

# Lesson Plans: 05 SS LPQ3 Escaping Slavery by Running to Freedom

**Title:** 05 SS LPQ3 Escaping Slavery by Running to Freedom

**Grade Level :** Grade 5

**Subject :** Reading - Elementary, Social Studies - Elementary

**Standards / Assessed Benchmarks:** Florida STATE FL Social Studies Standard (2008)  
Grade 5  
Florida Sunshine State Standards  
American History  
4: Colonization of North America  
SS.5.A.4.6 Describe the introduction, impact, and role of slavery in the colonies.  
6: Growth and Westward Expansion  
SS.5.A.6.8 Describe the causes and effects of the Missouri Compromise.  
Grade 5  
Florida Sunshine State Standards  
Geography  
1: The World in Spatial Terms  
SS.5.G.1.6 Locate and identify states, capitals, and United States Territories on a map.

**Description / Abstract of Lesson:** Students will understand how the Underground Railroad helped many slaves escape to freedom. The student will use maps and biographical resources to describe a series of events.

**Essential Question - Scope & Sequence:** What events led up to the Civil War? Learning goal: The student will understand how the Underground Railroad helped many slaves escape to freedom and be able to use a variety of maps and resources to recreate these famous routes.

**Technology Connections and Teacher Materials:** ReadWriteThink Lesson plan [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=127](http://www.readwritethink.org/lessons/lesson_view.asp?id=127); Escaping Slavery: Sweet Clara and the Freedom Quilt. Read Aloud: Follow the Drinking Gourd by, Jeanette Winter There are multiple recordings of the song "Follow the Drinking Gourd" available on line for MP3 and iPod. You may record at home and share with students. An explanation of the lyrics is available at: [http://www.followthedrinkinggourd.org/What\\_The\\_Lyrics\\_Mean.htm](http://www.followthedrinkinggourd.org/What_The_Lyrics_Mean.htm)

**Technology Connections and Student Materials:** <http://www.mapquest.com> or yahoo maps

**Duration :** 4 Days

**Vocabulary:** emancipation, resist, code, fugitive, underground, abolitionist, equality

**Steps to Deliver Initial Instruction:** This lesson on slavery and the underground railroad is primarily based on ReadWriteThink Lesson plan [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=127](http://www.readwritethink.org/lessons/lesson_view.asp?id=127) An introduction has been added that brings in other resources and a new Map Making Activity is located in the Small Group section. • Introduce the lesson by asking students what they know about the underground railroad. Correct major misconceptions while leading the discussion towards the people who were part of the process of escaping slavery to freedom. Students will read Harcourt Horizons pages 444-448. As students read, they should organize their notes into 3 columns. Column One - reasons for slaves to escape; Column Two - reasons for non-slaves to assist the runaways; Column Three - obstacles to escaping. Remind students of technology available in mid 19th Century. As students are reading, play blues singer Taj Mahal singing this song that is NOT an original slave song but evokes the use of landmarks to show direction- follow link and scroll down. [http://www.followthedrinkinggourd.org/Appendix\\_Recordings.ht](http://www.followthedrinkinggourd.org/Appendix_Recordings.ht)

**Guided Practice with Feedback:** Use ReadWriteThink Lesson plan [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=127](http://www.readwritethink.org/lessons/lesson_view.asp?id=127) for lesson. Use for small group lesson below for revised map making activity

**Differentiated Instruction / Small Groups:** \* Map Making Activity: Have students create a travel log as they pretend to travel from a specific city in the South to Canada. They can use the Underground Railroad map on this site, and atlases from a variety of sources. \* Divide class into groups of 3. Each group will share a map. Each group will present their finished project. \* Students will travel along the route marked and record lengths in miles of their trip from city to city (at least 5 stops) \* Journal entries for all 5 legs should include both the pitfalls and successes experienced during the journey. \* Have students use <http://www.mapquest.com> or yahoo maps and compare their journeys, completed mostly on foot, to the drive time of today.

**ESE/ESOL Accommodations & Strategies:** Work with partners in small groups. Allow extra time. Accept phonetic spelling.

**Lesson Closure / Review:** • Each group should share their route and a sample of pitfalls and successes with the class. • After completion of group presentations, each student will write a letter back to the family that they left behind on the plantation. The letter should describe their new life as a free person.

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