



Name _____

Document Based Question on Black Americans Before the Civil War

Question A: What was life like for an enslaved Black person on a plantation?

Document 1A: Secondary Source

Watch the video: "Mason Explains: Slavery in the United States"

1. What were some of the freedoms that enslaved Black people couldn't have?
2. What were some of the things that enslaved Black people did to make their lives better?
3. How does this source help you answer the question: What was everyday life like for an enslaved Black person on a plantation?



Lesson 9.2: Black Americans Before the Civil War

Document 2A: Primary Source

The men and women slaves received, as their monthly allowance of food, eight pounds of pork, or its equivalent in fish, and one bushel of corn meal. Their yearly clothing was two coarse linen shirts, one pair of linen pants, one jacket, one pair of pants for winter, made of coarse cloth, one pair of stockings, and one pair of shoes; the whole of which could not have cost more than seven dollars.

There were no beds given the slaves, unless one coarse blanket be considered such, and none but the adults had these. This, however, is not considered a very great hardship. They find less difficulty from needing beds, than from wanting time to sleep; for when their day's work in the field is done, most of them still have their washing, mending, and cooking to do; and when this is done, old and young, male and female, married and single, drop down side by side, on one common bed,--the cold, damp floor,--each covering himself or herself with their miserable blankets; and here they sleep till they are summoned to the field by the driver's horn. At the sound of this, all must rise, and be off to the field. There must be no halting; everyone must be at his or her post; and woe to them who hear not this morning summons to the field.

Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American Slave. Written by Himself*, 1845.

Important note:

These selections have been edited from longer pieces of writing. Some of the original punctuation, spelling, and capitalization have been changed to make it easier for you to read.

1. According to Frederick Douglass, enslaved people only had about 4 ounces of meat (about the size of a deck of cards) and 2 scoops of cornmeal each day (about the size of one bowl of cereal). Choose three words to describe how they might have felt with so little food.
2. What does Frederick Douglass think was the worst part of being enslaved on a plantation? Based on this source, do you agree?
3. How does this source help you answer the question: What were living conditions like for an enslaved Black person on a plantation?



Lesson 9.2: Black Americans Before the Civil War

Document 3A: Primary Source

This is an example of shackles that would be put on an enslaved person to keep them from being able to use their hands while they were being bought and sold. The slave traders were worried that people would be able to escape more easily if they could use their hands. Slave holders also used these for punishment. The circle parts went around the person's wrists. They were made of iron and very heavy.

1. What do you think wearing these shackles did to the body of an enslaved person? How do you think they made them feel?



Shackles, 1860

Courtesy of the National Museum of African American History and Culture

2. How do you think enslaved people felt when they saw other enslaved people wearing these? Do you think it made them want to do what the slave holders said? Why?
3. How does this source help you answer the question: What was life like as an enslaved Black person on a plantation?



Lesson 9.2: Black Americans Before the Civil War

Document 4A: Primary Source



Slave Quarters in South Carolina, circa 1863–1866
Courtesy of the Library of Congress

This is an image of slave quarters on a plantation in South Carolina in 1863. All the enslaved people on the plantation would live in small houses like this one.

1. Describe what you see in this picture. What is the house like? How about the yard?
2. Give two ways that the people in this picture might have used the fireplace.
3. How does this source help you answer the question: What were homes like for enslaved Black people on a plantation?



Name_____

Document Based Question on Black Americans Before the Civil War

Question B: What was life like for an enslaved Black person in New England?

Document 1B: Secondary Source

Read: "Slavery in New Hampshire" student content

1. What types of jobs did enslaved people have in New Hampshire?
2. Were there a lot of enslaved people living and working together in home in New Hampshire? Do you think this was a good thing for the enslaved people? Why or why not?
3. How does this source help you answer the question: What was everyday life like for an enslaved Black person in New England?

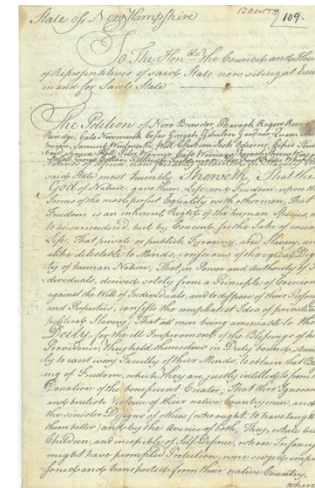
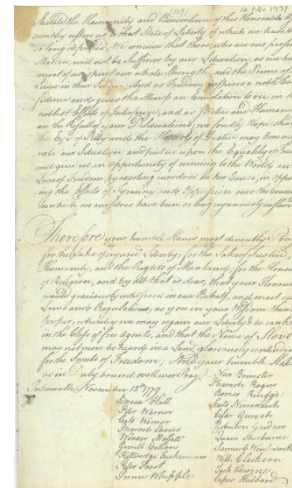
Lesson 9.2: Black Americans Before the Civil War

Document 2B: Primary Source

Freedom Petition Submitted by Enslaved People to the New Hampshire State Legislature, pages 1 and 3, 1779

Courtesy of the New Hampshire State Archives

These are pages from the petition for freedom that 20 enslaved people wrote to the government of New Hampshire in 1779. The main idea is that they should be free because they are equal to all people. Read the quotes from the petition and answer the questions.



Important note:
These selections have been edited from longer pieces of writing. Some of the original punctuation, spelling, and capitalization have been changed to make it easier for you to read.

Let your humble slaves to set before this honorable Assembly some of the problems they experience and feel. We know that the God of nature made us free! Does the Assembly's authority come from traditions? If so, let that tradition be abolished, because it is not from nature, reason or religion.

Therefore, your humble slaves pray, for the sake of liberty, for the sake of justice, humanity, and the rights of mankind; for the honor of religion, and by all that is dear, that your honors would step in for us, and create laws in your wisdom so that we may gain our liberty and be free agents. We pray that the name of slave may no more be heard in this land struggling for freedom.

1. Do the enslaved people writing this petition believe there is any defense for slavery?
2. Even though Americans were fighting the Revolutionary War to be free from England, not all people in the United States were free. What big ideas and foundational principles do the enslaved people use to argue for their freedom here?
3. How does this source help you answer the question: What was it like as an enslaved Black person in New England?



Lesson 9.2: Black Americans Before the Civil War

Document 3B: Primary Source



Benjamin Thompson's Farewell, 1850

Source: New Hampshire Historical Society

This painting is called *Benjamin Thompson's Farewell*. It shows a man, Benjamin Thompson, leaving his wife and daughter behind in Concord, New Hampshire when he moved to England during the Revolutionary War in 1775. His daughter, Sarah, had it painted in 1850. In the painting, Sarah is being held by an enslaved woman named Dinah. Dinah was put in charge of taking care of Sarah when she was a child.

1. Sarah had this painting made when she was an adult. She chose to show Dinah holding her instead of her parents. What does this tell you about how Sarah remembered Dinah?

2. When Sarah's father left, her family was split apart. This happened a lot during wartime. How could that affect the lives and work of enslaved people?

3. How does this source help you answer the question: What was work like for enslaved Black people in New England?



Lesson 9.2: Black Americans Before the Civil War

Document 4B: Primary Source

The first of the time of living at my master's own place, I was pretty much employed in the house at carding wool and other household business. In this situation I continued for some years, after which my master put me to work out of doors. After proof of my faithfulness and honesty, my master put great confidence in me. My behavior to him had as yet been submissive and obedient. I then began to have hard tasks imposed on me. Some of these were to pound four bushels of ears of corn every night in a barrel for the chickens or be harshly punished. At other seasons of the year I had to card wool until a very late hour. These tasks I had to perform when I was about nine years old.

Sometime after I had another oppression which was greater than any I had ever experienced since I came into this country. This was to serve two masters. James Mumford, my master's son would order me to do *this* and *that* business different from what my master directed me. One day in particular, his son came up to me in the course of the day, big with authority, and commanded me very arrogantly to quit my present business and go directly about what he should order me. I replied to him that my master had given me so much to perform that day, and that I must therefore faithfully complete it in that time. He then broke out into a great rage, snatched a pitchfork and went to lay me over the head.

Venture Smith, *A Narrative of the Life and Adventures of Venture, a Native of Africa: But Resident above Sixty Years in the United States of America*, 1798.

1. What are some tasks Venture had to do when he was enslaved? How old was he when he was doing those jobs?

2. What problem did Venture have with James? What happened?

3. How does this source help you answer the question: What was life like for an enslaved person in New England?

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Name _____

Document Based Question on Black Americans Before the Civil War

Question C: What was life like for a free Black person in New Hampshire?

Document 1C: Secondary Source

Read: "The Black Community" student content

1. How large was the Black community in New Hampshire in the early 1800s? Where are some examples of where there were Black communities in New Hampshire?
2. What types of jobs did Black people do in New Hampshire towns?
3. How did the white people in these communities treat the Black people who lived in their towns?
4. How does this source help you answer the question: what was everyday life like for a free Black person in New Hampshire?



Lesson 9.2: Black Americans Before the Civil War



Document 2C: Primary Source

Flora Stewart lived in Londonderry, New Hampshire in the year 1867. She lived with her two sons, Isaiah and Salone. Because of how old she was, the governor of New Hampshire asked her to let a photographer take her picture. On May 19th, 1867, the *New York Times* published a short article about Flora Stewart. Part of it said:

In Londonderry, NH, about two miles north-west of Derry Village, near the line of the Manchester and Lawrence Railroad, resides Flora Stewart, a negress, once the slave of the grandfather of Samuel Wilson Simpson, now 80 years of age, whose mother at his birth was nursed by Flora. She is reputed to be 120 years of age. Mr. Simpson has data proving it to be not less than 119. Flora is full of vim, with remarkably memory. She has been for a long time a member of the Methodist Church, and on one of my visits to the lady I learned that she had just completed a rereading of the Testament. Mr. Simpson gave her a bill, and without spectacles she looked at it and said 'Why, Wilson, this is \$5.' Her memory embraces the incidents of a century.

1. Look at the picture of Flora Stewart. How would you describe her? How would you describe what she was wearing?
2. What does the reporter say about how Flora spends her time? How is her health?
3. How does this source help you answer the question: What was life like for free Black people in their communities in New Hampshire?



Lesson 9.2: Black Americans Before the Civil War

Document 3C: Secondary Source

Biography of William Haskell, a free Black man from Warner, NH

William Haskell, a noted basket maker, was born to John and Lovee Haskell in 1819 in Warner, NH. The Haskell family lived on Couchtown Road and John probably labored on local farms or seasonally as a mill hand. William married Caroline Clark, daughter of Anthony, a well-known fiddler, and Lucy Clark. Their son, James, born in 1842, attended village schools in Warner until he was 20. He enlisted in 1863 for three years in Company D of the Fifty-Fourth Massachusetts Colored Infantry. Upon his return, James married Dorcas Paul, but he died of tuberculosis in 1870 at age 28. He is buried in Salisbury, NH, and his name is engraved on the Soldier's Monument in Warner.

It is not certain how William learned the basket trade, but that is how he is described on an 1854 deed for three-quarters of an acre in Warner. He may have been instructed by Jonathan Watson, a neighbor who made peck and bushel baskets of brown ash. The home and shop had the advantage of being on the road to the grounds of the Warner-Kearsarge Agricultural Fair Association, making it a perfect location for Haskell to sell his sturdy baskets. Nineteenth-century business directories list Haskell's basket-making business between 1885 and 1895. As early as 1881, however, his baskets were described in the newspaper as being as good as could be found in the market. He did the work by hand and in eight months produced 400 large baskets.

Rebecca Courser for the Black Heritage Trail of New Hampshire, April 10, 2019

1. Does it sound like William Haskell had a comfortable life? Why or why not?
2. Do you think William Haskell was a respected member of his community? Why or why not?
3. How does this source help you answer the question: What was work like for free Black people living in New Hampshire?



Lesson 9.2: Black Americans Before the Civil War

Document 4C: Primary Source

Jude Hall, a Black man from Exeter, New Hampshire, was enslaved before the Revolutionary War. He fought on the American side and was freed after the war. Even though all his children were born free, three of his sons were captured and ended up enslaved. This is a part of the official statement that Jude Hall's son-in-law, Robert Roberts, gave about the kidnapping of James Hall in 1803.

AFFIDAVIT OF ROBERT ROBERTS, OF BOSTON.

An account of the kidnapping of James Hall, son of Jude Hall, Exeter, New Hampshire:

JAMES HALL was born in Exeter, New Hampshire, and at the age of eighteen years, was kidnapped by a man named David Wedgewood of Exeter, but now resides at Greenland. By him, James was taken, tied and carried to Newburyport jail, and the next morning was put on board of a vessel bound for New Orleans, and sold as a slave. The captain's name was Isaac Stone. The vessel belonged to Johnston & _____, of Newburyport. James was taken from his father's house at Exeter, in the absence of his father, by D.W., who said that he owed him four dollars. His mother said that he was a minor, and forbid him from taking him. Regardless to what she said, D.W. bound and carried James to Newburyport. He was seen, not long since, at New Orleans, by George Ashton, a colored man, from Exeter; he said James was chained up in the jail, at New Orleans, as a run-away; and, in the meantime, his master (a Frenchman from Kentucky) came, and commanded him to be punished severely, and carried him back.

David Child, "Abolitionist's Library ... No 1 The Despotism of Freedom; of the Tyranny and Cruelty of American Republican Slave-Masters, Shown to be the Worst in the World: in a Speech, Delivered at the First Anniversary of the New England Anti-Slavery Society, 1825."

1. Why was James Hall taken from his father's house to jail? What happened then?
2. James Hall was born a free man, but he ended up enslaved. What does this tell you about the safety of Black people, even in the north, in the 1800s?
3. How does this source help you answer the question: What was life like for a Black person in New Hampshire?



Lesson 9.2: Black Americans Before the Civil War

Name _____

Document Based Question on Black Americans Before the Civil War

Question D: What was life like for a Black person escaping slavery?

Document 1D: Secondary Source

Read: "The Underground Railroad" student content

1. Escaping from slavery was dangerous. Why were enslaved people willing to take those risks?
2. How did enslaved people know where to go? Who helped them along the way?
3. How does this source help you answer the question: What was getting away like for a Black person escaping slavery?



Lesson 9.2: Black Americans Before the Civil War

Document 2D: Primary Source

Ona Judge was an enslaved Black woman at George Washington's Mont Vernon house. In 1796, Ona Judge escaped when the Washingtons were visiting Philadelphia. She traveled to New Hampshire and lived there for the rest of her life. In 1845, an anti-slavery newspaper called *The Granite Freeman* interviewed Ona Judge. By that time, she was around 80 years old and a widow. She lived in Greenland, New Hampshire. This is part of the newspaper article about her.

She ran to a place of concealment, and escaped the clutches of the oppressor. Shortly after this, Washington died, and, she said, "he never troubled me any more after he was gone."

Asked how she escaped, she replied as follows: 'While they were packing to go up to Virginia, I was packing to go, I didn't know where; for I knew that if I went back to Virginia, I should never get my liberty. I had friends among the colored people of Philadelphia, had my things carried there beforehand, and left while they were eating dinner...'

When asked if she was not sorry she left Washington, since she has worked so much harder in freedom than before, her reply is, 'No, I am free, and have, I trust, been made a child of God by the means.'

"Washington's Runaway Slave," *The Granite Freeman*, May 22, 1845.

Important note:

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1. Why did Ona Judge tell her story in 1845 rather than sooner? How did she escape from slavery?
2. The reporter mentions that Ona Judge's life was harder now than it was when she was enslaved. Why might that be true? Did it matter to Ona Judge?
3. How does this source help us answer the question: What was everyday life like for a Black person escaping slavery?



Lesson 9.2: Black Americans Before the Civil War

Document 3D: Primary Source

Text:

Eight DOLLARS Reward

RUN-AWAY from his Master Capt. *Daniel Rogers* of Durham, a Negro Man, named CATO, born in the Country, a midling Size, and a spry Fellow; had on when he went away a greyish homespun Coat, lined with striped homespun, a light coloured Jacket, Leather Breeches, white yarn Stockings; his is about 35 Years old, and had a Scar across his Throat (lately done by a fall from a Horse) – WHOEVER will take up said Negro, and bring him to his said Master, or confine him so that he may be had, shall have EIGHT DOLLARS Reward and all necessary Charges, paid by, *Daniel Rogers*.

1. Daniel Rogers offered an \$8 reward to anyone who could find Cato and send him back, which would be worth about \$160 today. How do you think Cato would have responded to people being offered money to send him back to slavery?

Advertisement for the capture of Cato
from the *New Hampshire Gazette*, 1765

Eight DOLLARS Reward.

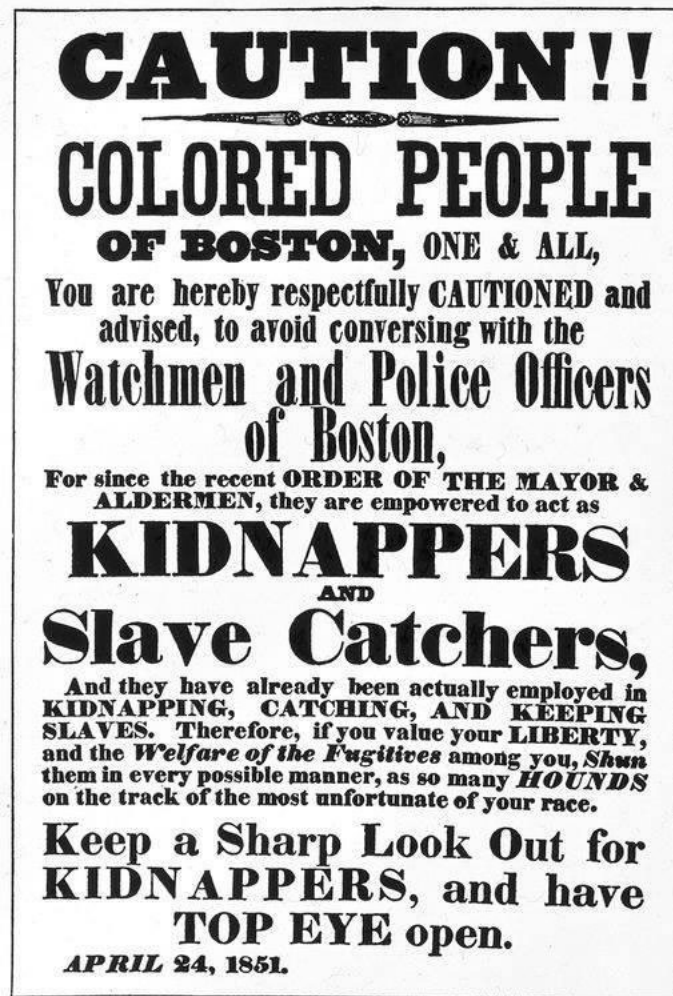
RUN-AWAY from his Master Capt. *Daniel Rogers* of Durham, a Negro Man, named CATO, born in the Country, a midling Size, and a spry Fellow ; had on when he went away a greyish homespun Coat, lin'd with strip'd homespun, a light colour'd Jacket, Leather Breeches, white yarn Stockings ; he is about 35 Years old, and had a Scar a-crofs his Throat, (lately done by a fall from a Horse)— WHOEVER will take up said Negro, and bring him to his said Master, or confine him so that he may be had, shall have EIGHT DOLLARS Reward and all necessary Charges, paid by,
Daniel Rogers.

2. How does this source help you answer the question: What was safety like for a Black person escaping slavery?



Lesson 9.2: Black Americans Before the Civil War

Document 4D: Primary Source



Caution Poster, 1850
Courtesy of the Library of Congress

In the 1800s, slavery was not legal in all states. In some states, mostly in the north, all Black people had a right to live freely, even if they had been enslaved in another state. In 1850, the U.S. Congress passed a law called the Fugitive Slave Act saying that everyone had to cooperate with people trying to capture enslaved people who escaped from slavery. Even in states where slavery was illegal, people were forced to help send people who had escaped slavery back to where they had been enslaved. Lots of people in New England states were upset about this law. But, the lawmakers in Congress thought this law was necessary. They thought that without it, the South might try to leave the United States.

The Fugitive Slave Act meant that people who were running away from slavery had to hide even more than before. Many tried to get all the way up to Canada, where slavery was against the law. The secret process set up to help enslaved people escape to freedom was called the Underground Railroad.

1. How do you think seeing this poster would make a Black person who had escaped slavery feel? What if they had been living in a state without slavery for a long time?
2. How does this source help you answer the question: What was life like for a Black person escaping slavery?



Document Based Question on Black Americans Before the Civil War

Question A: What was life like for an enslaved Black person on a plantation?

Document 1A: Secondary Source

Watch the video: "Mason Explains: Slavery in the United States"

1. What were some of the freedoms that enslaved Black people couldn't have?
Enslaved people weren't free to travel where they wanted, they couldn't choose their job, they could be punished for saying the wrong thing, their families could be separated, they were punished if they didn't work hard enough.
2. What were some of the things that enslaved Black people did to make their lives better?
They grew food, sang songs, cared for each other, tried to pass down their culture.
3. How does this source help you answer the question: What was everyday life like for an enslaved Black person on a plantation?
Life was hard and brutal, enslaved people suffered at the hands of slaveholders, and they didn't have much control. But enslaved Black people also helped each other and tried to form a community to take care of their needs.



Lesson 9.2: Black Americans Before the Civil War

Document 2A: Primary Source

The men and women slaves received, as their monthly allowance of food, eight pounds of pork, or the same in fish, and one bushel of corn meal. Their yearly clothing was two coarse linen shirts, one pair of linen pants, one jacket, one pair of pants for winter, made of coarse cloth, one pair of stockings, and one pair of shoes; the whole of which could not have cost more than seven dollars.

There were no beds given the slaves, unless one coarse blanket be considered such, and none but the adults had these. This, however, is not considered a very great hardship. They find less difficulty from needing beds, than from wanting time to sleep; for when their day's work in the field is done, most of them still have their washing, mending, and cooking to do; and when this is done, old and young, male and female, married and single, drop down side by side, on one common bed,--the cold, damp floor,--each covering himself or herself with their miserable blankets; and here they sleep till they are summoned to the field by the driver's horn. At the sound of this, all must rise, and be off to the field. There must be no halting; everyone must be at his or her post; and woe to them who hear not this morning summons to the field.

Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American Slave. Written by Himself*, 1845.

Important note: These selections have been edited from longer pieces of writing. Some of the original punctuation, spelling, and capitalization have been changed to make it easier for you to read.

1. According to Frederick Douglass, enslaved people only had about 4 ounces of meat (about the size of a deck of cards) and 2 scoops of cornmeal each day (about the size of one bowl of cereal). Choose three words to describe how they might have felt with so little food.

Tired, sore, hungry, sad, angry

2. What does Frederick Douglass think was the worst part of being enslaved on a plantation? Based on this source, do you agree?

That there wasn't enough time to sleep after they did all the work they had to do for the plantation owner and then took care of themselves. I don't agree because I think being forced to work was worse because it was so hard.

3. How does this source help you answer the question: What were living conditions like for an enslaved Black person on a plantation?

Enslaved black people couldn't get enough sleep. They were often hungry and they would get punished if they didn't show up to work on time. They didn't have enough warm clothes or blankets and they were uncomfortable at night.



Lesson 9.2: Black Americans Before the Civil War

Document 3A: Primary Source

This is an example of shackles that would be put on an enslaved person to keep them from being able to use their hands while they were being bought and sold. The slave traders were worried that people would be able to escape more easily if they could use their hands. Slave holders also used these for punishment. The circle parts went around the person's wrists. They were made of iron and very heavy.

1. What do you think wearing these shackles did to the body of an enslaved person? How do you think they made them feel?

The shackles probably hurt their arms and shoulders, and might have caused cuts and bruises. The people wearing them probably felt trapped or like prisoners.



Shackles, 1860

Courtesy of the National Museum of African American History and Culture

2. How do you think enslaved people felt when they saw other enslaved people wearing these? Do you think it made them want to do what the slave holders said? Why?

They probably felt angry and sad when they saw other enslaved people wearing these. It might have made them scared of what could happen so they might do what the slave holder said.

3. How does this source help you answer the question: What was life like as an enslaved Black person on a plantation?

They had no ability to move around and they were trapped. They were treated like criminals.



Lesson 9.2: Black Americans Before the Civil War

Document 4A: Primary Source



Slave Quarters in South Carolina, circa 1863–1866
Courtesy of the Library of Congress

This is an image of slave quarters on a plantation in South Carolina in 1863. All the enslaved people on the plantation would live in small houses like this one.

1. Describe what you see in this picture. What is the house like? How about the yard?

This picture shows a small wooden house and a group of Black people. The house looks sturdy but it's small and doesn't have any glass in the windows. The fence looks like it is falling apart. There isn't any grass.

2. Give two ways that the people in this picture might have use the fireplace.

To heat their house. To cook their food. To wash their clothes.

3. How does this source help you answer the question: What were homes like for enslaved Black people on a plantation?
- Enslaved people lived separately from the family that owned the plantation. They had to cook all their own food and do all their own chores. Their houses were small.**



Document Based Question on Black Americans Before the Civil War

Question B: What was life like for an enslaved Black person in New England?

Document 1B: Secondary Source

Read: "Slavery in New Hampshire" student content

1. What types of jobs did enslaved people have in New Hampshire?

Enslaved people worked in people's homes as maids and taking care of horses. Some worked in shops and businesses. Others worked on ships. Sometimes enslaved people were sent to work for other people.

2. Were there a lot of enslaved people living and working together in home in New Hampshire? Do you think this was a good thing for the enslaved people? Why or why not?

