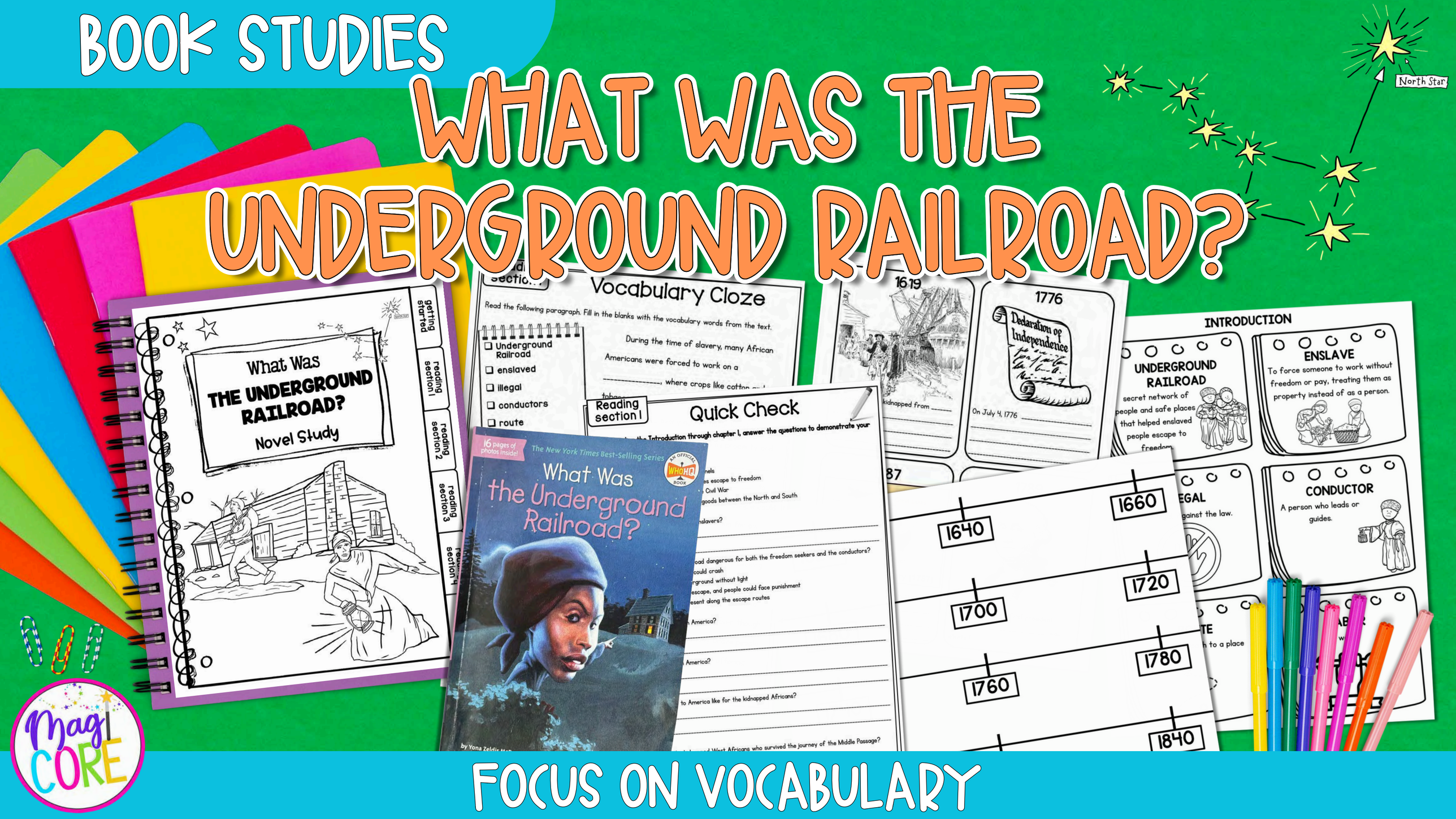
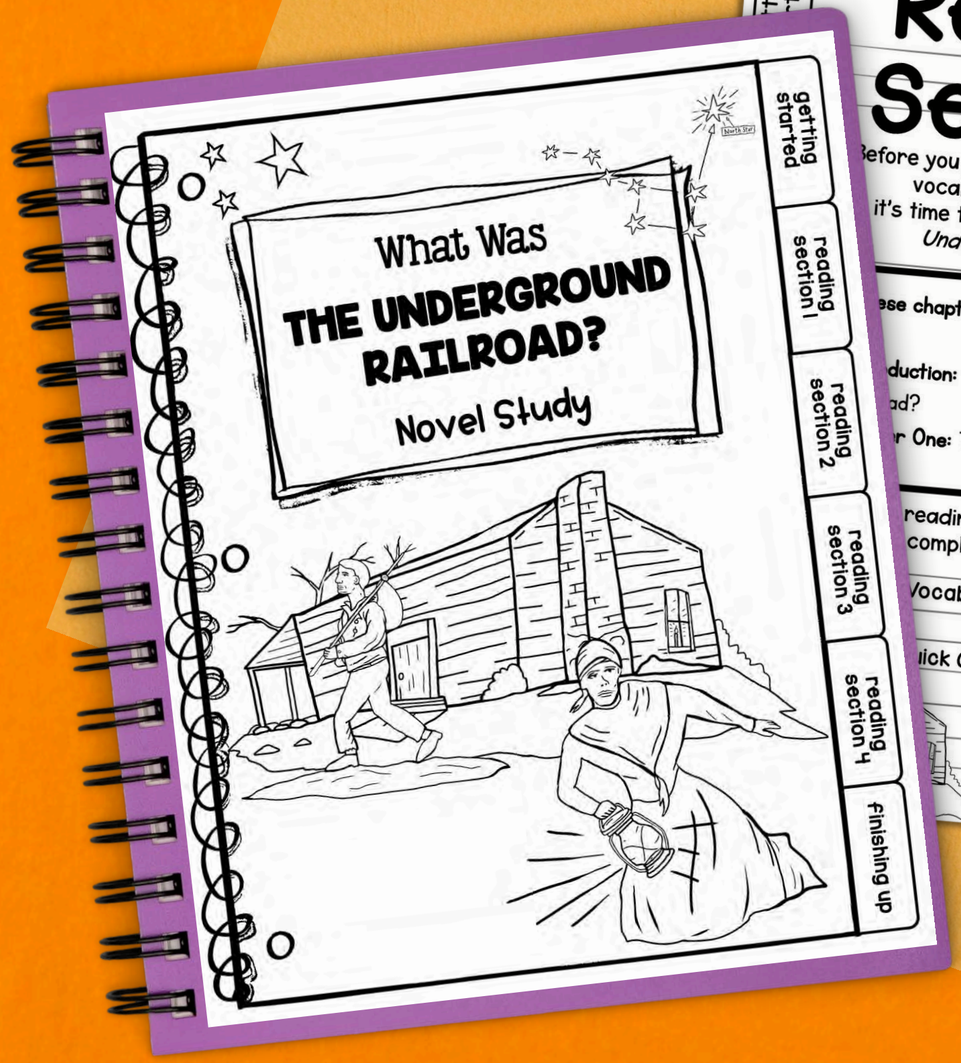
BOOK STUDIES

