

Introduction to Our Program

Thank you for renting our Museum in a Box – Underground Railroad! This is one of the many educational resources created by the Ohio History Connection. Our mission is to spark discovery of Ohio’s stories! Embrace the present, share the past and transform the future. We hope to inspire all learners to use the tools of history to understand ourselves and each other, to experience our world with curiosity, and to engage as change-makers in our communities.

GRADES:

4th through 8th (refer to suggested modifications at the end of each lesson plan).

OVERVIEW:

Along with all objects and printed materials provided, we created three lesson plans for you to use at your convenience. Each lesson plan will touch on different standards and learning objectives. You can also create your own activities around the provided objects and materials. Timelines are tentative and can be adjusted according to your needs or interests.

MATERIALS IN THE BOX:

Educational Materials:

- “Can You Tell Me What You See” lesson plan and related materials
- “The Known and Unknown Heroes of the Underground Railroad” lesson plan and related materials
- “Discussing Slavery” lesson plan and related materials
- 10 decks of the “Seeking Freedom” game

Objects:

- Rag doll
- Lantern and bee wax candles
- Cotton boll
- Shackles
- Medicine bottles
- Cut Nails

Maps:

- Map of Ohio with rivers, geographic region and 1830’s larger cities
- Map of Ohio, 1850
- Underground Railroad: Pathways to Freedom

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Documents:

- 2 Reward Broadside
- Emancipation Deed of Mary King
- Free Papers of John Williams, Betsy Evans and Stephan Evans

Photos and Images:

- Ripley, Ohio, from the Kentucky side of the Ohio River. Illustration by Henry Howe, 1909
- John and Jane Rankin. Photograph, 1872
- Rankin House. Photograph, ca. 1900
- Ohio River as seen from Rankin House. Photograph, ca. 1940-1960

Books:

- Freedom Light, Edith M. Gaines, 1991
- Freedom River, Doreen Rappaport, 2000

OVERALL LEARNING OBJECTIVES:

- Students will discover the role Ohio played in the anti-slavery movement and the Underground Railroad.
- Students will identify and analyze primary and secondary sources to distinguish between perspectives of a historical event.
- Students will recognize how men and women, including young people, have influenced the course of history.
- Students will reflect on the ways Americans struggled to realize the ideals of liberty and equality.

PREREQUISITE KNOWLEDGE/SKILL:

None, although previous basic knowledge about slavery in the U.S. may allow for a deeper discussion.

VOCABULARY:

Abolitionist	Individual who favored the immediate ending of slavery, but not all abolitionists advocated for equal rights for African Americans.
Bounty hunter	Person or group of individuals hired by slaveholders to capture and return freedom-seeking enslaved people who had escaped.
Conductor	Person who willingly hid or assisted freedom seekers.
Emancipation	Term often used to refer to individual or group freedom
Enslaved	Person who has been forced to work for no pay, obey commands, and has lost their freedom.

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Freedom seeker	Individual who has freed themselves from slavery. Formerly known as fugitives” or “runaways” because of the laws at the time which made slavery legal in the United States.
Fugitive Slave Law	Law enacted in 1850 which required the U.S. government and its citizens to actively assist in the capture and return of freedom-seeking, enslaved people to the South.
Plantation	Large farm where crops such as tobacco, cotton, sugar cane, and coffee are grown.
Quaker	Group of Christians who use no scripture and believe in great simplicity in daily life and in worship. Quakers become well known for their involvement in the abolition of slavery.
Safe House	Building or home along the Underground Railroad where freedom-seekers would be sheltered, fed, and helped along to the next stop.
Underground Railroad	Secret network of people working to help freedom seekers reach the free states of the United States or country of Canada.

LEARNING STANDARDS (SEE LESSON PLANS FOR DETAILS):

Social Studies

- 4.2: Primary and secondary sources can be used to create historical narratives.
- 4.7: Following the War of 1812, Ohio continued to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.
- 5.4: Geographic tools can be used to gather, process and report information about people, places, and environments. Cartographers decide which information to include in maps.
- 5.9: 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.
- 5.14: The choices made by individuals and governments have both present and future consequences.
- 6.3: Geographic tools can be used to gather, process and report information about people, places, and environments. Cartographers decide which information to include and how it’s displayed.
- 6.9: Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence.
- 7.1: Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today’s norms and values.
- 7.13: Geographic factors promote or impede the movement of people, products and ideas.
- 8.1: Primary and secondary sources can be used to create historical narrative, and examine events from multiple perspectives and to present and defend a position.
- 8.4: The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development.

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- 8.24: Choices made by individuals, business and governments have both present and future consequences.

Social Emotional

- C1: Recognize, identify and empathize with the feelings and perspectives of others.
- C3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures
- D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups.
- E1: Develop, implement and model effective decision and critical thinking skills.
- E2: Identify potential outcomes to help make constructive decisions.
- E3: Consider the ethical and civic impact of decisions
- E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable.

English Language Arts

- RL.4.1, RL.5.1, RL.6.1, RL.7.1, RL.8.1, RI.4.1, RI.5.1, RI.6.1, RI.7.1, RI.8.1. Refer to/quote details and examples in a text when explaining what the text says explicitly and when drawing inferences from it.
- RL.4.2, RL.5.2, RL.6.2, RL.7.2, RL.8.2. Analyze literary text development.
- RL.4.3, RL.5.3, RL.6.3, RL.7.3, RL.8.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RI.4.2, RI.5.2, RI.6.2, RI.7.2, RI.8.2. Analyze informational text development.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Analyze the interactions between individuals, events, and ideas in a text, and how a text makes connections among and distinctions between individuals, ideas, or events.
- RI.4.5, RI.5.5, RI.6.5, RI.7.5. Describe, compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text, or among two or more texts. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- RI.4.6, RI.5.6, RI.6.6, RI.7.6, RI.8.6. Compare and contrast a firsthand and secondhand account of the same event or topic. Describe the differences and similarities in perspective and the information provided. Determine an author's perspective or purpose in a text and explain how it is conveyed in the text, and how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.4.9, RI.5.9, RI.6.9, RI.7.9, RI.8.9. Integrate information from two or more texts on the same topic in order to write or speak about the subject knowledgeably. Compare and contrast one author's presentation of events with that of another, and analyze how they shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Analyze

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a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

- **RI.6.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

BIBLIOGRAPHY:

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OTHER UNDERGROUND RAILROAD PROGRAMS CREATED BY OHIO HISTORY CONNECTION:

Immersive Program – This program takes place in the Ohio Village. It's 1859 and the nation is on the brink of Civil War. Students will observe and interview villagers to understand the Underground Railroad and identify the secret "conductor." For more information visit <https://www.ohiohistory.org/participate/field-trips/immersive-programs>

Virtual Learning "Can She Trust You?" – Students utilize their social and emotional learning skills in our *Can She Trust You* interactive video conference. Applying inquiry-based learning skills, students will interview residents of Ohio Village to help Rowena, a freedom-seeking African American woman, find the Underground Railroad conductor. Interactions with first-person interpreters will enable students to experience the moral and social struggles associated with the anti-slavery movement. For more information visit <https://www.ohiohistory.org/learn/education-and-outreach/virtual-learning-experiences>.

Visit <https://www.ohiohistory.org/learn/education-and-outreach> to see our other educational offerings.

ADDITIONAL RESOURCES:

MODERN DAY SLAVERY

- Anti-Slavery International (<https://www.antislavery.org/>). This organization has a long history of activities against slavery. Based in London they have videos, fact sheets and ways to take action. You can find a very interest fact sheet at <https://www.antislavery.org/wp-content/uploads/2016/11/Modern-slavery-fact-sheet.pdf>. They also have a YouTube channel.
- Another set of interesting facts can be found at the International Labor Organization (<https://www.ilo.org/global/topics/forced-labour/lang--en/index.htm>).
- Other resources for students can be found at the Free the Slaves webpage (<https://www.freetheslaves.net/take-action/students-ending-slavery/>).
- Here are some interesting videos: [https://www.youtube.com/watch?v=59KGc6UyjAw](https://www.youtube.com/watch?v=59KGc6UyjAw;); <https://www.youtube.com/watch?v=GYGe2hL8Hgo>; <https://acrath.org.au/videopage/top-10-facts-about-the-s-word/>.