Most enslaved people lived in homes with between 1 and 5 enslaved people, so there were not a lot of Black people living together. That could be a bad thing because there weren't lots of people to help out, but it could be a good thing because enslaved people were working smaller jobs and not the harder jobs in fields.

3. How does this source help you answer the question: What was everyday life like for an enslaved Black person in New England?

Enslaved people in New Hampshire still did not have much freedom. They were threatened to be sold if they didn't obey. Some enslaved people could learn a trade or earn money to buy their freedom.

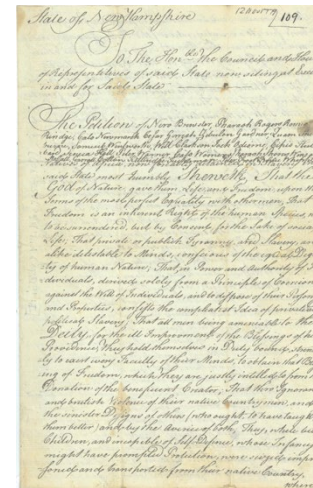
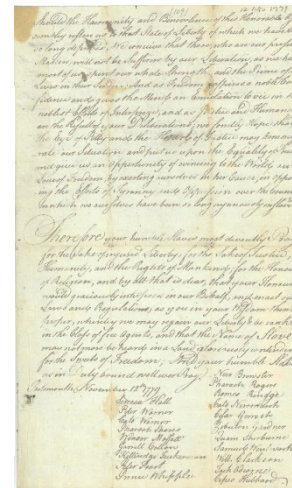
Lesson 9.2: Black Americans Before the Civil War

Document 2B: Primary Source

Freedom Petition Submitted by Enslaved People to the New Hampshire State Legislature, pages 1 and 3, 1779

Courtesy of the New Hampshire State Archives

These are pages from the petition for freedom that 20 enslaved people wrote to the government of New Hampshire in 1779. The main idea is that they should be free because they are equal to all people. Read the quotes from the petition and answer the questions.



Important note:
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Let your humble slaves to set before this honorable Assembly some of the problems they experience and feel. We know that the God of nature made us free! Does the Assembly's authority come from traditions? If so, let that tradition be abolished, because it is not from nature, reason or religion.

Therefore, your humble slaves pray, for the sake of liberty, for the sake of justice, humanity, and the rights of mankind; for the honor of religion, and by all that is dear, that your honors would step in for us, and create laws in your wisdom so that we may gain our liberty and be free agents. We pray that the name of slave may no more be heard in this land struggling for freedom.

1. Do the enslaved people writing this petition believe there is any defense for slavery?
No, they don't think there is any defense for slavery because they say the 'God of nature made us free.' It should be abolished because it is not from nature, reason, or religion.
2. Even though the Americans just fought the Revolutionary War to be free from England, not all people in the United States were free. What big ideas and foundational principles do the enslaved people use to argue for their freedom here?
They talk about liberty, justice, humanity, and rights of mankind as the reasons they should be free.
3. How does this source help you answer the question: How does this source help you answer the question: What was it like as an enslaved Black person in New England?
There were still people in New Hampshire who thought slavery was acceptable. Enslaved people didn't have the same rights as free people in New Hampshire but some tried to get their freedom through the government.

Lesson 9.2: Black Americans Before the Civil War

Document 3B: Primary Source



Benjamin Thompson's Farewell, 1850
Source: New Hampshire Historical Society

This painting is called *Benjamin Thompson's Farewell*. It shows a man, Benjamin Thompson, leaving his wife and daughter behind in Concord, New Hampshire when he moved to England during the Revolutionary War in 1775. His daughter, Sarah, had it painted in 1850. In the painting, Sarah is being held by an enslaved woman named Dinah. Dinah was put in charge of taking care of Sarah when she was a child.

1. Sarah had this painting made when she was an adult. She chose to show Dinah holding her instead of her parents. What does this tell you about how Sarah remembered Dinah?

Sarah probably felt really close to Dinah and cared about her. She still remembered that as an adult. Sarah might have spent more time with Dinah than with her parents.

2. When Sarah's father left, her family was split apart. This happened a lot during wartime. How could that affect the lives and work of enslaved people?

If a family was split up it made life less certain for people, and especially enslaved people because they couldn't control their lives. If the family needed money, they might need to sell their enslaved people, so enslaved people might have been worried if they would end up somewhere worse. Dinah may have been worried she might be sold, and she might also feel sad for Sarah.

3. How does this source help you answer the question: What was work like for enslaved Black people in New England?

Enslaved people might have been very close to the family that enslaved them. Some of them were very important to the children they raised. However, they still didn't have any control over their future.



Lesson 9.2: Black Americans Before the Civil War

Document 4B: Primary Source

The first of the time of living at my master's own place, I was pretty much employed in the house at carding wool and other household business. In this situation I continued for some years, after which my master put me to work out of doors. After proof of my faithfulness and honesty, my master put great confidence in me. My behavior to him had as yet been submissive and obedient. I then began to have hard tasks imposed on me. Some of these were to pound four bushels of ears of corn every night in a barrel for the chickens or be harshly punished. At other seasons of the year I had to card wool until a very late hour. These tasks I had to perform when I was about nine years old.

Sometime after I had another oppression which was greater than any I had ever experienced since I came into this country. This was to serve two masters. James Mumford, my master's son would order me to do *this* and *that* business different from what my master directed me. One day in particular, his son came up to me in the course of the day, big with authority, and commanded me very arrogantly to quit my present business and go directly about what he should order me. I replied to him that my master had given me so much to perform that day, and that I must therefore faithfully complete it in that time. He then broke out into a great rage, snatched a pitchfork and went to lay me over the head.

Venture Smith, *A Narrative of the Life and Adventures of Venture, a Native of Africa: But Resident above Sixty Years in the United States of America*, 1798.

1. What are some tasks Venture had to do when he was enslaved? How old was he when he was doing those jobs?

Venture had to card wool and pound corn. He was nine years old.

2. What problem did Venture have with James? What happened?

James sometimes told Venture to do different things than James' father wanted him to do. When James got mad, he tried to hurt Venture.

3. How does this source help you answer the question: What was life like for an enslaved person in New England?

Enslaved people in New Hampshire had a lot of hard jobs, even when they were young. They were also sometimes treated cruelly and hurt by the people who enslaved them. They might have had to try to work for different people at the same time.

Important note:

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Document Based Question on Black Americans Before the Civil War

Question C: What was life like for a free Black person in New Hampshire?

Document 1C: Secondary Source

Read: "The Black Community" student content

1. How large was the Black community in New Hampshire in the early 1800s? Where are some examples of where there were Black communities in New Hampshire?