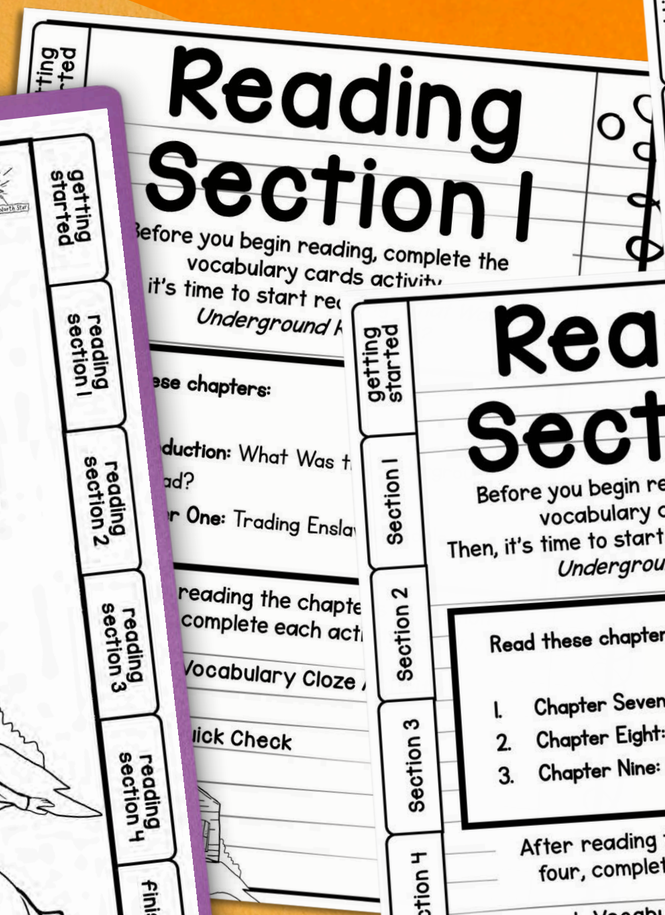
WHAT WAS THE UNDERGROUND RAILROAD?

