

Relevant Unit Objectives

Module 3: Building New York

This lesson addresses the following Essential Questions:

- How did slavery take root as an economic system in New York?
- How did this system evolve over time and eventually come to an end?
- Why do people think of slavery only in terms of the South?

Objectives of the Lesson

Aim

What role did slavery play in the economic development of New York City? Why is slavery in New York City and other northern areas often left out of the story of the nation?

At the conclusion of this lesson, students will be able to:

- Explain how slavery was related to the economic development of New York.
- Identify and explain the role of the New York Slave Market in the growth of slavery in New York and throughout the entire nation.
- evaluate the accuracy of textbook descriptions and prior learning about US slavery.

Introduction

“I Thought Slavery Only Existed in the South” – Correcting Misperceptions

The teacher will pose two questions to students:

1. Where did slavery exist in the United States before the Civil War?
2. How do you know this?

After discussing their responses to these questions, students will read or listen to these discussions about slavery in New York City:

- The History of Slavery in New York
<http://www.voanews.com/specialenglish/archive/2006-02/2006-02-19-voa2.cfm>
- The Wall Street Slave Market on the Spot Video:
<http://uploads.atomfilms.com/Clip.aspx?key=642B57B6B1ED2CB2>

Instructional Procedures**Step One: Investigating the Slave Market and Slavery in New York**

- Students are divided into groups of three or four. In each group, students will analyze the primary and secondary sources listed in the materials section. The teacher can divide up these materials and assign one or two documents to each student. Then using a cooperative learning approach, the students who have become “experts” on those documents can share what they have learned with other students. Alternatively, a teacher can have all the students read all or most of the following documents.
- The primary and secondary materials can be printed and organized into a station-to-station format in which each item is placed at a different desk in the classroom so that students move around, read and analyze the materials.
- All students should answer the following questions, which are contained in a student worksheet labeled Handout 1, Slavery and the New York Slave Market:
 1. Why was slavery established in New Netherlands?
 2. What services did slaves provide in New Netherlands?
 3. How did the role of slavery in New York change when the British took over control of NY?
 4. What were slaves worth when they were bought and sold in NYC’s Slave Market?
 5. Why was the Wall Street Slave Market built?
 6. What was the role of the Slave Market in maintaining slavery as an institution in New York?
 7. Who profited from the sale of slaves in New York? How much would you estimate this profit to be?
 8. What goods and services depended on slave labor in New York? Who profited from the sale of these goods or provision of these services?
 9. How, why, and when did slavery end in New York?
- The teacher should review students’ answers to the above questions and then turn to the following question:
 10. Now that you know more about the history of slavery in New York, compare this information to what you find in your textbooks about this topic: How has slavery been presented in the textbooks you have read or the classes you have taken in US history?

Step Two: Synthesizing what students have learned

- Using the answers to their questions, students create a summary of their findings about the history of slavery and the Wall Street Slave Market in New York City on chart paper, the blackboard, or their notebooks.
- An organizer (see Handout 2, “Writing Revisionist History”) will help students prepare their ideas and structure their newly revised “histories” of US slavery.
- If time permits, the teacher can have students or teams of students present their conclusions.
- The teacher should encourage discussion about the nature and reasons for students’ differences in selection and use of evidence and their interpretations.

Step Three: Applying what students have learned to evaluating their textbooks

In groups of three or four, students will engage in an “Open-Up-The-Textbook” activity in which they compare their findings to what their textbooks say about slavery.

1. Does their textbook discuss slavery in the North? The Slave Market in NYC?
2. What other information is left out that student research has uncovered?
3. What information is included that student research has not uncovered?
4. How is the overall picture of New York and northern slavery presented in the textbook different from what the students have found?

Step Four: Discussion

Teachers then lead a class discussion about students’ analyses of their textbooks.

1. Why are there differences between what you found in your research and textbooks?
2. What new information would you include if you were revising your textbook? Why?
3. What are the implications of textbook omissions such as these?

Conclusion

Students should review the evidence of the day’s lesson and develop a letter to the publisher of their textbook that states their position about the inclusion of slavery in New York, using evidence drawn from the lesson.

Materials

Primary Sources about the History of Slavery in New York

- New York State Council For the Social Studies – Primary Source Documents and Correspondence between Dutch officials regarding slavery:
<http://www.nyscss.org/resources/publications/NYandSlavery/Chapter%20B/Documents/1657-1664.New%20Amsterdam.pdf>
- Charter of the Dutch West India Company:
<http://www.yale.edu/lawweb/avalon/westind.htm>
- New York State Council for the Social Studies – Primary Source Documents Regarding the Establishment of the New York Slave Market:
<http://www.nyscss.org/resources/publications/NYandSlavery/Chapter%20C/Documents/1711.WALL%20STREET.pdf>
- *London Times* Article (1854) Describing Slavery in New York:
http://query.nytimes.com/mem/archive-free/pdf?_r=1&res=9E0CE5D91339E134BC4152DFBE66838D649FDE&oref=slogin
- Wall Street Slave Market – On the Spot Video:
<http://uploads.atomfilms.com/Clip.aspx?key=642B57B6B1ED2CB2>
- Statistics of Slave Importations in New York:
http://people.hofstra.edu/alan_j_singer/Gateway%20Slavery%20Guide%20PDF%20Files/3.%20British%20Colonial%201664-1783/6.%20Documents/1700-1732.%20Negroes%20Imported.pdf

Secondary Sources on the History of the New York Slave Market and Slave Trade

- The Dutch and Slavery in New Netherlands:
<http://www.kb.nl/coop/geheugen/extra/tentoonstellingen/atlanticworldEN/tentoon3.html>
- Slavery in the North:
<http://www.slavenorth.com/newyork.htm>
- The History of Slavery in New York:
<http://www.voanews.com/specialenglish/archive/2006-02/2006-02-19-voa2.cfm>
- Talking History: Slavery in New York: Slavery Where? - Audio (2/26/2006):
<http://www.albany.edu/talkinghistory/arch2006jan-june.html>
- Life as a Slave in Early New York:
<http://pbskids.org/bigapplehistory/early/topic9.html>

Handout One: Slavery and the New York Slave Market

1. Why was slavery established in New Netherlands?
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9. How, why, and when did slavery end in New York?
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Handout Two: Writing Revisionist History

Using your historical findings from the first activity, create a revised historical narrative of the New York Slave Market and the role of slavery in New York economic development. In your analysis make sure you include information that illuminates the following themes:

How the Slave Market in New York operated and helped to create slavery as an institution in New York and evolved over time

The role of slavery and the New York Slave Market in the developing the New York economy

Those who profited from the New York Slave Market and the use of slaves in New York

How, why, and when slavery in New York and the New York slave market ended