

## **HEWN TIMBER CABINS**

### **LANGAUGE ARTS GRADES 4-6**

**FRANCIS MARION UNIVERSITY  
FLORENCE, SOUTH CAROLINA**

## **SOUTH CAROLINA FRAMEWORK STANDARDS**

### **CONTENT STANDARDS**

- **STUDENTS USE PERSONAL EXPERIENCE, THE PRINTED WORD, AND INFORMATION GAINED FROM OBSERVATIONS AS A BASIS FOR CONSTRUCTING MEANING.**
- **STUDENTS USE LANGUAGE TO CLARIFY THOUGHT.**
- **STUDENTS SYNTHESIZE INFORMATION FROM A VARIETY OF SOURCES.**
- **STUDENTS USE LANGUAGE PROCESS AND STRATEGIES EFFECTIVELY TO COMMUNICATE.**
- **STUDENTS USE LANGUAGE FOR A VARIETY OF REAL PURPOSES AND AUDIENCE.**

**ACTIVITY 1  
RESEARCHING THE HISTORY OF A FAMOUS  
AFRICAN AMERICAN**

**ACTIVITY 2  
CONNECTING THE PAST TO THE PRESENT**

**ACTIVITY 3  
DOCUMENTING THE LIFE OF A YOUNG SLAVE  
GIRL**

# ACTIVITY 1

## RESEARCHING THE HISTORY OF A FAMOUS AFRICAN AMERICAN

### OBJECTIVE

Students will research the life of Harriet Tubman.

### PROCEDURES

- The teacher will read the book Aunt Harriet's Underground Railroad in the Sky.
- Students will work in cooperative groups to complete a Flow-Map chart sequencing Cassie's journey on the Underground Railroad.
- Students will research the history of Harriet Tubman using books and the Internet.
- Students will write a brief report on the life of Harriet Tubman.

### MATERIALS NEEDED

- Aunt Harriet's Underground Railroad in the Sky  
By Faith Ringgold  
Scholastic Inc. New York
- Large pieces of chart or bulletin board paper (one for each group)
- Reference books containing information on Harriet Tubman
- Copy of assessment rubrics for each student.
- Access to internet site or copies of site  
<http://www.nyhistory.com/harriettubman>  
<http://encarta.msn.com/encnet/refpages/rearticle>  
[www.incweel.com/biographies/tubman.html](http://www.incweel.com/biographies/tubman.html)  
[www.worldbook.com/fun/aajourney/html/](http://www.worldbook.com/fun/aajourney/html/)

### EVALUATION

Harriet Tubman biographical reports will be graded with included rubric.

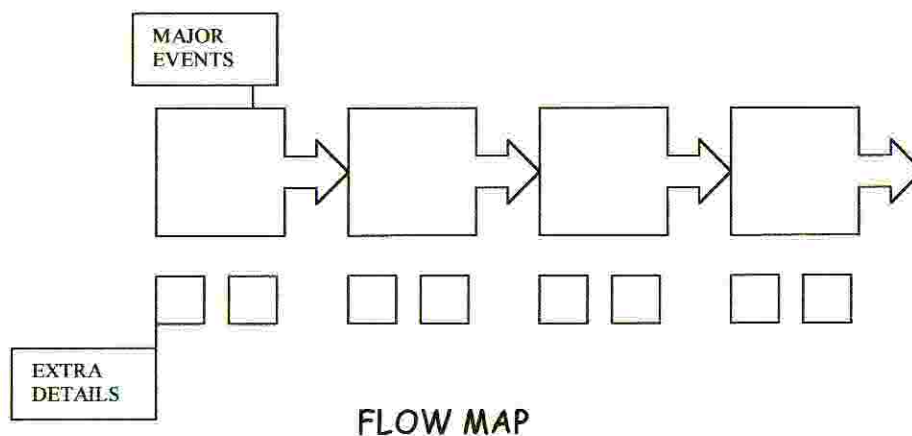


# STORY MAP OF CASSIE'S JOURNEY ON THE UNDERGROUND RAILROAD

## COOPERATIVE GROUP ACTIVITY

### PROCEDURE

1. Students should be placed in groups of 4. Assign each student a job
  - **Materials Manager** - this student is in charge of selecting chart paper and markers for the group
  - **Designing Engineer** - this student is in charge of recording information onto the chart
  - **Presentation Reporter** - this student is in charge of presenting the completed project to the rest of the class.
  - **Moral Manager** - this student is in charge of making final decisions and keeping order in the group.
2. Groups are given the task of creating a story map that sequences the travels Cassie undertook on her ride on the Underground Railroad.
3. Groups will take turns presenting their completed projects to the rest of the class.
4. Display completed projects.



## **RESEARCH ACTIVITY**

Faith Ringgold's book, Aunt Harriet's Underground Railroad in the Sky, contains very detailed information on the life of Harriet Tubman. The book also displays a map of the underground railroad.

Internet sites for research on Harriet Tubman

[www.incwell.com/biographies/tubman.html](http://www.incwell.com/biographies/tubman.html)

[www.worldbook.com/fun/aajourney/html/](http://www.worldbook.com/fun/aajourney/html/)

[http://encarta.msn.com/encnet/refpages/rearticle.](http://encarta.msn.com/encnet/refpages/rearticle)

[www.nyhistory.com/harriettubman](http://www.nyhistory.com/harriettubman)

Check school media centers or the public library for reference and story books on Harriet Tubman's life.

## **BACKGROUND INFORMATION**

- Harriet Tubman was born in Bucktown, Maryland in 1820.
- Harriet's father taught her how to survive in the woods.
- Harriet could not read nor write.
- Harriet escorted over 300 slaves to freedom.
- Harriet served as a Union spy in the Civil War.

# GRADING RUBRIC RESEARCHING THE HISTORY OF A FAMOUS AFRICAN AMERICAN

NAME \_\_\_\_\_ DATE \_\_\_\_\_

ACTIVITY	UNSATISFACTORY 1	SATISFACTORY 2	EXCELLENT 3	TOTAL
COOPERATIVE GROUPS ACTIVITY	Did not work cooperatively with group.	Attempted to be a contributing member and work with group.	Worked well with group and provided valuable contributions.	
WEB RESEARCH ACTIVITY	Did not follow proper Internet research procedures. No information recorded.	Attempted to follow Internet research procedures. Little information recorded.	Followed all Internet Research Procedures. Lots of information recorded.	
BIOGRAPHICAL REPORT OF HARRIET TUBMAN	Report does not follow SC writing rubric guidelines. Little information reported and may not be accurate.	Report follows SC writing rubric guidelines but may contain some errors. Accurate information reported.	Report follows SC writing rubric guidelines with little or no errors. Information is accurate and creatively reported.	

GRADE SCALE: 9-8 (A) 7-6 (B) 5-4(C) 3(D) 2 AND BELOW (F)

**GRADE** \_\_\_\_\_

**COMMENTS:**  
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 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## FOLLOW-UP ACTIVITY

In the book Aunt Harriet's Underground Railroad in the sky, Aunt Harriet mentions that a quilt will serve as a symbol for safety. The last part of the book also shows a quilt designed to celebrate the one hundredth anniversary of Harriet Tubman's first flight to freedom.

Quilts have been made to tell stories, record family history, celebrate life, and to get a message across.

Each student should design a quilt that tells about their family heritage. Include family traditions and major events in the design. Present quilts to the class and allow students to tell about their history.

### MATERIALS NEEDED

- Large sheets of paper (one for each student)
- Crayons, markers, color pencils

**\*\*OPTION** - Construction paper collage. This process results in a more "quilt-like" appearance. Also teachers may integrate math skills with the use of geometric shapes and patterns in the quilts.

**ADDITIONAL RESOSURCE: SC STATE MUSEUM QUILTS COLLECTION**

## **ACTIVITY 2**

### **CONNECTING THE PAST TO THE PRESENT**

#### **OBJECTIVE**

Students will make connections between the past and their present.

#### **PROCEDURES**

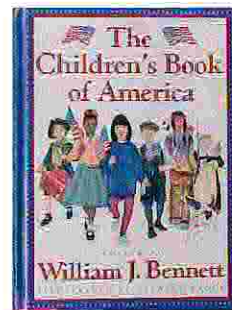
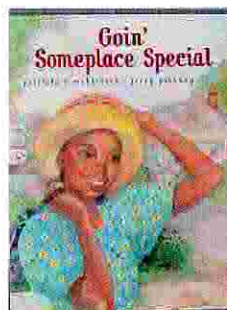
- The teacher will read the books Goin' Someplace Special, Tar Beach, and The Children's Book of America.
- Students will work in literary circles to discuss ideas from listening to the books.
- Students will write a narrative story about a time they wished life could be different for them.

#### **MATERIALS NEEDED**

1. Tar Beach  
By Faith Ringgold  
Scholastic Inc. New York
2. Goin' Someplace Special  
By Patricia McKissack  
Scholastic Inc. New York
3. The Children's Book of America  
By William J. Bennett  
Scholastic Inc. New York
4. Copy of assessment rubrics for each student.

#### **EVALUATION**

Literary Circle participation and narratives will be graded with included rubric.



## GRADING RUBRIC FOR CONNECTING PAST TO THE PRESENT

NAME \_\_\_\_\_ DATE \_\_\_\_\_

ACTIVITY	UNSATISFACTORY 1	SATISFACTORY 2	EXCELLENT 3	TOTAL
LITERARY CIRCLES ACTIVITY	Did not work cooperatively with group.	Attempted to be a contributing member and work with group.	Worked well with group and provided valuable contributions.	

SCORE	CONTENT	ORGANIZATION	VOICE	CONVENTIONS
4	Presents a clear and central idea about the topic. Fully develops the central idea throughout the writing.	A clear organizational strategy is present; there is evidence of a plan for presenting information. There is a logical progression of ideas. There is a clear introduction, body, and conclusion.		Rules of standard English usage are applied consistently; there may be minor errors in standard written English. Sentences are constructed correctly; the ability to form sophisticated structures is displayed. There are few errors in capitalization, punctuation, and spelling. Errors, when present, do not detract from the writer's meaning.
3	Presents a central idea about the topic. Attempts to develop the central idea, but details presented may be general or the elaboration may be uneven. Focus is generally sustained but may shift slightly.	A clear organizational strategy is present. There is usually a logical progression of ideas. There is an introduction, body, and conclusion.	Uses precise or vivid vocabulary appropriate for the topic. Phrasing is effective, not predictable or obvious. Varies sentence structures to promote rhythmic reading. Strongly aware of audience; tone is consistent and appropriate.	Rules of standard English usage are usually applied; there may be a few errors in standard written English. Sentences are usually constructed correctly; more sophisticated structures may not be attempted or done correctly. There are some errors in capitalization, punctuation, and spelling. Errors do not interfere with the writer's meaning.
2	Central idea may be unclear. Details may be sparse; more information is needed to clarify the central idea. Focus may shift or be lost causing confusion for the reader.	There is some evidence of an organizational strategy. The progression of ideas may be simplistic, repetitious or somewhat random. Attempts an introduction, body, and conclusion.	Uses both general and precise vocabulary. Phrasing may not be effective, and may be predictable or obvious. Some sentence variety that results in reading that is sometimes rhythmic, may be mechanical. Aware of audience; tone is appropriate.	Rules of standard English usage are applied inconsistently; there is a pattern of errors in standard written English. Sentences may be limited to simple constructions or be incorrect. There are many errors in capitalization, punctuation, and spelling. Errors interfere with the writer's meaning.
1	There is no clear central idea. Details are absent or confusing. There is no sense of focus.	No plan for presenting information is evident. Information is presented in random order. May lack an introduction, body, and conclusion.	Uses simple vocabulary. Phrasing may be repetitive or confusing. There is little sentence variety; in monotonous. There is little awareness of audience; tone may be inappropriate.	Rules of standard English usage are not applied; there are frequent and serious errors in standard written English. Sentences are generally incorrectly formed. There are frequent and serious errors in capitalization, punctuation, and spelling. Errors distort the writer's meaning.
0	Off topic, illegible, or an insufficient amount of original writing to evaluate.			

Grade \_\_\_\_\_

19-17(A) 16-15(B) 14-13(C) 12-11(D) 10(F)



# LITERARY CIRCLES

STUDENTS WILL WORK IN GROUPS OF 4 OR 5. THE GROUPS WILL PARTICIPATE IN DISCUSSIONS OF BOOKS THEY HAVE ALL SHARED.

## PROCEDURE

1. Divide the class into groups of 4 to 5 students. Make sure the groups are compatible and that there is a mixture students who are good at expression as well as those who need some assistance.
2. Model discussion sharing with the class.  
Choose some object - ruler, painted stick, microphone, etc. - to be the signal for the person who is talking. (No one else can speak during this time.)  
The groups are given a set of questions to discuss about the shared books. When a student has something to add to the discussion they pick up the "stick." When they have completed their thought - they pass the "stick" on to the next person. Students should only share one thought at a time to give everyone time to speak. If they notice that a group member is not involved they should encourage them with questions - "I would like to hear what you think"
3. Group members should choose one person to report to the entire class one interesting point that was discussed in their group.

## LITERARY CIRCLE QUESTIONS

1. In the book Tar Beach what does Cassie mean by "the bridge was my most prized possession."
2. What is keeping Cassie's family from having some extra privileges and possessions?
3. Do you think Cassie's family is a good one? Why or why not?
4. What does Cassie mean by "It's very easy, anyone can fly. All you need is somewhere to go that you can't get to any other way. The next thing you know, you're flying among the stars."
5. In Goin' Someplace Special why does everyone keep telling 'Tricia Ann to "hold yo' head up and act like you b'long to somebody?"
6. What did Jimmy Lee mean when he said "Don't let those signs steal yo'happiness"?
7. What does it mean when "Your mouth is smiling, but your eyes aren't"?
8. What was the place that 'Tricia Ann found that was special? Why was it so special?

## NARRATIVE WRITING

Remember how Cassie wanted a better job for her father, for her mother to be able to sleep late, and for her family to have ice cream every night. 'Tricia Ann wanted the signs that kept people separated by race gone. Think about a time you wished things could be a little bit different for you or your family. Maybe you would like to live in a place that would allow you to own a pet or have a bigger yard for special games. Or maybe you wished you had lots of money to spend on travel or buying your favorite things. Or maybe you would change what your parents did for a living. Write about how you would change your life if you could and include lots of details about the effects this change would have on you.



## FOLLOW-UP ACTIVITIES



The residents of the Hewn Timber Houses would have never been able to benefit from cable television, central heat and air, or electric washing machines. They hadn't been invented yet! They did however survive without many of the luxuries that were available to other citizens during their time period. For instance, their beds were made of burlap bags stuffed with pine straw. Also, their only source of water was dipping a bucket from a shared well.

If you had been a resident of the Hewn Timber House, what do you think would be the thing you would desire most. Write about what you would have liked to change and remember to give many reasons to support your choice.

### The Children's Book of America

This resource by William J. Bennett covers many different periods of American History. Students can hear about Abigail Adams, Lewis and Clark, and John Henry. The book serves as an excellent introduction to connecting the past with the present.

## ACTIVITY 3

### DOCUMENTING THE LIFE OF A YOUNG SLAVE GIRL

#### OBJECTIVE

Students will analyze the life of a fictional character.

#### PROCEDURES

- The teacher will read the book A Picture of Freedom The Diary of Clotee, a Slave Girl \*out loud to the class. (A writing response schedule is included.)
- Students will maintain a written response to the listening activity.
- Students will research the history of the hewn timber cabins at Francis Marion University
- Students will create their own fictitious character and seven day diary.

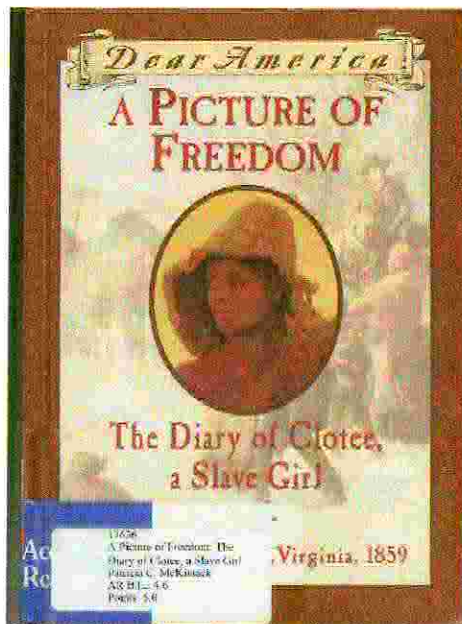
\*(Make sure to review the book before reading out loud to the class. Even though it is written for a fourth grade reading level, this book depicts the life of a female slave and some parts may not be suitable for younger students.)

#### MATERIALS NEEDED

- ✓ A Picture of Freedom The Diary of Clotee, a Slave Girl  
By Patricia C. McKissack  
Scholastic Inc. New York
- ✓ Response journal for each student (can be folders, notebooks, etc.)
- ✓ Schedule of writing topics and included handouts
- ✓ Copy of assessment rubrics for each student.
- ✓ Access to internet site or copies of site <http://www.fmarion.edu/>

#### EVALUATION

Response journals will be graded by included rubric.



## WRITING RESPONSE SCHEDULE

### DAY 1 – Read pages 1 –33

Discuss the mood of Clotee’s diary. What are her desires and fears?

Students should write about how listening to the restricted life of Clotee makes them feel. They should list any predictions they have about the coming weeks in Clotee’s life.

Complete Venn diagram comparing Clotee’s life and the life of the student.

### DAY 2 – Read pages 34-68

Clotee has trouble understanding the meanings of several new words

*Abolitionists* and “tooter” (tutor). How does she try to find out the meanings of these words? Write about the steps you take to find out the meanings of words you don’t understand.

Describe the type of character each person displays:

- Clotee
- Miz Lilly
- William
- Spicy
- Hince
- Mas’Henley
- Aunt Tee

### DAY 3- Read pages 69-102

Many terrible things have happened on Belmont Plantation. Which one affected you the most. Write about your feelings and how you think this event has changed the mood of Clotee’s diary.

### DAY 4 – Read pages 103-137

Why do you think Master Henley tells the slaves that the runaways have been caught and killed? Tell why you think more slaves don’t try to run away. Make a list of the dangers and obstacles they would face.

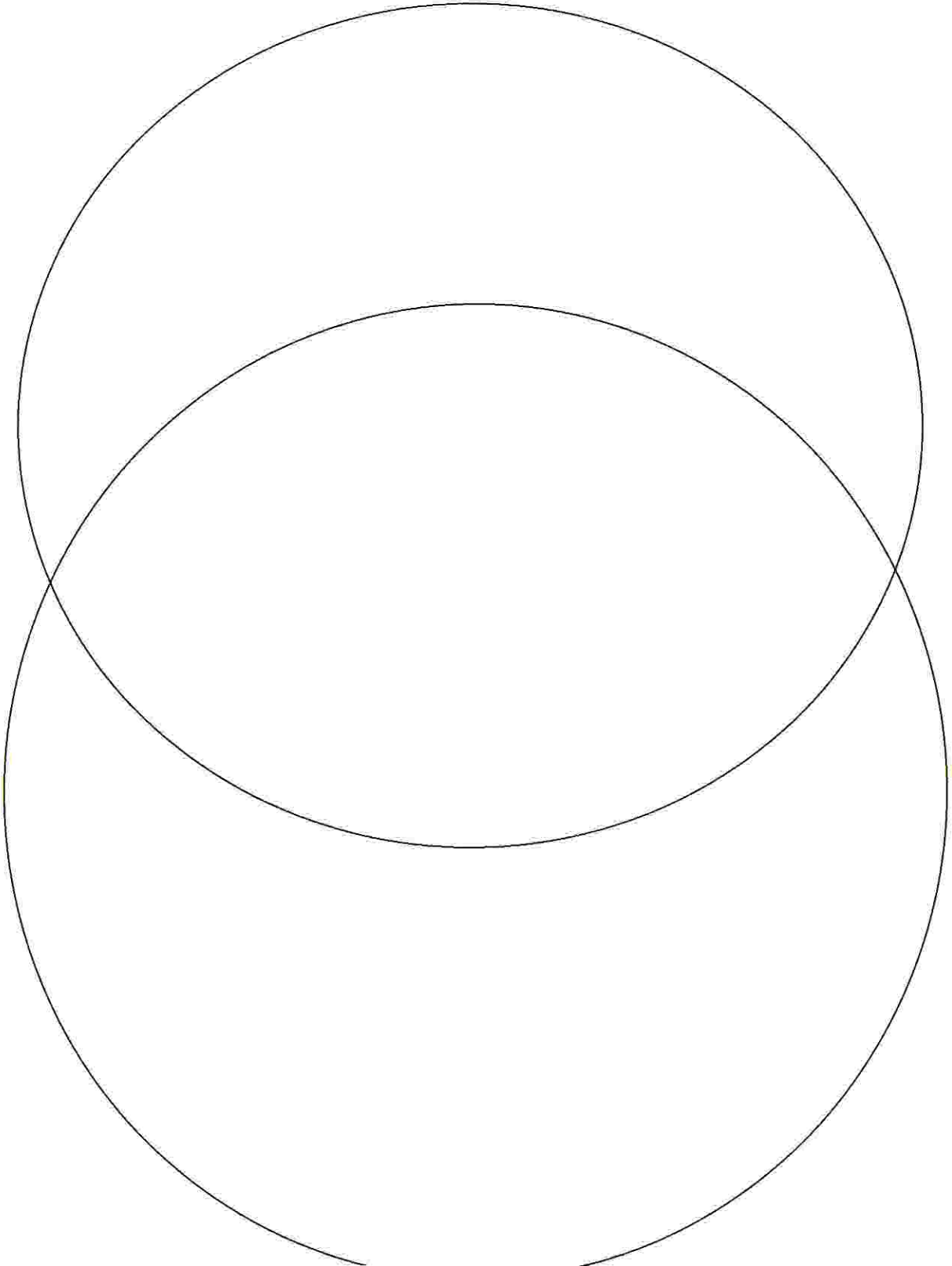
### DAY 5 – Read pages 138-172

Now that you’ve heard the story of Clotee’s life, what do you think about the decisions she made? Describe the kind of person Clotee became.

The title of the book is A Picture of Freedom. All through the book Clotee had a difficult time picturing “freedom” in her mind. Draw a picture of what you consider to be freedom.

# VENN DIAGRAM

NAME \_\_\_\_\_ DATE \_\_\_\_\_





### **FOLLOW-UP ACTIVITY**

Research and study the history of the hewn timber cabins at Francis Marion University. (Cover details such as cabin layout and contents, family members and possible occupations.)

Create a fictional character that could have lived in the hewn timber cabins at Francis Marion University. Write journal entries for your character for the time span of one week. You need to write in detail about your character's day to day life and activities.

You must write about your character's other family members and how each relates to the other. Decide the time of year and the effects that would have on your characters day to day life. Remember, a diary contains personal feelings and recollections.

## GRADING RUBRIC FOR DOCUMENTING THE LIFE OF A YOUNG SLAVE GIRL

NAME \_\_\_\_\_ DATE \_\_\_\_\_

ACTIVITY	UNSATISFACTORY 1	SATISFACTORY 2	EXCELLENT 3	TOTAL
RESPONSE JOURNAL ENTRIES	Journal entries are not complete and contain little or no detail. Many errors in conventions are present.	Journal entries are complete but contain little detail. Some errors in conventions are present.	Journal entries are complete and contain supporting details and reasoning. Little or no convention errors are present.	
VENN DIAGRAM	Diagram is not properly labeled or has less than 2 supporting details.	Diagram is properly labeled with 3 or more supporting details.	Diagram is properly labeled with 5 or more supporting details.	
FREEDOM DRAWING	Drawing shows little or no creativity and detail.	Drawing shows some creativity and is somewhat detailed.	Drawing shows creativity and is full of detail.	
FICTIONAL DIARY	Diary is not complete and contain little detail with many errors in conventions.	Diary is complete with some detail and little if any errors in conventions.	Diary is complete and includes believable facts, feelings, and supporting details with little or no convention errors present	

GRADE SCALE: 12-11 (A) 10-8 (B) 7-6(C) 5(D) 4 AND BELOW (F)

**GRADE** \_\_\_\_\_

**COMMENTS:**  
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