

TEACHING AMERICAN HISTORY PROJECT
Lesson Title –Loyalist Blacks Relocation
From Jason McGarry

Grade –11th Grade

Length of class period –50 Minutes

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

1. What type of people were the black loyalists that settled in Nova Scotia/Newfound Land?
2. What challenges did black loyalist have in Nova Scotia/Newfound Land?
3. How do these documents challenge your current understanding of loyalist in American History?

Objectives (What content and skills do you expect students to learn from this lesson?)

Students will be able to:

Analyze the importance of viewing a culture through a variety of perspectives. Specifically, the perspectives of black loyalist through multiple documents.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

<http://museum.gov.ns.ca/blackloyalists/18001900/Objects1800/runaway.htm>

<http://blackloyalist.com/canadiandigitalcollection/index.htm>

- Runaway Slave Advertisement
- Background Information from <http://blackloyalist.com>
- Marston's Journal: The Shelburne Riot
- Booth's Diary: The Character and job of settlers.

Activities (What will you and your students do during the lesson to promote learning?)

Students will be:

The teacher will first put the picture of the runaway slave advertisement on either an overhead projector or smartboard. The teacher will guide the class discussion focusing on what type of man was this runaway slave? After this, the class will read the background article

After the background information is read, the teacher will put on the board the three essential questions on the board. The teacher will then pass out the two documents of the journals of the two former slaves from the United States. When the students have completed reading the article and questions, the teacher will direct the students to the essay question.

How will you assess what student learned during this lesson?

Students will be assessed based on the guiding questions for the three documents. Also, there will be a brief essay question to determine the students' understanding of the two documents. Verbal understanding will also help to assess learning.

Connecticut Framework Performance Standards –

1.1 Demonstrate an understanding of significant events and themes in United States history.

-investigate the causes and effects of migration within the U. S.

1.3 Demonstrate an understanding of significant events and themes in world history/international studies.

-Analyze the causes and results of political – social revolutions

1.13 Understand the characteristics of and interactions among culture, social systems and institutions.

-recognize the importance of viewing a culture through a variety of perspectives

Twenty Dollars Reward.



RAN Away, on Thursday evening, the 18th inst a Negro Man Servant, the property of the Subscriber, named BELFAST; but who commonly goes by the name of BILL. — At the time of his elopement he was in the service of William Forsyth, Esq; and had meditated an attempt to get on board a ship that night

which lay in the harbour, bound to Newfoundland; but was frustrated: It is probable, however, he may still endeavour to escape that way, therefore, the masters of all coasters going along shore, or other vessels bound to sea, are hereby forewarned from carrying him off at their peril, as they will be prosecuted, if discovered, with the utmost rigour of the law.

The above reward will be paid to any person or persons who shall apprehend and secure him, so that I may recover him again.

He is a likely, stout-made fellow, of five feet eight or nine inches high, and about 27 years of age; of a mild good countenance and features, smooth black skin, with very white teeth; is a native of South Carolina, speaks good English, and very softly, and has been in this Province ten years.

When he went off, he wore an old Bath-Coating short coat, of a light colour, wore out at the elbows; brown cloth or duffil trowsers, also much wore at the knees; a round hat, and an old black silk handkerchief about his neck:—But as he had other cloaths secreted in town, he may have changed his whole apparel.

He will no doubt endeavour to pass for a free man, and possibly by some other name.

MICHAEL WALLACE.

Background Reading
Misty Cromwell - Writer/Researcher
<http://blackloyalist.com/canadiandigitalcollection/index.htm>

As the war ended, Loyalists of all colours were forced to flee the United States. Some went to England, others to Florida and the West Indies, but most went to the North American Colonies to the north, in what is now Canada.

All the Loyalists had lost a great deal: their property, their careers, and often their families. But the Black Loyalists faced the most uncertain future of all, not knowing whether their very freedom might suddenly be taken away from them. Indeed, for many this is exactly what happened. Some were callously abandoned to the Patriots or even sold in the West Indies by the British, or traded for White Loyalist prisoners. Others were seized by their former masters as they waited for transport to Nova Scotia.