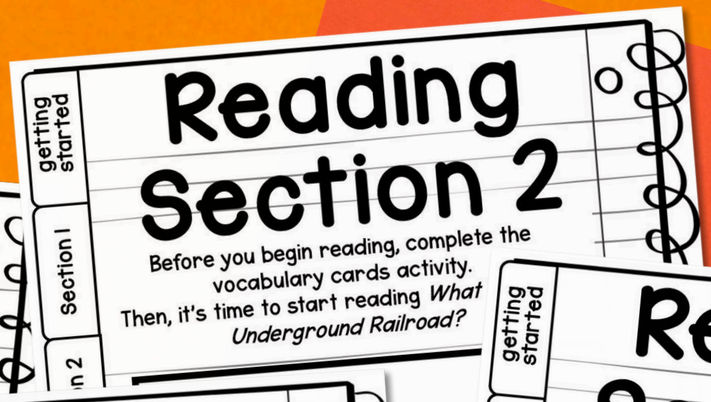


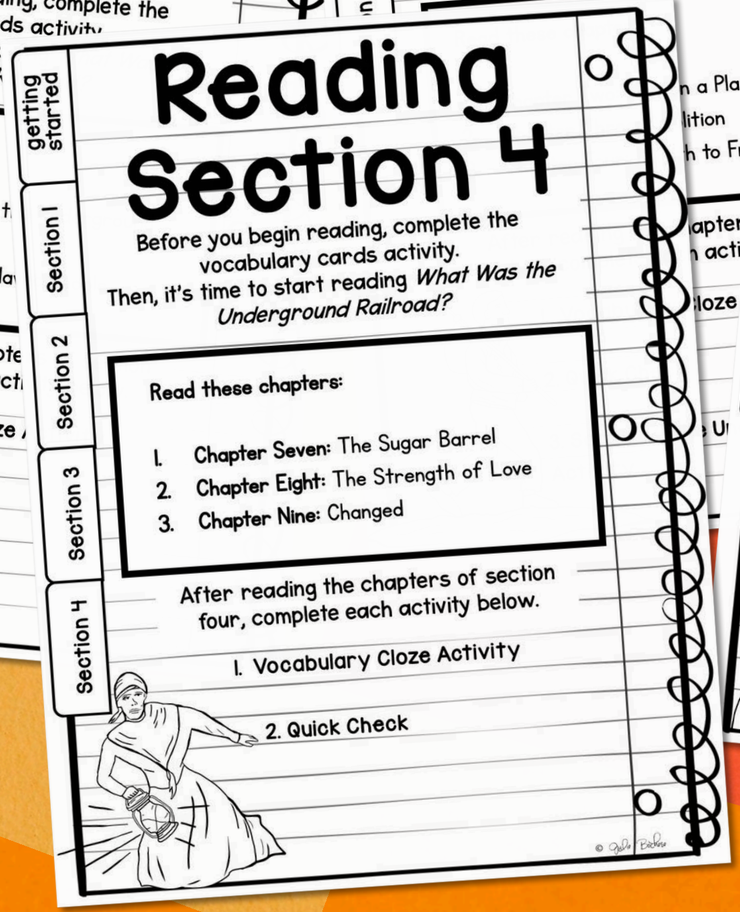
FOCUS ON VOCABULARY

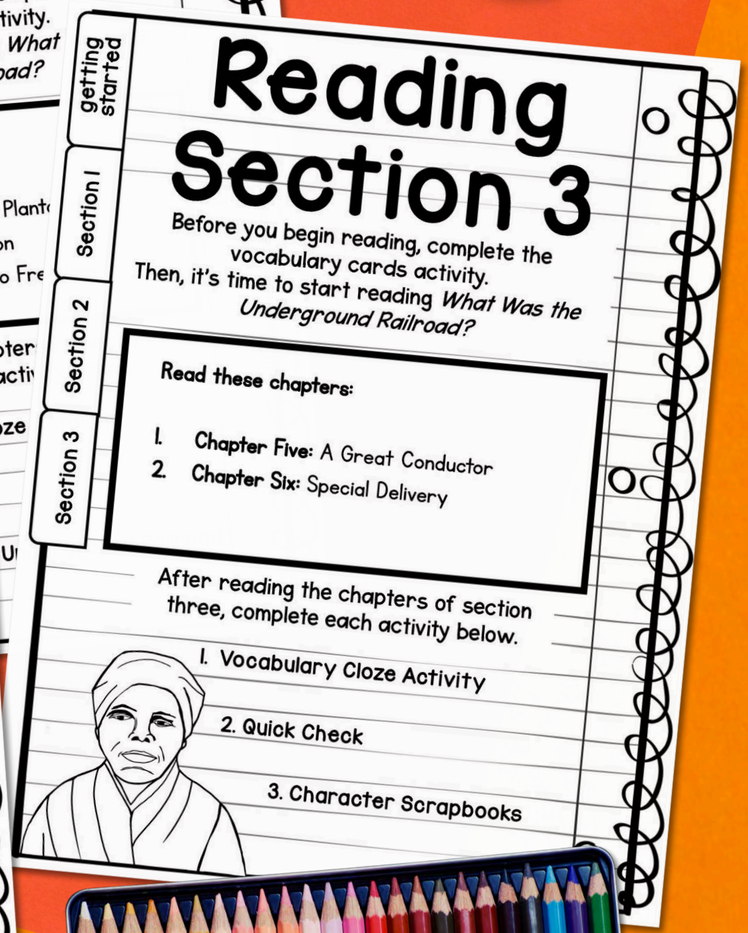
SPLIT INTO SECTIONS















HISTORICAL CONTEXT

getting started

Look at these photos, paintings, and illustrations. W
notice? Jot down any background knowledge you
observations you make.

EXAMINE PRIMARY SOU







getting started

$100 REWARD.

RUNAWAY

FROM the subscriber in the city of New Orleans, on the 18th May, the mulatto women HESTER ; she is about 20 years of age, small stature, well made, bright yellow color, and likely countenance, speaks English only, but understands a little French when spoken to. She took with her a female child HARRIET, a very bright quarteroon who will pass almost any where for white. The child is between 4 and 5 years of age, has large black eyes, long dark brown curled hair, is of a delicate appearance, extremely small hands and feet, has very interesting handsome features rather small for her age and has the upper front teeth much decayed. It shows considerable intelligence, and will occasionally when asked her name, call herself LOLO. It is supposed that the mother has been enticed away by some unprincipled white man, or that she has been furnished with spurious free papers or passport, in which case she will probably have changed her name. The above slave was raised by the family of Ravenel, in Charleston, S. C., was bought in March, 1834, in New Orleans, by the subscriber of Thomas Taylor Williamson, a negro trader from Charleston, S. C., now living at Red River, near Alexandria, La. She had been living previous to being sold, at the Plantation of Mr. Richard B. Harrison, Dallas County, Ala., and as she frequently expressed a desire to return to that place or its vicinity, it is probable that she may have made her way into that neighborhood. One Hundred Dollars will be given, and all reasonable expenses paid, for the arrest of said slaves and their delivery, at New Orleans to the subscriber, or to Dr. Rigaud of Mobile. Any person who can give such information as will lead to their recovery will equally be entitled to the above reward.

A. BYRENHEIDT, No. 43 St. Louis st.
New Orleans.

June 1, 1838. 49—3t

☞ The Cahawba Democrat will publish the above three times, and send the account to this office.

Mobile Com. Register.



getting started

GENRE FOCUS

What Was the Underground Railroad is a nonfiction text. As you read, fill in the eleme
the nonfiction genre you find.

Nonfiction: Writing based on facts and real events. It is written to inform readers a
real people, places, or events.

The purpose of this text is to inform me about...

Text Structur

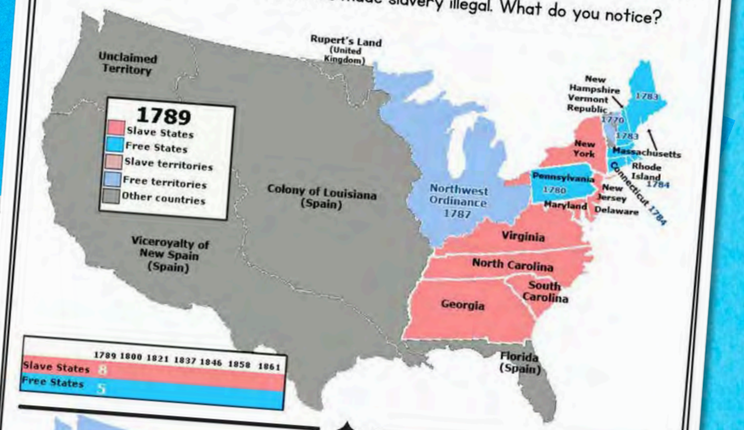
How is this text set up

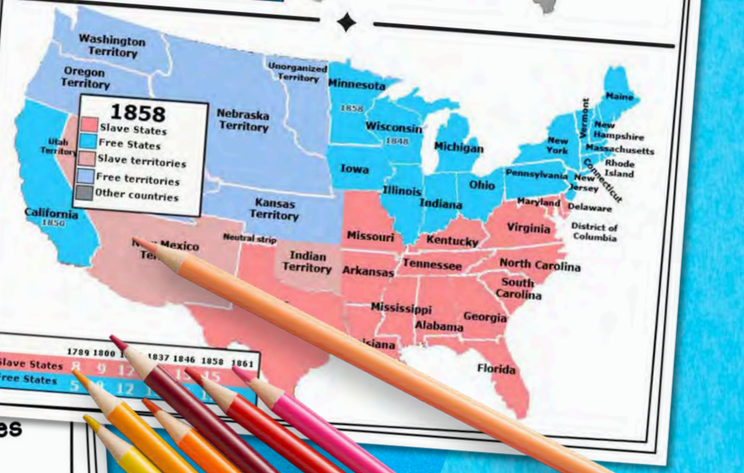
Text Features I notice:

Evidence, So
Primary Sources

getting started

Observe the maps that show which states allowed slavery and which states made slavery illegal. What do you notice?





FOCUS ON BUILDING VOCABULARY AND CONTENT KNOWLEDGE



CHAPTERS 2-3

ABOLITION
the act of getting rid of something

CROPS
plants grown and harvested

FORBIDDEN
not allowed

ABOLISH
to do away with completly

Reading section 2

Vocabulary Cloze

Read the following paragraph. Fill in the blanks with the vocabulary words from the text.

- ❑ abolition
- ❑ abolish
- ❑ crops
- ❑ estates
- ❑ forbidden
- ❑ territories
- ❑ outlawed
- ❑ network
- ❑ gourd
- ❑ detect
- ❑ harbor

During the time of slavery, large farms, called _____, grew important _____ like cotton, tobacco, and sugar. Enslaved people were forced to work on these plantations until brave people joined the movement for _____, which aimed to end slavery. Leaders of this movement wanted to _____ slavery throughout the country. Some states and regions made slavery illegal, but in many areas, it was _____ for enslaved people to escape or for others to help them. However, a secret _____ of people worked together to help those seeking freedom. They hid families in safe houses and guided them through dangerous _____. People helping to hide or _____ freedom seekers had to be extremely careful not to be discovered, as helping enslaved people was often _____. Even objects like a _____ placed in a window could be a signal to freedom seekers, letting them know a safe house was nearby. Those who escaped had to be careful not to make noise, as slave catchers could _____ their movements and capture them.

CHAPTERS 5-6

...STINATION
...someone ...thing is ...ing

LEGEND
a person who is famous for doing something important or amazing

CIVIL WAR
...ar between people in the same country

UNION ARMY
the army of the Northern states during the Civil War

FUGITIVE
a person running away

CONGRESS
a group in the government who makes laws

Reading section 3

Vocabulary Cloze

Read the following paragraph. Fill in the blanks with the vocabulary words from the text. Note: some words may be used more than once.

Harriet Tubman is a true _____ ...her life many times to lead ...eedom on the _____, helping guide ..., often in th... Canada, where slavery wa... ...s escape involved Henry "B... _____ who managed to mail ... ...to freedom. His incredible j... ...determined enslaved people ...ding the country over slavery ...e North and helped bring slav... ...mportant laws to protect the country.

CHAPTERS 7-9

STAGECOACH
large, horse-drawn carriage that people used a long time ago to travel from one place to another, like a bus pulled by horses

SEGREGATION
keeping people separate because of their race, skin color, or other differences

FOR COLORED PATRONS ONLY

OFFENSIVE
hurtful or disrespectful

UNITED

Reading section 4

Vocabulary Cloze

Read the following paragraph. Fill in the blanks with the vocabulary words from the text.

- ❑ enslavement
- ❑ slavery
- ❑ stagecoach
- ❑ segregation
- ❑ offensive
- ❑ united
- ❑ prejudice
- ❑ inequality

Caroline Quarlls escaped from slavery in a daring journey that included a long ride in a _____, a common way to travel in the 1800s. Her escape showed how brave people had to be to find freedom. Ellen Craft also made a risky escape. Disguised as a man, she and her husband traveled north to avoid the dangers of _____, where African Americans were forced to work without freedom. Even after the Civil War ended and _____ was abolished, African Americans still faced challenges like _____, which means treating people unfairly based on their race or beliefs. Many laws at the time were _____ because they treated Black people as if they were less important than others. During the Civil Rights Movement, people worked to end _____, the separation of Black and white people in schools, restaurants, and other public places. The movement helped pass laws that _____ people to fight against injustice and demand equal rights. Although the Civil Rights Act made things better, we continue to work today to solve problems of _____ and create a fairer world for everyone.

QUICK CHECKS TO MONITOR COMPREHENSION



Reading section 4

Quick Check

After reading chapters 5-6, answer the questions to demonstrate your compr

1. List three obstacles Caroline Quarll had to overcome:
   - _____
   - _____
   - _____
2. Why did Caroline Quarll flee to Canada?
   a. She didn't want to work
   b. She wanted better weather
   c. She wanted to find her family
   d. She was not safe in the United States
3. What was Ellen Craft's escape plan?
4. Which obstacles did Ellen and William face?
   a. Passengers were suspicious when Ellen let her husband come to the table.
   b. A ticket seller expected Ellen to sign her name.
   c. A woman mistook William for a man she enslaved.
   d. A stationmaster wanted to see William's paper.
5. What happened after the Civil War?
6. Gi[illegible] this book of a person in history who fought for a f[illegible]

Reading section 3

Quick Check

After reading chapters 5-6, answer the questions to demonstrate your compre

1. Where was Harriet Tubman born?
2. Describe Harriet Tubman's living conditions.
3. Which event caused Harriet to suffer physically?
   a. Sleeping on the floor
   b. Working in the fields
   c. Getting hit in the head with a weight
   d. Trying to Escape
4. Why did Harriet decide to escape?
5. What did Harriet do after she reached freedom?
6. How did Henry Brown escape?
7. What did Henry do after he reached freedom? Choose all that apply.
   a. He became a speaker.
   b. He moved to England.
   c. He wrote his story.
   d. He became a conductor on the Underground Railroad.
8. Why is it important to read about Harriet Tubman and Henry Brown?

