**Rationale**

History will forever be a part of every Social Studies classroom’s curriculum. Students, however, often have trouble with many of the concepts because they cannot relate to or make connections with the things that have happened before they were born. Slavery is a topic that students are often very curious about because they cannot fathom why people were treated differently simply because of the color of their skin. This unit will make students more aware of the time in our country’s history when the issue of slavery divided our nation. Through readings, videos, activities, and discussions, students will become informed about slavery in the United States and the role Ohio played in this history.

 The fourth grade Ohio Academic Content Standards in Social Studies state that students need to be able to describe the cultures of African Americans who have settled in Ohio over time (Ohio Department of Education, 2001). Slavery in the southern United States played a major role in the culture of African Americans. The major impact Ohio had on slavery was the part it played in the Underground Railroad. Students will learn how Ohio helped slaves escape and also helped during the Civil War.

 The Instructional Design model that will be used for this lesson is the Basic Lesson Planning Model. This model will provide the teacher with a way to evaluate the effectiveness of the teaching by connecting the intended learning outcomes with the actual learning outcomes (Chiarelott, 2006). I believe the students will benefit from the well-defined introductory, developmental, and concluding activities included in this lesson plan model and the ongoing evaluation throughout the lesson (Chiarelott, 2006). Part of each introductory activity will be reading aloud by the teacher. I feel many students are not being read to at home as often as they should be, therefore I will include read aloud in my daily lessons. There are so many informative picture books available on the topic of slavery that can be used to engage students in the lesson for the day.

 Technology will play a major role in this unit. The Partnership for 21st Century Skills website discusses the need for information to be presented to individual learners in a variety of ways (February 19, 2010). In order for students to be prepared for technology in their future, they need to be experiencing technology in the classroom. Some of the technology included in this lesson is watching short video clips, responding to questions in Word documents, and taking a role in an interactive website.

 At the time of slavery there were some very strong societal values. Students need to understand these issues in order to make their own values in the future. This unit is designed to help develop a well-balanced student by teaching about the prejudice in the past to help prevent prejudice in the future.

**Unit Outcomes**

Subordinate Concept: Slavery

* Students will explain the purpose of slaves. (application/analysis)
* Students will evaluate what their own feelings would be as a slave at a slave auction. (synthesis)
* Students will conclude what life would be like if they were not able to read or write and support their conclusions. (evaluation)

Subordinate Concept: Underground Railroad

* Students will give the definitions of vocabulary related to the Underground Railroad. (application/analysis)
* Students will understand why some slaves risked their lives to learn to read. (application/analysis)
* Students will explain the meanings of secret symbols and signs used. (comprehension)
* Students will create a map of some routes slaves took. (synthesis)
* Students will explain how the North Star led the slaves. (comprehension)
* Students will justify helping a slave escape on the Underground Railroad. (evaluation)

Subordinate Concept: Northern and Southern States

* Students will classify states into northern or southern groups. (application/analysis)
* Students will explain the cause of the Civil War and the outcome. (comprehension)
* Students will describe the difference between the Confederate States’ stance on slavery and the Union States’ stance on slavery. (application)

**Pre-Assessment**

**Slavery**

**Name:**

Directions: Read each statement. Circle the letter that shows how you feel about each statement.

 **A = Agree D = Disagree U = Unsure**

1. All people who came to the United States did so A D U

 because they wanted to.

2. At one time in history, white people could own A D U

 black people like they were property.

3. The United States used to be divided into two A D U

 countries.

4. The Underground Railroad is a train that travels A D U

 underground in tunnels.

5. Passengers on the Underground Railroad were A D U

 trying to get to the northern states.

6. Most slaves were treated very poorly by their A D U

 owners.

**Pre-Assessment**

**A = Agree D = Disagree U = Unsure**

7. There were many secret signs on the A D U

 Underground Railroad.

8. I would be glad if I didn’t have to learn A D U

 to read or write.

9. The Civil War was fought between the A D U

 United States and the United States.

