“Git” on Board!
The Life of Harriet Tubman

Voices from the Past

Performance

Grades K-12

ABOUT THE PERFORMANCE:
Take a musical ride on the Underground Railroad to meet the heroic Harriet Tubman, and learn of her early experiences as a slave. Discover how Tubman led fellow freedom-seeking slaves to hiding places on their way to safety in the North. Hope Shiver interweaves Tubman’s poignant story with spirituals and work songs, allowing students to discover the lyrics of such songs as “Swing Low, Sweet Chariot” and “Git on Board,” which often contained hidden messages for slaves preparing to escape to freedom. David Keepman provides musical accompaniment as students chant, clap, cheer, and rejoice in experiencing the famous railroad.

TEKS (Texas Essential Knowledge and Skills):

<table>
<thead>
<tr>
<th>Music</th>
<th>Social Studies</th>
<th>Lang. Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>K.2, K.3, K.4</td>
<td>K.14</td>
</tr>
<tr>
<td>1</td>
<td>1.1, 1.5, 1.6</td>
<td>1.17, 1.18</td>
</tr>
<tr>
<td>2</td>
<td>2.2, 2.4, 2.5</td>
<td>2.18</td>
</tr>
<tr>
<td>3</td>
<td>3.1, 3.14, 3.17</td>
<td>3.18</td>
</tr>
<tr>
<td>4</td>
<td>4.1, 4.19, 4.21</td>
<td>4.16</td>
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<tr>
<td>5</td>
<td>5.2, 5.5, 5.6</td>
<td>5.16</td>
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<tr>
<td>MS</td>
<td>6.21</td>
<td>6.15</td>
</tr>
<tr>
<td>2.3, 2.4, 2.5</td>
<td>7.15</td>
<td></td>
</tr>
<tr>
<td>HS</td>
<td>8.4, 8.20</td>
<td>8.15</td>
</tr>
</tbody>
</table>

The Students Will:
* Demonstrate musical artistry by singing in groups.
* Relate music to history culture, and the world.
* Demonstrate appropriate concert etiquette during live performances.
* Describe how individuals, events, and ideas have changed communities.
* Identify contributions of historical figures who have helped to shape the nation and who have made contributions in the area of civil rights.
* Create maps to show places and routes.
* Explain how individuals’ decisions can result in changes in the community.
* Summarize contributions of people of various racial, ethnic and religious groups to our national identity.
* Organize and interpret information in outlines, reports, databases and visuals, including graphs, charts, timelines and maps.
* Write literary texts, stories and poems that express their ideas and feelings about real or imagined people, events, and ideas.

STAAR (State of Texas Assessments of Academic Readiness):

<table>
<thead>
<tr>
<th>Writing</th>
<th>Grade 4 Grade 7</th>
<th>Reporting Category 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng I</td>
<td>Eng II</td>
<td>Reporting Category 4</td>
</tr>
<tr>
<td>Eng III</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Students Will:
* Demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.
* Understand geographic and cultural influences on historical Issues and events.
* Demonstrate an understanding of issues and events in U.S. history.
**Performance Vocabulary:**

