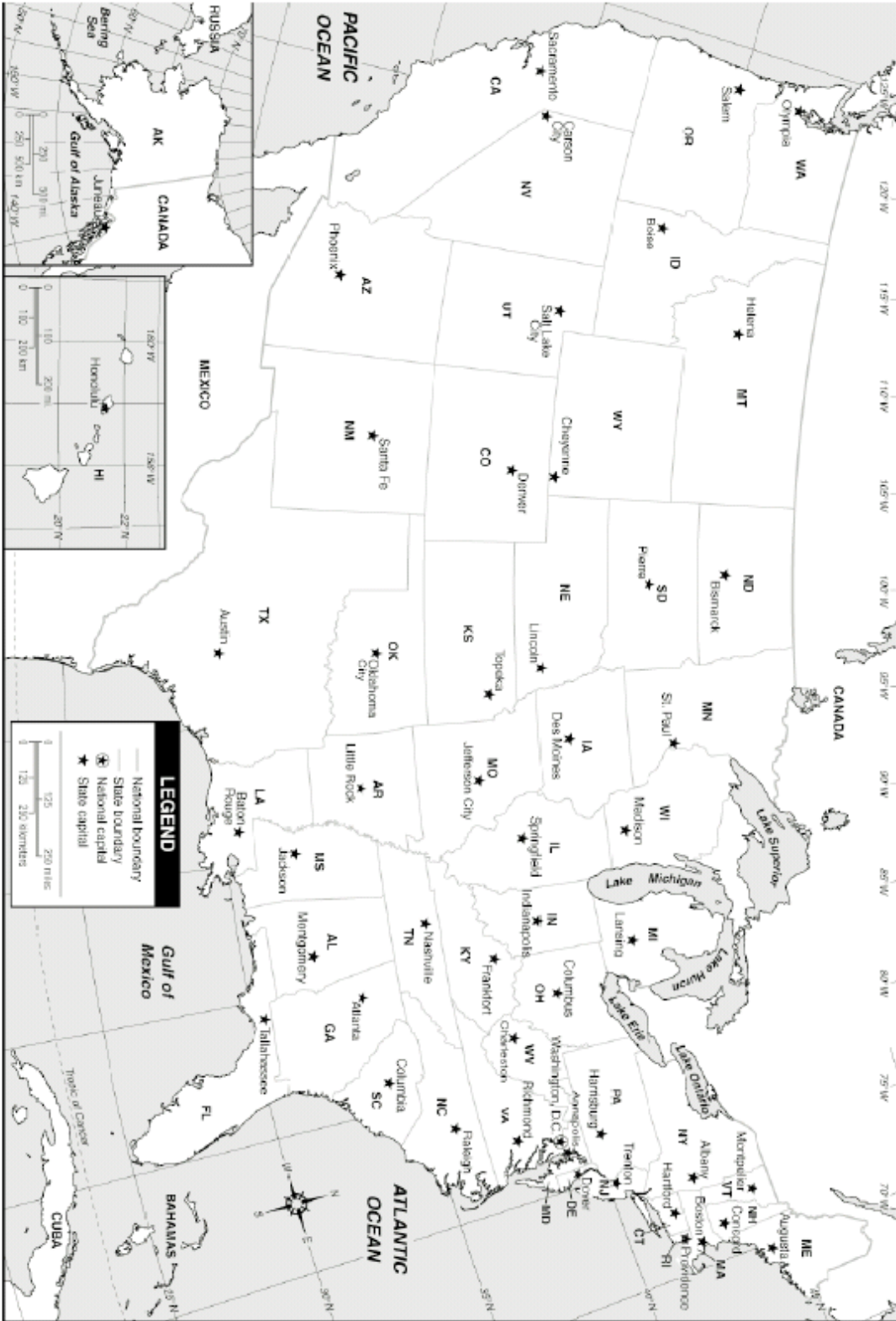


United States: Capitals



Underground Railroad Geography Lesson Rubric #1

Student Name: _____

	Level 4	Level 3	Level 2	Level 1
Legend	Clearly and correctly identified slave states and free states	Correctly identified slave states and free states	Most slave states and free states correctly identified	Some slave states and free states correct, while others are not
Escape Route	Clearly and correctly identified escape route and clearly identified it on legend	Correctly identified escape route and identified it on legend	Correctly identified escape route, but did not include it on legend	Did not correctly identify escape route
Compass Rose	All four cardinal directions labeled, plus the directions in between	All four cardinal directions labeled	Two or three directions labeled	Only one direction labeled

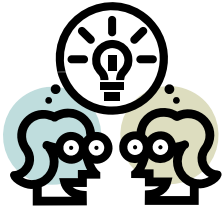
Underground Railroad Geography Lesson Rubric #2

Name: _____ Teacher: _____

Date: _____

CRITERIA	1	2	3	4	POINTS
Compass Rose	No attempt	Only one or two directions correctly identified	Three directions correctly identified	All directions correctly identified	
Legend	No attempt	Some slave states and free states correct, while others are not	Most slave states and free states correctly identified	Correctly identified slave states and free states	
Escape Route	No attempt	Did not correctly identify escape route	Correctly identified escape route but did not include it on legend	Correctly identified escape route and identified it on legend	
Levi Coffin's Safe House	No attempt	Identified with minimal accuracy where Coffin's house was located	Identified with some accuracy where Coffin's house was located	Correctly identified where Coffin's house was located	
				TOTAL POINTS EARNED	
				TOTAL POINTS POSSIBLE	12

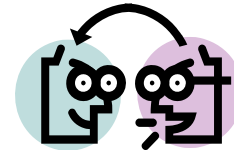
Activity or Centre Ideas



The following are possible activity or centre ideas focused around the Underground Railroad that may be used at the primary, junior, or intermediate level. There are reading, writing, oral, and word study activities. The activity or centre ideas may be adapted to fit any theme.

The picture books that most of the activities refer to are:

Almost to Freedom by Vaunda Micheaux Nelson and
