

"Flight to Freedom" Web Quest Jigsaw Cooperative Learning Lesson Plan

Purpose:

Students will explore the complexity of the Underground Railroad and realize the interdependence and cooperative effort that was necessary for its success.

Learners:

This cooperative activity is appropriate for learners in grades 5 or 6.

Standards:

Common Core Standards

- [CCSS.ELA-Literacy.RH.6-8.7](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- [CCSS.ELA-Literacy.RH.6-8.8](#) Distinguish among fact, opinion, and reasoned judgment in a text.
- [CCSS.ELA-Literacy.WHST.6-8.2](#) Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes

Michigan Dept of Education Grade Level Content Expectations

- **U2.2 European Slave Trade and Slavery in Colonial America**
Analyze the development of the slave system in the Americas and its impact upon the life of Africans.
 - 5 – U2.2.1 Describe Triangular Trade including
 - the trade routes
 - the people and goods that were traded
 - the Middle Passage
 - its impact on life in Africa (*National Geography Standards 9, and 11; pp. 160 and 164 E*)
 - 5 – U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies. (*National Geography Standard 5, p. 152*)
- **2009 Michigan Educational Technology Standards—Grades 6-8**
 - 6-8.CI.1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity
 - 6-8.CI.2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience
 - 6-8.CI.3. illustrate a content-related concept using a model, simulation, or concept-mapping software
 - 6-8.CC.1. use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences
 - 6-8.CC.2. use collaborative digital tools to explore common curriculum content with learners from other cultures
 - 6-8.RI.1. use a variety of digital resources to locate information

- 6-8.RI.2. evaluate information from online information resources for accuracy and bias

Objectives:

- Students will learn some of the code language that was part of the Underground Railroad.
- Students will learn the roles of the quilts in transmitting knowledge about the Underground Railroad.
- Students will be able to utilize basic map skills.
- Students will become acquainted with the challenges and dangers that slaves and supporters of the Underground Railroad faced.
- Students will learn how slaves navigated the Underground Railroad.
- Students will learn how slaves survived the journey of the Underground Railroad.
- Through working in cooperative groups, students will learn how to work with each other and share information.

Materials:

- Seeking Freedom Through the Underground Railroad WebQuest
- "Aunt Harriet's Underground Railroad in the Sky" by Faith Ringgold, book available from Amazon.com (<http://www.amazon.com>)
- "Steal Away - Music of Underground Railroad" by Kim & Reggie Harris, CD available from Amazon.com (<http://www.amazon.com>)

Opening/Anticipatory Set

Play the song, "Follow the Drinkin' Gourd" located on the Steal Away - Music of Underground Railroad CD.

Pre-assessment

- Ask if students can recognize the message in the song.
- Ask students what they believe it must have been like traveling on the Underground Railroad.
- Read a passage from the book, "Aunt Harriet's Underground Railroad" by Faith Ringgold, discussing the danger of the Underground Railroad.
- Discuss how it was important for slaves and people of the Underground Railroad to work closely together. Slaves had to be able to communicate important information. In order to communicate effectively, slaves had to listen carefully.
- Tell students that we are going to explore how slaves were able to plan their escape on the Underground Railroad.

Group Composition

Home Team: Students will be grouped heterogeneously in terms of gender and ability into 5 Home Teams of five students. Each Home Team will be a plantation in the South.

Expert Group: Within each Home Team, students will count off by fours and will break out into 4 Expert Groups:

- Group 1 - Navigators
- Group 2 - Cooks
- Group 3 - Songmakers
- Group 4 - Quiltmakers

Quiltmakers will learn the code language and directions of the quilts.

Cooks will learn about edible and medicinal plants.

Songmakers will learn the code language of the Underground Railroad and will create songs with directions for escaping on the Underground Railroad.

Navigators will learn how to navigate using nature and determine the best routes for traveling on the Underground Railroad from the plantation to Canada.

Procedures

You are slaves on plantations in Mississippi. You all have decided that you want to escape to freedom using the Underground Railroad. First, you will need to develop a plan for escape that includes a map, a list of supplies, and directions on where to go to connect with the Underground Railroad, and instructions on how to use the Underground Railroad. Use the materials in your packet to help you get organized and develop a plan of escape.

Social Skill Training

Remember that communication was very important in operating the Underground Railroad. When communicating to each other, one person shares information while the others listen quietly and very carefully. You will need to do the same. Can someone show me how to listen quietly and carefully?

- Students will demonstrate and role play how to listen quietly. Students will discuss, demonstrate, and role play how to share information with someone.
- Students will count off by fives and form 5 Home Teams. Each Home Team will receive a packet with materials and instructions. The instructions ask each Home Team to select a name for their plantation. Next, students are asked to determine what kind of information they need to enable them to escape.
- Counting off by fours, students will create four Expert Groups: Quiltmakers, Cooks, Songmakers, and Navigators. Students will break out into the Expert Groups where they will have a specific topic to investigate.
- Using the materials in the Expert Group packets, students will research their topics and organize the information using the Web Quest.

Checking for Understanding

Students will be asked to explain what they will be doing in their Expert Group and Home Teams. Teacher will walk among the groups observing and listening to discussions and asking questions.

- Students will return to their Home Teams and share what they have learned from their Expert Group.
- Students will now be able to complete their task of creating a plan of escaping on the Underground Railroad using the materials in their Home Team packet.
- Students will complete the evaluations (group and individual) in their packets.
- Students will present their escape plans to the class.

Closing

- Students will be asked how well they communicated with each other within both groups. They will be asked to discuss how challenging and important it was to listen quietly.
- Students will be asked to share what they learned from this project and how to apply what they learned to the present.

Positive Interdependence

Everyone in the Expert Group will have to learn their information, return to the Home Team, and share what they learned.

Team Accountability

Students will complete the Expert Group assignments, and present the Home Team assignment as a group. They will also complete a group evaluation.

Self-Evaluation

Students will complete a self-evaluation about their contribution to the group.

Individual Accountability

For extended activities, students will have a choice of the following:

- Create a poem about your journey on the Underground Railroad. Include an illustration to go with your poem.
- Write a "diary" entry the night before you escape which shares how you are feeling about the journey to come.
- Write an editorial to the Freedom Press about the need for abolition of slavery based upon your own experiences.
- Create a brochure that can be used to recruit people to participate in the Underground Railroad.

Assessment

- Preassessment discussion
- Observing students in group activities
- Expert Group assignments
- Home Team assignments and presentation
- Closing discussion
- Group and self-evaluation
- Extended activity

Extended Activity

Choose one of the following activities
to complete at home.

<p>Create a poem about your journey on the Underground Railroad.</p> <p>Include an illustration to go with your poem.</p>	<p>Create a brochure that can be used to recruit people to participate in the Underground Railroad</p>
<p>Write an editorial to the <i>Freedom Press</i> about the need for abolition of slavery based upon your own experiences.</p>	<p>Write a "diary" entry the night before you escape which shares how you are feeling about the journey to come.</p>