

# FACES OF FREEDOM

A visual identification and research project  
for fifth and sixth grade students

Cindy Tosone  
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EDU 6710 C07– The Enduring Legacy of the American Revolution- Freedom

Faces of Freedom  
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5<sup>th</sup> and 6<sup>th</sup> Grade

Project

Students are familiar with few African American heroes of American history. Identifying 19<sup>th</sup> century “Faces of Freedom” will enrich students’ identification and understanding of key historical figures in our nation’s history. Beginning with a PowerPoint collage of faces and ending with a matching game of names and faces, students will be able to identify at least twenty-three 19<sup>th</sup> century Faces of Freedom. This collage contains whites and blacks, males and females, professionals, abolitionists, journalists, and Underground Railroad conductors. This unit requires each student to read a biography book, write a research paper, and present his/her Face of Freedom to the class – students teach students about these key figures.

Seminar Impact

Lincoln’s stand on slavery and colonization, the Crafts’ courageous journey to freedom, Mount’s visual interpretation of African Americans in everyday 19<sup>th</sup> century life, and Stanton and Anthony’s life long quest for equality will forever be remembered from this summer seminar. Translating this wealth of knowledge gathered from the guest speakers and extensive resource materials, I was left wondering how I could modify this for 5<sup>th</sup> and 6<sup>th</sup> grade students.

As we questioned guest speakers and brainstormed as a group, it became apparent that the Who Am I? concept and the Underground Railroad theme were age appropriate for my incoming students. From there I created the Faces of Freedom lesson unit – now students will be able to identify with more than Rosa Parks, Harriet Tubman, and Martin Luther King, Jr.

Central Questions

- Who are these twenty-three Faces of Freedom?
- What contributions did they make to American freedom?
- When were they born and into what type of life?
- Where did they live their last days?

### Challenge Questions

- Why is there varying amounts of information on each person?
- Why are some of these people better known than the others?
- Should white Americans be held accountable for their racism and poor treatment of other races?
- Why has it taken so long to acknowledge these people's worth to our country's right to freedom?
- What geographical areas played the largest roles in our country's freedom?

### Lesson Length

- Six weeks with a one hour class per day. This research unit will not only satisfy the Social Sciences curriculum, but also the Language Arts curriculum for 5<sup>th</sup> or 6<sup>th</sup> grade.

### Key Ideas

- Blacks and whites, males and females, rich and poor, all made an impact on our nation's freedom.
- Courage and determination were necessary to make a difference in our country.
- Racism poisoned progress in our country and still undermines our country's Bill of Rights.

### Intended Learning Outcomes

- Students will learn how to write a two- page research paper. Taking notes on index cards, researching three different source types, and writing a bibliography (works cited) will be emphasized.
- Recognizing twenty-three new faces and identifying them by contribution and place in American history will be stressed.
- Learning in-depth one "Face of Freedom." For years to come, students of Social Sciences will revisit this time period. Becoming an expert on one key figure will give them a head start.
- Empathy for the freedom fighters – their successes and failures – will give students a sense of the realities in the 1800s.

### National History Standards

#### ERA 4: Expansion and Reform (1801-1861)

- ERA 4: Standard 2B 5-12 Describe the plantation system and the roles of their owners, their families, hired white workers, and enslaved African Americans.
- ERA 4: Standard 2D 5-12 Identify the various ways in which African Americans resisted the conditions of their enslavement and analyze the consequences of violent uprisings.
- ERA 4: Standard 4A 5-12 Explain the fundamental beliefs of abolitionism and compare the antislavery position of the "immediatists" and "gradualists" within the movement.

- ERA 4: Standard 4A 9-12 Compare the positions of African Americans and white abolitionists on the issue of the African American's place in society.
- ERA 4: Standard 4C 5-12 Analyze the activities of women of different racial and social groups in the reform movement for education, abolition, temperance, and women's suffrage.

