

Welcome to the Teachers' Instructions area for this student activity. Here you'll find directions and suggestions for using this activity along with the materials you need to evaluate your students' work.

**Title:** Fill in the Clues!

**Audience:** Middle

**Duration:** 45 minutes

**Subject Area(s):**

Social Studies - United States history

**Grade Level(s):** 6,7,8

### **Teacher Directions:**

In this activity, students will use the *About the Underground Railroad* interactive on the Pathways to Freedom: Maryland & the Underground Railroad Website to locate and define key terms and people involved in the Underground Railroad. They will complete a word puzzle worksheet using these words and exchange puzzles with their classmates for completion.

This activity can be completed using a variety of technology configurations. If a computer lab is available, students can access the activity, worksheets and web pages through Thinkport. Another option would be to display the activity and Web page on a classroom computer with a projection device.

Note to teacher: Due to the richness of the *About the Underground Railroad* interactive on the Pathways to Freedom: Maryland and the Underground Railroad Website, this activity may go beyond one 45-minute class period. You may choose to have the students complete this activity in two class periods, or have the students exchange and complete the puzzles as a take home assignment.

### Pre-Viewing Activity

Before viewing the interactive, tell students that one way to learn more about a topic is to study the terms and definitions related to it. In this activity, they will learn about slavery and the Underground Railroad by creating a word puzzle based on some of the terms associated with it.

Give each student a copy of the worksheet **Completed Word Puzzle**, and a copy of the worksheet **Word Puzzle Clues**. When all students have the two worksheets, take some time to review how they will use both to complete this activity:

- Have the students look at the **Completed Word Puzzle** worksheet; tell them that all ten words in the puzzle are words that will help them learn about slavery and the Underground Railroad.
- Have them identify the central word, *underground railroad*, running horizontally across the middle of the puzzle. Identify this as "number 1 across" in the puzzle. Have them look at the **Word Puzzle Clues** worksheet and locate the clue for "number 1 across." This clue has been completed for them. Point out that this clue does not have the words *underground railroad*, although there are boxes for them, but it does complete the sentence explaining the underground railroad. Read the clue aloud together.
- Have the students go back to the **Completed Word Puzzle** worksheet and identify "number 1 down," which is the first vertical word in the puzzle, *indentured*. Have them look at the **Word Puzzle Clues** worksheet and locate the clue for "number 1 down." They will see that this clue has a box for the word

*indentured* and a space for them to write the remainder of the clue. Discuss how the students might complete this clue – how might they finish this sentence so that it makes sense when the word *indentured* is filled in?

- Lead students to the conclusion that they need a source of information about the Underground Railroad, and tell them that they will use the Pathways to Freedom: Maryland and the Underground Railroad Website as this source. The purpose of using this interactive is for them to discover and record definitions for the terms relating to the practice of slavery. Tell the students that you will complete the clue for *indentured* with them.

#### Focus for Media Interaction

The focus for viewing the *About the Underground Railroad* interactive is for students to discover and record definitions for terms relating to the practice of slavery for use in the construction of a word puzzle.

#### Viewing Activity

Tell students to open the Pathways to Freedom: Maryland & the Underground Railroad Website at [http://pathways.thinkport.org/flash\\_home.cfm](http://pathways.thinkport.org/flash_home.cfm), and click on *About the Underground Railroad* from the list on the left side of the screen. They will see a numbered list of questions related to the Underground Railroad. Corresponding numbers appear along the top of the box.

Ask how many questions there are in the list. Tell them that clicking on any of these fifteen questions will bring them to a screen that gives an informative answer to the question. Allow them to click on a question or two to see how this works. (Once they have left the main list of questions, they can go from question to question using the numbers along the top of the box. Or they may click on About the Underground Railroad along the left side of the screen to return to the complete list of questions.)

Tell the students that the answers to these questions will help them complete the clues on the worksheet. Ask them to click on question 1: *What was the Underground Railroad?* Show them that the first sentence of this answer is the same as the clue they just read on the **Word Puzzle Clues** worksheet.

Complete the clue for the word *indentured* with the students. Direct them to return to the list of questions and click on question number 4: *What is slavery?* This brings them to a second list of questions. Ask them to click on question C: *Did all slaves in the United States come from Africa?* Ask students to find the explanation of the word *indentured* in this answer, and decide how to complete the clue for this word on their worksheet. Their answer might be "was not free to leave until his or her term of service was completed," or "was not a slave for life, but was not free, either," or "is someone who agrees to work as a slave for a certain amount of time, after which he or she is freed." Give them time to fill in this clue on the **Word Puzzle Clues** worksheet. Remind them that they are filling in the clue, *not the word in the box*.

