

# Critical Thinking Skills



## Underground to Canada

| Skills For Critical Thinking   | Chapter Questions |       |       |       |        |         |         |         |         |    | Writing Tasks | Graphic Organizers |
|--|-------------------|-------|-------|-------|--------|---------|---------|---------|---------|----|---------------|--------------------|
|  | 1 & 2             | 3 & 4 | 5 & 6 | 7 & 8 | 9 & 10 | 11 & 12 | 13 & 14 | 15 & 16 | 17 & 18 | 19 |               |                    |
| <b>LEVEL 1</b><br><b>Knowledge</b> <ul style="list-style-type: none"> <li>• Identify Story Elements</li> <li>• Recall Details</li> <li>• Match</li> <li>• Sequence Events</li> </ul>   | ✓                 | ✓     | ✓     | ✓     | ✓      | ✓       | ✓       | ✓       | ✓       | ✓  |               |                    |
| <b>LEVEL 2</b><br><b>Comprehension</b> <ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Summarize</li> <li>• State Main Idea</li> <li>• Describe</li> <li>• Classify</li> </ul>                      |                   | ✓     | ✓     | ✓     | ✓      | ✓       | ✓       | ✓       | ✓       |    | ✓             | ✓                  |
| <b>LEVEL 3</b><br><b>Application</b> <ul style="list-style-type: none"> <li>• Plan</li> <li>• Interview</li> <li>• Infer Outcomes</li> </ul>   |                   | ✓     | ✓     | ✓     | ✓      |         |         | ✓       | ✓       |    |               |                    |
| <b>LEVEL 4</b><br><b>Analysis</b> <ul style="list-style-type: none"> <li>• Draw Conclusions</li> <li>• Identify Supporting Evidence</li> <li>• Infer Character Motivations</li> <li>• Identify Cause &amp; Effect</li> </ul> | ✓                 | ✓     | ✓     | ✓     | ✓      | ✓       | ✓       | ✓       | ✓       | ✓  | ✓             | ✓                  |
| <b>LEVEL 5</b><br><b>Synthesis</b> <ul style="list-style-type: none"> <li>• Predict</li> <li>• Design</li> <li>• Create</li> <li>• Write An Alternative Ending To</li> </ul>   | ✓                 | ✓     | ✓     | ✓     | ✓      | ✓       | ✓       | ✓       | ✓       | ✓  | ✓             | ✓                  |
| <b>LEVEL 6</b><br><b>Evaluation</b> <ul style="list-style-type: none"> <li>• State and Defend An Opinion</li> <li>• Make Judgements</li> </ul>   | ✓                 | ✓     | ✓     | ✓     | ✓      | ✓       | ✓       | ✓       | ✓       | ✓  | ✓             |                    |

Based on Bloom's Taxonomy



# 1,2,3

## Graphic Organizer Transparencies

The three **Graphic Organizer Transparencies** included in our **Literature Kit™** are especially suited to a study of **Underground to Canada**. Below are suggestions for using each organizer in your classroom, or they may be adapted to suit the individual needs of your students. The transparencies can be used on an overhead projector in teacher-led activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).



### JULLILLY AND LIZA'S JOURNEY

In this graphic organizer, the students can follow the girls' journey. They will be able to find and locate various cities, states, rivers and countries on the Eastern side of North America. As an extension activity have the students calculate the mileage traveled. Have them calculate the mileage in kilometers and then have them switch it into miles traveled.

Found on Page 53.

### UNDERGROUND RAILROAD WORKERS

The people working on the underground railway were numerous and their contributions were very helpful. Have the students keep track of who helped out the girls, where they meet the girls and what they did to help the girls continue their journey.

Found on Page 54.



### UNDERGROUND TO CANADA EMOTIONS REPORT

When reading the book *Underground to Canada*, the students will encounter many emotions. In the first column of this graphic organizer, the student must identify and write the emotions felt. Then they must be able to write down how they felt and what type of connection they had with this feeling. Once the organizer is completed, ask the student to share their feelings and discuss the root of the emotions felt.

Found on Page 55.





# Chapter Nineteen



1. How well do you predict the girls will do in Canada? Be specific with your prediction.

---

---

2. What's the worst thing that could now happen to the girls? What's the best thing that could happen to the girls?

---

---

## Vocabulary

Write each word beside the correct group of synonyms. (Remember: synonyms are different words that have the same or similar meanings).

|           |              |           |        |
|-----------|--------------|-----------|--------|
| amazement | apprehension | burnished | daze   |
| hostile   | peace        | poor      | sullen |

1. confusion, mental confusion, disarray

2. astonishment, extremely surprised

3. repose, serenity, tranquility

4. dread, fear, fright

5. dark, moody, morose

6. broke, bust, skint

7. bitter, aggressive, antagonistic

8. polished, glossy, radiancy



# Chapter Nineteen

## Part A

1. Circle all the items that apply to the story Underground to Canada.

Old ticket stubs

chicken

whip

kerchief

Picture of her father

sweater

a postcard

carriage

Salt

pound-cake

sack

train

Dry-goods

schooner

computer

electricity

Telephone

potato

map

a book

2. Number the events from 1 to 8 in the order they occurred in the chapter.

\_\_\_\_\_ a) The girls arrived at the Welland House Hotel.

\_\_\_\_\_ b) Mammy Sally was reunited with her child.

\_\_\_\_\_ c) Liza was like a sister to Julilly and Mammy Sally told Liza she'd be living with them now in the new house she was going to buy.

\_\_\_\_\_ d) Ezra Wilson took the girls out for an outdoor lunch on the second morning.

\_\_\_\_\_ e) They found out that the white people in St Catharines didn't want them in their schools.

\_\_\_\_\_ f) Salt and potatoes in Canada would beat pound-cake and chickens in the States.

\_\_\_\_\_ g) Liza told Julilly to stop praying.

\_\_\_\_\_ h) Liza told Ezra she expected the Queen but that Ezra looked just as good.



# Chapter Nineteen



## Part B

Answer the questions in complete sentences.

1. Do you like the way this story ends? Why or why not? Give specific examples.

---

---

2. If you could ask Julilly some questions, what would you want to know?

---

---

3. Why do you think religion was so important to Julilly and not important to Liza?

---

---

4. What other problems do you foresee they might run into once they're established in their new home of St Catharines?

---

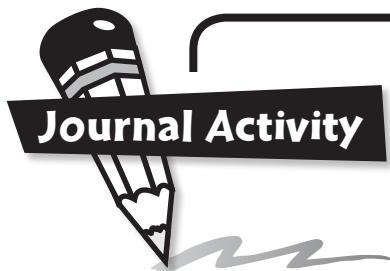
---

5. How did you feel when you read the section where Lester was hiding the good news about Mammy Sally from Julilly?

---

---

SAMPLE



**Technology rules in our world. Rewrite a section of the story using the setting in today's world with today's technology. Where would the escape be done in a faster more efficient way? Where do you see that technology would NOT have had an influence? Here are some key words to help you think technologically: telephone, cell, GPS, computers, electricity, etc...**