



Harriet Tubman and the Underground Railroad

Streaming Performances
for Schools



TEACHER RESOURCE GUIDE

Harriet Tubman and the Underground Railroad

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COMMUNITY ENGAGEMENT & EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017), Social Studies (2018), Visual Art (2012).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical and creative thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions, and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

The lessons and activities in this guide are created and adapted by Davida Pantuso in partnership with Playhouse Square's Education Department.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

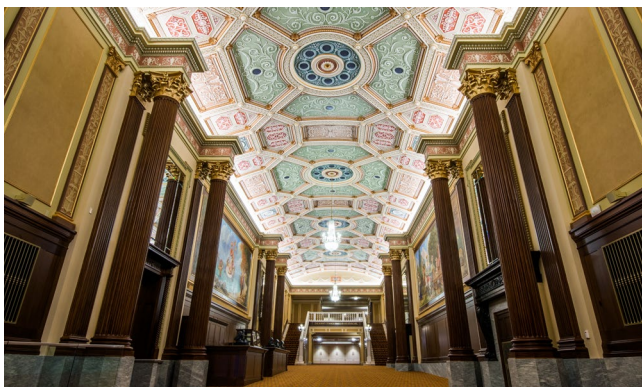
Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

ABOUT PLAYHOUSE SQUARE

Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances by Playhouse Square's seven resident companies: Cleveland Ballet, Cleveland International Film Festival, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the GE Chandelier, the largest outdoor chandelier in North America, and the retro Playhouse Square sign with its 9-foot-tall letters!



ABOUT THE SHOW

Harriet Tubman was a great American who freed herself and hundreds of others from the bonds of slavery. She faced many challenges over the course of her lifetime; nevertheless, she was determined to change the world with her courage.

Our drama begins as Harriet's friend, Sarah Bradford, author of *Scenes in the Life of Harriet Tubman*, is persuading a publisher to print her book. The publisher is not enthusiastic until he begins to read through the stories of Harriet's life.

As our story unfolds, we learn of Harriet's early years in slavery, her escape to freedom, and her time as a conductor on the Underground Railroad. The Underground Railroad was a lifeline for slaves escaping to freedom, and Harriet Tubman was undoubtedly one of its most famous conductors.

During the Civil War, Harriet became a spy for the Union Army and later she served as a nurse and a scout. The North won the war, bringing emancipation to the slaves,

but that did not end Harriet's struggle for freedom. Turning her attention to women's suffrage, she continued fighting for everyone who suffered inequality.

About Virginia Repertory Theatre

Virginia Repertory Theatre is a regional professional theater headquartered in downtown Richmond and is one of the largest performing arts organizations in Central Virginia, with four distinct venues and an educational touring arm. Founded in 1953 in Hanover County, this year they will celebrate their 70th anniversary. Recently, they acquired their new Virginia Rep Center for Arts and Education, which will house children's theatre productions, educational tours, camps, classes, and workshops. Additionally, Virginia Rep also tours children's shows, both virtual and live, and provides educational programming to schools throughout Virginia and to major performing arts centers throughout 32 states.

Find More at <https://va-rep.org>

ABOUT HARRIET TUBMAN

Harriet Tubman, an icon of American history, was an illiterate runaway slave who became known as the "Moses of her people." Born into slavery around 1820 in Dorchester County, Maryland, she was one of eleven children and named Araminta by her parents, Harriet and Benjamin Ross. In 1844, Araminta Ross married John Tubman, a free Black man. She took his last name and changed her first name to Harriet.

In 1849, Harriet Tubman, worried that she and the other slaves on the plantation were going to be sold, decided to run away. Tubman believed she had two choices: freedom or death. Setting out with her two brothers, traveling by night with the North Star in the sky as their guide, Tubman reached Philadelphia alone. Her brothers had become frightened and turned back.

In Philadelphia, Tubman joined the Abolitionist Movement and became a conductor on the Underground

Railroad, a secret network of safe houses where runaway slaves could stay on their journey north to freedom. Over the course of 10 years, and at great personal risk, Tubman made 19 trips to Maryland and helped 300 people escape to freedom along the Underground Railroad.

During the Civil War (1860–1865), Tubman was a scout, spy, and nurse for the federal forces in South Carolina and, in 1863, became the first woman in American history to originate and lead a combat unit in an armed assault. After the war, Tubman continued the struggle for freedom as a leader in the suffrage movement. She died on March 10, 1913 in Auburn, New York and was buried with military honors.

Text used with permission from Virginia Repertory Theatre, Richmond, VA.

OHIO AND THE UNDERGROUND RAILROAD

Most Northern states had passed laws outlawing slavery during the late 1700s. The state of Ohio abolished the practice with its original constitution in 1802. Nevertheless, the United States Constitution and the Fugitive Slave Acts of 1793 and 1850 permitted slave owners to reclaim freedom seekers, even if they had moved to a free state. To truly gain their freedom, African Americans had to leave the United States and escape into Canada, Mexico or other free nations.

It remains unclear when the Underground Railroad began, but members of the Society of Friends, who were also known as the Quakers, were actively assisting freedom seekers escape as early as the 1780s. Some people living in Ohio began joining the network of conductors by the 1810s. In the following years, Sandusky, Ohio and its ports on Lake Erie would become an ideal place for an Underground Railroad hub. According to the Maritime Museum of Sandusky, an estimated 30-50 escaped slaves arrived in the city daily.

Although slavery was illegal in Ohio, some people still opposed the ending of slavery, fearing that former enslaved people would move to the state, take jobs away from the white population and demand equal rights. Many of these people vehemently opposed the Underground Railroad or rallied violence against conductors. Others tried to return freedom seekers to their owners in hopes of collecting rewards.

