

Day 1
4th Grade
Social Studies
What is

45 minutes



the UGRR?

Objectives

The students will use post it notes to generate a class KWL chart on what they **Know**, what they **Want** to know, and what they have **Learned** about the Underground Railroad. The students will work in pairs to first record what they already know about the Underground Railroad and what they would like to learn more about. After reading, ...[If You Traveled on The Underground Railroad](#) by Ellen Levine, we will complete the learned portion of the graphic.

Connections

SS-04-1.3.1 Students will identify the basic principles of democracy (e.g., justice, equality, responsibility, freedom) found in Kentucky's Constitution and explain why they are important to citizen's today.

SS-4-GC-S-3 Students will use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to explain basic democratic principles (life, liberty, pursuit of happiness) found in Kentucky's Constitution.

Context

This is the first lesson of five on the Underground Railroad. The purpose of this lesson is to share the students' prior knowledge about the Underground Railroad and to develop a general understanding of the purpose of the UGRR and how it worked. The four lessons that follow the initial lesson will focus on some of the many heroes of the UGRR.

Materials/Technology

- Chart paper
- Post it notes in three colors
- ...[If You Traveled on the Underground Railroad](#) by Ellen Levine
- <http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/SlaveLaw.htm>

Procedures

Opening – What does freedom mean? What if someone were to tell you that you were no longer free and were their property? Ask the students what the word property means? Once it is established that property is something that a person can own, ask the students to name some things that are their property. List these items on the board as the students name them. Ask the students if they are aware that at one time, some people were the property of other people. Ask the students if they know what this is called. Tell the students that slavery was the ownership of other people.

1. Allow students to pair up with another student in the classroom. Explain that this week we will be studying about the Underground Railroad. Tell them that we will begin our study of the UGRR by creating a KWL chart. Pass out two post it notes to each pair of two different colors. Ask each pair to record what they already know about the UGRR on one color post it note and what they want to know about the UGRR on another color. Remind the students that the post it note that contains what the students want to know should be phrased in a question beginning with who, what, where, when, why, or how.
2. Call the students up to first place their post it notes in the know column of the KWL chart. Each pair should read their statement as they place it in the K column.
3. After all the students have placed their post it notes in the K column. Call up each group once again to place their second post it note in the W column for what they want to know about the UGRR. Have each pair read their question as they place it in the W column.
4. Explain to the students that these are the questions we will try to answer during our study on the UGRR. We will revisit our KWL chart at the end of our unit to check to see what we have learned.
5. Read ...[If You Traveled on The Underground Railroad](#) by Ellen Levine. This is a great book to introduce the topic of the Underground Railroad. You can choose to read the entire book or pick and choose parts.
6. Explain to the class that once slaves made it to the North, they were by no means free. Have them look at the three posters at <http://education.ucdavis.edu/new/stc/lesson/socstud/railroad/SlaveLaw.htm> to see that escaped slaves still faced danger in the North due to the Fugitive Slave Act of 1850, and explain the implications of these signs. Discuss as a class the various difficulties that confronted the escaping slaves, and ask students to explain why the slaves were willing to tolerate these difficulties in order to find freedom.

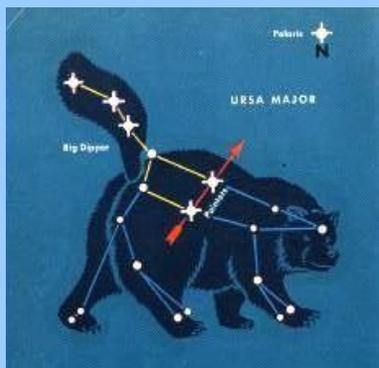
Student Assessment

After reading the book students should complete the Herringbone graphic on the Underground Railroad to demonstrate their understanding of the topic. The students should include where the UGRR took place, who was involved, summarize what it was, explain how it worked, tell when it occurred, and why the UGRR was necessary. Each of the criteria should be written on a different line of the Herringbone chart.