#### ERA 5: Civil War and Reconstruction (1850-1877)

- ERA 5: Standard 1 7-12 Identify and explain the economic, social, and cultural differences between the North and the South.
- ERA 5: Standard 1 7-12 Analyze the importance of the "free labor" ideology in the North and the appeal in preventing the further expansion of slavery in the new territories.
- ERA 5: Standard 1 5-12 Explain the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict.
- ERA 5: Standard 2 5-12 Evaluate provisions of the Emancipation Proclamation, Lincoln's reasons for issuing it, and its significance.
- ERA 5: Standard 2B 5-12 Compare women's home front and battlefield roles in the Union and the Confederacy.

#### Vermont Standards

- H&SS5-6: 3 Students design research by identifying the quality and quantity of information needed including primary and secondary sources, identifying tools, tasks, and procedures needed for conducting an inquiry, including a plan for citing sources, determining possible ways to present data
- H&SS5-6: 6 Students make connections to research by explaining the relevance of their findings to themselves, their community, and/or history.
- H&SS5-6: 7 Students communicate their findings by developing and giving oral, written, or visual presentations for various audiences.
- H&SS5-6: 9 Students show understanding of how humans interpret history by identifying multiple perspectives in historic and current events and identifying attitudes, values and behaviors of people in different historical contexts
- W5: 4 Students demonstrate command of the structures of the English language by using the paragraph form: indenting, main idea, supporting details
- W6: 4 Students demonstrate command of the structures of the English language by using a format and text structure appropriate to the purpose of the writing
- R5: 10 Demonstrates initial understanding of elements of literary text by paraphrasing or summarizing key ideas/plot with major events sequenced, as appropriate to text

## Preparation for Teaching

Faces of Freedom Power Point created by Cindy Tosone and How To Write a Great Research Paper: A Step-by-Step Handbook written by Leland Graham and Isabelle McCoy.

Prior background knowledge will include units on Slavery in America, division between the North and the South, our country's written laws on freedom prior to 1830s.

### WEEK#1: CHOOSING PHOTO AND NOTE TAKING TIPS

- Students will pick a person visually and then fill out hand out with questions: Possible name, occupation, free or enslaved, contribution
- Teacher will give lessons on proper note taking procedures and explain what this six week unit will entail.

### WEEK # 2: GATHERING SOURCES

- Students will be given their corresponding names
- Students must use at least three types of sources: book, encyclopedia, and internet. Biography books will be available, visits to library and computer lab will take place.
- 20 note cards are expected – 6 from each source.

### WEEK #3: TAKING NOTES

- Students will work independently to take notes this week.
- Teacher will assist and make sure proper format is used

### WEEK #4: FIRST AND REVISED DRAFT DUE

- First draft is due mid-week and revised draft due end of week.

### WEEK#5: FINAL DUE AND PRESENTATIONS BEGAN

- Final copy will be handed in with Works Cited, Primary Source.
- Presentations will begin – each student will be given 5 minutes to present to class. Extra points given if dress as historical figure.

### WEEK #6: WRAP UP

- Presentations will be completed
- A concentration/matching game will be final assessment – photo with name.

### Activities

- Biography research paper
- Note taking skills
- Gathering primary sources
- Reading biography book
- Dressing up and presenting findings
- Matching game of names and faces
- Computer room and library visits

### Assessment

- Twenty note cards
- Two page research paper and bibliography in proper format
- Presentation to class
- Matching name with face game
- Relevant primary source

### Accommodations

- PowerPoint presentation
- Biography books for different reading levels
- Extended due dates
- Modified biography research paper
- Primary sources viewed and read

ANSWER KEY FOR FINAL ASSESSMENT:

Gerrit Smith FREE NY	John Brown FREE CT	Ellen Craft SLAVE GA	Prince Hall SLAVE MA	Susan B. Anthony FREE MA
William Lloyd Garrison FREE MA	Harriet Tubman SLAVE MD	Frederick Douglass SLAVE MD	Clara Barton FREE MA	Abraham Lincoln FREE IL
Elizabeth Cady Stanton FREE NY	William Still FREE NJ	FACES OF FREEDOM	Sarah Grimke FREE SC	Sojourner Truth SLAVE NY
Henry Box Brown SLAVE NC/PA	Dorothea Dix FREE ME	IDENTIFY FACE WITH NAME and IF SLAVE DURING LIFETIME	Dred Scott SLAVE VA	Martin Delany FREE VA
James McCune Smith FREE NY	Prudence Crandall FREE CT	Angelica Grimke FREE SC	Harriet Beecher Stowe FREE CT	Ulysses S. Grant FREE OH

