

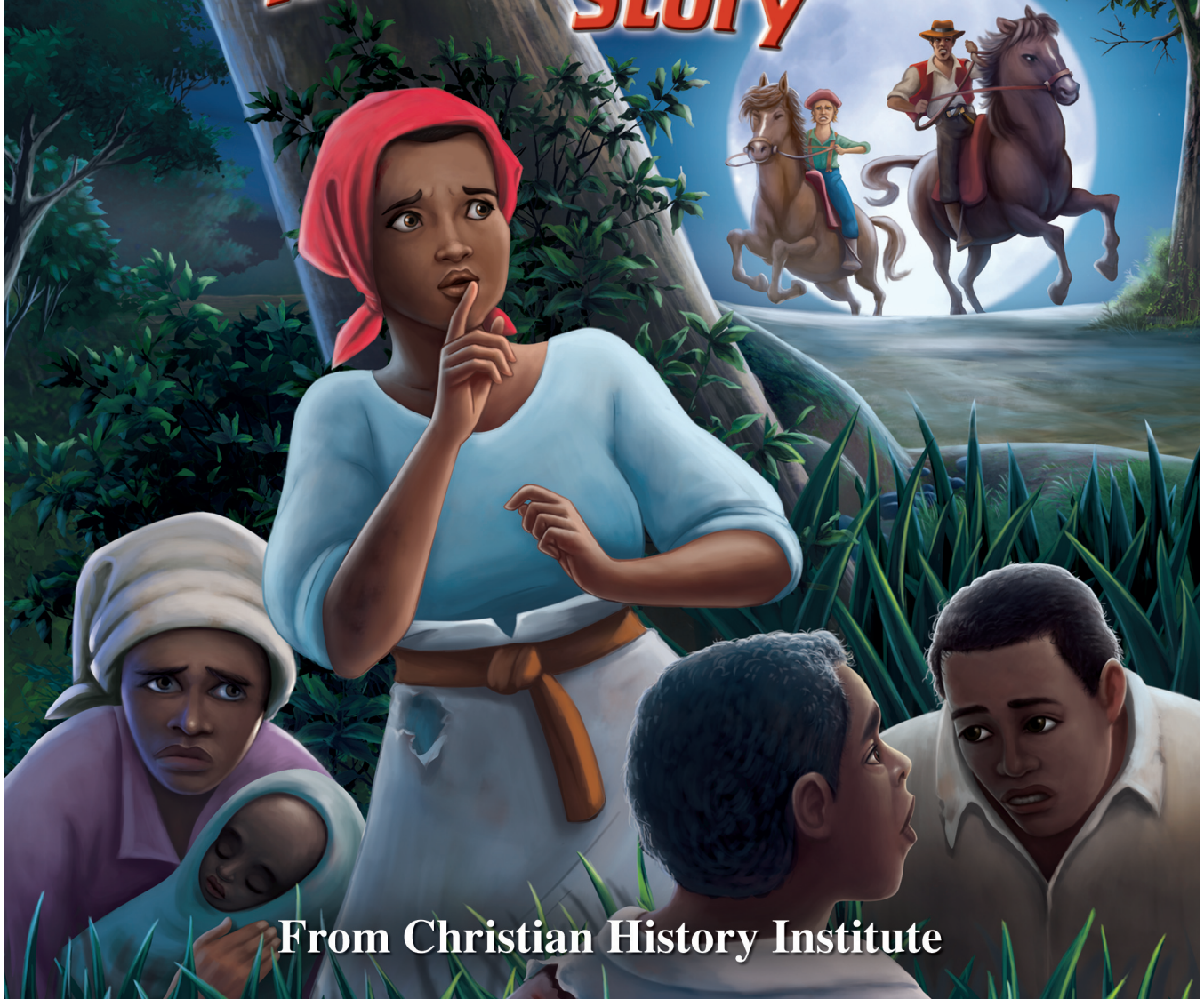


# THE TORCHLIGHTERS

HEROES OF THE FAITH

Leader's Guide for the DVD

## *The Harriet Tubman Story*



From Christian History Institute

L E A D E R



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# Introduction to the *Torchlighters* Series

**Torchlighter:** *One who commits to serving God  
and passing on the light of the Gospel,  
even if the going gets tough.*

Kids today have no shortage of heroes. From Hollywood celebrities to musical artists and sports figures, it would seem that there are plenty of heroes to go around. However, the heroes offered by popular culture are teaching children that physical perfection, financial success, and fame are the most important goals in life. The morals and values presented are often in direct opposition to the standards parents want to pass on to their children. So, while there is no shortage of heroes, there is a dreadful shortage of heroes worth emulating.

The *Torchlighters* video series offers children real heroes that they can depend on. These heroes have lived truly great lives marked by moral depth, strength of character, and an unwavering commitment to Christ. By sharing in their struggles and small steps of obedience, we are all challenged to live lives of faith. It is our sincere desire that as children get to know these “torchlighters,” they will be challenged to follow in the footsteps of the greatest torchlighter of them all, Jesus Christ. Learn more about the mission behind this series and find more free resources at

**[www.torchlighters.org](http://www.torchlighters.org)**





## Synopsis of *The Torchlighters: The Harriet Tubman Story*

Born into slavery in Maryland, Harriet Tubman was told she would never amount to anything else. Her masters beat her, sold off her family members, and forced her into back-breaking work daily. Even so, Harriet trusted in her God and prayed constantly for his justice and freedom. An encounter with a Quaker woman reveals that freedom is possible with the Underground Railroad, leaving Harriet with both questions and hope.



