

## Building the Underground Railroad Tour

**NURFC Mission:** To pursue inclusive freedom by promoting social justice for all, building on the principles of the Underground Railroad

**Tour Description:** This experience, designed for grades 4-6, examines the history, geography, and economics of slavery and the Underground Railroad. Using text, imagery, artifacts, and story, this tour emphasizes the courage, cooperation, and perseverance of freedom fighters to inspire students to take action against injustice.

The National Underground Railroad Freedom Center (NURFC) encourages teaching for social justice. Therefore, it is our hope that your visit to the Freedom Center will be one part of a larger inquiry or unit addressing the social, economic, and geographical implications of slavery and the Underground Railroad in the U.S. The tour materials were designed to support and extend the learning occurring before, during, and after your visit.

**Goals:** Our goals are to 1.) provide the information needed to facilitate conversations about slavery and injustice in our culture and society, and 2.) inspire and teach how to apply the principles and methods of the Underground Railroad to pursue inclusive freedom and promote social justice for all.

**Tour Materials:** The Freedom Center does not offer guided tours. Thus, facilitators (teachers and chaperones) will play an important role in the tour experience. Since your tour will be self-guided, we provide educator designed materials to prepare facilitators and maximize student learning. After booking your tour, you will receive access to the following documents. Please note, you will need to bring all materials with you. The Freedom Center will not have copies of tour materials, clip boards, or writing utensils on hand.

Facilitator Packet - In this packet you will find:

- Student packet prompts
- Facilitator talking points, including scripted segments.
- Recommended order to tour exhibits
- Time allotments for exhibits

We encourage facilitators to share the provided information and conduct reflections and discussions at the designated points during the tour. This facilitation is essential for maximizing student learning. The facilitation at the beginning of each exhibit activates prior knowledge and ensures students have the foundational information required to navigate their exploration and inquiry. The check-ins throughout monitor and support student learning. The **ask your adult** questions requires the facilitators to provide the information students need to answer their prompts. The reflections/discussions at the end of exhibits are designed to address misinformation and confirm and extend understanding.

Student Packet

The prompts in this packet will guide students' thinking as they tour the exhibits. Students should answer the prompts as they explore the designated areas.

Pre-reading and Tour Vocabulary

The pre-reading provides students with the necessary prior knowledge for this tour. Prompts that promote understanding and exploration are included. Additionally, we encourage teaching of the tour vocabulary in preparation for the visit.

### Suggested Performance Tasks

Tour materials include performance tasks that adhere to the goals, compelling questions, and academic standards that frame the *Building the Underground Railroad Tour*. The performance tasks are designed to extend the tour experience and facilitate further exploration. Each performance task addresses at least one compelling question and Dimension 3 and/or Dimension 4 from the NCSS C3 Framework. We encourage teachers to modify the performance tasks to meet the needs of their classroom and students. Suggested performance tasks can be used as summative assessments.

**Preparation:** In this self-guided experience, the facilitator plays an essential role in the tour experience. Therefore, it is important for all facilitators to closely review the tour materials prior to the field trip to understand their role and expectations and familiarize themselves with the prompts and content. Additionally, during the *Escape! Freedom Seekers and the Underground Railroad* portion of the tour, facilitators are asked to assign research tasks and provide additional handouts. The facilitator packet and appendix provide the needed direction and materials for this process. Please plan accordingly.

After booking a field trip, teachers are encouraged to visit the Freedom Center free of charge to familiarize themselves with the museum and prepare.

**Modifications:** This tour includes a lot of information and requires a steady pace and awareness of time allotments to complete. We encourage you to modify when necessary to meet the educational and emotional needs of your students. This means students may not answer every prompt or you may eliminate a film to allow more time for exhibits. To support students, consider changing some of the written response prompts to reflection prompts. You may allow students to work in pairs. Perhaps students can capture information and answers using cameras on cell phones or tablets in lieu of written responses. Ultimately, we want students to be challenged, but with comfort and confidence as they engage with the tour.

