

Colonial Slavery in New England

Gr. 5 - LESSON PLAN



Team Members:

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<p><u>Essential Questions:</u></p> <p>How did the slave experience vary between the north and the south? How did enslaved men and women feel about gaining their freedom?</p>	<p><u>Materials:</u></p> <p>Primary and secondary sources Venn diagram activity Writing prompts</p>
<p><u>Common Core Standards:</u></p> <p>CCSS.ELA-LITERACY.RI.5.5</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>CCSS.ELA-LITERACY.RI.5.6</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CCSS.ELA-LITERACY.W.5.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p><u>Sequence</u></p> <ul style="list-style-type: none">-Introduce ideas of slavery to students: What do they know? What don't they know?-Read passages as a class.-Students complete venn diagrams and share.-Identified students complete Modified Venn Diagram.- Discuss Slave Ad examples. What information do they contain?-Students create their own Slave Ad.- Students create a response from the viewpoint of the runaway slave.

Colonial Slavery in New England

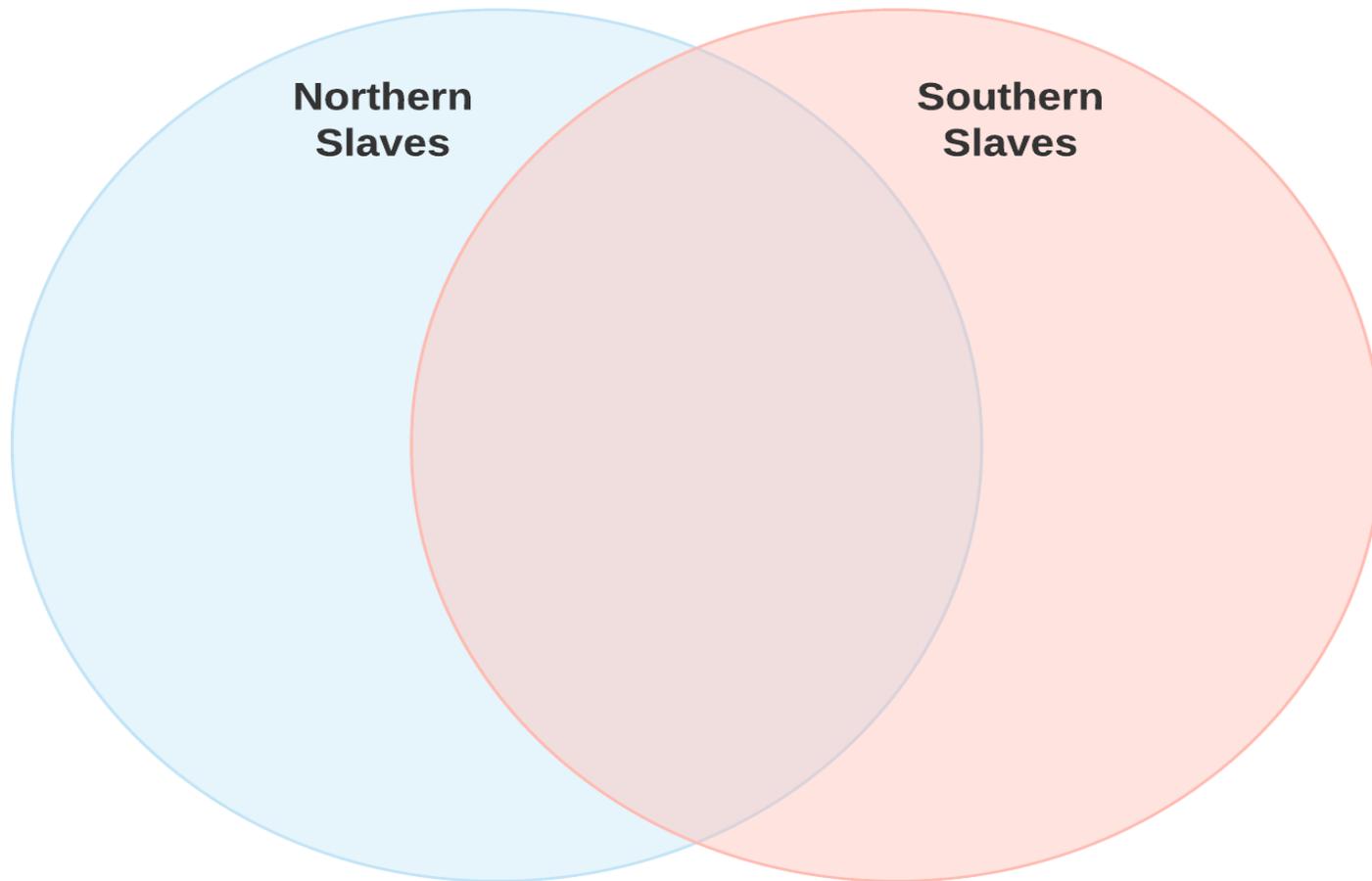
Instructions: Read the passages below about the experiences of slaves in the north and south. Complete the Venn diagram on the next page based on the information provided.

