Lesson Title: Harriet Tubman and the Underground Railroad       Name: Sarah Rizzutto

Subject and Grade Level: Social Studies-Grade 5       Duration: Class Period-One Hour

PART 1 – Desired Results - what are your goals for student learning?

Goals for Learning (what should students know and be able to do?)

Students will:

Students should be able to identify the contributions that Harriet Tubman and other African Americans have to the United States History.
Students should be able to analyze how change influenced the US history over a long period of time.

Enduring Understandings:
Students will understand that...

The Underground Railroad provided many African Americans who lived in the Slave States prior to and during the American Civil War the opportunity and assistance for escaping slavery and finding freedom.

Investigative Question:
A broad question that addresses your lesson topic

How did Harriet Tubman play a role in aiding African Americans to freedom during the civil war?

Essential Questions:
Questions that provoke inquiry based on your goals for learning

How do you think the slaves knew where North was to escape the South?
What signs would the slaves look for to travel north?
What difficulties do you think the escaped slaves were confronted with?
Why do you think the slaves were willing to tolerate these difficulties in order to find freedom?
The slaves traveled at night for a safer route, what could you have used to help you in your journey to freedom?
How do you think the slaves knew which houses were safe and which were not?

PART 2 – Assessment Evidence - how will you know if your students have achieved the desired results?

TPS/Alumni Workshop_2011
Lesson Plan Template
**Performance Task & Rubric:**

**Is the task authentic enough to demonstrate understanding?**
By what criteria will students be evaluated?

**Performance Task Options**

- You have been asked to create a tribute for Harriet Tubman and how she helped contribute to 300 slaves freedom. You can create a poster featuring her life including 7-10 facts, pictures, and labels. You can write a one paged paper discussing how Harriet Tubman helped you on your journey and explain the difficulties you encountered. Your third option is to create a journal entry of a day trying to escape the south and slavery in the eyes of Harriet Tubman. Rubrics are attached for each choice.

Rubric- Attached

**Other Evidence:**

Journals, graphic organizers, homework, quizzes, tests, observations, etc.

**Performance Task Completion**

Reflection
Quiz on information learned during the lesson.
End of the unit exam.

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**PART 3 – Learning Plan (Inquiry-based)**

**Stripling Model**

**Connect** – describe how you will help students CONNECT current subject matter to their prior knowledge?

The teacher will present a KWL chart and will ask the students what they already know about Harriet Tubman and the Underground Railroad. After completing the 'know' part, the teacher will ask students what they wish to learn about the subject. Once that is all written down under the 'want to learn' part the teacher will use a projector to show the class a website from the National Geographic website (http://www.nationalgeographic.com/railroad/j1.html) that is related to Underground Railroad. The teacher will ask the students to take notes on specific people, obstacles and other troubles that were encountered during the journey. The website takes the class on a journey where they choose 'yes' or 'no' to continue on a journey with Harriet Tubman and the dangers that she along with others had to encounter along the way to freedom.

Afterwards the students can break into small groups of three to five students to discuss some of the people that were involved during this time and troubles that were presented to Harriet Tubman and others while trying to escape. The students can work together to answer questions as to whether they would aid Harriet Tubman along her journey.

After the lesson is over, the teacher will refer back to the KWL chart and will have a class discussion about what was learned.

**Wonder** – describe how you will entice your students to WONDER about the subject matter you are teaching.

Students will be given an index card and will move around the classroom to a spot where no one else is. They will be asked to write down a quality they possess that makes them different from everyone else. When everyone has written something down, the teacher will collect all index cards and put them in a box. The teacher will then read each index card and the class will discuss the differences in the people in the room. Have a class discussion on how people shouldn’t be treated poorly based on their differences. From this point in the lesson, the teacher will describe the conditions in which slaves lived and some of the dangers that an escaped faced. The teacher will ask stimulating questions to have the students thinking in depth about the subject.
The teacher will then introduce the performance task and have them choose one of the three options to complete.

