

# Follow The Underground Railroad



Follow the Underground Railroad for the Primary Division is a 2 1/2 - 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 the chains and found freedom in Canada after a dangerous journey on the Underground Railroad. It 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, by not bringing these issues to the attention of your students. We feel that students of this age should not be exposed to this aspect of slavery.

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. The resources required consists of four children's books. All resources your students will need in completing the activities are provided in the resource package. Additional copies of **Follow the Drinking Gourd** and **Sweet Clara and the Freedom Quilt** are available for purchase from the Buxton National Historic Site & Museum. The other two books, **The Community that Hope Built** and **Baby Steps to Freedom** are contained on the *Follow the Underground Railroad CD*. In addition a fifth book **Barefoot Escape on the Underground Railroad** will be used during the site visit. We have attempted to provide clear direction for each activity. 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 2 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**

## **Pre-Visit Activities**

### **Baby Steps To Freedom**

Research Your Community

Dear John

My Story Map

Solve A Problem

Moving To Buxton

Wanted Poster

An Interview

John's Family Tree

Timeline

### **The Community That Hope Built**

Come To Buxton

Buxton Buildings

Why I Live In Buxton

Travel in Buxton

Buxton Research

Buxton Sounds

Buxton Words

Buxton Map

Buxton Products

Book Cover

Buxton Poem

## **Visiting A Museum**

Find the Artifact

Match the Artifact

Scavenger Hunt Sort

History Hurts

## **Site Visit**

Presentation—Journey To Freedom

Storytelling –Barefoot Escape on the  
Underground Railroad

Musical Experience based on story

Scavenger Hunt

Historical Buildings Tour

## **Follow Up Activities**

100 Steps To Freedom Game

Book Mark

Picture Postcard

Homecoming Button

Changing Communities

## **Baby Steps To Freedom**

### **Research Your Community**

**How have things changed from when John was a young boy to the present? Use the chart to show how things were done in John's community and how things are done in your community today.**

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language - students will:**

- Read a variety of simple written material (e.g. signs, pattern books, poems, interactive software) for different purposes
- Express clear responses to written materials, relating the ideas in them to their own knowledge and experience
- Follow written directions

#### **Social Studies- students will:**

- Interpret data and draw simple conclusions (e.g., establish connections between climate and clothing, or among artifacts, games and celebrations)
- Record information on charts or databases related to children around the world, including countries of origin, languages, food, clothing, homes, games

### **Dear John**

**Write a letter to John Riley. What questions will you ask him?  
Don't forget to tell John about yourself and what you like to do.**

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language - students will:**

- Read a variety of simple written material (e.g. signs, pattern books, poems, interactive software) for different purposes
- Express clear responses to written materials, relating the ideas in them to their own knowledge and experience
- Follow written directions
- Use a variety of reading strategies to understand a piece of writing (e.g. re-read, predict content, ask questions)
- Express their thoughts and feeling about a story
- Substitute one word for another in a meaningful way
- Communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g. write a paragraph to describe a class trip)
- Write simple sentences using proper punctuation (i.e. periods)
- Produce short pieces of writing using simple forms (e.g. narratives and poems based on familiar models)

## **Baby Steps To Freedom**

### **My Story Map**

**Draw a map to show John's journey from Missouri to Buxton. Label your map with the names of the places in his story.**

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Read a variety of simple written material (e.g. signs, pattern books, poems, interactive software) for different purposes
- Follow written directions
- Use a variety of reading strategies to understand a piece of writing (e.g. re-read, predict content, ask questions)

#### **Arts—students will:**

- Produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings) for a specific purpose

#### **Social Studies- students will:**

- Demonstrate an understanding that communities may be made up of people from many cultures.
- Present information about children around the world
- Make and read a variety of graphs, charts, diagrams, maps and models to understand information about cultural or religious traditions and share it with members of the class
- Recognize and use pictorial symbols, colour, legends and cardinal directions on maps
- Use appropriate vocabulary to communicate the results of inquiries and observations
- Use legends and recognize pictorial symbols on pictorial maps

### **An Interview**

**Pretend that you are going to interview a settler from Buxton. Think of three good questions you would ask him about his work. Write your questions in good sentences, remembering to start with a capital letter and end with a question mark.**

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Read a variety of simple written material (e.g. signs, pattern books, poems, interactive software) for different purposes
- Follow written directions
- Use a variety of reading strategies to understand a piece of writing (e.g. re-read, predict content, ask questions)
- Write simple sentences using proper punctuation
- Talk about characters and situations in stories, and information in non-fiction materials, and relate them to personal experience

#### **Social Studies—students will:**

- Demonstrate an understanding that communities may be made up of many cultures
- Demonstrate an understanding that traditions are passed down from parents and grandparents
- Locate simple information about family history and traditions from primary and secondary sources.
- Communicate information, using media works, oral presentations, and written notes and descriptions.

## **Baby Steps To Freedom**

### **Solve A Problem**

**Write about a problem one character had from the story “Baby Steps to Freedom.” Choose a member of John’s family who faced a problem in the story. Write about the problem this person had. Tell how the problem was solved.**

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Read a variety of simple written material (e.g. signs, pattern books, poems, interactive software) for different purposes
- Express clear responses to written materials, relating the ideas in them to their own knowledge and experience
- Restate information in a short non-fiction text in their own words
- Follow written directions
- Express their thoughts and feeling about a story
- Communicate ideas for specific purposes (e.g. write a paragraph to describe a class trip)
- Write simple sentences using proper punctuation (i.e. periods)
- View, read, and listen to media works with simple messages or factual information and describe what they have learned
- Talk about characters and situations in stories, and information in non-fiction materials, and relate them to personal experience
- Use appropriate vocabulary and oral language structures to express emotion in a variety of situations

#### **Social Studies—students will:**

- Make and read a variety of graphs, charts, diagrams, maps and models to understand information about cultural or religious traditions and share it with members of the class
- Use appropriate vocabulary to communicate the results of inquiries and observations
- Compare how people live in different climates

## **Baby Steps To Freedom**

### **Moving to Buxton**

John's family moved to Buxton from the city of St. Catharines. Name three useful items that the Riley family would have packed and transported in their wagon to the Buxton Settlement.

Where would the items you chose be used, in their log cabin or on the farm? Write the names of your items in the rooms where they would be used.

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Read a variety of simple written material (e.g. signs, pattern books, poems, interactive software) for different purposes
- Follow written directions
- View, read, and listen to media works with simple messages or factual information and describe what they have learned

#### **Social Studies— students will:**

- Use appropriate vocabulary to communicate the results of inquiries and observations

### **Wanted Poster**

Make a wanted poster for one of the men who looked in the window of John's house. Draw and colour a picture of the young man. Give the man a name and write it on the correct line. What does the young man look like? Describe him. In the correct space write what he is wanted for. How much money would you give if someone captured him? Write the amount in the correct space.

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Read a variety of simple written material (e.g. signs, pattern books, poems, interactive software) for different purposes
- Follow written directions
- Create simple media works (e.g. design an advertisement)

#### **Arts –students will:**

- Produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings) for a specific purpose

#### **Social Studies –students will:**

- Use appropriate vocabulary to communicate the results of inquiries and observations

## **Baby Steps To Freedom**

### **Family Tree**

Siblings are brothers and sisters in the same family. Parents are your mother and father. Your maternal grandparents are your mother's parents. Your paternal grandparents are your father's parents. Look at John's family tree. What are the names of his parents? What are the names of his siblings? Make your own family tree. Include the names of your parents, maternal grandparents, paternal grandparents, you and your siblings.

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Read a variety of simple written material (e.g. signs, pattern books, poems, interactive software) for different purposes
- Follow written directions
- Use a variety of reading strategies to understand a piece of writing (e.g. re-read, predict content, ask questions)
- Communicate messages and follow instructions

#### **Arts—students will:**

- Produce two and three dimensional works of art that communicate ideas for a specific purpose

#### **Social Studies—students will:**

- Demonstrate an understanding that communities may be made up of many cultures
- Identify the origins and features of various families
- Use illustrations, key words, and simple sentences to sort, classify and record basic information about family history and tradition
- Use primary and secondary sources to locate simple information about family history and traditions

## **Baby Steps To Freedom**

### **Timeline**

Cut out the events below and paste them into the appropriate space on the timeline of John's life. Then create a timeline of a member of your family. Make sure that you have included at least 6 important events from their life in your timeline. Create pictures to add to your timeline.

