



Civil War Unit Plan

Fourth Grade

Nicole Short

EDUC 327

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Introduction

Grade Level and the Typical Learner:

This unit plan is intended for a fourth grade class. A typical fourth grader is about nine or ten years old. Children at age nine can be self-conscious and may not want to work alone on projects and activities. They are at the stage where they are beginning to be able to think abstractly as well as understand cause-and-effect relationships. Children at this age are in the concrete stage of development.

At age ten children are getting ready to experience bodily changes and rapid growth due to growth spurts. This is a period where students can become frustrated or angry as a result of these changes. At this age students are interested in learning about places and problems in the news. They are interested in learning what causes the problems and the reasons for them.

Rationale:

The reasons fourth graders need to learn about the Civil War is because the Civil War is a large part of our nation's history. Through learning about the Civil War, the unit can meet all of the NCSS standards for Social Studies. By looking at all the different aspects of the Civil War, such as slavery, important individuals and groups of people that had an impact during the war, interaction between these people and groups, and the slave trade, teachers can connect these topics to the NCSS standards. Also by looking at these aspects, the teacher is also meeting the Indiana state standards. These standards look at topics such as impact of individuals and groups on the Civil War and the change in Indiana as a result of the war.

Goals of the Unit Plan:

- Teach students about the Civil War and its importance in the history of our nation.
- Teach students the role Indiana played in the Civil War through the use of the Underground Railroad and the role of Abolitionists and anti-slave groups.
- Allow students to experience the Civil War through a guest speaker presentation.
- Use literature to enhance students learning on the topic of the Civil War.
- Teach students how to use technology to help students deepen their learning by searching the internet for more information about the Civil War.

Standards and Objectives:

Lesson 1: What Side are you On

Standard: Social Studies: 4.3.3 Places and Regions: Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities and rivers in Indiana, and place these on a blank map of the state

Objectives: Students will color code the map of the United States according to free states, slave states, and territories identifying no more than 3 states incorrectly.
Students will determine if Indiana was a free state, slave state, or territory by locating it on the map with 100% accuracy.

Lesson 2: To Enslave or Not to Enslave

Standard: Social Studies-4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (Used as a Foundation)

Social Studies- 4.2.7 Roles of Citizens: Use a variety of information resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present. (Content for assessment)

4.7.12 Make informational presentations that: (Assessment)

- focus on one main topic.
 - include facts and details that help listeners focus.
 - incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites)
-

Objective: After taking a side, North or South, students will create a debate for or against slavery scoring no lower than a 3 in the content area.

Lesson 3: Down on the Farm

Standard: SS: 4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (Foundation of the lesson)

Music: 4.9.4 Explore music of other cultures through live or recorded authentic performances and the role of music and musicians related to the cultures and times. (Foundation of the lesson)

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

Objective: After listening to an example of a slave work song, the students will write the lyrics to their own work song describing work they do during the day scoring 3 in all categories.

Lesson 4: What's the Plan?

Standard: SS: 4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (Foundation of lesson)

Math: 4.4.3 Identify, describe and draw parallelograms, rhombuses, and trapezoids, using appropriate mathematical tools and technology. (Assessment)

Objective: After learning about quilt patterns used as ways to escape from the South, students will create a quilt square using geometric shapes to make a pattern.

Lesson 5: Underground Railroad

Standard: Social Studies: 4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War

Objectives: After learning about the Underground Railroad, students will design their own stop of the Underground Railroad including places to hide slaves and how to get them to the next stop. After completing their design, students will write a description of their Underground Railroad stop describing how it will be utilized with vivid detail.

Lesson 6: The Great Escape

Standards: Social Studies (used as foundation) 4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.

English/ Language Arts 4.5.1 Write narratives that:

- Include ideas, observations, or memories of an event or experience.
 - Provide a context to allow the reader to imagine the world of the event or experience.
 - Use concrete sensory details.
-

Objective: Students will write a narrative about how they would escape from slavery scoring no lower than a 3 in each category.

Lesson 7: On the Battlefield

Standard: Social Studies- 4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.

Art- 4.6.2 Create artwork that communicates personal ideas, experiences, or emotions.

Objective: After looking at pictures of real Civil War uniforms, students will create a design for a company uniform using a design similar to that of a Civil War uniform by including all the required parts of the uniform.

Lesson 8: Battle Field Commands

Standard: Social Studies 4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (Used as Foundation)

P.E. 4.1.2 Practice combinations of movement skills for specific sports. (Assessment)
4.1.4 Demonstrate movement skills and patterns following specific rhythms. (Assessment)

Objective: While being given battlefield commands, students will demonstrate their ability to perform the given commands no fewer than 3 times.
Students will demonstrate their ability to follow the marching rhythm provided by the teacher 7 out of 10 times.

Lesson 9: Is That Healthy?

Standard: Social Studies-4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.
(Used as foundation of the lesson)

Health-4.1.4 Explain ways to prevent common health problems. (Assessment)

Objective: After learning about health during the Civil War, students will create a health poster that promotes healthy habits scoring no lower than 2 in any of the rubric categories.

Lesson 10: VIP's of the Civil War

Standard: Social Studies 4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.

Objective: Students will present information about an important person in the Civil War scoring no lower than a 3 in the content section of the rubric.

Lesson 11: Readers Theater

Standard: SS: 4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (Foundation of lesson)

(Assessment) English: 4.7.11 Speaking Applications: Make narrative presentations that:

- relate ideas, observations, or memories about an event or experience.
 - provide a context that allows the listener to imagine the circumstances of the event or experience.
 - provide insight into why the selected event or experience should be of interest to the audience.
-

Objective: While participating in a Readers Theater, students will use good public speaking techniques in order to relay information to and engage the audience.

Lesson 12: When Did It Happen?

Standard: Social Studies: 4.1.15 Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.

Objective: Students will represent events in the Civil War using a timeline identifying 7 or more events.

Parent Letter:

Dear Parents,

I am excited to inform you that we are getting ready to begin our Civil War unit of study. It is important that we look at this crucial point in United States history and see how the state of Indiana contributed and was impacted by the events that took place during this time period.

Throughout the unit we will look at a number of topics including slavery and the life of slaves, life of soldiers, important people who played a part in the war, the Underground Railroad, and more. We will be using technology and literature as we go along to deepen our knowledge on this important topic. Children's literature and research will play a role in this unit of study.

Students will participate in a number of different activities to strengthen the understanding of the Civil War. This includes a Readers Theater, research project, tasting of Hard Tack, and designing an Underground Railroad house.

At the end of the unit we will be having a guest speaker come in and talk with us about the Civil War. Our guest is a retired Civil War re-enactor who will take us into the heart of the Civil War by sharing information and authentic and replicated artifacts from that time period.

