

# **The Meeker Homestead Experience**

An activity with the Underground Railroad in Delaware County

Sponsored by the Delaware County Historical Society

## **Teacher Packet**

~ How to plan your UGRR field trip

~ Student activities for use before and after your field trip





**THE MEEKER HOMESTEAD EXPERIENCE**  
**An Underground Railroad Activity for Schools**  
**The Barn at 2690 Stratford Road, Delaware, Ohio**

**TEACHER PACKET**

**Scheduling:**

Email, on-line request, or call the Delaware County Historical Society for information about scheduling a school group.

For on-line request: [http://www.delawareohiohistory.org/?page\\_id=2141](http://www.delawareohiohistory.org/?page_id=2141)[http://](http://www.delawareohiohistory.org/?page_id=2141)

Email: [dwilliams@delawareohiohistory.org](mailto:dwilliams@delawareohiohistory.org)

Phone: 740-369-3831

**School Groups:**

Teachers are welcome to schedule groups of school children up to the limit of 60 per session.

The Meeker Homestead Experience is a three-hour activity. We can schedule one group in the morning and/or one in the afternoon if needed. Each large group should be divided into three smaller groups labeled 1,2,3 for the breakout sessions. Suggested time frames are 9:30-12:30 or 12:00 to 3:00.

> Please let us know ahead of time the special needs of any student on this field trip.

> Students should wear warm clothing and coats for winter tours. Part of this program will be walking outside.

~ **Student Groups:** Students should be divided into 3 groups before you arrive. The groups are named after Delaware County families from this period: the #1 Meekers, the #2 Crattys, and the #3 Benedicts. Make sure each student knows his/her group assignment.

**Cost:**

The cost per student is \$5.00. Students on free or reduced lunch are exempt from paying a fee.

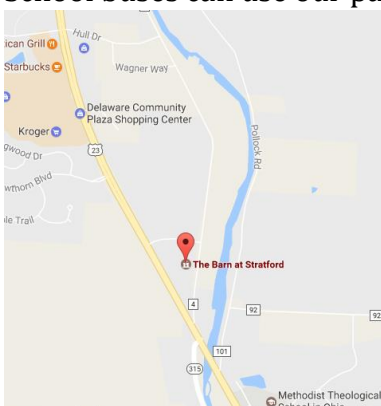
**Parking:**

School buses can use our parking lot and can park in front of The Barn. Please do not park in the grass.

Directions: State Rt. 23S of Delaware. Turn onto Meeker Way.

Turn right onto Stratford Road.

Turn right into the parking lot.



**Food:**

If teachers have students bring a packed lunch, students can eat outside on the lawn if weather permits or can sit at the tables inside The Barn for inclement weather days. Food service is not available on site.

Please bring their lunches in large tote boxes.

**Please, do not allow students to bring backpacks into the facility.**

**Restrooms** are available in The Barn and also downstairs in the Meeker home.

# ODE SOCIAL STUDIES STATE STANDARDS

## Covered During Our Underground Railroad Experience

### 4<sup>th</sup> Grade

#### History:

2. Primary and secondary sources can be used to create historical narratives.
3. Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.
5. The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.
7. Sectional issues divided the United States into the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.

#### Geography:

9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.
11. The regions of the United States known as North, South and West developed in the early 1800s largely based on their physical environments and economics.
13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States.
14. Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.

#### Government:

16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.
18. Laws can protect rights, provide benefits and assign responsibilities.

#### Economics:

23. Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.

### 5<sup>th</sup> Grade

#### Geography:

6. Latitude and longitude can be used to make observations about location and generalizations about climate.
7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.

#### Government:

11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

#### Economics:

14. The choices people make have both present and future consequences.

### 8<sup>th</sup> Grade

#### History:

1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.
4. The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.
11. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

#### Geography:

15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.
16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

## Preparing for the Meeker Homestead Underground Railroad Program:

~ **RE-ENACTORS:** Several of the sessions are presented by volunteer re-enactors. Discuss with your students what a re-enactor does, especially that they will be speaking in first person about “their” experiences with fugitive slaves and the movement of the UGRR.

~ **VOCABULARY:** Go over vocabulary words that they may not be familiar with:  
We have included a vocabulary list in this packet.

~ **FOLLOW-UP ACTIVITIES:** We recommend the National Park Service UGRR booklet:  
<https://www.nps.gov/subjects/ugrr/education/upload/Junior-Ranger-Activity-Booklet.pdf>  
We also have a list of Big Questions that we call “take aways” from the program.  
We also highly recommend the Lesson Plans from the Cincinnati Freedom Center designed for Grades K-3 and Grades 4-8. <<http://www.freedomcenter.org/educators/lesson-plans>>  
Find other resources listed below.

### **Agenda for the Meeker Homestead UGRR Experience:**

Students will begin the Meeker Experience with the whole group in the main floor of The Barn with a welcome and introduction. After the introduction, the three groups will begin a rotating schedule around the property with a guide from the Historical Society.

#### **The sessions include:**

> **Introduction for all in The Barn main room.**

#### > **Break Out Session Rotation**

- A. Walking tour of the grounds and Meeker Home
- B. Slideshow presentation of Underground Railroad locations, homes and barns
- C. William Cratty, Delaware County abolitionist

➤ **Q & A back in the main room of The Barn;**

**Time allotted for students to ask questions. We have prepared Big Questions.**





### **UGRR BIG QUESTIONS:**

These are essential questions and ideas that we want students to take away from the program. If time allows, these will be asked at the end of the program back in the big group. Otherwise, teachers can revisit these questions back in their classrooms.

1. What was the Underground Railroad?
2. Why were Delaware and Central Ohio important as part of the UGRR?
3. Mrs. Meeker question: What spaces or places in the Meeker Homestead did you observe that could make good hiding places for runaway slaves?
4. William Cratty question: What is an abolitionist?
5. Why did William Cratty choose to break the law?
6. Why was the work of the UGRR done in secret?
7. Brent & Diane question: What parts (aspects?) of personal property: homes, barns, fields, other farm buildings, important during this time period?
8. What were the Fugitive Slave Laws?
9. How do we know the Underground Railroad really happened?

**Sample activities: (most can be found in the resource list at the end of this packet)**

**A few samples from The National Park Service UGRR Booklet:**

**Student Journals:**

# To Be Free

Write about what "Freedom" means to you.



# Travel Routes

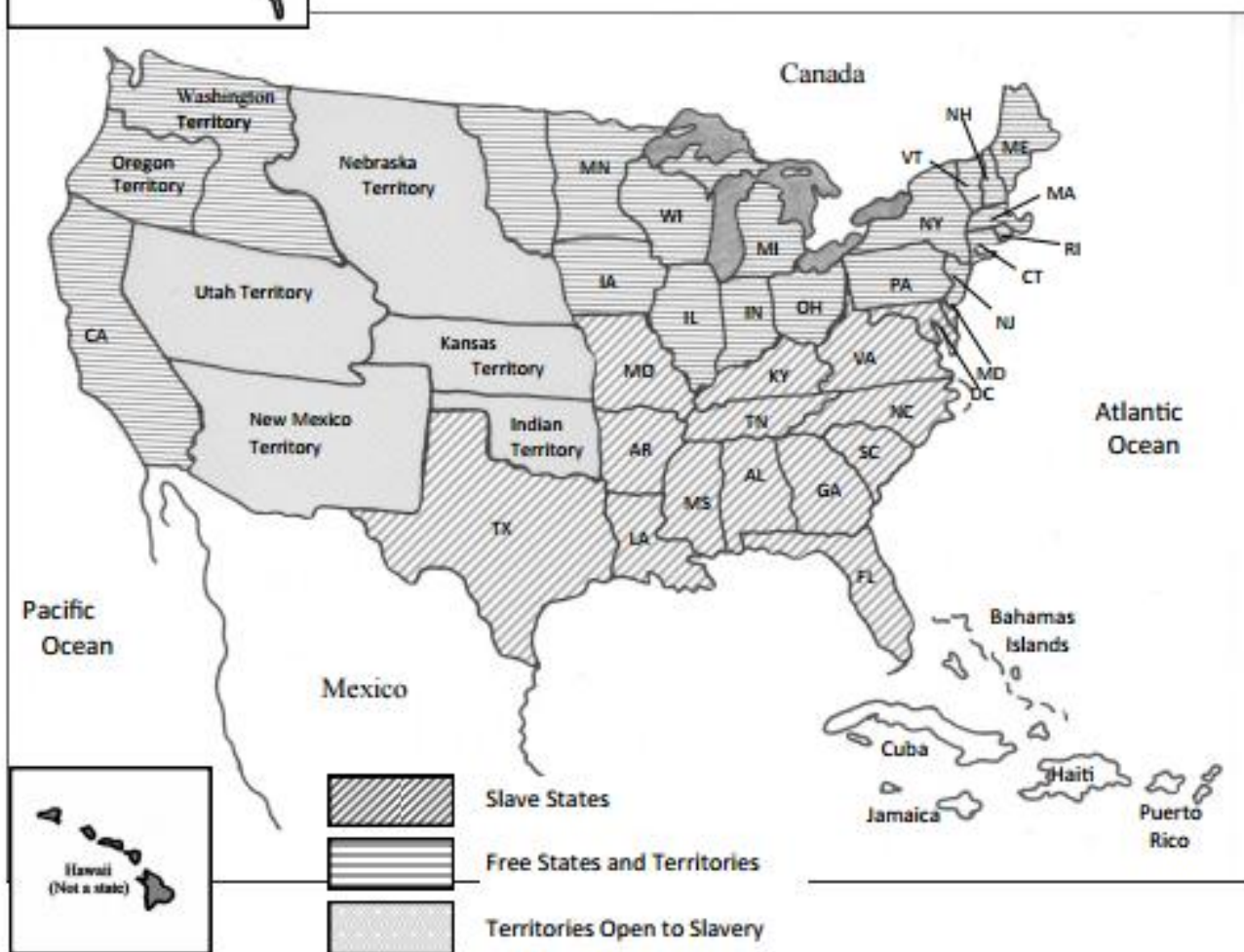
Escape routes over land spread out like a tangled web throughout the United States, into Canada, and Mexico. Other routes were traveled by water to northern coastal cities, south towards the Caribbean, or west towards the coast of California, Alaska or Hawaii.



**CIRCLE** one Slave State listed on the map below.

**Draw ARROWS** from the state you circled showing the many escape routes to a Free State or Territory.

## United States-1860



Although many states and territories had banned slavery by 1860, freedom seekers who had escaped to free states and territories could be captured by slave catchers and returned to slavery because of the Fugitive Slave Act of 1850. After the 1850 Act, many freedom seekers in free states were forced to continue their escape to countries outside the United States.

**Put a STAR** in the state where you live.

**Draw an ARROW** of the route you would use to escape slavery after 1850.

# Freedom Bag

Imagine that you are an enslaved person getting ready for your escape to freedom. The journey may be long and hard. You will need supplies to make a successful escape.

**CIRCLE** the items you will take with you. Please explain why you chose these items.



Can you name anything else you might want to take along? \_\_\_\_\_



# Safe Refuge

Hiding places along the “Underground Railroad” varied as much as the escape routes. Safe-houses, churches, schools, businesses, as well as natural areas such as swamps, bayous, mountains, and waterways provided much needed protection throughout their journey. Freedom seekers sometimes escaped and found refuge with various American Indian tribes. For example, those freedom seekers traveling south towards the Spanish Territory of Florida found safety and protection within the Seminole Indian Nation.

**CIRCLE** places that might be a good hiding place for a freedom seeker.



**Additional Resources suggestions for the classroom:**

## **Discovering the Underground Railroad Junior Ranger Activity Book**

From the National Park Service

<https://www.nps.gov/subjects/ugrr/education/upload/Junior-Ranger-Activity-Booklet.pdf>

Paperback novel: ***Trouble Don't Last*** by Ohio author, Shelley Pearsall

<http://www.shelleypearsall.com/books/trouble-dont-last>

National Underground Freedom Center – Cincinnati, Ohio

<https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=freedom%20center%20cincinnati>

The Underground Railroad; Escape from Slavery. From Scholastic Publishers. Online activity.

[http://teacher.scholastic.com/activities/bhistory/underground\\_railroad/](http://teacher.scholastic.com/activities/bhistory/underground_railroad/)

The Underground Railroad. National Geographic. Online activity

[http://nationalgeographic.org/education/underground-railroad-interactive/?ar\\_a=1](http://nationalgeographic.org/education/underground-railroad-interactive/?ar_a=1)

Safe Passage. Freedom Center

<https://itunes.apple.com/us/itunes-u/safe-passage/id556867421?mt=10>

Underground Railroad. PBS. Educator download

[http://bento.cdn.pbs.org/hostedbento-prod/filer\\_public/UGRR/Classroom\\_UGRR\\_Educator\\_Guide\\_Final.pdf](http://bento.cdn.pbs.org/hostedbento-prod/filer_public/UGRR/Classroom_UGRR_Educator_Guide_Final.pdf)

Our Story. The Smithsonian

<http://amhistory.si.edu/ourstory/activities/slavelife/>

Mission US: Flight to Freedom. WNET TV. National Endowment for the Humanities.

<http://www.mission-us.org/pages/landing-mission-2>