*Code Words for the Underground Railroad:*

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underground Railroad</td>
<td>A network of secret routes and safe houses used by slaves to escape to a free state or to Canada, which consisted of meeting points, secret routes, transportation, safe houses, and personal assistance provided by abolitionist sympathizers. Escaped slaves would move north along the route from one station to the next. &quot;Conductors&quot; on the railroad came from various backgrounds and included free-born blacks, white abolitionists, former slaves, and Native Americans.</td>
</tr>
<tr>
<td>Conductor</td>
<td>A person who was a guide who directly transported escaped slaves to freedom.</td>
</tr>
<tr>
<td>Passenger</td>
<td>An escaped slave traveling on the Underground Railroad.</td>
</tr>
<tr>
<td>Safe House / Station</td>
<td>The home of a trusted person, family or organization where escaped slaves got refuge and received protection. They were resting spots where the escaped slaves could sleep and eat. Stations were often located in barns, under church floors, or in hiding places in caves and hollowed-out riverbanks. Some of the safe houses on the Underground Railway were marked with the statue of an African-American man holding a lantern, called “the Lantern Holder.” Details of safe houses were kept secret for the safety of those hidden in them.</td>
</tr>
<tr>
<td>Station Master</td>
<td>The abolitionist who was the keeper or owner of a safe house.</td>
</tr>
<tr>
<td>Route</td>
<td>A specific path of stations where people stopped along the route to freedom.</td>
</tr>
<tr>
<td>Train</td>
<td>The secret movement of a group of escaped slaves heading to freedom.</td>
</tr>
<tr>
<td>Baggage, Parcels</td>
<td>Code words for escaped slaves.</td>
</tr>
<tr>
<td>Stockholder</td>
<td>People who donated money and goods to assist the freedom seekers.</td>
</tr>
<tr>
<td>Spirituals</td>
<td>Music that originated during the time of slavery to communicate emotions and ideas. Spirituals are characterized by their religious meaning and syncopated rhythm. The songs were expressions of freedom, and sometimes the words became a code for sending messages, especially about activities related to the Underground Railroad.</td>
</tr>
</tbody>
</table>

**Academic Vocabulary:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free state</td>
<td>A state in the U.S. in which slavery was illegal before the Civil War.</td>
</tr>
<tr>
<td>Slave state</td>
<td>A state in the U.S. in which slavery was legal before the Civil War.</td>
</tr>
<tr>
<td>Abolitionist</td>
<td>Anti-slavery activist who, before the Civil War, agitated for the immediate, unconditional, and total abolition of slavery in the United States.</td>
</tr>
<tr>
<td>Slave</td>
<td>A person who is legally owned by another person and is forced to work for that person without pay.</td>
</tr>
<tr>
<td>Plantation</td>
<td>A large piece of land in a hot part of the world where crops are grown and usually worked by resident laborers (slaves).</td>
</tr>
<tr>
<td>Freedom</td>
<td>Not under the control or in the power of another; able to act or do what one wishes.</td>
</tr>
<tr>
<td>Emancipation</td>
<td>The freeing of someone from slavery.</td>
</tr>
</tbody>
</table>

**CLASSROOM CONNECTIONS:**

*Before the performance:*

- Create a “K-W-L” Chart and complete the first two columns:

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you already Know about Harriet Tubman and the Underground Railroad?</td>
<td>What do you Want to learn about Harriet Tubman and the Underground Railroad</td>
<td></td>
</tr>
</tbody>
</table>
After the performance:

- Use information from the performance to create a song, dance, drama, or piece of artwork about Harriet Tubman and the Underground Railroad.

- Fill in the last column of the “K-W-L” Chart:

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you already Know about Harriet Tubman and the Underground Railroad?</td>
<td>What do you Want to learn about Harriet Tubman and the Underground Railroad</td>
<td>What have you Learned about Harriet Tubman and the Underground Railroad?</td>
</tr>
</tbody>
</table>

Select Grade Appropriate Items from the Menu of Activities:

**Language Arts:**

- Make stick puppets of Harriet Tubman and her followers. Create a script to act out a puppet show of their journey on the Underground Railroad.

- Slaves who escaped from the plantations traveled at night, about 10–20 miles to each station, where they stopped during the day and rested. The stations were often located in barns, under church floors, or in hiding places in caves and hollowed-out riverbanks. While the fugitives rested at one station, a message was sent to the next station to let the station master know the runaways were on their way. Write a story about the journey, the feelings and the fears of a slave from 1860 who escaped from slavery on the plantation by using the secret hiding places and brave people along the “Underground Railroad” to reach freedom.

- In small groups, create a Harriet Tubman Reader’s Theater and act it out in your classroom.

