

Lesson Plan

Copper Country ISD: June 19-21, 2012

UNDERGROUND RAILROAD

Lesson Overview:

Purpose of the lesson(s) is to teach students about the Underground Railroad including Michigan's role.

Objectives:

Students will be able to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.

Standards:

4-H3.0.7: Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.

4-G4.0.1: Use a case study or story about migration within or to the United States to identify push and pull factors that influenced the migration.

Time Required: Approximately 6 days @ 40 minutes per lesson

Recommended Grade Level(s): Grade 4

Topic(s): Underground Railroad

Era: 1840s - about 1860

Preparation:

Materials:

Student:

- ⤴ Paper & pencil for KWL Chart AND Photo Analysis
- ⤴ Vocabulary Chart
- ⤴ Computer(s) or printouts for research lesson - day 5
- ⤴ 5Ws graphic organizer for research lesson - day 5
- ⤴ Directions for assessment piece

Teacher:

- ⤴ Levine, Ellen. *If You Traveled on the Underground Railroad*. NY: Scholastic, 1988.
- ⤴ Kamma, Anne. *If You Lived When There Was Slavery in America*. Scholastic, 2004
- ⤴ Technology to project sources via internet
- ⤴ Copies of rubric for assessment

Procedure:

DAY 1: K&W of KWL of Underground Railroad - collect or set aside for later

Begin with a background of slavery by analyzing:

Photograph: "Cabins where slaves were raised"

- ⤴ Students study for 2 minutes
- ⤴ Students list people, objects, and activities in photograph
- ⤴ Share observations - list on board
- ⤴ Discuss: Based on observations what can you infer?
- ⤴ What questions does it raise?
- ⤴ Where could you find the answers?

Is the photograph a primary or secondary source? How do you know?

DAY 2:

Review Photograph from day 1

Read/discuss slavery

1. Read/discuss narratives from LOC site:

John W. Field, Age 89

Sarah Frances Shaw Graves, Age 87

Are narratives a primary or secondary source? How do you know?

2. Read Aloud: *If You Lived When There Was Slavery in America*

Add information to KWL Chart - share what was added

Discussion Question: What would you do if you were a slave?

Day 3:

Introduce Underground Railroad w/ United Streaming Video: (2min.19sec.)

Discuss meaning(s) of "underground" and discuss railroads

Define Underground Railroad as a series of secret routes used by fugitive slaves to escape to freedom. (It is important that students know that it is not a train and is not underground - it is a code!)

Teach vocabulary related to Underground Railroad. Students fill in chart.

Discuss. Staple chart to KWL.

Day 4:

Review Vocabulary

Topic: Maps, routes, stations

Analyze Photograph of station house on LOC Site

(See questions from lesson 1)

Examine Interactive Map @ eduplace.com

Discussion Question: Why are there no original maps of UR?

Discussion Question: What was Michigan's role? Why?

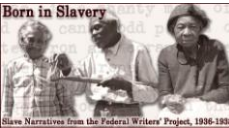

KWL - add details and share

Day 5: Review
 Topic: Role of Michigan abolitionists - secondary sources
 Michigan People Important to the Underground Railroad:
 Laura Smith Haviland
 George De Baptiste
 Sojourner Truth
 Nathan Thomas





Divide students into groups. Have them research the above listed abolitionists and report back to the class using 5Ws graphic organizer. See resources chart for sites.
 KWL - add and review

Day 6: Read Aloud and discuss: *If you traveled on the Underground Railroad*
 Discussion Question: What were the push & pull factors for fugitive slaves?

Evaluation:
 Essay - with rubric

| IMAGE | DESCRIPTION | CITATION | PERMANENT URL |
|---|--|--|--|
|  | <p>Slave Narratives: Voices & Faces from the Collection</p> | <p>Library of Congress, Manuscript Division.</p> | <p>http://memory.loc.gov/ammem/snhtml/snhome.html</p> |
|  | <p>Cabins where slaves were raised</p> | <p>New York: Underwood & Underwood, publishers, c1903 Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA</p> | <p>http://www.loc.gov/pictures/item/94505180/</p> |

