

Title	Hiddin' Out
Name	Jane Ensley
Date	7-26-01
School	Holland Elementary School
City/state	Fort Wayne, IN
Topic (Overall theme)	Habitats Encountered by Fugitive Slaves
Classroom sessions or estimated time	4-5 sessions(may vary on background children have on subject matter)
Grade Level(s)	Fourth Grade
Purpose	<p>To peak children's interest in the Underground Railroad.</p> <p>To inform them of different natural habitats and human habitats crossed by escaping slaves.</p> <p>To make students aware of the difficulties and dangers experienced by escaping slaves.</p> <p>To make students aware of different groups might assist them.</p>
* Geography Standards Addressed	<p>Spacial Terms #1</p> <p>Places and Regions #4; #6</p> <p>Physical Systems #8; #10; #12; #13</p> <p>Environment and Society #15</p> <p>Uses of Geography #17</p>
* Indiana Social Studies Academic Standards addressed	<p>Fourth Grade Indiana Standards</p> <p>History 4.1.8.; 4.1.11; 4.1.12</p> <p>Geography 4.3.2.; 4.3.3; 4.3.5;4.3.14</p> <p>Individuals, Society, and Culture 4.1.5; 4.5.2; 4.5.3; 4.5.4; 4.5.5; 4.5.9</p>

Objectives

1. Students will be able to list natural habitats encountered by fugitive slaves.
2. Students will be able to list two human habitats encountered by fugitive.
3. Student groups will compile lists of advantages and disadvantages of each habitat.
4. Students will draw three major Underground Railroad routes crossing Indiana on an outline map and include habitats and towns
5. Students will produce an oral history involving at least three natural habitats and one human habitat.

*Teacher Background Materials

Children's Books

Bial, Raymond. The Underground Railroad. HoughtonMifflin, 1995.

Freedman, Florence B. (Florence Bernstein). Two Tickets to Freedom. Simon and Schuster, 1971

Lawrence, Jacob. Harriet and the Promised Land. Simon and Schuster for Young Readers, 1993.

Levine, Ellen, and Williams, Richard. If You Traveled on the Underground Railroad. Scholastic, 1988.

Majors, Charles. The Bears of Blue River. MacMillan,1901

---. Uncle Tom Andy Bill. Indiana University Press, 1993

Rappaport, Doreen. Freedom River. Hyperion Books for Children 2000.

Sanders, Scott Russell. A Place Called Freedom. Aladdin Paperbacks,1997.

Willis, Patricia. Danger Along the Ohio. Clarion,1997

	<p>Adult Books</p> <p>Hanson, Ellen. <u>The Underground Railroad</u>. Discovery Enterprises, 1995.</p> <p><u>Weaving a Network of Freedom: Proceedings of the Second Kentucky Underground Railroad Symposium</u>. Education, Arts and Humanities Cabinet, 1999</p> <p>Web Sites (current as 7-26-01)</p> <p>http://www.cr.nps.gov/nr/travel/underground/</p> <p>http://www.nationalgeographic.com/features/99/railroad/j4.html</p> <p>http://www.statelib.lib.in.us/WWW/ihb/terrain.html</p> <p>http://www.cr.nps.gov/nr/travel/underground/</p>
<p>*Purpose of Materials</p>	<p>A tape recorder, VCR camera, or computer programs which allow audio taping are required. Three maps of Indiana 1. An outline map. 2. A map of free Black settlements in Indiana 3. A topographical map of Indiana. (see previous box for web link) Pictures of habitats found in Indiana. (Examples: forests, rivers, wetlands/swamps, caves)</p> <p>Pictures of animals found in Indiana during the 1800's.</p>
<p>Procedures</p>	<ol style="list-style-type: none"> 1. Before the lesson on overview of the Underground Railroad should take place. (This could be accomplished by using the Indiana History text book) Some background about natural habitats is needed. 2. With the entire class create a list of natural and human habitats slaves might encounter while journeying north through Indiana. (Examples would be deciduous forests, swamps/wetlands, rivers, caves, meadows, Free Black settlements, white settlements) 3. Break the class down into groups of 3 or 4 with each group listing advantages and disadvantages of different habitats for the slaves.(An example for caves would be

	<p>advantages-would be dry; comfortable temperature; well-hidden—disadvantages-would be...caves may harbor dangerous animals, may be known hiding places checked by local people, could fill up with water.)</p> <ol style="list-style-type: none"> 4. Have each group share their discussion results, and asked the class if they can add any advantages and/or disadvantages. 5. Display a physical map of Indiana on an overhead or computer projection. Point out places where different habitats will occur in Indiana. 6. Overlay a map of Underground Railroad Routes through Indiana over the physical map and discuss what slaves might encounter on different route.
<p>*Teaching Strategies</p>	<p>Whole group instruction; Small group collaboration; Interdisciplinary instruction in social studies, science, and language arts</p>
<p>*Assessments (key questions to simulate critical thinking)</p>	<ol style="list-style-type: none"> 1. Create an oral history a slave might tell an interviewer. The history must cover a minimum of 10 days and nights trip experience. The oral history must have a minimum of three different habitats and one human habitat. Happenings in each habitat can be advantageous and/or the opposite and should be appropriate for that environment. 2. Given an outline map of Indiana draw in the three major Underground Railroad routes crossing Indiana. Use symbols and labels for various surroundings. Example: a tree=deciduous forest; grass=wetlands, Label at least one Black settlement and/or White settlements you might encounter on each route if appropriate. <p>Follow up questions:</p> <ol style="list-style-type: none"> 1. Why didn't every fugitive slave reach Canada? 2. How long do you think a journey took to complete? A

	<p>week? A month? A year? Etc.</p> <ol style="list-style-type: none"> 3. What advantages/ disadvantages would slaves have escaping in summer? In winter? 4. Today, many illegal immigrants journey from Mexico and other Central American countries. How is their journey similar to that of the escaping slaves? How is it different?
Adaptations and/or Extensions	<p>Produce a "Choose Your Own Adventure" activity using a computer programs such as <i>Flash</i>, <i>PowerPoint</i>, <i>Dream Weaver</i>.</p> <p><i>Produce an Excel spreadsheet survey of the most and least valuable habitats slave could encounter.</i></p> <p><i>Take a trip to a wooded area, wetlands, etc. looking for appropriate hiding areas.</i></p>

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