

Making Invisible Histories Visible

The Underground Railroad

Lesson Title: MIHV Lesson 8: Research, Day 1

Unit Title: Unit 5: Slavery and Sectionalism

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

Essential Question: What was the impact of slavery on the United States? How did the growth of the Abolitionist movement impact the debate over slavery in the United States? How did laws during the mid-1800s encourage or discourage the practice of slavery?

Key topics: dependent on the project

Skills: examine sources, compare and contrast, use evidence to support claims, analyze primary sources and multiple sources, inquiry

Materials/Resources:

- Lesson slides
- Student work:
 - o Research packet
 - o OPTIONAL: source analysis sheets

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

- Provide sentence starters for Part 1 and Part 2 as needed

Learning Goal:

- SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.
- SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.
- SS 8.4.5 Apply the inquiry process to construct and answer historical questions.
- SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.

Learning Tasks:

- Use outside research platforms (Omaha Public Library, school library) to gather relevant primary sources
- Analyze selected primary sources to find the most compelling, relevant information about your topic

Success Criteria:

You will know you have mastered this when you...

- Have Part 1 of your research packet complete

- Have 2 sources selected and analyzed in Part 2

Procedures and Routines:

- Collaborative group work

Instructional Plan for a 90-minute Block:

5 minutes	Anticipatory Activity <ul style="list-style-type: none"> - Bell-ringer question: What topic surprised you the most in this unit? What did you enjoy learning about the most?
20 minutes	Modeled Instruction <ul style="list-style-type: none"> - On projected screen, show instructions on Slide 2. Distribute student research packet - Model Part 1 with a sample research topic, especially the final box (How was this person connected to the Underground Railroad or enslavement in Nebraska?) - Model finding sources for Part 2 and summarizing a source
45 minutes	Independent Practice <ul style="list-style-type: none"> - <i>Students log into public library accounts or school library, or use paper sources</i> - <i>Students record research in research packet</i> - <i>OPTIONAL: Students fill out source analysis worksheets for each source they use</i> - <i>Teacher circulates to assist students in researching, answering questions, and addressing misconceptions</i>
10 minutes	Summary/Reflection <i>Exit ticket on a notecard, in a notebook, etc. (teacher's choice):</i> <ul style="list-style-type: none"> - <i>My research subject is: _____</i> - <i>One new fact I learned about them today is: _____</i>

Research Packet

Part 1: Basic Information

My person's name is:			
They are an: <i>(circle/highlight one)</i>	abolitionist	freedom seeker	enslaver
Birthdate & Location		Death Date & Location	
How was this person connected to the Underground Railroad or enslavement in Nebraska? <i>100-500 words</i>			

Part 2: Sources About My Person

Remember, the information below is just an **overview**. You need to fill out an analysis form for each source you find.

Type of Document	Primary or Secondary Source?	Link to the source	1-sentence summary
	primary		
	secondary		
	primary		
	secondary		
	primary		
	secondary		

Part 3: My Person's Location

Use your research from yesterday to help you find an **address** that has been linked to your person. This could be somewhere they lived or worked, a place they passed through on the Underground Railroad, or where they are buried.

Location Name	
Street Address <i>(Include the city, state, and ZIP)</i>	
County	

Does the location have a website?	URL:
Does the location have a phone number?	Phone:
Can the public visit this location?	Hours:
What is this location currently used for? How has it changed from the 1850s to today?	
How is your person connected to this place? Give as much detail as you can.	
What source did you use? <i>Give the URL or article title (or both).</i>	
Are there other connections between this location and the Lane Trail in general (not just your person)?	

Part 4: StoryMap Text Draft

Use the checklist below to write a draft of the paragraph for your final project. Use the research you did on your person to write your paragraph with **as much detail as possible**.

- Basic information about your person: birth date & location; death date & location; their role in the Underground Railroad/Lane Trail
- Brief information (1-2 sentence) about the Underground Railroad/Lane Trail in Nebraska – who/what/when/where/why?
- Your person’s connection to the Lane Trail/Underground Railroad (2+ sentences)
- Total length: 200-500 words

Analyzing a Text Document

Step 1: Meet the Document.

This document is a:

- Letter
- Chart or graph
- Government document
- Speech
- Newspaper
- Journal or diary advertisement

Describe it like you're describing it to someone who can't see it.

Think about: is it handwritten or typed? How is it organized? Are there stamps or markings? Does it include many types of sources, like words, pictures, and graphs together?

Step 2: Observe the document's parts.

1. Who wrote or created this document?
2. Who probably read or received this document?
3. When was the document made?
4. Where was the document made?

Step 3: Put the pieces together.

1. Summarize this document in one sentence.
2. Why did the author probably create this document?
3. What was happening in history, both in our area and in the U.S., when this document was created?
4. What did you learn about your topic from this document that you might not learn elsewhere?
5. What is one question you have about your topic after analyzing this document?

Analyzing a Photograph

Step 1: Meet the Photo.

This photo is (*check all that apply*):

- Event
- Family portrait
- Action
- Color
- Landscape
- Portrait of 1-2 people
- Posed
- Black and white

Is there a caption? If so, write it below.

Quickly scan the photo. What 1-2 details pop out at you right away?

Step 2: Observe the photo's parts.

Describe what you see with as much detail as possible.

People	Objects	Actions/Activities	Background/Landscape

Write one sentence summarizing this photo.

Step 3: Put the pieces together.

