

The Underground Railroad



Theme: The Underground Railroad

Grade Level: Fourth Grade

Overall Goal: The students will gain an understanding and appreciation of the historical significance of the Underground Railroad and the courageous people involved. The integrated activities will help students develop and expand skills in diverse subject areas while gaining a historical perspective and sensitivity toward African American issues.

Rationale: The purpose of this particular unit is to familiarize students with the historical figure, Harriet Tubman. Furthermore, students will develop an awareness and empathy for enslaved African Americans.

Social Studies Standard

4.1.7. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.

Objectives: Upon completion of the unit, students will understand and explain the role Harriet Tubman played in the Underground Railroad.

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The Underground Railroad Pre-Assessment

Name: _____

Date: _____

Directions: Complete the **K** and **W** column. Record all the appropriate information you know and would like to know about Harriet Tubman and the Underground Railroad. After completing the unit, you fill in the **L** column.

Topic: Harriet Tubman and the Underground Railroad

K <i>What do you know about Harriet Tubman and the Underground Railroad?</i>	W <i>What would you like to know about Harriet Tubman and the Underground Railroad?</i>	L

The Underground Railroad Post-Assessment

Name: _____

Date: _____

Directions: Complete the **L** column. Record all the facts and information you have learned throughout the unit.

Topic: Harriet Tubman and the Underground Railroad

K	W	L <i>What have you learned about Harriet Tubman and the Underground Railroad?</i>

The Underground Railroad Post-Assessment

Name: _____

Date: _____

Directions: Refer to the L column of your KWL Chart and answer each question in two-three sentences. Remember to write in complete sentences, and use proper grammar and punctuation.

Who is Harriet Tubman? What did she contribute to the Underground Railroad?

What is the Underground Railroad?

The Underground Railroad Post-Assessment Checklist

Name: _____

Date: _____

_____ Student completed the assignment in a timely fashion

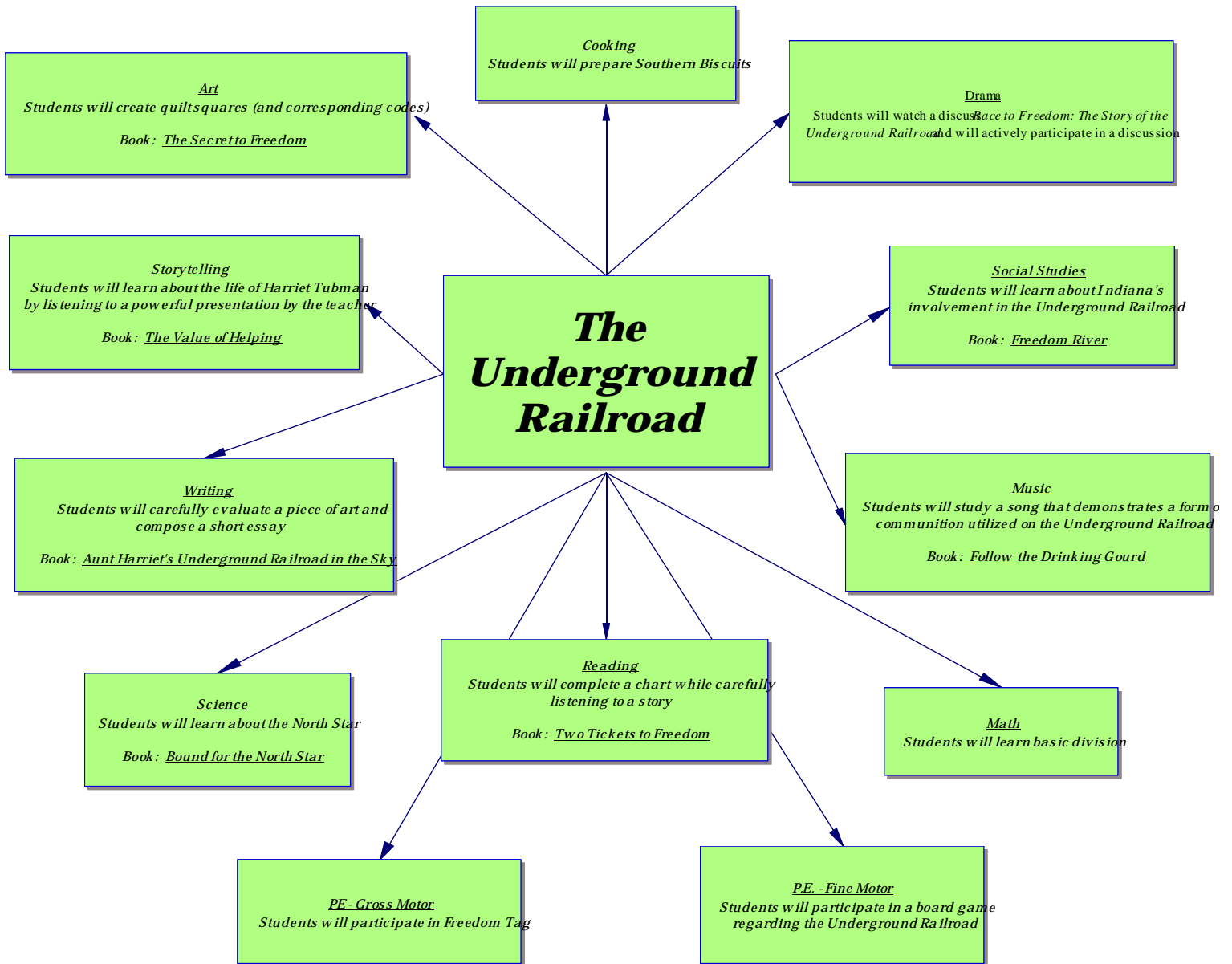
_____ Content is accurate and response is thoughtful

_____ Written response contains less than three grammar mistakes

_____ Written response contains less than three punctuation mistakes

Total Points: _____ / 4

Unit Web



**Manchester College
Education Department**

Lesson Plan by: Jillian Cartwright

Lesson: Storytelling - Harriet Tubman and the Underground Railroad

Length: Ninety minutes

Age or Grade Intended: Fourth Grade

Source: Adapted from <http://teacherlink.ed.usu.edu>

Academic Standard

Social Studies

4.1.7. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.

Performance Objective

The students will demonstrate their understanding of slavery and their ability to present an innovative story by scoring at least twelve out of sixteen points on the grading rubric.

Advanced Preparation by Teacher

The teacher will obtain clothing and props suitable for a southern farmer in/around the 1860's. The teacher will research and find appropriate background information regarding Harriet Tubman's life and her involvement and contribution to the Underground Railroad. The teacher will obtain a copy of The Value of Helping by Ann Donegan Johnson to share with the class.

Introduction

The teacher will dress up and enter the classroom as a southern farmer. The teacher will inform the students that she just helped a group of slaves attempting to escape from the South. The teacher will pronounce, "I am under the leadership of a person known as Moses. This influential woman is a conductor on the Underground Railroad." The teacher will explain that Harriet Tubman accomplished a great deal for her people and is an extremely respected woman. The teacher will ask students to share any facts/information they are aware of about Harriet Tubman and/or the Underground Railroad with the class. *Interpersonal, Visual-Spatial, Verbal-Linguistic, and Knowledge*

Procedure

- The teacher will begin by sharing the hardships and dangers escaping slaves faced. The teacher will explain that assisting a slave who was attempting to escape was also very risky and, if caught, resulted in severe consequences. Based on the information researched and discovered, the teacher will inform students about Harriet Tubman's life and accomplishments. *Verbal-Linguistic*
- The teacher will explain to students that throughout the coming weeks the class will be learning a great deal about Harriet Tubman and the Underground Railroad.
- The teacher will read The Value of Helping by Ann Donegan Johnson, a story that illustrates the generous work of Harriet Tubman. The teacher will ask/answer questions to check for understanding. *Verbal-Linguistic and Comprehension*
- The teacher will instruct students to write a short, informal story answering the question, "If I were a slave, I would..." The students will explain how they would feel about being a slave, what they would do (ex. attempt to escape to freedom), and why/how they would carry out their plan. *Intrapersonal, Application, Synthesis*

Closure

The students will share/discuss their individual stories with the entire class. The audience will listen quietly and will ask questions/make comments following each presentation. *Intrapersonal, Verbal-Linguistic and Evaluation*

Adaptations/ Enrichment

As enrichment, the teacher will encourage the student(s) to construct an informal timeline of Harriet Tubman's life based on basic research and the significant information presented by the teacher.

As an adaptation, the teacher will discuss the particular assignment with the student(s) prior to the day the activity is introduced; together, they will decide upon an appropriate modification. The student(s) who lack motor skills will illustrate their story utilizing basic art supplies (provided by teacher).

Assessment

The teacher will individually assess each student by completing the corresponding grading rubric while each child is presenting their story.

Self-Reflection

Was my presentation effective? Were the students able to write an appropriate story/explanation? Were they able to actively present their stories/explanations? Were my adaptations and enrichments effective? Will I do this activity again? If so, what will I do differently in the future?

Harriet Tubman

Harriet Tubman was a woman with tremendous courage; she was as strong as a man, and as cunning as a fox. Although she was unable to read or write, Harriet made nineteen journeys back to the Southern States to help free over three-hundred slaves, moving them to the Northern States and Canada. Harriet chose an extremely dangerous way of life. Being involved with the Underground Railroad gave her popularity that angered slave owners but gave inspiration to slaves. During this time, the United States was close to war concerning the contentious issue of slavery and Harriet Tubman was ready to help the Northern States in any way she could. Her vision was to gain freedom for every black slave.

Araminta Harriet Ross was born a slave in Dorchester County, Maryland in 1820 or 1821. The exact date is not known. She was the child of Benjamin Ross, and her mother, Harriet Greene. Her master's name at the time was Edward Brodas. Throughout her childhood, she was known as Harriet.

Being born into slavery meant that you were considered property and had absolutely no rights. Even as children, slaves were expected to work long hours. Many slaves worked all day and long into the night. They were expected to work hard and fast and to be obedient to their masters. Some slave owners took good care of their slaves; however, some masters were not very kind and liked to make an example out of slaves that misbehaved or tried to run away. Sadly, they were often beaten or whipped. As a child, Harriet was frequently hired out to work for other slave masters oftentimes doing housework. As she grew older, she was sent to work in the fields with other slaves. The slaves worked in fields that produced many kinds of crops including corn, potatoes, tobacco, and cotton.

Harriet was a small girl but grew to be strong physically and strong willed. When she had an ultimate goal in mind, Harriet was determined to carry it out. She was angered by the way she and other slaves were so commonly mistreated. She wondered if anyone could help them gain freedom. The Bible story of Moses leading the children of Israel out of Egypt made a great impression on Harriet. The people of Israel were slaves like her people. One experience that greatly affected her life took place when she was trying to help another slave. Harriet's overseer was angry at the slave and when he went after the slave, Harriet blocked the doorway to stop him. The overseer took an iron weight and threw it at Harriet striking her in the head. She was near death for some time and had a deep cut on her forehead for nearly eight years. For the rest of her life, Harriet suffered severe headaches and sleeping spells.

In 1844, Harriet married John Tubman, who was a free man. They lived close to the Brodas plantation in John's cabin. Harriet frequently talked about freedom but John was content with what he had. He thought escaping was certainly too risky when they already had a nice living. It was said that Harriet was unhappy in marriage; she quickly grew impatient with her husband because they did not share the same dream of freedom. One night, without telling anyone, she decided to escape from the plantation in the summer of 1849. Harriet found help and shelter in the home of a Quaker woman. The Quakers were opposed to slavery and had connections with the Underground Railroad. Different safe houses were a part of this secret system that aided slaves in their attempt to reach the North. Free blacks and sympathetic whites would help runaway slaves find food, shelter, transportation, and guide them on their journey. Much of Harriet's journey was during the night when it was easier to hide from slave hunters trying to recapture any escaped slaves. The North Star was her guide in the night that gave her hope and pointed her in the direction of freedom. Finally, Harriet crossed the state line of Pennsylvania. She was a free woman. In overwhelming joy she said, "I looked at my hands to see if I was the same person now I was free. There was such a glory over everything. The sun came like gold through the trees and over the fields, and I felt like I was in heaven."

When Harriet arrived in Philadelphia, she began to work. Her hopes were to earn enough money to help get Harriet's family to freedom in the North. Soon Harriet Tubman joined William Still, an abolitionist, who had strong connections with the Underground Railroad. Mr. Still was instrumental in organizing the connections and financing of the railroad. Harriet soon joined the abolitionists and became a conductor for the railroad. Between 1850 and 1860, she saved money to make nineteen trips to the South to free about three-hundred slaves. As stories of her bravery grew, she soon became known as 'Moses,' after the Biblical Moses who led the slaves out of Egypt. Though she was a hero to slaves, her popularity endangered her. After years of eluding slave hunters, white slave owners posted a reward of \$40,000 for her capture. However, with the help of her allies and well planned routes, Tubman was never captured and the reward was never collected.

When the Civil War broke out between the North and the South in 1861, Tubman served with the Union army of the North. She shared the dream that President Abraham Lincoln had in bringing freedom to the slaves in the South. Harriet worked as a nurse, scout, and a spy for the Union and in 1863 she led a group of black soldiers under Colonel James Montgomery on a raid. Nearly eight-hundred slaves were freed as a result.

After the war, Harriet Tubman returned to her home in Auburn, New York. Since her husband John Tubman died in 1867, she married a former slave and Union soldier, Nelson Davis in 1869. After his death in 1888, Tubman continued to help the sick, poor, and homeless blacks and support their efforts for black voting rights. A \$20 per month pension from the United States Government was eventually given to Harriet for her service in the Civil War; she used the money to support these causes. Harriet Tubman died on March 10, 1913. She will always be remembered for her courage, bravery, kindness, and love. Harriet Tubman was one person who began to help change people's views of slavery and freedom; she would be proud of the steps that have been taken to remind humankind that we were all created equally.

If I were a slave

Name: _____

Date: _____

Evaluating Student Presentations	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because students jump around.	Students present information in logical sequence which audience can follow.	Students present information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Students do not have grasp of information; students cannot answer questions about subject.	Students are uncomfortable with information and are able to answer only rudimentary questions.	Students are at ease with expected answers to all questions, but fail to elaborate.	Students demonstrate full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Eye Contact	Students read all of report with no eye contact.	Students occasionally use eye contact, but they still read most of report.	Students maintain eye contact most of the time but frequently return to notes.	Students maintain eye contact with audience, seldom returning to notes.	
Voice	Students mumble, incorrectly pronounce terms, and speak too quietly for students in the back of class to hear.	Students' voices are low. Students incorrectly pronounce terms. Audience members have difficulty hearing presentation.	Students' voices are clear. Students pronounce most words correctly. Most audience members can hear presentation.	Students use clear voices and correct, precise pronunciation of terms so that all audience members can hear presentation.	

Total Points: _____

**Manchester College
Education Department**

Lesson Plan by: Jillian Cartwright

Lesson: Writing - Harriet Oil Drawing
Length: Forty-five minutes
Age or Grade Intended: Fourth Grade
Source: Original

Academic Standard

Social Studies

4.1.7. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.

English/Language Arts

4.5.5 Use varied word choices to make writing interesting.

4.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person.

Performance Objective

The students will demonstrate their ability to create a detailed, written representation of a given piece of art by scoring at least three out of four points on the corresponding checklist.

Advanced Preparation by Teacher

The teacher will obtain a copy of Aunt Harriet's Underground Railroad in the Sky by Faith Ringgold to share with the class. The teacher will prepare a transparency of the oil drawing entitled 'Harriet.' The teacher will create a short description of the inkblot representation to share with the class as an example.

Introduction

Yesterday, we learned a great deal of information regarding Harriet Tubman and her involvement in the Underground Railroad. The teacher will, once again, visit the notion that Harriet Tubman was often referred to as 'Moses.' Why was she commonly known as Moses? The teacher will read Aunt Harriet's Underground Railroad in the Sky by Faith Ringgold, a book demonstrating the harsh life of a slave attempting to escape to freedom. The teacher will ask/answer questions to check for understanding. *Verbal/Linguistics and Knowledge*

Procedure

- The teacher will begin by turning on the overhead and revealing the oil drawing of Harriet Tubman.
- The teacher will explain that this controversial drawing is entitled 'Harriet' and is often interpreted in several different ways. The teacher will advise students to take a few moments to examine the drawing very closely/carefully. *Verbal/Linguistics and Visual/Spatial*
- The teacher will thoroughly explain that the inkblot in this particular piece of art is often interpreted differently by different people. The teacher will clarify that there is absolutely no definite answer as to what the inkblot truly depicts. *Verbal/Linguistics*
- The teacher will then inform students that they will be composing a short essay describing, in great detail, what they believe the inkblot represents, based on their knowledge of Harriet Tubman's life. The teacher will explain that the essay should be two to three paragraphs in length and should be filled with descriptive words/adjectives to ultimately make the interpretations more interesting. The teacher will ask/answer questions to check for understanding. *Verbal/Linguistics*
- The teacher will share a short, detailed example with the class. (I believe the inkblot represents a gunshot. While Harriet Tubman was generously assisting a group of escaping slaves, they were detected and chased by bounty hunters and, although it was an extremely close call, Tubman was fortunately able to escape, free from harm, and help guide the slaves to freedom.) *Verbal/Linguistics*
- The teacher will again advise the students to closely/carefully examine the drawing and ultimately decide what they believe the inkblot represents. The teacher will remind students that there is no right or wrong answer, but they should be extremely creative and use their imagination.
- The teacher will allow the students an ample amount of time to complete the assignment. The teacher should provide appropriate assistance if necessary. *Verbal-Linguistic, Comprehension, and Application*

Closure

The teacher will, once again, stress that there is no definite answer as to what the inkblot can/does represent. The teacher will ask for volunteers to share their specific interpretation of the particular piece of art. The audience will listen quietly and will ask questions/make comments following each presentation. The teacher will commend the students on this difficult assignment.

Tomorrow, we will learn about Indiana's involvement in the Underground Railroad. *Interpersonal, Verbal-Linguistic, and Evaluation*

Adaptations/ Enrichment

As enrichment, the teacher will encourage the student(s) to investigate and determine additional pieces of art related to Harriet Tubman/The Underground Railroad and, if not clearly demonstrated, determine the underlying meaning of the particular artwork.

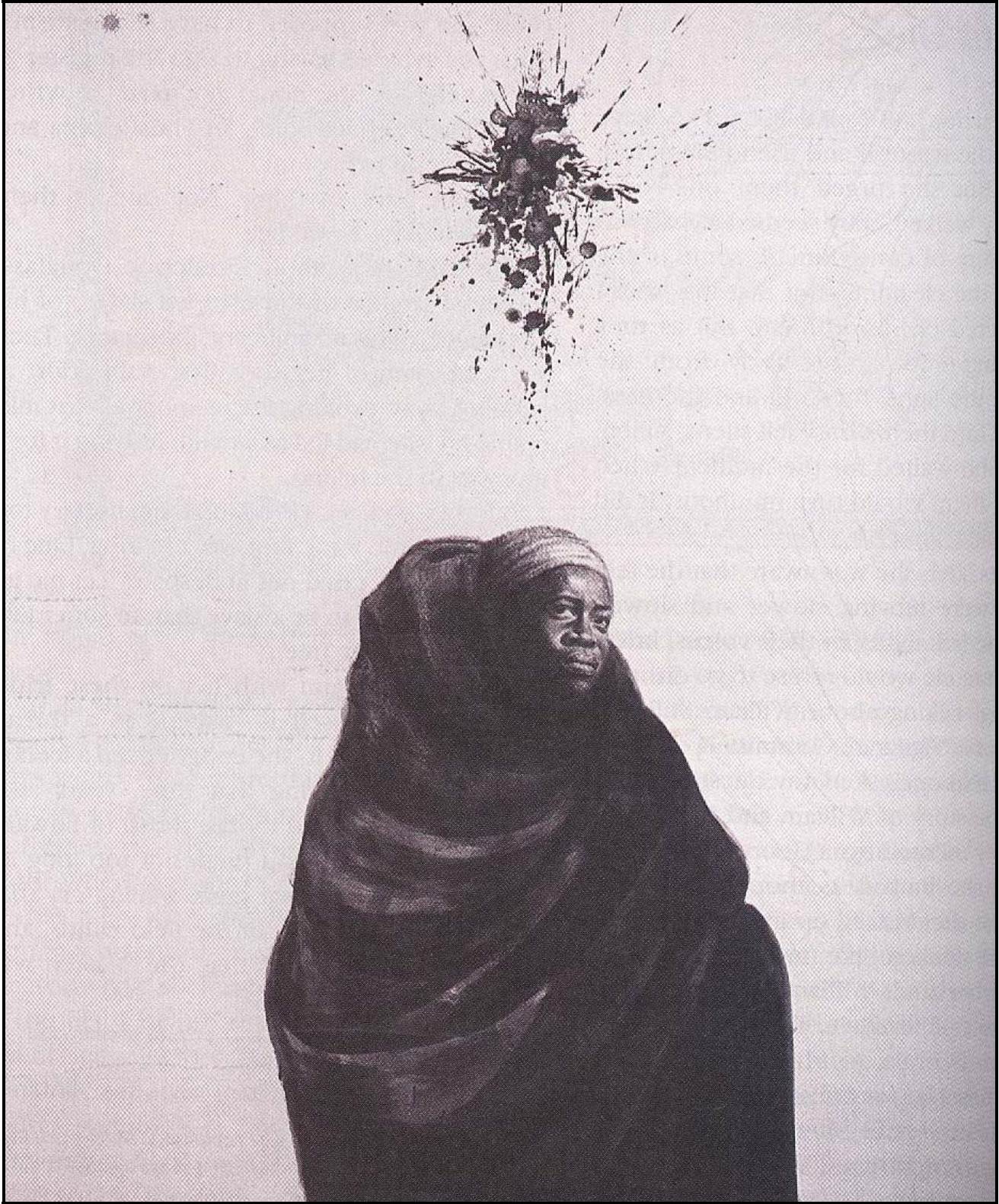
As an adaptation, the teacher will discuss the particular assignment with the student(s) prior to the day the activity is introduced; together, they will decide upon an appropriate modification. The student(s) who lack motor skills will illustrate their translation utilizing basic art supplies (provided by teacher) or will clearly dictate their translation while it is written by a teacher assistant.

Assessment

The teacher will individually assess each student by completing the corresponding checklist.

Self-Reflection

Where students able to produce innovative ideas as to what the inkblot represents in the drawing? Where students able to express themselves in the form of writing? Were my adaptations and enrichments effective? Will I do this activity again? If so, what will I do differently in the future?



'Harriet' Checklist

Name: _____

Date: _____

_____ Student created a detailed, written representation of the piece of art

_____ Written representation consists of two-three paragraphs

_____ Written representation contains less than three grammar mistakes

_____ Written representation contains less than three punctuation mistakes

Total Points: _____ / 4

**Manchester College
Education Department**

Lesson Plan by: Jillian Cartwright

Lesson: Social Studies - Indiana's Underground Railroad

Length: Ninety minutes

Age or Grade Intended: Fourth Grade

Source: Adapted from <http://www.iupui.edu>

Academic Standards

Social Studies

4.1.7. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.

Performance Objectives

The students will demonstrate their knowledge regarding the Underground Railroad by actively participating in the classroom experience and contributing appropriate questions/comments throughout the entire duration of the activity.

Advanced Preparation by Teacher

The teacher will prepare a transparency map of Indiana and place a small dot on an area in Kentucky, near the Ohio River. The teacher will prepare the activity cards. The teacher will obtain a copy of Freedom River by Doreen Rapaport to share with the class.

Introduction

Yesterday, we continued to learn about Harriet Tubman, and evaluated a piece of art that portrayed her. The teacher will darken the classroom and will explain to the class that they will be taking part in an activity that will ultimately help them imagine what/how fugitive slaves on the Underground Railroad might have felt. The teacher will inform the students that slaves traveled at night to avoid detection. Do you believe traveling through the darkness would be more or less dangerous? Explain why.

Verbal-Linguistic, Naturalistic, and Knowledge

Procedure

- The teacher will begin by turning on the overhead and revealing a map of Indiana and the surrounding states.
- The teacher will explain that the entire class is a large group of slaves and we have ultimately decided to attempt to escape to freedom. The teacher will inform the students that we will be beginning our journey in Kentucky (point at the small dot located in Kentucky, near the Ohio River). *Verbal-Linguistic*
- The teacher will carefully explain that she will call one student at a time to come to the front of the classroom and draw a card that will determine the class's fate as fugitives. The teacher will inform students that occasionally they must choose which option of the card they will use, as in A1 or A2. *Verbal-Linguistic*
- The teacher will explain that she will trace the class's progress on the overhead map. In addition, the teacher will inform students that as the cards decide the class's fate, she will occasionally stop and provide a brief explanation, show a photo, and/or read a quote from a particular person involved in the Underground Railroad. *Verbal-Linguistic*
- The teacher will explain that the class may go through this activity several times, depending on the specific cards that are drawn. The teacher will inform students that the ultimate goal is to reach freedom in Canada.
- The class will participate in the activity until they are able to reach Canada. *Interpersonal, Verbal-Linguistic, Visual-Spatial, Naturalistic, Analysis, and Synthesis*

Closure

The teacher will turn on the lights. The teacher will instruct students to quickly and quietly share their feelings regarding the particular activity/experience with the children at their table (groups of four or five). Each child will get approximately a minute or two to share. The teacher will ask for volunteers to share how they felt or what they learned with the class. The teacher will then read Freedom River by Doreen Rapaport, a book which relays the true story of John Parker, an African-American business man, who bought his own freedom and helped others gain theirs. The teacher will ask/answer questions to check for understanding. Tomorrow, we will be learning about a type of communication utilized on the Underground Railroad.

Interpersonal, Verbal-Linguistic, and Evaluation

Adaptations/ Enrichment

As enrichment, the teacher will encourage the student(s) to write a short, fictional piece about a specific character he/she learned about. The teacher will inform the student(s) he/she may also create a character (appropriate for time period) and write a story pertaining to the particular character.

As an adaptation, the teacher will assist the student(s) in reading his/her card. The teacher will provide appropriate assistance when necessary.

Assessment

The teacher will informally assess each student, focusing primarily on the student's individual involvement in the group activity/experience, overall participation in class discussion, and the student's courtesy/respect towards the teacher and fellow classmates.

Self-Reflection

Was the activity fun and exciting for the children? Was it effective? Where my adaptations and enrichments effective? Will I do this activity again? If so, what will I do differently in the future?

**Manchester College
Education Department**

Lesson Plan by: Jillian Cartwright

Lesson: Art - The Secret to Freedom

Length: Seventy-five minutes

Age or Grade Intended: Fourth Grade

Source: Adapted from <http://www.lessonplanspage.com>

Academic Standard

Social Studies

4.1.7. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.

Music/Visual Arts

4.1.2 Identify and research the function of a work of art or artifact and make connections to the culture.

Performance Objective

The students will demonstrate their understanding of communication between individuals on the Underground Railroad by collaborating with their assigned group members to create an innovative coded message/quilt.

The students will demonstrate their understanding of communication utilized on the Underground Railroad by actively presenting their coded message/quilt to the class.

Advanced Preparation by Teacher

The teacher will obtain a copy of The Secret to Freedom by Marcia Vaughan to share with the class. The teacher will reserve the computer lab so each student will have access to a computer/internet. The teacher will obtain an ample amount of art supplies (construction paper, crepe paper, glue, markers, paint, glitter, crayons, clay, scissors, and colored pencils).

Introduction

Yesterday, we learned a great deal about Indiana's involvement in the Underground Railroad. Today, we will be discussing a type of communication utilized on the Underground Railroad. The teacher will read The Secret to Freedom by Marcia Vaughan, a story that illustrates the use of quilts to communicate secret codes to runaway slaves and conductors on the Underground Railroad. The teacher will ask/answer questions to check for understanding. The teacher will display a quilt piece (The Wagon Wheel) and explain to students that quilt patterns were often utilized by people involved in the Underground Railroad to communicate with runaway slaves. The teacher will explain that this particular piece alerted slaves to quickly pack up the necessary supplies they would need to survive on their journey, as if they were packing up a wagon (thus the name). The teacher will ask students what specific supplies they would pack for the long journey; the teacher will remind students that they must carry everything on their back. *Verbal/Linguistics*

Procedure

- The teacher will instruct each student to visit the Signs in Stitches and Songs website <http://www.teachersfirst.com/share/ugrr/ozella.html> where they will be introduced to several codes and patterns employed by quilters to send particular messages to runaway slaves and conductors on the Underground Railroad.

Analysis

- The teacher will assign students to groups of three or four.
- Each group of students will create their own codes and quilts to communicate safe or unsafe passage for runaway slaves and conductors on the Underground Railroad. The teacher will explain that each group should first brainstorm ideas, and then agree upon codes they would like to communicate and how they would like to represent the specific codes.

Interpersonal, Visual/Spatial, Logical/Mathematical, and Comprehension

- Using the provided art supplies, each group will create a quilt to represent their coded message. Students may represent their coded message through a charade performance if previously discussed with the teacher. *Interpersonal, Visual/Spatial, Logical/Mathematical, Kinesthetic, and Synthesis*

Closure

Each group of students will present and thoroughly explain their quilt/coded message to the class. The audience will listen quietly and, following the informal presentation, will ask questions/make comments. Tomorrow, we will learn about another type of communication utilized on the Underground Railroad. *Evaluation*

Adaptations/ Enrichment

As enrichment, the student(s) may choose to work by him/herself to complete the particular assignment. The student(s) will receive a handout and will research and discover the underlying meaning of several quilt pieces; in their own words, the student(s) will write two sentences describing the coded message found within each piece.

As an adaptation, the teacher will discuss the particular assignment with the student(s) prior to the day the activity is introduced, the student(s) may choose to work together and represent their coded message through a charade performance. Or, the teacher will assign the student(s) to work with an assigned partner for ongoing encouragement and support.

Assessment

The teacher will informally assess each student, focusing primarily on the student's individual involvement in the group presentation, the finished quilt/coded message, overall contribution to the project, and how well the student collaborated with team members.

Self-Reflection

Were students able to research and create an acceptable quilt pattern/coded message? Were they able to actively present their representation? Were my adaptations and enrichments effective? Will I do this activity again? If so, what will I do differently in the future?

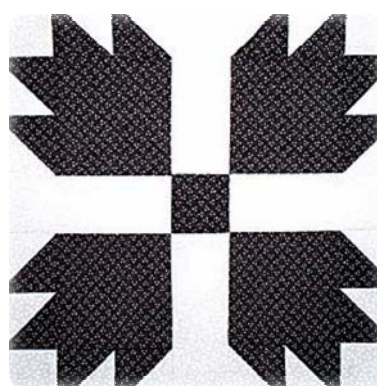
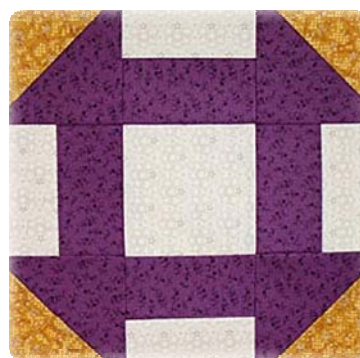


Name: _____

Date: _____

The Secret Quilt Code

Using the internet, research and discover the underlying meaning of each quilt piece. In your own words, write two sentences describing the coded message found within each piece.



**Manchester College
Education Department**

Lesson Plan by: Jillian Cartwright

Lesson: Music - Follow the Drinking Gourd

Length: Sixty minutes

Age or Grade Intended: Fourth Grade

Source: Adapted from <http://www.lessonplanspage.com>

Academic Standards

Social Studies

4.1.7. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.

Dance

4.3.1. Identify and create movements to express feelings, stories, or ideas.

Performance Objectives

The students will demonstrate their understanding of communication utilized on the Underground Railroad by creating and performing a dance and scoring at least twelve out of sixteen points on the grading rubric.

Advanced Preparation by Teacher

The teacher will obtain a copy of Follow the Drinking Gourd by Jeanette Winter to share with the class. The teacher will make enough copies of "Follow the Drinking Gourd" for each student and will obtain a copy of the CD/tape. The teacher will gain access to a CD/tape player.

Introduction

Yesterday, we learned that coded messages/quilts were often utilized on the Underground Railroad as a form of communication. Today, we will be learning about another type of communication. The teacher will read Follow the Drinking Gourd by Jeanette Winter, a book demonstrating the forms of 'communication' often employed by slaves, conductors, and abolitionists. The teacher will ask/answer questions to check for understanding. The teacher will ask students if they have ever shared a secret handshake, hand symbol, or language with a close friend. The teacher will then share with students that slaves and others involved in the Underground Railroad invented several secret forms of communication. *Verbal/Linguistics and Knowledge*

Procedure

- The teacher will begin by playing "Follow the Drinking Gourd" for the students. *Musical*
- The teacher will then divide the students into four groups and each group will receive the lyrics and translation to one stanza of the song.
- Each group will first be expected to discuss the translation of their particular stanza's coded message. *Verbal/Linguistics and Comprehension*
- Each group will then create a short dance that illustrates the stanza; each performance should be approximately one minute in length. The teacher should provide appropriate assistance if necessary. *Interpersonal, Application and Synthesis*
- Lastly, to the music, each group will take turns performing the dance they have created. *Kinesthetic and Visual/Spatial*

Closure

Following the performances, the class will gather to discuss the translations of the song's stanzas. Each group will lead the discussion of their specific stanza. *Verbal/Linguistics and Evaluation*

Adaptations/ Enrichment

As enrichment, the teacher will not provide the translation of the stanzas and will encourage students to determine the underlying meaning of the song independently. The teacher will encourage the student(s) to discover additional songs/chants filled with underlying messages, utilized on the Underground Railroad to share with the entire class.

As an adaptation, the teacher will discuss the particular assignment with the student(s) prior to the day the activity is introduced; together, they will decide upon an appropriate modification. The student(s) who lack motor skills will illustrate their translation utilizing basic art supplies (provided by teacher).

Assessment

The teacher will individually assess each student by completing the Follow the Drinking Gourd grading rubric while each group is performing their dance.

Self-Reflection

Were the students able to grasp the concept of the translations of the stanzas? Were they able to create an appropriate corresponding dance? Were my adaptations and enrichments effective? Will I do this activity again? If so, what will I do differently in the future?

Follow the Drinking Gourd

The song and translation are as follows:

*When the sun comes back and the first quail calls,
Follow the Drinking Gourd.
For the old man is waiting for to carry you to freedom,
If you follow the Drinking Gourd.*

"When the sun comes back" means winter and spring when the altitude of the sun at noon is higher each day. Quail are migratory bird wintering in the South. The Drinking Gourd is the Big Dipper. The old man is Peg Leg Joe. The verse tells slaves to leave in the winter and walk towards the Drinking Gourd. Eventually they will meet a guide who will escort them for the remainder of the trip.

Most escapees had to cross the Ohio River which is too wide and too swift to swim. The Railroad struggled with the problem of how to get escapees across, and with experience, came to believe the best crossing time was winter. Then the river was frozen, and escapees could walk across on the ice. Since it took most escapees a year to travel from the South to the Ohio, the Railroad urged slaves to start their trip in winter in order to be at the Ohio the next winter.

*The river bank makes a very good road,
The dead trees show you the way,
Left foot, peg foot, traveling on
Follow the Drinking Gourd.*

This verse taught slaves to follow the bank of the Tombigbee River north looking for dead trees that were marked with drawings of a left foot and a peg foot. The markings distinguished the Tombigbee from other north-south rivers that flow into it.

*The river ends between two hills,
Follow the Drinking Gourd.
There's another river on the other side,
Follow the Drinking Gourd.*

These words told the slaves that when they reached the headwaters of the Tombigbee, they were to continue north over the hills until they met another river. Then they were to travel north along the new river which is the Tennessee River. A number of the southern escape routes converged on the Tennessee.

*Where the great big river meets the little river,
Follow the Drinking Gourd.
For the old man is awaiting to carry you to freedom
if you follow the Drinking Gourd.*

This verse told the slaves the Tennessee joined another river. They were to cross that river (which is the Ohio River), and on the north bank, meet a guide from the Underground Railroad.

Follow the Drinking Gourd

Name: _____

Date: _____

Evaluating Student Presentations	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because students jump around.	Students present information in logical sequence which audience can follow.	Students present information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Students do not have grasp of information; students cannot answer questions about subject.	Students are uncomfortable with information and are able to answer only rudimentary questions.	Students are at ease with expected answers to all questions, but fail to elaborate.	Students demonstrate full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Eye Contact	Students read all of report with no eye contact.	Students occasionally use eye contact, but they still read most of report.	Students maintain eye contact most of the time but frequently return to notes.	Students maintain eye contact with audience, seldom returning to notes.	
Voice	Students mumble, incorrectly pronounce terms, and speak too quietly for students in the back of class to hear.	Students' voices are low. Students incorrectly pronounce terms. Audience members have difficulty hearing presentation.	Students' voices are clear. Students pronounce most words correctly. Most audience members can hear presentation.	Students use clear voices and correct, precise pronunciation of terms so that all audience members can hear presentation.	

Total Points: _____

**Manchester College
Education Department**

Lesson Plan by: Jillian Cartwright

Lesson: Science - Star Student

Length: Sixty minutes

Age or Grade Intended: Fourth Grade

Source: Adapted from <http://www.thenorthstarcommunity.org>

Academic Standards

Science

4.6.4 Observe and describe that some features of things may stay the same even when other features change.

Performance Objectives

The students will demonstrate their knowledge of the North Star by actively participating in the class discussion, and completing the Interest Survey and Star Student activities.

Advanced Preparation by Teacher

The teacher will obtain a copy of Bound for the North Star by Dennis Fradin to share with the class. The teacher will research and find appropriate background information regarding the North Star. The teacher will prepare an Interest Survey and star template for the students. In addition, the teacher will prepare a transparency of the Interest Survey. The teacher will obtain an ample amount of art supplies (construction paper, crepe paper, glue, markers, paint, glitter, crayons, clay, scissors, and colored pencils).

Introduction

Yesterday, we learned that songs/tunes were often utilized on the Underground Railroad as a form of communication. Today, we will be learning about the North Star. The teacher will review Follow the Drinking Gourd by Jeanette Winter with the class. The teacher will explain that the 'Drinking Gourd' is indirectly referring to the North Star. *Verbal/Linguistics and Knowledge*

Procedure

- The teacher will read Bound for the North Star by Dennis Fradin so the students may obtain informative knowledge regarding the North Star. The teacher will discuss/ explain to book and will ask/answer questions to check for understanding. *Verbal/Linguistics and Comprehension*
- The teacher will further explain that due to the Earth's axis/rotation, the North Star continually changes. The North Star, by definition, is the star most closely aligned with the Earth's axis; therefore, as the axis moves, the nearest star changes too. Currently, Polaris is the North Star. Eventually, Alpha Cephei will become the North Star, then Vega and Thuban.
- The teacher will then provide each student with a copy of the Interest Survey. The teacher will explain that students should circle the words that specifically pertain to them (activities they are good at, things that are important to them, and/or the things they are particularly interested in). The teacher will encourage students to add their own words to the list. The students will be given an ample amount of time to complete the worksheet. *Intrapersonal, Verbal/Linguistics, Application, and Synthesis*
- The teacher will distribute a star template to each student and will provide art supplies for the students to share. The students will be assigned to write the words that relate to them on the star and decorate it accordingly. *Intrapersonal, Application, and Synthesis*

Closure

The teacher will ask for volunteers to share their completed stars with the class. The teacher will discuss the importance of appreciating/supporting the dreams of others, even if their dreams happen to be extremely different than ours. The teacher will explain that just as the North Star often changes specific qualities/traits, each student's particular dreams/interests/strengths/talents will continually change as they continue to grow and develop. The teacher will collect the stars and will ultimately hang them around the classroom. Tomorrow, we will read a story about two slaves, William and Ellen Craft, who were able to escape to freedom. *Verbal/Linguistics and Visual/Spatial*

Adaptations/ Enrichment

As enrichment, the teacher will encourage the student(s) to refer to their Interest Survey for dream ideas they have never before considered. The teacher will offer an example, a student who circled 'math' and 'helping others' may have a dream of someday becoming a math teacher. The teacher will explain that students do not necessarily have to refer to their Interest Surveys, but doing so tends to expand dream idea possibilities. The student(s) will be encouraged to add this to their star.

As an adaptation, the teacher will provide a transparency of the Interest Survey and will slowly read/point to each word for the student(s) who need/wish to follow along.

Assessment

The teacher will informally assess each student, focusing primarily on the student's individual involvement in the activity/experience, overall participation in class discussion, and the student's courtesy/respect towards the teacher and fellow classmates.

Self-Reflection

Were the students able to obtain appropriate information regarding the North Star? Did the students find the survey/star activities enjoyable? Where my adaptations and enrichments effective? Will I do this activity again? If so, what will I do differently in the future?



Discover your interests, strengths and talents.

Circle the words that pertain to you - activities you are good at, things that are important to you, and/or the things you are particularly interested in.

Can you think of other things that inspire you? Add your own words!

Sports

Family

Helping others

Playing

Swimming

Science

Art

Television

Reading

Music

Building

Peace

Robots

Math

Sharing

Computers

Friends

Martial arts

Nature

Collecting

Drawing

Listening

Singing

Telling jokes

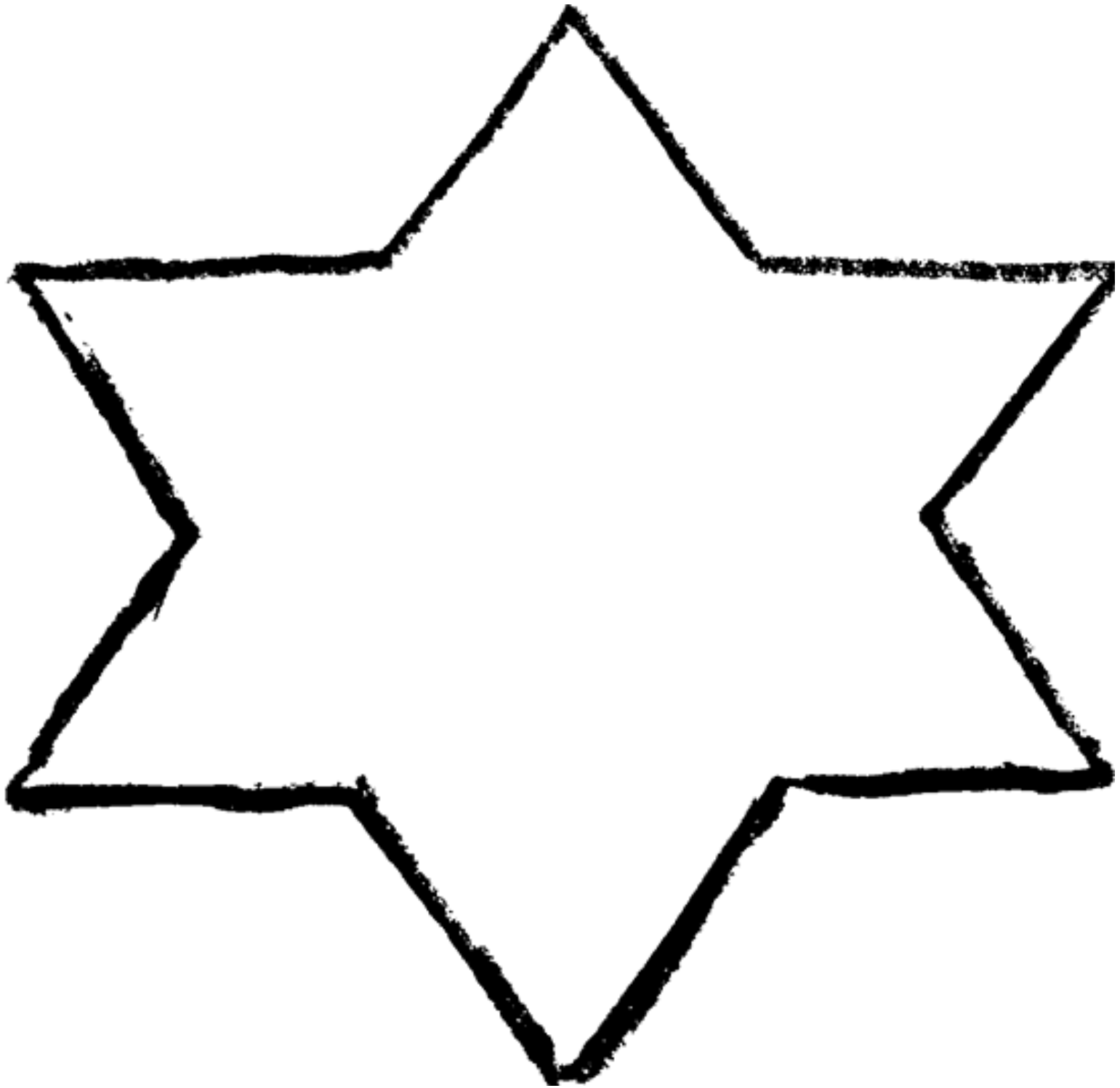
Riding bicycle

School

Pets/Animals

These interests, talents and strengths belong to: _____
(your name)

Star Student Template



**Manchester College
Education Department**

Lesson Plan by: Jillian Cartwright

Lesson: Reading - Two Tickets to Freedom

Length: Two days, seventy-five minutes each day

Age or Grade Intended: Fourth Grade

Source: Adapted from <http://www.themeunits.com>

Academic Standards

English/Language Arts

4.2.1 Use the organization of informational text to strengthen comprehension.

Performance Objective

The students will demonstrate their ability to comprehend informational text by correctly filling in the provided Migration Chart.

Advanced Preparation by Teacher

The teacher will obtain enough copies of Two Tickets to Freedom by Florence Freedman for each student in the class. The teacher will prepare a Migration Chart for the students.

Introduction

Yesterday, we learned a great deal of information regarding the North Star. The teacher will explain that the book they are about to read is a true story about two fugitive slaves, William and Ellen Craft. The teacher will inform the class that the story begins very early in the morning on Wednesday, December 21, 1848. The teacher will ask the students how Florence Freedman found information to write this particular story. After students have made several guesses, the teacher will turn to the last page of the book and will read the information on 'Sources' to the students. The teacher will explain that primary source materials were utilized to obtain factual information for the story. The teacher will then instruct students to think about the date, 1848. What modes of transportation do you think the Crafts may have utilized on their journey? What dangers did they face? *Verbal-Linguistic and Knowledge*

Procedure

- The teacher will explain to the students that, throughout the story, they will be filling in and completing a Migration Chart, based on the Crafts voyage. The teacher will distribute a Migration Chart to each student and will review the components of the chart. The teacher will provide an example for the students by filling in the first row of boxes on the Migration Chart and will discuss the example with the class. *Verbal-Linguistic and Visual-Spatial*
- Day 1 - The teacher will read Chapters 1-4 aloud to students as they work on filling in and completing the Migration Chart. The teacher will continually stop and ask/answer questions to check for understanding. *Intrapersonal, Verbal-Linguistic, Naturalistic, Comprehension, and Analysis*
- Day 2 - The teacher will read Chapters 5-9 aloud to students as they work on filling in and completing the Migration Chart. The teacher will continually stop and ask/answer questions to check for understanding. *Intrapersonal, Verbal-Linguistic, Naturalistic, Comprehension, and Analysis*

Closure

The teacher will lead the students in a class discussion regarding the Migration Chart. The teacher will ask for volunteers to share their findings and will ask/answer questions to check for understanding. Do you believe, as a slave, it would have been easier to travel on the Underground Railroad or attempt to escape in a way the Crafts did? Explain why. Tomorrow, we will be actively participating in a stimulating game in which we will be attempting to escape to freedom. *Interpersonal, Verbal-Linguistic, and Evaluation*

Adaptations/ Enrichment

As enrichment, the teacher will provide the student(s) with a copy of the outline map of the United States, Canada and Great Britain. The teacher will instruct the student(s) to use their Migration Chart to map the route the Crafts traveled from slavery England, where they ultimately reached freedom. The teacher will encourage the student(s) to utilize an atlas and include map elements on their map (compass rose, key, title).

As an adaption, the teacher will assign the student(s) to a cooperative group for continuing encouragement and support.

Assessment

The teacher will informally assess each student focusing primarily on the student's overall behavior, involvement in class discussion, and the completion and effort of the Migration Chart.

Self-Reflection

Were the students able to listen/comprehend the story? Were they able to complete the Migration Chart? Were my adaptations and enrichments effective? Will I do this activity again? If so, what will I do differently in the future?

Story Discussion – Questions and Information

1. Explain how the Crafts were able to acquire the resources they needed to escape. *Slaves were not allowed to trade with Whites unless they had permission from their master, and many storekeepers were not willing to sell articles to slaves; however, William was able to find some sympathetic men who would trade and sell items to him. Ellen made her trousers. William saved money which his master had allowed him to earn by making cabinets.*
2. Explain how the Crafts used the money and skills (human resources) they accumulated to make their dream come true. *The Crafts used the money they saved to buy tickets to travel on trains, boats and carriages. They also used some of the money to pay for shelter and clothing. They used their skills as a seamstress and a cabinet maker to earn more money.*
3. Compare and contrast how the Crafts' plan of escape was different from that of other slaves who escaped. *Ellen, being of very light skin, traveled as a White male with her disguise, and William traveled as her slave. They traveled the way Whites would during the time of slavery. Other slaves had to use the Underground Railroad and hide in houses and never use public transportation. The Crafts and all slaves had to be very aware of 'slave hunters'.*
4. Explain how the physical features of the land helped or hindered the Crafts in their escape. *In those days people traveled long distances by train, boat or horse and carriage. To take the shortest routes often meant traveling by water. The Crafts traveled across and on many rivers. They traveled along the flat land of the east coast. Every time the Crafts came to a city, they had to change to trains, boats or carriages. Their chances of getting caught were much greater because people were always looking for runaway slaves.*
5. Explain how slaves who used the Underground Railroad depended on human-made and natural physical features of the land to plan their journey. *Slaves on the Underground Railroad used ponds, streams, trees, fields, horses, and so on, to plan their escape route. These features were used as markers to guide the slave. They could hide in forests and in barns and houses.*
6. Explain how the Crafts' standard of living changed from the time they were slaves to when they lived as free persons in England. *In slavery, the Crafts lived in fear of being separated. They were not allowed to have a religious or civil wedding ceremony and were never taught to read or write. William was allowed to keep a little of the money he earned as a cabinet maker. In England, William taught himself to read and write and became a novelist and playwright and was an eloquent public speaker. He used his talents to promote world peace and the abolition of slavery. Ellen often went with William and they met many prominent people. In England, William had a good job, and together they were able to have a family and raised four sons and one daughter.*
7. Explain how the Crafts' standard of living changed again when they returned to Georgia. *The Crafts never forgot their roots. They knew that former slaves could not read or write and still lived in poverty. The Crafts decided to use the money they had earned in England to move back to Georgia. They bought a plantation and built a school on their land. They went from having a savings account to having a mortgage of \$2,500 in order to provide services for others.*

Two Tickets to Freedom Migration Chart

Answer Key

Starting Point	Stopping Point	Transportation	Dates	Service Received or Rendered
Macon, Georgia	Savannah, Georgia	Train, Horse-drawn omnibus	December 21, 1848	Bought tickets to escape.
Savannah, Georgia	Charleston, South Carolina	Steamer, Horse and Carriage		Served dinner in hotel. Bought tickets at Custom House.
Charleston, South Carolina	Wilmington, North Carolina	Steamer		
Wilmington, North Carolina	Richmond, Virginia	Train		
Richmond, Virginia	Fredericksburg, Virginia	Train		
Fredericksburg, Virginia	Washington, DC	Steamer, Carriage		
Washington, DC	Baltimore, Maryland	Train	December 24, 1848	Conductor allowed Crafts to board the train.
Baltimore, Maryland	Havre de Grace, Maryland	Ferryboat, Boat		Conductor found William for Ellen.
Havre de Grace, Maryland	Philadelphia, Pennsylvania	Train, Carriage	December 25, 1848	Boardinghouse owner helped them find shelter.
Philadelphia, Pennsylvania	Ivens' Farm	Steamer		Ivens sheltered Crafts and taught them to read and write.
Ivens' Farm	Boston, Massachusetts	Train	1849	William worked as a cabinet maker and Ellen as a seamstress. Mrs. Loring sheltered the Crafts. Theodore Parker married the Crafts in a free state.
Boston, Massachusetts	Portland, Maine	Train		Mr. May accompanied Crafts to ensure their safety. Mr. Oliver provided shelter.

