



Field-Test Edition

Grade 7

Antebellum New York

How does one engage in a struggle for civil rights?

July 1, 2006

A Sample Unit of Study

Developed and written by:
Mark Semioli, MS 391,
Bronx, New York

The *New York City & the Nation* program is funded by *American Journey* and *Framing History*, two citywide Teaching American History grants from the U.S. Department of Education awarded to the New York City Department of Education. *New York City and the Nation* is a partnership with the New York City Department of Education, Gotham Center for New York City History/Graduate Center of the City University of New York, City Lore, Historic House Trust, Henry Street Settlement, New-York Historical Society and Brooklyn Historical Society. *New York City and the Nation* is also funded, in part, by a generous grant to the Gotham Center for New York City History from the Booth Ferris Foundation.

New York City and the Nation:
A School/Community Consortium to Teach American History

Antebellum New York

Introduction

Why History? History provides an essential foundation for our students to become informed and active participants in our communities. With your guidance, this unit of study will help students gain essential skills and strategies as they immerse themselves in “doing” history. As students learn about how communities change over time, they will gain a deeper understanding of how all communities are both alike and different, and that each one has a uniquely interesting story.

Why New York City History? As a major port, one-time capitol, and longtime financial center, New York City lay at the heart of the American Experience for most of U.S. history. Our city’s past provides a privileged vantage point from which to view the course of national events. This unit brings this perspective into the classroom through informed teaching and engaging methodologies that follow New York City and New York State Learning Standards.

Content and Themes of this Unit: This unit focuses on the experiences of African Americans in antebellum New York, the time between the American Revolution and the American Civil War. These two overarching events are connected by many relevant threads of history during this period of emerging nationhood and looming conflict. In most American history courses, the antebellum period has until recently been strictly considered a phenomenon of the South. The federal halls and emerging ports of New York and Philadelphia were moved from center stage and replaced by Southern plantations and the engine of slavery. New York City in particular might be mistaken for a ghost town until the late eighteenth century when it reemerges as an entry point for the world’s immigrants. We would like to move New York State, and specifically New York City, back into the historical mix, not for reasons of pomp and posterity, but because they belong there. Any true understanding of this historical period necessitates a consideration—or, at least, a reevaluation—of New York’s prominence in the dealings of the Southern states as well as the entire nation.

Perhaps most importantly, a thorough exploration of the experiences of enslaved people should have a place at the forefront of our early American history. New York City’s ties to the slave trade and the struggle for its abolition is a fascinating piece of the historical puzzle. After the institution of slavery was outlawed in the Northern states in the late eighteenth and early nineteenth centuries, an even greater struggle for civil rights ensued--one that needs to be closely examined as the remnants of this struggle survive today. In order to understand our nation’s uneasy relationship with slavery during this time, we must wrestle with the uncertainty that existed in the North. New York City can be found at the crux of this struggle.

Skills and Strategies Developed: Our students become young historians as they gather, compile, and analyze information from a variety of sources in preparation for a final project. The connections students will make to the historical figures, events, and ideas that were emerging in antebellum New York City will provide them with a deeper understanding of the transformation of our young nation. In addition, students will be asked to both question and gauge New York’s role in this transformative process and make value judgments as to whether it deserves a place at historical center stage.

We want our students to “step into the shoes” of those they are studying. Of course, African Americans will be featured prominently throughout this unit. It is with and through them and their diverse experiences during this time period that your students will evaluate, assess, and debate their struggle in a civil rights movement that precipitated the United States Civil War. An appreciation of, as well as empathy for, others underscores the type of understanding that is the focus of this unit.

Your students will...

- **compare and contrast viewpoints**
- **analyze and discuss primary source documents**
- **contextualize cartoons, maps, and other images**
- **write editorials and interviews**
- **engage in creative theater and debate**
- **develop a talk show and a town hall meeting**
- **work collaboratively with their peers.**

How the Unit is Organized: The curriculum is project-based. We begin with an overarching essential question and some focusing questions. There is a curriculum web as well as suggested lessons and resources to support you as you bring this unit alive in your classroom. The lessons are designed so that you can customize and enrich the teaching points to meet the needs and interests of your students. We hope that this unit will inspire you to work closely with other grade-level teachers, discussing the classroom social studies collections and creating additional lessons to share with one another.

This unit was developed through participation in the “New York City and the Nation, A School/Community Consortium to Teach American History.” “New York City and the Nation” is a partnership of the Gotham Center for New York City History/CUNY, City Lore, Historic House Trust, Henry Street Settlement, New-York Historical Society and Brooklyn Historical Society.

Teacher Background Information: Studying American History through New York City History

The institution of slavery was arguably the single most important factor in the growth and development of both New York City and our nation since the earliest colonists established their village along the eastern coast of what is now the United States. It is integral that our students understand that New York City during the antebellum period was at the heart of an institution that has shaped our own local history, and also the history and direction of our nation.

It is fundamental that our students recognize that the time period between the American Revolution and the American Civil War was not a historically fallow one. We hope that they can develop an appreciation for the richness of a nation still trying to find its feet and move forward, however haltingly, to the powerful global presence it is today. It is very difficult to understand many of the social, economic, and political issues of our day without breathing new life into historical questions like slavery in America and the brutal trade that prolonged it. In resuscitating this institution in our students' minds, we hope that they will begin to recognize the value of looking at a history that makes one feel uncomfortable. By focusing on New York City's prominent role in the legacy of slavery, and later, its abolition, our students can no longer wash their hands of its historical stain by dismissing it as a purely Southern phenomenon.

The slave trade in early America was big business and New York City was at the crux of this business for much of its early history. Until gradual manumission was introduced in New York at the turn of the nineteenth century, New York City itself and its economic structure were built upon both slave labor and the trade that supplied such labor. Students should understand that even when slavery was abolished in New York, its involvement in the African slave trade did not disappear. In fact, the slave trade was a major linchpin to the economic and social development of New York during the antebellum period.

Finally, students will learn that, since its inception, New York was a hotbed for both abolitionist and anti-abolitionist movements that only became more active in the antebellum period. The civil rights struggle that followed would embolden the efforts of these groups, but it is imperative for students to recognize that their perspectives grew not wholly from the events of the period, but from the earliest history of New York City. In fact, students should take from this unit an understanding that the history of antebellum New York is the outgrowth of a logical historical process that began many years before.

Essential Question

How does one engage in a struggle for civil rights?

Focus Questions	Lessons/Activities
<ul style="list-style-type: none"> • What was the civil rights struggle like for African Americans in antebellum New York? • What were the different forms that the civil rights struggle took in antebellum New York? 	<p>Note: These lessons are numbered in the order in which the author has used them with his students. They are grouped here in relation to the Focus Questions.</p> <ul style="list-style-type: none"> • 1. An Historical Debate on Antebellum New York City • 3. The New York Gradual Manumission Act of 1799 • 7. “Profiles in Courage”: Interviewing Historical Figures of Antebellum New York • 8. “Profiles in Courage”: Researching Historical Figures of Antebellum New York • 9. The Talk Show: “Profiles in Courage”
<ul style="list-style-type: none"> • How was New York City and New York State a hub for both abolitionist and anti-abolitionist movements? 	<ul style="list-style-type: none"> • 2. The United States Constitution: A Compromise on the Issue of Slavery? • 4. Slavery and the Abolitionist Struggle • 6. The Underground Railroad and New York City • 10. The Legacy of Lewis H. Latimer • 12. Town Hall Meeting on the Fugitive Slave Act of 1850
<ul style="list-style-type: none"> • What forms of resistance did abolitionists meet in their struggle for the civil rights of African Americans? 	<ul style="list-style-type: none"> • 5. Legislative Debate on Voting Rights for Black New Yorkers • 11. Reaction to the Fugitive Slave Act of 1850 in New York State • 13. Analyzing Political Cartoons of the Antebellum Period • 14. The Trial of Dred Scott, Part I: Analyzing and Synthesizing Information • 15. The Trial of Dred Scott, Part II: Differentiation in the Classroom

Other Activities:

Literacy

- Evaluate runaway slave advertisements during the antebellum period
- Read and interpret excerpts from *Gotham* by Burrows and Wallace (see Resources) that relate to New York City's relationship with its African American population
- Write an editorial that presents and defends the position of anti-abolitionist sentiments in New York City

Math

- Analyze and interpret the changing demographics of the African population after gradual manumission in New York State
- Compare and contrast the slaves and free Black landowners in Manhattan's "Land of the Blacks" before and after gradual manumission in New York City
- Calculate the average cost of enslaved Africans brought into New York City as part of the African slave trade

Science

- Compare and contrast the natural resources of New York City with Africa
- Analyze the effects of disease on Black and White populations during the antebellum period

Social Studies

- Plan a walking tour of the African Burial Ground and other related points of interest in Lower Manhattan
- Utilize the materials and web information from the "Slavery in New York" exhibit at the New-York Historical Society.
- Invite a local historian to your school as a guest speaker on the subject of abolition in New York City
- Make observations and inferences from a study of objects of the antebellum period

The Arts

- Create a mural in honor of the African slaves of the antebellum period
- Design a modern-day billboard recommending payment of reparations for families whose ancestors were slaves
- Invite a guest to perform African dance and drumming
- Create replicas of slave-made artifacts of the antebellum period

Technology

- View selected excerpts of Ric Burn's *New York: A Documentary Film* (1999)
- Use Trackstar for student research of historical figures of the antebellum period
- Develop a PowerPoint slide show presentation tracing the historical relationship of African Americans and New York City

Culminating Project: The culminating project for this unit on antebellum New York is a **mock trial of the case of *Dred Scott v. Sandford*.**

Other Possible Culminating Projects:

- Design a hands-on museum for an exhibit on New York slavery during the antebellum period
- Compete in a poetry contest sponsored by the African Burial Ground
- Design a monument depicting the slave experience in New York City
- Research and present a feature article on a significant historical person of the antebellum period
- Create and develop a television talk show focusing on historical figures of the antebellum period
- Create an interactive visitor's guide for a walking tour of New York City and its connections to abolitionist and anti-abolitionist movements

Culminating Project

Essential Question: How does one engage in a struggle for civil rights?

The culminating project for this unit on antebellum New York is a **mock trial of the case of *Dred Scott v. Sandford***. Lessons #14 and #15 in this unit are preparation for the final project.

