

Lesson Plan Prepared by: Amanda Dennis
Lesson: Writing on the Underground Railroad
Length: 40 minutes
Age or Grade Intended: 4th grade
Source: Original

Academic Standards:

- 4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.
Example: Levi and Catherine Coffin, The Underground Railroad, religious groups, the abolition and anti-slavery groups, the Liberia colonization movement.
- 4.6.3 Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions

Behavioral/Performance Objective:

Students will take information gained from Underground Railroad lessons to write a journal entry from the perspective of a runaway slave or a conductor on the railroad, creating interesting sentences by using words that describe, explain, or provide additional details.

Assessment:

Teacher will collect the final drafts of the journal entries to assess correct mechanics and grammar use. Teacher will also assess the accuracy of information used on the Underground Railroad.

Advanced Preparation by Teacher:

For the final copies have paper soaked in tea, this will make them look old giving them the effect that they are real journal entries from the 1850s.

Introduction/Motivation:

In your writer's notebook I want you to take about two minutes and brainstorm what you know now about the Underground Railroad. After two minutes are up ask for volunteers to share what they wrote down. Write responses on the board. Well today you are going to take that information and write a journal entry as if you were there. I want you to take on the persona of either a runaway slave or a conductor on the Underground Railroad.

Step-by-Step Procedure:

- Explain to students that in their writing they must include facts about the Underground Railroad.
 - Identify an abolitionist, the Underground Railroad, stations, conductors
 - Explain where the slaves wanted to go and how they managed to find their way

- Also explain the laws that made it necessary for the slaves to go out of the country.
- Also explain that in the final draft you will be looking for correct capitalization, punctuation, and spelling.
- Allow students to write for 20-25 minutes (Verbal/Linguist Intelligence), using their list that they made to help with ideas.

Closure:

In the last couple of minute ask for some volunteers to share what they have written so far (Verbal/Linguistic Intelligence). After a student has read ask for two likes and one wish from the other students. This allows for the student who shared to get some constructive criticism to help develop his/her writing piece. This writing assignment will continue for another two or three days, during writing block. This will allow students to write their first drafts, edit them, and then publish it.

Accommodations/Enrichments:

For the identified students in the room, it may be helpful to give them a graphic organizer, this will allow them to organize their thoughts.

Reflection: