

Pennsylvania's Involvement in the Underground Railroad

★ TASK ★ LADDER

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During the mid 1800's, many slaves risked their lives to escape from their slave owners and achieve freedom. How could they do this without being caught? Who would help them along their way to freedom? The state of Pennsylvania provided key locations that made it easier for slaves to escape to the north. The people who lived in this state, as well as its geography, aided slaves as they escaped north. In this module, students will explain Pennsylvania's involvement in the Underground Railroad.

GRADESDISCIPLINECOURSEPACING4 - 5Social
StudiesAny
StudiesDiscipline

Section 1: What Task?

Teaching Task

Task Template 4-5.14 - Informational or Explanatory

How was Pennsylvania important to enslaved people seeking freedom during the mid 1800's? After reading the selected texts/articles, write an essay in which you explain how the places in Pennsylvania aided slaves escape on the Underground Railroad. Support your response with evidence from the text/s. Include at least two examples from at least two different sources from the text/s in your response.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.

W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Custom Standards

CC.8.6.6-8.B.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CC.8.6.6-8.F.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.8.6.6-8.H.

Draw evidence from informational texts to support analysis reflection, and research.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D2.Geo.7.3-5

Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Focus

Focus

Focus

Texts

Solution Underground Railroad: The William Still Story. This video highlights William Still's role in Philadelphia and how he aided slaves escape to freedom. (student)

WebQuest on the Underground Railroad. This website provides an interactive online activity for kids to learn and experience what it was like as a slave traveling on the Underground Railroad. (student)

Solution Destination Freedom. (student)

% Christiana Resistance. Article on the Christiana Riot. (student)

% Quest for Freedom Trail Guide. Quest for Freedom Trail Guide. (student)

[∞] Informational Writing Examples. This link will take you to informational essay examples that are grade level appropriate. (student)

Pennsylvania Adventures in Time and Place. McGraw-Hill, . Pennsylvania Adventures in Time and Place. 1st. New York, New York: McGraw-Hill School Division, 2000. 156-159. Print. (student)

McGraw-Hill, . Pennsylvania Adventures in Time and Place. 1st. New York, New York: McGraw-Hill School Division, 2000. 156-159. Print.

Pennsylvania Our Home Textbook. Donley, Susan. Pennsylvania Our Home. 1st. Layton, Ohio: Gibbs Smith, Publisher, 2012. 202-206. Print. (student)

Donley, Susan. Pennsylvania Our Home. 1st. Layton, Ohio: Gibbs Smith, Publisher, 2012. 202-206. Print.

Student Work Rubric - Informational or Explanatory Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Introduces the topic and an unclear main idea.	Introduces the topic and a clear main idea with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea with a consistent focus on the main idea.	Introduces the topic and a clear and specific main idea with a consistent focus on the main idea.
Use of Sources	Includes few relevant details from sources.	Summarizes, paraphrases, or quotes relevant details from sources with minor inaccurate or incomplete elements. Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes well-chosen details from sources. Includes a complete list of sources.
Development	Includes minimal facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that help develop the main idea .	Explains facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
Organization	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, with a clear beginning, middle and end. Uses transitions (e.g., another, for example, also, because) to connect information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a unifying conclusion. Consistently and precisely uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
Conventions	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing. Uses language and domain- specific vocabulary with minor errors .	Consistently applies standard English conventions appropriate to the grade level. Minor errors , while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors. Attempts to use untaught conventions, appropriate to grade level.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

During the mid 1800's, slavery was considered legal in the southern states. Because of the mistreatment of the slaves by their owners and a desire to be free, many slaves escaped to free states in the north using a network of safe houses, known as the Underground Railroad. Pennsylvania played a key role in this process. Many locations in Pennsylvania were integral in aiding slaves in their quest for freedom. Your job will be to choose two places in Pennsylvania and explain how these places with the help of people aided in the escape of slaves along the Underground Railroad.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

LISTENING COMPREHENSION 1: Ability to identify the central point and main supporting elements of a text.