Through field and stream, Harriet escapes slavery.

When she discovers she and her brothers are to be sold to another plantation, Harriet knows it's time to find out. After a harrowing journey north, Harriet arrives in Philadelphia and to freedom. She finds paid work and a community that cares for her, but Harriet can't stop thinking of the family she left behind.

When the Fugitive Slave Act is passed, the fears of Harriet and other ex-slaves are confirmed: they are no longer safe in the northern states. Instead of running to Canada, however, Harriet resolves to return to danger to rescue her brothers. She succeeds, returning to Philadelphia with not just her brothers but other escaped slaves as well. Soon she becomes the "Moses" of her people, risking her life to make multiple rescue attempts in the south.

But as more disgruntled plantation owners see their slaves disappear, Harriet's own former master hatches a plan to capture her and end the rescues forever: using her father as bait, he lures Harriet into the trap he has set. Will God answer Harriet's prayers for her parents' freedom? Watch this moving episode of *The Torchlighters* to find out.



## Teaching Plan for *The Harriet Tubman Story*

Take a step back into the pre-civil war era in United States history, when slavery was a societal norm and the gross oppression of black Americans was a daily reality. Though the infamous slave trade had been abolished in both the British Empire and the Americas in the early 1800s, the practice itself was alive in the States for decades afterward—so much so, that an entire economy and livelihood was dependent upon it. But as its unpopularity grew in the northern states, abolitionists sought ways to rescue those trapped under slavery's thumb.

Enter Harriet Tubman, a young slave woman with hopes for a life of freedom and a deep faith in a redeeming God. In this episode of *The Torchlighters*, young viewers will witness how God listens to the prayers of his people and uses the least likely of them to accomplish his purposes.

**1. PREVIEW *The Harriet Tubman Story* before showing it to your students.** This will help you to recognize the major themes and teachable moments that occur throughout the video while equipping you to answer student questions. Our theme for this series is ***God the Deliverer***. Four subthemes will be explored:

- **Lesson 1: The People Cry Out** — God hears the cry of his oppressed people.
- **Lesson 2: Who, Me, Lord?** — God raises unlikely leaders for his people.
- **Lesson 3: Let My People Go!** — God saves his people.
- **Lesson 4: Freedom through Christ** — God supplies his people's greatest needs.

**2. REVIEW the Supplementary Information.** Become more informed on this true story by reading through *Key People* on p. 16, *America and Slavery* on p. 17, and the *Timeline* on p. 20. On your DVD you will also find an informative documentary giving important background information.

**3. SELECT and PREPARE Teaching Material.** Our four-lesson plan is designed to lead children on a faith journey with Harriet Tubman. Our deliverance focus is intended to show children how God responds to oppression and injustice as savior and judge throughout history. Feel free to mix and match to best suit your group and the time available. All material is reproducible and designed to help children apply the teaching themes.

**NOTE:** Special supplies are needed for activities in each session. To help your group understand this dark chapter in our history and its long-term impact, we encourage you to invite a guest speaker to present in session 3. (You can find interviewee suggestions at the end of session 1 of the Leader's Guide and question prompts for your group on p. 9 of the Student Pages.)

**4. VISIT [www.torchlighters.org](http://www.torchlighters.org).** The materials in this guide and the Student Pages are just the beginning. Visit our website for other free resources, such as unique ministry ideas, publicity posters, interactive Kids Zone, and the "Carry the Torch" theme song, craft, and relay! If you are planning a teaching series based on *The Torchlighters*, consider using the theme song, craft, and relay as part of an introductory session focused on the question, "What is a Torchlighter?"

**Are you planning a *Torchlighters* showing or event? Publicity is easy when you download free posters at [www.torchlighters.org](http://www.torchlighters.org).**



## Session 1: The People Cry Out

**FOCUS:** God hears and cares about the prayers of those who cry out to him.

**THEME VERSE:** “He upholds the cause of the oppressed and gives food to the hungry. The LORD sets prisoners free, and the LORD gives sight to the blind, the LORD lifts up those who are bowed down...” Psalm 146:7-8

- **PREPARE:** Use the information on p. 17 of the Leader's Guide to teach about slavery in America and the Underground Railroad. Use the map (on p. 3 of the Student Pages) to highlight its route. For more background on slavery and Harriet Tubman, watch the documentary on Tubman.

For the game **RAILROAD STOPS**, pick an area either outside (or inside, if necessary) with plenty of places to hide.

For **TRUE NORTH BIBLE TIME**, you will need a compass and the theme verse printed out. Hide the theme verse in the northern most corner of your room.

For **TICKET TO RIDE INVITATION**, bring enough art supplies and scissors for your group.

- **GAME—RAILROAD STOPS:** This game is a variation of hide and seek. Select three to six “stops” or bases that all hidiers must touch or reach during the game. As the seeker, stand at the last base and instruct your group to try to get to all the bases without being seen by you.

To begin each round, announce the count and speed of the count so your students know how much time they have to reach the next stop (i.e. “10 slow” or “8 fast”). Don't look while you count. If you see anyone outside of their hiding places after you're done counting, call out the student to signify that they are out. The first person to get to the last stop without being seen wins.