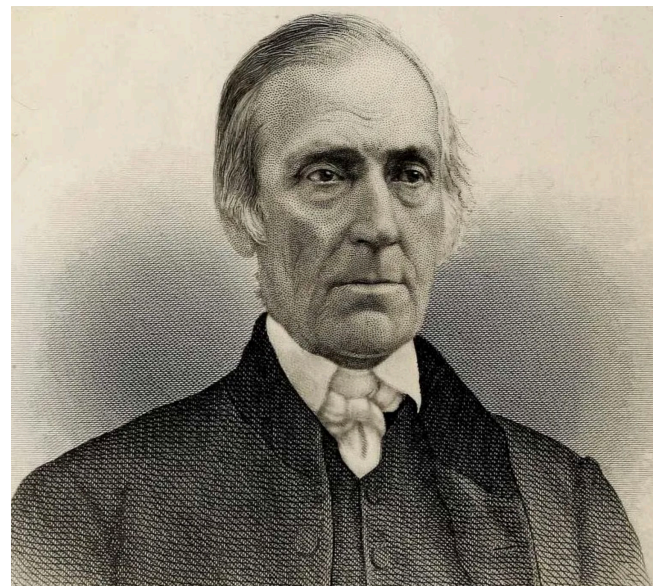
Several prominent abolitionists were from Ohio and played a vital role in the Underground Railroad. Beginning in the late 1840s, Levi Coffin, a resident of Cincinnati, helped more than 3,000 enslaved people escape from their masters and gain their freedom in Canada. Coffin's work caused his fellow abolitionists to nickname him the "President of the Underground Railroad." In Ripley, Presbyterian minister John Rankin served as a conductor and opened his home to African Americans seeking freedom. His home stood on a 300ft high hill that overlooked the Ohio River. Rankin would signal freedom seekers in Kentucky with a lantern and let them know when it was safe for them to cross the Ohio River. He provided the escaped fugitives with shelter and kept them hidden until it was safe to travel further north. John Parker, Rankin's neighbor, brought hundreds of fugitives from slavery across the Ohio River in a boat. These men and many other people risked their lives to assist African Americans in their flight to freedom. In 1843, a two-masted schooner named Home

was built in Sandusky, Ohio. Its name took on new meaning when, according to various historical records, the boat's activities under abolitionist James Nugent, included daring escapades stow away freedom seekers across the U.S./Canadian border.

Once they arrived in Ohio, many freedom seekers continued to Canada while others decided to remain in the state, usually settling in neighborhoods with a prominent population of other African Americans. At least eight cities along Lake Erie, including Ashtabula, Painesville, Cleveland, Sandusky, Toledo, Huron, Lorain, and Conneaut served as starting points to transport the freedom seekers to Canada. Historian Wilbur Siebert believed approximately three thousand miles of Underground Railroad trails existed in Ohio.

It remains unclear exactly how the Underground Railroad acquired its name though one potential account involving Ohio claims that in 1831, a freedom seeker named Tice Davids fled from his slaveholder in Kentucky. Davids swam across the Ohio River reaching shore in Ohio just a few minutes before his holder in pursuit behind him in a boat. After docking, the holder could not find Davids, and said he "must have gone off on an underground road."

Data sourced from the Ohio History Connection. For more information, visit ohiohistory.org



Levi Coffin

KEY TERMS & EVENTS

Abolitionist – a person who sought to end the practice of slavery in the United States during the 19th century. A majority of early abolitionists were white, but the most prominent leaders of the movement were escaped or freed black men and women, such as Frederick Douglass and Harriet Tubman. Other famous abolitionists include William Lloyd Garrison, Harriet Beecher Stowe and John Brown.

Civil War – a war fought between people living in the same country. In the United States, the American Civil War was between 1861 to 1865, between the Union (the Northern states) and the Confederacy (the Southern states). The central dispute of the war surrounded states' rights and the push for the passage of legislation to abolish the act of enslavement.

Conductors – a person who guided runaway enslaved people from place to place along the routes of the Underground Railroad. Perhaps the most famous conductor was Harriet Tubman, an escaped slave who helped hundreds to freedom over the course of eight years.

Diaspora – the movement, migration or scattering of a group of people from their geographic place of origin.

Enslaved People – humans that were under the control of another and not given the ability to have personal freedom. They were seen as commodities to be sold, bought, and exploited for manual labor.

Enslavement or Slavery – a system of laws and customs where people are legally recognized as the property of others. Slavery has existed around the world for thousands of years and was not renounced in the United States until 1865. Though slavery was declared over, many resisted the change to maintain the country's financial and social status.

Freedom Quilt – a blanket made of many different patterns that would signify a safe house along the Underground Railroad if it was left hanging from the windowsill or a clothesline. These quilts were embedded with codes that would serve as a form of communication for the enslaved people and those along the Underground Railroad.

Fugitive Slave Act of 1850 – Also known as the Freedom Seeker Law of 1850. Passed on September 18, 1850, by Congress, it required that enslaved people be returned to their owners, even if they were in a free state.

Fugitive – someone who ran away from his or her enslaver. Fugitives were also called “runaways” but today we use the terms “self-liberated people” or “freedom seekers.” Not all escaped on the Underground Railroad — many left enslavement on their own and ran away without any organized help.

John Rankin – a Presbyterian minister born in Tennessee who resided in Ohio for most of his life. A devoted abolitionist, who served as a conductor on the Underground Railroad and made strides in the educational and social world by creating the Free Presbyterian Church of America, which prohibited enslavers from being members, establishing the Ohio Anti-Slavery Society in 1835, and establishing Ripley College which enrolled the first African American student in 1831.

Levi Coffin – an American Quaker, abolitionist, farmer, businessman, and humanitarian. An active leader of the Underground Railroad in Indiana and Ohio, some unofficially called Coffin the “President of the Underground Railroad,” estimating that 3,000 fugitive slaves passed through his care.

Mason-Dixon Line – known for being the invisible line between the Northern states and the Southern states, it separates and forms some of the borders of Delaware, Maryland, Pennsylvania, and at the time Virginia (what is now West Virginia)

North Star – a bright star known as Polaris, part of the constellation Ursa Minor (The Little Dipper). This star is only visible in the Northern Hemisphere and was used as a navigational tool to guide freedom seekers and runaways on their flight to freedom.

