

Relevant Unit Objectives**Module 3: Building New York****This lesson addresses the following Essential Questions:**

- How did the slave system evolve over time?
- Why do people think of slavery only in terms of the South?

Objectives of the Lesson**Aim**

To understand how it is that so many people working so hard against their will for so long can be so quickly forgotten.

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

- Understand how dependent the Dutch colony was on slave labor.
- Using trade statistics, explain how crucial the slave market was to the economy of colonial New York.
- Explain how archaeology can be called upon to try to fill in the gaps of written history.

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?

Instructional Procedures**Step One: Slavery in Early New York**

Students read Life as a Slave in Early New York and answer the questions in Handout 1:

<http://pbskids.org/bigapplehistory/early/topic9.html>

Step Two: Investigating the Slave Market and Slavery in New York

Students look at the primary source Statistics of Slave Importations in New York and answer the questions in Handout 2: [http://people.hofstra.edu/alan_j_singer/Gateway Slavery Guide PDF Files/3. British Colony, 1664-1783/6. Documents/1700-1732. Negroes Imported.pdf](http://people.hofstra.edu/alan_j_singer/Gateway%20Slavery%20Guide%20PDF%20Files/3.%20British%20Colony,%201664-1783/6.%20Documents/1700-1732.%20Negroes%20Imported.pdf)

Conclusion

Students read about the African Burial Ground at http://www.cnn.com/TECH/9802/12/t_t/burial.ground/

- The remains of how many enslaved African people were found?
- Look back at the list you created earlier in this lesson of all the kinds of jobs that enslaved Africans were expected to do in Dutch New York. What does the archaeological evidence (the bones recovered from the African Burial Ground) tell us about the physical toll taken on the bodies of enslaved Africans by the work the Dutch forced them to do?

Think about the buildings, roads and other structures built by enslaved Africans. Some (like Broadway) exist even today. Why have the people who were forced to build them been so easily forgotten?

Materials

Primary Source about the History of Slavery in New York

- Statistics of Slave Importations in New York: [http://people.hofstra.edu/alan_j_singer/Gateway Slavery Guide PDF Files/3. British Colony, 1664-1783/6. Documents/1700-1732. Negroes Imported.pdf](http://people.hofstra.edu/alan_j_singer/Gateway_Slavery_Guide_PDF_Files/3_British_Colony_1664-1783/6_Documents/1700-1732_Negroes_Imported.pdf)

Secondary Sources about the History of Slavery in New York

- Life as a Slave in Early New York: <http://pbskids.org/bigapplehistory/early/topic9.html>
- African Burial Ground: http://www.cnn.com/TECH/9802/12/t_t/burial.ground/

Handout 1: Slavery and the New York Slave Market

Read *Life as a Slave* and answer the questions below: http://www.cnn.com/TECH/9802/12/t_t/burial.ground/

- In the 1660's in Dutch New York, out of every five people in New Amsterdam, how many were enslaved?
- List all the things that enslaved Africans were made to do in New Amsterdam. What skills would they need to do these things? (Make a chart!)
- Click on the historical document link and open up the slave sale advertisement from 1699. This is an advertisement for the selling of human beings as slaves.
 - How many Africans from this ship are the slave auctioneers hoping to sell?
 - According to this advertisement, did slaving ships make many stops or only one? Why is this so?
 - Close the document.
- Looking at the jobs that enslaved Africans were expected to do and the size of a shipload of Africans for sale, how important do you think the buying and selling of slaves was to New Amsterdam? Why?

Handout 2: Statistics of Slave Importations in New York

Looking at the first table, *Enslaved Africans Imported Into Port of New York*, answer the following question:

- Was New York a trading place of people already enslaved in other parts of America (Mainland Colonies), or was it a place where enslaved Africans were “imported” (first brought in as newly enslaved people, from either African Coast or West Indies) into the American colonies?

Looking at the second table, *Enslaved Africans Imported to the Province of New York*, answer the following question:

- How many enslaved people from the Indies are not originally from Africa? (hint: are any people originally from the West Indies being enslaved?)

Looking at the third table, *Negroes Imported Into New York*, answer the following question:

- It was common for slave auctioneers to deliver Africans to the West Indies to “season” them – prepare them for a lifetime of slavery and make sure they had no fatal diseases. Looking at this chart, notice the pattern of the ports of origin for enslaved Africans from 1701 – 1726. How might fear of disease, either in Africa or in the West Indies, contribute to this pattern?

Looking at the fourth table, *New York Custom House Entries*, answer the following question:

- This chart is a sampling of the slaving ships that entered or left New York harbor., assuming that each voyage represents a shipload of enslaved Africans, and using the number of slaves listed in the auction ad how many slave auction transactions (business deals) are represented here?

How important was the buying and selling of enslaved Africans to the economy of the port of New York?