

EDUCATION MATERIALS



# FINDING FREEDOM

THE UNTOLD STORY OF  
**JOSHUA GLOVER,**  
FREEDOM SEEKER

RUBY WEST JACKSON  
WALTER T. McDONALD

FOREWORD BY CHRISTY CLARK-PUJARA

# FINDING FREEDOM (Second edition)

## by Ruby West Jackson and Walter T. McDonald

### For the Teacher

*Finding Freedom* tells the story of Joshua Glover, a man who escaped slavery in 1852, evaded capture, and traveled the Underground Railroad through Wisconsin before reaching freedom in Canada. Updated in 2022, the new edition contains a foreword that shines a light on the connections between the story of Joshua Glover and modern anti-racist movements.

The story of Joshua Glover is embedded in the story of Wisconsin's past as a hotbed of abolitionist sentiment and its present status as the most segregated state in the United States. In *Finding Freedom*, students will encounter evidence of past actions and consequences, government policies and individual choices, and ultimately the story of one person's desire to live as a free man. Working through the activities in this document will enable students to better understand the roles and motivations of freedom seekers, abolitionists, and enslavers and to identify policies that encapsulated pre-Civil War Wisconsin society.

These materials have been designed for teacher-led literacy circles for grades 6–12. However, several of the activities are most appropriate for students in grades 9–12 because of the advanced reading level and/or the difficulty of the subject matter. Those activities are noted throughout.

The materials include discussion questions, content questions, and extension activities for each chapter of the book. You may have the students read the discussion questions before reading the chapter. Choose or have students self-select one or more of the content activities to complete after reading, and assign extension activities as you see fit. Students are encouraged to work in pairs.

Please note that some of the resources used in these activities contain offensive language in quotations from historical figures (offensive words appear in full). These resources have been identified throughout. Please review all materials before assigning them to students to ensure they are appropriate and to provide historic context.



## Enduring Understanding

Basic human rights belong to every person, not a select few designated by race, wealth, or other segregating factors. Throughout history, oppressors have overtly abused their power and authority and have also taken advantage of the hidden nature of systemic racism. Knowingly or unknowingly, members of dominant cultures often benefit from systems that privilege their interests and needs. Unjust laws, dehumanizing tactics, religious justifications, violence, and more are used to subjugate people of other creeds, races, sexuality, and anyone considered “the other.”

Sometimes, those who are oppressed have risen up, resisted injustice, and worked to secure their own rights and freedom. Sometimes members of the dominant culture have also recognized injustices and used their positions to assist those who have been wrongfully persecuted in corrupt systems.

## Essential Questions

- What does it mean to be free?
- How have unjust systems and laws of the past shaped modern society?
- What are some ways activists have resisted systems designed to keep them from exercising basic human rights? What similarities and differences are there between activists of the past and present?
- What obligations do majority populations have to protect the rights of minority members of society? What obligations do government institutions have?

## The Student Will

- Demonstrate an understanding of the conditions of enslaved persons in the past as compared to free individuals
- Analyze the role that governments and other institutions play in both the liberty (protection of rights) and oppression (denial of rights) of their citizens
- Identify connections between the Underground Railroad and modern anti-racist activism
- Examine the motivations and actions of freedom seekers, enslavers, and abolitionists
- Formulate an evidence-based argument about what freedom means and defend their position



# FOREWORD BY DR. CHRISTY CLARK-PUJARA

## Before you begin

Before you begin reading, create a KWL chart to track your discoveries. What do you **know** about Joshua Glover, enslavement, and abolitionists in Wisconsin? What do you **want** to know? And finally, when you have finished each chapter, what did you **learn**? You'll refer to this chart at the end of each chapter to record what you have learned.

## Discussion Questions

- What surprised you about the history of race relations in Wisconsin?
- What was the intention of the 1787 Northwest Ordinance? How did it fail to protect enslaved people?
- What do you think of Dr. Clark-Pujara's analysis of Wisconsin? Do you agree or disagree? Why?
- Fill out your KWL chart.

## Content Questions

1. After reading the foreword, answer the following questions:
  - What is Dr. Clark-Pujara's main point (thesis)?
  - What sources does she use to support her thesis?
  - How does she relate recent events to the events, laws, and realities of Joshua Glover's time? Do you agree with this evaluation? Why or why not?
2. Make a list of what you consider to be the most important freedoms you enjoy as a citizen of the United States.
  - What rights do you have?
  - How are those rights protected?
  - Who or what is responsible for protecting those rights?
  - What responsibilities do those rights imply?

*Continued on the next page*



## Extension Activity

Using the following links, discuss with your group the United Nations' *Universal Declaration of Human Rights*.

- [Summary \(Youth for Human rights website\)](#)
- [Full document \(United Nations\)](#)
- [History of the Declaration \(United Nations\)](#)

Compare and contrast the *Universal Declaration of Human Rights* with the original United States Constitution's Bill of Rights.

- [Summary \(National Archives\)](#)
- [Full Document \(National Archives\)](#)

How many similarities do you find? How many differences? Which was written first? What inspired both documents?

# CHAPTER 1: A SLAVE IN ST. LOUIS

## Discussion Questions

- What did it mean to be enslaved as a Black person in the United States prior to emancipation?
- How did enslavers view Black men and women?
- How do you think viewing human beings as property affected the mindset of enslavers?
- In what ways did enslaved people resist their captivity?
- How did enslavers view the work of abolitionists?
- Fill out your KWL chart.

## Content Questions

1. **Cognitive dissonance** is a psychology term defined as “the state of having inconsistent thoughts, beliefs, or attitudes, especially as relating to behavioral decisions and attitude change.” (Source: Oxford Languages, accessed 6/30/2022 <https://languages.oup.com/google-dictionary-en/>)

In other words, people suffering cognitive dissonance think and act in ways that contradict each other. They might, for example, believe electric vehicles are good for the planet and drive a go-cart for fun.