Day 2
Gourd

45 minutes

Follow the Drinking



Objectives

After reading and viewing Follow the Drinking Gourd, the students will recognize the importance of the North Star in the journey to freedom. After learning about the song lyrics, they will also create a flip book explaining what at least three parts of the song lyric mean.

Connections

SS-04-1.3.1 Students will identify the basic principles of democracy (e.g., justice, equality, responsibility, freedom) found in Kentucky's Constitution and explain why they are important to citizen's today.

SS-4-GC-S-3 Students will use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to explain basic democratic principles (life, liberty, pursuit of happiness) found in Kentucky's Constitution.

Context

This lesson is the second in a series of five lessons on the Underground Railroad and its heroes. In this lesson the students will read the story Follow the Drinking Gourd by Jeanette Winter and analyze the song lyrics. After watching the video, the students will create a flip book and respond by writing three explanations to parts of the song, *Follow the Drinking Gourd*.

Materials/Technology

- Map of the UGRR routes
<http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/Map.htm>
- Book, Follow the Drinking Gourd by Jeanette Winter
- Chart paper with the song lyrics written on it
- Video, "Follow the Drinking Gourd, A Story of the Underground Railroad" – 26 minutes
- Black construction paper
- Metallic star stickers (seven per student)
- Gel pens
- <http://quest.nasa.gov/lrc/special/mlk/gourd2.html> (song lyrics and explanation)

Procedures

Opening: Many of you may be surprised to know that both Kentucky and Ohio played a huge role in the operation of the Underground Railroad. In fact, 40-50% of all runaway slaves traveled through our area. The Ohio River was even known as the River Jordan as it divided the North from the South.

1. Show the students the map of the routes in the UGRR.
<http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/Map.htm>
2. Point out that there were many different routes taken to freedom. Runaway slaves were trying to get North to reach freedom. Some slaves even ran as far North as Canada. Specifically point out the routes through Kentucky and Ohio.
3. Read the book, Follow the Drinking Gourd by Jeanette Winter.
4. After reading the story, point out the song lyrics that are listed on chart paper. Ask the students what they think that they mean. Call special attention to the last four lines of the song.

When the great big river meets the little river,

Follow the drinking gourd.
For the old man is a-waiting for to carry you to freedom
If you follow the drinking gourd.

5. Explain what each of the verses in the song mean.
<http://quest.nasa.gov/lrc/special/mlk/gourd2.html>
6. Watch the video, “Follow the Drinking Gourd, A Story of the Underground Railroad” – 26 minutes long.
 - How did Peg Leg Joe help others?
 - What was the drinking gourd?
 - What did “Follow the drinking gourd” mean?

Student Assessment

Now that the students are familiar with the song lyrics of *Follow the Drinking Gourd* and the heroic efforts of Peg Leg Joe.

1. Pass out a piece of black construction paper to each student. Have each student fold the paper in half like a greeting card.
2. Have them use gel pens or a white crayon to write the words of the refrain on the front of the paper.
3. Open up the paper to the inside. On the top half, have the students assemble the seven stars to look like the Big Dipper. They can connect the stars using gel pens or a white crayon.
4. On the bottom half the students should write at least three statements explaining what parts of the song lyric mean or are referring to. The students can also choose to illustrate their favorite verse.

Day 3

45 minutes

John P. Parker



Objectives

After reading, *Freedom River* by Doreen Rappaport, the students will respond to the story in their journals on whether they would decide to stay or run away if they were a slave in the 1800's. They will learn about John Parker, one of our local heroes, and discuss his role in the Underground Railroad.

Connections

SS-04-1.3.1 Students will identify the basic principles of democracy (e.g., justice, equality, responsibility, freedom) found in Kentucky’s Constitution and explain why they are important to citizen’s today.

SS-4-GC-S-3 Students will use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to explain basic democratic principles (life, liberty, pursuit of happiness) found in Kentucky’s Constitution.

Context

This is the third lesson in a series of five on the Underground Railroad and its heroes. The first lessons focused on what the UGRR was and the routes taken by runaway slaves. The next three lessons in the series will target specific heroes of the UGRR.

