



ISD Virtual Learning

8th Grade Social Studies

Underground Railroad/Harriet Tubman

April 23, 2020



Grade/Course

Lesson: April 23, 2020

Objective/Learning Target:

Underground Railroad/Harriet Tubman

Warm Up

Directions: Today we will discuss the Underground Railroad and the amazing lengths people went to escape or help others escape slavery. Please click this link and go to where it says *Sydney Still's Run for Freedom*. From there you hear about her journey to become free. Please answer the questions on the right with your own paper to give you some perspective of her journey.

[Sydney Still's Run for Freedom Link](#)



Opening Questions:

- 1) How would you feel if you had to leave your children or other family members behind in slavery in order to become free?
- 2) Why did she choose the children she did to go with her?

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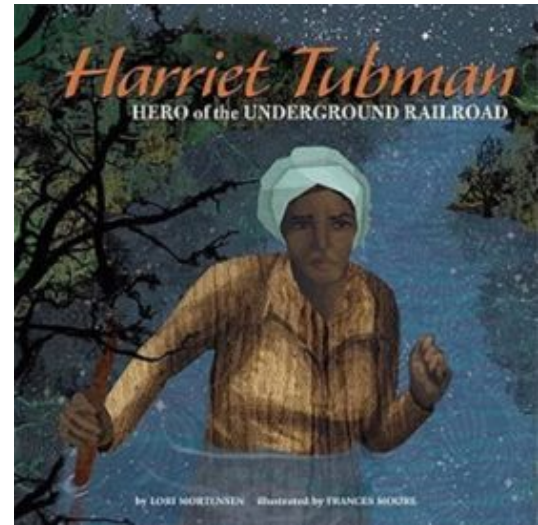
Warm Up – What makes a Hero?

Directions: Today we will also discuss Harriet Tubman, who is described as one of America's greatest heroes. Before we embark on learning about a person who was a true savior for thousands of people, I want to ask this question. What makes a person a hero? To further refresh our idea of a hero I have included a Marvel Montage for you.

Marvel Montage - What is it That Makes a Hero?



What characteristics does a person need to have to become a *hero*? Do they need to be selfless or altruistic? Should they be brilliant or ingenious? How about leadership? Tell me in your own words what truly makes a *hero*.



Warm Up – What makes a Hero?

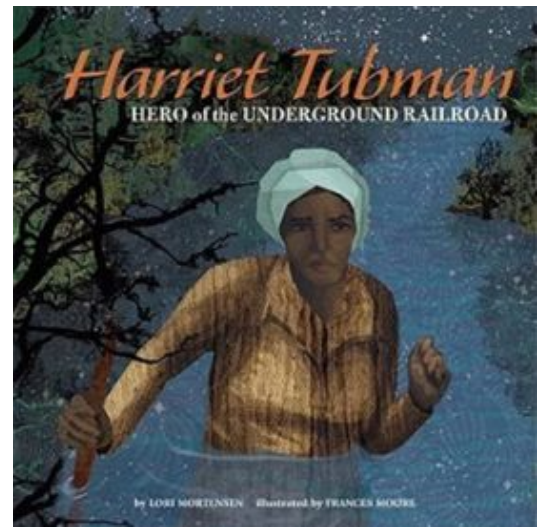
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Marvel Montage - What is it That Makes a Hero?



