

Harriet Tubman, Part II

2_A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Use images 1A-1–1A-5 to review what was learned in the previous read-aloud about Harriet Tubman’s early life and about slavery. You may wish to ask the following questions to review the content learned thus far:

- What was Harriet Tubman’s nickname as a child?
- What was Harriet Tubman’s life like as a young child?
- What are slaves?
- From which continent did many enslaved people come?
- What value did the enslaved Africans add to the plantation?
- What kinds of skills did the enslaved people contribute to the work of the plantation?
- Did enslaved Africans receive wages for their work?
- As a child, did Harriet Tubman endure slavery, or did she enjoy freedom?
- What did the enslaved Africans do to make their lives less harsh?

Remind students that slavery was allowed in some states, but not in others.

Essential Background Information or Terms

5 minutes

Tell students that today they will hear about something called the Underground Railroad. Convey to students that the word *underground* is sometimes used to describe something that is hidden or secret. Explain that the Underground Railroad was not a real railroad for locomotives and trains, nor was it a subway, but that like a real railroad, it helped get people, or passengers, from one place to another. Passengers on the Underground Railroad were trying to get out of the South and go to live in the North, where slavery was not allowed and where they could be free. They usually traveled at night and moved through the woods so they would not be seen, and they wanted to keep their movements a secret from plantation owners and slave catchers. Explain that people traveling on the Underground Railroad also stopped at stations for rest. Tell students that a conductor on the Underground Railroad was a leader, helping others on their journey. Tell students that in today's read-aloud, they are going to continue learning about Harriet Tubman and her work on the Underground Railroad.

Making Predictions About the Read-Aloud

5 minutes

Reread the last sentence from the previous read-aloud: "This event gave Minty a shred of hope that one day she might be able to fight back and possibly win her freedom." Ask: "What event did Minty experience that gave her hope that she could fight back and win her freedom? Do you think Harriet Tubman will choose to fight back and try to win her freedom?"

Vocabulary Preview

5 minutes

Conductor



← Show image 2A-3: Underground Railroad

1. In today's read-aloud you will hear that Harriet Tubman grew up to become a *conductor*, not of a train, but of something else called the Underground Railroad. [Point to the right-hand side of the image. Mention that the arrows show the routes of the Underground Railroad.]

2. Say *conductor* with me three times.
3. A conductor is a person who led enslaved Africans to freedom during the Civil War using the Underground Railroad.
Note: This is different from a train conductor or an orchestra conductor. [Show images of these kinds of conductors.]
4. [Point to Harriet Tubman in the image.] Harriet Tubman was a famous conductor on the Underground Railroad.
5. Look at the image and tell your partner what you think Harriet Tubman is doing. Where are they? What time of day is it? Do you think being a conductor on the Underground Railroad is a safe job or a dangerous job? Do you think it is an easy job or a difficult job?



Passengers

← Show image 2A-4: Tubman leading people out of swamp

1. In today's read-aloud you will hear that runaway slaves on the Underground Railroad were called *passengers*.
2. Say the word *passengers* with me three times.
3. Passengers were enslaved Africans who traveled to freedom on the Underground Railroad.
Note: There are also passengers on trains, cars, or airplanes. [Show images of these kinds of passengers.]
4. Passengers on the Underground Railroad had to endure harsh and difficult conditions on their journey to freedom.
5. Look at the image and tell me who is the conductor and who are the passengers. How do you know? How can you tell that the passengers had to travel in harsh and difficult conditions?

Purpose for Listening

Tell students the title of today's read-aloud, "Harriet Tubman, Part II." This is the second part of her story, when she is older. Tell students to listen carefully to find out whether or not their predictions are correct about whether Harriet Tubman fights for and wins her freedom.

Ask students to consider the similarities and differences between the Underground Railroad and real railroads.



Harriet Tubman, Part II

← Show image 2A-1: Tubman watching over group escaping¹

- 1 What do you think is happening in this picture?
- 2 The word *flies* means small insects with two wings. *Flies* also means to move through the air.
- 3 [Point to Harriet Tubman in the picture.] What does a conductor do? Who do you think this conductor is? Listen carefully to find out.
- 4 Why do you think enslaved people would choose to run away?

The summer air was hot and heavy. There was no breeze to cut the heat, and the shade of scraggly bushes did little to block the blazing sun. Gnats, mosquitoes, and flies swarmed all around, buzzing and biting.² Despite the heat and bugs, the runaway slaves—filthy from head to toe, their clothes tattered and shredded by thorns and branches, their bare feet blistered and cut—slept hard, huddled together in the tall grass.

As they slept, a woman—a **conductor**—watched and guarded over them.³ Even now, as they slept deeply in the bushes, this woman sat upright and alert—her sharp eyes scanning the forest and her ears listening for signs of danger. She knew the dangers all too well. Slave catchers were always searching for runaway slaves—lurking in the middle of swamps, hunting for runaways miles away from the nearest house, town or road, hoping to catch groups of runaway slaves. The slave catchers were paid great sums of money if they caught runaway slaves, and this woman knew very well that the slave catchers would never give up.⁴

This woman who stood guard over everyone else was Minty, the same Minty who used to sit by the crib hoping the plantation owner’s baby would not cry. But people did not call her Minty anymore. People now called her Harriet Tubman.



← Show image 2A-2: Flashback of Harriet growing strong

- 5 What was the “big house”?
- 6 Was she paid for her work? Why not?

When she grew up, Harriet Tubman did not serve in the “big house.”⁵ Perhaps this was because the plantation owners sensed that she was a bit **rebellious**; she always did things her way. So, from the time she was a young woman, she was sent to work in the fields—plowing and digging, cutting hay and tobacco, and chopping wood.⁶ In time, she became as strong and tough as a person could be.

When the plantation owner died, Harriet Tubman faced a new danger. It was likely that she would be sent off to Georgia, just like her sisters. Georgia was in the deep South where many of the plantations grew cotton and conditions were even worse for enslaved Africans. Work on the cotton plantations was difficult and performed in all types of weather—they plowed the fields with teams of mules, hoed the soil to get rid of weeds, and harvested the cotton by hand. The cotton had to be picked clean and then made into heavy bales that could be transported away from the plantation and sold. Harriet knew she had to run away from her life in slavery.



← **Show image 2A-3: Underground Railroad**

In order to reach freedom, Harriet Tubman needed to use the Underground Railroad. This was not a real railroad; it was a system of secret routes and hiding places to help enslaved people escape from slavery in the South to freedom in the North.⁷ If only there *had* been a real railroad to freedom, then escaping would have been easy for Harriet Tubman and other runaway slaves. They could have hopped aboard any train and ridden away from the punishments, endless work, and sorrows of a harsh life.⁸

In certain ways the Underground Railroad was like a real railroad. On a real train, there are **passengers**, or people who travel from one place to another. Runaway slaves on the Underground Railroad were also known as passengers, and as soon as they ran away from the plantation, they set off on an incredible and difficult journey to freedom. But runaways could not complete this journey without help from a conductor. On a real railroad, a conductor is in charge of the train. On the Underground Railroad, a conductor guided runaway slaves, leading them through secret paths and taking them to safe houses. These safe houses were known as stations, and like real train stations, they were places where passengers could rest before moving on to the next part of their journey.⁹ Many different people provided these stations to escaping slaves—people from both the North and

7 [Point to the arrows in the illustration. You may wish to identify the Great Lakes if questions arise about them.]

8 What do you see in this picture? Do you see a train or a real railroad? Is anything in this image underground?

9 What did a conductor on the Underground Railroad do? What were the slaves on the Underground Railroad called? Where did they rest?

10 Enslaved people “won their freedom” by escaping to an area where slavery was illegal.

11 [Point to Canada on a map of North America.] This country to the north of the United States is known today as Canada.

12 Contributions can be money, materials, information, or labor given by someone to help others.

13 Why do you think plantation owners and slave catchers knew about her?



14 What was a station on the Underground Railroad?

the South who knew slavery was wrong, and even some former enslaved Africans who had won their freedom and wanted to help others.¹⁰

Harriet Tubman made it safely to freedom in the North using the Underground Railroad. Enslaved Africans like Harriet were free in northern states like Pennsylvania, where slavery was not allowed, but they weren’t entirely safe until they left the United States and entered the land north of the United States.¹¹ This was because the laws allowed slave catchers to enter free states in the North to catch runaway slaves and return them to a life of slavery in the South.

Harriet did not stay in Pennsylvania for long. She missed her family and friends and could not bear the thought of them remaining in slavery while she enjoyed a free, new life. She decided she had important **contributions** to make to help those who were still enslaved.¹² So, she became a conductor on the Underground Railroad and returned to the South nineteen more times over several years—risking her life each time to help other enslaved Africans escape to freedom.

Harriet Tubman soon became one of the bravest and most famous conductors on the Underground Railroad. Her name became well known among the supporters of slavery.¹³ Plantation owners put rich rewards out for her capture. Within a few years, they wanted her stopped at all costs. But she kept going back, again and again, helping more and more slaves escape.

← **Show image 2A-4: Tubman leading people out of swamp**

Harriet was startled by the distant sound of dogs barking, and she knew danger was near. “Wake up, now. Wake up!” she urged, shaking the men and women. “Gather up these babies. We’ve got to get a move on.” The men and women sprang to their feet with fear and panic. “Don’t you worry now,” she assured them. “I know a station not too far from here, but we’ll have to move fast, and we’ll have to stay in the creek to keep those dogs off the trail.”¹⁴

15 The dogs would sniff along the ground to pick up the scent, or smell, of a person. This was more difficult for a dog to do in water.

16 [Perform the secret knock for students.]



They hustled out of the swamp and splashed up the creek, where the dogs would have a hard time following their scent.¹⁵ An hour later, soaked in sweat and muddy creek water, they arrived in the front yard of a small farmhouse.

The runaway slaves hid in the weeds while Harriet Tubman slipped through the yard and onto the front porch. She tapped three times on the door, waited a moment, and then tapped two more times.¹⁶ This was a secret knock, so the people in the house would know their visitor was an Underground Railroad conductor in need of help.

← **Show image 2A-5: Woman helping the fugitives**

A white woman opened the door. She signaled for the runaways to follow her into the chicken coop. There, she lifted a trapdoor in the floor, revealing a dark hole.

“It’s not comfortable,” she told them, “but nobody will find you here. I have some stew and biscuits inside, and fresh milk. I’ll bring it out as soon as the coast is clear.”

Their hearts raced as they waited in their hideout, expecting to hear the slave catchers’ dogs barking any minute. But the dogs never came. Running through the creek had thrown the slave catchers off the trail, and for now, the runaways were safe. They wanted to sleep, but when the sun went down they had to move on again. There was no time to waste, for nighttime was the only safe time to travel.



← **Show image 2A-6: Tubman pointing out the “drinking gourd”**

Outside, Harriet Tubman looked up to the starry sky. She put her arm around one of the children. “See there?” she said, pointing upward. “That group of stars up there . . . It kind of looks like a ladle you might use to scoop water from a bucket. Back where I’m from, we used to call it a drinking **gourd**.¹⁷ Do you see it?”

“I think so,” the child said.

17 [Show Image Card 1 (Hollowed-out Gourd).] The fruit of the gourd plant can be cut open and the insides scooped out so that it can be used for scooping up water.

18 [Demonstrate following the line to find the North Star on the image.]

19 [Pause for students to respond.]

“Now, see the ‘cup’ of that drinking gourd?” Harriet Tubman asked. “Look at the two stars at the end of the cup and pretend you can draw a straight line from those two stars, straight out into space. If you follow that line straight out, you will find the North Star.”¹⁸ It is always there, right in the same spot, and you can always find it if you know how to find the drinking gourd in the sky. Do you know why that star is so important?”¹⁹

“Why?” the child asked.

“Because the North Star is always to the north. If we follow the North Star every night and keep it in front of us, then it will guide us north to freedom.”

And heading to the North and to freedom is exactly what they did.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* What information did you use to make your predictions? (Answers may vary.) Were your predictions about whether or not Harriet Tubman would win her freedom correct? Why or why not? (Answers may vary.)
2. *Inferential* Why did Harriet Tubman decide to fight back rather than accept her life as an enslaved person? (She was afraid that she would be sent away to a place where she would have an even worse life; she had witnessed her mother’s successful resistance to Mr. Brodess; she saw first hand how terrible slavery was.)
3. *Inferential* How was she able to gain her freedom? (She ran away using the Underground Railroad and traveled to Pennsylvania in the North, where slavery was not allowed.)

4. *Inferential* Was the Underground Railroad a real railroad? (no) What was the Underground Railroad? (a secret system of routes and hiding places to help enslaved Africans escape from slavery in the South to freedom in the North) Who were the conductors on the Underground Railroad? (people leading and guiding the runaway slaves on the route to freedom) Who were the passengers on the Underground Railroad? (enslaved Africans trying to escape) What were stations along the Underground Railroad? (safe places for runaway slaves to stay and rest along their journey to freedom)
5. *Inferential* What were Harriet Tubman’s contributions to help enslaved people try to escape and win their freedom? (She became a conductor on the Underground Railroad; she went back and helped many other enslaved Africans escape their harsh lives in slavery.) Why did Harriet Tubman choose to be a conductor on the Underground Railroad and risk her own life to help other enslaved people? (She wanted them to be free also.)
6. *Inferential* What are some adjectives the author of the read-aloud used to describe Harriet Tubman? (*rebellious, strong, brave, famous, etc.*)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* What do you think a “journey to freedom” meant for the runaway slaves? What freedoms were they hoping for? (Answers may vary, but should include an understanding of the following: wanting to live and work where and how they chose; wanting to earn money for their hard work; wanting to live together with family without fear of separation; wanting to be free to make decisions about their own lives; etc.) [You may wish to have students revisit the Slavery and Freedom T-Chart for ideas.]

8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: *Rebellious*

5 minutes

1. In the read-aloud, you heard, “The plantation owners sensed that [Minty] was a bit *rebellious*.”
2. Say the word *rebellious* with me.
3. If you are rebellious, you want to do things your own way and not be controlled by someone else’s rules.
4. Mary was considered rebellious because she always did the opposite of what her parents and teachers said.
5. Have you ever felt rebellious when you were doing something your own way instead of listening to the rules? Try to use the word *rebellious* when you tell about it.
[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I felt rebellious when . . . ”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say some sentences. If I describe someone who is being rebellious, say, “[Name of person] is being rebellious.” If I describe someone who is not being rebellious, say, “[Name of person] is not being rebellious.”

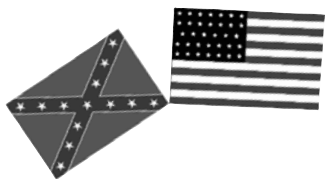
Note: You may wish to discuss whether it is an example of positive or negative rebellious behavior.

- Marta’s boss did not pay her for her work, so Marta refused to work. (Marta is being rebellious.)
- Juan immediately began to clean up his room when his father asked him to clean up his room. (Juan is not being rebellious.)
- Minty’s mother did not let Mr. Brodess take Moses away from her. (Minty’s mother is being rebellious.)
- James hit his little sister, even after his grandma told him not to hit. (James is being rebellious.)

- Candice shared her art supplies when her teacher asked her to share. (Candice is not being rebellious.)



Complete Remainder of the Lesson Later in the Day



Harriet Tubman, Part II

2_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Definition Detective: Flies

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. In the read-aloud you heard the word *flies* in this sentence, “Gnats, mosquitoes, and *flies* swarmed all around, buzzing and biting.”
2. With your partner, think of as many meanings for *flies* as you can, or discuss ways you can use the word *flies*.
3. [Show Poster 2M (Flies).] Point to the picture on the poster that shows how the word *flies* is used in the lesson.
4. *Flies* also means moves through the air. Which picture shows this?
5. Did you or your partner think of any of these definitions?
6. Now, with your partner, make up a sentence for each definition of *flies*. I will call on a few partner pairs to share their sentences.

Speech Registers: Formal and Informal Uses of English

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical.

1. Have you noticed that the way you speak might change depending on the person you are talking to or what you are talking about? [Pause and have students think about this. Ask a few students whether or not this is true when they speak.]
2. For example, you might speak in one way—a more formal or proper and polite way—when you talk to teachers and other adults, and you might speak in another way—a more informal or casual and relaxed way—when you talk to your classmates and friends.
3. Let's act out an example of a time you might speak in a formal way and a time you might speak in an informal way.

[Invite one student to act as the principal and several students to act as students.] When you greet or say hello to the principal in the morning, you might say, "Good morning, Ms./Mr. _____. How are you today?" [Have students act this out.]

[Invite several students to act as students.] How would you greet or say hello to a friend in the morning? [Have students act this out.]

Note: Remind students that although they may speak in an informal way with friends and peers, they should be respectful of each other. Informal does not mean rude.

