

Topic: Moral Dilemmas and the Underground Railroad
Brown
Grade Level: Secondary Students
One block

Mark



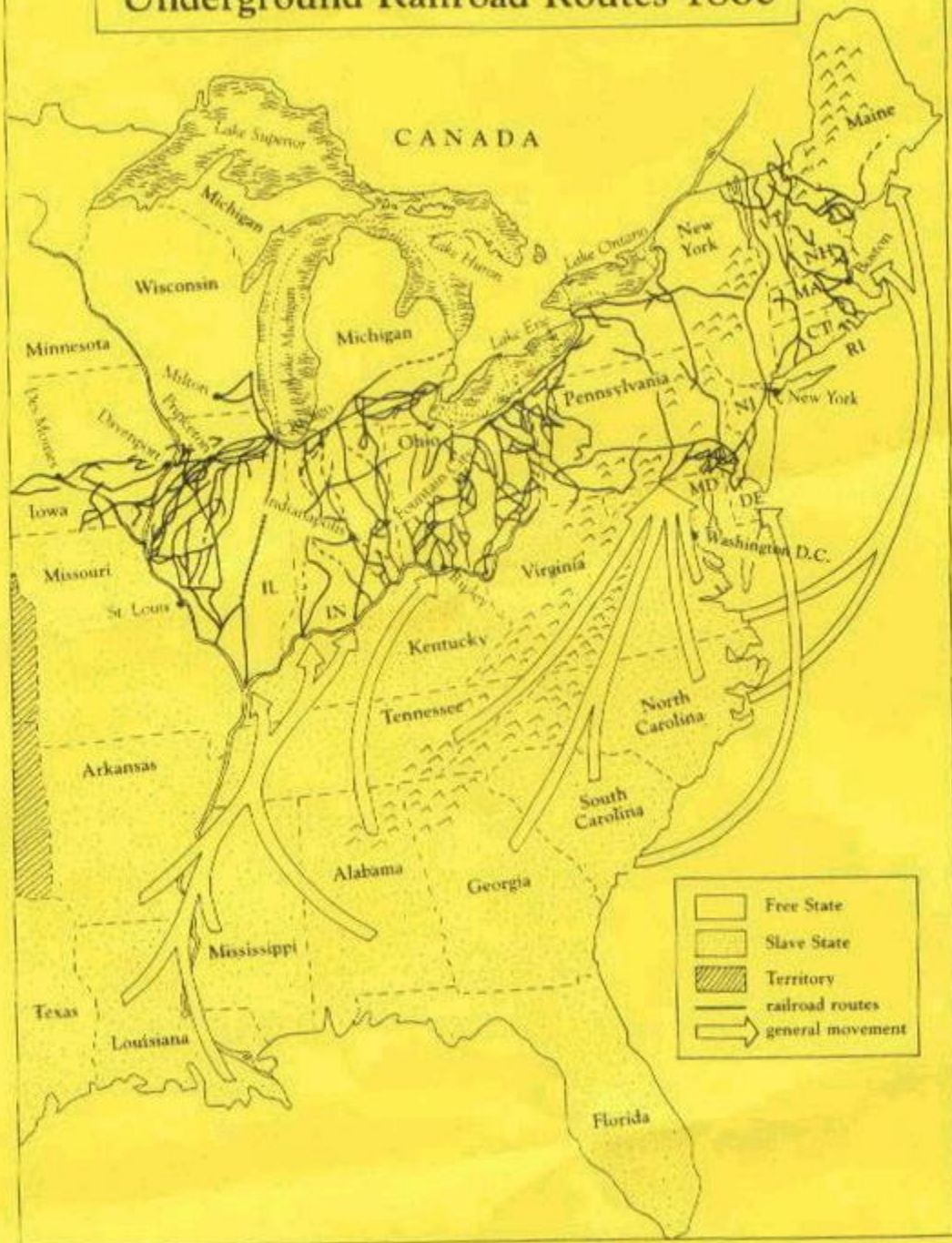
Objectives:

1. Students will explain the Fugitive Slave Act of 1850 and the implications for both the North and the South.
2. Students will defend both points of view, based on law related issues.
3. Students will summarize the moral dilemma about helping fugitive slaves.
4. Students will evaluate their own point of view about this moral dilemma.

Materials:

1. Students will be given a national map of the Underground Railroad.
2. Students will be shown pictures of a slave auction, the John Rankin house in Ripley, Ohio, the Reverend John Rankin and Levi Coffin.
3. Students will be given a copy of the Fugitive Slave Act of 1850.
4. Students will be given a news copy about Springboro, Ohio which tells about a tour of original "hiding places" since the Warren County Career Center is located in the path of the Underground Railroad.

Underground Railroad Routes 1860



Procedures:

1. Students will study the Fugitive Act of 1850.
2. Students will be told why Ohio was so involved in the Underground Railroad.
 - In 1787 Ohio was the first state that outlawed slavery in the Northwest Territory.
 - Ohio was the first state to have written in its constitution to outlaw slavery.
 - Ohio's "Borderlands" location.
3. Students will be told about The Reverend John Rankin, Levi Coffin, and Harriet Beecher Stowe.
4. Students will be told how the Underground Railroad operated across the Ohio River and north to Canada.
 - Stations
 - Station masters
 - Conductors
 - Quilts
 - Signs, such as candles in the windows
5. Students will be told of towns in Ohio (Wilmington, Waynesville, Springboro, Harveysburg, Lebanon, and Ripley) on the Underground Railroad route.
6. Students will be told that enslaved people, white abolitionists, and several religious groups (Quakers, Methodists, and Presbyterians) were all a part of the Underground Railroad.
7. Students will be asked questions, discuss their feelings and values about helping enslaved people and what part they might have taken in the Underground Railroad, if they had lived in those times
8. Students will be divided in to four groups to write questions for debate.

Student Assessment:

1. Students will be evaluated on their participation in class.
2. Follow up essay about modern moral dilemmas will be assigned.

Teaching Materials:

1. The Cincinnati Enquirer
2. Escape route map of the Quakers
3. The Reverend Mary Cochran (Friends (Quaker) minister)
4. Tour of Ripley, Ohio
5. John Rankin house



Conclusion:

- After listening, discussing, and relating all the facts, would the students have gone against the law and their families to help?
- Are there any social issues in our society today that would cause the students to break the law for moral issues?
- Why is the Underground Railroad considered the first civil rights movement in the United States?