Discovering the Underground railroad

A Unit Plan Gretchen Morris-Archinal

**SUMMARY OF**

**DISCOVERING THE UNDERGROUND RAILROAD**

**UNIT PLAN**

**SUBJECT AREAS COVERED:** ELA, Math, Music, Social Studies and Visual Arts

**GRADE LEVEL: 8**

**LENGTH OF UNIT: 10 – 45 minute lessons**

**LEARNING ENVIRONMENT**: In and around Pierce Middle School in Grosse Pointe Park, MI. Most of the lessons will take place in a Social Studies class co-taught by a general education and special education teacher.

**OVERVIEW AND RATIONAL:** This unit plan covers the Underground Railroad. At its core, this unit uses the PBS special UNDERGROUND RAILROAD: THE WILLIAM STILLER STORY to tell the story of everyday heroes – the escaping slaves and those who risked their lives to help them. The unit integrates multiple curriculum areas as well as learning modalities. Students will not only learn about slavery and the Underground Railroad, they will also learn how everyday items like spirituals and quilts aided the passengers and conductors during their journey to freedom.

**OBJECTIVES:**

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1. 80% of students will use at least two of the demonstrated metacognitive strategies during guided reading group with a teacher provided text as measured by systematic observation and teacher evaluation of independent work from the gradual release section.
2. 80% will state at least one new fact they learned about the Underground Railroad as measured by an exit note strategy.
3. 80% of the students will identify William Still and the role he played in for the Underground Railroad, measured by a grade of a B or better on the class discussion, tweets and journals.
4. 80% of the students will recognize the genre of the Negro Spiritual, the role spirituals and their hidden meanings played in for the Underground Railroad, measured by a grade of a B or better on the class discussion, coded lyrics worksheet and writing their own spiritual.
5. 80% of the students will know the escape routes of the Underground Railroad, measured by a grade of a B or better on the class discussion and creating their own escape route map.
6. 80% of the students will comprehend how quilts were designed, created and used to aid runaways on for the Underground Railroad, measured by a grade of a B or better on the quilt maps that they develop**.**
7. 80% of the students will realize that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations by completing the Flying Geese challenge.
8. 80% of the students will grasp the reasons for the Fugitive Slave Act, Underground Railroad, the forces that opposed it and how it operated as measured by a grade of a B or better on the class debate and culminating essay.

**STANDARDS**

***ELA***

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

[CCSS.ELA-LITERACY.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)  
Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-LITERACY.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/)  
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[CCSS.ELA-LITERACY.WHST.6-8.1](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/)  
Write arguments focused on *discipline-specific content*.

[CCSS.ELA-LITERACY.WHST.6-8.1.B](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/b/)  
Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-LITERACY.WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[CCSS.ELA-LITERACY.WHST.6-8.4](http://www.corestandards.org/ELA-Literacy/WHST/6-8/4/)  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.WHST.6-8.6](http://www.corestandards.org/ELA-Literacy/WHST/6-8/6/)  
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

[CCSS.ELA-LITERACY.WHST.6-8.7](http://www.corestandards.org/ELA-Literacy/WHST/6-8/7/)  
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[CCSS.ELA-LITERACY.WHST.6-8.8](http://www.corestandards.org/ELA-Literacy/WHST/6-8/8/)  
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-LITERACY.WHST.6-8.9](http://www.corestandards.org/ELA-Literacy/WHST/6-8/9/)  
Draw evidence from informational texts to support analysis, reflection, and research.

***Math***

[CCSS.MATH.CONTENT.8.G.A.2](http://www.corestandards.org/Math/Content/8/G/A/2/)  
Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

***Music***

ART.M.II.8.4 Compose short pieces to communicate ideas and/or stories, within defined parameters and using standard notation.

ART.M.IV.8. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

***Social Studies***

8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (National Geography Standard 6, p. 154)

8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. (C2)

8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)

8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)

***Visual Art***

ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning.

ART.VA.IV.8.1 Recognize, describe and analyze, and evaluate how art contributes to and reflects all societies and cultures.

ART.VA.IV.8.2 Articulate an understanding of the historical, social, and cultural contexts of artwork with aesthetic sophistication.

ART.VA.IV.8.3 Effectively decode and interpret artwork to discern between prejudice and tolerance, bias and fact.

ART.VA.V.8.4 Effectively demonstrate an understanding of their place in the visual world and develop an appreciation of how they are part of a global society

