

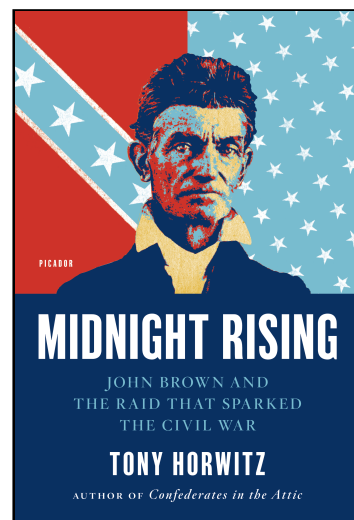
Midnight Rising

John Brown and the Raid That Sparked the Civil War

by **Tony Horwitz**

“Masterful . . . Both page-turning and heartbreaking—
a book to engage mind and soul.”

—*The Boston Globe*



384 pages • 978-0-312-42926-3

Winner of the
William Seward Book
Award for Excellence in
Civil War Biography

A
New York Times
Notable Book,
a *Library Journal* Top Ten
Best Book, and a *Boston
Globe* Best Nonfiction
Book of the Year

TO THE TEACHER

Midnight Rising is a gripping work of history that probes essential and enduring American themes: race, faith, individualism, violence, and social justice. It is also a lucid, lively survey of the causes of the Civil War and the dramatic events that ignited the nation's greatest conflict.

The book begins as biography, tracing the extraordinary life of John Brown, a Yankee farm boy and failed businessman who exploded onto the national stage as a militant abolitionist. Brown's anti-slavery fervor was rooted in his faith that he was fulfilling the destiny of his Puritan and Revolutionary War forbears. Horwitz also shows how Brown was radicalized by his times, which saw the rapid expansion of slavery and cotton, the rise of abolitionism, and crises such as Nat Turner's Rebellion and "Bleeding Kansas."

Brown, however, was not a lone gunman, and *Midnight Rising* becomes a group portrait of the remarkable activists and idealists who joined his crusade, including Frederick Douglass, Harriett Tubman, and a covert cell of businessmen and Transcendentalists known as the Secret Six. Brown was also joined by a guerrilla band of young men and women. Among them were three of Brown's sons and his

**PRAISE FOR
MIDNIGHT RISING**

16-year-old daughter; a gun-slinging poet who acted as Brown's spy in Virginia; an Army deserter convicted of "drunken riot and mutiny"; and a former slave who was desperate to free his wife and children from bondage.

The book's climax is Brown's attempt to free and arm slaves by seizing the U.S. armory at Harpers Ferry, Virginia. This surprise strike sparked a savage street fight and a counterattack by U.S. troops under the command of Robert E. Lee. During the court and prison drama that follow, *Midnight Rising* broadens, showing how Brown's attack shocked and split the nation, paving Abraham Lincoln's path to the presidency and propelling the U.S. toward civil war. Meticulously researched and vividly told, *Midnight Rising* brings alive an era of terror and national division that resonates powerfully in our own.

"A hard-driving narrative of one of America's most troubling figures . . . It's impossible to read this fine book without thinking about modern-day Browns."
—*The New York Times* (A Notable Book of 2011)

"By recalling the drama that fired the imagination and fears of Brown's time, *Midnight Rising* calls readers to account for complacency about social injustices today. This is a book for our time."—*Library Journal* (Top Ten Books of the Year, 2011)

"Horwitz, an exceptionally skilled and accomplished journalist, turns his hand to pure history with admirable results. *Midnight Rising* is smoothly written, thoroughly researched, places Brown within the context of his time and place, and treats him sensitively but scarcely adoringly."—*The Washington Post* (Best of 2011)

"*Midnight Rising* is deeply compelling, richly researched and elegantly written. The raid on Harpers Ferry—and the complex character of John Brown—come vividly to life in Horwitz's irresistibly readable account."—Annette Gordon-Reed, author of *The Heminges of Monticello*

"There's a brilliance to this book that put me in mind of Truman Capote's *In Cold Blood*, only Horwitz's *Midnight Rising* is set deeper in America's dark past. With stunning, vivid detail, he has captured the sheer drama and tragedy of John Brown and the bloody raid at Harpers Ferry that helped propel America toward civil war."—Erik Larson, author of *The Devil in the White City*

PREPARING TO READ

The questions below are meant to deepen students' engagement with the individuals and events described in *Midnight Rising*. The book raises challenging issues. How should one feel about John Brown, who used violence to achieve liberty and equality? What to make of national icons such as the Founding Fathers and Abraham Lincoln, who cherished freedom, yet had views on race and slavery that today we might condemn? Students should be encouraged to explore and debate their discomfort, and to try and imagine themselves living in that era. How would they have acted? Was bloodshed over slavery inevitable? Does the book make them think about issues that divide us today?

