

Follow The Underground Railroad



Follow the Underground Railroad for the Junior Division is a 2 1/2 to 3 hour program delivered by the museum staff at the Buxton National Historic Site & Museum. It tells the story of the people who were brought to North America in bondage and who broke those chains, finding freedom in Canada after a dangerous journey on the Underground Railroad. *Follow the Underground Railroad* focuses on the community they built.

Presented by
Buxton National Historic Site & Museum

A Note to the teacher

The Buxton Historic Site & Museum has prepared the information and activities in this guide to enhance the visit of your students to the Buxton Museum, by broadening their knowledge of the historic Buxton Community which has been identified as a nationally significant part of the Underground Railroad Movement in Canada. In addition this guide will put your visit to the museum into the context of the Ontario Curriculum guidelines for primary students in the areas of Language, The Arts, and Social Studies.

Because Buxton is a community built by fugitive slaves, it is important that your students be exposed to the historical climate of slavery and the Underground Railroad, which were important factors in the founding of the community. Slavery can be a very sensitive issue for both the descendants of the enslaved and the enslavers, and thus it will be necessary to be aware of, and sensitive to the feelings of your students. Although slavery also involved brutality and violence in some instances, we have taken care to handle these issues in a discerning manner.

It is important that your students of all ethnicities emerge from this study with a sense of pride in their heritage and the role played by Canadians of both races. As well they should gain a better understanding of the roots of some of racial prejudices still evident today, as well as a sense of pride in the progress that has been made since the era of the Underground Railroad, in eradicating those prejudices from our society.

The activities in this study are intended to complement your visit to Buxton. We have attempted to provide clear direction for each activity. The resources required consist of two children's books and a video, and are included in the resource kit. Additional copies of the book Underground to Canada are available for purchase at the Buxton museum gift shop. The book Baby Steps to Freedom is also available on the *Follow the Underground Railroad* CD. All other resources your students will need in completing the activities are provided on the CD. Each activity is designed to give information about the Underground Railroad and the Community of Buxton. In addition, we have attempted to link each activity to the appropriate expectations of the Grade 5 Ontario Curriculum in the areas of Language, The Arts, and Social Studies.

We have provided several pre-visit activities based on the children's literature mentioned above, and on visiting a museum. We have included an outline of what your students should expect during their visit to our site, as well as a few activities to follow up their visit. Most activities are optional; however you should consider the activities in the section Visiting A Museum, as a pre-requisite to your day at the Buxton Museum. The activities based on the Children's literature will also enhance their visit by giving your students good background knowledge and will lead to a better appreciation of their visit to the site.

We hope you and your students will enjoy their experience as they **“Follow the Underground Railroad.”**

Summary of:
Follow The Underground Railroad Program

Junior Division

Pre-Visit Activities

Many Roads to Buxton

- Outline
- Crossword
- Canadian Citizenship Requirements
- Canadian Citizenship Letter to Editor

Baby Steps To Freedom

- Role Playing & Journal Writing
- John's Family Tree
- Weather Journal
- Wanted Poster

Follow Up Activities

Create a Poster

Write A Song

Cabin Building Exercise

100 Steps to Freedom (Game)

Visit Preparation

History Hurts

Artifact Identification & Usage

Artifact Identification

Artifact Usage

Site Visit

Presentation Journey to Freedom

Historical Portrayal (Isaac or Catherine Riley)

Artifact—Shopping Trip

Historical Building Tour

Pre-Visit Activity

Many Roads to Buxton

Outline

Complete the outline when you watch the video **Many Roads to Buxton**. The list of words at the bottom of the page may help you to fill in the blanks. You will find these notes will assist you to complete other assignments.

The activities provided have been designed to address the following expectations in the Ontario Junior Curriculum guidelines:

Language

Reading - students will:

- Locate and interpret information, using various conventions of formal texts (e.g., index, maps, charts, lists, pictures, illustrative figures)
- Use research skills

Oral & Visual Communication - students will:

- Communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions
- Communicate a main idea about a topic and describe a sequence of events
- Express and respond to ideas and opinions clearly, appropriately, and concisely
- Analyze media works

Pre-Visit Activity

Many Roads to Buxton

Crossword Puzzle

Create a crossword puzzle about Buxton. Make a minimum of ten clues for both across and down. You may wish to use the 'outline' you completed on the *Many Roads to Buxton* to help make your clues. Proofread your work by exchanging your crossword puzzle with a friend and solve each other's crossword puzzle.

