

**Tammie McCarroll-Burroughs**  
Lenoir City Elementary School  
Lenoir City, Tennessee  
Loudon County Schools

**Title of Unit:** The Abolitionist Movement and the Underground Railroad

**Vital theme of the unit:** Students will learn how abolitionists helped slaves in pre-Civil War history

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**Grade Level:** 4th Grade

**Number of lessons in the unit:** 6

**Curriculum Standards addressed:** Tennessee Curriculum Blueprint for Learning

*Reading*

Compare/contrast different versions/representations of the same story/events that reflect different cultures

Recognize cause and effect relationships within context

Read for literary experience to gain information, to perform a task, and to expand vocabulary

Read, view, and recognize various literary (e.g. poetry, novels, historical fiction and nonfiction) and media (e.g. photographs, the arts, films, and video)

*Social Studies*

Explain how societal changes led to conflict among sections of the United States

Interpret a timeline that depicts major historical pre-Civil War events  
\* CRT assessed

Determine how the issue of slavery caused political and economic tensions between government policy and people's beliefs (i.e. abolitionists, plantation owners, states' rights, and central government) \*CRT Assessed

Read critically a variety of materials including textbooks, historical documents, Newspapers, magazines, and other reference sources for historical awareness

Utilize primary and secondary source material such as biographies and autobiographies, novels, speeches and letters, and poetry, songs and artwork for historical awareness

Interpret a timeline that depicts slave and indentured servants coming from Europe to life in North America \* CRT Assessed

Evaluate the effects of supply and demand on business, industry, and agriculture including the plantation system, in Tennessee and various regions.

**Technology used:**

CD/Book Set United and Divided

Computer Program: "Accelerated Reader"

Videotapes: "Follow the Drinking Gourd" and "Not for Ourselves Alone- Elizabeth Cady Stanton and Susan B. Anthony" (PBS)

"Underground Railroad" (History Channel)

"John Brown's Holy War" (A & E)

"Abraham Lincoln" (Civil War Heroes)

Pictures on CD of Elijah Lovejoy's gravesite and monuments (private collection from travels)

Internet access to archives to obtain articles from "The Emancipator and The Liberator"

**Unit introduction and overview of the instructional plan:**

Over the course of this unit, students will gain understanding of the events, that led up to the American Civil War. There are several standards, which are assessed for fourth grade on the Criterion Referenced Test. These items addressed are also tested in the Social Studies Assessment Program for our adopted textbook.

Students will have an understanding of historical events prior to the unit, as the curriculum follows a time line format. The students will be developing historical understanding of events that occurred previously that contributed to the development of the Abolitionist Movement.

The unit will be taught in both Reading and Social Studies class periods, concurrently, due to the integration of these skills and the correlation of both subjects. A book study of The Drinking Gourd will be done for 1 week during the teaching of the unit as it pertains to the subject.

Students will address questions that will lead to understanding the concepts taught in the unit. These include:

Why must people make difficult decisions in their lives?

How did the Underground Railroad help slaves escape?

How did Abolitionists work to end slavery?

How were anti-slavery newspapers used to turn people against slavery?

What do documents examined reveal how enslaved people were treated?

In what ways did people protest against the unfair treatment of slaves?

Why was it important for Lincoln to think about all points of view before deciding to write the Emancipation Proclamation?

Why did some people think the Emancipation Proclamation did very little?

The unit should take approximately 3 weeks to complete, as some lessons will occur within multiple chapters of the textbook. The times suggested may be adapted for other time frames, if necessary.

## **The Abolitionist Movement and the Underground Railroad**

The town of Ripley, Ohio lies approximately 250 miles from the Canadian border and freedom. It is 1,000 feet across the Ohio River from Kentucky and slavery. The Ohio River was the defining border between free and slave states. It was part of the land included in the Northwest Ordinance, the first law in our fledgling country to ban slavery. It was founded by settlers from Maysville, Kentucky, just across the river, primarily because of its free status. The town was named in honor of General Eleazar Wheelock Ripley; it would be famous not for its distinguished title, but for the clandestine activities in the Underground Railroad. Reverend John Rankin would lead in the effort to conduct passengers to freedom, of times risking his life and home for the endeavor.

By the 1830s, Ripley was an important shipping point on the Ohio River with stately homes, flour mills and a boatyard. It was second only to Cincinnati in pork production. To the slave community, Ripley was more than a busy city, it was a haven in which to escape the cruelty and forced servitude of slavery. It was an important station on the so-called "Underground Railroad", a phrase coined perhaps by confused slave owners to explain the sudden disappearance of runaway slaves. The rumors spread and the name stuck.

Situated high on a hill above the town, overlooking the river stood Reverend Rankin's house. Its signal lights at night provided a beacon in the darkness of slavery, a light to the path of escape. Such a signal was portrayed in the sequence of Eliza's escape in Uncle Tom's Cabin.

As early as 1818, black settlements of freed slaves had begun to emerge. A wealthy Virginia merchant of British birth named Samuel Gist once owned nine hundred

fifty slaves. Upon Mr. Gist's death the slaves on his Virginia plantation would be freed. The original plan was that land would be purchased in Virginia to establish a freedman's settlement, but the state refused the notion. Slave rebellions were greatly feared, and the Virginia legislators rejected the proposal. Virginia law stated that freed slaves must leave the state within a year or face re-enslavement. The freed slaves moved and resettled in Brown County, Ohio. The two communities established became safe havens for slaves escaping the South where they could hide from slave owners and bounty hunters. Ripley became the central destination en-route to the black communities, and this increased friction between Ripley and the neighboring towns. Not everyone appreciated the abolitionist movement, and the Gist settlers were sometimes considered a hindrance in an area so close to slave-holding states.

At about this same time, the Missouri Territory sought admission to the Union as a slave state. This prompted a firestorm of protests that threatened the preservation of the Union. Abolitionist editor Elihu Embree of Tennessee wrote in his newspaper, *The Emancipator*, "Hell is about to enlarge her borders and tyranny her domain." Henry Clay's efforts to preserve the Union resulted in a compromise, which traded one slave state for the admission of a free state, Maine. This caused further tension in the bustling town of Ripley. The increasing numbers of escapees prompted the development of slave catchers, who patrolled the banks of the river and often captured freed blacks to collect a bounty fee. The Ohio legislators passed a law prohibiting this practice, and the Kentucky legislators provided more power to the mercenaries and the slave owners' rights to reclaim their "property". Ripley became the center of a borderland war zone and Reverend John Rankin would provide solace in the storm. Born on the Tennessee

frontier, Rankin would devote his life to preaching the gospel at an early age. He would base his abolitionist sentiments on scriptural passages as found in Exodus: "He that stealeth a man and selleth him or if he be found in his hand, he shall surely be put to death."

In 1819, Tennessee editor Elihu Embree began *The Emancipator*; the first newspaper devoted to the abolition of slavery. Tennessee was a slave holding state, mainly due to the larger farms and plantations in Middle and West Tennessee. Embree's newspaper was located in Jonesborough, in upper East Tennessee and Reverend Rankin was a frequent contributor to the newspaper devoted to abolishment of slavery. William Lloyd Garrison would also publish an abolitionist newspaper, *The Liberator*. Due to his abolitionist sentiments, Embree would be forced to leave Jonesborough. Even though most of East Tennessee had anti-slavery sentiments, there were those people who disapproved of Embree's writings.

By 1833, the American Anti-Slavery Society had been established. It split into several groups over the next few years, the most prominent one in New England being led by Garrison. As the abolitionist movement grew throughout the nation, many changes took place to avoid the dissolution of the Union. The Baptist denomination would eventually split over the issue of slavery. President Andrew Jackson faced the issue of states' rights early in his first term of office. As the fear of slave revolt began to spread, more slaves began running away. The Society of Friends, or Quakers, assisted many slaves in their escape, having a foundation of the belief that all people are equal. Thomas Garrett, a Philadelphia Quaker, helped fugitive slaves in their escape, yet did not rescue slaves from their masters. His home was open to anyone needing refuge.

made the ultimate sacrifice for the abolitionist movement. On the night of November 7, an angry mob of two hundred men stormed a warehouse where Lovejoy stored the printing press for his newspaper, The Alton Observer, wishing to destroy it. Lovejoy had already lost three other presses, as a warning to stop his anti-slavery views, but he refused. He had been driven out of St. Charles, Missouri, and had taken up residence in Alton, Illinois, a booming town on the Mississippi River. That afternoon, a fourth printing press had been delivered and taken to the warehouse on the river, where it was heavily guarded all afternoon. Most of the mob storming the warehouse was drunk, which precipitated matters that led to Lovejoy's death that night. In an effort to protect his press, Lovejoy faced the mob and was shot five times before he could fire his own weapon. He died on the night before his 35th birthday. His body was hastily buried, then later moved to its present location in Alton. His death sparked angry statements from other anti-slavery publications, as a threat to the first amendment rights.

