

Lesson Plan by: Lauren Houser

Lesson: Underground Railroad (middle childhood lesson plan)

Origin: Adapted from IDOE website

Length: 35-40 minutes

Age or Grade Intended: 4th grade

Academic Standard(s):

Social Studies 4.1.7 Students will explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

Performance Objectives:

Following a class discussion, students will be able to explain the roles of two individuals who were a part of the Underground Railroad with at least 80% accuracy as determined by a rubric.

Assessment:

Students will complete the activity page entitled “Underground Railroad”. Student master will be determined if students identified at least 5 correct Indiana cities that were Underground Railroad stations.

Advanced Preparation by Teacher:

- ...*If You Traveled on the Underground Railroad* by Ellen Levine
- Access to the YouTube website to show students
- A picture of a drinking gourd
- Copies of the activity page for each student
- Copies of the KWL page for each students
- Chart paper, makers
- Pencils for each student

Introduction/Motivation:

1. Show students the picture of the drinking gourd. Ask students if anyone knows what it is. Ask students where they might have heard about the drinking gourd.
Bloom’s: Knowledge
2. Show students the video clip at <http://www.youtube.com/watch?v=gBOP8t2hIFQ>.
Gardner’s: Visual-Spatial, Musical-Linguistic
3. Ask students what they think the drinking gourd is in the song. Guide students to understand the drinking gourd was the formation in the stars.
Bloom’s: Knowledge
4. Tell students that they are going to be learning about the important roles things like the drinking gourd played in something called the Underground Railroad.

Procedure:

1. Explain to students that during the middle of the 1800s, the United States was beginning to see conflict between the different states. A lot of that conflict was about whether or not it was right to hold people as slaves.
2. Tell students that in southern part of the United States a lot of people held slaves on large farms called plantations and they felt it was ok to hold slaves. The people in the south also felt that it was not right for the government to decide if states could or could not hold slaves. Ask student why the people living in the south wanted slaves.

Discuss why the south wouldn't want slaves to be taken away from them. Ask students if people in the south thought holding slaves was wrong.

Bloom's: Knowledge, Comprehension, Analysis, Synthesis

Gardner's: Interpersonal, Verbal-Linguistic

3. Explain that in the northern parts of the United States, including Indiana people believed slavery was wrong. Explain that one way the Northerners tried to help slaves "in the South" was by forming a system of people who wanted to help slaves travel to places where they could be free. Explain that this system was called the *Underground Railroad* and helped slaves from the South escape to freedom in Canada. Tell students that the slaves had to go to Canada because if they were still in the United States, the government could make them return to their masters in the South if they were caught.
4. Ask students what one of the big issues was between the northern and southern states. Ask students what kind of farms slaves were held at. Ask students to explain why people in the south were upset with the government. Have a student explain how people in the north tried to help slaves in the south. Ask students to explain why slaves had to go to Canada.
Bloom's: Knowledge, Comprehension
5. Introduce students to the KWL chart. Remind students the "K" stands for information the students already know. The "W" stands for information they want to know" and the "L" stands for information they learned. Explain to students that today they are going to be learning about the Underground Railroad. Pass out the student KWL charts and instruct them to follow along as everyone fills it out together.
6. Ask students what they know about the Underground Railroad. Model how to write student responses on the "K" side of the chart. Have students do the same on their chart.
Bloom's: Knowledge
Gardner's: Verbal-Linguistic, Interpersonal, Intrapersonal
7. Ask students what they want to learn about the Underground Railroad. Write responses on the paper as students write their responses on their paper.
Bloom's: Knowledge
Gardner's: Verbal-Linguistic, Interpersonal, Intrapersonal
8. Tell students to set their papers aside as you read through the story *...If You Traveled on the Underground Railroad* by Ellen Levine. Read the story to students.
Gardner's: Verbal-Linguistic, Visual-Spatial
9. After reading the story, discuss with students the challenges slaves faced on the Underground Railroad. Ask students how people in Indiana might have helped those slaves on the Underground Railroad. Ask students if everyone in Indiana wanted to help slaves on the Underground Railroad. Have students defend their opinion. Talk with students about the different symbols mentioned in the book, including those in the song *Follow the Drinking Gourd*. Discuss quilts, what the drinking gourd is, what the "big river" slaves had to cross was, and who helped slaves escape.
Bloom's: Knowledge, Comprehension, Application, Evaluation
Gardner's: Verbal-Linguistic, Interpersonal,
10. Have students share responses with what they learned about the Underground Railroad. Write responses on the chart paper. Have students write their responses on their KWL papers.
Bloom's: Knowledge
Gardner's: Verbal-Linguistic, Interpersonal, Intrapersonal

11. Tell students that they are going to now be given an activity sheet with a map on it. Tell students that they will need to use their map in order to answer the questions. Explain the rubric to the students on the activity page. Hand out the activity sheet and dismiss students to work on it individually.

