**COURSE TITLE: Indiana History**

GRADE LEVEL: Fourth

UNIT: The Underground Railroad

**Abstract:** This unit will teach the students about the Underground Railroad, which helped the slaves escape during the Civil War era. Information on the Underground Railroad will be given after a lesson on a history of slavery. Along with the assessments, the students will be playing a Kinect game, where they will be a fugitive slave running away using the Underground Railroad.

**Focus Questions:**

How did safe houses help the runaway slaves?

What are myths regarding the Underground Railroad and how did they come about?

What did the slaves endue when going through the Underground Railroad?

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| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| 4.1.7  The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.  4.1.8  The Civil War Era and Later Development: 1850 to 1900. Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.  4.1.16  Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Distinguish fact from opinion and fact from fiction in historical documents and other information resources and identify the central question each narrative addresses. | Students Will:  Research individuals that participated in the Underground Railroad (slaves and free people) and how they impacted it (4.1.8).  Role-play as a fugitive escaping from slavery to freedom (4.1.7)  Distinguish myths from facts in regards to the Underground Railroad (4.1.16) | Slavery  Housing  Escaping  Runaway  Hiding  Myths |

**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>

1996. The Fugitive Slaves and the Underground Railroad. The African American History of Western New York. http://www.math.buffalo.edu/~sww/0history/UndergroundRailRoad.html

Levi Coffin House. Levi Coffin State Historic Site. http://www.waynet.org/levicoffin/default.htm

Myths of the Underground Railroad. Scholastic. http://teacher.scholastic.com/activities/bhistory/underground\_railroad/my ths.htm

Schons, Mary. The Underground Railroad in Indiana. http://education.nationalgeographic.com/education/news/underground- railroad-indiana/?ar\_a=4&ar\_r=1

The Story of the Lyman Hoyt House. Indiana Department of Natural Resources. http://www.in.gov/dnr/historic/files/hoyt.pdf

Underground Railroad. Department of Natural Resources. http://www.in.gov/dnr/historic/2798.htm

Underground Railroad. Underground Railroad Indana. http://www.undergroundrailroadindiana.com/

**Teacher Made Materials:**

Walburn, Madalyn. (2012). Kinect game simulation – conceptual drawings, instructions, and information for programmers.

**Catalog of Lessons:**

**Lesson 1: History of Slavery**

The students will learn about slavery from the earliest use in the United States up to the end of the Civil War. The students will answer the questions as to why slavery existed, what they did, and what they were called. The students will then create a timeline of the major events and how slavery changed.

**Lesson 2: Underground Railroad/Safe Houses**

The first part of this lesson is about determining facts and myths of the Underground Railroad. The student will be given a statement and they will have to determine whether or not they are true or false in an open discussion format. If the students believe the statement, they will move to one end of the room. The students will then be taught the real facts and how the myths came to be.

**Lesson 3: Jefferson County**

There are three main families who helped out in the Underground Railroad in 1919 in Jefferson County, IN. They were the Hoyts, Tibbetts, Elijah Anderson, and Nelsons. Students will be broken up into four groups. One group will receive the Hoyts, the next the Tibbetts, the third group will receive the Nelsons, and the final group will receive Elijah Anderson. Students will then work in their groups researching and gathering information about their family. Students will then be put in groups of four (one member from each family) to then go through and teach the other three students about what their family did to help the slaves escape the south. Students will be teaching their information to the students. Before the students teach about their families, they will need to turn in a paper with everything they are going to teach to make sure their information is accurate as well as giving their teacher the sources.

**Lesson 4: Levi Coffin House**

In the lesson for Levi Coffin, the students will read the story of Eliza, which is in *Uncle Tom’s Cabin.* The students will then be shown pictures of Levi Coffin’s house in Indiana, such as the indoor well for extra water and the small rooms hidden in the house. The students will also be shown a map as to where the house is located in Indiana. After seeing the various pictures and evidence, the students will write about how they would hide people in their own houses.

**Lesson 5: Kinect Simulation**

The students will be going through the Kinect simulation over the Underground Railroad. In this simulation, the student will be a runaway slave searching for freedom. The “slave” will go through various movements and experiences the runaways had to go through, including hiding in forests, going to safe houses, and crossing rivers.

