

Read the following passage and answer the questions that follow.

Harriet Tubman: Conductor to Freedom



Harriet Tubman was the most famous conductor on the Underground Railroad. The Underground Railroad was a group of people who

secretly helped slaves escape to freedom during the 1800s. Tubman helped free more than 300 slaves. She was brave and strong.

Early Life

Tubman was born a slave in Maryland in 1820. Her parents named her Araminta Ross, but she soon started calling herself Harriet. She wasn't allowed to go to school, so she never learned how to read or write. She started working when she was five years old. At first she was sent far from home to work for another family. Her job was to wade into cold rivers and check for animals caught in the family's traps. She became sick from spending so much time wet and cold. She was allowed to return to her home, and she began to take care of a neighbor's baby. Her job was to keep the baby quiet at night. The baby's mother beat her if she fell asleep.

- Tubman also worked in her owner's fields. One day, she tried to stop a guard from beating another slave. The guard threw a piece of metal at the slave. He missed and instead hit Tubman in the head. She almost died. That blow affected her for the rest of her life. She sometimes had "spells"

during which she blacked out. But she never let her problems stop her.

Tubman's husband was a freed black man named John. In 1849, she wanted to escape from slavery. John didn't want her to go, and he would not go with her. Tubman and her two brothers ran away. Her brothers were afraid of being caught. They went back. Tubman went on. She stayed in safe houses on the Underground Railroad. Finally, she reached Philadelphia, Pennsylvania. Pennsylvania was a "free" state. Black people were not slaves there.

Harriet Tubman worked hard as a free woman. She saved her money to pay for the trips she would need to take to rescue the rest of her family. She even bought a home for her parents to live in once they got to freedom.

Conductor on the Underground Railroad

In Philadelphia, Tubman joined a group that wanted to end slavery. Tubman decided to become a conductor on the Underground Railroad. A conductor was the leader who planned the escape and took care of the slaves until they reached a free state. Tubman rescued her sister and her sister's children on her first trip. On other trips, she rescued her brother, her parents, and many other people.

Tubman used many tricks to help slaves escape. Sometimes they would ride in a slave owner's horse and buggy. People could not see the slaves hiding inside the buggy. Sometimes she

would begin her journey on a Saturday. Slave owners could not put an ad for “escaped slaves” in a newspaper until Monday. Tubman took slaves to free northern states or to Canada.

Slave owners gave money to people who brought back runaway slaves. So people were always trying to catch them. Slave owners wanted to catch Tubman, too. They promised to pay \$40,000 to slave catchers if they caught Tubman. By 1860, Tubman had made 19 trips to the South. She was never

caught. None of the slaves that she helped to freedom were caught either.

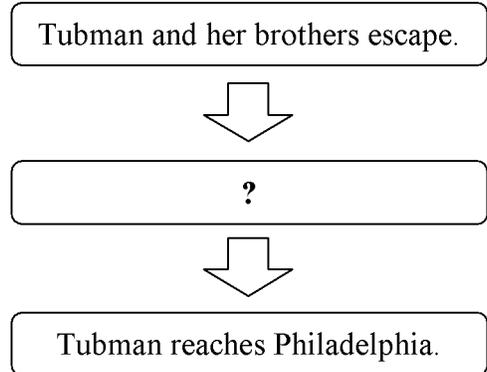
9 **Later Life**

The Civil War began in 1861. Tubman helped the Union Army during the war. She was a nurse, a cook, a scout, and even a spy. Tubman lived in Auburn, New York after the war. She began working for women’s rights and other issues that concerned her. She died in 1913 when she was 93 years old. To the very end of her life, she worked to help others.

1. As it is used in paragraph 3, what is the best meaning of affected?
 - A. corrected
 - B. bothered
 - C. pleased
 - D. hated
2. What caused Harriet Tubman to have “spells”?
 - A. She was beaten for falling asleep.
 - B. She was hit in the head by a guard.
 - C. She spent too much time wet and cold.
 - D. She was sick from all the trips she took to northern states.
3. In which area of the library would the passage be found?
 - A. in the poetry section under T
 - B. in the fiction section under T
 - C. in the reference section in an atlas
 - D. in the nonfiction section under T
4. Which **best** describes why someone would read the passage?
 - A. to enjoy a funny story
 - B. to learn about a real hero
 - C. to find out what railroads are like
 - D. to compare Maryland to Pennsylvania
5. When Harriet Tubman made a trip to the South to rescue more slaves, what is the **most** likely reason she had to be very careful?
 - A. She missed her parents.
 - B. She was afraid of cold rivers.
 - C. She might black out during one of her “spells.”
 - D. There were people trying to catch her to get the \$40,000 reward.

6. What is the **best** summary for the section called “**Later Life**”?
- Harriet Tubman quit work and lived in Auburn, New York.
 - Harriet Tubman worked to help others to the very end of her life.
 - Women’s rights became Harriet Tubman’s most important concern.
 - Being a spy during the Civil War made Harriet Tubman a famous woman.
7. If a reader wanted to know how many slaves were rescued by all the people in the Underground Railroad, which resource would be **best** to use?
- a magazine article about Pennsylvania
 - the glossary to a social studies book
 - an encyclopedia under U
 - an atlas of the South
8. In paragraph 9, which word helps the reader better understand the word issues?
- concerned
 - women’s
 - working
 - began

9. If a reader wanted to know how many slaves were rescued by all the people in the Underground Railroad, which resource would be **best** to use?
- a magazine article about Pennsylvania
 - the glossary to a social studies book
 - a Web site about Civil War
 - an atlas of the South
10. Which **best** completes the graphic organizer below?



- Tubman's husband won't go with them.
- Tubman saves money to pay for her trips.
- Tubman's brothers return to the plantation.
- Tubman meets up with her parents in Maryland.

RUBRIC FOR READING OPEN-RESPONSE ITEM A (NO STANDARD)

A. Harriet Tubman was a leader. Tell four details from the passage that show what a good leader she was.

Score	Description
4	The response includes four details from the passage that show what a good leader Harriet Tubman was.
3	The response includes three details from the passage that show what a good leader Harriet Tubman was.
2	The response includes two details from the passage that show what a good leader Harriet Tubman was.
1	The response includes one detail from the passage that show what a good leader Harriet Tubman was.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank—No Response. (No attempt to answer the item. Score of “0” assigned for the item.)

Possible Response Information:

- Tried to stop a guard from beating a slave
- Got hurt and had spells but never let it stop her
- Worked and saved her money to pay for trips to rescue others
- Used tricks like beginning a journey on Saturday to buy time before newspapers would advertise
- Hid people in buggies
- Made 19 trips to rescue slaves
- Was never caught; those she rescued were never caught
- Helped with the Civil War as a nurse, cook, scout, and spy
- Worked for women’s rights
- Always helped others

LITTLE ROCK

Reading: Content / Grade 4 / Reading Passage 2/5

Answer Key and Alignment

<u>Answer</u>	<u>Source</u>	<u>Core Reading Skill</u>	<u>SLE</u>	<u>CC-Standard</u>
1. B	TLI	Vocabulary	R.11.4.1	RI.4.4
2. B	TLI	Article Details	R.9.4.5	RI.4.3(A)
3. D	TLI	Genre	R.10.4.8	RI.4.1(B)
4. B	TLI	Author's Purpose	R.9.4.7	RI.4.1(B)
5. D	TLI	Inference	R.9.4.9	RI.4.3(B)
6. B	TLI	Summary	R.9.4.12	RI.4.2(C)
7. C	TLI	Research Skills	R.9.4.6	
8. A	TLI	Vocabulary	R.11.4.1	RI.4.4
9. C	TLI	Research Skills	R.9.4.6	
10. C	TLI	Graphic Organizers	R.10.4.6	RI.4.3(C)