1. Who took this photo?
2. Where was it taken?
3. When was it taken?
4. What was happening in history, both in our area and in the U.S., when this photo was taken?
5. Why did the photographer probably take this photo?
6. What did you learn about your topic from this photo that you might not learn elsewhere?
7. What is one question you have about your topic after analyzing this photo?

Analyzing a Map

Step 1: Meet the Map.

This map is (*check all that apply*):

- Political
- Census/population
- Land use
- Relief
- Transportation
- Physical/topographic
- Resource
- Aerial/satellite

What's the title of this map?

What information is in the legend?

Step 2: Observe the map's parts.

1. What places are shown?

2. What is labeled? (*streets, towns, major roads, rivers, mountains*)

3. If there are symbols or colors, what do they stand for?

4. Who made this map?

5. When was the map made?

Step 3: Put the pieces together.

1. What was happening in history, both in our area and in the U.S., when this map was made?

2. Why do you think this map was probably made?

3. How does this map compare to a 2024 map of the same place? What would be similar and different?

4. What did you learn about your topic from this map that you might not learn elsewhere?

5. What is one question you have about your topic after analyzing this map?

Analyzing a Video

Step 1: Meet the Video

This video is a *(check all that apply)*:

- animation
- news story
- commercial
- training
- film
- documentary
- entertainment

This video includes *(check all that apply)*:

- music
- live action
- re-enactments
- interviews
- a narrator
- special effects

Step 2: Observe the video's parts.

Describe what you see with as much detail as possible.

People	Objects	Actions/Activities	Background/Landscape

Write one sentence summarizing this video.

Step 3: Put the pieces together.

1. When was this video made?
2. What was happening in history, both in our area and in the U.S., when this video was made?
3. Who made this video?
4. Who was the audience for this video? Who were the creators trying to reach or communicate with?
5. What do you think the creators wanted people to learn about or feel while watching this video? Why?
6. What did you learn about your topic from this video that you might not learn elsewhere?
7. What is one question you have about your topic after analyzing this video?

Making Invisible Histories Visible

The Underground Railroad

Lesson Title: MIHV Lesson 9: Research, Day 2

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

Essential Question: What was the impact of slavery on the United States? How did the growth of the Abolitionist movement impact the debate over slavery in the United States? How did laws during the mid-1800s encourage or discourage the practice of slavery?

Key topics: dependent on the project

Skills: examine sources, compare and contrast, use evidence to support claims, analyze primary sources and multiple sources, inquiry

Materials/Resources:

- Lesson slides
- Student work:
 - o Research packet
 - o OPTIONAL: source analysis sheets

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

- Provide sentence starters for Part 1 and Part 2 as needed

Learning Goal:

- SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.
- SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.
- SS 8.4.5 Apply the inquiry process to construct and answer historical questions.
- SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.

Learning Tasks:

- Use outside research platforms (Omaha Public Library, school library) to gather relevant primary sources
- Analyze selected primary sources to find the most compelling, relevant information about your topic
- Use primary and secondary sources to identify a relevant address for research subject

Success Criteria:

You will know you have mastered this when you...

- Have 3 sources selected and analyzed in Part 2
- Have a location related to your person identified and analyzed in Part 3

Procedures and Routines:
- Collaborative group work

Instructional Plan for a 90-minute Block:

10 minutes	<p>Anticipatory Activity</p> <ul style="list-style-type: none"> - Analyze paragraph for bell-ringer - After 5 minutes, take student responses to bell-ringer question - Tell students this will be similar to the type of paragraph they need to write at the end of the project
10 minutes	<p>Modeled Instruction</p> <ul style="list-style-type: none"> - On projected screen, show instructions on Slide 7. Talk through the day's goals - Use model from yesterday OR sample student work to remind students of expectations for Part 1 and Part 2, especially connection to Underground Railroad (Part 1) and source summaries (Part 2)
25 minutes	<p>Independent Practice</p> <ul style="list-style-type: none"> - <i>Students log into public library accounts or school library, or use paper sources</i> - <i>Students record research in research packet</i> - <i>OPTIONAL: Students fill out source analysis worksheets for each source they use</i> - <i>Teacher circulates to assist students in researching, answering questions, and addressing misconceptions</i>
10 minutes	<p>Modeled Instruction</p> <ul style="list-style-type: none"> - On projected screen, show instructions on Slide 9. Explain the types of addresses that are most relevant and interesting to researchers - 2-minute turn-and-talk for students: what sources could we use to find these locations? (ex: Find-A-Grave, census documents, newspaper articles listing addresses, business directories)
25 minutes	<p>Independent Practice</p> <ul style="list-style-type: none"> - <i>Students log into public library accounts or school library, or use paper sources</i> - <i>Students record research in research packet</i> - <i>OPTIONAL: Students fill out source analysis worksheets for each source they use</i> <p><i>Teacher circulates to assist students in researching, answering questions, and addressing misconceptions</i></p>
10 minutes	<p>Summary/Reflection</p> <p><i>Exit ticket on a notecard, in a notebook, etc. (teacher's choice):</i></p> <ul style="list-style-type: none"> - <i>My research subject is: _____</i> - <i>One source I used to find information about my subject was: _____</i>

Research Packet

Part 1: Basic Information

My person's name is:			
They are an: <i>(circle/highlight one)</i>	abolitionist	freedom seeker	enslaver
Birthdate & Location		Death Date & Location	
How was this person connected to the Underground Railroad or enslavement in Nebraska? <i>100-500 words</i>			

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	secondary		
	primary		
	secondary		
	primary		
	secondary		

Part 3: My Person's Location

Use your research from yesterday to help you find an **address** that has been linked to your person. This could be somewhere they lived or worked, a place they passed through on the Underground Railroad, or where they are buried.

Location Name	
Street Address <i>(Include the city, state, and ZIP)</i>	
County	

Does the location have a website? (Not Google!)	URL:
Does the location have a phone number?	Phone:
Can the public visit this location?	Hours:
What is this location currently used for? How has it changed from the 1850s to today?	
How is your person connected to this place? Give as much detail as you can.	
What source did you use? <i>Give the URL or article title (or both).</i>	
Are there other connections between this location and the Lane Trail in general (not just your person)?	

Part 4: StoryMap Text Draft

Use the checklist below to write a draft of the paragraph for your final project. Use the research you did on your person to write your paragraph with **as much detail as possible**.

- Basic information about your person: birth date & location; death date & location; their role in the Underground Railroad/Lane Trail
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Analyzing a Text Document

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3. When was the document made?
4. Where was the document made?

Step 3: Put the pieces together.

1. Summarize this document in one sentence.
2. Why did the author probably create this document?
3. What was happening in history, both in our area and in the U.S., when this document was created?
4. What did you learn about your topic from this document that you might not learn elsewhere?
5. What is one question you have about your topic after analyzing this document?

Analyzing a Photograph

Step 1: Meet the Photo.

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- Posed
- Black and white

Is there a caption? If so, write it below.

Quickly scan the photo. What 1-2 details pop out at you right away?

Step 2: Observe the photo's parts.

Describe what you see with as much detail as possible.

People	Objects	Actions/Activities	Background/Landscape

Write one sentence summarizing this photo.

Step 3: Put the pieces together.

1. Who took this photo?
2. Where was it taken?
3. When was it taken?
4. What was happening in history, both in our area and in the U.S., when this photo was taken?
5. Why did the photographer probably take this photo?
6. What did you learn about your topic from this photo that you might not learn elsewhere?
7. What is one question you have about your topic after analyzing this photo?

Analyzing a Map

Step 1: Meet the Map.

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What's the title of this map?

What information is in the legend?

Step 2: Observe the map's parts.

1. What places are shown?

2. What is labeled? (*streets, towns, major roads, rivers, mountains*)

3. If there are symbols or colors, what do they stand for?

4. Who made this map?

5. When was the map made?

Step 3: Put the pieces together.

1. What was happening in history, both in our area and in the U.S., when this map was made?

2. Why do you think this map was probably made?

3. How does this map compare to a 2024 map of the same place? What would be similar and different?

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Analyzing a Video

Step 1: Meet the Video

This video is a *(check all that apply)*:

- animation
- commercial
- documentary
- news story
- training
- entertainment
- film

This video includes *(check all that apply)*:

- music
- re-enactments
- a narrator
- live action
- interviews
- special effects

Step 2: Observe the video's parts.

Describe what you see with as much detail as possible.

People	Objects	Actions/Activities	Background/Landscape

Write one sentence summarizing this video.

Step 3: Put the pieces together.

1. When was this video made?
2. What was happening in history, both in our area and in the U.S., when this video was made?
3. Who made this video?
4. Who was the audience for this video? Who were the creators trying to reach or communicate with?
5. What do you think the creators wanted people to learn about or feel while watching this video? Why?
6. What did you learn about your topic from this video that you might not learn elsewhere?
7. What is one question you have about your topic after analyzing this video?

Making Invisible Histories Visible

The Underground Railroad

Lesson Title: MIHV Lesson 10: Research, Day 3

Unit Title: Unit 5: Slavery and Sectionalism

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

Essential Question: What was the impact of slavery on the United States? How did the growth of the Abolitionist movement impact the debate over slavery in the United States? How did laws during the mid-1800s encourage or discourage the practice of slavery?

Key topics: dependent on the project

Skills: examine sources, compare and contrast, use evidence to support claims, analyze primary sources and multiple sources, inquiry

Materials/Resources:

- Lesson slides
- ArcGIS StoryMap Instruction Document
- ArcGIS Student Account Information (*see note*)

- o **NOTE:** *It's recommended to create student accounts prior to students logging in for this lesson. For assistance setting up classes and student accounts, contact Cory Johnson at cory.johnson@ops.org*

- Student work:

- o Research packet
- o OPTIONAL: source analysis sheets

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

- Provide sentence starters for Part 1 and Part 2 as needed
- Provide sentence starters for Part 4
- Chunk ArcGIS Story Map instructions

Learning Goal:

- SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.
- SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources

Learning Tasks:

- Identify and analyze images related to research subject for relevance
- Create an ArcGIS StoryMap site to communicate cohesively written,

<p>to better understand multiple perspectives of the same event.</p> <ul style="list-style-type: none"> - SS 8.4.5 Apply the inquiry process to construct and answer historical questions. - SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources. 	<p>thoroughly researched narrative about research subject, including a map point and images related to the subject</p>
<p>Success Criteria: <i>You will know you have mastered this when you...</i></p> <ul style="list-style-type: none"> - Have created an ArcGIS StoryMap - Have finished parts 1, 2, and 3 on your Research Packet - A title, subtitle, map point, and description have been added to your ArcGIS StoryMap 	
<p>Procedures and Routines:</p> <ul style="list-style-type: none"> - Collaborative group work 	

Instructional Plan for a 90-minute Block:	
10 minutes	<p>Anticipatory Activity</p> <ul style="list-style-type: none"> - Analyze paragraph for bell-ringer - After 5 minutes, take student responses to bell-ringer question - Tell students this will be similar to the final project they will learn how to create today!
20 minutes	<p>Guided Instruction</p> <ul style="list-style-type: none"> - Distribute student account information for ArcGIS. Ensure that they write down their username somewhere safe OR save this piece of paper - As students go through the log-in process, model the process on the projected screen for students OR play tutorial video, pausing at appropriate times so students can follow along. <ul style="list-style-type: none"> o <i>Note:</i> Students will be prompted to choose their own password. Teachers will not have access to this password once they reset, so ensure that students write down their password somewhere safe - Use "Making an ArcGIS Story Map" instructions provided below for students. This document can be printed for each student
45 minutes	<p>Independent Practice</p> <ul style="list-style-type: none"> - Show slide 16 - Students log into ArcGIS and create their StoryMap. It is the teacher's choice whether all students create their own StoryMap or projects are created in groups - Students should include a title (the name of their research subject), a subtitle (describing their research subject in one sentence), and a map point, using Part 3 of their research packet. Refer to the tutorial video for how to make a map point
5 minutes	<p>Summary/Reflection</p> <p><i>Exit ticket on a notecard, in a notebook, etc. (teacher's choice):</i></p> <ul style="list-style-type: none"> - My research subject is: _____ - The location I added to my map today was (my subject's home/my subject's workplace/a point on the Underground Railroad)

Making an ArcGIS Story Map

Follow these steps to finish the last part of your project: **a Story Map**. Following these steps will make it very easy to make your Story Map.

Instructions

1. Gather all photos and maps you made into one easily accessible folder. You will be uploading them to the Story Map, so having them in one place will make it very easy.
2. Log into your ArcGIS Story Maps account. Click on **NEW STORY** in the upper right corner. I recommend that you do not select **START FROM SCRATCH**, but you can use any of the other three choices. My unofficial suggestion is the Guided Map Tour choice.
3. Title your Story Map. Be creative. Add a description of what your Story Map is going to contain underneath the Title. The Story Maps automatically save, so you don't need to worry about losing any new information. When you are done, scroll on down to the first Point of Interest.
4. For the first entry, click on **ADD IMAGE OR VIDEO** to add an image. Click **ADD LOCATION**. In the upper right corner, in **SEARCH BY LOCATION**, enter the items' location (city and country). When the map goes to that location, click **ADD TO MAP**, leave the Map Zoom as Automatic, and press **ADD LOCATION** at the bottom right corner. Enter the **TITLE**. Underneath your title, for **DESCRIPTION**, enter a few words about what you uploaded.
5. Underneath the Map Tour, click on the plus sign. Add some text to describe the map you made for this class. Once complete, hover underneath the text and click on the plus sign again. This time, add your map you made for the class. If you need to add more text underneath the map, hover under the map, click on the plus sign again, and add more text.
6. Once your map populates, if you want to add more photos, click on the plus sign and add another Map Tour, but start this one from scratch. Repeat Step 4 as needed with the photos and information.
7. Once you are all done with your entries, click on **PREVIEW** to see if the map looks good. If it does, click **PUBLISH**, on the top center line. Under **SHARE**, click on **SET SHARING LEVEL** to **PUBLIC**. Click on **PUBLISH** in the upper right corner.

Making Invisible Histories Visible

The Underground Railroad

Lesson Title: MIHV Lesson 11: Research, Day 4

Unit Title: Unit 5: Slavery and Sectionalism

NOTE TO TEACHER: This lesson can be followed by a 1-day presentation of projects that can take the format of the teacher's choice. Options include an "exhibit" style presentation, where half of the groups are stations around the room like museum exhibits and the other half of students visit each exhibit, ask questions, and learn from their peers. Alternatively, groups could give traditional presentations while projecting their StoryMap(s) on the screen and presenting to the whole class. The presentation aspect of this project is optional and up to the teacher's discretion.

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

Essential Question: What was the impact of slavery on the United States? How did the growth of the Abolitionist movement impact the debate over slavery in the United States? How did laws during the mid-1800s encourage or discourage the practice of slavery?

Key topics: dependent on the project

Skills: examine sources, compare and contrast, use evidence to support claims, analyze primary sources and multiple sources, inquiry

Materials/Resources:

- Lesson slides
- ArcGIS StoryMap Instruction Document
- Student work:
 - o Research packet
 - o ArcGIS Story Map

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

- Provide sentence starters for Part 1 and Part 2 as needed
- Provide sentence starters for Part 4
- Chunk ArcGIS Story Map instructions

Learning Goal:

- SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.

Learning Tasks:

- Identify and analyze images related to research subject for relevance

<ul style="list-style-type: none"> - SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. - SS 8.4.5 Apply the inquiry process to construct and answer historical questions. - SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources. 	<ul style="list-style-type: none"> - Create an ArcGIS StoryMap site to communicate cohesively written, thoroughly researched narrative about research subject, including a map point and images related to the subject
<p>Success Criteria: <i>You will know you have mastered this when you...</i></p> <ul style="list-style-type: none"> - Have created an ArcGIS StoryMap - A title, subtitle, map point, and description have been added to your ArcGIS StoryMap - Have finished Part 4 of your research packet and written your paragraph in your StoryMap 	
<p>Procedures and Routines: <ul style="list-style-type: none"> - Collaborative group work </p>	

