



Lesson Title: Studying the Life of Laura Haviland

Big Ideas / Essential Questions:

- How do both a primary source and a secondary source give us insight into Laura Haviland's life?
- How did Laura Haviland assist with the Underground Railroad?
- What Core Democratic Values did Laura Haviland demonstrate through her words and actions?

Lesson Overview: In this lesson, students are introduced to the Underground Railroad and then focus specifically on one individual, Laura Haviland, who was involved with the Underground Railroad. Students learn the differences between primary and secondary sources. They read an article about Laura Haviland's life (a secondary source) and then read excerpts from Laura Haviland's memoir (a primary source.) Students identify ways that Haviland assisted with the Underground Railroad. Then students discuss the similarities and differences between the two sources. Finally, students write an opinion paragraph in which they identify a Core Democratic Value which they believe Laura Haviland demonstrated, and give evidence from both the primary and secondary sources to support their opinion.

Objectives:

- Students will understand the difference between primary and secondary sources.
- Students will compare and contrast primary source and secondary source accounts of Laura Haviland's life.
- Students will give examples of how Laura Haviland participated in the Underground Railroad.
- Students will identify a Core Democratic Value which Laura Haviland demonstrated and give evidence to support their opinion.

Time Required: Three days if all activities are completed. Teachers may choose to only use select portions of the lesson, which would result in less time required.

Grade Level:

Fourth Grade

Curriculum Fit:

Social Studies, with integrated English Language Arts objectives

Standards and Benchmarks:

Michigan Department of Education

4 – H3.0.7 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.

Common Core State Standards

RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

W.4.1b: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.

Materials:

- *A woman's life-work: labors and experiences of Laura S. Haviland* by Laura Smith Haviland. Full text available at loc.gov; excerpts provided with lesson plan.
- Articles on Underground Railroad and on Laura Haviland
- Map of free states and slave states in 1820:
[http://faculty.umf.maine.edu/walter.sargent/public.www/web%20103/Misso uri%20Compromise%20map.jpg](http://faculty.umf.maine.edu/walter.sargent/public.www/web%20103/Misso%20uri%20Compromise%20map.jpg)
- List of Core Democratic Values
- Writing Rubric

Lesson Procedures:

1. Provide background information on the Underground Railroad.
2. Explain the concept of primary sources and secondary sources. Teachers may wish to refer to information from the Library of Congress:
<http://www.loc.gov/teachers/usingprimarysources/>
3. Show a photograph of Laura Haviland from the following website:

<http://dbs.ohiohistory.org/africanam/page.cfm?ID=10059>

Tell students that the woman in the photograph is Laura Haviland, an abolitionist who lived from 1808-1898. Ask students questions from the Analysis Worksheet to promote their thinking. (The Analysis worksheet is at the end of this lesson plan.)

4. Show the map of free states and slave states in 1820. Point out how Michigan and Ohio, two states where Laura Haviland lived, were free states. Just to the south, across the Ohio River, was the slave state of Kentucky. Trace a path through Ohio and Michigan to Canada—a route many slaves followed to escape.

<http://faculty.umf.maine.edu/walter.sargent/public.www/web%20103/Missouri%20Compromise%20map.jpg>

5. Have students read the secondary source article about Laura Haviland. Ask questions from the Analysis Worksheet.
6. Show the book *A woman's life-work: labors and experiences of Laura S. Haviland* by Laura Smith Haviland at the Library of Congress website. Explain how this is a primary source.

[http://memory.loc.gov/cgi-bin/query/r?ammem/AMALL:@field\(NUMBER+@band\(lhbum+24792\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/AMALL:@field(NUMBER+@band(lhbum+24792)))

Read aloud the excerpts provided for students. Use the questions on the Analysis Worksheet to guide discussion.

7. Use a Venn diagram to note similarities and differences between the primary and secondary sources on Laura Haviland. Make sure to explain to students that only six excerpts were provided from the primary source; the entire narrative is actually 520 pages long.
8. Provide students with a list of Core Democratic Values (see Materials section); discuss these values with students if they are unfamiliar with them. Ask students to choose one or more Core Democratic Values exemplified by Laura

Haviland. Have students write an opinion paragraph in which they state the values they believe Haviland demonstrated, and give evidence to support their opinion.

Lesson Evaluation:

Use an informational writing rubric to evaluate the paragraph.

Excerpts from *A woman's life-work: labors and experiences of Laura S. Haviland* by Laura Smith Haviland.

