



Gold Seal Lesson

Author(s): Elizabeth Pierce			Lesson Title: Harriet Beecher Stowe-Uncle Tom's Cabin- Underground Railroad Simulation			
Grade Span			ICLE Application Model			
K-4	5-8	9-12 X	A	B	C	D X

Instructional Focus:

Reading Students read a variety of grade level materials, applying strategies appropriate to various situations
Writing Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level
Listening Students listen for a variety of purposes appropriate to the grade level
Speaking Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level

Performance Task

The student reads *Uncle Tom's Cabin* by Harriet Beecher Stowe. This simulation requires the cooperation of students, teacher(s), an administrator, possibly a business and parents. The teacher coordinates with parents and possibly a business within the community a plan in which their homes (and the business) act as "stations" on the Underground Railroad. All stops must be within an acceptable walking/running distance from one another. The simulation must be performed at night for historical accuracy. Students dress in no more than shirt, pants, and possibly shoes, despite the weather conditions for historical accuracy. Everyone whispers or does not speak at all, using body language to communicate. Stations coordinate who takes in runaway students (slaves) and who does not. Stations coordinate who gives food and who does not. Stations coordinate directions to the next station but these directions are not handed out until the runaways reach each station. Teacher(s), administrator, and parents decide the beginning of the route and the end. There should not be any more than ten students in a runaway group. One adult must stay with the runaways at all times. Adults coordinate frightening sound effects and roles to simulate runaway slaves being hunted by slave owners.

After the experience, the student writes a reaction paper about his/her experience as a "runaway slave" on the Underground Railroad. The student uses his/her six senses in the writing (sight, sound, touch, taste, smell, intuition) The student compares and contrasts his/her experience to that of the experience of the runaway slaves in *Uncle Tom's Cabin*. The student then compares the dangers of being a runaway in the 1800s compared to being a runaway in 2000. The student should assume in his/her writing that there is no "Underground Railroad" or help from strangers to help runaways today.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. ela1
Follow oral or written directions. ela4
Follow written directions carefully and accurately. ela 6
Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. ela12
Analyze, evaluate and critique such events as current events, political campaigns, advertisements and media. ela 17
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. ela 20
Understand the personal, social, cultural and historical significance of a text. ela 23
Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action. ela 27
Use writing as a way of expressing personal creativity. ela31
Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important. ela 50

Scoring Guide:

Participation in the Underground Railroad

4 Points = The student uses brainstorming to develop several possible solutions to the challenges posed by the simulation. He/she prioritizes his/her strategies in solving the challenges. As he/she makes necessary modifications to his/her solutions, the student demonstrates an understanding of the problems facing runaway slaves on the Underground Railroad by taking the simulation seriously, listening intently and leading/following directions well. The student works cooperatively with all members contributing as a team player in the simulation.

3 Points = The student uses brainstorming to develop several possible solutions to the challenges posed by the simulation. He/she makes some modification to his/her solution as he/she works through the challenges. The student demonstrates an understanding of most of the problems facing runaway slaves on the Underground Railroad by taking the simulation seriously, listening and leading/following directions well. The student works cooperatively but not with all members in the simulation.

2 Points = The student has difficulty brainstorming and develops only a few solutions to the challenges posed by the simulation. He/she does not make any modifications as he/she works through the challenges. The student demonstrates only limited understanding of the problems facing runaway slaves on the Underground Railroad and does not take the simulation seriously, listen intently or follow directions. The student tends to work independently rather than as a group. He/she either dominated the group or did little to cooperate.

1 Point = The student needs an explanation of the challenges posed by the simulation. The conversation is not productive and he/she sees only one solution to the challenges posed by the simulation. The student has little, if any understanding of the problems facing runaway slaves on the Underground Railroad and does not take the simulation seriously. The student shows little effort to cooperate in the simulation.

Reaction Paper

4 Points = The reaction paper identifies all components of the Underground Railroad assignment. It explains the student's reactions, using all the senses clearly, completely and logically. It compares and contrasts to modern runaways logically. No mechanical errors are found (punctuation, capitals, grammar or spelling). The final paper is neat with careful attention to details.

3 Points = The reaction paper identifies the most important components of the Underground Railroad assignment. It explains the student's reactions using most of the senses clearly and completely but could be more organized. Few mechanical errors are found. The final paper is neat.

2 Points = The reaction paper is missing a major component of the Underground Railroad assignment and the part of the assignment the student was to write using his or her senses is not clear. Some mechanical errors are found. The final paper is legible.

1 Point = The reaction paper has few, if any, of the Underground Railroad assignment's components identified. The text is not clear or logical. There are more than four mechanical errors and the writing is unclear or inconsistent.

Keywords

English Language Arts	Mathematics	Science
Reading Comprehension In Context	Algebra	Earth Science
Writing Compare/Contrast Composition Creative Writing Integration	Geometry	Life Science
Communications Body Language Dramatization Listening Non-Verbal Communication Role Play Integration	Statistics	Chemistry
Literature American Literature Fiction Plot Point of View Setting	Calculus	Physics
Other African American Literature Underground Railroad	Trigonometry	Other
	Other	