Midnight Rising is also an accessible primer on using primary sources such as letters, newspaper reports, and court documents. The book can be a teaching tool for finding and using this material and crafting it into readable history.

QUESTIONS FOR EACH CHAPTER

PROLOGUE: October 16, 1859

The prologue cites parallels between John Brown's Raid in 1859 and al-Qaeda's attack on the U.S. on 9/11 (p. 3). How were the two events similar and how not?

The author says his son's high-school textbook touches only briefly on John Brown (p. 3). Was this true of yours? Why do you think that is?

The prologue notes that the term "John Brown's Raid" wasn't used in 1859. Americans saw it as an "Uprising" or "Invasion" (p. 4). What does this say about how history changes with hindsight?

Were you surprised to read that Abraham Lincoln, before the Civil War, said slavery might last another hundred years and that freed blacks should be sent back to Africa? (pp. 4-5.)

CHAPTER ONE: School of Adversity

Brown was born to old Yankee stock and named for a grandfather who died in the Revolutionary War (p. 10). How was he influenced by this heritage?

Brown suffered many losses as a child, including the death of his mother (p. 11). What impact did these setbacks have on his development?

Religious belief was central to Brown's upbringing. What is Calvinism and what aspects of it were particularly important to him? (pp. 9-13.)

The Declaration of Independence stated that men are created equal and have the right to liberty. How did the Founding Fathers square this belief with their support of slavery? (p. 14.)

Why was Thomas Jefferson alarmed by the debate over slavery that resulted in the Missouri Compromise? (pp. 15-16.)

CHAPTER TWO: I Consecrate My Life

Nat Turner's Rebellion in 1831 failed to free slaves, but it terrorized the white South. Why was it so significant? (pp. 20-23.)

How did the abolitionism of William Lloyd Garrison differ from earlier anti-slavery movements? (pp. 21-22.)

Pro-slavery advocates developed a new and radical ideology in the 1830s. What were its tenets? (p. 23.)

John Brown began as a pacifist in the Garrison mold. What moved him towards a more militant brand of abolitionism? (pp. 23-26.)

Brown was an ambitious and hard-working man but continually failed and ultimately went bankrupt. Why do you think he didn't succeed as a businessman? (pp. 26-28.)

CHAPTER THREE: A Warlike Spirit

Frederick Douglass wrote that Brown shared the pain of African Americans so deeply that it was as if "his own soul had been pierced by slavery" (p. 32). Why do you think Brown identified so strongly with blacks? How did his racial views differ from those of other anti-slavery whites?

Brown's family endured great hardship and loss. What does Mary Brown's experience say about the lives of women in this era? (p. 34-5.)

How did the Mexican War and Compromise of 1850 heighten tensions over slavery? (pp. 36-7.)

The word "filibuster" had a different meaning in the 1850s than it does today. Who were the filibusters, and what did they seek? (p. 38.)

Explain the importance of cotton to both the nation's economy and the escalating conflict over slavery (pp. 37-8).

Why did the Kansas territory become the front line in the battle over slavery? What was at stake? (pp. 39-40.)

CHAPTER FOUR: First Blood

Brown believed he was led by God to do battle in Kansas (p. 44). Explain his Calvinist beliefs as they relate to his anti-slavery mission.

Why were the “sack of Lawrence” and the caning of Charles Sumner such a shock to anti-slavery Northerners? (pp. 47-50.) What impact did they have on Brown and his men?

At Pottawatomie Creek, Brown and his band brutally killed five men. How do you think Brown justified this act in his own mind? Why did he strike at night, with swords? (pp. 51-55.)

The author writes that Brown “acted as an accelerant” in Kansas (p. 55). What does he mean by that?

Today, newspaper journalists strive to tell the news objectively. Give examples of how that was different in Kansas (pp. 56-8).

CHAPTER FIVE: Secret Service

Why were Franklin Sanborn, Henry David Thoreau and other well-bred New Englanders so drawn to Brown, a rough-hewn man with little money or formal education? (pp. 61-63.)

Brown struggled to reconcile the demands of his crusade with those of being a father, husband, and provider. Discuss the tension between his different roles (pp. 64-65).

How did Harpers Ferry become a strategic center and why did Brown select the town as a target? (pp. 68-72.)

Brown's young recruits were very different from their leader. Discuss the Iowa “War College” and the character of its students (pp. 72-73).

