



• NYS SOCIAL STUDIES FRAMEWORK •

4.3d COLONIAL AND REVOLUTIONARY PERIOD IN NY

ENSLAVED PERSONS DURING THE AMERICAN REVOLUTION

FEATURING BOYREREAU BRINCH



ELA
INTEGRATED



4.3d



PRIMARY SOURCE
INVESTIGATION



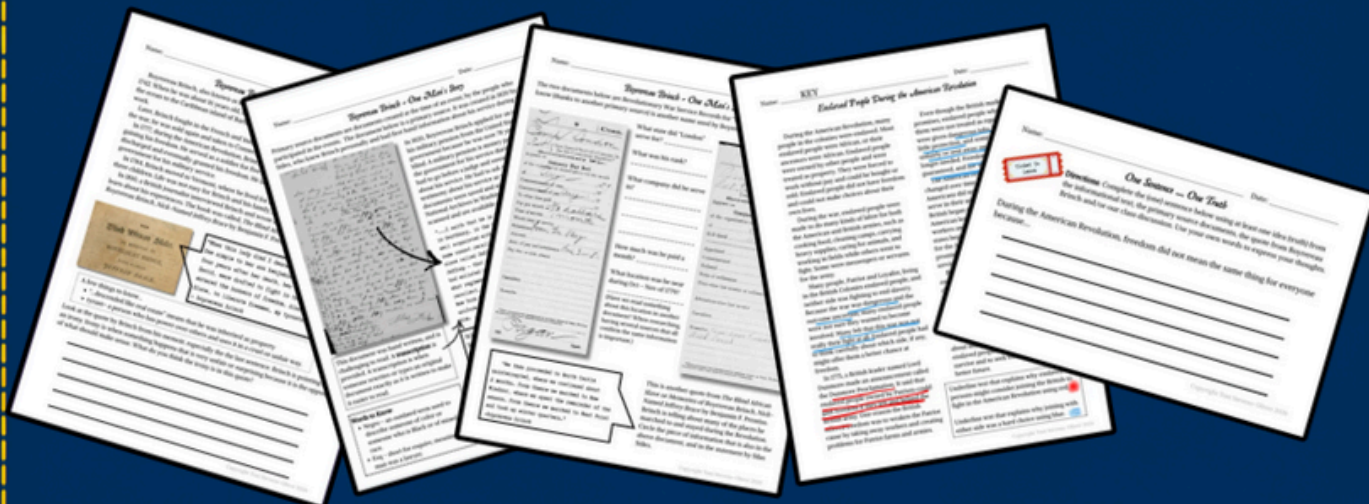
ASSESSMENTS



BUILD THINKING
SKILLS



ENGAGING
ACTIVITIES



NO PREP • PRINT & GO • ANSWER KEY INCLUDED

After completing the text and document talk as a class about the situation Brinch and other enslaved Africans faced. Revisit the questions from the Anticipatory Set:

- The American Revolution was a fight for freedom. Who was this freedom for?
- Who might not have had freedom?
- Do you think everyone living in the colonies was free during the Revolution? Why or why not?

Closure: Ticket to Leave

Liberty's Kid's Connect

v=HlgM9LYOmjA. This try to earn his freedom done.

Materials:

Included with download:

- "Enslaved People During the American Revolution" informational text & key
- Boyrereau Brinch - One Man's Story - 3 pages (numbered) with keys
- One Truth"

Enslaved Persons During the Revolutionary War Featuring Boyrereau Brinch

New York State Social Studies Framework:

4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.

- Students will explore why African Americans volunteered to fight with the British during the war.

NOTE: The informational text in this lesson discusses why Blacks joined the British in fighting. The primary source document investigation focuses on Boyrereau Brinch, an enslaved man who enlisted in the Connecticut Militia in order to earn his freedom (and he did).

New York State Next Gen ELA Standards:

4R1 Locate and refer to relevant details

implicitly and make logical inferences

4R3 In informational texts, explain

happened and why, based on specific

4R4 Determine the meaning of words

specific words.

4W5 Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

Students will analyze informational text and primary source documents to learn why enslaved Africans joined the British and American armies during the American Revolution. They will focus on one man in particular through the primary sources.

Vocabulary:

- Negro - an outdated term used to describe a person of color or someone who is Black or of mixed race.
- enslaved - being owned by another person and forced to work without freedom or choice.
- militia - a citizens' army - people who are not full-time soldiers but come together to protect their community or fight when needed.

NOTE: One of the primary source documents uses the word Negro, which was in common usage in 1820 when the document was written. I have left it, as I believe that we don't alter the words of the people of the past, but rather talk about that language and learn from it. The definition is in the "Words to Know". It is an important talking point - how language changes over time.

