

Activity #1:
Runaway Families in Albany County:

Use the provided handouts to lead an activity and follow-up discussion on runaway slave families in Albany County during the 1790s and discuss the geographical limitations they may have faced.

Focus Question:	Essential Questions:
<p>-What challenges did the families who fled slavery in search of their freedom face?</p>	<p>-What conditions do you think drove these families to take such a risk? -How did the white masters attempt to recover the enslaved people? -What geographical features did these families run into during their journeys? -How did geography help or hinder the families on their journeys?</p>

Social Studies Practices:	Key Ideas and Concepts:
<p><u>A2</u>: Use different forms of evidence to make meaning in social studies. <u>A6</u>: Create an understanding of the past using primary and secondary sources. <u>C1</u>: Identify a region in NYS and compare it to other regions. <u>C2</u>: Identify multiple perspectives on a historical event. <u>C.4</u>: Recognize the relationship between between geography and history in social studies. <u>D.3</u>: Identify how environments affect human activity. <u>F1</u>: Demonstrate respect for the rights of others in discussion. <u>F4</u>: Identify opportunities for and the role of individuals in social and political spheres. <u>F7</u>: Identify people in positions of power.</p>	<p>4.1a: Examining New York State climate and vegetation maps in relationship to physical features and climates 4.1b: Examining the location of the capital of New York State and the surrounding areas 4.5a: Examining rights of African Americans in New York State</p>

Procedure:

- 1) Divide class into two groups and assign each group a family, giving them all necessary handouts and information on their family.
- 2) Give students time to read and analyze the primary and secondary sources.
- 3) Instruct students to use the complementary worksheet to help them map out their family's path.
- 4) Have the students plot the imagined path the family may have taken to freedom.
- 5) Bring the class back together and have each group discuss their findings.

Student Outcome:

Understand what enslaved people risked and why they risked it in search of freedom.

Understand the role geography plays in the study of history.

Interpret primary and secondary sources and use the connections between them to draw independent conclusions.

Materials:

- Information cards on each group's family
- Maps of NYS
- Provided worksheet

References:

- Stessin-Cohn, Susan and Ashley Hurlburt Biagini. *In Defiance: Runaways from Slavery in New York's Hudson River Valley 1735-1831.*

Link for NY towns/cities <http://www.new-york-map.org/new-york-road-map.gif>

Link for geographical map:

<http://www.worldatlas.com/webimage/countrys/namerica/usstates/lgcolor/nycolor.gif>

Activity #1: Runaway Families in Albany County Worksheet**Pre-Mapping Questions**

1.) Read about your family. How many of them are there? _____

2.) What are the ages of the family members? _____

3.) Do you think your family would be able to trek over mountains? _____

Mapping Guidelines and Questions

Note: Crossing a river is challenging; especially when you're on the run! You may only cross a river once on your journey. Big cities are also something you'll want to avoid.

Try to plan your family's route in a way that keeps them out of larger cities.

1.) Using map #1, locate where your family is currently living. Draw a star there.

2.) Compare map #1 with map #2. Place a star in the same area on map #2.

3.) Look at map #2. What physical features (mountains, rivers, valleys) are between your family's current location and their path to Vermont? _____

4.) Look at map #2 again. What physical features are between your family's current location and their path to Vermont? _____

5.) Where do you think your family is more likely to flee to? _____

6.) List any major cities that may be in your family's way. _____

7.) After considering landforms, cities, and each family member's abilities, draw a route from your family's starting point to the free land they've chosen to run to.

Activity #2:

Imagining How It Felt: A Journaling Activity

Using the information about the same individuals the students “met” at the mansion, the teacher will give students a writing prompt, allot them time to write, then ask them to share what they wrote with the class.

Focus Question:	Essential Questions:
-How do you think these enslaved individuals may have felt?	-How do you think it felt to be an enslaved person?

Social Studies Practices:	Key Ideas and Concepts:
<u>A6</u> : Create an understanding of the past using primary and secondary sources. <u>F4</u> : Identify opportunities for and the role of individuals in social and political spheres.	4.5a: Examining rights of African Americans in New York State

Procedure:
1) Students are given one of three information sheets on the enslaved people introduced to them at the mansion. 2) Students are directed to write about a day in the person’s life, including the tasks that person was expected to carry out, how they may have felt, and the people they would have interacted with. Encourage students to be imaginative. 3) At the end of the allotted writing time students may share some of what they wrote and talk about their reasoning behind it. 4) Teacher can turn the discussion outward toward the essential question.

Student Outcome:
Understand the lives of enslaved people in Albany during the 1790s. Interpret a primary source and determine what that person’s life may have been like.

Materials:	References:
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-Information card on each individual	- Stessin-Cohn, Susan and Ashley Hurlburt Biagini. <i>In Defiance: Runaways from Slavery in New York's Hudson River Valley 1735-1831.</i>
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Activity #2: Imagining How It Felt

Think back to the activity you took part in at the mansion. Use what you learned there and your own imagination to write a journal entry from your assigned person's point-of-view.

1.) Susannah was formerly enslaved by the Ten Broeck family. In 1810 she was granted her freedom by Abraham's wife, Elizabeth Van Rensselaer Ten Broeck. While the Ten Broecks were wealthy, they still needed to make most of the goods required to keep a household running. Such tasks would have been relegated to the enslaved women.

2.) John was enslaved by Abraham Ten Broeck on this Albany property. While this property did not have a working farm, it was still a large piece of land, most likely with gardens that needed tending and infrastructures to repair in order for the Ten Broeck family to properly show off their wealth.

3.) Peter was enslaved by Stephen I. Schuyler, who was likely the son of Stephen J. Schuyler, a wealthy landowner who, in 1790, enslaved nine people on his Watervliet property. It's likely that the Schuylers used their farmland to grow crops.

