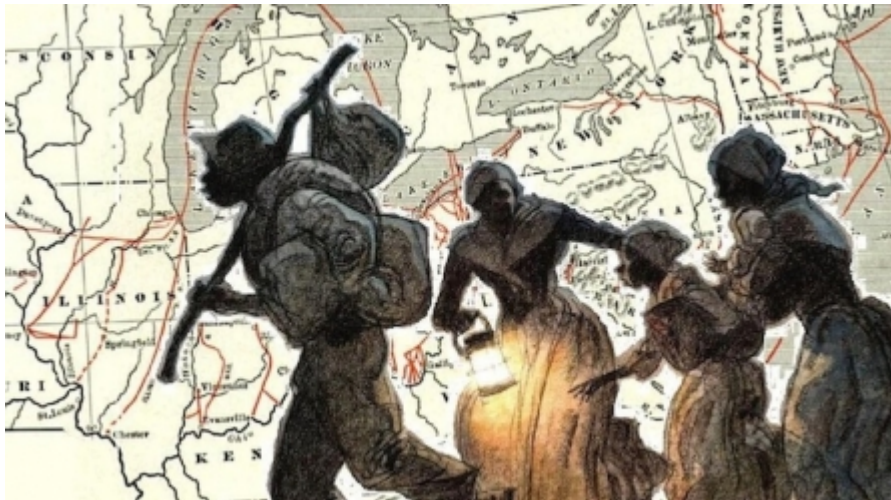


A Journey through Time: Slavery and the Underground Railroad



A 5th Grade Concept-Based Unit
Centered on Responsibility and Risk
by Marcy Piotrowski

Introduction

This unit will challenge students to examine the idea that responsibility transcends risk through several different lessons based on slavery and the Underground Railroad.

Rationale

Are students really as self-absorbed and shallow as society would have us think? Maybe it is not that they are self-absorbed and shallow. Maybe adults think this because they do not give students chances to prove that they *are* involved and responsible. Throughout this unit, students will have an opportunity to tap into their empathy, show responsibility, and think deeply about the values they possess.

Students will also explore content that can be both disturbing and emotional. Slavery is an ugly scar on our country's history that is often glossed over with stories of Harriet Tubman and Abraham Lincoln. Students will examine some of the ugly truths about slavery, discuss the responsibilities citizens had and the risks that were involved in many of the decisions both slaves and abolitionists took.

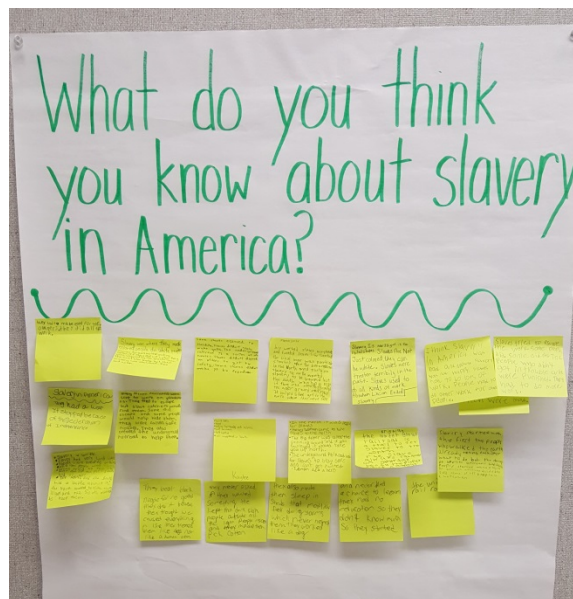
Not only will students learn about slavery and the Underground Railroad and assess how citizens took risks because of their responsibilities during that time in history, they will also synthesize about how responsibility transcends risk in their own lives. They will begin to see the connection between the past and the present and how the concept of responsibility is present today, the same way it was present in the 1800s.

Differentiation for Gifted Learners

This unit was designed to be rich in fifth grade content and flexible to meet the needs of the gifted students it was designed for. Understanding that Social Studies curriculum is often touched on the surface or completely neglected, this unit offers an integrated approach for covering both English Language Arts and Social Studies standards. The emphasis of history throughout the lesson, allows the students to examine content on a much deeper level than they would be accustomed to in the general classroom.

Content

In order for gifted students to grow, they require just as much attention as any other student. However, the attention may look different. This unit allows teachers to gauge the attention the students may need from the very beginning. The teacher will learn about the students' schema on slavery and the Underground Railroad through the introduction activity. Understanding what content knowledge students may already have, gives the teacher the opportunity to remove some of the content lessons or replace them with others.



For example, if there are students who are already familiar with the song "The Drinking Gourd", the teacher may remove the video about the song and have them create their own songs directing runaway slaves on the Underground Railroad. Or, the teacher may want to leave the video, but have the students go

deeper in the video by finding and discussing the hidden messages within the pictures.

The content can also be differentiated with acceleration. A very simple way to do this would be to find passages about Harriet Tubman and Harriet Beecher Stowe at different levels. The chosen passage is leveled for the end of fifth grade. However, there may be students reading at a high school level. Having a passage with a more difficult Lexile level would challenge those children more.

Complexity is another way that the teacher could differentiate the content. During the Visual Thinking Skills lesson, the teacher could easily add another picture depicting the master's family at home among their wealth. This would force the students to examine slavery from another point of view. In turn, they would discuss the responsibilities of the man as the provider and protector, as well as the risks he may have been willing to take to do those roles well.

Process

Each day of this unit was designed around a lesson model that has been proven to be effective for gifted students. Although this unit was created exclusively for a gifted population, it could be taught in an inclusion setting because the lessons would still allow the gifted students to experience complexity, challenge, depth, creativity, and acceleration.

During the Visual Thinking Skills lesson, students learn how to observe, support their thoughts with evidence, and think critically from listening to their peers. They also develop higher order thinking skills, communication and writing skills, and their problem solving abilities.



In the Kohlberg's Moral Dilemma lesson, students continue to work on defending their thoughts and ideas with evidence and must learn how to accept that others may not share the same opinions as they do. This is truly a process lesson, which helps gifted students that struggle with ambiguity.

While students participate in the Socratic Seminar on the third day, they think critically and process information about a difficult topic. They have the opportunity to lead by either stating a new comment or restating a peer's. Students are required to listen in order to use the discussion as evidence later in their own comments. Since there is not one correct answer or thought process, the conversation can take many different turns leading to rich dialogue.

The final day entails a creative problem solving lesson. Students work on communication skills in small groups and problem solve skills by thinking critically. There is a heavy emphasis on creativity in the final product, which also allows students to utilize a different area of their brains.

Product

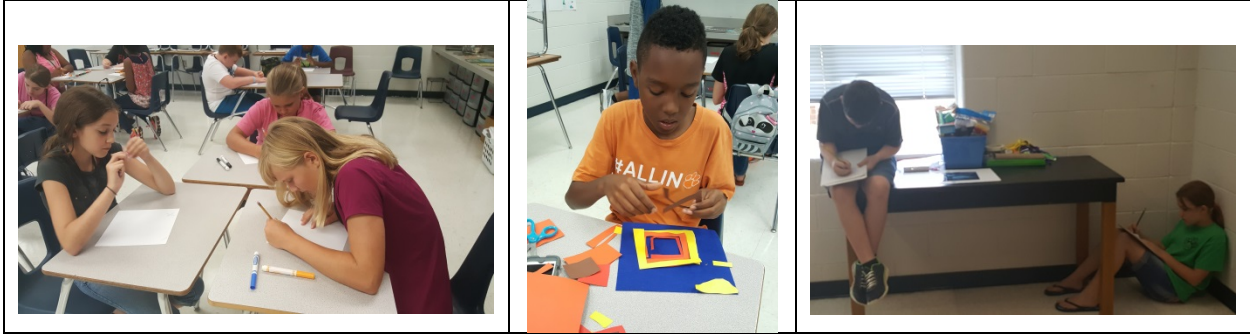
Every day of this lesson has at least one product. The products vary from written to artistic. One of the shorter products is at the end of the Visual Thinking

Skills lesson where the students must create think bubbles for the different people in the picture. Because they are short thoughts and must focus on either responsibility or risk, students must write concisely and with purpose. Another writing piece requires students to think about a mother's point of view and write a stream of conscience piece.

