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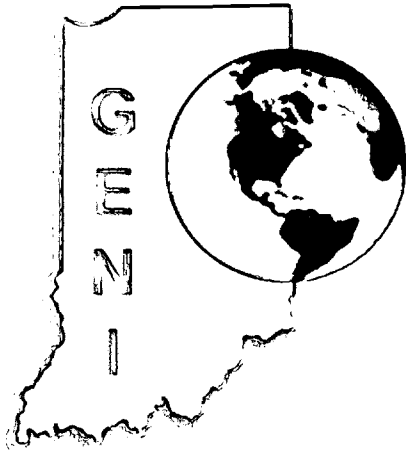
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ABSTRACT

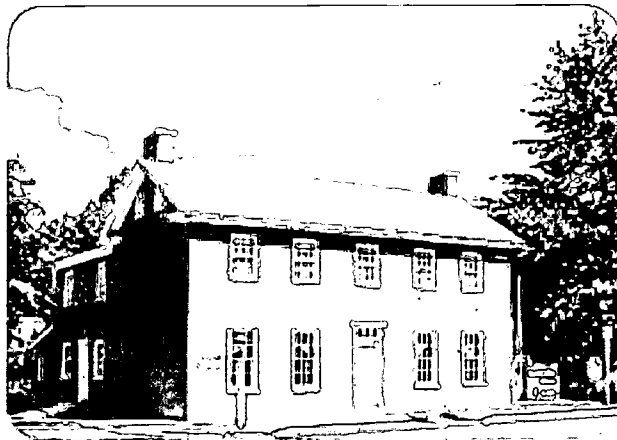
The Geography Educator's Network of Indiana's 2001 Exploring and Teaching Institute series led 23 educators from around the state on a six day traveling adventure. Participants explored art, literature/folklore, historical sites and archives, physical environments, architecture, economics, politics, and cultures associated with the Underground Railroad and Indiana. They traveled from Kentucky to various sites in Indiana, Michigan, and Ontario, Canada. Each participant created thematic lesson materials related to Indiana and national social studies and history standards. This booklet features four of those lessons: (1) "Code Black" (S. Keammerer); (2) "I Get By with a Little Help from My Friends or A Hard Day's Night on the Underground Railroad" (M. McKay); (3) "Traveling along the Indiana Underground Railroad" (A. Zervos); and (4) "The Underground Railroad: Yesterday and Today, Related Issues" (L. Curry). Each lesson suggests appropriate grade level; implementation time; cites educational purpose and/or objectives; addresses standards; offers U.S. literature and writing suggestions; provides detailed teaching strategies and/or procedures; poses questions for assessment; and presents extension or homework activities. Some of the lessons also list teacher resources or background materials needed.

(BT)



Geography Educators' Network of Indiana Inc.

SECONDARY LESSONS FROM INDIANA'S UNDERGROUND RAILROAD INSTITUTE



Levi Coffin State Historic Site

July 22-27, 2001

SO 034 376

Geography Educators' Network of Indiana
IUPUI - CA 345
425 University Blvd.
Indianapolis IN 46202
Phone: (317)274-8879
Fax: (317) 278-5220

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The 2001 Exploring and Teaching Institute series led twenty-three educators from around the state on a grand six-day traveling adventure. Participants explored art, literature/folklore, historical sites and archives, physical environments, architecture, economics, politics, and cultures associated with the Underground Railroad and Indiana. The structure of the institute allowed participants to work closely with site interpreters, archivists, researchers, and other specialists, as well as staff specifically chosen to bring skills, knowledge, and experience necessary to ensure a successful experience. The institute traveled from Kentucky to various sites in Indiana, Michigan, and Ontario. Each participant created thematic lesson materials related to Indiana and national social studies and history standards.

Code Black

Sandra Keammerer
July 24, 2001
Chesterton High School
Chesterton, IN

Topic (Overall theme): Spirituals/Poetry/Oral Tradition

Classroom sessions or estimated time: One block session of 91 minutes/start of the next class block for the American Literature task

Grade Level(s): 11th average grouping

Purpose: To acquaint students with a genre that was unique and different to a specific time frame and which was brought about due to a historical happening in U. S. History.

Geography Standards Addressed

Indiana Social Studies Academic Standards addressed: This has the Indiana's Academic Standards 11th Grade English/Language Arts noted.

Objectives: To gain an awareness and an appreciation of slave spirituals as part of their American Literature/American History heritage which makes us all **ONE-the new Americans.**

American History/American Lit. Curriculum Link

(Teacher Note: *Reserve Research Media Computer Room-research needed by the U. S. teacher)

American History Materials

1. American History Text-reading/research
2. American History/English notebook-class notes
3. U. S. Outline map with state boundaries shown-teacher can determine map size- for information gathered/displayed-
<http://www.nationalgeographic.com>
4. IN state outline map showing rivers and major cities-size determined by teacher-for information gathered/displayed
5. Colored pencils/crayons/pens- for information displayed

American Literature Materials

1. Literature Text-reading/research
2. Spiritual Packet-reading/research/information gathered/analyzing/samples
<http://www.ket.org/underground/resources/music.htm>
<http://www.pbs.org/wqbh/amex/singers>
<http://docsouth.unc.edu/church/allen/menu.html>

- a. Follow the Drinking Gourd
When the sun comes back and the first quail calls,
Follow the drinking gourd,
For the old man is a-waiting for to carry you to freedom
If you follow the drinking gourd.

Follow the drinking gourd,
Follow the drinking gourd,
For the old man is a-waiting for to carry you to freedom
If you follow the drinking gourd.

The river bank will make a very good road,
The dead trees show you the way,
Left foot, peg foot traveling on
Follow the drinking gourd.

The river ends between two hills
Follow the drinking gourd,
There's another river on the other side,
Follow the drinking gourd.

Where the little river meets the great big river,
Follow the drinking gourd.
The old man is a-waiting for to carry you to freedom,
If you follow the drinking gourd.

