

Lesson Title: Coming of the Civil War Tour

Grade Levels: 5 and 8

Class Time needed: One to two class sessions

Content Standards: See page 36

Objectives:

Students will prepare for their Freedom Center tour by familiarizing themselves with key figures of the Abolitionist movement and basic principles of the Underground Railroad.

Rationale:

By becoming familiar with abolitionists and the Underground Railroad, students will retain more from their visit to the Freedom Center.

Description of Lesson/Activity:

1. Prior to your “Coming of the Civil War” tour at the National Underground Railroad Freedom Center, have students complete the “Hall of Greats” worksheet and map activity.

Materials:

Hall of Greats worksheet
Encyclopedia
Map Activity worksheet

Assessment:

Formal: Assess worksheets for accuracy of answers and depth and sophistication of research.



Record information about each person. List reasons why the person was important. How did he or she contribute to the Underground Railroad or ending slavery? Then list one interesting fact that you learned about the person.



Frederick Douglass: _____

Birth: _____ Death: _____

Why he is important:



Harriet Beecher Stowe: _____

Birth: _____ Death: _____

Why she is important:



William Lloyd Garrison: _____

Birth: _____ Death: _____

Why he is important:



Harriet Tubman: _____

Birth: _____ Death: _____

Why she is important:



Shade in states that belonged to:

the Union in one color.

the Confederacy in another color.

(Use the boxes to designate which color is used for which side)

Before the Fugitive Slave Act, a large number of Freedom Seekers traveled into the North to reach freedom. Read the following stories and draw arrows to show the Freedom Seekers' journey.

1. Sarah had lived on the same farm since she was born. When her owner tried to sell her and separate her from her family she escaped from Georgia to Ohio. *Draw an arrow showing Sarah's escape, marking it with her name.*
2. Lewis had been sold many times and lived on many different plantations, but he had always lived in the "Upper South." When he heard that his owner was going to sell him "down river" where slavery was much worse, he decided to leave Virginia and escape to Pennsylvania. *Draw an arrow showing Lewis's escape, marking it with his name.*

After the Fugitive Slave Act of 1850, Freedom Seekers risked being kidnapped and sold back into slavery all across the nation. They had to go somewhere outside of the United States to truly be free.

3. Robert had been sold to the Deep South and worked from sun up to sun down. After being abused by his owner for the second time in a week, he decided to escape. Since he lived in the Deep South, Mexico was closer than Canada. He headed southwest for Mexico to escape to freedom. *Draw an arrow showing Robert's escape, marking it with his name.*
4. Cara lived in Kentucky and could "see" freedom across the Ohio River. She knew that if she could just get across the river, a network of people known as the Underground Railroad would help her get to Canada. *Draw an arrow showing Cara's escape, marking it with her name.*

5. From what region were Freedom Seekers trying to escape? _____

6. Why did Freedom Seekers want to leave? _____