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- Use research skills

Writing - students will:

- Communicate ideas and information for a variety of purposes to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news)
- Produce media texts using writing and materials from other media
- Revise and edit their work, using feedback from the teacher and their peers; proofread and correct their final drafts

Oral & Visual Communication - students will:

- Communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions
- Express and respond to ideas and opinions clearly, appropriately, and concisely
- Analyze media works
- Contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group
- Create a variety of media works (e.g., a simple multi-media presentation)

Pre-Visit Activity

Many Roads to Buxton

Canadian Citizenship Letter to Editor

- Use the Research components of the Canadian Citizenship & Immigration menu to review the historical accounts of the men of Buxton voting in the 1856 election.
- Write a letter to the editor of a newspaper as one of the Buxton men who voted in 1856, express how you felt to vote and why you felt that way.

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- State their own interpretation of a written work, using evidence from the work and from their own knowledge and experience
- Begin to identify a writer's or character's point of view
- Make judgments and draw conclusions about the content in written materials, using evidence from the materials
- Use research skills

Writing - students will:

- Communicate ideas and information for a variety of purposes to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news)
- Organize information to convey a central idea, using well written paragraphs that focus on a main idea and give some relevant supporting details
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Oral & Visual Communication - students will:

- Communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions
- Communicate a main idea about a topic and describe a sequence of events
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- Analyze media works

Social Studies

Canada and World Connections - students will:

- Describe the rights of groups and individuals and the responsibilities of citizenship in Canada, including participation in the electoral process and the granting of voting rights to various groups
- Identify responsibilities that accompany particular rights (e.g., the right to vote/the responsibility to become informed; the right of free speech/the responsibility to respect the free speech rights of others)
- Describe the process by which immigrants become Canadian citizens (e.g., applying; residence; etc.)
- Use a variety of resources and tools to gather and analyze information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process
- Use media works, oral presentations, written notes, and descriptions, drawings and tables to present information about processes or sequences of events (e.g., the immigrant journey towards Canadian citizenship; the process of law making; the process of becoming a member of Parliament)
- Demonstrate an understanding that for every right there is a responsibility (e.g., responsibility to vote)

Pre-Visit Activity

Many Roads to Buxton

Canadian Citizenship Requirements

Use the Research components of the Canadian Citizenship & Immigration menu to research the requirements to become a Canadian citizen.

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- Make judgments and draw conclusions about the content in written materials, using evidence from the materials
- Use research skills

Writing - students will:

- Produce media texts using writing and materials from other media

Oral & Visual Communication - students will:

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- Demonstrate an understanding that for every right there is a responsibility (e.g., responsibility to vote)

Pre-Visit Activities

Baby Steps to Freedom

Role Playing and Journal Writing

Your teacher will put you into appropriate small groups and assign you one of the scenes listed below, create the scene using as many characters as you have in your group. Perform your scene for your classmates. It may be necessary to include imaginary people to properly act out the scene.

Write journal entries explaining and describing how you think the person you portrayed would have felt in that scene. Write a minimum of three journal entries for your character, each entry to be at least one paragraph.

Note to teacher: This activity could be organized as a class play.

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- State their own interpretation of a written work, using evidence from the work and from their own knowledge and experience
- Begin to identify a writer's or character's point of view
- Make judgments and draw conclusions about the content in written materials, using evidence from the materials

Writing - students will:

- Communicate ideas and information for a variety of purposes to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news)
- Organize information to convey a central idea, using well written paragraphs that focus on a main idea and give some relevant supporting details

Oral & Visual Communication - students will:

- Communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions
- Communicate a main idea about a topic and describe a sequence of events
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- Contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group

Arts

Drama and Dance - students will:

- Describe, orally and in writing, the differences between their own responses and to a situation and the responses of a character they have portrayed (e.g., journal entries)
- Interpret and communicate the meaning of stories, films, plays, songs and other material drawn from a variety of sources and cultures, using a range of drama and dance techniques (e.g., using a 'corridor of voices')
- Solve problems of dance or drama, working in large and small groups, using various strategies
- Provide support for their interpretation of personal experience and aspects of history, which they have presented through drama and dance (e.g., arriving in a new country, life in a medieval village) using various research resources to gather information

Pre-Visit Activities **Baby Steps to Freedom**

Family Tree

Make your own family tree. Your maternal grandparents are your mother's parents. Your paternal grandparents are your father's parents. Include the names of your parents, maternal grandparents, paternal grandparents, you and your siblings.

