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**Worksheet: what was Solomon Northup’s journey through the United States?**

**Instruction:** Using the excerpts below, find the locations on the map and draw Solomon’s journey through the 1840 United States.

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| **Document 1**: Solomon’s birthplace  “Sometime after my father's liberation, he removed to the town of Minerva, Essex County, N.Y., where I was born, in the month of July, 1808”.  **Document 2**: slave manifest of the *Brig* *Orleans* (1841)  “Manifest of Slaves, intended to be transported on board of the *Brig Orleans* of *Richmond*, […] and bound from the port of Richmond, State of Virginia, for the Port of New Orleans, State of Louisiana, this *27th* day of *April*, 18*41*”.  **Document 3**: the arrival on the estate (1841)  “Edwin Epps […] was in possession of a plantation on Bayou Huff Power[[1]](#footnote-1). […] His principal business was raising cotton”. |

Source: *Map Guide to the U.S. Federal Censuses, 1790-1940*, by William Thorndale and William Dollarhide, publ. Genealogical Publishing Co., Baltimore, 1987. (For educational purposes only)

**Question**

How can one be a free man in the North and a slave in the South? What does it tell us about the differences between North and South in the 1840’s U.S.A.?



**Worksheet: how does the movie portray the inversion of social values caused by slavery?**

**Excerpt n°1 – Patsey and Solomon’s dialogue**

1. Which of the following sentences summarizes best the excerpt?
2. Patsey wants to escape from the estate and asks Solomon to help her.
3. Solomon refuses to help Patsey escaping the estate.
4. Patsey wants to die and begs Solomon for help, which he accepts.
5. Patsey wants to die and begs Solomon for help, which he refuses.

Justify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Excerpt n°2 – Eliza and Solomon’s dialogue**

1. **EVERYTHING’S TRUE!** All the statements below are true; justify them by quoting the video.
2. Eliza is sad because she has been separated from her children.

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1. Solomon accepts to work as a slave to earn his freedom.

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1. Eliza disagrees with Solomon’s strategy.

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1. Solomon has suffered physical punishment for claiming his freedom.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Excerpt n°3 – Solomon’s work for Master Ford**

1. Read the following sentences and underline the right word.

Solomon proposes to Master Ford to use the (*water/land*) way to transport wood. It would (*reduce/increase*) the distance to the work area and (*diminish/raise*) the costs. The overseer (*agrees/disagrees*) with this proposal: he thinks the passes are too (*tight/large*). However, Solomon succeeds in convincing Master Ford thanks to his experience on the Champlain (*canal/dam*). To express his gratitude, Master Ford offers Solomon a (*violin/guitar*). Nevertheless, Solomon looks (*disappointed/happy*): he probably expected a greater (*reward/punishment*).

**Going further…**

Connect each value in the first chart below with its opposite. Associate each pair of opposed values to an excerpt.

Excerpt n°1

Excerpt n°2

Excerpt n°3

Death

Obedience

Punishment

Reward

Life

Resistance

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| **Recap lesson 1: how did slavery turn social values upside down?**  In the mid-nineteenth century, the USA was divided into \_\_\_\_\_ parts over the question of slavery: North of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_, slavery was \_\_\_\_\_\_\_\_\_\_\_\_\_\_; South of the line, it was \_\_\_\_\_\_\_\_\_\_\_\_. Slavery in the South of the United States was very specific: when they arrived on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_, the slaves had to survive in a world where social values were turned \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_. For instance, obedience can be considered as a form of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: by obeying the master, the slaves could escape surveillance and maybe hope to regain their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, as it was the case for Solomon. On the contrary, resisting the Master could cost the slaves physical \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Furthermore, Patsey’s request shows us that \_\_\_\_\_\_\_\_\_\_ was another strategy to avoid slavery: in order to escape violence and oppression, the slaves could sometimes commit \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to end their suffering. Finally, even the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ given by the Master could be considered as some kind of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: when Solomon receives the violin, it reminds him of his past life as a free man, which makes his slave situation hard to bear. |

1. Louisiana, near the frontier with Texas. [↑](#footnote-ref-1)