SEQUENCING: Ability to read text and order events chronologically

DETERMINING MAIN IDEA AND DETAILS: Ability to determine the details that support the main idea **CLOSE READING**: Ability to read text multiple times for different purposes.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task. **PLANNING**: Ability to develop a line of thought and text structure appropriate to an

information/explanation task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

45 mins	g for the Task TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns Additional Attachments: Scholastic Undergrou Task Engagement Ac		Not Provided	 Students will participate in a Scholastic WebQuest where they will virtually experience life as an escaped slave on the underground railroad as they travel north to freedom. Students will answer questions on Task Engagemer Activity Sheet as they go through the WebQuest. The purpose of this task is for students to independently gather the necessary information to build their background. 	
	ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns Additional Attachments:	Participate in a WebQuest where they virtually experience life as a slave escaping north to freedom.	Not Provided	 where they will virtually experience life as an escaped slave on the underground railroad as they travel north to freedom. Students will answer questions on Task Engageme Activity Sheet as they go through the WebQuest. The purpose of this task is for students to independently gather the necessary information to 	
	∾ Scholastic Undergrou				
_					
1	TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns	SHORT CONSTRUCTED RESPONSE For each text, define the Underground Railroad using text based support for its definition in order to build a deeper understanding of this historical time	Student meets expectations if he/she does the following: • Students will respond to questions to show understanding of the Underground Railroad and slavery.	 Provide students with the two brief Underground Railroad texts: 1. Pennsylvania Adventures in Time and Place p. 158 159 2. Pennsylvania Our Home p. 202 Students will read selected text materials and then respond to questions created by teacher. These questions will be placed on a google doc where students are to independently respond being sure to place their initials next to their individual responses. After students respond to the teacher's questions, they may be invited to create questions for their peers to answer. 	
	Additional Attachments:	d Background Student She I student work sample	et		
	TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	LIST In your own words, what are the important features of a good response to this prompt?	Not Provided	 Show students link to student examples of informational essays Use Task Analysis Sheet in analyzing the task. Students should identify what they need to learn to complete the task, what parts of the task seem easy or hard and what they will have to do in order to be successful. 	
	Additional Attachments:				
	Task Analysis Studer				

Reading	Process			
15 mins	ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.	NOTES Use your own words when note taking	 Student meets expectations if he/she does the following: Provides accurate definitions Uses their own words 	 Students will read information, think about what they read and write in their OWN words. Students must define or find synonyms for any unknown words
	Additional Attachments:			
1 hr	LISTENING COMPREHENSION 1: Ability to identify the central point and main supporting elements of a text.	NOTES Watch the video "The Underground Railroad: William Still's Story" to determine the importance of Philadelphia to runaway slaves escaping to freedom.	Student meets expectations if he/she does the following: Completed "Places in Pennsylvania Note Sheet"- Philadelphia section	 Students will watch informational video, The Underground Railroad:The William Still Story (lengt approx. 55 min). Students will take notes on how his location in Philadelphia aided slaves escaping to freedom. At the conclusion of the video, involve students in a small group discussion of William Still's role in helping slaves make it to freedom through Philadelphia. After brief discussion of the video, students will take notes on the "Places in Pennsylvania Note Sheet" under the "Philadelphia" section. Teacher w model the format for note taking. Students should include the following information for each place in Pennsylvania if needed: Includes information to support accurate citation (for example, page numbers for a long text, and reference article name)
	Additional Attachments: Places in Pennsylvar & William Still Story Vi	-		
30 mins	SEQUENCING: Ability to read text and order events chronologically	LIST Analyze a picture of the Christiana Riot. Discuss reactions with your groupRead the article about the Christiana Resistance. Label key people involved in the Christiana Riot. Sequence the elements of the Christiana Riot. Add ways in which Christiana aided slaves escaping to freedom on your note	Student meets expectations if he/she does the following: Completed labeled pictureCompleted "Places in Pennsylvania Note Sheet"-Christiana sectionCompleted Sequence map of the elements of the Christiana Riot	 Students will be given a copy of a Christiana Riot picture. In small groups, they will analyze the picture and predict what it is depicting. Then, individually, they will read the article, "Christiana Resistance". Discuss the article as whole group. After reading, the students will then label the "Christiana Riot" picture labeling the following peopl (Gorsuch, Parker, Christiana residents, PA farm). The students will lastly sequence the events of the riot independently. Students will show understanding by adding facts about Christiana to their Places in Pennsylvania not

