Creating Instructional Unit Resource Guides
Based on Principles of Universal Design and Differentiated Instruction

Social Studies
Focusing on 4th Grade Social Studies and English Standards
Cleveland Elementary UDL Team
Elkhart Community Schools
Elkhart, Indiana
Welcome to a Fourth Grade Experience at Cleveland Elementary. We are a team of administrators, teachers, and a paraprofessional. We are participating in the UDL/Patins Project, “Universal Design for Learning” in Elkhart, Indiana.

For this pilot we have developed this academic unit about the Underground Railroad. This unit has been designed for Fourth Grade, however, it could be modified for any class studying the Underground Railroad.

The Underground Railroad Unit was designed to work with a standards-based unit involving fourth grade social studies and language arts standards.
Social Studies

• 4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.
• 4.1.8 Summarize the participation of Indiana citizens in the Civil War.
• 4.5.1 Identify ways that social groups* influence individual behavior and responsibilities.
• 4.5.2 Identify the different types of social groups to which people belong and the functions these groups perform.
• 4.5.3 Define the term cultural group* and give examples of the challenges faced by diverse cultural groups in Indiana history.
• 4.5.6 Investigate 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, stories, and electronic media, such as CD-ROMs and Web sites.

Language Arts

• 4.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.
• 4.2.1 Use the organization of informational text to strengthen comprehension.
• 4.4.3 Write informational pieces with multiple paragraphs that:
  - provide an introductory paragraph.
  - establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
  - include supporting paragraphs with simple facts, details, and explanations.
  - present important ideas or events in sequence or in chronological order.
  - provide details and transitions to link paragraphs.
  - conclude with a paragraph that summarizes the points.
  - use correct indentation at the beginning of paragraphs.
• 4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes.
• 4.5.3 Write informational reports that:
  - ask a central question about an issue or situation.
  - include facts and details for focus.
  - use more than one source of information, including speakers, books, newspapers, media sources, and online information.
Some students will know:
- The reasons that tensions increased between the North and South
- Why many people joined the antislavery movement after 1850
- The reason for Article XIII of Indiana’s 1851 constitution
- The actual effects of the Fugitive Slave Act versus what Congress expected
- How Article XIII affected the life of John Freeman
- How to find and use the Big Dipper, or Drinking Gourd, to locate the North Star, Polaris

Most students will know:
- The Fugitive Slave Act was part of the Compromise of 1850
- The requirements of citizens under the Fugitive Slave Act
- The purposes of the Fugitive Slave Act
- How Article XIII affected runaway slaves, and free African Americans
- How songs like “Swing Low, Sweet Chariot” and “Follow the Drinking Gourd” related to the Underground Railroad
- Underground Railroad Code Words and Phrases
- Advantages and disadvantages of slaves escaping in the winter versus summer
- That the Underground Railroad ran through the 14 free states
- Why Uncle Tom’s Cabin was important to the antislavery movement
- Why Newport, IN was known as the Grand Central Station of the Underground Railroad
- Underground Railroad Code Phrases

All students will know:
- Before 1850, slaves could not be chased into the free states
- The Fugitive Slave Act made it against the law to help escaped slaves
- What happened to the abolition movement as a result of the Fugitive Slave Act
- Article XIII made it illegal for African Americans to come or live in Indiana
- What happened to African Americans who were accused of being runaway slaves
- How the Underground Railroad worked
- Why it was dangerous for slaves to try to escape
- What kind of things the abolitionists did to help enslaved African Americans
- Escape routes stretched from the southern slave states into the North and on to Canada.
- Underground Railroad Code Words
- Why Indiana’s location made it an important part of the Underground Railroad
- That three major routes of the Underground Railroad passed through Indiana
- The role Levi and Catharine Coffin played in the Underground Railroad
- Harriet Beecher Stowe published Uncle Tom’s Cabin
- When a group of slaves were going to escape to the north, they would sing a song called "Follow the Drinking Gourd."
- The stars in the Drinking Gourd were used as a map that led north to freedom
Teacher Library #1

Internet Resources

Levi Coffin House
http://www.waynet.org/nonprofit/coffin.htm

This website is about the legendary Levi and Catharine Coffin who helped many former slaves escape to freedom in the North. The site discusses the role they play and includes pictures of their Federal style brick home built in 1839 which is now a National Historic Landmark and museum. The site also include lesson plans and other Underground Railroad resources.