Direct the students to the **Completed Word Puzzle** worksheet. Point out that there are eight more terms in the puzzle for them to complete using the information on the interactive. Remind them that they are *not filling in the boxes on the Word Puzzle Clues worksheet, only completing the clue* so that it will make sense when the term is filled in. They do not have to complete the clues in order, but instead may wish to fill in the clues as they find them while reading the answers to the questions in the interactive. Some of the answers they find will be in the text of the answer; others will be highlighted words that they may click on to read the definition.

The **Completed Clues** worksheet available in the materials section of this activity provides an answer key for your use. The section of the interactive where the student may find the information is indicated at the end of each clue.

#### Postviewing Activity

When all the clues on the page are entered, collect the **Completed Word Puzzle** worksheet, and replace it with the **Blank Word Puzzle** worksheet, also available in the Student section of this activity. Have the students exchange the **Word Puzzle Clues** worksheets and complete the puzzle. Alternatively, you might collect all the worksheets from the students, attach a copy of the **Blank Word Puzzle** worksheet to each set of clues, and give these to students for completion at a later date.

#### Extension Activity

Ask the students to add one or more additional terms related to slavery that they learned about from the *About the Underground Railroad* interactive to their puzzle. These could be labeled EC for extra credit rather than being numbered clues. Remind them that one of the letters in their chosen word(s) needs to be a letter in the word *underground railroad* not already in use by another word in the puzzle.

### **Student Directions:**

Today you will be discovering the terminology used to discuss the Underground Railroad using the *About the Underground Railroad* interactive. As you explore the interactive, you will search for several terms, locate their definitions, and use this information to create clues for a word puzzle. One of your classmates will then have the opportunity to complete your puzzle.

## **1.0 General Reading Processes**

### Topic D. Vocabulary

#### *Grades 6-8*

3. Understand, acquire, and use new vocabulary
  - c. Use resources to confirm definitions and gather further information about words

#### Assessment limits:

Electronic and/or print dictionaries  
Thesauruses  
Other grade-appropriate resources

**5.0 CONTENT STANDARD: HISTORY**-Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed

over time in Maryland, the United States and around the world.

Grade 4

C. Conflict between Ideas and Institutions

4. Explain how the institution of slavery impacted individuals and groups in Maryland
  - a. Compare the living conditions of slave families and free blacks
  - b. Describe the abolitionist movement in Maryland
  - c. Describe the conditions that promoted the growth of the Underground Railroad in Maryland

**The Students will:**

The student will be able to define the following key terms and people: slavery, Underground Railroad, network, fugitive, auctions, plantations, indentured servants, emancipation, Fugitive Slave Act of 1850, Mathias de Sousa.

**Directions:** Use the link below to open the About the Underground Railroad interactive. You will see a numbered list of questions related to slavery and the Underground Railroad. Corresponding numbers appear along the top of the box. Clicking on any of these fifteen questions or numbered boxes will bring you to a screen that gives an informative answer to the question. You may return to the main list of questions by clicking on About the Underground Railroad along the left side of the screen. You will use these questions to define 10 terms related to the Underground Railroad.

**Pathways to Freedom: Maryland & the Underground Railroad**

The Pathways to Freedom: Maryland & the Underground Railroad Website provides information that you can use to learn about many of the important facts, events, and people involved in the success of the Underground Railroad.

<http://pathways.thinkport.org/about/>

What are terms associated with the Underground Railroad?

**Directions:** Open the Completed Puzzle worksheet using the link below. The worksheet includes ten terms that will help you learn about slavery and the Underground Railroad. You are responsible for writing clues for these terms using the fifteen questions from the About the Underground Railroad interactive.

Completed Word Puzzle ([View](#))

**Directions:** Open the Word Puzzle Clues worksheet using the link below. Use this worksheet to record clues for the ten terms on the Completed Word Puzzle worksheet. DO NOT fill in the boxes on the worksheet. Your classmate will be filling in these boxes in the next activity.

Word Puzzle Clues [\(View\)](#)

**Directions:** Once you have completed your Word Puzzle Clues worksheet exchange your clues with a classmate. Use your classmate's clues to complete the Blank Word Puzzle below. In order to see how much you have learned, do not refer to the Completed Word Puzzle worksheet until you have finished your Blank Word Puzzle.

Blank Word Puzzle [\(View\)](#)

**Directions:** The Completed Clues worksheet is an answer guide for the Word Puzzle Clues worksheet.

Completed Clues [\(View\)](#)

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Activity Signature

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