

**Chasing Freedom:**  
The Life Journeys of  
Harriet Tubman and Susan B. Anthony  
*inspired by historical facts*

by  
Nikki Grimes  
illustrated by Michele Wood  
published by Orchard Books/Scholastic, Inc.



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# Chasing Freedom

by Nikki Grimes

illustrated by Michele Wood

## Table of Contents

About the Author / About the Illustrator	2
Pre-reading Activities	3
As You Read: Vocabulary	4
After You Read: Analyzing the Story	8
Comparing and Contrasting the Characters	9
Important People of the Late Eighteenth and Early Nineteenth Centuries	10
Critical Thinking: Asking an Expert	11
Synthesizing: Identifying and Applying the Theme	12
Teacher Resources: Using the Back Matter	13
Answer Key	15
Correlations to Common Core Standards	21

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## About the Author

*from her website:*

**Nikki Grimes** does not consider herself a bona fide storyteller, but, as she told an audience at the Library of Congress, she is happy to own the title Poet. Born and raised in New York City, Nikki began composing verse at the age of six and has been writing ever since that time.

Nikki's books for children and young adults have won many awards, including the NCTE Award for Poetry, the Coretta Scott King Award winner *Bronx Masquerade*; the Coretta Scott King Author Honor books *Jazmin's Notebook*, *Talkin' About Bessie*, *Dark Sons*, *The Road to Paris*, and *Words with Wings*; Horn Book Fanfare for *Talkin' About Bessie*; ALA Notable books *What Is Goodbye?* and *Words with Wings*; the popular Dyanne Daniel chapter book series, and numerous picture books and novels, including The New York Times bestseller *Barack Obama: Son of Promise, Child of Hope* and, most recently, *Voices of Christmas* and *Planet Middle School*.

Nikki also has a Facebook Fan Club at <https://www.facebook.com/groups/87568384010/>



## About the Illustrator

Michele Woods is a painter, illustrator, and designer. She won the American Book Award for *Going Back Home* and the Coretta Scott King Illustrator Award for *I See the Rhythm*.

Michele lives in Atlanta, Georgia. Visit her online at [www.michelewood.com](http://www.michelewood.com).

# Pre-reading Activities

## Book Summary:

Harriet Tubman and Susan B. Anthony were *contemporaries*. That means they lived during the same time. More than that, they knew each other and supported each other's causes. In 1904, Anthony introduced Tubman as the guest speaker at the 28th Annual Convention of the New York State Suffrage Association. *Chasing Freedom* is Nikki Grimes's vision of the meeting of these two important women before the event—a private meeting over tea in which they share stories of their experiences as leaders of the antislavery and women's suffrage movements.

## Understanding the Genre: Historical Fiction

After reading the summary above, answer the following questions:

1. Why would this book be considered historical fiction instead of nonfiction?  
\_\_\_\_\_
2. *Chasing Freedom* uses dialogue in the text. Where do you think the author came up with the information for this dialogue?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Building Background and Activating Prior Knowledge

Think about these two historical women, Harriet Tubman and Susan B. Anthony. Write what you already know about either or both of them.

**Harriet Tubman**

**Susan B. Anthony**

# As You Read: Vocabulary

## Introducing Vocabulary Words

Listed below are some words or phrases that may be unfamiliar to you. First, try to define each word by using context clues. If you need more help, use a dictionary. Remember to find the definition of the word as it is being used on the pages in this book. Use the back of the page if you need more space.

1. (p. 8) suffrage \_\_\_\_\_
2. (p. 8) legendary \_\_\_\_\_
3. (p. 8) staccato \_\_\_\_\_
4. (p. 8) convention \_\_\_\_\_
5. (p. 10) abide \_\_\_\_\_
6. (p. 10) declaration \_\_\_\_\_
7. (p. 10) real estate \_\_\_\_\_
8. (p. 12) freeborn \_\_\_\_\_
9. (p. 12) destiny \_\_\_\_\_
10. (p. 14) homestead \_\_\_\_\_
11. (p. 14) holding forth \_\_\_\_\_
12. (p. 14) plagued \_\_\_\_\_
13. (p. 14) spirits \_\_\_\_\_
14. (p. 14) predicament \_\_\_\_\_
15. (p. 14) temperance \_\_\_\_\_
16. (p. 14) imbibing \_\_\_\_\_
17. (p. 16) Underground Railroad \_\_\_\_\_
18. (p. 16) conductor \_\_\_\_\_

## As You Read: Vocabulary

(continued from page 4)