Plantation – an estate in the American South on which crops such as coffee, sugar and tobacco were generally cultivated by the exploitation of slave or indentured labor

Quakers – formally known as The Religious Society of Friends; a group of Christians, typically Protestant, who supported the abolitionist movement and played a huge role in the formation of the Underground Railroad

Underground Railroad – a network of routes, places and people that helped enslaved people in the American South escape to the North. The name was used metaphorically as it was not located underground nor was an actual railroad instead operating through “safe houses” and properties of anti-slavery sympathizers. Routes took freedom seekers in many directions and was often not a direct line to northern states. Between 1810 and 1850, it is estimated to have helped guide 100,000 enslaved people to freedom.

Union Army – during the Civil War, this was the group of soldiers from the Northern states who fought to preserve the Union of States, and once was led by General Ulysses S. Grant of Ohio

United States Constitution – government document signed in 1788, it establishes the fundamental laws and practices of the government of the United States. The first ten amendments are known as the Bill of Rights.

PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades: 3-8)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Fine Arts: Dance: 5.5PE, 6.7PE, 7.6PE; Music: 3.6PR, 4.6PR, 5.1CE, 6.3CE, 7.3CE

Social Studies: 4.Geo.11, 4.Geo.13, 4.Gov.17, 5.Geo.9, 8.Geo.17, 8.Gov.20, 8.His.4, 8.His.12, 8.His.13

Playhouse Square's teaching artists design workshops to actively explore and connect with themes students will see during the performance. Join AJ and Molly as they learn about American hero, Harriet Tubman. Together, you'll explore the qualities of a hero, the causes of the Civil War, and the role of abolitionists in ending slavery. Hear examples of brilliance and ingenuity throughout the African Diaspora, including music, food, hair and dance.

Run time: 19:50



ADDITIONAL TERMS

Djembe – an hourglass-shaped drum originating in West Africa that has three tones, making it the leader of the family of drums

Hero – an ordinary person who takes on an extraordinary role in the lives of others

QUALITIES OF A HERO:

LEADERSHIP
COURAGE
SELFLESSNESS
RESILIENCE
HUMILITY

Polyrhythm – two or more rhythms or beat patterns happening at the same time

Resilience – the ability to continue despite challenges or danger

Resilience in practice: Without passing down cultural practices, stories and craftsmanship, many trademarks of current African American Traditions would have been lost. We focus on current examples that can be traced back to Africa through a lens of Hair, Food, Dance and Music. In order to keep culture alive, enslaved people had to have:

ADAPTABILITY, PERSISTENCE, INGENUITY, CREATIVITY, TENACITY

Ring Shout – accompanied by hand clapping, broomsticks and other tools hitting the round, the Ring Shout is a dance of worship done in a circle to a 6-8 polyrhythm. Created through resilience, this prayerful celebration allowed enslaved people to dance in a shuffle pattern when enslaved people were forbidden to have two feet off the ground at the same time.

Spy – a person who hides their identity or takes on the identity of another to gather information from one group to share with another

Suffragette – a person who fights for women to have equal rights with men, specifically the right for women to vote

Harriet's Silhouette (Grades: 3-8)

The Ohio Learning Standards listed below are addressed in the following pre-show activity:

English/Language Arts: RL.3.3, RL.4.3, RL.5.3, RL.6.3, RL.7.3, RL.8.3

Social Studies: 4.His.2

Introduce your students to Harriet Tubman before watching the play by having your students read a book on Harriet's life (see resource page for a list of suggested books). Assign groups of students a book to read and explain that they will create a character silhouette of Harriet Tubman. A character silhouette is an excellent activity that allows students to explore the character in depth. It can be done during or after reading.

As students read their assigned book, have them pay attention to who Harriet is. They will want to note her background, struggles, motivations, traits, actions, and beliefs. They will also want to consider who she loves, and how she changes throughout the story that they read. As they read, they will want to record direct evidence and quotations that describe Harriet. Students may use the graphic organizer on the following page to record their thoughts.

