



## Teaching Tip: Unpacking the Directions and Assigning Handouts

Below are teacher directions that correspond with the linked slides and handouts. [Click here for the Spanish](#) translation of the curriculum

## Case Study 1: Africa

**Guiding Question:** What do we know about Africa and how has our opinion changed from the beginning of the lesson to the end of the lesson?

## Case Study 2: Gallery Walk

**Guiding Question:** How did Black people and their allies resist the horrible conditions of enslavement?



**Learning Target:** I can participate in a gallery walk to understand enslavement in New York and how people resisted it.

### Teacher Resources

[Day 2 Case Study WFL](#)  
[Slide Deck for Day 2 WFL](#)

### Share with Students

[Gallery Walk Images](#) (for printing)  
[Wayne County Gallery Walk Debrief](#)

## Case Study 3: Common Source Analysis

**Guiding Question:** How did Black people and their allies resist the horrible conditions of enslavement?

## Case Study 4: Jigsaw Source Sets Analysis

**Guiding Question:** How did Black people and their allies resist the horrible conditions of enslavement?

## Case Study 5: Restorative Circle

**Guiding Question:** What does it feel like to discuss hard history?

# Case Study 2: Gallery Walk

Based on a 30–45 minute class.

**Guiding Question:** How did Black people and their allies resist the horrible conditions of enslavement?

## Social Studies Framework Reference

**4.5 In Search of Freedom and a Call for Change:** Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.  
(Standards: 1, 5; Themes: ID, TCC, SOC, CVI)

**4.5a** There were slaves in New York State. People worked to fight against slavery and for change. Grades K-8 Page 55  
Students will examine life as a slave in New York State. Students will investigate people who took action to abolish slavery, including Samuel Cornish, Fredrick Douglass, William Lloyd Garrison, and Harriet Tubman.

**4.5c** The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war. Students will explore how New York State supported the Union during the Civil War, providing soldiers, equipment, and food.

**7.2e** Students will explain why and where slavery grew over time in the United States and students will examine the living conditions of slaves, including those in New York State. Students will investigate different methods enslaved Africans used to survive and resist their conditions, including slave revolts in New York State.

**S.S. Practice:** Gather, Use, Interpret Evidence - As a whole, these case studies are designed for students to use and interpret primary sources. Making inferences is emphasized as part of this interpretation.

## New York State Standards: English Language Arts

**RI.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.4.3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

## Teaching Tolerance Standards

**Learning for Justice** [K-5 Guide to Teaching Slavery](#)

**Diversity 10 DI.3-5.10** I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

**Diversity 7 DI.3-5.7** I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.

**Justice 12 JU.3-5.12** I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.

**Justice 13 JU.3-5.13** I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.

**Justice 15 JU.3-5.15** I know about the actions of people and groups who have worked throughout history to bring more justice.

**Action 17 AC.3-5.17** I know it's important for me to stand up for myself and for others, and I know how to get help if I need to.

# Social Studies Practice: Gathering, Using, and Interpreting Evidence

## Overview

Students will be introduced to the concept of enslavement through a short interactive video and a gallery walk. Students will view an interactive map depicting the scale of the Atlantic Slave trade when European countries and colonists expanded slavery by forcing Africans to come to the Americas. Students will participate in a gallery walk to explore the legacy and impact of enslavement on the United States, New York State, and Rochester. They will recognize that white people in NYS enslaved Black people for the purpose of making money. They will notice that many of our counties, cities, and towns are named for enslavers. They will recognize that the conditions of enslavement were inhumane and that Black people and their allies resisted the horrible conditions of enslavement. The lesson closes with the 'why' behind enslavement with a short video explaining how enslavers adopted and spread false beliefs about racial inferiority to justify the enslavement of Africans.



**Learning Target:** I can participate in a gallery walk to understand enslavement in New York and how people resisted it.

