

Name: _____

Period: _____

Article of the Week – Week Six

It Matters Who's on the Money, and Harriet Tubman Fits the bill.

Directions:

1. **Read and annotate** the article with a minimum of 8 markings.
2. **Write a synonym** or simple definition above the bolded words found throughout the article.
3. Complete the **They Say / I Say** section by using the template provided on the back of the instructions sheet.
4. Complete the **Quick Questions** section by creating two researchable questions and writing out the answers.
5. Complete the **Grammar** section by using the example mentor sentences to craft your own sentences.

It Matters Who's on the Money, and Harriet Tubman Fits the Bill.

By Eugene Robinson

Conservatives should be delighted that Harriet Tubman's likeness will grace the \$20 bill. She was a Republican, after all, and a pious Christian. And she routinely exercised her Second Amendment right to carry a gun, which she was ready to use against anyone who stood in her way — or any **fugitive** slave having second thoughts. On her long road to freedom, there was no turning back.

Instead, we've had mostly silence from the right. Donald Trump did mouth off, of course, opining that slated-to-be-displaced Andrew Jackson "had a great history" and that substituting Tubman — who, he allowed, was "fantastic" — amounts to "pure political correctness." Ben Carson defended Jackson as "a tremendous president" who balanced the federal budget.

Both men suggested that Tubman instead be put on the \$2 bill, which nobody uses. That would be a great recipe for tokenism. I'm glad that Treasury Secretary Jack Lew made a bolder and more meaningful choice.

It matters who's on the money. Since the ancient Greeks began stamping coins with images of their gods, nations have used **currency** to define a **pantheon** of heroes. Tubman was a great hero not because of who she was but what she did: bravely fight to expand the Constitution's promise of freedom and justice to all Americans.

Critics who polluted social media with **invective** after Lew's announcement seemed to look past Tubman's deeds and focus on her identity. Yes, she was a black woman. If anyone can't deal with that fact, and doesn't want to use the new bills when they finally come out, feel free to send them to me.

"I was conductor of the Underground Railroad for eight years," she said later in life, "and I can say what most conductors can't say — I never ran my train off the track and I never lost a passenger."

But that was just the beginning of Tubman's heroic service. During the Civil War, she

*Notes on my thoughts,
reactions and questions as
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guided a team of Union scouts operating in the marshlands near present-day Beaufort, S.C. In 1863, she led a raid on plantations along the Combahee River that freed more than 750 slaves — becoming, apparently, the first woman to lead U.S. troops in an armed assault.

Later in life, she worked alongside Susan B. Anthony and others in the crusade for women's suffrage. She died in 1913, frail yet still **unbowed**, having lived one of the greatest of American lives.

Is it political correctness and historical revisionism to put her defiant likeness in our pockets? Of course — and high time, too.

Unceasing struggle has expanded the meaning of “we the people,” once reserved for white men only. As our understanding of freedom and equality has changed, so has our reading of the nation's history. In fighting for the rights of African Americans and women, Tubman risked her life for the highest of American ideals. Her example ennobles us all.

By definition, the study of history requires interpretation and assessment. The many vital contributions made by black people, women and other “outsiders” were long overlooked or undervalued. We are now able to see Tubman through a sharper lens, and she was magnificent.

As for Jackson, history has been less kind. He was a major slave owner, of course, like so many of our early presidents. If that alone were enough to get a president booted from our money, we'd have no dollar bills, no nickels and no quarters. Of course we should keep George Washington and Thomas Jefferson around, understanding their flaws while celebrating their greatness.

But Jackson also initiated the forced migration of thousands of Native Americans from the Southeast to the West, an exodus called the Trail of Tears that can be described only as genocidal. He knew that many Indians would die along the way — just as Southern plantation owners, New York financiers and other supporters of slavery knew that keeping human beings in bondage was wrong.

Still, Jackson did win the Battle of New Orleans; if he hadn't, the young nation might not have survived the War of 1812. I say let's put *him* on the \$2 bill, if anybody can find one.

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Grammar:

An antecedent is the word (or words) that a pronoun refers to.

For example:

*When **Mrs. Buttler** walked into her classroom, she was surprised to see all of her students sitting quietly.*

Pronouns – her, she, her **Antecedent** – Mrs. Buttler

1. Identify the antecedent in the following sentence from the article:

And she routinely exercised her Second Amendment right to carry a gun, which she was ready to use against anyone who stood in her way — or any fugitive slave having second thoughts. On her long road to freedom, there was no turning back.

Antecedent: _____

2. Write a sentence about Harriet Tubman that starts with a subordinating conjunction.

Quick Questions. Create two higher-level thinking questions (about the article) similar to what you would see on a test (short answer, not multiple choice). Points will be deducted for incomplete sentences/answers, missing capital letters and incorrect punctuation!

Question: _____

Answer: _____

Question: _____

Answer: _____

They Say / I Say:

On the back of this sheet of paper, use the following template to write two well developed paragraphs. Fill in the blanks with your own concise word choice(s) using information from the article where needed. Using these sentences as a guideline, develop your own written response on the back.

The general argument made by (the author) in her/his work, _____, is that _____. More specifically, (the author) argues that _____. She/he writes, “_____.” In this passage, (the author) is suggesting that _____. In conclusion, (the author’s) belief is that _____.

In my view, (the author) is wrong/right, because _____. More specifically, I believe that _____. For example, _____. Although some might object that _____, I maintain that the issue of _____ is important because _____.

Therefore, I conclude that _____.

