

Harriet Tubman: A Portrait of Determination

A fourth grade Thematic Unit



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I. Unit Overview

Unit Title: Harriet Tubman: A Portrait of Determination

Content Areas: Social Studies and Science

Targeted Grade Level: Fourth Grade

Unit Length: 3 ½ weeks instructional time (40 minutes each) plus a pre-assessment and a post assessment.

Harriet Tubman: A portrait of Determination, an integrated, thematic fourth grade Social Studies and Science unit, will take students into a world of desperation, inspiration, and determination. The purpose of this unit is to teach students to investigate colonial history, ask questions about people and their behavior, and gain a better understanding of how determination can change a society for the better or worse. Recapturing this history is accomplished by entering into the life of Harriet Tubman through videos, picture books, poems, internet research, and other hands-on projects. At the end, the students will have created a Harriet Tubman time capsule that will reflect her life and the challenges of that time period. Students must know how to navigate searches on a computer, look up resources in a library, and have been previously taught about constellations.

Georgia Performance Standards Addressed:

Historical Understandings

SS4H3 The student will explain the factors that shaped British colonial America.

- a. Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies.
- b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.

SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements.

- a. Discuss the biographies of Harriet Tubman and Elizabeth Cady Stanton.

SS4G2 The student will describe how physical systems affect human systems.

c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities practiced therein.

SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.

a. Explain the necessity of respecting the rights of others and promoting the common good.

S4CS5. Students will communicate scientific ideas and activities clearly.

a. Write instructions that others can follow in carrying out a scientific procedure.

b. Make sketches to aid in explaining scientific procedures or ideas.

Earth Science

S4E1. Students will compare and contrast the physical attributes of stars, star patterns, and planets.

a. Recognize the physical attributes of stars in the night sky such as number, size, color and patterns.

c. Explain why the pattern of stars in a constellation stays the same, but a planet can be seen in different locations at different times.

Unit Goals:

The student should:

- Believe that when they apply determination to their life, they can reach their goals.
- See that one person can affect an entire community with their determination.
- Begin to understand that where they live will affect the quality of how they live.
- Understand that a community reflects the land that it is on.
- Understand that sometimes the love of money takes precedence over the love of people.
- Realize that determination can have positive or negative results; it all depends on where the “end” lies.
- Appreciate that the night sky is also a compass.

- Have a new respect for those that suffered through slavery and escaped by way of the Underground Railroad.
- Understand that it takes time and perseverance to see change in a society.

Unit Objectives:

The student will:

- Label the 13 colonies and distinguish how they are divided into 3 regions.
- Compare and contrast the three regions of the colonies.
- Construct a play-dough map of one of the colonies.
- Create a brochure that describes colonial life.
- Participate in group discussions and inquiry about the life of Harriet Tubman.
- Participate in a simulation of the Underground Railroad.
- Compose a letter with secret codes.
- Write a letter translating Harriet's experiences on the Underground Railroad.
- Create a simulation of the earth spinning and finding the North Star.
- Describe how to find the North Star.
- Design a mural of Harriet Tubman.
- Reflect and journal about thoughts concerning human systems, determination, Harriet Tubman's life, inquiry.
- Design a time capsule that reflects the life of Harriet Tubman.
- Formulate a metaphor for the life of Harriet Tubman.

Enduring Understandings

The students will understand that:

- the beliefs and ideals of a society influence the social, political, and economic decisions of that society.
- one person can make a difference in an entire society.
- in order for a society to thrive, they must have some source of income.
- all people have the right to life, liberty, and the pursuit of happiness.
- there is a price to freedom.
- a society changes through the persistence and determination of people.

Essential Questions:

- How does location affect one's life?
- Why was Harriet Tubman called the "Moses" of her people?
- How does determination affect change?
- Why did slavery exist?
- What are some factors that contributed to Harriet's escape to freedom?
- What is the Underground Railroad and how did it work?
- How did the contributions of Harriet Tubman help or hurt others?
- What are the qualities of a hero?
- What are some character traits that are similar between Harriet and the colonists?
- What determined the trade and industry of the colonies?
- Why was slavery important to the southern colonies?

Essential Vocabulary:

Harriet Tubman Vocabulary Words

abolitionist - a person who did not believe in slavery and who worked to free slaves

auction- a place where slaves were sold

Big Dipper- a group of seven stars that form a bowl with a handle

Conductor- a person who provided shelter for runaways and directed them where to go next

master- the owner of a plantation was called this by his slaves

North Star- the brightest star in the northern sky

overseer- a person who directed the work of field slaves on a plantation

plantation- a large farm on which crops are grown

Quakers- a religious group, many felt it was their duty to help slaves escape to freedom

runaway- an escaped slave trying to make his or her way to freedom

safe house- a place where runaway slaves could find food and shelter

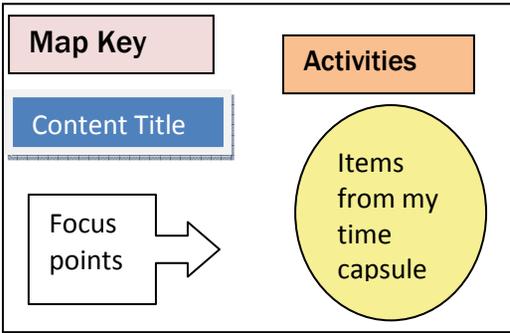
slave- a person owned as the property of another person

spirituals- religious songs sung by slaves to lift their spirits and relay information

station- another name for a safe house

Underground Railroad- a secret network of people who helped runaway slaves escape to freedom

Source: Hongell, T. (2007). *Harriet Tubman vocabulary words*. Retrieved July 1, 2009, from <http://www2.lhric.org/POCANTICO/tubman/tubman.html>.



-Introduce the PBL scenario
 -Filling out the PBL chart in learning groups (on going)
 - viewing Harriet Tubman video

Teacher's Time Capsule

Begin the Harriet Mural on Wall

-13 Colonies
 - trade / industry
 - agriculture
 -New England
 -Middle Colonies
 -Southern Colonies

United Streaming video on Colonial Life

Research about colonies / land/ industry

Create a topographical map of a colony including industry / rivers/ harbors...etc.

- Harriet's background
 -Underground Railraad
 -a letter /abolitionists
 - North Star
 -map of a colony
 -descriptive picture
 -a metaphor for the unit

-Intro to Time Capsule
 -Intro to Harriet Tubman
 -Pre-assessment

Mrs. Prettyman's time capsule

Augusta, Georgia

Background Colonial Times

-presenting their time capsules
 -assessing time capsule
 -Post assessment

Intro to PBL

Harriet's Time Capsule

Lesson 1

Lesson 2

-Landowners
 -overseers
 -slaves
 -women
 -children
 -chores
 -everyday life

Harriet Tubman

Lesson 6

Lesson 3

People/Lifestyles

- Create a movie on Photostory 3 synthesizing research.

Lesson 5

- Research on primary documents and photos.
 - work in pairs

Freedom

Lesson 4

Escaping

Pictures of my life growing up

-WebQuest on colonial times.
 -research on internet

Family Photo/kids Home

-North Star
 -Underground Railroad
 -Dangers
 -Sacrifices

Souvenirs of where I have traveled/live

- Create a brochure that captures the life of one persona during the colonial times.

-Life after slavery
 -abolitionists
 -changing times

-Simulation of earth spinning and finding the North Star
 - create a postcard

-Simulation of Underground Railroad/ Reflection

Unit Overview Time Table

Lesson	Days	Instructional Topic	Instructional Time
Introduction	1 day	Intro to Time Capsule/ Pre-Assessment/	40 minutes
Lesson 1	2 days	Discussion on Harriet Tubman/ video/ questions	80 minutes
Lesson 2	3 days	Background/ 13 Colonies/ 3 regions	120 minutes
Lesson 3	4 days	People/ lifestyles of Colonial Times/ WebQuest	160 minutes
Lesson 4	2 days	Escaping/ Determination What's your compass?	80 minutes
Lesson 5	5 days	Freedom/ abolitionists/ Photostory 3	200 minutes
Lesson 6	2 to 3 days	Sharing their Time Capsules with the class/ Post Assessment	80 to 120 minutes



LESSON PLAN (Intro)

(1 day)

Name Alice Prettyman	Subject: Social Studies/ Intro to Harriet Tubman Unit	Grade level 4th
<p>GPS# SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements.</p> <p>a. Discuss the biographies of Harriet Tubman and Elizabeth Cady Stanton.</p>		
<p>Prerequisites: Skills students need to know prior to this lesson: How to ask questions and take notes.</p>		
<p>Goals: To get the students interested in the life of Harriet Tubman. Arouse their curiosity to make them want to research further. Pre- Assess the students.</p>		
<p>Objectives: Using a PBL chart and pencil, the 4th grade students will fill out a PBL chart on Harriet Tubman’s life to the best of their ability with some prompting from the teacher.</p>		
<p>Materials / Equipment:</p> <ul style="list-style-type: none"> • Laminated PBL chart poster board • Dry erase marker for teacher • Appendix A- 20 PBL charts on paper for students • Teacher’s time capsule • Appendix B - Time capsule information sheet • Appendix C - 20 Time capsule rubrics • Daily wonder journals (small notebooks) • Adler, D. (1992). <i>A picture book of Harriet Tubman</i>. New York: Holiday House. 		

Procedures:

- **Intro:**(10 min.)
 - Start the class by bringing in a personal time capsule. It should be wrapped up in an interesting way, most likely in a beat up/worn out kind of way.
 - Hold the time capsule up high and ask the students if they can guess what it is? *What might possibly be in this container?* (the container could be a shoe box decorated, it could be a large Tupperware container that is wrapped up, It could be an enormous Easter egg that you've transformed...etc.) The students will have fun guessing. After a minute or so, tell them that it is a personal time capsule. Ask if they know what a time capsule is?
 - Explain about what a time capsule is.
 - Divide the students into groups of 4 to 5 students randomly.
 - Have them brainstorm about what they could put into a time capsule if they had to make one for themselves, and have them write their ideas down on a sheet of paper.
 - Take turns sharing their ideas with the class.

- **Development Activities :** (25 min.)
 - Introduce the PBL problem:

PBL Problem

A group of third graders were on a field trip at the First African Baptist Church in Savannah, GA. While there, they discovered a time capsule that had the name of Harriet Tubman inscribed on the outside. They wanted to open it, but couldn't. They need you to open up the time capsule and explain to them what is inside of it. They have never heard of Harriet Tubman before. They'd like for you to return the time capsule in 2 weeks and explain to them what the contents mean. They can't wait to hear from you.

- Explain to the students that they have this problem to solve. They will use the knowledge that they have about time capsules to steer their project about Harriet Tubman.
- Guide them through the **pre-assessment**
- Have the laminated PBL chart at the front of the class.
- Pass out the individual PBL charts for the students.
- Have them write down their questions and answers as you discuss each section of the problem as a class.
- Discuss with the class about each section and get answers from the students.

- Explain that this PBL chart will be an ongoing process as they discover what they need to know and how they are going to get that information.
- Call on some students to share. This will be set up like an open forum. Students should feel like there are no wrong answers. Encourage participation and inquiry.
- Write down their answers on the laminated poster board. (Because the students have already brainstormed about their own lives and time capsules, they will have a little experience to pull from when considering Harriet Tubman’s time capsule.)
- Have the students write down on their paper what you have written on the poster.

- Pass out the project sheet that explains about the time capsule and what is required in their assignment
- Go over the rubric.
- Talk about the activities, research, library skills, art projects...etc
- Explain that you will be introducing clues everyday to help them create their time capsule.
- Open the floor for questions and discussion.

Closing Activities: (5 min.)

- Read to the students “A Picture Book of Harriet Tubman” by David A. Adler

Assessment: Take up the PBL charts from the students and check to see that they filled it out to the best of their ability. This will let the teacher know where the students are concerning their overall knowledge of Harriet Tubman. These will be returned to students and kept in their notebooks for future reference.

Differentiation:

- Students could be paired up for peer assistance
- Questions could be answered verbally

Enrichment:

- Have books in the back that pertain to this unit and let the students have free reading time.

Appendices:

- Appendix A: PBL chart
- Appendix B: Time Capsule Sheet,
- Appendix C: Time Capsule Rubric

Harriet Tubman's Time Capsule (PBL Chart) (Appendix A)

Facts List	Need to Know	Learning Issues

Possible Solutions	New Learning Issues

Defendable Solutions

Source: Lambros, A. (2002). *Problem-based learning*. Thousand Oaks: Corwin Press, Inc.



(Appendix B)

Creating a Time Capsule

For your unit project, you will be creating a time capsule about Harriet Tubman. This time capsule should be an ongoing project throughout the unit. You will decide what you want to go in your time capsule. We will be working on various activities in class that you may or may not want to include in your time capsule. The capsule will be mostly assembled at home. You will have a rubric to help you understand the criteria of this assignment. Below, I have outlined for you some specifics about your time capsule.

