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NEH Lesson Plan  
African Americans & the Making of Early New England  
July 2017, Deerfield, Massachusetts

This lesson teaches students more about what life was like for enslaved people in early New England. They will read an article written by Dr. Joanne Pope Melish about slavery in New England and answer questions in a WebQuest format. Students will also interact with digital copies of primary source documents from the 18th century housed in the "African Americans in Early Rural New England" collection. [www.americancenturies.mass.edu/afram/index.html](http://www.americancenturies.mass.edu/afram/index.html)

### National Council for the Social Studies: Ten Thematic Strands:

#### 3. People, Places and Environments

The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations. They study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment. This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships.

#### 4. Individual Development and Identity

Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development. Given the nature of individual development in a social and cultural context, students need to be aware of the processes of learning, growth, and interaction at every level of their own school experiences. The examination of various forms of human behavior enhances an understanding of the relationships between social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action.

#### 5. Individuals, Groups and Institutions

Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

#### 9. Global Connections

Global connections have intensified and accelerated the changes faced at the local, national, and international levels. The effects are evident in rapidly changing social, economic, and political institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions

Name \_\_\_\_\_

Period \_\_\_\_\_

## WebQuest

### African Americans in New England

To begin this webquest, visit

<http://1704.deerfield.history.museum/popups/background.do?shortName=expSlavery>

Read the first paragraph of ***A Society with Slaves***; then answer the questions below.

What three types of unfree labor did the English colonists use?

List the types of jobs enslaved people performed.

THINK & EXPLAIN - Why do you think the author writes "Soon many of these colonists also entered the transatlantic trade in enslaved Africans." What do you think was the motive?

Read the second paragraph of ***A Society with Slaves***; then answer the questions below.

For what reason might a white person become indentured?

List the five reasons other whites, as well as some blacks and Indians may have become indentured later in life.

Read the first paragraph of ***Native Enslavement***; then answer the questions below.

How many Pequot captives were sent to Massachusetts and Connecticut to be distributed as household servants?

When did King Philip's War begin?

Read the third paragraph in ***Native Enslavement***, then explain how Pequot captives ended up in the West Indies.

Read the first two paragraphs in ***The Atlantic Economy and African Slave Trade***.

List the items Europeans were originally trading for in Africa. Notice, they were not originally trading for African slaves.

Which two European countries used Native peoples as their labor force in the Americas?

How did disease and mistreatment affect Native peoples?

Read the third paragraph in ***The Atlantic Economy and African Slave Trade***.

List the five luxury goods desired by Europeans that sparked the growth in plantations and demand for African slaves.

By the 1870's, how many Africans had been herded onto boats, headed to the Americas?

How many of these slaves reached the Americas alive?

Where did a majority of these slaves work?

Read the first paragraph of ***New England and the Triangular Trade***.

What good made in New England was traded for African slaves?

Read the second paragraph of ***New England and the Triangular Trade***.

Massachusetts remained the principal American slave trading colony until \_\_\_\_\_.

By the end of legal trade in 1808, over 2,000 slave trading vessels transported how many African slaves to the Americas?

Scroll down to the section entitled ***New England Slavery in North American Context***.

In which New England state did slaves make up 10% of the population?

What percent of the population consisted of slaves in Virginia and Maryland?

In Rhode Island, one out of four blacks lived where?

Read ***The Work of New England Slaves***.

Which types of colonists owned slaves?

What were the jobs of slaves in port cities?

How many slaves could you typically find on frontier settlements?

In what area would you find northern plantations large enough to require the work of 20 or 30 slaves?

What jobs were performed on northern plantations?

## **DIGITAL IMAGES OF PRIMARY SOURCES**

Click the link below to visit ***Bill of Sale for a slave named Prince***

<http://www.americancenturies.mass.edu/collection/itempage.jsp?itemid=7799&img=0>

Analyze the chart next to the picture; then answer the questions below.

What year was this document written?

Where was this slave sold (from what city)?

Read the text below the picture; then answer the questions below.

What percentage of the New England population of the 18th century (1700's) were slaves?

Where did they work?

Why did new slaveholders prefer to buy children as slaves instead of adults?

Click the link below to visit Advertisement in "*The Boston Weekly Post-Boy*" newspaper.  
<http://www.americancenturies.mass.edu/collection/itempage.jsp?itemid=5928>

Click on the link below to visit *Pages from Rev. Jonathan Ashley's account book*.  
<http://www.americancenturies.mass.edu/collection/itempage.jsp?itemid=6303>



Click on the show text icon (looks like this -)>

You can now read the logs from the account book.

Why might these slaves have been working for other people?

List three different types of work they did.

Read the text below the account book.

What were the names of the three slaves Reverend Ashley owned?

Click the link below to visit *Pages from Elijah Williams (Old Soldier's) account book, Vol. 2*  
<http://www.americancenturies.mass.edu/collection/itempage.jsp?itemid=6304>

Characteristics of southern slavery included working and living on a plantation separate from their masters. Large groups of slaves worked for the same master. Slaves performed field work, harvested cotton, tobacco and wheat. They were provided with minimal clothing and food and worked long hours. Slaves were frequently beaten; leaving them powerless and without control. They had no sense of independence or freedom.

Read the information below the image; then explain the differences between slavery in the south and in New England.

THINK & EXPLAIN - Why would a slave in the north be able to hold a store account?

# Answer Key

## WebQuest

### African Americans in New England

To Begin this webquest, visit

<http://1704.deerfield.history.museum/popups/background.do?shortName=expSlavery>

Read the first paragraph of ***A Society with Slaves***; then answer the questions below.

What three types of unfree labor did the English colonists use? Indentured servants, Native American war captives and enslaved Africans.

List the types of jobs enslaved people performed: clear their land, plant and harvest their crops, care for animals, and perform household tasks.

THINK & EXPLAIN - Why do you think the author writes "Soon many of these colonists also entered the transatlantic trade in enslaved Africans." What do you think was the motive?

Read the second paragraph of ***A Society with Slaves***; then answer the questions below.

For what reason might a white person become indentured? For payment for their passage to New England.

List the five reasons other whites, as well as some blacks and Indians may have become indentured later in life. Became orphaned, widowed, indebted, convicted of a crime, unable to support themselves.

Read the first paragraph of ***Native Enslavement***; then answer the questions below.

How many Pequot captives were sent to Massachusetts and Connecticut to be distributed as household servants? Around 250.

When did King Phillip's War begin? 1675

Read the third paragraph in *Native Enslavement*, then explain how Pequot captives ended up in the West Indies. They were exchanged in the West Indies for enslaved Africans.

Read the first two paragraphs in ***The Atlantic Economy and African Slave Trade***

List the items Europeans were originally trading for in Africa. Notice, they were not originally trading for African slaves! Gold, ivory, dyewoods, natural products of other kinds.

Which two European countries used Native peoples as their labor force in the Americas? Spain & Portugal

How did disease and mistreatment affect Native peoples? Decimated the Native populations.

Read the third paragraph in ***The Atlantic Economy and African Slave Trade***

List the five luxury goods desired by Europeans that sparked the growth in plantations and demand for African slaves. Sugar, cocoa, coffee, tobacco and indigo.

By the 1870's, how many Africans had been herded onto boats, headed to the Americas?  
About 12 million

How many of these slaves reached the Americas alive? About 10 million

Where did a majority of these slaves work? Sugar plantations

Read the first paragraph of ***New England and the Triangular Trade***

What good made in New England was traded for African slaves? Rum

Read the second paragraph of ***New England and the Triangular Trade***

Massachusetts remained the principal American slave trading colony until 1700.

By the end of legal trade in 1808, over 2,000 slave trading vessels transported how many African slaves to the Americas? 220,600.

Scroll down to the section entitled ***New England Slavery in North American Context***

In which New England state did slaves make up 10% of the population? Rhode Island

What percent of the population consisted of slaves in Virginia and Maryland? 36%

In Rhode Island, one out of four blacks lived where? Newport

Read ***The Work of New England Slaves***

Which types of colonists owned slaves? Wealthy aristocrats, pious ministers, middling farmers and artisans.

What were the jobs of slaves in port cities? Loaded and unloaded ships and worked in maritime industries.

How many slaves could you typically find on frontier settlements? One or two.

In what area would you find northern plantations large enough to require the work of 20 or 30 slaves? Southern Rhode Island and Eastern Connecticut.

What jobs were performed on northern plantations? Planting, tending and harvesting agricultural products and raising animals for export.

## DIGITAL IMAGES OF PRIMARY SOURCES

Click the link below to visit *Bill of Sale for a slave named Prince*

<http://www.americancenturies.mass.edu/collection/itempage.jsp?itemid=7799&img=0>

Analyze the chart next to the picture; then answer the questions below.

What year was this document written? 1750

Where was this slave sold (From what city)? Hatfield, Massachusetts

Read the text below the picture; then answer the questions below.

What percentage of the New England population of the 18th century (1700's) were slaves? 4%

Where did the slaves work? Usually alongside their masters and mistresses.

Why did new slaveholders prefer to buy children as slaves instead of adults?

Click the link below to visit Advertisement in "*The Boston Weekly Post-Boy*" newspaper.

<http://www.americancenturies.mass.edu/collection/itempage.jsp?itemid=5928>

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of independence or freedom.

Read the information below the image; then explain the differences between slavery in the south and in New England.

THINK & EXPLAIN - Why would a slave in the north be able to hold a store account?