

A Wrinkle in Time Novel Study

Interdisciplinary Unit Title: *A Galactic Journey*

Developed by: Kanelia Cannon

Grade Level: 8th

School: A.L. Corbett Middle School

Student Objectives:

The Learner Will Be Able To:

- respond to a literary text using a reader response journal.
- make predictions based on the text.
- Identify and analyze internal and conflict within a literary text.
- analyze the relationship among characters and plot.
- summarize a literary text to insure comprehension.
- create a visual response to a literary text.
- create connections between a literary text and self, another text, and/or the world.
- establish connections across content areas.
- carry out research to enhance reading.

Standards Correlations for two (2) or more content areas: Science, Social Studies, and Math

Duration:

2-3 Weeks

Materials:

A Wrinkle in Time Novel

Journals

Computers with Word Processor and Internet Connection

White Copy Paper

Construction Paper

Voice Recorder(s)

xProcedure:

1. Madeleine L'Engle

- a. Read aloud the Madeleine L'Engle's interview with Square Fish and her Newberry Medal acceptance speech. Be sure to model your thinking about what kind of a person L'Engle seems to be in your mind.
- b. Have students create a characterization chart for L'Engle.

Prediction about Madeleine L'Engle's Character	Support from the Text

2. Chapter 1 "Mrs. Whatsit"

- a. Vocabulary: delinquent, vicious, luxurious, vulnerable, exclusive, prodigious, resentment, peculiar, vigor, liniment, agile, relinquish, moron
 - i. "How Well Do I Know These Words" – see appendix
- b. Conflict: Provide students with two large outlines of a boy (Charles Wallace) and a girl (Meg). As you read the novel, write the characters internal conflicts inside the outline of the body and the external conflicts on the outer side of the outline.
- c. Reader Response Journal (See appendix): Have students write in their RRJ at the end of each chapter. They will complete steps 1-3.

3. **Chapter 2 “Mrs. Who”**
 - a. Vocabulary: sarcastic, avid, bellow, belligerent, tractable, inadvertently, disillusion, compulsion, peremptory, assimilate
 - i. “Power Vocabulary” – see appendix
 - b. Discuss the powerful relationship between Meg and her little brother Charles Wallace.
 - c. Reader Response Journal
4. **Chapter 3 “Mrs. Which”**
 - a. Vocabulary: gamboled, suspicious, decipher, agony, conceive, loom, morass, plaintively
 - i. “I See What it Means” -Provide students with a sentence strip, index card, or ¼ piece of paper. You can either select a word or have students choose a word to draw a visual representation of onto their paper. Display the artwork throughout the classroom.
 - b. Reciprocal Teaching: In groups of four, students will take on one of the following roles: predicting, questioning, summarizing, and clarifying. Students will rotate roles over the next four chapters so that each student has a chance to complete each role.
 - c. Reader Response Journal
5. **Chapter 4 “The Black Thing”**
 - a. Vocabulary: authoritative, extinguish, verbalize, earnestly, patient, radiant, apprehension, exaltation, metamorphose, plateau, monoliths, inhabitants, vegetation, summit, tangible, dispersed
 - i. “Magic Square” – see appendix
 - b. Reciprocal Teaching
 - c. Reader Response Journal
6. **Chapter 5 “The Tesseract”**
 - a. Vocabulary: impractical, serene, dimension, evaporate, dissolution, indignant, substantial, deliberately
 - i. “How Well Do I Know These Words” – see appendix
 - b. Reciprocal Teaching
 - c. Reader Response Journal
7. **Chapter 6 “The Happy Medium”**
 - a. Vocabulary: embrace, tremendous, ambrosia, myopic, eon, precipitously, talisman, resilience, arrogance, simultaneous, consistent, probe, reassurance
 - i. “I See What it Means”
 - b. Reciprocal Teaching
 - c. Reader Response Journal
8. **Chapter 7 “The Man with Red Eyes”**
 - a. Vocabulary: threshold, procedure, process, requisition, bravado, perspective, impressionable, gallivanting, intense, dilated, primitive, menace, imitation
 - i. “Power Vocabulary” – see appendix
 - b. Visual Arts: Have students select a planet and illustrate what they believe it to look like based on the descriptions from the novel. They must include a quote from the text to support their design.
 - i. As a class, assemble a "galaxy" and compare it to the Milky Way and solar system that they've learned about in science.
 - c. Reader Response Journal
9. **Chapter 8 “The Transparent Column”**
 - a. Vocabulary: hysteria, infuriated, wrenched, determination, misconception, annihilate, ominous, sinister, monotonous, alternative, emanate
 - i. “How Well Do I Know These Words” – see appendix
 - b. Discussion: Have students make connections (Text-Text, Text-Self, and/or Text-World) about the power of communication.
 - c. Reader Response Journal
10. **Chapter 9 “IT”**
 - a. Vocabulary: transparent, snigger, placid, frantic, whimper, brusque, impenetrable, insolent, inexorable, omnipotent, disembodied, repellent, systole, diastole, miasma, cerebrum, cerebellum, salvation
 - i. “I See What it Means”
 - b. Research: Before reading, have students select one of the following topics and research it. They will present their findings to the class.
 - i. How does the heart work?
 - ii. Gettysburg Address
 - iii. Declaration of Independence
 - iv. Periodic Table

