

Freedom Quilts



Subject: Social Studies/ Art

Length: 2 Hours

Grade Level: Fifth Grade

Topic: Freedom Quilt

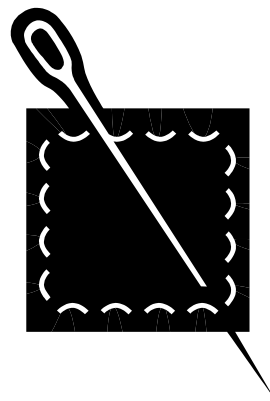
Goals and Objectives:

1. Students will be able to identify and explain the importance of a Freedom Quilt in the UGRR movement.
2. Students will be able to identify and explain the need for codes and secret signs along the Underground Railroad.
3. Students will understand the significance of the UGRR movement as part of our local history.
4. Students will be able to develop a class Freedom Quilt to identify the codes and secrets signs to help fugitives escape to freedom.

Resources/Materials/Technology:

- Square white card stock paper per child
- Scrap pieces of paper
- Strips of blue, red and black construction paper to border quilt square
- Glue

- Tape
- Crayons
- Scrap Paper
- Slide show of pictures (PowerPoint presentation)
- Smart Board projector for viewing of PowerPoint presentation
- Books relating to Underground Railroad history:
 - Almost to Freedom by Vaunda Micheaux Nelson
 - Aunt Harriet's Underground Railroad by Faith Ringgold
 - Barefoot: Escape on the Underground Railroad by Pamela Duncan Edwards
 - If You Traveled on the Underground Railroad by Ellen Levine
 - Life on the Underground Railroad by Stuart Kallen
 - Many Thousand Gone: African Americans from Slavery to Freedom by Virginia Hamilton
 - North Star to Freedom: The Story of the Underground Railroad by Gena Gorrell
 - The Secret to Freedom by Marcia Vaughan
 - The Story of the Underground Railroad by Conrad Stein
 - The Underground Railroad by Raymond Bial
 - The Underground Railroad in American History by Kem Knapp Sawyer



Procedures:

A. Introduction to lesson:

Teacher will gather students and begin lesson by completing KWL+ chart on the Underground Railroad. Each student will complete a KWL+ chart about the Underground Railroad. Each student will be able to discuss 1 thing about what they know, and what they want to know about the Underground Railroad.

B. Body of lesson:

Students will be introduced to several books based on the Underground Railroad. Each student will select a book and complete a semi literature review of the book.

Each student will read their book and list at least 3 important facts that they learned about their book. Each student will have the opportunity to share their findings during class at the end of the day.

The teacher will now display the PowerPoint presentation of important facts relating to the Underground Railroad and identify the real life pictures on the presentation. The teacher will display and speak about the significance of the Courthouse Records and show the picture of an actual Will with names of enslaved people and the price of each. The teacher will also discuss the escape to freedom and common routes that the fugitives took. A picture of the Underground Railroad in the United States map will be displayed. The teacher will discuss how important this is for our local history. The teacher will also discuss slaves on the run and display a picture of a reward poster. The discussion of "Box Brown" will take place with the picture and the students will understand the significance that they did anything they could to escape. Students will also understand that slaves were sometimes shackled when transported. The teacher will display a picture of real shackles that were used. Finally, the teacher will display the hill to the Rankin House and see the view from the house to the river. The teacher will discuss the importance of John Parker and Rev. Rankin and how they helped the slaves. Pictures of hiding places in the Rankin house will also be displayed. The teacher will end the PowerPoint presentation by discussing that there were many people who helped with making the Underground Railroad work. The teacher will discuss with the students what they found interesting and/or answer questions.

The teacher will gather the students around the carpet and read *The Secret to Freedom* by Marcia Vaughan. After the story has been read the teacher will ask what is the importance of codes and signs during the Underground Railroad. Students will have the opportunity to share the significance of codes and signs. Now the students will have the opportunity to make their own code and or sign that contributes to the successful escape to freedom. The students will be given a rubric to follow guidelines on how to make the quilt square. The teacher will explain that each child will make one quilt square, name the square and tell what it means. Once all quilt squares have been made, the students will put the squares together to make a large Freedom Quilt representing the escape to freedom using codes and secret signs. Each student will draw a rough draft of their design first. Once the rough draft is finished, students will be given a white quilt square and scrap pieces of construction paper. The students will now make their drawing out of pieces of paper and glue it onto the white quilt square. Once the quilt square is finished the students will write on the back the name of the square and

what it means. Finally, the student will choose four colored strips to border their white quilt square. The teacher will help the students tape the border around the quilt square. Once all quilt squares are finished, the teacher will tape all the squares together to make a Freedom quilt. Each student will present their quilt square to the class explaining how it relates to the escape to freedom.

C. Closure:

1. *Review the lesson:* What is the significance of codes and secret signs of the Underground Railroad? Students will finalize their KWL+ chart and share one thing that they learned about the Underground Railroad from their KWL+ chart.
2. *Check for Understanding:* Why were quilts displayed for slaves to view on their escape to freedom?

Student Assessment:

Teacher will assess each student's ability to create a Freedom quilt square using symbols and their explanation of their quilt to the class using the rubric below.

	3	2	1
Use of Symbols	Students represent places using only symbols.	Students represent most places using symbols.	Students represent few places using symbols.
Organization	All quilt pieces are touching and organized.	Most quilt pieces are touching and organized.	Few quilt pieces are touching and it is not organized.
Presentation	Students explained the significance of their quilt (name of square, what it means, and how it relates to the UGRR route to freedom) to the class and were loud enough for all to hear. They stayed focused.	Students explained most of the significance of their quilt to the class and were loud enough for all to hear. They stayed focused most of the time.	Students left out many parts of their quilt square and were not loud enough for all to hear. They lost focus frequently.

