***The Underground Railroad-***

***Land and Sea***

**Investigation Designer**: Beverly Hall

**Grade Level**: 3rd and 4th graders

**Time Required**: A Unit (several weeks)

**Investigation Focus**: Compare/contrast various escape routes on the Underground Railroad

**State Learning Standards**:

* [1.2.3.I: **Compare and contrast the most important points and key details presented in two texts on the same topic.**](https://phila.schoolnet.com/StandardDetail.aspx?content_id=983888e4-9fd0-11e1-95be-6f6f9dff4b22&referrer=~%2FAlign%2FCurriculumDetail.aspx%3Fcontent_id%3DAC5339BF-EA1C-4553-9974-320AD8DAACFD%26curr_nav_id%3D3%26referrer%3D~%252FAlign%252FMaterials.aspx%253Fcontrol%253DCurriculumSearchControl.ascx)
* **CC.1.4.3.A Informative & Explanatory Write informative/explanatory texts to examine a topic and convey ideas and information.**
* **3.3.2 Recognize and use maps.**

**Learning Outcomes: Students will be able to:**

**-Complete graphic organizer to show similarities and differences between various escape routes on The Underground Railroad.**

**-Write a paragraph supporting an opinion about which way of escape was best, citing text evidence to support opinion.**

**-Use map to identify Northern/Southern states along the Atlantic Coast in the 18th century; identify sea routes from Northern to Southern States.**

**Assessment: Teacher made assessments based on material covered during the Unit.**

**Materials List:** 18th Century maps, excerpts from Narrative of The Life of Frederick Douglass, excerpts from Bound for Canaan by F. Bordewich, and The Underground Railroad: New Bedford, brochure; The Underground Railroad-Bringing Slaves North to Freedom, Bridgestone Books and Freedom Struggle, by Ann Rossi, Henry “Box” Brown and Ellen and William Craft narrative.

**Primary Source documents(s) needed:** Narrative of The Life of Frederick Douglass and The Underground Railroad and Slavery Through Primary Sources, by Carin T. Ford

**Engaging Experience:**  Distribute various maps showing various areas of land along the coast. Ask students to construct routes that could be made to get from the South to the North. Discussing slavery in the South and the need for AA to escape from the horrible life they lived will be ongoing. Read narratives such as, Henry “Box” Brown and Ellen and William Craft’s biography. Using maps, show routes often taken to get to the north. Using the same map, ask the students to consider another way of escape. Continue with investigation and research to learn new information. Reading additional resources, reviewing maps, discussing AA in sailing, marine life and slavery, etc. During the entire unit, students will discuss, debate, summarize, draw conclusions, etc.

**Guiding Questions:**

-What was the most common way of escaping from slavery?

-What things made escaping by sea difficult?

-What things made escaping by land difficult?

-Which way of escape was easiest? Why?

**Students will investigate and research**

Keeping the overall Big Idea in mind, The Underground Railroad – Land and Sea, students will work in groups and individually to research Slavery in the North American in the 18th century. They will also research ways Freedom Seekers found freedom. They will use both primary and secondary resources to cite and support information. There will be field trips to historical museums, guess speakers and journal writing, during the Unit.

**Presenting Finding and Draw Conclusions:**

(Possible findings)

During slavery, escaping by sea on The Underground Railroad was the fastest and safest way to escape from the South to the North.

**What enduring understanding will students have?**

During the 18th century, the only two ways to escape from slavery was by land or sea. Many people however, don’t know that freedom seekers at times used the sea, the marine lifestyle, as a way of escape.