

# REBELLION: AFRICAN AMERICAN INSURRECTIONISTS

STRAND A			
TIME, CONTINUITY AND CHANGE			
INFUSION POINT	BENCHMARKS	REFERENCES	SUNSHINE STATE STANDARDS
Insurrections (1663-1840)	<p>SS.A.1.2 Understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.</p> <p>SS.A.1.3 Evaluates conflicting sources and materials in the interpretation of a historical event or episode.</p> <p>SS.A.1.4 Uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.</p>	<p>Adams, Russell. <u>Great Negroes Past and Present</u>. Chicago, Illinois: Afro-American Publishing Co., 1964.</p> <p>Bennett, Lerone Jr. <u>Before the Mayflower</u>. Chicago, Illinois: Johnson Publishing Co., 1987.</p> <p>Coggins, Patrick and Laurence Wesley, et al. <u>Ancient African History Revisited</u>. An Infusion Model. Deland, Florida: Stetson University, Multicultural Institute, 1994.</p> <p>Estell, Kenneth. <u>African American Portrait of a People</u>. Detroit, Michigan: Visible Ink Press, 1994.</p> <p>Hughes, Langston and Milton Meltzer. <u>A Pictorial History of the Negro In America</u>. New York, New York: Crown Publishers, Inc., 1964.</p>	<p>SS.A.1.2 SS.A.1.3 SS.A.1.4</p> <div style="background-color: #cccccc; text-align: center; padding: 2px; font-weight: bold;">GOAL 3 STANDARDS</div> <p>3.1 Information Managers 3.2 Effective Communicators 3.3 Numeric Problem Solvers 3.4 Creative and Critical Thinkers 3.5 Responsible and Ethical Workers 3.6 Resource Managers 3.7 Systems Managers 3.8 Cooperative Workers 3.9 Effective Leaders 3.10 Multiculturally Sensitive Citizens</p>

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## STRAND A TIME, CONTINUITY AND CHANGE

**GOAL:** Students will understand that although historians have written a great deal of romanticism about the docility of the slaves, rebellions frequently occurred and many African American martyrs fought for the principles of freedom.

### INFUSION POINT

### OBJECTIVES

Insurrections  
(1663-1840)

**Students will be able to:**

- understand the dangers faced by rebellious and fugitive slaves.
- debate the pros and cons of rebelling.
- examine why slaves risked their lives to free themselves from slavery.
- analyze why the South was an explosive climate prior to the Civil War.



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## STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	CULTURAL CONCEPTS/INFORMATION
<p>Insurrections (1663-1840)</p>	<p>The earliest slave rebellions date back to the Seventeenth century, when several instances of rebellion aboard the ships occurred before the slave cargoes reached America. On the <i>Kentucky</i>, more than forty slaves were put to death for staging a mid-ocean uprising. Such slave revolts occurred so often during the <b>Middle Passage</b> that the journey was considered to be an occupational hazard by the traders. Once ashore, the danger did not cease.</p> <p>In Gloucester County, Virginia, as early as 1663 – less than fifty years after the first Africans reached Jamestown, Virginia – slaves had joined other indentured servants to plan a rebellion. However, the plot was uncovered and the heads of the African American ringleaders were impaled in the public square. In New York, in 1712, rebel slaves killed nine European Americans in street fighting. Later, in the same city in 1741, a rumor spread that some one hundred slaves joined indentured servants to retaliate against their masters. Eighteen of those African Americans were hanged; thirteen were burned at the stake; and seventy were sold to the South.</p> <p>Throughout the colonies there were many slave owners who feared for their lives through the prospect of <b>slave insurrection</b>. Restlessness among slaves was intensified by the Revolutionary War’s proclaimed ideals of liberty and independence. Some slaves took the Christian version of the Bible literally and believed that God meant all persons to be free.</p> <p>The slave, Gabriel Prosser of Virginia, felt he was divinely “called” to deliver his people. Prosser carefully planned for months and demanded secrecy from his African American followers, who were thought to be about 40,000 slaves living in the region. Gathering his followers in Old Brook Swamp, Prosser planned to attack Richmond, Virginia, on August 30, 1800.</p>