This will be an eventful unit of study. I hope you and your student enjoy your journey as we look at a very important event in our nation's history.

Sincerely,

Miss Short

Trade Books:

- Bradby, M. (1995) *More than anything else*. New York: Orchard Books.
Booker wanted nothing more than to learn how to read. He expressed his desire to want to read to his mother. She gave him an alphabet book but it was too hard for him. Booker decides to seek help from a man he saw reading a newspaper aloud to a crowd of people.
- Fritz, J. (1993). *Just a few words, Mr. Lincoln*. New York: Grosset & Dunlap.
This book highlights Abraham Lincoln's life while in office. It discusses some of the jobs he had while he was president. It also notes Mr. Lincoln's famous speech, the Gettysburg Address.
- Hopkinson, D. (1993). *Sweet Clara and the freedom quilt*. New York: Dragonfly Books.
Clara is a slave who works in the cotton fields. Clara worked with her Aunt Rachel who was a seamstress and taught Clara how to sew. Clara became good enough as a seamstress that she was able to work with her aunt instead of in the fields. Using scraps of cloth, Clara sewed together a quilt with a map on it to help slaves get to freedom.
- Lavert, G. (2003) *Papa's mark*. New York: Holiday House.
It was getting close to election time and Simm's father was getting ready to vote. This was the first time that African Americans were allowed to vote. Simm's father wanted to learn how to write so that he could write his name on the ballot instead of just putting an "X". One night Simm catches his father staying up late practicing his handwriting. This gives Simm the idea to teach his father how to write his name. On election day, Simm's father was able to write his name on the ballot.
- Levine, E. (2007). *Henry's freedom box*. New York: Scholastic Press.
Henry was a slave in the South. While he was a slave he met Nancy and they married. Henry's master decided to sell Henry's wife and children, leaving Henry on the plantation alone. Henry decided he was going to escape from the plantation in an effort to reunite with his family. With help from a friend and a white man who was against slavery, Henry was mailed in a crate to freedom.
- Petry, A. (1995). *Harriet Tubman: conductor on the Underground Railroad*. New York: Harper Trophy.
Harriet Tubman was born into slavery and dreamed of freedom. Once she was free she realized that her freedom was not enough, and she became a conductor of the Underground Railroad. She was devoted to helping other slaves escape from slavery and get them to freedom.

- Polacco, P. (1994). *Pink and Say*. New York: Philomel Books
Say was a soldier for the Union army who was wounded in battle and left for dead. While left in the field he was found by Pink, who was a colored soldier who was also fighting for the Union army. Pink took Say to his mother's home where she cared for both boys. However, they were putting her in danger because they were Union soldiers in the Confederate state of Georgia. His mother was killed as they hid in the cellar. When they were making their way back to the North they are captured and taken to a Confederate prison where Pink is hung.
- Sanders, N. (2007) *D is for drinking gourd*. Sleeping Bear Press.
An African American Alphabet attributed to many achievements of African Americans through history. Each letter has a page worth of information about the event and how it came to about.
- Stroud, B. (2003). *The patchwork path: a quilt map to freedom*.
Hannah lives on a slave plantation. She helps her mother sew squares onto her quilt which had interesting objects on it. After Hannah's sister is sold and her mother dies, her father decides they will make a run for it. They took the quilt with them because it was a special memento and had a series of hidden clues to help them escape along the Underground Railroad.
- Turner, A. (1998). *Drummer boy: marching to the Civil War*. New York: Harper Collin Publisher.
A thirteen year old boy was inspired to help free slaves after hearing a speech made by President Lincoln. Since he was too young to be a soldier he was given the job of drummer boy. Despite his young age and line of duty, he becomes a hero.

Guest Speaker:

As a guest speaker I plan to bring in Les Howey. Mr. Howey was a Civil War re-enactor for around forty years. He has taken part in Civil War re-enactments held during Civil War Days in Hartford City, Indiana and at a national re-enactment in Gettysburg, Pennsylvania. As a re-enactor he was part of the twentieth Indiana Company, which is part of the Union Army. Over these forty years he worked his way up from a private to a colonel. He recently retired after his last re-enactment in Hartford City, Indiana in October of 2010.

I plan to have Mr. Howey come in at the end of the unit as a way to wrap up the unit. I hope is that by having Mr. Howey come in to speak to the class is to give them a more realistic view of the Civil War. I have been told that when Mr. Howey comes in as a guest speaker he wears the uniform he uses for his re-enactments. He brings in authentic and replica artifacts that he has acquired over the years for doing the re-enactments. He allows the students to pass around the artifacts he brings with him. I feel that by allowing the students to see and touch some of the artifacts he used in his re-enactment, the lessons taught throughout this unit will come to life.

I was able to attend Mr. Howey's final Civil War re-enactment and was very impressed by what I saw while I attended. I think that having Mr. Howey come in and share his knowledge of the Civil War and share a little about his days as a re-enactor will really spark interest in the students. I wish I had the opportunity to allow my students to experience a re-enactment, however there are none in this area that take place during the time this unit will be taught. I will however highly encourage my students to attend a re-enactment if they ever have the opportunity because it is a great experience and really brings this event in history to life.

Technology and Literature:

Technology and literature will be incorporated throughout this unit plan. The students will use the internet for research. The students will do research to further their learning about the important people who had a part in the Civil War. The teacher will use Power Point in order to show pictures to the students. Literature will be used to help enhance the lessons of the unit. Trade books will be used throughout the unit to give the students another look at the content of the lessons.

Pretest/ Post-test:

Civil War Pretest

Name _____ Date _____

Directions: Write the definition of each term in the space provided.

Abolitionist

Underground Railroad

Free State

Slave State

Directions: Answer the following questions in a couple of sentences.

1. What were some of the ways that slaves escaped from slavery?
2. Who were some of the important people in the Civil War?
3. What were some of the responsibilities of slaves who worked on plantations?
4. What was life like for soldiers in the Civil War?

Civil War Post-test

Name _____

Date _____

Directions: Answer the following questions using complete sentences.

Explain what life was like for slaves who lived on plantations in the South. Be sure to discuss jobs, treatment by owners, and why and how they escaped from slavery.

Pick one important person in the Civil War and write three facts about that person and their role in the Civil War.

What was health like for soldiers during the Civil War?

Explain what the Underground Railroad is and how it was used.

Lesson: ___ Which Side Are We On? ___

Length: ___ 20minutes ___

Age or Grade Level Intended: ___ 4th grade ___

Academic Standard(s):

- Social Studies: 4.3.3 Places and Regions: Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities and rivers in Indiana, and place these on a blank map of the state
-

Performance Objective(s):

- Students will color code the map of the United States according to free states, slave states, and territories identifying no more than 3 states incorrectly.
- Students will determine if Indiana was a free state, slave state, or territory by locating it on the map with 100% accuracy.

