

# The Core and MORE Instruction Checklist

## Standard and Objective:

### Social Studies:

#### Standard 4

Students will understand that the 19th century was a time of incredible change for the United States, including geographic expansion, constitutional crisis, and economic growth.

Objective 2-Assess the geographic, cultural, political, and economic divisions between regions that contributed to the Civil War.

- c. Identify the range of individual responses to the growing political conflicts between the North and South (e.g. states rights advocates, abolitionists, slaveholders, **enslaved people**).

### Music:

#### Standard 1

Singing The student will develop the voice and body as instruments of musical expression.

#### Objective 3

Discover how songs, singing games, and dances relate to various cultures in the history of the United States. (See Social Studies Core.)

- a. Share songs, instruments, and music enjoyed by various cultures in the history of the United States.
- b. Describe how music is used by cultures in U.S. history

### Language Arts:

#### Standard 7

(Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.

- e. Make inferences and draw conclusions from text.

g. Summarize important ideas/events; **summarize supporting details in sequence.**

i. Compile, organize, and interpret information from text.

## **EXPLICIT INSTRUCTION**

**I do it, We do it, Y'all do it, You do it**

## **ENGAGEMENT**

**All Students Saying,  
Writing, Doing**

### **PROACTIVE PLANNING**

### **VOCABULARY WORDS**

Pull up the website: [http://www.followthedrinkinggourd.org/Appendix\\_Teachers\\_Guide.htm](http://www.followthedrinkinggourd.org/Appendix_Teachers_Guide.htm)  
Follow The Drinking Gourd Handout for each student (Map)  
A copy of the lyrics for each student  
CD of "Follow the Drinking Gourd" song

Underground Railroad  
Slavery  
Conductor  
Slaveholders

### **ANTICIPATORY SET**

(5 MINUTES)

Turn off the lights and have the students listen to the song "Follow the Drinking Gourd." After listening to the song, have the students discuss, in their tables, this question. "What is the meaning of this song?" Discuss the responses.

### **BUILDING A FOUNDATION**

(5-10 MINUTES)

- 1- Explain to the students that before the Civil war about 4/9 of people in the South were Slaves. Many of the slaves were treated badly, and otherwise they did not want to be "owned" by anybody else. Not everyone in the South thought that slavery was bad, and some people even tried to end slavery (abolitionist) or help slaves get to freedom (Conductors), but most in the south relied on slavery to maintain their crops on their plantations.
- 2- Slaves were not allowed to learn to read or write, because the slaveholders knew/thought that if the slaves became educated, they would want to leave. So, instead of sending mail, they would sing and memorize songs during their daily work and these songs would have

Group discussion

secret meanings to the slaves. One of these songs was the one you just heard, "Follow the Drinking Gourd. During this song, the words they sang had to be sung in code so the slave owners couldn't figure out the meanings.

- 3- Using what the students just learned, tell the students to see if they can be smarter than the slave owners, and see if they can figure out what the song really means.

**WHOLE GROUP INSTRUCTION: Concrete**

(8-10 MINUTES)

*Develop the Concept: Interactive Learning (Hands-on)*  
*As a class, listen to the first verse and decode the verse phrase by phrase.*

Think-pair-share  
 Group discussion

<b>LYRICS</b>	<b>EXPLANATION</b>
<b>VERSE 1</b>	Taken together, this verse suggests escaping in the spring and heading North to freedom.
When the sun comes back,	Refers to the winter or spring. The days are getting longer, and the angle of the sun is higher each day at noon.
and the first quail calls,	Refers to the breeding season. Quail in Alabama start calling to each other in early to mid-April.
Follow the drinking gourd	The "drinking gourd" alludes to the hollowed out gourd used by slaves (and other rural Americans) as a water dipper. Used in this context it is a code name for the Big Dipper star formation, which points to Polaris, the Pole Star, and North.
The old man is awaiting for to carry you to freedom	"Ole man" is nautical slang for "Captain" (or "Commanding Officer.") According to Parks, the Underground Railroad operative Peg Leg Joe was formerly a sailor. Per one of Parks's informants, the runaways would be met on the banks of the Ohio by the old sailor. Of course, the chances that Peg Leg Joe himself would be there to meet every escapee (as depicted literally in the children's books) are quite small.

**SCAFFOLDED INSTRUCTION: Representational**

(15-20 MINUTES)

*Develop the Concept: Visual*

Have the students work together in their pairs to figure out the understanding of the second verse. Then, talk it over as a class. Explain to the students that it is not necessary for them to know the names of the rivers that are being talking about. Most likely the slaves didn't know what the names were either. They did not know geography.

Think-pair-share

<b>VERSE 2</b>	Describes how to follow the route, from Mobile, Alabama north.
The river bank will make a mighty good road	The first river in the song is the Tombigbee, which empties into Mobile Bay. Its headwaters extend into northeastern Mississippi.
The dead trees show you the way Left foot, peg foot, traveling on	According to Parks, Peg Leg Joe marked trees and other landmarks "with charcoal or mud of the outline of a human left foot and a round spot in place of the right foot."
Follow the drinking gourd.	

**INDEPENDENT PRACTICE: ABSTRACT**

(15-20 MINUTES)

*Independent Practice and Problem Solving*

As independent practice, have the students create a map to freedom using the lyrics of the song. Use the "Follow the Drinking Gourd" Handout and give them a copy of the lyrics (without the explanation). During this time, the students will have to decode the last two verses on their own.

Written Responses

<b>VERSE 3</b>	Describes the route through northeastern Mississippi and into Tennessee.
The river ends between two hills,	The headwaters of the Tombigbee River end near Woodall Mountain, the high point in Mississippi and an ideal reference point for a map song. The "two hills" could mean Woodall Mountain and a

	neighboring lower hill. But the mountain itself evidently has a twin cone profile and so could represent both hills at once. (More on the route in future editions.)	
Follow the drinking gourd,		
There's another river on the other side,	The river on the other side of the hills is the Tennessee, which extends outward in an arc above Woodall Mountain. The left-hand side proceeds virtually due north to the Ohio river border with Illinois – definitely the preferred route, since the right hand side meanders back into northern Alabama and then proceeds up into Tennessee.	
Follow the drinking gourd.		
<b>VERSE 4</b>	Describes the end of the route, in Paducah, Kentucky.	
Where the great big river meets the little river	When the Ohio River meets the Tennessee. The Tennessee and Ohio rivers come together in Paducah, KY, opposite southern Illinois. Note that the order of the rivers has been switched, most likely for poetic reasons.	
Follow the drinking gourd	..meets the Ohio River. The Tennessee and Ohio rivers come together in Paducah, KY, opposite southern Illinois.	
The old man is awaiting for to carry you to freedom		
If you follow the drinking gourd.		
<b>FORMATIVE ASSESSMENT</b>		(5-10 MINUTES)
The formative assessment is creating the map to freedom.		
<b>CENTER ACTIVITIES</b>		(15 - 45 MINUTES)
*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction.		
<p>If any students are struggling, have them come up to the table and you can work through it with them.  Fast Finishers can color their art and share it in detail with another person who finishes early.</p>		

## **HOMEWORK**

There is no homework for this assigned project. The map will be finished in class.