

Lesson Title: Underground Railroad Introduction

Date: _____

Unit Title: Unit 5 – Slavery & Sectionalism

Concept Based (Enduring Understanding, Essential Question, Key Concept):

Materials/Resources:

- Physical Map (laminated and a dry erase marker)
- KWL chart with small sticky notes
- Documents on the Underground Railroad
- Documents on the Great Migration
- Venn Diagram for UGRR v. GM
- Class notebooks/notebook paper
- Pen/pencil
- iPads
- The Middle Passage reiteration (7th grade Social Studies, Africa Unit)
- [Great Migration | Definition, History, Map, & Dates | Britannica](#)
- [Great Migration: Definition, Causes & Impact | HISTORY](#)
- [Underground Railroad - Definition, Background & Leaders | HISTORY](#)
- [The Underground Railroad: On the Road to Freedom \(youtube.com\)](#)
- [Mayhewcabin.org/us_map_uqrr_1860-1.jpg](#)
- [etc.usf.edu/maps/pages/800/808/808.htm](#)

Accommodations for ELL students and students with an IEP or 504 Plan (specific to this lesson):

- * Documents translations
- * Extended time
- * Chunking of information

Learning Goal (content standards/indicators):

I will be able to explain the significance of the UGRR in American history and how it relates to the Great Migration of the early 1900s

Learning Tasks (content standard broken down into manageable tasks):

- KWL chart (laminated)
 - Students each receive a sticky note to write down what they know about the UGRR
 - Discuss answers
- Map Work (groups of 2-4)
 - Label the slave states (11) with dry erase marker

- Using the map, draw 4 arrows depicting the path freedom seekers may have used to leave slavery states to the free states
- Show students the map etc.usf.edu/maps/pages/800/808/808.htm to check their maps against
- Discuss

Venn Diagram (groups of 2-4)

- Each student receives a diagram
- Group will need 2-4 iPads to access websites (can post links in Teams chat or email class)
- Read through websites and fill in contrasting and comparing characteristics of the UGRR and the Great Migration
- Discussion going over diagram

Green Book (group of 2-4)

- Defining sundown towns
- Google maps
- Each group will receive a packet of green book locations from NY to NC
- Track travel from Harlem, NY to Charolette, NC
- Compare and contrast to UGRR paths

KWL

- Students summarize how the UGRR is connected to present-day society

Success Criteria:

You will know you have mastered this when I can compare and contrast the following eras of history: The Middle Passage, UGRR, The Great Migration, and the Green Book stops. Answer to be written in 1 paragraph (at least 6-7 sentences) as a narrative.

Procedures and Routines:

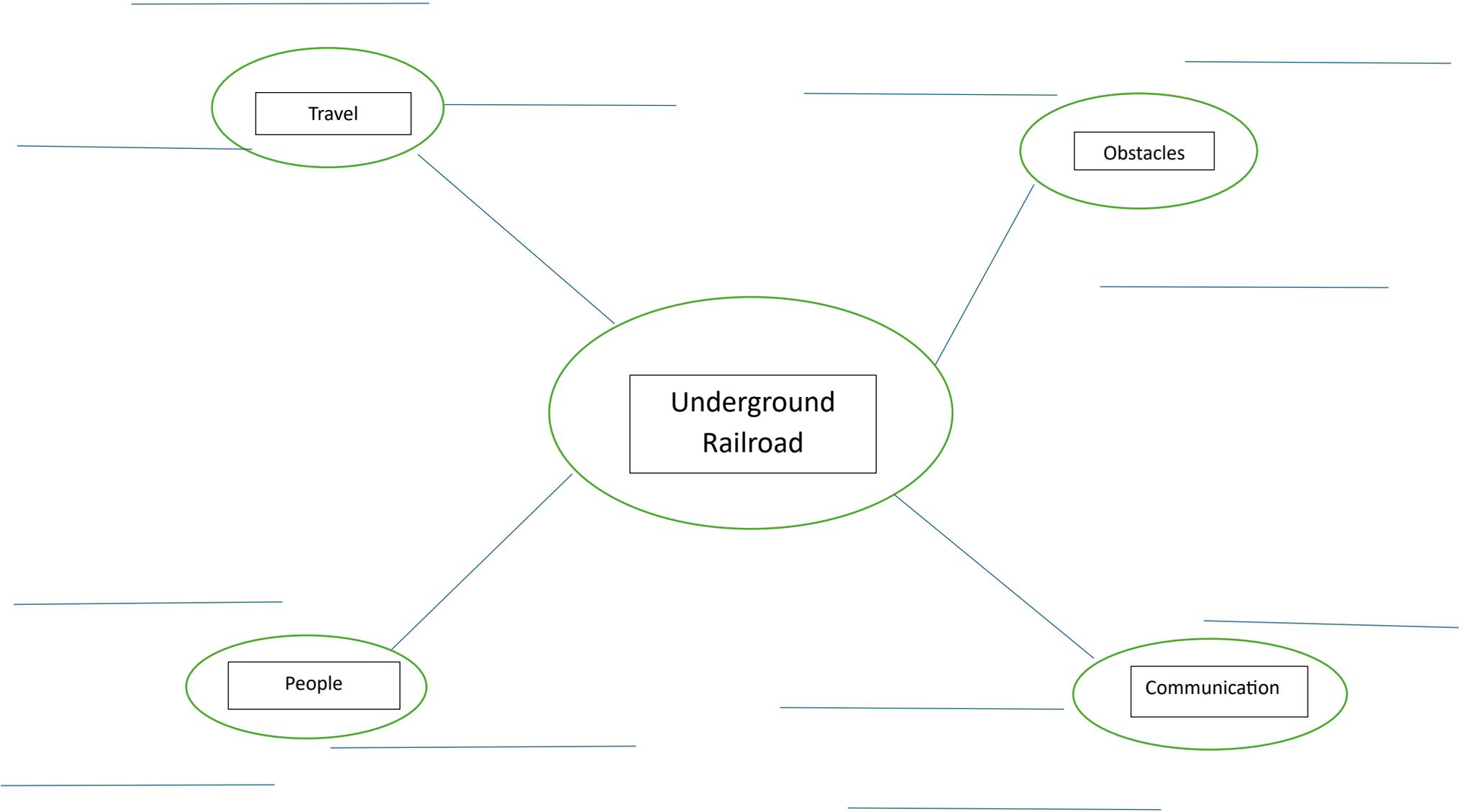
Hand Raising; backward count from 5 to quiet students, backward count from 20 for clean-up of materials; non-verbal cues (restroom, help/answer/ask, sharpen pencil, nurse, tissue, throw away trash), Tardy Slips, Pencil/ruler borrowing sign out

Instructional Plan for a 90-minute Block:

5 minutes	Anticipatory Activity <i>Opening. Learning Goal, Essential Question, Success Criteria. Overview of today's lesson, anticipatory activity to engage learners from the start.</i>	
10 minutes	Modeled Instruction: Teacher doing the work. <i>Introduction of Concept/New Knowledge. Direct instruction, demonstration, directed reading, multimedia.</i>	Shared Instruction: Teacher and students doing the work together. <i>Incorporate checks for understanding, class discussion, student questioning/predicting, iPad integration as instructional resource.</i>
10 minutes	Guided Practice: Students doing the work with teacher support. <i>Application and Use of Knowledge. Student engagement strategies: hands-on activity, small-group projects, problem-solving activity, laboratory experiments. iPad integration. Teacher provides feedback. Build in a transition to next portion of lesson.</i>	
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10-15 minutes	Independent Practice: Students doing the work. <i>Student Practice. In-class independent work, assignment, assessment. iPad integration.</i>
5-10 minutes	Summary/Reflection <i>Closing. Summaries, reflections, journal writing, report outs, ticket out the door.</i>

Reference: Gregory, G., & Herndon, L. E. (2010). *Differentiated instructional strategies for the block schedule*. Thousand Oaks, CA: Corwin.



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The Green Book Mapping Lesson – Teacher Guide

Materials Needed

- Student Worksheet.
- Student Grading Rubric
- Link to New York Public Library Green Site with digitized copies of all Green Books.
<https://digitalcollections.nypl.org/collections/the-green-book#/?tab=navigation>
- Link to New York Public Library Green Book Mapping site to check work and show students AFTER their mapping project is completed. <https://publicdomain.nypl.org/greenbook-map/trip.html>
- 1947, 1954 and 1956 Green Books.
- Google Maps

Introduction

The Green Book was a travel guide published from 1936 to 1964. The books helped African Americans find safe places to get gas, spend the night, eat, or use a restroom during the Jim Crow Era when segregation and discrimination was widespread. The books were published by Victor Hugo Green, a mail carrier from New York City, and crowdsourced by African Americans across the country at a time before email or the Internet.