What is great about the products in this unit are if students are not writers, they have the ability to be assessed through a different medium, art. Students created quilt squares that depicted their final decision in the Kohlberg's Moral Dilemma lesson using oil pastels. Their final product was also a quilt square, but this one depicted a time when responsibility transcended risk on the Underground Railroad. Students created their pieces using felt and other materials. The products were differentiated in order to accommodate multiple learning styles.

Learning Environment

Although the physical environment of the classroom is the same for each day, every lesson offers multiple opportunities for different styles of learning and different types of students. Every lesson offers an opportunity for students to work independently, in small groups, and as an entire class. Students work individually during the many writing sections, during the independent reading section, and during many of the creative art sections. Students participate in small group activities when coming up with solutions, discussing read alouds, and sharing their thoughts about large group discussions. Students work as an entire class during the introductions each day and during the teacher-led read alouds. In addition, to the ways students worked, they also had opportunities to move around the room during discussions and they had the ability to sit or lay on the floor or tables while working, which takes into account each student's individuality.



Population of Gifted Children

This unit was designed for a group of thirteen rising fifth and sixth graders in Rockingham County who were enrolled in the A.S.P.I.R.E. program. There were four boys and nine girls. Five students were black and eight were white. Approximately a quarter of the class received free or reduced lunch during the 2016-17 schoolyear.

Since the students attend multiple schools from across the county and are in two different grades, it was difficult to know what they had been taught about slavery and the Underground Railroad and if they had ever participated in lessons that were designed similar to this unit. It was apparent from the introduction activity that all of the students had heard of slavery and had a general understanding of it, but there were only a few who had any breadth of knowledge about it. However, since all the students chose the class, it is safe to say that they were interested in the topic, which made teaching the unit much easier.

On the first day, the students needed to be taught and to feel that this classroom was a safe environment because the topic of our discussions could be difficult and fueled by opinions and emotions. The students created quilt squares that explained who they were. They shared them with others in the classroom and then we hung them as a large quilt. Students made comments about how they were similar or how they wanted to try something another student did. It was a quick and easy way for the students to learn that there were more similarities than differences among them and helped them respect one another.



Goals and Outcomes

Content

Goal: To understand how the Underground Railroad was born of slavery in America in the mid-1800s and how it functioned in order to help runaway slaves reach freedom.

5.RI.3-Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

5.H.2-Understand the role of prominent figures in shaping the United States.

Students will be able to...

- Describe how the lives of slaves were traumatic.
- Explain the components of the Underground Railroad (i.e. conductors, safe houses, signals, quilts).
- Explain what an abolitionist was and list ways that they helped slaves.
- Closely read non-fiction text.

Process

Goal: To develop critical thinking skills and problem solving skills in the context of Social Studies and English Language Arts.

5.SL.1 (a-d)-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own ideas clearly.

Students will be able to...

- Analyze and interpret a primary source.
- Build schema to infer and communicate what they are thinking.
- Engage with their peers and synthesize based on what others say.
- Think reflectively and critically.
- Express their thoughts and opinions in an appropriate way and respect those of their peers.

Concept

Goal: To understand the concept that responsibility transcends risk.

5.E.2-Understand that personal choices result in benefits or consequences.

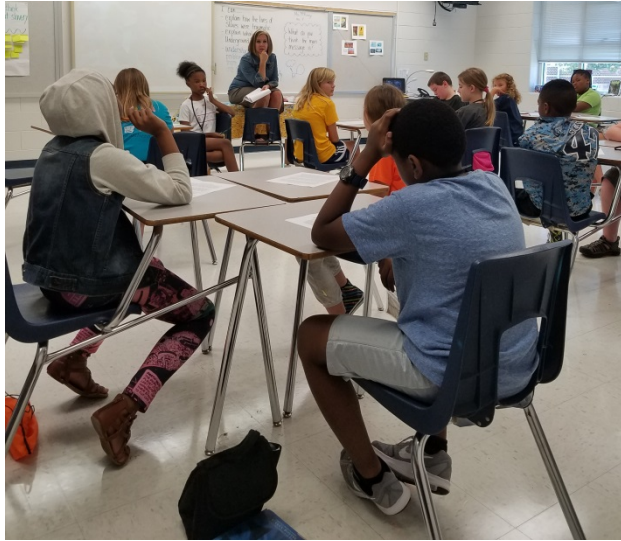
Students will be able to...

- Analyze and synthesize a situation.
- Describe how problems can have multiple solutions.
- Make a moral decision and defend that decision.
- Explain how responsibility transcended risk on the Underground Railroad.
- Connect the concept, responsibility transcends risk, to their own lives.

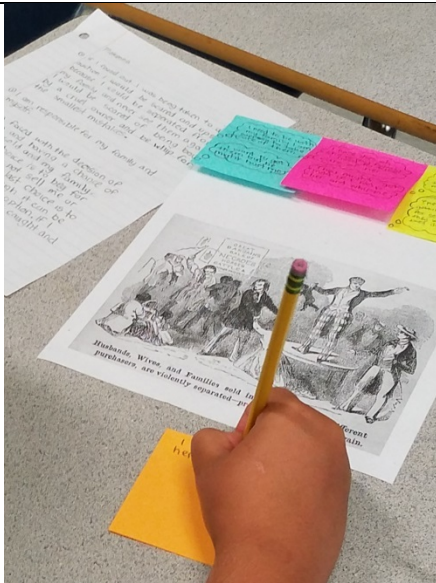
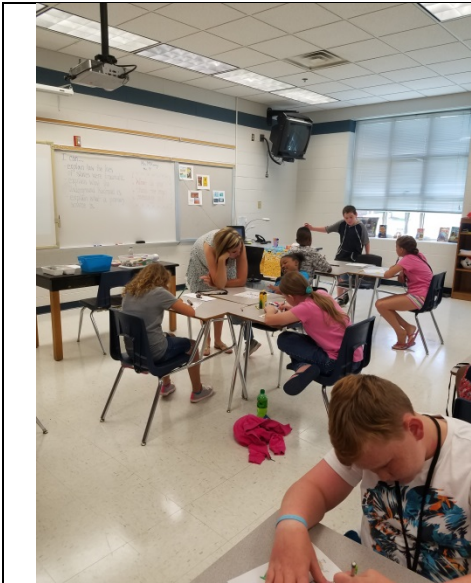
Assessment Plan

Formative Assessment

During the first four days of the unit, there are many opportunities for formative assessment. The most basic is observing the students as they participate in small group and whole class discussions. The teacher must be attuned for evidence of content, process, and concept mastery. By listening to students, the teacher can immediately modify her questioning during the next part of the lesson to lead students to a better understanding.



In addition to observing, the teacher can informally assess the students' understanding by reading their responses and talking with them about their artwork.





When I realized that me and my family were going up for an auction I was so mad and upset. I lay on the ground (where I slept) and thought about what I would do. I knew that I was responsible for myself and I know that im responsible for my family. I have choices to chose from. I could run away, stay, or mabey hide, but for right now I'll have to think about it. The next morning I decided to look at the risk I have. I know if I run I might get caught or mabey even if I run I might get taken away. I sigh and look at the next one. If I stay I will never see my family again. I start to tear up. I finally look at my last decision and I look at it. If I hide the hounds could smell me and bark so the master knows Im there. Then I just start crying because the next day is the auction.

