

Grade 4 C3 Inquiry

What is the C3 Inquiry Model?

The New York State Social Studies Framework and its accompanying Field Guide incorporate the National Council for the Social Studies College, Career and Civic Life (C3) Framework and specifically the C3 conception of the inquiry arc: “a set of interlocking and mutually reinforcing ideas that feature the four Dimensions of informed inquiry in Social Studies:

- Developing questions and planning inquiries;
- Apply disciplinary concepts and tools;
- Evaluating sources and using evidence; and
- Communicating conclusions and taking informed action”

<http://www.socialstudies.org/c3>

This lesson was created as an example of how teachers can use the C3 model to address a Key Idea in the Integrated Social Studies/English Language Arts Curriculum. This inquiry should be incorporated into Unit 4 Lesson 1 “African Americans and Women in New York.” Teachers are encouraged to create their own inquiries, as well as consult the inquiries that will be released by the New York State Education Department. Other models of inquiry are also found on the SS/ELA website including Document Based Questions, Socratic Seminars, and oral and written argument.

The C3 Inquiry Investigation specifically cites the Social Studies Themes, Standards, and Key Ideas found in the New York State Social Studies Framework using abbreviations, letters, and numbers. These are spelled out in the Scope and Sequence found on the opening page of each SS/ELA grade level. The indicators for the social studies practices have been cited throughout according to category. An example of the specific indicators used in a lesson is included in Supporting Question #1 below.

The readings and materials that need to be duplicated or projected for this unit are found in the Appendix beginning on page 12. Answers for teachers to questions and worksheets are in italics.

It is estimated that this Inquiry will take 10 class periods.

Overview of the Unit

<i>Grade 4</i>		
Compelling Question	How did New Yorkers Feel about the Issue of Slavery?	
New York State K-12 Social Studies Framework Key Idea(s)	<p>4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.</p> <p>4.5a There were slaves in New York State. People worked to fight against slavery and for change</p>	
NYS K-12 Social Studies Standards and Themes	<p>Standards: 1, 5</p> <p>Themes: ID, TCC, SOC, CIV</p>	
Supporting Question #1	Supporting Question #2	Supporting Question #3
Did New Yorkers always have slaves?	Why would some New Yorkers support slavery?	Why would some New Yorkers want to abolish slavery?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a timeline with three key events	Write and record a one minute PSA supporting slavery in New York	Create a chronological ladder with the steps from slavery to freedom
Featured Sources	Featured Sources	Featured Sources
<p>Statistics: “Slavery in New York”</p> <p>“Population of the Original Thirteen Colonial States”</p> <p>Reading: Slavery in New Netherland and New York</p>	<p>New York Slave Sale, Runaway Advertisements and Woodcut</p> <p>Will and Inventory of the Estate of Melancton Taylor Woolsey</p> <p>Reading: Why did some New Yorkers support slavery?</p>	<p>Harriet Tubman poster</p> <p>Map of Underground Railroad Routes in New York State and Worksheet</p> <p>Reading New York State and the Abolition of Slavery</p>

Summative Performance Task	Write a persuasive essay that addresses the compelling question, “How did New Yorkers feel about slavery?” using specific claims and relevant evidence from historical sources.
Taking Informed Action	Students will: <ul style="list-style-type: none">• Understand: All human beings have the right to freedom.• Assess: There are 30 million slaves in the world, report says https://newsela.com/articles/slavery-report/id/1507/• Act: Contact Walkfree.org and participate in one of its civic actions. For example: Love tea, hate slavery? On International Tea Day call on Tata Company to tackle trafficking from Indian tea estates.

Introduce the Compelling Question to the Students

How did New Yorkers Feel about Slavery?

What is “slavery?” (Definition: The condition of people who are property of another person who can buy and sell them and control their lives. If the teacher wishes, introduce slavery in terms of an institution: a significant practice, relationship, or organization in a society or culture.)

Day 1 Steps for teachers

- 1) Project or duplicate: “Slavery in the North.” Readworks.org.
www.readworks.org/get/248351/1000_slavery_in_the_north.pdf
- 2) Have students read, as a whole class or independently, the first 6 paragraphs. Ask,
 - When Isabella was 9-years old where did she live? Point out Ulster County on a map of New York State.
 - Why was Isabella’s mother crying in paragraph 3? Who do you think sold her brothers and sisters?
 - What can you infer happened when Charles Ardinburgh died?
 - What do we call a person who owns slaves? (Clarify the meaning of the concepts of “master,” “slave holder”)
 - Who was the 2nd biggest importer of slaves in the United States? Why are many people surprised at the answer?
- 3) Ask the students to pair share as you ask, “If they were slaves of Isabella’s age which actions could they take?”
 - Visit their aunt who lives in New York City?
 - Go to school?
 - Read books?
 - Take a vacation?
 - Refuse to go if you were sold away from your mother?
- 4) Have the class define slavery and post the definition.

Supporting Question #1

Did New Yorkers always have slaves?

