



US History 1

Dispelling Myths: Slave Experiences in Early North America

History Standards

Organize information and data from multiple primary and secondary sources. Massachusetts History & Social Studies

Evaluate the credibility, accuracy, and relevance of each source. Massachusetts History & Social Studies

Analyze the economic, intellectual, and cultural forces that contributed to the American Revolution. Massachusetts History & Social Studies

ELA Standards

RCA-H.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. Massachusetts English Language Arts and Literacy (2017)

RCA-H.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text. Massachusetts English Language Arts and Literacy (2017)

RCA-H.9-10.4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. Massachusetts English Language Arts and Literacy (2017)

RCA-H.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. Massachusetts English Language Arts and Literacy (2017)

Learning Target

I can identify and describe the primary ways that enslaved people were used in the North and compare/contrast that with my background knowledge of the primary ways that slaves were used in the South.

Materials

 Slave Experiences in Colonial North America

 Ashley Account Book.pdf

Do Now

Identify all of the areas on the map where slavery existed.

Students will see a map of the 13 colonies projected. All areas of the map would have been open to slavery (including Canada and other French, British, and Spanish territories). Students completed a previous map activity that listed a percentage of population enslaved in each colony, but were not specifically directed to the fact that all colonies had slaves.

Student Activities

Students are provided primary source accounts of slave work in New England in the early-to-mid-1700s without significant context or description. They are asked to read the documents in small groups and identify key words, terms, descriptions, etc. that would help them understand the life and work of the slave at that time. A chart is provided to help them. The teacher will ask groups to share out words from their charts before moving on to the questions.

Students are then asked to identify where the slave probably lived. Most students will likely choose the south based on their background knowledge of slavery and the Civil War from earlier grades. The teacher will explain that these accounts are both from the North and highlight that slavery existed in all colonies.

The teacher might begin a discussion, if time allows, about how slaves were used differently in the North and South (remembering to focus on the inhumane nature of all forms of slavery).

In following lessons, the teacher should include information about the gradual emancipation laws and illegal slavery that continued in the North throughout the early 1800s despite the North becoming more abolitionist.

Formative Assessment

Quick Write: Students will respond to the following prompt in a quick write.

In US History, slavery is often solely attributed to the South. Why is it important to remember that slavery existed in some form in all of the colonies?

Purposeful & Inclusive Planning

Students have been grouped heterogeneously based on ability in order to support their analysis of primary sources.

They have been provided with a graphic organizer.

For the account ledger, students have been provided with a glossary of important terms and an explanation to help them contextualize the documents.

Name: _____

Date: _____

Slavery in the North American Colonies

Directions: You will see two sources today. The first is a slave narrative told by a man named Venture. His story was written and published much later in his life. The second source is an account book of a wealthy man named John Ashley who earned extra money by renting his slaves out to other people in his town. As you read, mark words or clues that will help you better understand the reading, follow the story, or make inferences about the life and work of these slaves.

1. Using both sources, complete the chart with textual evidence or your own words:

Types of work	
Relationships with white people	
Evidence of control over their own lives	

2. Choose one word to describe the experience of a slave as related in the text: _____

3. Based on the information you read in the two sources, where do you think the enslaved people are living and working? What context clues might help you come to that conclusion? What background information do you know that might also help you?

4. How do the experiences that you read about compare and contrast with your expectations from background knowledge? Does anything surprise you? Why?

Excerpts from: *A Narrative of the Life and Adventures of Venture, A Native of Africa: But resident above sixty years in the United States of America. Related by Himself*

Excerpt 1

"The first of the time of living at my master's own place, I was pretty much employed in the house at carding wool and other household business. In this situation I continued for some years, after which my master put me to work out of doors. After many proofs of my faithfulness and honesty, my master began to put great confidence in me. My behavior to him had as yet been submissive and obedient. I then began to have hard tasks imposed on me. Some of these were to pound four bushels of ears of corn every night in a barrel for the poultry, or be rigorously punished. At other seasons of the year I had to card wool until a very late hour. These tasks I had to perform when I was about nine years old. Some time after I had another difficulty and oppression which was greater than any I had ever experienced since I came into this country. This was to serve two masters. James Mumford, my master's son, when his father had gone from home in the morning, and given me a stint to perform that day, would order me to do this and that business different from what my master directed me. One day in particular, the authority which my master's son had set up, had like to have produced melancholy effects. For my master having set me off my business to perform that day and then left me to perform it, his son came up to me in the course of the day, big with authority, and commanded me very arrogantly to quit my present business and go directly about what he should order me. I replied to him that my master had given me so much to perform that day, and that I must therefore faithfully complete it in that time. He then broke out into a great rage, snatched a pitchfork and went to lay me over the head therewith; but I as soon got another and defended myself with it, or otherwise he might have murdered me in his outrage. He immediately called some people who were within hearing at work for him, and ordered them to take his hair rope and come and bind me with it.

