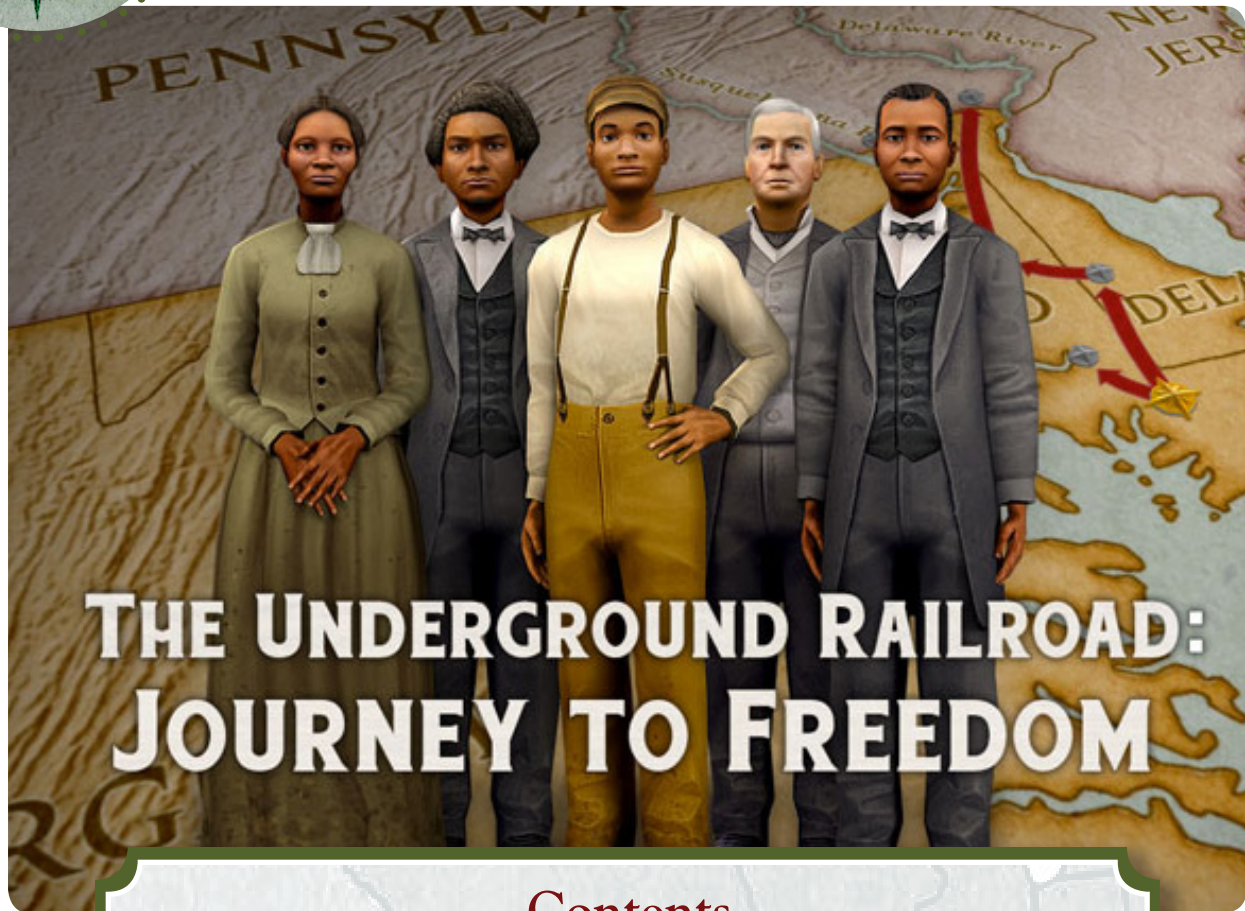




The Underground Railroad: Journey to Freedom Educator Guide

Using Game-Play to Explore History with Students in Grades 6-10



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Visit www.natgeoed.org/undergroundrailroad to find the interactive,
The Underground Railroad: Journey to Freedom.

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Game-Based Learning

Using interactive games to facilitate learning in educational settings has a number of recognized benefits. For most students, games are highly engaging and motivating. Games provide real-time feedback and built-in goals—such as increasing game levels or reaching a desired conclusion—that can motivate students to improve. In addition, more complex games, such as city-building and 3-D games, can provide opportunities for higher-level learning.

The serious games movement is a drive to combine the best of the entertainment video game industry with solid content in order to produce complex, meaningful games that are tools for learning and training in a variety of contexts. The results include games that embed educational content and require students to engage in a variety of 21st century skills in order to be successful. These games compel students to do more than memorize facts or take in information; they require them to apply a variety of knowledge, skills, and strategies to solve problems. Such games provide a rich environment that promotes collaboration, problem-solving, critical thinking, and communication.

3-D games are examples of serious games that make players feel as if they are engaged participants in the simulated world. This environment provides a stimulating context in which players make decisions and see results by exploring and analyzing information within a given storyline. When information is delivered as part of the game, players have a stake in processing and understanding that information in order to successfully advance in the game. In an educational setting, these games can provide a motivating avenue for students to experiment, explore, and take risks by trying multiple solutions in a low-stakes environment where failure is acceptable and even expected as part of the process.

