**Transportation:**

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**Grade Level: 4th grade**

**Abstract**

In this unit, students will discover the many aspects of the Underground Railroad. Students will identify the differences between a normal railroad, and that of the Underground Railroad. Students will also learn about the conductors and the different types of goods. They will be learning about this material all week in preparation for visiting the Levi Coffin House, which is a railroad station on the Underground Railroad. Students will be read a couple of books relating to the different types of ways slaves were moved through the Underground Railroad. This information will help the students through the Flash Card Race, where they will be given questions and will have to answer them quickly in order to move. Lastly, students will design a map and poem in order to direct their specific slave to freedom. They will have to include at least two types of transportation that the slaves used to get to freedom.

**Focus Questions:**

**1. What are some of the characteristics that distinguish the Underground Railroad from a regular railroad?**

**2. What are some of the different ways a slave would be transported in order to reach freedom?**

**3. How would a slave navigate the Underground Railroad?**

**Instructional Resources:**

Indiana Memory:

* (Levi Coffin) <https://digital.library.in.gov/Record/WV3_vchs-251>
* (Levi Coffin’s Home) <https://digital.library.in.gov/Record/IMCPL_tcm-162>
* (Willard Carpenter House) <https://digital.library.in.gov/Record/EVPL_evaphotos-214>
* (Underground Railroad in Bloomingdale, Indiana) <https://digital.library.in.gov/Record/WV3_isulib-2262>

Levine, E., & Nelson, K. (2007). Henry’s freedom box. (1st ed.). New York: Scholastic Press.

Owen sound's black history. (2004). Retrieved from http://www.osblackhistory.com/drinkinggourd.php

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| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| Students will:   * be able to compare the Underground Railroad to a real railroad. (SS.4.1.7, SS.4.1.12) * be able to explain why each part of the Underground Railroad (networks, conductors, stations or safe houses, and the escaped enslaved people) was important. (SS.4.1.7) * be able name important people involved in the Underground Railroad (Levi Coffin, Eliza, Harriet Tubman). (SS.4.1.7)      * be able to explain different types of transportation in which an enslaved person trying to escape might have used. (SS.4.1.7, SS.4.1.12) * be able to describe different ways in which an escaping enslaved person might have navigated their way to freedom. (SS.4.1.7) | Students will:   * show that they understand ways in which and escaping enslaved person could have navigated to freedom by dissecting a song that could have been used. (SS.4.1.7) * show an understanding of the unit by answering questions (in groups of 4-5) about Underground Railroad vocabulary, transportation, navigation, and safe houses. (SS.4.1.7, SS.4.1.12) * (in groups of 4-5) create a 4-5 line song or poem that could give an escaping enslaved person directions to freedom, draw a map that corresponds with that song or poem, and explain two different types of transportation that could have been used to escape slavery. After completion, the students must explain all of this to the class using Underground Railroad terminology. | * Underground Railroad * Transportation * Navigation |

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| **Catalog of Lessons:**  **Lesson 1: Understanding the Underground Railroad**  Discuss with students the following terms; railroad, conductor, railroad station and goods. Write the words and student definitions on the board. The instructor will ask the students what an Underground Railroad is. After listening to some answers the instructor will explain that the underground in Underground Railroad implies that it is secretive, and that the Underground Railroad refers to slaves’ escape to freedom. The instructor will explain the meaning of homographs. The instructor will explain that slaves would escape to freedom by leaving their plantations, making their way to safe houses using guides or directions, rest, and then continue on their way until they got to freedom. Students will then have an opportunity to give what they think are the definitions to the words conductor, railroad station, and goods regarding the Underground Railroad. The instructor will explain each in a little more depth and give examples of each type of person (Levi Coffin, Harriet Tubman, Eliza). Explain that we will be discussing the Underground Railroad all week in preparation for going to the Levi Coffin House (a railroad station on the Underground Railroad).  **Lesson 2: Traveling through the Underground Railroad**  The instructor will begin by reading *Henry’s Freedom Box* by Ellen Levine. After the book is read, the instructor will discuss different types of transportation used throughout the Underground Railroad (by foot, shipping box, straw covered wagon, boat, train and more). If traveling unhidden (by foot, by train and more) slaves used disguises. Some of these disguises could include: Men dressing as women, women dressing as men, light skinned slaves pretending to be white people and many other ways. If time permits, the instructor will read examples of slaves escaping to the North (page 113 in the book Levi Coffin and the Underground Railroad, by Charles Ludwig). Instructors will discuss the pros and cons of escaping slavery, one example of a pro is that an escaping slave might reach freedom, and one con is that the runaway slave might get caught.  **Lesson 3: How to Navigate the Underground Railroad**  The instructor will begin by explaining the dangers and difficulties of a slave having written directions to freedom. Instead, the slaves might have used songs, conductors, and possibly even the North Star (this is debated). The teacher will explain that conductors had to know multiple routs (networks) in order to avoid being chased or running into other trouble along the way. Students will end the lesson by listening to the song “Follow the Drinking Gourd”. The teacher will explain that some people believe that songs such as this one were used to help the slaves with directions. The teacher should make a point that it is debated whether this song was actually used. The teacher will then allow students to look at the lyrics and share how they think that this song might help a slave find freedom.  **Lesson 4: Escape to Freedom Flash Card Race**  Students will be split into teams of four. Each group of students will correctly answer review questions. There will be four stations. | Each station will have a theme and questions relating to that theme. One station will be a basic Underground Railroad theme and will ask questions regarding the Underground Railroad vocabulary. Another station will be about transportation and will ask questions about how slaves might have traveled to safety. There will also be a station about navigation, which will ask questions about how slaves were able to find their way to freedom. There will be a Levi Coffin station that will ask questions about safe houses. Each group of students must answer one question correctly at each station. They will work together to come up with the final answer. If they miss a question, they will continue to be asked questions at that station until they answer one correctly and are able to move on to the next station. Once they have answered a question correctly at each station then they will be done. If time allows you can allow students to go through multiple times. After completing this activity, the teacher should go through and discuss the questions and answers with students.  **Lesson 5: Underground Railroad assessment**  Students will be split into groups of four or five. Each group must come up with the name, age, and gender of an escaping slave. They must come up with a short 4-5 lines of a song or poem giving the slave directions to freedom. They must then draw a map that corresponds with the song or poem to show the route that the slave takes to freedom. Lastly, they must think of at least 2 types of transportation that the slave used to get to freedom (ex. by foot, and hidden in a hay covered wagon). Students must explain their song, map and transportation using Underground Railroad terminology.  After the students have finished their poem or song, they will bring them all together into a book called, “Freedom for All.” This book will then be shared with the local library. After students have presented, the teacher will share with the children that there is still slavery in today’s world. He or she will explain that it is different (more hidden, illegal, and usually just a few slaves opposed to an entire plantation). The students will then take out a paper and write about how they feel about slavery still happening today.  **Assessment Abstract:**  Students will make up a slave in which they will create a project. They think of the name and the age and determine a couple different ways that the slave is transported to freedom. Students will also create a map that shows the route they will take in order to reach freedom. Students will then write about how they feel about slavery happening today.  **Assessment Prompt:**   * Copy of the song “Follow the Drinking Gourd) * Pictures of possible types of transportation that an escaping enslaved person may have used (train, buggy, horse, hay covered wagon with hiding place, boat, shipping box, feet). * Print out of a map with possible networks from the Underground Railroad. * 1. What are some of the characteristics that distinguish the Underground Railroad from a regular railroad? * 2. What are some of the different ways a slave would be transported in order to reach freedom? * 3. How would a slave navigate the Underground Railroad? |

