

Subject: History/Visual Arts

Topic: “Aunt Harriet’s Underground Railroad in the Sky”

Grade Level: Pre-K – Kindergarten

Lesson Length: 5 days

Objective:

Students will be introduced to the words “slave ” and “freedom”.
Students will represent a journal entry through paint and photography depicting flying and events from the story.

Materials:

“Aunt Harriet’s Underground Railroad in the Sky” by Faith Ringold

News print for painting

Water colors

Digital or 35 mm camera

Markers for illustration

Puppets for role playing

Procedure:

Day 1:

1. The children will listen to the story.
2. During the story children will engage in conversation and discuss what is being read.
3. The teacher will discuss the words “slave” and “freedom” using classroom puppets to role play the story.

Day 2:

1. Children will recall events of the story in small groups.

2. Children will recall beginning , middle, and ending of the story in drawings.

Day 3:

1. Teacher will photograph children using digital/or 35 mm camera to depict flying
2. Develop photos.
3. Photos of the children are cut-out along body lines.

Day 4:

1. Children paint a water color back drop representing the sky and scenery from the book on newsprint.

Day 5:

1. Using markers the children draw a picture representing some aspect of the book on the dried water color. Teacher labels the area: "I can fly, I can fly over....., the teacher records in writing the children's representation.
2. The child glues the cut-out photo of himself/herself on the water color picture.
3. Children sign their original art work in their special way when completed.

Assessment:

Students will create a story in their painting, drawing and words as it relates to their interpretation of the story. Finished products will be displayed for children to view and discuss and increase awareness of anyone who visits by the hallway display.

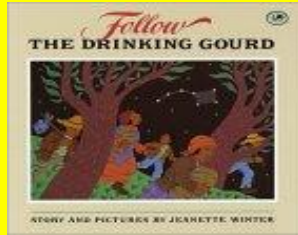
Resources:

Children's Literature:

"Aunt Harriet's Underground Railroad in the Sky" by Faith Ringold

Web Site Links:

www.undergroundrailroad.com



Subject: History/Movement and Music

Topic: “Follow the Drinking Gourd”

Grade Level: Pre-K – Kindergarten

Lesson Length: 1 class

Preliminary Description of a child slave:

Teacher talks with students about how students spend their day at school; talking, learning playing, and at home; watching TV, playing with friends or resting. Teacher describes life as a child that is enslaved and how their day is spent working in the fields, cooking, and cleaning. Comparing differences in the life of a child who is a slave, and how the students live today.

Objective:

Students will reenact segments of the book, guided by the classroom teacher.

Students will become familiar with, Harriett Tubman, and the words; master, conductor, North Star, Safe House, slave, and freedom.

Materials:

“Follow the Drinking Gourd” by F.N Monjo

Section of the classroom designated as “Safe House”, such as, “Dramatic Play”, or “House Keeping” areas, or an area on the playground or near school building.

Cut out a star to be hung in classroom representing “North Star”

Carpeted area to represent central location to gather together as a large group.

Can be adapted both indoors and outdoors.

Procedure:

- Teacher reads **Follow the Drinking Gourd**. Ad lib for young children, focus on main characters, such as Harriett Tubman, master, conductor, and slaves, and main point follow the North Star to freedom.
- One child is Harriett Tubman (1) , teacher becomes the master, two children become conductors (2 and 3), and the rest of the children are slaves.
- The master (teacher) orders the enslaved children around telling them to get to work.
- The enslaved children (students) pretend to work until the master goes to sleep.
- Harriett Tubman (child 1) comes to help enslaved children escape.
- Child 1 (Harriett Tubman) tells the enslaved children to lay down, and be quiet.
- The enslaved children (students) are instructed to pretend they are in the woods and are traveling at night (walk around the classroom or walk outside around school building) .
- The students pretend they reach a “Safe House”, (House Keeping area) Harriett Tubman (child 1) asks, “Is it safe to stop here?” the enslaved children (students) answer “yes” .
- The enslaved children (students) pretend to hide and wait until night to travel again.
- The master (teacher) wakes up and finds her slave children gone, she knocks on the “Safe House door to enquire, “Have you seen my slaves?” the conductors (child 2 and 3) answer, “no”.
- Pretend it is night again, with Harriett Tubman (child1) she repeats the actions in bullet 7 and points to the “North Star” (suspend a star in classroom for children to view) to show the enslaved children (students) are on the right track.
- The teacher explains to students that they are on the Underground Railroad to Freedom, children hook together as if on a train for dramatization and make their way back to central area during “large group time” of the classroom representing freedom.
- Teacher can play taped version of the lyrics to Follow the Drinking Gourd and sing with students during “large group time”. Teacher can play the video “Follow The Drinking Gourd” for follow up discussion.

Assessment:

In the central area representing “Freedom”, teacher will have students recall their journey, specifically looking for key words that represent parts of the story that were read and experienced through the skit.

Resources:

Music and Lyrics:

Follow the Drinking Gourd
Video – Follow the Drinking Gourd

Children's Literature:

Follow the Drinking Gourd by F.N Monjo

Web Site Links:

<http://www.42explore2.comundergrd.htm>

<http://www2.lhric.org/pocantico/tubman/gourd.htm>

[Teachnet](#)

www.atozteacherstuff.com/Themes/Harriet_Tubman/index.shtml

Follow the Drinking Gourd

**Follow the drinking gourd,
Follow the drinking gourd,
For the old man is waiting
for to carry you to freedom
If you follow the drinking gourd
When the sun comes back
and the first quail calls,
Follow the drinking gourd,
For the old man is waiting
for to carry you to freedom
If you follow the drinking gourd
The riverbank will make a very good road,
The dead trees show you the way,
Left foot, peg foot traveling on,
Following the drinking gourd.
The river ends between two hills,
Follow the drinking gourd,**

**There's another tree on the other side,
Follow the drinking gourd.
Where the great big river meets the little river,
Follow the drinking gourd,
The old man is waiting,
for to carry you to freedom
If you follow the drinking gourd**



Subject: Diversity/Awareness

Topic: "Shades of Black"

Grade Level: Pre-K

Lesson Length: 5 days

Objective:

Students will become familiar with the many shades of complexion differences and their comparisons to the colors of natural objects in their world, such as ice cream, stones, and minerals.

Students will identify individual uniqueness represented in a self-portrait showing hair color, eye color and providing positive self-image.

Materials:

"Shades of Black" by Sandra L. Pinkey

hand held mirror

large mirror

9x12 news print

pencils

multicultural paint

markers

pre-cut yarn various lengths, textures, straight, and curly colors
representing hair, beads, hair ties, barrettes

glue

Procedure:

Day 1.

- Teacher reads “Shades of Black”, discussing comparisons of skin color to objects in their world and unique differences.
- In small groups of four, children will observe the color of their skin, hair and eyes using hand held mirrors for observation.
- Using a pencil, children will draw an outline of the shape of their face on to the news print.
- The children will select color of paint that best represents their unique skin color, and paint inside the penciled outline.

Day 2.

- Children observe, using hand held mirror, the shape of their eyes, color, eye lashes and brows. Children draw with markers their depiction of their eyes and brows on to the painted news print.

Day 3.

- Children observe, using hand held mirror, the unique shape, characteristics and color of their nose. Children then draw their

depiction of their nose with markers on to the news print.

Day 4.

- Children observe, using hand held mirror, the unique shape, characteristics and color of their mouth, teeth and tongue. Children then draw with markers their depiction of their mouth.

Day 5.

- Children observe, using hand held mirror and large mirror, children observe their ears, the unique shape, and their hair, color and style. Children then draw ears with markers their depiction of their ears. Children glue pre-cut yarn around face that represents their unique hair color. The students may adorn self-portraits with beads, hair ties, barrettes, braids etc.

Assessment:

Students will create a self-portrait. Finished products will be matted and displayed for children to view and discuss individual uniqueness and differences.

Resources:

Children's Literature:

Shades of Black by Sandra L. Pinkey

We are All Alike We Are All Different by The Cheltenham Elementary School Kindergartners

The Color of Us by Karen Katz

Web Site Links:

<http://www.kinderart.com/littles/>