Read the following passages from Chapter 1 and answer the questions that follow:

“Those who held human property took little interest in the thoughts, feelings, and character of the people they enslaved. To trouble themselves about such details would indicate that they believed their property had the same human feelings they possessed. Such sentiments would have been an impediment to the efficient management of their source of labor. It might also have made them feel guilty about the treatment enslaved people received at their hands, an emotion that would interfere with the effort to obtain maximum effort with minimum cost.” (6)

“For those about to be sold, it was the most dreadful of days, filled with deep sorrow and fear to the point of terror, as they contemplated the separation from families that was imminent for some—husbands and wives pulled from each other’s embrace, infants taken from their mothers’ breasts, children forced to see their parents or siblings for the last time. So distressing were such situations that, in extremely rare instances, mothers ended their children’s lives as well as their own rather than submit to separation. The scene was one of much weeping and distress.” (2)



- In what way is an enslaver’s mindset an example of cognitive dissonance?
- How do the authors illustrate these contradictory behaviors and actions? Cite examples from the chapter.

2. To have **agency** means to have control over the choices you make and the way you live your life.

- From what you have read so far, in what ways did Glover have agency? In what ways was he denied it?
- How did Glover use the limited agency he had?
- Read the example below and cite other evidence from the text in your answers.

“It would be critical for Glover to learn much more about Garland to ensure that his life with him would be as free from hazard as he could make it. This knowledge would be the only power Glover possessed to improve life in slavery.” (7)

## Extension Activity

Imagine you are trying to find somewhere you’ve never been, through lands you’ve never seen, traveling on foot with few outside resources to help. Using evidence from Chapter 1, describe what you’d need to get where you’re going. How would you do it? Where could you look for help?

Harriet Tubman freed herself from slavery and dedicated her life to helping other freedom seekers do the same. During her time as a conductor on the Underground Railroad, she earned the nickname “Moses.” According to various sources, she used two spirituals, “Go Down Moses” and “Bound for the Promised Land” in her work by “(changing) the tempo to indicate whether it was safe to come out or not.” (Source: MD\_TubmanFactSheet\_MythsFacts\_2; visitmaryland.org)

Listen to these songs being performed, and then examine their lyrics. Finally, answer the questions that follow.

[Mica Paris sings “Go Down Moses”](#)

[“Go Down Moses” lyrics](#)

[Sallie Martin Singers perform “Bound for the Promised Land”](#)

[“Bound for the Promised Land” lyrics](#)

- What do these songs have in common?
- Why do you think these songs resonated with Harriet Tubman?
- What useful information was contained within these songs, if any?
- What kind of mythology has grown up around the use of songs in the Underground Railroad? Why do you think that is?



# CHAPTER 2: THE "PECULIAR INSTITUTION"

## Discussion Questions

- What does the word **institution** mean to you? Why do you think this word was chosen to describe slavery? What does the phrase **peculiar institution** mean?
- How do historians write history? How may it need to change?
- Why did enslavers describe enslaved people as almost anything other than “slaves?”
- How does the authors’ description of the Underground Railroad (UGRR) compare to what you have already learned? What surprised you?
- Fill out your KWL chart.

## Content Questions

1. “The law never referred to runaway slaves by that title, instead calling them ‘fugitives from labor.’” (17)
  - How did the language used by southern lawmakers further dehumanize enslaved people? What was the goal of doing so?
  - Find and cite other instances in Chapter 2 of how laws and language were used to create an imaginary gap between the enslaved and their enslavers.
2. Read the passage below and answer the following questions:

“From 1787 to 1850, as each effort at compromise was hammered into law, so were the rails of the Underground Railroad (UGRR) forged more strongly to bear the increased load of the freedom seekers traveling north. Of the many forces tearing at the fabric of the Southern way of life, the continued reliance on manual labor, fostered by the presence of a permanently indentured workforce, probably had more to do with the eventual demise of slavery than did the UGRR. There is little doubt however, that the UGRR was a marvelous propaganda machine. It was a form of largely nonviolent active resistance that proved false every myth constructed by slaveholders that Black people were ignorant, unorganized, and unskilled and could do nothing without the guidance of white men.” (18)

- **Propaganda** is “information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view.” (Source: Oxford Languages, accessed 6/30/2022 at <https://languages.oup.com/google-dictionary-en/>) What point are the authors making about the UGRR being a powerful propoganda tool?

*Continued on next page*





- Working as a class, find some other examples of historical or contemporary propaganda. How is it used? Who created it? Why? You can use [this link to WWI posters](#) from the Wisconsin Historical Society archives as a starting point for your discussion.
3. “To preserve that myth, it was necessary for the South to blame Northern white agitators for fomenting dissatisfaction among enslaved people. Though partially true, the encouragement of white people in the North was only one more thing goading enslaved people to resolve to escape the tyranny of bondage. Still, the South found it necessary to create significant civil and criminal punishments for those who assisted freedom seekers. Above all, it was necessary to imply that Black people could never escape in such numbers without the help of white people.” (18)
- What types of laws did southern slave-holding states pass to discourage freedom seekers and those who helped them? What was the purpose of these laws?

## Extension Activity

**Historiography** is the act of “doing history,” or studying primary and secondary sources, evaluating them, making reasoned decisions about events of the past, and putting forward those decisions for others to learn from. Primary sources are those made at the time of an event. Secondary sources are generally created after the event.

Make a T-chart with one category being “Primary Source” and the other “Secondary Source.” Follow the links below to view sources from the Wisconsin Historical Society archives and list each one of the columns along with a short description of what the source is. Sometimes a source may belong in both columns, especially if a secondary source was built on primary sources (such as historical images that appear alongside contemporary text).