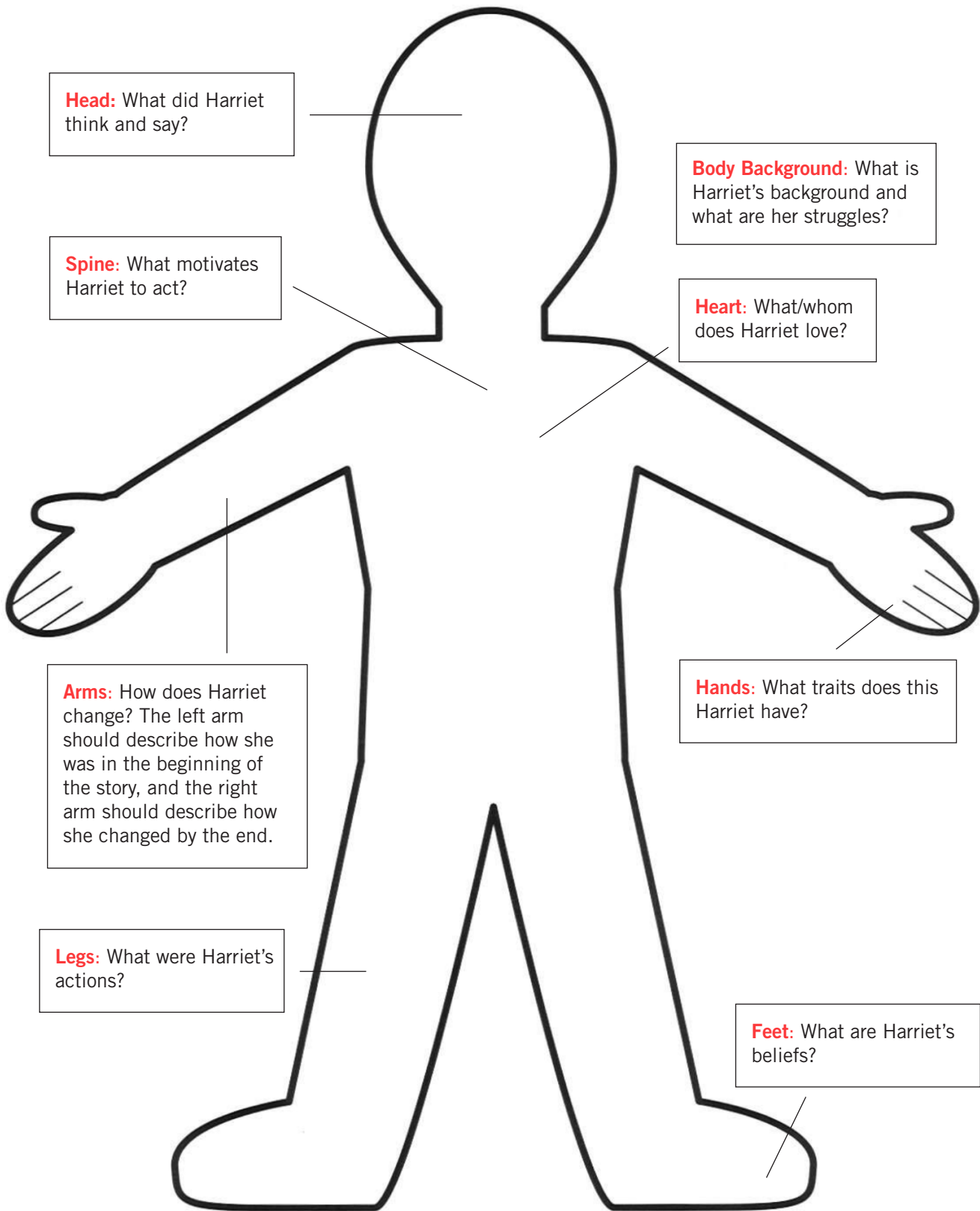
Once they have finished, have them share their thoughts with their group members. As a group, they should discuss the evidence and determine which evidence accurately describes Harriet. Evidence that they feel doesn't describe Harriet accurately should be removed from their organizer. Students should also decide if they need to add additional evidence about Harriet. Once students are happy with their evidence to describe who Harriet Tubman was, they will create a character silhouette of her using the template on page 10. For each part of the body, students will write a description of Harriet. For example, students will record Harriet's words and thoughts on the head of the character silhouette.



Harriet Tubman Graphic Organizer

Information about Harriet	Evidence
Describe what Harriet thought.	
Describe Harriet's background, and her struggles.	
What motivates Harriet to act?	
Describe Harriet's traits.	
Describe Harriet's actions.	
Describe Harriet's beliefs.	
Describe who Harriet loves.	
Describe how Harriet changes.	

Harriet Tubman Silhouette



Follow the Drinking Gourd (Grades: 3-8)

The Ohio Learning Standards listed below are addressed in the following pre-show activity:

English/Language Arts: SL.3.1, SL.4.1, SL.5.1, RL.6.4, SL.6.1, RL.7.4, SL.7.1, RL.8.4, SL.8.1

Social Studies: 4.His.7

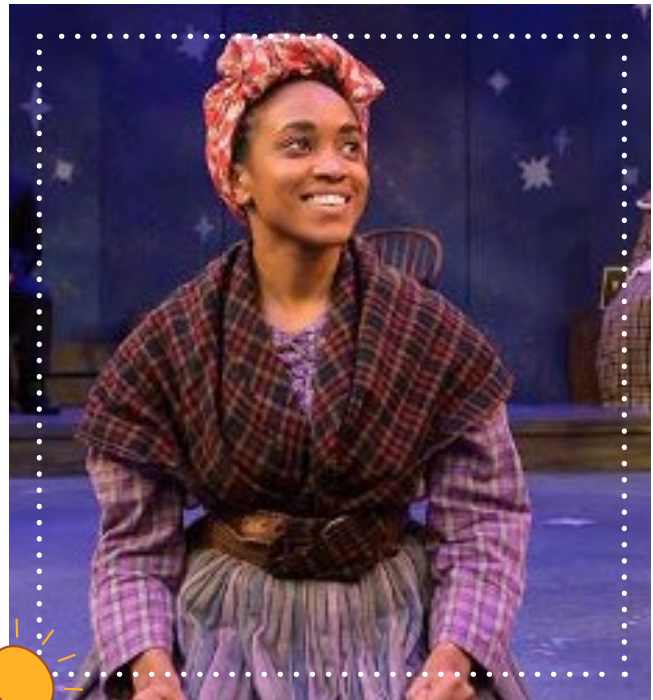
Codes were often used on the Underground Railroad. One of the most common ways that codes were used was in songs. Play the song “Follow the Drinkin’ Gourd” for your students. After listening to it, share the lyrics to the song with them. Explain that they are going to decipher codes hidden in the following lyrics:

- Drinking gourd
- Old man
- Sun comes back
- First quail calls
- Riverbank makes a might good road
- Dead trees will show you the way
- Left foot, peg foot
- River ends between two big hills
- Another river on the other side

It is thought that the song “Follow the Drinkin’ Gourd” was written in Mobile, Alabama. Explain to your students, that one section of the Underground Railroad traveled from Mobile, Alabama to Canada by using the Tombigbee, Tennessee, and Ohio Rivers. Another significant geographic location was the Mason Dixon Line. Although the Mason Dixon Line separated the free states from the slave states, slaves knew that they had to continue travelling north until they reached Canada. As long as they were in the United States, the threat lingered that they could be captured and taken back to a plantation.

Next, show your students the video clip “Follow the Drinkin’ Gourd” narrated by Morgan Freeman (see resources page). As Morgan Freeman narrates the story, have your students pay attention to see if they can figure out the meanings for the codes to the song. After watching the video clip, discuss each of the codes and their meanings. Feel free to use the graphic organizer on the following page to record students’ thoughts.