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INFUSION POINT	CULTURAL CONCEPTS/INFORMATION <i>Continued</i>
<p>Insurrections (1663-1840)</p>	<p>However, he was betrayed on the very evening set for the outbreak. Another obstacle was that a great storm, which came with intense rain and the doomed rebellion was washed away. Scores of slaves were imprisoned or hanged on the spot. Several weeks later their leader was captured. On October 7th, after refusing to talk, Gabriel Prosser was publicly hanged.</p> <p>In 1822, in Charleston, South Carolina, Denmark Vesey, a carpenter who bought his freedom the year of Prosser's conspiracy, planned one of the most extensive revolts against slavery ever recorded. After being betrayed by a frightened house slave, Vesey was executed with more than thirty other slaves. Vesey used his knowledge of the French and Haitian Revolutions and the congressional debates on the Missouri Compromise to foster the principle of equality among the slaves and a realization of their common power.</p> <p>In Virginia, in 1831, the largest revolt in history occurred, led by Nat Turner, a plowman and a <b>preacher</b>. Deeply religious, like many of the African American rebels, Turner felt he was called by God to lead the slaves out of bondage. Turner swore to massacre all European Americans on the nearest plantations and then gather followers as he advanced. Some sixty European Americans were killed in South Hampton County, and the South was thrown into panic. In retaliation, more than one hundred African Americans, innocent and guilty, were struck down before the rebellion was completely quelled.</p> <p>The famous Southern writer, Frederick Law Olmsted, while touring slave states before the Civil War, reported that he found "no part of the South where the slaves' population is felt to be safe from a contagion of insurrectionary excitement." The real <b>insurrection</b>, in the course of American History, is almost incomprehensible, yet extremely important. No monument</p>



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INFUSION POINT	CULTURAL CONCEPTS/INFORMATION <i>Continued</i>
<p>Insurrections (1663-1840)</p>	<p>was needed to remind Nineteenth century Americans of the spirit of the Haitian people and of Toussaint L'Ouverture. Every hint and every rumor of slave disaffection called back his memory. The names of Gabriel Prossor, Denmark Vesey and Nat Turner turned the memory into a nightmare.</p> <p>Of Toussaint, W. E. B. DuBois said, "He rose to leadership through a bloody terror, which contrived a Negro 'problem' for the entire Western hemisphere, intensified and defined the anti-slavery movement, became one of the causes and probably the prime one, which led Napoleon to sell Louisiana for a song, and finally, through the interworking of all of these effects, rendered more certain the final prohibition of the slave trade and the Haitian revolts." For more than a decade, beginning in 1791, many Americans were more concerned with the events of Haiti than with the life-and-death struggle of their own affairs. The events of Haiti gave the African American slave insurrectionists their birthright. It became quite clear to many Southern slave owners that if one bought a slave, one bought a potential slave insurrectionist. The actions of these insurrectionists also helped the campaign to free the slaves that began early in colonial times. The Abolitionist Movements increased dramatically after the United States Constitution failed to truly free the slaves. The Abolitionist campaign was backed by a vast, highly organized network of escape routes (<b>the Underground Railroad</b>) and an increased number of freedom survivors stirred to armed resistance and open revolt.</p>



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### TIME, CONTINUITY AND CHANGE

INFUSION POINT	LINKAGES TO AMERICAN HISTORY
<p>Insurrections (1663-1840)</p>	<ul style="list-style-type: none"> <li>➤ 1640 - Maryland and Virginia enact slavery laws.</li> <li>➤ 1641 - Massachusetts becomes the first colony to legalize slavery.</li> <li>➤ 1643 - Virginia enacts fugitive slave law.</li> <li>➤ 1645 - The “Rainbow” made its first journey bringing slaves for the North American colonies.</li> <li>➤ 1660 - England enacts Navigation Act.</li> <li>➤ 1662 - The colonies continue to develop economically due to the availability of free slave labor.</li> <li>➤ 1664 - All of the colonies legalize African slavery as a legitimate system of indenture.</li> <li>➤ 1667 - England passes an act to regulate slaves’ behavior on British owned plantations.</li> <li>➤ 1670 - France issues royal order allowing slavery in French colonies.</li> <li>➤ 1680 - A Spanish chronicle “Cadornega” estimates that over a million slaves were taken from Africa to the Spanish Americas.</li> <li>➤ 1687 - Runaway slaves begin arriving in North Florida from Georgia and the Carolinas.</li> <li>➤ 1705 - Slave Codes are enacted</li> <li>➤ 1712 - More than 150 slave revolts continue up to 1760. Nearly all were exposed by African slave informants.</li> <li>➤ 1713 - England secures a monopoly on the transatlantic slave trade to North America.</li> <li>➤ 1739 - Benjamin Banneker, inventor and scientist, is born.</li> <li>➤ 1740 - Northern segregation begins to pattern itself after the Southern system.</li> <li>➤ 1760 - South and North Carolina offer free land to “White” males who owned female slaves.</li> <li>➤ 1775 - Revolutionary War begins.</li> <li>➤ 1787 - Northwest Territory lands are closed to Black ownership.</li> <li>➤ 1787 - United States Constitution codifies African slaves subordination.</li> </ul>

