

## UNDERGROUND RAILROAD LESSON

CHARLES H. WRIGHT MUSEUM/LIBRARY OF CONGRESS

**RITA LOCKRIDGE -SPRING 2012**

**(At a Glance)**

<p><b>Lesson Title:</b> <b><u>What Does an Abolitionist Look Like?</u></b></p> <p><b>Objective:</b> Students will research to discover that abolitionist were different races and genders. (They were a diverse group of people who believed in Liberty.) Students will also make discoveries of the risk and dangers involved.</p> <p><b><u>Grade level: 5/8</u></b></p> <p>Key Questions</p> <ol style="list-style-type: none"> <li>1. What is an abolitionist?</li> <li>2. Are all abolitionists the same?</li> <li>3. What risk did the Underground Railroad abolitionists take?</li> </ol>	<p><b><u>G.L.C.E. 5<sup>TH</sup> GRADE</u></b></p> <p><b>5-U2.2.2</b> Describe the life of enslaved Africans and free Africans in the American colonies.</p> <p><b>5-U2.3.3</b> Describe colonial life in America from the perspective of at least three different groups of people. (e.g., Wealthy landowners, farmers, merchants, indentured servants, laborers, and the poor, women, enslaved people, free-Africans and American Indians.)</p> <p>(5<sup>th</sup>)</p> <p><b><u>U.S. History Era 3- 1754-1800's</u></b></p>	<p><b><u>G.L.C.E.'S 8<sup>TH</sup> GRADE</u></b></p> <p><b>8-U5.1.</b> Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples.</p> <p><b>8-U5.1.5</b> Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman, and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and the effects of their actions before and during the Civil War.</p> <p>(8<sup>th</sup>)</p> <p><b><u>U.S. History Era 3,4,5 1754-1800's 1792-1861 1850-1877</u></b></p>
<p><b>Materials:</b> Internet/American Memory LOC (Library of Congress) Teachers may print pictures of various abolitionists from loc or use power point provided. Journal W.S. Essay directives and rubric Overhead Projector Student textbook Teacher selected readings.</p>	<p><b>Timeline:</b> Grade 5: 3-5 days 45-50 min. class periods</p> <p>Grade 8: 1 week 45-50 min. class periods</p>	<p><b>Vocabulary (vocabulary may be added)</b></p> <ol style="list-style-type: none"> <li>1. Diversity</li> <li>2. Abolitionist</li> <li>3. Conductor</li> <li>4. Risk</li> <li>5. Morals</li> <li>6. Constitution</li> <li>7. Liberty</li> <li>8. Primary Sources</li> </ol>

<p><b><u>ACTIVITIES</u></b></p> <p>Grade 5-Students to write a story about escaping along the Underground Railroad.</p> <p>Grade 8</p> <p>1. Journal Entry-Student to write journal entries as if they were one of the Abolitionists explaining why they helped the slaves or a slave's impression of the abolitionist.</p>	<p><b><u>Teacher Will</u></b></p> <p>Teacher will introduce the idea of the problems slaves had and how hard life was for them. She will explain that some slaves decided to run away. Ask what they know about the Underground Railroad. (May do a KWL chart here.) Discussion on what they know about how slaves escaped. (Harriett Tubman will probably come up here.) Discuss who may have helped them and why. Show pictures of various abolitionist (from Library of Congress site) ask which of them by number they think may have been abolitionist and why? (All of them were.)</p>	

**DAY 1**

- Teacher will introduce the lesson using the Power Point of Abolitionist (not using the term Abolitionist) asking the class what they think the people have in common. Writing the students answers on the board or overhead, the teacher will ask how the students came to this conclusion.
- The teacher will introduce the term abolitionist and students will discuss the definition. Next the teacher will introduce the term Underground Railroad and ask the students what they already know about it. Students will receive a KWL chart (attached) to begin filling in as the discussion continues.
- Students will view the Power Point again to note that the abolitionist were not all the same of the same economic status, gender, age or race. Discuss what these people may have had in common.
- Continue the KWL chart throughout the lesson.

## DAY 2

- Students to research the Underground Railroad and abolitionist to learn more about them in computer lab or computer time. Have the students use the LOC (Library of Congress) American Memory site as one of their sites.
- Students to take notes as they learn new information on their person or the topic. Share this information in a classroom discussion.

## DAY 3

- Teacher to assign grade appropriate task. Grade 5-A journal entry/or story as if they were either a slave being helped by an abolitionist or the abolitionist. Give date, events, weather, scenery, and thoughts in entry. The entry must be at least a page long.
- Grade 8 Public Policy Issue- Why do you think the Abolitionist felt it was right to help the slaves escape. Use ideas from the Constitution and Core Democratic Values in the essay. Include details as to why such a diverse group of people might want to help. Eighth graders may write a series of journal entries.

### Additional activities:

Students may give speeches to convince others to help the slaves to freedom.

Students may diagram blank maps showing escape routes.

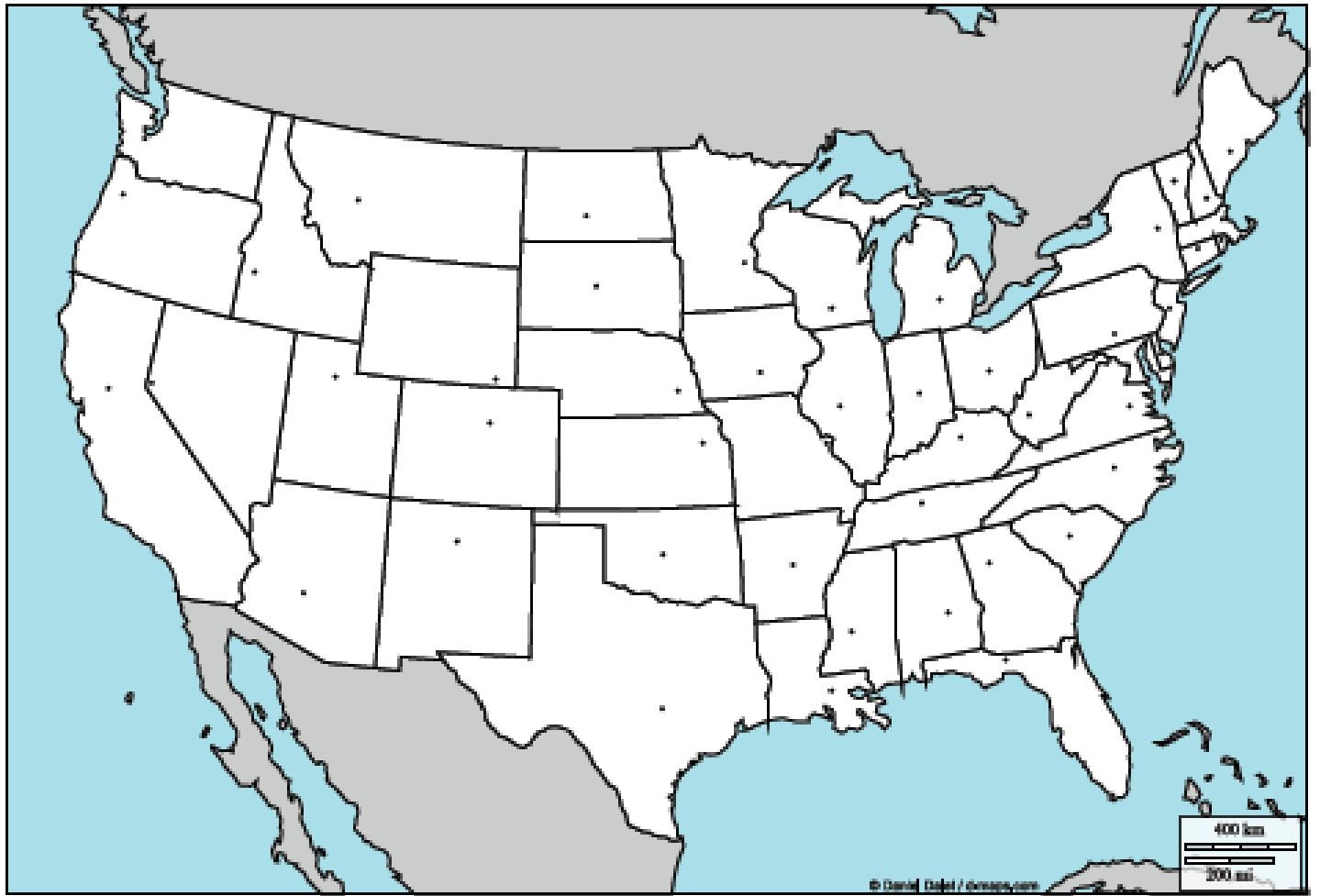
Teacher may diagram routes and relate to the growth of the railroad and water routes as smart paths to freedom.

### Journal Writing Rubric

Score	Contains	Lacks
1	Poor Student wrote entry with minimal information. Person is named, emotions are give.	There is not enough detail describing the motivation or the actions of the writer. There are too many errors in the writing
2	Fair Student gives emotions and actions of the character. Student includes some details on events and actions of the day	The student needs to include more detail so the reader feels the emotions of the situation. There are some errors in writing.
3	Good Student introduces the day well and draws the readers interest. Events and feelings are expressed well.	Writer could have included more incidents or emotions to make the piece better. Some errors.
4	Excellent The writer took time to gain the interest of the reader. The emotions and feelings of the character are clear. The language is very descriptive and interesting	

### Grade 8 Essay Rubric

Score	Contains	Lacks/Needs
1	Student has responded to the essay question.	Response is incomplete and lacks format. There are too many errors.
2	Student has completed the 5 paragraph essay. The reader is not drawn to the writer's response.	The essay does not have enough detail and lacks structure. Some errors.
3	The essay has a good introduction and good supportive details.	Essay needs more discussion of details and support. Minimal errors.
4	Topic sentence is clear and interesting. The essay has strong supportive details that are clearly written.	