In 1844, several incidents brought the attention of slave catchers to the abolitionist movement. Folks willing to assist slaves in an escape were arrested and tried by the same standards as those who had stolen property. By 1850, there were established homes or "stations" in which "conductors" would assist fugitives to reach a better way of life. The passing of the Fugitive Slave Act in 1850 did not stop the efforts of the Underground Railroad, but merely made the participants more aware of the consequences and more covert in actions. The Fugitive Slave Act also empowered the bounty hunters to capture more freedmen in an effort to satisfy the slave owners and make a profit. The publication of Uncle Tom's Cabin in 1852 sparked controversy over the entire issue of slavery. The book portrayed a cruel slave owner and brought attention

to the plight of the hapless slave. It was banned in the South immediately - associated with the work of the Devil in most conversations. In the North, a sharp increase in attendance of abolitionist societies indicated new interest in the movement. Many public meetings were held in an effort to gain attention to the abolitionist movement; most of which featured rousing speeches and songs to entertain and educate the audience. Featured speakers included former slaves, such as Frederick Douglass and Sojourner Truth. Most of the people in the abolitionist meetings were women, who had as few rights as the former slaves had. Most times, they could not vote in the meetings of the societies to which they belonged, even though they had the ability to reason and think for themselves. Most of these women later become Suffragettes and led the movement for women's rights.

By 1859, conditions had reached the boiling point. John Brown led his militant action in Harper's Ferry, in what is now West Virginia. In his effort to seize a government storehouse and arm slaves to be able to fight for their freedom, Brown was involved in an arduous skirmish with a company of Marines led by Robert E. Lee. As a result, many of Brown's followers, including two of his sons were killed, and Brown himself was captured, tried, and hanged. This further outraged fellow abolitionists, who increased their efforts to ensure that as many slaves as possible would be aided in escape.

More people joined the efforts of the Underground Railroad, many of them former slaves wishing to lead others to freedom. A system of routes extended from the South to northern cities or Canada, or south to Mexico or the Caribbean islands. Many unique methods of escape were developed including the curious tale of one slave who had himself shipped in a box to freedom. "Box" Brown, as he would be known used an



ingenious devise for escape, although poorly thought out. His journey resulted in his box being shipped upside-down and unopened for a longer period than anticipated! The poor man was almost at the point of death when he was rescued from his precarious position.

One former slave who helped in the effort to free fellow slaves was Harriet Tubman. She reportedly led hundreds to freedom after being given her chance for freedom by Philadelphia Quakers. She was so notorious in the South that posters were circulated offering a reward for anyone who could bring her in, dead or alive.

By the beginning of the Civil War, the abolitionist movement had accomplished freedom for many African-Americans. The Emancipation Proclamation by President Abraham Lincoln was the official declaration that began to accomplish what the anti-slavery movement set out to do. Some abolitionists were angered that Lincoln had waited so long to declare the freedom of slaves however, The Emancipation Proclamation was limited in power. It would take a constitutional amendment to finally ban slavery in the United States. Some abolitionists were upset that Lincoln's actions were too little, too late. The document was not perfect, but it was an effort to bring about change. The abolitionist movement helped bring about change in American history and the valiant efforts of these warriors and others help today's students understand the struggle for equality and freedom for all people.

## Annotated Bibliography

### Reference Books:

Hagedorn, Ann, *Beyond the River: The Untold Story of the Heroes of the Underground Railroad*. 2002, Simon & Schuster

This book tells the story of Ripley and the work that Reverend Rankin and others did in

assisting fugitive slaves find freedom from slavery. Many times, these abolitionists are not mentioned in historical accounts of the Underground Railroad. The book tells of their struggles and determination to make things better for all people, regardless of race.

"With firm, powerful language and well-documented historical accuracy, Ann Hagedorn allows us to expand the definition of abolitionist heroes to include women, youth, and people of African descent, and to understand that the most difficult part of the journey with the help of other enslaved people." Carl Westmoreland, Senior Advisor, National Underground Railroad Freedom Center

Harrold, Stanley, *Abolitionists and the South 1831-1861*. 1995, University Press of Kentucky

This book was extremely helpful in providing information about southern abolitionists. Myth often portrays the typical abolitionist as a northerner, never a southerner, never, ever black. It presents images of liberators; both white and black, northern and southern, in a practical, easy-to-comprehend format.

