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NEW YORK DIVIDED

— SLAVERY AND THE CIVIL WAR —

Classroom Materials
developed by the
New-York Historical Society
as a companion to the exhibit

THE NEW-YORK HISTORICAL SOCIETY

Since its founding in 1804, the New-York Historical Society (N-YHS) has been a mainstay of cultural life in New York City and a center of historical scholarship and education. For generations, students and teachers have benefited directly from N-YHS's mission to collect, preserve, and interpret materials relevant to the history of our city, state, and nation. N-YHS consistently creates opportunities to experience the nation's history through the prism of New York. Its uniquely integrated collection of documents and objects is particularly well-suited for educational purposes, not only for scholars but also for school children, teachers, and the larger public.

NEW YORK DIVIDED

— SLAVERY AND THE CIVIL WAR —

In November 2006, the New-York Historical Society will launch its second exhibition on New York's relationship to slavery. Concentrating on the years before slavery officially ended in New York and continuing through the Civil War and its aftermath, *New York Divided* examines the city's rise to national and global economic power even as the nation itself confronted slavery and racial inequality. While hundreds of significant works of art, objects, and documents from the N-YHS collection will be on display, *New York Divided* focuses on lithography, photography, and book illustrations to emphasize that New York City, as the nation's publishing center, had a very special role in formulating images on both sides of the sectional dispute.

Interpretive gallery experiences for middle and high school groups will focus on key themes of the exhibition: The Pro-Southern City of New York; Black Vigilance; and New York and the Civil War. Educators are invited to an exclusive preview of the exhibition and its learning programs. Teachers registering for class visits receive resource guides and other materials to facilitate pre- and post-visit lessons.



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New York Divided Interpretive Gallery Experiences generously supported by The Heckscher Foundation for Children.

Cover

Unidentified Black Soldier

Photographic print on carte-de-visite mount; 10x7 cm. 1864

Yale Collection of American Literature, Beinecke Rare Book and Manuscript Library

After the first black regiments were formed in the North in 1863, over 70% of eligible black men volunteered to serve the Union army.

This soldier had risen to the rank of Sergeant, but his name and regiment are lost to history.

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THE HISTORY CHANNEL.

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New York Divided: Slavery and the Civil War **Exhibition Overview**

In the fall of 2005, the New-York Historical Society launched a major initiative to examine the history of slavery in the city of New York. The landmark first exhibition, *Slavery in New York*, explored the African American presence in the city over two centuries until 1827, when slavery was abolished in New York State. *New York Divided: Slavery and the Civil War* will run at the Society from November 2006 to September 2007. It carries the story forward to explore the period between the end of slavery in the state and the end of slavery in the nation. In many ways, New York became the city we can recognize as our own during this time, a city of street-cars and pavement, of theaters and museums, of apartments, renters and high-priced real estate. But the city's history with slavery entered its surprising second chapter in these years. This was a period marked by strong business ties to the South and an outspoken pro-slavery stance that affected the lives of New Yorkers black and white.

New York and the Cotton Kingdom

With the conclusion in 1815 of the long wars in Europe and between the United States and England which had so damaged American trade, the port of New York City surged to become the nation's unquestioned leader. On the one hand it became the depot for a flood of manufactured goods from Great Britain to be sold to trade-starved Americans. On the other hand, it combined its unrivalled access to capital and its excellent port to become America's leading marketer of southern-grown cotton to England. Cotton was by far the nation's most important agricultural export by the 1810s as it fed the mushrooming textile revolution in Great Britain and France.

As the South welcomed New York City's capital and merchants, the city rushed to accommodate the South's planters and their cotton. The city offered slaveholding visitors delightful opportunities to shop and socialize, but it also displayed its sympathy with the South through pro-slavery politics, an anti-black press, and even through the demeaning portrayal of black Americans in the popular minstrel shows. The young nation, fractured by the wars earlier in the century, now found common commerce to unite North and South in a way it never had before. "Cotton thread holds the Union together," Ralph Waldo Emerson wrote in his journal in 1846. We have "patriotism for holidays and summer evenings, with music and rockets," he noted, but in practical terms, "cotton thread is the Union."

All looked bright for national growth and trade but for the hundreds of thousands of slaves forced to grow so much of the world's supply of cotton.

Looking for a Winning Strategy

Tremors over slavery began to stir New York City by the 1830s, emanating in part from slave-dependent England where by 1834 Parliament had abolished slavery in its West Indian colonies. This act inspired evangelical reformers in New York City such as Arthur and Lewis Tappan, Elizur Wright, and Joshua Leavitt who hoped they might spark a similar outcome in the United States. They allied closely with influential black activists, launched anti-slavery newspapers early in the decade, formed the American Anti-Slavery Society, dispatched anti-slavery orators and organizers throughout the region, and circulated hundreds of thousands of pieces of anti-slavery literature and petitions. Yet, rather than abolition, they ignited a riot in July 1834 as many of the city's denizens feared the impact abolitionism would have on relations with the South and the proper subordination of free blacks.

By 1835, black leaders assumed a more independent course. David Ruggles organized the New York Committee of Vigilance in 1835 to protect fugitives by boldly challenging their captors in court and in print. In 1837, Charles Ray and Samuel Cornish created the newspaper, *The Colored American*. James McCune Smith, Henry Highland Garnet, and Ray traveled and spoke indefatigably to overturn the state's provisions against black suffrage. Publicize, organize, and uplift—these were the new strategies of black activism in the 30s and 40s.

The novel methods of both black and white abolitionists had exposed legions of people to the wrongs of slavery and prejudice. By the 1850s, opposition to slavery had become common in much of the state as journalists, authors, and the Republicans adopted many of these techniques to raise doubts about slavery and the power of the South. Yet New York City itself continued its loyalty to the South by overwhelmingly supporting the pro-slavery Democratic Party.

Battles on the Home Front

As secession unfolded in the South in early 1861, it threatened the fragile *détente* that had existed in the 1850s between pro-southern forces in the city and those increasingly frustrated with southern brinkmanship. The city continued, nevertheless, to seek peace and even alliance with the South, fearing a collapse of the city's economy if ruptures with the South deepened. The bombing of Fort Sumter in Charleston Harbor changed the minds of many. Incensed with this violation of a national fortress, most of the city rallied to the cause of the Union and looked forward to a quick suppression of southern hostilities. Rather than crumbling, New York City's economy flourished as it became the very arsenal for arming and feeding the North's army. Flush with bounties, tens of thousands of young men enlisted in the service. Black leaders like Smith campaigned tirelessly to make emancipation, equality for black troops, and black citizenship the war's mission.

But as the war dragged on with few Union victories and innumerable casualties, popular support lessened. Prices doubled, wages barely increased, and housing conditions remained deplorable in the city. The promulgation of the Emancipation Proclamation in 1863 seemed to make the war about freeing the slaves, alienating many in the still anti-black and pro-slavery city. Impoverished and desperate whites were pushed to the edge by the impending draft lottery. Fuelled by invective against blacks, the war, and Lincoln from leading Democratic politicians, thousands of them unleashed the murderous draft riots in early July 1863 which required sizable federal forces to quell. While the Democratic Party remained strong in the city after the riots, its stature diminished. The voice of blacks and Republicans gained a new vigor, epitomized by the thousands who turned out to salute black troops as they set off for the South in March 1864.

After the war, however, the old order of prejudice and proscription remained to be tackled once again. Over the course of the next five years, the monumental Thirteenth, Fourteenth, and Fifteenth amendments to the Constitution ended slavery in the United States, extended citizenship to all native-born and naturalized residents, and granted voting rights to any male citizen, regardless of race, color, or previous condition of servitude. Attitudes toward slavery and the rights of American citizenship had been fundamentally changed by the war. At the same time, however, much of the North returned to established pre-war realities. In New York City, businessmen resumed a powerful role in the nation's cotton trade as the city became the economic capital of the Americas. And the city's Democratic politicians extended their control over municipal affairs with patronage jobs and a renewed appeal to anti-black bias.