10. I would risk my life to help someone else. A D U

**Lesson Plan – Underground Railroad**

**Day 1**

**Key Question:** How did the North Star help slaves?

**Concepts/Skills:** Understanding direction

**Objective:** Students will explain how the North Star led the slaves to freedom.

**Procedures:**

* **Introductory Activity:** Teacher read aloud Follow the Drinking Gourd to introduce the North Star. Discuss the Big Dipper and the North Star as the story is being read to the class. (5-10 minutes)
* **Developmental Activity:** (25-30 minutes)
1. Use the classroom map of the United States to review where the slave states are located and the direction needed to get to the free states.
2. Students will go to the following website to look for the Big Dipper and the North Star. Remind students to read the information on the site as well as looking for the constellation. [www.jimloy.com/astro/polaris.htm](http://www.jimloy.com/astro/polaris.htm)
3. Students will make an entry in their learning journals. This should be titled “The North Star” and the entry should explain how the North Star helped to lead slaves to freedom.
* **Concluding Activity:** Students will use precut paper squares to make a North Star pattern. They will cut some of the squares into triangles and glue to the paper to fit the pattern. (10 minutes)

**Assessment/Evaluation:** The teacher will evaluate discussion during the read aloud and will observe the entries in journals. As students are writing, the teacher can discuss with individual students who need reinforcement on the desired learning objective.

**Materials Needed:**

* Follow the Drinking Gourd by Jeanette Winter
* North Star pattern, precut squares, scissors, glue



Pattern Provided by: Ottawa County 4-H Extension Office

**Lesson Plan – Underground Railroad**

**Day 2**

**Key Question:** What were some secrets of the Underground Railroad?

**Concepts/Skills:** Understanding secret signs or symbols, connecting vocabulary to oneself, working with a group

**Objective:** Students will explain the meaning of symbols and signs used.

 Students will give the definitions of vocabulary related to the Underground Railroad.

**Procedures:**

* **Introductory Activity:** Teacher read aloud Sweet Clara and the Freedom Quilt. Teacher will use the following website to show secret quilt codes. [www.osblackhistory.com/quiltcodes.php](http://www.osblackhistory.com/quiltcodes.php) (5-10 minutes)
* **Developmental Activity:** (25-30 minutes)
1. Students will work in small groups at their tables and choose one of the quilt codes from the website to discuss. Groups will complete the quilt code worksheet together.
2. Teacher will guide students in completing term and define section on the vocabulary cards for the following words: Underground Railroad, conductor, passenger, station. Stress the importance of these words having other/secret meanings on the Underground Railroad.
3. Students write a sentence on the vocabulary cards illustrating their understanding of the terms and the appropriate use of the terms.
4. Students draw a picture on the vocabulary cards that will help them to remember the meanings of the words.
* **Concluding Activity:** Small groups will take turns sharing their quilt code and the reason they feel this pattern helped runaway slaves. (10 minutes)

**Assessment/Evaluation:** The teacher will evaluate the group presentations and worksheets for understanding of quilt symbols. The teacher will observe sentences and pictures during the filling out of vocabulary cards. Students will be formally assessed on these words along with words from the other subordinate concepts at the end of the unit.

**Materials Needed:**

* Sweet Clara and the Freedom Quilt by Deborah Hopkinson
* Quilt Codes worksheet
* vocabulary card worksheet

**Quilt Codes**

**Group Members:**

**Quilt Code:**

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| --- | --- | --- | --- |
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**Draw a Picture:**

**Describe the Pattern:**

**Explain how the pattern was a help to the runaway slaves:**

|  |  |
| --- | --- |
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**Underground Railroad Vocabulary Cards**

**Lesson Plan – Underground Railroad**

**Day 3**

**Key Question:** How would life be different if you were forbidden to read or write?

**Concepts/Skills:** Understanding other peoples’ feelings and reasoning, evaluate own feelings and reasoning

**Objective:** Students will understand why some slaves risked their lives to learn to read.

**Procedures:**

* **Introductory Activity:** Teacher read aloud Henry’s Freedom Box and discuss with students the events that led up to Henry’s escape. (10 minutes)
* **Developmental Activity:** (25-30 minutes)
1. Together read “Freedom Readers” in the 2006 January/February National Geographic pages 12-17.
2. Students complete “Who am I?” worksheet with a partner then discuss it together as a class.
* **Concluding Activity:**  Students will find the document “Forbidden to Read” in the Shared folder on their computer. They type in their answer to the question and print when finished. Students may then go on to the website listed at the bottom of the page. (10 minutes)

**Assessment/Evaluation:** Teacher will monitor the students’ “Who am I?” worksheet as partners are completing it as well as when the class is discussing it together. The teacher will evaluate student responses on the “Forbidden to Read” worksheet.

**Materials Needed:**

* Henry’s Freedom Box by Kadir Nelson
* National Geographic Jan/Feb 2006
* “Who am I?” worksheet

***Freedom Readers* – Who Am I?**

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1. I started a newspaper called the *North Star*.

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2. I wrote a book of poems.

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3. I paid a child to teach me to spell.

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4. I first tried to “read” by holding books to my ears!

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5. I met George Washington!

