Lesson Plans

NEA Human and Civil Rights Awards Program
Lessons Learned from NEA’s Social Justice Advocates

JERRY GORE
Carter G. Woodson Memorial Award

Objective(s)
- Students will be able to identify the significant social justice contributions of Jerry Gore.
- Students will be able to explain the impact of education as a tool to promote social justice.
- Students will be able to apply map-reading skills as related to travel routes for the Underground Railroad.

Materials/Preparation
- Whiteboard
- Writing paper
- Handout 1: Map My Route - Underground Railroad Learning Stations (make one copy per student)
- Handout 2: Student Answer Sheet (make one copy per student)
- Handout 3: Station Title Cards (print and cut one set)
- Handout 4: Station Information Cards (print and cut three sets)
- Handout 5: Station Question Cards (print and cut one set)
- Handout 6: Station Visuals (print one set)
- Handout 7: Answer Key (print one copy)

Opening the Lesson: Introduction to the Underground Railroad

Leading the Lesson: Underground Railroad Stations

Closing the Lesson: What Would Jerry Gore Say?

Underground Railroad Learning Stations
Station 1: Jerry Gore
Station 2: Addison White
Station 3: Helping Others
Station 4: Social Justice Advocate
Station 5: Carter G. Woodson Award
Station 6: Freedom Time

Great Public Schools for Every Student

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Jerry Gore
Upper Elementary
Grades 3-5

- Set up the six stations; post and/or place the corresponding materials (Handouts 3-6) at each station
- Prior to teaching the lesson familiarize yourself with Jerry Gore’s background by reading the Lesson Information and Background and visiting freedomundergroundrailroad.com

Suggested Grouping Structures
Whole group discussion and small group learning stations

Estimated total lesson time: 60 minutes

Opening the Lesson (5 minutes)
Introduction to the Underground Railroad

1. **Ask** students if they can name a time when part of our country was at war with another part of our country. (Prompt the answer: the Civil War.)

2. **Ask** students to share what they think they know about the cause of the Civil War. (Prompt the answer: slavery and the division in the country between slave and free states.)

3. **Ask** if anyone has heard about how some slaves were able to get to freedom by escaping from a slave state to a free state or to a different country. (Prompt the answer: Underground Railroad.)

4. **Explain** what the Underground Railroad was (i.e., in the United States before slavery became illegal, slaves found a way to take their freedom back by bravely escaping to places where slavery was not allowed. One way a slave escaped was by something called the Underground Railroad, which wasn’t actually a railroad at all; it was a system of secret escape paths where the safe houses for slaves were referred to as stations). Show students on a map the general areas of the United States that were routes on the Underground Railroad.

5. **Ask** students what we can learn from studying the Underground Railroad? (Prompt the answers: how slaves were treated, how they escaped, how people helped them escape.)

6. **Tell** students they will be learning about the lessons that can be learned from the Underground Railroad and a person today who helps us understand why it is still so relevant.

To help students understand the concept of slavery, consider reading them a children’s story about the life of a slave. Try If You Traveled on the Underground Railroad by Ellen Levine.
Leading the Lesson (45 minutes)

Underground Railroad Stations

7. Tell students to look around the classroom at the six Underground Railroad Learning Stations that have been set up. Explain that they will work with a partner to read and answer questions at each of 6 stations.

8. Distribute Handouts 1 (Map My Route) and 2 (Student Answer Sheet) and have students read the directions at the top to themselves. Then say, “You and your partner will select the route to get to the end of your journey successfully. Look at the map and decide on your path. As you complete each station, you will initial in the box beside it on your map. Others might also be at your station, just as it was for the slaves as they traveled from one station to another. Please share your space. When you have arrived at your last station, you will have completed your journey and will return to your seats with your partner.”

9. Ask students why they think there is a candle pictured at each station and on the handout. (Prompt the answer: Candles were put in windows of houses to let slaves know there were people in that house who would help them.)

10. Introduce the key focus of each station as follows:

- **Station 1**: Jerry Gore (a nationally recognized, award winning, life-long human and civil rights and social justice advocate who works diligently to teach others about the Underground Railroad).
- **Station 2**: Addison White (slave who escaped to freedom on the Underground Railroad, great-great grandfather of Jerry Gore).
- **Station 3**: Helping Others (an important life skill at the core of how the Underground Railroad worked).
- **Station 4**: Social Justice Advocate (Social Justice means that all members of a society should be treated equally and fairly, Jerry Gore is a Social Justice advocate).
- **Station 5**: Carter G. Woodson (a national Human and Civil Rights Award was created by the National Education Association in his honor, the award was given to Jerry Gore).
- **Station 6**: Freedom Time (learn more about Jerry Gore’s museum in Kentucky, Freedom Time Underground Railroad Tours and Experiences and how he helps others continue to learn from the past by bringing to life the experiences of slaves on the Underground Railroad.

