

Lesson Resource Kit: Enslaved Africans in Upper Canada



Grade 7: New France and British North America, 1713–1800

Upper Canada Gazette, 19 August 1795 N31, Archives of Ontario

Introduction

Designed to fit into teachers' practice, this resource kit provides links, activity suggestions, primary source handouts and worksheets to assist you and your students in applying, inquiring, and understanding Canada between 1713 and 1800.

Topic

Slavery in British North America

Source

The Archives' Enslaved Africans in Upper Canada online exhibit - click here to view.

Use the Archives of Ontario's online exhibit on Enslaved Africans in Upper Canada:

- As a learning resource for yourself
- As a site to direct your students for inquiry projects
- As a place to find and use primary sources related to the curriculum

Themes that can be addressed

- Use of Primary Sources
- The forced migration of African slaves to New France and British North America
- Restrictions on rights and freedoms of slaves
- An Act to Prevent the Further Introduction of Slaves (1793)



Curriculum

Strand A. New France and British North America, 1713–1800

Overall Expectations	Historical Thinking Concepts	Specific Expectations	
A1. Application: Colonial and Present-day Canada	Continuity and Change; Historical Perspective	A1.1, A1.2, A1.3	
A2. Inquiry: From New France to British North America	Historical Perspective; Historical Significance	A2.1, A2.2, A2.3, A2.4, A2.5, A2.6	
A3. Understanding Historical Context: Events and Their Consequences	Historical Significance; Cause and Consequence	A3.1, A3.2, A3.3, A3.4, A3.5, A3.6	



Assignment & Activity Ideas

Inquiring into Slavery in Upper Canada

- The historical inquiry process involves five steps:
 - → Formulating a question
 - → Gathering and organizing information or evidence
 - → Interpreting and analysing information or evidence
 - → Evaluating information or evidence and drawing conclusions
 - → Communicating findings
- The curriculum highlights that these steps do not have to be completed sequentially nor together. You may wish to explore specific steps based on your students' readiness and prior knowledge or your own resources and time. <u>See pages 22-24 in the 2013 revised Ontario Social Studies and History curriculum for more details.</u>
- Using a primary source handout from this kit, introduce your students to the topic of slavery in Canada. Ask students to ask questions of the primary source provided. Use these questions as a jumping off point to explore these historical issues in more depth.
- <u>Click here to view Enslaved Africans in Upper Canada online exhibit</u> and use this as a source to point your students for their own inquiry project. Here, they can view primary sources and secondary information to gather and organize historical information that they can interpret, evaluate, and communicate for different end products.

Imagining First-Hand Accounts

- We have very few first-hand accounts of slavery from the words of the people who were enslaved. We can encourage our students to research and imagine the words of those who were enslaved from the primary source left behind.
- For example, we are able to learn about Chloe Cooley through the words of others (see *Chloe Cooley and Slavery in Upper Canada*). While we don't know what happened to Chloe, we know that in reporting her struggle at being sold, we have an account of how this woman actively resisted the actions done to her without her consent.
- Have your students write a first-hand account from the perspective of an enslaved person using the newspaper clippings provided on handouts *Advertisements for Slaves (1795-1802)* or *Advertisements Regarding Escaped Slaves (1793-1795)*.



Memorializing Significance

 Using an imagined perspective of someone who was featured in the newspaper clippings on Advertisements for Slaves (1795-1802) or Advertisements Regarding Escaped Slaves (1793-1795), have your students create a memorial plaque, such as the one found on the Marking Significance handout, a sketch of a statue, a postage stamp, or another form of memorialization to mark the significance of someone who was lost to history.

Examining Primary Sources

- Have your students read the Chloe Cooley and Slavery In Upper Canada handout. Ask them what they think happened following that incident. They may say that slavery was completely abolished in Canada following that incident. Highlight that this is a secondary source about slavery in British North America.
- Have students explore An Act to Prevent the Further Introduction of Slaves that resulted from the Chloe Cooley incident. See if they can figure out that the Act prevents the *further introduction* of slaves to British North America without infringing on others' "private property," or current slave holdings.
- Discuss with your students the importance of using primary sources to get a full account of the past. If you only read a secondary source, you might think slavery was completely abolished. As an extension, have your students research when slavery was completely abolished in British North America as well as New France.



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Introduction to Primary Sources



Advertisement, Niagara Herald, 28 August, 1802 Reference Code: N23 Archives of Ontario

A *primary source* is a document or object from the past created by people who lived during that time. Primary sources provide a view into an event or experience that only people living during that time could have experienced.

Archives collect and preserve primary sources so that students can learn history from the experiences of people who were there. At an archive, primary sources are called records. At a museums, primary sources are called artifacts.

Primary Sources	Secondary Sources
Original material from the past	Material people today write about the past
<i>Example:</i> Letters Diaries Photographs Paintings and other art work Graphs Maps	<i>Example:</i> Textbooks Reference books Websites such as Wikipedia Current news articles Documentaries and films

Have you ever used a primary source before?

What are some other examples of primary and secondary sources?

Can sources be both primary and secondary?





