

Northwest History Consortium

Underground Railroad

Sherry Dusek
5th Grade

National Standard

Era 4: Expansion and Reform (1801-1861) / Standard 2

Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.

Montana State Standards

Standard 1: Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Benchmark 3: Interpret and apply information to support conclusions and use group decision-making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role playing scenarios).

Standard 2: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

Benchmark 5: Identify and explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of the laws, majority rule).

Benchmark 6: Explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements).

Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmark 4: Identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history.

Benchmark 6: Explain how and why events (e.g., American Revolution, Battle of the Little Big Horn, immigration, Women's Suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians.

Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Benchmark 3: Identify and differentiate ways regional, ethnic and national cultures influence individual's daily lives and personal choices.

Benchmark 5: Explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.

Benchmark 6: Identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have-nots).

BACKGROUND

Plantation owners originally tried to make Native Americans help them harvest their crops against the Native American's will. The Native Americans either ran away or died.

Africans were originally brought to the US as indentured servants. As time passed, the economy became such that African Americans were no longer treated as indentured servants but became slaves. As slaves, African Americans were treated as possessions, much like a family dog. Some owners were good people, others were not good people. If the plantation owner fell into hard times, or for a variety of reasons, he would sell the African American people. Sometimes the African American family was able to stay together; sometimes the family was split apart.

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SCENARIO

My name is Moses, and the year is 1854.

This year the cotton crop has not been producing as much as it had in the past, and times are hard.

As we are preparing for supper Dad enters quietly into the house. After dinner Mom sent us to bed. I got up when I heard Dad and Mom talking outside. Dad was telling Mom that next week the master would be taking him and the children to the market to sell.

How would they prepare for this catastrophe?

What are the options that Moses' family has?

TASKS

Read the scenario.

Divide into groups.

Fill out the KWLH as a group.

Explain the conditions, actions, and motivations that contribute to conflict and cooperation.

Write a list of the pros and cons for doing what the master wants.

Write a list of the pros and cons for running away.

Identify and explain why Moses' family thought that they could run away.

Identify and explain why the master thought that he could sell another human.

RESOURCES

Books

Baicker, Karen. "Slaves for Sale." Primary Sources Teaching Kit: Civil War. New York, NY: Scholastic Professional Books, 2003.

Baicker, Karen. "Emancipation Proclamation." Primary Sources Teaching Kit: Civil War. New York, NY: Scholastic Professional Books, 2003.

Blockson, Charles L. The Underground Railroad: First Person Narratives of Escapes to Freedom in the North. New York, NY: Prentice Hall Press, 1987.

Douglass, Frederick. What to the American Slave. . . ? 1852, from *Great American Speeches*, compiled by Alexandra Hanson-Harding. New York, NY: Scholastic, 1997.

Greenwood, Barbara. The Last Safe House: A Story of the Underground Railroad. New York, NY: Scholastic, 1999.

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Traugh, Steven. "The Abolition Movement." A Young Nation Through the Civil War. Huntington Beach, CA: Creative Teaching Press, 2002.

Traugh, Steven. "Emancipation Proclamation." A Young Nation Through the Civil War. Huntington Beach, CA: Creative Teaching Press, 2002.

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Internet

Leahy, David. "Virtual Underground Railroad Quilt." 6 June 2000. Beaverton School District (Greenway Elementary School). ©1999 – 2010 Greenway Elementary School. Beaverton, OR. 28 June 2010 <<http://www.beavton.k12.or.us/greenway/leahy/ugrr/>>.

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"Underground Railroad Flight to Freedom." Underground Railroad Living Museum (Underground Railroad Organization). ©2004 – 2010 Underground Railroad Living Museum. Detroit, MI. 28 June 2010 <<http://www.the-ugrr.org/>>.

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ASSESSMENT

Historical Role Play: Underground Railroad

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.

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Collaborative Work Skills: Underground Railroad Participation

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.

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REFERENCES/CITATIONS

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"History Standards for Grades 5-12 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 21 May 2009 <<http://nchs.ucla.edu/standards/us-standards5-12.html>>.

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