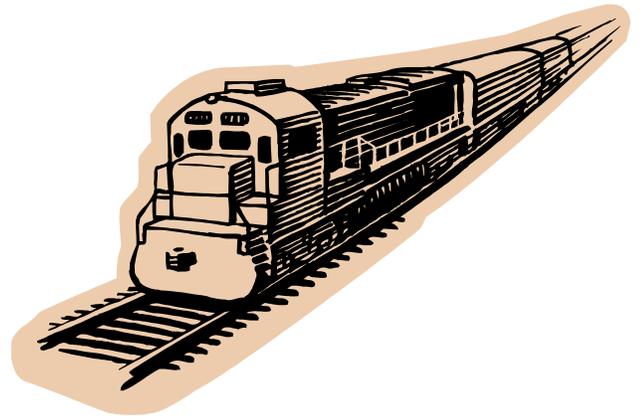


A Day on the Underground Railroad: Vocabulary and Maps



Grade 4

Overview

Students will learn briefly about the Underground Railroad. In doing so they will learn a vocabulary list as well as how to measure distances on a map and how to estimate time of travel.

Objective

At the end of the day the students should be able to provide a close approximation of distances on the map using the scale. The students should also have a good understanding of at least six out of eight vocabulary words.

Learning Environment

The students will be learning the lesson in any classroom however having desks and tables out of the way would make for an easier view of observing what's going on.

Standards

4.1.7 Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (Individuals, Society and Culture).

4.1.17 Using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history.

4.3.2 Estimate distances between two places on a map, using a scale of miles, and use cardinal and intermediate directions when referring to relative location.

Material

- Map of the United States
- Map of Indiana
- Writing Utensils (Pencils, Pens, Crayons, Markers)
- Yarn
- Paper
- Scissors

Procedure

1. The lesson will begin with a brainstorming idea to find out what the students already know using a KWL chart.
2. The next step will be introducing the vocabulary words to the students, these include:

- a. Abolitionist – person who was opposed to slavery and fought to end it
- b. Patrollers – men who searched for escaped slaves
- c. North star – used by slaves to find their way north and to freedom
- d. Stations – hiding place on the underground railroad
- e. Passengers – a codeword for those escaping on the underground railroad
- f. Conductors - people who guided escaped slaves on the Underground Railroad, telling them where to go next
- g. Underground Railroad – a secret network of people and places that helped runaway slaves get to freedom
- h. Emancipation – to be set free from slavery

3. Now that the vocabulary is introduced, separate the students into groups. Have a group of abolitionists and conductors together who are helping the “slaves”, a group of Patrollers, and two groups of stations. Students will rotate groups so that everyone gets to play each role. However, the group of “slaves” will have to provide the correct answer to two vocabulary words, asked by the patrollers on their way to each station. If the group makes it through the first two stations (at which point they will have been asked four vocabulary words), they can continue to the instructor where the patrollers can again intercept them. If they successfully get the questions right, they may get emancipated by the instructor.

4. After all the groups have played each role, introduce maps and map scales to the students. Provide an example of how to measure distance by stretching yarn from the original location to the ending location. Cut the yarn at the ending location. Once the students have the piece of yarn, show them how to use the scale by making check marks for each length (ex. If 50 miles was an inch, for each inch the students would mark a line on the yarn with a marker). Teach the students that each mark is equal to one length of the scale.

5. That following night, have the students with the help of their

parents create a plancast account at <http://www.plancast.net>, or use a pre-existing one. Have the students estimate the time it will take to travel using division. The students can estimate that 50 miles will be traveled in a day.

6. Have the students with the help of their parents estimate when they will be in a different state using what they learned with distances on the chart (Ex. After 250 miles, or 5 days a student may enter into another state). Have the student make events on Plancast when they will be in each state (ex. 5 days from now the student may enter West Virginia, so the student will make an event five days from now saying they'll be in West Virginia). Proceed to make estimates for 5 states.

7. The following day use an hour of time in a lab to group all the students together and they can all see when each student will be in what state. This will give students a broader spectrum of how many different options a fugitive could have taken.

8. Fill out the "L" in the KWL chart now that students have learned more on the subject later in the week and emphasize the time it would have taken for a fugitive to make it to freedom.

Evaluation

In order to evaluate the students, each group from the lesson will write a short journal entry of six sentences. The journal entry would need to include four vocabulary words, two estimated distances, and two estimated lengths of time that the students found using their yarn on an Indiana map.