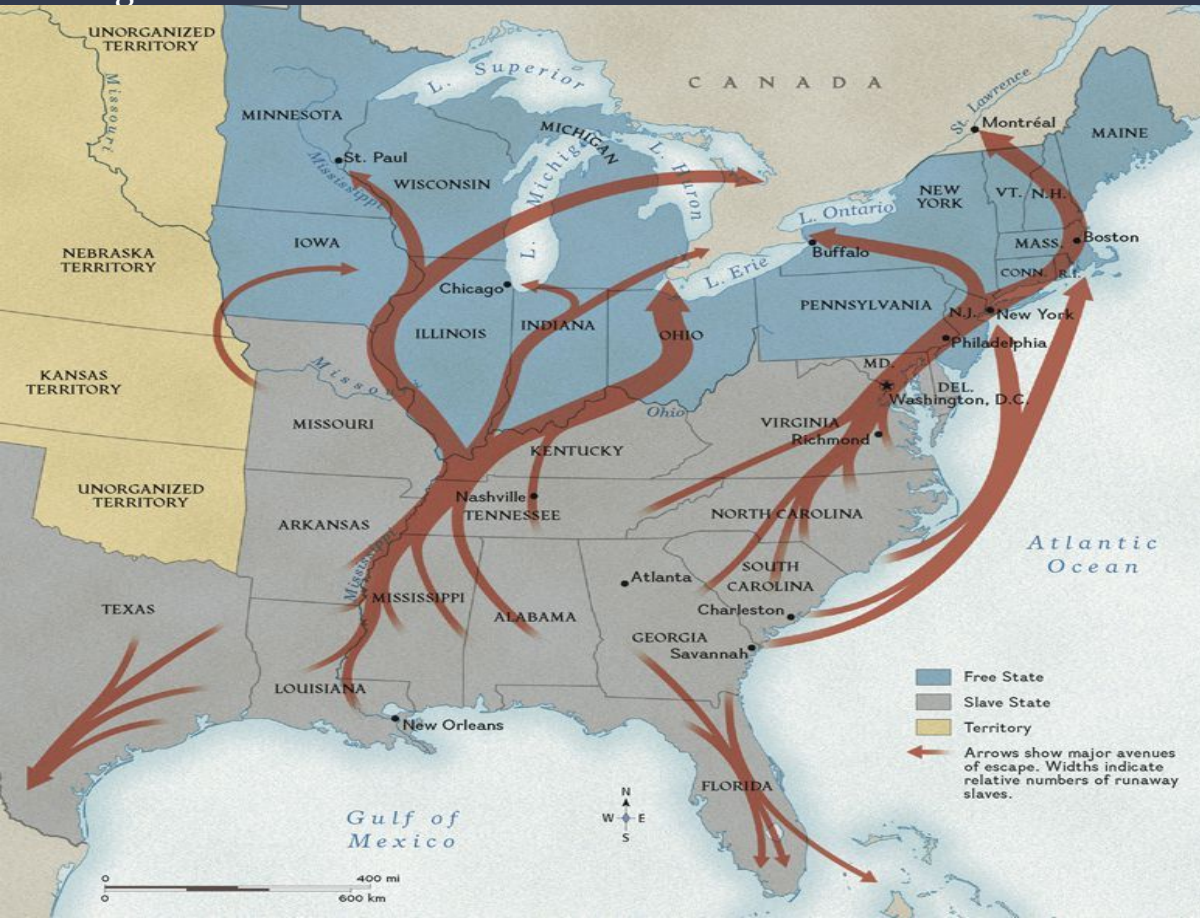
What characteristics does a person need to have to become a *hero*? Do they need to be selfless or altruistic? Should they be brilliant or ingenious? How about leadership?

Tell me in your own words what truly makes a *hero*: **To me, a hero is someone who will sacrifice anything they have in order to save and help others. By being absolutely altruistic, they make the world a better place.**



Lesson Activity – Underground Railroad Map

Directions: Please analyze these three different documents to give you insight of what went on during the Underground Railroad.

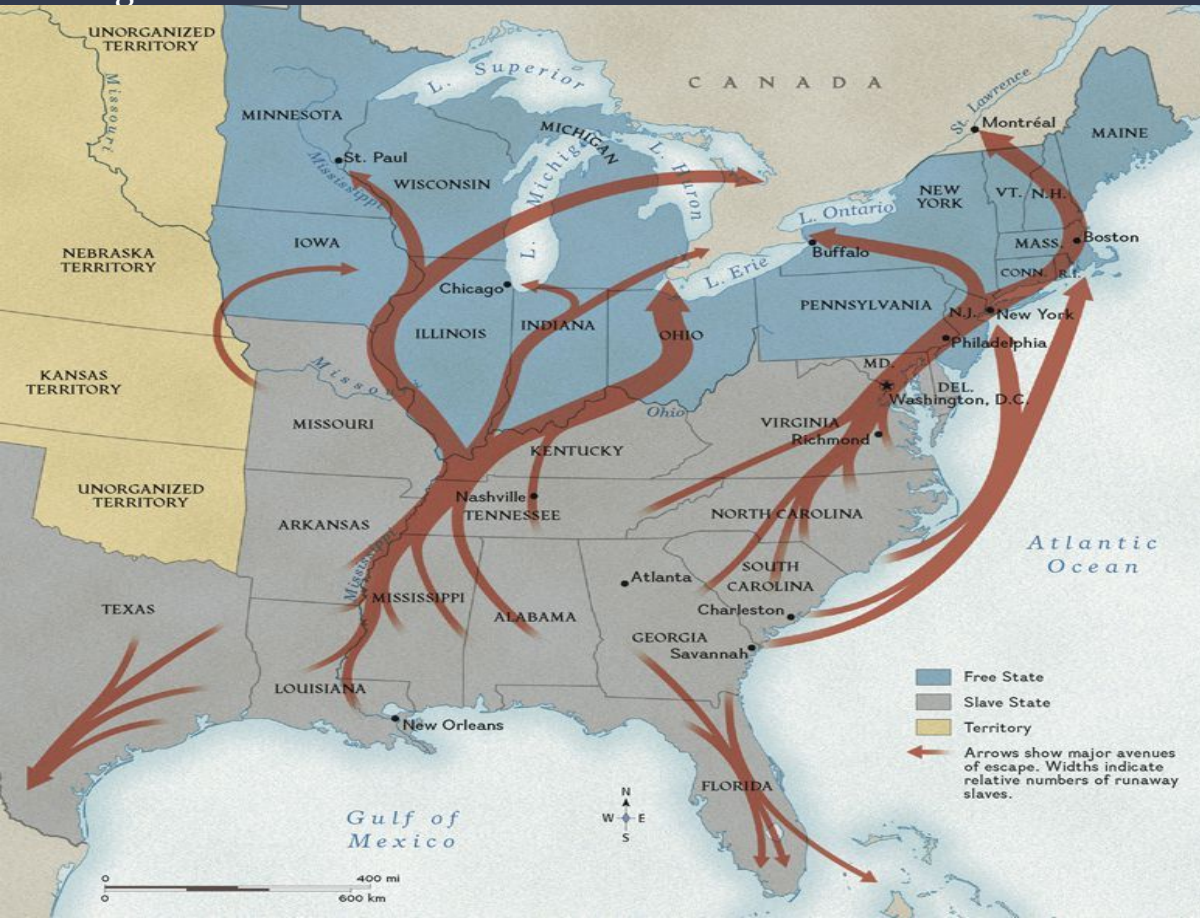


Questions to consider:

- 1) According to this map did more routes go north or south? Why do you believe more slaves went that direction?
- 2) What are some of the longest distances slaves traveled in an attempt to become free?

Lesson Activity – Underground Railroad Map

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Questions to consider:

- 1) According to this map did more routes go north or south? Why do you believe more slaves went that direction? **More routes seemed to go North and to Canada is applicable.**
- 2) What are some of the longest distances slaves traveled in an attempt to become free? **Some of the routes started all the way in New Orleans to Canada.**

Lesson Activity – Underground Railroad Passage

Directions: Please analyze these three different documents

Information on the Underground Railroad to read or listen to

Questions to Answer:

- 1) About how many slaves were freed from the Underground Railroad according to this article?
- 2) What was considered “the promised land” according to the article?
- 3) What was Harriet Tubman’s involvement with the Underground Railroad?



Lesson Activity – Underground Railroad Passage

Directions: Please analyze these three different documents

Information on the Underground Railroad to read or listen to



Questions to Answer:

- 1) About how many slaves were freed from the Underground Railroad according to this article? **The article states that 100,000 slaves could of been freed from the underground railroad.**
- 2) What was considered “the promised land” according to the article? **The “promised land” was usually Canada because of England already abolishing slavery years ago.**
- 3) What was Harriet Tubman’s involvement with the Underground Railroad? **Harriet Tubman was a conductor on the Underground Railroad. That meant she was a leader in helping slaves navigate their way to freedom.**

Lesson Activity – Harriet Tubman: A True Hero

Directions: Please analyze these three different documents

Harriet Tubman Resource



- 1) Where and how did Harriet Tubman grow up?
- 2) What traumatic experience did Harriet Tubman experience at an early age?
- 3) Why was she considered a “conductor” of the Underground Railroad?
- 4) What invaluable information did Harriet learn with her experience with Union sailors?
- 5) Why is Harriet Tubman’s bravery and courage still highly proclaimed today?

Lesson Activity – Harriet Tubman: A True Hero

Directions: Please analyze these three different documents

Harriet Tubman Resource



- 1) Where and how did Harriet Tubman grow up? Harriet Tubman grew up in Maryland and was born into slavery. She had five siblings.
- 2) What traumatic experience did Harriet Tubman experience at an early age? Harriet Tubman was struck with a 2lb weight on the head. This caused her to experience narcolepsy and pass out at any moment.
- 3) Why was she considered a “conductor” of the Underground Railroad? She helped free as many as 3,000 slaves reach freedom in the north.
- 4) What invaluable information did Harriet learn with her experience with Union sailors? She learned from the sailors the secret communication that occurred along trade routes. This was crucial for her future.
- 5) Why is Harriet Tubman’s still proclaimed as one of America’s heroes? Harriet Tubman is one of America’s greatest heroes because of the lives she saved. Once she went through all of that effort and torture in order to become free it would have been easy for her to never return to the south but she did time after time to benefit the lives of others.

Practice – Interactive Underground Railroad Activity

Pathways to Freedom Link



Directions: You are going to travel back into the 1800s for a glimpse of what the underground railroad was and what slaves had to endure in order to reach freedom. During this interactive journey you will start in Maryland, the same state Harriet Tubman was a slave and then attempt to make your way north. While on your journey you will be equipped with a journal that you can fill out along your way. Journal entries with questions can be seen on the following slides.

Practice – Interactive Underground Railroad Activity

Pathways to Freedom Link

Journal Entry #1 - It's near the beginning of your journey.

- *What are your duties as a slave in Maryland?*
- *When you talk to Cyrus does he say he knows anyone that has become free after being a slave?*
- *After your master dies what is being proposed to happen to you?*

Practice – Interactive Underground Railroad Activity

Pathways to Freedom Link

Journal Entry #2 - You begin making your escape from the plantation with your sister.

- *What advice does Uncle Ephraim give you?*
- *At the end of the first night do you decide to keep going on after dawn? What happens?*
- *Once you are very hungry to you decide to look for corn or do you continue hungry?*

Practice – Interactive Underground Railroad Activity

Pathways to Freedom Link

Journal Entry #3- From your tenth night on through the journey.

- *When you decide to approach the house with the lighted windows on the tenth night is it safe? What happens?*
- *What are you covered with once you climb into the bottom of a wagon?*
- *What city do you arrive to? Is that the end of your journey?*

Reflection – A Conductor’s Perspective

Throughout this lesson we examined the perspective of a slave who was trying to escape their old way of life for freedom. The journey was very long and demanding with a narrow chance of reaching the northern states. Even if a runaway slave did make it to the northern states you learned that is not enough with the Fugitive Slave Act in effect. Their best chance at true freedom would be to make it to Canada where even there, not anything was guaranteed. Below is a quote from a former slave *Arnold Gragston at the age of 97*:

“Could be called a ‘conductor’ on the Underground Railway, only we didn’t call it that then. I din’t know as we called it anything—we just knew there was a lot of slaves always a-wantin’ to get free, and I had to help ‘em.”

What would it take for someone like Arnold Gragston or Harriet Tubman to risk it all over again and again to help others gain access to their own freedom? Please reference materials covered early in this lesson to support your response.