

What Impact Did Buffalo Have on the Underground Railroad?

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Library Of Congress: Created by: Lakisha Odlum, New York City Department of Education
<https://dp.la/primary-source-sets/the-underground-railroad-and-the-fugitive-slave-act-of-1850>

Supporting Questions

1. How is Buffalo working to preserve underground railroad sites for future generations?
2. Why would enslaved people choose to run or stay and what were the consequences of each action?
3. In what ways did Millard Filmore counter-act the work done by the Underground Railroad and the abolitionist movement?

Underground Railroad: Grades 7-9

What impact did Buffalo have on the Underground Railroad?

<p>Standards and Content</p>	<p>Social Studies Standards:</p> <p>7.8e: Students will examine the roles of women, civilians, and free African Americans during the Civil War.</p> <p>8.C.4: Describe the relationship between geography, economics, and history as a context for events and movements in the United States.</p> <p>8.F.3: Identify and explain different types of political systems and ideologies used at various times in United States history and explain the roles of individuals and key groups in those political and social systems</p> <p>8.1b: Freed African Americans created new lives for themselves in the absence of slavery.</p> <p>ELA Standards:</p> <p>RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>9-10.RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.</p>
<p>Staging the Compelling Question</p>	<p>Interactive Underground Railroad Map: https://www.nps.gov/subjects/ugrr/discover_history/underground_map.htm</p>

<p>Supporting Question 1</p>
<p>How is Buffalo working to preserve underground railroad sites for future generations?</p>
<p>Formative Performance Task</p>
<p>The students will answer questions in a Nearpod format based on the information presented in the video. Nearpod: https://docs.google.com/presentation/d/1CtHK4oEjfy7fCT7owGY4u9NTWE2aWvkvmV6PzhfMA/edit?usp=sharing</p>
<p>Featured Sources</p>
<p>Source A: <u>Beyond the Road to Freedom: New Lessons as Freedom's Message Brought to</u></p>

<p>Supporting Question 2</p>
<p>What might be some reasons people risked their lives to help slaves reach freedom?</p>
<p>Formative Performance Task</p>
<p>Students will participate in an evidence-based debate at the end of a Nearpod answering the question would you be a conductor on the Underground Railroad, why or why not? Nearpod: https://share.nearpod.com/xmv88yeGb1</p>
<p>Featured Sources</p>
<p>Source A: Rich Newburg Harriet Tubman https://vimeo.com/showcase/6189</p>

<p>Supporting Question 3</p>
<p>In what ways did Millard Filmore counter-act the progress made by the Underground Railroad and the abolitionist movement?</p>
<p>Formative Performance Task</p>
<p>Students will write an argumentative essay about Millard Filmore, using evidence from the sources to support their claim.</p>
<p>Featured Sources</p>
<p>Source A: Rich Newburg Harriet Tubman https://vimeo.com/showcase/6189</p>

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<p><u>Light By Rich Newberg.</u></p> <p>Weblink: http://digital.buffalolib.org/document/1813</p>	<p>369/video/351175719</p> <p>Source B: https://www.youtube.com/watch?v=b3OehwRHllo&t=475s</p> <p>Source C: Underground Railroad Map https://www.nps.gov/subjects/ugrr/discover_history/underground_map.htm</p> <p>Source D: Excerpt from <i>The Narrative of the Life of Frederick Douglass</i> that shows what happened to slaves who were caught escaping (Chapter 10, paragraphs 26-39) https://www.gutenberg.org/files/23/23-h/23-h.htm#link2HCH0010</p>	<p>369/video/351175719</p> <p>Source B: The 1850 Fugitive Slave Act https://avalon.law.yale.edu/19th_century/fugitive.asp</p> <p>Source C: Washington Post Article “Remembering the Sins of Millard Fillmore” https://www.washingtonpost.com/news/made-by-history/wp/2018/01/05/remembering-the-sins-of-millard-fillmore/</p> <p>Source D: Millard Fillmore: A Presidential Portrait (CBS News) https://www.cbsnews.com/video/millard-fillmore-a-presidential-portrait/</p>
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Summative Performance Task	<p>ARGUMENT: What impact did Buffalo have on the Underground Railroad? Construct an argument (e.g., detailed outline, poster, essay) that evaluates the need to study, remember, and/or celebrate this expedition using specific claims and relevant evidence from sources while acknowledging competing views.</p> <p>EXTENSION: Students will be able to Google Map tour the various stops of the underground railroad in Buffalo. Additionally, the students will be able to map out the Metro routes to various locations affiliated with the Underground Railroad in order to visit on future community training days.</p>
Taking Informed Action	<p>UNDERSTAND The students will understand the impact that Buffalo people and sites have had on the underground railroad.</p> <p>ASSESS the students will assess the historical value of various sites around Buffalo.</p> <p>ACT The students will advocate for funding for various sites due to the historical value of the building and the people who have passed through it.</p>

**Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.*

Overview

Inquiry Description

This inquiry leads students through an investigation of historical sites and people who participated in the underground railroad in Buffalo.

This this inquiry highlights the following additional standards:

- **Social Studies Standards: 7.8e:** Students will examine the roles of women, civilians, and free African Americans during the Civil War.
- **ELA Standards: RI.7.9:** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

It is important to note that this inquiry requires prerequisite knowledge that the underground railroad was a secret pathways and safe sites used by enslaved African Americans who were on the road to freedom in Canada.

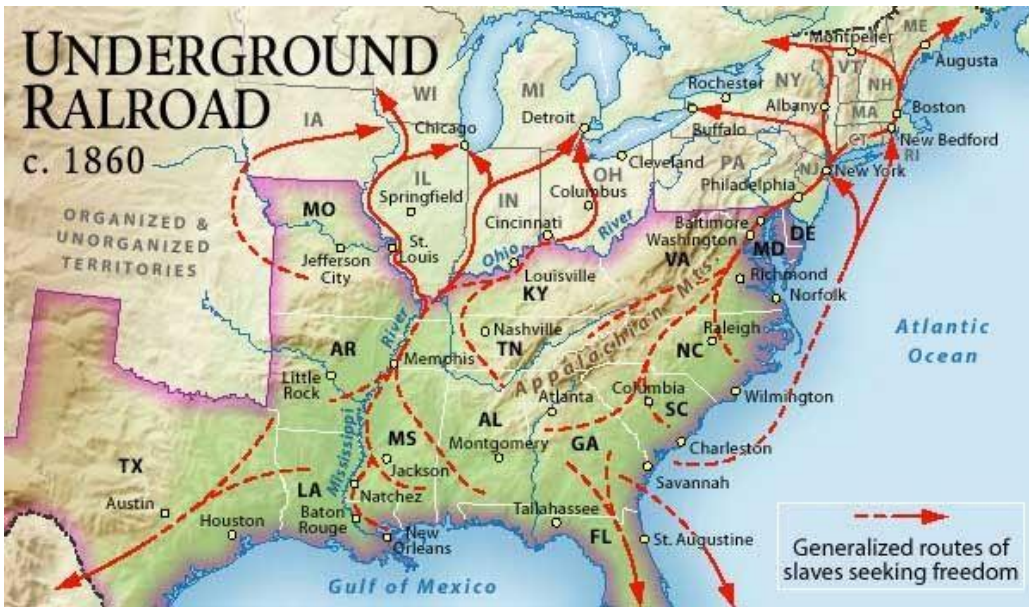
Note: This inquiry is expected to take three or four 50-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

Structure of the Inquiry

In addressing the compelling question, students will view websites and videos in order to answer the following supporting questions:

4. How is Buffalo working to preserve underground railroad sites for future generations?
5. Why would enslaved people choose to run or stay and what were the consequences of each action?
6. In what ways did Millard Filmore counter-act the work done by the Underground Railroad and the abolitionist movement?

Staging the Compelling Question



Setting the Stage: For context on the Underground Railroad, students will watch the Rich Newberg feature *The Road Freedom: Preserving Black History in Western New York* <http://digital.buffalolib.org/document/1839>

While watching, students will consider the following question:

- Why would people put their lives at risk to help slaves escape to freedom?

