

African American Voices

Lesson Plans: Following the Path of Harriet Tubman

Subject: Social Studies

Grade: 3-5

NGSSS: **SS.3.A.1.2** Utilize technology resources to gather information primary and secondary sources.
SS.5.A.1.2 Utilize timelines to identify/discuss American History time periods.



Description/

Abstract of Lesson: After learning about the contributions of Harriet Tubman, the students will construct a timeline and poem of significant events in Tubman's life.

Objective: The student will be able to describe the role Harriet Tubman played in the Underground Railroad and explain why it is important for people to acknowledge her work today.

Materials:

- Overhead or Smart Board display of Harriet Tubman poem (included below as attachment)
- U.S. Library of Congress biography of Harriet Tubman:
http://www.americaslibrary.gov/aa/tubman/aa_tubman_subj.html
- White printing paper
- Crayons, markers and/or colored pencils

Duration: Two Days

Lesson Lead In/

Opening:

1. Tell the students that today they are going to be learning about an important personality in American History named Harriet Tubman.
2. Display the poem "Harriet Tubman: Conductor on the Underground Railroad" on the overhead or Smart Board. Tell the students to follow as you read the poem to them.
3. Discuss with the students what they understood from the poem. Ask the students questions such as "Who was Harriet Tubman?", "What kind of work did she do?", "How can you tell?"
4. Write students' ideas on the board.

Activity Outline

(Day One):

1. Explain to the students that the class is going to do some research on the life of Harriet Tubman.
2. Assign students to cooperative groups (4 – 5 students per group).
3. Explain to the students that while all of the group members are going to be involved in researching, two from each group will be assigned special tasks: The **Scribe** will write down the most important facts from what is learned in the research and the **Basu (Egyptian for Instructor)** will present the groups' final product.
4. Display the U.S. Library of Congress biography of Harriet Tubman on the overhead or Smart Board. Tell the students to follow as you read the biography to them. (*Note: Students can also follow along using computers in the classroom or the Media Center.*)
5. While the class reads the biography, the scribes will write down the most important facts on a sheet of paper.
6. After discussing the life experiences of Harriet Tubman, each group will review the information written down by the Scribe. The teacher will monitor each Scribe's notes for accuracy. You may use the following website as a reference:
http://artsedge.kennedy-center.org/content/2032/2032_tubman_timeline.pdf.
7. Using the information written by the Scribes, each group will select 8 to 10 important facts pertaining to the life of Harriet Tubman.
8. Tell the groups they are to use the 8 to 10 facts to create a timeline slide show presentation on the life of Harriet Tubman. Each fact is to be written at the bottom of a white paper. Each group is to be given 8 to 10 sheets of paper (2 sheets of paper per student in the group).
9. After the facts have been written on the sheets of paper, each student will be assigned two facts. Using crayons, markers and/or colored pencils the students will draw a picture pertaining to each fact above the written statements. You may use the following website as a reference:
<http://www2.lhric.org/POCANTICO/tubman/timeline2/timeline.htm>.
- 10 The teacher is to monitor the students as they are working to ensure accuracy.
11. Upon completion of the timeline slide shows, the Basu (Instructor) of each group will present and explain his/her group's product.

Activity Outline

(Day Two):

1. The teacher will review important facts pertaining to the life of Harriet Tubman.
2. The teacher will demonstrate to the class how to create a bio-poem. The following can be used as an example:

Character's name

Who is _____(insert four descriptive words that describe the character)

Who loves _____

Who fears _____

Who needs _____

Who gives _____

Who believes _____

Character's name

3. Upon completion, the students will present their bio-poems to the rest of the class.

Extended Lesson:

- Have the students write letters to the Principal, local or state politician about officially naming March 10th as Harriet Tubman Day in their school, city or state.

Assessment:

- Evaluate timelines and bio-poems according to historical and chronological accuracy, grammar and neatness.
- Consider cooperation and creativity grades.

**Suggested Books
In Lesson:**

Adler, David. A Picture Book of Harriet Tubman. NY: Scholastic, 1992.

Levine, Ellen. ...If You Traveled on the Underground Railroad. NY: Scholastic, 1988.

McLoone, Margo. Harriet Tubman: A Photo-Illustrated Biography. Mankato: Bridgestone Press, 1997.

Wright, Courtni. Journey to Freedom A Story of the Underground Railroad. New York: Holiday House, 1994.

**Suggested Websites
For Additional
Lesson Ideas:**

<http://www2.lhric.org/POCANTICO/tubman/tubman.html>

<http://www.greece.k12.ny.us/ath/library/webquests/underground/default.htm>

Harriet Tubman



One night I dreamed I was in slavery
'bout 1850 was the time,
Sorrow was the only sign-
there's nothing about to ease my mind.
Out of the night appeared a lady
leading a distant pilgrim band,
"First mate," she cried, pointing a hand
"make room aboard for this young woman."

"Come on up, I've got a lifeline!
Come on up to this train of mine."
They said her name was Harriet Tubman,
And she drove for the Underground Railroad.

Hundreds of miles we traveled onward
gathering slaves from town to town,
Seeking all the lost and found
and setting those free that once were bound.
Somehow my heart was growing weaker,
I fell by the wayside's sinking sand,
Firmly did this lady stand-
she lifted me up and took my hand.

Singing "Come on up, I've got a lifeline!
Come on up to this train of mine."
They said her name was Harriet Tubman
And she drove for the Underground Railroad.