

**Lesson Title:** What I Think It Means

**Grade Levels:** 4-8

**Class Time needed:** Two class sessions (Varies depending on the age of students)

**Content Standards:** Refer to Academic Standards for Freedom Center Tours

**Objectives:**

Students will enhance their understanding of key terms of the National Underground Railroad Freedom Center by writing the definition of terms and gathering factual information on key people of the Civil War era.

**Rationale:**

It is important to develop the students' vocabulary before coming to the Freedom Center. By developing their vocabulary, they will gain more from their tour through our key exhibits. The development of key terms will also spark interest in the exhibits. This will enhance a student's understanding of the museum. This lesson will also connect to the post-visit lesson.

**Materials:**

Vocabulary Sheet  
Blank Bingo Board  
Dictionary



### **Connecting Pre and Post Activities:**

It is important that students are familiar with the terms to complete the post activity. The pre and post activities are connected so that the students will gain further understanding of key concepts on all level of learning.

- Before and after visit

### **Day One: Vocabulary (Pre-Visit)**

Have students fill out the vocabulary sheets. First by writing down what they think the term means. Second by looking up the definition or meaning of each word. Next the student will write down the real definition. After comparing their definition to the real definition, have the students think of a question or two about what they would like to know about it. Use these terms to stimulate discussion.

-50 minutes

### **Day Two: Bingo (Post-Visit)**

Hand out blank bingo sheets to each student. Have students write vocabulary and key people from their vocabulary list. Put terms in a hat and pull terms out. As a class students must give the correct definition before they receive it on their bingo board. Choose different people so that all students are involved.

### **Assessment:**

Informal: Students will be observed on their knowledge throughout the lesson and the bingo game.

Formal: Teacher may use the vocabulary sheets to evaluate student performance.



**Slavery**

What I think it means... \_\_\_\_\_

\_\_\_\_\_

What it really means... \_\_\_\_\_

\_\_\_\_\_

**Enslaved**

What I think it means... \_\_\_\_\_

\_\_\_\_\_

What it really means... \_\_\_\_\_

\_\_\_\_\_

**Internal Slave Trade**

What I think it means... \_\_\_\_\_

\_\_\_\_\_

What it really means... \_\_\_\_\_

\_\_\_\_\_

**Shackles**

What I think it means... \_\_\_\_\_

\_\_\_\_\_

What it really means... \_\_\_\_\_

\_\_\_\_\_



**Underground Railroad**

What I think it means... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What it really means... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Staple Crops**

What I think they are... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What they really are... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Cotton Gin**

What I think it is... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What it really is... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Manifest Destiny**

What I think it means... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What it really means... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Compromise of 1850**

What I think it means... \_\_\_\_\_

\_\_\_\_\_

What it really means... \_\_\_\_\_

\_\_\_\_\_

**Emancipation Proclamation**

What I think it means... \_\_\_\_\_

\_\_\_\_\_

What it really means... \_\_\_\_\_

\_\_\_\_\_

**Tariff**

What I think it means... \_\_\_\_\_

\_\_\_\_\_

What it really means... \_\_\_\_\_

\_\_\_\_\_

**Secession**

What I think it means... \_\_\_\_\_

\_\_\_\_\_

What it really means... \_\_\_\_\_

\_\_\_\_\_



**Kansas - Nebraska Act**

What I think it is... \_\_\_\_\_

\_\_\_\_\_

What it really is... \_\_\_\_\_

\_\_\_\_\_

**Annexation**

What I think it means... \_\_\_\_\_

\_\_\_\_\_

What it really means... \_\_\_\_\_

\_\_\_\_\_

**Missouri Compromise**

What I think it is... \_\_\_\_\_

\_\_\_\_\_

What it really is... \_\_\_\_\_

\_\_\_\_\_

**Contraband**

What I think it means... \_\_\_\_\_

\_\_\_\_\_

What it really means... \_\_\_\_\_

\_\_\_\_\_



**Harriet Beecher Stowe**

Who I think she is... \_\_\_\_\_

\_\_\_\_\_

Who she really is... \_\_\_\_\_

\_\_\_\_\_

**Abraham Lincoln**

Who I think he is... \_\_\_\_\_

\_\_\_\_\_

Who he really is... \_\_\_\_\_

\_\_\_\_\_

**John Brown**

Who I think he is... \_\_\_\_\_

\_\_\_\_\_

Who he really is... \_\_\_\_\_

\_\_\_\_\_

**Frederick Douglass**

Who I think he is... \_\_\_\_\_

\_\_\_\_\_

Who he really is... \_\_\_\_\_

\_\_\_\_\_



### **The Grimke Sisters**

Who I think they are... \_\_\_\_\_

\_\_\_\_\_

Who they really are ... \_\_\_\_\_

\_\_\_\_\_

### **Thirteenth Amendment**

What I think it means... \_\_\_\_\_

\_\_\_\_\_

What it really is... \_\_\_\_\_

\_\_\_\_\_

### **Fourteenth Amendment**

What I think it means... \_\_\_\_\_

\_\_\_\_\_

What it really means... \_\_\_\_\_

\_\_\_\_\_

### **Fifteenth Amendment**

What I think it means... \_\_\_\_\_

\_\_\_\_\_

What it really means... \_\_\_\_\_

\_\_\_\_\_





**Plantation**

Who I think this is... \_\_\_\_\_

\_\_\_\_\_

Who they really are ... \_\_\_\_\_

\_\_\_\_\_

**Sojourner Truth**

Who I think she is... \_\_\_\_\_

\_\_\_\_\_

Who she really is ... \_\_\_\_\_

\_\_\_\_\_

**Abolitionist**

What I think it means... \_\_\_\_\_

\_\_\_\_\_

What it really means... \_\_\_\_\_

\_\_\_\_\_

**Auction**

What I think it means... \_\_\_\_\_

\_\_\_\_\_

What it really means... \_\_\_\_\_

\_\_\_\_\_



**John Parker**

Who I think he is... \_\_\_\_\_

\_\_\_\_\_

Who he really is ... \_\_\_\_\_

\_\_\_\_\_

**Rev. John Rankin**

Who I think he is ... \_\_\_\_\_

\_\_\_\_\_

Who he really is... \_\_\_\_\_

\_\_\_\_\_

**Conductor**

What I think it means... \_\_\_\_\_

\_\_\_\_\_

What it really means... \_\_\_\_\_

\_\_\_\_\_



<i>B</i>	<i>i</i>	<i>n</i>	<i>g</i>	<i>o</i>
		<i>Free</i>		