Game Overview

The Underground Railroad: Journey to Freedom is a “choose your own journey” style game that incorporates 3-D experiences as students make a series of choices that affect their journey. Played from a first-person perspective, the game immerses students in the action as they escape from a southern plantation and head north toward freedom. Along the route, students make key decisions that will lead them to one of several possible outcomes. The game is designed to be played through once in about 20 to 30 minutes if students are playing independently, and in about 45 minutes if used as part of a lesson. However, students can replay the game and achieve different outcomes. Students can see their progress on a map. Along their journey, students will encounter challenges and meet key historical figures who provide help and inspiration. *The Underground Railroad: Journey to Freedom* provides motivation for students to read and understand historic information, make decisions based on that information, and see the results of their decisions.

QUICK START

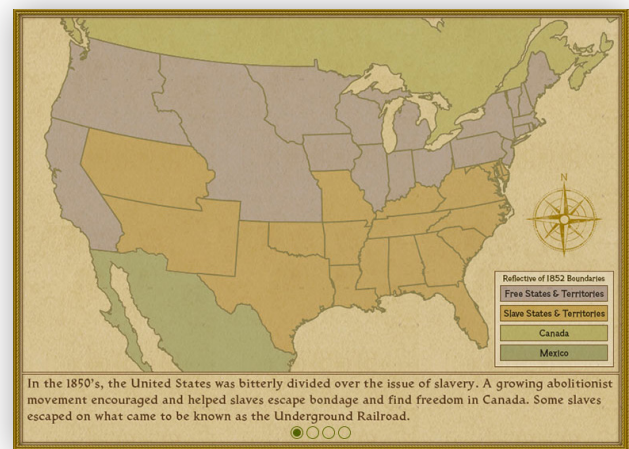
On Computers

- *The Underground Railroad: Journey to Freedom*: www.natgeoed.org/undergroundrailroad
- Download Sandstone Player Software* on a Mac or PC: <http://undergroundrailroad.muzzylane.com/sandstone>

*Note that you must close all browsers after downloading and before installing Sandstone.

On Tablets

- Find iOS and Android apps: www.natgeoed.org/mobile



Special Features

Several game features were created specifically to help facilitate use as a learning tool, including:

Audio Replay Audio (music, sound effects, and narration) for the game is automatically turned on. You can use the options menu (gears icon) to turn all sound off, if desired. On each text box, a speaker icon allows you and students to replay the narration, if needed.



Save Game Students can save their state in the game at any point and return to it later. Once students reach a stopping point, have them use the options menu (gears icon) and click or tap “Save and Exit” and “Yes.” A save code will pop up. Have students write down the code, or write down all the codes for your class so you can refer to them later. If you or students lose a save code, there is no way to regenerate it other than replaying the game by making the same decisions and taking the same route. To reload a saved game, use the options menu (gears icon) and click or tap “Load Saved Game.” Type in your save code and click or tap “Enter.”

Jump to Scene After completing their journey, or at any other time, students can jump to specific explorable scenes, allowing them to revisit primary and secondary source artifacts or to revisit historical figures. To do this, have them use the options menu (gear icon) and click or tap “Jump to Scene.”

Using the Game in Different Settings

The Underground Railroad: Journey to Freedom can be used in a variety of settings:

Afterschool Programs

Because learning opportunities are embedded in the game, students can play the game independently, either individually or in small groups. Facilitators can check in with students and use questions to encourage thoughtful play. For a richer experience, facilitators can use the discussion questions and related activities described in this guide to engage small or large groups of students. Because there are multiple paths and outcomes available in the game, students can play many times to compare and contrast how different decisions affect the outcome.

Classrooms

The Underground Railroad: Journey to Freedom can be used to introduce or reinforce content as part of a lesson or unit on the Underground Railroad. Teachers can also use the game as a focal point for learning about a variety of historical people and topics introduced in the context of the

LEARNING OBJECTIVES

Students will:

- identify key challenges of the journey on the Underground Railroad, including physical and political geography
- explore historic events from multiple perspectives
- examine the choices an escaping slave may have had to make, from a historical perspective
- understand historic events surrounding slavery and the Underground Railroad from multiple perspectives
- recognize the contributions of key historic figures, including Harriet Tubman, Thomas Garrett, William Still, and Frederick Douglass
- discover primary and secondary source artifacts
- identify factors in historical context that affected people's decision-making



game. Teachers can take advantage of the level of engagement students generally experience with gaming and tie the game into activities and research opportunities related to game topics.

Museums

Museum educators can make the game available to visitors through computer stations or computer or tablet kiosks on the museum floor. Play can be supported in this setting through display text and related exhibits. Museums can also host events at which visitors play the game, followed by discussion, comparison of outcomes, and related activities.

At Home

Students can play *The Underground Railroad: Journey to Freedom* independently at home. Parents or caregivers can play the role of facilitator, using questions to encourage thoughtful decision-making. Because there are many paths and outcomes available in the game, students can play multiple times to compare how different decisions affect the outcome.

