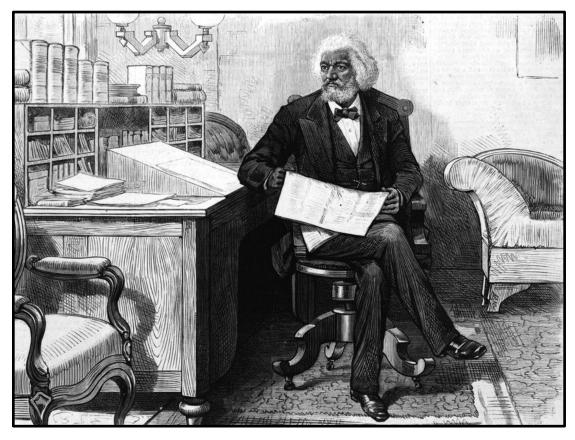
Putnam | Northern Westchester BOCES Integrated Social Studies/ELA Curriculum

1

4th Grade NYS and Slavery Inquiry

WHY DID NEW YORKERS HAVE DIFFERING VIEWS OF AMERICAN SLAVERY IN THE MID-1800s?



Source: https://www.smithsonianmag.com/history/frederick-douglass

Supporting Questions

- 1. What were the experiences of enslaved African Americans in New York State?
- 2. Why did some New Yorkers show support for slavery?
- 3. How did some New Yorkers resist the slave system?

Putnam | Northern Westchester

2

SSELA Grade 4 IDM

Compelling Question	Why did New Yorkers have differing vie 1800s?	ws of American slavery in the mid-
NYS Social Studies K-12 Framework Key Ideas & Unifying Themes	 4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War. 4.5a There were slaves in New York State. People worked to fight against slavery and for change Students will examine life for enslaved people in New York State. Students will investigate people who took action to abolish slavery, including Samuel Cornish, Frederick Douglass, William Lloyd Garrison, and Harriet Tubman. 	
	Themes: ID, TCC, SOC, CIV	
NYS Social Studies Standards	1, 3, 4, 5	
NYS Next Generation ELA Standards	 4R6 (RI) 4R8 (RI&RL) 4W5 4SL4 	
NYS Social Studies Primary Practices	 Gathering, Using, and Interpreting Evidence Chronological Reasoning and Causation Comparison and Contextualization Geographic Reasoning Economics and Economic Systems Civic Participation 	
Staging the Compelling Question	What do you know about slavery in America? Have students complete a K-W-L chart. Ask students how do they know this information? (1 day= approx. 55 mins.)	
Supporting Question #1	Supporting Question #2 Supporting Question #3	
What were the experiences of enslaved African Americans in New York State? (2 days)	Why did some New Yorkers show support for slavery? (1.5 days)	How did some New Yorkers resist the slave system? (2 days)
Formative Performance Task	Formative Performance Task Formative Performance Task	
In a group, create a Timeline with three key events in chronological order and a summary of why the timeline is important to the supporting question.	Pretend you are a human rights advocate, write a persuasive letter to a supporter of slavery stating why it violates human rights.	Serve as an expert of one form of resistance used against slavery, and present it as a group to the whole class.

Resources	Resources	Resources
 Source 1- <u>Sojourner Truth</u> <u>account</u> (readworks.org) Source 2- Slavery in the North Statistics Source 3- Jupiter Hammon Account (Lloyds Manor Historical Society) Source 4- excerpt from the Autobiography of Thomas James Source 5- excerpt from Narrative of the Life of Frederick Douglass Political Map of NYS Counties, Source Analysis, Video: <u>Sojourner Truth</u> (History.com) 2:29 mins. 	 Source 1- Universal Human Rights, 1948 (adapted) Source 2a & 2b - Newspaper advertisements Source 3- Will/Inventory List Source 4- "Why did some New Yorker's support slavery?" Source 5- New York Slave Codes Persuasive letter template 	 Source 1- Harriet Tubman biography Source 2- NYS Map of the Underground RR Source 3a & 3b- African Free School Source 4- Frederick Douglass & The North Star Source 5a & 5b- William Lloyd Garrison & the Anti-Slavery Society Source 6- The "Jerry Rescue" Syracuse, NY Video: Harriet Tubman video- https://youtu.be/Dv7YhVKFqb Q (4:48), Underground Railroad Packet
Summative Performance Task Create a one-pager to summarize Why did New Yorkers have differ American slavery in the mid-1800s? (Example of a "one-pager can HERE.) 1-2 days		
Taking Informed Action (Extended Activity)	to children. One suggested orgar "Frederick Douglass Family Initia spear headed by descendants of	tives" <u>www.fdfi.org</u> . This organization is Frederick Douglass and Booker T. e/resources on the issues- human ildren. o inform others about these of children's rights using one

Staging the Compelling Question Narrative & Procedure

This beginning activity will help frame the compelling question and deepen student understanding of this hard history topic. Teachers should be mindful of how they present this information in their classroom, by using techniques that support all students. Teaching Tolerance has a guide entitled <u>"Let's Talk: Discussing Race, Racism, and other Difficult Topics with Students"</u> that provides strategies and support for teachers in this area. Some of these strategies have been included in this inquiry's narrative. Additionally, to build their own historical context, teachers can view the videos: <u>New York State & Slavery: Complicity & Resistance</u> (19 mins.) and <u>TedTalk-Ed: The Atlantic Slave Trade</u>. (approx. 6 mins.)

Preparation for the Lesson:

- Queue video:
 - Discovery Education Streaming Subscribers: "Slavery Begins in America" <u>https://app.discoveryeducation.com/learn/videos/7bbeb461-871c-411b-a1ff-1eb44ed89381/</u> (4 mins.)

OR

- Free video: "Slavery in America" <u>https://www.teachertube.com/video/slavery-in-america-a-history-of-america821-316094</u> (show only the first 6 mins.)
- Make copies of "Vocabulary Terms," "K-W-L chart," and "Circle Map"

Day 1

Engage (20 mins.)

- 1. The teacher can begin this unit by informing students that "We will be learning about an important topic this week, this topic often can be hard to discuss because it involves how people's rights were taken away from them, and the harsh treatment forced on them for many years in our country. This topic is called Slavery in America."
 - a. The teacher can introduce some strategies in the "Let's Talk" booklet to ensure students feel they are in a safe environment to learn about this topic. Some helpful strategies can be found on pgs. 7-11.
- 2. Next, the teacher should display the compelling question "Why did New Yorkers have differing views of American slavery in the mid-1800s?" And ask for a student volunteer to read it aloud. The teacher should also highlight that "when we are referring to people who have been forced into slavery, we state 'enslaved people' since no one is born a slave, but can be enslaved."
- 3. Next, the teacher should display **Source 1** on the smartboard and distribute the "K-W-L" chart. Using source 1 as a stimulus, the teacher can have students record what they "know" about slavery in America. This activity will allow students to share their prior knowledge of the topic, as well as what they want to know.
- 4. Once students have filled in their charts, the teacher can ask students to share what they "Know" and what they "Want" to know. The teacher can write these answers on chart paper (or students can write their answers on sticky notes and place them on the class chart paper). Teachers can use the following questions to guide their discussion:

- "What do we know about where slavery was located in the United States? What do we want to know?
- Using the lens of social sciences:

Geography: -Where was slavery located? -Where did slavery exist in the US? -Where did enslaved Africans come from? -How did they get here? -How the geography of a place affected the work and conditions for enslaved people? Economics: -What type of work did enslaved people do? -Who benefited from their labor? -How did the labor and industry for enslaved people change from place to place? Civics: (Political, Social, Law & Life) -Was slavery legal in the US? -What laws existed that protected slavery in the US/New York State? -Could you escape slavery? Did many enslaved people escape? -How many enslaved people were there in the US/New York State? -What was life like for enslaved people? (And what sources can we turn to help us understand the experiences of enslaved people in America/NYS?)

Explain (15 mins.)

- Next, the teacher can transition the lesson by displaying the vocabulary terms and review each word with the class as a foundation for the inquiry. (Alternative activity- have the students participate in a "word sort" activity, more information can be found <u>HERE</u>.)
- 6. After reviewing the vocabulary terms, inform students they will watch a video regarding the history of slavery in America. (this will provide historical context for students, and can be referred back to throughout the lesson)
- 7. The teacher should have the students watch the video and, and as a class, fill out the circle map based on what they learned. (Teacher can repeat video for emphasis.)
 - a. After the video the teacher should do a "check-in" with students to ascertain their emotions regarding this topic. The "Thumbs up/Thumbs Down" strategy found on pg. 11 of the Teaching Tolerance <u>"Let's Talk"</u> booklet can be helpful.