Supporting Question 1

The first supporting question- What impact did Buffalo have on the underground railroad: How is Buffalo working to preserve underground railroad sites for future generations?

The formative task: The students to watch Rich Newberg’s video titled: Beyond the Road to Freedom: New Lessons as Freedom’s Message Brought to Light. While watching the video, the students will try to answer the question, “What impact did Buffalo have on the Underground Railroad: How is Buffalo working to preserve underground railroad sites for future generations?”

Teachers may implement this task with the following procedure: The teacher will post both the topic and the supporting question on the board beside the screen. On the screen, the teacher will show the students the video. While enjoying the video, the students will be thinking of the questions on the board; taking notes as necessary. After initially discussing the questions as a class, the students will answer the video-based questions in a fill-in-the-blank Nearpod.

The scaffolds and other materials may be used to support students as they work with source: The students will have paper in front of them in order to write down key details and ideas which they feel will address the questions. After the video, the students will discuss their ideas with the peers at their table. After the given amount of time, the tables will share their thoughts to the class. To further, the students will be given a word bank in order to answer the questions in the Nearpod

(<https://docs.google.com/presentation/d/1CtHK4oEjfy7fCT7owGY4u9NTWE2aWvkvmV6PzhfMA/edil?usp=sharing>).

The following sources were selected to open the topic for the students and create a visually stimulating video to address the topic of Buffalo and the underground railroad.

- **Featured Source A** is Beyond the Road to Freedom: New Lessons as Freedom’s Message Brought to Light By Rich Newberg.
 - Newberg, Rich (Producer, Writer, Host) et al., “Beyond the Road to Freedom: New Lessons as Freedom’s Message is Brought to Life,” *B&ECPL Digital Collections*, accessed October 16, 2019, <http://digital.buffalolib.org/document/1813>.

Description: “Western New York is a leader in presenting re-enactments at authentic sites dating back to the days of abolitionism. Learn why these Underground Railroad sites are now gaining national attention. See how efforts have begun to document and preserve these treasures for future generations. Untouched original hiding places for escaping slaves are revealed. You will understand why the civil rights movement had its earliest origins in the Buffalo/Niagara region. See how the Pan American Exposition in Buffalo offered both hope and despair for an aspiring African American community in the country’s eighth largest city at the time.”

Supporting Question 2: What might be some reasons people risked their lives to help slaves reach freedom?

Harriet Tubman



THEWEEKLYCHALLENGER.COM

1. The first supporting question— What might be some reasons people risked their lives to help slaves reach freedom?

The formative task: While watching Rich Newberg’s video titled: [Beyond the Road to Freedom: New Lessons as Freedom’s Message Brought to Light](#) and an excerpt from *The Narrative of the Life of Frederick Douglass*, the students will gain knowledge on reasons people risked their lives to help slaves reach freedom. After viewing the previous sources the students will complete the following Nearpod <https://share.nearpod.com/xmv88yeGb1>. The Nearpod will have the students watch a “kid friendly” YouTube video on Harriet Tubman which discusses the struggles to being a conductor for the underground railroad. The Nearpod also consists of “quiz” questions, polls, drawings, and a discussion board. At the end of the Nearpod, students are asked to provide evidence-based facts on if they would like to be a conductor on the Underground Railroad, why or why not? After the teacher views the viewpoints of the students, the teacher will divide the students into two groups (with opposing views) for a debate.

Teachers may implement this task with using a combination of videos, readings, and interactive sites in order for the students to answer the supporting question.

The scaffolds and other materials may be used to support students as they work with source: The students will have paper in front of them in order to write down key details and ideas which they feel will address the questions. After the video/readings, the students will discuss their knowledge and ideas in the following Nearpod <https://share.nearpod.com/xmv88yeGb1>. Furthermore, during the debate, the students will be able to work in a group

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of their peers in order to formulate their arguments.

The following sources were selected to assist the students in answering the supporting question:

- **Source A:** Rich Newburg Harriet Tubman <https://vimeo.com/showcase/6189369/video/351175719>
- **Source B:** <https://www.youtube.com/watch?v=b30ehwRHllo&t=475s>
- **Source C:** Underground Railroad Map
https://www.nps.gov/subjects/ugrr/discover_history/underground_map.htm
- **Source D:** Excerpt from *The Narrative of the Life of Frederick Douglass* that shows what happened to slaves who were caught escaping (Chapter 10, paragraphs 26-39) <https://www.gutenberg.org/files/23/23-h/23-h.htm#link2HCH0010>

Supporting Question 3: In what ways did Millard Filmore counter-act the progress made by the Underground Railroad and the abolitionist movement?

Students will watch the Rich Newburg Harriet Tubman feature focusing on the mention of Millard Filmore and the CBS News video on Millard Filmore to set the stage and establish context

Rich Newburg Harriet Tubman: <https://vimeo.com/showcase/6189369/video/351175719>

Millard Filmore: A Presidential Portrait (CBS News): <https://www.cbsnews.com/video/m>

“Remembering the Sins of Millard Filmore”: <https://www.washingtonpost.com/news/made-by-history/wp/2018/01/05/remembering-the-sins-of-millard-fillmore/>

After a class discussion on Millard Filmore and the Fugitive Slave Act, students will close read sections of the Fugitive Slave Act (1850). Students will work in pairs and each pair will be assigned a paragraph to close read and write a gist of. Each pair will share out their gist to jigsaw the entire text.

Students will read the Washington Post article “Remembering the Sins of Millard Filmore” and identify the author’s claim and the evidence they used to support their claim.

Students will formulate their own claim to the question: in what ways did Millard Filmore counter-act the progress made by the Underground Railroad and the abolitionist movement? They will then use the sources covered and their knowledge from the previous activities and their knowledge of US history to support their claim in a well-written multi-paragraph essay.

Summative Performance Task

At this point in the inquiry, students have examined various videos, websites, and texts.

Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students will create a proposal to for a either a new historical site or for additional resources or additions to an existing historical site directly related to the Underground Railroad and the history of the abolitionist movement in Buffalo. These proposals must include research and a persuasive argument. Students will present their proposal as an oral report.

Students' arguments will likely vary, but could include any of the following:

- *What site around Buffalo should be preserved due to the history with the Underground railroad?*
- *What is the most historical site in Buffalo that was part of the Underground railroad?*
- *Who most directly impacted the underground railroad in Buffalo?*
- *Which building in Buffalo had the greatest impact on the underground railroad?*
- *Which Buffalo resistant is the most forgotten when discussing people who influenced the underground railroad?*
- *What were the thoughts of people participating in the underground railroad when they entered the Hull house?*
- *Should students be obligated to visit places around Buffalo which had an impact on the underground railroad as part of the NYS curriculum?*
- *Whose responsibility is it to share the historical relevance that Buffalo had on the Underground railroad?*

To support students in their writing, they will be provided with graphic organizers and sentence starters as needed. The writing will also be broken up into different stages to allow students to focus on evidence gathering, planning, writing, and editing.

To extend their arguments, the students will be divided into teams to debate two of the arguments from the list of student arguments listed above (listed as a class). The two chosen arguments should be arguments which the class feels are most pertinent in Buffalo's history with the underground railroad and/or arguments which they feel could further benefit Buffalo in the preservation of sites related to the underground railroad.

Students will have the opportunity to take informed action by writing letters to the mayor stating reasons why further funding is need in order to preserve the Underground Railroad history Buffalo possesses. The letter should include a claim about why certain areas need to be preserve and supporting research and details to support the need of preservation.

Unit Vocabulary:

- **Abolitionist:** an individual who held strong anti-slavery views

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- **African Diaspora:** movement of Africans and their descendants to places throughout the world
- **Bondsperson:** someone held in servitude to another as human property
- **Conductor:** an individual who helped escaping persons move from station to station on the Underground Railroad
- **Station:** safe house along the route of the Underground Railroad
- **Drapetominia:** running away disease
- **Manumit:** to free
- **Maroons:** runaways who escaped
- **Fugitive:** someone who has escaped from a place or is hiding from someone or something, often the law