We moved at night, not a sound was made. We follow the drinking gourd and finally we ran to freedom. I couldn't risk not seeing my family. Canada Here We Come. ♡

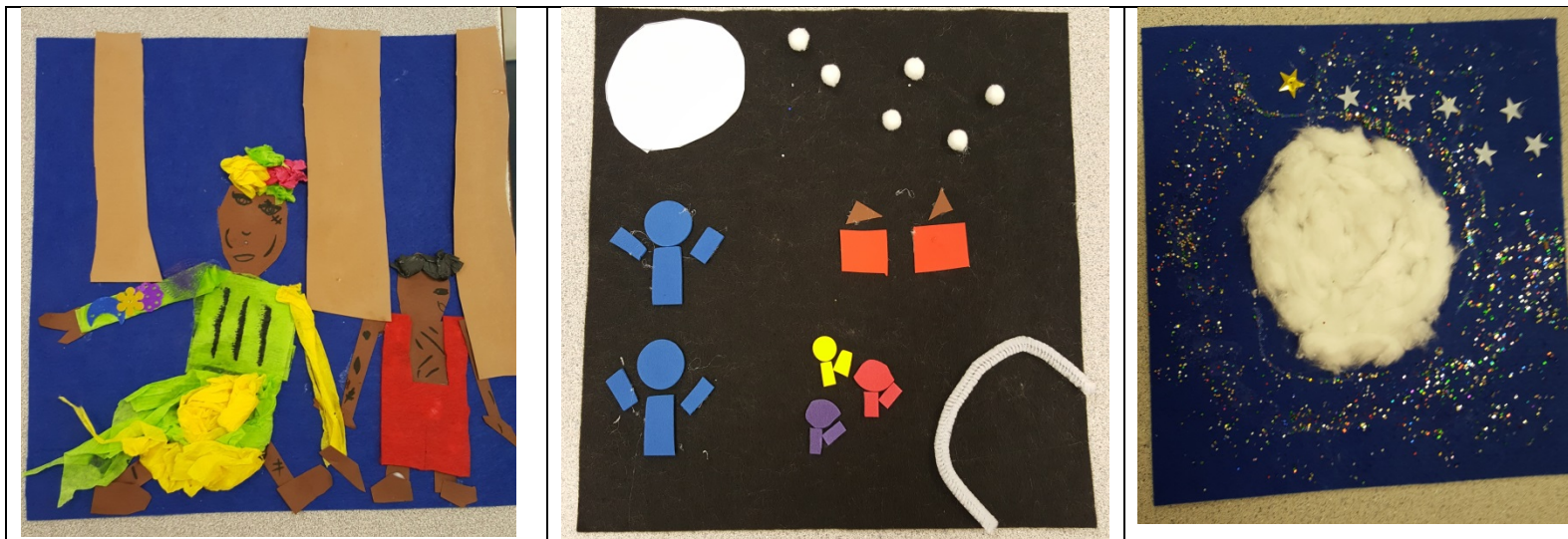
"I am selling that slave family
there filthy rats." When I hear
this my heart sinks drowned
the sadness. I think to myself
whether I should tell them. Then
an image appeared in my mind
of the first and only time my
child smiled when I looked into
her somber eyes full of the
most sincere love. I then decided
not to tell them for they were
better off not knowing. But
I still knew what with my
husband being badly bruised and
my mother dead it was my responsibility
to take care of the family. The
next day I found myself
wondering what to do seeing as
this was the day of the auction.
"I could escape." Said a voice in my
head "or remain on the plantation."
but I had heard enough
I had once heard the slaves
singing a song called follow
the drinking gourd. We had to
escape it was the only

way to keep me and my
family safe. But what if we get
caught they'll kill us." said the
voice again. "we could be beaten."
but I had no other choice
we had to escape or be separated
and I would not let that happen.
NO I'm too late it's time for
the auction.

Summative Assessment

In addition to the formative assessments the students participate in during the first three days, they will also complete a performance task, which the teacher will use as a summative assessment to gauge the students' overall understanding of the content, process, and concept knowledge.

In the performance task, the students must make a quilt square that depicts a time when responsibility transcended risk on the Underground Railroad for a museum being opened by the North Carolina Natural and Cultural Resources organization. They must also give an oral presentation that explains the symbolism or meaning of the quilt square and explain what part of the Underground Railroad inspired their creativity. Students' products will be graded using the rubric below.



Performance Task Rubric

	Mastered- 3 points	Progressing- 2 Points	Emerging- 1 Point	Feedback
Quilt square depicts how responsibility transcends risk on the Underground Railroad.	The concept is clearly evident in the quilt square. It is easily deciphered by the viewer.	The concept is evident with limited detail. The viewer may have some questions regarding the concept.	There is no evidence of the concept. The viewer does not understand what the concept is supposed to be.	
Quilt square is unique and of excellent workmanship.	The quilt is well-made and appears well-planned.	The quilt has some well-made portions and appears to have been planned.	The quilt does not appear to be well-made or planned out.	
Oral presentation explains the symbolism or meaning of your quilt square.	The presentation thoroughly explains the symbolism or meaning of the quilt square.	The presentation explains with some detail the symbolism or meaning of the quilt square.	The presentation lacks an explanation of the symbolism or meaning of the quilt square.	
Oral presentation connects your quilt square to the Underground Railroad.	The connection between the quilt and the Underground Railroad is clearly evident and detailed.	The connection between the quilt and the Underground Railroad is evident, but lacks detail.	The connection between the quilt and the Underground Railroad is non-existent and has no detail.	

Lesson Plans

TEACHER NAME		Lesson #
Marcy Piotrowski		1
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Skills	ELA	5
CONCEPTUAL LENS		LESSON TOPIC
Responsibility		Slavery & the Underground Railroad
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>SL 5.1 (a-d) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own ideas clearly.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Responsibility Transcends Risk		When does responsibility transcend risk?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will learn...</p> <ul style="list-style-type: none"> that the lives of slaves were traumatic. what the Underground Railroad was. what a primary source is. 		<p>Students will be able to...</p> <ul style="list-style-type: none"> analyze and interpret a primary source. build schema to infer and communicate what they are thinking. engage with their peers and synthesize based on what others say
<p>GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i></p>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> What is this? Who do you see in the picture? What are they doing? What does this tell us about them? Who do you think is responsible for the boys? How does this 	<ul style="list-style-type: none"> What do you see in this picture? What makes you say that? What else do you see in this picture? What makes you say that? Who do you think these people are? 	<ul style="list-style-type: none"> Why is it important to use primary sources when you study the past? How did viewing the sketch differ from reading historical fiction about the same

<p>picture prove your answer?</p> <ul style="list-style-type: none"> • What have you learned by examining this primary source that you may not have known if you had just heard about this event? • Why is viewing a primary source more effective than just hearing or reading about an event? • What do you think you know about slavery in America? • What did Nettie's brother do at the very end of the story that was risky? Why do you think he did that? • What did the people at the safe houses do that was risky? Why do you think they did that? • What emotions do you think Barefoot was feeling throughout the story? • Describe how Barefoot was taking a risk. 	<p>What makes you say that?</p> <ul style="list-style-type: none"> • What can you tell by looking at their clothes? What makes you say that? • What can you tell by looking at their faces and body language? What makes you say that? • Where do you think they are? What makes you say that? • What else can you find? • Describe how you feel when you find out that you are being taken to the auction. Make sure to include evidence of why you may be feeling that way. • Who are you responsible for? • Describe the decision you are now faced with. What choices do you have? Come up with as many choices as you can. • What are the risks associated with the choices you have? • What do you decide to do? Make sure to include evidence of why you chose that. 	<p>time period?</p> <ul style="list-style-type: none"> • How did the sketch help you synthesize your ideas about life as a slave? • What do you understand now that you have viewed a sketch of a slave auction in relation to responsibility and risk?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	Students will use their schema from the read alouds and discussions to analyze primary sources and synthesize new ideas.		

