Overview

The project is designed for a fifth grade Social Studies class. After reading the story, "Sweet Clara and the Freedom Quilt", the students will be asked to finish the story of Jack's and Clara’s journey to freedom by creating a quilt that can be used as a map to freedom. The students will be given three class periods to finish the project. The students will be placed in groups of six. Each group will be given copies of the U.S. map and map of the Underground Railroad routes from the Library of Congress web site. Students will draw pictures of landmarks on quilt squares which will be put in order and pasted to bulletin board paper. These quilts will provide as a map leading the slaves to freedom in Canada.

Objectives

After reading "Sweet Clara and the Freedom Quilt", students will be able to continue the story by developing an accurate route to freedom.

After reading the story, students will be able to identify various uses for quilts and describe the significance of Clara’s quilt.

Given 8”x 8” squares and drawing materials, the students will be able to draw landmarks for the slaves to follow to get to freedom.

Given maps, atlases, and encyclopedias, the students will be able to gather information to be used to create a map to freedom.

Given proper materials, the students will be able to apply mapping skills to create a hidden map that would lead the slaves to freedom in Canada.

Time Requirement

Three class periods

Grade Level

5th Grade

PA Academic Standards

Reading, Writing, Speaking & Listening

Research

1.8.3B Locate information using appropriate sources and strategies

(1.3.5 F. Read and respond to nonfiction and fiction)

Geography

Basic Geography Literacy

7.1.3B Identify and locate places and regions

Physical Characters of Places and Regions

7.2.3A Identify the physical characteristics of places and regions
History

Historical Analysis and Skills Development

8.1.3B Develop an understanding of historical sources

United States History

8.3.3D Identify conflict and cooperation among social groups and organizations in United States history

(8.3.6B Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824.

- Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington’s Farewell Address)
- 18th Century Writings and Communications (e.g., Paine’s Common Sense; Franklin’s “Join, or die,” Henry’s “Give me liberty or give me death”)

( 8.3.6D Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.

- Domestic Instability (e.g., Salem Witch Trials, Shays Rebellion, religious persecution)
- Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, “Colored” troops in the Revolution)
- Labor Relations (e.g., early union efforts, 10-hour day, women’s role)
- Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration)

Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812)

Resources

  (description at California University of PA Bookstore)
- American Memory Collections from the Library of Congress
  http://memory.loc.gov

Procedure

After reading "Sweet Clara and the Freedom Quilt", the students will complete the following assignment.

The story does not complete Jack and Clara's journey. After they crossed the Ohio River, many runaways didn’t feel safe until they reached Canada. The students will finish the story of their journey to freedom in Canada. Just like Clara did in the story, I will have the students create a quilt that can be used as a map to freedom.

(The children will first do a photo analysis of a photo of slaves escaping on the Underground Railroad.)

(Students will read "The First Person Narratives of the American South" journal entries written by a soldier in the civil war. They will then write a journal entry of their own pretending they are a soldier back in the civil war.)

(Students will next be given an audio to listen to entitled "Voices from the Day of Slavery" in which a woman tells about the daily life as a slave. Students will do a writing activity; they will write an entry and tell about their daily life as a student.)

The students will work in groups of six. Each will get a copy of the map of the Underground Railroad map and a U.S. map. The students will look at the map and find the three stations where they could have crossed the Ohio River. Each group will select one of the stations and look at the route that takes runaways north to Canada. They will use books, atlases and encyclopedias to find 6-8 important landmarks that could be used to lead the slaves to Canada. One group member will list these landmarks on a piece of paper. The group will then narrow down the list to only six items.

Each student will be given one 8”x 8” piece of construction paper to use as a quilt square. The students will then draw and color their features or landmarks and glue them in order on bulletin board paper showing a map hidden in the quilt.
Two students from each group will present the quilt to the class – one student to hold it up and the other to describe what each square represents.

Evaluation

I will be grading the students both individually and as a group with a possible total score of 18 points. The students’ work will be assessed according to the following rubric:

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Possible Points</th>
<th>Possible Points</th>
<th>Individual Score</th>
<th>Group Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
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<tr>
<td>The project was neat with obvious attention to detail.</td>
<td>The project was somewhat neat with some attention to detail.</td>
<td>The project was sloppy with little or no attention to detail.</td>
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<tr>
<td>All 6 of the landmarks were historically accurate.</td>
<td>4-5 of the landmarks were historically accurate.</td>
<td>3 or less of the landmarks were historically accurate.</td>
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<tr>
<td>All 6 of the landmarks were in order and would lead the slaves to Canada.</td>
<td>4 or 5 of the landmarks were in order and would lead the slaves to Canada.</td>
<td>3 or less of the landmarks were in order and would lead the slaves to Canada.</td>
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Possible Score: 18

Toral Score:

(Works Cited)

