

UNIT 1 - Slavery in a Northern Town

Enduring Understanding: Throughout its history, the United States of America has been haunted, and continues to be haunted by the ghost of slavery.

Objectives: Using ads for runaway slaves and the sale of slaves, students will be able to trace the history of slavery and racial hierarchy in the United States, New Jersey and Princeton, and describe how slavery was maintained.

Lenses: Race, Economics, Politics, Religion, and Social Class

Essential questions:

- How did slavery come about? Trace the evolution of slavery and racial hierarchy.
- How was it maintained?
- How are our ideas about race shaped by the history of slavery in the United States of America?
- What role did New Jersey/Princeton play in the history of slavery?

Primary Materials

- Newspaper advertisements for the sale of slaves
- Runaway slave advertisements

Teaching and learning strategies:

- Daily Challenge
- KWL
- Annotation
- Debate
- DBQ
- Jigsaw
- Socratic Seminar
- Text-Dependent Questions
- Be a historian

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness...”

– The Declaration of Independence

Unalienable rights vs. Inalienable rights

Daily Challenge:

1. What is the difference between Unalienable Rights and Inalienable Rights?

Turn to your partner and talk

2. Reread the statement in bold above and compose a brief argument regarding the

phrase "...all men are created equal." Is this a promise, or a negotiable assertion?

UNIT I - SLAVERY IN A NORTHERN TOWN

THE SCOURGE OF SLAVERY RUNAWAY SLAVES AND “SLAVES FOR SALE” ADS

Essential Questions:

- What effective strategies can be used to access the primary documents/historical evidence in this unit to solve a problem, or find a solution to a public policy question?
- How were slaves treated in the South?
- How were “freed slaves,” or “freed people” treated in the South, and in the North?

Skills to be explored:

- Chronological thinking – Compare and contrast past and present events
- Critical thinking - Distinguish bias, propaganda, and injustice and evaluate these in the context of the primary documents that are being analyzed. Assemble research information from a diverse range of views on the topic of slavery and race in order to make an informed judgment.
- Research and presentation skills – Students should be able to demonstrate effective research and presentation skills by collating and presenting information to an audience in a well-organized, clear, and concise manner.

(See the Depth of Knowledge (DOK) Levels by Webb, Norman L. et al. at <http://www.wcer.wisc.edu/WAT/index.aspx>)

SLAVE ADS:

These primary documents can be discussed individually, and collectively.

SAMPLE QUESTIONS:

Thomas Osburn (Document #1)

1. Students should work in small groups to transcribe as much of the text as possible, and share their transcriptions in a whole-class discussion format.
2. Why the alias?
3. Guess the approximate age of Thomas
4. How is he described in the ad – physical characteristics, clothing?
5. Why do you think Thomas took a “silk handkerchief” with him? How did he supposedly acquire the handkerchief? What, according to the slave master was Thomas’ reason for taking the silk handkerchief with him? Do you agree with the slave master’s assessment? If so, why? If not, why not?
6. What is “his Majesty’s gaol”?
7. What do you think of the reward for the apprehension of Thomas?
8. What does the last paragraph suggest about how runaway slaves were regarded? Who are “All well disposed persons”?

“To Be Sold” (Document #2)

1. Which president’s house is being referred to in this ad? Is the president having slaves a good idea? Why? or why not?
2. List at least **THREE** questions raised by this ad. Follow up with small group discussions
3. Comment on the sentence “The negroes will be disposed of at private sale previous to the day appointed...should a suitable price be offered for them.”
4. Compose one or two questions that you would like to ask the “Executor of the estate.”
5. What questions are raised by the sentence “Also a choice collection of books, religious, moral and historical, containing the complete library of the deceased” [will be sold]?

General questions to guide the analysis of these primary documents:

- Fear, intimidation and torture have long been used as tools for subjugation. Using these slave ads, as well as calling on your prior knowledge of slavery in this unit, write a well reasoned and supported essay about the physical, psychological and moral toll that slavery took on slaves and supposedly “freed people.”
- How do these documents confirm, or alter your views about the Emancipation Proclamation? ...about race in America?
- Has anything you thought you knew about slavery changed after reviewing these primary documents? Explain.
- What are some lingering questions you are still pondering about these ads?
- Research the “PASS” system in Apartheid South Africa and then compare and contrast the conditions of slaves in these ads to that of black Africans under the apartheid regime.

March 15.

RUN-away from William Nalls, near Princeton, in east New-Jersey; a servant man named Thomas Osburn, alias Thomas Hardsburn, about 21 or 22 years of age, thick built, smooth face, brown complexion, wears his own hair and talks pretty thick: Had on when he went away, a brown short double breasted coat, blue under jacket, buckskin breeches, with brass buckles in his shoes, and an old felt hat; he took with him a small parcel of silk handkerchiefs which it is supposed he will offer to sale. Whoever takes up the said servant and secures him in any of his Majesty's goals, or brings him to his said master, or to Mr. George Campbell at Princeton, shall have a reward of Five Pounds paid by

GEORGE CAMPBELL.

All persons are forbid to harbour or carry him off at their peril. All well disposed persons are requested to cut out this advertisement and put it up at the most public places.

July 31.

T O B E S O L D,

At public vendue, on the 19th of August next, at the presidents house in Princeton, all the personal estate of the late Revd. Dr. **SAMUEL FINLEY**, consisting of,

TWO Negro women, a negro man, and three Negro children, household furniture, horses, and neat cattle, a light waggon, a new chaise, a sleigh, some hay and grain, together with a variety of farming utensils. Also a choice collection of books, religious, moral and historical, containing the complete library of the deceased. The Negroes will be disposed of at private sale previous to the day appointed for the vendue, should a suitable price be offered for them. The Negro woman understands all kinds of house work, and the Negro man is well fitted for the business of farming in all its branches. The conditions of the vendue will be made known on the day of sale. All those that are indebted to the said estate by bond, note, or book debts, are desired to make immediate payment to the subscribers, and such as have any demands against the estate are desired to send in their accounts properly attested to.

JONATHAN SEARGEANT, junr.

in Princeton, or

SAMUEL BREESE, Executor,

in New-York.