Instructional Plan for a 90-minute Block:	
5 minutes	Anticipatory Activity <ul style="list-style-type: none"> - Bell-ringer question: Students review work on StoryMap yesterday
15 minutes	Modeled Instruction <ul style="list-style-type: none"> - Show Slide 20 as a sample paragraph for students' work - Show slide 21 to make student goal clear: by the end of today, StoryMap should be complete with 2 images, paragraph, map point and description - Show slide 22 with paragraph checklist and sentence frames
45 minutes	Independent Practice <ul style="list-style-type: none"> - <i>Keep slide 22 on the projected screen</i> - <i>Teacher should circulate to help students brainstorm content for paragraph, use sentence frames as needed, answer questions, and keep students on track</i>
10 minutes	Summary/Reflection <i>Exit ticket on a notecard, in a notebook, etc. (teacher's choice):</i> <ul style="list-style-type: none"> - <i>My research subject is: _____</i> - <i>My StoryMap is (done/not done). The work I have left to do is: _____</i>

Making an ArcGIS Story Map

Follow these steps to finish the last part of your project: **a Story Map**. Following these steps will make it very easy to make your Story Map.

Instructions

1. Gather all photos and maps you made into one easily accessible folder. You will be uploading them to the Story Map, so having them in one place will make it very easy.
2. Log into your ArcGIS Story Maps account. Click on **NEW STORY** in the upper right corner. I recommend that you do not select **START FROM SCRATCH**, but you can use any of the other three choices. My unofficial suggestion is the Guided Map Tour choice.
3. Title your Story Map. Be creative. Add a description of what your Story Map is going to contain underneath the Title. The Story Maps automatically save, so you don't need to worry about losing any new information. When you are done, scroll on down to the first Point of Interest.
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6. Once your map populates, if you want to add more photos, click on the plus sign and add another Map Tour, but start this one from scratch. Repeat Step 4 as needed with the photos and information.
7. Once you are all done with your entries, click on **PREVIEW** to see if the map looks good. If it does, click **PUBLISH**, on the top center line. Under **SHARE**, click on **SET SHARING LEVEL** to **PUBLIC**. Click on **PUBLISH** in the upper right corner.

Part 1: Basic Information

My person's name is:			
They are an: <i>(circle/highlight one)</i>	abolitionist	freedom seeker	enslaver
Birthdate & Location		Death Date & Location	
How was this person connected to the Underground Railroad or enslavement in Nebraska? <i>100-500 words</i>			

Part 2: Sources About My Person

Remember, the information below is just an **overview**. You need to fill out an analysis form for each source you find.

Type of Document	Primary or Secondary Source?	Link to the source	1-sentence summary
	primary		
	secondary		
	primary		
	secondary		
	primary		
	secondary		

Part 3: My Person's Location

Use your research from yesterday to help you find an **address** that has been linked to your person. This could be somewhere they lived or worked, a place they passed through on the Underground Railroad, or where they are buried.

Location Name	
Street Address <i>(Include the city, state, and ZIP)</i>	
County	
Does the location have a website?	URL:

Does the location have a phone number?	Phone:
Can the public visit this location?	Hours:
What is this location currently used for? How has it changed from the 1850s to today?	
How is your person connected to this place? Give as much detail as you can.	
What source did you use? <i>Give the URL or article title (or both).</i>	
Are there other connections between this location and the Lane Trail in general (not just your person)?	

Part 4: StoryMap Text Draft

Use the checklist below to write a draft of the paragraph for your final project. Use the research you did on your person to write your paragraph with **as much detail as possible**.

- Basic information about your person: birth date & location; death date & location; their role in the Underground Railroad/Lane Trail
- Brief information (1-2 sentence) about the Underground Railroad/Lane Trail in Nebraska – who/what/when/where/why?
- Your person’s connection to the Lane Trail/Underground Railroad (2+ sentences)
- Total length: 200-500 words

Part 5: Program Reflection

Answer the questions below about your experience in this class.

1. What did you enjoy the most about this program? It could be a field trip or something/ someone you learned about.
2. What challenges did you face during the research process? How did you overcome them?
3. How will the skills you built in this class help you in high school?
4. What did you think this class would be like when we first started? Now that it's almost over, how would you describe it?
5. How has your understanding of Omaha or Nebraska history changed because of this class?
6. Why do you think it's important to learn about history

Underground Railroad Project

Prominent Figures and Places

Enslavers

Alexander Majors, Born in 1815 in Kentucky. Lived in Nebraska City. 6 enslaved in 1860. Majors, a wealthy freighter and co-founder of the Pony Express, was one of several Nebraska slaveholders from whom slaves escaped without the intervention of John Brown. Three women and two boys disappeared from his home in Nebraska City in June 1860, and were thought, according to the Nebraska City News to have "taken the Underground Railroad to Canada." NSHS-RG2411-3392. On the Network to Freedom Trail.

Charles Frederick Holly (see also Hally), Born 1819 in Vermont. Lived in Nebraska City. 1860 Census shows 2 Enslaved https://en.wikipedia.org/wiki/Charles_Frederick_Holly; https://www.findagrave.com/memorial/55243723/charles-f_holley. Journey to Freedom book, story of Sale of Holly's slaves pages 140-143. Include Nebraska City Slave Sale in write-up.

Fort Kearny Enslavers in 1860 - John E. Summers, Post Surgeon age 38 born in Virginia, 1 enslaved in 1860 Census. Charlotte age 26, female, born in Missouri. Listed as Mulatto. Domestic. Bio <https://community.village.virginia.edu/unionist/node/615>
Son by the same name became a prominent physician in Omaha https://digitalcommons.unmc.edu/omc_photos/15/ <https://durhammuseum.org/dr-john-e-summers/ad> and **William Steele**, Captain of Dragoons age 31 born in New York, 2 enslaved in 1860 Census. Jane Steele age 31, female, born in Kentucky. Domestic. Black. Cannot Read or Write. Israel age 14, Male, born in Florida. Domestic. Black. William Steele – Confederate General [https://en.wikipedia.org/wiki/William_Steele_\(Confederate_general\)](https://en.wikipedia.org/wiki/William_Steele_(Confederate_general)) https://www.google.com/books/edition/General_Stand_Watie_s_Confederate_Indian/9D5xCwAAQBAJ?hl=en&gbpv=1&dq=William+Steele+Confederate+General&pg=PT198&printsec=frontcover

And John Heth, U.S. Sutler, age 27 born in Virginia in 1833. 2 enslaved in 1860 Census Jane Darling age 18, female, born in Kentucky. Mulatto. Domestic James Darling age 15, male, born in Missouri. Mulatto. Domestic

E.A. DesLonde Born in Louisiana in 1829. Appointed by Pres. Buchanan to land office in Neb. City. In Nebraska 1857-1861. Served as a Confederate officer in Civil War. Moved back to New Orleans. 2 slaves listed in tax valuation article Peoples Press (Nebraska City) dated June 21, 1860.

Stephen F. Nuckolls born in 1824 in Virginia: In 1854 Census listed with three enslaved. Celia, Eliza and Shack Grayson. Banker. Merchant. Ran ferry across Missouri. Founder of the original town of Nebraska City on June 10, 1854. 1855 Census listed with five slaves. 1856 Census listed with 4 enslaved. Listed on the Network to Freedom Trail. Also include Heath Nuckolls born in

1831 in Virginia. Brother of Stephen F. Nuckolls. 1854 Census lists he had two enslaved and Wrice D. Schooler born in 1813 in Virginia: Four enslaved (Wife Polly, sister to Stephen and Heath Nuckolls). Use the Journey to Freedom book for information on all three.

Dr. Charles A. Goshen born in 1813 in Virginia, physician. Listed in 1855 with 1 slave. (c) Took part in organizing a Masonic lodge at Nebraska City, May 1855. h) Settled in Johnson Co., 1856.- Tecumseh Chieftain, July 2, 1931.

Col. George Henry "G.H." Nixon

<https://www.findagrave.com/memorial/13156469/george-henry-nixon>

Registrar at Brownville, Nebraska

Bio in J. Sterling Morton's History of Nebraska book 1907

Jams (James?) Foreman born in Virginia. 1854 Census lists him with 1 enslaved. Listed in Levels. And **Sam Kuper** born in Missouri., farmer; 1854 Census lists him with 1 enslaved. And **Jacob Horner** born in Missouri., farmer; 1854 Census lists him with 2 enslaved. Listed in Levels.

W. Wagoner, born in Missouri. farmer. 1855 Census shows he had 1 enslaved AND **John Price**, born in Virginia, farmer; 1855 Census shows he had 4 enslaved. Lived in Pawnee and Richardson County.

William Wilson, born in 1812 in Kentucky, farmer; In 1856 Nemaha County Census shows he had 4 enslaved. Lived in Brownville.

Robert Price born 1842 in Kentucky, farmer. In 1856 Nemaha County Census shows he had 1 slave. He lived in Brownville.

Richard Brown, Founder of Brownville. Mentioned as having slaves in 1857-1859. Born in 1824 in Tennessee.

Robert M. Kirkham. Born in Indiana in 1819. 2 slaves listed in 1860 Census. 1 slave listed in tax valuation article Peoples Press (Nebraska City) dated June 21, 1860.

Abolitionists

Abraham "Abe" Kagy owned the land known as Camp Creek Cemetery now. His land was a resting point for travelers to and from Kansas territory. In February 1857, John Kagi, John Armstrong, and a man named Mills concealed three Freedom Seekers in the false bottom of a wagon to get them through Nebraska City. Kagi's father, Abe, also helps. Convince ferryman to take them across an icy Missouri River to conductor Dr. Ira Blanchard in Civil Bend, Iowa.

Allen and Barbara Kagy Mayhew, emigrated to Nebraska City/Otoe County in 1854, Barbara Bradway and her first husband, Allen Mayhew, possibly assisted John Kagi and John Brown when they were transporting 12 African Americans along the Underground Railroad. The Mayhews provided refuge and food to the freedom seekers at their cabin in Nebraska City. John Kagi listed in 1855 Census. Mayhews listed in 1854 Census (Ft. Kearny) and 1855 & 1856 Census (Nebraska City). Network to Freedom Site

John Henri Kagi, brother of Barbara Mayhew, and trusted advisor of John Brown, brought freedom seekers to the Mayhew cabin on their way to freedom. What Edward Mayhew remembered as 14 was 12 escaping slaves that had been freed by John Brown, John Kagi, and several others from three slave owners in Missouri in December of 1858. Brown and Kagi took the escaping slaves to Canada for freedom, reaching their destination in March of 1859. The men continued their abolitionist activities and later that year, Kagi accompanied John Brown and several of Brown's other loyal followers to carry out the raid of the arsenal at Harper's Ferry, aimed at obtaining weapons for a slave uprising. Kagi was shot to death during the raid on October 17, 1859, at the young age of 24. *(John grew older he changed the spelling of his last name to the Swiss spelling of the name to Kagi. The Kagy name is also sometimes spelled, K-A-G-E-Y. Raymond E. Dale, Otoe County Pioneers: A Biographical Dictionary. Part V (Lincoln, 1961), 1394, 1395)*

Stephen Wilkenson "Squire" Kennedy, Brownville/Nemaha County area. Abolitionist. A Missourian but sheltered Brown's 12 Freedom Seeker overnight. Story in folders.