The Role of the Facilitator

The Underground Railroad: Journey to Freedom allows students to play at their own pace, take different routes based on their choices, and arrive at different end points. As a result, students who begin the game at the same time may encounter different challenges and complete the game at different times. Facilitators can influence completion times by monitoring game-play and using questioning strategies to increase students' engagement with the material. Facilitators should walk around the room as students play and ask questions to target or expand student thinking based on their progress in the game. Facilitators should also be prepared with additional activities and resources students can explore if they complete the game early (see the Activities and For Further Exploration sections of this educator guide).

The Underground Railroad: Journey to Freedom also offers a variety of learning opportunities in the context of game-play. Facilitators can encourage the deepest level of engagement with the content by challenging students to read all the available information in the game before making decisions. Having students take notes during game-play can help ensure that they are reading and analyzing the information they are given. Facilitators can also encourage more thoughtful decision-making by posing questions for students to discuss and explore as they play.

Game-Play Setup

Technology Requirements

On Computers: *The Underground Railroad: Journey to Freedom* web-based game requires an Internet-connected computer for each player or group of players. The Sandstone Player software is also required and is available as a free download. Refer to Quick Start on page 3 to find out how to download the software.

On Tablets: App versions of the game are also available from iOs and Android app stores. After initial download, app versions do not require Internet access.

Setting Up for Independent Play

Students can play the game independently whenever time allows or as homework. Students should allow 20 to 30 minutes for a session of game-play. Have students take notes on their game choices and outcomes for later discussion and comparison with other students. Also have them write any questions they have during game-play, as well as any unfamiliar vocabulary terms they encounter. Follow up with students by holding a whole-class or small group discussion to address students' questions and compare and contrast choices and results.

Setting Up for Small Group Play

Working in small groups encourages collaborative problem-solving. Organize students into teams of two to four players and have them play through the game together, making decisions collaboratively. Game-play can

be completed in one 45-minute to one-hour session, with a brief focus period before game-play and a 10- to 20-minute discussion session following game-play. To aid in the follow-up discussion, have students note their choices, questions, and outcomes as they play the game.

Setting Up for Whole Class Play

If students will be playing individually within a large group or classroom setting, set up each student with his or her own computer or tablet. Game-play can be completed in one 45-minute to one-hour session, with a brief focus period before game-play and a 10- to 20-minute discussion session following game-play. Have students note their choices and outcomes as they play the game, as well as any questions they may have about the content to aid in the follow-up discussion. As students finish, have them indicate their outcomes on the board to help make comparisons.

Background Information

The Underground Railroad was a large, loose network of people who helped escaped slaves (freedom seekers) travel north to freedom during the 1800s. Details of exactly how the Underground Railroad began are not known. Because helping fugitives was illegal, many Underground Railroad activities were kept secret; although in some parts of the north, Underground Railroad activities were openly published in abolitionist newspapers. However, most records of the Underground Railroad come from accounts written after the Civil War. There is some evidence that an organized effort to help slaves to freedom may have begun as early as the late 1700s, although it is likely that those efforts were more localized. The effort grew and became known as the Underground Railroad sometime after the advent of the steam locomotive in the late 1820s, with the term in common usage by the 1840s. It is estimated that anywhere from 25,000 to 100,000 slaves escaped to freedom between 1800 and 1865 with the help of the Underground Railroad.

Contrary to common belief, white abolitionists were not the primary organizers of the Underground Railroad. Though opposed to slavery, many white abolitionists were also opposed to breaking the law and sought to eliminate slavery through legal means. The Underground Railroad was truly an interracial effort, with both whites and blacks helping freedom seekers reach freedom. Help came in many forms, including “conductors” who risked their lives to guide fugitives north, “station masters” who provided supplies, transportation, and sometimes lodging to fugitives, and stakeholders who supported the efforts financially. Though the network was vast, it was comprised of only a small percentage of the northern population.



VOCABULARY

abolitionist <i>noun</i>	pilot <i>noun</i>
captive <i>noun</i>	plantation <i>noun</i>
climate <i>noun</i>	Promised Land <i>noun</i>
conductor <i>noun</i>	Quaker <i>noun</i>
discrimination <i>noun</i>	route <i>noun</i>
emancipation <i>noun</i>	signal <i>noun</i>
flee <i>verb</i>	slave <i>noun</i>
freedom <i>noun</i>	station <i>noun</i>
liberate/liberation <i>verb/noun</i>	territory <i>noun</i>
passenger <i>noun</i>	Underground Railroad <i>noun</i>

Some of the people who played a role in the Underground Railroad are well-known. Frederick Douglass was an escaped slave, whose freedom was later purchased, and a skilled abolitionist speaker. His print shop in Rochester, New York was a station on the Underground Railroad. Harriet Tubman was also a fugitive slave. Tubman served as a conductor on the Underground Railroad, returning to the south 12–13 times and helping approximately 70 slaves escape to the north. Thomas Garrett was a white Quaker and abolitionist leader who ran a station in Wilmington, Delaware. He is credited with helping nearly 2,700 slaves reach freedom. William Still was a Philadelphia abolitionist and station master who helped hundreds of slaves escape. He kept records of the slaves who passed through his station. He published the records in 1872.

Perhaps surprisingly, the Underground Railroad operated primarily in northern free states. Though there was some Underground Railroad activity in the most northern slave states and along some seaports in the Deep South, the vast majority of escaping slaves had no help from the Underground Railroad in their initial escape nor along their journey through slave states. Instead, they had to create and execute their own escape plans. Because of this, most of the fugitives helped by the Underground Railroad were from slave states that bordered free states, such as Maryland and Virginia. Slaves from the Deep South were rarely able to make use of the Underground Railroad in their escapes because their longer route through slave territory increased their chances of being caught and returned to slavery before they reached free territory.

The Underground Railroad was spurred by the passing of the Fugitive Slave Act as part of the Compromise of 1850. By 1850, tensions between slave and non-slave states were high, and a delicate balance of power existed between the two interests in Congress. As more territories were organized and previously organized territories applied for statehood, that balance of power was threatened. The Compromise of 1850 was a series of bills that, taken together, worked to maintain the balance of power between free and slave states. The Fugitive Slave Act of 1850 was one of those bills, and it replaced an earlier Fugitive Slave Act, enacted in 1793.

Whereas the earlier act was rarely enforced, the Fugitive Slave Act of 1850 granted great powers to slave hunters and slave owners, even in free states and territories. The Act allowed slave hunters to recapture escaped slaves in any U.S. territory and return them to slavery without a trial and on the sworn word of the alleged owner or his agent. It compelled federal marshals to aid in the capture of escaped slaves and offered hefty penalties for failing to capture or assist in the capture of a fugitive. The Act also levied large penalties against anyone providing assistance to a fugitive. Because of the Fugitive Slave Act of 1850, even escaped slaves who made it to a free state were in danger of being apprehended and returned to slavery. The Underground Railroad played a significant role in helping fugitives make it to Canada, where the act did not apply.

The Underground Railroad has long captured our collective imagination, and a number of myths and legends have developed around it. The Underground Railroad was not one route north. It did not involve secret tunnels, did not commonly use messages coded in everyday items, and incorporated very few hidden rooms in which to hide fugitives. Instead, varied routes from one source of assistance to another made it more difficult for slave hunters to find and capture fugitives. And since most slaves who traveled the Underground Railroad escaped from plantations near free states, there was little need for elaborately coded maps.

One popular myth maintains that slaves created quilts containing coded messages that would help guide fugitives north. In fact, there is no evidence of such quilts in the historic record, and the realities of the time would make such a scenario highly unlikely. Most slaves in the South would have little knowledge to communicate about the route north, and slaves who had the means to make quilts would more likely have used the quilts for warmth. The likely origins of this myth have been traced to a book, *Hidden in Plain View*, written in 1999.

Another common myth involves songs, particularly *Follow the Drinking Gourd*, that were supposedly developed and sung by slaves as a covert way of directing fugitives north. Again, there is no evidence of this in the historic record, and *Follow the Drinking Gourd* itself dates only as far back as 1928. In reality, escaping slavery was very

dangerous and most slaves who escaped did so alone and without communicating their intent to others. There was a serious risk that information about any escape plans would get back to slave owners. Any information passed systematically through codes, such as in quilts or songs, could have been intercepted by slave owners or their agents, and the routes they communicated would have been quickly shut down. Instead, general information was more likely passed through word of mouth at places like religious gatherings.

What makes the Underground Railroad such an important piece of history is not necessarily the number of people who escaped slavery along it. In fact, even with the highest estimates, only a very small percentage of slaves escaped north. For example, in 1860, there were almost four million slaves in the South, while at most 100,000 slaves escaped north along the Underground Railroad in the entirety of its existence. The Underground Railroad is significant because it was the first large, organized rebellion against federal law in the United States. In conjunction with the abolitionist movement, it was also the first large, organized interracial effort in the country. As these efforts brought former slaves into closer contact with northern whites, more northerners became aware of the human repercussions of slavery. The stories of former slaves helped fuel northern anti-slavery sentiment.

Discussion Questions

Questioning strategies applied during game-play, as well as discussion questions following game-play, can greatly enhance student learning.

Sample Questions

During game-play (adapt for your specific learners and game-play setup):

- What is your challenge?
- What is your goal with this decision?
- What are your available options?
- What are some pros and cons of each option?
- What are some possible consequences of each option?
- What information do you have that would help you make this decision?
- What other information might help you make this decision?
- What concerns would you, as an escaping slave, have about this decision?
- Why do you think this decision will get you closer to freedom?

After each session of game-play (adapt for your specific learners and game-play setup):

- Are you happy with your outcome in the game? Why or why not?
- What key decisions did you make that led you to this outcome? How might the outcome have been different if you had made a different decision?
- If you were able to do it again, would you make different decisions? Why or why not?
- Which decisions were hardest to make? Why?
- Do you think that your decisions reflected the decisions that would have been made by a slave escaping in the 1850s? Why or why not?
- How do you think the experiences you faced in the game were similar to those faced by a fugitive slave in the 1850s? How were they different?



- What historical references did you notice during the game? What did you already know about those people or places? Did you learn anything that surprised you?
- What questions do you have about the content of the game? Were there any terms that were unfamiliar to you?
- What were some factors that affected decision-making during this era? Discuss how the following may have affected decision-making: prevailing values and beliefs; risk vs. reward; issues of legality; and democratic principles of justice, equality, responsibility, and freedom.