This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:

#### **Language—students will:**

- Read a variety of simple written material (e.g. signs, pattern books, poems, interactive software) for different purposes
- Express clear responses to written materials, relating the ideas in them to their own knowledge and experience
- Follow written directions
- Use a variety of reading strategies to understand a piece of writing (e.g. re-read, predict content, ask questions)
- Communicate messages and follow instructions

#### **Arts—students will:**

- Produce two and three dimensional works of art that communicate ideas for a specific purpose

#### **Social Studies—students will:**

- Demonstrate an understanding that communities may be made up of many culture
- Use illustrations, key words, and simple sentences to sort, classify and record basic information about family history and tradition
- Make and read a variety of graphs, charts, diagrams, maps and models to understand information about cultural or religious traditions and share it with members of the class

## **The Community That Hope Built**

### **Come To Buxton**

**Buxton was a great place for the fugitives to live in freedom.**

**Design a poster telling people about it.**

**Print an interesting sentence about Buxton under the picture.**

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Read a variety of simple written material (e.g. signs, pattern books, poems, interactive software) for different purposes
- Restate information in a short non-fiction text in their own words
- Follow written directions
- Express their thoughts and feelings about a story
- Communicate ideas for specific purposes
- Write simple sentences using proper punctuation
- View, read and listen to media works with simple messages or factual information and describe what they have learned.

#### **Arts—Students will:**

- Produce two and three dimensional works of art that communicate ideas for a specific purpose

#### **Social Studies—students will:**

- Demonstrate an understanding that communities may be made up of many cultures
- Outline traditions of various cultures that are passed down from earlier generations
- Identify ways in which heritage and traditions are passed on
- Make and read a variety of graphs, charts, diagrams, maps and models to understand information about cultural or religious traditions and share it with members of the class
- Use appropriate vocabulary to communicate the results of inquiries and observations

### **Buxton Buildings**

**Cut out the pictures of these Buxton buildings from the early days and from today.**

**Paste them in the appropriate box.**

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Read a variety of simple written material (e.g. signs, pattern books, poems, interactive software) for different purposes
- Follow written directions
- Use a variety of reading strategies to understand a piece of writing.

#### **Social Studies –students will:**

- Demonstrate an understanding that communities may be made up of many cultures
- Outline traditions of various cultures that are passed down from earlier generations
- Identify ways in which heritage and traditions are passed on

## **The Community That Hope Built**

### **Buxton Research**

You have read about the history of the Buxton Community. Try to find out more about Buxton by looking on the internet. Go to [www.buxtonmuseum.com](http://www.buxtonmuseum.com). Try to find out the following things about Buxton.

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Read a variety of simple written material (e.g. signs, pattern books, poems, interactive software) for different purposes
- Restate information in a short non-fiction text in their own words
- Follow written directions
- Use a variety of reading strategies to understand a piece of writing
- Write simple sentences using proper punctuation
- View, read and listen to media works with simple messages or factual information and describe what they have learned.

#### **Social Studies—students will:**

- Demonstrate an understanding that communities may be made up of many cultures
- Outline traditions of various cultures that are passed down from earlier generations
- Identify ways in which heritage and traditions are passed on

### **Buxton Sounds**

**Sounds that you hear in a city (urban) community are in many ways different than the sounds you would hear in the rural community of Buxton. On the chart compare the sounds that you would hear in each of these communities.**

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Read a variety of simple written material (e.g. signs, pattern books, poems, interactive software) for different purposes
- Express clear responses to written materials, relating the ideas in them to their own knowledge and experience
- Follow written directions
- Use a variety of reading strategies to understand a piece of writing
- Communicate ideas for specific purposes

#### **Social Studies –students will:**

- Demonstrate an understanding that communities may be made up of many cultures
- Outline traditions of various cultures that are passed down from earlier generations
- Identify ways in which heritage and traditions are passed on
- Make and read a variety of graphs, charts, diagrams, maps and models to understand information about cultural or religious traditions and share it with members of the class
- Use appropriate vocabulary to communicate the results of inquiries and observations
- Interpret data and draw conclusions

## **The Community That Hope Built**

### **Why Live In Buxton**

People live in a community for many reasons.  
Tell why you think people came to live in Buxton.  
Try to give three good answers in sentences.

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Read a variety of simple written material (e.g. signs, pattern books, poems, interactive software) for different purposes
- Restate information in a short non-fiction text in their own words
- Follow written directions
- Use a variety of reading strategies to understand a piece of writing
- Communicate ideas for specific purposes
- Write simple sentences using proper punctuation
- View, read and listen to media works with simple messages or factual information and describe what they have learned.

#### **Social Studies—students will:**

- Demonstrate an understanding that communities may be made up of many cultures
- Outline traditions of various cultures that are passed down from earlier generations
- Identify ways in which heritage and traditions are passed on

### **Travel In Buxton**

How did the people of Buxton travel from place to place when it was founded?  
How do they travel today?  
Place a checkmark in the right columns to show how the people of the community of Buxton traveled then and now.

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Read a variety of simple written material (e.g. signs, pattern books, poems, interactive software) for different purposes
- Follow written directions

#### **Social Studies –students will:**

- Make and read a variety of graphs, charts, diagrams, maps and models to understand information about cultural or religious traditions and share it with members of the class
- Use appropriate vocabulary to communicate the results of inquiries and observations
- Interpret data and draw conclusions

## **The Community That Hope Built**

### **Buxton Words**

**Working with words from The Community That Hope Built, classify the following words: Print P for person, F for feelings, B for building or place, and E for event.**

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Read a variety of simple written material (e.g. signs, pattern books, poems, interactive software) for different purposes
- Express clear responses to written materials, relating the ideas in them to their own knowledge and experience
- Follow written directions
- Use a variety of reading strategies to understand a piece of writing
- Substitute one word for another in a meaningful way
- Write simple sentences using proper punctuation

View, read and listen to media works with simple messages or factual information and describe what they have learned.

#### **Social Studies—students will:**

- Demonstrate an understanding that communities may be made up of many cultures
- Outline traditions of various cultures that are passed down from earlier generations
- Identify ways in which heritage and traditions are passed on

### **Buxton Map**

**Use the layout of the Map of Buxton 1876, draw a map of Buxton today. Use the following information and symbols.**

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Read a variety of simple written material (e.g. signs, pattern books, poems, interactive software) for different purposes
- Follow written directions
- Use a variety of reading strategies to understand a piece of writing
- View, read, and listen to media works with simple messages for factual information and describe what they have learned

#### **Social Studies –students will:**

- Demonstrate an understanding that communities may be made up of many cultures
- Make and read a variety of graphs, charts, diagrams, maps and models to understand information about cultural or religious traditions and share it with members of the class
- Interpret data and draw conclusions
- Recognize and use pictorial symbols, colour, legends and cardinal directions on maps
- Use illustrations, key words, and simple sentences to sort, classify and record basic information about family history and tradition
- Use legends and recognize pictorial symbols on pictorial maps

## **The Community That Hope Built**

### **Buxton Products**

The products that the people of Buxton needed were often raised on their farms. Still they had to buy some goods. Name 3 goods they may have had to buy, and think of 3 ways those goods may have been transported to the Buxton Settlement. Name 2 products that the people of the Buxton settlement may have shipped out.

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Read a variety of simple written material (e.g., signs, pattern books, poems, interactive software) for different purposes
- Express clear responses to written materials, relating the ideas in them to their own knowledge and experience
- Restate information in a short non-fiction text in their own words
- Follow written directions
- Use a variety of reading strategies to understand a piece of writing
- Substitute one word for another in a meaningful way
- View, read and listen to media works with simple messages or factual information and describe what they have learned.

