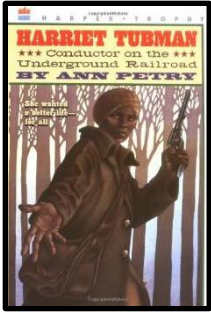


***Literary
Response
Journal***





Harriet Tubman: Conductor on the Underground Railroad.
By: Ann Petry (1955)

From Chapter 3: "Six Years Old"

By the time Harriet Ross was six years old, she had unconsciously absorbed many kinds of knowledge, almost with the air she breathed. She could not, for example, have said how or at what moment she knew that she was a slave. She knew that her brothers and sisters, her father and mother, and all the other people who lived in the quarter, men, women and children were slaves.

She had been taught to say, "Yes, Missus," "No, Missus," to white women, "Yes, Mas'r," "No, Mas'r" to white men. Or, "Yes, sah," "No, sah."

At the same time someone had taught her where to look for the North Star, the star that stayed constant, not rising in the east and setting in the west as the other stars appeared to do; and told her that anyone walking toward the North could use that star as a guide.

She knew about fear, too. Sometimes at night, or during the day, she heard the furious galloping of horses, not just one horse, several horses, thud of the hoofbeats along the road, jingle of harness. She saw the grown folks freeze into stillness, not moving, scarcely breathing, while they listened. She could not remember who first told her that those furious hoofbeats meant that patrollers were going in pursuit of a runaway. Only the slaves said paterollers, whispering the word.

From Chapter 21: “With The Union Army”

After this she returned to Auburn, where she spent the summer. She was restless, impatient. People were talking about Abe Lincoln. He had won the Republican nomination for the presidency in the spring. No one thought he had a chance of winning the election. Even if he did, Harriet doubted that he would do anything about slavery.

In November, 1860, she made another trip to Tidewater Maryland. Perhaps she felt the need for action, perhaps she wanted to return to the fields and the woods and streams of the Eastern Shore, in order to offset the tame-cat life she had been leading on lecture platforms. Possibly the rescue of Charles Nalle had whetted her appetite for adventure. Perhaps the memory of John Brown haunted her, too.

In any event, she brought out a man and his wife, with three children, one of them six years old, one of them four years old, and a three-months' old baby, and another man. En route to Thomas Garrett's in Wilmington they met a young woman who was also escaping, and she joined the party.

On December 1st, Thomas Garrett wrote one of his characteristic letters to William Still in Philadelphia:

I write to let thee know that Harriet Tubman is again in these parts. She arrived last evening from one of her trips of mercy to God's poor, bringing two men with her as far as New Castle. I agreed to pay a man last evening, to pilot them on their way to Chester county; the wife of one of the men, with two or three children, was left some thirty miles below, and I gave Harriet ten dollars, to hire a carriage, to take them to Chester county. She said a man had offered for that sum to bring them on. I shall

be very uneasy about them, till I hear they are safe. There is now much more risk on the road, till they arrive here, than there has been for several months past, as we find that some poor, worthless wretches are constantly on the lookout on two roads, that they cannot well avoid more especially with carriage, yet, as it is Harriet who seems to have had a special angel to guard her on her journey of mercy, I have hope.

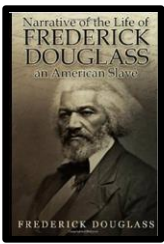
Thy Friend,

Thomas Garrett

Despite Garrett's uneasiness, the entire party arrived safely in Philadelphia. William Still wrote their names down on loose slips of paper. His big notebook had been hidden, for "the capture of John Brown's papers and letters, with names and plans in full, admonished us that such papers and correspondence as had been preserved concerning the Underground Rail Road, might perhaps be captured by a pro-slavery mob."

Harriet Tubman: Conductor on the Underground Railroad.
By Ann Petry (1955)

<p align="center">Protagonist (Courageous Character)</p>		
<p align="center">What obstacles does she overcome and how does she do it?</p>		
<p align="center">How does the protagonist respond to different events?</p>	Event	Response
<p align="center">What/Who is the antagonist?</p>		
<p align="center">In what ways was this character courageous?</p>		
<p align="center">What does the protagonist learn about herself?</p>		



***Narrative of the Life of Frederick Douglass an American Slave,
Written by Himself
By: Frederick Douglas (1845)***

The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent of errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge.

I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but prudence forbids;—not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey’s ship-yard. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men.

“You will be free as soon as you are twenty-one, but I am a slave for life! Have not I as good a right to be free as you have?”

These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free. I was now about twelve years old, and the thought of being a slave for life began to bear heavily upon my heart.

Just about this time, I got hold of a book entitled "The Columbian Orator." Every opportunity I got, I used to read this book. Among much of other interesting matter, I found in it a dialogue between a master and his slave. The slave was represented as having run away from his master three times. The dialogue represented the conversation which took place between them, when the slave was retaken the third time. In this dialogue, the whole argument in behalf of slavery was brought forward by the master, all of which was disposed of by the slave. The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.

In the same book, I met with one of Sheridan's mighty speeches on and in behalf of Catholic emancipation. These were choice documents to me. I read them over and over again with unabated interest. They gave tongue to interesting thoughts of my own soul, which had frequently flashed through my mind, and died away for want of utterance.

