

The Underground Railroad:

Figurative Language Connections

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Objective

Learning Goal/Objective: Students will identify figurative language and its effect on text

Assessment

Completed figurative language graphic organizer and extended response essay

Step-by-Step Procedures

1. Give students the graphic organizer "The Underground Railroad: Figurative Language Connection".

If making the graphic organizer on your own, the chart includes 3 columns and 6 rows, with an extended response question at the end.

COLUMNS INCLUDE:

Railroad Terminology

Original Meaning

Underground Railroad Meaning

ROWS INCLUDE:

Freight

Conductor

Station

Lines

Station Master

EXTENDED RESPONSE ESSAY QUESTION: How do you think figurative language benefited escaping slaves and those helping them?

2. While reading the article on the Underground Railroad and watching the video, students complete the graphic organizer, identifying the original meanings and Underground Railroad meanings of railroad terminology, recognizing the difference of figurative and literal language.
3. Students use ImageQuest to find images representing the Underground Railroad, as well as images of literal underground railroads (subways).
Key-word search ideas:
Underground Railroad, fugitive slave, Harriet Tubman, etc.
4. Students use the information they gained from reading the article, watching the video, and viewing relevant images to answer the extended response question.

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...

[Underground Railroad: Video](#)

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

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Materials

- Britannica School (school.eb.com)
- ImageQuest (quest.eb.com)
- Computer with internet access
- Graphic Organizer: The Underground Railroad: Figurative Language Connection
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Additional Information

- Curriculum Standards:
CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-Literacy.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word

choice on meaning and tone.

CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

<http://www.corestandards.org/ELA-Literacy>

- Teacher Tips:
The focus of this activity is on figurative language, which is part of the 6th grade, Common Core, Reading Informational Text, Standard 4. This activity can be MODIFIED to fit the learning objectives in 7th and 8th grade by adding additional questions or discussion topics based on the learning goals found in the grade-specific standards.
- 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)