



BREAKING THE CHAINS



Harriet Tubman

ESSEX COUNTY

Grade/ Subject /Strand:

Grade 3 Social Studies – Early Settlements in Upper Canada; Grade 7 History – British North America; Grade 8 Geography - Patterns in Human Geography

Curriculum Developer:

Natasha Henry, Education Specialist, Harriet Tubman Institute, York University

Website:

Breaking the Chains: Presenting a New Narrative of Canada's Role in the Underground Railroad

www.yorku.ca/tubman/breakingthechains

The Website

Breaking the Chains: Presenting a New Narrative of Canada's Role in the Underground Railroad is a groundbreaking new web-based educational project. Its purpose is to develop and share new research about Canada and the brave people who came here in search of freedom in the years before the American Civil War. There is a particular focus on freedom seekers who settled in the Niagara River and Detroit River borderlands; the Queen's Bush, a vast unorganized territory encompassing much of modern Wellington County; and the Greater Toronto Area.

Instructional Objectives

- Examine the life of Harriet Tubman while she lived in St. Catharines, Canada West (Ontario) between 1851 and 1858.
- Learn about the African Canadian community in early St. Catharines.





- Gain knowledge about the figurative language of the Underground Railroad.
- Read and analyze census returns from the 1850s to gain insight into the composition of the African Canadian population in the St. Catharines area.
- Learn how to make a family tree.

The Activities

Description

Students will read a narrative of Harriet Tubman and view the related augmented reality segments. Students will examine the use of metaphors relating to the history of Harriet Tubman and the Underground Railroad (UGRR). They will then analyze and interpret historical statistical data, complete a worksheet, and discuss their conclusions in class. Students will create a family tree for Harriet Tubman.

Getting Organized

PRIOR KNOWLEDGE REQUIRED:

- Familiarity with the definitions of metaphors and similes
- An understanding of the basic concept of the Underground Railroad
- Some knowledge of the purpose of censuses.
- Some awareness of the idea of family history.

ADVANCE PREPARATION:

- Print out and photocopy the student assignment and activity sheets as needed.
- Teachers should review all materials prior to teaching the lesson.
- Book computer time for the class.

REQUIRED TIME:

Approximately 4 to 6 class periods

First Class:

1. Read the Harriet Tubman narrative.
2. Have students view the related augmented reality segments and take notes of their content. This will be used for the assignments.





BREAKING THE CHAINS

Second Class:

1. Review Harriet Tubman's biography and the concept of the UGRR.
2. Have students complete the worksheet, ***Harriet Tubman and Underground Railroad Similes and Metaphors***.

Third Class:

1. Read as a class the descriptions of the St. Catharines' early Black community (see the list under "Instructional Materials"). Tell students that they will be looking at actual data that supports some of the observations they have just read.
2. Review the column headings of the 1861 census.
3. Have students complete the St. Catharines census activity sheet (The class can be divided into five groups, with each group analyzing a page of the census package. Alternatively, each group can receive the 5-page package to analyze).

Fourth Class:

1. Ask students if they know anyone who has been keeping track of their own family's genealogy. Use the Historical Background to discuss what genealogy is and what a family tree is.
2. Ask them why people are interested in tracing their family's ancestry.
3. Provide students with a copy of the Information Sheet and the Family Tree Template and ask them to make the family tree for Harriet Tubman's family.

PLANNING NOTES:

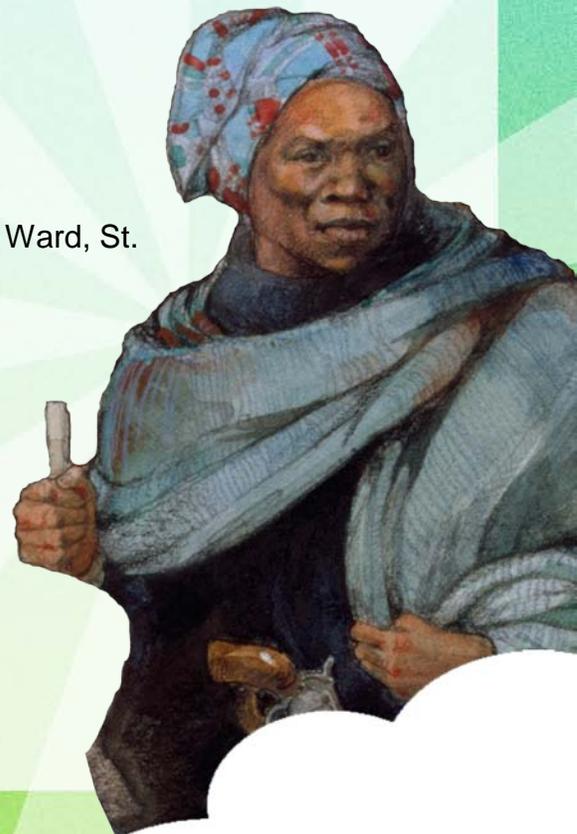
- Locate and bookmark suggested online materials and other useful websites provided in the Supplementary Materials section.

