

PEOPLE NOT PROPERTY

ENSLAVEMENT IN THE NORTH AND SOUTH IN THE 18TH CENTURY LESSON

MATERIALS:

- Student access to the People Not Property website ([Home | People Not Property \(hudsonvalley.org\)](http://Home | People Not Property (hudsonvalley.org)))
- Copies of the student [handout](#)

LESSON OBJECTIVES: (APUSH Key Concepts are referenced below.)

- Explain the causes and effects of slavery in the various British colonial regions. (Slavery in the British Colonies-Key Concept 2.6)
- Compare the effects of the development of colonial society in the various regions of North America. (Comparison in Period 2-Key Concepts 2.8)
- Explain the continuities and changes in American culture from 1754 to 1800. (Developing an American Identity-Key Concepts 3.11)

LENGTH OF LESSON:

- Two class periods (90-120 minutes)

PLAN OF INSTRUCTION:

- Tell students: List everything you know about enslavement in the British colonies in the 18th century (1700-1799).
 - Give students two minutes to compile their list. After the two minutes have passed, break students up into groups of four and have them complete a Consensus Placemat to capture what they know about enslavement.
 - **Consensus Placemat Activity:** In the middle of the tables or on a classroom wall, place a large sheet of paper with a Consensus Placemat drawn on it. [Click here for an example](#). Give students two minutes to write down what they know about enslavement in their provided box. After the two minutes have ended, give students five minutes to discuss their individual boxes and write down anything that the group can all agree on or reach a consensus on in the center circle. After this is complete, ask each group to have one person stand up and share one point of consensus from their placemat.
 - One way to have students share is to have the entire class stand up. One group will share at a time and then sit down when they finish. Continue this process until everyone is back in their seats.

- Transition: You have all demonstrated some strong understandings of enslavement in the 18th century in the British colonies, but now we are going to delve even more into the comparison between enslavement in the two regions of the British colonies. In order to explore enslavement in various regions, we are going to use two websites. The first website is People Not Property, [Home | People Not Property \(hudsonvalley.org\)](http://Home | People Not Property (hudsonvalley.org)) and the second website is Mount Vernon, George Washington's Mount Vernon.
 - Explain to students:
 - You are going to explore the sites in order to better understand the institution of enslavement in the two regions of the British colonies (later American states).
 - You are going to explore the sites to be able to understand enslavement from the perspective of enslaved peoples in both regions of North America.
 - You are going to explore the sites to see how different historic places and institutions are exploring the issue of 18th century enslavement in the modern era.
 - You are going to explore the sites to learn about enslavement beyond the institution itself. You are going to explore moments of resistance, moments of strength and more through the experiences of the enslaved.
- Put the students in pairs and ensure that they have the [student handout](#). Have students complete the exploration in pairs.

1. Extension Activity Opportunities:

You have been hired to update the People Not Property website. How would you enhance or change the website to tell the story of enslaved individuals in the 18th century?

You are teaching APUSH key concept 2.6. Explain the causes and effects of slavery in the various British colonial regions. What lesson would you create using the People Not Property website to help students explore the causes and effects of slavery in the 18th century?

HARD HISTORY FRAMEWORK KEY CONCEPTS ADDRESSED:

- Slavery and the slave trade were central to the development and growth of the colonial economies and what is now the United States.
- Protections for slavery were embedded in the founding documents; enslavers dominated the federal government, Supreme Court and Senate from 1787 through 1860.
- Slavery was an institution of power designed to create profit for the enslavers and break the will of the enslaved. It was a relentless quest for profit abetted by racism.
- Enslaved people resisted the efforts of their enslavers to reduce them to commodities in both revolutionary and everyday ways.

- The experience of slavery varied depending on time, location, crop, labor performed, size of slaveholding and gender.

