



## Exploring the Underground Railroad

Submitted by: Melissa Kevill

**Grade Level:** 7-8

**Timeframe:** 5 days (225 minutes)

### Objective:

**Students will learn the truth of the Underground Railroad and explore life as a slave owner or abolitionist.**

### Day One: (1) 45-minute period

- ✿ Ask students what they think the Underground Railroad is and write their responses on the board.
- ✿ Clarify for students right or wrong ideas after making the list on the board.
- ✿ Pass out the Vocabulary Sheet with the terms used during the Underground Railroad. Go through them aloud with the students.
- ✿ Pass out the map of Underground Railroad Routes of 1860 and the list of free and slave states.
- ✿ Ask the kids to analyze the map and decide if they see something they did not know before. (Do this in small groups for 5-10 minutes)
- ✿ Have each group share what information they gathered from the map.
- ✿ The teacher will then pass out a random card to each student. The card will contain the name of one of the below people. The student now takes on the role of that person as they explore the Underground Railroad.

#### **Abolitionists:**

**Rev. John Rankin**  
**Levi Coffin**  
**John Parker**  
**Harriett Tubman**  
**Thomas Garrett**

#### **Slave Owners:**

**William Ellison**  
**John Booth**  
**Mary Carter**  
**George Washington**  
**Thomas Jefferson**

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**Days Two and Three: (2) 45-minute periods** *(Students will already have the knowledge of how to create a PowerPoint and how to search the Internet from their computer class.)*

- Students will be taken to the computer lab to begin researching their abolitionist or slave owner on google or yahoo. (They will want to type in the person’s name to find the most information. They must document the information found (in their notebook) in order to create their PowerPoint presentation.

**Points to include in the PowerPoint:**

- Definition of Abolitionist or Slave Owner
- Brief history of slavery or Underground Railroad
- A brief biography of your person (including picture if one is found)
- Use at least three vocabulary words when speaking about the history of the Underground Railroad or describing the life of your person.
- Your personal thoughts about your person should be included. Whether you agree or disagree with their choice to become an abolitionist or slave owner.
- Three pictures from either the Internet or clip art
- Use background and font colors (be sure to contrast the colors)

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**Days Four and Five: (2) 45-minute periods**

- Students will present their PowerPoint to the class in the computer lab (using the large projector).
- At the end of Day Five, each student will write a 2-3 paragraph reaction about the Underground Railroad or the person they researched.

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**Assessment: (Rubric)**

**Exploring the Underground Railroad  
PowerPoint Presentation**

**Student Name:** \_\_\_\_\_

<b>CATEGORY</b>	<b>Distinguished - 4</b>	<b>Proficient - 3</b>	<b>Apprentice - 2</b>	<b>Novice - 1</b>
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<b>Content</b>	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
<b>Organization</b>	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
<b>Oral Presentation</b>	Interesting, well rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.
<b>Attractiveness</b>	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
<b>Sources</b>	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.
<b>Requirements</b>	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.

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## Peer and Self-Assessments:

### PowerPoint Peer-Assessment

**Presenter:** \_\_\_\_\_

**Reviewer's Name:** \_\_\_\_\_

Contents

POOR    OK    GREAT

Well-organized and logically ordered information 1 2 3 4 5

Theories are thoroughly explained and easy to differentiate 1 2 3 4 5

Writers use reasoned judgment to explain and support their conclusions 1 2 3 4 5

Writers didn't read from slides; added more info for clarity and support 1 2 3 4 5

I feel that I have a good understanding of the different perspectives of slavery and can form my own reasoned judgment 1 2 3 4 5

**Appearance**

Slide layouts are attractive with balance of space 1 2 3 4 5




Font easy to read, not too crowded 1 2 3 4 5

Spelling and grammar are correct 1 2 3 4 5

Pictures are explained and add to the purpose and design of the slides 1 2 3 4 5

**PowerPoint Self-Assessment**

Name: \_\_\_\_\_

			
<b><u>I can...</u></b>			
read and talk about the explanations and opinions from relevant texts.			
organize and link my ideas logically and in sequence.			
use language effectively to write the facts for my researched PowerPoint.			

summarize information.			
express and explain my point of view.			
Next Steps - Next time I need to work on...			
Student signature:			
Teacher Comments - Next Steps			
Teacher signature:			
Date:			

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