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INFUSION POINT	LINKAGES TO AMERICAN HISTORY
<p>Insurrections (1663-1840)</p>	<ul style="list-style-type: none"> <li>➤ 1787 - Founding of the “Free African Society” which pushed for recognition of the rights of African descent peoples in the North and South.</li> <li>➤ 1790 - Slavery is on the decline from 1790-1800. The value of slaves drops and some slaves are set free.</li> <li>➤ 1791 - The Haitian Revolution begins.</li> <li>➤ 1791 - Benjamin Banneker surveys the District of Colombia.</li> <li>➤ 1793 - The invention of the cotton gin.</li> <li>➤ 1801 - A Black slave informant exposes Gabriel Prosser’s slave revolt in Richmond, Virginia. United States acquires the territory of Louisiana.</li> <li>➤ 1803 - The cotton gin industrializes the slave labor force.</li> <li>➤ 1804 - Haiti defeat the French Army and becomes the second free “Republic” in the Western world and the first African Republic in the Western world.</li> <li>➤ 1808 - Slave trading is outlawed and the price of slaves increases.</li> <li>➤ 1816 - Attack on Fort Negro at Appalachicola Bay by Andrew Jackson.</li> <li>➤ 1817 - The first Seminole Native American War.</li> <li>➤ 1819 - Spain agrees to cede Florida to the United States.</li> <li>➤ 1819 - The Missouri Compromise.</li> <li>➤ 1822 - Denmark Vesey’s slave revolt in Charleston, South Carolina.</li> <li>➤ 1830 - Exploitation of African art forms begins.</li> <li>➤ 1831 - Nat Turner’s slave rebellion in South Hampton County, Virginia.</li> <li>➤ 1835 - The Dade Massacre and the second Seminole Native American War.</li> <li>➤ 1843 - Congress passes a law granting squatters rights.</li> <li>➤ 1845 - Florida is admitted to the Union.</li> <li>➤ 1849 - Harriett Tubman escapes slavery and returns to the South 19 times to free other slaves.</li> </ul>