Introduction to the Classroom Materials

These classroom materials for middle- and high-school students use a documents-based approach to explore the exhibition's three large themes: the bonds between New York City and the South; black New Yorkers' determined effort to establish autonomous black organizations; and the issues of race and citizenship that were brought to a head in the Civil War. A classroom visit to the exhibition will enrich the curriculum significantly and introduce students to a much fuller exploration of this history. These curriculum materials, however, can function independently and do not require that students visit the exhibition. Students who visit the website, www.newyorkdivided.org, will find an ample though shortened version of the exhibition.

The student materials include three units, as well as a brief lesson that can be used either at the beginning or the end of the curriculum. Each of the units contains support material (including background, postscript, and sometimes other classroom aids), a document set (primary source materials), and life stories (profiles of people who help put the issues in human terms). The life stories focus on the specific issues raised in the documents. They are not biographies, since they often omit material important to the person's life and accomplishments but outside the unit's focus.

These materials were designed to give teachers maximum flexibility. It is not necessary to use all the units or all the parts of any unit. The lesson plans in this Guide suggest several different ways to use the materials and to lead classroom activities and discussions. You are welcome to write your own lesson plans and incorporate these materials into your class work as you see fit. If you have a copy of the classroom materials for *Slavery in New York*, you may want to use some of those items (especially the life stories in the United States period) in concert with the materials in *New York Divided*. The *Slavery in New York* curriculum covers the period from the 1620s to 1827, which was the time of legal slavery in New York State. It is available on DVD through the Museum Store at the New-York Historical Society, and online at www.nyhistory.org. A virtual tour of the exhibition is at www.slaveryinnewyork.org.

Some of the documents included here may present challenges in the classroom. The language and syntax of nineteenth-century writing is more complex than what we are accustomed to today. The glossary will be useful for individual words, but your students may need additional help understanding some passages. Once they get used to the sound and rhythm of the prose, they may have an easier time.

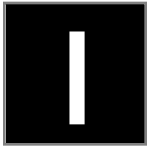
In addition, some of these primary source documents are deeply insulting to black people and others. Negative racial comments were freely expressed during this period and rarely challenged. Some sensitive documents are included here because it is difficult to fully appreciate New York City's charged racial environment without them. Note in particular that Document 7 in Unit 1 contains offensive racial terms. These materials may not be appropriate in every classroom. You need to feel comfortable introducing sensitive material and confident that your students can handle it. Following are some steps you should take if you decide to explore racially offensive materials with your students. In fact, these are good procedures in any case.

Know the materials before you introduce them to students. Your students will be studying the primary source documents closely and are likely to see things you might miss on a quick reading.

Consult with your principal, assistant principal, or department supervisor before beginning these units. They should be aware of what is being taught in your classroom and may have helpful advice.

Communicate with parents about the upcoming unit and tell them why students will be exploring these materials in school. Reassure them that the classroom discussions will be handled in such a way that all students can feel safe to explore difficult ideas. Try to convey the importance of original source documents in providing authentic, if uncomfortable, glimpses into the past. Make sure your students understand this as well.

It is best not to let the most sensitive materials leave the classroom. Present them as projections or keep them in a special binder that remains in the classroom.



Introductory Lesson

Reflections of James McCune Smith

Regrettably obscure today, James McCune Smith (1813-65) was a physician and scientist, a brilliant writer and strategist for the abolition movement, and a towering intellectual and political figure in nineteenth-century New York. He was legendary among black people during his lifetime and long after. Frederick Douglass said that Smith was the black thinker who had influenced him the most. (For more about James McCune Smith, see his life story in Unit 1.)

This brief lesson introduces Dr. Smith and views the time frame of *New York Divided* through his eyes. It is worth pointing out to students that only 38 years elapsed between emancipation in New York State in 1827 and the end of the Civil War. Like Dr. Smith, the many New Yorkers who lived through this period witnessed all the events portrayed in *New York Divided*. These dramatic years formed part of their personal and community history.

It is also important for students to recognize the smaller scale of nineteenth-century New York City, when it included only Manhattan. It was a metropolis for its time, with a population of about 500,000 in 1850, of whom about 13,000 were black people. But it was dramatically smaller, in both population and area, than the city students know today. (According to the 2000 U.S. Census, 8 million people live in the city's five boroughs, of whom about 25%, some 2 million, are African American.) The city's 1850 black population, those 13,000 people, was equivalent to an American small town today. As is true in small towns, people were very likely to have known one another through church, school, family ties, neighborhoods, or work. James McCune Smith, for example, was acquainted with many of the people profiled in the life stories. He wrote the original articles about the washerwoman and the bootblack. He worked on abolition efforts with Samuel Cornish, Lewis Tappan, and Henry Highland Garnet. He was the godfather to the Lyons family children and the physician at the Colored Orphan Asylum when William A. Smith's children boarded there.

Lesson Plan

Aim

Students will understand that the time between 1827 and the Civil War was relatively brief and will understand one black leader's perspective on the beginning and end of that period.

New York State Learning Standards for Social Studies

See page 33 for Standards information by lesson.

Materials

Reflections of James McCune Smith

Life Story of James McCune Smith (see Unit 1)

In the Classroom

This brief lesson focuses on a single document entitled “Reflections of James McCune Smith,” which includes two quotations from Smith’s writings. The first, written in 1860, is a reminiscence of the 1827 emancipation day parade, which Smith remembered from his boyhood. The second is an angry and eloquent indictment of whites’ treatment of black people. Note that Unit 1 includes a life story of James McCune Smith for additional background. This lesson can be used either to introduce the units of *New York Divided* or as a follow-up at the end of the students’ work.

If used as an introductory lesson: Begin with a class discussion about the period between 1827, when New York State slaves were freed, and 1865, when the Civil War ended. Ask students what they think black New Yorkers’ lives were like during this time. How might their lives have changed between 1827 and the Civil War? Then introduce the two quotations in Reflections of James McCune Smith. Point out that the second quotation was written in 1860, before the Civil War. What do students think accounts for the difference in tone between the two quotations? What questions do the quotations raise about black life in New York City during these years?

If used as a follow-up lesson: Ask students to read the quotations in Reflections of James McCune Smith and, if they haven’t yet done so, Dr. Smith’s life story from Unit 1. Based on the material they have studied, how do they explain the somber tone of quotation 2? Point out that the first quotation was actually written five years after the second, late in the Civil War and near the end of Smith’s life. What happens if the quotations are read in the order in which they were written? What perspective does this add to Smith’s memory of the parade? Based on their work with the units in *New York Divided*, what events do students think Smith might have pointed to if asked to explain the mood of his statements?

You might also choose to combine these ideas. Use the 1827 parade reminiscence to introduce New York State emancipation and to establish the starting point of the curriculum. Then return to the Smith quotations after studying the units, and use them to reflect on what students have learned.

1

Unit 1

The Pro-Southern City of New York

This unit introduces the pro-southern, pro-slavery atmosphere of New York City in the years after legal slavery ended in New York State. It is the story of money, cotton, and bigotry. (For further information, see the Unit 1 Background in the student materials.)

Lesson Plan A: How were the lives of black and white New Yorkers affected by southern slavery?

Aim

Students will understand how the pro-southern, pro-slavery atmosphere of New York City was reflected in the stories of four black New Yorkers and two white abolitionists.

New York State Learning Standards for Social Studies

See page 33 for Standards information by lesson.

Materials

The “Cotton Revloution” video found on DVD included in the binder
Background
All Life Stories in Unit 1

In the Classroom

Show the introductory video “Cotton Revloution” to introduce the importance of cotton and southern slavery to New York City in the nineteenth century. Discuss the students’ reactions to a piece of New York history that will probably surprise them. For additional introductory information, use the Unit 1 Background piece.

Then introduce the life stories of William A. Smith, James McCune Smith, the washerwoman and the bootblack. Small groups can each read one story and complete a Character Development Worksheet. Students might also want to create a poster to visualize an aspect of the person’s story, such as work, home life, or special challenges.

In class discussion, each group should share their understanding of their subject. Then the class can consider these four black New Yorkers as a group. How were their lives similar? What factors, such as education, employment, or family responsibilities, contributed to differences among them? In what ways were they connected to the city’s economy?

Ask all students to read the life story of the Tappan Brothers and to complete a Character Development Worksheet for the two white abolitionists. What light does the story of the riot shed on the lives of the four black New Yorkers students have been studying? Which of the blacks in the life stories were or might have been in New York during the riot? How might the riot affect blacks in the city over the next years? How would it affect whites who were leaning toward abolition?

Additional Activities

- Journal activity: Ask students to select one of the life stories and write a journal entry about a moment of crisis that person faced. Students can draw the crisis from the life story or imagine one.
- Script activity: James McCune Smith featured the washerwoman in a series of profiles published in *Frederick Douglass's Paper*. Ask students to script a conversation between James McCune Smith and the washerwoman about her hopes for her son's future.

Lesson Plan B: How were the city's pro-southern attitudes reflected in the public culture?

Aim

Students will understand how the pro-southern, pro-slavery atmosphere of New York City was expressed in newspapers and the popular culture.

New York State Learning Standards for Social Studies

See page 33 for Standards information by lesson.

Materials:

All documents in Unit 1 Document Set

In the Classroom

Introduce Document 1 to the class. You may want to read it aloud, since the language may be difficult for some students, though the sentiments should be easy to understand. What does the article indicate about the 1834 anti-abolitionist riot and about the author of this article? How different is this article from the account of the riot in the Tappan brothers' life story? What would it be like for black people or anti-slavery whites to read this article in the paper? How would the rioters themselves have responded?

Documents 2 and 3 are both newspaper articles written in blunt language. Documents 4-7 reflect the popular culture and, though not subtle, they are more coded than the newspaper items. Divide the class into small groups and give each group one of the newspaper articles and one of the popular culture pieces. For each document, students should complete a Document Analysis Worksheet. Ask each group to report on their two documents. Make sure the students have recognized and understood the important content in each document.

As a class, discuss how these documents expressed and justified pro-southern, pro-slavery opinions. What white attitudes are represented? How do the newspaper articles differ from the popular culture pieces? What purpose is each trying to serve? Which seems more dangerous to black people and to the city's well-being?

Now, as a class, return to the life stories. What have the documents added to students' understanding of the lives these people lived? What specific challenges did they face? What strategies did they use for taking care of themselves and staying hopeful? Encourage students to see how the people in the life stories might have come to know one another. What events might have brought them together? How would a sense of community have helped them?

At the end of the unit, use the Postscript to give students a sense of what happened beyond the unit's time frame.

Additional Activities

- Students can research political cartoons of the period and draw their own cartoons for an abolitionist newspaper illustrating New York City's pro-southern, pro-slavery stance. They should be encouraged to consider context, intent, and symbolism when creating their cartoons.
- Students can take the part of a Boston visitor to New York in the nineteenth century and write a postcard about the Bostonian's view of the city. The postcard should provide details based on the documents.

Special Research Project

The cotton trade was essential to New York City's nineteenth-century economy, in much the same way that oil is vital to the economy of the United States and the world today. Using their understanding of the cotton trade, ask students to generate a list of parallel questions about the oil industry. For example, what regions produce oil? Where is oil processed? How is it transported around the world? What areas have become wealthy on oil? Who gains and who loses in the world oil economy? How does U.S. dependence on oil affect politics, or popular culture, or the lives of ordinary people? In the beginning, it is not important for students to answer these questions, just to apply what they know about the cotton trade and its influence to frame an inquiry into the importance of oil today. After the list is generated, students can research one of the questions, and then compare one aspect of the oil industry to the nineteenth-century cotton trade.

Summaries of Documents in Unit 1

Document 1: “The Disturbances on Wednesday Night.” *Morning Courier and New-York Enquirer, For the Country*, Tuesday, July 15, 1834.

This article was written while the anti-abolitionist riots were ongoing. It attacks the Tappan Brothers and their fellow abolitionists for promoting the amalgamation (intermarriage) of the races, threatening the Union, suggesting that Christ was dark-skinned, and debasing the white race. It calls black people “stupid, ferocious and cowardly.”

Document 2: “The Southern journals are still busy...” and “Southern People in the City.” *The Herald*, September 24, 1835.

“The Southern journals” mentions a southern threat to boycott New York because it is home to abolitionists and do business with Boston and Philadelphia instead. “Southern people” is a friendly, slightly sarcastic, welcome to wealthy southerners visiting the city. Together, the paragraphs capture the dependent relationship between New York City and the South.

Document 3: “Southern Conspiracy.” *The Herald*, September 25, 1835.

This excerpt from the *Herald* criticizes the rumored plot to kidnap Arthur Tappan as “fanatical excitement,” but goes on to proclaim that slavery “is a positive good...the natural and proper condition of a black race.”

Document 4: “The Fruits of Amalgamation,” by E. W. Clay. Published in New York by John Childs, 1839.

This artwork visualizes the worst fears of the pro-slavery forces: “amalgamation,” or the marriage of white women and black men. It portrays what were seen as the horrifying results, including a wealthy black man lounging while a white man serves tea, a mixed-race boy in elegant clothes, a white woman nursing a black baby. The man in the mixed-race couple in the doorway resembled abolitionist William Lloyd Garrison. All the blacks are portrayed with exaggerated racial traits.

Document 5: “Theatrical and Musical.” *The Herald*, July 10, 1853.

On this particular day, roughly half the entertainments available in New York had a southern theme. This list testifies to the importance of southern tourists and to New Yorkers’ openness to minstrelsy as a form of entertainment. “Uncle Pat’s Cabin” was a parody of *Uncle Tom’s Cabin*, focused on the Irish.

Document 6: “Christy’s Minstrels.” 1847, from the Library of Congress Prints and Photographs Division, LC-USZC2-29.

Minstrel shows were advertised with posters like these. All the characters shown are white, though some wear blackface makeup. Minstrel artwork often focused on the musical ability of blacks and on the romances between black men and women.

Document 7: “The Gems of the Christy’s.” c. 1848, from the Library of Congress Prints and Photographs Division, LC-USZ62-42475.

This is an illustrated list of the minstrel songs in a collection published by Christy’s Minstrels. **IMPORTANT NOTE: THIS ITEM CONTAINS RACIALLY OFFENSIVE LANGUAGE. IF YOU WOULD PREFER NOT TO USE IT WITH YOUR CLASS, SUBSTITUTE DOCUMENT 6.**

Summaries of Life Stories in Unit 1

James McCune Smith

This profile begins with the brilliant young Smith's efforts to enter medical school in New York State. After taking his degree in Scotland, he returned to New York City to practice medicine and became one of the most important anti-slavery activists and writers of nineteenth-century New York. (This life story could be used in conjunction with the introductory/follow-up lesson, which focuses on Smith.)

The Tappan Brothers

Silk merchants Lewis and Arthur Tappan ranked among the wealthiest white New Yorkers. They were also abolitionists who funded many black efforts to fight slavery. White people often reviled them for these activities. Arthur Tappan was the initial primary target of the 1834 anti-abolitionist riots.