- **TEACH—SLAVERY IN AMERICA:**

*ASK: What do you know about slavery in America?*

*SAY: In the game we just played, we learned in a fun way how to use our surroundings to hide and escape from danger. Our faith hero, whom we will learn more about in just a moment, was a slave for many years in the 1800's before SHE escaped! Let's talk more about slavery and what that meant for millions of people at that time.*

Review the information on p. 17 and share excerpts of Slave Stories on p. 18 of the Leader's Guide.  
**CONTENT NOTE:** These true accounts are graphic and disturbing. Use discretion when sharing with your group.

*ASK: Do you think the Bible has anything to say about slavery and oppression? Let's go to God's word to find out.*

- **TRUE NORTH BIBLE TIME:** Invite your students into your Bible center for Bible time.



Explain how to use a compass to find true north and ask for a volunteer. Direct the student to find today's verse by heading north. Have another volunteer read the verse aloud once it's found.

*SAY: God always hears the prayers of those who cry out to him. Today, let's begin the story of how God heard the prayers of his people, the Israelites, and raised up someone to rescue them.*

**READ** (as time allows): Exodus 1:8-2:10; 2:23-25.

**DISCUSS:** *Why did Pharaoh enslave the Israelites? How did he treat them as slaves? Look at Exodus 2:23-25. What did the people do when Pharaoh oppressed them? (Cried out to God.) What does it say God did when he heard their cries for help? What do you know about Moses? As we consider the passages we just read, why do you think the story of Moses's birth is important?*

*SAY: Next time we'll talk more about Moses and his role in God's plan for God's people. But even as the story unfolds in Exodus 1-2, it is clear that God's hand is upon his people, even in their slavery. God knows and hears their cries, and in his good and perfect timing, God was going to answer them. Was there ever a time that you had a burden on your heart and prayed for God's help? Were you able to see how God answered that prayer? How?*

- **PREVIEW THE HARRIET TUBMAN STORY:** *SAY: When we gather together next time, we will watch a 30-minute video about Harriet Tubman, who was often called the "Moses of her People." Let's watch a short clip together, and maybe you can figure out why!*

Play the short preview clip at the beginning of the DVD.

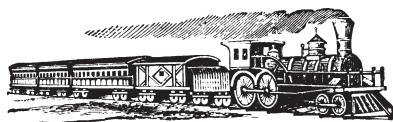
*SAY: How would you like to ride the Underground Railroad? We'll learn more about that next week. For now, make this invitation and ask a friend to join you for the ride!*

- **PROJECT—TICKET TO RIDE INVITATION:** Print the invitations on p. 8 of the Leader's guide for your students. Encourage them to decorate and personalize at least one invitation to hand out to a friend.
- **CLOSING PRAYER:** *Heavenly Father, thank you for hearing our prayers when we call to you for help. We know you are faithful and mighty to save your people. Amen.*
- **PREPARATION FOR NEXT LESSON:** Review session 2 beforehand and gather your supplies accordingly.
- **LOOKING AHEAD:** Start thinking now about your guest speaker for **FREEDOM IN CHRIST INTERVIEW**. To bring the history and its impact alive for your group, find a Christian interviewee that is knowledgeable about slavery and the underground railroad, and preferably personally affected (i.e. an individual whose ancestors were enslaved or whose ancestors owned slaves.) You can also check out the history of local buildings to see if any in your town were used on the Underground Railroad and host your speaker there.

**NOTE:** Refer to the answer key on p. 22 for answers to selected Student Pages.

GOOD FOR ONE FIRST-CLASS PASSAGE  
TO THE SHOWING OF

NO. 001



NO. 001

**TORCHLIGHTERS:  
THE HARRIET TUBMAN STORY**

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_

PLACE: \_\_\_\_\_

GOOD FOR ONE FIRST-CLASS PASSAGE  
TO THE SHOWING OF

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NO. 002

**TORCHLIGHTERS:  
THE HARRIET TUBMAN STORY**

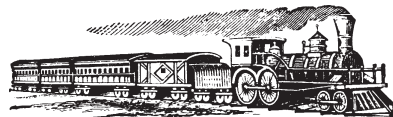
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THE HARRIET TUBMAN STORY**

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## Session 2: Who, Me, Lord?

**FOCUS:** View *The Harriet Tubman Story* and consider how God used the unlikely but faith-filled Harriet to bring freedom to an enslaved people.

**THEME VERSE:** “But God chose the foolish things of the world to shame the wise; God chose the weak things of the world to shame the strong.” 1 Corinthians 1:27

- **PREPARE:** Be sure to have all the equipment necessary to show *Torchlighters: The Harriet Tubman Story*.

For **RACE TO FREEDOM**, bring treats as prizes for your group.

For **TRUE NORTH BIBLE TIME**, hide theme verse in the southernmost part of your classroom and bring your compass.