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## **Outline: Building the Underground Railroad Tour**

### **Compelling Questions Guiding the Overall Experience**

- Why is it important to learn about slavery in the U.S.?
- Why is it important to learn about the Underground Railroad?
- Why is it important to learn about social justice?

### **Supporting Questions Guiding the Pre-reading**

#### ATLANTIC SLAVE TRADE and the MIDDLE PASSAGE

- Why did the Atlantic Slave Trade begin and why did it grow?
- Describe the experiences of the enslaved.

## Supporting Questions Guiding the Tour

### ATLANTIC SLAVE TRADE and the MIDDLE PASSAGE

- Do we need to understand our painful past?

### GEOGRAPHY and ECONOMICS of the INTERNAL SLAVE TRADE

- How did the Ohio River help the economy during the 1800s?
- What was Cincinnati's role in the Internal Slave Trade?
- Why do you think many abolitionists decided to promote their cause in Cincinnati?
- What happened at slave auctions?
- How did white businessmen who didn't own slaves profit from slave labor?
- How did geography (rivers, landscapes, and climate) shape the movement and location of slaves in the U.S.?

### THE UNDERGROUND RAILROAD

- When was the Underground Railroad in use?
- What were the dangers along the Underground railroad?
- How did freedom seekers know where to go?
- How did freedom seekers use hiding places, disguises, and pretending?
- What did you learn about your assigned freedom seeker? What questions do you have?
- What did you learn about your assigned conductors? What questions do you have?
- Why was this work dangerous for the helpers?
- How did the enslaved fight against their enslavement?
- How did Rev John Rankin and his family demonstrate courage, cooperation, and perseverance?

### SOCIAL JUSTICE FOR ALL

- How does learning about the Underground Railroad help us promote social justice for all?

## Performance Tasks

- How can I be a modern-day abolitionist?
- What can we learn about slavery from interviews with former slaves?
- What was the purpose of Freedom's Journal?
- What does the Underground Railroad teach us about the roles and responsibilities of citizens?
- What does the Underground Railroad teach us about social justice?
- What were the economic, geographic, political, and social effects of the cotton gin?

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## National and State Social Studies Standards

The **Building the Underground Railroad Tour** materials address the following social studies standards:

### NCSS C3 Framework

D2: Applying Disciplinary Tools and Concepts

### Civic and Political Institutions

- D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.

### Economics

#### Economic Decision Making

- D2.Eco.1.3-5. Compare the benefits and costs of individual choices.
- D2.Econ.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.

### Geography

#### Human Population: Spatial Patterns and Movement

- D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.
- D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.

### History

#### Change, Continuity, and Context

- D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.
- D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

### D3: Evaluating Sources and Using Evidence

#### Developing Claims and Using Evidence

- D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.
- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

### D4: Communicating Conclusions and Taking Informed Action

#### Communicating and Critiquing Conclusions

- D4.1.3-5. Construct arguments using claims and evidence from multiple sources.
- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

- D4.3.6-8 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

#### Taking Informed Action

- D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
- D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
- D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

## **Ohio's Learning Standards| Social Studies**

### **Grade 4: OHIO IN THE UNITED STATES**

#### History

##### Historical Thinking Skills

1. The order of significant events in Ohio and the United States can be shown on a timeline.
2. Primary and secondary sources can be used to create historical narratives.

##### Heritage

7. Following the War of 1812, Ohio continued to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.

#### Geography

##### Places and Regions

11. The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies

##### Human Systems

13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.

14. Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.

#### Government

##### Civic Participation and Skills

15. Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.

16. Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise.

#### Economics

##### Production and Consumption

21. Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.

### **Grade 5: REGIONS AND PEOPLE OF THE WESTERN HEMISPHERE**

#### History

##### Heritage

- 3. European exploration and colonization during the 1400s - 1600s had lasting effects which can be used to understand the Western Hemisphere today.

