

<b>Title</b>	Spirituals
Name	Rosemary Thomas
Date	July 24, 2001
School	Our Shepherd Lutheran
City/state	Indianapolis, Indiana
Topic (Overall theme)	Underground Railroad via spiritual and text
Classroom sessions or estimated time	Five 45 minute sessions
Grade Level(s)	4 <sup>th</sup> Indiana History
Purpose	To realize the significance in the Negro spirituals concerning the Underground Railroad  To realize the cultural, geographical, historical, physical, and Psychological aspects involved in the Underground Railroad
* <a href="#">Geography Standards Addressed</a>	1. How to use maps---and technologies.  6. How culture-----influence  10. The characteristics-----cultural mosaics.  12. The processes-----settlement.  14. How human actions---.  17. How to apply -----past.

<p><a href="#">*Indiana Social Studies Academic Standards addressed</a></p>	<p>Trace historical periods, places, people, events, and movements which led to Indiana as a state.</p> <p>Explain roles of various individuals, groups, and moments in social conflicts leading to Civil War.</p> <p>Identify the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during different historical periods by reading biographies, historical accounts and stories.</p>
<p>Objectives</p>	<p>Upon completion of the activities, the student will:</p> <p>Know Indiana's position in being a free state.</p> <p>Be familiar with the process of the Underground Railroad</p> <p>Be able to locate places involved with the Underground Railroad on Indiana and United States</p> <p>Maps.</p> <p>Recognize the significance of the Underground Railroad in the spirituals.</p>
<p>*Teacher Background Materials</p>	<p>Knowledge of purpose , intent, and location of Underground Railroad</p> <p>Knowledge of spirituals related to Underground Railroad</p> <p>Bibliography</p> <p>"A Divided Nation." <u>Indiana</u>. Macmillan McGraw, 1997. Fourth grade textbook</p> <p>Blockson, Charles. "Underground Railroad." National Geographic July, 1984. Adult background.</p>

Boomhower, Ray. "Levi Coffin: President of the Underground Background." *Traces*, Summer: 1997. Highlights of a Hoosier conductor

Clifford, Eth, and John McDowell. Freedom Road. Crossing the Ohio River

Crump, Claudia. Hoosier Heritage. Newark: Silver Burdett, 1992. Fourth Grade Textbook

Exploring the Common Past; Researching and Interpreting the Underground Railroad. Washington, D.C.: National Park Services, 2000.

Article on spirituals

Hamilton, Virginia. Many Thousand Gone. New York: Scholastic, 1993. Reference for teachers and pupils

Levine, Ellen. If You Traveled on the Underground Railroad. New York: Scholastic, 1993. Information for children

Rappaport, Doreen. Freedom River. New York: Hyperion Books for Children, 2000. Children Literature

Ringgold, Faith. Aunt Harriet's Underground Railroad in the Sky. New York: Scholastic, 1991. Children's Literature for enjoyment and learning

Savarino, Malia. "The Underground Railroad". Outdoor Indiana Nov/Dec 2000. Hoosier information

Schmid, Will. "World Music Drumming: A Cross Cultural Curriculum." Hal Leonard Corp., 1998. Idea for music from Dr. Richard Parker, Taylor University

"The 1851 Constitution and the Negro Register." Indiana Historical Bureau Feb.1993. Facts on law

Underground Railroad. Washington, D.C. Division of National Park Service 1998. Teacher information

Wisehart, Randall. Luke's Summer Secret..

## Materials

Textbook and Constitutions of Indiana

Computer to research

<http://www.ket.org/underground/resources/music.htm>

Indiana maps and U.S. maps with Underground Railroad routes

Copies of spirituals such as:

“Follow the Drinking Gourd”

<http://www2.lhric.org/pocantico/tubman/gourd.htm>

(July,2001)

“Go Down Moses”

“Swing Low, Sweet Chariot”

“This Train”

“Chariot's a Coming”

“Good News, Neighbor”

“Nobody Knows the Trouble I See”

Transparency of maps for teacher

Transparency markers for laminated maps

Bland laminated Indiana and United States map or blackline maps for students

Selected literature listed

Overhead projector

Material for drums, banjo, and spoons

Indiana maps and U.S. maps with Underground Railroad

	<p>routes</p> <p>Copies of spirituals such as “Drinking Gourd”; “Go Down Moses”; “Swing Low, Sweet Chariot”; “This Train”</p> <p>Marker</p> <p>Blank IN maps</p> <p>Indiana History textbook</p> <p>Selected literature such as <u>Drinking Gourd</u>, <u>Aunt Harriet’s Underground Railroad in the Sky</u>, <u>If You Traveled on the Underground Railroad</u>, <u>Luke’s Summer Secret</u></p>
<p>*Purpose of Materials</p>	<p>Markers for indicating Underground Railroad routes on laminated maps</p> <p>Transparency maps for teacher to use on overhead</p> <p>Indiana history textbooks for reading and reference to Indiana position as a free state</p> <p>Spirituals for singing and research</p> <p>Literature for enjoyment and reference</p>
<p>Procedures</p>	<p>Procedure</p> <p>Pre-activity- Make instruments: drums (oatmeal boxes), spoons, and banjo (cigar box and rubber bands).</p> <p>Sing spirituals listed earlier and express rhythm and beat.</p> <p>Analyze selected spirituals on word maps.</p> <p>Continue singing and expressing spirituals.</p> <p>Read material in text concerning Indiana's position as a free state and the Underground Railroad.</p>

	<p>Read <u>Luke's Summer Secret</u> to the class.</p> <p>Using children's literature and web sites read for understanding concerning the Underground Railroad.</p> <p>Construct a time line from 1827-1860's concerning Underground Railroad and Indiana's revisions to the constitution.</p> <p>Using laminated maps locate Underground Railroad routes by cities and counties.</p> <p>Conclusion: Roleplay slaves and conductors on the Underground Railroad with simulated stations while continuing singing of spirituals.</p>
*Teaching Strategies	<p>Group activity of singing spirituals</p> <p>Analyze spirituals by word mapping</p> <p>Time lines for events</p> <p>Interpreting events listed in text</p> <p>Hands on construction of instruments</p> <p>Researching web for Underground Railroad material</p> <p>Role playing</p>
*Assessments (key questions to simulate critical thinking)	<p>Choose a position, either for helping slaves or ignoring the slaves. Describe in a paragraph your position.</p> <p>Analyze the meaning in your favorite spiritual.</p> <p>Indicate an Underground Railroad route.</p>

Adaptations and/or Extensions	<p>Select a spiritual and write your own lyrics.</p> <p>Write a journal in the first person of traveling on the Underground Railroad from Eagle Hollow, Kentucky through Madison, Indiana and Indianapolis to Windsor, Ontario, Canada.</p> <p>Check the list of web sites and select three and write a paragraph on each site.</p>