



MINI UNIT INTRODUCTION: LESSON 1

"Liberty in Our Grasp" lesson plans were developed through a partnership between the Delaware Historical Society and the Hard History Project with financial support from the State of Delaware Division of Historical and Cultural Affairs and M&T Bank.

Developed by: Kirsten Campbell

This mini unit is meant to be taught over 3–5-days and incorporates several resources from a range of sites and organizations. Each lesson begins with a framework outlining essential knowledge and materials needed to carry out the lesson. The essential knowledge is taken from *Learning for Justice: Teaching Hard History* standards. Clicking the essential knowledge links on the slide deck will give the teacher a deeper understanding of the standard. The framework is followed by the information teachers will convey, including a slide deck, Student Activity Sheet(s), and resources. In addition, each lesson ends with a culminating activity for teachers to gauge each student's level of understanding.

This mini unit is by no means a cumulative unit on American enslavement, rather, it is meant to be used within a larger history unit. As experts in their field, teachers may choose to extend or compact this mini unit depending on the age group, state standards, and level of discussion in their class. While the information in this mini unit is essential to student learning, it is sensitive information and is not meant to be rushed through or taken lightly. As you deliver content to students, please keep the focus on the humans behind these stories and their lived experiences.

Lesson 1: Enslavement Ads

[Essential Knowledge:](#)

Learning for Justice Standards

Key Understandings for Students

Background Knowledge for Educators

Essential Knowledge 2: Students should know that slavery is when a person owns another person as property.

Essential Knowledge 5: Students should know that enslaved people hated being enslaved, and resisted bondage in many ways.

Essential Knowledge 11: Students will know that the main purpose of American slavery was to make money for enslavers.

Essential Knowledge 14: Enslavers adopted and spread false beliefs about racial inferiority, including many that still impact us today.

Essential Knowledge 15: In every place and time, enslaved people sought freedom.

Materials	<ul style="list-style-type: none"> • Slide deck • Newspaper Excerpt: Reward and sale notices for enslaved people, unidentified newspaper, 1790 • YouTube: “Ex-slaves Talk about Slavery in the USA” • Document Analysis and Reflection Worksheet, Video Reflection Worksheet, and 3-2-1 Exit Ticket
Procedure Introduction (5 minutes)	<p>Slide 3</p> <p><u>Read to students:</u> <i>Think about all the advertisements you see on TV, on the internet, in the newspaper, on commercials, and in other places.</i></p> <p><u>Ask:</u> <i>What kinds of things are advertised?</i></p> <p>Let students give examples of various products. Show pictures.</p> <p>Slide 4</p> <p><u>Ask:</u> <i>Have you ever seen a human life for sale in an advertisement?</i> (Let students answer and address any misconceptions.)</p> <p><u>Ask:</u> <i>What would your reaction be if you saw one?</i> (Let students share reactions. This is your time to set the serious tone of the lesson in a way fit for your class.)</p> <p>Record student reaction words.</p>
Activity 1: Enslavement Ads (10-15 minutes)	<p>Slide 5</p> <p><u>Read directions to students:</u> <i>With a partner or on your own, take 5 minutes to read through the following newspaper advertisements. Reflect on your Document Analysis and Reflection worksheet, including answering the questions below:</i></p> <ul style="list-style-type: none"> • <i>What is being advertised?</i> • <i>What year is this newspaper from?</i> • <i>How does this make you feel?</i> <p>*Be sure students know that letters that look like an “f” are actually the letter “s”.</p> <p>Pass out hard copies of Reward and sale notices for enslaved people to students. Give students the option to reflect on their own or with a partner. Ensure students feel comfortable working with their partner. This material may be difficult for students to see. As they read, circle around the room to help students read and reflect. Set a timer for 5 minutes, then come back together for a group discussion.</p> <p>Slide 6</p> <p>This is the slide where teacher craft comes into play. As you introduce the lesson, you may point out words or concepts that spark emotion (“property”, reward prices, humans being sold alongside animals, etc.). You may want to read ads titled “Four Dollars Reward” and “To Be Sold” aloud. They are pictured on the slide. Ask the following questions. Give wait time between each question.</p> <ul style="list-style-type: none"> • <i>What is being advertised?</i> • <i>What year is this newspaper from?</i>

	<ul style="list-style-type: none"> ● <i>Did anything stand out to you?</i> ● <i>What is written in each ad?</i> ● <i>From whose perspective is the ad written?</i> ● <i>How do you feel after seeing this?</i> <p>If the conversation starts to go in another direction which you feel is productive, allow students to go there. If the conversation is going in a direction that you don't feel comfortable with, return to the questions above. However, you are in no way tied to these questions/conversations. Allow students to guide the discourse.</p>
Activity 2: Voices of Enslaved People (10-15 minutes)	<p>Slide 7</p> <p><u>Read to students:</u> <i>In the 1930s and '40s, a man named John Henry Faulk sat down and spoke with formerly enslaved men and women. In this video, we will hear Fountain Hughes, Harriet Smith, and Laura Smalley tell their stories of being enslaved as children. As they tell their stories, write down any reactions you have on the Video Reflection worksheet.</i></p> <p><u>Show the following YouTube video:</u> "Ex-slaves Talk about Slavery in the USA"</p> <p>*If you read the statement above, you can start at timestamp 1:23. Feel free to show the whole video if there is time.</p> <p><i>After the video, explain that not all enslaved people worked in agriculture on plantations. A large number were highly skilled in areas such as sailing, cooking, medicine, weaving, sewing, music, dance, and more. The enslavers depended on their highly specialized skills.</i></p> <p>Slide 8</p> <p>Debrief by asking the following questions and recording student answers.</p> <ul style="list-style-type: none"> ● What are some things you heard in the video? ● How did the stories of Mr. Hughes, Ms. Smith, and Ms. Smalley make you feel? ● Why were people enslaved? <p>How do you think those who were enslaved felt?</p>
Closing	<p>Slide 9</p> <p>Students should complete a 3-2-1 exit ticket when they finish.</p> <ul style="list-style-type: none"> ● 3 Things I Learned ● 2 Things That Stood Out to Me ● 1 Question I Still Have

ship in the United States of America, being an improvement of the old Version of the Psalms of David, allowed by the Rev. Synod of New-York and Philadelphia. To this Edition are added, the words of sundry Anthems.

Scott's Lessons.
Thompson's Seasons.
School and Pocket Bibles.
Testaments.
Dilworth's and Pierces Spelling Books.
New England and Federal Primers.
And a variety of small Histories.

A L S O.
Paper. Parchment Ink Powder.
Quill's. Wafers, &c. &c.
Wilmington, Nov. 27.

Four Dollars Reward.

ABSCONDED last night from the house of the subscriber, in Pennsbury Township, Chester county, a certain man who calls himself Arthur Walton, about five feet nine or ten inches high, square shouldered, grey beard, blind of the left eye; had on a brown linsey woolsey jacket patched with white cloth, and a pair of black breeches; took with him, two pair of silver buckles, a fur hat half worn, a leather jacket, one shirt and one pair of blue striped trowsers wet out of the wash tub, a pair of shoes half worn, three pair of blue yarn stockings, one pair of which was never washed, one leather apron, one pocket handkerchief marked M. M. and one bag marked E. H. It is very likely he will have some of the stolen cloaths on. Whoever secures said thief, so that the owner may get his property, and the thief brought to justice, shall have the above reward, or two dollars for the thief only.

Evan Harry.

11th mo. 24th.

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PUBLIC NOTICE.

THE Committee appointed by the General Assembly of the Delaware State at their late session, to make report concerning the propriety of the ferries of Christiana being made public ferries, will meet at the house of Peter Jaquett at said ferry on Saturday the fourth of December next, where all persons concerned are desired to attend.

Christiana Ferry Nov. 27.

PUBLIC NOTICE.

WAS apprehended on the 13th day of October, a certain William Evans, who had brought a stolen horse to this town last spring; there was taken with him a sorrel horse, about fourteen hands high, a natural trotter, with a ratch down his face; he is supposed to have been stolen. Any person who has lost such an horse by applying to George M'Canliffe in Shippensburg, proving their property and paying charges may have him. The thief is lodged in Carlisle jail, in Cumberland county, State of Pennsylvania, by me

William Cowan.

Shippensburg, Oct. 20.

98 3

TO BE SOLD,

At Middletown, on Tuesday the 30th inst.

THE FOLLOWING

Valuable Property, viz.

About 20 negroes, consisting of men, boys and girls; a number of horses, cattle, sheep and hogs; carts, plows, harrows, geers, and sundry other farming utensils. Also, a large quantity of corn, potatoes, and turnips. The property will certainly be sold on said day, unless it proves wet; in such case, the first fair day after. The conditions of sale will be made known by

John Stockton, Sh'ff.

Nov. 10.

Jesse Higgins.

N. B. Some of the negroes will be sold for a term of years.

Twenty Dollars Reward.

RAN away from the subscriber living near Mispillion, Kent county, Delaware State, on the 6th inst. a Negro Man, named Isaac, is of a yellowish complexion, well made, large eyes, about five feet six inches high, fond of liquor, had on and took with him, a striped cotton coat and jacket, one fine ruf-fled shirt, one tow do. tow trowsers, fine hat, one half worn felt do, one scarlet cloth coat much worn, one dark linsey woolsey jacket with sleeves, two pair cloth breeches, one pair drab color the other London brown with silk knee bands. The above negroe was seen near Cantwell's Bridge some time since. Any person securing said fellow in any gaol, shall have the above reward, and if brought home, reasonable charges paid by

JAMES JOHNSON.

Oct. 30, 1790.

3w

To be sold, at public sale,

On Monday the 29th of this instant, at the late dwelling house of John Thompson, Esq. dec. in Red Lion hundred.

All his moveable Property,

Consisting of a number of negroes, numerous stock of horses, cows, oxen, sheep and hogs, household and kitchen furniture; farming utensils; a considerable quantity of wheat in the stack, a large crop in the ground, hay, straw, fodder and a large crop of corn, with sundry other articles too tedious to enumerate. The sale to commence at 9 o'clock on said day, when attendance will be given, and a considerable credit allowed by

David Thompson,

John Thompson,

William M'Kennon.

} Admrs.

New-Castle county, Nov. 13

Name: _____

Date: _____

Document Analysis and Reflection

With a partner or on your own, take 3 minutes to read through the newspaper advertisements. Reflect in the space below as you read the newspaper advertisements. Answer the following questions in your reflection:

- What is being advertised?
- What year is this newspaper from?
- How does this make you feel? (Picture or words)

Name: _____

Date: _____

Video Reflection

As you [watch the video](#), “Ex-slaves Talk About Slavery in the USA”, record any words, stories, or feelings that stand out to you in the space below. (Pictures or words)

Name: _____

Date: _____

3-2-1 Exit Ticket:

3 Things I Learned:

2 Feelings I Had (Pictures or words):

1 Question I Still Have: