

Bartholomew Smith
Sheridan Middle School
May 10, 2010
Underground Railroad & Abolitionists Movement
Pathfinder

Grade Level: 8th grade

Collaborating Teachers: Mrs. Sally Banfield, Mrs. Jennifer Petrie, Mr. Bartholomew Smith

Goals: At Sheridan Middle School, Language Arts, Social Studies and the Library/Media Center are working toward a common goal of getting all students to understand the ramifications of the Civil War, Slavery and the Underground Railroad. An understanding of the role that these events played in the history of our nation and our own state are also important. Using Ohio and National museum resources as well as print, video and electronic resources, we will allow students to make connections throughout the curriculum to this critical time period. The students will reach many of the library information and technology literacy guidelines at the same time.

Goals for Social Studies include greater understanding of the Underground Railroad and the people involved. Goals for Language Arts include reading and understanding the difference between primary source, secondary source and fictional accounts and writing. Goals for Library/Media include working with print and non-print resources, citations and evaluation of materials.

Classroom Specific Goal: I have a few projects considered for the pathfinder on the Underground Railroad, but a specific goal I intend to use the pathfinder for is a "Hall of Fame" for the early to mid 1800's. Students will be given the opportunity to work in groups to create a displayable portrait and biography of some heroes from this time period. I intend to have the students learn what life was like as a slave and determine why someone would risk their life and the lives of others to escape to freedom. Students have a hard time understanding what life must be like without freedom, but a look into the lives of some significant people will hopefully provide some empathetic opportunities.

In addition to doing a biography hall of fame all materials are considered supplemental to classroom lessons which will help students understand many of the following current content standards for Social Studies.

Ohio Academic Content Standards (Current 2010)

History

8. Describe and analyze the territorial expansion of the U.S. including:
 - a. Northwest Ordinance
9. Explain causes of the Civil War with emphasis on:
 - a. Slavery
 - b. States' rights
 - c. The different economies of the North and South
 - d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas Nebraska Act
 - e. The abolitionist movement and the roles of Frederick Douglass and John Brown
 - f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850
 - g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession

People in Societies

2. Describe and explain the social, economic and political effects of:
 - b. racism and discrimination
 - c. Institutionalized racism and institutionalized discrimination

Economics

Ohio Academic Content Standards (Current 2010) continued...

5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.

Citizenship Rights and Responsibilities

1. Show the relationship between participating civic and political life and the attainment of individual and public goals including:

b. The Underground Railroad and the abolitionist movement/Abolition of slavery

3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:

a. Frederick Douglass and the abolitionist movement.

Pathfinder Content:

Teacher Resource Books

American History: Standards-Based Assessment. Evanston, Illinois, McDougal Littell. Page 81.

Abolition and Women's Rights.

A teacher resource with remediation activities. This specific activity includes short biographies of those who participated in the abolition movement.

Carson, Mary Kay. *The Underground Railroad for Kids: From Slavery to Freedom.*

Chicago, Illinois: Chicago Review Press, Inc. 2005.

Plenty of information about the Underground Railroad including 21 activities for kids to help them understand what life was like during the time period.

Great American Documents. Bloomsbury Square, London: Quercus Publishing Ltd. 2007

Actual documents such as the Missouri Compromise, Compromise of 1850, 13th Amendment, etc.

Internet Resources for Students

PBS's web-site *The Time of the Lincoln's* has multiple links on abolitionists, maps, and tours in the South.

www.pbs.org/wgbh/amex/Lincolns/

National Geographic provides an adventure on the Underground Railroad for students to take. Many of the additional links have concise information on the Underground Railroad as well.

www.nationalgeographic.com/railroad/index.html

The National Park Service offers students insight into African American history. Specifically students can see many of the belongings on famous abolitionist Frederick Douglass from this link.

www.nps.gov/history/aahistory/

Students can follow an actual contemporary journey on the Underground Railroad with a delegation of educators from Southern California. Daily entries in journals, reflections, and photographs are shared as the delegation partakes in the tour.

www.blackvoicenews.com/ugr/ugr_1999/index.html

A story of the Underground Railroad. This web-site includes routes, secrets, biographies and additional links.

www.whispersofangels.com

A site for kids. Most teachers are familiar with this site and can confidently direct students to the site for resources and the additional links available. This site also provides many more links that could also supplement this pathfinder.

www.socialstudiesforkids.com/subjects/undergroundrailroad.htm

Internet Resources for Teachers

The Freedom Center in Cincinnati is a must visit for anyone that has the time and resources. If that isn't possible the web-site does offer some alternatives for teachers. As a teacher you can request a Traveling Trunk of artifacts and museum "stuff". There are e-learning opportunities through iTunes and the web-site, but you must contact the center for those items including videos.

<http://www.freedomcenter.org/expand-your-knowledge/educator-resources/>

National Geographic also offers classroom ideas acting out Underground Railroad scenes. Activities range from Kindergarten through 12th grade.