Black Loyalists were in a panic at the thought that they would be returned to their masters. American slave owners traveled from all over the south to kidnap their former property. The British had to make a decision: would they honour their promises of freedom, or would they make the politically expedient decision? The outcome was far from certain. Many Loyalists sensed that there would be no chance of compensation for their lost property if slaves of Patriots were evacuated with the other Loyalists.

General Carleton felt that justice and honesty demanded that the blacks be treated fairly. He wrote a letter to General Washington informing him that since the blacks were free at the time the Treaty of Paris was signed, he had no right to deprive them of their freedom. Consequentially, they would be evacuated to British Colonies with all other Loyalists.

Washington was furious and demanded a meeting with Carleton. He felt that the intent of the treaty was clear: return of all stolen property, including the blacks who had been specifically mentioned in the treaty. Carleton held firm though, and told Washington that some of the blacks had already been evacuated. However, he did hold out an olive branch, promising that compensation for freed slaves would be made to their former owners. Towards this end all blacks leaving New York were being issued certificates proving their claim of freedom before the signing of the treaty. At the same time a log was made of all blacks intending to evacuate the city. This log book became known as Carleton's Book of Negroes.

When the Brigadier General Birch began issuing these Certificates of Freedom to those blacks who could prove their length of service, the fear and panic among the blacks began to subside. A commission was appointed to hear out disputed cases. Of the 14 cases, nine were decided in favour of the slave owners, and 2 in favour of the blacks. The remaining three were rejected on the grounds that the board had no authority to hear cases from Loyalists who claimed that Black Loyalists had escaped from them.

Over the spring and summer of 1783 thousands of blacks were recorded in the Book of Negroes and evacuated to British ports in England, Florida and Nova Scotia, officially granted the status of free men.

1. Why was General George Washington upset with General Carleton's decision to free the Black Loyalists?

2. What did the Black Loyalist have to prove in order to obtain a Certificate of Freedom?

3. Why did most 9 out of 14 disputes for freedom fail?

Marston's Journal: The Shelburne Riot

Monday, 26. Great Riot today. The disbanded soldiers have risen against the Free negroes to drive them out of Town, because they labour cheaper than they -- the soldiers.

Tuesday, 27. Riot continues. The soldiers force the free negroes to quit the Town -- pulled down about 20 of their houses. This morning I went over to the Barracks by advice of my friends, who find I am threatened by the Rioters, and in the afternoon took passage for Halifax. By further advice from Town, find I have been sought after. Arrived in Halifax Thursday, 29th.

Wednesday, August 4. Arrived from Shelburne my friend Joshua Watson and N. Ogde with further accounts of continuation of the Riot. I find I have been hunted for quite down to Point Carleton, and had I been found should have had a bad time among a set of villainous scoundrels -- by some subsequent advice, I find I should have been fairly hung.

Wednesday, 18. A ship from England, by which we learn this Province is to be divided, and a new government erected on the western side of the Bay of Fundy by the name of New Brunswick. If I can get some employment in the new Province, I shall choose my residence there, as most of the New England Refugees will be there and among them my nearest and dearest friends. Shelburne is composed of such a mixed multitude, so very few people of education among them, that it will take me all the rest of my life to get myself well accommodated to their ways of acting and thinking; and unless one can give in to the general mode of thinking and acting of those he lives with he can have but little enjoyment.

Tuesday, 31. The Governor returned from Shelburne, where he has been to settle the disturbances which have arisen. To answer some purpose with his Dear Shelburnites he has been pleased to throw a great deal of blame on my conduct. But I have the satisfaction to know that the best people of that Settlement are my friends, and what a Rabble think of me is never my concern -- tho' a Governor may be among them.