- You have been asked to create a tribute for Harriet Tubman and how she helped contribute to 300 slaves freedom. You can create a poster featuring her life including 7-10 facts, pictures, and labels. You can write a one paged paper discussing how Harriet Tubman helped you on your journey and explain the difficulties you encountered. Your third option is to create a journal entry of a day trying to escape the south and slavery in the eyes of Harriet Tubman. Rubrics are attached for each choice.

**Investigate** – describe how you will facilitate student research and INVESTIGATION into the subject matter.

The teacher will allow time for students to research information about the Underground Railroad and Harriet Tubman in the library, on the computers, and other resources that the teacher will provide. The teacher will observe students as they are working for progress and will assist in anyway necessary to make sure students are following guidelines on the rubrics.

**Construct** – describe what kinds of task-oriented products your students’ will CONSTRUCT that will let you know that learning has occurred.

Students will complete the performance task and will show learning based on what is set for them in the rubric.

**Express** – describe how you will give students an opportunity to EXPRESS their learning (presentations, multimedia projects, etc.).

Students can present their performance tasks to the class.

**Reflect** – describe how you will assist students as they REFLECT on their learning.

Students will write a reflection about what they have learned based on the topic.

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**PART 4 – Academic Standards – Common Core Standards**

**Lessons for Grades K – 5** – use the **PA Academic Standards** from at least two different domains (e.g. History and RWSL or Science and History).

8.1.5.C: Locate primary and secondary sources for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)

8.3.5.D: Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.

R5.B.1.2.1: Identify, explain, interpret, compare, describe, and/or analyze connections between texts.

8.1.6 B - Explain and analyze historical sources.

- Literal meaning of a historical passage
- Data in historical and contemporary maps, graphs and tables
- Author or historical source
- Multiple historical perspectives
- Visual evidence
- Mathematical data from graphs and tables

1.8.6 C - Organize and present the main ideas from research.

- Take notes from sources using a structured format.
- Present the topic using relevant information.
- Credit sources using a structured format (e.g., author, title).

8.1.6 D - Describe and explain historical research.

- Historical events (time and place)
- Facts, folklore and fiction
- Historical questions
- Primary sources
- Secondary sources
- Conclusions (e.g., simulations, group projects, skits and plays)
Harriet Tubman and the Underground Railroad

Performance Task

- Have students pretend they lived during this time frame and were a slave trying to escape the south. The students can write a one paged paper on how Harriet Tubman helped them on their journey and explain the struggles and difficulties it took to get safely to the north.

- The students can write a journal entry of a day trying to escape slavery and the south in the eyes of Harriet Tubman.

- Students can create a tribute to Harriet Tubman and how she helped contribute to 300 slaves freedom.

- Students can create a poster featuring Harriet Tubman's life. Students must include 7-10 facts about Harriet Tubman on the poster. Students are to label each point of importance. The poster must have a set design, layout, and neatness. Grammar and correct punctuation will be graded as well!

- Students can create a map outlining the route Harriet Tubman and others trying to escape to safety. Students are to have 7-10 artifacts from Harriet Tubman's journey on the map.

- You have been asked to create a tribute for Harriet Tubman and how she helped contribute to 300 slaves freedom. You can create a poster featuring her life including 7-10 facts, pictures, and labels. You can write a one paged paper discussing how Harriet Tubman helped you on your journey and explain the difficulties you encountered. Your third option is to create a journal entry of a day trying to escape the south and slavery in the eyes of Harriet Tubman. Rubrics are attached for each choice.
**6+1 Trait Writing Model : Tribute to Harriet Tubman**