Activities for Grades 6-8

Before Initial Game-Play

1. Activate students' prior knowledge by asking them to share what they know about the Underground Railroad. Write all ideas on the board. Provide students with blank Three-Column Charts (natgeoed.org/three-column-chart) and have them label columns "fact," "fiction," and "unsure." Have students assign each of the items on your list to the column in which they think it belongs. Have students save their lists for use in an activity after playing the game.
2. Have students imagine they are escaping from slavery along the Underground Railroad. Have them write a journal entry describing one day of that journey. CCSS.ELA-Literacy.W.6.3
3. Use the information in the Game Overview section of this educator guide to introduce the game to students and answer any questions they might have before beginning game-play.

During Game-Play

- Have students take notes during game-play to aid in later discussion. Have students identify and describe the following:
 - Key decisions they made
 - Vocabulary terms with which they are unfamiliar (including definition)
 - Questions they have about content
 - Their outcome CCSS.ELA-Literacy.RH.6-8.4
- As students get involved in the game, hold mini-sessions on decision-making strategies. Some strategies include:
 - **Defining the problem or goal**
Any decision must start with a clear understanding of the problem to be solved and/or the goal to be achieved. Model how to rephrase and summarize each challenge in the game to make sure it is clearly understood.
 - **Benefits and drawbacks table**
A benefits and drawbacks table includes possible options as row headers and "benefits" and "drawbacks" as column headers. Model how to create this type of table and how to use it to list several choices along with their benefits and drawbacks.
 - **Cascading consequences**
Students first identify the constraints (absolute requirements or limitations) and considerations (desired, but not necessary, elements or factors) surrounding their decision. They then make a cascading consequences web, showing the initial consequences of a decision and then branching out in a cause-and-effect chain to show the continuing effects of the decision.
- Have students return to the game and play through a second time. This time, have students analyze the text of the game using the following discussion questions: The Underground Railroad interactive establishes at

the start that you are a part of the journey. The author uses second-person point of view—you are the one spoken to. What is the effect of using this point of view? (Possible response: I experience the events of the story as a participant. I only have as much information as slaves had.) Why do you think the author wrote the interactive from that point of view? (to entertain and to express, or describe something in a way that evokes a mood or feeling or helps users visualize the scenes) CCSS.ELA-Literacy.CCRA.R.6

- People’s homes and businesses, where fugitive “passengers” and “conductors” could safely hide, were “stations.” Establishing stations was done quietly, by word-of-mouth. How does the structure of the text reflect this? (You move through the interactive with only as much information as a slave would have had and have to make decisions based on that limited information.) CCSS.ELA-Literacy.CCRA.R.5

After Each Session of Game-Play

1. Have students share some of the items they recorded in their notebooks with the class. Discuss the similarities and differences between their experiences during the session and encourage them to look at similarities and differences in how they addressed the decisions. Use the sample discussion sessions from this guide to get started. NCHS.HistoricalThinking.Standard 3
2. Have students write a brief reflection of their session in their notebooks. Choose from the following prompts:
 - Of all the historical and fictional characters you met in the game, which would you rather be and why?
 - Describe the most difficult decision you made in the game and explain why it was difficult.
 CCSS.ELA-Literacy.WHST.6-8.4
3. Have students research another historical figure connected to the Underground Railroad or to capturing fugitive slaves. Require students to reference at least two primary or secondary sources, such as letters, journals, photos, or newspaper accounts, as well as historical accounts. Once students have completed their research, have them write a letter introducing this person to a fictional or real character in the game. NCHS.HistoricalThinking.Standard 4 CCSS.ELA-Literacy.RH.6-8.1 CCSS.ELA-Literacy.WHST.6-8.8 CCSS.ELA-Literacy.W.6.3
4. Divide students into small groups, and give each group three to five items from the list of what they knew about the Underground Railroad created before game-play. Have groups investigate each item on their list to determine whether it is fact, fiction, or undetermined. Have them cite at least two legitimate sources to back up their claim. If undetermined, students should cite at least two legitimate conflicting viewpoints. NCHS.HistoricalThinking.Standard 3 NCHS.HistoricalThinking.Standard 4 CCSS.ELA-Literacy.RH.6-8.1 CCSS.ELA-Literacy.WHST.6-8.8 C3 D3.1.6-8.
5. Choose an event from the mid-1800s, such as the passing of the Fugitive Slave Act, the publication of *Uncle Tom’s Cabin*, the Dred Scott decision, or John Brown’s attack on Harpers Ferry, and present students with the basic facts of the event. Assign students a role, such as slave, fugitive slave, slaveholder, slave catcher, or abolitionist. Have students then write an account of the event from the perspective of their assigned roles. Then place students into small groups that include one representative of each role and have them compare their different accounts of the events. NCHS.HistoricalThinking.Standard 3 CCSS.ELA-Literacy.WHST.6-8.4 CCSS.ELA-Literacy.W.6.3 C3 D2.His.6.9-12. C3 D2.His.4.6-8.
6. Have students look at a physical map of the United States from the antebellum era (circa 1812-1861). Assign them a starting point in the South and have them select an escape route to any location of their choice above the Mason-Dixon Line. Then have them reference a political map and the Routes to Freedom map (natgeoed.org/routes-to-freedom), noting the location of cities, common routes, etc. Have them adjust their route based on the information in the additional maps. Discuss how the use of multiple maps informed their chosen route. Ask: *Which type of map was most helpful in planning your route? Why? Did looking at all three maps help you plan a better route? Why or why not?* NGS1.1.Grade 8 NGS1.4.Grade 8
7. Have students research the abolitionist movement and trace how the movement spread throughout the northern United States. Have them identify key events that influenced the spread of these ideas, as well as key locations within the abolitionist movement. Have students determine what type of model they would