The moral which I gained from the dialogue was the power of truth over the conscience of even a slaveholder. What I got from Sheridan was a bold denunciation of slavery, and a powerful vindication of human rights. The reading of these documents enabled me to utter my thoughts, and to meet the arguments brought forward to sustain slavery; but while they relieved me of one difficulty,

they brought on another even more painful than the one of which I was relieved.

The more I read, the more I was led to abhor and detest my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery. I loathed them as being the meanest as well as the most wicked of men. As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity.

I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Any thing, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was no getting rid of it. It was pressed upon me by every object within sight or hearing, animate or inanimate. The silver trump of freedom had roused my soul to eternal wakefulness.

Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in every thing. It was ever present to torment me with a sense of my wretched condition. I saw nothing without seeing it, I heard nothing without hearing it, and felt nothing without feeling it. It looked from every star, it smiled in every calm, breathed in every wind, and moved in every storm.

Narrative of the Life of Frederick Douglass an American Slave, Written by Himself
By: Frederick Douglas (1845)

<p align="center">Protagonist (Courageous Character)</p>		
<p align="center">What obstacles does he overcome and how does he do it?</p>		
<p align="center">How does the protagonist respond to different events?</p>	Event	Response
<p align="center">What/Who is the antagonist?</p>		
<p align="center">In what ways was this character courageous?</p>		
<p align="center">What does the protagonist learn about himself?</p>		

The People Could Fly: American Black Folktales.
By: Virginia Hamilton (1985)

The People Could Fly

They say the people could fly. Say that long ago in Africa, some of the people knew magic. And they would walk upon the air like climbin up on a gate. And they flew like blackbirds over the fields. Black, shiny wings flappin against the blue up there.

Then, many of the people were captured for Slavery. The ones that could fly shed their wings. They couldn't take their wings across the water on slave ships. Too crowded, don't you know.

The folks were full of misery, then. Got sick with the up and down of the sea. So they forgot about flyin when they could no longer breathe the sweet scent of Africa.

Say the people who could fly kept their power, although they shed their wings. They looked the same as the other people from Africa who had been coming over, who had dark skin. Say you couldn't tell anymore one who could fly from one who couldn't.

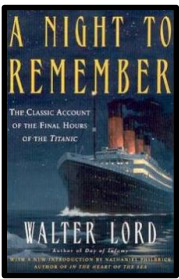
One such who could was an old man, call him Toby. And standin tall, yet afraid, was a young woman who once had wings. Call her Sarah. Now Sarah carried a babe tied to her back. She trembled to be so hard worked and scorned.

The slaves labored in the fields from sunup to sundown. The owner of the slaves callin himself their Master. Say he was a hard lump of clay. A hard, glinty coal. A hard rock pile, wouldn't be moved. His Overseer on horseback pointed out the slaves who were slowin down. So the one called Driver cracked his whip over the slow ones to make them move faster. That whip was a slice—open cut of pain. So they did move faster. Had to.



The People Could Fly: American Black Folktales.
By: Virginia Hamilton (1985)

Protagonist (Courageous Character)		
What obstacles does he/she overcome and how does he/she do it?		
How does the protagonist respond to different events?	Event	Response
What/Who is the antagonist?		
In what ways was this character courageous?		
What does the protagonist learn about him/herself?		



A Night To Remember
By: Walter Lord (1955)

What troubled people especially was not just the tragedy – or even its needlessness – but the element of fate in it all. If the *Titanic* had heeded any of the six ice messages on Sunday... if ice conditions had been normal... if the night had been rough and moonlit... if she had seen the berg 15 seconds sooner – or 15 seconds later... if she had hit the ice any other way... if her water-tight bulkheads had been one deck higher... if she had carried enough boats... if the *Californian* had only come. Had any one of these “ifs” turned out right, every life might have been saved. But they all went against her – a classic Greek tragedy.

These thoughts were yet to come to the *Carpathia* turned towards New York in the bright sunshine of April 15. At this point the survivors still slumped exhausted in deck chairs or sipped coffee in the dining saloon or absently wondered what they would wear.

The *Carpathia*'s passengers pitched in gallantly – digging out extra toothbrushes, lending clothes, sewing smocks for the children out of streamer blankets brought along in lifeboats. A Macy's wine buyer bound for Portugal became a sort of guardian angel for the three rescued Gimbel's buyers. Mrs. Louis Ogden took cups of coffee to two women in gay coats and scarfs sitting alone in the corner, “Go away,” they said, “we have just seen our husbands drown.”

A Night To Remember
By: Walter Lord (1955)

<p>Protagonists (Courageous Characters)</p>		
<p>What obstacles does he/she overcome and how does he/she do it?</p>		
<p>How does the protagonist respond to different events?</p>	<p>Event</p>	<p>Response</p>
<p>What/Who is the antagonist?</p>		
<p>In what ways was this character courageous?</p>		
<p>Who else demonstrated heroism / bravery?</p>		

***Extra
Literary
Response
Sheets***

Title:		
Protagonist (Courageous Character)		
What obstacles does he/she overcome and how does he/she do it?		
How does the protagonist respond to different events?	Event	Response
What/Who is the antagonist?		
In what ways was this character courageous?		
What does the protagonist learn about him/herself?		

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