

Social Studies 05/06-05/13: Harriet Tubman and the Underground Railroad

PART ONE: Vocabulary Preview

Define the following vocabulary words and use them in an original sentence

Word	Definition	Sentence
Informal		
Arisen		
Elude		
Paramount		
Terminology		
Abolitionist		
Elaborate (adj)		

PART TWO: Harriet Tubman video

1. View the video about Harriet Tubman from the following link:
 - a. <https://www.youtube.com/watch?v=UI09jwM9F98>
2. Record three facts you found interesting/important/surprising and one question you have.

Fact one:
Fact two:
Fact three:
Question:

PART THREE: Underground Railroad Reading

1. Open the following link: <https://www.pbs.org/black-culture/shows/list/underground-railroad/stories-freedom/underground-railroad-terminology/>
2. Read through the article by Dr. Bryan Walls and answer the following questions.

Question	Response
What was the Underground Railroad and where did it get its name?	
Choose three of the “code words” used on the underground railroad and explain their meaning.	<ol style="list-style-type: none"> 1. 2. 3.

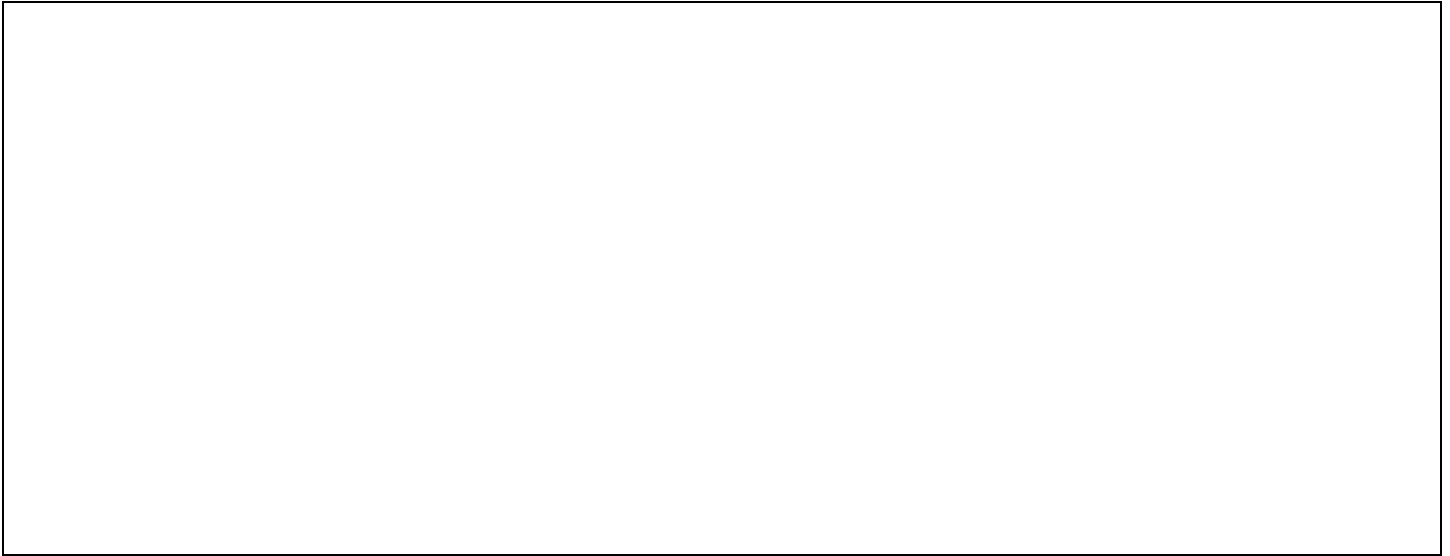
How did knowledge of the stars help runaway slaves?	
What were the main routes of the Underground Railroad?	
What do you think was the most challenging, scariest, and/or most dangerous part of the Underground Railroad? Explain.	

Extended Response: In what ways did the Underground Railroad act like an actual railroad? In other words, what similarities did it have to the ways in which an actual railroad functions. Explain in a detailed paragraph. Make sure to include evidence from the text to back up your claims.

<p>Response:</p>

PART FOUR: CNN Ten

Watch any CNN Ten from this week and write a thorough summary in the space below.

A large, empty rectangular box with a thin black border, intended for the student to write a summary of a CNN Ten broadcast.