"Challenges fundamental historiographical assumptions regarding the abolitionists' impact on the southern states and their role in causing the Civil War" Civil War History

Hurmence, Belinda (Ed.), *Before Freedom; When I Can Just Remember; My Folks Don't Want Me to Talk about Slavery; We Lived in a Little Cabin in the Yard*, 2002, John F. Blair, Publisher

This series contains interviews of former slaves. I read some of these aloud to the students so that they can gain understanding of what it meant to be a slave.

Simon, Paul, *Freedom's Champion: Elijah Lovejoy*. 1994, Southern Illinois University

My husband had this book, and I must admit that I had no idea who Elijah Lovejoy was until October. We visited Alton, Illinois on our trip to visit my mother-in-law. After this visit, I went home with a renewed interest in the man. This book is a well-written biography of Lovejoy.

Stampp, Kenneth M., *Causes of the Civil War*. 1991, Simon & Schuster

This edition is the fourth re-printing of the book. The issue of the true causes of the American Civil War has been debated for decades. Stampp uses newspaper articles, speeches and editorials from the time period to present an authoritative overview of what led to the bloody consequences. Fellow writers James McPherson and others provide insights to this manual for novice and learned historians.

**Classroom Library:** These items are collected for study involving the Civil War era. Starred (\*) items are exceptionally good.

Reference Books:

\*Bolden, Tonya, *Portraits of African American Heroes*. 2003, Dutton Children's Books

Flato, Charles, *The Golden Book of the Civil War*. 1961, American Heritage Publishing

Herbert, Janice, *Civil War for Kids: a History with 21 Activities*. 1999, Chicago Review Press

\*McPherson, James M., *Fields of Fury: the American Civil War*. 2002, Atheneum Books For Young Readers

\*National Park Service, *Underground Railroad*. 1999 U.S. Department of Interior

Sandler, Martin W., *Civil War: a Library of Congress Book*. 1996, Harper Collins

Chapter and Picture Books/Read-Alouds:

\*Picture Book of... Series by David Adler (Scholastic Books)

*Harriet Tubman*

*Frederick Douglass*

\*National Geographic Reading Expeditions Library

*Blue or Gray? A Family Divided*

*The Anti-Slavery Movement*

\*If You... Series (Scholastic Books)

*If You Lived at the Time of the Civil War*

*If You Traveled on the Underground Railroad* (Multiple Copies)

\*America Series Journals/Diaries (Scholastic Books)

*A Picture of Freedom - Diary of a Clotee, a Slave Girl* (1859)

*A Light in the Storm - The Civil War Diary of Amelia Martin* (1861)

*My Brother's Keeper - Virginia's Diary* (1863)

*The Journal of James Edmond Pease- A Civil War Union Soldier* (1863)

*When Will This Cruel War Be Over? - Civil War Diary of Emma Thompson* (1864)

\*Ferris, Jeri, *Go Free or Die: A Story about Harriet Tubman*. 1988, McGraw-Hill School Publishing (Multiple Copies)

Forrester, Sandra, *Sound the Jubilee*. 1995, Lodestar Books

\*Houston, Gloria, *Bright Freedom's Song*. 1998, Silver Whistle Books, Harcourt & Brace (Read privately first!)

\*Monjo, F. N., *The Drinking Gourd*. 1970, Harper Collins (Classroom Set)

\*McGovern, Ann, *Wanted Dead or Alive": the True Story of Harriet Tubman* (Original Title: Runaway Slave). 1965 Scholastic Books

\*Issacs, Sally Senzell, *Picture the Past: Life on the Underground Railroad*. 2002, Heinemann Library

\*Lester, Julius, *From Slave Ship to Freedom Road*. 1998, Puffin Books

\*Otfinoski, Steven, *Aboard the Underground Railroad*. McGraw-Hill School Division (Supplemental Reading Series for Textbook)

Weiss, Ellen, *Hitty's Travels: Civil War Days*. 2001, Aladdin Paperbacks

#### Video:

\**The Civil War: A Concise History*

\**Civil War Series by Ken Burns* (PBS) (Viewer Discretion Advised)

\**Civil War Journal* (History Channel)

\**Civil War Legends: Abraham Lincoln*

*John Brown's Holy War* (PBS) (Viewer Discretion Advised)

\**A Picture of Freedom* (Scholastic) (Goes with Dear America)

*Race to Freedom: The Story of the Underground Railroad*

*Saga of Slavery*

\**Underground Railroad* (History Channel) (Viewer Discretion Advised)

#### Music (CD):

Bobby Horton's Civil War Songs Series

\**Steal Away: Songs of the Underground Railroad* (Appleseed Recordings)

Soundtrack from PBS Civil War Series

\**United and Divided: A Young Nation through the Civil War* (Book and CD Set - Narratives and Lyrics with Posters) This can be used from Revolutionary to Civil Wars!

## Related Bibliography

### Reference Books:

Ash, Stephen V., *Secessionists and Other Scoundrels: Selections from Parson Brownlow's Book* 1999, Louisiana State University Press

Augustus, Gerald L., *Loudon County Area of East Tennessee in the War 1861-1865* 2000, Turner Publishing Company

Baggett, James Alex, *Scalawags: Southern Dissenters in the Civil War and Reconstruction*. 2002, Louisiana State University Press

Blassingame, John W. (Ed.), *Slave Testimony: Two Centuries of Letters, Speeches, Interviews, and Autobiographies* 1999, Louisiana State University Press

Connelly, Thomas L., *Civil War Tennessee*, 1996, University of Tennessee Press

Coulter, C. Merton, *William G. Brownlow: Fighting Parson of the Southern Highlands*. 1999, University of Tennessee Press

Foner, Eric, *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party before the Civil War*. 1995, Oxford University Press

Hagedorn, Ann, *Beyond the River: The Untold Story of the Heroes of the Underground Railroad*. 2002, Simon & Schuster

Harrold, Stanley, *Abolitionists and the South 1831-1861*. 1995, University Press of Kentucky

Hurmence, Belinda (Ed.), *Before Freedom, When I Can Just Remember, My Folks Don't Want Me to Talk about Slavery, We Lived in a Little Cabin in the Yard*. 2002, John F. Blair, Publisher

Kennedy, Billy, *Scots-Irish in the Hills of Tennessee*. 1995, Causeway Press

McFeely, William S., *Yankee Stepfather: General O.O. Howard and the Freedmen*. 1994, W. W. Norton & Company

Miller, William Lee, *Arguing about Slavery: The Great Battle in the United States Congress*. 1995, Alfred A. Knopf, Inc.

Rice, C. Duncan, *Scots Abolitionists 1833-1861*. 1981 Louisiana State University Press

Ruchames, Louis, *Racial Thought in America: From the Puritans to Abraham Lincoln*. 1970, Grossett & Dunlap

Seymour, Digby Gordon, *Divided Loyalties: Fort Sanders and the Civil War In East Tennessee*. 1963, East Tennessee Historical Society

Simon, Paul, *Freedom's Champion: Elijah Lovejoy*. 1994, Southern Illinois University

Stampf, Kenneth M., *Causes of the Civil War*. 1991, Simon & Schuster

Classroom Library:

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Flato, Charles, *The Golden Book of the Civil War*. 1961, American Heritage Publishing

Herbert, Janice, *Civil War for Kids: a History with 21 Activities*. 1999, Chicago Review Press

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National Park Service, *Underground Railroad*. 1999 U.S. Department of Interior

Sandler, Martin W., *Civil War: a Library of Congress Book*. 1996, Harper Collins

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Picture Book of... Series by David Adler (Scholastic Books)

*Harriet Tubman*

*Frederick Douglass*

National Geographic Reading Expeditions Library

*Blue or Gray? A Family Divided*

*The Anti-Slavery Movement*

If You... Series (Scholastic Books)

*If You Lived at the Time of the Civil War*

*If You Traveled on the Underground Railroad* (Multiple Copies)

America Series Journals/Diaries (Scholastic Books)

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*A Light in the Storm - The Civil War Diary of Amelia Martin (1861)*

*My Brother's Keeper - Virginia's Diary (1863)*

*The Journal of James Edmond Pease- A Civil War Union Soldier (1863)*

*When Will This Cruel War Be Over? - Civil War Diary of  
Emma Thompson (1864)*

Ferris, Jeri, *Go Free or Die: A Story about Harriet Tubman*. 1988, McGraw-Hill School Publishing (Multiple Copies)

Forrester, Sandra, *Sound the Jubilee*. 1995, Lodestar Books

Houston, Gloria, *Bright Freedom's Song*. 1998, Silver Whistle Books, Harcourt & Brace

Monjo, F. N., *The Drinking Gourd*. 1970, Harper Collins (Classroom Set)

McGovern, Ann, *Wanted Dead or Alive": the True Story of Harriet Tubman* (Original Title: Runaway Slave). 1965 Scholastic Books

Issacs, Sally Senzell, *Picture the Past: Life on the Underground Railroad*. 2002, Heinemann Library