- There should be an item that reflects where Harriet was born, and what it was like for her. What was her life like when she was a child? What were her surroundings? What might she have had to do as a chore?
- There should be an item(s) that reflects the Underground Railroad and can be verbally explained with accurate historical information.
- There should be one letter that is written from Harriet to her family members still in slavery. The letter should mention freedom, abolitionists, and survival skills for escaping slavery. (How to follow the North Star.)
- There should be some sort of map. The map must be accurate and you must be able to verbally explain its significance to your time capsule.
- There should be one picture – the picture can be whatever you want it to be that concerns this unit. You will verbally explain your picture to the class and expound on the history that it represents.
- Lastly, you are to come up with a metaphor for this entire unit. A metaphor is a representation of an idea. After completing this unit, you will think about what has meant the most to you about Harriet Tubman’s life. We will have discussed the concept of determination throughout the unit; please consider this when formulating your metaphor. You will explain your metaphor to the class during your presentation.
- The time capsule itself will also reflect your impression of this unit. Decoration of the capsule will also be verbally explained.

(Appendix C)

Name _____

Rubric For Time Capsule

	<p>Excellent work! 😊😊 3 points</p>	<p>Good Work 😊 2 points</p>	<p>Needs some help 😞 1 point</p>	<p>Not sufficient 😞😞 0 points</p>
<p>Early Childhood</p>	<p>Item(s) reflect(s) Harriet’s birth place, her childhood, and a chore that she might have done. Explanation was very detailed and was historically correct.</p>	<p>Item(s) reflect(s) Harriet’s birth place, her childhood, and a chore that she might have done. Explanation was basic and had minimal historical information.</p>	<p>Item(s) were not appropriate for reflecting Harriet’s background. Explanation did not reflect historical understanding of her early childhood.</p>	<p>Did not include this item.</p>
<p>Underground Railroad</p>	<p>Item(s) reflected the Underground Railroad and explanation included interesting details of accurate historical information.</p>	<p>Item(s) reflected the Underground Railroad and explanation included basic details of historical information.</p>	<p>Item(s) did not reflect the Underground Railroad and explanation did not reflect historical knowledge of the subject.</p>	<p>Did not include this item.</p>
<p>Letter to Family</p>	<p>Letter included all three elements requested and showed personal insight to the character of Harriet (determination) as well as historical information.</p>	<p>Letter included all but one of the items requested. Letter demonstrated historical knowledge of Harriet Tubman.</p>	<p>Letter included 2 or less of the items that were requested. Information was related to Harriet’s travels.</p>	<p>Did not include this item.</p>
<p>Map</p>	<p>Map was well detailed, specific and accurate. Explanation clearly demonstrated knowledge of history and connected the map to the student’s time capsule.</p>	<p>Map was well designed and includes details. Explanation was adequate and demonstrated basic knowledge of history. Student connected the map to their time capsule.</p>	<p>Map was not well designed and needed more details. Explanation showed little knowledge of history and student had a hard time connecting the map to their time capsule</p>	<p>Did not include this item.</p>
<p>Picture</p>	<p>Was well designed and creative. Student showed deep understanding of the historical content in their explanation.</p>	<p>Picture was nice and appropriate. Student showed basic understanding of the historical content in their explanation.</p>	<p>Picture showed very little detail and relevance to the unit. Explanation was poor and showed very little k knowledge of historical content.</p>	<p>Did not include this item.</p>
<p>Metaphor</p>	<p>Metaphor was extremely creative and well thought out. Explanation was thorough and made clear connections to the unit.</p>	<p>Metaphor was good and well thought out. Explanation made connections to the unit.</p>	<p>Metaphor was not well thought out. Explanation did not connect the metaphor to the unit.</p>	<p>Did not include this item.</p>

Note: The time capsule is an ongoing assignment for the students. The lessons are geared towards helping them acquire the information that they need in order to create their time capsule. Remind them after each lesson that they should be thinking about the time capsule and what they could put in it that reflects what they've been learning about. Always refer back to the rubric and give helpful suggestions to the students.

Also, you may want to schedule conferences with the students to discuss their progress on their time capsules. You want to scaffold this process. Some students need more help than others.



LESSON PLAN 1

(2 days)

<p>Name Alice Prettyman</p>	<p>Subject: Overview of Harriet Tubman</p>	<p>Grade level: 4th</p>
<p>GPS# SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements.</p> <p>a. Discuss the biographies of Harriet Tubman and Elizabeth Cady Stanton.</p>		
<p>Relevance: This lesson is important for all students to learn because: learning about how Harriet overcame her struggles will help the students face their own struggles with courage and hope.</p>		
<p>Prerequisites: Skills students need to know prior to this lesson: How to listen to a video and take notes.</p>		
<p>Goals: Students will become familiar with Harriet Tubman and her background and start to pique their interests towards this time period.</p>		
<p>Objectives: Using a graphic organizer and a vocabulary sheet, the students will take notes from a video on Harriet Tubman filling in all the sections with accuracy.</p>		
<p>Materials / Equipment:</p> <ul style="list-style-type: none"> • Appendix A - Graphic organizer for Harriet Tubman notes • Discovery Education United Streaming. (1998). Animated Hero Classics: Harriet Tubman. Retrieved July 6, 2009, from http://player.discoveryeducation.com • Overhead of the graphic organizer for teacher to demonstrate for students • Appendix B – Vocabulary Sheet for day 1 • Overhead of the Vocabulary Sheet for day 1 • Appendix C – question marks to cut out for students (make copies of this page) 		

and have at least 20 to start with)

- Large cutout/outline of Harriet Tubman to put on the wall for students to write down their new facts or questions on.
- Appendix – question marks to cut out
- Inquiry board for students to put their questions on
- Vocabulary sheet

Vocabulary:

Master, overseer, plantation, slave, Underground Railroad, runaway, Quakers, conductor

Procedures:

(a) introductory activities (5 min.)

- Show the students the large cutout/outline of Harriet Tubman (blank) and put it on the wall. Explain that throughout the unit, they will be adding to this blank picture of Harriet with details that they are learning about her life. Also, if they have certain questions about what they're studying, they can write their questions down on a question mark cut out (provided by the teacher) and place it on the inquiry board next to the Harriet mural. All the questions will hopefully be answered by the end of the unit.

(b) development activities (30 min.)

- Review the concept of the time capsule, and then show them the personal time capsule again. Explain that you will pull out one item to begin every lesson. The item that is pulled out will be a clue as to what the students will be researching or learning about that day.
- The first item that is pulled out is a page with three pictures (of the teacher) on it. 1. A baby picture 2. A young adult picture 3. And a present picture of you now. It would be good for the pictures to include examples of home life and family.
- Talk about how these pictures give an overview of your life.
- Pass out the graphic organizer and explain that they will be getting an overview of Harriet's life throughout this unit.
- Explain that they will take notes to remember different facts about her life.
- Hold up the book that was read the day before (A Picture Book of Harriet Tubman, by David Adler).

- Talk about Harriet as a child. *What do you remember about what we read yesterday?* Have the students write in their organizers some facts about Harriet as a child. (born in 1820 , lived in Maryland, born into slavery, worked on a plantation, hired out at the age of 6, not very happy.)
- Explain that the video is going to tell them more about Harriet as a young adult and that they will periodically stop to take notes and have discussion.
- Pass out the graphic organizer to students.
- Pass out the vocabulary sheet for day 1
- Begin the film <http://player.discoveryeducation.com> (Animated Hero Classics: Harriet Tubman)
- Stop the film when it gets to 3:20 minutes. Discuss what they have learned so far. (*Type of music?* Banjo – *vocab words* – plantation, slave, master, overseer (point out the examples of these words in the film and discuss their meaning, - *Harriet's character?* – strong, hardworking and stubborn. *Family?* – mother, father, brothers. *Planting crops?* – *What kind? Where is the setting?* – on a plantation in Maryland – *Where is Maryland?*- look on a map.
- Have a copy of their graphic organizer ready to use on the overhead and a copy of their vocabulary words on overhead too. Walk them through the steps of writing down what they have learned and have them write down any questions that they might have so far. Get one or two students to share their answers. Resume the film.
- Play the film until it gets to 4:48. Stop and discuss. *What did Harriet want to do?*- run away. *What did Harriet say she had a right to?* – freedom. *How was she going to escape?* – Underground Railroad. *What is that? What is the Promised Land? Who are Quakers? Why do you think that Harriet's Father talked to her about the moss on the trees?* Vocab words (runaway, Underground Railroad, Quaker,) Do not define the words yet, they will get the definitions as the film continues. Resume the film.
- Stop at 8:58 minutes. Discuss some more. *What kind of treatment did Harriet's father receive? How would you describe the area that Harriet was running through?* – swamp. *Who was chasing her?* – dogs and the men. *Why do you*

think she waded in the swamp? Do you think that could've been dangerous? Where did Harriet go to? – The Quaker's house. Why do you think she was soaking Harriet's feet? What does this tell you about Harriet? What did Harriet learn about at the lady's house? What vocabulary words did you learn about? – Underground Railroad, passenger, conductor What kind of lady was the Quaker lady? – nice and religious.

(c) closing activities(5 min.)

- Give the students time to write down their thoughts on their graphic organizer.
- Let them watch the 9 minutes of video again without stopping. Double exposure will encourage double retention.

- Bring the attention of the students to the large blank cut out of Harriet Tubman on the wall.
- Allow the groups to discuss what they learned from the video
- Have each group decide what they would like to put on the blank cut out of Harriet for today. Assign one person to be the recorder of their ideas. *What is something that stood out to you about Harriet?* They can add detail to the Harriet mural, draw pictures, add color, write a sentence describing something...etc. The recorder should be only one up at the mural adding whatever the group has decided.
- If anyone has a burning question that they'd like to get answered, they may go get a question cut out from the teacher and write down their question. The question marks will be posted on the inquiry board beside the Harriet cut out.
- Allow time for the one representative from each group to add their response to the Harriet wall.

Assessment: The teacher will visually assess if the students have filled out all the sections of their graphic organizers for the movie of Harriet Tubman with accuracy.

Differentiation:

- Have a graphic organizer already filled out for students who cannot take notes or write very well.
- Let the student verbally answer his graphic organizer while another student fills it in for him.

Enrichment:

- Allow the students to read the extra books that are displayed in the room about Harriet Tubman.

Appendices:

- United Streaming movie (Harriet Tubman),
- **Appendix A** - graphic organizer for H.T. movie,
- **Appendix B** - vocabulary sheet
- **Appendix C** - question mark sheet for cut outs (make duplicates on blank paper so that students can write on them.)

Appendix A

Harriet Tubman

Graphic Organizer for video

<p><u>Interesting Facts:</u> write 3 to 5 of the most interesting facts that you have learned about Harriet Tubman</p>	<p><u>Awesome Adjectives:</u> words that describe Harriet Tubman</p>
<p><u>Questions I have?</u></p>	<p><u>Other Characters:</u></p>

Vocabulary Sheet

Appendix B

Harriet Tubman Vocabulary Words/ film (day 1)

master-

overseer-

plantation-

slave-

Underground Railroad-

runaway-

Quakers –

passenger-

conductor-

Appendix C





LESSON PLAN 1 continued (day 2)

Name: Alice Prettyman	Subject: Harriet Tubman	Grade level: 4th
<p>GPS# SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements.</p> <p>a. Discuss the biographies of Harriet Tubman and Elizabeth Cady Stanton</p>		
<p>Prerequisites: Skills students need to know prior to this lesson: How to watch and listen to a video and take notes.</p>		
<p>Goals: Students will become interested in the life of Harriet Tubman. Students' curiosity will be piqued, causing them to want to research further.</p>		
<p>Objectives: Using a graphic organizer and a vocabulary sheet, the students will take notes from a video on Harriet Tubman filling in all the sections with accuracy.</p>		
<p>Materials / Equipment:</p> <ul style="list-style-type: none"> • Video on Harriet Tubman - Discovery Education United Streaming. (1998). Animated Hero Classics: Harriet Tubman. Retrieved July 6, 2009, from http://player.discoveryeducation.com • Graphic organizers (Same ones from previous lesson- continued) • Markers, colored pencils • Appendix A - #2 vocabulary sheet 		
<p>Vocabulary: station, Promised Land, abolitionist</p>		
<p>Procedures:</p> <p>(a) introductory activities (5 min.)</p> <ul style="list-style-type: none"> • Ask the students to review what they learned about Harriet Tubman the day 		

before.

- Have them pull out their graphic organizers for the film
- Pass out the new vocabulary word sheet (#2)
- Explain to the class that they are going to continue to watch the Harriet Tubman video

(b) development activities (28 mins.)

- Start the video at 9:00. <http://player.discoveryeducation.com> (login, and go to Animated Hero Classics: Harriet Tubman)
- Stop it at 12:03. Discuss. *What are some of the ways that Harriet traveled on the Underground Railroad?* - by foot, by boat, in a carriage under potatoes. *What do you think that piece of paper was that the man gave Harriet at his house?* – directions to the next “station.” *Where did Harriet go to?* – Philadelphia, Penn. (look it up on the map) *What did Harriet decide to do when she got there?* – go back and rescue family *What have you learned about her character?* She’s brave and determined.
- Give students some time to write down their notes.
- Resume film at 12:03 and stop at 17:00.
- Discuss. *What was Harriet doing in these scenes?* – rescuing her family and others. *What did they call her?* – Moses. *What does that mean? What did the slave owners try to do to stop Harriet?* - put out rewards. *What gave Harriet’s father hope?* – the hope of Heaven. *Do you think Harriet’s faith helped her do what she had to do?*- yes
- Give students time to write in their organizers and ponder their questions.
- Play the movie again starting at 8:00 and stopping at 17:00. Let the students listen and watch without taking notes.