	Christiana Riot Illust Sequence Chart for S Christian Resistance	Students			
35 mins	DETERMINING MAIN IDEA AND DETAILS: Ability to determine the details that support the main idea	NOTES Read the "Quest for Freedom Trail Guide" independently. Use information from the reading to add details that support the main ideas that Lancaster and Columbia aided runaway slaves.	Student meets expectations if he/she does the following: Students complete the Places in Pennsylvania note sheet Lancaster and Columbia sections with relevant details about how the places aided runaway slaves.	 Students will read the "Quest for Freedom Trail Guide" independently and take notes using the Places in Pennsylvania note sheet- Lancaster and Columbia sections only. Teacher will circulate to help students find relevant details. 	
	Additional Attachments: Quest for Freedom T	rail Guide			
15 mins	CLOSE READING: Ability to read text multiple times for different purposes.	CLOSE READING Define key terms in the printed article. Read the article once independently in order to gain an understanding of the text. Re-read the text in order to answer the questions about Pittsburgh's history with the Underground Railroad. Revisit the text in order to find ways in which Pittsburgh aided slaves escaping on the Underground Railroad	 Student meets expectations if he/she does the following: Students are able to define the vocabulary words and apply that knowledge to understand the Pittsburgh article. Students are able to answer questions about the history of Pittsburgh and the Underground Railroad. Students are able to list how Pittsburgh aided slave escaping to freedom. 	 Students will be given a vocabulary sheet. They will work independently to determine the definition of an assigned word. Students will use context clues to predict the meaning of their words, and will use dictionaries to confirm or correct their predictions. Definitions will be shared out with the class. Students will read the article once for the purpose of identifying key vocabulary words. Students will reread the article in order to answer the questions provided by the teacher. Students will revisit the text a third time in order to take notes about how Pittsburgh aided runaway slaves and add notes to Places in Pennsylvania Note Sheet. 	
	Additional Attachments:				
	Plttsburgh Article				
	Vocabulary Sheet				

Transition to Writing

30 mins	BRIDGING : Ability to begin linking reading results to writing task.	NOTES Using a map of Pennsylvania, write a brief description of each place in Pennsylvania that was taught during the unit. For each place focus on its role in the Underground Railroad.	Student meets expectations if he/she does the following: Students will complete a large Pennsylvania map highlighting all four locations on the map that had a significant role in the Underground Railroad.	 Using a large outline map of Pennsylvania, students will label the four places in Pennsylvania that had a significant role in the Underground Railroad. Students will write a brief description of each location and its role in the Underground Railroad using a main idea sentence with 3-4 supporting details. This activity can be assigned at school and students should complete it independently. *Additional <i>optional</i> information can be added to the map such as rivers, mountains, compass rose, map key, title and bordering states.
		structions and grading shee	et	
Writing I 30 mins	CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.	INTRODUCTION TO ESSAY Write an opening paragraph that includes a hook, background information, controlling idea, and sequences the key points you plan to make in your composition	 Student meets expectations if he/she does the following: Writes a hook that grabs the reader's attention Provides background information that is relevant to the task Provides direct answer to main prompt requirements. Establishes a controlling idea. Identifies key points that support development of argument. 	 Offer several examples of opening paragraphs. Ask class to discuss what makes them strong or weak. Provide students with an introduction outline to be used to write first paragraph
	Additional Attachments:	(atu danta		
	Introduction form for	students		
1 hr	PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.	BODY PARAGRAPHS Create an outline based on your notes and reading in which you state your controlling idea, and note your supporting evidence.	Student meets expectations if he/she does the following: • Creates an organizer. • Supports controlling idea.	 Provide an informational organizer to each student. Students will choose two places in Pennsylvania they feel most comfortable and knowledgeable. Students will use the organizer to write each main idea followed by details for each place in Pennsylvania. Details should include evidence from text citing how each place was important for slaves escaping to freedom.

			• Uses evidence from texts read earlier.	
	Additional Attachments:	zer		
50 mins	DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.	LONG CONSTRUCTED RESPONSE Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.	 Student meets expectations if he/she does the following: Provides complete draft with all parts. Supports the opening in the later sections with evidence. 	• Encourage students to re-read prompt multiple times throughout writing, to check that they are on track and answering all parts of task.
30 mins	REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	INFORMATIONAL ESSAY REVISION Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully.	 Student meets expectations if he/she does the following: Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. Improves earlier edition. 	 Model refining a composition's focus, content, detail and organization. Assign students to provide each other with feedback on those issues. Students will peer conference using checklist
	Additional Attachments:	m		
20 mins	EDITING : Ability to proofread and format a piece to make it more effective.	LONG CONSTRUCTED RESPONSE Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	Student meets expectations if he/she does the following: • Provides draft free from distracting surface errors.	 Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.
Not provided	COMPLETION: Ability to submit final piece that meets expectations.	FINAL SUBMISSION OF ESSAY Turn in your complete set of drafts, plus the final version of your piece	Student meets expectations if he/she does the following: • Fits the "Meets Expectations" category in the rubric for the	Not Provided

teaching task.

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided