

Title	That's Not Fair!! Human Rights Violations during the 1800s
Name	Kay Korty
Date	July 24, 2001
School	Hall Elementary
City/state	Monrovia, IN
*Teacher Background Materials	<p><b>Teacher Resource List:</b></p> <p>Coffin, Levi. <i>Reminiscences of Levi Coffin: The Reputed President of the Underground Railroad</i>. New York: Augustus M. Kelley Publishers, 1968.*</p> <p>Crenshaw, Gwendolyn J. <i>Bury Me in a Free Land: The Abolitionist Movement in Indiana 1816-1865</i>. Indianapolis: Indiana Historical Bureau, 1993.*</p> <p><b>Student Reading List:</b></p> <p>Adler, David A. <i>A Picture Book of Harriet Tubman</i>. New York: Holiday House, 1992.</p> <p>Belcher-Hamilton, Lisa. "The Underground: The beginning of Douglass's Journey." <i>Meeting Challenges</i>. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1993.</p> <p>Bial, Raymond. <i>The Underground Railroad</i>. Boston: Houghton-Mifflin Company, 1995. Photographs of sites, eastern US map with routes, anecdotes, timeline. *</p> <p>Ferris, Jeri. <i>Walking the Road to Freedom: A Story about Sojourner Truth</i>. Minneapolis: Carolhoda Books Inc., 1988.</p> <p>Fradin, Dennis Brindell. <i>My Family Shall Be Free! The Life of Peter Still</i>. New York: Harper Collins Publishers, 2001. *</p> <p>Herbert, Janis. <i>The Civil War for Kids</i>. Chicago: Chicago Review Press, 1999. Timeline, quilt activity. *</p> <p>Hopkinson, Deborah. "Levi Coffin, President of the</p>

Underground Railroad." *Meeting Challenges*. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1993.

Rappaport, Doreen. *Freedom River*. New York: Hyperion Books for Children, 2000. Conductor John Parker rescues family by crossing Ohio River (non-fiction). \*

Ringgold, Faith. *Aunt Harriet's Underground Railroad in the Sky*. New York: Crown Publishing, 1992. Quilts...

Winter, Jeannette. *Follow the Drinking Gourd*. New York: Knopf, 1992. Song with music and lyrics.

#### **Internet Sites:**

<http://www.cr.nps.gov> National registry of UGRR sites. 26 July 2001 \*

Bethel AME Church in Indianapolis.

Eleutherian College classroom and chapel building near Madison.

<http://www.ai.org/ism/sites/levicoffin/> Levi Coffin House in Fountain City. 26 July 2001\*

<http://www.nationalgeographic.com/features/99/railroad/> National Geographic UGRR site. **Interactive** site requiring participants to make choices and decisions regarding the journey out of slavery. July 26, 2001\*

<http://www.historychannel.com/exhibits/undergroundrr/> Concise discussion of components of UGRR. 26 July 2001 \*

#### **Extension Activities Resources:**

<http://web.realcities.com/content/rc/news/slavery/miami/1955535743.htm> Slave labor picking cocoa beans in West Africa. 26 July 2001 \*

<http://www.iabolish.com/today/background/mauritania.htm> 800 year old slavery system in Mauritania. 26 July 2001 \*

<http://www.iabolish.com/today/background/us.htm> The U.S. is not yet free from slavery. 26 July 2001 \*

Ross, Eileen. "Cesar Chavez: Walk a Mile in My Shoes." *Meeting Challenges*. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1993.

Shaffer, Ann. "Rosa Parks." *Meeting Challenges*. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1993.

**Video:**

[A Free Life](#). Golden Dome Productions, 1997. \*

Available from: Northern Indiana Historical Society

Northern Indiana Center for History

808 W. Washington Street

South Bend, IN 46601

<http://www.centerforhistory.org/>

\*These are resource materials introduced at the GENI UGRR Institute.

\*Purpose of Materials

Background information, research data, continuing to learn the history of Indiana, promotion of higher order thinking skills, skills development with mapping, time lines, and Venn diagrams.

Procedures

**Preparation:** Check out resources available at your school and/or local library.

Print out multiple copies of articles from Internet sites.

Copy outline maps of Indiana.

Make a teacher copy of UGRR routes through Indiana.

## Activities

Session 1-2: (Information gathering) Explore the migration of African Americans into the Hoosier area.

- A. Read and/or discuss with the students or divide students into groups to research and report on:
  - 1. Freedmen settlements.
  - 2. Slaves in Indiana despite laws to the contrary.
  - 3. Underground Railroad in Indiana.
- B. Use an outline map of Indiana to draw the routes traveled on the Underground Railroad (UGRR).
- C. If time permits (or as an assignment), develop list and have students locate on the map some of the known stops on the UGRR.
- D. Make a transparency of the routes and overlay the

transparency with the map showing Indiana counties and Native American territories at the time of statehood.

Session 3: Develop (or continue and extend) a timeline showing migration patterns in Indiana.

- A. From resources used the first day, assist students in finding and listing dates pertinent to Indiana during the 1800s.
- B. Edit dates to those pertinent to statehood, African American migration, and the Civil War era.
- C. Using the edited list develop/assign a timeline for students to complete using an established format. (Previously taught.)

Session 4: Explore reasons for African Americans to settle and/or travel through Indiana. (Individually, then in groups of 2-3 students or as class discussion, citing specific examples from text and articles.)

- A. What were the reasons freedmen came to Indiana?
- B. What were the reasons for slaves being brought to Indiana?
- C. What were the reasons for escaped slaves coming to or through Indiana?
- D. List human rights violations for African Americans (both freedmen and slaves), and for European settlers.

Session 5: Compare and contrast Native American and African American human rights violations.

(Sessions may be combined if time allows!)

\*Teaching Strategies

### Lecture

The teacher will introduce:

- A. the Indiana laws
- B. the history of the original African Americans in Indiana
- C. the work of the Underground Railroad

**Research, Analysis**

The instructor will provide:

- A. materials for student research
- B. outline maps of Indiana
- C. materials for time lines

Students will be expected to:

- A. Take notes.
- B. Make a **map** of UGRR routes.
- C. Make a **time line**.
- D. (Extension) Access information from websites

**Small Group Activities**

**Compare and Contrast - Venn diagram or trifold (Dinah Zike workshop)**

Internet Search – if time allows

\*Assessments  
(key questions to simulate critical thinking)

- What were the effects of new ethnic groups being introduced into Indiana's culture?
- How have those effects changed throughout Indiana's history?
- What might be different about Indiana today if any of these migrations had NOT taken place?
- Where do we still have/see/feel the effects of human rights violations?

Assessments may be:

Oral discussion displaying a knowledge of historical presentation and synthesis of human rights ideas.

Venn diagram (or trifold from Dinah Zike materials).

Essay test.

Adaptations  
and/or  
Extensions

Extensions

Compare and contrast human rights violations in pre-20<sup>th</sup> century to 20<sup>th</sup> and 21<sup>st</sup> centuries.

Using a highway map of Indiana, cut pictures from printed materials that show UGRR sites in Indiana. Attach the pictures to the appropriate cities/areas on the map. This will help reinforce the routes.

Show the video "A Free Life"

Visit state UGRR sites.

Explore Hoosiers who were:

A. Influential in developing the laws at this time

B. Religious, social groups that were helping

Escaped slaves


C. Individuals active in the pro and anti-slavery

Debate such as Levi Coffin, Harriet Tubman,

etc.

Physical Education-have the students travel 12 miles (the average distance between UGRR stops).

Science – use your senses other than sight to identify your



environment (most slaves traveled at night on foot).

Music – learn songs from this era such as the

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