Title: Harriet Tubman and the Underground Railroad

Subject Matter Emphasis and Level: Grade 3 Reading

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Brief Description of the Lesson/Unit:

Student will read the biography Harriet Tubman and the Underground Railroad. They will be involved in a discussion of slavery by using the questions Who, What, When, Where and Why? They will learn about the struggles, bravery, courage and determination of Harriet Tubman as she worked to free herself and other slaves. Harriet Tubman an African-American woman devoted her life for aid and education for freed slaves. They will learn what an underground railroad is, about the Fugitive Slave Act of 1850 and how it affected freed slaves.

SD Content Standards:

3.R.1.1 Students are able to use decoding and word recognition skills to develop vocabulary and increase fluency when reading unfamiliar text.

3.R.1.2 Students are able to use comprehension strategies to read and understand unfamiliar words, phrases, and passages.

3.R.1.3 Students are able to identify text organizational features and their purpose in fiction and informational text.

3.R.2.1 Students are able to locate, describe and use text structures to expand meaning in a selection.
3.R.2.2 Students are able to distinguish differences among various literary elements and devices in grade level text.

3.R.3.1 Students are able to respond to ideas and attitudes expressed in literature by making personal connections.

3.R.4.2 Students are able to utilize a set of directions, a model, or diagram in order to complete a project.

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**Stage 1: Identify Desired Results**

1. **What enduring understandings are desired?**
   - Students will understand what a Biography is.
   - Students will use context clues and word recognition skills to develop vocabulary and increase fluency when reading unfamiliar text.
   - Students will be able to discuss and explain Cause and Effect.
   - Students will be able to compare same stories written by two different authors.

2. **What essential questions will guide this unit and focus teaching/learning?**
   - What is slavery?
   - What is an Underground Railroad?
   - Why was Harriet Tubman considered an important woman?
   - What is the Freedom Slave Act and How did it affect freed slaves?
   - What is the Author’s purpose for writing this story?

3. **What key knowledge and skills will students acquire as a result of this unit?**
   - Students will identify and explain basic facts of slavery and the underground railroad.
   - The students will be able to better understand the importance of Harriet Tubman.
   - Students will better understand the Genre/Bibliography.
   - Students will identify new words and meanings using context clues and glossary.
   - Students will use comprehension skills to complete a Cause and Effect worksheet.

4. **What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?**
Students may find it hard to understand the concept of slavery and its ramifications. Students may find it difficult to identify Cause and Effect. They will use technology and writing skills to complete a biography cube.

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

   Performance Tasks:
   Prior Knowledge
   Retell: story elements and facts (reinforces retention of information)
   Individual and whole group questioning and activities
   Discuss and use difficult words such as abolitionists and meager.
   Role play the underground railroad process.

   Other Evidence:
   Quizzes, Tests, Prompts, Work Samples (summarized):

   Cause and Effect worksheet. Explain and complete.
   Complete Subject and Predicate Grammar worksheet about facts in the story.
   Comprehension Quiz

   Unprompted Evidence: (observations, dialogues, etc.)

   Discussion groups
   Teacher observation
   Students questions

   Student Self-Assessment

   Oral reading with partner
   Discussion groups
   Rubric
1. **What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?**

**Major Learning Activities:**
- Explore Biographies
- Determine Author’s purpose
- Understand slavery and the Underground Railroad
- Vocabulary definitions and usage
- Oral Discussion
- Cause and Effect Worksheet
- Grammar (subject and predicate) worksheet
- Retelling i.e. story elements, facts, comprehension

**Materials & Resources (technology & print):**
- Book-Harriet Tubman and the Underground Railroad
- Readinga-z.com
- Book—Live Free or Die

**Management:**
- Students will listen/read story.
- Teacher check comprehension skills through Retell/story elements.
- Class discussion and review of all worksheets and quiz.
- One on one oral reading for fluency.

**Support Services and Special Teacher Notes:**
- None

**Extensions and Adaptation:**
2. **What differentiated instruction strategies are being used in this lesson/unit?**

**Differentiated Process:**

- Journal writing
- Class discussion
- Rubrics
- Quad Cluster Writing
- Role-play the Underground Railroad Process
- Bio-Cube

**Differentiated Content:**

- *Live Free or Die*—a different version of Harriet Tubman
- Use Encyclopedia as reference

**Differentiated Product:**

- Journal entries
- Bio-Cube
- Rubrics
- Presentations