*Text-Conflict and Celebration-p. 224

STANDARD 3-READING: Literary Response/Analysis STANDARD 6-WRITING:
WRITTEN ENGLISH LANGUAGE CONVENTION

- b. Go /Down, Moses
- c. Good News
- d. Steal Away
- e. Roll, Jordan Roll
- f. O Canaan

3. Individual Student outline format sample

Title of Work:

Author:

Type:

Time:

Literary Skill/Skills: Symbols, Stanza, Rhyme Pattern

Tone:

Purpose:

Main Ideas/Themes:

2001 Connection/Connections:

4. Attention-getter-a REAL dipper gourd/pail of water

5. Spotlight-to highlight dipper/pail

6. Overhead for North Star presentation/oral responses

7. Students must come with literary skills learned earlier in the class- especially symbolism, rhyme scheme, stanza format

Purpose of Materials: To bring together a group of spirituals that show an additional genre that are not included in our textbook. To expand student thinking from the obvious to more in depth thinking requiring "outside" the box thinking.

Procedures: American History Link-supply historical information

1. Begin with students brain storming for background information regarding political events happening in the country prior to the Civil War and the Economics of the Southern agrarian system.
2. Ask leading questions(Who, What, Where, When, and Why) to gather information for future use. Be sure necessary locations are included.
 - a. Northern states
 - b. Southern states
 - c. Mississippi River
 - d. Border states
 - e. Ohio River
 - f. New states being added
 - g. Great Lakes
 - h. Canada
 - h. Detroit
 - i. Windsor

*Information that is still needed will be found as the teacher guides students to their text/atlas materials for locations.

3. Using the individual student map, locate and label items found in the brain storming/research session.
4. Continue brain storming for term information about the Underground Railroad. Include these terms: passenger/fugitive, conductor, station, and underground railroad. Also, be sure slave states, non-slave states, and Mason-Dixon Line are noted.
5. Teacher will guide students to information not gathered by using their text.
6. Again, use the student map to locate items found in No. 4. Have students include a map key.
7. Introduce the IN Underground Railroad Connection. Students will probably have little state knowledge. This will need MORE teacher direction. Brain storm to get their information first.

Begin in this way. You are a slave in Louisville, KY, and you have escaped from your plantation, heading north. You want the quickest route! How might you go through IN? Locations not known must be gathered by research or lecture.

Locations:

- a. Ohio River
 - b. Quaker river communities-trip acquired (TA)
 - c. Eleutherian College at Lancaster-TA
 - d. Inland Quaker communities/Earlham College at Richmond-TA
 - e. Levi Coffin's station at Fountain City(Newport) TA
 - f. Pokagon State Park area at Angola-TA
 - g. Detroit-Second Baptist Church-TA
 - h. Windsor, Canada-Sandwich Church-TA
8. Using the IN map, locate items found in No. 7 and label the route you as a slave could have taken.

AMERICAN LITERATURE LINK

1. Set the Stage with the attention getter-a REAL dipper gourd with a pail of water.

2. Have this stage set before the class arrives. Be sure that this is displayed prominently in the front of the room with the spotlight on it. The rest of the room should be completely DARK! Go for high drama!
3. Observe student reaction as they arrive.
4. Begin-
 - a. Acknowledge the history connection that they have done with the history teacher.
 - b. Bridge the Gap by asking how do these items displayed relate to what you have been doing in history class. c. Comment on all answers given.

NEXT-INTRODUCTION-Lecture style-To a group of people who were transported to our shores against their wills, not like the Europeans who came because they wanted, robbed of their families and all that was familiar including their language, and bound into slavery, simple things became important to them such as the gourd and water. The drinking gourd was used by slaves for the Big Dipper. The Big Dipper is a group of stars whose "bowl" points to another group of stars called The Little Dipper. The Little Dipper contains the North Star, which got its name because it is always above the North Pole. For slaves, north meant freedom, and that is the star in the sky they were to follow to freedom. Water symbolizes the crossings that would be in the path of the slave before reaching the promised area for freedom.

Question-Critical Thinking-What simple things could have great importance for you? List responses on overhead. Accept all answers and then note the most significant ones in relationship to sustaining life.

***Standard 7 Listening and Speaking Skills Strategies, and Applications**

Continue Lecture-Because these enslaved people did not know this new language and were purposely kept from learning how to read and write, they devised poetry using simple words with repeating phrases to express their feelings, giving them an inner religious strength to endure their enforced slavery. They created a new American Literature genre of sorrow songs known as spirituals. Many of these spiritual poems were actually copied after African hymns and African music from their homelands. It was through this genre that a double meaning format was established to convey secret messages from one person to another. This gourd and pail of water were easily obtained on the plantation and would not have caused much attention when talked about or sung. These items were used in a spiritual that has become well known as Follow the Drinking Gourd.

EXPLAIN THE TASK

Together the class with the teacher will analyze Follow the Drinking Gourd using the outline format that each student has been provided.

1. Students read silently the spiritual.
2. Teacher again reads orally the spiritual.
3. Have students fill in outline as to what they know.
4. Discuss information given.
5. Brain storm items that are still needed.
6. Gather information for the rest of the outline.
7. Review completed outline.
8. On the overhead show the North Star Formation.

After completion of this task, teacher assigns students to a two person team. Students are given another spiritual from the sample list to analyze. Teacher is not actively involved unless team members ask questions. These outlines will be completed and handed in at the end of the block.

Assessment: Assign students to a new partnership at the start of the next block as soon as student arrive. Each partnership will receive a new spiritual to analyze for a grade. *Special note-Provide a variety of spirituals to be used with the teacher giving out spirituals keeping in mind each team's capacity.

***STANDARD 1 READING: WORD RECOGNITION, FLUENCY, AND VOCABULARY DEVELOPMENT/READING: FOCUS ON INFORMATIONAL MATERIAL**

Teaching Strategies:

1. Teaming
2. Lecture
3. Research
4. Brain Storming
5. Cooperative Research gathering

Assessments (key questions to simulate critical thinking):

What do you already know? Use that information to then create self questions for information that is still needed? How can I apply what I know? What do I really need to know? How can I find what I need now? How can the teacher help me to collect what I need?

*Within the procedure section are additional questions for critical thinking. Note the outline-example. What are the major 2001 connections to me, the student, personally?

Adaptations and/or Extensions: These suggestions could become homework assignments.

To make this bonded experience more personal the North Star program provided by a living history museum would be invaluable. This could be a student planned field trip experience. <http://www.connerprairie.org>

1. Write your own personal spiritual to share with the class.

*STANDARD 6 WRITING: WRITTEN ENGLISH LANGUAGE CONVENTIONS

*STANDARD 7 LISTENING AND SPEAKING: LISTENING AND SPEAKING SKILLS, STRATEGIES, AND APPLICATIONS

*STANDARD 5 WRITING: WRITING APPLICATIONS(Different Types of Writing and Their Characteristics)

2. People today write and sing songs to give each other courage and hope in desperate situations. Find an example of this and explain why you made this selection.

