a moment in the telling.

But they had been tired too long, hungry too long, afraid too long, footsore too long. One of them suddenly cried out in despair,

8. **rheumatism** (ROO muh tihz uhm): painful swelling and stiffness of the joints or muscles.

**H Literary Focus Coherence** In what way do the stories Tubman tells the fugitives help create a coherent biography?



#### Analyzing Visuals

**Viewing and Interpreting** What details in this picture of Ellen Craft hide her real identity?

“Let me go back. It is better to be a slave than to suffer like this in order to be free.”

She carried a gun with her on these trips. She had never used it—except as a threat. Now, as she aimed it, she experienced a feeling of guilt, remembering that time, years ago, when she had prayed for the death of Edward Brodas, the Master, and then, not too long afterward, had heard that

**Vocabulary eloquence** (EH-uh-kwehns) *n.*: ability to write or speak gracefully and convincingly.





### Analyzing Visuals

**Viewing and Interpreting** How might this scene of a plantation be like or unlike the plantation from which Harriet Tubman and the fugitives have escaped?

Group going to the fields at the James Hopkinson's plantation, c. 1862.  
Photographer: Henry P. Moore.

great wailing cry that came from the throats of the field hands, and knew from the sound that the Master was dead.

One of the runaways said again, "Let me go back. Let me go back," and stood still, and then turned around and said, over his shoulder, "I am going back."

She lifted the gun, aimed it at the despairing slave. She said, "Go on with us or die." The husky, low-pitched voice was grim.

He hesitated for a moment and then he joined the others. They started walking again. She tried to explain to them why

none of them could go back to the plantation. If a runaway returned, he would turn traitor; the master and the overseer would force him to turn traitor. The returned slave would disclose the stopping places, the hiding places, the corn stacks they had used with the full knowledge of the owner of the farm, the name of the German farmer who had fed them and sheltered them. These people who had risked their own security to help runaways would be ruined, fined, imprisoned.

She said, "We got to go free or die. And freedom's not bought with dust."

**1 Read and Discuss** What is going on between Harriet Tubman and the fugitives?





This time she told them about the long agony of the Middle Passage<sup>9</sup> on the old slave ships, about the black horror of the holds, about the chains and the whips. They too knew these stories. But she wanted to remind them of the long, hard way they had come, about the long, hard way they had yet to go. She told them about Thomas Sims, the boy picked up on the streets of Boston and sent back to Georgia. She

said when they got him back to Savannah, got him in prison there, they whipped him until a doctor who was standing by watching said, "You will kill him if you strike him again!" His master said, "Let him die!"

Thus she forced them to go on. Sometimes she thought she had become nothing but a voice speaking in the darkness, cajoling, urging, threatening. Sometimes she told them things to make them laugh; sometimes she sang to them and heard the eleven voices behind her blending softly with hers, and then she

9. **Middle Passage:** route traveled by ships carrying captured Africans across the Atlantic Ocean to the Americas. The captives endured the horrors of the Middle Passage crammed into holds, airless cargo areas below deck.

knew that for the moment all was well with them.

She gave the impression of being a short, muscular, indomitable woman who could never be defeated. Yet at any moment she was liable to be seized by one of those curious fits of sleep,<sup>10</sup> which might last for a few minutes or for hours. **J**

Even on this trip, she suddenly fell asleep in the woods. The runaways, ragged, dirty, hungry, cold, did not steal the gun as they might have and set off by themselves or turn back. They sat on the ground near her and waited patiently until she awakened. They had come to trust her implicitly, totally. They, too, had come to believe her repeated statement, "We got to go free or die." She was leading them into freedom, and so they waited until she was ready to go on. **K**

Finally, they reached Thomas Garrett's house in Wilmington, Delaware. Just as Harriet had promised, Garrett gave them all new shoes, and provided carriages to take them on to the next stop.

By slow stages they reached Philadelphia, where William Still hastily recorded their names, and the plantations whence they had come, and something of the life they had led in slavery. Then he carefully hid what he had written, for fear it might be discovered.

10. **fits of sleep:** Harriet's losses of consciousness were caused by a serious head injury that she had suffered as a teenager. Harriet had tried to protect someone else from punishment, and an enraged overseer threw a two-pound weight at her head.

**J Literary Focus Biography** What factual information about Harriet Tubman does this passage reveal?

**K Read and Discuss** What does this new detail about the gun reveal?



In 1872 he published this record in book form and called it *The Underground Railroad*. In the foreword to his book he said: "While I knew the danger of keeping strict records, and while I did not then dream that in my day slavery would be blotted out, or that the time would come when I could publish these records, it used to afford me great satisfaction to take them down, fresh from the lips of fugitives on the way to freedom, and to preserve them as they had given them."