### Teacher Resources

### Materials

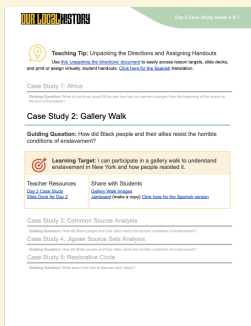


Chart Paper  
Sticky notes  
Print out gallery walk images and stick to chart paper  
Pencils

[Day 2 Case Study](#)

[Day 2 Case Study Slide Deck](#)

[Gallery Walk Images](#) (for printing)  
[Gallery Walk Jamboard WFL](#)

# Sequence of Instruction

## Pre-Teaching/Introduction

Consider the following instructional strategies and suggestions as part of this Case Study.



### Vocabulary Teaching Tip

Students may benefit from an Anchor Chart that introduces the vocabulary for the case study. A key distinction used throughout this unit is We are going to use the term 'Enslaved Person' instead of the term 'slave' when referring to someone forced to work for no pay and without freedom. People were not 'slaves'. They did not choose to be enslaved. Individuals, systems, and laws forced people into the conditions of enslavement. The goal is to center the humanity of people who were enslaved. We will also use the term 'enslaver' instead of the term 'master'. Master implies a moral right to own another human being. No one has the right to own another person. Here is a list of terms, concepts, and ideas for the lesson.

#### Vocabulary

Enslaved

Freedom Seeker

Enslaver

Senate



### Social-Emotional Teaching Tip

This lesson may be the first time students are introduced to the difficult topic of enslavement. It is impossible to talk about enslavement without walking about race, racism, and white supremacy. Big feelings often surface for teachers and students. Teachers must consider how their own identities and the way those identities influence how they see the world will impact the posture they take coming to this topic. At the beginning of the lesson it is key to model strategies for

recognizing emotions that surface and letting students know these emotions are ok and normal to have. During the lesson it is very important to monitor students closely by paying attention to their verbal and physical cues that reveal how they are feeling. Before the activity, you can assess students when they self-assess how they are feeling about having this conversation using the 'fist to five' strategy (fist-I'm uncomfortable 5-I'm ready to talk about this). Be sure to tell students they can ask to take a break or walk outside of the classroom if they are feeling overwhelmed.



Figure 1: Framework for Systemic Social and Emotional Learning.  
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[1A.2a](#). Describe a range of emotions and the situations that cause them

[2A.2a](#). Identify verbal, physical, and situational cues that indicate how others may feel.

[2B.2b](#). Demonstrate how to interact positively with those who are different from oneself.



### Culturally Responsive Teaching Tip **[Critical Step]**

The Learning for Justice '[Teaching Hard History](#)' K-5 framework is a must read before teaching this lesson especially the introduction on pages 8-11.

“It is impossible to teach about slavery without talking about race, racism and white supremacy—something that makes many teachers, particularly white teachers, uncomfortable. But talking about race, especially encouraging students to understand it as a social construction rather than a biological fact, can be an opportunity to have productive and thoughtful conversations among students, if properly structured. First, teachers should take some time to consider their own identities and the way that those identities structure how they see the world. There are a number of resources at [tolerance.org](http://tolerance.org) to help with this process. Teachers should also consider the makeup of their classroom and develop fluency with culturally sustaining pedagogical strategies that recognize and draw upon students’ identities as assets for learning.”

Be sure to think through the makeup of your class. It can be helpful to let students know a few days before this unit that the class will be investigating the difficult history of enslavement. Make space for students to share concerns and make space for them to share what they need to feel supported.

One way to make space is something Christopher Emdin calls a Co-generative dialogues—or cogens—. These are voluntary

“structured exchanges in which students and their teacher co-develop strategies for instruction that focus on the students' socioemotional and academic needs. The dialogues enable open communication concerning both the teacher's and students' perspectives.”

-[Seven Cs for Effective Teaching](#) by: Christopher Emdin EL Magazine September 2016

Invite a small diverse group of students to meet during lunch or after school to help plan the unit and share their advice. Show students some of the primary sources that will be covered, share the circle questions, and the SEL strategies like fist to five. Ask them what they need and what they think the whole class needs to feel supported in their learning.