(c) Closing activities (7 min.)

- Randomly divide into 5 groups of 4
- Students discuss what they learned and how they feel about Harriet’s life so far.
- The groups decide what they will contribute to the Harriet mural.
- One person from each group will add their design or words to the Harriet mural.
- Question marks are available for students who have questions that they want to find out about as a class. They may get a question mark and write their question and put it on the inquiry board.
- Tell the class that they have just gotten an introduction to Harriet Tubman.
- Tell them that tomorrow they will learn the background of slavery and why

Harriet's life was the way it was.

Assessment: Check to see if the students took notes on the Harriet Tubman and if they filled in all the sections, including the vocabulary words.

Differentiation:

- Have a graphic organizer and vocabulary sheet that is already filled out with the key facts if student cannot take notes.

Enrichment:

- Let them continue to watch more of the video
- Take 3 vocabulary words and draw pictures that include those words.

Appendices: Appendix A - #2 vocabulary word sheet

Appendix A

#2 Vocabulary word sheet

station –

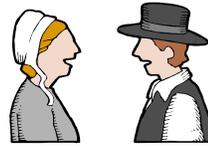
auction -

Abolitionist-

Other words to discuss: (Can you guess their meaning from the movie?)

Moses-

Promised Land-



LESSON PLAN 2

(Part 1)

Name: Alice Prettyman	Subject: Colonial times / Intro	Grade level: 4th
<p>GPS: SS4H3 The student will explain the factors that shaped British colonial America.</p> <p>a. Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies.</p> <p>b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.</p> <p>SS4G2 The student will describe how physical systems affect human systems.</p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities practiced therein.</p>		
<p>Prerequisites: Skills students need to know prior to this lesson: How to research on the internet and take notes. How to draw a map or trace one.</p>		
<p>Goals: The students will become more familiar with where the 13 colonies are located and what their environment was like.</p>		
<p>Objectives: Using crayons and pencils and a print out of the 13 colonies, the 4th grade students will differentiate and label the New England colonies, the middle colonies, and the southern colonies. Students will take notes on the characteristics of these colonies with a graphic organizer with accuracy.</p>		
<p>Materials / Equipment:</p> <ul style="list-style-type: none"> • United Streaming video on colonial life - Discovery Education United Streaming. (1998). <i>Colonial life</i>. Retrieved June 15, 2009, from http://player.discoveryeducation.com • Website about the thirteen colonies - White, D. (n.d.). <i>The thirteen American colonies</i>. Retrieved June 18th, 2009, from www.socialstudiesforkids.com/articles/ushistory/13colonies2.htm 		

- **Appendix A** - 13 colonies print out for overhead
- 13 colonies print out for the students
- Dry erase marker for the teacher
- Crayons and pencils (complete set for each student)
- Library books on the colonial times
- Old maps of the 13 colonies
- United States map
- 5 laminated 13 colony maps that have been cut out like a puzzle. (This needs to be done before the lesson)

Procedures:

(a) introductory activities : (5 min.)

- Begin the lesson by pulling out the example time capsule. (Always make this very dramatic so as to build the excitement of what you will pull out of the capsule.) This time, pull something out that represents where you were born. What state or city were you born in? (For my time capsule, I will pull out a picture of my house in Augusta and a printed out topographical map of Georgia.) I will explain to the class that I was born in Georgia, and that this is what my state looks like and that this is the home I was born in. I could explain that I was born in 1970 and that I lived in a neighborhood...etc. I might share what my mom and dad did...etc. Just give the kids a little background about your home and what life was like then.
- Explain that the students will begin to research about the “times” that Harriet was born into. (due to their previous inquiry and discovering that they needed to know what Harriet’s background was)
- In order to do this, they need to be introduced to “Colonial times.”

(b) development activities: (30min.)

- Show the United Streaming video of “Colonial Life”
<http://player.discoveryeducation.com> (login, and then find the video “Colonial Life”)
- This is only to get them into the mindset of a “different” time. You will not stop and take notes like before. This video is short and basic.
- After the video, Show the class the 13 colonies overhead
- Tell the students that the United States started off as 13 colonies.
- Ask them if any of the areas on the overhead look familiar?

- Can they label any of the colonies?
- Wait for answers
- If they get any of them right, write that on the overhead
- Tell them to go ahead and start to fill in their map as well.
- Ask them, *What should we do if we don't know all of the names of the colonies?*
- Pass out the colony notes sheet
- *Where could we look to find the information that we need?*
- (library books, old maps, internet, text book...)

- Randomly divide the students into 5 groups of 4
- Have them as a group try to find the rest of the colonies on their own by looking in the books that have been provided by the library.
- Students will need to share information with each other.
- Circulate around the room and give assistance where needed.
- After about 10 minutes, gather the students back together and go over the names of the colonies on the overhead. Have the students help fill it out by letting them tell you the names of the colonies as you point to them.
- Tell the students to pick a partner, and swap papers to make sure that everyone has written in the answers. If someone has not, their partner will help them complete it.

- Pull up on the LCD screen
www.socialstudiesforkids.com/articles/ushistory/13colonies2.htm
- Explain to the students that the colonies are divided into 3 regions.
- Read off the three regions – *New England, Middle colonies, Southern colonies.*
- With colored pencils, get the students to lightly color in their maps with blue all of the New England colonies – *Rhode Island, Connecticut, Massachusetts, New Hampshire* (color in the map on the overhead)
- With an orange colored pencil or crayon, get the students to lightly color in the middle colonies – *Delaware, Pennsylvania, New York, and New Jersey* (color in the map on the overhead)
- With a red colored pencil or crayon, get the students to lightly color in the southern colonies – *Maryland, Virginia, North Carolina, South Carolina, and Georgia* (color in the map on the overhead)

(c) closing activities (8 min.)

- Randomly divide the class into their 5 groups and give each group a 13 colonies puzzle. Let them practice naming the colonies and figuring out which colonies are close to each other.

Assessment: Teacher will visually assess if the students have labeled and colored their 13 colonies correctly.

Differentiation:

- If student is challenged in the area of writing, have a map labeled.
- Allow for peer tutoring

Enrichment:

- Have tracing paper for students who would like to trace over the 13 colonies map delineating each colony for a little more of a challenge.

Appendices:

- Appendix A - 13 colonies map

Appendix A

Name _____ Date _____

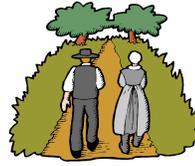
The 13 British Colonies



Outline Maps
Copyright © Houghton Mifflin Company. All rights reserved.

Education Place[®]
www.eduplace.com

Houghton Mifflin Harcourt Publishing Company. (n.d.). The 13 British Colonies. Retrieved July 13, 2009 from <http://www.eduplace.com>



LESSON PLAN 2

(Part 2)(2 days)

Name :Alice Prettyman	Subject : 13 Colonies	Grade level:4th
<p>GPS# SS4H3 The student will explain the factors that shaped British colonial America.</p> <p>a. Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies.</p> <p>b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.</p> <p>SS4G2 The student will describe how physical systems affect human systems.</p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities practiced therein.</p>		
<p>Prerequisites: Skills students need to know prior to this lesson: How to research on the internet</p>		
<p>Goals: The students will learn that the 3 regions of colonies had 3 different types of produce or industry. They will understand that colonial life was shaped by the region you lived in.</p>		
<p>Objectives: After researching and learning about the 3 colonial regions from a specific website and library books, the students will create a playdough map that represents the industry and/or agriculture that would characterize one specific colony with accuracy. The students will also give a presentation, teaching the class the information that they have acquired on their research sheet with accuracy.</p>		
<p>Materials / Equipment:</p> <ul style="list-style-type: none"> • 5 separate areas that have a flat surface. • String (5 yards) preferably a dark color • 5 sets of different colored playdough • Fake plastic objects like: trees, boats, cows, horses, etc. • Library books on the colonies • Internet 		

- Scissors
- **Appendix A** - Colony Regions Sheet
- A large hat

Procedures:

(a) introductory activities (10 min.)

- Put up the 13 colonies overhead and ask for volunteers to label the colonies.
- Tell the students that it is important for them to understand the different economic environments of the colonies.
- Today they will be researching about one specific colony and then will teach the rest of the class about that colony.
- They will be divided into random groups to complete their assignment.
- They will have to create a topographical map of their colony with the craft supplies that are provided for them (playdough, string, fake objects,...etc)
- First they are to find out
 - 1. What the shape of their colony should be
 - 2. Are there any rivers, lakes, or oceans close by? Any mountains? What kind of agriculture does their colony have? In which region would their colony be categorized?
- Randomly divide the students into 5 groups of 4.
- Pass out the colony information sheet
- Explain that the colony sheet is to be filled by each team member for their specific colony. They will use the internet websites and library books to complete their research.
- Pick one colony from each region, for example: Rhode Island, Delaware, and Maryland. And then add two more colonies to make 5.
- Write the names of the colonies on separate pieces of paper
- Put the names in a hat, and let one person from each group draw one slip of paper from a hat – The colony that the student picked is the one that they will be responsible for doing research and creating a playdough map.

(b) development activities (30 – 40 min.)

- Once the groups have gotten the name of their colony, allow time for them to do their research.
- Circulate around the room and assist as needed.
- The remainder of the class period will be dedicated to their search for information and beginning their maps.
- The culmination of this activity will be completed on the following day as follows:

- Students will continue their research and finalize their information. The playdough maps will be finished and ready to show to the class. Each group will explain about the land, the people, the industry, the government, the religion, etc. of the colony (as is written on their colony worksheet)
- Each group will have their turn to share their presentation.
- All the students will be responsible to record the information of the other colonies in their charts as well as their own.
- At the completion of the assignment, there will be a time for inquiry as to why the regions are different, and how that could affect people's lives.
 - *How did it affect Harriet to be living in Maryland? (How does location affect one's life?)*
 - *What determined the trade and industry of the colonies?*
 - *Why wouldn't Harriet want to live in the Deep South?*
 - *Why was the practice of slavery less in the northern states?*
 - *Why was slavery important to the southern colonies?*

(c) closing activities: (6 min.)

- Have the students randomly divide into their 5 groups of 4.
- Discuss within their group what has meant the most to them after studying the colonies. *What could they add to the Harriet mural now?*
- One person from each group will add what the group has decided to add to represent Harriet and the colonies.

Assessment: Assessment of the playdough map and oral presentation on the colonies will be performed with a rubric.

Differentiation:

- If student cannot write, allow for peer assistance.
- Give one on one teacher to student assistance
- Read aloud the text for the student

Enrichment:

- If student finishes early, allow them to play the colonial games on the internet sites that have been pre-approved.
- www.history.org
- www.socialstudiesforkids.com

Appendices:

- **Appendix A** - Colonial Regions sheet

Appendix A



Attachment 1

NAME _____ DATE _____

COLONIAL REGIONS

NEW ENGLAND MIDDLE SOUTHERN

	NEW ENGLAND	MIDDLE	SOUTHERN
Geography/Location			
Resources			
Industries			
Religion			
Government			
Occupations			
People			

Georgia Department of Education
 Kathy Cox, State Superintendent of Schools
 SOCIAL STUDIES • GRADE 4 • UNIT 3
 7-18-08 • Page 12 of 25
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Resources: Georgia Standards. (2009). *Colonial regions sheet*. Retrieved July 1, 2009, from <https://www.georgiastandards.org/Frameworks/>



LESSON PLAN 3

(4 days)

Name: Alice Prettyman	Subject: Colonial people and lifestyles	Grade level: 4th
<p>GPS# SS4H3 The student will explain the factors that shaped British colonial America. b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.</p>		
<p>Prerequisites: Skills students need to know prior to this lesson: How to conduct research on the internet. They need to know the definition of an authentic document.</p>		
<p>Goals: The students will learn about the people and lifestyles of the colonial period.</p>		
<p>Objectives: Using a WebQuest, the students will create a brochure about a specific type of colonial life detailing how the person would have dressed (a photo of themselves dressed in appropriate costume), background information, such as: family, colonial name, occupation, education, and religion. The brochure will also include 3 journal entries from their chosen character, and one recipe and/or game from that period of time. All entries will be created with accuracy.</p>		
<p>Materials / Equipment:</p> <ul style="list-style-type: none"> • Internet WebQuest - Warren, M. (2009). <i>Journey back in time to Colonial days</i>. Retrieved July 1, 2009, from http://www.bristolvaschools.org/mwarren/JourneytoColonialTimes.htm#Resources • Appendix A - Research helper sheet • Digital camera • Colonial props • Scanner 		

- Graphics program
- **Appendix B** - Rubric for Colonial brochure

Procedures:

(a) introductory activities (5 min.)

