

UNDERGROUND TO CANADA – A NOVEL STUDY

UNIT OVERVIEW

This timeless novel by Canadian author Barbara Smucker, is sure to captivate student interest as they follow two teenage runaway slaves trying to reach freedom. The story is an excellent example of historical fiction intertwining fictitious characters with historical figures who worked on the “Underground Railway.” Julilly, the main character, is truly heroic and her deeds and actions underline this fact. The themes, ideas and issues presented in this novel definitely give students something to think about.

A student activity booklet provides a backbone for the novel study and ensures student comprehension as well as building vocabulary and language skills. Related activities are suggested along with discussion questions adding variety and meaning to the workbook-style questions in the booklet. Great for the entire class, small groups or individually. The motivating, enjoyable format is sure to be a hit with students.

TEACHER STUFF

The unit has been designed using an “outcome-based learning” approach with student objectives given in behavioural terms. Included are:

Part I – Essential Learner Outcomes – general goals and objectives

Part II – Specific Program Outcomes – student objectives outlined in behavioural terms

Part III – Student Evaluation

Part IV – Suggested Activities/Topics – A variety of activities, instructional strategies and resources are suggested.

Part V – Discussion Questions and Answers

Part VI – Student Activity Booklet – Answer Key

STUDENT STUFF

A copy of the booklet is given to each student (photocopied) to be completed and marked on an ongoing basis. The booklets can be bound with plastic coils or simply stapled. Using thicker paper for the cover (which can be colored as the teacher reads the book out loud) and collecting the booklets, rather than letting students keep them in their desks, will help slow down the inevitable “booklet disintegration process” (B.D.P.) commonly found in most classrooms. Possible culminating assignments and a marking page are included.

One preferred strategy is to have students pre-read the novel on their own and then to have the teacher read the novel out loud once the unit is formally started. Some students will choose to read along while others simply listen. The pace of activities, questions and marking is left to the discretion of the teacher. The discussion questions are at a higher level and balance the knowledge-based questioning format of the activity booklet. Wherever possible, students should be encouraged to write answers in full sentences.

CHARACTER PROFILE

Chapter Number: _____
Setting: _____
Name of Character: _____
Age of Character: _____
Male or Female (Circle one): **F** **M**

Describe the character. Tell what you think the character looked like.

What kind of personality did this character have?

What did the character do that you admire?

POINT OF VIEW

This novel was selected by teachers because they thought that students would enjoy it. Now that you have read the novel and participated in the activities, let's hear **your** point of view.

Do you think this is a good book for students in your grade? (**YES** or **NO**)

Why? _____

Did you like or dislike the book? (Circle one) **LIKED** **DISLIKED**

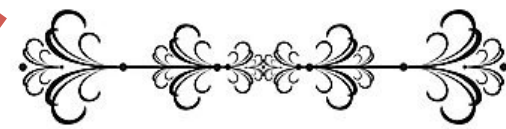
Why? _____

List three activities that you enjoyed doing.

1) _____
2) _____
3) _____

List three activities that you did not enjoy doing.

1) _____
2) _____
3) _____



Part V – Discussion Questions

The discussion questions are designed to get students thinking about more complicated issues contained within the novel and to act as "springboards" for further discussion. They can be used at the end of chapters to consolidate student understanding or before the teacher begins reading, as a review. As well, some teachers may choose to have students write the answers for these questions in notebooks using full sentences. (Answers start on page 15 of this booklet.)

Chapter 1

1. What reasons did Missy Hensen have for "selling" her slaves to slave traders?
2. Why did the arrival of slave traders in the area mean trouble?

Chapter 2

1. What might it have felt like when the slave traders split up families?
2. List words that might describe how Julilly felt about the slave traders.
3. What reasons do you think the slave traders had for choosing three strong, young men and children?

Chapter 3

1. The man who paid the free black boy for his work was called a "Quaker Abolitionist." What do you think these words mean?

Chapter 4

1. Julilly thought about jumping off the wagon and running into the woods because she was not chained. Why did she stay on the wagon?
2. Julilly helped the men in the muddy swamp even though she might get in trouble. What does this tell you about Julilly's character?

Chapter 5

1. In what ways were the people working on the Riley plantation different from the slaves at the Hensen plantation?
2. In this chapter, Julilly meets Liza. Why were there scars running down her legs and across her cheeks?

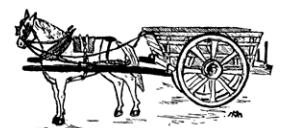
Chapter 6

1. What shocked Julilly about the way the children at the Riley plantation ate?
2. What did Julilly do to help Liza that caused them to become friends?

Chapter 7

1. What was some of the incorrect information that people had about Canada?
2. Julilly and Liza searched for the stars in the night sky that looked like a "drinking gourd." What group of stars were they talking about?

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Chapters 1 and 2

4. How did Julilly get her name? /2

5. What did the word "Massa" stand for? /2

6. Who owned this plantation and in what state was it located? /4

7. What was meant by the expression "secret talk?" /2

8. How did Julilly's father die and when? /2

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Chapters 11 and 12

Find the words that fit these clues.

F	E	R	Y	K	L	J	J	K	S	L	J	I	T	Y	R	U	J	S	C	B	B	N	N	M
R	G	K	X	B	E	G	A	N	T	O	W	H	I	N	E	G	S	K	D	Y	C	J	F	T
I	W	K	I	Y	X	B	Z	X	S	D	F	D	F	E	A	B	O	P	U	T	O	J	K	H
E	G	G	A	S	I	D	D	U	Y	A	E	W	E	D	D	M	J	J	W	W	M	L	L	O
N	B	B	N	K	N	O	K	W	W	P	Y	Y	U	I	L	F	F	S	O	P	J	D	U	
D	X	X	Z	X	G	B	B	K	E	E	Y	T	T	R	F	D	D	F	G	C	A	D	X	S
S	C	C	F	D	T	N	N	M	D	K	V	L	F	G	F	A	C	E	D	C	S	V	B	A
W	A	A	S	D	O	H	H	B	M	L	O	P	L	S	D	F	G	H	E	T	S	F	L	N
I	D	B	G	K	N	F	F	L	O	D	P	O	U	I	Y	R	T	Y	H	F	H	D	J	D
T	F	U	G	I	T	I	V	E	S	L	A	V	E	A	C	T	J	G	L	O	G	P	O	I
H	G	H	R	U	I	J	K	Y	I	O	P	L	L	K	N	O	X	V	I	L	L	E	M	O
A	F	G	H	J	K	I	O	P	L	K	J	N	H	B	G	V	F	R	D	C	V	B	N	M
F	M	A	S	S	A	H	E	N	S	R	N	K	L	K	J	N	M	N	H	H	G	B	V	B
R	J	K	N	B	G	G	F	F	T	H	M	J	H	B	G	V	Y	G	G	H	I	U	U	J
I	J	K	F	C	D	D	C	V	B	G	F	R	T	Y	U	I	U	H	Y	Y	G	T	F	R
E	P	R	I	S	O	N	K	L	M	K	N	J	H	G	F	T	R	Y	U	G	H	J		
N	M	K	L	K	O	I	J	H	G	Y	G	H	B	G	V	F	V	V	B	N	M	M	K	L
D	H	J	B	N	H	Y	G	U	I	O	K	U	H	F	U	G	I	T	I	V	E	S	L	

Clues:

- When the bloodhounds found their prey they _____. (Ch. 12)
- What helped them find their way? (Ch. 12)
- City in Kentucky. (Ch. 12)
- Cumberland mountains were near this place.
- How many dollars could someone be fined for giving a fugitive a meal?
- What was the name of the act that allowed slave owners to retake human property in any state?

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Chapter 17

- Title: _____ /2
Make up a title for this chapter.
- Number the following events in their correct order, according to the story in Chapter 17. Order them from 1 (happened first) to 10 (happened last). Take your time to figure it out. /20

#	Events
_____	The girls stepped inside the sacks.
_____	They heard the voice of Massa Ross.
_____	They found out that the Mayflower was the abolition boat.
_____	Julilly and Liza were put inside a carriage.
_____	There was a screech and the banging of a door.
_____	They heard the password.
_____	They were told they were going to Cleveland.
_____	Mr. Ross said to take the girls to Fort Malden.
_____	The girls were freed from the sacks.
_____	Julilly fell asleep on the train.