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Pre-Visit Activities

Baby Steps to Freedom

Weather Journal

Pretend that you are traveling with the Rileys' and keeping a journal of the weather. Choose a season you think they might have traveled in. Write in your journal how your trip could be effected by the weather and how you may have been hampered. Consider likely modes of transportation and the climate of the area you are traveling through.

For example: ***AUTUMN. It has been stormy and the Detroit River has been rough. We had to wait two days to cross in a rowboat. Today it was cold and overcast. The waves in the river seemed big to me and I was scared the boat would tip over. I was grateful to be free and safe on dry land in Windsor!***

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Oral & Visual Communication - students will:

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Pre-Visit Activities

Baby Steps to Freedom

Wanted Poster

Pretend you work at a local newspaper in Perry County, Missouri in the 1840's. You have been assigned to write a want ad for the Riley family. The master is offering \$2,000 for the apprehension and return of Catherine, Isaac, and John. You will need to give written descriptions along with a drawing of them. Invent realistic escape details based on the information in *Baby Steps To Freedom*.

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Arts

Visual Arts - students will:

- Produce two- and three-dimensional works of art that communicate a range of ideas for a specific purpose and to a specific audience
- Identify elements of design (color, line, shape, form, texture, space) and use them in appropriate ways when producing and responding to works of art

Follow Up Activity

Create A Poster

Have fun creating a poster to advertise the annual Buxton Homecoming Celebration using the resources available to you. Don't forget that there are many aspects of Homecoming to include — baseball tournament, special church services, parade, genealogical conference, historical re-enactments, etc..

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Writing - students will:

- Produce media texts using writing and materials from other media
- Revise and edit their work, using feedback from the teacher and their peers; proofread and correct their final drafts

Oral & Visual Communication - students will:

- Communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions
- Express and respond to ideas and opinions clearly, appropriately, and concisely
- Create a variety of media works (e.g., a simple multi-media presentation)

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Follow Up Activity

Cabin Building Exercise

An original settlement cabin, built in the 1850's, is located on the Buxton National Historic Site & Museum grounds. In 2003 the cabin was donated to the Buxton Museum and was relocated to its present site in 2004.

On the *Many Roads to Buxton* video you learned about the strict building requirements in the Elgin Settlement (1849-1872). During your reading of *Baby Steps to Freedom*, you learned about the manpower necessary to build a log cabin. Imagine that you are an early settler in Buxton, you've purchased a 50 acre lot and are ready to begin developing your property.

STEP A:

Draft a *Site Plan* for how you plan to develop your land, following the settlement building requirements. Create a legend to show distance and size.

STEP B:

Draw a layout of the *Floor Plan* for the cabin you plan to build on your land. Be prepared to explain your design choices for the *Site Plan* and cabin *Floor Plan* in writing.

STEP C:

Construct a cardboard model of your cabin on your land. Include windows, walls, doors, fences, and gardens in your model.

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Follow Up Activity

100 Steps To Freedom Game

Players: 2 to 6 players

Equipment: Game Board, 1 Dice, and playing pieces for each player

Object of the Game:

You are a slave. Your Master is not mean, but you have heard that he needs money, and has decided to sell some of his slaves. You are afraid you will be sold to the deep south and have decided to run to the north and freedom.

Directions:

1. To decide which player will start, roll the dice. The player with the highest number will start. Play passes to the left or clockwise.
2. When it is your turn, roll a dice and move the number of spaces shown on the dice. If you land where the footsteps begin, draw a footsteps card and follow the directions on the card. If you land on the top end of a pair of shackles, draw a shackles card and follow the directions on the card.
3. In order to finish the game you must reach freedom in Canada by rolling the exact number needed. The first person to reach freedom in Canada wins the game. Good Luck!