MATERIALS REQUIRED FOR TEACHER:

1. Harriet Tubman Narrative
2. Student worksheets
3. Primary sources – 1858 Tax Assessment for St. Paul's Ward, St. Catharines; 1861 census
4. Secondary sources – newspaper articles, abolitionist accounts

ACCOMMODATIONS/MODIFICATIONS:

- Readings can be done out loud as a class or in small groups.
- The census activity can be completed as a class using an overhead.
- Pair students to complete tasks if needed.





BREAKING THE CHAINS

Supplementary Materials:

BOOKS

Borrow an assortment of books about Harriet Tubman from the school or public library.

WEBSITES

The Underground Railroad, National Geographic.
<http://www.nationalgeographic.com/railroad/>

African Ancestored Genealogy
<http://www.afrigeneas.com/>

Ontario GenWeb
<http://www.geneofun.on.ca/ongenweb/>

Family Search
<https://familysearch.org/>

Ontario Genealogical Society
<http://www.ogs.on.ca/>

ASSESSMENT/EVALUATION DESCRIPTION:

1. Completion of worksheets
2. Active participation in group activities and class discussion

Teaching and Learning Strategies

Students will accomplish the instructional objectives by:

- Reading the Harriet Tubman narrative
- Viewing augmented reality vignettes
- Analyzing primary and secondary source documents
- Completing worksheets
- Discussing the metaphorical language of the Underground Railroad
- Working cooperatively to complete the student tasks
- Conducting online research





BREAKING THE CHAINS

EXTENDED ACTIVITIES: (IF ANY)

- Research John Brown's Harpers Ferry attack and write a report on its impact on the abolition movement.
- Create your own family tree or the family tree of the oldest person you know

ADDITIONAL ACTIVITIES: (IF ANY)

Instructional Resources:

- Harriet Tubman Institute "Breaking the Chains : Presenting a New Narrative for Canada's Role in the Underground Railroad" - Online Exhibit

Website address: www.yorku.ca/tubman/breakingthechains

- "The Colored People of Canada" by William Wells Brown in C. Peter Ripley et al., eds., *The Black Abolitionist Papers, Volume II: Canada 1830-1865*. (Chapel Hill and London, UK: University of North Carolina Press, 1986.): 464-466.
- *The Refugee: Narratives of Fugitive Slaves in Canada* by Benjamin Drew. (Toronto: Dundurn Press, 2008.): 41-42.
- "Relief of Fugitives in Canada." *Liberator*, October 25, 1861.
- "Relief of Fugitives in Canada. An Association." *Liberator*, December 20, 1861.
- "Escape From Slavery: the Underground Railroad" by Charles Blockson. *National Geographic*, Volume 166, No.1, July 1984:3-39.



Worksheets

Harriet Tubman and Underground Railroad Metaphors and Similes

Railway metaphors were used during the Underground Railroad era. A metaphor is an implied comparison of two unlike things (eg. The assignment was a breeze). A simile is a direct comparison of two unlike things using the words 'like' or 'as'.

A. Describe the meaning of the following Harriet Tubman metaphors. What or with whom is Harriet Tubman being compared? What characteristics are being applied to Harriet Tubman?

