

Price of Silence - Part 1

Overview:

These lessons enable students to explore the history and ramifications of slavery in New Jersey, a topic often overshadowed by the narratives of other states. By examining the unique context of slavery in the state, we will uncover its significance, impact, and legacy. Through primary sources, discussions, and reflections, students will gain a deeper understanding of the experiences of enslaved individuals and the broader historical and societal implications.

Timeframe:

Suggested - five class periods (teacher can modify based on learning needs)

Learning Objectives - By completing this unit, students will be able to:

- Understand the historical context of slavery in New Jersey.
- Describe the role of slavery in New Jersey's economy and society.
- Analyze primary sources to gain insights into the experiences of enslaved individuals.
- Reflect on the impact and legacy of slavery in the state and its connections to contemporary perspectives and social issues.

Essential Questions:

What were the economic, geographic, and social factors that influenced the practice of slavery in New Jersey compared to other regions of the United States?

How did New Jersey's gradual abolition laws impact the lives of enslaved individuals?

In what ways does the legacy of slavery in New Jersey impact the state's social, economic, and political landscape in the time following its abolition?

How does the study of slavery in New Jersey contribute to a broader understanding of contemporary social justice issues?

How do the narratives and perspectives of enslaved individuals challenge traditional historical narratives about New Jersey's history and its role in the fight for freedom and equality?

Standards (taken from [New Jersey Student Learning Standards](#))

- 6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
- 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.

- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement
- 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
- 6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
- 6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
- 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.


Online resources:

 [The Forgotten Story of New Jersey's Enslaved People | Part 1 of 2](#)

 [The Lasting Impact of Slavery in New Jersey | Part 2 of 2](#)

Introductory Exercise

Assign for HW the night before Unit instruction:

Background History of Slavery in New Jersey  [Background History of Slavery in NJ](#)

Day 1 - Watch Video

1. Anticipatory Set/Focus Exercise - Slavery in New Jersey

[Price of Silence - Introductory Kahoot](#)

2. After asking if there are any questions from the HW, the teacher will introduce the video by reading the following language which was taken from PBS *Chasing the Dream*:

The film treks across New Jersey to bring to life stories of the enslaved, visiting the Harriet Tubman Museum in Cape May, Mercer County's Stoutsburg Cemetery and Hopewell, an area where enslaved Black families were among its founders, the Bainbridge House at Princeton University, and Perth Amboy in Middlesex County, where slave ships docked across from New York's Staten Island. It also explores New Jersey-based organizations like Lost Souls Public Memorial Project that are trying to uncover and preserve the memories of the enslaved, with the help of citizens in East Brunswick and other parts of Middlesex and Somerset counties.

3. Students watch video and answer questions from the viewing guide

Price of Silence - Part 1 Viewing Guide [Price of Silence Part I viewing guide](#)

HW:

Finish video and questions, if necessary

Day 2 - Primary Source

Materials:

Handouts: "Slavery in NJ - True or False."

Handouts: Packet for primary source work

1. Begin class by asking students if there were any questions on the Price of Silence viewing guide.

2. Movement/Kinesthetic Exercise:

Finding Truths: Slavery in NJ [Slavery in NJ True or False](#)

Hand out the assignment and instruct students to ask a different person around the room to reply.

Then, ask a follow up question to get more information about their response.

3. Primary Documents on Prime [Primary Documents Prime](#)

Teacher begins with the slide show and a review of Prime's life and experiences (timeline). Teacher introduces 3 primary documents and students answer questions [Primary Documents and Prime](#) related to the documents and the movie "Price of Silence: Part I." Discussion follows.

HW: Complete the Primary Documents and Prime questions

Day 3 - Station Rotation

Materials:

Four sheets of newsprint

Markers

Assignment:

Station Rotation Discussion Questions [Station Rotation Questions](#)

Break students into four groups, placing each group at a station. Read the directions for the assignment together and answer any questions they may have.

Synthesis and Assessment:

For homework, students will write a thoughtful and reflective journal entry that delves more deeply into the ideas explored during class, with the goal of developing both a deeper understanding and historical empathy.

1. Begin the class by introducing the day's assignment.

Today we are going to do a station rotation exercise where you will rotate through four stations. Each station will have newsprint with a question about the following issues outlined in the film:

- The cultural influence of slavery on NJ
- Slavery's legacy on NJ today
- The economic benefits of slavery to New Jersey
- The perception that slavery was primarily a Southern institution

You will brainstorm in your group, discuss your answers, and write them down on the newsprint. We will tell you when to rotate.

2. Reconvene as a class. Discuss the issues that got the most asterisks. Ask them if any of the information surprised them. Any concluding comments or observations from the class?


Introduce HW assignment as an extension of the day's work.

HW:

Journal Writing  Journal Writing

Day 4 - Prep for Socratic Seminar

1. Begin class by asking for any volunteers to briefly share their journal entries from the previous day. Transition to today's discussion about transfer and the lasting impact that slavery still has on the African American community today. One specific topic will be addressed: the criminal justice system.

2. Students will be reading about the topic of the criminal justice system and developing discussion questions to help prepare for Day 4's Socratic Seminar  Socratic Seminar Slavery in New Jersey .

3. Students will work independently, reading the 2 articles provided and developing at least 3 discussion questions so they are prepared for Day 5's Socratic Seminar.

HW: Look over the readings and questions that were developed for the discussion.

Day 5 - Socratic Seminar

1. Transition to today's discussion about transfer and the lasting impact that slavery still has on the African American community today. One specific topic will be addressed: the criminal justice system.

2. In this Socratic Seminar, students will be placed in 2 groups: inner circle and the outer rows (teacher will plan these groups prior). Each group will have a turn openly discussing the assigned claim:

New Jersey's long history of slavery and its ensuing years of racist policies produced a criminal justice system that has resulted in the over-criminalization of communities of color, racial injustice and mass incarceration and needs to be reformed.

The inner group should also be preparing to address the sub-questions on the assignment.

3. The inner group will have 10 minutes (teacher's decision) to discuss and individual students in the outer rows will be given specific roles (shadower, reporter, comment tally, silent contributor) based on teacher discretion. After 10 minutes, students will be flipped and inner goes outer, etc. The same claim will be discussed by the new inner group.

4. Students respond to exit ticket reflection questions:

1. S.I.T. responses

- a. One Surprising fact or idea from the seminar.
- b. One Interesting fact or idea from the seminar.
- c. One Troubling fact or idea from the seminar.

2. Share one strategy or approach that you believe could contribute to addressing racial injustice. This could be a policy change, community initiative, or educational effort.