

Cobblestone™

HARRIET TUBMAN: AMERICAN MOSES

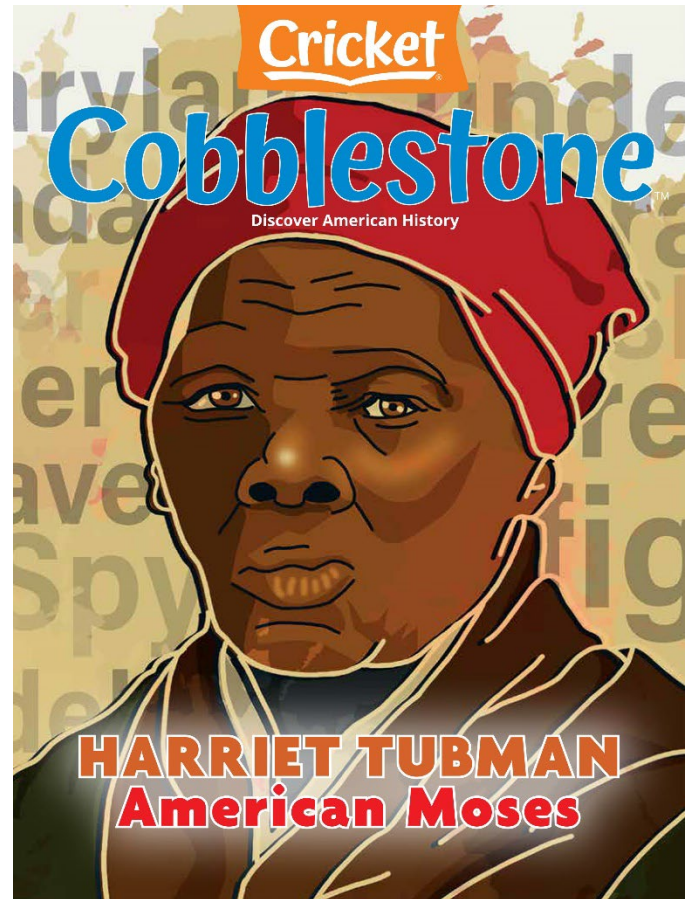
When people think of Harriet Tubman, they probably think of the Underground Railroad and how she helped people break the bonds of slavery and find freedom. But how did Harriet Tubman come to find herself in such an influential position? Dive into Harriet's early life and explore the major turning points in her story on the way to becoming an American Moses.

CONVERSATION QUESTION

What challenges did enslaved persons face when seeking freedom?

TEACHING OBJECTIVES

- Students will learn about the history of the Underground Railroad.
- Students will create and use a chronological sequence of related events.
- Students will analyze the ways in which cultural characteristics vary among places.
- Students will generate questions about individuals and groups who have shaped significant historical changes and continuities.
- Students will conduct a short research project.
- Students will create a pie chart.
- Students will write a short historical fiction.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

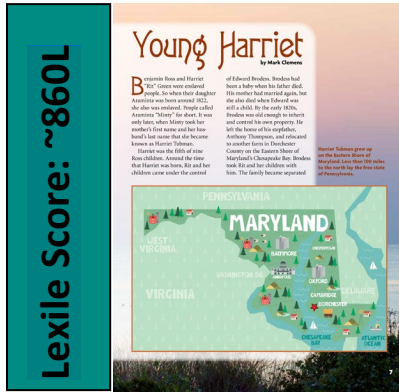
- **Young Harriet**
Expository Nonfiction, ~860L
- **A Secret Journey**
Expository Nonfiction, ~990L
- **Moses**
Expository Nonfiction, ~880L

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Young Harriet

pp. 7–9, Expository Nonfiction

Explore how Harriet Tubman, who began her life as an enslaved person in Maryland, became free for the first time.



OBJECTIVES

- Students will learn about the history of the Underground Railroad.
- Students will create and use a chronological sequence of related events.
- Students will conduct a short research project.