If you would like to read the memoir of Boyrereau Brinch, you can do so with a free account on Archive.org. <https://archive.org/details/blindafricanslav00jeff/page/n9/mode/2up>

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Full Lesson Plans

"The American Revolution was a fight for freedom." Ask students: "Was this freedom for? Who might not have had freedom? No

you think everyone living in the colonies was free during the American Revolution? Have students turn and talk with a partner for 2 minutes, then

it): "Alas! Poor African Slave, to liberate freemen, my tyrants. Do you notice about this quote?" Do not explain yet—just collect

class know that they will revisit that quote and learn a little more about learning about enslaved people during the American Revolution. Do they mean the same thing for everyone.

whole class, with the teacher offering support and explanation about the American Revolution. Information about why

Jeffrey Brace, Jeff Silas, and others. In order to gain his

Brinch and the memoir written by Frenuss about Brinch's life.

Set is introduced and a definition of irony is given. Lead the class in a conversation about the quote. See the key for support.

Excerpt of a deposition given by a Silas Stiles pertaining to Brinch/Brinch joining the army. This document has the word Negro in it. I have included it - it is an outdated term - and talking briefly about how that is needed.

service record cards for Pomp London. Ask the students how we can find more about Brinch - they should point back to page 2, as Silas Stiles/Brinch/Brace was also known as Pomp London. From there, they can find the record - see the key for support. This page asks the students to

ed at, and a quote. This is a great opportunity for an event or discussion about this freedom

Name: _____ Date: _____



One Sentence ... One Truth

Directions: Complete the (one) sentence below using at least one idea (truth) from the informational text, the primary source documents, the quote from Boyrereau Brinch and/or our class discussion. Use your own words to express your thoughts.

During the American Revolution, freedom did not mean the same thing for everyone

Ticket to Leave

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Name: _____ KEY _____ Date: _____

Enslaved People During the American Revolution

During the American Revolution, many people in the colonies were enslaved. Most enslaved people were African, or their ancestors were African. Enslaved people were owned by other people and treated as property. They worked without pay and could be bought and sold. Enslaved people did not have freedom and could not make choices about their own lives.

During the war, enslaved people were made to do many kinds of labor for both the American and British armies, including cooking food, cleaning camps, carrying heavy supplies, caring for the sick, and working in fields while others fought. Some were messengers for the army.

Many people, Patriot and Loyalist, in the British Colonies enslaved on neither side was fighting to end slavery. Because the war was dangerous and the outcome uncertain, many enslaved people were not sure they wanted freedom.

Even though the British made these promises, enslaved people who joined them were not treated as equals. Many were given dangerous jobs, hard labor, or little protection, and some were still treated unfairly or sent away once they were no longer needed. Freedom was not always guaranteed, and life was often very harsh.

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The American response to this also changed over time. At first, many Americans did not allow enslaved people to serve in their armies. However, when the war dragged on, some began to change their minds.

Informational Text

Enslaved people owned by Patriots could gain freedom if they left and joined the British army. One reason the British offered freedom was to weaken the Patriot cause by taking away workers and creating problems for Patriot farms and armies.

In the British Colonies enslaved people, and neither side was fighting to end slavery. Because the war was dangerous and the outcome uncertain, many enslaved people were not sure they wanted to become involved. Many felt that this war was not really their fight at all. Enslaved people had to think carefully about which side, if any, might offer them a better chance at freedom.

In 1775, a British leader named Lord Dunmore made an announcement called the Dunmore Proclamation. It said that enslaved people owned by Patriots could gain freedom if they left and helped the British army. One reason the British offered freedom was to weaken the Patriot cause by taking away workers and creating problems for Patriot farms and armies.

Because of all this, thousands of enslaved people made difficult and risky choices during the war. Some escaped and joined the British, hoping for freedom. Others fought for the Americans when given the chance. Each person was trying to find the best path toward freedom in a dangerous and uncertain time.

The American Revolution was not just about independence for the colonies. For enslaved people, it was also a struggle to survive and to seek freedom and hope for a better future.

Underline text that explains why enslaved persons might consider joining the British to fight in the American Revolution using red.

Underline text that explains why joining with either side was a hard choice using blue.

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Name: _____ Date: _____ 1

Boyrereau Brinch - One Man's Story

Boyrereau Brinch, also known as Jeffrey Brace or Jeff Stiles, was born in West Africa around 1742. When he was about 16 years old, he was captured and sold into slavery. He was taken across the ocean to the Caribbean island of Barbados. There, he was treated very harshly and forced to work.

Later, Brinch fought in the French and Indian War while enslaved on a British navy ship. After the war, he was sold again and taken to Connecticut, where he was still enslaved.

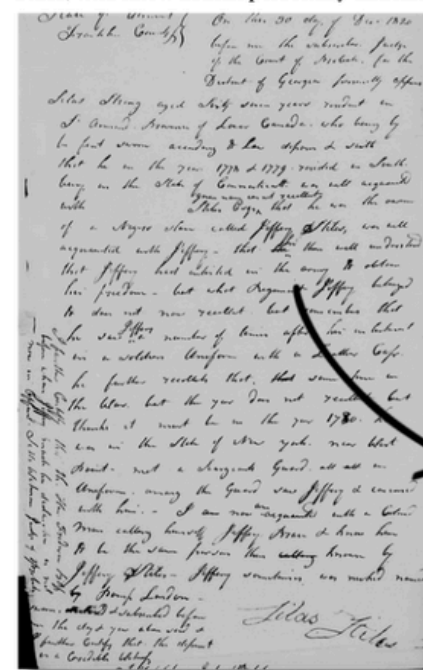
In 1777, during the American Revolution, Brinch joined the Connecticut militia in hopes of gaining his freedom. He served as a soldier for five years. After his service, he was honorably freed. He later received a pension from the United States government.

He lived here for the rest of his life. He married and had children.

Name: _____ Date: _____

Boyrereau Brinch - One Man's Story

Primary source documents are documents created at the time of an event, by those who participated in the events. The document below is a primary source. It was created by Silas Stiles, who knew Brinch personally and had first hand information about his service.



In 1820, Boyrereau Brinch applied for his military pension from the United States government because he was now blind. A military pension is money the government gives to someone who served in the military.

Brinch was well acquainted with Silas Stiles (name cannot recall) that he was a slave called Jeffrey Stiles, who later became Jeffrey - that he then well understood that he had enlisted in the army to obtain what regiment Jeffrey belonged to, but he could not recollect, but remember he was in New York near West Point - met him. ...Jeffrey sometimes was in Southbury, in the State of Connecticut.

This document was hand written, and is challenging to read. A transcription is provided. A transcription is when someone rewrites or types an original document exactly as it is written to make it easier to read.

Words to Know:

- Negro - an outdated term used to describe someone of color or someone who is Black or of mixed race.
- Esq - short for esquire, meaning the man was a lawyer.

What information do we learn from this document?

Name: _____ Date: _____ 3

Boyrereau Brinch - One Man's Story

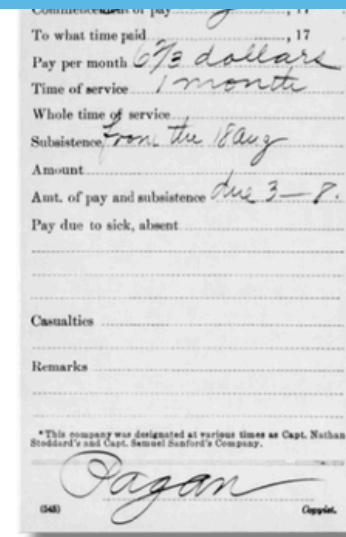
The two documents below are Revolutionary War Service Records for "Pomp London", who we now know (thanks to another primary source) is another name used by Boyrereau Brinch.



What state did "London" serve for? _____



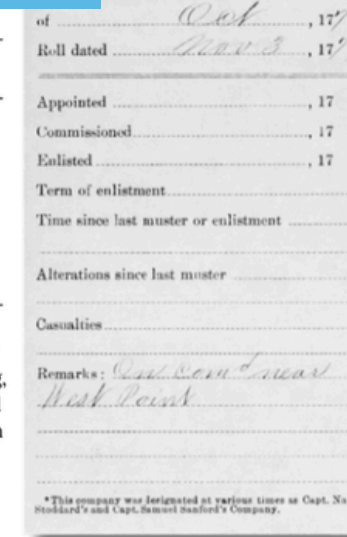
Primary Sources



How much was he paid a month? _____

What location was he near during Oct - Nov of 1779? _____

(Have we read something about this location in another document? When researching, having several sources that all confirm the same information is important.)



"We then proceeded to North Castle uninterrupted, where we continued about 2 months. From thence we marched to New Windsor, where we spent the remainder of the season. From thence we marched to West Point and took up winter quarters."
-Boyrereau Brinch

This is another quote from *The Blind African Slave or Memories of Boyrereau Brinch, Nick-Named Jeffrey Brace* by Benjamin F. Prentiss. Brinch is telling about many of the places he marched to and stayed during the Revolution. Circle the piece of information that is also in the above document, and in the statement by Silas Stiles.

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Keys Included