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

**Legal Milestones**

In 1777, Vermont becomes the first state to prohibt 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 1957, 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.
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.
Chapters 1–5

Vocabulary:
From the choices below, underline the best definition for each vocabulary word.

1. portentous
   a. important
   b. extraordinary
   c. suggestive

2. jocularly
   a. jokingly
   b. rapidly
   c. from the throat

3. imperturbable
   a. incomprehensible
   b. unsuitable
   c. calm

4. diffidence
   a. shyness
   b. remorse
   c. repentance

5. piquant
   a. fresh
   b. subtle
   c. stimulating

6. elucidations
   a. plans
   b. explanations
   c. remarks

7. chattel
   a. accessory
   b. worker
   c. property

8. ebullition
   a. convincing argument
   b. violent outburst of emotion
   c. criminal act

9. indubitable
   a. foolish
   b. unquestionable
   c. dramatic

10. daguerreotype
    a. painting
    b. sculpture
    c. photograph
11. sanguinary
   a. morbid       b. bloody       c. absurd

12. obstreperous
   a. frantic      b. unruly      c. energetic

13. pecuniary
   a. having to do with money  b. urgent  c. essential

14. par excellence
   a. perfect      b. preeminent  c. exclusive

**Context**
Sometimes the meaning of an unfamiliar word can be determined by the context in which it is used. The underlined words in the following exercise are shown as they appear in *Uncle Tom’s Cabin*. Try to determine the meaning of each word from its context. Then compare your definition with the dictionary definition.

15. “Mr. Shelby had the appearance of a gentleman; and the arrangements of the house, and the general air of the housekeeping, indicated easy, and even opulent circumstances.”
   *Your Definition:*
   
   *Dictionary Definition:*

16. “. . . he hobbled about the room, his childish face drawn into a doleful pucker, and spitting from right to left in imitation of an old man.”
   *Your Definition:*
   
   *Dictionary Definition:*

17. “. . . and it and the bed by which it lay, and the whole corner, in fact, were treated with distinguished consideration, and made, so far as possible, sacred from the marauding inroads and desecrations of little folks.”
   *Your Definition:*
   
   *Dictionary Definition:*

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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?
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?
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.’”
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?
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?
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:*
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?
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
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?
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’s 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: