

SLAVERY IN NEW JERSEY



ESSENTIAL QUESTIONS

How did New Jersey participate in and profit from chattel slavery? How did enslaved people and abolitionists resist and ultimately end slavery in New Jersey?



OBJECTIVES

Students will:

- Investigate a museum exhibit on slavery in New Jersey.
- Identify factors that supported the introduction and expansion of chattel slavery in New Jersey.
- Explain how enslaved people and abolitionists resisted and brought an end to slavery in New Jersey.
- Research resistance and abolition in New Jersey, and create a work product reflecting what they have learned.



LEARNING STANDARDS

See the [standards alignment chart](#) to learn how this lesson supports New Jersey State Standards.



TIME NEEDED

90–150 minutes



MATERIALS

- AV equipment to project images
- [Slavery in New Jersey: A Troubled History](#) (one copy per student or online access)
- *15 Dollars Reward* handout (one to project)
- *Notes: Slavery in New Jersey* handout (one per student)
- *Scavenger Hunt* handout (one per student)
- *Scavenger Hunt Answer Key* handout (one for the teacher)
- *Running Away* handout (one to project)
- *Choice Board: The Forces of Abolition* handout (one per student)
- Laptops or tablets for student research



VOCABULARY

abolition/ abolitionist	Proclamation	importation	resistance
bondage	enslaved	manumit/ manumission	servitude
chattel slavery	enslaver	plantation	slave codes
Emancipation	fugitive	Quaker	Underground Railroad
	import/		

Procedures

NOTES

In this lesson, students examine the exhibit *Slavery in New Jersey: A Troubled History*. The high school lesson on this topic engages students in a higher-level investigation of the same exhibit. See that lesson if some or all of your students are ready for more challenging work.

When discussing slavery with students, it is suggested the term “enslaved person” be used instead of “slave” to emphasize their humanity; that “enslaver” be used instead of “master” or “owner” to show that slavery was forced upon human beings; and that “freedom seeker” be used instead of “runaway” or “fugitive” to emphasize justice and avoid the connotation of lawbreaking.

PART I

Introducing the *Slavery in New Jersey Exhibit* (20 minutes)

- 1** Project the handout *15 Dollars Reward*, and have students discuss the following questions in pairs:
 - Where and when do you think this ad might have been printed?
 - How do you know? What clues in the text or prior knowledge led to your conclusions?
 - What stands out about the way the “negro man” is described? How does this make you feel?
- 2** Reveal that the ad was printed in *The Centinel of Freedom* in Newark, New Jersey, on August 4, 1818, and submitted by a resident of Pine Brook in Morris County. Share that slavery was not legally abolished in New Jersey until the 13th Amendment became law in 1865. Ask students if they are surprised that slavery existed in New Jersey for so long. Discuss why people might not associate the Northern states with slavery.

- 3 Tell students that the ad was featured in an exhibit called *Slavery in New Jersey: A Troubled History*,¹ which was on display at the Durand-Hedden House, a historic house museum in Maplewood, New Jersey. Tell students they will be exploring the exhibit (available in a booklet form online) in class. Project the title page of the exhibit: <https://www.durandhedden.org/docs/slavery-in-new-jersey-a-troubled-history.pdf>. Together, read the author’s note on page i and the opening paragraph on page 2.
- 4 For homework, assign students to read pages 2–10 of the exhibit. Provide them with either a copy of the booklet or the URL if they are able to access it online. Distribute the handout *Notes: Slavery in New Jersey*, and instruct students to complete it as they read through the exhibit. (Make sure students indicate the two sections of the exhibit they found most interesting, as this information will be used to form groups in the next part of the lesson.)

PART II

Slavery in New Jersey—Digging Deeper (30–40 minutes)

- 5 Have students take out (or access online) their homework and the *Slavery in New Jersey* exhibit. Gather students in small groups of 4–6, based on their response to the homework question about which section of the exhibit they found most interesting. Direct them to discuss why that section of the exhibit interested them and to share the notes they recorded for that part of the exhibit.
- 6 Distribute the *Scavenger Hunt* handout to each student and review the directions with them. Challenge groups to identify as many answers as possible by working collaboratively and reexamining pages 2–10 of the exhibit. Make it a friendly competition by setting a time limit and seeing which group is able to get the most correct answers in that period.
- 7 When time is up, review the answers with the class using the *Scavenger Hunt Answer Key*. Discuss items from the exhibit that students found confusing, surprising or otherwise noteworthy. Debrief using the following questions:

NOTE

If possible, enlarge pages 2–10 of the exhibit and post them around the room. Invite students to move around and view the posted panels as they work, so the experience feels a bit more like being in a museum.

¹ Safian, Gail R. “Slavery in New Jersey: A Troubled History.” Durand-Hedden House & Garden Association Inc. in consultation with South Orange-Maplewood Community Coalition on Race. <https://www.durandhedden.org/docs/slavery-in-new-jersey-a-troubled-history.pdf>.