PLANNED LEARNING EXPERIENCES

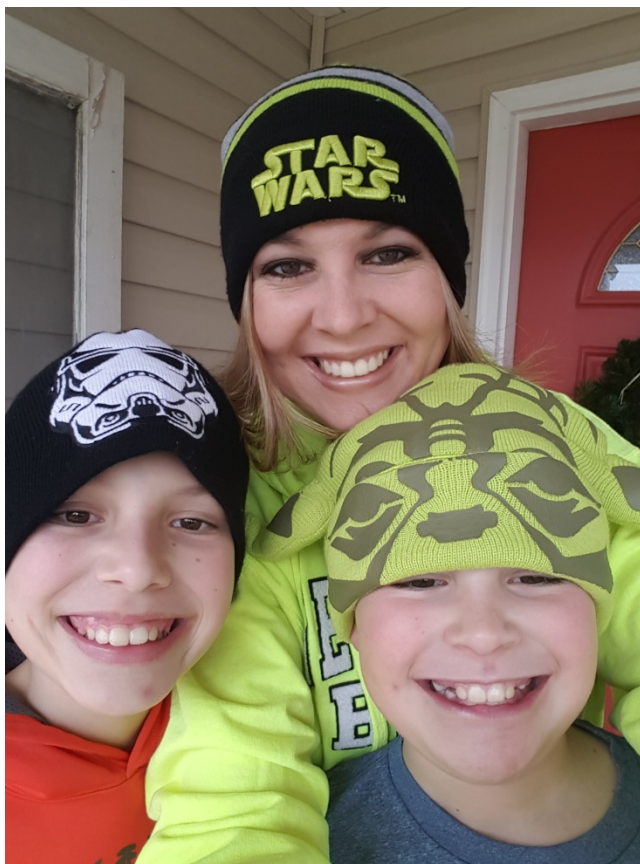
(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect –*This phase focuses on piquing students’ interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

ICEBREAKER ACTIVITY:

(This activity will be a way for students to learn information about each other, while introducing students to primary sources and the Visual Thinking Skills lesson format.)

The teacher displays a picture of her herself and her sons. The teacher asks the pre-lesson questions and has the students respond.



- What is this? (A photograph.)

The teacher will introduce the concept of a primary source. A primary source is an original document or object that was created during the time you are studying. A photograph is a primary source because it illustrates a time in history as it really happened.

- Who do you see in the picture? (Students will be able to identify the teacher and her sons.)
- What are they doing? (They are taking a selfie. They are smiling really big. They are all wearing Star Wars hats.)
- What does this tell us about them?

- Who do you think is responsible for the boys? How does this picture prove your answer?
- What have you learned by examining this primary source that you may not have known if you had just heard about this event? (What they may have heard: Ms. P and her sons are taking a selfie.)
- Why is viewing a primary source more effective than just hearing or reading about an event?

“You have viewed a primary source that tells some information about me. You are now going to create your own primary source that tells some information about you.” Show an example.



Students create a quilt square (using paper, markers, and/or crayons) that depicts facts about themselves. Students share their quilt squares with the class. Quilt square are displayed in the classroom.

INTRODUCTION TO SLAVERY AND THE UNDERGROUND RAILROAD:

The teacher displays a chart that says, "What do you think you know about slavery in America?" Students are given 5 minutes to jot down everything they think they know on a sticky note. The students post their sticky notes on the poster. The teacher reviews the notes with the class, affirming the factual information and correcting the false information.

The teacher explains that the students are going to hear a story called Nettie's Trip South by Ann Turner, which is a story based on a primary source, the author's great-grandmother's diary. The teacher asks the student to raise their hands when they hear a part that denotes the value of a slave as a person. (The teacher may need to give an example of how her sons are very valued. The way we can tell is how others treat them. Others may be their mom, grandparents, friends, teachers, coaches, scout leaders, neighbors, police, firefighters, etc..) The teacher reads the story aloud, pausing to discuss the different points in the story that denote the value of a slave as a person.

- Slaves are thought to be 3/5 of a person.
- Tabitha, the maid at the hotel, only has a first name like a cat or a dog.
- The slaves lived in run-down shacks with piles of rags for beds. The narrator notes that some animals live better than the slaves.
- The narrator sees a sign that says, "Negro Auction Today."
- The white man told the woman to jump and she did.
- Someone yelled a price and the woman was sold like a sack of flour at a counter.
- Two children were holding hands and were bought by two different men. The auctioneer had to tear them apart.
- The narrator explains that if she had black skin everything would change. She wouldn't be allowed to sit in an apple tree and nobody would teach her how to read.
- The narrator says that if she had black skin she could be sold by a man in a white hat and would have to go, just like that.

The teacher asks: *What did Nettie's brother do at the very end of the story that was risky? (He wrote newspaper articles about the atrocities of slavery.) Why do you think he did that? (He felt responsible to tell the truth of what was really happening in the south.)*

The students watch a video clip from Reading Rainbow that tells/sings the story of the drinking gourd. (Site: <https://www.youtube.com/watch?v=40oXJCogrlg>).

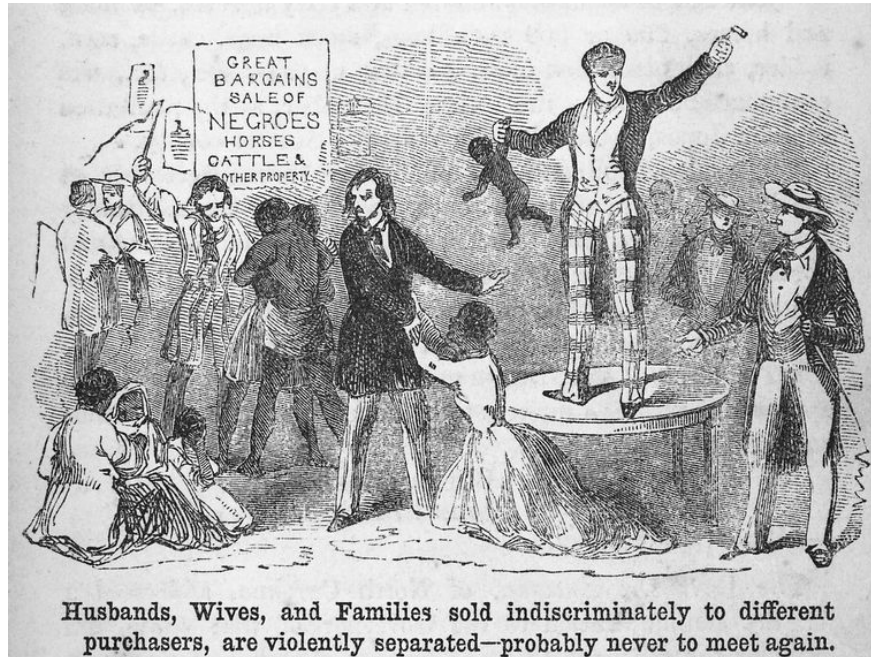
The teacher asks: *What did the people at the safe houses do that was risky? (They took in the runaway slaves. They provided a safe place and directions.) Why do you think they did that? (They felt responsible for taking care of people who had been mistreated.)*

Finally, the teacher reads aloud Barefoot: Escape on the Underground Railroad. At the end, the teacher asks the students, "What emotions do you think Barefoot was feeling throughout the story? Describe how Barefoot was taking a risk."

Explore-In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

The teacher shows an actual sketch (primary source) of a slave auction.

(Site: <https://commons.wikimedia.org/wiki/File:Slavery19.jpg> for full screen capability)



Sketch by George Bourne, 1853

The students silently examine the sketch for three minutes.

Explain- Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

The teacher asks Visual Thinking Strategies questions. The teacher allows students to respond to the questions and each other. The teacher will paraphrase each response and point to the area of the photograph that the student is referring to.

- What do you see in this picture? What makes you say that?
- What else do you see in this picture? What makes you say that?
- Who do you think these people are? What makes you say that?
- What can you tell by looking at their clothes? What makes you say that?

- What can you tell by looking at their faces and body language? What makes you say that?
- Where do you think they are? What makes you say that?
- What else can you find?

Elaborate—*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.*

Students are placed into groups of 2-3. The students are asked to complete the activity below.

Think about the sketch of a slave auction, Nettie's Trip South, Barefoot: Escape on the Underground Railroad, and Follow the Drinking Gourd as you complete the activity. Imagine you are the mother in the sketch we just examined and analyzed. However, it is the day before. You find out that you and your children will be taken to the auction tomorrow.

- Describe how you feel when you find out that you are being taken to the auction. Make sure to include evidence of why you may be feeling that way.
- Who are you responsible for?
- Describe the decision you are now faced with. What choices do you have? Come up with as many choices as you can.
- What are the risks associated with the choices you have?
- What do you decide to do? Make sure to include evidence of why you chose that.

Students share their decisions and reasons with the class.

Evaluate- *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

The teacher asks questions to gauge for understanding.

- Why is it important to use primary sources when you study the past?
- How did viewing the sketch differ from reading historical fiction about the same time period?
- How did the sketch help you synthesize your ideas about life as a slave?

Students will then be given a copy of the sketch used in the lesson. Students will create “think bubbles” for the main figures in the sketch (auctioneer, mother, buyer, man with the whip, man refusing to look at the mother). Each person’s “think bubble” should contain thoughts about who that individual is responsible for and what risks he/she is taking or may be contemplating. Students should include why the individuals are thinking the ways they are.

TEACHER NAME		Lesson #
Marcy Piotrowski		2
MODEL	CONTENT AREA	GRADE LEVEL
Kohlberg's Moral Dilemmas	Social Studies	5
CONCEPTUAL LENS		LESSON TOPIC
Responsibility		Decision Making
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
5.E.2 Understand that personal choices result in benefits or consequences.		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Responsibility Transcends Risk		When does responsibility transcend risk?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will learn...</p> <ul style="list-style-type: none"> • that a problem is an unwelcomed or difficult situation that needs to be resolved. • that a solution is a way to resolve a problem. • that a problem may have more than one solution. • that people make decisions based on their moral development. • that moral development is the way people determine what is right and wrong and it changes as people grow older. 		<p>Students will be able to...</p> <ul style="list-style-type: none"> • explain how personal choices result in benefits or consequences for self and others. • describe how problems can have multiple solutions. • make a moral decision and defend that decision. • explain how responsibility may transcend risk.

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> • What questions do you have about what you see in this picture? • What do you think this boy's mom or dad told him about playing ball near the street? • How does the word responsible fit with this picture? • What is the difference between a problem and a solution? • What is a problem for the boy in the picture? • What is a solution to that problem? • What is the risk to that solution? • What is another possible solution to that problem? • What is the risk to that solution? • What are morals? • How do you think the boy will use morals to help him come to a solution? • Why can morals change? • What is moral development? • How was the boy's point of view different from the parent's point of view? • What were the similarities between 	<ul style="list-style-type: none"> • Who is the main character in this scenario? Who are the other characters? • What is the sequence of events leading up to this moral dilemma? • What is the problem in this story? • Who or what is Samantha responsible for? • What are the solutions that could solve this problem? • What are the risks associated with each of the solutions. • Ask this question only if a group was not clear in their reasoning: Why did you choose the solution you did? Give reasons. • Who will be impacted by Samantha's decision? Is there anyone else who could be impacted? • How will each of the people be impacted? Why will they be impacted that way? • How might Samantha feel about her decision? Why may she feel that way? 	<ul style="list-style-type: none"> • NOW what do you think the main character should do? • What is the most important reason for this action? • What impacts your decision making? • What are the steps you take to make a tough decision? • What does it mean to be morally responsible? • Why are morals important in society? • When does responsibility transcend risk?

<p>the boy's and parent's points of view?</p> <ul style="list-style-type: none"> • Describe how the parent might view responsibility and risk in this situation. • What are some solutions that are available to the boy? • Ask this question only if a group was not clear in their reasoning: Why did you choose the solution you did? Give reasons. • How did responsibility or risk play into your decision? • Who will be impacted by the boy's decision? Is there anyone else who could be impacted? • How will each of the people be impacted? Why will they be impacted that way? • How might the parent feel about the boy's decision? Why may he/she feel that way? • How might the boy feel about his decision? Why may he feel that way? • How did your morals affect the decision you made? 	<ul style="list-style-type: none"> • How might the family members feel about Samantha's decision? Why may they feel that way? • How might the slaves feel about Samantha's decision? Why may they feel that way? • How might the men looking for runaway slaves feel about Samantha's decision? Why may they feel that way? • How might your decision have been different if you only thought about how the solution affected Samantha? • Describe how Samantha's thoughts or details given in the story led you to choose the solution you did. • What do you think about your peer's comment? How does it make you feel? • What could you say to make a peer see or understand your point of view? • How did your morals affect the decision you made? • How might your decision have been different if you were younger? Older? 	
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	<ul style="list-style-type: none"> • Who is Samantha ultimately responsible for? Explain your reasoning. • Describe the risks Samantha faces with her decision. • When does responsibility transcend risk? 	
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
	<p>Students will have to infer and synthesize as they determine a solution to the problem. Students will have to analyze decisions to determine the benefits and consequences.</p>		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Teacher displays the following picture on the active board and asks the students to describe what they see.



The teacher asks the pre-lesson questions:

- What questions do you have about what you see in this picture?
- What do you think this boy's mom or dad told him about playing ball near the street?
- How does the word responsible fit with this picture?
- What is the difference between a problem and a solution?
- What is a problem for the boy in the picture?
- What is a solution to that problem?
- What is the risk to that solution?
- What is another possible solution to that problem?
- What is the risk to that solution?
- What are morals?
- How do you think the boy will use morals to help him come to a solution?
- Why can morals change?
- What is moral development?

Explore-*In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

The teacher reiterates that a problem is an unwelcomed or difficult situation that needs to be resolved.

The teacher reiterates that a solution is a way to resolve a problem.

The teacher asks the students to examine the picture again, but this time, think about the parent's point of view.

The students write down what solution they feel is the best for the boy to make based on the parent's point of view and why they feel that way.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

The teacher facilitates a class discussion using the questions listed below.

- How was the boy's point of view different from the parent's point of view?
- What were the similarities between the boy's and parent's points of view?
- Describe how the parent might view responsibility and risk in this situation.
- What are some solutions that are available to the boy?

(The teacher lists the solutions on the board.)

The teacher directs the students to choose the solution they feel is best. The teacher gives the students time to write down their chosen solution and the reasons that support that it is the best solution.

The teacher asks, by a show of hands, who chose which solution and then, groups the children. Groups should be homogeneously grouped based on the solutions they chose. Students discuss the solution and share their reasons for picking the solution they did.

