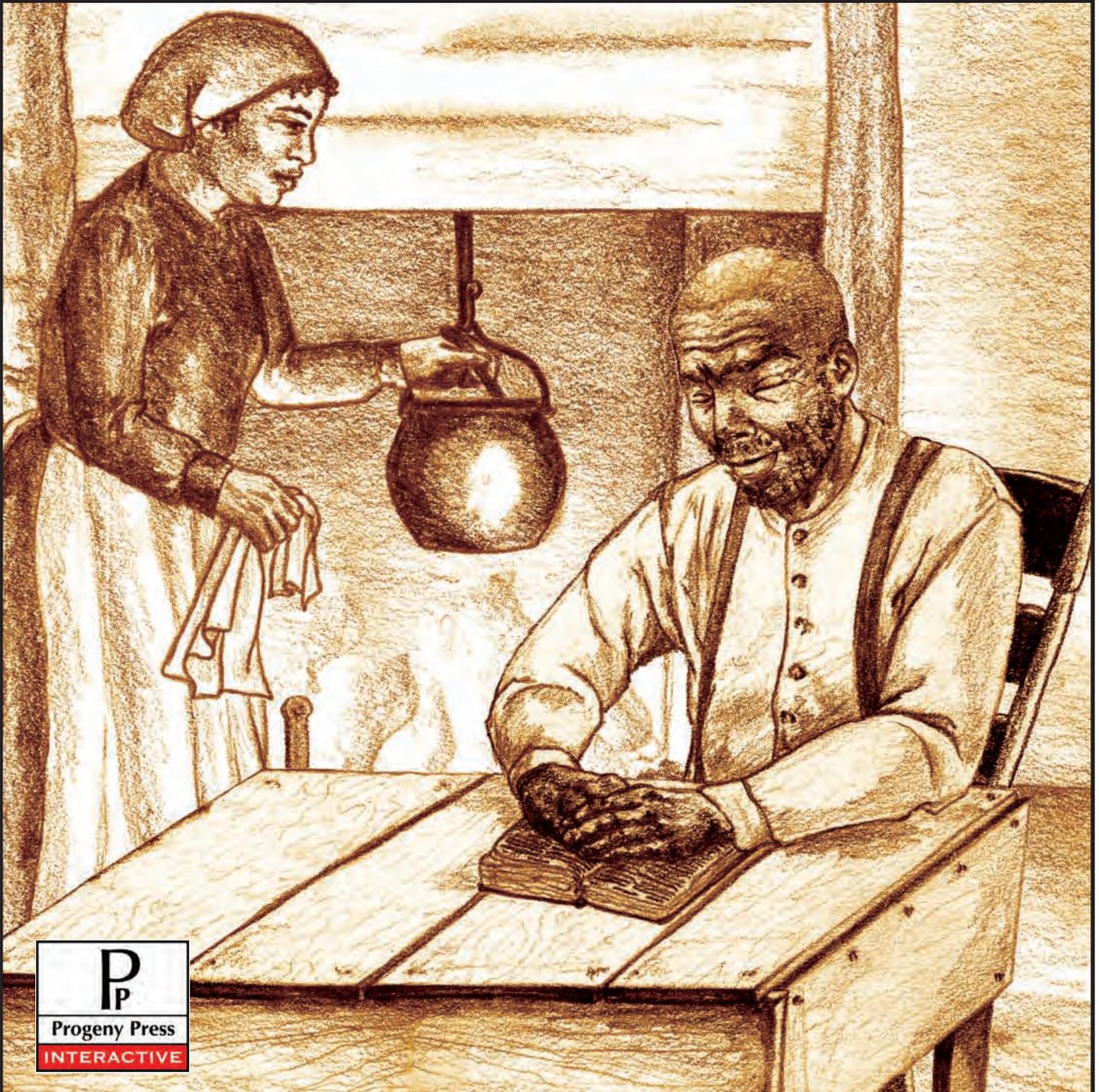


Uncle Tom's Cabin Study Guide

by Kimberlee Foley with Michael S. Gilleland

For the novel by Harriet Beecher Stowe



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Uncle Tom's Cabin Study Guide
A Progeny Press Study Guide
by Kimberlee Foley, with Michael S. Gilleland
edited by Michael S. Gilleland and Rebecca Gilleland
cover art by Mary Duban

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Note to Instructor

How to Use Progeny Press Study Guides. Progeny Press study guides are designed to help students better understand and enjoy literature by getting them to notice and understand how authors craft their stories and to show them how to think through the themes and ideas introduced in the stories. To properly work through a Progeny Press study guide, students should have easy access to a good dictionary, a thesaurus, a Bible (we use NIV translation, but that is up to your preference; just be aware of some differences in language), and sometimes a topical Bible or concordance. Supervised access to the Internet also can be helpful at times, as can a good set of encyclopedias.

Most middle grades and high school study guides take from eight to ten weeks to complete, generally working on one section per week. Over the years, we have found that it works best if the students completely read the novel the first week, while also working on a prereading activity chosen by the parent or teacher. Starting the second week, most parents and teachers have found it works best to work on one study guide page per day until the chapter sections are completed. Students should be allowed to complete questions by referring to the book; many questions require some cross-reference between elements of the stories.

Most study guides contain an Overview section that can be used as a final test, or it can be completed in the same way the chapter sections were completed. If you wish to perform a final test but your particular study guide does not have an Overview section, we suggest picking a couple of questions from each section of the study guide and using them as your final test.

Most study guides also have a final section of essays and postreading activities. These may be assigned at the parents' or teachers' discretion, but we suggest that students engage in several writing or other extra activities during the study of the novel to complement their reading and strengthen their writing skills.

As for high school credits, most Christian high schools to whom we have spoken have assigned a value of one-fourth credit to each study guide, and this also seems to be acceptable to colleges assessing homeschool transcripts.

Internet References

All websites listed in this study guide were checked for appropriateness at the time of publication. However, due to the changing nature of the Internet, we cannot guarantee that the URLs listed will remain appropriate or viable. Therefore, we urge parents and teachers to take care in and exercise careful oversight of their children's use of the Internet.

Note on Some Language in Uncle Tom's Cabin

At the time Harriet Beecher Stowe wrote *Uncle Tom's Cabin*, the word *nigger* was commonly used to describe African Americans, whether free or slave. Even at the time the word, though common, was not considered complimentary, and you will notice as you read that although Stowe puts the word in the mouths of some of her characters, she never uses it herself when she speaks as author in the story. Since Stowe's time, the word has become a terrible insult. It should *never* be used to describe or address anyone.

Synopsis

Uncle Tom is a favored slave on a Kentucky plantation owned by Arthur Shelby, who entrusts him with the day-to-day management of the plantation. He is also loved and respected by the other slaves. Mr. Shelby's debts, however, force him to sell some of his property, and because of Tom's great value, Shelby chooses to sell him and a promising four-year-old boy named Harry.

Harry's mother, Eliza, chooses to risk the dangers of running away with Harry rather than lose her child to the slave market. She is sheltered by a series of kind people who are willing to help runaway slaves. Harry's father, George Harris, separately flees a master who badly mistreats him.

Uncle Tom, meanwhile, bids a sorrowful farewell to his wife and children and leaves with Mr. Haley for the slave market in New Orleans. During the voyage, Tom is befriended by Eva St. Clare, a lovely little girl travelling home to New Orleans with her father, Augustine St. Clare. When Tom rescues Eva from near-drowning, St. Clare buys him from Haley to be Eva's personal companion. Eva's health is fragile, however, and she becomes ill and dies. Not long afterward, St. Clare himself is accidentally killed, and Tom finds himself for sale once again.

This time, however, Tom's fate is terrible. He is bought by Simon Legree, a cruel, degenerate man who owns an isolated and crumbling plantation on the Red River. Legree's ruthless brutality toward his slaves has degraded them to the point of robbing them of their humanity. They live without hope and have forgotten even the smallest kindness. Tom nearly loses his faith in God, but recovers it and determines in his heart to show the love of Jesus to his fellow slaves. George Shelby, the son of Tom's original owner, had been searching for him to buy him back. Because of the several sales and the passage of time, however, he does not find Tom until after Tom has been savagely beaten by Legree and lies dying. George sorrowfully buries Tom, vowing to do whatever lies within his power to end slavery. Upon returning home, George frees his slaves, telling them that they owe their freedom to Uncle Tom.

George and Eliza Harris by this time have been reunited and escape to Canada where they raise their family as free people with opportunities beyond their earlier hopes and dreams.

From the time of its publication to the present, *Uncle Tom's Cabin* has been controversial. Its earliest critics declared it to be a completely inaccurate picture of slavery, and labeled Mrs. Stowe with a variety of insulting epithets. In the 1960s, critics decried the novel as racist, claiming that Mrs. Stowe presented slaves in a derogatory and stereotypical manner. Modern historians agree that *Uncle Tom's Cabin* gives the reader a fairly reliable portrait of life under slavery in the American South. Harriet Beecher Stowe vividly demonstrates the feelings of American reformers of her day on the question of slavery, and the modern reader will gain an understanding of some of the details of the slavery environment and debate prior to the Civil War.

About the Novel's Author

Some books are immediately successful and widely read at the time of their publication. Others are significant for the social, political, or moral controversy they arouse. Some few are destined to become classics, attracting new readers from later generations. A handful of books transcend the limits of time and place, their relevancy lying in the fundamental questions that link past to present and one people to another. *Uncle Tom's Cabin* achieves all of these ends, and Harriet Beecher Stowe was uniquely placed to be its author.

Born in Litchfield, Connecticut, on June 14, 1811, Harriet Elizabeth Beecher was the daughter of Roxana Goote Beecher, a woman devoted to prayer, and Lyman Beecher, an eminent Congregational minister and founder of the American Bible Society. Beecher's orthodox beliefs included a specific plan of salvation and a high moral standard. He read from the Bible with passion during family devotions, and he taught his children to defend their beliefs. Lyman Beecher was also active in the antislavery movement. He preached a series of sermons against slavery and encouraged family discussions on this and other important issues of the time.

The Beecher children were intelligent and well-educated. Harriet's brother, Henry Ward Beecher became the most renowned preacher of his day and was active in the abolitionist movement. Her eldest sister, Catharine, founded Hartford Female Seminary in Connecticut, where Harriet was enrolled in 1823. There she received a solid education, unusual for girls at that time, and later became an assistant teacher at the school.

In 1832 Lyman Beecher was appointed president of the Lane Theological Seminary in Cincinnati, Ohio. Harriet and Catharine moved to Cincinnati with their father and co-founded The Western Female Institute there. Harriet taught at the school until her marriage in 1836 to Calvin Stowe, a professor of Biblical Literature at Lane and a passionate opponent of slavery. The Stowes had seven children; their sixth child, Charley, died in a cholera epidemic before he was two years old. The agony of this loss awakened in Harriet an understanding of the pain a slave woman must feel when her child was sold away from her.

Harriet's earliest publication was a children's geography book which she co-authored with her sister Catharine. It was published in 1823 under Catharine's name. Harriet's own writing career began in 1834 when her first story was published in a magazine. She then began writing poems and articles for religious publications and housekeeping manuals. Mrs. Stowe was a prolific writer and over the course of her career, she wrote travel books, biographical sketches, children's books, studies of social life, a book of religious poems, and at least 10 novels. Many of her books were popular, but none achieved the success of *Uncle Tom's Cabin*.

The Cincinnati years provided much of the impetus for *Uncle Tom's Cabin*. Located on the Ohio River, the border between Ohio (a free state) and Kentucky (a slave state), Cincinnati was literally right across the river from the slave trade. The city was filled with former slaves as well as slaveholders and slave traders. The citizens of Cincinnati were evenly split for and against slavery. While Harriet had been exposed to antislavery sentiments all her life, in Cincinnati she heard both sides of the issue and viewed first hand some of the devastating effects of slavery. At this time also, Mrs. Stowe

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became familiar with the underground railroad, a network of people and “safe houses” for helping runaway slaves to reach freedom. While Mrs. Stowe may have had ideas for using her writing ability to help in the fight against slavery for some time, the final inducement came with the passage of the Fugitive Slave Law of 1850. This law granted southerners the right to pursue runaway slaves in free states. The law prohibited assistance to runaways and mandated their return to their former owners. This meant that many former slaves who had made their homes in the free states had to flee to Canada. *Uncle Tom's Cabin* was Harriet Beecher Stowe's direct response to this damaging piece of legislation. Mrs. Stowe's goal was to convince readers of the necessity of ending slavery by illustrating its horrors, and to point out the moral responsibility of the entire nation for tolerating slavery anywhere within its borders. The complacency of the North, she insisted, allowed the institution to exist.

Uncle Tom's Cabin was initially published in the *National Era*, a weekly antislavery journal. The *National Era* had only a small circulation, and its readers were already sympathetic to the anti-slavery cause, but the installments of *Uncle Tom's Cabin* began to be passed around widely and reached a large audience. Because of its popularity in serial form, *Uncle Tom's Cabin or Life Among the Lowly* was published in its entirety on March 20, 1852. Response to the novel was overwhelming. Ten thousand copies were sold in the first week, and three hundred thousand by the year's end. These numbers were phenomenal for the time; *Uncle Tom's Cabin* broke all sales records of its day. Hundreds of thousands of copies were sent abroad as the novel was translated into more than 60 languages. *Uncle Tom's Cabin* became one of the most widely read and important books of its time, and Harriet Beecher Stowe became the best known American female writer of the 19th century.

Not all response to *Uncle Tom's Cabin* was favorable, however. Southerners attacked Mrs. Stowe's credibility and argued that Uncle Tom was not a true representation of American slavery. Abolitionists were dissatisfied because the novel endorsed sending free blacks back to Africa. Many conservatives attacked Mrs. Stowe for her impropriety. In *Uncle Tom's Cabin*, Harriet certainly went beyond what was acceptable for female writers of the day. She wrote about the most controversial issue of her time, published under her own name, and touched upon subjects no woman should discuss. None of these criticisms stopped the success of the novel, however.

Uncle Tom's Cabin made Mrs. Stowe a celebrity and provided her many opportunities to speak publicly against slavery. Stung by accusations that *Uncle Tom's Cabin* presented a false image of Southern slavery, Mrs. Stowe went on to write *The Key to Uncle Tom's Cabin*, which was published in 1853. In it, she presented her source material for *Uncle Tom's Cabin* and extensively documented the realities upon which the novel was based. Ultimately, *Uncle Tom's Cabin* became a unifying element for the antislavery movement. Many historians even credit the novel with contributing to the outbreak of the Civil War. Mrs. Stowe was invited to meet Abraham Lincoln in 1862, shortly before he issued the Emancipation Proclamation. Legend has it that the President greeted Mrs. Stowe as “the little lady who caused this great big war.” While this story may be exaggerated, it is certainly true that Harriet Beecher Stowe was a powerful and influential voice in a debate of vital importance to the nation. For Harriet, however, the debate over political concerns was also the opportunity to be the voice for the hundreds of thousands of oppressed individuals who had no voice of their own. By background, education, temperament, and even geography, Harriet Beecher Stowe was well-suited to be the writer of an important antislavery work. But the power of *Uncle Tom's Cabin* lies in the personal stories of its characters. In this respect, too, Mrs. Stowe was shaped by her circumstances to write from her heart. In a letter to a friend, Harriet wrote,

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I have been the mother of seven children, the most beautiful and most loved of whom lies near my Cincinnati residence. It was at his dying bed and at his grave that I learned what a poor slave mother may feel when her child is torn away from her. In those depths of sorrow which seemed to me immeasurable, it was my only prayer to God that such anguish might not be suffered in vain. . . . I felt I could never be consoled for it unless this great crushing of my own heart might enable me to work out some great good to others.

I allude to this here because I have often felt that much that is in that book had its root in the awful scenes and bitter sorrow of that summer. It has left . . . a deep compassion for the sorrowful, especially for mothers who are separated from their children.

Harriet Beecher Stowe to Eliza Cabot Follen, Dec. 16, 1852

Background Information

A Very Brief History

Slavery has been with humanity almost since the fall of mankind and has been found in almost every culture, on every continent, and under most religions. For millenia, slavery generally involved captives of war, payment of debt, or orphaned or abandoned children. In most cases, slaves were from one's own race and ethnic group, though captives of war often were from neighboring countries or groups. In the Bible, and in many past cultures, slaves had rights that must be protected and observed, though it was never a safe or comfortable condition.

With the discovery of the New World by Europeans, however, the status of slavery changed. Almost as soon as Europeans began moving to the Americas, they brought slaves or enslaved the native population. European slaves generally were convict labor or indentured servants who sold themselves for a set period of time (generally seven years or less) to pay their passage to America. These servants or slaves were under the complete control of their owners, but often were paid wages and knew they would be freed. Indentured servants worked in all kinds of jobs, though farm work was most common. This pattern continued until the end of the 1600s when conditions in Europe improved and fewer people were willing to sell themselves for passage. As more and more slaves were black Africans, people began to associate the race with slavery and fewer blacks were allowed the same rights and privileges that similarly situated whites were allowed. Because most slaves were black and most owners were white, black ancestry began to be seen as inferior to white ancestry.

Native Americans also were used as slaves during the early European migration, but the settlers found them not well suited to the work because they were unfamiliar with the style of agriculture, they more easily escaped because of their local connections and familiarity with the terrain, and they were very susceptible to European disease. Some estimate that 50% to 90% of Native American slaves died from disease or harsh treatment.

Africans also came to America as slaves at this time, but most were treated similarly to the European indentured servants. Many gained their freedom and became landowners and community members along with other colonialists. However, that changed as the slave population gradually shifted to primarily African. Most African slaves were sold to Europeans by other Africans and taken to Brazil or the sugar plantations of the Caribbean. This region continued to account for the vast majority of imported African slaves; within a few decades, North American slave populations were not only self-sustaining, they were rapidly growing.

Gradually, the large farming operations of the southern United States began turning to African slaves for their labor force. The divergence on slavery between the North and South accelerated shortly after the American Revolution, but it became a headlong rush after the invention of the cotton gin by Eli Whitney. With the cotton gin, cotton could be processed for sale quickly and easily, and the market for American cotton suddenly exploded. Southern cotton growers needed cheap, abundant field labor, and they found it in the African slaves. Within a few years, the price of a strong

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man had doubled or tripled, and the number of slaves soared. From this point on, Southern plantation owners viewed their economic survival tied directly to slavery.

Legal Milestones

In 1777, Vermont becomes the first state to prohibit slavery. Massachusetts and Pennsylvania follow suit in 1780, Connecticut and Rhode Island follow in 1784, New York in 1799, New Jersey in 1804.

In 1819, the United States makes the slave trade from Africa illegal. Trading within the Americas continues.

In 1820, the Missouri Compromise was signed, forming a balance of slave and free states and providing a framework for admitting states to the Union.

In 1837, black and white women meet together in New York City for the Antislavery Convention of American Women.

The *Amistad* ship revolt and trials take place in 1839 and 1840. The Africans spend a year in prison as the courts decide whether they are slaves or free men. Eventually the U.S. Supreme Court decides all were free Africans.

The Compromise of 1850 requires the return of runaway slaves, even in free states. It also admits California as a free state and Utah and New Mexico as states able to determine their own position on slavery.

The Kansas-Nebraska Act in 1854 repeals the Missouri Compromise and returns decisions on slavery to the states.

In 1857, the Supreme Court decides the *Dred Scott* case, determining the Missouri Compromise is unconstitutional and any black person whose ancestors were sold as slaves cannot become a federal citizen and cannot have the rights of a citizen.

In 1859, abolitionist John Brown raids Harper's Ferry, Virginia, hoping to incite slave rebellion, but is defeated.

In 1860, Abraham Lincoln is elected president and South Carolina secedes from the Union. Ten other states follow suit.

The Confederate States of America, composed of the seceding southern states, forms in 1861. Confederate forces attack Union soldiers at Fort Sumter, and President Lincoln sends troops to put down the rebellion. The Civil War, or the War Between the States, begins.

President Lincoln issues the Emancipation Proclamation in 1862, granting freedom to all slaves in states in rebellion against the Union.

In 1865, the United States passes the 13th Amendment, prohibiting slavery; and in 1866 the 14th Amendment defines a U.S. citizen as anyone born within the United States, thereby granting citizenship to black Americans.

The Civil Rights Act of 1875 prohibits discrimination in public facilities (except schools).

However, the Supreme Court rules in the 1883 *Civil Rights Cases*, that the Civil Rights Act and the 14th Amendment do not apply to privately owned property. This ruling leads to the Jim Crow laws in many states barring black Americans from all manner of buildings and facilities.

In 1964, Congress passes the Civil Rights Act, reversing the Supreme Court's 1883 decision and barring discrimination based on color, sex, or religion. Three years later, Thurgood Marshall is appointed the first African-American Supreme Court Justice.

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The Compromise of 1850

The Compromise of 1850 was supposed to be the answer to the slavery problem in the United States, addressing three main issues: extending slavery into the territories and new states, the slave trade, and fugitive slaves. The Compromise admitted California as a free state; organized Utah and New Mexico without addressing slavery, giving them popular sovereignty, or the right to choose for themselves; outlawed the slave trade in the District of Columbia; and strengthened the fugitive slave laws, requiring people in free states to help return fugitive slaves to their masters.

On a national level, the states issues loomed large, but on a local and personal level the fugitive slave laws had a greater impact. It is one thing to theorize about political influence and positioning, but quite another to be forced to help capture a person one believed should be free and put him back into slavery, where he will most likely be severely punished. This was especially true in border states such as Ohio, as we shall see in the novel.

The Underground Railroad

The term Underground Railroad refers to a loosely organized network of people who helped escaped slaves reach safety and freedom, most often in Canada. Though some stories portray the network as a structured system that efficiently moved fugitives north, in reality it was more a matter of sympathetic people who knew other sympathetic people willing help. The Quakers, who as a group abolished slavery amongst its members in 1776, probably were the most organized in their efforts to help fugitive slaves, but other help often was offered as circumstance allowed. However, there was localized organization, particularly among dedicated abolitionists.

The bulk of the work and risk remained with the fugitive slaves and some free blacks, who had to get through the hostile southern states to reach sympathetic helpers in the north. Both “conductors” and fugitives ran risks, however, as tempers ran hot and sometimes scruples were discarded in pursuit of runaway slaves.

Though the term Underground Railroad is not used in *Uncle Tom's Cabin*, Stowe accurately portrays the nature and dangers of fugitive slaves fleeing for their freedom on the Railroad.

Religion and Slavery

As mentioned earlier, almost all religions have permitted slavery at some time, and Christianity is no different. Most Europeans claimed to adhere to the Christian faith, but most African slaves came from cultures based on animism. Early American slave owners did not want to teach their slaves Christianity, because they felt that if the slaves became fellow Christians they would have to be freed or that baptism could change their legal standing. This attitude changed during the 1700s, so that by the 1800s slave owners encouraged Christianity among their slaves, believing it made them more submissive. They often used passages from the Bible to justify slavery, and, in particular, enslavement of blacks. Slaves, themselves, began to embrace Christianity because it gave them hope in a seemingly hopeless world.

Though people used Christianity and the Bible to their own ends in enslaving blacks in the United States, there were as many, if not more, people opposing slavery as an un-Christian institution and practice. It was among Christians that the movement to educate slaves and abolish slavery first grew, and predominantly Christian nations were the first in the world to end slavery.

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Digital History: <http://digitalhistory.uh.edu/>

Exploring Amistad at Mystic Seaport: <http://amistad.mysticseaport.org/main/welcome.html>

Africana Online: <http://africanaonline.com/>

A brief history of the “peculiar institution” of slavery, 16th–18th centuries, in North America & Britain:
http://www.religioustolerance.org/sla_hist.htm

Ideas for Prereading Activities

1. In an encyclopedia or other resource, find a map of the United States as it was in 1850. On a blank map, label the slave states, the free states, and the territories applying for statehood.
2. Look up the Missouri Compromise and find out what effect it had on the status quo of free versus slave states.
3. Research Harriet Tubman and the Underground Railroad.
4. Keep a running list of character qualities of Uncle Tom in order to write an in-depth character analysis at the end of the novel.
5. Locate and read Abraham Lincoln's speech, "A House Divided," delivered in 1858, and "The Gettysburg Address," delivered in 1863.
6. Watch the movie, *Amazing Grace*, 20th Century Fox DVD, starring Ioan Gruffudd, Romola Garai, Benedict Cumberbatch, Albert Finney, Michael Gambon; about William Wilberforce and the struggle against slavery in Britain.

Note: Excellent information may be gained from the sources listed in "Addition Resources" at the end of this study guide.

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18. "They tumbled precipitately over each other out of doors, where they fairly screamed with merriment."

Your Definition:

Dictionary Definition:

19. "The room was soon filled with a motley assemblage, from the old gray-headed patriarch of eighty, to the young girl and lad of fifteen."

Your Definition:

Dictionary Definition:

Questions:

1. Who is Haley and why is he meeting with Mr. Shelby?
2. Why do you think Haley refers to Uncle Tom and Eliza as "articles"?
3. What is Uncle Tom's role in the worship meeting at his cabin?
4. What is the common theme of the songs at the meeting? (Look up Jordan, Canaan, and New Jerusalem in a Bible dictionary if you are unfamiliar with these names.)
5. Who is George Harris and why does he come to visit Eliza?

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6. In Chapter 1, Haley tells Mr. Shelby that it is no kindness to raise slaves too indulgently or to give them expectations of a normal life. How does George Harris echo that sentiment when he comes to tell Eliza that he is running away?

7. Harriet Beecher Stowe often uses dialogue to reveal the personalities and feelings of her characters. From her dialogue with young George Shelby, what do you learn about Aunt Chloe's feelings toward the Shelby family? Support your answer from the text.

8. A *hypocrite*, according to *Webster's New World Dictionary*, is "a person who pretends to be what he is not; one who pretends to be better than he really is." How does Haley expose Mr. Shelby's hypocrisy as they conclude their business?

9. How does Mr. Shelby first attempt to defend himself after admitting to his wife that he has sold Tom and Harry?

10. Why does Tom refuse to run away with Eliza?

Analysis:

11. A *figure of speech* is a word or phrase that describes one thing in terms of another. It is not meant to be taken literally, but it can create a strong image in the reader's mind. For example, "If I don't finish my chores, mom will kill me!" is not literally true, but it gives a picture of the urgency involved. There are many types of figures of speech. One of the most common is the simile. A *simile* is a comparison between two unlike things using such words as *like* or *as* (for example, "cheeks like roses," "strong as an ox").
 - a. Stowe uses a simile when Mr. Shelby tells Haley that Tom "manages my whole farm like a clock." What do we know about Tom from this?

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b. In Chapter 3, Eliza begs George to be patient and bear his master's cruel and unreasonable ways. The author tells us that George's vehement argument causes Eliza's "gentle system of ethics . . . to bend like a reed." What is the image conveyed by this simile?

c. Locate the simile in the last paragraph of Chapter 3, and explain the image Stowe creates.

12. In general, *irony* is a discrepancy between appearances and reality. There are three main types of irony:

— *verbal irony* takes place when someone says one thing but really means something else, or when something is entirely different from what he says is true.

— *situational irony* takes place when what is expected to happen or what would be appropriate to happen is quite different from what really does happen.

— *dramatic irony* occurs when a character thinks one thing is true, but the reader or audience knows better.

Harriet Beecher Stowe often uses irony to convey her ideas to the reader. For example, when Haley tells Mr. Shelby about Tom Loker, he finishes by saying, "he spiled so many for me that I had to break off with him, though he was a good-hearted fellow, and as fair a business hand as is goin'." Haley had just told Mr. Shelby that the reason he split up with Tom Loker was that when women cried, Tom beat them so cruelly that the value of the women was diminished. It is ironic that Haley calls Loker "good-hearted" when he abused women, and "a fair hand at business" when Loker spoiled so many of the "articles."

Identify the irony in the following passages:

a. After Mr. Shelby tells Haley that he hates to take Harry from his mother: "Now they say," said Haley, assuming a candid and confidential air, 'that this kind o' trade is hardening to the feelings; but I never found it so.'"

b. Haley, says, after purchasing Uncle Tom and Harry, "If there is anything I thank the Lord for, it is that I'm never noways cruel."

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- c. In an aside to the reader after Haley explains his “humane” business principles, the narrator says, “But you know humanity comes out in a variety of strange forms now-a-days, and there is no end to the odd things that humane people will say and do.”

13. What effect does the author achieve by her use of irony in these examples above?

14. An *allusion* is a reference to a statement, person, place, or thing that is known from literature, history, religion, or some other cultural arena. The author expects the reader to know the reference and to understand its relationship to the story. If the reader does not understand the allusion, the writing is not as meaningful as it is intended to be.

- a. After his bargaining with Haley, Mr. Shelby thinks, “If anybody had ever said to me that I should sell Tom down south to one of those rascally traders, I should have said, ‘Is thy servant a dog that he should do this thing?’” Read 2 Kings 8:7–15. Identify the allusion, and explain why Mr. Shelby would quote this line of Scripture.

- b. When the slaves are getting ready for the meeting in Uncle Tom’s cabin, Aunt Chloe tells Uncle Tom to bring in some barrels for people to sit on. One of the children then says, “Mother’s bar’ls is like dat ar widder’s, Mas’r George was reading about in de good book—dey never fails.” Use a concordance, if necessary, to locate the Bible verses to which this allusion refers. (Search words might include *widow*, *jar*, *flour*, and *oil*.)

- c. What do these allusions tell you about the kind of education Mrs. Stowe assumed her readers would have?

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Dig Deeper:

15. Haley says that he has “as much conscience as any man in business can afford to keep.” What does he mean by this?

Shortly after Eliza and Harry leave the room, when Haley first proposes buying Harry, he describes a slave woman whose child was taken away from her:

“The fellow that was trading for her didn’t want her baby; and she was one of your real high sort, when her blood was up. . . . and when they carried off the child, and locked her up, she jest went ravin’ mad, and died in a week. Clear waste, sir, of a thousand dollars, just for want of management . . . It’s always best to do the humane thing, sir; that’s been *my* experience.”

Based on the earlier statement and his description of the woman whose child was taken away from her, what do you think Haley uses as the primary measure by which he decides whether or not he should do something or whether something is right or wrong?

16. Upon what does Mr. Shelby base his hope of heaven? Read John 3:16–18; Romans 6:23; 10:9–11; and 1 John 5:11–12. What does each of these passages say is each person’s only hope of heaven?
17. As Mrs. Shelby pleads for Uncle Tom and Harry, what does her manner of speaking reveal about her feelings for them and her attitude toward all of the Shelby slaves?

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Some critics maintain that Mrs. Shelby is a hypocrite and that she was willing to live as a slave owner until this embarrassment made her unable to “hold up [her] head again among them.” Reread the conversation between Mr. and Mrs. Shelby. Do you agree that she is a hypocrite? Why?

18. Sometimes we may form opinions about people without fully understanding their situation. This is especially easy to do when we are dealing with other cultures or time periods. In Kentucky, in 1850, women did not have the rights and freedoms women enjoy today. In addition to not having the right to vote, married women could not own, buy, or sell property, or sign contracts. Until 1910, women were not even allowed guardianship of their own children. These were the circumstances in which Mrs. Shelby would have lived. Furthermore, we can tell from the text that Mrs. Shelby was a Christian and that her faith was important to her. Read the following verses of scripture and write in your own words what they say about the manner in which a woman should conduct herself: Ephesians 5:22–24; 1 Peter 3:1–2. With this perspective, is your opinion of Mrs. Shelby altered in any way? Do you think she made a sincere effort to change her husband's course of action?

Chapters 6–7

Vocabulary:

From the column on the right, choose the best *synonym* or definition for each vocabulary word. Use a dictionary to be sure your answer is correct.

- | | | |
|-------|-----------------|---------------------------|
| _____ | 1. protracted | a. humorous, joking |
| _____ | 2. gulled | b. disapproving |
| _____ | 3. ebony | c. named, called |
| _____ | 4. adroitly | d. to calm or pacify |
| _____ | 5. denominated | e. muddy, cloudy |
| _____ | 6. mettlesome | f. deceived, cheated |
| _____ | 7. allay | g. uncertain, undecided |
| _____ | 8. deprecating | h. ridiculous, laughable |
| _____ | 9. equivocal | i. lengthy, prolonged |
| _____ | 10. turbid | j. in agreement |
| _____ | 11. acquiescent | k. high spirited |
| _____ | 12. sordid | l. black |
| _____ | 13. facetious | m. morally degraded, base |
| _____ | 14. ludicrous | n. skillfully |

Use a dictionary to learn the definitions of the following words, then use each word in a sentence.

15. decorum: *definition:* _____

Your sentence:

16. soliloquy: *definition:* _____

Your sentence:

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17. direful: *definition:* _____

Your sentence:

18. rout: *definition:* _____

Your sentence:

19. impregnable: *definition:* _____

Your sentence:

20. undulating: *definition:* _____

Your sentence:

21. vehement: *definition:* _____

Your sentence:

22. paroxysm: *definition:* _____

Your sentence:

Questions:

1. What is Mrs. Shelby's reaction to the news that Eliza is gone?

2. One slave seems to ignore the excitement and confusion caused by Eliza's flight. Who is it, and why does this slave not join in the commotion?

3. How does Mr. Shelby respond to Haley's anger over Eliza's flight?

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4. How do Sam and Andy hinder Haley's pursuit of Eliza?

5. Authors treating a serious subject matter sometimes use comedy to relieve the tension of the narrative in a technique called *comic relief*. By inserting an amusing character or scene in an otherwise serious or suspenseful episode, the author temporarily lightens the tone of the work. List specific examples of Stowe's use of comic relief in Chapter 7.

6. *Diction* is one's choice of words and the clarity of one's speech. Part of the humor in Chapters 6 and 7 arises from Sam's diction. He uses long, difficult sounding words to express relatively simple ideas. Sometimes the words are mispronounced or used incorrectly because Sam doesn't really understand them but he wants to sound important. Locate several examples of Sam's humorous diction, and write them below.

7. In describing the capture of the horses, Stowe uses an allusion. She compares Sam's hat with the sword of Coeur de Lion. If you are unfamiliar with this name, look it up in an unabridged dictionary or encyclopedia. Who was Coeur de Lion? What effect is achieved by this comparison?

8. Besides leaving her lifelong home, we are told that Eliza was leaving a friend "whom she loved and revered." Who was this friend? What force strengthened Eliza in her flight?

9. What aspect of Eliza and Harry's appearance works to their benefit as they run away?

10. What is Eliza's plan for escape? What immediate problem does she encounter?

11. Another common figure of speech is the *metaphor*. A metaphor makes a comparison between two things without using connecting words such as "like." One thing is simply stated to be another (for example, His faithfulness is a shield and bulwark, Psalm 91:4). When Eliza reaches

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the village we read, "Her first glance was at the river, which lay like Jordan, between her and the Canaan of liberty on the other side." Within this one sentence, Stowe uses allusions, a simile, and a metaphor. Identify and explain each of the devices. Use a Bible concordance to identify the allusions.

Analysis:

12. Stowe tells the reader that Mr. and Mrs. Shelby feel annoyed and even degraded by Haley's familiarity with them at dinner. Why do you think they feel this way? Why does Mrs. Shelby encourage Haley?

13. Review the section in Chapter 7 in which Sam and Andy ride with Haley after Eliza. Though his speech may suggest simpleness, how does Sam demonstrate intelligence and craftiness in this section? How does he manipulate Haley into doing exactly what he wants Haley to do?

14. Eliza is helped to climb the bank on the Ohio side of the river by Mr. Symmes, who lives near the Shelby plantation. Symmes then points Eliza in a safe direction, rationalizing that it is not his job to be hunter and catcher for others. Stowe tells the reader that Symmes is able to behave in this "Christianized manner" only because he "had not been instructed in his constitutional relations." This is a direct (and ironic) reference on the author's part to the Compromise of 1850, which required citizens in northern states to assist slave owners in catching fugitive slaves. How does Stowe say the man's lack of education helped in this situation?

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Dig Deeper:

15. To whom is Aunt Chloe referring when she says that Haley's master will be sending for him soon? What fate do Aunt Chloe and the children think Haley deserves? How do they feel about it? How does Uncle Tom react to this?

16. Look up Revelation 6:9–11, the verses to which Aunt Chloe refers, and Matthew 5:38–45, the verse to which Uncle Tom refers. Who do you think is right in this situation?

17. Often, we need to read more than one verse of Scripture in order to better understand God Word. Read the following verses: Matthew 5:44–48; Luke 6:27–37; Romans 12:17–19; Hebrews 10:30–31; 1 Peter 3:9; 2 Peter 3:9. What do these verses tell us to do when we are treated cruelly or unfairly? Why are we to act this way?

18. In Chapter 5, Aunt Chloe urges Uncle Tom to run away as Eliza does, but Uncle Tom refuses to do so, saying he has always been trustworthy and will remain so, and if he has to be sold to save everyone else then it is for the best. While Haley is off chasing Eliza in these chapters, Uncle Tom again has a perfect chance to escape but does not. Who do you think is right in their decision, Eliza or Uncle Tom? Is it possible for both to be right?

Chapters 8–10

Vocabulary:

Part 1:

For each of the words below, identify its root word and define the root word. A sample is done for you:

Sample

speculation—*root word:* speculate
definition: to form a theory or guess about something without firm evidence

1. *circumspection*—*root word:* _____
definition: _____
2. *penitential*—*root word:* _____
definition: _____
3. *conciliatory*—*root word:* _____
definition: _____
4. *admonitory*—*root word:* _____
definition: _____
5. *apathetic*—*root word:* _____
definition: _____
6. *expostulation*—*root word:* _____
definition: _____
7. *exhortation*—*root word:* _____
definition: _____

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Part 2:

In the following sentences, replace each vocabulary word with the word or phrase with the same meaning from the Word List below. You will not use all of the words in the list.

Word List

enthusiasm	unnecessary	constitution	brevity	coaxed
atone for	disentangle	various	indiscriminately	sentimental
curse	recitation	pretentious	conspicuously	drinking
facial appearance		bubbling, excited		unsubstantiated

8. "Haley relieved himself by repeating over a not very select (litany) _____ of (imprecations) _____ on himself."
9. "He was dressed in a coat of buffalo-skin, . . . which gave him a shaggy and fierce appearance, perfectly in keeping with the whole air of his (physiognomy) _____."
10. "Haley, who had been (imbibing) _____ very freely of the staple of the evening, began to feel a sensible elevation and enlargement of his moral faculties."
11. "Sam, I think this rather (apocryphal) _____—this miracle."
12. "'Missis is a heap too good for us,' said Sam, making his bow with (alacrity) _____, and departing."
13. "No poor, simple, virtuous body was ever (cajoled) _____ by the attentions of an electioneering politician with more ease than Aunt Chloe was won over by Sam's suavities."
14. "Sam, however, preserved an immoveable gravity, only from time to time rolling his eyes up, and giving his auditors (divers) _____ inexpressibly droll glances without departing from the (sententious) _____ elevation of his oratory."
15. "Mrs. Bird . . . was superintending the arrangements of the table, ever and anon mingling admonitory remarks to a number of frolicsome juveniles who were (effervescing) _____ . . . in frolic and mischief."
16. ". . . if our good senator was a political sinner, he was in a fair way to (expiate) _____ it by his night's penance."
17. "'It is for her,' he said briefly. 'Ay, ay,' said John, with equal (conciseness) _____."
18. "—Two front wheels go down into another abyss, and senator, woman, and child, all tumble (promiscuously) _____ onto the front seat, . . ."

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19. "The exhortation seemed rather a (superfluous) _____ one to a man with a pair of great iron fetters on his feet."

Questions:

1. What business does Haley transact with Tom Loker and Marks?
2. Upon Sam and Andy's arrival home, Mrs. Shelby anxiously inquires about Eliza, and Sam's answer badly frightens her. Why is this?
3. What Biblical allusion does Sam employ when describing Eliza's remarkable escape?
4. What assistance do the Birds give to Eliza and Harry?
5. What does Haley do to Tom that upsets Mrs. Shelby and all the slaves who have come to see Tom off?
6. What gift does George give to Uncle Tom when he catches up with Haley's wagon at the blacksmith's shop?
7. What advice does Uncle Tom give to George?
8. George confronts Haley, saying that the trader should be ashamed of his profession. How does Haley respond? Do you agree or disagree with him? Why?

