

Teaching *The Hudson River Valley Review*

Slavery in the Hudson Valley

Grade level: 5

Rationale:

The Hollister and Schultz (2004) article attempts to fill an intellectual gap in our understanding of life of recently freed African Americans. John Hasbrouck, an educated and ambitious person of color, left behind two journals describing his life. Notably, Mr. Hasbrouck was the first African American person to vote in New Paltz.

Objectives:

Students will be able to:

- Create a timeline with key events about slavery in New York and about John Hasbrouck.
- Create a diary entry written by a John Hasbrouck describing why voting is important to him.

New York State Social Studies Standards:

Standard 1: History of the United States and New York

Students will: use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

- **Key Idea 1:** The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition; the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives.
- **Key Idea 3:** Study about the major social, political, economic, cultural, and religious developments in New York State and United States history which includes learning about the important roles and contributions of key groups.
- **Key Idea 4:** The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

New York State Content Understandings:

Three worlds (Europe, the Americas, and Africa) meet in the Americas

The slave trade and slavery in the colonies

Teacher Resources:

Articles from *The Hudson River Valley Review*:

Hollister, Joan, and Sally M. Schultz. "From Emancipation to Representation: John Hasbrouck and His Account Books." *The Hudson River Valley Review* 20.2 (2004): 37-50.

http://www.hudsonrivervalley.org/review/pdfs/hrvr_20pt2_hollisterandshultz.pdf

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Other resources:

Groth, Michael E. "The African American Struggle Against Slavery in the Mid-Hudson Valley 1785-1827."
The Hudson River Valley Review <http://www.hudsonrivervalley.org/library/struggle.html>

Letter regarding the purchase of a slave by Peter Vann Gaasbeck:

<http://www.hrvh.org/cdm/compoundobject/collection/senatehouse/id/63/rec/7>

Materials:

- Article
- Paper for journal (Teachers may use tea to age.)
- Copies of the timeline
- Pencil/Pen
- Glue
- Scissors

Procedures:

1. Teachers will distribute the timelines and copies of the key dates to the students.
2. As a class, the teacher and students will fill in the timeline.
3. Teachers will then discuss how John Hasbrouck kept his journals. Emphasis should be placed on the purpose for the journals and the author's ability to read and write at the time when most people of color in the Hudson River Valley could do neither.
4. After a discussion of the Hasbrouck journals, teachers can discuss the vote and its importance.

Assessment:

1. Students will use the "antiqued" paper to create a journal entry like John Hasbrouck. The topic will be "Why it is important for me to be able to vote?"

Enrichment

- There are many other activities that teachers can engage students as they study history. The Huguenot Historical Society, for instance, has an excellent resource on runaway slaves. Students can use actual runaway slave ads (primary sources).

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Important Facts about the Life of John Hasbrouck and Slavery in NYS

- **Early 1600s**-Dutch establish the fur trade in the Hudson River Valley.
- **1600s**-The Dutch Reformed church recognizes baptized Africans as equals under God. They were allowed to be buried in the church yard and attend school.
- **1702-Act for Regulating Slaves**-While strict, it does not prohibit owners from teaching African American from learning to read and write. Slaves were property that could be inherited, bought, and sold.
- **1799-Gradual Emancipation Bill**- New York passes a gradual emancipation bill requiring that male children born to slaves after July 4, 1799, to be freed at age 28 and female children at age 25.
- **1806**-John Hasbrouck was born.
- **1817- Emancipation Act**-Abolished slavery on July 4, 1827. African Americans observed Emancipation Day as a result.
- **1820**-Census shows that John and his mother are in the household of Jacob J. Hasbrouck.
- **1821**-Law requires free black men to possess \$250 or more in property and to have been a resident for 3 years (versus \$100 and one-year of residency for white men).
- **1827**-Slavery is outlawed in New York State.
- **1830**-Census of 1830 lists "Jack" Hasbrouck as head of an independent household.
- **1850**-John Hasbrouck is on the Census as a laborer. His wife Sarah is listed as a person over 21. It indicates that she cannot read or write. His two eldest children are listed as being in school.
- **1870**-African American men have full voting rights.

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TIMELINE



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Why voting is important to me...

A large, empty, rounded rectangular frame with a thin black border, intended for a student to write their response to the prompt 'Why voting is important to me...'. The frame is centered on the page and occupies most of the lower half of the document.