| | | | |
|---|--|--|--|
|  | <p>The Carriage House in Vandalia, Michigan, served as a haven for runaway slaves. <i>Photo: Bill Dozier</i></p> | <p>Originally submitted by: Fred Upton, Representative (6th District). The Library of Congress</p> | <p>http://lcweb2.loc.gov/diglib/legacies/MI/200003147.html</p> |
| <p>Additional Source</p> | <p>Title: "The Underground Railroad" <i>The Mitten</i></p> | <p>Spring 2001. 13 November 2008 Google Search: michigan history magazine the mitten</p> | <p>http://www.michigan.gov/documents/dnr/mhc_mitten_underground-railroad_308417_7.pdf</p> |
| | <p>Title: Interactive Map: The Underground Railroad</p> | <p>Google Search: Underground Railroad Maps</p> | <p>http://eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u6/index.html</p> |
| | <p>Title: The Underground Railroad: National Geographic Education</p> | <p>Google Search: Underground Railroad</p> | <p>http://education.nationalgeographic.com/education/multimedia/interactive/the-underground-railroad/?ar_a=1</p> |
|  | <p>Title: DNR-Laura Smith Haviland</p> | <p>Google Search: Laura Smith Haviland</p> | <p>http://www.michigan.gov/dnr/0,4570,7-153-54463_19313_20652_19271_19357-163242--,00.html</p> |

| | | | |
|---|---|--|--|
|  | <p>Title: DNR - George De Baptiste</p> | <p>Google Search: George DeBaptiste</p> | <p>https://www.michigan.gov/dnr/0,4570,7-153-54463_18670_44390-159058--,00.html</p> |
|  | <p>Title: Aboard the Underground Railroad - Dr. Nathan Thomas House</p> | <p>Google Search: Nathan Thomas Underground Railroad</p> | <p>http://www.nps.gov/nr/travel/underground/mi1.htm</p> |
|  | <p>Article Title: Sojourner Truth A Life and Legacy of Faith</p> | <p>Google Search: Sojourner Truth At site, select history . . . Sojourner's biography - <u>Legacy of Faith</u></p> | <p>www.sojournertruth.org</p> |
|  | <p>Title: Function and Methods of the Underground Railroad</p> | <p>Site: United Streaming.com Search: Underground Railroad, All Services, Grades 3-5</p> | <p>http://player.discoveryeducation.com/index.cfm?guidAssetId=1485BCAD-73A3-4F6B-A858-6651C787349B&blnFromSearch=1&productcode=US</p> |
| <p>Additional Source:</p> | <p>Michigan Citizenship Collaborative Curriculum</p> | | <p>www.micitizenshipcurriculum.org</p> |

Vocabulary Chart

Underground Railroad: a series of secret routes used to help escaping slaves

| Railroads | Underground Railroad |
|-----------------|----------------------|
| Conductor: | |
| Station: | |
| Route: | |
| Passengers: | |
| Fugitive: | |
| Slave: | |
| Drinking Gourd: | |
| Abolitionists: | |
| Plantation: | |

ASSESSMENT DIRECTIONS:

- Write a one page essay about what you learned about the Underground Railroad using as many vocabulary words as possible.
- At the end write a personal response with one of the following sentence starters:
 - I liked learning about the Underground Railroad because
 - I didn't like learning about the Underground Railroad because
 - It was easy to learn about because
 - It was not easy to learn about because
 - The most interesting thing I learned was
 - Something that confused me was

Extension Activities:

- Discuss the possible role of quilts in the UR with:
Under the Quilt of Night by Deborah Hopkinson
Publisher: Aladdin
Date: January 6, 2005
- Read aloud: Henry's Freedom Box
Levine, Ellen, Scholastic Press 2007
- Write acrostics poems
- Write a class picture book OR have students draw a picture and write a sentence depicting something they learned. Display.
- Have a selection of books available for students to read on their own. Have them report to the class.
- Learn about other abolitionists such as Harriet Tubman or Frederick Douglas
- Read and discuss "Mitten" - see resource table

