Entwicklung der USA: Geschichte der Schwarten in Amerika

Kapitel 3: Onkel Toms Hütte

**Harriet Beecher Stowe**

Ein Bild, das Text, schwarz enthält.

Automatisch generierte Beschreibung

Quelle: http://www.haverford.edu/engl/faculty/Stadler/C19USWomen/stowe.html, Gemeinfrei, <https://commons.wikimedia.org/w/index.php?curid=230391>

Harriet Beecher Stowe wurde am 13. Juni 1811 in Litchfield, Connecticut, einem amerikanischen Bundesstaat an der Ostküste, geboren. Sie war das siebte von neun Kindern. Mit 21 Jahren zog sie mit ihrem Vater, fünf ihrer Geschwister und seiner Frau nach Cincinnati, Ohio. Sie lebte dann 18 Jahren dort. Ihre Familie und Freunde waren involviert in der Antisklaverei-Bewegung. Cincinnati war bekannt für Auseinandersetzungen zwischen Antisklaverei- und Prosklaverei-Aktivisten. Ein Bruder von Harriet war für eine radikale Abschaffung der Sklaverei. Ihr Vater und andere Brüder waren für eine allmähliche Abschaffung der Sklaverei, welche dann in die afrikanischen Kolonien zurückgehen würden. Harriet war zum grössten Teil einverstanden mit ihrem Vater. Anfangs der 1850er Jahre wurde ihre Denkweise jedoch radikaler. Dies hatte vielleicht damit zu tun, dass sie um diese Zeit ihr erstes Kind verlor und realisierte, wie hart auch dies für Sklaveneltern sein kann, wenn sie ihr Kind / ihre Kinder an einen Sklavenhändler aufgeben mussten. Da das Kind / die Kinder den Sklavenbesitzern gehörten, konnten diese entscheiden, ob und wann sie die Kinder an einen Sklavenhändler verkauften. In 1850 wurde auch der «Fugitive Slave Act» von Kongress genehmigt. Dieses Gesetz forderte, dass Sklaven, die aus den Südstaaten entkommen waren und in die Nordstaaten flohen, ihren Besitzern zurückzugeben seien. Dieses Gesetz und Harriets eigener Verlust ihres Kindes gab ihr die Energie, ihre Kreativität in ihre schriftliche Arbeit umzusetzen.

Der Redaktor des Antisklaverei-Magazins «The National Era» forderte Harriet auf, etwas für das Magazin zu schreiben. Sie beschloss, ein Stück über das Leben mehrerer Sklaven auf einer Plantage in Kentucky zu schreiben. Sie kannte sich nicht gut aus mit dem Thema, aber entschied sich dennoch dafür. So sandte sie dem Redaktor nach und nach «Uncle Tom’s Cabin». Die Geschichte wurde viel länger, als dass sie es erwartete, wurde 1852 als Buch publiziert und sofort ein Bestseller. «Uncle Tom’s Cabin» war eine erfundene Geschichte. Harriet Becher Stowe recherchierte jedoch Sklaverei in den USA und publizierte ihre Ergebnisse in einem Buch, «A Key to Uncle Tom’s Cabin», im Jahr 1853. «Uncle Tom’s Cabin» konzentrierte sich auf die Grausamkeit der Sklaverei und vor allem auf die Aufteilung von Sklavenfamilien. Die Geschichte zwang weisse Leser/‑innen, sich mit den afroamerikanischen Sklaven/Sklavinnen in den Südstaaten zu identifizieren und Mitgefühl zu entwickeln. In einer Zeit, als Frauen nicht viele Rechte hatten, war dies ein gewagter Schritt. Die Sklaverei in der Öffentlichkeit und mit so grosser Publizität anzusprechen war nicht von jedem erwünscht. Als Abraham Lincoln, der damalige US Präsident, sich zum ersten Mal mit Harriet Becher Stowe traf, meinte er über sie, «so this is the little lady who made this big war»[[1]](#footnote-1). Für ihn war sie die kleine Frau, welche diese grosse Unruhe anzettelte. Sie liess sich jedoch nicht einschüchtern und weiterhin bis 1878. Mit 85 Jahren starb Harriet Beecher Stowe im Jahr 1896.

