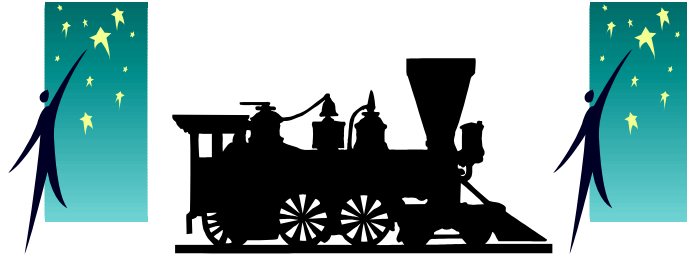


THE UNDERGROUND RAILROAD



Grade: K-1

Length: 5 days

Objectives:

1. Students will explain the importance of the Underground Railroad.
2. Students will describe and illustrate the symbols of the Underground Railroad.
3. Students will describe facts about Harriet Tubman.
4. Students will explain the importance of the Ohio River.

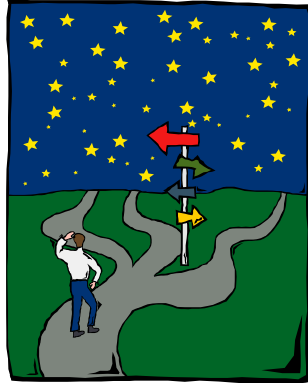
Materials: Construction paper paint paper plates
yarn cornbread

Video: The Drinking Gourd

Books: Follow The Drinking Gourd by Jeanette Winter

A Picture Book of Harriet Tubman by David A. Alder

Young Harriet Tubman by Troll Associates



Procedures:

Day One and Day Two:

- Show the students the book, Following The Drinking Gourd, and ask, “What do you think the story is about?” “Do you think this story takes place today or long ago?” “Have you ever heard of the Underground Railroad?”
- Read the story aloud.
- After reading story, ask questions.
 1. What was the drinking gourd?
 2. What was the Underground Railroad?
 3. Who was Peg Leg Joe?
 4. Why did the slaves want to escape?
- Discussion about the stars formed a drinking gourd and the slaves would follow the stars to freedom.

Activity:

Chart a list of things the students saw in the book. Then have students pick one and use paint to create a star in its shape. (Like a drinking gourd). K’s - sequence a sentence about their picture. 1st- write a sentence about their picture. Teacher should share her pictures!



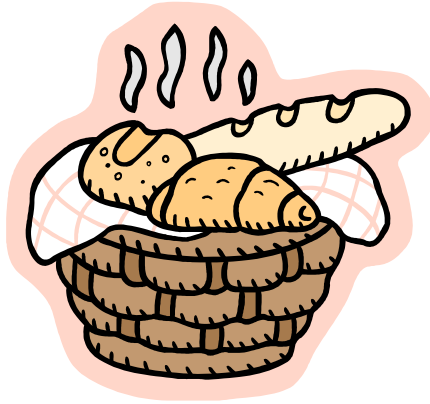
Procedures:

Day Three :

- Ask the students if they have ever heard of Harriet Tubman.
- Next read : Young Harriet Tubman
- Follow-up the book with the following questions:
 1. Who was Harriet Tubman?
 2. Why did she help the slaves escape?
 3. How do you think she felt being a slave?
 4. How do you think she felt helping others escape?

Activity One: Role Playing: The students take turns role-playing the role of the slave and master. Then talk about how they felt as each role.

Activity Two: Chart a list of important facts about Harriet Tubman. Students are to make a paper plate face of themselves with a talking bubble (write a fact about Harriet). Students share what they learned about Harriet Tubman.



Procedure:

Day Four:

-Field trip to the Ohio River. Have students talk about how important it was for the slaves to reach the Ohio River.

Then, talk about how the slaves would walk for a long time and only have cornbread and water for dinner.

After the field trip walk, come back to school and eat cornbread and drink water.

Students wrote or drew pictures in their journals about what they have learned from the field trip.

Procedure:

Day Five:

- Share pictures taken of field trips from the summer (EDU 599)
- Created a class mural. Students made a picture of something they have learned and have teacher glue it on the mural. Class talked about things they can see in Kentucky and Ohio in regards to the UGRR.



