

Title	Journey on the Underground Railroad
Name	Ken Zahora
Date	7/24/01
Topic (Overall theme)	The journey on the Underground Railroad was extensive.
Classroom sessions or estimated time	3-4 lessons of 45-60 minutes
Grade Level(s)	3 <sup>rd</sup> or 4 <sup>th</sup>
Purpose	To get an idea of the hardness and difficultness of a journey on the UGR.
* <a href="#">Geography Standards Addressed</a>	The World in Spatial Terms: 1 Maps.  Human Systems: 13 Forces of cooperation and conflict. The uses of Geography: 17 Apply geography to interpret the past.
* <a href="#">Indiana Social Studies Academic Standards addressed</a>	Standard 1 History: 4.1.12 Underground Railroad.  Standard 2 Civics and Government: 4.2.10 Equality of opportunity.  Standard 3 Geography: 4.3.2 Estimate Distance, 4.3.4 Locate, 4.3.10 Trace Route.  Standard 5 Individuals, Society, & Culture: 4.5.9 Use Primary Sources

Objectives	<ol style="list-style-type: none"> <li>1. Use Indiana and Michigan state road maps to trace a route to Canada from Madison, IN. with the many possible stops along the way.</li> <li>2. Find the distance between Madison and Windsor, Canada using a regional map of the United States.</li> <li>3. Make a picture book that depicts a runaway slave's journey on UCR.</li> </ol>
School	IPS #96 Meredith Nicholson
City/state	Indpls. IN
*Teacher Background Materials	<ol style="list-style-type: none"> <li>1. Road maps of Indiana and Michigan.</li> <li>2. Regional map of central United States.</li> <li>3. Pictures of runaway slaves, slave catchers, and area pictures of Indiana and Michigan.</li> <li>4. Computer with internet access.</li> <li>5. Color pencils, etc.</li> <li>6. Writing and drawing paper.</li> </ol>
*Purpose of Materials	Background information and materials to use to complete lesson.
Procedures	<p>Lesson 1. Time students walking a mile. (use a track if available) This will be used to determine how far a runaway could walk in a day and used to imagine eventually how tiring a 10-15 mile day walk would be walking thru the woods, etc. Use this information to calculate how long it would take to go from Madison, IN to Windsor, Canada.</p> <p>Lesson 2. With state road maps of Indiana and Michigan construct a possible route from Madison, IN to Windsor, Canada and designate with some symbol where you would stay each night. Calculate the total number of days needed for this journey.</p> <p>Lesson 3. Make a 5-10 page picture book of a slave's journey on the UGR. Each page should have a picture of the runaway hiding in an attic, wagon, woods,</p>

	<p>dogs chasing them, slave hunters, or crossing a river, etc. Include sentences that go with each picture.</p>
<p>*Teaching Strategies</p>	<p>Lecture/Discussion, 3-5 person co-operative groups.</p>
<p>*Assessments (key questions to simulate critical thinking)</p>	<p>Finish products with be used for assessment: Picture book and completed maps. (use Power Point to make a picture book if available)</p> <p>If you place yourself into your picture book write a short story telling how you would have felt, your fears, concerns during this journey.</p>
<p>Adaptations and/or Extensions</p>	<ol style="list-style-type: none"> <li>1. Use "Follow the Drinking Gourd" poem recording as an introduction.</li> <li>2. Follow up activity. Use the following books as a conclusion activity: <u>Follow the Drinking Gourd</u> by Bernadine Connelly. Picture book also available in audio version narrated by Morgan Freeman. Grade 4-8. <u>Get on Board: The Story of the Underground Railroad</u> by Jim Haskins. Grade 4-6. <u>Two Tickets to Freedom: The True Story of Ellen and William Croft, Fugitive Slaves</u> by Florence B. Freedom. Grades 4-6.</li> <li>3. Resource: July 1984 "National Geographic Magazine" Escape from Slavery: Underground Railroad.</li> </ol> <p><a href="http://www.ugrr.org/">http://www.ugrr.org/</a></p> <p><a href="http://www.statelib.lib.in.us/">http://www.statelib.lib.in.us/</a></p> <p><a href="http://www.cr.nps.gov/aahistory/">http://www.cr.nps.gov/aahistory/</a></p> <p><a href="http://www.historychannel.com/">http://www.historychannel.com/</a></p>

<http://www.ai.org/>

<http://www.nationalgeographic.com/>