

# Personal Stories and Primary Sources: Engaging Techniques for Teaching Slavery

Presented by Historic Hudson Valley

Social Studies Virtual Unconference

May 13, 2020

Historic  
Hudson  
Valley



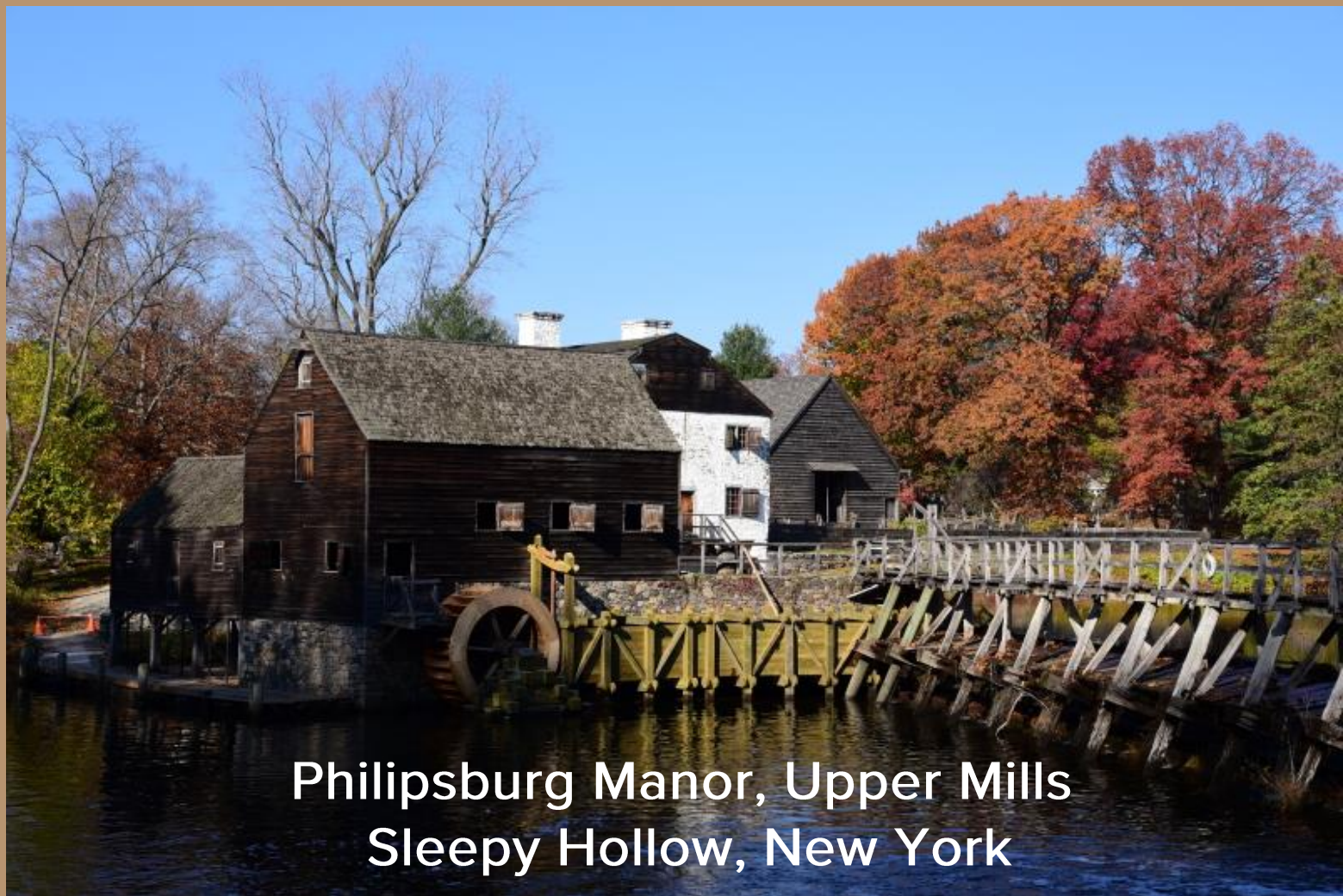
Slavery in the  
Colonial North



NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES



INSTITUTE of  
Museum and Library  
SERVICES



Philipsburg Manor, Upper Mills  
Sleepy Hollow, New York

# Free Resources for Your Classroom



## People Not Property

Interactive documentary

*With support from the National  
Endowment for the Humanities*



## Runaway

Short film and curriculum

*With support from the Institute of  
Museum and Library Services*



## Traders and Raiders

Website and game

*With support from the Institute of  
Museum and Library Services*

All resources available at [www.HudsonValley.org](http://www.HudsonValley.org)