**Uncle Tom’s Cabin – Harriet Beecher Stowe**

1. Read the pages.
2. Look up any words you do not understand.
3. Answer the questions.

**A Man of Humanity** (p. 4–9)

1. What important subject are the two men talking about?

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2. What are the physical and characteristic differences between Mr. Shelby and Haley?

*Mr. Shelby:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Haley:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. What are their opinions of African Americans and in particular Uncle Tom?

*Mr. Shelby:*

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*Haley:*

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**Eliza and George** (p. 9–13)

1. Look at the picture on p. 11**,** how does it describe what happens in the chapter?

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**Uncle Tom** (p. 13–17)

1. Pick a scene that describes Uncle Tom’s cabin.
2. Draw a picture of it. (Ask your teacher for a piece of paper).
3. Describe what happens in this scene in 2–3 sentences.

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**Decision Time / Discovery** (p. 17–21)

1. What happens in the chapter «Discovery» when Haley finds out that Eliza and Harry have escaped? Describe the scene in 3–4 sentences.

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**Eliza’s Escape** (p. 21–28)

1. On page 22 Eliza tells Harry that they are running away from «a very bad man who wanted to take him away from her». How would you feel, if you were Harry?

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2. If you were a slave and being sold to a slavetrader like Haley, would you have run like Eliza or stayed like Uncle Tom? Explain your answer.

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**A Politician with Human Feelings** (p. 28–33)

1. Explain the new law Senator Bird and his wife are talking about.

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2. What is this new law called and when was it created? Check «4.1 Die Rolle der Frau – Basis­text», if you do not remember.

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3. What is Mrs Bird’s opinion of the new law?

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4. What happens when Eliza arrives at Mr and Mrs Bird’s house?

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5. What would you have done if you were a politician like Mr Bird?

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**Tom’s Last Morning** (p. 33–37)

1. What did Mrs Shelby promise to Uncle Tom and Aunt Chloe?

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2. On page 36 Uncle Tom «sat thinking about the future that awaited him...». What do you think Uncle Tom’s future looks like? What will happen to him? Write 4–5 sentences.

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**The Slave Market** (p. 37–45)

1. Describe what happens at the sale on pages 38–39, in 3–4 sentences.

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2. Who is the new character introduced in this chapter? What happens to her?

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**The Quakers / Evangeline** (p. 45–53)Ask your teacher for a copy of the map on p. 48

1. Colour the «Free States» with green and the «Slave States» with red.

2. How has Tom and Haley’s relationship changed in the chapter «Evangeline»?

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3. Do you think Tom will have a good life at the St. Clares’? Why or why not?

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**Tom’s New Master** (p. 53–59)

1. What is the difference between New Orleans and New England?

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2. Where is New England located? In the North or the South? (Use the internet at home or at school to find out).

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3. Draw a picture of Tom’s new home.

**The Opinions of a Southern Mistress / Fighting for Freedom** (p. 60–69)

1. Look at the picture on p. 68. How does the picture fit into the chapter? Describe what happened here in 3–4 sentences.

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**Life in the St. Clare House** (p. 69–74)

1. How does Tom try and change things at the St. Clare house?

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2. How does Ophelia try and change things at the St. Clare house?

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3. What does Aunt Chloe do when she receives Uncle Tom’s letter?

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**The Flower Fades** (p. 74–79)

1. What does Eva want to do when she’s older?

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2. Do you think this is a good idea? Why or why not?

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3. Why do you think this chapter is called «The Flower Fades»? Explain your answer in 1–2 sentences.

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4. What does St. Clare promise Eva?

