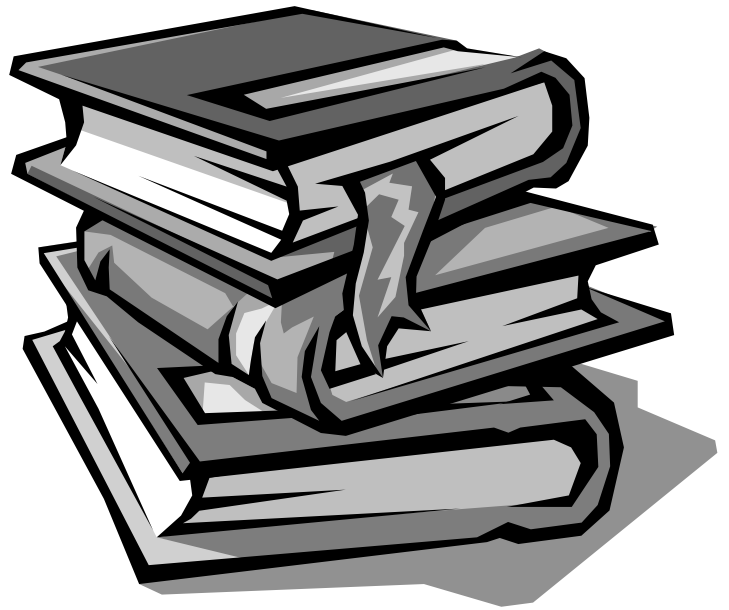


English Language Arts Prototype



Suggested for: **6th Grade
Freedom**

Prototypes developed by
St. Clair County Educators
Revised January 2005



499 Range Road
P.O. Box 1500
Marysville, MI 48040
(810) 364-8990
Fax: (810) 364-7474
www.sccresa.org

PART 1

WRITING FROM KNOWLEDGE AND EXPERIENCE

PART 1: SESSION 1 PREWRITING

DIRECTIONS:

THINKING ABOUT THE TOPIC:

Freedom is the right of every individual to choose their destiny by the choices they make.

THINK ABOUT:

Often everyday freedoms are taken for granted. The First Amendment gives us the freedom of religion, freedom of speech, freedom of the press, freedom of assembly and freedom to petition.

What choices have you, and your family, made to help determine your future?

What freedoms have you experienced that are your “rights” as a human being?

PART 1: SESSION 1 DRAFTING

WRITING ABOUT THE TOPIC:

Continue to think about the topic: **Freedom**. You will have approximately 25 minutes to work on your draft.

Do **one** of the following:

write about freedom and what it means to you or someone else

or

describe which freedom is most important to your life today

or

choose one freedom and describe how it affects your everyday life

or

write about some freedoms you feel you don't have

or

many countries don't enjoy the same freedoms we have.

What should we do to keep the freedoms we have for future generations?

or

write about the subject in your own way

When you are ready, you may begin your draft.

Interested adults will be reading your writing.

PART 1: SESSION 1

REVIEW OF WRITING

DIRECTIONS:

Use the following checklist as you draft.

CHECKLIST FOR REVISION:

- Do I stay focused on my central idea?
- Do I support my central idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central idea?
- Is my writing organized and complete, with a clear beginning, middle, and end?
- Do I use a variety of interesting words, phrases, and/or sentences?

CHECKLIST FOR EDITING:

- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

CHECKLIST FOR PROOFREADING:

- Is everything just the way I want it?

Michigan Educational Assessment Program
Integrated English Language Arts
Part 1 Rubric
Writing from Knowledge and Experience

- 6** The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer’s command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Off topic
- B Illegible
- C Written in a language other than English
- D Blank/refused to respond

PART 2a
READING FOR UNDERSTANDING

Directions:

In this part of the test, you will be reading two selections that are related.

