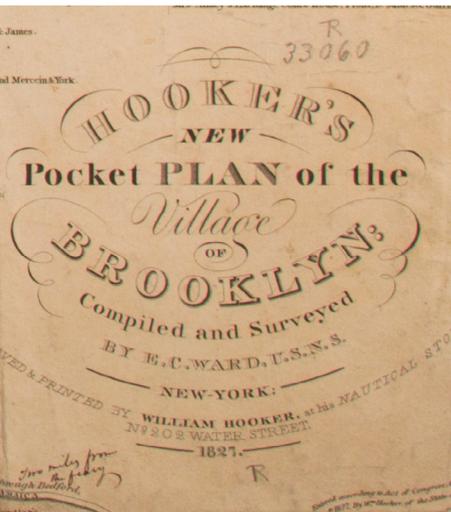
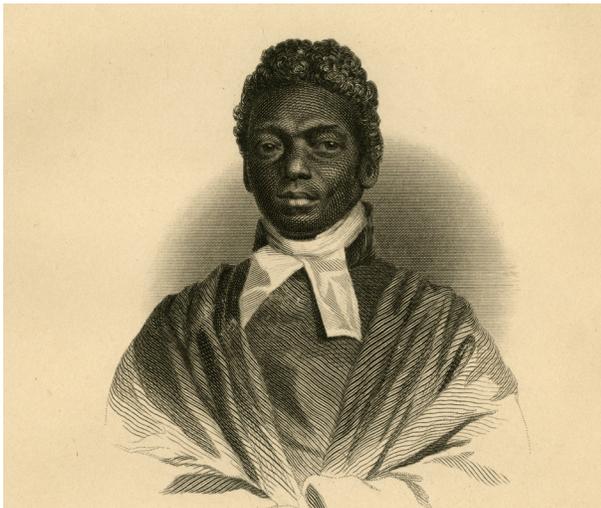


IN PURSUIT OF Freedom

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TEACHER'S MANUAL
For Grades 4-12

INTRODUCTION

In Pursuit of Freedom outlines the development of the abolition movement in Brooklyn, a city on the rise, from the end of the American Revolution to the early days of Reconstruction. Three of Brooklyn's leading cultural and educational institutions—Brooklyn Historical Society, Weeksville Heritage Center, and Irondale Ensemble Project—have come together to re-examine this major chapter in U.S. history.

Brooklyn has a distinct story to tell. From 1783 to 1865, Brooklyn was transformed from one of six towns in Kings County and an agricultural slaveholding capital to the third largest city in the United States. It remained a separate city from Manhattan until New York City's consolidation in 1898. Brooklyn's rapid growth was the backdrop for the struggle led by the city's anti-slavery activists and abolitionists, men and women, black and white, who wanted social justice and political equality. They did so at a time when racism, violence, and inequality towards African Americans were widespread in Brooklyn and beyond. Through courage and conscience, the residents of neighborhoods we know today as Downtown Brooklyn, Brooklyn Heights, Fort Greene, DUMBO, Vinegar Hill, Weeksville, and Williamsburg insisted that slavery be brought to an immediate end and demanded legal and political equality for African Americans. Brooklyn's abolitionists and anti-slavery activists were ordinary people who came from all walks of life—educators, homeowners, businessmen and women, church leaders, journalists, and writers. They created vital local, regional, and national networks of communication and solidarity that advanced their anti-slavery ideals. In that sense, they actively shaped the city's and the nation's history as well.

This teacher's manual provides you with a variety of creative and engaging strategies to help students think about the history of abolitionism and anti-slavery activism in 19th century Brooklyn. It is designed as a flexible resource, adaptable for students in grades 4-12. Filled with primary sources, this manual traces the gradual unfolding of Brooklyn's role in the anti-slavery movement through census records, contemporary anti-slavery and local newspapers, maps, illustrations, city directories, pamphlets, account books, letters, and print propaganda.

Visit <http://pursuitoffreedom.org/for-educators> to find additional teaching resources for understanding Brooklyn's leading role in the abolitionist movement.

***In Pursuit of Freedom* Teacher's Manual**

Tracee Worley, **Curriculum Designer**
Prithi Kanakamedala, Ph.D., **Historian**
Jody Polleck, Ph.D., **Editor**
Pixod, **Designers**

Teacher Advisors

Cathleen Marie Antoine
David Bally
Tracy Cook-Person
Allison Milewski

***In Pursuit of Freedom* Project Staff**

Barbara R. Steele, **Project Manager**
Prithi Kanakamedala, **Ph.D., Project Historian**
Larry Weimer, **Project Archivist**

***In Pursuit of Freedom* Project Partners**

Brooklyn Historical Society
Deborah F. Schwartz, **President**
Kate Fermoile, **Manager of Special Projects**
Julie Golia, Ph.D., **Public Historian**
Michael Satalof, **Photo Collection Assistant**

Weeksville Heritage Center
Pamela E. Green, **Executive Director**
Elissa Blount-Moorhead, **Vice Director/ Director of Design, Programming, and Exhibitions**
Jennifer Scott, **Vice Director/ Director of Research**
Kadrena Cunningham, **Senior Education Programs Curator**

Irondale Ensemble Project
Terry Greiss, **Co-Founder and Executive Director**
Jim Niesen, **Co-Founder and Artistic Director**
Maria Knapp, **Managing Director**
Amanda Hinkle, **Director of Education**

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Student worksheets related to these lessons are available for download on the *In Pursuit of Freedom* website: <http://pursuitoffreedom.org/for-educators>

IN PURSUIT OF FREEDOM SECTION SUMMARIES

Section I: First Wave of Anti-Slavery Activism (1783-1834)

Explores Kings County, a “slaveholding capital” in the aftermath of the American Revolution. New York State’s 1799 gradual emancipation law signaled the slow death of slavery. Against this backdrop, a small but significant free black community lived in the village of Brooklyn—located within a town of the same name. Here they chartered a path of self-reliance and self-determination as emancipation approached in 1827.

Section II: Abolitionism in Black and White (1831-1840)

Focuses on a group of abolitionists, both black and white, who came together across various northern cities including Brooklyn with mutual purpose: to advocate for the end of slavery in the United States. They emerged as a radical minority in the 1830s, and despite threats of violence, initiated a highly visible campaign.

Section III: Land, Politics, and Anti-Slavery Protest (1834-1846)

Explores the integral connection between Brooklyn’s phenomenal urban growth during the 1830s and 1840s and the struggle for African-American political equality through voting rights and property ownership (land and citizenship).

Section IV: The Economics of Freedom (1840-1855)

Explores Brooklyn’s centrality to the business of slavery as well as the ingenuity of entrepreneurial black Brooklynites who used the city’s capitalist economy to ensure their survival in an environment of racism and discrimination.

Section V: The Crisis Decade (1850-1859)

Examines how in the wake of the Fugitive Slave Act (1850), African Americans—free and fugitive—faced the increased threat of being kidnapped. As a result, abolitionists fought back, outraged by the threat the law posed to civil liberties.

Section VI: “The Half Has Never Been Told”: Brooklyn’s Civil War (1861-1865)

Examines the country’s most tumultuous years as the debate over slavery exploded into a raging national crisis. The conflict, however, was not limited to the battlefields alone. Brooklyn’s Tobacco Factory Riots acted as a precursor to the racial violence that marked New York City’s Draft Riots. As the Civil War ended, Brooklyn’s abolitionists and anti-slavery activists rebuilt their communities and the nation.

ALIGNMENT TO STANDARDS

Common Core Literacy Standards in History/Social Studies for Reading	Lesson																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Standard 1: Cite specific textual evidence to support analysis of primary and secondary sources.	
Standard 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.		
Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.				
Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.							
Standard 6: Assess how point of view or purpose shapes the content and style of a text.												
Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.							
Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				

ALIGNMENT TO STANDARDS

Common Core Literacy Standards in History/Social Studies for Writing	Lesson																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.									.	.			.							
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.																.				
Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	.																			
Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	.		.																	
Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ALIGNMENT TO STANDARDS

Common Core Literacy Standards in English Language Arts for Speaking and Listening	Lesson																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.				
Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	

ALIGNMENT TO STANDARDS

National Standards for Theatre Education	Lesson																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Standard 1: Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history.		
Standard 2: Acting by developing basic acting skills to portray character who interact in improvised and scripted scenes.		
Standard 3: Designing by developing environments for improvised and scripted scenes.			.					.			.									
Standard 5: Researching by using cultural and historical information to support improvised and scripted scenes		
Standard 7: Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions.			.																	
Standard 8: Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures.			.																	

SECTION I

First Wave of Anti-Slavery Activism (1783-1834)

Lesson 1

Brooklyn: A Slaveholding Capital

Grade Level: Middle & High School

Objectives:

Students will

- Analyze census data that reveal the number of slave holding families in Brooklyn, NY.
- Create a map marking Brooklyn streets that are named after prominent slaveholding families.

Time: Two 50-minute class periods

Materials:

- Worksheet 1: Original Six Towns of Kings County
- Worksheet 2: 1790 United States Census Data, Kings County
- Worksheet 3: Brooklyn's Slaveholding Families, 1790
- Computers with Internet access

Background:

By many accounts, Brooklyn can be regarded as a “slaveholding capital.” Brooklyn was one of six towns in Kings County, from its Dutch inception in 1634 to its incorporation as a city in 1834. Kings County had a larger concentration of enslaved people than any other county in New York State. According to the first official federal census taken in 1790, the population of Kings County was 4,495. One third of this population was of African descent, and virtually all were enslaved. In addition, the rate of slaveholding was significant. On average, 60% of Dutch families were slaveholders in Kings County; in outer areas, such as the town of Flatbush, the numbers were as high as 74%. Brooklyn's slaveholding percentages exceeded that of South Carolina and neighboring Manhattan where 40% of families were slaveholders.

Some Kings County slaveholding families who became incredibly wealthy during this time included the Lefferts, Lott, Bergen, Vanderveer, and Vanderbeek families. Their names are still visible in Brooklyn's landscape: the Prospect-Lefferts Gardens neighborhood and Lott Street in Flatbush; Bergen Street which runs east to west from Cobble Hill to East New York; Vanderveer Street in Bushwick; and Remsen Street (named after a descendant of Ram Jansen Vanderbeek) in Brooklyn Heights. In fact, there are 82 streets named after Brooklyn's slaveholding families that still exist in the borough today.



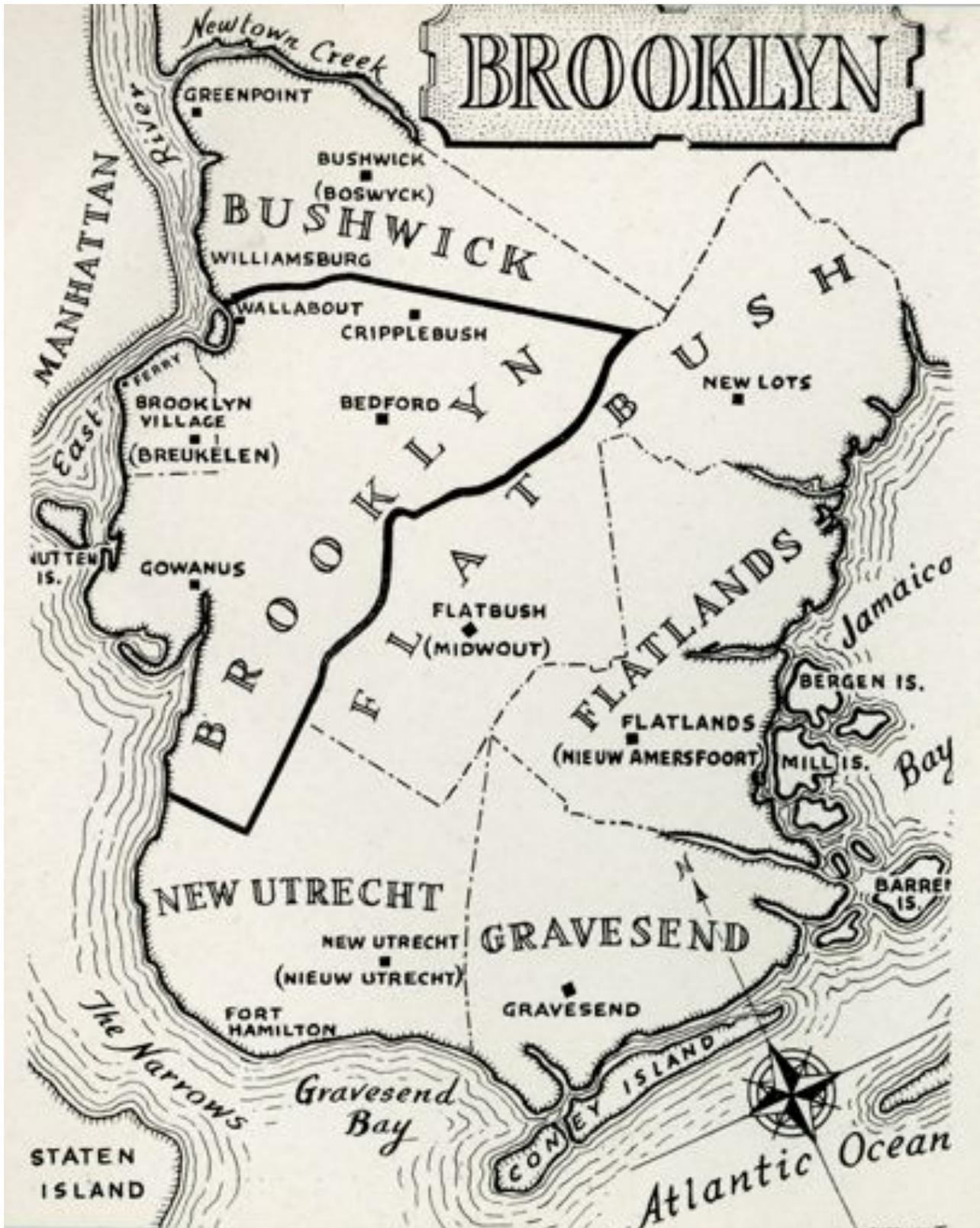
Original Six Towns of Kings County from Brooklyn (Breukelen). Brooklyn Eagle. 1946. F129.B7 B766
1946 c.2. Brooklyn Historical Society.

“Slavery, too, died hard in New York’s hinterland. Ironically, the factors that had combined to push slavery towards the periphery of the Manhattan’s economy—immigration, the consequent dramatic expansion in the size of the city, and the development of a system of wage labor—made slaves all the more desirable in its hinterland. The farmers of Kings [County] in New York wanted slaves not as servants but as agricultural laborers as they sought to profit from feeding the metropolis.”

—White, Shane. *Somewhat More Independent: The End of Slavery in New York City, 1770-1810*.
Athens: University of Georgia, 1991.

Lesson 1, Worksheet 1

Original Six Towns of Kings County



Original Six Towns of Kings County from Brooklyn (Breukelen). Brooklyn Eagle. 1946. F129.B7 B766 1946 c.2. Brooklyn Historical Society.

Lesson 1, Worksheet 2

1790 United States Census Data, Kings County

HEADS OF FAMILIES--NEW YORK
Summary of population by county and towns: 1790.

KINGS COUNTY.

Town.	Number of heads of families	Free white males of 10 years and upward, including heads of families	Free white males under 16 years	Free white females, including heads of families	All other free persons	Slaves	Total
Brooklyn	218	362	257	565	14	406	1,603
Bushwick	74	123	69	172	5	171	540
Flatbush	99	160	153	238	12	378	941
Flatlands	48	72	71	143	.....	137	423
Gravesend	48	88	69	129	5	136	426
New Utrecht	59	98	81	167	10	206	562
Total	546	903	700	1,414	46	1,432	4,495

Source: *Heads of Families at the First Census of the United States Taken in the Year 1790.* Washington: Govt. Print. Off., 1907.

Lesson 1, Worksheet 3

Brooklyn's Slaveholding Families, 1790

HEADS OF FAMILIES
KINGS COUNTY (excerpt)

Name of Head of Family	Free white males of 10 years and upward, including heads of families	Free white males under 16 years	Free white females, including heads of families	All other free persons	Slaves
Sands, Joshua	2	2	7	....	6
Remsen, George	1	....	....	1	5
Hicks, Jacob	3	....	1	....	3
Nostrand, John	1	2	1	....	11
Boerum, John	1	....	3	1	2
Van Dyke, Matthew	2	3	5	....	8
Luquer, Abraham, Sr.	3	....	2	....	13
Van Brunt, Cornelius	1	2	2	....	4
Cortelyou, Peter I	2	....	1	....	4
Wycoff, Peter	1	2	6	1	7
Debevoise, John	4	....	6	....	9
Lefferts, Peter	1	3	4	....	12
Suydam, Lambert	2	2	6	....	10
Schenck, Martin	4	1	4	....	11
Meserole, Abraham	2	....	2	....	2
Duryea, George	2	....	1	....	6
Ditmas, Joannes	1	1	3	....	11
Vanderveer, Cornelius	3	2	5	....	10
Lott, Joannes	2	6	3	....	16
Bergen, Cornelius	1	4	2	....	6
Van Siclin, John and Vanardus Van Siclin	3	....	3	....	5
Van Brunt, Rutgert	1	1	6	....	7
Voorhies, Albert	1	3	4	....	14
Stillwell, Richard	1	2	2	....	9

Source: *Heads of Families at the First Census of the United States Taken in the Year 1790*. Washington: Govt. Print. Off., 1907.

LESSON PROCEDURES

1. Begin by handing out a blank outline map of the United States (downloadable outline maps are available at: <http://www.eduplace.com/ss/maps/>) and ask the students to color in all of the states where they think slavery was practiced. Have them share their answers and what they know about slavery in the United States. Make sure students know that although slavery in the United States is most commonly associated with southern states, the North was also actively involved.

2. Distribute **Worksheet 1: Original Six Towns of Brooklyn**. Explain to students that in 1683, Kings County was established and was comprised of six agricultural towns: Brooklyn, Bushwick, Flatbush, Flatlands, Gravesend, and New Utrecht.

3. Share with students that Kings County has been labeled by historians as “a slaveholding capital,” as it had a larger concentration of enslaved people than any other county in New York State and its slaveholding percentages exceeded those of South Carolina.

4. Explain that many of present-day Brooklyn streets are named after many prominent slaveholding families, including the Lotts, Remsens, Bergens, and Lefferts. In fact, 82 streets named after slaveholding families exist in Brooklyn today.

5. Pass out **Worksheet 2: 1790 United States Census Data, Kings County**. Ask students the following questions:

- How many enslaved people lived in Brooklyn in 1790?
- How many heads of households lived in Brooklyn in 1790?
- What percentage of the total population were enslaved people?
- Based on this data, what conclusions can we come to about slavery in Brooklyn?

6. After students have considered and discussed the census data, pass out **Worksheet 3: Brooklyn’s Slaveholding Families, 1790**. Explain to students that this excerpt from the 1790 United States Census reveals the names of several slaveholding families that have streets named after them.

7. Using **Google Map Maker**, have students search and plot the streets named after slaveholders. Students can gather further research on the slaveholding families listed in **Worksheet 3** (suggested resource: **Brooklyn by Name: How the Neighborhoods, Streets, Parks, Bridges, and More Got Their Names** by Leonard Benardo & Jennifer Weiss). Locations can include brief descriptions of the slaveholding families.

Linking Past and Present

- Many place names (including schools, streets, parks, and schools) are named after slave owners. Hold a class debate on whether places named after slave owners should be renamed. If time allows, have students conduct additional research to find places in the United States named after slaveholders.

SECTION I

First Wave of Anti-Slavery Activism (1783-1834)

Lesson 2

Gradual vs. Immediate Emancipation

Grade Level: High School

Objectives:

Students will

- Review a timeline detailing the struggle for emancipation in the North between 1773-1827.
- Form and defend a position regarding gradual versus immediate emancipation.

Time: Two 50-minute class periods

Materials:

- Worksheet 1: Gradual Emancipation Timeline
- Worksheet 2: Early 1800s identities

Background:

The earliest settlers of Brooklyn, New York, planted the seeds of a fatal contradiction: slavery in a land of freedom. The dual existence was the paradox of the American Revolution. Even as slavery's numbers strengthened in Kings County, African Americans and white Quakers in other parts of the early republic used the rhetoric of liberty to initiate political change and birthed an anti-slavery movement.

As a result, a number of northern states passed emancipation laws. These laws fell into two categories: gradual and immediate. Most states relied on a gradual approach to emancipation.

Pennsylvania (1780), Rhode Island (1784), and Connecticut (1784) all passed gradual emancipation laws. These laws protected the interests of slaveholders rather than enslaved people and freed the children of enslaved people only after they had worked from their childhood to adulthood. Once enslaved people were “free”, gradual emancipation laws made no provision for political or legal equality for black people.

The constitutions of Vermont (1777) and Massachusetts (1783) forbade slavery and freed the enslaved people within their states immediately; however, it did not address political or legal equality for its black residents.

Finally, New York State was the second to last northern state to pass a gradual emancipation law (New Jersey was the last). In 1799, New York's gradual emancipation act stated that children born to enslaved mothers after July 4, 1799, would serve as indentured servants until the age of 25 if female, and 28 if male. Slavery had no end date for enslaved people born prior to July 4, 1799.

In 1817, a further law stipulated that enslaved men and women born prior to July 4, 1799, would be free on July 4, 1827. In other words, gradual emancipation occurred over a 28-year period in New York State, and therefore Kings County. Freedom did not come easily.

This Indenture made the sixteenth day of June
in the year of our Lord One thousand eight hundred
and twenty five, Witnesseth that John Ditmars of the
town of Flatlands in the County of Kings and State of
New York Hath placed and bound and by these presents
Doth place and bind a Negro Girl Servant named
Sine born on the sixteenth day of November in the
year of our Lord One thousand eight hundred and
seventeen, to Jacob Duryee of the town of Flatbush in
the said County of Kings and with him as a servant
to dwell, continue and serve from the day of the date of
these presents until the said Negro Girl Servant shall
be declared free pursuant to the Statute concerning
Slaves and Servants and in such case made and
provided; during all which term the said Servant her
said Master faithfully shall serve in all lawful business
according to her power, wit and ability; honestly, orderly
and obediently in all things demean and behave
herself towards her said Master and all his during
the said term. — And the said Jacob Duryee doth
for himself his Executors and Administrators covenant
and grant to and with the said John Ditmars his
Heirs, Executors, Administrators and Assigns by these
presents that he the said Jacob Duryee the said Negro
Girl Servant in the capacity and duties of a servant
shall and will teach and instruct or cause to be taught
and instructed in the best way and manner that he
can; And shall and will during all the term aforesaid
provide find and allow unto the said Negro Girl Servant
competent and sufficient meat, drink and apparel;
lodging, washing and all other things necessary and

This indenture for Sine, a young African-American girl, reveals that although she is not legally enslaved, she will work uncompensated from the age of eight until ten for Jacob Duryee of Flatbush.

John Ditmars and Jacob Duryee slave bill of sale, 1825. 1977.583. Brooklyn Historical Society.

Lesson 2, Worksheet 1

Gradual Emancipation Timeline

1773

Enslaved people in Massachusetts unsuccessfully petitioned the government for their freedom.

1775

A group of activists, most of them Quakers, organized the first abolition society, the Pennsylvania Abolition Society in Philadelphia, Pennsylvania.

1777

Vermont is the first of the thirteen colonies to grant immediate emancipation as well as the right to vote to all adult males.

1780

Pennsylvania begins gradual emancipation.

1783

Massachusetts grants immediate emancipation and the right to vote to African-American men who pay taxes.

1784

Rhode Island and Connecticut pass gradual emancipation laws.

1799

New York passes the Gradual Emancipation Act, which states that children born to enslaved parents would be emancipated at the age of 25 if female and 28 if male. There was no emancipation date set for those born before 1799.

1804

New Jersey adopts a gradual emancipation act.

1817

New York passes "An Act Relative to Slaves and Servants," which states that enslaved men and women born before July 4, 1799, would be free on July 4, 1827.

Lesson 2, Worksheet 2

Early 1800s Identities

Your Early 1800s Identity:

JOHN JEA was one of the hundreds of enslaved people who sustained Brooklyn's economic growth during the colonial period and in the early days of the American republic. Jea was born in Southern Nigeria in 1773. He was kidnapped at two and a half years old, enslaved, and eventually brought to work in Flatbush, Brooklyn.

Your Early 1800s Identity:

JOHN BAXTER was born in Ireland in 1765 and was a slave owner in Flatlands, Brooklyn. The enslaved men and women of John Baxter worked on his farm, hunted and fished for him, were hired out as day laborers, and performed a variety of household chores.

Your Early 1800s Identity:

SINE was a young African-American girl. She was not legally enslaved, but an indentured servant. Her indenture meant that she would work uncompensated from the age of 8 until 10 for Jacob Duryee of Flatbush.

Your Early 1800s Identity:

JUDGE TEUNIS SCHENCK, descendant of a Dutch settler, was a wealthy landowner. With 12 slaves, he was one of Flatbush's largest slaveowners.

Your Early 1800s Identity:

JOHN DOUGHTY, a member of Brooklyn's earliest Quaker families, was a town clerk, butcher, and founder of Brooklyn's first fire department. He became responsible for Brooklyn's first ever recorded act of manumission when he freed his 28-year-old slave Caesar Foster.

Your Early 1800s Identity:

By the late 18th century, the LOTT FAMILY was one of Flatbush's largest landholding and slaveholding families. Johannes Lott owned the most enslaved people in Kings County overall, with 16 slaves counted in the 1790 census.

