

Slave Codes - New England vs Georgia

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NEH Summer Landmarks Workshop 2019

Guiding Question - To what extent were the slave codes in Connecticut similar to that of Georgia?

Performance Objective

SWBAT read and analyze source material **IOT** compare and contrast the slave codes in Connecticut and Georgia during similar peak time periods.

Part I: Lesson Hook - When you hear the words "slavery in America", what words, thoughts, and/or ideas come to mind?

Responses will vary. Yet, if anyone mentions the northern colonies when referring to the slave trade, please ask them to elaborate. If they don't mention the north, continue to the following activities.

Part II: Close Reading / Building Background Knowledge

1. Using an interactive board or by some other means, project the following map showing enslaved people in the 13 colonies in 1770 and have students read the map for information.

https://en.wikipedia.org/wiki/File:Slavery_in_the_13_colonies.jpg

2. Hand out the Newslea article *Slavery in the New England colonies* (5/21/19). Have students read the article and then answer the questions. Spend a few moments discussing responses to the questions.

https://newsela-media.s3.amazonaws.com/pdfs/natgeo-new-england-slavery-50430-article_quiz_and_answers.pdf?AWSAccessKeyId=AKIAIOXSRXVQ3RGAX2FA&Expires=1564113811&Signature=52ilRuR4Aneeip2mXqeWybGHCRA%3D

Alternative - This reading and questions can be assigned for homework the night before.

Part III: Document Analysis / Collaborative Practice

In pairs, students will read two documents to learn about slave codes during the peak of the slave trade in both Connecticut (New England) and Georgia (South). Please explain to students that the height of the slave trade for New England was from 1750 - 1760, while the height of the slave trade for the south was from 1840-1850. Students should complete the Venn diagram for the purpose of comparing and contrasting the law codes within the two regions. Please take notice that once the concentric circles are completed, students must generate hypotheses as to why at least two similarities and two differences occur within the Venn

diagram. A template has been provided. Once done, as a whole group, share student findings, as well as the reasons for similarities and the reasons for differences.

Alternative arrangement - In groups of four, have each pair (AA, BB) work on one of the documents. Then share their findings with the group of four. Then, as a whole group, share student findings, as well as the reasons for similarities and the reasons for differences.

AA - Document #1

BB - Document #2

Key Terms

constable - a peace officer with limited policing authority, typically in a small town

corroborate - confirm or give support to (a statement, theory, or finding)

inveiling - tempting or arousing strong attraction or interest

levied - to have imposed, demanded, or charged someone a tax to be paid

mulatto - a person of mixed white and black ancestry, especially a person with one white and one black parent

penitentiary - a prison for people convicted of serious crimes

qui tam action - In a qui tam action, a private party called a relator brings an action on the government's behalf. The government, not the relator, is considered the real plaintiff.

shilling - a former monetary unit of the United Kingdom equal to 12 pence or 1/20 of a British pound

Sabbath - a day of religious observance and abstinence from work, kept by Jews from Friday evening to Saturday evening, and by most Christians on Sunday.

Materials

Document #1 - Connecticut Legislation Regarding Negroes, Indians, Servants and Slaves

<https://drive.google.com/file/d/1oZfP08CMNZqdAyhxxNiqTB4g7FGXmfm6/view?usp=sharing>

Document #2 - Slave Codes of the State of Georgia, 1848

<https://drive.google.com/file/d/1AMzIBrYxgE9iJP1ZBjJvUEGwbWxf1DK/view?usp=sharing>

Venn Diagram - CT vs GA slave codes

<https://docs.google.com/document/d/143-yfhToebOQIhIdaN5ChO2ecp3Gvo777dCICAHPsg/e/dit?usp=sharing>

Part III: Reader's Theater / Collaborative Practice

As a group, students will be assigned an act by the teacher to ensure that there are a good number of acts represented. Each student within the group will create a non-fiction dialogue to demonstrate their understanding of a particular act from a particular region and to connect with the time period and space in which slaves lived.

Part IV: Case Study

Since a 1730 Connecticut act explicitly states that Negroes, Indians or Mulatto slaves have the right to testify in court

https://drive.google.com/file/d/18U6zKHND0_zIbHDvDMvW6Dslgo1U6zNe/view?usp=sharing

Discussion Questions

https://docs.google.com/document/d/1kZtff6u94VbdQXZPi21FYaaEFMgBxZqtw_uqggIk7nk/edit?usp=sharing

Key Term

prochein ami - a person's closest friend

Closing

How do the CT slave codes, GA slave codes and/or the court case Abda vs. Richards help us to understand race relations in America today?

Homework / Independent Practice

This would be best completed for homework. Each student will create a sensory figure for either a slave living under the Connecticut slave codes or a slave living under the Georgia slave codes.

<https://drive.google.com/file/d/1Y4SjPCJRZWBswYdcle-ZU7bmVq0alaSh/view?usp=sharing>

Suggested Readings

1. Greene, Lorenzo J. The Negro in Colonial New England 1620-1776. Columbia University Press, 1942.
2. Navas, Deborah. Bathsheba Spooner: a Novel. BookBaby, 2013.
3. Wilds, Mary. Mumbet: the Life and Times of Elizabeth Freeman: the True Story of a Slave Who Won Her Freedom. Avisson Press, 1999.
4. PVMA Deerfield. (2019). - available at: <https://deerfield-ma.org/>