- President Barack Obama said, “Harriet Tubman is an American hero. She was born enslaved, liberated herself, and returned to the area of her birth many times to lead family, friends, and other enslaved African Americans north to freedom.” Rather than remaining in the safety of the North, Tubman made it her mission to rescue her family and others living in slavery. Write a poem about the significant events in Tubman’s life, how she was a hero, and the traits that made her a hero.

- Railway metaphors were used during the Underground Railroad era. Harriet Tubman said, “I never ran a train off the track and I never lost a passenger.” Create your own Harriet Tubman and Underground Railroad metaphors and similes.

- Make a history storyboard with creative lift tabs. Draw pictures on the lift tabs for places where escaped slaves hid: under the floors, in the barn, under the bed, hidden in leaves, behind the wall, etc. Beneath each lift tab, write a story line for each picture.
• When Harriet Tubman escaped from slavery, she used the Underground Railroad to travel nearly 90 miles on foot to Philadelphia. She crossed into Pennsylvania, into freedom, with a feeling of relief and awe, and recalled the experience years later. She said, "When I found I had crossed that line, I looked at my hands to see if I was the same person. There was such a glory over everything; the sun came like gold through the trees, and over the fields, and I felt like I was in Heaven." Write a journal entry expressing your reaction to Harriet Tubman’s feelings when she realized she was free.

• Work in small groups to compile an Underground Railroad Scrapbook. Some items to include are:
  ✓ Biographies of key figures related to the Underground Railroad.
  ✓ Illustrations of events, places or people involved with the Underground Railroad.
  ✓ Letters or diary entries created by students using information about the Underground Railroad.
  ✓ Newspaper articles written by students describing events of the slavery debate.
  ✓ Handwritten copies of song lyrics or poetry from the period.

• Work with a partner to create a graphic organizer, poster, pamphlet, newspaper article or web page to illustrate the ideas of the abolitionists during the 1860’s. Share your project with the class.

Math:

• While the number is often debated, some believe that as many as 100,000 slaves escaped on the Underground Railroad between 1800 and 1865. This is a tiny percentage of the slaves living in the South during this period. In 1860, there were nearly four million slaves in the South. Additionally, the majority of slaves who attempted to escape were caught and returned to their owners. Use these number facts to create word problems. Exchange your problems with a classmate and solve each other’s problems.

• Work in a small group to map a route and calculate distance. Map out a route to free territory from a slave state. Give a starting point and a final destination that you could walk to get to the free territory.
  ✓ Draw out your route on your map.
  ✓ Calculate the distance for each route, using the distance key on the map. (Measure distance with yarn and then use the mileage key to add up the total miles of the route.
  ✓ Estimate how long the trip would take. (Time how long it would take to walk a mile. Multiply that time with the total miles of the route to get total hours. Also add in minutes and hours you would sleep or rest. Total all hours for the journey and find the number of days.
  ✓ Explain why you chose this route. What barriers were in the way? Was the terrain too rough? Would you use roads? Is there too much traffic to risk being caught on this route?
Social Studies:

- Role-play a meeting of Harriet Tubman with a group of slaves that she was preparing for escape.

- Create a timeline of Harriet Tubman’s life, journeys and adventures. Display the timeline on a poster or on the SmartBoard. Begin with Harriet Tubman’s birth (1920) and end with her death (1913). Include at least 10 historical events about Ms. Tubman.

- Create a PowerPoint presentation with pictures, maps and graphics for each slide. Include slides on:
  - Harriet Tubman’s earlier life on the plantation.
  - Her escape to freedom.
  - Definitions: The Underground Railroad, Conductor, the North Star, Safe House, etc.
  - A map of the Underground Railroad.
  - Harriet’s role as “Moses” in the Underground Railroad.
  - Harriet’s role in recruiting men for John Brown’s raid on Harpers Ferry.
  - Her role as a spy for the North during the Civil War.
  - Harriet’s role in the struggle for women’s suffrage – getting the right to vote for women.
  - Harriet’s later years.

