

Dear Educator,

We are pleased to provide you with this free teaching kit for the new season of the highly acclaimed series **UNDERGROUND**—the gripping saga of a group of slaves who escaped from a Georgia plantation on the Underground Railroad, and the abolitionists who joined them in defiance of the law.

UNDERGROUND reveals the heroes—including Harriet Tubman—who rose up to fight for freedom for all, worked to overthrow a corrupt and unforgiving establishment, and accepted that freedom meant laying their lives on the line for others.

The teaching kit includes activities that will help your students analyze the characters, setting, and drama of **UNDERGROUND**, in addition to providing them with an opportunity to reflect on the issues surrounding slavery and abolitionism in the years leading up to the Civil War.

Produced by John Legend and created by Misha Green and Joe Pokaski, **UNDERGROUND** stars Jurnee Smollett-Bell, Aldis Hodge, Jessica De Gouw, Alano Miller, Amirah Vann, Christopher Meloni, and joining the cast in Season 2, Aisha Hinds as Harriet Tubman. A WGN America Original Series, **UNDERGROUND** returns for Season 2, March 8, 2017. Visit www.wgnamerica.com/series/underground to learn more.

Although the materials are copyrighted, you may make as many copies as you need for educational purposes.

Please let us know your opinion of this program by returning the enclosed reply card or by responding at www.ymiclassroom.com/feedback-underground. We depend on your comments and suggestions.

Sincerely,

Dr. Dominic Kinsley
Editor in Chief
Young Minds Inspired

UNDERGROUND

TARGET AUDIENCE

- High school and college students in American History, American Studies, and African American Studies classes

PROGRAM OBJECTIVES

- To examine some of the issues faced by all Americans in antebellum America.
- To engage students in meaningful activities and discussions in which they consider the issues of social commitment, resistance, and literacy.
- To generate student interest, motivate discussion, and deepen understanding of the connection between past and present by examining the historical circumstances and personal choices that shaped the Underground Railroad.
- To explore the legacy left by the courageous individuals who were committed to securing freedom for slaves and how this ultimately influenced the future of the United States.

PROGRAM COMPONENTS

- This one-page teacher's guide
- Three reproducible student activity sheets
- A colorful wall poster for display in your classroom
- Common Core English Language Arts/History and Social Studies Standards for grades 9-12 (available at ymiclassroom.com/underground)
- A reply card for your feedback, or reply online at www.ymiclassroom.com/feedback-underground

HOW TO USE THIS PROGRAM

Photocopy this teacher's guide and the three student activity sheets before displaying the poster in your classroom. Make additional copies of these resources to share with your colleagues. Use the wall poster to introduce **UNDERGROUND**. Tell students these activities will enhance their viewing of **UNDERGROUND**.

Activity One

GOING UNDERGROUND

Discovery Part 1: To provide context for viewing Season 2 of **UNDERGROUND**, the first Discovery section of this activity begins with a quick quiz to see how much students already know about the Underground Railroad and help them fill in important details. **Answers:** 1-T, 2-F (Stations were 10-20 miles apart), 3-T, 4-T, 5-T, 6-F (It passed through 14 states), 7-T, 8-F (Slavery was abolished by the 13th Amendment in 1865), 9-T, 10-T

Discovery Part 2: Students should work in groups to research background on **UNDERGROUND** characters who, while fictitious, represent various roles played by people in antebellum history.

Discussion: Students will be asked to consider how a number of real-life, historical events would have affected each character and the actual people those characters represent. Some examples of events include the Dred Scott decision (1857), the Panic of 1857, and John Brown's raid on Harper's Ferry (1859). The Dred Scott decision declared that slaves were not citizens and as such were not entitled to sue in Federal courts of law. Additionally, it said that Congress could not prohibit slavery in any territories. Hence, characters like Ernestine and Rosalee would have been considered property of their masters with no rights at all. The Panic of 1857 was characterized by financial instability throughout the United States; fear of an economic collapse would certainly have affected the plantation owners and abolitionists who faced uncertainty about the future. John Brown's raid on Harper's Ferry was an attempt by a white abolitionist to lead an armed slave uprising.