Assessment:

- Map of the United States with states outlined

Advance Preparation by Teacher:

- Make copies of the map of the United States with the states outlined

Procedure:

Introduction/Motivation:

- Find out what the students already know about the Civil War. (Knowledge: Blooms)
- In the southern states slavery was legal but in the northern states it was not. The south used the slaves in order to run and maintain their plantations, large farms. The north did not like the fact that the south had slaves and groups called abolitionist tried to abolish (meaning to get rid of) slavery. This caused the southern states to decide that they no longer wanted to be a part of the northern states so they left the Union or what we call secession.
- We are going to look at a map and see if we can figure out what states were slave states and which states were free states. And at this time there was also land that was not yet established as states, they were known as territories.

Step-by-Step Plan:

- Pass out maps to the class
- Have the students mark lightly with a pencil which states they think are free states, slave states, or states that were part of a territory by marking F (free), S (slave), or T (territory).
- After giving them a few minutes to do this, have students give their guess on which states fit each category.
- As the students identify which category the state falls under, have them color code the map with three colors of their choice.

- After the map has been color coded, have the students make a key to show which category is which color.
- Also have them locate Indiana and write at the bottom of the map if Indiana was a free state, slave state, or part of a territory.

Closure:

- What was the reason as to why the southern states no longer wanted to be a part of the Union?
- What was it called when the Southern states left the Union?
- Have students hand in their maps.

Adaptations/Enrichment:

- **Student with ADHD:** As the class is discussing which states are slave, free, or part of a territory, have the student place different colored post-it notes or colored dots on the classroom map.
- **Student with High Ability:** Have the student see if they can write the name of each state, from memory, on the blank map.
- **Student with Visual Impairment:** Student will be allowed to move closer to the map in order to see which state is being discussed.

Self-Reflection:

- How did the students respond to the activity?
- What went well?
- What needs to be changed for next time?

Lesson: To enslave or not to enslave?

Academic Standard: Social Studies-4.1.7 The Civil War Era and Later Development: 1850 to 1900.

Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (Used as a Foundation)

Social Studies- 4.2.7 Roles of Citizens: Use a variety of information resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present. (Content for assessment)

4.7.12 Make informational presentations that: (Assessment)

- focus on one main topic.
- include facts and details that help listeners focus.
- incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites)

Objective: After taking a side, North or South, students will create a debate for or against slavery scoring no lower than a 3 in the content area.

Advanced Preparation by the Teacher: Create rubric for presentation (attached)

Lesson: Teacher will review the reason for the South's secession.

- The teacher will discuss the slavery as a reason for secession
- The teacher will discuss why the South needed slaves and the North did not
 - Discuss the use of use of slaves on plantations and the need for the human labor
 - Discuss why the North, including Indiana, did not need slaves
- The teacher will discuss Abolitionist and their role during the Civil War
 - Discuss how the Abolitionists wanted to end slavery.
 - Discuss how Abolitionist would help slaves escape from the South and get into the far North and Canada.
 - Discuss the use function of the Underground Railroad
 - Discuss Levi Coffin and his role with the Underground Railroad in Indiana.
- The teacher will discuss how the Abolitionists used persuasion to convince people to end slavery.
- The teacher will discuss persuasive speaking.
 - Discuss the components of persuasion: stated position or belief, factual supports, persuasive techniques, logical argument, call to action
- Have students draw from a hat which side they will be on, North or South
- Allow time to begin working on their persuasive presentation
- Tell students that tomorrow they will begin looking at the life of a slave

Assessment: Students will draw from a hat whether they will be on the side of the North or the South. They will then do some research and write a persuasion piece on whether they are for or against slavery based on the research they have done. They will they present their case on slavery to the rest of the class.

Persuasion Presentation



Name: _____

Teacher: Miss Short

Date Submitted: _____

Title of Work: _____

	Criteria				Points
	4	3	2	1	
Body Language	Movements seemed fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	_____
Eye Contact	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	_____
Introduction and Closure	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.	_____
Poise	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	_____
Voice	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	_____
Content	Student presents three or more reasons to support their position.	Student presents two reasons to support their position.	Student presents one reason to support their position.	Student does not present any reasons to support their position.	_____
				Total---->	_____

Lesson: Down on the Farm

Standard: SS: 4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (Foundation of the lesson)

Music: 4.9.4 Explore music of other cultures through live or recorded authentic performances and the role of music and musicians related to the cultures and times. (Foundation of the lesson)

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

Objective: After listening to an example of a slave work song, the students will write the lyrics to their own work song describing work they do during the day scoring 3 in all categories.

Advanced Preparation by the Teacher: Find an example of a slave work song.

Lesson: The teacher will review the abolition of slavery and the roles of abolitionists.

- Teacher will review the need for slavery in the South and not the North.
- The teacher will then discuss the life of slaves on the southern plantations.
 - Discuss the living conditions of slaves.
 - Small shacks, few items of clothing, limited food, were not allowed to be educated
 - Discuss the trade and selling of slaves.
 - Families would be split up when they arrived in the United States. Also split up after living together on a plantation.
 - Masters would split up families by selling women and children
 - Discuss punishment of slaves if orders were not followed.
 - Being beaten and whipped
 - Discuss the jobs of slaves on the plantations
 - Examples: Housework and plant and harvest the crops
 - While slaves worked on the plantations they would sing songs as they worked
 - They sang songs about the work they did on the plantation
 - Play an example of a slave work song
 - Have the students listen closely to the lyrics to see if they can determine what work the slaves are doing while they sing this song.
- Tell students that they will now write the lyrics to a work song for some kind of work they do during the day.
 - Tell them that when they write they need to write with a purpose. The purpose of this writing will be to describe a type of work they do during the day.

Assessment: Have the students create the lyrics of a song about the work they do during the day. This could include chores they have at home or work they do at school. Students will need to write their song in a way that they describe the work they are doing.



Name: _____ Teacher: Miss Short

Date : _____ Title of Work: _____

	Criteria				Points
	1	2	3	4	
Word choice	No use of vivid word choice	Has some vivid word choice	Uses good word choice	Uses vivid word choice	_____
Description	Lyrics have no description	Lyrics have little description	Lyrics have good description	Lyrics have vivid description	_____
Flow of Lyrics	Lyrics are choppy	Lyrics have some connection	Lyrics have good flow	Lyrics flow together well	_____
Spelling and Grammar	5 or more spelling or grammar errors	3-4 spelling or grammar errors	1-2 spelling or grammar errors	No spelling or grammar errors	_____
				Total---->	_____

Lesson: What's the Plan?

