



• NYS SOCIAL STUDIES FRAMEWORK •

4.5 IN SEARCH OF FREEDOM AND
A CALL FOR CHANGE

SLAVERY
IN NEW YORK
STATE

★ COURAGE. EQUALITY. CHANGE. ★

4.5a

✓ ELA INTEGRATED

✓ BUILD THINKING
SKILLS

✓ ENGAGING
ACTIVITIES



★ NO PREP • PRINT & GO • ANSWER KEY INCLUDED ★

Return to Home Groups. Students return to their original Home groups.
Each student teaches their group what they learned from their primary source.
Students should record:
• background information
• actions taken to fight slavery
• evidence from the primary source
• impact of the abolitionist's work
Remind students to listen carefully to each other.

Lesson #2: People Who Helped to End Slavery

Materials:
Included with download:
• "People Who Worked to End Slavery" informational text

Once students have completed the stations, have them do the "Putting the Sources Together" page. Students use information from all four primary sources to answer the summary questions.
Remind students:

Lesson #1: Enslaved Persons in New York

Materials:
Included with download:
• "Slavery in New York State"
• Station 1: Sojourner Truth D
• Station 2: Sojourner Truth I
• Station 3: Slave for Sale Adv
• Station 4: New York's Gradu
• "Putting the Sources Together"

Anticipatory Set: Begin by discussing the meaning of slavery with students.
Explain to students:
• Slavery existed in New York State.
• Enslaved Africans worked in various capacities.
• Today, students will investigate the lives of enslaved people in New York State.
Review the meaning of:
• primary source
• enslaved
• emancipation

Slavery in New York State

New York State Social Studies Framework:
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.
4.5a There were slaves in New York State. People worked to fight against slavery and for change.
• Students will examine life as a slave in New York State.
• Students will investigate people who took action to abolish slavery, including Samuel Cornish, Frederick Douglass, William Lloyd Garrison, and Harriet Tubman.

Complete, detailed lesson plans.

• discuss observations with the class
Place students into small groups to discuss their findings.
a time together as a class. Students should record:
• all reading
• all analysis questions
• all written responses
Encourage students to focus on:
• work enslaved people performed
• treatment of enslaved people
• lack of freedom
• resistance to slavery
• changes over time

Name: _____ Date: _____

★ **SLAVERY IN NEW YORK STATE** ★

In the early 1600s, the Dutch settled in an area they called New Amsterdam, which later became New York City. In 1626, the first enslaved Africans were brought to New Amsterdam by the Dutch West India Company. These men and women were forced to work without pay and were treated as property instead of people.

As New Amsterdam grew, slavery became an important part of life in the colony. Enslaved Africans helped build roads, homes, forts, and docks. They also worked on farms, loaded ships, cared for animals, and worked inside homes as cooks, cleaners, and servants. Many enslaved people in New York lived in cities and towns rather than on large farms.

Slavery in New York State was different from slavery in the southern colonies and states. In the South, many enslaved people worked on large plantations growing crops such as cotton, tobacco, and rice. In New York, there were fewer large plantations. Instead, enslaved people often worked in smaller groups in homes, businesses, workshops, farms, and along the busy waterfront of New York City.

Even though slavery in New York was different from slavery in the South, enslaved people in New York still faced great hardships. They were not free to make their own choices. They could be bought or sold, separated from their families, and punished harshly. Laws limited their rights and freedoms. Enslaved people were expected to obey their owners and work long hours each day.



Name: _____ Date: _____

★ **PEOPLE WHO WORKED TO END SLAVERY** ★

During the 1800s, many people worked to end slavery in the United States. These people were called abolitionists. Abolitionists believed slavery was wrong and should be abolished, or ended completely. Some gave speeches, wrote newspapers, helped enslaved people escape, or spoke out against unfair laws. Their actions helped more Americans understand the cruelty of slavery.

One important abolitionist was Samuel Cornish. Cornish was born free in Delaware but later lived and worked in New York City. In 1827, he helped start *Freedom's Journal*, the first African American-owned newspaper in the United States. The newspaper gave African Americans a voice and shared stories about the unfairness of slavery and discrimination. Cornish believed education, equality, and freedom were important for all people.

storytelling, and traditions.

During the late 1700s and early 1800s, more people in New York began to speak out against slavery. Some believed slavery was unfair and went against the ideas of freedom and equality. In 1799, New York passed a law that slowly began ending slavery. However, slavery did not end immediately. Some enslaved people remained in bondage for many more years.