William A. Smith

A recent widower, Smith arrived in New York City with his four children, whom he boarded at the Colored Orphan Asylum while he took a job as a seaman. This committed, resourceful father fought hard to give his children what they needed for success as adults and ultimately resettled his family in the Adirondacks on land donated by Gerrit Smith, a white abolitionist.

The Bootblack

Bootblacks were the shoeshine men of the 1800s. The unnamed bootblack in this profile was considered particularly skilled and probably did not lack for work. His low-paying occupation kept him among the city's poorest residents, and over his lifetime bootblacking became more and more a white immigrant's work, but this man maintained his dignity and sense of humor.

The Washerwoman

This single mother spent her days in her home, doing laundry for white families while her son read nearby. There were very few ways for poor women of any color to earn a living and most involved domestic service to wealthy households. As with the bootblack, this black woman's occupation was increasingly taken over by white immigrants, especially destitute Irish women who arrived at mid-century.

2

Unit 2

Black Vigilance

The focus of these materials is a kidnapped fugitive slave named William Dixon and the black community's efforts to win this man's freedom and the legal right to a jury trial in all fugitive slave cases. He was one of many black people who were kidnapped on the streets of New York; most were sent into slavery. The source documents present the case chronologically, and the life stories follow people who played important roles. (For further information, see the Unit 2 Background piece in the student materials.)

Note: In addition to the background and postscript, this unit contains two additional pieces of support material – the Dixon Case Chronology and Strategies for Fighting Kidnappers. The Chronology will help students follow the case. The Strategies summarize the ways in which the black community organized to defeat kidnappers and win important legal rights.

Lesson Plan A: What happened in the case of William Dixon?**Aim**

Students will understand the experience of one man who was seized as a runaway slave and will be able to detail the actions taken by the black community on behalf of fugitives in New York.

New York State Learning Standards for Social Studies

See page 33 for Standards information by lesson.

Materials**Background**

All documents in Unit 2 Document Set

All Unit 2 Life Stories

Dixon Case Chronology

In the Classroom

The major goal of this unit is to help students see how the black community fought slave catchers in court. But first, students need to understand what happened in this case. Most of the narrative is told in the Background and life stories, so you may choose to begin there to give students an overview before reading the documents. The whole class could read the Background and William Dixon's life story and then break into small groups to read the other life stories. Students should complete a Character Development Worksheet for each and report to the class about their particular subject.

Some students may be able to begin with the documents themselves. For example, they could read the Frederick Douglass quotation (Document 10), complete a Document Analysis Worksheet, and then make a list of everything the document tells them about William Dixon and his case. Then they could read Document 2 and continue their list. In this way they can construct the narrative.

It may make sense to break the class into groups to investigate different slices of the time line. Logical slices would be: late March-April 11, 1837; April 12-24, 1837; July-August, 1837; and September 1837-1850. Each group would use the documents that fall within in their time frame and become experts in one part of the sequence of events. The whole class could then assemble the complete story.

The documents in this unit are sequential. They will give students valuable experience in building a story out of individual pieces, like a puzzle. This is a fairly complicated case, however, and you may decide not to spend too much time on the chronological details, once students have a basic understanding of events. The Dixon Case Chronology is provided to help students make their way through these details and to shortcut the process if you wish.

Some discussion questions for this lesson:

- From what perspective are these documents written? How can you tell? Who's on Dixon's side?
- Dixon went to Canada under an obligation to return for any court date related to his case. Why did Barney Corse of the New York Manumission Society personally go to Canada to bring Dixon home?
- Was it wrong of Dixon to lie about his identity to protect himself and build this important court battle on behalf of fugitives? What about the people who lied on his behalf?
- What is it like to have to keep a secret, even from people you would like to trust?

Additional Activities

- Recreate the testimony for and against William Dixon by asking students to write up one day in the court proceedings. Students should consider dialogue, setting, props, and costumes when writing the script.
- Imagine a conversation between different characters. For example, script the discussion that might have taken place in Dixon's cell on April 4, 1837, involving Cornish, Ruggles, Dresser, and Dixon. Or write the letter Kezia Manning might have sent to Samuel Cornish in response to his criticism of women's role in the attack on Justice Bloodgood. Students can use fictional techniques to imagine Manning's background. Was she a runaway herself? Did she lose a husband or child to kidnappers? What made her angry enough to risk attacking a judge?
- William Dixon is the focus of the unit, but he is a fairly quiet center. Things happened to him, but his own actions are necessarily limited or unknown. Encourage students to use the documents to penetrate below the surface and build a better understanding of William Dixon as a person. For example, they could use the articles in Document 5 to write about his life before his capture. They would have to weigh conflicting testimony provided at his trial and decide what seems true.

Lesson Plan B: How did black New Yorkers fight the kidnappers?

Aim

Students will understand how black New Yorkers created the strategies that enabled them to fight kidnappers in court.

New York State Learning Standards for Social Studies:

See page 33 for Standards information by lesson.

Materials

Strategies for Fighting Kidnappers
All other Unit 2 student materials

In the Classroom

The goal of Unit 2 is for students to understand how the black community mobilized around the kidnapping issue. These efforts are summarized in *Strategies for Fighting Kidnappers*. You might want to distribute this piece to students in small groups and ask them to find evidence of these strategies in the documents and life stories.

If your students have become familiar with the case, however, they should be able to generate many of these strategies themselves, without the help of the summary. The more they can do this on their own, the more they will understand the tremendous creative effort of the black community in designing strategies that social movements in this country have followed and refined ever since. If students need some help, you can provide some leading questions. For example, what institutions did blacks create or use? How did they get the word out? How did they take advantage of existing legal rights? How did they raise money?

As a wrap-up activity, ask students to represent the Committee of Vigilance and advise a group of out-of-town visitors about strategies for fighting kidnappers. The visitors would come from a northern city facing a kidnapping problem, and they would be eager to hear New Yorkers' recommendations. Students should synthesize the information they have learned from the documents and life stories to deliver an oral report or write a letter recommending specific strategies for combatting kidnappers. In doing so, students should identify two or three strategies they think were most important and the most successful.

Students can read the Postscript for a sense of how the legal rights of fugitive slaves developed in New York State and became a divisive national issue in the years before the Civil War.

Summaries of Documents in Unit 2

Document 1: New York Committee of Vigilance, 1836 Resolutions, Delivered at Phoenix Hall, New York City, September 27, 1836.

The Committee of Vigilance formed in 1835 to fight kidnapping. In September of the following year, it set out specific resolutions to fight for jury trials in fugitive slave cases and called on “every colored citizen” to unite in this effort “until our rights be established.”

Document 2: “More Slave Trouble.” *The Herald*, April 12, 1837.

The first *Herald* article about William Dixon’s capture reports on the opening day of the trial and on abolitionists’ use of the writ *de homine replegiando*. (For a description of this writ, see the Unit 2 Background.) “More slave trouble” is a reference to a very recent case involving a runaway named George Thompson.

Document 3: “Prisoner’s Introduction into Court.” Henry C. Wright, “Kidnapping in New York!!” *The Liberator*, April 21, 1837. (Written April 11, 1837, on Dixon’s first day in court.)

Henry C. Wright was a white abolitionist who attended the first two days of the trial and wrote a long report to William Lloyd Garrison, editor of the *Liberator*, whom Wright addressed as “Brother Garrison.” This paragraph contains the only known recounting of Dixon’s comments to the court.

Document 4: “To the Thoughtless Part of our Colored Citizens.” *The Colored American*, April 15, 1837.

In his one-month-old newspaper, editor Samuel Eli Cornish addresses the blacks who took part in the riot on the second day of Dixon’s trial, scolding them for degrading behavior and singling out women especially. He ends with much harsher words for the slave catchers.