# Today's Session

- Introduce **free online resources** to help teach slavery more effectively, more truthfully, and in a way reflective of best practices for teaching this content in today's classroom
- Highlight some **in-classroom activities**
- Goal: to **help teachers feel more empowered** to teach a more complete history of American slavery in the classroom



## Resource 1: People Not Property

Stories of Slavery in the Colonial North

# People Not Property

PRESENTED BY HISTORIC HUDSON VALLEY

[www.PeopleNotProperty.HudsonValley.org](http://www.PeopleNotProperty.HudsonValley.org)

# RUN away on Saturday

## People Not Property

Stories of Slavery in the Colonial North

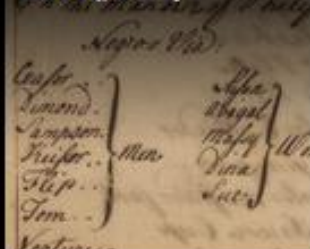


PLAY INTRODUCTION

Historic  
Hudson  
Valley

### CHAPTER 1

## Defining Slavery



### CHAPTER 2

## Being Enslaved



### CHAPTER 3

## Choosing Resistance



### CHAPTER 4

## Pursuing Justice



## Joan and John Jackson's Story



## Caesar's Story



## Creating Identity, Retaining Culture



PEOPLE NOT PROPERTY > HOME > PURSUING JUSTICE >

## Confronting the Past

Recent scholarship has revealed a truth that public historians concealed for centuries: slavery was the brutal foundation upon which the entire United States, north and south, was built. It was and is our American paradox: the "land of the free" was also a land that legally defined millions of people as property.





# The Philipsburg Manor Inventory

TRANSCRIPT ☐ OFF



> MAKING CHOICES >

## What Could They Do?

Uncover stories of enslaved individuals who resisted their conditions. Select a situation, choose a possible course of action, and explore the historical outcome.

1.

If enslaved individuals

were taken away from family and community

A

wanted to change their working conditions

B

were feeling threatened

C

SELECT A SITUATION TO CONTINUE

500 pounds of flour per hour

× 10 hours a day

× 6 days per week

× 15 weeks

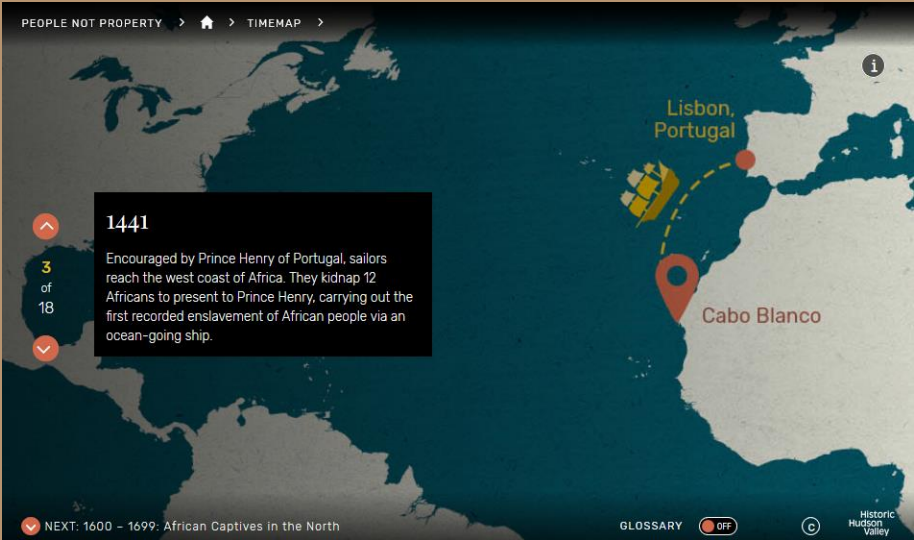
= **How many pounds of flour per season?**



15 WEEKS

01:47

PEOPLE NOT PROPERTY > > TIMEMAP >



1441

Encouraged by Prince Henry of Portugal, sailors reach the west coast of Africa. They kidnap 12 Africans to present to Prince Henry, carrying out the first recorded enslavement of African people via an ocean-going ship.