FIRST READING SELECTION

from LONG WALK TO FREEDOM

By Nelson Mandela

BACKGROUND INFORMATION

In 1948 the country of South Africa was ruled by a white controlled government. The white government established laws to guarantee a racial segregation; these laws are known as apartheid. The purpose of the policy was to maintain white supremacy. Black South Africans were denied basic freedoms, such as the right to work, to travel, to obtain an education, and to live as families. The struggle against apartheid continued through the 1980's. This policy was repealed in 1980 as a result of the efforts of such leaders as Nelson Mandela.

from **LONG WALK TO FREEDOM**
By Nelson Mandela

The policy of apartheid created a deep and lasting wound in my country and my people. All of us will spend many years, if not generations, recovering from that profound hurt. But the decades of oppression and brutality had another, unintended effect, and that was that it produced the Oliver Tambos, the Walter Sisulus, the Chief Luthulis, the Yusuf Dadoos, the Bram Fischers, and the Robert Sobukwes of our time—men of such extraordinary courage, wisdom, and generosity that their like may never be known again. Perhaps it requires such depth of oppression to create such heights of character. My country is rich in the minerals and gems that lie beneath its soil, but I have always known that its greatest wealth is its people, finer and truer than the purest diamonds.

It is from these comrades in the struggle that I learned the meaning of courage. Time and again, I have seen men and women risk and give their lives for an idea. I have seen men stand up to attacks and torture without breaking, showing a strength and resiliency that defies the imagination. I learned that courage was not the absence of fear, but the triumph over it. I felt fear myself more times than I can remember, but I hid it behind a mask of boldness. The brave man is not he who does not feel afraid, but he who conquers that fear.

I never lost hope that this great transformation would occur. Not only because of the great heroes I have already cited, but because of the courage of the ordinary men and women of my country. I always knew that deep down in every human heart, there is mercy and generosity. No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite. Even in the grimmest times in prison, when my comrades and I were pushed to our limits, I would see a glimmer of humanity in one of the guards, perhaps just for a second, but it was enough to reassure me and keep me going. Man's goodness is a flame that can be hidden but never extinguished.

We took up the struggle with our eyes wide open, under no illusion that the path would be an easy one. As a young man, when I joined the African National Congress, I saw the price my comrades paid for their beliefs, and it was high. For myself, I have never regretted my commitment to the struggle, and I was always prepared to face the hardships that affected me personally. But my family paid a terrible price, perhaps too dear a price for my commitment.

In life, every man has twin obligations—obligations to his family, to his parents, to his wife and children; and he has an obligation to his people, his community, his country. In a civil and humane society, each man is able to fulfill those obligations according to his own inclinations and abilities. But in a country like South Africa, it was almost impossible for a man of my birth and color to fulfill both of those obligations.

In South Africa, a man of color who attempted to live as a human being was punished and isolated. In South Africa, a man who tried to fulfill his duty to his people was inevitably ripped from his family and his home and was forced to live a life apart, a twilight existence of secrecy and rebellion. I did not in the beginning choose to place my people above my family, but in attempting to serve my people, I found that I was prevented from fulfilling my obligations as a son, a brother, a father, and a husband.

In that way, my commitment to my people, to the millions of South Africans I would never know or meet, was at the expense of the people I knew best and loved most. It was as simple and yet as incomprehensible as the moment a small child asks her father, "Why can you not be with us?" And the father must utter the terrible words: "There are other children like you, a great many of them. . . . and then one's voice trails off."

I was not born with a hunger to be free. I was born free—free in every way that I could know. Free to run in the fields near my mother's hut, free to swim in the clear stream that ran through my village, free to roast mealies under the stars and ride the broad backs of slow-moving bulls. As long as I obeyed my father and abided by the customs of my tribe, I was not troubled by the laws of man or God.

It was only when I began to learn that my boyhood freedom was an illusion, when I discovered as a young man that my freedom had already been taken from me, that I began to hunger for it. At first, as a student, I wanted freedom only for myself, the transitory freedoms of being able to stay out at night, read what I pleased, and go where I chose. Later, as a young man in Johannesburg, I yearned for the basic and honorable freedoms of achieving my potential, of earning my keep, of marrying and having a family—the freedom not to be obstructed in a lawful life.