What united the “Secret Six” and why did they provide Brown with money and arms, despite the “manifest hopelessness” of his mission? (pp. 76-79.)

CHAPTER SIX: This Spark of Fire

Why did Brown convene a constitutional convention among blacks in Canada? And why do you think Harriett Tubman and others failed to provide the support Brown had hoped for? (pp. 80-83.)

How did Harpers Ferry differ from other communities in the South? How did Brown's spy, John Cook, exploit this? (pp. 85-88.)

Brown identified with many biblical figures in the course of his career. Whom do you think he had in mind as he led slaves from Missouri to Canada? How did this experience change him? (pp. 88-93.)

Why did the armed rescue of Missouri slaves electrify anti-slavery Northerners and Brown's supporters in particular? (pp. 89-90.)

CHAPTER SEVEN: My Invisibles

What were the obstacles Brown faced in holding his band together in the summer of 1859? (pp. 110-112.) Do you think these struggles are typical of other underground cells in history?

What role did Annie and Martha Brown play at the Kennedy Farm? (pp. 102-4.) Do you think one of the men was Annie's lover, and if so, which one? (pp. 120-121.)

Almost all the men and women at Brown's mountain hideout were in their teens and early twenties. Do you identify with any of them?

Why did Frederick Douglass rebuff Brown's plea that he join in the plot to attack Harpers Ferry? (pp. 112-116.)

What do the letters of Harriett Newby to her husband Dangerfield say about the life of Virginia slaves? (pp. 117-119.)

CHAPTER EIGHT: Into the Breach

Why was the armory at Harpers Ferry so lightly protected? (pp. 130-131.) What does this say about American society in 1859 and how it differed from this country today?

Why did Brown target the plantation owner, Lewis Washington, as his first hostage? (pp. 133-137.) What was the symbolism involved?

Why did Brown let the passenger train continue on to Baltimore to spread word of his attack on Harpers Ferry? (pp. 141-143.)

Why did white Virginians in the area, few of whom owned slaves, take up arms against Brown and his band? (pp. 143-144, pp. 148-149.)

What tactical mistakes did Brown make in the course of his raid? What was his military doctrine? (pp. 154-156.)

At first the combatants were somewhat civil towards each other, but the conflict quickly turned savage. What are examples of this and why do you think this happened? (pp. 157-161.)

The author, a former war correspondent, depicts the combat as chaotic and confusing. Discuss “the fog of war” as it relates to the fighting at Harpers Ferry (pp. 139-140, 151, 163-165, 166-167).

Why did Brown refuse to surrender when it seemed clear his position was hopeless? (pp. 170-172.)

CHAPTER NINE: I Am Nearly Disposed of Now

How did changes in communications, such as the telegraph, influence events at Harpers Ferry and their importance to the nation? (pp. 173-174, 176.)

Robert E. Lee and J. E. B. Stuart would later become famous Confederate generals, but at Harpers Ferry they served as loyal U.S. officers. Do you see signs of their military skills and Southern views in their actions and letters? (pp. 174-180.)

Why was Virginia Governor Henry Wise so eager to take charge of the crisis in Harpers Ferry? (pp. 184-185.)

How did Brown’s behavior surprise and even earn the admiration of his Southern antagonists? (pp. 185-187.)

CHAPTER TEN: His Despised Poor

Why were locals so panicked even after Brown and his band had been defeated and captured? (pp. 192-195.)

Do you think Brown received a fair trial? (pp. 201-203.)

Brown's lawyers tried to mount an insanity defense (pp. 204-206). Do you think Brown was insane? Why did he refuse to plead insanity?

Why did most Northerners, including the Secret Six, initially try to distance themselves from Brown? (pp. 208-210.)

Brown's courtroom speech is regarded as one of the greatest in U.S. history. What was so striking about his words and manner? (pp. 211-215.)

Why do you think Brown was so upset at the prospect of his wife Mary visiting him in prison? (pp. 218-219.)

CHAPTER ELEVEN: A Full Fountain of Bedlam

According to the Dred Scott decision, blacks weren't true citizens. How did this affect the trial of the black raiders? (p. 220.)

Do you think the freed slaves who took up arms with Brown did so willingly? Why did white Virginians insist they had not? (pp. 221-4.)

Was there a realistic chance that Brown might be pardoned or freed from prison by his allies? (pp. 228-30.) Should Governor Wise have commuted his sentence?

Why did Brown write that he never "enjoyed life better" than he did in prison as his execution approached? (pp. 230-1.)

CHAPTER TWELVE: So Let It Be Done!

The author speculates that Brown had a "second plan" and may have seen his raid as a suicide mission (pp. 233-9). Do you agree?

Do you think Brown exposed his Northern allies on purpose? (pp. 239-40.) Why would Brown do this?

Mary Brown visited her husband in prison (pp. 241-246). How do you imagine she felt about his sacrifice of himself and their sons to his anti-slavery crusade?

What struck observers about Brown's demeanor on the gallows? Was the source of his fearlessness "physical or animal courage," as one Virginian put it, or did it go deeper? (pp. 251-5.)

What was the significance of Brown's final note (pp. 255-7.)? Do you think he saw the future?

CHAPTER THIRTEEN: Dissevering the Ties that Bind Us

Why were white Southerners mobilized by the outpouring of grief and admiration for Brown in the North after his hanging? (pp. 261-3.)

How did the treatment of white and black prisoners differ during their imprisonment and at their hangings? (pp. 263-7.)

Was Annie Brown correct that Aaron Stevens became engaged to Jennie Dunbar on the night before his hanging? (p. 271.) What do you think Dunbar's feelings were for Stevens?

EPILOGUE: Immortal Raiders

What were Abraham Lincoln's views on slavery before the Civil War? How did Harpers Ferry help him win the Republican nomination and election of 1860? (pp. 272-4.)

What was the principal cause that Southern states cited in justifying their decision to secede? (p. 275.)

How did Brown inspire the "Battle Hymn of the Republic"? (p. 277.)

Lincoln's views on slavery and Brown's actions changed in the course of the Civil War. How and why? (p. 277-80.)

What are the ties between Lincoln, Brown, and John Wilkes Booth? (p. 280.)

Frederick Douglass declared that Brown began "the war that ended slavery" and that Harpers Ferry was the true start of the Civil War (pp. 287-8). Do you agree?

In the book's closing poem, Langston Hughes called Brown and his band "Immortal raiders" (p. 290). What does he mean by this, and why does he want people to remember Harpers Ferry?

FURTHER QUESTIONS FOR DISCUSSION

Could Brown's military plan have worked? If he'd succeeded in freeing and arming thousands of slaves, what would have happened?

Could Brown have achieved his goals by peaceful means? Is violence ever justified in the cause of justice?

Was Brown a terrorist? What does terrorism mean? In praising Brown, Thoreau asked: "Is it possible that an individual may be right and a government wrong? Are laws to be enforced simply because they are made?" How would you answer these questions?

Brown believed he was God's agent for the emancipation of slaves. Do you see parallels to fundamentalists today, at home and abroad?

The subtitle of *Midnight Rising* calls Harpers Ferry "the raid that sparked the Civil War." Do you believe this is accurate?

If Brown had lived, how do you think he would have felt about the Civil War and emancipation? Would he have felt he had triumphed?

The Civil War cost more than 600,000 lives and ravaged the nation. Was it inevitable, and was there a better way to resolve the crisis over secession and slavery?

TERMS AND PHRASES TO DEFINE

Abolitionism	Free Soilers	Phrenology
Antebellum	Freemasons	Pottawatomie Massacre
Bleeding Kansas	Indian Removal	Provisional Constitution
Border Ruffians and Pukes	Into Africa	Slave Power
Chatham Convention	Irrepressible conflict	Spiritualists
Colonization of freed slaves	John Brown's Fort	Subterranean Pass Way
Contraband of war	League of Gileadites	Teetotaler
Cotton is King	Mason-Dixon Line	Three-fifths clause
Doughfaces	Monomania	Transcendentalism
Fire bell in the night	Non-resistant	Ultras
Fire-eaters	Old South	Underground Railroad
Fixedness	Osawatimie Brown	Water cure
	Panic of 1837	Western Reserve
	Peculiar Institution	Whigs

1) Almost all of *Midnight Rising* is based on primary documents such as letters, diaries, newspaper reports, and court documents. The author lists his sources in the Notes and Selected Bibliography at the end of the book, and mentions a number of sources that are available online. Ask students to select a passage from the book that engages them and send them to the sources Horwitz used, so they can experience the excitement and challenge of doing archival research.

2) *Midnight Rising* makes use of the rich body of literature and oratory inspired by John Brown and Harpers Ferry, including the words of Henry David Thoreau, Ralph Waldo Emerson, Herman Melville, Louisa May Alcott, Julia Ward Howe, Frederick Douglass, and Langston Hughes. Ask students to pick a poem or speech or essay quoted in the book to study in its entirety. How do history and the arts intersect, and what can be learned about the antebellum era from close analysis of these literary texts?