19. (p. 18) forge \_\_\_\_\_
20. (p. 18) revered \_\_\_\_\_
21. (p. 18) reform \_\_\_\_\_
22. (p. 18) loathsome \_\_\_\_\_
23. (p. 18) render \_\_\_\_\_
24. (p. 20) fugitive \_\_\_\_\_
25. (p. 20) desert \_\_\_\_\_
26. (p. 22) commonplace \_\_\_\_\_
27. (p. 24) got wind of it \_\_\_\_\_
28. (p. 24) abolitionists \_\_\_\_\_
29. (p. 26) drafting \_\_\_\_\_
30. (p. 26) podium \_\_\_\_\_
31. (p. 26) soliciting \_\_\_\_\_
32. (p. 26) petition \_\_\_\_\_
33. (p. 26) appeal \_\_\_\_\_
34. (p. 26) Prohibition \_\_\_\_\_
35. (p. 26) endeavors \_\_\_\_\_
36. (p. 28) forged \_\_\_\_\_
37. (p. 30) the mercury fell \_\_\_\_\_
38. (p. 30) canvassing \_\_\_\_\_
39. (p. 32) the British Lion \_\_\_\_\_
40. (p. 32) pneumonia \_\_\_\_\_

# As You Read: Vocabulary

(continued from page 5)

41. (p. 32) networks \_\_\_\_\_
42. (p. 32) pored over \_\_\_\_\_
43. (p. 32) recruits \_\_\_\_\_
44. (p. 32) premonition \_\_\_\_\_
45. (p. 34) compound \_\_\_\_\_
46. (p. 34) massacre \_\_\_\_\_
47. (p. 34) indignation \_\_\_\_\_
48. (p. 36) vigilant \_\_\_\_\_
49. (p. 36) muzzles \_\_\_\_\_
50. (p. 36) bounty \_\_\_\_\_
51. (p. 38) lunatic \_\_\_\_\_
52. (p. 38) unfettered \_\_\_\_\_
53. (p. 38) rousing \_\_\_\_\_
54. (p. 38) dispense \_\_\_\_\_
55. (p. 38) guardianship \_\_\_\_\_
56. (p. 42) vilified \_\_\_\_\_
57. (p. 42) brawling \_\_\_\_\_
58. (p. 42) parasite \_\_\_\_\_
59. (p. 42) secession \_\_\_\_\_
60. (p. 42) reserve \_\_\_\_\_
61. (p. 42) marshaled \_\_\_\_\_
62. (p. 42) unconditional \_\_\_\_\_

# As You Read: Vocabulary

(continued from page 6)

- 63. (p. 42) emancipation \_\_\_\_\_
- 64. (p. 42) bedlam \_\_\_\_\_
- 65. (p. 42) adjourned \_\_\_\_\_
- 66. (p. 44) call to arms \_\_\_\_\_
- 67. (p. 44) contingent \_\_\_\_\_
- 68. (p. 44) wresting \_\_\_\_\_
- 69. (p. 44) carnage \_\_\_\_\_
- 70. (p. 46) dispatched \_\_\_\_\_
- 71. (p. 46) asylum \_\_\_\_\_
- 72. (p. 48) reminiscences \_\_\_\_\_

## Additional Vocabulary Words

Use the lines below to list and define other unfamiliar words from the text.

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# After You Read

## Analyzing the Story

### Analyzing Point of View

The **point of view** of a story is all about who the narrator is. The most common ones are:

- **first-person:** The narrator is telling the story.
- **third-person limited:** Someone outside the story is telling it, but cannot tell what the characters are feeling or thinking.
- **third-person omniscient:** Someone outside the story is telling and does include the characters' thoughts and feelings.

1. What point of view does the book use?

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2. How would the story have been different if the author had chosen a different point of view for the book?

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### Analyzing the Setting and Mood

The **setting** of a story tells when and where the story is taking place. The writer often uses sensory details to help readers see and feel the setting.

1. When does this story take place? How do you know this?

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2. Where does it take place? Use some of the details from the text to describe the place.

