

(Re)connecting Brooklyn's History: Slavery and Abolition in Brooklyn Educator's Booklet

February 17, 2022

4:00 PM -

5:00 PM

Bklyn
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CENTER
FOR
BROOKLYN
HISTORY

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What is (Re)connecting Brooklyn's History?

(Re)connecting Brooklyn's History is CBH Education's new one-hour history series. We are introducing middle and high school students, and educators to historians and scholars whose work looking at Brooklyn's past relates to issues taught in the classroom. Each session will be recorded and posted on our website. Each session offers 1 CTLE credit.

Students have access to booklets with activities and resources for further research. Educators' booklets contain access to lessons and resources to assist with classroom learning. Teachers are encouraged to use these conversations as part of their lessons. Our hope is for educators to use these videos and suggested lessons as part of their in-person and virtual learning classes to

- ✓ Begin or end a unit,
- ✓ In place of a classroom or virtual lesson,
- ✓ Supplement learning and/or,
- ✓ As extra credit activities for students.

Thank you for participating in (Re)connecting Brooklyn's History!

(Re)connecting Brooklyn's History: Slavery and Abolition in Brooklyn

DATE: February 17, 2022 **TIME:** 4:00PM – 5:00PM

4:00PM **Welcome & Overview**

Shirley Brown-Alleyne, Manager of Education, Center for Brooklyn History

4:05PM **Education as Activism: Schools as Sites of Protest in Brooklyn**

Dr. Prithi Kanakamedala, Associate Professor, Bronx Community College

4:35PM **Q&A with Prithi Kanakamedala**

4:55PM **Conclusion and CTLE**

In this talk, historian Prithi Kanakamedala will provide educators and students a glimpse of the long history of slavery and anti-slavery activism in Brooklyn and its connections to New York, and the United States through various primary sources.

LEARNING METHODS: Blended learning, including content expert lectures and Q&A.

CTLE ACTIVITY HOURS: 1

About CBH Education



CENTER
FOR
BROOKLYN
HISTORY

CENTER FOR BROOKLYN HISTORY

128 Pierrepont St

Brooklyn, NY 11201

CBHeducation@bklynlibrary.org

The Center for Brooklyn History (CBH) represents a merger between Brooklyn Public Library's Brooklyn Collection and Brooklyn Historical Society's collections, exhibitions and programming, including educational initiatives and public programs from both organizations. CBH's education department connects students, educators, and archivists in New York City and beyond to unique archives, collections, events, and experiences that bring the history of Brooklyn to life.

Learn about our class visits, educator events, digital resources, and more:

<https://www.bklynlibrary.org/cbh/education/about>

Stay up to date on all of **CBH's events for educators** by visiting our [events page](#) or by [subscribing to our monthly e-newsletter](#).

Education programs at the Center for Brooklyn History are generously supported by The Bay and Paul Foundations, Morris and Alma Schapiro Fund, TD Bank, New York Life Foundation, Epstein Teicher Philanthropies, Hearst Foundation, Con Edison and Festa Family.

CBH EDUCATION STAFF

Shirley Brown-Alleyne is the manager of education at CBH. She was formerly the Manager of Teaching and Learning at Brooklyn Historical Society. Ms. Brown Alleyne taught Education at Medgar Evers College, including Sociology of Urban Education and Critical Issues in the History of US Education, dealing with sensitive issues in education, and Teaching Methods: Social Studies. Previously, Shirley was the Director of Education for A C Gilbert's Discovery Village in Salem, Oregon and for the Wyckoff Farmhouse Museum in Brooklyn, NY. She has taught at various institutions including the Apollo Theater, Museum of the City of New York, the South Street Seaport Museum, Brooklyn Children's Museum, New York Historical Society, and Lefferts Homestead. Prior to her museum work, she taught middle and high school in New York City, and worked at Radio City Music Hall's Guest Relations and Concert divisions.

Shirley received her BS in Secondary Education, with a concentration in Social Studies, from Niagara University; her MSED was earned at Bank Street College in the Educational Leadership in Museums program.

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Julia Pelaez is a CBH educator. She holds a M.A. in Teaching History from Bard College and previously worked as an educator at the American Museum of Natural History. Julia advocates for the learning-disabled community, which she is a part of, to ensure that teachers are trained to integrate engaging materials and techniques to create inclusive classrooms. A true Brooklynite, Julia worked in both the Brooklyn Botanic Garden and the New York Aquarium as a teen and grew up admiring her historical hero, Lady Deborah Moody, the founder of Gravesend where she has lived most of her life.

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Charlie Rudoy is the education coordinator at CBH. He previously worked as an archival educator at Brooklyn Historical Society and in Brooklyn Public Library's Office of Strategic Planning. From a community radio station in Minneapolis to a wilderness education program in city parks, Charlie's varied work experience has been grounded in his love of public spaces. He couldn't be happier working in a public library. He is a lifelong drummer and has played shows in most states in the continental US.

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Sonya Ochshorn is the coordinator for New York City History Day at CBH. An educator and Brooklynite, she holds a MSED in Museum Education from Bank Street College of Education and a multidisciplinary BA in art, anthropology, and media from CUNY BA. Not one to stray too far from South Brooklyn, she was formerly an educator at the Old Stone House and the New York Transit Museum. A progressive educator with an inquiry-based pedagogy, Sonya is interested in the intersection of education and social justice and how cultural spaces can be used as a place to encourage social change.

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About Prithi Kanakamedala



Prithi Kanakamedala, Ph.D., is an Associate Professor in the History Department at Bronx Community College and in the MA in Liberal Studies Program at The Graduate Center of the City University of New York. She served as historian and curator for In Pursuit of Freedom, a partnership of Weeksville Heritage Center, Brooklyn Historical Society (now Center for Brooklyn History/ Brooklyn Public Library), and Irondale Ensemble Project. The multi-faceted public history project examined anti-slavery activism and free Black communities in Brooklyn. More here: pursuitoffreedom.org

Information for the video

Look up, look around. Brooklyn's history is part of its landscape. Which street do you live on? What neighborhood do you live in? Do you know who it's named after? Slavery is part and parcel of this borough, city, and nation's history. And enslaved labor was central to Brooklyn's growth.

New York State was slow to dismantle slavery. In 1799, the Gradual Emancipation Act stated enslaved males born after July 4, 1799 would be free at the age of 28, and enslaved females free at the age of 25. In 1817, a further law gave slavery an end date in New York State of July 4, 1827. In other words, it took twenty-eight long years for slavery to end in New York. Historians call this the Gradual Emancipation period.

But as long as slavery existed so did the desire to be free.

Brooklyn has a distinct story to tell in the history of social justice. From 1783 to 1865, Brooklyn transformed from an agricultural slaveholding capital to the third largest city in the United States fueled by the business of slavery. Against this backdrop, the city's anti-slavery activists and radical abolitionists led the struggle for racial and social justice. They created local, regional, and national networks of political solidarity to advance their anti-slavery agenda. Through courage and conscience, the residents of neighborhoods we now know as Brooklyn Heights, Downtown Brooklyn, DUMBO, Fort Greene, Vinegar Hill, Weeksville, and Williamsburg insisted on an immediate end to slavery and demanded legal and political equality for all Americans.

Historian Prithi Kanakamedala will examine slavery in 18th century Brooklyn and look at the ways its 19th century free Black community mounted a multi-decade battle for social justice. The primary sources included here are designed to invite educators and students to delve into the history of their streets and neighborhoods and think about how schools and education itself can act as sites and modes of resistance and incubators for social justice.

Prithi Kanakamedala, Ph.D.

Resources for video

Please use the following resources to follow Dr. Kanakamedela's session.

Mapping Slavery

Original lesson plan

http://pursuitoffreedom.org/wp-content/uploads/resources/section1_lesson1/lesson1.pdf

Resources

- A. http://pursuitoffreedom.org/wp-content/uploads/resources/section1_lesson1/lesson1_worksheet2.pdf
- B. http://pursuitoffreedom.org/wp-content/uploads/resources/section1_lesson1/lesson1_worksheet3.pdf

Teaching Slavery

Original lesson plan

http://pursuitoffreedom.org/wp-content/uploads/resources/section1_lesson3/lesson3.pdf

Resources

- C. http://pursuitoffreedom.org/wp-content/uploads/resources/section1_lesson3/lesson3_worksheet2.pdf

Creating Communities of Freedom

Original lesson plan

http://pursuitoffreedom.org/wp-content/uploads/resources/section1_lesson6/lesson6_worksheet2.pdf

Resources

- D. [Cover of Constitution of the Brooklyn African Woolman Benevolent Society] adopted March 16, 1810, published in 1820 by E. Worthington. Negative #85470d. Collection of The New-York Historical Society: http://pursuitoffreedom.org/wp-content/uploads/2014/01/019_full.jpg
- E. [Advertisement for African School]. The Long Island Star. January 18, 1815. Center for Brooklyn History: http://pursuitoffreedom.org/wp-content/uploads/2014/01/022_full.jpg
- F. [Bridge Street African Methodist Church]. Eugene L. Armbruster. 1923. Eugene L. Armbruster photographs and scrapbooks. V1974.1.1342. Center for Brooklyn History: http://pursuitoffreedom.org/wp-content/uploads/2013/12/025_full.jpg

Education as Emancipation

Original lesson plan

http://pursuitoffreedom.org/wp-content/uploads/resources/section3_lesson12/lesson12.pdf

Resources

- G. The Colored American, November 13, 1841.
http://pursuitoffreedom.org/wp-content/uploads/resources/section3_lesson12/lesson12_worksheet1.pdf

H. [Public School 191]. Eugene L. Armbruster. 1929. Eugene L. Armbruster photograph and scrapbook collection. V1991.106.125. Center for Brooklyn History:
http://pursuitoffreedom.org/wp-content/uploads/2013/12/070_full.jpg

Slavery and Abolition Lessons

The following suggested lessons are designed to be used with the video or without. Each lesson has background information in addition to a suggested activity. Please use the bibliography for additional information.

Lesson 1: Anti-Slavery Alphabet

Suggested Grade Level: 6 - 8

Essential Question: How can we distil complex ideas into something anyone can understand? How can we create effective methods for communication?

Objective: The purpose of this lesson is to introduce students to the abolitionist movement. Students will be asked to think about their own connection to social justice and what is important to them. Through the investigation of primary sources, students will write their own poems based on a cause close to their heart.

Background information:

Abolitionists, people who fight for emancipation, created groups in the 1830s to call for the end of slavery. On December 4, 1833, abolitionist men in Philadelphia, PA formed the American Anti-Slavery Society. The organization grew and had branches all over the North, with their headquarters in Manhattan. Soon, they also had groups (called auxiliaries) made up of women¹. *The Anti-Slavery Alphabet* was published in 1846 by the Philadelphia Female Anti-Slavery Society to teach abolitionist ideas to children. Each letter is followed by a quatrain poem defining a word that relates to slavery and abolition.

Suggested Activity:

- Read the Anti-Slavery Alphabet.
- Think of what a slave's everyday life would be. As a class, create a 5 – 20 list of words associated with an enslaved person's day or the institution of slavery. You can ask,
 - Who are the people involved with slavery?
 - Which jobs would a slave have?
 - How do you think a slave would have felt?
- Have each student choose one - three of the words and write a poem for up to three letters of the alphabet in the style of the Anti-Slavery Alphabet. The poem should be up to 4 lines long, include their definition of the word it is referring to, how it connects to the greater issue, and possibly, how it can connect to the reader.
- Post the letters and go over them.
- If possible, have students illustrate their letter to help readers understand the issue it refers to.

Resources:

The full text for the Anti-Slavery Alphabet can be accessed through Project Gutenberg: [The Project Gutenberg eBook of The Anti-Slavery Alphabet by Merrihew and Thompson, Printers.](#)

A video reading of the Anti-Slavery Alphabet can be accessed on Vimeo: [Slavery Alphabet on Vimeo](#)

Citations:

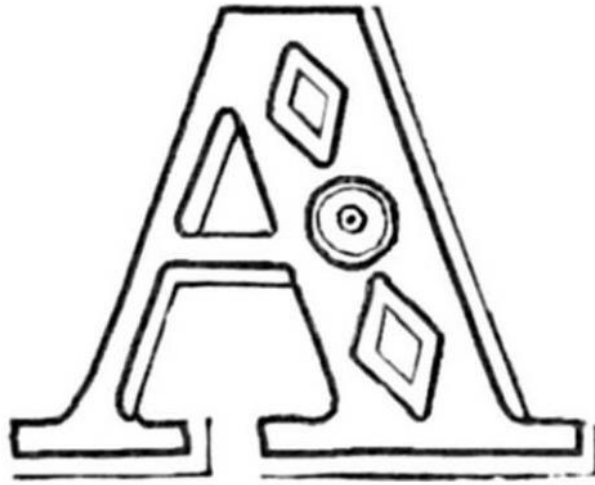
1. "In Pursuit of Freedom." Brooklyn Historical Society, Weeksville Heritage Center, and Irondale Ensemble Project. 2014. <http://pursuitoffreedom.org/for-educators/>.
2. Anonymous. *The Anti-Slavery Alphabet*. Philadelphia: Merrihew & Thompson, 1847.