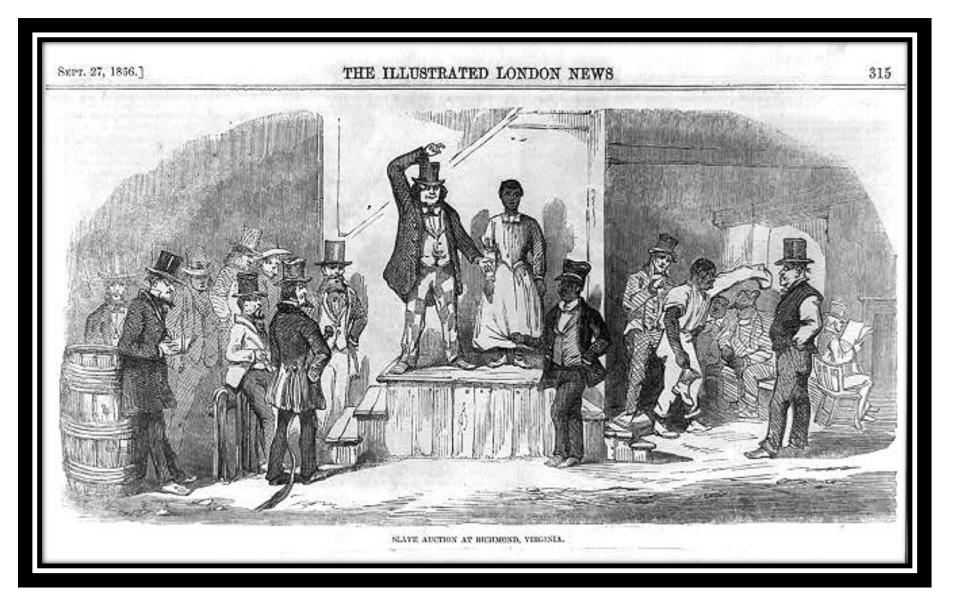
Explore & Elaborate (15 mins.)

- 1. Next, the teacher can ask students to share some of the information from the video to create a class "circle map." The teacher should remember this is a sensitive topic, and be mindful of student responses and how information is written on the map (i.e. enslaved person, rather than "slave")
- 2. Next, the teacher can have students journal or draw (see "Let's Talk" guide) how they feel about the video. The teacher should collect this, and follow up with any journal or drawing that may need extra attention and support.

Evaluate (10 mins.)

- 1. The teacher can ask students to fill out the "L" portion of their K-W-L chart and ask "*What are 3 things you learned today about slavery in America?*" (an additional strategy- students can write on sticky notes and place it on a class K-W-L chart.)
- 2. The teacher can close the lesson by informing students, "*I know that some of the questions you asked in the "W" portion of your chart may not have been answered today, I do hope by the end of our inquiry, you will have those answers.*"





Putnam | Northern Westchester Integrated SS/ELA Curriculum updated April 2019 **Directions:** We are going to be discussing a "hard history" topic. What do you know about the economic system called slavery in America? What would do want to know (questions you have)?

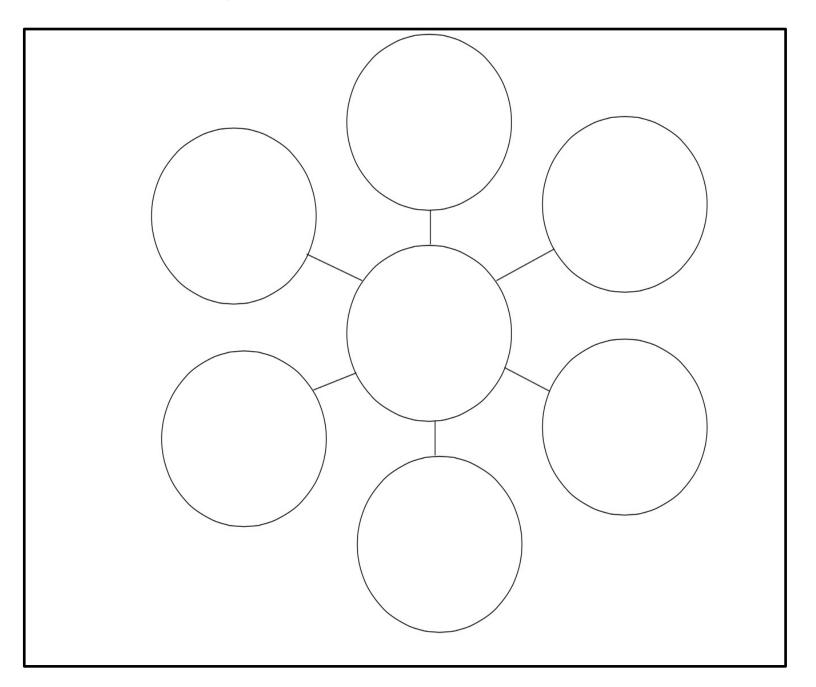
K- Know What are some facts you KNOW	W- Want What do you WANT to know	L-Learned What did you LEARN? (save this for the end of the lesson)
1.	1.	1.
2.	2.	2.
3.	3.	3.

Vocabulary Terms

Term	Definition
Slavery	An economic and social system that uses free-forced labor to produce goods and services
Enslaved person	A person that is forced into slavery (also known as slaves)
Slave holder	A person who has forced people into slavery; is considered an 'owner' of enslaved people (also known as master, planter, mistress)
Middle passage	The forced migration of Africans to the Americas across the Atlantic Ocean passageway
Free person	A "non-white" person not enslaved
Indentured servant	A person who contracts to work for free for 7-10 years
Emancipate	To set free
Abolish	To put an end to something
Abolitionist	Someone who actively fights to end slavery (similar to an advocate)
Discrimination	The act of treating someone, or a group of people, differently based on prejudiced views

Circle Map

Directions: As a class, we will watch the video about the history of Slavery in America. While you watch the video, fill in the bubbles with facts that you have learned.



Supporting Question 1 What were the experiences of enslaved African Americans in New York State?			
Compelling Question	Why did New Yorkers have differing views of American slavery in the mid-1800s?		
NYS Social Studies Framework	 4.5a There were slaves in New York State. People worked to fight against slavery and for change Students will examine life for enslaved people in New York State. 		
NYS Social Studies Practices	 Gathering, Interpreting, and Using Evidence Chronological Reasoning and Causation Comparison and Contextualization Geographic Reasoning Economics and Economic Systems 		
NYS Next Gen. ELA Standards	 4R6: In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI) 4R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL) 4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying grade 4 reading standards. 4SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience. 		
Learning Objectives	 Locate NYS counties Identify Thomas James, Sojourner Truth, and Jupiter Hammon Analyze various documents, develop team building and presentation skills Create a timeline based on source analysis 		
Suggested Timeframe	2 days (55-60 mins.)		
Materials	 Source 1- <u>Sojourner Truth account</u> (readworks.org) Source 2- Slavery in the North Statistics Source 3- Jupiter Hammon Account (Lloyds Manor Historical Society) Source 4- Biography of Thomas James Source 5- excerpt from <i>Narrative of the Life of Frederick Douglass</i> Political Map of NYS Counties, Source Analysis, Video: <u>Sojourner Truth</u> (History.com) 2:29 mins. 		
Formative Task	 Create and present a timeline with three key events in chronological order about slavery in New York State history. Steps for the Teacher: Demonstrate how to construct a simple timeline using three events that students would know. In groups, students are to choose three key events from the sources for this lesson and plot them on their timeline that show there was slavery in New York until 1827. 		

• Each group will present their timeline to the class with an explanation as to why they chose the specific events for their timeline.

Lesson Narrative & Procedure

In this lesson, students will be introduced to the origins of the slavery system in New Netherlands and later New York. Students will analyze both primary and secondary sources in groups, and then use this information to develop a timeline of important events.

Note: You can modify this script to meet your classroom needs.

Preparation for Day 1:

- Queue video: <u>Sojourner Truth</u> (History.com) 2:29 mins.
- Make copies of Source 1-5, "Map of NYS Counties", and the "Source Analysis" worksheet
- Smart board to project documents for whole class analysis
- Chart paper to record student responses

Day 1

Engage (15 mins.)