- Follow the path of Harriet Tubman. Draw a map of Harriet Tubman’s route to freedom and display it in your classroom. Map some additional routes that slaves from other states might have used.

- Create a family tree for Harriet Tubman. Use this family history information to fill in the family tree for Harriet Tubman’s family.
  - Descendants of the Asanti people of the West African Gold Coast
  - Mother: Harriet Green (b.1785-d.1880)
  - Father: Benjamin Ross (b.1785-d.1871)
  - Sister: Linah (b.1808)
  - Sister: Mariah Ritty (b.1811)
  - Sister: Soph (b.1813)
  - Brother: Robert (b.1815-d.1887)
  - Araminta Ross (b.1822-d.1913) (used the name Harriet Tubman) – Dorchester County, Maryland
  - Brother: Benjamin (b.1824-d.1863)
  - Sister: Rachel (b.1826-d.1859)
  - Brother: Henry (b.1829/1830-d.1912)
  - Brother: Moses (b.1832)
  - 1st Husband: John Tubman (1844) (died)
  - 2nd Husband: Nelson Davis (1869)
  - Adopted Daughter: Gertie Davis
  - Create your own family tree or the family tree of the oldest person you know.

- Work in small groups to create a WebQuest about Harriet Tubman. Exchange your project with another group and explore each other’s information.

- Work as a class to design and create an interactive Harriet Tubman bulletin board in your classroom.
• Make a map of the United States in 1860 that shows free states and slave states. Discuss the implications.

• Google the 13th, 14th, and 15th amendments. Use index cards to create a Flashcard Flipbook on the 13th, 14th, and 15th Amendments.
  ✓ Write the Amendment on the front side of the card and what it is.
  ✓ On the back side of the card, explain how the Amendment impacted the expansion of human rights for African Americans.
  ✓ Draw a picture to go along with it.
  ✓ With a partner, create a Venn Diagram to compare and contrast the 13th, 14th, 15th Amendments. Share with the class.

• Create a graphic organizer to analyze the following laws and their impact on free states and slave states. Discuss in small groups.

<table>
<thead>
<tr>
<th>Law</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three-Fifths Compromise 1787</td>
<td>Three-Fifths Compromise refers to a constitutional convention concluded in Philadelphia that allowed the government to count slaves as partial people, settling the dispute over counting slaves. Under this compromise, slaves were counted as three-fifths of a human being for the purpose of taxation and representation in Congress. The compromise provided a solution to the deadlocked situation in the constitutional convention, by providing a mathematical formula which was a convenient way of stating that slaves should not be counted as persons.</td>
</tr>
<tr>
<td>Fugitive Slave Law of 1793</td>
<td>Officials from slave-holding states were responsible for the recovery of runaway slaves, but citizens and governments of many free states ignored the law, and the Underground Railroad thrived.</td>
</tr>
<tr>
<td>Missouri Compromise 1820</td>
<td>In an effort to balance the number of slave and free states, the Missouri Compromise was passed in 1820, admitting Missouri as a slave state and Maine as a free state.</td>
</tr>
<tr>
<td>Compromise of 1850</td>
<td>This law stipulated a more stringent Fugitive Slave Law. The compromise addressed regional problems by compelling officials of free states to assist slave catchers, granting them immunity to operate in free states. Because the law required little documentation to claim a person was a fugitive, slave catchers also kidnapped free blacks, especially children, and sold them into slavery.</td>
</tr>
<tr>
<td>Fugitive-Slave Law of 1850</td>
<td>A law which heavily punished someone who helped escaped slaves and forced law enforcement officials, even in states that had outlawed slavery, to assist in their capture.</td>
</tr>
<tr>
<td>Kansas-Nebraska Act 1854</td>
<td>This law allowed white male settlers in the territories of Kansas and Nebraska to decide for themselves by vote whether or not to allow slavery within their borders. The act served to repeal the Missouri Compromise of 1820 which prohibited slavery north of latitude 36°30’.</td>
</tr>
<tr>
<td>Dred Scott v. Sanford, 60 U.S.393 1857</td>
<td>A landmark decision by the U.S. Supreme Court in which the Court held that African Americans, whether enslaved or free, could not be American citizens and therefore had no standing to sue in federal court, and that the federal government had no power to regulate slavery in the federal territories acquired after the creation of the United States.</td>
</tr>
</tbody>
</table>