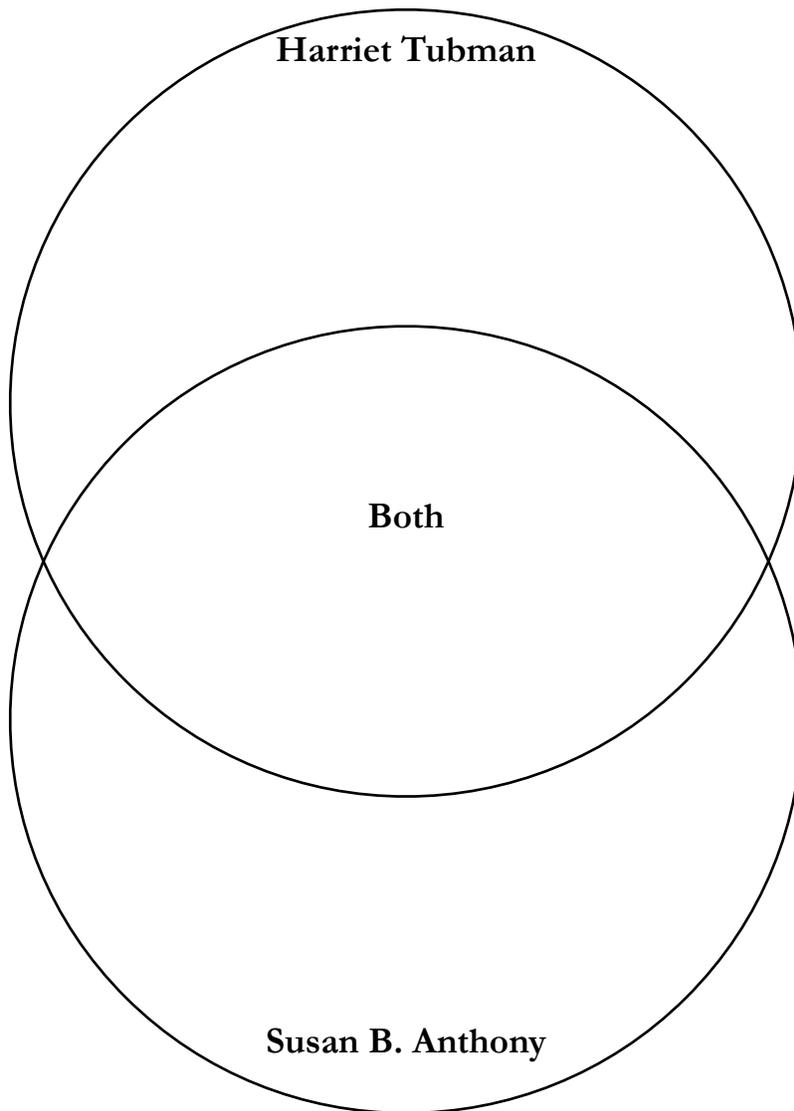
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# Comparing and Contrasting the Characters

## Alike and Different: Using a Venn Diagram

As far as we know, the main characters of *Chasing Freedom* never had a lengthy conversation, as portrayed in this book. However, Harriet Tubman and Susan B. Anthony were real people, and the content of their discussion is based on historical facts. After reading the book and the biographies of each woman on pages 50–51, use the Venn diagram below to identify ways the women were alike and different.



**Are these women more alike or different? Why?**

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# Important People of the Late Nineteenth and Early Twentieth Century

## Who's Who?

Many important people were mentioned in the text of *Chasing Freedom*. Read each short description below and write the last name of the person it describes. Use the Biography section on pages 50–51 to help you.

1. Thought women's clothing needed to be as practical and comfortable as men's.

---

2. Born a slave, but escaped to freedom; leader who spoke and wrote against slavery.

---

3. Close friend of Susan B. Anthony; a main writer of the Declaration of Sentiments.

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4. A poet, essayist, and speaker who was in favor of individualism and freedom.

---

5. Quaker minister and speaker; called for women's rights and an end to slavery.

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# Critical Thinking: Ask an Expert

## Interviewing the Expert

Both of the women in *Chasing Freedom* are considered experts because of their experiences. First, describe what expertise each woman gained in her lifetime. Then choose one of the women and create a list of questions you would like to ask her to find out more about her life and her knowledge.

1. In what areas was Harriet Tubman an expert?

2. In what areas was Susan B. Anthony an expert?

3. Choose one woman: \_\_\_\_\_

4. Make a list of questions you would ask her to find out more about her life and her area of expertise. (Use the back of this page if needed.)

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# Synthesizing: Identifying and Applying the Theme

## What's in a Theme?

The theme of a story is the message you take away with you after you've read the book. Books sometimes have more than one theme or message.

For example, in the story "The Three Little Pigs," after having homes destroyed by the big, bad wolf, the third pig makes a house that can withstand the wolf's huffing and puffing. Some themes of this story could be: "You can learn from others' mistakes." or "Perseverance works." or "Evil doesn't win over hard work."

Think about what you learned in *Chasing Freedom*.

1. Identify a theme of this book.

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2. Explain why you think this theme fits the book.

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# Teacher Resources

## Using the Back Matter

### Famous Speeches

Have students read the biographies found on pages 50–51. Many of these people are known for making speeches that affected history. Have students choose one person, research his or her speeches, and select one to read or deliver to the class.

After the speech is made, lead a discussion about the key points in the speech and the changes to society that may have come as a result.

### Biographical Picture Books and Posters

Several of the people mentioned in this book are the subjects of other picture books. Create a display of these books and encourage your students to read one or more of them.

Organize teams around some of these picture books, including *Chasing Freedom*. Have each group design a poster that reflects a theme from each book. Display the posters in the classroom and let students share what they learned.

### History and Multimedia

The Additional Notes section offers summaries of several critical events, groups, movements, and documents of the Civil War and post-Civil War era. Working in small groups or pairs, invite students to select one and to create a multimedia presentation about it to share with the class.

Show them various online resources that will help them find images, videos, and information. Some of these include:

<http://teachinghistory.org/>

<http://historyexplorer.si.edu/home/> (Smithsonian)

<http://www.ushistory.org/>

<http://teacher.scholastic.com/activities/bhistory/>

[http://education.nationalgeographic.com/education/media/underground-railroad-journey-freedom/?ar\\_a=1](http://education.nationalgeographic.com/education/media/underground-railroad-journey-freedom/?ar_a=1)

<http://www.cr.nps.gov/museum/exhibits/douglass/>

# Teacher Resources

## Using the Back Matter

### Bibliography Practice

On page 52 is a bibliography, books the author used when researching and writing this book. Using your school library, have students choose a topic from the Biographies or Additional Notes sections and have them create a bibliography of sources they would use if they were going to write a report or book on that subject.

Broaden the student bibliography selections by encouraging the students to go to their local public library and/or use online sources. Be sure to show them how to craft bibliographic entries using the style your school prefers.

### Using the Author's Note

Have students read the Author's Note on page 53. Then have them answer the following questions:

1. What did you read in this note that surprised you?
2. Do you think the conversation between Harriet Tubman and Susan B. Anthony seemed realistic? Support your answer with details from the text.
3. From reading the Author's Note, how do you think Nikki Grimes feels about these women? Why?

# Answer Key

## page 3

### Understanding the Genre: Historical Fiction

1. The conversation between these women is imagined by the author.
2. The information in the dialogue came from the research she did into the lives of these women.

### Building Background and Activating Prior Knowledge

Answers will vary.

## page 4

### As You Read: Vocabulary

1. suffrage: the right of voting
2. legendary: very famous or well-known
3. staccato: a marked, emphatic rhythm, as in music
4. convention: a large meeting of people who gather to discuss their shared interests
5. abide: to endure or accept; other meaning, to stay or reside
6. declaration: a statement, sometimes in the form of an official document
7. real estate: property in buildings and land
8. freeborn: not born in slavery
9. destiny: a predetermined course of events often held to be an irresistible power or agency
10. homestead: the home and adjoining land occupied by a family
11. holding forth: speaking at great length about someone or something
12. plagued: disturbed or annoyed persistently
13. spirits: alcohol
14. predicament: a difficult or unpleasant situation
15. temperance: moderation, also the practice of drinking little or no alcohol

**page 4 (continued)**

**As You Read: Vocabulary**

16. imbibing: drinking
17. Underground Railroad: the secret system in northern U.S. states to help escaping slaves before, during, and after the Civil War.
18. conductor on the Underground Railroad: a person to help lead others to freedom via the Underground Railroad

**page 5**

**As You Read: Vocabulary**

19. forge: to form or bring into being especially by an expenditure of effort
20. revered: had great respect for (someone or something)
21. reform: to improve (someone or something) by removing or correcting faults, problems, etc.
22. loathsome: causing feelings of hatred or disgust : very bad
23. render: to give (something) to someone
24. fugitive: a person who is running away to avoid being captured
25. desert: to leave and stop helping or supporting (someone or something)
26. commonplace: an idea, expression, remark, etc., that is not new
27. got wind of it: heard about it
28. abolitionists: those who support the ending of slavery and emancipation (freeing) of slaves
29. drafting: to make a version of something, such as a document or plan, that will need more work in order to be finished
30. podium: a raised platform for a speaker
31. soliciting: asking (a person or group) for money, help, etc.
32. petition: a written document that many people sign to show that they want a person or organization to do or change something
33. appeal: a serious request for help, support, etc.
34. Prohibition: the forbidding by law of the manufacture, transportation, and sale of alcoholic liquors except for medicinal and sacramental purposes
35. endeavors: serious efforts or attempts

**page 5 (continued)**

**As You Read: Vocabulary**

36. forged: made or imitated falsely, especially with intent to defraud
37. the mercury fell: the temperature got colder
38. canvassing: to talk to the people in an area in order to get them to support a candidate, project, idea, etc.
39. the British Lion: England or Great Britain
40. pneumonia: a serious disease that affects the lungs and makes it difficult to breathe

**page 6**

**As You Read: Vocabulary**

41. networks: groups of people or organizations that are closely connected and that work with each other
42. pored over: read or studied closely
43. recruits: people who have recently joined a company, organization, etc.
44. premonition: a feeling or belief that something is going to happen
45. compound: an area containing a group of buildings and especially residences
46. massacre: the violent killing of many people
47. indignation: anger caused by something that is unfair or wrong
48. vigilant: alertly watchful especially to avoid danger
49. muzzles: the end of a gun where the bullet comes out
50. bounty: a payment for the capture of or assistance in the capture of an outlaw
51. lunatic: an insane person
52. unfettered: not controlled or restricted
53. rousing: causing great emotion, excitement, or enthusiasm
54. dispense: to deal out in portions
55. guardianship: the role of someone who takes care of another person or of another person's property
56. vilified: said slanderous and abusive statements against someone
57. brawling: loudly quarrelsome

**page 6 (continued)**

**As You Read: Vocabulary**

58. parasite: a person or thing that takes something from someone or something else and does not do anything to earn it or deserve it
59. secession: the act of separating from a nation or state and becoming independent
60. reserve: to hold back, not showing feelings
61. marshaled: moved or led (a group of people) in a careful way
62. unconditional: not limited in any way : complete and absolute

**page 7**

**As You Read: Vocabulary**

63. emancipation: the act or process of freeing someone; the freeing of slaves
64. bedlam: a place, scene, or state of uproar and confusion
65. adjourned: ended a meeting
66. call to arms: to prepare for confrontation or battle
67. contingent: a group of people who go to a place together, do something together, or share some quality, interest, etc.
68. wresting: taking something from someone by using great effort
69. carnage: the slaughter or killing of many
70. dispatched: sent (someone or something) quickly to a particular place for a particular purpose
71. asylum: an institution for the care of the destitute or sick and especially the insane
72. reminiscences: remembered experiences

**Additional Vocabulary Words**

Answers will vary.

**page 8**

**Analyzing Point of View**

1. third-person limited
2. Answers may vary, but may include: If she had used first-person point of view, she would have written about what the narrator was thinking and feeling.

## Analyzing the Setting and Mood

1. On a November afternoon in 1904. The author says that in the beginning of the text.
2. It takes place in Rochester, New York, at Susan B. Anthony's house.

## page 9

### Comparing and Contrasting the Characters (Venn diagram)

Answers may vary, but may include the following in the diagram:

*for Harriet Tubman only:*

black/African-American

from the South

key issue is abolitionism

*for both:*

women

speakers

leaders of movements

help others

activists

antislavery

pro-suffrage

*for Susan B. Anthony only:*

white/Caucasian

from the North

key issue is women's suffrage

**Are these women more alike or different?** Answers will vary, but should conclude that they are more alike than different. They both are great leaders who helped change history.

## page 10

### Important People of the Late Nineteenth and Early Twentieth Centuries

1. Amelia Jenks Bloomer
2. Frederick Douglass

3. Elizabeth Cady Stanton
4. Ralph Waldo Emerson
5. Lucretia Mott

**page 11**

**Critical Thinking: Ask an Expert**

1. Answers may vary, but should include: helping slaves escape the South; about slavery; about abolitionism; as a speaker; about women's issues
2. Answers may vary, but should include: as a leader of women's voting rights; as a speaker; as someone who organizes events
3. Answers will vary.
4. Answers will vary.

**page 12**

**Synthesizing: Identifying and Applying the Theme**

1. Answers may vary, but may include: Stand up for what you believe. Doing good for others is right. One person can make a difference. Good can triumph over evil. Women can be great leaders.
2. Answers will vary.

## Correlations to Common Core Standards

The following Common Core Standards for fourth grade are met by using this guide:

**CCSS.ELA-LITERACY.RF.4.4** Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.4.4.A** Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RF.4.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CCSS.ELA-LITERACY.W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**CCSS.ELA-LITERACY.W.4.1.B** Provide reasons that are supported by facts and details.

**CCSS.ELA-LITERACY.W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**CCSS.ELA-LITERACY.W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**CCSS.ELA-LITERACY.W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.4.9.B** Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**CCSS.ELA-LITERACY.RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**CCSS.ELA-LITERACY.RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**CCSS.ELA-LITERACY.RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCSS.ELA-LITERACY.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.4.4.A** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.4.4.C** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**CCSS.ELA-LITERACY.L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-LITERACY.L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).