<http://www.nationalgeographic.com/railroad/lp2.html#two>

Scholastic offers a Harriet Tubman reader's theater for the classroom. This went over well with my students as many of them were engaged and also were given an opportunity to be creative in acting their roles. Students also gained a sense of what it was like as a "passenger" on the Underground Railroad.

<http://www2.scholastic.com/browse/article.jsp?id=3751241>

This web-site has numerous truths and myths about the Underground Railroad. I used these as bell ringers. Students had to respond and explain their reasoning. Change the Myth into a question that has students think critically. Teacher leads short discussion guiding the truth from student answers.

http://teacher.scholastic.com/activities/bhistory/underground_railroad/myths.htm

Video Resources

Causes of the Civil War. Screenplay by Schlessinger Media.

Executive Producer Andrew Schlessinger. Produced and directed by Invision Communications, Inc. 1996.

Slave Catchers, Slave Resisters. The History Channel.
A&E Television Networks. 2002.

Roots of Resistance: The Story of the Underground Railroad. Directed by Orlando Bagwell. American Experience. 2007.

In Search of the Heroes presents The Quest for Freedom. Grace Products Corporation. 1992.

Students especially enjoyed this as it told the story of Harriet Tubman through the eyes of a current day Los Angeles student who is struggling to find his own place in the world. This student travels through time via the "library in his closet". The student experiences plantation work, punishment, and escape.

Fiction and Non-Fiction Resources

Allen, Thomas B. *Harriet Tubman: Secret Agent.*
Washington D.C.: Washington D.C. 2006.

A story of how daring slaves and free blacks spied for the Union during the Civil War. The book begins with Harriet's own escape to freedom then progresses through the war as slaves/ex-slaves acted as spies for the Union.

Bolden, Tonya. *Portraits of African American Heroes.*
New York, New York: Scholastic. 2003.

Short biography of Frederick Douglass that takes up a whole 3 pages.

Brinkley, Alan. *A Concise History of the American People: The Unfinished Nation*.

Boston: The McGraw Hill Co. 2000

This book provides a very detailed observation of slavery and the economy in the south. A higher level reading this book would be recommended for more advanced students. The section on Slave Resistance includes some important players of the time period as well as details of the Underground Railroad.

Carratello, John & Patty. *Thematic Unit: Civil War*.

Westminster, CA: Teacher Created Materials, Inc. 1991.

Civil War unit for teachers this resource includes a Famous People Portraits activity where students receive a portrait of someone such as Harriet Tubman and have instructions to write a brief biography.

Carson, Mary Kay. *The Underground Railroad for Kids: From Slavery to Freedom*.

Chicago, Illinois: Chicago Review Press, Inc. 2005.

Plenty of information about the Underground Railroad including 21 activities for kids to help them understand what life was like during the time period.

Collier, James Lincoln. *The Frederick Douglass You Never Knew*.

Danbury, Connecticut: Children's Press a division of Scholastic. 2003.

Five chapter, seventy seven page biography of Frederick Douglass that includes images from the time period and a map of Douglass' escape route.

Davis, Kenneth C. *Don't Know Much About American History*.

New York: Scholastic. 2003.

This book presents information in the format much like a textbook, but in a story format. Each topic starts with a question such as "Was the Underground Railroad the first subway system? (page 83)

Davis, Kenneth C. *Don't Know Much About the Civil War*.

New York, New York: William Morrow and Company, Inc. 1996.

Self proclaimed "Everything you need to know about America's Greatest Conflict, but never learned." There are excerpts that are very thorough including answering the following questions: Where did the Underground Railroad run? What was the Compromise of 1850? What was the Fugitive Slave Act? Who was Uncle Tom? Who were the Know-Nothings, the Free-Soilers, and the First Republicans? What are Beecher's Bibles and Border Ruffians? How did a slave named Dred Scott change history, What happened at Harper's Ferry? These questions and more are answered amongst pages 93-145.

Edwards, Pamela Duncan. *Barefoot: Escape on the Underground Railroad*.

New York, New York: Harper Collins Publishing. 1997

Illustrated children's book for ages 5-9 describing an escaping barefoot slave's experience while on the Underground Railroad.

Escott, Paul D. "We Must Make Free Men of Them".

Civil War Times. June, 2010: 44-51.

An article on how Confederate leaders intended to free slaves if they fought for the Southern cause.

Evitts, William J. *Captive Bodies, Free Spirits: The Story of Southern Slavery*.

New York, New York: Simon & Shuster, Inc. 1985.

Traces the history of slavery in the U.S. from the seventeenth century through the Civil War in 1865 when the institution of slavery was finally abolished.

Furbee, Mary Rodd. *Outrageous Women of Civil War Times*.

Hoboken, New Jersey: John Wiley & Sons Inc. 2003.