Portland, Maine	St. Johns, New Brunswick, Canada	Steamer		
St. Johns, New Brunswick, Canada	Windsor, Nova Scotia, Canada	Steamer		
Windsor, Nova Scotia, Canada	Halifax, Nova Scotia, Canada	Train and walked last seven miles		
Halifax, Nova Scotia, Canada	Liverpool, England	Ship, Cambria	Two years after their escape from Georgia	Rev. Mr. Canady and Rev. Mr. Bishop provided shelter for the Crafts.
Liverpool, England	Bryan County, Georgia			Established a school on their plantation.

**Manchester College
Education Department**

Lesson Plan by: Jillian Cartwright

Lesson: P.E. Gross Motor - Freedom Tag

Length: Forty-five minutes

Age or Grade Intended: Fourth Grade

Source: Original

Academic Standard

Physical Education

4.1.1 Demonstrate mature movement patterns in locomotor, non-locomotor, and manipulative skills.

4.7.2 Interact with classmates and friends in physical activities.

Performance Objectives

The students will carry out locomotor skills by actively participating in Freedom Tag.

The students will appropriately interact with classmates/friends in physical activities by actively participating in Freedom Tag.

Advanced Preparation by Teacher

The teacher will reserve the gymnasium. The teacher will obtain markers/cones to indicate the game field/safe houses. The teacher will prepare the game field by using markers/cones to indicate the South on one end of the gymnasium and Canada on the opposite end of the gymnasium. The teacher will place markers (which can be placed on the wrist) within the Canada region, which the students are ultimately attempting to obtain. The teacher will place large markers (that the students are able to stand on) near the Canada region, which will indicate safe houses.

Introduction

Yesterday, we read about two courageous people who successfully escaped to freedom. The teacher will explain that the students will be participating in an activity/simulation that will ultimately help them realize how dangerous/difficult it was for attempting slaves to successfully reach freedom. *Verbal-Linguistic*

Procedure

- The teacher will begin by explaining the game to the students. The teacher will explain that one end of the gymnasium will represent the South and the opposite end will represent Canada/freedom. The teacher will explain that the students are ultimately attempting to make it from the South to Canada without being caught/tagged by a slave hunter. The teacher will explain that when a slave reaches Canada he/she are to pick up a marker, put it around his/her wrist, and quickly walk (around the game field) back to the opposite end of the gymnasium and attempt to reach Canada once again. The teacher will inform students that the objective of the game is to collect as many wrist markers as possible. The teacher will also inform students that the large markers (located near the Canada region) indicate safe houses and students cannot be tagged by a slave hunter when they are standing on one. The teacher will explain that when a slave is 'captured' by a slave hunter, the slave must quickly return to the south and begin the journey again. The teacher will ask/answer questions to check for understanding. *Verbal-Linguistic and Visual-Spatial*
- The teacher will then assign one person to be a slave hunter (the rest of the students will be slaves). As the experience progresses, that teacher will continue to add more slave hunters to make the activity much more difficult. The teacher will continually change the roles of the students so everyone may have the opportunity to be a slave/slave hunter.
- The children will participate in the activity. *Interpersonal, Bodily-Kinesthetic and Application*

Closure

The teacher will lead the class in a discussion. Did you find this activity easy or difficult? After participating in this activity/simulation, do you believe you would attempt to escape to freedom? Why? Did you most enjoy being a slave or a slave catcher? Why? How many markers were each of you able to obtain? The teacher will ask the student(s) with the most markers what their overall strategy was. The teacher will congratulate the students for actively participating in the activity/experience. Tomorrow, we will be participating in a similar activity regarding slaves attempting to escape to freedom. *Verbal-Linguistic, Analysis, Synthesis, and Evaluation*

Adaptations/ Enrichment

As enrichment, the teacher will blindfold numerous students throughout the activity (they must be carefully guided by their classmates), so they may experience how slaves moved through the dark.

As an adaptation, the teacher will discuss the particular assignment with the student(s) prior to the day the activity is introduced; together, they will decide upon an appropriate modification.

Assessment

The teacher will informally assess each student primarily focusing on involvement in the group activity/experience, and showing courtesy/respect towards the teacher and fellow classmates.

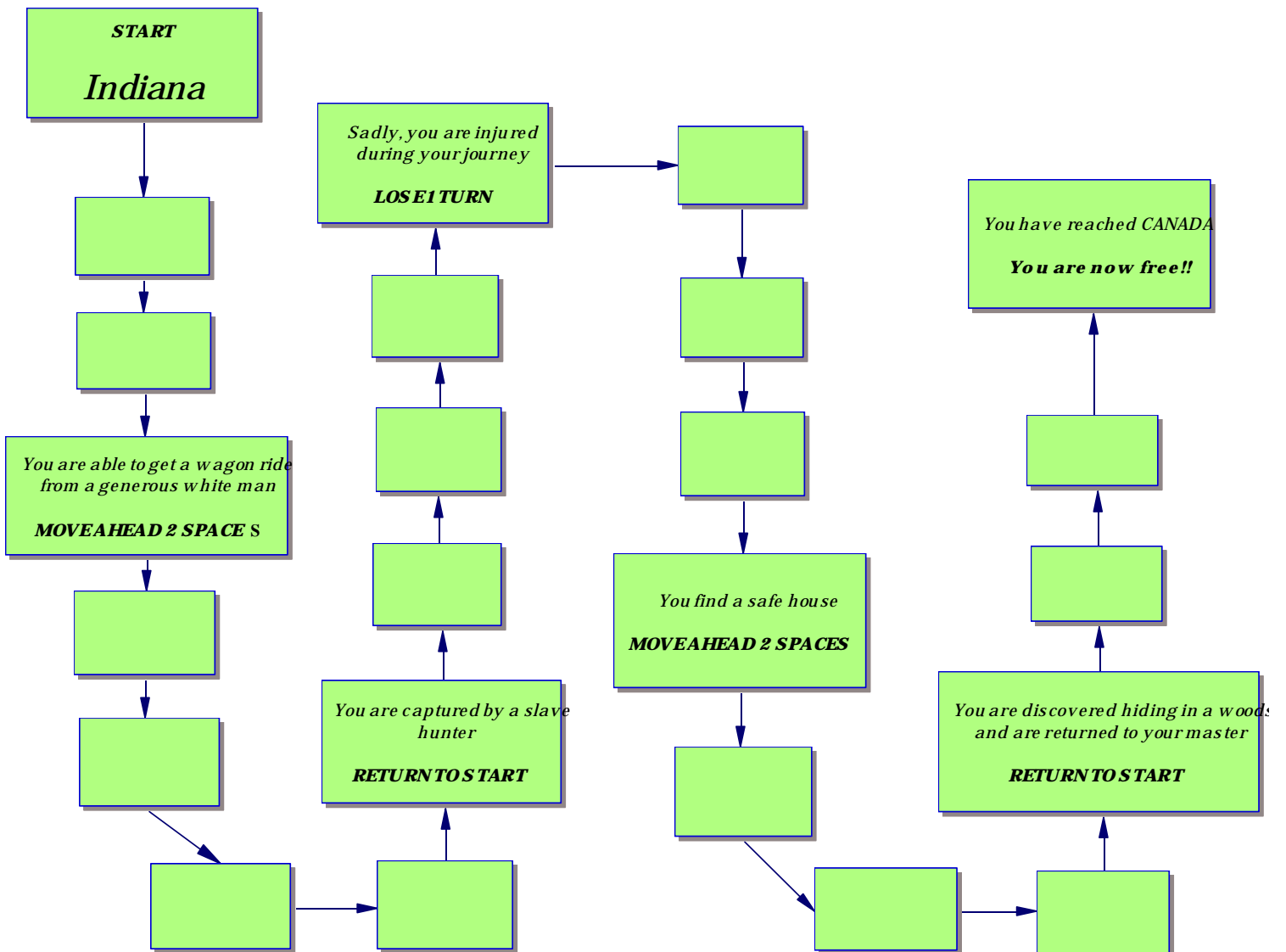
Self-Reflection

Did the students enjoy the activity? Where my adaptations and enrichments effective? Will I do this activity again? If so, what will I do differently in the future?

P.E. Fine Motor – Underground Railroad Board Game

Length: Forty minutes

Yesterday, we actively participated in a simulated game that demonstrated the difficulty slaves often faced when attempting to escape to freedom. Today, we will be engaging in a similar activity. The teacher will divide the class into groups of three. The teacher will distribute a game board and pieces (dice and markers) to each group. The children will be instructed to roll the dice and move their marker to the corresponding space on the game board. The teacher will explain that if someone happens to land on a space with instructions, the child should quickly read the instructions to the group, and immediately do as it says. The game is over when someone reaches freedom in Canada. The children will participate in the game several times. The teacher will provide appropriate assistance when necessary. Tomorrow, we will be learning how to divide.