- Pull out the example time capsule and there should be something in it that represents your lifestyle growing up. It could be a picture, a toy, a book, whatever you find interesting and symbolic of your general lifestyle growing up.
- Pull out whatever item it is, and talk about it; sharing details of daily life, games, food, etc.
- Explain that today they will be learning about the general lifestyles of the colonial people, which include the lives of slaves like Harriet Tubman.
- Tell them that they will accomplish this task by completing a WebQuest about the colonial times.

(b) development activities (3 to 4 days of 30 min.)

- Reserve the computer lab for 3 or 4 days.
- Take the students to the computer lab and lead them to the website
- <http://www.bristolvaschools.org/mwarren/JourneytoColonialTimes.htm#Resources>
- Read through the website together.
- Explain the problem and the tasks as follows:
 - The students will become a colonial character and complete all tasks through that one perspective.
 - The students will choose what kind of person they want to be and focus their research in that area. There is a long list to choose from, for example: a merchant, a shoemaker, a slave, a manor owner, a child, a gunsmith...etc.
 - On the cover page, the students will dress up like their character and have a digital picture taken of themselves. They will use a scanner and graphics program to transfer the image onto their cover of the brochure.
 - The first page of the brochure will contain: their colonial name, family background, occupation (if there is one), their age, educational background, and religion.
 - The second and third page of the brochure will have 3 journal entries

from their specific character. The journal entries can be 3 consecutive days, or spread out over months. The entries should include informational topics like: trade and shelter, furnishings, costume, education, food, chores, recreation, daily schedules, work details, free time activities, and a sample of an **authentic document** written during and/or about the colonial period, and express feelings and thoughts of that person.

- The fourth page will have either a favorite recipe that their character enjoyed during colonial times, or they could describe a game that was played.
- There are lists of approved websites that the students will use to conduct their quest.
- They will be using a research guide sheet to assist them in taking notes on their character.
- After all the research has been done and the students are ready to start making their product, they can start with their cover page.
 - Pass out the research helper sheet.
 - Pass out the Colonial rubric and explain each criteria

(c) closing activities (5 min.)

- At the end of each day, have the students put their research guide sheets in their S.S. binder for safe keeping.
- Have a time where students can share about something new that they learned about during their research.
- Always allow for inquiry questions and further discovery of possible solutions on their PBL chart. This is an ongoing process. The laminated chart should stay at the front of the class.
- Discuss how conducting this research is helping them to understand Harriet's life better. *What are some feelings and thoughts that Harriet probably felt? Did you gain any insights about colonial times and the way life was? Why did slavery exist?*
- Allow students to write their questions on the question marks and place them on the inquiry board.
- Review inquiry board and see if some of the questions could be answered now.

Assessment: The colonial brochure the students create will be assessed with a teacher made rubric.

Differentiation:

- Let a student be the “buddy” for the other student and can help with web navigation.
- If student can’t type, allow them to use a voice system that lets them dictate into a microphone and the words are automatically typed out for them.
- Teacher assistance as needed

Enrichment:

- If student finishes early, let them be an assistant to those that are struggling.
- Reward hard working students with free time to explore the websites that have been approved for colonial studies.

Appendices:

- **Appendix A** - Research help sheet
- **Appendix B** - Rubric for colonial brochure

Appendix A

Research Help Sheet for Colonial WebQuest

Type of person –

Name –

Family Background –

Occupation –

Age –

Educational background –

Religion –

Daily routines/schedule	Work details?	Free time activities	Recipe/Games

Appendix B

Rubric for Colonial Brochure

Name _____

	<p>Great Job!</p> <p>Excellent Work</p> <p>3 points</p>	<p>Nice Job</p> <p>Good Work</p> <p>2 points</p>	<p>Needs Work</p> <p>Keep Trying</p> <p>1 point</p>
<p>Picture on the cover</p>	<p>Very creative and accurately portrays the colonial persona</p>	<p>Appropriately dressed and portrays the colonial persona</p>	<p>Does not portray the colonial persona.</p>
<p>Background information</p>	<p>Includes all 6 of the background details asked for. Very descriptive and thorough.</p>	<p>Includes no less than 5 of the background details asked for. Adequate descriptions.</p>	<p>Includes 4 or less of the background details that were asked for.</p>
<p>Journal entries</p>	<p>Entries are very descriptive and include the 4 requested details on the WebQuest.</p>	<p>Entries are written and include 4 of the requested details on the WebQuest.</p>	<p>2 or less entries are written with 3 or less of the requested details from the WebQuest.</p>
<p>Recipe/game</p>	<p>Entry is explained thoroughly and is reflective of the time period.</p>	<p>Entry is present. Is not explained in detail and does not reflect the time period.</p>	<p>Entry does not reflect the time period and/or it does not have a thorough explanation.</p>
<p>Spelling/Grammar</p>	<p>Brochure has correct grammar and fewer than 3 misspelled words.</p>	<p>Brochure has 1-2 grammar mistakes and fewer than 3 misspelled words.</p>	<p>Brochure has more than 2 grammar mistakes and/or 3 or more misspelled words.</p>

LESSON PLAN 4 (3 days)

(2 days) part 1

Name: Alice Prettyman	Subject: Escaping / Underground Railroad	Grade level: 4th
<p>GPS# SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements.</p> <p>a. Discuss the biographies of Harriet Tubman and Elizabeth Cady Stanton</p> <p>SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.</p> <p>a. Explain the necessity of respecting the rights of others and promoting the common good.</p>		
<p>Prerequisites: Skills students need to know prior to this lesson: How to use a computer.</p>		
<p>Goals: The students will be able to better understand the feelings of slaves when they were escaping on the Underground Railroad. They will also realize that the Underground Railroad was an entire system of its own.</p>		
<p>Objectives: Using the internet, the students will participate and create a letter with secret codes on an online simulation of the Underground Railroad. Students will answer questions on an Underground Railroad Question Guide with 90% accuracy.</p>		
<p>Materials / Equipment:</p> <ul style="list-style-type: none"> • Computer lab - National Geographic. (1996-2009). <i>Underground Railroad</i>. Retrieved June 15, 2009, from http://www.nationalgeographic.com/features/99/railroad/j2.html • Website – Scholastic Inc. (2009-1996). <i>The Underground Railroad: escape from slavery</i>. Retrieved July 1, 2009, from http://teacher.scholastic.com/activities/bhistory/underground_railroad/plantation.htm • LCD screen • Appendix A - Question Guide • Appendix B - Answers to Question Guide • Highlighters for each student 		

Procedures:

(a) introductory activities (5 min.)

- Pull out the example time capsule and show the class an artifact that represents a trip that you have taken. The artifact could be pictures of a trip, souvenirs, a piece of clothing that was bought...etc.
- Talk about the souvenirs and the places that were visited briefly.
- Ask them, *Where did Harriet travel? And how did she get there?*
- *Did she have to pack like we have to? What was her trip like?*
- Tell the students that they will be taking a trip on the Underground Railroad today.

(b) development activities(15 min.)

- Pull up the website on the LCD screen in the classroom.
- <http://www.nationalgeographic.com/features/99/railroad/j2.html>
- Explain to the students that this website is a simulation of the Underground Railroad.
- Go through the Underground Railroad together, letting students read aloud the passages as you call on them. Let them make their choices as a class about the decisions that Harriet has to make on this journey.
- (expect them to get excited about the choice they have to make and to get disappointed when they choose a bad choice.)
- When you have finished, tell them that there is another website that they will be participating in.
 - *How does determination affect change?*
 - *What are some factors that contributed to Harriet's escape to freedom?*

(first day 10 min.) (to be continued on the next day, will need all 40 min.)

- Go to the computer lab
- Lead them to http://teacher.scholastic.com/activities/bhistory/underground_railroad/plantation.htm
- Explain that this website is also a **simulation** of the **Underground Railroad**.
- On each page of this website there are symbols that you can click on that link to more information on that topic. For instance: click on the night sky + sign – information about the north star comes up and explains how the slaves used the star as their compass to get to Canada.
- Show the students where the envelope symbol is on the page. Click on it and show them how a writing assignment will come up.
- Students are to **only** complete the “envelope” assignment on **#2 escape page**. When they click on the envelope, an activity will appear. They get to create a “secret letter” using special codes that are provided for them at the bottom of the

page. When the activity has been completed correctly, the students can have the letter printed out. Have the students then highlight the code words on their letter.

-
- Explain that the symbol with the earphones means that they can listen to the information instead of reading it.
- Tell them that they are to read every page and click on every symbol to get more information. They will have a question guide for this activity that they must find the answers to.
- Ask if there are any questions?
- Pass out the Question Guide to the students.
- Let them begin

(c) closing activities (5 min.)

- Tell students to carefully put their question guides back in their S.S. folder.
- Tell them that they will have another day to work on this project.
- *Would someone like to share about what you learned today? Did anyone's view point change about the Underground Railroad? Why do you think that some people wanted to help slaves and others didn't? Is there a belief system that made the difference? How do the beliefs and values of people affect the lives of others? Who respected the rights of others and promoted the common good?*

Assessment: Visually assess if the students are participating on the simulation of the Underground Railroad and if they have written their secret code letter and check the question guides to see if they were answered with 90% accuracy.

Differentiation:

- Give one on one assistance if needed
- Tell them to choose the headphone option so that they can listen to the simulation.

Enrichment:

- Allow students free time to search further on the website. Start the Harriet Tubman Web Hunt that is found on #3 "Reaching Safety"
http://teacher.scholastic.com/activities/bhistory/underground_railroad/plantation.htm
- Field Trip to the First African Baptist Church in Savannah, GA. (it is known for having symbols and markings that signify that it was part of the Underground Railroad.)

Appendices:

- **Appendix A** - Question Guide
- **Appendix B** - Answers to the Question Guide

Appendix A

Name _____

Question Guide

1. What mighty river did the slaves have to cross? _____

2. Why did the runaways feel for moss on the trees? _____

3. What is the name of a famous anti-slavery newspaper?

4. What did the candle in John Rankin's window signify?

5. What could slaves hide under when traveling on a carriage?

6. What did some of the Northern factories produce? _____

7. What was Harriet's solemn resolution? _____

8. Could slaves who escaped to the North be caught and returned to their master? _____

Appendix B

Answers to Question Guide

1. Ohio River
2. Moss grows on the north side of trees and the slaves were trying to head north to Canada.
3. The Liberator
4. That it was safe to cross the river and stay at his house.
5. They could hide under hay, crates, or bags
6. Textiles, cotton fabric, steel and iron
7. Harriet's solemn resolution was to go get her family and bring them to freedom.
8. yes



LESSON PLAN 4 part 2

(1 day)

Name: Alice Prettyman	Subject: North Star	Grade level: 4th
<p>GPS# S4CS5. Students will communicate scientific ideas and activities clearly.</p> <p>a. Write instructions that others can follow in carrying out a scientific procedure. b. Make sketches to aid in explaining scientific procedures or ideas.</p> <p><u>Earth Science</u></p> <p>S4E1. Students will compare and contrast the physical attributes of stars, star patterns, and planets.</p> <p>a. Recognize the physical attributes of stars in the night sky such as number, size, color and patterns. c. Explain why the pattern of stars in a constellation stays the same, but a planet can be seen in different locations at different times.</p>		
<p>Prerequisites: Skills students need to know prior to this lesson: Already know what a constellation is.</p>		
<p>Goals: The students will understand why the North Star is used as a compass.</p>		
<p>Objectives: Using an umbrella and stickers, the students will create a simulation of the North Star in the sky with accuracy.</p>		
<p>Materials / Equipment:</p> <ul style="list-style-type: none"> • 4 dark umbrellas • 20 pieces of white chalk 		

- 400 white star stickers
- **Appendix A** - Finding the North Star sheet
- **Appendix B** – Picture of the umbrella activity
- Black construction paper (20 sheets)
 - PowerPoint - *Science teaching materials, activities, worksheets, and lesson plans.* (n.d.). Retrieved June 25, 2009, from <http://www.science-teachers.com> (click on “Navigating by the North Star- Navigation lesson plan.” Then go down to “slide show.” Click on slide show to get to the PowerPoint presentation.)
- Book - Weatherford, C. (2006). *Moses: when Harriet Tubman led her people to freedom.* New York: Hyperion Books for Children.

Vocabulary: Big Dipper, North Star

Procedures: (5 min.)

(a) introductory activities

- Hold a compass and ask if the students know what it is?
- *What do you use this for? How do you use it? Why would you use this?*
- *Would Harriet Tubman have used a compass? Why? What do you think she used to guide her to Canada? – The North Star*
- Tell the students that they are going to learn about the North Star and why and how it was a compass for Harriet Tubman on the Underground Railroad.

(b) development activities (30 min.)

- Read the story “Moses, When Harriet Tubman Led Her People to Freedom” (this book includes references to Harriet following the North star.)
- *It says in the book, that Harriet was taught by her father how to find the North Star.*
- Pull up on the LCD screen the PowerPoint on the North Star
- Watch, read and discuss the PowerPoint presentation
- Hand out the “Finding the North Star” sheet
- Pass out black construction paper to each student
- Pass out a handful of white star stickers to each student (at least 15)
- Have them reconstruct the Big Dipper and the little dipper just like their handout.
- Give each student a piece of chalk, and let them write on their construction paper where the North Star is.
- Pass out a note card to each student
- Have the students write a short post card to their parents describing step by step

how to find the North Star in the sky, and have them draw an illustration on the card of the night sky with the Big and little dipper.

