Underground Railroad Lesson Plan

Based on learning Webquests

Subject Taught: *Computer Technology*

Grade Level: *Middle School, 6th Grade*

Topic: *Underground Railroad*

Lesson Length: *4 to 5 Days*

John Rankin House

Ohio Historical Society

OBJECTIVES:

- The students will examine different webquests to understand the parts needed to make a good webquest.

- The students will analyze information, including primary sources and secondary sources using Internet resources and classroom resources.

- The students will be able to describe what parts make up a good webquest.

- The students will be able to describe the Underground Railroad.

- The students will write a public awareness letter to support preservation of historical landmarks and reasons preservation is important.

MATERIALS & TECHNOLOGY:

- The book **Freedom Light, Underground Railroad Stories from Ripley, Ohio** by Edith M. Gaines, Copyright@1991 by New Day Press.

- Previously researched web-sites for students to use in their research webquests and preservation issues. The web-sites must be added to the school page to make the searching process easier for every student.

- Directions for the students to follow and a rubric must be given before the assignment begins.

- Need computers with Internet access for 4-5 days.

- Some primary sources from the time period.

<u>PROCEDURES:</u>

1. Introduce the lesson by asking all of the students what they already think they know about the Underground Railroad. This may lead into a brief discussion

2. After going over the basics, we want to get them hooked. Read a few stories from the book <u>Freedom Light</u>. I have chosen to read stories on *Eliza crossing the river, John Parker and John Rankin*.

3. After reading the stories talk about the local connection to our area with these individuals. Having pictures or books on hand about the individuals may spark their curiosity.

4. Have the students log on to the Internet. Using the web-sites you have already researched, take them to each web-site (quickly) so you can explain briefly the resources at each. Later the students will be able to research each web-site at their leisure.

5. Go to a good webquest site and explain the parts that make up a webquest including the: introduction, task, process, evaluation and conclusion.

6. Discuss with the students primary sources and secondary sources. Make sure they understand that they can find both on the Internet. Have some primary sources on hand to show them.

7. Go over the rubric with them and explain to them that not only are they going to research web-sites, they will research webquests and they will then be writing a Public Awareness Article on the Importance of Preserving Historical Landmarks.

8. Once they have finished writing their article, and in that article they must cite the sources they used. Then they will be finished with their Underground Railroad Webquest assignment.

<u>RESOURCES</u>

<u>Web-sites on the History & Webquests on the Underground Railroad:</u>

- Kentucky Educational Television http://www.ket.org/underground/

- The Freedom Center http://www.undergroundrailroad.org/main.asp

- National Geographic http://www.nationalgeographic.com/features/99/railroad/

- Background Information http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/contents

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- History Happens Music Video http://www.ushistory.com/railr.htm

Webquests

- Thinkquest by students http://library.thinkquest.org/J002047F

- Thinkquest by students http://library.thinkquest.org/CR0215472

- Webquest http://www.hobart.k12.in.us/suzquest/main.html

- Webquest http://www.greece.k12.ny.us/ath/library/webquests/underground/default
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- Webquest http://coleman.glenrocknj.org/fritschea%20webquest/Underground%20Rail
  d.htm

Web-sites on the History of Underground Railroad

- **John Parker** http://www.ripley.k12.oh.us/ripley/historicripley/john.htm

- The Ohio Historical Society http://dbs.ohiohistory.org/africanam/page.cfm?ID=4600

- John Rankin House http://www.ohiohistory.org/places/rankin/

- Ripley's Connection http://www.ripley.k12.oh.us/History/UndergroundRR/Underground%20R
  lroad.html

- Web-sites that represent reasons to preserve landmarks:

- Preservation Alliance http://www.preservationalliance.org/savinghistory.shtml

- Landmarks Association of St. Louis http://stlouis.missouri.org/501c/landmarks/why.html

- Cobblestone Publishing http://www.cobblestonepub.com/pages/compquest199001.html

STUDENT ASSESSMENT RUBRIC:

PUBLIC AWARENESS CAMPAIGN:

UNDERGROUND RAILROAD WEBQUEST

RAISING PUBLIC AWARENESS TO RESTORE HISTORICAL LANDMARKS

Teacher name: Lisa Stamper

Student Name _____

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Research/ Statistical Data	Students include 4 or more high-quality examples or pieces of data to support their campaign.	Students include at least 3 high-quality examples or pieces of data to support their campaign.	Students include at least 2 high-quality examples or pieces of data to support their campaign.	Students include few than 2 high-quality examples or pieces o data to support thei campaign.
Sources - Quality	Students include 4 or more high quality sources.	Students include 2-3 high quality sources .	Students include 2-3 sources but some of are questionable quality.	Students include few than 2 sources.
Sources- Citation	Information in all source citations is correct and in the format assigned.	Information in all source citations is correct but there are minor errors in formatting.	Information in almost all source citations is correct AND there are minor errors in formatting.	The information is often incorrect OR there are major erro in formatting.
Brainstormin g - Solutions	Students identify more than 4 reasonable,	Students identify at least 4 reasonable,	Students identify at least 3 reasonable,	Students identify fe than 3 reasonable, insightful possible solutions/strategies

	insightful possible solutions/strategies to encourage change.	insightful possible solutions/strategies to encourage change.	insightful possible solutions/strategies to encourage change.	encourage change.