<p>Formative Performance Task</p>	<p>Create and present a timeline with three key events about slavery in New York State history</p> <p>Steps for the Teacher:</p> <ol style="list-style-type: none"> 1. Demonstrate how to construct a simple timeline using three events that students would know. 2. Students are to choose three key events from the sources for this lesson and plot them on their timeline that show there was slavery in New York until 1827. 3. In groups of four students are to present share timelines and explain why they choose the three key events.
<p>Learning Outcome/NYS Content Specifications</p>	<p>4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms.</p> <p>4.5a There were slaves in New York State</p>
<p>Practices</p>	<ul style="list-style-type: none"> • Gathering, Using, and Interpreting Evidence • Chronological Reasoning and Causation • Comparison and Contextualization, Economics and Economic Systems
<p>Common Core and C3 Framework Alignment</p>	<ul style="list-style-type: none"> • C3 Framework Alignment: 1.) Developing questions and planning inquiries; 2) Apply disciplinary concepts and tools • Common Core: Reading Informational Text; Speaking and Listening
<p>Source 1</p> <p>Social Studies Practices:</p> <ul style="list-style-type: none"> • A.2, 6, 7 • B.2,5,6,7 • E.1,2 	<p>Steps for the Teacher:</p> <ol style="list-style-type: none"> 1. Duplicate and distribute the reading “Slavery in New Netherland and New York” (See Appendix 1) and project it on the white board. Clarify the domain specific/Tier 3 vocabulary (patroon, import, smuggler, cargo). 2. According to the reading, when did slavery begin in New Netherland? Circle the date. 3. How did the practice of slavery change when the British took over? Highlight the sentence that gives you the answer. 4. By the 1750’s did people in New York still own slaves? What evidence tells you? (<i>New York soon had had the largest colonial slave population north of Maryland</i>)
<p>Source 2</p>	<p>Steps for Teacher:</p> <ol style="list-style-type: none"> 1. Project “Statistics: Slavery in New York” 2. Does this list of statistics add information about slavery in

<p>Social Studies Practices:</p> <ul style="list-style-type: none"> • A.2, 3, 7 	<p>New York? How? (<i>dates, numbers of slaves, percentage of population</i>)</p> <ol style="list-style-type: none"> 3. Who compiled the statistics? Is Douglas Harper a reliable source? (Google him: “Douglas Harper has specialized in visual sociology in seven published books, for edited collections, and more than sixty papers, chapters and films. He has been a guest professor at the University of Bologna and the University of Amsterdam and has been invited to lecture at universities throughout the world, including the University of Moscow, the University of St. Petersburg, Goldsmiths, the University of Rome, and universities in the US including Harvard, Yale, Duke, N.Y.U. and Wellesley College.”) 4. Is this a primary or secondary source? (<i>Secondary</i>)
<p style="text-align: center;">Source 3</p> <p>Social Studies Practices:</p> <ul style="list-style-type: none"> • A.1, 2, 3, 5, 7 	<p>Steps for Teacher</p> <ol style="list-style-type: none"> 1. Project the chart “Population of the Original Thirteen Colonies” and ask students what years does the chart cover. (<i>1750-1860</i>) Where do these figures come from? (<i>Historical Statistics of the U.S.</i>) Is that source reliable? (<i>a government document; how do we check on the statistics?</i>) 2. How many slaves were there in New York in 1750? What is the last date that shows that there were slaves in New York? (<i>1810</i>) 3. Does this chart tell the whole story? (<i>No, our timeline said slavery ended in 1827. Doesn't say if there were slaves in 1750</i>) What questions do you still have about slavery in New York?

Supporting Question #2

Why would some New Yorkers support slavery?

<p>Formative Performance Task</p>	<p>Write and record or perform a one minute PSA supporting slavery in New York (Note: Students can use evidence from Supporting Question #1 as well as evidence from the sources used here.)</p> <ol style="list-style-type: none"> 1. Have the students assume the identity of a large landowner, a cotton merchant, a ship owner, a religious leader etc. 2. Direct the students to write a one minute PSA supporting slavery in New York from his/her point of view. 3. Students can either record their PSAs and the teacher can post them on the school website or they can present them to the class.
<p>Learning Outcome/NYS Content Specifications</p>	<p>4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms.</p> <p>4.5a There were slaves in New York State</p>
<p>Practices</p>	<ul style="list-style-type: none"> • Gathering, Using, and Interpreting Evidence • Economics and Economic Systems: Example - Explain how scarcity necessitates decision making; compare the costs and benefits of individual and economic decisions.
<p>Common Core and C3 Framework Alignment</p>	<ul style="list-style-type: none"> • C3 Framework Alignment: 1.) Developing questions and planning inquiries; 2) Apply disciplinary concepts and tools • Common Core: Reading Informational Text; Speaking and Listening

Source 1	<p>Steps for Teacher</p> <ol style="list-style-type: none"> 1. Project the “Slave Advertisement.” Explain at that time the letter s was written somewhat like an f. 2. Ask: How many enslaved Africans arrived on this ship? (250) 3. Ask, Why does the advertisement mention that so many had smallpox already? (<i>Slaves were expensive, fear that after purchase they would die and the owner would lose his money.</i>) 4. Project the Woodcut: Ask students to describe what they see. (<i>Large European man and woman, small slaves in background doing the physical labor</i>) 5. What is the message of the woodcut about 17th century New Amsterdam society? (<i>Relative status of Dutch vs. slaves; who does the labor</i>) 6. Project the Runaway Slave advertisement. Read the advertisement with the class. Ask questions such as: How many slaves ran away? (4) What will William Bull pay for the return of each one? (20 shillings) Why is he willing to pay so much to find out who is hiding them? (<i>The person could hide many more slaves</i>) 7. Why were enslaved Africans were so important to New Amsterdam and New York? (<i>Scarcity of labor; value of property</i>)
Source 2	<p>Steps for Teacher</p> <ol style="list-style-type: none"> 1. Duplicate and distribute the Will and Inventory of the Goods and Chattels of the Estate of Melancton Taylor Woolsey (1758) 2. Allow students to work in small groups to answer the questions below the will and inventory. 3. Debrief as a whole class.
Source 3	<p>Steps for Teacher</p> <ol style="list-style-type: none"> 1. Duplicate and distribute the reading “Why did some New Yorkers Support Slavery?” and the “Graphic Organizer” and conduct a close reading of the text. 2. During the discussion have the students fill in the Graphic Organizer. Students should identify 5 reasons why some New Yorkers supported slavery.

Supporting Question #3

Why would some New Yorkers want to abolish slavery?

