

Backstory: Where Did the Civil Rights Movements Come From?

Topic: Civil War/Underground Railroad in Indiana

Grade level: 4th Grade

Objectives:

- Identify the *helpers* of the Underground Railroad
- Identify and explain Indiana's stance/role in the Civil War
- Identify and explain the significance of storytelling in our community
- Use maps as tools for research and travel
- Define *civil rights*
- Identify and explain why the Civil Rights Movement emerged

Key terms:

Abolitionist - The act of officially ending (or abolishing) slavery (Encyclopedia Britannica)

Civil rights - "the rights that every person should have based on the US Constitution regardless of his or her sex, race, or religion" (Merriam-Webster).

Civil War - "a war fought from 1861 to 1865 between the North and the South over the issue of slavery" (The Free Dictionary).

Quakers - a religious group founded in 1650 by George Fox. Quakers do not practice formal church worship and promote social equality for groups like women, African Americans, and Native Americans.

Slavery - A cruel system in which people are bought sold and forced to work without pay.

Underground Railroad- a network of locations that offered safe places to hide for slaves who were fleeing to the north and into Canada.

13th amendment (1865) - "an amendment to the Constitution of the United States that formally banned slavery" (Encyclopedia Britannica).

14th amendment (1868) - (July 9th, 1868) "an amendment to the US Constitution that granted citizenship and equal civil and legal rights to African Americans,

including them under the umbrella phrase ‘all persons born or naturalized in the United States’”(Encyclopedia Britannica).

15th amendment (1870) - an amendment to the US Constitution that guaranteed that the right to vote could not be denied based on “race, color, or previous condition of servitude” (Encyclopedia Britannica).

Activities:

1. *Learning objectives:*

- Identify Underground Railroad *helpers*
- Define *civil rights*
- Explaining the meaning of the *Civil Rights Movement*

Activity: Read *A Picture Book of Frederick Douglass* by David A. Adler as a class. After reading, have students work in groups to sketch their own timeline of Douglass’ life. The groups will then orally present their timelines to the class. blurb blurb

Assessment: Students can recreate a chronological timeline of Douglass’ life. Students can draw two connections between Douglass’ childhood and adult life to explain why he became an abolitionist.

2. *Learning objectives:*

- Identify Underground Railroad *helpers*
- Define *civil rights*
- Explain the *Civil Rights Movement*

Activity: Each student should create a written report on a figure central to the Underground Railroad and identify the legacy left for future citizens. Students can present the information in a report to class in the form of a booklet, poster, or typed report.

Assessment: Students provide details about the figure’s life such as birthdate, central events of their childhood and adulthood, date of the figure’s death, and legacy. Students will be evaluated on how many events they can cover in the figure’s life as well as whether they can make connections between the figure’s life and legacy. For instance, if a student identifies at least two events that perhaps shaped a figure’s life and draw a connection of them to that person’s legacy, then they will have an excellent understanding of this material.

3. *Learning objectives:*

- Identify helpers of the Underground Railroad
- Use maps as research and travel tools

Activity: Place students in work in groups. Give each group a detailed map of East Central Indiana during the 19th century (complete with Underground Railroad stop descriptions, major exports, and a key). After studying the map, students should answer a series of questions about each map. Students then should share their findings with class. Examples of questions might include:

- Which two cities is the Quaker Trace between?
- Who were the Quakers? What did they believe?
- Based on the physical geography of the region, why do you think slaves were successful in traveling through Jay County?
- What does the log cabin symbol stand for, according to the map key? How many log cabin symbols are there on the map?
- How did the Union Literary Institute promote equality?

Assessment: Students will successfully identify and answer each question thoroughly using complete sentences. Students will demonstrate that they can use a map to identify and discuss their answers to the activity questions.

Materials:

- Adler, D.A. (1995). *A Picture Book of Frederick Douglass*. New York City, NY: Holiday House.
- National Park Service. (n.d.) Network to Freedom [picture]. Retrieved October 21, 2014 from http://www.nps.gov/nr/travel/madison/Network_to_Freedom_Essay.html

Additional Resources:

- History.com Staff (2009). Frederick Douglass. Retrieved October 21, 2014 from <http://www.history.com/topics/black-history/frederick-douglass>
- Frederick Douglass. (2014). The Biography.com website. Retrieved 03:20, Oct 22, 2014, from <http://www.biography.com/people/frederick-douglass-9278324>.
- Calarco, T. (2011). *Places of the Underground Railroad*. Santa Barbara, CA: Greenwood.
- Griffler, K. (2004). *Front line of freedom: African Americans and the forging of the Underground Railroad in the Ohio Valley*. Lexington, KY: University Press of Kentucky.

- Blight, D.W. (2004). *Passages to freedom: the Underground Railroad in history and memory*. Washington (D.C.): Smithsonian Books.
- Oakes, J. (2008). *The radical and the Republican: Frederick Douglass, Abraham Lincoln, and the triumph of antislavery politics*. New York, NY: W.W. Norton.