3) John Brown and his Raid generated hundreds of photographs and illustrations, as well as artwork in later years by painters such as Jacob Lawrence. Some of these images are on the author's website, www.tonyhorwitz.com, or can be easily accessed elsewhere. Ask students to choose an image to research in detail. How did visual imagery influence responses to Brown and Harpers Ferry? What do the image reveal about the subjects themselves? How did African Americans and admirers of Brown portray him differently than others?

4) The author's website also includes interviews with Horwitz about the book and his research. Ask students to read or listen to these and discuss what they learned about the story behind the book.

5) In his research, the author visited many places related to the subject he was writing about, and in the prologue he retraces the steps of Brown and his men on the night they marched into battle. If feasible, take students to visit one of these sites. Harpers Ferry, West Virginia, is a national historic site with excellent museums and ranger-guided tours. Other places of interest include Osawatomie, Kansas; Brown's childhood haunts in Hudson, Ohio; his family's homestead near Lake Placid, New York; and the Historical Society of Pennsylvania in Philadelphia, which has many relics and papers related to Brown and Harpers Ferry. How does visiting historic ground enhance understanding of the past and a writer's ability to bring history alive?

SUGGESTIONS FOR FURTHER READING

6) Brown's trial, and the acts for which he stood accused, were well documented. But many questions have been raised about the nature of the charges, the fairness of Brown's trial, and whether he should have been sentenced to hang. Explore these issues by turning the class into a courtroom, with students playing the prosecution, defense, judge, jury, and the accused. What case can be made for and against Brown, and how would the class judge him? How about his co-conspirators?

The best way for students to learn more about John Brown, Harpers Ferry, and the start of the Civil War is to read the words of actors and observers from the time. Two excellent collections of primary documents are online, through the Kansas State Historical Society, <http://www.kansasmemory.org/> and the West Virginia State Archives, <http://www.wvculture.org/HiStory/wvmemory/imlsintro.html>

Of the many books on John Brown and his era, here is a short list of works recommended for students. *All On Fire*, by Henry Mayer, is a biography of William Lloyd Garrison that also provides an overview of the history of abolitionism. *John Brown's Trial*, by Brian McGinty, is suited to students interested in the legal questions surrounding Harpers Ferry. *1861: The Civil War Awakening*, by Adam Goodheart, is a non-academic narrative of the events and characters surrounding secession and the start of armed conflict. *Battle Cry of Freedom*, by James McPherson, is a survey of the Civil War that includes a thorough discussion of the conflict's causes. *The Radical and the Republican*, by James Oakes, compares and contrasts Frederick Douglass and Abraham Lincoln, two of the key figures whose careers intersected with Brown's.

TIMELINE

1776: Declaration of Independence states all men are created equal. John Brown's grandfather and namesake dies in the Revolutionary War.

1787: Constitution protects slavery and declares each slave 3/5ths of a person.

1800: John Brown born on farm in Torrington, Connecticut. At five, he moves with family to northeast Ohio.

1820: Missouri Compromise draws line between free and slave states. Brown marries and opens a tannery.

1831: William Lloyd Garrison founds abolitionist paper, *The Liberator*. Nat Turner leads slave revolt that kills 60 whites and causes vicious backlash by white Southerners.

1833: American Anti-Slavery Society founded. Brown, having lost wife in childbirth, remarries and writes for first time of his desire to help “my fellow-men who are in bondage.”

1837: Abolitionist editor, Elijah Lovejoy, murdered by Illinois mob. At church meeting, Brown states, “I consecrate my life to the destruction of slavery.”

1842-3: Brown declared a bankrupt. Four of his young children die from dysentery.

1846-8: Mexican War dramatically expands U.S. territory and potential reach of slavery. Brown tells Frederick Douglass of his secret plan to free slaves.

1850: Compromise of 1850 tightens Fugitive Slave Law. Brown forms League of Gileadites to resist slave-catchers.

1854-5: Kansas-Nebraska Act sparks conflict in new western territory. Brown raises money and guns from abolitionists and joins his sons in Kansas.

1856: Pro-slavery forces sack Lawrence, Kansas. Brown leads bloody raid on pro-slavery settlement and becomes national figure as he fights to keep “Bleeding Kansas” free.

1857: In Dred Scott decision, Supreme Court rules that blacks have no rights of citizens. Brown recruits guerrilla fighters for strike against slavery in South.

1858: The “Secret Six,” forms to aid Brown, who convenes blacks in Canada to ratify revolutionary constitution.

Winter 1859: After liberating slaves at gunpoint in Missouri, Brown escorts them 1,100 miles to freedom in Canada.

