

# Harriet Tubman and the Underground Railroad

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<b>Grade Level</b>	5
<b>Duration</b>	1-2 class periods

## National Standards

### GEOGRAPHY

#### Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

#### Element 2: Places and Regions

6. How culture and experience influence people's perceptions of places and regions.

## AZ Standards

### ELA

#### Reading

##### Key Ideas and Details

5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.

##### Craft and Structure

5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

#### Writing

##### Text Types and Purposes

5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

## Arizona Social Science Standards

### GEOGRAPHY

**The use of geographic representations and tools help individuals understand their world.**

5.G1.1 Use and construct maps and graphs to represent changes in the United States.

**Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.**

5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.

**Global interconnections and spatial patterns are a necessary part of geographic reasoning.**

5G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

### CIVICS

**Citizens have individual rights, roles, and responsibilities.**

5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.

### HISTORY

**Cycles of conflict and cooperation have shaped relations among people, places, and environments.**

5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe. Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability.

**Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.**

5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

## Overview

Famous people in American history often display character traits that can serve as examples for others. Harriet Tubman is one of these people. She exhibited courage, responsibility, and earned respect from her work in saving others.

## Purpose

In this lesson, students will learn more about Harriet Tubman, the Underground Railroad, and how her character traits helped her be successful. Students will also practice identifying parts of a map and do a writing assignment.

## Materials

- Background Information on the Underground Railroad for Teachers
- Escape North! The Story of Harriet Tubman (or similar book)
- Underground Railroad Terms
- Identifying Map Elements and Key
- Map Evaluation worksheet
- Harriet Tubman Character Worksheet
- Writing Assignment
- Underground Railroad map

## Objectives

The student will be able to:

1. Describe the Underground Railroad and Harriet Tubman
2. Identify the elements of a map
3. Identify character traits in a story
4. Write a narrative about a person showing one of the character traits emphasized in this lesson.

## Procedures

*Prior Knowledge: Students need to have prior knowledge of these map elements: title, compass rose, symbols, legend, and scale. To gain this knowledge, please see the Arizona Geographic Alliance lesson called DOGSTAILS found at <https://geoalliance.asu.edu/dogstails> Students also need prior knowledge of the basics of the Civil War.*

### SESSION ONE

1. Introduce the lesson by having students complete the first three questions on the Underground Railroad Terms worksheet. Discuss their answers.

Then introduce them to the topic of the Underground Railroad by discussing the Code Words at the bottom of the worksheet.

2. Explain that you will be reading a story that uses these terms. The story will be about Harriet Tubman, a famous American, and the Underground Railroad. The book will also give examples of character traits. Distribute the Harriet Tubman Character Worksheet to the students.

3. Write these 6 character traits (**honesty, courage, cooperation, respect, responsibility, and trustworthiness**) on the whiteboard. Define each one and share examples on the whiteboard.

4. Then read “Escape North! The Story of Harriet Tubman” (or a similar book) and have the students identify the character traits (**honesty, courage, cooperation, respect, responsibility, and trustworthiness**) that Harriet Tubman displayed during her trips on the Underground Railroad on the Harriet Tubman Character Worksheet.

### SESSION TWO

5. Distribute the Underground Railroad map. Remind students of yesterday’s assignment and Harriet Tubman. Have students examine the routes used by escaped slaves on the Underground Railroad. Did some slaves use rivers to follow? Did all escaping slaves go in the same direction? Did slaves have maps like this?

6. Hand out the Identifying Map Elements worksheet. Pair up the students and have them identify the elements using the Underground Railroad map.

7. If time, show The Underground Railroad Explained: US History Review (12 min) <https://www.youtube.com/watch?v=24rFE5nV1uo> Review how this journey to freedom was basically an individual effort full of risks.

8. Assign the writing assignment.

## Assessment

Social Studies and Reading: Students will be assessed on the correctness of their answers on the Identifying Map Elements and Harriet Tubman Character Worksheets. Mastery will be considered 80% or higher

The Writing Assignment will be graded using the 6-trait rubric with a focus on Content/Ideas and Organization on the 6-trait rubric. Mastery will be considered 4 or higher on the rubric.

## Extensions

## Harriet Tubman and the Underground Railroad

For an extension the students can take a trip on the Underground Railroad at

<http://www.nationalgeographic.org/media/underground-railroad-journey-freedom/>

### Sources

*Escape North!: The Story of Harriet Tubman.* Monica Kulling. ISBN 10: 0375801545 / 0-375-80154-5.

ISBN 13: 9780375801549. Publisher: Random House

<http://www.pbs.org/wgbh/aia/part4/4p1535.html>

<http://www.unf.edu/floridahistoryonline/montgomery/tubman.html>

<http://www.nps.gov/nr/travel/underground/>