



# Choice Board: The Forces of Abolition

NAME: \_\_\_\_\_

Choose one of the projects below 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.

Quakers in New Jersey helped to pass laws supporting abolition (see p. 8 of the exhibit). Research one example of such a law. Summarize the law in your own words and present it in the style of the 18th or 19th century (i.e., make it look old).

*The Slave’s Friend* was a magazine that educated white children about why slavery was wrong (see p. 7 of the exhibit). Research the magazine. Then create an original piece for it about the evils of slavery. Use one of the following forms: a news item, story, poem or illustration with caption.

Choose one of the following illustrations from the exhibit: “Sold to Go South” (p. 8) or “Running Away” (p. 9). “Unfreeze” the scene and write a brief story in which you imagine what the people said and did, and what happened next.

New Jersey’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 would have passed.

## FREE CHOICE

Create an item of your choosing that shows how enslaved and free Black people resisted and helped to abolish slavery.

The 1804 Act for the Gradual Abolition of Slavery was a New Jersey law that ended slavery for some, but did so slowly, over more than 20 years (see p. 9 of the exhibit). Research the law. Pretend you are an abolitionist and write a short speech on why you are for or against the law.

Research an abolitionist who worked to end slavery in New Jersey (e.g., Harriet Tubman, Theodore Weld, Angelina Grimké Weld or Sarah Grimké from p. 10 of the exhibit). Design a monument to honor their work that includes a plaque describing their accomplishments.

Research a station on the Underground Railroad in New Jersey. Draw a diagram illustrating its secret hiding places or how it was used to shelter freedom seekers.

Create an artifact that represents one way in which enslaved people and abolitionists resisted the practice of slavery. Write a short description of what your artifact represents.