

Manchester College
Department of Education

Lesson Plan By: Nick Tierney

Lesson: Pathway to Freedom

Grade Level: 4th grade

Length: 50 – 60 minutes

Academic Standard:

4.1.7 – Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War. (**Social Studies Standard 1: History**)

4.6.2 Create artwork that communicates personal ideas, experiences, or emotions. (**Art Standard 6: Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision**)

Performance Objective:

- After learning about the Underground Railroad, the students will be able to explain the importance of the Underground Railroad, being sure to mention three important things about the Underground Railroad.
- After reading *A Patchwork Path: A Quilt Map to Freedom* to the class, the students will create their own quilt patch, making sure to illustrate something meaningful from their life.

Assessment: The teacher will use a rubric to assess the students work.

Advanced Preparation by Teacher:

- Get a copy of *A Patchwork Path: A Quilt Map to Freedom* by Bettye Stroud
- Construction paper
- Information sheet about the Underground Railroad and slave quilts
- Rubric created by Nick Tierney using rubistar.com
- Colored pencils, crayons, or markers.

Procedure:

Introduction/Motivation: Yesterday we learned about slavery during the Civil War. Why were the southern states more for slavery than the northern states during that time period? (**Bloom's – Knowledge, Comprehension**) (**Gardner's – Verbal-Linguistic**) Many slaves tried to escape to the north towards Canada for freedom. How do you think they were able to find their way up north? (**Bloom's – Knowledge**) (**Gardner's – V-L**) They used the Underground Railroad to find their way to freedom. Today we will be learning about the Underground Railroad and what the escaping slaves used to make their way up north.

Step-by-Step Plan:

1. The teacher will teach the students about the Underground Railroad and it's role it played in aiding thousands of slaves escape to freedom. An information sheet will be used to give the students a visual aid while the lesson is being taught. (**Gardner's – Visual-Spatial**)
2. After the students have been educated on the Underground Railroad and its importance, the teacher will gather the students in the reading area to read the book *A Patchwork Path: A Quilt Map to Freedom*, Bettye Stroud. Throughout the book the teacher will be asking questions about the characters, setting, and/or ideas shared in the book. Such questions could be: What do you think the slaves used to find their way up north? Why did they use quilts? What could be other possibilities for the slaves to make their way up north? (**Bloom's – Knowledge, Comprehension, Synthesize, Evaluation**) (**Gardner's – V-L, Intrapersonal, Interpersonal**)
3. When finished with the book, the teacher will model a premade quilt patch that has something important from the teacher's life on it. Those Civil War slave quilts had secret directions or codes on them, thus giving them meaning. The students will create their own patch out of construction paper and colored pencils, crayons, or markers. The students will be instructed to create something meaningful on their

own patch instead of giving secret directions like the escaping slaves had done. (**Bloom's – Knowledge, Application, Synthesize**) (**Gardner's – Bodily-Kinesthetic, V-S, Intrapersonal**)

4. The teacher will ask the students to write three important things about the Underground Railroad on the back of their quilt patches before handing them in to the turn-in tray. (**Bloom's – Knowledge, Comprehension**) (**Gardner's – Intrapersonal**)

Closure:

The teacher will pull the students together for a group discussion about the reasons of 'why' and 'how' the escaping slaves used their 'secretive' quilts. Why did they create these quilts? How were they used? Who made them? Why do you think these quilts held special meanings behind them? (**Bloom's – Comprehension, Comprehension**) (**Gardner's – Interpersonal, Verbal-Linguistic**)

Adaptations/Modifications:

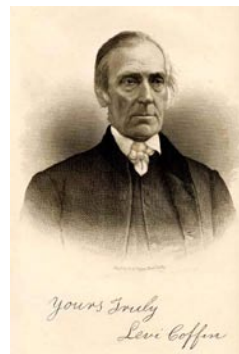
Students who have difficulty cutting and gluing pieces together will be paired with a trustworthy student to assist them. If the student has vision difficulties, then they are allowed to move closer to the Smart Board while we have the group discussion on the Underground Railroad. For students that excel in art and finish their quilt patches early, they can go around the classroom and assist other students with their quilt patches if need be.