#### **Social Studies—students will:**

- Demonstrate an understanding that communities may be made up of many cultures
- Outline traditions of various cultures that are passed down from earlier generations
- Identify ways in which heritage and traditions are passed on

## **The Community That Hope Built**

### **Book Cover**

**Design a new book cover for “The Community that Hope Built” using the setting of the book. Complete the information needed for the back cover of the book.**

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Read a variety of simple written material (e.g. signs, pattern books, poems, interactive software) for different purposes
- Express clear responses to written materials, relating the ideas in them to their own knowledge and experience
- Re-state information in a short non-fiction text in their own words
- Follow written directions
- Use a variety of reading strategies to understand a piece of writing
- Express their thoughts and feeling about a story
- View, read, and listen to media works with simple messages for factual information and describe what they have learned
- Communicate ideas for specific purposes
- Write simple sentences using proper punctuation
- View, read and listen to media works with simple messages or factual information and describe what they learned

#### **Arts—students will:**

- Produce two and three dimensional works of art that communicate ideas for a specific purpose

#### **Social Studies –students will:**

- Demonstrate an understanding that communities may be made up of many cultures
- Outline traditions of various cultures that are passed down from earlier generations
- Identify ways in which heritage and traditions are passed on
- Use appropriate vocabulary to communicate the results of inquiries and observations
- Interpret data and draw conclusions

## **The Community That Hope Built**

### **Buxton Poem**

**Write an acrostic poem about Buxton.**

**Begin each line of your poem with a word that begins with the same letter as in Buxton. For “X” you can begin your line with a word that has that sound. (example)**

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Read a variety of simple written material (e.g. signs, pattern books, poems, interactive software) for different purposes
- Express clear responses to written materials, relating the ideas in them to their own knowledge and experience
- Re-state information in a short non-fiction text in their own words
- Follow written directions
- Use a variety of reading strategies to understand a piece of writing
- Express their thoughts and feeling about a story
- View, read, and listen to media works with simple messages for factual information and describe what they have learned
- Communicate ideas for specific purposes
- Produce short pieces of writing using simple forms
- View, read and listen to media works with simple messages or factual information and describe what they learned

#### **Social Studies –students will:**

- Demonstrate an understanding that communities may be made up of many cultures
- Outline traditions of various cultures that are passed down from earlier generations
- Identify ways in which heritage and traditions are passed on
- Use appropriate vocabulary to communicate the results of inquiries and observations
- Interpret data and draw conclusions
- Use illustrations, key words, and simple sentences to sort, classify and record basic information about family history and tradition
- Use primary and secondary sources to locate simple information about family history and traditions

# *Visiting a Museum*

## Buxton Museum Artifacts—Several Activities

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?

1. You will need to learn to read the names of these artifacts before you come to the museum. Cut out each artifact and paste it in the correct space.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. Match the picture of each artifact to its name by drawing a line from the picture to the name.
8. 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. You will not have pictures, so make sure you can read the names of all the artifacts.

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

### **Language—students will:**

- Read a variety of simple written material (e.g., signs, pattern books, poems, interactive software) for different purposes
- Express clear responses to written materials, relating the ideas in them to their own knowledge and experience
- Follow written directions
- Use a variety of reading strategies to understand a piece of writing
- Communicate ideas for a specific purpose
- Organize ideas in a logical sequence
- View, read, and listen to media works with simple messages or factual information and describe what they learned

### **Social Studies—students will:**

- Demonstrate an understanding that communities may be made up of many cultures
- Outline traditions of various cultures that are passed down from earlier generations
- Identify ways in which heritage and traditions are passed on
- Make and read a variety of graphs, charts, diagrams, maps and models to understand information about cultural or religious traditions and share it with members of the class
- Use appropriate vocabulary to communicate the results of inquiries and observations
- Interpret data and draw conclusions
- Use illustrations, key words, and simple sentences to sort, classify and record basic information about family history and tradition
- Sort and classify information using more than one criterion
- Communicate information using media

## *Follow Up Activities*

### **100 Steps To Freedom**

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. To decide which player will start, roll the dice. The player with the highest number will start. Play passes to the left or clockwise. 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, you are being helped by a conductor or stationmaster on the Underground Railroad. You may follow those footsteps up to the centre of the star. If you land on the top end of a pair of shackles, you have being chased by a slave catcher or his dogs. You must go back down to the other end of the shackles. 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!