- The teacher should begin the lesson by displaying the Supporting Question for the whole class "Were there enslaved Africans in New York State?" The teacher should ask for a volunteer reader. The teacher should then remind students of what they learned yesterday, using student "K-W-L" chart responses.
- Next, the teacher should distribute Source 1, and, as a whole class, read aloud the account of Sojourner Truth, and use the guiding questions to review key points. The teacher should then show the video <u>"Sojourner Truth</u>" (History.com) 2:29 mins.

Explore (15 mins.)

1. Once students complete the guided reading and video, the teacher should distribute and display the **Map of NYS Counties**, and highlight that in the video, they included a political map of where Sojourner Truth grew up. The teacher can state, *"A political map is a map that shows borders and boundaries of a state or country. Let's review our own political map of the counties in NYS."* The teacher can use these geographic reasoning questions for a whole class map analysis:

- a. Place a "star" next to the county we live in. Place a "square" around our state Capital. Place an "X" on NYC. "Circle" the county Sojourner Truth was born (Ulster).
- b. How would Sojourner's environment affect how she lived?
- c. What type of work would be needed in Ulster county- farming, fishing, or shipbuilding? Why? (farming- more rural area)
- d. What type of work would be needed in the NYC area- farming, fishing, or shipbuilding? Why? (*shipbuilding and fishing- near water*)
- 2. After students have shared answers, the teacher can inform students that today they will be working in teams, investigating the supporting question through various source documents. The teacher should review with students the difference between *primary vs. secondary sources*. The teacher can ask students, *"What type of source was the reading on Sojourner Truth?"* (Secondary source).

Explain (15 mins.)

- Next, the teacher should distribute the "Source Analysis" worksheet, and inform students that in their teams, they will analyze sources and record the main ideas on this chart. The teacher should model this activity with the students, using the Sojourner Truth reading (Source 1).
- 4. The teacher should place students in groups of four and have each student analyze one source from **Source 2-5** and record the main idea on the **Source Analysis worksheet** an (alternative strategy- <u>Jigsaw activity.</u>) **Note to Teacher: source modification is encouraged to meet the needs of your students.**
- 5. The teacher should rotate between groups, and ask critical thinking questions:
 - a. Were there enslaved persons in New York State? How do we know?
 - b. Using your map, can you locate the counties Jupiter, Frederick, and Thomas were from?
 - c. Were there Africans who were <u>not</u> enslaved in New York State? How do you know? What does that mean?
 - d. What were some of the work enslaved persons did in New York State? Did the type of work depend on their geographic area? Why?

Elaborate (15 mins.)

1. Once students have completed analyzing the sources in groups (moderated and supported by the teacher), the whole class should review the **"Source Analysis" worksheet**. The teacher should record student responses on chart paper.

2. As a closing activity, ask students to **identify one positive character trait they believe an** enslaved person had to have to survive living in slavery. Students should then explain why they chose that trait.

Preparation for Day 2:

• Poster paper and markers for student group timelines

Day 2

Evaluate (55-60 mins.)

- 1. The teacher should ask students "*What is a timeline?*" "*Why do we use timelines?*" The teacher should share a sample timeline for students to review. After reviewing the different parts of the timeline the teacher should inform students they will be creating timelines based on the information they analyzed yesterday.
- 2. The teacher should inform students of the steps needed for them to create their group timelines:
 - a. Each group must agree on three major events to include on their timeline- these events should be in chronological order and have a connection. The events should be taken from at least three sources.
 - b. Each timeline must have the following: (Teacher Timeline reference guide: <u>http://dohistory.org/on_your_own/toolkit/timeline.html</u>)
 - i. Title
 - ii. A specific span of time
 - iii. Create time segments
 - iv. A summary of the importance of this timeline
- 3. Once student groups have complete their timelines, each group will present to their final product to the class.
 - a. Teacher should model presentation strategies for student groups.

Slavery in the North Source: Readworks.org

In 1806, 9-year-old Isabella Baumfree and her family lived on the property of Charles Ardinburgh of Ulster County in New York. When Ardinburgh died, Isabella found her mother in tears.

"Mau-mau, what makes you cry?" Isabella asked.

"Oh, my child, I am thinking of your brothers and sisters that have been sold away from me," her mother replied.

Soon after, Isabella too was separated from her mother. She was auctioned—along with other slaves, horses, and cattle—and purchased for \$100. She was sold again and again, from master to master, until she was emancipated in 1828.

Students of history know Isabella better by the name she chose as an adult—Sojourner Truth. Truth was an abolitionist. She spoke out against slavery. But what some people may not know is that Truth was one of thousands of slaves who were bought, sold, and forced to do labor in the North.

"Many people are surprised when you talk about slavery in the North," Alan Singer, a professor of education at Hofstra University, told *Senior Edition*. "We associate slavery with the South, even though the biggest importer of slaves—after South Carolina—was New York City."

Historians are beginning to bring slavery in the North into the spotlight. The New York Historical Society recently presented an exhibition on slavery in that state. Singer, who travels the country to talk to students about slavery in the North, wants people to remember that slavery was a national institution.

It's important to understand how slavery affected the entire country, because its effects linger through discrimination, Singer says. "Kids see slavery as something that happened in the deep past," he told *Senior Edition*. "I want children to know that we still live with the effects of that slavery society.

15

- 1. Where did Isabella and her family live? Why was her mother crying?
- 2. What were some experiences of Isabella as an enslaved person?
- 3. What did Isabella change her name to? Why do you think she did that?
- 4. Who was the 2nd biggest importer of enslaved people in the United States? Why are many people surprised at the answer?
- 5. According to Alan Singer, why is it important for us to discuss the effects of slavery?

Map of New York Counties



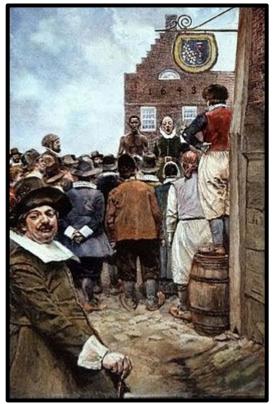
A **<u>Political map</u>** is a map that shows borders and boundaries of a state or country.

Source: https://en.wikipedia.org/wiki/List_of_counties_in_New_York#/media/File:New_York_Counties.svg

18

Statistics: Slavery in New York

- 1626
 - First cargo of 11 Africans brought to New Netherland (Present day New York) by the Dutch West India Company
- 1655
 - First slave auction is held in New Amsterdam (today New York City) see picture.
- 1664
 - British take over New Netherlands from the Dutch and rename it New York, after the Duke of York
 - The British use their New York colony as a market for enslaved Africans
- 1765-1783 "American Revolution"
 - United States becomes independent from Britain
- 1790
 - 13,000 enslaved people,
 - 4, 682 free "non-white" people,
 - 314, 366 white people
- 1810
 - 15,017 enslaved people,
 - 25,333 free "non-white" people,
 - 918,695 white people



The first slave auction in New Amsterdam in 1655, painted by <u>Howard Pyle</u>, 1917

Would this painting be a primary or secondary source, since it is painted in 1917?

Source: Adapted from Slavery in the North http://slavenorth.com/newyork.htm

Jupiter Hammon: First Colonial Published African American Jupiter Hammon was born on October 17, 1711 on Lloyd Neck. Jupiter's father, Obadiah, was a slave belonging to Henry Lloyd and his wife, Rebecca. From the beginning Jupiter was close to the Lloyd family. He lived in the Manor house with the family, and went to school with the Lloyd children. This closeness is further evidenced by the fact that he is referred to as "brother Jupiter" in later correspondence between the Lloyd sons and their father.

Jupiter worked alongside Henry in Henry's business, and he was often sent to New York City to negotiate trade deals...It is clear from his writings that Jupiter Hammon was also a deeply religious man. His first published poem, which appeared in 1761, was entitled "An Evening Prayer", when published the credits read: Composed by Jupiter Hammon, a Negro belonging to Mr. Lloyd of Queen's Village, on Long Island, the 25th of December, 1760.

Henry Lloyd died in 1763, and Jupiter went to live with Henry's son, Joseph. Joseph Lloyd was a patriot during the Revolutionary War, and when the British captured New York and confiscated his land he fled to Connecticut, taking Jupiter with him. When the war ended they returned to the Manor, where Jupiter continued to write poetry.

Jupiter went on to become a leader in the African American community. In 1787 he delivered a speech to the African Society of New York City entitled "An Address to the Negroes in the State of New York". In the speech he empathized with their disappointment at not having been emancipated by the new American government...Jupiter Hammon's death was unrecorded, but historians place it somewhere around 1806.