Finally, on July 4, 1827, slavery officially ended in New York State. African Americans celebrated the day with parades, speeches, and gatherings. Even after slavery ended, many Black New Yorkers continued to face discrimination and unfair treatment. However, free African American communities continued to grow and play an important role in the history and culture of New York State.

THINKING QUESTIONS ★ ★ ★

1. What was one difference between slavery in New York State and slavery in the South? _____
2. How did enslaved Africans help the economy in New York State? _____
3. What happened on July 4, 1827? _____
4. Why is it important to learn about slavery in New York State? _____

others to join the abolitionist movement. Some people disagreed with him and even became angry at his ideas, but he continued to speak out because he believed slavery was morally wrong.

Another courageous abolitionist was Harriet Tubman. Tubman escaped from slavery in Maryland, but she risked her life by returning many times to help other enslaved people escape to freedom. She guided people along the Underground Railroad, a secret network of routes and safe houses. Tubman helped lead many enslaved people to freedom, including some who traveled to New York State and Canada.

These abolitionists used different methods to fight slavery. Some wrote newspapers and books. Others gave speeches or helped enslaved people escape. Even though they faced danger and criticism, they continued working for freedom and equality. Their efforts helped build support for ending slavery in the United States.

THINKING QUESTIONS ★ ★ ★

1. Who started *Freedom's Journal*, and why was it important? _____
2. How did Frederick Douglass help fight slavery? _____
3. What did Harriet Tubman do to help enslaved people? _____
4. How were the methods used by these abolitionists similar and different? _____

Name: _____ Date: _____

★ **EXIT TICKET** ★



What is one important idea you learned about the fight to end slavery from these four people?

Summative Assessment

★ **EXIT TICKET** ★



What is one important idea you learned about the fight to end slavery from these four people?



STATION
4

PRIMARY SOURCE

New York's Gradual Emancipation Act

"Be it enacted, That no child hereafter born within this State whose mother is a slave, shall be held to serve longer than until such child shall arrive to the age of twenty-eight years."

— *An Act for the Gradual Abolition of Slavery in this State, passed March 31, 1799*

1. What does this law say about

2. Does this law

3. What does this source tell you

4. Why do you think New York

STATION
3

PRIMARY SOURCE

Slave for Sale Advertisement

TO BE SOLD
A LIKELY NEGRO
about 23 Years of Age, used to
of good Character.
Also, a NEGRO WOMAN, and
and her two Children.
For further Particulars enquire of
the Printer hereof.
KINGSTON, May 24, 180

2. What details does the seller include

3. What does this source tell you about New York State?

4. How might the people being sold

STATION
2

PRIMARY SOURCE

Sojourner Truth's Narrative

"I have worked in the fields, and hoed corn, and planted potatoes, and turn'd, and weeded, and cut hay, and raked it, and bound it in small bundles, and shocked it in the field, and carried it home on my back, and I have

The Narrative of Sojourner Truth, a Northern Slave, 1850

1. What kinds of work did Sojourner Truth

2. What does this source tell you about New York State?

3. How is this work similar to or different

4. What does this source help you understand about enslaved people?

STATION
1

PRIMARY SOURCE

Sojourner Truth Describes Being Sold



"When I was about nine years old, I was sold, and went from one place to another. I was sold to a Dutchman, and he sold me to a

and felt the lash many a time."

Source: Sojourner Truth, *The Narrative of Sojourner Truth, a Northern Slave*, 1850.

— Sojourner Truth, *The Narrative of Sojourner Truth, a Northern Slave*, 1850

1. Who is the author of this source?

2. What does Sojourner Truth say happened to her when she was about nine years old?

3. What does this source tell you about how enslaved people were treated?

4. How might Sojourner Truth have felt? Why?

PUTTING THE SOURCES TOGETHER

What Do These Sources Tell Us About Slavery in New York State?

Directions: Think about what you learned from each of the four primary sources. Use evidence from the sources to answer the questions below.

SOURCE 1

Sojourner Truth Describes Being Sold

Sojourner Truth describes being sold away from her family when she was about nine years old and the cruel treatment she experienced.

Type:
Excerpt from a narrative

SOURCE 2

Sojourner Truth Describes Her Work

Sojourner Truth describes the hard work she did every day on farms and in homes in New York State.

Type:
Excerpt from a narrative

SOURCE 3

Slave for Sale Advertisement

An advertisement from 1807 in a New York newspaper offering enslaved people for sale.

Type:
Newspaper advertisement

SOURCE 4

New York's Gradual Emancipation Act

A law passed in 1799 that began the process of ending slavery in New York State.

Type:
Government document

1. What were some of the experiences of enslaved people in New York State? Use evidence from the sources to support your answer.

2. How were enslaved people treated in New York State according to these sources? Use evidence from the sources to support your answer.

3. What is one important thing you learned about slavery in New York State?

4. How do these sources help you understand the experience of enslaved people?

5. What is one important thing you learned about slavery in New York State from these sources?

Jigsaw Activity – Become the Expert

Primary & Secondary Sources about Sojourner Truth

STATION 4

STATION 4

Harriet Tubman (c. 1822–19) was born into slavery in Maryland. She escaped to freedom in 1849 and did not stop there. Tubman made many times to help other enslaved people escape to freedom. She became a “conductor” on the Underground Railroad, a secret network of routes and safe places that helped enslaved people find freedom in the North and Canada. Tubman risked her life to lead men, women, and children to freedom. She also worked as a nurse, and scout during the American Civil War.

Source: Library of Congress

1. What was the Underground Railroad?
2. What was the Underground Railroad?
3. According to the source, what was Tubman's role?
4. What do these primary sources tell us about Tubman?

STATION 3

WILLIAM LLOYD GARRISON

William Lloyd Garrison (1805–1879) was a white abolitionist, writer, and newspaper editor. He believed that slavery was a moral evil that should be ended immediately. In 1831, Garrison founded *The Liberator*, an anti-slavery newspaper. Through his newspaper and speeches, he urged people to stand against slavery and work for freedom and equality for all people.

Source: Library of Congress

- William Lloyd Garrison, c. 1840s. Library of Congress.
1. What did William Lloyd Garrison believe about slavery?
 2. What was *The Liberator*?
 3. According to Garrison, what was the role of the press?
 4. What do these primary sources tell us about Garrison?

STATION 2

FREDERICK DOUGLASS

Frederick Douglass (c. 1818–1895) was born into slavery in Maryland. He taught himself to read and write in secret and escaped to freedom in 1838. He became one of the most important speakers and writers in the fight against slavery. Douglass traveled across the United States and abroad, giving speeches about the cruelty of slavery and the importance of freedom and equality for all people.

Source: Library of Congress

- Source: Frederick Douglass, c. 1879. Library of Congress.
1. What was Frederick Douglass's early life like?
 2. How did Douglass learn to read and write?
 3. According to Douglass, how did enslaved people resist slavery?
 4. What was Frederick Douglass's main message?

STATION 1

SAMUEL CORNISH

A Voice for Freedom

Samuel Cornish (1793–1858) was a free Black abolitionist, writer, and newspaper editor. He was born in Delaware and later moved to New York City.

Source: Library of Congress

Source: Samuel Cornish, *African American journalist and abolitionist*, c. 1840s. Library of Congress.

To the Public.

We wish to plead our own cause. Too long have others spoken for us, and for the most part, have not spoken truly. We wish to be considered as a portion of the community, and entitled to all the rights and privileges which belong to it. We ask for no special favors, but claim those rights which belong to us as men. We are injured by the prejudices of others, and loudly call for justice.

—S. Cornish

Source: “To the Public,” *Freedom’s Journal*, Vol. I, No. 1, March 16, 1827. New York Public Library.

1. What was Samuel Cornish known for?
2. What was *Freedom’s Journal* and why was it important?
3. According to Cornish, what rights was he asking for?
4. How did Samuel Cornish work to end slavery and support equality?

Name: _____ Date: _____

★ Abolitionists Who Fought for Freedom ★

Home Group Summary Chart

Directions: After you and your expert group have finished studying your station, return to your home group. Share what you learned and complete the chart below for each abolitionist.

Abolitionist	Background (Where were they born? What was their early life like?)	What Did They Do to Abolish Slavery? (Include key actions or work)	Primary Source Evidence (Quote or key idea from the sources)	Impact How did their work help others and move the fight against slavery forward?
Samuel Cornish				
Frederick Douglass				
Harriet Tubman				
William Lloyd Garrison				

GROUP REFLECTION: What are some similarities and differences in the ways these abolitionists worked to end slavery?