

COMMON CORE  
Lessons & Activities

# UNDERGROUND RAILROAD

Reading for Information

Higher-Order Thinking

Writing Prompts

Primary Source Analysis

Vocabulary

Graphic Organizers

Map Activities

& More!

**REPRODUCIBLE**

*One teacher is allowed to make copies for use in her/his classroom!*



## About this Book

This Common Core Lessons and Activities Book allows you to immediately meet new Common Core State Standards for English Language Arts, as well as Literacy and Writing in History/Social Studies. It is designed to supplement your Social Studies resources, adding new Common Core rigor, analysis, writing, inference, text-dependent questions, and more into your daily instruction.

## How to Use this Book:

- Work through the lessons and activities as a class to teach your students higher-order thinking, analysis, and 21<sup>st</sup> century skills necessary to meet new Common Core expectations.
- Allow students to work through the lessons independently to build and practice these new skills.
- Include technology, collaboration, presentation, and discussion in the activities as you desire—you can decide how in-depth to go.
- Watch your class develop new abilities to meet the rigor of Common Core State Standards, right before your eyes!

## Tips:

- Use some of the pages—or use them all—based on your grade, your students, your curriculum, and your needs.
- Use the pages at their current size, or if you prefer them to be 8-1/2" x 11", enlarge them 125% on your copy machine.
- Download graphic organizers labeled “GO” in the Table of Contents by going to: [www.gallopade.com/client/go](http://www.gallopade.com/client/go)
- Use the correlations grid to easily see which Common Core standards are covered in each lesson.

# Common Core Lessons & Activities: Underground Railroad

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**G**: Includes Graphic Organizer

**GO**: Graphic Organizer is also available 8½" x 11" online  
download at [www.gallopade.com/client/go](http://www.gallopade.com/client/go)

(numbers above correspond to the graphic organizer numbers online)

## PRIMARY SOURCE ANALYSIS

# Narrative of Henry Bibb

*As a young slave in Kentucky, Henry Bibb made several unsuccessful attempts at escaping slavery. He endured harsh punishment, persisted in his pursuit of freedom, and eventually reached Canada on the Underground Railroad. The text below is an excerpt from the Narrative of the Life and Adventures of Henry Bibb.*

**Read the text and answer the questions.**

“In the fall or winter of 1837 I formed a resolution that I would escape, if possible, to Canada, for my Liberty... My preparation for this voyage consisted in the accumulation of a little money, perhaps not exceeding two dollars and fifty cents, and a suit which I had never been seen or known to wear before; this last was to avoid detection.

On the twenty-fifth of December, 1837, my long anticipated time had arrived when I was to put into operation my former resolution, which was to bolt for Liberty, or consent to die a Slave. I acted upon the former, although I confess it to be one of the most self-defying acts of my whole life, to take leave of an affectionate wife, who stood before me on my departure, with dear little Frances in her arms, and with tears of sorrow in her eyes as she bid me a long farewell. It required all the moral courage that I was master of to suppress my feelings while taking leave of my little family.

Had Matilda known my intention at the time, it would not have been possible for me to have got away, and I might have this day been a slave. [but] the voice of liberty was thundering in my very soul. ‘Be free, my man! be free.’ I was struggling against a thousand obstacles which had clustered around my mind to bind my wounded spirit... My strong attachments to friends and relatives, with all the love of home and birth-place which is so natural among the human family, twined about my heart and were hard to break away from. And withal, the fear of being killed, or captured and taken to the extreme South, to linger out my days in hopeless bondage on some cotton or sugar plantation, all combined to deter me. But I had count the cost, and was fully prepared to make the sacrifice. The time for fulfilling my pledge was then at hand. I must forsake friends and neighbors, wife and child, or consent to live and die a slave.”

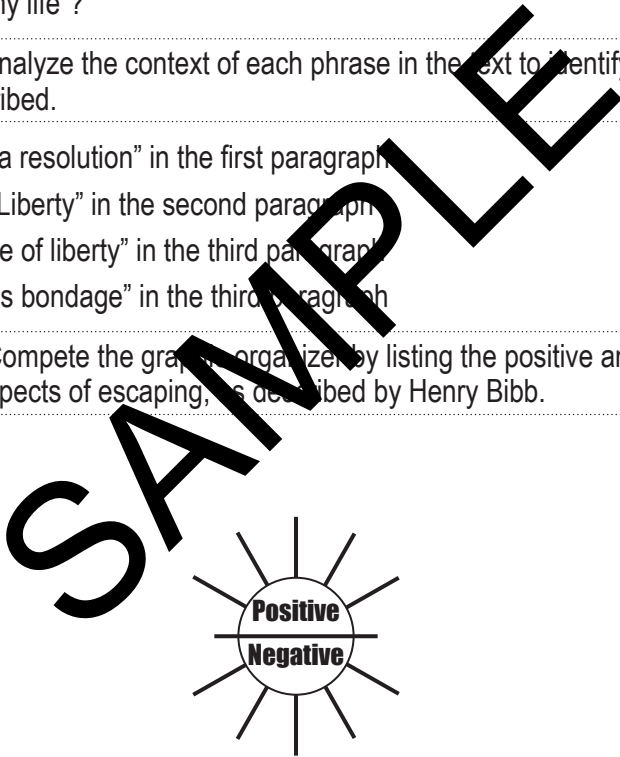
**PART A:** Use the text to answer the questions.

1. Make at least 3-5 inferences about the author of this text.
2. Write an appropriate title to express the main idea of this text.
3. Describe Henry Bibb's attitude toward family. Cite evidence from the text to support your description.
4. Describe Henry Bibb's attitude toward freedom. Cite evidence from the text to support your description.
5. Why does Henry Bibb choose to run to freedom?
6. Why does Bibb describe his decision as "one of the most self-defying acts of my life"?

**PART B:** Analyze the context of each phrase in the text to identify what is being described.

7. "formed a resolution" in the first paragraph
8. "bolt for Liberty" in the second paragraph
9. "the voice of liberty" in the third paragraph
10. "hopeless bondage" in the third paragraph

**PART C:** Complete the graphic organizer by listing the positive and negative aspects of escaping, as described by Henry Bibb.



### Writing Prompt

Imagine you are a slave in 1837. Would you choose to stay in slavery or run to freedom? Write a well-organized paragraph stating your choice, and support your choice with logical reasoning and evidence from the text.

## DATA ANALYSIS

# Slave Inventory

Read the text, look at the chart, and answer the questions.

Slaves were considered “property.” Slaves who did manual labor and had few skills were called “hands.”

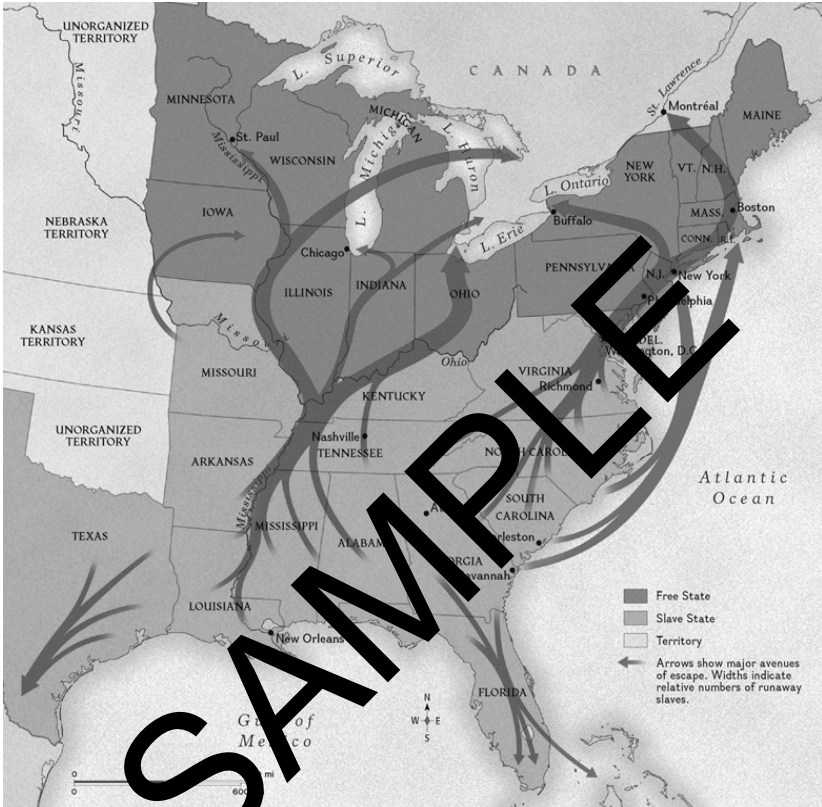
Named	Age	Full Hands	Half Hands	Value (\$)	Remarks
Esther	20	1		500	good hand
Elmira	25		1/2	300	sickly
Nanny	16	1		500	good hand
Eliza Ann	18	1		400	good hand
Eliza	30	1		400	fair hand
Amy	35	1		400	fair hand
Olive	20	1		500	good hand
Hager	60		1/2	200	excells in telling lies
Mariah	40	1		300	bad temper
Harriet	18		1/4	100	Lazy and sickly
Catherin	30	1		400	fair hand
Penelopy	60		1/2	300	plantation nurse

- List three possible uses for this chart in the 1840s.
  - For which columns would a sum be useful? Explain why.
- What do the columns “Full Hands” and “Half Hands” tell you about each slave?
- How did a slave’s age affect his or her value? Cite evidence from the chart to support your answer.
  - What other traits affected a slave’s value? How? Why?
- Use the text and chart to explain why slave owners hired slave catchers to capture and return runaway slaves.

## MAP ACTIVITY

# Railroad Routes

Look at the map and answer the questions.



