



www.liveoakmedia.com

Activity Guide

800-788-1121

A Picture Book of Harriet Tubman

]This Live Oak Readalong can be correlated to the following Common Core State Standards (CCSS):

- RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
- SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core State Standards:

- RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.7: Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RF.3.3.c: Decode multisyllable words.
- SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.
- SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

L.3.4.d: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

3.NBT.A.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.5: Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.

SL.4.1.c.: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

L.4.4.c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

BEFORE LISTENING

About the Story

Harriet Tubman was born into slavery, but she escaped and went North. Not content simply to live in freedom, she returned to the South again and again to guide other slaves along the Underground Railroad to the North and freedom. She made nineteen trips in all, and led three hundred people to a new life.

Activate Prior Knowledge/Build Background

Ask children if they have ever heard of the Underground Railroad. Explain that it was not a real railroad but a series of secret routes from the southern U.S. to the North that were used by enslaved people to reach states where they could be free. Tell children that the book they will read is about a woman who led many people to freedom on the Underground Railroad.

AFTER LISTENING

Standards-Linked Activities

Listening/Speaking

CCSS: RI.3.1, R.I.3.2, RI.3.3, SL.3.2, SL.3.3; RI.4.2, SL.4.1.c

Ask children the following questions about the book. Call on volunteers to respond orally.

- How was Harriet treated as a slave?
- What did Harriet's husband say when she asked him to run away with her?
- What disguises did Harriet use on the Underground Railroad?
- How did Harriet help people after the Civil War?
- How do you think Harriet felt about freedom? (*Draw Conclusions*)
- Why do you think Harriet was willing to risk her life to help others get to freedom? (*Analyze*)

Vocabulary

CCSS: RI.3.4, RF.3.3.c, L.3.4.d; RI.4.4, L.4.4.c

Write these words that have to do with slavery on the chalkboard. Have children write them in alphabetical order and use a dictionary to write meanings for each word. Then ask them to use three of the words in a short paragraph about slavery.

plantation abolitionist rebellion patrollers amendment

Social Studies: Mapping the Underground Railroad

CCSS: RI.3.7; RI.4.7

Divide children into small groups, and provide each group with a map of the United States in 1860. Have children use encyclopedias or other reference books to find one route on the Underground Railroad. Children can mark the route on their map. Collect the maps and compare the different routes groups found. Then display the maps in the classroom.

Math: How Far Did She Walk?

CCSS: 3.NBT.A.2; 4.MD.A.2

Using a map with a scale of miles, have children find out approximately how far Harriet Tubman might have walked during her time on the Underground Railroad. Have children determine about how far it is from Maryland to New York State. Then remind them that Harriet Tubman made nineteen trips, and ask them to multiply the miles in the trip by 19. The product will be the total number of miles Harriet Tubman might have walked during that time.

Language Arts: Harriet Tubman Award Speech

CCSS: W.3.4; W.4.4

Although Abraham Lincoln died before the end of the Civil War, if he had lived he might have given Harriet Tubman an award for her help and her courage. Ask children to work in pairs to write a speech that President Lincoln might have given while presenting Harriet Tubman with a Congressional Medal of Honor. Volunteers can read their speeches aloud when they have finished.

Social Studies: Harriet Tubman Timeline

CCSS: RI.3.3; RI.4.5

Have students work in pairs to make a timeline of Harriet Tubman's life, from 1820 to 1913. For each date that they mark on the timeline with an important event from Harriet's life, have them include another event from American history. Hang completed timelines around the classroom.

On the Internet: The Freedom Center

CCSS: W.3.8; W.4.8

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.

Send children to the website for the Underground Railroad Freedom Center at <http://www.freedomcenter.org/>. Ask them to find three facts about the Underground Railroad and write them down. Children can share the information they find with the rest of the class.