

Place and Time Matter: A Roadmap of Slavery in the North

Teacher: Deb Vanderpoel

Class: 3rd graders, mixed ability levels

Time: 2 class periods, 45 minutes

(1st class activity, second class discussion and literature tie-in with writing of poetry)

Learning Goal: Students will understand how primary documents are used as a piece of the narrative pertaining to a person's life as well as an article displaying history. In addition, they will see that slavery existed in the north, in states where they reside.

Students will be able to: make inferences about the past using primary documents. They will take critical moments in the past and use this for a piece of poetry depicting place, time, humanity, and reality.

Resources Needed:

The Escape of Oney Judge by Emily Arnold McCully

Primary Resource: Advertisement for the capture of Oney Judge, *Claypoole's American* (May 25, 1796)

An Inventory of the House of Isaac Royall (July 1739)-Middlesex County Probate Court File Papers

Picture of bead from archaeological dig from Royall House and

Slavery in the Age of Reason-pg 141 (paragraph about African beads and cultural identity tie-in)

Advertisement in "The Boston Weekly-Post Boy" Newspaper from the American Centuries website

About Elizabeth Freeman (Mum Bett) from the American Centuries website and accompanying picture taken from Mariah.stonemarche.org



Bill of Sale for Slave Named Kate-from the American Centuries website
<http://americancenturies.mass.edu/collection/itempage.jsp?itemid=7797>

Massachusetts Constitution-<http://www.nhinet.org/ccs/docs/ma-1780.htm>
(Articles 1, 2, 3 and 10)

Procedures:

Day 1-

1. Teacher sets the stage for the activity and gives some background information while reading the picture book by Emily Arnold McCully titled, The Escape of Oney Judge.
2. Teacher will have a large created floor map of several New England Colonies that includes (Connecticut, Massachusetts and New Hampshire).
3. Within the above states the primary documents listed as resources will be placed on the map in the corresponding state where the enslaved individual or incident occurred.
4. Students will be placed in groups of three-four and instructed to read or view the primary document. As a group they will work together to analyze the information and make inferences on what might be occurring. (Teacher will model this with a primary document of Rev. Edwards Bill of sale of Venus).
They will mark their insights on the below Document A.
5. From the primary document, each student will individually pull out a Word or phrase from the document to be used later for a literacy activity.

Document A:

Group member names _____

Primary Document Viewed _____

State where document was placed/New England Colony

1. What do you think this document is? What can you infer from the information given in the document?

2. How does this document make you feel?

3. What surprises you from what you read?

4. How do you think the subject(s) or person(s) associated with the primary document feel?

5. What from the primary document tells you this?

6. What does this tell you about the enslaved in the North during this time period?

Each group member will pull out a word, phrase or sentence from the primary document that had an impact on them (this will be used for tomorrow's literacy tie-in/poetry):

1. _____

2. _____

3. _____

4.

Procedures:

Day 2-

1. Students share out in groups their findings and thoughts from yesterday's work.
2. Teacher fills in information where gaps may be after each group Shares out.
3. The class will do a shared poetry project to model the next activity. To do this, each student will give a word or phrase about the Pilgrims and Native Americans in Plymouth.
4. The teacher will show the students how the words can be used to Describe this time in history and the people by using poetic voice. As Tammis Coffin demonstrated in her breakout session, the students will choose where they want to place the wording, which words to repeat and where to break stanzas. The teacher reads the poem aloud.
5. Using the white board, the teacher will ask each group member to share their word, phrase or sentence from yesterday's activity depicting the enslaved primary related documents.
6. Students will then be instructed to write a poem using the words.
7. Students will share out poems for all to hear.
8. End the activity by asking them what they learned about the primary documents. Where was slavery occurring during this time period? Who owned the enslaved? What feelings about slavery were occurring during this time period?

Massachusetts State Standards:

Social Sciences-

3.T5

3. Using visual primary sources such as paintings, artifacts, historic buildings, or text sources, analyze details of daily life, housing, education, and work of the Puritan men, women, and children of the Massachusetts Bay Colony, including self-employed farmers and artisans, indentured servants, employees, and enslaved people.

4. Explain that in the 17th and 18th century slavery was legal in all the French, Dutch, and Spanish, and English colonies, including Massachusetts and that colonial Massachusetts had both free and enslaved Africans in its population.

3.T6

5. Explain that states as well as nations have plans of government; recognize that the Constitution of Massachusetts (1780) is the oldest functioning constitution in the world, that its primary author was John Adams, and that, in addition to outlining government, it gives basic rights to citizens of the Commonwealth.

Writing Standard-

2. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.