Lester, Julius, *From Slave Ship to Freedom Road*. 1998, Puffin Books

Otfinoski, Steven, *Aboard the Underground Railroad*. McGraw-Hill School Division (Supplemental Reading Series for Textbook)

Weiss, Ellen, *Hitty's Travels: Civil War Days*. 2001, Aladdin Paperbacks

Video:

*The Civil War: A Concise History*

*Civil War Series by Ken Burns* (PBS)

*Civil War Journal* (History Channel)

*Civil War Legends: Abraham Lincoln*

*John Brown's Holy War* (PBS)

*A Picture of Freedom* (Scholastic)

*Race to Freedom: The Story of the Underground Railroad*

*Saga of Slavery*

*Underground Railroad* (History Channel)

Music (CD):

*Bobby Horton's Civil War Songs Series*

*Steal Away: Songs of the Underground Railroad* (Appleseed Recordings)

Soundtrack from PBS Civil War Series

*United and Divided: A Young Nation through the Civil War* (Book and CD Set -  
Narratives and Lyrics with Posters)



**Unit:** The Abolitionist Movement and the Underground Railroad

**Lesson Title:** "Free at last?" (Text pp. 507-519)

**Grade Level:** 4th

**Essential Question related to Vital Theme:**

Why was it important for Lincoln to think about all points of view before deciding to write the Emancipation Proclamation?

Why did some people think the Emancipation Proclamation did very little?

**Lesson Time:** -3-4 class periods (Approximately 45 minutes each)

**Curriculum Standards List:** Tennessee Curriculum Blueprint for Learning

*Reading*

Read, view, and recognize various literary (e.g. poetry, novels, historical fiction and nonfiction) and media (e.g. photographs, the arts, films, and video) genres

*Social Studies*

Explain how societal changes led to conflict among sections of the United States

Interpret a timeline that depicts major historical pre-Civil War events  
CRT Assessed

Interpret a timeline that depicts slave and indentured servants coming from Europe to life in North America \* CRT Assessed

Determine how the issue of slavery caused political and economic tensions between government policy and people's beliefs (i.e. abolitionists, plantation owners, states' rights, and central government) \*CRT Assessed

Read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources for historical awareness

Utilize primary and secondary source material such as biographies and autobiographies, novels, speeches and letters, and poetry, songs and artwork for historical awareness

**Technology Used:**

Video tape: Abraham Lincoln (Civil War Heroes)

CD/Book Set: United and Divided

Narratives: Abraham Lincoln Emancipation Proclamation Songs:

*Lincoln and Liberty*

*Slavery Chain Done Broke at Last*

**Materials:**

See above

Lyrics for above songs

*Activity Book Worksheet 93*

Documents: (Primary Sources Kit-Scholastic)

*Emancipation Proclamation*

*Political Cartoon-Southern View*

African-American History Timeline (Used throughout the Unit)

Underground Railroad Teaching Posters/Activity Guides (Used throughout Unit)

Textbook Chapter 14, Lessons 1&2, pp. 507-519 (Harcourt Brace)

**Activity Descriptions and overview of instructional strategies:**

Students will read and discuss the lessons and view the Abraham Lincoln video tape.

Students will examine the documents listed above to compare and contrast Northern and Southern views of the Emancipation Proclamation.

Students will understand that the Emancipation Proclamation was provisional and not all-inclusive (Tennessee was not listed in the document).

Students will understand that regions had different views of the document.

**Supporting Assignments/Homework:**

Students will complete the worksheet that accompanies the lessons.

**Assessment:**

The information listed above is included in the curriculum standards on the CRT Assessment.

Students must also relate the lesson as it applies to the Chapter 14 Test.

Students will work in groups to produce a cumulative project, which is a picture book about the Abolitionist Movement and the Underground Railroad to be shared with younger children, grades Kindergarten and First Grade.

**Unit:** The Abolitionist Movement and the Underground Railroad

**Lesson Title:** "Slaves for Sale"

**Grade Level:** 4th

**Essential Question related to Vital Theme:**

What do the documents examined reveal how enslaved people were treated?