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| **Directions:**  Students will be split up into groups of four or five students. Each group must come up with the name, age, and gender of an escaping slave. Then students will create a short 4 to 5 line song or poem that describes how this escaping slave made it to freedom using correct directions to the North. Each group must create a map that explains the route the escaping slave traveled on to get to the North. While creating, the map and song/poem groups need to include at least two ways of transportation that the escaping slave used to get to freedom. Once each group has created all these things they will orally share their person to the classroom. Each group will be assessed with the rubric below.   1. What are some of the characteristics that distinguish the Underground Railroad from a regular railroad? | 2. What are some of the different ways a slave would be transported in order to reach freedom?  3. How would a slave navigate the Underground Railroad?  **Procedures:**  The students will meet in their assigned groups to consider possible solutions to help their escaping slave get to freedom. Students will be asked to create a song/poem, map, and identify two types of transportation that the slave could use to escape to freedom. Students will then be asked to present their project in front of the classroom using the new terminology that they learned about the Underground Railroad. Following the oral project students will be asked the prompt questions to help them relate their project to the Underground Railroad. The teacher will explain about slavery today and have paper for students to write. |

**Scoring Rubric for Assessment:**

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| Benchmark | Score | | | |
| Students will show that they understand ways in which an escaping enslaved person could have navigated to freedom by dissecting a song that could have been used. (SS.4.1.7) | 1 | 2 | 3 | 4 |
| Sets a clear visual of an enslaved person including their name, gender, and age. | Sets a clear visual of an enslaved person including their name, gender and age. Writes a poem/song that has 0-2 lines to explain their navigation to freedom. | Sets a clear visual of an enslaved person including their name, gender and age. Writes a poem/song that has 3-4 lines to explain their navigation to freedom. Students explain using a map to show how the enslaved person made it to freedom. | Sets a clear visual of an enslaved person including their name, gender and age. Writes a poem/song that has 4-5 lines to explain their navigation to freedom. Students explain using a map to show how the enslaved person made it to freedom. |
| Students will show an understanding of the unit by answering questions (in groups of 4-5) about Underground Railroad vocabulary, transportation, navigation, and safe houses. (SS.4.1.7, SS.4.1.12) | Students do not work well together as group a group. Students do not answer questions about the Underground Railroad by using transportation, navigation, or safe houses. | Students work well together as a group. Students only include vocabulary about the Underground Railroad. | Students work well together as a group. Students only answered questions and included 1-2 vocabulary words about the Underground Railroad. | Students collaborated well together as a group and divided up the project. Students did answer questions about the Underground Railroad by giving both sides of the pros and cons of slaves running away. Students used all the vocabulary words such as transportation, navigation, and safe house. |
| (In groups of 4-5) Students will create a 4-5 line song or poem that could give an escaping enslaved person directions to freedom, draw a map that corresponds with that song or poem, and explain two different types of transportation that could have been used to escape slavery. After completion, the students must explain all of this to the class using Underground Railroad terminology. (SS.4.1.7, SS4.1.12) | Students do not create a song/or poem. Students do not draw a map that corresponds with their song/ or poem. Students do not include any type of transportation the escaping slave used to travel to freedom. Students do not present their project in front of class without using terms about the Underground Railroad. | Students do create a song/or poem that is 1-2 lines long. Students do not create a map to explain their song/ or poem. Students do include 1 type of transportation the escaping slave used to travel to freedom. Students do not present their project to class with only using one term about the Underground Railroad. | Students do create a song/or poem that is 3-4 lines long. Students do create a colorful map to explain their song/or poem. Students do include 2 types of transportation the escaping slave used to travel to freedom. Students present their project to the class with using 2 terms about the Underground Railroad. | Students do create a song/or poem that is 4-5 lines long. Students do create a colorful map to explain their song/or poem. Students do include 2 types of transportation the escaping slave used to travel to freedom. Students present their project to the class using all 3 terms about the Underground Railroad. Students will publish their poems or songs into a book that will be displayed at the local library. |
| The student will write at least 5 sentences about how they feel about slavery happening today. | The student did not write anything. | The student wrote three or less than three sentences about how they feel about slavery happening today. | The student wrote four or less than four sentences about how they feel about slavery today. | The student wrote at least 5 sentences about how they feel about slavery happening today. |