11. Tell students that they will have about five minutes to complete each station. Say, “While
Leaders the Lesson continued

you are at the station, read the materials and questions. Then, answer the questions on your Student Answer Sheet (Handout 2). At the end of five minutes, you will announce it is time to move on to the next station.

12. **Assign** student pairs. There will be 4 - 6 students at each station depending on class size. Make sure there are at least three information cards (Handout 4) at each station so the pairs will each have one.

13. **Allow** five minutes for each rotation. Tell students it is time to move on to their next safe house (station). Have students move in their chosen order picking a different station for each rotation.

14. **Continue** with this process until all students have been to all six stations.

15. **Distribute** Handout 7 (Answer Key). Tell students to work with their partners to check over their answers and discuss any of their answers that do not match the answer sheet.

16. **Call** on students to recall the station names and list on whiteboard. Ask why they all didn’t end up at the same place and how that was similar to traveling the routes on the Underground Railroad. (Prompt the answer: slaves went to different safe houses using different routes of the Underground Railroad, but they all had the same goal, freedom.)

17. **Ask** students to name the person who created a special museum to learn about the Underground Railroad so people today could see what it was like to travel along the routes and stop at the stations in real life. Write his name on the whiteboard. (Prompt the answer: Jerry Gore.)

18. **Ask** students what they have learned about Jerry Gore and list their responses under his name.
Closing the Lesson *(10 minutes)*

**What Would Jerry Gore Say?**

19. **Have** students think about all they have learned throughout the stations and ask if that has helped them to understand the importance of the Underground Railroad.

20. **Have** them write a two-part paper. Tell them to write the first part as if they were Jerry Gore, explaining why he started the Freedom Time Underground Railroad Tours and why he has dedicated himself to helping others understand this troubled time in our history. Have them write a second part telling what they can do to make a difference in helping people to be treated fairly today.

**Assessment Suggestions**

- Teacher observation of station work
- Answer sheet (Handout 2) responses to station work
- Writing assignment

**Adaptations, Enrichment, Cross-curricular Opportunities**

- Conduct a whole group lesson instead of stations. Call on students to read the station information and have everyone answer questions on their answer sheet and then discuss each station.

Directions: You and your partner(s) will select the route to get to the end of your journey successfully. Look at the map and decide on your path. At each station place a checkmark inside of the box to show you have made progress on the path. Others might also be at your station, just as it was for the slaves as they traveled from one station to another. Please share your space. When you have arrived at your last station, you will have completed your journey and will return to your seats with your partner.
LESSON PLAN HANDOUT 2

Student Answer Sheet

Station 1: Jerry Gore

1. 

2. 

3. 

Station 2: Addison White

1. 

2. 

3. 

Station 3: Helping Others

1. 

2. 

3. 
Station 4: Social Justice Advocate

1. 

2. 

3. 

Station 5: Carter G. Woodson

1. 

2. 

3. 

Station 6: Freedom Time

1. 

2. 

3. 
LESSON PLAN HANDOUT
Station Title Cards

Station 1:
Jerry Gore

Station 2:
Addison White
LESSON PLAN HANDOUT 3

Station Title Cards (continued)

Station 3: Helping Others

Station 4: Social Justice
Station 5: Carter G. Woodson

Station 6: Freedom Time
Jerry Gore is the great-great grandson of a fugitive slave named Addison White, who used the Underground Railroad to escape. He founded the Freedom Time Underground Railroad Tours and Experiences Museum located in Kentucky. Because of his immense knowledge of the Underground Railroad and events related to it, he has served as a consultant for many groups including the National Park Service, Federal judges, attorneys, schools, and civic groups. His deep personal connection to this cause is evident in his vivid storytelling of this critical time in our nation’s history. Because of his work, he has received a special award, the Carter G. Woodson Award, given to a social justice hero.

Addison White was a fugitive slave who escaped to Ohio using the Underground Railroad. He was the great-great grandfather of Jerry Gore. Even though Ohio was a free state, the Fugitive Slave Act allowed slave owners to recapture their slaves from free states. White’s owner, along with Federal Marshals, located White in Mechanicsburg, Ohio and attempted to recapture him. Some residents of the town attempted to stop the Federal Marshals and a nationwide legal battle resulted with a court case testing the legality of the Fugitive Slave Law. The jury could not reach a verdict and eventually residents of the town raised $950 to buy White’s freedom. White was able to live the rest of his life as a free man.
Helping Others

Have you ever noticed someone who was not being treated fairly and needed help? Sometimes people don’t know how to help. At other times, they are afraid they might be treated unfairly, too, if they try to help. Choosing to always treat others fairly is an important first step. Telling an adult and asking for help from them when observing unfair treatment is another way to make a difference.

The escape routes of the Underground Railroad worked for slaves to escape because people helped others, among those helping slaves escape were former slaves who were now free. Jerry Gore is someone who continues to honor his great-great grandfather by helping others through education. With his Freedom Time Tours he teaches people of today’s time, including young people, about the experiences of slaves, the importance of individual and group advocacy to correct the injustice of slavery, and the role of the Underground Railroad.

Social Justice Advocate

A social justice advocate is a person who has made a significant commitment to the fair and equal treatment of all people. These individuals (and groups) have rallied to the cause of helping minorities to celebrate their heritage and aided in educating society to better understand the different cultural aspects of our country’s citizens. The effort by those working for social justice has also helped to increase the awareness of unfair treatment throughout our nation’s history as well as today and has helped to motivate others to join in the fight for human and civil rights.
Carter G. Woodson

Jerry Gore received a special award called the Carter G. Woodson Memorial Award from the Nation Education Association. This award is given every year to a social justice advocate. Carter G. Woodson was a scholar and historian who founded the Association for the Study of African-American Life and History, published books and journals about Black history, and initiated what is now Black History Month. He is known as the father of Black history. The National Education Association created an award in Mr. Woodson’s honor.

Mr. Gore received this award because of his work in helping others understand events in Black History. He has shown leadership and creativity in educating others through the museum he helped to create, Freedom Time Underground Railroad Tours and Experiences, and through his ability to tell the important stories of those involved in that time period. His dedication to this goal has helped to increase the understanding and awareness of others about the lives of Blacks during the Civil War period of time and how they strived to reach freedom.

Freedom Time

Jerry Gore helped to create The Underground Railroad Museum, located in Kentucky. This museum contains items and documents related to slavery. It also provides information about the Underground Railroad, used by slaves to escape to freedom. Freedom Time Tours provides a live presentation to gain an understanding of a slave’s life and the determination it took to try to escape from slavery.
Station 1: Jerry Gore
1. What was Jerry Gore’s great-great grandfather’s name?
2. What is the personal connection for Jerry Gore with the Underground Railroad?
3. Describe the museum founded by Jerry Gore. What do you think makes the museum unique?

Station 2: Addison White
1. How did Addison White escape from slavery?
2. What law allowed a slave owner to recapture a slave from a free state?
3. What did some residents do to save Addison White from slavery and why?

Station 3: Helping Others
1. Why might some people not take action to help others who are being treated unfairly?
2. What is an important first step?
3. What is another way to make a difference?
Station 4: Social Justice Advocate

Name 3 things you learned about Social Justice Advocates.

Station 5: Carter G. Woodson

1. What event or period of time does Jerry Gore’s work involve?
2. What two characteristics would you use to describe Jerry Gore?
3. Why did he receive a Human and Civil Rights award from the National Education Association (the Carter G. Goodson Memorial Award)?

Station 6: Freedom Time

1. Where is the Jerry Gore’s museum (Freedom Time Tours) located?
2. What does it contain?
3. What is the purpose of Freedom Time Tours?
Addison White
Helping Others

Disaster Relief
Social Justice Advocate
Carter G. Woodson
Freedom Time
Underground Railroad Tours and Experiences
Station 1: Jerry Gore
1. Jerry Gore’s great-great grandfather was Addison White.
2. His great-great-grandfather used the Underground Railroad to escape from slavery.
3. Jerry Gore created the Freedom Time Underground Railroad Tours and Experiences museum to continue to advocate for freedom and social justice by educating others in a meaningful way. The museum is unique because it is a living museum and you get to tour the actual route taken by slaves who escaped on the Underground Railroad and see a safe house where they stayed and for a brief moment, walk in their shoes.

Station 2: Addison White
1. Addison White used the Underground Railroad to escape.
2. The law that allowed slaves to be recaptured in free states was the Fugitive Slave Act.
3. They raised money and paid for his freedom. They did that because they felt slavery was wrong.

Station 3: Helping Others
1. They don’t know how to help or they might be afraid.
2. An important first step is to always treat others fairly.
3. Telling an adult and asking them to help you is another way to make a difference.

Station 4: Social Justice Advocate
Possible answers:
- They work for fair and equal treatment of all people.
- They help minorities to celebrate and understand their heritage.
- They help others to understand cultural aspects of different minority groups.
- They help to increase awareness by the public when unfair treatment exists.
- They motivate others to join in the fight for human and civil rights.

Station 5: Carter G. Woodson
1. Jerry Gore’s work involves the time of the Civil War and the time of slavery.
2. Possible answer: Two characteristics of Jerry Gore are leadership and creativity.
3. He helps others to understand events in black history.

Station 6: Freedom Time
1. The Freedom Time Underground Railroad Tours and Experiences Museum is located in Kentucky.
2. The museum contains artifacts (i.e., items and documents) related to slavery.
3. The Purpose of Freedom Time Tours is to help others understand the life of a slave, the determination it took to escape from slavery, and the importance of people helping one another and working together to escape and to put an end to slavery.