

Exploring the Underground Railroad Using Children's Literature

Grade Level: 3rd

Unit Length: 12 Days – 50 minute lesson periods

Goals and Objectives:

Through exposure to a variety of children's books related to the topic of the Underground Railroad:

- ❖ Students will respond to prompts in their learning log that are specific to each children's literature book they have read.
- ❖ Students will be able to describe the Underground Railroad using key terms learned in class.
- ❖ Students will be able to summarize information related to the Underground Railroad
- ❖ Students will explore the media of oil pastels to create a scene for the class Underground Railroad book

Kentucky Core Content Connections:

SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g. the Underground Railroad).

RD-EP-1.0.3 Students will know that some words have multiple meanings and identify the correct meaning as the word is used.

RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read.

RD-EP-4.0.1 Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text).

WR-E-4.9.0 Drafting – Writing for an intended audience, developed and organized writing

WR-E-4.10.0 Revising (Content/Ideas) Conferring with teacher and checking for accuracy of content

AH-04-4.4.2 Students will use a variety of media and art processes to produce two-dimensional and three-dimensional artwork.

Context:

While students may have some awareness of the Underground Railroad, this unit should broaden their understanding of the Underground Railroad and this era in history.

Materials and Resources:

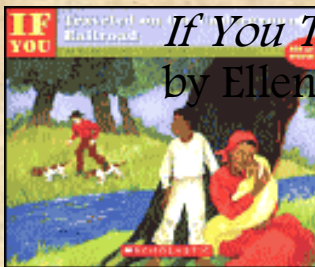
Children's Books/Magazine:



A Picture Book of Harriet Tubman
by David A. Adler



Sweet Clara and the Freedom Quilt
by Deborah Hopkinson



If You Traveled on the Underground Railroad
by Ellen Levine



Aunt Harriett's Underground Railroad in the Sky
by Faith Ringgold



Follow the Drinking Gourd
by Jeanette Winter



Kids Discover – The Underground Railroad
(Magazine)

Learning Logs
“Quilt Squares” paper
Black construction paper
Oil pastels
Mobile Laptop Computer Lab
Projector

Procedures:

Day 1

1. Key vocabulary ~ Divide all of the terms equally among the small groups so that each group has approximately 5 words. Students will use a variety of resources provided by the

- teacher to create appropriate definitions for their group's list of words.
2. Pass out "quilt square" paper to the groups. Have the groups write one word and its definition on each "quilt square" and then color the edges. These "quilt squares" will be assembled into a "quilt" word wall which can be referenced throughout the unit.
 3. After the groups have finished each of their quilt squares they will share their words and definitions.

Day 2~5

1. Students will begin small group literature study groups. Because I only have small group sets of each of the books I want students to read, they will be put into mixed ability groups. Each day they will be assigned to read and discuss (as a group) one book, and asked to respond individually in their learning logs to the prompt specific to the book they have read with the group that day.

Days 5~8

1. Model writing summaries of informational text using the introduction of the book *If You Traveled on the Underground Railroad*. This should be done by first reading the section aloud and then modeling how to write a summary (the overhead works well for this process).

2. Jigsaw the book *If You Traveled on the Underground Railroad*. To jigsaw a book means to divide it into smaller parts. Because this book is divided into several small vignettes it is easily jigsawed. Each child should be given his/her part, and asked to write a rough draft of a summary.
3. Once a student completes a rough draft, a teacher needs to look over it to check for accuracy and completeness. Then, students should word process their summaries.

Day 9

1. Introduce students to the media of oil pastels. Explain that since most slaves traveled at night black paper will be used for the illustrations. Discuss how this media will stand out well on black construction paper.
2. Students will then be allowed to create an illustration that goes along with their summary for *If You Traveled on the Underground Railroad*.
3. After the illustrations are complete, glue the summary to the back of the illustration to be assembled into a class book.

Day 10

1. Explore the website:
www.nationalgeographic.com/railroad/
using the mobile laptop lab (for individual students) and/or a projector attached to the

teacher laptop (for guidance/whole group exploration).

Day 11

1. Read and discuss *Kids Discover ~ The Underground Railroad*

Day 12

Open Response Question – Assessment

Final Learning Log Entry – What are the three most important things you learned about the Underground Railroad? What do you still wonder?
– Assessment

Assessment:

- ❖ Learning Log Responses
- ❖ Open Response Question
- ❖ Teacher observation

Open Response Question and Rubric:

Describe the Underground Railroad (UGRR) using each of these key terms related to the UGRR. Be sure to explain what each of these key terms means as they relate to the UGRR. Key Terms:

Slaves

Master

Mistress

Conductor

Passenger

Station Master

Station

Drinking Gourd

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- All explanations are clear and complete.
- There is evidence of clear understanding of the concept.

3	<ul style="list-style-type: none">• Explanations are correct, but possibly vague.• There is less evidence of clear understanding.
2	<ul style="list-style-type: none">• At least four of the explanations are correct.• There is some evidence of understanding.
1	<ul style="list-style-type: none">• Less than half of the explanations are correct.• There is little evidence of understanding.
0	<ul style="list-style-type: none">• No response or response does not make sense.