The students form a circle for a class discussion. Students share the solutions and reasons with each other. The teacher asks questions to encourage discussion and attention.

- Ask this question only if a group was not clear in their reasoning: Why did you choose the solution you did? Give reasons.
- How did responsibility or risk play into your decision?
- Who will be impacted by the boy's decision? Is there anyone else who could be impacted?
- How will each of the people be impacted? Why will they be impacted that way?
- How might the parent feel about the boy's decision? Why may he/she feel that way?
- How might the boy feel about his decision? Why may he feel that way?
- How did your morals affect the decision you made?

The teacher asks the students to reevaluate their original positions. The students write down whether or not they would still choose the solution they did and the best reason for the solution.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.*

The teacher passes out copies of the following moral dilemma and the students read it silently to themselves.

Samantha and her family have been a stop on the Underground Railroad for over six months. They have helped countless runaway slaves on their journey to freedom in Canada. It seems like every week there are five or six people hiding in the barn attic. Samantha remembers one girl very clearly. She was about her age and arrived wearing nothing but a ragged old dress that was too small. She didn't even have shoes! She seemed so grateful when Samantha gave her a hand-me-down dress and a pair of her brother's old shoes. It made Samantha feel so good to help her even though she knew she would never see her again.

But, lately things have gotten a bit more dangerous. Men with dogs seem to be around all the time and Samantha can hear the dogs barking and men hollering late into the night. Her dad says that it's because plantation owners are offering rewards for returning their runaway slaves. Samantha is scared because she's heard about awful things that happen to people who help slaves. She heard about a man being put into prison and another family's house and farm being burned to the ground. She wants to help these people escape from the awfulness that is slavery, but she doesn't want anything to happen to her or her family. She loves them so much.

One evening, Samantha is sitting in the kitchen, watching her mama peel apples for a special desert. Her older brother rushes in and tells them that he's just gotten word that a small group of runaway slaves is heading their way. The family at the last safe house got spooked when they heard the secret whistle and didn't put out their quilt. Her brother says they have to act quickly. Mama hands Samantha the log cabin quilt to hang on the line and hurries out to the barn to make sure the attic has blankets in it. Samantha walks out onto the porch and is about to step into the grass when she hears horses and men shouting. She's scared. More scared than she's ever been. It seems as though her heart is beating in her head. She has to hang up the quilt or else the slaves won't know they're a safe house, but horrible questions keep running through her mind. What if these men catch her family helping the runaway slaves? What if they catch the slaves? What would they do to her family? What would they do with the slaves?

The teacher asks the following questions:

- Who is the main character in this scenario? Who are the other characters?
- What is the sequence of events leading up to this moral dilemma?
- What is the problem in this story?

- Who or what is Samantha responsible for?
- What are the solutions that could solve this problem?
- What are the risks associated with each of the solutions.

The students choose the solution they feel is best and write it, along with their reasons for choosing it on a piece of paper.

The students share which solution they have chosen and students are placed in groups based on their choices to discuss the solution and reasons for 10-15 minutes.

The students form a circle for a class discussion of the problem. Students share the solutions and reasons with each other. The teacher asks questions to encourage discussion and attention.

- Ask this question only if a group was not clear in their reasoning: Why did you choose the solution you did? Give reasons.
- Who will be impacted by Samantha's decision? Is there anyone else who could be impacted?
- How will each of the people be impacted? Why will they be impacted that way?
- How might Samantha feel about her decision? Why may she feel that way?
- How might the family members feel about Samantha's decision? Why may they feel that way?
- How might the slaves feel about Samantha's decision? Why may they feel that way?
- How might the men looking for runaway slaves feel about Samantha's decision? Why may they feel that way?
- How might your decision have been different if you only thought about how the solution affected Samantha?
- Describe how Samantha's thoughts or details given in the story led you to choose the solution you did.
- What do you think about your peer's comment? How does it make you feel?
- What could you say to make a peer see or understand your point of view?
- How did your morals affect the decision you made?
- How might your decision have been different if you were younger? Older?
- Who is Samantha ultimately responsible for? Explain your reasoning.
- Describe the risks Samantha faces with her decision.
- When does responsibility transcend risk?

Evaluate-This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

After the group discussion, the teacher asks the students to reevaluate their original positions.

- NOW what do you think the main character should do?
- What is the most important reason for this action?
- What impacts your decision making?

- **What are the steps you take to make a tough decision?**
- **What does it mean to be morally responsible?**
- **Why are morals important in society?**
- **When does responsibility transcend risk?**

Each student creates a quilt square by sketching with oil pastels. The quilt square should depict what solution he/she feels is best with a written explanation of the strongest reason why it was chosen.

Finally, the students read their initial decisions and compare them to the decisions they have depicted on their quilt squares. If time allows, each student will share how his/her thinking changed and why it changed OR what caused it to stay the same. If there is not time for each student to share his/her thinking, they may write down their explanations to be posted next to their quilt squares for others to read at a later time.

TEACHER NAME		Lesson #
Piotrowski		3
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar	ELA & Social Studies	5
CONCEPTUAL LENS		LESSON TOPIC
Responsibility		Slavery
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>RI.5.1-Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.3-Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5.H.2-Understand the role of prominent figures in shaping the United States.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Responsibility Transcends Risk		When does responsibility transcend risk?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will learn that...</p> <ul style="list-style-type: none"> • Slavery was forced servitude. • Abolitionists were people who fought to end slavery. • Harriet Beecher Stowe wrote <u>Uncle Tom’s Cabin</u>, which caused many Americans to view slavery in a negative way. • Harriet Tubman was a runaway slave who returned to the South many times to lead other slaves to freedom on the Underground Railroad. • People who appear very different can fight for the same thing. • Harriet Beecher Stowe and Harriet Tubman modeled how to change our country. 		<p>Students will be able to...</p> <ul style="list-style-type: none"> • Closely read non-fiction text in order to answer questions and defend their thoughts and opinions using the text. • Think reflectively and critically as they participate in the seminar. • Express their thoughts and opinions in an appropriate way and respect those of their peers. • Participate in and observe a discussion to gain new insights.

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> • What is a slave? • What is a master? • What is the relationship between a slave and a master? • Describe how what happened to Henry as a child is similar to Henry's children. • Describe Henry's journey on the Underground Railroad. • What is responsibility? • Describe how Henry was responsible in the story. • Describe how Henry has a responsibility for himself. • What is a risk? • Describe risks that Henry took throughout his life. 	<ul style="list-style-type: none"> • What are abolitionists? • Who is Harriet Beecher Stowe? • Describe what Harriet Beecher Stowe did that was critical in helping to end slavery? • How did Harriet Beecher Stowe show responsibility? • What risks did Harriet Beecher Stowe face by writing <u>Uncle Tom's Cabin</u>? • Who is Harriet Tubman? • Describe what Harriet Tubman did that showed bravery? • How is that bravery connected to risks? • How does the author compare Harriet Beecher Stowe to Harriet Tubman? • How was <u>Uncle Tom's Cabin</u> influential leading up to the Civil War? • How is it evident that both Harriet Beecher Stowe and Harriet Tubman were driven by responsibility? • How did Harriet Beecher Stowe and Harriet Tubman help shape the United States? 	<ul style="list-style-type: none"> • How are the risks Harriet Beecher Stowe took related to her responsibilities? • How are the risks Harriet Tubman took related to her responsibilities? • How did you feel while you participated in the seminar? • What was said that made you think a different way? How did it change your thinking? • How can the dialogue relate to today in relation to responsibility and risk? • When does responsibility transcend risk?