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11. What is the source of disagreement between Senator and Mrs. Bird when the reader first meets them in Chapter 9? Briefly explain their opposing positions on the subject.

12. What does Stowe mean in saying that “. . . one day John's [Van Trompe] great heart had swelled altogether too big to wear his bonds any longer”?

13. As Aunt Chloe's anguish over what lies ahead for Uncle Tom increases, what one thing does Uncle Tom assure her will be the same?

14. What are Aunt Chloe's feelings toward Mr. and Mrs. Shelby as she prepares for Uncle Tom's departure? What eases Aunt Chloe's feelings toward Mrs. Shelby?

Dig Deeper:

15. In Chapter 8, Haley tells Tom Loker and Marks that he “believes in religion” and thinks a great deal about his soul. What does Haley say is first priority? What is his view of the Kingdom and how does he plan to “tend to [his] soul?”

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Read Luke 12:16–21; Luke 12:39–40; James 4:13–15; Revelation 20:12, 15. Besides money, what kinds of things do people sometimes value more than their relationship with Christ? Based on the Bible verses above, what would you say to someone who has such values?

16. In Chapter 9, Mrs. Bird says that the Fugitive Slave Act is a shameful, abominable law, and she will break it at the first opportunity. She goes on to say that obeying God can never be wrong and that she will do as God bids. Read the following passages in your Bible, and paraphrase (tell in your own words) what each teaches.

Romans 13:1–7:

Titus 3:1:

Acts 4:13–20:

Acts 5:28–29:

Acts 5:40–42:

Considering these verses, do you agree with Mrs. Bird? Are there times when a Christian must disobey the government in order to obey God? How should a Christian make a choice in such circumstances?

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17. In Chapter 10, as Uncle Tom is preparing to leave, Aunt Chloe is quite upset, angry, and worried. Even when Uncle Tom reminds her that God will be with him, Aunt Chloe responds, "but de Lord lets drefful things happen, sometimes. I don't seem to get no comfort dat way." Why do you think Uncle Tom is more accepting of his fate than Aunt Chloe? Do you think sometimes it is easier to be at peace about bad things happening to you than it is to accept bad things happening to someone you love?

Chapters 11–13

Vocabulary:

Each vocabulary word below is followed by two *synonyms* (a word with a similar meaning) and one *antonym* (a word with the opposite meaning). Cross out the antonym and replace it with a synonym from the Word List.

<i>Word List</i>				
neglectfully	unconquerable	indecisive	verbose	inventive
unwieldy	piousness	swelled	servile	bewilderment
fiercely	prone	jolly	reserve	serene
sluggishness		good-natured		humanizing

1. redundancy: _____
a. long-winded b. repetitive c. succinct
2. jovial: _____
a. sober b. cheerful c. gleeful
3. obsequiousness: _____
a. subservient b. rebellious c. menial
4. indomitable: _____
a. subdued b. invincible c. impregnable
5. cumbrous: _____
a. clumsy b. agile c. ponderous
6. ingenious: _____
a. creative b. original c. unimaginative
7. negligently: _____
a. unconcerned b. carelessly c. carefully

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8. irresolutely: _____
a. decisively b. unsure c. hesitant
9. piety: _____
a. religious ardour b. unfaithfulness c. devotion
10. vehemently: _____
a. violently b. desperately c. quietly
11. augmented: _____
a. multiplied b. lessened c. enlarged
12. perplexity: _____
a. understanding b. stupification c. puzzlement
13. prostrate: _____
a. flattened b. upright c. lying down
14. edifying: _____
a. corrupting b. civilizing c. enlightening
15. placid: _____
a. troubled b. calm c. peaceful
16. languor: _____
a. listlessness b. dullness c. restlessness
17. genial: _____
a. agreeable b. argumentative c. cordial
18. constraint: _____
a. freedom b. restraint c. inhibited

Questions:

1. In Chapter 11, who is the runaway slave being advertised? What details in the advertisement reveal that he has been mistreated?

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2. What kind of response does the handbill provoke among the men in the tavern?

3. When Mr. Wilson realizes the true identity of “Mr. Butler,” Stowe states that he “stared at the stranger with . . . an air of black amazement and alarm.” What does this description convey to the reader? Why does Mr. Wilson feel so strongly?

4. What is George’s plan in case he should be caught?

5. By what line of reasoning does George assert that America is not his country? What American document does George quote as justification for his position?

6. What assurance of God’s care does Mr. Wilson give to George?

7. Stowe contrasts the thoughts of Haley and Uncle Tom as they ride together away from the Shelby plantation. Summarize each man’s thoughts.

8. How does Tom attempt to reach out to Lucy on the river boat?

9. What is Haley’s reaction to Lucy’s death?

10. What news does Simeon Halliday bring home?

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11. Why does George initially feel awkward at breakfast?

12. As Simeon Halliday gently reproves his son for unbecoming attitudes, what does the reader learn about the lengths to which he will go to help others?

Analysis:

13. Consider the terms of the handbill in Chapter 11. Why would George's owner have been willing to pay the same price for the return of his slave or for proof that he had been killed?

14. *Juxtaposition* is the placement of things side by side for dramatic effect. In general, an author situates scenes with contrasting elements next to one another to enhance the reader's perception of one or both of them. In Chapter 12, Haley, Tom, and the other slaves in Haley's gang board one of the Ohio boats. Reread the paragraph that begins, "The *La Belle Rivière* . . .," then list specific words and phrases that describe the two scenes that are presented side by side. What effect does the juxtaposition of these scenes create?

Locate another example in Chapter 12 of the author's use of juxtaposition for dramatic effect.

15. *Point of view* is the vantage point from which a writer tells a story. There are three main points of view: first person, third-person limited, and third-person omniscient. Second person also is described, but it is rarely used.
 - In the *first person* point of view, the narrator is a character in the story. Using the pronoun "I," the narrator tells his experiences, thoughts, and feelings, and the reader can only experience

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the actions and thoughts of other characters as the narrator experiences and understands them. For example, "I was sitting on the porch swing the other night reading *Uncle Tom's Cabin* to my friend Bethany."

- In the *second person* point of view, the author writes directly to the reader, using the word "you." For example, "You were sitting on the porch swing the other night reading *Uncle Tom's Cabin* to your friend Bethany." The second person is rarely used because it is difficult to convince readers to believe they are doing or thinking things the writer tells them about.
- In *third-person limited*, the narrator is outside the story but tells the story from the vantage point of only one character, or only one character at a time. The narrator can tell the reader the thoughts and feelings of this character but can only tell about other characters by observation. For example, "Mari sat on the porch swing reading *Uncle Tom's Cabin* to her friend Bethany, but she was afraid Bethany was getting bored."
- In the *third-person omniscient* (all-knowing) point of view, the narrator is outside the story and knows everything that is going on in the story, as well as the thoughts and feelings of all the characters. For example, "Mari sat on the porch swing reading *Uncle Tom's Cabin* to Bethany, but she was afraid Bethany was getting bored. In fact, Bethany was just wondering what she would have been like if she had lived in the mid-1800s."

From what point of view is *Uncle Tom's Cabin* written?

16. The final paragraphs of Chapter 12 are an *aside* from the author. Asides usually are used in plays when a sentence or two is spoken in an undertone by one character to the audience or to another character. Asides help the audience know a character better by allowing that character to privately express feelings, opinions, and reactions, which is how the aside is used in *Uncle Tom's Cabin*. Keep in mind that Stowe wrote in a writing style popular in 1851. In literature the aside generally entails a change in point of view, also. Which point of view best describes Stowe's asides? Do you think the asides are effective? Do you find them distracting? Do you think they date the novel, making it less appealing to the modern reader, or do they help today's reader understand the weight of sentiment surrounding the slavery issue at that time?
17. Another common figure of speech is *anthropomorphism*. Anthropomorphism (sometimes used interchangeably with *personification*) attributes human qualities, characteristics, or abilities to nonhuman objects (for example, leaves *dancing* in the breeze). Read the description of the large

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rocking chair in the first paragraph of Chapter 13. What human attributes are ascribed to the chair? What is the effect of the comparison?

What other example of anthropomorphism can you find in Chapter 13?

Dig Deeper:

18. Mr. Wilson tells George that it is wrong to run away from his lawful master, even though the man is cruel. Mr. Wilson bases this admonition on the Bible, giving three examples: Hagar, Onesimus, and an exhortation from Paul in 1 Corinthians. However, in Chapter 9, Mrs. Bird believes that the Bible commands her to give shelter and aid to runaway slaves, and in Chapter 13 Simeon Halliday is willing to risk imprisonment for helping fugitive slaves and does so for the sake of God and man. Christians believe the Bible is a book of unity and not contradiction. Therefore, when we read scripture, and particularly verses that seem paradoxical, we should ask ourselves three questions:

1. What does the passage mean?
2. How does it fit in the context of the surrounding verses and chapters?
3. Is my understanding of this passage in accord with the Bible as a whole? (In other words, are there other passages that address the issue? What do they say, and how do they fit with the first passage? What is the clearest meaning of all the passages together?)

Carefully read the following passages of Scripture. After reading each passage, write in your own words the main point and the most important details.

Genesis 16:1–11:

Philemon 8–21:

1 Corinthians 7:17–24:

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Do these passages clearly indicate that every slave must remain under his master's authority, as Mr. Wilson believes?

19. Read the following verses and paraphrase the main point in each one.

Genesis 1:27:

Genesis 15:1–3 (note: Eleazer/Eliezer was Abram's slave):

Genesis 17:10–13:

Exodus 20:10:

Exodus 21:2–11:

Exodus 21:26–27:

Deuteronomy 15:12–18:

Deuteronomy 23:15–16:

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1 Corinthians 12:13, 25–26:

Galatians 3:26–29:

20. As several characters have already mentioned in the story, many people used the Bible to defend the institution of slavery. After reading the verses above, do you think that slavery as presented in the Bible was the same as the system in the American South? Were slaves in the South being treated as the Bible commanded in the Old Testament? Do you think someone who used the Bible to justify the institution of slavery should also follow the biblical instructions for treatment of slaves? Why?
21. So far, we have seen Eliza and George helped by the man on the river bank, Senator and Mrs. Bird, John Von Trompe, and Mr. Wilson. How are the Halliday's different from the others who helped Eliza and George?

Chapters 14–16

Vocabulary:

From the column on the right, choose the best definition for each of the vocabulary words below.

_____	1. expositions	a. something one does particularly well; strength
_____	2. volubly	b. incapable of accomplishing anything
_____	3. predominant	c. to beg or plead
_____	4. repugnance	d. irritation, annoyance
_____	5. supplicate	e. detailed explanations
_____	6. caprices	f. reliable, trustworthy
_____	7. exactor	g. one who expects strict adherence to rules or expectations
_____	8. ennui	h. extreme dislike, aversion
_____	9. forte	i. noticeable or prevailing
_____	10. inefficiency	j. speaking continuously, without pause
_____	11. tenets	k. sudden impulsive changes in mood or actions
_____	12. credible	l. liveliness, briskness, eager action
_____	13. alacrity	m. boredom, dissatisfaction
_____	14. vexation	n. principles, beliefs

The vocabulary words in the left column below are adjectives, the phrases in the right column are examples or things that might be described by the adjectives. Match the adjective with its correct description by writing the letter in the blank at left.

_____	15. allegorical	a. speech given by the guest of honor at a surprise party
_____	16. aesthetic	b. John Bunyan's characters in <i>The Pilgrim's Progress</i>
_____	17. affianced	c. morning light through a stained glass window
_____	18. extemporaneous	d. the interests of a collector of fine art
_____	19. sallow	e. a young couple shopping for wedding bands
_____	20. ethereal	f. the appearance of an elderly woman confined to her bed

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Questions:

1. How does Uncle Tom make Eva's acquaintance?
2. How would you characterize St. Clare's tone throughout his negotiations with Haley?
3. What guarantee does St. Clare ask of Haley in regard to Tom that Haley declares himself unable to give?
4. What reason does Eva give her father for wanting him to buy Uncle Tom?
5. How did Augustine St. Clare come to marry Marie?
6. What is St. Clare's reason for bringing his cousin Ophelia to live in his home?
7. In what manner does Marie St. Clare greet her child, her husband, and Tom?
8. As St. Clare and Eva are welcomed home by the family slaves, what occurs that Ophelia finds disgusting?
9. In Chapter 16, Marie makes two conflicting statements about the cause of her ill health. To what does she attribute it? What does this suggest about her?

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Analysis:

10. Imagery is language that appeals to the senses. Most images are visual, but imagery may appeal to any of the five senses. Imagery is particularly important in poetry, but it is used in all descriptive writing. Stowe often uses vivid imagery in *Uncle Tom's Cabin*.

Read the first four paragraphs of Chapter 14, in which Stowe describes the Mississippi River and its surroundings. List two or three examples of imagery in the paragraphs and state to which sense or senses each example appeals.

11. Stowe also makes use of *alliteration*, a sound device frequently used in poetry. Alliteration is the repetition of initial consonant sounds in words that are close to one another, as the “n” sound in “While I nodded, nearly napping” (“The Raven,” Edgar Allen Poe). Reread the first four paragraphs of Chapter 14, then list at least two examples of alliteration, as well as any figures of speech (similes, metaphors, personification) you find.

12. List three similes used in Stowe's description of Eva St. Clare in Chapter 14.

13. Marie St. Clare says that Mammy is “dreadfully selfish.” What example of Mammy's selfishness does Marie give?

Although this scene is relatively short, it is effective in a number of ways. How is it ironic, what does it tell us about her character, and what purposes do you think Stowe intended this scene to accomplish?

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14. Some metaphors are directly stated, such as “The moon is an eye, winking at me.” Others are implied, as in “The moon is winking at me.” In the second example, the word *winking* suggests a comparison between the moon and an eye. Locate and list three metaphors in Chapter 16, identifying them as either direct or implied metaphors.

15. What is Marie St. Clare's motive for attending church? What is Eva's motive?

16. Look up the word *evangel* in the dictionary. What does St. Clare mean when he says that God has made Eva an evangel to him?

Dig Deeper:

17. In Chapter 14, as Tom is travelling on the riverboat, Stowe says he found comfort in the Bible. One of the passages Tom reads is John 14:1–2. Look up these verses, and then read John 13 and 14 for the context. What is going on in these chapters? Why might Tom find these passages comforting?

When things are stressful for you, where do you find comfort?

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18. St. Clare confronts Ophelia with the idea that many northern abolitionists are more prejudiced against blacks than southern slave owners. Upon what does he base this opinion? Do you think he is correct?

Review the section in Chapter 15 in which Stowe describes Miss Ophelia's family and community. Do you see any other ways in which her family and community may be prejudiced?

19. Near the middle of Chapter 12, two pastors quote scripture in a discussion about slavery; one apparently holding an opinion similar to Dr. G.'s in Marie's church, and the other holding an opinion more similar to Miss Ophelia and St. Clare. Near the end of Chapter 16, St. Clare says of the people who use the Bible like Dr. G.:

Religion! Is what you hear at church religion? Is that which can bend and turn, and descend and ascend, to fit every crooked phase of selfish, worldly society, religion? . . . No! When I look for a religion, I must look for something above me, and not something beneath.

According to St. Clare, is what Dr. G. teaching true religion? Why? Looking back to the scriptures quoted by the two parsons in Chapter 12, which one is clear and to the point about the way people should be treated, and which verse must be "interpreted" or explained to make it fit the speaker's claims? Explain why you think the one passage is clear and the other must "bend and turn" to fit.

Chapters 17–18

Vocabulary:

In the blanks next to the sentences below, enter the letter of the word or phrase that best defines the underlined word. Some definitions will not be used.

- | | |
|---------------------------|---|
| a. self-evident principle | j. person with refined taste |
| b. with excessive haste | k. faithfulness |
| c. forceful expression | l. inconsistent, eccentric |
| d. articles of art | m. conversation |
| e. lazy | n. aimless |
| f. beginning | o. pass time pleasantly |
| g. varied, many | p. nonsense; showy but worthless finery |
| h. narrow gorge or pass | q. optimistic |
| i. unsophisticated | |

- _____ 1. During this brief colloquy, Eliza had been taking leave of her kind friend Rachel.
- _____ 2. Phineas seemed, on the whole, the briskest of company, and beguiled his long drive with whistling certain very unquaker-like songs.
- _____ 3. A few moments' scrambling brought them to the top of the ledge; the path then passed between a narrow defile, where only one could walk at a time.
- _____ 4. "Lord help us, they are perfect devils!" said Marks, heading the retreat down the rocks . . . while all the party came tumbling down precipitately after him.
- _____ 5. St. Clare was indolent and careless of money.
- _____ 6. Tom regarded his gay, airy, handsome young master with an odd mixture of fealty, reverence, and fatherly solicitude.
- _____ 7. Tom and Adolph assisted to get [St. Clare] composed for the night. The latter . . . laughing heartily at the rusticity of Tom's horror.
- _____ 8. Who shall detail the tribulations manifold of our friend Miss Ophelia, who had begun the labors of a Southern housekeeper?
- _____ 9. Dinah was a self-taught genius, and, like geniuses in general, was positive, opinionated, and erratic to the last degree.

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- _____ 10. Indeed, it was an axiom with [Dinah] that the cook can do no wrong.
- _____ 11. Though [Dinah's] mode of doing everything was particularly meandering and circuitous . . . , if one would have the patience to wait her own good time, up would come her dinner . . . in a style of preparation with which an epicure could find no fault.
- _____ 12. It was now the season of incipient preparation for dinner.
- _____ 13. The more drawers and closets there were, the more hiding-holes could Dinah make for . . . the articles of vertu wherein her soul delighted.
- _____ 14. "I'd like to have Missis say which is worth the most—a couple such as you or one like me. Get out wid ye, ye trumpery, I won't have ye round!"

Questions:

1. The Quakers are committed to nonviolence. How does Simeon Halliday respond to George's assertion that he will fight to the death to defend his wife and child?
2. George tells the Quakers that he and Jim are "as brave as death and despair." What do you think he means?
3. After George shoots Tom Loker, Eliza and Jim's mother express their hope that he isn't dead. What reason do they give for their concern?
4. What do the party of slave hunters do with Loker after he is injured? What do the fugitives do with him?
5. Why does St. Clare refuse to discipline or even scold any of his slaves?
6. Why does Dinah think that Ophelia St. Clare is not a lady?

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7. St. Clare takes a philosophical view about every aspect of the Southern system of slavery. What is his response to Ophelia's complaints about the time that is wasted because of the "shiftless management" of the servants?
8. What does St. Clare believe is his responsibility regarding the souls of his servants?

Analysis:

9. What two figures of speech do you find in the following quotation from Chapter 17? Underline the words involved.

The afternoon shadows stretched eastward, and the round red sun stood thoughtfully on the horizon, and his beams shown yellow and calm into the little bed-room where George and his wife were sitting.

10. The author tells us that any effort on Ophelia's part to bring order or practicality to St. Clare's household met with such resistance from the servants, that her efforts were like those of Sisyphus and the Danaides. Look up the two names in an unabridged dictionary or other resource (a book on Greek mythology if you have access to one). Who were Sisyphus and the Danaides? What does Stowe mean by this allusion?

Dig Deeper:

11. In Chapter 17, Simeon warns George to not be hasty in fighting. George asks Simeon if he could be blamed for wanting to fight for his wife and child, and Simeon responds,

"Mortal man cannot blame thee, George. Flesh and blood could not do otherwise. . . . Woe unto the world because of offences, but woe unto them through whom the offence cometh."

"Would not even you, sir, do the same, in my place?"

"I pray that I be not tried," said Simeon; "the flesh is weak."

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What is Simeon saying to George? Can you think of a Bible verse or common saying that is similar to Simeon's statements?

12. At the home of the Hallidays, when George learns that his pursuers are close behind, and he cries out in despair that God seems unjust, Simeon Halliday reads to him from Psalm 73. Read the Psalm in its entirety. If you have access to a translation different from your own, read the Psalm a second time in that translation. How is the psalmist's situation similar to George's? What comfort does the psalmist find?

Have you ever felt that life was unfair? Have you ever thought that God should not allow terrible things to happen to "good Christians?" What do you do at such times? How can Psalm 73 help us put suffering in perspective?

13. Read Genesis 39:1–6. How does Uncle Tom's position in the St. Clare home parallel that of Joseph in Potiphar's household?

How do you feel when you are given a task not of your own choosing, something that maybe you don't really want to do? Read Colossians 3:23–24. How do these verses reaffirm the example of Joseph? How do they teach us to go about our work?

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14. In Chapter 18, when Miss Ophelia complains to St. Clare about the waste and disorganization of Dinah, he tells her that she should not judge Dinah by her methods, but “you must judge her as warriors and statesmen are judged, by *her success*.” What does St. Clare mean by this? Do you agree?

Chapters 19–21

Vocabulary:

From the choices on the right, underline the word or phrase that best defines the vocabulary word. Use a dictionary to check yourself and to learn the correct pronunciation of each word.

- | | | |
|--------------------------------|--------------|----------------|
| 1. garrulous
exaggerated | talkative | gory |
| 2. debased
degraded | deceitful | dismal |
| 3. punctilious
consecrated | contemptible | conscientious |
| 4. ascendancy
dominance | affluence | respectability |
| 5. deferential
composed | devious | respectful |
| 6. equanimity
guilelessness | composure | gratitude |
| 7. cavil
scoff | object | glower |
| 8. volition
enjoyment | freedom | choice |
| 9. despot
ruler | fanatic | sentimentalist |
| 10. refractory
resentful | unmanageable | elusive |

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- | | | | |
|-----------------------------|------------------------|--------------------|--|
| 11. palpable | | | |
| immeasurable | regrettable | obvious | |
| 12. sanctimonious | | | |
| mocking madness | pretending piety | extremely ill | |
| 13. quixotism | | | |
| unreachable ideal | obvious understatement | gross exaggeration | |
| 14. ineffaceable | | | |
| not wishing to be disturbed | not able to be erased | not attractive | |
| 15. appropriating | | | |
| choosing to ignore | taking possession of | cruelly chastising | |

Questions:

1. As St. Clare explains to Ophelia, what should prevent someone from treating their slaves as Prue was treated, and what prevents people from intervening in a situation such as Prue's death?

2. St. Clare's father defended his overseer's use of cruelty toward his slaves by insisting that all government requires some harshness and that "general rules will bear hard on particular cases." Explain in your own words what this phrase means.

3. Ultimately, where does St. Clare lay the responsibility for the existence of slavery?

4. Who seems to have been the strongest influence in the shaping of St. Clare's character?

5. On what grounds does St. Clare's brother, Alfred, defend slavery?

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6. St. Clare relates an incident in which he was able to break a rebellious slave. How did he accomplish it? Why do you think St. Clare's method worked?
7. What argument does St. Clare advance when Ophelia refuses to accept responsibility for Topsy?
8. How is Topsy received by the other slaves?
9. How is Topsy received by Eva?
10. How does Topsy get the upper household servants to leave her alone?
11. What is Aunt Chloe's proposal to Mrs. Shelby in Chapter 21? How does Mrs. Shelby respond?

Analysis:

12. Chapter 19 is almost entirely dialogue between St. Clare and Ophelia and does not advance the plot in any way. What purposes does the author accomplish by means of the sharp, but not unfriendly, exchange between these two characters?
13. St. Clare's defense of his position as a slaveholder is stated in this dialogue with Ophelia. It is probable that Stowe uses St. Clare to represent thoughtful, "moral" slave owners of her time. Briefly explain St. Clare's line of reasoning.

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14. To *rationalize* is to cause something to seem reasonable or to create a self-satisfying explanation for something. Do you think St. Clare is rationalizing his actions? How would you respond to his justification for owning slaves?

15. A *parody* is an imitation of a work of literature, art, music, or other cultural expression for the sake of amusement. Parodies often use exaggeration or inappropriate subject matter to make something serious seem ridiculous.

When Ophelia presses St. Clare from a personal defense to a broader discussion about slavery, St. Clare begins his answer, “When in the course of human events, it becomes necessary for a fellow to hold two or three of his fellow-worms in captivity, a decent regard to the opinions of society requires—”. His words are a parody of what important document? (If the text is completely unfamiliar to you, you can type the first 10 words into your online search engine to help you identify the document.) Look up the document itself, and read further. What effect does Stowe achieve by having St. Clare voice these words?

16. Stowe describes Mrs. Shelby as having “a force of character every way superior to that of her husband.” List several examples that demonstrate this.

Dig Deeper:

17. In Chapter 19, St. Clare says he sometimes thinks that the abuses of the lower classes all over the world may foretell the Second Coming of Christ, and he asks, “But who may abide the day of His appearing?” His question is an allusion to Malachi 3:2. Read the entire verse in your Bible. (You may wish to look in a Bible dictionary or other resource to find out the purposes of a refiner’s fire and a fuller’s soap.) Why do you think St. Clare makes this allusion?

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18. St. Clare also states,

“What poor, mean trash this whole business of human virtue is! A mere matter, for the most part, of latitude and longitude, and geographical position, acting with natural temperament. The greater part is nothing but an accident!”

Do you agree that most of what we call “virtue” is based on where we live, our culture, and what kind of temperament we are born with?

19. Look up the phrases “social Darwinism” and “*noblesse oblige*.” According to St. Clare’s narration in Chapter 19, which phrase describes his brother Alfred? Which best describes Augustine? Do you think he lives up to the true intent of the phrase?

20. Read Matthew 6:1–4; 11:28–30; 16:24; 22:34–40; 25:31–46; Luke 22:24–26. Based on these scriptures, which would you say is more in accordance with the way God would have us live, social Darwinism or *noblesse oblige*? Why?

21. One of the reasons St. Clare gives for buying Topsy was that he was “tired of hearing her screaming, and them beating and swearing at her.” The other was to give her to Ophelia to educate. What more subtle reason did St. Clare have for giving Topsy to Ophelia to instruct, and how does it illustrate the saying, “Don’t judge a man until you have walked a mile in his boots”?

Chapters 22–26

Vocabulary:

In the blank to the right of each definition below, fill in the correct word from the Word List.

Word List

fervent	imperiously	inexorable	superincumbent	artifice
petulance	tempest	relinquished	intimations	eldritch
assiduously	canaille		unaffected	demurely

1. lying or resting on or above something else _____
2. genuine, sincere _____
3. strange or unearthly, weird _____
4. marked by great emotion, impassioned _____
5. unyielding _____
6. released, let go _____
7. hints, indirect communications _____
8. unreasonable irritability, peevishness _____
9. subtle deception, trickery _____
10. a violent windstorm; a furious agitation _____
11. masses; riff raff _____
12. with feigned modesty or shyness _____
13. diligently devotedly _____
14. in a domineering or overbearing manner _____

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Questions:

1. When Eva reads the Bible to Tom, what parts do they both love best? Why?
2. Describe Alfred and Augustine St. Clare. In what ways are they alike?
3. What kindness does each of the cousins, Henrique and Eva, bestow upon Dodo? Which one is more meaningful to Dodo?
4. Why did Henrique buy Dodo? What does this say about the way Henrique views Dodo?
5. What does Alfred St. Clare think of the opening lines of the Declaration of Independence?
6. Augustine St. Clare says that the lower class will be educated one way or another. How does he say the current system educates them?
7. What does Alfred believe is the shortcoming of the current system in raising southern white children? What action is Alfred considering to compensate for this failure of the system?
8. How does Henrique respond to Eva's suggestion that Dodo needs someone to love him, and that the Bible says we are to love everyone?
9. What are the two great desires that Eva has for the people around her as she prepares for death?

