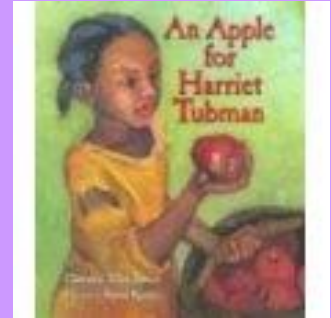


An Apple for Harriet Tubman



Name: Julie Ledford

Date: October 2007

Lesson Length: 1 hour

Age/Grade Level: Kindergarten

Subject: Social Studies/Writing

Topic: Underground Railroad

Objectives:

1. Students will listen to the book, *An Apple for Harriet Tubman*.
2. Students will listen to the song, "Follow the Drinking Gourd" and be able to relate it to the Underground Railroad.
3. Students will create an apple with a picture of their hero and label their hero.
4. Students will evaluate the lesson by completing a self-assessment.

Connections:

SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/groups at home and at school.

SS-EP-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, and timelines) to interpret the past.

SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran's Day, MLK birthday, Fourth of July) and explain their historical significance.

RD-EP-2.0.2 Students will describe characters, plot, setting or problem/solution of a passage.

RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read.

RD-EP-4.0.1 Students will connect information from a passage to student's lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text-eg., novel, short story, song, film, website).

WR-EP-1.1.2 In Personal Expressive Writing, Students will communicate the significance of the writer's experience by focusing on life events or relationships, apply

characteristics of the selected form (e.g., personal narrative, personal memoir), create a point of view, and use a suitable tone or appropriate voice.

Context:

This is the first lesson in our unit on the Underground Railroad. It is being introduced in our apple unit and will be focused on more in February during our Black History unit.

Materials:

- 🍏 1 copy of the book, *An Apple for Harriet Tubman* by Glennette Tilley Turner
- 🍏 Copies of Apple pattern on construction paper (red, yellow, & green)
- 🍏 Copies of stems (1 for each student on brown construction paper)
- 🍏 Copies of leaves (2 for each student on green construction paper)
- 🍏 Pencils, crayons, scissors, glue
- 🍏 *Steal Away: Songs of the Underground Railroad* CD by Kim and Reggie Harris
- 🍏 Large piece of brown butcher block paper to make tree trunk for hall display
- 🍏 Large piece of green butcher block paper to make leaves for hall display
- 🍏 Copies of student self-assessment

Procedures:

Call students to the carpet by tables.







1. Tell students, “Today, we’re going to learn something new about apples. We’re going to learn about a hero who really loved apples. We will also make an apple of someone we think is a hero and label that person. I want you to be a good listener and hard worker today because we’re going to do a self-assessment at the end of the lesson to see how well you think you did.”
2. Ask, “Has anyone ever heard about the Underground Railroad or Harriet Tubman?” Take a few responses and tell students that they will learn more about both today.
3. Read the book, *An Apple for Harriet Tubman* by Glennette Tilley Turner. Stop throughout the book to ask questions and check for students’ understanding.
4. Discuss vocabulary: Underground Railroad, conductor, passenger, overseer, slave, Master, safe house, North Star to check for students’ understanding.
5. Tell students that they will get to listen to music that slaves used to sing to help escape from slavery. Listen to “Follow the Drinking Gourd” (#10) on *Steal Away: Songs of the Underground Railroad* CD by Kim and Reggie Harris.
6. “Now that you’ve learned about how Harriet Tubman was a hero by helping so many slaves escape from slavery, I want you to think about someone who is a hero to you. Take a few responses. Tell students that they are going to draw a picture of their hero and label who that person is. Model an example of your hero for them.
7. Send students back to their seats by the color of clothing they are wearing.
8. “Since Harriet Tubman was a hero and liked apples so much, we’re going to draw our heroes on apples and decorate an apple tree in our hall.” Call on the quietest table to choose a red, yellow, or green apple to draw and label their hero on.
9. Give students time to work. Share a few at the end.
10. Review Underground Railroad vocabulary and Harriet Tubman.

11. "I want you to think about how you did today because we're going to complete the self-assessment." Take a few minutes to complete the self-assessment
12. "Tomorrow, we will learn more about the Underground Railroad."

Student Assessment:

1. Students will complete the self-assessment.

Name: _____

- | | Yes | No |
|--|--|--|
| 1. Did I listen to the book? |  |  |
| 2. Did I raise my hand before speaking? |  |  |
| 3. Did I do my best work on my apple hero? |  |  |

2. Rubric for Apple Hero Craft

	1	2	3
Apple Hero Craft	Student is unable to draw or label a hero in their life.	Student draws a picture of their hero, but makes no attempt to label that person.	Student is able to draw a picture of their hero and attempts to label that person.