



Lesson Length: 60 min

Subject: Literature/ Writing Topic: Underground Railroad

Objectives:

Students will classify information from the stories into a Venn Diagram describing similarities and differences.

Students will answer three questions using what they have learned.

What is the Underground Railroad?

Imagine how Harriet felt being a slave. What would you feel?

Name your favorite secret sign used on the Underground Railroad and tell why it is your favorite.

Materials/Technology:

Aunt Harriet Underground Railroad in the Sky by Faith Ringgold

Follow the Drinking Gourd by Jeanette Winter

Venn Diagram poster

Answer sheet for questions

Quilt pattern colored

Rubric

Procedures:

1. Remind students of Tar Beach the story read to them two weeks ago where Cassie was flying over different places in her neighborhood.
2. Read Aunt Harriet's Underground Railroad in the Sky.
3. After the reading, ask questions.
 - A. Did you ever dream about flying? Close your eyes and pretend you are high up in the sky, looking down. What do you see? Cassie is so high that she sees mountains and oceans. But to her they are not huge; she sees them as small pieces of rock candy and tiny cups of tea. Where or what are you flying over?
 - B The Underground Railroad is a simile for the escape route that slaves left the south. Cassie has Aunt Harriet (Harriet Tubman) to guide her along the Underground Railroad. Indeed Harriet assisted over 300 slaves to freedom. How did other slaves find the route north especially when most of them were not allowed to learn reading or writing?
3. Read The Drinking Gourd and ask the following questions.
 - C. Remember slaves traveled at night what could you have used to help you in your journey? Drinking gourd –big dipper Go down Moses song- Moses (Harriet)

D. How would people know which houses were safe? Light on , special knocks, quilt on door, sing a special song

4. As a class, fill out a Venn Diagram comparing and contrasting the two stories.
5. Students will then return to their seat for the individual assessment activity.
6. Each student has previously colored a quilt pattern.
7. Students will answer the 3 essential questions in complete sentences. When they are finished they will cut and then glue their responses onto the top of their quilt. Assemble these into one large classroom quilt for display.
8. Students can read one of the stories again when they finish.

Student Assessment

Using the rubric, explained in class students will listen attentively to the stories. They will volunteer appropriate answers during the discussion/completion of the Venn Diagram. Students will use complete sentences to answer the 3 essential questions. Students will glue their answers onto their completed quilt pattern for display.

Rubric for Response Activity

4	3	2	1
Listens attentively to stories and volunteers specific answers during discussion	Listens attentively and answers any questions asked	Listens but does not share any answers during discussion	Has trouble listening and does not share any answers during discussion
Writes 3 complete sentences to answer questions, using a capital letter and correct punctuation.	Writes 3 complete sentences, which answers the questions.	Write 2 sentences that lack either a capital letter or punctuation.	Writes 2 or fewer sentences that are not complete.
Students complete quilt pattern as specified and glues answers onto quilt pattern.	Students complete the quilt pattern and writing activity.	Students complete either the quilt pattern or writing activity.	Student does not complete activities, the quilt or the writing.