Formative Performance Task	Write a journal entry about why slavery should be abolished in NYS
Learning Outcome/NYS Content Specifications	4.5a There were slaves in New York State. People worked to fight against slavery and for change
Practices	<ul style="list-style-type: none"> • Gathering, Using, and Interpreting Evidence • Geographic Reasoning
Common Core and C3 Framework Alignment	<ul style="list-style-type: none"> • C3 Framework Alignment: 1.) Developing questions and planning inquiries; 2) Apply disciplinary concepts and tools • Common Core: Reading Informational Text; Speaking and Listening
Source 1	<p>Steps for Teacher</p> <p>Note: Rogues' Harbor Inn is shown on the map. It is a historic inn and tavern located at Lansing in Tompkins County, New York. It was built between 1830 and 1842 and was on the road between Ithaca, and Auburn. Stage coaches would stop there to exchange horses. This map was chosen since it was the most clear, but we cannot find any particular reason the Inn is shown.</p> <ol style="list-style-type: none"> 1. Explain to the class that some people in New York tried to help escaped slaves to get to Canada. 2. Project the “Map of Underground Railroad Routes in New York State” or duplicate one copy for each pair of students. 3. Have students brainstorm what an underground railroad might be. Read the paragraph below the map together and clarify the vocabulary: political abolitionist, route. 4. Project a map of North America and locate New York, Canada, and Pennsylvania, and Virginia. Ask, why is the location of New York important when we look at the map? (<i>Going through NY was the shortest way to get to Canada.</i>) 5. Have students work in pairs to answer the questions on the worksheet or have the students develop their own questions and then answer them. 6. Project the photograph of the Post House. Ask, why was the Post House important? (<i>It was a stop on the underground railroad; note its location.</i>)

Source 2	<p>Steps for Teacher</p> <ol style="list-style-type: none">1. Project the Harriet Tubman poster http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/african-american-quotation-posters/harriet-tubman/2. What makes this poster so effective? (<i>Her words next to a fugitive slave advertisement</i>)3. What does Harriet Tubman mean by “liberty or death?” (<i>Her willingness to die if not free from slavery.</i>)
Source 3	<p>Steps for Teacher</p> <ol style="list-style-type: none">1. Place the students in groups of 5. Cut up the reading “New York State and the Abolition of Slavery,” mix them up, and have each student responsible for 2 paragraphs.2. The students are to arrange the paragraphs chronologically, and explain his/her paragraphs to the group.3. Demonstrate a staircase on the white board with “Slavery” at the bottom of the drawing and “Abolition of Slavery” at the top.4. Each group is to arrange the steps toward freedom chronologically and place each on the staircase.5. Put a five post-its on each table. Post the completed work and have students develop questions about the abolition of slavery on the post-its and add them to the posters of another group.6. For homework students should research the answers to their questions, and share the answers the next day.

Summative Performance Task

Summative Performance Task	The students will write a persuasive essay that addresses the compelling question, “How did New Yorkers Feel about the Issue of Slavery?” using specific claims and relevant evidence from historical sources.
Learning Outcome/NYS Content Specifications	<p>4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.</p> <p>4.5a There were slaves in New York State. People worked to fight against slavery and for change</p>
Practices	<ul style="list-style-type: none"> • Gathering, Using, and Interpreting Evidence • Geographic Reasoning • Economics and Economics Systems
Common Core and C3 Framework Alignment	<ul style="list-style-type: none"> • C3 Framework Alignment: 2) Apply disciplinary concepts and tools; 3) Evaluating sources and using evidence • Common Core W.4.1: Write opinion pieces on topics or texts supporting a point of view with reasons and information
Steps for Teacher	<ol style="list-style-type: none"> 1. Direct the students to write a persuasive essay that addresses the compelling question, “Did New Yorkers support or wish to abolish slavery?” using specific claims and relevant evidence from historical sources while acknowledging competing views. 2. Distribute the Rubric (see Appendix) and go over the requirements for the essay.

Taking Informed Action

Taking Informed Action	This civic action completes the last step of the Social Studies College, Career and Civic Life (C3) Inquiry
Learning Outcome/NYS Content Specifications	4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. 4.5a People worked to fight against slavery and for change
Practices	<ul style="list-style-type: none"> • Gathering, Using, and Interpreting Evidence • Civic Participation • Economics and Economics Systems
Common Core and C3 Framework Alignment	<ul style="list-style-type: none"> • C3 Framework Alignment: Communicating conclusions and taking informed action” • Common Core: Reading Informational Text, Speaking and Listening
Steps for Teacher	<p>Understand: As a whole class discuss the statement “All human beings have the right to freedom.” Ask, are there any situations you know of in the world today where people are not free?</p> <p>Assess:</p> <ol style="list-style-type: none"> 1. Duplicate and have students read “There are 30 million slaves in the world, report says.” https://newsela.com/articles/slavery-report/id/1507/ 2. Ask questions such as: <ul style="list-style-type: none"> • What is the Global Slavery Index? • Where is slavery found? • Who is enslaved today and why? <p>Act: Have students contact Walkfree.org and participate in one of its civic actions. For example: “Love tea, hate slavery? On International Tea Day call on Tata Company to tackle trafficking from Indian tea estates. http://www.walkfree.org/tata-lead-fight-end-human-trafficking-assam/?utm_source=Twitter&utm_medium=social&utm_campaign=tata-lead-fight-end-human-trafficking-assam</p>

Appendix

Supporting Question 1

Source 1

Slavery in New Netherland and New York

The use of African slaves in New Netherland began in 1626, when the first 11 Africans were unloaded from their ship in New Amsterdam by the Dutch West India Company.

In 1644 alone, the Dutch West India Company bought 6,900 captives on the African coast. Most of these went to the company's colonies in the West Indies, but from the country of Angola, the company imported slaves to New Netherland to clear the forests, build roads, houses and public buildings, and grow food.

Because of the shortage of labor, the West India Company allowed New Netherlanders to trade their crops to Angola and "to convey (bring) Negroes back home to be employed in the cultivation of their lands." It even allowed private owners to exchange slaves they were dissatisfied with for company owned slaves.

In addition to slaves they bought from the West Indies, Dutch settlers bought slaves seized from Spanish ships. The steady flow of slaves, allowed the colony by 1640, to expand its agriculture. "Slavery helped to prepare the way for this transition (from fur trapping) by providing the labor which made farming attractive and profitable to the settlers." Slave labor was especially important in the agricultural development of the Hudson Valley, where there was a scarcity of free workers on the large patroon estates. Philipsburg Manor in today's Sleepy Hollow is an example of an estate run by slaves.

The British took over New Netherland in 1664 and there was a shift in policy. Where the Dutch had used slavery as part of their colonial policy, the British also used the colony as a market for slaves.

From 1701 to 1726, officially, some 1,570 slaves were imported from the West Indies and another 802 from Africa. As under the Dutch, the colony officially continued to import relatively few slaves from Africa directly, except occasional cargoes of children under 13. The actual numbers were much higher, because smugglers made use of the long coast of Long Island to smuggle slaves in and avoid paying a tax.

As a result, New York soon had had the largest colonial slave population north of Maryland. From about 2,000 in 1698, the official number of the colony's black slaves was more than 9,000 adults by 1746 and 13,000 by 1756. Between 1732 and 1754, black slaves accounted for more than 35 percent of the total immigration through the port of New York.

Adapted from *Slavery in the North* <http://slavenorth.com/newyork.htm>

Source 2

Statistics: Slavery in New York

1626 First cargo of 11 Africans brought to New Netherland by the Dutch West India Company

1664 British use New York colony as a market for slaves but also illegally imported slaves along the coast of Long Island to avoid taxes on slaves

1698 about 2,000 slaves

1746 9,000 adult slaves

1756 13,000 adult slaves

1756 Slaves made up 25% of the population of Kings, queens, Richmond, New York and Westchester counties

Harper, Douglas. "Slavery in New York" <http://slavenorth.com/newyork.htm>

Source 3

Population of the Original Thirteen Colonies, selected years by type

1750	1750	1790	1790	1790	1810	1810	1810	1860	1860	1860	State
White	Black	White	Free	Slave	White	Free	Slave	White	Free	Slave	
			Nonwhite			Nonwhite			Nonwhite		
4,200	1,000	52,886	398	29,264	145,414	1,801	105,218	591,550	3,538	462,198	Georgia
183,925	4,075	373,187	5,369	-	465,303	6,737	-	1,221,432	9,634	-	Massachusetts
65,682	11,014	314,366	4,682	21,193	918,699	25,333	15,017	3,831,590	49,145	-	New York
53,184	19,800	289,181	5,041	100,783	376,410	10,266	168,824	629,942	31,621	331,059	North Carolina
116,794	2,872	317,479	6,531	3,707	786,804	22,492	795	2,849,259	56,956	-	Pennsylvania
29,879	3,347	64,670	3,484	958	73,214	3,609	108	170,649	3,971	-	Rhode Island
25,000	39,000	140,178	1,801	107,094	214,196	4,554	196,365	291,300	10,002	402,406	South Carolina
129,581	101,452	442,117	12,866	292,627	551,534	30,570	392,518	1,047,299	58,154	490,865	Virginia
934,340	236,420	2,792,325	58,277	681,777	4,486,789	167,691	1,005,685	12,663,310	361,247	1,775,515	United States

Source: Historical Statistics of the U.S. (1970), Franklin (1988): <http://www.eh.net/encyclopedia/wahl.slavery.us.php>

Supporting Question 2

Source 1a

New York Slave Sale Advertisement

TO BE SOLD on board the
Ship *Bance-Island*, on tuesday the 6th
of *May* next, at *Apsley-Ferry*; a choice
cargo of about 250 fine healthy



NEGROES,



just arrived from the
Windward & Rice Coast.
—The utmost care has
already been taken, and
shall be continued, to keep them free from
the least danger of being infected with the
SMALL-POX, no boat having been on
board, and all other communication with
people from *Charles-Town* prevented.

Austin, Laurens, & Appleby.

N. B. Full one Half of the above Negroes have had the
SMALL-POX in their own Country.

Source 1b


Woodcut 17th Century New Amsterdam



www.nyhistory.org

Source 1c

R U N A W A Y



T H E 18th Instant at Night
from the Subscriber, in the City of New-York, four Negro Men, Viz. **LESTER**, about 40 Years of Age, had on a white Flannel Jacket and Drawers, Duck Trowsers and Home-spun Shirt. **CÆSAR**, about 18 Years of Age, clothed in the same Manner. **ISAAC**, aged 17 Years clothed in the same Manner, except that his Breeches were Leather; and **MINGO**, 15 Years of Age, with the the same Clothing as the 2 first, all of them of a middling Size, Whoever delivers either of the said Negroes to the Subscriber, shall receive **TWENTY SHILLINGS** Reward for each beside all reasonable Charges. If any person can give Intelligence of their being harbour'd, a reward of **TEN POUNDS** will be paid upon conviction of the Offender. All Masters of Vessels and others are forewarn'd not to Transport them from the City, as I am resolv'd to prosecute as far as the Law will allow.

WILLIAM BULL.
N. B. If the Negroes return, they shall be pardon'd. - 88

New-York Gazette; or, the Weekly Post-Boy, October 27, 1763
teaching.msa.maryland.gov

Source 2a

15 Aug 1757. Melancthon Taylor Woolsey, of Dosoris, Oyster Bay, Queens County, New York.
WILL.

In the name of God, Amen. I, Melancthon Taylor Woolsey, of Dosoris, in the town of Oyster bay, in Queens County, taking into consideration the uncertainty of life and being in [ill?] health. I leave all my lands in Dosoris and the house wherein I dwell, with all buildings and all movables and personal estate to my wife Rebecca Woolsey, and my brothers in law, John Lloyd, of Stamford, Connecticut, and Joseph Lloyd of Queens village, in Queens County, To them and their successors, In Trust as follows: They are to sell all the real estate, houses, and lands, and buildings, for the most they can; and the money and all my moveables are to be divided among my wife and my two daughters, Theodosia and Rebecca, But if my wife shall have a son, it is to have one half. I appoint the said Trustees my executors. Dated August 15, 1757. Abigail Coverley, Elizabeth Smith, Jacob Valentine. Proved November 7, 1758.