Excerpt 1: Pages 103-104.

Following a plan sent by Laura, a fugitive slave named Rachel Beach was escaping with her five children when slave catchers caught on to their trail. Rachel sought help from abolitionists, who sent her and her children to separate safe houses to make it easier to hide. Laura relates the story of Rachel's reunion with her children.

A number of the neighbors were invited to witness the meeting. Among them was a strong pro-slavery man and his family, who had often said the abolitionists might as well come to his barn and steal his horse or wheat as to keep slave-holders out of their slave property; yet he was naturally a sympathetic man. This Quaker abolitionist knew it would do him good to witness the anticipated scene. The knowledge of the prospective arrival of the children was carefully kept from the mother until she saw them coming through the gate, when she cried aloud, as she sank on the floor, "Glory; hallelujah to the Lamb! You sent me all." The little girls threw their arms around their mother's neck, and burst into a loud cry for joy. "But the weeping was not confined to them," said our Quaker sister, who was present. "There was not a dry eye in that house; and our pro-slavery neighbor cried as hard as any of us."

After the excitement died away a little, said one, "Now, we must adopt a plan to take this family on to Canada."

The pro-slavery man was the first to say, "I'll take my team, and take them where they'll be safe, if I have to take them all the way."

Another said, "It is cold weather, and we see these children have bare feet; and we must see about getting them stockings and shoes and warm clothing."

And the little daughter of him who had so generously offered his services in aiding this family beyond the reach of danger sat down on the carpet and commenced taking off hers, saying, "She can have mine."

"But, Lotty, what will you do?" said the mother.

"O, papa can get me some more."

"Yes, papa will get you some more," said her father, wiping his eyes; "and your shoes and stockings will just fit that little girl."

Excerpt 2: Page 112

Laura is staying at the home of her friends Levi and Catherine Coffin in Cincinnati, Ohio. The Coffins are abolitionists, helping slaves who have just crossed the border from Kentucky into Ohio.

One of our vigilance committee came early one morning to inform us that there were two young men just arrived, who were secreted in the basement of Zion Baptist Church... As their home was only twenty-five miles from the river, it was necessary to make all possible speed in removing them before Kentucky slave-hunters should block our track. I took their measures, to procure for each a Summer suit, and went to our store of new and second-hand clothing, at Levi Coffin's, where anti-slavery women met tri-monthly, to spend a day in making and repairing clothing for fugitive slaves. In early evening I took a large market-basket, with a suit for each, and had them conducted to a safer hiding-place, until a way opened for them to go to a Friend's settlement, about eighty miles distant...

Excerpt 3: Pages 119-120

Laura is escorting a group of fugitive slaves from Cincinnati, Ohio, to Canada. They are to board a boat in Toledo, Ohio that will take them across Lake Erie to Canada.

... my next work was to solicit money to pay our fare to Canada, on a boat that was to leave at 9 A. M. the next day...It was now nearly night, and I had but little time; but I succeeded by nine o'clock the next morning... with hardly five minutes to spare I reached the boat, with my living freight.

Once out in the lake we felt quite secure. Yet there was a possibility of a telegram being sent to William's master, and danger of being overtaken by officers in Detroit. Knowing of their anxiety to see Canada, I waited until we were near enough to see carriages and persons on the road on the other side. When I said to George's wife "There is Canada." "It ain't, is it?" "It is, certainly. It is where no slave-owner can claim his slave." She ran to her husband to tell the good news. But neither he nor the balance of them believed her, and all came running to me: "That ain't Canada, is it?" Being assured that the land of freedom was in full view, with tears of joy they gazed upon their "House of Refuge," and within forty minutes we were there. And to see them leap for joy was rich pay for all my care in their behalf.

Excerpt 4: Page 156

Laura travels to Louisville, Kentucky to visit Calvin Fairbanks, an abolitionist put in jail for assisting runaway slaves. She is told by the jailer of threats to arrest her, though she returns safely to Cincinnati.

"Mrs. Haviland, those officers are all boiling over with excitement. They wanted to know if I didn't see how just the sight of you was like an electric shock all over that crowd of slaves. 'Didn't you see those four runaways cry at the sight of her?' said one of the officers... They say it is very evident that you are a dangerous person, and deserve to be here in this jail... and they are for arresting you at once; and I don't know, Mrs. Haviland, that it will be in my power to protect you. There have been threats in the papers every day since you've been here... but we have kept it carefully from the public that you were with me, until now these officers are determined to arrest you."

