

UD Modified Lesson Plan Template

Candidate Name	Justin Parker
Target Date	
School	Frankford Middle School
Grade	8
Subject	American History- Civil War
Topic	Fugitive Slave Laws/ Underground Railroad
Lesson Title	How laws impacted how slaves escaped
1. Learning Objective(s)	
Learning Objective(s)	Students will be able to list challenges faced by slaves who attempted to escape to freedom.
Standards	(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to: (C) analyze the impact of slavery on different sections of the United States



2. Activities	Intro: Students will have a map and basic information about the Underground Railroad “The Underground Railroad was neither underground nor a railroad. It got its name because its activities had to be carried out in secret, using darkness or disguise, and because railway terms were used by those involved with system to describe how it worked. Various routes were lines, stopping places were called
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	<p>stations, those who aided along the way were conductors and their charges were known as packages or freight...Those who most actively assisted slaves to escape by way of the “railroad” were members of the free black community (including former slaves like Harriet Tubman), Northern abolitionists, philanthropists and church leaders like Quaker Thomas Garrett. Harriet Beecher Stowe, famous for her novel Uncle Tom’s Cabin, gained firsthand knowledge of the plight of fugitive slaves through contacts with the Underground Railroad in Cincinnati, Ohio.” (History.com). On their map, students will draw predictions to where they think routes on the Underground Railroad were. After, I will show students the image on the left and do a quick photo analysis and have student predict why the routes led all the way up to Canada or to other countries south.</p> <p>Middle: Students will read the original Fugitive Slave Clause from the Constitution (modified) “No person held to service or labour in one state, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labour, but shall be delivered up on claim of the party to whom such service or labour may be due” and they make predictions of problems that might arise from the wording in the Fugitive Slave Clause Then I will show students the Fugitive Slave Law of 1850 and introduce how the system is rigged in the Commissioners and slave owners favor by doing a quick skit where a student plays a commissioner and another student presents “evidence” to them which is very vague evidence for a description of a person. The Commissioner is then told that they can honor the slave owners claim and receive \$10 or they can deny the slave owners claim and receive \$5. Lastly, students would read excerpts from Harriet Tubman document “Douglass’ Monthly, <i>Charles Nalle Rescue</i>, June 1860” (attached)to get insight into the dangerous trips taken by Underground Railroad passengers and how they had to swear to not leave the group.</p> <p>Follow-up/debrief: Were runaway slaves safe when they escaped to the North? What challenges did runaway slaves face on their journey through the Underground Railroad? What challenges did they face after they completed the Underground Railroad? What was the role of Harriet Tubman during the Underground Railroad. Why didn’t all slaves try to escape to freedom?</p>
<p>3. Assessment/ Evaluation</p>	<p>Optional summative assessment/possible homework assignment: Students write out the risks and benefits of slaves considering escape. Students have to map out an Underground Railroad route and decide if it would be worth it for them and what challenges they would face along the way and after.</p>