

African Americans in the Making of Early New England Lesson Plan
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Objectives:

The students will be able to use historical thinking skills and practices to better understand slavery in the United States. These would include, from the New York State Framework for Social Studies:

- 1) Gathering, Interpreting and Using Evidence - looking at both primary and secondary sources
- 2) Chronological Reasoning and Causation- close look at the growth of slavery and the abolition of slavery
- 3) Comparison and Contextualization – pre-learning and post-learning related to their views and biases of the South and North. Understanding time and place related to slavery and the differences based on time and place
- 4) Geographic Reasoning - North v. South similarities and differences based on geographic realities
- 5) Economics and Economic Systems -slavery was an economic reality. Students will delve into how that impacted both slavery as an institution and the enslaved people
- 6) Civic Participation - how did enslaved people and others influence slavery (rebellion, court cases, laws, etc. - on both sides)

The students will be able to evaluate their previous learning and their learning in this lesson to better understand the complexities of studying history and why an inquiry approach leads to depth of understanding.

The students will be able to connect this information to previous learning and learning throughout the year related to enduring issues of: human rights violations, conflict, inequality, discrimination, class struggle, etc.

This lesson will also touch upon many of the **10 New York State Social Studies Themes:**

1. Individual Development and Cultural Identity
2. Development, Movement, and Interaction of Cultures
3. Time, Continuity, and Change
4. Geography, Humans, and the Environment
5. Development and Transformation of Social Structures
6. Power, Authority, and Governance
7. Civic Ideals and Practices
8. Creation, Expansion, and Interaction of Economic Systems
9. Science, Technology, and Innovation
10. Global Connections and Exchange

Common Core Learning Standards for Literacy in Social Studies/History 6-8 (only applicable standards are included):

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
4. Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
8. Distinguish between fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic

New York State Content / Standards/ and Themes

7.2 COLONIAL DEVELOPMENTS: European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally. (Standards: 1, 2, 3, 4; Themes: MOV, GEO, ECO, TECH, EXCH)

7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts. (Standards: 1, 5; Themes: SOC, CIV, GOV)

7.8 A NATION DIVIDED: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states' rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War. (Standards: 1, 3, 4; Themes: TCC, GEO, GOV, ECO)

This lesson will lead into the following unit of study (allowing for better connection to enduring issues surrounding inequality):

8.1 RECONSTRUCTION: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans. (Standards: 1, 4, 5; Themes: MOV, SOC, CIV, ECO)

Lesson:

Day one:

1. Students will be given the Activity #1 Pre-learning: (this can be either in print form or shared digitally.) They should be broken into groups to allow for discussion and depth for each question. Depending on the group of students this should take about 20 minutes.
2. Have the students share their answers with the whole classroom (each group should share out what they have written.) Ask the students share their answers - they may add to what they have written.

3. Ask the students what they notice about the answers from each group - are they similar? Different? Why is that? Follow up with a question - why didn't everyone in the smaller group and/or the larger group have the same answers?
4. Wrap up this day with a preview of what they will be doing tomorrow- a closer look at slavery using other resources they have not yet studied.

Day two:

The students will all need access to a device to look at / read resources on the internet.

Share with the students Activity #2. This would best be done electronically - if you would rather have students have a printed copy of the material you may want to have a place where they can click on the live links).

Teacher discretion: students can work individually on Activity #2, in groups, or a combination of the two. They will need a full period (40 minutes) to complete this section of the lesson.

Day three:

Hand out activity #3- give the students 10-15 minutes to fill out this sheet. Have them hand in those sheets for an evaluation of what they learned as well as what they would like to learn more about. Lead a discussion about the two days of learning, asking some of the following questions

1. What surprised you?
2. Were the Southern states the only states with slavery?
3. How was slavery different in the North and South? How was it the same?
4. Why would Rhode Island be a major slave trading station?
5. Did New York State have slavery?
6. How did individuals have an impact on slavery (whether continuing it and/or ending it?)
7. Other areas to create focus questions: triangle trade and the meaning of having humans being traded alongside of goods, how did the North have a role in the triangle trade? Did abolition lead to equality in the North?
8. Pre-learning for 8th grade and Reconstruction - did the 13th amendment lead to equality? Did the 14th and 15th? Is there equality today? Is there slavery today?

This lesson can be modified in any way to meet the needs of individual students, classes, time needed, etc. The overall goal is to get students to think and understand that the study of history has a great deal of depth. This will allow them a better understanding of how to think critically, make arguments with evidence, and address counterpoints.

Extension: students may be curious about other areas in regard to their previous learning / preconceived ideas surrounding slavery and enslaved people.

What about Canada?

The following website gives students information in a manner that answers some of the questions regarding slavery in Canada. A teacher may wish to incorporate this information as well. <https://www.historymuseum.ca/virtual-museum-of-new-france/population/slavery/>

Name: _____

Date: _____

Activity #1 Pre-learning/ What do you know?

Introduction: Last year you finished the year studying the Civil War. The 13th amendment (1865) constitutionally ended slavery in the United States.

For this activity the class will start in groups. As a group, answer these questions as completely as possible - include what everyone knows (it may be different).

1. When did slavery begin in the colonies?
2. Where did enslaved people come from and what was the trade route they were a part of?
3. Where was slavery in the colonies/United States (location)?
4. What type of jobs did enslaved people perform? Where were their living quarters?

What else do you know? (The institution of slavery? Enslaved people? Abolition? Details about conditions? Anything else related to slavery/enslaved people). Write as much as possible.

Name: _____

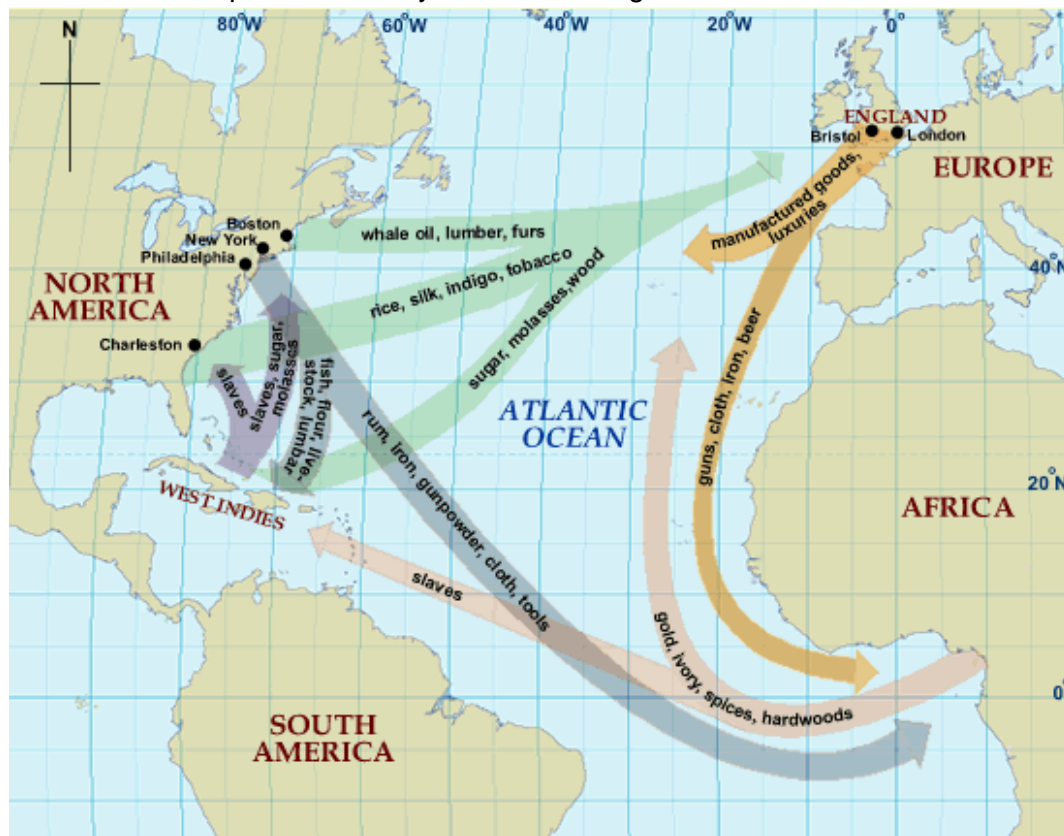
Date: _____

Activity Two: A Closer Look at the Institution of Slavery and Enslaved People in the U.S.

