UNIT OVERVIEW
In this unit students will discover the route of the Underground Railroad and the usage of Freedom Quilts to navigate and communicate information. Students will read passages from conductors on the railroad, create a map of the railroad, write a narrative, and design their own Freedom Quilt. This unit assumes the class has read *Harriet Tubman* by Ann Petry prior to the lessons.

MATERIALS
Quilt Pattern meanings Handout¹ and The Drinking Gourd Packet²
Fabric or white construction paper
Video: Follow the Drinking Gourd: Using the Science of Astronomy in History

SUGGESTED VOCABULARY
Underground Railroad, Harriet Tubman, conductor, slavery, North, South, gourd, Big Dipper, North Star, slavery, population, and preposition

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>OR SS Standard 8.3: Examine social, political, and economic factors that caused westward expansion from American Revolution through reconstruction.</th>
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<tbody>
<tr>
<td></td>
<td><strong>Unwrapped Standard</strong>: Examine the social reasons why slaves traveled North</td>
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<td></td>
<td>Supporting Standards: 8.2, 8.6, 8.7, 8.9</td>
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<td></td>
<td><strong>National Geography Standard 1</strong>: How to use maps and other geographic representations to understand and communicate information</td>
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<td>Supporting Standards: 9, 15, 17</td>
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<td><strong>CCSS Literacy Standard RST.4</strong>: Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 tests and topics.</td>
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<td>Supporting Standards: WHST.2, WHST.10</td>
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<thead>
<tr>
<th>Teacher</th>
<th>Student</th>
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<tr>
<td><strong>OBJECTIVES</strong></td>
<td>SWBAT create a geographical representation (quilt) of a trip across the Underground Railroad.</td>
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<td>We can trace the stops along the Underground Railroad.</td>
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<tr>
<th>LANGUAGE OBJECTIVE</th>
<th>Form and Function: Describing Location</th>
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<td>Simple to Complex sentences using prepositions (e.g. beneath, within, behind, next to)</td>
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<td>&quot;The ____________ is (next to, beside, in front of, etc) ______________.&quot;</td>
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<td>&quot;We travelled ______________ the river/the town and ______________ the night sky.&quot;</td>
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<td></td>
<td>&quot;The ____________ lay beneath the ______________.&quot;</td>
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<td>Michelle Arnold</td>
<td>08</td>
<td>Civil War</td>
<td>4 Class Periods</td>
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**ASSESSMENT**
- Pre Assessment: KWL Chart
- Formative: Exit Tickets, predictive maps/sentence frames
- Summative: Drawn Quilt with first person narrative of traveling along the Underground Railroad

**SIOP FEATURES**
- 1, 2, 7, 16, 22, 23, 14, 8, 9, 21, 12, 6, 5, 21, 20, 27, 28, 29, 30

### Day One:
1. 5 Minutes: Objectives posted on White Board – go over orally
2. 20 minutes: Links to Background: Project *Slave State Map*\(^3\) onto Smartboard
   - a. Have students TPS (Think, Pair, Share) with partner about what they see
   - b. Share 2-3 observations out loud
   - c. **Teacher:** This is a complicated map – explain shading and what the map shows, check for understanding often!
   - d. Switch to a physical map of the east coast\(^4\) (or have students use their textbook maps)
   - e. Guide discussion to connect to Harriet Tubman reading, in particular rivers and mountains – why would these be obstacles?
3. 5 minutes: Review needed Vocab: (should already be posted in room)
4. 10-15 Minutes: Set up Problem: Telephone
   - a. Students are asked to create two lines and face each other
   - b. Teacher asks students to reach across the middle and shake hands – check to make sure there are even numbers
   - c. Make one line the “A” line and the other the “B” line
   - d. Give a different message to line A than given to line B and have students whisper it to the person on the left
   - e. Compare the final message to the first
   - f. Discuss: what are the problems of sharing information when you can’t write it down?
   - g. **Note:** If you have extra time, modify the line length, try 4 short lines, then two, then one long line, let students see what happens when more people are involved in the telling
5. Exit Ticket/Wrap Up: Introduce the book students will be reading. Examine the cover and have students predict what it will be about based on the title and artwork
   - a. If using an exit ticket, have students write down and turn in their prediction

