

Taking The Train To Freedom



Picture from: Underground Railroad Special Resource Study

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Subject: *Social Studies*

Topic: *Underground Railroad*

Grade Level: *1st grade*

Objectives: Students will be able to identify the impact of the UGRR on the enslaved people. The students will be able to discuss how Harriet Tubman's contributions affected the enslaved people. Students will be able to design a quilt map and identify its purpose during the UGRR.

Connections:

Kentucky Academic Expectations

1.4 Students make sense of the various messages to which they listen.

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real life.

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

Essential Questions:

Why do people move? Why did the slaves leave the south to move north?

Why did some slaves make it and others didn't?

Materials: KWL charts, quilt pattern templates from (www.learningtogive.org), fabric squares, markers, quiz from website.

Procedure:

Day 1

- 1) Begin by giving three statements: 1) Harriet Tubman's nickname was Minty; 2) The UGRR was the first subway; and 3) Harriet Tubman was a conductor on the UGRR. Ask students to predict which of the three statements is not true, and tell them they will learn about which statement is false.
- 2) Discuss slavery with students to introduce time period
- 3) Observe video on website (*Slavery*) and discuss
- 4) Read excerpts from Who is Harriet Tubman? and Minty to introduce Harriet Tubman as a slave, and identify her contributions to helping others.

Day 2

- 1) Read aloud Young Harriet Tubman and discuss UGRR to introduce this aspect of slavery.
- 2) Observe video on website (*Underground Railroad*) and discuss.
- 3) Introduce these words: conductor, passenger and stations as part of the UGRR and act out the roles for each.

Day 3

- 1) Use a KWL chart using the K, W in small groups on the UGRR on what they know and want to know about UGRR.
- 2) Read aloud Follow the Drinking Gourd. Discuss the North Star/Big Dipper and how it was used during that time period.

Day 4

- 1) Read aloud The Patchwork Path to introduce the role of quilts during the UGRR.
- 2) Give examples of all of the types of quilt patterns and the representation of each that were used in the UGRR
- 3) Using templates, trace patterns and color.
- 4) Add what they have learned to the "L" part of the KWL charts.

Day 5

- 1) Read aloud Sweet Clara and the Freedom Quilt to reemphasize the use of quilt maps.
- 2) Working with a 4th grade partner, the children will trace the paper codes onto quilt material.
- 3) The students will then work together to sew two pieces together.

- 4) Fourth Graders read Aunt Harriet's Underground Railroad in the Sky and discuss the roles of conductors and passengers.
- 5) Identify statements from beginning of unit as being true or false (False-The Underground Railroad was the first subway).
- 6) Take comprehension assessment on www.brainpop.com (*Underground Railroad*)

Assessment:

- 1) Class participation
- 2) Teacher observations.
- 3) Students quilt squares.
- 4) KWL charts

Resources:

Books: Minty, Who was Harriet Tubman?, Patchwork Path, Follow the Drinking Gourd, Young Harriet Tubman, Sweet Clara and the Freedom Quilt, and Aunt Harriet's UGRR in the Sky.

Websites: www.brainpop.com