1. **THE 'MOSES OF HER PEOPLE':** _____

2. **"GENERAL TUBMAN":** _____

3. **"CAPTAIN TUBMAN":** _____

B. Describe the meaning of the following Underground Railroad metaphors.

PASSENGER: _____

CONDUCTOR, AGENT _____

STATIONS: _____

ROUTE: _____

PACKAGE, FREIGHT, CARGO: _____





STOCKHOLDER: _____

STATIONMASTER: _____

**HARRIET TUBMAN SAID, "I NEVER RAN A TRAIN OFF THE TRACK
AND I NEVER LOST A PASSENGER."**

**C. CREATE YOUR OWN HARRIET TUBMAN AND UNDERGROUND
RAILROAD METAPHORS AND SIMILES.**



Harriet Tubman and Underground Railroad Similes and Metaphors

ANSWER KEY:

A.

1. The 'Moses of her People': Moses was a man in the Bible who led the enslaved Jews of Egypt out of slavery to freedom in Canaan, the Promised Land. The Promised Land was a particular region promised by God to Abraham and his descendents, who were the Jews in Egypt. God sent Moses to ask Pharaoh Ramses to release the Jews from slavery and to lead them to Canaan, called the land of milk and honey, referring to fertile land of abundance.
2. General Tubman: A military reference to a high ranking leader in the war against slavery.

B.

1. passenger: an enslaved African traveling on the Underground Railroad
2. conductor or agent: a guide who led freedom seekers on their way to freedom
3. stations or depots: safe houses where the 'conductor' and 'passengers' could stop to find safety, shelter, and food
4. route: a specific path of stations where people stopped along the route to freedom
5. train: the secret movement of a group of fugitives heading to freedom in the northern United States, Mexico, the Caribbean, or to Canada
6. ticket: a paid passage to freedom (not all those who carried freedom seekers did so without charge)
7. package, freight, or cargo: code term for runaway slave
8. stockholder: people who donated money and goods to assist the freedom seekers
9. stationmaster: the abolitionists who ran the safe houses, or 'stations'
10. "I never ran a train off the track and I never lost a passenger.": Harriet never lost her way when taking freedom seekers northwards to freedom, nor did any of those she lead suffer capture





BREAKING THE CHAINS

African Canadians in Early Censuses- St. Catharines, 1861

QUESTIONS:

1. What is a census?
2. What information was collected on the 1861 census? Look at the headings.

Answer this set of questions for each census page:

1. How many people of African descent or 'coloured' are counted?
2. How many Black men?
3. How many Black women?
4. How many of the Blacks included on this page were born in the United States?
5. How many Blacks were born in Upper Canada/Canada West?
6. Were all of the Black children attending school?
7. List the professions of the African Canadian adults noted on the census page(s).

CENSUS LEGEND:

Sex
Male
Female

Places of Birth
U.C. – Upper Canada (Ontario)
U.S. – United States

Religion
R. Catholic – Roman Catholic
W/ WM – Wesleyan
EM – Episcopal Methodist
M – Methodist
J.C. - ???
B – Baptist
E – Church of England, Anglican
CS – Church of Scotland

Marital Status
S – single
M- married
W – widow

Other





BREAKING THE CHAINS

Do – ditto (the same as above)

Harriet Tubman's Family Tree Information Sheet

Use this family history information to fill in the family tree for Harriet Tubman's family.

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) (later known as John Stewart)

Araminta Ross (b.1822-d.1913) (used the name Harriet Tubman)

Brother: Benjamin (b.1824-d.1863) (later known as James Stewart)

Sister: Rachel (b.1826-d.1859)

Brother: Henry (b.1829/1830-d.1912) (later known as William Henry Stewart)

Brother: Moses (b.1832)





BREAKING THE CHAINS

Ontario Curriculum Expectations

This lesson plan correlates to:

Heritage and Citizenship: Grade 3 - Early Settlements in Upper Canada

OVERALL EXPECTATIONS

By the end of Grade 3, students will:

- Describe the communities of early Black settlers in Canada West in the 1850s.

SPECIFIC EXPECTATIONS

Knowledge and Understanding

By the end of Grade 3, students will:

- Identify the countries of origin of the people who settled in Canada West in the 1850s (e.g., United States);
- Identify the areas of early Black settlement in Upper Canada (e.g. Essex County, Toronto, the Queen's Bush, and the Niagara Region);
- Describe the major components of an early African Canadian settlement;
- Describe the various roles of male and female settlers (e.g., farm worker, church minister, teacher, merchant, blacksmith, seamstress, laundress, homemaker).