LESSON PROCEDURES

1. Explain to students that once the Revolutionary War was over, the state of New York, along with other northern states, took efforts to abolish slavery. Many northern states grappled with the question of whether or not emancipation should be gradual or immediate.
2. Ask students to speculate: What is the difference between gradual and immediate emancipation?
3. Explain that gradual emancipation was a method of ending slavery by granting freedom to those born to enslaved people after a given date. Ask students who would have favored gradual emancipation and why. Make sure that students understand that gradual emancipation laws favored the interests of slaveholders rather than enslaved people, as the laws only freed the children of enslaved people after they had worked from their childhood to adulthood.
4. Distribute **Worksheet 1: Gradual Emancipation Timeline**. Review the timeline entries with the students. Ask the following questions:
 - When did the state of New York pass a gradual emancipation law? How does this law compare to other states in the North?
 - If you were an enslaved 16-year-old in 1799, how would you feel about the gradual emancipation law? (Students should point out that slavery had no end date for enslaved people born prior to 1799.)
 - Who would have favored gradual emancipation and why? Who would have favored immediate emancipation and why? What are the pros and cons of both paths to emancipation?
5. Place students in small groups of three or four. Cut up the slips from **Worksheet 2: Early 1800s Identities** and pass these out to the student groups.

6. In order to get students thinking about the early 1800s identities regarding gradual versus immediate emancipation, do a “stand and declare” activity. Write “Agree” and “Disagree” on two pieces of paper and post them up at the opposite ends of the classroom. Explain that you will read a statement and then students will stand on the spot between the two extremes that represent their early 1800s identity stances. Once students have chosen their spot, ask three or four volunteers to explain why they chose their stance. Remind students to listen to the speaker and to voice their opinions respectfully. Once students understand how the activity works, read the following statements:

- I am in favor of gradual emancipation.
- I am in favor of immediate emancipation.

7. Have students individually or in small groups write a fictional autobiographical statement for one of the early 1800s identities from **Worksheet 2**. To get students started, display the following sentence starter on the board: *My name is _____ and I believe that black people should be _____ (gradually or immediately) emancipated because. . . _____ (another early 1800s identity) would suggest otherwise and argue that. . .*

Linking Past and Present

- Have students create a timeline portraying the dates of emancipation of slavery across the United States. Students should then research incarceration rates of African Americans for each state. Ask students the following questions in order to connect the dots between slavery, emancipation, and present-day incarceration:
 - What is the relationship between when a state abolished slavery and its incarceration rate?
 - What long-term effects might slavery have had on its descendants?

SECTION I

First Wave of Anti-Slavery Activism (1783-1834)

Lesson 3 Life as an Enslaved Person

Grade Level: All Grades

Objectives:

Students will

- Speculate on the differences between slavery in the North and the South.
- Compare and contrast two first person accounts of slavery in New York.
- Create a dramatic tableaux of the different perspectives on slave life.

Time: One 50-minute class period

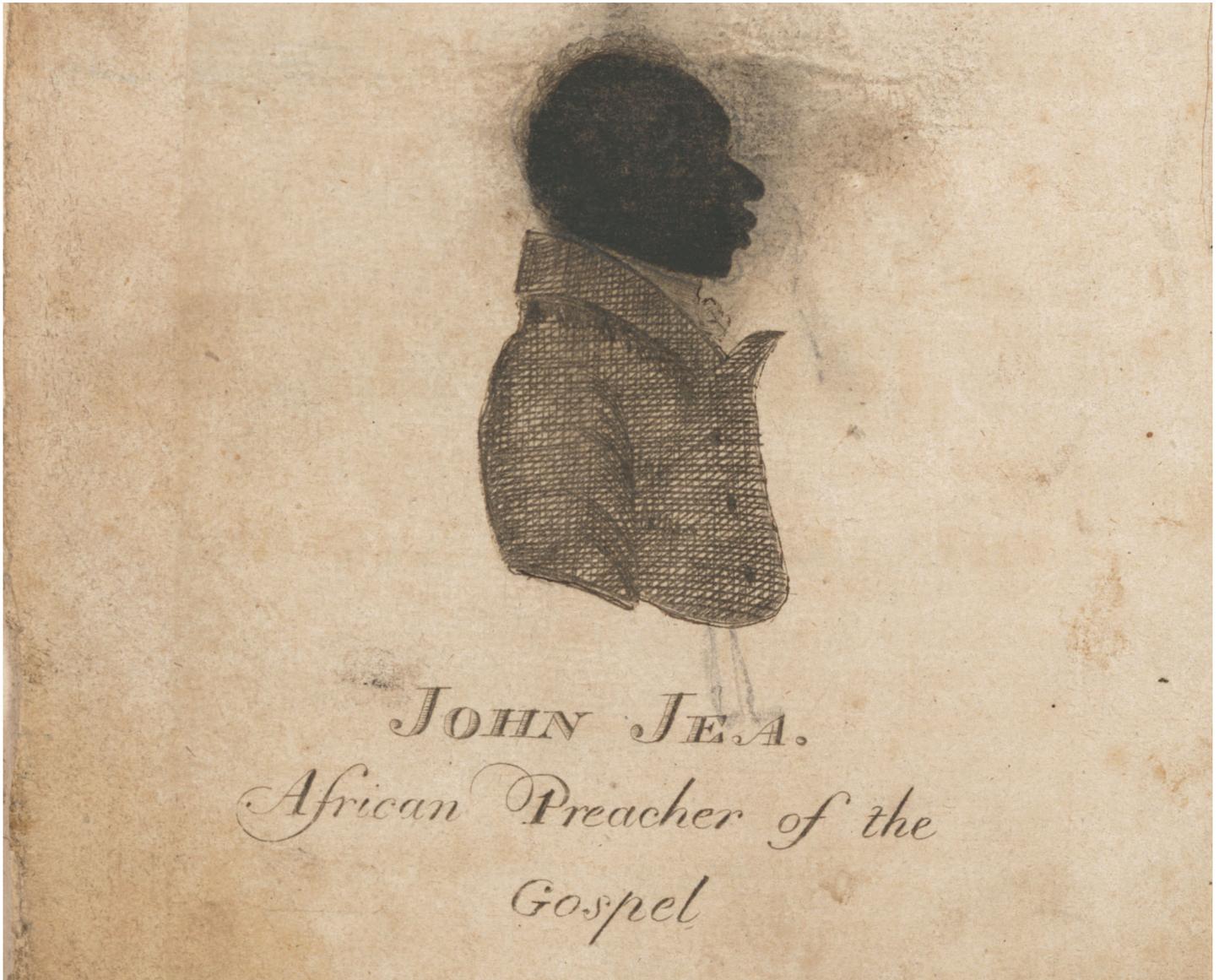
Materials:

- Audio: Amynto's First Person Account of Slavery in New York
- Audio: John Jea's First Person Account of Slavery in New York
- Worksheet 1: Primary Source Wordles
- Worksheet 2: First Person Accounts, Amynto and John Jea

Background:

As slavery died in parts of the North after the American Revolution, it thrived in Brooklyn until emancipation in 1827. In 1790, nearly one in every three Brooklynites were enslaved. Kings County's expanding agricultural economy relied on the work of unfree laborers to work on large farms and within the homes of the Dutch and English, two of the county's European colonizers.

After emancipation, as the reality of Brooklyn slavery faded, the memories of slavery—when they surfaced at all—tended to focus on how “mild” slavery in Brooklyn and the North was in comparison to its southern counterparts. Yet, first person accounts of former slaves reveal that it was no less brutal in the North than in the South—and just as pervasive. John Jea, a Nigerian, was one of the many enslaved people to work for Albert and Anetje Terhune, a Dutch family in Flatbush. Once conversion to Christianity freed Jea emotionally and legally, he established himself as a traveling preacher and described his brutal working conditions in his autobiography, *Life, History and Unparalleled Sufferings of John Jea, the African Preacher* (1811). Slavery was predicated on fear, violence, denial, and psychological and physical trauma. Enslaved people worked under a system that placed severe restrictions on their civil, political, and economic rights. In the North and South alike, slavery was an institution that oppressed both the body and mind.



Frontispiece from *Life, History and Unparalleled Sufferings of John Jea, the African Preacher*, Rare Book and Manuscript Library, Columbia University.

“Our labor was extremely hard, being obliged to work in the summer from about two o’clock in the morning, till about ten or eleven o’clock at night, and in the winter from four in the morning, till ten at night. The horses usually rested about five hours in the day, while we were at work; thus did the beasts enjoy greater privileges than we did.”

—John Jea, *The Life, History, and Unparalleled Sufferings of John Jea, African Preacher, Compiled and Written by Himself*. Chapel Hill: University of North Carolina at Chapel Hill, 2011.

Lesson 3, Worksheet 1

Primary Source Wordles*

Primary Source #1



Each of the word clouds below (and on the following page) contain words from part of the primary source videos you are going to watch. **What do you think the two primary sources are going to be about?**

* Word clouds created using wordle.net

LESSON PROCEDURES

1. As a pre-lesson activity, ask students to list the names of states where slavery existed before the Civil War. Record student answers on the board.
2. Take note of how many northern states were listed in comparison to southern states. If students listed few northern states, ask them if slavery existed in the North, and if so, ask them to describe how it compared to slavery in the South.
3. Explain that in this lesson they will listen to audio of two different first person accounts of slavery in New York. The first is an account of a writer who took up the pseudonym Amynto, and the second is from the personal narrative of John Jea, who was sold into slavery in New York with his family.
4. Give students copies of the word clouds from **Worksheet 1: Primary Source Wordles** and ask them to predict what each primary source will be about.
5. Distribute **Worksheet 2: First Person Accounts, Amynto and John Jea**. Play the audio clips “Amynto’s Account of Slavery in New York” and “John Jea’s Account of Slavery in New York” and ask students to follow along. After listening to the clips, ask students to compare and contrast the two accounts of slavery in New York by asking:
 - What is each author’s intent in creating his account?
 - Who do you think the audience is for each account?
 - How do the two accounts of slavery in New York differ?
 - Why do you think these two accounts of slavery in New York are so different?
 - About what things did John Jea and Amynto agree?
 - Which account do you think is nearest the truth?

6. Introduce the dramatic tableaux activity by telling students that they will be forming dramatic groups where they will create frozen scenes from the primary source audio clips they just watched. Explain that a dramatic tableaux is like a “freeze frame.” Tell them that if they pressed

the pause button when watching their favorite TV show or movie, they can still tell what is going in the scene from the position of the bodies and expression on the faces of the actors. Explain that, because they will not be able to use words in their dramatic tableaux, they must show what they are doing and how they are feeling with their bodies and faces.

7. Place students in groups of four or five. Tell each group that they will form a frozen scene representing either “Amynto’s Account of Slavery in New York” or “John Jea’s Account of Slavery in New York.” Allow students three to five minutes to formulate their scene. Inform them that the audience will be allowed to tap characters in the scene to hear what they have to say about what they are doing and how they are feeling. As students meet in their groups, tell them to look over their primary source’s word cloud from **Worksheet 1** to help them form a tableau that represents the words expressed in the selected piece.

8. Select a group to present and ask the rest of the class to put their heads down. Explain that they are to keep their eyes closed until you tell them they can look up. Meanwhile, allow the group to form its frozen scene.

9. Once the group is in position, tell the rest of the class to look at the frozen scene. Call on students in the audience to identify which primary source they think the scene represents. Encourage students to tap a character in the scene to hear their explanation about what they are doing and how they are feeling.

Linking Past and Present

- Have students conduct further research to find locations in Brooklyn and beyond that were made possible by the labor of enslaved people. Students can use an online map creation tool, such as www.tripline.net to create an annotated map, marking sites that were constructed by enslaved people (i.e. fortifications built in Fort Green during the War of 1812, the U.S. Capital, and U.S. railroads).

SECTION I

First Wave of Anti-Slavery Activism (1783-1834)

Lesson 4 Pursuing Freedom

Grade Level: Elementary School

Objectives:

Students will

- Develop expert knowledge of the different paths enslaved people pursued in order to secure emancipation by participating in a jigsaw activity.
- Select a historical character and write a diary entry detailing his or her pursuit of freedom.

Time: One 50-minute class period

Materials:

- Worksheet 1: Expert Topic Sheet - Running Away
- Worksheet 2: Expert Topic Sheet - Manumission
- Worksheet 3: Expert Topic Sheet - Self-Purchase

Background:

As long as slavery existed, so did the desire to be free. During gradual emancipation (1799-1827), anti-slavery activities fell into three broad categories in Kings County: (1) the individual and community efforts of black people, both enslaved and indentured, to secure their own emancipation; (2) the work of an anti-slavery society called the New-York Manumission Society who used the court system on behalf of enslaved people or those held illegally; and (3) the campaign for legal and political equality by Brooklyn's free black community through grassroots community-building. The work of these activists was met with frequent opposition and hostility from Brooklyn's land-owners and farmers whose wealth was built on slavery.

“May 17, 1815. This morning my negro was to come home. I am afraid he had run away and we can give no account for it.

May 19, 1815. My Negro Will ran away.

May 22, 1815. Went this morning to New York and published my Negro Will and John Wyckoff Negro Henry in the Papers – Spectator and Star reward 80 Dollars.”

—John Baxter, 1815. John and Garret S. Baxter journals. ARC.257. Brooklyn Historical Society.

Runaway.

RAN away from the subscriber, an indentured colored boy named **DAVID SMITH**, between eleven and twelve years old. He is now lurking around Brooklyn. All persons are forbid harboring him, on penalty of the law. He is a great rogue, and I will freely give his indentures to any person who can govern him—his father has refused to accept them.

Runaway advertisement for David Smith. *Long Island Star*. January 10, 1822. Brooklyn Historical Society.

Lesson 4, Worksheet 1

Expert Topic Sheet - Running Away

Background

A risky road to freedom, running away represented one of the everyday acts enslaved people did in order to resist their own bondage. Slaveholders regularly placed advertisements for the capture of runaways in local newspapers. Advertisements were often placed in the *Long Island Star*, Brooklyn's earliest newspaper.

Example

On November 4, 1778, an African-American male who was enslaved to a widow named Henderickie Lott ran away to Manhattan. He left with three coats, eight shirts, four pairs of pants, and stockings. A reward was offered for his return. It is not known whether he successfully built a new life as a free person or was captured and re-enslaved.

Discussion questions

- What are the pros of running away?
- What are the cons of running away?

Lesson 4, Worksheet 2

Expert Topic Sheet - Manumission

Background

Manumission is the legal process of becoming free. Enslaved people were usually manumitted after they worked for a specific amount of time or after completing a particular work requirement. These terms were sometimes laid out in a slaveholder's will. This route to freedom often failed because many white Brooklynites ignored the terms of the manumission, forcing African Americans to work beyond the terms of the agreement.

Example

An enslaved man in Brooklyn named Harry was promised money, manumission, and an apprenticeship at the age of 21 upon the death of his original enslaver, Maria Magdalene Ruble. In 1809, when he was around the age of 24, Harry enlisted the help of William Livingston, the Surrogate of Kings County. Livingston wrote a letter to the New-York Manumission Society, calling upon them to help Harry. It is not known if Harry ever found freedom.

Discussion questions

- What are the pros of being manumitted?
- What are the cons of being manumitted?

Lesson 4, Worksheet 3

Expert Topic Sheet - Self-Purchase

Background

Some enslaved people used their talent, skills, and perseverance to purchase their own freedom. This process often took many years. Those who were able to purchase themselves often attempted to purchase the freedom of their family members. Many enslaved people who bought their own freedom had the skills to earn money working jobs beyond their everyday duties. Some enslaved people enlisted the help of sympathetic whites or free blacks who would take their money, purchase them from their slave owner, and then set them free.

Example

In 1814, an enslaved man named Titus asked the New-York Manumission Society to help him with the emancipation of his family, which included his wife Betsey, a teenage son, a five-year-old daughter, and a baby girl. The bill of sale shows that their new owner was Reverend James Thompson, an African-American Brooklynite, who lived in Queens. Thompson freed the family once they were purchased.

Discussion questions

- What are the pros of self-purchase?
- What are the cons of self-purchase?

LESSON PROCEDURES

1. Using Think-Pair-Share, ask students to identify possible methods enslaved people used to become free prior to the passage of the 13th Amendment. Once pairs have shared with each other, elicit answers from the entire class and record them on the board.

2. Drawing from the information in the **Background**, briefly introduce to students the individual and collective efforts of enslaved people to secure their freedom.

3. Introduce the Jigsaw Activity by explaining that students will work in “home” and “expert” teams to discover more about how enslaved people captured their freedom during the era of gradual emancipation. Assign students to “home” teams of three students. Distribute the **Expert Topic Sheets**. Instruct each “home” team member to pick one of the three topics to research:

- Expert Topic Sheet - Running Away
- Expert Topic Sheet - Manumission
- Expert Topic Sheet - Self-Purchase

4. Have students move into their “expert” teams, joining other students who have the same expert topic. Assign each team one discussion leader to facilitate the discussion and make sure that everyone contributes to the conversation.

5. After “expert” teams have read about their topic and discussed the questions, ask them to think of a symbol that represents their assigned path to freedom. For example, the “Self-Purchase” expert team may draw a bag of money to represent the money that enslaved people often saved for several years in order to purchase their own freedom and the freedom of their family members.

6. Students return from their “expert” teams and take turns teaching their “home” team members their topic. Call on representatives from each expert team to draw their topic’s symbol on the board and explain why the team created that particular symbol.

7. Tell students that they will select one of the historical characters they learned about in the lesson (David Smith of Running Away, Caesar Foster of Manumission, and Titus of Self-Purchase) and write a letter to the editor of an abolitionist newspaper explaining their path to freedom and why they think slavery should be abolished.

Linking Past and Present

- Have students research indirect references to slavery in the United States and New York constitutions.
- Ask students to calculate how many years passed between the year the Constitution became law (1787) and the year gradual emancipation was finalized in New York State (1827).
- How many years passed between the year the Constitution became law and the Emancipation Proclamation (1863)?
- How many years have passed between the passage of the 13th Amendment (1864) and today?
- How is the present affected by the history of slavery?

SECTION I

First Wave of Anti-Slavery Activism (1783-1834)

Lesson 5

The New-York Manumission Society

Grade Level: High School

Objectives:

Students will

- Understand the role the New-York Manumission Society played in helping enslaved people secure freedom.
- Analyze the contested will of a slaveholder who intended to manumit her slave, Harry.
- Assume the identity of a member of the New-York Manumission Society and write a letter to the court on Harry's behalf.

Time: One 50-minute class period

Materials:

- Worksheet 1: Activities of the New-York Manumission Society on Long Island
- Worksheet 2: Primary Source—Maria Magdalene Ruble's Last Will and Testament

Background:

After the Revolutionary War, free black communities, manumissions, and anti-slavery societies grew in the North. In 1785, thirty-two white men from Manhattan's elite formed the "New-York Society for Promoting the Manumission of Slaves, and Protecting Them as Have Been, or May be Liberated," otherwise known as the New-York Manumission Society (N-YMS). The society's founders included Alexander Hamilton and John Jay. The society drafted thirteen by-laws, none of which addressed eligibility requirements for its members. As a result, many officers and members were also slaveholders. The contradiction of being a slaveholding anti-slavery reformer was not lost on people like John Jay who held six bonds people in the year of the N-YMS's founding. Many believed that their reform work with the N-YMS addressed their sin of slaveholding and would eventually result in the moral and economic collapse of slavery.

The N-YMS was responsible for (1) establishing the African Free School on Cliff Street in Manhattan in 1787, (2) persuading the legislature to prevent the importation and exportation of enslaved people via the international slave trade in New York in 1788 (U.S. participation in the international slave trade finally ended in 1808), and (3) assisting in thousands of court cases for people entrapped in slavery, over a hundred of whom came from Long Island.

Lesson 5, Worksheet 1

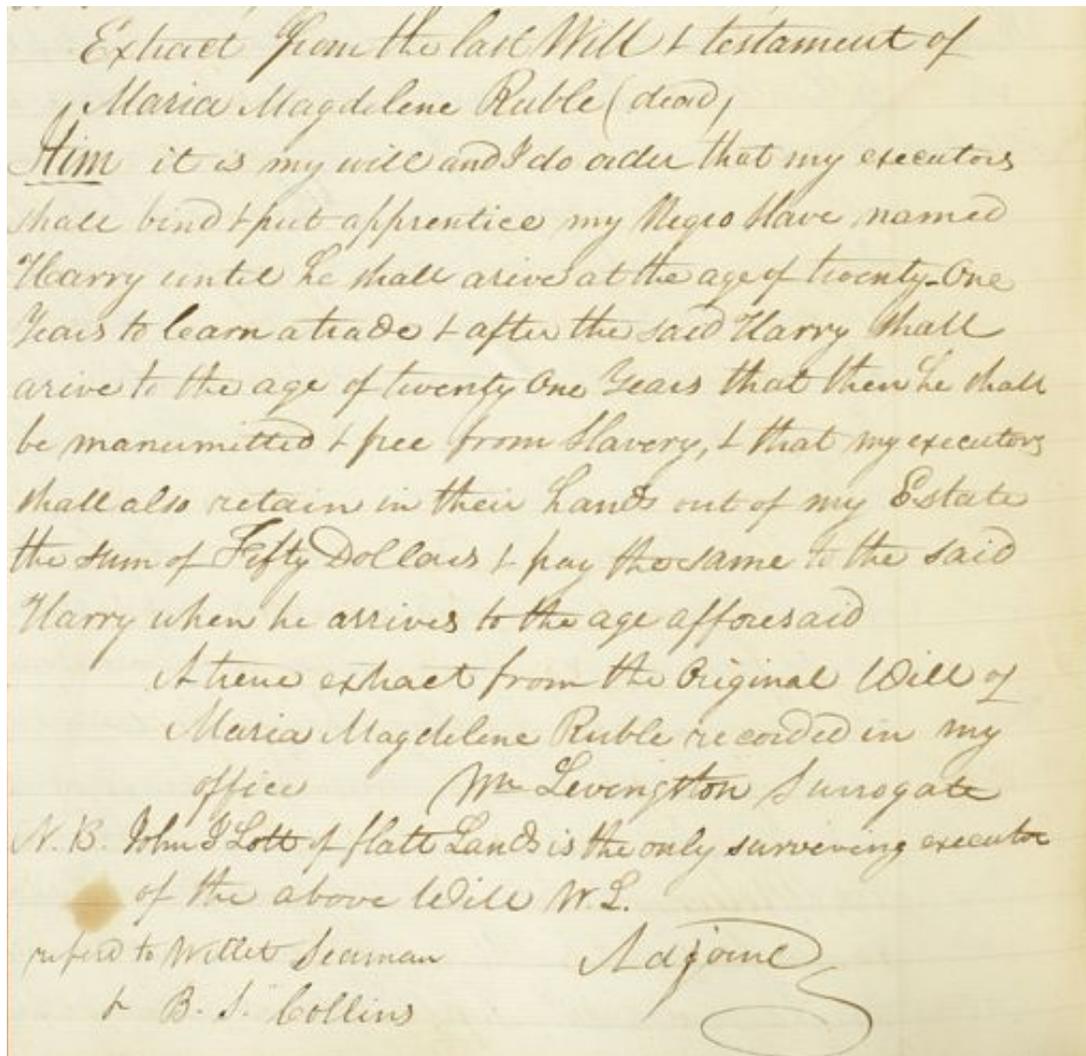
Activities of the New-York Manumission Society on Long Island

Nature of Complaint	Number	Percentages
Illegal Sale of Slaves		
- From West Africa sources	2	1.9
- From West Indies sources	7	6.5
- From New Jersey sources	3	2.8
- From Virginia sources	2	1.9
- From Nova Scotia	5	4.7
- To new owners in Rhode Island, Connecticut, Maryland, Pennsylvania, and Illinois	5	4.7
- To new owners in Virginia, North and South Carolinas, and Georgia	8	7.5
- To a new owner in France	1	0.9
- To new owners in New Jersey	11	10.3
Brutality and/or assaults	8	7.5
Terms of conditional manumissions violated by owners or others	11	10.3
Mustee or Indian held as a slave	8	7.5
Kidnapped	1	0.9
Failure of owner to educate child	3	2.8
Manumission by will denied	2	1.9
Indentured servant held/sold as a slave	2	1.9
Miscellaneous civil case	10	9.3
Manumission Society must buy slave	2	1.9
Freedmen enslaved	16	14.9
Total complaints	107	100

Source: Richard Shannon Moss, Appendix H, *Slavery on Long Island; its rise and decline during the seventeenth through nineteenth centuries* (Ph.D, St. John's University, 1985). Note: figures from Suffolk, Queens, and Kings Counties in Long Island are included.

Lesson 5, Worksheet 2

Primary Source - Maria Magdalene Ruble's Last Will and Testament



Extract from the last Will & testament of
Maria Magdalene Ruble (dead)
Item it is my will and I do order that my executors
shall bind & put apprentice my Negro Slave named
Harry until he shall arrive at the age of twenty-one
Years to learn a trade & after the said Harry shall
arrive to the age of twenty-one Years that then he shall
be manumitted & free from Slavery, & that my executors
shall also retain in their hands out of my Estate
the sum of Fifty Dollars & pay the same to the said
Harry when he arrives to the age aforesaid
A true extract from the Original Will of
Maria Magdalene Ruble recorded in my
office Wm Livingston Surrogate
N.B. John I. Lott of Flatlands is the only surviving executor
of the above will W.L.
Reported to Willet Seaman
& B.S. Collins Adjoine

The Case of Harry versus John Lott, Collection of The New-York Historical Society, MS1465, Vol. 10.

Excerpt from the last will and testament of Maria Magdalene Ruble (dead):

It is my will and I do order that my executors shall bind and put apprentice my Negro Slave, named Harry until he shall arrive at the age of twenty-one years to learn a trade and after the said Harry shall arrive at the age of twenty one years that then he shall be manumitted and free from slavery, and that my executors shall also retain in their hands out of my Estate the sum of fifty dollars and pay the same to the said Harry when he arrives to the age aforesaid.

*A true extract from the original will of Maria Magdalene Rubble recorded in my office
Wm. Livingston*

N.B. John I. Lott of Flatlands is the only surviving executor of the above will. W.L.

Reported to Willet Seaman & B.S. Collins

LESSON PROCEDURES

1. Share information from the **Background** with students about how the N-YMS was established, the contradictory presence of slaveholders within its ranks, and society's area of operations.

2. Distribute **Worksheet 1: Activities of the New-York Manumission Society on Long Island**. Place students in small groups and ask them to examine the table to draw conclusions about the activities of the N-YMS and explain what the table reveals about the nature of slavery in Brooklyn and neighboring areas at the time. Ask the following questions:

- What types of complaints did the N-YMS receive?
- Which complaint did they receive the most of?
- What conclusions can you come to about the lives of enslaved people based on this table?
- What conclusions can you come to about the N-YMS based on this table?

3. Explain that as shown in the table, the N-YMS often intervened in court cases where the terms of an enslaved person's manumission had been violated. Distribute **Worksheet 2: Primary Source - Maria Magdalene Ruble's Last Will and Testament**. Explain that an enslaved man in Brooklyn named Harry was promised money, manumission, and an apprenticeship at the age of 21 upon the death of his original enslaver, Maria Magdalene Ruble. In 1809, when he was still enslaved around the age of 24, Harry enlisted the help of William Livingston, the Surrogate of Kings County. Livingston wrote a letter to the New-York Manumission Society, calling upon them to help Harry.

4. Ask students to read Maria Magdalene's will and make a list of the terms of Harry's manumission. Have students share their lists and record their answers on the board. Ask students to assume the role of William Livingston and to write a letter to the N-YMS, asking for them to assist in securing Harry's freedom. Students should use their list of the terms of Harry's manumission to support their claims.

Linking Past and Present

- Have students define the term "paradox." Discuss the paradox of slave owners also serving as members of the New-York Manumission Society. Ask students to find a modern example of a paradox in the political realm and compare it to the contradictions of slavery in the land of the free.

SECTION I

First Wave of Anti-Slavery Activism (1783-1834)

Lesson 6

Self-Reliance in Brooklyn's Free Black Communities

Grade Level: Middle School

Objectives:

Students will

- Explore the definition of community.
- Understand the importance of mutual assistance and community building in Brooklyn's early free black communities.
- Create flyers to promote the services offered by key organizations within Brooklyn's early free black communities.

Time: Two 50-minute class periods

Materials:

- Worksheet 1: Population of Kings County, 1791-1820
- Worksheet 2: Assistance in Brooklyn's Free Black Communities

Background:

During gradual emancipation (1799-1827), Brooklyn transformed from Dutch farmland to a bustling town centered around the ferry landing and located at the northwestern tip of Kings County. In 1815, residents created the village of Brooklyn located within the town of the same name. The free black diasporic community lived in the neighborhoods which are known today as DUMBO and Vinegar Hill. Their neighbors included Irish immigrants, transplants from New England, descendants of the English, and original Dutch settlers.

Brooklyn's free black community seized their own freedom by creating institutions that would be independent, safe, and free from racism in order to combat the legacy of slavery. Two brothers, Peter and Benjamin Croger, in particular, were at the center of this community-building. They created a mutual aid society intended to assist orphans and widows called the Brooklyn African Woolman Benevolent Society (1810), a school for African-American students (1815), and Brooklyn's first African Methodist Episcopal Church (1818). The foundation allowed them to live their lives with determination, dignity, and respect in a society that did not imagine African Americans as equal citizens.

CONSTITUTION

OF THE

BROOKLYN AFRICAN WOOLMAN

BENEVOLENT

SOCIETY,

ADOPTED

March 16, 1810.



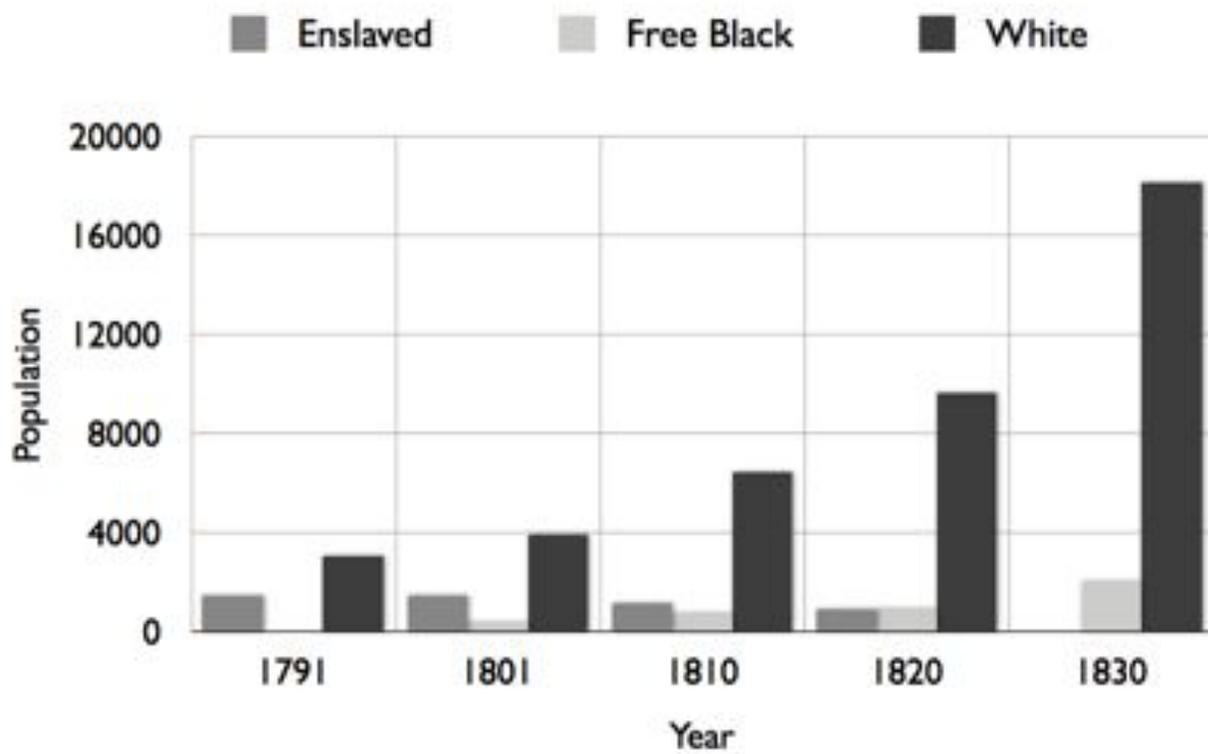
This band is thus united,
Each other to relieve ;
If they shall be distressed,
From it they shall receive.

The widow and the orphan,
As we suppose they need ;
From it shall have their portion,
And thus we are agreed.

Constitution of the Brooklyn African Woolman Benevolent Society, New-York Historical Society Collections. Y1820.BrookAfrican.

Lesson 6, Worksheet 1

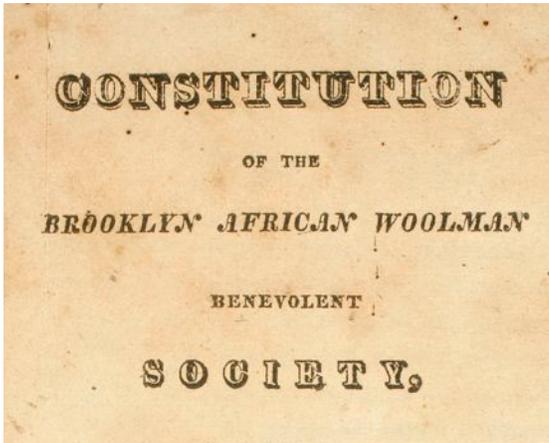
Population of Kings County, 1791-1820



Source: Craig S. Wilder, *Covenant with Color*, Tables 2.4, 2.5, and 2.6; Richard S. Moss, *Slavery in Long Island*, Table XIV.

Lesson 6, Worksheet 2

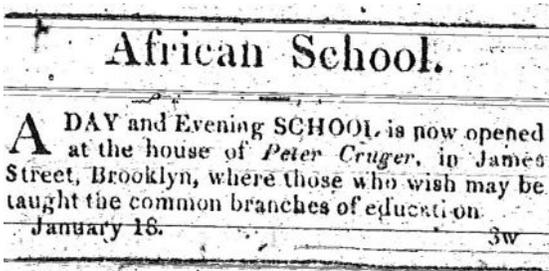
Assistance in Brooklyn's Free Black Communities



Constitution of the Brooklyn African Woolman Benevolent Society, New-York Historical Society Collections. Y1820.BrookAfrican.

Brooklyn's African Woolman Benevolent Society

In 1810, brothers Peter and Benjamin Croger established the Brooklyn African Woolman Benevolent Society. It was the first mutual aid society in Brooklyn created by the African-American community in order to care for and assist widows and orphans of its former members.



Advertisement for African School. *The Long Island Star*. January 18, 1815. Brooklyn Historical Society.

Peter Croger's African School

In 1815, Peter Croger founded a school which he named the African School. The school was located at his home on James Street (the street no longer exists) and offered day and evening classes to African Americans. The school was important, as Brooklyn's first district school initially refused to accept students of color and kept them in a separate classroom once they did.



Bridge Street African Methodist Church. Eugene L. Armbruster. 1923. Eugene L. Armbruster photographs and scrapbooks. V1974.1.1342. Brooklyn Historical Society.

Brooklyn's AME Church

On February 7, 1818, the Croger brothers, together with other residents of Brooklyn's black community, opened the African Methodist Episcopal Church on High Street in the village. They were forced to establish the church after being segregated to an end gallery which they had to pay for, and forced to listen to the pro-slavery views of the church's Irish pastor Alexander M'Caine at Sands Street Methodist Church. The Brooklyn AME church was more than a place of worship; it also served as a venue for political protests, educational meetings, and a haven for newly arrived fugitives who had escaped slavery. The church was renamed Bridge Street AME after relocating in 1854, and moved to Bedford Stuyvesant in 1938. Today it is Brooklyn's oldest black church.

LESSON PROCEDURES

1. Distribute **Worksheet 1: Population of Kings County, 1791-1820**. Ask students to examine the graph and work with a partner to discuss how the population of Kings County changed from 1791-1820.

2. Students should note that in addition to the entire population increasing, the free black population was growing as the number of enslaved persons decreased. Remind students that with the passage of the Gradual Emancipation Act in 1799 (see Lesson 2), enslaved people in the state of New York began the process of becoming legally emancipated. Many of the formerly enslaved settled in free black communities.

3. Write the word “community” on the board. Allow students to define community in their own words by writing or drawing a definition. Create a word web as students share their definitions. Ask the following questions:

- What purposes does a community serve?
- What can a community provide its members?
- What can a member provide for the community?

4. Working with a partner, have students discuss the following questions:

- What might life have been like for the free black community?
- In what ways might people have had to depend on one another?
- What needs do you think free blacks had during the early 1800s?
- How might those needs have been met?

5. Explain to students that enslaved people faced discrimination, political inequality, and lack of economic opportunity; once African Americans were freed, black churches, schools, mutual aid societies, and other institutions arose to meet their needs. These organizations assisted African Americans in the following ways: provided voluntary services, financial resources, and education; assisted fugitives; and built the foundation for anti-slavery activism in Brooklyn.

6. Distribute **Worksheet 2: Assistance in Brooklyn’s Free Black Communities**. Ask students to examine the images and read about the three institutions. Discuss how these institutions provided assistance to free blacks in Brooklyn.

7. Using **Worksheet 2: Assistance in Brooklyn’s Free Black Communities**, have students choose one institution and design a flyer announcing the services provided to the community. Flyers should communicate why these services are vital to the free black community.

Linking Past and Present

- Discuss how self-reliance and community-building can counter discrimination and oppression today. What advice would free blacks from the early 1800s have for all of us today about community-building and resistance?

SECTION II

Abolitionism in Black and White (1831-1840)

Lesson 7

Abolitionism in Black and White

Grade Level: Elementary School

Objectives:

Students will

- Understand the diversity that existed among the men and women who opposed slavery.
- Discover the tactics and strategies that abolitionists used by matching them with primary sources.

Time: One 50-minute class period

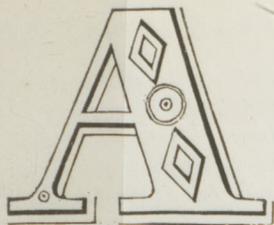
Materials:

- Worksheet 1: Abolitionism in Black and White

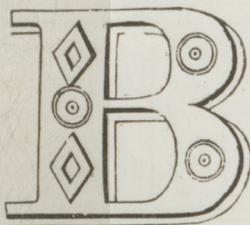
Background:

During gradual emancipation (1799-1827), free black communities in cities such as Brooklyn fought for their rights by creating independent churches, schools, and societies at a time when political and legal inequality was widespread. In the early 1830s, a group of black and white activists from cities such as Philadelphia, Boston, New York, and Brooklyn came together calling for an immediate end to slavery in the United States and demanded political and legal equality for African Americans. The abolitionists were ordinary men and women, black and white, who made their living as educators, businessmen and women, church leaders, journalists, and writers. On December 4, 1833, male abolitionists formed the American Anti-Slavery Society in Philadelphia. The national headquarters was based in Manhattan. They were able to spread their message quickly as a number of local auxiliary societies, and later female auxiliaries, were established throughout the North.

The abolitionists represented one of the earliest groups in the nation's history to work cooperatively across a racial divide towards a common purpose that was motivated by religious and political impulses. Many considered slavery a sin which therefore needed to be removed. Although the abolitionists, men and women, black and white, were not always friends, they were deeply committed to their political work. They were met with violence and hatred from large sections of society who considered them a radical and dangerous minority. Undeterred, the abolitionists in Brooklyn and beyond achieved their agenda in a number of different ways.

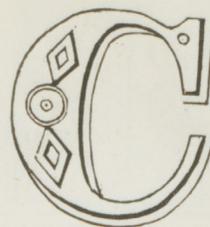


A is an Abolitionist—
A man who wants to free
The wretched slave—and give to all
An equal liberty.

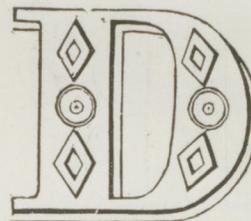


B is a Brother with a skin
Of somewhat darker hue,
But in our Heavenly Father's sight,
He is as dear as you.

5



C is the Cotton-field, to which
This injured brother's driven,
When, as the white man's slave, he toils
From early morn till even.



D is the Driver, cold and stern,
Who follows, whip in hand,
To punish those who dare to rest,
Or disobey command.

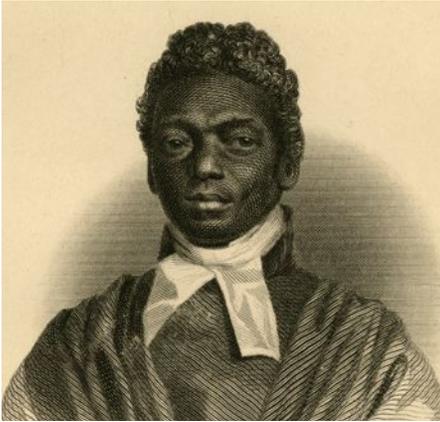
The Anti-Slavery Alphabet, Courtesy of The Historical Society of Pennsylvania (HSP), General Collection, Hannah Townsend.

“Although our sympathies as Anti-Slavery men are necessarily enlisted on behalf of the enslaved in every part of the world, we are nevertheless compelled to confine our operations to a less extensive sphere, in which our efforts will be more certainly available. It is in Brooklyn where we are called upon to act...”

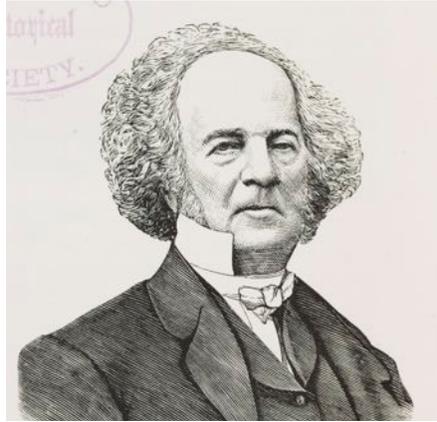
—First Annual Report of the Brooklyn Anti-Slavery Society,
Adopted March 16, 1810

Lesson 7, Worksheet 1

Abolitionism in Black and White



James Pennington. Pastor and educator.
South Brooklyn resident.
Courtesy of the Brooklyn Historical Society.



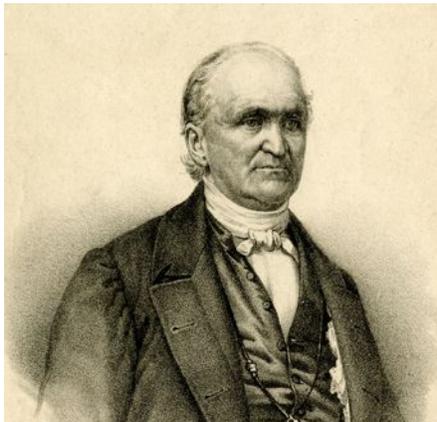
Lewis Tappan. Merchant.
Brooklyn Heights resident.
Courtesy of the Brooklyn Historical Society.



Henry Ward Beecher. Pastor. Brooklyn
Heights resident.
Courtesy of the Brooklyn Historical Society.



Mary Marshall Lyons. Businesswoman.
Manhattan resident.
Courtesy of The New York Public Library.



Samuel Cox. Pastor. Brooklyn resident.
Courtesy of the Brooklyn Historical Society.



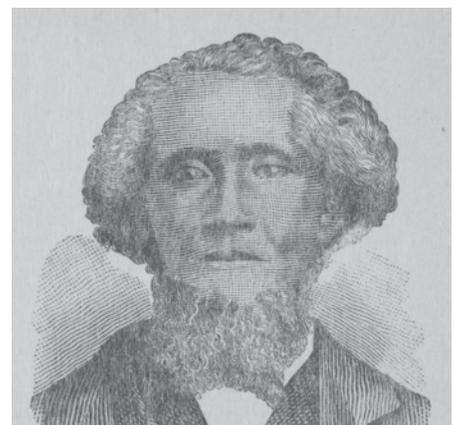
Angelina Grimké. Writer and suffragist.
Philadelphia resident.
Courtesy of the Library of Congress.



Frederick Douglass. Newspaper publisher,
public speaker, and writer.
Rochester, NY resident.
Courtesy of the Brooklyn Historical Society.



Lucretia Mott. Quaker reformer.
Philadelphia resident.
Courtesy of the Library of Congress.



Willis Hodges. Businessman and
newspaper proprietor. Brooklyn resident.
Courtesy of The New York Public Library.

LESSON PROCEDURES

1. Write the word “abolitionist” on the board. Ask students to define what it means. Guide the students in understanding that an abolitionist is a person who believed that slavery was wrong and worked to end it.

2. Ask students if they can name any abolitionists from United States history and describe how they worked to end slavery. What risks did they face? How do students think other people responded to their efforts?

3. Explain to students that ordinary people from all walks of life came together to oppose slavery through their radical words and actions. Many of them risked their own safety by assisting men, women, and children escape the horrors of slavery.

4. Tell students that by the 1830s, abolitionists called for the immediate end to slavery and promoted political and legal equality for blacks. Explain that some abolitionists opposed slavery on religious grounds, while others opposed slavery for constitutional reasons. Remind students that the work of abolitionists built upon the anti-slavery activism that was led by Northern free black communities, including black Brooklynites.

5. Distribute **Worksheet 1: Abolitionism in Black and White**. Ask students to describe what an abolitionist looked like. Discuss the differences in appearances, dress, color/race, and gender. Help the students understand that those who opposed slavery were men and women, rich and poor, black and white.

6. Write the following list of strategies that abolitionists used in order to oppose slavery:

- Writing pamphlets and books
- Publishing newspapers
- Organizing abolitionists societies/groups
- Lecturing and preaching in churches
- Helping enslaved people escape to freedom
- Organizing parades and rallies
- Providing education, money, and land for free Africans

7. Place students in small groups and ask them to imagine that they are conducting a meeting of an abolition society. The goal for the meeting is to review and discuss strategies that the society will use to oppose slavery. Each group should select the strategies they think will be most effective and how they will employ them. Have groups share their strategic plans.

8. Hold a class discussion about how each strategy would help abolitionists advance the cause of ending slavery. Which strategy might be the most effective? What are the skills required to engage in each strategy? What are the challenges and risks involved?

Linking Past and Present

- Discuss with students that, even today, activists come from all walks of life. Stress that everyday people can make small changes that have rippling effects. Have students brainstorm the issues that concern them today. What steps can they take to affect change? What opportunities and resources are available to them that did not exist for abolitionists in the 1830s?

SECTION II

Abolitionism in Black and White (1831-1840)

Lesson 8

Abolitionist Sisterhood

Grade Level: High School

Objectives:

Students will

- Brainstorm gender expectations of women during the 19th century.
- Understand the role women played in the abolitionist movement.
- Participate in a simulated national women's anti-slavery organization.

Time: Two 50-minute class periods

Materials:

- Audio: Mary White Ovington
- Worksheet 1: First Person Account, Mary White Ovington
- Worksheet 2: Ladies' New-York Anti-Slavery Society Annual Report

Background:

A number of women across various northern cities gained prominence as abolitionists and women's rights activists. Lucretia Mott, Maria Stewart, Angelina and Sarah Grimké, Lydia Maria Child, and Susan Paul emerged as influential writers, educators, lecturers, activists, and moral reformers. These women, black and white, redefined the roles that society expected of them as mothers, wives, and daughters and became central to the anti-slavery movement.

Daughter of Brooklyn Heights resident and prominent abolitionist Lewis Tappan, 21-year-old Julianna Tappan was central to the women's abolition movement in Manhattan. She worked with the Ladies' New-York Anti-Slavery Society, founded in 1835. Julianna regularly communicated with like-minded activists in New England and Philadelphia. She organized a highly sophisticated petition drive intended to collect over one-million signatures from women protesting slavery. She was also a central figure at the Anti-Slavery Convention of American Women that met annually between 1837 and 1839. The conventions attracted women with anti-slavery ideals from all over the North.

"We succeeded in happily constituting the [Ladies' New-York Anti-Slavery] Society...and the influence of whose efforts, we trust, will be found continually increasing, till the last shackle falls from the last slave - till our country is free."

—First Annual Report of the Ladies' New-York Anti-Slavery Society, 1836

2 To the Senate and House of Representatives of the United States:

The undersigned, women of the city & county of New York in the State of New York Respectfully pray your honorable body, immediately to abolish SLAVERY, and the SLAVE TRADE, in those TERRITORIES of the United States, where they exist.

Mary Layton
Jane Van Cleef
Ann Van Cleef
Mary Van Cleef
Isabella Smith
Elizabeth Gray
Jane Clark
Sally Cannon
Mary Cane
Thebe Clow
Eliza D. Wilton
Elizabeth Pinkney

L. Cooper
Catherine Common
Caroline Brown
Eliz Cookman
Loah Foulw
Harriet Banta Sarah Banta
Sarah C. Donaldson
Sarah Baird
Daphnia J. Smith
Hester Marks
Mary Benedict

Anti-Slavery Petition/ 98 Women of the City of New York for the abolition of slavery and the slave trade in the Territories of the United States. HR25A-H1.8. National Archives and Records Administration, Washington, D.C.

Lesson 8, Worksheet 1

Ladies' New-York Anti-Slavery Society Annual Report

REPORT.

With regard to what we have accomplished during the year just closed, it has not been all that we wished, though as much as we might have expected; for we know when we formed our Society, that we must, for some time at least, be prepared to stem a strong tide of opposition; and we consider much has been gained in establishing a centre of female influence and effort...in this city. Our object has chiefly been to collect funds for the National Society, and we have paid into their treasury \$325, 100 of which was contributed through the successful ingenuity and industry of the Ladies' Anti-Slavery Sewing Society, auxiliary to ours. We have also distributed Anti-Slavery publications, and assisted in circulating petitions to Congress, for Abolition in the District of Columbia, as well as prepared and circulated the Ladies' petition to the General Assembly of last year. But a mighty work is yet before us, and we desire to enter our second year, humbly, prayerfully, devotedly -- thankfully availing ourselves of the encouragement to be received from the rapid advancement of our principles, and ready to "spend and be spent" in a cause, so every way worthy of the best energies of our hearts and lives.

Source: First Annual Report of the Ladies' New-York City Anti-Slavery Society (New York: William S. Dorr, 1836).

LESSON PROCEDURES

1. Ask students to work with a partner to brainstorm what life was like for women during the 19th century. What was expected of them? What were they restricted from doing?

2. Have students share their responses with the class. Students should point out that women were not permitted to vote or hold office. They had few property rights and few options for college. Refer to the title of this lesson and invite students to speculate about how women abolitionists would have been regarded by men during the early 19th century.

3. Set up the **Audio: Mary White Ovington** by explaining to students that Mary White Ovington (1865-1951) was a Brooklynite, suffragist, journalist, and one of the co-founders of the NAACP. Her grandmother, Emeline Franklin Ketcham, was a friend of William Lloyd Garrison and had formed her anti-slavery ideals by listening to the preaching of the minister and abolitionist Samuel J. May.

4. Distribute **Worksheet 1: First Person Account, Mary White Ovington**. Play the **Audio: Mary White Ovington** and ask students to follow along. Call on students to explain the risks involved in abolitionist work.

5. Distribute **Worksheet 1: Ladies' New-York Anti-Slavery Society Annual Report**. Explain to students that the barring of women from becoming members in the American Anti-Slavery Society led to the creation of female anti-slavery societies. For many women, it was their first experience running an organization and they defied social norms with their anti-slavery activism. After students read the excerpt from the annual report, ask the following questions:

- Why were women who were subject to disenfranchisement, oppression, and segregation sympathetic to the cause of abolition?
- Why were they willing to risk their personal and social safety?
- Is there a connection between the abolition of slavery and women's struggle for equality?

6. Divide the class into small groups. Have each group create a women's anti-slavery society. Each society should have:

- A name
- A mission statement, which should include the society's goals
- A list of activities that the society will engage in to achieve their goals

7. Have each group present its organization to the rest of the class.

Linking Past and Present

- Have students research activist organizations created by or run by women. What are the aims of these organizations? What obstacles do they face? How do these organizations impact American society today?

SECTION II

Abolitionism in Black and White (1831-1840)

Lesson 9

Abolitionist Propaganda

Grade Level: Middle & High School

Objectives:

Students will

- Understand propaganda as a technique of persuasion.
- Analyze abolitionist print propaganda.
- Create abolitionist propaganda posters.