Materials/Technology

- Freedom River by Doreen Rappaport
- <http://www.nationalgeographic.com/features/99/railroad/>
- Student Journals or learning logs

Procedures

Opening – Ask the students, “What is a hero?” List the qualities of a hero on the board. Who are their heroes? What makes these people special? Explain to the students that there were many heroes during the time of the Underground Railroad. One of the local heroes was a man named John Parker. John Parker would help slaves who crossed the Ohio River from Kentucky into Ripley, Ohio.

1. Many people risked their lives helping others escape from slavery on the Underground Railroad. One of these people who risked a lot to help others was a former slave named, John P. Parker.
2. Begin the lesson by providing the students with some background information on John Parker.
 - John Parker was born a slave in 1827.
 - At the age of 8 he was sold away from the rest of his family, chained to other slaves and forced to walk barefoot for miles.
 - Parker learned to read from the slave owner’s sons. It was illegal for slaves to learn to read.
 - Parker tried many times to escape from slavery. He was finally able to purchase his own freedom by saving the little money he made working.
 - Parker married and moved to Ripley, Ohio where he lived along the Ohio River with his wife and six children.
 - He began his own iron foundry business and was an inventor.
 - John Parker worked as an abolitionist to help runaway slaves escape to freedom.
2. After sharing some of the background information with the students read, Freedom River.
3. After reading the story ask the students:
 - Which character(s) in this story would you consider a hero? Why?
 - What was John Parker risking by helping this family?
 - What was the family Parker was helping risking?
4. Explore the website <http://www.nationalgeographic.com/features/99/railroad/> What kinds of conditions did the slaves live in? What dangers did the slaves face? Do you think the slaves could make this journey alone, or did they need help?

Student Assessment

Have the students respond to the following prompt in a journal or learning log.

If you were a slave during the 1800's in America would you have run away or stayed? Explain and give three reasons to support your answer.

Day 4

45 minutes

Harriet Tubman



Objectives

The students will read about Harriet Tubman and her experiences on the Underground Railroad. After reading the book, [A Picture Book of Harriet Tubman](#) the students will create a flip book to demonstrate how Harriet helped others and her contributions to the Underground Railroad.

Connections

SS-04-1.3.1 Students will identify the basic principles of democracy (e.g., justice, equality, responsibility, freedom) found in Kentucky's Constitution and explain why they are important to citizen's today.

SS-4-GC-S-3 Students will use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to explain basic democratic principles (life, liberty, pursuit of happiness) found in Kentucky's Constitution.

Context

This is the fourth lesson in a series of five on the Underground Railroad. The first lessons focused on what the UGRR was and routes taken by runaway slaves. The final three lessons focus primarily on heroes of the UGRR. In this lesson, the students will learn about Harriet Tubman and her contributions to the Underground Railroad.

Materials/Technology

- Book, [A Picture Book of Harriet Tubman](#)
- Paper for flip books
- Crayons, markers, colored pencils
- Chart paper
- Video, *Animated Hero Classics: Harriet Tubman*, Nest Entertainment Inc
- <http://www2.lhric.org/pocantico/tubman/tubman.html>

Procedures

1. Read and discuss, A Picture Book of Harriet Tubman.
2. After reading the story, create a list of things Harriet did to help others on chart paper.
3. Explore the website <http://www2.lhric.org/pocantico/tubman/tubman.html>
 - Was Harriet Tubman a hero?
 - What things did Harriet do to make her a hero?
 - Why was Harriet Tubman known as the “Moses of her People”?
 - What dangers did she face doing her secret work?
4. Watch the video, *Animated Hero Classics: Harriet Tubman*, Nest Entertainment Inc.

Student Assessment

After reading the story and watching the video on Harriet Tubman, the students can create a flip book to demonstrate their knowledge. On the top flap of their flip book, the students should write Harriet Tubman and their name. On the next three flaps, the students should write a sentence on each telling about how Harriet helped others. When the students lift each flap, they should include an illustration of each statement.