- v. Where did the square root originate?
- c. This chapter contains elements of science, math, and social studies. Have students discuss how each discipline is represented within this chapter and essentially how Meg's education helped save her.
- d. Have students illustrate the functions of the body that Meg describes on pages 175 and 177.
- e. Reader Response Journal

11. Chapter 10 "Absolute Zero"

- a. Vocabulary: brittle, atrophied, deliberate, inadequate, disintegration, imperceptible, fallible, indentations, hostile, loathe, revulsion
 - i. "Power Vocabulary" – see appendix
- b. Reflection: Have students reflect on the relationship they have with their parents.
- c. Reader Response Journal

12. Chapter 11 "Aunt Beast"

- a. Vocabulary: trepidation, comparative, spasm, counteract, bliss, agonizing, relinquish, abandon, indescribable, acquaintance, horrid, justify, temporal, reverberate
 - i. "Power Vocabulary" – see appendix
- b. Reader Response Journal

13. Chapter 12 "The Foolish and the Weak"

- a. Vocabulary: formidable, spatter, ministrations, courtesy, sonnet, privilege, illuminate, imperceptible, permeate, inexorable, reiterate, unadulterated, vestige
 - i. "How Well Do I Know These Words" – see appendix
- b. Reader Response Journal

Assessment:

Summative Assessment: Multiple Choice Test

Students will have the opportunity to choose their final project for the novel.

Name:

Date:

A Wrinkle in Time Test

A. Directions: Circle the best answer.

1. In what is Mr. Murry imprisoned?
 - (A) A tesseract
 - (B) A transparent column
 - (C) A disembodied brain
 - (D) A crystal ball

2. Which of the following is NOT one of Meg's greatest faults?
 - (A) Impatience
 - (B) Anger
 - (C) A need to understand everything
 - (D) Suspicion of her brother's unusual powers

3. What do the beasts on Ixchel use to communicate?
 - (A) Their soft facial indentations
 - (B) Their numerous tentacles
 - (C) Their layers of soft fur
 - (D) Their flapping wings

4. Calvin O'Keefe is popular in school as a(n)
 - (A) Scholar
 - (B) Musician
 - (C) Artist
 - (D) Athlete

5. Where was Mr. Murry trying to tesser to when he inadvertently landed on Camazotz?
 - (A) Earth
 - (B) Mars
 - (C) Ixchel
 - (D) Uriel

6. All of the following characters are associated with goodness and light EXCEPT:
 - (A) The Happy Medium
 - (B) Aunt Beast
 - (C) The Man with the Red Eyes
 - (D) Mrs. Which

7. What kind of food does The Man with the Red Eyes serve to the children?
- (A) Turkey
 - (B) Liverwurst and cream cheese sandwiches
 - (C) Russian caviar
 - (D) A thick homemade stew
8. Which of the following characters is most vulnerable to the danger of tessering through the Black Thing?
- (A) Charles Wallace
 - (B) Meg
 - (C) Mr. Murry
 - (D) Calvin O'Keefe
9. Mrs. Whatsit compares life to a
- (A) Sonnet
 - (B) Painting
 - (C) Musical score
 - (D) Ball game
10. *A Wrinkle in Time* is classified as belonging to all of the following genres EXCEPT:
- (A) Horror
 - (B) Science fiction
 - (C) Fantasy
 - (D) Young-adult fiction
11. What is Meg's strongest subject at school?
- (A) Chemistry
 - (B) Math
 - (C) History
 - (D) English
12. Which of the following is NOT used as a weapon against IT?
- (A) The Declaration of Independence
 - (B) Love
 - (C) The Periodic Table
 - (D) Nuclear power
13. Who is Fortinbras?
- (A) Mrs. Whatsit's imaginary friend
 - (B) The Murrays' pet dog
 - (C) A character in Shakespeare's *The Tempest*
 - (D) A jolly clairvoyant

14. The main problem of the book is to:
- (A) get Charles Wallace back
 - (B) get father back
 - (C) find the tramp
 - (D) tesser
15. The climax of the novel is:
- (A) when Peter returns
 - (B) when father is found
 - (C) when the tesser nearly killed Meg
 - (D) when they are back in time
16. Throughout the novel, the greatest danger that confronts them is:
- (A) to tesser incorrectly
 - (B) IT and Mrs. Which
 - (C) the Dark Thing
 - (D) Camazotz
17. As far as Meg is concerned, Mr. Murray's failure shows that:
- (A) fathers are not omnipotent
 - (B) fathers are unnecessary
 - (C) fathers create a lot of problems
 - (D) fathers are not worthy of love
18. The theme(s) of the book is:
- (A) love vs. evil
 - (B) individuality vs. conformity
 - (C) individual courage can make a difference
 - (D) all of these

B. Directions: Answer with one word on the blank provided.

1. Who saved Charles Wallace? _____
2. What weapon was used to save Charles? _____
3. What was Meg's greatest fault? _____
4. What actually were Mrs. Who, Whatsit, and Which? _____
5. What quality in Charles Wallace caused him to fall prey to IT? _____

C. Directions: For each of the characters below, match a quality that describes their action best by placing its number in the blank in front of the name.

- | | |
|---------------------|--|
| ___ Meg | 1. a fairly normal person and works at home |
| ___ Charles Wallace | 2. young and impatient |
| ___ Mr. Murray | 3. calm and objective, a scientist |
| ___ Mrs. Murray | 4. young, arrogant, and curious |
| ___ Calvin | 5. helpful and appreciative, unappreciated at home |
| | 6. argumentative, rude, and has red hair |
| | 7. Physicist, chemist, and occasional cook |

D. Directions: For each of the things listed, match the number of the descriptive phrase that best identifies them.

- | | |
|--------------------|--|
| ___ The Dark Thing | 1. tried to show the warmth of love |
| ___ The Medium | 2. tried to conquer the earth and the galaxy |
| ___ The Brain | 3. stars who had lost to the Dark Thing |
| ___ The "Ladies" | 4. tried to make all its subjects the same as he was |
| ___ The Beasts | 5. tried to give the children hope by showing them a happy future |
| | 6. tried to show the commercial benefits of tessering |
| | 7. stars that had gone super-nova and were now black holes |
| | 8. tried to take the middle road in life and use its brain the best it could |

The questions in the test were taken from:

SparkNotes Editors. "SparkNote on A Wrinkle in Time." SparkNotes.com. SparkNotes LLC. n.d.. Web. 1 Oct. 2010.

Rajala, K. "Wrinkle in Time" <http://cyberschool.sd42.ca/online/langarts/wrinkle/wrinkletest.html>

A Wrinkle in Time – Final Project

Directions: First, you will write a summary of the novel. The summary is worth 20 points. You can then choose the other activities you wish to complete. All of your activities must equal up to 100 points (including the summary). For example, summary (20) + 3 applications (30) + analysis (25) + synthesis (25) = 100 points.

Application

- Create a time-line of the major events in the story. (10 points)
 - Your writing must be visible from across the room.
 - The events included must be accurate with the story.
 - You may include visuals.
- Write a letter to the main character. (10 points)
 - Be sure to include an address, salutation, and closing.
 - You must write in Standard American English and in complete sentences.
- Create a poster that tells about the main events. (10 points)
 - The poster must be colorful, visible from the across the room, and accurate.
 - The poster must be free of convention (spelling & grammar) errors.

Analysis

- Compare the main character with yourself. (25 points)
 - You may **NOT** use a Venn diagram.
 - You must write in Standard American English and in complete sentences.
 - Refer to the Constructed Response Rubric.

Synthesis

- Add yourself to the original story and tell about your role. (25 points)
 - You must write in Standard American English and in complete sentences.
 - Refer to the Constructed Response Rubric
- Write a sequel to the book that reveals how the character matures. (25 points)
 - You must write in Standard American English and in complete sentences.
 - You must have at least 2 pages of handwritten text (1 page typed).
 - Refer to the Constructed Response Rubric.
- Create a rap that relates the main events and end with the theme of the book. (25 points)
 - You're rap must rhyme.
 - You should have at least four stanzas (of lyrics).
 - You can perform it in class or record it privately.

Evaluation

- Write a review for this book for you local newspaper. (40 points)
 - You must write in Standard American English and in complete sentences.
 - You must show support for your opinions.
 - Do not give away too much (especially the resolution).
 - Refer to the Constructed Response Rubric.
- Write a letter to the media specialist convincing her to buy or not buy this book. (40 points)
 - Be sure to include an address, salutation, and closing.
 - You must write in Standard American English and in complete sentences.
 - The letter must contain at least two paragraphs and support from the text.
 - Refer to the Constructed Response Rubric.

APPENDIX

How Well Do I Know These Words?

Title/Content: Chapter 1 “Mrs Whatsit”

Directions: Read the words at the bottom of the page. After you read each one, write each word in the column that best describes what you know about each one.

Don't know the word at all	Have seen or heard – don't know the meaning	I think I know it's meaning	I know a meaning

delinquent, vicious, luxurious, vulnerable, exclusive, prodigious, resentment, peculiar, vigor, liniment, agile, relinquish, moron

How Well Do I Know These Words?

Title/Content: Chapter 5 “The Tesseract”

Directions: Read the words at the bottom of the page. After you read each one, write each word in the column that best describes what you know about each one.

Don't know the word at all	Have seen or heard – don't know the meaning	I think I know it's meaning	I know a meaning

impractical, serene, dimension, evaporate, dissolution, indignant, substantial, deliberately

How Well Do I Know These Words?

Title/Content: Chapter 8 “The Transparent Column”

Directions: Read the words at the bottom of the page. After you read each one, write each word in the column that best describes what you know about each one.

Don't know the word at all	Have seen or heard – don't know the meaning	I think I know it's meaning	I know a meaning

hysteria, infuriated, wrenched, determination, misconception, annihilate, ominous, sinister, monotonous, alternative, emanate

How Well Do I Know These Words?

Title/Content: Chapter 12 “The Formidable and the Weak”

Directions: Read the words at the bottom of the page. After you read each one, write each word in the column that best describes what you know about each one.

Don't know the word at all	Have seen or heard – don't know the meaning	I think I know it's meaning	I know a meaning

formidable, spatter, ministration, courtesy, sonnet, privilege, illuminate, imperceptible, permeate, inexorable, reiterate, unadulterated, vestige

A Wrinkle in Time

Magic Square: Chapter 4

Directions: Write the number of the matching clue below the letter in the appropriate box, and then write the magic number in the answer space

A _____	B _____	C _____	D _____
E _____	F _____	G _____	H _____
I _____	J _____	K _____	L _____
M _____	N _____	O _____	P _____