Upon being found guilty of treason, Brown was sentenced to death. Slaves and abolitionists (like John and Elizabeth Hawkes in **UNDERGROUND**) may have found a brief glimmer of hope in this rebellion only to be quickly disappointed by the government's response. Harriet Beecher Stowe's seminal work, *Uncle Tom's Cabin*, provided an unflinching look at slavery in America and served as a rallying point for abolitionists throughout the nation. It is the type of text which would have inspired John and Elizabeth Hawkes and validated the experiences of Rosalee, Ernestine, Daniel, and the rest of the slaves in **UNDERGROUND**. The election of President Lincoln ultimately changed the lot of slaves in America as did his famous Emancipation Proclamation which provided freedom for anyone who was still a slave in 1863. These two events were not only turning points in the life of this country, but also would have changed the lives of all the characters in **UNDERGROUND**, affording Rosalee and Daniel freedom, while validating the work of abolitionists like the Hawkes.

Activity Two

MEET THE REAL HARRIET TUBMAN

This season, **UNDERGROUND** introduces Harriet Tubman, the most famous conductor of the Underground Railroad.

Discovery: In this activity, students untangle fact from fiction as they explore the details of Tubman's life and work. Highlights from Tubman's story include that she was born a slave in Dorchester County, Maryland, and died in Auburn, New York. Tubman rescued more than 300 slaves over 11 years and never lost a life, earning the nickname "Moses" because she was so successful in leading slaves to the "Promised Land" of the North. During the Civil War, she worked for the Union as a nurse, a spy, and a cook. Ultimately she was buried with military honors in 1913.

Discussion: Students have the opportunity to learn about modern rescuers and resisters—such as Mothers of the Movement and Black Lives Matter, as well as individuals like Malala Yousafzai who has fought for girls' access to education—and discuss how these people continue in the tradition of Harriet Tubman.

Activity Three

RISING UP

Beyond capturing a critical moment in our nation's history, **UNDERGROUND** reveals the importance of literacy and the freedom it can foster. Some of the slaves teach themselves to read as a means by which to gain some independence.

Discovery: Students begin by examining the role that forced illiteracy played in perpetuating slavery in the South, using research links to learn why slaveholders feared literacy and why slaves seized every opportunity to become literate. Students will also research how slave narratives, like those of Frederick Douglass and Harriet Jacobs, undermined the slaveholders' efforts to impose illiteracy and inspired all those fighting for racial equality in addition to documenting the horrors of slavery.

Discussion: Students consider how the enforced illiteracy of slave times carried over into Jim Crow voting requirements and even echo in voter identity rules today. Students might also debate the meaning and importance of literacy in the multilingual society we live in today.

RESOURCES

wgnamerica.com/series/underground
ymiclassroom.com



GOING UNDERGROUND

UNDERGROUND is the gripping saga of a group of slaves who escape from a Georgia plantation on the Underground Railroad, and the white abolitionists who join them in defiance of the law and protect them from their pursuers. The second season, premiering March 8, 2017 on WGN, continues the characters' unrelenting struggle for freedom within a divided America on the brink of civil war, each side vying to enact their own justice.

DISCOVERY PART 1

See how much you already know about the Underground Railroad by answering *True* or *False* to the following questions.

- | | | |
|---|--------------------------|--------------------------|
| 1. Those who helped slaves along the routes of the Underground Railroad were called conductors. | T | F |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Stations along the Underground Railroad were generally 50-100 miles apart. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The Underground Railroad was most active in the 1850s. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. After the Fugitive Slave Act was passed in 1850, runaway slaves weren't really safe until they reached Canada. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. In 1780, Pennsylvania became the first state to abolish slavery. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The Underground Railroad passed through 10 states. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The Mississippi River was referred to as the River Jordan by slaves, referencing the Bible. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Slavery was abolished by the 15th Amendment in 1870. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Frederick Douglass led the Underground Railroad efforts in New York. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. On the Underground Railroad, escaped slaves were referred to as "passengers" or "cargo." | <input type="checkbox"/> | <input type="checkbox"/> |



UNDERGROUND

SEASON 2 PREMIERES ON WGN AMERICA, MARCH 8, 2017

DISCOVERY PART 2

Watch the trailer for season 2 of **UNDERGROUND** at bit.ly/undergroundwgn. Then, working in groups, research background on **UNDERGROUND** characters—real and fictitious—who represent various roles in antebellum history.

