Comprehension Questions for *“from Harriet Tubman:*

*Conductor on the Underground Railroad”*

1. Analyze Text- Biography: **Characterization** reveals what a person is like. **Re-read lines 33–46. Summarize Tubman’s action in “running off slaves.” What do those actions show about her character?** (RI.1.3, RI.2.5)
2. Analyze Text- Biography: **Re-read lines 71–78: How does Tubman seem to deal with feelings of fear? How does the author compare Tubman’s possible fate to that of the runaway?** (RI.1.3)
3. Analyze Structure: Sentence fragments can be described as incomplete sentences. **Re-read lines 74–76: What sentence fragments are in these lines? What effect do these fragments have on the reader?** (RI.1.1, RI.2.4, RI.2.5)
4. Analyze Text- Biography: **Re-read lines 132–148. Explain the connection between Thomas Garrett and Tubman. What details suggest Tubman’s view of Garrett?** (RI.1.3)
5. Analyze Structure: Remember that an author’s careful word choice can have an emotional impact. **Re-read lines 240–243: Which words describe the Middle Passage? How does the first sentence develop the text’s key idea: that the escape from slavery was terrifying?** (RI.1.1, RI.2.4, RI.2.5)
6. Analyze Text- Biography: **Re-read lines 321–331. What can you tell about Tubman from the information provided in these lines?** (RI.1.3)
7. Analyze Structure: **Re-read lines 332–335. Which details develop the contrasts between Canada and Maryland? What is the impact of the author’s word choices and use of parallelism and repetition?** (RI.1.1, RI.2.4, RI.2.5)
8. Analyze Structure: An author’s word choices affect both the meaning and tone, or feeling, in a text. **Re-read lines 352–357. What comparison is the author making? Explain how it develops the concept of freedom. How do word choices such as “bone-biting cold” impact the tone of the paragraph?** (RI.2.4, RI.2.5)