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**Learning Objectives:** Students will learn how enslaved people in New England shared traditions, special knowledge and memories.

### **2<sup>nd</sup> Grade Standards**

<http://www.doe.mass.edu/frameworks/search/SubjectSearch.aspx>

#### HSS.2.T3.01

Investigate reasons why people migrate (move) to different places around the world, recognizing that **some migration is voluntary, some forced** (e.g., refugees, people driven from their homelands, enslaved people).

#### HSS.2.T3.04

**Identify what individuals and families bring with them** (e.g., **memories, cultural traits, goods, ideas, and languages or ways of speaking**) when they move to a different place and identify the significant impacts of migration; identify elements that define the culture of a society (e.g., language, literature, arts, religion, traditions, customs); explain how the community is enriched by contributions from all the people who form it today. Clarification Statement: Students should be able to give examples of traditions or customs from other countries practiced in the United States today, with a focus on the cultures represented in the class and what those cultures have contributed to U.S. society; **describe traditional foods, customs, games, and music of the place they, their family, or their ancestors came.**

#### **Essential Questions:**

What was slavery like in the north during colonial times?

How did enslaved people in New England share traditions or memories in colonial times?

How did enslaved people in New England resist the system of slavery?

What can we learn from artifacts from colonial times?

**Assessment:** The teacher will make anecdotal observations as the students share their understandings and connections with each other during class discussion. The teacher will also gain information through the “3,2,1” recording sheet for each group of students.

## **Introduction:**

Teaching very young children about slavery must be done by teachers who are well-informed and well-prepared. Teachers need to know both the history and the current thinking on how to teach about this subject. In addition, they should have spent time reflecting on their own feelings about slavery and how they could share those feelings in an honest, appropriate way with young children. Teachers should also plan how to create a safe space to ensure that their students can express their feelings about the stories and materials presented. Some articles that offer essential guidelines and helpful questions for teachers are listed in the bibliography.

Additionally, before teaching the following lessons, the teacher would have already begun the ongoing work of:

- Creating a safe space for students to express emotions and talk about difficult topics of all sorts
- Creating a safe space for exploration of personal identities, including an understanding of race
- Building a solid understanding of the continent of Africa and the richness of civilizations and cultures that existed both long ago and in the present day

Before these two lessons, the teacher will have read the book, *We Came To America*, by Faith Ringold, as a way to help the students think about migration. From the start, *We Came To America* makes clear that indigenous peoples were already here. Students will also see that while many Americans came to this country willingly, many were kidnapped, enslaved and forced to come. Through this book and class discussions, students will have gained background knowledge of slavery and its role in populating the Americas. They will be familiar with the terms “enslaved” and “enslavers” and the rationale for using these two terms instead of “slave” and “master”.

In addition, previous to these lessons, students will have become familiar with terms such as culture, traditions, archaeologist, and artifact. They will have created and used a timeline to think about the past in a visual way and will have a general understanding of “colonial times.”

Students will also be familiar with the “3,2,1” form after having used it repeatedly throughout the year to record information.

The focus of these lessons is that despite the horrific nature of chattel slavery, enslaved people were able to share “...memories, cultural traits, goods, ideas, and languages...” (from MA Social Studies Frameworks) with their loved ones. Through literature and by examining primary sources and artifacts from enslaved people, second graders will learn that this act of sharing and transferring of knowledge and/or ways of being is a common thread within all forms of migration, both voluntary and forced. The sharing of traditions, memories and knowledge by enslaved people will be framed as a type of resistance from the total control of chattel slavery.

The lessons will be taught over the course of two days to ensure enough time for discussions and opportunities for student to voice their feelings, understandings and questions.

### **Lesson 1 Activities: Read Aloud - *Tea Cakes for Tosh***

1. Gather the class in the meeting area and remind the students that many people came to America, either willingly or by being enslaved. Introduce the book, *Tea Cakes for Tosh*, by Kelly Starling Lyons, with an explanation that Tosh is a child who learns that his ancestors were enslaved.
2. Pause to allow class a chance to ask questions or discuss what is happening after these lines the book.  
*“Long ago, before you and I were born”, Honey always began, “Our people were enslaved.”*  
*“Your great, great, great, great grandma Ida... Her tea cakes were the best around.”* Explain how Grandma Ida cooked for the white family that enslaved her, but could not share the food with her own family members.  
*“But some days Grandma Ida made a few extra (tea cakes), just the right size for hiding in her pocket. She risked being whipped to give the children the sweet taste of freedom.”* Explain that people who were enslaved longed to be free and tried to find ways to resist the total control of enslavers. Some of the ways people resisted were small, like Grandma Ida taking tea cakes for her own family. Other enslaved people risked everything for freedom and ran away.
3. Finish the story and allow time for further discussion.
4. Show a map of the thirteen colonies and the timeline created in a previous lesson. Explain that the class will be learning more about slavery in colonial times in New England on the next day.

## **Lesson 2 Activities: Learning from Primary Sources**

1. Gather the class in the meeting area. Have the map of the thirteen colonies and the timeline available for reference. Explain that long ago, during colonial times, slavery was found in all the colonies, in the north and the south. Explain that slavery was horrible in every place it existed. Laws in both the south and the north said that enslaved people were like property that could be bought and sold. White enslavers tried to completely control the lives of enslaved people.
2. Explain that enslaved people resisted in many ways. Sometimes they ran away, sometimes they found ways to work slowly or disrupt the work that they were supposed to do. Sometimes they resisted openly and sometimes they resisted secretly. Help students to make the connection that when Tosh's great, great, great, great grandma Ida hid tea cakes for her family inside her pockets, she was resisting.
3. Explain that enslavers tried to make sure enslaved people could not share their culture, traditions, skills and knowledge with family members. They even separated family members from each other by selling them to other people. Explain that another way enslaved people could resist was to share their culture, traditions, etc. with loved ones, although some had to do so secretly. Again, help students to make the connection with Tosh's great, great, great, great grandma Ida's recipe for tea cakes is an example of resistance and the transferring of knowledge by enslaved people.
4. Tell the class that they will learn about slavery in Massachusetts and they will discover some of the ways that enslaved people were able to resist. Explain that small groups will go to different tables around the room to look at photos of primary sources and read information. Students will need to fill in a "3,2,1" form as team so that they can record what they learned. Later, each small group will teach what they learned to another small group.
5. Send students to tables and circulate while they are reading and learning from primary sources. Listen carefully to students as they work together and answer questions or clarify information as needed.
6. After 5-10 minutes, pair up each small group with another small group and ask them to share what they have learned with each other.
7. Be sure to allow 5-10 minutes at the end to gather the whole class together for a brief discussion and time for questions.

## **Articles**

“How Should We Talk With Children About Slavery?” Accessed 7/10/19.  
<https://www.thebarefootmommy.com/2018/12/talk-with-children-about-slavery/>

“Tongue Tied: Slavery Is A Tough Subject. These Tips Will Help You Teach It Well.” Michelle Israel. Accessed 7/10/19.  
<https://www.tolerance.org/magazine/spring-2014/tonguetied>

“When and How to Talk With Young Children about Enslavement: Discussion Questions for Educators” Derman-Sparks and Julie Olsen Edwards. Accessed 7/10/19 <https://www.teachingforchange.org/when-how-children-enslavement>

“Teaching Hard History” Southern Poverty Law Center. Accessed 7/10/19.  
<https://www.splcenter.org/20180131/teaching-hard-history>

Teaching Hard History Podcast. Teaching Tolerance. Accessed 7/10/19.  
<https://www.tolerance.org/podcasts/teaching-hard-history/american-slavery>

## **Children’s Books**

Lyons, Kelly Starling. *Tea Cakes for Tosh*. New York: G.P. Putnam’s Sons, 2012.

Ringold, Faith. *We Came To America*. New York: Random House, 2016.

**Materials:** The following pages are examples of the materials that students will use in small groups. (All photos will be full page size for student use but are pictured here in small format for easier reading.)

## **Learning about: Lucy Terry, an enslaved woman**

Lucy Terry was stolen from Africa when she was small. A white man named Ebenezer Wells “bought” her in the year 1730.