1. [Stephen Bonga - Voyageur of the Northwest](#)
2. [Portrait of Stephen Bonga](#)
3. [Runaway Slave Reward Poster](#)
4. [Anti-Slave Catcher's Mass Convention Poster](#)
5. [Joshua Glover: The Man Who Made a New Life for Himself](#)
6. [Capture of Joshua Glover](#)
7. [Portrait of Joshua Glover](#)
8. [Civil War Loyalty Flag](#)
9. [Fugitive Slave Collar](#)
10. [Eulogize Sherman M. Booth](#)

# CHAPTER 3: RUMBLINGS IN WISCONSIN

## Discussion Questions

- How did laws such as the Fugitive Slave Act solidify abolitionists' opinions against slavery?
- How did those who were for and against the Fugitive Slave Act use rhetoric (persuasive speaking or writing) to support their cause? For example:

“Let your resolves be bold, let them come from the heart, speaking the voice of men who are determined upon the resolution of Patrick Henry—‘Liberty or Death.’” (23)

“Not all enslaved people were allowed to go to church; although enslavers were eager to have those they enslaved hear and absorb the lessons of clergymen preaching the biblical exhortation ‘Servants, obey thy masters,’ they were fearful that such occasions would also provide a venue for enslaved people to share information that could eventually lead to their escape.” (7)

- What risks did members of abolitionist societies take? What made them willing to take those risks?
- Fill out your KWL chart.

## Content Questions

1. “We stand no better chance than the fugitive, and gentlemen, the blood of Nubia is in our cheeks; the fangs of the bloodhound is not particular as to his prey.” (25)
  - Why does Mr. Barget, a free Black person, consider himself to be in just as much danger as a freedom seeker?
2. “Though few in number, let us be faithful to ourselves, to our trembling fugitive brothers, and to our God. Let your resolves be bold, let them come from the heart, speaking the voice of men who are determined upon the resolution of Patrick Henry—‘Liberty or Death.’” (23)
  - Patrick Henry is considered one of the “Founding Fathers” of the United States. How did invoking his name serve the purposes of the gathering described in Chapter 3?
3. Like many of the “Founding Fathers,” Patrick Henry was an enslaver. As you have read, the compromises made over enslavement of human beings at the birth of the United States continued to drive the country further and further apart. Discuss the following passage from the Declaration of Independence with a partner or small group:



“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

- What did it mean that this language applied only to white men? Why do you think that was the case? In what ways did this language undermine the ideas of enslavers? How might they have used it to justify denying enslaved people their humanity?

## Extension Activity

What was life like in Milwaukee in the 1800s for free Black residents? Watch Milwaukee Public Museum's [video about Milwaukee's Watson family](#), of which William Thomas Watson was a member.

- What freedoms did the Watson family have, first in Virginia and then in Milwaukee?
- What freedoms didn't they have in both places?

# CHAPTER 4: FLIGHT TO FREEDOM

## Discussion Questions

- How did Joshua Glover put his knowledge to work for him on his journey north?
- How do the authors use historical evidence to make a case for why Glover chose his particular surname?
- Fill out your KWL chart.

## Content Questions

1. “One of the first, and most significant, things he did upon arrival was to select a surname for himself. In general, an enslaved person was not permitted to have a family name.” (29)
  - How does the denial of a last name tie into other methods enslavers used to dehumanize enslaved people? Cite some examples from previous chapters.
2. “The name he did select, however, may not have been the safest choice either. He called himself ‘Joshua Glover.’ Evidence exists that this may not have been a random choice. Those enslaved by Garland share a page of the 1850 Census Slave Schedule with those enslaved by Martha Glover, a widow originally from South Carolina.” (29)
  - Why do you think freedom seekers often took the name of their former enslavers? Would you consider taking a name that belonged to your enslaver an act of agency? Why or why not?
3. On the website Facing History and Ourselves, read [excerpts from four formerly enslaved people](#) explaining the names they chose for themselves after emancipation.
  - How were the stories similar to Glover’s? How were they different?

## Extension Activity

Wisconsin’s first territorial governor, Henry Dodge, was an enslaver. He brought five enslaved people with him to the Wisconsin Territory: Toby, Tom, Jim, Lear, and Joe. We know their names from census data archived at the Wisconsin Historical Society. Read the following secondary source [essay about Henry Dodge](#) and answer the questions that follow:

- List, in order, details about Henry Dodge as they appear in the paragraph.
- What did you list first? What did you list last? For example:
  - Born in Kentucky
  - Moved to Missouri



- What details stand out about Henry Dodge’s life? How far down the list does enslaver appear? How important is this aspect of Dodge’s life, in your opinion?

Now read the first paragraph of this primary source [article about Sherman Booth](#) (whom you will read more about in later chapters of the book) and answer the following questions:

- What details stand out to you about Sherman Booth? Why were these details considered important?
- Based on what you know about Benammi Garland from reading this book, what is the first thing about him that comes to your mind? Why is that important?
- How is the way we write enslavers’ stories important to understanding history? In what ways might you change the essay about Henry Dodge?

# CHAPTER 5: LIFE IN RACINE

## Discussion Questions

- What circumstances made Racine an ideal place for Joshua Glover after his escape from Missouri?
- How did the Fugitive Slave Act affect Glover in Racine?
- How did Glover connect with other people in town?
- What skills did Glover bring with him to Racine and how did they help him?
- Fill out your KWL chart.