KEY VOCABULARY

- **enslaved (p. 7)** the state of having lost one's ability to freely make their own choices
- **inherit (p. 7)** to receive or be left with (a situation, object, etc.) from a predecessor or former owner
- **plantation (p. 8)** a large area of land on which crops such as coffee, sugar, cotton, and tobacco are grown by a group of persons who provide labor

ENGAGE

Conversation Question: What challenges did enslaved persons face when seeking freedom?

Ask students to define 'enslavement.' Invite them to share their thoughts about the challenge they think enslaved people faced? Be open to their ideas but keep students' focus on describing the realities of enslavement. What was their life like every day? What made this life extraordinarily difficult?

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. The _____ owner died, leaving his son set to _____ the _____ persons who the owner had previously held control over.
2. An _____ individual was often made to work on a _____, either as a house servant or a field worker.

READ & DISCUSS

Have students answer these questions after reading the article.

1. How did Harriet's role on the plantation change as she grew older?
2. What major events and individuals had powerful impacts on Harriet's desire to be free?
3. How did Harriet escape enslavement?

SKILL FOCUS: Create a Chronological Sequence

INSTRUCT: Point out that the article introduces some of the major events in Harriet Tubman's life that shaped her into someone who fled her home for the promise of being free somewhere else.

ASSESS: Instruct students to work in groups to identify the major events in Harriet's early life and organize them in chronological order. Then, ask groups to create a timeline of those events, using labels to indicate approximate or exact dates and annotations to provide details of the events that occurred in Harriet's life at those points in time. Finally, bring all groups together and discuss the major events in Harriet's life that shaped her journey from enslavement to freedom.

EXTEND

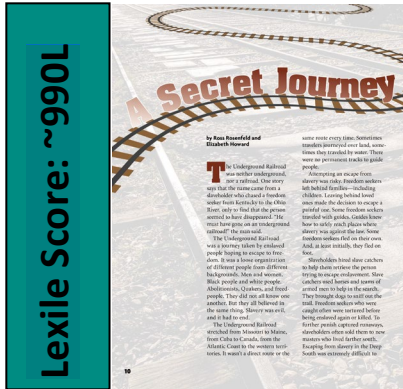
Science Explain to students that slavery was most common in regions where the weather, climate, and soil conditions were favorable for agriculture. Have them use print and digital sources to research Maryland's weather and climate patterns as well as the types of agriculture that was practiced there. Last, have them give a one-minute presentation to the class about their findings.

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Secret Journey

pp. 10–13, Expository Nonfiction

Use this article about how the Underground Railroad functioned to give students an opportunity to analyze the cultural factors that made it risky for those that supported it.



OBJECTIVES

- Students will learn about the history of the Underground Railroad.
- Students will analyze the ways in which cultural characteristics vary among places.
- Students will create a pie chart.

KEY VOCABULARY

- **Abolitionist (p. 10)** a person who supports the end of a practice or institution they find intolerable or unacceptable, such as slavery
- **Quaker (p. 10)** a Christian group that believed in each individual's ability to experience spiritual enlightenment
- **freed-people (p. 10)** a formerly enslaved person who has been released from slavery, typically through purchasing their freedom or being freed by their owner

ENGAGE

Conversation Question: What challenges did enslaved persons face when seeking freedom?

Ask students what they know about the history of the practice of slavery in the United States. Then, ask them what they know about the Underground Railroad. What was it? How did it work? Have them check their predictions as they read the article.

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. Before _____ transfer electricity to the grid, a _____ must first be used to generate electrical energy.
2. _____ are placed at the beginning and end of _____ lines to ensure the voltage of the electricity being supplied is appropriate.

READ & DISCUSS

Have students answer these questions after reading the article.

1. What was the Underground Railroad?
2. What kinds of 'roles' did people supporting the Underground Railroad have?
3. Why was escaping from slavery risky?
4. What happened to enslaved persons who got caught trying to reach free areas?

SKILL FOCUS: Analyze Cultural Characteristics

INSTRUCT: Explain that cultural characteristics include beliefs, customs, and ideas. The article describes the different roles that people played in the Underground Railroad. Explain that some of these people acted in areas where slavery was legal, some where it was illegal, while others had roles that required action in both types of places.

ASSESS: Have students work in pairs to review the article and list the beliefs, customs, and ideas that shaped how people acted in areas where slavery was legal and illegal. Then have students gather in groups to share and discuss how these two types of places differed.

EXTEND

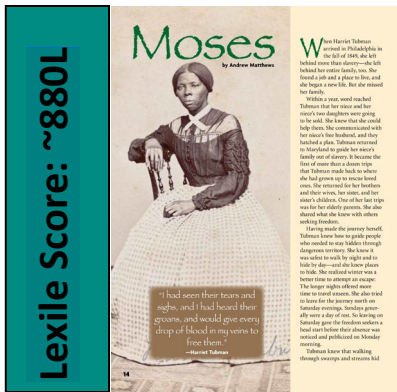
Math Explain to students that there is some historical debate over how many enslaved persons were able to reach freedom using the Underground Railroad, but the article gives an estimate. Tell them to create a pie chart that shows the portion of total people enslaved (100,000 out of 3.9 million) that found freedom on the Underground Railroad.

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Moses

pp. 14–16, Expository Nonfiction

Learn about the perilous journey that enslaved persons took as they sought freedom by traveling the Underground Railroad, and how Harriet Tubman helped everyone she ever guided to succeed.



ENGAGE

Conversation Question: What challenges did enslaved persons face when seeking freedom?

Explain to students that there are many different types of natural resources used in the production of electrical energy. Define natural resources as “materials that occur in nature and can be used for economic gain.” Then, ask students to list examples of natural resources that they think are used in the production of electricity. Tell them to check their predictions as they read.

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. The _____ that enslaved persons had to travel through on their journey to _____ was very dangerous.
2. Enslaved persons traveling the Underground Railroad relied on _____ to help them reach _____, where slavery was illegal.

RESOURCES

- Question Cube

OBJECTIVES

- Students will learn about the history of the Underground Railroad.
- Students will generate questions about individuals and groups who have shaped significant historical changes and continuities.
- Students will write a short historical fiction.

KEY VOCABULARY

- **territory (p. 14)** an area of land under the control of a government that has distinct geographic and cultural characteristics
- **free states (p. 25)** a state within the United States of America before the Civil War where slavery was illegal
- **conductor (p. 16)** a person who provided freedom seekers directions or guidance from one safe house or hiding place on the Underground Railroad to another

READ & DISCUSS

Have students answer these questions after reading the article.

1. What events initially brought Harriet back to Maryland after she had found freedom in Pennsylvania?
2. What general rules for traveling did Harriet ask escapees to follow when leading them to freedom?
3. Why did Harriet prefer to guide enslaved persons through landforms such as swamps and streams?
4. Why is Harriet Tubman known as “the Moses of her people?”

SKILL FOCUS: Generate Questions

INSTRUCT: Have students work in small groups to create a three-column chart to list the people, places, and methods (for escape) mentioned in the article. Then distribute the *Question Cube* to groups and have them assemble it and use it to help generate questions about the items in their chart. Groups should generate five to ten questions.

ASSESS: Have student pairs come up with questions about a person, place, or method mentioned in the article, for each section of the cube.

EXTEND

Language Arts The article likens Harriet Tubman to Moses. Have students reflect on the legacy (i.e., importance) of Harriet Tubman within the larger effort to end the practice of slavery in the United States. Then, have them write a short historical fiction from the point of view of an enslaved person being led by her to freedom. Invite students to read their short stories to the rest of the class.

Question Cube