Sweet Clara and the Freedom Quilt by Deborah Hopkinson



Retell

Read *Almost to Freedom* by Vaunda Micheaux Nelson or *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson as a read aloud or have students read it on their own. Have students retell the story on a large paper divided into four or six sections (depending on the grade level). Each section should include a sentence or two and a picture (in proper order). Then have students number the sections and cut them out and staple them in order. The students now have a mini retell book to share with their reading buddy or parents.

Another retell activity would be to have students in small groups and retell the story using puppets (Popsicle sticks as puppets or have students make larger puppets).

Sculpting

Read *Almost to Freedom* by Vaunda Micheaux Nelson or *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson as a read aloud or have students read it in groups. Have students use play dough to sculpt what was visualized as the story is being read. Sculpting may occur several times throughout the story. After each time a student sculpts, have others guess what was sculpted (guessing may be saved until the end of the story).

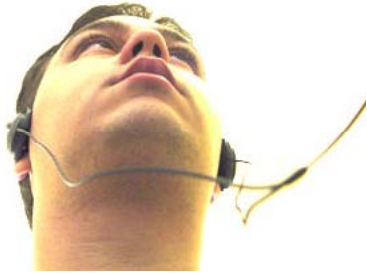


Visualizing

This activity is similar to the sculpting activity. Read *Almost to Freedom* by Vaunda Micheaux Nelson or *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson as a read aloud or have students read it in groups. Throughout the story, pause several times to allow for students to draw what was visualized from the story. Drawing should occur several times throughout the story.



At the end of the story, have the student share their visualizations (other students may guess what the drawing represents). Then see if the students can retell the story using their visualizations.



Listening Centre

Have students listen to *Almost to Freedom* by Vaunda Micheaux Nelson or *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson on tape (have an older student record it with expression) while following along with the actual book. After listening to the story, have students do shared reading while focusing on their expression while reading aloud. Students may also tape record themselves reading then listen to their own expression and reading fluency.

