

Addy:

AN AMERICAN GIRL STORY

By Cheryl L. West
Based on the Addy books by Connie Porter
Illustrated by Dahl Taylor
Adapted by permission of American Girl, LLC
Directed by Linda Hartzell
Ages 8 and up/Grades 4 and up
April 13 - June 17, 2007
World Premiere

SYNOPSIS

Addy Walker is a hopeful 9-year-old girl growing up in slavery during the Civil War. Her life changes forever the day Poppa and her brother, Sam, are sold from their North Carolina plantation. Momma and Addy realize they must take the terrible risk and run before they lose each other, too. It is too dangerous to bring Addy's baby sister with them, so Esther must stay behind. During their escape, Addy's courage helps save her and Momma as they face the terrifying road to freedom. When they finally arrive in Philadelphia, Momma finds work while Addy gets to attend school for the first time. Addy is thrilled to learn how to read and write, and she is grateful to find a true friend in Sarah. But Addy is hurt by the snubs of sought-after friends, like Harriet. Building a new life in freedom isn't easy, and Addy desperately misses Poppa, Sam, and Esther. Addy and Momma hold fast to their dream of having their whole family together again.

EALRS:

History: 1.2, 2.1, 4.1
Economics 1.1, 1.2, 2.1
Social Studies 2.1

Addy ERG
articles by
Teri Witkowski



BOOKLIST

Prepared by
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For Children

Addy

The series of American Girl Books
By Connie Porter

Dear Ellen Bee: A Civil War Scrapbook of Two Union Spies
Mary E. Lyons

Freedom's Wings: Corey's Diary
Sharon Dennis Wyeth

Jip: His Story
Katherine Paterson

The Patchwork Path: A Quilt Map to Freedom
Bettye Stroud

Promises to the Dead
Mary Downing Hahn

Show Way
Jacqueline Woodson

Up the Learning Tree
Marcia K. Vaughan

Spotlight

Silent Thunder: A Civil War Story
Andrea Davis Pinkney

Set in Virginia on a plantation in 1862, Roscoe and Summer are siblings growing up in slavery. He wants to join the Union forces and fight in the Civil War, and she wants to learn to read. Read about their dangerous and courageous adventures in reaching for their goals.

For Adults

5,000 Miles to Freedom: Ellen and William Craft's Flight from Slavery
Judith Bloom Fradin

Great Women of the Civil War
Lucia Raatma

*Follow the Drinking Gourd:
A Story of the Underground Railroad*
Video recording narrated by Morgan Freeman

Spotlight

Photo by Brady: A Picture of the Civil War
Jennifer Armstrong

A collection of simple but powerful photographs, along with some text from soldiers' diaries and letters, depict every-day life - soldiers, military camps, civilians, farms, battlefields - in the Civil War.

A D E V A S T A T I N G D E A T H



In the four years that Abraham Lincoln served as President of the United States, he worked unceasingly to end slavery and to reunite a country deeply divided by the issue. When the North defeated the South on April 9, 1865, President Lincoln was a hero to freed slaves and abolitionists. But he had enemies, too. John Wilkes Booth, an actor and Southern sympathizer, feared that Lincoln would give blacks too much freedom, and on April 14, while Lincoln and his wife watched a performance at Ford's Theater, Booth approached Lincoln from behind and shot him in the head. The president died early the next morning. The nation plunged into despair. As one citizen said, "It seemed as if the whole world had lost a dear, personal friend."



Lincoln's funeral was held in the White House on April 19, and then his casket was carried by train towards his home in Springfield, Illinois. Large cities along the route held elaborate funeral processions. One of the largest took place in Philadelphia where as many as half a million people - equal to the population of the entire city - gathered to watch the procession and to pay their respects. Rivers of people lined up along the streets or watched from windows and rooftops. Visitors with special invitations viewed the president's body that evening, but most had to wait until the next morning. Independence Hall opened at 6:00 A.M., and by 10:00 A.M. the line of mourners was three miles long.



Lincoln's body lay in the room where the Declaration of Independence had been signed nearly 100 years before. All day and all night, people passed through the candlelit chamber. Because thousands of people still waited outside, viewers were not allowed to stop beside Lincoln's open coffin. Still, many strained to touch or even kiss the president as they were pushed onward. During the wait to view the body, chaos broke out. Clothing was torn, women fainted, and children were nearly lost underfoot. Several people were seriously injured. Yet, people pressed on to see their president. By the time the funeral train left town the next morning, 300,000 people had said good-bye to Lincoln.