ABSTRACTS of WILLS on FILE in the SURROGATE'S OFFICE, CITY of NEW YORK,
1665-1801

William Smith Pelletreau, (1840-1918), Editor & Robert H. Kelby, Indexer

1. A will distributes a person's possessions to his heirs (people he chooses). What things do you think a person might list in a will today?
2. What do you think a "moveable" is?

Source 2b

Inventory of the Goods and Chattels of the Estate of Melancton Taylor Woolsey (1758)

2 Decanters & 10 Glasses	1 horse whip (cat gut)	1 Negro Girl Named Patience
1 burnt Cheina Bowl	1 Bareskin Muff	Flax in the Sheaf
Tea Tackling	2 hoes@2/6	1 Leach Tub
1 Tea pot & Sugar pott &c	1 Negro Man Man'd Ishmael	120 Bushells Wheat in Stack @5
2 Glass Salts	1 Negro woman Named Saul and	120 Bushells of Oats @1/6
1 Jugg Earthen	Child Names Prissila	50 Bushells of Indian Corne
10 knives and forks	1 Negro Boy Nam'd Jack	1 Canoe
		1 Grind Stone

“New York and Slavery: Complicity and Resistance”
Social Science Docket
Volume 5 Number 2/Spring-Summer 2005
p.27

1. What is an “inventory?”
2. What is an “estate” means in this document?”
3. What “goods” are described in this inventory of Melancton Woolsey? Does this surprise you?
4. Do you find it troubling that slaves (chattel) are listed in an inventory the same way as goods?
5. Do you think a horse whip is more valuable than a slave?
6. According to the will what is going to happen to the goods and chattel?

Source 3a

Why Did Some New Yorkers Support Slavery?

1. Under the Dutch the first people of African ancestry who came to New Netherland were 11 men who arrived in 1626. These men worked for the Dutch West India Company and were assigned to clear land, plant and harvest crops, build houses, road, bridges, and fortifications. At the time New Amsterdam was little more than a muddy village with 30 wooden houses and a population of less than 200 people. As time went by Africans fortified a wall along a path that would later be known as Wall Street, constructed a road to Harlem at the northern end of Manhattan Island, helped build Fort Orange in what is now Albany, and worked on farms in the Hudson Valley. They were so important to the economic development of the colony, that laws were passed in 1640, 1648, and 1658 to prevent escape, and in 1646, the Company promised to provide “as many Negroes” to the colonists as they were “willing to purchase at a fair price.”
2. In 18th century colonial New York, well-known families, including the Van Courtlandts, the Schuylers, the van Hornes, the Phillipses, and the Livingstons were involved in the slave trade, It is thought that between one-quarter and one-third of New York City’s approximately four hundred merchants participated.” In his memoirs, Captain James Smith described New York as “the chief port in the world for the Slave trade. It is the greatest place in the universe for it. Neither in Cuba nor in the Brasils (Brazil today) is it carried out so extensively. Ships that convey slaves to the West Indies and South America are fitted out in New York New York is our headquarters. . . . The trade was so profitable that on one voyage, a ship that “cost \$13,000 to fit her out completely,” but delivered a human cargo worth \$220,000 to Cuba.

3. It was said that in New York City the rich merchants, politicians, and clergymen were completely tied into the economic system of exploitation of labor for profit. The sugar refining businesses first based in Manhattan and then in Brooklyn relied on those crops grown by slaves. The New York merchants provided the money and operated the Southern cotton trade. “Cotton production by slaves in the South was a major source of profits and employment for shipping, banking, insurance, and textile industries that were based in New York.”

4. Roman Catholic Archbishop John Hughes in a sermon at the old St. Patrick’s cathedral “cited passages from the Gospel According to John to justify slavery, comparing the slave master to the father of a family. Hughes claimed to recognize “slavery as an evil” but declared that it was “nor an absolute . . .evil” because it brought Africans to Christianity.

Based on materials in “New York and Slavery: Complicity and Resistance”

Social Science Docket

Volume 5 Number 2/Spring-Summer 2005

Source 3b

Name: _____ Date: _____

Graphic Organizer: Why Did Some New Yorkers Support Slavery?