- **ACTIVITY—CODE NAME: UNDERGROUND RAILROAD:** Welcome your guests and direct to p. 4 of the Student Pages to complete this activity page and discussion.
- **GAME—RACE TO FREEDOM:** Take your students to an open area/gym to play RACE TO FREEDOM, a variation of Red Light/Green Light. Choose a volunteer to be the “Conductor.” The object of the game is to reach the Conductor, who will be standing on one side of the gym, without the Conductor seeing any movement. To play, direct the Conductor to turn away from the rest of the group and shout “All Aboard!” to signal it is safe to run. When the Conductor turns toward the group, he/she must shout “Train Derailed!” Any person caught moving is out. Reward winners of each round with a treat.
- **REVIEW:** Refresh your group with facts learned about 19th century America last lesson with p. 17 of the Leaders Guide.
- **INTRODUCE THE VIDEO:** SAY: *Today we will watch The Harriet Tubman Story and find out how Harriet became the “Moses of her people.” As you watch, think about this question: **How does God answer Harriet’s prayers?***
- **SHOW** the 30-minute program *The Torchlighters: The Harriet Tubman Story*.
- **STUDENT QUESTIONS:** Allow students time to process the video and ask questions about flow and content.
- **FURTHER DISCUSSION:** Lead discussion using appropriate questions from “Dig into the Story” on p. 5 in the Student Pages. For further questions, refer to “Dig Deeper” on p. 6.
- **TRUE NORTH BIBLE TIME:** Have a volunteer find true north with the compass. ASK: *When Harriet chose to go back and rescue her family, what direction did she travel?* After the students



answer (South), direct your group to use the compass to head south and find today's verse. Once the verse is found, ask a volunteer to read 1 Corinthians 1:27.

*SAY: Our theme verse tells us that God often uses unlikely people—people the world considers weak or foolish—to accomplish his good purposes. Not only was Harriet a female slave, her head injury caused fainting spells that limited her abilities as well. Of all people, Harriet Tubman seemed like the most unlikely person to lead her people to freedom. Let's look at another unlikely leader: Moses.*

**READ:** Take your group to Exodus 3-4 and review the passage, focusing specifically on Moses's call in the burning bush (3:7-12) and Moses's continued objections in chapter 4.

**DISCUSS:** *How does God get Moses's attention? What does he tell him to do? What excuses does Moses give on why God can't use him? How does God answer those objections?*

*SAY: Moses was an outcast and a fugitive from Egypt when God called him to lead his people. He wasn't a good public speaker, and the people of Israel had no reason to trust him. None of these excuses mattered to God.*

**DISCUSS:** How does our theme verse explain why God chose Moses? In the movie we watched today, how was Harriet Tubman the "Moses of her people"? What were her weaknesses and challenges that may have prevented her from rescuing people out of slavery? How did God overcome those things?

*SAY: Think about your own weaknesses. Sometimes we feel like we're not smart enough, or talented enough, or speak well enough to be a witness to God or a tool to accomplish his plans. But this is exactly how God shows his glory and greatness to the world! When we could never do it on our own, God gives us the ability. This is a great promise for every Christian—"I can do all things through Christ who gives me strength." (Phil. 4:13)*

- **ACTIVITY—HELP HARRIET ESCAPE TO FREEDOM:** Direct your group to p. 7 of the Student Pages to complete the maze.
- **PARENT LETTER:** Distribute this letter to help parents understand the lessons you are sharing in class (p. 15 in Leader's Guide).
- **CLOSING PRAYER:** *Great and Holy God, thank you for choosing the weak and the foolish of this world to accomplish your good purposes. Help us to trust you and to lean on you, knowing that you alone give us the strength and ability to do your will. Amen.*
- **PLANNING AHEAD:** Be prepared to host your guest for the **FREEDOM IN CHRIST INTERVIEW**. See p. 13 of the Student Pages for the supplies needed for **QUILT CODES** craft.
- Read Exodus 5-12 before next week's Bible Time and be prepared to summarize this large portion of Scripture.

**NOTE:** Refer to the answer key on p. 22 for answers to selected Student Pages.



## Session 3: Let My People Go!

**FOCUS:** God saves his people from both physical and spiritual death.

**THEME VERSE:** “Our God is a God who saves, from the Sovereign LORD comes escape from death.” Psalm 68:20

- **PREPARE:** Invite your guest to come speak for the **FREEDOM IN CHRIST INTERVIEW**.

Prepare the verse and hide it in the westernmost part of your room for **TRUE NORTH BIBLE TIME**.

- **REVIEW:** Use p. 8 in the Student Pages (Story Mix-Up) to review the story of Harriet Tubman. Encourage the class to share the important details of the story, focusing on what they know about her life and legacy. Encourage your guest to ask questions of the students as they review the story.
- **FREEDOM IN CHRIST INTERVIEW:** Invite your guest to share what he or she has prepared for the class. Allow plenty of time for questions and encourage your students to use the interview on p. 9 for more discussion questions. Alternatively, you can share one or two first-hand slave accounts found on p. 18 the Leader's Guide.
- **TRUE NORTH BIBLE TIME:** Invite the class into your Bible center for Bible time. Review what was discussed the last two sessions. SAY: *Did you know that in Genesis 28:14, God promises Abraham that his descendants, Israel, will “spread out to the West and East, to the North and South,” and bring blessing on all the nations?* Ask a volunteer to use the compass to locate true north and find the verse hidden in the westernmost part of your room.

READ: Psalm 68:20.

