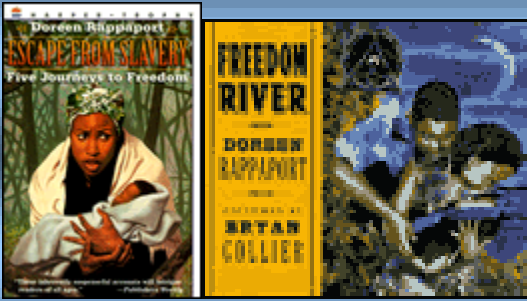


The Underground Railroad

Creating a Picture Book



Name: Katie Boruske-Holloway Length: 5 Days Grade Level: 6
Subject: Language Arts Topic: Underground Railroad

Objectives:

Students will be able to identify and explain aspects of the Underground Railroad.
Students will be able to determine what the myths and truths of the Underground Railroad are.
Students will discuss, in groups, the reading assignment, as well as, create and illustrate a children's version of their story.

Connections:

- (1.2) Students construct meaning from a variety of print materials for a variety of purposes through reading.
- (1.3) Students construct meaning from messages communicated in a variety of ways for a variety of purposes through listening.
- (4.5) Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and worldview.

Materials/Technology:

Escape From Slavery: Five Journeys to Freedom by Doreen Rappaport; Freedom River by Doreen Rappaport; His Promise Land edited by Stuart Seely Sprague; pen/pencil, crayons, markers, paper; computer.

Procedures:

Students will continue their study of the Underground Railroad by reading Escape From Slavery: Five Journeys to Freedom by Doreen Rappaport.

Day One:

1. Teacher and students will review and discuss key terms of the Underground Railroad that have been taught in Social Studies class.
2. Teacher will divide students into 5 groups of 4. Teacher will then give each group a story to read from Doreen Rappaport's trade book.
 - A. Students will read story aloud in-group.

- B. Students will discuss their story and take key notes.
- C. Students will each write a one-page response about their story for homework.

Day Two:

1. Teacher will collect one-page response from each student.
2. Teacher and students will discuss aloud their stories.
 - What made the story interesting?
 - What were your feelings about the story?
 - What were the most important aspects of the story?
3. Teacher will read pages 105-117 from His Promised Land and then Freedom River picture book by Doreen Rapport.
4. Students will compare/contrast the two stories.
 - Audience
 - Purpose
 - Illustration
5. Teacher will inform students that they are going to make their short story into a picture book for a second grade class.
 - Story must have five key parts (introduction, rising action, climax, falling action, resolution). Students will create a diagram to plot these parts.
 - Story must have colorful illustrations, either hand drawn or computer generated.
6. Students will be given the remaining class time to begin plotting their diagram.

Day Three:

1. Students will work in class to begin writing their story. Teacher will circulate the classroom for problems or questions. The rough draft must be completed at the end of class.
2. Students will be informed that they are to go to the computer lab tomorrow to type and illustrate their story. Each group must be assigned a job: 2 illustrators; typist; publisher.

Day Four:

1. Students will complete their picture book in computer lab. All picture books must be turned in at end of class time.

Day Five:

1. Teacher will return picture books to students.
2. Students will journey to the second grade classroom where they will read their picture books to groups of second graders. Second grade students will then be given an opportunity to ask the sixth graders questions about the Underground Railroad.

Student Assessment:

One page written response; Picture Book; Participation