<http://www.pbs.org/wgbh/amex/singers/>

*STANDARDS COULD BE THE SAME FOR ALL OF THE.ABOVE SUGGESTIONS.

I Get By With a Little Help From My Friends OR A Hard Day's Night on the Underground Railroad

Mark McKay
7/26/01
Salem High School
Salem, IN

Topic (Overall theme): This mini-unit is a part of the unit I do at the beginning of the school year. It fits in to the Indiana Academic Standards for Social Studies, Standard 1: Early National Development, 1775 to 1877. This lesson challenges students to consider the viewpoints of various people involved in the Underground Railroad.

Classroom sessions or estimated time: 5 sessions that are 45 minutes each.

Grade Level(s): Grade 11 – United States History

Purpose: The students already have a basic understanding of the Underground Railroad when we begin this mini-unit. They will be challenged about their simple ideas of the way things worked in Indiana. An in-depth study of the Underground Railroad will also help the students understand the deep sectional conflicts that stemmed from slavery.

Geography Standards Addressed: National Geography Standards 1, 3, 9, 12, 17

Indiana Social Studies Academic Standards addressed:

USH.1.2 - Major themes in early national history
USH.1.9 – Sectionalism, analyze interests and points of view

Objectives: During this mini-unit students will:

- read at least three primary sources.
- examine the many roles related to the Underground Railroad.
- go to a historic site related to our county's history.
- "walk a mile" in a person's shoes who had a role in the Underground Railroad.
- examine the risks and complications of the Underground Railroad.
- evaluate sectional viewpoints on slavery.
- examine viewpoints related to the 1850 Fugitive Slave Law.

- examine the importance of Quakers and other abolitionists involved in the Underground Railroad

Teacher Background Materials:

Quakers:

- Coffin, Levi. *The Reminiscences of Levi Coffin*. Cincinnati: Western Tract Society, 1876.
- Hinshaw, Gregory P. *Josiah Parker Papers*. July 26, 2001. Friends Collection & College Archives, Earlham College Libraries. <http://www.earlham.edu/%7Elibr/quaker/parker/index.htm>
- Neil's Creek Anti-Slavery Society Minutes, 1839-1860. Jefferson County, Indiana, Historical Society.

Pro-Slavery:

- Bleser, Carol, ed. *Secret and Sacred: The Diaries of James Henry Hammond, A Southern Slaveholder*. Columbia, SC: University of South Carolina, 1997.
- Campbell, Stanley W. *The Slave Catchers: Enforcement of the Fugitive Slave Law*. Chapel Hill: The University of North Carolina Press, 1970.
- "Please Send Stamps' The Civil War Letters of William Allen Clark." *Indiana Magazine of History*.
- Pro-Slavery Counterattack. July 26, 2001. The Institute for Advanced Technology in the Humanities. <http://jefferson.village.virginia.edu/utc/proslav/prhp.html>
- Stirling, James. *Letters from the Slave States*. London, 1857.
- Tise, Larry E. *Proslavery: A History of the Defense of Slavery in America, 1701-1840*. Athens, Georgia: University of Georgia Press, 1990.

Free Blacks:

- Bell, Howard Holman, ed. *Minutes of the Proceedings of the National Negro Conventions*, New York: Arno Press, 1969.
- Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. New York: Dover Publications, Inc., 1995.
- Osofsky, Gilbert, ed. "Puttin' on Ole Massa": *The Slave Narratives of Henry Bibb, William Wells Brown, and Solomon Northup*. New York: Harper & Row, 1969.
- Vincent, Stephen A. *Southern Seed, Northern Soil: African-American Farm Communities in the Midwest, 1765-1900*. Bloomington: Indiana University Press, 1999.

Slaves:

- Baker, Ronald L. Homeless, Friendless, and Penniless: The WPA Interviews with Former Slaves Living in Indiana. Bloomington: Indiana University Press, 2000.
- Douglass, Frederick. Narrative of the Life of Frederick Douglass. New York: Dover Publications, Inc., 1995.
- Explanation of "Follow the Drinking Gourd." July 26, 2001. <http://quest.arc.nasa.gov/lrc/special/mlk/gourd2.html>
- Howell, Donna Wyatt. I Was a Slave, Book 2: The Lives of Slave Men. Washington, D.C.: American Legacy Books, 2000.
- Howell, Donna Wyatt. I Was a Slave, Book 3: The Lives of Slave Women. Washington, D.C.: American Legacy Books, 2000.
- Levine, Lawrence W. Black Culture and Black Consciousness: Afro-American Folk Thought From Slavery to Freedom. Oxford: Oxford University Press, 1977.
- Osofsky, Gilbert, ed. "Puttin' on Ole Massa": The Slave Narratives of Henry Bibb, William Wells Brown, and Solomon Northup. New York: Harper & Row, 1969

Purpose of Materials: There will be four main areas that the students study (each student portrays a person from one area): religious groups/Quakers, free blacks, slaves, and pro-slavery people. Each student will be required to use three primary sources and one secondary source to create his/her character. No one will read an entire book or source; they only have to sift through them to get an accurate representation of the person they are to portray. These materials, taken as a whole, lead to a good but limited understanding of slavery, the Underground Railroad, and sectional conflict that led to the Civil War.

Procedures:

- 1) Teacher: go to the historic site and photograph it so students will know what kind of space they'll work with the day of the skit.
- 2) Describe to the students what the project will consist of and what its goals are. Particularly emphasize that a study of slavery and the Underground Railroad will highlight the sectional differences that led to the Civil War.
- 3) Divide the class into two teams as fairly and arbitrarily as possible.
- 4) Assign or let the students pick their roles. I will probably have them draw for roles out of a hat. The 11 roles: slave owner, slave catcher, slave, slave contemplating escape, fugitive on the Underground Railroad, free black that escaped and settled in Indiana, free black that was manumitted or emancipated, free black

born free and always free, active anti- slavery Quaker, passive anti-slavery Quaker, pro-slavery Hoosier.

