

***Two Tickets to Freedom*** by Florence B. Freedman (Scholastic, Inc., New York: 1971) ISBN 0-590-46934-7

**Grade Level:** 8<sup>th</sup> Grade

**Duration:** 2-3 class periods

### **Literature Annotation**

This book, the true story of fugitive slaves Ellen and William Craft, is based largely on William Craft's narrative, *Running a Thousand Miles for Freedom*. The story begins on a winter morning in 1848 when Ellen Craft, a light-skinned young slave, disguises herself in men's clothing and walks into a train station in Macon, Georgia and purchases two tickets; one ticket was for herself and the other for her husband. Ellen posed as a white Southern planter, and her husband, William, as her slave. Thus began their dangerous journey that took them to England and eventually back to Georgia.

### **Maryland State Curriculum**

***Economics Standard:*** Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

4.A.4.d Describe the economic opportunities and obstacles faced by different individuals and groups during this era (Grade 8)

***Geography Standard:*** Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

3.C.1 Analyze the geographic characteristics that have influenced migration and settlement patterns (Grade 8)

***History Standard:*** Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changes over time in Maryland, the United States, and around the world.

5.C.2.b Describe unresolved issues regarding social, economic, and political positions of Native Americans, free blacks, slaves, women, indentured servants and the poor (Grade 8)

5.C.5.b Analyze the experiences of African-American slaves, free blacks, and the influence of abolitionists (Grade 8)

***Social Studies Skills and Process Standard:*** Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

6.F.1 Interpret information from primary and secondary sources (Grade 8)

**Reading Standard:** Students will use a variety of strategies to understand what they read (construct meaning).

1.E.3 Use strategies to make meaning from text (during reading) (Grade 8)

3.A.1.a Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods (Grade 8)

**Objectives:** Students will...

- describe Ellen and William Craft's journey to freedom
- identify the costs and benefits of the Craft's decision to run away

### **Vocabulary**

**abolitionist:** a person advocating for or participating in the movement to end slavery

**fugitive:** a person who runs away or tries to escape captivity

**slavery:** the institution of enslaving persons or holding individuals in a condition of involuntary servitude

### **Teacher Materials**

Teacher Resource Sheet #1: *Ellen Craft*

Teacher Resource Sheet #2: *Running a Thousand Miles for Freedom*

### **Students Materials**

Copy of *Two Tickets to Freedom* by Florence B. Freedman

Atlas

Student Resource Sheet #1: *Two Tickets to Freedom Outline Map*

Student Resource Sheet #2: *Two Tickets to Freedom History Frame*

Student Resource Sheet #3: *Two Tickets to Freedom: Costs and Benefits*

### **Motivation**

Display Teacher Resource Sheet #1: *Ellen Craft*. Ask students to describe the picture. Point out that the name on the picture is Ellen Craft. Does the person in this picture look like a woman? Ask them to hypothesize why Ellen Craft is dressed in men's clothing.

### **Development**

1. Tell students that they are going to be reading *Two Tickets to Freedom*, a true story about Ellen Craft and her husband William and how they escaped from slavery. Display Teacher Resource Sheet #2: *Running a Thousand Miles for Freedom*. Explain to students that the Florence Freedman used William Craft's account of their journey in order to write her book.
2. Divide the class into groups of four. Distribute Student Resource Sheet #1, "Two Tickets to Freedom Outline Map." Using atlases, students should plan

the route that they think the Crafts could have taken from their home in Macon, Georgia, to Halifax, Canada. They should label cities, waterways, mountains and other landmarks that may have been important in that route. Discuss student routes.

3. Distribute Student Resource Sheet #2: *Two Tickets to Freedom History Frame*. Have students read Chapters 1 & 2 of *Two Tickets to Freedom* by Florence Freedman. They should fill in the Who, When, Where, Problem, and Proposed Solution boxes as they read. After all students have completed the sections of the worksheet, debrief as a class. Have students hypothesize what may have happened on the Craft's journey north.
4. Tell students that they will finish reading *Two Tickets to Freedom*. As they read, they should complete the Key Events and Outcome boxes of Student Resource Sheet #2. After students have finished, check for accuracy and discuss.
5. Have students return to their groups from Step #3. Groups should hypothesize the theme of the Craft's story. As student groups report out, make a master list of possible themes. Tell students that an economist may choose the theme that "Every choice has costs and benefits."
6. Distribute Student Resource Sheet #3: *Two Tickets to Freedom: Costs and Benefits*. Tell them that they are going to re-visit *Two Tickets to Freedom* in order to identify the costs and benefits of the Crafts' decision to run away, to travel to England, and to return to Georgia. Have students complete the worksheet with their group. Discuss as a class.