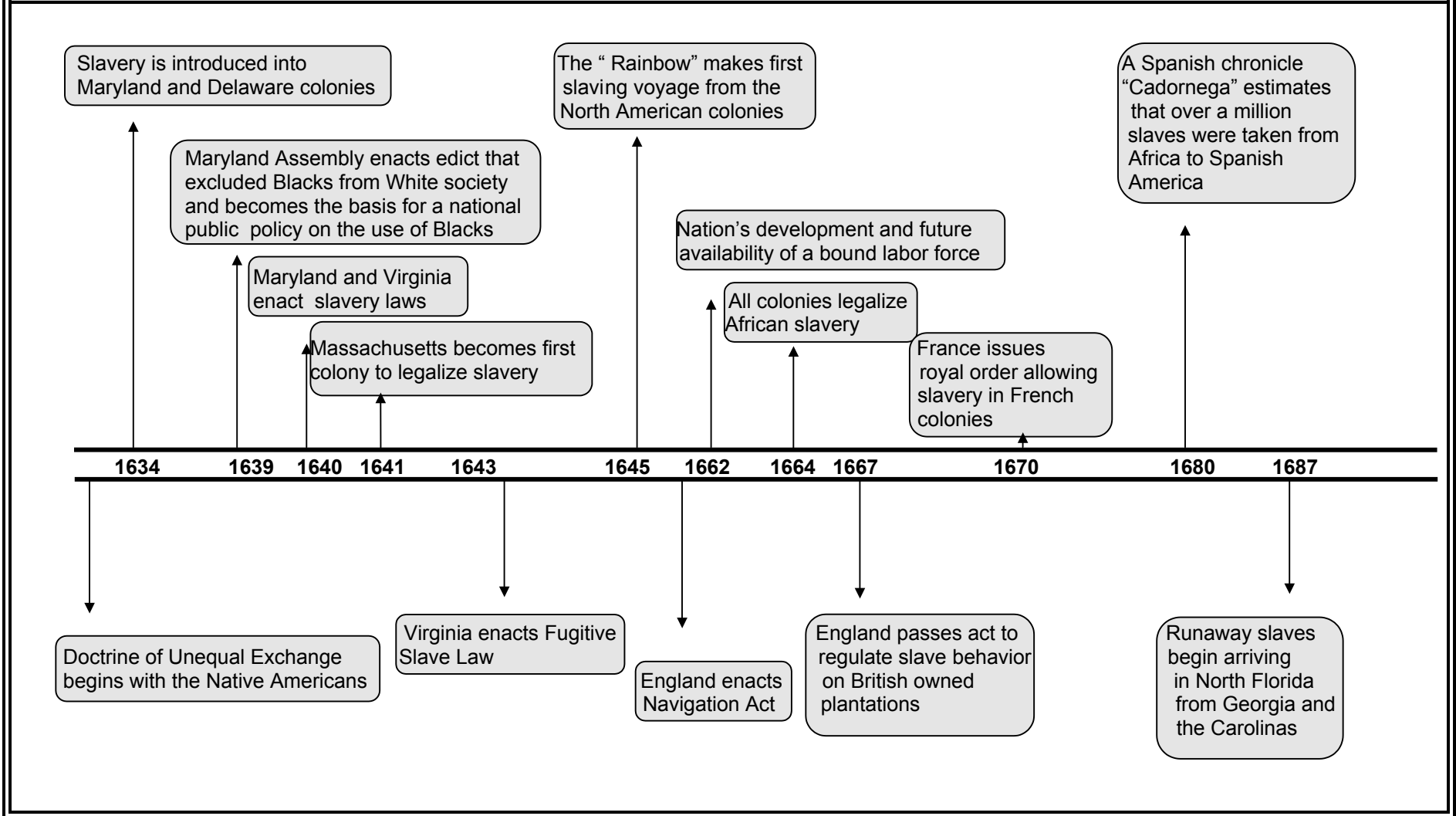


# REBELLION: AFRICAN AMERICAN INSURRECTIONISTS

## STRAND A

### TIME, CONTINUITY AND CHANGE

#### TIME