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10. Ophelia and St. Clare are hidden witnesses to a conversation between Eva and Topsy in Chapter 26. What in the discussion between the two girls brings shame to Ophelia?
11. Why does Eva ask Ophelia to cut her hair?
12. In Chapter 26, what does Tom do outside Eva's room? Why does he do this?

Analysis:

13. *Foreshadowing* is an author's use of hints and clues to suggest what is going to happen later in the plot. Locate and list several instances of foreshadowing in Chapter 22. What does this foreshadowing lead you to expect?
14. To *transpose* things means to cause them to change places with each other. Compare the roles and statements of St. Clare and Eva in these chapters. How are their positions of father and daughter, parent and child, transposed?
15. *Juxtaposition* is the placing of two ideas or images side by side so that their closeness suggests a new meaning or reveals something new, usually through contrast. What does Stowe emphasize by juxtaposing the peaceful Eva with her agitated father?

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16. At the end of Chapter 22, Eva tries to discuss with Marie her feelings about treatment of slaves in general and their slaves in particular. How does her mother respond? What does she do to distract Eva?

Again in Chapter 26, when Topsy brings flowers to Eva, Eva tries to discuss the condition of the slaves with her mother. What does her mother do in this instance?

Dig Deeper:

17. In Chapter 25, Topsy cuts up some of Ophelia's cloth to make doll jackets. Ophelia declares this to be the last straw and tells St. Clare that something must be done with Topsy because she cannot control the girl. St. Clare asks Ophelia,

“Why, if your Gospel is not strong enough to save one heathen child, that you can have at home here, all to yourself, what's the use of sending one or two poor missionaries off with it among thousands just such?”

Do you think St. Clare's question is a fair one? Why? What *does* seem to reach Topsy?

18. At the end of Eva's and Marie's discussion in Chapter 26, Marie tells Eva she should be thankful for the advantages she has, and when Eva says she cannot when she thinks of the slaves' condition, Marie says, “That's odd enough . . . I'm sure my religion makes me thankful for my advantages.” Read Luke 18:9–14. In what ways is this passage parallel to Eva's and Marie's exchange? How can it be wrong to be thankful as Marie and the Pharisee are?

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19. At one point in Chapter 24, when Eva tells her father that she will die soon, St. Clare tells her she has only gotten herself nervous and gloomy. Eva responds:

“I am not nervous,—I am not low-spirited. If it were not for you, papa, and my friends, I should be perfectly happy. I want to go,—I long to go! . . . I had rather be in heaven; though, only for my friends' sake, I would be willing to live.”

Paraphrase what Eva is telling her father. (Optional: See if you can discover in what verse in the New Testament the apostle Paul says something very similar.)

In Chapter 25, after Eva disperses the lockets of her hair, she tells her father why she is not afraid to die. What is it that gives her joy and peace?

Optional Activities:

1. Draw, paint, or color a picture of or write a short poem about the sunset on Lake Pontchartrain in Chapter 22.
2. Eva and Tom got great pleasure and comfort singing old hymns. What are your favorite hymns? If you are not familiar with the older music, ask a parent or grandparent what their favorite hymns are. If you have an old hymn book or sheet music, sing some of the songs. If you do not have the printed music, see if you can find recordings of some old hymns and after listening for awhile, sing along with one or two. Discuss why these songs bring comfort to people, and discuss what songs bring comfort to you.

Chapters 27–30

Vocabulary:

An *antonym* of a word is another word with the opposite meaning. From the column on the right, choose the best antonym for each vocabulary word. You will not use all of the choices.

- | | | |
|-------|-----------------|-----------------------|
| _____ | 1. destitute | a. enslave |
| _____ | 2. oracularly | b. vitality |
| _____ | 3. vociferated | c. submissively |
| _____ | 4. lethargy | d. commanding |
| _____ | 5. fastidious | e. steady, consistent |
| _____ | 6. emancipate | f. careless |
| _____ | 7. philanthropy | g. berated |
| _____ | 8. volatile | h. selfishness |
| _____ | 9. peremptorily | i. prosperous |
| _____ | 10. servile | j. meaningful |
| | | k. whispered |
| | | l. straightforwardly |

Questions:

1. How does Eva's death change Ophelia's relationship with Topsy?

2. How does St. Clare handle his grief over Eva's death? Who realizes the depth of his suffering?

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3. St. Clare tells Tom that although he wants to believe the Bible, he does not and cannot. Why is his unbelief a crisis for him now?

4. Upon returning to New Orleans, what promise to Eva does St. Clare set out to fulfill?

5. Why do you think St. Clare attaches himself to Tom?

6. What does Ophelia press St. Clare to do immediately? Why?

7. What does St. Clare point out to Ophelia as the overwhelming problem that must follow if the nation emancipates?

8. When St. Clare is being arranged for his funeral, what is found upon his person?

9. What happens to the St. Clare slaves in Chapter 30?

Analysis:

10. Sometimes an author will use the sentence structure and rhythm to create a mood or suggest a character's frame of mind. Early in Chapter 27, in the paragraph beginning "There were, for a while, soft whisperings and foot-falls in the chamber," Stowe describes the funeral day as St. Clare experiences it. How is the sentence structure in this paragraph different from other paragraphs? How does the structure and rhythm communicate and affect the mood of the events?

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11. *Anaphora* is the repetition of a word or phrase, usually at the beginning or end of a sentence or paragraph. It is used to draw attention to an idea or to unify ideas within the text. How is anaphora used in the paragraph discussed above?

12. Near the beginning of Chapter 28, Stowe observes, concerning St. Clare's reticence to embrace Christianity, "For, so inconsistent is human nature, especially in the ideal, that not to undertake a thing at all seems better than to undertake and come short." What does this mean? Have you or someone you know ever behaved this way?

13. There are several significant instances of foreshadowing in Chapter 28. Locate and list at least four of these. What do the passages suggest will happen?

Dig Deeper:

14. St. Clare asks Uncle Tom how he knows that Christ is real, since Tom has never seen him. What is Tom's response? What evidence from his own life does Tom offer to St. Clare?

15. Tom asks St. Clare to read to him from the Bible and opens to the raising of Lazarus in John 11. Read John 11:17–44. Why might Tom have chosen this particular passage? Look for a key verse that Tom might have hoped would make an impact on St. Clare in the midst of his grief and unbelief.

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16. In Chapter 27, St. Clare tells Tom, “I want to believe this Bible,—and I can’t.” Tom responds, “pray to the good Lord,—“Lord, I believe; help thou my unbelief.”” Tom is quoting Mark 9:24. Look up this verse and read it in context. What does the man mean by this statement? Did Jesus grant the father’s request?

Have you ever felt as the father does in this passage? Taking the scripture passage as a guide, do you think God would honor St. Clare’s request to “help him in his unbelief”? Would he help you?

17. In Chapter 29, what particularly shamed Rosa and outraged Ophelia about the order Marie wrote out to have Rosa whipped? How does this relate to the fears Susan has for her daughter in Chapter 30 and the way in which Simon Lagree treats Emmeline?

Optional Activity:

1. The Latin lines St. Clare quotes the night he dies are from *Dies Irae* a 13th century Latin hymn used in the Catholic Requiem Mass. Mozart also used them in his *Requiem*, the last work he completed (although technically he did not finish it; his widow had it completed). If you know someone who speaks Latin, invite them to read the Requiem Mass to you. You may also find an English translation of either the *Dies Irae* or Mozart’s Requiem and read them aloud. Find a recording of Mozart’s *Requiem* and listen to it.

Chapters 31–36

Vocabulary:

For each of the following groups of words, fill in the blank with the vocabulary word that most nearly matches the other words in meaning.

Word List

potentate	commiseration	aversion	necromancy
antipathy	paillasse	boisterous	tremulous
prudential	disenthral	reprobate	

1. _____
rowdy raucous clamorous
2. _____
bunk cot mattress
3. _____
apprehensive nervous timid
4. _____
liberate free disentangle
5. _____
commander leader monarch
6. _____
degenerate villain wretch
7. _____
careful cautious discreet

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8. _____
animosity hostility loathing

9. _____
understanding empathy pity

10. _____
antagonism repugnance dislike

11. _____
occult sorcery black magic

Questions:

1. What does Simon Legree do with Tom's clothes and personal belongings?
2. How long does Simon Legree expect his slaves to last? Why does he treat them the way he does?
3. What act of kindness does Tom perform on his first night in the slave quarters? What response does he receive?
4. Although Tom is a diligent worker, and he is respectful, Simon Legree dislikes him. What reason does Stowe give for this?
5. Why does Legree want to break Tom of feeling compassion for his fellow slaves?
6. What kindness does Tom show Lucy while the hands are in the cotton fields? What is Lucy's reaction?

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7. How does Cassy respond when Sambo threatens her with his whip?
8. What is Legree's idea for breaking Tom in, making him into an overseer?
9. In just a few sentences, summarize Cassy's history.
10. Why does Legree fear Cassy?

Analysis:

11. Using an unidentified man on the boat as her voice, where does Stowe lay responsibility for the brutality of men such as Legree?
12. *Mood* describes the feelings or impressions readers get from a story or passage. An author sets the mood with descriptions, images, or language. For example, an author may express a feeling of sadness by describing gray skies and rain. An author may set a mood of fear by placing frightening images in her writing.

Note the words Stowe uses to describe the surroundings on the journey from the boat landing to Legree's plantation. What mood do they give this passage? List three words or phrases that contribute to this mood.
13. List three words or phrases that affect the mood of the passage describing Legree's plantation as the group approaches it.

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14. What overall impression is created by these descriptions to characterize the life into which Tom has been sold?

15. How does Cassy bring both mercy and temptation to Tom after his beating?

16. Compare Cassy's situation with Tom's at this point in the novel. Which of the two do you think is in more bearable circumstances? Why?

17. What does Sambo take from Tom at the time of his beating? What does Sambo say it is when he gives the thing to Legree? Why does it frighten Legree?

18. In Chapter 36, Cassy tells Tom, "There's a place way out down by the quarters, where you can see a black, blasted tree, and the ground all covered with black ashes. Ask any one what was done there, and see if they will dare to tell you." Later, as Legree talks with and threatens Tom, he gives Tom a clue as to what is done by the tree. What does Legree do at the blackened tree?

Dig Deeper:

19. Early in Chapter 31, as Legree is traveling with Tom and the other new slaves on the boat, Legree describes his management ideas and practices concerning his slaves. Summarize in a sentence or two what he tells the stranger on the boat.

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How do you think Legree got this attitude? How does he value these people? Can we get this attitude toward people as we work and interact with them? Have you seen a form of this attitude on a job, in sports, in performing arts, or somewhere else?

20. Read Matthew 7:12 and 22:36–40. How do these verses relate to the situation above? If a person were to follow the commands in these verses, could a person develop an attitude similar to Legree's? Does Tom live out these verses at Legree's?

21. Early in Chapter 31, Legree tells Tom, “*I’m your church now!*” and later, in Chapter 34, Legree challenges him, “An’t I yer master? . . . An’t yer mine, now, body and soul?” To the last question Tom answers,

“No! no! no! my soul an’t yours, Mas’r! You haven’t bought it,—ye can’t buy it! It’s been bought and paid for, by one that is able to keep it;—no matter, no matter, you can’t harm me!”

Are Tom and Legree talking about the same thing? Explain your answer.

Read 1 Peter 1:3–6; Romans 8:18, 35–39. How do these verses compare with what Tom tells Legree?

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22. Why does Legree keep Cassy on his place? Why does she tell Tom, “Don't call me Missis! I'm a miserable slave, like yourself,—a lower one than you can ever be!”
23. For the first time in *Uncle Tom's Cabin*, Tom is in real physical pain and suffering in Chapter 34, seemingly without hope and potentially in danger of death. Even though he comes close to despair a few times, and clearly understands what may lie ahead at the hands of Legree, he never quite gives up hope. Read Romans 8:18, 26–28, 31–39; and 1 Peter 4:12–16, 19. What in these verses explains the certainty Tom shows in Chapter 34? Do you have the same certainty in your life?

Optional Activity:

In Chapter 35, Stowe says to the reader, “Ye who have wondered to hear, in the same evangel, that God is love, and that God is a consuming fire, see ye not how, to the soul resolved in evil, perfect love is the most fearful torture . . . ?” The idea of a God who is both all-loving and perfectly just, both loving some and condemning others, has bothered people and caused much debate throughout history. As a group, discuss and or debate some or all of the following questions:

- a. If perfect God made a perfect universe that he loved, if he truly loved it and the people who turned to him, could he continue to allow it to be polluted by sin and evil?
- b. If heaven is being with God, can anything or anyone that rebels against God (disobeys by sinning), even in the smallest way, be in heaven with God?
- c. Do those who refuse to accept God or to obey God, even if they are good by human standards, deserve to be with God, or is God justified in not allowing them to join him?
- d. If God tells us what will happen to us if we reject him, creates a way by which we can be made not guilty of our sin and accept him, and yet we still reject him, on whom lies the guilt of our decision?
- d. Can God love someone who rejects him?
- e. Are love and judgment mutually exclusive? Can God judge and condemn someone he loves, if that person rejects God?