Reading section 2

Quick Check

After reading chapters 2-4, answer the questions to demonstrate your comprehension.

1. Why was slavery most prevalent in the Southern states?
2. What was work and life like for enslaved people who worked on plantation fields?
3. Who was William Lloyd Garrison?
   a. a quaker
   b. a slave
   c. an enslaver
   d. an abolitionist leader
4. How were Quakers important to the abolitionist movement?
5. How did early abolitionists help enslaved people escape
6. How did enslaved people communicate their esc[illegible]ans?
7. What did enslavers do to capture freedo[illegible]kers? Choose all that apply.
   a. They hunted them with dogs.
   b. They hired people to catch them.
   c. They put out rewards for their capture.
   d. They offered to pay the enslaved people for work.
8. What would happen if conductors were caught for helping freedom seekers?

Reading section 1

Quick Check

After reading the Introduction through chapter 1, answer the questions to demonstrate your comprehension.

1. What was the Underground Railroad?
   a. A system of underground train tunnels
   b. A group of people who helped slaves escape to freedom
   c. A path used by soldiers during the Civil War
   d. A railroad used for transporting goods between the North and South
2. How did Henry Brown escape his enslavers?
3. Why was the Underground Railroad dangerous for both the freedom seekers and the conductors?
   a. The trains were unsafe and could crash
   b. People were often lost underground without light
   c. It was illegal to help slaves escape, and people could face punishment
   d. Many wild animals were present along the escape routes
4. What event began slavery in America?
5. When did slavery begin in America?
6. What was the journey to America like for the kidnapped Africans?
7. What happened to the kidnapped West Africans who survived the journey of the Middle Passage?

BUILD CONTENT AND HISTORICAL KNOWLEDGE

Reading section 3

CHARACTER SCRAPBOOK

Directions: Review the chapter on Harriet Tubman. Think about important events in Harriet's life that shaped who she became. Write the events below. How did Harriet respond to these events? Brainstorm character traits that showcase how Harriet handled the events in her life.



Harriet Tubman

Important Events	Harriet's Response	Trait

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Reading section 3

CHARACTER SCRAPBOOK

Directions: Review the chapter on Henry Brown. Think about important events in Henry's life that shaped who he became. Write the events below. How did Henry respond to these events? Brainstorm character traits that showcase how Henry handled the events in his life.



Henry Brown

Important Events	Henry's Response	Trait

BUILD CONTENT AND HISTORICAL KNOWLEDGE

Reading section 2

Follow the Drinking Gourd

Fill in which each image represents in the song "Follow the Drinking Gourd." Explain what this item symbolizes in the song.

Phrase from Song: Follow the Drinking Gourd, the old man, drinking gourd, great big river meets the little river

Symbol	Phrase from Song	Meaning of Symbol
		
		
		
		

Reading section 2

Songs of the Underground Railroad

Read the text about the role music played in the Underground Railroad.

During the time of the Underground Railroad, enslaved people in the United States found ways to communicate secretly while escaping to freedom. One important way was through songs. These songs, called spirituals, were filled with hidden messages, symbols, and hope.

One famous song is **"Follow the Drinking Gourd."** The "drinking gourd" refers to the Big Dipper, a group of stars in the night sky. The Big Dipper points to the North Star, which could help guide people north toward freedom. The lyrics talk about rivers, hills, and natural landmarks that could help escaping people find their way. The song also says to leave during the winter or spring, when rivers were low and easier to cross. However, historians don't have proof that this exact song was widely sung during the Underground Railroad, but it still symbolizes the way people used the stars and nature to guide their journey.

Another powerful song is **"Go Down, Moses."** This song compares the story of Moses, who led the enslaved Israelites out of Egypt in the Bible, to the real struggle for freedom from slavery in America. The lyrics say, "Go down, Moses, way down in Egypt's land, tell old Pharaoh to let my people go." In the Underground Railroad, Harriet Tubman and other conductors used this song as a signal. When Tubman sang it, it could mean that danger was near, or it might signal when it was time to leave. It also gave people strength, reminding them that just as Moses led his people to freedom, they could find freedom too.

Both songs show how enslaved people combined courage, faith, and knowledge of the land to escape. The symbols in the songs-like stars, rivers, and Bible stories-gave them a secret way to communicate and reminded them to never give up on their journey to freedom.

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Reading section 2

Follow the Drinking Gourd

Read the lyrics of "Follow the Drinking Gourd." Then, listen to the music. (Note the music does not have lyrics). The symbolism is highlighted. Can you infer what each word or phrase is symbolizing?

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

the sun comes back and the first qua
the drinking gourd.
old man is a-waiting for to carr
follow the drinking gourd.

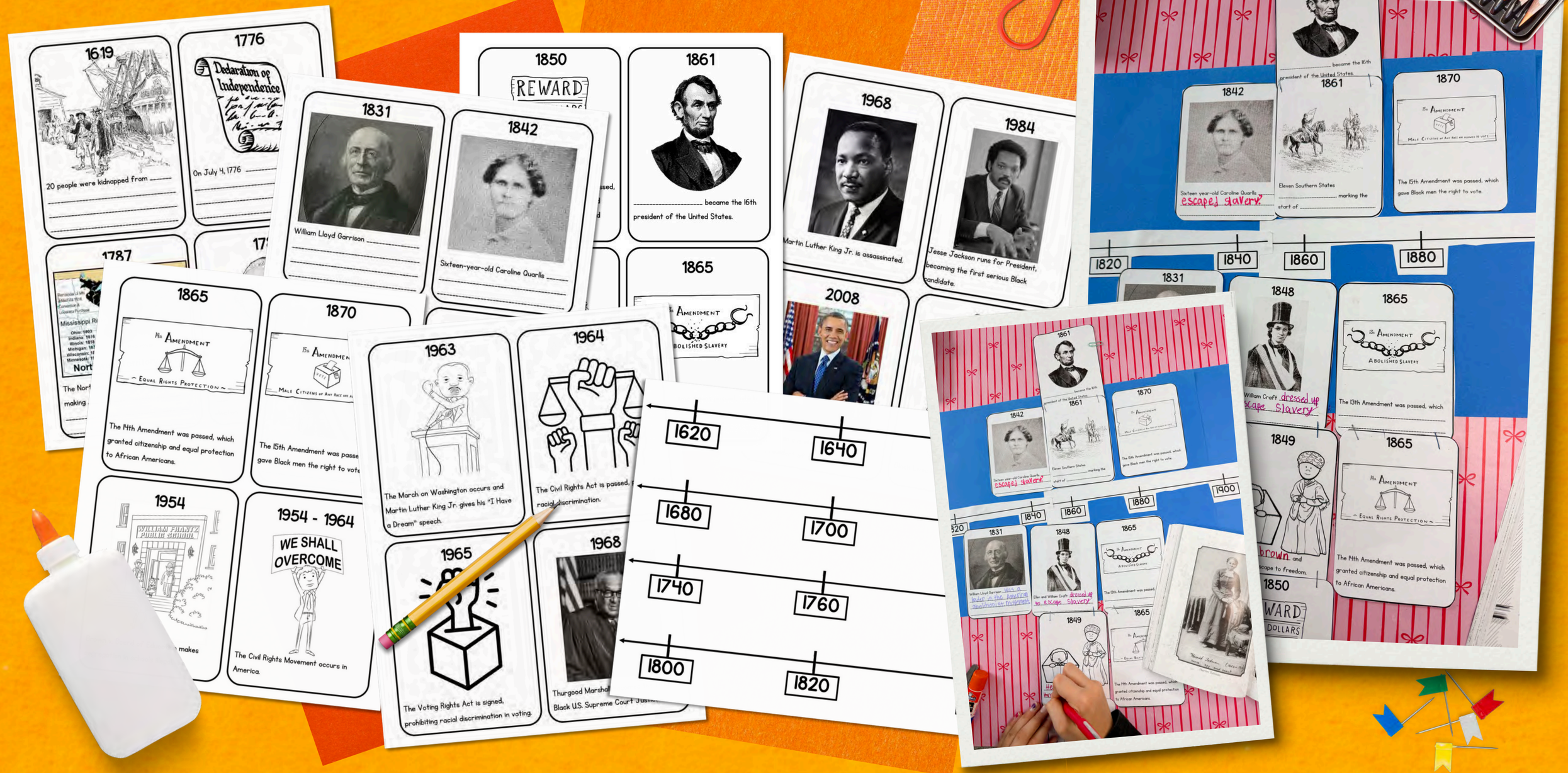
bank makes a very good road,
trees will show you the way.
peg foot, traveling on,
drinking gourd.

nds between two hills,
drinking gourd.
ther river on the other side,
inking gourd.

eat big river meets the little
nking gourd.
an is a-waiting for to carry y
the drinking gourd.



