



MASTER TEACHERS Eileen Harris and Donna Hooper

LESSON TITLE All Aboard! The Life of Harriet Tubman

GRADE LEVELS This lesson targets grade levels 1-2, but may be adapted to other grade levels.

TIME ALLOTMENT It will take between four and seven 45 to 60 minute class periods to complete this lesson depending on the computer literacy skills and the interest level of the students. (**Teacher Note:** Students should complete the lesson steps sequentially.)

OVERVIEW Students are faced with the issues of civil liberty each day. Understanding those issues and the past efforts to make all Americans truly free can develop awareness, understanding and empathy for immigrants to our country today. It will help students develop similar attitudes towards those in other countries of the world who do not have these rights, as well. Through the use of video, Internet resources and cooperative activities, students will board a journey toward freedom taking them inside issues of the past and present with a front row seat into other perspectives. Hop aboard for the journey of a lifetime!

SUBJECT MATTER Social Studies and Language Arts

LEARNING OBJECTIVES Students will be able to:

- Identify and define vocabulary words: conductor, safe house, underground railroad, spirituals, North Star, drinking gourd, Emancipation Proclamation, master, auction, plantation, Civil War, patrollers, runaway, Little Dipper, abolitionist, overseer, quilt.
- Answer comprehension questions and make predictions after watching portions of a video about Harriet Tubman.
- Use the computer for interactive games and tasks.
- Answer detail questions after listening to literature read aloud.
- Utilize web sites in order to develop an understanding of Harriet Tubman's contribution to civil rights and of facts concerning her life.

STANDARDS **National Standards:** **Language Arts – Education World**

[http://www.education-](http://www.education-world.com/standards/national/lang_arts/english/k_12.shtml#nl-eng.k-12.2)

[world.com/standards/national/lang_arts/english/k_12.shtml#nl-eng.k-12.2](http://www.education-world.com/standards/national/lang_arts/english/k_12.shtml#nl-eng.k-12.2)

NL-ENG.K-12.2 UNDERSTANDING THE HUMAN EXPERIENCE

Students read a wide range of literature from many periods in many genres to build and understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

N.-ENG-12.C EVALUATION STRATEGIES

Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)

Social Studies – Education World

http://www.education-world.com/standards/national/soc_sci/civics/k_4.shtml

NSS-C.K-4.5 ROLES OF THE CITIZENS

What are important rights in the United States?

Technology – Education World

http://www.education-world.com/standards/national/technology/k_12.shtml

NT.K-12.3 TECHNOLOGY PRODUCTIVITY TOOLS

Students use technology tools to enhance learning, increase productivity, and promote creativity.

State Standards:

Reading - TN

<http://www.state.tn.us/education/ci/cistandards2001/la/cilak3stand.htm>

1.0 The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

Social Studies

<http://www.state.tn.us/education/ci/cistandards2001/ss/cissk3stand.htm>

1.0 Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Technology

<http://www.state.tn.us/education/ci/cicomputered/cicompedk2.htm>

5. The student will use a variety of technologies to improve classroom learning, increase productivity, and support creativity.

MEDIA COMPONENTS

VIDEOS

ITV Series

Adventures From the Book of Virtues: "Faith" # 110

WEB SITES

Harriet Tubman Timeline

<http://www2.lhric.org/pocantico/tubman/ht1.htm>

This site, created by second graders, is an interactive journey through the life of a remarkable woman. Easy to read and done in Kid Pix Studio this site is very age appropriate. Requires Macromedia Shockwave.

Vocabulary Quilt

<http://www2.lhric.org/pocantico/tubman/vocabquilt.htm>

Interactive site with vocabulary words and definitions. Students click on the word and see the definition. Requires Macromedia Shockwave.

Who Said This?

<http://www2.lhric.org/pocantico/tubman/whosaid.htm>

Interactive site where students try to determine the person making the statement. Students self-check by pointing the mouse and clicking. Requires Macromedia Shockwave.

Map to Freedom

<http://www2.lhric.org/pocantico/tubman/map2.htm>

Site shows map of Harriet's route to freedom. Locations are clearly marked and the route is clearly outlined.

Vocabulary Quiz

<http://www2.lhric.org/pocantico/tubman/vocabquiz.htm>

Site is an interactive one in which the students quiz themselves on the knowledge of vocabulary words used in previous activities.

Harriet Tubman Quiz

<http://www2.lhric.org/pocantico/tubman/quiz.htm>

Site is an easy to follow test of student knowledge of the life of Harriet Tubman. Students may test their knowledge in a format providing immediate feedback. Site requires Shockwave.

BOOKS

Follow the Drinking Gourd by Jeanette Winter

Sweet Clara and the Freedom Quilt by Deborah Hopkinson

MATERIALS

PER CLASS: Introductory Activity: Bulletin board set up with white Christmas lights in the shape of the Little Dipper with the North Star in yellow. Book: *Follow the Drinking Gourd* by Jeanette Winter, chart paper with focus questions written for students to listen for as the book is read, pocket chart for vocabulary words, and vocabulary word cards for the following words: drinking gourd, master, overseer, spirituals, underground railroad, safe house and abolitionist

Learning Activities: Chart with focus questions for the book, *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson, a copy of the book *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson, vocabulary words on cards: quilt, patrollers, plantation, overseer, auction, Canada, freedom, Little Dipper, abolitionist, Moses, North Star, station, signal, slave, and Civil War, TV/VCR, computer(s) with internet access, video; Adventures From the Book of Virtues: "Faith" #110

PER GROUP – (two students) Learning Activities: Worksheets: Harriet Tubman Timeline Activity and Map to Freedom

PER STUDENT: Introductory Activity: 1 sheet white drawing paper, 8 1/2 x 11, crayons or markers

Culminating Activity: 1 sheet white drawing paper, 8 1/2 x 11, crayons or markers

PREP FOR TEACHERS

Prior to lesson, preview and bookmark the web sites used in the lesson. Load Macromedia Shockwave, if not already installed. Copy worksheets for Culminating Activity and for the Map of Freedom learning activity.

Prepare the bulletin board for the Introductory Activity by having a dark blue or black background with small, white Christmas lights forming the Little Dipper and a larger yellow light depicting the North Star.

Preview and cue the videotape the appropriate starting point.

Purchase or check out a copy of the books: *Follow the Drinking Gourd* by Jeanette Winter and *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson.

Prepare the focus question charts for the books. **Teacher Note:** The answers are included for teacher information only and should not be included in the preparation of the charts.

Follow the Drinking Gourd:

1. How did Peg Leg Joe help the slaves get to freedom? (He taught them a song that gave them directions.)
2. What signal or sign did he use to help the slaves find their way? (He made a footprint and a peg print on the side of a tree.)
3. What happened to Molly's husband? (He was sold away.
**Introduce the word auction at this point.)

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4. Who was dangerous to the runaway slaves? (The men who were sent to bring them back and hungry beasts. **introduce 'patrollers' here)
 5. What was their trip to freedom made on? (the Underground Railroad)
 6. What was the signal for a safe entry to a station house? (a light in the window or doorway)
 7. What were the station houses called? (safe houses)

Focus Question Chart for *Sweet Clara and the Freedom Quilt*.

1. How did Clara gain her way out of the fieldwork of picking cotton? (She was taught to sew by Aunt Rachel.)
2. Who was in charge of the slaves on the plantation? (the overseer)
3. Who chased the runaway slaves? (the patrollers)
4. Where did the Underground Railroad take the slaves? (to Canada)
5. What did the slaves want when they ran away? (freedom)
6. How did Clara's quilt help the slaves? (It was a map to freedom or it showed them the way to freedom.)
7. How long did Clara work on her quilt? (a long time or months and months)

Create vocabulary word cards ready to add to the pocket chart at the end of the Introductory Activity and Learning Activity: Steps 1 and 3. If words are duplicated simply reinforce the meaning as a review for students.

Vocabulary Words:

Introductory Activity

drinking gourd, master, overseer, spirituals, underground railroad, safe house and abolitionist*(must be discussed)

Learning Activity: Step 1:

Moses, station, underground railroad, patrollers, signal, slave, master, plantation, North Star, safe house, Civil War

Learning Activity: Step 3:

quilt, patrollers, plantation, overseer, auction, Canada, freedom, Little Dipper, safe house, Abraham Lincoln*(must be discussed)

INTRODUCTORY ACTIVITY: SETTING THE STAGE

Step 1. Design a bulletin board using dark blue or black paper with small Christmas lights forming the Little Dipper. Use a larger white light or a yellow light to depict the North Star. As students enter the room prior to the lesson, have the lights out and only the bulletin board lights displayed. Ask students to tell you what it is. (stars, the dipper, etc.) Answer by explaining that this is indeed the constellation called the Little Dipper (display vocabulary card in pocket chart) and that long ago slaves used it to find their way to freedom on something called the Underground Railroad. (Display

slave, freedom and Underground Railroad in the pocket chart.) Explain that you are going to find out more about what these words mean as we read a book called, *Follow the Drinking Gourd*.

Step 2. Before reading the book, have each student draw a picture of what they think an Underground Railroad might look like. Add as many details to the pictures as possible and be sure to write a name on the back. Save these pictures to see how much is learned about the Underground Railroad by the end of the lesson. Distribute 1 sheet of white drawing paper to each child. Have them use crayons and/or markers to draw their predication of an Underground Railroad. Keep these pictures in a folder to use during the Culminating Activity.

Step 3. Display the chart with focus questions for the book: *Follow the Drinking Gourd*. (Refer to Teacher Prep area.) Review the questions with the students asking them to stop you as you read the story and give an answer to the question. As soon as an answer is given, stop reading and record the answer on the chart. You may wish to reward the child who gives the correct response with a treat. Read the story.

Step 4. After reading the story and discussing answers to the focus questions, return students' attention to the vocabulary chart. Add one word at a time asking each time what the word means. If students do not recall, reread that section of the book until they can give a correct response. Words to be added are: drinking gourd, master, overseer, spirituals, underground railroad, safe house and abolitionist. (**Teacher Note:** the words abolitionist and spirituals are not referred to in the book and will need to be defined to students as a person who did not approve of slavery.)

LEARNING ACTIVITIES

Step 1. Explain to the students that they will be hearing new words to add to our chart and meeting a very important woman, named Harriet Tubman, as they watch the video. **CUE** Adventures From the Book of Virtues: "Faith" #110 to a visual of the children on the floor looking at the hawk and the boy says, "Didn't she have something to do with a railroad?" **As a FOCUS FOR MEDIA INTERACTION**, ask the students to listen for the following information: What was Harriet Tubman? (slave) Where did she live? (South) When was she alive? (before the Civil War) What did she use to help slaves gain freedom? (the Underground Railroad) **BEGIN PLAY. PAUSE** to check for comprehension when the bird says, "Underground Railroad" and everyone is looking into the camera. Ask for answers to the questions presented prior to viewing. Add the vocabulary cards: slave, Civil War, freedom and Underground Railroad to the pocket chart as each is discussed.

Step 2. **As a FOCUS FOR MEDIA INTERACTION**, ask students to listen for Harriet's nickname. (Moses) **RESUME PLAY. PAUSE** to highlight a point when you hear music playing and see Harriet going toward a cabin. Ask students for her nickname. (Moses) Ask the students why they think the slaves called her "Moses." (Accept any answer that targets her getting her people to freedom as Moses did in the Old Testament. You may have to ask some leading questions as to whom Moses was in order to guide students into the discussion and aid their understanding of the correlation between the two people.) Add the vocabulary word, Moses, to the pocket chart. **As a FOCUS FOR MEDIA INTERACTION** ask students to listen for the destination of the slaves: where did they want to go and why? (Canada and freedom) **RESUME PLAY. PAUSE** for discussion when the man says, "Freedom" and Harriet and the man are looking at each other. Ask where the slaves wanted to go and why. (Canada for freedom) Add the vocabulary words: Canada, plantation and freedom to the pocket chart after discussing each one.

Step 3. **As a FOCUS FOR MEDIA INTERACTION** ask students to listen for the way the slaves found their way on the Underground Railroad. (the North Star or Polaris) **RESUME PLAY. PAUSE** to check for comprehension when Harriet says, "By the light of that star" and you see the star in the sky. Re-ask the focus question. When given the answer, North Star, add that word card to the pocket chart. **FAST FORWARD** to the point where you hear music playing and Harriet and the couple are on the street. **As a FOCUS FOR MEDIA INTERACTION**, ask students to listen for the way Harriet knew people were willing to help her. (a signal: a special knock on the door) **RESUME PLAY. PAUSE** to highlight a point when Harriet says, "That's funny. Something's wrong" and you see

the couple looking at each other. Re-ask the focus question. Add the word card, signal, to the pocket chart. Introduce and discuss the meaning of the word “safe house” as a place where runaway slaves could rest and wait to continue their journey when it was safe. Add the word card safe house to the pocket chart.

Step 4. **FAST FORWARD** to the point where a man says “Must have been that Harriet Tubman” and you see him sitting on a horse. As a **FOCUS FOR MEDIA INTERACTION**, ask students to listen for the amount of the reward offered for Harriet. (\$40,000) **RESUME PLAY. PAUSE** to elicit student responses when the old man says, “What do you say we team up” and the men are looking at each other. Ask the focus question again. Ask students what a reward is, and accept any reasonable answer, but define it in this case as money paid for turning someone in to the police. At this point introduce the words master, station and patroller to the students. Define them as the owner of a slave and the people who were paid to find and bring in runaway slaves. Add these words to the pocket chart. **FAST FORWARD** to the point where a man says, “Thanks to your faith” and Harriet nods her head. As a **FOCUS FOR MEDIA INTERACTION** ask the students to listen for how many trips Harriet made to free slaves and how many slaves she managed to help. (19 trips and over 300 slaves) **RESUME PLAY. STOP** direct students’ attention when the woman says, “...hid by night” and Harriet is standing by the river. Check for student comprehension by asking the focus questions and reinforcing the answers.

Step 5. Tell students that they are now going to visit a web site and discover some additional facts about the life of Harriet Tubman. As a **FOCUS FOR MEDIA INTERACTION**, instruct the students to go to the site <http://www2.lhric.org/pocantico/tubman/ht1.htm> and find answers to the questions on the scavenger hunt sheet. Use teams of two to three students. Have teams turn in completed sheets as they finish the task. (These sheets can be used as an assessment tool.)

Step 6. Display the focus question chart for *Sweet Clara and the Freedom Quilt*. (See Teacher Prep area.) Discuss the questions prior to reading the story. Read the book, pausing when it comes to the answer to a question and discuss it. Add the answer to each question as you go through the book. (**Teacher Note:** The teacher may wish to read the entire book and then go back to address the focus questions.) Following the reading, add vocabulary words to list: quilt, patrollers, plantation, overseer, auction, Canada, freedom, Little Dipper, safe house. Review those already in the pocket chart. (**Teacher Note:** Add abolitionist to chart and hold a

discussion about the meaning of the word: someone who was against slavery and wanted to help the slaves.)

Step 7. The students will work in pairs, or teams of three to use the **Vocabulary Quilt** web site located at

<http://www2.lhric.org/pocantico/tubman/vocabquilt.htm>.

As a **FOCUS FOR MEDIA INTERACTION**, instruct the teams to click on each vocabulary word and read its meaning to each other. Students will explore the site in pairs.

Step 8. At the conclusion of the online activity, the teacher will play a game with the class using the vocabulary words from the chart. Taking the vocabulary word cards from the chart, the teacher will shuffle them. The class should be divided into two teams as evenly as possible. Each team will send one student to the starting line in front of the board. The teacher will give a definition or description of the word card. The students will race to the board and write the correct vocabulary word on the board. The team that gets the word written correctly (allow creative spelling) will earn a point. The winning team may be given a treat or a privilege for the rest of the day.

Step 9. The students will work in pairs or teams of three to use the **Who Said This?** web site located at

<http://www2.lhric.org/pocantico/tubman/whosaid.htm>.

As a **FOCUS ON MEDIA INTERACTION**, instruct the students to work with their partner(s) to determine which person In Harriet Tubman's life made each statement. The site is self-checking and each team may report their score to the teacher upon completion of the activity.

Step 10. The students will work in teams of two or three to utilize the web site **Map to Freedom** located at:

<http://www2.lhric.org/pocantico/tubman/map2.htm>. As a **FOCUS FOR MEDIA INTERACTION**, instruct each team to find the answers to the questions on the worksheet by looking at the information displayed on the web site.

Each team will be given a copy of the worksheet: "Map to Freedom" and be required to find the answers to the following questions. Answers are for the teacher's reference and not included on the worksheet. The worksheet is included with student resources and may be printed out and then copied.

1. Where did Harriet begin her journey? (Bucktown)
2. What city did she come to first? (Camden)
3. Where did she finally find freedom? (Philadelphia)
4. How long was her journey? (130 miles)
5. In what state is Bucktown? (Maryland)

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6. In what state is Philadelphia? (Pennsylvania)
 7. What body of water was to the east of Camden? (Deleware Bay)

Step 11. Finally, the students may work in pairs or individually to demonstrate their understanding of the vocabulary words introduced in this lesson. They will go to the web site, **Vocabulary Quiz**, located at <http://www2.lhric.org/pocantico/tubman/vocabquiz.htm>. As a **FOCUS FOR MEDIA INTERACTION**, students will be asked to take the quiz on vocabulary words learned during the lesson online. (**Teacher Note:** The teacher may wish to print out quiz and answer key as a part of or as a follow up to this learning activity.)

CULMINATING ACTIVITY

Step 1. The teacher may wish to send individual students to the computer, or have them complete the quiz in teams of two or three. Whichever design is chosen, have students go to the web site **Harriet Tubman Quiz** located at <http://www2.lhric.org/pocantico/tubman/quiz.htm>. As a **FOCUS FOR MEDIA INTERACTION**, instruct students to complete the online quiz. Students may record their results. They should record only the first tries as correct answers, as the web site will only allow them to move on as they give a correct response.

Step 2. Give each student a sheet of white paper 8 1/2" x 11". Have them write their name on the back. Instruct students to draw a picture showing the Underground Railroad. When all pictures are turned in, post the pre-lesson picture along with the final one in a hallway display.

CROSS- CURRICULAR EXTENSIONS

Art

Make a drinking gourd with sticky stars on black construction paper and write a sentence with white crayon or chalk about what the "drinking gourd" is and what it signified.

Materials: black construction paper 4 1/2 x 6 each student, gold sticky stars, 10 per student, white crayons 1 per student

Language Arts

Have students write an informative paragraph using vocabulary words and the program, Kidspiration. Go into the program and select writing tools. Make certain the students include a topic sentence and three, to four details. (**Teacher Note:** If you do not have access to the program, or no working knowledge of it, then simply have students use tablet paper and illustrate their paragraphs.) Create a hallway or bulletin board display.

Reading

Set up a center with books. Some suggested titles include:

Hidden in Plain View: A Secret Story of Quilts and the

Underground Railroad by Jacqueline L. Tobin, et al (Paperback)

Under the Quilt of Night by Deborah Hopkinson, James Ransome (Illustrator) (School & Library Binding)

Aunt Harriet's Underground Railroad in the Sky by Faith Ringgold (Illustrator), J. Davis (Editor) (Paperback)

Quilting Activities Across the Curriculum (Grades 1-3) by Wendy Buchberg (Paperback)

The Invisible Princess by Faith Ringgold

Dinner at Aunt Connie's House by Faith Ringgold

Allow students to read a book of their choice and create a written or pictorial book report about it.

COMMUNITY CONNECTIONS

Take your class, or grade level field trip and see ***The Freedom Train*** at the Roy Acuff Theater.

Contact the Tennessee State Museum and have someone come to the classroom to talk with kids about slavery, Harriet Tubman and/or the Underground Railroad.

Take a grade level, or class field trip to the Hermitage and tour the slave cabins. Have the tour guides concentrate the tour on the slaves, how they lived and what happened to them during the Civil War.

STUDENT MATERIALS

See below:

Harriet Tubman Scavenger Hunt

Names _____, _____, _____

Answer the following questions as you tour the web site.

1. Where was Harriet Tubman born? _____

2. What happened to Harriet's head in 1835?

3. Who did she marry in 1844? _____

4. What did Harriet do in 1849? _____

5. How many slaves did she help to escape? _____

6. How did she help people during the Civil War? _____

7. When and how were the slaves freed? _____

8. _____

9. Who was her second husband? _____

10. When and where did Harriet Tubman die? _____

11. Who was the President during the Civil War? _____

12. _____

Map to Freedom Worksheet

Names _____, _____, _____

Look at the map of Harriet's journey to freedom. Use the information on the map to answer the following questions.

1. Where did Harriet begin her journey? _____

2. What city did she come to first? _____

3. Where did she finally find freedom? _____

4. How long was her journey? _____

5. In what state is Bucktown? _____

6. In what state is Philadelphia? _____

7. What body of water was to the east of Camden?