Samuel G. Daily was elected representative of the Republican party in August 1859. A Peru/Nemaha County lawyer. Introduced bill to abolish slavery in Nebraska, Nov. 1, 1858.

David and Anne Dorrington, Falls City/Richardson County. English immigrants, abolitionists, and friends to John Brown. Settled in Falls City in September 1857. On Network to Freedom Trail.

Lockwood Family - David and Martha, Eugene V. Lockwood (son) and Alice A. Lockwood Minick (daughter) had a station west of Nemaha City/Nemaha County. The family was part of the first group to use the Lane Trail in July 1856. Were the advance guard, under the charge of Martin Stowell. 65 young men, with three wagons, were ferried over the Missouri. Alice married John L. Minick as seen in 1856 Census.

Daniel H. Wheeler, helped Freedom Seekers in St. Joseph County, Michigan. Daniel H. Wheeler was born in Flowerfield, St. Joseph County, Michigan in 1834. In 1856, migrated to Nebraska. Wheeler settled in Plattsmouth, Cass County and held various clerking jobs until 1860 when he joined a local hardware firm. In 1859 Wheeler established a real estate business and also maintained a hardware business in Plattsmouth. He was Cass County Treasurer from 1861 to 1862. In 1862 he was elected Justice of the Peace and in 1864, was appointed to the office of County Judge. He studied law in Plattsmouth and was admitted to the Bar in 1868. This same year Wheeler was elected Secretary of the State Board of Agriculture and held that office until 1881, in this capacity he was heavily involved in the Nebraska State Fair. He was elected Mayor

of Plattsmouth in 1869 and in 1873 he was Secretary of the State Senate. In 1885 he moved to Omaha where he and his son established the insurance firm of Wheeler and Wheeler. Mr. Wheeler was married to Charlotte A. Lewis in 1857, and they had five sons: Ernest O., Frank L., Daniel H. Jr., Myron E., and William H. Daniel H. Wheeler died in Omaha in 1912.

Houston (Huston) Russell, Abolitionist, north of Nemaha City/Nemaha County. Although a Missourian, he was a radical abolitionist. Took care of more freedom seekers than any other agent at Nemaha. Hid freedom seekers in a cave. Listed in 1856 Census in Brownville.

James Henry Lane, Falls City/Richardson County. Born 1814. Died 1866, Abolitionist. Founder of the Lane Trail and one of five founders of Falls City.

Elmer S. Dundy was born in 1830 in Ohio. Falls City/Richardson County. Federal District Judge, against slavery. Once dressed a freedom seeker in blankets to look like a Native American to escape (Alice Minick).

W.W. Buchanan born in 1819 in New York. Had a station about a mile north of Falls City/Richardson County. According to Judge Reavis of Falls City, "he got into some trouble with the fraternity and was dismissed from their service." Accused of slipping freedom seekers over into Missouri to get the reward offered for their recapture. Listed in Nebraska City in 1856.

Sewel Jamison, Born in 1829 in Delaware. Falls City/Richardson County. Abolitionist, editor Broad Axe, early Falls City newspaper

Brothers John Albyne Burbank (born in 1828 in Indiana) **and Joseph Henry Burbank** (Born in 1834 in Indiana) and **William McFarland**, Abolitionists, Falls City/Richardson County. Not a lot on Joseph and William but all mentioned in Alice Minick's article on History in Nebraska. Let's group.

Hezekiah B. Strong, Abolitionist, Nemaha City/Nemaha County. In 1860 Census he has N.B. by Edward Ofelt (sp?) a 14-year-old male listed in his household. Free Black?

John Boulware and son John B. Boulware – operators of the first ferry of the morning. It was told that they appeared before dawn carrying Freedom Seekers to Iowa. Listed in 1854 Census (Ft. Kearny) and 1855 and 1856 Census (Nebraska City/Otoe County).

Wayne Overturf, "John Brown's Cabin at Nebraska City," Nebraska History 21 (1940): 93-100

John Boulware – was the operator of the first ferry of the morning. Appeared before dawn carrying Freedom seekers to Iowa. (This is disputed by historian James Potter - "Nearly always the first trip in the morning of John Boulware's ferry [across the Missouri River] carried a load of slaves." Even if a "load" consisted of only two slaves and the ferry ran daily for only six months of the year, more than 1,000 Freedom seekers would have thus been transported from Nebraska City in just three years, a number that would

strain the credulity of even the most fervent believers in an active Nebraska branch of the Underground Railroad.)

Calvin Chapman and C.N Karstens, Abolitionists in. Nebraska City/Otoe County. Not a lot on either one but both told stories of help with freedom seekers.

Jacob Dawson, Abolitionist, editor of Wyoming Telescope. Listed in Otoe County, Wyoming Census in 1855 and 1856.

