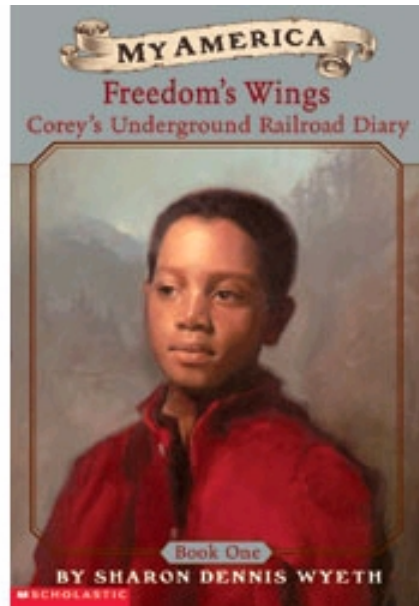


Freedom's Wings: A 5th Grade Literacy Focus Unit
Created by
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FEATURED SELECTION:

Title: *Freedom's Wings*
Author: Sharon Wyeth
Publishing information: Scholastic Inc.
Reading level: 5th grade

SYNOPSIS OF STORY:

Secretly taught by his father to read and write, Corey, a nine-year-old slave keeps a diary of his daily life as a slave on the Hart Farm. He knows that he must hide his diary from his owner. When Corey's father flees to the North, Corey's fate changes as he and his mother make a dangerous journey along the Underground Railroad. In addition to recording life on a Kentucky farm in 1857, Corey's journal traces his flight to freedom by way of the Underground Railroad.

RELATED MATERIALS:

Title: *Sojourner Truth*
Author: Kathleen Kudlinkski
Publisher: Aladdin Paperbacks
Copyright year: 2003
Reading level: 4th -6th grade
Explanation: Sojourner Truth was born into slavery in 1797 and became a preacher. She campaigned for abolition and helped newly freed Southern slaves after the Civil War. Truth

worked with slaves to bring them to freedom. This book will be on display in the classroom for students to read if they desire.

Title: *Henry's Freedom Box*

Author: Ellen Levine

Publisher: Scholastic Process

Copyright year: 2007

Reading level: 3rd-5th grade

Explanation: Henry's wife and two children are sold into slavery. Henry makes a journey in a wooden crate—and mails himself to freedom on the Underground Railroad. With the help of his white friends, James and Dr. Smith, Henry was able to attain freedom. This book shows the struggles of a slave and the danger of traveling the Underground Railroad. This book will be read aloud to the classroom by the teacher.

Title: *Harriet Tubman*

Author: David A. Adler

Publisher: A Holiday House Book

Copyright year: 1992

Reading level: 3rd-4th grade

Explanation: Tubman escaped from slavery to the North on the Underground Railroad in 1849. Over the next ten years, Tubman used money that she earned to lead over 300 slaves to freedom. This book illustrates the courage of those who aided in the Underground Railroad. This book will be displayed in the classroom and the students can look at it when they have free time.

Title: *The Underground Railroad*

Author: Raymond Bial

Publisher: Houghton Mifflin Company

Copyright year: 1995

Intended grade level: 5th grade

Explanation: Before the Civil War, thousands of enslaved people where escaped to freedom on the Underground Railroad. There are examples of "stations" on the Railroad, along with images of routes, lives, and hardships of both the passengers and the conductors. This book is full of detailed facts about the Underground Railroad which will deepen the students' comprehension. This book will be displayed in the classroom.

Title: *Sweet Clara and the Freedom Quilt*

Author: Deborah Hopkinson

Publisher: Knopf

Copyright: 1993

Intended grade level: 5th grade

Explanation: Clara dreams of running North to freedom. Then Clara hears two slaves talking about how they could find the Underground Railroad if only they had a map. Clara sees how to use the cloth in her scrap bag to sew a map of the land, freedoms quilt, that no master will ever suspect is a map to freedom. This story depicts the cleverness of the slaves who tried to escape. This book will be on reserve in the library.

GOALS:

Students will gain a better understanding of the Underground Railroad.

Students will recognize the danger involved in aiding in the Underground Railroad.

Students will gain knowledge of the slaves' reasons for escaping.

Students will gain understanding of Corey (the fictional character in the focus unit) experience as a slave.

Students will show empathy for the slaves which risked their life in hopes of freedom.

Students will be able to trace the movement of the Underground Railroad through North Carolina.

Students will be able to defend the efforts of the Underground Railroad.

Students will be able to analyze the importance/impact of the Underground Railroad to lives of African Americans.

Science Standards

5.2.1 Multiply and divide whole numbers* mentally, on paper, and with a calculator.

5.2.2 Use appropriate fractions and decimals when solving problems.

Social Studies Standard

5.1.18 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events. (Individuals, Society and Culture)

Math Standard

5.2.1 Solve problems involving multiplication and division of any whole numbers.

English/Language Standards

5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.

