

# **The Meeker Homestead UGRR Site**

An activity with the Underground Railroad in Delaware County

Sponsored by the Delaware County Historical Society

## **Teacher Packet**

~ How to plan your UGRR field trip

~ Student activities for use before and after your field trip





**THE MEEKER HOMESTEAD UGRR SITE**  
**An Underground Railroad Activity for Schools**  
**The Barn at 2690 Stratford Road, Delaware, Ohio**

**TEACHER PACKET**

**Scheduling:**

Email or call the Delaware County Historical Society for information about scheduling a school group.

Email: [schools@delawareohiohistory.org](mailto:schools@delawareohiohistory.org)

Phone: 740-369-3831

**School Groups:**

Teachers are welcome to schedule groups of school children up to the limit of 60 per session.

The Meeker Homestead Experience is a three-hour activity. We can schedule one group in the morning and/or one in the afternoon if needed. Each large group should be divided into three smaller groups labeled 1,2,3 for the breakout sessions. Suggested time frames are 9:30-12:30 or 12:00 to 3:00.

> Please let us know ahead of time the special needs of any student on this field trip.

> Students should wear warm clothing and coats for winter tours. Part of this program will be walking outside.

~ **Student Groups:** Students should be divided into 3 groups before you arrive. The groups are named after Delaware County families from this period: the #1 Meekers, the #2 Crattys, and the #3 Benedicts.

Make sure each student knows his/her group assignment.

**Cost:**

The cost per student is \$5.00. Students on free or reduced lunch are exempt from paying a fee.

Each student is given a one-year student membership.

**Parking:**

School buses can use our parking lot and can park in front of The Barn. Please do not park in the grass.



Directions: U.S. Rt. 23, south of Delaware. Turn onto Meeker Way.  
Turn right onto Stratford Road.  
Turn right into the parking lot.

**Food:**

If teachers have students bring a packed lunch, students can eat outside on the lawn if weather permits or can sit at the tables inside The Barn for inclement weather days. Food service is not available on site. Please bring their lunches in large tote boxes.

**Please, do not allow students to bring backpacks into the facility.**

**Restrooms** are available in The Barn and also on the first floor in the Meeker home.

## Preparing for the Meeker Homestead Underground Railroad Program:

~ **RE-ENACTORS:** Several of the sessions are presented by volunteer re-enactors. Discuss with your students what a re-enactor does, especially that they will be speaking in first person about “their” experiences with fugitive slaves and the movement of the UGRR.

~ **VOCABULARY:** Go over vocabulary words that students may not be familiar with that we have included in this packet. These include such words as:  
abolish; abolitionist; Border states; citizen; conductor, crops; discrimination; economy; fine; freedom; fugitive; package, parcel, plantation; prohibit; property; slave; slave trade; station; UGRR station; UGRR conductor; enslaved; Quakers; Freedmen; Ohio Black Laws

~ **FOLLOW-UP ACTIVITIES:** We recommend the National Park Service UGRR booklet:  
<https://www.nps.gov/subjects/ugrr/education/upload/Junior-Ranger-Activity-Booklet.pdf>  
We also have a list of Big Questions that we call “take aways” from the program.  
We also highly recommend the Lesson Plans from the Cincinnati Freedom Center designed for Grades K-3 and Grades 4-8. <<http://www.freedomcenter.org/educators/lesson-plans>>  
Find other resources listed below.

### Agenda for the Meeker Homestead UGRR Experience:

Students will begin the Meeker Experience with the whole group in the main floor of The Barn with a welcome and introduction. After the introduction, the three groups will begin a rotating schedule around the property with a guide from the Historical Society.

**The sessions include:**

> **Introduction for all in The Barn main room.**

- A. Walking tour of the grounds and Meeker Home
- B. Slideshow presentation of Underground Railroad locations, homes and barns
- C. William Cratty, Delaware County abolitionist

➤ **Q & A back in the main room of The Barn;**

**Time allotted for students to ask questions. We have prepared Big Questions.**



### **UGRR BIG QUESTIONS:**

These are essential questions and ideas that we want students to take away from the program. If time allows, these will be asked at the end of the program back in the big group. Otherwise, teachers can revisit these questions back in their classrooms.