William Still, who was familiar with all the station stops on the Underground Railroad, supplied Harriet with money and sent her and her eleven fugitives on to Burlington, New Jersey.

Harriet felt safer now, though there were danger spots ahead. But the biggest part of her job was over. As they went farther and farther north, it grew colder; she was aware of the wind on the Jersey ferry and aware of the cold damp in New York. From New York they went on to Syracuse,<sup>11</sup> where the temperature was even lower.

In Syracuse she met the Reverend J. W. Loguen, known as "Jarm" Loguen. This was the beginning of a lifelong friendship. Both

11. Syracuse: city in central New York State.

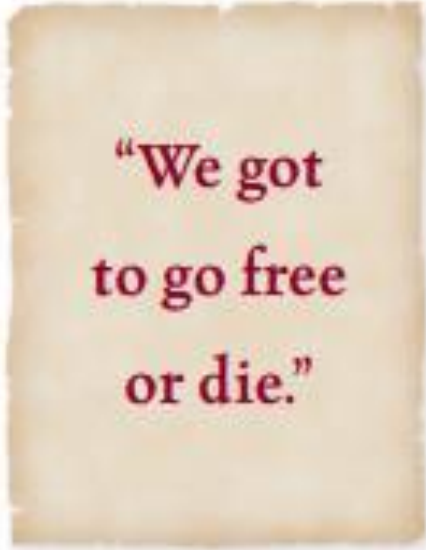
Harriet and Jarm Loguen were to become friends and supporters of Old John Brown.<sup>12</sup>

From Syracuse they went north again, into a colder, snowier city—Rochester. Here they almost certainly stayed with Frederick Douglass, for he wrote in his autobiography:

"On one occasion I had eleven fugitives at the same time under my roof, and it was necessary for them to remain with me until I could collect sufficient money to get them to Canada. It was the largest number I ever had at any one time, and I had some difficulty in providing so many with food and shelter, but, as may well be imagined, they were not very fastidious in either direction, and were well content with very plain food, and a strip of carpet on the floor for a bed, or a place on the straw in the barn loft."

Late in December 1851, Harriet arrived in St. Catharines, Canada West (now Ontario), with the eleven fugitives. It had taken almost a month to complete this journey.

12. John Brown (1800–1859): abolitionist (opponent of slavery) who was active in the Underground Railroad. In 1859, Brown led a raid on the federal arsenal at Harpers Ferry, then in Virginia, in hopes of inspiring a slave uprising. Federal troops overpowered Brown and his followers, and Brown was convicted of treason and hanged.



"We got  
to go free  
or die."

**L Literary Focus Biography** How might William Still's records have been helpful in the creation of this biography?

**M Literary Perspectives Historical Context** Does the journey's one-month duration surprise you? Why or why not?



# Applying Your Skills

**SKILLS FOCUS** Literary Skills Analyze a biography; evaluate the coherence of a text. Reading Skills Identify the main idea.

from Harriet Tubman: Conductor on the Underground Railroad

## Respond and Think Critically

### Reading Focus

#### Quick Check

1. List at least three facts you learned about the Underground Railroad. List at least five facts you learned about Harriet Tubman.

#### Read with a Purpose

2. What strategies did Harriet Tubman use to get all eleven slaves safely to Canada?

#### Reading Skills: Finding the Main Idea

3. Review your chart of the story's details. What main idea is supported by these details? Write down this main idea in a new row at the bottom of the chart.

#### Harriet Tubman: Conductor on the Underground Railroad

Important detail:	"It was the largest group that she had ever conducted."
Important detail:	
Main idea:	

### Literary Focus

#### Literary Analysis

4. **Interpret** How is Tubman like Moses in the Bible? What is her Promised Land?

5. **Analyze** You sense **irony** when something happens that is the opposite of what you expect. What is ironic about the fugitive hunters praying with their families on Sundays?
6. **Literary Perspectives** What aspects of life in the 1860s made the fugitives' journey easier than it would be in modern times? What aspects made their journey more difficult?

#### Literary Skills: Biography and Coherence

7. **Analyze** Petry creates a coherent text by tracking the physical journey that Tubman took. What other methods does Petry use to make Tubman's journey easy to follow?

#### Literary Skills Review: Character

8. **Compare and Contrast** What is the difference between a leader and a hero? Was Tubman a leader, a hero, or both? Explain.

### Writing Focus

#### Think as a Reader/Writer

**Use It in Your Writing** Review your notes of objective and subjective passages in the selection. Now, describe a historical figure you admire, including factual details and your feelings about that person.

What Do  
**You**  
Think  
**Now**

Has reading this biography changed your mind about the value of freedom? Why or why not?