3

of

18

✓

NEXT: 1600 – 1699: African Captives in the North

GLOSSARY

☐ OFF

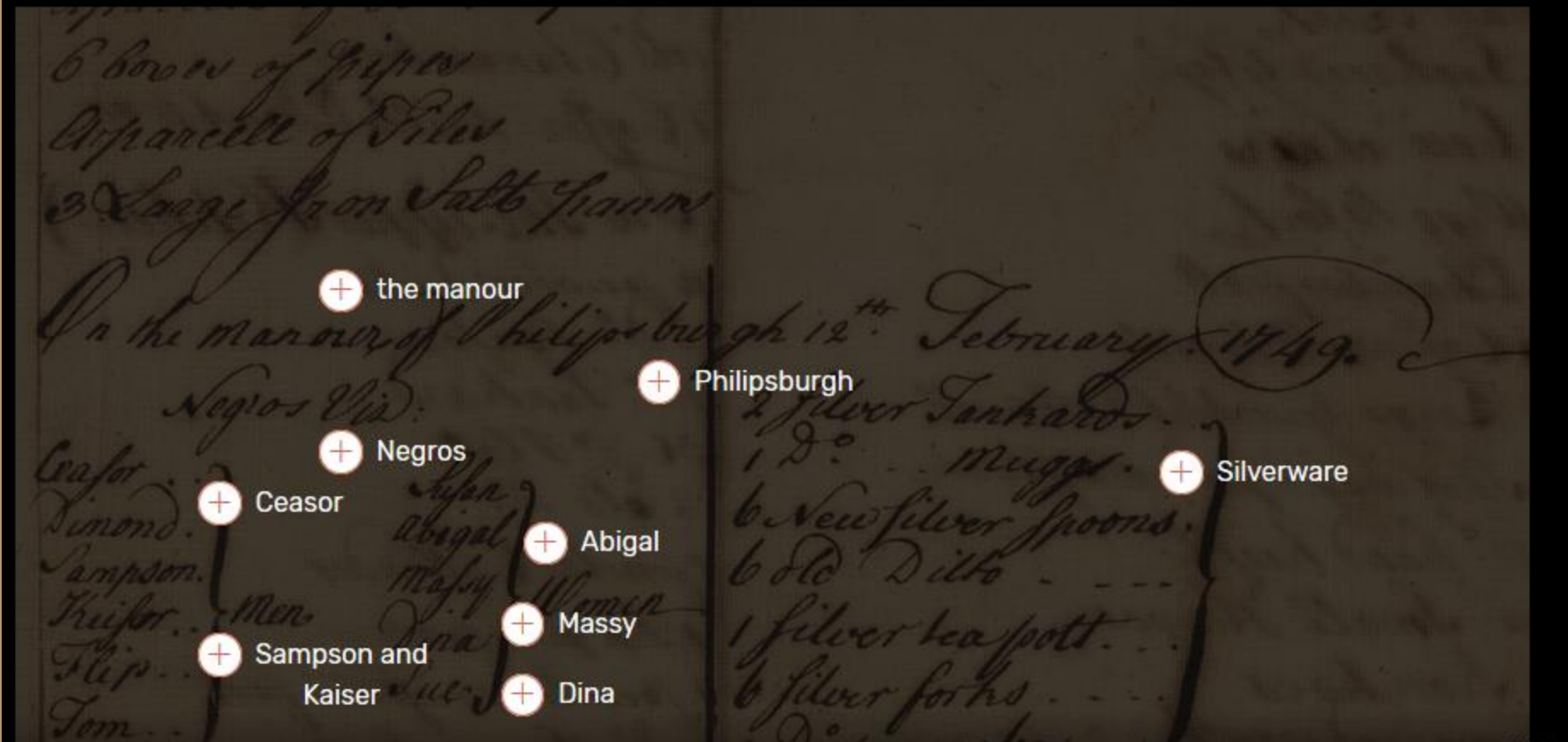
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Historic Hudson Valley



# The Philipsburg Manor Inventory

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+ Philipsburgh

+ Negros

+ Ceasor

+ Abigal

+ Massy

+ Sampson and  
Kaiser

+ Dina

+ Venture

+ Men not fitt for work

+ Tom, Charles, Sam,  
Dimond, Ceasor

+ Sam

+ Silverware



## Caesar ("Ceasor")

Caesar was named first among those enslaved, suggesting that his work on the site was the most valuable to his enslaver. Because milling was crucial to the operation of Philipsburg Manor, and other primary documents note that the miller was an enslaved man, it is likely that Caesar was the name of the miller.