Excerpt 2

"This happened one time when my master was gone to Long-Island a gunning. At first the quarrel began between my wife and her mistress. I was then at work in the barn, and hearing a racket in the house, induced me to run there and see what had broken out. When I entered the house, I found my mistress in a violent passion with my wife, for what she informed me was a mere trifle; such a small affair that I forbear to put my mistress to the shame of having it known. I earnestly requested my wife to beg pardon of her mistress for the sake of peace, even if she had given no just occasion for offence. But whilst I was thus saying my mistress turned the blows which she was repeating on my wife to me. She took down her horse-whip, and while she was glutting her fury with it, I reached out my great black hand, raised it up and received the blows of the whip on it which were designed for my head. Then I immediately committed the whip to the devouring fire."

Excerpts from the Account Book of Jonathan Ashley
1751-1758

Jonathan Ashley owned Titus and Cato. "Childs Asa Debtor" means Titus and Cato did the work for Asa Childs. You'll see that Mr. Ashley also loaned Titus and Cato to Lieutenant Field, Mr. Sheldon, and Abijah Prince ("Abijah Negro"). Abijah Prince was a free man when Titus and Cato were sent to work for him but he had been a slave sometime before 1751.

The numbers to the right of the entries give the value of the work that Titus and Cato did in pounds, shillings, and pence. For example, when Titus dunged in holes, his labor was valued at "0-15-0", which means 15 shillings (0 pounds-15 shillings- 0 pence). This money would have been paid to Mr. Ashley.

Glossary

Dunging in holes- putting manure in holes for fertilizer

Dressing flax- preparing flax for spinning

Due to mean balance- additional money owed

Harrow- to break up and smooth out soil before planting

Houghing- hoeing

How- hoe

Husking- removing leaves from ears of corn

Janry- January

Reaping- gathering a crop
Sugaring- making maple sugar
Thrashing- to separate seeds from stalks by beating
Ye- the

Jonathan Ashley, pg. 11

Childs Asa Debtor

Days work of Titus **Dunging** in holes for planting 0-15-0

Days work of Cato **reaping** oats

Days work Titus picking Corn

Days work Titus **thrashing**

_ a day of Titus mending fence little meadow

Days work Cato about Hay

Days work Cato picking Corn

_ a day Cato Husking

2 Days Titus mowing

1 days work picking Corn & taking up flax

_ days work at Thrashing 27of Oct.

2 days going into ye woods to mend roads

Janry 2 days thrashing

Feb. 4 Days thrashing

Jonathan Ashley, pg. 37

Cato a Day for (37) coming to N.Hamton

Abijah Negro Debt Decem. 1756

To a yoke of Cattle 1 day-----0-10-0

1756 Feb to _ a days thrashing for Lt Field-----0-7-6

to Titus & Cato 1 day **dressing flax**-----1-10-0

to Titus & Cato thrashing 1 day for Sheldon 1-10-0

to Titus Day Cutting wood-----0-15-0

to Titus 3 days **Sugaring**-----1-10-0

May 15 to Cato & 3 Cattle a Day-----1-10-0

May 16 to Cato & a Horse a Day-----1-10-0
 18 to Cato plowing a day-----0-15-0
 June 9 to Titus & Cato to **How** & a horse to **harrow**-----1-10-0
 June 10 to Titus & Cato to How & a horse to harrow-----1-10-0
 June 11 too Cato & Horse to How & Harrow-----0-15-0
 June 15 to Cato a day to How-----0-15-0
 13-17-6
 June 24 **Due to mean balance**-----0-17-6
 June 25 debtor to Titus days Howing-----0-15-0
 June 30 to Cato a days **Houghing**-----0-15-0
 July 1 to Titus & Cato _ Days Houghing-----0-15-0
 July 29 to Titus & Catos Howing-----1-10-0
 August 1 to Catos pulling flax-----0-15-0
 August 4 to Titus Mowing a day-----1-0-0