In this lesson we are all going to create a two-day trip starting in New York City and traveling up to 800 miles in any direction you choose. You must plan to stop for gas every 200 miles, eat three meals, take bathroom breaks, and find a place to sleep overnight. Caveat ... all the places you stop at must be listed in the 1947, 1954 or 1956 Green Book. We have two copies of these Green Books, or you can access them on the New York Public Library Green Book site. <https://digitalcollections.nypl.org/collections/the-green-book#/?tab=navigation>

Here's an example. Using the 1947 Green Book. New York to Atlanta. Start by Googling the Route to identify towns along the way.

Day One

Leave New York at 8:30 a.m.

Arrive in Baltimore at Noon. Get gas at the Esso Service Station at Presstman and Fremont. Eat at Spot BBQ at 1530 Penna Avenue (1/2 mile away). Note only one service station in Baltimore we can stop at.

From Baltimore drive to Richmond Virginia.

Stay overnight at Eggleston Hotel (2nd and Leigh St.). Three blocks away is Cora's restaurant (427 E. Leigh St.) where we can eat dinner.

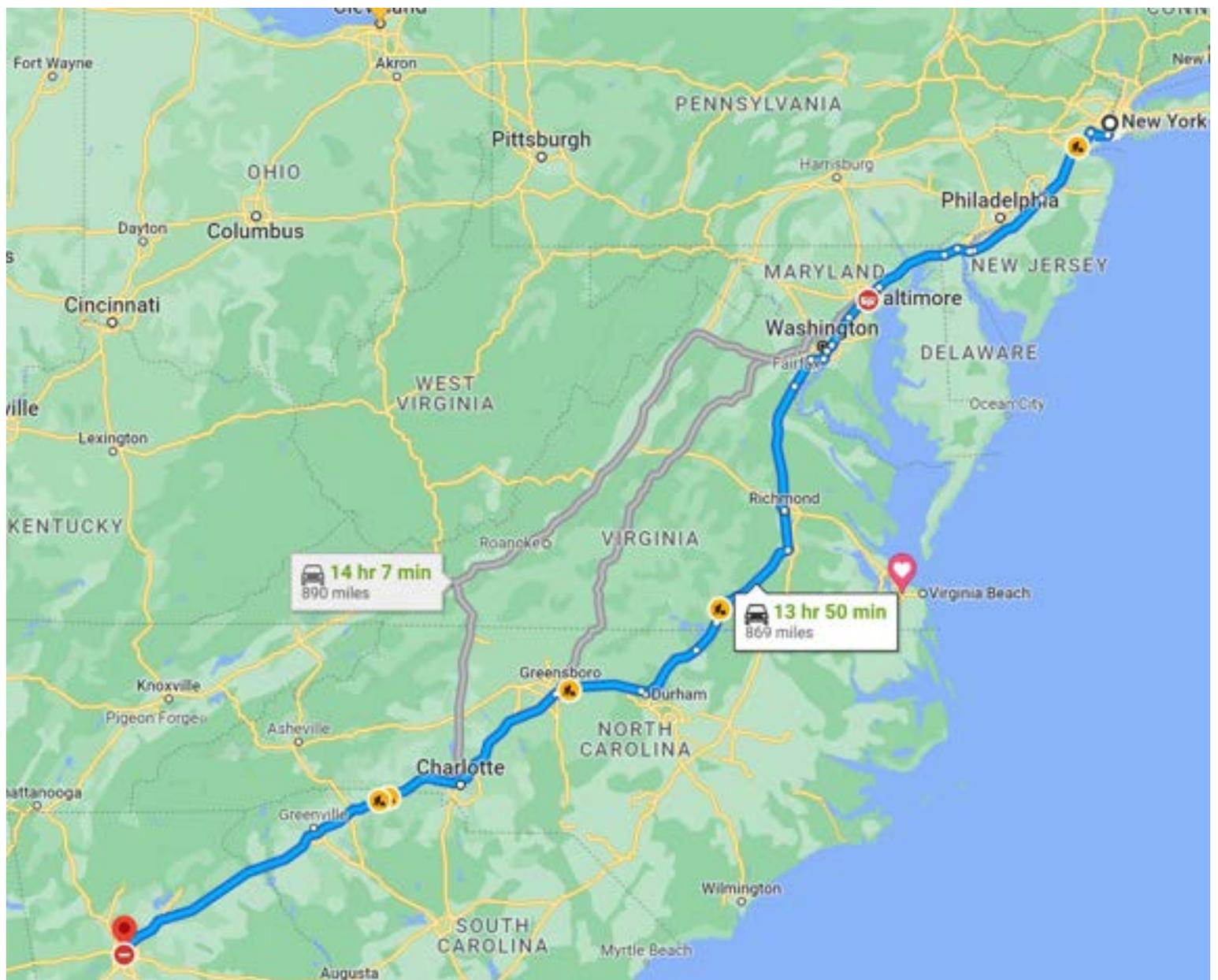
Day Two

Next morning fill up at Little Lord's service station at 410 N. 2nd Street. Looking ahead no gas station until Charlotte North Carolina. Fill up a gas can with gas in case the car runs out before Charlotte.

Drive to Greensboro NC (3 hours) and stop at the Paramount Tavern for lunch (907 E. Market St.)

Stop for gas in Charlotte NC at Bishop Dale service station (First & Brevard Streets).

Drive from Charlotte to destination, Atlanta. Stay at the Savoy Hotel (239 Auburne Ave). Plan to visit the Barber Shop and Beauty Parlor the next morning and check out the Poinciana Night Club (143 Auburn Ave) in the evening.



Student Assignment

You must [plan a road trip](#) outside of our state and imagine that the discrimination which African Americans faced at this time in history applied.

- 1) First, select a city or tourist destination that is at least a 2-day drive away and [map out your route](#). Where will you stop for gas, meals, or bathroom breaks? Where will you spend each night?
- 2) Next, select a copy of the [Green Book either from here](#) or this [one from 1949](#) to plan out your journey. Each Green Book has introduction pages and then has states listed alphabetically. Within each state, the book lists cities, and towns alphabetically, with categories of recommended business.
- 3) You will need to find gas stations, restaurants, and hotels in the Green Book that you can use. You must stop for gas at least every 200 miles and you can only drive 400 miles a day (that's almost 7 hours when driving at 60 miles per hour). You also need three meals a day and hotels for each night.
- 4) Use Google Maps and enter each stop as a destination until you reach your final location.
- 5) Once you have your entire route planned out, take a screenshot of the map, and paste it into the table below. Describe your journey, including the names of where you will be stopping and how you came to create the route. Then answer the questions that follow.

Destination	
Screenshot of your Map Route	
Describe Your Journey	

How much shorter could your trip have been if you did not have the limitations of segregation?

Why was the Green Book essential for African American travelers?

What happened in 1964 that led to the book no longer being published?

Describe what it might have felt like for African American travelers using the Green Book at the time.

The Green Book Mapping Lesson

Introduction

The Green Book was a travel guide published from 1936 to 1967. The books helped African Americans find safe places to get gas, spend the night, eat, or use a restroom during the Jim Crow Era when segregation and discrimination was widespread. They books were published by Victor Hugo Green, a mail carrier from New York City, and crowdsourced by African Americans across the country at a time before email or the Internet.

Assignment

You must plan a road trip using the Green Book.

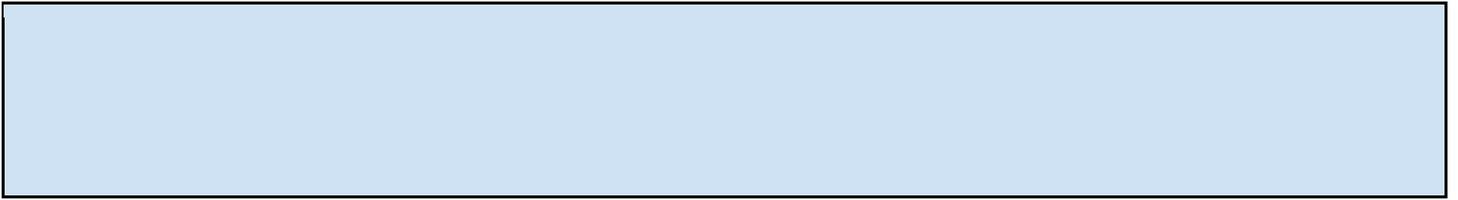
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- 2) Next, select a copy of the 1947, 1954 or 1956 Green Book from the New York Public Library site <https://digitalcollections.nypl.org/collections/the-green-book#/?tab=navigation> to plan out your journey. Each Green Book has introduction pages and then has states listed alphabetically. Within each state, the book lists cities, and towns alphabetically, with categories of recommended business.
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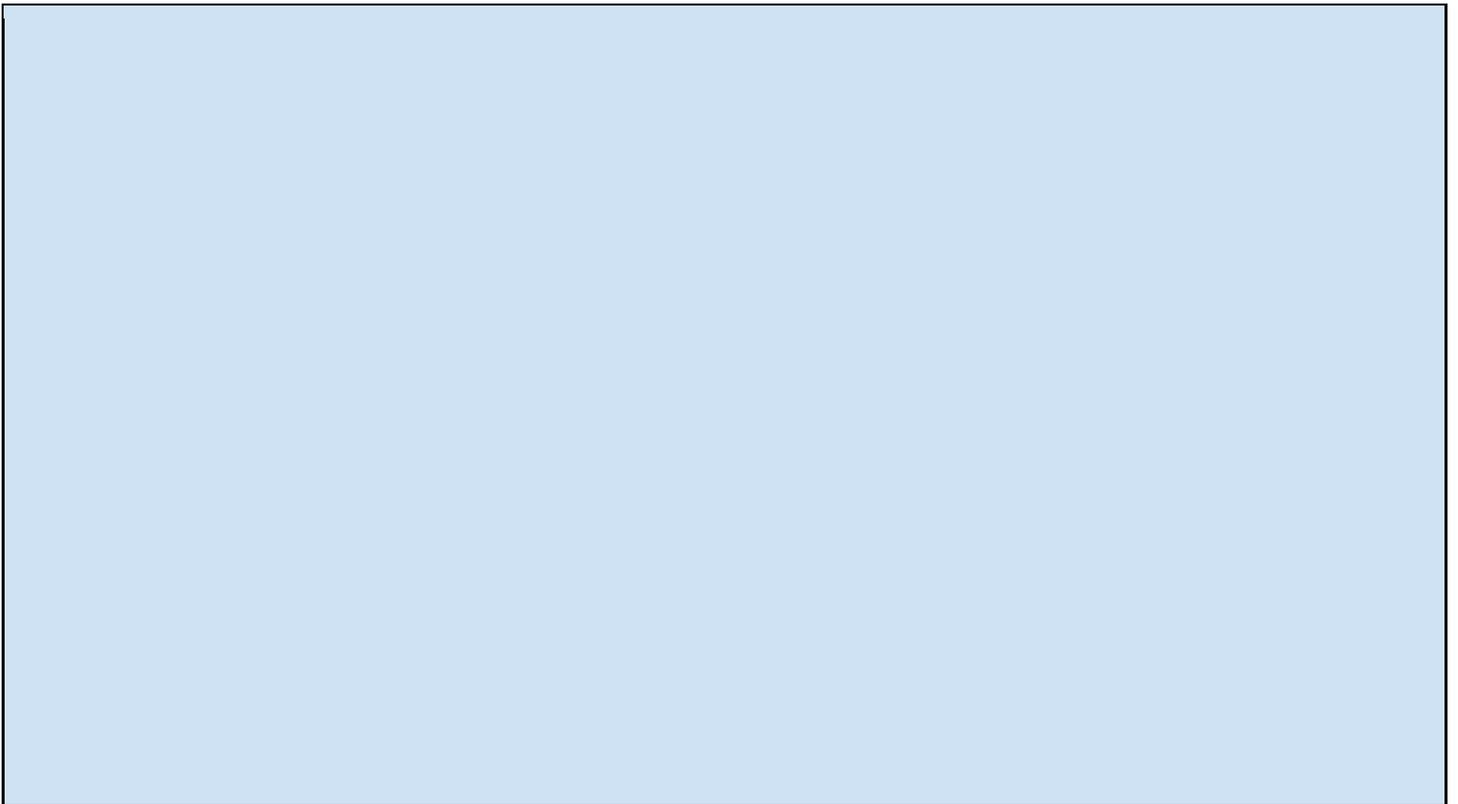
Why was the Green Book essential for African American travelers?

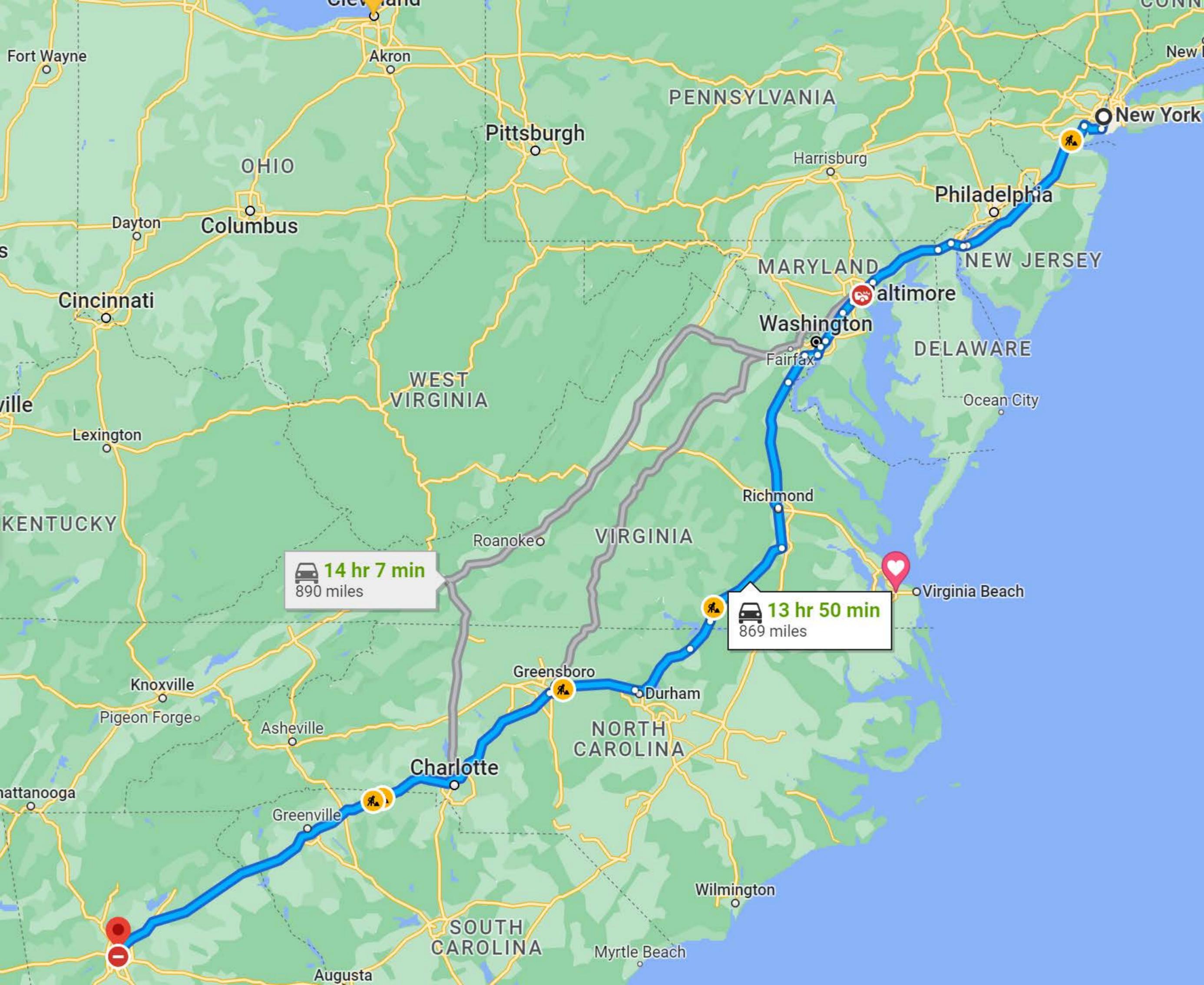


What happened in 1964 that led to the book no longer being published?



Describe what it might have felt like for African American travelers using the Green Book at the time.





Lesson #: 3

Subject: Social Studies

Materials Needed:

IEP and 504 Accommodations:

Procedures/Routine Focus: Hand Raising; backward count from 5 to quiet students, backward count from 20 for clean-up of materials; non-verbal cues (restroom, help/answer/ask, sharpen pencil, nurse, tissue, throw away trash), Tardy Slips, Pencil/ruler borrowing sign out

Learning Goals:

Bell Work:

- Fact or Myth Activity – draw a line in the middle of the classroom. One side is Fact and one side is Myth
 - Read statement and students move to either side
 - [Myths About the Underground Railroad | African American History Blog | The African Americans: Many Rivers to Cross \(pbs.org\)](#)

Shared and Guided:

The Underground Railroad: Crash Course Black American History #15

- [The Underground Railroad: Crash Course Black American History #15 - YouTube](#)
- Mindmapping

Language – Part 2

- Booker T. Washington “Up From Slavery”, Chapter 12
- [Exploring the Language of Slavery](#)

Lesson Summary:

Write 3-5 sentences about what you have learned about the language of slavery.