

BCPS Field Trip Request ID # 9561

Trip Request By	Doug Osborne - MWMS
Trip Name	National Underground Railroad & Freedom Center
Trip Date	05-06-2019
Approx. Pick-up Time	7:30AM
Return Date	05-06-2019
Approx. Return Time	5:00PM
Class/Group	U.S. History / 8th Grade
Student Count	150
Chaperone Count	15
Number of Vans/Buses	3
Common Carrier	Miller Transportation
Cost to Students	55
How will you pay for students who cannot afford the fee?	Fundraiser fund

Place of Departure

Name:	Mount Washington Middle School
Address:	269 Water Street
City:	Mount Washington
State:	KY

Destination

Name:	National Underground Railroad & Freedom Center
Address:	50 East Freedom Way
City:	Cincinnati
State:	OH

Lesson Plans

National Underground Railroad & Freedom Center

&

The Cincinnati Museum

Field Trip

This trip will be a culmination of our studies of American History up to Reconstruction. It is my goal that students will be able to choose specific museum exhibits to aid them in creating a final argumentative analytical question – a real-life DBQ if you would. By utilizing item analysis tools from the classroom they will make real-world connections and applications to their lives.

Standards

SS-M-1.3.2 In order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., performing community service, voting in elections) and duties (paying taxes, serving in the armed forces) for its functioning.

SS-M-2.1.1 Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives.

SS-M-2.4.2 Compromise and cooperation are possible choices for positive social interaction and resolution of conflict.

SS-M-3.1.1 Productive resources (land, labor, capital) are limited and do not satisfy all the wants of individuals, societies, and governments (scarcity).

SS-M-3.4.2 Productivity can be improved by specialization, new knowledge, and technology/tools.

SS-M-3.4.3 Personal, national, and international economic activities are interdependent.

SS-M-4.2.3 Regions can be different in size and defined in different ways.

SS-M-4.3.1 Human settlement develops in different ways based on the culture and needs of settlers.

SS-M-4.3.2 Human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity, and technology.

SS-M-5.1.1 Different perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, and politics) result in different interpretations of historical events.

SS-M-5.1.2 Primary sources, secondary sources, artifacts, and time lines are essential tools in the study and interpretation of history.

SS-M-5.1.3 History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present.

SS-M-5.2.4 Political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, and federal vs. states' rights) among sections of the U.S. resulted in the American Civil War.

SS-M-5.3.5 The Age of Exploration produced extensive contact among isolated cultures and brought about massive political, economic, and social changes.

Learning Target(s)

- We will experience a variety of exhibits from American and World history that spans the social studies curriculum of government, geography, history, culture, and economics.
- I (students) will choose an artifact from each exhibit on America history experienced at the museum and use skills learned in the classroom to analyze it using 5Ws methodology:
 - **WHO** – who created the artifact, who uses the artifact; what is the creator's point of view in creating this artifact?

- **WHAT** “ what is/was the artifact used for? Was it replaced by a newer version? If so how did the prototype effect the creation of the new? Is there an inherent bias if so what?
- **WHEN** “ when was the artifact created? Is it still used today? If so, how?
- **WHERE** “ where was the artifact created/used then and today?
- **WHY IMPORTANT** “ why was the artifact created? What significant facts can be gleaned from this source? What inferences can be drawn from this source?

Vocabulary “ this event spans most of the time period we studied in class but will focus on the following:

- ℞• Artifact, Author, Purpose, Primary/Secondary Source, Bias, Point of View
- ℞• Reform, North, South, slavery, racism, abolitionist, reform, Second Great Awakening, Seneca Falls Convention
- ℞• Agrarian, cotton gin, Industrial Revolution, plantation, cash crop, King Cotton,
- ℞• Nat Turner’s Rebellion, oppression segregation, Underground Railroad, stereotype, prejudice, discrimination
- ℞• Uncle Tom’s Cabin, Slave Pen, Union, Confederacy, Civil War, emancipation, Fugitive Slave Act
- ℞• Modern-Day Slavery

Activities

Details of each exhibit can be found here: <https://www.freedomcenter.org/visit/exhibits>. The exhibits we will focus on include:

1. **The Rosa Parks Experience** (Virtual Reality)
2. **Aminah Brenda-Lynn Robinson’s RaggonNon** (3-dimensional cloth paintings)
3. **Escape! Freedom Seekers and the Underground Railroad** (areas, operations, & methods)
4. **Suite for Freedom** (animated short film telling the story From Slavery to Freedom)
5. **Cotton Gin** (interactive experience)
6. **Brothers of the Borderland** (John Parker and Reverend John Rankin aid a woman in gaining freedom) (on their own)
7. **John W. Anderson Slave Pen** (early 1800s building relocated from Germantown, KY)
8. **The Tom Feelings Mural** (artistic analysis of the Transatlantic & internal slave trade)
9. **From Slavery to Freedom** (gallery walk “ cash crops, conditions of slavery, key abolitionists)
10. **Invisible: Slavery Today** (multimedia exhibit about modern-day slavery)

Assessment

- ℞• I will create a guide for students to use based on The DBQ Project's Analytical Question Analysis Sheet) during their visit to aid in-depth analysis of artifacts. Each source analysis sheet will be differentiated based on ability.
- ℞• Students will create an analytical question focused around the following prompt (SS-M-5.2.4):
 - Using museum artifacts of your choosing create an argument Political, social, economic, and cultural differences among sections of the U.S. resulted in the American Civil War.

Modifications

- ℞• Guided scripts for detail analysis of artifacts.
- ℞• Decrease in number of artifact required.
- ℞• Technology to assist as needed.

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