### Day Two:
1. 5 Minutes: Objectives posted on White Board – go over orally
2. 5-7 Minutes: KWL about the Underground Railroad – should be quite full if you read the Harriet Tubman book first!
3. 30 Minutes: Teacher will read aloud *Follow the Drinking Gourd*
   - a. Pause often!!! Check for understanding! Have students take notes if needed. Use the Scholastic Packet for additional resources.
4. 5 Minutes: Give students blank US east coast Map (page 5 and 6 of *Drinking Gourd Guide*)
   - a. recap safety issues of getting to the north using the *Slave State Map/Physical Map*
   - b. have students ID landforms that may be dangerous- e.g. rivers,

\(^3\) (Library of Congress, 1860)
\(^4\) (King, 2006)
swamps, towns, etc and label them on their map
i. If using Smart Board, label landforms as they are discussed
5. 5 Minutes: TPS- Individually or in pairs have students predict and justify their route across the south using sentence frames – have them write their sentences on mini white boards for accountability
   a. Frame: "I predict that the slaves will travel (by, beneath, near, close to) the ________"
6. 5 Minutes: Have students draw the route they think the slaves will take on their map in purple or orange colored pencil (do not use red or blue!)
   a. Share 2-3 routes with class- under doc cam if possible and have students explain choices
   b. Turn in predictive maps/sentence frames as formative assessment

**Day Three:**

1. 5 Minutes: Objectives posted on White Board – go over orally
2. 5-7 Minutes: KWL about the Underground Railroad – Add anything that the students suggest based on yesterday’s activity
3. 30 Minutes: Teacher will read aloud Sweet Clara and the Freedom Quilt
   a. Pause often!!! Check for understanding! Have students take notes if needed. Note – This takes me two class periods
4. 5-10 Minutes: Compare/Contrast Drinking Gourd to Sweet Clara
   a. You can do this with paired texts or a Venn diagram
5. 3 Minutes: Watch the NASA video – Using the Science of Astronomy in History
   a. Use mini white boards or some form of checking for understanding and have a key question student need to answer post video clip
6. 10 Minutes: Have students add to their East Coast Map from yesterday, color the map according the direction on page 5 of the Drinking Gourd Guide
5. 5-7 Minutes: Review assessment and map requirements
   a. Have students create a map of the Underground Railroad Route their character will take. The map should include landforms/landmarks, hazards, rest stops, cities, helpful hints, directions, compass, legend, color, etc
   b. All maps in my classroom must be done neatly with an emphasis on spelling, accuracy and NO MARKERS; we only use colored pencils. Illustrations are encouraged.

**Day Four:**

1. 30 Minutes: Introduce writing assessment:
   a. Have students write 2-3 paragraphs/children’s book/narrative from the first person perspective of what they “saw” today on the road- adopt a persona! (hiding from dogs, avoiding slave catchers, missing your parent, scared)
2. 26 minutes: Share the handout: Freedom Quilts and what the blocks mean
   a. Have students convert their map into a Freedom Quilt to match their narrative
   b. This map should match their narrative.
3. Share maps/logs with class and/or assemble “quilt” on the wall in the hall

**Continuation Activities:**

- Explore music from the area
- Debate: Freedom Quilts Fact or Fiction?
- Lincoln vs Davis: Letters to the President –write a letter
- Sounds of Antietam/Special Order 191
- Make the squares on fabric and create an actual Freedom quilt
- The Importance of Waterways in the Success of the Underground Railroad

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5 Alternative narratives are listed in the resource section of this lesson plan.
6 (Book Guides: Sweet Clara and the Freedom Quilt, 2003)
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### REQUIREMENTS
- Complete a travel log with information (diary entries) about 3-4 stops
- Faux Quilt that maps the diary narrative

### RESOURCES
- OGA Resource CD: World Map
- OGA Student Atlas Map: Route Maps
- *The Patchwork Path: A Quilt Map to Freedom* by Bettye Stroud (grade 1-4)
- *Under the Quilt of Night* by Deborah Hopkinson (sequel to Sweet Clara)

### WORKS CITED


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10 (NASA, 1999)