Lucy was enslaved and forced to work for many years for the Wells family in Deerfield, Massachusetts. She worked inside the house, cooking, cleaning, and making things for the family.

Lucy was a good storyteller and remembered many things that happened. She made a poem about a fight between the white settlers of Deerfield and Native Americans who wanted their land back. The poem was called “Bars Fight.” (The word “bars” meant meadow or field in colonial times.)

In 1756, a free black man named Abijah Prince “bought” Lucy’s freedom- This was one way an enslaved person could become free. Lucy Terry and Abijah Prince got married, moved away from Deerfield and had 6 children.

From:

<http://www.americancenturies.mass.edu/collection/itempage.jsp?itemid=7779>

**Photo of the Wells House in Deerfield where Lucy Terry was enslaved:** You can visit this house- it is one of many buildings from the colonial times that are part of a special historic area in Deerfield.



From: <http://1704.deerfield.history.museum/teachers/lesson8.jsp>

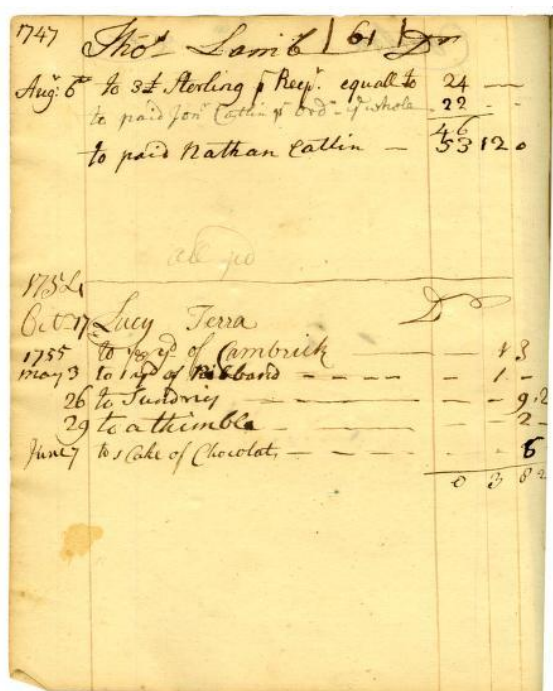
**Painting of Lucy Terry by Louise Minks:** This is a painting of Lucy Terry made recently. The artist who made the painting used information about Lucy and colonial times to imagine what Lucy may have looked like.



**From:** <https://www.blackpast.org/african-american-history/prince-lucy-terry-c-1732-1821/>

**A page from Elijah Williams' account book:** In colonial times, people wrote down what they bought or what they sold in an “account book.” This is a page from the account book.

At the bottom of the list, you can see the name “Lucy Terra” (Lucy Terry) and the different things she bought. This list was from the years 1754 and 1755. Lucy was not yet free at that time.



<http://www.memorialhall.mass.edu/collection/itempage.jsp?itemid=6304&img=2&level=advanced&transcription=0>

Here is what is written in Elijah Williams' account book:

1754				
	Octr 17	Lucy Terra	Dr	
1755		To 1/8 yd of Cambrick	-	1 3
	May 3	To 1 yd of Ribband	-	1 -
	26	To Sundries	-	9.2
	29	To a thimble	-	6
	June 7	To 1 Cake of Chocolat	-	6
			0	3 8.2

From: <http://www.memorialhall.mass.edu/collection/itempage.jsp?itemid=6304&level=advanced&transcription=1&img=2>

Cambrick = a kind of cloth

Ribband = ribbon

Sundries = small items (like a comb, pins, etc.)

Thimble = a small metal cover that protects your finger when you are sewing



**Think about:**

**What do you think Lucy would use these things for?**

**What knowledge could she have passed to her loved ones?**

## **Learning about: Jenny, an enslaved woman**

Jenny was stolen from Africa when she was small. A white man named Jonathan Ashley “bought” her in the year 1738. Jenny was forced to work for the Ashley family who lived in Deerfield, Massachusetts.