A few scriptures that may prove helpful include, but certainly are not limited to: Genesis 2:4–17; 3:1–19; 20:1–17; Job 38:1–42:7; Matthew 7:7–8; John 3:16–18; Romans 1:18–23, 25, 28–32; 3:22–26; 9:19–24; 10:8–13; Revelation 21:1–8.

Chapters 37–41

Vocabulary:

Look up and define the following words. Then use each word in a sentence that demonstrates your understanding of its usage.

1. tractable: *definition:* _____
Your sentence:

2. exuberant: *definition:* _____
Your sentence:

3. obsequiously: *definition:* _____
Your sentence:

4. belabored: *definition:* _____
Your sentence:

5. thrall: *definition:* _____
Your sentence:

6. execration: *definition:* _____
Your sentence:

7. wonted: *definition:* _____
Your sentence:

8. ostentation: *definition:* _____
Your sentence:

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9. appurtenances: *definition:* _____
Your sentence:

10. lugubrious: *definition:* _____
Your sentence:

11. preternatural: *definition:* _____
Your sentence:

12. perdition: *definition:* _____
Your sentence:

13. unobtrusive: *definition:* _____
Your sentence:

Questions:

1. Why does Loker give Aunt Dorcas information that might help George and Eliza escape?
2. Who does George see questioning the clerk of the boat?
3. Where does the family go upon arriving in Canada?
4. Why does Tom sink into despair and bitterness when he is back in the fields?
5. How does Legree once again inadvertently push Tom to the point that his spirit is strengthened?

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6. What effect does the change in Tom have on Simon Legree and on the other slaves?

7. How does Cassy arouse Legree's fears about the garret?

8. How does Legree vent his rage when Cassy and Emmeline are not found?

9. Tom's response to Legree's threats is one of the most pivotal speeches in the novel. What is the gist of it? What is its importance for Stowe's purposes?

10. After brutalizing Tom throughout the night, Legree leaves the shed thinking Tom is "done for." The first fruits of Tom's sacrifice are then brought to light. What are they? As Tom lies for two days dying, who else from the plantation comes to see him, and with what result?

11. What is Tom's last great joy before he dies?

12. What is George's oath upon Tom's grave?

Analysis:

13. What simile does Stowe use to describe Tom Loker in the second paragraph of Chapter 37? What does this tell the reader about him?

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14. A few paragraphs later she describes him with another simile. What is the simile and what symbolic significance might it carry?

15. What character at the beginning of Chapter 37 might be considered comic relief? How does the entire chapter provide comic relief from the chapters before and after?

16. *Paradox* is a statement that seems to contradict itself, yet is true. For example: in 2 Corinthians, Paul says, "For when I am weak, then I am strong." Read Matthew 16:24–26. What is the paradox in this passage?

In Chapter 38, Stowe says of Tom, after his vision of Christ:

. . . in the joy that filled him, he no longer felt hunger, cold, degradation, disappointment, wretchedness. From his deepest soul, he that hour loosed and parted from every hope in the life that now is, and offered his own will an unquestioning sacrifice to the Infinite.

How does this illustrate the paradoxical statement in Matthew?

17. Near the end of Chapter 38, Cassy comes to Tom in the night and asks him if he would like his liberty. Reread that passage, then read 1 Samuel 24:1–7 and 26:6–12. List three or four ways in which these passages are parallel.

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18. Why do you think Stowe titled Chapter 38 “The Victory”? To what victory do you think she is referring? Support your answer with evidence from the book.

19. Stowe could have had Tom die alone in a dirty shed on Legree's plantation, but she did not. Why do you think Stowe wrote Tom's death the way she did? What do you think will be the result?

Dig Deeper:

20. In Chapter 38, at Tom's lowest moment, Legree taunts him, “You see the Lord an't going to help you; if he had been, he wouldn't have le *me* get you! This yer religion is all a mess of lying trumpery Tom.” What does Tom reply?

Read Daniel 3:13–18, then review the context of the quotation in Chapter 38. How is Tom's situation parallel to the situation in Daniel? To whom is Tom similar in Daniel?

21. Review Tom's answer to Legree and Shadrach's, Meshach's, and Abednego's answer to Nebuchadnezzar in the passages referenced in the previous question. What is particularly striking about their answers? What does it demonstrate about their faith in and relationship with God?

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22. Read again 1 Samuel 26:6–12. What is Abishai's reaction to David's opportunity in the camp? Does David see it the same way as Abishai? How do their reactions compare to Tom's and Cassy's?
23. Do you agree with Tom's position and statements to Cassy in Chapter 38? What are the ultimate results, in Chapter 41, of his decision?

Chapters 42–44

Vocabulary:

The following underlined words are shown in the context of the sentences in which they appear in the book. Read the sentences and try to define the underlined words from context. Then look up the dictionary definition and compare.

1. “For some remarkable reason, ghostly legends were uncommonly rife, about this time, among the servants on Legree’s place.”

Your definition:

Dictionary definition:

2. “He no longer drank cautiously, prudently, but imprudently and recklessly.”

Your definition:

Dictionary definition:

3. “Cassy kept her room and bed, on pretext of illness, during the whole time they were on Red River. . . .”

Your definition:

Dictionary definition:

4. “. . . she was seconded by the graces of her little girl, who was bout as pretty a plaything as ever diverted the weariness of a fortnight’s trip on a steamboat.

Your definition:

Dictionary definition:

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5. “Though neither of them could conjecture what was the cause of Cassy’s fainting, still they made all the tumult which is proper in such cases; . . .”

Conjecture:

Your definition:

Dictionary definition:

Tumult:

Your definition:

Dictionary definition:

6. “Little Harry—a fine bright boy—had been put to a good school, and was making rapid proficiency in knowledge.”

Your definition:

Dictionary definition:

7. “The despairing, haggard expression of her face had given way to one of gentle trust.”

Your definition:

Dictionary definition:

8. “I want a people that shall have a tangible, separate existence of its own; and where am I to look for it?”

Your definition:

Dictionary definition:

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9. "A nation has a right to argue, remonstrate, implore, and present the cause of its race,—which an individual has not."

Your definition:

Dictionary definition:

10. "On its borders I trust we stand; and the throes that now convulse the nations are, to my hope, but the birth-pangs of an hour of universal peace and brotherhood."

Your definition:

Dictionary definition:

11. "At last, George, sitting down beside the mourner, took her hand, and, with simple pathos, repeated the triumphant scene of her husband's death, and his last messages of love."

Your definition:

Dictionary definition:

Questions:

1. What happens to Simon Legree after Tom dies?
2. How do Cassy and Emmeline avoid recognition until they are well away from danger?
3. Who is traveling on the same boats as Cassy and Emmeline?
4. What surprising acquaintance does George Shelby make on the voyage up the Mississippi River?

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5. In the course of George Shelby's giving Madame de Thoux all the information he knows about her brother, what other startling discovery comes to light?

6. In a sentence or two, summarize why George Harris wants to go Africa.

7. Where did Topsy go first, and where did she eventually end up?

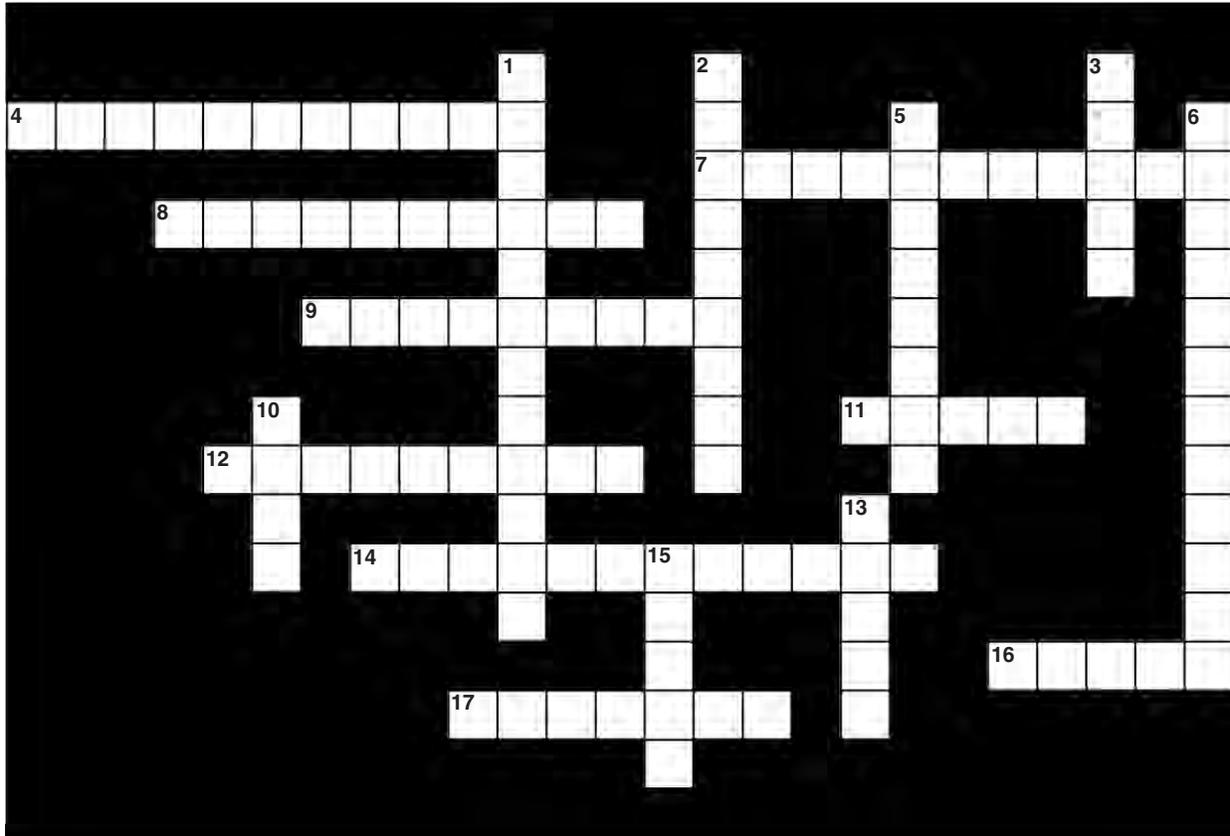
8. What did George Shelby do shortly after he returned home?

Analysis:

9. After the dark ending of Chapter 41, why do you think Stowe opens Chapter 42 the way she does? What literary term that we have previously discussed describes the first sentence of Chapter 42?

10. Samuel Taylor Coleridge wrote in his *Biographia Literaria* (1817) that good writing should produce "a semblance of truth sufficient to procure for these shadows of imagination that willing suspension of disbelief for the moment, which constitutes poetic faith." In other words, the telling of a story should contain sufficient truth that the reader is willing to ignore portions that may be impractical or impossible. The term *willing suspension of disbelief* has come to be a literary term meaning that something generally impossible or implausible is made to seem plausible by the author's skill at telling the story. In a fairy tale, we are willing to believe that a prince will search the entire kingdom for a girl who fits a slipper, and it only fits one person. In Narnia we are willing to believe in speaking animals and passages into other worlds.
In Chapter 42, a lot of loose ends are tied up in the secondary plots of the story as George Shelby rides the boats home. For you, did Stowe achieve willing suspension of disbelief in the tying together of loose threads and the confluence of characters on the boats?

Characters' Names Crossword



Across

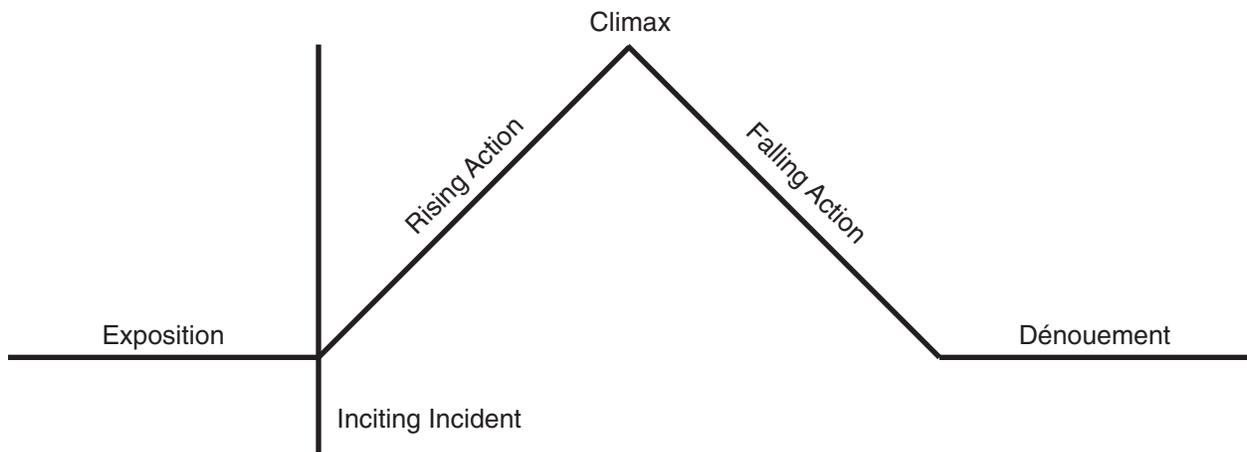
4. from New England; comes to New Orleans to help keep her cousin's household
7. evil man; fist as hard as iron
8. little girl, angelic; known for her love for everyone; almost drowns in fall from riverboat
9. good-hearted but lazy, kind; stabbed to death; first name
11. thief, incorrigible; believes beating the only way to help her; eventually reforms and moves to New England
12. excellent cook; works at a "perfectioner" to get her husband back
14. very intelligent, hard-working man; branded on his hand; moves to Canada, then Liberia
16. smothered one of her babies; lived with Simon Legree; finds her daughter in Canada
17. people who help Eliza and George escape to Canada; also nurse Tom Loker back to health

Down

1. self-centered, hypochondriac; believes all slaves lazy and selfish; sells slaves after her husband dies
2. treats her slaves as family; taught them as Christians; lives in Kentucky
3. young boy, sold to pay off debts; mother escapes with him to Ohio
5. Christian man; stands for his beliefs even if he has to die for them
6. gives Uncle Tom a dollar to remember him by; tries to buy back Uncle Tom
10. woman who drowns herself after her baby is sold away from her
13. excellent cook; totally disorganized; refuses to change anything in the kitchen
15. slave trader; believes in doing the "humane thing"

Overview

1. *Dramatic structure* refers to the parts into which the plot of a story or novel can be divided. A German novelist and dramatist named Gustav Freytag (1816–1895) developed a diagram that is widely used today, to analyze dramatic structure.