like to use, such as a timeline or a map, and then create the model and trace the spread of abolitionist ideas. NGS3.3.Grade 8 NCHS.HistoricalThinking.Standard 4 NCHS.UEra4.Standard4A NCSS 2

8. Like any large movement, the abolitionist movement involved people with different reasons, motivations, and ideas. Have students research the abolitionist movement and summarize the goals and beliefs of the movement as a whole. Then have them compare and contrast the positions of the “immediatists” and “gradualists” within the movement. NCHS.UEra4.Standard4A NCHS.HistoricalThinking.Standard 3 CCSS.ELA-Literacy.WHST.6-8.7 CCSS.ELA-Literacy.WHST.6-8.9 C3 D2.Civ.10.6-8. NCSS 10 C3 D2.His.4.6-8.
9. Have students do a close analysis of one of the primary source artifacts they viewed in the interactive, such as the photograph at Thomas Garrett’s shop or the abolitionist poster. First, have students look at the artifact and write down an overall impression. Then have them pick one interesting detail and describe it. Have them identify the type of artifact, such as a poster, photograph, or newspaper article. For visual artifacts, have students break the artifact into quadrants and study each quadrant carefully, noting their observations. For written artifacts, have students identify any unusual or unfamiliar words or phrases. Have students look for information about the date, location, and author/creator of the artifact. Once students have closely examined the artifact, have them hypothesize about the artifact, backing up their inferences with details from the artifact. Ask questions such as: Why do you think this artifact was created? What do you think was happening at this time? Who is depicted in the photo? Who was the audience for this artifact when it was created? Finally, have students pose their own questions about the artifact. The Library of Congress provides graphic organizers to help students analyze primary sources (<http://www.loc.gov/teachers/usingprimarysources/guides.html>). C3 D2.His.12.6-8. C3 D3.1.6-8. NCHS.HistoricalThinking.Standard 4 C3 D2.His.11.6-8. CCSS.ELA-Literacy.RH.6-8.1

Activities for Grades 9-10

Before Initial Game-Play

1. Activate students’ prior knowledge by asking them to share what they know about the Underground Railroad. Write all ideas on the board. Then, invite students to challenge any of the ideas on the board that they think may not be fact. Note these challenges on the board for reference after the game.
2. Use the information in the Game Overview section of this educator guide to introduce the game to students and answer any questions they might have before beginning game-play.

During Game-Play

- Have students take notes during game-play to aid in later discussion. Have students identify and describe the following:
 - Key decisions they made
 - Vocabulary terms with which they are unfamiliar (including definition)
 - Questions they have about content
 - Their outcome CCSS.ELA-Literacy.RH.6-8.4
- As students get involved in the game, hold mini-sessions on decision-making strategies. Some strategies include:
 - **Defining the problem or goal**
Any decision must start with a clear understanding of the problem to be solved and/or the goal to be achieved. Model how to rephrase and summarize each challenge given in the game to make sure it is clearly understood.

- **Cascading consequences**

Students first identify the constraints (absolute requirements or limitations) and considerations (desired, but not necessary, elements or factors) surrounding their decision. They then make a cascading consequences web, showing the initial consequences of a decision and then branching out in a cause-and-effect chain to show the continuing effects of the decision.

► Have students return to the game and play through a second time. This time, have students analyze the text of the game using the following discussion questions:

- The Underground Railroad interactive establishes at the start that you are a part of the journey. The author uses second-person point of view—you are the one spoken to. What is the effect of using this point of view? (Possible response: I experience the events of the story as a participant. I only have as much information as slaves had.) Why do you think the author wrote the interactive from that point of view? (to entertain and to express, or describe something in a way that evokes a mood or feeling or helps users visualize the scenes) CCSS.ELA-Literacy.CCRA.R.6
- Why do you think the choose-your-own-journey style of the interactive (one that involves the first person perspective and decision making) works so well with the theme of the Underground Railroad? (It mimics the journey of slaves because they had to make many choices along the way.) CCSS.ELA-Literacy.CCRA.R.5