Document 5: Witness Testimony in the Dixon Case. *The Liberator*, April 21, 1837, and the *Herald*, April 19, 1837.

These two articles report on the testimony of witnesses. The *Liberator* article, a reprint from an uncited newspaper, includes the comments of Charles Gerard, the witness who is most obviously lying on Dixon’s behalf. The *Herald* article includes testimony both for and against Dixon.

Document 6: “After a long, and tedious imprisonment....” *The Colored American*, July 8, 1837.

This brief notice informs readers that William Dixon is free on \$500 bail and indicates how the bail money was raised.

Document 7: “Dixon (an alleged slave) vs. Allender (claimant).” John L. Wendell, *Reports of the Cases Argued and Determined in the Supreme Court of Judicature and in the Court for the Correction of Errors of the State of New-York*, Volume XVIII (Albany, 1839), 678-80.

The only surviving court document in the Dixon case, this report details the only known appearance of William Dixon before the New York State Supreme Court. Dixon’s lawyer argued that Recorder Riker did not legally grant the certificate of custody to slave owner Allender because the original proof in the case was not certified by a Maryland judge, as required by the 1793 Fugitive Slave Law. The Court postponed the case.

Document 8: “Sir, — It is with regret that I make...” *The Colored American*, September 9, 1837.

In an August 14th letter to the Committee of Vigilance, reprinted later in the *Colored American*, David Ruggles states that despite rumors, Dixon has not been kidnapped again. He has “retired to the country for a little season.”

Document 9: Minutes of the New York Manumission Society, Volume 11, November 9 and November 27, 1837.

The minutes of two sequential meetings of the Manumission Society indicate that William Dixon has been in Canada. Society member Barney Corse is repaid for expenses incurred in bringing Dixon back to New York. The Society also reimbursed David Ruggles for the Committee of Vigilance contribution to Dixon's traveling expenses.

Document 10: "Free and joyous, however, as I was..." Frederick Douglass, *My Bondage and My Freedom*, New York, 1855, p. 337-8.

This excerpt recounts an extraordinary chance meeting between William Dixon and Frederick Bailey, two fugitive slaves who had known each other in Baltimore. Bailey later took the name Frederick Douglass and printed a version of this story in all three editions of his autobiography, beginning in 1845. It provides the surest proof that William Dixon had been the slave of Dr. Allender.

Document 11: Minutes of the New York Manumission Society, Volume 11, February 20, 1839.

The Society's minutes indicate that up to \$500 has been set aside to prosecute (defend) the Dixon case before the Court of Errors, if the Standing Committee deems it best. No further mention of this case appears in the minutes of the Society, which met infrequently during these years and finally disbanded for good in the late 1840s.

Summaries of Life Stories in Unit 2

David Ruggles

A hard-working fighter for black freedom, Ruggles served with the New York Committee of Vigilance to protect blacks from kidnappers and to help those who had been captured. He wrote many of the articles about the Dixon case that appeared in the *Colored American*. Ultimately, his strategic conflicts with the more conservative Samuel Eli Cornish resulted in his expulsion from the Committee of Vigilance.

Samuel Eli Cornish

Cornish recognized that the behavior of some blacks could be used to feed white prejudice, so he was a man who lived by the rules. But he spent his life working to improve conditions for blacks. As a prominent newspaperman, he published the *Colored American* and printed the articles that kept the black community informed about the cases of William Dixon and others claimed as runaway slaves. He was a leader of the petition campaign to pass a law that would require a jury trial in fugitive slave cases.

Kezia Manning and Jesse Harrod

These two joined the huge crowd of black people who maintained a vigil outside the courthouse on the second day of Dixon's trial. When trouble broke out between the crowd and the men taking Dixon to prison, Manning and Harrod attacked Justice John Bloodgood. They were indicted for assault and imprisoned. The cases never came to trial because Harrod died in prison and Manning became too "unwell" to appear in court, suggesting either a contagious outbreak in the prison or severe mistreatment of these prisoners.

Richard Riker

As the Recorder of the City of New York, Riker was the magistrate of choice for the Kidnapping Club. Widely considered to be in collusion with the slave catchers, Riker let Dixon's case go on and on, with frequent interruptions. He ultimately issued the certificate that would have allowed the slave owner to take Dixon back to slavery in the South. Dixon, however, was by then out on bail and no longer in New York.

William Dixon

A one-time slave to Dr. Allender in Baltimore, Dixon escaped and made a new life in New York. He was captured in April 1837, and his long legal battle was closely followed by blacks and white abolitionists. Because of missing court records, the legal resolution of the case remains unknown, but census records show that Dixon was not returned to slavery.

3

Unit 3

Who Will Fight the War?

This unit examines the conscription issue that deeply divided New York City and much of the North during the Civil War. The documents and life stories will help students follow the arguments over rights, duties, and citizenship, and to consider how these battles in New York City echoed the larger war between North and South. (For further information, see the Unit 3 Background piece in the student materials.)

Lesson Plan A: How will the Union find more soldiers?

Aim

Students will understand how questions about the rights and responsibilities of citizenship shaped the important question of who really belonged in America and who would fight for the Union.

New York State Learning Standards for Social Studies

See page 33 for Standards information by lesson.

Materials

Background

From the Unit 3 Document Set:

Document 1: Emancipation Proclamation

Document 2: Conscription Act

Document 3: Men of Color, To Arms!

From the Unit 3 Life Stories:

Henry Highland Garnet

Fernando Wood

In the Classroom

This lesson focuses on the brief period between January and March 1863. The documents and life stories help students consider efforts to recruit more soldiers for the U.S. Army.

Students should use the Document Analysis Worksheet to read and understand each document. Then they could think about how different groups of New Yorkers might have reacted to these documents. How might each document have contributed to or calmed animosities between different groups of New Yorkers? Make sure students understand the difference between volunteering to fight and being drafted. What would it have meant to the army of volunteers if new soldiers had been forced into uniform?

Use the life stories of Henry Highland Garnet and Fernando Wood to introduce and explore different perspectives on the Civil War. Students also may use the Unit 3 Background for additional support in understanding these perspectives. What was Henry Highland Garnet's view of the Civil War? What role did he think black soldiers should play in the war? Why would Fernando Wood and others have thought that the Emancipation Proclamation changed the goal of the war?

Students can use what they have learned from the Unit 3 Background and the life stories to list specific groups, such as Republicans, Peace Democrats, War Democrats, Irish immigrants and free blacks, alongside each group's perspective on the war. Students should consider what factors would influence these perspectives, such as financial investment in the war, slavery and the cotton trade, family responsibilities, or moral arguments. Students also should consider how ongoing questions about citizenship helped shaped peoples' perspectives.

Additional Activities

- Henry Highland Garnet designed posters to encourage black New Yorkers to enlist with the Massachusetts 54th Regiment. Students can create their own posters in support of the 54th and the Civil War. They should consider how Henry Highland Garnet would have appealed to black New Yorkers through imagery and language. They can research army recruitment posters from the Civil War or other wars for inspiration.
- Students can write a position paper from the perspective of Henry Highland Garnet on Fernando Wood's suggestion that New York City secede with South Carolina. This position paper can take the format of a personal letter, an editorial or a speech. Students should consider carefully Wood's motivations for suggesting that New York City secede from the Union before outlining Henry Highland Garnet's rebuttal. They will need to be familiar with Unit 1 and know something about the relationship between New York City and the South.

Lesson Plan B: How did the draft bring underlying conflicts to a head?

Aim

Students will synthesize information gathered from the life stories and primary source documents to understand how various groups responded to the draft laws of 1863.

New York State Learning Standards for Social Studies

See page 33 for Standards information by lesson.

Materials

Background

From the Unit 3 Document Set:

Document 4: Headlines Covering the Draft Riots

From the Unit 3 Life Stories:

Henry Highland Garnet

Fernando Wood

The Lyons Family

In the Classroom

The focus of Lesson B is the summer of 1863 and the infamous draft riots. Students working in groups can use the Document Analysis and Character Development Worksheets to read Document 4 and the life stories of Fernando Wood, Henry Highland Garnet and the Lyons Family. Students can refer to their worksheets in a discussion of the draft riots. How did the riots start? Who was involved in the riots? Who or what groups were victimized? Why did anger about the draft spark so much violence against black New Yorkers? Which documents help explain the connection?

Newspapers and their powerful editors played an extremely important role in the draft riots. Editors often served

as the voices of various politicians and helped galvanize political parties around particular platforms. Newspapers also kept the literate public informed about developments in the war and what was happening during the draft riots. The *Tribune* was under siege itself as it published during those days, and the events it was reporting were chaotic, dangerous, and spread in violent pockets all over the city. Students should consider these constraints as they read the headlines and try to construct a story about the draft riots. Was one day just like the next or did things change over the week? What kinds of actions were featured in the headlines? Whose story was being told? How did the *Tribune*'s choices or language signal its point of view?

Additional Activities

- Students can synthesize the reactions to the draft laws by scripting a television news broadcast on the events of July 1863. They can write reports on specific events listed in the headlines of Document 4 or write interviews with people featured in the life stories, including Henry Highland Garnet, Albro, Mary, and Maritcha Lyons, the Lyons family's German neighbor and their friend Officer Kelly, James McCune Smith, a New York City fireman, and a railroad worker. Students should consider key details, such as how the damaged telegraph wires would help rioters disrupt business in the city or prevent police and firefighters from coming to the aid of people threatened by the riots.
- There was no black newspaper in New York City in 1863. If there had been one, what might the draft riot headlines have said? For information, use the life stories of Henry Highland Garnet, the Lyons family, and James McCune Smith (from Unit 1). For a summary of the draft riots, students can use the document introduction for Document 4. For a day-by-day chronology of the riots, they can go to www.newyorkdivided.org and click on Documents. In writing their headlines, students should keep in mind that newspapers usually report on the previous day's events.
- Students can find more newspaper coverage of the draft riots by looking through the August 1, 1863 issue of *Harper's Weekly* which is included in this binder. For additional resources, direct students to newspaper archives housed at their local library or at the New-York Historical Society. Ask students to find three articles from three different newspapers covering the draft riots. Taking into account tone and perspective, students then can compare and contrast the ways in which different newspapers presented the riots. Middle-school students can create a poster outlining their findings, while high-school students can write an essay on what the articles reveal about the audiences targeted by these newspapers.

Lesson Plan C: What were the experiences of the United States Colored Troops during the Civil War?

Aim

Students will understand some of the experiences of black soldiers during the Civil War. Students will be able to discuss motivations for fighting, the specific dangers black troops faced, and the achievements of black troops.

New York State Learning Standards for Social Studies

See page 33 for Standards information by lesson.

Materials

From the Unit 3 Document Set:

Document 5: Presentation of Colors

Document 6: Picket Station of Colored Troops Near Dutch Gap Canal

Document 7: View of General Butler's Dutch Gap Canal Before the Explosion of the Bulk-Head

From the Unit 3 Life Stories:

John Jones, 1st

Walter Thorn

In the Classroom

The third lesson plan in Unit 3 centers on black volunteers in the Union Army. Use Documents 5, 6, and 7 together with the life stories of John Jones, 1st and Walter Thorn to explore their experiences. What types of duties did black regiments carry out? What risks did black soldiers face in the Civil War? Students can organize their answers in a chart under the categories of shelter, medical care, duties, and risks.

Involve the whole class in a discussion of the experiences of black soldiers during the Civil War. Why was serving in the U.S. Army so meaningful to these men? Why would black men volunteer in such huge numbers when the risks were so great?

Teachers might also take this opportunity to have students consider what it means to go to war. Students can think about what circumstances might have led men such as John Jones 1st or Walter Thorn to enlist. What would it be like to leave a family behind? How would their lives and daily routines be different as soldiers? What would it be like to return home after serving on the battlefield?

Additional Activities

- On March 5, 1864, the 20th USCT went off to war. John Jones 1st marched with the regiment that day and boarded the USS Ericsson bound for New Orleans. Students can work in pairs to conduct an interview with John Jones 1st about his experiences in training and parading through New York. Students should work together in scripting an interview and preparing Jones's responses. They should consider his motivations for joining the regiment, the conditions under which he trained, and his emotional state as he marched with his unit through Manhattan.
- Henry Highland Garnet and Frederick Douglass lobbied extensively for the establishment of a black regiment for New York State. Students can write an editorial responding to their arguments.
- Documents 5, 6, and 7 are all images of black soldiers that were probably widely seen in New York and throughout the North. What impact might these images have had on different groups of New Yorkers – families of black soldiers, abolitionists, poor immigrants, wounded soldiers, victims of the draft riots, etc.? How might Henry Highland Garnet have responded to these images? James McCune Smith (see Unit 1)? Fernando Wood? What meaning do they have for students today?

Summaries of Documents in Unit 3

Document 1: The Emancipation Proclamation. January 1, 1863.

This landmark document freed the slaves in the Confederate states. It also welcomed these persons “so declared to be free” into combat roles in the U.S. Army and Navy.

Document 2: An Act for Enrolling and Calling Out the National Forces, and for Other Purposes. Congressional Record, March 3, 1863.

The conscription act instituted a draft for the first time in the nation’s history and permitted any drafted person to procure a substitute for \$300, effectively giving wealthy men a way to avoid service.

Document 3: “Men of Color, To Arms!” Draft of an editorial by Frederick Douglass printed in the *Douglass Monthly*, March 1863. The Frederick Douglass Papers at the Library of Congress.

Frederick Douglass argues that blacks should be allowed to fight against slavery and encourages black men to join the Massachusetts 54th, the North’s first all-black regiment. He promises they will be treated the same as white soldiers.

Document 4: Headlines Covering the Draft Riots. *New-York Tribune*, July 14-18, 1863.

These long columns of headlines ran on the front pages of the *Tribune* during the draft riots, covering the major events over several days of mayhem.

Document 5: “Presentation of Colors to the 20th U.S. Colored Infantry, Col. Bartram, at the Union League Club House, N.Y., March 5.” *Frank Leslie’s Illustrated Newspaper*, March 26, 1864.

This engraving captures the moment when the 20th USCT stood before the reviewing stand and its commanding officer received the regimental flags from white women associated with the Union League Club. As a large American flag flies overhead, black onlookers in the foreground raise their hats in celebration.

Document 6: “Picket Station of Colored Troops Near Dutch Gap Canal.” November, 1864. Library of Congress Prints and Photographs Division.

Two black soldiers aim their guns behind the cover of a barrel and the corner of a building. They are in a battle-field area in Virginia, and are probably in training as picket guards, a dangerous outpost role charged with protecting the main body of soldiers from any attackers.

Document 7: “View of General Butler’s Dutch Gap Canal Before the Explosion of the Bulk-Head.” Cover, *Harper’s Weekly*, January 21, 1865.

This magazine cover shows a group of black uniformed soldiers, many holding shovels, in the nearly finished canal bed at Dutch Gap, Virginia. White officers are visible overseeing the work. Throughout the many months of digging, Confederate soldiers shot at the men from the high ground.

Summaries of Life Stories in Unit 3

Henry Highland Garnet

One of the great black leaders of the nineteenth century, Garnet struggled at every level for blacks' right to join the Union army. A near-victim of the 1863 draft riots, he helped members of the 20th USCT (United States Colored Troops) during their training period on Riker's Island. Later he stood proudly among the dignitaries watching the soldiers march through New York to the ship that would take them to the battlefield.

Fernando Wood

A former mayor of New York, this U.S. Congressman was opposed to Lincoln and opposed to the war. He used the pages of the *Daily News*, which he owned, to fan the resentments of the working-class whites who kept him in office. On the first day of the draft riots, the *Daily News* published a particularly inflammatory piece that linked white men's jobs, slavery, and the draft.

The Lyons Family

Albro Lyons, his wife, and children were among the many black victims of the 1863 draft riots. Fairly well off and more prominent than most black New Yorkers, they were attacked by some whites and helped by others. They stood their ground when they could, escaped when they could, and survived. Like many, many black New Yorkers, they moved out of the city after the riots.

John Jones, 1st

Immediately after a black regiment was organized in New York State, the young John Jones 1st volunteered for the 20th USCT. Over the next weeks in New York City, his regiment trained for the hardships of battle under difficult circumstances that reflected prevailing white attitudes toward black soldiers. He was one of the 1000 members of the 20th who marched through New York City in March 1864 toward their troop ship.

Walter Thorn

Before the formation of the 20th USCT, black New Yorkers joined black regiments from other states. Thorn volunteered for the 116th from Kentucky and worked in hostile Confederate territory on the building of the Dutch Gap Canal in Virginia. He was later awarded a Medal of Honor for rescuing a picket guard just before the detonation that would destroy the bulkhead and allow water to flow into the canal.

Document Analysis Worksheet

Student's Name:

Date:

Document Details

Title of document:

Unit number and document number (printed on document):

Type of document:

Date of document:

Author or creator of document:

Questions to Consider

Why and for whom was this document written?

How does the document signal the writer's point of view?

What are the 2 or 3 most important points the author is trying to make?

What does the document tell you about the life of black New Yorkers at the time it was written?

What question or questions are left unanswered by the document?

Image Analysis Worksheet

Student's Name:

Date:

Image Details

Title or caption of image:

Unit number and document number (printed on document):

Type of image:

Date of image:

Artist's name:

Major objects or people shown:

Questions to Consider

Why and for whom was this image created?

How does the image signal the artist's point of view?

What are the 2 or 3 most important points the artist is trying to make?

What does the image tell you about the life of black New Yorkers at the time it was created?

What question or questions are left unanswered by the image?

Character Development Worksheet

Student's Name:

Date:

Known Details

Use this part of this worksheet to record available information about a person featured in a life story or primary source document.

What was the person's name?

What was the person's role in the story told in the unit?

What *New York Divided* materials are your sources of information?

Briefly, what do you know about the person? (Think of family, home, work, political or religious affiliations.)

Interpretation

Use this part of this worksheet to speculate about the character, based on what you have learned from the documents in *New York Divided* and other classroom work.

What important details are missing from the person's life? What questions would you ask the character, if you could meet him or her? Based on your reading, how would you begin to answer those questions on this person's behalf? Use the context of history to think about the answers that make the most sense. See if you can start to bring the person to life in your mind.

Glossary

Abolitionists

People who fought to end, or abolish, slavery. Because they typically supported complete, immediate emancipation, they were considered more radical than the moderates described as “anti-slavery.”

Amalgamation

A mixture or fusion. The word was used by pro-slavery forces to describe the much-feared intermarriage of blacks and whites and the resulting destruction of clear racial lines. Later the word was dropped in favor of “miscegenation,” which had the same meaning.

Bootblack

A person who polished shoes for a living. In the 1800s, bootblacks worked in their homes or small workshops and delivered shined shoes directly to their customers.

Bulkhead

A natural land mass left standing during the building of a canal to serve as a dam that holds the river in place. When the canal bed is ready, the bulkhead is destroyed with explosives so that river water can flow into the canal.

Colonization

The establishment of a settlement in a distant place. In 1817, the American Colonization Society was founded to set up an African colony to receive free black Americans. Many abolitionists viewed colonization as simply a way to rid the North of its black population and protect slavery in the South. American blacks did move to the colony, however, which exists today as the independent nation of Liberia.

Conscription

The drafting of people for compulsory service in the military.

Contraband

Material, such as weapons, that could legally be seized from the enemy during war. In the Civil War, the term referred to escaped southern slaves who made their way behind Union lines, where they lived in refugee camps and helped the army.

Court of Errors

The highest court in New York State during nineteenth century. It was charged with reviewing, and if necessary reversing, decisions of the lower courts.

De homine replegiando

A legal writ that allowed a prisoner to be released on bail and required a jury trial.

Delineations

Profiles or descriptions. The word was used by minstrel performers, who believed that they were portraying reality, not engaging in gross caricature.

Emancipation

The freeing of slaves by law. In the 1800s, “emancipation” and “manumission” were used interchangeably.

Felony

A serious crime, such as arson or aggravated assault.

Habeas corpus

Most commonly, the writ used to bring a prisoner before a magistrate to determine if the person is being held legally.

Manstealer

The abolitionists’ term for slave catchers, meant to stress that the captives were people, not property, and that capturing them was a crime.

Minstrel

A poet or singer. The term was adopted by Christy’s Minstrels to describe variety shows in which performers in blackface makeup imitated and ridiculed black people.

Non-intercourse

In economic terms, a refusal to communicate or do business, a boycott.

Peculiar institution

The euphemism for slavery commonly used by its defenders, especially Senator John C. Calhoun of South Carolina.

Picket

In military terms, one or more soldiers stationed at an outpost to protect an army unit from attack.

Provost Marshal

A military position established early in the Civil War to maintain order in northern cities.

Racism

A twentieth-century term describing discrimination based on race. The word was not used in the nineteenth century, when equivalent terms were “prejudice” or “caste hatred.”

Recorder

A state-appointed city official in New York State who served as a judge and often as deputy mayor.

Regiment

A military unit of 1000 soldiers.

Standing Committee

A permanent subcommittee of a group. In the New York Manumission Society, the Standing Committee handled the cases involving blacks claimed as fugitive slaves.

Supreme Court

The U.S. Supreme Court is the highest court in the land. In New York State in the 1830s, the state Supreme Court was the second-highest state court, under the Court of Errors.

Trial by Jury

The principle that legal cases should be decided not by judges but by a “jury of peers” dates to medieval England. In the 1830s, New York blacks fought to win this basic right in fugitive slave cases.

Vigilance

Watchfulness, or alertness to danger.

Wards

For two centuries, the smallest political divisions in New York City. In the 1850s, most of the city’s free blacks lived in the Fifth, Sixth, and Eighth wards. The ward system went out of use around 1900.

Whitewash

A watery mixture used for whitening and protecting wood or other surfaces. A worker known as a whitewasher applied the material with a long-handled brush.

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Classroom Resources

Following is a list of excellent websites that your students can use to do additional research.

An online version of the exhibition *New York Divided: Slavery and the Civil War* is available at <http://www.newyorkdivided.org>. It provides extensive historical information and a rich array of primary source materials. The earlier exhibition, *Slavery in New York*, is also online at <http://www.slaveryinnewyork.org>. Both online exhibitions can also be reached via the New-York Historical Society's website, <http://www.nyhistory.org>.

In addition, teachers can access a Podcast of the N-YHS walking tour "Hidden Sites of Slavery and Freedom" at www.nyhistory.org/podcasts. This walking tour includes a Teacher's Guide.

Two online exhibitions, available at the Library of Congress website, provide source documents and explanatory text on a wide range of topics. Go to <http://www.loc.gov/exhibits> and select either "The African American Mosaic: African American Culture and History" or "The African American Odyssey: A Quest for Full Citizenship."

