

Follow the Drinking Gourd

By Lisa Curtis

- IL.12.F.2c > Identify easily recognizable star patterns (e.g., the Big Dipper, constellations).
- IL.13 GOAL: Understand the relationships among science, technology and society in historical and contemporary contexts.
- IL.14.F.2 > Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights).
- IL.18.A.2 > Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.
- IL.27.A STANDARD: Analyze how the arts function in history, society and everyday life.
- IL.27.B STANDARD: Understand how the arts shape and reflect history, society and everyday life.
- NCTE.2.1 ...demonstrate a respect for the worth and contributions of all learners;
- NCTE.2.4 ...help students develop lifelong habits of critical thinking and judgment;
- NCTE.2.6 ...recognize the impact that culture, societal events and issues have on teachers, students, the English language arts curriculum, and education in general;
- NCTE.2.7 ...promote the arts and humanities in the daily lives of students.
- NCTE.3.1.1 ...show an understanding of language acquisition and development;
- NCTE.3.1.2 ...demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;

Resources

American History: Primary Sources and Activities

Teacher Resource This page contains reproducible copies of primary documents from the holdings of the National Archives of the United States, teaching activities correlated to National standards and cross-curricular connections. Grades 5-12 Rating**

American History: The Underground Railroad

Interactive/Research National Geographic provides several activities including The Journey, Routes To Freedom and a timeline. Very student friendly format. Grades 4-8 Rating***

America's History

Level 5, published by Ginn and Company, 1986

Follow the Drinking Gourd

picture book about how slaves used the North Star and the Big Dipper ("Drinking Gourd") constellation in the Underground Railroad by Jeanette Winter

Cobblestone

A history magazine for young people. April 1981 edition entitled "Highlights of the Civil War 1861-1865".

The Civil War: A Survey

Features original documents from the National Archives and Records Administration. Developed by Cobblestone Publishing.

Illinois at War 1861-1865

Published by the Office of the Superintendent of Public Instruction of the State of Illinois. Full of interesting facts and statistics about Illinois in the Civil War.

Civil War in Miniature

good general site about the Civil War for students. Includes fun and easy quizzes and period music.

KidsClick!

Contains many links that are appropriate sites for students about the Civil War.

Turn Homeward, Hannalee

A Georgia girl and her mother are forced to relocate to the North and work in the textile mills during the Civil War. By Patricia Beatty.

Shades of Gray

A boy from the South must go to live with extended family after his parents were killed by Union soldiers. He is angry that his uncle and cousins refused to fight for the South. By Carolyn Reeder.

Jayhawker

A twelve-year-old boy is committed to abolishing slavery. He becomes a spy for the Union Army. by Patricia Beatty.

A Dangerous Promise

Two twelve-year-old boys join the Union Army as musicians and learn of the horrors of battle. by Joan Lowery Nixon.

Mr. Lincoln's Drummer

An 11-year-old drummer is the youngest enlisted soldier in the Union army. He meets Lincoln twice, and receives the Congressional medal of honor. By G. Clifton Wisler.

Overview

Reading skills incorporated into these social studies activities include development of conceptual knowledge, constructing main idea, finding support for main idea, determining importance of information, organizing details, summarizing, drawing inferences, answering questions, and self-monitoring.

Math skills incorporated into these social studies activities include figuring percentages and studying and interpreting maps.

Science skills incorporated into these social studies activities include how stars and constellations have been used by people for guidance.

Objectives

The students will develop key concepts of the unit: Slavery/Underground Railroad; Northern/Southern Cultures; Abraham Lincoln; Battles/Soldiers; Women's and African-Americans' role in the war.

The students will answer questions about the textbook material posed in pre-reading activity as well as additional factual and higher-level comprehension questions posed by teacher orally and in writing in their learning log.

The students will interpret and analyze maps, charts, and graphs to answer questions about slavery/free states and Union/Confederate states.

The students will learn how stars and a constellation were used by slaves in the Underground Railroad and will utilize a Web site on the Underground Railroad to make critical decisions as if they were a runaway slave.