- Walk around to visually assess if students are doing the activity correctly.
- Give assistance where needed.
- Tell the students to give their card to their parents and explain to them how to find the North Star when they go home.

- Randomly divide the class into 4 groups of 5
- Pass out one umbrella and a bunch of white star stickers to each group.

- Have the students place the stars inside the umbrella in the shape of the Big Dipper. See example (attached)
- Then have the students put one star inside the umbrella at the center. This star will represent the North Star, or Polaris.
- Now have one student hold the umbrella while the other student turns counter clockwise under it.
- This will give them a kinesthetic experience that shows them how the stars stay in place as the earth rotates. Polaris is above the earth's axis, which is almost exactly above the North Pole. Spinning under the umbrella and looking up at "Polaris" recreates this phenomenon for the students.
- Do this exercise until everyone has had a chance to stand under the umbrella.
- Collect the umbrellas

(c) closing activities (5 min.)

- Tell students to look at the night sky before they go to bed and try to find the North Star.
- Ask for a volunteer to share with the class how one can find the North Star in a night sky.
- Discuss, **What does it tell you about Harriet Tubman that she could lead other runaways hundreds of miles in the direction of North in the middle of the night without a compass and without a map? What kind of person did Harriet have to be to do something like that?**

Assessment: Walk around the room to see if the students are creating a simulation of the North Star in the sky with accuracy.

Differentiation:

- Assist student with putting the stickers on their black construction paper in the right

pattern.

- Modify assignment for student success.
- Let student glue and paste a picture of the Big Dipper onto his/her postcard.

Enrichment:

- Give the students another sheet of black construction paper and let them create other constellations that they have studied.
- Make up a story about how they had to use the North Star to lead them to where they were trying to go.
- Go to <http://www.kidsastronomy.com/earth/moons.htm> - explore

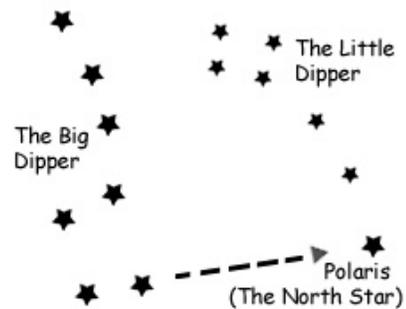
Appendices:

- **Appendix A** - Finding the North Star sheet
- **Appendix B** - Picture of the umbrella activity.

Appendix A

Finding the North Star

If you want to use the North Star to navigate, the first thing you have to do is find it: First, locate the Big Dipper. Then using the two stars at the end of the spoon to make a straight line, follow the line until you come to a bright star. That is Polaris, the North Star. The North Star is also the last star on the handle of the little dipper.



How to Find the North Star

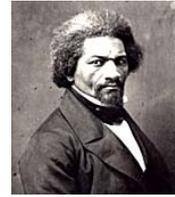
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Appendix B



National Geographic Kids. (1996-2009). *Star attraction* Retrieved July 8, 2009, from <http://kids.nationalgeographic.com/Activities/FunScience/Star-attractions>



Lesson 5

(5 days)

Name: Alice Prettyman	Subject: Abolitionists	Grade level: 4th
<p>GPS## SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements.</p> <p>a. Discuss the biographies of Harriet Tubman and Elizabeth Cady Stanton</p> <p>SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.</p> <p>a. Explain the necessity of respecting the rights of others and promoting the common good.</p>		
<p>Prerequisites: Skills students need to know prior to this lesson: How to research on the internet and in hard copies. The students also need to know how to make an movie on Photostory-3.</p>		
<p>Goals: The students will become more familiar with key figures in the abolitionist movement. The students will also become more aware of other perspectives concerning slavery.</p>		
<p>Objectives: Using primary documents and photos the students (in pairs) will choose 5 out 8 photos to research and then create an i-movie using Photostory-3, explaining how these photos relate to the abolitionist movement. The movie will be assessed with a teacher made rubric.</p>		
<p>Materials / Equipment:</p> <ul style="list-style-type: none"> • Appendix A - Page of primary sources and historical photos • Appendix B – Photostory-3 Rubric • Appendix C – approved list of websites to start research • Internet access • A separate web page that is set up for students to access the photos that are shown in class, as well as approved websites for their further research. (This needs to be prepared before class begins.) • Photostory-3 (free program) 		

Procedures:

(a) introductory activities (8 min.)

- Bring out the time capsule one more time, and show the class an artifact or picture that represents your life right now. I will use a photograph of my children, family, and maybe a picture of a classroom with students since I will be teaching as a career.
- Tell the students that the artifacts represent a life of freedom. With freedom, people can make choices, increase their education, have families...etc.
- Explain that they will be looking at photos today, and that they will be researching to see how these photos relate to the abolitionist movement and/ or how they reflect that mindset.
- **What is an abolitionist – (give time for students to try to answer)**
- Discuss the meaning - a person who did not believe in slavery and who worked to free slaves.
- **Why do you think abolitionists thought it was important to respect the rights of others and promote the common good of all people?**
- **What happens when peoples' rights are not respected?**
- **What did Harriet decide to do about her rights and the rights of others?**
- **How did the contributions of Harriet Tubman help or hurt others?**
- On the following two days, they will be creating a movie on Photostory -3 that reflects their knowledge of the abolitionist movement.

Development (30 min.) 1st day, and (35 min. For each following day for 4 days)

- Display on LCD screen the photo page that has been prepared with primary sources and artwork.
- Discuss each picture with the students: (Don't give all the details of the photos. The students are to conduct further research to learn more about them. A general introduction to the photos should be sufficient.)
 - 1. Harriet Tubman as a free woman. (notice how she is dressed)
 - 2. The North Star – an anti-slavery newspaper that was written by Fredrick Douglass. (Why is it called the North Star?)
 - 3. A portrait of a young black boy (actually drawn in the 1940's by a black artist that was working under a program that was created for the purpose of giving black citizens jobs. Artist is unknown but the subject's name is Reggie.
 - 4. Originally the seal of the Society for the Abolition of Slavery in England in 1780, and commonly used in the U.S. as a symbol of the abolitionists and anti-slavery sentiments.
 - 5. This is a picture of Harriet Tubman with her family after escaping from slavery.

(b) closing activities (5 min.)

- At the end of each day, have the students put up their materials and secure their notes.
- Invite one or two students to share about something new that they have learned in their research that they thought was interesting and important.
- Encourage discussion about how determination played a role in the abolitionist movement.

Assessment: Daily activities of researching and taking notes will be visually assessed by the teacher. The final product will be assessed by the teacher rubric.

Differentiation:

- Lessen the requirement of at least 5 photos to 3 photos.
- Make sure that a special needs student is paired with a stronger student.
- Offer a lot of personal one-on-one assistance.

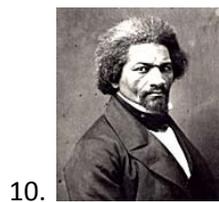
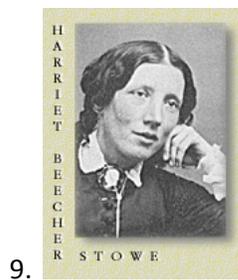
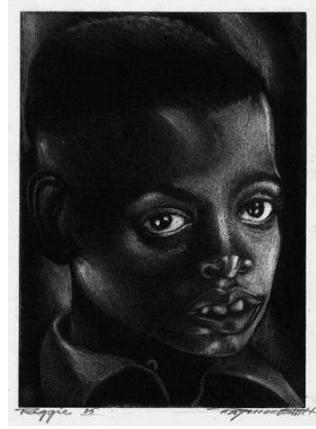
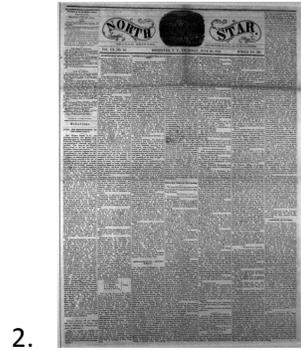
Enrichment:

- Allow a student to spend more time on the specific websites.
- Student may find a new picture that they feel would be a good addition to the abolitionist assignment. Let them download picture and continue their research.

Appendices:

- **Appendix A** - Photo page of various pictures relating to the abolitionist movement
- **Appendix B** – Photostory-3 rubric
- **Appendix C** - List of approved websites to research from.

Appendix A



Appendix B

Photostory 3 Rubric

	<p>Excellent Work! 😊😊 3 points</p>	<p>Good Work 😊 2 points</p>	<p>Needs a little more work 😞 1 point</p>
<p>Appropriate number of photos were chosen</p>	<p>At least 5 or more photos were chosen.</p>	<p>At least 4 photos were chosen.</p>	<p>Less than 4 photos were chosen</p>
<p>Integrated the photos together in the film. Film has a natural flow</p>	<p>Completely integrated the photos with each other. Film had a natural flow and students explained the correlations.</p>	<p>Most of the photos were integrated with each other. The film made sense and had somewhat of a flow.</p>	<p>There was no attempt at integrating the photos with each other. There was no flow to the film.</p>
<p>Film contained accurate historical information</p>	<p>Film accurately conveyed the historical information of the photos chosen.</p>	<p>Most of the film conveyed accurate historical information.</p>	<p>There were numerous inaccurate historical references in the film</p>
<p>Film reflected the abolitionist movement</p>	<p>The film clearly related its information to the abolitionist movement.</p>	<p>The film made mention of the abolitionist movement.</p>	<p>The film did not relate its content to the abolitionist movement.</p>
<p>Teamwork and effort</p>	<p>The team worked well each other and showed enthusiasm with their participation in class.</p>	<p>The team worked well with each other and stayed on task most of the time.</p>	<p>The team did not work well together and did not engage in the activities of research and Photostory 3.</p>
<p>Creativity</p>	<p>The film demonstrated lots of creativity and expression.</p>	<p>The film demonstrated a little creativity and emotion.</p>	<p>There was no attempt at enhancing film with creativity.</p>

Appendix C

Approved Websites to start research:

http://www.culturenorthernireland.org/article.aspx?art_id=102 (Wilberforce)

[http://commons.wikimedia.org/wiki/File:Harriet Tubman, with rescued slaves, New York Times.JPG](http://commons.wikimedia.org/wiki/File:Harriet_Tubman,_with_rescued_slaves,_New_York_Times.JPG)

<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/activists/tubman> (Harriet)

<http://www.nationalgeographic.com/features/99/railroad/j2.html>

<http://usinfo.org/enus/life/people/afrhist/images/nostar.jpg> (photos)

<http://www.pbs.org/wgbh/aia/part4/4p1539.html> (Fredrick Douglass)

<http://xroads.virginia.edu/~MA97/riedy/hbs.html> (Harriet Beecher Stowe)

Note to teacher: You may want to offer a day where the students can work on the actual time capsule in class. I suggest that shoe boxes could be an easy choice to use when making the time capsules. At the same time, you want to allow freedom with the students' choices. You want this project to reflect the students' thinking. If they would rather use something else then I would allow it. You should have various kinds of scraps, art materials, fabrics, glue guns, markers, string, brown paper bags...etc. Any materials that would help the students to create their time capsule would be beneficial to have for their crafting purposes.



LESSON PLAN 6
(2 to 3 days)

Name: Alice Prettyman	Subject: Time Capsules	Grade level: 4th
<p>GPS# SS4H3 The student will explain the factors that shaped British colonial America.</p> <p>b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.</p> <p>SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements.</p> <p>a. Discuss the biographies of Harriet Tubman and Elizabeth Cady Stanton.</p> <p>SS4G2 The student will describe how physical systems affect human systems.</p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities practiced therein.</p> <p>SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.</p> <p>a. Explain the necessity of respecting the rights of others and promoting the common good.</p> <p>S4E1. Students will compare and contrast the physical attributes of stars, star patterns, and planets.</p> <p>a. Recognize the physical attributes of stars in the night sky such as number, size, color and patterns.</p> <p>c. Explain why the pattern of stars in a constellation stays the same, but a planet can be seen in different locations at different times.</p> <p>S4CS5. Students will communicate scientific ideas and activities clearly.</p> <p>a. Write instructions that others can follow in carrying out a scientific procedure.</p> <p>b. Make sketches to aid in explaining scientific procedures or ideas.</p>		

Prerequisites: Skills students need to know prior to this lesson: Must know how to speak in front of a class and share information accurately and clearly.

Goals: The students will have a sense of pride and accomplishment when they get to share and explain their time capsule to the class.

Objectives: Using their time capsules, the students will share about Harriet's background as a child, share about the Underground Railroad, read a letter that was written from Harriet's perspective to her family still in slavery, share about a map of one of the colonies, share historical information about a picture that they have drawn that reflects the unit, and share about a metaphor that they have come up with that summarizes the unit for themselves. The time capsule will be assessed with a teacher made rubric.

Materials / Equipment:

- Time capsule rubrics to be graded. (students should have them when they share their time capsule. Have some extras ready in case the students have lost them.)
- The students' time capsules.