## Content Questions

1. “The owners of the sawmill provided Glover with living quarters, a small shanty near the river, with the rent probably deducted from his pay. His home had one feature that had not been present in any other place he had lived: a bolt on the inside of his door, assuring him privacy, a privilege available only to a free man. While his wages would never make him a rich man, it was the first time he had ever been paid for his labor in his own name. He could quit his job and find another one if he chose. He could fish in the Root River, both for his food and for the pleasure of it. He could, at times, stop work briefly to enjoy the sight of the trees against the sky and not worry that he would be threatened with punishment for being lazy. Even though he might still work from ‘can’t see to can’t see,’ he did so as a free man. When he had leisure time, he could use it as he wished, which might include spending time with a woman.” (36–37)

Analyze the paragraph above and answer the following questions:

- How does this treatment of Glover compare and contrast with his treatment as an enslaved person? What details stand out to you?
- Make a list of the freedoms Glover enjoyed in Racine. How many of them match your list from earlier (see Foreword)?
- What protects your rights? Were Glover’s newfound rights protected? Why or why not?

## Extension Activity

*Note to teachers: This activity is suggested for grades 9–12 due to the difficult language in the original government documents.*

The Fugitive Slave Act continued to hover over Glover’s head, threatening his freedom and never truly allowing him to relax. Complete the following activity to gain an understanding of the impact this act had on enslaved men and women, freedom seekers, and abolitionists alike.



Working with a partner, divide the following tasks:

- Read [the full text of the Fugitive Slave Act of 1793](#), then summarize the act in plain language to explain its meaning.
- Read the [full text of the Fugitive Slave Law of 1850](#), then summarize the act in plain language to explain its meaning.

Share your work with your partner and discuss the effect these acts had on society.



# CHAPTER 6: A VIOLENT CAPTURE AND THRILLING ESCAPE

## Discussion Questions

- How did the United States' system of enslavement corrupt people?
- How did Garland use federal law to enforce his enslavement of Glover?
- Why do accounts of Glover's capture differ?
- How does Sherman Booth's known role compare to the way he portrayed himself later?
- Do you think the UGRR was ready and organized for the jail break? Why or why not?
- Fill out your KWL chart.

## Content Questions

1. Read the following two paragraphs and complete the exercise below:

“At the attorneys’ office, Garland executed an affidavit attesting to his ownership of Glover. Prior to his arrival in Milwaukee, Garland had made proof of his property before the Court of Common Pleas in St. Louis, during its February term. This document was presented to Andrew G. Miller, the federal judge for the Milwaukee district, who issued a warrant for the arrest of Glover. With the warrant in hand, Garland proceeded to Racine in the company of Officer Melvin and Deputy US Marshal Charles C. Cotton.” (39)

“Ignoring the warning, Turner drew the bolt and flung open the door, permitting Garland, Cotton, and Kearney to rush in. Glover sprang to his feet and, seizing Garland’s hand, attempted to wrest the pistol from him. Seeing the struggle between Garland and Glover, Marshal Cotton dealt Glover a sharp blow to the head with his handcuffs, causing a severe scalp wound. Marshal Kearney, in the meantime, struck Glover with the butt end of the whip. The force of this combined onslaught drove Glover to the floor, where he lay dazed and bleeding profusely.” (41)

- Compare and contrast the tone of the two paragraphs. How did enslavers attempt to make the conditions of enslavement seem normal and just? How did the reality of enslaved peoples’ lives contradict that?

2. Read the following passage from Section 5 of the Fugitive Slave Act and answer the questions below:

“And be it further enacted, That it shall be the duty of all marshals and deputy marshals to obey and execute all warrants and precepts issued under the provisions of this act, when to them directed, and should any marshal or deputy marshal refuse to receive such warrant or



other process, when tendered, or to use all proper means diligently to execute the same, he shall, on conviction thereof, be fined in the sum of one thousand dollars...”

- As you have read, enslavers used the law to enforce their ownership of other human beings. Did the marshals have a choice as to whether or not to arrest Joshua Glover?
- What consequences would they face if they had refused?
- **Just** means “based on or behaving according to what is morally right and fair.” (Source: Oxford Languages, accessed 6/30/2022 <https://languages.oup.com/google-dictionary-en/>) Do you think the Fugitive Slave Act was a just law? Why or why not?
- US soldiers swear an oath to follow lawful orders, though they are told that disobeying an unlawful order is exactly what they should do. What is the difference between unlawful and unjust?

3. Read the following passage and answer the questions that follow:

“This was followed by further fiery rhetoric from Booth, who also took care, publicly and loudly, to advise his listeners not to violate the law, as he had consistently done each time he spoke that afternoon. This was clearly one more attempt on his part to distance himself from a possible future charge of inciting the crowd to riot.” (48)

- Could Sherman Booth have been prosecuted under the Fugitive Slave Act(s)? Why or why not? Cite examples from your previous summary work that support your answer.
- As you’ve read, Sherman Booth eventually went to trial for helping Glover. What do you think the outcome of the trial was? Make an educated guess using what you know of both federal law and Wisconsin abolitionist sentiment. Then, when you read about the resolution of his trial later in the book, check to see if you successfully predicted the outcome.

## Extension Activity

*Note to teachers: In the [Chronicling America](#) resources, the name Joshua Glover will be highlighted wherever it appears, which will help students locate the relevant article on the page.*

What did coverage of Joshua Glover’s story look like in the local press at the time? Read [this article from the March 17, 1854 edition of the \*Kenosha Telegraph\*](#) about the kidnapping and jailbreak, and then answer the following questions:

- Do you think this was an abolitionist newspaper much like Sherman Booth’s *Free Democrat*? Why or why not? Cite examples from the text to support your decision.

*Continued on next page*



Next, read this [short article from the April 10, 1858 edition of the \*Wisconsin Free Democrat\*](#) (published in *The Kansas News*) and answer these questions:

- Why do you think all of the statewide offices changed from Democrat to Republican within four years of Joshua Glover's escape from jail?
- Do you think Sherman Booth wrote the article? Why or why not?
- Are these typical of articles you might find on a news site today? How are they different? How are they the same?



# CHAPTER 7: GLOVER GOES BY RAIL

## Discussion Questions

- Discuss with your group what you already know about the Underground Railroad (UGRR).
- Why was Waukesha known as “that abolitionist hole?”
- Thinking back on your work in Chapter 6, how did abolitionists justify the breaking of certain laws?
- Who participated in the UGRR? What kind of people were they?
- Fill out your KWL chart.

## Content Questions

1. “Over the course of the several weeks that had passed since Glover’s rescue, no fewer than nine abolitionists, plus their family members, had fed, clothed, and sheltered Joshua Glover while moving him, at great risk to themselves, around an area of the countryside encompassing four counties.” (66)

Make a list of the people in this chapter who helped Joshua Glover along the way to freedom in Canada.

- What do they have in common?
  - What differences do you notice between them?
  - Who stands out to you?
  - How do the risks they took compare to the risks Joshua Glover himself took?
2. “Knocking at the door, he called out, ‘Hello.’ ‘Who’s there?’ came the reply from within. ‘A friend of a friend,’ responded Olin, using the code language to designate an abolitionist with a ‘package.’ ‘It’s C. C. Olin from Waukesha.’ Opening the door, Ela asked, ‘Well, what has called you here at this time of night?’ Olin replied, ‘I have a premium load. I have a colored man by the name of Joshua Glover.’” (59)
    - The UGRR had to rely on many avenues of secrecy in order to accomplish its mission: helping freedom seekers to permanently escape enslavement. In this chapter you have been introduced to some of the codes used by UGRR conductors. Make a list of those code words and what they mean.
    - Consult [the following page](#) from the Harriet Tubman Historical Society website. Which of the words from that list did you already know? Which were new to you?

*Continued on the next page*

Continue researching UGRR code words from various sites.

- Which code words appear on more than one site?
- Which appear only on one site or another? Why do you think that is?
- List all the codes you found during your research.
- Finally, using the frequency of appearance, rank the codes you have. Where could you look to verify whether these codes were actually used? What kind of resource would you need? Do you think it more likely that certain codes were used than others? Why?

## Extension Activity

*Note to teachers: This activity is suggested for grades 9–12 due to the difficult level of the reading and the appearance of offensive language in historical quotations.*

The authors have noted that scholars like Henry Louis Gates Jr. argue that some UGRR stories are “more myth than reality.” To learn more about this, read Gates’s article, [“Who Really Ran the Underground Railroad?”](#) **(Note that the article contains offensive language in quotations from historical figures; offensive words appear in full.)**

Answer the following questions:

- Were you taught any of these “myths”?
- What stories of the UGRR are most familiar to you, or most memorable? Why?
- How would these myths have been useful to the UGRR and freedom seekers? How might they have been harmful? Why?



# CHAPTER 8: TRIALS AND TRIBULATIONS

## Discussion Questions

- How did both abolitionists and enslavers seek to use laws to their advantage?
- What events were set in motion by Glover's rescue?
- How did Glover's rescue influence the formation of the Republican party?
- How were the abolitionists' lives affected in the following years?
- How did national events impact the results of the various trials?
- How did Wisconsin use the Writ of Nullification to deal with the Fugitive Slave Act?
- Fill out your KWL chart.

## Content Questions

1. "It was not merely for the sake of the imprisoned Glover, within these walls, that this vast assemblage has met; for he is comparatively insignificant, and, until today, his very existence was unknown to us." –Sherman Booth (71)

Both enslavers and abolitionists used language and engaged in activities that would be considered racist today. Enslavers, as you have read, maintained the fallacy that the people they enslaved were not in fact people.

- Find examples in the book of the various ways abolitionists referred to enslaved people. What stands out to you? What do you think is responsible for abolitionist attitudes toward freedom seekers?
  - Review the way the Free Soil party and the Liberty party were described on pages 85 and 86. Which group do you think Sherman Booth most agreed with? Why?
2. "Marshal McCullough responded that he believed Glover to be between forty-four and forty-five years old in the spring of 1852, about five feet eight to ten inches in height, and rather slender. He described Glover as having long legs for a man of his height; large feet and hands; a heavy, bushy head of hair; eyes rather small and inclined to be red or inflamed, which he believed was probably from hard drinking; complexion brown, not a clear black; and rather stooped shoulders. And he said Glover moved slowly.

"Dr. Johnson's description was markedly similar to that of Marshal McCullough, except he reduced Glover's estimated age by a few years and darkened his complexion while still retaining its brown color." (80)

Compare the statements above with the image of Joshua Glover drawn by CC Olin (next page).





Joshua Glover, the Fugitive Slave.

WHi Image  
ID 6270

- Do you think the image matches the above descriptions?
- If so, why?
- If not, what do you think accounts for the differences? What motivation might CC Olin have had to depict Glover the way he did? What motivation did the people testifying have?
- Given the evidence here and in previous chapters, whose depiction do you think comes closer to the truth? Provide your reasoning.

## Extension Activity

“As a result of the extensive coverage available to anyone who had a few coppers for a newspaper, many citizens were conversant with every detail of the case from the first hearing in early March of 1854 through the criminal trial of January 1855 to the civil verdict in August of that year. Very few people were neutral on the topic of slavery, and those who had opinions were often extreme in their viewpoints and vociferous in their expression of them.” (82)

Before television, radio, and the internet, newspapers were the primary method for informing the public about what was happening both within their community and abroad. Filled with news, opinions, advertisements, and more, newspapers provided a vital service to the public. While people could choose from among several papers, in general most people read and talked about the same issues from the same sources.

Make a list of at least 7–8 different methods people can use to get their news today. Then consider the following questions:

- How does each method find an audience? (e.g., advertising, subscription, over the air, etc.)
- Do people make choices on how they receive it or is it “one size fits all?”
- Who is the audience?
- Who moderates or controls the content?
- Who has more control over news content they’d like to see: the people of the past or you? What are the positives and negatives of that?
- Finally, compare and contrast modern methods of news consumption (social media, the internet, television) with older methods (newspapers, magazines).