**Standards Break Down by Day**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** | **Day 6** | **Day 7** | **Day 8** | **Day 9** | **Day 10** |
| **ELA** |  |  |  |  |  |  |  |  |  |  |
| CCRA.R.1 | x |  |  |  |  |  |  |  |  |  |
| CCRA.R.2 | x |  |  |  |  |  |  |  |  |  |
| CCRA.R.4 | x |  |  |  |  |  |  |  |  |  |
| CCRA.L.5 | x |  |  |  |  |  |  |  |  |  |
| [RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) |  |  |  |  | x |  |  |  |  |  |
| RH.6-8.4 |  |  |  | x |  |  |  |  | x | x |
| RH.6-8.7 |  |  |  |  | x |  |  |  |  |  |
| WHST.6-8.1 |  |  |  | x |  |  |  |  |  |  |
| WHST6-8.1.B |  |  |  | x | x |  |  |  | x | x |
| WHST.6-8.2 |  |  |  |  |  |  |  |  | x | x |
| WHST.6-8.4 |  |  |  | x |  |  |  |  | x | x |
| WHST.6-8.6 |  |  |  |  | x |  |  |  |  |  |
| WHST.6-8.7 |  |  |  | x |  |  |  |  |  |  |
| WHST.6-8.8 |  |  |  | x | x |  |  |  |  |  |
| WHST.6-8.9 |  |  |  |  | x |  |  |  | x | x |
| **Math** |  |  |  |  |  |  |  |  |  |  |
| 8.G.A.2 |  |  |  |  |  |  |  | x |  |  |
| Music |  |  |  |  |  |  |  |  |  |  |
| ART.M.II.8.4 |  |  |  | x |  |  |  |  |  |  |
| ART.M.IV.8.1 |  |  |  | x |  |  |  |  |  |  |
| **Social Studies** |  |  |  |  |  |  |  |  |  |  |
| 8 – U4.3.2 | x | x | x | x | x | x | x | x | x | x |
| 8 – U4.3.5 |  |  | x | x |  |  |  |  |  |  |
| 8 – U5.1.1 | x | x | x | x | x | x | x | x | x | x |
| 8 – U5.1.5 | x | x | x | x | x | x | x | x | x | x |
| **continued**  **Visual Art** |  |  |  |  |  |  |  |  |  |  |
| ART.VA.II.8.6 |  |  |  |  |  | x | x | x |  |  |
| ART.VA.IV.8.1 |  |  |  |  |  | x | x | x |  |  |
| ART.VA.IV.8.2 |  |  |  |  |  | x | x | x |  |  |
| ART.VA.IV.8.3 |  |  |  |  |  | x | x | x |  |  |
| ART.VA.V.8.4 |  |  |  |  |  | x | x | x |  |  |

**MATERIALS AND TOOLS:**

A student workbook with all the worksheets, instructions and rubrics will be used each day.

***Day 1:***

Four corner signs

IPad with PowerPoint

PowerPoint of lesson

Smart board

Reading Key handout – <https://www.teacherspayteachers.com/Product/Advanced-Reading-Key-257005>

Sticky notes – plain

Sticky notes – printed with symbols

Pencil/pens

*Friend on Freedom River* by Gloria Whelan

***Day 2 and 3:***

Smart board

KWL chart – 1 per student

Projector

Internet

Link to entire film: <http://video.pbs.org/video/2181724307/>

Social Studies journal

***Day 4***

Smart board

Projector

Internet

Link to film segments:

* <http://www.pbs.org/black-culture/shows/list/underground-railroad/classroom/hidden-messages-spirituals/>

Link to worksheets:

* [http://bento.cdn.pbs.org/hostedbento-prod/filer\_public/Underground%20Railroad%20William%20Still/Classroom/Classroom\_Coded%20Lyrics%20Worksheet.pdf](1.%09http:/bento.cdn.pbs.org/hostedbento-prod/filer_public/Underground%20Railroad%20William%20Still/Classroom/Classroom_Coded%20Lyrics%20Worksheet.pdf)
* <http://bento.cdn.pbs.org/hostedbento-prod/filer_public/Underground%20Railroad%20William%20Still/Classroom/Classroom_Coded%20Lyrics%20Worksheet%20Teacher%20Notes.pdf>
* <http://bento.cdn.pbs.org/hostedbento-prod/filer_public/Underground%20Railroad%20William%20Still/Classroom/Classroom_Student%20Spiritual%20Lyrics.pdf>

***Day 5***

*Show Way* by Jacqueline Woodson

Internet Access to research quilt designs, patterns, and symbols

Construction Paper – standard size

Color Pencils

Markers

Tape

Large Piece of bulletin board paper

Directions for Flying Geese challenge

Links to websites for research:

* <http://www.oberlin.edu/external/EOG/threads_of_freedom/threads2.html>
* <http://page.reallygoodstuff.com/pdfs/154227.pdf>
* <http://home2.fvcc.edu/~cgreig/final/blocks.html>
* <http://www.cic.gc.ca/english/multiculturalism/black/black_white_codes.asp>
* <http://pathways.thinkport.org/secrets/quilts1.cfm>

Links to worksheets:

* <http://mathwire.com/quilts/freedomquiltchallenge.pdf>
* <http://mathwire.com/quilts/freedomtemplates.pdf>

**Day 6-7-8**

Smart board

Projector

Internet

Link to film segments:

* <http://www.pbs.org/black-culture/shows/list/underground-railroad/classroom/hidden-messages-spirituals/>

Link to worksheets:

