

# *The Life and Times of Sojourner Truth*

*From Slavery to Freedom*



*an  
Interdisciplinary Unit*

*Written by*

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# THE LIFE AND TIMES OF SOJOURNER TRUTH

**Description of Target Groups and Grade Levels** - This unit is designed for students in the lower elementary grades. However, the activities can be adapted to meet the interest level of middle and upper elementary grades.

**Purpose:** The purpose of this unit is to provide a historical perspective of the plight of slaves in the nineteenth century, through the life of Sojourner Truth. Note that her experience was a roller coaster due to the different masters she had. It is hoped that after working through this unit, students will have a clearer understanding of the importance of forgiveness. In spite of the difficulties we may face in life and the inequality that we may face, God expects us to be loving and forgiving.



The unit defines in simple terms the experiences of Sojourner Truth. The activities are generally expected to be completed in cooperative groups. However, they can also be completed individually. The narrative can be read to students in the lower elementary grades who are not able to read for themselves.



The sequencing of the unit is based on the chronological order of Sojourner Truth's life. The teacher may, however, choose to use the activities in some other order.



# THE BEGINNING OF AFRICAN SLAVERY IN AMERICA

In 1619, a Dutch ship passing through Jamestown, Virginia, needed food. They sold twenty Africans for food. This started the practice of blacks as slaves in America.

Before this began, the Native Americans were the ones used as slaves. It was discovered that the Native Americans were more susceptible to the diseases brought to America by the Europeans, and it was easier for the Native Americans to escape because they knew the land. On the other hand, Africans were able to withstand the hard work.



Virginia's chief form of business was agriculture. People were needed to work on the farms. Because of the success of tobacco planting in Virginia, African Slavery was legalized.

During the early years when Africans were introduced as slaves in America, they lived and worked closely with the Native American slaves. In addition to working in the fields, they lived together in communal living quarters. Together they shared recipes for the preparation of different kinds of foods, herbal medicine preparations, and stories, commonly known as myths and legends. Later, the Native Americans married the Africans.

The practice of selling slaves at a public auction began in Jamestown Square in 1638.

The barbaric practice of whipping and branding slaves was borrowed from Roman practice. One Virginian slave, named Emanuel, was convicted of trying to escape in July 1640, and was condemned to thirty stripes. The letter "R" for "runaway" was branded on his cheek. He was also required to work in a shackle one year or more as his master chose.



Slaves were regarded as the property of the owner. Any children born to a woman who was a slave were the property of the slave owner. It did not matter whether or not the father was a free man. This was the status into which Isabella Van Wagener, who later changed her name to Sojourner Truth, was born.



# WHAT IF IT WERE YOU?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Imagine what it might have been like to be a slave who tried to run away to freedom. Pretend you are a child who is being taken away with your parents. How would you feel? Would you be afraid? What would you do first when you reached freedom? On the lines below, write about one day of your travels.

A large rectangular area with horizontal lines for writing, enclosed in a thick black border. At the bottom left of this area is an illustration of a young boy in an orange shirt holding a white dove in front of an American flag. To the right of the illustration are two horizontal lines for additional writing.



# A WORKABLE ALTERNATIVE

Name: \_\_\_\_\_ Date: \_\_\_\_\_

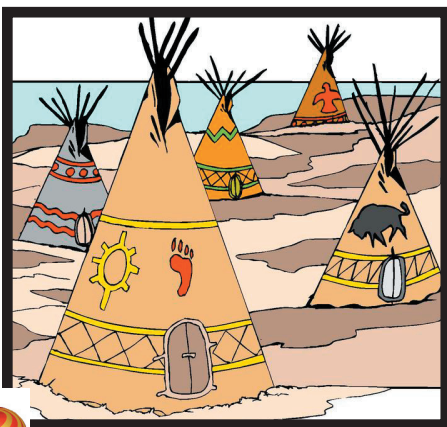
Use the Internet, an encyclopedia or whatever other means you choose to research the following questions. Prepare an oral presentation for the class.

- List as many Native American tribes as you can.
- Which of the Native American tribes were used as slaves?
- Why were they used as slaves?
- Is the reason for using people as slaves a valid and reasonable one?
- List the states in which Native Americans lived.
- Name some herbal medicine used by the Native Americans and the slaves.
- What foods were eaten by the slaves?

## Think:

What other means could these estate owners use to get people to work for them?

You are an estate owner in 1838. What would you do to make the life of your slaves bearable?



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# COOKING ON THE PLANTATION

Slaves on the plantations had very little food for cooking. They were, however very creative. The “hoe cake” was named after a creative cooking method that the slaves in Virginia used. The slaves would take the cornmeal they were given and mix it with water to create a simple kind of cornbread. They would then heat the cake in round shapes on their hoes. That’s right, because they did not have many tools for cooking. They cooked with the tools from the field.

You can make your own hoe cakes with the recipe below. This recipe will make 10-12 hoe cakes. Ask an adult to help you with the boiling water and hot skillet.

## *HOE CAKES*

### **Materials:**

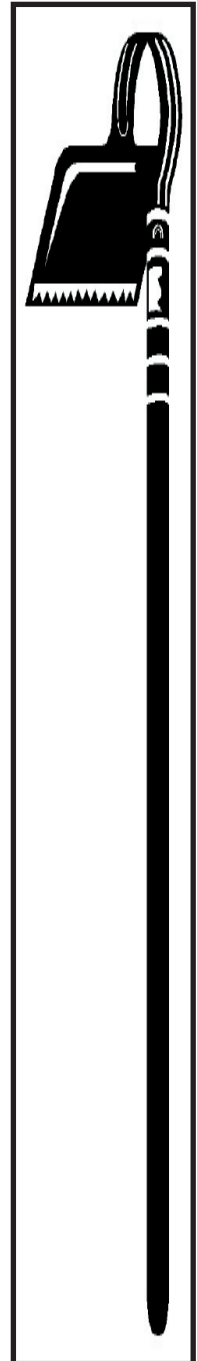
Medium bowl      measuring cup      measuring spoons  
Mixing spoons      skillet      spatula

### **Ingredients:**

2 cups white cornmeal (this is what the slaves used)  
1 teaspoon salt  
1 tablespoon margarine (the slaves used bacon grease)  
boiling water

### **Directions:**

1. Stir cornmeal, salt and margarine in a bowl.
2. Stir in enough boiling water to make a thick batter. Add the water a little at a time. The batter should not be stiff or runny.
3. Heat the greased skillet and drop spoonfuls of the batter in round shapes like small pancakes.
4. Turn the cakes with the spatula when one side has browned. Pat the cake down and cook the other side.
5. Remove the cakes when both sides are brown.



# AND THEY WERE FREE

Name: \_\_\_\_\_ Date: \_\_\_\_\_

In 1860 as Sojourner Truth went around speaking against slavery, there were fifteen states in which slavery was allowed and sixteen states in which slavery was not allowed. Color all the ovals below. When you are finished, you will have colored all the free states.





## BORN A SLAVE

It was not the practice to record the birth of slaves. Because of this no one is sure of the year Sojourner Truth, or Isabella as she was named by her parents, was born. Later, records indicate that she was born about 1797. The children of slaves were usually taken from the parents at birth. Their parents could not protect them. The best her parents could do was teach her how to protect herself and handle her life.

If a slave was disobedient to the master, the punishment was usually harsh. At an early age, Isabella's parents James and Betsy taught her to obey. James was known as Baumfree which means tall tree, and Betsy was known as Mau Mau which is an affectionate Dutch term for mama or mother. They taught her to be honest, to work hard and to be loyal. She was also taught to suffer in silence. If she were hurt, she should never cry in front of the white folk.

When Isabella was three years old, the slave owner of her parents died. His son Charles took over and moved into a big stone house. There were no homes on the estate for the slaves, so he let them live in the cellar of his house. It was cold and damp and very little light came in during the day time.



During the summer months, the cellar was hot, humid, and smelly, so most of the time the slaves slept outside.



If it rained, water seeped through the cracks in the wall and the floor became a puddle of mud. During the winter time, the living quarters were very cold. The slaves wrapped in old blankets and remained close together in front of a fire in order to stay warm. All the slaves, both male and female, parents and children, slept in this open area.



## LIFE ON THE ESTATE

Look at the picture and talk about it with your group.

- Tell what is happening in the picture.
- How does it make you feel?
- What would you do if you were the one being beaten?
- What are some of the things Isabella could do in order not to get whipped?
- Draw a picture that shows what the master could do instead of beating.
- Do you think God was pleased? Why? Why not?



# CHOICES! CHOICES! CHOICES!

Name: \_\_\_\_\_

Date \_\_\_\_\_

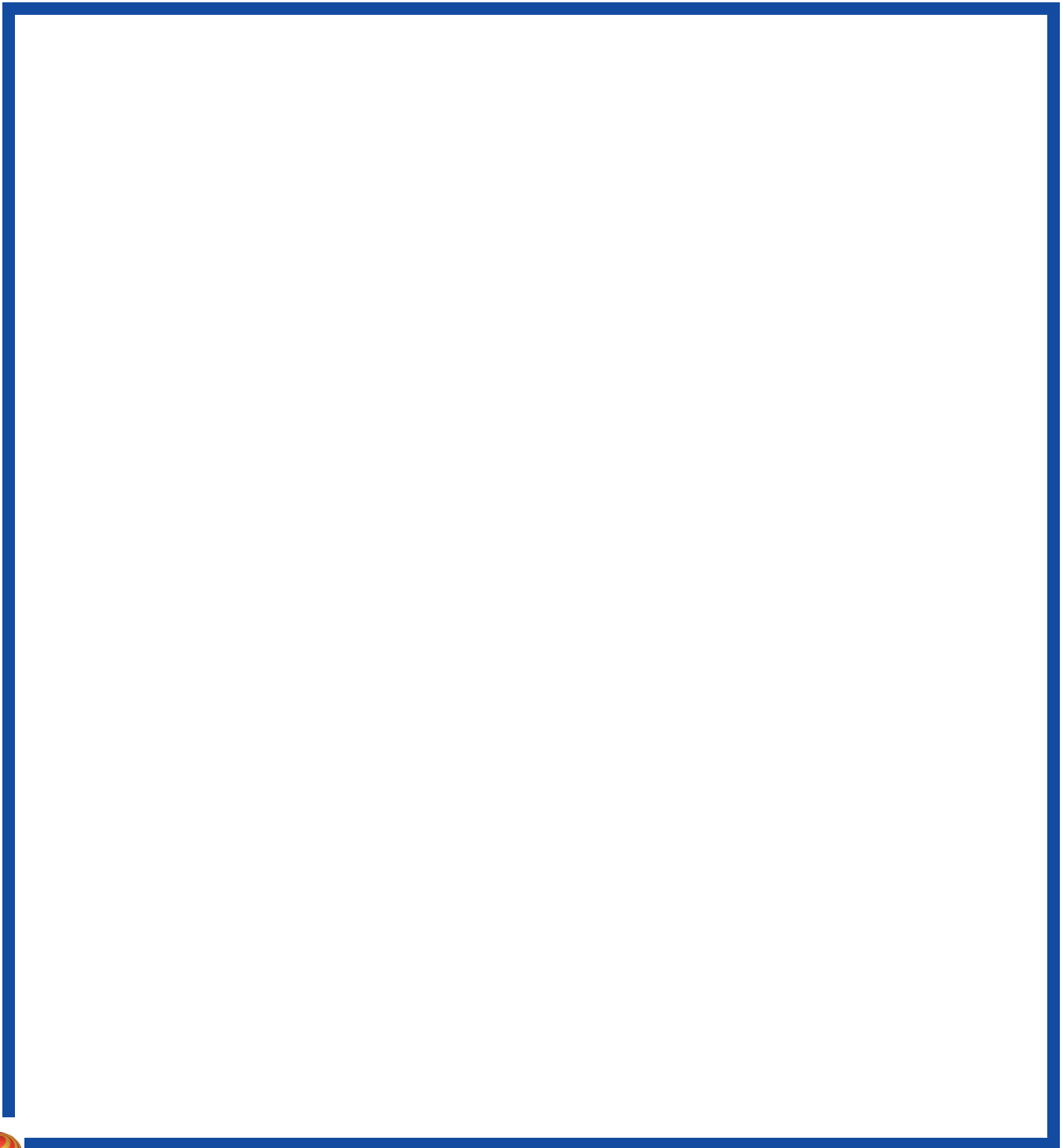
Pretend that you are a plantation owner in 1863. How would you get people to work for you? Would you use the means that were available at that time? If you chose not to use the means available to you, what do you think would be the fair thing to do?



# TEACHING THE ART OF SURVIVAL

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw pictures that show how you would teach your children to survive if they were slaves.



## OBEDIENCE OR SUBSERVIENCE

James and Betsy remained loyal to their master. Their master took a special interest in them and gave them their own land so they could plant their own crops.

Later, they had a son they named Peter. While still very young, James and Betsy taught Isabella and Peter that there is a God who sees and hears. Mau Mau taught them to pray to God when they were in trouble or when they were beaten because He would always see and hear and help. They were also taught never to steal or lie and to repeat the Lord's Prayer everyday.

Isabella learned to love and trust God. She really exercised faith.

James and Betsy never learned to speak English. They could only speak Dutch. When their master decided to free them, he offered them a place to live if Betsy continued working for his household. Because they were not able to speak English, and were getting old, they accepted the offer.

When Isabella was eleven years old, she and her brother Peter were sold in an auction. John Neely, a shopkeeper bought Isabella for one hundred dollars and a flock of sheep.



# LIFE IN THE NORTH AND SOUTH

Name: \_\_\_\_\_ Date: \_\_\_\_\_

In 1850 life was very different in the northern states of the United States as opposed to life in the southern states. The northern states did not allow slavery, but the southern states did. Each of the phrases below could describe life for Isabella depending on where she lived. Put the words in the correct column to describe Isabella's life in the North and Isabella's life in the South.

whippings	freedom	safety
education	families together	no pay
good homes	families separated	work for pay
slavery	slave cabin	free to go to church

LIVING IN THE NORTH	LIVING IN THE SOUTH
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



# COMPARE AND CONTRAST

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Compare and contrast how you think the free children lived on the estate with the how you think the slave children lived.

Life of Free Children on the Estate	Life of Slave Children on the Estate



# PROMISES TO KEEP

**Directions:** God has promised to take care of us in all situations. Read the promises below and copy the one that would be most meaningful to you.