Institute for Freedom Studies
http://www.nku.edu/~undergroundrr/lessonplans/

PBS
http://www.pbs.org/wgbh/aia/tguide/4index.html

History Channel
http://www.historychannel.com/blackhistory/?page=e xhibits2

National Park Service
http://www.nps.gov/undergroundrr/contents.htm

National Underground Railroad Freedom Center
http://www.freedomcenter.org/

New York History Net – The Life of Harriet Tubman
http://www.nyhistory.com/harriettubman/life.htm

Women of the Underground Railroad
http://www.nps.gov/wori/archives/ugrexhibit.htm

Harriet Tubman mini unit
http://teacherlink.ed.usu.edu/TLresources/units/Byrnes-famous/tubman.html

Educator's Guide to Follow the Drinking Gourd
http://www.madison.k12.wi.us/planetarium/ftdg1.htm

Underground Railroad sites in Indiana

National Geographic Society – A Journey through the Underground Railroad
http://www.nationalgeographic.com/railroad/j1.html
# Book Resources

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Publisher</th>
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<tr>
<td>Soon Be Free</td>
<td>Lois Ruby</td>
<td>Simon &amp; Schuster (Juv)</td>
<td>August 2000</td>
<td>0689832664</td>
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<tr>
<td>North Star to Freedom: The Story of the Underground Railroad</td>
<td>Rosemary Brown (Introduction), Gena Kinton Gorrell</td>
<td>Delacorte Pr</td>
<td>February 1997</td>
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<td>Get on Board: The Story of the Underground Railroad</td>
<td>Jim Haskins</td>
<td>Scholastic Trade</td>
<td>May 1997</td>
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<td>The Underground Railroad</td>
<td>Joe Loesch, Brian T. Cox (Illustrator)</td>
<td>Toy Box Productions</td>
<td>October 1, 1999</td>
<td>1887729178</td>
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<td>Harriet Tubman: The Road to Freedom (Easy Biographies)</td>
<td>Rae Bains, Larry Johnson (Illustrator)</td>
<td>Troll Communications</td>
<td>January 1990</td>
<td>0893757616</td>
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<td>North Star to Freedom: The Story of the Underground Railroad</td>
<td>Ellen Levine, Larry Johnson (Illustrator)</td>
<td>Scholastic Trade</td>
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<td>A Winding Road to Freedom</td>
<td>Raymond Bial</td>
<td>Houghton Mifflin Co (Juv)</td>
<td>February 1995</td>
<td>0679893075</td>
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<tr>
<td>If You Traveled on the Underground Railroad</td>
<td>Elisa Lynn Carbone</td>
<td>Knopf</td>
<td>December 1998</td>
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<td>The Underground Railroad</td>
<td>Virginia Hamilton, Leo Dillon (Illustrator), Diane Dillon (Illustrator)</td>
<td>Knopf</td>
<td>January 2, 2002</td>
<td>0679879366</td>
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<tr>
<td>Steal Away</td>
<td>Jennifer Armstrong</td>
<td>Scholastic Paperbacks</td>
<td>September 1993</td>
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</table>
Students will perform an Underground Railroad WebQuest

- Get On Board! A WebQuest on the Underground Railroad
  [Link to Get On Board!]

- The Underground Railroad A WebQuest
  [Link to The Underground Railroad]

- The Underground Railroad: WebQuest
  [Link to The Underground Railroad: WebQuest]

Students will tell The Underground Railroad Story in Quilts

- Threads of Freedom – The Underground Railroad Story in Quilts
  [Link to Threads of Freedom]

- Sweet Clara and the Freedom Quilt
  [Link to Sweet Clara and the Freedom Quilt]

- Quilts of the Underground Railroad
  [Link to Quilts of the Underground Railroad]

Students will create a timeline poster of the events of the Underground Railroad

- Timeline of events related to slavery
  [Link to Timeline of events related to slavery]

- National Geographic – Timeline
  [Link to National Geographic – Timeline]

- Boston African-American National Historical Site
  [Link to Boston African-American National Historical Site]
Rubrics will be used to assess the following student projects:

- Underground Railroad WebQuest
- Underground Railroad Story Quilt
- Underground Railroad Events Timeline Poster

The following resources will be utilized to generate rubrics:

- Shambles Rubrics: [http://www.shambles.net/pages/staff/rubrics/](http://www.shambles.net/pages/staff/rubrics/)
- Rubrician: [http://www.rubrician.com/general.htm](http://www.rubrician.com/general.htm)
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<th>Learner Barrier</th>
<th>Possible Solutions</th>
<th>Web Link Resources</th>
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<td>Student cannot read at grade level</td>
<td>• Kurzweil 3000</td>
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<td>• Smartboard</td>
<td>• Smart Technologies</td>
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<td><a href="http://www.indiana.edu/~iuadapt/s/k3000/k3000.html">http://www.indiana.edu/~iuadapt/s/k3000/k3000.html</a></td>
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<td>• Inspiration Software</td>
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<td></td>
<td>• Summarize using</td>
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<td>• Smart Technologies</td>
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<td>language other than English</td>
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<td></td>
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<td>or accuracy)</td>
<td>• WriteOutLoud</td>
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<td>• Dana Alpha Smart</td>
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<td>Student needs additional challenges</td>
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<td>Student has difficulty with calculating activities</td>
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<td>online for various math</td>
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<td>Student needs help with conducting research</td>
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