






General information


 Go to drive.google.com and create a folder with your name. This is where you collect all your work. Make sure you are logged in when you work on the tasks.

 Don't panic – you DO NOT have to work on **all** the tasks! There are seven topics with fifteen tasks. **You must work on three topics and five tasks.**

 Sometimes you have more than one option to do the task (look for "Option A" / "Option B"). Choose **one** option which is more interesting for you.

 This symbol indicates a hyperlink. Click on the word next to it and a website will open.

 This means: work on your own.  This means: you may work with a partner.

 Useful apps for iOS and Android to install (free):

- ★ voice recorder (Voice Record Pro, Adobe Voice)
- ★ video editor (iMovie, Filmmaker Pro)
- ★ Google Drive
- ★ Spreaker

Ongoing tasks – WHILE you are reading the book:



highlighting and note taking:


use different colors for Lucinda, other characters, slaves...



summarizing:

after each reading session, summarize in keywords what happened in that part; use the same Google Doc for all your summaries; use the dates of the diary entries as headlines



if you have questions, use twitter! 



twitter:

tweet your questions, thoughts and ideas using #NBN and/or #NBN plus character; *reply* to tweets helping other students to understand, asking them further questions, etc.



Always use your initials, too, so that we know who you are! (NT would be mine)



mindmap experts:

add new information after every reading session → you can also create new categories if you need more!



vocabulary experts:

prepare a vocabulary list for every reading session

Creative tasks – WHILE/AFTER you read the book:

TOPIC A: The Underground Railroad




TASK 1 – Writing a coded letter

Go to: http://teacher.scholastic.com/activities/bhistory/underground_railroad/escape.htm



Preparation:

Click on all the symbols. Read the texts. You can also listen to them if you like.

At last, click on: 

Read the text. Then click on: **WRITE A LETTER**

You will see an example. Drag the words or phrases into the letter.

Now **write your own letter**. Imagine you are Will or Jeremiah who writes this letter to some "friends" on the "railroad".



Option A: Create a new Google Doc to write your coded letter.



Option B: Use real pen and paper. Take a photo, upload the file into your folder and put your letter in your portfolio.



TASK 2 – Solving a web hunt

Go to: http://teacher.scholastic.com/activities/bhistory/underground_railroad/safety.htm



Preparation:

Click on all the symbols. Listen to the texts if you like.

At last, click on: 

Now **answer the questions** of the "Harriet Tubman Web Hunt".

Note: Some texts are difficult to understand. The goal is that you get the idea and can still answer the questions.



Option A: Create a new Google Doc, copy the questions from the website into the document and write your answers below every question.



Option B: Use your cellphone. Record your answers and upload the file into your folder.




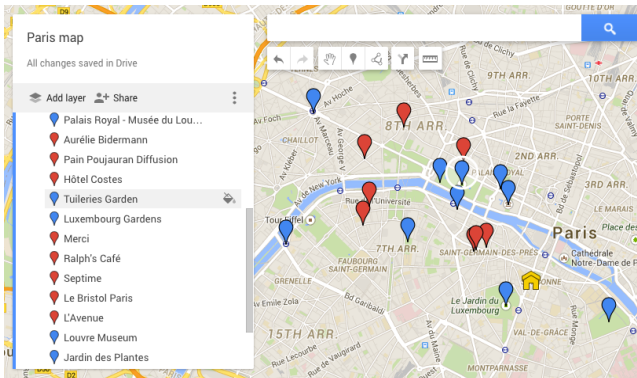
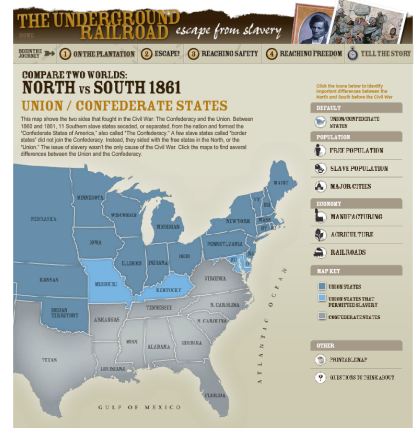
Go to: http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm.

Preparation:

Click on the icons on the right to see differences between the North and the South before the Civil War.

Now **answer the "Questions to think about"** (= last icon on the right).

 Create a new Google Doc, copy the questions from the website into the document and write your answers below every question.




Ohio, Indiana, and Pennsylvania were the most heavily traveled routes on the Underground Railroad.

Preparation:

Research the approximate (\approx *ungefähr*) locations of the stations on the Underground Railroad.

Go to drive.google.com, click on "NEW", then on "Google My Maps". Name the map "The Underground Railroad by YOUR NAME".

 **Add the stations** to your map. Then **locate** the center of the "slave states". **Calculate** the shortest route for the fugitive slaves to follow from that point to a terminal on the railroad that will lead them to freedom.

Add information from the story *North by Night*, for example where Will and Jeremiah are, what they are doing there and so on.


Note: Have a look at these videos if you need help: general <https://www.youtube.com/watch?v=izYvqzY-aKQ>, similar to what we do: <https://www.youtube.com/watch?v=GsrI8Tph1zY>.

TOPIC C: Courage



TASK 5 – Interpreting a poem

Preparation:

Read the following quotation from a poem by  Langston Hughes:

*"Hold fast to dreams, for if dreams die, life is a broken winged bird
that cannot fly."*

Interpret the quotation by answering the following questions: What are the dreams of the fugitive slaves in the book? Who is the "broken winged bird" in the novel? Who keeps the slaves' dreams alive? What might Hope be told, when she grows up, about her mother's choice for freedom?



Option A: Draw some mini-pictures to answer the questions and include text boxes or speech bubbles to answer in text form. Take a photo, upload it into your folder and put the real one in your portfolio.



Option B: Create a Google Slides document (similar to PowerPoint). Find pictures on the internet which fit to the quotation. Prepare a presentation to answer the questions.

Note: Make sure you are allowed to use the pictures. Go to pixabay.com or photosforclass.com to find free ones. Always mention the owner and give the link below the picture!



TASK 6 – Analyzing a character

Preparation:

Describe Miss Aurelia Mercer (Widow Mercer). What do you know about her? Give references from the text with direct statements about her and with indirect information, which you read "between the lines."

Then **discuss** Miss Aurelia's role in helping Lucinda gain independence. How does Miss Aurelia's unconventional attitude regarding the role of women affect Lucy's decision to become involved with the Underground Railroad?



Create a new Google Doc to write your characterization of Miss Aurelia.

Note: Check the "Skills File" online on how to analyze a character.

TOPIC E: Making Choices



TASK 7 – Analyzing a special group of characters

Preparation:

Give a short overview of the Quakers in the novel: what do they wear, what are they like, how do they speak, etc. Do not forget to give references from the text.

Then **discuss** why they risk their lives and property to help on the Underground Railroad. Describe the moments in *North by Night* when they show the most courage.

What about Lucinda? At what point does Lucinda's courage almost falter (*≈ wanken, zögern*)?



Create a Google Slides document (similar to PowerPoint). Find pictures of Quakers on the internet. Prepare a presentation.

Note 1: Make sure you are allowed to use the pictures. Go to pixabay.com or photosforclass.com to find free ones. Always mention the owner and give the link below the picture!

Note 2: Check the "Skills File" online on how to analyze a character.

TOPIC D: Loneliness



TASK 8 – Writing an inner monologue

Lucinda is only a few miles away from home at Miss Aurelia's house, but she often feels lonely.

Preparation:

Cite passages from the book when loneliness almost overcomes Lucinda.

Write an inner monologue for Lucinda. The following questions might help you to explain Lucinda's feelings: How does her mother's visit make Lucinda miss her more? What is it about Rebecca's letters that gives Lucinda strength? How important is it for a person to have someone with whom to share their thoughts and feelings?



Create a new Google Doc and write an inner monologue for Lucinda.



TASK 9 – Writing a speech

Preparation:

Miss Aurelia asks Lucinda, “Are these abolitionist beliefs yours, or do they simply belong to your parents?” When does Lucinda make the choice to accept the abolitionist beliefs as her own?

Imagine Lucinda has a secret meeting with some friends who also want to help on the Underground Railroad. **Write Lucinda’s speech** in which she tells them about abolitionist ideas, how she came to the decision to help and why more people should help.



Option A: Create a new Google Doc and write your speech.



Option B: Record your speech – either as an audio or as a video. Use your cellphone and upload your file into your folder.

Note: Check the "Skills File" online on how to write a speech.



TASK 10 – Writing a dialogue

Preparation:

Lucinda and Jeremiah are in love with each other. Why is being in love with a Quaker/a Presbyterian a difficult situation for them?

Write their dialogue in which they are telling each other their feelings but also their worries.



Option A: Create a new Google Doc and write their dialogue.



Option B: Record your dialogue either as an audio or as a video. Use your cellphone, upload your file into your folder.



TASK 11 – Rewriting the story

Preparation:

Lucinda is faced with many difficult choices in the story. Pick one or more decisions which were the hardest for her to make. Imagine she decided differently.

Rewrite her diary entry including what would have happened instead.



Create a new Google Doc and write your diary entry.



TASK 12 – Finishing the story

Do you think Lucinda is ever reunited with her family and Jeremiah?

Write a possible ending for the story.



Create a new Google Doc and write your diary entry.

TOPIC F: Art



TASK 13 – Drawing a picture

Miss Aurelia is a writer and an artist. She writes an article that she plans to publish once Lucinda has returned and the baby is safe (see "Wednesday, February 26, 1851"/ p. 151).

Draw a picture that Miss Aurelia might have drawn to accompany her article for the newspaper *The Liberator*.



Option A: Create a Google Drawing document and draw the picture.



Option B: Draw a picture using real pens and paper. Take a photo, upload the file into your folder and put your picture in your portfolio.



TASK 14 – Creating a comic

Preparation:

List the main events of the story. Then decide how many comic pictures you would need to tell the story.

Draw the comic version of *North by Night* and **add** text boxes and speech bubbles.



Take a photo, upload your file into your folder and put the paper in your portfolio.
and put your picture in your portfolio.



TASK 15 – Producing a radio report / podcast

Preparation:

The escaped slaves in the story and slaves in general found a great deal of comfort in their songs. Find some of the Negro spirituals that slaves may have sung. What do the spirituals tell us about the life the slaves led and their hopes for freedom?

Produce a radio report or a podcast in which you play some seconds of the songs and tell your listeners what you found out.



Use a voice recorder or *Spreaker* to create your radio report or podcast. Export the file and upload it into your folder.

VOLUNTARY TASKS

Here are some more ideas you can work on. Here you are completely free how you would like to present your results (doc, video, audio...).



Research one of the following people and their role with the Underground Railroad: Nat Turner, Gabriel Prosser, Denmark Vesey, Levi Coffin.



Research Elizabeth Cady Stanton and Susan B. Anthony. How do you think Miss Aurelia might have contributed to their work?



George Washington Carver once said, "Education is the key to unlock the golden door of freedom." Lucinda Spencer wants to be a teacher. What will she say to her students about freedom? Prepare a "lesson" that Lucinda might teach to her students entitled "Liberty for All." Include quotations from historical documents about freedom.

Sources and credits:

- twitter logo: Fair use, <https://en.wikipedia.org/w/index.php?curid=36179157>
- mindmeister logo: Fair use, <https://en.wikipedia.org/w/index.php?curid=26667496>
- google drive logo: Public Domain, <https://developers.google.com/drive/branding>, <https://commons.wikimedia.org/w/index.php?curid=20256463>
- some questions are inspired by the author's teacher guide: <http://www.katherineayres.com/files/north-guide.pdf>
- photo: task 1: teacher.scholastic.com/activities/bhistory/underground_railroad/escape.htm
- photo: task 2: http://teacher.scholastic.com/activities/bhistory/underground_railroad/safety.htm
- photo: task 3: http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm
- photo: task 4: <http://www.mackenziehoran.com/2015/04/01/how-to-create-your-own-city-map/>