Story from a Picture

Provide students with a picture from the time of the Underground Railroad (pictures may be taken from picture books such as *Almost to Freedom* by Vaunda Micheaux Nelson or *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson or from the following websites:

- <http://www.nationalgeographic.com/railroad/j1.html>,
- <http://www.ushistory.com/railr.htm>,
- http://americanart.si.edu/images/1967/1967.59.1146_1b.jpg,
- <http://www2.lhric.org/pocantico/tubman/images.htm>,
- <http://ntap.k12.ca.us/whs/projects/history/underground.html>)

Have students create a story to match the picture individually, with a partner, or in a group (students may write down their story or just tell it verbally). Students may present their story to the class.

Character Guessing Game

Read *Almost to Freedom* by Vaunda Micheaux Nelson or *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson. Have a student choose a character from the story to pretend to be (without telling the other students). Other students ask questions (with a yes or no answer only) to determine which character the student has chosen to be. Once the character is determined, all other students may have a turn.

Character Profile

This activity is similar to the Character Guessing Game. Read *Almost to Freedom* by Vaunda Micheaux Nelson or *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson. Have a student choose a character from the story to pretend to be (without telling the other students). Other students ask questions to try to determine which character has been chosen. The questions cannot have yes or no answers, they must involve answers to gain insight into whom the character may be (e.g., How did you feel when ___ happened...). Once the character is determined, all other students may have a turn.



Word Wall Detective

A student chooses a word from the selected words based on Read *Almost to Freedom* by Vaunda Micheaux Nelson or *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson (Page 116-117). Other students ask ‘yes’ or ‘no’ questions to try to guess the word, such as “Is the word a compound word?” or “Does the word have more than one syllable?” or “Does the word end in ‘ing’?” All students take turns choosing and guessing words.

Wordo

Wordo is similar to Bingo. Each student will use a Wordo card (see attached) and write words chosen from a section of words from the word list based on *Almost to Freedom* by Vaunda Micheaux Nelson or *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson (see attached). The section of words should also be cut up and placed in a container for the Wordo caller to choose and call out. The game continues just like Bingo, one row wins. To save paper, the Wordo cards may be laminated and reused.

Pick Up Sticks

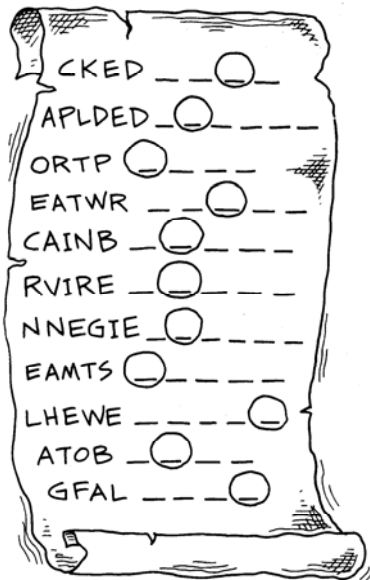
Students choose words from *Almost to Freedom* by Vaunda Micheaux Nelson or *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson (see attached for list) and write the words on Popsicle sticks (one word per Popsicle stick). The Popsicle sticks are gently dropped in a pile. Students take turns trying to remove one Popsicle stick at a time without disturbing the other Popsicle sticks. Each time a student removes a Popsicle stick, they make a sentence using the word on the Popsicle stick they just removed and then spell the word.



What Word Fits

Words have been blanked out from a poem (see attached for Harriet Tubman and Martin Luther King, Jr.). Students will work together to try to determine which possible words fit. Have students generate several possible words and then choose one to fill in (this works well with a clear sheet over the poem so students may use marker –wipe later =save paper). After all blanks are filled in, students may check with the actual poem to see if their words match. It is alright if their words do not match, as long as the words they chose made sense.

Word Scramble



Use words from *Almost to Freedom* by Vaunda Micheaux Nelson or *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson (page 117). Write the words correctly on the left side and scrambled up on the right side. Students must match the two columns. Each time a word matched, students must make a sentence related to the story using that word.

Word Search

Use words from *Almost to Freedom* by Vaunda Micheaux Nelson or *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson (page 116-117) and put selected words into a program that creates word searches <http://www.edhelper.com/puzzles.htm>. Have students do the word search activity.

Scrabble

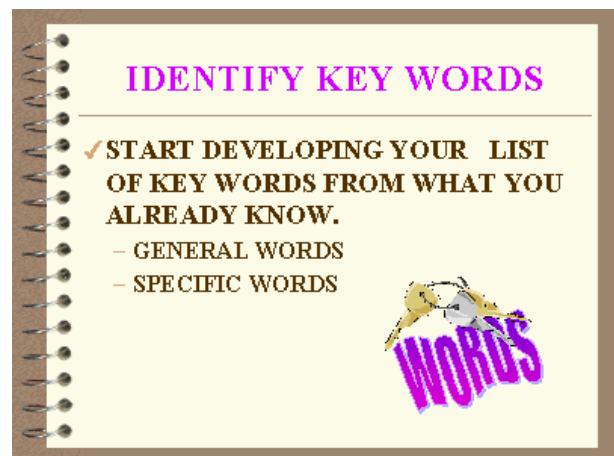
Use words from *Almost to Freedom* by Vaunda Micheaux Nelson or *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson (page 116-117) and write selected word letters on large lima beans or papers (several times). Place letters in a container and have students use the letters to create the words from the list. Have the list there as a guide. Once a word is created then students may make a sentence with that word that is related to the story. (This can be done with magnetic letters too).

Definition Match Up

After reading *Almost to Freedom* by Vaunda Micheaux Nelson have students match words from the story with their definitions (Historical Words and Phrases page 223 – cut up and students will match). After students match, have them work together to create sentences that relate to the story.

Word list for *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson

- p. 1 plantation, farm, field hand, cried, whispered, truth, dreaming
- p. 3 hoeing, clumsy, weeding, cloth, scraps, patterns, stitches, seamstress, complained
- p. 5 tomorrow, frightened, corn bread, knotted, overseer
- p. 7 needle, hand, watching, burst
- p. 10 helpers, kitchen, listened, master, runaways, swamp, Underground Railroad, free, forever, quiet
- p. 12 walking, Canada, North Star, beaten, map
- p. 13 cabins, dirt, picture, patch, blanket
- p. 16 quilt, careful, dress, pillowcase, work, pattern
- p. 17 buzzing, caught, east, stick, drew
- p. 19 long, months, wait, Big House, Quarters, pink, bigger, miles, north, guide, colth
- p. 22 night, done, moving, hidden, boat, Ohio River, memory
- p. 23 thunderstorm, freedom quilt, path, struck, hunting, dream
- p. 26 hid, day, night, darkness, cabin, fast, shining
- p. 27 aunt, look, cover, old, follow
- p. 29 word, lucky, spread, walk



Word List for *Almost to Freedom* by Vaunda Micheaux Nelson

- p. 1 rags, Virginia, plantation, Miz Rachel, bandanna, old, cloth, hair
- p. 2 Lindy, Sally, friends, doll, important
- p. 3 cotton, ties, sweat, overseer, hollers, whip
- p. 5 sundown, stories, slaves, massas
- p. 6 folks, freedom, serious, run, North
- p. 7 strangers, chain, wagon, away, cried
- p. 8 sky, singin'
- p. 9 whipped, overseer, spell, name, reading, writing, watch, ground, blacksnake,
- p. 10 tears, mercy
- p. 11 whisperin', field, hurry, hush, grabs, important
- p. 13 hand, sneak, behind, shack, runnin', feet, burs, hide, breathin', worryin', soon
- p. 15 waitin', quiet, cross
- p. 16 hurry, oars, glide
- p. 17 leads, lantern, glowin', owl, motions
- p. 19 kitchen, storeroom, ladder, darkness, safest, obliged
- p. 21 shack, blankets, pillow, softest, heaven
- p. 22 floor, scared, stew, bread
- p. 23 bucket, privy, dangerous, freedom
- p. 25 shakin', catchers
- p. 26 waist, apron, fallin', floor
- p. 27 tears, loneliness, leave
- p. 29 griven', place, lay, house
- p. 30 mouse, scurries, company, lonely
- p. 31 praise, blanket, tired, tearful
- p. 32 dust, keep, seams
- p. 33 men, faces, serious, friends

	WORDO ! Free Space	

Ethical Reflection

Harriet Tubman Didn't Take No Stuff

“Harriet Tubman” a poem by Eloise Greenfield

Harriet Tubman didn't take no stuff
Wasn't scared of nothing neither
Didn't come in this world to be no slave
And wasn't going to stay one either

“Farewell!” she sang to her friends one night
She was mighty sad to leave 'em
But she ran away that dark, hot night
Ran looking for her freedom

She ran to the woods and she ran through the woods
With that slave catchers right behind her
And she kept on going till she got to the North
Where those mean men couldn't find her

Nineteen times she went back South
To get three hundred others
She ran for her freedom nineteen times
To save Black sisters and brothers
Harriet Tubman didn't take no stuff
Wasn't scared of nothing neither
Didn't come into this world to be no slave
And didn't stay one either

And didn't stay one either

Ethical Reflection

Harriet Tubman Didn't Take No Stuff

HARRIET TUBMAN

by Eloise Greenfield

Harriet Tubman didn't _____ no stuff
Wasn't _____ of nothing _____
Didn't come in this _____ to be no _____
And _____ going to stay one either

"Farewell!" she _____ to her friends one _____
She was _____ sad to leave 'em
but she _____ away that _____, hot night
Ran looking for _____

She ran to the _____ and she ran _____ the woods
With that _____ catchers right _____ her
And she kept on _____ till she got to the _____
Where those _____ men couldn't _____ her

Nineteen times she went _____ South
To get three _____ others
She ran for her _____ nineteen _____
To _____ Black sisters and _____
Harriet Tubman _____ take no stuff
Wasn't _____ of nothing _____
Didn't come into this _____ to be no _____
And _____ stay one either

And didn't stay one _____



Martin Luther King, Jr.

When Martin Luther King was just a tiny little boy,
His father taught him to be brave and true.
His father was a preacher, and when young Martin grew,
Martin learned to be a preacher, too.

Martin worked for justice.
Martin worked for peace.
Martin worked so people could be free.
Martin had a dream that someday
Children everywhere
Would live in freedom and equality.

Martin Luther King preached his message far and wide,
In Washington they heard his message ring.
But there were some who didn't want to hear what Martin preached.
And so they shot young Martin Luther King.

Martin worked for justice.
Martin worked for peace.
Martin worked so people could be free.
Martin had a dream that someday
Children everywhere
Would live in freedom and equality.



—Helen H. Moore

Martin Luther King, Jr.



When Martin _____ King was just a _____ little boy,
His _____ taught him to be _____ and true.
His father was a preacher, and when _____ Martin grew,
Martin learned to be a _____, too.

Martin worked for _____.
Martin _____ for peace.
Martin worked so _____ could be free.
Martin had a _____ that someday
Children everywhere
Would live in _____ and equality.

Martin Luther King _____ his _____ far and wide,
In Washington they _____ his message ring.
But there were some who didn't want to _____ what Martin _____.
And so _____ shot young Martin Luther King.

Martin _____ for justice.
Martin worked for _____.
_____ worked so _____ could be _____.
Martin had a dream that _____
_____ everywhere
Would live in _____ and _____.

—Helen H. Moore