When you pass through the waters, I will be with you. When you cross rivers you will not drown. When you walk through fire, you will not be burned. Isaiah 43:2  
ICB

So don't worry because I am with you. Don't be afraid because I am your God. I will make you strong and will help you, I will support you with my right hand that saves you. Isaiah 41:10 ICB

I can do all things through Christ because he gives me strength. Philippians 4:13  
ICB

Don't be afraid of anyone, because I am with you. I will protect you says the Lord. Jeremiah 1:8 ICB

Call to me in times of trouble. I will save you, and you will honor me. Psalm 50:15 ICB

## A Prayer For You

Dear Lord, when I face challenging situations help me take a moment and remember all Your gifts and blessings and saving ways. Help me cause others to depend on You. Amen





# JOSEPH SOLD INTO SLAVERY

Genesis 37: 3,4, 12, 13, 18-28

Joseph was the firstborn son of Jacob and Rachel. So Jacob loved Joseph more than his other sons. He made Joseph a special multi-colored robe. Joseph's brothers saw that their father loved Joseph more than he loved them. So they hated their brother and could not speak of him politely.

One day Joseph's brothers went to Shechem to herd their father's sheep. Jacob said to Joseph, "Go to Shechem, your brothers are there herding the sheep." Joseph answered, "I will go."

Joseph's brothers saw him coming from far away. Before he reached them, they made a plan to kill him. They said to each other, "Here comes the dreamer. Let's kill him and throw his body into one of the wells. We can tell our father that a wild animal killed him. Then we will see what will become of his dreams."

But Reuben heard their plan and saved Joseph. He said, "Let's not kill him. Don't spill any blood. Throw him in to the well here in the desert. But don't hurt him!" Reuben planned to save Joseph later and send him home to his father. So when Joseph came



to his brothers, they pulled off his robe of many colors. Then they threw him in to the well. It was empty. There was no water in it.

While Joseph was in the well, the brothers sat down to eat. When they looked up, they saw a group of Midianites. They were traveling from Gilead to Egypt. Their camels were carrying spices, balm, and myrrh.

Then Judah said to his brothers, "What will we gain if we kill our brother? And hide his death? Let's sell him to these Ishmaelites. Then we will not be guilty of killing our own brother, and our own flesh and blood." And the other brothers agreed. So when the Midianite traders came by, the brothers took Joseph out of the well. They sold him to the Ishmaelites for eight ounces of silver. And the Ishmaelites took him to Egypt.

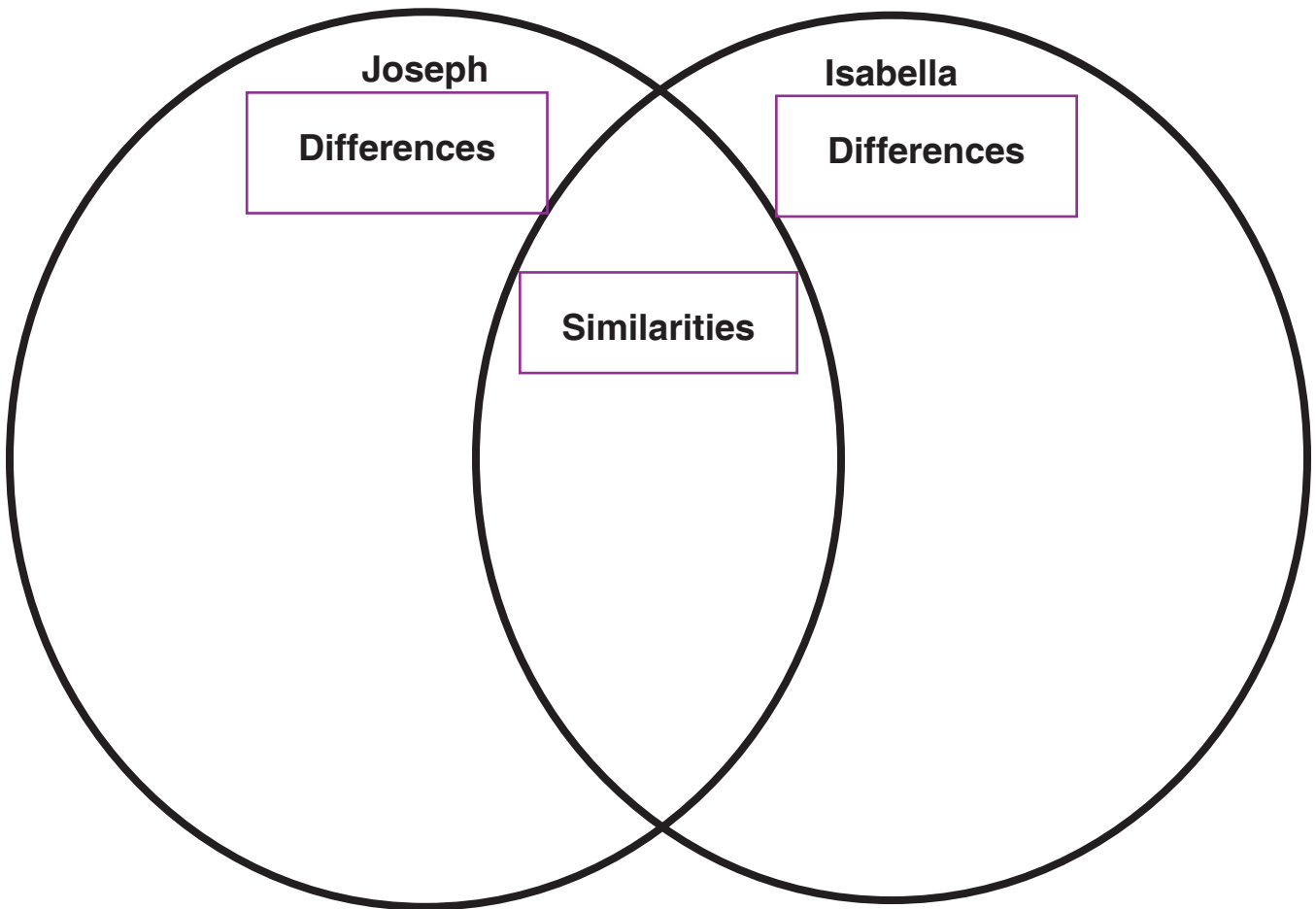
Courtesy of the International Children's Bible, 1986.



# SOLD INTO SLAVERY

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Both Isabella and Joseph were sold as slaves. Use the diagram below to compare the similarities and differences in the sale of Joseph and the sale of Isabella.



## SOLD INTO SLAVERY

**Directions:** Joseph was sold by his brothers and was taken to Egypt as a slave. Below is a picture of Joseph being led away. Write about what is happening and how you think Joseph felt.



# NAAMAN IS HEALED OF LEPROSY

An Activity for Students

by Edith E. Cutting

Naaman was a great man, a commander in the army of Aram,

(Right hand salutes.)

but he had the terrible skin disease called leprosy.

(Look at back of hands and rub them over each other.)

Nobody could cure it.

(Shake head.)

But a little Israelite slave girl told her mistress, who was Naaman's wife,

(Put hand to mouth as if telling a secret.)

"If my master will go to the prophet in Israel, he can be cured."

(Smile and rub hands happily over each other.)

Naaman was willing to try.

(Spread out hands and nod.)

So he went to the land of Israel to the house of Elisha and knocked on the door.

(Lift right fist and knock.)

Elisha sent his servant to tell Naaman,

(Put hands together and bow in servant position.)

"Go wash yourself seven times in the Jordan river, and you will be healed."

(Make motions of washing one arm, then the other, face, etc.)

Naaman was angry because Elisha had not spoken to him, himself.

(Swing arms with fists closed.)

Besides, he thought the two rivers of Damascus were better than the Jordan.

(Two hands and arms make wave motions for first rivers, then one just wiggles fingers as the Jordan.)

But one of Naaman's servants persuaded him to try what Elisha had said.

(Put hands together, bow head.)

Naaman went to the Jordan and washed himself seven times.

(Make washing motions seven times with arms or squat seven times as if in a river.)

And when he had done what the man of God had told him, he was healed.

(Rub hands over each other while smiling.)

Then he went back to Elisha to thank him and promised he would worship God forevermore.

(Raise hands in worship position.)

Courtesy of Shining Star, 1993, Issue 33



## HARD TIMES FOR ISABELLA

Mrs. Neely was not very happy with this new slave girl. Isabella could not speak English and Mrs. Neely could not speak Dutch. When Mrs. Neely spoke to her in English, Isabella answered in Dutch. This made Mrs. Neely very angry. She beat Isabella mercilessly. One Sunday morning Mrs. Neely got so angry that she had Mr. Neely beat Isabella with red hot iron rods.

Isabella fainted. She called out to God and asked Him to get her a new master. Her prayers were not answered immediately. She was determined to do better. She worked very hard and scrubbed the floors so clean that Mrs. Neely had no reason to complain. Isabella eventually learned to speak some English and this made it easier for her.



One day her father, James came to visit. As he was leaving, Isabella walked with him until they were out of sight. She showed James the scars on her back and he determined that he had to get her away from the Neelys. It took two years for Isabella's prayers to be answered. Her father was able to convince a fisherman named Martin Schryver to purchase Isabella for \$105. Isabella worked very hard and the Schryvers treated her well. They did not scream at her, and because they were patient with her, it was easier for her to learn English.

Her new owners gave her plenty to eat. In her early teens she was six feet tall.

Isabella's parents died and this made her very sad. She heard that not all black people were slaves and that there were some people who were working to free the slaves. She prayed daily that God would free her from slavery.

One day, when she was thirteen years old, a man named John Dumont heard that Isabella was a hard worker. He offered to purchase her from the Schryvers for \$300. The Schryvers thought this was an excellent deal so they sold Isabella and she now had a new owner.

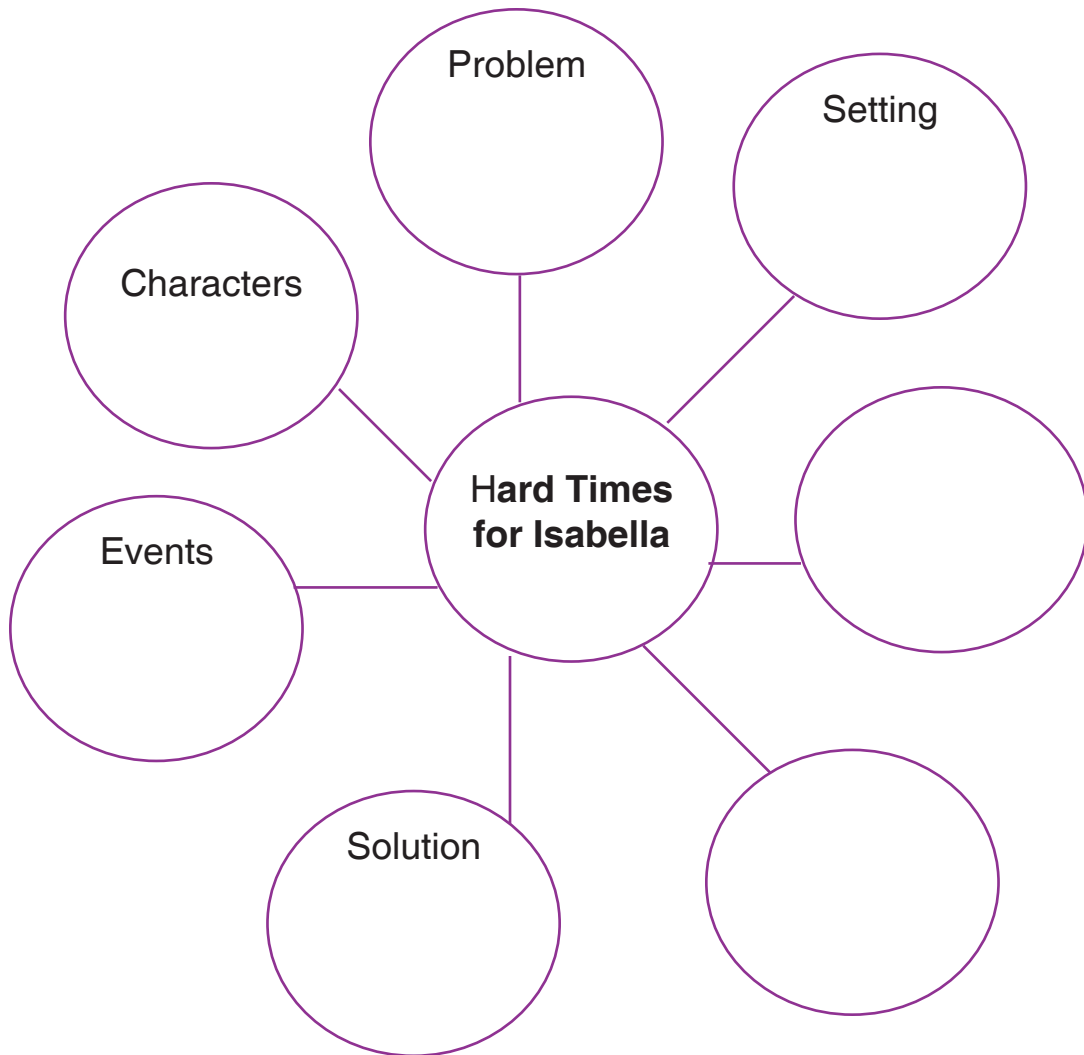


# HARD TIMES FOR ISABELLA

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Direction:** In groups of five, read the section titled Hard Times For Isabella. Complete the graphic organizer by filling in each section. In the empty circles you can include any other information. Draw additional circles if you need to. Find some modern ways to solve the problem Isabella faced.



# A LITTLE SLAVE GIRL HELPS A COMMANDER

2 Kings 5: 1-14

Naaman was commander in the army of the king of Aram. He was a great man to his master. He had much honor because the Lord had used him to give victory to Aram. He was a mighty and brave man. But he had a harmful skin disease.

The Arameans had gone out to steal from the Israelites. And they had taken a little girl as captive from Israel. The little girl served Naaman's wife. She said to her mistress, "I wish that my master would meet the prophet who lives in Samaria. He would heal Naaman of his disease."

Naaman went to the king. He told him what the girl from Israel had said. The king of Aram said, "Go now, and I will send a letter to the king of Israel." So Naaman left and took about 750 pounds of silver. He also took about 150 pounds of gold and ten changes of clothes with him. He brought the letter to the king of Israel. It read, "I am sending my servant Naaman to you. I'm sending him so you can heal him of his skin disease."

The king of Israel read the letter. Then he tore his clothes to show how upset he was. He said, "I'm not God! I can't kill and make alive again! Why does this man send someone with a harmful skin disease for me to heal? You can see that the king of Aram is trying to start trouble with me!"

Elisha, the man of God, heard that the king had torn his clothes. So he sent a message to the king. It said, "Why have you become so upset that you tore your clothes? Let Naaman come to me. Then he will know there is a prophet in Israel!"

So Naaman went with his horses and chariots to Elisha's house. And he stood outside the door.