NY STATE 9-12 SOCIAL STUDIES FRAMEWORK OBJECTIVES ADDRESSED:

A. Gathering, Interpreting and Using Evidence

1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.
2. Identify, describe and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions and other primary and secondary sources).
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format and audience.
4. Describe, analyze and evaluate arguments of others.
5. Make inferences and draw conclusions from evidence.
6. Deconstruct and construct plausible and persuasive arguments, using evidence.
7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

C. Comparison and Contextualization

1. Identify similarities and differences between geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.
2. Identify, compare and evaluate multiple perspectives on a given historical experience.
3. Identify and compare similarities and differences between historical developments over time and in different geographical and cultural contexts.
4. Describe, compare and evaluate multiple historical developments (within societies, across and between societies, in various chronological and geographical contexts).
5. Recognize the relationship between geography, economics and history as a context for events and movements and as a matrix of time and place.
6. Connect historical developments to specific circumstances of time and place and to broader regional, national or global processes, and draw connections to the present (where appropriate).

PEOPLE NOT PROPERTY COMPARISON OF ENSLAVEMENT IN REGIONS OF BRITISH NORTH AMERICA IN THE 18TH CENTURY WORKSHEET

Use the following websites to answer the questions below ([Home | People Not Property \(hudsonvalley.org\)](http://Home.PeopleNotProperty.org)) AND [George Washington's Mount Vernon](http://GeorgeWashingtonsMountVernon.org)

PEOPLE NOT PROPERTY WEBSITE [Home | People Not Property \(hudsonvalley.org\)](http://Home.PeopleNotProperty.org)

You are to begin your exploration of enslavement with this website first.

1. Under Chapter 1 Defining Slavery, go to the Business of Slavery section of the chapter. Explore this section of the chapter and answer the following questions:
 - a. How did enslavers benefit from the institution of enslavement?
 - b. What type of labor did enslaved peoples engage in in the northern British colonies and later northern region of the United States?
2. Under Chapter 2 Being Enslaved, go to the Skilled Labor section of the chapter. Explore this section of the chapter and answer the following questions:
 - a. Using the facts and figures video discuss why Philipsburg Manor was so profitable
3. Under Chapter 2 Being Enslaved, go to the Skilled Labor section of the chapter and explore Caesar's story. After learning about Caesar, answer the following:
 - a. What does Caesar's story illustrate about the institution of enslavement?
 - b. Do you find it more powerful to explore the story of one enslaved individual or to explore facts and figures to better understand the institution of enslavement? (you must explain your answer in 3-4 sentences using material from the website to support your opinion)

MOUNT VERNON WEBSITE [George Washington's Mount Vernon](http://GeorgeWashingtonsMountVernon.org)

You are to now continue your exploration of enslavement with this website.

1. Click on the tab that says George Washington. Then click on the slavery link to answer the questions below
 - a. How did George Washington benefit from the institution of enslavement?
 - b. What type of labor did enslaved peoples engage in in the southern British colonies and later southern region of the United States?
2. Under the Slavery tab, click on a Day in the Life of an Enslaved Cook.
 - a. What does this story illustrate about the institution of enslavement?
3. Under the Slavery tab, click on the biographies section.
 - a. Explore three different individuals using the biographies section. Discuss what was similar about the stories and what was different. (This can be done in a chart you create or in a written narrative)

Exploration of the Life of the Enslaved

Research the life of Caesar from Philipsburg Manor and Nathan and Lucy from Mt Vernon and write a small summary of how each, in their own way, resisted the institution of enslavement, as well as still built a family and community.

Culminating Activity

Using the knowledge that you have gained from the two provided websites/historical institutions you are to write a four-paragraph essay in which you discuss to what extent was the institution of enslavement similar in both the north and the south in the 18th century. This response should be handled the same as an APUSH LEQ response. The APUSH LEQ rubric is attached to ensure that you understand all that needs to be included in your essay. **OR**

Using the knowledge that you have gained from the two provided websites/historical institutions you are to write a four-paragraph essay in which you discuss to what extent did the experiences of the enslaved share similarities regardless of region of enslavement in the 18th century. This response should be handled the same as an APUSH LEQ response. The APUSH LEQ rubric is attached to ensure that you understand all that needs to be included in your essay.