FACES OF FREEDOM WORD BANK

Gerrit Smith	Clara Barton	Elizabeth Cady Stanton	Frederick Douglass
William Still	Ulysses S. Grant	Dred Scot	Harriet Tubman
Abraham Lincoln	Harriet B. Stowe	John Brown	Susan B. Anthony
Sarah Grimke	Ellen Craft	James McCune Smith	Dorothea Dix
Prudence Crandall	Sojourner Truth	Prince Hall	Angelica Grimke
Henry B. Brown	Martin Delany	William Lloyd Garrison	

STUDENT NAME: \_\_\_\_\_

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

*Faces of Freedom* Annotated Bibliography  
Cindy Tosone

Chang, Ina. *A Separate Battle: Women and the Civil War*. New York: Puffin Books, 1991.

As this historical journey begins, the reader meets Angelica Grimke, a wealthy Charleston, SC girl of the early 1800s. Throughout the book, accounts of compassionate and fiercely courageous women are introduced. Their national accomplishments remain a symbol for 19<sup>th</sup> century America as well as the powerful influence of women in our country. These accounts end with Grimke finally proud of her redefined family name. MS Reading Level, MS Interest Level, BIOGRAPHY.

Chorlian, Meg. *The Underground Railroad and the Antislavery Movement*. Peru: Cobblestone Publishing Inc., 2003.

As a reference document for educating middle school students, this edition of the Cobblestone magazine contains maps of the Underground Railroad movement, the Robinsons of Vermont, and “Spirited Songs in Code.” An interesting article titled, “Freedom Train Keeps Rolling” continues to India, Sudan, and Haiti. The National Underground Railroad Freedom Center in Cincinnati, OH, which opened in 2004, is highlighted. More depth articles center on the Rise of the Anti-Slavery Movement and the Underground Railroad is explained. There are additional articles noted on the web.

Clafin, Edward Beecher. *Sojourner Truth and the Struggle for Freedom*. New York: Barron’s Educational Series, Inc., 1987.

In 1826, Truth walked away from her New York master. Tracking down her son who was sold to a Southern slave owner was her next accomplishment. This woman, who made up her own name – Earthly traveler speaking truth – fought a life time for equality. This detailed account of Isabella’s life is poignant and emotional. At times graphic, it portrays the true life of a slave, a runaway slave, and a free woman fighting for blacks and women’s equality. MS Reading Level, MS Interest Level, BIOGRAPHY.

Cox, Clinton. *Black Stars: African American Healers*. New York: John Wiley & Sons, Inc., 2000.

With focus on James McCune Smith, one of twenty four male and female African American healers, a brief history is given. McCune Smith was born free in 1813 in New York City and died in 1865, the year slavery was abolished. This three page summary was the only Middle Level biography found on McCune Smith. This lack of information on Smith is unsettling. As a black scholar, he was refused admittance to any American college. In 1837, he received his MD from a Scottish university. McCune Smith was a dignified man and worthy of researching further. MS Reading Level, MS Interest Level, BIOGRAPHY



Diamond, Arthur. *Prince Hall: Social Reformer*. New York: Chelsea House Publishers, 1992.

As a 35 year slave, this Revolutionary war-era man of color set out to “organize his people and thereby uplift his race” through his acceptance into the Fraternal Order of the Free and Accepted Masons on March 3, 1775. With descriptions of the Middle Passage and the Slave Trade from Africa to the American colonies, Hall’s life story is intermingled with these historic events. The book contains definitions of free and enslaved blacks, their rights and their limited opportunities. Freemasonry and blacks in the Continental Army are described. Several famous blacks are mentioned such as Phillis Wheatley, William Flora, and Crispus Attucks. This book summarizes Boston, MA views of slavery through the eyes of a true social reformer. MS Reading Level, MS Reading Level, BIOGRAPHY.