Materials needed:

- Smart board
- Student copies of legal packet for *Dred Scott v. Sandford (1857)* (see Lesson #14)
- Extra templates for the various courtroom participants
- Gavel
- Easel
- Chart paper
- Appropriate images for the background of the courtroom
- Chairs/Desks for 30 people arranged for courtroom setting
- American flag
- Law book (for swearing in of witnesses)
- Nameplates for all participants

Procedure:

- The trial should follow the procedure outlined in Lesson #14:
 - Initial report by media outside the courtroom about the trial
 - Opening of court by the court officer
 - Seating and swearing in of the jury
 - Opening instructions by the judge(s)
 - Opening statements by the lawyers for the plaintiff
 - Opening statements by the lawyers for the defendant
 - Direct and cross-examination of the Witnesses
 - Closing arguments by lawyers for each side
 - Judge's instructions for the jury
 - Trial update by media outside the courtroom
 - Jury deliberations
 - Jury verdict
 - Final report and interviews with participants by media outside the courtroom

Students will be evaluated on:

- Oral presentation
- Written notes for the trial
- Effective arguments
- Originality
- Cooperation with classmates

Lesson Title: An Historical Debate on Antebellum New York City

Unit's Essential Question: How does one engage in a struggle for civil rights?

Focus Question: What was the civil rights struggle like for African Americans in antebellum New York?

Skills/Strategies

- Note taking
- Organize and synthesize information
- Analyze and evaluate information
- Recognize that others may have a different point of view
- Recognize point of view and bias

Materials, Supplies, and Equipment

- Smart board
- TV/DVD set up
- Chart paper
- Colored markers
- Images of various types of graphic organizers. www.essentialschools.org/.../templates2.gif
- Student notebooks or loose leaf paper

Primary Sources

- DVD: [The History Channel presents Slavery in New York. Constitutional Debates: Leslie Harris and James Horton discuss the evolution of anti-slavery laws in the New York State legislature.](http://www.nyhistory.org) The New-York Historical Society. <http://www.nyhistory.org>

Mini-Lesson

- | |
|--|
| <ul style="list-style-type: none">• Students will be convened in meeting area• Students will be told they will be viewing a constitutional debate on an educational video and will be responsible for taking notes on its contents• Teacher will ask students to turn to the person next to them and share their thoughts on the following question: When watching a debate, how would you organize your note taking so you could best understand what is being shared?• Students will share their responses and teacher will track them on chart paper• Teacher will then ask students what type of graphic organizers could they use to better organize the information they will be exposed to• Students will share their thoughts and teacher will again chart responses• Teacher will then flash images of various types of graphic organizers on smart board and will ask students if this will help them synthesize information from a debate• Teacher facilitates discussion in whole class share |
|--|

Independent Work Time

- | |
|--|
| <ul style="list-style-type: none">• Students will be told they will be viewing <u>The History Channel presents Slavery in New York. Constitutional Debates: Leslie Harris and James Horton discuss the evolution of anti-slavery laws in the New York State legislature</u>• Before viewing, students will create their own individual graphic organizer and note taking space to keep track of the information shared from the debate• Students will be given 3-5 minutes to develop their graphic organizer in student notebooks• Teacher will play DVD and will stop the video from time to time to provide students with |
|--|

time to gather their thoughts and/or to discuss portions of the video

- After completion of video, teacher will have students group together with other students who used the same or similar graphic organizers
- These groups will be given chart paper and colored markers and create a composite of all their information in the form of a graphic organizer

Share/Assessment

- Students will reconvene in meeting area
- Students will share their graphic organizers with the class
- Teacher will facilitate discussion of DVD and the information accessed by students
- Teacher will also asks students to share their impressions of the DVD as a learning tool
- Teacher will display student graphic organizers to be used as a reference for future lessons in the unit

Connection to Culminating Project

The students will develop and practice with various types of graphic organizers that can be used to organize information in preparation for the mock trial of Dred Scott. In addition, the debate of these two well-know historians will provide an historical context of anti-slavery sentiment in New York.

Lesson Title: The United States Constitution: A Compromise on the Issue of Slavery?

Note: Two 45-minute class periods should be allotted for this activity.

Unit’s Essential Question: How does one engage in a struggle for civil rights?

Focus Question: How was New York City and New York State a hub for both abolitionist and anti-abolitionist movements?

Skills/Strategies:

- Compare and contrast ideas
- Synthesize and evaluate information
- Identify values conflicts
- Recognize that others may have a different point of view
- Cooperate to accomplish goals
- Participate in group planning and discussion

Materials, Supplies, and Equipment

- Smart board
- Chart paper
- Colored markers
- Student copies of The United States Constitution
- Student copies of 1790 Federal Census and Slavery
- Student copies of the New-York Packet article (see Primary Sources)
- Student copies of Governor Morris’ Address to the Constitutional Convention

Primary Sources

- 1790 Federal Census and Slavery
<http://fisher.lib.virginia.edu/collections/stats/histcensus/php/state.php>
- “New-York Packet,” April 4, 1785, in D. Gellman and D. Quigley, ed. (2003). *Jim Crow New York, A Documentary History of Race and Citizenship, 1777-1787*. NY: New York University Press, 34-35.
- http://www.philly.com/mld/inquirer/news/special_packages/constitution_center/6217773.htm

Mini-Lesson

- | |
|---|
| <ul style="list-style-type: none">• Students will convene in meeting area.• Teacher will introduce the idea that the Constitution was a “bundle of compromises”• Teacher will ask the following critical questions to engage students in a brief discussion<ul style="list-style-type: none">○ What is a compromise?○ Have you ever been part of a compromise decision? If so, what was it?○ Why are compromises necessary?○ What are the benefits and consequences of compromise?• Teacher will chart student responses on chart paper |
|---|

Independent Work Time

- Students will be divided into pairs
- Teacher will hand out student copies of the 1790 Federal Census, New-York Packet article, and Governor Morris' Address to the Constitutional Convention
- Each pair of students will represent one of the thirteen (13) states identified in the 1790 Federal Census
 - *Note:* extra students may comprise a third person for each group, preferably in the larger states of New York, Pennsylvania, and Virginia
- Students will read over their materials and decide on a position to be taken on the issue of slavery
- Each state will chart their ideas on chart paper and post them in their section of the room to allow other students to evaluate their positions

Share/Assessment

- Students will reconvene and work together as a representative body and design a compromise on the issue of slavery for the Constitutional Convention
- By the end of the class, students will have worked together and will have prepared to share and defend their position against opposing viewpoints

Connection to Culminating Project

Students will be cooperating to accomplish goals and participating in group planning and discussion, both essential elements for preparation for the mock trial.

Lesson Title: The New York Gradual Manumission Act of 1799

Unit's Essential Question: How does one engage in a struggle for civil rights?

Focus Question: What was the civil rights struggle like for African-Americans in antebellum New York?

Skills/Strategies

- Analyze and synthesize information
- Distinguish between fact and opinion
- Compare and contrast ideas
- Identify basic assumptions
- Support a position

Materials, Supplies, and Equipment

- Student copies of the New York Gradual Manumission Act of 1799
- Image of the New York Gradual Manumission Act of 1799
- 5-3-1 analytical template

Primary Sources

- The Gradual Manumission Act of 1799
www.nyscss.org/resources/publications/NYandSlavery/Chapter%20D/Documents/17771819.JOH.pdf

Mini-Lesson

- Students will convene in meeting area
- Teacher will instruct students that the compromises of the U.S. Constitution did not prohibit the individual states from making their own laws with regard to slavery (as long as they were constitutional)
- Teacher will project image of The Gradual Manumission Act of 1799
- Teacher will briefly review the Act and facilitate discussion by asking students the following questions:
 - What are the pros and cons for the people of New York State in gradually abolishing slavery?
 - What groups of people would benefit from this Act? Why do you think so??
 - What groups of people would lose from the passing of this Act? Why do you think so?
 - What other alternative solutions might there be? What are the pros and cons of those positions?
- Teacher will record responses on chart paper

Independent Work Time

- Students will be grouped in pairs for this activity
- Students will be provided with copies of The Gradual Manumission Act of 1799 and with 5-3-1 analytical templates
- Students will be writing a short editorial explaining the essential points of the Act and taking a position on the Manumission Act and its effect on New York State
- Teacher will confer with students as they engage in this activity
- Students will peer edit their editorials with their partners during the writing process

Share/Assessment.

- | |
|---|
| <ul style="list-style-type: none">• Students will reconvene in meeting area• Students will share their short editorials in whole class share• Teacher will facilitate debate on The Gradual Manumission Act of 1799 |
|---|

Connection to Culminating Project
--

Students will gain experience in analyzing and interpreting primary source documents, both critical skills that will be further explored during the mock trial of Dred Scott.

Lesson Title: Slavery and the Abolitionist Struggle**Unit’s Essential Question:** How does one engage in a struggle for civil rights?**Focus Question:** How was New York City and New York State a hub for both abolitionist and anti-abolitionist movements?**Skills/Strategies**

- Decode and interpret images
- Draw conclusions and make predictions

Materials, Supplies, and Equipment

- Smart board
- Overhead projector, if necessary
- Chart paper
- Image (or transparency) of “Shipping Sugar, Willoughby Bay, Antigua”
- Colored markers
- Various art supplies
- Images and student copies of “Cutting the Sugar-Cane, On Delap’s Estate, Antigua”
- Images and student copies of “Negroes just landed from a Slave Ship”
- Images and student copies of “United States Slave Trade”
- Images and student copies of “Grand Celebration! The Abolition of the Slave Trade”
- Images and student copies of “Am I Not a Man and a Brother?”
- Student copies of Image Analysis template

Primary Sources

- “Shipping Sugar, Willoughby Bay, Antigua.” William Clark, 1723. Collection of the New-York Historical Society.
- “Cutting the Sugar-Cane, On Delap’s Estate, Antigua.” William Clark, 1823. Collection of the New-York Historical Society.
- “Negroes just landed from a Slave Ship.” Engraving in *A General Description of the People of Africa*. Rev. J. Goldsmith [pseudo]. Philadelphia: Johnson & Warner, 1810. Manuscripts, Archives and Rare Books Division, Schomburg Center for Research in Black Culture, The New York Pubic Library, Astor, Lenox, and Tilden Foundations.
- “United States Slave Trade” Print, 1830. The New-York Historical Society
- “Grand Celebration! The Abolition of the Slave Trade.” Broadside, Boston 1817. The New York Historical Society.
- “Am I Not a Man and a Brother?” Detail from broadside of same title. New York, 1837. Library of Congress. Broadside Collection, portfolio 118, no. 32a.

Mini-Lesson

- Teacher will convene students in meeting area
- Teacher will show students the image “Shipping Sugar, Willoughby Bay, Antigua”
- Teacher will ask students the following critical thinking questions:
 - Describe what is physically happening in the image
 - What words and or symbols did the artist use in his or her image? Explain what is significant about these words or images.
 - What is the focus of the artist? How do you know?
 - Describe in detail what the artist wants to make you feel about the institution of slavery.
 - What seems to be most important to this artist? Why do you think so?
 - Create a caption for this image and explain why you think it makes an

appropriate title.