But then I slowly saw that not only was I not free, but my brothers and sisters were not free. I saw that it was not just my freedom that was curtailed, but the freedom of everyone who looked like I did. That is when I joined the African National Congress, and that is when the hunger for my own freedom became the greater hunger for the freedom of my people. It was this desire for the freedom of my people to live their lives with dignity and self-respect that animated my life, that transformed a frightened young man into a bold one, that drove a law-abiding attorney to become a criminal, that turned a family-loving husband into a man without a home, that forced a life-loving man to live like a monk. I am no more virtuous or self-sacrificing than the next man, but I found that I could not even enjoy the poor and limited freedoms I was allowed when I knew my people were not free. Freedom is indivisible; the chains on any one of my people were the chains on all of them, the chains on all of my people were the chains on me.

It was during those long and lonely years that my hunger for the freedom of my own people became a hunger for the freedom of all people, white and black. I knew as well as I knew anything that the oppressor must be liberated just as surely as the oppressed. A man who takes away another man's freedom is a prisoner of hatred, he is locked behind the bars of prejudice and narrow-mindedness. I am not truly free if I am taking away someone else's freedom; just as surely as I am not free when my freedom is taken from me. The oppressed and the oppressor alike are robbed of their humanity.

When I walked out of prison, that was my mission, to liberate the oppressed and the oppressor both. Some say that has now been achieved. But I know that that is not the case. The truth is that we are not yet free; we have merely achieved the freedom to be free, the right not to be oppressed. We have not taken the final step of our journey, but the first step on a longer and even more difficult road. For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others. The true test of our devotion to freedom is just beginning.

I have walked that long road to freedom. I have tried not to falter; I have made missteps along the way. But I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance I have come. But I can rest only for a moment for with freedom come responsibilities, and I dare not linger for my long walk is not yet ended.

FIRST READING SELECTION

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *Long Walk to Freedom* at any time.

1. What is the main idea of Mandela's memoir?
 - A. To document his personal search for freedom.
 - B. To persuade others to fight for freedom.
 - C. To anger the whites of South Africa.
 - D. To list his accomplishments as a role model.

2. The sources of conflict in this selection are all of the following **EXCEPT**
 - A. racial conflict.
 - B. political conflict.
 - C. personal conflict.
 - D. financial conflict.

3. According to the selection, what does Mandela believe about the people who hate others because of the color of their skin?
 - A. They can be taught to love.
 - B. They cannot change.
 - C. They were born that way.
 - D. They should be punished.

4. According to the selection, Mandela believed it is important that people have
 - A. a sense of community.
 - B. freedom.
 - C. responsibility.
 - D. courage.

5. Mandela believed the "twin obligations" of every citizen are
 - A. family and society.
 - B. spouse and parents.
 - C. community and work.
 - D. neighbors and government.

6. Nelson Mandela can **BEST** be described as
- A. determined and courageous.
 - B. narrow-minded and persistent.
 - C. oppressed and afraid.
 - D. generous and intelligent.
7. In fighting apartheid, Mandela considered all of the following personal sacrifices **EXCEPT**
- A. imprisonment.
 - B. breaking the law.
 - C. time away from family.
 - D. loss of his job.
8. With which of the following statements would Nelson Mandela **MOST LIKELY** agree?
- A. We have won the fight for freedom.
 - B. Personal sacrifice is not part of the fight for freedom.
 - C. We can all pay a small price for freedom.
 - D. Our humanity obligates us to fight for freedom for all.
9. According to the selection, Mandela believed the most courageous people are those that
- A. are not afraid.
 - B. openly express their fears.
 - C. suppress their fears.
 - D. control their fears.
10. Mandela believes that for his people to be truly free
- A. both the oppressor and the oppressed must learn to accept one another.
 - B. people need to forget that apartheid ever existed.
 - C. the oppressors need to be imprisoned for their inhumanity.
 - D. the oppressor must become the oppressed.

