

## Plan: How can I help prepare students and myself for a great day of learning?

The **Communities in Canada: Underground Railroad** program is designed to enrich student understanding of the Grade 6 Social Studies Inquiry Process through a hands-on, learning experience at Forest Valley Outdoor Education Centre.

### Curriculum Connections:

- [Social Studies 1-6, History and Geography 7 and 8, Heritage and Identity: Communities in Canada Past and Present \(pp. 22, 120 - 123\)](#)

### Some guiding questions to support effective field trip planning:

- Why did you choose our **Communities in Canada: Underground Railroad** program?
- How does it integrate into your classroom program?
  - Is the field trip going to act as a “minds on” engagement where students formulate questions for inquiry?
  - Is the field trip an opportunity for students to gather evidence for an inquiry already in progress?
  - Is the field trip a culminating experience for students to apply their learning?

### Recommended Pre-Trip Experiences

- Shared reading of Bettye Stroud’s book -The Patchwork Path A Quilt Map To Freedom - Candlewick Press – 2007 (loan kit will be sent to your school a few weeks in advance- if you need to make other arrangements please contact [ForestValleyOutdoorEdCentre@tdsb.on.ca](mailto:ForestValleyOutdoorEdCentre@tdsb.on.ca) or 416-395-5110 )
- Shared or Guided of the other texts shared in the Underground Railroad kit
- Listen to Steal Away/CD of music from/inspired by the Underground Railroad...including ‘Follow the Drinking Gourd’ (in loan kit)
- Begin a Know, Wonder, Learn (KWL) chart about the Underground Railroad to bring with you to Forest Valley
- Borrow the TDSB resource [Early African-American Settlements in Ontario](#)
- Consider borrowing additional non-fiction books and novels from Forest Valley’s Library in addition to those shared in our loan kit ([ForestValleyOutdoorEdCentre@tdsb.on.ca](mailto:ForestValleyOutdoorEdCentre@tdsb.on.ca) or 416-395-5110)
- Formulate questions about another distinct community in Canada (e.g. First Nations, European Settlers, Japanese Canadians) to guide investigation into considering diverse perspectives
- Explore the concept of Canadian Identity from multiple historical and contemporary perspectives
- Review basic mapping skills and consider using historical maps that illustrate distinct communities in the past and present
- Please equitably divide your class into two groups ahead of time

### TDSB Web Resources (note, these may only be accessible through TDSB computers):

- [MediaNet](#) (Library & Learning Resources: Grade 6: Communities in Canada, Past and Present)
- [TDSB Virtual Library](#)