Freytag's Pyramid, shown here, typically divides the plot into specific parts, as follows:

- *Exposition*—The writer introduces the characters and setting, providing the background information needed to understand the story.
- *Inciting incident*—A single incident in the story's action without which there would be no story. This is sometimes called “the complication.”
- *Rising action*—The story builds and secondary conflicts are introduced. Various obstacles come into play that keep the protagonist from reaching his or her goal.
- *Climax*—The moment of greatest tension in the story, as well as the turning point in the action.
- *Falling action*—Events take place as a result of the climax, and the story begins to be resolved.
- *Dénouement*—(day noo MAH) A French term, literally meaning “unraveling” or “unknot,” this is the resolution of the story. Any remaining questions are answered and the final outcome of the conflict is revealed.

Next to each of the headings for dramatic structure below, fill in specific events from *Uncle Tom's Cabin* that occur in this stage. Do not try to list every event that takes place in the novel, but include those that specifically propel the plot forward.

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Exposition:

Inciting incident:

Rising action:

Climax:

Falling action:

Dénouement:

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2. Both in the novel and in reality at the time, many people in favor of slavery claimed the Bible supported slavery in the United States. Read Matthew 22:36–40. Based on these verses, should any slavery exist? Explain your answer.

3. From what you have observed in the story, why do you think slaves were treated as they were at this time in America, but were not treated as instructed in these scriptures, discussed earlier in this study guide: Genesis 15:1–3; Genesis 17:10–13; Exodus 20:10; Exodus 21:2–11; Exodus 21:26–27; Deuteronomy 15:12–18; Deuteronomy 23:15–16.

4. In Chapter 20, St. Clare gives Miss Ophelia a young slave named Topsy. How do the other slaves in the household react to Topsy? What do their statements about her reveal about the way they view themselves and other slaves?

5. Describe the way in which Eva approaches her death. Is she afraid, peaceful, childish, mature? Why does she act the way she does?

6. In Chapter 28, what does St. Clare say has created more skepticism in him toward Christianity than anything else? What else does he say keeps him from believing?

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7. A *Christ-figure*, in literary studies, refers to an object, person, or figure with qualities generally reminiscent of Christ. Other terms used are *christological* or a *messianic* figure. The Christ-figure is not intended to influence our understanding of Christ, but rather uses our understanding of Christ to give deeper meaning to the character or story. In what ways is Uncle Tom a Christ-figure, both in the beginning of the book and the end?

8. Though Uncle Tom clearly is the main character of the story, there are many important characters and many of these are women. Discuss the strong role of women in *Uncle Tom's Cabin* and what Stowe may be saying through her female characters. Another option is to examine one female character more closely and explain what Stowe is saying with that character.

9. The *theme* of a novel is the main idea the author hopes to communicate to her readers through the story, though often more than one theme may be found in a work of literature. Select one of the following themes and explain how this theme is presented in the novel. What does the author seem to be saying about this subject? Explain your answer with examples from the novel.

social responsibility
religion

slavery
Christianity

racism
education

apathy
self-sacrifice

10. In Chapter 41, what do the two slaves who help bury Uncle Tom ask of George? Why do you think he does not fulfill their request, especially considering his actions when he returns home? Do you think he should have granted their request?

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11. In *Uncle Tom's Cabin* there are many abusive racists—clearly people such as Haley, Marie St. Clare, and Simon Legree. Some, however, have called Harriet Beecher Stowe a racist. Review the definition of *racism*. After reading *Uncle Tom's Cabin*, do you believe Stowe is a racist? Support your answer with examples from the book.

12. During the middle part of the 20th Century, many people viewed Uncle Tom as a weak, submissive, subservient slave; in fact, “Uncle Tom” became a derogatory term applied to a black person regarded as humiliatingly subservient or deferential to white people. Do you think this is an accurate portrayal of Uncle Tom? Use examples from the book to illustrate your answer.

13. Review George Harris’s argument for moving to Liberia instead of staying in the United States and working for the freedom and rights of American slaves. Do you agree with his arguments and decision? Why?

Essays

The following questions may be used as subjects for essays or for discussion. In writing essays, be sure to state a strong thesis and support it with specific reference to the text. We suggest that the student do at least several essays, although the choice of appropriate essays and the number of essays to be done is up to the student and instructor.

1. Write a short research paper examining how the American antislavery movement helped the American women's movement grow.
2. Write a research paper examining the *Dred Scott* case including the issues in the case and its impact on the tenuous relations between North and South before the Civil War.
3. Read Proverbs 31:10–31; Titus 2:3–5; 1 Peter 3:1–4. Using these verses as a standard, write an essay in which you compare and contrast Rachel Halliday (Chapter 13) and Marie St. Clare. When you write a comparison/contrast essay, you should find at least three points to compare and/or contrast, then give supporting details for each point. You can organize your essay subject by subject or point by point, but either way, remember to use parallel structure.
4. In Chapter 19, St. Clare states,

“What poor, mean trash this whole business of human virtue is! A mere matter, for the most part, of latitude and longitude, and geographical position, acting with natural temperament. The greater part is nothing but an accident!”

After reading the context of the quotation, compare St. Clare's statement with Romans 1 and Chapter 1 of *Mere Christianity*, by C.S. Lewis (reading more chapters will give you a fuller understanding). Write a two- to three-page essay summarizing the three statements and your own conclusions.

5. Like St. Clare in Chapter 28, many people today say that the apathy of religious people, and their failure to recognize and act to right the wrongs around them, has been the main reason they cannot accept Christianity. Write a short paper examining this issue and discussing whether the argument is valid. Does the Bible address this issue? Do the shortcomings of Christians invalidate the salvation of Christ? Support your answers with scripture and other sources you find pertinent.
6. Write an essay comparing or contrasting the three primary slave owners in *Uncle Tom's Cabin*: the Shelby family, Augustine St. Clare, and Simon Legree. You might compare and contrast the way in which they treat, train, or handle their slaves; discuss any biblical attributes or warnings

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each illustrates; compare or contrast their human attributes or characteristics; or discuss some characteristics of the three that you find significant.

7. George Harris determines at the end of *Uncle Tom's Cabin* to go to Liberia to live and work in the country established by African-Americans for exslaves and Africans. Write a research paper tracing Liberia's history from its beginning until now, discussing why and how it was created and how it has fared in fulfilling the plans of its founders. Use multiple resources and be sure to use proper footnoting and resource standards.
8. Write a research paper tracing the creation, implementation, and final defeat of Jim Crow laws.
9. Write a research paper examining the life of a famous and influential African-American. Trace his or her life, motivations, and influences, and the effect he or she had on society.
10. Research the terms *racism* and *ethnocentrism* and write a short paper explaining the differences between the two. Also, examine whether these two “-isms” can ever be morally right.
11. Write an essay expanding on your answer to Overview question 7, 8, 9, 11, or 12. Develop your position more fully, drawing on outside resources, if applicable.
12. In George Harris's letter to his friend at the end of the novel, Harris brings up the idea of “reparations” for slavery. Research the issue of reparations at the end of the Civil War, after slavery was abolished, and the reparation movement now. After examining the issue, give your opinion of what should have been or still should be done. Be sure to properly note outside resources. Or you may broaden the scope of the paper and examine the issue of reparations for other ethnic groups who have suffered hardship in the United States, such as Native Americans, Chinese immigrants, Japanese immigrants, etc. Consider how standards might be determined for who would get reparations, how much, etc.
13. Write a research paper exploring one of the following topics. Use more than one source, and properly note all sources.

Dred Scott v. Sandford
The Underground Railroad
Harriet Tubman
Frederick Douglass
Sojourner Truth

* Study guides for these titles are available from Progeny Press.

Additional Resources

Books

Things Fall Apart,* by Chinua Achebe. About the early encounters between Europeans and native Africans, including the introduction of Christianity (grades 10–12).

Roots, by Alex Haley (grades 7–12).

African-Americans in Boston: More than 350 Years, by Robert C. Hayden, published by the Boston Public Library.

Up From Slavery, by Booker T. Washington; autobiography (grades 9–12).

Narrative of the Life of Frederick Douglass, by Frederick Douglass; autobiography (grades 9–12).

Is Slavery Sanctioned by the Bible?, by Isaac Allen. A detailed analysis of the scriptural arguments concerning slavery, written in the mid-1800s, ending with a determination that the Bible does *not* sanction slavery. May be downloaded free from [gutenberg.org](http://www.gutenberg.org) at <http://www.gutenberg.org/etext/24600>.

Warriors Don't Cry, by Melba Pattillo Beals. Ms. Beals recounts her experiences as one of the nine black teenagers who integrated Little Rock's Central High School in 1957.

Heart of Darkness,* by Joseph Conrad. Fictional account of Marlow's journey up the Congo River to find an ivory collector who has stopped reporting back to the Dutch company that employs him. The story of what can happen to a man who has no moral compass and no one to stop him. Colonial European view of Africa.

Twice Freed, by Patricia St. John. Fictional account of Onesimus, the slave behind the letter from the Apostle Paul to Onesimus' owner Philemon.

Robinson Crusoe, by Daniel DeFoe. The tale of an English sailor marooned on a desert island with a native companion for nearly three decades, wrestling with fate and the nature of God.

Witness, by Karen Hesse. A 12-year-old African-American girl and her father try to escape notice as the Ku Klux Klan grows in a small Vermont town.

The Cay, by Theodore Taylor. Phillip and his mother are sailing back to the U.S. in 1942 when their ship is torpedoed and Phillip finds himself blinded and stranded on a deserted island with Timothy, an old black sailor.

Beorn the Proud, by Madeleine A. Pollard. Ness, a 9th Century Irish girl, is captured by the Vikings and enslaved by Beorn, the sea-captain's son.

The Lantern Bearers, by Rosemary Sutcliffe. Aquila, a Roman soldier, stays behind to live with his family when the Romans leave Britain. But almost immediately his town is attacked and sacked by the Saxons, and he and his sister are made slaves.

Maniac Magee,* by Jerry Spinelli. A modern folk story about a boy who can do almost anything—even bring the toughs on the black and white sides of town together.

Amos Fortune, Free Man,* by Elizabeth Yates. The biography of At-mun, captured from Africa at age 15 and brought as a slave to America. He works for the rest of his life to buy his own freedom and then the freedom of as many other slaves as he can.

* Study guides for these titles are available from Progeny Press.

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Films

Amazing Grace, directed by Michael Alstad (2007) (PG). An excellent video about William Wilberforce's battle to end slavery and the slave trade in England (before the United States). Deals primarily with Wilberforce and less with slaves, but the passion and energy of the abolitionists and advocates of slavery is gripping.

Amistad, directed by Steven Spielberg (1997) (R). This is an excellent video about the African revolt aboard the slave ship Amistad and the legal battles it set off when the Africans mistakenly land in the United States. WARNING: The scenes aboard the ship are very realistic and contain graphic violence and nudity. Christians portrayed as naive, foolish, or opportunistic.

Roots, Television miniseries based on Alex Haley's book. Available from Warner Home Video.

Books by Former Slaves

Slave Narratives: A Folk History of Slavery in the United States. May be downloaded free from [gutenberg.org](http://www.gutenberg.org) at <http://www.gutenberg.org/etext/22166>.

The Narrative of William W. Brown, a Fugitive Slave, by William Wells Brown. May be downloaded free from [gutenberg.org](http://www.gutenberg.org) at <http://www.gutenberg.org/etext/15132>.

Relevant Websites

Africans in America: A PBS site covering African-American history from 1450–1865.

<http://www.pbs.org/wgbh/aia/home.html>

The Underground Railroad—History of Slavery, Pictures, Information: A National Geographic site. Good information and a virtual trip on the “railroad.”

<http://www.nationalgeographic.com/railroad/>

Digital History: A site hosted by the University of Houston with a number of historical elements. It has many good sections, but the most pertinent to this study is the Textbook, “Origins and Nature of New World Slavery.”

<http://digitalhistory.uh.edu/>

Exploring Amistad at Mystic Seaport: A website that explores the African revolt aboard the ship Amistad, and its consequences.

<http://amistad.mysticseaport.org/main/welcome.html>

Africana Online: A website of African-American history.

<http://africanaonline.com/>

Internet Modern History Sourcebook. A site that has multiple history texts available for use as primary research sources. www.fordham.edu/halsall/

See www.fordham.edu/halsall/mod/sojtruth-woman.html for Sojourner Truth's speech “Ain't I a Woman,” delivered at the 1851 Women's Convention in Akron, Ohio, in which she discusses her experiences as a slave and a woman.