

## Curriculum Unit for Fairview Elementary School

**Curriculum Title:** Underground Railroad

**Arts Organization:** Arts Consortium of Cincinnati

**School:** Fairview Elementary School  
(4)

**Grades:** (2) (3) &

### **Academic, Classroom, and Arts Content Goals:**

**Reading Process:** (reading materials include *Only Passing Through*, *Young Folks* version of *Uncle Tom's Cabin* and *Freedom's River*)

*Recall important ideas and supporting details in fiction and non-fiction texts and compare and contrast information with students' own experiences and knowledge.*

*Ask and answer simple questions about books and other written media.*

*Choose materials for independent reading based on personal interests and/or recommendations*

**Reading Application: Literary Text** (Students will read a book on John Parker and John Rankin. They will use descriptive information to draw a portrait of John Parker)

*Describe a story's characters and setting, and pick out words that appeal to the senses.*

**Reading Applications: Informational, Technical and Persuasive Text** (group discussions on assigned reading materials will assist in reaching the following goals)

*Ask and answer questions about the essential elements of texts (who, what, when, where, how and why).*

*Identify central ideas and supporting details.*

**Writing Process:** (Poetry writing activities will be conducted by teachers. Poems will be displayed at the parent presentation program).

*Write by hand or type on computers*

*Reread their own writing, then add and/or delete details to make it clearer*

*Proofread their writing to improve grammar, spelling, punctuation and capitalization. Use other methods (feedback from other, assignment checklists, etc.) to improve writing quality*

*Write responses to texts that support judgments with specific references to*

*the texts.*

**Communication: (Poetry writing, portrait drawing activities and music will be used to complete the following)**

*Use active listening skills*

*Identify the main idea of spoken and visual presentations*

*Follow two- and three-step spoken directions*

*Recite poems, rhymes, songs or stories*

**History: (Reading and discussing assigned books, storytelling activities, John Parker field trip, and group discussions on the underground railroad will assist in reaching the following goals)**

*Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.*

*Identify and describe examples of how science and technology have changed the daily lives of people and compare forms of transportation from the past to present.*

*Recognize the importance of individual action and character and explain how they made a difference in others' lives with emphasis on the importance of social and political leaders in the United States.*

*Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.*

*Describe the cultural practices and products of various groups who have settled in Ohio over time.*

**Visual Art: (Activities in dance movement, theatre, reading, poetry writing, portrait drawing and music)**

*Use visual art materials to express an idea from a song, poem, play or story.*

*Use details to describe objects, symbols and visual effects in artwork.*

*Interpret a favorite painting through movement or music.*

*Communicate mathematics, geography or science information visually.*

*Listen carefully to others' viewpoints and beliefs about art.*

*Talk about their thoughts and feelings when looking at works of art.*

**Visual Art: (Portrait Drawing Activities)**

*Reflect on and develop their own beliefs about art*

*Begin to revise work to a level of personal satisfaction.*

*Recognize and identify a purpose or intent for creating an original work of art.*

*Distinguish the artistic style and subject matter in the artworks of two or*

*more visual artists from local, regional or state history.*

**Drama/Theatre: (Performing John Parker play co-written by Christy Soucek)**

*Use elements of theatre to communicate information*

*Use drama/theater to retell events in Ohio history*

*Use appropriate dramatic/theatrical vocabulary to describe dramatic/theatrical experiences*

*Describe the consequences of a character's decisions and actions in a dramatic/theatrical work*

*Create the movement and voice of a character to communicate feelings, ideas and activities in various drama/theatre experiences*

**Music: (Discussing, interpreting and performing period songs)**

*Identify and demonstrate echo and call/response*

*Sing, listen and move to music from various historical periods*

*Recognize and describe how songs are used for a variety of occasions*

*Recognize and describe ways that music serves as an expression in regional cultures*

*Identify how elements of music communicate ideas or moods*

*Interpret music through dance, drama and visual art*

**Science: (Interpreting, learning and singing the Drinking Gourd Song and completing correlating science activity)**

*Recognize that seasonal changes can influence the health, survival or activities of organisms*