**Lesson Time:** 2 class periods (Approximately 45 minutes each)

**Curriculum Standards List:** Tennessee Curriculum Blueprint for Learning

*Reading*

Read, view, and recognize various literary (e.g. poetry, novels, historical fiction and nonfiction) and media (e.g. photographs, the arts, films, and video) genres

*Social Studies*

Explain how societal changes led to conflict among sections of the United States

Interpret a timeline that depicts major historical pre-Civil War events  
CRT Assessed

Interpret a timeline that depicts slave and indentured servants coming from Europe to life in North America \* CRT Assessed

Determine how the issue of slavery caused political and economic tensions between government policy and people's beliefs (i.e. abolitionists, plantation owners, states' rights, and central government) \*CRT Assessed

Read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources for historical awareness

Utilize primary and secondary source material such as biographies and autobiographies, novels, speeches and letters, and poetry, songs and artwork for historical awareness

Evaluate the effects of supply and demand on business, industry, and agriculture including the plantation system, in Tennessee and various regions.

**Materials:**

Copies of "Slaves for Sale" documents depicting slave tags, auction notice, and an inventory sheet of slave holdings

African-American History Timeline (Used throughout the Unit)

Underground Railroad Teaching Posters/Activity Guides (Used throughout Unit)

Textbook Chapter 13, Lesson 1, pp. 477-462 (Harcourt Brace)

**Activity Descriptions and overview of instructional strategies:**

After reading the textbook lesson, students will examine documents described above and answer questions related to the documents. Students will use the information gained to complete a table comparing life in the North with life in the South.

Students will also be able to compare and contrast an agricultural economy with an industrial economy.

**Supporting Assignments/Homework:**

Activity sheet page 85.

**Assessment:**

The information listed above is included in the curriculum standards on the CRT Assessment.

Students must also interpret a chart similar to the activity worksheet on the Chapter 13 Test.

**Unit:** The Abolitionist Movement and the Underground Railroad

**Lesson Title:** “The Fight Against Slavery”

**Grade Level:** 4<sup>th</sup>

**Essential Question related to Vital Theme:**

How did Abolitionists work to end slavery?

**Lesson Time:** 1-2-class periods (Approximately 45 minutes daily)

**Curriculum Standards List: Tennessee Curriculum Blueprint for Learning Reading**

Read, view, and recognize various literary (e.g. poetry, novels, historical fiction and nonfiction) and media (e.g. photographs, the arts, films, and video) genres

**Social Studies**

Explain how societal changes led to conflict among sections of the United States

Interpret a timeline that depicts major historical pre-Civil War events  
CRT Assessed

Determine how the issue of slavery caused political and economic tensions between government policy and people’s beliefs (i.e. abolitionists, plantation owners, states’ rights, and central government) \*CRT Assessed

Read critically a variety of materials including textbooks, historical documents, Newspapers, magazines, and other reference sources for historical awareness

Utilize primary and secondary source material such as biographies and autobiographies, novels, speeches and letters, and poetry, songs and artwork for historical awareness

**Technology Used and How:**

CD/Book Set *United and Divided*

Narrative: “Abolition Movement”

Videotape: *Not for Ourselves Alone*- Elizabeth Cady Stanton and Susan B. Anthony” (PBS)

*Underground Railroad* (History Channel)

**Materials:**

See above

Sojourner Truth Speech: Ain’t I a Woman? (copy of document)

African-American History Timeline (Used throughout the Unit)

Underground Railroad Teaching Posters/Activity Guides (Used throughout Unit)

Textbook Chapter 12, Lesson 4, pp. 454-458 (Harcourt Brace)

**Activity Descriptions and overview of instructional strategies:**

After reading the textbook lesson, students will view excerpts from videotapes and examine Sojourner Truth's speech, "Ain't I a Woman?" given at Seneca Falls in 1851. The students will reread the brief excerpt of the speech in the textbook.

Students will comprehend that many women's rights activists were also abolitionists.

**Supporting Assignments/Homework:**

Activity Sheet 86: "Seneca Falls" (Harcourt Brace)

The assignment compares the Declaration of Independence with the Declaration of Sentiments. The Declaration of Independence is located in the reference section of the textbook.

Underground Railroad-Harriet Tubman Worksheet (McDonald Press)

**Assessment:**

The lesson skills will be assessed in the Chapter 12 test: Students will have to identify abolitionists Frederick Douglass, Harriet Beecher Stowe, Sojourner Truth, and Susan B. Anthony.

Students will demonstrate knowledge that abolitionists worked to end slavery.

Students will be assessed on starred standards on the CRT Assessment.