Time: Two 50-minute class periods

Materials:

- Worksheet 1: Abolitionist Propaganda

Background:

Established by abolitionists in 1833, the American Anti-Slavery Society was responsible for some of the most sophisticated print propaganda drives during the early 19th century. Although they were initially deemed a radical minority by the public, the abolitionists ensured that their message to end slavery and promote political and legal equality were seen and heard by various communities across the country. They took advantage of newer print technologies that allowed materials to be cheaply mass-produced. Anti-slavery propaganda included illustrated periodicals, newspapers, pamphlets, and broadsides.

Abolitionists printed these materials despite threats of violence. In July 1834, angry mobs descended upon the homes of a number of abolitionists and assaulted many ordinary African-American residents in Manhattan. New York's anti-abolition or anti-race riot did little to deter the abolitionists from their political work. In 1835, Lewis Tappan, an abolitionist who originally lived in Manhattan but later became a long term Brooklyn Heights resident, launched a postal campaign. Thousands of anti-slavery publications were sent to post offices in the North and South intended to persuade recipients of slavery's sin through moral suasion. On July 29, 1835, in Charleston, South Carolina, mobs were furious at abolitionists and burned the mailbags and mock effigies of Lewis Tappan.

—VOL. I. No. 3.—

THE
AMERICAN
ANTI-SLAVERY
ALMANAC,
FOR
1838,

Being the second after Bissextile or Leap-Year, and the 62nd of American Independence. Adapted to most parts of the United States.



"Thus saith the Lord, Execute judgment in the MORNING, and deliver him that is spoiled out of the hand of the oppressor."

N. SOUTHARD, EDITOR.

BOSTON:
PUBLISHED BY D. K. HITCHCOCK,
No. 2 School Street

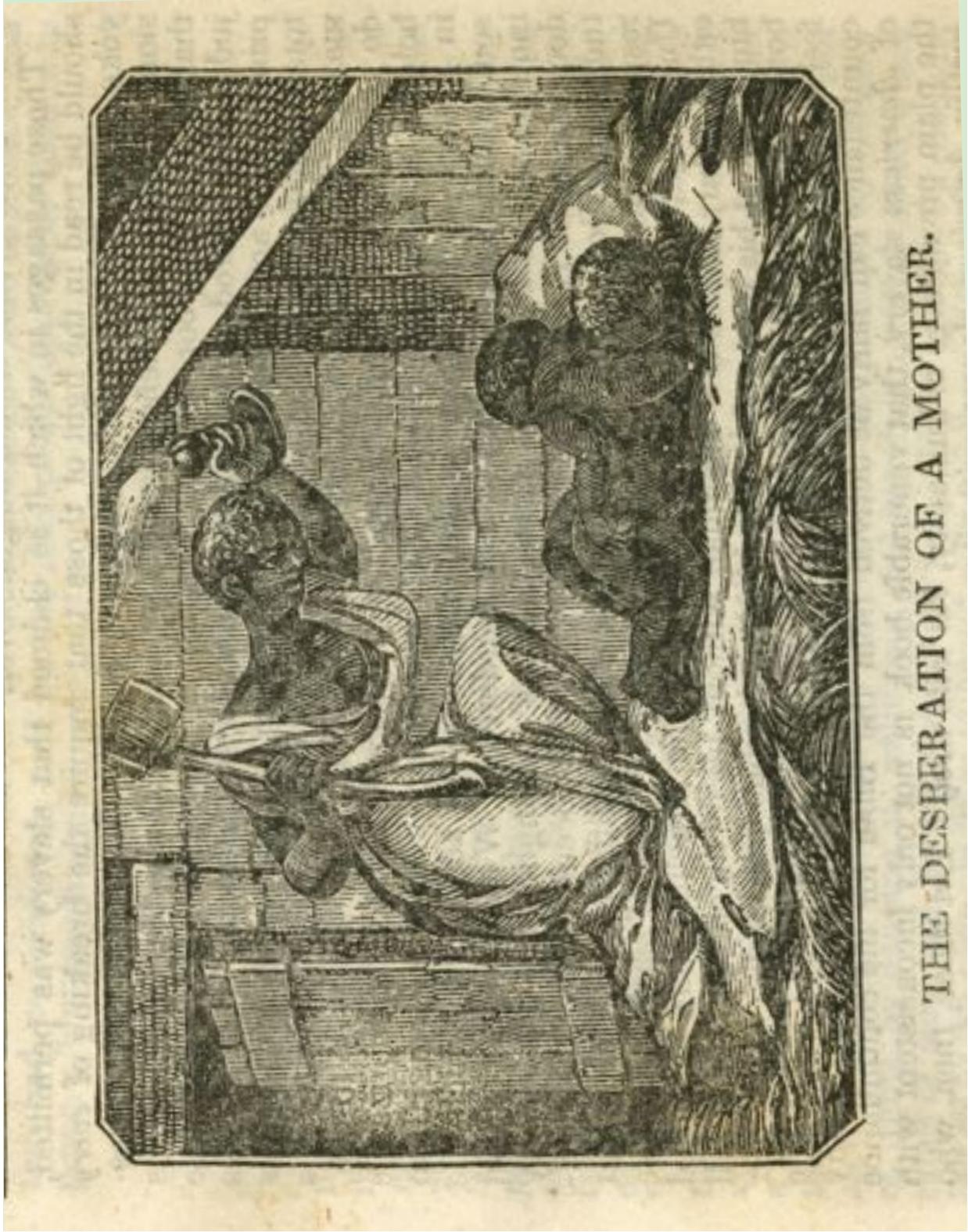
This image depicts Boston abolitionist William Lloyd Garrison cutting down the tree of slavery with his axe. On the other side, propping up the tree and ready to attack Garrison, is a church minister and President Martin Van Buren. Abolitionists often criticized the church and the government for allowing slavery to flourish.

Cover Page, *The American Anti-Slavery Almanac for 1838*. N. Southard. 1838. Slavery pamphlet collection. PAMP American-4. Brooklyn Historical Society.

Lesson 9, Worksheet 1

Abolitionist Propaganda

Document #1



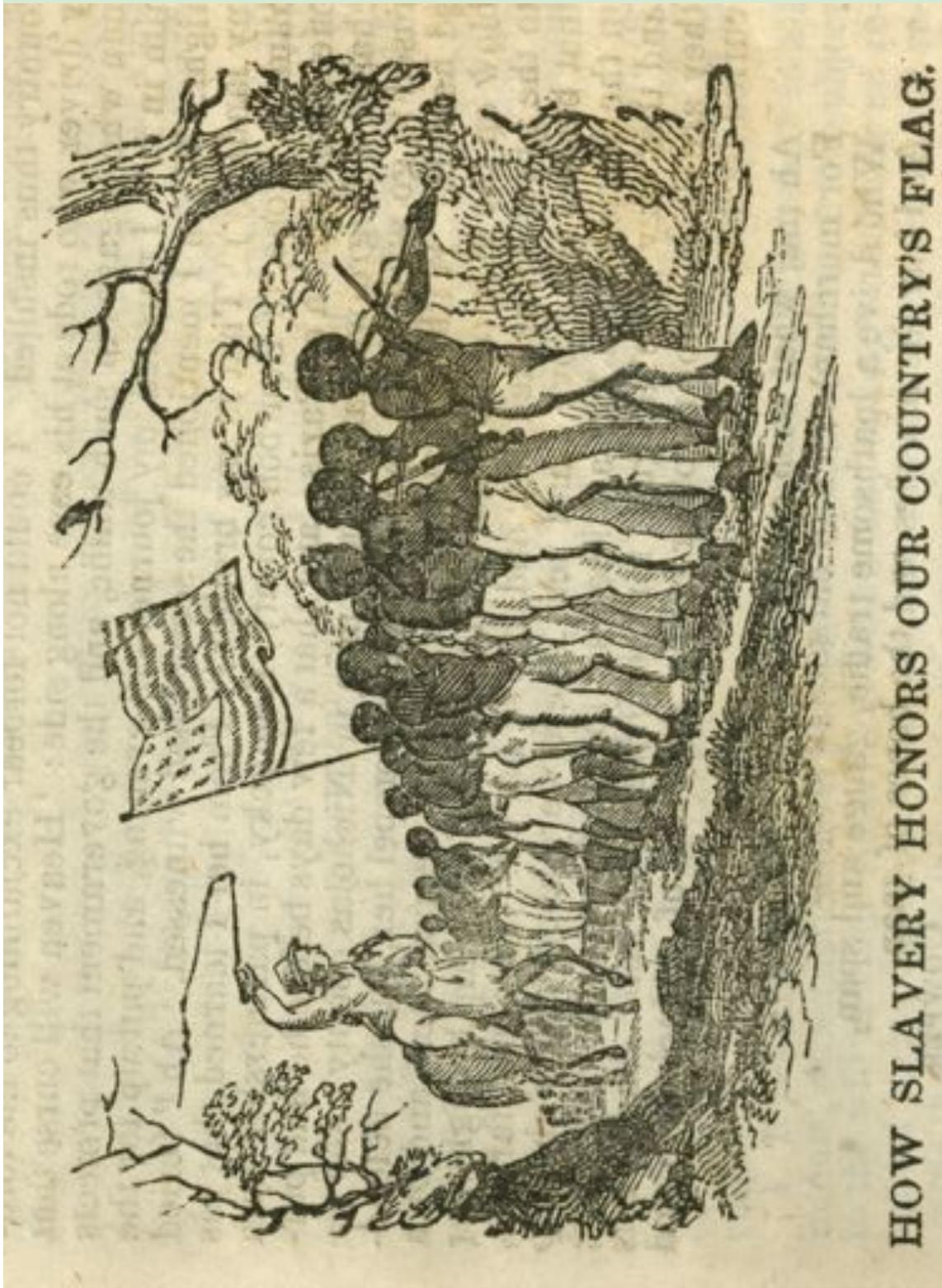
THE DESPERATION OF A MOTHER.

"The Desperation of a Mother." *The Anti-Slavery Record*. Ranson G. Williams. 1835. Slavery pamphlet collection. PAMP Anti-1. Brooklyn Historical Society.

Lesson 9, Worksheet 1

Abolitionist Propaganda

Document #2



"How Slavery Honors our Country's Flag." *The Anti-Slavery Record*. Ranson G. Williams, 1835. Slavery pamphlet collection. PAMP Anti-r. Brooklyn Historical Society.

Lesson 9, Worksheet 1

Abolitionist Propaganda

Document #4



The image of the kneeling slave asking “Am I Not a Man and a Brother?” was a popular symbol in the British abolitionist movement which gained momentum in the 1790s. By 1807, Britain abolished the slave trade, and by 1833, slavery in the colonies. American abolitionists used the British anti-slavery movement to give credibility and justification to their cause.

Our Countryman in Chains. 1837. M1975.383.1. Brooklyn Historical Society.

LESSON PROCEDURES

1. Ask students to think about major political and social causes, such as environmentalism, human rights, or the “Occupy” movement. Ask them to identify what people do to promote these causes and spread their message to others.

2. Explain to students the importance of persuasion - whether it be speaking, writing, or images - to convince people to back a particular cause.

3. Write the term “propaganda” on the board. Ask students the following questions:

- What is propaganda?
- Give an example of propaganda that you have come across in your daily life.
- What are the purposes of propaganda?
- Who uses propaganda?

Make sure that students understand that propaganda is a technique to sway people’s opinions, adopt a certain behavior, or perform a particular action.

4. Explain to students that in Brooklyn, abolitionists produced some of the most sophisticated print propaganda campaigns and distributed them widely. By taking advantage of new printing technologies, they were able to cheaply mass-produce anti-slavery newspapers, pamphlets, and broadsides. These materials were designed to appeal to a wide audience: adults and children, men and women, black and white people, slaveholders, and anti-slavery advocates.

5. Place students in small groups and distribute **Worksheet 1: Abolitionist Propaganda**. For each artifact, have students discuss the following questions:

- What message about slavery is this print campaign conveying?
- What techniques did the designer of this document use to convey the message?
- Who might the target audience be? Give evidence from the document.
- What was your emotional reaction to the document?
- How might different groups (blacks, whites, Northerners, Southerners, etc.) respond to seeing this document?
- Do you find this message effective? Support your response with evidence from the document.

6. Explain to students that in an effort to gain support for the cause, some abolitionist propaganda portrayed blacks only as victims of oppression and slavery and whites as heroes. Ask students to think of the potential effects of portraying African Americans as victims and white abolitionists as heroes.

7. Ask students to imagine that they are abolitionists. Have them design a broadside or a one-sheet poster, calling for the abolition of slavery and an explanation of why it should be abolished.

Linking Past and Present

- Have students use social media, such as Facebook or Twitter, to create a series of abolitionist promotional messages. Have them reflect on what has been gained and lost by new technology when it comes to promoting an issue or cause.

SECTION III

Land, Politics, and Anti-Slavery Protest Citizenship (1834-1846)

Lesson 10

Democratizing the Vote: Black Landowners and Voters

Grade Level: High School

Objectives:

Students will

- Understand the connection between full citizenship and voting rights.
- Analyze the implications of voting property requirements after 1821.

Time: One 50-minute class period

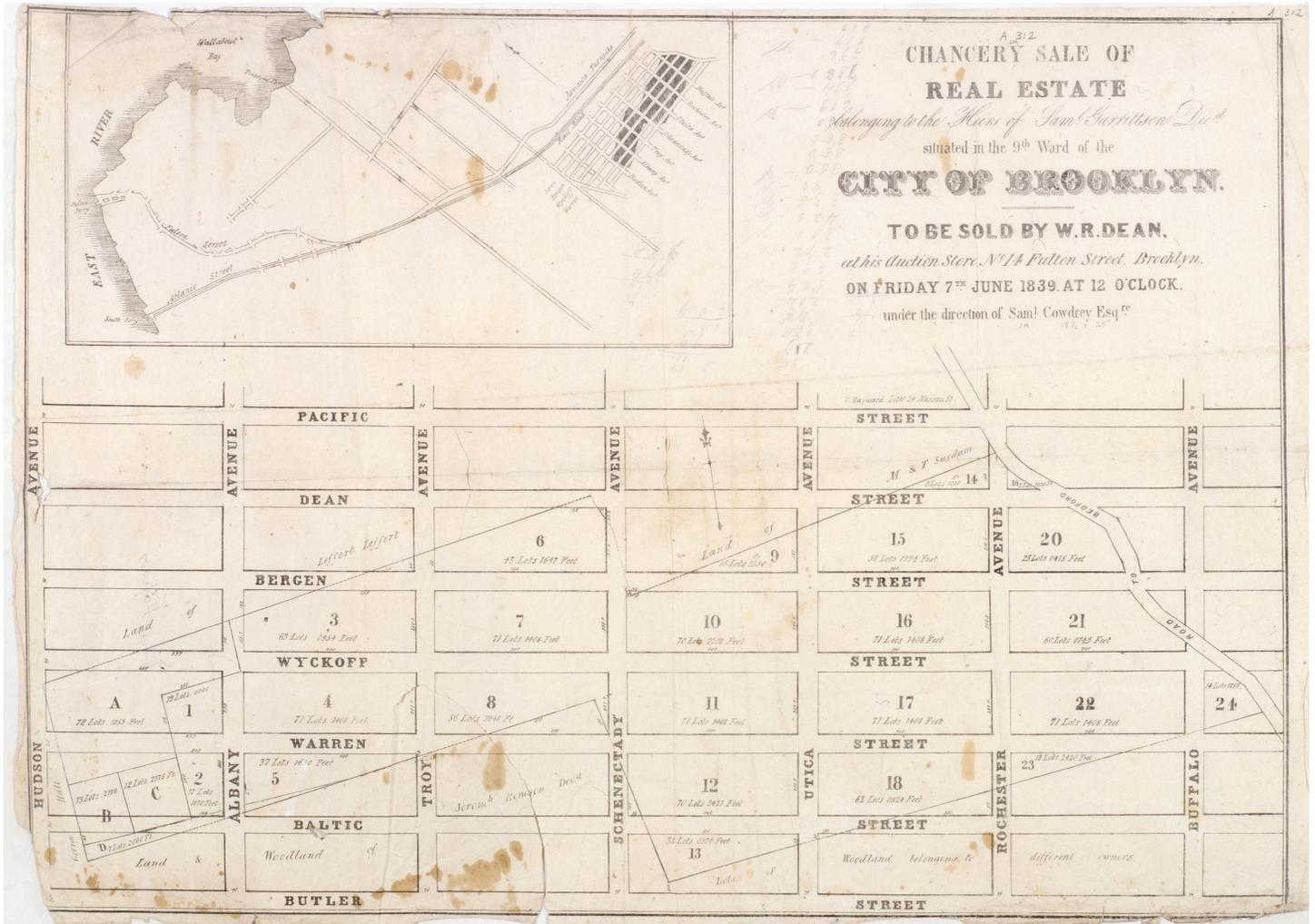
Materials:

- Worksheet 1: New York State Voter Requirements - 1777 & 1821
- Worksheet 2: Voices from the 1821 New York Constitutional Convention

Background:

As black and white abolitionists built a national campaign, black Brooklynites sustained the city's anti-slavery movement by continuing to build their communities. In 1821, the New York State Constitution eliminated all property qualifications for white voters, while introducing a \$250 property requirement for black voters. Black Brooklynites who did meet the property requirement demanded to be recognized as equal citizens on par with their white neighbors.

Black Brooklynites took advantage of the growing city of Brooklyn which underwent rapid urbanization in the late 1830s. During this time, several changes occurred: frequent street openings; increase in the number of banks, public buildings, schools, and churches; introduction of omnibuses; proposal for a City Hall; and discussion of a cemetery near Gowanus Bay (later Greenwood Cemetery). However, following the Panic of 1837, property prices fell to an all time low. New arrivals such as brothers William and Willis Hodges born free in Norfolk, Virginia, bought their own home in the late 1830s in the small emerging town of Williamsburg. (It was not until 1855 that Williamsburg was annexed to Brooklyn.) Like many other black residents in Brooklyn, the Hodges bought property in order to create spaces of safety and independence and fight racism and oppression. Central to their struggle was the right to vote so they could be seen as full citizens with equal rights.



Real Estate Auction Map showing a portion of Weeksville.

Chancery Sale of Real Estate Belonging to the Heirs of Samuel Garritsen, decd., situated in the 9th Ward of the city of Brooklyn. George Hayward. 1839. B P-[1839].F1. Brooklyn Historical Society.

“The minds of blacks are not competent to vote. They are too much degraded to estimate the value, or exercise with fidelity and discretion that important right. It would be unsafe in their hands.”

—Samuel Young, *Reports of the Proceedings and Debates of the Convention of 1821, Assembled for the Purpose of Amending the Constitution of the State of New York*

Lesson 10, Worksheet 1

New York State Voter Requirements - 1777 & 1821

Constitution of New York, 1777

That every male inhabitant of full age, who shall have personally resided within one of the counties of this State for six months immediately preceding the day of election, shall, at such election, be entitled to vote for representatives of the said county in assembly; if, during the time aforesaid, he shall have been a freeholder (property owner), possessing a freehold (land) of the value of twenty pounds (\$100), within the said county, or have rented a tenement therein of the yearly value of forty shillings, and been rated and actually paid taxes to this State: Provided always, That every person who now is a freeman of the city of Albany, or who was made a freeman of the city of New York on or before the fourteenth day of October, in the year of our Lord one thousand seven hundred and seventy-five, and shall be actually and usually resident in the said cities, respectively, shall be entitled to vote for representatives in assembly within his said place of residence.

Constitution of New York, 1821

Every male citizen of the age of twenty-one years, who shall have been an inhabitant of this state one year preceding any election, and for the last six months a resident of the town or county where he may offer his vote; and shall have, within the next year preceding the election, paid a tax to the state or county, assessed upon his real or personal property; ...shall be entitled to vote in the town or ward where he actually resides, and not elsewhere, for all officers that now are, or hereafter may be, elective by the people; but no man of colour, unless he shall have been for three years a citizen of this state, and for one year next preceding any election, shall be seized and possessed of a freehold estate of the value of two hundred and fifty dollars, over and above all debts and incumbrances charged thereon; and shall have been actually rated, and paid a tax thereon, shall be entitled to vote at any such election. And no person of colour shall be subject to direct taxation unless he shall be seized and possessed of such real estate as aforesaid.

Lesson 10, Worksheet 2

Voices from the 1821 New York Constitutional Convention

[Blacks] are a peculiar people, incapable, in my judgment, of exercising that privilege with any sort of discretion, prudence, or independence. They have no just conceptions of civil liberty. They know not how to appreciate it and are consequently indifferent to its preservation.

- Delegate John Ross,
Genesee County

Why, sir, are these men to be excluded from rights which they possess in common with their countrymen? ... Why are they, who were born as free as ourselves, natives of the same country...now to be deprived of all those rights, and doomed to remain forever as aliens among us.

- Delegate Peter Jay,
Westchester County

[I]t was said that the right of suffrage would elevate them. He would ask whether it would elevate a monkey or a baboon to allow them to vote. No, it would be to sport, and trifle, and insult them, to say that they might be candidates for the office of president of the United States.

- Delegate Olney Briggs,
Schoharie County

Are they not taxable, and do not many of them pay their proportion of taxes in common with white citizens? ... Do we not daily see them working side by side with white citizens on our farms, and on our public highways? ... How then can that distinction justify us in taking from them any of the common rights which every other free citizen enjoys?

- Delegate Abraham Van Vechten,
Albany County

[L]ook at that people, and ask your consciences if they are competent to vote. Ask yourselves honestly, whether they have intelligence to discern, or purity of principle to exercise, with safety, that important right.

- Delegate Peter R. Livingston,
Dutchess County

The minds of the blacks are not competent to vote. They are too much degraded to estimate the value, or exercise with fidelity and discretion that important right. It would be unsafe in their hands.

- Delegate Samuel Young,
Saratoga County

LESSON PROCEDURES

1. Distribute **Worksheet 1: New York State Voter Requirements - 1777 & 1821**. Ask students to read the excerpts from the 1777 and 1821 New York State Constitution. Have students discuss the following questions with a partner:

- How have the voter requirements changed from the Constitution of 1777 to the Constitution of 1821 for white men?
- How have the voter requirements changed from the Constitution of 1777 to the Constitution of 1821 for black men?

2. Explain that the Constitution of 1821 eliminated the \$100 property requirement for white voters, while introducing a \$250 property requirement for black voters.

3. Tell students that before the passing of the 1821 Constitution, New York State had approximately 6,000 black voters. If \$250 in 1821 is the equivalent of about \$5,000 in 2012 dollars, ask students to estimate how many African Americans would have been able to vote after the passage of the 1821 Constitution. Share with students by 1828, out of 29,701 African Americans in New York State, there were only 298 eligible black voters.

4. Explain to students during the New York Constitutional Convention in 1821, the Committee on the Elective Franchise proposed eliminating property requirements and extending suffrage to every white male citizen of the state, for the first time explicitly disenfranchising all black

men. This proposal was one of the Convention's most controversial. The delegates, New York's leading politicians, elected to represent their counties at the Convention and engaged in a fierce debate over the rights of suffrage and equality for African Americans.

5. Place students in small groups and distribute **Worksheet 2: Voices from the 1821 New York Constitutional Convention**. Students should cut apart the arguments for and against limiting the vote to white men. After they read each argument, have students decide if the speaker is for or against disenfranchising black men.

6. Once students have read all of the arguments, ask them to summarize the reasons that were given in the arguments. Ask students to speculate:

- Why do you think the white majority was against the enfranchisement of blacks?

Linking Past and Present

- Have students read the report, "Jim Crow in New York" (available at http://brennan.3cdn.net/50080b21f7f0197339_z7m6i20ud.pdf) to learn how criminal disenfranchisement laws were part of the effort to maintain white control over access to the polls. Students can write letters to members of the New York Legislature to restore voting rights to people on parole.

SECTION III

Land, Politics, and Anti-Slavery Protest Citizenship (1834-1846)

Lesson 11

Weeksville: Safety and Independence

Grade Level: Middle & High School

Objectives:

Students will

- Understand how black New Yorkers intentionally founded the village of Weeksville in order to create a land-owning community of full citizens with voting rights.
- Write diary entries from the perspective of a new Weeksville resident.

Time: Two 50-minute class periods

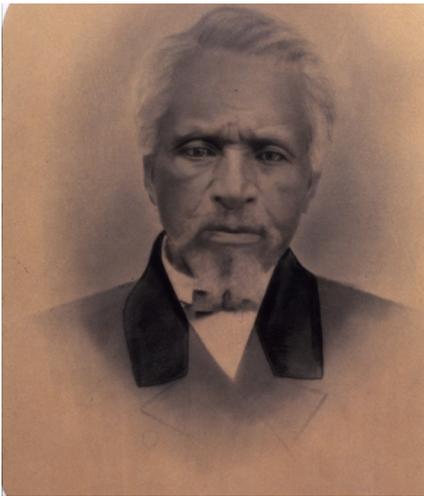
Materials:

- Worksheet 1: What's Happening in Weeksville?

Background:

Just one year following the Panic of 1837, free black New Yorkers intentionally founded the village of Weeksville in order to create a landowning community that would support them as full citizens with voting rights. As Brooklyn's property prices tumbled and wealthy white landowners (many who were former slave owners) began selling off their large, rural estates that they could no longer maintain, black land investors, such as Henry C. Thompson and Sylvanus Smith, bought portions of these at auctions and sold them to other black New Yorkers through advertisements in African-American newspapers. Although the investors never lived in the area that became Weeksville, their investments helped to produce one of New York's earliest and most successful free black communities.

Land acquisition by African Americans in the Ninth Ward, the most distant and secluded of Brooklyn's wards from the bustling downtown area, began as early as 1832. Three years later, Henry C. Thompson purchased 32 lots indirectly from John Lefferts' estate in the area; and in three more years, he sold two lots to James Weeks, an African-American longshoreman who resided in the area and for whom the area was named after. As a result, the independent African-American community of Weeksville emerged and thrived for the next few decades.



“African-Americans also created independent communities...The second largest, and the only one to have an urban rather than a rural economic base, was Weeksville, established in the 1830s four miles east of downtown Brooklyn. Weeksville’s African-American population reached 521 by 1855.”