After Each Session of Game-Play

1. Have students share some of the items they recorded in their notebooks with the class. Discuss the similarities and differences in their experiences during the session and encourage them to look at similarities and differences in how they addressed the challenges. Use the sample discussion sessions from this guide to get started. NCHS.HistoricalThinking.Standard 3
2. Have students write a brief reflection of their session in their notebooks. Choose from the following prompts:
 - Aside from Amos, which character (real or fictional) from the game had the biggest impact on your character? Explain your answer.
 - Describe the most difficult decision you made in the game and explain why it was difficult. CCSS.ELA-Literacy.WHST.6-8.4
3. Our understanding of the role of the folk song *Follow the Drinking Gourd* in the Underground Railroad has changed over the years. Have students conduct a web search to identify at least three resources supporting the idea that *Follow the Drinking Gourd* was used as a coded message to help slaves escape and at least three resources disputing that idea. Have students analyze each of the resources by answering the following questions:
 - Describe the source (website) of the information. Is it a legitimate source?
 - Why do you think the source might have taken that position on the topic?
 - When was the resource created and updated?
 - What expertise does this source have related to this topic?
 - Does the website reference other sources? If so, what are they? What expertise do they have in the subject?
 - Once students have read and analyzed the resources, have them write their own analysis of the role of the song, citing specific resources and rationales. NCHS.HistoricalThinking.Standard 3 NCHS.HistoricalThinking.Standard 4 CCSS.ELA-Literacy.RH.9-10.9 CCSS.ELA-Literacy.WHST.9-10.8 CCSS.ELA-Literacy.WHST.9-10.9 C3 D3.1.9-12. C3 D3.2.9-12. C3 D2.His.16.9-12.

4. Have students plan a route by foot from their current location to a location of their choice in a bordering state and create a map showing that route. Have students select at least two reference maps they wish to use to inform their decisions. Have students explain why they chose the route they did, why they selected the types of maps they chose, how they used the maps, and what characteristics of the maps were most useful to them. NGS1.1.Grade12
5. Have students research another historical figure connected to the Underground Railroad or to hunting fugitive slaves. Require students to reference one primary source and at least two secondary sources, such as letters, journals, photos, or newspaper accounts, as well as historical accounts. Once students have completed their research, have them write a new scene for the game based on an encounter with this person. Have students include key decisions a player would need to make during the encounter and the repercussions of each possible choice. Have them create a graphical representation of these repercussions. NCHS.HistoricalThinking.Standard 4 CCSS.ELA-Literacy.RH.9-10.1 CCSS.ELA-Literacy.WHST.9-10.8 CCSS.ELA-Literacy.W.6.3 CCSS.ELA-Literacy.WHST.9-10.4 C3 D3.1.9-12.
6. Have students research the Fugitive Slave Act of 1850 and the historical and political climate in which it was developed. Have students create a poster or flyer to illustrate the factors that led to its enactment. CCSS.ELA-Literacy.RH.6-8.3 CCSS.ELA-Literacy.RH.6-8.7
7. Slave narratives collected after the Civil War are an important source of information about this period of time. Have students explore slave narratives at the American Memory Project (<http://memory.loc.gov/ammem/snhtml/snhome.html>). As a class, discuss what makes slave narratives different from other recorded history of this period. Then, challenge students to think about events going on in the world right now of which future generations might be glad to have a first-hand account. Have students determine who they would interview about these events and list some questions they would ask. If possible have students conduct these interviews. CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.7 C3 D2.His.6.9-12
8. Have students research the changing view of northerners toward slaves and slavery in the antebellum period. In particular, have students examine how the publication of *Uncle Tom's Cabin* and the effects of increasing contact with escaped slaves influenced opinions. Then have them examine the effects of those changing opinions. Have students complete a cause-and-effect chart (natgeoed.org/cause-and-effect) with their findings. NGS17.3. Grade 12 NCSS 2 C3 D2.His.4.9-12
9. Like any large movement, the abolitionist movement involved people with different reasons, motivations, and ideas. Have students research the abolitionist movement and summarize the goals and beliefs of the movement as a whole. Then, have them compare the positions of African American and white abolitionists on the issue of the African American's place in society. NCHS.USEra4.Standard4A C3 D2.Civ.10.9-12. NCSS 10 C3 D2.His.4.9-12.
10. Have students do a close analysis of one of the primary source artifacts they viewed in the interactive, such as the photograph at Thomas Garrett's shop or the abolitionist poster. First have students look at the artifact and write down an overall impression. Then have them pick one interesting detail and describe it. Have them identify the type of artifact, such as a poster, photograph, or newspaper article. For visual artifacts, have students break the artifact into quadrants and study each quadrant carefully, noting their observations. For written artifacts, have students identify any unusual or unfamiliar words or phrases. Have students look for information about the date, location, and author/creator of the artifact. Once students have closely examined the artifact, have them hypothesize about the artifact, backing up their inferences with details from the artifact. Ask questions such as: Why do you think this artifact was created? What do you think was happening at this time? Who is depicted in the photo? Who was the audience for this artifact when it was created? Finally, have students pose their own questions about the artifact. After students have analyzed an artifact from the game, challenge them to research to find another primary or secondary source pertaining

to the Underground Railroad, abolitionist movement, or runaway slaves. Have them analyze a resource they find, and share their analysis in small groups. The Library of Congress provides graphic organizers to help students analyze primary sources (<http://www.loc.gov/teachers/usingprimarysources/guides.html>).

