

**Lesson Title:** Reason vs. Risk

**Grade Levels:** 4-8

**Class Time needed:** One class session

**Content Standard:** See page 36

**Objectives:**

Introduce students to the Underground Railroad and the condition of enslaved people in North America from the colonial period to the Thirteenth Amendment (17th—19th centuries).

**Rationale:**

To enhance the experience of visiting the National Underground Railroad Freedom Center, students should be able to theorize and articulate the many risks involved in seeking one's freedom.

**Description of lesson/activity:**

1. Students are to individually fill out the worksheet that raises the question of Reason vs. Risk for running away.
2. As a class, discuss why or why not someone might choose to seek freedom.

**Materials:**

Reason vs. Risk worksheet

**Assessment:**

Formal: Worksheet

Informal: Observation of discussion



### Reason vs. Risks

An enslaved person faced many mixed emotions about escaping. Think about what things would be gained from running away and list them in the “Reasons to Leave” column. Then think about all of the risks involved in running away and list them under “Risks.” After listing these discuss with your class whether you would leave or stay.

Reasons to Leave	Risks

My choice is:

