

New Richmond's Preview to the Freedom Center

By Erin Keith

Subject: Social Studies

Topic: New Richmond's Role in the Underground Railroad

Length: 7 days

Objectives

1. Students will be able to identify the local places that were involved in the Underground Railroad.
2. Students will be able to describe the role that many local leaders had in the Underground Railroad.
3. Students will be able to identify the major characters involved in the Underground Railroad.

Connections

SS-08-5.1.1

Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, and political group) in U.S. history prior to Reconstruction.

SS-08-4.4.2

Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in the United States prior to Reconstruction.

SS-08-4.3.2

Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in the United States prior to Reconstruction.

Context

This lesson was developed to introduce students to their visit to the Freedom Center and to make them aware of how their local community of New Richmond was involved in the Underground Railroad. Students often find history unrelated to their lives and this will help students understand that they are living among the streets of history.

Materials/Technology

Computer with LCD projection

Computer lab (internet) access for class research

Book "From Slave Ship to Freedom Road" by Julius Lester and Rod Brown.

Worksheets titled - "What do you know about the Underground Railroad?"
(See attached pages "History of the Underground Railroad")

at the end)

“Local Leaders in the Underground Railroad”.

“Which Way to Freedom?” from “Escaping on the Freedom Trail by Patricia Westfield”

Procedures

Day 1

1. Hand out worksheet titled “What do you know about the Underground Railroad?”
2. Give students directions and a few minutes to fill out the worksheet.
3. Tell students to pair up and discuss their answers.
4. Hand out worksheet titled “History of the Underground Railroad”.
5. Teacher will discuss the details of the history and students will fill in the missing words on the worksheet.

HOMEWORK: Students will complete worksheet “Which Way to Freedom?”

Day 2

1. Go over answers to homework from Day 1 (Worksheet titled “Which Way to Freedom?”).
2. Introduce the journalist Chris Lackner and his travels along a route of the Underground Railroad that included New Richmond.
3. On the computer, show the students Chris Lackner’s website, his route and then the excerpt he wrote about New Richmond.

Lackner’s Journal

<http://www.canada.com/ottawacitizen/features/freedom/story.html?id=cf0b6c2d-0f03-4b7a-8edc-abe2b4bc752d&k=90288>

4. Show the website that highlights all of the Freedom Trail sights in the New Richmond area and what role they played in the fight for the slaves’ freedom.

New Richmond’s Freedom Trail sights

http://www.appalachianohio.com/maps/tours_pdf/Underground_Railroad_Tour.pdf

5. Introduce students to the research they are going to do on the internet. Assign each student one of the following topics: Leroy Lee, Parker’s (Clermont) Academy, James G. Birney, Cranston Memorial Presbyterian Church, and Thomas Fee.

HOMEWORK: None

Day 3

1. Hand out worksheet titled “Local Leaders in the Underground Railroad” that gives the directions of the research project. Direct students that they must give all the basic information like the who, what, when, where, why and how of their assigned topic. Students also must tell the role that their topic had to do with the Underground Railroad.
2. Take students to computer lab to do research on the internet to complete the worksheet about their assigned topic.

HOMEWORK: Complete research on topic

Day 4

1. Read the picture book “From Slave Ship to Freedom Road” by Julius Lester and Rod Brown.
2. Have students write a five minute journal responding to the pictures in the book.
3. In pairs have students share their responses.

4. Go back over the worksheet titled “What do you know about the Underground Railroad?” and make sure students know the correct answers.

HOMEWORK: None

Day 5

1. Visit the Freedom Center.

HOMEWORK: None

Day 6

1. Show students the pictures that were taken of Chris Lackner’s journey through New Richmond. Emphasize the pictures that show teenagers along the river and their response that they do not care about New Richmond’s history.

Lackner’s Pictures of New Richmond

<http://www.canada.com/ottawacitizen/features/freedom/index.html#> Then go down to Photographic journey and click on “New Richmond, OH”

2. Give directions for letter assignment. Write a letter to Chris Lackner responding to his pictures of the teenagers in New Richmond. Students need to prove Lackner’s opinion of New Richmond teenagers is inaccurate and that New Richmond teenagers due care and know about their history.

HOMEWORK: Letter to Lackner is due in two days

Day 7

1. Continue working on letter to Lackner.

HOMEWORK: Letter to Lackner

Student Assessment

Letter to Lackner

Answers to worksheets - “Which Way to Freedom?”
“Local Leaders in the Underground Railroad”.

“What do you know about the Underground Railroad?”

Mark each of the following statements as TRUE or FALSE.

- _____ 1.) The Underground Railroad was a train that had tunnels underground.
- _____ 2.) Slaves were the only people who traveled along the Underground Railroad.
- _____ 3.) Once slaves reached the Ohio River, they were free.
- _____ 4.) The Ohio River once was only half as wide as it is now.
- _____ 5.) Slavery was started in the United States.
- _____ 6.) New Richmond once was larger than Cincinnati.
- _____ 7.) Homes along the Ohio River that have secret tunnels or rooms were probably part of the Underground Railroad.
- _____ 8.) Slavery has always been determined by your skin color.

For the following questions, write at least 3 sentences about what you know already.

9.) What was the Underground Railroad?

10.) Who were some of the key leaders in helping the slaves become free?

11.) Do you think more white or black people assisted slaves to freedom? Why?

12.) Have you heard of any stories about local places or people being involved in the Underground Railroad? Explain.

13.) What do you expect to see at the Freedom Center?

14.) What else do you want to learn about involving the Underground Railroad?

Name _____

“History of the Underground Railroad”

The Underground Railroad was (1) _____ a real railroad, and it did not (2) _____ underground. Instead, the term describes a (3) _____, secret network of antislavery Northerners, both (4) _____ and white, that illegally helped fugitive (5) _____ escape to the Northern free states and (6) _____ in the decades prior to the Civil (7) _____. The word “underground” refers to the secrecy of the (8) _____. The “railroad” refers to the (9) _____ places that slaves would have to stop at on the journey to freedom in much the same way as a (10) _____ stops at stations. The runaways were hidden in (11) _____ and barns, and conveyed under (12) _____ of the darkness of night along the road to freedom – guided often by the (13) _____ of the North Star.

One (14) _____ route for slaves to travel was across the Ohio (15) _____. Crossing the Ohio River was the last obstacle on the road to freedom, making (16) _____ the leading state in the Underground Railroad. Given the necessity of secrecy, and the absence of reliable written documents, it is impossible to say how many (17) _____ slaves passed through Ohio, but some estimates put the (18) _____ as high as 40,000.

Most journeys to freedom took anywhere from (19) _____ to nine months. The average distance traveled was (20) _____ miles. Many travelers did not make it successfully to (21) _____ land. It is believed that 75,000 slaves were successful and that (22) _____ people assisted them.

Answer Key to **History of the Underground Railroad**

1. not
2. run
3. loose
4. black
5. slaves
6. Canada
7. War
8. events
9. many
10. train
11. homes
12. cover
13. light
14. major
15. River
16. Ohio
17. runaway
18. figure
19. two
20. 600
21. free
22. 3200

Name _____

Local Leaders in the Underground Railroad

Name of your assigned research topic: _____

As you research, note the websites where you were able to find your information.

WEBSITES:

Who?

What?

When?

Where?

Why?

How?

What role did your topic play in the Underground Railroad?