Magic Number: _____

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. verbalize 2. authoritative 3. dispersed 4. summit 5. extinguish 6. plateau 7. patient 8. metamorphose 9. monoliths 10. inhabitants 11. earnestly 12. radiant 13. exaltation 14. tangible 15. vegetation 16. apprehension | <ol style="list-style-type: none"> A. to look forward to with dread; nervousness B. showing confidence in or the expectation of being obeyed C. to cause something to scatter in different directions D. the act of raising or holding something up E. to put out something that is burning or giving off light; to bring to an end F. undertaken or made in a spirit of deep sincerity and conviction, or with deep feeling G. a person or animal that lives in a particular place or area H. to change physical form; change appearance or character I. pillar of rock; something large and immovable J. able to endure waiting or delay without becoming annoyed or upset K. a raised area with level top L. showing happiness; shining; emitted as waves M. highest point; top-level diplomatic conference N. able to be touched O. plants in general P. express something in words |
|--|---|

A Wrinkle in Time

Magic Square Answer Key

Magic Number - 34

A 16	B 2	C 3	D 13
E 5	F 11	G 10	H 8
I 9	J 7	K 6	L 12
M 4	N 14	O 15	P 1

A Wrinkle in Time

Power Vocabulary: Chapter 2 “Mrs Who”

Directions: First, see how many definitions you can complete on your own. Next, with a partner, see how many definitions you know. Finally, check your answers.

1. **sarcastic** _____

2. **avid** _____

3. **bellow** _____

4. **belligerent** _____

5. **tractable** _____

6. **inadvertently** _____

7. **disillusion** _____

8. **compulsion** _____

9. **peremptory** _____

10. **assimilate** _____

How well did you do?

How many did you know on your own? _____

How many did you and your partner know working together? _____

A Wrinkle in Time

Power Vocabulary: Chapter 7 “The Man With Red Eyes”

Directions: First, see how many definitions you can complete on your own. Next, with a partner, see how many definitions you know. Finally, check your answers.

- 1. **threshold** _____

- 2. **procedure** _____

- 3. **process** _____

- 4. **requisition** _____

- 5. **bravado** _____

- 6. **prospective** _____

- 7. **impressionable** _____

- 8. **gallivanting** _____

- 9. **intense** _____

- 10. **dilated** _____

- 11. **primitive** _____

- 12. **menace** _____

- 13. **imitation** _____

How well did you do? How many did you know on your own? _____

How many did you and your partner know working together? _____

A Wrinkle in Time

Power Vocabulary: Chapter 10 "Absolute Zero"

Directions: First, see how many definitions you can complete on your own. Next, with a partner, see how many definitions you know. Finally, check your answers.

- 1. brittle _____

- 2. atrophied _____

- 3. deliberate _____

- 4. inadequate _____

- 5. disintegration _____

- 6. imperceptible _____

- 7. fallible _____

- 8. indentations _____

- 9. hostile _____

- 10. loathe _____

- 11. revulsion _____

How well did you do?

How many did you know on your own? _____

How many did you and your partner know working together? _____

A Wrinkle in Time

Power Vocabulary: Chapter 11 "Aunt Beast"

Directions: First, see how many definitions you can complete on your own. Next, with a partner, see how many definitions you know. Finally, check your answers.

- 1. trepidation _____

- 2. comparative _____

- 3. spasm _____

- 4. counteract _____

- 5. bliss _____

- 6. agonizing _____

- 7. relinquish _____

- 8. abandon _____

- 9. indescribable _____

- 10. acquaintance _____

- 11. horrid _____

- 12. justify _____

- 13. temporal _____

- 14. reverberate _____

How well did you do?

How many did you know on your own? _____

How many did you and your partner know working together? _____

Reader Response Journal

Directions and suggestions for writing in the journal.

1. Write a short summary of what has happened in the story you are reading.
2. Make a prediction for what will happen next.
3. Write about one of the story elements listed below. Use the questions to get started writing your own thoughts about your story. *Write for the entire session.*

Plot

- Describe what happens in this story and tell about the reasons why.
- Who is concerned about the events in the story? What do they do about it?
- Is there a big problem or conflict in this story?
- How are events in this story similar to events in other stories you have read?
- What are some things that have happened in the story which grabbed your interest?
- How is the author building suspense or anticipation for the next event?
- Are you enjoying this story? Why or why not?
- Have you ever experienced similar events in your life?

Character

- Who are the people in the story? Which of them has a problem?
- Who hurts if the problem isn't solved? Who is happy if the problem is solved?
- What does the main character look like? Tell about some minor characters.
- Describe personality traits of a character. What does the character say or do that reveals his or her personality?
- Is this character likeable? Why or why not? Is this someone you would be friends with? Why or why not.
- Would you make the same decisions or take the same actions the main character did if you were in the same situation? Why or why not?
- Have you ever known anyone like this character? Explain.

Setting

- Where and when does the story take place?
- Is it a happy place or a scary place or a dangerous place or a beautiful place or a mysterious place?
- What effect does the place and time have on how the story turns out?
- What is the general mood of this story? How does the author create this mood?
- Is the story location similar to where you live? How is it different?
- Would you like to live in the time and place of your story? Why or why not?

Theme

- What does the story mean to you?
- Does the author have a big idea or message to share?
- Is the theme of this book similar to themes in other stories you've read? Tell about them.
- What have you learned from reading this story?
- What does the story make you think about? How does it relate to your life and experiences? Does it help you understand anything about the world you live in?

Point of View

- Who's telling the story? Is it someone outside the story or someone inside the story?
- Why do you think the author chose this point of view?

A Wrinkle in Time

Reciprocal Teaching

Directions: Divide students into groups of four. Distribute either a note card or a paper identifying each member’s role: summarizer, clarifier, questioner, or predictor. You could also make the chart below a bookmark. Be sure that students alternate roles throughout the reading assignment.

<p>Predict: Based on what you’ve read and what you know, what do you think will happen next?</p> <p>What clues helped you to think about what will happen next?</p> <p>Is your prediction logical?</p>	<p>Clarify: Was there a word you weren’t sure about?</p> <p>What is it? What page is it on?</p> <p>What can we predict it means?</p> <p>How can we check it?</p> <p>Were there any ideas that were confusing to you or that you don’t understand?</p> <p>What strategies can we use to figure this out?</p>
<p>Question & Connect: Is there anything that you did not understand?</p> <p>Is there anything that did not make sense?</p> <p>What were you thinking about as you were reading?</p> <p>Has anything like this ever happened to you?</p> <p>Have you ever known anyone like this character?</p> <p>What are you curious about?</p>	<p>Summarize: What are the most important ideas or events?</p> <p>What does the author want you to remember or learn from this?</p> <p>What is the most important information in this passage?</p> <p>What was this passage mostly about? In your own words...</p>

A Wrinkle in Time

Constructed Response Rubric

Score Point	Descriptor
3	The 3 response fully accomplishes the task requirements. It <ul style="list-style-type: none">• includes a complete interpretation that goes beyond the text,• has clear logic or reasoning,• provides specific, relevant support from the text.
2	The 2 response adequately accomplishes the task requirements. It <ul style="list-style-type: none">• includes an adequate interpretation,• may have minor flaws in logic or reasoning,• provides general but relevant support from the text.
1	The 1 response minimally accomplishes the task requirements. It <ul style="list-style-type: none">• includes a minimal interpretation,• may have gaps in understanding or flaws in logic or reasoning,• may provide sparse or irrelevant support from the text.
0	The 0 response does not accomplish the task requirements. It <ul style="list-style-type: none">• may provide no support from the text,• may be limited to information copied directly from the text and presented as the student's own ideas,• may be incorrect or illogical.

Social Studies - *Follow the Drinking Gourd Study*

Interdisciplinary Unit Title: *A Galactic Journey*

Developed by: Sandra L. Watts

Grade Level: 8th

School: A.L. Corbett Middle School

Student Objectives:

The Learner Will Be Able To:

- establish connections across content areas.
- carry out research to enhance reading.
- The students will learn about Harriet Tubman and Peg Leg Joe and how they led the slaves to freedom by reading a picture book
- Identify Harriet Tubman and how she formed the *Underground Railroad* that led the slaves to freedom in the North.
- Identify Peg Leg Joe and how he led the slaves along the Underground Railroad using secret words that led them to freedom
- Identify how the Drinking Gourd/North Star helped the slaves along the Underground Railroad
- view a map of Underground Railroad routes, and explain how physical geography might have posed difficulties for slaves trying to escape;
- use the Web to research the difficulties that escaping slaves faced and the things that helped slaves make it to freedom, and take notes on what they find;
- discuss what they have found in their research
- design quilts showing the dangers that slaves faced and the things that helped them make it to freedom.