Summer, 1859: Brown travels under an alias to Maryland, where he rents a remote farm and gathers his weapons and guerrilla band. Two women and 21 men join him.

Oct. 16, 1859: Brown leads 18 of his men from Maryland into Virginia, seizing the U.S. Armory at Harpers Ferry and freeing slaves from nearby plantations.

Oct. 17, 1859: Townspeople and militia battle Brown and his men, surrounding them in Armory engine-house. U.S. Marines under Robert E. Lee dispatched from Washington to quell the rebellion.

Oct. 18, 1859: Marines storm the engine-house, killing or capturing the insurgents inside. Brown is badly wounded but boldly defies his captors.

Oct. 25, 1859: Brown put on trial in Virginia for murder, treason, and insurrection.

Oct. 30, 1859: On eve of Brown's conviction, Henry David Thoreau makes impassioned defense of Brown, calling him "the most American of us all."

Nov. 2, 1859. At his sentencing, Brown makes courtroom speech embracing his fate and condemning slavery. His words electrify anti-slavery opinion in the North.

Dec. 2, 1859. Brown rides atop his coffin to the gallows, guarded by 2000 troops. His courage on the scaffold awes even his hostile audience, which includes John Wilkes Booth and Thomas "Stonewall" Jackson. Forbidden from speaking, Brown hands note to guard saying that the nation's sins can only be purged with blood. Northerners mark his hanging with tolling bells and speeches denouncing slavery.

Dec. 8, 1859: After a slow transit north, during which his body is mobbed and mourned, Brown is buried in upstate New York. In Congress, Jefferson Davis warns that if the nation will not protect slavery, Southerners will secede "even if it rushes us into a sea of blood."

Dec. 16, 1859: Four of Brown's men hang in Virginia. Tension mounts as Southern states arm and engage in reign of terror against anyone suspected of spreading abolitionism.

Spring, 1860: Abraham Lincoln, a critic of Brown, wins Republican nomination for president while Democrats split over Southern demands for extreme guarantees of slavery.

Nov.-Dec., 1860: In divided field, Lincoln wins presidency with 39% of the vote and support of only Northern states. South Carolina secedes; six other states will soon follow.

April, 1861: South Carolinians shell Fort Sumter. Virginia joins Confederacy and seizes the U.S. Armory at Harpers Ferry, which Brown had attacked 18 months before.

Dec., 1861: Lincoln, resisting abolitionist pleas, maintains his position that the war is being fought to preserve the Union, not to free slaves. He likens emancipation to "a John Brown raid, on a gigantic scale."

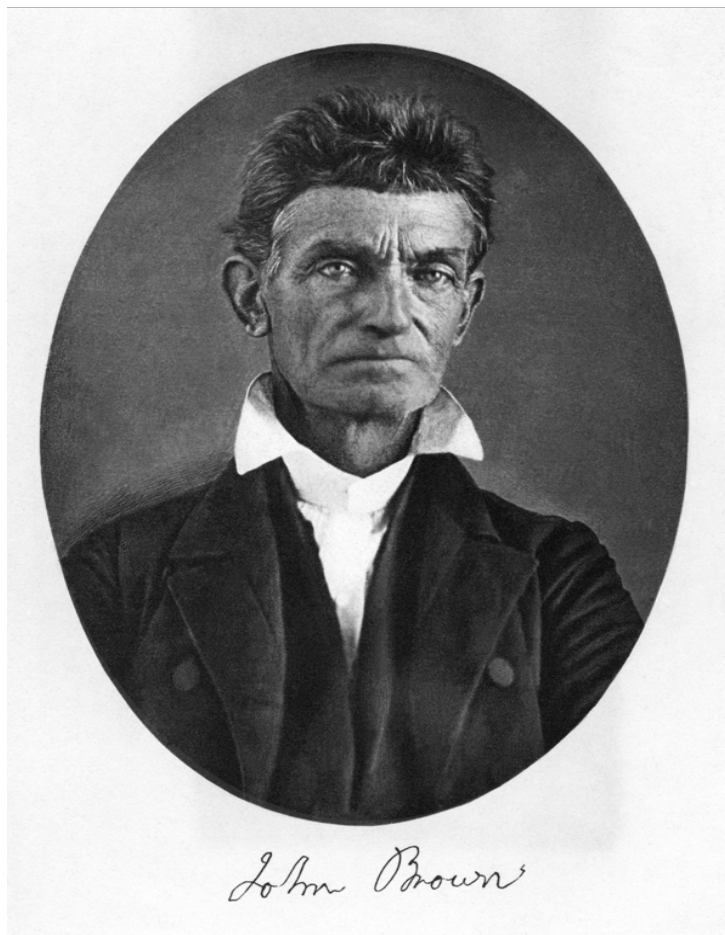
Feb., 1862: Atlantic magazine publishes the “Battle Hymn of the Republic,” by Julia Ward Howe, which gives new lyrics to the Union marching song, “John Brown’s Body.”