Standard: SS: 4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.

(Foundation of lesson)

Math: 4.4.3 Identify, describe and draw parallelograms, rhombuses, and trapezoids, using appropriate mathematical tools and technology. (Assessment)

Objective: After learning about quilt patterns used as ways to escape from the South, students will create a quilt square using geometric shapes to make a pattern.

Advanced preparations by Teacher: Find pictures of quilt squares that were used to help slaves escape.

Lesson: Review the previous lesson on plantation songs and the lives of slaves.

- The teacher will discuss that some of the songs sung by the slaves on the plantations were also used as directions on how to escape.
 - Give them the example of the song "Follow the Drinking Gourd" and play the song for students.
 - Ask the students if they know what the song is talking about.
 - Tell them that this song is about the Big Dipper and the North Star.
 - The song talks about following the North Star, which is part of the Big Dipper, in order to get to the North.
- Tell the students that there were other ways that they slaves used to get directions to the North.
 - Quilt patterns gave them directions in order to get out of the South.
 - Show examples of quilt patterns that were used to help slaves.
 - <http://www.osblackhistory.com/quiltcodes.php> This website shows patterns with descriptions of how each pattern helped give directions to the slaves.
- Have the students look at the quilt patterns. Have them identify the geometric shapes that are used in the different patterns.
- The students will use these shapes in order to make their own quilt pattern that will become part of a class quilt.

Assessment: Students will create a quilt square using geometric shapes to make a pattern. When the students have completed their squares, all the squares will be placed together to make a class quilt.

Freedom Quilt Square



Name: _____

Teacher: Miss Short

Date : _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Understanding	<u>Student</u> displays no understanding of geometric shapes	Student displays some understanding of geometric shapes	Student displays adequate understanding of geometric shapes	Student displays full understanding of geometric shapes	—
Geometric Shapes	Student uses only one geometric shape to create a pattern	Student uses two geometric shapes to create a pattern	Student uses three geometric shapes to create a pattern	Student uses four or more geometric shapes to create a pattern	—
Use of Space	Student covers less than a quarter of the required space	Student covers less than half of the required space	Student covers half of the required space	Student covers all of the required space	—
				Total---->	—

Lesson: Underground Railroad

Length: 20 Minutes

Age or Grade Level Intended: 4th Grade

Academic Standard(s):

Social Studies

- 4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War
-

Performance Objective(s):

- After learning about the Underground Railroad, students will design their own stop of the Underground Railroad including places to hide slaves and how to get them to the next stop.
- After completing their design, students will write a description of their Underground Railroad stop describing how it will be utilized with vivid detail.

Assessment:

- Underground Railroad Design: Students will design a stop along the Underground Railroad. They design their house with places to hide slaves and a way to get the slaves to the next stop. The students will include a write up describing their stop and how they will get the slaves to the next stop.

Advance Preparation by Teacher:

- Construction paper for each student (26 Sheets)
- Transparency Map of Underground Railroad routes (attached)

Procedure:

Introduction/Motivation:

- Yesterday we talked about the lives of slaves and how they were mistreated by their owners. Today we are going to talk about how the slaves would try to escape.

Step-by-Step Plan:

- The Underground Railroad was one of the ways that slaves used to escape slavery.
- The Underground Railroad was a series of stops where slaves could take shelter and the homes of people that were anti-slavery. These people would hide the slaves so they could not be found by people who were trying to take them back to the plantations. They would then help them get to the next stop along the Underground Railroad.
- The Underground Railroad helped the slaves get away from the slave states. It went all though the Northern States and up into Canada. Some also went down into Mexico and the Caribbean Islands.
 - Show map of Underground Railroad routes on the overhead. Show that the routes run both North to Canada and to the Caribbean.
 - Point out the route that goes through Indiana
- Look at page 152 in your textbook. The house on this page is an example of a house that is part of the Underground Railroad.
 - What are some things you notice about this house?
 - What do you think these things are used for?
 - Look at the different hiding places with in the house. The people at these houses would hide the slaves in these places so that the people looking for the

slaves would not find them. Once they were gone, the home owners could get the slaves to the next stop.

- Now you are going to pretend that you are one of the stops on the Underground Railroad.
- I will give you a piece of construction paper and you will design your house in a way that can hide runaway slaves. (Gardner: Visual-Spatial)
 - You will need to include places to hide slaves and way to get slaves from your stop to the next stop along the Underground Railroad.
- Once you have your design finished you will write about your house and how you will hide slaves and get them to the next stop on the Underground Railroad. (Gardner: Verbal-Linguistic)

Closure:

- What is the Underground Railroad? (Bloom: Comprehension)
- What was the importance of the Underground Railroad? (Bloom: Evaluation)

Adaptations/Enrichment:

Student with ADHD: Allow the student to point out the routes on the map as you talk about them.

Student with Gifts and Talents in Creativity: Allow student to write a story about when they had to hide slaves in the house they designed.

Self-Reflection:

What went well?

What needs to be changed for the next time?

How did the students react to the lesson?

UNDERGROUND RAILROAD

c. 1860



Lesson: __The Great Escape__

Length: __40 Minutes__

Age or Grade Level Intended: __Fourth Grade__

Academic Standard(s):

Social Studies (used as foundation)

- 4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.

English/ Language Arts

- 4.5.1 Write narratives that:
 - Include ideas, observations, or memories of an event or experience.
 - Provide a context to allow the reader to imagine the world of the event or experience.
 - Use concrete sensory details.

Performance Objective(s):

- Students will write a narrative about how they would escape from slavery scoring no lower than a 3 in each category.

Assessment:

- Historical fiction narrative: This will be to assess how well students understand the concept of historical fiction. The students will write a narrative based on an event that happened in the Civil War. The teacher will assess the writings by making sure the student used a real event of the Civil War as the base of their narrative.
- Rubric: Attached

Advance Preparation by Teacher:

- Get a copy of the book *Henry's Freedom Box* by Ellen Levine

Procedure:

Introduction/Motivation:

- Yesterday we looked at how the slaves became slaves and what their jobs were. Today we are going to discuss how slaves tried to escape from the plantations of the South to get to the North.

Step-by-Step Plan:

- Why do you think slaves would want to escape from the plantations? (Bloom: Knowledge)
 - Get back to their families, get away from the bad living conditions, didn't like working for the plantation owners, they were treated poorly, etc.
- What are some ways that you think slaves tried to escape? (Blooms: Knowledge)
 - Sneak out at night, run from the plantation when the supervisor wasn't looking, etc.
- We are going to read a book titled *Henry's Freedom Box*. This book tells the story of how a slave named Henry escaped from the South. This book is Historical Fiction, which means it is based on a true story but some of the details have been changed.