Douglass, Frederick. *Frederick Douglass: Selected Speeches and Writings (The Library of Black American series.)* Chicago: Lawrence Hill Books. Library of Black America, 1999.

A collection of Frederick Douglass’s selected speeches and writings is divided into eight sections of historical significance. Part One is speeches from 1841 – founding of the North Star while Part Four is From Kansas-Nebraska Act to the Election of Abraham Lincoln. Part Eight represents speeches from Post-Reconstruction Era Reform from 1877-1895. As Douglass shares and exchanges sentiments with notaries of the day, his speeches and letters are gathered for the interested reader. Douglass was an eloquent and scholarly writer, at times, beyond the realm of high school students. HS Reading Level, HS Interest Level. PRIMARY SOURCE.

Fauchald, Nick. *William Lloyd Garrison: Abolitionist and Journalist*. Minneapolis: Compass Point Books, 2005.

Being an apprentice for a Newburyport, MA publisher, Garrison realized early that he could voice his own opinions through this influential medium. Taking psydemum at first, Lloyd wrote human interest stories. Near the end of his apprenticeship, he began to write about politics. He purchased the “Free Press” in 1826 and could freely write about his own opinions. His radical views were too harsh for his small town, so he sold the paper and moved to Boston. In Boston he found his calling – immediately freeing all slaves. This brought him more public disapproval threats on his life. This didn’t deter him and on January 1, 1831, he published his first edition of the *Liberator*. Combined with his New England Anti-Slavery Society, his voice was heard. This is a beautiful book with illustrations, colorful photographs, and biographical sketches of acquaintances, historical excerpts, and primary sources (primarily Broadsides.) MS Reading Level, MS Interest Level, BIOGRAPHY.

Freedman, Florence B. *Two Tickets to Freedom: The True Story of Ellen and William Craft, Fugitive Slaves*. New York: Peter Bedrick Books, 1971.

With elementary pencil sketches, this book delves into the true story of two fugitive slaves that traveled from Georgia to Boston disguised as a slave and a young man. With nine chapters and 96 pages, this heartfelt story takes the reader on their 4,000 mile journey North to freedom. Ellen and William Craft were fortunate compared to other slaves. However, freedom was their life's ambition and nothing would stop them from realizing their goal. Fearing for their lives, this married couple peacefully played out their roles. Surrounded by their master's friends and slave dealers, the two slept lavishly in the best hotels. They had lively conversations with slave haters. Ellen Craft was even propositioned by female admirers. At each slave port, officials' watchful eyes made their journey nerve racking and eventful. MS Reading Level, MS Interest Level, BIOGRAPHY.

Fritz, Jean. *Harriet Beecher Stowe and The Beecher Preachers*. New York: Penguin Putnam Books for Young Readers, 1994.

As a member of the Beecher Preachers family, Harriet often times felt depressed and useless as a female. However, on her family's 40 day childhood crusade from Connecticut to Ohio, Harriet practiced her social graces and then her literary skills on their arrival. As a supporter of gradual emancipation, this famous family knew slavery was evil. With the family motto that "words had the power to make changes" and encouragement by family members, Stowe undertook the American story of slavery and showed all sides of it. Stowe prayed that *Uncle Tom's Cabin* "would bring peace to the nation." Instead it added fuel to the fire. This 131 page biography not only is an in-depth into Stowe's personal life, but also the life of a daughter, sister, mother, and career woman. MS Reading Level, MS Interest Level, BIOGRAPHY.

Graham, Leland and McCoy Isabelle. *How to Write a Great Research Paper: A Step-By-Step Handbook*. Nashville: Incentive Publications, 2007.

This is one of the better step-by-step handbooks for middle grade essays. This guide is student friendly and offers tips and explanations on writing a research paper. There are lessons for each step of the process. The visual of the ladder as the student ascends into a successful research paper is sequential as well as informative. The Research Paper Progress Checklist is a handy check off sheet that allows teachers to differentiate tasks as well as time limits.

Haskins, Jim. *Black Stars of Civil War Times*. New York: John Wiley & Sons, Inc., 2003.

This compilation of twenty three male and female stars of the Civil War era briefly depicts their lives and accomplishments. Major Martin Robinson Delany is the one focused upon in this source. Unable to locate an individual biography for him, it was necessary to purchase this brief five page biographical sketch instead. Delany is one of the first blacks admitted into Harvard Medical School. He was a surgeon in the Civil War and the first black man to receive a regular army commission. An illustration of him

begins this sketch. There is a combined chronology of the 23 people portrayed in this book. MS Reading Level, MS Interest Level, BIOGRAPHY.

Hern, Chester. *Companions in Conspiracy: John Brown and Gerrit Smith*. Gettysburg: Thomas Publications, 1996.

This book proves that the controversial relationship between John Brown and Gerrit Smith was, in fact, authentic. Each influenced the actions and lives of the other. As stated so aptly in the introduction, "...the relationship between John Brown and Gerrit Smith was one of history's great accidents." How would a white failed businessman, Brown, and a wealthy New York philanthropist, Smith, become so interconnected on their mission to abolish slavery? This book reveals the path their relationship took during the pivotal 1850s. HS Reading Level, MS Interest Level, BIOGRAPHY.

Herstek, Amy Paulson. *Dorothea Dix: Crusader for the Mentally Ill*. Berkeley Heights: Enslow Publishers, Inc., 2001.

With eight chapters, a chronology, a glossary, and an internet address list, this 100 page biography ends with Dix's legacy as a "crusader for the mentally ill." This Maine born daughter of a Methodist minister, Dix was rebellious against her father's strict rules. She lived throughout New England and Europe. Dix was unmoved by the plight of the slaves. She, however, was passionate about the role heredity played in mental illness. There was an enormous amount of facts thrown at the reader in the first 10 pages. It was hard to digest the family tree and their accompanying personalities. MS Reading Level, MS Interest Level, BIOGRAPHY.

Hudson, Wade. *The Underground Railroad: Cornerstones of Freedom*. New York: Scholastic Inc., 2005.

As an introduction to the Underground Railroad and the plight of African Americans in the United States, this book is ideal as a read aloud to the class during the first days of the Faces of Freedom unit. Highlighting familiar African Americans, this book provides insight and connections to the people and parts they played in 19<sup>th</sup> century America. 5/6 Reading Level, 5/6 Interest Level. INTRODUCTORY MATERIAL.

Jurmain, Suzanne. *The True and Dramatic Story of Prudence Crandall and Her Students*. Boston: Houghton Mifflin Company, 2005.

This hard cover tribute to Prudence Crandall is as impressive as the photographs in the book. A 16 chapter text of 115 pages, this story is well written and detailed. As a school teacher, Crandall believed that women of color deserved an education. The Appendix lists the students attending her school, Friends, and Enemies. A note at the book's end explains how it was difficult to find out about the life of this little known historical figure. Primary sources were hard to come by. Nonetheless, this biography was written in a positive tone. The pages are set out elegantly with 2" margins surrounding the text.

There are several photographs of primary sources and influential leaders of the times.  
MS Reading Level, MS Interest Level, BIOGRAPHY.

Levine, Ellen and Nelson, Kadir. *Henry's Freedom Box: A True Story from the Underground Railroad*. New York: Scholastic Press, 2007.

A beautifully illustrated picture book, this biographical account of Henry Brown is child friendly. Even though it is an easy read, it lends itself to one's creative imagination of the actual historical event depicted by William Still. Mailing oneself out of slavery from Richmond, VA to Philadelphia, PA, Brown made this 27 hour feat famous as a symbol of the courage and strength of African Americans. 3-6 Reading Level, 3-6 Interest Level, BIOGRAPHY.

McPherson Sammartino, Stephanie. *Sisters against Slavery*. Minneapolis: Carolrhoda Books, Inc., 1999.