LINE: 1634 – 1687



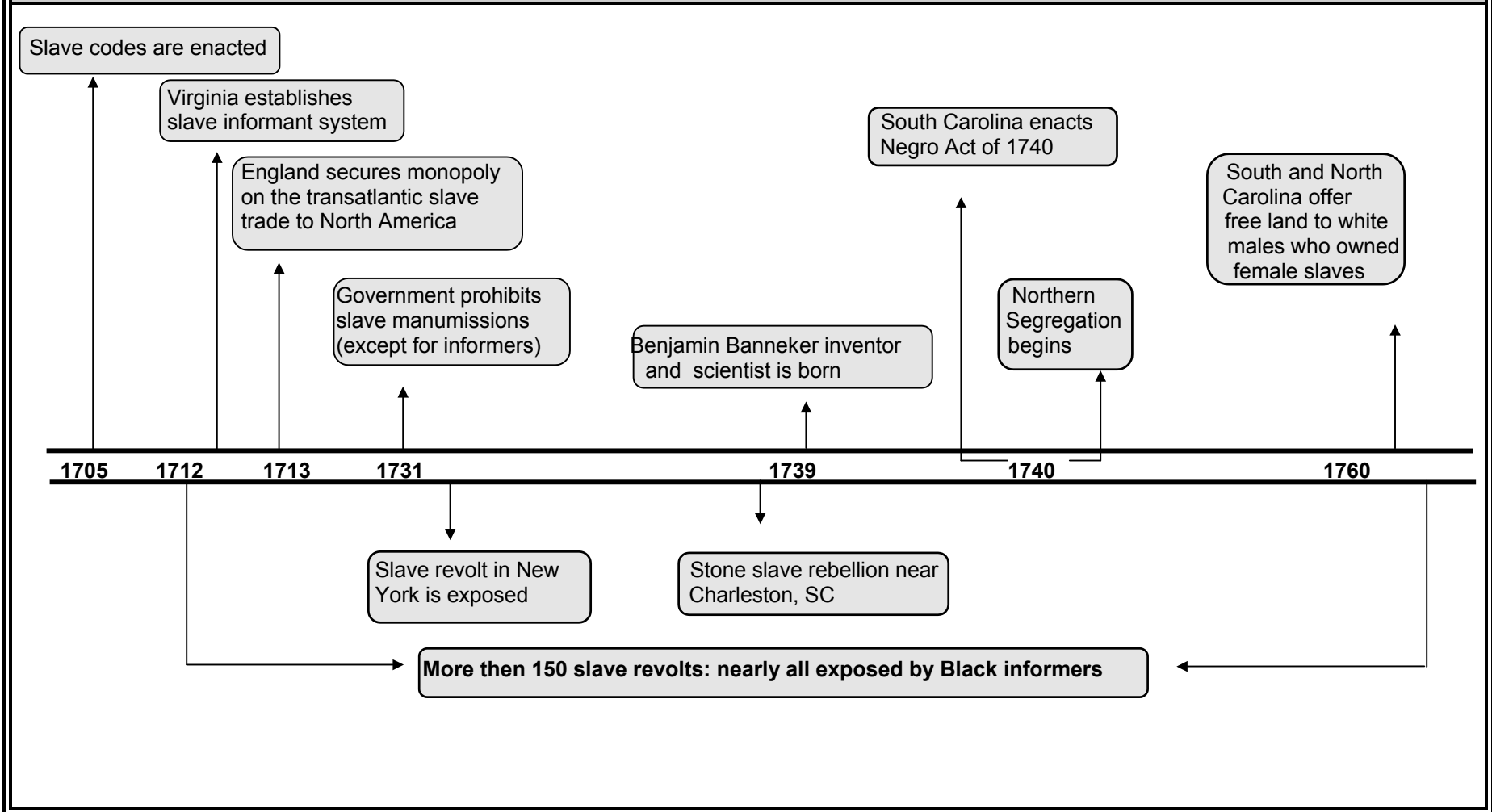


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### TIME, CONTINUITY AND CHANGE

TIME LINE: 1705 - 1760

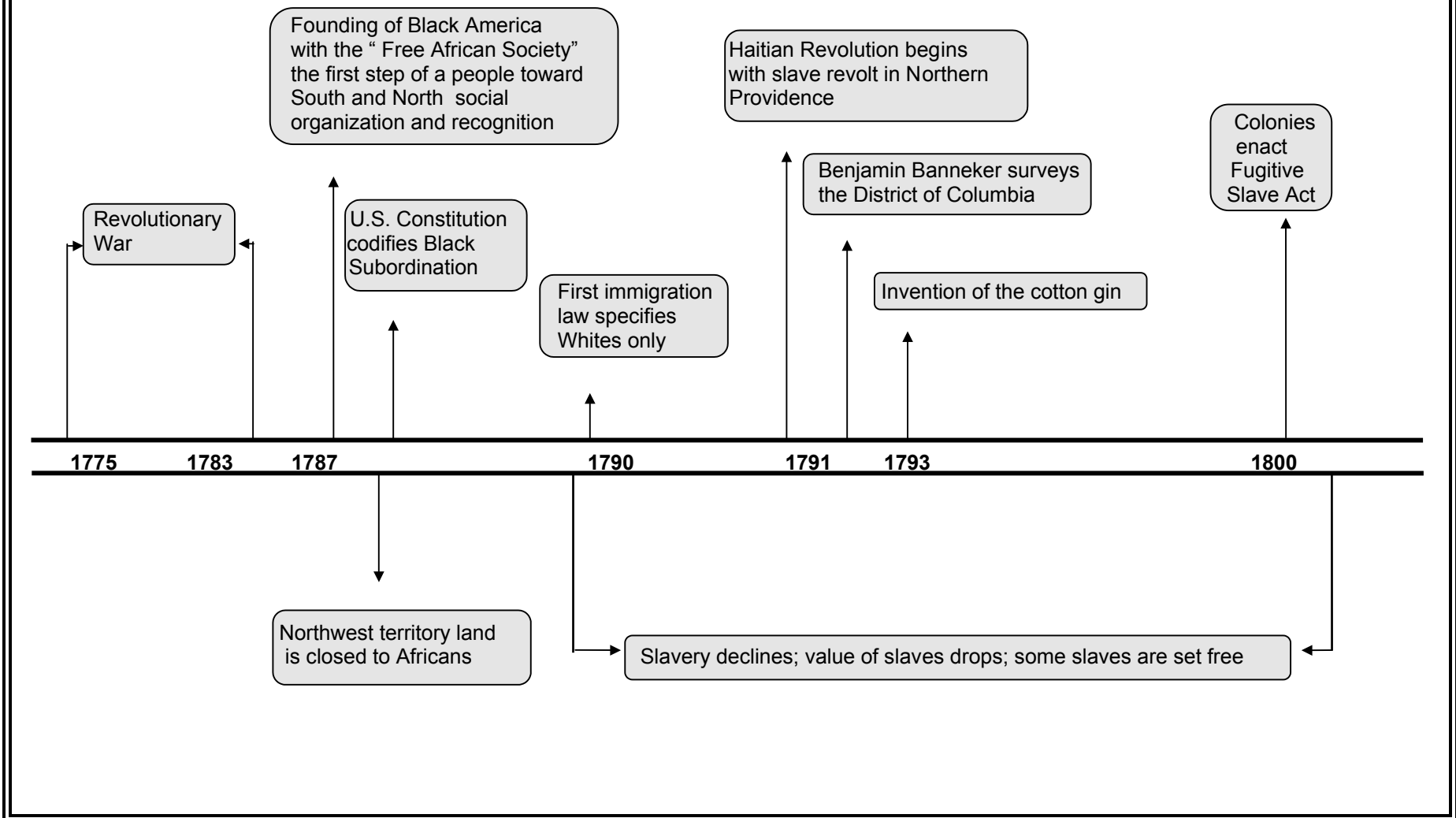


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## STRAND A

### TIME, CONTINUITY AND CHANGE

TIME LINE: 1775 – 1800

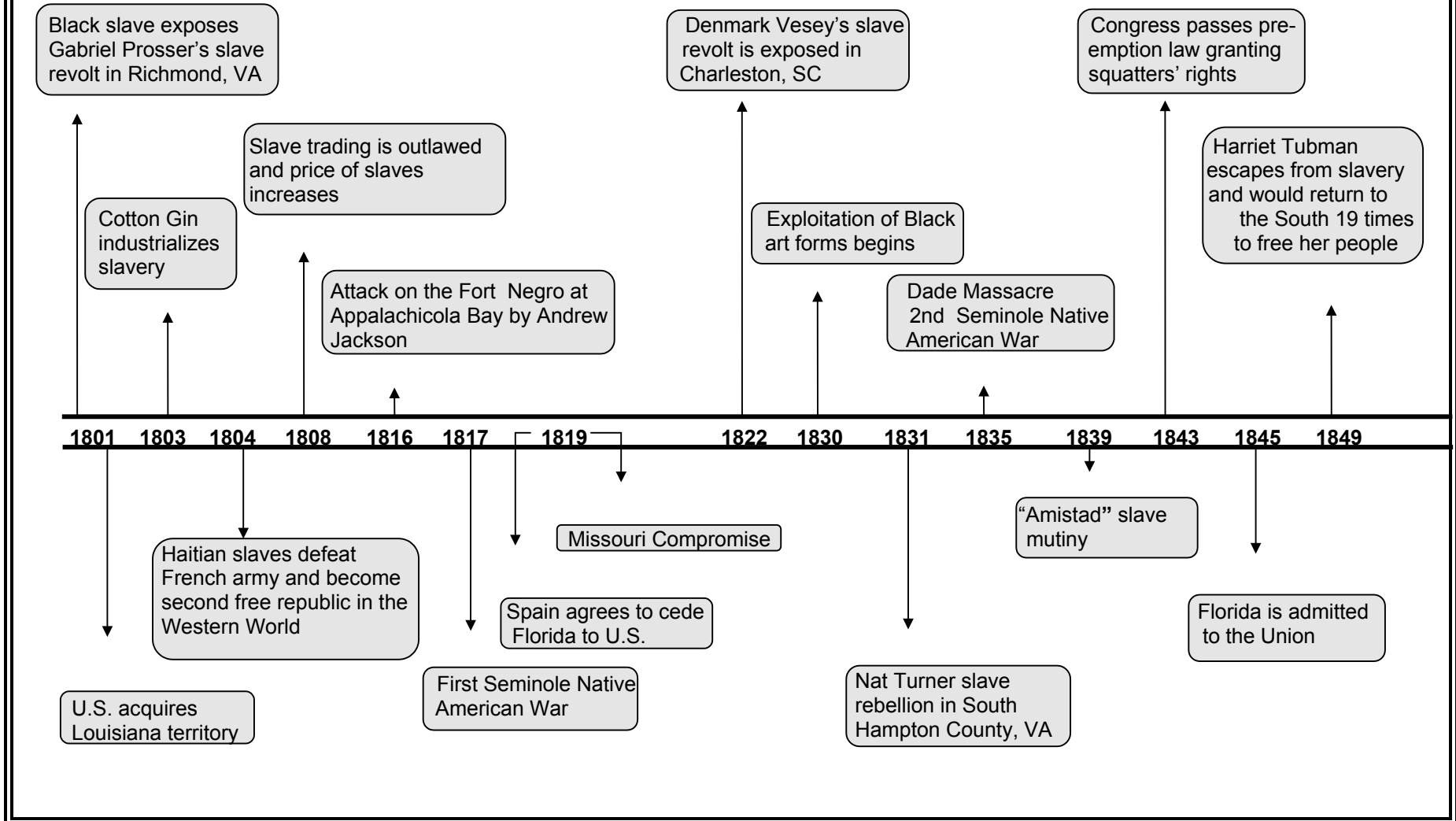


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## STRAND A

### TIME, CONTINUITY AND CHANGE

#### TIME LINE: 1801 - 1849



# REBELLION: AFRICAN AMERICAN INSURRECTIONISTS

STRAND A TIME, CONTINUITY AND CHANGE	
INFUSION POINT	DEFINITION OF KEY TERMS
<b>Insurrections (1663-1840)</b>	<ul style="list-style-type: none"><li>➤ <b>Insurrectionist</b> - One who leads an uprising or revolt.</li><li>➤ <b>Middle Passage</b> - Term used to describe the slave voyage from Africa to the new world.</li><li>➤ <b>Preacher</b> - A person authorized to perform religious functions in a church.</li><li>➤ <b>Slave Insurrection</b> - Term used to describe a slave uprising or revolt.</li><li>➤ <b>Underground Railroad</b> - A well-organized system designed to help slaves escape to freedom.</li></ul>

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#### RECOMMENDED STUDENT ACTIVITIES

##### Language Arts

- Write a research paper on the motivational factors that impelled the insurrectionists to fight for freedom.
- Examine African American spirituals that were really codes for movement on the underground railroad, e.g., “Steal Away Jordan.”
- Write a description of a drum. Why was the drum an object of such importance to enslaved persons?
- Compose a television documentary on the insurrection of Gabriel Prosser.
- Create a poem on freedom. Document the poem with pictures and other visuals. i.e. cottonfields, plantations, trees, people, etc.

##### Mathematics

- Prepare a time line that documents the dates and events associated with the insurrectionists
- Determine and document the following distances: Cape Verda Island to U.S.; Africa to Maryland; Maryland to New York City; Old Brook Swamp, VA, to Richmond, VA to Charleston, S.C. ; Haiti to U.S.
- Write the number, one million, in numerical notation. Estimate how many pennies would fill a jar that is six feet high, six feet wide.
- Research and report on the composition of a slave ship. Explain the numerical differences between “hard pack” and “loose pack”.

##### Social Studies

- Research and report on the “Middle Passage”. Document the research with visuals.
- Locate and label on a map the sites where enslaved persons rebelled in the U.S.
- View the movie “Amistad”. Brainstorm on how closely the movie documents the true story of the insurrectionists.
- Construct and display a flag of the insurrectionists. Explain the symbols and colors that you have chosen.
- Create a map of the underground railroad from Richmond, VA. to Detroit, Mich. (Be accurate as to topography and climate.)
- Design a topographical map of the United States east of the Appalachian Mountains
- Research and report on the Tidewater Environment. Include plants, animals and aquatic life found there.
- List at least twenty physical (nature made) obstacles that enslaved people encountered on their way to freedom.
- Label a map of the heavens found at the North Pole in the Northern Hemisphere, “especially the North Star”.
- Determine how to find directions by using length of sunlight, shadows and fungus on trees.

#### CURRICULUM INFUSION

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#### RECOMMENDED STUDENT ACTIVITIES

##### Science

- Construct a food chart with different types of foods and nutritional benefits.
- Compare the weapons used by slaves and slave owners at that time.
- Describe the climatic conditions which helped or hindered the slave revolts and the underground railroad.
- Describe the technology for communication over distances. How did these help or hinder the slave revolts?

##### Humanities/Arts

- Reconstruct a plantation to scale and recreate the music that was prevalent among slaves, including spirituals.
- Design a mural of the types of clothing used by the slaves and slave owners.
- Develop a play or role play a sketch which captures the efforts of insurrectionist slaves or the efforts of informants or others to squash these rebellions.
- Display a scrapbook on the influences of the Haitian Revolution on the insurrectionist movements of slaves in the Caribbean, North, Central, and South America.

#### CURRICULUM INFUSION

##### Critical Thinking Skills

- Use visuals to orally present findings from the data researched.
- Compare and contrast the various strategies used by the slaves to seek freedom from their enslavement.
- Discuss the relevance of the underground railroad to building trust and coalitions among people of European and African descents.

##### Research Skills

- Using the internet, prepare a position paper on the variations in the strategies used by the insurrectionists.
- Prepare a written report on the importance of seeking racial equality for people in West Palm Beach, Florida by collecting articles, fliers, or other data on the Civil Rights struggle.
- Using the library/media center, prepare a list of annotated references on insurrectionists.



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INFUSION POINT	RECOMMENDED STUDENT EVALUATION
<p><b>Insurrections (1663-1840)</b></p>	<ol style="list-style-type: none"> <li>1. Students will be assessed on their ability to analyze the reasons why enslaved people wanted to be free. They will present their findings to the class in the form of a panel discussion and a research paper.</li> <li>2. Students will be assessed on their ability to write a news article that explains the rebellions led by Prosser, Vesey, and Turner.</li> <li>3. Students will be assessed on their ability to document the dangers that slaves endured. Make an oral report based on their documentation.</li> <li>4. Students will be assessed on a multiple choice question test. This test will include information from unit.</li> </ol> <p><b><i>Pre/Post Assessment</i></b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>K. CURRENT KNOWLEDGE – FORMATIVE</b></p> <ul style="list-style-type: none"> <li>➤ Use a teacher made assessment instrument.</li> <li>➤ Determine students’ knowledge of the Rebellionists during the slavery period.</li> </ul> <p><b>W. WHAT IS TO BE LEARNED? PROCESS</b></p> <ul style="list-style-type: none"> <li>➤ Use unit content and formulate assessment items.</li> <li>➤ Use journals, presentations, portfolios in the process.</li> <li>➤ Use a timeline to document the insurrection of African slavery.</li> </ul> <p><b>L. WHAT WAS LEARNED? SUMMATIVE</b></p> <ul style="list-style-type: none"> <li>➤ Use journals, portfolios to assess gains.</li> <li>➤ Use multiple choice exams.</li> <li>➤ Use product evaluation.</li> <li>➤ Use research papers and use matrix to evaluate content</li> </ul> </div>