1. What was the Underground Railroad?
2. Why were Delaware and Central Ohio important as part of the UGRR?
3. Mrs. Meeker question: What spaces or places in the Meeker Homestead did you observe that could make good hiding places for runaway slaves?
4. William Cratty question: What is an abolitionist?
5. Why did William Cratty choose to break the law?
6. Why was the work of the UGRR done in secret?
7. Brent & Diane question: What parts (aspects?) of personal property: homes, barns, fields, other farm buildings, important during this time period?
8. What were the Fugitive Slave Laws?
9. How do we know the Underground Railroad really happened?
10. What means of escape were used besides walking along rivers?
11. What was the impact of the UGRR on the history of the United States?
12. How can maps help tell the story of the UGRR in Delaware County and throughout Ohio?



## The Meeker Homestead UGRR Site An Underground Railroad Activity for Schools Complete Vocabulary

**abolish\*\*\*\*:** to do away with something

**abolitionist\*\*\*\*:** people who wanted to end slavery in the United States

**anti-slavery\*:** believing that the practice of owning people as slaves is wrong

**auction\*:** any sale where something is sold to the person who bids the most money

**border states\*\*\*\*:** slave states that did not secede from the United States

**card/carding\*\*\*\*\*:** to cleanse, disentangle, and collect together (as fibers) by the use of cards preparatory to spinning

**citizen\*\*\*\*:** a native or naturalized person who owes loyalty or allegiance to a government and is entitled to its protections

**conductor\*:** a code word used by people involved in the Underground Railroad meaning a person helping slaves escape

**crops\*\*\*\*:** a plant (such as cotton or tobacco) that is grown and can be harvested for profit

**discrimination\*\*\*\*:** to make a difference in treatment or favor based on something other than individual merit

**economy\*\*\*\*:** the system by which goods and services are produced, bought, and sold in a region

**emancipation\*:** the act of setting people free from slavery

**Emancipation Proclamation\*:** a law passed in 1863 that ended slavery in the Confederate states

**enslave:** to make someone a slave

**fine\*\*\*\*:** a penalty (usually money) imposed on someone as a punishment

**freedmen:** an emancipated slave

**freedom\*\*\*\*:** the power to do what you want to and not be controlled by another

**fugitive\*\*\*\*:** a person running away to avoid being captured

**fulling\*\*\*\*\*:** a step in woolen cloth making which involves the cleansing of cloth (particularly wool) to eliminate oils, dirt, and other impurities, and making it thicker.

**gristmill\*\*\*\*\*:** a mill for grinding grain

**Ohio Black Laws\*\*\*:** The Ohio legislature passed a series of laws in 1807 to discourage African American migration to the state. ... The Black Laws and other policies deterred some African Americans from settling in Ohio. In the late 1840s, the Black Laws became a political issue once again.

**parcel/package:** a term that people working with the Underground Railroad used to that meant runaways, but other people would think it was regular packages they were sending.

**passengers\*\*:** runaway slaves of the Underground Railroad network

**plantation\*\*\*\*:** a large area of land where crops are grown and usually with a large, elaborate house on it  
where the plantation owners and their families live

**prohibit\*\*\*\*:** to forbid something

**property\*\*\*\*:** something that is owned by a person such as land or personal belongings

**Quakers\*:** a Christian religious group that did not believe in slavery. Many Quakers volunteered on the Underground Railroad

**runaway:** people who escaped and were running away from slaveholders so they could be free

**slave\*:** a person who is the property of another

**slave trade\*\*\*\*\*:** buying and selling of African American people for profit

**slavery\*:** the wrongful practice of owning a person as property

**station\*\*:** Hiding places for the runaway slaves

**stockbrokers\*\*:** financiers for the Underground Railroad

**tickets\*\*:** imaginary acceptance when runaway slaves are passengers of the Underground Railroad network

### **Sources:**

\*: [http://pathways.thinkport.org/resources/vocabugrr\\_print.cfm](http://pathways.thinkport.org/resources/vocabugrr_print.cfm)

\*\*: [Untold UGRR Stories: Traveling Through Ohio Railway to Freedom 1820-1860](#)  
by Watson Walker Jr.

\*\*\*: [www.ohiohistorycentral.org/w/Black\\_Laws\\_of\\_1807](http://www.ohiohistorycentral.org/w/Black_Laws_of_1807)

\*\*\*\*: <http://www.scholastic.com/teachers/article/underground-railroad-vocabulary-guide>

**Sample activities: (most can be found in the resource list at the end of this packet)**

**A few samples from The National Park Service UGRR Booklet:**

**Student Journals:**

## **To Be Free**

**Write about what "Freedom" means to you.**



# Travel Routes

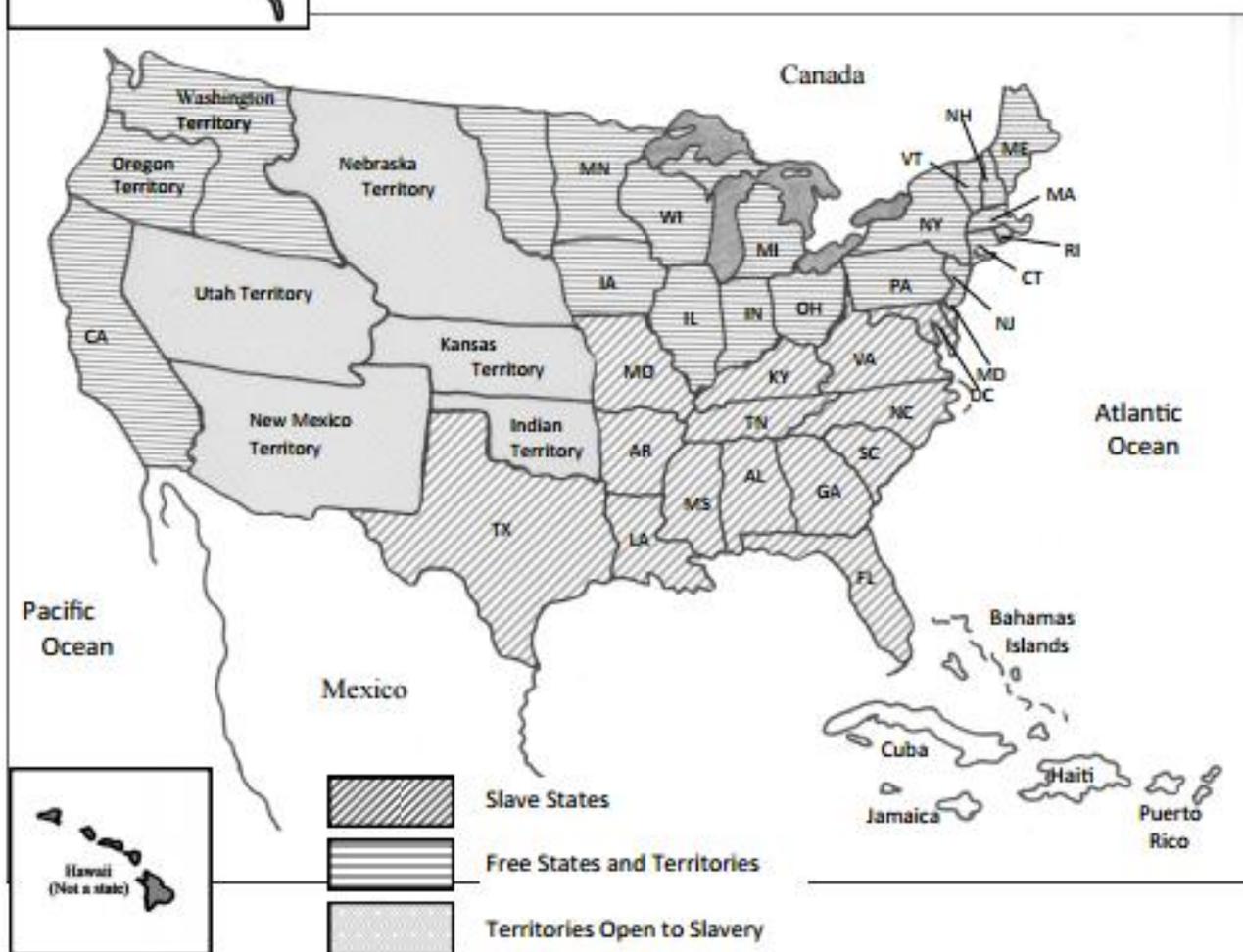
Escape routes over land spread out like a tangled web throughout the United States, into Canada, and Mexico. Other routes were traveled by water to northern coastal cities, south towards the Caribbean, or west towards the coast of California, Alaska or Hawaii.



