

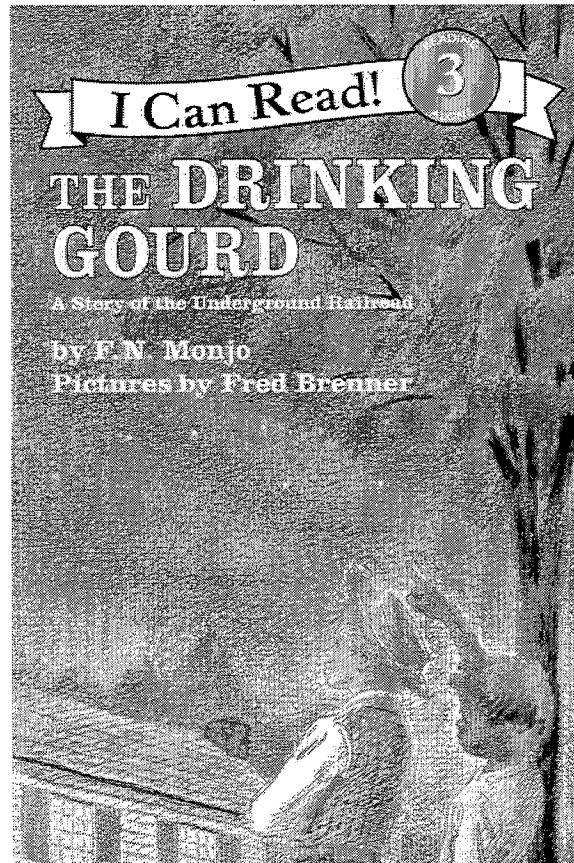
The Underground Railroad: A 3rd Grade Literacy Focus Unit ✓
✓ good

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Professor Heather Schilling
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The Underground Railroad: A 3rd Grade Literacy Focus Unit

By Whitney Whitehair



FEATURED SELECTION:

← Monjo, F. N. (1970). *The drinking gourd: A story of the underground railroad*. New York, NY: HarperCollins Publishers Inc.

A slave family, who is trying to runaway with the Underground Railroad, makes a surprising stop at the Fuller family's farm. The son, Tommy Fuller, discovers the slave family in the hayloft of his barn. Tommy must keep their escape a secret because helping the slaves run away was a major crime. He eventually helps his father, Thomas Deacon Fuller, travel with the family hiding in the hay wagon on their way to Canada. The slaves that were part of the Underground Railroad guided for freedom followed the drinking gourd, better known as the Big Dipper.

?

RELATED MATERIALS:

Curtis, C. P. (2007). *Elijah of Buxton*. New York, NY: Scholastic.

- From Canada on his way to America, Elijah is the first born free African American. This book helps recreate the time of the 1860s through a child's perspective.

Johnson, L., & Levine, E. (1993). *If you traveled on the Underground Railroad*. New York City, NY: Scholastic.

- This non-fiction book talks about what the Underground Railroad was and how you would live if you were part of it. Younger children are the main audience for this book because it is a great way to explain vocabulary and phrases used during that time period.

Lyons, M. E. (2007). *Letters from a slave boy: The story of Joseph Jacobs*. New York, NY: Simon & Schuster, Inc.

- Joseph Jacobs, born into slavery, seeks to be reunited with his mother who has been traveling north to gain her freedom. The letters the author creates provide details of what life may have been like for slaves seeking their own freedom.

Ringgold, F. (1995). *Aunt Harriet's Underground Railroad in the sky*. New York City, NY: Reed Business Information, Inc.

- History and fantasy make this version of the Underground Railroad fun and interesting. The main characters of this story follow the whispers of Aunt Harriet Tubman that lead them along their journey in the sky.

Winter, J. (1992). *Follow the drinking gourd*. New York City, NY: Dragonfly Publishing, Inc.

- This historical fiction book tells about the journey of the slaves from the Underground Railroad who are following the drinking gourd. This is a great reference to compare and contrast the featured book, The drinking gourd: A story of the Underground Railroad by F. N. Monjo.