"Titus and Cato, slaves of the stern Deerfield (Massachusetts) minister, Jonathan Ashley, seemed always to be working for someone else, though they were never compensated for their work; Ashley was paid for their time. Yet they too had accounts at the shops and the taverns, bringing in furs they'd trapped and getting a fair price, occasionally buying rum, hunting equipment, including bullet-making supplies, and small indulgences like show buckles."

"We tend to associate slavery with the South and we envision sprawling plantations under an unrelenting sun with pillared big houses and compounds of slave cabins, guarded by overseers with whips and guns. Here was something so different that at times I had to remind myself that though less violent it was slavery just the same. In both the North and South, children and parents were sold away from each other, and freedom came only when a white person granted it. In the North, slaves shared living quarters with their masters and mistresses, often sleeping with the children. They ran away in large numbers, just like their southern counterparts, and they worked in the fields and houses of their owners and were hired out without receiving pay. Unlike southern slaves, however, they traveled between towns and villages easily, could marry, learned to read, and had to attend church. In eighteenth century rural New England, slaves themselves carried arms for hunting, military service and protection against enemy attacks. Still, the level of their despair became clear as I read also of slave suicides in these isolated villages, so silent and lonely as they lay shrouded in deep winter snow. The [slave] cabins of the south at least offered companionship..."

Passages from "Mr. and Mrs. Prince: How an Extraordinary Eighteenth-Century Family Moved Out of Slavery and Into Legend" by Gretchen Holbrook Gerzina

Colonial Slavery in New England



(MODIFIED)

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Conditions for enslaved people and free people of color could differ greatly between the north and the south. Some characteristics of slavery were the same no matter where a person lived. Your task is to decide which aspect of slavery fits in the correct category of NORTH, SOUTH, or BOTH and after cutting it out, paste it in the proper section.

CHARACTERISTICS OF SLAVERY

NORTH	
BOTH	
SOUTH	

Colonial Slavery in New England

CHARACTERISTICS OF SLAVERY

- An enslaved person could marry a free person
- The births of African-American children could be registered in the town, proving their free status
- A slave marriage could be performed by the local minister or official and was seen as a legal contract
- Slaves could have accounts in local stores and make purchases
- Male slaves could use firearms
- Enslaved people could be sent to work for another slave owner if additional help was needed
- Slave quarters were often a quarter mile from the master's house
- Marriage ceremonies for slaves had no legal standing
- It was expected that an enslaved person would learn to read and write
- People of color could own property (land)
- Slaves often resided in the same building as the owner
- Enslaved people were not paid for their work
- Slaves were not allowed to leave the plantation
- Harsh physical punishment was used against enslaved people
- It was illegal to teach a slave to read or write
- People of color could not travel freely
- Slave families could be separated at any time

Colonial Slavery in New England

Runaway Slaves

At great risk to their own lives and the lives of their loved ones, and in spite of innumerable dangers and disadvantages, many slaves ran away in order to find freedom. The owners left records of these incidents, but the enslaved people did not. We can never truly know the thoughts or feelings of the people who ran away. Below are some examples of runaway slave ads.

THREE POUNDS Reward.
RUN away from the subscriber, living in Shrewsbury, in the county of Monmouth, New-Jersey, a NEGROE man, named Tirus, but may probably change his name; he is about 21 years of age, not very black, near 6 feet high; had on a grey homespun coat, brown breeches, blue and white stockings, and took with him a wallet, drawn up at one end with a string, in which was a quantity of clothes. Whoever takes up said Negroe, and secures him in any goal, or brings him to me, shall be entitled to the above reward of *Three Pounds* proc. and all reasonable charges, paid by
Nov. 8, 1775. § JOHN CORLIS.

Ten Dollars Reward!
RAN away from the Subscriber, on the night of the 15th instant, a Negro Boy, named *Cesar*, 18 years old, nearly 6 feet high, stout and well made, walks pretty erect, speaks fluently: He wore away a light colored sailor jacket, a mixed green and black swansdown vest, a pair of blue overalls, a Holland shirt, a pair of gray socks, a pair of thick shoes, a brown home-made great coat, and a large old Hat; has a small scar on his left cheek. He has lately been guilty of theft, and made his escape through fear of punishment. Whoever will return said Negro, or secure him so that his master may get him again, shall receive the above reward, and all reasonable charges.--- All persons are forbid harboring, trusting or employing said Negro, on penalty of the Law.
SAMUEL McCLELLAN.
Woodstock, Connecticut, May 16, 1803.

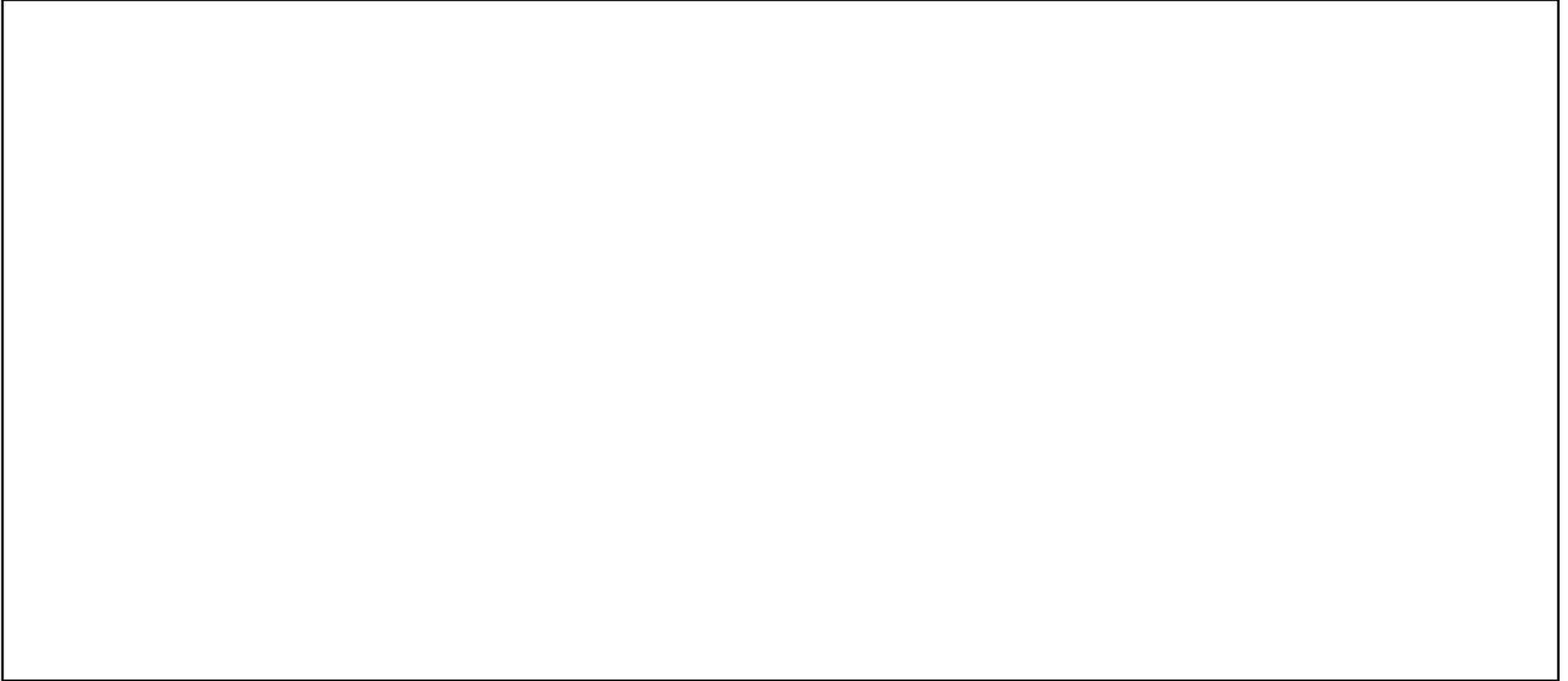
CHESTERFIELD, *December 15, 1772*
RUN away from the Subscriber, on *Sunday* the 22d of *November*, a new Negro Fellow of small Stature, and pitted with the Smallpox; he calls himself BONNA, and says he came from a Place of that Name in the *Ibo* Country, in *Africa*, where he served in the Capacity of a Canoe Man; his Clothing is a new Felt Hat, new Stockings were knit, and spotted black and white. Whoever secures him so that I get him shall have TWENTY SHILLINGS Reward, besides what the Law Allows (RICHARD BOOKER.

Ad announcing reward for runaway slave, 1803 – Connecticut Historical Society and Connecticut History Illustrated

Colonial Slavery in New England

Your task is two-fold. First, create an advertisement for a runaway slave from the perspective of a slaveholder. Then, create a response from the enslaved person's perspective showing why he or she is running away, and what he or she might have been thinking about taking such a risk. This response can be in the form of prose or poetry. If you have another idea for showing the response, please share it with your teacher before proceeding.

FUGITIVE SLAVE AD

A large, empty rectangular box with a black border, intended for the student to write their advertisement and response. The box is currently blank.

Colonial Slavery in New England

THE RESPONSE

A large, empty rectangular box with a thin black border, intended for a student to write their response to the prompt above. The box is currently blank.