

Grade 6-8 – Slavery in the United States and the Underground Railroad – Social Studies

Texts can be used for Scope & Sequence Grade 7 Unit 5 Slavery in the United States/Texts could also be used for an ELA classroom in Grades 6-8

Focus Question(s)

What were the experiences of escaped slaves who followed the Underground Railroad to Canada?

- Was Canada a 'promised land'?
- How did the different national laws (British vs. American) concerning slavery before and after the Civil War impact the experiences of escaped slaves in Canada? This includes the British Abolition Act of 1833 that abolished slavery in British colonies, the US Fugitive Slave Act of 1850, the Treaty between the United States and Great Britain for the Suppression of the Slave Trade in 1852, and the eventual abolition of slavery in the United States in 1865 with the passing of the Thirteenth Amendment.
- How do primary and secondary sources on this topic depict the experiences of former slaves living in Canada?

Texts & Text Complexity – includes Text Dependent Questions

TEXTS	<i>Elijah of Buxton</i> (2007) by Christopher Paul Curtis	Photograph of escaped slaves in Ontario (18??)	Excerpt from <i>North-side of Freedom</i> (1856) pp. 291-307 + Introduction	Map of the Underground Railroad from the time period	Political cartoon (1862)	Secondary source map	Secondary source book – <i>I Came as a Stranger: The Underground Railroad</i> (Text can be excerpted for class use)	Secondary source book – <i>Fleeing to Freedom on the Underground Railroad</i> (Text can be excerpted for class use)
QUANTITATIVE (Lexile)	Lexile 1057L	NA	Lexile 1080L	NA	NA	NA	NA	NA
QUALITATIVE Evaluated using terms: Simple, Somewhat Complex, Complex, Very Complex	Somewhat complex	Simple	Somewhat Complex	Somewhat Complex	Complex	Simple	Complex	Complex
Purpose/Structure								
Language:	Somewhat complex	Simple	Somewhat Complex	Simple	Complex	Simple	Complex	Complex

Knowledge Demands:	Somewhat complex	Simple	Somewhat Complex	Somewhat Complex	Complex	Complex	Complex	Complex
READER & TASK	Students will need some background on the events happening in 1859, as well as background on British vs. US laws about slavery in 1859	Students will need to know where Windsor is on a map and where its location was important on the Underground Railroad.	Students should understand events in early 1856 (when this volume was published) and should discuss the role of historical interpretation – how could the editor choosing (or not choosing) narrative contributed to this overall volume.	Students will need to know why Ohio and Indiana were important and what role their laws played in the final legs of the Underground Railroad.	Students will need to know why Ohio and Indiana were important and what role their laws played in the final legs of the Underground Railroad. Also, students will need a background basis of events occurring in 1862.	Students will need an understanding of all routes that the Underground Railroad took – to points North, West and South.	This text combines both primary and secondary source evidence to give an overall of the Underground Railroad and the experiences of escaped slaves in Canada – students will need to understand the differences between a primary and secondary source and why this text (though it includes primary source material) is a secondary source.	This text combines both primary and secondary source evidence to give an overall of the Underground Railroad and the experiences of escaped slaves in Canada – students will need to understand the differences between a primary and secondary source and why this text (though it includes primary source material) is a secondary source.
TEXT DEPENDENT QUESTIONS	How does this novel compare to the primary source first hand accounts of escaped slaves? What is the author point of	How does this photograph reflect or contrast to the novel Elijah of Buxton? What do you think was the audience/purpose of this photograph?	How does these primary sources compare to the novel Elijah of Buxton?	Compare and contrast this map of the era with the secondary source map below - why did this map end at the US border	Why are Ohio and Indiana important in this cartoon? Why are they depicted as dogs? What were the laws in Ohio and	How did policies surrounding slavery in Canada, Mexico, Cuba, and the Bahamas impact these routes? When was slavery outlawed in the British	This source is from a Canadian perspective – how does it compare/contrast to the information included in the other secondary source? What information does a secondary	This source is from an American perspective – how does it compare/contrast to the information included in the other secondary source? What information does a

	view on slavery, and the experiences of former slaves living in Canada?			(Detroit)? What routes did the underground railroad follow - roads, rivers? Who do you think would have used this map - conductors on the Underground Railroad?	Indiana concerning slavery and escaped slaves? What was happening in 1862? (the year this cartoon was originally published) Who was the possible audience for this cartoon?	Commonwealth? What did this mean for British territories?	source provide in comparison to a primary source?	secondary source provide in comparison to a primary source?
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Standards & Tasks – for this set of Texts and Task(s)

COMMON CORE STATE STANDARDS:	CULMINATING TASK(S):
<p>Ex. RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (i.e., loaded language, inclusion or avoidance of particular texts). RH.6-8.7 Integrate visual information (i.e. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. WHST.6-8.1 Write arguments focused on discipline-specific content. Historical Thinking Skills: Students will be able to differentiate between historical facts and historical interpretations. Historical Thinking Skills (HTS): Students will be able to analyze cause-and-effect relationships</p>	<p><i>After examining evidence about experiences of escaped slaves in Canada, do you think life was better former slaves in Canada – why or why not? Write a position paper that addresses the question and support your position with evidence from the texts. Be sure that your paper supports your claim (argument) with relevant evidence, acknowledges counterclaims, and includes a conclusion that supports your argument. It should also maintain a formal style and use words, phrases, and clauses to create cohesion and clarify relationships.</i></p> <p><i>Standards Assessed in this Task:</i></p> <ul style="list-style-type: none"> • RH.6-8.1 • RH.6-8.6 • RH.6-8.7 • RH.6-8.9 • WHST.6-8.1 • HTS