The students will utilize multimedia materials, including magazines, collections of documents and photos, musical recordings, and Web sites about the Civil War to further develop comprehension of key concepts through guided exploration and targeted questions, both oral and written.

The students will select a historical fiction book about the Civil War that they will read independently, answer comprehension questions over in their learning logs, and discuss in small groups. The book choices each cover one of the key concepts of the Civil War.

Activities

Activity #1: Reciprocal Teaching

1. Following the Surveying and Questioning pre-reading activities, students will read one section of Chapter 16 at a time independently. Students will write the questions developed for each section of the text in the left-hand column of a piece of paper in their learning log that has been folded in half length-wise.

2. As they are reading, the students will write responses and support for responses of the questions in the right-hand column of their learning log.

3. As the students finish reading, they will return to their learning log and silently reread the question and their response.

4. When the entire class has completed reading each section, teacher will summarize the section in one sentence, then will lead a whole-class discussion on response to the question. Teacher will clarify information for students. Students may revise and/or add information to their response in their learning log, but they may not erase.

5. Teacher will ask one or two higher-level questions. Students will respond orally.

6. Teacher or students (take turns) will make prediction on what the next section will be about.

7. This will be repeated for each section of Ch. 16. After much whole-group practice, students may work in group of two or three.

8. After the end of the chapter, students will work in pairs to review the questions and responses.

9. This will be repeated for Ch. 17.

Activity #2: Map Study

1. Students will study the maps on pp. 284, 291, and 299.

2. Teacher will provide interpretive question sheet about slavery and free/slave and Union/Confederate states for students. Students will work in pairs to respond.

3. Teacher will lead whole-class discussion of responses.

Activity #3: Percentages

1. Teacher will provide sheet of statistics, "Illinois Losses in the War".

2. Teacher and students will work together to interpret information and answer questions such as: "What percent of Illinois losses were caused by drowning? What percent died from disease?"

Activity #4: Underground Railroad & Stars/Constellations

1. Teacher will read aloud the picture book Follow the Drinking Gourd.

2. Teacher will stop and orally ask for predictions while reading.

3. Following reading, teacher will ask several higher-level comprehension questions of students about the Underground Railroad and why the drinking gourd was so important to the runaway slaves.

4. Students will go to Underground Railroad Web site and participate in decision-making activity.

Activity #5: Illinois background of Abraham Lincoln

1. Students will be given a study guide on Chapters 1-3 of Lincoln: A Photobiography.

2. Teacher will read aloud Chapters 1-3. Students will fill in study guide as they are listening.

3. Students will work together in small groups to discuss and revise study guide.

4. Teacher will lead whole-class discussion over study guide.

Activity #6: Study of Civil War Documents

1. Teacher will provide students with list of Civil War documents that they are to locate and study.

2. Students will visit Web site, American History: Primary Sources and Activities. They will find and read five of eight documents on list. They will record 2 observations on each document they view in their learning logs.

3. When returning to classroom, teacher will lead whole-class discussion on each document.

4. Teacher will pass out copies of a Civil War poster with accompanying questions about the poster.

5. Students will work in small groups to discuss and complete questions in their learning logs.

6. Teacher will lead whole-class discussion about responses.

Activity #7: Independent Reading Books

1. Teacher will read aloud excerpt from each of the five historical fiction novels. Students will list the top three books they want to read

independently. Teacher will match most appropriate book to student based on interest and readability. 4-5 students will be reading each book.

2. Each day, teacher will give students writing prompt for learning log which will include literary content of book as well as Civil War concept questions. Students will meet in their groups each day to discuss responses.

Assessment

Activity #1: Teacher will collect learning logs and assess written responses and revisions for comprehension.

Activity #2: Through teacher observation, students will be informally assessed based on participation in small groups as well as whole-class discussion. Teacher will encourage participation by all students.

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Activity #5: Teacher will collect study guide and assess written responses and revisions for comprehension.

Activity #6: Teacher will collect learning logs and assess written responses and revisions for comprehension.

Activity #7: Teacher will collect learning logs and assess written responses and revisions for comprehension.

Reflection