Elisha sent a messenger to Naaman. The messenger said, "Go dip in the Jordan River seven times. Then your skin will be healed, and you will be clean."



Naaman became angry and left. He said, "I thought Elisha would surely come out and stand before me. I thought he would call upon the name of the Lord his God. I thought he would wave his hand over the place and heal the disease! Abana and Pharpar, the rivers of Damascus, are better than all the waters of Israel! Why can't I wash in them and become clean?" So Naaman went away very angry.

But Naaman's servants came near and talked to him. They said, "My father, if the prophet had told you to do some great thing, wouldn't you have done it? Doesn't it make more sense just to do it? After all, he only told you, 'Wash, and you will be clean.'" So Naaman went down and dipped in the Jordan seven times. He did just as Elisha said. Then Naaman's skin became new again. It was like the skin of a little boy. And Naaman was clean!

Courtesy of The International Children's Bible.,1986





# ISABELLA THE SLAVE AND NAAMAN'S HELPER

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Both Isabella and the little slave girl were sold into slavery. Each girl had a completely different experience. Compare the experience of Isabella with the experience of Naaman's helper. How were the experiences alike? How were the experiences different? How would you act if you were Isabella? How would you act if you were the little slave girl? Write your response on the lines below.




## HARD TIMES RETURN

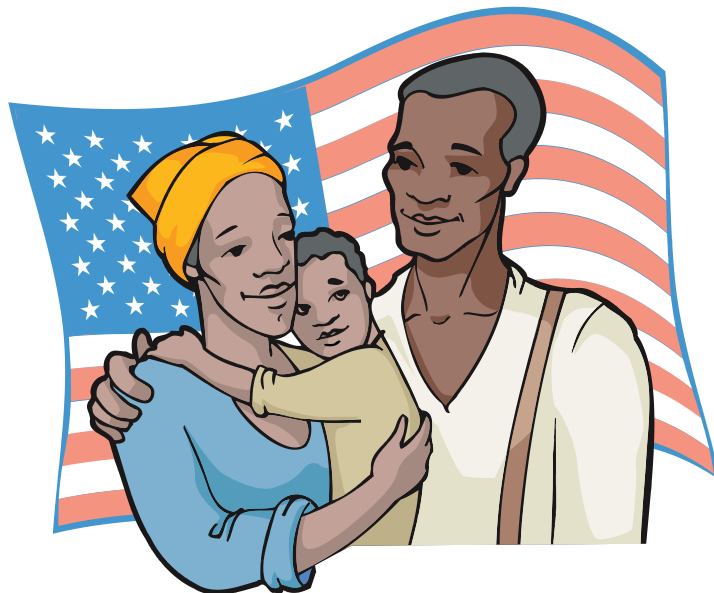
The new master, Mr. Dumont, was a kind man, but his wife was very mean. She encouraged two hired white girls to make trouble for Isabella in the home. Each morning, after Isabella put potatoes to boil, Kathy, one of the hired white girls would sprinkle ashes in the pot when no one was looking. This made Mrs. Dumont very angry. Isabella was blamed for not washing the potatoes properly.

The Dumont's had a little girl named Gertude. She liked Isabella. She wanted to find out what was going on in the kitchen. One morning she hid and watched as Kathy put the ashes in the pot of potatoes. Gertude reported this to her parents and this made it easier for Isabella. Isabella had never had a white person defend her. This experience taught her that not all white people were mean, cruel and unfeeling.

Isabella thought that Mr. Dumont was a god and that he could read her thoughts. She worked very hard to please him. The other slaves stayed away from her because they felt that she made them look bad.

One day another slave took Isabella aside and told her that hard work will never set her free. He also told her that Mr. Dumont was not a god and could not read her thoughts. She was happy to hear this and she returned to praying to her God in the sky.

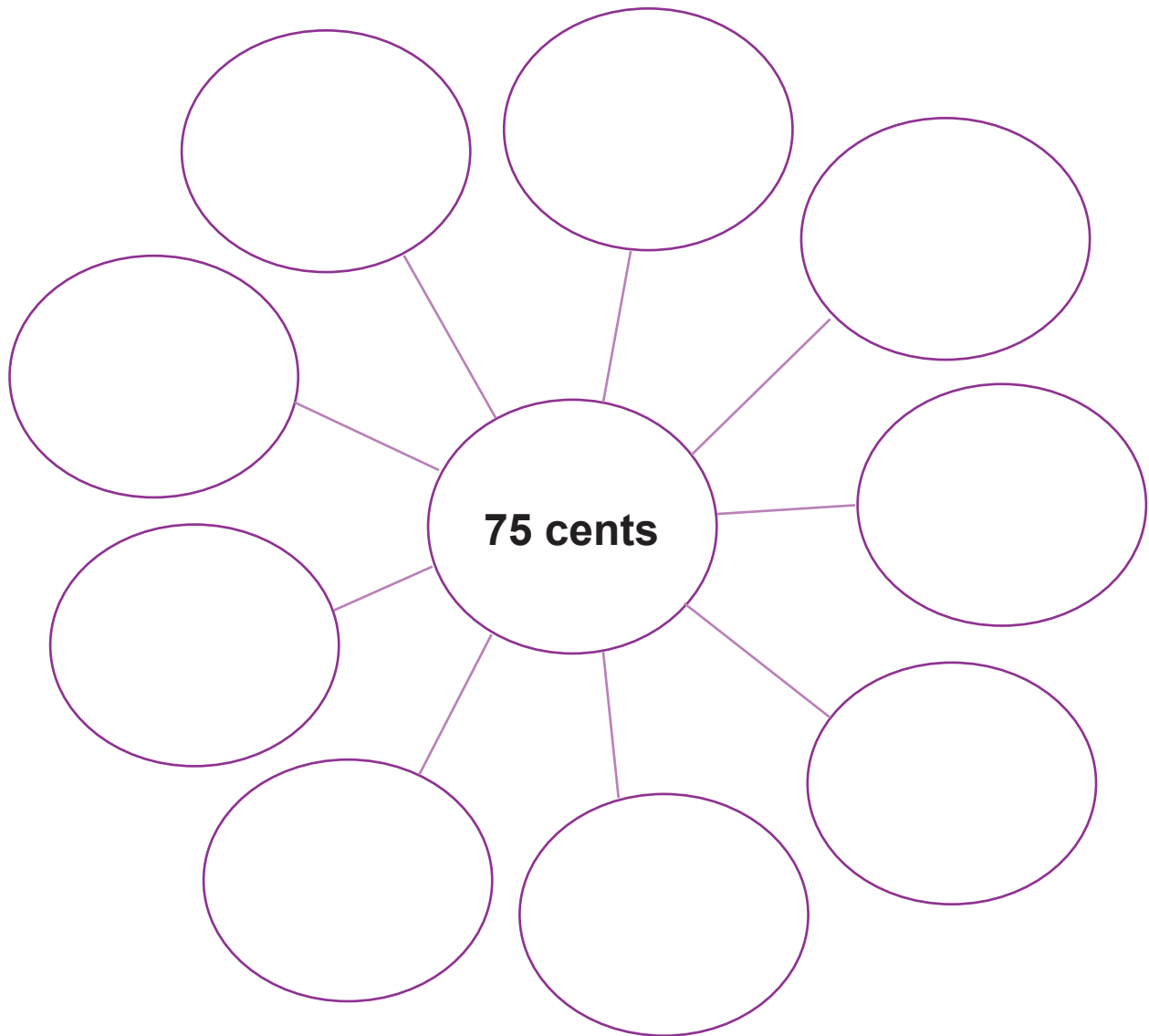
In 1814, Isabella married a man named Robert. They had four children named Diana, Peter, Elizabeth, and Sophia. All these children were born into slavery.



# PROBLEM SOLVING

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Mr. Dumont took his little girl, Gertude to the fair. She wanted to buy snacks from a vending machine. The snack costs 75 cents. The machine takes only nickels, dimes, and quarters. Gertude has seven nickels, five dimes, and two quarters. Show all the different ways she could pay for the snack. Which way shows the fewest number of coins used?



The fewest number of coins \_\_\_\_\_

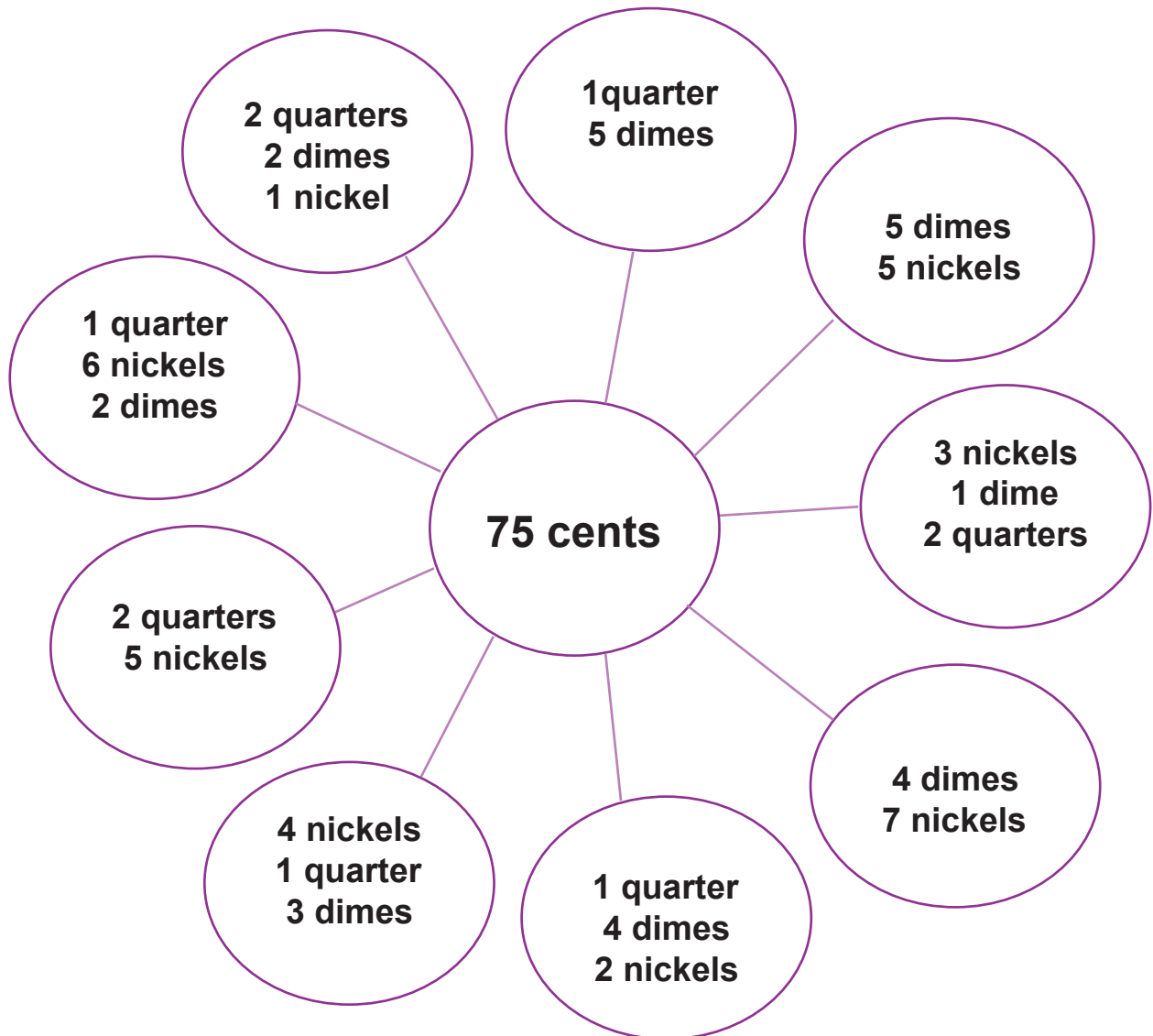


# PROBLEM SOLVING

Name: **Key** \_\_\_\_\_

Date: \_\_\_\_\_

Mr. Dumont took his little girl, Gertude to the fair. She wanted to buy snacks from a vending machine. The snack costs 75 cents. The machine takes only nickels, dimes, and quarters. Gertude has seven nickels, five dimes, and two quarters. Show all the different ways she could pay for the snack. Which way shows the fewest number of coins used?



***The fewest number of coins 2 quarters, 2 dimes, 1 nickel = 5 coins***



# DIFFERENT WAYS OF SEEING

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Reread carefully the section, "Hard Times Return" to find its point of view. Rewrite it in the first person as if you were Isabella.




# COURAGEOUS QUEEN ESTHER

## Play

**Narrator:** *What is your definition of courage? If you think that courage means being brave and following God even if you're completely scared, then you should meet Esther.*

**Royal Messenger:** King Xerxes desires a new queen. Let a search throughout the kingdom be made for some beautiful young women. Have them all brought to a palace in Susa. The one that pleases King Xerxes the most will become queen.

*(Sounds of royal trumpets.)*

**Esther:** Mordecai, have you heard the news? The king has chosen me to become his queen. He chose me!

**Mordecai:** Yes, my cousin Esther, you have been chosen. But, do not forget that we are Jews from the tribe of Benjamin. Many people in this country hate Jews, so I warn you not to tell anyone that you are a Jew.

**Esther:** I will not tell anyone, not even the king himself.

**Narrator:** *Sometime later, Haman, an enemy of the Jews, persuades the king to issue a command against the Jews.*

**Royal Messenger:** I have a message from Haman, noble of King Xerxes. This message is written in the name of the king and is stamped with his royal seal. On the appointed day, all loyal subjects of King Xerxes are commanded to destroy, kill, and wipe out all of the Jews. This includes young people, old people, women, and children. You may also take any belongings of the Jews as your own.



**Narrator:** *Mordecai fears for his life and the lives of all the Jews. He goes to Queen Esther to see what she will do.*

**Mordecai:** Esther, have you heard the order from the king? It commands his people to destroy the Jews. You must try to go see the king and make an appeal for our people.

**Esther:** But Mordecai, there is a law that no one may approach the king without being sent for. If I approach him, I could be put to death.

**Mordecai:** You live in the king's palace, but you are still a Jew. What if you say nothing? You and your family will die. It's possible that you became queen for a time just like this.

**Esther:** All right. Gather all of the Jews and fast for my benefit. Don't eat or drink anything for three days. Then I'll go to the king even though it's against the law. If I have to die, I'll die.

**Narrator:** *After three days, Esther goes to see the king.*

**King Xerxes:** Queen Esther, I am pleased to see you. What is it? What do you want?

**Esther:** King Xerxes, I hope that you will show me your favor. I hope that you will think that what I'm asking is the right thing to do. I hope you are pleased with me. If you are, and if it pleases you, please let an order be written so that the Jews will not be killed. Please spare my people. That is my appeal to you.