**Unit:** The Abolitionist Movement and the Underground Railroad

**Lesson Title:** "Follow the Drinking Gourd"

**Grade Level:** 4th

**Essential Question related to Vital Theme:**

1. Why must people make difficult decisions in their lives?
2. How did the Underground Railroad help slaves escape?

**Lesson Time:** 1 week during Reading Class Period (Approximate 1 hour daily)

**Curriculum Standards List:** Tennessee Curriculum Blueprint for Learning

*Reading*

Compare/contrast different versions/representations of the same story/events that reflect different cultures

Recognize cause and effect relationships within context

Read for literary experience to gain information, to perform a task, and expand

*Vocabulary*

Read, view, and recognize various literary (e.g. poetry, novels, historical fiction and nonfiction) and media (e.g. photographs, the arts, films, and video genres)

**Technology Used and How:**

CD/Book Set United and Divided

Narrative: "Abolition Movement"

Song: "Follow the Drinkin' Gourd"

Videotape: " Follow the Drinking Gourd"

Computer Program: "Accelerated Reader"

**Materials:**

See above

Book: The Drinking Gourd by F.N. Munjo (Classroom Set- Multiple Copies)

Primary Sources Teaching Kit Civil War Scholastic Publications

**Activity Descriptions and overview of instructional strategies:**

Students will, over the course of a week, view the videotape (borrowed from school library) and hear the song from the CD and interpret the lyrics and discuss meanings of unknown terms/words/phrases.

Students will read the historical novel *The Drinking Gourd* during Reading Class meeting times. They will answer comprehension questions over the book in preparation for the AR Test, which will give the points toward personal reading goals assigned for the nine-weeks grading period. Each chapter will be discussed in class meetings.

This will be a step in a cumulative project: Students will work in groups to create a picture book about the Underground Railroad to share with Kindergarten or first grade levels.

This ongoing lesson will be used in conjunction with a study of the Documents 'Slaves for Sale', 'Political Party Poster', and 'Lincoln's Emancipation Proclamation'

Supporting Assignments/Homework: Questions over book.

**Assessment:**

Students will complete the questions and take the Accelerated Reader test over the book for up to 2 points rewarded toward their goal. The score for the test will be recorded in the grade book as a test grade.

Students must have an understanding of the historical period in order to interpret this book and answer the questions. It refers to Daniel Webster and Henry Clay, and the illustrations portray the character Father as resembling Abraham Lincoln in the last chapter. Students should be able to see this and understand how this illustration can be related to the Emancipation Proclamation.

Questions over the book. (Answers in parentheses)

**Chapter 1**

Where was Tommy Fuller when the book began? (at church)

How long had he been there? (all day)

Why wasn't he sitting with his parents? (because the children didn't sit with their parents)

What does Tommy do that gets him in trouble? (he catches a goose with an apple core during church and it causes a disturbance)

**Chapter 2**

What was on Tommy's mind as he walked home? (spankings)

What are the names of the family's horses? (Dan'l Webster and Henry Clay)



Why, do you think, Father chose those names? (answers should indicated that these are the names of major historical figures)

What surprised Tommy in the barn? (there were people hiding in there)

Why were the people in the barn? (they were runaway slaves)

What is the drinking gourd and why would they follow it? (the Big Dipper, it guides the runaways toward the North)

What did Father call the family? (his passengers)

### **Chapter 3**

What made Jeff decide to run away? (he had been a slave all his life)

What is the Underground Railroad? (a system of houses and people who assist runaway slaves)

Study the Reward Poster on page 37 to answer the next 4 questions.

What was the date the family was last seen by their master? (Oct. 15, 1851)

How much reward had been offered? (\$250.00)

Where had the family lived? (Larkspur Plantation or Dorchester County, South Carolina or Charleston, South Carolina)

What was the Master's name? (Maynard Reeves)

Why was it important that Tommy not say anything to anybody about what they were doing? (this was secret work; the runaways could be captured)

### **Chapter 4**

Who rode up to the wagon, and what were they searching for? (four men on horses, they were looking for the runaways)

What made Tommy's mouth dry? (he was scared they would be caught)

What did Tommy tell the Marshall? (that he was running away from home because he was in trouble)

How did the men react to Tommy's explanation? (they laughed and rode away after telling Tommy to go home and face his punishment)

### **Chapter 5**

What did Father say to Tommy? (you did a good job)

Why must Tommy take the wagon back home alone? (Father has to take the passengers to the next station)

### **Chapter 6**

Who was waiting for Tommy at home? (Mother)

Why did Tommy and Father break the law? (because the law was wrong)

What did Father give Tommy instead of a spanking? (a kiss)

Where were the family headed and why? (Canada, to be free)

What did Tommy see out his window? (The Drinking Gourd)