



Freedom Journal
Lesson 4

Subject: History and Language Arts

Grade: 4th

Topic: Underground Railroad


Lesson Length: 5 days

Objectives:

1. Students will review important aspects of the Underground Railroad that have been discussed in prior lessons.
2. Students will create story element charts with possible encounters and problems of the Underground Railroad.
3. Students will use appropriate writing skills to create a portfolio entry that depicts the life of a runaway trying to get to freedom.

Materials/Technology:

- Freedom's Wings by Sharon Dennis Wyeth
- Story Element charts with labels: Setting, Character, Problem, Climax, Resolution
- Want Ads for slaves from newspapers from websites
www.radford.edu/~shepburn/web/Runaway%20Slave%20Advertisements.htm
<http://etext.lib.virginia.edu/subjects/runaways/allrecords.html>
- Internet access
- Story outline

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- Paper
 - Pencil

Procedures:

- **Day 1**-Teacher will finish reading the story Freedom's Wings, and the class will discuss the problems that Corey faced on his journey to freedom and the reason why he ran.
- Teacher will discuss the Fugitive Slave Act of 1850 and explain how want ads were another problem that runaways faced.
- Students will then go to the computer lab and given the opportunity to read and research actual slave ads from two websites.
- Students will pick two characters from their research that interests them. These should be characters that they would like to know more about their adventure north.
- **Day 2**-Back in the classroom, students will then be asked to name the five elements of a story. Teacher will hang up story element charts and review each one briefly.
- Setting- discussion and display of possible story setting using examples from books read.
- Character- discussion and display of possible traits that each character would have to make the journey.
- **Day 3**-Problem- students will brainstorm and display three possible problems that their runaway could encounter. Students can use the book If You Traveled the Underground Railroad and any other books in this unit to help answer any questions that they may still have about the Underground Railroad.
- Climax- students will discuss and display possible ways to solve each problem that their character encounters. This should include conductors, quilts, codes, the river, and any other aspect that has been discussed in the unit.
- Resolution- students will discuss and display possible endings to their story in

small groups.

- **Day 4-** After charts have been created, students will be given a story outline. Students will use their chosen runaway and create a possible story to go with their ad. This should tell the adventure of that character and what happens to him/her.
- Students will get into groups to conference and share ideas with a partner.
- When finished, students are given paper and they will begin their draft.
- **Day 5-**Students will share their finished product.

Student Assessment:

Students will create a story that combines all elements that were learned throughout the unit. They will share their stories when all have completed their assignments. Students must use their chosen runaway and create a possible story to go with their ad. This should tell the adventure of that character and what happens to him/her.

Resources:

Web Site Links:

www.radford.edu/~shepburn/web/Runaway%20Slave%20Advertisements.htm

<http://etext.lib.virginia.edu/subjects/runaways/allrecords.html>

Children's Literature:

Freedom's Wings by Sharon Dennis Wyeth

If You Traveled the Underground Railroad by Ellen Levine, Larry Johnson