- Why did slavery last for almost 200 years in New Jersey? What factors led some people to maintain this brutal practice?
- How would you compare New Jersey to other Northern states or to the United States as a whole when it comes to the practice of slavery?
- What were some of the forces opposing slavery in New Jersey? What methods of resistance helped to bring slavery to an end?

PART III

Focus on the Forces of Abolition (45–90 minutes, depending on the independent projects chosen)

8 Project the handout *Running Away* (from page 9 of the *Slavery in New Jersey* exhibit). In pairs, have students discuss the details they notice and the story they think the image is telling. Ask them to imagine how trapped the young freedom seekers must have felt with guns and dogs trained on them and seemingly nowhere left to turn.

9 Comment that escaping was one way enslaved people resisted slavery, but there were many other ways they demonstrated resistance. Write the following three categories of resistance on the board: (a) uprisings; (b) acts of defiance; and (c) spiritual and cultural acts. Ask students to provide examples of resistance in each category based on their reading of the exhibit, as well as other sources of information. List their examples on the board, which might include the following:

Uprisings	Acts of Defiance	Spiritual and Cultural Acts
→ Escaping	→ Engaging in work slowdowns	→ Marrying and forming families
→ Leading revolts or rebellions	→ Faking illness	→ Learning to read
→ Burning/destroying homes, barns and other property	→ Sabotage (e.g., breaking tools, injuring animals, damaging crops)	→ Writing about their experiences
→ Forming and joining abolition movements	→ Taking food, clothing and other supplies	→ Educating their children
		→ Learning/improving work skills
		→ Maintaining African traditions and religious worship
		→ Creating spirituals/music

- 10** Tell students they will work on an independent project focused on resistance and “The Forces of Abolition” section of the exhibit. Post and review the following definitions:
 - Abolition: The act of getting rid of something
 - Abolitionist: A person taking action to eliminate slavery
- 11** Distribute the *Choice Board* handout and go over the options with students. Allow them to choose one project to work on individually or with a partner or small group. Provide students with access to laptops or tablets, as well as other relevant materials, and give them time in class to complete their projects.
- 12** When students are done, have them share and discuss their work in small groups that contain a mix of students who have completed different projects. Hang up work that is in a displayable form, and allow students to briefly examine their classmates’ projects.
- 13** As a class, debrief their experience delving into the *Slavery in New Jersey* exhibit using some of the discussion questions on the next page.

Discussion Questions

- 1 Were you surprised to learn that slavery existed in New Jersey and other Northern states? Why?
- 2 What stood out to you or surprised you about the history of slavery in New Jersey?
- 3 How did New Jersey profit from chattel slavery?
- 4 Why do you think slavery lasted so long—almost 200 years—in New Jersey?
- 5 How has your understanding of slavery in our region changed?
- 6 How did enslaved people and their allies resist and bring an end to slavery? Which examples of resistance were new or inspiring to you?
- 7 Why do you think many people are unaware of the role of Northern states in slavery?
- 8 What questions still remain for you about slavery in New Jersey?

ADDITIONAL RESOURCES

- + Harper, Douglas. "Slavery in the North." 2003. <http://slavenorth.com/slavenorth.htm>.
- + Hannelley, Robert. "Secret history of a northern slave state: How slavery was written into New Jersey's DNA." *Salon*, July 29, 2015. https://www.salon.com/2015/07/29/secret_history_of_a_northern_slave_state_how_slavery_was_written_into_new_jerseys_dna.
- + New Jersey Women's History. "Middle School Lesson Plan: Slavery In New Jersey." <http://www.njwomenshistory.org/wp-content/uploads/2013/07/Slavery-in-New-Jersey.pdf>.
- + NJTV News. "NJ Stops Along the Underground Railroad." February 16, 2015. YouTube video, 3:14. https://www.youtube.com/watch?v=_a9e4nWro68.
- + NJTV News. "Stops on the Underground Railroad in New Jersey." February 16, 2012. YouTube video, 3:06. <https://www.youtube.com/watch?v=nGAgpJUiWjE>.
- + PBS. "Underground Railroad: The William Still Story." <https://www.pbs.org/show/underground-railroad-william-still-story>.
- + Singer, Alan. "New York and Slavery: Complicity and Resistance." <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.572.8770&rep=rep1&type=pdf>.



15 Dollars Reward

15 Dollars Reward.

RAN-AWAY from the subscriber on the 4th inst. a negro Man, (a slave) named **NED**, about 20 years old—had on when he went away, a black coat and pantaloons, blue cassimere vest—a fur hat nearly new—is a active fellow, and fond of reading. Any person who will apprehend said runaway and return him to the owner, or secure him in any jail in this State so that he may be had again, shall be entitled to the above reward and reasonable charges.