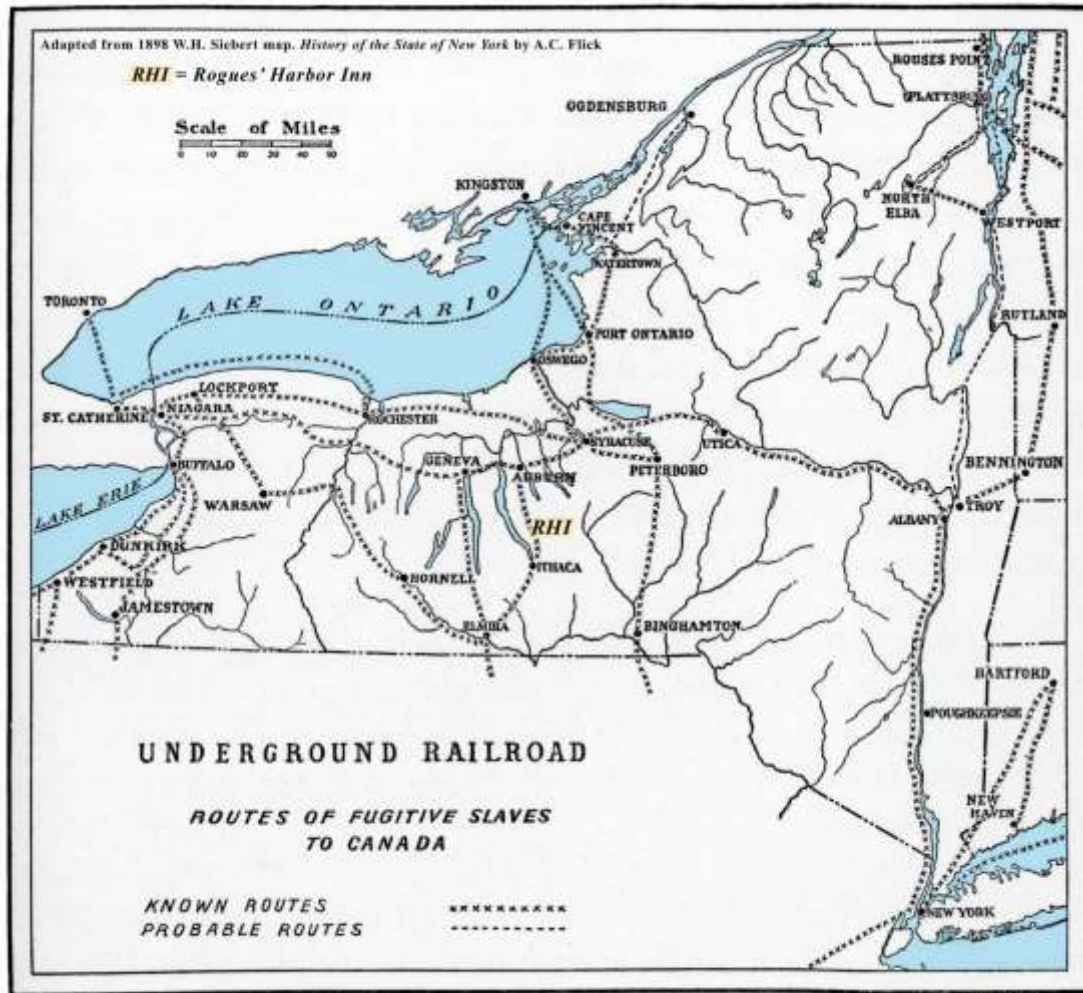
Reason	Evidence

**Graphic Organizer: Why Did Some New Yorkers Support Slavery?
Reasons for the Teacher**

Reason	Evidence
<i>Slave labor</i>	
<i>Profits from the slave trade</i>	
<i>Profits from sugar refining</i>	
<i>Investments in cotton production</i>	
<i>Converting slaves to Christianity</i>	

Supporting question 3 Source 1a

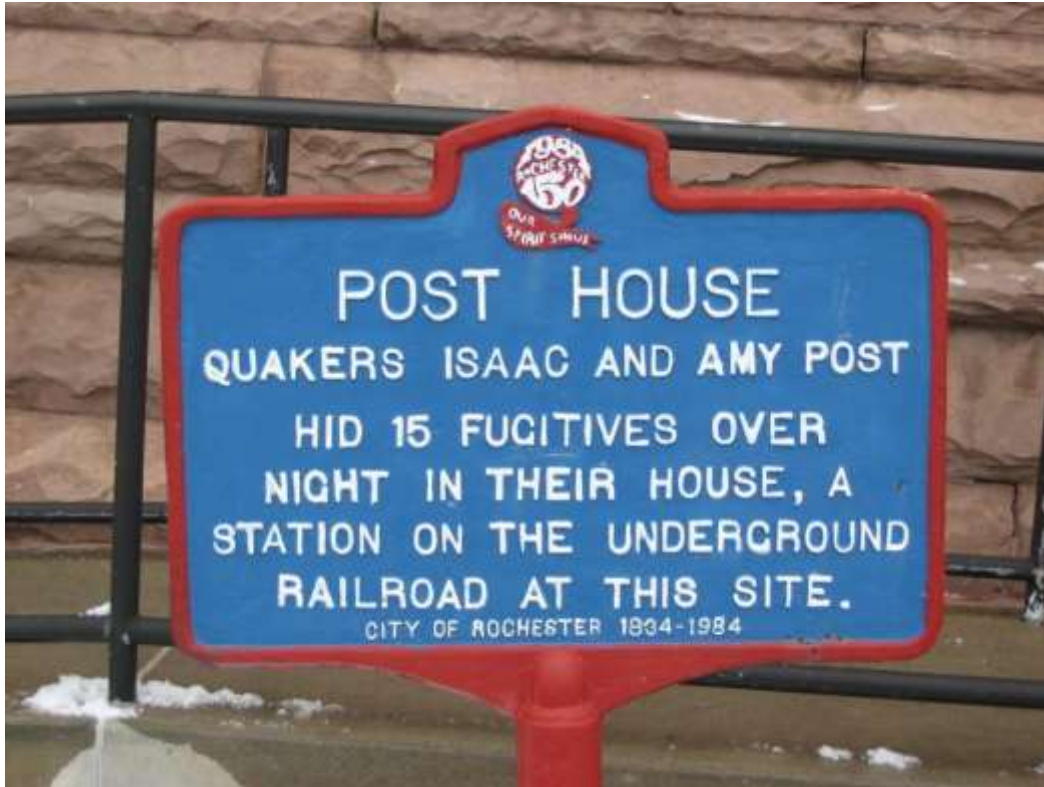
Map of Underground Railroad Routes in New York State



www.newyorkhistoryblog.org

The Underground Railroad was a network of people providing help to slaves fleeing from slavery in the early and mid-19th century. They were helped by free blacks, whites, church people, **political abolitionists**, men and women, and they traveled to freedom by any means available. This map shows some of the escape **routes** used by runaway slaves. When traveling through New York State, some freedom seekers chose to settle in our local communities while others moved on along an eastern route into Vermont and along the Champlain Canal, or northward to the Canadian border. Canada was the destination since slavery was abolished there in 1833.

Source 1b



www.freethought-trail.org

Source 1c

Name: _____ Date: _____

Directions: Answer the questions below based on the map of Underground Railroad Routes in New York State, the photograph of the Post House, and your knowledge of social studies.

1. How many possible routes were there from Binghamton, New York to Kingston, Ontario?

2. Highlight and describe two different routes one could take?

3. Why did escaped slaves want to get to Kingston?

4. Follow the Underground Railroad from Albany to Niagara. Why did runaway slaves wasn't to get to Rochester?

5. Why do you think people referred to Harriet Tubman as a "conductor?"

6. Why do you think the abolitionist William Lloyd Garrison called Harriet Tubman "Moses" after the biblical prophet?

Underground Railroad Routes Answers for the Teacher

Directions: Answer the questions below based on the map or Underground Railroad Routes in New York State and your knowledge of social studies.

1. How many possible routes were there from Binghamton, New York to Kingston, Ontario? Describe two different routes one could take? Why might a person choose one or the other? Why did escaped slaves want to get to Kingston?

There were two routes. The first went through Peterburg, Syracuse, Oswego and across Lake Ontario; the second went north through Peterburg and Port Ontario and across Lake Ontario avoiding Syracuse and Oswego. The choice would depend on information about whether the stops were safe from slave catchers. They wanted to get to Canada because there was no slavery there.


2. Follow the Underground railroad from Albany to Niagara. What are the stops along the way? Why did the slaves want to get to Rochester

Utica, Syracuse, Auburn, Geneva, Niagara or Utica, Syracuse, Rochester, Lockport, Niagara. They knew the Post House was in Rochester and it was a stop on the railroad. The escaped slaves were hidden and rested until it was safe for someone to lead them onward.

3. Abolitionist William Lloyd Garrison called Harriet Tubman “Moses” and others called her a “conductor.” Why?

She was one of the people who led the escaped slaves along the Underground Railroad much as a conductor leads the cars on a train just as Moses led the Jewish slaves out of Egypt.

Source 2



I had reasoned this out in my mind;
there was one of two things
❧ I HAD A RIGHT TO; ❧
LIBERTY, OR DEATH;
if I could not have one,
I would have the other;
for no man should
TAKE ME ALIVE.
—Harriet Tubman

**THREE HUNDRED DOLLARS
REWARD.**
RANAWAY from the subscriber on Monday the 17th ult, three negroes, named as follows: HARRY, aged about 19 years, has on one side of his neck a wen, just under the ear, he is of a dark chestnut color, about 5 feet 8 or 9 inches high; BEN, aged about 25 years, is very quick to speak when spoken to, he is of a chestnut color, about six feet high; MINTY, aged about 27 years, is of a chestnut color, fine looking, and about 5 feet high. One hundred dollars reward will be given for each of the above named negroes, if taken out of the State, and \$50 each if taken in the State. They must be lodged in Beltsore, Easton or Cambridge Jail, in Maryland.
ELIZA ANN BROWDER,
Near Bucktown, Dorchester county, Md.
Oct. 3d, 1849.
†The Delaware Gazette will please copy

THE AFRICAN AMERICANS
MANY RIVERS TO CROSS
WITH HENRY LOUIS GATES, JR.

PBS.ORG/MANYRIVERS

<http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/african-american-quotations-posters/harriet-tubman/>

Source 3

New York State and the Abolition of Slavery Reading

1. Motion proposed by Gouverneur Morris of the Bronx at the New York State Constitutional Convention 1777.

“The rights of human nature and the principles of our holy religion call upon us to dispense the blessings of freedom to all mankind. . . .It is therefore recommended to the Legislature of the State of New York to take measures consistent with the public safety for abolishing domestic slavery.”

2. New York took slow steps to abolish slavery. Slavery was still very much alive, and in some places even expanding, in the North before the Revolutionary war. The spirit of liberty in 1776 and the theme of rebellion against tyranny made many white Americans conscious of the hypocrisy of claiming natural human rights for themselves, while at the same time denying them to Africans.

The Revolutionary War freed many of the northern slaves. Wherever it marched, the British army gave freedom to any slave who escaped to their side. This was sound military policy: it disrupted the economic system that was helping the Revolution. At the same time, the governments in northern American states began to offer payments to slave owners who freed their black men, if the freed slaves then served in the state regiments fighting the British. In 1781, the New York State legislature voted to free those slaves who had fought with the Patriots during the Revolution.

3. Right after the revolution the New York Manumission* Society was founded, and worked to end the international slave trade and to achieve abolition. It established the African Free School in New York City, the first formal educational institution for blacks in North America. It served both free blacks and the children of slaves. However, it had little impact outside of New York City.

*act of a slave owner freeing his slaves

4. In 1799, the New York State legislature passed a law for gradual abolition of slavery. It declared children of slaves born after July 4, 1799 to be legally free, but the children had to serve an extended period of indentured servitude: to the age of 28 for males and to 25 for females. Slaves born before that date were redefined as indentured servants but that really meant they were slaves for life. There was no way for slaves to be really free under this law.

5. The American Colonization Society was founded in 1817 to send free African-Americans to Liberia in Africa as an alternative to ending slavery in the United States. Some blacks supported emigration because they thought that black Americans would never receive justice in the United States. Others believed African-Americans should remain in the United States to fight against slavery and for full legal rights as American citizens. Some whites saw colonization as a way of ridding the nation of blacks, while others believed black Americans would be happier in Africa, where they could live free of racial discrimination.

6. African Americans' participation as soldiers in defending the state during the War of 1812 added to public support for their full rights to freedom. In 1817, the state freed all slaves born before July 4, 1799 (the date of the gradual abolition law), to be effective in 1827.

7. After New York's slaves were freed many New Yorkers turned their attention to freeing slaves throughout the United States. William Jay's son, John Jay II (1817-1894), was manager of the New York Young Men's Anti-Slavery Society in 1834.





Gerrit Smith

http://en.wikipedia.org/wiki/Gerrit_Smith#mediaviewer/File:Gerrit_Smith_-_Project_Gutenberg_eText_20064.jpg

8. Gerrit Smith founded the New York State Antislavery Society which held its inaugural meeting at the Presbyterian Church in Peterboro, New York, October 22, 1835. When the delegates were banished from Utica by mobs, over four hundred delegates made their way to Peterboro overnight in a chilly rain. The NYS Anti-Slavery Society met again in Peterboro in 1842. From then on they published a weekly newspaper.

National Anti-Slavery Standard.

PUBLISHED WEEKLY, ON SATURDAY,

AT \$2 50 PER ANNUM,

BY THE

AMERICAN ANTI-SLAVERY SOCIETY,

At its Office, No. 48 Beekman Street, New York,

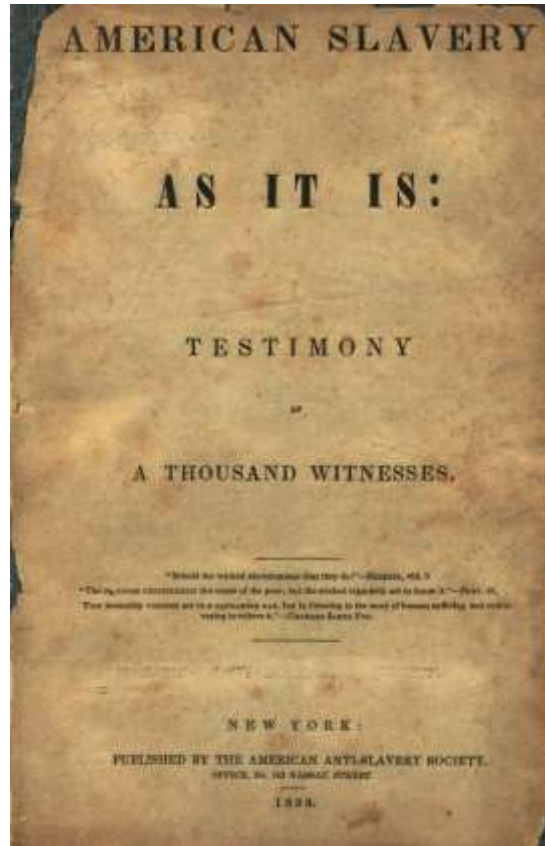
AND AT THE OFFICE OF THE

PENNSYLVANIA ANTI-SLAVERY SOCIETY,

106 North-Tenth Street, Philadelphia.

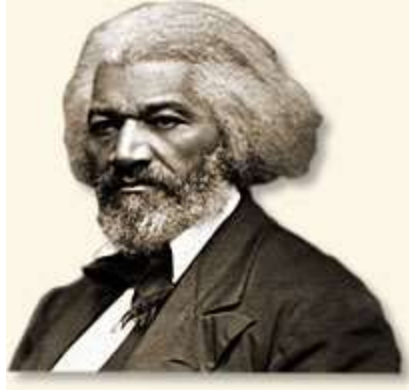
www.scholarlyediting.org

9. Abolitionists in New York State published many anti-slavery books such as



deila.dickinson.edu
Archives and Special Collections
Waidner-Spahr Library
Dickinson College

which detailed the horrors of slavery.



10. The most famous black abolitionist was Frederick Douglass, an escaped slave. He used his speaking skills in the ensuing years to lecture in the northern states against slavery. He also helped slaves escape to the North while working with the Underground Railroad. He established the abolitionist paper *The North Star* on December 3, 1847, in Rochester, NY, and developed it into the most influential black antislavery paper. It was used to not only denounce slavery, but to fight for the rights of women and other oppressed groups. Its motto was "Right is of no Sex - Truth is of no Color - God is the Father of us all, and we are all brethren." It was circulated to more than 4,000 readers in the United States, Europe, and the West Indies. In June 1851 the paper merged with the Liberty Party Paper of Syracuse, NY and was renamed Frederick Douglass' Paper.



Rubric for Opinion Essay Grade 4

Criteria	4	3	2	1
The writer introduces a topic or text clearly and states an opinion (W.4.1a)	Introduces the topic in depth, offers a strong opinion	Introduces the topic somewhat, offers a credible opinion	Restates topic, offers a weak opinion	Restates topic, offers no opinion
The writer uses facts and details to support the opinion. (W.4.1b)	Ample use of facts and details from evidence	Sufficient use of facts and details from evidence	Few facts and details from evidence	No evidence
The writer provides logically ordered reasons that support the opinion. (W.4.b)	Well-developed reasoning	Logical reasoning	Inconsistent reasoning	Invalid reasoning
The writer creates an organizational structure in which ideas are logically grouped to support the writer's purpose.(W.4.1a)	Ideas are well-developed, and logically and purposely grouped to support the opinion	Ideas are grouped and well-developed to support the opinion	Ideas are not consistently grouped to support the opinion	Ideas are not logically grouped to support the opinion
The writer links opinion and reasons using words, phrases, and clauses (e.g., <i>another, for example, because</i> (W.4.1c)	Outstanding use of linkage to connect opinion and reasons using words, phrases and clauses	Sufficient linkage of opinion and reasons using words, phrases and clauses	Few examples of linkage of opinion and reasons	Little or no linkage of opinion and reasons
The writer provides a concluding statement or section related to the opinion presented. (W.4.1d)	Outstanding conclusion that relates to the opinion presented	Well-developed conclusion that relates to the opinion presented	Undeveloped or ineffective conclusion that is connected to the opinion presented	No conclusion that relates to a presented opinion
The writer demonstrates command of the conventions of standard English grammar and usage. (L.4.1 and 2)	Few if any errors	Some errors	Several errors	Numerous errors