There was a small number of Black communities in New Hampshire. These communities were smaller than in states further south. There were Black communities in Portsmouth, Exeter, Warner, and Londonderry.

2. What types of jobs did Black people do in New Hampshire towns?

Most Black people worked as domestic servants or laborers. Some Black people learned a trade and ran their own businesses.

3. How did the white people in these communities treat the Black people who lived in their towns?

Some white people were kind to the Black people in the community and helped them. Others did not want Black people in their community, treated them badly, and forced them to leave.

4. How does this source help you answer the question: what was everyday life like for a free Black person in New Hampshire?

Free Black people in New Hampshire could try to do whatever job they wanted, but it depended if the community would support them if they would succeed. There weren't enough Black people around to form a supportive community.



Lesson 9.2: Black Americans Before the Civil War



Document 2C: Primary Source

Flora Stewart lived in Londonderry, New Hampshire in the year 1867. She lived with her two sons, Isaiah and Salone. Because of how old she was, the governor of New Hampshire asked her to let a photographer take her picture. On May 19th, 1867, the *New York Times* published a short article about Flora Stewart. Part of it said:

In Londonderry, NH, about two miles north-west of Derry Village, near the line of the Manchester and Lawrence Railroad, resides Flora Stewart, a negress, once the slave of the grandfather of Samuel Wilson Simpson, now 80 years of age, whose mother at his birth was nursed by Flora. She is reputed to be 120 years of age. Mr. Simpson has data proving it to be not less than 119. Flora is full of vim, with remarkably memory. She has been for a long time a member of the Methodist Church, and on one of my visits to the lady I learned that she had just completed a rereading of the Testament. Mr. Simpson gave her a bill, and without spectacles she looked at it and said 'Why, Wilson, this is \$5.' Her memory embraces the incidents of a century.

1. Look at the picture of Flora Stewart. How would you describe her? How would you describe what she was wearing?

Flora is very old. She looks proud and dignified. Her clothes look like they could be dark blue or black, and they also look fancy and well-made.

2. What does the reporter say about how Flora spends her time? How is her health?

The reporter says Flora is interested in religion. Her health is very good. She has lots of energy and can still see very well.

3. How does this source help you answer the question: What was life like for free Black people in their communities in New Hampshire?

Some free Black people were well-known in their community. Sometimes people described Black people by talking about the white people they were connected to.



Lesson 9.2: Black Americans Before the Civil War

Document 3C: Secondary Source

Biography of William Haskell, a free Black man from Warner, NH

William Haskell, a noted basket maker, was born to John and Lovee Haskell in 1819 in Warner, NH. The Haskell family lived on Couchtown Road and John probably labored on local farms or seasonally as a mill hand. William married Caroline Clark, daughter of Anthony, a well-known fiddler, and Lucy Clark. Their son, James, born in 1842, attended village schools in Warner until he was 20. He enlisted in 1863 for three years in Company D of the Fifty-Fourth Massachusetts Colored Infantry. Upon his return, James married Dorcas Paul, but he died of tuberculosis in 1870 at age 28. He is buried in Salisbury, NH, and his name is engraved on the Soldier's Monument in Warner.

It is not certain how William learned the basket trade, but that is how he is described on an 1854 deed for three-quarters of an acre in Warner. He may have been instructed by Jonathan Watson, a neighbor who made peck and bushel baskets of brown ash. The home and shop had the advantage of being on the road to the grounds of the Warner-Kearsarge Agricultural Fair Association, making it a perfect location for Haskell to sell his sturdy baskets. Nineteenth-century business directories list Haskell's basket-making business between 1885 and 1895. As early as 1881, however, his baskets were described in the newspaper as being as good as could be found in the market. He did the work by hand and in eight months produced 400 large baskets.

Rebecca Courser for the Black Heritage Trail of New Hampshire, April 10, 2019

1. Does it sound like William Haskell had a comfortable life? Why or why not?

It does sounds like William Haskell had a comfortable life. Not everyone owned their own business and had land, no matter what race they were, and having those things probably meant he lived comfortably.

2. Do you think William Haskell was a respected member of his community? Why or why not?

It sounds like William Haskell was respected. People thought his baskets were some of the best around. His son fought for the North in the Civil War and is recognized on a memorial in town.

3. How does this source help you answer the question: What was work like for free Black people living in New Hampshire?

Some Black people were able to take prominent positions in their towns and make a good name for themselves. They were able to learn a trade and get very good at it.



Lesson 9.2: Black Americans Before the Civil War

Document 4C: Primary Source

Jude Hall, a Black man from Exeter, New Hampshire, was enslaved before the Revolutionary War. He fought on the American side and was freed after the war. Even though all his children were born free, three of his sons were captured and ended up enslaved. This is a part of the official statement that Jude Hall's son-in-law, Robert Roberts, gave about the kidnapping of James Hall in 1803.

AFFIDAVIT OF ROBERT ROBERTS, OF BOSTON.

An account of the kidnapping of James Hall, son of Jude Hall, Exeter, New Hampshire:

JAMES HALL was born in Exeter, New Hampshire, and at the age of eighteen years, was kidnapped by a man named David Wedgewood of Exeter, but now resides at Greenland. By him, James was taken, tied and carried to Newburyport jail, and the next morning was put on board of a vessel bound for New Orleans, and sold as a slave. The captain's name was Isaac Stone. The vessel belonged to Johnston & _____, of Newburyport. James was taken from his father's house at Exeter, in the absence of his father, by D.W., who said that he owed him four dollars. His mother said that he was a minor, and forbid him from taking him. Regardless to what she said, D.W. bound and carried James to Newburyport. He was seen, not long since, at New Orleans, by George Ashton, a colored man, from Exeter; he said James was chained up in the jail, at New Orleans, as a run-away; and, in the meantime, his master (a Frenchman from Kentucky) came, and commanded him to be punished severely, and carried him back.

David Child, "Abolitionist's Library ... No 1 The Despotism of Freedom; of the Tyranny and Cruelty of American Republican Slave-Masters, Shown to be the Worst in the World: in a Speech, Delivered at the First Anniversary of the New England Anti-Slavery Society, 1825."

1. Why was James Hall taken from his father's house to jail? What happened then?

David Wedgewood said that James Hall owed him \$4. Then, he kidnapped James and sold him as an enslaved person.

2. James Hall was born a free man, but he ended up enslaved. What does this tell you about the safety of Black people, even in the north, in the 1800s?

Black people, even if they were free, were never really safe. They didn't have a lot of power. If a white person kidnapped them, they couldn't do anything, no matter if they were a child or adult. They could even be taken down South and sold as an enslaved person. I think once they were away from their family and enslaved, it would be really hard to prove that they were a free person. They could end up enslaved anyway.

3. How does this source help you answer the question: What was life like for a Black person in New Hampshire?

Life for free Black people was always dangerous, even if they were respected in their community. Freedom was not guaranteed for life.



Document Based Question on Black Americans Before the Civil War

Question D: What was life like for a Black person escaping slavery?

Document 1D: Secondary Source

Read: "The Underground Railroad" student content

1. Escaping from slavery was dangerous. Why were enslaved people willing to take those risks?

Most enslaved people lived very hard and difficult lives. They wanted to be able to make their own decisions and choose how they wanted to live. They were worried about what would happen to them if they were sold.

2. How did enslaved people know where to go? Who helped them along the way?

People who had already escaped would share songs and stories of where to go. People who did not support slavery would help them by giving them food and shelter. When they reached a state without slavery, the local Black community would help them make a new life.

3. How does this source help you answer the question: What was getting away like for a Black person escaping slavery?

People escaping slavery were always hiding from people trying to send them back to slavery. They couldn't live openly, so while they had their freedom, they didn't have a lot of choices about how to live their lives. They always had to be careful.



Lesson 9.2: Black Americans Before the Civil War

Document 2D: Primary Source

Ona Judge was an enslaved Black woman at George Washington's Mont Vernon house. In 1796, Ona Judge escaped when the Washingtons were visiting Philadelphia. She traveled to New Hampshire and lived there for the rest of her life. In 1845, an anti-slavery newspaper called *The Granite Freeman* interviewed Ona Judge. By that time, she was around 80 years old and a widow. She lived in Greenland, New Hampshire. This is part of the newspaper article about her.

She ran to a place of concealment, and escaped the clutches of the oppressor. Shortly after this, Washington died, and, she said, "he never troubled me any more after he was gone."

Asked how she escaped, she replied as follows: 'While they were packing to go up to Virginia, I was packing to go, I didn't know where; for I knew that if I went back to Virginia, I should never get my liberty. I had friends among the colored people of Philadelphia, had my things carried there beforehand, and left while they were eating dinner...'

When asked if she was not sorry she left Washington, since she has worked so much harder in freedom than before, her reply is, 'No, I am free, and have, I trust, been made a child of God by the means.'

"Washington's Runaway Slave," *The Granite Freeman*, May 22, 1845.

Important note:

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1. How did Ona Judge escape from slavery? Why did Ona Judge tell her story in 1845 rather than sooner?
Ona Judge snuck out when the Washingtons were at dinner. Friends in Philadelphia helped her. She could not tell her story because she was afraid if the Washington family knew where she was, then they might come get her.
2. The reporter mentions that Ona Judge's life was harder now than it was when she was enslaved. Why might that be true? Did it matter to Ona Judge?
Ona Judge worked in a house when she was enslaved, which means she didn't work in the fields farming and growing food. When she was free she had to do everything for herself, including take care of her buildings and grow her own food, which is very hard work. There weren't many jobs for a Black woman to do, so she was poor. Ona Judge was still glad to be living a more difficult life because she was free.
3. How does this source help us answer the question: What was everyday life like for a Black person escaping slavery?
In some ways, daily life could be harder when people were living in fear of being caught. But, people were able to make their own choices and were free to do what they wanted.



Lesson 9.2: Black Americans Before the Civil War

Document 3: Primary Source

Text:

Eight DOLLARS Reward

RUN-AWAY from his Master Capt. *Daniel Rogers* of Durham, a Negro Man, named CATO, born in the Country, a midling Size, and a spry Fellow; had on when he went away a greyish homespun Coat, lined with striped homespun, a light coloured Jacket, Leather Breeches, white yarn Stockings; his is about 35 Years old, and had a Scar across his Throat (lately done by a fall from a Horse) – WHOEVER will take up said Negro, and bring him to his said Master, or confine him so that he may be had, shall have EIGHT DOLLARS Reward and all necessary Charges, paid by, *Daniel Rogers*.

1. Daniel Rogers offered an \$8 reward to anyone who could find Cato and send him back, which would be worth about \$160 today. How do you think Cato would have responded to people being offered money to send him back to slavery?

Cato probably would have been scared that people would have turned him in just to get the money. He might have been sad that he couldn't trust people and tired from hiding.

2. How does this source help you answer the question: What was safety like for a Black person escaping slavery?

Black people escaping from slavery had to be careful of people who might turn them in just for the money. They had to hide all the time.

Advertisement for the capture of Cato
from the *New Hampshire Gazette*, 1765

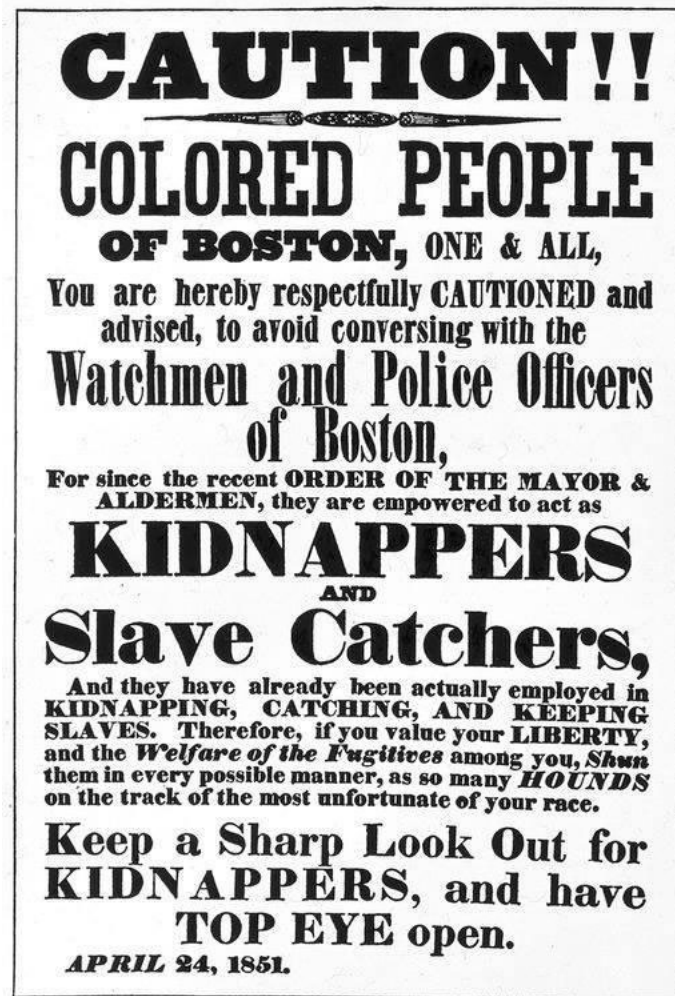
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Daniel Rogers.



