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: ______ speculat______
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:
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

<table>
<thead>
<tr>
<th>enthusiasm</th>
<th>unnecessary</th>
<th>constitution</th>
<th>brevity</th>
<th>coaxed</th>
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<tbody>
<tr>
<td>atone for</td>
<td>disentangle</td>
<td>various</td>
<td>indiscriminately</td>
<td>sentimental</td>
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<tr>
<td>curses</td>
<td>recitation</td>
<td>pretentious</td>
<td>conspicuously</td>
<td>drinking</td>
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<tr>
<td>facial appearance</td>
<td>bubbling, excited</td>
<td>unsubstantiated</td>
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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, . . .”
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?
Analysis:

9. *Characterization* is the process by which an author reveals the personality of a character. A writer can reveal a character in the following ways:

1) By telling the reader exactly what a character is like; whether he is brave, amusing, cruel, etc.;
2) By describing how the character looks and dresses;
3) By what the character says;
4) By telling what the character thinks and feels;
5) By telling what the character does, i.e., his actions;
6) By revealing what other characters say about him, feel about him, and how they behave toward him.

Method 1 is called *direct characterization.* Methods 2–6 are called *indirect characterization.* When a writer uses indirect characterization, the reader must use his own judgment to decide what a character is like.

a. In the first half of Chapter 8, the reader is introduced to Tom Loker and a man named Marks. Stowe reveals a great deal about the two men in these few pages. Which methods of characterization does she use? List details of their appearance and conversation.

b. Look back in Chapter 1 at what Haley says about Tom Loker. Does Stowe’s description of him in Chapter 8 coincide with Haley’s previous conversation about him?

c. In your own words, tell what kind of man Loker is, then do the same with Marks. Do you find the two of them an unlikely pair? Give reasons for your answer.

10. After Sam’s account of Eliza’s escape, in what way are he and Mr. Shelby acting out parts expected of them, but which both men know are insincere?
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?”
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?
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.

<table>
<thead>
<tr>
<th>Word List</th>
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<tbody>
<tr>
<td>neglectfully</td>
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<tr>
<td>unconquerable</td>
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<tr>
<td>indecisive</td>
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<td>verbose</td>
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<td>inventive</td>
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<td>unwieldy</td>
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<td>piousness</td>
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<td>swelled</td>
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<td>servile</td>
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<td>bewilderment</td>
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<td>fiercely</td>
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<tr>
<td>prone</td>
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<tr>
<td>jolly</td>
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<tr>
<td>reserve</td>
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<td>serene</td>
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<tr>
<td>sluggishness</td>
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<tr>
<td>good-natured</td>
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<tr>
<td>humanizing</td>
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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
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?
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?
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
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
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:
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:
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 Hallidays different from the others who helped Eliza and George?