**CIRCLE** one Slave State listed on the map below.

**Draw ARROWS** from the state you circled showing the many escape routes to a Free State or Territory.

## United States-1860



Although many states and territories had banned slavery by 1860, freedom seekers who had escaped to free states and territories could be captured by slave catchers and returned to slavery because of the Fugitive Slave Act of 1850. After the 1850 Act, many freedom seekers in free states were forced to continue their escape to countries outside the United States.

**Put a STAR** in the state where you live.

**Draw an ARROW** of the route you would use to escape slavery after 1850.

# Freedom Bag

Imagine that you are an enslaved person getting ready for your escape to freedom. The journey may be long and hard. You will need supplies to make a successful escape.

**CIRCLE** the items you will take with you. Please explain why you chose these items.

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Can you name anything else you might want to take along? \_\_\_\_\_

# Safe Refuge

Hiding places along the “Underground Railroad” varied as much as the escape routes. Safe-houses, churches, schools, businesses, as well as natural areas such as swamps, bayous, mountains, and waterways provided much needed protection throughout their journey. Freedom seekers sometimes escaped and found refuge with various American Indian tribes. For example, those freedom seekers traveling south towards the Spanish Territory of Florida found safety and protection within the Seminole Indian Nation.

**CIRCLE** places that might be a good hiding place for a freedom seeker.



## **Additional Resources suggestions for the classroom:**

### **Discovering the Underground Railroad Junior Ranger Activity Book**

From the National Park Service

<https://www.nps.gov/subjects/ugrr/education/upload/Junior-Ranger-Activity-Booklet.pdf>

Paperback novel: ***Trouble Don't Last*** by Ohio author, Shelley Pearsall

<http://www.shelleypearsall.com/books/trouble-dont-last>

National Underground Freedom Center – Cincinnati, Ohio

<https://www.google.com/webhp?sourceid=chrome-instant&ion=1&esv=2&ie=UTF-8#q=freedom%20center%20cincinnati>

The Underground Railroad; Escape from Slavery. From Scholastic Publishers. Online activity.

[http://teacher.scholastic.com/activities/bhistory/underground\\_railroad/](http://teacher.scholastic.com/activities/bhistory/underground_railroad/)

The Underground Railroad. National Geographic. Online activity

[http://nationalgeographic.org/education/underground-railroad-interactive/?ar\\_a=1](http://nationalgeographic.org/education/underground-railroad-interactive/?ar_a=1)

Safe Passage. Freedom Center

<https://itunes.apple.com/us/itunes-u/safe-passage/id556867421?mt=10>

Underground Railroad. PBS. Educator download

[http://bento.cdn.pbs.org/hostedbento-prod/filer\\_public/UGRR/Classroom UGRR Educator Guide Final.pdf](http://bento.cdn.pbs.org/hostedbento-prod/filer_public/UGRR/Classroom%20UGRR%20Educator%20Guide%20Final.pdf)

Our Story. The Smithsonian

<http://amhistory.si.edu/ourstory/activities/slavelife/>

Mission US: Flight to Freedom. WNET TV. National Endowment for the Humanities.

<http://www.mission-us.org/pages/landing-mission-2>