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**Death / The Death of Hope** (p. 79–89)

1. Choose one character and describe how he or she reacted to Eva’s death.

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**The Unprotected** (p. 89–90)

1. Describe what happens after St. Clare’s death on pages 89-90, in **3-4 sentences**.

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**Sold Again** (p. 91–93)

1. How do you think Tom’s life will change, now that he has been sold again?

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**Dark Places** (p. 94–98)

1. Why is this chapter called «Dark Places»?

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**The Cotton Fields** (p. 98–101)

1. Do you think Uncle Tom should have helped the sick woman? Why or why not?

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2. What happened to Tom when Legree found out?

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**Miss Cassy / A Plan** (p. 101–107)

1. What is Cassy’s plan?

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2. What was the outcome?

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**The Hero / A Young Visitor** (p. 107–111)

1. Describe what happens in the chapter «A Young Visitor», in 3–4 sentences.

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**Reunion** (p. 111–114)

1. Who was reunited in this chapter?

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2. How did this happen?

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**Chloe’s Sadness** (p. 114–116)

1. How does the story end? Describe it in 3–4 sentences.

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**Kommentar und Lösungen**

Mit dem Basistext erfahren die Schüler/-innen etwas über Harriet Beecher Stowe und «Uncle Tom’s Cabin» («Onkel Toms Hütte»). Jedoch ist es auch wichtig, dass die Schüler/-innen auch die Probleme mit «Uncle Tom’s Cabin» kennen. Dazu den untenstehenden Lehrerinput, welcher nach dem Lesen des Basistexts vorgetragen werden kann. Da die Schüler/-innen das Buch «Uncle Tom’s Cabin» lesen werden, wird dieser Teil der Unterrichtseinheit nicht nur eine Lektion dauern. Unten finden Sie die Einstiegslektion zum Thema und entscheiden nachher selbst über die Fortsetzung. Das Arbeitsblatt ist so aufgeteilt, dass Schüler/-innen aufgefordert werden, eine gewisse Anzahl Seiten zu lesen und dann Fragen oder einen sonstigen Auftrag dazu bearbeiten. Da das Buch in Englisch verfasst ist und die Schüler/-innen neue Wörter kennen lernen werden, wäre es hilfreich, wenn die Schüler/-innen in ihrem Heft ein Wörterbuch mit den neuen Wörtern aus dem Buch führen würden.

*Buch:* «Uncle Tom’s Cabin» von Harriet Beecher Stowe. Ausgabe von Easy Classics durch den Klett Verlag. ISBN 978-87-23-90149-1

**Lehrerinput:**

Auch wenn «Uncle Tom’s Cabin» so wichtig für die Abschaffung der Sklaverei war, da es das Thema endlich ansprach, gibt es heute ein paar Probleme mit dem Buch selber. Eines ist die politische Korrektheit des Buches. Damals waren auch Gegner der Sklaverei rassistisch. Heute achten wir stärker darauf, dass wir politische Korrekte aussagen machen. Im Buch gebraucht Harriet Beecher Stowe Wörter wie «negro» und «negress», um Schwarze zu beschreiben. Zu ihrer Zeit war der Gebrauch dieser Wörter normal und sogar freundlich. Heute gelten diese Wörter als erniedrigend und rassistisch. Des Weiteren gebrauchen Figuren in ihrer Geschichte das Wort «nigger» öfters. Als Erzählerin der Geschichte nimmt sich Harriet Beecher Stowe jedoch Zeit, um immer wieder über die Art und Weise der Afroamerikaner zu sprechen. Zum Beispiel schreibt sie, dass Schwarze ein gemütliches und glückliches Haus schätzen. Das beweist, dass Stowe die stereotypen Ideen über die Schwarzen nicht wiederholte und offensichtlich nicht daran glaubte. Jedoch verhalten sich die Afroamerikaner und Afrikaner in «Uncle Tom’s Cabin» häufig widersprüchlich zu Harriets Aussagen. Als Tochter, Schwester und Frau von protestantischen Pfarrern und als eine überzeugte Christin bringt sie dies auch in ihre Geschichte hinein. Der Kampf und das Leiden der Hauptfigur, Tom, ist nicht, wie man denken würde, das Leiden eines Afrikaners in Amerika, eines Sklaven, eines Vaters, der von seiner Familie getrennt wurde, sondern eines Mannes, welcher sein Leben nach dem christlichen Glauben und den christlichen Vorschriften führen will.