Sarah Grimke, alongside her sister Angelica, believed that as Southerners themselves, they could touch other Southerners – and especially Southern women – in a way that Northern abolitionists could not. So this wealthy Southern plantation owner's daughters defied their upbringing and forged North to grapple with racial discrimination. As members of the American Anti-Slavery Society, they spoke throughout the country persuading blacks and whites, men and women, to rally against slavery. During their speaking tours, the Grimke sisters met with opposition to women standing up for their rights. Their "men and women were created equal" motto followed them throughout the remainder of their lives. MS Reading Level, MS Interest Level, BIOGRAPHY.

Monsell, Helen Albee. *Susan B. Anthony: Champion of Women's Rights*. New York: Aladdin Books Inc., 1960.

With fairly elementary text, this story unfolds as Susan is a little girl of six in Adams, MA. Discussing chores and childhood activities of the 1820s, this novel recaptures Anthony's youth and move to New York. The chapters unfold and Susan becomes a mill worker, a school teacher, and then a student again. Her dream of helping girls and women of America and over the world becomes her passion. First fighting against slavery and then women's right to vote, Anthony died fourteen years before her dream came true. This book gradually unfolded as the reader gently got to know Anthony as a person and a women's rights advocate. 3/5 Reading Level, 3/5 Interest Level, BIOGRAPHY.

Repp, Steve and Simon, John Y. *Ulysses S. Grant*. Peterborough: Cobblestone Publishing Inc., 1995.

Another 50 page history magazine for young people, this Cobblestone highlights Ulysses S. Grant. Articles titled "A Passion for Horses," "Ulysses and Julia," and "Home From the War," capture the man. "Generally Speaking" and "First in War" introduce the General. "At the Battle of Shiloh" this Civil War battle is highlighted by Grant's

leadership, a detailed map, and photos. The Digging Deeper section lists books to read, places to visit, and computer CD-Roms. This is kid-friendly and informative. MS Reading Level, Middle School Interest Level, BIOGRAPHY.

Stein, R. Conrad. *John Brown's Raid on Harpers Ferry: In American History*. Berkeley Heights: Enslow Publishers, Inc., 1999.

Used as a biography, this book is intended to portray the man behind the Raid at Harper's Ferry. As an avid supporter of freeing slaves, Brown took militant action to support his beliefs. This book uses photos well. The back of a whipped slave to the 1859 engraving of Brown's ascending to the gallows compliment the story line. Various photos of Brown himself help to understand his character. Additionally, the time line at the back of the book chronologically lists the major events of his life. This enhances the phases of his life. MS Reading Level, MS Interest Level, BIOGRAPHY.

Sterling, Dorothy. *The Story of Harriet Tubman: Freedom Train*. New York: Scholastic Publishing, Inc., 1954.

This runaway Maryland slave that led more than 300 slaves to freedom on the Underground Railroad also served the Union Army as a nurse and spy. "Born for trouble" was a childhood phase used to describe Tubman. A lengthy biography of 188 pages, this account of one of America's most famous women is more of an adventure story than a fact-filled novel. With only text, this book has 20 chapters each roughly 10 pages long. There are several pages filled with lyrics that are rich with meaning. These songs are mostly gathered from the pages of the Bible. "Steal Away Home" and "Gospel Train" are but a few. Mention of the North Star and help from Quakers are carried throughout the pages. MS Reading Level, MS Interest Level, BIOGRAPHY.

Still, William. *The Underground Railroad: Authentic Narratives and First-Hand Accounts*. Mineola: Dover Publications Inc., 2007.

Born to former New Jersey slaves in 1819, the author, Still, wrote this testimonial of the Underground Railroad – the great slave experience. Frustrated by the Compromise of 1850, fugitives crossed border states to free states for at least one decade after this law was passed. This reoccurring theme of runaway slaves out maneuvering their captors blurred the lines of race and gender. This abridged version (800 pages unabridged) captures the culture of the day – racial tension and violence, social reform, and heated politics. These records are narratives of men and women determined "to have liberty even at the lost of life." These 62 accounts with 20 illustrations portray Ex-President's Tyler's household, the Fugitive Slave Bill of 1850, and a Slave Girl's Narrative. HS Reading Level, MS/HS Interest Level, PRIMARY SOURCE

Sullivan, George. In *Their Own Words: Abraham Lincoln*. New York: Scholastic Publishing Inc., 2000.

