

Teachers Guide 4-8 Teaching Unit My Right to Freedom

Credit Statement: Shawna Reilly researched and created this teaching unit, with interpretive and editorial support from Kori Graves, PhD. Frederick Schrock, and classroom teacher Bryony Spaziani. LaReina Torain and Lindsay Kesten assisted with the digitization and metadata creation of the primary sources.

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My Right to Freedom

Teachers Guide

tour of Cherry Hill.

How to Use This Lesson:

As a **comprehensive lesson**, in successive order OR

As **mini-lessons**, selecting activities based on one or several primary source

materials to supplement other curriculum. This lesson has 3 Parts, with about a dozen short to medium length activities:

Part A is a teacher facilitated whole class activity, introducing the institution of

slavery in Albany; **Part B** activities examine the roles and experiences of people who were enslaved. Facilitated by worksheets, the activities can be completed as a whole class

assignment, divided amongst small groups, or for individual work;

Part C explores the spaces where enslaved people lived and worked, including a 3D

The lesson concludes with an Essential Question: What do you think life might have

been like for people- including children- who were enslaved at Cherry Hill?

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4,7,9

CCSS.ELA-Literacy.RH.6-8.4 CCSS.ELA-Literacy.RH.6-8.7

Social Studies ELA Standards: CCSS.ELA-Literacy.RH.6-8.1

CCSS.ELA-Literacy.L.4&5.3,4 **Grades 6-8 Common Core**

4B 4,8,9

Grades 4-5 Common

CCSS.ELA-Literacy.RI.4&5.1-

CCSS.ELA-Literacy.RF.4&5.3,

Core ELA Standards:

CCSS.ELA-Literacy.W.4&5.3,

CCSS.ELA-Literacy.SL.4&5.1,

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Lesson 1 Content Objectives:

Teacher's Background on Enslavement at Cherry Hill

Primary and secondary sources from Historic Cherry Hill show how enslavement was a part of the agricultural and mercantile economy of Albany and other areas of New York State's Hudson River Valley.

Activities encourage students to think about what they may know about the institution of slavery, and challenge them to recognize that slavery in Albany, New York may be both different and similar to slavery that existed elsewhere.

People who were enslaved in Albany *were* dehumanized by the institution of slavery and their enslavers; Bills of sale and other documents reveal that they were treated like property under the law, by enslavers and their descendents.

However, many people who were enslaved in Albany were also skilled, often craftspeople. They worked and lived alongside free and indentured workers.

...Learn how primary

sources help us to understand the human experience in the Albany, N.Y. area, from the late 1700s to the turn of the 20th century.

...Understand that the institution of Slavery existed for 200 years in Albany, N.Y. and was a major part of its economic institutions, wealth building and inequality.

Realize that enslaved

...Realize that enslaved people- including children- had few rights because they were not citizens under the law.

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Part A: An Introduction to the Institution of Slavery

Materials: "Boy of the Van Rensselaer Family" painting, Worksheets A & B.

Overview: Students look at an 18th century painting to think about what they do and do not know about enslavement in New York State.

- **Objectives:** Students will be able to:
 - Read from informational text for understanding.
- Record facts from informational to share.
- Share findings with the group.

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Listen to and integrate the ideas of others into their own understanding.

7.2d In New York, the Dutch

established settlements along the Hudson River. Dutch contributions to American society were

This activity supports the

following NYS Social **Studies Framework:**

4.3b Colonial New York

became home to many

Colonists developed

4.5a Different groups of people did not have equal

were slaves in New York

rights and freedoms. There

different lifestyles.

State.

long-lasting.

different peoples, including

European immigrants, and free and enslaved Africans.

		Guide 4-8 Teaching Unit to Freedom Part A: Introduction	3) Examples of Leading Questions & Answers: Q: What is the name of the	
Proc	edure	FI. 14.8.2.2.2.11.14.8.2.2.2.11.14.8.2.2.2.11.14.8.2.2.2.11.14.8.2.2.2.11.14.8.2.2.2.11.14.8.2.2.2.11.14.8.2.2	painting? A: Boy of the Van Rensselaer	
1)	The	class looks at the painting, "Boy of the Van Rensselaer Family."	Family.	
2)	Each	student writes down observations and 1 question on Worksheet A.	Q: Who is in the painting? A: Two children: a Van	
3)		teacher solicits student questions and observations from the class, makinge list (use Worksheet B). Teacher asks <i>leading questions</i> , optional (see	Rensselaer, (descendant of Dutch colonists) and a boy who might have been enslaved.	
4)		class: Answer questions students still have about the painting.	Q: Who/what else is in the painting? A: A bird, dog, mountain, nature, a pillow.	
	b)	Discuss the Brainstorm Question: What do you know about slavery?	Q: Who is in front? Who is in back?	
	know State mea Optio	purpose of this discussion is for students to use the painting and prior viedge to realize that the institution of slavery was brought to New York by colonists like the Van Rensselaers, and to think about what that nt: People worked without pay, and did not have the rights of Americans. Onal follow up questions:	A: The Van Rensselaer child is in front. The child of African descent is in back. Q: What do you think their relationship is? A: The older child was a personal servant to the younger child.	
	Wha	t was slavery? Who was enslaved? Were children enslaved?	cniid.	

Teachers Guide, 4-8 Teaching Unit **Other Resources:** My Right to Freedom **Part A: Introduction** We are using the word "enslaved" as a verb instead **Procedure (continued):** of "slave" as an adjective. Writing about "slavery"? This Might Help – NAACP Did you know?: People were enslaved in Albany, N.Y. from 1626 to 1827. Culpeper Q: How long is that? A: 201 years Art of Enslavement – New York Slavery Records Index

5) The teacher introduces the topic of Lesson 1: My Right to Freedom a) Background: The painting "Boy of the Van Rensselaer Family" is the only b) known picture of a Black person in Albany, New York from the 1700s.

Q: Why do you think there were so few pictures? A: People who were enslaved were not painted as often as people who were wealthy and in power.

Slavery | New York State

History_of_slavery_in_New_

Slavery in Old Albany –

Family on NYSM page

"copied from a plate reproduced in Patria..."

Friends of Albany History

Boy of the Van Rensselaer

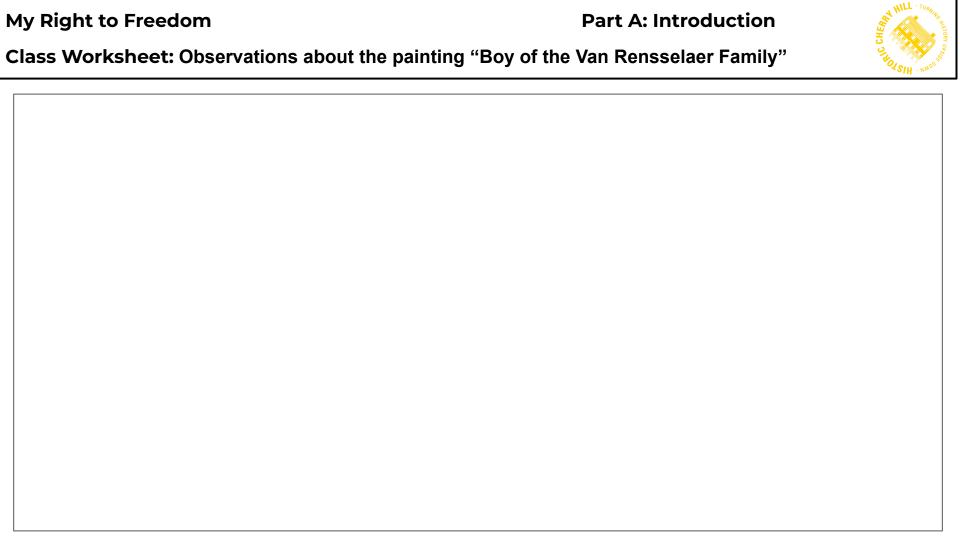
Archives

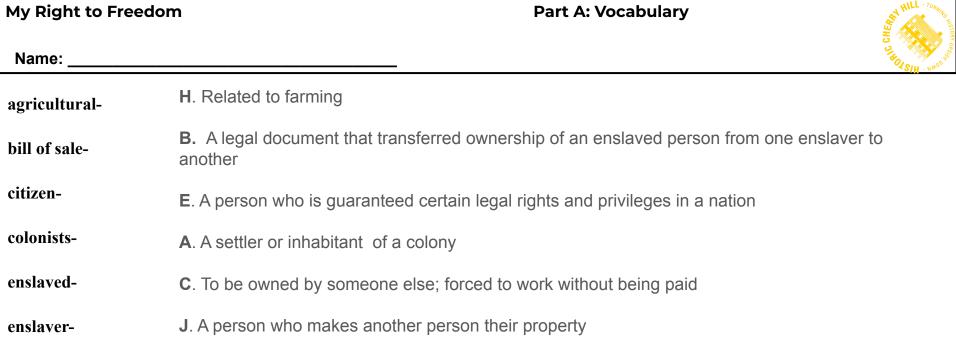
Citations:

York_(state)

Q: Why might it be hard to learn about what life was like for Black people who were enslaved? A: Because most of the artifacts were saved by the enslavers. We will look at primary sources from Historic Cherry Hill to learn about slavery

in Albany, New York to answer an *Essential Question:* What do you think life might have been like for people who were enslaved at places like Cherry Hill in Albany, New York?





laborer-

trade-

merchant-

primary source-

D. A person who does physical work for pay

F. A person who buys, sells, and trades goods

G. Original materials; a first hand account of a moment in history

I. The business of buying and selling or bartering goods

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Materials: Worksheets 1a-7b, primary and secondary artifacts embedded in the Google slides.

Overview: Students look at primary source artwork and read informational text to learn about the institution of slavery in the Albany area of New York State.

Parts B & C: Activities 1a-7b

Objectives: Students will be able to:

large groups.

- Make comparisons between 3 primary sources to learn about enslavement in urban and rural settings.
- Read and compare facts from 3 informational texts for understanding.
- Write answers to questions and record information, individually or in small or

Procedure:

- Students work as a class, in groups or independently to complete worksheets
- with guided questions about primary source images.
- Teacher facilitates sharing of student findings as a whole class or in smaller groups.

These activities support the following NYS Social **Studies Framework:** 4.3b Colonial New York

became home to many different peoples, including European immigrants, and

free and enslaved Africans. Colonists developed different lifestyles. 4.5a Different groups of people did not have equal

were slaves in New York State. 7.2d In New York, the Dutch established settlements

rights and freedoms. There

along the Hudson River...Dutch contributions to American society were long-lasting.

Teachers Guide 4-8 Teaching Unit **Worksheet Questions:** My Right to Freedom Part C: Activity 8 & Conclusion Write the most **Materials:** Worksheet 8 & Essential Question worksheet, primary and secondary interesting thing you artifacts embedded in the Google slides. saw during the virtual tour of Cherry Hill, and **Overview:** Students look explore the historic house to envision the experiences of why it was interesting.

OR

Draw a scene from

Brainstorm: What do

Virtual walk through HCH, Dinah Jackson's room on

<u>3d-model/historic-cherry-hill/f</u>

you want to know more

Cherry Hill.

about?

enslaved people; Teachers guide the entire class as they answer the essential question.

Objectives: Students will be able to:

- Reflect on what they have learned about the institution of slavery.
- - Express their findings verbally and listen to those of others as part of a whole class discussion.

group findings.

Procedure:

- Floor 1: www.tours.vividmediany.com/ Students work as a class, in groups or independently to explore the 3D tour ullscreen/
- of HCH and answer the questions on Worksheet 8. Teacher facilitates answering of the essential question and discussion about

Express their findings in writing.

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Conclusion

Essential Question:

What do you think life was like for people- including children- who were enslaved at Cherry Hill?

Essential Question Worksheet:

Think about what you've learned about in this lesson...

Think about the experiences of Andrew.

Brit, Tom, Dine, Cato, Martineek,

Molly, Elsie, Cornell,

Dinah Jackson, and

others who were enslaved at Cherry Hill.