Day 5

45 minutes

Henry Box Brown



Actions:

Objectives

The students will listen to a chapter from the book, Escape from Slavery: Five Journeys to Freedom by Doreen Rappaport. They will then complete a character report card on one of the heroes we have been studying about (John Parker, Peg Leg Joe, Harriet Tubman, and Henry Box Brown). Following the character report card, the student will use the same hero to create an Open Mind Portrait on that hero. Lastly, as a group complete the final portion of the KWL chart demonstrating what the students have learned throughout the unit.

Connections

SS-04-1.3.1 Students will identify the basic principles of democracy (e.g., justice, equality, responsibility, freedom) found in Kentucky’s Constitution and explain why they are important to citizen’s today.

SS-4-GC-S-3 Students will use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to explain basic democratic principles (life, liberty, pursuit of happiness) found in Kentucky’s Constitution.

Context

This is the final lesson in a series of five on the Underground Railroad. The students have previously learned about what the UGRR was and the routes taken by runaway slaves. They also have read about and discussed several heroes of the UGRR. This lesson will focus on Henry Box Brown and his travels to freedom.

Materials/Technology

- Book, Escape from Slavery: Five Journeys to Freedom by Doreen Rappaport
- Masking tape to mark off the area of the box that Henry Box Brown was shipped in (width – 2 ½ feet, length – 3 feet, height – 2 feet 8 inches)
- Character report card worksheet
- White paper (2 sheets per student)
- Crayons, markers, colored pencils
- Scissors
- KWL chart

Procedures

Opening – Runaway slaves had to take serious risks to gain freedom. Many times the runaway slaves would trick the slave owners.

1. Show the students the tape on the floor that is the size of the box Henry Box Brown traveled in. Have a student volunteer come up and lay in the area. Do you think it would be very easy for a grown man to crawl into this space? Tell the students that a man named Henry Box Brown was so desperate for freedom that he shipped himself in a box to the North.
2. Read to the students Chapter 3 (pages 28-51) from the book, Escape from Slavery: Five Journeys to Freedom by Doreen Rappaport. Discuss with the students.

- What happened to Henry Brown's family?
- What did Henry take with him into the box?
- Why do you think Henry allowed himself to be shipped in the box rather than just running away?
- What do you think the title of the chapter, "A Shipment of Dry Goods" means?

3. Explain to the students that **dry goods** and **hardware** were secret terms used in the Underground Railroad to signal the pick up of a man or a woman. Introduce other terms that were key to the UGRR as listed below.

Jordan River – the Ohio River, the geological divide between the North and South

Canaan – The Promised Land or Canada, the ultimate land of freedom for slaves

Grand Central Station – Cincinnati and Covington

Midnight – Detroit, the way to Canada

Passenger – runaway slave

Agent – a person who arranged a passage for a runaway slave

Conductor – those who helped slaves runaway to freedom

Depot/terminal – safe places, churches, safe places along the way to freedom

Student Assessment

1. Work as a class to complete the **Learned** portion of the KWL chart. Students should use the third color post it note to write down at least one thing they have learned throughout the unit.

2. As a culminating project to the unit, the students need to choose one hero from the UGRR that we studied (Peg Leg Joe, Harriet Tubman, John Parker, or Henry Box Brown). First the students are asked to fill out the hero report card on their chosen hero evaluating their courage, intelligence, responsibility, and determination. The students should give their hero a letter grade and then provide reasons for that grade from their studies in the unit.
3. Next, the student should use the same hero and create an Open-Mind Portrait on that hero.
 - a. Using the hero chosen for the hero report card, sketch the head and neck of the hero. Use colored pencils and markers to illustrate.
 - b. Cut out the sketch and trace around it on another sheet of paper and cut out. The second sheet of paper will provide for the mind of the hero. Attach the two pieces of paper together with the portrait on top and the mind behind it using a brad or staple.
 - c. Lift the portraits and write about and draw the hero's thoughts. You can include quotes, key elements from the stories, and pictures that remind you of that person.
 - d. Share the portraits with the class and explain why they chose each of the words and pictures.

