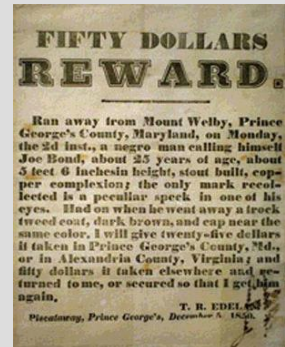
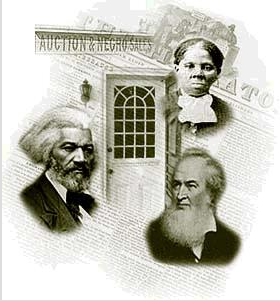


The Underground Railroad



Subject: Social Studies/Language Arts

Grade Level: 6/7

Topic: Overview of UGRR Unit

Lesson Length: 4 days

Objectives:

1. Students will be able to define the Underground Railroad.
2. Students will begin to discover the harsh reality of what slavery was from the point of view of the enslaved persons.
3. Students will be able to identify that slavery existed prior to the founding of the Americas.
4. Students will begin to explain how geography contributed to the importance of the Borderlands in the national Underground Railroad movement.

Context:

This lesson was designed as an introductory unit for the students to understand what is really true about UGRR. This lesson is geared for sixth and seventh grade students. Eighth grade students at our school, spend weeks on the UGRR unit and attend a field trip reenacting the slave auctions/trading and escaping at Camp Joy.

Materials/Technology:

- Freedom River by Doreen Rappaport
- Almost to Freedom by Vaunda Micheaux Nelson

- Slavery in Ancient Egypt and Mesopotamia by Jacqueline Denbar Greene
- The Middle Passage by Tom Feelings
- Bound for the North Star by Dennis Fradin
- Escape From Slavery by Doreen Rappaport
- The Abolition of American Slavery by James Tackach
- Overhead Projector
- Anticipation Guide
- Literature Circle Worksheet
- Crayons/Markers
- Pencil
- Paper/Journal

Procedures:

Day One

1. Pass out the Anticipation Guide to students before discussing the UGRR.
2. Discuss and take notes on vocabulary terms and symbols of the UGRR.
3. Explain misconceptions and myths about the UGRR.
4. Read and discuss Freedom River by Doreen Rappaport.
5. Read and discuss Almost to Freedom by Vaunda Micheaux Nelson.
6. Have the students fill out an exit slip: What were two things that you learned about the UGRR that you did not know prior to today?

Day Two

1. Review from yesterday's lesson.
2. Journal response to overhead with picture from Middle Passage by Tom Feelings. (What do you see? What's going on in the picture? What can you tell about the facial expressions from the people depicted in the book?)
3. History of Slavery Mini Lesson:
Use Chapter One (*How did Slavery Begin*) from Slavery in Ancient Egypt and Mesopotamia by Jacqueline Dembar Greene.

4. Trans-Atlantic Slave Trade-Hands on Activity: Divide students into four sections of the room. Each section represents an area in the world during the Trans-Atlantic Slave Trade. Explain that each area has certain items that they produce a surplus of goods. The surplus of goods must be traded for items that their area needs/wants. Discuss how slaves were looked upon as property not humans. Because of this, they were traded for silks, spices, and other goods.
5. Debrief the experience. Brief overview of the Fugitive Slave Act of 1850. Get historical information from the book: The Abolition of American Slavery by James Tackach.

Day Three

1. Journal Response/Share- What would you do if you were a slave? Would you try to escape or stay with your master? What would you do if you were a free person? Would you “turn your cheek” or help the enslaved persons to freedom?
2. Divide the class into groups of 3-4 for Literature Circles.
3. Explain that each group will read a different slave narrative from Bound for the North Star and answer the following reading worksheet to go along with the reading.
4. The students will then have to present a summary of their assigned narrative to the class along with a drawing of one of the scenes from the narrative that they feel is important.
5. Teacher will read to the class examples of how inventive people were in order to escape slavery using Escape from Slavery by Doreen Rappaport.

Day Four

1. Show scrapbook of the local history of the UGRR.
2. Go over the anticipation guide.
3. Students will then complete the on-demand writing prompt. (See attached)

Student Assessment:

Students will receive participation grades for the journal responses and hands on activity. Students will also be graded on their on-demand writing assignment.

Follow-Up Activity:

Share different on-demand responses. Reinforce the techniques that need to be used when writing an effective on-demand writing response.

Anticipation Guide for the UGRR Unit

Directions: Simply put a check mark for TRUE or FALSE next to each statement.

- | | TRUE | FALSE |
|---|-------|-------|
| 1. The UGRR was a train that went underground. | _____ | _____ |
| 2. There were symbols and specific vocabulary people used on the UGRR. | _____ | _____ |
| 3. The Ohio River was shallow enough for people to walk across it. | _____ | _____ |
| 4. Slavery began in America | _____ | _____ |
| 5. The tri-state area is well-known for the enslaved persons trying to reach freedom. | _____ | _____ |

Literature Circle Questions on Slave Narratives

Directions: After reading the assigned slave narrative, as a group answer the following questions. On the back of this paper, draw a scene from your assigned narrative and be able to explain the importance of it to the rest of the class.

1. Who was the narrative about?
2. Describe some of the conflicts that the person had to face daily.
3. Identify where was the person from.
4. Identify the time period in which the person was enslaved.
5. Describe in detail any efforts the person used in order to escape to freedom.

On Demand Writing Prompt for UGRR

Directions: Using the writing process to write a response for an on demand writing prompt, answer the following prompt.



Imagine you are an enslaved person. You have no rights or freedoms. Your job in this world is to please your master with your hard work six days a week. Your best friend/loved one is also enslaved. He/she is talking about escaping to the North to gain freedom.

Write a letter to your friend/loved one pleading that they should stay. Be sure to state reasons why they should not go (i.e. hard times, the unknown, lack of resources, or reality of being caught). Be descriptive and use information that you learned from class to back up your statements.