- Teacher will elicit responses from students and facilitate whole group discussion

Independent Work Time

- Students will be divided into five groups
- Each student group will be provided with two copies of one of the selected images
- Each individual student will receive an image analysis template
- In their groups, students will decode the images by responding to the questions on the image analysis template
- After conferencing with students in their group, students will complete their individual templates

Share/Assessment

- Students will reconvene in meeting area
- Teacher will project images on Smart board or use overhead projector
- Students will present their analyses of the selected image in whole class share
- Teacher will facilitate discussion of images and help students make connections to their unit of study

Connection to Culminating Project

In their preparation for the mock trial, students will be required to decode and interpret images in their legal packets and share that interpretation with others.

Lesson Title: Legislative Debate on Voting Rights for Black New Yorkers

Note: Two 45-minute class periods should be allotted for this activity

Unit's Essential Question: How does one engage in a struggle for civil rights?

Focus Question: What forms of resistance did abolitionists meet in their struggle for the civil rights of African-Americans?

Skills/Strategies

- Analyze and synthesize information from primary source documents
- Compare and contrast ideas
- Distinguish fact and opinion
- Recognize that others may have a different point of view
- Support and defend a position in a debate

Materials, Supplies, and Equipment

- Smart board
- Chart paper
- Markers
- Image of text of New York State Constitution of 1777
- Student copies of summary of New York State Constitution, 1777
<http://www.senate.state.ny.us/sws/aboutsenate/timeline.html>
- Student copies of Erastus Root testimony at New York State Constitutional Convention of 1821
- Student copies of Robert Clarke testimony at New York State Constitutional Convention of 1821
- Gavel
- Name plates for students' names and their roles
- *Foundations of Democracy, Teacher's Guide, Elementary Level. pp. 17-19*

Primary Sources

- Testimony of Erastus Root and Robert Clarke. D. Gellman and D. Quigley, ed. (2003). *Jim Crow New York: A Documentary History of Race and Citizenship 1777-1877*: New York University Press, 114-122. Also can be found at http://people.hofstra.edu/faculty/alan_j_singer
- New York State Constitution of 1777. <http://www.yale.edu/lawweb/avalon/states/ny01.htm>

Mini-Lesson

- Students will convene in meeting area
- Teacher will project the text New York State Constitution of 1777 on to smart board
 - *Note:* If technology is not available, students will be provided with hard copies of New York State Constitution
- Teacher will explain that even though the United States Constitution had not yet been written, each state had its own constitution to govern its own local affairs.
- Teacher will review several excerpts from the New York Constitution in order to ensure that students make that distinction
- Teacher will then scroll down to clause related to the voting rights of the citizens of New York State in 1777
- Teacher will have a student read aloud the text in whole class share
- Teacher will facilitate discussion about the text using the following critical questions as a guide:
 - What people are specifically singled out to vote by the New York State

- Constitution?
 - What people are excluded from voting?
 - Why do you think these decisions were made by those who derived the Constitution in 1777?
- Teacher will distribute copies of summary of New York State Constitution of 1777 and review it

Independent Work Time

- Teacher will divide students into pairs
- Teacher will instruct students that they will be appearing in front of the New York State Constitutional Convention in 1821 to debate the merits of amending the Constitution's voting rights clause
- Teacher will distribute the testimony of Erastus Root and Richard Clarke to all students
- Teacher will distribute chart paper to each student
- Each student will take one side in the debate on voting rights and chart their reasons for their opinion on the chart paper
- Students will use the testimony of the two historical figures as a guide, but may expand their arguments beyond those presented by them
- Students will then be regrouped according to their positions on the issue of voting rights for blacks and prepare as a team to debate their position for black New Yorkers
- Teacher will allow time for participants to *prepare* for legislative debate
 - Each group will select a spokesperson and a recorder
 - Each group will divide their points of debate amongst the various members of their team
 - Each group will develop a bill to be presented to the legislature for debate

Share/Assessment

Note: I have adapted the legislative hearing format for this activity from *Foundations of Democracy, Teacher's Guide, Elementary Level*. pp. 17-19.

- Teacher will set up room to look like a legislative chamber
 - *Note:* Teacher will include a table for the presiding officer, a desk for the recorder and a podium if necessary
- Teacher will set up time limits for the debate
- Teacher will act as presiding officer of legislative debate
 - This officer will call the debate to order, indicate that all votes on a bill will be decided by a simple majority, announce the issue, and open the debate
- The spokesperson for the first group will introduce their bill
 - He or she will stand, address the presiding officer, and describe the bill the group has written
- After the presenting bill, the spokesperson will recognize two other people from her team to make additional comments on the bill
- The bill will be discussed and debated by representatives from other groups
- A spokesperson for the second group will then introduce their bill and the process is repeated
- When discussion is and debate on all bills is completed, legislators may select one of the following steps:
 - Vote on one of the bills
 - Move for a recess to discuss the proceedings and decide upon a course of action
- When the session is reconvened, the presiding officer asks for a motion to vote on or amend one of the bills on the table
- The process will be repeated until a bill is passed

- In debriefing the activity, teacher will have students discuss the strengths and weaknesses of the positions taken and evaluate the experience of the legislative process itself

Connection to Culminating Project

Students will utilize the skills of analyzing and synthesizing information in developing an argument for the mock trial simulation. In addition, by supporting and defending a position, students will gain useful experience in advocating on controversial historical issues.

Lesson Title: The Underground Railroad and New York City

Unit’s Essential Question: How does one engage in a struggle for civil rights?

Focus Question: How was New York City and New York State a hub for both abolitionist and anti-abolitionist movements?

Skills/Strategies

- Read maps, legends, symbols, and scales
- Comparing maps and making inferences
- Interpreting and analyzing different kinds of maps
- Creating maps

Materials, Supplies, and Equipment

- Smart board
- Chart paper
- Colored markers
- Large oak tag paper
- Student copies of the following:
 - Map of Underground Railroad Routes in Eastern United States
 - Map of Underground Railroad Routes in Northeastern United States
 - Map of Underground Railroad Routes in New York State
 - Image of 1855 map of city of Syracuse
 - Underground Railroad Routes template

Primary Sources

- Map of Underground Railroad Routes in Eastern United States
www.math.buffalo.edu/~sww/0history/ugrrmapUS.gif
- Map of Underground Railroad Routes in Northeastern United States
www.nationalgeographic.com/railroad/map.html
- Map of Underground Railroad Routes in New York State
<http://www.nyhistory.com/ugrr/map.htm>
- Image of 1855 map of city of Syracuse
<http://libwww.syr.edu/digital/exhibits/u/undergroundrr/screen/SyracuseWardMaps1855BWpops2.jpg>

Mini-Lesson

- Students will convene in meeting area
- Teacher will (re)introduce the idea of the Underground Railroad to students
- Teacher will project image of 1855 map of city of Syracuse on Smart board
- Teacher will facilitate discussion of map and what it tells us about the city of Syracuse by asking the following questions:
 - What is the focus of this map? How do you know?
 - What type of information is this map providing? Be specific.
 - What techniques does the mapmaker use to make the information on the map more accessible to its reader?
 - What information is missing from your map that would better help you understand the Underground Railroad system?
 - If you were a runaway slave, would the city of Syracuse be a safe place to avoid capture? Why do you think so?
- Teacher will chart responses and facilitate discussion of the map and its connections to the Underground Railroad

--

Independent Work Time

- | |
|---|
| <ul style="list-style-type: none">• Students will be divided into groups of three• Each student group will be provided with the following:<ul style="list-style-type: none">○ Map of Underground Railroad Routes in Eastern United States○ Map of Underground Railroad Routes in Northeastern United States○ Map of Underground Railroad Routes in New York State○ 3 Underground Railroad Routes templates• Each student will select one of the maps provided, analyze it, and respond to the questions on the Underground Railroad Routes template• Upon completion of their analysis, students will share their results with the other members of their group |
|---|

Share/Assessment

- | |
|--|
| <ul style="list-style-type: none">• Teacher will distribute large oak tag paper to each student group• Each student group will create a composite map that will serve as a guide for fugitive slaves attempting to escape from the South to New York.• Students will synthesize the critical data from the three maps and using available materials create this composite map for display in the classroom |
|--|

Connection to Culminating Project
--

- | |
|---|
| <ul style="list-style-type: none">• Students will need experience looking at and analyzing maps since there will be documents in their mock trial legal packets that deal with questions of geography |
|---|

Lesson Title: “Profiles in Courage”: Interviewing Historical Figures of Antebellum New York

Unit’s Essential Question: How does one engage in a struggle for civil rights?

Focus Question: What were the different forms that the civil rights struggle took in antebellum New York?

Skills/Strategies

- Distinguish fact and opinion
- Draw conclusions and make inferences from information
- Develop interviewing techniques and skills

Materials, Supplies, and Equipment

- Student copies of profiles in courage from *Slavery in New York Teacher’s Guide* from The New-York Historical Society
- 10 laptops, if available
- Student notebooks or loose leaf paper

Primary Sources

- The following profiles in courage can be found in *Slavery in New York Teacher’s Guide* from The New-York Historical Society:
 - Catherine Ferguson. Lewis Tappan’s obituary of Catherine Ferguson at <http://www.amherst.edu/~aardoc/Ferguson.html>.
 - Rose Butler. “The Rose Butler Case.” in Berlin and Harris, eds. *Slavery in New York*. New York: New Press, 2005; Harris, *In the Shadow of Slavery: African Americans In New York City, 1626-1863* Chicago: University of Chicago Press, 2003, 111-116.
 - Jack DeVoo. Thomas DeVoe, *The Market Book*. New York, 1862. pp. 341-345; reprinted in Paul A. Gilje and Howard B. Rock, eds. *Keepers of the Revolution: New Yorkers at Work in the Early Republic*. Ithaca: Cornell University Press, 1992. pp.224-228.
 - Serena Baldwin. Abigail Mott, comp., *Biographical Sketches and Interesting Anecdotes of Persons of Colour*. New York: M. Day, 1826. s.v. “African Schools in New York City,” available at <http://docsouth.unc.edu/neh/mott26/mott26.html>.
 - William Hewlett. George A. Thompson, Jr., *A Documentary History of the African Theatre*. Evanston: Northwestern University Press, 1998. Shane White, *Stories of Freedom in Black New York*. Cambridge: Harvard University Press, 2002.
 - William Hamilton. Leslie M. Harris, *In the Shadow of Slavery: African Americans in New York City, 1626-1863*. Chicago: University of Chicago Press, 2003; Graham Russell Hodges, *Root and Branch: African Americans in New York and East Jersey 1613-1863*. Chapel Hill: University of North Carolina Press, 1999.
 - John Russwurm. *American National Biography*, s.v. “Russwurm, John.”
 - Peter Williams, Jr. *American National Biography*, s.v. “Williams Peter”: Peter Williams, Jr., *An Oration on the Abolition of the Slave Trade; Delivered in the City of New York, January 1, 1808*. New York: Samuel Wood, 1808.
 - Peter Van Wagener. Nell Irvin Painter, *Sojourner Truth, A Symbol*. New York: W.W. Norton 1996; Oliver Gilbert, ed., *The Narrative of Sojourner Truth*. Boston: 1850; available at <http://digital.library.upenn.edu/women/truth/1850/1850-16.html>
 - Sojourner Truth. Nell Irvin Painter, *Sojourner Truth, A Symbol*. New York: W.W. Norton 1996; Oliver Gilbert, ed., *The Narrative of Sojourner Truth*

Mini-Lesson

- Students will convene in meeting area
- Teacher will ask students the following question:
 - If you want to learn more about the antebellum period, what historical figure would you interview?
- Teacher will chart the names of the historical figures cited by students
- Teacher will then ask students to turn to the person sitting next to them and discuss what questions they would ask that historical figure
- Teacher will ask students to share their ideas in whole class share
- Teacher will chart responses on chart paper and post in room to act as a reference guide for students during their independent activity

Independent Work Time

- Students will be divided into groups of three
- Each student group will be given one of the “Profiles in Courage” for the activity or one of the appropriate choices that students came up with during the mini-lesson
 - *Note:* Each teacher may have his or her own way to distribute these characters. It is important to emphasize that student choice should be a priority though that does not necessarily mean that each student will get his or her first selection.
- Students will develop an interview of the historical figure profiled on the biographical cards from *Slavery in New York Teacher’s Guide* from The New-York Historical Society
- Students will include background information, questions, and responses for their interview which will become part of a talk show about the historical period and figures that they are studying
- Teacher will ask students if they have any questions or comments before commencing activity
- Students will engage in activity as teacher conferences with groups

Share/Assessment

- Students will share their interviews in whole class share
- Teacher facilitates discussion of what makes a good question and other techniques that lead to an informative interview

Connection to Culminating Project

The students will develop interviewing skills that will be utilized during the mock trial simulation Legislative Debate on Voting Rights for Black New Yorkers.

Lesson Title: “Profiles in Courage”: Researching Historical Figures of Antebellum New York

Unit’s Essential Question: How does one engage in a struggle for civil rights?

Focus Question: What were the different forms that the civil rights struggle took in antebellum New York?

Skills/Strategies

- Identify main ideas from primary and secondary sources
- Gather and synthesize information
- Create a report of information

Materials, Supplies, and Equipment

- Smart board
- Chart paper
- 5-10 individual laptops

Primary Sources

- The following profiles in courage can be found in *Slavery in New York Teacher’s Guide* from The New-York Historical Society:
 - Catherine Ferguson. Lewis Tappan’s obituary of Catherine Ferguson at <http://www.amherst.edu/~aardoc/Ferguson.html>.
 - Rose Butler. “The Rose Butler Case.” in Berlin and Harris, eds. *Slavery in New York*. New York: New Press, 2005; Harris, *In the Shadow of Slavery: African Americans In New York City, 1626-1863* Chicago: University of Chicago Press, 2003, 111-116.
 - Jack DeVoo. Thomas DeVoe, *The Market Book*. New York, 1862. pp. 341-345; reprinted in Paul A. Gilje and Howard B. Rock, eds. *Keepers of the Revolution: New Yorkers at Work in the Early Republic*. Ithaca: Cornell University Press, 1992. pp.224-228.
 - Serena Baldwin. Abigail Mott, comp., *Biographical Sketches and Interesting Anecdotes of Persons of Colour*. New York: M. Day, 1826. s.v. “African Schools in New York City,” available at <http://docsouth.unc.edu/neh/mott26/mott26.html>.
 - William Hewlett. George A. Thompson, Jr., *A Documentary History of the African Theatre*. Evanston: Northwestern University Press, 1998. Shane White, *Stories of Freedom in Black New York*. Cambridge: Harvard University Press, 2002.
 - William Hamilton. Leslie M. Harris, *In the Shadow of Slavery: African Americans in New York City, 1626-1863*. Chicago: University of Chicago Press, 2003; Graham Russell Hodges, *Root and Branch: African Americans in New York and East Jersey 1613-1863*. Chapel Hill: University of North Carolina Press, 1999.
 - John Russwurm. *American National Biography*, s.v. “Russwurm, John.”
 - Peter Williams, Jr. *American National Biography*, s.v. “Williams Peter”: Peter Williams, Jr., *An Oration on the Abolition of the Slave Trade; Delivered in the City of New York, January 1, 1808*. New York: Samuel Wood, 1808.
 - Peter Van Wagener. Nell Irvin Painter, *Sojourner Truth, A Symbol*. New York: W.W. Norton 1996; Oliver Gilbert, ed., *The Narrative of Sojourner Truth*. Boston: 1850; available at <http://digital.library.upenn.edu/women/truth/1850/1850-16.html>
 - Sojourner Truth. Nell Irvin Painter, *Sojourner Truth, A Symbol*. New York: W.W. Norton 1996; Oliver Gilbert, ed., *The Narrative of Sojourner Truth*

Mini-Lesson

- Students will convene in meeting area
- Teacher will instruct students that they will be continuing to develop their character profiles and their interviews for a talk show performance
- Teacher will review how students should conduct a quality online search about their historical figure

Independent Work Time

- Students will work on individual laptops and research information on their profile in courage
 - *Note:* Due to the limited number of computers, those students without the available technology will also research their characters using available print resources from the classroom or school library, and/or from classroom sets on individual tables.
 - *Note:* Students may also be placed in three separate student centers: laptop community, classroom library, and video theatre where they can gather information from a variety of sources
- Students will continue to refine and expand upon their interview for the talk show
- Teacher will conference with students who may be at different stages of the research process

Share/Assessment

- Students will reconvene in meeting area
- Students will practice portions of their interviews in whole class share
- Students will offer suggestions on how students can improve their interviews through peer review

Connection to Culminating Project

Students may use the historical figures profiled as potential character for expert witnesses during the mock trial of Dred Scott.

Lesson Title: The Talk Show: “Profiles in Courage”

Note: Two 45-minute class periods should be allotted for this activity.

This lesson has been adapted from an Arts-in-Education Program: Drama and History Integration Workshop led by Joyce Griffen and AnaMaria Correa of the Henry Street Settlement.

Unit’s Essential Question: How does one engage in a struggle for civil rights?

Focus Question: What were the different forms that the civil rights struggle took in antebellum New York?

Skills/Strategies

- Gather and prioritize information
- Identify basic assumptions
- Support a position
- Create and perform a skit (“talk show”)

Materials, Supplies, and Equipment

- Smart board
- Chart paper
- Colored markers
- Index cards
- CD player
- Classroom furniture

Primary Sources

- See profiles in courage, Lessons #7 & #8

<p>Mini-Lesson</p> <ul style="list-style-type: none"> • Teacher will convene students in meeting area • Teacher will revisit activity where students struck poses as experts • Teacher will also remind students that they will be producing and presenting a talk show for an audience • Teacher will ask students what are the elements of a successful talk show • Students will respond and teacher tracks responses on chart paper • Teacher will facilitate discussion about the merits of a successful talk show in whole class share

<p>Independent Work Time</p> <ul style="list-style-type: none"> • Students return to their work areas in their original groups of three • Each team will brainstorm the areas and amount of knowledge their historical figure will need in order to be invited to appear as an expert on a television talk show • Having done the necessary research on their historical figures, students will distill the information they gathered to 5-7 important facts and will prepare them for discussion • Each team will choose one of the members of their team to serve as following: <ul style="list-style-type: none"> ○ The “expert” ○ The expert’s assistant ○ Member of the talk show staff • Teacher will provide the production rules of the talk show which would include the following: <ul style="list-style-type: none"> ○ No inappropriate language

- No physical violence
- No inappropriate subject matter
- Members of the talk show staff will meet in a separate part of the room and will choose among a variety of positions that include, but are not limited to the following:
 - Host
 - Co-host
 - Announcer
 - Camera person
 - Sound person
 - Stage manager
 - Technical crew
 - Producer
 - Commercial spokesperson
- Members of the talk show staff must decide on the arrangement of the “stage set”—i.e. host’s desk and chair, guest seating, entrance direction of guests, etc.
- Experts’ assistants will be responsible for preparing the talk show experts

Note: The assistants will become part of the audience during the actual talk show
- Teacher will facilitate with experts and team members in activities such as refining interview techniques, auditioning hosts, creating commercials and/or public service announcements, choosing sound/music, etc.

Share/Assessment

- The classroom will be transformed into a talk show set
- The talk show is presented, with commercials and questions from the audience
- After completion of the talk show, students will discuss the talk show activity, including questions, suggestions, and applications

Connection to Culminating Project

The talk show simulation will allow students to gain experience in gathering and synthesizing information from primary sources, and then presenting that information in a very different format. The talk show activity here follows a very similar format to that of the mock trial so students will have some familiarity with the skills and expectations of that activity.

Lesson Title: The Legacy of Lewis H. Latimer

Unit’s Essential Question: How does one engage in a struggle for civil rights?

Focus Question How was New York City and New York State a hub for both abolitionist and anti-abolitionist movements?

Skills/Strategies

- Decode images
- Draw conclusions and make inferences
- Analyze and evaluate information
- Recognize that others might have a different view

Materials, Supplies, and Equipment

- Smart board
- Student copies of 5-3-1 template

Primary Sources

- The following documents can be obtained from the Lewis H. Latimer House in Flushing, NY. <http://www.latimerhousemuseum.org/about.htm>. Phone number (718) 961-8585:
 - Student copies and image of “Lewis H. Latimer (1848-1928)”
 - Student copies of “Abolitionism and the Fugitive Slave Debate”
 - Student copies of “Kidnappers and Slave Catchers” poster
 - Student copies of “Interpreting Documents: The Kidnappers and Slave Catchers Poster”

Mini-Lesson
<ul style="list-style-type: none"> • Teacher will convene students in meeting area • Teacher will inform students that they will be taking an educational visit to the Lewis H. Latimer House • Teacher will distribute student copies of “Lewis H. Latimer (1848-1928)” • Teacher will also project image of “Lewis H. Latimer (1848-1928)” on Smart board • Students will conduct shared read aloud of text • Teacher will facilitate discussion of text to prepare students for educational visit

Independent Work Time
<ul style="list-style-type: none"> • Students will work in pairs • Teacher will distribute student copies of “Abolitionism and the Fugitive Slave Debate” and 5-3-1 template to one pair of students at a table • Teacher will distribute student copies of “Kidnappers and Slave Catchers” and “Interpreting Documents: The Kidnappers and Slave Catchers Poster” to the other pair of students at the table • Students will complete their assigned templates after analyzing the text and decoding the images presented to them • Teacher will confer with students as they are engaging in their respective activities

Share/Assessment
<ul style="list-style-type: none"> • Students will reconvene in meeting area • Students will share their responses in whole class share • Teacher will chart responses on chart paper

- Teacher will take students on educational visit to Lewis H. Latimer House

Connection to Culminating Project

Students will be exposed to an important legal precedent that eventually led to the Dred Scott decision. The effect that the Latimer case would have for blacks in the United States demonstrated that New Yorkers were having a profound impact on the issues surrounding fugitive slaves.