Teacher Name: **Sarah Rizzutto**

Student Name: ____________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar &amp; Spelling (Conventions)</strong></td>
<td>Writer makes no errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.</td>
</tr>
<tr>
<td><strong>Introduction (Organization)</strong></td>
<td>The introduction is inviting, states the main topic and previews the structure of the paper.</td>
<td>The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.</td>
<td>The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.</td>
<td>There is no clear introduction of the main topic or structure of the paper.</td>
</tr>
<tr>
<td><strong>Sequencing (Organization)</strong></td>
<td>Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.</td>
<td>Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.</td>
<td>Some details are not in a logical or expected order, and this distracts the reader.</td>
<td>Many details are not in a logical or expected order. There is little sense that the writing is organized.</td>
</tr>
<tr>
<td><strong>Conclusion (Organization)</strong></td>
<td>The conclusion is strong and leaves the reader with a feeling that they understand what the writer is &quot;getting at.&quot;</td>
<td>The conclusion is recognizable and ties up almost all the loose ends.</td>
<td>The conclusion is recognizable, but does not tie up several loose ends.</td>
<td>There is no clear conclusion, the paper just ends.</td>
</tr>
<tr>
<td><strong>Support for Topic (Content)</strong></td>
<td>Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.</td>
<td>Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.</td>
<td>Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.</td>
<td>Supporting details and information are typically unclear or not related to the topic.</td>
</tr>
<tr>
<td><strong>Accuracy of Facts (Content)</strong></td>
<td>All supportive facts are reported accurately.</td>
<td>Almost all supportive facts are reported accurately.</td>
<td>Most supportive facts are reported accurately.</td>
<td>NO facts are reported OR most are inaccurately reported.</td>
</tr>
<tr>
<td><strong>Flow &amp; Rhythm (Sentence Fluency)</strong></td>
<td>All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.</td>
<td>Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.</td>
<td>Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to</td>
<td>The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.</td>
</tr>
<tr>
<td>Capitalization &amp; Punctuation (Conventions)</td>
<td>Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.</td>
<td>Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.</td>
<td>Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.</td>
<td>Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.</td>
</tr>
</tbody>
</table>
# 6+1 Trait Writing Model: Journal Entry

**Teacher Name:** Sarah Rizzutto

**Student Name:** __________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar &amp; Spelling (Conventions)</td>
<td>Writer makes no errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.</td>
</tr>
<tr>
<td>Introduction (Organization)</td>
<td>The introduction is inviting, states the main topic and previews the structure of the paper.</td>
<td>The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.</td>
<td>The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.</td>
<td>There is no clear introduction of the main topic or structure of the paper.</td>
</tr>
<tr>
<td>Sequencing (Organization)</td>
<td>Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.</td>
<td>Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.</td>
<td>Some details are not in a logical or expected order, and this distracts the reader.</td>
<td>Many details are not in a logical or expected order. There is little sense that the writing is organized.</td>
</tr>
<tr>
<td>Conclusion (Organization)</td>
<td>The conclusion is strong and leaves the reader with a feeling that they understand what the writer is &quot;getting at.&quot;</td>
<td>The conclusion is recognizable and ties up almost all the loose ends.</td>
<td>The conclusion is recognizable, but does not tie up several loose ends.</td>
<td>There is no clear conclusion, the paper just ends.</td>
</tr>
<tr>
<td>Recognition of Reader (Voice)</td>
<td>The reader’s questions are anticipated and answered thoroughly and completely.</td>
<td>The reader’s questions are anticipated and answered to some extent.</td>
<td>The reader is left with one or two questions. More information is needed to &quot;fill in the blanks&quot;.</td>
<td>The reader is left with several questions.</td>
</tr>
<tr>
<td>Capitalization &amp; Punctuation (Conventions)</td>
<td>Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.</td>
<td>Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.</td>
<td>Writer makes a few errors in capitalization and/or punctuation that catch the reader’s attention and interrupt the flow.</td>
<td>Writer makes several errors in capitalization and/or punctuation that catch the reader’s attention and greatly interrupt the flow.</td>
</tr>
</tbody>
</table>
# Making A Poster: Harriet Tubman

