

FREEDOM AND DIGNITY PROJECT
(Susannah Renzi: Dutchess County BOCES)

Topic Title: Perspectives on Slavery

Grade Level: General Equivalency Diploma (GED) Social Studies

Overview of the Learning Experience:

- This lesson will be used after reviewing the time period “A New Nation: 1775-1860” with students in a GED preparation class. It also corresponds with our textbook chapter on analyzing social studies materials.
- Students will recognize point of view (perspective) of a writer of a historical text.
- Students will consider when and why the writer is writing using clues in the writings and/or illustrations.
- Students will recognize the historical context (the time when historical materials were written) of a text.
- Students will evaluate the historical writing in its context.
- Students will look for clues in a passage that indicate context, such as time period and conditions that are different or similar to those of the present.
- Students will be performing NYS Standard #1 (History of the United States and New York), Performance Indicator 4 (students will weigh the importance, reliability and validity of evidence), Commencement level.

Essential Question(s):

- How do these documents show different perspectives on slavery?
- What clues help you to analyze the document?
- How are primary and secondary documents different in their treatment of slavery?

Time Allotment (classroom time): 1-2 45 minute period(s).

Vocabulary (key terms):

primary document	plantation	recantation
secondary document	emancipation	brethren
perspective	apathy	deprecate
overseer	enfranchisement	underground railroad
abolitionist	pernicious	chattel

Materials/Resources:

- Teachers will need to access the following websites, in addition to the documents attached to this lesson plan (or may choose their own documents). Teachers can choose to use the entire document or a selection from it.
- Computer with internet access
- <http://www.pbs.org/wgbh/aia/part4/4h2928t.html>
- <http://www.drizzle.com/~tmercerc/Child/>
- <http://www.hudsonrivervalley.org/afrAmerLesson/africanAmericanLesson.php>

- http://www.hudsonrivervalley.org/afrAmerLesson/journal_ad.php
- http://www.hudsonrivervalley.org/afrAmerLesson/journal_ad2.php
- <http://digital.library.upenn.edu/women/truth/1850/1850-1.html>
- <http://www.hudsonvalley.org/web/phil-slav.html>
- http://highered.mcgraw-hill.com/sites/0809222299/student_view0/social_studies_readings.html#
- Students will need the worksheets attached to this lesson plan, as well as access to the documents (either using them online or having a hard copy printed out). Two of the scanned documents needed are listed under this lesson plan on the blackboard website (not attached as the overseer documents are) as document 3 and document 4.

Procedure:

- Students will define vocabulary words on the vocabulary list (in any method a teacher chooses). You may include more or less vocabulary depending on the documents and/or pieces of documents you use.
- Students will read “Manifest Destiny” and “The Slavery Issue” from “A New Nation: 1775-1860” on the McGraw Hill website as an overview of the time period (Again, use your discretion on how you want to hold students accountable for this information)
- Students will look at each of the documents and determine if a slave, slave owner, abolitionist, common person, overseer, or historian wrote the document. On their worksheet, they will record which document falls under which category.
- Students will identify clues that helped them to determine the perspective and write them on their worksheet.
- Students will determine the time period of the document using these clues.
- Students will assess if the document is a primary or secondary source and record this on their worksheet as well.
- Optional activities: discuss the answers as a class, have students work on it individually or in small groups (mixing learners and learning styles), discuss the Sojourner Truth essay in terms of whether it is a primary or secondary source (for more advanced learners)

Assessment: Students will complete attached worksheet and discuss their answers. They will take the chapter 3 quiz provided by McGraw-Hill, which covers more than just this lesson, but can be found online at http://highered.mcgraw-hill.com/sites/0809222299/student_view0/chapter3/chapter_review_quiz.html

Sources

The two scanned pages come from Blockson, Charles L. The Underground Railroad. The two overseer reports have citations at the top of the page.

Document 9.4a

Overseer's report from Chicora Wood Plantation, July 18-24, 1858, in J. H. Easterby, ed., *The South Carolina Rice Plantation as Revealed in the Papers of Robert F. W. Allston* (1945), p. 262.

Sunday the 18 July	gave Allowance of grits & Peas & Pork 100 lbs & Punished Jacob B[illegible] 39 strips
Mounday the 19 July	All Hands Working rice No 4 & 5 & 2 Chicora Sam Shelling Corn Guy & Anthony in Shop 3 Carpenters went to Waverly to Work Clarasa Went to Work this Day
Teusday the 20	“ Part of hands in no 6 the rest in no 7 Flat Went to Waverly For Col Allston things the mill grinding 2 Weeks Allowance Punished Jackson With 25 Strips
Wenesday the 21	the People Hoeing rice Rabit island & Myars Field 4 Boys Hoeing Bank Flat Came from Waverly Mosses & 2 Boys came with Wood & unloding of it Gentlemen Walked Around the rice Guy Comensed to Pull Down the Brick Woork
thursday the 22	All Hands Hoeing rice Chicora Myars Field And no 12 & no 13 mosses & 2 Boys Cleaning up Engine yard Elsy Miscaried Guy & Anthony in Engineroom Sam mooving tailing
Friday 23	6 Hands in 5 Acre at Landing the other Hands in by Parts of no 11 & no 14 & no 9 & no 8 Mosses & 2 Boys Cording Wood Sam mooving tailing
Saturday 24	gave Holerday Sick Peter [illegible] 3, Susan 1, Suck y 5, Janr 4, F Maria 2, Lidia 1, Amy W 2, Mary 2.

Document 9.4b

Letter by overseer W. Sweet to Adele Petigru Allston, September 14, 1864, in J. H. Easterby, ed., *The South Carolina Rice Plantation as Revealed in the Papers of F. W. Allston* (1945), p. 301.

N[ightin]gale hall, 14th September, 1864.

DEAR MADUM I comence my harvest on last saterday on Boath Plantations the weather is very fin for harvest so far I will Bring some Rice in to the Barn yard at N[ightin]gale hall to Day and at ganderloss to morrow. I think that I will make about 2 Barrels of Syrrup on Each Place I finish grinding at ganderloss to Day I will not finish at N[ightin]gale hall until the last of next wecak. litle Dianah was confind with a boy child on the 9 I am very sorry to say to you that one of Prisilia children a boy name July Dide on 12th with fits a[nd] fever I have had a grea[t] deal of fever among the children But not much among the grone negroes. old Rose is Stil quite sick mr Belflowers sent toney to mee on friday last I have concluded to let toney wife stay whare she is for a while as I understand that she is Pregnant and will not Be much survice in the harvest if I am Rong for soe Doing Pleas let mee know. the negroes all sends thare love to you an family my self and family is very un well.

N[ightin]gale hall

8th September	all hands hoing Bancks and grinding shugar cain	no sick
9th September	all hands hoing Bancks grind shugar cain	no sick
10th September	all hands cu[t]ing Rice grinding shugar cain	no sick
12th September	all hands harvesting grinding shugar cain	3 women with sick children
13th September	all hands harvesting grinding shugar cain	3 women with sick children
14th September	all hands harvesting grinding shugar cain	1 woman with sick child

DESCRIPTIONS OF THE GUINEA COMMUNITY

This district, from the end of Humphrey Tredwell's garden, east to the forks of the road, both sides of the creek, once had many small houses occupied by negroes, and hence the hamlet was called "Guinea". The bridge is still called the Guinea Bridge. Two houses, west of the creek, are still occupied by colored families, but the place has long been much improved. Farther on, in "Fredonia Lane," and the Mills road were other properties owned by negroes: Primus Martin being the most important man among them. William Carr, (called "Bill Carr,") who died a year or two ago, owned the small farm of a few acres, and a good old fashioned house, on the road from Cudner's Mills to the Lower Corners. He had been to the War, was wounded, and had \$600 a year pension.

Edward Braman, Notebook 3, page 48, FDR Library

Primus Martin was a Bard negro. The road to Delamater's Mills ran through the s. e. part of Fanconier's Patent. It is rough land, and the Bard's sold off some small lots to negroes, and also to some white people. On this road Primus, or Prime, as he was usually called, owned quite a farm. He and his wife, 'Betty Prime,' were industrious and respected.

Edward Braman, 1876 Notebook – Anecdotes and Miscellaneous Items, page 40, FDR Library

The Bards, Hosacks, McVickers and Pendletons owned slaves. The negroes cleared the land, dug the ditches, built the stone walls and did most of the hard work. At one time there were over sixty colored families living in and about Hyde Park. The neighborhood around the first bridge east of Hyde Park on the road to Union Corners was known as "New Guinea" because of the number of colored people living there.

Henry T. Hackett, "The Hyde Park Patent", Dutchess County Historical Society Yearbook, pages 75-90, Volume 24, 1930

Guinea Community Archaeology Site at Hackett Hill, Hyde Park, New York Project Director, Christopher Lindner, PhD.

A Dutchess County Historical Society project, in collaboration with the Town of Hyde Park and Bard College, funded by the Charlotte Cuneen Hackett Trust, the Anne and Abe Effron Fund, the Community Foundation of Dutchess County. Community members have volunteered their time and expertise.

Name:

Perspectives on Slavery

Directions: Read the documents to determine who wrote it and the time period of the document, clues that helped you figure that out, and whether it is a primary or secondary source. The choices of the writers are as follows (each is used twice):

slave slave owner abolitionist common person overseer historian

Document 1

Who wrote it?

From what time period is it?

What clues help you determine these things?

Is it a primary or secondary source? Why?

Document 2

Who wrote it?

From what time period is it?

What clues help you determine these things?

Is it a primary or secondary source? Why?

Document 3

Who wrote it?

From what time period is it?

What clues help you determine these things?

Is it a primary or secondary source? Why?

Document 4

Who wrote it?

From what time period is it?

What clues help you determine these things?

Is it a primary or secondary source? Why?

Document 5

Who wrote it?

From what time period is it?

What clues help you determine these things?

Is it a primary or secondary source? Why?

Document 6

Who wrote it?

From what time period is it?

What clues help you determine these things?

Is it a primary or secondary source? Why?

Document 7

Who wrote it?

From what time period is it?

What clues help you determine these things?

Is it a primary or secondary source? Why?

Document 8

Who wrote it?

From what time period is it?

What clues help you determine these things?

Is it a primary or secondary source? Why?

which purchased thirteen hundred acres of land in Canada for the settlement of fugitive slaves.

The Ohio-Kentucky Underground Railroad probably served more fugitives than any others in the North. Agent William M. Cockrum, who for many years served as a conductor in the Midwest, said that at a point midway between Rockport, Indiana, and Owensboro, Kentucky, "many slaves crossed over the Ohio River and went on the Lakes to Canada." Berea College was started by the Reverend John G. Fee, son of a Kentucky slaveholder, who hid slaves in his interracial school.

Most of the fugitives from Tennessee went either by river or overland through Kentucky, spurred on by the success of others and the activity of abolitionists. The more intense abolitionism grew, however, the more sectional the movement became. The South became more and more attached to slavery and would not tolerate any attack on it. Not only was the old-time abolitionist in danger there after 1840, but anyone who even suggested an antislavery bias was in danger. Proslavery citizens drove Cassius M. Clay out of Lexington, Kentucky, after he expressed antislavery sentiments in *The True American*. Dr. Reuben Crandall of New York was arrested and imprisoned after loaning copies of the *Emancipator* to some of his white friends.

Narrative of Jarmain Wesley Loguen

The Tennessee Underground Railroad had among its passengers Jarmain W. Loguen. After reaching Canada, Loguen later settled in Syracuse, New York, where he became a minister and trustworthy station keeper on the Underground, working with Gerrit Smith and Samuel Ward. The following exchange of letters between Loguen and his former owner was published in Loguen's book, *The Rev. J. W. Loguen, as a Slave and as a Freeman* (pages 451 to 455).

Maury Co., State of Tennessee
February 20th, 1860

To Jarm:

. . . I write you these lines to let you know the situation we are in—partly in consequence of your running away and stealing Old Rock, our fine mare. . . I am cripple, but I am still able to get about. The rest of the family are all well. . . Though we got the mare back, she was never worth much after you took her, and, as I now stand in need of some funds, I have determined to sell you. If you will send me one thousand dollars and pay for the old mare I will give up all claim I have to you. . .