—Judith Wellman, “African American Communities,” in Peter Hinks, John McKivigan, and R. Owen Williams (eds.), *Encyclopedia of Antislavery and Abolition*. (Greenwood press, 2007), vol.1. pp. 23-28.



Top: *Sylvanus Smith*, ca. 1870. M1989.4.1. Brooklyn Historical Society.

Sylvanus Smith was one of the original seven land investors in Weeksville. Although he owned land in Weeksville, Smith lived in Brooklyn, near the Fulton Ferry landing.

Bottom: Detail from *Sidney's map of twelve miles around New York: with the names of property holders, &c. : from entirely new and original surveys*. J.C. Sidney. 1849. NYC-1849.FI.RA. Brooklyn Historical Society.

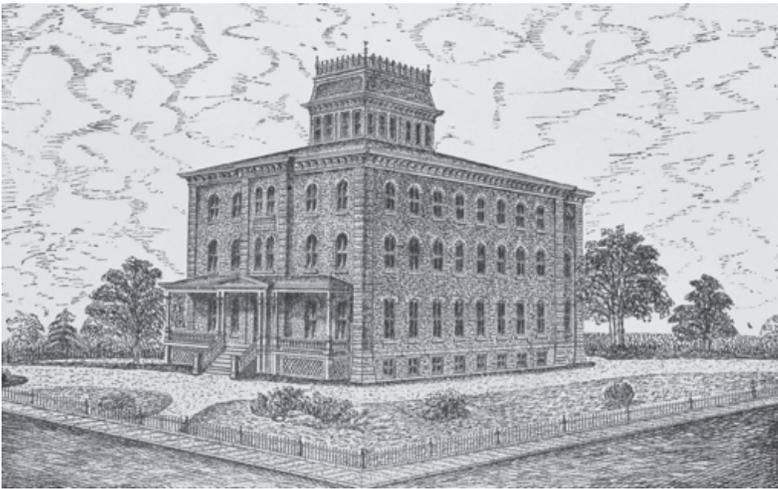
Lesson 11, Worksheet 1

What's Happening in Weeksville?



Colored School No. 2 (Public School No. 68). 1892. Prospect Park exhibit photography collection. V1974.36.17. Brooklyn Historical Society.

Colored School #2 was once located at the corner of Buffalo Avenue and Pacific Street. The school's principal Junius C. Morel was a national journalist writing for various anti-slavery newspapers, lecturer, political activist, and prominent citizen of Weeksville. He became the principal around 1847 and served for over thirty years.

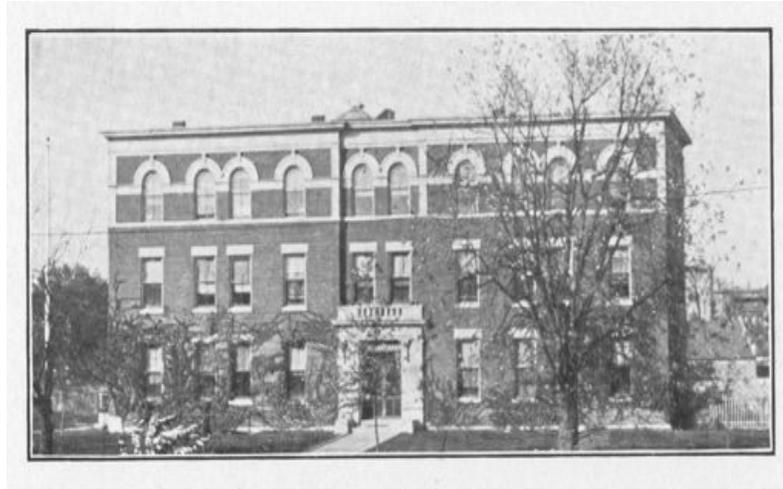


The New Building of the Brooklyn Howard Colored Orphan Asylum. ca. 1880. V1974.39.11. Brooklyn Historical Society.

The Howard Colored Orphan Asylum opened in 1866 and was located on the corner of Dean Street and Troy Avenue. After mobs burned down the Colored Orphan Asylum during the Draft Riots in New York City, the Howard Colored Orphan Asylum provided a much needed refuge to educate and protect orphaned black children.

Lesson 11, Worksheet 1

What's Happening in Weeksville?



Brooklyn Home for Aged Colored People, Courtesy of Brooklyn Public Library—Brooklyn Collection.

Zion Home for the Colored Aged was once located on Dean Street between Albany and Troy Avenues. It was established in 1869 by Dr. Susan Smith McKinney Steward, the first female doctor in Brooklyn and the third African-American female doctor in the nation. Dr. McKinney Steward was the daughter of one of Weeksville's early land investors, Sylvanus Smith.



Freedman's Torchlight, December, 1866. Courtesy of the Watkinson Library, Trinity College

Weeksville began its own newspaper the **Freedman's Torchlight** in January 1866. Amos Freeman, a longtime educator in Newark, NJ and Brooklyn, NY and pastor at Siloam Presbyterian Church, served as associate editor. Its editorial content emphasized self-help and self-determination in the black community particularly in the early months of Reconstruction.

LESSON PROCEDURES

1. Remind students that amendments to the New York State Constitution in 1821 required that black men in New York needed to own \$250.00 (\$5,102.04 in 2012 dollars) worth of property and live in the state for three years to be able to vote. White men had no property qualifications and only had to live in the state for one year.

Ask students the following questions:

- Why would the constitution be amended to include such a requirement?
- Predict the consequences of this action.

2. Place students in small groups and pose the following scenario: *It is 1838 and you are a group of black land investors in Brooklyn who are frustrated with voter discrimination and racial hostilities. After the Panic of 1837, property prices have been tumbling and it has come to your attention that wealthy white landowners are selling off large estates that they can no longer afford. Brainstorm how you could work together to help other free blacks acquire property and gain full citizenship (i.e. pooling resources together to buy and sell off plots of land to black families seeking the means to vote.)*

3. Have groups share their ideas. Explain to students that in 1838, just eleven years after the abolition of slavery in New York, black land investors, such as Henry C. Thompson and Sylvanus Smith, bought portions of estates from wealthy white landowners and sold them to other black New Yorkers. James Weeks, a free African American, purchased land from Henry C. Thompson, marking the establishment of Weeksville, a village of free African Americans. Ask students the following questions:

- What will free blacks moving to Weeksville need in order to thrive and preserve their freedom?
- What types of places should the community of Weeksville have in order to meet the needs of free blacks who move there?

4. Tell students that Weeksville's residents participated in anti-slavery activities and established schools, an orphanage and elderly home, churches, benevolent associations, and newspapers.

5. Distribute **Worksheet 1: What's Happening in Weeksville?**

Ask student groups to read the worksheet together and discuss the following questions:

- What kinds of institutions did Weeksville residents establish?
- How did acquiring property help the residents of Weeksville challenge discrimination and racial hostilities in Brooklyn?
- What other benefits (besides citizenship) might result in establishing a community in Weeksville?
- What challenges might result?

6. Have students write a diary entry from the perspective of a new Weeksville resident. Entries should include specific details about daily life in this free black community. Allow time for students to share their entries with the class. Visit www.weeksvillesociety.org for more information.

Linking Past and Present

- Have students investigate the Statement of Community District Needs for Community Board 8, the geographic district that encompasses historical Weeksville (available at <http://www.brooklyncb8.org/needs-statement.php>). Using what they learned about the Weeksville community in the 19th century, ask students to design a plan for a community service project based upon the stated needs.

SECTION III

Land, Politics, and Anti-Slavery Protest Citizenship (1834-1846)

Lesson 12

Literacy and Liberation: Brooklyn's African School System

Grade Level: Elementary & Middle School

Objectives:

Students will

- Understand the importance of education and literacy to the African-American community in Brooklyn.
- Write a diary entry of a day in the life of a student attending an African school.

Time: One 50-minute class period

Materials:

- Worksheet 1: School Exhibition

Background:

A number of anti-slavery activists and abolitionists were educators at Brooklyn's African schools. Education was seen as a tool for fighting racism and inequality.

In 1827, Henry C. Thompson, Sylvanus Smith, and George Hogarth—all members of Brooklyn's free black community—oversaw the founding of the town's first African school. Like the African school opened at Peter Croger's home in 1815, the town's public African school was conceived through a community-led, grassroots effort. In 1845, when the Brooklyn Board of Education absorbed the African school, it was renamed Colored School #1. A school in Weeksville, renamed Colored School #2, was led by long term resident Junius Morel. Finally, in Williamsburg, brothers Willis and William Hodges opened an African school around 1841, after the village school refused admission to 40 children of color aged between five and sixteen.

For Brooklynite James Pennington, a fugitive from Maryland, the benefits of an education changed his life forever. In 1829, soon after his arrival in Brooklyn, he joined a Sabbath school in Newtown, Long Island. Because he had been enslaved in Maryland, Pennington had been deprived of the right to literacy. His access to education inspired him to become an anti-slavery activist in order to seek social justice.



African School Williamsburg, PS #191, Williamsburgh, March 1929. Eugene L. Armbruster. 1929.
Eugene L. Armbruster photographs and scrapbooks. V1991.106.125. Brooklyn Historical Society.

“There is one sin that slavery committed against me, which I never can forgive. It robbed me of my education...”

—James Pennington, *The Fugitive Blacksmith, Or, Events in the History of James W.C. Pennington Pastor of a Presbyterian Church, New York : Formerly a Slave in the State of Maryland, United States*. London: Charles Gilpin, 1850.

Lesson 12, Worksheet 1

School Exhibition

THE COLORED AMERICAN

November 13, 1841

PRICE - FIVE CENTS

SCHOOL EXIBITION

Mr Editor:

I had the happiness to attend the exhibition of the Primary Select *School of Brooklyn*, held in the basement of M.E. Church, High Street.

...While I listened to the recitations of children in spelling, arithmetic, and geography, it seemed almost incredible to believe, that most of these dear little interesting children hardly knew the alphabet when they entered the *school*. I was struck to witness the capacity of the infantile mind for the reception of knowledge in a short period, when under faithful tutelage.

A ministerial brother from this city, and the Rev. Mr. Hogarth of *Brooklyn*, addressed the audience, expressing their satisfaction at witnessing the attainments of the scholars, urging the importance and claims of this *school* upon the benevolence of the public, IT being entirely without public patronage, congratulating the teachers on the success of their enterprise, and urging them to a continuance in their good work. After the benediction, the audience dispersed, highly gratified with the exercises.

A SPECTATOR

LESSON PROCEDURES

1. Read to students the following quotation from James Pennington, a formerly enslaved person:

There is one sin that slavery committed against me, which I can never forgive. It robbed me of my education.

2. Ask students the following questions:

- Why did slaveholders try to prevent enslaved people from obtaining an education?
- Why was it so important to enslaved people and freedmen to get an education?
- What do you think education represented to enslaved people and freedman?

3. Help students understand that slaveholders feared that educating enslaved people would prove a threat to the slave system, which relied on enslaved peoples' dependence on their masters. As a result, slaveholders in the South instituted laws forbidding enslaved people to learn to read or write and made it a crime for others to teach them. Despite these challenges, enslaved people and free blacks demonstrated their determination and ability to learn.

4. Explain to students that because education was seen as a tool for fighting racism and inequality, many activists and abolitionists were educators at Brooklyn's African schools. Because these educators were committed to showing black and white communities the need for black-led schools, they held public exhibitions, or examination days, as proof of the students' accomplishments. Tell students that examination days were often covered in local newspapers.

5. Distribute **Worksheet 1: School Exhibition** and explain that it is a letter to the editor to the *Colored American* newspaper and written by a spectator at a free school examination day in Brooklyn. Have students read the letter with a partner and discuss the following questions:

- What are two main points of the letter?
- What is the author's intent in writing this letter?
- Who is the audience for this text?
- Is the author's argument sound? Use evidence support your answer.
- Why do you think the letter is not signed?
- What two conclusions about the Primary Select School of Brooklyn can you draw from reading the letter?
- What questions does this letter raise in your mind?

6. Have students imagine that they attended the Primary Select School of Brooklyn. Ask each student to write a journal or diary entry about the school exhibition day. Why is education important to them? What does having access to an education mean to a young black student during that time? What are they proud of? What are their hopes for the future? Visit the New-York Historical Society's African Free School Collection (<https://www.nyhistory.org/web/africanfreeschool>) to access a wide selection of drawings, essays, and other work by African Free School students in New York City.

Linking Past and Present

- Have students research and make multimedia poster presentations about other important issues at the intersection of race and education today, such the achievement gap, busing, charter schools, standardized testing, and graduation rates.

SECTION IV

The Economics of Freedom (1840-1855)

Lesson 13

Brooklyn's Sweet Profit

Grade Level: Middle & High School

Objectives:

Students will

- Understand Brooklyn's centrality to the business of slavery.
- Design advertisements promoting goods made by free labor.

Time: Two 50-minute class periods

Materials:

- Worksheet 1: The Pierrepont Stores
- Worksheet 2: Sugarcoating the Source
- Worksheet 3: Life on a Sugar Plantation

Background:

After 1840, the expansion of Brooklyn's anti-slavery movement mirrored the growth of the city; however, its progress coincided with the rapid development of waterfront businesses that were tied to the economies of slavery. As Manhattan's waterfront became increasingly congested and expensive, industrialists looked across the East River to Brooklyn's extensive waterfront. From Red Hook to Williamsburg, industrialists transformed the city's waterfront with factories and warehouses. Sugar, tobacco, and cotton—all valuable products made by unfree labor—lined the city's warehouses.

In particular, Brooklyn's Pierrepont and Havemeyer families amassed a fortune trading in sugar. Their sweet profits were made possible by a domestic and international demand for sugar and the exploitation of workers on the slave plantations of Louisiana and the cane fields of Cuba. Many of these unfree laborers lost their lives doing this grueling and dangerous work.

William and Henry Pierrepont opened the Pierrepont stores by 1857. The family invited ships from Cuba, Puerto Rico, and the West Indies to store their commodities, mostly sugar, at the warehouses. The Havemeyers opened their sugar factory along Williamsburg's waterfront in the same year. They discovered that money could be made in both the storage and refinement of sugar. By the late 19th century, Havemeyer and a number of other magnates created the Sugar Refineries Company in Brooklyn. The company controlled 98% of the nation's sugar production. By 1900, the Havemeyer Company had evolved into today's familiar brand, Domino Sugar.



Gathering the Cane, *Harper's* new monthly magazine (AP2 .H3).
Special Collections, University of Virginia Library.

**"M is the Merchant of the north,
Who buys what the slaves produce -
So they are stolen, whipped and worked,
For his, and for our use.**

—Hannah and Mary Townsend, *The Anti-Slavery Alphabet*. Philadelphia: Printed for the Anti-Slavery Fair, 1847.

**THE EMPIRE
TEA AND COFFEE
DEPOT,
WILLIAM BANE,
317 ATLANTIC STREET, NEAR HOYT,
BROOKLYN,**

Where will be found a choice and carefully selected assortment
of Green and Black Teas, Green, Roasted, and Ground Coffees,

**WHITE AND BROWN
SUGARS,**

Spices of all kinds, American and English Mustard, Chocolate,
Cocoa, Rice, Starch, Dried and Green Fruits in their season.

All the above articles are of the best to be
obtained in the market.

SOLD AT THE LOWEST CASH PRICES.

**BRASS FOUNDRY,
AND
Finishing Establishment,**

279 Hicks street, one door from Atlantic,
BROOKLYN.

SAMUEL G. LAW,
Silver Plater, Lock-Smith, Bell-Hanger, and
Manufacturer of Gas-Fittings and
Fixtures,

Has constantly on hand all kinds of Castings for Gas-fitters,
Bell-hangers, Lock-smiths, &c. Various sizes of Letters and Fig-
ures, the largest assortment of Silver-Plated Door-Plates and Fig-
ures, and numbers in the city, and at the lowest prices. Keys fitted,
Locks repaired, and all kinds of Jobbing punctually attended to.
N. B.—Cash paid for old Brass and Copper.

The Empire Tea and Coffee Depot Advertisement, *Smith's Brooklyn Directory*. William H. Smith. 1854-1855. Brooklyn Historical Society.

Lesson 13, Worksheet 1

The Pierrepont Stores

1. Kirkland & Von Sachs: cart loads and bushels of coffee
2. Francis Burritt & Co.: bales of ginny cloth
4. Great Western Insurance Company: cotton, tithes, and skins
5. Moller & Rivera: sugar (Largest importer of Puerto Rican sugar in 1855)
6. G. Raynaud & Bayley: sugar and molasses
7. Thomas Owen & Son: sugar and honey (A New England merchant, Thomas Owen was 11-years-old when he went to Cuba. He soon discovered the wealth that could be acquired in the business of sugar, and his trade thrived until the Cuban War of Independence which lasted from 1895 to 1898.)
8. AC & SR Chisbough: sugar and molasses
9. Durege Brothers & Co.: sugar
10. Peter U. King & Co.: sugar
11. Moses Taylor & Co.: sugar and molasses
12. Sturges & Co.: sugar
13. GS Stephenson: molasses
14. Chastelain, Ponvert & Co.: sugar and molasses (Traded with Brazil and Puerto Rico)
15. Onativia & Co.: sugar and molasses
16. H. Southmayd & Sons: sugar and molasses
17. P. Harmony & Stephens & Co.: sugar and molasses
18. E. Pavenstedt & Schumacher: sugar
19. A.A. Lorr & Bros.: sugar
20. Eladia Rubino: sugar and molasses
21. Robert & Williams: sugar and molasses
22. Casanova Bros.: sugar and molasses
23. Mora Bros., Navarro & Co.: sugar and molasses
24. Francis Skiddy & Co.: sugar and molasses (Prominent sugar brokers with a national reputation)
25. H. Bleidorn: sugar and molasses
26. Howland & Aspinwall: sugar (The Howland family got their start in the colonial Caribbean sugar economy when it still relied on slave labor.)
27. Storey & Stevens: sugar
28. Patrulla & Echeverria: sugar and molasses
29. H. Southmayd & Sons: sugar and molasses
30. Koppisch & Cook: sugar and molasses

Lesson 13, Worksheet 2

Sugarcoating the Source

Document #1

314
YEARLY ADVERTISER.

MARTENCE SCHOOMAKER,
WHOLESALE AND RETAIL GROCER,
FORTY-SEVEN FULTON STREET, BROOKLYN.

A constant Supply of the following Articles,

WHOLESALE AND RETAIL.

Hyson Tea	Maccaroni	Burton Ale
Young Hyson	Vermicelli	Old Otard Brandy
Entoong	Pickles	Holland Gin
Souchong	Sauces & Ketchups	Jamaica Rum, war-
Ponchong	Wt Wine Vinegar	ranted as pure as im-
Loaf Sugar	Cider Vinegar	ported and careful-
Crushed Sugar	S H Molasses	ly selected,
Brown Sugar	W India do	Irish and Scotch
Old Java Coffee	N O do	Whiskey
Laguira Coffee	Raisins & Currants	Madeira Wine, very
Table Salt	Figs and Almonds	fine
Chocolate	E & W I Preserves	Sherry do pale and
Prepared Cocoa	Pure Spices	brown
Superior Hams	Family Flour	Champagne, Hock
Smoked Beef	best brands	and Claret
Bologna Sausages	Lon. Brown Stout	Port Wine direct
Sardines	London Porter	do London Dock
English Mustard	Pbl Porter and Ale	do Pure Juice
Olive Oil	Bottle Cider	Bay Rum
Pure Sperm Oil	Havana Segars	French Annizette
Sperm Candles	best quality	Cordial
English Cheese	Principe Segars	Cherry Bounce
American do	Cavendish Tobacco	Raspberry Cordial
	&c, &c, &c,	

CRYSTAL LAKE
ICE COMPANY, Cart mark.

OFFICE NO 18 FULTON STREET,

DEPOT FOOT OF FULTON.

New York DEPOT foot of Market street; W M Andrews, Agent, 34 Burling Slip.

Martence Shoemaker Advertisement, *Brooklyn Directory, and Yearly Advertiser for 1846*
 & 7. William J. Hearne and Edwin van Nostrand. 1846. Brooklyn Historical Society.

Lesson 13, Worksheet 2

Sugarcoating the Source

Document #2

APPENDIX—ADVERTISEMENTS.

ELISHA B. MORRELL,
Wholesale & Retail Grocer,
MARKET COR. JAMES STREET,
BROOKLYN.

A constant supply of the following articles:

WHOLESALE & RETAIL.

Hyson Tea	American Cheese
Young Hyson	Macaroni
Oolong	Vermicelli
Souchong	Pickles
Pouchong	Sauces and Catsups
Loaf Sugar	White Wine Vinegar
Crushed Sugar	Cider Vinegar
Brown Sugar	Sugar H. Molasses
Old Java Coffee	W. India do.
Laguira Coffee	N. O. do.
Table Salt	Raisins and Currants
Chocolate	Figs and Almonds
Prepared Cocon	E. & W. I. Preserves
Superior Hams	Pure Spices
Smoked Beef	Family Flour best brands
Bologna Sausages	London Brown Stout
Sardines	London Porter
English Mustard	Phila Porter and Ale
Olive Oil	Bottled Cider
Pure Sperm Oil	Havana Segars
Sperm Candles	best quality
English Cheese	Principo Segars Tobacco &c.

VEGETABLES, POULTRY & GAME,
of the very best.

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Elisha B. Morrell Wholesale and Retail Advertisement, *Hearne's Brooklyn City Directory for 1853-1854*. Henry R. and William J. Hearne. 1853. Brooklyn Historical Society.

Lesson 13, Worksheet 2
Sugarcoating the Source

Document #3

THE EMPIRE
TEA AND COFFEE
DEPOT,
WILLIAM BANE,
317 ATLANTIC STREET, NEAR HOYT,
BROOKLYN,
Where will be found a choice and carefully selected assortment
of Green and Black Teas, Green, Roasted, and Ground Coffees,
WHITE AND BROWN
SUGARS,
Spices of all kinds, American and English Mustard, Chocolate,
Cocoa, Rice, Starch, Dried and Green Fruits in their season.
All the above articles are of the best to be
obtained in the market.
SOLD AT THE LOWEST CASH PRICES.

The Empire Tea and Coffee Depot Advertisement, *Smith's Brooklyn Directory*. William H. Smith. 1854-1855. Brooklyn Historical Society.

Lesson 13, Worksheet 2

Sugarcoating the Source

Document #4

JOHN CAVANAGH,
Wholesale and Retail
FOREIGN AND DOMESTIC
WINE & LIQUOR DEALER,
No. 13 Atlantic street,
Columbia, corner Congress street, and
Van Brunt, cor. Dikeman street,
BROOKLYN,

Has constantly on hand a choice assortment of Brandies, Wines,
Rum, Gin, Whiskey, &c., of every Brand that can be procured, and
offers them at a price that cannot be surpassed by any other similar
establishment.

☞ *Cordials of all kinds constantly on hand.*

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John Cavanagh Wholesale and Retail Advertisement, *Hearne's Brooklyn City Directory for 1851-1852*. Henry R. and William J. Hearne. 1851. Brooklyn Historical Society.

Lesson 13, Worksheet 3

Life on a Sugar Plantation

Born in present-day Ghana, Ottobah Cugoano was kidnapped and taken to the Caribbean island of Grenada in the West Indies, where he worked for nine months on a sugar plantation. Here, he recalls the harsh treatment he and others received:

“Being in this dreadful capacity and horrible slavery, without any hope of deliverance, for about eight or nine months, beholding the most dreadful scenes of misery and cruelty, and seeing my miserable companions often cruelly lashed, and as it were, cut into pieces, for the most trifling faults; this made me often tremble and weep, but I escaped better than many of them. For eating a piece of sugar-cane, some were cruelly lashed, or struck over the face, to knock their teeth out. Some of the stouter ones, I suppose, often reprov’d, and grown hardened and stupid with many cruel beatings and lashings, or perhaps faint and pressed with hunger and hard labour, were often committing trespasses of this kind, and when detected, they met with exemplary punishment. Some told me they had their teeth pulled out, to deter others, and to prevent them from eating any cane in future. Thus seeing my miserable companions and countrymen in this pitiful, distressed, and horrible situation, with all the brutish baseness and barbarity attending it, could not but fill my little mind with horror and indignation.”

Source: *Narrative of the Enslavement of Ottobah Cugoano, a Native of Africa, published by himself, in the year 1787*. Chapel Hill: Academic Affairs Library, University of North Carolina at Chapel Hill, 1999.

LESSON PROCEDURES

1. Display items that contain sugar at the front of the classroom (i.e. soda, juice, candy, cereal, cookies). Ask students to identify what the items have in common. If students have difficulty, encourage them to think about the ingredients.

2. Once students have identified sugar as the common element, ask what they can infer about sugar (i.e. an important staple in today's economy). Explain that during the 19th century, Brooklyn emerged as a central hub connecting the domestic and international sugar markets.

3. Distribute **Worksheet 1: The Pierrepont Stores** and explain that the Pierrepont family opened warehouses to store goods arriving from international locations until their duties and taxes were paid at the Customs House in New York. Ask students to work with a partner to read the list of companies storing goods at the Pierrepont Stores based upon their account books over a 12-month period beginning in 1857.

4. Ask students the following questions:

- What is stored in the Pierrepont stores?
- What types of products are the most common?
- Where did some of the products come from?
- Who was going to buy these products?

5. Explain that many Brooklyn warehouses profited from companies in Puerto Rico, Cuba, and the South by storing goods that were made by slave labor. Products such as tobacco, spices, coffee, rum, and sugar were all coveted products in Brooklyn and beyond. They were prominently advertised in various newspapers.

6. Distribute **Worksheet 2: Sugarcoating the Source**. Ask students to work with a partner to examine the newspaper advertisements. Ask students the following questions:

- Do any of the ads contain information about the product's source or origins? Why or why not?
- Do you think residents of Brooklyn in the 19th century would buy these products, knowing that they were brought to market by slave labor?

7. Distribute **Worksheet 3: Life on a Sugar Plantation**. Have students read the first person account and discuss the following questions:

- Describe the working conditions of enslaved people laboring on a sugar plantation.
- If people knew that their sugar came from the work of enslaved people, why didn't they stop using it?

8. Explain that in New York, followers of the Free Produce Movement hoped to convince the public to boycott goods made by slave labor and ran stores selling free labor goods. Place students in small groups and ask them to design an advertisement promoting a product made by free labor. Encourage them to think about how to persuade consumers to change their behavior.

Linking Past and Present

- Have students research products and services that are made by modern-day slave or forced labor. Students can create ad campaigns to raise awareness of modern day slavery by highlighting products or services that are made by companies that exploit low-wage or no-wage workers around the world. Ask students to discuss who is responsible for stopping modern day slavery. Presidents? Companies? Consumers? The United Nations? What impact can students make?

SECTION IV

The Economics of Freedom (1840-1855)

Lesson 14 Black Entrepreneurs

Grade Level: Elementary & Middle School

Objectives:

Students will

- Understand how Brooklyn businessmen overcame oppression through entrepreneurship and self-reliance.
- Assume the role of reporters and interview one of Brooklyn's black entrepreneurs of the 1840s.

Time: One 50-minute class period

Materials:

- Worksheet 1: A Shoemaker, a Barber, and an Inventor

Background:

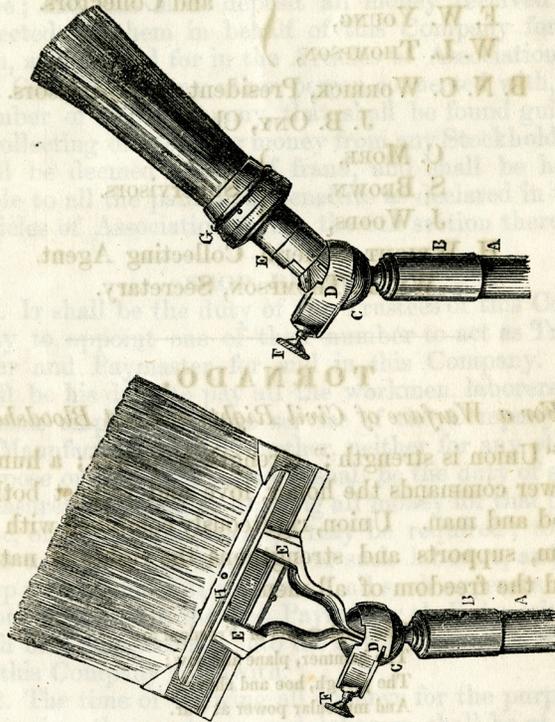
African-American workers faced widespread racism in Brooklyn and numerous other northern cities during the 19th century. Many were forced to work as domestic servants, porters, and laborers since opportunities were often limited. In 1831, just four years after slavery was abolished in New York State, Weeksville land investor Henry C. Thompson, educator and Brooklyn AME pastor George Hogarth, and James Pennington questioned Brooklyn's economic inequality. "How many of us," they asked, "have been educated in college, and advanced in different branches of business?" and yet worked in the "drudgery of the streets." During the decades prior to the Civil War, economic opportunity did not improve dramatically for Brooklyn's African-American community.

Isaac H. Hunter, a shoemaker, Lewis H. Nelson, a barber, and Freeman Murrow, an inventor, however, represent three examples of the ways in which Brooklynites overcame their oppression through business acumen and self-reliance.

FREEMAN MURROW'S
 PATENTED AND PREMIUM
DOUBLE ADJUSTABLE BRUSH,

With Handles adapted to Whitewashing, Painting, Varnishing,
 Dusting, Washing Walls, Cornices, Windows, &c.

Patented the 27th of April, 1852.



This Invention remedies the defects of Brushes in common use which have fixed and immovable handles, and consists in so connecting the Handle and the Brush, by means of adjustable joints, that the Brush can be adjusted to any desired position and angle with its Handle.

A PREMIUM MEDAL

was awarded to this Invention by the American Institute, 1853, and a Premium from the Crystal Palace, 1854.

Communications must be addressed to "The Brooklyn Brush Manufacturing Company," Brooklyn, or to the Inventor, FREEMAN MURROW, Williamsburgh, (post-paid.)

New-York, January 1, 1855.

"To provide other means of support for our wives and daughters than perpetual servitude as scrubbers and washing servants to others, and to alleviate ourselves from our former and present low condition—as we are disenfranchised by this Government,—that we may enjoy our rights as free Citizens of the United States, and that by means of our productive labor. . .whereby we may cultivate, strengthen and employ our inventive genius, as authors and producers, equally with other men."

—Brooklyn Brush Manufacturing Company
 Articles of Incorporation, 1978.191; Brooklyn
 Historical Society.

Diagram of Freeman Murrow's patented double adjustable paint brush. Brooklyn Brush Manufacturing Company articles of incorporation. 1978.191. Brooklyn Historical Society.

Lesson 14, Worksheet 1

A Shoemaker, a Barber, and an Inventor

Isaac H. Hunter, the Shoemaker

Isaac H. Hunter was formerly enslaved in Raleigh, North Carolina, where he saved money from his nightly work as a shoemaker. Hunter emancipated himself through self-purchase for \$1200 (about \$33,000 in 2012 dollars). He saved another \$432 in order to emancipate his wife and children. However, when North Carolina mandated that free people of color had to leave the state or risk being placed back into slavery, Hunter was forced to leave his family behind. He relied on anti-slavery networks in Philadelphia, New York, and Washington DC, to raise \$1,757.60 (\$48,500 in 2012 dollars) in order to free his family.

When he arrived in Brooklyn with his family, Hunter set up shop as a shoemaker at the busy commercial corner of Fulton and Orange Streets. By 1847, he had acquired property, giving him the right to vote. Eight years after arriving in Brooklyn, Hunter left the shoe making profession and was listed in the 1850 Federal Census as a physician.

Lewis H. Nelson, the Barber

Lewis H. Nelson was born in Pennsylvania around 1810. By 1837, he moved to New York where he ran a grocery and tea store at 53 Anthony Street, selling goods made by free labor. Around 1841, Nelson moved to Brooklyn and operated a “Hair Dressing Saloon” at 45 Fourth Street in Williamsburg. He lived at his place of work and was listed in both the 1850 and 1860 Census as a barber. Nelson’s full-page advertisement in the *Williamsburg City Directory* (1852) revealed that his business catered to men, women, and children; he worked both at the salon and within his clients’ homes.

However, Nelson was more than a barber. He held a long career as a reformer and activist. He served as an officer in the Garrison Literary and Benevolent Association, a mutual aid society in Manhattan. In 1841, he helped open the African School in Williamsburg, the first educational initiative by African Americans in Williamsburg. He also organized against voter discrimination with other activists from Williamsburg.

Freeman Murrow, the Inventor

On July 29, 1853, a notice appeared in the *Frederick Douglass Paper*: Freeman Murrow, who lived at 90 Meserole Street in Brooklyn, had invented an adjustable paint brush. Murrow had secured a patent, but because of racial prejudice, he was unable to present his invention to the American Institute Fair and had to have it presented by a white man. The adjustable brush won a silver medal at the Fair in October 1853.

After getting his patent, Murrow formed the Brooklyn Brush Manufacturing Company. The company declared that it stood for “welfare of Civil Rights and not bloodshed” and intended to liberate their wives, sisters, and daughters from taking low-paying jobs as washerwomen and domestic servants.

On June 28, 1855, at the Convention of Radical Political Abolitionists, Lewis Tappan, a prominent abolitionist and Brooklyn Heights resident, spoke highly of the brush company, saying that “their project was a very worthy one” and that the purpose of the business was to “gain an honest livelihood for themselves and to elevate their race.”

LESSON PROCEDURES

1. Write the term “entrepreneur” on the board and ask students to share what they think the term means.

2. After students have defined an entrepreneur as someone who owns his or her business, elicit examples of entrepreneurs in which students are familiar (i.e. Jay-Z, Steve Jobs, Oprah Winfrey, Mark Zuckerberg). Ask them to create a list of characteristics that makes these people successful entrepreneurs. Record student responses on the board.

3. Ask students to imagine that they are black entrepreneurs in Brooklyn during the 1840s. Have them list the challenges involved in started a business during this period in history.

4. Explain that it was a challenge for Brooklyn’s black entrepreneurs to open and operate their own businesses, especially in a labor market that limited many African Americans to only working in service jobs . However, in the face of prejudice and lack of economic opportunity, several entrepreneurs overcame oppression through intelligence and self-reliance.

5. Place students in small groups and distribute **Worksheet 1: A Shoemaker, a Barber, and an Inventor**. Explain that this document tells the stories of three black entrepreneurs who demanded respect through their work. Students should discuss the following questions:

- What difficulties and risks did black entrepreneurs in Brooklyn face?
- How might owning a successful business help move African Americans towards freedom?

6. Have students assume the role of reporters and interview a black Brooklyn entrepreneur, inquiring about how his or her business pursuits strengthen the black community’s self-sufficiency.

Linking Past and Present

- Have students watch PBS Newshour Report, “One Family’s Effort to Buy Black for a Year” (available at http://www.pbs.org/newshour/bb/business/jan-june12/makingsense_06-19.html). Discuss some of the challenges that African-American entrepreneurs face today. Why are African-American-owned businesses still a rarity in many neighborhoods, including minority communities? How do students feel about the “Empowerment Experiment?”

SECTION V

The Crisis Decade (1850-1859)

Lesson 15

The James Hamlet Case

Grade Level: Middle & High School

Objectives:

Students will

- Understand the consequences of the Compromise of 1850 and the Fugitive Slave Act.
- Use the flashback/flash-forward drama technique to explore the background, motivations, and consequences of the case of James Hamlet.

Time: Two 50-minute class periods

Materials:

- Worksheet 1: Two Fugitive Slave Acts
- Worksheet 2: The Case of James Hamlet

Background:

In Brooklyn and beyond, abolitionists worked together to demand an end to slavery. They spoke in public spaces, organized themselves into networks, and printed a variety of materials intended to persuade the public about the traumas of slavery. Their greatest challenge, however, came when Congress passed the Compromise of 1850 which included the Fugitive Slave Law.

The first Fugitive Slave Law in 1793 required individual states to return fugitives to slaveholders; the law's success depended on the state's willingness to allocate resources towards enforcing the law. However, the law of 1850 explicitly created special federal commissioners to cross state lines and kidnap any African American accused of being a fugitive. The accused were given no trial and their testimony was not permitted. Moreover, anyone found assisting a fugitive could face a heavy fine or imprisonment. After the law was passed, slavecatchers arrived in free states in order to arrest fugitives—even those who had lived freely for months, years, or decades. They also kidnapped many free African Americans illegally.

James Hamlet (also known as James Hamilton Williams) was a Williamsburg, Brooklyn, resident. He was also the first kidnapping victim under the provisions of the 1850 Fugitive Slave Law. Hamlet was accused of being a fugitive from Baltimore, Maryland, having run away from his enslaver Mary Brown. On September 26, 1850, slavecatchers approached Hamlet under the false pretense of being wanted as a witness in a criminal case and arrested him on Water Street in Manhattan. Although Hamlet stated to authorities that he was born free, his testimony was not permitted under the new law. He was immediately taken to Baltimore. Outraged abolitionists in Manhattan and Brooklyn immediately organized a rescue fund. Among the speakers and organizers was Junius C. Morel, a longtime Weeksville resident and educator.

Several thousand people gathered at Broadway and City Park in New York to celebrate Hamlet's rescue and return. A final celebration took place at Brooklyn's AME Church. Despite the successful rescue, the threat of kidnapping had a deep psychological impact on African-American communities in various northern cities.



K Stands for *Kidnapper*. Whoso receives
What others have stolen, is leagu'd with the thieves.
But setting aside what this proverb reveals,
The Slaveholder *breeds* what the Kidnapper *steals!*
Distinction there is, and a difference too—
But *which*, if you chose, would be chosen by *you?*
To buy, or to sell, involves profit or waste—
To breed, or to steal, is a question of taste;
And whoso does either, a business may claim
That perfects in meanness the sin and the shame!

"K Stands for Kidnapper," Abel C. Thomas. Manuscripts, Archives and Rare Books Division, Schomburg Center for Research in Black Culture, The New York Public Library, Astor, Lenox and Tilden Foundations.

Lesson 15, Worksheet 1

Two Fugitive Slave Acts



Fugitive Slave as Advertised for Capture, Photographs and Prints Division, Schomburg Center for Research in Black Culture, The New York Public Library, Astor, Lenox and Tilden Foundations.

The Fugitive Slave Act of 1793:

And it is further agreed that [no state] will protect...criminal fugitives, servants, or slaves...but apprehend and deliver to the state or states, to which such...slaves, respectively belong.

The Fugitive Slave Act of 1850:

And be it further enacted, That when a person held to service or labor...shall hereafter escape into another State or territory of the United States...that person so arrested does in fact owe service or labor to the person or persons claiming him or her...In no trial or hearing under this act shall the testimony of such alleged fugitive be admitted in evidence...and it shall be the duty of the officer making the arrest to retain such fugitive in his custody, and to remove him to the State whence he fled.

Lesson 15, Worksheet 2

The Case of James Hamlet

CIVIL LIBERTY OUTRAGED.

THE FIRST FRUITS OF THE COMPROMISE!

THE FIRST UNITED STATES OFFICIAL SLAVE-CATCHER IN NEW-YORK!

THE FIRST OUTRAGE UPON CIVIL LIBERTY ON FREE SOIL IN A FREE STATE!

Let the following plain statement of facts be read by every American citizen, and the public judgment be passed upon the authors of the law under which they took place, and their aiders, abettors, and approvers.

On the 26th day of September last, one THOMAS J. CLARE came to the city of New-York from Baltimore, with a power of attorney, purporting to be executed by one Mary Brown--not by her signature, but by her mark--authorizing him to take and carry to Baltimore a man represented to be her slave. Bringing with him a copy of the Fugitive Slave Law, just passed by Congress, as one of the heralded measures of peace in which that body has been engaged for the last ten months, certified to be authentic by Daniel Webster, Secretary of State, Clare appeared before Alexander Gardiner, Clerk of the Circuit Court of the United States for the Southern District of New-York, and Commissioner under the Fugitive Slave Law, and in virtue of this law, constituted a slave-catcher, and made an affidavit that George Hamlet, a mulatto man, about 30 years of age, who has resided in the neighborhood of this city for the last two or three years, and who has a wife and children there, was the slave of Mrs. Brown, and that he escaped from her in Baltimore about the year 1848, and asked for a warrant to arrest him.

RESTORATION OF JAMES HAMLET

The sum of eight hundred dollars having been subscribed in this city and neighborhood, (\$100 by a colored man, Isaac Hollenbeck,) a benevolent individual kindly volunteered to go to Baltimore, redeem James Hamlet, and accompany him back to New-York. He went in fetters, but returned a free man.

A great demonstration was made in the Park, on Saturday, the 5th October, on the arrival of Mr. Hamlet. Four or five thousand citizens, white and colored, assembled at noon, to welcome him back to his family and chosen residence. Mr. JOHN P. THOMPSON was called to the chair. Addresses were made by Messrs John J. Raymond, Robert Hamilton, Charles B. Ray, and Wm. P. Powell. Much joy and enthusiasm was manifested. The speakers were heard with the deepest attention, and were frequently cheered while depicting the unjust and cruel privations to which the people of color are subjected in this boasted land of liberty, and in being obliged to seek shelter from persecution and slavery under a monarchical government, which once oppressed this nation, and now affords an asylum to its citizens fleeing from the oppression of the government of the model Republic! Hamlet stood at the right of the chairman, and tears ran down his cheeks while the speakers described the horrors of slavery. The following resolutions were passed, when the ransomed MAN was escorted to his home, amidst great cheering, shouting and rejoicing.

Source: Tappan, Lewis. *The Fugitive Slave Bill, Its History and Unconstitutionality: With an Account of the Seizure and Enslavement of James Hamlet, and His Subsequent Restoration to Liberty.* New York: William Harned, 1850. Print.

LESSON PROCEDURES

1. Distribute **Worksheet 1: Two Fugitive Slave Acts**. Read each of the fugitive slave laws with students. Ask them the following questions:

- What is the difference between the Fugitive Slave Act of 1793 and the Fugitive Slave Act of 1850?
- How do you think fugitives from slavery living in the North felt when the Fugitive Slave Act of 1850 was passed? How do you think ordinary citizens in the North felt? Southern slave owners? Enslaved people in the South?
- Why do you think the Fugitive Slave Act of 1850 prohibited enslaved people the right to a trial?

2. Explain that as the United States expanded westward, the question of whether slavery should exist in the new territories fueled growing divisions in the nation. Make sure that students understand that the first Fugitive Slave Law in 1793 laid out a vague plan for returning fugitives to slavery and relied on states to enforce it. The 1850 Fugitive Slave Law created special federal commissioners who could cross state lines to assist in the capture of fugitives. The accused were not given a trial and their testimony was not permitted. After the law was passed, slave hunters arrived in free states in order to arrest fugitives who had lived freely for months, years, and even decades. The law was an outrage to anti-slavery activists and abolitionists in Brooklyn and beyond.

3. Tell students that Williamsburg, Brooklyn, resident James Hamlet was the first kidnapping victim under the provisions of the 1850 Fugitive Slave Act. He was accused of arriving as a fugitive to New York, having run away from his enslaver Mary Brown in Baltimore.

4. Distribute **Worksheet 2: The Case of James Hamlet**. Explain that after James Hamlet was arrested, Brooklyn resident William Harned, who was a publishing agent for the American and Foreign Anti-Slavery Society, issued a pamphlet entitled *The Fugitive Slave Bill, Its History and Unconstitutionality: With an Account of the Seizure and Enslavement of James Hamlet, and his Subsequent Restoration to Liberty*. Ask students to read the excerpt from the pamphlet to learn more about the case of James Hamlet.

5. Discuss the following questions:

- What argument is being made by the author of the pamphlet? Is this argument convincing?
- Who is the audience for this text?
- What patterns exist with respect to language and/or tone?
- According to the Fugitive Slave Act, what would compel the New York State Commissioner Alexander Gardiner to turn over James Hamlet to Thomas J. Clare?
- Why would some New Yorkers support the freeing of James Hamlet and view his capture as an outrage?
- If you were James Hamlet's neighbor during this time and were aware of the arrest warrant against him, what actions would you be required to take? What would you do?

6. Define the terms flashback and flash-forward. Have students come up with examples of flashbacks and flash-forwards from books they have read or movies they have seen. Place students in small groups. Have them write and act out a scene in which they flashback five years before James Hamlet's arrest and a scene in which they flash-forward five years after James Hamlet's arrest. Students should include characters that were mentioned in **Worksheet 2** in each of their scenes.

Linking Past and Present

- Have students research recent or historical examples of citizens engaging in civil disobedience, and then have them discuss what they would be willing to do for a cause that is important to them.

SECTION V

The Crisis Decade (1850-1859)

Lesson 16

Reimagining the Underground Railroad

Grade Level: Middle & High School

Objectives:

Students will

- Examine their preconceptions about what the Underground Railroad was and how it functioned.
- Understand that the Underground Railroad was a highly sophisticated network of people.
- Create a web displaying the network of people who helped Ann Maria Weems escape to freedom.

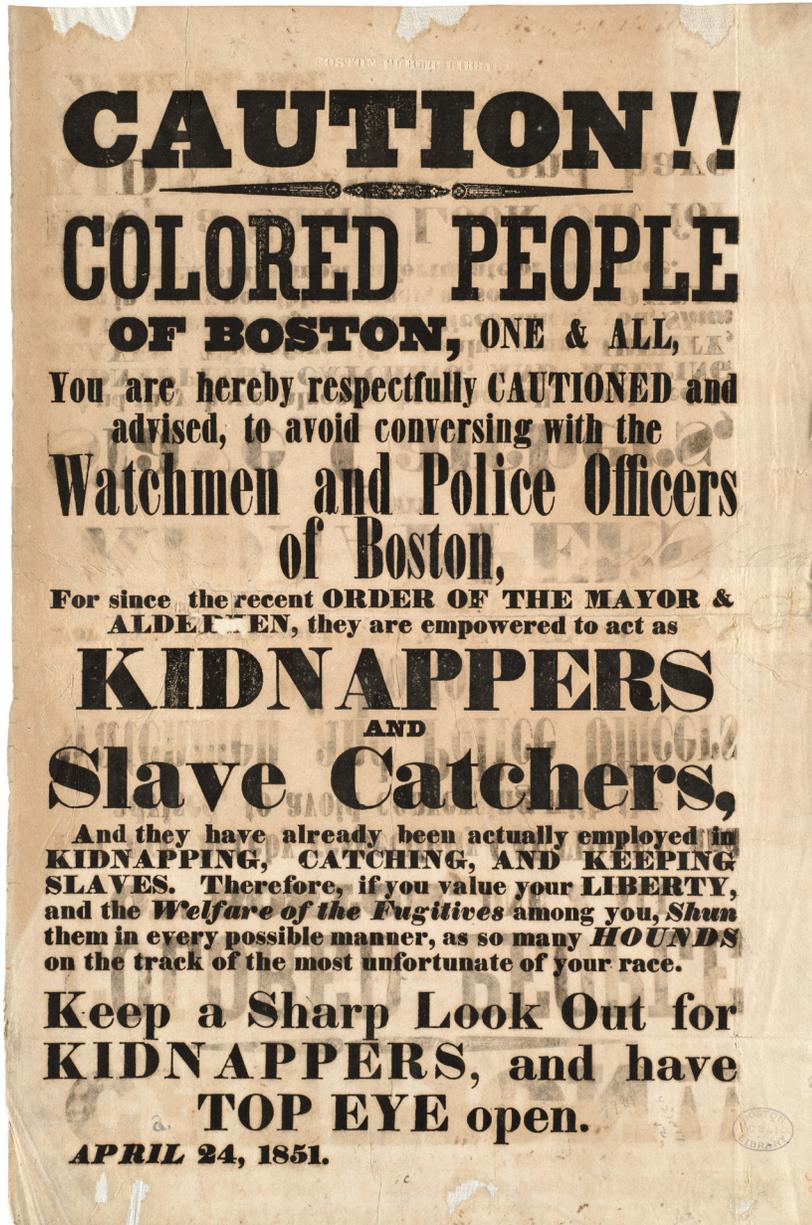
Time: One 50-minute class period

Materials:

- Worksheet 1: From Brooklyn to England - The Story of Ann Maria Weems

Background:

The Underground Railroad is frequently romanticized and associated with attics, tunnels, and hiding places. However, as historians have often noted, the Underground Railroad was neither a railroad nor was it underground. Instead, it involved a highly sophisticated and informally organized network of people and brought together various fundraising efforts in order to assist men, women, and children to safety. They sought freedom in a variety of locations, not just Canada. Brooklyn was among the many destinations.



Caution! Colored People of Boston, One and All,
Courtesy of the Trustees of the Boston Public Library/Rare Books.

Following the Fugitive Slave Law, African-American communities were on high alert. Posters such as this one warned Boston's community that the police were also slavecatchers.

"Quite free from terror, I now feel that my bones are a property bequeathed to me for my own use, and not for the servitude or gratification of the white man, in that gloomy and sultry region, where the hue of the skin has left my race in thralldom and misery for ages."

—Thomas H. Jones, a fugitive who escaped to Brooklyn,
writing to Massachusetts abolitionist Daniel Foster, May 5, 1851.

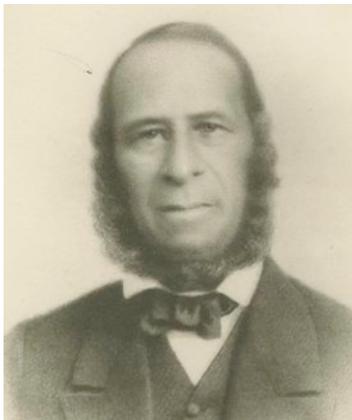
Lesson 16, Worksheet 1

From England to Brooklyn - The Story of Ann Maria Weems

Ann Maria Weems was enslaved in Rockville, Maryland. She was the daughter of a free father and an enslaved mother. Her parents were in constant communication with abolitionists as they tried to emancipate each family member. Abolitionists established a Weems Ransom Fund financed by two British Quaker abolitionists Henry and Anna Richardson who were based in Newcastle, England. The Richardsons were good friends with Lewis Tappan, a Brooklynite, and they gave him and black abolitionist Charles B. Ray, who lived in Manhattan, control of the financial account. The fund allowed her sister Stella to escape.



Ann Maria Weems, Courtesy of the Brooklyn Historical Society



Charles B. Ray, Courtesy of the New York Public Library

In 1855, when the Richardsons realized that Ann Maria was still enslaved after two failed escape attempts, they wrote a letter to Charles Ray. Ray visited Lewis Tappan's Brooklyn Heights home where he admitted to using the money to pay for the upkeep of his home and intended to return the funds. Ray soon returned the money with interest and Ann Maria traveled from Washington D.C. , to Philadelphia and onwards to Brooklyn, disguised as a young boy named Joe Wright.

The 14-year-old spent two days at Lewis Tappan's home. His wife Sarah used \$63 from the Weems Ransom Fund to buy Ann Maria new clothes as she still wore the boys clothing she had escaped in.

On November 30, Ann Maria left for Canada. Ray had originally intended to chaperone her. Because he was unable to leave the city immediately, Amos Freeman, Tappan's colleague and pastor of Siolam Presbyterian Church in Brooklyn, replaced him. Freeman and the young girl traveled by train to the Canadian border and then another 216 miles to Dresden, Ontario, where Ann Maria's aunt lived.

LESSON PROCEDURES

1. Write the words “Underground Railroad” on the board and ask students to raise their hands if they have ever heard the term before. Have students take a blank piece of paper and draw the Underground Railroad. Ask students to share their drawings with the rest of the class and explain what they drew. Record some of the common images, ideas, or characteristics from the students’ drawings on the board to revisit later.

2. Tell students that contrary to the name, the Underground Railroad was neither a railroad nor was it underground. Instead, it involved a highly sophisticated network of people who helped fugitives from slavery escape to the North and to Canada. Ask students to make a list of the needs a fugitive escaping to the North would have along the way. Who would provide assistance? How would they communicate with those assisting them?

3. Distribute **Worksheet 1: From Brooklyn to England - The Story of Ann Maria Weems**. As students read the story of Ann Maria Weems, a fugitive who escaped to Canada with the help of an international network of abolitionists, ask them to make annotations on the text by underlining each mention of a person who assisted her to freedom.

4. Ask students to share their annotations. Make a list on the board of all of the people involved in helping Ann Maria Weems escape to Canada. Discuss the potential risks that these people faced in helping Ann Maria Weems.

5. Ask students to use an online tool like bubbl.us or popplet.com to organize a web that displays Ann Maria Weems’ network of helpers. Each bubble should contain the helper’s name, location, and how they provided assistance. In addition, you can also have them track the network of support on an online or wall map to give a sense of its geographic reach (downloadable outline maps are available at: <http://www.eduplace.com/ss/maps/>)

6. Have students reflect on their initial understanding of the Underground Railroad with the reality that they experienced through Weems’ story and discuss what they’ve learned.

Linking Past and Present

- Have students consider how difficult it must have been to establish an international network before the age of telephones or the Internet. Have a class discussion about how enslaved people and anti-slavery activists would have used social media sites such as Facebook and Twitter to coordinate their activities along the Underground Railroad. Could they communicate without being detected?
- Human trafficking is believed to be one of the fastest-growing criminal industries in the world. With New York City as a major transportation hub, it is known as a primary transfer point for international human trafficking. Ask students to develop a second web to map a modern-day “Underground Railroad” of activists working to abolish human trafficking. Visit www.nyc.gov/endhumantrafficking and <http://stophumantraffickingny.wordpress.com/human-trafficking-manual> for more information.

SECTION VI

“The Half Has Never Been Told:” Brooklyn’s Civil War (1861-1865)

Lesson 17

Brooklyn’s Tobacco Factory Riot

Grade Level: High School

Objectives:

Students will

- Understand the causes behind violent clashes between blacks and Irish immigrants.
- Assume the roles of historical characters involved in the Tobacco Factory Riots and participate in a “hot seat” activity.

Time: Two 50-minute class periods

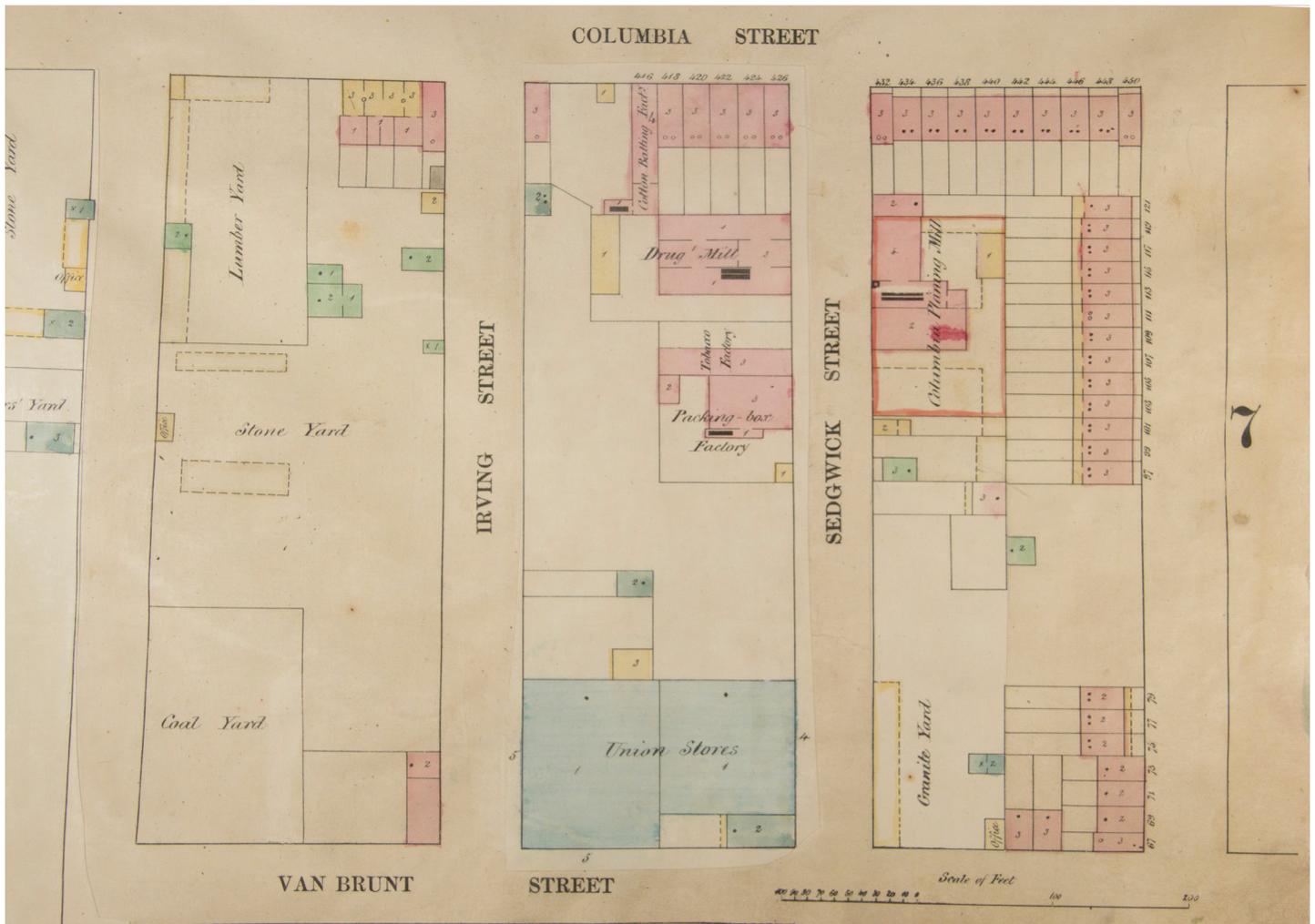
Materials:

- Worksheet 1: Newspaper Account of the Tobacco Factory Riot

Background:

On April 12, 1861, the attack on Fort Sumter marked the start of the Civil War. However, the conflict was not limited to the battlefields alone. By 1860, Brooklyn was the third largest city in the United States. The city’s residents were of Dutch, British, and African ancestry. There were also increasing numbers of German and Irish immigrants. African and Irish Americans often worked the same low-paying jobs. During the war, the growing competition for jobs and fear that scores of fugitives and newly emancipated men and women would arrive in Brooklyn exacerbated hostilities between Irish and African-American workers.

In the summer of 1862, racial conflict led to an assault on African-American workers at a Tobacco Factory in Brooklyn. The Tobacco Factory Riot acted as a precursor to Manhattan’s horrifying Draft Riots in 1863.



Map of the area surrounding the Tobacco Factory on Sedgwick Street, Detail from *Maps of the City of Brooklyn*. William Perris. 1860-1861. Atlas (4). Brooklyn Historical Society.

“Irishmen! The day will come that you will find out that you are making a sad mistake in assisting to crush out our liberties. Learn! O learn, that the protection of the feeblest of your fellow beings, is the only guarantee you have the protection for your own liberty.”

—*The Anglo African*, August 1862

Lesson 17, Worksheet 1

Newspaper Account of the Tobacco Factory Riot

ATTEMPT TO BURN THE FACTORY DOWN

INTENSE EXCITEMENT

The Arraignment of the Parties--They are Held to Bail

August 5, 1862

Yesterday afternoon, one of the most disgraceful riots, which has ever happened in this city, took place at the tobacco manufactory of T. Watson & Co. in Sedgwick street between Degraw and Harrison streets, and which, but for the timely appearance of the police, aided by some citizens, might have resulted in a most fearful tragedy. The riot occurred between a party of the locality, and a number of negroes, who are employed at the factory. The following are the facts in the case as far as our reporter could ascertain from different sources:

There are two tobacco factories in the locality adjoining each other, one of the belonging to Mr. Watson and the other owned by Mr. Lorillard. At the establishment of the latter, there are some two hundred and twenty persons, consisting of boys, men, and girls employed, and of these one hundred and sixty are white and fifty are colored. The white men attend to the pressing and general manufacture of the tobacco and the colored people make the tobacco into rolls, a branch of business in which the foreman of the establishment says they are more expert than others, having been used, some of them, to do it in the South. The white men working in this factory earn an average of \$10 per week, while the colored men generally average \$14 per week. The white girls, on the other hand, earn from \$4 to \$9 per week and the colored girls from \$2 to \$6.

In the factory of Mr. Watson, where the riot occurred there are seventy-five persons employed altogether, of whom, fifty are colored and twenty-five white...The colored people who work in the factory, are none of them residents of the locality, but reside mostly in New York, and in the outskirts of this city, and it is said that for some time past,

considerable ill-feeling has existed between them and the people residing in the vicinity of the tobacco factories, most of whom are Irish, but nothing of a serious nature occurred until Saturday night last, when two men who work in a factory at the foot of Sedgwick street, were returning home from their work, and stopped at Grady's liquor store, in the neighborhood of the factories to take a drink.

Two colored men were standing in the doorway as they were going in and one of the white men asked the colored men to move out of the way, and allow them to get in the store. One of the negroes replied that they would not move; that they had as much right there as any other men and he was about to say more, when one of the white men knocked him down. This led to a fight which was promptly stopped by the police at the time, but the utmost excitement pervaded the residents of the neighborhood, and the most extravagant stories were circulated, and the matter was talked over by white working people of the neighborhood, and the most improbable stories told to excite their rage. It was said that white girls had been insulted by the negroes, but as far as our reporter could ascertain, there was no foundation for such stories...on Sunday morning Mr. Hignet, the foreman of Lorillard's factory, was notified by a friend of his that the negroes working in the factory would probably be attacked during the day by the excited population of the place. This was about 7 o'clock, and as the negroes came to their work he sent them home to avoid the trouble...Mr. Hignet then went into Watson's factory and advised the colored workers there to leave...but they declined to do so. A large number of them were present at the emancipation celebration, in Myrtle Avenue Park, and there were only about 20 in the place at the time, of which 5 were men and the remainder women and girls....

Lesson 17, Worksheet 1

Newspaper Account of the Tobacco Factory Riot

about half-past twelve a party of some 400 men and boys, some of them very much intoxicated, came rushing toward the factory...and immediately surrounded the building, while some entered the ground floor to look for the negroes. Officers Oats and Byrne, of the 43rd precinct, arrived about the same time, and tried to prevent the men from entering the factory, but they were unable to do so. The negroes, who were all on the upper floor, barricaded the stairway with boxes, boards, etc, and then as their assailants made their appearance at the bottom, would lunge everything within their reach at them. In this way they managed to keep their assailants off until the arrival of Inspector Folk with a strong detachment of policemen from the 41st and 44th precincts...

While the negroes in the inside of the building were keeping their assailants at bay, the crowd outside commenced a general onslaught on the building with brickbats and stones, smashing all the windows, and when they found it impossible to get at the negroes in any other way, one of the rioters proposed that the building should be burned down, and a rush was made for a large pot of liquorice and whiskey, which under the supposition that it was tar, was emptied and attempted to be set fire to, but the rioters only succeeded in starting a slight flame, which was soon extinguished by the police... The police finally succeeded in forcing the rioters from the locality and arrested the following: Patrick Keenan, Michael Maher, William Morris, John Long, Cuas Baker (colored), Chas. Baylers, Thomas Clark and Joe Flood.

A strong detachment of police were stationed in the locality this morning, in anticipation of another outbreak, but as none of the colored people employed in either of the factories come to work there was no disturbance. Various rumors were afloat in the neighborhood...the most important of which was that the negroes employed in the factory had been engaged all last night in arming themselves in case of another attack...It is stated that the officers who were first at the scene of the riot, allowed their feelings against the negroes to interfere with their

duties, and that instead of attacking the white rioters they struck at the negroes with their clubs. None of the negroes are at work today, and but few of the white people, in either factories.

Source: *Brooklyn Daily Eagle*, August 5, 1862

LESSON PROCEDURES

1. Ask students to identify why people have and continue to immigrate to the United States. What are some factors that drive people to leave their home countries? What are they coming here to find or achieve (push and pull factors?) What challenges do immigrant communities face?

2. Explain that the Irish came to Brooklyn and New York to escape the horrors of the Potato Famine which devastated Ireland between 1845 and 1850. With little money, the Irish hoped to take advantage of the economic opportunities available in these big cities. Explain that the Irish were greeted with discrimination and limited economic opportunities. Many Irish immigrants worked in some of the same occupations as blacks: as laborers, waiters, servants, and washerwomen.

3. Ask students to speculate what the consequences of job competition between blacks and Irish immigrants might be. Help students understand that racial tension and conflict resulted from growing competition for jobs. Ask the following questions:

- If Irish immigrants and African Americans shared similar experiences with economic marginalization and low wages, why didn't they join in solidarity to gain greater opportunities for all?
- How might race prevent different groups from finding common ground? What other factors may be at play?

4. Explain to students that in August of 1862, long festering tensions between Irish and black workers exploded when mobs of angry Irish workers marched on several tobacco factories on Sedgwick Street in South Brooklyn. Distribute **Worksheet 1: Newspaper Account of the Tobacco Factory Riot**. Once students have read the article, ask students the following questions:

- Who was involved in the riot?
- Why were black and white workers paid differently?
- Describe the circumstances that lead up to the riots.
- Is there bias in this reporting? What side do you think readers will take after reading this account?
- What questions do you have for the rioters? The black workers? The police officers?

5. Place students in groups of three and assign each student one of the following characters involved in the riots: an Irish rioter, a black worker, or a police officer. Explain to students that they will take turns sitting in the "hot seat" while their classmates assume the roles of investigative reporters who are doing a follow-up report on the riot. While in journalist roles, students can ask questions about the characters' behavior, motivations, and roles during the riot, using the five Ws of investigative reporting: Who, What, When, Where, and Why.

Linking Past and Present

- Have students identify and research one contemporary race riot, collect articles about the event, and investigate the contributing factors, motivations, and outcomes. Students can then compare the Tobacco Factory Riot to their chosen contemporary riot.

SECTION VI

“The Half Has Never Been Told:” Brooklyn’s Civil War (1861-1865)

Lesson 18 New York City’s Draft Riots

Grade Level: Middle School

Objectives:

Students will

- Understand the causes of the New York City Draft Riots of 1863.
- Write a journal entry detailing the experience of an African American seeking refuge from the riots in Brooklyn.

Time: One 50-minute class period

Materials:

- Worksheet 1: *Brooklyn Daily Eagle* Headlines
- Worksheet 2: Riots and Refuge

Background:

From Monday, July 13, to Thursday, July 16, 1863, mobs of white people, mostly working class Irishmen, tore through Manhattan’s streets as a mass protest turned into a full-blown riot. The troubles began as a response to the unpopular National Conscription Act which Congress passed in March 1863. The law required all men aged between 20 and 35 to serve in the Union Army but also contained a provision allowing the wealthy to avoid military service by paying \$300. It therefore fell on the Irish working class to fight in a war that many felt they had no stake in, especially as they viewed slavery and emancipation as the war’s focus.

In the chaos that followed, mobs attacked every part of Manhattan including public buildings, businesses, the mayor’s residence, police stations, and the Armory on Second Avenue and 21st Street. The atrocities, however, against Manhattan’s African-American community were immeasurable. St. Phillip’s Church (established in 1818) was destroyed as was the Colored Orphan Asylum (founded in 1836). All 233 children were evacuated. Many black New Yorkers were tortured, lynched, and killed.

During the Draft Riots, Brooklyn became a haven for those escaping the horror of Manhattan’s streets. Weeksville offered protection to the largest number of evacuees. The Committee of Merchants for the Relief of Colored People Suffering from the Late Riots reported that several hundred people descended “in Weeksville, Carresville, new Brooklyn and the whole vicinity extending to Flatbush and Flatlands,” and ran into the surrounding woods to find “safety and shelter.”

“It is a gratifying circumstance that, while, to an unparalleled extent in this country, the spirit of lawlessness has manifested itself in the city of New York, Brooklyn, so nearly allied, socially, politically, and in every other respect with the metropolis, has manifested no organized sympathy, or been materially disturbed.”

—*Brooklyn Daily Times*, July 15, 1863

ATTENTION!

MERCHANTS, BANKERS AND MERCHANTS' CLERKS AND OTHERS

Meet for Organization and Enrolment

At Two O'clock

AT THE MERCHANTS' EXCHANGE,

111 Broadway,

To take immediate action in the present crisis. Military now engaged with the Mob. The Mayor's House being Sacked and Torn Down!!

Attention! Merchants, bankers and merchants' clerks and others... 1863. M1975.386.1. Brooklyn Historical Society.

Lesson 18, Worksheet 1

Brooklyn Daily Eagle Headlines

THE DRAFT ORDERED.

The Drawing to Commence on Monday.

BROOKLYN'S QUOTA 4,000.

HOW THE NAMES ARE DRAWN.

WHO ARE LIABLE.

Regulations for Drafted Men.

EXEMPTIONS--PHYSICAL DISABILITY

The Preparations in Brooklyn.

THE INVALID CORPS.

THE 70th REGIMENT TO MARCH.

*Brooklyn Daily Eagle, July 13, 1865
Courtesy of Brooklyn Public Library—Brooklyn
Collection*

FIRST EDITION.

EAGLE OFFICE. 2¼ P. M.

RIOT IN NEW-YORK.

RESISTANCE TO THE DRAFT.

The Drafted Men Attack the
Enrollment Office,

THE OFFICE DESTROYED

Thousands of People in the Streets.

THE POLICE OVERPOWERED

Troops Ordered from Governor's Island.

MARTIAL LAW TO BE PROCLAIMED.

*Brooklyn Daily Eagle, July 16, 1865
Courtesy of Brooklyn Public Library—Brooklyn
Collection*

Lesson 18, Worksheet 2

Riots and Refuge



THE RIOTS AT NEW YORK—THE RIOTERS BURNING AND SACKING THE COLORED ORPHAN ASYLUM.—[See Page 484.]

The Riots at New York. The rioters burning and sacking the Colored Orphan Asylum, *Courtesy of the Library of Congress.*

Lesson 18, Worksheet 2

Riots and Refuge

Document #2

From the *Anglo-African*, July 25, 1863

A resident of the Eastern part of Brooklyn, who yesterday and the day previous visited the settlement of the colored people in the Ninth Ward of that city, have given us some interesting details of the condition of things in that quarter. There are now known to be about two hundred persons who have sought shelter from their demonic persecutors in New York, in the wild briars, brushes, and low wood which cover the ridge bordering the city. There may, and probably are others who have not yet made themselves known. There were men, women, and children found among them, some of them in utter destitution. Husbands driven away without the means of knowing what has become of their wives and children, and families burned out and compelled to flee, ignorant if their natural protector is alive or not.

In some instances separated families have accidentally been united. The permanent residents of the district, though themselves cut off from their ordinary employments and threatened with outrage, are active in succoring the refugees, mostly strangers to them, and liberally share their shelter with them so far as able. Many have, however, slept outdoors ever since the riots began, suffering not only from exposure but the effects of terror, such as can hardly be realized.

Lesson 18, Worksheet 2

Riots and Refuge

Document #3



Turn Verein, Brooklyn, N.Y. ca. 1900. Eugene L. Armbruster photographs and scrapbooks. V1974.22.1.73. Brooklyn Historical Society.

During the Draft Riots in Manhattan, African Americans sought refuge throughout Brooklyn. One safe haven was the Turn Verein Hall, a German community center located at Meserole Street (near Union Avenue) in Williamsburg. The area's German community "assembled in great force," determined to assist and protect people in Williamsburg.

LESSON PROCEDURES

1. Ask students: What is a “draft”? Brainstorm a working definition for the word “draft” with the class and provide one or two formal definitions to help refine their understanding of the term.

2. Distribute **Worksheet 1: *Brooklyn Daily Eagle* Headlines**. Have students Think-Pair-Share, assigning one student the headline from the left column and one from the right. Ask pairs to speculate: A) What is the story behind this headline? B) How are the headlines connected to each other?

3. Explain to students that from Monday, July 13, to Thursday, July 16, 1863, mobs of white people, mostly working class Irish immigrants, tore through Manhattan’s streets in mass protest of the National Conscription Act, which made all men between the 20 and 45 years of age eligible for military service in the Union Army. Tell students that because many Irish citizens lived in poverty and could not afford the \$300 fee to avoid military service, they were likely candidates for the draft. They turned their anger against the draft towards black New Yorkers; as a result, many innocent blacks were killed and had their homes ransacked.

4. Distribute **Worksheet 2: Riots and Refuge**. Ask students to examine the documents from the riots. Then ask the following questions:

- Why would anger about the draft spark violence against black New Yorkers?
- Why do you think blacks sought refuge in places like Weesville and Carsville?
- What does the story about Turn Verein in Brooklyn reveal to you about relations between blacks and German immigrants?
- What do you think the aftermath of the riots was like? Would you continue living in the New York City area if you were a black New Yorker?

5. Tell students to imagine that they were a black New Yorker who sought refuge in Brooklyn during the draft riots. Have them write a journal entry describing their experience and their reaction to it.

Linking Past and Present

- Explain to students that “A rich man’s war and a poor man’s fight” became the phrase attached to the draft acts in both the Union and the Confederacy. Discuss if this sentiment is true of any other wars in United States history. Have students research the demographics of the military population. What is the relationship between income levels, race, and military enlistment?

SECTION VI

“The Half Has Never Been Told:” Brooklyn’s Civil War (1861-1865)

Lesson 19

Black Brooklynites in the Union Army

Grade Level: Elementary School

Objectives:

Students will

- Understand the role of black soldiers during in the Civil War.
- Design a commemorative mural featuring Brooklynite Peter Vogelsang and the 54th Massachusetts Regiment.

Time: One 50-minute class period

Materials:

- Worksheet 1: The Emancipation Proclamation
- Worksheet 2: Peter Vogelsang and the 54th Massachusetts Regiment

Background:

Abolitionists such as Frederick Douglass and James Pennington emphasized that African-American soldiers were central to securing a victory for the Union Army, despite the fact that they were initially banned from serving. Racist assumptions about their capabilities meant that the Lincoln administration refused to consider them for military service. However, the Emancipation Proclamation which took effect on January 1, 1863, changed military policy, allowing the Union Army to recruit black troops.

Scores of ordinary black men demonstrated their courage while being subject to difficult conditions including ongoing discrimination, segregated ranks, lesser wages, and lack of promotion. Black soldiers protested for improved military conditions and continued to fight in the Civil War. They did so in order to demand freedom and citizenship, therefore transforming the United States into a nation that valued political and legal equality for its multiracial society.

COLORED CITIZENS, TO ARMS!



\$375 IN CASH,

And \$10 additional paid to any Recruit who comes, or any one bringing a Recruit to the Headquarters of the

20th Regiment, U. S. Colored Troops,

FOR NEW YORK STATE,

350 FOURTH ST., NEAR BROADWAY.

FRANCIS & LOUREL, Stationers and Steam Printers, 45 Maiden Lane, New York.

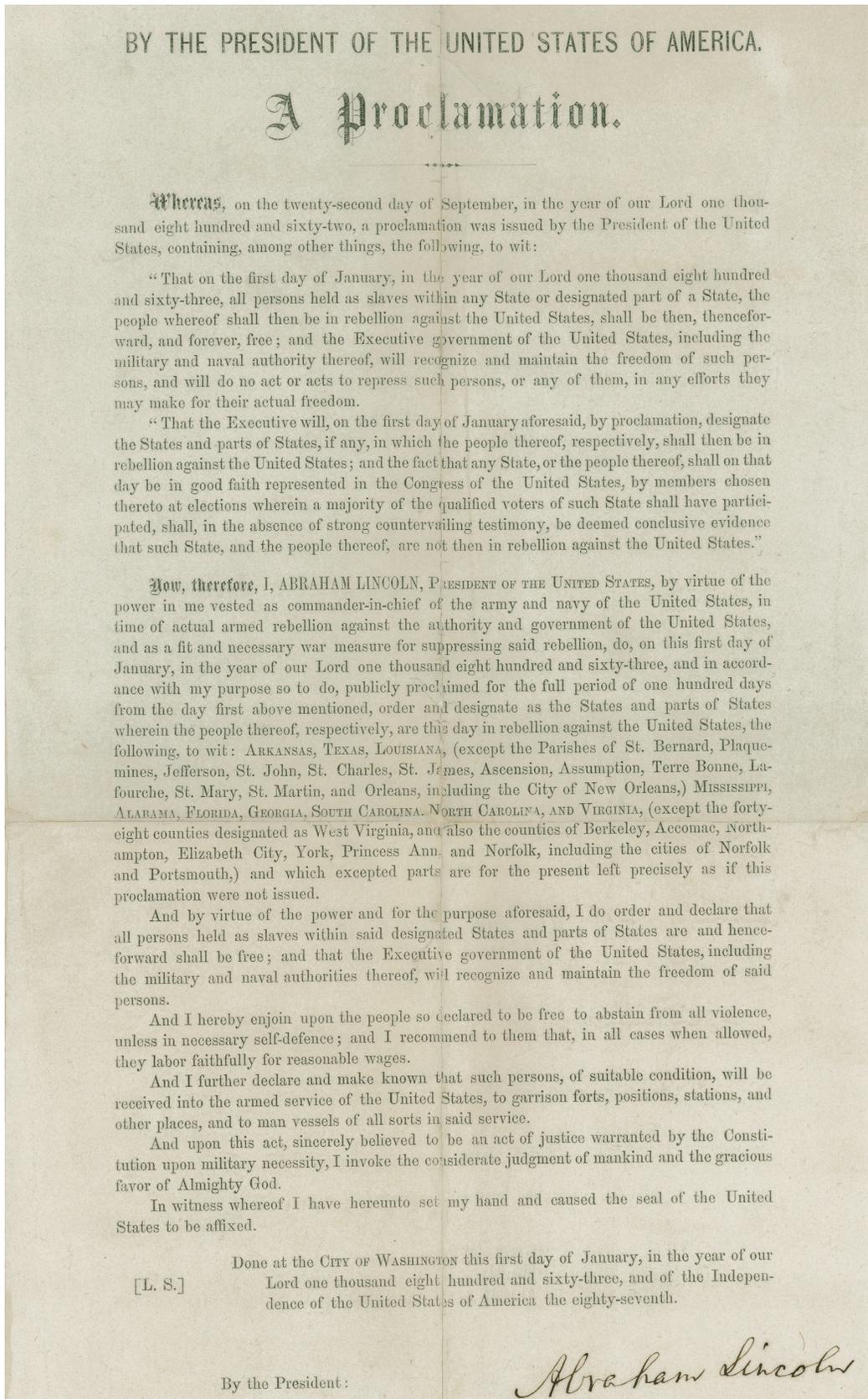
Colored Citizens, to Arms! Francis & Loutrel.
M1975.387.1. Brooklyn Historical Society.