* <http://bento.cdn.pbs.org/hostedbento-prod/filer_public/Underground%20Railroad%20William%20Still/Classroom/Classroom_Coded%20Lyrics%20Worksheet.pdf>
* <http://bento.cdn.pbs.org/hostedbento-prod/filer_public/Underground%20Railroad%20William%20Still/Classroom/Classroom_Coded%20Lyrics%20Worksheet%20Teacher%20Notes.pdf>
* <http://bento.cdn.pbs.org/hostedbento-prod/filer_public/Underground%20Railroad%20William%20Still/Classroom/Classroom_Student%20Spiritual%20Lyrics.pdf>

**Day 9-10**

*Aunt Harriet’s Underground Railroad in the Sky* by Faith Ringwald

Poster or sign paper

Index card

Links to film segment:

* <http://www.pbs.org/black-culture/shows/list/underground-railroad/classroom/follow-or-not-follow/>

**SOURCES:**

Black and white codes. (n.d.). Retrieved March 7, 2015, from 4. http://www.cic.gc.ca/english/multiculturalism/black/black\_white\_codes.asp

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Google maps. (n.d.). Retrieved March 7, 2015, from http%3A%2F%2Fwww.google.com%2Fmaps

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Swing Low, Sweet Chariot By Etta James. (n.d.). Retrieved March 6, 2015, from https://www.youtube.com/watch?v=Thz1zDAytzU

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Whelan, G., & Frankenhuyzen, G. V. (2004). *Friend on freedom river*. Chelsea, MI: Sleeping Bear Press.

Woodson, J., & Talbott, H. (2005). *Show way*. New York: G.P. Putnam's Sons.

**Lesson 1**

**DAY 1**

**Name:** Gretchen Morris-Archinal **Date:** March 1, 2015 **Grade:** 8 **Subject Area:** ELA/Social Studies **School:** Pierce Middle School **Setting:** Co-taught Social Studies **District:** Grosse Pointe Public Schools **Title:** Metacognition: Reading and Social Studies

**Rationale**: This lesson combines teaching metacognition skills while reading a historical fiction book. This is a particularaly important skill to teach as it encourages students to “check their personal assumptions about learning, know their weaknesses, and know when to adapt to the learning event (Lovett, 2008). Using a reading key allows students to learn how to read closely for bot explicit and implicit references, determin central themes, interpret words and phrases and understand figerative language. Incorporating a historical fiction text allows students to gain important information about the abolitionist movement and the Michigans’s role in the Underground Railroad.

**ELA**

CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

**Social Studies**

8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (National Geography Standard 6, p. 154)

8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)

**Outcomes (objectives/performance indicators)**:

* 80% of students will use at least two of the demonstrated metacognitive strategies during guided reading group with a teacher provided text as measured by systematic observation and teacher evaluation of independent work from the gradual release section.
* 80% will state at least one new fact they learned about the Underground Railroad as measured by an exit note strategy

**Materials Needed:**

Four corner signs

iPad with PowerPoint

PowerPoint of lesson

Smart board

Reading Key handout

Sticky notes – plain

Sticky notes – printed with symbols

Pencil/pens

Friend on Freedom River

**Day1**

**Teacher Procedure/Development:**

**Introduction**:

***State objective:*** Today we’re going to learning how to use reading key to be more aware of what we know about what we read and how we think about it. We’re also going to find out more about the role Detroit played in the Underground Railroad.

***Drill*** – Use four corners activity based on which of the following strategies the students have used recently – Place a piece of paper with a letter from a-d in each of the four corners. The students will move to the corner that represents a skill that they have recently used.

Round 1

1. Rereading
2. Predictions
3. KWL
4. Taking notes

Round 2

1. Graphic organizers
2. Visualizing
3. Previewing
4. Isolated sounds

**Methods/Procedures:**

***Engage –***

1. Ask and discuss the following with the students:

1. Have you ever heard of metacognition?
2. What do you think it means?
3. How did you come up with that?
4. Why did you think of that?

2. Define Metacognition – Think about my thinking. Some ways to do this are thinking about the following as you read. – Direct instruction

1. How do I do this
2. I predict…
3. Huh? I was confused when I read the words…
4. I wonder…
5. It surprised me when…
6. In my mind I see…
7. Text to World or Text to Self. This reminds me of.
8. Text to Text. This reminds me of the book…
9. I learned that…

3. Introduce the sticky notes and symbols - Direct instruction

1. Pass out reading key sheet and sticky notes
2. Go over what each symbol means

***Direct Lesson Using the Gradual Release of Responsibility Method***

1. *Model* - Model it as I read the first part of Friend on Freedom River - pages pre-marked
2. *Guided Practice* - As a group we’ll try it – Raise your hand when you think we should add to the group thought bubble – pages pre-marked
3. *Independent* - Now it’s your turn to try it. As I’m reading the rest of the book, write down your thoughts on your thought bubble. – pages pre-marked
4. Turn to your partner and discuss your sticky notes

**Closure:**

1. On a sticky note, share all the things you learned about the Underground Railroad in Detroit.
2. Thumbs Up/Thumbs Down
   1. Thumbs up if you got the concept and can tell someone all about it.
   2. Ok sign if you need more practice with the concept
   3. Thumbs down if you’re confused and need some help.

**Technology Use:**  PowerPoint using the iPad, Apple TV and the smart board are high tech tools being used. The sticky notes are a low tech tool for teaching.