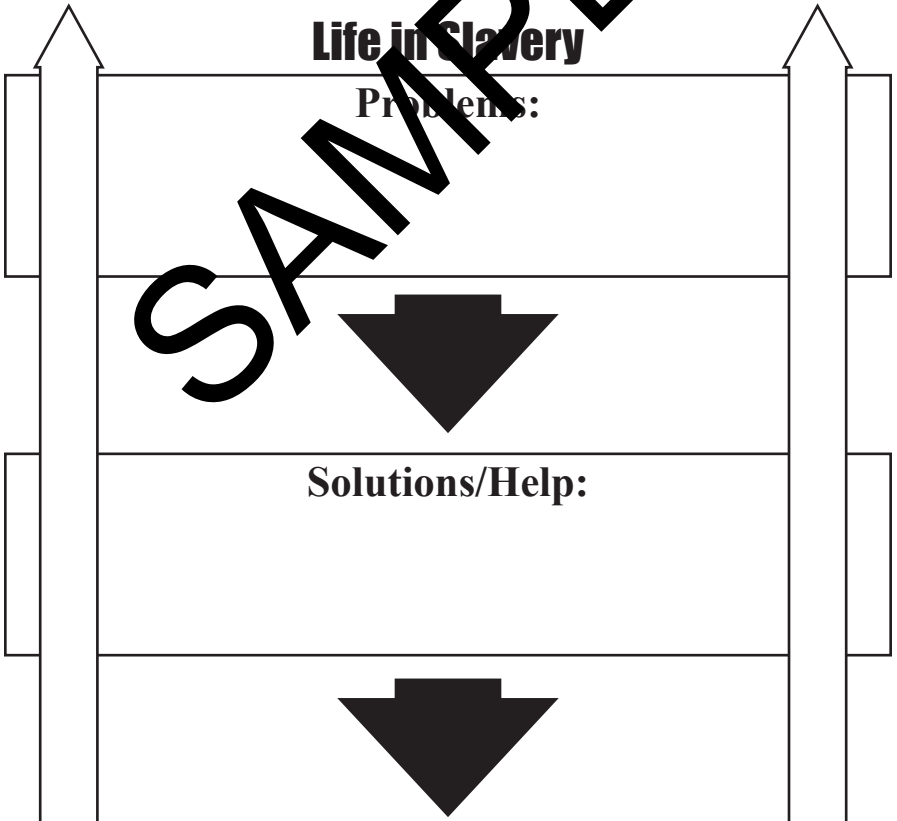
1. What information does this map present?
2. A. In what states did the Underground Railroad begin?  
B. Where did most Underground Railroad routes lead? Why?
3. Most fugitive slaves from Alabama and Mississippi followed what geographic features?
4. **True or False:** Slaves only sought freedom in the North. Explain.
5. A. Estimate the approximate time period this map represents.  
B. Cite at least two things from the map to support your conclusion.

PROBLEM-SOLUTION-RESULTS

# Tracks of the Underground Railroad

Complete the chart by identifying the purpose of each participant in the Underground Railroad. Then complete the graphic organizer by identifying the problems faced by fugitive slaves on each phase of the journey and the people and solutions which helped them.

<b>Key Participants</b>	<b>Purpose</b>
Conductors	
Slaves	
Stationmasters	
Stockholders	
Abolitionists	





# Riding the Railroad

Problems:



Solutions/Help:



# Living in the North

Problems:



Solutions/Help:

**SAMPLE**

# Common Core Lessons & Activities Books

## Social Studies Titles:

- Declaration of Independence
- U.S. Constitution
- Bill of Rights
- Road to the Civil War
- The Civil War: Key Battles & Events
- Jamestown
- Key Events of World War II
- Civil Rights Movement
- Branches of Government
- Basic Economic Concepts
- Women's Suffrage and the 19th Amendment
- The American Revolution
- Explorers
- The Olympics
- Underground Railroad
- Forms of Government: Democracy, Monarchy, & Oligarchy & More
- Ancient Greece
- Ancient Egypt
- Native Americans
- Indian Removal & the Trail of Tears
- Inventors & Inventions
- Map Skills
- Westward Expansion
- Communities

## Science Titles:

- Habitats
- States of Matter
- Cell Structure
- Weather
- Water Cycle
- Energy
- Solar System
- Sound
- Mammals
- Light
- Rocks and Minerals
- Oceans
- Heredity & Genetics
- Magnetism
- Natural Resources
- Ecosystems
- Force & Motion
- History of the Earth
- Life Cycles
- Wave Properties
- Landforms
- Classification of Organisms
- Electricity
- The Scientific Method

# COMMON CORE Lessons & Activities

Are you expected to change how you teach because of new CCSS for English Language Arts & new CCSS for Literacy and Writing in History/Social Studies and Science?

Are you expected to continue to meet existing science and social studies standards, AND integrate new, more rigorous expectations for reading, writing, analysis, inference, and more into your daily instruction?

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