“There was never a better opportunity that is not offered to the colored men of the United States to strike for liberty and country; never a better time to take their stand as men than the present moment.”

—*Liberator*, May 22, 1863

Lesson 19, Worksheet 1

The Emancipation Proclamation



Lesson 19, Worksheet 2

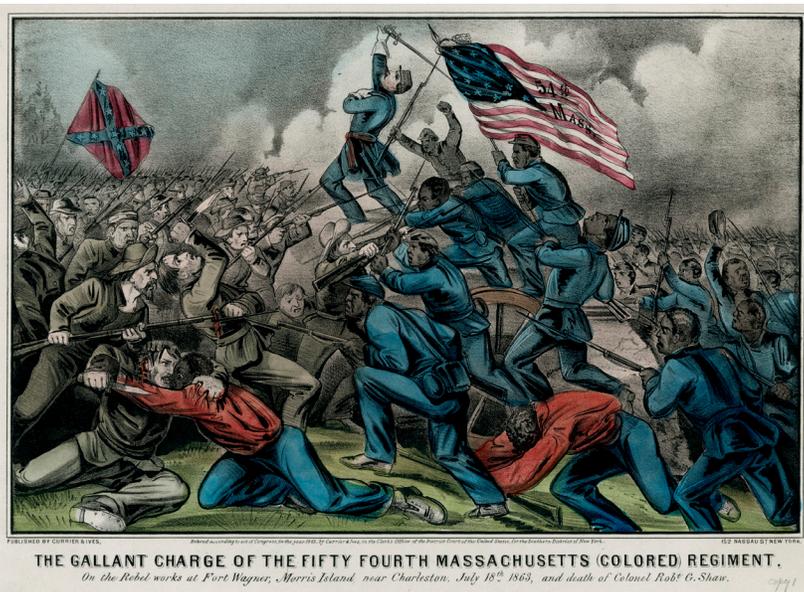
Peter Vogelsang and the 54th Massachusetts Regiment

On July 18, 1863, two days after the Draft Riots, the Massachusetts 54th Infantry, the first black regiment raised in the North, led an attack on Fort Wagner. Their hope was to break the network of Confederate defenses protecting Charleston, South Carolina. Brooklynite Peter Vogelsang, a former clerk, was one of the soldiers.

He fought alongside Lewis and Charles Douglass, the sons of Frederick Douglass. They were led by Colonel Robert Gould Shaw, a young white Bostonian who came from a prominent anti-slavery family. The Confederates, protected by a strong fort, shot cannons and bullets at the men, leaving half of them wounded, captured, or killed. Vogelsang was one of the few survivors of the attack and was promoted to quartermaster-sergeant.



Lieutenant Peter Vogelsang,
Courtesy of the Massachusetts Historical Society



The Gallant Charge of the 54th Massachusetts (Colored) Regiment on the Rebel Works at Fort Wagner, *Courtesy of the New-York Historical Society.*

TO COLORED MEN.

54th

REGIMENT!

MASSACHUSETTS VOLUNTEERS,
— or —
AFRICAN DESCENT!

\$100 BOUNTY!
At the expiration of the term of service.

PAY, \$13 A MONTH!
— AND —
STATE AID TO FAMILIES.

RECRUITING OFFICE,
Cor. Cambridge & North Russell Sts., Boston.
Lieut. J. W. M. APPLETON, Recruiting Officer.

J. E. FARWELL & Co., Steam Job Printers, No. 37 Congress Street, Boston.

"To Colored Men. 54th Regiment! Massachusetts Volunteers, Of African Descent." Broadside. Boston: J.E. Farwell & Co., [1863]. Massachusetts Historical Society.

LESSON PROCEDURES

1. Ask the class if anyone has heard of the Emancipation Proclamation, and if so, have a volunteer (or volunteers) provide a brief description.

2. Distribute **Worksheet 1: The Emancipation Proclamation**. Read the following passage aloud:

On the first day of January, in the year of our Lord 1863, all persons held as slaves within any State, or designated part of a State, whereof shall then be in rebellion against the United States, shall be then, thenceforth, and forever free.

3. Ask the following questions:

- When did the Emancipation Proclamation take effect?
- Who gained their freedom as a result of the proclamation?
- Who was not freed as a result of the proclamation?

4. Draw students' attention to the fact that the Emancipation Proclamation took effect on January 1, 1863. Technically, it did not free anyone. Slavery had already been abolished in the northern states. It did not free enslaved people in the border states that had not seceded from the Union, including Kentucky, Missouri, Maryland, and Delaware. It did not really free the enslaved people in the Confederate states either, as those states refused to obey what Abraham Lincoln said. However, as a result of the Proclamation, many enslaved people fled from the South to areas controlled by the Union army.

5. Remind students that blacks were initially banned from serving in the Union Army as many northern whites felt that blacks were not smart, skilled, or brave enough for military service. Explain that the Emancipation Proclamation, issued by President Abraham Lincoln in January 1863, declared all enslaved people in rebel states forever free and allowed blacks to join the Union Army. Read the following quote from Frederick Douglass aloud to students and ask them to interpret it:
Once let the black man get upon his person the brass letter, U.S., let him get an eagle on his button, and a musket on his shoulder and bullets in his pocket, there is no power on earth that can deny that he has earned the right to citizenship.

6. Distribute **Worksheet 2: Peter Vogelsang and the 54th Massachusetts Regiment**. After students read the information, ask the following questions:

- Why was it important that black Americans were actively participating in the Union Army? How might the outcome of the war been different if black soldiers were barred from fighting?
- What impact, if any, do you think their sacrifice and bravery had on the recognition of blacks as full citizens?
- Do you think the bravery shown by Peter Vogelsang and the 54th Massachusetts Regiment will help blacks gain recognition as full citizens?

7. Have students design a commemorative mural, depicting how the 54th Massachusetts Regiment moved blacks closer towards equality and full citizenship. Students can either draw or design their murals online using digital tools such as www.prezi.com or www.glogster.com.

Linking Past and Present

- Have students research examples of different forms of discrimination in the military, such as racism, sexism, and homophobia. Ask students to reflect on how discrimination in the military compares with discrimination in the wider society. Why do people join the military despite its history of discrimination?
- Ask students if they are aware that there were black regiments and/or black soldiers fighting in the Civil War. If not, why not? Why are these soldiers' stories less known? How does that relate to our understanding of today's armed forces?

SECTION VI

“The Half Has Never Been Told:” Brooklyn’s Civil War (1861-1865)

Lesson 20

Black Brooklynites in the Union Army

Grade Level: Middle & High School

Objectives:

Students will

- Understand how Brooklyn’s abolitionists used their experiences as community builders and political activists to rebuild the nation.
- Write and perform a monologue from the perspective of a historical character from Reconstruction.

Time: One 50-minute class period

Materials:

- Worksheet 1: Help is Here

Background:

On April 14, 1865, as the Civil War drew to a close, organizers invited prominent abolitionist and pastor of Plymouth Church, Henry Ward Beecher, to speak at the flag-raising ceremony at Fort Sumter. Known for his charisma and oratorical skills, Beecher said, “Terrible in battle, may [the flag] be beneficent in peace [and] as long as the sun endures, or the stars, may it weave over a nation neither enslaved nor enslaving.” Later that evening, Abraham Lincoln was assassinated. He did not witness the ratification of the 13th Amendment abolishing slavery in the United States (passed on January 31, 1865) but he was firmly established as the “Great Emancipator.” Lincoln’s views on slavery and emancipation, however, changed during his lifetime, and abolitionists in Brooklyn and beyond were responsible for shaping many of his later views. Brooklyn’s anti-slavery activists and abolitionists had long recognized that their work did not simply end with state emancipation in 1827. Rather, they consistently pushed a program of reform that reimagined freedom in the United States that was available to all citizens regardless of race.

Still, the work of Brooklyn’s anti-slavery activists and abolitionists continued. From 1865 to 1877, Reconstruction formed one of the most turbulent and controversial chapters in U.S. history. Brooklynites committed themselves to rebuilding the nation, and themes of education and assistance dominated their work as it had during the gradual emancipation decades (1799-1827).

COLORED DOMESTICS AND EMPLOYES,
FROM THE SOUTH,
CAN BE OBTAINED AT THE
NEW YORK AND BROOKLYN
FREEDMEN'S EMPLOYMENT BUREAU,
No. 16 COURT STREET, CORNER OF JORALEMON,
(Room 20,) BROOKLYN, N. Y.

It is important that applicants for these freed men and women should describe, as nearly as possible, the ages and qualifications of the persons desired. It must, however, be distinctly understood that the Society does not undertake to furnish a very large number of first-class, well-instructed servants. A few only have been accustomed to perform household work, and fewer still have any knowledge of our Northern modes of domestic life. But it is believed they are as teachable and intelligent as any other class occupying similar social positions; and by proper training and instruction, many of them will become most valuable domestics.

Very few men can be obtained. Women, from eighteen to thirty years of age, can be had in large numbers. Boys and girls, from ten to fifteen years old, can also be had by hundreds, and will be placed in such families as are willing to engage to board and clothe them, and to secure to them the advantages of a common school education, similar to those usually given to other orphan and dependent children in the Free States.

Parties wishing to avail themselves of this Agency, will be required to advance *Five Dollars* for each servant applied for, in order to defray expenses of transportation, temporary board, etc. This can subsequently be deducted from the wages of the servant, which, of course, will vary according to his or her capacity and the service rendered.

For the money thus advanced, a certificate will be given, signed by the Corresponding Secretary; and an order sent by him to an Agent at the South will procure a servant in the course of two or three weeks. Delays, however, are liable to occur; and if such should be the case, to an unreasonable length of time, and to the detriment of the holder of the certificate, the money will be refunded, if desired.

The Society does not engage to pay travelling expenses from Brooklyn.

Letters should be directed to

Rev. O. S. ST. JOHN, Cor. Sec'y,
No. 16 COURT STREET, BBOOKLYN. N. Y.

Solicitation by the New York and Brooklyn Freedmen's Employment Bureau. 1864. Collection of Brooklyn, N.Y., Civil War relief associations records, ephemera and other material. ARC.245: Box 5, Folder 7. Brooklyn Historical Society.

Lesson 20, Worksheet 1

Help is Here

Document #1

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FROM THE SOUTH,
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NEW YORK AND BROOKLYN
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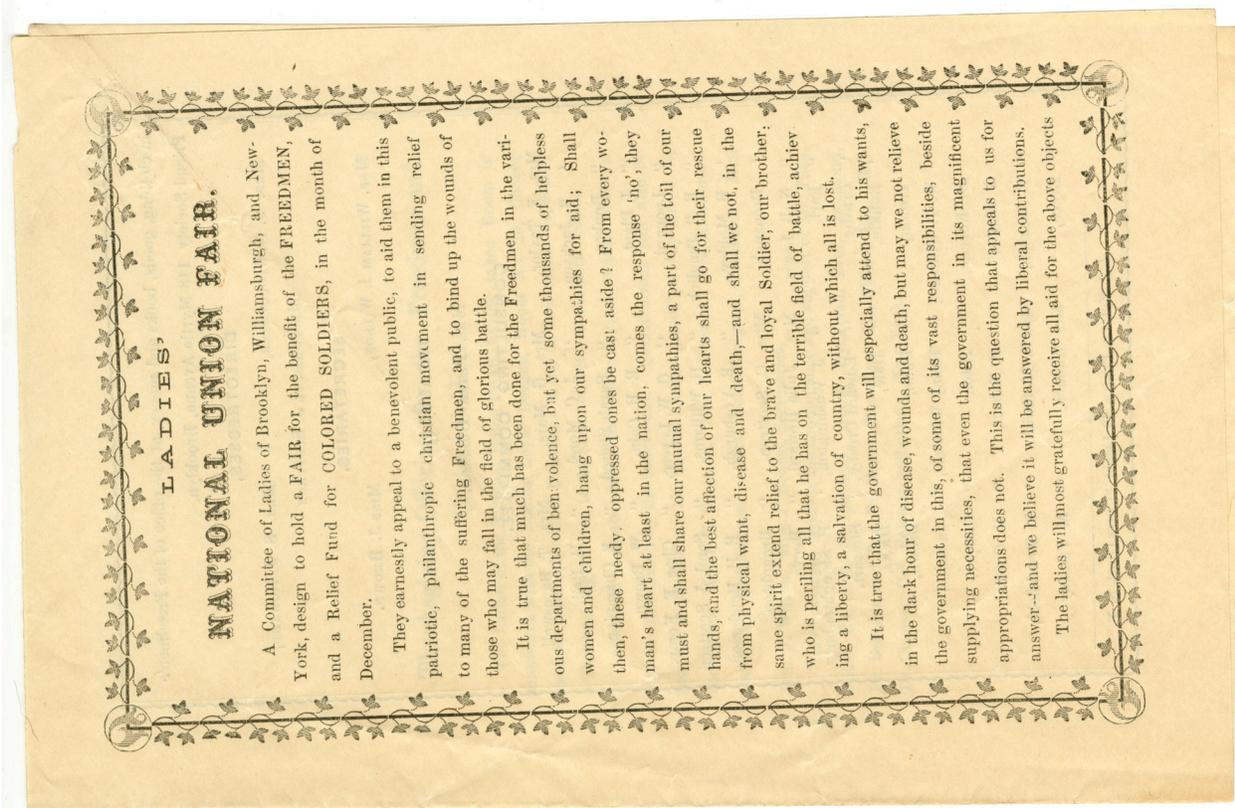
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Rev. O. S. ST. JOHN, Cor. Sec'y,
No. 16 COURT STREET, BROOKLYN. N. Y.

The New York and Brooklyn Freedmen's Employment Bureau provided employment for freed people and white Union refugees. The bureau helped those newly arrived in Brooklyn to find work as domestic servants in exchange for board, clothing, and education.

Lesson 20, Worksheet 1

Help is Here



NATIONAL UNION FAIR.

LADIES'

A Committee of Ladies of Brooklyn, Williamsburgh, and New-York, design to hold a FAIR for the benefit of the FREEDMEN, and a Relief Fund for COLORED SOLDIERS, in the month of December.

They earnestly appeal to a benevolent public, to aid them in this patriotic, philanthropic christian movement in sending relief to many of the suffering Freedmen, and to bind up the wounds of those who may fall in the field of glorious battle.

It is true that much has been done for the Freedmen in the various departments of ben: violence, but yet some thousands of helpless women and children, hang upon our sympathies for aid; Shall then, these needy, oppressed ones be cast aside? From every wo: man's heart at least in the nation, comes the response 'no', they must and shall share our mutual sympathies, a part of the toil of our hands, and the best affection of our hearts shall go for their rescue from physical want, disease and death,—and shall we not, in the same spirit extend relief to the brave and loyal Soldier, our brother, who is periling all that he has on the terrible field of battle, achieving a liberty, a salvation of country, without which all is lost.

It is true that the government will especially attend to his wants, in the dark hour of disease, wounds and death, but may we not relieve the government in this, of some of its vast responsibilities, beside supplying necessities, that even the government in its magnificent appropriations does not. This is the question that appeals to us for answer--and we believe it will be answered by liberal contributions.

The ladies will most gratefully receive all aid for the above objects

Businesswoman Elizabeth Gloucester led fundraising efforts for black soldiers and freedmen through the Brooklyn-based American Freedmen's Friend Society. Elizabeth and her husband, James Gloucester, a former pastor at Siloam Presbyterian Church, were friends with John Brown prior to the Harpers Ferry Raid.

Lesson 20, Worksheet 1

Help is Here

Document #3

Teacher's Monthly Report.

We wish to gain such knowledge of the labors of our teachers and the condition of our schools as the following statistics, faithfully and conscientiously reported, will give. As such statistics are valuable only as they are faithfully and conscientiously given, we trust that our wishes will be implicitly regarded, and every blank correctly filled. A faithful discharge of our responsibilities to our patrons demands that we obtain this information, and we trust that no teacher will regard our inquiries as either invidious or inquisitorial.

For Month of Jan. 1866
Name Mary A. Wilson
Name of School Intermediate Department Location 23^d Street
No. of days the school was kept during the month, Twenty-two
No. of days you have been present, Twenty-two
If absent, the number of days None and the cause,
If you have been absent, during the month, any of the school hours, state the number, None and the cause,
No. of different pupils, Forty-one
Average daily attendance, Thirty-eight
No. of tardinesses, * Eight
No. neither absent nor tardy during the month, Twenty-one
Whole No. of Males, Twenty-one
Whole No. of Females, Twenty
No. over 16 years of age, One
No. of Pupils who read and spell, Forty-one
No. who study mental arithmetic, Forty-one
No. who study written arithmetic, None
No. who study geography, None
No. who write, Twenty-one
Is singing taught in the school? Yes
No. of Sessions you have attended Night Schools None
" " " " " Sabbath Schools, Two
No. of visits made in the families of colored people, Two
No. of Bibles distributed, None Of Testaments, None
No. of Books, " Tracts or Papers, "

Each teacher should, without fail, make out duplicate copies of the above Report and transmit one directly to us, and the other to the local Superintendent (if there be one) on or before the 3d of the succeeding month.

In addition to the above statistics, we desire a written Report, giving general and particular facts concerning the general progress of the school, the chief obstacles encountered, cases of insubordination, the mode of administering discipline, and any suggestions that may indicate its prosperity.

*The roll should be called ten minutes after the opening of the School, or earlier (never later) if the teacher so elect. A School Register will be furnished to teachers.
†If there be no local Superintendent, a blank for a Superintendent's Report will be furnished, which the teacher will be expected to fill.
Note—Returns should be sent to the Superintendent at these Rooms.

GEO. WHIPPLE, } Cor. Sec's.
M. E. STRIEBY, }
SAMUEL HUNT, Supt of Education.

Mary A. Wilson Teacher's Monthly Report, American Missionary Association archives, 1828-1969. Amistad Research Center at Tulane University, New Orleans, Louisiana.

Mary Wilson was a successful businesswoman who fundraised for Siloam Presbyterian Church in Brooklyn and the Colored Orphan Asylum in Manhattan. She was the wife of William J. Wilson, a prolific writer and Brooklyn's longest-serving educator at Colored School #1 during the antebellum years.

LESSON PROCEDURES

1. Place students in small groups and ask them to brainstorm the answers to the following questions:

- What problems did the Civil War solve for African Americans?
- What problems did the Civil War fail to solve for African Americans?

2. Create a column for each question on the board and record the groups' responses

3. Explain that although the passage of the 13th, 14th, and 15th Amendments promised the hope that African Americans would gain full and equal rights, there were still many challenges to address. On March 3, 1865, Congress created the Bureau of Freedmen, Refugees, and Abandoned Land Act, also known as the Freedmen's Bureau. It began as a result of mounting pressure to provide for African Americans who had escaped enslavement and headed for Union lines during the Civil War. The New York and Brooklyn Freedmen's Bureau opened at 16 Court Street at the corner of Joralemon.

4. Tell students that during the Reconstruction period, Brooklynites committed themselves to rebuilding the nation. They used their experiences as community builders and political activists to offer assistance where it was needed. Some provided assistance in Brooklyn, while others went to the South to help the newly freed men, women, and children.

5. Distribute **Worksheet 1: Help is Here**. Place students in small groups and have them analyze the documents. Discuss the following questions:

- What do these documents reveal about life in Brooklyn after the Civil War?
- Identify the kinds of support and assistance that were available in Brooklyn after the Civil War.

6. Explain to students that Brooklynites donated money, clothes, food, and other goods, opened schools and orphanages, and provided jobs to freed people and white Union refugees.

7. Assign a Reconstruction era character to each student. Possibilities can include the following:

- A newly freed African American from the South
- A former African-American soldier who fought in the Union army
- An African-American woman from Brooklyn who went to the South to teach in a freedmen school
- A white woman who sits on the Committee of Ladies who held a benefit for freedmen and black soldiers
- A white man/woman who works at the Freedmen's Bureau in Brooklyn

8. Have students write a monologue in which the character expresses his or her point of view on life after the Civil War. The monologue should reveal the character's situation in life and his or her needs, wants, and motivations. Students should share their monologues with the class. Ask the students to refer back to the responses to the first activity and have them incorporate into their monologues how their characters will work to address the problems that the Civil War failed to solve.

Linking Past and Present

Have students reflect on the following questions:

- What principles of freedom was the United States founded upon?
- Has the United States been successful in maintaining these freedoms?
- What freedoms are still not guaranteed for all people?
- What can you do to help move the country toward the promise of freedom and equality for all?

VOCABULARY

ABOLITIONISTS

People who are active in a struggle to end slavery.

ANTEBELLUM

The time period prior to the Civil War.

BORDER STATES

States that supported the Union but whose economies depended on the institution of slavery. These states include Delaware, Kentucky, Maryland, Missouri, and West Virginia.

CONFEDERATE STATES

A group of united southern states that formed the Confederate States of America, including Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. These states voted to secede from the United States between 1860 and 1861.

CONDUCTOR

A person who assisted a fugitive on the Underground Railroad.

DRAFT

A system for selecting individuals from a group for military service.

EMANCIPATION

The act of freeing enslaved people from bondage.

ENSLAVEMENT/SLAVERY

A system under which people are treated as property to be bought and sold, and are forced to work.

FUGITIVE

One who flees or tries to escape slavery.

MUTUAL AID

Arrangements made between people of a community to assist each other.

PROCLAMATION

An official public announcement.

PROPAGANDA

A technique used to sway people's opinions, adopt a certain behavior, or perform a particular action.

RECONSTRUCTION

The time period following the Civil War during which the U.S. government tried to rebuild the southern economy after slavery had been abolished.

SECESSION

The act of formally withdrawing from a political federation.

SEGREGATE

To separate by race, class, or ethnic group by discriminating means.

UNDERGROUND RAILROAD

A network of people and secret escape routes used by fugitives of slavery.

UNION

The name given to the group of states that were opposed to the secession of the Confederate states in the South. The Union states included California, Connecticut, Delaware, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nevada, New Hampshire, New Jersey, New York, Ohio, Oregon, Pennsylvania, Rhode Island, Vermont, West Virginia, and Wisconsin.

U. S. COLORED TROOPS

The name given to the segregated troops of African-American men who fought in the Civil War.

ADDITIONAL RESOURCES

For Teachers

Slavery in New York

Ira Berlin and Leslie M. Harris, Eds.
New York: New Press, 2005.

Black Gotham

Carla L. Peterson
New Haven: Yale University Press, 2012.

In the Shadow of Slavery

Leslie Harris
Chicago: University of Chicago Press, 2003.

Root and Branch

Graham Hodges
Chapel Hill: University of North Carolina Press, 1999.

Theater Games for the Classroom: A Teacher's Handbook.

Viola Spolin
Evanston: Northwestern University Press, 1986.

Covenant with Color

Craig Steven Wilder
New York: Columbia University Press, 2000.

Somewhat More Independent

Shane White
Athens: University of Georgia Press, 2004.

For Students

North Star to Freedom:

The Story of the Underground Railroad
Gena K. Gorrell
New York: Delacorte Press, 1997.

Free At Last! Stories and Songs of Emancipation

Doreen Rappaport and Shane Evans
Cambridge: Candlewick Press, 2004.

The Underground Railroad for Kids:

From Slavery to Freedom with 21 Activities
Mary Kay Carson
Chicago: Chicago Review Press, 2005.

Jump Ship to Freedom (Arabus Family Saga)

James Collier and Christopher Collier
New York: Bantam Doubleday Dell Books
for Young Readers, 1987.

Which Way Freedom; Out From This Place;

The Heart Calls Home (Obi and Easter Trilogy)
Joyce Hansen
New York: HarperCollins, 1992.

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Brooklyn Public Library: Brooklyn in the Civil War
www.brooklynpubliclibrary.org/civilwar/cwdoc046.html

Columbia University's Mapping the African American Past
www.maap.columbia.edu

CUNY Virtual New York Web Exhibit: The Draft Riots
www.virtualny.cuny.edu/draftriots/Intro/draft_riot_intro_set.html

New York Historical Society: Slavery in New York
www.slaveryinnewyork.org/about_exhibit.htm

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- Snyder-Grenier, Ellen M. *Brooklyn!: An Illustrated History*. Philadelphia: Temple University Press, 1996.
- White, Shane. *Somewhat More Independent: The End of Slavery in New York City, 1770-1810*. Athens: University of Georgia, 1991.

SECTION II: ABOLITIONISM IN BLACK AND WHITE (1831-1840)

- First Annual Report of the Ladies' New-York City Anti-Slavery Society*. New York: William S. Dorr, 1836.
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Brooklyn Historical Society
www.brooklynhistory.org
 128 Pierrepont Street
 Brooklyn, NY 11201
 718.222.4111



Irondale Ensemble Project
www.irondale.org
 85 South Oxford Street
 Brooklyn, NY 11217
 718.488.9233



Weeksville Heritage Center
www.weeksvillesociety.org
 1698 Bergen Street
 Brooklyn, NY 11213
 718.756.5250

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In Pursuit of Freedom invites teachers and students to connect with the people, ideas, and events of the anti-slavery movement in Brooklyn through an exciting array of online learning resources. Included in this set of materials are three interactive games, lesson plans, student worksheets, and first person reenactments. Aligned to Common Core Standards, the activities provide opportunities for analysis and interpretation of primary and secondary sources, evaluation of multiple points of view, debate, creative writing and connecting the past to the present. Please visit <http://pursuitoffreedom.org/for-educators> to access these free learning resources.

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