DISCUSS: *What does it mean to have a God who saves? How has God saved his people in the Bible? What stories can you remember from the Bible that have shown this? How has God saved you?*

SAY: *Today we're going to see how God saved his people in one of the most important stories of Old Testament history. Open your Bibles to Exodus chapter 5.*

SUMMARIZE Moses's negotiations with Pharaoh and briefly recount the subsequent plagues, focusing on God's continual promises for freedom (Exodus 6:1-7; Exodus 7:5; Exodus 10:1-2; Exodus 11:1).

SAY: *The Israelites cried out to God to save them from slavery, and God did just that by proving his power to Pharaoh and all of Egypt and by using Moses to lead his people.*

DISCUSS: *How did God keep his promise for freedom? In the final plague, God “passes over” his people, but not those who did not have the blood of the lamb over their doorposts. Why? How does this final plague physically save the people of Israel? How does the blood of the lamb point us to Jesus? How does that blood save us spiritually?*



- **GO DOWN, MOSES!:** Direct your group to p. 10 of the Student Pages to learn the song featured in *The Harriet Tubman Story*. (Tip: Find a version of the song online to teach your group if you can't sing it!)
- **MODERN DAY SLAVERY**—Refer students to pages 11-12 in the Student Pages. Discuss as a group how you can combat modern day slavery and plan to implement it in your next session.
- **CLOSING PRAYER:** *Dear Lord Jesus, thank you for being the Lamb of God that takes away the sins of the world. Thank you for being the God who saves us from death and the eternal consequences of our sin. Help us to live as your freed people. Amen.*
- **PLANNING AHEAD:** Make sure you have plenty of supplies for the **QUILT CODES** craft as outlined on p. 13 of the Student Pages.

**NOTE:** Refer to the answer key on p. 22 for answers to selected Student Pages.





## Session 4: Freedom through Christ

**FOCUS:** God supplies his people's physical needs as well as their greatest need: salvation through Christ Jesus.

**THEME VERSE:** "And my God will meet all your needs according the riches of his glory in Christ Jesus." Philippians 4:19

- **PREPARE:** Gather the supplies for **QUILT CODES** as noted on p. 13 of the Student Pages.

Have today's theme verse ready and hidden in the eastern corner of your room for TRUE NORTH BIBLE TIME.

- **GAME—CROSS THE RED SEA:** Divide your group in half to make two teams for this variation of the game, "Red Rover." Line up your teams opposite of each other and direct them to hold hands. Tell one of the teams to call out an opposite team member by name to "Cross the Red Sea." The team member will attempt to break the chain or "cross the Red Sea." If he/she can't cross by breaking the chain, the team member must join the opposing team. If the student is successful, however, he/she can capture two of the opposing team members and bring them back to the other side. The team that captures every student wins.
- **COMBATTING MODERN DAY SLAVERY**—Gather your group to pray about slavery happening today. If you have chosen to raise funds, collect donations to send to your nonprofit of choice or plan your fundraiser as a group.
- **TRUE NORTH BIBLE TIME:** Invite your group into your Bible area and have a volunteer find true north. SAY: *Isn't it amazing that every time we have used this compass, it always points North? No matter which way we turn, true North stays the same. God and his word are just like true North—it doesn't matter which way we turn or go, God's word and truth never change. And you know what else? God's word says that "As far as the east is from the west, so far he has removed our sins from us" (Ps. 103:12). What a wonderful promise! Now let's look east to find another promise in scripture.*

READ: Philippians 4:19.

DISCUSS: *What does this verse mean? What needs do we have that God promises to take care of? Are these needs physical, spiritual, or both?*

SAY: *Over the past four lessons we have heard the story of the Exodus, and how God used Moses to rescue his people out of slavery. Today we will look at the conclusion of that story and see a final miracle that proves God's faithfulness to his people.*

READ: Exodus 13:17-14:31.

DISCUSS: *How did God show that he was completely in control of Israel's salvation (Exodus 14:2-4)? How did he protect his people from Pharaoh after they left Egypt? What does this story tell us about*



*God's relationship with his people? How does God continue to show his faithfulness to us? How does he supply our needs?*

*SAY: The story of the Exodus shows us many things about God. We learn that he hears his people's cries for help, he acts justly, he redeems them, and he provides the way to freedom. We also learn, as seen in the story of Passover, that throughout history God planned to save his people from the ultimate form of slavery—slavery to sin that condemns them to eternal separation from God. God accomplishes this salvation through the miraculous birth of Jesus and his atoning death on the cross. It's this Jesus that gave hope to Harriet Tubman—both in her physical rescue from slavery and in her spiritual rescue from sin. We can hope in him today to save us from our sin. And, as our Bibles show in the book of Revelation, Jesus will one day bring an end to every injustice that plagues the world today. What a wonderful hope we have in him!*

- **QUILT CODES CRAFT:** Refer students to pages 13-19 in the Student Pages for templates and instructions. Once the students have colored, cut out, and mounted their squares onto construction paper, attach all of the them to form a large “quilt.” Discuss the various patterns and their meanings.
- **DECODE THE QUOTE WORKSHEET:** Complete the puzzle on p. 20 of the Student Pages.
- **PRAYER:** *Heavenly Father, thank you for taking care of us and giving us what we need. Thank you for giving us what we need most—salvation from sin—through Jesus. Teach us to care for others as you have cared for us. Amen.*

**NOTE:** Refer to the answer key on p. 22 for answers to selected Student Pages.

Dear Parents,

Today in class your child viewed a *Torchlighters* DVD depicting the life of Harriet Tubman, the American slave who found freedom on the Underground Railroad and rescued countless others, becoming known as the “Moses of her people.”

Harriet was born into slavery in Maryland around 1822. From a young age, she exhibited deep faith in the Lord and prayed daily that he would rescue her people out of slavery. Harriet saw God answer this prayer in her lifetime as she served on the Underground Railroad and as a spy and scout for the United States Army during the Civil War, and witnessed the abolition of slavery.

During our time together we will focus on the theme, “God the Deliverer.” We will explore how God saved his people in the book of Exodus, pointing to his ultimate act of deliverance and salvation through Jesus Christ. If you have any questions or comments, please don’t hesitate to ask.

Sincerely,



## Key People in the Harriet Tubman Story

**HARRIET TUBMAN (c. 1822-March 10, 1913)** – Born Araminta Ross to slave parents in Dorchester County, Maryland. By age 5, Harriet understood the horror of slavery as overseers and mistresses cruelly whipped and beat her. When she was around 13, a guard mistakenly struck Harriet in the head with a heavy weight, causing seizures and fainting spells for the rest of her life. Despite her trials, Harriet was a woman of faith and determination. She married the free John Tubman and changed her name in 1844, planning to purchase her own freedom. However, when her master died and she was to be sold, Harriet escaped slavery with the help of the Underground Railroad in 1849. Even with the danger, Harriet returned south multiple times to rescue family and other slaves, becoming the “Moses of her people.” During the Civil War, Harriet served the Union army as scout, spy, and nurse. At its conclusion, Harriet was a free woman, but spent her remaining years in poverty. Even so, many praised and revered her for her heroism and activism. She was buried with military honors in 1913.

**HARRIET “RIT” GREEN AND BEN ROSS** – Harriet’s mother was a cook for the Brodess family, while Ben worked as a skilled woodsman on the Thompson plantation. The couple married in 1808 and had nine children together. Edward Brodess sold three of their daughters, but Rit refused to allow him to sell her youngest son. Despite contracts from former owners that Rit and the children produced with Ben were legally free, the Brodess family ignored these stipulations. After Harriet rescued them from slavery, they spent their twilight years in Auburn, New York in freedom.

**QUAKER WOMAN** – Not much is known about the Quaker woman who initially helped Harriet escape. We do know she was an abolitionist and a worker on the Underground Railroad. She provided shelter, a change of clothes, and information to Harriet on how to get to Philadelphia via wilderness and safe houses along the way.

**WILLIAM STILL (October 7, 1821-July 14, 1902)** – African-American abolitionist, Underground Railroad conductor, businessman, writer, and civil rights activist in Philadelphia, Pennsylvania. William was born in New Jersey to a free father and fugitive slave mother. He spent his life fighting against institutional slavery, helping as many as 800 slaves escape freedom, including Harriet Tubman.

**MASTER THOMPSON (Slave Owner)** – Dr. Anthony Thompson was the owner of a large plantation in Poplar Neck, Maryland, where Ben worked. Though owned by the Brodess family, Harriet and her brothers were hired out to Dr. Thompson’s fields. When Edward Brodess died in 1849, his wife sought to sell off his slaves, prompting Harriet’s decision to escape. (Master Thompson represents both slave owners in *The Harriet Tubman Story*.)





## America and Slavery

American slavery, as we have come to know it, dates back to the days of western expansion and exploration. As European empires colonized the New World, their conquests extended to other continents as well; namely, Africa. Support of these endeavors required exploitative labor, and so imperialists kidnapped, subdued, and imported African peoples to the colonies in astonishing numbers. By 1776 around 20% of the entire population of the American colonies were enslaved African peoples. The practice continued and was institutionalized after the Revolution, with the bulk of slave labor occurring in the Southern colonies. (Though the number of slaves in the North was comparatively low, slaves made up to a quarter of the population in some large Northern cities.)

Britain abolished the slave trade in 1807 with the relatively new United States following suit in 1808. Though the importation of Africans had ended, slavery and the racial caste system it established continued to expand. When, in the mid-1800s, the cotton industry of the South exploded, so did the demand for slave labor. Slavery became concentrated in the Deep South and dwindled in the rapidly industrializing North, in which many states had already abolished slavery. As abolitionism, religious disagreement, the balance of economic power, and political representation in Congress became nationwide issues, tensions between free and slave states began to rise. In the years leading up to the Civil War, the South's slave population ballooned to around 4 million and was largely dependent upon it for economic livelihood. Seven states seceded from the union with the election of Abraham Lincoln in 1860, spurring the start of the Civil War and the secession of four more states.

The outcome of the war cemented the fate of institutionalized slavery. With the triumph of the Union over the South, the Emancipation Proclamation and Confiscation Acts issued in 1863 effectively ended slavery even before the Thirteenth Amendment was ratified in 1865. In the years to follow, racism and systemic oppression would continue to affect American life, leading to Civil Rights activism and the racial turmoil of the subsequent decades. Today our society still bears the scars of slavery in many ways as it navigates and debates difficult questions and current events.



## Slave Stories

### Firsthand Accounts

The hands are required to be in the cotton field as soon as it is light in the morning, and, with the exception of ten or fifteen minutes, which is given them at noon to swallow their allowance of cold bacon, they are not permitted to be a moment idle until it is too dark to see, and when the moon is full, they often times labor till the middle of the night. They do not dare to stop even at dinner time, nor return to the quarters, however late it be, until the order to halt is given by the driver.

~ Solomon Northup, *Twelve Years a Slave*

Then she suffered '*terribly-terribly*', with the cold. During the winter her feet were badly frozen, for want of proper covering. They gave her a plenty to eat, and also a plenty of whippings. One Sunday morning, in particular, she was told to go to the barn; on going there, she found her master with a bundle of rods, prepared in the embers, and bound together with cords. When he had tied her hands together before her, he gave her the most cruel whipping she was ever tortured with. He whipped her till the flesh was deeply lacerated, and the blood streamed from her wounds—and the scars remain to the present day, to testify to the fact. . . In those hours of her extremity, she did not forget the instructions of her mother, to go to God in all her trials, and every affliction; and she not only remembered, but obeyed: going to him, 'and telling him all—and asking Him if He thought it was right,' and begging him to protect and shield her from her persecutors.

~ Sojourner Truth, *Narrative of Sojourner Truth: A Northern Slave*

My master had four sons in his family. They all left except one, who remained to be a driver. He would often come to the field and accuse the slave of having taken so and so. If we denied it, he would whip the grown-up ones to make them own it. Many a time, when we didn't know he was anywhere around, he would be in the woods watching us—first thing we would know, he would be sitting on the fence looking down upon us, and if any had been idle, the young master would visit him with blows. I have known him to kick my aunt, an old woman who had raised and nursed him, and I have seen him punish my sisters awfully with hickories from the woods.

~ Francis Henderson, *A North-Side View of Slavery* by Benjamin Drew

My brothers and sisters were bid off first, and one by one, while my mother, paralyzed by grief, held me by the hand. Her turn came. . . Then I was offered to the assembled purchasers. My mother, half distracted by the thought of parting forever from all her children, pushed through the crowd, while the bidding for me was going on, to the spot where Riley was standing. She fell at his feet and clung to his knees, entreating him. . . to buy her baby as well as herself, and spare to her one, at least of her little ones. Will it, can it be believed that this man, thus appealed to, was capable not merely of turning a



deaf ear to her supplication, but of disengaging himself from her with such violent blows and kicks, as to reduce her to the necessity of creeping out of his reach, and mingling the groan of bodily suffering with the sob of a breaking heart? As she crawled away from the brutal man I heard her sob out, "Oh, Lord Jesus, how long, how long shall I suffer this way!"

~ Josiah Henson, *Uncle Tom's Story of His Life: An Autobiography*

I was now old enough to begin to think of the future; and again and again I asked myself what they would do with me. I felt sure I should never find another mistress so kind as the one who was gone. She had promised my dying mother that her children should never suffer for any thing; and when I remembered that, and recalled her many proofs of attachment to me, I could not help having some hopes that she had left me free. My friends were almost certain it would be so. They thought she would be sure to do it, on account of my mother's love and faithful service. But, alas! we all know that the memory of a faithful slave does not avail much to save her children from the auction block.

~ Harriet Ann Jacobs, *Incidents in the Life of a Slave Girl*



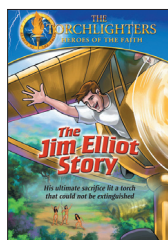
## Harriet Tubman Timeline

- c. 1822** Harriet Tubman (Araminta Ross) is born to slave parents in Dorchester County, Maryland.
- c. 1834** An overseer accidentally strikes Harriet with a weight meant for an escaping slave; Harriet suffers fainting spells and seizures for the rest of her life as a result.
- 1844** Harriet marries John Tubman. She officially changes her name from Araminta to Harriet.
- 1849** Harriet's master, Edward Brodess, dies. Rumors that she and her brothers will be sold force her to consider escape.
- Sept. 1849** Harriet meets a Quaker woman who helps her escape on the Underground Railroad.
- Sept. 18, 1850** Congress passes the Fugitive Slave Act. Harriet plans with William Still to rescue family instead of escaping further north.
- 1857** Harriet rescues her parents.
- April 12, 1861** The American Civil War begins. Massachusetts Governor John Andrew recruits Harriet for the Union army as a scout and spy.
- Jan. 1, 1863** President Abraham Lincoln issues the Emancipation Proclamation.
- May 13, 1865** The Civil War ends.
- 1867** John Tubman dies.
- 1869** Sarah Hopkins Bradford publishes *Scenes in the Life of Harriet Tubman*. Harriet marries Nelson Davis.
- 1886** Bradford publishes her second book on Harriet's life, *Harriet, the Moses of her People*.
- 1903** Harriet turns her home and land over to the African Methodist Episcopal Zion Church of Auburn, New York as housing for the elderly.
- March 10, 1913** Harriet dies at around age 90 and is laid to rest with military honors at Fort Hill Cemetery.

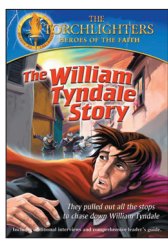




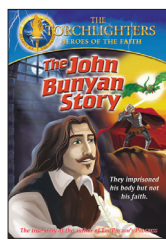
## *The Torchlighters: Heroes of the Faith Series*



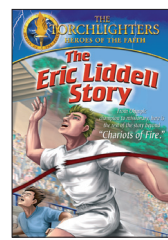
**JIM ELLIOT**  
Missionary  
to Ecuador



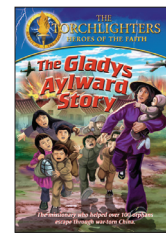
**WILLIAM  
TYNDALE**  
Bible translator



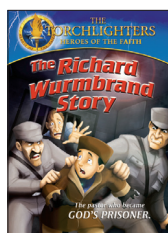
**JOHN BUNYAN**  
Author of *The  
Pilgrim's Progress*



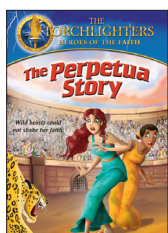
**ERIC LIDDELL**  
Olympian  
and missionary



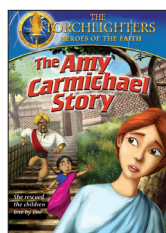
**GLADYS AYLWARD**  
Missionary  
to China



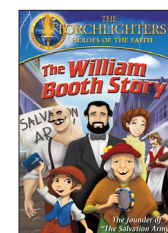
**RICHARD  
WURMBRAND**  
Founder of The Voice  
of the Martyrs



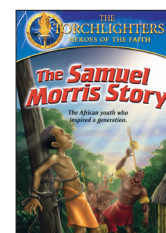
**PERPETUA**  
Early church  
martyr



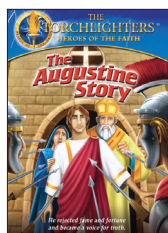
**AMY CARMICHAEL**  
Missionary to India



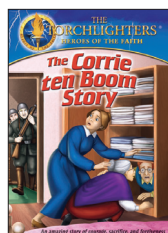
**WILLIAM BOOTH**  
Founder of  
The Salvation Army



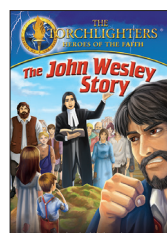
**SAMUEL MORRIS**  
African prince turned  
missionary



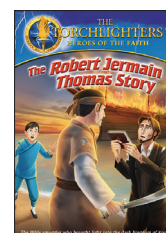
**AUGUSTINE**  
Early church  
theologian



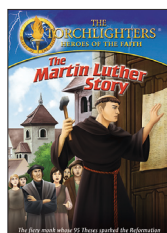
**CORRIE TEN BOOM**  
Rescuer during  
World War II



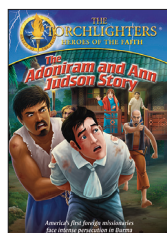
**JOHN WESLEY**  
Founder of the  
Methodist movement



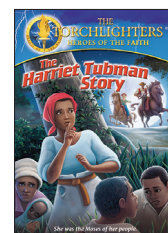
**ROBERT JERMAIN  
THOMAS**  
Bible smuggler  
to India



**MARTIN LUTHER**  
German monk who  
sparked the Reformation



**ADONIRAM AND ANN  
JUDSON**  
Missionaries to Burma



**HARRIET TUBMAN**  
“The Moses of her people”

**Coming soon: *The George Muller Story!***

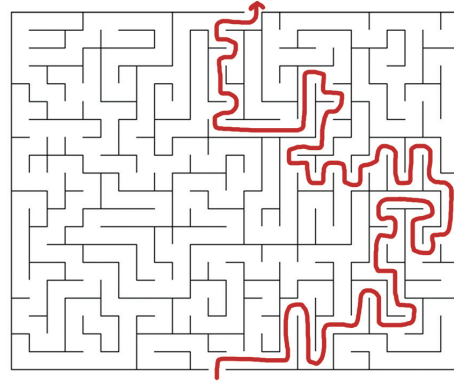


## Answer Key for Select Student Pages

### Code Name: Underground Railroad, p. 4

- E Station Master
- C Cargo
- F Conductor
- A Stockholders
- I Underground Railroad
- B Moses
- H Canaan
- G Depot
- D Patty Rollers

### Help Harriet Escape to Freedom, p. 7



### Story Mix-Up, p. 8

Student Handouts for the DVD *The Torchlighters: The Harriet Tubman Story*

**Story Mix-Up**  
These pictures of Harriet Tubman's story are all mixed up.  
Number the pictures in the correct order.

<b>7</b>  The slaves sing, "Go Down, Moses," secretly signalling that Harriet has arrived.	<b>3</b>  Harriet escapes under the cover of darkness, covering her tracks by wading through water.
<b>5</b>  Master Thompson tells Ben to get ready to appear in court and face execution.	<b>1</b>  Sold to another master and taken away, Harriet's sisters cry for their parents.
<b>4</b>  Finally free! Harriet praises God when she reaches Pennsylvania.	<b>6</b>  Harriet disguises herself as the Quaker woman to reach Ben and plan his rescue.
<b>2</b>  The friendly Quaker woman helps Harriet begin her journey on the Underground Railroad.	<b>8</b>  Harriet and her parents narrowly escape Master Thompson's plantation.

Learn more about *The Torchlighters: Heroes of the Faith* programs at [www.torchlighters.org](http://www.torchlighters.org).

### Decode the Quote by Harriet Tubman, p. 20

"Lord, I'm going to hold steady on to you and I know you'll see me through."