Gardner's: Intrapersonal, Visual-Spatial

12. Collect sheets from students when they are done.

Closing:

1. Ask students to explain what the problems were between the North and the South in the middle of the 1800s.

Bloom's: Knowledge

2. Ask students how people in the North helped people in the South.

Bloom's: Knowledge, Comprehension

3. Tell students that the soon the disagreements between the South and North would become bigger and bigger and soon a war called the Civil War would break out. Tell students that they will learn about the Civil War a little later and that they will need to remember what they learned about people in the Indian helping out the slaves in the South.

Adaptations/Enrichment:

LD: Student will be given extra time. Student will be able to copy from the teacher's KWL model for his/her own. Student will be able to have the activity page read to them. Student will have enlarged KWL paper and enlarged activity page to write on.

MoCD: Student will be given a copy of another student's KWL chart to use. Aide will read KWL chart to student. Student will be able to orally answer the questions while aide fills in student answers on activity page.

Enrichment: Student will find the closest Indiana city to their school on the map and research at least two ways about how the city played a role in the Underground Railroad.

Self-Reflection:

1. Did the activity feel rushed? Would more/less time be appropriate to do everything?

2. Do I need to reword my questions? Do I need to ask more questions?

3. Did I pick good book to demonstrate the reading strategy with?

4. Did the students understand what I was asking them to do?

5. Was the activity too easy for the students? Was the activity too hard for the students?

6. Did the students really "master" the objective?

7. Were my adaptations effective? Was my enrichment challenging enough?

8. Did the students understand what I was asking them to do and pass the assessment part? If they did not pass, why did they not pass (not paying attention, didn't "get it", other reasons)?

Name: _____

Escaping to Freedom

Directions: After reading *If you Traveled on the Underground Railroad* and listening to the song *Follow the Drinking Gourd*, use your knowledge to answer the questions below. The words to the song are also below.

Follow the Drinking Gourd

When the Sun comes back
 And the first quail calls
 Follow the Drinking Gourd,
 For the old man is a-waiting for to carry you to freedom
 If you follow the Drinking Gourd

The riverbank makes a very good road.
 The dead trees will show you the way.
 Left foot, peg foot, travelling on,
 Follow the Drinking Gourd.

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

When the great big river meets the little river
 Follow the Drinking Gourd.
 For the old man is a-waiting for to carry to freedom
 If you follow the Drinking Gourd.

1. What is the drinking gourd from the song "Follow the Drinking Gourd"?

2. Who is the "old man" that is waiting to carry slaves to freedom?

3. How did the old man help slaves?

4. What "great big river" is the song referring to?

5. Name another individual who helped slaves escape to freedom.

6. How did this individual help slaves escape to freedom?

7. Was the Underground Railroad a set of trains that went through Indiana? Explain what the Underground Railroad was.

8. Why were quilts important on the Underground Railroad?

Rubric	Poor (0)	Good (2)	Above Average (3)	Score
Explain the roles of two individuals in helping slaves escape from the South	Did not explain the roles and/or did not identify individuals who helped slaves escape.	Identified and explained the roles of two individuals.	Identified and explained the roles of two individuals and used at least one detail from the song or book.	_____
Explain the Underground Railroad.	Did not explain the Underground Railroad.	Explained the underground railroad in two sentences.	Explained the underground railroad in three or more sentences.	_____
Identified three symbols from the song.	Did not identify any of the three symbols.	Identified two of the three symbols correctly.	Identified all three symbols in the song.	_____
Identified the importance of quilts to the Underground Railroad	Did not identify the importance of quilts to the Underground Railroad.	Identified the importance of the quilts in 1 sentence.	Identified the importance of quilts in 2 or more sentences.	_____
Total Score				_____/12

Name: _____

KWL Chart

Topic: _____

What do you know ?	What do you want to know?	What did you learn ?