SARAH VAN DUYN, *Admx.*
of Jas. I. V. Duyn

Transcription:

15 Dollars Reward.

Ran-away from the subscriber on the 4th inst. a negro Man, (a slave) named Ned, about 20 years old—had on when he went away, a black coat and pantaloons, blue cassimere vest—a fur hat nearly new—is a active fellow, and fond of reading. Any person who will apprehend said runaway and return him to the owner, or secure him in any jail in this State so that he may be had again, shall be entitled to the above reward and reasonable charges.

Sarah Van Duyn, Admx.

Of Jas. I.V. Duyn



Notes: Slavery in New Jersey

NAME: _____

Read pages 2-10 of the exhibit about the history of slavery in New Jersey. For each section, write notes on the chart in at least one column.

After reading, check the boxes below next to two sections of the exhibit you found most interesting or want to learn more about.

- How it All Started
- The Revolutionary War
- The Civil War
- The Growth of Slavery in NJ
- Slavery in NJ declined
- The Forces of Abolition

Why did you choose these sections? _____

SECTION	KEY DATES <i>Why is it Important?</i>	KEY PEOPLE <i>What Did They Do?</i>	KEY EVENTS <i>What Happened?</i>	QUESTIONS <i>What am I Curious About?</i>
Page 2: <i>How it all started</i>				
Page 3: <i>The Growth of Slavery in NJ</i>				



Notes: Slavery in New Jersey

SECTION	KEY DATES <i>Why is it Important?</i>	KEY PEOPLE <i>What Did They Do?</i>	KEY EVENTS <i>What Happened?</i>	QUESTIONS <i>What am I Curious About?</i>
<p>Page 4: <i>The Revolutionary War</i></p>				
<p>Page 5: <i>Slavery in NJ declined</i></p>				
<p>Page 6: <i>The Civil War</i></p>				
<p>Pages 7–10: <i>The Forces of Abolition</i></p>				



Scavenger Hunt

NAME: _____

How many of the items below can you find in the exhibit *Slavery in New Jersey: A Troubled History*? Work with your group to identify as many as possible, and write your answers in the blank spaces.

ITEM	ANSWER AND PAGE NUMBER
1 In 1712 an enslaver had to pay £200 for this	
2 Only 15 of these people got this award during the Civil War	
3 She twice escaped from slavery	
4 County with the highest population of enslaved people in New Jersey	
5 In 1840, the percentage of enslaved Northerners who lived in New Jersey	
6 Why Canada was a safe haven	
7 An operator in Delaware and New Jersey	
8 More than 250,000 copies were published	
9 Law that created “slaves for a term”	
10 The anti-slavery area of New Jersey; BONUS: The people there who stood against slavery	
11 A new name for “slave” starting in 1846	
12 Nathaniel Seely’s demand	
13 What dollars, shillings and guineas were all used for	
14 This order didn’t free <u>all</u> enslaved people, but it allowed them to fight for freedom	
15 Two ways Black people secured their own freedom	



Scavenger Hunt Answer Key

ITEM	ANSWER	PAGE NUMBER
1 In 1712 an enslaver had to pay £200 for this	Manumission (to free an enslaved person)	4
2 Only 15 of these people got this award during the Civil War	Colored Troops/Medal of Honor	6
3 She twice escaped from slavery	Charity Still, a matriarch of the American abolition movement	5
4 County with the highest population of enslaved people in New Jersey	Bergen County	2
5 In 1840, the percentage of enslaved Northerners who lived in New Jersey	85.7 percent (3,000 out of 3,500)	5
6 Why Canada was a safe haven	Canada was part of the British Empire, which abolished slavery in 1833	9
7 An operator in Delaware and New Jersey	Harriet Tubman was an operator or conductor on the Underground Railroad in these states	10
8 More than 250,000 copies were published	<i>The Slave's Friend</i> , an anti-slavery magazine for children	7
9 Law that created "slaves for a term"	1804 Act for the Gradual Abolition of Slavery	9
10 The anti-slavery area of New Jersey; BONUS: The people there who stood against slavery	West/Quakers	2
11 A new name for "slave" starting in 1846	"Apprentices for life"	5
12 Nathaniel Seely's demand	Payment from the government for Amos, an enslaved person killed in the Revolutionary War	4
13 What dollars, shillings and guineas were all used for	Forms of currency used to pay rewards for the capture of escaped enslaved people	3
14 This order didn't free <u>all</u> enslaved people, but it allowed them to fight for freedom	The Emancipation Proclamation freed enslaved people only in the rebel states, and provided for the establishment of "Colored Troops"	6
15 Two ways Black people secured their own freedom	Sued in the courts; negotiated with owners for liberty; published petitions; wrote to congressional leaders; led the Underground Railroad; escaped to freedom	8-10

RUNNING AWAY



RUNNING AWAY. (See page 345.)

VANINGEN-SKYDER.



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.