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- Locate and interpret information, using various conventions of formal texts (e.g., index, maps, charts, lists, pictures, illustrative figures)

Visit Preparation

Artifact Identification & Usage

When you visit the Buxton National Historic Site & Museum, you will see many artifacts that were used by the people of the Community. These artifacts tell the story of the people and of the lives of their ancestors in Africa, in slavery. They tell of their journey to Buxton, and the building of the community. They also tell of life in the community of Buxton over the years.

Look at the pictures of some of these artifacts. What do you think these things are and how were they used by the people of Buxton?

Identification:

You will need to learn these artifacts before you come to the museum. Match the picture of each artifact to its name by drawing a line from the picture to the name.

Usage:

1. Some artifacts were used by the ancestors of the Buxton people when they lived in Africa, and when they were in slavery. List some of these artifacts on the lines provided in the first large box.
2. Some artifacts were used by the people on their journey to Buxton on the Underground Railroad. List some of these artifacts on the lines in the centre of the oval.
3. Some artifacts were used both in slavery and on the journey to Buxton. List two of these on the lines on the left side of the oval.
4. Some artifacts were used by the people after they arrived in Buxton. In the third large box, list seven artifacts that were used in the homes of the people in Buxton. List eight artifacts that were used outdoors.
5. On the lines on the right side of the oval, list three artifacts that could have been used both on the journey to Buxton and after the people arrived in Buxton.

When you come to the Buxton Museum you will be given a list of these artifacts and you will have to search for them in the museum!

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- Revise and edit their work, using feedback from the teacher and their peers; proofread and correct their final drafts

Oral & Visual Communication - students will:

- Communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions
- Express and respond to ideas and opinions clearly, appropriately, and concisely
- Create a variety of media works (e.g., a simple multi-media presentation)

History Hurts

The Buxton National Historic Site and Museum is a special place. It is a monument to the people who escaped from slavery and came to build a new life and a new community here. There are many fragile artifacts in the museum that cannot be replaced. Please do not handle these valuable artifacts. They cannot be replaced. As well you are a valuable individual and we want to keep you safe and prevent you from being injured.

When you are outside on the grounds and visiting our historic buildings, please stay with your group and your guide.

Some interior places are not as well lit as you are accustomed to. Sometimes this is because that is the way the building was historically. Inside the museum the lights are kept low to help protect the valuable artifacts. Please be careful when moving about in low light. We also ask that you not take photographs of the fragile articles inside the museum.

Please do not touch the fragile quilts and other valuable objects that are on display. Because they are very fragile special gloves must be used to handle them.

Some buildings like our Community church are still used by members of the community. We respect our church as a sacred place of worship and ask that you also respect it as such.

Please do not remove any materials from our historic schoolhouse or log cabin.

Please feel free to ask our Curator or tour guides any questions that you may have. They will be more than happy to help you.

Help us to protect our history by respecting and protecting our historic artifacts and buildings

We thank you for not *hurting our history*, and hope you enjoy your visit!

Teacher's Evaluation

In order to help us improve our educational programming at the Buxton National Historic Site & Museum, please take the time to complete this evaluation, and if possible return it along with your student evaluations to:

**Buxton National Historic Site & Museum
21975 A.D. Shadd Rd.
North Buxton Ontario N0P 1Y0**

- 1. Is this your first visit to the Buxton Museum or the Buxton Schoolhouse?**
- 2. Was the CD Rom a useful teaching tool? Are there other items you would suggest be incorporated into the material?**
- 3. Did you find the teacher's guide and the outline of curriculum expectations addressed by each activity to be a useful resource?**
- 4. How would you rate the difficulty level of the activities as a whole?**
- 5. Which activities were the most successful?**
- 6. Which activities were the least successful?**
- 7. How would you rate the resources included on the CD Rom?**
- 8. Did you develop any other activities that you would like to share with other teachers?**
- 9. Did the program enlighten your class about the Underground Railroad and Canada's involvement?**
- 10. How would you rate the overall effectiveness of this program?**
- 11. Are there any changes you would like to see in the program? What?**

We thank you for taking the time to respond to this evaluation. Your input will assist us in making the necessary changes to the program to make it more beneficial to junior level students.

The Board and Staff of the Buxton National Historic Site & Museum