Name: _____

Teacher: _____

Date : _____

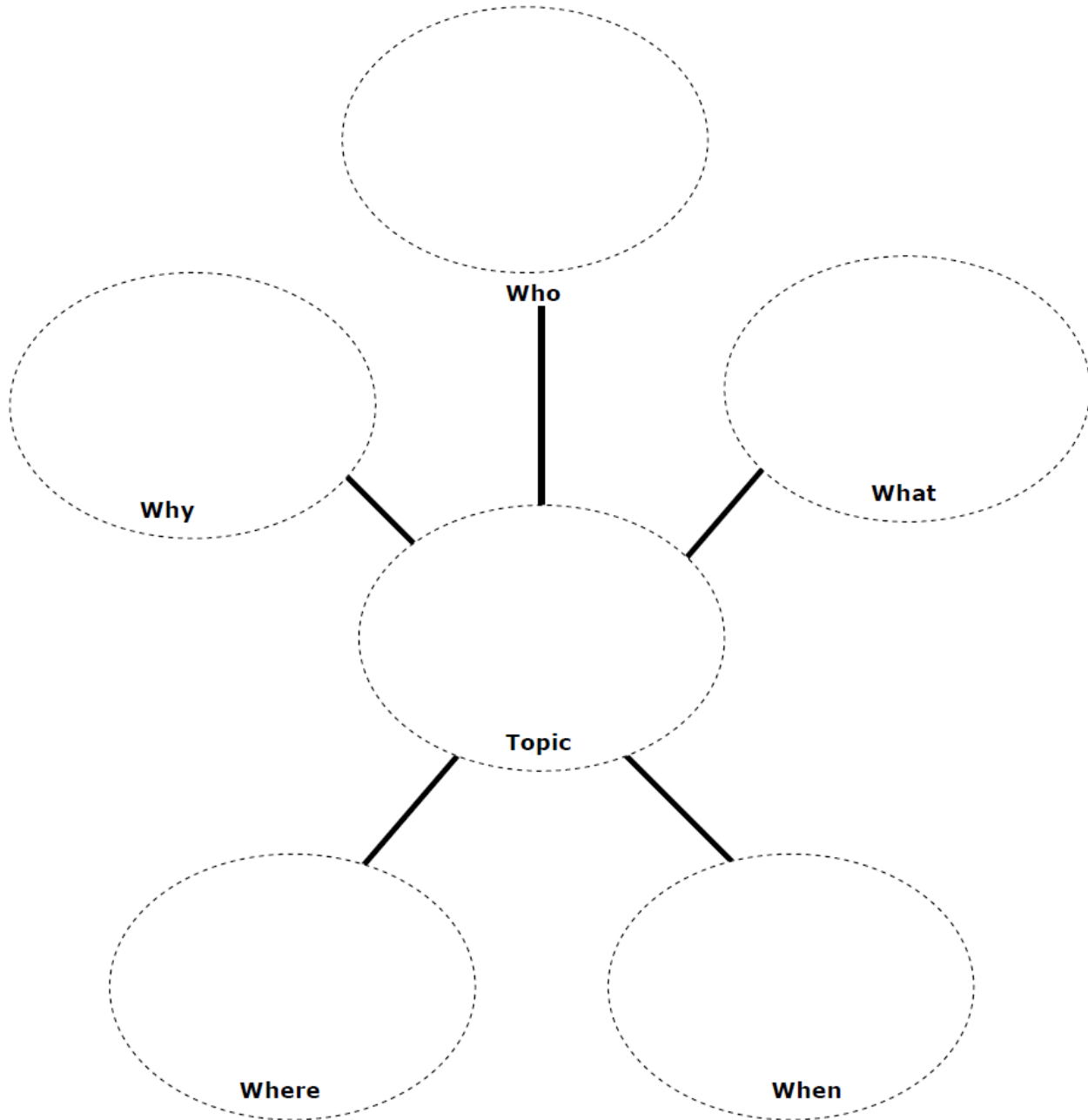
Title of Work: _____

| | Criteria | | | | Points |
|--|--|--|--|--|---------------|
| | 1 | 2 | 3 | 4 | |
| Understanding and Knowledge of Underground Railroad | Does not understand or have adequate knowledge of Underground Railroad | Has some understanding and limited knowledge of Underground Railroad | Has knowledge of and understands the Underground Railroad | Has a clear understanding and substantial knowledge of the Underground Railroad | _____ |
| Vocabulary | Uses little or no vocabulary words correctly. | Uses some vocabulary words correctly. | Uses several vocabulary words correctly. | Uses all vocabulary words correctly. | _____ |
| Organization. | Piece is poorly organized and does not include personal response. | Piece is not well organized but does include a personal response. | Piece is well organized but does not include personal response. | Piece is well organized and includes personal response. | _____ |
| Conventions | Piece cannot be understood or followed due to lack of conventions. | Lack of conventions interferes with reader's ability to understand in numerous places. | Errors in conventions interferes with understanding in a few places. | Conventions are mostly correct and reader is able to clearly understand what is written. | _____ |
| | | | | | _____ |
| | | | | Total----> | _____ |

Teacher Comments:

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Name _____ Date _____



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5 W's Circles