She cooked, cleaned, took care of things in the house and worked in the garden. Jenny had a child named Cato who was enslaved. Another person named Titus was also enslaved by the Ashley family. Jenny, Cato and Titus all lived in the same house as the Ashley family members but they were not considered to be family.

George Sheldon wrote a book called *The History of Deerfield*. This is what he wrote about Jenny: “all her long life she was gathering, as treasures to take back to her motherland, all kinds of odds and ends, colored rags, bits of finery, peculiarly shaped stones, shells, buttons, beads, anything she could string.”

These small, special things could be wrapped together to make a “nkisi” bundle, a tradition that comes from West Africa. Many people in West Africa believed that “nkisi” bundles were sacred and connected to the gods. When Jenny’s son, Cato, was older, he also collected small, special things.

**Photo of the Ashley House in Deerfield where Jenny was enslaved:** You can visit this house- it is one of many buildings from the colonial times that are part of a special historic area in Deerfield.



<https://afram-workshop.deerfield-ma.org/site-visits/>

**A “nkisi” bundle: wishbone, a metal circle, buttons, a piece of pottery and more items-** this collection of things may have been a “nkisi” bundle. In West Africa, some people had a tradition to put special things they collected in a bag or “nkisi” bundle. This bundle was supposed to be sacred or connected to the gods. <http://www.americacenturies.mass.edu/activities/afram/more.html>



<https://herringrunarchaeology.org/2018/04/30/small-finds-big-stories-the-last-day-curse/> (This is an example of things that may have been in a nkisi bundle. They were found in Maryland.)

**Think about:**

**What tradition from Africa did Jenny pass to her son, Cato?**

## **Learning about: Enslaved People Living at the Royall House**

In colonial times, the Royall house belonged to the Royall family, a wealthy white family who enslaved many people. Now, these buildings are a museum that you can visit in Medford, Massachusetts, just 20 minutes from our school. You can visit the house and the building where the enslaved people lived (called the “slave quarters”).

**Photo of the Royall House and Slave Quarters:** The large blue house on the left is where the Royall family lived. The enslaved people lived in the small blue building nearby (called the slave quarters).



From: <https://newengland.com/yankee-magazine/travel/massachusetts/boston/royall-house-and-slave-quarters/>

Archaeologists have learned about the lives of the enslaved people who lived there by looking carefully at artifacts found there. Small pieces of tiles and marbles were found on the side of the building for enslaved people.

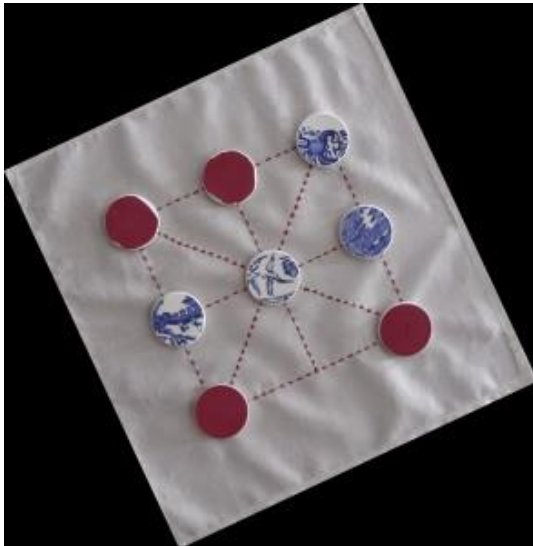
They were forced to work throughout the day and night. They had very little time to rest and very few chances to do what they wanted. Archaeologists believe that when people who were enslaved did not need to work, they may have stayed on the side of the “slave quarters” that you cannot see. They could have some privacy from the Royall family who would not be able to see them from their house.

Archaeologists think that enslaved people may have used these tiles to play a game from West Africa called “achi.”