- Read *Henry's Freedom Box*.
 - How was Henry treated on the plantation? (Bloom: Comprehension)
 - How did he escape? (Bloom: Comprehension)
 - What do you think would have happened to Henry if he got caught trying to escape? (Bloom: Analysis)
 - What do you think would have happened to the man who helped him mail himself to the North if he was caught helping him? (Bloom: Analysis)
 - If Henry had gotten caught and punished, do you think he would have tried to escape again? Why or why not? (Bloom: Evaluation)
- Now you are going to pretend that you are a slave. Each of you will pick the reason why you are planning to escape and come up with a plan of how you will escape. Then write about your escape in the form of a story, like *Henry's Freedom Box*. (Gardner: Intrapersonal Intelligence)
- Can anyone tell me what a narrative is? (Bloom: Knowledge)
- A narrative tells a story. A narrative has an introduction, rising action, which is the conflict or the problem, climate or turning point in the story, falling action, and resolution or solution to the conflict.
- When writing a narrative think about the Who, What, Where, When, Why, and How.
 - The Who is the characters in the story. The What is the conflict or problem. The Where and When are the setting, The Why in the reason for the conflict. The How is the process of solving the conflict.
- Today you are going to start brainstorming ideas for your narrative. Take out a sheet of paper and begin thinking of the characters in your story, the reason you want to escape from slavery, the setting of your story, and how you are going to escape from slavery.
- We will work on the stories over the next week. You will write a rough draft, edit and revise and have a chance publish your story.
- Give the class 15- 20 minutes to begin brainstorming and to begin writing their rough drafts.

Closure:

- Allow a few students to share their narrative ideas with a partner or the whole class. (Gardner: Verbal- Linguistic)
- Students will be given time each day to continue working on their narratives.
- Now that we have looked at the lives of slaves, tomorrow we will begin to look at the lives of soldiers who fought in the Civil War.

Adaptations/Enrichment:

Student with Learning disability in reading comprehension: Allow the student to tell their story through illustrations.

Student with ADHD: Allow the student to hold the book and turn the pages as you read the book aloud.

Self-Reflection:

- What went well?
- What needs to be changed for the next time?
- How did the students react to the lesson?

Lesson: On the Battlefield

Standard: Social Studies- 4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.

Art- 4.6.2 Create artwork that communicates personal ideas, experiences, or emotions.

Objective: After looking at pictures of real Civil War uniforms, students will create a design for a company uniform using a design similar to that of a Civil War uniform by including all the required parts of the uniform.

Advance Preparation: White paper for drawing, recipe and ingredients for Hard Tack.

Lesson: Teacher will review the key points of the life of a slave and transition to the life of a soldier.

- The teacher will discuss the living conditions of a soldier.
 - Living in tents
 - Built camp wherever the company stopped in a safe place for the night
 - Tents were Pup tent: a lean-to tent that you and another soldier would assemble for the night.
 - Food rations
 - Would need to ration the food they had because they may only be given a small amount of food that will have to last them up to a month.
 - Meat, coffee, sugar, and hardtack (a dried biscuit)
 - Allow students to make and taste hardtack. (recipe attached)
 - Limited clothing
 - One uniform and one to two pair underclothes.
- Teacher will discuss a company.
 - A company is a group of soldiers from a certain area which consisted of around 100 men.
 - Each company had their own uniform (show pictures on PowerPoint of uniforms from the Civil War)
 - They were similar to that of the others fighting on their side
 - Each company had their own core symbol (artillery: those who fired the canons, infantry: forefront soldiers, calvary: fought on horseback), company number, and company letter.
 - The uniform also had stripes or chevrons to show the rank of the soldier.
- Discuss uniform activity (See assessment)
- Tell students that tomorrow they will be looking deeper into the life of a soldier by experiencing soldier's food and health.

Assessment: Students will create a company uniform design based on the uniforms they viewed in the pictures shown during the lesson. The students will need to be sure to include symbol rank, symbol for the core (artillery, infantry, calvary), company number, and company letter.

Union Hardtack Recipe

2 cups of flour

1/2 to 3/4 cup water

1 tablespoon of Crisco or vegetable fat

6 pinches of salt

Mix the ingredients together into a stiff batter, knead several times, and spread the dough out flat to a thickness of 1/2 inch on a non-greased cookie sheet. Bake for one-half an hour at 400 degrees. Remove from oven, cut dough into 3-inch squares, and punch four rows of holes, four holes per row into the dough. Turn dough over, return to the oven and bake another one-half hour. Turn oven off and leave the door closed. Leave the hardtack in the oven until cool. Remove and enjoy!

Lesson: Battlefield Commands

Standard: Social Studies 4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (Used as Foundation)

P.E. 4.1.2 Practice combinations of movement skills for specific sports. (Assessment)

4.1.4 Demonstrate movement skills and patterns following specific rhythms. (Assessment)

Objective: While being given battlefield commands, students will demonstrate their ability to perform the given commands no fewer than 3 times.

Students will demonstrate their ability to follow the marching rhythm provided by the teacher 7 out of 10 times.

Advanced Preparation By Teacher: Create a checklist to record student assessment.

Compile a list of Civil War battlefield commands.

<http://www.4catstudio.com/chickamauga/CW%20drill%20-%20simplified%20Rev.%20B.pdf>

Lesson: Review with the class what life was like for soldiers during the Civil War.

- Ask the students what they think the hardest part of being a soldier would be.
- Ask them if they think it would be easy or hard to learn and be able to follow battlefield commands given by a leading officer.
- Tell the students that today they will get to experience what it was like to march and take commands from an officer.
 - Begin by giving a command. Have the students repeat the command back to you.
 - Demonstrate the command to the students two or three times.
 - Give the call to the students one more time, only this time have the students follow the command.
 - Do this two or three time to make sure the students have time to practice the command and get it right.
- Once the students have learned commands, demonstrate how to march.
- Set the rhythm and have the students practice it with you.
- Set the students up in the lines as soldiers did in the Civil War.
- Have them practice marching around the provided area.

** If the students are doing well, combine the marching and battlefield commands.

Assessment: Use the created checklist to track how well the students can follow the commands given. Also use it to check off whether the student was able to follow the marching rhythm.

Lesson: Is That Healthy?

Standard: Social Studies-4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (Used as foundation of the lesson)

Health-4.1.4 Explain ways to prevent common health problems. (Assessment)

Objective: After learning about health during the Civil War, students will create a health poster that promotes healthy habits scoring no lower than 2 in any of the rubric categories.

Advance Preparation: pictures of medical tools in the Civil War, soldiers with amputations (after being cared for: will not be graphic), 26 large pieces of white construction paper

Lesson: Today we are going to look deeper into the living conditions of Civil War soldiers.

- The teacher will discuss the health of soldiers during the Civil War.
 - Discuss disease and its impact on the soldiers and the number of troops that died.
 - Was one of the big killers of Civil War soldiers
 - Look at wounded soldiers and the healthcare provided to them.
 - Unclean conditions for providing healthcare
 - Amputations
 - Medical tools used for providing care
- The teacher will discuss with the students how healthcare has changed between the time of the Civil War and the present day.
 - Students will make comparisons based on the information the teacher has given thus far in the lesson.
 - Students should be able to identify some of the major and significant changes.
 - Sanitation, types of tools, ability to reattach limbs instead of amputation
- The teacher will then explain the promotional poster the students will create.
- The teacher will tell the students that tomorrow they will be talking about the number of casualties during the Civil War.

Assessment: Students will create a health promotion poster. They will use the poster to explain ways to stay health and prevent illness. The posters will be assessed by how well they promote good health.

Health Poster



Name: _____

Teacher: Miss Short

Date : _____

Title of Work: _____

	Criteria			Points
	1	2	3	
Organization	<u>Student</u> displays no organization	Student displays some organization	Student displays adequate organization	_____
Content	<u>Poster displays</u> no relevant content	Poster displays some relevant content	Poster displays relevant content	_____
Appeal	Poster has no appeal to audience	Poster has some appeal to audience	Poster has appeals well to audience	_____

Lesson: VIPs of the Civil War

Length: 20 Minutes

Age or Grade Level Intended: 4th grade

Academic Standard(s):

Social Studies

- 4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.
-

Performance Objective(s):

- Students will present information about an important person in the Civil War scoring no lower than a 3 in the content section of the rubric.

Assessment:

- Oral Presentation: Students will do research about an important person from Indiana during the Civil War. They need to include important information about the person's life and how they had a part in the Civil War. The attached rubric will assess their ability to present their information well. It will also assess the content within the presentation. Students will be required to have at least 5 facts about the person they are presenting.

Advance Preparation by Teacher:

- Create rubric to grade oral presentations
- List of important people in the Civil War.

Procedure:

Introduction/Motivation:

- Who do you think is the most important person in the Civil War? (Blooms: Knowledge)
- Now that we have looked at the Civil War and Indiana's involvement, we are going to talk about some of the important people who were involved.

- Think back to the other lessons we have had over the Civil War. Can you think of any other people that we talked about who were important during this time? (Blooms: Comprehension)

Step-by-Step Plan:

- One of the most important people in the Civil War is the president. Who was the president at the time of the Civil War? *Abraham Lincoln* (Blooms: Knowledge)
- Did you know that Abraham Lincoln grew up in Indiana? He spent 14 years living in Indiana.
- Where can we go to find information about Abraham Lincoln? *Internet, encyclopedia, biography, autobiography.*
- The book *There I Grew Up: Remembering Abraham Lincoln's Indiana Youth* by William E. Bartelt is an example of a book that you can use to find out about Abraham Lincoln. This book discusses Lincoln's life when he lived in Indiana.
- Remember at the beginning of the lesson when I had you think of the other important people we talked about? You are each going to choose a person to do some research on and you will present your findings to the class. No more than 2 people can have the same person to research.
- You can use any of the resources that we discussed today.

Closure:

- Allow some time for the students to choose the person they will research.
- Have the students come up and tell you who they want to research. This will keep it so only two people are researching a particular person.

Adaptations/Enrichment:

Student with ADHD: Allow the student to hold the book and turn the pages as you read to the class.

Student with Gifts and Talents in Creativity: Allow the student to dress up like the person they are presenting.

Self-Reflection:

What went well?

What needs to be changed for next time?

How did the students react to the lesson?

Civil War Presentation

	Criteria				Points
	4	3	2	1	
Body Language	Movements seemed fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	—
Eye Contact	Holds attention of <u>entire</u> audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	—
Introduction and Closure	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not <u>display clear</u> introductory or closing remarks.	—
Pacing	Good use of drama <u>and student</u> meets apportioned time interval.	Delivery is patterned, but does not meet apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned time interval.	—
Poise	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	—
Voice	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	—
Content	Presentation has 5 or more facts about the person being presented.	Presentation has 3-4 facts about the person being presented.	Presentation has 2 facts about the person being presented.	Presentation has 1 or no facts about the person being presented.	—
				Total---->	—

List of Important People in the Civil War

Jefferson Davis

Robert E. Lee

Ulysses S. Grant

J.E.B. Stuart

George Meade

Thomas "Stonewall" Jackson

Harriet Tubman

Harriet Beecher Stow

Mathew Brady

Winfield Hancock

Clara Barton

John Brown

Fredrick Douglass

George Picket

William Tecumseh Sherman

Levi Coffin

John Morgan

Stephen Douglas

John Wilks Booth

Samuel Mudd

Andrew Johnson

Lesson: Readers Theater

Standard: SS: 4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (Foundation of lesson) (Assessment) English: 4.7.11 Speaking Applications: Make narrative presentations that:

- relate ideas, observations, or memories about an event or experience.
- provide a context that allows the listener to imagine the circumstances of the event or experience.
- provide insight into why the selected event or experience should be of interest to the audience.

Objective: While participating in a Readers Theater, students will use good public speaking techniques in order to relay information to and engage the audience.

Advanced preparation by Teacher: Copy script for each student

Lesson: Review the previous lesson about important people in the Civil War.

- Tell the students that they are going to learn about another important person in the Civil War.
- Tell the students they will learn about this person through Readers Theater. Explain Readers Theater to the class.
- Discuss with the students good public speaking
 - Discuss things such as tone of voice, use of expression, volume of speaking
- Assign each student a role in the script. Some of the narrator parts will need to be divided in order to allow all the students to participate in the Readers Theater.
- Allow the students to read through their parts so they know about their role.

Assessment: As the students are participating in the Readers Theater the students will be assessed on their speaking. The attached rubric will be used to assess the students.



Name: _____

Teacher: Miss Short

Date Submitted: _____

Title of Work: _____

	Criteria				Points
	4	3	2	1	
Volume	Student uses appropriate volume when speaking	Student uses good volume when speaking	Student's volume fluctuates when speaking	Student does not use good volume while speaking	_____
Pacing	Delivery is well paced	Delivery is patterned	Delivery is in bursts	Delivery is either too quick or too slow	_____
Poise	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	_____
Voice	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	_____
				Total---->	_____

Harriet Tubman Readers Theater

Roles:

1. *Narrator 1
2. *Narrator 2
3. *Harriet Tubman, a slave
4. *Ma, Harriet's mother
5. *Pa, Harriet's father
6. Overseer, the person in charge of field slaves
7. Runaway slave
8. Benjie, Harriet's brother
9. John, Harriet's brother
10. William, Harriet's brother
11. Catherine, William 's wife
12. Ezekiel (ee-ZEEK-ee-il) Hunn, a Quaker who helped runaway slaves
13. Eliza Hunn, Ezekiel's wife
14. William Still, secretary af the Anti-Slavery Society in Pennsylvania
15. Doe Thompson, Harriet's old master

*starred names are major roles

SCENE I

NARRATOR 1: Harriet Tubman is a slave in Maryland who will grow up to lead more than 300 people out of bondage over the course of her life.

NARRATOR 2: As a teenager in the 1830s, Harriet hates her cruel master and dreams of freedom. She also discovers that she has a special talent for sensing danger.

NARRATOR 1: Harriet is working with other slaves to harvest corn one autumn evening, when she notices that one slave has stopped working. She knows something is up.

Runaway slave: (Whispering)

Tonight is my night. While y'all are busy with the harvest, I'll make a break for it.

NARRATOR 2: Harriet admires his bravery, but she senses grave danger. She sees the overseer follow him. She hides herself in the corn field and follows too.

RUNAWAY SLAVE: He's after me - but I can hide in [the general](#) store at the crossroads.

NARRATOR 1: Harriet and the overseer both follow him into the store.

Overseer: You, girl! Help me, catch this runaway!

NARRATOR 2: Instead, Harriet 'stands in the doorway as the runaway dashes out. She blocks the entrance so the overseer can't chase him.

OVERSEER: I'll get you!

NARRATOR 1: The overseer picks up a heavy weight and throws it with all his might at the escaping slave. He misses him - but it hits ,Harriet in the forehead. She has a huge wound.

MA: Oh, my God. Can our girl survive this?

PA: She's strong. She'll make it.

SCENE 2

NARRATOR 2: Harriet does not wake up for weeks, but her father is right. She survives.

NARRATOR 1: For the rest of her life, Harriet has a dent in her skull from the injury. She often wears scarves on her head to conceal it.

NARRATOR 2: Harriet does not forget the slave who got away that day. Like him, she yearns for freedom. She learns about the Underground Railroad, which is neither underground nor a railroad. It is a secret network of people, black and white who help slaves in the South escape to the North.

NARRATOR 1: When she is in her 20s, Harriet successfully makes it all the way to Pennsylvania. She is a free woman, at last. But somehow her freedom does not seem so sweet. She is alone.

NARRATOR 2: Harriet knows she won't be happy until her family is also free. She hears her brothers are about to be sold to a plantation in the Deep South. She has to act fast. Harriet risks her freedom and her life by going back to Maryland.

SCENE 3

NARRATOR 1: After a long and dangerous trip, Harriet arrives at her brothers' cabins. William's wife, Catherine, is there too.

JOHN: Harriet! You've come back!

HARRIET: I've come to bring you with me to the land of freedom. We have to leave soon.

BENJIE: Harriet, it's freezing cold outside!

CATHERINE: And Master will surely hunt us down.

WILLIAM: We can't make it all the way North.

HARRIET: I've done it myself, and now I have friends along the way who can help us.

BENJIE: We're supposed to be having dinner with Ma and Pa. They'll be wondering about us.

HARRIET: We can't tell Ma about our plan. She'll start crying and screaming, and then everybody will know I've come for you.

JOHN: Why can't Ma and Pa come with us?

HARRIET: They are very old and can't move quickly. I will come back for them when I can get a horse and a wagon.

CATHERINE: You mean we're going to walk all the way to the North?

HARRIET: We will go however we can. We will run through the forest, sleep in bushes, eat berries. But we have to leave before tomorrow morning.

BENJIE: Harriet, we have to let our parents know that we are running away.

HARRIET: Let's go hide in the shed, and then we'll get word to Pa.

Scene 4

NARRATOR 2: Ma and Pa are in their cabin, waiting.

MA: Where are my boys? Why haven't they come for supper? Have they been sent South already?

PA: I don't know, Ma.

MA: It breaks my heart they are not here. What if they ran off and got caught?

PA: Let's hope they are safe.

NARRATOR 1: A friend knocks at the door and whispers to Pa. They sneak away from Pa's cabin and arrive at the shed.

NARRATOR 2: Pa ties a handkerchief around his eyes.

HARRIET: Pa, it's me, Harriet!

NARRATOR 1: He grabs his daughter and holds her tight.

PA: Children, I'll come back with some food for you. Can I bring your mother to see you?

HARRIET: It's better for her if she doesn't know where we are.

WILLIAM: Pa, why in the world are you blindfolded?

PA: You know I don't ever tell any lies. When the Master comes and asks me if I know where my boys went, I can honestly say, "I did not see them."

NARRATOR 2: Pa squeezes Harriet's hand.

HARRIET: Pa, I promise I'll come back soon for you and Ma.

Scene 5

NARRATOR 1: It is late at night. Harriet leads the group through the woods.

CATHERINE: Harriet, it's so dark. How do you know where we're going?

HARRIET: Look up there in the sky That's the North Star. We can use that star to guide us.

NARRATOR 2: After walking all night, with no rest and little food, they arrive at a house with green shutters.

NARRATOR 1: The group hides in the bushes. Harriet knocks on the door.

EZEKIEL: Who is it?

NARRATOR 2: Harriet says the secret password.

HARRIET: "A friend with friends."

EZEKIEL: Please come in.

NARRATOR 1: The group steps into the Hunns' warm kitchen.

ELIZA: You must be tired from your long journey. We have food for you, and a place to lie down.

CATHERINE: We are so tired. Thank you for your kindness.

ELIZA: You can rest here all day. It's too dangerous to travel during daylight.

NARRATOR 2: As soon as night falls, Ezekiel loads the group into his wagon.

NARRATOR 1: He covers them with blankets and piles fruits and vegetables on top to hide them. He drives until it is almost light.

EZEKIEL: I must turn back here. Men are watching me, too. If you follow this road you can reach the next stop in two nights. Best of luck to you all.

Scene 6

NARRATOR 2: Hours later, they are walking next to the road. Harriet senses that they are in danger.

HARRIET: We must stop here and cross the river.

JOHN: That's the wrong direction!

CATHERINE: I won't get in the freezing water. You're crazy!

HARRIET: You can't go back. None of you. They will whip you and make you tell them how we got away and who we stayed with. You will put everyone in jeopardy!

WILLIAM: She's right, Catherine. We have to stay together.