Jan. 1, 1863: Lincoln issues Emancipation Proclamation, freeing slaves in rebel states and calling for enlistment of blacks to fight for the Union.

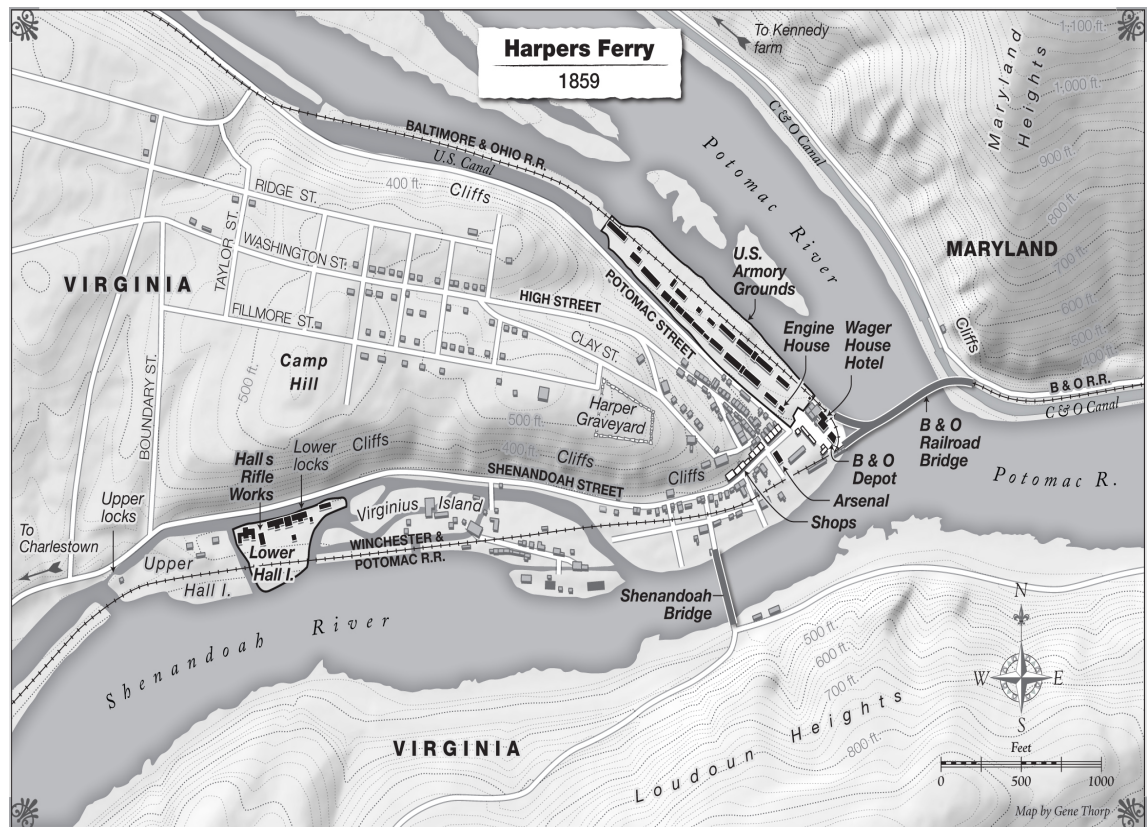
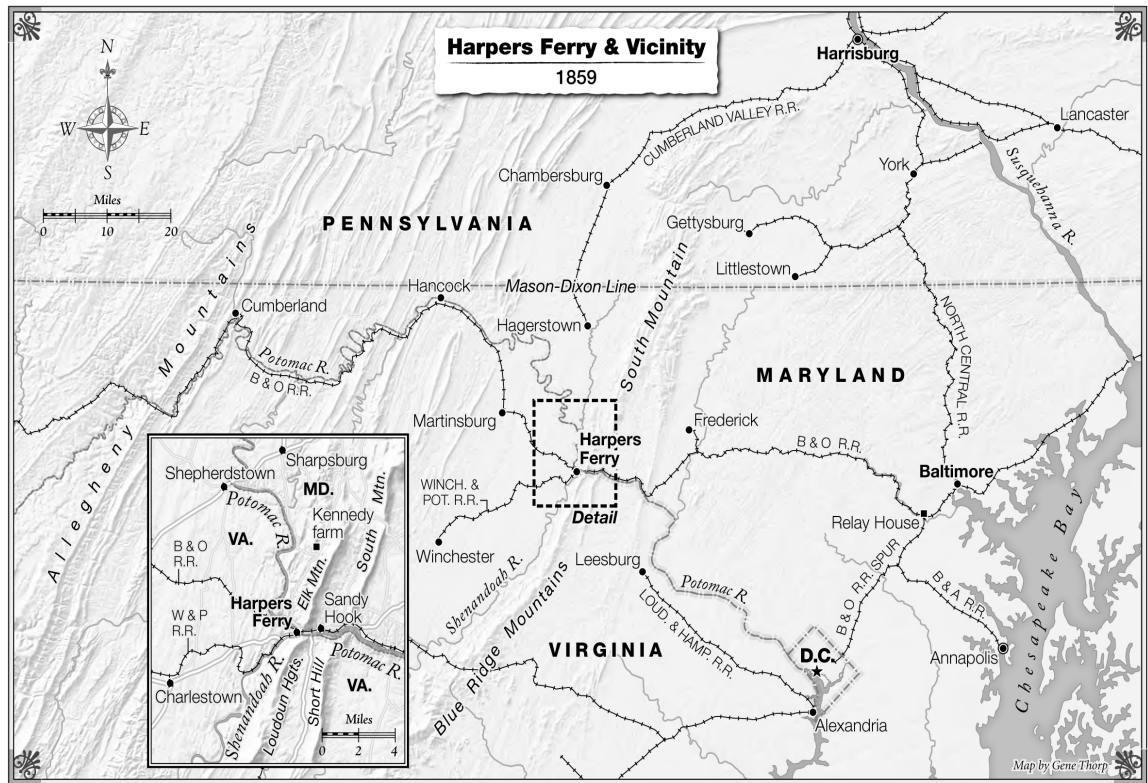
March-April, 1865: In his second inaugural address, Lincoln echoes Brown’s prophecy from the gallows by stating that blood drawn by the lash must be paid with blood drawn by the sword. A few weeks later, Robert E. Lee surrenders and Lincoln lies dead, assassinated by John Wilkes Booth, who witnessed Brown’s hanging in 1859. In death, Lincoln joins Brown as a martyr to the cause of liberty and justice.

