

Amistad Commission Lesson Plan

Unit: Slavery

Grade: 4

Objective: Students will be able to examine the African Slave Trade and slavery in America, including New Jersey. Identify how individuals and groups responded to the violation of fundamental rights (Underground Railroad).

Standard(s): 6.1.4.A.9 / 6.1.4.A.10 / 6.1.4.D.9 / 6.3.4.D.1

Materials: Picture book: *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson, SMART TV, Brainpop Slavery and Underground Railroad video clips, Flocabulary Harriet Tubman song, SMART TV, SS textbook Chapter 8

Length of time: 2 weeks

- Discuss the history of NJ as a slave state and the steps taken to gradually end it. Focus on the work of abolitionist groups and individuals. Read SS text Chapter 8, Lesson 1.
- Color a map to identify northern free states, southern slave states and border states. Highlight NJ's close location to border states. Read SS text Chapter 8, Lesson 2.
- View and discuss the Harriet Tubman Flocabulary and Brainpop clips. Identify the meanings of terms used on the Underground Railroad (passengers, conductor, station, station master).
- Read aloud *Sweet Clara and the Freedom Quilt*. Following the read aloud, encourage students to summarize, discuss, and share reactions to the book. "What information that we have learned about regarding slavery and the Underground Railroad were present in the book?"
- Students should then complete the story analysis worksheet (independently or in small groups).
- Share answers to questions
- *Highly Capable students will be participating in a curriculum compacting project to develop and present a problem and solution based play based on their learning of this topic.*

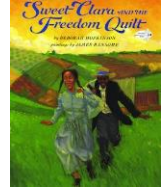
Assessment: Student discussion and participation, story analysis worksheet, SS Chapter 8 Test

Extension: Students will visit and explore the interactive Scholastic website *The Underground Railroad: Escape from Slavery*

http://teacher.scholastic.com/activities/bhistory/underground_railroad/escape.htm

Name _____ Date _____

Sweet Clara and the Freedom Quilt
By Deborah Hopkinson



Background Information: *In the early and middle 1800s, slavery was a part of life in much of the Southern United States. Many African Americans were forced to work as slaves and considered the “property” of their owners. Through a secret system called the Underground Railroad, some of these slaves tried to escape to the Northern United States and Canada where they would be free. Some succeeded and found freedom, others did not.*

1. As a slave, what kind of work did Clara do? (5 pts)

2. Why was Clara always saving little scraps of cloth? (5 pts)

3. What was the “secret” of the quilt? (5 pts)

4. Did Clara have any help making the quilt? Explain. (5 pts)

Hint: Think about how she knew what the land was like.

5. Choose two character traits that you feel describe Clara. (5 pts each)

Write them on the blank and then support your choice with evidence (details/examples) from the story.

Character Trait _____

Evidence _____

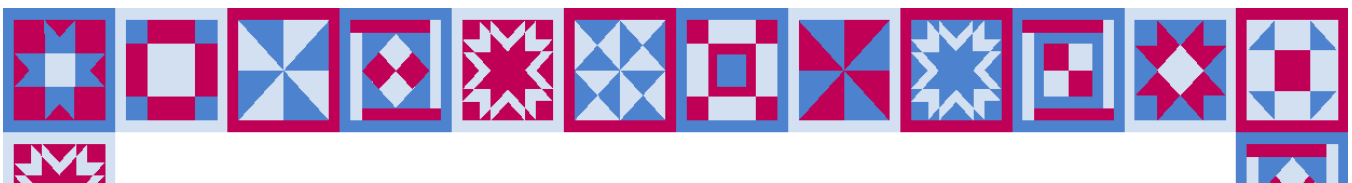
Character Trait _____

Evidence _____

6. Describe some risks that Clara took in this story. (5 pts)

7. Why do you think so many slaves took risks to escape for freedom?
(5 pts)

8. Illustrate an event that you feel was important to this story.
Include a caption. (10 pts)



9. What did you learn from this story?