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6. My master’s wife taught me how to read.

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7. A group of slaves stole books and newspapers so I could learn to read.

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8. I was kidnapped and forced to be an officer’s servant aboard a ship.

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9. I was bought by a family who treated me like one of their children.

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10. I was able to run away from my master and escape to the North.

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**Forbidden to Read**

How would life be different if you were forbidden to read? Would life be better or worse?

Name:

After you have typed your response, go to the following website to see what it was like for a slave to travel on the Underground Railroad.

**(Ctrl & left click on the link below)**

[Underground Railroad--History of Slavery, Pictures,Information](http://www.nationalgeographic.com/railroad)

**Lesson Plan – Underground Railroad**

**Day 4**

**Key Question:** Would you be willing to help a slave escape on the Underground Railroad?

**Concepts/Skills:** map skills, decision making/reasoning

**Objective:** Students will create a map of some routes slaves took.

 Students will justify helping a slave escape on the Underground Railroad.

**Procedures:**

* **Introductory Activity:**  Teacher read aloud Journey to Freedom: A Story of the Underground Railroad and discuss all the different people who were a part of a slave’s journey. (10 minutes)
* **Developmental Activity:** (25-30 minutes)
1. Hand out “Run-Away Slaves” worksheet and ask students NOT to put their names on it. Students commit an answer to the question and write an explanation. When finished, have students crumble up the paper into a ball.
2. Explain that students will be tossing the papers around the room and ask what rules students think need to be followed. If appropriate rules aren’t mentioned (toss softly, don’t aim at someone’s head, don’t hit things in the room), the teacher will address these rules.
3. Give students 2 minutes to toss the papers around the room and then have them collect one paper that has landed close to them.
4. Once students silently read the response they have divide the class in to 4 groups according to the response. Groups should briefly discuss the responses they have and prepare to share with others.
5. Groups share reasons why to help a run-away slave or why not and then return to their seats.
6. Teacher display the Underground Railroad website from the previous day on the “Routes to Freedom” page. Students can refer to the website to help them complete the “Underground Railroad Routes” worksheet.
* **Concluding Activity:**  Students will watch a Brain Pop clip on the Underground Railroad and complete the review quiz together. [www.brainpop.com](http://www.brainpop.com) Social Studies tab – U.S. History – Underground Railroad (10 minutes)

**Assessment/Evaluation:** Teacher will listen to discussion from the “Run-Away Slaves” worksheet and contribute to the discussion if need be. Teacher will monitor students as they complete the “Underground Railroad Routes” worksheet and intervene one-on-one with students who are having trouble. This worksheet will then be collected for the teacher to evaluate. Teacher will also monitor responses on the Brain Pop review quiz.

**Materials Needed:**

* Journey to Freedom: A Story of the Underground Railroad by Courtni C Wright
* “Underground Railroad Routes” worksheet
* “Run-Away Slaves” worksheet

**Underground Railroad Routes**

Name:

On the map below:

 1. Highlight the Ohio River

 2. Highlight the United States/Canada border

 3. Draw 3 routes slaves took to freedom – at least 1 must travel through Ohio



Map from: http://www.civilwarinfoguide.com/images/american\_civil\_war\_map.gif

**Run-Away Slaves**

**Commit and Toss Lesson**

Directions: Please circle the statement that you most agree with.

“*Would you help a run-away slave? “*

 A. Yes, I would definitely help.

 B. Yes, but only if no one else found out about it.

 C. No, I probably would not help.

 D. No, I definitely would not help.

Please explain why or why not.

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**Post-Assessment**

**Slavery**

**Name:**

Directions: Read each statement. Circle the letter that shows how you feel about each statement.

 **A = Agree D = Disagree U = Unsure**

1. All people who came to the United States did so A D U

 because they wanted to.

2. At one time in history, white people could own A D U

 black people like they were property.

3. The United States used to be divided into two A D U

 countries.

4. The Underground Railroad is a train that travels A D U

 underground in tunnels.

5. Passengers on the Underground Railroad were A D U

 trying to get to the northern states.

6. Most slaves were treated very poorly by their A D U

 owners.

**Post-Assessment**

**A = Agree D = Disagree U = Unsure**

7. There were many secret signs on the A D U

 Underground Railroad.

8. I would be glad if I didn’t have to learn A D U

 to read or write.

9. The Civil War was fought between the A D U

 United States and the United States.

10. I would risk my life to help someone else. A D U

**Compare your choices on this Post-Assessment to the choices you made on the Pre-Assessment.**

1. Choose **2** statements that you feel differently about now and explain why your choice is different.

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