GOALS:

- I would like my students to learn about a significant event of slavery history that they were not around to encounter.
- I want my students to enjoy the activities and use them later on in their lives by sharing stories about at least one constellation; The Big Dipper. (Example: be able to locate constellations and relate them to history)
- I want my students to enjoy a book of historical fiction through emotion of the history of slavery.
- I would like my students to understand black history month.
- I would like my students to feel what it is like to live as a slave through examples. (book, music, text, skits, field trips)

SPECIFIC STRATEGIES AND SKILLS:

- Students will be able to summarize, make predictions, and write questions about what they read.
- Students will identify the main points and problems as well as form solutions.
- Students will be able to write legibly in journal format using proper grammar and punctuation.
- Students will be able to compare and contrast the book with their field trip experiences.
- Students will give examples of a story or event in history that happened during the slavery time period.

INDIANA ACADEMIC STANDARDS:

English/Language Arts

What other areas?

- 3.2.4 Recall major points in the text and make and revise predictions about what is read.
- 3.2.5 Distinguish the main idea and supporting details in expository (informational) text.
- 3.2.6 Locate appropriate and significant information from the text, including problems and solutions.
- 3.6.1 Handwriting: Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.
- 3.6.3 Grammar: Identify and use subjects and verbs that are in agreement (*we are* instead of *we is*).
- 3.6.6 Punctuation: Use commas in dates (August 15, 2001), locations (Fort Wayne, Indiana), and addresses (431 Coral Way, Miami, FL), and for items in a series (football, basketball, soccer, and tennis).

Social Studies

- 3.1.7 Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.
- 3.1.4 Give examples of people, events and developments that brought important changes to the regions of Indiana.

UNIT PLAN:

Pre-reading (Grouping: Whole Group)

- Introduce music from slavery time period. (hook the students)
- Perform a book talk for The drinking gourd: A story of the underground railroad. (Be sure to include title, authors, illustrators, plot, theme, main characters, and summary)
- KWL chart
 - Students will be assessed on the completion of the 2 sections.

Cool!

What about quilts

Connect songs + quilts for slaves who want to escape

Reading (Grouping: Whole Group, Individual, Partners)

- Students will be assigned a chapter each day.
- Chapters 1, 4, 6 will be read out loud to the class
- Chapters 2, 5 will be read for homework. (Ideally to a family member who signs when read or independently read)
- Chapter 3 will be read with a partner of their choice.
 - Students will be assessed on their summaries in their journals. (Grammar and punctuation)

What will they be doing?

Responding (Grouping: Whole Group, Individual)

- Students will draw a picture of their favorite hiding spot.
 - Assessment will be on the effort and thought put into their work.
- Students will answer comprehension questions about the chapter they read for homework.
 - Students will be assessed on completion of questions and understanding of material.
- Students will reflect each morning on the chapter they read the previous day.
 - Student will be assessed on completion of predictions and questions. (1 prediction & 2 questions)

Exploring (Grouping: Whole Group, Small Group)

- Use LITE-BRITE® toys to form major constellations from the Milky Way. Constellations will be shown in pictures from teacher and will be replicated on the LITE-BRITE® for assessment and practice purposes.
 - Students will be assessed by completing a constellation worksheet.
- Visit this website to hear Underground Railroad songs.
<http://www.songsforteaching.com/folk/followthedrinkinggourd.htm>
 - Students will be assessed by their listening participation.
- After studying the constellations, visit a Planetarium. ✓
 - Students will take a constellation quiz after the field trip.
- Visit the Underground Railroad museum/old houses or a play that depicts slavery history.
 - Students will write a list about the things they saw and learned through a reflection paper.

Applying (Grouping: Small Group, Individual)

- In small groups, chosen by the teacher, write a script of your own version of The Drinking Gourd: A Story of the Underground Railroad.
 - Students will be assessed on their inclusion of major reading parts from main characters in the book, and also including emotions and sayings that characters might have felt or said during the time of the Underground Railroad.
- Unit test
 - Students will be assessed on what they have learned from the book and supplemental materials.

Awesome!

fun!