*Ask "how do you know" questions in appropriate situations and attempt to give reasonable answers when others ask questions*

*Recognize that there are more stars in the sky than anyone can easily count*

**Overview:** During our 7-week program, 69 Students, grades 2<sup>nd</sup> through 4<sup>th</sup>, will learn about the Underground Railroad with focus on individuals who participated in it's success. Key topics will include Harriet Tubman, John Rankin, John Parker, the Drinking Gourd, period songs, the Ohio River, Abolitionist, and safe houses. Art forms will include portrait drawings, poetry writing, interpretive dance, music and theatre. In addition, students will be reading assigned books such as Only Passing Through, Freedom's River, and Young Folk's version of Uncle Tom's Cabin. The program will conclude with a presentation for parents and invited guest where students will display their art work, poems, and present class performances. Students and parents will visit the John Parker house in

Ripley, Ohio where they will present portraits of Mr. Parker to be exhibited at the house.

**Research Questions:**

How did travelers on the Underground Railroad utilize the Drinking Gourd?

What is the Drinking Gourd?

Who was called Moses?

Why was Harriet Tubman called Moses?

What is the Underground Railroad?

What were “Safe Houses”?

During what time of the day did escaping slaves travel?

How did music/work songs help escaping slaves?

How did quilts and candles help escaping slaves?

What is a portrait?

Who is John Rankin & John Parker? (describe how you think they looked)

**Brief Step by Step Art Integrated Activities including date/goals:**

(\*Includes extended activities)

**Date:** *Tuesday & Thursday (9am – 12:30pm) March 1 through April 19.*

**Week 1 –** Introduce students to the Adopt-A-School project; Guest storyteller and musician will perform. Define slavery and discuss the African Diaspora. Students will meet Harriet Tubman and travel on the Underground Railroad. \* *Students will begin reading materials on **John Rankin & John Parker***

**Week 2 –** Focus: Underground Railroad, John Parker & John Rankin, portraits. Discuss the role the state of Ohio (especially the city of Cincinnati) played in the Underground Railroad. Group discussion on

John Rankin & John Parker. Introduce students to the visual arts project (portraits) and the assigned visual artist. Begin preparing for portrait drawings \* ***Students continue reading assigned books and work on art assignment.***

**Week 3** – *Focus: Drinking Gourd and period songs (discuss importance to escaping slaves).* Complete a science activity. Introduce vocal artist and sing, “Follow the Drinking Gourd” and other period songs.  
\* ***Students continue to work on portraits and reading assignments.***

**Week 4** – *Focus: Learning dance movements.* Introduce dance instructor and learn beginning dance movements. Continue working on portraits  
\****Students continue to practice songs, read books and begin poetry writings.***

**Week 5** – *Focus: Classes will begin preparing for the parents’ program, complete Portraits and prepare for trip to Ripley, Ohio (John Parker House).*  
Classes will concentrate on their individual presentations for next Tuesday’s parents’ performance. Assigned artist will work with groups separately. Complete poetry and portraits for exhibit.  
\* ***Students will continue to work on class presentations***

**Week 6** – *Focus: Parent’s presentation; Ripley trip.* Student will present a skit, dance performance, vocal selections, poetry writings and art exhibit for parents and other invited guest. Discuss with parents final

traveling

information to Ripley. Visit John Parker House and present portraits to

be exhibited at the site. \* **Teachers will have students**

**complete**

**program questionnaire.**

**Week 7** – *Focus: Group discussion on Ripley trip and learning experiences.*

*Present student certificates.* Students will be asked to openly discuss

their thoughts on our trip to the Parker House and completed questionnaire on the Adopt-A-School program experience.

**Field Research from sources outside the school:**

Library, Internet, videos, pictures, guest artist

**Authors (Teaching Artist and Teacher)** - Paula Sherman, Nancy Burke, Julie Skidmore, Christy Soucek, and Joan Midgley, Dance Instructor, Visual Artist, Vocal artist.