SECOND READING SELECTION

HARRIET TUBMAN

Researcher: Rachel Sahlman

www.incwell.com/Biographies/Tubman.html

HARRIET TUBMAN

Researcher: Rachel Sahlman

www.incwell.com/Biographies/Tubman.html

Harriet Ross was born in Dorchester County, Maryland in 1820. Her parents were from the Ashanti tribe of West Africa, and they worked as slaves on the Brodas plantation. In addition to producing lumber, Edward Brodas raised slaves to rent and sell. Life was difficult on the plantation, and Harriet was hired out as a laborer by the age of 5.

Harriet did not like to work indoors, and she was routinely beaten by her masters. By her early teens, Harriet was no longer allowed to work indoors and was hired out as a field hand. She was a hard worker but considered defiant and rebellious. When she was 15 years old, Harriet tried to help a runaway slave. The overseer hit her in the head with a lead weight, which put Harriet in a coma. It took months for her to recover, and for the rest of her life, Harriet suffered from blackouts.

In 1844, Harriet married a free black man named John Tubman. Harriet remained a slave, but she was able to stay in Tubman's cabin at night. Although she was married, Harriet lived in fear of being shipped to the deep South, a virtual death sentence for any slave. In 1849, her fears were realized when the owner of the Brodas plantation died and many of the slaves were scheduled to be sold. After hearing of her fate, Harriet planned to escape that very night. She knew her husband would expose her, so the only person she informed was her sister.

Harriet made the 90-mile trip to the Mason-Dixon line with the help of contacts along the Underground Railroad. She had to hike through swamps and woodland. Harriet's trip was successful, and she settled in Philadelphia. She worked as a dishwasher and made plans to rescue her family. The next year, Harriet traveled back to Maryland and rescued her sister's family. She then returned to transport her brothers to the North. She went back for her husband, but he had remarried and did not want to follow her. In 1857, Harriet finally returned for her parents and settled them in Auburn, New York.

By this time, Harriet was becoming quite well known and huge rewards were offered for her capture. Harriet was the master of disguise. A former master did not even recognize her when they ran into each other on the street. She was nicknamed the "Moses of her people" for leading them to freedom. In all, Harriet made 19 trips on the Underground Railroad and freed more than 300 slaves.

With the arrival of the Civil War, Harriet became a spy for the Union army. She later worked in Washington D.C. as a government nurse. Although Harriet won admiration from the military, she did not receive a government pension for more than 30 years. At the end of the war, Harriet returned to her parents in Auburn. She was extremely poor and the profits of a book by Sarah Bradford entitled *Scenes in the Life of Harriet Tubman*, was published in 1869 were a financial great help.

In 1870, Harriet married Nelson Davis, who she had met at a South Carolina army base. They were happily married for 18 years until Davis' death. In 1896, Harriet purchased land to build a home for sick and needy blacks. However, she was unable to raise enough money to build the house and ultimately gave the land to the African Methodist Episcopal Zion Church. The church completed the home in 1908, and Harriet moved there several years later. She spent her last years in the home telling stories of her life to visitors. On March 10, 1913 Harriet died of pneumonia. She was 93 years old.

Harriet Tubman was not afraid to fight for the rights of African-Americans. Her story is one of dedication and inspiration. During her lifetime Harriet was honored by many people. In 1897 her bravery even inspired Queen Victoria to award her a silver medal.

SECOND READING SELECTION

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *Harriet Tubman* at any time.

11. Based on this selection, Harriet Tubman can **BEST** be described as
- A. a train conductor.
 - B. a freedom leader.
 - C. a slave owner.
 - D. a government worker.
12. Harriet Tubman's actions imply
- A. she wanted to be a role model.
 - B. she wanted to live in the North.
 - C. she wanted to be recognized.
 - D. she wanted to help people.
13. Why was Harriet Tubman called "the Moses of her people"?
- A. She freed people.
 - B. She cared for the sick and needy.
 - C. She was religious.
 - D. She was old.
14. According to the selection, an underground railroad is
- A. a tunnel.
 - B. an escape route.
 - C. a passage south.
 - D. a ride home.
15. The phrase "master of disguise" means
- A. controlling people.
 - B. hiding one's feelings.
 - C. having many personalities.
 - D. being good at hiding one's identity.