4. Now you try! I am going to say different situations. If you would speak in a formal way, bow or curtsy and say, "I would speak in a formal way." If you would speak in an informal way, give your neighbor a high-five and say, "I would speak in an informal way."

(Answers may vary.)

- saying hello to your teacher
- saying hello to your little brother or sister
- saying hello to your older brother or sister
- saying hello to your aunt or uncle
- saying hello to your cousins
- saying hello to the President of the United States

↔ Vocabulary Instructional Activity

5 minutes

Word Work: Contributions

1. In the read-aloud you heard, “[Harriet Tubman was free in the North, but] she decided she had important *contributions* to make to help those who were still enslaved [in the South].”
2. Say the word *contributions* with me three times.
3. Contributions are money, things, time, and labor given by someone to help others.
4. Enslaved Africans made many contributions to the plantation. Harriet Tubman made contributions of her time and energy to guide enslaved Africans along the Underground Railroad.
5. What were some contributions that enslaved Africans made to the plantations? [Refer to the list of work done by enslaved people from Lesson 1. Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Some contributions enslaved Africans made to the plantations were . . .”]
6. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow-up. Directions: What kind of contributions have you made at home or at school? Share with your partner about the contributions you have made. I will call on a few students to share what their partner says.

Note: You are strongly encouraged to post this poem in the classroom. Split the class into small groups for the follow-up activity.

- Tell students that you are going to read a poem titled “Harriet Tubman,” by Eloise Greenfield. Tell them to listen carefully to find out what important information Eloise Greenfield chose to share about Harriet Tubman in her poem.

Harriet Tubman

By Eloise Greenfield

*Harriet Tubman didn't take no stuff
Wasn't scared of nothing neither
Didn't come in this world to be no slave
And wasn't going to stay one either*

*“Farewell!” she sang to her friends one night
She was mighty sad to leave 'em
But she ran away that dark, hot night
Ran looking for her freedom*

*She ran to the woods and she ran through the woods
With the slave catchers right behind her
And she kept on going till she got to the North
Where those mean men couldn't find her*

*Nineteen times she went back South
To get three hundred others
She ran for her freedom nineteen times
To save Black sisters and brothers*

- Help students orally summarize the poem by coming up with a sentence summarizing each verse. It is important for students to understand that in the last line, where it says “To save Black sisters and brothers,” it does not mean that Harriet Tubman saved only her actual siblings. Remind students that they heard earlier that with the families of so many enslaved people being separated, people of different families who lived closely together on a plantation formed a strong community. Because of this, they often felt like sisters and brothers.
- Tell students that they will write their own short poem about Harriet Tubman in small groups. Their poem can rhyme like the poem the class just read, or the poem can use many adjectives. When small groups have finished writing their short poems, have each small group choose a representative to read their poem to the class. Discuss which aspects of Harriet Tubman and her life their poems focused on, and see if there are similarities and differences in their poems.

Note: Although students are working in small groups, each student should copy their group’s poem on their own worksheet.

Songs: “Follow the Drinking Gourd” (Instructional Master 2B-2)

15 minutes



← Show image 2A-6: Tubman pointing out the “drinking gourd”

Note: If possible, try to find an audio recording of this song that students can listen to. Several options are available on the Internet. If, for various reasons, you are unable to find and/or play this song for students, simply read the lyrics with them.

- Point out the Big Dipper, and ask students if they know a name for this group of stars. (Big Dipper) Ask students what Harriet Tubman called this group of stars. (the drinking gourd) Have students explain why the drinking gourd was important to enslaved Africans. (It showed the way to the North and to freedom.)
- Tell students that they are going to listen to a song, or song lyrics, titled “Follow the Drinking Gourd.” Explain that it was a coded song, which means it gave enslaved Africans a message

about how to use the Underground Railroad to escape to freedom in the North. The plantation owners, however, did not realize the secret meaning of the words in the song. Explain to students that this is another way enslaved Africans could rebel against a plantation owner. Enslaved Africans often couldn't rebel by fighting directly with the plantation owner, because the plantation owner had guns and the enslaved Africans did not, but they could rebel by tricking the plantation owner through singing coded songs like this one.

- After listening to the song, or the song lyrics, help students summarize the message in each verse and in the chorus. You may need to read each verse or play the song multiple times. The music and lyrics may be found on Instructional Master 2B-2.