Excerpt 5: Pages 192-193

Laura starts a school for escaped slaves living in Canada.

While visiting friends in Detroit and Canada.. I was earnestly solicited by Henry Bibb, Horace Hallack, and Rev. Chas. C. Foote... to open a school in a new settlement of fugitives, eight miles back to Windsor, where the Refugee Association had purchased government land, on long and easy terms, for fugitive slaves.

They had erected a frame house for school and meeting purposes. The settlers had built for themselves small log-houses, and cleared from one to five acres each on their heavily timbered land, and raised corn, potatoes, and other garden vegetables. A few had put in two and three acres of wheat, and were doing well for their first year.

After prayerful consideration, I reached the conclusion to defer for another year my home work, and enter this new field.

In the Autumn of 1852 I opened school, and gave notice that at eleven o'clock the following Sunday there would be a Sabbath-school for parents and children... This drew a number of callers who had no children, to see if they could come to my Sabbath-school; and when I told them it was for every body of any age who desired to come, my school-house was filled to its utmost capacity. Many frequently came five or six miles with their ox-teams to attend these meeting, with their families. Every man, woman, and child who could read a verse in the Testament, even with assistance, took part in reading the lesson, and liberty was given to ask questions.

Excerpt 6: Pages 230-231

Laura lives on a farm near Adrian, Michigan and runs a school called the Raisin Institute, which educates men and women of all races. Her home is a stop on the Underground Railroad.

A colored man, with a farmer's bag swung over his shoulder, approached two men at work on the railroad between Palmyra and Adrian, and inquired how far it was to Michigan.

"You are in Michigan, you fool you," was their reply.

"Then, will you please tell me how far it is to Canada?"

"You go to Adrian, about a mile ahead, and take the cars, and they'll take you to Canada in two hours; or, if you haven't money to go that way, you can go up that road till you come to the Quaker meeting-house, and go direct east two miles to the Widow Haviland's school, and she will tell you how to go to Canada, and it won't cost you any thing. She is a great friend to your people."

He soon found me. I got my supper out of the way, and my men folks out again at their work. I then inquired who directed him to me, and he told me "two men six miles from this school said you was a frien' to my people; an' I thought if folks knew you six miles off I would be safe to come to you, 'case I wants to go to Canada right soon. I started once before, and traveled three nights by the North star; and as Indiana was a free State I thought I would stop and buy me some bread, an' the people was mighty kind, and said I could rest a week, and they would pay me for the work I did, to help me on to Canada. But firs' I knew my master come for me, an' I seed him pay them money--s'pose 't was reward."

This time he was so cautious that he would make a friend of no one until he reached Michigan. They had always heard people were friends to colored people in this State. He was six weeks from Kentucky, and had not dared to make his condition known to any one, white or black, until he saw a colored man in the yard at Dr. Bailey's, of whom he inquired for my house. I told him that his coat and pants were too ragged, and that I must repair them. As he had not a second shirt, I took one of my son's, and gave him a couple of towels, soap, and a pail of warm water, and told him to take off his coat for me to mend, while he went up stairs to the room over the kitchen to change his shirt.

ANALYSIS WORKSHEET
PRIMARY AND SECONDARY SOURCES ON LAURA HAVILAND

Primary Source: Photograph

- What do you notice first about the photograph?
- What do you notice that you didn't expect?
- What do you notice that you can't explain?
- When do you think this photo might have been taken?
- What role do you think Laura Haviland played in the Underground Railroad?

Secondary Source: Informational Article

- To what religious faith did Laura Haviland belong? How did her religious beliefs influence her anti-slavery activities?
- What was the mission of the Raisin Institute? How was the school unique for the time period?
- How did Laura assist slaves on the Underground Railroad?
- What personality traits did Laura show? Give evidence from the article.

Primary Source: Memoir of Laura Haviland

- In excerpt 1, why do you think the pro-slavery man was invited to witness the reunion of Rachel and her children? Why do you think Laura Haviland included this incident in her memoir?
- Describe specific actions that Laura undertook to help escaping slaves.
- What do you think is Laura Haviland's opinion of slavery? How can you tell?
- Describe hardships or dangers that Laura faced in her anti-slavery work.
- This memoir is written in the first person (Laura Haviland is talking.) How does this affect the emotion of the source?
- Why do you think Laura Haviland wrote this memoir?
- Does reading these excerpts from the memoir change your perception of Laura Haviland? If so, how?