**Manchester College
Education Department**

Lesson Plan by: Jillian Cartwright

Lesson: Mathematics - Division on the Underground Railroad

Length: Sixty minutes

Age or Grade Intended: Fourth Grade

Source: Original

Academic Standards

Math

4.2.3 Represent as division any situation involving the sharing of objects or the number of groups of shared objects.

Performance Objective

The students will demonstrate their ability to perform basic division by correctly answering at least four out of five questions on their assigned worksheet.

Advanced Preparation by Teacher

The teacher will prepare a worksheet (basic division) for the students. The teacher will obtain a circular piece of paper that can be easily manipulated.

Introduction

Yesterday, we participated in an activity that demonstrated the difficulty slaves often faced when attempting to escape to freedom. Today, we will learn about another difficulty they were often faced with. The teacher will explain to the students that she has a problem and needs all of their help. The teacher will inform the students that she will be having three friends to her home this weekend (four total people) and she will be preparing a pizza for them to share. The pizza will have eight slices and she is wondering how many slices each person will get. The teacher will ask students to explain how they might figure out this problem (eight divided by four). The teacher will explain why the student(s) is correct or incorrect (depending on the given answer). The teacher will ask/answer questions to check for understanding. *Verbal-Linguistic, Logical-Mathematical, and Knowledge*

Procedure

- The teacher will explain to the students that while slaves were attempting to escape to freedom, they often times had a very limited amount of food. The food they were given was equally divided amongst the group, so everyone would survive. *Verbal-Linguistic*
- The teacher will explain to the students that they will be divided into groups and will be given a worksheet. The teacher will inform the class that they should complete the problems as previously discussed (pizza example). *Verbal-Linguistic*
- The teacher will divide the students into groups and will distribute a worksheet to each child. The students will be given an ample amount of time to collaborate and complete the worksheet. The teacher will provide appropriate assistance if necessary. *Interpersonal, Visual-Spatial, Logical-Mathematical, Application, and Analysis*

Closure

The teacher will collect the worksheets from each student and will then review the answers with the class. The teacher will ask for volunteers to answer/explain each problem. The teacher will review the components of basic division and will ask/answer questions to check for understanding. The teacher will inform the class that tomorrow they will be preparing a type of food that was often provided to slaves on the Underground Railroad. *Verbal-Linguistic, Logical-Mathematical, and Evaluation*

Adaptations/ Enrichment

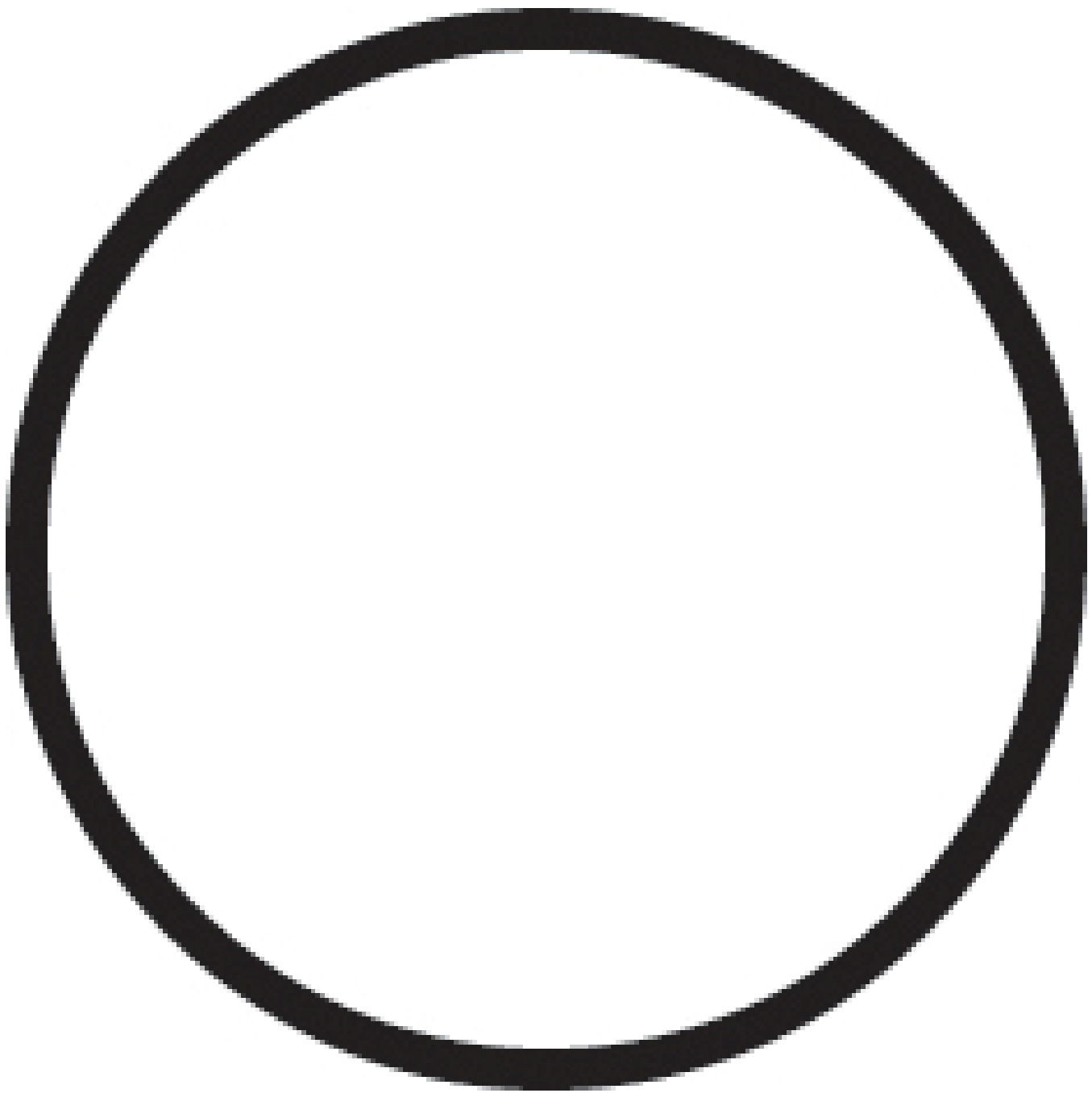
As enrichment, the teacher will encourage the student(s) to create their own division problems (regarding rations of food). As an adaptation, the teacher will provide the student(s) with a circular piece of paper that can be manipulated into eight equal sections (pizza example). If the student(s) has difficulty translating what has been drawn on the chalkboard, the teacher will sketch the pizza on a small dry-erase board so the student(s) will have it directly in front of him/her.

Assessment

The teacher will individually assess each student by grading the completed worksheets.

Self-Reflection

Was my introduction effective? Were the students able to grasp the concept of basic division? Were my adaptations and enrichments effective? Will I do this activity again? If so, what will I do differently in the future?



Division on the Underground Railroad

Name: _____

Date: _____

Directions: Collaborate with your group members to determine the answer of each math problem. Please show all of your work.

1. A group of four slaves attempting to escape to freedom are generously given twelve pieces of dried pork. How many piece of pork does each person receive?

2. Three slaves on the Underground Railroad receive six boiled potatoes from a kind white family. How many potatoes does each person get?

3. A group of eight escaping slaves are given eight red apples. How many apples does each person receive?

4. Seven slaves traveling on the Underground Railroad, attempting to escape to freedom, receive fourteen yams. How many yams does each person get?

5. A large group of twelve runaway slaves received only six biscuits. How could they divide the biscuits evenly?

**Manchester College
Education Department**

Lesson Plan by: Jillian Cartwright

Lesson: Cooking - Southern Biscuits
Length: Sixty minutes
Age or Grade Intended: Fourth Grade
Source: Original

Academic Standard

Social Studies

4.1.7. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.

Performance Objective

The students will demonstrate their knowledge regarding the Underground Railroad by completing the assigned cooking activity quickly and quietly.

Advanced Preparation by Teacher

The teacher will obtain all supplies required to prepare southern biscuits. The teacher will reserve a spacious area for students to prepare the biscuits (kitchen and/or Family and Consumer Science classroom/kitchen). The teacher will research and find an appropriate recipe for southern biscuits; the teacher will make enough copies of the particular recipe for each student.

Introduction

Yesterday, we learned that slaves were often deprived of food. The teacher will ask each student to stand and clearly state their favorite food; the teacher will then instruct students to imagine how incredibly hungry they would become if they were only able to eat that food once every few days. The teacher will share with students that runaway slaves often went several days with little or no food. The teacher will inform students that people involved in the Underground Railroad often provided slaves with biscuits to carry with them throughout their long journey; the teacher will share with the class that they will be preparing biscuits similar to those provided to slaves. *Verbal-Linguistic*

Procedure

- The class will quietly travel to the area in which they will be preparing the biscuits. The teacher will then divide the students into groups of four; the teacher will provide each student with a copy of the recipe.
- The teacher will distribute the necessary supplies to each group. The teacher will instruct students to carefully review the particular recipe with team members; the teacher will ask/answer questions to check for understanding.

Interpersonal, Comprehension, and Analysis

- The students will prepare and bake the biscuits. The teacher should provide appropriate assistance if necessary.
Interpersonal, Verbal-Linguistic, Logical-Mathematical, Bodily-Kinesthetic, and Synthesis
- While the biscuits are in the oven, the students will clean up the area in which they were working.
- After the biscuits have come out of the oven and off the baking sheets, the class will quickly and quietly return to the classroom. The teacher will explain to the class that they will be eating the biscuits the following day while they participate in another enjoyable activity!

Closure

The teacher will ask questions about the particular activity (the students may also ask questions/make comments). Did you enjoy preparing the biscuits? Have you ever helped someone prepare something similar to this in the past? Was the recipe easy or hard to follow? Did anything go wrong while you were preparing the biscuits? Why do you think people involved in the Underground Railroad provided slaves with biscuits? *Intrapersonal, Verbal-Linguistic, and Evaluation*

Adaptations/ Enrichment

As enrichment, the teacher will encourage the student(s) to read Life on the Underground Railroad by Sally Isaacs.

As an adaptation, the teacher will discuss the particular assignment with the student(s) prior to the day the activity is introduced; together, they will decide upon an appropriate modification. The student(s) who lack fine motor skills will be actively involved in the process by carefully reading the instructions to team members. If necessary, the student(s) will be assigned to a teacher assistant/parent volunteer who will extensively assist the student in preparing the biscuits.

Assessment

The teacher will informally assess each student, focusing primarily on the student's individual involvement in the group activity (how well the student collaborated with team members) and whether or not the student quietly obeyed all directions dictated by the teacher.

Self-Reflection

Were the students able to follow the recipe instructions and effectively prepare the biscuits on their own? Were my adaptations and enrichments effective? Will I do this activity again? If so, what will I do differently in the future?



Akron Elementary School

Friday, October 17, 2008

Dear Fourth Grade Parents/Guardians,

As our Underground Railroad Unit come to a close, the children will be independently preparing Southern Biscuits! Biscuits were quite a luxury for runaway slaves and were often provided by the generous people involved in the Underground Railroad. On Thursday, October 30th, while taking part in this particular activity, it will be extremely difficult for me to appropriately assist and attend to all students. I am looking for parent volunteers to aid and support the class throughout this assignment; if you are able and willing to do so, please return the bottom of this paper with your child. I greatly appreciate your time and assistance. I am very excited about this particular project and I know the children will have a wonderful time!

Thank you for all your help,

Ms. Cartwright

Southern Biscuits

Please return this form no later than Friday, October 24, 2008.

I am willing and able to assist Ms. Cartwright's class fourth grade class in preparing Southern Biscuits on Thursday, October 30, 2008.

Signed: _____

Parent/Guardian

Date: _____

Southern Biscuits



Ingredients

- 2 cups flour (extra for dusting the board)
- 1 tablespoon baking powder
- 1/4 teaspoon baking soda
- 1 teaspoon salt
- 6 tablespoons butter, very cold
- 3/4 cup buttermilk

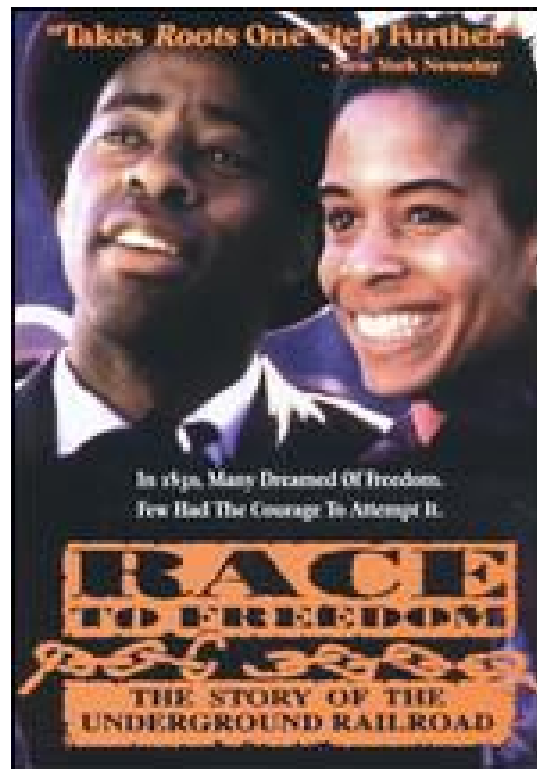
Directions

- Preheat oven to 450 degrees
- Combine dry ingredients in bowl
- Cut butter into chunks, cut into flour (dough should be extremely crumbly)
- Add buttermilk, mix JUST until combined
- If dough appears on the dry side, add a bit more buttermilk
- Turn dough out onto floured board
- Very gently pat dough until about 1/2 inch thick
- Use round cutter to cut dough into rounds (gently knead scraps together, repeat process to make a few more biscuits)
- Place biscuits on cookie sheet approximately one inch apart
- Bake for about 10-12 minutes (biscuits will be a beautiful light golden brown on top and bottom)

Drama – *Race to Freedom: The Story of the Underground Railroad*

Length: Two hours

Yesterday, we prepared southern biscuits, a food that slaves were frequently provided while attempting to escape to freedom. Today, we will not only be enjoying our biscuits, but will be observing a movie that depicts the Underground Railroad. *Race to Freedom: The Story of the Underground Railroad* portrays a group of slaves who decide to escape from the plantation in which they are stationed, and begin an incredibly dangerous journey to Canada; luckily, the group quickly discovers the Underground Railroad. After beginning the movie, the teacher will distribute several biscuits to each student, and will provide butter, honey, and jam for the students to utilize. Following the movie, the teacher will lead the class in a discussion regarding the movie.



Technology

I most certainly believe that technology and multimedia applications should be appropriately utilized in the classroom; in addition, I believe technology enhances a child's educational experience and should be used to supplement traditional methods of instruction. Throughout my unit, I have implemented the use of technology in several ways. Students will be encouraged to browse an informative website before completing an assigned art project; by doing this, the children will gain knowledge and insight that I could not provide to them, without the use of a computer. Furthermore, I will utilize an overhead projector in several lessons (science, writing, and social studies), which will allow me to easily relay information to the class. Technology use is constantly increasing, and I believe it is extremely important for children to become familiar with it.

Trade Books

Carson, Mary Kay. The Underground Railroad for Kids. Chicago Review Press, 2005.

In a way easy for young children to understand, The Underground Railroad for Kids traces the general history of the Underground Railroad. Furthermore, this informative book includes numerous quotes from primary sources, archival drawings and photographs, and twenty-one related projects.

Hopkinson, Deborah. Sweet Clara and the Freedom Quilt. Dragonfly Books, 1995.

Sweet Clara and the Freedom Quilt relays the story of an incredibly courageous young seamstress named Clara. Clara closely studies the land and carefully listens to stories regarding the area surrounding the plantation; ultimately, she creates a map that enables numerous African Americans to escape to freedom.

Isaacs, Sally. Life on the Underground Railroad. Heinemann Library, 2001.

Life on the Underground Railroad details the life of a slave. This book explores the basics of food, clothing, shelter, education, communication, transportation, and entertainment. Several timelines and recipes are also included.

Johnson, Ann Donegan, and Steve Pileggi. The Value of Helping. Value Communications, 1980.

The Value of Helping highlights the life of Harriet Tubman. Throughout this incredibly moving story, Tubman helps slaves flee the South and escape to freedom, supports the Union army during the Civil War, and, following the war, establishes homes for the old and needy.

Fradin, Dennis Brindell. Bound for the North Star. Clarion Books, 2000.

Bound for the North Star offers twelve real-life accounts of runaway slaves who successfully escaped to freedom. Each chapter of this informative book highlights one person's (or pair of individuals) courageous journey; furthermore, black and white reproductions of paintings, drawing, woodcuts, newspaper ads, quilt blocks, and rare photos are also included throughout the book.

Freedman, Florence. Two Tickets to Freedom. Peter Bedrick Books, 1989.

Two Tickets to Freedom is a real-life account of William and Ellen Craft, two fugitive slaves. After successfully purchasing two train tickets, this story traces William and Ellen's courageous journey from Georgia, to England, and eventually back to Georgia again.

Rapaport, Doreen. Freedom River. Jump at the Sun, 2007.

Freedom River relays the remarkable story of John Parker, an African American businessman who was able to buy his own freedom. Parker became an active conductor on the Underground Railroad and helped approximately nine-hundred African Americans escape to freedom.

Ringgold, Faith. Aunt Harriet's Underground Railroad in the Sky. Dragonfly Books, 1995.

Utilizing the symbolic motif of flying, Aunt Harriet's Underground Railroad in the Sky details Cassie Lightfoot's incredibly compelling journey. In an attempt to rejoin her brother Be Be, Cassie retraces Harriet Tubman's route to freedom.

Vaughan, Marcia. The Secret to Freedom. Lee and Low Books, 2001.

The Secret to Freedom relays the unfortunate story of young slave girl named Lucy. Furthermore, this story illustrates the use of quilts to communicate secret codes to runaway slaves and conductors on the Underground Railroad.

Winter, Jeanette. Follow the Drinking Gourd. Dragonfly Books, 1992.

Follow the Drinking Gourd relays the story of an old sailor commonly regarded as 'Peg Leg Joe,' who quickly traveled from plantation to plantation, teaching slaves a folksong he created, which held directions for following the Underground Railroad. This incredible book demonstrates the forms of 'communication' often employed by slaves, conductors, and abolitionists.

Field Trip – Indiana State Museum

I most certainly believe that field trips enable educators to greatly enhance a child's educational experience; in addition, these highly effective informal learning experiences provide children with knowledge that cannot be duplicated in the classroom. Field trips increase a child's knowledge and understanding of a particular subject area, and add realism to the topic of study.

To enhance my student's overall knowledge regarding the Underground Railroad, I would arrange a field trip to the Indiana State Museum where they would take part in an extremely informative workshop. Throughout the workshop, the children will learn about the cause and effect of slavery, and the creation of the Underground Railroad; furthermore, they will actively experience the challenges escaping slaves continually faced. During the educational experience, the children will learn a great deal of information regarding those who helped guide slaves to freedom, and those who often hindered their journeys. Hands-on activities will enable students to investigate the routes of the Underground Railroad and the perils of the journey. They will also be introduced to numerous vocabulary terms and individuals associated with the Underground Railroad. I believe this stimulating workshop will be incredibly valuable to my students.

The Underground Railroad

“I was the conductor of the Underground Railroad for eight years, and I can say what most conductors can’t say—I never ran my train off the track and I never lost a passenger.”

Harriet Tubman

December 8, 2008

Dear Parents/Guardians,

Throughout the following weeks, our class will be studying Harriet Tubman and the Underground Railroad. I am very excited to begin this unit, and I have planned several lessons and activities that I am positive the children will find enjoyable!! Some of the activities they will be engaging in include, the creation of quilt squares and corresponding codes, preparing southern biscuits, evaluating a piece of art and composing an essay, and participating in an exciting game of Freedom Tag. Students will also learn about the life of Harriet Tubman, the significance of the North Star, and the communication often utilized by those involved in the Underground Railroad.

Also, I am very excited to inform you that our class will be taking a field trip to the Indiana State Museum, where they will be taking part in an extremely informative workshop. The children will engage in activities that will enhance their knowledge of the cause and effect of slavery, the creation of the Underground Railroad, the dangers escaping slaves often faced, and they investigate the routes of the Underground Railroad (among other things). I believe this stimulating workshop will be incredibly valuable.

The overall objective of this particular unit is for students to gain an understanding and appreciation of the historical significance of the Underground Railroad and the courageous people involved. The integrated activities will help students develop and expand skills in diverse areas while gaining a historical perspective and sensitivity toward African American issues.

If you have any questions or concerns regarding this unit or your child’s progress, please feel free to contact me. I am certainly looking forward to the coming weeks!! Thank you for your ongoing encouragement and support.

Sincerely,

Ms. Cartwright