# Applying Your Skills

## from Harriet Tubman: Conductor on the Underground Railroad

### Vocabulary Development

#### Vocabulary Check

Answer the following questions. Vocabulary words are in boldface.

1. What are some reasons a person might become a **fugitive**?
2. Is it easy to understand something that is **incomprehensible**?
3. What **incentive** did Harriet Tubman have to lead the slaves to freedom?
4. How did Tubman **dispel** the fears of the fugitives?
5. How did Frederick Douglass's **eloquence** inspire Tubman and the fugitives?

#### Greek Roots and Affixes

The ancient Greek language helped shape many languages, including English. The Greek alphabet is the source of many of the letters we use today, and our practice of reading from left to right came from the Greek language.

One way Greek words entered the English language was through the Christian Church. English words like *monk*, *church*, and *prophet* have Greek origins. Another way was through the revival of interest in classical Greek texts during the Renaissance, beginning in the 1300s. Here are some Greek roots and their English derivatives.

Greek Root	Meaning	English Word
-oct-	eight	octagon
-bio-	life	biography
-dem-	people	democracy

Classical Greek is also a source for many English **affixes**—word parts added to a root to alter its meaning. Here are some common Greek affixes and their meanings:

Greek Affix	Meaning	English Word
anti-	opposing	antiwar
-ician	specialist in	technician
hyper-	over; excessive	hyperactive

#### Your Turn

Knowing the meanings of roots and affixes can help you define new words. Use the roots and affixes from the charts to answer these questions:

1. Does a person who is *antisocial* like being around people?
2. If something is a *biohazard*, would you want to be near it? Why or why not?
3. How might a *hypercritical* person act?
4. When might you need an *electrician*?
5. How many sides does an *octagon* have?
6. What kind of science is *demography*?

#### Language Coach

**Roots** Sort the words on the right into groups according to their roots, and write them in a chart like the one below. See if you can think of more words that share these roots.

autobiography  
octave  
democracy  
octet  
biosphere  
demographics  
October  
biochemistry  
octogenarian

Greek Root		
-oct-	-bio-	-dem-

**SKILLS FOCUS** Literary Skills Analyze a biography; evaluate the coherence of a text. Reading Skills Identify the main idea. Vocabulary Skills Demonstrate knowledge of literal meanings of words and their usage; identify and use Greek roots and affixes to understand vocabulary; use academic vocabulary appropriately. Grammar Skills Demonstrate understanding of correct subject-verb agreement.

## Grammar Link

### Subject-Verb Agreement

In a sentence the verb should always agree in number with the subject. If the subject is singular, the verb should be singular. If the subject is plural, the verb should be plural.

Singular Verbs	Plural Verbs
comes, helps, does, is	come, help, do, are

**EXAMPLES:** **He rides** the bicycle. [The singular verb *rides* agrees with the singular subject *He*.]  
Most **children love** ice cream. [The plural verb *love* agrees with the plural subject *children*.]

### Your Turn

Choose the form of the verb in parentheses that agrees with the subject in the sentence.

**EXAMPLE:** The thought of bats (*scare, scares*) me.  
[The singular verb *scares* agrees with the singular subject *thought*.]

1. Many years (*has, have*) passed.
2. The teachers rarely (*gives, give*) high marks.
3. Most airlines (*doesn't, don't*) serve meals.
4. Why (*is, are*) these questions so hard?
5. One of my teeth (*hurts, hurt*) a lot.
6. We (*doesn't, don't*) want to go to the lake.

**Writing Applications** Write a short paragraph using the following words as subjects: *Harriet Tubman*, *fugitives*, and *group*. Then, check each sentence to be sure your verbs all agree in number with your subjects.

## CHOICES

As you respond to the Choices, use these Academic Vocabulary words as appropriate: observation, emphasize, reactions, define.

### REVIEW

#### Make a Time Line

In order to follow the sequence of events in the selection, draw a time line. Start with a straight line. At the left, write "Tubman leaves with eleven fugitives, December 1851." Refer to the text to fill in the time line with other events. Your time line may not be exact, but it should emphasize the most important events in the biography and make the sequence of events clear.

### CONNECT

#### Summarize a Biography

**Timed Writing** Re-read the excerpt from the biography of Harriet Tubman. Then, write a summary of the biography. In the first paragraph, include the title of the work, the author's name, and a general observation about the work. In the second paragraph, summarize the important events covered in the biography.

### EXTEND

#### Map an Escape

**Group Project** The fugitives discussed in this biography had an advantage over many others fleeing slavery: They were escaping from the northernmost slave state, Maryland. Work with a group to find out which states allowed slavery in 1851. Then, choose a location in one of those states and draw a map showing a possible route to freedom. Research the Underground Railroad to see if there were any stops along your route.