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Express clear responses to written materials, relating the ideas in them to their own knowledge and experience
- Follow written directions
- Communicate messages and follow instructions
- Apply the rules of participation in a conversation and working with others.
- Talk about characters and situations in stories, and information in non-fiction materials, and relate them to personal experience

#### **Arts—Students will:**

- Identify and describe symbols that are relevant to the meaning of the stories and poems
- Use language and non-verbal means of communication effectively for a variety of purposes

#### **Social Studies—students will:**

- Demonstrate an understanding that communities may be made up of many cultures
- Outline traditions of various cultures that are passed down from earlier generations
- Make and read a variety of graphs, charts, diagrams, maps and models to understand information about cultural or religious traditions and share it with members of the class
- Use appropriate vocabulary to communicate the results of inquiries and observations

## **Follow Up Activities**

### **Book Mark**

**Make a bookmark about one of the characters in a book in this study. Draw and colour a picture of a character on the bookmark. Look at the different styles of illustrations in these books. Choose the style you liked best in making your bookmark. Write the name of the book, the character's name and your name on the bookmark. Be prepared to explain something important the character you have chosen did in the book.**

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Read a variety of simple written material (e.g., signs, pattern books, poems, interactive software) for different purposes
- Express clear responses to written materials, relating the ideas in them to their own knowledge and experience
- Follow written directions
- Express their thoughts and feelings about a story
- Communicate ideas for a specific purpose
- Organize ideas in a logical sequence
- Communicate messages and follow instructions
- Apply the rules of participation in a conversation and working with others

#### **Social Studies—students will:**

- Make and read a variety of graphs, charts, diagrams, maps and models to understand information about cultural or religious traditions and share it with members of the class
- Interpret data and draw conclusions
- Use illustrations, key words, and simple sentences to sort, classify and record basic information about family history and tradition
- 

### **Community Postcard**

Most communities sell picture postcards of landmarks in their community. Design a picture postcard for Buxton. Which important places or buildings will you draw on it

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

Express clear responses to written materials, relating the ideas in them to their own knowledge and experience

- Restate information in a short non-fictional text in their own words
- Follow written directions
- Express their thoughts and feelings about a story
- Communicate ideas for specific purposes
- View, read, and listen to media works with simple messages or factual information and describe what they learned

#### **Arts—students will:**

- Produce two and three dimensional works of art that communicate ideas for a specific purpose

#### **Social Studies –students will:**

- Demonstrate an understanding that communities may be made up of many cultures
- Outline traditions of various cultures that are passed down from earlier generations
- Identify ways in which heritage and traditions are passed on
- Make and read a variety of graphs, charts, diagrams, maps and models to understand information about cultural or religious traditions and share it with members of the class
- Interpret data and draw conclusions

## **Follow Up Activities**

### **Homecoming Button**

Each year the community of Buxton makes a special button for the Homecoming Celebration. Thinking back to your visit to Buxton, create a new button for the Buxton Homecoming. Explain the reasons you have put the things in the Button that you create.

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Follow written directions
- Express their thoughts and feelings about a story
- Communicate ideas for a specific purpose
- Create simple media works

#### **Arts—students will:**

- Produce two and three dimensional works of art that communicate ideas for a specific purpose

#### **Social Studies—students will:**

- Demonstrate an understanding that communities may be made up of many cultures
- Outline traditions of various cultures that are passed down from earlier generations
- Identify ways in which heritage and traditions are passed on
- Make and read a variety of graphs, charts, diagrams, maps and models to understand information about cultural or religious traditions and share it with members of the class
- Use appropriate vocabulary to communicate the results of inquiries and observations

### **Changing Communities**

The community of Buxton changed as people moved away, people moved in, buildings were torn down and new buildings were built. Look into the future! Draw a picture of what you think Buxton will look like in the future. Write a description of it.