As an upper elementary and lower middle school biography, this book is informative and easy reading. With fourteen chapters, a chronology, and a bibliography, this book captures the man and the President, Abraham Lincoln. As a free man from Illinois, President Lincoln came from humble beginnings. With a strong work ethic and a desire to learn as much as possible, he was a role model for students. With 50 pictures, the Gettysburg Address, and photos of the President throughout this life, this story undoubtedly portrays our "country's savior." 3/6 Reading Level, 3/6 Interest Level, BIOGRAPHY.

Swain, Gwenyth. *Dred and Harriet Scott: A Family's Struggle for Freedom*. St. Paul: Borealis Books, 2004.

Dred Scott's fight for personal freedom could possibly have been a major cause for the bloody war against the North and South. His Supreme Court decision of his freedom in 1857 divided this country. His case, Dred Scott vs. Sandford, began as he sought freedom for his daughters. Scott was born a slave in Virginia, but was frequently transported to other states and territories. Having lived in free territory for almost nine years, Scott filed his petition under the premise that he was held in a territory of the United States where slavery was illegal and therefore he was free. This book was written matter-of-factly; a fact is stated then an explanation is given. The author ended many chapters with questions, thought provoking cliff hangers. This book contains 86 pages, 26 illustrations, a chronology, and a glossary. MS Reading Level, MS Interest Level, BIOGRAPHY.

Swain, Gwenyth. *The Road to Seneca Falls: A Story about Elizabeth Cady Stanton*. Minneapolis: Millbrook Press, 2006.

With five chapters and an Afterword, Swain articulately tells the story of Elizabeth Cady Stanton, a Johnstown, NY childhood resident. Always being kept in her place, Stanton learned early how to ignore the negativity of adults. Reared by the most famous judge and lawyer of the region, Stanton became versed in the laws of women excluding women. When attending the Emma Willard School, Stanton appreciated a well rounded education. Visiting her mother's cousin, Gerrit Smith, Stanton enjoyed his lively conversation and his house filled with reformers, politicians, and preachers. She married Henry Stanton, a firm believer in abolition. At her wedding she made the minister leave out the word OBEY from the vows. She was well traveled in her married life where she visited London and met Lucretia Mott. She later lived in Boston and met Frederick Douglass. She was a major contributor at the Women's Rights Convention in Seneca Falls in 1848. 3/5 Reading Level, 3/5 Interest Level, BIOGRAPHY.

Yoder, Carolyn P. *Frederick Douglass: Fighter for Freedom*. Peterborough: Cobblestone Publishing, Inc., 1989.

As a 50 page history magazine, this edition covers Douglass's early years, trip to Ireland and his life long fight for freedom. His interactions with John Brown and Abraham Lincoln are discussed as well as his views on abolition and women's rights. This magazine highlights his life from his escape from slavery as a teenager through his last pleas for black equality. It is apparent that his 19<sup>th</sup> century actions paved the way for the 20<sup>th</sup> century civil rights movement. MS Reading Level, MS Interest Level.  
BIOGRAPHY.

Yoder, Carolyn P. *Susan B. Anthony and the Women's Movement*. Peterborough: Cobblestone Publishing, Inc., 1985.

As a 50 page history magazine for young students, this edition is dedicated to Susan B. Anthony.

The article, "She Stood Her Ground" begins with a silhouette of Anthony and the inscription, "daughter of Quakers who believed their seven children should be well educated." This is a telling statement and sums up Anthony well. "The Partnership" details Anthony's ability to give speeches and Stanton's ability to write them. "The Birthplace of Women's Rights, Testing the 14<sup>th</sup> Amendment" and "Who Opposed Women Suffrage" complete this historical child's magazine. There is a special section listing films for additional information on Anthony and the Women's Movement.