Context for the lyrics can be found here: <https://tinyurl.com/2nk49rnd>



“Follow the Drinkin’ Gourd” Graphic Organizer

Code	Meaning
Drinking gourd	
Old man	
Sun comes back	
First quail calls	
Riverbank makes a mighty good road	
Dead trees will show you the way	
Left foot, peg foot	
River ends between two big hills	
Another river on the other side	

Follow the Drinking Gourd Lyrics

Chorus

*Follow the drinkin' gourd
Follow the drinkin' gourd
For the old man is comin' just to carry you to freedom
Follow the drinkin' gourd*

Verse 1

*When the sun comes back, and the first quail calls
Follow the drinkin' gourd
For the old man is waiting just to carry you to freedom
Follow the drinkin' gourd*

Chorus

*Follow the drinkin' gourd
Follow the drinkin' gourd
For the old man is comin' just to carry you to freedom
Follow the drinkin' gourd*

Verse 2

*Well the riverbank makes a mighty good road
Dead trees will show you the way
Left foot, peg foot, travelin' on
Follow the drinkin' gourd*

Chorus

*Follow the drinkin' gourd
Follow the drinkin' gourd
For the old man is comin' just to carry you to freedom
Follow the drinkin' gourd*

Verse 3

*Well the river ends, between two hills
Follow the drinkin' gourd
There's another river on the other side
Follow the drinkin' gourd*

Chorus

*Follow the drinkin' gourd
Follow the drinkin' gourd
For the old man is comin' just to carry you to freedom
Follow the drinkin' gourd*

Chorus

*Follow the drinkin' gourd
Follow the drinkin' gourd
For the old man is comin' just to carry you to freedom
Follow the drinkin' gourd*

Chorus

*Follow the drinkin' gourd
Follow the drinkin' gourd
For the old man is comin' just to carry you to freedom
Follow the drinkin' gourd*

*For the old man is waiting just to carry you to freedom
If you follow the drinkin' gourd*



Underground Railroad (Grades: 3-8)

The Ohio Learning Standards listed below are addressed in the following pre-show activity:

English/Language Arts: L.3.4, SL.3.1, L.4.4, SL.4.1, L.5.4, SL.5.1, L.6.4, SL.6.1, L.7.4, RL.7.4, SL.7.1, L.8.4, SL.8.1

Social Studies: 3.Geo.4, 4.Geo.9, 4.His.7, 7.Geo.13

Technology: 3-5.ICT.1.a, 3-5.ICT.2.b, 3-5.ICT.3.b, 6-8.ICT.2.a

Before watching the play, continue your discussion on the Underground Railroad with your students. Assign groups of 3-4 a book (*Students can use the same book that they read in pre-show activity 'Harriet's Silhouette' for this activity*) to read about the Underground Railroad (see resource page). After reading the book, students should define the following terms and answer the following questions.

Terms to define:

Conductors, Stations, Transportation, Underground Railroad

Questions to answer

1. What was the Underground Railroad?
2. What were some of the dangers of the journey that fugitive slaves faced as they traveled on the Underground Railroad?
3. How did they travel safely from one "station" to another?
4. Why were conductors so important on the Underground Railroad?
5. What states did the freedom seekers travel through as they moved through the Underground Railroad?

Extension:

Break students into groups of 3-4. Assign each group with different Underground Railroad routes. Have the students work in groups at computers. After a brief overview of plotting routes on Google Maps, have the students plot an escape route. Students should consider if the shortest route is the safest, if they need to cross rivers, and other geographic considerations. They should also decide if they need to stop in other cities or small towns. Students should also estimate the length of this journey. Remind students that they can use boats, horses, or walking as modes of transportation. After they have established their routes, they will give a presentation to the class explaining why they selected the route, the length that it will take, and any dangers that they should consider (i.e. crossing the Ohio River).

Routes:

- Montgomery, Alabama to Philadelphia, Pennsylvania, to Toronto, Ontario, Canada
- Richmond, Virginia to Philadelphia, Pennsylvania, to St. Catherines, Ontario, Canada
- Savannah, Georgia to Philadelphia, Pennsylvania, to Montreal, Quebec, Canada
- Jackson, Mississippi to Detroit, Michigan, to Windsor, Ontario, Canada

POST-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades: 3-8)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

Fine Arts: Drama: 3.2PR, 3.4PR, 4.2PR, 4.4PR

Social Studies: 3.Geo.4, 4.Geo.9, 4.His.7



Playhouse Square teaching artists Molly and AJ invite students to join them once again as they continue to explore themes found throughout the show. In this workshop, students will discover some of the history of the Underground Railroad in Ohio, explore how the field holler communicated encoded messages, and examine the use of stage directions in a theatrical production.

Finally, award-winning actor and griot Nina Domingue will speak on the importance of telling stories like Harriet Tubman's.

Run time: 17:33

Guest stars: Nina Domingue, storyteller

ADDITIONAL TERMS

Blocking – the path of movement an actor takes throughout a show

LET'S TRY IT! Blocking helps actors know where they begin and how they will travel across the stage. The circumstances that cause the character to move will also affect the choices they make in their movement. For example, crossing from Upstage Right to Upstage Left, to Downstage Center would feel very different if you knew that you were extremely hot, upset with a letter you just received, and late for a party. Have students practice by directing each other with blocking and situational prompts as Molly and AJ do in the video! They can use the stage directions layout on the next page for a reference.

Compass – an instrument with a magnetized arrow that finds the direction of North to help people navigate for travel

Diaphragm – a muscle used for breathing that can be expanded like a balloon. The more breath is controlled, the better the pitch and volume.

Field Holler – a message sent through coded phrases sung across fields with controlled, projected breath. These messages were used to let people know of important changes in their safety, surroundings and their ability to escape.

Griot – a traveling storyteller, musician or poet who focuses on preserving and sharing oral histories

The Book vs The Play (Grades: 3-8)

The Ohio Learning Standards listed below are addressed in the following post-show activity:

English/Language Arts: RL.3.1, RL.3.3, SL.3.1, RL.4.1, RL.4.3, SL.4.1, RL.5.3, SL.5.1, RL.6.3, SL.6.1, RL.7.3, SL.7.1, RL.8.3, SL.8.1

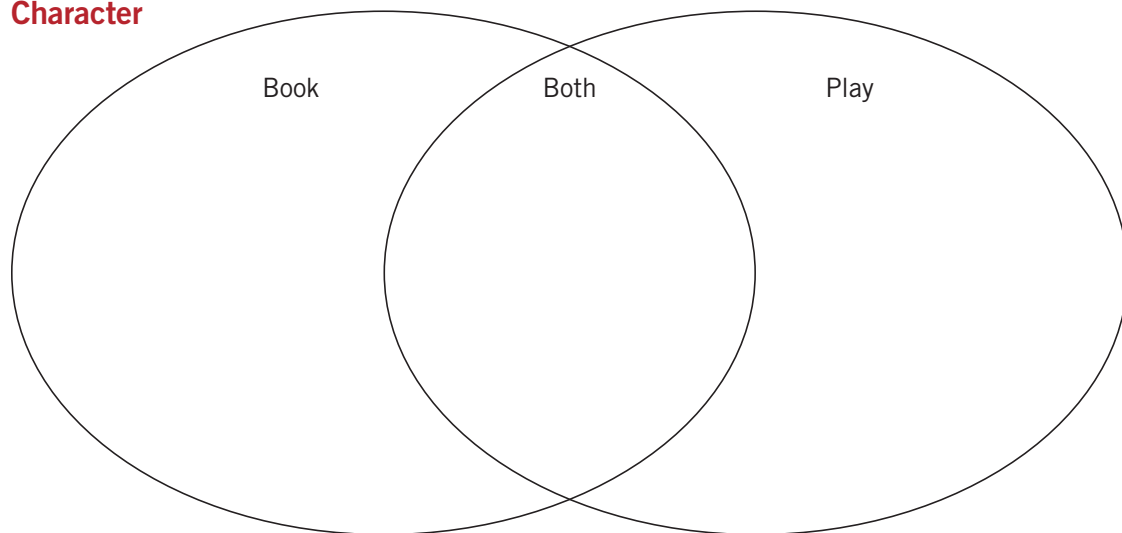
Fine Arts: Drama: 3.1CE, 3.4CE

Students have learned about Harriet Tubman and the Underground Railroad through the book(s) that they read, and the play that they watched. Have students compare what they learned about Harriet through the book(s) versus the play. What elements were the same? What was different? You may want to begin by comparing Harriet's character in the book(s) to the play. You may

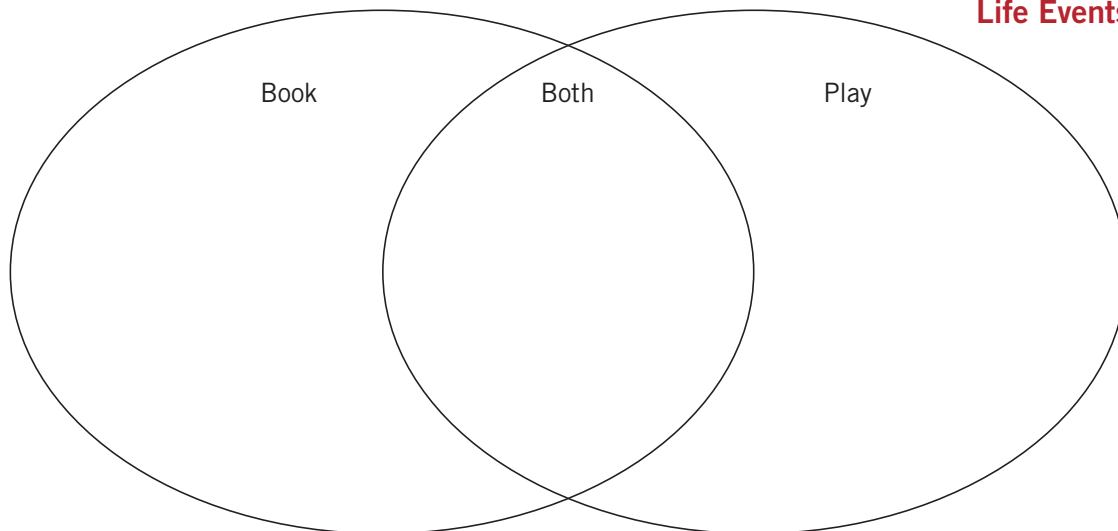
also want to discuss the events that were mentioned in Harriet's life. Were there events that the play discussed but the books did not? Comparing how the Underground Railroad was depicted in both the book(s) and the play will be an important discussion. To aid with this discussion, feel free to use the Venn-diagrams on the following pages.



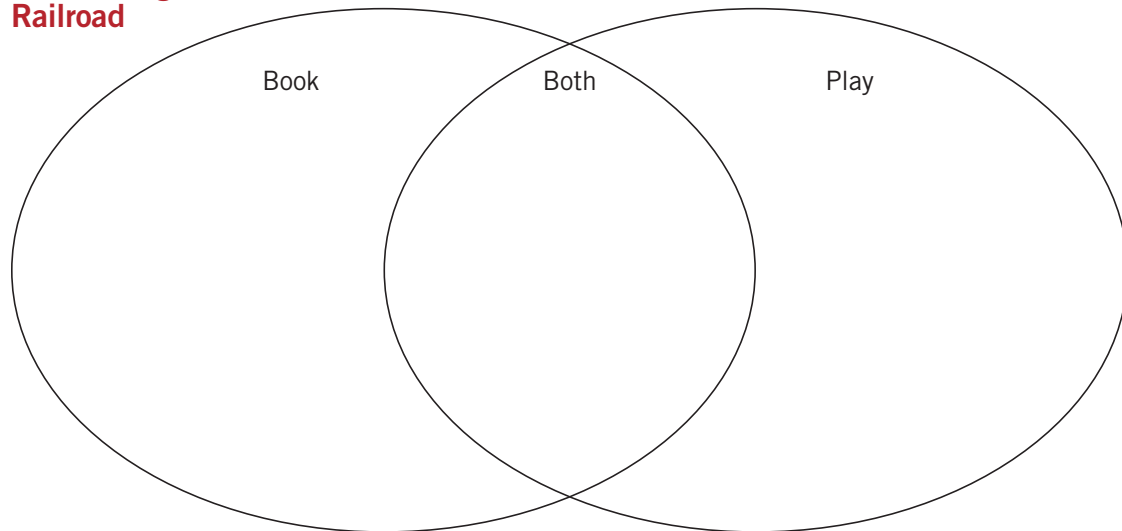
**Harriet Tubman's
Character**



**Harriet Tubman's
Life Events**



**The Underground
Railroad**



Freedom Quilts (Grades: 3-8)

The Ohio Learning Standards listed below are addressed in the following post-show activity:

Fine Arts: Visual Arts: 3.3PR, 4.3PR, 5.3PR, 6.3PR, 7.3PR, 8.3PR

Social Studies: 4.His.7

One reason why the Underground Railroad was so successful was because of codes that were used. Codes were used often in songs and chalk drawings. However, it is thought that quilts were also used to help runaways on the Underground Railroad. Enslaved people made coded quilts and used them to communicate information to each other about how to navigate their escape on the Underground Railroad.

Show students the video clip *How Quilts Lead the Way to Freedom* (see resources page). Claudia Love Mair, the speaker in the video, briefly discusses the history **Freedom Quilts**, why and how they were used, and she shares the codes and their meanings. She then provides a short demonstration on how to make a **Freedom Quilt**, or a **Show Way**. After watching the video, discuss the following questions:

- Why were quilts a great option to hide messages?
- Why were they called show ways?
- Why were slaves told to follow the bear footprints?

Next, have students create their own **Freedom Quilt** using the codes. This website, <http://mathwire.com/quilts/freedomtemplates.pdf>, has templates along with images of the codes that students may use to create a uniform quilt size. Students can either color, paint or use construction paper to create their designs. After students have created their quilt templates, you can assemble them as a class quilt.

Freedom Quilt Codes and Their Meanings

1. Monkey Wrench – the tools that you will need
2. Sailboat – boats were available
3. Drunkard's Pass – create a zig zag path to avoid detection, or to travel from east to west
4. North Star – follow the North Star to Canada and to freedom
5. Bear Claw – follow the trail that the bear made or their footprints because bears always went to where food and water was

6. Wagon Wheel – it's time to load the wagon and escape
7. Crossroads – the main crossroad was Cleveland, Ohio; a destination offering several routes to freedom.
8. Bow Ties – dress in a disguise or put on a change of clothes
9. Flying Geese – told slaves to follow migrating geese north towards Canada to freedom
10. Log Cabin – cards to let slaves know where safe houses were, a signal to let slaves know if it was safe to talk to a White person

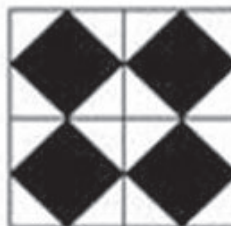
Freedom Quilt Blocks



Shoofly



Monkey Wrench



Shoofly



Flying Geese



Star



Hourglass

RESOURCES



READING

Primary Grades

A Picture Book of Harriet Tubman by David A. Adler

Before She Was Harriet by Lesa Cline-Ransome

Barefoot: Escape on the Underground Railroad by Pamela D. Edwards

Henry's Freedom Box by Ellen Levine

Moses: When Harriet Tubman Led Her People to Freedom by Carole Boston Weatherford & Kadir Nelson

Almost to Freedom by Vaunda Micheaux Nelson

The Birdman by Troon Harrison

Blacksmith's Song by Elizabeth Van Steenwyk

Intermediate Grades

What Was the Underground Railroad? By Yona Z. McDonough

Eliza's Freedom Road: An Underground Railroad Diary by Jerdine Nolen

Dear Austin: Letters from the Underground Railroad by Elvira Woodruff

Stealing Freedom by Elisa Carbone

Brady by Jean Fritz

Freedom Train: The Story of Harriet Tubman by Dorothy Sterling

Harriet Tubman, Secret Agent: How Daring Slaves and Free Blacks Spied for the Union during the Civil War by Thomas B. Allen

WEB



Follow the Drinking Gourd Song by Eric Bibb. <https://www.youtube.com/watch?v=kjBZEMkmwYA>

Follow the Drinking Gourd, Narrated by Morgan Freeman. https://www.youtube.com/watch?v=R1S9JgQqX_Y

Follow the Drinking Gourd Read-aloud, Storybook by Jeanette Winter.

https://www.youtube.com/watch?v=PG8WWo9Uo_4

How Quilts Lead the Way to Freedom, *Carnegie Center for Literacy and Learning*.

<https://www.youtube.com/watch?v=c6nahea4n9o>

Ohio History Connections. ohiohistory.org

Classroom Connections Video Workshops

Harriet Tubman and the Underground Railroad Pre-Show Video. Password: mosespsq2023.

<https://vimeo.com/799653852>

Harriet Tubman and the Underground Railroad Pre-Show Video. Password: mosespsq2023.

<https://vimeo.com/799653407>

CURRICULUM STANDARDS INDEX

English/Language Arts

Standard	Description	Grade	Activity	Page
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	3	Underground Railroad	14
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3	Book vs. Play	16
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3	Harriet's Silhouette Book vs. Play	8 16
SL.3.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	3	Follow the Drinkin' Gourd Underground Railroad Book vs. Play	11 14 16
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	4	Underground Railroad	14
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4	Book vs. Play	16
RL.4.3	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).	4	Harriet's Silhouette Book vs. Play	8 16
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	4	Follow the Drinkin' Gourd Underground Railroad Book vs. Play	11 14 16
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	5	Underground Railroad	14
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5	Harriet's Silhouette Book vs. Play	8 16
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	5	Follow the Drinkin' Gourd Underground Railroad Book vs. Play	11 14 16

L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	6	Underground Railroad	14
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	6	Harriet's Silhouette Book vs. Play	8 16
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.	6	Follow the Drinkin' Gourd	11
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	6	Follow the Drinkin' Gourd Underground Railroad Book vs. Play	11 14 16
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	7	Underground Railroad	14
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	7	Harriet's Silhouette Book vs. Play	8 16
RL.7.4	Determine the meaning of word and phrases as they are used in a text, including figuratively and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	7	Follow the Drinkin' Gourd Underground Railroad	11 14
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	7	Follow the Drinkin' Gourd Underground Railroad Book vs. Play	11 14 16
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	8	Underground Railroad	14
RL.8.3	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.	8	Harriet's Silhouette Book vs. Play	8 16
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.	8	Follow the Drinkin' Gourd	11

SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	8	Follow the Drinkin' Gourd Underground Railroad Book vs. Play	11 14 16
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Fine Arts – Dance

Standard	Description	Grade	Activity	Page
5.5PE	Recognize and describe features of dance forms in the United States and how they represent their historical and cultural contexts.	5	Pre-Show Video Workshop	7
6.7PE	Observe dances with attention to rhythmic structure, with or without musical accompaniment.	6	Pre-Show Video Workshop	7
7.6PE	Observe dances with attention to rhythmic structure, with or without musical accompaniment.	7	Pre-Show Video Workshop	7

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
3.1CE	Identify the plot and retell the sequence of events in a story, play or theatre experience.	3	Book vs. Play	16
3.2PR	Use voice, movement, space and physical objects to communicate a storyline and a character's thoughts, feelings and ideas.	3	Post-Show Video Workshop	15
3.4CE	Differentiate dialogue from action in a specific piece of literature.	3	Book vs. Play	16
3.4PR	Direct peers in performing a task in a dramatic situation.	3	Post-Show Video Workshop	15
4.2PR	Manipulate voice, movement, space, design and physical objects to communicate thoughts, feelings and ideas in both improvised and scripted activities.	4	Post-Show Video Workshop	15
4.4PR	Direct peers in performing a dramatic task or action in two different ways.	4	Post-Show Video Workshop	15

Fine Arts – Music

Standard	Description	Grade	Activity	Page
3.6PR	Improvise and compose simple rhythmic and melodic phrases.	3	Pre-Show Video Workshop	7
4.6PR	Read, write and perform using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter.	4	Pre-Show Video Workshop	7

5.1CE	Explore and identify musical instruments from different historical periods and world cultures.	5	Pre-Show Video Workshop	7
6.3CE	Identify different functions and uses of music in American and other cultures.	6	Pre-Show Video Workshop	7
7.3CE	Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.	7	Pre-Show Video Workshop	7

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
3.3PR	Use principles of design to arrange the elements of art.	3	Freedom Quilts	18
4.3PR	Utilize innovative ways to apply the elements of art and principles of design.	4	Freedom Quilts	18
5.3PR	Communicate an interdisciplinary concept using the elements of art and principles of design.	5	Freedom Quilts	18
6.3PR	Purposefully incorporate the elements of art and principles of design to construct works of art.	6	Freedom Quilts	18
7.3PR	Demonstrate artistic style through the use of the elements of art and principles of design.	7	Freedom Quilts	18
8.3PR	Make aesthetic decisions utilizing the elements of art and principles of design	8	Freedom Quilts	18

Social Studies

Standard	Description	Grade	Activity	Page
3.Geo.4	Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.	3	Underground Railroad Post-Show Video Workshop	14 15
4.Geo.9	A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.	4	Underground Railroad Post-Show Video Workshop	14 15
4.Geo.11	The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.	4	Pre-Show Video Workshop	7
4.Geo.13	The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.	4	Pre-Show Video Workshop	7
4.Gov.17	Laws can protect rights, provide benefits and assign responsibilities.	4	Pre-Show Video Workshop	7

4.His.2	Primary and secondary sources can be used to create historical narratives.	4	Harriet's Silhouette	8
4.His.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.	4	Follow the Drinkin' Gourd Underground Railroad Post-Show Video Workshop Freedom Quilts	11 14 15 18
5.Geo.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	Pre-Show Video Workshop	7
7.Geo.13	Geographic factors promote or impede the movement of people, products and ideas.	7	Underground Railroad	14
8.Geo.17	The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.	8	Pre-Show Video Workshop	7
8.Gov.20	Active participation in social and civic groups can lead to the attainment of individual and public goals.	8	Pre-Show Video Workshop	7
8.His.4	The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.	8	Pre-Show Video Workshop	7
8.His.12	Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.	8	Pre-Show Video Workshop	7
8.His.13	Key events and significant figures in American history influenced the course and outcome of the Civil War.	8	Pre-Show Video Workshop	7

Technology

Standard	Description	Grade	Activity	Page
3-5.ICT.1.a	With guidance, identify and use digital learning tools or resources to support planning, implementing and reflecting upon a defined task.	3-5	Underground Railroad	14
3-5.ICT.2.b	Use appropriate search techniques to locate needed information using digital learning tools and resources.	3-5	Underground Railroad	14
3-5.ICT.3.b	Interpret images, diagrams, maps, graphs, infographics, videos, animations, interactives, etc., in digital learning tools and resources to clarify and add to knowledge.	3-5	Underground Railroad	14
6-8.ICT.2.a	Use advanced search techniques to locate needed information using digital learning tools and resources.	6-8	Underground Railroad	14