

2003

Underground Railroad (Freedom Train): 8th Grade Lesson Plan

Flo Tigner

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Tigner, F. (2003). Underground Railroad (Freedom Train): 8th Grade Lesson Plan. .
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Name: Flo Tigner

School: Roth Middle School **Grade Level:** 8

Lesson Plan Title: Underground Railroad (Freedom Train)

Content Area(s)	American History
Learning Objectives)	A) To analyze how African American slaves may have planned escapes B) To analyze the song “ Follow the Drinking Gourd.” C) To enhance the learning of the Underground Railroad by viewing a play. D) To work effectively in a group.
Benchmarks for the Ohio Academic Content Standards for Social Studies	People in Societies Social Studies Skills and Methods
Indicators for above Benchmarks of the Ohio Academic Content Standards for Social Studies	Social Studies Skills and Methods: D) Work effectively in a group/ 4. Organize and lead a discussion People in Societies: B) Analyze examples of interactions between cultural groups and explain factors that contribute to cooperation and conflict/ 4. Analyze the economic geographic religious, and political factors that contributed to b) resistance to slavery
Preparation for Teacher (Historical background that teacher must do to prepare for lesson)	The teacher will discuss the Underground Railroad. Draw responses from students on prior knowledge of Harriet Tubman and the Underground Railroad. Discuss words such as the northstar, freedom, slavery. Discuss what freedom might have meant to many slaves.
Core Activities (Detail in steps with division of time)	1) Each student will select a book from the library on slave abolitionist. The students will also read books on Harriet Tubman. 2) Students will share readings of their books in class. 3) Have the Students listen to the song “Follow the Drinking Gourd” Lyrics and tunes at http://www.contemplateor.com/folk.html 4) Analyze each verse with students. 5) Students will write speeches that Harriet Tubman might have given to an audience of abolitionist. Speeches may include account of her past life or her purpose for joining the Underground Railroad.



	Allow at least three 40-45 minute class periods.
<p>Overview of Student Activities</p> <ul style="list-style-type: none"> • How will you & your students be using technology? • What learning strategies will be implemented? (<i>i.e., independent and or group work</i>) • What products will be developed by students? <p>What skill(s) (Bloom's Taxonomy) is/are used in the activity(s)? (in bold)</p>	<p>1) Students will write book reports from the books they were assigned. 2) Students will role-play being part of the Underground Railroad. 3) Continue with all activities listed above 4) Students will use cassette player to listen to several slave narratives. 5) Students will view a play at the Victoria Theater in Downtown Dayton the name of the play is <i>Freedom Train</i>. http://www.victoriatheatre.com/disc/disc.html 6) Students will work in-groups as well as on individual projects. 7) Special projects may include illustrations, poems, writings and analyzing primary documents. The Dayton Public School Grading Scale will be utilized: 90-100 A 89-90 B 79-70 C 69-60 D 59-0 F</p> <p>I will not use a rubric with these activities. They will be graded according to the above scale. The students also will write letters to Victoria to thank them for the scholarships to view the play. I will be assessing these writings.</p>
<p>Resources/Materials List software, websites, references, etc.</p>	<p><u>Slave Escape On the Underground Railroad</u> http://www.pbs.org/wgbh/aia/part4/4p2944.html http://www.42explore2.com/undergrd.htm Victoria Theater 138 N. Main St. Dayton, Ohio</p>
<p>Collaboration/Sharing</p> <ul style="list-style-type: none"> • How will this lesson support the inter disciplinary process? <p>How will student products be showcased?</p>	<p>This lesson lends itself to Language Arts in the areas of new words, terms, and illustrations. In the area of the arts students actually view a play. Hopefully they feel they are part of history. The activity that involves planning and escape deals with math, such as time of travel and destination. The writings will be displayed in our classroom.</p>
<p>Assessment</p> <ul style="list-style-type: none"> • How will student products and/or process be assessed? • How will you communicate student expectation? Rubric? 	<p>Student response will be noted, the activities will be graded according to the grading scale. The students will write letters to Victoria Theater to thank them for the scholarships to view the play. These letters will be assessed. Student participation in all group discussions, and written assignments will be assessed. Homework will also be apart of the assessment process.</p>

My project included using fieldtrips as an outgrowth of classroom assignments. It is also a way to reinforce book readings, and allow for student creativity. To see a live play brings history to life for many students. To visit important sites in Dayton and surrounding areas allows for appreciation of Ohio history. These experiences also enhance students knowledge for preparation of the OGT.



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In September I had planned to tour many sites in Dayton. However my present group whom I taught last year, visited sites with me. The Dayton Daily News in Franklin Ohio, the Wilberforce Museum, and Massey Creek Cemetery were all seventh grade trips. This year we toured the Wright Patterson Air-force Base, the Victoria Theatre, the Dayton City Commission meeting, and the Ohio State Capital. I was also able to take a select group to Washington D.C. under the Dayton Parity Program. This has been a very informative year and being a part of the Fellows Program was an asset to my students as well as myself. I enjoyed the comradeship in the program.

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