**Lernziele:**

* Die Schüler/-innen kennen zwei Gründe, warum Harriet Beecher Stowes «Uncle Tom’s Cabin» so wichtig war für die Zeit der Abschaffung der Sklaverei. (Siehe Beispiele unten)
* Stowe publizierte ein Buch über Sklaverei, aber wiederholte die stereotypen Aussagen über Schwarze nicht und half damit, den Leuten eine andere Sichtweise zu geben.
* Das Buch wurde zum Bestseller, was wiederum bedeutete, dass man mehr und mehr über das Thema Sklaverei sprach.
* Die Schüler/-innen können mit Hilfe von Fragen und weiteren Arbeitsaufträgen «Uncle Tom’s Cabin» selbständig bearbeiten.
* Die Schüler/-innen können das gelesene in Partnerarbeit diskutieren und sich Gedanken zum weiteren Verlauf der Geschichte machen.

**Einstieg (5 Minuten):**

Sie zeigen das britische Antisklaverei-Medaillon von Josiah Wedgwood, welches 1787 gefertigt wurde. Die Botschaft ist jedoch auch für die Abschaffungsbewegung in den USA relevant und wird deshalb hier als Einstieg gebraucht.

1. Sie projizieren das Bild und lassen die Schüler/-innen es zuerst nur betrachten.
2. Sie fordern die Schüler/-innen auf, das Bild in Partnerarbeit zu besprechen.

* Beschreibe das Bild.
* Wie kann es zeitlich eingeordnet werden?
* Was ist die historische Bedeutung?

1. Sie sammeln die Ergebnisse im Plenum und geben Hintergrund Information zum Medaillon.

**Ablauf (35 Minuten):**

1. Überleitung zu Uncle Tom’s Cabin: Sie erklären, dass die Schüler/-innen ein Buch zum Thema Sklaverei lesen werden. Wichtig ist, dass diese wissen, dass das Buch während der Abschaffungsbewegung geschrieben worden war.
2. Die Schüler/-innen erhalten den Text über Harriet Beecher Stowe («Harriet Beecher Stowe ») und lesen ihn durch.
3. Danach kommt der kurze Lehrerinput, welchen Sie auf der ersten Seite des Lehrerkommentars (S. 11) finden.

Die Schüler/-innen erhalten « Uncle Tom’s Cabin» und können selbständig damit arbeiten. Dazu dienen die Arbeitsblätter («Uncle Tom’s Cabin – Harriet Beecher Stowe»). Wichtig: Damit Sie den Überblick über den Arbeitsfortschritt der Schüler/-innen behalten, ist es hilfreich den Schülern/Schülerinnen auch einmal das Lesen zu einer bestimmten Seite als Hausaufgabe aufzutragen.

*Hinweis zum Kapitel «Evangeline» (S. 47–53*): Um den Auftrag zu lösen, werden die Schüler/-innen die Karte auf S. 48 als Kopie gebrauchen. Teilen Sie die Hausaufgaben so ein, damit Sie im Plenum zusammen die Karte besprechen können. Um die Aufteilung der «Free States» und «Slave States» zu zeigen, steht Ihnen noch eine leere Karte auf S. 14 und der Plattform zur Verfügung.

**Abschluss (5 Minuten):**

Lesen Sie mit den Schülern/Schülerinnen den Abschnitt «General Knowledge Activity» auf S. 118 im Buch. Die Schüler/-innen werden aufgefordert, den Amerikanischen Bürgerkrieg zu recherchieren und sich dazu Notizen zu machen. Die Schüler/-innen sollten in der folgenden Stunde die Fragen Wer, Wann, Was, Warum, Wie und Resultat anhand von ihren Notizen beantworten können.