SOURCE: http://www.lloydharborhistoricalsociety.org/jupiter.html

from the Autobiography of Thomas James

I was born a slave at Canajoharie, New York, in the year 1804. I was the third of four children, and we were all the property of Asa Kimball, who, when I was in the eighth year of my age, sold my mother, brother and elder sister to purchasers from Smith- town, a village not far distant from Amsterdam in the same part of the state. My mother refused to go, and ran into the garret to seek a hiding place. She was pursued, caught, tied hand and foot and delivered to her new owner. I caught my last sight of my mother as they rode off with her.

My elder brother and sister were taken away at the same time. I never saw either my mother or sister again. Long years afterwards my brother and I were reunited, and he died in this city a little over a year ago. From him I learned that my mother died about the year 1846, in the place to which she had been taken. My brother also informed me that he and his sister were separated soon after their transfer to a Smithport master, and he never heard of her... fate. Of my father I never had any personal knowledge, and, indeed, never heard anything. My youngest sister, the other member of the family, died when I was yet a youth.

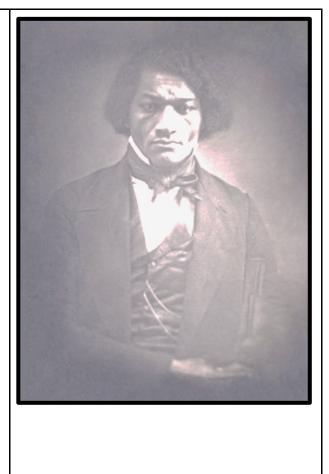
Source: From the Library of Congress: selections from <u>A Slave's Autobiography</u> by Rev. Thomas James: Post-Express Printing Company, Mill Street (1887).ROCHESTER, N.Y

In 1845, Frederick Douglass, a runaway enslaved African American wrote about his experiences on two plantations he lived on in the south, before he arrived in New York. He was born, Frederick Washington Bailey, into slavery in 1818 in Maryland. He later changed his last name to Douglass when he arrived in New York City in 1838 to protect his identity.

...There were no beds given the slaves, unless one coarse blanket be considered such...

Mr. Severe, the overseer, used to stand by the door of the quarter, armed with a large stick and heavy whip, ready to whip anyone who was so unfortunate as not to hear [the horn to head to work]... he was a cruel man.

...We were worked in all weathers. It was never too hot or too cold; it could never rain, blow, hail, or snow, too hard for us to work in the field. Work, work, work, was scarcely more the order of the day than of the night. The longest days were too short for him, and the shortest nights too long for him.



Source: Narrative of the Life of Frederick Douglass, an American Slave' by Frederick Douglass

Source Analysis

Source #	Primary or Secondary	What information did you learn about slavery in NY from this document? What are some dates included in the document?
1		
2		
3		
4		
5		

Supporting Question 2			
Why did some New Yorker's show support for slavery?			
Compelling Question	Why did New Yorkers have differing views of American slavery in the mid-1800s?		
NYS Social Studies Framework	 4.5a There were slaves in New York State. People worked to fight against slavery and for change Students will examine life for enslaved people in New York State. 		
NYS Social Studies Practices	 Gathering, Interpreting, and Using Evidence Comparison and Contextualization Economics and Economic Systems Civic Participation 		
NYS Next Gen. ELA Standards	 4R6: In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI) 4R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL) 4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying grade 4 reading standards. 		
Learning Objectives	 Identify the Universal Declaration of Human Rights, 1948 Examine reasons why some New Yorker's would support the slavery system Organize various sources into categories Develop ways to effectively work in a group setting Formulate a persuasive letter using various sources 		
Suggested Timeframe	1.5 days (90 mins.)		
Materials	 Source 1-"Universal Declaration of Human Rights, 1948" adapted excerpt Source 2 -Newspaper advertisements (a and b) Source 3- Inventory List Source 4- "Why did some New Yorkers support slavery?" (reading) Source 5- NYS Slave Codes Graphic Organizer, Video on Human Rights:<u>.humanrights.com/what-are-human-rights/videos/born-free-and-equal.html</u> 		
Formative Task	Pretend you are a human rights advocate, write a persuasive letter to a supporter of slavery stating why it violates human rights.		

Lesson Narrative & Procedure

In this lesson, students will be introduced to the "Universal Declaration of Human Rights, 1948" document that highlights reasons slave systems are inhumane. Additionally, students will analyze various documents that demonstrate reasons (economic and social) why some New Yorkers supported the slave system between the 1600s to the mid-1800s as a Northern state. As a culminating activity, students will role play as Human Rights Advocates and write a letter to supporters of slavery informing them of the reasons why slavery is inhumane.

Note: You can modify this script to meet your classroom needs

Preparation for Day 1:

- Make copies of Source 1 and the "Graphic Organizer"
- Smart board to project documents
- 2-3 sets of printed (enlarged if possible) copies of Source 2a, 2b, 3, 4, 5 for a classroom gallery walk

Day 1

Engage (15 mins.)

Note: Suggested strategy- using the "Talking Circle" strategy from the "Let's Talk" booklet.

- 1. The teacher should begin the lesson by asking students, "What do you think is a human right?" The teacher should have students share their ideas and give examples.
- Next, the teacher should state, "Did you know in 1948, most of the countries in the world created a document called the Universal Human Rights Declaration, do you want to know what the first human right they listed was? Let's watch this video to see." Teacher should queue video: <u>United for Human Rights.</u> (1 min.) - So what was the first human right they listed? Why do you think that was the first one?" (have students share)
- 3. Next, the teacher should distribute **Source 1 Universal Human Rights Declaration**, display it on the smartboard, and state *"Let's review some other Human Rights they listed."* The teacher can then have a whole class read aloud. During the read aloud, the teacher can include annotation or close-read strategies. After the reading the document, the teacher can ask the following questions:
 - a. Who created this Declaration? (UN) Does anyone know where they meet? (NY)
 - b. Why do you think they created it? (*if students mention it was after World War II- the teacher can choose to briefly share about the Holocaust and how millions of European Jews were killed based on prejudice and discrimination by the Nazi government in Germany in the 1930s-1940s*)
 - c. What is one right that stands out to you in this document? Why? (varies)

- d. Based on what we have already learned about NYS and the slave system, do you believe they had laws like these in the 1600s-1800s? Why or why not? (This question can be a lead into the activity- Why did some New Yorkers show support for slavery? there were no laws against it then.)
- 4. The teacher can transition by stating, *"Well, today we are going to examine 'Why would some New Yorker's support the system of slavery?*' And then we will think of what we would tell them today based on the Universal Declaration of Human Rights Laws."
- 5. Next, the teacher can inform students that they are going to participate in a "Gallery Walk" to explore the supporting question. The teacher should distribute the **Graphic Organizer** to each student. Suggested arrangement of the gallery walk could be placing students into groups of three or four. The teacher should model how students can use the graphic organizer by using **Source 1** as a practice. (see Graphic Organizer worksheet)
 - a. **Alternative activity:** Teachers can choose to have students work in groups, each student can receive a different document and then participate in a "Think-Pair-Share" with their group.

Explore & Explain (25 mins.)

- Students will explore each station, using the guiding questions to help them analyze the documents. After reviewing the document for 5-7 mins., students should fill in the area on their chart that coincides with the document they are examining, each student should fill in their own chart.
- 2. Students should repeat step 1 for each document station. (total 5 stations)

Elaborate (15 mins.)

- 1. After students have completed each station, the teacher can ask students to return to their seats, and have a whole class share and discussion on the information they wrote on their charts. The teacher can clarify any information shared.
- 2. The teacher should record student answers on large chart paper or the smart board for a visual for all students.
- 3. The teacher should bring student attention back to **Source 1** "Universal Declaration of Human Rights," and ask students, *"Would the reasons for support of slavery in NYS be in violation of the Universal Human Rights Declaration today? Why?"* (Students should all answer yes, they would be in violation- and share various reasons.)

Evaluate (20 mins.)

- 1. After students share their answers, the teacher can have students begin the **Formative Task Activity:**
 - a. Pretend you are a human rights advocate, write a persuasive letter to a supporter of slavery stating why it violates human rights.

Note: This task may need additional time to complete, depending on individual student needs.

Universal Declaration of Human Rights, 1948

The United Nations (UN) General Assembly adopted the original version of the Universal Declaration of Human Rights in 1948, to safeguard all people from inhumane (cruel) treatment. Below is an excerpt from the adapted version:

In the Universal Declaration of Human Rights, the United Nations has stated in clear and simple terms the rights which belong equally to every person.