Directions: Read each of the documents and either annotate or take notes as you read. After you have read each document answer the question that is posed.

Triangular Trade:

Annotate this map -- look closely at what is being shown



http://www.nationalarchives.gov.uk/pathways/blackhistory/africa_caribbean/docs/trade_routes.htm

Go to the following website and evaluate/draw conclusions on the map shown

<https://slavevoyages.org/static/images/assessment/intro-maps/09.jpg>

What does this map focus on? What is different about this map and/or surprising about the information?

Fugitive Slave Advertisements: Click on the following websites and read each advertisement. Using the information from the advertisements, answer the questions that follow.

<http://brockuhistory.ca/ebooks/hist2f90/media/an-advertisement-from-the-new-york-gazette-27-october-1763>

<http://americancenturies.mass.edu/turns/view.jsp?itemid=5928&img=0&level=advanced&transcription=1&subthemeid=14>

1. Where were these slaves running from? (What cities/states?) When (date) did these enslaved people run?
2. What did you find interesting about the descriptions used? Give specific textual evidence.
3. Each site gives more information surrounding the context of the time and of slavery. What did you learn from the advertisements and from the supplemental information?

Life of an Enslaved Person in Deerfield, MA

Click on the following website:

http://www.americancenturies.mass.edu/activities/afam/AfrAm_userprint_essays.pdf

Read each section listed below. After you read each section in its entirety, write down one or two surprising/interesting pieces of information

A Web of Community

Control and Resistance

Slavery and the 18th Century Family

Is this Where Titus Lived?

Write down any unanswered questions you have after reading this information

Where was slavery in the Colonies/ United States?

Go to the following website

<https://lincolnmullen.com/projects/slavery/>

Drag the timeline to see the changing census data regarding slavery. Click on the counties in each state to see how many enslaved people and free African Americans were in that county over time. Make sure you look at a variety of states including the South, Mid Atlantic, and New England.

Based on the census what did you learn about N.Y. slave data?

What did you learn about another state or region?

What surprised you?

If you did not look at Vermont - go back and look at it from 1790-1860. What does this map, based on census data, show about Vermont? (keep this in mind for later)

How did slavery disappear in the North?

Go to the following website: <https://www.abolitionseminar.org/how-did-northern-states-gradually-abolish-slavery/>

Write down notes as you read about slavery ending in Northern states.

What was the impact of abolition? Did that mean equality?

Go to the following website and answer these questions with evidence:

<https://nmaahc.si.edu/blog-post/vermont-1777-early-steps-against-slavery>

Vermont Constitution of 1777.

CHAPTER I

A DECLARATION OF THE RIGHTS OF THE INHABITANTS OF THE STATE OF VERMONT

I. THAT all men are born equally free and independent, and have certain natural, inherent and unalienable rights, amongst which are the enjoying and defending life and liberty; acquiring, possessing and protecting property, and pursuing and obtaining happiness and safety. Therefore, no male person, born in this country, or brought from over sea, ought to be holden by law, to serve any person, as a servant, slave or apprentice, after he arrives to the age of twenty-one Years, nor female, in like manner, after she arrives to the age of eighteen years, unless they are bound by their own consent, after they arrive to such age, or bound by law, for the payment of debts, damages, fines, costs, or the like.

Slavery was gradually abolished in Vermont. What specific wording in the passage above allows some individuals to be enslaved?

Click on the following link: http://www.preservationworks.org/pdf/Jacob_House.pdf

Scroll to slide four -- scan this information to get an overview of Stephen Jacobs.

Was he an influential person in Vermont? Explain.

Scroll to the next slide: *Judge Stephen Jacob and Dinah Mason White*

(Keep in mind the wording of 1777 and that Dinah was 30). After reading this information - did Vermont enforce the law of 1777? Did the census have 100% accurate data? In thinking about these two points what conclusions can you draw in regard to studying history and interpreting documents?

Name _____

Date: _____

Final Activity / Evaluation

What did you learn that changed your understanding of slavery in the United States?

What was the most surprising or interesting information that you learned?

A large part of being an historian is asking questions. What has been left unanswered for you that you would like more information about?