Science:

• Harriet Tubman had to travel by night when she escaped from slavery, guided by the North Star, Polaris. She also rescued other slaves at night on the Underground Railroad, following the North Star. With an adult family member, observe the sky over the course of several nights to notice what is visible. Create your own night sky constellation and write a myth to explain its significance.
• In 2010 the asteroid (241528) Tubman was named after Harriet Tubman. Google the term “asteroid” and create a poster about the Tubman asteroid. Share with the class.

• Create a chart to determine the nutritional value of the basic meals that Harriet Tubman ate: cornmeal, wild animals, and fish.

Resources:

Related Websites:
http://www.harriettubman.com/
http://teacher.scholastic.com/activities/bhistory/underground_railroad/myths.htm
http://en.wikipedia.org/wiki/Category:Churches_on_the_Underground_Railroad
http://www.biography.com/people/harriet-tubman-9511430
http://www.pbs.org/wgbh/aia/part4/4p1535.html
https://prezi.com/nrirkwc6rcmg/harriet-tubman-plan/
http://www.history.com/topics/black-history/harriet-tubman
http://www.math.buffalo.edu/~sww/0history/hwny-tubman.html
http://education.nationalgeographic.com/education/underground-railroad-interactive/?ar_a=1
http://www.nyhistory.com/harriettubman/home.htm
http://www.civilwar.org/education/history/biographies/harriet-tubman.html
http://visitdorchester.org/harriet-tubman-museum-educational-center/
http://www.americaslibrary.gov/aa/tubman/aa_tubman_subj.html
http://kids.nationalgeographic.com/content/kids/en_US/explore/history/harriet-tubman/
http://www.ducksters.com/biography/women_leaders/harriet_tubman.php
https://www.google.com/search?q=harriet+tubman&sa=N&espv=2&biw=1601&bih=1014&tbm=isch&bo=u&source=univ&ei=Z4nKVK21MpbisASkuYLIBw&ved=0CBwQsAQ4Cg&dpr=0.9
https://artsedge.kennedy-center.org/educators/lessons/grade-3-
http://www.harriettubmaninstructionalunit.com/videos.html
http://www.ushistory.org/us/30d.asp
http://mrkash.com/activities/compromise.html
http://history1800s.about.com/od/abolitionmovement/p/Harriet-Tubman-biography.htm
http://www.harriettubmanbiography.com/harriet-tubman-biography.html

Related SmartBoard and Interactive Activities
http://teacher.scholastic.com/activities/bhistory/underground_railroad/
brainpopjr.com/socialstudies/biographies/harriettubman/preview.weml
http://exchange.smarttech.com/details.html?id=d279d389-7b6d-418f-ab91-8b9494a30312
http://www.brainpop.com/educators/community/bp-jr-topic/harriet-tubman/

ABOUT THE ARTIST:
Hope Shiver, soprano and storyteller, has credits as a soloist with the Houston Symphony Orchestra, Houston Grand Opera, and the St. Louis Symphony, as well as acting credits on stage and screen. Ms. Shiver has a Master of Music degree in vocal performance from the University of Oregon. Her singing talents have taken her all over the world ---Japan, Italy, France, Greenland, Egypt, Sweden, Spain, performing for world leaders and appreciative audiences in international tours of Showboat and Porgy and Bess. An award winning playwright and playwright-in-residence with Young Audiences of Houston, Ms. Shiver has written, produced and directed numerous plays for school, college and family audiences.

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