**King Xerxes:** I will give this to you. Write another order in my name. Do it for the benefit of the Jews. Stamp the order with my seal.

**Narrator:** *The king sends his royal messenger to announce a new command.*



**Royal Messenger:**

On the appointed day when the Jews are to be killed, all Jews may gather together and fight for their lives. If the Jews are attacked, they may destroy, kill and wipe out their attackers and take the goods belonging to their enemies.

*(Sound of fighting.)*

**Narrator:**

*The Jews were victorious over their enemies and Mordecai declares:*

**Mordecai:**

Let all the Jews celebrate this day when we got rest from our enemies. This is the month when our sobbing turned into celebrating. We will celebrate with good food and with presents to one another and to the poor.

**Narrator:**

*If you want to read more about Queen Esther, her cousin Mordecai, and the lives of Jews in foreign lands, read the book of Esther in the Old Testament part of the Bible.*

Adapted from New International Reader's Version, A Bible for Kids, Zondervan Publishing House 1999.





# BE YE KIND ONE TO ANOTHER

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** In spite of the fact that she was a slave, Isabella had a little white girl stand up for her. This meant a lot to her. This experience helped Isabella understand that not all white people were unkind. Everyday for this month, do a kind deed for someone. On the blank calendar, write one adjective that describes how you felt after you did the kindness. Do not write what you did, just write how you felt.

Sunday	Monday	Tuesday	Wednes- day	Thursday	Friday	Saturday



# ISABELLA'S GARDEN

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Imagine that Mr. Dumont gave Isabella a plot of land on which to grow her garden. The food would help her feed her family and share with other slaves.

With good planning, Isabella could produce lots of food for her family and to share. She may also have planted some flowers for the beauty of it.

Design a garden showing how you think Isabella could have designed her garden.

Complete the form below and attach it to your garden design.

## Isabella's Choices

1. Isabella could grow the following vegetables: \_\_\_\_\_  
\_\_\_\_\_
2. Isabella could grow the following fruits: \_\_\_\_\_  
\_\_\_\_\_
3. Isabella could use the following methods to keep away the pests: \_\_\_\_\_  
\_\_\_\_\_
4. Will Isabella's garden be organic or inorganic? Explain your answer. \_\_\_\_\_  
\_\_\_\_\_
5. How would Isabella use and distribute the food after she has harvested?  
\_\_\_\_\_



# RESEARCH! RESEARCH! RESEARCH!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Research on the internet or in the library about organic and inorganic farming. Look in your telephone book for information about food banks and other agencies that help feed the needy in your community.

List the names of as many of the food banks or agencies that you find.

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Does your church operate a food bank? \_\_\_\_\_

What can you do to help the needy in your community? \_\_\_\_\_

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# GOALS, HOPES, DREAMS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Goals can be small or large, they can help you alone or they can help those around you. Reaching your goal can happen with good planning and hard work. Short-term goals are the stepping stones to achieving larger ones. While on the Dumont estate, Isabella had one goal. Fill in the box with Isabella's goal. Then fill in each of the other boxes with at least one short-term goal and one long-term goal.

## Goal-Setting Example

**Long Term goal:** I want to go to High School  
**Short-Term goal:** I plan to be very attentive in class and do all my work.

## Isabella's Goals

**Long-Term Goals:** \_\_\_\_\_

**Short-Term Goals:** \_\_\_\_\_

## Education Goals

**Long-Term Goal:** \_\_\_\_\_

**Short-Term Goal:** \_\_\_\_\_

\_\_\_\_\_

## Personal Goals

**Long-Term Goal:** \_\_\_\_\_

**Short-Term Goal:** \_\_\_\_\_

\_\_\_\_\_

## Fun Goals

**Long-Term Goal:** \_\_\_\_\_

**Short-Term Goal:** \_\_\_\_\_

\_\_\_\_\_

## Travel Goals

**Long-Term Goal:** \_\_\_\_\_

**Short-Term Goal:** \_\_\_\_\_

\_\_\_\_\_



# FORGIVENESS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

God wants us to forgive others when they do us wrong. We must also love one another just as Jesus loves us. Read Matthew 6:43-46. On the lines below, write some wrong things that you have done to others and some wrong things others have done to you. Have you forgiven the people who wronged you? Have you been forgiven?

YOU	OTHERS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

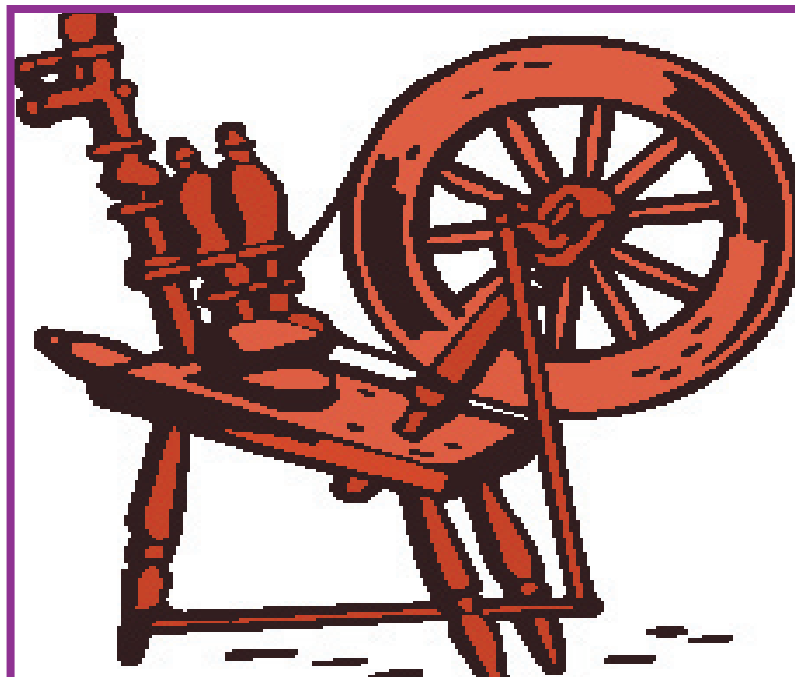


## BETRAYED

Life got harder and harder for Isabella as she took care of her children and still had to plant corn, chop wood and haul buckets of water for the Dumonts. She kept hoping that one day she would be free. In 1824 she learned that the New York State Legislature had passed an emancipation law. The law stated that all slaves born before July 14, 1799, be freed on July 4, 1827. Male slaves born after that date would be freed when they turned twenty-eight.

Isabella now had something to look forward to. She sang as she worked. One day in 1825, Mr. Dumont complimented Isabella on her hard work. He promised that if she worked extra hard for him, he would let her go free one year early. He also promised to let her husband go free with her and give them a cabin to live in. Isabella was very happy. She worked doubly hard over the next several months.

When the year ended she waited for Mr. Dumont to free her. He said nothing about the agreement. She went to his house and asked about her freedom. Mr. Dumont told her that the deal was off. Isabella was very angry and she decided at that time that she would leave. She knew that she could not take her children with her so she needed to leave on good terms with Mr. Dumont. She decided to stay until she finished spinning all the wool.



A Spinning Wheel



## HE DID NOT WHINE, HE HUMMED

Laurie Beth Jones tells an experience that occurred one day when she was on a speaking engagement in Hawaii. She stated that there was work taking place on the highway and cars were moving at about three feet every ten minutes. It was very hot and the drivers were getting very impatient. Her first impression was to get out of the car and walk to the highway workers and ask them to work faster. The air conditioning in the car was turned off and the windows turned down to keep the car from overheating. She suddenly noticed that one of the occupants in the car began to hum. When she asked what he was doing, he responded, “I was trying to see if the engine in the truck beside us is idling in the key of C or the key of D. Surprised by the unusual approach of the unbearable traffic sounds, soon everyone in the car was humming—trying to match the traffic noise. It actually became fun.



She goes on to say that she believed Jesus hummed and did so often. Jesus may even have been humming on His way to visit Lazarus' tomb, even though the waiting women were frantic at His tardiness. He was humming because He knew what He was going to do. He had serene confidence in the difficult task that lay ahead of Him. Because Jesus knew who He was, He hummed. He may have been humming before He turned the water into wine, or as He broke the loaves of bread and fed the five thousand, or even as He faced a furious Pontius Pilate.

Studies have shown that heart rate, respiration, and brain waves actually slow down, muscles relax, and stress-related hormones diminish when even a single sound or image brings about a positive response.

Athletes are trained to hum before and during events so that they will not leave room for negative thoughts or fear. Joan-of -Arc is said to have hummed in prison, and it drove her captors crazy. Little Jessica, trapped in a deep well in Texas, hummed to herself while her parents wept and the rescue team struggled furiously to save her. Humming made her desperate situation more tolerable and brought her comfort. Humming is also a sign of creativity. Paul and Silas sang while they were in prison.



The story is told of a producer in New York who heard one of his workers humming. Strapped for time and funds, he asked if she wrote music. When she said yes, he hired her to write his movie's theme song. Her humming led to a world of new possibilities.

Bees hum while they work and few insects in the animal kingdom produce such sweet results. Some of the fastest birds in the world are hummingbirds.

Isabella hummed while she worked as a slave in the homes of her masters. This kept her focused and gave her hope.

Laurie Beth Jones proposes that we do more humming in our homes, classes, religious institutions, and the workplace. Humming gets us into a mental zone of both creating and receiving ideas. She states that she cannot write if she is not humming.

When we find ourselves in difficult situations, perhaps we should not whine, but hum like Jesus did.

Answer the following questions:

How often do you hum?

How can humming help your blood pressure?

Why and when could humming be an effective strategy:

- For success?
- For stress reduction?
- For driving your tormentors crazy?

When did Isabella hum?

How do you think it made her feel?

### **Thought to Ponder**

Dear Lord, help me to match my tone to Your confidence in any situation. Help me to first hear Your tone, and then hum along wherever I am.

Adapted From Jesus in Blue Jeans, by Laurie Beth Jones, 1997





# HE NEGOTIATED WELL

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Mr. Van Wagener was a great negotiator. When Mr. Dumont came to get Isabella after she ran away, Mr. Van Wagener offered to pay for Isabella and Sophia. Mr. Van Wagener did not believe in slavery so he told Mr. Dumont that the money was offered simply to pay for their services for one year. Mr. Dumont accepted the offer.

A great negotiator has to be a good listener. Read the following about some of the world's greatest negotiators who were able to bring about positive outcomes to situations that affected many people.

**Jimmy Carter** He is a former United States president who negotiated peace between Israel and Egypt.

**Nelson Mandela** After he was released from prison, he helped negotiate a new constitution for South Africa.

**Jessie Jackson** He is a minister and an American civil rights leader. He helped negotiate the release of Americans held hostage in Kuwait.

An expert negotiator must be able to listen. On the lines below, list three things that an excellent listener must be able to do.

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# STANDING UP FOR YOUR BELIEF

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Isabella used her freedom of speech and her right to be heard in a time when women had very few rights. Pretend that you are the lawyer defending Isabella. Write what you would say to convince the judge that Peter must go free.

A large rectangular area with a thick purple border, containing 15 horizontal purple lines for writing.



## FREEDOM FOR ISABELLA

Isabella decided to run away. She thought about the best time to do this. She would not leave at night because she was afraid. She could not leave during the daytime because someone might see her. She prayed to God to help her make the right decision. The Lord showed her a solution. She would leave just before daybreak. There would be just enough light to calm her fears, and the Dumont's and their neighbors would be still asleep.

Isabella escaped with her youngest daughter Sophia. She went to the home of Mr. Levi Rowe. She knew that Mr. Rowe did not believe in slavery and that he would help her. Mr. Rowe was too old and ill to help but he sent her to Mr. Van Wagener. After hearing her story, the Van Wagener's offered her a job and a place to stay.

A few days later, Mr. Dumont was on the doorstep of Mr. Van Wagener looking for Isabella. He demanded that Isabella return with him to his farm. Isabella refused. Mr. Dumont ordered her to give him her daughter, Sophia, and she also refused. Mr. and Mrs. Van Wagener offered to pay \$20 for Isabella and \$5 for Sophia. Since The Van Wagener's did not believe in slavery, they told Mr. Dumont that they were not purchasing Isabella and Sophia they were simply paying for their services for one year. Mr. Dumont accepted the offer, and this made Isabella very happy. She was now free.

Not long before Isabella's escape, her son Peter had been sold to a friend of Mr. Dumont named Dr. Gedney. Dr. Gedney planned to use Peter as a valet on a ship to England. When he learned that Peter was not old enough to do the job, Dr. Gedney sold him to his brother Solomon Gedney. Solomon Gedney sold Peter to his brother-in-law who was a wealthy land owner in Alabama. At that time it was against the law to sell slaves outside the state of New York.

Isabella became very angry and she set out to get her son back. She tried to talk to Mrs. Gedney, the mother-in-law of Peter's new master, but she just laughed at Isabella. Isabella walked to Kingston, New York, where the Quakers offered to help her. She went to the courthouse and filed legal papers requiring Solomon Gedney to go to Alabama and take Peter back to New York. On the day of the court case, Peter cried and stated that he did not know Isabella.

The judge realized that Peter was scared so he met with Peter privately. After a lot of talk, Peter finally told them that because of the beatings he had received, he was scared. The judge ruled in Isabella's favor and Peter was freed.





## THINK AND DO

**Directions:** The following activities are for group discussion.

1. There were many other men and women who wanted to help slaves gain their freedom. Read about some of these people. These include Harriet Tubman, Harriet Beecher Stowe, and Fredrick Douglas. They used lectures, newspapers and books to tell why slavery should end.
2. Slave owners did not like to allow their slaves to learn to read and write. Why do you think this was so?
3. It is often said that readers are leaders. How would this have been true for the slaves?
4. The Van Wageners helped Sojourner Truth when she ran away from the Dumont estate. Pretend you are Mrs. Van Wagener, write a diary entry that you made after you made the arrangement with Mr. Dumont.
5. How is the story of Sojourner Truth similar to that of Queen Esther or the little slave girl who helped Naaman?



Isabella was the first black woman in the United States to win a case in court. Isabella found a job for Peter helping to take care of the locks. The locks were enclosures on the river with gates on each end used in lowering boats from level to level as they passed.



*The judge ruled in Isabella's favor and she got back her son Peter.*



# NOTE TAKING SKILLS

Writing is informative if its major purpose is to provide information. Writing is persuasive if its major purpose is to move an audience to do something or to adopt a major point of view. Read the narrative about "Freedom for Isabella." On a separate sheet of paper, take notes as you read. Be sure to include the points of information listed below.

- The title of the selection.
- What the selection is about.
- The purpose of the selection.
- The major point of the selection as a whole.
- Names of people and places.
- Key words and their meanings.
- Significant events and their order of occurrence.
- Opinions and facts presented to back these up.
- Any conflict in which anyone in the narrative was involved.
- How the conflict was resolved.



# REWARD! REWARD! REWARD!

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

You are a detective in 1840. Many slaves are escaping from their masters. The slave owners have given you the job of finding out how the slaves are escaping.

Solve the problem using the clues below. Use as few clues as possible. The group that uses the fewest clues will be given a special treat to be determined by the teacher.

- Clue 1 Road to freedom
- Clue 2 Imaginary train
- Clue 3 Very secretive
- Clue 4 Moved from state to state
- Clue 5 Traveled only at night
- Clue 6 Hundreds of people were involved
- Clue 7 Had many stations
- Clue 8 People wore disguises

SOLUTION

NUMBER OF CLUES



## A VOICE FROM GOD

For a while, Isabella thought that Mr. Dumont would come to get her and take her back into slavery. She was right. One day Mr. Dumont drove up to get her back. As she started dressing Sophia and was getting ready to go back to Mr. Dumont, she was stopped by a clear voice which she knew was from God. She was in a vision-like trance. When she emerged from the vision, Mr. Dumont was gone. She was never again tempted to return to her old life of slavery.



This experience gave her strength and faith in God. After that, each time she spoke she usually opened her speech with the words, “Children, I speak to God and God speaks to me.” Most people who heard her, believed her.

After about a year of freedom, Isabella, Peter, and Sophia moved to Kingston, New York where she worked as a maid. There she attended the local Methodist church with the white people.

She was not comfortable in Kingston. She really wanted to be near her children. She returned to live with the Van Wageners. She made things right with the Dumonts and they allowed her to visit her children regularly.

While living with the Van Wageners, Isabella became so comfortable that she forgot about God. She saw God as someone you called on when you were in trouble. She was now comfortable so she did not remember God. She thought about going back to the Dumont estate where she could sing, drink, smoke and dance with her slave friends. God spoke to her again. She sees this as the time when she became converted to Christ.



After this she preached as she worked in the kitchen. She confesses that before she became a Christian, she asked God to kill all the white people. After her conversion, she said, “Yeah, God. I love everyone and the white people too.”





# A VOICE FROM GOD

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Isabella tells of different instances when God spoke to her. She trusted God, therefore she could hear his voice.

Think of individuals in the Seventh-day Adventist Church who had several messages from God. Visit the website <http://www.egwestate.andrews.edu/>. Research different times when Ellen White stated that she was in vision and received messages from God. Describe one of the messages she received.

A large rectangular area with a thick purple border containing ten horizontal purple lines for writing.



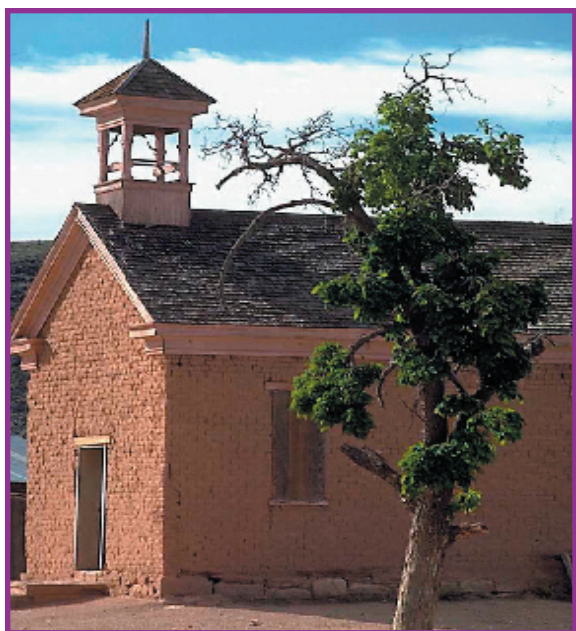
## THE MOVE TO NEW YORK CITY

While attending meetings at the Methodist church, Isabella met a school teacher from New York City named Mrs. Gear. Mrs. Gear invited Isabella to move to New York City where Peter would be able to go to school and plan for his future. Isabella liked the thought that she could live where she pleased.

She arranged to leave Sophia with her other daughters and move to New York City with Peter and Mrs. Gear.

Mrs. Gear helped Isabella find work with wealthy families. Peter was enrolled in navigation school where he would learn to handle ships and chart their course by the stars.

Isabella started attending the Mother Zion African Methodist Episcopal church. This was the oldest African-American organization in the country. While attending this church, Isabella was reunited with her older brother Michael, and her older sister Sophia. They were so happy that after they met, they talked for an entire day.



Mrs. Gear invited Isabella to join some others in working with people in the poorest part of New York City. They told the people about how Jesus could change their lives. As Isabella worked with these people she thought that they needed food, decent houses and clothing. She thought that there must be another way to show these people that Jesus loved them.

Isabella volunteered at the Magdalene Asylum which was a shelter for homeless women. This shelter was run by a man named Elijah Pierson. Elijah Pierson seemed to be a religious man, but he was really a fake.

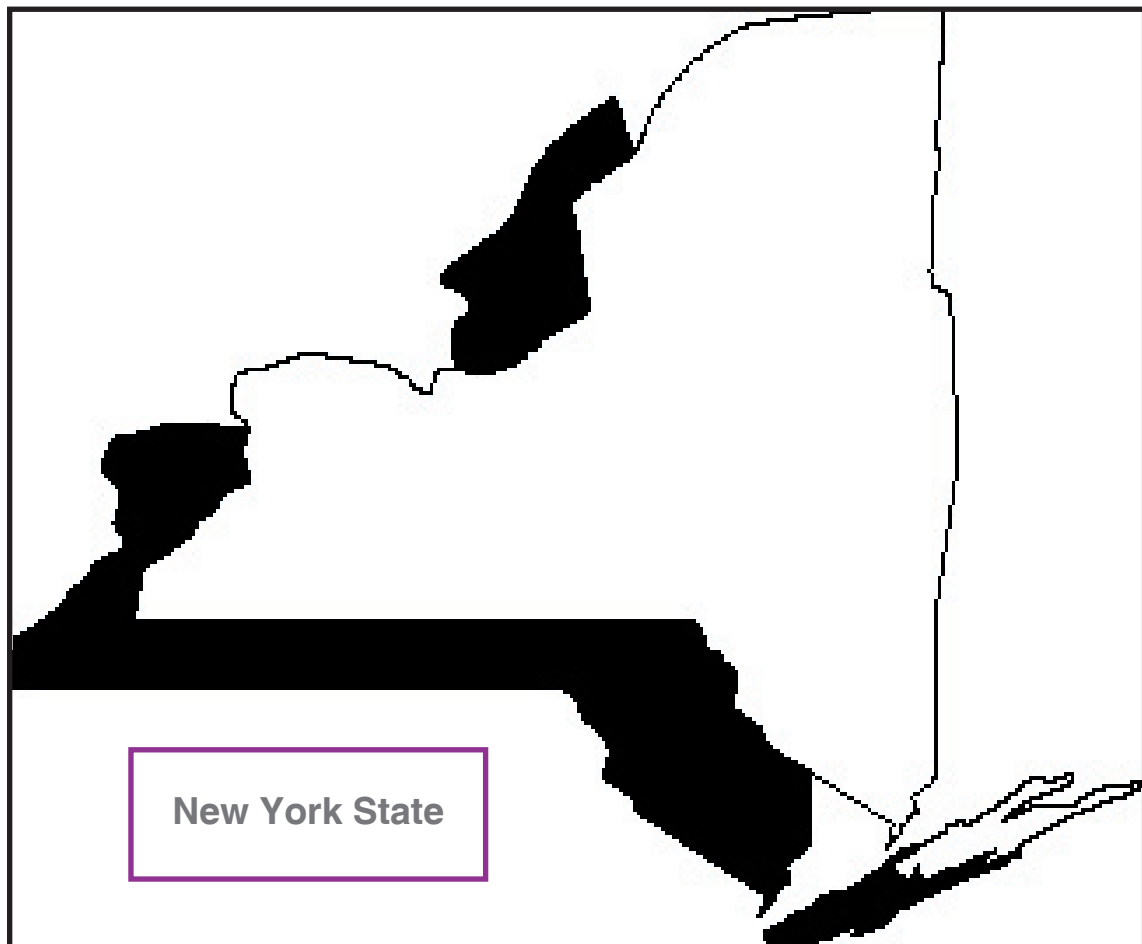
Mr. Pierson was able to convince Isabella



because he claimed that he heard directly from God. Isabella had heard from God also so she was convinced. Mr. Matthews joined them and invited Isabella to join a community in Ossining, New York. She gave them the small amount of money she had saved.

Isabella was the only black person among them so she did all the hard work. She was not allowed in the meetings. Just as she started to see that she had made a bad decision to join the group, Mr. Pierson was poisoned. One of the families was able to cast suspicion on Isabella as the murderer. They wrote a novel about the group and slandered Isabella. Isabella knew the power of the court system so she sued. She got all the people she knew to write letters speaking of her honesty and integrity. The court awarded her \$125 to be paid by the family that made the accusation.

From this experience, Isabella learned not to trust fast-talking men who mistook honesty and sincerity for weakness. This experience prepared her for what would happen later in her life.



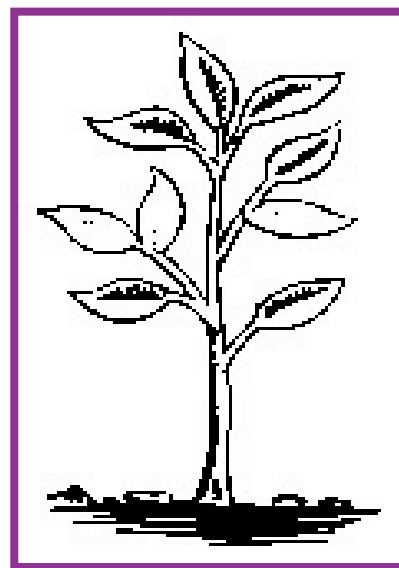
## MY FAMILY TREE

Isabella had eleven brothers and sisters whom she did not know. When she moved to New York City she met two of her siblings who were able to tell her about other members of her family. Because she was born a slave, there was no record of her birth. Family information had to be handed down by word of mouth. Today we are fortunate not to be in that situation. We can easily create our own family tree.

Talk with older members of your family to learn about loved ones in the past. Then, access the website on the internet and follow the instructions to trace your ancestors. Create your family tree.

1. Draw a tree with branches on a 9" x 12" sheet of white construction paper.
2. Color the trunk and branches brown.
3. Print your name on a piece of white paper and paste it to the trunk of the tree.
4. Cut leaf shapes from green, yellow, and red construction paper.
5. Print the names of your grandparents from both sides of the family on one color of the leaves.
6. Glue the grandparents from one side of the family onto one side of the tree.
7. Glue the grandparents from the other side of the family on the other side of the tree.
8. Print the names of your parents on another color of leaves.
9. Glue them on the tree near their parents.
10. Last, print the names of your siblings on the other color of leaves. Glue them to the tree near your parents.

You now have a colorful family tree.



# IN SEARCH OF A BETTER LIFE

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Isabella was invited to move to New York City where life would be better for her. She left her daughter Sophia with her older daughters and took her son Peter with her.

Imagine that you are Isabella moving to New York City where you hope to have a better life. Make a list of things you would take with you. Remember you are traveling by boat and your trip will take three days.

## Your Packing List:

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Isabella needed a place to live. Find pictures of homes of the 1840's. Create a bulletin board using pictures of homes during Isabella's days and homes now. Note the different architectural designs.

You can use real estate advertising booklets to find homes of different styles.



# PERSONAL INVENTORY

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Isabella is in her new apartment in New York City in 1845. You are in your apartment in New York City in 2004. List Isabella's possessions and your possessions.

ISABELLA'S POSSESSIONS	MY POSSESSIONS

You have been given the opportunity to build your dream house. Plan what you would like.

1. Number of bedrooms \_\_\_\_\_
2. Number of bathrooms \_\_\_\_\_
3. Number of other living areas \_\_\_\_\_
4. Number of stories \_\_\_\_\_
5. Garage \_\_\_\_\_
6. Total number of rooms in your dream house \_\_\_\_\_



# DESIGN YOUR HOME

Use your imagination and have fun designing your own house in a box lid. The box lid will help you carry it around for display. Use the following materials:

1. Large box lid
2. Small boxes
3. Small pieces of cardboard for roofing
4. paint
5. brushes
6. sponges
7. glue
8. landscaping materials: grass, small branches from bushes, small rocks, gravel, sand, or you may use legos for some things.



This

or

This



## PETER'S CHOICES

Peter was having a bad time in the big city. He dropped out of school and made friends with a crowd of older boys who influenced him to do bad things. He started stealing to win their approval.

Twice, Peter got in trouble with the police. He was arrested and his mother paid for his fines and got him out of jail. The next time Peter was arrested, Isabella decided not to help him. Peter sent for a minister who after talking with Isabella, decided to help. They convinced the local judge to sentence Peter to work as a sailor.

Within a week, Peter, who was now almost eighteen, left to work on a ship named the *Zone of Nantucket*. Isabella was both happy and sad. She hoped that this experience would help Peter.



One year later Isabella received the following letter from Peter. It was read to her by Mrs. Whiting.

*My dear beloved Mother,*

*I take this opportunity to write to you and inform you that I am well and in hopes to find you the same. I am got on board the same unlucky ship Zone of Nantucket. I am sorry for to say that I have been punished once severely for pushing my head in the fire for other folks. I would like to know how my sisters are. I wish you would write me an answer as soon as possible. I am your son that is so far from home in the wide briny ocean. Mother, I hope you do not forget me, your dear and only son. I hope you all will forgive me for all that I have done.*

*Your Son,  
Peter Van Wagener*

Isabella answered Peter's letter but he never seemed to receive any of them. She kept all the letters he wrote to her. She received the last letter from Peter on September 19, 1841.





# THE POWER OF CHOICE

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Group Discussion

Discuss some of the problems Peter faced moving from a small rural town living on an estate as a slave to a large city in freedom.

What would you do if you were in Peter's place?

Do you think Peter was a good worker on the ship? Give reasons for your answer.

Rewrite the letter Peter wrote to his mother in standard English.




## LIFE ON BOARD THE SHIP

Brainstorm with your class a list of activities that might have occurred on the ship, "Zone of Nantucket." Write the list on the chalkboard. Have students, individuals or small groups pantomime the words. Class members can guess what activities are being acted out.

working in the kitchen  
making beds  
sweeping the floor  
sleeping  
fighting a fire  
talking with friends  
dating  
praying  
talking with the captain  
eating  
emptying garbage



After reading books or articles about life on board a ship, students can do reader's theatre in small group presentations.



