



MINI UNIT INTRODUCTION: LESSON 3

"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.

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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 3: Enslavement in Delaware

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.

	<p>Essential Knowledge 15: In every place and time, enslaved people sought freedom.</p>
<p>Materials</p>	<ul style="list-style-type: none"> ● Slide deck ● Article: Juneteenth Did Not Mean Freedom for Delaware Slaves ● Harriet Tubman Video: The breathtaking courage of Harriet Tubman – Janell Hobson ● Emeline’s Story Website: Flight to Freedom: Emeline’s Story ● Map Activity Worksheet, Juneteenth Did Not Mean Freedom for Delaware Slaves Notes and Worksheet, Flight to Freedom: Emeline’s Story Worksheet, Exit Ticket
<p>Procedure</p> <p>Introduction (5 minutes)</p>	<p>Slide 24</p> <p><u>Tell students:</u> <i>This map shows the growth of the U.S. from 1790–1860. As our country expanded west, what happened to the enslaved population?</i></p> <p><u>Circle to make each statement true.</u></p> <p>When years get higher, the amount of land gets <u>larger/smaller</u>.</p> <p>When years get higher, the amount of people enslaved <u>increases/decreases</u>.</p> <p>When years get higher, the enslaved population becomes greater in the <u>north/south</u>.</p> <p>The map does not pause, however, you can discover more about this map here.</p>
<p>Activity: Delaware Enslavement and the Underground Railroad (25 minutes)</p>	<p>Slide 25</p> <p><u>Tell students:</u> <i>Delaware was an interesting state because it’s located on the Mason-Dixon Line which unofficially separated states in which slavery was legal and states where it was illegal.</i></p> <p>Ask: <i>Where is Delaware? How do you think that impacted our laws on enslavement? (Some Delawareans followed laws of the south, enslaving larger numbers of people, and some followed laws of the north, enslaving fewer people, and having small communities of free African Americans.)</i></p> <p><i>If you and/or your students are interested in learning more about the fascinating history of the Mason-Dixon Line, feel free to watch the videos or read the passage here.</i></p> <p>Slide 26</p> <p><u>Tell students:</u> <i>Read the following article with a partner: Juneteenth Did Not Mean Freedom for Delaware Slaves. Annotate as you read to ensure understanding. When you finish, be ready to discuss the important facts presented in the passage.</i></p> <p>Give students 10 minutes to read and annotate for the main idea.</p> <p>Slide 27</p> <p><u>Tell students:</u> <i>When enslavers could not pay their debt, their property was sold. “Sheriff Sales” auctioned off African Americans across Delaware into the 1860s. Pictured on the slide are two ads from two different newspapers; the left one is from 1862 and the right</i></p>

one is from 1860. Enslavers also hosted private auctions to sell the people they enslaved.

Ask: What do these advertisements tell us about Delaware's history? Was Delaware more similar to Northern states or Southern states when it came to enslavement?

Links to primary sources:

[Broadside, Kent County Sheriff Sale. George Brown, a free Black man, is sold for a term to not exceed 7 years for claims against him, June 9, 1862](#)

[Photographic copy of broadside advertising public sale of enslaved people in New Castle, Delaware, December 6, 1860](#)

Slide 28

Tell students: One way that enslaved people tried to seek freedom from their enslavement camps was through the Underground Railroad. Watch the following video about Harriet Tubman who traveled through Delaware and neighboring states on several dangerous missions to seek freedom for herself and others during the 1850s and '60s. As you watch, write down any interesting facts you learn about Harriet.

Harriet Tubman Video: [The breathtaking courage of Harriet Tubman – Janell Hobson](#)

**Closing
(10 minutes)**

Slide 29

Tell students: You're about to read an account of a freedom seeker named Emeline Hawkins and her journey on the Underground Railroad. With a partner, follow Emeline and her family's dangerous journey on the Underground Railroad. At each stop, summarize what happened in one sentence. When you are finished, answer the following questions: At the end of Emeline's journey, were she and her family truly free? Why or why not?

Website: [Flight to Freedom: Emeline's Story](#)

Name: _____ Date: _____

Map Activity Worksheet

What do you notice about the map (Slide 24)? Circle to make each statement true.

1. When years get higher, the amount of land gets larger/smaller.
2. When years get higher, the amount of people enslaved increases/decreases.
3. When years get higher, the enslaved population becomes greater in the north/south.

Name: _____ Date: _____

News Article Worksheet

Read [Juneteenth Did Not Mean Freedom for Delaware Slaves](#) with a partner. Then, record one main idea of the article below:

Name: _____ Date: _____

Flight to Freedom: Emeline's Story Worksheet

Stops	Summarize What Happened in One Sentence
Ingleside, Maryland	
Camden, Delaware	
Middletown, Delaware	
New Castle, Delaware	
Wilmington, Delaware	
Byberry Township, Delaware	

At the end of Emeline's journey, were she and her family truly free? Why or why not?

Name: _____ Date: _____

Exit Ticket

Write at least one interesting fact you learned watching [The breathtaking courage of Harriet Tubman – Janell Hobson](#).