1 When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner....

3 You have the right to live, and to live in freedom and safety.

4 Nobody has the right to treat you as his or her slave and you should not make anyone your slave.

5 Nobody has the right to torture you.

6 You should be legally protected in the same way everywhere, and like everyone else.

7 The law is the same for everyone; it should be applied in the same way to all.....

Source: <u>www.tolerance.org</u>

*advocate- a person who publicly supports a cause

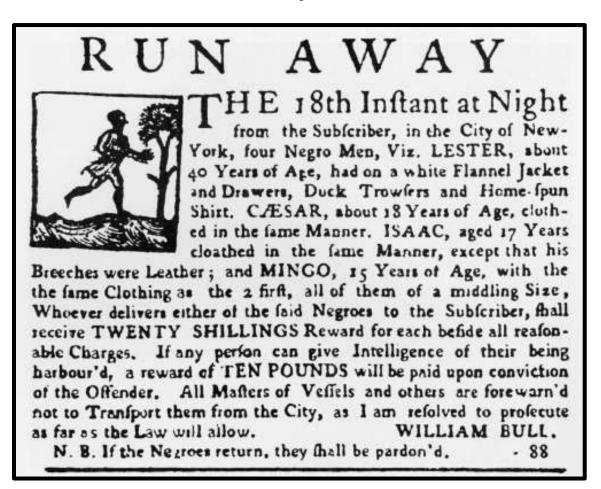
Source 2a

New York Slave Auction Advertisement



Source 2b

New York Run Away Advertisement



Source: New-York Gazette; or, the Weekly Post-Boy, October 27, 1763

teaching.msa.maryland.gov

29

1749. Inventory from the Will of Frederick Philipse II

Source: A Teacher's Guide to Understanding the Enslaved World in New York and at Philipsburg Manor (Historic Hudson Valley, Tarrytown, NY, p. 11).

On the manour of Philipsburgh	12th February 1749
Negros Viz:	-

Men:	Men not fit for work:	Boys:	Women:
Ceaser	James	Tom abt 9 years old	Susan
Dimond	Charles	Charles 9 Do	Abigal
Sampson	Billy	Sam 8 Do	Massy
Keiser		Dimond 7 Do	Dina
Flip		Hendrick 5 Do	Sue
Tom		Ceaser 2 Do	Betty 3 years old a girl
Venture		Harry 1 & 4 months	
2 Silver Tankards	(In the Garrett) April 19th		
1 Do Mugg	6 flax Spinning wheels		
6 New Silver Spoons	2 Woll Do		
6 old Ditto	1 old gun		
1 Silver Teapott	Some wool & Tow		
6 Silver forks	a Miners pick Ax		
1 Do pepper box	4 Siths & 2 handles		
	a flax Reel		
	a pr of old scales and weights		
	Some old baskets and old Cask		
	a tin Cullender		

Vocabulary Terms:

- Will- distributes a person's possessions to people they choose upon their death.
- Inventory- list of items, goods, products of a building

Source: "New York and Slavery: Complicity and Resistance" Social Science Docket Volume 5 Number 2/Spring-Summer 2005

Source 3 Guiding Questions

- 1. What is an "inventory?"
- 2. Whose "will" does this inventory belong to? Where does this person live?
- 3. What "goods" are described in this inventory? Does this surprise you?

1. It was said that in New York City the rich merchants, politicians, and <u>clergymen</u> were completely tied into the economic system of [using slave] labor for profit. The sugar [factory] businesses first based in Manhattan and then in Brooklyn relied on those crops grown by slaves. The New York merchants provided the money and operated the Southern cotton trade:

"Cotton production by slaves in the South was a major source of profits and employment for shipping, banking, insurance, and textile (cloth) industries that were based in New York."

2. Roman Catholic Archbishop John Hughes in a sermon at the old St. Patrick's cathedral "cited passages from the Gospel (Bible)...to justify slavery, comparing the slave master to the father of a family. Hughes claimed to recognize "slavery as an evil" but declared that it was "not an absolute . . . evil" because it brought Africans to Christianity.

Vocabulary Terms:

• clergyman- religious leaders

Source: "New York and Slavery: Complicity and Resistance" Social Science Docket Volume 5 Number 2/Spring-Summer 2005

Source 4 Guiding Questions

- 1. According to the document, what did the sugar refining business rely on from enslaved Africans?
- 2. What other economic areas relied on enslaved people's labor?
- 3. What did Archbishop John Hughes use to justify the slave system?
- 4. Why do you think supporters of the slave system would use the Bible (religious book for Christians) to justify slavery?

New York's first **slave code** was adopted in 1702. Below is an excerpt from the New York General Assembly (lawmakers).

REGULATING OF SLAVES IT ENACTED BY HIS EXCELLENCY THE GOVERNOR AND COUNCIL AND REPRESENTATIVES convened [gathered] in General Assembly, and by authority of the same, **That no Person or Persons hereafter throughout this [colony], do presume to trade with any [enslaved person] either in buying or selling, without...consent of the Master or Mistress [slave owners], [if they do they would have to pay] triple the value of the thing traded for.**.. to the Master or Mistress of such slave....

AND BE IT FURTHER ENACTED by the authority, That [now] it shall...be lawful for any Master or Mistress of slaves to punish their slaves for their Crimes and offences at Discretion, not exceeding to life....

Source: "New York and Slavery: Complicity and Resistance" Social Science Docket Volume 5 Number 2/Spring-Summer 2005

Slave code: laws created to limit the rights of enslaved people

Source 5 Guiding Questions

- 1. What are slave codes?
- 2. When were New York's first slave codes adopted?
- 3. Why do you think they needed to create laws to:
 - a. Not allow traders to trade with enslaved people without their owners knowing?
 - b. Allow slave owners to punish their enslaved people?

Graphic Organizer Why did some New Yorkers support slavery?

Directions: Use this chart to organize your information when you review each document.

Document	Primary or Secondary	How does it support the slave system?	Evidence
1- Universal HR			
2a			
2b			
3			
4			
5			

Graphic Organizer

Why did some New Yorkers support slavery?

Sample Answer Key for the Teacher

Directions: Use this chart to organize your information when you review each document.

Document	Primary or Secondary	How does it support the slave system?	Evidence
1	р	It does not support the slave system	
2a	р	The selling of enslaved people=profits	
2b	p	Finding a runaway= money	
3	þ	Part of an inventory, treated as property	
4	S	Provides free work for sugar factories Convert enslaved people to Christians	
5	р	Slave codes created to take rights away from people	

Formative Task Activity

Pretend you are a Human Rights Advocate. Write a persuasive letter to the 1702 NYS General Assembly of New York, making the claim that slavery violates the "Universal Declaration of Human Rights." In your letter include evidence from at least two documents from the gallery walk to support your claim.

Letter Template

Date:
Dear NYS General Assembly Members,
Sincerely,
(your name)

Supporting Question 3		
How did some New Yorkers resist the slave system?		
Compelling Question	Why did New Yorkers have differing views of American slavery in the mid-1800s?	
NYS Social Studies Framework	 4.5a There were slaves in New York State. People worked to fight against slavery and for change Students will investigate people who took action to abolish slavery, including Samuel Cornish, Frederick Douglass, William Lloyd Garrison, and Harriet Tubman. 	
NYS Social Studies Practices	 Gathering, Interpreting, and Using Evidence Comparison and Contextualization Geographic Reasoning Economics and Economic Systems Civic Participation 	
NYS Next Gen. ELA Standards	 4R6: In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI) 4R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL) 4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying grade 4 reading standards. 4SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience. 	
Learning Objectives	 Identify Harriet Tubman, William Lloyd Garrison, Frederick Douglass, The Jerry Rescue, African Free School, and the Anti-Slavery Society Define resist and resistance Analyze the Underground Railroad system Decipher and understand various primary and secondary sources Develop individual and group presentation skills Evaluate which form of resistance was most successful in ending slavery in NYS 	
Suggested Timeframe	2 days (55-65 mins.)	
Materials	 Video: <u>Harriet Tubman</u> (4:48 mins.), Underground Railroad Packet, Exit Ticket- Day 1 and Day 2 Source 1- Harriet Tubman biography Source 2- NYS Map of the Underground RR Source 3a & 3b- African Free School Source 4- Frederick Douglass & The North Star Source 5- Anti-Slavery Society Source 6- The "Jerry Rescue" Syracuse, NY 	
Additional Activities	 <u>http://www.nygeo.org/ugrrlessons.html</u> (NYS Underground RR Regional Geography Lesson) 	

	 Video: <u>https://www.youtube.com/watch?v=YWVr57o_EIU</u> (animated video about Harriet Tubman's life, 25 mins.) 	
Formative Task	Serve as an expert of one form of resistance used against slavery, and present it as a group to the whole class.	