C3 D2.His.12.9-12. C3 D3.1.9-12. NCHS.HistoricalThinking.Standard 4 C3 D2.His.11.9-12. CCSS.ELA-Literacy.RH.9-10.1

Wrap-Up for All Grades

Have students write a letter from their character in the game to Amos, describing what their life is like one year after the end of the game, based on their outcome. Have students conduct research as needed to make their accounting historically feasible. Note that because most slaves were not taught to read and write, both Amos and the students' character would likely have needed help with their correspondence.

Extending the Learning

Divide students into small groups and assign each group two places of historical significance related to the Underground Railroad. Have students research these places and write a paragraph or two describing their historical significance. If possible, also have students gather creative commons images of the place and links for further information. Have students create a class tour of the Underground Railroad in Google Earth using the information and images they have gathered.



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APPENDIX

Connections to National Standards and Principles

National Center for History in the Schools History Standards

United States Era 4

- Standard 2D:
5-12: Identify the various ways in which African Americans resisted the conditions of their enslavement and analyze the consequences of violent uprisings.
- Standard 4A:
7-12: Analyze changing ideas about race and assess the reception of proslavery and antislavery ideologies in the North and South.
5-12: Explain the fundamental beliefs of abolitionism and compare the antislavery positions of the “immediatists” and “gradualists” within the movement.
9-12: Compare the positions of African American and white abolitionists on the issue of the African American’s place in society.

Historical Thinking Standard 3

The student engages in historical analysis and interpretation:

Therefore, the student is able to:

- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- Analyze cause-and-effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.
- Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries.
- Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
- Compare competing historical narratives.
- Challenge arguments of historical inevitability by formulating examples of historical contingency, of how different choices could have led to different consequences.
- Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
- Evaluate major debates among historians concerning alternative interpretations of the past.
- Hypothesize the influence of the past, including both the limitations and opportunities made possible by past decisions.

Historical Thinking Standard 4

The student conducts historical research:

Therefore, the student is able to

- Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.
- Obtain historical data from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.
- Interrogate historical data by uncovering the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.
- Identify the gaps in the available records and marshal contextual knowledge and perspectives of the time and place in order to elaborate imaginatively upon the evidence, fill in the gaps deductively, and construct a sound historical interpretation.
- Employ quantitative analysis in order to explore such topics as changes in family size and composition, migration patterns, wealth distribution, and changes in the economy.
- Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.

The College, Career & Civic Life (C3) Framework for Social Studies State Standards

D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras

D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced

D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.

D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose

D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection

National Council for Social Studies Curriculum Standards

Theme 2: Time, Continuity, and Change

Theme 10: Civic Ideals and Practices

Common Core State Standards for English Language Arts

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-Literacy.CCRA.R.6 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-Literacy.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.9-10.7 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.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-Literacy.WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

National Geography Standards

Geography Standard 1: How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

- **NGS1.1.Grade8**—The advantages and disadvantages of using different geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualizations for analyzing spatial distributions and patterns
- **NGS1.4.Grade8**—The use of geographic representations to ask and answer geographic questions
- **NGS1.1.Grade12**—The advantages of coordinating multiple geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualizations to answer geographic questions

Geography Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface

- **NGS3.3.Grade8**—Models are used to represent spatial processes that shape human and physical systems

Geography Standard 17: How to apply geography to interpret the past

- **NGS17.3.Grade12**—Historical events must be interpreted in the contexts of people's past perceptions of places, regions, and environments

Connections to Skills

21st Century Skills

Learning and Innovation Skills

- Communication and Collaboration
- Critical Thinking and Problem Solving

Critical Thinking Skills

Understanding
Applying
Analyzing
Evaluating

Geographic Skills

Acquiring Geographic Information
Organizing Geographic Information

For Further Exploration

Articles

"Myths of the Underground Railroad": http://teacher.scholastic.com/activities/bhistory/underground_railroad/myths.htm

"History's Tangled Threads": http://www.nytimes.com/2007/02/02/opinion/02bordewich.html?_r=0

"Who Really Ran the Underground Railroad?": <http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/who-really-ran-the-underground-railroad/>

"The Underground Railroad": <http://www.pbs.org/wgbh/aia/part4/4p2944.html>

Videos

"The Underground Railroad": http://www.teachertube.com/viewVideo.php?video_id=19374

Books

Many Thousand Gone by Virginia Hamilton

The Underground Railroad for Kids by Mary Kay Carson

The Underground Railroad by Raymond Bial

Websites

Fugitive Slave Law <http://memory.loc.gov/ammem/aaohhtml/exhibit/aopart3b.html>

Primary Sources: Teachers Guides and Analysis Tools: <http://www.loc.gov/teachers/usingprimarysources/guides.html>

Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938 <http://memory.loc.gov/ammem/snhtml/snhome.html>

Aboard the Underground Railroad: <http://www.nps.gov/nr/travel/underground/>

The Underground Railroad: Faces of Freedom:

http://education.nationalgeographic.com/education/multimedia/interactive/the-underground-railroad-faces-of-freedom/?ar_a=1

The Underground Railroad: Maps: http://education.nationalgeographic.com/education/maps/undergroundrailroad/?ar_a=1