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Express clear responses to written materials, relating the ideas in them to their own knowledge and experience
- Follow written directions
- Communicate ideas for specific purposes
- Organize ideas in a logical sequence
- Write simple sentences using proper punctuation
- Create simple media works

#### **Arts—students will:**

- Produce two and three dimensional works of art that communicate ideas for a specific purpose

#### **Social Studies—students will:**

- Demonstrate an understanding that communities may be made up of many cultures
- Outline traditions of various cultures that are passed down from earlier generations
- Identify ways in which heritage and traditions are passed on
- Make and read a variety of graphs, charts, diagrams, maps and models to understand information about cultural or religious traditions and share it with members of the class
- Use appropriate vocabulary to communicate the results of inquiries and observations

## *Site Visit*

### **Follow The Underground Railroad**

Your visit to the Buxton National Historic Site & Museum will include:

1. A presentation of the museum's exhibit that follows the people from Africa, through the middle passage, slavery, the underground railroad, and ending at the community of Buxton
2. Storytelling– Barefoot Escape on the Underground Railroad
3. A musical experience based on the story of the Barefoot Escape on the Underground Railroad and using African musical instruments, movement and creation of tableaux from the story.
4. Tour of the museum and a scavenger hunt for the artifacts introduced in the unit
5. Tour of historic building of Buxton, including, log cabin, schoolhouse and church.

**This activity has been designed to address the following expectations in the Ontario Curriculum guidelines for primary Language, Arts and Social Studies:**

#### **Language—students will:**

- Express clear responses to written materials, relating the ideas in them to their own knowledge and experience
- Restate information in a short non-fiction text in their own words.
- Communicate messages and follow instructions
- Apply the rules of participation in a conversation and working with others
- View, read, and listen to media works with simple messages or factual information and describe what they learned
- Talk about characters and situations in stories, and information in non-fiction materials and relate them to personal experience
- Use appropriate vocabulary and oral language structures to express emotion in a variety of situations
- Retell stories & recount personal experiences, presenting events in a coherent sequence

#### **Arts—students will:**

- Identify and perform music from different cultures and historical periods
- Communicate their response to music in ways appropriate for this grade
- Create simple accompaniments and sound effects to songs, poems or chants using appropriate rhythm instruments, body percussion or found instruments
- Recognize a variety of sound sources and use some in performing and creating music
- Produce a specific effect using various sound sources
- Interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using several basic elements of drama and dance techniques
- Perform a soundscape or sound collage based on a theme or topic studied in another area of the curriculum
- Describe their own and others' work, using drama and dance vocabulary
- Speak in role as characters in a story, assuming the attitude and gestures of the people they are playing
- Demonstrate the ability to move and control their bodies in space and time
- Use language and non-verbal means of communication effectively for a variety of purposes both in and out of role

#### **Social Studies—students will:**

- Demonstrate an understanding that communities may be made up of many cultures
- Demonstrate an understanding that traditions are passed down from parents and grandparents
- Identify ways in which heritage and traditions are passed on
- Locate simple information about family history and traditions from primary sources and secondary sources
- Demonstrate an understanding the world is made up of countries that have both similar and different lifestyles
- Describe how the environment affects the ways in which needs are met
- Interpret data and draw simple conclusions
- Identify some everyday items and identify the countries of origin of these items
- Communicate information, using media works, oral presentations, and written notes and descriptions

# 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 to:**

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

1. Is this your first visit to the Buxton Museum or the Buxton Schoolhouse?
2. Did you find the video a useful part of your pre-visit activities?
3. Why or why not?
4. Was the CD Rom a useful teaching tool? Are there other items you would suggest be incorporated into the material?
5. Did you find the teacher's guide and the outline of curriculum expectations addressed by each activity to be a useful resource?
6. How would you rate the difficulty level of the activities as a whole?
7. Which activities were the most successful?
8. Which activities were the least successful?
9. How would you rate the resources included on the CD Rom?
10. Did you develop any other activities that you would like to share with other teachers?
11. Did the program enlighten your class about the Underground Railroad and the Community of Buxton?
12. How would you rate the overall effectiveness of this program?
13. 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 primary level students.**

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