- **Rosalee**—A young slave who has spent most of her days sequestered in the Macon Plantation's "big house," Rosalee becomes a soldier of freedom and finds the courage to take significant risks in an effort to rescue her family and others.
- **Noah**—A skilled blacksmith, Noah's plan got the Macon 7 off the plantation. He is now driven to free more people.
- **Ernestine**—Formerly the head house slave on the Macon Plantation, she did her best to protect her children. Now separated from them, she's had to make a new life on a rice plantation.
- **Cato**—A cunning and charismatic man, despised and feared by his fellow slaves. His moral compass is as flexible as his loyalties.
- **August Pullman**—A lone-wolf slave trader who isn't invested in the moral quandary of slavery. When his best-laid plans go awry, August finds a darker motivation than money: revenge.
- **Abolitionists John and Elizabeth Hawkes**—Driven by a sense of morality, John and Elizabeth are willing to break laws to help end slavery.
- **Harriet Tubman**—At age 27, she ran for freedom and then rescued more than 300 slaves in over 11 years.

Use these resources to discover more about the roles played by people in antebellum history.

- Learn more about the conditions under which slaves lived at pbs.org/wnet/slavery/experience/living/history2.html
- Explore the world of fugitive slaves at <http://nationalhumanitiescenter.org/pds/maai/community/text7/text7read.htm>
- Discover more about courageous abolitionists at historynet.com/abolitionist-movement
- Find out about life as a conductor on the Underground Railroad at eiu.edu/eiutps/UNDERGROUND_railroad.php
- Learn about heroes of the Underground Railroad at <http://freedomcenter.org/enabling-freedom/heroes>
- Read the 1849 address delivered before a meeting of the members and friends of the Pennsylvania Anti-Slavery Society during the annual fair at https://nmaahc.si.edu/explore/collection/search?edan_q=Underground+Railroad&edan_local=1&op=Search

Discussion: Consider how the following real-life, historical events would have affected each character and the actual people those characters represent:

- The publication of *Uncle Tom's Cabin* by Harriet Beecher Stowe (1852)
- Dred Scott decision (1857)
- The Panic of 1857
- John Brown's raid on Harper's Ferry (1859)
- Election of Abraham Lincoln as President (1860)
- Lincoln issues the Emancipation Proclamation (1863)



UNDERGROUND, produced by John Legend and created by Misha Green and Joe Pokaski, stars Jurnee Smollett-Bell, Aldis Hodge, Jessica De Gouw, Alano Miller, Amirah Vann, Christopher Meloni, and joining the cast in Season 2, Aisha Hinds as Harriet Tubman.

MEET THE REAL HARRIET TUBMAN

In Season 2 of **UNDERGROUND**, premiering March 8, 2017 on WGN America, you see an intense, suspenseful portrayal of the Underground Railroad that dramatically and graphically portrays the life-or-death decisions faced by slaves and the white abolitionists who aided them. These seekers and supporters of freedom, including Harriet Tubman—the most famous participant in the Underground—faced much more than a simple journey from one hiding place to the next.

DISCOVERY

Harriet Tubman, who is featured in Season 2 of **UNDERGROUND**, was called a conductor—someone who guided escapees of the Underground Railroad. In order to create an accurate picture of this courageous individual, it's important to untangle fact from fiction. Watch this brief biography of Tubman to learn more at history.com/topics/black-history/harriet-tubman/videos/harriet-tubman-and-the-UNDERGROUND-railroad and review the facts below:

- Tubman was born a slave in Dorchester County, Maryland and died in Auburn, New York.
- Tubman rescued more than 300 slaves over 11 years and never lost a life.
- Tubman married a free black man.
- Tubman was narcoleptic as a result of violence she experienced while enslaved and an accident in which she was hit in the head with a lead weight.
- Tubman rescued her brother and sister.
- Tubman's nickname was "Moses" because she was so successful at leading slaves to the "Promised Land" of the North.
- Tubman assisted John Brown in recruiting individuals for his raid on Harper's Ferry.
- Tubman had a \$40,000 bounty on her head (\$1.6 million in today's dollars). On one occasion, she evaded capture by pretending to read as several men nearby saw her wanted poster, which stated that she was illiterate.
- During the Civil War, Tubman served as a nurse, a spy, and a cook.
- Tubman was buried with military honors in 1913.