# CHAPTER 9: THE PROMISED LAND

## Discussion Questions

- What does the phrase “The Promised Land” conjure up in your mind?
- How would you describe Glover’s arrival and welcome in Canada?
- How did the US Fugitive Slave Act impact Canada?
- How were Black people treated in Canada during Glover’s time?
- Fill out your KWL chart.

## Content Questions

1. “From this point on, much of what is known about Joshua Glover comes from the diaries, daybooks, and account books of the Montgomery family, two generations of whom were, in turn, his employers, benefactors, and caretakers throughout the next thirty-four years of his life.” (90)
  - What kind of resources are the authors referring to?
  - How do the authors use these resources to tell a more complete picture of Glover’s life in Canada?
2. Compare and contrast the two passages below, the first from *Finding Freedom* and the second from an educational resource from the Wisconsin Historical Society called [Juanita Adams: Heart of an Activist](#). Then answer the following questions.

“Although welcomed at first to a land that had abolished slavery many years before, the increasing number of Black people working for lower wages than the white population gradually produced an increase in stereotypes, prejudice, and discrimination.

“In 1849, the sheriff of Chatham called a meeting to prevent Black people from owning land. When Black children were enrolled in schools, a number of white parents removed their children. By 1850, the Ontario Common School Act permitted separate schools for Black children, and if no school was available, then Black children were educated at different times or sat on segregated benches.” (100)

Excerpt from *Juanita Adams: Heart of an Activist*:

“Juanita Adams, the third of 12 children in her family born in the Jim Crow south, grew up with segregation. ‘Blacks and whites went to separate schools, used separate bathrooms, and drank from separate water fountains,’ Juanita writes in her autobiographical essay. Even as a



teenager, this unfair, unjust treatment 'lit a flame' within her to 'stand for justice.' Moving to Milwaukee with her husband in 1959 showed Juanita the hidden nature of systemic racism, the 'invisible 'whites only' signs for schools, employment, housing, and more that permeated the lives of Black people."

- What similarities can you see in the treatment of Black people in the US and Canada?
- What surprises you the most about the two passages?

## Extension Activity

Caroline Quarlls was one of the first freedom seekers to enter into the care of the UGRR in Wisconsin. Read [a short summary of Caroline's escape to Canada from the Racine Heritage Museum's website](#).

For (optional) additional reading, see [Lyman Goodnow's personal recollections](#) of assisting Quarlls along the Underground Railroad. **(This primary source document contains offensive language in quotations from historical figures; offensive words appear in full.)**

- What similarities do you see between Joshua Glover's and Caroline Quarlls' stories? How are they different?
- What methods of escape and transport do you recognize in Caroline's story?
- What lessons may the UGRR have learned from Caroline's escape to Canada?





# CHAPTER 10: SWEET AND BITTER: LIFE ON THE FARM

## Discussion Questions

- What does it mean to live an ordinary life?
- How was Glover treated in Canada?
- What evidence do the authors use to interpret Glover’s story?
- Could there be other interpretations of the evidence? Discuss with your group.
- Fill out your KWL chart.

## Content Questions

1. “He began by renting a house in the village of Lambton Mills from Thomas Montgomery for about two dollars a month. It was a simple, one-story structure, similar to those that Montgomery rented to other tenants. It had a wood-burning cookstove that also served as a source of heat in winter. The first dwelling that he rented was situated on an acre and a half of land.” (101–2)
  - Identify the significance of the paragraph above. What unstated fact is being shown to the reader?
2. “Joshua Glover’s life in Canada was much like that of any other uneducated, laboring, tax-paying citizen. It was, to other average people, not all that interesting. To Glover himself, on the other hand, what may have been the most marvelous thing about it was its lack of drama and its predictability. There was no worry about being sold away to a cotton or sugar plantation in the Lower South because he had not been enthusiastic in his response to an order. There was no threat of physical punishment. His cabin was heated in the winter and dry during the spring rains. He had ample food, a table to eat it from, and a bed to sleep in. He could indulge himself in a drink when he wished. He sometimes had money in his pocket and could choose how to spend it. Most of all, he knew that the body that laid itself to rest at night would awaken the next morning still free. He had no guarantee against personal tragedy or death, but he had freedom. For Joshua Glover, that would never be an ordinary life.” (108–9)
  - Think back on your work in Chapter 1 on personal freedoms. By this point in the story, what freedoms had Joshua Glover gained? How were those freedoms protected? How are they similar or different from your own freedoms?
  - What do you think it meant, to Glover, to be free?

## Extension Activity

In the end notes for Chapter 1, the authors write, “The total number of words recorded as having been spoken by Joshua Glover is fewer than fifty. In order to render him as a sentient human being with thoughts and feelings similar to others in bondage, it was necessary to ascribe certain thoughts to him in our narrative.” (136)

- Find and cite examples of the thoughts and feelings that the authors ascribed to Glover throughout the text.
- Overall, do you think the authors were successful at rendering Glover’s possible thoughts and feelings? If so, why? If not, what is missing?
- Were any of these ascribed or imagined thoughts more powerful than others when you encountered them in the narrative?
- In what other ways can historians, storytellers, artists, and others give voice to those whose thoughts, feelings, and perspectives cannot be found in the historical record?

# CHAPTER 11: A "STABBING AFFRAY"

## Discussion Questions

- What similarities do you see between this episode of Glover's life and previous ones?
- What motivations, other than personal concern for Glover, might William Montgomery have had?
- How did Glover's past both help and hinder him in this moment?
- How might Glover have been treated in the US compared to Canada for this offense?
- Fill out your KWL chart.