- 5) The time setting of the skit is 1851.
- 6) For simplicity's sake, the skit will be entirely one or two person scenes. I don't want them to get too complicated and try to get several characters on the stage at the same time. It tends to distract from quality and takes too much planning time.
- 7) Students will use the first three days to read (individually), organize the skit (group), and practice (individually).
- 8) Day 4 will be going to the site and performing the skit.
- 9) Day 5 we will view the videos (if time permits), choose the winner, and debrief on what we learned. Be sure at this point to lead the class in a discussion of the various sectional viewpoints.

Teaching Strategies

- Brief question/answer class discussion to begin the mini-unit
- Individual research both on-line and with books
- Teacher works individually with students
- Cooperative group organization on skit format
- Travel to a local historic site; in Salem, Indiana this will be one of three places: Blue River Friends Church, site of free black community near Beck's Mill, or site of free black community on Jim Day Road
- Teacher description of the historic site upon arrival
- Videotape the skit which will be performed on the historic site
- Debrief with a class discussion

Assessments (key questions to simulate critical thinking):

The students will be assessed six different ways:

- 1) reading 3 primary and 1 secondary source
- 2) effort—this includes bravery (not skill) in the skit, use of costumes
- 3) creativity
- 4) accuracy in portraying their roles
- 5) authenticity – was it believable?
- 6) quality – overall quality of the product

All six of those criteria will an individual grade, but one group evaluation will also be offered. Each class is going to do two skits with the same roles and the same

sources. The difference in the skits will be how each group writes and organizes itself, etc. The group with the best final product will get 10 bonus points.

Adaptations and/or Extensions:

There are many others products the students can make with their research. The research is the important part of this project, not the skit. My ideas are to make a documentary, group collage, or choose-an-ending booklet. The group collage would be the result of each student making a panel and then putting the panels together into a collage. The choose-an-ending booklet could be done individually or as a group.

There are two ways that I plan to extend this mini-unit. First, it will introduce several interesting topics that can be adapted for the National History Day contest. Second, the hot topic of abortion is comparable to the Underground Railroad, so we can come back to it during the second semester.

Traveling Along the Indiana Underground Railroad

Anna Zervos
July 24, 2001
Chesterton High School
Chesterton, Indiana

Topic (Overall theme): Indiana's role in the Underground Railroad.

Classroom sessions or estimated time: 3- 50 minute sessions. Time can be lengthened or shortened based on need.

Grade Level(s): 7th -9th

Purpose: To develop a deeper understanding of the role that Indiana played in the underground railroad while exploring Indiana Geography.

Geography Standards Addressed :

The World in Spatial Terms

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
2. How to use mental maps to organize information about people, places, and environments in a spatial context
3. How to analyze the spatial organization of people, places, and environments on earth's surface

Places and Regions

4. The physical and human characteristics of places
5. That people create regions to interpret earth's complexity
6. How culture and experience influence people's perceptions of places and regions

Human Systems

9. The characteristics, distribution, and migration of human populations on earth's surface

12. The processes, patterns, and functions of human settlement
13. How the forces of cooperation and conflict among people influence the division and control of earth's surface

The Uses of Geography

17. How to apply geography to interpret the past
18. How to apply geography to interpret the present and plan for the future

Indiana Social Studies Academic Standards addressed

WG.1.5
W.G. 1.6
W.G.4.2
W.G.4.3
W.G.4.16
W.G.6.3
W.G.6.4

Objectives:

1. Students will explore Indiana geography by "traveling" through the state on the Underground Railroad. They will develop map skills by reading and interpreting the map of Indiana.
2. Students will become familiar with various underground railroad sites and the basic geography of Indiana.
3. Students will become familiar with the difficulties faced by runaway slaves and the type of help that was available to them in the years prior to the Civil War.
4. Students will develop speaking skills by presenting their trip to the class.
5. Students will develop creative writing skills by submitting a written paper on their imaginary trip through Indiana on the Underground Railroad.

Teacher Background Materials:

Materials needed:

Indiana maps one per group
Yarn
Tape
Background Material
Envelopes 10 large and 20 small for each pair
Scissors one pair per group

Student copies of material

Resources:

1. U.S. Department of the Interior, National Park Service, National Register, History and Education. Underground Railroad Resources in the United States: September 1998. Washington: GPO, 1998
2. Division of Publications National Park Service. U.S. Department of the Interior. Underground Railroad. Washington, D. C. GPO 1998
3. Bail, Raymond. The Underground Railroad Site- Underground Railroad Routes 1860. (1995)
4. <http://www.cr.nps.gov/nr/underground/routes.htm>

Teacher Background Material- The first Africans arrived in the New World as slaves in 1518 in the Caribbean. Over the next 250 hundred years it is estimated that as many as twelve million Africans were brought to the New World. Although for the vast majority of the slaves that were brought from Africa went to the Caribbean and Brazil about 450,000 Africans were brought to the United States. Slaves that arrived prior to the 1800s probably had an easier time escaping then their descendants did. After the 1800's federal and state laws made it much more difficult for slaves to escape. Many slaves managed to escape from the early plantations and went to live with local Native American tribes, passed themselves off as free Blacks in the Northern states or escaped to French, Spanish or English held Territory. The French, the Spanish and later the English refused to return runaway slaves or to allow slave catchers to come into their territory and recapture the slaves. Spain for example, was heavily involved in the slave trade, yet they extended freedom to runaway slaves in places like St. Augustine, Florida. They refused to return the slaves believing that it would prevent further expansion into their territory. They believed that Americans would be reluctant to move into any area where there were so many runaway slaves. The presence of these slaves might encourage others to runaway. The problem of Spanish Florida was eventually solved when Andrew Jackson invaded Florida and claimed it for the United States. Slaves continued to runaway to Texas, Canada and the Caribbean until the Civil War.

Another option for runaway slaves was to create a "maroon" society in areas that were uninhabited and difficult for slave catchers or soldiers to penetrate. Some of these societies created permanent settlements and they even planted crops. Most of these settlements were transitory. Most "maroon" societies were eventually eliminated as American's expanded westward.

Slavery was first formalized as an institution in Maryland in 1663. Slavery existed in all of the colonies in the early years, but most of the Northern colonies eliminated slavery after the American Revolution through gradual emancipation.

Even with emancipation, slaves could still be found in New Jersey as late as 1850.

Slavery in the South grew dramatically after the invention of the cotton gin in 1793. Slavery fueled an economic boom that lasted until the Civil War and sharply divided the United States. The North in many ways was just as dependent on Slavery as the South. Many Northerners feared ending slavery, because slaves might migrate North and take away jobs from whites.