Chloe Cooley and Slavery in Upper Canada

March 14, 1793, Queenston, ON - William Vrooman, a Canadian slave owner, takes a woman slave by force across the river and sells her to an American buyer.

Whip, ca. 1850 Uncle Tom's Historic site © Ontario Heritage Trust

Chloe Cooley does not go quietly. It takes three men to tie her up and throw her in a boat. Once on the American side, she screams and resists - they bind her once more and hand her over to a new owner.

Chloe Cooley has no rights. She is considered property that can be bought and sold, or bequeathed in her owner's will. Most of 18th-century society condones slavery as a normal condition and an economic necessity; few people are willing to assist slaves to escape their servitude.



Colonel John Graves Simcoe, George Theodore Berthon, c. 1881 Government of Ontario Art Collection, 694156

Peter Martin, a free Black man, brought William Grisley, a witness to the Chloe Cooley's struggle, to make an official report about this incident to John Graves Simcoe, the Lieutenant-Governor of Upper Canada. Together, they recounted the story at the Executive Council meeting on March 21, 1793.

Simcoe, a supporter of the movement to abolish slavery even before coming to Upper Canada, used the Chloe Cooley incident as a catalyst for enacting legislation against slavery.



Advertisements, 1795-1802

For fale, for three years, from the 294a of this prefeat month of July, A Negro Wench, Named Chloe, 23 years old, underflanda wafhing, cooking, &c. Any gentleman wifhing to purchafe, or employ her by the year or month, is requested to apply to ROBERT FRANKLIN, at the receiver general's Newark, July 25, 1795. 34tf.

For Sale, a Negro Wench,

Upper Canada Gazette, 19 August 1795 Reference Code: N 31 Archives of Ontario



Wanted, A Negro Boy,

Niagara Herald, 18 November 1801 to 9 January 1802 Reference Code: N 23 Archives of Ontario

OR fale, the pegro man andyoman, the property of Mref widow) CLEMENT. They !! bred to the bulinels of fir fold on highly avanta goous terms for cafh pr lars. Apply po mrs meat. In. O

For Sale, The Negro Man and Woman Niagara Herald, 9 January to 13 February, 1802 Reference Code: N 23 Archives of Ontario



Unidentified Women (1875)



Unidentified women, ca. 1875 Alvin D. McCurdy fonds Reference Code: F 2076-16-4-7 Archives of Ontario, 10028819



Advertisements Regarding Escaped Slaves (1793-1795)

DOLLARS REWARD. FIVE A N away from the Subfcriber on Wednesday the h. of June laft, a NEGRO MAN fervant named OHN, who ever will take up the faid negro man and return him to his Mafter thall receive the above rewar THOMAS BUTLER. all neceffary charges. N. B. All Perfons are forbid harbouring the faid Negro man at their peril .- NIAGARA, 3d July.

Upper Canada Gazette, 4 July 1793 N31, Archives of Ontario



Upper Canada Gazette, 19 August 1795 N31, Archives of Ontario



Marking Significance



This plaque, located on Niagara Parkway in Niagara-on-the-Lake, marks the spot where Chloe Cooley was forced across the river to be sold. © Ontario Heritage Trust

An Act to Prevent the Further Introduction of Slaves (1793)



FIRST PARLIAMENT, C 7. IN THE 33d YEAR OF GEORGE NI. A. D. 1795.

nance or Law of the Province of Quebec, or by Proclamation of any of His Majesty's Governors of the said Province for the time being, or of any Act of half a contrast of Great Britain, or shall have otherwise come into the possession of any person, by gift, bequest or *bona fide* purchase before the passing of this Act, whose property therein is hereby continued, or to vacate or annul any contract for service that may heretofore have been lawfully Nothing herein to exmade and entered into, or to prevent parents or guardians from binding out are to parents or guar-children until they shall have obtained the age of twenty-one years.

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III. And in order to prevent the continuation of Slavery within this Pro-ince, Be it enacted by the authority aforesaid, That immediately from and shall be how of sense after the passing of this Act, every child that shall be born of a Negro mo-service of the owner of the the the mann subjected to such service as aforesaid, shall abide and the set of 20 years, when remain with the master or mistress in whose service the mother shall be living they shall be discharge at the time of such child's birth, (unless such mother and child shall leave such service, by and with the consent of such master or mistress) and such such service, by and with the consent of such master of mistressy and such master or mistress shall, and is hereby required to give proper nourishment and cloathing to such child or children, and shall and may put such child or children to work, when he, she or they shall be able so to do, and shall and may retain him or her in their service, until every such child shall have attained the age of twenty-five years, at which time they and each of them shall be entitled to demand his or her discharge from and shall be discharged by such master or mistress, from any further service. And to the end that the Birth of the children age of such child or children may be more easily ascertained, the master or of slaves to be record mistress of the mother thereof, shall and is hereby required, to cause the day of the birth of every such child as shall be born of a Negro or other mother, subjected to the condition of a Slave, in their service as aloresaid, to be regis-tered within three months after its birth, by the Clerk of the parish, township or place wherein such master or mistress reside, which Clerk shall be au-thorized to demand and receive the sum of one shilling, for registering the such register to be made, within the time aforesaid, and shall be convicted thereof, either on his or her confession, or by the oath of one or more credible every such offence, forfeit and pay the sum of five pounds, to the public cordine same.

IV. And be it further enacted by the authority aforesaid, That in case any Remedy against the master or mistress shall detain any such child born in their service as aforesaid, after the passing of this Act, under any pretence whatever, after such Said, after the passing of this Act, that any precise where the virtue of Servant shall have attained the age of twenty-five years, except by virtue of a contract of service, or indentures, duly and voluntarily executed, after such discharge as aforesaid, it shall and may be lawful for such Servant to apply for a discharge to any of His Majesty's Justices of the Peace, who shall and is hereby required thereupon to issue a summons to such master or mistress, to appear before him to shew cause, why such Servant should not be discharged, and the proof that such Servant is under the age of twenty-five years, shall rest upon and be adduced by the master or mistress of such Servant ; otherwise it shall and may be lawful for the said Justice to discharge such Servant from such service as aforesaid, Provided always, That in case Provision for the for any issue shall be born of such children, during their infant servitude, or after, sue of children of alaves

such

An Act to Prevent the further Introduction of Slaves and to limit the Term of Contracts for Servitude Statutes of Upper Canada 33 George III, Cap. 7, 1793 Archives of Ontario

An Act for the Abolition of Slavery throughout the British Colonies (1833)

666	C.73. 3° & 4° GULIELMI IV. A.D.18	333	A.D. 1833. 3° & 4° GULIELMI IV. C. 73. 667
All Persons	actually within any such composition, and around actually within any such composition of any of August One thousand hundred and thirty-four of the full Age of Six Years or upw shall by force and virtue of this Act, and without the pre Execution of any Indenture of Apprenticeship, or other De Instrument for that Purpose, become and be apprenticed bourers; provided that, for the Purposes aforesaid, every engaged in his ordinary Occupation on the Seas shall be dead taken to be within the Colony to which such Slave belong. II. And be it further enacted, That during the Continion of the Apprenticeship of any such apprenticed Labourer Person or Persons shall be entitled to the Services of such apprenticed. III. Forvided also, and be it further enacted, That and bee made. III. Forvided also, and be it further enacted, that all \$1\$ who may at any Time previous to the passing of this Act have brought with the Consent of the Possessors, and all apprenticed and apprenticed the apprenticed that the server of the Services of such apprentices of such apprentices as a slave if this Act have not been made.	tted didd 33.] ithin xpe- free, Per- Loss such con- orid that con- orid that orth- here- esaid seaid seaid agust r all agust r all bled, First pr all bled, First con- strice strice strice strice strice strice strice strice strice strice strice seaid seaid such bled, First bled, State strice she such bled, State such she she she she she she she sh	<text><text><text><text><text><text><text><text><text><text></text></text></text></text></text></text></text></text></text></text>

1833 British Imperial Act Passed in 1833 Courtesy of Parliamentary Archives, U. K



Matthew Elliott Homestead

Matthew Elliot, a Loyalist who came from Virginia during the American Revolution, probably had as many as sixty slaves living in the huts behind his home in Fort Malden (now Amherstburg).



Matthew Elliott homestead built in 1784 (from a photo taken in 1912), Parks Canada Agency, Fort Malden National Historic Site of Canada



Henry Lewis' letter to William Jarvis

Henry Lewis escaped from his owner in Newark (Niagara-on-the-Lake), Upper Canada by fleeing to Schenectady, New York. Sometime later he wrote to his ex-owner, William Jarvis, to request he be allowed to buy his own freedom from Jarvis.

I pleas to write to Joseph years what you will take in cash for me and let hem be the man to whom schall hay the money yearly. har due we tim thous and times and to My dison & support my orly as from that you would be so kend as to horm me to purchase myself and at as a low wult from my burng fur on a a nate as same other person. My muste where a blackman is defen the Palso with the flourand produce long life the laws as much as a wet fare white induces me to make you an and geo, halth and pleas to till her a big har par den ten thousand times pour having my oilf. I am a my mustrify I shall always rumination an autount of her great him nefs Iremain vour affection ate servant ish for me but upon them can externs . Miny Lewis year and every the year staten hounds wish to pay the money to goupt yates the most propor man that I can then to of a present. The mass way I by type it how of man to support it it as trace and south say in all company that I allways this as Well in oper hours is Dehouto wish

Henry Lewis letter to William Jarvis, 1798, William Jarvis Papers, Reference Code: S109 B55 PP. 56-57, Toronto Public Library (TRL) Special Collections, Archive & Digital Collections, Baldwin Room

Henry Lewis's letter of 1794 provides some indication of his motives:

"My desired to support myself as free man and enjoy all the benefits which may result from my being free in a country where a Blackman is defended by the laws as much as a white man is induce me to make you an offer of purchasing myself the reason why I left your house is this your [wife Hannah] vexed me to so high a degree that it was far beyond the power of man to support it is true and I will say in all company that I always lived as well in your house as I should wish."

-Henry Lewis