## Content Questions

1. Read the following two selections and answer the questions below:

"Prior to his arrival in Milwaukee, Garland had made proof of his property before the Court of Common Pleas in St. Louis, during its February term. This document was presented to Andrew G. Miller, the federal judge for the Milwaukee district, who issued a warrant for the arrest of Glover. With the warrant in hand, Garland proceeded to Racine in the company of Officer Melvin and Deputy US Marshal Charles C. Cotton. Once there, Garland added others to the group so the posse would be of sufficient size and strength to ensure Glover's capture. They were joined by Deputy Marshal Kearney and by a fifth person, Daniel F. Houghton, a farmer from the nearby town of Dover." (39)

"The outcome of this case was, to say the least, remarkable: A formerly enslaved man, who had been living a hand-to-mouth existence for years, who had a reputation for being an excessive drinker, and who had seriously wounded a white man, received a trial within a month, was defended by a well-known counsel, had three prominent citizens appear on his behalf, including one who may have had a conflict of interest in the case, and received a verdict of guilty of a misdemeanor, followed by only a short sentence. This was more than luck. This was likely the result of a collaborative effort on the part of the **establishment**, probably orchestrated by William Montgomery, to do right by a man who, in spite of his low status, stood high in the affections of the community." (115)

- Look up the definition of the word **establishment** as it is used here.
- What stands out to you about the way the legal system was used in these two cases?
- In both cases, the establishment is using its authority to create an outcome to its liking. Highlight the evidence in each paragraph and then compare and contrast how the two systems were used for and against Glover.



## Extension Activity

*Note to teachers: This activity is suggested for grades 9–12 due to the advanced nature of the concepts.*

“There was one other item of note in Judge Cameron’s bench book. In the seven handwritten pages summarizing the testimony, the judge had placed an X at the margins of seven lines. Five of those marks were adjacent to comments referring to Glover’s demeanor when using alcohol or his inebriated condition at the time of the crime. These marks, which could have identified responses to cross-examination, could also have been indicative of the judge’s attempt to frame a rationale for his sentence based on Glover’s condition at the time of the crime and the absence of a prior history of violence, even when intoxicated.” (115)

The above paragraph is an example of **judicial discretion**, meaning that a judge may weigh the evidence, circumstances, context, and other factors before deciding on a sentence. Joshua Glover benefited from this in the fact that he could have faced a felony charge and a much longer sentence if convicted.

Today’s “three strikes” laws look at ways to remove judicial discretion from the legal system in the cases of repeat offenders. To understand more about “three strikes” laws, read [this short essay](#) from the Cornell Law School website.

Next, read [the following pro/con list](#) and answer these questions:

- Do you think “three strikes” laws are effective? Why or why not? Cite your evidence from the reading.
- How are “three strikes” laws and the Fugitive Slave Act similar? How are they different? Consider:
  - How does/did each law constrain a person’s free will?
  - How does/did each law impact the people who enforce it?
  - How does/did each law impact those who fall under its jurisdiction?
  - What are/were some of the unintended consequences of each law?
  - What happens when you remove people’s ability to act according to their will?
- Are “three strikes” laws just laws? Why or why not?

# CHAPTER 12: THE END OF THE LINE

## Discussion Questions

- What surprises you about the end of Glover’s life?
- How would you describe William Montgomery’s attempts to aid Glover one last time?
- Given the description in this chapter, what was life like for the elderly or infirm in this time period?
- What do you think of Glover’s life? How would you describe his life in Canada?
- Fill out your KWL chart.

## Content Questions

1. “The Industrial Home was an early experiment in social services for the poor and neglected. As such, it operated largely on the basis of the common attitude that people were to blame for their poverty, and, while Christian principles may have dictated that they be cared for when they became a burden, they should not expect gracious treatment. In 1883, two years after the building in which Joshua Glover would live was built, eighty people were admitted, of whom eleven died in the same year. This early version of a nursing home was also a waiting room for death. It was surrounded by fifty acres of land on which the feeble and impoverished were to earn their keep by tending to the vegetables grown there. Inmates could not leave the grounds without permission, and suitable punishments were prescribed for breaking rules, the worst being solitary confinement with bread and water. There is little likelihood that Glover ever suffered such a punishment.” (117)

The Industrial Home is an example of an almshouse (in England) or poorhouse (in the US), in which people with nowhere else to go and/or no one to take care of their needs often ended up. This could include those with mental and physical disabilities, children, the elderly, and women who were pregnant outside of marriage. Conditions were considered so bad that people began to fear having to live there.

By the 1880s, fear of the poorhouse had so permeated the American culture that a ballad 'Over the Hill to the Poorhouse' by Will Carleton became a major musical hit.” (Source: Wagner, D. (2005). *The poorhouse: America’s forgotten institution*. Lanham, MD: Rowman-Littlefield Publishers. Retrieved 8/30/2022 from <https://socialwelfare.library.vcu.edu/issues/poor-relief-almshouse/>)

*Continued on next page*



“Over the Hill to the Poorhouse” lyrics:

Over the hill to the poor-house I’m trudgin’ my weary way—  
I a woman of 70 and only a trifle gray—  
I, who am smart an’ chipper, for all the years I’ve told,  
As many another woman that’s only half as old . . .  
What is the use of heapin’ on me a pauper’s shame?  
Am I lazy or crazy? Am I blind or lame?  
True, I am not so supple, nor yet so awful stout:  
But charity ain’t no favor, If one can live without  
Over the hill to the poorhouse—my child’rn dear, goodbye!  
Many a night I’ve watched you when only God was nigh:  
And God’ll judge between us; but I will always pray  
That you shall never suffer the half I do today. (Carleton, 1882)

- Given the conditions of Glover’s life up to this time, what do you think his reaction was to being placed in the Industrial Home?
- Make a T-chart and label one side “Pros” and the other side “Cons.” List as many examples or ideas you have for each side regarding these facilities.

## Extension Activities

### Critiquing freedom in the northern states and Canada

*Note to teachers: This activity is suggested for grades 9–12 due to the high reading level of the resource. The next, related activity, “What is freedom?” is appropriate for grades 6–12.*

How “free” were Black people in the free northern states and Canada before slavery was abolished in the US? Read the article [“In Search of Northern Freedom: Black History in Milwaukee and Southern Ontario, 1834–1864”](#) by Jaclyn N. Schultz from the *Wisconsin Magazine of History* that illustrates how complicated the answer to this question can be.

- Make a list of some of the measures that the people quoted in the article used to back up assertions about Black-white relations in Milwaukee in the 1800s and free Black peoples’ quality of life.
- Do you think these are good measures to consider? What is missing?

## What is freedom?

Look back through the chapters that detail Glover’s years in Racine (Chapter 5) and his years in Canada (Chapters 9–12).

- List some of the freedoms Glover enjoyed in both places. Then list some of the restrictions on freedom he experienced.
- Do you think Joshua Glover “found” freedom? Why or why not?

Watch [the video "Defining Freedom"](#) from the Facing History and Ourselves website.

Another optional resource from Facing History and Ourselves is [“Savannah Freedpeople Express Their Aspirations for Freedom.”](#)

- Add to your list of examples of freedom from previous chapters after watching/reading the above.



# CHAPTER 13: AFTERMATH

## Discussion Questions

The “Aftermath” chapter follows the lives of many of the people mentioned throughout the book to their conclusion. As a class, reflect on the following questions:

- Looking at your KWL chart, where do you feel you gained the most insight into the story of Joshua Glover? Where do you still have questions?
- How would you characterize Joshua Glover’s life? Was he successful? Unsuccessful? Was his life extraordinary? Ordinary? Reflect on what you’ve read as you talk through his story with the group.
- How has the storytelling surrounding Joshua Glover, the abolitionists who assisted him, the enslavers that sought to recapture him, and the political culture of the United States during this time affected what you know personally about these events?
- Fill out your KWL chart.

## Extension Activities

### George Marshall Clark

In the article ["How Does a City Choose to Remember Its Past?"](#) from America’s Black Holocaust Museum in Milwaukee, WI, you will read about George Marshall Clark, a Black man who, upon being accused of a crime, was put in the same prison as Joshua Glover. These events happened seven years apart and had very different outcomes. Read the essay and answer the questions that follow. **(Note that the article contains offensive language in quotations from historical figures; offensive words appear in full.)**

- Make a T-chart with Joshua Glover on one side and George Marshall Clark on the other. On each side write short details about each man. How were they different? What did they have in common?
- By September of 1861 the United States Civil War had been underway for five months. What impact, if any, do you think this had on George Marshall Clark’s fate?
- How does a society decide which events should and should not be commemorated? How do you think we should make those decisions?
- For an accurate view of the past, should we remember only those stories that feel positive or celebratory, or should we also document and discuss events that involve oppression and trauma? Explain your reasoning.





Finally, read [this news article from the September 8, 2021 edition of the Milwaukee Journal Sentinel](#) about how a group of citizens found a way to remember Clark.

- What do you think of the way this group chose to remember Clark?
- What difference do you think this memorial will make, and to whom? Will it raise awareness of George Marshall Clark's story?
- Is there a quote or detail from this news story that stands out to you? What is it, and why does it stand out??

## **Memorials, Monuments, and Memory**

After the Civil War, groups such as the United Daughters of the Confederacy erected dozens of memorials to Confederate soldiers and leaders in an attempt to change the narrative of the past from one of fighting to enslave human beings to the “Lost Cause” of states’ rights. (Source: <https://www.facingsouth.org/2018/06/group-behind-confederate-monuments-also-built-memorial-klan>)

Recently there has been a movement to remove some of those Confederate monuments, as they promote racist ideologies and memorialize people who were fighting to keep human beings enslaved. Read [this 2022 article from CNN's website](#) for context about this movement, then answer these questions:

- Are there parallels between the story of Joshua Glover and racial justice movements of today? What about George Marshall Clark?
- How can we ensure that people get an accurate view of the past?
- What tools could you use to stop the spread of disinformation, such as the “Lost Cause” ideology? Do you think primary sources would be helpful? Why or why not?
- How do we reconcile both the good and terrible events of the past? Why is it important to do so?

Black Lives Matter is an anti-racist movement that began in 2012 in response to the death of Trayvon Martin and the acquittal of the man who killed him, George Zimmerman. In recent years it has become a prominent group on the front lines of anti-racists protests. Using your work above as a jumping off point, research Black Lives Matter and/or other modern and historic anti-racist movements/organizations and answer the following questions.

*Continued on next page*



Historic Examples: UGRR, Fair Housing Movement in Milwaukee, US Civil Rights, Black Panther Party

Modern examples: Defund the Police, Colin Kaepernick national anthem protests, ACLU, Southern Poverty Law Center

- What similarities do these groups share? What are some differences between them?
- How are their missions defined? What goals are/were they working toward?
- Who can be part of these movements or organizations?
- How are their tactics similar? How are they different?
- How do these groups measure success?

### Analyzing Quotations

Choose one or two of the following quotes (or find some of your own on the history of race, enslavement, and/or the study of history), then analyze the quote's intent and meaning. Consider:

- How do we remember the past?
- How has the past influenced the present?
- What consequences come from facing the past?
- What consequences come from ignoring the past?

Quotes:

- “Prejudice is a burden that confuses the past, threatens the future, and renders the present inaccessible.” –Maya Angelou
- “Those that fail to learn from history are doomed to repeat it.” –Winston Churchill, 1948
- “Without a struggle, there can be no progress.” –Frederick Douglass
- “It is not worthwhile to try to keep history from repeating itself, for man's character will always make the preventing of the repetitions impossible.” –Mark Twain
- “Not everything that is faced can be changed, but nothing can be changed until it is faced.” –James Baldwin