**Teacher Name:** Sarah Rizzutto

**Student Name:** __________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Graphics - Relevance</strong></td>
<td>All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics relate to the topic. Most borrowed graphics have a source citation.</td>
<td>Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.</td>
</tr>
<tr>
<td><strong>Labels</strong></td>
<td>All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.</td>
<td>Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.</td>
<td>Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.</td>
<td>Labels are too small to view OR no important items were labeled.</td>
</tr>
<tr>
<td><strong>Required Elements</strong></td>
<td>The poster includes all required elements as well as additional information.</td>
<td>All required elements are included on the poster.</td>
<td>All but 1 of the required elements are included on the poster.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td><strong>Knowledge Gained</strong></td>
<td>Student can accurately answer all questions related to facts in the poster and processes used to create the poster.</td>
<td>Student can accurately answer most questions related to facts in the poster and processes used to create the poster.</td>
<td>Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.</td>
<td>Student appears to have insufficient knowledge about the facts or processes used in the poster.</td>
</tr>
<tr>
<td><strong>Content - Accuracy</strong></td>
<td>At least 7 accurate facts are displayed on the poster.</td>
<td>5-6 accurate facts are displayed on the poster.</td>
<td>3-4 accurate facts are displayed on the poster.</td>
<td>Less than 3 accurate facts are displayed on the poster.</td>
</tr>
<tr>
<td><strong>Attractiveness</strong></td>
<td>The poster is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The poster is attractive in terms of design, layout and neatness.</td>
<td>The poster is acceptably attractive though it may be a bit messy.</td>
<td>The poster is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Capitalization and punctuation are correct throughout the poster.</td>
<td>There is 1 error in capitalization or punctuation.</td>
<td>There are 2 errors in capitalization or punctuation.</td>
<td>There are more than 2 errors in capitalization or punctuation.</td>
</tr>
<tr>
<td>Grammar</td>
<td>There are no grammatical mistakes on the poster.</td>
<td>There is 1 grammatical mistake on the poster.</td>
<td>There are 2 grammatical mistakes on the poster.</td>
<td>There are more than 2 grammatical mistakes on the poster.</td>
</tr>
</tbody>
</table>
**Title of Lesson:** Harriet Tubman and the Underground Railroad  
**Grade Level and Subject:** Grade 5 Social Studies  
**Teachers Name:** Sarah Rizzutto

<table>
<thead>
<tr>
<th>Thumbnail Image of Primary Source</th>
<th>Primary Source Title</th>
<th>LOC URL</th>
<th>Plans for use in your lesson</th>
</tr>
</thead>
</table>
| ![Underground Railroad Journey](http://www.nationalgeographic.com/railroad/j1.html) | Title: Underground Railroad Journey  
Creator: National Geographic  
Copyright: © 1996-National Geographic Society. All rights reserved. | http://www.nationalgeographic.com/railroad/j1.html | This website is a journey that students will go on during the connecting part of the lesson. The teacher will project the website for the whole class to see and participate in "The Journey" of the Underground Railroad. |
| ![$200 Reward. Ran away, subscriber...Five Negro Slaves.](http://www.americaslibrary.gov/aa/tubman/aa_tubman_subj.html) | Title: "$200 Reward. Ran away, subscriber...Five Negro Slaves."  
Created: Broadside. 1847. Rare Book and Special Collections Division, African American Odyssey, Library of Congress | http://www.americaslibrary.gov/aa/tubman/aa_tubman_subj.html | The teacher will use this website for the students to research background information on Harriet Tubman and the Underground Railroad to further their knowledge on the subject matter. |
| ![Harriet Tubman](http://www.loc.gov/pictures/item/2003674596/) | Title: Harriet Tubman, full length portrait, standing with hands on back of a chair.  
Creator: Lindsley, H.B.  
Date Created/Published: [between ca. 1860 and 1875] | http://www.loc.gov/pictures/item/2003674596/ | The teacher will show this picture to the students at the beginning of the lesson to see if they know who the woman in the photo is. This will allow the teacher to bring up the Underground Railroad and discuss who Harriet Tubman is. The teacher will then go into the KWL chart with the students to see what they already know and wish to learn. |