**Assessments:**

Abstract: Students are assigned a famous figure of the Underground Railroad to research and do a 2-5 minute presentation on that person. The students will include who the figure is, what their part in the Underground Railroad was, when and where they were active in the process, and three interesting facts about the person.

Prompt: Students will work alone. They will be given a paper, pencil, and a computer with Internet connection.

Directions:

1. Be assigned a figure of the underground railroad
2. Research the famous figure on the internet given assigned websites
3. Prepare a speech on that person
4. The students will need to also state whether they believed what their person did was correct
   1. Example:
      1. Levi Coffin
         1. State information about whether you think Levi Coffin did the correct thing by helping the slaves.
5. Students will also need to state if they believe there are still forms of slavery in the United States. They will need to take a side and explain why they believe that or why they do not believe it.

Procedure: The students will draw from a hat to find out the name of the person they will research. Allow the students to get on the Internet to research their person. Monitor the students’ progress to make sure they are staying on task. When they have finished answering their questions, they will go back to their seats and prepare a speech. When the class has finished preparing their speeches, the students will present their findings to the class. Students will be presenting their information about the Underground Railroad in February at the Yorktown Public Library.

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| Character:\_\_\_\_\_\_\_\_\_\_\_\_ | 5 points | 3 points | 1 point |
| Part in Underground Railroad | Explains person’s part in Underground Railroad in detail | Explains person’s part in Underground railroad, but does not have information. | Does not explain person’s part in Underground Railroad. |
| How they were active in process | Have said where and how they were active in the Underground Railroad. | Has either how they were active or where they were active, but not both. | Do not have any information on how they were active in the Underground Railroad. |
| Interesting Facts | Three interesting facts given. | Two interesting facts given. | One or no interesting facts given. |
| Accuracy | All facts are correct. | 1-2 incorrect facts. | More than 2 incorrect facts. |

Underground Railroad Truths and Myths Presentation

Abstract: Students will be given a truth or myth of the Underground Railroad. They will need to research information about the truth or myth by using an encyclopedia and the Internet. Students will then be giving a presentation using PowerPoint, or poster. Students will speak about their truth or myth from 2 to 5 minutes.

Prompt: Students will work in groups of 3. They will be given an assortment of questions to answer and will need to speak about in their presentation.

Directions:

1. Students will be given a truth or a myth to research
2. Students will have 2 class times to work on the project
   1. One day to research
   2. One day to either continue to research or to start on their presentation
3. Students will start project on Monday and will present the following Monday.
4. Students will present the information they have found on their myth or truth
5. Some questions they will need to answer
   1. How did this myth or truth come about?
   2. Do you think this truth was effective?
   3. Do you think this myth would have been effective?
   4. Where did this truth/myth originate?
   5. Give two positives and two negatives of the myth/truth?
   6. Any other interesting information the students find about their truth/myth
   7. And last, students will make up a present day myth about society.
      1. Students will present it to the class
      2. Explain their myth and is this something people would believe?

Procedure: Explain to the students they will be making a presentation over myths and truths of the Underground Railroad. Tell them they are working in groups of 3. Students will get 2 class days to work on their presentation in class, but will have a whole week to work. Students will be given questions to answer and talk about in the presentation. The students will need to either use the Internet and an encyclopedia to find the information. Student will get 2 to 5 minutes to speak about their truth or myth. After the students present their information in class, they will be also presenting at the Black History Month Celebration in the town.

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Comprehension** | Students are able to accurately answer almost all questions posed by the teacher about their myth/truth. | Students are able to accurately answer most questions posed by the teacher about their myth/truth. | Students are able to accurately answer a few questions posed by the teacher about their myth/truth. | Students are unable  to accurately answer  questions posed by  the teacher about  their myth/truth. |
| **Time-Limit** | Presentation is 2-5 minutes long. | Presentation is 1:45 minutes long. | Presentation is 1:30 minutes long. | Presentation is less  than 1 minute  OR more than  5 minutes. |
| **Stays on Topic** | Stays on topic all (100%) of the time. | Stays on topic most (99-90%) of the time. | Stays on topic some (89%-75%) of the time. | It was hard to tell  what the topic was. |
| **Speaks Clearly** | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word. | Often mumbles or  can not be  understood OR mispronounces  more than one word. |

**Kinect Game Simulation**

SCREEN 1- Nighttime

START! You must quietly sneak past the plantation house (walk in place). You will have 10 seconds to get past the house and on to the next screen.