### **Assessment**

Have students address the following prompt.

Your local newspaper is starting a weekly student supplement that includes book reviews. You have been selected to write the review of *Two Tickets to Freedom*. Your review should consist of no more than 3 paragraphs and should include the following:

1. A summary of the Craft's journey to freedom.
2. A description of the costs and benefits associated with that journey.
3. Your personal recommendation of the book (pro or con) for other students. Be sure to include details to support your recommendation.

### **Closure**

Have students share their book reviews with the class.

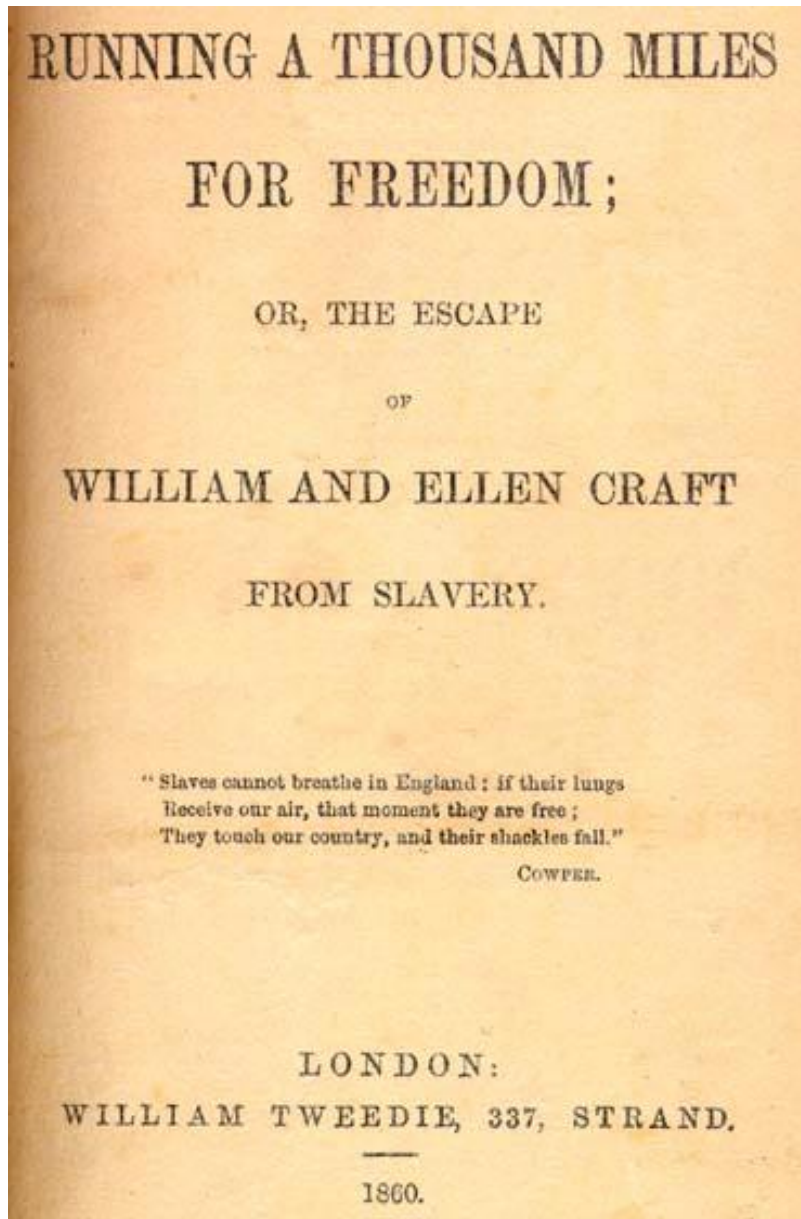
Teacher Resource Sheet #1

**Ellen Craft**



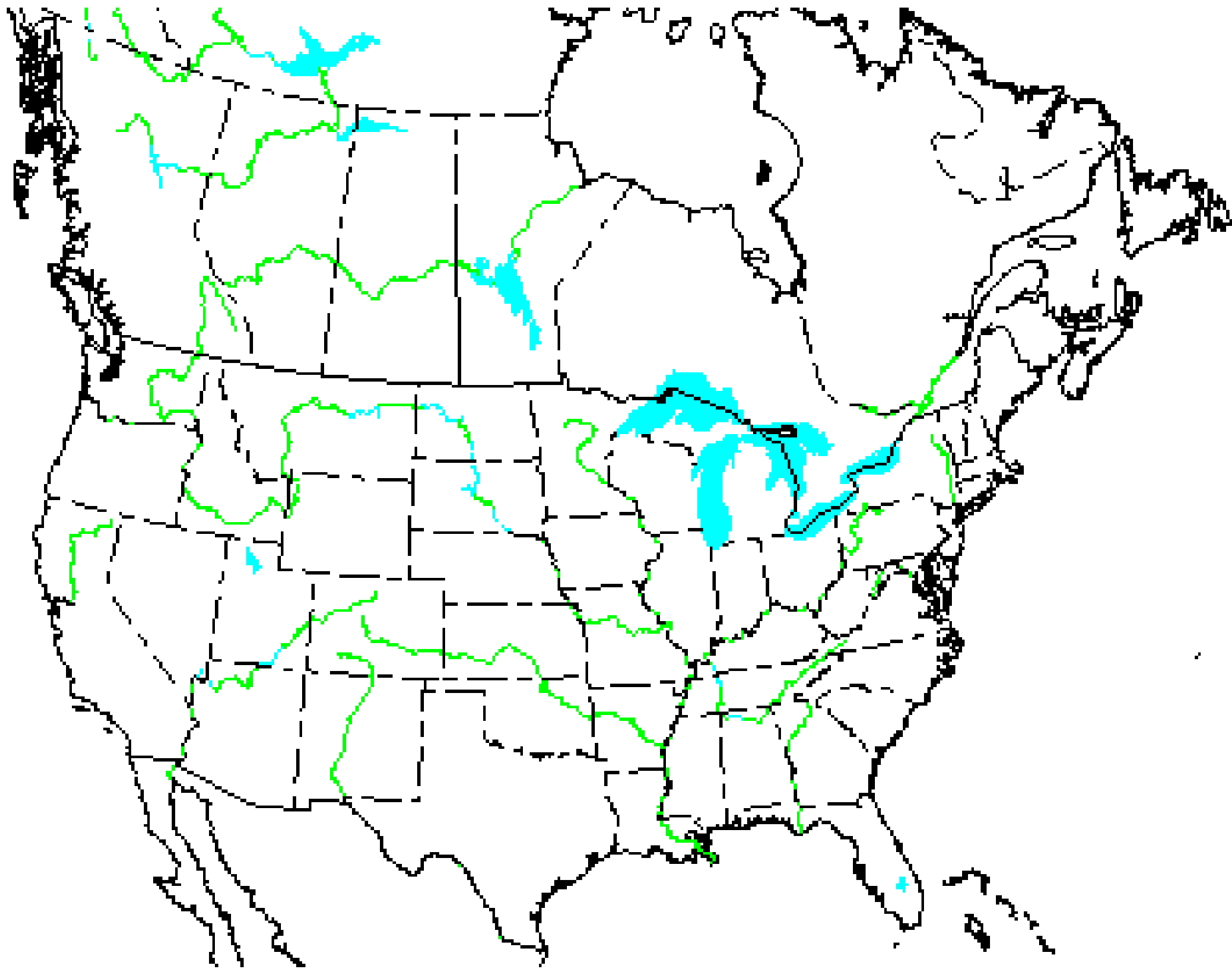
<http://docsouth.unc.edu/neh/craft/menu.html>

***Running a Thousand Miles for Freedom***



<http://docsouth.unc.edu/neh/craft/menu.html>

***Two Tickets to Freedom Outline Map***

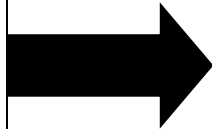


***Two Tickets to Freedom History Frame***



<b>Who:</b>
<b>When:</b>
<b>Where:</b>

<b>Problem:</b>
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<b>Proposed Solution:</b>
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<b>Key Events:</b>
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<b>Outcome:</b>
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<b>Theme?</b>
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***Two Tickets to Freedom: Costs and Benefits***

<b>COSTS</b>	<b>BENEFITS</b>
<b>Run Away from Georgia</b>	
<b>Travel to England</b>	
<b>Return to Georgia</b>	