

# Underground Railroad

Name: Lisa Ritter

Lesson Length: 6-1 hr classes

Grade: 5<sup>th</sup>

Topic: Underground Railroad



## ***Objectives-***

Students will be able to define and tell about the Underground Railroad.

Students will use prior knowledge to make connections to current findings.

Students will be able to identify specific people who played a role in the Underground Railroad.

Students will gain insight about the symbols used along the Underground Railroad.

## ***Connections-***

SS-E-5.0.1 Past, Present, Future/Change over time

SS-E-5.0.2 Cause and Effect of Events

SS-E-5.0.4 Symbolic Representation of Historical Concepts or Events

SS-E-5.1.2 Using a Variety of Primary and Secondary Sources and Tools

SS-E-5.2.3 The Way We Live has Changed over Time

## ***Context-***

The objectives listed above relate to this topic because learning the history of our country allows our students to get a deeper understanding of why certain events took place and the desired outcomes of those specific events. The students here, in our area, need to realize that the Underground Railroad routes are right here on our very own walking ground.

## ***Materials/Technology-***

- ❖ KWL chart
- ❖ Book- Aunt Harriet's Underground Railroad in the Sky
- ❖ Trade books about various Underground Railroad participants and to get information from (Harriet Tubman, John Brown, Freedom River, Follow the Drinking Gourd, Almost to Freedom, etc.)
- ❖ Transparency of Runaway Ads and Reward Posters (paper, crayons, markers)
- ❖ Safe Passage Disc
- ❖ Brochures of Underground Railroad

- ❖ Pictures of Underground Railroad activity (Parker House, Rankin House, Story of Eliza, etc.)
- ❖ Blank playing cards (permanent markers)
- ❖ Open Response question
- ❖ Quilt pieces (fabric markers)

### *Procedures-*

#### Day 1

- ❖ KWL individually in learning logs (5 minutes)
- ❖ KWL as whole class (10 minutes)
- ❖ Read aloud- Aunt Harriet's Underground Railroad in the Sky (discuss and talk about the many symbols that tells a runaway it's okay to go on)
- ❖ Storytelling (teacher will share a couple of stories- Box Brown, Eliza, etc.)

#### Day 2

- ❖ Famous Underground Railroad Participant's Day
  - Key vocabulary in learning logs (indentured servant, auctioneer, slave owners, overseer, sheriff, Quakers, Fredrick Douglass, Harriet Tubman, abolitionist, conductor, bounty hunter, John Brown)
  - Discuss computer lab assignment: Research information on your word or person. The word or your person's name needs to be at the top of the page in the center and underlined. Skip a couple of lines and put the information that you found that tells about your word/person in your own words. Size of print may not exceed 36. You may insert a picture on the bottom of your page if space permits or on another sheet of paper. You must use a single line border around your entire document. You may change fonts as long as others and I will be able to read what you have written.
  - Students will have class time to research and gather information from the Internet, books, and brochures.
  - The finished products will become our hallway museum of Underground Railroad history and facts.

#### Day 3

- ❖ Discuss and show ads for runaway slaves and reward posters using an overhead transparency.
- ❖ Students will create their own Reward Poster for a classmate; teacher will assign each of them a classmate so no one will know who has who.
- ❖ At the end of class, each student will read their reward poster based on their description and illustration we will guess whom the "runaway" was.

#### Day 4

- ❖ Centers (15 minutes each center/ 4 centers)

1. Computer- Safe Passage disc
2. Reading- Books, brochures, and pictures
3. Writing/Art- Describe picture, Create a story based on picture, or Re-create picture
4. Matching Card Game- Match the correct vocabulary word or person from our Underground Railroad vocabulary from Day 2.

#### Day 5

- ❖ Open Response question (describe two famous people who had connections with the Underground Railroad and explain what these 2 people had in common)
- ❖ Rubric: 4- Correctly describes in detail two famous people from the UGRR and specifically lists what both had in common; 3- Correctly describes two famous people from the UGRR and lists what these people had in common; 2- Correctly describes at least one famous person from the UGRR and tells what this person did along the UGRR; 1- Describes at least one person from the UGRR or tells what this person did along the UGRR; 0- Blank
- ❖ Read Aloud- Freedom River (discuss)
- ❖ Begin creating quilt pieces and listen to Underground Railroad music while doing so (before- brainstorm ideas of symbols, people, & important events of UGRR)

#### Day 6

- ❖ Continue creating quilt pieces
- ❖ Read Aloud- Almost to Freedom (discuss)
- ❖ Complete “L” column of KWL chart
- ❖ Hand Activity in learning log (5 things learned while studying Underground Railroad)

#### ***Student Assessment-***

- ❖ Completed KWL chart in learning log
- ❖ Key vocabulary- Computer lab assignment
- ❖ Reward poster
- ❖ Description of picture or re-creation of picture from centers
- ❖ Open Response question
- ❖ Hand Activity in learning log
- ❖ Quilt piece

\*\*This is our classroom quilt that we created.



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