

# Lesson Plans: 02 SS LPQ2 098 Freedom Quilts and escaping slavery

**Title:** 02 SS LPQ2 098 Freedom Quilts and escaping slavery

**Grade Level :** Grade 2

**Subject :** Reading - Elementary, Social Studies - Elementary

**Standards/Assessed**

**Benchmarks:** Florida STATE FL Social Studies Standard (2008)

Grade 2

Florida Sunshine State Standards

American History

2: Historical Knowledge

SS.2.A.2.5 Identify reasons people came to the United States throughout history.

3: Chronological Thinking

SS.2.A.3.1 Identify terms and designations of time sequence.

**Description/Abstract of Lesson:**

Students will: know that the underground railroad helped many slaves escape to freedom, discuss slavery, learn how some slaves escaped to freedom using secret maps, create their own maps using relative location.

**Essential Question-Scope & Sequence:**

**How does the geography of the land affect how people live?**

**Technology Connections and Teacher Materials:**

*Sweet Clara and the Freedom Quilt*, Deborah Hopkinson

*Nettie's Trip South*, Ann Turner and Ronald Himler

*Minty: A Story of Young Harriet Tubman* Alan Schroeder and Jerry Pinkney

*The Invisible Princess*, Faith Ringgold

*Follow the Drinking Gourd*, Jeanette Winter

*Big Jabe*, Jerdine Nolen

**Duration :** 4 Days

**Vocabulary:** **Big house** – the main house on a plantation, generally inhabited by the plantation owner and his/her family or relatives of the plantation owner. **Quarters** – group of small structures inhabited by slaves. **Overseer** – Man employed by the plantation owner to act as a manager of the slave population of the plantation. In many cases, overseers were given permission, or gave themselves permission, to use violence as a means for controlling slaves; it was very common for overseers to instill extreme fear in slaves through the use of physical, psychological, and emotional violence. **Master** – a slaveholder. **Missus** – slaveholder, wife of the slaveholder, or daughter of the slaveholder. **Field hand** – slave that worked in the fields. **Pateroller** – person that searched for, captured, and returned runaway slaves. **Underground Railroad** – A network of slaves, escaped slaves, free blacks, and white abolitionists that worked together to organize escape plans and escape assistance for slaves in the South

**Steps to Deliver Initial Instruction:**

- This lesson will give students practice with finding locations and reading maps while they learn about slavery and the underground railroad.
- Ask students to define slavery. Provide a brief definition that includes; slaves have to do whatever their owners say to do, slaves cannot ever be free to leave their owners, a slave does not have freedom to do what they want, a slave is the property of the owner. Part of the definition should be a discussion of the students' definitions of freedom. You may use the board to chart out the responses, or you may have students, if they want, to free write on the topic first, then discuss their thoughts as a class.
- Tell students, "Today we are going to read a children's book called *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson. Following this story, you will read other books on the topic of slavery."
  - Read *Sweet Clara and the Freedom Quilt* aloud to the students, checking for understanding. You can also discuss the wonderful illustrations in the book, with questions such as:
    - What mood do the colors make you feel on this page?
    - What do you think the illustrator's focus is on this page?
    - What about the mood? Text of the story? Character?"
  - Split students into small groups. Each student will need a sheet of paper and

pencil. Tell the students that each group will get another children's book on slavery, and they will have 15 minutes to read and write down a summary of the book before they have to pass the book to the next group. Have students read the book and write a summary about the book. When you call time, they should rotate books to the left. Following are some suggested books:

- *Nettie's Trip South* by Ann Turner
- *The Invisible Princess* by Faith Ringgold
- *Big Jabe* by Jerdine Nolen
- After students finish the books, have them draw a picture from their favorite book they heard today, making sure their illustrations include a one-sentence caption.
- Ask students to describe what freedom meant to the main characters in each of their books.

**Guided Practice with Feedback:**

- Ask students if anyone has ever traveled out of state by car. Did they use a map to get there? Then, discuss features of maps and what makes them useful. Then, ask students if they've ever been asked to give directions to a location? Was it easy or hard to do? Inform them that slaves used landmarks to help them travel the Underground Railroad. Tell students that, today, they will get a chance to create a map based on other people's input.
- Talk with students about pages 13-18 of *Sweet Clara and the Freedom Quilt*, where Clara begins to imagine seeing a map and thinks of sewing a quilt and using the colors and stitching as a map. To sew the quilt as a map, Clara begins to interview people about where the fields, rivers, etc. are. Ask students to list ways in which people communicated to express the terrain to Clara.
  - Have students take out paper or a notebook. They will probably need to have something to write on for a hard surface. Ask each student to pick a starting place and destination within the school grounds and write this at the top of his/her paper. Have students list, in the margin, three classmates to interview.
  - At the signal, have students get up and interview each other on how to get to their destinations using only landmarks and approximating distances (could be given in time increments or number of steps, etc).
  - After enough time has passed, have students sit down and look over their information. Hand out a piece of plain white paper and tell the students to draw their route based on what their classmates said. How clear does the map look according to what the other classmates have said?
  - Have the students switch maps with each other and gather in small groups. Then have the groups try to get to the destinations on the maps based on what is written.
  - Have students share their findings. Were they successful? What would have helped them? Tell students to write three suggestions of what would have made them more successful on their interview sheet. Then, have students staple their interviews and maps together.
  - Discuss with students why Clara would not have used a paper map. How would their journeys across campus have been more difficult had they not been familiar with the area? Why would slaves like Clara take the risk of going into an unfamiliar world? What conclusions can you draw about slavery based on her willingness to take these risks?

**Independent Practice:**

- Read *Sweet Clara and the Freedom Quilt*, focusing on page 12 where Clara asks her Aunt Rachel about Canada and the Underground Railroad and she points out the North Star to Clara. Later in the book, Clara finds her mom and they travel. When asked about which way to go, Clara points out the North Star. Locate constellations and find the Big Dipper. Trace the shape of one of the star formations (Big Dipper) on a sheet of paper, divided into grids (each star should be at an intersection of grid lines).
- Students will create tangrams (geometric shapes) to design their quilt

- Students will create tangrams that maintain the shape of their selected star pattern (Big Dipper). Keep the star formation (Big Dipper) visible. Each geometric shape could be colored individually or students could cut out pictures and photos of landmarks or physical features for each shape.

**ESE/ESOL Accommodations & Strategies:** **ESOL strategies** Engage students in questioning techniques. Use interactive strategies during reading. Activate prior knowledge before reading. Identify synonyms and antonyms. Allow sufficient wait time. Relate activities to students. **ESE Strategies:** Simplify complex directions. Use graphic organizers. Emphasize content rather than spelling in written work. Allow extra time to complete assignments.

**Lesson Closure/Review:**

- Discuss with students why Clara would not have used a paper map but instead create a quilt. How would their journeys across campus have been more difficult had they not been familiar with the area? Why would slaves like Clara take the risk of going into an unfamiliar world? What conclusions can you draw about slavery based on her willingness to take these risks?

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