Learn more about Tubman at nwhm.org/education-resources/biography/biographies/harriet-tubman

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DISCUSSION

All over the world, there are individuals who risk their lives to rescue others, resist oppression, and stand up to injustice. Discuss the role played by groups like Mothers of the Movement and Black Lives Matter. Next, consider the impact of individuals like Malala Yousafzai and how her work and the work of others like her continue in the tradition of Harriet Tubman. Deliberate on the following questions:

- What qualities do individuals who are willing to risk their lives for others possess? Which of these are most important and why?
- How has resistance to oppression changed since Tubman's time?
- What is the most effective way to precipitate change in the modern world and why?
- In what ways are people in different parts of the world protesting human rights violations? Which methods have been proven to be most effective?



RISING UP

Season 2 of the acclaimed series **UNDERGROUND**, premiering March 8, 2017 on WGN America, reveals the heroes who rose up to fight for freedom for all, who worked to overthrow a corrupt and unforgiving establishment, and who accepted that freedom means laying their lives on the line for others. Beyond capturing a critical moment in history, the series explores the importance of literacy and its ability to facilitate escape, both literal and figurative.

DISCOVERY

Consider the role that forced illiteracy played in perpetuating slavery in the South and why slaveholders feared their slaves becoming literate.

- Gain an overview of education and culture in antebellum America at pbs.org/wnet/slavery/experience/education/history.html.
- Learn how African Americans went about trying to get an education prior to, during, and after the Civil War at <https://academic.udayton.edu/race/04needs/education06.htm>.

Next, explore why slaves seized every opportunity to become literate by reading primary accounts of African Americans in the antebellum era and how they took extraordinary risks to gain an education at <http://nationalhumanitiescenter.org/pds/maai/identity/text8/slavefree.pdf>.

- Then learn about early efforts to educate African American children of the era at <http://nationalhumanitiescenter.org/pds/maai/identity/text8/equalopportunity.pdf>.
- Discover the lengths to which slaves went as they attempted to become educated at <http://spartacus-educational.com/USASeducation.htm>.

Finally, research how slave narratives, like those by Frederick Douglass and Harriet Jacobs, besides documenting the horrors of slavery, undermined the slaveholders' efforts to impose illiteracy and inspired all those fighting for racial equality.

- Read excerpts of Frederick Douglass' slave narrative at <http://teachingamericanhistory.org/library/document/narrative-of-the-life-of-frederick-douglass-an-american-slave-chapter-vi>.
- Read selections from Harriet Jacobs' narrative at <http://docsouth.unc.edu/fpn/jacobs/jacobs.html>.
- Explore the Library of Congress' extensive collection of slave narratives at loc.gov/collections/slave-narratives-from-the-federal-writers-project-1936-to-1938/about-this-collection.

DISCUSSION

- What role did illiteracy play in propagating slavery in the South?
- Why did slave owners fear the possibility of slaves becoming literate?
- What did literacy represent to slaves?
- To what extent did the forced illiteracy of slave times carry over into Jim Crow era voting requirements? Is there a connection to voter identity rules today?
- What is the meaning and importance of literacy in the multilingual society we live in today?
- Illiteracy is still used as a tool of oppression in certain parts of the world. Is this problem one that the international community should attempt to combat, and if so, how?

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UNDERGROUND

SEASON 2 PREMIERES ON WGN AMERICA, MARCH 8, 2017

UNDERGROUND

Common Core English Language Arts/History and Social Studies Standards

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Craft and Structure:

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Common Core English Language Arts/Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.WHST.11-12.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.WHST.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.11-12.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.11-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.11-12.2.A

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.11-12.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.WHST.11-12.2.D

Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.11-12.2.E

Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing:

CCSS.ELA-LITERACY.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.