Freedom Seekers

John Flanagan (1791-1905). A slave to a Virginia family. At age 74, was released at the beginning of the Civil War. Flanagan took care of Gen. Grant's horses at Fort Donelson. Moved to Omaha in 1866. Owned 160 acres between 30th and 33rd, Spalding and Ames. Oldest person in Nebraska he died at 114. Burial Site at Forest Lawn in Omaha

Lewis Washington, buried at Forest Lawn. Freedom Seeker. Abolitionist and Underground Railroad Activist. In Omaha 1880-1898. On National Park Service's Network to Freedom Trail. Application will have extensive information on him.

George Conway (1847-1939) of Omaha. Born in Medicine Hat, Missouri. Served under Ulysses S. Grant as a soldier during the Civil War and as a chef as he traveled around the world. Came to Omaha in 1867 from St. Louis on a steamer ship.

Samuel and Jane Harper – part of John Brown's 12 Freedom Seekers he took through Nebraska and they successfully ended up in Windsor, Canada.

Thomas Brown (1829-1923) Burial Site at Forest Lawn in Omaha. Born Jan. 15, 1829 in Lexington, Kentucky. In a 1938 Federal Writer's Project interview, Black attorney Harrison J. Pinkett said Thomas Brown (1829-1923) was here in 1842, a slave who was brought on a buffalo hunt by his enslaver from Missouri. Pinkett said Brown made an epic escape into Canada (London). Once slavery was abolished, Brown made his home in Grand Rapids, Michigan, for many years. In 1905, he moved to Omaha to live with his daughter until his death in 1923.

Edwin Overall (1835-1901) of Omaha—Edwin Overall (1835-1901), figured prominently in the early years. Born into slavery near St. Louis, he was an abolitionist who recruited Blacks in Chicago during the Civil War to enlist in the Union Army. In Omaha, he was a leader in ending the city's practice of a separate school for Black children in 1872. He already was the first Black man in a federal government position in the state when, in 1869, he was appointed a general delivery clerk in the U.S. Post Office. Aside from a few months working for a mining company near Plattsmouth, he was with the post office until just before his death. Overall appears to be the first Black man to run for public office in Omaha. He lost his bid for the Omaha school board in 1874 when he was known as E.R. Williams. He later changed his last name upon receiving a sizable inheritance from his birth father, whose last name was Overall. He

unsuccessfully ran for the state legislature in 1890 and the Omaha city council in 1893. Burial Site at Prospect Hill in Omaha <https://northomahahistory.com/2020/12/22/biography-of-edwin-overall-of-north-omaha/>

William J. Johnson – former slave. Educated at Oberlin College. Taught in Missouri, St. Joseph- 1872. Born Feb. 4, 1850. Lived in Omaha.

S.J. July Miles. (1849-1941) Born a slave near Montgomery, Alabama. Ran away and joined the northern army during the Civil War. Got a job on Gen. Grenville Dodge's personal train car. Early member of Mount Moriah Church. Last African American Civil War soldier in Omaha when he died in 1941. <https://www.ops.org/Page/1793> Burial Site at Forest Lawn in Omaha

Josiah Waddle, Civil War Veteran, (1849-1939) Born a slave in Springfield, Missouri, in 1849, he joined the Union Army as a groom and drummer boy with the 79th U.S. Colored Infantry at age 14. He participated in battles at Fort Gibson, Cabin Creek and Helena in Arkansas. Waddle lived in Topeka, Kansas, after the war. He moved to Omaha in 1880 and became the first African-American barber in Nebraska. He started a 15-piece band and orchestra called "Waddle's Ladies." He was a member of the Grand Army of the Republic Post 7 in Omaha until his death in 1939, age 89. He is buried at Forest Lawn. <https://www.ops.org/Page/1793> Burial Site at Forest Lawn in Omaha. <https://northomahahistory.com/2022/10/17/a-biography-of-josiah-waddle/>

Henry Daniel Smith, born in Maryland in 1835, still living in Omaha in 1913, and working in his trade of broom maker was one escaped slave who entered Nebraska via the Underground Railroad.

Sallie Sylvester (1812-1920) Born a slave to James Peary in Virginia. Sold and taken to St. Louis in 1858. She escaped to St. Joseph Missouri in 1860. Oldest person in Omaha when she died at 108. Burial Site at Forest Lawn in Omaha <https://www.findagrave.com/memorial/204191236/sallie-sylvester>

Anderson Bell (1838-1903) of Omaha— Burial Site at Forest Lawn in Omaha <https://northomahahistory.com/2021/01/11/biography-of-anderson-bell/>

Phillip King (1822-1888) of Omaha

Frank Walker (1813-1915) Born in Bath County, Virginia. Owned by three enslavers over the course of 50 years. Claimed to have carried a barrel of gold on his shoulder for Jeff Davis from a hotel in Selma, Alabama to the depot. Permanently damaged his neck. Burial Site at Fairview Cemetery in Council Bluffs

Cyrus D. Bell (1848-1925)—Born into slavery in Jackson, Mississippi. Came to Omaha in 1868. Started Afro American Sentinel newspaper. Was pro-Democratic. Believed Blacks should not only support the Republican Party.

Ophelia Clenlans (c1841-1907) of Omaha—Local political activist and community leader. Burial Site at Forest Lawn in Omaha (Unmarked grave) https://en.wikipedia.org/wiki/Ophelia_Clenlans

John Taylor (1847-1912) of Omaha—Said to be the "only slave" in Omaha when he died. He was owned by Congressman Burns' parents in St. Joseph, Missouri. Served in Civil War. Became a policeman in Atchinson, Kansas, then moved to Omaha. Burial Site at Forest Lawn

Henry H. Bradley and parents. Mother was a servant for an early territorial senator