*Hinweis:*Sie finden auf den nächsten Seiten Fragen zu den verschiedenen Kapiteln. Ein weiterer möglicher Auftrag, um «Uncle Tom’s Cabin» zu bearbeiten wäre, dass die Schüler/-innen nicht alle Fragen bearbeiten müssen und dafür den Charakter Tom analysieren und einen Aufsatz darüber schreiben (mit Belegstellen aus dem Buch). Mögliche Fragen für den Aufsatz finden Sie auf der nächsten Seite.

* Beschreibe Tom. Was für eine Person ist er?
* Mit was kämpft Tom?
* Wie war seine Beziehung zu Mr und Mrs Shelby?
* Wie ist die Situation nach dem er verkauft wird?
* Wie geht er damit um?

Oder die Schüler/-innen beschreiben und analysieren verschiedene Szenen, in denen ein Sklavenkind von seiner Familie getrennt wird. Dazu sollen die Schüler/-innen Harriet Beecher Stowes Leben vertieft recherchieren und versuchen zu erklären, weshalb die Autorin immer wieder solche Szenen beschreibt.

Ein Bild, das Wand, ausgestaltet, Kette enthält.

Automatisch generierte Beschreibung

Britisches Anti-Sklaverei Medaillon von Josiah Wedgwood, 1787. Bildquelle: <https://commons.wikimedia.org/wiki/File:Wedgwood_-_Anti-Slavery_Medallion_-_Walters_482597.jpg>

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Leere Karte der USA

<http://www.elcivics.com/state-lessons/images/map-of-usa.pdf>

**Lösungen**

**A Man of Humanity** (p. 4–9)

1. They were talking about Tom. Tom was Mr Shelby’s slave and he had to sell him to Haley because due to money problems. Mr Shelby did not want to sell Tom because he was a good Christian who has never lied or caused problems for Mr Shelby and his family.

2. *Mr Shelby:* Mr Shelby’s clothes were elegant and of a good quality. He was a kind man treated his slaves well. It hurts him to see that he had to sell Tom.

*Haley:* Haley’s clothes were bright. He was wearing gold rings and a gold watch. He was a slave trader and only cared about buying and selling slaves. He did not care for the slaves. This was just a business to him.

3. *Mr Shelby****:*** Haley was kind and had a good relationship with his slaves. Even though he was white and kept African Americans as slaves his relationship to them he was not a normal slaveholder.

*Haley:*He did not care about African Americans. He cares about the money.

**Eliza and George** (p. 9–13)

1. The picture shows how George is being beaten by his slave owner. George had worked at a factory and invented a machine. The factory owner was very pleased with George. His master however did not appreciate a slave being more skilled or intelligent than he. That is why he made him work day and night.

**Uncle Tom** (p. 13–17)

1. Students will pick different scenes and pictures.

**Decision Time** (p. 17–19)

1. The students are only reading the pages and have no questions to answer.

**Discovery** (p. 20–21)

1. Haley was very angry to hear that they had escaped. The slaves and Mrs Shelby did everything they could to slow Haley on his quest to capture Eliza and Harry again. When the slaves were preparing the horse for Haley to take, one of the slaves put a beech nut under the horse's saddle. When Haley got onto the horse, the irritation from the beech nut caused the horse to rear up on its hind legs and Haley crashed to the floor. After this incident Mrs Shelby invited Haley to stay for lunch. As the slaves prepared for lunch, they made sure to take a long time before serving Haley, so he would lose even more time.

**Eliza’s Escape** (p. 21–28)

1. These answers will vary.

2. These answers will vary.

**A Politician with Human Feelings** (p. 28–33)

1. The new law stated that it is prohibited to help runaway slaves by providing them with food, water or shelter.

2. The new law was called the Fugitive Slave Act and it was created in 1850.

3. Mrs Bird was against this law. She believed that this was not a Christian way to handle the situation. She believed everyone deserved a helping hand.

4. Even though Senator Bird just passed this new law, he decided to help Eliza and Harry. He even told his wife to give Eliza some of her old clothes. Mr Bird took Eliza and Harry to Mr Van Trompe who would protect the two.

5. These answers will vary.

**Tom’s Last Morning** (p. 33–37)

1. Mrs Shelby promised Tom that she would do everything in her power to buy back Tom in a couple of years.

2. These answers will vary.

**The Slave Market** (p. 37–45)

1. Haley went to the slave market in Kentucky to buy some slaves. The sale took place outside the court-house. The slaves up for sale were gathered on one side of the square. The white men looking to buy some slaves were on the other. A mother named Hagar and her son Albert are among the slaves. Hagar told the white men that she was a good cook and was still able to work hard, despite of her old age. The men however were not interested in her. Even though the mother begged to be sold with her son, Haley bought only Albert and two other men at the market.

2. At one of the stops, which the boat made, Haley brought Lucy and her baby on board. Lucy believed that she was on her way to Louisville to work with her husband as a cook. This was however not the case; Haley had bought her and the baby boy. Haley ended up selling the boy to another man on the boat. When Lucy found out, she jumped off the boat in the middle of the night and drowned.

**The Quakers** (p. 45–47)

1. Students do not answer questions on this chapter.

**Evangeline** (p. 47–53)

1. Students colour their maps.

2. Haley started trusting Tom more. Haley saw that he never complained and always helped when help was needed. After a couple of days on the boat, Haley unchained Tom and let him walk around the boat.

3. These answers will vary.

**Tom’s New Master** (p. 53–59)

1. **New Orleans:** was a southern State, hot and dusty, with big cotton plantations (where rich slave-owners kept slaves), big colonial-style house, and small windowless wooden cabins, for the poor slaves.  
**New England:** was a northern State, clean and fresh air, orderly landowners, neat and green gardens, gates and fences always painted. Residents were not slave-owners but went to church etc.

2. New England was a Free State in the North.

3. Students will draw different pictures.

**The Opinions of a Southern Mistress** (p. 60–63)

1. Students do not answer questions on this chapter.

**Fighting for Freedom** (p. 63–69)

1. Eliza, Harry and George were getting ready to leave for Canada. Some strangers came to the Quaker residence in order to take George back to Kentucky, Eliza down to Orleans and sell her there, and Harry back Haley. The Quakers helped the three to run away. The strangers were however not far behind them. So they ran to the top of a cliff where a fight between them and the strangers took place. George shot Tom Loker, one of the strangers. Loker falls down from the cliff and the other strangers run away. Phineas helps Loker and brings him back to the Quaker residence. Eliza, Harry, and George continue, their journey to Canada.

**Life in the St. Clare House** (p. 69–74)

1. Tom started to take over some of Adolphe’s work. Adolphe, like his master, wasted a lot of money. St. Clare trusted Tom and let him take charge of all the expenses.

2. Marie was not a good housewife, there was a complete chaos in the kitchen and the servants never knew where things were. So Ophelia took charge and made the kitchen clean and orderly.

3. Aunt Chloe started working at the cake-shop in Louisville to make enough money so she could buy Uncle Tom back.

**The Flower Fades** (p. 74–79)

1. Eva wanted to buy a house in one of the Free States and take all the slaves that now worked for the St. Clares. She wanted to hire teachers and teach all of them how to read.

2. These answers will vary.

3. These answers will vary. A possible answer could be: Flowers are beautiful, make people happy and brighten up a room. Eva was a kind of flower, because she brought light and happiness into the St. Clare residence. Now that she was sick and slowly dying the flower was losing it’s colour and gradually fading away.

4. St. Clare promises Eva, that once she dies, he will let Tom be free.

**Death** (p. 79–83)

1. Students do not answer questions on this chapter.

**The Death of Hope** (p. 83-88)

*1. St. Clare:* He seemed to be the least affected by it. He was more serious when he was at home, but in town the people saw the same old St. Clare. He did not cry and it was difficult for him to talk about Eva. He found it difficult to fill his time, now that Eva was gone. He saw no reason to take care of the house and land anymore, since she had been meant to take over once her parents died. So he decided that now was the time, to speak to Tom about his freedom and to take the necessary steps.