# SOJOURNER TRUTH

In 1843, Isabella began to dislike New York City. She felt that it was fast becoming a dangerous place for blacks. Slave catchers from the South roamed the streets looking for runaway slaves. Sometimes they caught free blacks and smuggled them out of the city into slavery. Jobs were harder to find and blacks more and more became victims of racial violence. She prayed and asked God for guidance. She received directions from God to go east even though she had never gone east of New York and she knew no one there.



Just about one hour before she left, Isabella told Mrs. Whiting, her employer, that she was leaving. She also told Mrs. Whiting that her name was no longer Isabella but Sojourner. She wanted a new name for a free woman. As Sojourner began her travels, she felt that she was like the prophets of the Bible times.

Sojourner paid twenty-five cents on the ferry which took her from Manhattan to Brooklyn. She walked toward Long Island. In the evening she stopped at a Quaker farm. Sojourner asked for a drink of water. The woman gave her the water and asked her name. She proudly replied, Sojourner. The first name was not enough, so the woman asked, Sojourner what? My name is Sojourner she answered and continued on her way.

As she walked she thought about the fact that only slaves did not have last names. She remembered a Bible verse found in John 8:32: "And ye shall know the truth and the truth shall make you free." Since she had claimed God as her only master, she decided to take the name Truth as her last name.

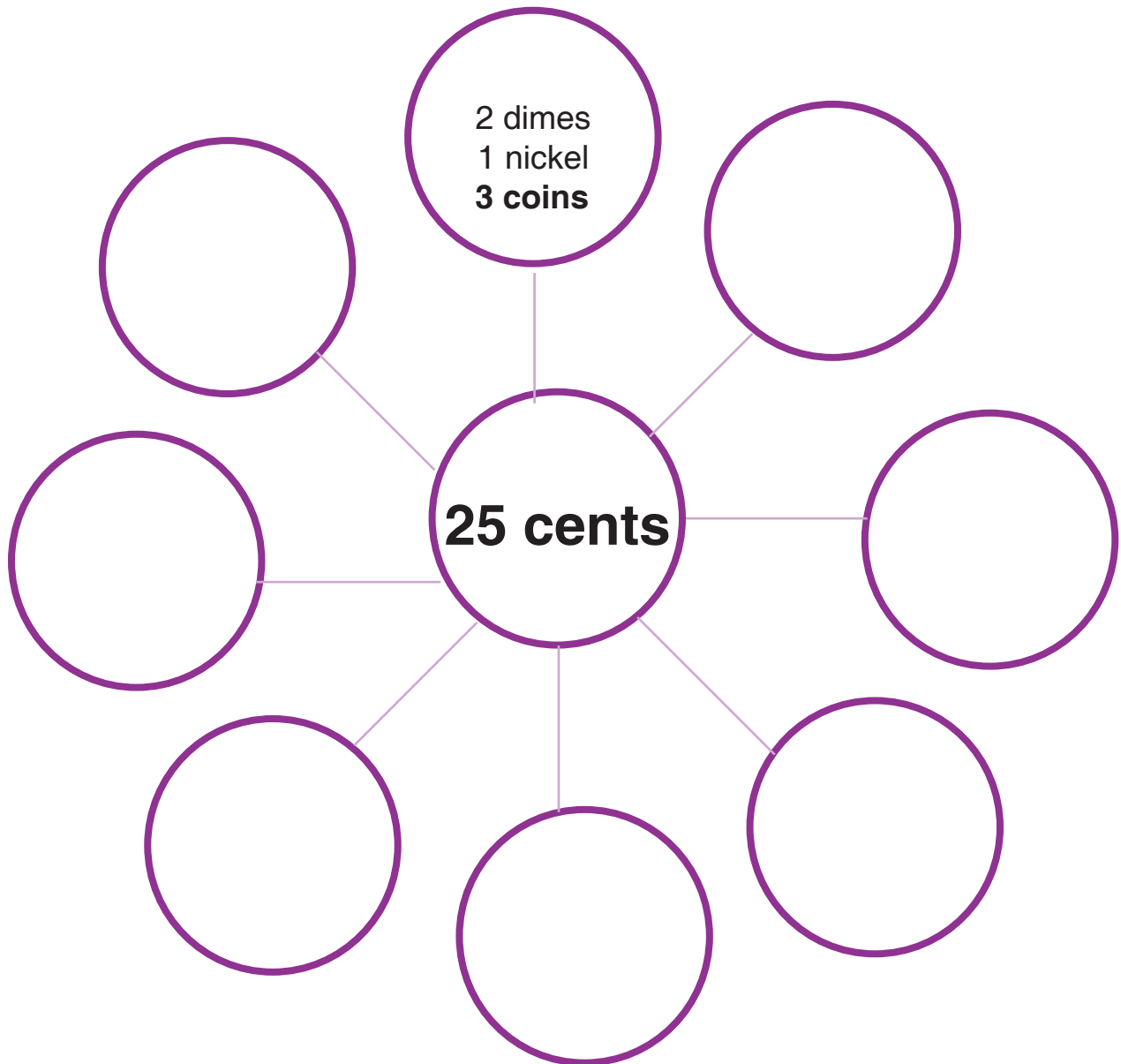
Years later, Sojourner told Harriet Beecher Stowe that God gave her the name Sojourner because she was traveling up and down the land showing the people their sins. The Lord gave her Truth because she was to preach God's truth to the people.



# PROBLEM SOLVING

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Isabella paid twenty-five cents on a ferry from Manhattan to Brooklyn. Use a graphic organizer to show how many different ways she could pay the conductor the twenty-five-cent fare. She had 3 dimes, 5 nickels, and 10 pennies. Write the different combinations she could use to pay her fare. Which combinations would use the most coins?



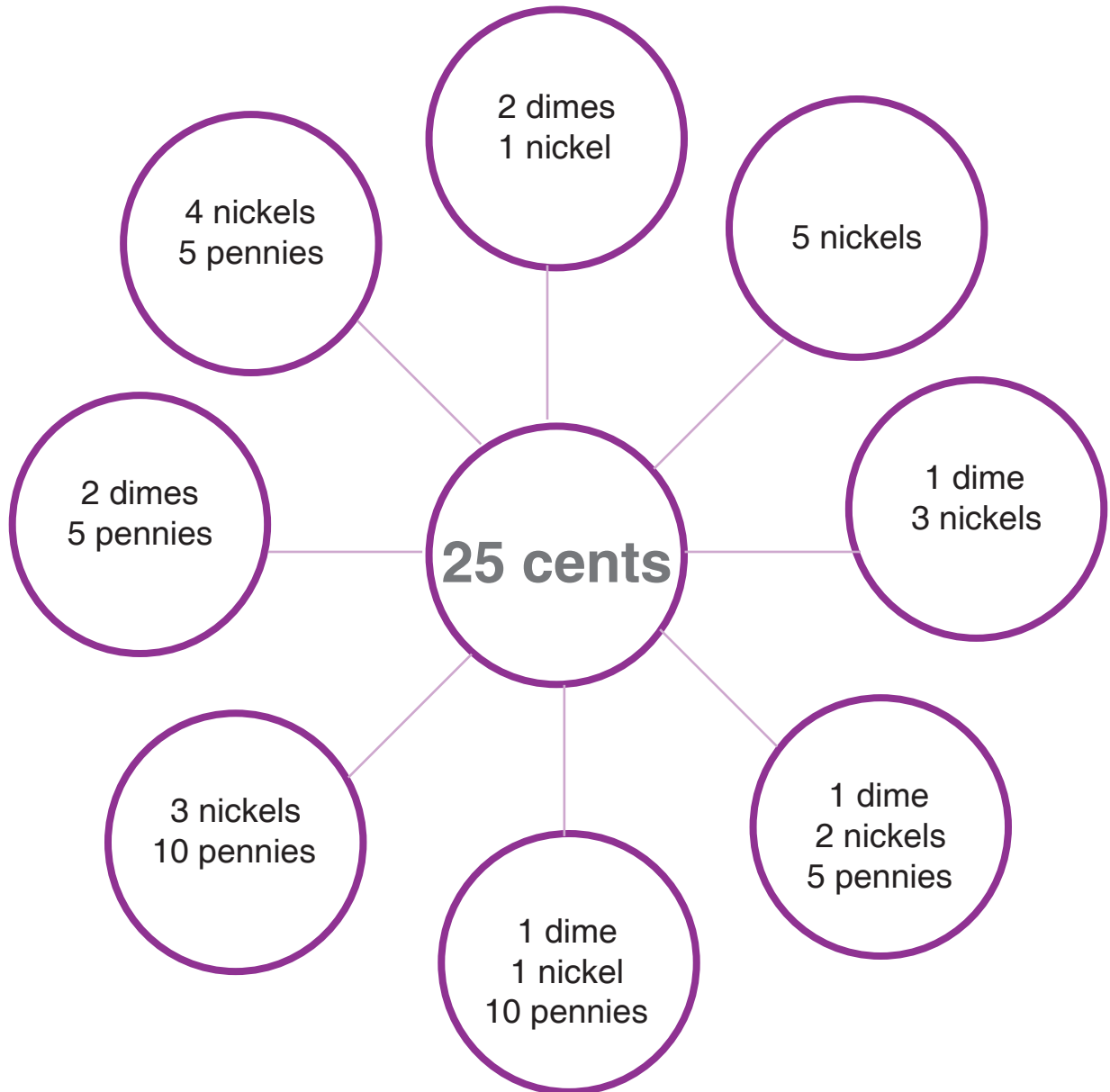
The most coins used: \_\_\_\_\_



# PROBLEM SOLVING

Name: Key Date: \_\_\_\_\_

Isabella paid twenty-five cents on a ferry from Manhattan to Brooklyn. Use a graphic organizer to show how many different ways she could pay the conductor the twenty-five-cent fare. She had 3 dimes, 5 nickels, and 10 pennies. Write the different combinations she could use to pay her fare. Which combination would use the most coins?



**The most coins used: 3 nickels and 10 pennies = 13 coins**



# THE SOJOURN CONTINUES

Name: \_\_\_\_\_ Date: \_\_\_\_\_

In 1843, Sojourner Truth paid 25 cents on a ferry from Manhattan to Brooklyn. List the different means of transportation she could use if she was living in 2003. She walked from Brooklyn to Long Island. List the dangers she would face if she were living in 2003 and attempted to walk from Brooklyn to Long Island.

## Mode of Transportation Used in 2003

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## Dangers Sojourner Truth Would Face in 2003

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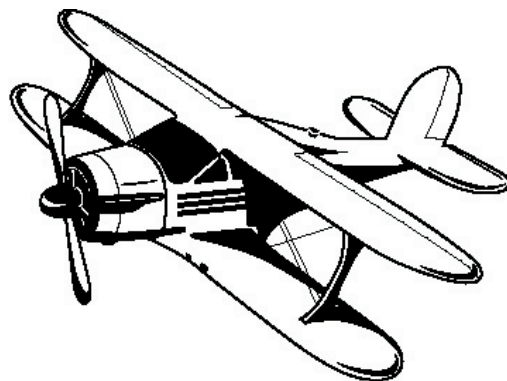
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# FROM WALKING TO FLYING

## Discussion Ideas:

1. Make a list of the different kinds of transportation you have used.
2. Imagine the time when people had to rely on their feet to take them where they wanted to go. What limitations did they face?
3. How far can a person travel in one day by foot, bicycle, train, car, boat, jet?
4. Discuss the books *Around the World in Eighty Days*, and *Twenty Thousand Leagues Under the Sea*.
5. Use a map and a globe to talk about interesting trips students have taken or would like to take.
6. Discuss environmental issues related to transportation: air pollution, oil spills, and endangerment of ocean life.
7. Discuss trip planning vocabulary like reservation, upgrades, booking, schedule, itinerary, route, and mileage.

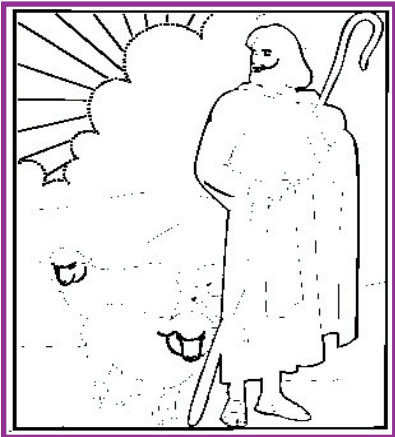


# SOJOURNERS IN BIBLE TIMES

Name: \_\_\_\_\_ Date: \_\_\_\_\_

A story board is a great post-reading activity for partners. Have students select a Bible character who was a sojourner. Have the students list six events that happened in the life of the character selected. Number the events in the sequence in which they happened. Divide a sheet of construction paper into eight sections as shown. In sections numbered one to six students will draw a picture and write sentences about each of the events listed. Students will write the title in the first section and their opinion of the Bible character's experience in the last section.

<b>Title</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>	<b>Evaluation</b>





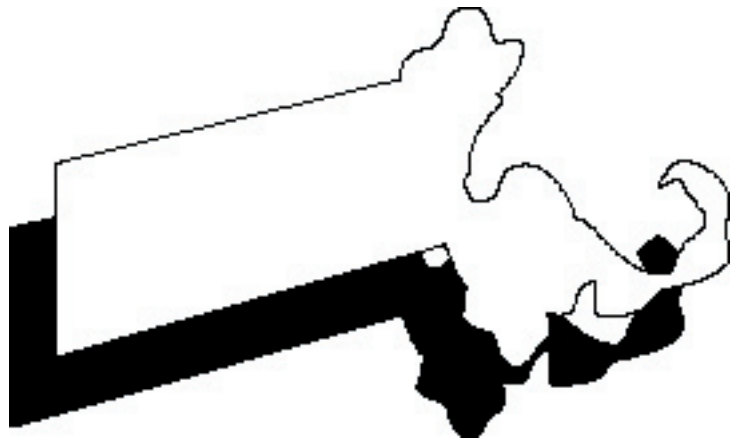
## A SOJOURNER IN THE LAND

Sojourner traveled east and as she traveled she would work for people in exchange for a place to sleep and food to eat. She was invited to speak in churches and camp meetings. One evening while attending a camp meeting, Sojourner asked for permission to speak. She ended her message with the hymn: “In my trials, Lord, walk with me. In my trials—Lord walk with me. When my heart is almost breaking, Lord walk with me...” The group sang along with Sojourner and asked her to sing another song. She sang:

*“Sometimes I feel like a motherless child,  
Sometimes I feel like a motherless child,  
Sometimes I feel like a motherless child,  
A long way from home,  
A long way from home.”*

As Sojourner spoke to groups, she held the audiences spellbound. She spoke about the evils of slavery, and what it was like to live in the cruel treatment. Sojourner was amazed that white people would sit and listen to her.

Soon many newspapers were writing about Sojourner Truth. She moved from Long Island to Massachusetts. She visited a community where everyone shared everything. The members supported themselves by running a silkworm factory. They invited her to stay for a while.



She learned that these people were friendly toward abolitionists. Some of the frequent visitors to the community were Wendell Phillips, Samuel Hill, Parker Pillsbury, and William Lloyd Garrison. Two black abolitionists who also visited were Fredrick Douglas and David Ruggles.

Lloyd Garrison was the editor of an important abolitionist newspaper, the ***Liberator***. Fredrick Douglas was a runaway slave. He was a hunted man. Douglas left the United States and returned only after his freedom was secured by abolitionists in England.



Not only did Sojourner Truth speak against slavery but she also spoke about women's rights. At that time women could not hold public office or hold some of the jobs that men held. Most importantly, they could not vote.

While attending a women's rights movement convention a preacher stated that women were the weaker sex and needed to be lifted over puddles and helped into carriages. Sojourner's response made her famous. She stated that nobody ever helped her over mud-puddles, or gave her any best place. She showed the muscles on her arm which testified to years of hard work. She told the crowd that she had plowed and planted and gathered into barns and she is a woman. Then she asked, "Where did your Christ come from? From God and a woman. Man had nothing to do with Him."

Sojourner Truth could not read or write but she was encouraged to write her biography. She dictated it to Olive Gilbert, and she wrote the book, *Narrative of Sojourner Truth: A Northern Slave*.

The year the book was published was the same year the Fugitive Slave Act was signed into law by President Millard Fillmore. Under this law, runaway slaves could be caught and returned to their owners. Anyone helping the runaway slaves would be subject to heavy fines or placed in prison.

When Sojourner's book came off the press, no book store would sell it. She decided to sell them herself. She packed a bag full of books and took to the road. As she spoke to groups of people, she never allowed herself to be intimidated. She showed love to all people but she always spoke about the cruelty of slavery.



# A GREAT COMMUNICATOR

## Discuss:

Work with two or three other students to investigate the following questions. When you are through with the discussion, prepare a visual presentation to share with another group or with the class as a whole.

1. If you were Sojourner Truth, what arguments would you use in defense of the abolition of slavery?
2. If you were a slave owner, what arguments would you use in defense of slavery?
3. Fredrick Douglas and David Ruggles were two black abolitionists. Name some others and write one thing that each one did.
4. Write an article for publication in the *Liberator* stating why Fredrick Douglas should be freed.
5. Julia Ward Howe composed "The Battle Hymn of the Republic." This song was used to rally the cause against slavery during the American Civil War. Who was the president of the United States during the American Civil War?
6. Henry Ward Beecher was an American clergyman who preached against slavery. Write two sentences about him.
7. Great communicators are found in every area of life. Make a list of the top ten jobs that need the best communication skills. Explain why these jobs demand people who can communicate well.



# THE EMANCIPATION PROCLAMATION:

By the President of the United States of America:

## A PROCLAMATION

Whereas on the 22nd day of September, A.D. 1862, a proclamation was issued by the President of the United States, containing among other things, the following, to wit:

“That on the 1st day of January, A.D. 1863, all persons held as slaves within any State or designated part of a State the people whereof shall then be in rebellion against the United States shall be then, thenceforward, and forever free; and the executive government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

“That the executive will on the 1st day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State or the people thereof shall on that day be in good faith represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such States shall have participated shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State and the people thereof are not then in rebellion against the United States.”

Now, therefore, I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-In-Chief of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this 1st day of January, A.D. 1863, and in accordance with my purpose so to do, publicly proclaimed for the full period of one hundred days from the first day above mentioned, order and designate as the States and parts of States wherein the people thereof, respectively, are this day in rebellion against the United States the following, to wit:

Arkansas, Texas, Louisiana (except the parishes of St. Bernard, Palquemines, Jefferson, St. John, St. Charles, St. James, Ascension, Assumption, Terrebone, Lafourche, St. Mary, St. Martin, and Orleans, including the city of New Orleans),



Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia (except the forty-eight counties designated as West Virginia, and also the counties of Berkeley, Accomac, Morthampton, Elizabeth City, York, Princess Anne, and Norfolk, including the cities of Norfolk and Portsmouth), and which excepted parts are for the present left precisely as if this proclamation were not issued.

And by virtue of the power and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States and parts of States are, and henceforward shall be, free; and that the Executive Government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all case when allowed, they labor faithfully for reasonable wages.

And I further declare and make known that such persons of suitable condition will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution upon military necessity, I invoke the considerate judgment of mankind and the gracious favor of Almighty God.

\* \* \*

On January 1, 1863, U.S. President Abraham Lincoln declared free all slaves residing in territory in rebellion against the federal government. This Emancipation Proclamation actually freed few people. It did not apply to slaves in border states fighting on the Union side; nor did it affect slaves in southern areas already under Union control. Naturally, the states in rebellion did not act on Lincoln's order. But the proclamation did show Americans--and the world--that the civil war was now being fought to end slavery.

Lincoln had been reluctant to come to this position. A believer in white supremacy, he initially viewed the war only in terms of preserving the Union. As pressure for abolition mounted in Congress and the country, however, Lincoln became more sympathetic to the idea. On Sept. 22, 1862, he issued a preliminary proclamation announcing that emancipation would become effective on Jan. 1, 1863, in those states still in rebellion. Although the Emancipation Proclamation did not end slavery in America--this was achieved by the passage of the 13th Amendment to the Constitution on Dec. 18, 1865--it did make that accomplishment a basic war goal and a virtual certainty.



## MAKING A COMMERCIAL

After Reading the Emancipation Proclamation, have students work in groups of three or four to prepare a radio or television commercial in the form of a poster, tape-recorded message, video-taped message or a Power Point presentation. This commercial should relate to the announcement that all slaves should be freed. Have the students share this commercial with the class.

## NEWSPAPER HEADLINES

It is January 2, 1863. President Lincoln announced on January 1, 1863 that all slaves should be freed. Prepare a headline for the front page of the "Liberator," the newspaper that was very outspoken on the reasons slavery should be abolished.

## DECLARING AN END TO SLAVERY

Assign each student one paragraph of the Emancipation Declaration. Give them enough time to memorize it. Have those with parts dress like Abraham Lincoln and present the declaration to the class and then to the school during assembly. This presentation could be done during the celebration of Presidents' Week.



# SONGS OF FAITH

Sojourner Truth was now a free woman. As she spoke to different groups about the evils of slavery, she usually ended her speech with a song. "Sometimes I Feel like a Motherless Child" and Lord "Walk With Me" are two of those songs that the group sang with her. Read the words of these songs and then answer the questions below.

## "Lord Walk With Me"

In my trials--Lord walk with me.  
When my heart is almost breaking,  
Lord walk with me...

## "Sometimes I Feel Like a Motherless Child"

Sometimes I feel like a motherless child,  
Sometimes I feel like a motherless child,  
Sometimes I feel like a motherless child,  
A long way from home,  
A long way from home.

1. What were some of the trials the slaves faced?
2. Why would Sojourner Truth feel like a motherless child?
3. Why would the slaves sing about being a long way from home?
4. The words "Lord walk with me" suggest that Sojourner Truth trusted God to always be with her. Think of a time when you especially wanted God to be with you. Write about it.



# STILL TRAVELING

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Sojourner continued her travels from place to place, speaking to large crowds. While Frederick Douglas and Harriet Tubman spoke exclusively to blacks, Sojourner spoke almost exclusively to white people. She could work with whites who believed in slavery, and with those who believed that women should remain at home and take care of the home and children.

One of her favorite memories was when she found Jesus. She spoke of a voice that questioned her love for all creatures. “There’s the white folks that abused you and beat you, and abused your people—think of them.” But then she says, there is another rush of love that took control of her soul and she cried—“Lord, Lord, I can love even the white folk.” This was true. She could face the white people and talk to them without bitterness or fear.

## Unconditional Love

Sojourner Truth learned to love everyone, even those who did her harm.

God has told us that we should love everyone. The Bible has many stories of people who loved even those who hurt them. When Jesus was on the cross being crucified, he prayed and asked God to forgive those who were hurting him. Read Luke 23: 34. Write it on the lines below.

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# TRAVELING FROM PLACE TO PLACE

Sojourner Truth was traveling from state to state giving speeches about slavery and the women's movement. Discuss what happened in each of the states she visited or lived.

List the name of each state and what was happening in each one.

Similarities and Differences:

## Student Assignment:

Give each student a sheet of paper.

Have students fold paper in fourths.

Select four states.

Draw and write what Sojourner did in each of the four states you selected.

With a partner, discuss the similarities and differences between states.

<b>New York</b>	<b>Massachusetts</b>
<b>Michigan</b>	<b>Connecticut</b>



# TRANSPORTATION FAVORITES

There are many different means of transportation that we use daily. Use the questions below to guide you in your discussion of transportation you have used.

1. List all the different means of transportation you have used from when you were a baby until now.
2. What means of transportation do you use regularly?
3. Tell about the shape, color and sound of the most interesting kind of transportation you have used.
4. What means of transportation would you like to use some day that you have not used yet?
5. What do you think transportation will be like 40 years from now?
6. Write all your answers from questions one to four in one paragraph. Begin a new paragraph with question number five.

**Remember: Always restate your question in the form of a statement.**



## THE MOVE TO BATTLE CREEK

In 1857, Sojourner bought land in Harmonia, near Battle Creek, Michigan. Later her daughter Elizabeth and two grandsons went to live with her.

In 1857, fifty-four other African Americans lived in the Battle Creek area. The mayor was a conductor on the Underground Railroad. The people were happy to have a famous woman like Sojourner living there.

Sojourner Truth met Ellen White and reports are that they became good friends. Many times they spoke to the same group of people about women's rights.

Sojourner's grandson, Sammy learned to read so he was able to read to her, since she could not read. She asked Sammy to read to her articles about Abraham Lincoln whenever he found them. At this time Lincoln was a congressman in Illinois. As congressman, Lincoln fought for the gradual end to slavery. Sojourner was convinced that he would be a good president. When Lincoln won the election in November 1860, rebellion started in the South. Eleven states broke from the Union and the North and the South prepared for war. The Civil War began on April 12, 1861.

Sojourner did not want a war but once it started, she fully supported the Union soldiers. She toured the Midwest to get support for the Union's war efforts. She was arrested several times because she was an activist against slavery.

On September 22, 1862, President Abraham Lincoln signed an executive order indicating that slavery should end on January 1, 1863. The Emancipation Proclamation read, in part, "All persons held as slaves within any State, or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thence forward, and forever free." The people in the North were very happy, but the people in the South were not very pleased.



**Michigan State**



## Sisters in Service

Ellen White's influence on selected Black female contemporaries  
By: Rosa Taylor Banks

Ellen Gould Harmon White lived in a man's world. Yet from her first vision in 1844 to her death in 1915, she ministered to both men and women of all races, encouraging them to invest their talents in gospel service.

While thousands of women must have been influenced by the prophet, the names of only 323 surface in the church's major biographies and indexes. All but three were Caucasian. But Ellen White inspired Black women too. She saw in them a reservoir of talent and ability needed to round out the church's employment and volunteer service forces. To pave the way for greater consideration of Black workers, she exhorted Adventists to their duty to the "colored people." Her efforts and writings inspired a widespread mission enterprise in the South, resulting in the development of Black male and later female, involvement in the spreading of the Advent message. Sadly, most of their involvement was not recorded. From the album of history we see only a few snapshots of Black women achievers.

### Sojourner Truth

Perhaps the most popular Black woman of all time was Sojourner Truth. Born as Isabella Van Wagener around 1797 in Ulster County, New York, she was the first woman of African ancestry to see and know the prophet up close. Though Truth was more than 30 years older than White, the two had much in common. Both spoke out about temperance, abolition, and equal rights. Both were leading dress reformers (though Truth's focus in regard to fashionable dress was not the same as Ellen White's). [Ref 1] Both were sought-after speakers in church and in public settings. Truth spoke at least twice at the 1843 Millerite camp meeting in New England, a year before Ellen White had her first vision. Twelve years later both were frequent speakers at the Battle Creek Sanitarium, the 4,000-seat Dime Tabernacle, and Battle Creek College. Truth visited and spoke so often at the Tabernacle that some associated her attendance with membership. Both moved to Michigan within months of each other. Ellen and James White moved to



Battle Creek, Michigan, in November 1855. In 1856 Sojourner Truth moved to Harmonia, Michigan, and later relocated to nearby Battle Creek. Truth and Ellen White had common friends: John Byington, Uriah Smith, Dr. J. H. Kellogg, and other prominent Seventh-day Adventists. After Sojourner Truth's death on November 26, 1883, in Battle Creek, one of several memorial services was held at the Battle Creek Tabernacle. After Ellen White's death on July 16, 1915, the last of her three funeral services was held at the Tabernacle. Both women were laid to rest in the Oak Hill Cemetery of Battle Creek, though some 32 years apart.

## **Jennie B. Allison**

Jennie B. Allison was also a friend of Ellen White's. Born in 1858 near Edgefield Junction, Tennessee, Jennie is documented as the first Black woman to join the Seventh-day Adventist Church. A member of a Black company of believers organized in 1886 in Edgefield Junction, she attended church with Caucasians as early as 1883. Ellen White occasionally visited the Allison home, where they discussed personal and private matters. Following one of those counseling occasions, Allison took the prophet's advice and encouraged her son to move from Chicago to Tennessee. Later, after leaving the glamour and glitter of big-city life, her son became an Adventist minister. Though Allison was never a church employee, she was a faithful volunteer in the local church.

## **Etta Littlejohn**

A convert of Edson White's Morning Star boat mission and one of the first 16 students to enroll in 1896 at Oakwood Industrial School (now Oakwood College), Etta Littlejohn was Ellen White's caregiver. According to Dr. Mervyn Warren, Etta became one of the sanitarium students assigned to care for Ellen White. The edgling nursing student felt privileged to care for her church's prophetess, and Sister White must have been pleased to see evidence that the inspired counsel she shared on working for Blacks was bearing excellent results. [Ref 4] Etta later married a Seventh-day Adventist minister, Robert Lee Bradford, and used her talents to instill Christian principles in her children while serving the church any way she could.