The New York State Department of Education website offers an extensive documents-based curriculum focused on the history of slavery in New York State. "New York and Slavery: Complicity and Resistance" is at <http://www.nyscss.org/resources/publications/NYandSlavery.cfm>.

New York State Learning Standards for Social Studies

Standard 1: History of the United States and New York	I	1	2	2	3	3	3
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.	A	B	A	B	A	B	C
Key Idea 1: The study of New York State and United States history requires an analysis of the development of American culture							
Intermediate							
a. explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans	X	X	X	X	X	X	X
b. interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents					X		
Commencement							
a. analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans	X	X	X	X	X	X	X
b. describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents					X		
Key Idea 2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.							
Intermediate							
a. describe the reasons for periodizing history in different ways	X						
b. investigate key turning points in New York State and United States history and explain why these events or developments are significant	X	X	X	X	X	X	X
Commencement							
a. discuss several schemes for periodizing the history of New York State and the United States	X						
b. develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues	X		X	X	X	X	
c. compare and contrast the experiences of different groups in the United States	X	X	X	X	X	X	X
d. examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions	X	X	X	X	X	X	X
Key Idea 3: Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.							
Intermediate							
a. complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations	X	X	X	X	X	X	X
c. describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents	X	X	X	X	X	X	X
d. classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious	X	X	X				
Commencement							
a. compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture		X	X		X	X	X
b. research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States)	X	X	X	X	X	X	X
c. prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history		X	X	X	X	X	X
d. understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom)		X	X				
Key Idea 4: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.							
Intermediate							
a. consider the sources of historic documents, narratives, or artifacts and evaluate their reliability			X	X	X	X	X
c. compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts			X	X	X		X
d. describe historic events through the eyes and experiences of those who were there. (Taken from National Standards for History for Grades K-4)	X	X	X	X	X	X	X
Commencement							
a. analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors' perspectives	X					X	X
c. evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. (Adapted from National Standards for United States History)	X						

New York State Learning Standards for Social Studies

Standard 2: World History	I	1 A	1 B	2 A	2 B	3 A	3 B	3 C
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.								
Key Idea 1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.								
Intermediate								
a. know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations		X	X					
c. interpret and analyze documents and artifacts related to significant developments and events in world history			X			X		
Commencement								
a. define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices		X	X					
b. understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time		X						
d. understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras		X	X					
e. analyze changing and competing interpretations of issues, events, and developments throughout world history			X					
Key Idea 2: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.								
Commencement								
c. analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective			X	X	X	X		
d. explain the importance of analyzing narratives drawn from different times and places to understand historical events			X	X	X			
Key Idea 3: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.								
Intermediate								
a. investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history		X	X	X	X	X	X	X
c. classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic		X	X	X	X	X		
Commencement								
a. analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities		X	X	X	X	X	X	X
c. examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures		X	X					
Key Idea 4: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.								
Intermediate								
a. explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed (Taken from National Standards for World History)	X		X	X	X	X	X	X
c. view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents			X	X	X	X	X	X
d. investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions	X	X	X	X	X	X	X	X
Commencement								
a. identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation		X	X	X	X	X	X	
b. interpret and analyze documents and artifacts related to significant developments and events in world history			X	X		X	X	X
c. plan and organize historical research projects related to regional or global interdependence		X	X					

New York State Learning Standards for Social Studies

Standard 3: Geography	I	1 A	1 B	2 A	2 B	3 A	3 B	3 C
Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.								
Key Idea 1: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life)								
Intermediate								
a. map information about people, places, and environments		X	X					
b. understand the characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models (Taken from National Geography Standards, 1994)		X	X					
c. investigate why people and places are located where they are located and what patterns can be perceived in these locations		X	X					
d. describe the relationships between people and environments and the connections between people and places	X	X	X					
Commencement								
a. understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions		X						
d. understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world		X	X					
e. analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface (Taken from National Geography Standards, 1994)	X	X						X
f. explain how technological change affects people, places, and regions		X	X					
Key Idea 2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (Adapted from: The National Geography Standards, 1994: Geography for Life)								
Intermediate								
d. interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems		X	X					
Commencement								
a. plan, organize, and present geographic research projects			X					
b. locate and gather geographic information from a variety of primary and secondary sources (Taken from National Geography Standards, 1994)		X	X					
c. select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information			X					
e. develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry			X					

New York State Learning Standards for Social Studies

	1 A	1 B	2 A	2 B	3 A	3 B	3 C
Standard 4: Economics							
Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.							
Key Idea 1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.							
Intermediate							
a. explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources	X	X					
b. define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems	X	X					
c. understand how scarcity requires people and nations to make choices which involve costs and future considerations	X	X					
d. understand how people in the United States and throughout the world are both producers and consumers of goods and services	X	X					
e. investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems	X	X					
Commencement							
b. define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems	X						
c. understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits		X			X		
Key Idea 2: Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.							
Intermediate							
a. identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources		X					
b. organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data		X					
c. evaluate economic data by differentiating fact from opinion and identifying frames of reference		X					
d. develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions		X			X	X	
e. present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions		X					
Commencement							
a. identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources		X					
b. use economic information by identifying similarities and differences in trends; inferring relationships between various elements of an economy: organizing and arranging information in charts		X					
d. present economic information and conclusions in different formats		X					

New York State Learning Standards for Social Studies

Standard 5: Civics, Citizenship, and Government	I	1	1	2	2	3	3	3
	A	B	A	B	A	B	C	
Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.								
Key Idea 1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from The National Standards for Civics and Government, 1994)								
Intermediate								
a. analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs	X	X	X	X	X	X	X	X
b. consider the nature and evolution of constitutional democracies	X	X		X	X	X	X	X
d. analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases				X	X	X		
Key Idea 2: The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, 1994)								
Intermediate								
a. understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices	X			X	X	X		
e. value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality	X	X	X	X	X	X	X	X
Commencement								
a. trace the evolution of American values, beliefs, and institutions	X	X	X	X	X	X	X	X
c. identify, respect, and model those core civic values inherent in our founding documents that have been forces for unity in American society	X	X	X	X	X	X	X	X
Key Idea 3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.								
Intermediate								
a. explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time	X	X	X	X	X	X	X	X
b. understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities					X	X	X	X
c. discuss the role of an informed citizen in today's changing world						X	X	X
d. explain how Americans are citizens of their states and of the United States	X	X	X			X	X	X
Commencement								
a. understand how citizenship includes the exercise of certain personal responsibilities, including voting, considering the rights and interests of others, behaving in a civil manner, and accepting responsibility for the consequences of one's actions (Adapted from The National Standards for Civics and Government, 1994)	X	X	X	X	X	X	X	X
c. describe how citizenship is defined by the Constitution and important laws	X	X	X	X	X	X	X	X
d. explore how citizens influence public policy in a representative democracy	X	X	X	X	X	X	X	X
Key Idea 4: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.								
Intermediate								
a. respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint		X	X	X				
b. explain the role that civility plays in promoting effective citizenship in preserving democracy	X	X	X	X				
Commencement								
b. evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy (Adapted from The National Standards for Civics and Government, 1994)	X	X	X	X				
c. take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs	X	X	X	X				
d. consider the need to respect the rights of others, to respect others' points of view (Adapted from The National Standards for Civics and Government, 1996)	X	X	X	X				
f. prepare a plan of action that defines an issue or problem, suggests alternative solutions or courses of action, evaluates the consequences for each alternative solution or course of action, prioritizes the solutions based on established criteria, and proposes an action plan to address the issue or to resolve the problem			X		X	X	X	X
e. explain how democratic principles have been used in resolving an issue or problem	X	X	X	X	X	X	X	X

