



Choice Board: The Forces of Abolition

NAME: _____

Choose one of the projects below under your assigned category and explore how enslaved people and abolitionists worked to end slavery in New Jersey. Revisit “The Forces of Abolition” section of the exhibit (pages 7–10) and conduct online research to help you gather information and ideas.

ECONOMIC <i>Relating to the production, distribution and consumption of goods and services</i>	POLITICAL <i>Relating to the government or the public affairs of a country, state, city or town</i>	SOCIAL <i>Relating to society or its organization, and the way people and groups interact</i>	GEOGRAPHIC <i>Relating to the nature and physical features of places, and their arrangement</i>
<p>Research the abolition movement in NJ. Imagine you are part of an abolition group and create a flier that persuades the public to abolish slavery by highlighting at least two ECONOMIC incentives. The flier should include your group’s name, ideas and an illustration.</p>	<p>Research the abolition movement in NJ. Imagine you are part of an abolition group and create a flier that persuades the public to abolish slavery by highlighting at least two POLITICAL incentives. The flier should include your group’s name, ideas and an illustration.</p>	<p>Research the abolition movement in NJ. Imagine you are part of an abolition group and create a flier that persuades the public to abolish slavery by highlighting at least two SOCIAL incentives. The flier should include your group’s name, ideas and an illustration.</p>	<p>Research NJ ports and towns that were centers for the importation of enslaved people. Imagine you are part of an abolition group and create a flier advertising an upcoming abolition meeting in one of those cities or towns. The flier should include your group’s name, at least three facts about the importation of enslaved people and an illustration.</p>
<p>One way enslaved people resisted slavery was to sabotage work and limit profits (e.g. by breaking tools or faking sickness). Research ways enslaved people disrupted economic activity and create a storyboard with at least three illustrated panels that tells this story.</p>	<p>Black Americans published many petitions and wrote letters to Congress making the case for abolition. Draft your own petition or letter in which you present at least three reasons why NJ should abolish slavery.</p>	<p>Research abolitionists Theodore Weld, Angelina Grimké Weld and Sarah Grimké, who ran the Eagleswood school, which was in a community that may have been a stop on the Underground Railroad (see p. 10 of the exhibit). Design a monument to honor their work that includes a plaque describing their accomplishments.</p>	<p>NJ’s geography made it an important link on the Underground Railroad. Research “stations” in New Jersey and create a map showing possible routes to freedom passing through the state. Include labels and symbols showing how freedom seekers might have traveled and through which towns and cities they may have passed.</p>
<p>Many enslaved people ran away, winning their freedom and hurting their enslavers economically. Choose one of the reward notices on p. 3 of the exhibit. Imagine the enslaved person in the ad made it to freedom in Canada. Write an article for a local newspaper there describing their journey.</p>	<p>Research anti-slavery laws in NJ resulting from Quaker activism and the Society for Promoting the Abolition of Slavery (SPAS) (see p. 8 of the exhibit). Create a short speech for the next SPAS meeting that celebrates the passage of one of these laws and describes its requirements.</p>	<p>Black churches played an active role in abolition and the Underground Railroad. Research a NJ church and prepare a brief slide presentation that educates your classmates about its anti-slavery work. Examples include the Mount Zion A.M.E. Church near Swedesboro, Bethel A.M.E. Church in Greenwich Township and First Presbyterian Church in Newark.</p>	<p>In 1838, Jacob Brown, a freed enslaved person, bought eight acres of land in Fair Haven, NJ. He subdivided the land and sold pieces to his friends and family. Research Brown and create a design of the new neighborhood. Include a school, church, farms, shops and homes, and labels that describe how the residents used the land to create a free and independent existence for themselves.</p>