- Sounds: crunching of ground under feet.

SCREEN 2- Nighttime when they run into the woods, daytime as they lay through the day until it is safe to move at night.

Once you hit the edge of the woods, you hear a man screaming about a slave escaping. RUN! (30 seconds). Once you are deeper into the woods, lay in the brush belly down (10 seconds).

- Sounds: Man yelling, “One of my slaves is gone!” and crunching of ground and heavy breathing while they run, nature sounds as they rest.

SCREEN 3- Nighttime

You get to a river and your only way to move forward is to cross it. Move your arms in a swimming motion rapidly until you get across the river (30 seconds). If you don’t move fast enough you drown and your game is over, if you get across you get to keep moving. Get out of the water and start running to make up time (10 seconds).

- Sounds: splashing of water as they swim and crunching of ground and heavy breathing while they run.

SCREEN 4- Nighttime

You made it to your first stop. Knock on the door three times and go inside quietly (10 seconds).

- Sounds: three knocks on the door, door opening, and sounds of people walking inside.

SCREEN 5- Nighttime (inside the house)

You are offered a change of clothes. You may take the new pair or keep your own. You are also given a meal. Change your clothes (if you took the new pair) and eat quickly so you have some time to rest (1 minute). Lay down to sleep (10 seconds).

- Sounds: rustling of clothes, chewing noises, snoring?

SCREEN 6- early morning

You hear a knock at the door and the conductor tells you it is their neighbor and to get out the back door! Quickly stand up and run outside into the woods (30 seconds). Find a thick area to hide in and be still and quiet; you must stay there until it is dark again (10 seconds). The ones who changed their clothes will get past, as for the others, they will be caught by the neighbor and sent back.

- Sounds: Neighbor knocking on the door fiercely, crunching ground and heavy breathing while they run, nature sounds as they are at rest in the woods.

SCREEN 7- Nighttime

Get up and start moving. You need to keep going, but your hungry and weak. Pick berries as you walk to get some food in you, but DO NOT eat the red berries (30 seconds). If you eat the red berries, you get sick and die and your game is over.

- Sounds: crunching under feet.

SCREEN 8- Nighttime

A bounty hunter is on your tail! You may choose to take your chances and go to the house in the distance, or change direction to get away from him. Think fast (1 minute). If you choose not to change directions, he catches you and you are returned.

- Sounds: Horse galloping, whip snapping, crunching under feet, whispering of which direction to go.

SCREEN 9- Nighttime

You made it to Levi Coffin’s house! Knock on the door three times and go inside quietly (10 seconds). Once inside you will eat a meal and then lay down for some much needed rest (10 seconds).

- Sounds: three knocks on door, door opening, people walking inside, sounds of eating, snoring?

SCREEN 10- Nighttime

After a whole day of rest, Mr. Coffin puts you in his wagon for a long ride. Lay flat and he will put bags and straw over you and you must stay quiet! (10 seconds).

- Sounds: horse sounds, wheels turning on the ground.

SCREEN 11- Nighttime

A man stops you and he opens the wagon up to look for anything suspicious, especially fugitive slaves. You must stay completely still and quiet while he looks at you, without even knowing you are there (15 seconds). He sees nothing but bags and straw so he lets Mr. Coffin be on his way (10 seconds). You are safe once again.

- Sounds: sound of wagon abruptly stopping, man talking about runaway slaves to Mr. Coffin, wagon opening/closing, man saying, “you can be on your way now”, horse and wagon sounds start up again.

SCREEN 12- Daytime

YOU ARE FREE!!

- Sounds: crying, conversing, excitement.