Self-Reflection:

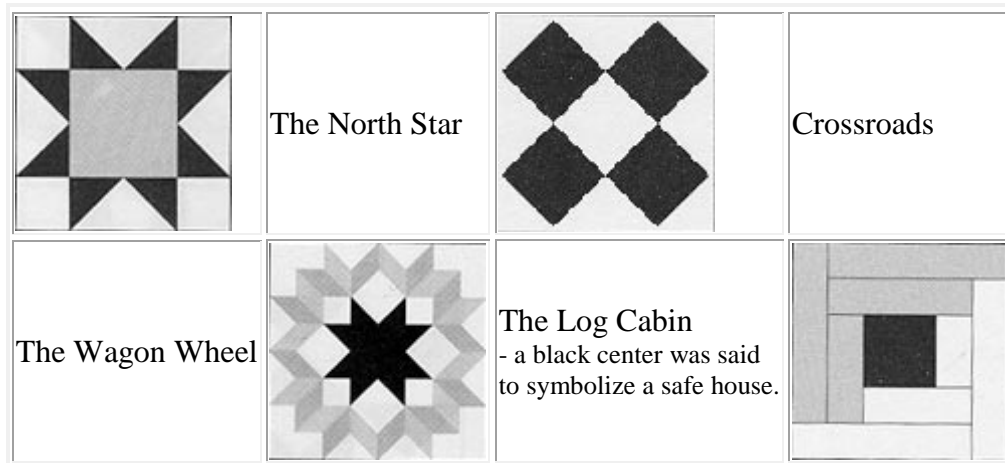
Did the students fully understand the importance of both the Underground Railroad and the slave quilts? What could I do differently next time I do this lesson? Could I have used another book for this lesson to emphasize the importance of using the quilts while traveling on the Underground Railroad?

The Underground Railroad

- ❖ The Underground Railroad really was not underground. The reason why it was called the Underground Railroad was because the escaping slaves and the people helping them were breaking the law, so they had to stay out of sight.
- ❖ The Underground Railroad served as a way for helping slaves from the southern states escape to seek freedom in the north.
- ❖ There were many people who helped slaves escape along the Underground Railroad, and they were called abolitionists. Abolitionists often hid slaves in their homes or barns in order to hide them from those people who wanted to return them back to the south.
- ❖ Levi Coffin is one important abolitionist who helped slaves escape to freedom. He was also a fellow Hoosier, meaning he was from Indiana! 😊 His house is still up as a museum in New Port City, Indiana.



- ❖ What did slaves use to navigate around the Underground Railroad? Any guesses?
- ❖ They used quilts that had secret codes or directions on them, thus making them a map for the slaves to follow. The symbols on the quilts held great meaning. Here are a few examples of some of the symbols used.



- ❖ Without these quilts, the escaping slaves would have probably had a much tougher time finding their way around rivers, fields, swamps, and forests as they made their way north towards freedom.

Information and picture:

Underground Railroad information - <http://www.nationalgeographic.com/railroad/kids.html>

Quilt Symbols - <http://eliot.needham.k12.ma.us/technology/lessons/allaboard/quilts.html>

Levi Coffin - <http://docsouth.unc.edu/nc/coffin/coffin.html>

Coffin House - <http://www.in.gov/ism/StateHistoricSites/LeviCoffinHome/index.aspx>

Directions for Creating Your Own Quilt Patch

- 1. Brainstorm a list of meaningful things from your life to illustrate on your patch.**
- 2. Once you have narrowed it down to one meaningful thing, then use markers, crayons, or colored pencils to recreate that meaningful event on one side of your patch.**
- 3. BE CREATIVE!!!! 😊 (Remember the teachers model)**
- 4. When you are finished creating your patch, you will need to write three important things about the Underground Railroad and its role it played in aiding slaves escape to freedom.**
- 5. When finished with quilt patches, we will form a class quilt on one of the walls inside of our classroom! 😊**

Pathway to Freedom Lesson

Teacher Name: **Mr. Tierney**

Student Name: _____

CATEGORY	1 Point	2 Points	3 Points	Total Score
Patch Creativity	The student displayed little creativity with the creation of their quilt patch. Seemed to be scribbles, and rushed.	The student displayed good creativity with the creation of their quilt patch. Used a variety of colors, but still seemed rushed.	The student displayed excellent creativity with the creation of their quilt patch. Used a variety of colors and seemed to not be rushed.	_____
Understanding of the role/importance the Underground Railroad played in aiding slaves escaping slaves	<p>The student only wrote about one importance/role the Underground Railroad played in aiding slaves seek freedom.</p> <p>The statement came from their knowledge gained from the lesson.</p>	<p>The student wrote about two importance/roles the Underground Railroad played in aiding slaves seek freedom.</p> <p>The statements came from their knowledge gained from the lesson.</p>	<p>The student wrote about three importance/roles the Underground Railroad played in aiding slaves seek freedom.</p> <p>The statements came from their knowledge gained from the lesson.</p>	_____
Total Score				_____