The Underground Railroad:

Language and Media Connections

Objective

Learning Goal/Objective: Students will integrate information from multiple formats (text, video, images), and then compare, contrast, and evaluate how they work together to enhance meaning and understanding of a topic.

Assessment

Completed graphic organizer and extended response

Step-by-Step Procedures

1. Students will fold a piece of paper into quarters (fold in half, and then in half again).
2. Open folded paper to reveal 4 sections (students may want to draw lines to see sections more clearly).
   -In the first square (upper left), write "Text Advantages".
   -In the second square (upper right), write "Text Disadvantages".
   -In the third square (lower left), write "Image/Video Advantages".
   -In the fourth square (lower right), write "Image/Video Disadvantages".
3. Students read the article, "Underground Railroad", watch videos, and view images on Britannica School and jot their ideas of advantages and disadvantages of each format.
4. Students use ImageQuest to view images relating to the Underground Railroad topic. Possible search terms might include: underground railroad, Harriet Tubman, abolitionist, fugitive slave, etc.. Students then jot additional notes on advantages and disadvantages of images.
5. Once all four squares are filled with notes, students answer the following extended response question, using their notes as a guide.
   "How do text and images work together to enhance your understanding of the Underground Railroad or other topics? Use examples from your research as evidence."

Subject(s)

Language Arts, History, Social Studies

Grade Levels

7th - 8th

Duration

30 - 60 minutes (2 days)

Content

[**Underground Railroad - Article**](#)

For more than four decades before the American Civil War, there existed an organized system in the Northern states established to help escaped slaves reach places of safety…

[**Abolitionist Movement - Video**](#)

Before the American Civil War, U.S. abolitionists and former slaves helped slaves in the South escape to the North via an organized system known as the Underground Railroad.

[**Underground Railroad - Image**](#)

Escaping slaves arrive at a "station" on the Underground Railroad, in a famous oil painting by Charles T. Webber completed for the 1893 world's fair. The painting shows three abolitionists who...

[**Tubman, Harriet: Tubman with escaped slaves - Image**](#)

Harriet Tubman (far left) standing with a group of slaves whose escape she assisted.

[**Underground Railroad - Video**](#)

Participants in the Underground Railroad used a secret code that was based on the vocabulary of railroading.

[**1850, Compromise of: location – Map Image**](#)

Maps show the compromises over the extension of slavery into the territories: the areas affected by the Missouri Compromise (top), the Compromise of 1850 (center), and the Kansas-Nebraska Act...

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Materials

- Britannica School (school.eb.com)
- ImageQuest (quest.eb.com)
- Comptuer with internet access
- Graphic Organizer: The Underground Railroad: Language and Media Connections

Additional Information

- Questions:

  "How do text and images work together to enhance your understanding of the Underground Railroad or other topics? Use examples from your research as evidence."

- Curriculum Standards:

  CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

  CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium aÃ Â s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

  CCSS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

- Teacher Tips:

  -The learning goals/objectives for this activity incorporate skills from the Common Core, Reading Informational Text, Standard 7, for grades 6 - 8.

  -Sixth and seventh grade students may need additional support from the teacher (or other adult) to meet the higher-level expectations from the 8th grade standard.

- Differentiation/Modifications:

  Differentiation/Modifications:

  -As needed, students can read the Level 1, 2, or 3 article.

  -Use built-in reading tools within Britannica School articles:

  -Read-aloud

  -quick-click dictionary

  -Enlarged font

  -Translation tools

  -Students may use other reading strategies (SQ3R, Concept Mapping, or other graphic organizers)