

Subject: Social Studies

Topic: Underground Railroad

Age/Grade Level: First Grade

Lesson Length: 2 days (1st day: 30 minutes/ 2nd day: 30-45 minutes)

Objective:

1. The student will be able to explain how Harriet Tubman helped many slaves escape to freedom through the Underground Railroad.
2. The student will create a timeline of events of Harriet Tubman's life, summarizing major events in her life.
3. The student will demonstrate information learned about Harriet Tubman and the Underground Railroad by creating a class picture book, using the timeline as a guide.

Materials:

[Aunt Harriet's Underground Railroad in the Sky](#) by: Faith Ringgold

[A Picture Book of Harriet Tubman](#) by: David Adler

Two pieces of colored construction paper for the front and back cover of class book

White construction paper for illustrated pages of class book

Procedures:

Day One:

- Ask students if they have ever ridden on a train. (Discuss terms: railroad and conductor)
- Tell them that they are going to read about a different kind of train, called the Underground Railroad, and meet a very important person who worked on the Underground Railroad.
- Begin reading the story [Aunt Harriet's Underground Railroad in the Sky](#) (This story will provide some background information on slavery)
- Follow-up story with some of the following questions and comments:
 1. The Underground Railroad was not really a train, but a group of free blacks, slaves and whites that helped slaves escape slavery to freedom.
 2. Aunt Harriet was an actual person who helped many slaves escape to freedom named Harriet Tubman.
 3. Do you think it is fair to tell someone what he or she can or can't do?
 4. How would you feel if you were separated from your parents and forced to work?
 5. Why do you think Cassie was scared to "ride" on the Underground Railroad?
 6. Why do you think some slaves chose to flee on the Underground Railroad?
- Finish lesson by telling students that they will be reading another story about Harriet Tubman tomorrow.
- Ask for any questions at this time that students may still have about the Underground Railroad or slavery.

Day Two:

- Review information from previous class. (Underground Railroad, Harriet Tubman, slavery, reasons slaves ran away)
- Read the next story [A Picture Book of Harriet Tubman](#).
- Review information from the story with a whole group discussion:
 - *Where did Harriet Tubman live?
 - *What kinds of jobs did Harriet Tubman do as a child?
 - *How did Harriet feel about being a slave?
 - *Where did Harriet get the idea to escape?
 - *How did Harriet help other slaves?
 - *How would you describe Harriet Tubman?
 - *Do you think she is a good role model?
- Be sure to stress the important role that Harriet Tubman played as a conductor for the Underground Railroad.**
- Brainstorm important events in Harriet Tubman's life with class.
 - As students generate ideas write these down on the board, where all the students can see, in chronological order.
- Break students into groups of 2-3. Tell them that they are going to create a class book on Harriet Tubman, using the events on the board. Give each group one event to illustrate. Along with the illustration have the students write 1-2 sentences describing the event.
- After all groups are finished compile all the pages in chronological order and bind the book together for use in the classroom library.
- Share completed class book with class.

Resources:

A: Websites

1. www.beavton.k12.or.us/Greenway/leahy/ugrr/
2. <http://www2.lhric.org/pocantico/tubman/tubman.html>

B: Resources:

1. Harriet Tubman by: Margo McLoone
2. Minty: A Story of Young Harriet Tubman by: Alan Schroeder and Jerry Pinkney

Assessment

1. Class participation
2. Teacher observation
3. Completion of class picture book
 - a. Students work cooperatively in groups
 - b. Picture follows chronological order on timeline of events
 - c. Caption correlates with picture in class book