**Accommodations/adaptations:** There are no inherent safety issues. While this lesson teaches students to use metacognitive symbols on sticky notes, the symbols can be utilized in different ways such as writing them in the margin of the book, using an interactive bookmark, or in a reading journal format. For those with fine motor skill issues, using preprinted sticky notes are very helpful. Also, students can individualize their symbols so that there is even more ownership of the learning process

**Assessment/Evaluation:** The teacher will systematically assess the learning while presenting the lesson. The guided practices offers the teacher immediate knowledge of student understanding and allows for instant re-teaching. The independent work will be evaluated after the lesson for assessment of skill building. Students should use at least two symbols appropriately. The thumbs up allows the student a metacognitive self-evaluation and gives the instructor additional feedback. Use of sticky notes as an exit pass will be used to evaluate the social studies portion of the lesson with the students knowing at least one fact.

**Teacher Reflection:**

**LESSON 2**

**DAY 2 AND 3**

**Name:** Gretchen Morris-Archinal **Date:** March 1, 2015 **Grade:** 8 **Subject Area:** Social Studies**/** ELA **School:** Pierce Middle School **Setting:** Co-taught Social Studies **District:** Grosse Pointe Public Schools **Title:** Introduction to William Still

**Rationale**: This lesson introduces students to William Still, an important conductor on the Undergrour Railroad. Students will gain an overview of the abolitionist movement and the Michigans’s role in the Underground Railroad.

***ELA***

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-LITERACY.WHST.6-8.1](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/)  
Write arguments focused on *discipline-specific content*.

[CCSS.ELA-LITERACY.WHST.6-8.1.B](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/b/)  
Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-LITERACY.WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[CCSS.ELA-LITERACY.WHST.6-8.4](http://www.corestandards.org/ELA-Literacy/WHST/6-8/4/)  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.WHST.6-8.7](http://www.corestandards.org/ELA-Literacy/WHST/6-8/7/)  
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[CCSS.ELA-LITERACY.WHST.6-8.8](http://www.corestandards.org/ELA-Literacy/WHST/6-8/8/)  
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

***Social Studies***

8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (National Geography Standard 6, p. 154)

8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. (C2)

8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)

8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)

**Outcomes (objectives/performance indicators):** 80% of the students will identify William Still and the role he played in for the Underground Railroad, measured by a grade of a B or better on the class discussion, tweets and journals.

**Materials needed:**

Smart board

KWL chart – 1 per student

Projector

Internet

Link to entire film: <http://video.pbs.org/video/2181724307/>

**Day 2**

**Teacher Procedure/Development:**

**Introduction**: For the first 10 minutes after the students are seated the teacher will pass out the KWL sheet and lead the class in filling out the graphic organizer with what they know about the Underground Railroad and slavery. The teacher will record the answers on the smart board as the students record the group answers on their own copy of the chart.

**Methods/Procedures:** The class will watch approximately 30 minutes of the William Still video.

The remaining class time will spent reviewing the video with the students by filling in the KWL sheet with information from the video

**Closure:** The class will tweet out what they’ve learned about William Still, slavery or the Underground Railroad.

**Day 3**

**Teacher Procedure/Development:**

**Introduction**: For the first 5-10 minutes will be a quick recap of what the class has learned thus far about William Still and the Underground Railroad

**Methods/Procedures:** The class will watch the remainder of the William Still video. The class will break into small groups and

* Discuss what must life been like during that time period for whites and both free and slaved African Americans;
* How does what we’ve learned so far about the US influence what is going on during this time period? and
* How are the reform movements affecting American thoughts on slavery?

**Closure:** The class will take a few minutes to write in their journals to compare life now and then.

**Technology Use:**  Smart Board, computer, internet, projector

**Accommodations/adaptations:** There are no inherent safety issues. Video can be closed captioned to accommodate those with hearing issues. Tweets and journals may be recorded and/or dictated for those with writing or other fine motor skills. Directions are both written and oral.

**Assessment/Evaluation:** The teacher will systematically assess the learning while presenting the lesson. The tweets and journals allows the student a metacognitive self-evaluation and gives the instructor additional feedback. The journals will be accessed using the rubric found in the student workbook.

**Teacher Reflection:**

**LESSON 3**

**DAY 4**

**Name:** Gretchen Morris-Archinal **Date:** March 1, 2015 **Grade:** 8 **Subject Area:** Social Studies/ELA/Music **School:** Pierce Middle School **Setting:** Co-taught Social Studies **District:** Grosse Pointe Public Schools **Title:** Hidden Messages in Spirituals

**Rationale**: This lesson introduces students to the genre of Spirituals, hidden messages that are contained in Negro Sprirituals and how they affected movement on the Undergrour Railroad.

***ELA***

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-LITERACY.WHST.6-8.1](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/)  
Write arguments focused on *discipline-specific content*.

[CCSS.ELA-LITERACY.WHST.6-8.1.B](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/b/)  
Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-LITERACY.WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[CCSS.ELA-LITERACY.WHST.6-8.4](http://www.corestandards.org/ELA-Literacy/WHST/6-8/4/)  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.WHST.6-8.7](http://www.corestandards.org/ELA-Literacy/WHST/6-8/7/)  
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[CCSS.ELA-LITERACY.WHST.6-8.8](http://www.corestandards.org/ELA-Literacy/WHST/6-8/8/)  
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

***Social Studies***

8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (National Geography Standard 6, p. 154)

8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. (C2)

8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)

8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)

***Music***

ART.M.II.8.4 Compose short pieces to communicate ideas and/or stories, within defined parameters and using standard notation.

ART.M.IV.8.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

**Outcomes (objectives/performance indicators):** 80% of the students will recognize the genre of the Negro Spiritual, the role spirituals and their hidden meanings played in for the Underground Railroad, measured by a grade of a B or better on the class discussion, coded lyrics worksheet and writing their own spiritual.

**Materials needed:**

Smart board

Projector

Internet

Link to film segments:

* <http://www.pbs.org/black-culture/shows/list/underground-railroad/classroom/hidden-messages-spirituals/>

Link to worksheets:

* <http://bento.cdn.pbs.org/hostedbento-prod/filer_public/Underground%20Railroad%20William%20Still/Classroom/Classroom_Coded%20Lyrics%20Worksheet.pdf>
* <http://bento.cdn.pbs.org/hostedbento-prod/filer_public/Underground%20Railroad%20William%20Still/Classroom/Classroom_Coded%20Lyrics%20Worksheet%20Teacher%20Notes.pdf>
* <http://bento.cdn.pbs.org/hostedbento-prod/filer_public/Underground%20Railroad%20William%20Still/Classroom/Classroom_Student%20Spiritual%20Lyrics.pdf>

**Day 4**

**Teacher Procedure/Development:**

**Introduction:** Ask students what they can add to the KWL sheets from what they’ve learned thus far.

**Procedures:**

1. Watch the *Underground Railroad: The William Still Story* segments on spirituals.

2. Explain how spirituals are different from hymns and psalms because they were a way of sharing the hard condition of being a slave. Be sure to discuss the significant dual meaning found in the lyrics and their purpose for fugitive slaves (codes, faith).

3. Play t Swing Low, Sweet Chariot using an Internet site, mp3 file, or CD, (stopping periodically to explain parts of the song).    
4. Have students fill out the Coded Lyrics Worksheet while discussing the meaning as a class.   
5. Play the song again, uninterrupted.  
6. Ask each student to choose a unique line from a box of pre-cut Student Spiritual Lyrics.  
7. Allow the students at least twenty minutes to compose their own spirituals offering the following instructions before students begin to write. Students may work independently or in pairs:  
    •   Spirituals should reflect the life of a slave and/or impending travel on the Underground Railroad  
    •   The student's selected spiritual lyric must be included at least once in their songs  
    •   Songs should be creative and engaging  
    •   Students should use metaphors and can include their own "code" with a key for the teacher  
    •   Any historical facts need to be accurate.

**Closure:** When the students are done with their songs ask for a few to read or sing to the class.

**Technology Use:**  Smart Board, computer, internet, projector

**Accommodations/adaptations:** There are no inherent safety issues. Video can be closed captioned to accommodate those with hearing issues. Songs may be audio recorded and/or dictated for those with writing or other fine motor skills. Students may work independently or in pairs to facilitate the song writing portion based on need/ability. Directions are given orally and in writing.

**Assessment/Evaluation:** The teacher will systematically assess the learning while presenting the lesson. The class discussion, coded lyrics worksheet and the spiritual give the instructor additional feedback needed. There will be a rubric for the spiritual found in the student workbook. The Worksheet will be graded on a percentage basis using 90-100 as an A, 80 to 89 as a B, 70 to 79 as a C, 69 and below as a D.

**Teacher Reflection:**

**Lesson 4**

**Day 5**

**Name:** Gretchen Morris-Archinal **Date:** March 1, 2015 **Grade:** 8 **Subject Area:** Social Studies/ELA **School:** Pierce Middle School **Setting:** Co-taught Social Studies **District:** Grosse Pointe Public Schools **Title:** Travel on the Underground Railroad

**Rationale**: This lesson teaches the students about the geography of the Underground Railroad as well as the transportation used by the conductors and riders.

***ELA***

[CCSS.ELA-LITERACY.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)  
Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-LITERACY.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/)  
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[CCSS.ELA-LITERACY.WHST.6-8.6](http://www.corestandards.org/ELA-Literacy/WHST/6-8/6/)  
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

[CCSS.ELA-LITERACY.WHST.6-8.8](http://www.corestandards.org/ELA-Literacy/WHST/6-8/8/)  
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-LITERACY.WHST.6-8.9](http://www.corestandards.org/ELA-Literacy/WHST/6-8/9/)  
Draw evidence from informational texts to support analysis, reflection, and research.

***Social Studies***

8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (National Geography Standard 6, p. 154)

8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. (C2)

8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)

8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)

**Outcomes (objectives/performance indicators):** 80% of the students will know the escape routes of the Underground Railroad, measured by a grade of a B or better on the class discussion and creating their own escape route map.

**Materials Needed:**

Smart board

Projector

Internet

Link to film segments:

* <http://www.pbs.org/black-culture/shows/list/underground-railroad/classroom/travel-underground-railroad/>

Link to worksheet:

* <http://bento.cdn.pbs.org/hostedbento-prod/filer_public/Underground%20Railroad%20William%20Still/Classroom/Travel_UR/Underground%20Railroad%20Worksheet.pdf>
* <http://bento.cdn.pbs.org/hostedbento-prod/filer_public/Underground%20Railroad%20William%20Still/Classroom/Travel_UR/North%20America.pdf>

Link to Google Maps: <https://www.google.com/maps>

Colored pencils

iPads

**Day 5**

**Teacher Procedure/Development:**

**Introduction:** Ask students what they can add to the KWL sheets from what they’ve learned thus far. Ask them their favorite way of traveling? Today we’re going to take a better look at how the Underground Railroad worked as a form of transportation.

**Procedures:**

1.  Watch the Underground Railroad: The William Still Story segments.

2.  Students should fill out the Underground Railroad Worksheet while watching program segments.

3.  When the segments are over, have a discussion based on the program and the worksheet.

4.  Then using the map, have the students imagine that they are slaves and plot out their escape route to Canada.  Draw an arrow line of the path of a fugitive slave escaping from a plantation in Mississippi, stopping in Philadelphia (where William Still resided), and on to Canada.

5.  Engage in a class discussion:  
- Is the path the shortest route?  
- What rivers did you cross or travel near?  
- What cities would you stop in?  
- How long do you think your journey would take?

6.  Have the students work in groups at computers/iPads. After a brief overview of plotting routes on Google Maps, have the students plot an escape route. So they differ somewhat, provide these routes:

- Start in Montgomery, Alabama; go through Philadelphia, Pennsylvania, stopping in Toronto, Ontario, Canada.  
- Start in Richmond, Virginia; go through Philadelphia, Pennsylvania, stopping in Montreal, Quebec, Canada.  
- Start in Savannah, Georgia; go through Philadelphia, Pennsylvania, stopping in St. Catharines, Ontario, Canada.  
- Start in Jackson, Mississippi; go through Detroit, Michigan, stopping in Windsor, Ontario, Canada.

**Extension Activity:**

Write on board or give to students in a hand out:   
You are an enslaved person headed for the Underground Railroad.  You can only choose one thing most special to you to escape with. On a sheet of paper draw the thing that you choose and write two paragraphs explaining why you chose that thing.

**Closure:** Have a discussion about how many miles each route is and how long it would take to drive.  Point out how much longer it would take by foot and without modern day vehicles.

**Technology Use:**  Smart Board, computer, internet, projector, iPads

**Accommodations/adaptations:** There are no inherent safety issues. Video can be closed captioned to accommodate those with hearing issues. Computers or iPads can be interchanged based on ease of use. Students can be grouped based on a variety of abilities. Directions are in writing and given orally.

**Assessment/Evaluation:** The teacher will systematically assess the learning while presenting the lesson. The students will complete the Underground Railroad Worksheet based upon individual thoughts and class discussions.  Students will complete an escape route on a blank map. Students will also create escape routes using Google Maps. The assessment is based on the rubric found in the student handbook.

**Teacher Reflection:**

**Lesson 5**

**Day 6-7-8**

**Name:** Gretchen Morris-Archinal **Date:** March 1, 2015 **Grade:** 8 **Subject Area:** Social Studies/ELA/Art **School:** Pierce Middle School **Setting:** Co-taught Social Studies **District:** Grosse Pointe Public Schools **Title:** Roadmaps to Freedom

**Rationale**: Students will learn how quilts played an important part in the Underground Railroad. They will also use slides, flips and turns with a quilt square to reinforce geometric lessons.

***Math***

[CCSS.MATH.CONTENT.8.G.A.2](http://www.corestandards.org/Math/Content/8/G/A/2/)  
Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them

***Social Studies***

8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (National Geography Standard 6, p. 154)

8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. (C2)

8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)

8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)

***Visual Art***

ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning.

ART.VA.IV.8.1 Recognize, describe and analyze, and evaluate how art contributes to and reflects all societies and cultures.

ART.VA.IV.8.2 Articulate an understanding of the historical, social, and cultural contexts of artwork with aesthetic sophistication.

ART.VA.IV.8.3 Effectively decode and interpret artwork to discern between prejudice and tolerance, bias and fact.

ART.VA.V.8.4 Effectively demonstrate an understanding of their place in the visual world and develop an appreciation of how they are part of a global society.

**Outcomes (objectives/performance indicators):**

* 80% of the students will comprehend how quilts were designed, made and used to aid runaways on for the Underground Railroad, measured by a grade of a B or better on the quilt maps that they create**.**
* 80% of the students will realize that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations by completing the Flying Geese challenge.

**Materials:**

*Show Way* by Jacqueline Woodson

Internet Access to research quilt designs, patterns, and symbols

Construction Paper – standard size

Color Pencils

Markers

Tape

Large Piece of bulletin board paper

Directions for Flying Geese challenge

Links to websites for research:

* <http://www.oberlin.edu/external/EOG/threads_of_freedom/threads2.html>
* <http://page.reallygoodstuff.com/pdfs/154227.pdf>
* <http://home2.fvcc.edu/~cgreig/final/blocks.html>
* <http://www.cic.gc.ca/english/multiculturalism/black/black_white_codes.asp>
* <http://pathways.thinkport.org/secrets/quilts1.cfm>

Links to worksheets:

* <http://mathwire.com/quilts/freedomquiltchallenge.pdf>
* <http://mathwire.com/quilts/freedomtemplates.pdf>

**Day 6**

**Teacher Procedure/Development:**

**Introduction:** Read *Show Way* to the students to give them another perspective on quilts and the Underground Railroad.

**Procedures:**

1. Students need to be divided into groups of four.
2. Each group is responsible for designing 4-6 quilt tiles that could be used to navigate a “runaway” through the school’s campus to “freedom”.
   1. Groups were given different locations throughout our school’s campus to start from, but each group had the same destination, home plate on our baseball field. Home plate represented freedom for our class.
   2. Starting and end points can be designed to fit your own school environment.
3. Each group needs to depict landmarks, buildings, or any other clues that any person could use to get from the starting point to “home base”.
4. Each group must also use at least two symbols or designs that were used in traditional “Freedom Quilts” during the Antebellum Era.
5. Students are permitted to walk the course that they are required to plan out on their quilts. Students need to take mental notes while on their journey and discuss their group’s design. This should take 15-20 minutes.
6. After taking notes on their journey, each group needs to return to class and begin to research and designing their quilts using the following links:
   * <http://www.oberlin.edu/external/EOG/threads_of_freedom/threads2.html>
   * <http://page.reallygoodstuff.com/pdfs/154227.pdf>
   * <http://home2.fvcc.edu/~cgreig/final/blocks.html>
   * <http://www.cic.gc.ca/english/multiculturalism/black/black_white_codes.asp>
   * <http://pathways.thinkport.org/secrets/quilts1.cfm>

**Closure:** Have students put all their designs and information together into a folder for safe keeping.

**Day 7 – continuation from Day 6**

**Teacher Procedure/Development:**

**Introduction:** Remind students of what they did yesterday and have students return to their groups.

**Procedures:**

1. Students will continue to research and design quilts using the following links:
   * <http://www.oberlin.edu/external/EOG/threads_of_freedom/threads2.html>
   * <http://page.reallygoodstuff.com/pdfs/154227.pdf>
   * <http://home2.fvcc.edu/~cgreig/final/blocks.html>
   * <http://www.cic.gc.ca/english/multiculturalism/black/black_white_codes.asp>
   * <http://pathways.thinkport.org/secrets/quilts1.cfm>
   * <http://pathways.thinkport.org/secrets/quilts1.cfm>
2. Each square design should help a “runaway” navigate the road that must be traveled to freedom.
   1. Each group must use construction paper to design their quilt.
   2. It is helpful if the construction paper has been cut into squares. The final product is easier to construct if all the tiles have the same width and length.
   3. Each quilt tile must contain color.
   4. Each quilt tile must be the same size.
   5. At least two quilt tiles should emulate the symbols used on traditional “Freedom Quilts”.
   6. Students are encouraged to stick to traditional geometric quilting designs.

Students are also encouraged not to make the quilt designs too obvious; after all, traditional “Freedom Quilts” were secret codes for runaways.

**Closure:** Have students put all their designs and information together into a folder for safe keeping.

**Day 8- continuation from Day 7**

**Teacher Procedure/Development:**

**Introduction:** Remind students of what they did yesterday and have students return to their groups to finish up their project.

**Procedures:**

1. After each group has designed their mini-quilt, they should present the finished product to the rest of the class and explain the journey one should take while using their quilt as a roadmap.
2. When finished with the quilt, the students will complete the Flying Geese pattern worksheet.

**Closure**: During the last 10 minutes, the class will put together all the group mini-quilts to form one huge freedom quilt from the class.

**Technology Use:**  Smart Board, computer, internet, projector, iPads

**Accommodations/adaptations:** There are no inherent safety issues. Video can be closed captioned to accommodate those with hearing issues. Computers or iPads can be interchanged based on ease of use. Students can be grouped based on a variety of ability. Paper and patterns can be pre-cut for those with fine-motor issues.

**Assessment**: Student Assessment is on-going throughout the quilt design. Students need to adhere to the quilt design requirements. Teacher needs to assess the quality of the quilts, and determine if a runaway could actually use the quilt to successfully navigate the escape route to freedom, home base. The rubric for grading the quilts is found in the student workbook. The Flying Geese challenge will be graded on a pass/fail basis.

**Teacher Reflection:**

**Lesson 6**

**Day 9-10**

**Name:** Gretchen Morris-Archinal **Date:** March 1, 2015 **Grade:** 8 **Subject Area:** Social Studies **School:** Pierce Middle School **Setting:** Co-taught Social Studies **District:** Grosse Pointe Public Schools **Title:** To Follow or Not To Follow?

**Rationale**: Students will consider the following:

* Is non-compliance of slave laws acceptable if slavery is considered immoral?
* If you lived at the time of the Fugitive Slave Act, would you abide by or ignore the law? Answering these questions require a student to assess themselves metacognitively and to think on a higher level.

***ELA***

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-LITERACY.WHST.6-8.1.B](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/b/)  
Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-LITERACY.WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[CCSS.ELA-LITERACY.WHST.6-8.4](http://www.corestandards.org/ELA-Literacy/WHST/6-8/4/)  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.WHST.6-8.9](http://www.corestandards.org/ELA-Literacy/WHST/6-8/9/)  
Draw evidence from informational texts to support analysis, reflection, and research.

***Social Studies***

8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (National Geography Standard 6, p. 154)

8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. (C2)

8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)

**Outcomes (objectives/performance indicators) 80%** of the students will grasp the reasons for the Fugitive Slave act, the Underground Railroad, the forces that opposed it and how it operated as measured by a grade of a B or better on the class debate and culminating essay***.***

**Materials:**

*Aunt Harriet’s Underground Railroad in the Sky* by Faith Ringwald

Poster or sign paper

Index card

Links to film segment:

* <http://www.pbs.org/black-culture/shows/list/underground-railroad/classroom/follow-or-not-follow/>

**Day 9**

**Teacher Procedure/Development:**

**Introduction:** Teacher will read *Aunt Harriet’s Underground Railroad in the Sky* by Faith Ringwald to the students to give them another perspective on the Underground Railroad.

**Procedures**

1.   Before the start of this lesson, place a poster sign on one side of the room that reads "AGREE" and a poster or sign on the other side of the room that reads "DISAGREE"

2.   Watch the Underground Railroad: The William Still Story segments on the Fugitive Slave Act.

3.   Select a few of the following statements, or some of your own, that would be appropriate for your students:

* + 1. Students should have to say the Pledge of Allegiance.
    2. Teachers can go into a student's locker at any time.
    3. Metal detectors should be allowed at school entrances.
    4. Students should not express their opinions in school.
    5. Students should wear a school uniform

4.   Read the statements aloud, then allow students to move to the side of the room that represents their belief. Students can share their opinions on their decisions.

5.   Students should go back to their seats. Have a class discussion about individual rights and freedoms. Discuss school rules, or "laws," and rules/laws of society.

6.   Have students recall the segment from the program on the Fugitive Slave Act and answer any questions they might have. Guiding questions might be:

* 1. How do you feel about slave owners or bounty hunters traveling around the country hunting slaves?
  2. How do you feel about free blacks being captured and taken to the South to be enslaved?
  3. Do you think you would have been a bounty hunter, sympathizer (abolitionist), or just stayed to yourself and abide the law?

7.    Ask students to once again choose "AGREE" or "DISAGREE" based on the Fugitive Slave Act. If students are not fairly evenly distributed, you may choose to move some students to the smaller group.

8.    The "AGREE" and "DISAGREE" groups should assign a note taker for each group. Allow 10-15 minutes to come up with reasons why the group is for or against the Fugitive Slave Act using the rubric as a guide for the debate. Each student will write their statement on an index card.

**Closure:** Have students put all information together into a folder for safe keeping.

**Day 10**

**Teacher Procedure/Development:**

**Introduction:** Have student return to their group and get ready for the great debate.

**Procedures**

1. The teacher should decide on the judges ahead of time. Try to pick students that are middle to high level but usually do not participate in class discussions. This gives them a chance to participate without too much pressure to speak. Call the judges forward. Tell the students they are to direct their comments to the judges, not the teacher. Their job will be to make the final decision as to what government the country will have.
2. Teacher will discuss rules of the debate:
   1. No shouting, verbal abuse (name-calling, put-down, or laughter).
   2. Whoever has the kooshball speaks. No one else.
   3. The kooshball should be passed to everyone who wants to make a statement before rebuttals begin.
3. Students will debate. Teacher throws kooshball to one person, that person gives their statement and then throws the kooshball to another person who gives their statement, and so on until everyone has given their statements and rebuttals.
4. Save at least 10 minutes for follow-up discussion.
5. The judges will discuss privately and then vote on which type of government the country should adopt based on the statements and arguments given during the debate.
6. Judges will give their decision and give reasons.

**Closure:** After the debate each student will start writing a reflective essay that discusses how ordinary people using everyday items like spirituals and quilts were able to do extraordinary things like running the Underground Railroad. The essay will be due two days after the unit is complete.

**Technology Use:**  Smart Board, computer, internet, projector, iPads

**Accommodations/adaptations:** There are no inherent safety issues. Video can be closed captioned to accommodate those with hearing issues. Computers or iPads can be interchanged based on ease of use. Students can be grouped based on a variety of ability. Essays can be dictated for those with fine-motor issues. Directions are both oral and written.

**Assessment:** The students will participate in a class debate assessed by a rubric. The students will complete an essay describing how ordinary people using everyday items like spirituals and quilts were able to do extraordinary things like running the Underground Railroad, assessed by a rubric. The essay will be the final assessment of the unit. Both rubrics are found in the student workbook.

**Teacher Reflection:**