## Class Activity 1/3: Warm Up & Introduction (5 minutes)

Students will analyze the Learning Target for the Case Study (use Slide 3). Teachers can guide this analysis by focusing on words and activities which are embedded in the Learning Target.

**Slide 3:** Learning Target:



**Learning Target:** I can participate in a gallery walk to understand enslavement in New York and how people resisted it.

**Slide 3:** Share with students that they will be using the NYS Social Studies Practice gathering, using, and interpreting evidence to help them reach the learning target.

**Slide 4:** Let students know that we will be participating in a circle about enslavement in New York. Use the Fist-to-Five strategy to check in with them and see how they're feeling about this. Let them know they can use this strategy to tell you if they need support anytime during the lesson and that you'll be pausing throughout the lesson to check in with them. You can quickly gauge a number of things—readiness, mood, comprehension—by asking students to give you a “fist-to-five” signal with their hand.

**Slide 6-9:** Introduce students to the terms Enslaved, Enslaver, and Freedom Seeker. They will be exploring examples of these terms during the gallery walk. It is important to let students know that Black people were enslaved and Native Americans (learn more [here](#)).

**Slide 10:** OPTIONAL: Share the [two minute video](#) from the director of Brown Universities' Center for the Study of Slavery and Justice. The video explains why the terms enslaved and enslaver will be used instead of what many teachers grew up using (slave and master).



### Teaching Tip

We are going to use the term ‘Enslaved Person’ instead of the term ‘slave’ when referring to someone forced to work for no pay and without freedom. People were not ‘slaves’. They did not choose to be enslaved. Individuals, systems, and laws forced people into the conditions of enslavement. We will also use the term ‘enslaver’ instead of the term ‘master’. Master implies a moral right to own another human being. No one has the right to own another person. It is important that when students use a less respectful term that the teacher casually but directly addresses it. Language matters. This is connected to Learning for Justice standard Diversity 7 “I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.

## Class Activity 2/3: Gallery Walk

20 minutes

**Slide 11:** Gallery Walk ([watch this short video](#) if you are unfamiliar with gallery walks)

Beforehand print out the gallery walk [slides 11-21](#) and tape each image in the middle of its own piece of chart paper. Texts should be displayed “gallery style,” in a way that allows students to disperse themselves around the room, with several students clustering around each particular text. Texts can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding. Students can take a gallery walk on their own or with a partner. You can also have them travel in small groups, announcing when groups should move to the next piece in the exhibit. One direction that should be emphasized is that students are supposed to disperse around the room. When too many students cluster around one text, it not only makes it difficult for students to view the text but also increases the likelihood of off-task behavior. Another option would be to make a copy of the [gallery walk jamboard](#), adjust the sharing settings to ‘editable’ and share it with your students.

**Slide 12:** Model the gallery walk protocol using Slate’s interactive titled the [Atlantic Slave Trade in Two Minutes](#): 315 years. 20,528 voyages. Millions of lives. Give students sticky notes. Have them write down notices and wonders while they watch the interactive. Then have them respond to the central gallery walk question ‘**What does this document tell us about enslavement in New York?**’ on their sticky notes. Have a few students share with the class and post the notes on the chart paper.

The goal here is to give students a sense of scale. While enslavement had a significant impact on NYS it also had a huge impact on Africa, Central America, and South America. Slide 9 depicts one of the slave ships that traveled from present day Gabon Africa to NYC transporting 493 enslaved Africans. Each dot can be clicked on and the original ship’s manifest can be viewed. This not only shows that slave ships can to New York, but the careful record keeping surrounding enslavement and the slave trade demonstrates what a big business the institution of enslavement was.

**Slides 11-28:** Quickly introduce students to the primary sources they will be viewing and review the gallery walk protocol. Encourage them to respond to their peer’s questions on the gallery posters. The teacher is encouraged to use all or some of these sources in the gallery walk. If all are chosen, be sure to ask students to find 4-5 sources to read and comment on.

Source A:

- **About the source:** Underground Railroad: Routes to Freedom. This source shows the multiple routes Freedom Seekers took to escape to Canada on the Underground Railroad.
- **Teacher tip:** Help students notice the Underground Railroad goes right through Rochester.

Source B:

- **About the source:** The Reverend Thomas James (link to his [autobiography](#)) was born into enslavement in Eastern N.Y in 1804. James was a preacher, author, and abolitionist. Here he describes what enslavement was like from his perspective in NYS.
- **Teacher tip:** Help students notice that James was enslaved so that a white man could profit off of his valuable unpaid labor. He wasn’t just forced to work for no pay but was also hurt by his enslaver.

This source was adapted from James' autobiography. In order to make it developmentally appropriate and culturally responsive, the writers made the choice to take out the graphic descriptions of the violence James faced and instead included that his enslaver 'hurt him'. Fourth graders need to know that enslavement was a horrible thing, but don't need to know the graphic details until they revisit enslavement in older grades. On day 4, students will learn more about the Rev. James and his escape from Enslavement.

Source C:

- **About the source:** Sojourner Truth (link to her [autobiography](#)) was born in the year 1797, in Hurley, New York (south of Albany, 280 miles from Rochester). She was enslaved for approximately twenty-eight years. When she was ten years old, Sojourner was sold for \$100 and some sheep. Her child was taken from her and sold down south.
- **Teacher tip:** The goal here is to help students understand just how horrible enslavement in NYS was. A child could be taken from their parents. Feelings of anger or sadness may arise for some students. Be sure to make space for those feelings. It may be helpful to let students know that on Day 3 they will learn how she fought for her son and won him back.

Source D:

- **About the source:** This is a photograph of underground railroad conductor, civil war soldier/spy, and regular visitor to Rochester, Harriet [Tubman](#). Many students will recognize her.
- **Teacher tip:** The hope is that students will notice her strength, intensity, and determination to end enslavement and help bring as many enslavement people to freedom as possible. It is also important for students to realize that Black people fought for their freedom.

Source E:

- **About the source:** This source shows students that over half of the NYS Legislature members were enslavers.
- **Teacher tip:** This source helps students see that the leaders of NYS were in favor of enslavement and profited from it. Help students make the connection with Source F where these same legislators voted to 'gradually' end enslavement.

Source F:

- **About the source:** This source documents the three most important pieces of NYS Legislation that led to the complete abolition of enslavement in NYS in 1827.
- **Teacher tip:** Help students make the connection that the legislators voted for 'gradual' emancipation because they were profiting themselves from being enslavers and wanted to make as much money as they could. They could have ended enslavement in NYS in 1799 but intentionally chose not to.

Source G:

- **About the source:** In 2004 [City Newspaper](#) reported on archival documents that revealed Rochester NY's founder, Col. Nathaniel Rochester, was an enslaver. He brought ten enslaved people with him to help found Rochester NY and while in Rochester continued to profit from the buying and selling of enslaved people.
- **Teacher tip:** Students may need help processing the upsetting information that the founder of their city enslaved people. Make space for students to recognize and share feelings that come up.

Source H:

- **About the source:** This source is a graph of the U.S. Census Data showing the enslaved population in NYS from 1790-1830.
- **Teacher tip:** Some students may need support reading the line graph.

## Source I:

- **About the source:** This source shows an image of the [1712 revolt](#) of enslaved people in New York City. The revolt was unsuccessful. Those who revolted were captured and killed. This source highlights that enslaved people resisted but also faced difficulties due to the inhumane and cruel institution of enslavement. Later students will learn about Sojourner Truth and Austin Steward whose stories are quite exceptional, but certainly not the case for all enslaved people.
- **Teacher tip:** You may want to reference this source on Day 3 as a counter narrative to Sojourner Truth and Austin Steward.

## Source J

- **About the source:** This source was adapted from *Twenty Two Years a Slave Forty Years a Freeman 1857* written by Austin Steward, the nephew of Aaron & Betsy Bristol. Here he describes their escape from Capt. Helm.
- **Teacher tip:** Help students connect this source to the example of Freedom Seeker. Reminding them that Aaron Bristol fought in the American Revolution while enslaved. Be sure to emphasize that they built a life in Wayne County after their escape.