IMAGES AND MAPS

These images, and many more, are also available at www.tonyhorwitz.com

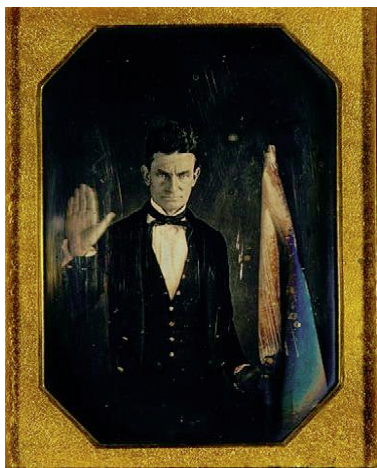


John Brown in late 1856 (Courtesy of the West Virginia State Archives, Boyd B. Stutler Collection)





Newspaper illustration of marines storming engine-house



John Brown ca. 1847, daguerrotype by Augusta Washington



Harpers Ferry in 1859, from hill behind town (Courtesy of Harpers Ferry National Historical Park, Harpers Ferry, WV.)

Tony Horwitz is a native of Washington, D.C., and a graduate of Brown University and Columbia University's Graduate School of Journalism. He worked for many years as a newspaper reporter, first in Indiana and then during a decade overseas in Australia, Europe, Africa, and the Middle East, mainly covering wars and conflicts as a foreign correspondent for *The Wall Street Journal*. After returning to the U.S., he won the Pulitzer Prize for national reporting and wrote for *The New Yorker* before becoming a full-time author.

His books include the national and *New York Times* bestsellers *Confederates in the Attic*, *Blue Latitudes*, *Baghdad Without a Map* and *A Voyage Long and Strange*. His latest book, *Midnight Rising*, was named a *New York Times* Notable Book of 2011; one of the year's ten best books by *Library Journal*; and won the 2012 William Henry Seward Award for Excellence in Civil War Biography.

Mr. Horwitz has also been a fellow at the Radcliffe Institute for Advanced Study at Harvard University, and a visiting scholar at the John Carter Brown Library at Brown University. He lives with his wife, the novelist Geraldine Brooks, and their sons, Nathaniel and Bizu, on Martha's Vineyard in Massachusetts.

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