

**CROSS-CURRICULAR EXTENSIONS:****MATHEMATICS:**

Have the students use the map scale on a Louisiana map to measure how far Miss Jane would have walked from New Roads to Grosse Tete. If a person could walk five miles in one day in the underbrush with a small child, how long would this trip take? Use a United States Map and measure the distance from New Roads to Ohio. How long would it have taken her to walk there?

**TECHNOLOGY/SOCIAL STUDIES:**

- Research the effectiveness of the government programs during Reconstruction.
- Compare and contrast the beliefs of Booker T. Washington and W.E.B. Dubois. Have a debate on which was right in their approach to leading the black people to independence and respect.
- Study more of the slave narratives done by the WPA and have a forum on how things could have been handled more effectively for the freed slaves.

**VISUAL ARTS:**

Surf the net to find information on First Stop to Freedom: A Look at Cincinnati's Pivotal role in the Underground Railroad <http://www.criticalfusion.org/artintro.html>

**Slave Art: The Hidden Meaning in Music and Quilts**

This site offers evidence of music and quilts as the art forms of the American slaves. The wording of songs and patterns in the quilts became instrumental for the Underground Railroad.

**STUDENT AND TEACHER MATERIALS:**

See attached.

Student Materials include:

- Questions for the film segment
- Group assignments
- Directions for the monologue

Teacher Materials include:

- Answers for the film segment
- Answers for group assignments
- Rubric for the monologue

**QUESTIONS FOR THE VIDEO, "LOUISIANA LEGENDS: ERNEST GAINES"**

1. Is this a real autobiography?
2. Where was he born?
3. Who did he work for and from what age?
4. How many brothers and sisters did he have?
5. What did all the hard work give him?
6. In what decade did he grow up?
7. How did he feel about being treated differently than white people?