Friday, September 3. Gave a skipper Simmons of Lownd's Schooner, letters to Gid. White, of Shelburne, and forwarded some others which had been put in my hands.

Tuesday, 7. Presented a memorial to Governor Parr this day and date, requesting a public inquiry to be made into my conduct while Chief Surveyor at Shelburne. He says only in general that every body accuses me of the most corrupt partial conduct while in my office of Chief Surveyor. He has ordered me to wait upon him tomorrow at 12 o'clock. He will then tell me if I shall be heard or not. I find he has sent my character home under all these infamous accusations -- this he says himself.

Saturday, 11. Having waited on the Governor at the time appointed to receive his answer to my memorial of the 7th, missed seeing him, he being gone out -- waited upon him this morning; met the Secretary of

the Province at the door; he told me his Excellency had referred my memorial to the Board for locating of lands at Shelburne.

I asked him if I must look upon that as the Governor's answer? He told me yes. I told him I looked upon that as a denial of the petition; for referring the matter to people who perhaps were some of them raisers of the slanders against me, is altogether an ex parte business, which I shall not submit to. I have prayed to have my accusers face to face.

1. What was the main reason for the riots between the Free negroes and the disbanded soldiers?
2. What is the relationship of the author and the Governor?
3. Why does the author want to move to New Brunswick?

Booth's Diary: The Character and Job of Settlers.

March 14th 1789- Frost last night - Mild thaw and wind rising with appearance rain - wind rather northerly Harbour begins to open at the upper end. 'Tis clear of ice, from Provision Island as low as John's Street; except close in shore, where the ice in many places still continues - the weather being mild during the course of the day, from the superior power of the sun; even tho' blowing from the north quarter, and the river being open and rapid, those waters rush through the ice, and seemingly carry off all obstruction. Should this weather continue, we shall soon have a free passage for vessels -

The vessels that come in, lie at anchor nearly opposite Hamilton's Point; this is the northernmost point on entrance of Birchtown Bay -

NB - Birchtown is the Black's Settlement under the care and charge of a Colonel Bluck, a Mulatto man, of surprising address, being perfectly polite, and, I believe he has had superior education-- If he had not been so fortunate he has certainly made good use of his time -- he don't appear to exceed eight and twenty: - his wife is a Negro Woman - as is his Mother - They are people from Barbados -

This poor man, like many others in Shelburne Settlements - set off on the great scale, with his expectations much too far exalted; not having sufficiently examined and reflected, whether the land they were seated upon, or the water, which partly surround them, would be profitable enough to tempt an increase of Companions - He began by Building a spacious house, and laying out an excellent Garden, the garden he has well attended to the latter, but the Building he has been obliged to stop the progress of; having only, as far as I could see, completed his Kitchen, with a small Room -

His neighbours, who, were at first 800 or thereabouts, are now reduced to a third of that number; very poorly Lodged indeed - They have given no proof of their judgment in Farming about this spot, having in My opinion neglected that which would have in the end, turned out to the most advantage: 'tis a valley with much stones, and a little swampy; but to appearance easily drained and sewr'd - perhaps this Land - [for I ask'd very few questions] - belongs to some sharer, too distant to begin his Work - or that Land at this moment is too cheap here, for him to make his market of it-- and to go to market somewhere else - Fishing is the chief and most profitable employment for these Poor, but really spirited People;-- and, which they follow, as far as their circumstances will admit; for it must be known, that even a Fisherman requires a little yellow and white earth* to commence his business.

1. What is Colonel Bluck's character?
2. Why does the author believe that these Black Loyalists are "spirited People?"
3. What challenges do these settlers face in this region?

Essay Question:

General Carleton's efforts to insure black loyalist safety out of the United States was based on their service to Britain during the war. What argument can be made that freed relocated blacks to Nova Scotia/Newfoundland showed their unique qualities as persons against the troubles of their new conditions?

Use evidence from both primary documents in MLA format.