

Can She Trust You with Her Life? Ohio Historical Center Distance Learning
Description and Resource Materials

Program: Can She Trust You With Her Life? The Underground Railroad

Availability: Monday, Tuesday, Wednesday, Thursday
September through May

Time Allowance: 45 minutes per program

Grades: 4th, 5th, 6th, 8th, adaptable to all

Cost: \$ 50.00 per program (inside of Ohio)
\$125.00 per program (outside of Ohio)

Description:

Students explore the issue of slavery and the workings of the Underground Railroad as they try to help Rowena, a run-away slave, escape to freedom. Five residents of the Ohio Village interact with the students as they answer questions and in turn question the students. Each character has a different viewpoint on the slavery issue in regard to the causes of, economics, politics, cultures, and abolitionism. Any of the characters have the potential to be the Underground Railroad conductor that Rowena is searching for, but only one is the correct choice. Students listen for clues as they interact with the characters and then choose who they think it might be. Rowena's life depends upon it!

Ohio Social Studies Academic Content Standards Addressed:

History (Chronology)

4th. Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio.

5th. Create a time line and identify possible relationships between events.

6th. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.

8th. Select events and construct a multiple-tiered timeline to show relationships among events.

History (First Global Age)

8th. Describe the political, religious and economic aspects of North American colonization including: a. Indentured servitude and the introduction and institutionalization of slavery.

History (Revolution)

8th. Explain the results of important developments of the American Revolution including: d. Impacts on women, African-Americans and American Indians.

History (Civil War and Reconstruction)

8th. Explain causes of the Civil War with emphasis on: a. Slavery; b. State's rights; c. The different economies of the North and South; d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act; e. The abolitionist movement and the roles of Frederick Douglas and John Brown; f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise of 1850; g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession.

8th. Explain the course and consequences of the Civil War with emphasis on: b. The Emancipation Proclamation.

People in Societies (Cultures)

4th. Describe the cultural practices and products of various groups who have settled in Ohio over time: e. African-Americans.

5th. Compare the cultural practices and products of diverse groups in North America including: a. Artistic expressions; b. Religion; c. Language; d. Food; e. Clothing; g. Shelter.

6th. Compare the cultural practices and products of the societies studied including: a. Class structure; b. Gender roles; c. Beliefs; d. Customs and traditions.

People in Societies (Interaction)

4th. Explain the reasons people came to Ohio including: c. Freedom from political and religious oppression.

5th. Describe the experiences of African-Americans under the institution of slavery.

8th. Describe and explain the social, economic and political effects of: a. Stereotyping and prejudice; b. Racism and discrimination; c. Institutionalized racism and discrimination.

8th. Analyze the economic, geographic, religious and political factors that contributed to: a. The enslavement of Africans in North America; b. The resistance to slavery

Geography (Movement)

6th. Explain push and pull factors that cause people to migrate from place to place including: a. Oppression/Freedom; b. Poverty/Economic opportunity; c. Cultural ties; d. Political conflicts e. Environmental factors.

Economics (Scarcity and Resource Allocation)

5th. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce and for whom to produce.

Economics (Markets)

5th. Explain how regions in North America become independent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.

Government (Role of Government)

5th. Explain the essential characteristics of American democracy including: e. Basic rights of individuals are guaranteed by the Constitution.

Citizenship Rights and Responsibilities (Participation)

4th. Describe the ways in which citizens can promote the common good and influence the government including: a. Voting; b. Communicating with officials;

8th. Show the relationship between participating in civic and political life and the attainment of individual and public goals including: a. The Underground Railroad and the abolitionist movement/Abolition of slavery.

Citizenship (Rights and Responsibilities)

4th. Explain why personal responsibilities (e.g., taking advantage of the opportunity to be educated and civic responsibilities (e.g., obeying the law and respecting the rights of others) are important.

4th. Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.

8th. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including: a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner; b. Frederick Douglas and the abolitionist movement.

8th. Show connections between the rights and responsibilities of citizenship including; a. Having rights and respecting the rights of others.

Social Studies Skills and Methods (Thinking and Organizing)

4th. Identify main ideas supporting details from factual information.

4th. Distinguish between fact and opinion.

5th. Draw inferences from relevant information.

5th. Organize key ideas by taking notes that paraphrase or organize.

5th. Use a problem-solving/decision-making process which includes: a. Identifying a problem; b. Gathering information; c. Listing and considering options; d. Considering advantages and disadvantages of options; e. Choosing and implementing a solution; f. Developing criteria for judging its effectiveness; g. Evaluating the effectiveness of the solution.

Social Studies Skills and Methods (Problem Solving)

4th. Use a problem-solving/decision-making process which includes: a. Identifying a problem; b. Gathering information; c. Listing and considering options; d. Considering advantages and disadvantages of options; e. Choosing and implementing a solution; e. Developing criteria for judging its effectiveness.

Social Studies Skills and Methods (Obtaining Information)

8th. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.

Can She Trust You Glossary:

abolition. The act of bringing something to an end, or abolishing it – such as slavery.

abolitionist. A person who called for the immediate end to slavery. People who campaigned for the abolition of slavery.

Anti-Slavery Society. An organization founded to abolish slavery.

arrest. To seize and hold by authority of the law.

artifact – A material object of a culture such as a tool, an article of clothing or a prepared food.

auction. A public sale at which each thing is sold to the person who offers to pay the most money. Slaves were sold at public auction.

Bill of Sale. A record of a purchase, document showing ownership.

bondage. Lack of freedom, slavery.

bounty. A reward offered in exchange of something.

broadside. A large sheet of paper printed on one side. An advertisement.

colored people. Having color, of the Negro race, African American.

Compromise of 1850. Congress provided that California would enter as a free state, it provided for the separate territories of New Mexico and Utah, it ended slave trade in Washington D.C., it provided for a strict fugitive slave law, and it settled the border between Texas and New Mexico.

concealed. Kept out of sight or hidden from discovery.

conductor. A person who aided or directly transported slaves.

courageous. A person who can act when something is dangerous, hard, or painful without fear.

Deed of Emancipation. A legal document that grants freedom.

diffusion. The spread of people, ideas, technology, and produces among places.

discrimination. Ill treatment on the grounds of race or other different characteristics. Unjust treatment based on race, religion or sex.

document. A written or printed statement that give proof and information about something.

emancipation. The act of freeing or being freed.

escape. To get away, to get free.

freedom. To have liberty. To be free to move about and act.

fugitive slave. A slave who has run away and is avoiding capture.

Fugitive Slave Acts of 1793 and 1850. Laws that required all citizens to help catch runaway slaves. Those who assisted runaways could be fined or jailed.

impostor. A person who assumes a false name or character.

indenture. A formal contract between a servant and an employer for specific purposes.

inhumane. Unfeeling, hard-hearted, brutal, cruel.

manumission. The freeing of a slave by his or her owner. Some were granted freedom and others had to buy it.

Northwest Ordinances of 1787. A federal ordinance that among other things, did not allow slavery within the Northwest Territory.

Northwest Territory. A territory of the United States that eventually became Ohio, Michigan, Indiana, Illinois, Wisconsin, and part of Minnesota.

Ohio's Black Laws of 1804 and 1807. Laws within Ohio that dealt with African-American issues.

peculiar institution. A 19th century term that refers to slavery.

primary source. An original item or document that was created by the person who was there when history was being made.

pro-slavery. A person who is in favor of human bondage or is sympathetic to the South.

reward. Money returned or given for the return of lost property or the capture of something. In the case of slavery, for the return of refuge slaves.

slave. A person who is the property of another person and who is forced to work for his/her owner and can be bought or sold like any other property.

The Ohio Historical Center is operated by the Ohio Historical Society, a nonprofit organization that serves as the state's partner in preserving and interpreting Ohio's history, archaeology, and natural history.