## Source K

- **About the source:** David Cooper was enslaved in Wayne County, escaped, and chose to stay and build a safe haven for other freedom seekers in Wayne County. His bravery and story of building a more equitable Wayne County was only recently memorialized by his descendents and the descendents of those he helped with a plaque (learn more [here](#)).
- **Teacher tip:** Help students connect this source to the example of Freedom Seeker. Be sure to emphasize how Black people led the fight for their freedom and that once free Black people in Sodus chose to work together to help each other stay free and to survive.

## Source L

- **About the source:** This advertisement and photograph of freedom seeker, barber, and community leader, P.B. Lee communicates the joy and pride Black people in Wayne County worked hard to create for themselves and their children.
- **Teacher tip:** Help students see the joy, pride, and brilliance of Black people in Wayne County who didn't let enslavement define them but stood up to racism and thrived.

## Source M

- **About the source:** This source is meant to convey that white people in Wayne County allied themselves with Black leaders to help freedom seekers find freedom.
- **Teacher tip:** Help students understand that while many white people supported slavery or chose not to speak out against it others like Horatio Nelson Throop bravely went against what was considered normal in their community and helped fight slavery.

## Sources N, O, and P ONTARIO COUNTY SPECIFIC SOURCES

- **About the sources:** Wayne County Teachers might choose to exclude these sources because of their focus on neighboring Ontario County. Ontario County teachers will want to include these sources that show the substantial role enslavement played in Ontario County life.

- **Teacher tip:** These sources put local faces and names to those enslaved and those who chose to enslave. Be sure to make space for feelings that might arise in students. Put emphasis on the way people worked together to resist and build a more just community.

### Slide 23: Debrief the Gallery Walk

Once students have had a chance to view a sufficient number of the texts around the room, debrief the activity as a class. If there's time, consider having students put stars, hearts, question marks, exclamation points, or comments next to sticky notes written by their peers (see example in [Jamboard](#)) Ask students to share the information they collected, or you might ask students what conclusions they can draw about a larger question from the evidence they examined. Ask students

**“If you could only pick two sources to tell a friend who was absent about enslavement in New York, which would you choose?”**

**Slide 24:** Reread the learning target and ask students how the information they collected demonstrates that they met it.

## Class Activity 3/3: Closing - Why is there enslavement and racism?

**Slide 25:** Many students will likely be wondering why enslavement happened or why this is racism? As a closing show the 45 second [video by Vox: The myth of race, debunked in 3 minutes \(here is a link to the full video\)](#). Invite students to respond to the closing questions: What is race? Why is their racism? Draw their attention in the video to the idea that

“Although race isn't real, racism certainly is. The racial categories to which we're assigned, based on how we look to others or how we identify ourselves, can determine real-life experiences, inspire hate, drive political outcomes, and make the difference between life and death. But these important consequences are a result of a relatively new idea that was based on shaky reasoning and shady motivations. This makes the borders of the various categories impossible to pin down and renders today's debates about how particular people should identify futile.” -[11 Ways Race Isn't Real By Jenée Desmond-Harris](#)

**Slide 26:** SEL Closing. Close by asking the students to consider why it is important to study hard history like enslavement. Read the quote from Frederick Douglas “if there is no struggle there is no progress” and invite students to consider and share how this quote helps answer the reason why we study such an uncomfortable topic. Remind students that we are in this together.

Invite students to identify what zone they are in or what feelings are coming up after learning about the Black Freedom Struggle in New York. You could have student record their zones on a sticky note, share with the class, or turn and talk to a friend. Another option could be to label each corner of the classroom a different color (Blue, Green, Yellow, and Red) and invite them to physically move to the color they are

identifying with. Then invite students to share with a friend a tool or strategy they use when they are struggling that helps them keep going. Pay special attention to where students sort themselves and follow up with students in the blue and red zones.

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