	<ul style="list-style-type: none"> • Describe how the risks Harriet Beecher Stowe and Harriet Tubman took were worth it. 		
<p align="center">DIFFERENTIATION</p> <p align="center"><i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i></p>			
Content	Process	Product	Learning Environment
	<p>Students will participate in a Socratic Seminar, which will require them to think critically and engage in dialogue based on evidence.</p>		<p>Students will work independently and participate in a group discussion.</p>

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect- *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

The teacher will read aloud Henry's Freedom Box. While reading the book, the teacher will ask the following questions and explain the horrors of slavery.

- What is a slave?
- What is a master?
- What is the relationship between a slave and a master?
- Describe how what happened to Henry as a child is similar to Henry's children.
- Describe Henry's journey on the Underground Railroad.
- What is responsibility?
- Describe how Henry was responsible in the story.
- Describe how Henry has a responsibility for himself.
- What is a risk?
- Describe risks that Henry took throughout his life.

Explore- *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students will read "The Two Harriets: Heroines of Abolition" (Lexile Level 920) silently to themselves to get a general feel of the text. The second time they read, they will read closely, circling important words, underlining information, and writing notes and questions in the margins. The third time they read, they will analyze the text and allow their thinking to synthesize.

Students will create 3 questions. Questions should not be ones that can be answered with yes or no, nor should they have a simple answer found in the text. Students will be able to use these questions during the Socratic Seminar to engage others in dialogue.

Explain- *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Once the students are finished creating their questions, the teacher will ask the following questions to check for general comprehension and to clarify any misunderstandings about the facts in the article.

- What are abolitionists?
- Who is Harriet Beecher Stowe?
- Describe what Harriet Beecher Stowe did that was critical in helping to end slavery?
- How did Harriet Beecher Stowe show responsibility?

- What risks did Harriet Beecher Stowe face by writing Uncle Tom's Cabin?
- Who is Harriet Tubman?
- Describe what Harriet Tubman did that showed bravery?
- How is that bravery connected to risks?
- How does the author compare Harriet Beecher Stowe to Harriet Tubman?
- How was Uncle Tom's Cabin influential leading up to the Civil War?

Elaborate-*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.*

Students are placed in two groups. One group forms the inner circle for a Socratic Seminar. The other group forms the outer circle. The inner circle will begin the dialogue with the following question: **How is it evident that both Harriet Beecher Stowe and Harriet Tubman were driven by responsibility, despite the risks, to accomplish their missions?** Each student in the outer circle observes the person in front of them by taking notes on what he/she said. The inner circle will dialogue for 10 minutes. Then, the outer circle will take the place of the inner circle. The new outer circle will observe the person in front of him/her by taking notes on what he/she said.

If there is a lull in the dialogue, the teacher can interject one of the following questions to get the conversation started again.

- How did Harriet Beecher Stowe and Harriet Tubman help shape the United States?
- Describe how the risks Harriet Beecher Stowe and Harriet Tubman took were worth it.

Evaluate-*This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

The teacher will lead a follow-up discussion.

- How are the risks Harriet Beecher Stowe took related to her responsibilities?
- How are the risks Harriet Tubman took related to her responsibilities?
- How did you feel while you participated in the seminar?
- What was said that made you think a different way? How did it change your thinking?
- How can the dialogue connect to today in relation to responsibility and risk?
- When does responsibility transcend risk? Give examples from the past or present.

Students will work in partners to create 2 different quilt squares. One quilt square should depict the risks Harriet Beecher Stowe OR Harriet Tubman took because of her responsibilities. The other quilt square should depict the risks students take today because of their responsibilities. Finally, each set of partners will create a graphic organizer that compares and contrasts the meaning behind the two quilt squares.

The Two Harriets, Heroines of Abolition

by ReadWorks



Harriet Beecher Stowe



Harriet Tubman

Many people fought against slavery in the United States. They were called abolitionists because they wanted to abolish (get rid of) slavery. Two of the best-known abolitionists were both named Harriet: Harriet Beecher Stowe and Harriet Tubman.

Harriet Beecher Stowe was the sixth of 11 children born to a minister and his wife. She was just five years old when her mother died. At age 13, she started going to a school founded by her sister, where she learned to be a teacher and started writing. She wrote her first book at age 22.

In 1852, her novel *Uncle Tom's Cabin* was published. It quickly became a bestseller. Indeed, it was the most popular book in America. Although the book was fiction, it was based on the lives of real people. The novel tells the story of several slaves, but its main character is Tom, a man with a wife and children. Tom is separated from his family and sold to one plantation owner after another. The last of his owners is a cruel man named Simon Legree. Legree orders Tom to beat the other slaves on his plantation. Tom refuses, so Legree beats Tom. Legree orders his hired hands, called overseers, to kill Tom. While Tom dies, several of the other characters in the book escape from slavery by traveling north to Canada via what was called the Underground Railroad. The Underground Railroad was not an actual railroad, but a network of people who helped shelter and guide slaves to their freedom.

Stowe's novel moved many readers and inspired them to speak out against slavery. Many plays were performed based on the novel's characters. But her book angered people in the South, and historians believe it helped lead the Southern states to break away from the North a decade later, which marked the beginning of the Civil War. *Uncle Tom's Cabin* was so influential that when President Abraham Lincoln met Stowe in 1862, he is supposed to have said: "So you're the little woman who wrote the book that started this great war."

Like Harriet Beecher Stowe, Harriet Tubman was one of 11 children. Both of Harriet Tubman's parents were slaves on a plantation in Maryland. Tubman began working at six years old, rented out by her "master" as a weaver. As a teenager, she began working in the fields of the plantation. She suffered many beatings at the hands of the plantation's overseers, which caused permanent damage. Learning that the plantation owner planned to sell her and her brothers, she decided to escape. Guided only by the North Star in the sky, she made her way to Pennsylvania, frequently on foot.

But Tubman was not content simply to live in freedom. She became active in the Underground Railroad

Harriet Beecher Stowe had written about.

Just one year after her own escape, she returned to the South to rescue her sister and her sister's two children. Then she returned once again for one of her brothers. Sometime later, she returned yet again to rescue her parents. It was not just her family she helped to become free. She wanted to help other slaves to escape. She returned to the South 19 times. The exact number of slaves that Tubman led to freedom is unknown; a 19th century biography stated that she rescued 300 slaves, while modern historians estimate the total was closer to 70.

During the Civil War, Tubman worked for the Union Army as a nurse and a cook. She also became a spy. In one daring mission, she learned the position of the Confederate Army along the Combahee River in South Carolina and traveled on a gunboat with hundreds of Union Army soldiers as they freed about 750 slaves.

Both Harriets lived fruitful lives long past the Civil War. Harriet Beecher Stowe continued to write, publishing more than 30 books. In her 80s, Harriet Tubman opened a nursing home in her adopted hometown of Auburn, NY for older African Americans. Both spoke out for women's rights. But Harriet Tubman and Harriet Beecher Stowe are now recognized for their different but important roles in ending slavery in the United States of America.

TEACHER NAME		Lesson #
Piotrowski		4
MODEL	CONTENT AREA	GRADE LEVEL
Creative Problem Solving	Social Studies	5
CONCEPTUAL LENS		LESSON TOPIC
Responsibility		Slavery & the Underground Railroad
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>5.E.2 Understand that personal choices result in benefits or consequences.</p> <p>5.V.3.3 Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Responsibility Transcends Risk		When does responsibility transcend risk?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will learn...</p> <ul style="list-style-type: none"> that different quilt designs depicted different messages on the Underground Railroad. that mixed media art is created by combining multiple art forms (drawing, painting, collage, etc.) in one piece. 		<p>Students will be able to...</p> <ul style="list-style-type: none"> explain how personal choices result in benefits or consequences for self and others. analyze and synthesize in order to design and create a piece of art based on established criteria. explain how responsibility transcended risk on the Underground Railroad.

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> • What did you notice when you looked at this quilt? • What do you think is the meaning of this quilt? • What do you see that makes you think that? (Encourage students to use information discussed in previous lessons.) • Describe some of the risks slaves and conductors faced on the Underground Railroad. • Describe who the slaves were responsible for and who the conductors were responsible for. 	<ul style="list-style-type: none"> • Why did you decide to use this design for your quilt square? • Why did you use the items you have chosen? • How does the design you have created relate to the idea that responsibility transcended risk on the Underground Railroad? • What problems have you encountered while constructing your quilt square? Why were they problems? • What modifications have you made while constructing your quilt square? • Describe the symbolism or meaning of your quilt square. • How did responsibility transcend risk on the Underground Railroad? 	<ul style="list-style-type: none"> • What challenges did you face while creating your quilt square or writing your oral presentation? • How did you solve these problems? • If you could have had any supplies you wanted to create your quilt square, what would you have asked for? Describe how that would have changed the final product. • What quilt square do you feel best depicted the idea that responsibility transcends risk? Reference the quilt square as you describe why. • How did creating a mixed media project work better than just using one form of art such as painting? • What personal choices did the people (slaves, conductors, etc.) on the Underground Railroad have? Did their choices result in benefits or consequences?

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	Students will use divergent and convergent thinking. Students will analyze, synthesize, and create.		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect –*This phase focuses on piquing students’ interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

A sign outside the classroom will say, “Welcome to the Greensboro Museum of History.” As students enter the room, they will see another sign that says, “New Exhibit: Codes and Signals of the Underground Railroad.” Examples of quilts from the Underground Railroad are displayed around the room. Next to each quilt is the name of the design used (i.e. North star, Bowtie). Students are given three minutes to examine each one and write down what they think the hidden message is for each quilt.

The teacher leads a discussion about the quilts, allowing students to share their ideas, and then adding an appropriate explanation of each one if needed. In addition, she will ask the students to think about the people involved with the Underground Railroad.

- What did you notice when you looked at this quilt?
- What do you think is the meaning of this quilt?
- What do you see that makes you think that? (Encourage students to use information discussed in previous lessons.)
- Describe some of the risks slaves and conductors faced on the Underground Railroad.
- Describe who the slaves were responsible for and who the conductors were responsible for.

Explore–*In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Message Finding

The teacher provides the students with the following task:

North Carolina Natural and Cultural Resources (NC NCR) is opening a new museum in Greensboro, NC. The museum will display artifacts and information about slavery and the Underground Railroad. The museum will be hosting 5th through 9th graders, from Guilford and surrounding counties, on fieldtrips to support Social Studies curriculum and character education. An entire section of the museum will be devoted to the codes and signals that were used on the Underground Railroad. You are a folk artist who has been commissioned to create a quilt square to be included in this section. The quilt square should depict when responsibility transcended risk on the Underground Railroad. The quilt square should be made out of felt and other materials. It should be unique and of excellent workmanship.

As part of the museum's opening, you have also been asked to give a short (5 minutes or less) oral presentation to the first group of students that view the museum. The presentation should explain the symbolism or meaning of your quilt square. In addition, it should tell what part of the Underground Railroad inspired your creativity.

A supply of felt, cloth material, pipe cleaners, glitter, glue, scissors, paints, and other art supplies will be on a large table at the back of the room. The teacher explains that the quilt squares must be mixed media, which means they must include more than one art form. A list of art forms will be posted.

***Explain-**Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Fact Finding

Students will be given time to reflect upon the task, the assessment rubric, and view the provided materials. Students may look at the materials, but not gather any at this time.

Idea Finding

Students are given 10-15 minutes to sketch their designs based on the criteria and materials. Students should be reflective in their ideas, basing them on the idea that responsibility transcended risk on the Underground Railroad.

***Elaborate** —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.*

Solution Finding

Students use convergent thinking to assess all ideas, focus in on the best design, and decide the best approach for creating their quilt squares.

***Evaluate-** This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Acceptance Finding

Students develop a work plan for their quilt square and are given 30 minutes to work on them. While students are creating their quilt squares the teacher will circulate and ask the questions below to monitor how the students are analyzing, synthesizing, and creating.

- Why did you decide to use this design for your quilt square?
- Why did you use the items you have chosen?

- How does the design you have created relate to the idea that responsibility transcended risk on the Underground Railroad?
- What problems have you encountered while constructing your quilt square? Why were they problems?
- What modifications have you made while constructing your quilt square?

After 40 minutes, alert the students that they will have approximately 10 more minutes to finish their quilt squares. Once that time is finished, students return any unused materials and work on their oral presentations. Looseleaf paper, index cards, and chrome books will be available for them to utilize.

- Describe the symbolism or meaning of your quilt square.
- How did responsibility transcend risk on the Underground Railroad?

Students display their quilt squares and give their oral presentations about how their quilt squares depict responsibility transcending risk on the Underground Railroad.

Following the presentations, students orally answer the following reflective questions and participate in dialogue around their answers:

- What challenges did you face while creating your quilt square or writing your oral presentation?
- How did you solve these problems?
- If you could have had any supplies you wanted to create your quilt square, what would you have asked for? Describe how that would have changed the product.
- What quilt square do you feel best depicted the idea that responsibility transcends risk? Reference the quilt square as you describe why.
- How did creating a mixed media project work better than just using one form of art such as painting?
- What personal choices did the people (slaves, conductors, etc.) on the Underground Railroad have? Did their choices result in benefits or consequences?

Unit Resources

Books

- Brill, Marlene Targ., and Janice Lee Porter. *Allen Jay and the Underground Railroad*. Minneapolis, Millbrook Press, 2007.
- Cole, Henry. *Unspoken: a Story from the Underground Railroad*. New York, Scholastic Press, 2012.
- Edwards, Pamela Duncan. *Barefoot: Escape on the Underground Railroad*. New York. Harper Collins, 1997.
- Frost, Helen. *Sojourner Truth*. Minneapolis, Pebble Books, 2003.
- Hopkins, Deborah. *From Slave to Soldier*. New York, Aladdin Paperbacks, 2005.
- Hopkins, Deborah. *Under the Quilt of Night*. New York, Aladdin Paperbacks, 2002.
- Kamma, Anne. *If You Lived When There Was Slavery in America*. New York, Scholastic. 2006.
- Levine, Ellen. *Henry's Freedom Box: a True Story from the Underground Railroad*. New York, Scholastic, 2007.
- Levine, Ellen. *If You Traveled on the Underground Railroad*. New York, Scholastic, 1988.
- Merchant, Peter. *Sojourner Truth: Path to Glory*. New York, Aladdin Paperbacks, 2007.
- Polacco, Patricia. *Pink and Say*. New York, Scholastic, 2003.
- Schroeder, Alan. *Minty: a Story of Young Harriet Tubman*. New York, Puffin Books, 2000.
- Turner, Ann Warren., and Ronald Himler. *Nettie's Trip South*. New York, Aladdin Paperbacks, 1995.
- Vaughan, Marcia. *The Secret to Freedom*. New York, Lee & Low Books, 2001.

Board Game

- The Underground Railroad: The Escape to Freedom Game made by Geebee Marketing Inc.
- Players work their way to safety by answering trivia questions about slavery and the Underground Railroad.

Websites

Pathways to Freedom: Maryland and the Underground Railroad,

Pathways.thinkport.org/flash_home.cfm. Accessed 30 July 2017.

- Viewers of this site have an opportunity to participate in a “choose your own adventure” journey on the Underground Railroad, create their own digital quilt square, and read articles about slavery in Maryland.