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North American Black Historical Museum Education Program

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North American
Black Historical Museum
Education Program

Sept. 1991

Proposed Workshop

This workshop will be set up to provide opportunity for the Museum staff and the Essex county teachers to express their needs and expectations. It will also be designed to expose education staff to information and experiences that this museum can provide for students.

PREVISIT PREPARATION

OBJECTIVE: 1) to introduce students to Black History within the Canadian Mosaic

2) promote the use of museums as an educational tool

CONTENT: - understand terms and concepts related to the Black experience
- identify persons of historical significance

ACTIVITIES:

A) Terms and Concepts (to be used in Museum Program)

Museum	Stockholders
Artifacts	Quakers
Slavery	Freemason
Abolition	Settlement
Loyalist	Pioneer
Fugitive	Conductor
Emanipation	Station
Segregation	Freedom
Afro-American	

B) Write a short bibliography of a person of historical significance within Black History. This should include a brief background and list of achievements. Ideally it should be transferred to cue cards or memorized for presentation at the museum. A list of Contemporary figures is attached.

BIBLIOGRAPHY: (will be attached)

NOTE: This will become more detailed as teacher's needs demand.

SCHOOL VISIT

PROGRAM 1 (half day)

A. Introduction

- 1) Where Black's came from.
 - African origin (map)
 - Triangular trade route from African Coast, to the States, to Europe
- 2) Why slavery was deemed necessary.
 - The fact that the "New World" needed to be developed meant that labour and manpower were absolutely necessary. Unlike European and Indian people, the African were a strong people who could endure extreme heat.
 - The invention of the "Cotton Gin", a machine which revolutionized the separation of cotton fibre from its seed, required a great deal of cheap labour. The Southern climate and abundance of black slaves produced profitable plantations.
- 3) Economic vs. Domestic Slavery
 - Domestic Slavery (Africa, Asia, etc.)
 - * part of the spoils of warfare
 - * slave served as a symbol of prestige
 - * given a home and position within the family unit and society
 - Economic Slavery (America)
 - * article of property
 - * no role in the family
 - * denied the opportunities of any position in society
 - * cheap source of labour
- 4) Abolition
 - The Quakers of Pennsylvania were among the people who believed that slavery was wrong and supported the abolition of slavery.
 - With the War of 1812 it was difficult to reconcile slavery with the notion that "All men are created Equal".
 - Slavery in Canada (see attached sheet)*4
The Slavery Abolition Act 1833

B) The Underground Railroad

- 1) Introduction
 - purpose
 - explain conductor, stations, agents
- 1) Movie "Voice of the Fugitive"
- 2) Secret Codes
 - read examples of actual letters and advertisements
 - STUDENTS create secret letter

4. SLAVERY IN CANADA.

While slaves were brought into the country for much the same reason as in the USA, the short growing seasons and the cooler climate precluded the plantation system. As a result, most were used as household servants and for other useful skills. Due to the fact that large gangs were not used, the need for fear and torture was not employed. Thus any punishments were handed out under law, rather than under the whim of the owner. The United Empire Loyalists, who crossed into Canada as a result of the Revolutionary War, brought their possessions with them, including their loyal slaves. Good treatment didn't mean freedom however, and there were a great many Canadians who spoke out against slavery in its Northern form in the States. Among the more prominent of these Canadians was Colonel John Graves Simcoe, the Lt. General of Upper Canada. As soon as he arrived in Canada he began the work for abolition. His first bill limited the importation of slaves (1793). While this did not stop slavery, it did prevent more from entering the country. Simcoe argued that Christian teaching opposed slavery and the British constitution did not allow it. This law, ~~passed the same year as~~ ~~the Fugitive Slave Law~~, opened up an attractive alternative to life in the States.

C) Museum Quest

- 1) Riddles, artifact identification and description, etc.
 - To expose students to the museum collection in the form of a challenge.

D) Stand Up History

- 1) Stage set up
 - student will present biography
 - costumes and acting will be encouraged

E) Music and Food

- 1) Music
 - various forms of Black music will be played including
 - * Soul
 - * Blues
 - * African
 - * Reggae
 - * Pop
- 2) African Cooking
 - prepared food may be sampled
 - discuss recipes and ingredients

F) Quiz

- 1) Question and answer in order to review material

am 2 (full day)

same as Program 1

" "

" "

" "

Quiz

- 1) Question and answer in order to review material

Music and Food (Lunch break)

1) Music

- various forms of music will be played including:
 - * African
 - * Reggae
 - * Blues
 - * Soul
 - * Popular

2) African Cooking

- prepared food may be sampled
- discuss recipes and ingredients

LUNCH **

Black Canadian Settlers

- 1) Explain the different situations that brought Black to Canada.
 - Loyalists
 - Slaves
 - Fugitive slaves
 - Maroons (from Jamaica)

- 2) Map out areas of Settlement of these groups.
 - general overview of Canada

3) Settlements in Ontario

- these include:

- | | |
|--------------|----------------|
| * Amhersburg | * North Buxton |
| * Windsor | * Wilberforce |
| * Sandwich | * Dawn |
| * New Canaan | |

- On a map of Ontario they will locate each settlement.

H) Stand Up History

1) Stage set up

- Students will present their biography of a Black personalit
- costumes and acting will be encouraged

I) Pioneer Studies

- 1) Comparison of Settler's activities vs. students'.
- A chart will be made and filled in accordingly.

J) Guest Speaker

1) Personal History

- tell how their ancestors arrived in Canada and their family achievements and struggles

K) Quiz