

Title: The Underground Railroad

Subjects/Topics:

Images of Slavery  
Slavery and Culture  
Underground Railroad

Grade: 5-8

Time Frame: 5 lesson plans-approximately 2-3 weeks

Designer: Cindy Powell

Content Connections:

SS-M-5.2.4 Political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialization vs. agrarianism, federal vs. states' rights) among sections of the U.S. resulted in the American Civil War.

SS-M-4.4.3. The natural resources of a place or region impact its political, social, and economic development.

SS-M-2.2.1. All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.

SS-M-2.4.1 Conflict and competition (e.g. political, economic, religious, ethnic) may occur as cultures emerge and develop.

SS-M-2.1.1 Culture is influenced by language, literature, arts, and beliefs, and behaviors and may result in unique perspectives.

SS-M-2.3.1 Various human needs are met through interaction in and among social and groups (e.g. family, schools, teams, clubs, religious groups, governments)

SS-M-5.1.2 Primary Sources, Secondary Sources, artifacts and time lines are essential tools in the study and interpretation of history.

SS-M-5.1.3 History is a series of connected events shaped by multiple cause and effect relationships, tying the past to the present

Summary:

The Civil War was one of the most important and tragic events in our nation's history. It was a time of turmoil that divided our country. One of the underlying issues that sadly still impacts race relations today was the conflict between abolishing or continuing slavery. The cruel and inhumane reality of slavery led many to run for freedom through the Underground Railroad. The Underground Railroad was a courageous journey that desperate slaves traversed in order to escape to the north seeking to obtain the basic human rights that all are given at birth.

Our integrated unit map will explore the literature, economics, technology, art, music, and geography of that time. We will focus on how it impacted Northern Kentucky and how the Ohio River was an important natural barrier that many crossed to reach Canada. Modifications for special education and gifted and talented students will be considered.

Some of the problems we are still facing in the world today revolve around these basic human rights. In spite of everything that people consider progress, wars are being fought for civil justice. They are being fought in countries around the world and even in the United States.

Desired Results:

Students will understand:

1. How the Civil War impacted slavery.
2. The importance of quilts with slavery.
3. Understand common characteristics that abolitionists shared.
4. Understand the importance of the Ohio River and the geographical features that affected the journey.

Essential Questions:

After completing this unit the students will be able to answer the following questions.

Over Arching:

1. When is running from a situation necessary?
2. How economics plays a role of enslaving people?
3. What characteristics create a hero?
4. Why is important to help others in need?
5. How are the people in the world today dealing with race issues?

Topical:

1. How the geography of a region may influence the beliefs toward slavery?
2. How slavery was an economic issue?
3. What states are included in the North?
4. What states are included in the South?
5. How were families effected by slavery
6. What were the risks and dangers for people involved in the Underground Railroad?
7. Who were the key people “conducting” the Underground Railroad?

Key Knowledge & Skills:

Enduring Knowledge:

1. Geography
2. Civil War
3. Underground Railroad
4. Abolitionist
5. Current Events

Enduring Skills:

1. Plot a route to successfully escape to Canada
2. Reading to gain knowledge through historical fiction in a literacy circle setting
3. Cooperative learning
4. Respect other viewpoints and beliefs
5. Real life experience as a slave through a fieldtrip.
6. Technology

Evidence

Performance Task:

The students will plot a route on a map and write a description of the route. After the route is completed, the students will need to explain the geographical features crossed, the cultural differences between the states, and people that helped along the way. They will then present their description by any media provided it is approved by the teacher.

Self-Peer Assessment:

Self-Assessment

Children will create a diary throughout the unit to express feeling and thoughts on the content and activities. They will be able to answer the four essential questions given at the beginning of the unit as a reflection to the entire unit.

1. When is running from a situation necessary?
2. How economics plays a role of enslaving people?
3. What characteristics create a hero?
4. Why is important to help others in need?
5. How are the people in the world today dealing with race issues?

Self Assessment/Peer-Assessment

Children will be able to fill out survey to evaluate how well they have worked independently and in a group setting.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Performance Assessment  
Underground Railroad

Today you will be using all the information that we have been discussing for the last few weeks to plot a route for a slave escaping from a southern state to Canada for freedom. Once the route is completed, you will need to explain the geographical features crossed, the cultural differences between the states, and people that helped you along the way. You will need to create a way to present this information to the class.

1. Plot five places on the map. The first plot must be in one of the southern states of the United States and the last plot should be crossing into Canada.
2. Connect the dots.
3. Examine the geography of the states you went through.
4. Jot down a feature of each state that would have made your journey difficult.
5. Create a symbol for those features and draw them into your map. Do not forget to create a map key!!
6. Go into your text book, notes, internet, or any other source and describe the cultural and economic differences between the various states. Write it down in your journal.
7. Although there may have been many people that helped you along the way, choose two places where you would have needed help and mark them on your map by using a symbol. Don't forget to add it into your map key.
8. Explain how you knew those houses or people were safe to receive help from. (Think about the story books we have read.) Share how they helped you in your journey. Write in your journal.
9. Lastly think of way you would like to present this information to the class. Some examples are poster, power point, and hyperstudio.

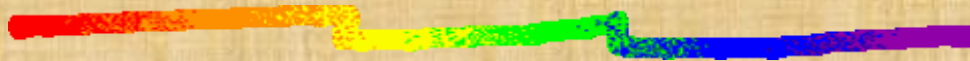
## Oral Presentation Rubric : Presentation on Journey to Freedom

Teacher Name: **Mrs. Loftis and Mrs. Powell**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Stays on Topic</b>	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
<b>Listens to Other Presentations</b>	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.
<b>Content</b>	Shows a full understanding of the topic by having three correct facts.	Shows a good understanding of the topic by having two correct facts.	Shows a good understanding of parts of the topic by having one correct fact.	Does not seem to understand the topic very well. Contains no correct factual information
<b>Comprehension</b>	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.

# Self-Assessment



## Student Self-Assessment of Individual/Group Projects and/or Performance Tasks

Name: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Task or

Project: \_\_\_\_\_

1. Who worked with me?

2. What did I do?

3. How well did I do?

4. How do I feel now?

5. What was the best part?

6. What would I do differently?

<http://www.multiage-education.com/multiagelessons/authors/selfassessrubric.html>