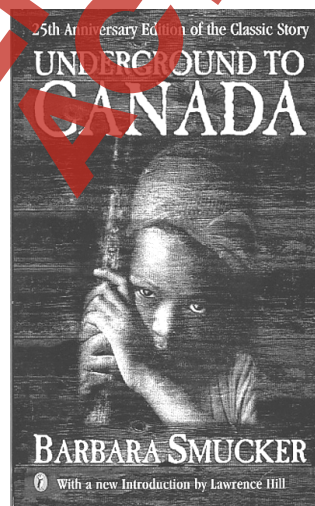
Be careful!!!!!!!!!!



UNDERGROUND TO CANADA

Culminating Activity Ideas

- Write a letter (at least 2 pages in length) to any character in this story.
- Change the ending of this story by creating your own version of what happened to Julilly. It will be Chapter 20. Give it a title and make it at least 3 pages long.
- Make your own poster, radio or TV commercial to advertise the importance of any of the ideas you think were expressed in this story. Hand in your written script if it's a commercial. Present this to the class.
- Interview someone not of your own nationality. Ask them questions about what its like being of a different nationality. Are there any problems or advantages that go with their nationality? Do they feel discriminated against sometimes? Do they feel isolated or do they fit in with the rest of the community? Are there restrictions to being their nationality? Have they found ways to deal with prejudice or discrimination? Make up your questions and write down or record on tape their responses. Hand in your questions.



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Novel Study Marks

Ch. 1 and 2	_____ /56	
Ch. 3 and 4	_____ /70	
Ch. 5 and 6	_____ /34	
Ch. 7 and 8	_____ /22	Excellent: 85% and up (294 and up)
Ch. 9 and 10	_____ /28	Good: 75 – 84% (259 to 293)
Ch. 11 and 12	_____ /20	OK: 65 – 74% (224 to 258)
Ch. 13 and 14	_____ /52	
Ch. 15 and 16	_____ /22	
Ch. 17	_____ /22	
Ch. 18 and 19	_____ / 20	
Total	_____ /346	

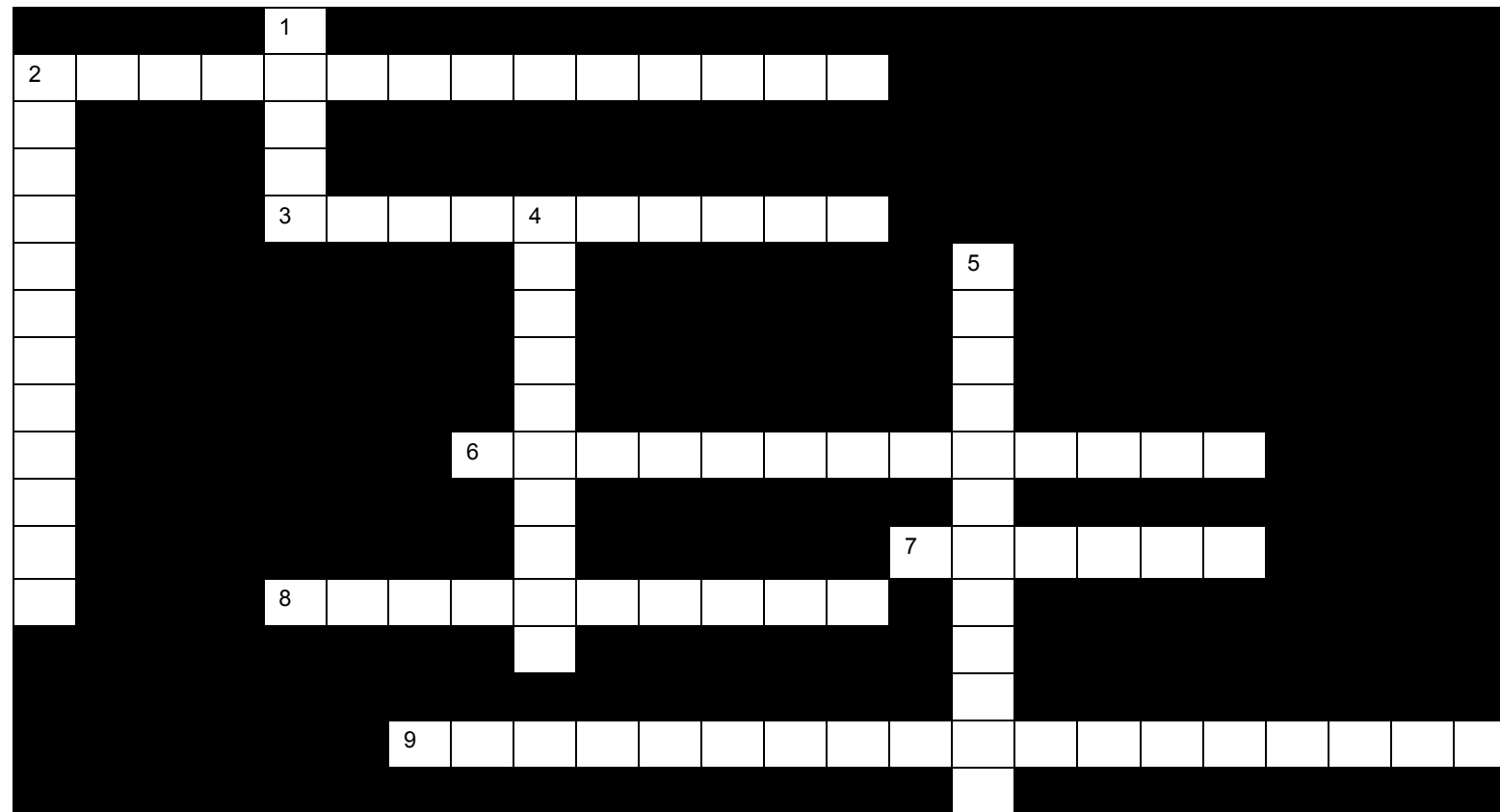
Culminating Activity:

UNDERGROUND TO CANADA



Chapters 15 and 16

Title: _____ /2
Give these 2 chapters a great title.

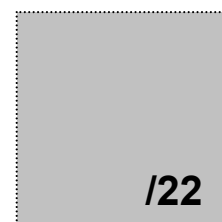


Down

1. The hoot-owl call was the _____ signal. (Ch.15)
2. What group made clothes for the slaves? (Ch. 16)
4. 'President' of the underground railway. (Ch. 16)
5. What were people called who chased after escaped slaves? (Ch. 16)

Across

2. What was the name of the authority that came to Jeb Brown's house? (Ch. 15)
3. Thing to climb to safety. (Ch. 15)
6. Bible doesn't care about the _____ . (Ch. 16)
7. Mr. Coffin was a well-known _____. (Ch. 16)
8. Home of Levi Coffin. (Ch. 15)
9. To avoid suspicion, don't leave out a _____ . (Ch. 16)



udent Activity Booklet – Answer Key (Cont'd)

and 10

er, no dancing, no rest time on Sundays, more lashings and more work.
ld
calls of the whippoorwill.
ts

and winter shoes
head up and down 3 times.
would be shaved.
est time
ie blood hounds couldn't pick up the scent.
s and water-moccasins sleeping like they are dead.”

and 12

whine

ave act

th a friend

4
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s; Felsheim

organization which helped black people escape from slavery to freedom by way of certain es.” These lines ran through valleys, over mountains and along rivers. Traveling was at night and the guides that helped them were called “conductors.”
ks = routes b) freight = runaway slaves c) dry goods = women
d) ware = men e) stations = resting places f) conductors = guides

rown, straight, coal-black, faithful, crinkly, large
am
ley plantation, Mammy Sally, father

and 16

Across

2. Sheriff Starkey
3. Rope Ladder
6. color of people
7. Quaker
8. Cincinnati
9. piece of dirty dishes

cle

ters