CULMINATING PROJECTS: TIMELINE



CULMINATING PROJECT: INDEPENDENT STUDY

Unsung Heroes Rubric

Criteria	4 – Exceeds Expectations	3 – Meets Expectations	2 – Approaching Expectations	1 – Needs Improvement
Content	All information is accurate and thoroughly researched. Includes key details, dates, and examples.	Information is accurate and well-researched with relevant details from reliable sources.	Information has minor inaccuracies or lacks important supporting details.	Information contains several inaccuracies or insufficient details. Sources may not be reliable.
Depth of Research	Demonstrates a deep understanding of the chosen individual or group, including significant contributions, challenges, and impact.	Covers key aspects of the person or group, including contributions and impact.	Research is limited, with some important aspects missing or not fully explained.	Minimal research, missing key information or explanations of contributions.
Organization	Information is presented in a clear, logical order with smooth transitions. Headings, subheadings, or sections are used effectively.	Information is organized logically with clear sections and headings. Easy to follow.	Some sections are disorganized, making the presentation or report harder to follow.	Poor organization, with information presented out of order or lacking logical flow.
Presentation Format	The chosen format (poster, report, multimedia) is creative, highly engaging, and visually appealing. Exceptional use of visuals, captions, and supporting elements.	The presentation format is engaging, with visuals and details that effectively support the content.	The presentation is somewhat engaging but lacks sufficient visuals or creativity.	Presentation format is incomplete, lacks visual support, or does not fully engage the audience.
Use of Visuals	Visuals (images, charts, maps, etc.) are used effectively to enhance understanding and support key points.	Visuals are included and su[illegible]t the co[illegible] but could be [illegible]e impactful.	Some visuals are included but are either unclear, irrelevant, or lack explanation.	Few or no visuals are included, or visuals do not support the information.
Clarity of Writing/Spe[illegible]g	Writing is clear, co[illegible] and free of errors. [illegible] presentatio[illegible]onfident and wel[illegible]ticed, using ap[illegible]ate tone and pacing.	Writing is mostly clear, with minimal errors. Oral presentation is clear and ea[illegible] under[illegible]	Writing or speaking has several errors or is uncle[illegible] places, c[illegible]ding.	Writing or speaking has many errors or is difficult to understand, limiting the overall effectiveness.
Reflectio[illegible] Activ[illegible]	Reflection is thoughtful, insightful, and pr[illegible] deep unde[illegible]g of the [illegible]e of the ch[illegible] [illegible]re or group	Reflectio[illegible] [illegible]	Reflection is brief or lacks detail but demonstrates basic understanding.	Reflection is incomplete or shows limited understanding of the project's purpose.

Reflection Activity

After presenting your project, reflect on what you learned. Answer the following questions in a brief paragraph:

- What surprised you most about this person or group?
- How did their contributions shape the success of the Underground Railroad?
- Why is it important to learn about unsung heroes in history?

Follow the Drinking Gourd

© Gabi Bichon

Independent Study: Unsung Heroes of the Underground Railroad

3. Organize Your Information

Organize your notes into sections for your presentation. Make sure to include:

- [illegible] your person or group
- [illegible]s to the Underground Railroad
- [illegible]ey faced
- [illegible]nsidered important today

[illegible] Format

[illegible]st fits your strengths and creativity:

- **[illegible]ion:** Create a poster with key facts, images, and quotes
- Write a 1-2 page report summarizing your research
- **[illegible]entation:** Create a slideshow, video, or digital poster

[illegible]ct, making sure it is well-organized, visually appealing, and easy to [illegible]uals, captions, and headings where appropriate.

[illegible]our project to the class or share it with your teacher. Practice summarizing [illegible]ing why your chosen individual or group was important to the Underground

[illegible]urces for research, such as history books and trusted websites.
[illegible] where you find your information (citations may be required).
[illegible]ic examples, dates, and quotes where possible.
[illegible]aining why this individual or group is considered an unsung hero.

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Independent Study: Unsung Heroes of the Underground Railroad

[illegible]ctive:

[illegible] will research a lesser-known individual or group who played a critical role in the Underground [illegible]oad and create a presentation to share what you've learned. This project will help you [illegible]rstand the contributions of these unsung heroes and their impact on history.

[illegible]ct Steps:

[illegible]ose an Unsung Hero

[illegible]n individual or group from the list below or suggest someone else with your teacher's [illegible]val. These people or groups made important contributions to the Underground Railroad but [illegible]ss well-known:

- **[illegible] William Still** – An African American abolitionist who helped hundreds of enslaved people [illegible]escape
- **[illegible] Levi Coffin** – Known as the "President of the Underground Railroad" for helping thousands [illegible]o freedom
- **[illegible] Ellen and William Craft** – Enslaved couple who escaped using a creative disguise and shared [illegible]their story to help others
- **[illegible] John P. Parker** – A formerly enslaved man who became a conductor on the Underground [illegible]ailroad
- **[illegible] The Quakers** – A religious group known for their active support of abolition and the [illegible]nderground Railroad
- **[illegible]rances Ellen Watkins Harper** – An abolitionist and writer who helped support the [illegible]nderground Railroad
- **[illegible]homas Garrett** – A Quaker abolitionist who helped over 2,500 freedom seekers
- **[illegible]ree African American Communities** – Communities that provided safe houses and [illegible]sistance to freedom seekers

[illegible]t Research

[illegible], articles, and online resources to gather information. Take notes on the following key [illegible]ng a graphic organizer or notebook:

- [illegible]rly life and background
- [illegible]e in the Underground Railroad
- [illegible]y contributions or achievements
- Challenges or obstacles faced
- Impact and legacy

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