#### Geography

##### Spatial Thinking and Skills

- 4. Geographic tools can be used to gather, process and report information about people, places and environments.

##### Places and Regions

- 6. Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

##### Human Systems

- 7. The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.
- 9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity.

#### Government

##### Civic Participation and Skills

- 11. Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

## Economics

### Economic Decision Making and Skills

- 14. The choices made by individuals and governments have both present and future consequences.

### Scarcity

- 15. The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade

### Production and Consumption

- 16. The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.

### Markets

- 17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.

## **Kentucky's Academic Standards | Social Studies**

### **Grade 4: Migration and Settlement**

#### Investigating

##### Questioning

4.I.Q.1 Ask compelling questions about migration and settlement.

4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.

#### Civics

##### Roles and Responsibilities of a Citizen

4.C.RR.1 Describe the importance of civic participation, and locate examples in past and current events.

##### Civic Virtues and Democratic Principles

4.C.CV.1 Assess the ability of various forms of government to foster civic virtues and uphold democratic principles.

Processes, Rules and Laws

4.C.PR.1 Describe the processes people use to change rules and laws.

Kentucky Government

4.C.KGO.1 Explain how the development of rules improves communities and attempts to meet the needs of citizens.

Economics

Microeconomics

4.E.MI.1 Explain the role of producers, consumers, products and labor in economic markets.

4.E.MI.2 Investigate the relationship between supply and demand.

Specialization, Trade and Interdependence

4.E.ST.1 Explain how trade leads to increasing economic interdependence.

Incentives, Choices and Decision Making

4.E.IC.1 Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.

Kentucky Economics

4.E.KE.1 Predict how producers in colonial Kentucky used the factors of production to make goods, deliver services and earn profits.

Geography

Migration and Movement

4.G.MM.1 Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European Exploration to the Thirteen Colonies.

Human Interactions and Interconnections

4.G.HI.1 Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies.

Human Environment Interaction

4.G.HE.1 Analyze how geographic features created challenges and opportunities for the development of Colonial America.

Geographic Reasoning

4.G.GR.1 Analyze how location and regional landforms affect human settlement, movement and use of various national resources, using maps, photos and other geographic representations.

Kentucky Geography



4.G.KGE.1 Compare how the movement of people, goods and ideas in Colonial America and modern Kentucky were affected by technology.

## History

### Change and Continuity

4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies.

4.H.CH.2 Describe the impact innovation and human ingenuity had on the development of the United States from European Exploration to the Thirteen Colonies.

### Cause and Effect

4.H.CE.1 Utilize chronological sequences of events to explain causes and effects of historical developments from European Exploration to the Thirteen Colonies.9

### Conflict and Compromise

4.H.CO.1 Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.

### Kentucky History

4.H.KH.1 Identify and describe the significance of diverse groups of people in Kentucky from European Exploration to the Thirteen Colonies.

## Grade 5: Colonization to Constitution

### Civics

#### Roles and Responsibilities of a Citizen

- 5.C.RR.1 Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship.

### Economics

#### Microeconomics

- 5.E.MI.1 Explain the relationship between supply and demand.

#### Specialization, Trade and Interdependence

- 5.E.ST.1 Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.

#### Incentives, Choices and Decision Making

- 5.E.IC.1 Analyze how incentives and opportunity costs impact decision making, using examples from history.

## Geography

### Migration and Movement

- 5.G.MM.1 Analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States.

## History

### Change and Continuity

- 5.H.CH.2 Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.

### Cause and Effect

- 5.H.CE.3 Describe the social and economic impact of the slave trade on diverse groups.

## Investigating

### Using Evidence

- 5.I.UE.1 Use evidence to develop claims in response to compelling and supporting questions.
- 5.I.UE.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.

### Communicating Conclusions

- 5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.