16. What did Harriet represent to the slaves?
- A. Death
 - B. Safety
 - C. Money
 - D. Hope
17. Harriet Tubman was considered defiant and rebellious because
- A. she recovered from a coma.
 - B. she tried to help a runaway slave.
 - C. she preferred to work indoors.
 - D. she had been working since she was five.
18. After escaping to the North, Harriet Tubman returned to the South to
- A. rescue her family members.
 - B. visit with her sister.
 - C. build a home for the sick and needy.
 - D. receive her medal from the queen.
19. Which of the following **BEST** identifies the conflict in this selection?
- A. Slaves versus Conductors
 - B. North versus South
 - C. Mason versus Dixon
 - D. Slavery versus Freedom
20. Harriet Tubman would **MOST LIKELY** want to be remembered as
- A. a spy for the Union.
 - B. her role in the Underground Railroad.
 - C. rescuing her family members.
 - D. a free woman.

CROSS-TEXT QUESTIONS

DIRECTIONS:

The following questions are based upon the two selections that you just read. For each question, choose the **BEST** answer. You may look back at the text at any time.

21. What is the challenge faced by Nelson Mandela and Harriet Tubman?

- A. To overcome oppression.
- B. To face their fears.
- C. To be resilient in the face of adversity.
- D. To fight their governments.

22. What is a common theme to both selections?

- A. True freedom is a guarantee.
- B. Personal fear is an excuse to injustices.
- C. Conflict is necessary for change.
- D. All humans have the right to be free.

23. What is another good title for both selections?

- A. *The 5 East Steps to Freedom*
- B. *The Path to Freedom is a Struggle*
- C. *Freedom: One of Life's Guarantees*
- D. *The Laws of Freedom*

24. Mandela and Tubman believe freedom

- A. is guaranteed to all.
- B. is not truly attainable.
- C. is a human right.
- D. comes without sacrifices.

25. Mandela and Tubman would **MOST LIKELY** want to be remembered as

- A. advocates for freedom.
- B. role models.
- C. courageous heroes.
- D. selfless individuals.

PART 2b

READING AND WRITING

APPLYING IDEAS TO A TASK

DIRECTIONS:

During Part 2a of this test you read *Long Walk to Freedom* and *Harriet Tubman*. You may look back at the reading selections to help you answer the following question:

SCENARIO:

You have recently learned that your favorite brand of jeans (Tom Jones Jeans) is manufactured in *sweat shops*. Sweat shops can be found in many underdeveloped countries. The employees in *sweat shops*, are children who are forced to work 12-hour days in unsafe working conditions for 10 cents an hour.

SCENARIO QUESTION:

Do you feel it is right that a company profit from labor practices such as these? Write a letter to Mr. Jones, the President of Tom Jones Jeans, expressing and supporting your feelings.

When finished writing fill out this checklist.

- Did I take a position on the question?
- Did I tell why I took this position?
- Did I use examples from the two reading selections to support my thinking?
- Did I show how the selections are connected or alike?

Michigan Educational Assessment Program
Integrated English Language Arts Assessment
Grade 6
Part 2b Rubric
Writing in Response to Reading

- 6** The student effectively synthesizes and applies key ideas, generalizations, and principles from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are thoroughly developed through the use of appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5** The student makes meaningful use of key ideas from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are well developed through the use of appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear to the reader. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The student makes adequate use of ideas from within each reading selection to support a position in response to the scenario question and makes a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3** The student makes adequate use of ideas from one reading selection **OR** makes partially successful use of ideas from both reading selections to support a position in response to the scenario question. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading selections. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2** The student makes partially successful use of ideas from one reading selection **OR** minimal use of ideas from both reading selections to support a position in response to the scenario question. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading selections. Limited mastery over writing conventions may make the writing difficult to understand.
- 1** The student does not take a position on the scenario question but makes at least minimal use of ideas from one or both of the reading selections to respond to the scenario question or theme **OR** minimally uses ideas from only one of the reading selections to support a position in response to the scenario question. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading selections. Lack of mastery over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Retells or references the reading selections with no connection to the scenario question or theme
- B Off topic
- C Illegible/written in a language other than English
- D Blank/refused to respond
- E Responds to the scenario question with no reference to either of the reading selections.

PART 3

LISTENING FOR UNDERSTANDING

DIRECTIONS:

In this part of the test, you will be listening to one selection.

LISTENING DIRECTIONS:

Concentrate on listening to the folk tale, *The People Could Fly*. As you listen think about the actions of the characters and what you could learn from them.

After listening to the story, you will have a few minutes to make some notes on the next page about this selection. If you wish, you may also make a few notes while you are listening the second time. You will be able to use your notes when you answer questions about *The People Could Fly*.

PART 3
LISTENING SELECTION

The People Could Fly

Retold by Virginia Hamilton

LISTENING SELECTION QUESTIONS

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at any notes that you may have taken about *The People Could Fly* at any time.

26. In *The People Could Fly*, the slaves who have the power to fly are those who
- A. have hidden wings.
 - B. are tired of being oppressed.
 - C. are obedient.
 - D. are the only ones who know the magic.
27. When Sarah flies away, why does the overseer follow and yell at her?
- A. He wants her to make the baby stop crying.
 - B. He wants to learn to fly.
 - C. He also wants to escape slavery.
 - D. He wants her to get back to work.
28. Toby does not help those left behind because
- A. they are slaves.
 - B. he knows they will escape later.
 - C. he did not have time to teach them to fly.
 - D. they are hard workers who know how to survive.
29. Sarah can be described as all of the following **EXCEPT**
- A. determined and brave.
 - B. fearful and defeated.
 - C. selfish and cruel.
 - D. trusting and daring.
30. What is the source of conflict in this story?
- A. The overseer wanted more hard workers.
 - B. The overseer did not like babies.
 - C. Sarah and Toby wanted to return to Africa.
 - D. The slaves desired freedom.

31. The moral of this story is
- A. freedom triumphs through determination and action.
 - B. powerful people do what is in the best interest of others.
 - C. if you wait long enough, you will get what you want.
 - D. injustice is acceptable in certain situations.
32. What finally triumphs in this story?
- A. Intolerance
 - B. Power
 - C. Compromise
 - D. Freedom
33. To the slaves, the magic words and flying symbolizes
- A. a supernatural power.
 - B. the thrill of flight.
 - C. ancient African words.
 - D. freedom for life.
34. Why did the slaves left behind tell this tale to their children?
- A. They wanted the magic to make them fly.
 - B. They wanted to give their children the hope of being free.
 - C. They wanted their children to remember Africa.
 - D. They wanted to share the importance of flying.
35. Toby's actions imply
- A. he is a leader who casts magic spells.
 - B. only family members are important.
 - C. he is more compassionate and decent than the overseer.
 - D. suffering and abuse can be justified.

Middle School - 6th Grade - Freedom

ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. A To document his personal search for freedom.
2. D financial conflict.
3. A They can be taught to love.
4. B freedom.
5. A family and society.
6. A determined and courageous.
7. B breaking the law.
8. D Our humanity obligates us to fight for freedom for all.
9. D control their fears.
10. A both the oppressor and the oppressed must learn to accept one another.

11. B a freedom leader.
12. D she wanted to help people.
13. A She freed people.
14. B an escape route.
15. D being good at hiding one's identity.
16. D Hope.
17. B she tried to help a runaway slave.
18. A rescue her family members.
19. D Slavery verses Freedom
20. B her role in the Underground Railroad.

21. A to overcome oppression.
22. D All humans have the right to be free.
23. B *The Path to Freedom is a Struggle.*
24. C is a human right.
25. A advocates for freedom.

26. D are the only ones who know the magic.
27. D He wants her to get back to work.
28. C he did not have time to teach them to fly.
29. C selfish and cruel.
30. D the slaves desired freedom.
31. A freedom triumphs through determination and action.
32. D Freedom.
33. D freedom for life.
34. B They wanted to give their children the hope of being free.
35. C he is more compassionate and decent than the overseer.