HARRIET: Come on. Follow me.

NARRATOR 1: Harriet starts to walk into the river. The water rises to her ankles, then her knees. Soon it's above her waist.

NARRATOR 2: Harriet keeps going. The others stand on the bank watching in disbelief.

BENJIE: Harriet, we're going to drown if we follow you!

NARRATOR 1: But Harriet has faith. Even when the water reaches her chin, she continues. At last, the river becomes shallow again.

NARRATOR 2: She reaches the other side, and the others step into the river to join her.

HARRIET: We'll be safe over here. Let's sleep for a few hours in the tall grass.

NARRATOR 1: The next morning, they find a path that leads them back to the road they were on the day before.

HARRIET: Look, the patrollers have been here looking for us.

BENJIE: How can you tell?

WILLIAM: The grass has been trampled by horses.

JOHN: And look at these cigar butts.

CATHERINE: Harriet, if we hadn't crossed the river when we did, we would have been caught!

Scene 7

NARRATOR 2: After traveling for weeks, Harriet's group arrives in Pennsylvania. They go straight to the Anti-Slavery Society.

STILL: Welcome to Philadelphia.

WILLIAM: We are mighty happy to be here.

STILL I'm sorry to say that even though you are in a free state, you are not yet free.

BENJIE: Why is that?

HARRIET: Because the Fugitive Slave Law has been passed. Any runaway slave who is caught, even up North, can be arrested and sent back South.

JOHN: Where can we go to be truly free?

HARRIET: I will lead you all the way to Canada.

NARRATOR 1: Harriet brings her family safely to Canada, where they live the rest of their lives as free people.

Scene 8

NARRATOR 2: Harriet becomes a conductor on the Underground Railroad.

NARRATOR 1: She repeatedly sneaks back to the South to lead groups of slaves to freedom.

NARRATOR 2: Slaveholders, angry that their slaves keep escaping, offer \$40,000 for Harriet's capture, dead or alive. That's equal to \$800,000 today.

NARRATOR 1: But Harriet is not afraid. Even though her parents are old and feeble, she is determined to bring them North.

NARRATOR 2: She sneaks back once again to the plantation in Maryland.

NARRATOR 1: A large sun bonnet hides her face, and she walks hunched over.

NARRATOR 2: Suddenly, she sees Doc Thompson, her old master, coming toward her.

NARRATOR 1: Harriet quickly lets go of the chickens she is holding. They start fluttering and squawking.

NARRATOR 2: Doc Thompson starts laughing.

DOC THOMPSON: Old woman, you best get your chickens rounded up.

NARRATOR 1: He doesn't even recognize her!

NARRATOR 2: Harriet breathes a sigh of relief and approaches her parents' house.

MA: Who is it?

HARRIET: It's Harriet.

MA: I didn't think I'd ever see you again!

HARRIET: I've come to take you and Pa up North.

MA: I don't know how we'll do it. My knees and my back are aching all the time. I can't walk so well.

HARRIET: Where's Pa?

MA: He's locked up in the chicken coop for helping another slave escape.

HARRIET: Don't you worry, I'll get him loose.

Scene 9

NARRATOR 1: Harriet waits until nightfall and sneaks over to the chicken coop. She pries open the door.

HARRIET: Pa, I've come for you.

PA: Oh, thank you, my Harriet. I don't know what the master was going to do to me.

HARRIET: Quickly, we need to get a horse.

PA: Old Dollie Mae was put out to pasture. Let's take her.

HARRIET: I saw an old board by the cabin. We can rig up some wheels to it.

NARRATOR 2: Harriet and her father build a makeshift carriage.

MA: This is too dangerous, Harriet. We are sure to get caught.

HARRIET: We have to try. Don't you want to be free?

MA: That I do.

PA: Then climb aboard.

NARRATOR 1: Harriet drapes a shawl over her head and rides with her parents to the railroad station.

MA: Harriet, how are we going to get onto the train?

HARRIET: We walk right onto it and act like we're supposed to be there. Maybe they'll think we are free already.

PA: What will we do if people are suspicious?

HARRIET: Then we get off and head South for a while. No one will look for escaped slaves on a train heading South. Don't fret and worry, I've done this many times before.

MA: Harriet, I've never met a soul as brave as you.

Epilogue

NARRATOR 2: Harriet brought her parents safely North. But her bravery didn't end there.

NARRATOR 1: Harriet was one of the few women to fight in the Civil War. She carried a rifle and commanded a band of nine men who were all spies for the Union Army.

NARRATOR 2: After the Civil War, when slaves were free, Harriet founded several schools for ex-slaves in New York. She died in 1913, at the age of 92.

Lesson: When did it happen?

Length: 20 Minutes

Age or Grade Level Intended: 4th Grade

Academic Standard(s):

- Social Studies: 4.1.15 Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.
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Performance Objective(s):

- Students will represent events in the Civil War using a timeline identifying 7 or more events.

Assessment:

- Students' timelines

Advance Preparation by Teacher:

- Timeline worksheets

Procedure:

Introduction/Motivation:

- Can anyone tell me what a timeline is? (Bloom: Knowledge)
- Does anyone know what a timeline is used for? (Bloom: Knowledge)
- Today we are going to look at an example of a timeline that is found in our textbook and then create our own timeline representing the events of the Civil War.

Step-by-Step Plan:

- Show an overhead of a basic timeline.
 - Describe to students how to create a timeline.
 - Demonstrate that you need to have a starting and stopping point for your timeline, however time continues on past what frame you are looking at.
 - Have the students help you construct an example of a timeline using the events of the day.
 - A timeline can show what happens over a short period of time, like the one we just created, or over a longer period of time.
 - Have students open their Social Studies textbook to page 129 and look at the timeline.
 - Have the students look at the timeline at the bottom of the page.
 - What does this timeline tell you?
 - What is the time frame of the timeline?
 - This is another example of what a timeline looks like.

- You will each create a timeline that shows when important Civil War events happened in Indiana.
 - You will need to draw your timeline and choose your counting interval. You will then record the dates of each event.
 - Pass out the timeline worksheets. Students will be taken to the computer lab at this time. Allow the students to get onto the internet to look up events of the Civil War.

Closure:

- When students are finished, have them hand in their timeline.
- If students are not finished have them take it home to finish it.

Adaptations/Enrichment:

Student with Learning disability in reading comprehension: Allow the student to work with a partner.

Student with ADHD: Allow the student to come to the blackboard or overhead and mark the heights of the students on the number line.

Student with high ability in Math: Have the student try different intervals for the same timeline.

Self-Reflection:

- What went well?
- What needs to be changed for next time?
- How well did the students understand the concept and activity?