Excerpts from *The Anti-Slavery Alphabet*²

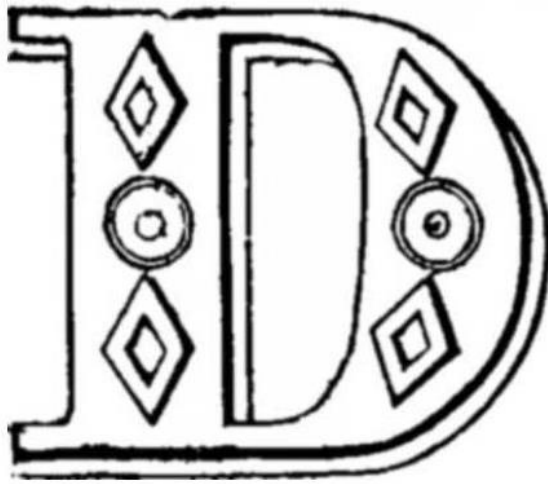
TO OUR LITTLE READERS.

LISTEN, little children, all,
Listen to our earnest call:
You are very young, 'tis true,
But there's much that you can do.
Even you can plead with men
That they buy not slaves again,
And that those they have may be
Quickly set at liberty.
They may hearken what *you* say,
Though from *us* they turn away.
Sometimes, when from school you walk,
You can with your playmates talk,
Tell them of the slave child's fate,
Motherless and desolate.
And you can refuse to take
Candy, sweetmeat, pie or cake,
Saying "no"—unless 'tis free—
"The slave shall not work for me."
Thus, dear little children, each
May some useful lesson teach;
Thus each one may help to free
This fair land from slavery.

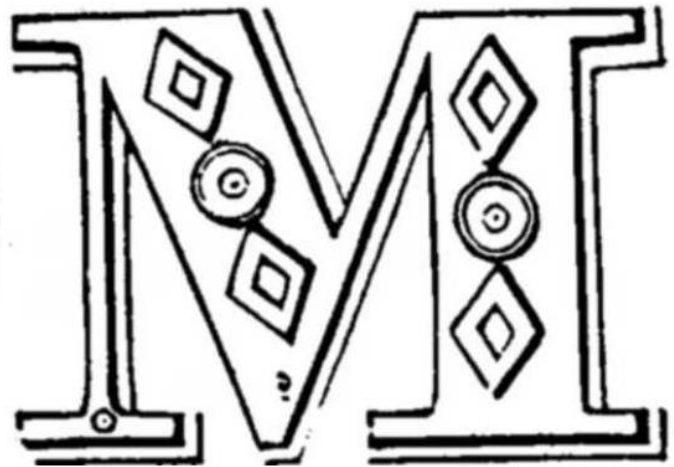
Anonymous. *The Anti-Slavery Alphabet*. Philadelphia: Merrihew & Thompson, 1847.



A is an Abolitionist—
 A man who wants to free
 The wretched slave—and give to all
 An equal liberty.



D is the Driver, cold and stern,
 Who follows, whip in hand,
 To punish those who dare to rest,
 Or disobey command.



M is the Merchant of the north,
 Who buys what slaves produce—
 So they are stolen, whipped and worked,
 For his, and for our use.



S is the Sugar, that the slave
Is toiling hard to make,
To put into your pie and tea,
Your candy, and your cake.

Anonymous. *The Anti-Slavery Alphabet*. Philadelphia: Merrihew & Thompson, 1847.

Lesson 2: Abolitionist Newspaper

Suggested Grade level: 6 - 12

Essential Question: What is the value of reading primary sources to learn about the past?

Objective: The purpose of this lesson is to introduce students to the abolitionist movement in Brooklyn. Students will take on the perspective of an abolitionist living in Brooklyn. Through the investigation of primary sources, students will write persuasive articles for an abolitionist newspaper

Background information:

The Panic of 1837, a financial crisis in which NYC bank ran out of gold and silver, created a deep depression in the United States. Wealthy white landowners sold their land cheaply to help pay off their debts. Taking advantage of these sales, James Weeks, a free Black man, purchased land from Sarah Lefferts in Brooklyn's Ninth Ward (today this is the eastern edge of Crown Heights, Brooklyn) to create a community for other free Black men to own property and gain the right to vote. This community became a small village known as Weeksville. Weeksville published a monthly newspaper called the Freedman's Torchlight. This abolitionist newspaper included information on the anti-slavery movement, voting rights, African Free Schools, housing and job opportunities and it was used to help formerly enslaved people learn to read and write¹.

Suggested Activities:

- Read the "Freedman's Torchlight."
- Discuss which topics are in the newspaper, who the audience for this newspaper would be and why did the publisher choose these topics.
- Ask students to list other topics that could be included in an abolitionist newspaper from the 19th century.
- Write your own article from the point of view of an abolitionist in Brooklyn from the 1830s.
- Have students research historic figures and events in the 1830s such as Maritcha Lyons, Elizabeth Gloucester, Henry Ward Beecher, the Panic of 1837, John Pitkin, Weeksville, Sandy Ground, Seneca Village, and the towns of East New York and Flatbush.
- Each student should select one person or event to reference in their article.
- Create a newspaper or zine combining articles from all the students in your class. This document can be used to allow students to learn more about specific events from each other.

Resources:

Front Page of the Freedman's Torchlight, 1866. Courtesy of Weeksville Heritage Center.

Citations:

1. The 2018 Young Scholars of PS 233. *The Road to Weeksville: A Community of Refuge & Hope*. Brooklyn: Brooklyn Historical Society, 2018.

FREEDMAN'S TORCHLIGHT.

"If God be for us, who can be against us?"—Rom. 8: 31.

Vol. 1.

BROOKLYN, N. Y., DECEMBER, 1866.

No. 1.

THE FREEDMAN'S TORCHLIGHT is published Monthly on the following TERMS:

One copy for one year - 50 cts.
Eleven copies, for one year, to one address - \$5. 00
Twenty-five copies, for one year, to one address - 10. 00
Fifty copies, for one year - 20. 00
PAYMENT ALWAYS IN ADVANCE.
Money may be sent by Post-office order to "THE FREEDMAN'S TORCHLIGHT," African Civilization Building, Dean st., near Troy avenue, Brooklyn, N. Y.

ALPHABETS.

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LESSON No. 1.

ba be bi bo bu by
ca ce ci co cu cy
da de di do du dy
fa fe fi fo fu fy
ga ge gi go gu gy
ha he hi ho hu hy

LESSON No. 2.

ja je ji jo ju
ka ke ki ko ku ky
la le li lo lu ly
ma me mi mo mu my
na ne ni no nu ny
pa pe pi po pu py

LESSON No. 3.

ra re ri ro ru ry
sa se si so su sy
ta te ti to tu ty
va ve vi vo vu vy
wa we ya ye za ze
wi wo zi zo

LESSON No. 4.

ab eb ib ob ub
ac ic oc uc
ad ed od ud
af ef of uf
ag eg ig og

SPELLING AND READING LESSONS.

1
bat cat rat boy top. run sun
dog hog log. sing wing the see
has map bark and can.
2
the bat can fly. the dog can bark,
and the boy can run. the sun is up.
I can see the sun. I see the map.
the boy has a top.
3
free life live lives took love
loves man now will thank God
work hard good house
right learn land made free slaves
stand God should ought serve read
stand union ever now and.

4
I am free and well. I will love God
and thank him for it. and I must
work hard and be good and get me
a house and lot.

5
God made all men free. Then we
should not be slaves to sin nor man.
But we ought to love God and serve
him. We should learn to read and
write and be good. We will stand up
for the union, now and for ever.

Looking to God.

At night before I close my eyes,
And in the morning when I rise,
I pray for safety, health, and grace,
And still the Lord before me place.
Through all the business of the day,
He goes before, and points the way;
His goodness shows me what is right,
And makes me sleep in peace at night.

GOD SEES US.

God made our eyes, and can discern
Which ever way we think to turn.
He made our ears, and he can hear,
When we may think nobody's near.
In every place, by night and day,
He watches all we do and say.
Then always be afraid, my dear,
To tell a lie, for God does hear.

GOD

There is none like unto thee our
God. He made us, and the heavens
declare his glory. He is one God and
the Father of us all. He sees all we
do and hears all we say. If we are
good he will love us and save us;
but if we are bad he will punish us
with eternal death.

MAN

God created man in his own image.
He made man of the dust of the earth,
and breathed life into his nostrils and
man became a living soul.

ADAM.

Adam was the first man. He had
a reddish color. Adam lived nine hun-
dred and thirty years.

EVE

Eve was the first woman. She was
Adam's wife. Adam and Eve were
our first parents.

THE BIBLE.

The Bible is the holy book of God;
it tells us all about God and his works.
It also tells us how the first people
lived and where they lived; and about
Jesus Christ the Son of God who
died to save sinners. We must study
hard and learn to read the Bible; for
it tells us how to please God and
get to heaven.

HISTORY

History will tell you all about the
different nations, and great cities that
ever have been. It will tell you who
first came to this country, and all
about the Colored people and every
other people. It is delightful to read
history. As soon as you can read all
in this little paper, called the *Torch-
light*, you will be able to read history.

ARITHMETIC.

Arithmetic is the science that treats
of numbers. It is sometimes called a
language of which there are ten dif-
ferent letters or characters, namely,
1, 2, 3, 4, 5, 6, 7, 8, 9, and 0, which
is called a cipher. These may be combin-
ed so as to express every idea of num-
bers. One is the base of all numbers.
Hence to one, every other number
bears a certain relation. Numbers
may be added together, subtracted di-
vided or multiplied, therefore, there are
four general divisions to Arithmetic, ad-
dition, subtraction, multiplication, and
division.

Can you count?

GEOGRAPHY.

Geography is the science that treats
of the outside part of the earth. If
you can read well enough to under-
stand it, you may turn to a lesson on
Geography found at another place in
this little paper.

GRAMMAR

English grammar teaches how to
speak and write the English language
correctly. If you wish to know more
about it, you can find the lesson in it
at another place in the *Torchlight*.

HITHERTO THE LORD HATH HELPED US."

BY REV. F. BOTTOME.

"EBENEZER! God is with us!"
Sang our fathers long ago;
"Ebenezer! God is with us,"
Sing their grateful children now;

"Ebenezer!"
Every knee in worship bow.
Blessing now and adoration
Young and old in concert sing;
Sing in lofty jubilation
To our great Redeemer, King;
Grace and mercy
His right arm alone did bring:

"Ebenezer! God is with us!"
Echo down the stream of time,
"Ebenezer!" till the story
From the hills of glory chime,
And the angels
Swell the glorious song sublime.

Lesson 3: Close looking

Suggested Grade Level: 6 - 12

Essential Question: What can we learn from an image?

Objectives: Students will be asked to use prior knowledge and visual cues to form an understanding of the 19th century. By becoming familiar with style choices and common depictions of this era using students will gain visual literacy and be able to better interpret primary source documents.

Background information:

Formed in Philadelphia, PA in 1833, the American Anti-Slavery Society was a group of abolitionists who fought for emancipation and equal rights all over the North. In May 1835, the society reported that it had published over 1 million pieces of printed material. We call these kinds of campaigns propaganda. Propaganda is a kind of advertising that provides information on a specific cause. Propaganda can come in many forms including written articles or illustrations. Led by Lewis Tappan, a Brooklyn based abolitionist, The American Anti-Slavery Society printed newspapers, pamphlets, cartoons, and illustrations and sent them out through the U.S. Postal service. However, feeling inundated by these messages, a mob in Charleston, SC attacked the local post office and burned mail bags and effigies of Lewis Tappan¹.

Suggested Activity:

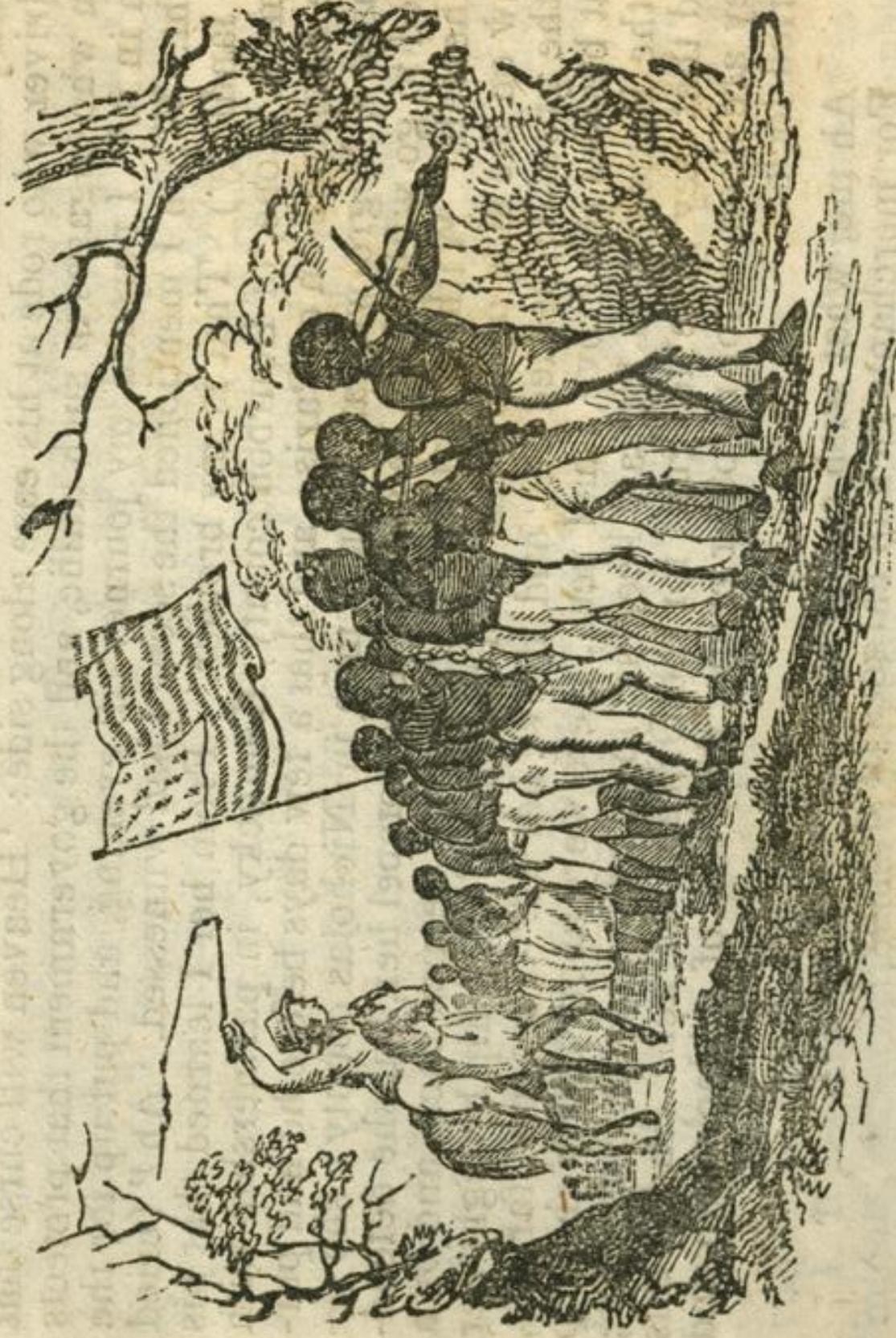
- Have a short class discussion about the image. Ask them,
 - What do you see in this image?
 - What do you think this image is about?
 - Which clues do you see in the image that helped you understand it?
- Now, ask students to write a detailed description as if they are describing the image to someone who cannot look at it themselves.
- Next, have them write a brief story about the image using their description on the image.
- Finally, have them write a two – three sentences summarizing the image's meaning using the following questions:
 - What does the image mean?
 - What do you think it meant in the 1830s when it was created?
 - With our knowledge of American history, what does it mean to us today?
- As a class, look at the image again and see if the meaning has changed for them after close examination. Did students notice different elements in the image or find a different focus point?

Resources:

The Anti-Slavery Record. Ranson G. Williams. 1835. Slavery pamphlet collection. PAMP Anti-1. Center for Brooklyn History.

Citations:

1. "In Pursuit of Freedom." Brooklyn Historical Society, Weeksville Heritage Center, and Irondale Ensemble Project. 2014. <http://pursuitoffreedom.org/for-educators/>.



HOW SLAVERY HONORS OUR COUNTRY'S FLAG.

Lesson 4: Face Value

Suggested Grade Level: 6 - 12

Essential Question: How do images shape our understanding of history?

Objectives: Students will be asked to think critically about image and representation. By comparing images from the same period students will think about how our understanding of the self and others is influenced by the images we see.

Background information:

In 1804, Hezekiah Beers Pierrepont, a pioneering developer purchased a sixty-acre farm in Brooklyn Heights as part of a speculative landgrab. Robert Fulton, a friend of Pierrepont's, developed the steam ferry reducing commute times between Brooklyn and Manhattan. Pierrepont kept buying land in Brooklyn Heights and by 1834 it had become a city¹. However, when the Panic of 1837 hit the United States entered a depression and wealthy white landowners began to sell off their land at a highly reduced price. James Weeks bought a large plot of land in today's Crown Heights and founded Weeksville. He encouraged other free Black men to buy property in the area to create a free Black community. One such investor was Sylvanus Smith, who bought a large parcel of land in Weeksville and rented to people who could not yet buy themselves. Smith also helped to found Weeksville first Free school².

Suggested Activity:

- Have students look at the image, "Am I Not a Man and a Brother." What do you notice? What does this say about the time? How is the person being depicted? What do you think a person from the time period would think of this person?
- Students can examine the image of Sylvanus Smith, what do you notice? How has he positioned himself? What is his facial expression? What does this image say about him as a person? What assumptions can we make about who Smith was?
- Ask students to take a selfie or have someone take a picture of them. As they set up their selfies, have them ask the following: As you think about your photo, think about how you would want to be remembered. Then ask,
 - Should you include any objects in your portrait?
 - What kind of expression are you making, are you sitting or standing?
 - What does your body language tell the person looking at the photo?
 - Imagine someone you've never met before is looking at the image, what do you want them to know about you?
- Post all the selfies/pictures using Padlet, Jamboard or in your classroom and have students look at them. Then, have them pretend to be historians in the future. Using post it notes, virtual or actual ones, they should write their answers to the following questions, and put them on the appropriate photo. As a class, discuss how the power of an image to give a glimpse of a person during various time periods.
 - What would they think about this time period from these images?
 - What does it say about them as a class?

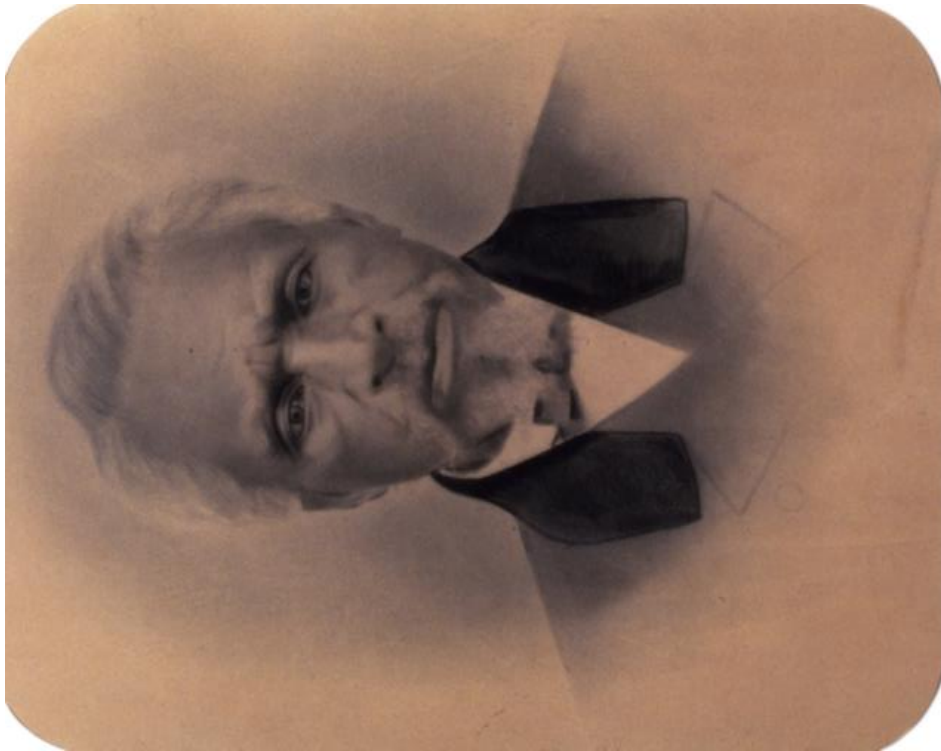
Resources:

Sylvanus Smith. ca.1870. M1989.4.1. Center for Brooklyn History.