In consequence of your running away, we had to sell Abe and Ann and twelve acres of land; and I want you to send me the money that I may be able to redeem the land that you was the cause of our selling, and on receipt of the above named sum of money, I will send you your bill of sale. If you do not comply with my request, I will sell you to some one else. . .

I understand that you are a preacher. . . I would like to know if you read your Bible? If so, can you tell what will become of the thief if he does not repent? and, if the blind lead the blind, what will the consequence be? . . . You know that we reared you as we reared our own children; that you was never abused, and that shortly before you ran away, when your master asked you if you would like to be sold, you said you would not leave him to go with any body.

—Sarah Logue

Syracuse, N.Y., March 28th, 1860

Mrs. Sarah Logue:

. . . You sold my brother and sister, Abe and Ann, and twelve acres of land, you say, because I run away. Now you have the unutterable meanness to ask me to return and be your miserable chattel, or in lieu thereof send you one thousand dollars to enable you to redeem the *land*, but not to redeem

my poor brother and sister! If I were to send you money it would be to get my brother and sister, and not that you should get land. You say you are *cripple*, and doubtless you say it to stir my pity, for you know I was susceptible in that direction. I do pity you. . . . Wretched woman! Be it known to you that I value my freedom, to say nothing of my mother, brothers, and sisters, more than your whole body; more indeed, than my own life; more than all the lives of all the slaveholders and tyrants under heaven. . . .

You say, "You know we raised you as we did our own children?" Woman, did you raise your *own children* for the market? Did you raise them for the whipping post? Did you raise them to be drove off in a coffin in chains? Where are my poor bleeding brothers and sisters? Can you tell? Who was it that sent them off into sugar and cotton fields, to be kicked, and cuffed, and whipped, and to groan and die; and where no kin can hear their groans, or attend and sympathize at their dying bed, or follow in their funeral?

. . . You say I am a thief, because I took the old mare along with me. Have you got to learn that I had a better right to the old mare, as you call her, than *Manasseh Logue* had to me? Is it a greater sin for me to steal his horse, than it was for him to rob my mother's cradle and steal me? If he and you infer that I forfeit all my rights to you, shall not I infer that you forfeit all your rights to me? Have you got to learn that human rights are mutual and reciprocal, and if you take my liberty and life, you forfeit me your own liberty and life? Before God and High Heaven, is there a law for one man which is not law for every other man?

If you or any other speculator on my body and rights, wish to know how I regard my rights, they need but come here and lay their hands on me to enslave me. Do you think to terrify me by presenting the alternative to give my money to you, or give my body to Slavery? . . . I stand among a free people, who, I thank God, sympathize with my rights, and the rights of mankind; and if your emissaries and venders

come here, to re-inslave me, and escape the unshrinking vigor of my own right arm, I trust my strong and brave friends, in this City and State, will be my rescuers and avengers.

Yours,

—J. W. Loguen

~~Narrative of Lewis Hayden~~

This narrative appears in Stowe's *Key to Uncle Tom's Cabin* (pages 154 and 155).

I belonged to the Reverend Adam Runkin, a Presbyterian minister in Lexington, Kentucky. My mother was of mixed blood—white and Indian. She married my father when he was working in a bagging factory near by. After a while my father's owner moved off and took my father with him, which broke up the marriage. She was a very handsome woman. My master kept a large dairy, and she was the milk-woman. Lexington was a small town in those days, and the dairy was in the town. Back of the college was the Masonic Lodge. A man who belonged to the lodge saw my mother when she was about her work. He made proposals of a base nature to her. When she would have nothing to say to him, he told her that she need not be so independent, for if money could buy her he would have her. My mother told old mistress, and begged that master might not sell her. But he did sell her. My mother had a high spirit, being part Indian. She would not consent to live with this man, as he wished; and he sent her to prison, and had her flogged, and punished her in various ways, so that at last she began to have crazy turns. When I read in *Uncle Tom's Cabin* about Cassy, it put me in mind of my mother,