5.2.2 Analyze text that is organized in sequential or chronological order.

UNIT PLAN

Pre-reading:

Activity: Teacher reads *Henry's Freedom Box* to the class.

Monitoring: Teacher makes sure students are paying attention! Involving students in the reading will help keep them engaged (predicting, asking them questions).

Assessment: Quickwrite over *Henry's Freedom Box*.

Grouping: Individual

Activity: Students fill out a K-W-L chart.

Monitoring: Teacher will observe students as they fill in the K-W-L chart and answer any questions students may have.

Assessment: Teacher will assess the K-W-L chart by completion.

Grouping: Individual

Reading:

Activity: Teacher reads the first chapter of the novel aloud to the class. As teacher reads, he/she pauses occasionally and asks the class to make predictions.

Monitoring: Students make predictions in their reader response journals.

Assessment: Teacher reads the students predictions in their response journals, which gives the teacher an idea if students comprehend the text.

Grouping: Individual

Responding:

Activity: As the students read the book, they are required to write in their journals answering the questions that the teacher assigns. In each journal entry, students write one new thing they have learned about the Underground Railroad.

Monitoring: Teacher reads the students reader response journals

Assessment: Teacher assesses students on their ability to answer the questions correctly and also sees what the students have learned about the Underground Railroad.

Grouping: Individual, small group

Exploring:

Activity: Students will trace the route of the Underground Railroad through North Carolina on a map and calculate the approximate time it took to travel the Underground Railroad.

Monitoring: Teacher will informally observe students as they map out the route.

Assessment: Teacher will check for accuracy and understanding when he/she grades the map.

Grouping: Partners

Applying:

Activity: Students will defend the efforts of the Underground Railroad.

Monitoring: Students share with the rest of the class their thoughts of the efforts of the Underground Railroad.

Assessment: Teacher will assess students' ability to defend the efforts of the Underground Railroad as well as their presentation to the class.

Grouping: Individual work, share presentation with whole class

Tentative Daily Schedule

(Freedom's Wings does not have chapters; so, the daily reading is divided into pages)

<p>Day 1</p> <p>KWL chart</p> <p>Teacher reads Henry's Freedom Box</p> <p>Quickwrite</p>	<p>Day 2</p> <p>3-13</p> <p>Teacher reads aloud</p> <p>Students write things they have learned and make predictions</p>	<p>Day 3</p> <p>14-24</p> <p>Individual reading</p>	<p>Day 4</p> <p>25-35</p> <p>Discuss Corey's relationship with his master</p>
<p>Day 5</p> <p>36-46</p> <p>Student's make predictions and write them in their journals</p>	<p>Day 6</p> <p>47-57</p> <p>Partner reading</p> <p>Students analyze the importance/impact of the Underground Railroad in Corey's life</p>	<p>Day 7</p> <p>Teacher reads 58-68 aloud to students</p> <p>Quickwrite</p> <p>Students cook and eat a meal which typical slaves would have eaten (science and math used here)</p>	<p>Day 8</p> <p>69-79</p> <p>Individual reading</p> <p>Reader response journals</p> <p>Listen to "Steal Away: Songs of the Underground Railroad" by Kim Harris and teach students the dance which goes along with this song</p>
<p>Day 10</p> <p>91-101</p> <p>Partner reading</p> <p>Students write a story as if they were Corey</p> <p>Calculate the miles and time it took to reach freedom</p>	<p>Day 11</p> <p>102-108</p> <p>Review book and the main characters</p> <p>Map out the route the Underground Railroad took</p>	<p>Day 12</p> <p>Wrap up</p> <p>Finish the L column of the K-W-L chart</p>	

ASSIGNMENT CHECKLIST

_____ Reader response journal entries

_____ Map with the route of the Underground Railroad

_____ Approximation of the miles traveled and the time it took to reach freedom

Oral presentation defending the efforts of the Underground Railroad

KWL Chart

Story as if they were Corey

Quickwrite

The final assessment of this unit will be the creation of a portfolio of the students' work throughout the unit. Assessment of daily projects is done primarily through informal assessment, by means of teacher observation and the completion of separate rubrics for both student projects and presentations throughout the unit. Click [here](#) to see the [project rubrics](#) .

Purpose: To detail the history of North Carolina's African Americans and the Underground Railroad's presence in the acquisition of their freedom from slavery. This unit will include a more comprehensive understanding of the lives of blacks in early North Carolina slave history, the physical geography of North Carolina and how it related to the movement of runaway slaves, the roles that North Carolinian abolitionists, especially the Quakers, had in assisting in the escape of slaves to the north, the systems of codes and hidden messages to direct conductors and escapees as they traveled the Underground Railroad, and the brave escapes made by conductors and runaway slaves on the Underground Railroad.

http://home.columbus.rr.com/bradshaw/UNDERRR/quilt/underground_railroad_quilt.htm