"Our Countrymen in Chains" broadside, 1837. M1975.383.1. Center for Brooklyn History.

Citation:

1. "In Pursuit of Freedom." Brooklyn Historical Society, Weeksville Heritage Center, and Irondale Ensemble Project. 2014. <http://pursuitoffreedom.org/for-educators/>.
2. The 2018 Young Scholars of PS 233. [The Road to Weeksville: A Community of Refuge & Hope.](#) Brooklyn: Brooklyn Historical Society, 2018.
3. The 2018 Young Scholars of PS 158. [Silent No More, Stories of Our Ancestors.](#) Brooklyn: Brooklyn Historical Society, 2018.



Sylvanus Smith. ca.1870. M1989.4.1.
Center for Brooklyn History.



"Our Countrymen in Chains" broadside, 1837.
M1975.383.1. Center for Brooklyn History.

Slavery and Abolition Glossary

Abolitionist: People who are active in a struggle to end slavery.

Antebellum: The time period prior to the Civil War

Civil War: A war between citizens of the same country; The American Civil War was a war that was fought by the Union (the North) and the Confederate States of America (the South), in 1861 – 1865.

Community: A group of people who share common interests and goals, who live, play, work, create, and learn together.

Emancipation: The act of freeing enslaved people from bondage.

Enslavement: A system under which people are treated as property to be bought and sold and are forced to work.

Freedom: Having control of your own life and your future.

Fugitive: One who flees or tries to escape slavery.

Propaganda: A technique used to sway people's opinions, adopt a certain behavior, or perform a particular action.

Reconstruction: The time period following the Civil War during which the U.S. government tried to rebuild the southern economy after slavery had been abolished.

Riot: A violent protest.

Segregate: To separate by race, class, or ethnic group by discriminating means.

Slavery: When one person owns another person and makes them work for free.

Slavery and Abolition Resources

In Pursuit of Freedom

In Pursuit of Freedom outlines the development of the abolition movement in Brooklyn. The teacher's manual provides you with a variety of creative and engaging strategies to help students think about the history of abolitionism and anti-slavery activism in 19th century Brooklyn. It is designed as a flexible resource, adaptable for students in grades 4-12. Explore the primary sources, lessons, and more [here](#).

BROOKLYN RESISTS

Brooklyn Resists tells the stories of Black Brooklynites and how they have responded to systemic racial injustice, revolted against those systems, and how the protest movement of the present ties to the generations of activists and leaders who came before. View an online exhibition, information on special collections, public programs, and more at the project's website:

<https://www.bklynlibrary.org/brooklyn-resists>.

"Education as Activism" is one of the project's themes and the inspiration for our event. Find a curated list of books for children and adults, archival collections, and information about organizations that embody this theme [here](#).

Primary Source Packets

CBH education offers [primary source packets](#) on about 100 local history topics. These packets are complete with material from our archive alongside document-based questions so students can engage with them. All are freely available and downloadable for your classroom.

[Mapping Freedom and Enslavement](#) is a curriculum guide which helps students study the history of slavery and abolition in Brooklyn and to learn about Black-led institutions and organizations of the late-18th and early-19th century.

CBH Online Curriculum

Dig deep into the history of Brooklyn with our free digital curricula and lesson plans. Here you will find classroom ready resources on a wide variety of local history topics. Explore curriculum designed to give educators everything they need to plan units on history topics, from innovative lesson plans that draw on primary sources to a comprehensive teacher's guide and more.

<https://www.bklynlibrary.org/cbh/education/educator-resources>

The Center for Brooklyn History has educational resources for students and educators looking to center the stories of Black Brooklynites throughout history. Check out our digitized resources and start exploring!

<https://www.bklynlibrary.org/cbh/education/educator-resources/african-american-history>

Additional Resources:

Books

Besonen, Julie. "Brooklyn Hamlet of Free African-Americans Was Ahead of Its Time." *The New York Times*, May 29, 2015.

Blakey, Michael L., and Lesley Rankin-Hill. *The New York African Burial Ground: Unearthing the African Presence in Colonial New York Volume 1*. U.S. General Services Administration. 2009.

Brooklyn Daily Eagle. "An Old Timer's Talk. Stephen L. Vanderveer's New Lots Recollections." September 19, 1886.

Free At Last! Stories and Songs of Emancipation. Rappaport, Doreen, and Shane Evans. Cambridge: Candlewick Press, 2004.

Hodges, Graham Russell. *Root and Branch: African Americans in New York & New Jersey, 1613–1863*. Chapel Hill, N.C.: University of North Carolina, 1999.

"Abolitionist Biographies". In *Pursuit of Freedom*. Accessed April 20, 2018.

<http://pursuitoffreedom.org/abolitionist-biographies/>

Jump Ship to Freedom (Arabus Family Saga). Collier, James, and Christopher Collier. New York: Bantam Doubleday Dell Books for Young Readers, 1987.

Merlis, Brian, and Rosenzweig, Lee A. *Brooklyn's Last Village: Canarsie on Jamaica Bay*. Brooklyn, NY: Israelowitz Publishing, 2008.

North Star to Freedom: The Story of the Underground Railroad. Gorrell, Gena K. New York: Delacorte Press, 1997.

Stessin-Cohn, Susan, and Ashley Hurlburt-Biagini. *In Defiance Runaways from Slavery in New York's Hudson River Valley 1735–1831*. Black Dome Press Corp. 2016.

Stiles, Henry Reed. *A History of the City of Brooklyn. Including the Old Town and Village of Brooklyn, the Town of Bushwick, and the Village and City of Williamsburgh*. 3 vols. Brooklyn: published by subscription, 1867–1870.

"History." Wyckoff House Museum. Accessed April 27, 2018. <http://wyckoffmuseum.org/about/history/>

Wellman, Judith. *Brooklyn's Promised Land: The Free Black Community of Weeksville, New York*. New York, NY: New York University Press, 2017.

Which way Freedom; Out From This Place; The Heart Calls Home (Obi and Easter Trilogy). Hansen, Joyce. New York: HarperCollins, 1992.

Wilder, Craig Steven. *A Covenant with Color: Race and Social Power in Brooklyn*. New York: Columbia University Press, 2000.

Websites

Am I Not A Man and A Brother

<https://www.loc.gov/pictures/item/2008661312/>

American Anti-Slavery Society

<http://www.americanabolitionists.com/american-anti-slavery-society.html>

Brooklyn Public Library: Brooklyn in the Civil War

www.brooklynpubliclibrary.org/civilwar/cwdoc046.html

Columbia University's Mapping the African American Past

www.maap.columbia.edu

Community and Resilience is the Brooklyn Way: The Weeksville Heritage Center

<https://networks.h-net.org/node/4113/discussions/5665308/brooklyns-weeksville-heritage-center>

CUNY Virtual New York Web Exhibit: The Draft Riots

www.virtualny.cuny.edu/draftriots/Intro/draft_riot_intro_set.htm

Elizabeth Gloucester

<https://www.nytimes.com/2019/09/18/obituaries/elizabeth-gloucester-overlooked.html>

Freedman's Torchlight

<https://www.jstor.org/stable/2668082>

Maritcha Lyons

<https://www.blackpast.org/african-american-history/lyons-maritcha-1848-1929/>

New York Historical Society: Slavery in New York

www.slaveryinnewyork.org/about_exhibit.htm

Sandy Ground Historical Society

<https://sandyground.wordpress.com/>

Seneca Village

<https://maap.columbia.edu/place/32.html>

Sylvanus Smith

<https://www.blackpast.org/african-american-history/sylvanus-smith-1831-1911/>

Weeksville Heritage Center

<https://www.weeksvillesociety.org/>

Center for Brooklyn History Resources

Brooklyn Public Library's Center for Brooklyn History (CBH) documents the history of Brooklyn from pre-colonial times to present. A unique resource for the study of Brooklyn's social and cultural history, CBH is a distinct division of the library, and is BPL's only collection of archival and rare book material. Founded in 1997 as a small book collection attached to the Library's History Division as the Brooklyn Collection, a merger with Brooklyn Historical Society in 2020 makes CBH the world's largest public archive for the study of Brooklyn's social and cultural history in the 19th and 20th centuries. For a comprehensive overview of CBH's holdings visit brooklynhistory.org.

NEWSPAPERS & MAGAZINES

Newspaper & Magazine holdings include, the full run of *The Brooklyn Daily Eagle* which was published as a daily newspaper for 114 consecutive years, as well as society magazine *Brooklyn Life* (1890-1931), the Park Slope Food Coop (PSFC) publication *Linewaiters' Gazette* and numerous other neighborhood periodicals and publications containing general interest stories as well as borough, city, and national news.

EPHEMERA

[Ephemera Collection](#): catalogs, postcards, business cards, fliers, circulars, and other remnants of daily Brooklyn life.

[Letterhead Collection](#): Letterhead stationery from Brooklyn businesses and institutions, spanning two hundred years of Brooklyn history.

[Fulton Street Trade Card Collection](#): Digitized advertising cards from Fulton Street businesses featuring colorfully illustrated and often humorous images.

[Brooklyn Bridge Postcard Collection, c.1900-1984](#): Nearly 300 postcards featuring the Brooklyn Bridge.

AUDIO VISUAL

[Black Brooklyn Renaissance Digital Archive](#) 1960-2010 (BBR) was a landmark, two year-long research, planning, and public presentation initiative by Brooklyn Arts Council (BAC), in partnership with Bedford Stuyvesant Restoration Corporation. This digital archive contains 73 playable DVD discs with content from the BBR initiative.

[Brian Purnell Civil Rights in Brooklyn Oral History Collection](#): Recorded interviews with former members of the Brooklyn Congress of Racial Equality (CORE), with ephemera, notes and news clippings.

[Brooklyn Film & Arts Festival Collection](#) : Five films that were presented at the 2011 Brooklyn Film Arts Festival on DVD.

PHOTOGRAPHS

Brooklyn Collection's Historic Photo collection contains more than 20,000 photographs from Brooklyn dating from the mid-1800s to present. The collection includes photos from the archive of the Brooklyn Daily Eagle - Brooklyn's influential hometown newspaper for over a century-, a collection of photographs of local subway stations, as well as prints depicting historic people, structures and events in Brooklyn from the era before the rise of photography. Many of these prints come from popular magazines and journals of the 19th century.

[Betsy Head Farm Garden Photo Collection](#)

[Photographs from the *Brooklyn Daily Eagle*](#)

[Prints Collection, 1839-1968](#)

MAPS & ATLASES

The Map & Atlas collection provides a wealth of information about Brooklyn geography, building, transportation routes, and other city planning factors from the mid-19th century to the mid-20th century. Businesses, factories, churches, synagogues, schools, police and fire departments, parks and other municipal buildings are often specifically identified and labeled.

Earlier atlases and maps have tremendous research potential with some showing farm lines and the names of land owners. Highlights of the maps & atlases collection include Prospect Park planning maps (1855 – Present) and Sanborn Insurance Maps (1886 – 2005).

[Atlas Collection, 1855-1969](#)

[City Directories and Telephone Directories on Microfilm, 1796-1986](#)

[Digitized City Directories, 1856-1967](#)

[Maps Collection, 1666-2002](#)

OTHER HIGHLIGHTS

[Class Photograph Collection](#): This small collection documents graduating classes at various public and private schools in Brooklyn. Additionally, there are two photographs of the staff of Boys' High School's student publication, the "Recorder."

[High School Newspaper Collection, 1853-1975](#): A collection of publications from Brooklyn schools, covering life in the schools as well as events in their communities.

[Yearbook Collection](#): An ever-expanding collection of yearbooks from Brooklyn schools, from middle school to college level and dating from 1849-2008.

[Black News Table of Contents](#): A list of the articles that appear in the run of Black News that is part of the Rioghan Kirchner Civil Rights in Brooklyn Collection.

[Brian Purnell Civil Rights in Brooklyn Oral History Collection](#): Recorded interviews with former members of the Brooklyn Congress of Racial Equality (CORE), with ephemera, notes and news clippings.

[Rioghan Kirchner Civil Rights in Brooklyn Collection](#): A collection documenting the civil rights movement in Brooklyn. The collection was compiled and donated by Rioghan Kirchner, a member of the Brooklyn chapter of CORE (the Congress of Racial Equality).

Teaching & Learning with CBH Education

CBH's comprehensive teaching and learning materials are designed to help students cultivate 21st Century learning skills through the lens of local Brooklyn history. Our educators and archivists have compiled letters, speeches, photographs, journal entries and unique ephemera from the CBH archive to develop engaging learning materials and lesson plans. **Contact connections@bklynlibrary.org for complimentary copies of any of the materials listed!** Find these resources and more [here](#).

PRIMARY SOURCE PACKETS

Each packet includes approximately ten primary sources from the Center for Brooklyn History that are paired with document-based questions (DBQs). The sources and corresponding questions can help students gain brand new perspectives about Brooklyn's historical people, places and events.

Neighborhoods

- Bay Ridge
- Bedford Stuyvesant
- Borough Park
- Brooklyn Heights
- Brownsville
- Bushwick
- Canarsie
- Carroll Gardens
- Crown Heights
- Cypress Hills
- Dyker Heights
- East Flatbush
- East New York
- Gowanus
- Greenpoint
- Midwood
- New Utrecht / Bensonhurst
- Park Slope
- Sheepshead Bay
- Sunset Park
- Vinegar Hill
- Weeksville
- Williamsburg

Society & Culture

- Black Brooklyn
- Child Welfare
- Civil Rights Movement
- Civil War
- Community Organizing
- Draft Riots
- Eminent Domain
- Environmentalism
- Garment Industry
- Gentrification
- Great Depression
- Housing
- Immigration
- Jackie Robinson & Brooklyn Dodgers
- Labor Movement
- Modern Medicine
- LGBTQ Rights
- Native Americans
- Oyster Industry
- Revolutionary War
- Slavery & Abolition
- Women's Rights
- World War I
- World War II

Places & Landmarks

- Architecture
- Brooklyn Academy of Music
- Brooklyn Botanic Garden
- Brooklyn Bridge
- Brooklyn Navy Yard
- Coney Island
- Cypress Hills Cemetery
- Ebbets Field
- Green-Wood Cemetery
- New York Aquarium
- Newtown Creek
- Plymouth Church
- Prospect Park
- Prospect Park Zoo
- Ridgewood Reservoir
- School History
- Sugar Industry
- Transit
- Verrazano Bridge
- Women in Brooklyn

SKILLS BASED LESSON PLANS

Brooklyn Connections supports educators as they develop skill-based instruction for their classrooms. Our lesson plans are written by teachers for teachers and can be adapted for elementary, middle & high school students. Use them as they are or modify them to create your own.

- Cornell Method Notetaking
- Essay Structure
- Claim & Counterclaim
- Conducting Oral History Interviews
- Essential & Guiding Questions
- Developing an Argument
- Crafting a Thesis Statement
- Effective Internet Research
- Crafting a Research Question
- Citing Sources
- Annotated Bibliography
- Avoiding Plagiarism
- Map & Atlas Reading
- Introduction to Research
- Steps to Effective Research
- Observations & Inferences
- Analyzing Political Cartoons
- Analyzing Historic Bias

Join us for New York City History Day 2022!

Have you always dreamt of making a historical documentary, building a website about your favorite history topic, or creating a performance about the historic figures that inspire you? Now's your chance!

Enter into this year's New York City History Day (NYCHD) contest.

This year's History Day theme is **Debate & Diplomacy in History: Successes, Failures, Consequences.** Read more at nhd.org/theme, or join us for an upcoming NYCHD program.

Online Contest Kickoff
Tuesday, September 28,
4 pm

**Contest Registration
Opens**
January 2022

Contest
March 2022

Find out more and register
for upcoming events:

bklynlib.org/nychd

NYCHD is hosted by the
Center for Brooklyn History at
Brooklyn Public Library.

**NEW YORK CITY
HISTORY DAY
2022**

Bklyn
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CENTER
FOR
BROOKLYN
HISTORY

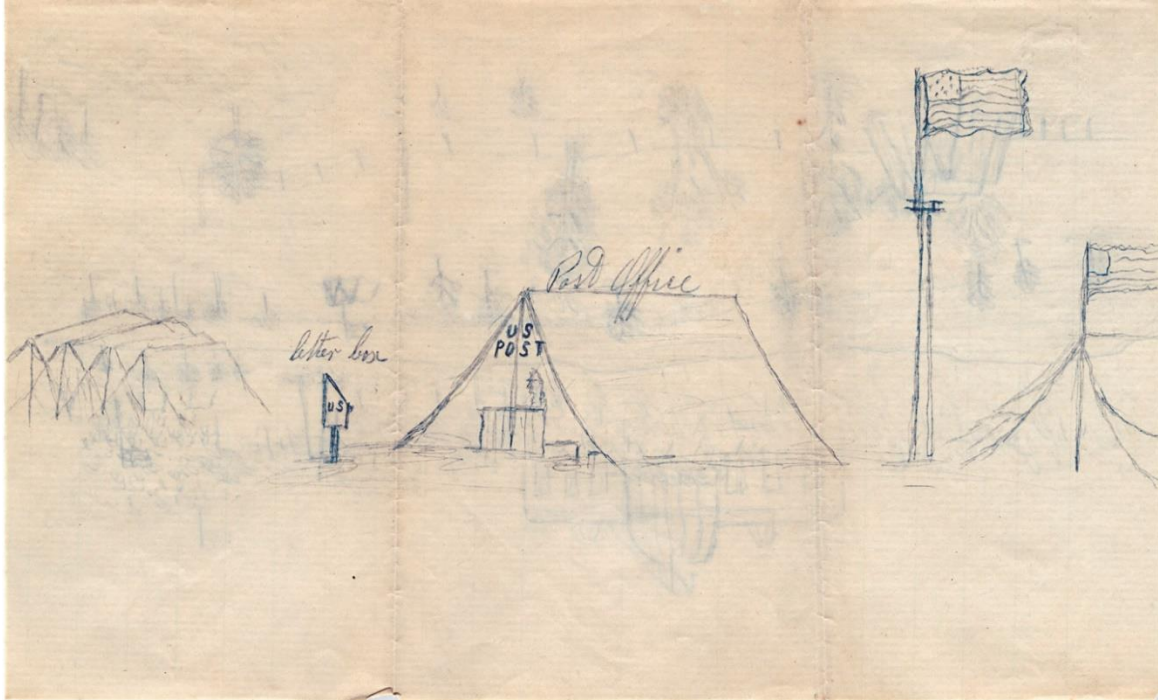
For more information about NYCHD at CBH, visit bklynlib.org/nychd.

Dates:

- February 28: Registration deadline
- March 1 & March 3: Judge training
- March 4 – 14: Judging takes place
- March 25: Virtual awards ceremony

Interested in getting your students involved or serving as one of our volunteer judges?
Send us an email at nychd@bklynlibrary.org

Upcoming at CBH



(Re)connecting Brooklyn's History: Civil War Correspondence

Weds, March 2nd | 4:00 pm – 5:00 pm

In this workshop by historian and curator Julie Golia, we will learn what 19th-century letters can teach us about the Civil War. Using this correspondence, we can draw comparisons between today's digital communication forms and the very different experience of letter-writing.

More information and RSVP [here](#).

We will be announcing more events soon. Stay up to date by subscribing to our [monthly newsletter](#) or visiting our [events page](#) for updates.