**Photo of marbles and sanded tile piece from the Royall House**



## Achi Game



<https://robbinshouse.org/wp-content/uploads/AchiSide.pdf>

**Think about:**

**How could enslaved people at the Royall House have resisted?**

**What West African tradition could have been shared by enslaved people at the Royall House?**

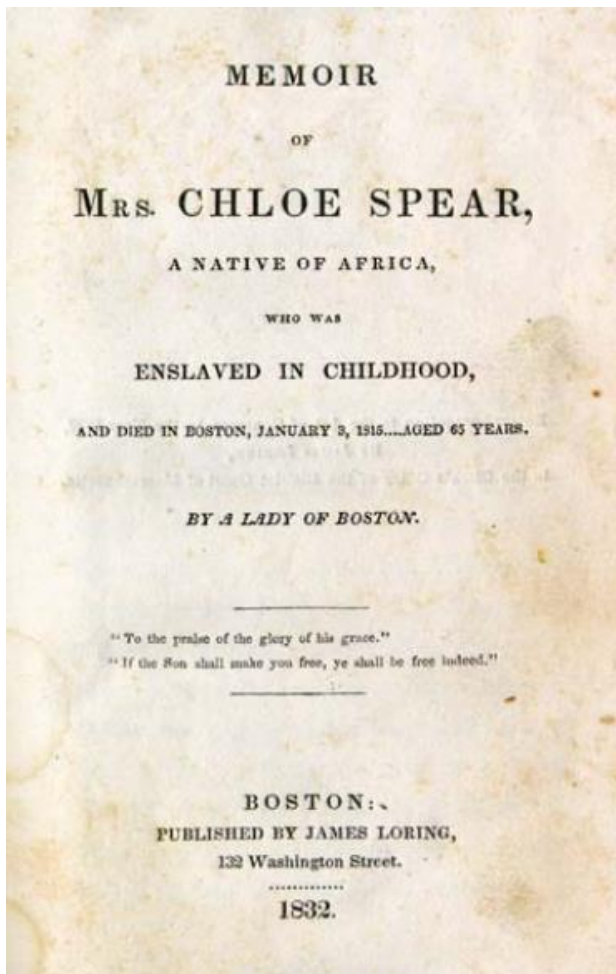


## Learning about: Chloe Spear, an Enslaved Woman

Chloe Spear was kidnapped from Africa as a child. She was enslaved by the family of Captain John Bradford in Boston. She later became free, got married and had seven children.

We know about Chloe Spear because a book was published about her life. In the book, she remembered what her home was like on the continent of Africa. She remembered the foods, the traditions, and other special things about where she was from.

### Picture from the book about Chloe Spear



<https://docsouth.unc.edu/neh/brownrw/brownrw.html>

## Words from the book about Chloe Spear

*Page 18*

*She did not know her age, but from her appearance she was judged, she said, to be about twelve, at the time of her arrival. But, young as she was, she remembered various particulars respecting her country, such as climate, fruits, traditions, &c.*

*Page 19*

*... She remembered the Tamarind tree, and other productions which grew spontaneously, and in rich abundance;*

**Tamarind Tree:** This is a photo of the kind of tree Chloe Spear remembered from her homeland in Africa.



[https://www.google.com/search?rlz=1C5CHFA\\_enUS695US696&q=tamarind+tree+africa+images&tbm=isch&source=univ&sa=X&ved=2ahUKEwipx5G158jjAhWvg-AKHSSQCyAQsAR6BAgIEAE&biw=1037&bih=675&safe=active&ssui=on#imgrc=Cpv7EIDO-p5a2M:](https://www.google.com/search?rlz=1C5CHFA_enUS695US696&q=tamarind+tree+africa+images&tbm=isch&source=univ&sa=X&ved=2ahUKEwipx5G158jjAhWvg-AKHSSQCyAQsAR6BAgIEAE&biw=1037&bih=675&safe=active&ssui=on#imgrc=Cpv7EIDO-p5a2M:)

**Tamarind Pods:** This is a photo of tamarind pods. They can be used to make a drink. Even today, many people in West Africa may make or buy this drink.



**Think about:**

**What memories did Chloe Spear keep of her homeland in Africa?**

**What West African tradition did she remember?**



Names: \_\_\_\_\_

### 3-2-1 Information Sharing

#### 3 things we learned:

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2.

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3.

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#### 2 things we were surprised about:

1.

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2.

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**1 question we have:**

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