Standards Correlations for two (2) or more content areas: Science, Social Studies, and English

Duration:

6 days

Materials:

Follow the Drinking Gourd book by
9X12 sheets of black construction paper
white color crayon
glue or glue stick
star stickers
pen
Copy Paper

Per pair of students:

- Atlas with a physical map of the U.S.

Per student:

- Pencil and paper
- Data sheets

For the instructor:

- A copy of the book
Follow the Drinking Gourd. Winter, Jeanette. Knopf, 1992. ISBN 0679819975.
- A copy of the video: *Follow the Drinking Gourd*
- Computer with Internet access
- Drawing materials

Procedure:

Day # 1:

1. Ask students what heroes are and who their heroes are.
2. Ask students to name some famous women heroes.
3. Introduce Harriet Tubman, the famous conductor of the Underground Railroad, and a one-legged sailor named Peg Leg Joe who taught the slaves to "*Follow the Drinking Gourd*" which led them to freedom in the north.
4. Read book, *Follow the Drinking Gourd* by Jeanette Winter.
5. Post-Reading Input:
6. Create art project
 - a. Fold sheet of construction paper
 - b. On the cover, the students will create a title
 - c. Open it up, on the top half, the students will print out the refrain from the song, "Follow the Drinking Gourd" (words will be on the board)
 - d. On the bottom half, using 7 sticker stars, the students will create their own drinking gourd and connect each star using a white crayon
 - e. If finished early, have students add more details using crayons

Day 2:

1. Ask students to listen carefully to the story "Follow the Drinking Gourd."
2. On **Data Sheet #1**, students should write their interpretation of the first part of the song, "When the sun goes back and the first quail calls/Follow the drinking gourd/The old man is waitin' for to carry you to freedom/Follow the drinking gourd."
3. Read the book *Follow the Drinking Gourd* to your students. **PAUSE** reading the book when you get to this part of the song and discuss student ideas.
4. Ask them how was it possible for the slaves to know what was an acceptable escape route even having knowledge of the location of the North Star.
5. Continue reading from the text until you come to the second part of the song, "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."
6. **PAUSE** the reading of the story in order to give the students time to record their interpretations.
7. Continue to read the story until you get to the third part of the song.
8. Ask the students what they think Peg Leg Joe means when he teaches the slave the third part of the song, "The river ends between two hills/Follow the drinking gourd/There's another tree on the other side/Follow the drinking gourd."
9. **STOP** reading the story when you reach the third part of the song and discuss student answers.

10. Read on until the last part of the song
11. Ask the students to name the great big river and the little river that the slaves followed north to freedom. "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." Discuss students' answers.
12. Ask students to consider the following questions relating to the flight and plight of the slaves. Students should record their answers on **Data Sheet #2** and be prepared to defend their answers.

Day: #3:

1. Tell students to this point in the lesson, they have learned some geographic information that could have provided obstacles to the fleeing slaves.
2. Ask students what these obstacles could have been.
3. Tell students that they are going to log on to **The Underground Railroad Site- Underground Railroad Routes 1860** at <http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/Map.htm>
4. Ask students to compare their escape routes with the historical version found at the Web site.
5. Insert the video *Look Up #5: Looking Up at the Stars* into VCR.
6. Ask them what the ancestral Africans were able to see in the night sky that allowed them to link the constellations to aspects of their daily life. What are constellations?
7. **PLAY** the video from the segment that begins by showing the word "Constellations" on the screen. **STOP** the video when the stars that make up the Big Dipper appear on the screen.
8. To **CHECK** understanding, students will create an anchor chart on anything new they have learned about constellations from the segment of video.

Day #4:

1. Insert *Starfinder #20: The Constellations* into your VCR.
2. Ask them to listen carefully to the upcoming video segment and find answers to the following questions. How did the slaves know which way pointed North? How can one find the North Star in the night sky? Is there another name under which the North Star can be found?
3. **START** the video as the woman presenter with the night sky in the background states, "In the 1800s, before the Civil War, African-American slaves escaped to freedom under the cover of night... today on Science Links."
4. **PAUSE** the video when the narrator states, "The Big Dipper revolves so closely around the North Star it never goes below our horizon." A picture of the Big Dipper revolving around Earth's North Pole appears on the screen.
5. Ask them to identify how peoples of the world utilized the constellations and to record their answers on **Data Sheet #5**.
6. **PLAY** video from the previous pause point. **STOP** the video when the woman narrator states, "As autumn approached, the hunters killed the bear and its blood dripped to Earth onto the leaves of the trees turning them red." An autumn scene appears on the screen.
7. **CHECK** for student comprehension.
8. For those finishing early they may complete **Data Sheet #4** for an extra grade.

Day #5:

1. Have students make charts with two columns. The first column should be labeled "Dangers They Faced" and the second column should be labeled "Things That Helped Them Out."

2. Have students go to the following Web sites to find information on the dangers the escaping slaves faced along the Underground Railroad.
 - a. <http://www.nationalgeographic.com/railroad/index.html>
 - b. <http://quest.arc.nasa.gov/lrc/special/mlk/gourd2.html>
 - c. <http://www.beavton.k12.or.us/greenway/leahy/ugrr/index.htm>
3. Ask the students to look for evidence of the things that helped the slaves, including quilts, songs, friendly anti-slavery people, and plain old good luck.
4. Ask students to take notes in the appropriate columns in their charts.
5. Discuss the students' charts as a class

Day: # 6:

1. Ask students to imagine that they have successfully escaped from slavery and have completed their journey along the Underground Railroad. From their new, safe homes in Canada, they have decided to make a quilt telling other people about the dangers they faced and the people and things that helped them out.
2. Students will design quilts that contain at least six squares. Students can design the squares on pieces of felt. All quilts will be put together to make one quilt to display.
3. Students should look at the website: (for examples/ideas)
<http://www.beavton.k12.or.us/greenway/leahy/ugrr/index.htm>

Assessment:

- Anchor chart
- Data Sheets #1 – 5
- Chart on Dangers They Faced and Things That Helped Them Out with notes taken from websites.
- Final Project: Quilt

Rubric for Final Project: Freedom Quilt

Making A Poster : Freedom Quilt

Teacher Name: **S. Watts**

Student Name: _____

CATEGORY	4	3	2	1
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Graphics - Originality	Several of the graphics used on the quilt reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the quilt reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics relate to the topic.	Graphics do not relate to the topic
Required Elements	The poster includes all required elements.	All but 1 of the required elements are included on the quilt.	Several required elements were missing.	
Attractiveness	The quilt is exceptionally attractive in terms of design, layout, and neatness.	The quilt is attractive in terms of design, layout and neatness.	The quilt is acceptably attractive though it may be a bit messy.	The quilt is distractingly messy or very poorly designed. It is not attractive.

APPENDIX

DATA SHEET #1

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.

2002-03 MASTER TEACHER AINSLEY ADAMS

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.

DATA SHEET #2

1. What would be the advantages or disadvantages for slaves traveling at night?

2. Where would slaves take refuge during the daylight hours?

3. Consider the advantages or disadvantages of weather and geographical conditions have on the rate slave could travel from one region to another? Consider the possibility that some slaves may be traveling with family.

4. What would slaves possibly eat on the escape routes?

2002-03 MASTER TEACHER AINSLEY ADAMS

DATA SHEET #3

STARFINDER: THE CONSTELLATIONS



2002-03 MASTER TEACHER AINSLEY ADAMS

DATA SHEET #4

1. How did the slaves know which way pointed North?

2. Who were the first people to navigate by the North Star and the Big Dipper?

3. How can one find the North Star in the Night Sky?

4. Is there any other name under which the North Star can be found?

2002-03 MASTER TEACHER AINSLEY ADAMS

DATA SHEET #5

1. The English saw the Big Dipper as a _____

2. Medieval peoples of Europe saw the Big Dipper as _____

3. For the Chinese, it was _____

4. The Hindus of India saw the Big Dipper as _____

5. The Iroquois and Nic-Nac Indians of North America saw the Big Dipper as _____