Lesson Title: Reaction to the Fugitive Slave Act of 1850 in New York State

Unit's Essential Question: How does one engage in a struggle for civil rights?

Focus Question: What forms of resistance did abolitionists meet in their struggle for the civil rights of African-Americans?

Skills/Strategies

- Analyze and interpret information from primary and secondary source documents
- Compare and contrast ideas
- Identify values conflicts
- Cooperate to accomplish goals

Materials, Supplies, and Equipment

- Smart board
- Image of Fugitive Slave Act of 1850 <http://www.nationalcenter.org/FugitiveSlaveAct.html>
- Chart paper
- Colored markers
- Various art supplies, such as colored pencils, colored paper, and glue
- Student copies of The Fugitive Slave Act of 1850
- Student copies of selected excerpts related to the Fugitive Slave Act of 1850
- Student copies of Fugitive Slave Act of 1850 analytical template

Primary Sources

- The Fugitive Slave Act. <http://www.nationalcenter.org/FugitiveSlaveAct.html>
- Sennet, M. *North Star Country: Upstate New York and the Crusade for African American Freedom*
- *The Rev. J.W. Loguen, As a Slave and as Freeman. A Narrative of Real Life.* Syracuse, 1859, pp. 39193; Aptheker H. (1973). *A Documentary History of the Negro People in the United States.* Secaucus, NJ: Citadel Press, v.1, 306-308.
- [Libwww.syr.edu/digital/exhibits/g/GerritSmith/jerry.htm](http://www.syr.edu/digital/exhibits/g/GerritSmith/jerry.htm)
- *New York Daily Tribune*, New York. June 21, 1853, p.6
- Bradford, S. (1886), *Harriet, the Moses of Her People*, G.R. Lockwood & Son
- New York State Freedom Trail.
<http://www.oce.nysewd.gov/freedom%20trail/fttourism2.htm>

Mini-Lesson
<ul style="list-style-type: none"> • Students will convene in meeting area • Teacher projects text of Section 5 of the Fugitive Slave Act on Smart board <ul style="list-style-type: none"> ○ <i>Note:</i> If technology is not available, student copies of the Act are handed out to the students • Teacher will conduct shared read aloud of selected text of the Act in whole class share • Teacher will review the Fugitive Slave Act with students by facilitating discussion about its history and purpose

Independent Work Time

- Students will reconvene in meeting area
- Each group will share their visual presentation in whole class share
- Teacher will facilitate discussion by having students compare and contrast the different reactions to the Act
- Teacher will display visual representations around the classroom and will use them as teaching aids for future lessons

Share/Assessment

- Students will reconvene in meeting area
- Students will share their responses in whole class share
- Teacher will chart responses on chart paper
- Teacher and students will review their visit to Lewis H. Latimer House

Connection to Culminating Project

Students will become more adept at analyzing and interpreting primary and secondary source documents. Students will be provided with numerous primary and secondary source documents for the mock trial and will need to judge their persuasive value in their arguments at trial.

Lesson Title: Town Hall Meeting on the Fugitive Slave Act of 1850

Note: This lesson was adapted from a lesson by David Seiter of Northridge High School at a NCSS Presentation in November, 2003. He has his class conduct a town hall meeting in Syracuse, New York. Much of the adaptation for this lesson is based on the characters that Mr. Seiter selects as the interested people at the Syracuse Town Hall Meeting.

Note: Two 45-minute class periods should be allotted for this activity.

Unit’s Essential Question: How does one engage in a struggle for civil rights?

Focus Question: How was New York City and New York State a hub for both abolitionist and anti-abolitionist movements?

Skills/Strategies

- Prepare, advocate, and defend a specific point of view
- Recognize that others may have a different point of view
- Identify values conflicts

Materials, Supplies, and Equipment

- Student copies of the text of Fugitive Slave Act of 1850
- Student copies of town hall meeting template
- Student copies of participants in town hall meeting
- Individual nameplates with student names and their roles
- Gavel
- *Foundations of Democracy, Teacher’s Guide, Elementary Level. pp. 25-27.*

Primary Sources

- The Fugitive Slave Act of 1850 <http://www.nationalcenterorg/.FugitiveSlaveAct.html>

<p>Mini-Lesson</p> <ul style="list-style-type: none"> • Students will convene in meeting area • Teacher will tell students that they will participating in a town meeting and ensure that student’s understand the nature and purpose of a town meeting • Teacher will distribute student copies of the Fugitive Slave Act of 1850 to students • Teacher will then briefly review the Fugitive Slave Act of 1850 from the previous lesson and will ask if students have any questions or comments about the Act • Teacher will randomly assign roles to individual students for the town meeting • Teacher will distribute town meeting template to students • Teacher will explain that students are to respond to the questions on their template and prepare a presentation for the town meeting

<p>Independent Work Time</p> <ul style="list-style-type: none"> • Students will group themselves according to their roles in the town meeting • Students will complete their town meeting templates and prepare to present their perspective during a town meeting • The room will be configured for use as a meeting room <ul style="list-style-type: none"> ○ Teacher may want to arrange the use of a hearing room or committee room of a local legislative body • Teacher will organize the town meeting by assigning individuals the following roles at the town meeting:

- Al Abolitionist: He is a Quaker who recently moved to Saratoga and is opposed to slavery
 - Barney Barber: He is the local barber and believes that the government should stay out of everyone's business. He believes every person should make up their own mind on the subject.
 - Cal Congressman: He is a local Congressman who represents the town at the federal level. He voted against the Act.
 - Dorcas Dash: She is an escaped slave who is living on the outskirts of this northern town.
 - Edie Egalitarian: She is a teacher at a local black school for children. She believes that everyone is equal and supports the law.
 - Freddy Farmer: He needs cheap labor for his farm so he will disobey the law even if it is passed.
 - Gary Gone: Gary was a former slave who escaped from Freddy Farmer's farm.
 - Harry Hunter: He makes money by looking for escaped slaves in upstate New York and returns them to their owners.
 - Isabel Instigator: She is a women's rights activist from Seneca Falls who is in town to organize a protest. She supports the law.
 - James Judge: He is the town judge who is sworn to uphold the law. While he personally disagrees with the law, he says he will uphold it in his courtroom.
 - Kelly Kitchen: She is the wife of a local shopkeeper who supports the law even though her husband said he will disobey the law
 - Lenny Legal: He is a lawyer that believes that all people should obey the laws of the nation.
 - Mary Married. She is the wife of Freddy Farmer. She opposes slavery, despite her husband's warnings to keep her mouth shut on the issue.
 - Nancy Naysayer: She is the local gossip who always fears change. She longs for the days when the slaves did all the work in the town. She opposes the law.
 - Olivia Optimistic: She is a local activist who has always opposed slavery and thinks the law does not go far enough to punish those who break it.
 - Peter Politician: He is a New York Senator who voted for the Act
 - Quanae Quizzical. She is a widow who has five small children. She runs a small ranch in the hills and needs help with all the work. She will disobey the law to survive even though she does not oppose it.
 - Reverend Riley: He is the head of the local church and thinks that all people should be treated the same under the eyes of God. He supports the law.
 - Sam Sheriff: He believes it is his job both to obey and enforce the law
 - Tom Topsy. He owns the local saloon. He opposes the law since he does not want any blacks in his bar. He believes it would ruin his business.
 - Uma Undecided: Her family used to own slaves, but she always found the whole idea of slavery extremely disturbing. She remains undecided.
 - Valerie Vindictive: Her family used to own slaves. One of them stole money from her and she always thought they were lazy. She opposes the law.
 - Willy Writer: He is the writer for the local newspaper, the Syracuse Gazette, He believes that this should be a local issue and that each town should be able to vote on the Act.
 - Xena Xenophobia: She believes that anyone who does not "look white" should not have the same rights as those who do
 - Yasmin Yeller: She is the town crier who argues that everybody should obey the law.
 - Zane Zipper: He owns the local clothing store and is concerned that if he hires free blacks at his store, he may lose business. He is leaning toward disobeying the law
 - Teacher will institute the following procedures in conducting the town meeting:
- Note:* I have adapted the town meeting format for this activity from *Foundations of Democracy, Teacher's Guide, Elementary Level. pp. 25-27.*
- The chairperson (teacher) will call the meeting to order and announce the purpose of the meeting

- The chairperson will also establish any rules or procedures that need to be followed during the meeting:
 - No person may speak unless recognized by the chair
 - No interruptions when one person is speaking
 - If a speaker in any way shows a lack of respect for the meeting, the chairperson may declare him or her out of order
 - There will be set time limits on debate time
- The chairperson will call upon a person in favor of the Fugitive Slave Act of 1850 and describe his or her position
- The chairperson will then call upon a person in opposition to the Act
- After all the people on both sides of the Act have had an opportunity to speak, the chairperson will open the question for additional discussion and debate. During this time, any person may stand, be recognized, and present his or her point of view
- Upon completion of the debate, students will vote on whether or not their town will abide by the Fugitive Slave Act of 1850. The vote will be decided by a majority

Share/Assessment

- Teacher will debrief activity in whole class share
- Teacher will facilitate discussion of the results of the vote taken on the Fugitive Slave Act of 1850.
- Teacher will ask students to evaluate the strength of the positions taken during the town meeting
- Teacher will conclude the debriefing by having students discuss the effectiveness of this activity as a tool for learning

Connection to Culminating Project

Students will transfer the skills of preparing, advocating, and defending a specific point of view to their mock trial.

Lesson Title: Analyzing Political Cartoons of the Antebellum Period

Unit’s Essential Question: How does one engage in a struggle for civil rights?

Focus Question: What forms of resistance did abolitionists meet in their struggle for the civil rights of African-Americans?

Skills/Strategies

- Examine and interpret primary and secondary sources of information
- Decode and interpret images
- Draw conclusions and make inferences

Materials, Supplies, and Equipment

- Smart board
- Student copies of political cartoon analysis templates

Primary Sources:

- “The Political Quadrille. Music by Dred Scott” political cartoon. www.historynow.org/12_2005/images/politics3.jpg
- “The Political Quadrille. Music by Dred Scott” political cartoon with brief character descriptions. <http://www.indiana.edu/~liblilly/cartoon/civilalbum.html>
- Images of Harry Potter cartoons. www.cagle.com

Mini-Lesson
<ul style="list-style-type: none"> • Students will convene in meeting area near Smart board. • Teacher will access students’ prior knowledge about political cartoons by asking the following questions: <ul style="list-style-type: none"> ○ What is a cartoon? ○ What is a political cartoon? ○ What are the differences between cartoons and political cartoons? ○ Why do people create political cartoons? • Teacher will chart student responses • Teacher will then show various current political cartoons from Daryl Cagle’s website, focusing on Harry Potter and other child-friendly images <ul style="list-style-type: none"> ○ Teacher will attempt to focus their critical thinking by walking them through the following steps <ul style="list-style-type: none"> ▪ What is physically happening in the cartoon? ▪ What symbols and words are used by the artist? ▪ What other techniques does the artist use to get his or her point across to the audience? ▪ What subject is the artist focusing on in the cartoon? How do you know? ▪ What do you think the artist is trying to say about his or her subject? ▪ Create a caption for this cartoon. Explain why you chose this title. • Teacher will elicit student responses focusing on both the artist’s content and intent

Independent Work Time

- Students will be grouped in pairs.
- Each pair of students will be given the political cartoon, “The Political Quadrille. Music by Dred Scott.”
- Students will also be given political cartoon analysis templates
- Students will go to pre-arranged areas in the room to decode the image with their partner
- Teacher will confer with students as they evaluate the images in front of them
- Students will then sketch their own political cartoon for the time period

Share/Assessment

- Students will reconvene in meeting area
- Teacher will display the political cartoon, “The Political Quadrille. Music by Dred Scott” on smart board
- Students will present their findings in whole class share
 - Other students will offer questions, comments, and feedback for each group
- Teacher will then ask if any students would like to share their own political cartoons with the class

Connection to Culminating Project

A political cartoon focusing on Dred Scott will provide students with more insight into the political context surrounding the Dred Scott decision in 1857.

Lesson Title: The Trial of Dred Scott, Part I: Analyzing and Synthesizing Information

Unit’s Essential Question: How does one engage in a struggle for civil rights?

Focus Question: What forms of resistance did abolitionists meet in their struggle for the civil rights of African-Americans?

Skills/Strategies

- Identify information in primary and secondary source documents
- Make inferences and draw conclusions

Materials, Supplies, and Equipment

- Smart board
- Student copies of the United States Constitution
- Inspiration software, if applicable
- Student copies of legal packets for *Dred Scott v. Sandford (1857)*
- Chart paper
- Markers

Primary Sources

- Student legal packets will include the following information:
 - Reynolds’s Political Map of the United States.
[Lcweb.loc.gov/.../archive/03/20001r.jpg](http://lcweb.loc.gov/.../archive/03/20001r.jpg)
 - Dred Scott Portrait. www.americanrevwar.homestead.com
 - The Dred Scott Courtroom. www.africanamericans.com/DredScottCase.htm
 - The Political Quadrille. Music by Dred Scott. lcweb.loc.gov/.../archive/03/0320001r.jpg
 - “The Slavery Question. Dred Scott Decision” Pamphlet.
www.historynow.org/12_2005/images/politics3.jpg
 - *Dred Scott v. Sandford*, Background Summary.
<http://www.landmarkcases.org/dredscott/background3.html>
 - Key Excerpts from the Majority Opinion.
<http://www.landmarkcases.org/dredscott/majority.html>
 - Key Excerpts from the Dissenting Opinion.
<http://www.landmarkcases.org/dredscott/opinion.html>
 - Diagram of How the Case Moved Through the Court System
<http://www.landmarkcases.org/dredscott/courtsystem.html>
 - “How was Dred Scott’s Case Debated?”
<http://www.dailypress.com/extras/solutions/images/SOL022703.gif>
 - Tracing Dred Scott’s travels on a United States Map.
<http://www.landmarkcases.org/dredscott/trace.html>
 - Map of the United States showing the Missouri Compromise, 1820.
www.rosecity.net/civilwar/capesites/warmap.html
 - Map of the United States. http://www.this-town.com/images/us_map1.gif
 - Classifying Arguments in the Case.
<http://www.landmarkcases.org/dredscott/arguments.html>
 - Opinion of the Albany, New York *Evening Journal*, “Opinions of the Supreme Court in the Dred Scott Case.” March 7, 1857.
<http://history.furman.edu/~benson/docs/nyajds57307a.htm>
 - Opinion of the New York Tribune, No Title. March 12, 1857.
<http://history.furman.edu/~benson/docs/nytrds57312a.htm>
 - Richmond, Virginia *Enquirer*, “Agitation of the Slavery Question.” March 17, 1857

- <http://history.furman.edu/~benson/docs/vareds57317a.htm>
- Charleston, South Carolina *Mercury*, “The Past and the Future.” March 17, 1857.
<http://history.furman.edu/~benson/docs/sccmds57317a.htm>

Mini-Lesson

- Teacher will convene students in large empty space in the room
- Students will form a circle and teacher divides the circle in half
- Students will be asked the following question:
 - If you could be an expert in anything, what would it be?
- Teacher will direct the students that they are not to tell anyone what their expertise would be
- Teacher will instruct the class that they are to imagine a pose that would symbolize their expertise
- Half the class will maintain the pose while the other half examines their poses and attempts to predict what their expertise is
- Students will reverse roles and the procedure is repeated
- Students will convene in meeting area and debrief expert activity
- Teacher will now tell students they are about to become experts in law, specifically the case of Dred Scott

Independent Work Time

- Students will reconvene at their tables
- Students will be working in table groups
- Teacher will instruct them that they are legal teams and they will be gathering information on whether or not Dred Scott should be considered a citizen under the United States Constitution
- Teacher will distribute legal packets for the case of *Dred Scott v. Sandford* to each group
- Students will gather information from all the relevant documents and take notes on the evidence presented about the case
- Each table group will be provided with chart paper. They will make a two-column graphic organizer. Column 1 will have “Dred Scott” as its heading. Column 2 of the chart will have “Sandford” as its heading
- Students will share their thoughts with other students in their group and chart the evidence they find under the appropriate heading
 - *Note:* If there is a piece of evidence that supports Dred Scott, it will appear in that column
- Students will be asked to summarize their group’s findings on chart paper

Share/Assessment

- Students will reconvene in meeting area
- Teacher will allow the groups to debrief their cases with the rest of the class by sharing the responses they charted
- Other students will take notes during the presentation and add to their own findings
- Teacher will track responses on chart paper or using Inspiration template
- Teacher will facilitate discussion of the case with whole class

Connection to Culminating Project

- Teacher can now capitalize on this prior knowledge of the Dred Scott case and students will be prepared to take on their roles in a mock trial.

Lesson Title: The Trial of Dred Scott, Part II: Differentiation in the Classroom

Unit's Essential Question: How does one engage in a struggle for civil rights?

Focus Question: What forms of resistance did abolitionists meet in their struggle for the civil rights of African-Americans?

Skills/Strategies

- Organize and synthesize information
- Look for patterns from various sources of information
- Participate in group planning and discussion
- Assume responsibility for carrying out tasks
- Cooperate to accomplish team goals

Materials, Supplies, and Equipment

- Smart board
- Individual laptops, if available
- Student copies of legal packets for *Dred Scott v. Sandford*
- Student copies of Participants' Roles in the Trial
- Student copies of role-playing templates for the following participants:
 - Judges
 - Jurors
 - Lawyers (both sides)
 - Photographers
 - Various media
 - Court Reporter
 - Courtroom Architects
 - Court Officers
 - Witnesses
 - Sketch Artists

Mini-Lesson

- Teacher will explain to students that they will be engaging in the mock trial of *Dred Scott v. Sandford*
- Teacher will distribute students copies of the roles for the participants in a trial
- Teacher will acquaint students with the roles of the participants in a court proceeding
- Teacher will answer any questions of students about their roles
- Teacher will acquaint the students with the mock trial procedures in a court proceeding:
 - Initial report by media outside the courtroom about the trial
 - Opening of court by the court officer
 - Seating and swearing in of the jury
 - Opening instructions by the judge(s)
 - Opening statements by the lawyers for the plaintiff
 - Opening statements by the lawyers for the defendant
 - Direct and cross-examination of the Witnesses
 - Closing arguments by lawyers for each side
 - Judge's instructions for the jury
 - Trial update by media outside the courtroom
 - Jury deliberations
 - Jury verdict
 - Final report and interviews with participants by media outside the courtroom
- Teacher will ask if students have any questions about the procedures
- Teacher will then review the principal issues to be decided in the case

Independent Work Time

- Students will be divided into various groups. The class size will determine the number of students that will be selected for each group:
 - Judges
 - Jurors
 - Lawyers for both plaintiff and defendant
 - Photographers
 - Various media
 - Court Reporter
 - Courtroom Architects
 - Court Officers
 - Witnesses for both plaintiff and defendant
 - Sketch Artists
- Each group will be given different roles and responsibilities to fulfill for the mock trial:
 - Judges
 - Create instructions for the court
 - Create a list of questions for the lawyers of both sides
 - Create a set of instructions for the jury
 - Jurors
 - Select a foreperson for the jury
 - Summarize what they know about the case so far
 - Practice deliberations and take a pre-trial vote
 - Take notes of important facts presented at trial
 - Lawyers for both plaintiff and defendant
 - Prepare opening statements
 - Prepare closing statements
 - Prep questions for individual witnesses
 - Photographers
 - Prepare cameras and other technology for day of trial
 - Document pre-trial preparation of participants
 - Various media
 - Prepare initial report for day of trial
 - Prepare lists of questions for post-trial interviews
 - Court Reporter
 - Using computer, take notes on judges' and lawyers' pre-trial preparation
 - Courtroom Architects
 - Design courtroom
 - Court Officers
 - Prepare a document to swear in jury
 - Prepare a document for swearing in of all witnesses
 - Review court procedures with judges
 - Witnesses for both plaintiff and defendant
 - Prepare, review, and practice testimony
 - Sketch Artists
 - Team with architects for courtroom design
 - On trial day, sketch people and events in courtroom
- Teacher will emphasize that each group will be a team and can use whatever resources are at their disposal
 - *Note:* Each group will be given a specific template and/or supplies to complete their assigned tasks. For example, there will be print resources available at their work area and each student group may have one computer, if necessary
- Teacher will also stress that both sides may use charts, maps, and other visuals to support their positions during the trial
- Students will be given the rest of the class time to prepare for the trial

- Teacher will confer with the various groups during their preparation

Share/Assessment

- Students will reconvene in meeting area and provide a status report of what they have accomplished so far in their preparation for the trial
- Each group will be asked to identify 3-5 “knowledge gaps” in their progress
- Group members will be assigned specific tasks in order to fill those gaps for the next class session
- Teacher will ask if students have any final questions or comments

Connection to Culminating Project

The students will have made the necessary preparations for the mock trial of *Dred Scott v. Sandford*.

Resources

<p style="text-align: center;">Teacher Background References</p> <p><i>May include books, articles, museums, and websites</i></p>	<p style="text-align: center;">Student Literature</p> <p><i>May include primary documents, poetry, fiction, nonfiction, songs, etc.</i></p>	<p style="text-align: center;">Classroom Materials</p> <p><i>May include maps, globes, dictionaries, writing and art materials</i></p>	<p style="text-align: center;">Web Sites & Technology Supports</p> <p><i>May include websites, software, and videos</i></p>	<p style="text-align: center;">Field Trips and Excursions</p> <p><i>May include permanent exhibits/collections in museums, historic houses, libraries, neighborhood walks, etc.</i></p>
<p>Books</p> <p>Basker, James G., Susan F. Saidenberg and Nicole A. Seary, eds. <i>Slavery in the Founding Era: Literary Contexts</i>. The Gilder Lehrman Institute of American History, 2005.</p> <p>Bernstein, Iver. <i>The New York City Draft Riots: Their Significance for American Society and Politics in the Age of the Civil War</i>. Oxford University Press, 1990.</p> <p>Bridges, Amy. <i>A City in the Republic: Antebellum New York and the Origins of Machine Politics</i>. Cambridge University Press, 1984.</p> <p>Burrows, Edwin G. and</p>	<p>Primary Source Documents</p> <p>“Liberty displaying the Arts and Sciences.” Samuel Jennings, 1792, The Library Company of Philadelphia. http://www.indiana.edu/~2005_03/sources/ex3_a.shtml</p> <p>Nieu Amsterdam, Cum Privilegio Ordinum Hollandiae et West-Frisiae [engraving], 1642-1643. http://www.gothamcenter.org/.../images/1643New2.gif</p> <p>Three Runaway Notices, <i>Long Island Star</i>, 1812, The Brooklyn Historical Society. http://www.brooklynhistory.org/library/electronic.html.</p> <ul style="list-style-type: none"> <i>Note:</i> Teacher may need permission from BHS to 	<p>Maps</p> <ul style="list-style-type: none"> Map of Underground Railroad Routes in Eastern United States. www.math.buffalo.edu/~sww/0history/ugrrmapUS.gif Map of Underground Railroad Routes in Northeastern United States. www.nationalgeographic.com/railroad/map.html Map of Underground Railroad Routes in New York State. http://www.nyhistory.com/ugrr/map.htm Map of the Compromise of 1850. http://www.americancivilwar.com/ 	<p>Websites</p> <p>http://www.artcom.com/museums. This website allows one to visit more than 1,700 museums of all types</p> <p>http://cagle.slate.msn.com/politicalcartoons/. This website offers the best national daily cartoons on issues of the day.</p> <p>http://www.edteck.com/. This is a useful website for teaching with documents.</p> <p>http://emsc.nysed.gov/cia/social.html. This website provides the framework for all social studies teachers in New York State. It includes curriculum, assessments, standards, document-based questions, and other resources.</p> <p>http://www.historychannel.com. This website is the</p>	<p>Museums</p> <p>The African Burial Ground. New York, NY. Teachers can request fact sheets, educational packets and classroom and study guides on the subject slavery in early New York City. http://www.africanburialground.com</p> <p>The Brooklyn Historical Society. Brooklyn, NY. This museum has a collection of research materials including such items as the original copy of the Emancipation Proclamation and the papers of the abolitionist Henry Ward Beecher. Self-guided tours may be arranged for Grades K-12 with trained BHS educators. http://www.brooklynhistory.org</p>

<p>Mike Wallace. <i>Gotham: A History of New York City to 1898</i>. Oxford University Press, 2000.</p> <p>Clinton, Catherine. <i>Harriet Tubman: The Road to Freedom</i>. Little, Brown & Company, 2005.</p> <p>Harris, Harris M. <i>In the Shadow of Slavery: African-Americans in New York City, 1626-1863</i>. University of Chicago Press, 2003.</p> <p>Kroessler, Jeffrey A. <i>New York, Year by Year: A Chronology of the Great Metropolis</i>. New York University Press, 2002.</p> <p>Moore, Christopher and Roberta Fancy. <i>The Black New Yorkers: The Schomburg Illustrated Chronology</i>. Wiley, John & Sons, Inc., 2001.</p> <p>Morgan, Edmund S. <i>American Slavery, American Freedom: The Ordeal of Colonial Virginia</i>. W.W. Norton & Company, Inc., 2005.</p> <p>Mushabac, Jane and Angela Wigan. <i>A Short and</i></p>	<p>gain direct access to these images</p> <p>Harriet Jacobs' Runaway Slave Notice. http://www.pbs.org/wgbh/ai/a/part4/4h1541b.html</p> <p>Francis Guy's "Snow Scene of Brooklyn in 1820." http://www.dayhops.com/.../images/1_d_winter_scene.jpg</p> <p>"Osman" in the Dismal Swamp of North Carolina. Harper's Magazine, 1856. http://www.slaveryinamerica.org/scripts/ia/gallery.cgi?collection=ugrr</p> <p>"Anti-Slavery Meetings!" Library of Congress, 1850. http://www.slaveryinamerica.org/scripts/sia/gallery.cgi?collection=ugrr</p> <p>"Light to Signal Slaves" Ohio Historical Society http://www.slaveryinamerica.org/scripts/sia/gallery.cgi?term=&collection=ugrr&index=6</p> <p>The African Free School, from the African Free School Records, 1817-1832. The New-York Historical</p>	<p>pictures/comp1850.jpg</p> <p>The <i>Slavery in New York Teacher's Guide</i> contains the following political maps of New York City http://www.slaveryinamerica.org:</p> <ul style="list-style-type: none"> • Map of 1664: New York and Dutch New Amsterdam • Map of 1741: British Colonial New York • Map of 1783: Liberty to Slaves • Map of 1827: Black Freedom New York 	<p>home of the History Channel. http://memory.loc.gov/amme/ndlpedu/index.html. This website houses over 7 million digital items from the Library of Congress. http://www.ncss.org/ This is the website for the National Council for Social Studies and is rich in resources, lesson plans, and grant opportunities. http://www.ourdocuments.gov/content.php?page=milestone. This particular site provides access to important documents throughout United States history. http://www.trackstar4teachers.org This website allows the teacher to direct students to specific sites for information</p> <p>Software Inspiration Microsoft Excel Microsoft PowerPoint Visual Thesaurus</p> <p>Videos <i>Africans in America</i>. Directed by Orlando Bagwell and Susan Bellows, 1998. This PBS Series examines the economic and intellectual foundations of</p>	<p>The New-York Historical Society. New York, NY. This museum has a thorough collection of materials that date from the 17th century through the early 20th century, including an ongoing exhibit on "Slavery in New York." http://www.nyhistory.org</p> <p>The Queens Historical Society. Flushing, New York. This site has Underground Railroad stops as well as a teaching kit, "Slavery in New York," that contains primary sources of the period. The Society also publishes a textbook on the history of abolition in New York and antebellum America, "The Road to Freedom." http://www.queenshistoricalsociety.org</p> <p>Historic Houses 1661 Browne House, Queens County, NY. This property contained many buildings where runaway slaves were housed. http://www.queenshistoricalsociety.org/freedom.html</p> <p>The King Manor Museum. Jamaica, NY. On site programs include an examination of Rufus King's</p>
---	---	--	--	--

<p><i>Remarkable History of New York City</i>. Fordham University Press, 1999.</p> <p>Horton, James Oliver and Lois E. Horton. <i>Slavery and the Making of America</i>. Oxford University Press, 2006.</p> <p>Singer, Alan J. <i>New York and Slavery: Complicity and Resistance</i>. NYSCSSS & NJCSSS, 2005. http://www.nycss.org/resources/publications/NYandSlavery.cfm</p> <p>Stott, Richard B. <i>Workers in the Metropolis: Class, Ethnicity, and Race in Antebellum New York City</i>. Cornell University Press, 1990.</p> <p>Townsend, Craig D. <i>Faith in Their Own Color: Black Episcopalians in Antebellum New York City (Religion and American Culture)</i>. Columbia University Press, 2005.</p> <p>Trager, James. <i>The New York Chronology</i>. HarperCollins, 2003.</p>	<p>Society. http://www.slaveryinnewyork.org/education.htm</p> <p>Math Problems, reproduced from the African Free School Records, 1817-1832. The New-York Historical Society. http://www.slaveryinnewyork.org</p> <p>“What has the North to do with Slavery?” The 1839 <i>American Anti-Slavery Almanac</i>, reproduced by the Gilder Lehrman Collection. Pierpont Morgan Library. New York City, GLC 5826. http://www.press.uillinois.edu/.../hartnett/concl.html</p> <p>Sketch of Seneca Village. <i>Harper’s New Monthly Magazine</i>. http://www.gothamgazette.com/.../20030721/200/465</p> <p>Poetry Anonymous. “Reflections on the Slavery of the Negroes Addressed to the Conscience of Every American Citizen.” Joel Barlow. The Prospect of Peace.”</p> <p>Dwight, Timothy. “The Flourishing Village, Part II of Greenfield Hill.”</p>		<p>slavery in America.</p> <p><u>Amistad</u>. Directed by Steven Spielberg. 1997. This movie is about an 1839 mutiny aboard a slave ship that is traveling towards the Northeast Coast of America. Much of the story involves a court-room drama about the free-man who led the revolt.</p> <p><u>New York: A Documentary Film</u>. Directed by Ric Burns. This documentary presents an exhaustive history of New York City. PBS, 1999. http://www.pbs.org/wnet/newyork/</p> <p><u>Roots</u>. Directed by Marvin J. Chomsky, 1977. A dramatization of Alex Haley’s family line from ancestor Kunta Kinte’s enslavement to his descendant’s freedom.</p> <p><u>Slavery and the Making of America</u>. Directed by Leslie D. Farrell. PBS, 2005.</p> <p><u>The History Channel presents Slavery in New York</u>. History Channel, 2005. This two-part video focuses on two historians, Leslie Harris and James</p>	<p>life, debates on constitutional issues, and Black History Month activities that examine the slave experience. http://www.kingmanor.org</p> <p>The Lewis H. Latimer House. Flushing, NY. Lewis Latimer was the son of runaway slaves who eventually became Thomas Edison’s chief draftsman. Docent-led tours of his house introduce students to his life and culminate with hands-on activity. www.latimerhousemuseum.org/about.htm</p> <p>Martin Van Buren Historic Site, Kinderhook, NY. The home to this American President provides students both context and inquiry activities for the American Revolution, the turmoil of antebellum politics, and the Civil War. http://www.nps.gov/mava/</p> <p>Society for the Preservation of Weeksville and Bedford-Stuyvesant History. Guided tours of three of the four historic Hunterfly Road houses are available for both school and community groups. http://www.weeksvillesociety.org</p>
---	--	--	---	---

<p><u>Museums</u> Society for the Preservation of Weeksville and Bedford-Stuyvesant History, Brooklyn, NY. http://www.weeksvillesociety.org/</p> <p>New-York Historical Society, New York, NY. http://www.nyhistory.org/</p> <p>The Brooklyn Historical Society, Brooklyn, NY. http://www.brooklynhistory.org/</p> <p>The Museum of the City of New York, New York, NY. http://www.mcny.org</p> <p>The Metropolitan Museum of Art, New York, NY. http://www.metmuseum.org</p> <p>Martin Van Buren Historic Site, Kinderhook, NY. http://www.nps.gov/mava/</p> <p>Kingsland Homestead at the Queens Historical Society, Queens, NY http://www.queenshistoricalsociety.org/kingsland.html</p> <p>Dyckman Farmhouse Museum, Bronx, NY. http://www.dyckmanfarmh</p>	<p>“Triumph of Democracy.”</p> <p>Humphreys, David. “A Poem on the Death of General Washington.” “A Poem on the Industry of the United States of America.”</p> <p>Moore, Thomas. “Epistle VI. To Lord Viscount Forbes. From Washington.” “Epistle VII to Thomas Hume, Esq. M.D. From the City of Washington.”</p> <p>Morton, Sarah Wentworth Apthorp. “The African Chief.”</p> <p><u>Fiction</u></p> <p>Basker, James G. <i>Amazing Grace: An Anthology of Poems About Slavery, 1660-1810</i>. Yale University Press, 2002.</p> <p>Collier, James and Christopher Collier. <i>War Comes to Willie Freeman</i>. Bantam Doubleday Dell Books for Young Readers, 1997.</p> <p>Lyons, Mary E. <i>Letters from a Slave Girl: The Story of Harriet Jacobs</i>. Aladdin Paperbacks. 1996.</p>		<p>Horton, who discuss the evolution of anti-slavery laws in the New York State legislature. It also follows the rise of the African American political voice through church sermons and orations.</p> <p><u>Unchained Memories: Readings from the Slave Narratives</u>. Directed by Ed Bell. Home Box Office (HBO), 2002. This documentary shares the experiences of slaves in their own words.</p>	<p><u>Underground Railroad Sites</u></p> <p>Bialystoker Synagogue (formerly Willett Street Methodist Episcopal Church), New York, NY. Fugitive slaves were hidden in this church. http://library.albany.edu/speccoll/campusbuildings/willett.htm</p> <p>Lafayette Avenue Presbyterian Church, Kings County, NY. This church, open to the public, contains a basement and heating tunnels where fugitives were hidden. http://www.sowingseeds.tv/e/p2_lafayette.jsp.</p> <p>Macedonia A.M.E. Church, Queens County, NY. This church housed escaped slaves. http://www.queenshistoricalsociety.org/freedom.html</p> <p>Mother A.M.E. Zion Church, New York, NY. This church was known as an Underground Railroad depot with a plaque commemorating its history. The current church is considering creating a museum in the basement.</p> <p>Thomas Downing’s Oyster House, New York, NY. This</p>
--	---	--	---	--

<p>ouse.org/</p> <p>Historic Richmond Town, Staten Island, NY. http://www.historicrichmond.org/</p> <p>King Manor Museum, Queens, NY. http://www.kingmanor.org/</p> <p>Lefferts Homestead, Brooklyn, NY. http://www.prospectpark.org/dest/main.cfm?target=leff</p> <p>Harbor Defense Museum of Fort Hamilton, Brooklyn, NY. http://www.harbordefensemuseum.com/</p> <p>Websites http://academicinfo.net/africanamslavery.html This website offers links to other sites on the subject of slavery. http://amistad.mysticseaport.org/main/welcome.html. This website offers over 350 primary source documents on the Amistad revolt and subsequent court case. http://www.cr.nps.gov/aahistory/. This website offers a tour of historic places that played a role in helping</p>	<p>Myers, Walter Dean. <i>The Glory Field</i>. Scholastic Inc., 1996.</p> <p>Paulsen, Gary. <i>Nightjohn</i>. Delacorte Books for Young Readers, 1993. <i>Sarny: A Life Remembered</i>. Laurel Leaf, 1999.</p> <p>Polacco, Patricia. <i>Pink and Say</i>. Penguin Young Readers Group, 1994.</p> <p>Stowe, Harriet Beecher. <i>Uncle Tom's Cabin</i>. Modern Library, 2001.</p> <p>Chopin, Kate. <i>Desiree's Baby</i>. Amazon Press, 2000.</p> <p>Nonfiction</p> <p>Simon, Barbara Brooks. <i>Escape to Freedom: The Underground Railroad Adventures of Callie and William</i>. National Geographic Society, 2004.</p> <p>Hakim, Joy. <i>A History of Us: The New Nation, 1789-1850</i>. Oxford University Press, 1993.</p> <p>Hakim, Joy. <i>A History of Us: Liberty for All?: 1800-1860</i>. Oxford University Press,</p>			<p>restaurant no longer exists, but was part of the Underground Railroad system from the 1830's to the 1860's. http://www.tribecatrib.com/newsjan04/African-footsteps.htm</p> <p>Plymouth Church of the Pilgrims, Brooklyn, NY. Henry Ward Beecher preached here. David Ruggles House, New York, NY. A link of the Underground Railroad that hid fugitives such as Frederick Douglass. http://www.tribecatrib.com/newsjan04/african-footsteps.htm</p> <p>Wunsch Student Center (African Wesleyan Methodist Episcopal Church), Brooklyn, NY. In the basement of this church, fugitive slaves were fed and housed. http://www1.poly.edu/fresh_orient/page4_3.html</p> <p>Libraries</p> <p>The Brooklyn Public Library. http://www.brooklynlibrary.org</p> <p>The Library of Congress. http://www.loc.gov</p> <p>The New York Public</p>
---	--	--	--	---

<p>slaves escape to freedom. http://www.gilderlehrman.org. This website offers a variety of resources, including primary source documents, on the institution of slavery. http://hitchcock.itc.virginia.edu/Slavery This website includes images about the Atlantic Slave Trade and slave life in the Americas. http://www.lcweb.loc.gov/exhibits/african/intro.html. This website offers various primary sources that capture the voices of Americans during the abolitionist period. http://memory.loc.gov/ammem/amlaw/lawhome.html. This website houses all the documents and debates from the United States Congress for the years 1774-1875. http://www.nationalgeographic.com/features/99/railroad. This website allows the student to take an interactive trip on the Underground Railroad. http://www.pbs.org/wgbh/ai/home.html. PBS website that provides teacher resources and primary resources for Africans in America. http://www.pbs.org/wgbh/ai</p>	<p>1994.</p> <p>Hansen, Joyce with Gary McGowan. <i>Breaking Ground, Breaking Silence: The Story of New York's African Burial Ground</i>. Henry Holt & Company, Inc., 1998.</p> <p>Haskins, Jim. <i>Black Stars of Civil War Times</i>. John Wiley & Sons, Inc., 2003.</p> <p>Hurmence, Belinda. <i>Slavery Time When I Was Chillun</i>. G.P. Putnam's Sons, 1997.</p> <p>McCurdy, Michael. <i>Escape from Slavery: The Boyhood of Frederick Douglas in His Own Words</i>. Alfred A. Knopf, Inc., 1994</p> <p>Newman, Shirlee P. <i>The African Slave Trade</i>. Franklin Watts, a Division of Scholastic Inc., 2000.</p> <p><i>Unchained Memories: Readings from the Slave Narratives</i>. Bullfinch Press, a division of AOL Time Warner Book Group, 2002.</p> <p><u>Songs</u></p> <ul style="list-style-type: none"> • "Hymns Sung on the Second Anniversary of 			<p>Library. http://www.nypl.org The Queens Public Library. http://www.queenslibrary.org The Schomburg Center for Research in Black Culture. http://nypl.org/research/sc/sc.html</p> <p><u>Neighborhood Walks</u></p> <p>Big Onion Walking Tours. The historic Harlem Tour New York's visits one of New York's most significant neighborhoods, featuring a wide array of historic churches, theaters, clubs and homes. Stops include: Abyssinian Baptist Church, Striver's Row, Hamilton Heights, and sites associated with the Harlem Renaissance, Madame C.J. Walker, Marcus Garvey, Malcolm X and many others. http://www.bigonion.com/main.htm</p>
--	--	--	--	--

<p>a/educational/yag/yagweb.html. This PBS webpage provides a list of sites offering primary source materials links to other relevant sites.</p> <p>http://www.slaveryinamerica.org. This website offers interactive exhibitions that will allow students to explore a variety of issues surrounding the issue of slavery in America.</p> <p>http://xroads.virginia.edu/~ZHYPER/wpa/wpahome.html. This website offers a collection of narratives of former slaves from the 19th century.</p> <p>http://www.yale.edu/glc/ This website offers background on all aspects of slavery and its destruction.</p> <p><u>Local History Websites</u></p> <p>http://www.africanburialground.com/. The official website for the African Burial Ground</p> <p>http://www.brooklynhistory.org. The official website for the Brooklyn Historical Society.</p> <p>http://www.nyhistory.org The official website for the New-York Historical Society.</p> <p>http://www.nysl.nysed.gov/u</p>	<p>the Abolition of the Slave Trade, Hymns I and II”</p> <ul style="list-style-type: none"> • Michael Fortune. “New Year’s Anthem” from A Thanksgiving Sermon Sung in St. Thomas’s or the African Episcopal, Church, in Philadelphia. • Peter Williams Jr. “Hymn I.” • Peter Williams Jr. “Hymn II.” 			
--	---	--	--	--

<p>htbin/cgisirsi/pAw2j4ytMP10/49. This website provides a New York State inventory of all organizations that have documents.</p> <p>http://www.nysed.gov/freedom.htm. This website contains a report of the New York State Freedom Trail Commission.</p> <p>http://people.hofstra.edu/faculty/Alan_J_Singer/salverycurriculum.html. This website includes slavery-related documents from the New York region with a particular emphasis on Long Island.</p> <p>http://queenshistoricalsociety.org. The official website for the Queens Historical Society</p> <p>http://www.sate.ny.us/state/history/material.html. This website provides information on the New Jersey Underground Railroad routes and maps of those routes.</p> <p>http://www.slaveryinnewyork.org. This website offers images and documents from the “Slavery in New York” exhibit at the New-York Historical Society.</p> <p>http://www.southstseaport.org/. The official website of the South Street Seaport.</p>				
---	--	--	--	--

<http://www.usny.nysed.gov/museum/museumsres.html>.

This website links you to the New York State Museum, and includes a virtual tour.