

Elementary Student Worksheet



Name:

Directions: After exploring each section on the website, answer the questions below in complete sentences.

Section One

"Approaching Marlpit Hall"

1. What are some differences between the world of today and the Colonial Era?

2. How do you think Edward Taylor felt about slavery? Explain your answer.

3. What reasons might people give to justify doing something that is wrong or unjust? Does it ever excuse the behavior or make it acceptable?

Section Two

"Slavery in New Jersey"

1. Enslaved people were listed on farm and household inventories alongside tools and furniture. What does this say about how they were viewed?

2. Laws are written to protect the rights of citizens. Were enslaved African Americans protected under these laws? Explain why or why not.

3. What was the main difference between a person who did not own slaves and an abolitionist? Can you think of another name for a person who did not own slaves but did not participate in abolitionist activities?

4. If you were an abolitionist and you had the chance to write a short editorial in the newspaper, what would you say to convince people that slavery was wrong?

5. What are the two main differences between the enslaved and indentured servants?

Section Three

They Were There

1. Why do you think slave owners would prefer to keep the enslaved uneducated?

2. What challenges did a newly freed person face?

3. Why do you think communities like “Africa” formed? What benefits did they offer?

4. Why do you think ancestral tradition and spirituality were so important to the enslaved?

5. Can you think of some significant things in nature that blue represented to the enslaved, and what that symbolism may have meant? Hint: Think BIG!

Section Four

Daily Life

1. What were some of the ways the enslaved tried to enrich their lives?

2. List three tasks that you might have been expected to do as an enslaved person. Which would you dislike the most and why?

- 1.
- 2.
- 3.

1. Why was Hoodoo frowned upon? Can you think of more than one reason?

3. The Staircase

Imagine what one of Marlpit's enslaved residents may have felt as they either went up or came down these stairs each day. Download this

[staircase activity](#) and write a thought, feeling, or adjective on each step to help give us a sense of what their daily emotions may have been.

Section Five

Resistance

1. What are some of the ways the enslaved resisted?

2. What information do the runaway ads give you, and what do they tell you about the runaways?

3. Did any details in particular stand out or surprise you? Why?

4. What information were you left wondering about?

5. There were many reasons to run away. Can you think of any reasons that might have prevented a person from doing so? (Hint: What might they have been leaving behind, or what challenges would they face in leaving?)

6. These ads tell us that the person ran away, but nothing of the heart-pounding experience that surely followed. Sometimes we just don't have the documentation to give us answers, but we can ask questions and use background knowledge to help form a historically-based creative writing story. Select one of the ads to write the rest of the enslaved person's story using the following prompts:

- A. Who was this person? Use adjectives to describe their personality (funny, smart, kind, tough, etc.)
- B. What type of work did they do? (Farm, domestic, trade)
- C. What made them decide to run away?
- D. How did they escape? Was it day or night, and why did they choose that time?
- E. What were they thinking and feeling as they were on the run?
- F. Where were they headed? (To the water, another town or city...)
- G. Did they have help or were they all alone?
- H. What challenges did they face along the way?

- I. Did they ultimately escape, or were they captured and returned?

What happened to this person??

Section Six

Deep Down in My Heart

1. The song *Wade in the Water* contained secret information that could help the enslaved make a successful escape. Can you think of any other secret ways to convey messages?

2. Listen to the clip of *Swing Low Sweet Chariot* and *Deep Down in My Heart*. How are they different? How did each make you feel?

3. What do you think the chariot represents in *Swing Low Sweet Chariot*? Does the singer seem to welcome the chariot? Why or why not?

4. What are some reasons the enslaved sang these spirituals?

Section Seven

So How Do We Know That??

1. Give an example of a primary source that you use or create often.

2. John Taylor recorded the birth of Clarisse's daughter Matilda in his farm journal. How do you think John viewed the birth of Matilda? How do you think Clarisse felt about the birth of her daughter (hint: consider their situation in life)? Explain your reasons for both.

3. Why do you suppose John Taylor crossed out the word “girl” in Matilda’s birth record and wrote “female” instead?

4. Look at Samuel Taylor’s inventory. What information does it give you and what can it tell you?

5. Examine Hannah’s manumission paper. What information can it tell us?

6. What are we left to wonder about Hannah?



Examining Artwork

Take a look at one of the following images and either write down or discuss in the classroom what you see. What does the image express?

[Image One](#)

[Image Two](#)

[Image Three](#)



Additional Creative Writing Tasks:

- Consider the stories of Hannah, her son William, and her daughter Elizabeth. Hannah was sold away from her children when they were 12 and 14. Write a diary entry from the perspective of one of these three individuals on the day this event occurred.
- Of all the people you were introduced to at Marlpit Hall, whose biography were you most affected by and why?