TIME SCHEDULE:

Red-teacher leads/as a class

Blue-student

<p>Day 1</p> <p>Play music from Slavery time period</p> <p>Book talk about <u>The Drinking Gourd: The Story of the Underground Railroad</u></p> <p>Fill out KWL chart (1st 2 sections)</p> <p>Preview Field trip Send home permission slips/newsletter to parents about unit</p>	<p>Day 2 Turn in permission slips</p> <p>Video clips of Underground Railroad</p> <p>Read to Class Read Chapter 1 <i>Fishing in Church</i> (Answer comprehension questions worksheet after reading chapter)</p>	<p>Day 3 Turn in permission slips</p> <p>-Write summary of chapter 1 in morning journal. -Write predictions and questions.</p> <p>Homework (read with family member) Read Chapter 2 <i>The Runaways</i> (Answer comprehension questions worksheet after reading chapter)</p>	<p>Day 4 Turn in permission slips</p> <p>-Write summary of chapter 2 in morning journal. -Write predictions and questions.</p> <p>ACTIVITY: Draw your favorite hiding spot.</p> <p>Partners Read Chapter 3 <i>On the Underground Railroad</i> (Answer comprehension questions worksheet after reading chapter)</p>	<p>Day 5 Turn in permission slips</p> <p>-Write summary of chapter 3 in morning journal. -Write predictions and questions.</p> <p>Read to Class Read Chapter 4 <i>The Searching Party</i> (Answer comprehension questions worksheet after reading chapter)</p>
<p>Day 6</p> <p>-Write summary of chapter 4 in morning journal. -Write predictions and questions.</p> <p>ACTIVITY: LITE-BRITE/constellations worksheet</p> <p>Homework (read with family member) Read Chapter 5 <i>Over the River</i> (Answer comprehension questions worksheet after reading chapter)</p>	<p>Day 7</p> <p>-Write summary of chapter 5 in morning journal. -Write predictions and questions.</p> <p>ACTIVITY: Listen to Underground Railroad songs</p> <p>Read to Class Read Chapter 6 <i>The Lawbreakers</i> (Answer comprehension questions worksheet after reading chapter)</p>	<p>Day 8</p> <p>-Write summary of chapter 6 in morning journal.</p> <p>Complete KWL chart</p> <p>Reflection/Review day Class Discussion</p> <p>Assign groups for script/skits</p>	<p>Day 9</p> <p>Field Trip to Planetarium/ old Underground Railroad Houses (museum)</p> <p>Constellation Quiz</p>	<p>Day 10</p> <p>In-Class reflection Paper on Field Trip (1 paragraph)</p> <p>Class discussion about field trip (teacher records feedback/changes needed to be made)</p> <p>Scripts/skits group work time</p>
<p>Day 11</p> <p>Venn Diagram c/c book and field trip</p> <p>Review for test</p> <p>Scripts/skits performed</p>	<p>Day 12</p> <p>Unit Test</p> <p>Collect morning journals</p>			

ASSIGNMENT CHECKLIST:

_____ KWL chart (2 sections completed)

_____ Field Trip Permission slip

_____ Chapter 1 summary

_____ Chapter 2 summary

_____ drawing of favorite hiding spot

_____ Chapter 3 summary

_____ Chapter 4 summary

_____ Constellations worksheet

_____ Chapter 5 summary

_____ Chapter 6 summary

_____ KWL chart completed

_____ Constellation quiz

_____ Field trip reflection paper

_____ Unit test

_____ Collection of morning journals

IDEAS FOR FOCUS UNIT TAKEN FROM:

<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>

<http://www.osblackhistory.com/drinkinggourd.php>

<http://www.songsforteaching.com/folk/followthedrinkinggourd.htm>

Name Whitney Whitehair Underground Railroad: 3rd grade

Literature Focus Unit Grade Sheet

Score 50 / 50

- 2 Typed (2 points)
- 5 Featured selection – title, author, publishing information, reading level, 4-7 sentence summary (5 points)
- 5 Related material – five additional sources listed, including titles, authors, publishing information, and reading levels, 2 sentences describing relationship to feature selection (5 points)

Next year, make sure you identify the reading level of your books

- 5 Goals and Indiana Academic Standards identified (5 points)
- 15 Unit plan includes five stages of reading, identify the activities, indicating how the activities will be monitored and how they will be assessed; includes indication of grouping (15 points)
- 3 Time schedule (3 points)
- 5 Checklist of activities (5 points) – indicate the criteria by which you will assess or what will you consider excellent
- 5 Engaging (5 points)
- 5 Grammar/spelling/punctuation (5 points)

COMMENTS:

Wonderful work, Whitney! This is a great start to next year's unit. I hope you are able to use it while you student teach.