Lesson Narrative & Procedure

In this lesson, students will be introduced to the term "resistance" and analyze various methods New Yorkers used to fight against the system of slavery. Students will be introduced to famous abolitionists such as: Harriet Tubman, Frederick Douglass, and William Lloyd Garrison. Through video analysis, students will understand how the secret Underground Railroad system was used to help enslaved people escape to freedom. To synthesize their learning, students will be asked to summarize the methods some New Yorkers used to resist the slave system.

Note: You can modify this script to meet your classroom needs.

Preparation for Day 1:

- Make copies of "Source 1- Harriet Tubman biography" and the "Circle Map" worksheet
- Queue video: <u>Harriet Tubman TedEd</u> (4:48 mins.)

Day 1

Engage (10 mins.)

- 1. The teacher should introduce the supporting question "**How did some New Yorkers resist the slavery system?**" by having a student read it aloud to the class. The teacher should ask students if they know what the term "resist" means. After students respond, the teacher should give an example of "resisting" and then share a definition of the term.
- 2. Once students have a foundation of the term "resist" the teacher should ask students, "Based on what we have learned, why do you think some New Yorkers would want to resist the slave system?" Students should respond with examples from the previous lessons.

Explore (20 mins.)

- Next, the teacher should distribute the Source 1 Harriet Tubman Biography. After distributing it, the teacher should ask students what they know about Harriet Tubman. Students will share various answers. After students respond, the teacher can share they will participate in the read aloud. During the read aloud, students can annotate the reading.
 - a. Additionally, the teacher can choose to play the **Video: Harriet Tubman** as a support to the reading.

- 2. Once students have finished the reading (and/or video), the teacher can have students share main ideas on their circle map, that answer the questions:
 - a. How did Harriet Tubman resist the slave system?
 - b. How did she help others?
- 3. Next, the teacher can ask, "What can this biography inform us about Harriet Tubman's character? Do you know of anyone today that would be similar to Harriet Tubman in character?

Explain (10 mins.)

- 1. After discussing Harriet Tubman, the teacher can ask students, "Based on your own knowledge and our reading today, what do you know about the Underground Railroad?" Students can share various answers.
- 2. The teacher can then state, "New York State played a vital role in the Underground Railroad. Let's investigate how the Underground Railraod worked in helping people resist the slave system."

Elaborate (15 mins.)

- 1. The teacher will have students work in pairs on the "Underground Railroad" packet. The student worksheet is located on the last page of the packet.
- 2. Once students have completed the packet, the teacher can participate in a whole class review. The teacher should ensure to ask follow-up or clarifying questions when needed based on student responses.

Evaluate (10 mins.)

- 1. After review, the teacher should distribute the **Exit Ticket- Day 1** to each student, asking them to respond to the question prompt: *Do you think you would have been able to escape using the Underground Railroad? Explain.*
 - a. An alternative activity to the "exit ticket" is creating a <u>Padlet</u> board online for student responses.

Preparation for Day 2:

- Print Sources 2-6, and create "Stations" for student groups
- Make copies of the "Resisting Slavery" Graphic Organizer Chart

Day 2

Engage (15 mins.)

- 1. The teacher should re-introduce the supporting question "How did some New Yorkers resist the slavery system?" and have students complete a brainstorm of their understanding of yesterday's lesson using the "3-2-1" method:
 - a. 3 things they learned from yesterday's lesson
 - b. 2 things they found interesting
 - c. 1 question they still have
- 2. After reviewing using the 3-2-1 method, the teacher can have students analyze **Sources 2-6**, in a group format. The teacher can state:
 - a. "Today we are going to analyze other ways people in New York resisted the slave system in the 1800s. We will be working in cooperative teams, using your "Resistance of Slavery in New York" chart to record your findings. Each team will be assigned one document to analyze, and then they will report on this document to the class.
 - i. Station 1- Source 2 (this should be printed in color or viewed on a smartboard)
 - ii. Station 2- Source 3a & 3b
 - iii. Station 3- Source 4
 - iv. Station 4- Source 5a & 5b
 - v. Station 5- Source 6

Note: the teacher should use their knowledge of their students and assign the documents based on student levels. Documents can also be modified to meet specific needs of individual classrooms.

Explore & Explain (15 mins.)

- 1. Students should analyze the document they were assigned for their group.
- 2. As a group, they should fill out their portion of the **Graphic Organizer- Resisting Slavery** and then decide how they will present this information to the rest of the class.

Elaborate (15 mins.)

- After student analysis, each team should share their "expert" knowledge of the source they were assigned in a presentation format. Students can use the **Source Analysis Guide-Historical Thinking Chart** adapted from the <u>Stanford Historical Education Group</u> (SHEG) to help develop their presentation.
- 2. For each group presentation, the teacher should project the source onto the smartboard so it is visible for all students.

3. While one group is sharing, all members should be recording key points onto their individual "Resisting Slavery" graphic organizers.

Evaluate (10 mins.)

1. After group presentations, the teacher can distribute the **Exit Ticket- Day 2** and state, "Slavery was finally banned in New York State in 1827, 'Which method of resistance do you think was most successful in ending slavery in New York State? Why?"

HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to	Prompts
Sourcing	 Who wrote this? What is the author's perspective? When was it written? Where was it written? Why was it written? Is it reliable? Why? Why not? 	 Identify the author's position on the historical event Identify and evaluate the author's purpose in producing the document Hypothesize what the author will say before reading the document Evaluate the source's trustworthiness by considering genre, audience, and purpose 	 The author probably believes I think the audience is Based on the source information, I think the author might I do/don't trust this document because
Contextualization	 When and where was the document created? What was different then? What was the same? How might the circumstances in which the document was created affect its content? 	 Understand how context/ background information influences the content of the document Recognize that documents are products of particular points in time 	 Based on the background information, I understand this document differently because The author might have been influenced by
Corroboration	 What do other documents say? Do the documents agree? If not, why? What are other possible documents? What documents are most reliable? 	 Establish what is probable by comparing documents to each other Recognize disparities between accounts 	 The author agrees/disagrees with These documents all agree/ disagree about Another document to consider might be
Close Reading	 What claims does the author make? What evidence does the author use? What language (words, phrases, images, symbols) does the author use to persuade the document's audience? How does the document's language indicate the author's perspective? 	 Identify the author's claims about an event Evaluate the evidence and reasoning the author uses to support claims Evaluate author's word choice; understand that language is used deliberately 	 I think the author chose these words in order to The author is trying to convince me The author claims The author claims The evidence used to support the author's claims is

STANFORD HISTORY EDUCATION GROUP

SHEG.STANFORD.EDU

Source 1

Harriet Tubman (1820-1913)

Background:

Harriet Tubman was born a slave, her parents named her Araminta "Minty" Ross. She changed her name in 1849 when she escaped. She adopted the name Harriet after her mother and the last name Tubman after her husband. Tubman suffered a head injury as a teenager which gave her...sleeping spells. She was deeply religious and according to her it was her religious beliefs that gave her courage rescue friends and family over and over again. She remained *illiterate for her entire life.

Harriet Tubman was the most famous conductor of the Underground Railroad. In a decade she guided over 300 slaves to freedom; abolitionist William Lloyd Garrison thought she deserved the <u>nickname</u> <u>"Moses"</u>. She worked hard to save money to return and save more slaves. In time she built a reputation and many Underground Railroad supporters provided her with funds and shelter to support her trips.

During the Civil War, Tubman served as a nurse, cook, laundress, spy and scout. After the <u>Emancipation Proclamation</u> she returned to Auburn where she lived the rest of her life. She opened her doors to those in need. With donations and the money from her vegetable garden she was able to support herself and those she helped. She raised money to open schools for African Americans and gave speeches on Women's rights. Her dream was to build a home for the elderly and in 1908 the Harriet Tubman Home for the Elderly was created.