Procedures:

(a) introductory activities (5 min,)

- Congratulate the class for making it to the end of their unit. Remind them that the third graders were the ones who wanted to know about Harriet Tubman's time capsule.
- *Do you think you can explain to the 3rd graders who Harriet Tubman was and what you have found in her time capsule?* – Yes!
- Tell the students that they are first going to practice giving their presentations to their own class. Afterwards, there will be a secret ballot vote on what 3 presentations were the best. Students will write down their opinion of whose presentation was the best. Names will be turned into a hat, and will be assessed privately by the teacher. Announcements of the 3 winners will happen at the end of the day. The 3 students will be the ones to go present to a 3rd grade class on the next day.

(b) development activities (2 days of 30 min. Each)

- Randomly pick one student from the class and let them present their time capsule.
- Assessment is taking place as the student shares their information.

- Allow for 2 questions after each presentation if there is a need for more information.
- Continue this process until the entire class has presented their time capsules.

(c) closing activities (5 min.)

- There should always be a round of applause for the hard work that was shared with the class.
- Let students continue to add details to the Harriet mural on the wall as they see fit.

Assessment: Assessment is accomplished with a teacher made rubric.

Differentiation:

- Student may make a power point instead of having to orally present their time capsule. They could take pictures of the time capsules' items and then write out their explanations.
- If student has writing disabilities, they may record their letter and play it in class.

Enrichment:

- Have students present their time capsules to other classes
- Invite parents to watch the presentation
- Have students peer evaluate, practice assessing with a rubric.

Appendices: None.

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Source: Lambros, A. (2002). *Problem-based learning*. Thousand Oaks: Corwin Press, Inc.

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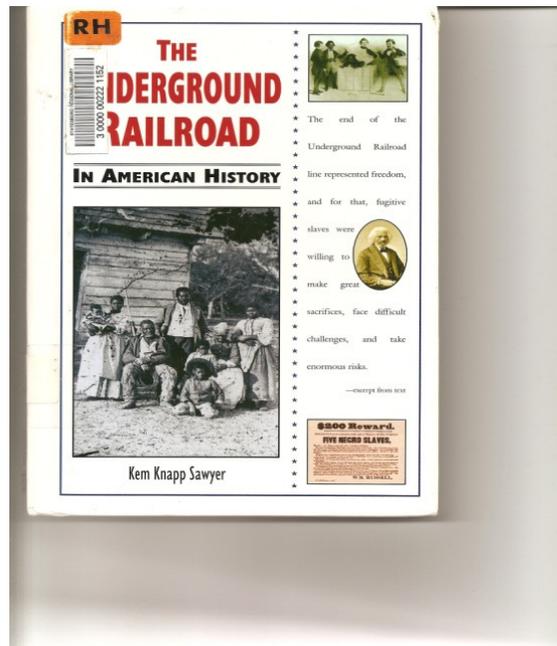
Warren, M. (2009). *Journey back in time to Colonial days*. Retrieved July 1, 2009, from <http://www.bristolvaschools.org/mwarren/JourneytoColonialTimes.htm#Resources>

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RESOURCE FILE

#1.

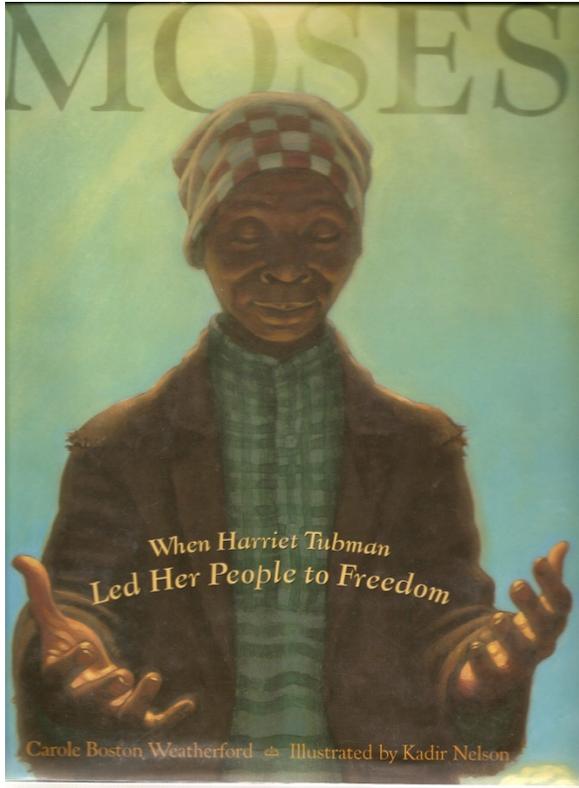


Sawyer, K. (1997). *The underground railroad*. Springfield: Enslow Publishers, inc.

Target Audience – Ages 8+

This book is easy to read and does a great job of introducing young adults to the trials of slavery and how people joined together to achieve freedom. The book talks of escape, living in slavery, the flight, fugitives, famous conductors, people on trial for helping the slaves, and the final Promised Land. This book is peppered with primary sources that show what some of the “safe” houses looked like, what the “wanted” posters looked like, how much the reward would be for capturing a runaway slave, and old historical maps that showed the paths of the Underground Railroad. Students will enjoy the many portraits of famous people that are associated with this significant period of time. This book could be used as one of the resources that the students use to understand the lifestyles of slaves and finding out routes of the Underground Railroad.

#2

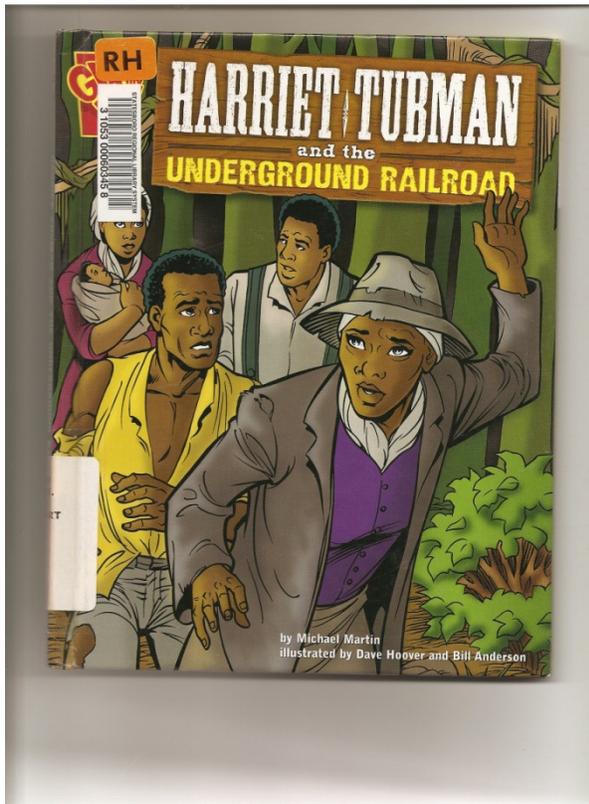


Weatherford, C. (2006). *Moses: when Harriet Tubman led her people to freedom*. New York: Hyperion Books for Children.

Target Audience – Ages 6 - 11

This book is a beautiful resource that takes you into the emotional journey of the Underground Railroad. It emphasizes her personal struggles of loneliness and dependence on God. The illustrations are packed with intensity and help students to engage in the feelings of Harriet Tubman. It takes you along the path of freedom that was filled with fear, sadness, hope, and determination. It's very inspiring and would encourage anyone to "press-on" to reach their goals. This book is written poetically, and is a great example of creative writing. I would read this book aloud to the students at the beginning of a lesson, probably before they were asked to do some type of illustrative activity, or poetic activity.

#3

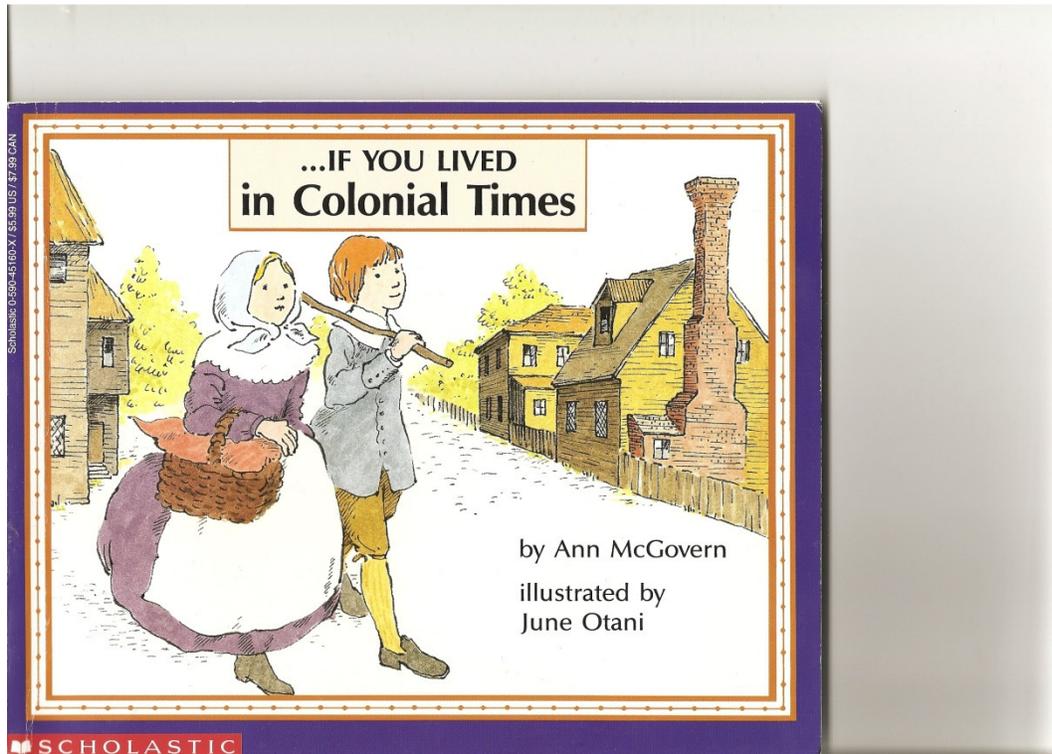


Martin, M. (2005). *Harriet Tubman and the underground railroad*. Mankato: Capstone Press.

Target Audience - Ages 8-10

This book offers a unique perspective on the Underground Railroad through the lens of a comic strip. The pictures are exciting and easy to read. Children will enjoy learning through this book because it's disguised as entertainment. The book talks about growing up as a slave, heading for the Promised Land, the first rescue, and conductor on the railroad. At the end there is a section that gives more background on the history of Harriet Tubman. Also, teachers will like that there is a glossary included at the back so that students can use this book to help them with their vocabulary. Read the story and find out what the words mean from the context. If they can't figure it out, they can just look in the glossary. Again, because Harriet was a devout follower of Jesus, this book reflects that as well.

#4

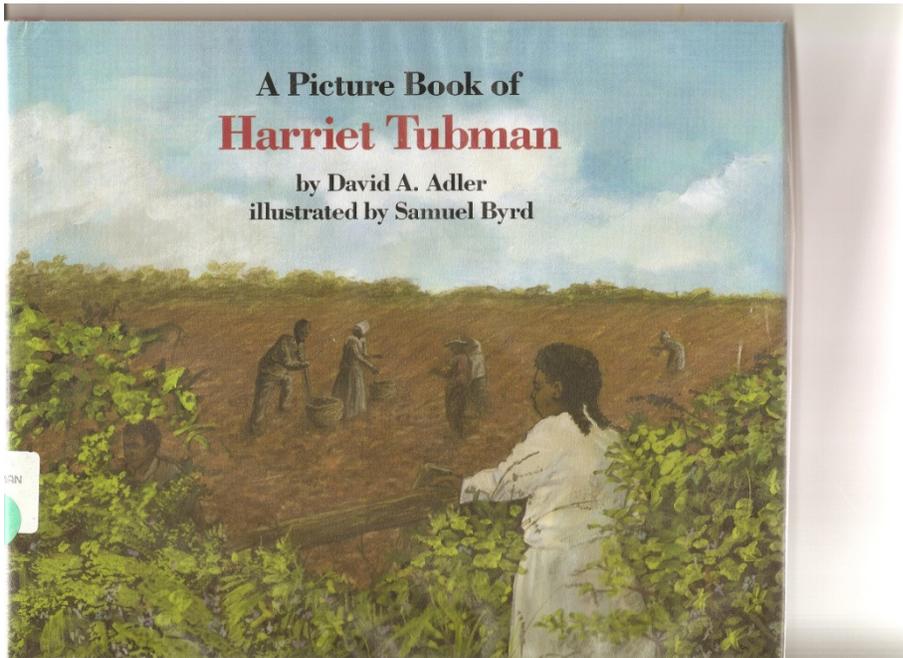


McGovern, A. (1992). *If you lived in colonial times*. New York: Scholastic Inc.

Target Audience – Ages: 8-12

I love this book. The illustrations are fun to look at and it is written in a very logical way. Each page starts with a question that you might have about colonial times, and then it proceeds to answer that questions with lots of examples and illustrations. The questions deal with a wide range of topics concerning colonial life, such as: home life, school practices, what happens on certain days, food, industry, clothing, children and their games, how they traveled, ...etc. This book is a great resource for children to find odd and various facts about colonial life.

#5

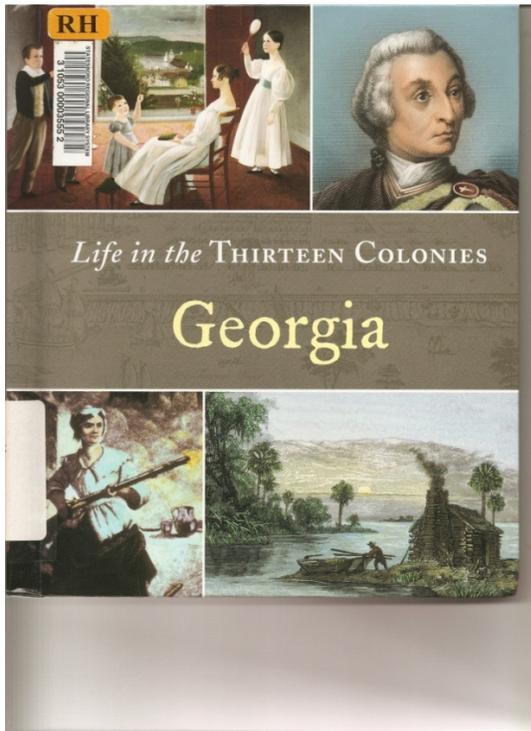


Adler, D. (1992). *A picture book of Harriet Tubman*. New York: Holiday House.

Target Audience – Ages: 7-10

This book is excellent for capturing some very important scenes in Harriet's life. You get to follow her through her early childhood all the way to her death. Adler made sure to include most of the famous moments that you hear about when you discuss Harriet Tubman. Some of the scenes are as such: Harriet with her family in the fields, stealing sugar and then getting a whipping, a picture of a slave auction, Harriet's first marriage, her personal prayer life, singing in the fields, the Underground Railroad path, Harriet holding a gun to a slave's head so that he would not turn back, Harriet as a spy for the northern army, living in New York, and finally her death. The illustrations convey a heroic life. There is also a nice time line located at the back of the book. Students could use this when constructing their own time line with illustrations, or on the computer with graphics.

#6

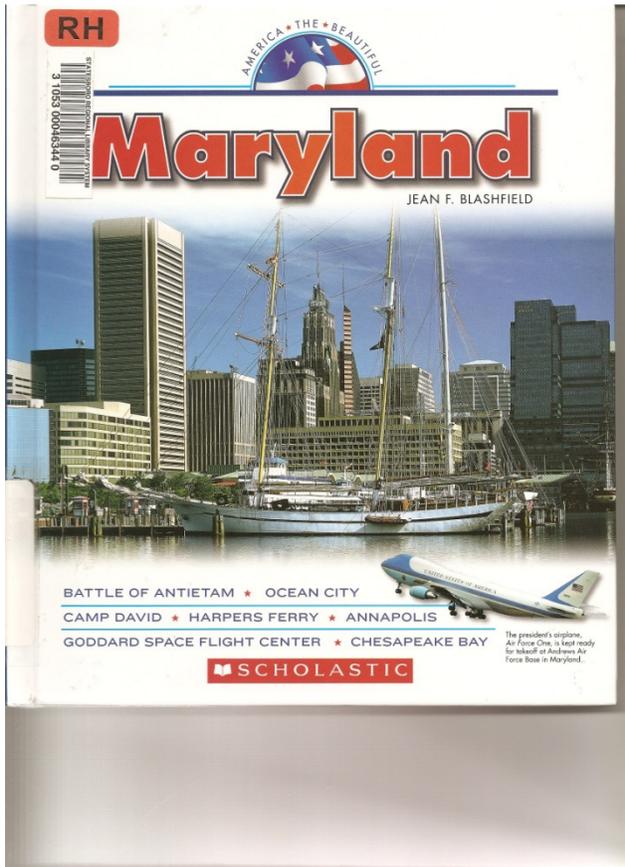


Doak, R. (2004). *Life in the thirteen colonies: Georgia*. United States of America: Children's Press.

Target Audience – Ages: 8+

This book is written on a more scholarly level, yet it is still accessible for 3rd graders and up. You will like the maps of the 13 colonies and the accompanying rivers that are found in them. There is great information on the Indian inhabitants before the colonists, their culture and customs. There are lots of illustrations to keep the kids interests and comprehension levels high. This book gives a detailed overview of Georgia's history and all the changes that it went through from British rule to joining the U.S.A. You can learn a great deal about slavery and the hardships they endured. You learn about the land and more specifics about crops that were harvested and how they were harvested. It helps to explain Georgia's economy and how the system of slavery was necessary for plantation life to be profitable. At the end of the book, there is a glossary and a picture time line that depicts major events in the history of Georgia. This could be a useful tool for when the students are constructing their model maps of a colony.

#7

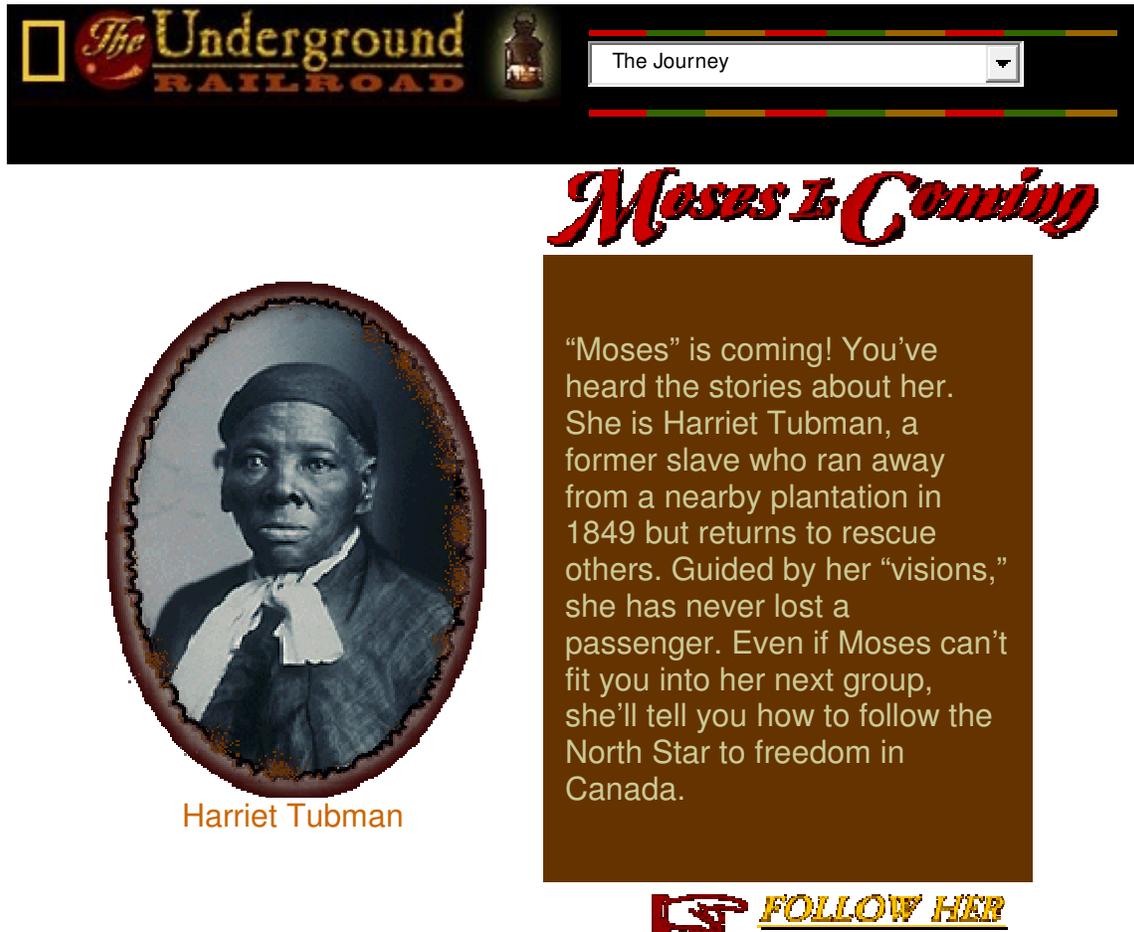


Blashfield, J. (2008). *Maryland*. New York: Children's Press.

Target Audience – Ages: 9-15

This is a great overview of Maryland's history. It is not only about history, but also about its current culture and attractions. You can use this when studying where Harriet Tubman was born, and what kind of land it was. There are lots of pictures and primary documents that recorded major historical moments in Maryland. There are sketches of the slaves escaping through the use of the Underground Railroad. The book contains pictures of Lincoln, Harriet Tubman, Fredrick Douglass, and many others that were for the cause of freedom. The maps will also help when constructing a model of a colony.

#8



The Journey

Moses Is Coming



Harriet Tubman

“Moses” is coming! You’ve heard the stories about her. She is Harriet Tubman, a former slave who ran away from a nearby plantation in 1849 but returns to rescue others. Guided by her “visions,” she has never lost a passenger. Even if Moses can’t fit you into her next group, she’ll tell you how to follow the North Star to freedom in Canada.

FOLLOW HER

National Geographic. (1996-2009). *Underground railroad*. Retrieved June 15, 2009, from <http://www.nationalgeographic.com/features/99/railroad/j2.html>

Target Audience – Ages: 8-15

This web site is a wonderful tool to get your students involved in the system of the Underground Railroad. The students will be led through dynamic visuals, sounds, and cues as they travel the Railroad themselves. Each stop they have to make a decision if they will go on or not. With each choice, they then experience the reward or consequences of their choice. This journey will children some new insights as to what the Underground Railroad was like, the fears that the escapees faced, the hardships they endured, the people they depended on, and the onslaught of adversity. This could be used as a virtual field trip and then have the students respond in their journal to specific questions about how it made them feel, what questions came to their minds, and what would they want to ask Harriet about her journeys.

#9

Discovery Education United Streaming. (1998). *Colonial life*. Retrieved June 15, 2009, from <http://player.discoveryeducation.com>

Target Audience : Ages – 7-10

This video is a good introduction to colonial lifestyles. It is a short segment of a longer video. The students will see the clothing, the chores and how certain jobs were performed by different social levels within the colonial life system. It talks a little of slavery and shows them working in the fields, and it also mentions indentured servants. This would be a great way to start their assignment on studying the lifestyles of the colonists. You could probably get some interesting discussion with the class about how culture has changed and maybe how it hasn't in some ways.

#10



Barnes, J. & McKivigan. *American abolitionism*. Retrieved June 27, 2009, from http://americanabolitionist.liberalarts.iupui.edu/middle_passage.htm.

Target Audience: Ages 9+

This is a great website that really helps you to grasp the concept of the slave trade and how horrific it was. Obviously, it has a plethora of information on the abolitionist movement, specifically, key figures that helped to lead others in their quests for freedom. A student can use this website to gain more knowledge about the slavery life cycle which entails: Middle passage, auction block, plantation life, oppression and coercion and resistance. Each link contains primary documents that help to make history come alive. There is also a link that has a map showing the geography of

American Abolition, as well as a map depicting the routes of the Underground Railroad. Students can get a good view of how slavery and abolitionism occupied the United States. These maps can help students when they create their own for the time capsule assignment.

#11

Indentured Servitude in Colonial America

By Deanna Barker, Frontier Resources

Barker, D. (2004, March 10). *Indentured servitude in colonial America*. Retrieved June 20, 2009, from http://www.geocities.com/nai_cilh/servitude.html.

Target Audience: 9+

This website will help students to gain more knowledge about who indentured servants were and what was their lifestyle. It gives some great statistics and specifics as to what percentage of servants were indentured versus slaves. This article also expounds on the horrors of their social status and how the “Masters” treated the indentured servants. It was interesting to learn more about why the indentured servants came to the Americas. Students could use this when searching for information about the lifestyles of a person who lived in colonial times. This site also mentions Virginia as one of the first colonies to hire indentured servants to cultivate the tobacco crops.

#12



History Detectives . Investigations . Archive / PBS. (n.d.). Retrieved June 23, 2009, from

<http://www.pbs.org/opb/historydetectives/investigations/archive.html>



Target Audience: Ages 9+

Again, this website should be used when students want to gain more knowledge about the background and/or history of indentured servants. This site provides helpful dates for the purposes of timelines. There are no pictures, and no extra links to go to concerning this topic. Basically, this needs to be used as part of an assignment that requires reading text and getting certain facts.

#13

BIOGRAPHIES for KIDS
Famous Leaders for Young Readers



[Harriet Tubman](#)
Deliverer of Slaves

<http://gardenofpraise.com/leaders.htm>

Target Audience : Ages 9+

This website is full of information about various Social Studies topics. You can navigate to the section of “Woman who made a difference” and click on the Harriet Tubman icon. There is a detailed description of her history and her contributions to the cause of freedom. This website could be great for just acquiring facts about her life, viewing the Underground Railroad, and providing extra enrichment activities that would be focused on supporting deeper understanding of Harriet Tubman’s history.

#14



BEGIN THE JOURNEY →

1 ON THE PLANTATION

2 ESCAPE!

3 REACHING SAFETY

4 REACHING FREEDOM

http://teacher.scholastic.com/activities/bhistory/underground_railroad/plantation.htm

Target Audience: Ages 8+

This is an incredible website. It offers a wide variety of modalities for the students to learn from. There are pictures of scenes of the journey of the Underground. On each picture, there are symbols that lead to more information about whatever they are “on” in the picture. For instance: If the symbol “+” is on the night sky, when you click on it, it opens up another page that explains about how the slaves depended on the North Star to guide them to Canada. There are many symbols to click on to learn more about different aspects of the journey. There is a symbol that you can click on which will let you hear the explanation of the picture. This is a great way to diversify the strategies of how information is translated to the students. There are also various slide shows that are available that expound on specific subjects. You could spend lots of time on this website. Each picture has activities that the students could participate in. The activities are usually online and then they are able to print out their product at the end. I definitely plan on using this in my lesson plans when the students are to study about the Underground Railroad. The hard part is figuring out what not to do. Another great addition to this website is that there is a section that contains interviews from people who were slaves. You can get a feel for their dialect, terminology...etc. It’s very

interesting. There is one interview where the ex-slave talks about his escape and his hopes of meeting Harriet Tubman. It's powerful and demonstrates the power of determination.

Discovery Education United Streaming. (1998). Animated Hero Classics: Harriet Tubman. Retrieved July 6, 2009, from <http://player.discoveryeducation.com>

The Animated Hero Classics: Harriet Tubman video is a great resource for this age group. They will enjoy the "cartoon" affect yet not feel like they are being talked down to. This video was made with a lot of care and detail concerning the psychological aspects of Harriet's journey to freedom. Unfortunately, it does not depict her as a child, but only as an adult. Still, the visuals will stimulate the student's thoughts and engagement. This video really focuses on the bravery and heroism of Harriet. Her determination to rescue her family and friends, and to put herself in danger for the sake of others. I would like to show this as enrichment and reinforcement of the unit as a whole. It could also be a good catalyst for getting a written response in their journals; reflection on how the study of Harriet Tubman has affected their lives. Will they think about their live any differently because of Harriet's example?

#15

White,D. (n.d.). *The thirteen American colonies*. Retrieved June 18th, 2009, from www.socialstudiesforkids.com/articles/ushistory/13colonies2.htm

Target Audience : Ages 8+

This website has a lot of information on the 13 colonies. Students can go to a 13 colonies clickable map that will tell them specific information about that one colony. They will learn about the colonies industry, their produce, their religion, and other aspects of colonial life. The students will use this site when needing to acquire information about the various regions of the colonies. They can get the names of the colonies that are in the specific regions. There are many different links that will help students to gain deeper knowledge of the 13 colonies as well as the United States.

#16

Science teaching materials, activities, worksheets, and lesson plans. (n.d.). Retrieved June 25, 2009, from <http://www.science-teachers.com>

#17



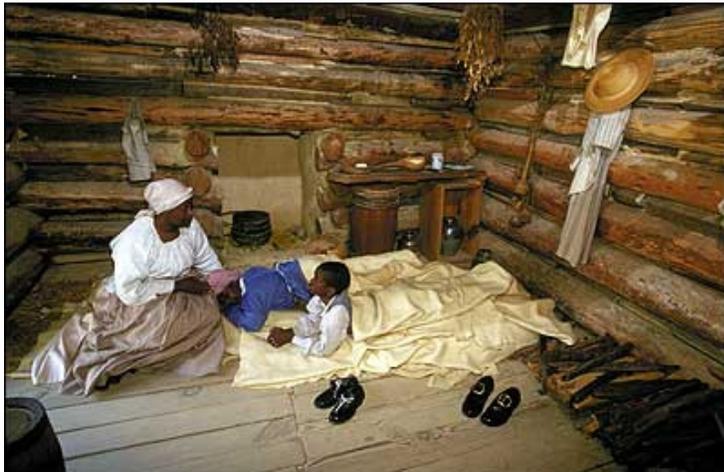
Warren, M. (2009). *Journey back in time to Colonial days.* Retrieved July 1, 2009, from <http://www.bristolvaschools.org/mwarren/JourneytoColonialTimes.htm#Resources>

Target Audience : 9 yrs. – 12 yrs.

This website is perfect for 4th grade students. Melissa Warren created this colonial WebQuest called “Journey Back in Time to Colonial Days.” The webquest is a fabulous tool for getting the students immersed into the colonial time period. There are 4 tasks to be completed. The overall problem is that the students are to pick a character out of the colonial times and then create a brochure that reflects that persons’ lifestyle, everyday schedule, family background, recipes, games, education...etc. She has included a long list of websites for the students to safely go to when conducting their research. The project is fun for the students because they get to participate in a wide range of activities. They get to dress up as a character and get their picture taken for the front cover. It culminates by having a special Colonial day complete with costumes, food,

and games. I will use this when my students are learning about people and lifestyle of the colonial period in lesson 3.

#18



Retrieved June 16, 2009 from

<http://www.history.org/Foundation/journal/Summer03/images/insideSlaveHouse.jpg>

#19

The Library of Congress.(2009)Portrait of Harriet Tubman. Retrieved July 10, 2009, from <http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/activists/tubman>

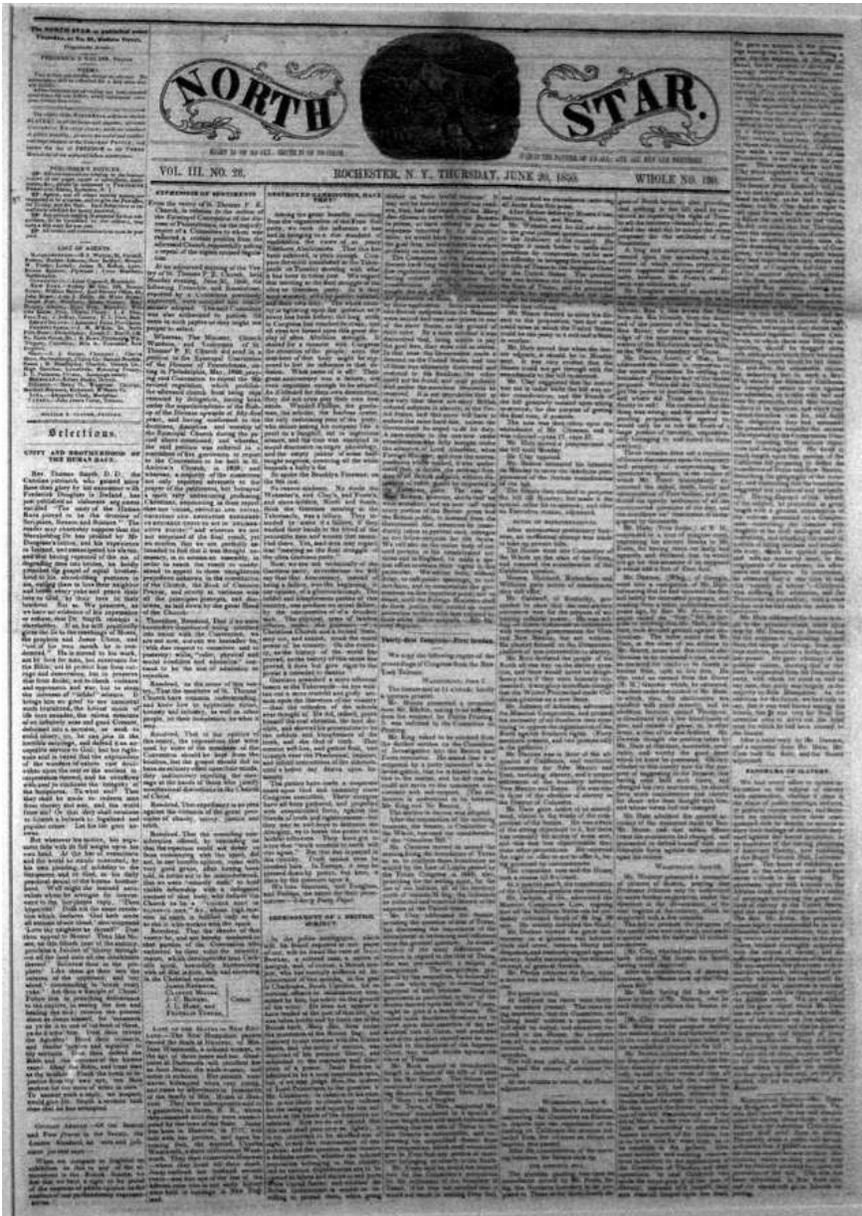


#20



Source: Wikimedia (2008). *Harriet Tubman with rescued slaves*. Retrieved June 17, 2009, from http://commons.wikimedia.org/wiki/File:Harriet_Tubman,_with_rescued_slaves,_New_York_Times.JPG

#21



Bureau of International Information Programs . (n.d.) Fredrick Douglass' North Star. Retrieved July 10, 2009, from <http://usinfo.org/enus/life/people/afhrhist/images/nostar.jpg>

#22



Bureau of International Information Programs . (n.d.) *Anti-slavery broadside*. Retrieved July 10, 2009, from <http://usinfo.org/enus/life/people/afrhist/afam006.htm>

“The large woodcut image of a slave in chains was originally adopted as the seal of the Society for the Abolition of Slavery in England in the 1780s and appeared on medallions made by Josiah Wedgwood as early as 1787. A popular image, it often appeared in anti-slavery publications. On this broadside of 1837, the image is coupled with "Our Countrymen in Chains," a famous poem by Quaker author John Greenleaf Whittier (1807-1892). Among his many anti-slavery publications was an entire volume, *Poems Written During the Progress of the Abolition Cause in the United States* (1837). In 1833 Whittier acted as secretary of the Anti- Slavery Convention at Philadelphia and was one of the committee that drafted its declaration of principles.”

"Our Countrymen in Chains" John Greenleaf Whittier, Author New York: Anti-Slavery Office, 1837 Broadside Rare Book and Special Collections Division

#23

Bureau of International Information Programs . (n.d.) *Idealized portrayal of John Brown*. Retrieved July 10, 2009, from <http://usinfo.org/enus/life/people/afrhist/afam007.htm>



[Idealized Portrayal of John Brown](#)

“John Brown (1800-1859) was an abolitionist who took direct action to free slaves by force. Following his raid on the arsenal at Harpers Ferry, in mid-October 1859, he was convicted of treason, conspiracy, and murder. One of the most controversial abolitionists, Brown was regarded by some as a martyr and by others as a common assassin. Brown's dignified bearing in prison and at his trial moved many spectators. Ralph Waldo Emerson said that Brown's death would "make the gallows as glorious as the cross." This image shows a heroic Brown being adored by a slave mother and child as he walks to his execution on December 2, 1859.”

Bureau of International Program. (n.d.) Idealized Portrayal of John Brown. Retrieved July 10, 2009, from, <http://usinfo.org/enus/life/people/afrhist/afam006.htm>

#24



Bureau of International Information Programs . (n.d.) *Uncle Tom's cabin*, Retrieved July 10, 2009, from <http://usinfo.org/enus/life/people/afrhist/afam006.htm>

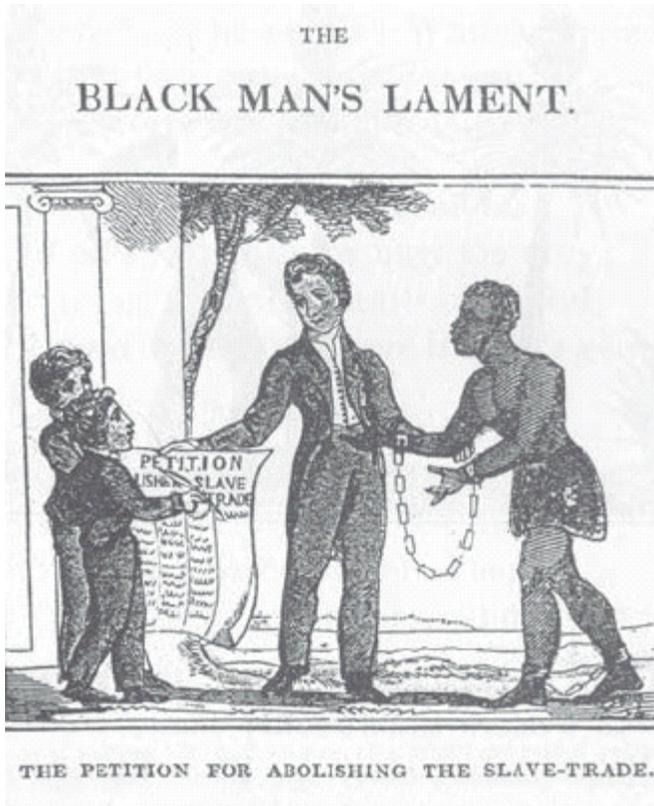
#25

Bureau of International Information Programs . (n.d.) *Portrait of a young black man*, Retrieved July10, 2009, from <http://usinfo.org/enus/life/people/afrhist/afam012.htm>



#26

The Library of Congress.(2009). *Photograph of Fredrick Douglass in 1890*. Retrieved July 10, 2009, from, <http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/douglass>



Culture Northern Ireland (2008). The petition for abolishing the slave-trade. Retrieved July 10, 2009, from http://www.culturenorthernireland.org/article.aspx?art_id=102