



The Underground Railroad Mini-Unit

Rachel Curry

4th Grade

Language Arts/Social Studies

Unit Length: 7 Class Periods

Goals and Objectives:

- Students will understand the significance of the Underground Railroad in American history.
- Students will recognize key individuals that were involved in the anti-slavery movement and the Underground Railroad.
- Students will know key facts and vocabulary terms related to the Underground Railroad.
- Students will understand the hardships that the runaways had to endure on their journey to freedom.
- Students will use their research on freedom quilts to create a quilt square on fabric that reflects a pattern that slaves may have used as a secret code, and combine their squares to make a class quilt.

Essential Questions:

- What was the Underground Railroad and what is its historical legacy for the Southeast region of the United States?
- Why would enslaved people choose to run or stay and what were the consequences of each action?
- Who were the key figures that were instrumental to the success of the anti-slavery movement and the Underground Railroad?
- Why would people put their lives at risk to help slaves escape to freedom?
- How did those involved in the Underground Railroad use codes and symbols to maintain secrecy?

Academic Expectations:

- 2.16-Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and groups.
- 2.20-Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

Materials:

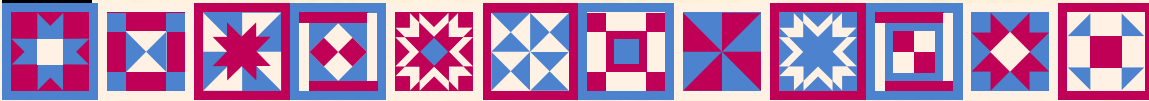
- Access to the internet
- 6x6 white fabric squares
- 6x6 white drawing paper
- Needles and thread
- Markers
- Notebook paper

Literature/Video Resources:

- Barefoot Escape on the Underground Railroad by Pamela Edwards
- Sweet Clara and the Freedom Quilt by Deborah Hopkinson
- Regions Adventures In Time and Place, McGraw Hill, pp. 118-125
- “Freedom’s Trail”—article: Nonfiction Passages With Graphic Organizers for Independent Practice, Scholastic, pp.27-29
- If You Traveled on the Underground Railroad by Ellen Levine
- Freedom River by Doreen Rappaport
- Aunt Harriet’s Underground Railroad in the Sky by Faith Ringgold
- Follow The Drinking Gourd by Jeanette Winter
- Two Tickets to Freedom by Florence Freedman
- “Wanted Dead or Alive” The True Story of Harriet Tubman by Ann McGoven
- Reading Rainbow, “Follow the Drinking Gourd”—video
- “Race To Freedom-The Story Of The Underground Railroad”, Xenon Entertainment Group-video
- “Steal Away-Songs of the Underground Railroad” by Kim and Reggie Harris (play during quiet student work times)
- www.discovery.com/quizzes- “Stitch in Time” anticipation guide/pretest
- “Underground Railroad” Unit-Interact Simulation Program
- ****Store books in special area so that students may read during independent reading time. Try to have multiple copies if possible.

Procedure:

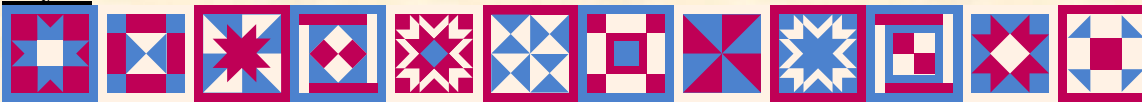
Day 1:



1. Do an “admit slip” to assess what students already know about the UGRR. Use this for the “know” column of the KWL and read aloud whole class.
2. Give students 5 minutes to complete “Stitch in Time” pretest.
3. Complete “what” column of KWL chart.
4. Read aloud and discuss pp. 8-22 of If You Traveled on the Underground Railroad and discuss.
5. Pass out and discuss glossary of terms from Interact Simulation Program.

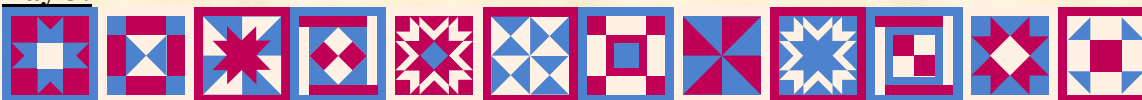
- Read aloud and discuss Barefoot Escape on the Underground Railroad and Follow The Drinking Gourd. Students record key facts that they learned about slavery/UGRR on notebook paper.

Day 2:



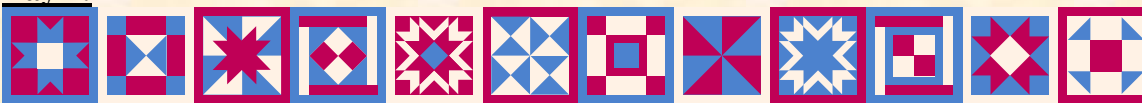
1. Read aloud Sweet Clara and the Freedom Quilt and discuss.
2. Students research quilt patterns on the Internet and choose one that appeals to them.
3. Students trace and color pattern on 6x6 white paper.
4. Students color design on 6x6 white cloth and using a needle and thread sew the squares together to make a "Freedom Quilt."
5. Students will also assist a first grade class in completing step 4.

Day 3:



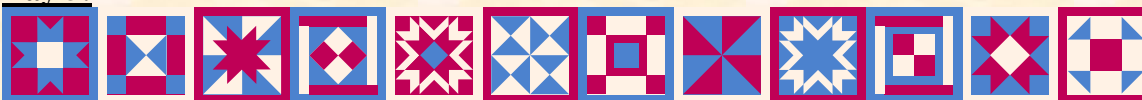
1. Watch the movie, "Race To Freedom The Story of the Underground Railroad."
2. Students take notes on key information as they watch. Stop video periodically to clarify and explain points as needed.

Day 4:



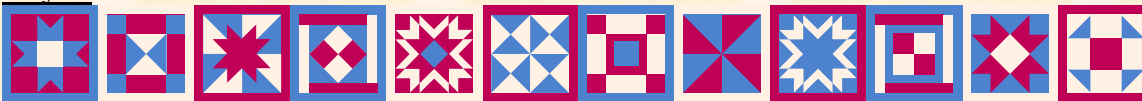
1. Read aloud and discuss the article, "Freedom's Trail."
2. Students answer multiple choice questions and short answer question.
3. Check and discuss whole class.
4. Assign pp. 118-125 in Regions textbook for homework.

Day 5:



1. Read aloud and discuss pp. 118-125 from Regions textbook.
2. Students complete Think About It questions #1-3 on p. 125.
3. Students watch the Reading Rainbow, "Follow The Drinking Gourd" and take notes while viewing.

Day 6:



1. Using books, notes, and handouts, students work in groups to write 6 possible quiz questions.
2. Complete "L" on KWL

Day 7:



1. Students take quiz and write a paragraph describing what they have learned during the unit.
2. Students retake “Stitch in Time” posttest.

Assessment:

- “Stitch in Time” pretest and posttest.
- Students will be given a participation grade for completing quilt square accurately.
- End of unit test and paragraph