## Resource 2: “Runaway” Film and Curriculum











## Resource 3: Traders and Raiders







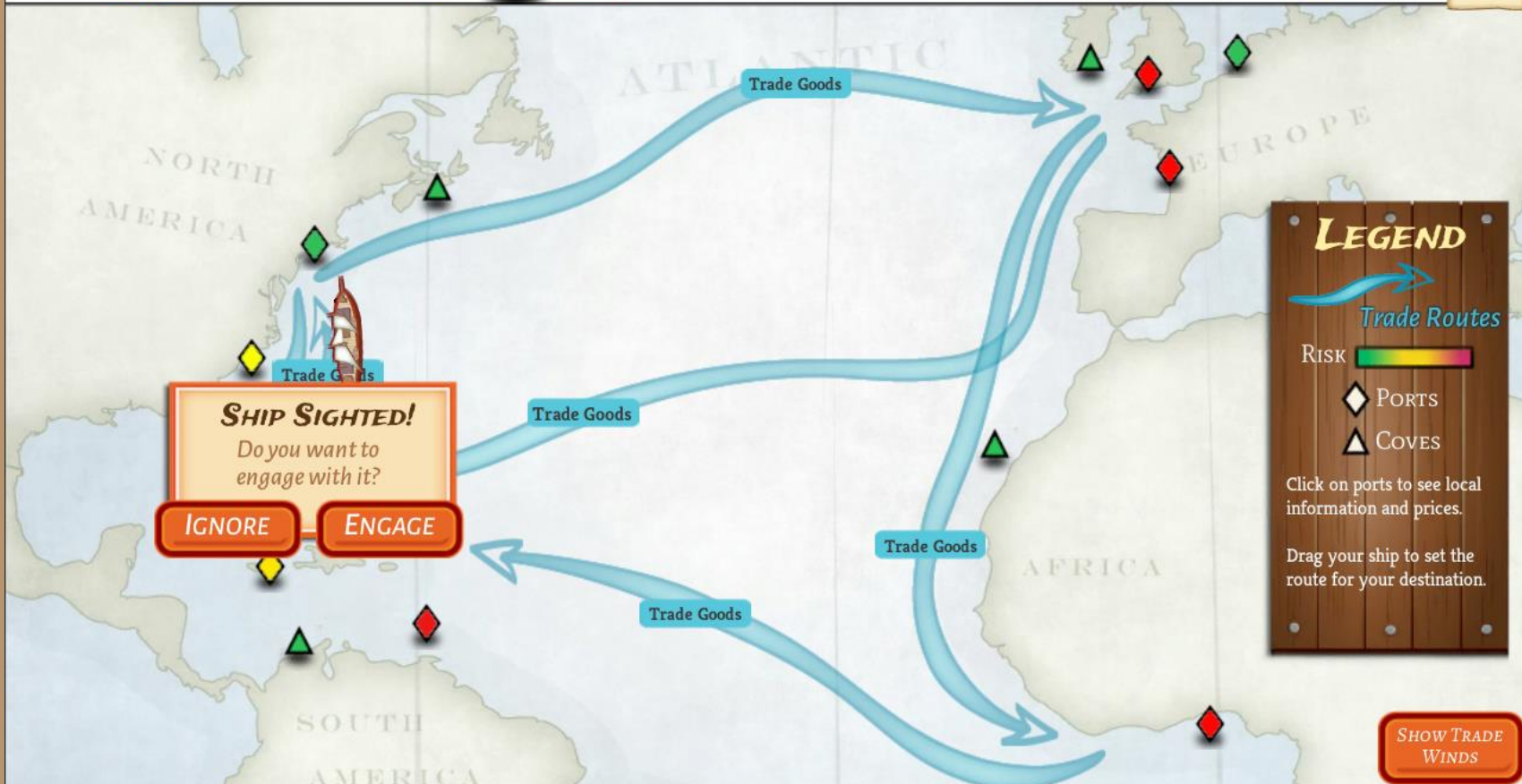
CONDITION

CREW

 PHILIPSE  
 OTHER

APRIL 27

1701

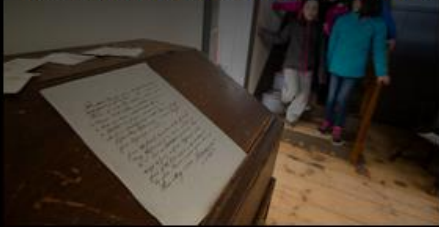


# People Not Property Teacher Resources Tab

challenging subject of slavery in today's classroom.

PEOPLE NOT PROPERTY > 🏠 >

## People Not Property Classroom Materials



## People Not Property: Website Resources for Teachers



## Field Trips to Historic Hudson Valley Sites



## Slavery in the Colonial North Summer Teacher Institute



## Runaway Art: In-Classroom Curriculum



## Runaway: Short Film and Curriculum



## Pinkster School Day Program



## Traders & Raiders Website



[peoplenotproperty.hudsonvalley.org/teacher-resources](http://peoplenotproperty.hudsonvalley.org/teacher-resources)

# Questions? Comments?

Stay in touch to let us know how we can support you as you take this back to the classroom!

[www.HudsonValley.org](http://www.HudsonValley.org)

[www.PeopleNotProperty.HudsonValley.org](http://www.PeopleNotProperty.HudsonValley.org)

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