Militias were created to help maintain slavery in the South by capturing and returning fugitive slaves. Runaway slaves proved to be a difficult and expensive problem for slaveholders. There were serious consequences for both the runaway slave and anyone who helped them. Runaway slaves were subject to beatings, mutilations, brandings, sale to the West Indies and even death. Consequences for those who helped them include fines and imprisonment.

Abolitionist societies began very soon after the formation of the slave trade. These organizations grew steadily and were helped by the ideas of the Enlightenment and the Great Awakening. Both of these movements emphasized the dignity and worth of the individual and undermined the whole notion of slavery. In the beginning most abolitionists promoted the idea of gradual emancipation of the slaves with compensation to the owners. Many believed that slave owners could be persuaded to release their slaves on moral grounds. Over time the inability of moral persuasion split the Abolitionist movement into two groups one that advocated a gradual end of slavery and another that wanted the immediate unconditional emancipation of all slaves. Many in the second group were even willing to use violence to achieve their ends. Both groups supported the Underground Railroad.

The Underground Railroad was a term used to describe the formal and informal system set up to help runaway slaves. Most runaway slaves came from the border states of Missouri, Kentucky, Maryland and Virginia, although there are a few stories of daring escapes from as far away as Georgia and South Carolina. The Underground Railroad began as soon as the first slave escaped from his master. George Washington complained in 1786 that he had a difficult time capturing a fugitive slave who had hid out with people in the community and had aided him in his escape.

Assistance for slave owners who wanted to recapture their runaway slaves first came in the form of The Fugitive Slave Law of 1793. Under this law a slave owner could claim that any black man or woman was a slave and after making an oral statement in front of a magistrate that person would be returned to a state of bondage. Slaves were unable to say anything in their own defense. As slavery became more important to the Southern economy many Southern states passed even harsher laws. Many states allowed any white man to stop a black man and demand to see his traveling papers. If the white man was not satisfied that the

papers were authentic the black man could be jailed until his identity was discovered.

Despite these laws and the harsh punishments that often accompanied them, some slaves created ingenious methods for obtaining their freedom. Henry Brown, a slave from Virginia, packed himself in a large wooden box and had himself shipped to Philadelphia.

Most runaway slaves however need the assistance of others to make their way to freedom. The loose coalition of people who helped runaway slaves became known as the Underground Railroad. Some of the members of the Underground Railroad like Harriet Tubman actually traveled into the South to free slaves. Such actions were very dangerous and most members of the Underground Railroad chose to assist slaves by giving them food and shelter to help them on their way. Sometimes a runaway slave would walk the entire way to freedom. More often than not they used some method of transportation. Some runaway slaves used ferries and ships, while others used trains or wagons. The vast majority of runaway slaves were young men who had the stamina to manage the harsh journey. Other slaves often refused to leave if it meant abandoning wives and children.

Most members of the underground railroad were free blacks, religious groups such as the Quakers or sympathetic whites. They included simple farmers, merchants, ship captains, ministers, and even a porter in the U.S. Supreme Court.

The best organized stations were in the North. Northern towns sometimes formed vigilance committees that organized the transportation and safe passage of runaway slaves to other Northern States and Canada. These committees were often made up of both Blacks and Whites and in many cases they were under the control of Blacks. These committees along with numerous individuals, religious groups and abolitionists societies made up what we now call the Underground Railroad

After the runaway slaves arrived at their final destination, they usually became part of the community or set up separate communities of their own. Some stayed in Northern cities while others left for Canada. It is estimated that over 100,000 slaves passed through the Underground Railroad and made it to freedom

Material to be placed in envelopes.

Positive Outcomes.

1. You're in luck, a Quaker family is willing to smuggle you to the next town. They will put you in their wagon and hide you in a secret compartment under several bags of grain. The space is cramped, but you're happy to be

riding. They leave very early in the morning hoping not to be stopped by local militias. Although they meet several people along the way no one suspects that you are hidden in the wagon. You make it to the next town.

2. While traveling a slave catcher has caught sight of you and sent his dogs after you. Lucky for you, you carried some onions with you. You used the onions to scrub your feet, which threw the dogs off your sent. You passed through several streams as well for good luck. The dogs never find you again and you proceed to the next town.
3. while you were hiding in the woods near the town you spot a young black women. You call out to her and ask for help. After looking around for strangers, she tells you to come to the last house on the right after the sun goes down. There will be a candle in the window. You do as she instructed and the Black family that lives there agrees to hide you for a few days. You are very grateful for their help since you are very tired and out of food. They provide you with a safe place to stay and some food. After a few days they send you on your way to the next town.
4. At the next town you use a set of forged papers given to you at your last stop. These papers show that you are a freed slave and that you live in the next town. Although you are stopped by the local authorities, the papers fool them and you are sent on your way to the next town.
5. In this town you run into a hostile white family. They verbally abuse you and your frightened that they will turn you in to the local authorities. They tell you that they don't support slavery, but that they don't like blacks living near them. They are not as helpful as the other families that you have met, but at least they don't turn you in. You go on your way to the next town.
6. In this town your luck runs out. You are captured by a local sheriff. He puts you in jail and you sit there for two days. The story of your capture quickly spreads though out the community and a local abolitionist group hears of your situation and attempts to raise enough money to pay for your bond. It takes two weeks, but they manage to raise enough money to get you out of jail. They then help you escape and send you on to the next town.
7. In this town you are spotted by a white woman. She seems very angry with you and rants and raves about blacks and slaves. She demands that you keep your eyes down and tell you that she doesn't want you to be able to identify her. You think that she is going to turn you into the authorities, but instead she keeps complaining about her husband. Eventually, you figure out what she is talking about. It seems that her husband has given large amounts of money to the American Colonization

Society. She furious that he has done this and is afraid that if he sees you he would spend what's left of their money sending you back to Africa. So rather than let her husband spot you, she gives you a little food and directions to the next town. She warns you that if she sees you in this town again, she will turn you into the slave catchers herself.

8. You are captured by a group of local farmers. They quickly take you to the local jail. Although they feed you at the jail and generally treat you fairly, you are sure that they are going to send you back to the South. Two weeks after your capture they take you to the local courthouse and put you in front of a local judge. You are not allowed to speak in your defense or have anyone represent you. From the back of the courtroom a white man approaches and asks the judge if he can speak in your defense. You have never met the man, but he tells the court that you are a free black living in the next town and that he has known you for years. The judge believes him and sets you free. You find out later that the judge was an abolitionist and often called in witnesses in order to have an excuse to free captured slaves. You proceed on to the next town.
9. You are caught by a local sheriff while you are in the woods. You are more than a days ride from the nearest town so the sheriff decides to tie you up for the night and take you to jail on the following day. After he ties you to a tree, the sheriff proceeds to get drunk and pass out. The sheriff had done a poor job of tying you up and you manage to untie your bonds and escape. You're pretty sure that the sheriff will sleep to morning and by that time you will be long gone. You proceed to the next town.
10. Once again you hook up with the Underground Railroad. This time it is a local banker who helps you out. He hides you out in his house until your ready to make the final leg of your journey. He gives you enough food, clothes and money to make it to Canada. You're Free.

Negative Outcomes

1. You are hungry and decide to steal some eggs from a local farmer. While you are in the hen house he captures you. He then summons the local sheriff, who puts you in jail. You are quickly tried and found to be a runaway slave. A local slave catcher claims you and you put in chains for the trip back to Kentucky.
2. You are spotted on the road by a member of the local state militia. He quickly calls up other members of the militia who are in the neighboring woods. They had been looking for runaway slaves. You panic and run. He shoots you in the leg and you are captured. Your wound is treated and the group turns you over to a slave catcher and you are taken back to Kentucky.

3. You catch pneumonia and die alone in the woods.
4. A homeless man spots you in the woods. He follows you for several days. Each time that you think that you eluded him you see him again. Finally, he surprises you at a bend in the river and captures you. He is very angry and tells you that he used to be a carpenter in South Carolina, but that he lost his job when the local builder decided to hire slaves to do his job, because slaves work for less money. He was unable to find another job and was forced to bring his family out to Indiana to look for work, where there would be no competition from slaves. He decides to sell you to illegal slave traders in the next town and you are forced to go back to Kentucky.
5. A young boy spots you and agrees to help you if you hide in a barn on his daddy's farm. You agree hoping that his father will help. The boy tells his father, but the father panics. His neighbor had just been caught adding a runaway slave. The neighbor was fined over \$500.00 and had to spend several weeks in jail. The father contacts the local authorities and they capture you. You are sent back to Kentucky.
6. A local Quaker family agreed to hide you a secret compartment in their cellar. The local slave catchers obtained a warrant and searched the house. You are discovered and both you and the Quakers are put in jail. You are sent back to Kentucky and the Quakers are put on trial for helping you. They are sentenced to 1 year in prison.
7. While you are in the woods you stumble over a tree branch and fall down a ravine. You managed to crawl up to the top of the ravine, but realize that you have broken your leg. You crawl to a nearby road hoping that a friendly face will help you. A local farmer does pick you up, but turns you into the sheriff. Your leg is fixed up, but you are sent back to Kentucky.
8. This time your luck runs out. A group of slave catchers from Kentucky spot you and hunt you down. They are on horseback and it doesn't take long before you are captured. They don't even bother with a trial and take you directly back to Kentucky.
9. In this town you are directed by a friendly farmer to go to a local minister's house. Hoping to find another conductor on the underground railroad, you use a secret knock on the back door. Instead of helping you the minister turns you in to the local authorities. They pay him ten dollars for your capture. You are sent back to Kentucky.

10. You are out of food and haven't had any sleep for three nights. Slave catchers have been hot on your trail and you attempt to cross a flooded river. You are too tired to go on and drown.

Purpose of Materials:

Materials needed:

Indiana maps- It would be more accurate to use historical Indiana maps. If these are not available, Indiana road maps, which can be easily obtained from the Indiana Department of Transportation, will work just fine. Any detailed road map that contains the cities listed will do. Remind the students that many of the cities on the map did not exist in 1850. You need one map for each pair of students.

Yarn- You need a small ball of yarn for each pair of students. They should have enough yarn to stretch across the state of Indiana.

Tape or tacks- Students will be required to attach the yarn to the map. Scotch tape can be used but may distort maps after repeated uses. Tacks can be used if maps are placed on cardboard. Repeated use of tacks may also distort the maps.

Background Material – See above. You need one copy for each pair.

Envelopes- 10 large envelopes and 20 small ones for each pair. Make sure that the large envelopes are big enough to contain 2 of the smaller envelopes.

Scissors- one pair per group to cut the yarn

Student copies of material- See above. You need one copy for each pair.

Help Cards- You will need 3 cards with the word HELP on them for each pair of students.

Procedures:

Before class begins run off one copy of the positive outcomes, one copy of the negative outcomes and one copy of the background information for each group of students in the class. Then cut up the outcomes and place them in one of the smaller envelopes. Place one positive and one negative outcome envelope in a larger envelope. It doesn't matter which outcome you put in the envelope as long as there is one positive one and one negative one with the exception of number ten. Make sure that the number 10 positive outcome and the number 10 negative outcome are in the last envelope and write *10. Auburn* on it. After you have completed the last envelope, write the following names on the other nine envelopes. Make sure you include the numbers as well.

1. Jeffersonville
2. Madison
3. Quakertown
4. Greensburg
5. Richmond
6. Fountain City
7. Marion
8. Huntington
9. Fort Wayne

Seal each of the envelopes so that students will not be tempted to cheat if they did not receive a positive outcome.

Preparation- Before you begin lesson, have students visit the websites on the Underground Railroad in Indiana. Have them familiarize themselves with the experiences of slaves that escaped their bondage. Stories about Harriet Tubman, "Box" Brown, Sojourner Truth, Fredrick Douglas, William and Ellen Craft and others will help them to imagine what life would be like to be a runaway slave. Have the students brainstorm about what it would be like to be a runaway slave and possible ways that a slave could escape. Remind them that it would have been much more difficult for a slave from Georgia to escape to Canada than it would be a slave from Kentucky. Ask them what types of skills would a slave need in order to escape and elude his captors. Explore with them what factors might prompt a person to escape and what factors might force a person to stay a slave.

After you have reviewed material on the Underground railroad, divide the class into groups of two. You can also use larger groups of have the students work as individuals depending on the type of class that you have.

Give each student a Indiana map, a pair of scissors, a ball of yarn, tacks or scotch tape, three help cards and the ten prepared envelopes with Indiana cities written on them.

Starting at Jeffersonville, have the students open only one of the smaller envelopes inside the envelope marked Jeffersonville. If the outcome is positive have the students tape a piece of yarn to place on the map where Jeffersonville to the name of the town on the next envelope which is Madison. If the outcome in the envelope is negative the student can put a help card in the envelope and proceed on to the next city. Remind the students that they only have three helps during the game. Have the students continue in the same manner until all of the students either make it to Freedom, die or are sent back to Kentucky. Review their work.

Teaching Strategies:

1. **Research-** Have students do research on the Internet and through other sources for material on the Underground Railroad.
2. **Brainstorm-** Have students come up with ideas about how it would feel to be a runaway slave.
3. **Work in pairs-** Have the students develop cooperative learning skills by working in pairs.
4. **Develop map skills-** Students become more familiar with the map of Indiana by using it during the game.
5. **Creative writing skills-** Students will be able to practice their writing skills in their narrative of their trip on the Underground Railroad.
6. **Speaking skills-** Students will be able to practice their speaking skills when they present their trip to the class.

Assessments (key questions to simulate critical thinking):

1. Review the students map work. Make sure that they followed the instructions carefully and linked the cities on the Underground Railroad to one another in the proper order.
2. Have the students write a short story about their trip on the Underground Railroad in Indiana. Have them include the cities were they traveled and their experiences along the way. Encourage them to embellish on the material and make up their own stories, but do not allow them to change the outcome at each stop. Have them give the participants in the stories names and have them describe the physical environment around them. Have them then make up a story about what happened to them after they left Indiana. If they were captured did they try to escape again? If they made it to Canada were they able to make a home for themselves? Evaluate their answers on the basis of creativity, effort and historical accuracy.
3. Have the students present their trip to the class. Have them explain what happen to them on the trip where they had to use their help cards and where they ended up. Have them tell the story in first person and give them higher marks for more detailed stories.

Adaptations and/or Extensions:

1. Students can expand this lesson by researching individuals or groups you assisted runaways on the Underground Railroad. Students can write biographies of these individuals or groups.
2. Students can present first person accounts of individuals involved in the Underground Railroad by dressing up as the individuals and telling their story to the class.
3. Students can create larger maps of the Underground Railroad and include neighboring states or even the entire country.
4. Students can make posters about the groups involved in the Underground Railroad and hang them up in the classroom.
5. Students can research other sites along the Underground railroad in Indiana and present alternative routes to Canada. They could create maps showing these alternate routes.
6. Student's can research laws about slavery in Indiana and show how these laws developed in response to events that were occurring across the nation.
7. Students can research the role of slave owners in the formation of the State of Indiana and how they tried to make Indiana a slave state.
8. Students can research Black communities in Indiana and how the local and state governments treated Blacks.
9. Students can research Article 13 of the 1851 Indiana Constitution and how it affected Blacks who lived in Indiana and the runaway slaves who passed through here.

For further information:

Related Internet Sites

<http://www.ugrr.org>

<http://www.fofs-oura.org>

<http://www.undergroundrailroad.com/>

<http://undergroundrr.com/>

Books

Levi Coffin- Reminiscences of Levi Coffin. (New York: Arno Press, 1968. Reprint of the 3rd ed., published 1898)

Larry Gara- The Liberty Line: The Legend of the Underground Railroad. (Lexington, KY: University of Kentucky Press. 1967)

Solomon Northup- Twelve Years a Slave. (Baton rouge and London: Louisiana State University Press, 1968.)

William Still- The Underground Railroad. (Chicago 1872; Johnson Publishing Co. 1970)

The Underground Railroad: Yesterday and Today, Related Issues

Linda Curry
7-24-01
Chesterton High School
Chesterton, IN 46304

Topic (Overall theme): Students will use their knowledge of the Underground Railroad prior to the Civil War to address migration issues facing the United States today.

Classroom sessions or estimated time: Two 90-minute blocks or four 50 minute class periods.

Grade Level(s): 9-12

Purpose: The purpose is to allow students to connect historical knowledge (Underground Railroad) to migration issues facing America today.

Geography Standards Addressed:

2-How to use mental maps to organize information about people, places, and environments in a spatial context

9-The characteristics, distribution, and migration of human populations on earth's surface

13-How the forces of cooperation and conflict among people influence the division and control of earth's surface

Indiana Social Studies Academic Standards addressed:

WG.1.7-Explain that people develop their own mental maps, or personal perceptions of places in the world, that their experiences influence their perceptions, and these perceptions tend to influence their decision-making.

WG.4.2-Develop maps of human migration and settlement patterns at different times in history, and compare to the present.

WG.4.3-Hypothesize about the impact of push/pull factors on human migration in selected regions and about the changes in these factors over time.

WG.4.12-Classify the world's countries in terms of levels of economic development, as determined by Gross Domestic Product per capita and key demographic and social indicators. Map and analyze the results.

WG.4.16-Point out specific situations where human or cultural factors are involved in global conflict situations and identify different viewpoints in the

conflict: create scenarios under which these cultural factors would no longer trigger conflict.

WG.6.3-Identify major patterns of human migration, both in the past and present.

USH.1.3- Review and summarize key events and developments in the following periods of United States history: Expansion and Reform (1801 to 1861)

USH.1.9-Identify an issue pertaining to sectionalism and nationalism before the Civil War, and analyze the interests, perspectives, and points of view of those involved in the issue.

USH.8.1-Identify and explain the importance of key events and persons associated with domestic problems and policies from 1980 to 2001. Illegal immigration.

Objectives:

At the end of this lesson students will be able to:

1. Understand and discuss the various groups that are engaged in illegal immigration to the United States today.
2. Identify and discuss the factors that led citizens to leave their home.
3. Identify the economic, physical, cultural, and language barriers facing these groups in their migration.
4. Compare and contrast each of the modern groups with the escaping slaves of the antebellum South.
5. Understand that the reasons the slaves had for escaping were similar to the reasons people have for coming to the United States today.
6. Construct a Power Point presentation to share their research material.

Teacher Background Materials:

This lesson is a culminating activity for your unit or lesson on the Underground Railroad. Students will need to have an understanding of the issues involved in chattel slavery and the need of the enslaved to find freedom at any cost.

- ◆ John W. Blassingame, editor-Slave Testimony: Two Centuries of Letters, Speeches, Interviews, and Autobiographies. Baton Rouge, LA: Louisiana State University Press, 1997
- ◆ Levi Coffin-Reminiscences of Levi Coffin. New York: Arno Press, 1968. Reprint of the 3rd ed., published 1898.
- ◆ John Parker- His Promised Land: The Autobiography of John P. Parker, former Slave and Conductor on the Underground Railroad. New York: W.W. Norton & Company, 1996

- ◆ www.census.gov
- ◆ Patricia Beatty, Lupita Mananá (book)
- ◆ El Norté (movie)
- ◆ <http://www.state.in.us/ism/sites/levicoffin/tour/under5.html>
- ◆ www.ins.usdoj.gov/graphics/aboutins/statistics/110.htm
- ◆ Suro, Roberto. Remembering the American dream: Hispanic immigration and national policy. New York: Twentieth Century Fund Press, 1994
- ◆ Subcommittee on Immigration on recent immigrants and Claims of the committee on the Judiciary, House of Representatives. Impact of immigration on recent immigrants and black and Hispanic citizens. Washington: U.S. GPO 2000
- ◆ Committee on the Health and Adjustment of Immigrant Children and Families. Children of immigrants: health, adjustment, and public assistance. Washington, DC : National Academy Press, c1999
- ◆ Hispanic migration and the United States: a study politics. Bristol, Ind. USA : Wyndam Hall Press, c1987

Purpose of Materials:

- ◆ John W. Blassingame, editor-Slave Testimony: Two Centuries of Letters, Speeches, Interviews, and Autobiographies. Baton Rouge, LA: Louisiana State University Press, 1997-This book gives real life descriptions of the underground railroad from the slave's point of view.
- ◆ Levi Coffin-Reminiscences of Levi Coffin. New York: Arno Press, 1968. Reprint of the 3rd ed., published 1898.- Levi Coffin in his own words tell us about his real activities in conjunction with escaped slaves on the underground railroad.
- ◆ John Parker- His Promised Land: The Autobiography of John P. Parker, former Slave and Conductor on the Underground Railroad. New York: W.W. Norton & Company, 1996 –This contains letters from a black woman from Indiana to North Carolina.
- ◆ Patricia Beatty, Lupita Mananá (book) This book tells about a journey of a brother and sister from central Mexico who journey to California in search of relatives. It gives a realistic picture of the trials and tribulation of such a trip.
- ◆ El Norté (movie) This movie is about Mexican illegal immigrants and how they are treated as they are led across the border by an illegal guide (a coyote). It also tells about the hardships they suffer in the United States.
- ◆ <http://www.state.in.us/ism/sites/levicoffin/tour/under5.html> This website takes the viewer to Levi Coffin's home in Fountain City, IN
- ◆ www.ins.usdoj.gov/graphics/aboutins/statistics/110.htm This website is about Department of Justice statistics.
- ◆ Suro, Roberto. Remembering the American dream: Hispanic immigration and national policy. New York: Twentieth Century Fund Press, 1994- Written by a journalist, it is a study of five different Latino groups

immigrating to the U.S. It tells how they live, jobs, government policy regarding immigrants, and rates of moving back. There is a big difference in treatment between Cubans and other groups. Cubans are regarded as refugees, Dominicans, Puerto Rican, and Mexicans are regarded as illegal immigrants.

- ◆ Subcommittee on Immigration on recent immigrants and Claims of the committee on the Judiciary, House of Representatives. Impact of immigration on recent immigrants and black and Hispanic citizens. Washington: U.S. GPO 2000 –Government reports that are a bit hard to read but has lots of graphs and statistics.
- ◆ Committee on the Health and Adjustment of Immigrant Children and Families. Children of immigrants: health, adjustment, and public assistance. Washington, DC: National Academy Press, c1999- Government reports that are a bit hard to read but has lots of graphs and statistics.
- ◆ Hispanic migration and the United States: a study politics. Bristol, Ind., USA: Wyndam Hall Press, c1987- A history of public policy and laws in the United States pertaining to immigration. A real clue into shifting public view of immigrants. It is well indexed.

Procedures:

1. Begin with one or more of the following essential questions. They are open-ended and designed to get the students to think about the general issues involved in this lesson.
 - Is breaking the law ever justified?
 - Are all cultures equally valuable?
 - Does History really repeats itself?
2. Introduce the four groups that are involved in the lesson:
 - Central American and Mexican illegal immigrants
 - Cuban boat refugees
 - Chinese illegal immigrants
 - runaway slaves from antebellum South
3. Divide the class into four groups. Assign the groups, make sure that group one has the runaway slaves topic.
4. Explain that groups will prepare a Power Point presentation on their groups that encompass the following information:
 - the background of your group
 - specific push factors: reasons for leaving
 - major physical geography barriers

- method of transportation
 - expectations for life in the United States
 - Major hindrances: language, poverty, etc.
5. Each group will give their presentation to the class. Each group member will be expected to participate not only in the research but also in the presentation. Group one will give the historic background needed for the comparison activity.
 6. At the end of the presentations for groups 2, 3, and 4 the group members will put a blank VENN diagram on the overhead projector. This will contrast the groups with the escaped slaves of the old South. Put your group's name on the first section, similarities in the middle and escaped slaves on the last section. A VENN diagram is two overlapping circles drawn on a sheet of paper. Put a line above the left section, label the overlapped middle section with SIMILARITIES, and label the right section with ESCAPED SLAVES. Make an overhead transparency of the drawing. Have the students brainstorm to complete the diagram on the overhead.
 7. After each group has presented, lead a discussion of the material. Some lead-off questions might include:
 - ◆ Which group most resembles the escaped slaves? Why?
 - ◆ Which group faces the most challenges? Why
 - ◆ Which group would rather be a part of if you had to be a part of one?
 - ◆ Any pertinent question that arises.

Teaching Strategies:

Large group instruction
 Independent research
 Direct instruction
 Cooperative learning
 Peer learning

Assessments (key questions to simulate critical thinking):

- Discussion
- Power Point Presentation rubric (Example of good rubric is at <http://www.uni.edu/profdev/rubrics/pptrubric.html>)
- A great presentation rubric can be found at <http://www.ncsu.edu/midlink/rub.pres.html>

- Essay: DOES HISTORY REPEAT ITSELF? Discuss how the various groups of illegal immigrants of today resemble the escaping slaves of the antebellum South.

Adaptations and/or Extensions:

An interesting article about slave reparations is an enticing subject for 11th graders to use for a Socratic Seminar. The article comes out of The Indianapolis Star, December 31, 2000. Its title is "Movement to pay reparations for slavery's legacy gains momentum".



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