Lesson 9.2: Black Americans Before the Civil War

Document 4D: Primary Source



Caution Poster, 1850
Courtesy of the Library of Congress

In the 1800s, slavery was not legal in all states. In some states, mostly in the north, all Black people had a right to live freely, even if they had been enslaved in another state. In 1850, the U.S. Congress passed a law called the Fugitive Slave Act saying that everyone had to cooperate with people trying to capture enslaved people who escaped from slavery. Even in states where slavery was illegal, people were forced to help send people who had escaped slavery back to where they had been enslaved. Lots of people in New England states were upset about this law. But, the lawmakers in Congress thought this law was necessary. They thought that without it, the South might try to leave the United States.

The Fugitive Slave Act meant that people who were running away from slavery had to hide even more than before. Many tried to get all the way up to Canada, where slavery was against the law. The secret process set up to help enslaved people escape to freedom was called the Underground Railroad.

1. How do you think seeing this poster would make a Black person who had escaped slavery feel? What if they had been living in a state without slavery for a long time?
They might have been scared and sad. They might not know who to trust. They might be afraid for their families and their friends. If they had lived without being enslaved for a long time, they might have gotten a job, and started a family, and they might be worried they would lose that.
2. How does this source help you answer the question: What was life like for a Black person escaping slavery?
Freedom seeking Black people couldn't feel completely safe anywhere in the United States.



Lesson 9.2: Black Americans Before the Civil War

Name _____

Informative Paragraph HINT Sheet

What's your question?	
Topic Sentence	<ul style="list-style-type: none">• Directly answers the question: should be a full sentence.
Facts and Details	<ul style="list-style-type: none">• Tells your facts about the topic• At least 3 separate ideas that explain more about the topic• Gives details about the facts using specific examples• Tells which source the fact or detail came from, if appropriate
Summary sentence: What's your big idea?	



Lesson 9.2: Black Americans Before the Civil War

Original Sources

Douglass, Frederick. Narrative of the Life of Frederick Douglass, an American Slave. Written by Himself, 1845.

The men and women slaves received, as their monthly allowance of food, eight pounds of pork, or its equivalent in fish, and one bushel of corn meal. Their yearly clothing consisted of two coarse linen shirts, one pair of linen trousers, like the shirts, one jacket, one pair of trousers for winter, made of coarse negro cloth, one pair of stockings, and one pair of shoes; the whole of which could not have cost more than seven dollars... There were no beds given the slaves, unless one coarse blanket be considered such, and none but the men and women had these. This, however, is not considered a very great privation. They find less difficulty from the want of beds, than from the want of time to sleep; for when their day's work in the field is done, the most of them having their washing, mending, and cooking to do, and having few or none of the ordinary facilities for doing either of these, very many of their sleeping hours are consumed in preparing for the field the coming day; and when this is done, old and young, male and female, married and single, drop down side by side, on one common bed,--the cold, damp floor,--each covering himself or herself with their miserable blankets; and here they sleep till they are summoned to the field by the driver's horn. At the sound of this, all must rise, and be off to the field. There must be no halting; every one must be at his or her post; and woe betides them who hear not this morning summons to the field...

Freedom Petition Submitted by Enslaved People to the New Hampshire State Legislature, pages 1 and 3, 1779

Permit again your humble slaves to lay before this honorable Assembly, some of those grievances which they daily experience and feel...here, we know that the God of nature made us free! Is their authority assumed from customs? If so, let that custom be abolished, which is not founded in nature, reason nor religion...

Therefore, your humble slaves most devoutly pray, for the sake of insured liberty, for the sake of justice, humanity, and the rights of mankind; for the honor of religion, and by all that is dear, that your honors would graciously interpose in our behalf, and enact such laws and regulations as in your wisdom we may regain our liberty and be ranked in the class of free agents, and that the name of slave may no more be heard in a land gloriously contending for the sweets of freedom; and your humble slaves as in duty bound will ever pray.

Venture Smith, A Narrative of the Life and Adventures of Venture, a Native of Africa: But Resident above Sixty Years in the United States of America, 1798.

The first of the time of living at my master's own place, I was pretty much employed in the house at carding wool and other household business. In this situation I continued for some years, after which my master put me to work out of doors. After many proofs of my faithfulness and honesty, my master began to put great confidence in me. My behavior to him had as yet been submissive and obedient. I then began to have hard tasks imposed on me. Some of these were to pound four bushels of ears of corn every night in a barrel for the poultry, or be rigorously punished. At other seasons of the year I had to card wool until a very late hour. These tasks I had to perform when I was about nine years old.



Lesson 9.2: Black Americans Before the Civil War

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AFFIDAVIT OF ROBERT ROBERTS, OF BOSTON.

An account of the kidnapping of James Hall, son of Jude Hall, Exeter, New Hampshire: JAMES HALL was born in Exeter, New Hampshire, and at the age of eighteen years, was kidnapped by a man named David Wedgewood of Exeter, but now resides at Greenland [NH]. By him (D.W.) he was taken, tied and carried to Newburyport jail, and the next morning was put on board of a vessel bound for New Orleans, and sold as a slave. The Captain of the vessel's name was Isaac Stone. The vessel belonged to Johnston & _____, of Newburyport. He was taken from his father's house at Exeter, in the absence of his father, by D.W., who said that he owed him four dollars. His mother said that he was a minor, and forbid him from taking him. Regardless to what she said, he bound and carried him to Newburyport. He was seen, not long since, at New Orleans, by George Ashton, a colored man, from Exeter; he said he was chained up in the calaboose or jail, at New Orleans, as a run-away; and, in the mean time, his master (a Frenchman from Kentucky) came, and commanded him to be punished severely, and carried him back.

"Washington's Runaway Slave," The Granite Freeman, May 22, 1845

She...retired to a place of concealment, and escaped the clutches of the oppressor.- Shortly after this, Washington died, and, she said, "the never troubled me any more after he was gone"

Being asked how she escaped, she replied substantially as follows:-'Whilst they were packing to go up to Virginia, I was packing to go, I didn't know where; for I knew that if I went back to Virginia, I should never get my liberty. I had friends among the colored people of Philadelphia, had my things carried there beforehand, and left while they were eating dinner...'

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