With Lincoln's death, many Americans worried that war would break out again and that slaves would lose their freedom. Families, like the Walkers, feared they would never be reunited with their loved ones. But instead, people banded together to mourn and show respect for Lincoln and his beliefs and vowed to carry on. This coming together of people—black and white—gave Americans hope that the nation was strong and that Lincoln's values would not die with him. He had led his people to the "Promised Land," and they would march on.



ACTIVITY:

Have your students research Abraham Lincoln's life. Ask them to choose the one defining moment of his life. Was it during his presidency? Before? Was it an action he took or something he said to inspire others to action?

FAMILY STRENGTH AND SORROW



Four generations of a slave family in 1862.

For the Walkers, and for thousands of African Americans like them, strong, loving bonds among family members helped make life bearable in spite of the hardships of slavery. Although slave marriages were not legally recognized, many masters and slaves viewed couples as husband and wife and their children as members of one family—as long as they were together on the plantation. But when there was money to be made from selling slaves, owners would separate families without hesitation. One witness to a sale of slaves wrote: “I have seen 100 cases where families were separated. I have seen them in droves, 150 or 200 together—men, women, and children—linked side by side. I have seen children from eight or nine years old . . . and when the mothers were sold, heard them cry fit to break their hearts.”

While a master could take away his slaves’ families, he couldn’t stop them from forming close emotional ties. Enslaved people opened their hearts and extended their families to include those who were new to a plantation or left behind when their family members were sold. Auntie Lula and Uncle Solomon were not related to Addy, but she loved them just as powerfully as if they were her grandparents. Most slaves didn’t

know their ancestors, but they learned about them through stories and songs that were passed down through generations. Slaves drew strength and courage from these unknown relatives, who were links to their African past.

The Civil War, begun in part to end the horror of slavery, caused another devastating kind of separation. After President Lincoln issued the Emancipation Proclamation in 1863, the Union army allowed the formation of African American regiments. Many men—often boys no older than Sam—ran away to join in the fight to end slavery. The heartbreak families felt as their husbands, sons, fathers, uncles, and brothers took tremendous risks to escape was compounded by anxiety over the fate that awaited the men as soldiers. Death during battle was a tragic possibility, but the treatment of black soldiers at the hands of the enemy was equally appalling. The rules of war stated that captured soldiers were to be held as prisoners of war, but the Confederates considered black men—even free black men—to be fugitive slaves. Black soldiers knew that they could be returned to slavery, forced into military labor by their Confederate captors, or murdered. Approximately 180,000 African Americans served during the Civil War, composing 10% of the Union Army. Nearly one-fourth lost their lives.

After the war, thousands of families struggled to reunite. Many freedmen returned to the plantations where they’d last seen their family members. Even after slavery was abolished, these trips weren’t without conflict. Sometimes a former owner tried to prevent a family from reuniting. Former slaves sometimes searched for decades for their family members—often without success. The determination and perseverance it took to start a new life in freedom was the same strength thousands of African Americans relied on to reunite their families after the war.

ACTIVITY:

Throughout history people have inflicted great pain and suffering on their fellow humans. The capture and enslavement of mankind has led to whole cultures being destroyed or taken over by other peoples. Research your family’s lineage. How far back can you trace it? Where are you from? Pick one of the countries in your background and write a story as though you were living in Addy’s time. How much do you know about your family? How do you live? What do you do to make a living?

F R E E D O M T O L E A R N

From America's earliest days to the time when Addy was growing up in 1864, it was very difficult for African Americans—especially enslaved African Americans—to get an education. Black children were not allowed to attend schools at all, although some still managed to learn to read and write. Sometimes whites who wanted them to do work that required these skills taught them. By the mid-1700s, a few churches, and even some individuals, opened schools for black children.

But by the 1830s, it was against the law in most Southern states to teach African Americans to read and write. Slave owners didn't want their slaves reading about freedom in the North, nor did they want the slaves to be able to write their own freedom "passes" allowing them off the plantations. People who were caught teaching African Americans these skills could be forced to pay large fines or even put in prison, and black people who were caught learning might be whipped or face other severe punishments.

In the North, where there was no slavery, most cities had public schools for all children, though they were usually segregated. Black schools were generally in disrepair, had few supplies, and were overcrowded. Children weren't required by law to go to school, but many were eager to learn and attended for at least a few years. Most quit going to school after the age of 12 or 13, though many had to quit even younger in order to help their families earn money. Both black and white students could go on to high school, but few went to college, and those who did were usually boys.

During Addy's time, schools taught reading, writing, spelling, grammar, geography, arithmetic, and sometimes American history. And some schools even taught music and drawing. In all schools, teachers emphasized patriotism, duty to God and parents, thrift, order, cleanliness, and obedience. During the war years, Northern schools often started or ended the day with a patriotic song, such as "America" or "Rally 'Round the Flag."

Public schools were not the only place to get an education, however. To avoid the poor conditions of the segregated schools, some African American parents paid tutors to teach their children. In Philadelphia, and other Northern cities, African Americans often formed small schools in homes and churches. Freedmen, or newly freed slaves, were also eager to learn, and churches and charities in the North began to send teachers to the South. Schools were set up wherever space could be found until permanent schools could be built. African Americans flocked to these schools, though they often faced anger and even threats to their lives from whites who wanted them to stay uneducated and enslaved. However, these schools were successful because the people in the communities took risks, made sacrifices, and gave the schools whatever money or goods they could.

By the time Addy was in school, thousands of blacks had learned to read and write. They knew that education meant true freedom—that education opened the door to better jobs and better lives.

DISCUSSION QUESTIONS:

Sometimes it seems like not having to go to school might be a good thing. But just think of all the things you'd miss out on. What are 5 things that you couldn't do if you never went to school? How would your life be different if you didn't get an education?

Slaves didn't have a choice about going to school or not, even if they really wanted to learn. What is something that you want to do but you aren't allowed? Is this something you can change? How does that make you feel?

A school for freedmen. Former slaves of all ages wanted to learn to read and write.



AID FOR THE NEWLY FREED

In 1861, blacks escaping from slavery often found refuge with Union forces occupying the South. While some commanders returned fugitive slaves to their masters, many were appalled at the idea of forcing runaways back into slavery. Instead, "contraband camps" provided escaped slaves with food, shelter, and protection. In return, contraband laborers worked for the Union effort. Northerners helped support the camps by sending supplies, teachers, and missionaries, and after the Emancipation Proclamation, the government formed freedmen's camps throughout the South where thousands of escaped slaves could find rest and relief on their journeys.

Many journeys ended in large northern cities like Philadelphia, New York, Cincinnati, and Boston. Once they arrived, freedmen frequently sought out African American churches for help. Church members, many former slaves themselves, welcomed newcomers with warm food, friendship, and help adjusting to their lives as free people. Most Northern cities also had freedmen's aid societies, which helped thousands of families find food, clothing, shelter, and jobs.

In 1865, Congress created the Freedmen's Bureau to help the more than four million newly freed slaves, providing educational and medical services, and reuniting family members who had been sold during slavery or had joined the Union army. Most freedmen had very little information about their loved ones. What they knew was generally obtained by word of mouth and was often outdated or inaccurate. The Bureau kept extensive records about what their agents learned, detailing marriages and deaths as well as work contracts and relief services. These documents still exist today, and though they are physically deteriorating, they're available to Americans tracing their genealogies. The 140-year-old records provide some of the only documented histories of African American families prior to the Civil War.

*Children playing baseball
outside a public school
for black students in
New York.*

The Society of Friends, or Quakers, is a pacifist religious group that opposed slavery and provided strong leadership in the anti-slavery movement. The Quakers were among the first to organize abolition societies.

They believed as strongly in education as they did in abolition. In 1837, the Quakers founded the Institute for Colored Youth, or I.C.Y., for African American students ages 11 and up. The I.C.Y. was one of the few schools in America where black students could get an excellent education, and it was the first Philadelphia school to hire black teachers and principals. Its goal was to train African American students to become teachers. The I.C.Y. was a force in Philadelphia's black community. Its large library was available both to students and to the public, and it was a gathering place for the community. Important leaders of the day, such as abolitionist Frederick Douglass, often came to the I.C.Y. to speak out against slavery and to encourage black students to work hard and succeed.

To be admitted to the I.C.Y., children had to take an exam for reading, writing, and math. Once they were accepted, they took classes in history, geography, grammar, Latin, algebra, philosophy, and chemistry. In 1869, Fanny Jackson Coppin was named principal of the I.C.Y.—the first African American school principal ever. Miss Coppin believed the I.C.Y. should train students in carpentry, dressmaking, bricklaying, cooking, and other trades. These types of jobs were becoming increasingly common in large cities, but African Americans didn't have the proper training to obtain them. In 1889, after raising \$40,000, the industrial department opened at the I.C.Y. There were more than 400 applicants for the program in the first year!

