



MUSEUM OF EARLY  
TRADES & CRAFTS

## Additional Program information for

### *New Jersey: Slave State*

#### PROGRAM OVERVIEW

Best for 3<sup>rd</sup> to 5<sup>th</sup> grade

At METC

Outreach

Live Virtual

Digital Written Lesson Plan

Digital Video Lesson Plan

Although a northern state with many active abolitionists, slavery persisted in New Jersey well into the 19<sup>th</sup> century. This program uses primary document to examine the juxtaposition of these 2 facets of New Jersey in the first half of the 19<sup>th</sup> century, as well as exploring the lives of some of the enslaved individuals who traveled through New Jersey on the Underground Railroad.

#### STANDARDS & PRACTICES

##### **New Jersey Social Studies Learning Standards**

**6.1.2.HistoryUP.1:** Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

**6.1.5.HistoryCC.7:** Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

*Seeking Diverse Perspectives, Presenting Arguments & Explanations, Use critical thinking to make sense of problems and persevere in solving them*

##### **C3 Framework for Social Studies State Standards**

**D3.2.6-8.** Evaluate the credibility of a source by determining its relevance & intended use.

**D2.His.14.3-5.** Explain probable causes and effects of events and developments.

##### **Common Core Standards**

**CCSS.ELA-LITERACY.4.RL.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.



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## PROGRAM OBJECTIVES

Students will:

1. Understand the pro-slavery sentiment in 19<sup>th</sup> century New Jersey
2. Explore the contradiction between New Jersey's status as a "free state" and the persistence of slavery until after the Civil War
3. Gain insight into the experiences of formerly enslaved people who passed through New Jersey on the Underground Railroad

## SUGGESTED POST-PROGRAM ACTIVITY

### Action versus inaction

**Part 1:** Give your students the following prompt:

Imagine that you lived in New Jersey in the first half of the 1800s and that your neighbor had enslaved people on his farm. Write a journal or diary entry about your feelings on this and describe what you would do. Be creative, but be sure to put yourself into the shoes (and mindset) of the 1800s, not 2020. Some possible actions include:

- Do nothing. He isn't breaking the law after all and needs their labor for his farm.
- Go to him and tell him he should free these individuals. In your diary entry, specify what arguments you would use to convince him.
- Write a letter asking him to free these individuals. Again, specify the arguments you use.
- Write a letter to the editor for the local paper, expressing your opinion on slavery
- Help these individuals escape and travel farther North. \*Remember, doing this would break the law.

**Part 2:**

Some people in New Jersey and throughout the United States took actions, big or small, against slavery. Some wrote articles or made speeches, some worked to convert others to abolitionism, some helped escaping enslaved people. But many people did nothing. Some didn't feel slavery was wrong, but others were scared of the (social, economic, legal) repercussions of taking action.

Have your student think about an issue today that they feel strongly about. What actions could they take to achieve their desired outcome? What happens if no one takes action against an injustice?

**If you have any questions or require any additional information, please feel free to contact the METC Education Department at 973-377-2982, x12 or [education@metc.org](mailto:education@metc.org)**