## **Lottie Isabell Blake**

Another friend of Ellen White's was Lottie Isabell Blake, M.D., the first Black Adventist physician. Born on June 10, 1876, in Appomattox Court House, Virginia, Dr. Blake labored as the director of Rock City Sanitarium in Nashville, Tennessee, the forerunner of Riverside Sanitarium and Hospital. According to her grandson, Paul Brantley, a professor of education at Andrews University, Dr. Blake's treatments involved natural remedies patterned after



those used by Dr. John Harvey Kellogg. The sanitarium became so widely respected that Ellen White came there for treatment of a knee problem. Among her many other contributions to the church, Dr. Lottie Blake organized the first nurses' training program at Oakwood College in 1903.

## Other Notables

Three other Black women achievers are believed to have known or been influenced by Ellen White. The first is Anna Knight, the first Black female missionary to India (1901), the first Black female employee of the church (1909), and one of the champions of Christian education.

The second is Rosetta Douglass Sprague, daughter of the prominent emancipator Frederick Douglass, with whom Sojourner Truth occasionally shared the platform. Baptized in 1883, Sprague held membership in Washington, D.C., and is reported to be among the first Black female converts to the Seventh-day Adventist Church.

The third is Mary Britton, a classmate of Dr. Lottie Blake's at the College of Medical Evangelists (now Loma Linda University). Britton was editor of a newspaper, *The Standard*, which promoted vegetarianism and health care.

These contemporaries of Ellen White's represent the many unsung Black heroes of the nineteenth century. We may never be able to document their contributions to the church, but we take comfort in knowing that in the kingdom of heaven the full story will be told.

Courtesy of [www.oakwood.edu/ocgoldmine/hdoc/blacksgda/sisters](http://www.oakwood.edu/ocgoldmine/hdoc/blacksgda/sisters)



# SIMILARITIES

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Both Ellen White and Sojourner Truth had a number of things in common. List the things they had in common.

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## Interviewing Ellen White

Pretend that you were living in 1844. You met Ellen White after her first vision. Prepare a list of questions you would like to ask her.

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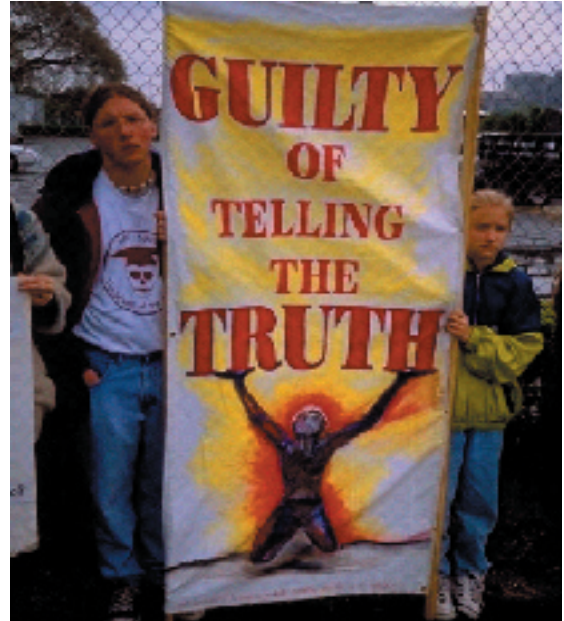


## NEARING THE END

In the fall of 1864, Sojourner went to Washington, DC, to visit with President Lincoln. He welcomed her warmly. After her visit, the President signed her autograph book that she carried with her.

Sojourner Truth worked with the people of Freedman's Village in Arlington, Virginia, for nearly one year. Later she worked in the hospitals. Because the walk was long and the bags she carried were heavy she sometimes hailed a street car. The conductors would not stop for her because she was black.

After being abused many times by conductors on the street cars, she filed a formal complaint. The president of the streetcar company told her to press charges. She did so and she won her case. Afterwards all conductors stopped for blacks. However this victory did not last long. Soon laws were passed across the nation which made it illegal for blacks to ride with whites. These laws stayed in effect until the modern civil rights movement of the 1960's.



Sojourner fought to get land for the poor black people.

Sojourner eventually went back to Michigan where she remained until she died on November 26, 1883. During her illness she was treated by Dr. John Harvey Kellogg. Even while weak and ill, her faith in God remained strong. She was buried in Battle Creek's Oak Hill cemetery.

Nearly eighty years after her death, a historical marker from the Sojourner Truth Memorial Association of Battle Creek was placed at her grave.

From the day she left the Dumont farm she was convinced that she was right, and that she would always triumph over the most difficult circumstances.

The Sojourner Truth Institute of Battle Creek is located in the downtown area of the city.





# MY VIRTUAL ADVENTURE

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Go on a virtual adventure to a place you have never been to do something you have never done. Perhaps you would like to go to visit the President of the United States in the White House, or you would like to visit the President of the General Conference of Sevneth-day Adventists in Silver Spring, Maryland. Or you may like to go on a speaking tour in various states. Stretch your imagination. Enjoy your adventure.

1. Where are you going? \_\_\_\_\_
2. Why have you chosen this destination? \_\_\_\_\_
3. How will you get there? \_\_\_\_\_
4. What will you take? \_\_\_\_\_
5. Who is going with you? \_\_\_\_\_
6. How long are you going to stay? \_\_\_\_\_
7. What are you going to do on your virtual adventure? \_\_\_\_\_
8. What did you like best about your adventure? \_\_\_\_\_
9. What did you like the least about your adventure? \_\_\_\_\_

Write your story in the box below.




# RESEARCH-EXPLORE-INVESTIGATE

In this unit we learned about many persons who fought for the abolition of slavery.

Select one of the persons.

Read about that person and write a biography page containing as much information as you can find.

Make a miniature model of the person you selected using cardboard for the body, fabric for clothing and yarn for the hair.

Cut out facial features from magazines or you may draw them yourself.

Take your person to class and give a report on him or her.

Some of the persons you learned about are:

- Frederick Douglas
- Rosa Parks
- Anna Knight
- Harriet Tubman
- Ellen White
- Abraham Lincoln
- John Harvey Kellogg
- Lottie Blake
- Etta Littlejohn
- Jennie Alliston
- Wendell Phillips
- Samuel Hill
- Parker Pillsbury
- William Garrison
- David Ruggles



## GOD FREES HIS PEOPLE

When Moses got to Egypt, he and his brother Aaron went to Pharaoh and told him that God had said to let the Hebrew slaves go. But Pharaoh refused.

God told Moses to stretch his staff out over the Nile River and when he did, the water turned to blood and all the fish died.

Still the Pharaoh wouldn't let the slaves go. Moses went to Pharaoh many times. And every time he refused, God caused another plague to fall on Egypt. Frogs and bugs covered the land, the livestock became sick and died, hail and fire struck the earth, locusts ate all the plants; but still Pharaoh's heart was hard.

Then the Lord told Moses that one more plague would be sent. He said that the firstborn in every house would die. But He said that He would pass over any house that had placed lamb's blood around their door. Moses told the Hebrews to do this.

That night the Lord took the first-born of every house but He passed over those that had the blood of the lamb around their door. The next day Pharaoh told Moses to take his people and leave Egypt.

The Hebrew people packed up and left. And the Lord required that every year from then on, that day was to be remembered in the Feast of the Passover for the time that the Lord brought His people out of Egypt and out of slavery.

*Adapted from Exodus 8-13*



# FREEDOM ISN'T FREE

Object: A flag

Theme: The price for our freedom has been paid.

Scripture: For this reason Christ is the mediator of a new covenant, that those who are called may receive the promised eternal inheritance--now that he has died as a ransom to set them free from the sins committed under the first covenant. Hebrews 9:15.

The flag is a reminder that on July 4th we celebrate an important holiday. July 4th is known as Independence Day. Do you know what independence means? It means freedom, doesn't it? In our country we enjoy a lot of freedom. We are free to go to church and worship, we are free to choose what we want to be when we grow up, we are free to choose where we want to live, we are free to choose most of the things that affect our daily lives. Now, this might come as a surprise to some of you, but did you know that freedom isn't free? That's right, someone had to pay the price for us to have the freedom that we enjoy. There are many men and women who have helped to pay that price. Some have served in the Army, Navy, Marines, or Air Force. Many of them have fought in wars and some may have been wounded.

Yes, we have a lot of freedom, but the greatest freedom that we have is the freedom that we have in Christ Jesus. The Bible teaches that the penalty for sin is death, but you and I have been set free from this penalty. We have been set free because Jesus paid the penalty. The Bible tells us that Jesus died to set us free from the penalty of sin. Instead of death, we have been given eternal life.

This freedom wasn't free, Jesus paid the price. Each year as we celebrate Independence Day, let us remember to stop and thank God for those who have paid the price for our freedom. But even more important, let us remember to thank God for Jesus, who has set us free from the penalty for sin, because he was willing to pay the price.

Dear God, thank you for the freedom that we enjoy in our country. We are thankful for those who paid the price for that freedom, but even more important, we thank you for the freedom we have because Jesus was willing to pay the penalty for our sin. Amen.



# THE ANGEL PASSES OVER

A family waits in the dark. Outside it is strangely quiet.

In the cool night air of Egypt, a whisper of a breeze rustles the leaves of a tree.

This is the night.

This is the night Moses told the children of Israel to be ready for. This is the night they are going to be set free from the pain and suffering of slavery in a foreign land. This is the night they are going to begin their journey to a land flowing with milk and honey.

This is the night the angel of death is coming.

Moses had told them to go out to their flocks four days before and choose a spotless lamb. It was to be a lamb without any defects. Its wool had no bare spots, its eyes clear, its legs straight and strong.

They took the lamb into their house, and it lived with them like a family pet.

And then this day, at sunset, they killed the lamb and prepared the meat for a special meal - the Passover Meal. They roasted the meat on a fire with bitter herbs, to remind them of the bitter taste of slavery. They made a flat, hard bread without yeast, because there wasn't time to let dough rise. They ate with their walking sticks in their hands, and their sandals on their feet. They had to be ready to leave at any moment.

But, most importantly, they took a bowl, and with a hyssop branch they marked the crosspiece and side posts of their front door with the blood of the lamb.

And now they waited.

At midnight they heard a cry way off in the distance. It was the cry of a mother who just discovered that her first-born child was dead. And then they heard another cry, and then another, and then another. Until the night was filled with the awful cries of pain and loss. This was the night that God freed the children of Israel from slavery in Egypt.

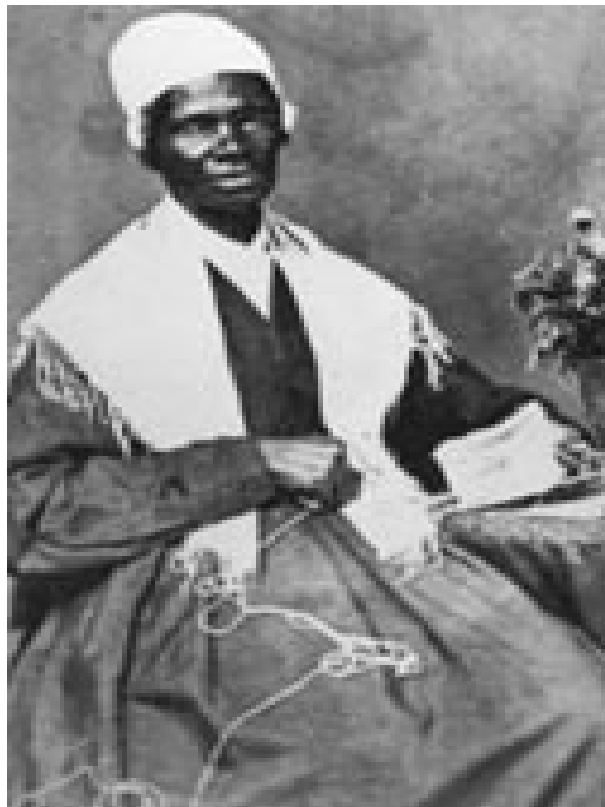


# TIME LINE OF SOJOURNER TRUTH

- 1797 Born Isabella, a slave to Johannes Hardenbergh, in Hurley, New York.
- 1800 Hardenburgh dies, his son Charles takes possession of Isabella.
- 1808 Charles dies, Isabella is sold to John Neely; her mother dies.
- 1809 Isabella is sold to Martin Schryver; her father dies.
- 1810 Isabella is sold to John Dumont.
- 1814 Isabella marries Robert.
- 1826-1827 Isabella escapes from Dumont; she stays with the Van Wageners.
- 1828-1829 Isabella files charges to get her son Peter back. She wins the case. Isabella moves to New York City.
- 1832 Isabella joins a religious community.
- 1843 Isabella becomes a traveling preacher. She changes her name to Sojourner Truth.
- 1847-1850 Sojourner moves to Massachusetts.
- 1850 Sojourner Truth's biography, *Narrative of Sojourner Truth* is published.
- 1857 Sojourner Truth moves to Battle Creek.
- 1864 Sojourner Truth meets with President Abraham Lincoln.
- 1869-1871 Sojourner Truth travels through the Midwest gathering signatures on a petition asking the government to give western lands to former slaves.



- 1872 Sojourner Truth meets with President Grant and the senators.
- 1883 Sojourner Truth dies in Battle Creek, Michigan.
- 1983 Sojourner Truth is inducted into the Women's Hall of Fame in Lansing, Michigan.
- 1997 The 200<sup>th</sup> anniversary of her birth is celebrated.
- 1998 A bronze sculpture of Sojourner Truth is erected in Battle Creek, Michigan.



## Creating Time Lines

This activity can be done individually or as a group activity. If done individually it will require each student to have a two-week period in which to complete.

Draw a picture of each aspect of the life of Sojourner Truth specified in the section "Time Line of Sojourner Truth."

If done as a group activity, have students display their drawing in chronological order in the classroom.

If done as an individual project, allow each student to create a panorama of the time line.

After the time line of Sojourner Truth is complete, have the students create their own time line from birth to present. They can use pictures, or photographs to illustrate the different times mentioned in their personal time lines.

Have each student use their personal time line to write their autobiography. Publish the autobiographies in a book and share a copy with each student.





# GLOSSARY

**abolish** - To end something.

**abolitionist** – A person opposed to slavery in the United States.

**auction** – A public sale of property in which the price of individual items increases by bids until the highest bidder becomes the purchaser.

**biography** - A written account of a person's life.

**commune** – A small community whose members have common interests and in which the property is often shared.

**conductor** - One who leads or shows the way; a guide; an officer of a railroad who is in charge of a train or car and collects tickets and fares.

**emancipator** – A person who frees another person from slavery.

**liberator** – One who frees another from oppression.

**petition** - A formal request made to a person in authority asking for something.

**slander** – To make a false statement that harms another person's reputation.

**sojourner** – One who travels, staying in one place only for a short while.

**valet** – A male servant who performs personal services, such as taking care of clothes.

**whaler** – A ship whose crew hunted and killed whales.



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