SPECIFIC EXPECTATIONS

Inquiry/Research and Communication Skills

By the end of Grade 3, students will:

- Use primary and secondary sources to locate key information about early settler communities (e.g., primary sources: diaries or journals, information at local museums, early settlers' houses, forts, villages; secondary sources: maps, illustrations, print materials, videos, websites, CD-ROMs);
- Use appropriate vocabulary (e.g., pioneer, settlers, enslaved, freedom seekers, free Blacks, settlement, doctor, blacksmith, African Canadians) while making their inquiries and observations.

History: Grade 7 - British North America

OVERALL EXPECTATIONS

By the end of Grade 7, students will:





BREAKING THE CHAINS

- Explain the origins of African Canadian settlement in British North America after the fall of New France and describe the migration and settlement experiences of settlers of African origin;
- Use a variety of resources and tools to gather, process, and communicate information about the beginnings and development of the new colonies of British North America.

SPECIFIC EXPECTATIONS

Inquiry/Research and Communication Skills

By the end of Grade 7, students will:

- Use a variety of primary and secondary sources to locate relevant information about how early settlers met the challenges of the new land (e.g., *primary sources*: artifacts, journals, letters, statistics, field trips, interviews, period documents and maps; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- Analyze, synthesize, and evaluate historical information (e.g., why did enslaved African Americans run away to Canada?).

Application

By the end of Grade 7, students will:

- Illustrate the historical development of their local community (e.g., its origins, key personalities, and the contributions of various cultural groups), using a variety of formats (e.g., a heritage display, posters, a drama skit or role play, a brochure, a web page).

History: Grade 8 - Confederation

SPECIFIC EXPECTATIONS

Knowledge and Understanding

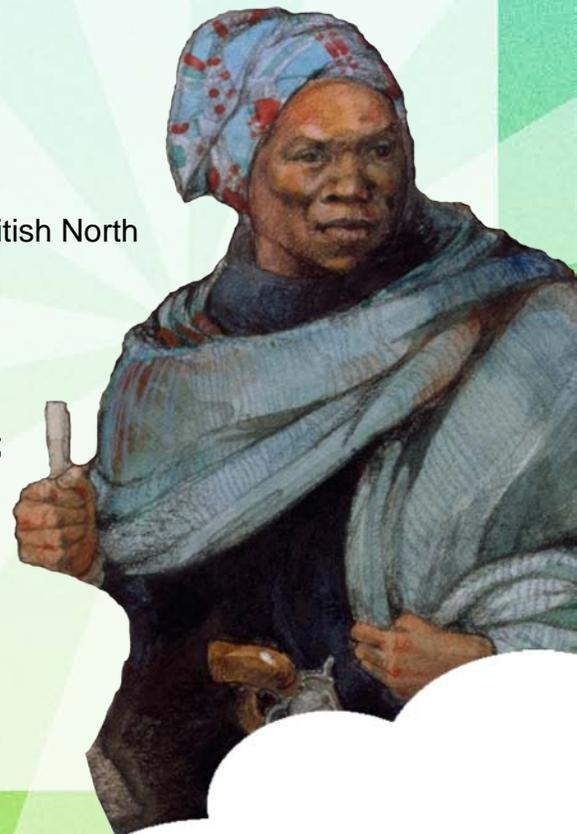
By the end of Grade 8, students will:

- Identify key social, political, economic, and physical characteristics of African-Canadian communities in British North American colonies between 1850 and 1870.

Inquiry/Research and Communication Skills

By the end of Grade 8, students will:

- Analyze, synthesize, and evaluate historical information;
- Communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and descriptions, drawings, tables, charts, and graphs.





Geography: Grade 8 - Patterns in Human Geography

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- Locate relevant information from a variety of primary and secondary sources (e.g. statistics, occupations);
- Use appropriate vocabulary.

Geography: Grade 8 - Migration

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- Identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society;
- Connect the real experiences of African Canadians to information about the causes and effects of migration.

SPECIFIC EXPECTATIONS

Knowledge and Understanding

By the end of Grade 8, students will:

- Identify the push and pull factors that influence people to move (e.g., *push*: lack of freedom, discrimination; *pull*: freedom, security, opportunities).

Inquiry/Research and Communication Skills

By the end of Grade 8, students will:

- Use appropriate vocabulary (e.g. migration) to describe their inquiries and observations.

Application

By the end of Grade 8, students will:

- Investigate the migrational roots of early African Canadians and relate them to Canada's cultural development.