Biographies of some outspoken and influential women of the North and South who broke barriers both in battle and on the home front.

Halfmann, Janet. *Seven Miles to Freedom: The Robert Smalls Story*.

New York, New York: Lee & Low Books. 2008.

An illustrated story of Robert Smalls, a slave, who stole a Confederate boat and took slaves with him to the North.

Halse, Laurie. *Chains*.

New York: Simon & Schuster Books for Young Readers. 2008.

A fictional account of a young slave girl in 1776. This is an excellent read for students looking to understand the life of a slave. This has been highly recommended by many girls in my classroom.

Hansen, Joyce, and McGowan, Gary. *Freedom Roads: Searching for the Underground Railroad*. Chicago:

Cricket Books. 2004

A CSI style book about finding information while exploring a current day route of the Underground Railroad.

Kowalski, Kathiann & Holzer, Harold. "Striking at Slavery"

Cobblestone. October, 2008. 20-21.

Abraham Lincoln's effect on slavery. This article starts with the beginning of the war & includes the Emancipation Proclamation.

Lester, Julius. *From Slave Ship to Freedom Road*.

New York, New York: Dial Books. 1998.

A picture book with very descriptive images depicting life as a slave and why an American slave would want to escape risking their lives.

Levine, Ellen. ... *If you traveled on the Underground Railroad*.

New York, New York: Scholastic Inc. 1988.

A children's book asking questions such as What was the Underground Railroad? What did it mean to be a slave? Why would you run away? Where was the safest place to go? Answers provided in story format following each question.

Littlejohn, Randy. *A timeline of the Slave Trade in America*.

New York, New York: The Rosen Publishing Group Inc. 2004.

A book guided by a timeline throughout following slavery in America.

McKissack, Patricia & Frederick. *Rebels Against Slavery*.

New York, New York: Scholastic. 1996

A Coretta Scott King Honor Book award winner, this book depicts numerous accounts of slave resistance. Reporting both violent and non-violent resistance to slavery.

Mitchell, Robert B. "Notes from the Underground."

America's Civil War. May, 2010: 42-49.

Many first person accounts of life on the Underground Railroad.

Monjo, F.N. *The Drinking Gourd: A story of the Underground Railroad.*

New York, New York: Harper Collins Publishing. 1993.

A lower level reading that tells the story of the underground railroad. In this story a young boy and his father help a family of slaves escape to freedom via the underground railroad.

O'Connell, Kim A. *Slavery, Emancipation, and the Civil War.*

Berkely Heights, NJ: Enslow Publishers, Inc. 2004.

This is a popular "MyReportLinks.com" book. Students can read through this book for some of the most specific and pertinent data relating to the book subject matter then proceed to browse the web to see what else was available.

Philbrick, Rodman. *The Mostly True Adventures of Homer P. Figg.*

New York: Scholastic. 2009

A fictional account of young Homer Figg whose life revolves around fibs. While attempting to save his brother from having to fight in the Civil War Homer also participates in helping slaves escape on the Underground Railroad.

Rappaport, Doreen. *Escape from Slavery.*

New York, New York: Harper Collins Publishers. 1991.

Five accounts of slaves routes to freedom from shipping themselves to escaping across icy rivers.

Rossi, Ann. *Freedom Struggle: The Anti-Slavery Movement in America 1830-1865.*

Washington D.C.: National Geographic. 2005.

Covering the issue of slavery and whether it was right or wrong. This book progresses into the Underground railroad and other issues such as the Nation dividing and civil war.

Stanchack, John. *Eyewitness Books: Civil War.*

New York, New York: Dorling Kindersley Publishing, Inc.

Eyewitness books have an abundance of visuals including many of the devices used during this time period used in the war as well as the devices used to keep slaves on plantations. Sections in this book include abstract explanations of slave life, Lincoln, and the Underground Railroad.

Troy, Don. *Journey to Freedom: Harriet Ross Tubman.*

Mankato, MN: The Child's World Inc. 1999.

A biography of the black woman whose cruel experiences as a slave in the South led her to seek freedom in the North for herself and for others through the Underground railroad.

Wiegand, Steve. *U.S. History for Dummies.*

New York, New York: Wiley Publishing Inc. 2001.

While the title would indicate this would be an easier form of American History it is actually a higher level reading. Chapters are divided by years. Chapter 12 spans 1845-1860: War, Gold, and a Gathering Storm. Pages 159-164 include details about slavery issues.

Wolny, Philip. *The Underground Railroad: A Primary Source History of The Journey To Freedom.* New York, New York: The Rosen Publishing Group, Inc. 2004.

Primary Sources from the Underground Railroad era.

Realia

Shackles were created by a shop teacher (Mrs. Banfield's husband) for student wear in class. Zip ties were required to keep those locked.

Wooden Crate is a work in progress as it will be used to store future realia in and provide a Henry “Box” Brown example for students to see if they would want to ship themselves to freedom.