*illiterate- unable to read or write

Source: http://www.harriet-tubman.org/house/

Harriet Tubman's home in Auburn, NY

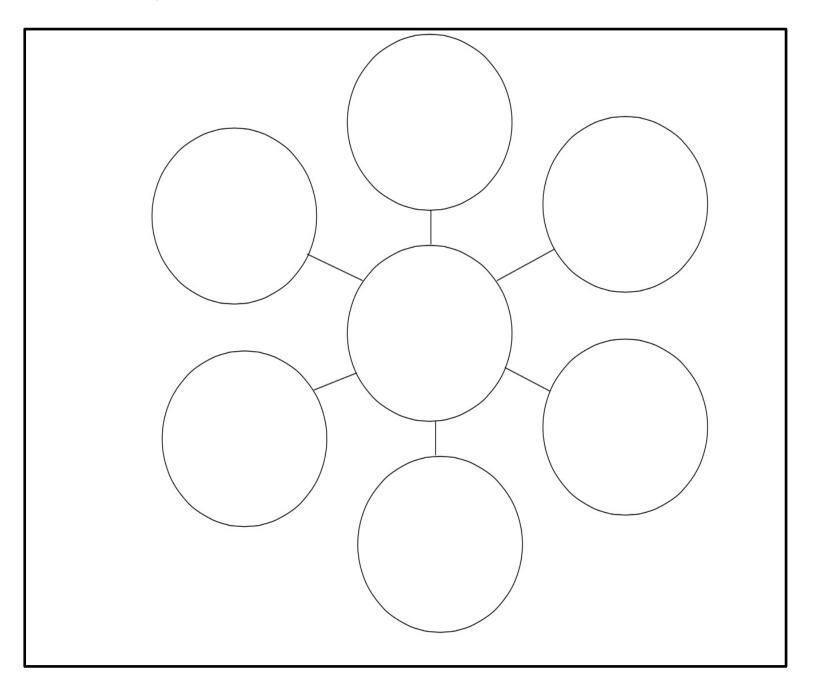


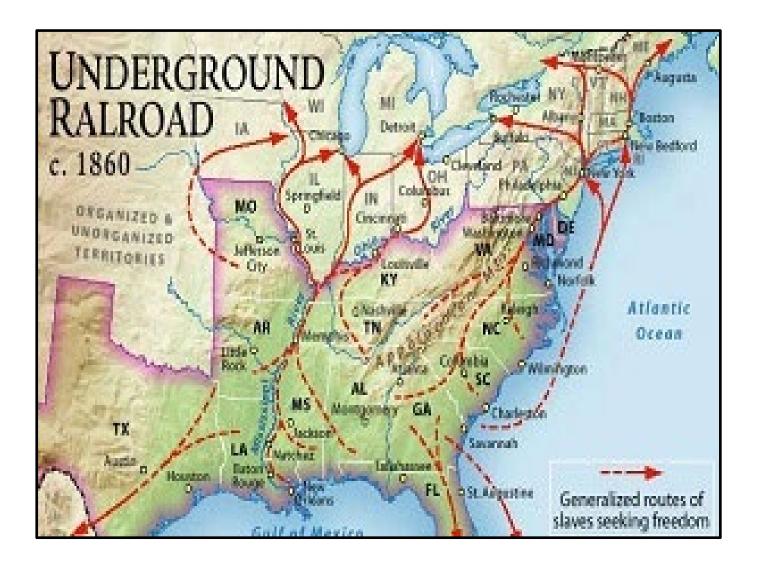


Portrait of Harriet Tubman

Circle Map

Directions: Using the reading and video, record your answers to the following questions: **How did Harriet Tubman resist the slave system? How did she help others?**





The Underground Railroad Packet

The **Underground Railroad** was a network of secret routes and safe houses established in the United States during the early to mid-19th century, and used by African-American enslaved people to escape into free states, Canada and Nova Scotia with the aid of abolitionists and allies who were sympathetic to their cause. It is believed that around 100,000 runaways between 1810 and 1860 escaped using the network. The majority of the runaways came from the upper south states that bordered free states such as Kentucky, Virginia and Maryland.

Source: http://www.harriet-tubman.org/underground-railroad/

Was the Underground Railroad, really a railroad?

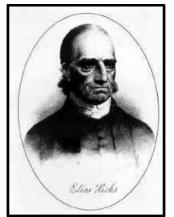
The **Underground Railroad** was not located underground and it was not a railroad. It was **symbolically underground** as the **network's activities were secret and illegal** so they had to remain "underground" to help fugitive slaves stay out of sight.

The term "railroad" was used because the railroad was a system of transportation and its supporters **used railroad code to communicate in secret language**. Runaways used songs called spirituals to communicate with each other.

Homes where fugitives (runaways) would stay and eat were called "**stations**" or "depots" the owner of the house was the "**station master**" and the "conductor" was the person responsible to move slaves from station to station. Those financing the Underground Railroad by donating money, food, and clothing were called "stockholders".



-John Sands home a "station" in the Underground RR in Peekskill, NY Source: <u>http://www.nygeo.org/ugrrlesson1.html</u>



Elias Hicks, a Station Master on the URR in Jericho, NY.

"The Quakers in Jericho led by the Hicks' family supposedly transported slaves across Long Island Sound into Connecticut."

Source: https://web.jerichoschools.org/hs/library/

What were some of the codes used in the Underground Railroad?

Code Words

Supporters of the Underground Railroad used words railroad conductors employed every day to create their own code as secret language in order to help slaves escape. Below are a sample of some of the words used:

Conductor	A person who directly transport runaways	
Freedom Train	The Underground Railroad	
Moses (references the person who delivered the Israelites from slavery in the Bible)	Harriet Tubman	
Heaven	Canada, free states	
Station Masters	Keeper or owner of the safe house	

<u>Songs</u>

Songs were used in everyday life by enslaved African Americans. Singing was a tradition brought from Africa by the first enslaved people; sometimes their songs are called spirituals. Singing served many purposes such as providing a rhythm for manual work, inspiration and motivation.

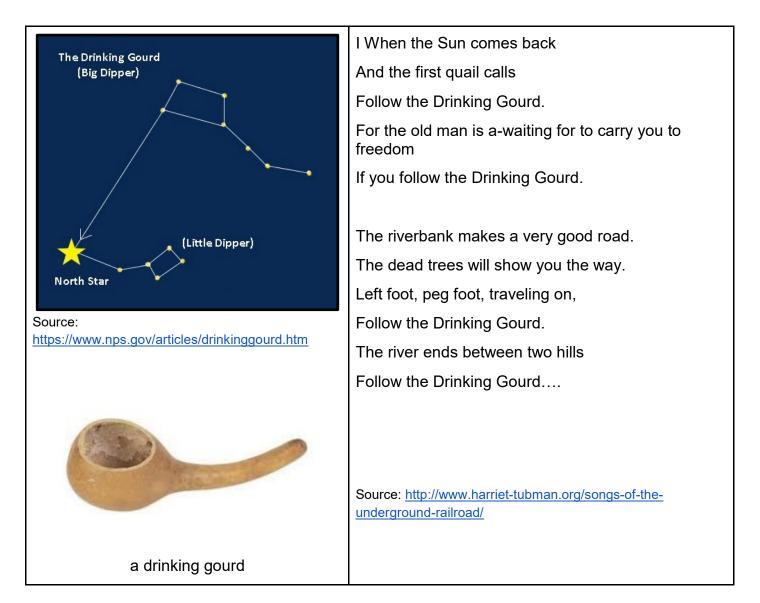
Singing was also used to express their values and solidarity with each other and during celebrations. Songs were used as tools to remember and communicate since the majority of enslaved African Americans could not read.

<u>Harriet Tubman</u> and others used songs as a strategy to communicate their struggle for freedom. **Coded songs contained words giving directions on how to escape also known as signal songs or where to meet known as map songs.**

Source: http://www.harriet-tubman.org/songs-of-the-underground-railroad/

"Follow the Drinking Gourd"

Listen here: http://pathways.thinkport.org/secrets/gourd2.cfm



This song suggests escaping in the spring as the days get longer. The drinking gourd is a water dipper which is a code name for the Big Dipper which points to the Pole Star towards the north. Moss grows on the north side of dead trees, so if the Big Dipper is not visible, dead trees will guide them north.

Pg. 1

1. What was the Underground Railroad? Where did runaways escape to? About how many people used this as a way to resist slavery?

Pg. 2

- 1. Describe how the Underground Railroad was "symbolically" underground.
- 2. How did most in this network communicate? Why do you think they communicated this way?
- 3. Why do you think runaways were called fugitives?