## **CORE DEMOCRATIC VALUES**

### **Fundamental Beliefs**

**Life:** A person's right to life can't be violated except if your life or the lives of others is threatened.

**Liberty:** This includes personal freedom, political freedom, and economic freedom. This is the freedom for people to gather in groups. They have their own beliefs, ideas and opinions. People also have the right to express their opinions in public.

**Personal Freedom** - the right to think and act without government control.

**Political Freedom** - the right to participate in political process.

**Economic Freedom** - the right to buy, sell and trade private property and the right to employment without the government interfering.

**The Pursuit of Happiness:** As long as you don't interfere with others you have the right to seek happiness in your own way.

**Common Good:** Working together for the welfare of the community or the benefit of all.

**Justice:** All people should be treated fairly in both the benefits and the obligations of society. No individual or group should be favored over another person or group.

**Equality:** Everyone has the right to Political, Legal, Social and Economic Equality. Everyone has the right to the same treatment regardless of race, sex, religion, heritage, or economic status.

**Diversity:** The differences in culture, dress, language, heritage and religion are not just tolerated, but celebrated as a strength.

**Truth:** They should expect and demand that the government not lie to them and the government should disclose information to the people. The government and its people should not lie.

**Popular Sovereignty:** The power of the government comes from the people. The people are the ultimate authority over the government.

**Patriotism:** The people or citizens show a love and devotion for their country and the values. They can show this by words or by actions.

### **Constitutional Principles**

**Rule of Law:** Both the people and the government must obey all laws.

**Separation of Powers:** The executive, legislative and judicial branches of the government should be separate institutions so no one branch has all of the power.

**Representative Government:** People have the right to elect others to represent them in the government.

**Checks and Balances:** The powers of the three branches of government, executive, legislative and judicial, should be balanced. No one branch should be dominate. Each branch should have powers to check the actions of the other branches.

**Individual Rights:** Each individual has the fundamental right to life, liberty, economic freedom and the pursuit of happiness. These rights are outlined in the Bill of Rights and the government should protect these rights and not place undo restrictions upon them.

**Freedom of Religion:** The right to practice any or no religion without persecution by the government.

**Federalism:** The states and the federal government share power as outlined by the Constitution.

**Civilian Control of the Military:** The people control the military to preserve democracy.



## KWL CHART

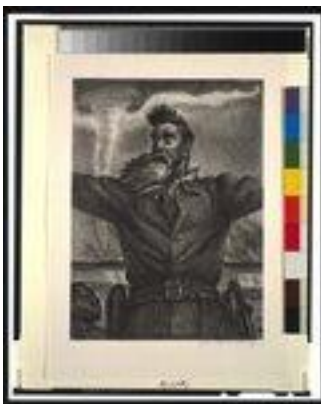
K (KNOW)	W (WANT TO KNOW)	L (LEARNED)



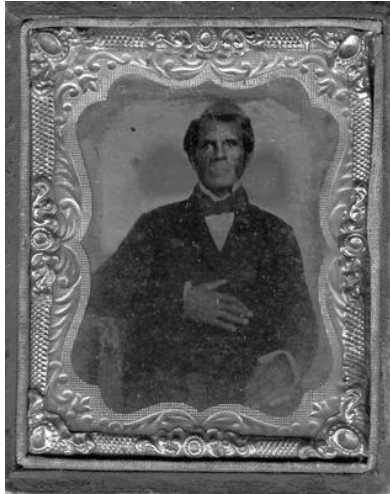
Abby Kelley Foster 1810-1887



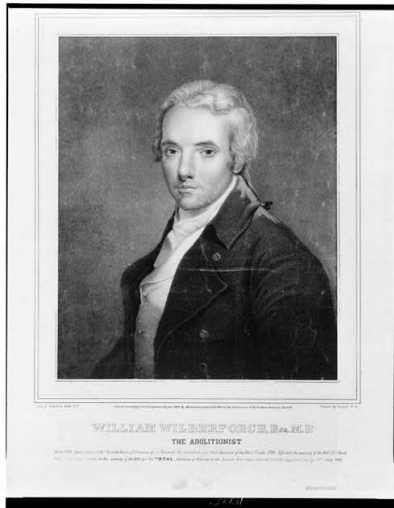
Abby Kelley Foster



John Brown 1800-1859



Thomas Brown (African American)



William Wilberforce 1759-1833



Levi Coffin 1798-1877



Lucy Stone 1818-1893



Frederick Douglass