*Marie:* Cried day and night. She told the servants that she was dying.

*Mammy:* Was heart-broken about Eva’s death. She started to forget things and did not do her work as well anymore.

*Ophelia:* Became more soft and gentle. She and Topsy grew closer, especially since Topsy was also very upset about the death of her only friend. Ophelia told St. Clare that she wanted to take Topsy up north with her, so she could be free.

*Topsy:* With the help of her new friend, she started to change for the better.

**The Unprotected** (p. 89–90)

1. The house was in a state of chaos. Marie broke down and treated the slaves with disrespect. Tom asked Ophelia to talk to Marie about freeing him as St. Clare had promised him his freedom. Marie, however, had already signed the papers to sell the house and everything in it, including all the slaves.

**Sold Again** (p. 91–93)

1. These answers will vary.

**Dark Places** (p. 94–98)

1. These answers might vary. A possible answer could be:

The house Legree lived in was old and in disrepair. There were no gardens or flowers around it, to give it life. The house was not only the dark thing there; the slaves were not treated well. They lived in small wooden huts with several other slaves in them as well. Tom no longer lived a good life as he had at the St. Clare residence.

**The Cotton Fields** (p. 98–101)

1. These answers will vary.

2. Legree wanted Tom to whip the sick woman but he refused. When he kept refusing, Legree had Tom sent outside where he was whipped by Legree’s foremen until he could barely move anymore.

**Miss Cassy** (p. 101–104)

1. Students do not answer questions on this chapter.

**A Plan** (p. 104–107)

1. Cassy wanted to escape with Emmeline. They hid in a room, at the top of the house, which was always locked up and full of furniture. When Legree was not around, Cassy started moving furniture out of the room. Cassy was not afraid to get caught. Cassy often wore a white sheet at night and went up to the room, so the slaves started speaking more about the ghost up there and Legree got scared and nervous. One night Cassy took Emmeline up to the room and locked themselves in there. The next day when Legree found they were missing, he had his men search everywhere for them, but no one found them. The next day, they went out again, searching for the two. When everyone was gone, Cassy and Emmeline dressed in their white sheets, ran out of the house and down the road.

2. Yes, the plan worked. Cassy and Emmeline ran out of the house, dressed as ghosts, and were able to escape.

**The Hero** (p. 107–109)

1. Students do not answer questions on this chapter.

**A Young Visitor** (p. 109–111)

1. George Shelby found Uncle Tom at the Legree residence, because Ophelia had written them a letter, telling them about Tom’s sale to Legree. George Shelby came too late. Tom had received a beating from Legree, because he wouldn’t tell him where Cassy and Emmeline were. The beating was so hard, that Tom was no lying in his shed, dying. When George found him, he was able to speak some last words with him before he died. George took Tom’s body back to the Shelby residence.

**Reunion** (p. 111–114)

1. George Harris’ sister, Emily de Thoux, and Eliza’s mother, Cassy and Emmeline, travelled to Canada together to find George, Eliza and Harry.

2. George Shelby was on the same boat as Emily and Cassy. Emily started speaking to George, asking him about George Harris. Cassy was listening to their conversation and figured out that, the woman George Harris had married was Cassy’s daughter, Eliza.

**Chloe’s sadness** (p. 114–116)

1. George Shelby arrived back at home with Uncle Tom’s body. Chloe and Mrs Shelby were very upset about this. A month later, George gave all his slaves their freedom. If they wanted they could remain with the Shelbys as paid employees.

1. Patterson Thornburg, M. New York. Wiley Publishing, Inc. (2001): Cliff’s Notes – On Stowe’s Uncle Tom’s Cabin. S. 8 [↑](#footnote-ref-1)