Pg. 3

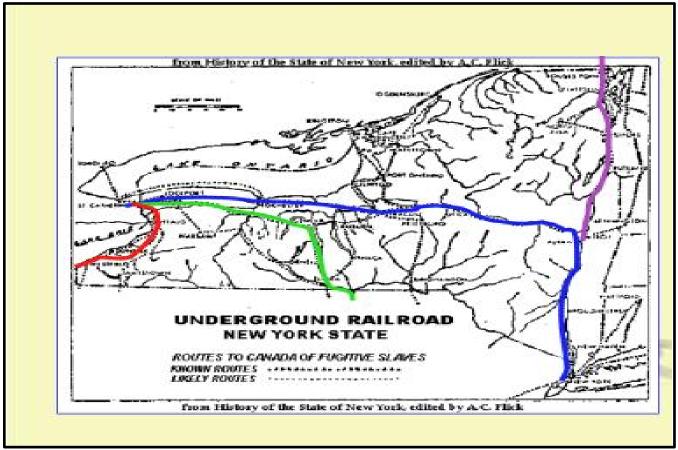
- 1. What was the code name used for Harriet Tubman? Why do you think that was her code name?
- 2. Why were songs important to enslaved African Americans?
- 3. What role did songs play in the Underground Railroad?

Pg. 4

- 1. What is the name of the song? Why do you think it is named that?
- 2. What are some of the symbols in the song referring to?

This Page Left Blank





Source: Timothy McDonnell www.nygeo.org

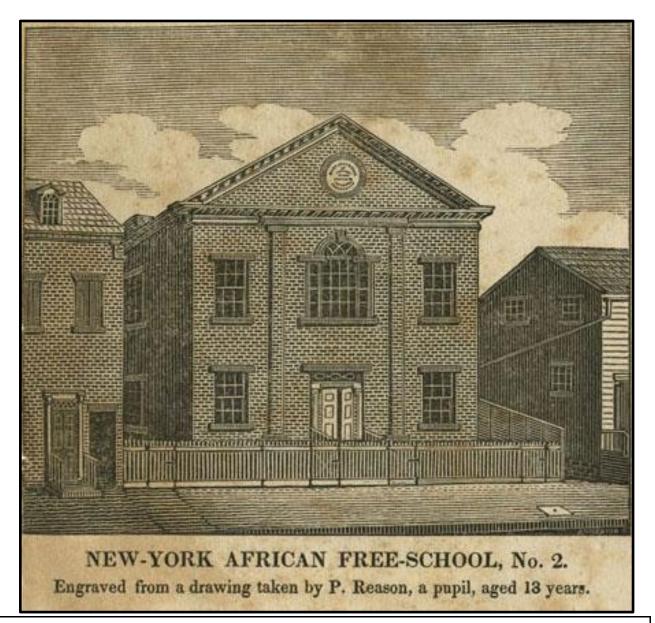
Map Key:

Blue Line- Hudson/Mohawk Route Green Line- Susquehanna/Finger Lakes Route Red Line- Lake Erie/Niagara Route Purple Line- Hudson/Champlain Route

The Underground Railroad was a connection of people giving help to enslaved people running away from slavery in the early and mid-19th century. They were helped by free blacks, whites, church people, and abolitionists. They traveled to freedom by any means available, using homes as stops, songs, and secret codes. This map shows some of the escape routes used by runaways when traveling through New York State.

Source 3a

New York African Free School



Right after the Revolution the New York <u>Manumission</u>* Society was created. It worked to end the slave trade around the world and to achieve abolition. It established the African Free School in New York City, the first education organization for Black Americans in North America. It served both free blacks and the children of enslaved people.

*Manumission: the act of a slave owner freeing his slaves

Source 3b

African Free School Student Award

Edward T. Haines, Star Student

Edward T. Haines, clearly a star student, proudly displays his handwriting skill and his title as assistant monitor general, a position that carried significant responsibilities. The 1820 U.S. census lists an African American "Hains" family with a boy Edward's age living in New York City's Fifth Ward, a west-side neighborhood south of Canal Street that was the home of many free people of color in New York City.

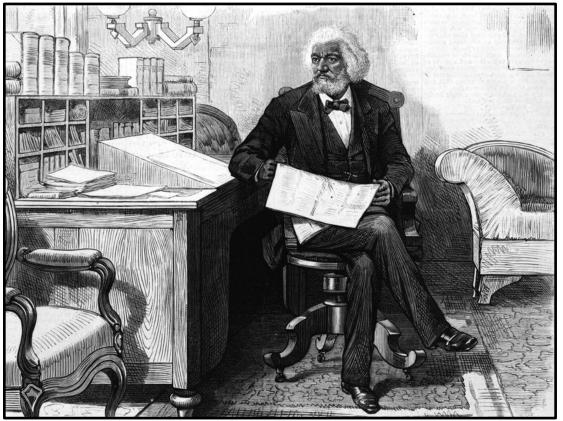
Student: Edward Haines Date: 1819 Collection: School Government

EDWARD F. HAINES fustant Monitor in the Dempork African Free School. Iged in Seans. In School 34 Veam. June 1. 1819.

Source: https://www.nyhistory.org/web/africanfreeschool

Source 4

Frederick Douglass & The North Star Publication



American orator, editor, author, abolitionist and former slave Frederick Douglass (1818-1895) edits a journal at his desk, late 1870s. (Hulton Archive/Getty Images)

The most famous black abolitionist was Frederick Douglass, an escaped slave. He used his skills to speak in the northern states against slavery. He also helped slaves escape to the North while working with the Underground Railroad. He established the abolitionist paper The North Star on December 3, 1847, in Rochester, NY.

Source: https://www.smithsonianmag.com/history/frederick-douglass

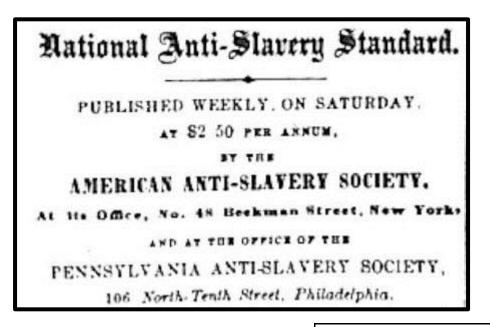


Source 5a - Anti-Slavery Society

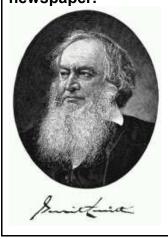
William Lloyd Garrison was born December 10, 1805 in Newburyport, Massachusetts. In 1830 he started an abolitionist paper, *The Liberator*. In 1832 he helped form the New England Antislavery Society. When the Civil War broke out, he continued to speak against the Constitution as a pro-slavery document. When the civil war ended, he at last saw the abolition of slavery. He died May 24, 1879 in New York City.

Source: www.biography.com

Source 5b - Anti-Slavery Society



Gerrit Smith founded the New York State Anti-slavery Society which held its first meeting at the Presbyterian Church in Peterboro, New York, October 22, 1835. In 1842, they published a weekly newspaper.



Source: http://en.wikipedia.org/wiki/Gerrit_Smith#mediaviewer/File:Gerrit_Smith -Project_Gutenberg_eText_20064.jpg

55



"The Jerry Rescue" Central New York 1851

This monument, added to <u>Clinton Square</u>, Syracuse, NY in 2001, celebrates the October 1, 1851, rescue of William "Jerry" Henry, an escaped slave from Missouri.

Henry had been arrested in Syracuse and since he was an escaped slave; law officers were eager to follow the <u>Fugitive Slave Act*</u> and wanted to return him to Missouri. This happened the same day an abolitionist meeting was taking place in the city. A large group of fifty-two men representing...stormed a police station, pounded on down its doors, and rescued "Jerry" Henry.

Within a few days, "Jerry" escaped to freedom in Kingston, Ontario. The "Jerry Rescue" itself was organized by area abolitionist leaders. This was the site of annual celebrations of the rescue..."

Source: https://freethought-trail.org/trail-map/location:jerryrescue-monument/

*<u>Fugitive Slave Act</u>- a United States law that said runaways, even in free states, had to be returned to their masters.

Source 6

Graphic Organizer

How did some New Yorkers resist the slave system?

Directions: Use this chart to organize your information for each document.

Source #	Primary or Secondary	How does it show resistance to the slave system?	Evidence
2			
3a			
3b			
4			
5a & 5b			
6			

Graphic Organizer

How did some New Yorkers resist the slave system?

Answer Key

Directions: Use this chart to organize your information for each document.

Source #	Primary or Secondary	How does it show resistance to the slave system?	Evidence
2	S	Underground Railroad- assist runaways to freedom	
3a & 3b	Ρ	African Free School- educating free and enslaved African Americans	
4	S	Frederick Douglass- a runaway slave who creates a journal called North Star speaking against slavery	
5a & 5b	P&S	Anti-slavery abolitionist work to end slavery by having starting groups, having meetings and speaking out against it.	
6	S	The "Jerry Rescue" Abolitionist broke an escaped enslaved person out of jail to help him to freedom.	