



BREAKING THE CHAINS

Samuel Hall

NIAGARA

Title:

Samuel Hall: Now you're Free, So you Can Stop and Smell the Roses

Subject/Grade/Strand:

Grade 3 Social Studies – Early Settlements in Upper Canada; Grade 7 History – British North America; Grade 8 Geography - Migration; Grade 3 Science - Understanding Life Systems: Growth and Changes in Plants

Curriculum Developer:

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Website

Breaking the Chains: Presenting a New Narrative of Canada's Role in the Underground Railroad
www.yorku.ca/tubman/breakingthechains

The Website

Breaking the Chains: Presenting a New Narrative of Canada's Role in the Underground Railroad is a groundbreaking new web-based educational project. Its purpose is to develop and share new research about Canada and the brave people who came here in search of freedom in the years before the American Civil War. There is a particular focus on freedom seekers who settled in the Niagara River and Detroit River borderlands; the Queen's Bush, a vast unorganized territory encompassing much of modern Wellington County; and the Greater Toronto Area.





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Instructional Objectives

- Learn about how the growth and success of colonies like Upper Canada depended upon a strong workforce.
- Discuss why people were enslaved or indentured.
- Analyze the similarities and differences between enslaved people and indentured servants.
- Design a memorial garden for Samuel Hall.

The Activities

Description

Students will read the Samuel Hall narrative and the background information on enslaved and indentured labourers. They will complete a Venn diagram to compare both labour systems. Students will then design a memorial garden for Samuel Hall. At the end, students will write journal entries and a personal reflection on both systems of labour.

GETTING ORGANIZED

Prior Knowledge Required:

- Students should be familiar with the conditions of life in early Upper Canada.
- Students should have some knowledge of the different jobs in a colonial settlement.
- Students should be aware of plant life.

ADVANCE PREPARATION:

- Print out and photocopy the student hand outs as needed.
- Teachers should review all materials prior to teaching the lesson.
- Collect the supplies needed to for students to design a memorial garden for Samuel Hall (pencil crayons, crayons, paper, etc.)

REQUIRED TIME:





Approximately 4-6 class periods

First Class:

- Read the Samuel Hall narrative and discuss his experience.

Second Class:

- Read the background information on the enslaved and indentured workers and talk about how these labour systems impacted the lives of early colonists in Upper Canada. Have students complete the Venn diagram individually or in small groups.

Third Class:

- Review Samuel Hall's life with the class. Reiterate the point that Samuel loved plants. Review the parts of a plant, the life cycle of a plant, and what plants need to grow. For younger students, teachers can use a picture book about gardens and plants to help introduce this activity. Ask them to think about the kinds of plants they see near their homes, school, and public parks. Ask students to research and identify some flowers and fruit trees that are able to grow in southern Ontario. Students should bring in pictures or sketches, the names, and a brief description of the plants that they researched.

Fourth Class:

- Ask students to design a memorial garden for Samuel Hall. This activity can be completed individually or in small groups. Ask students to keep in mind that the plants they choose must be able to grow in the Niagara Region (provide students with information on the physical characteristics of the region). Ask students to think about the following:





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- How would you set up the garden?
 - Which plants would you put in the "front row"?
 - Which plants would you place in the shady areas?
 - Which plants would you put in the sunny areas?
 - What types of things besides plants could you place in the garden for Samuel Hall, his family, and his visitors to enjoy (e.g., benches, pathways, or lights)?
- Students should draw and colour their garden on a large piece of paper. Students may also draw paths, benches, or other places in the garden that will help Samuel Hall enjoy it.

Fifth Class:

- Ask students to write a certain number of journal entries from different perspectives
 - from the points of view of both male and female slaves and indentured servants.

Sixth Class:

- Ask students to write a reflection about how they feel about both systems of labour.

PLANNING NOTES:

- Review the lesson plan.
- Download and print out documents and use and duplicate copies as necessary.
- Teachers should have books on hand about flowers and plants that can grow in southern Ontario.

MATERIALS REQUIRED FOR TEACHER:

- 11x17 paper
- Student worksheets
- Pictures of different types of gardens
- Flyers with plants and garden furniture (if this activity is done during the gardening season)

ACCOMMODATIONS/MODIFICATIONS:

- Readings can be done out loud as a class or in small groups.

ASSESSMENT/EVALUATION DESCRIPTION:





1. Actively participating in group activities and class discussion
2. Journal entries
3. Reflection
4. The design and creation of a memorial garden for Samuel Hall

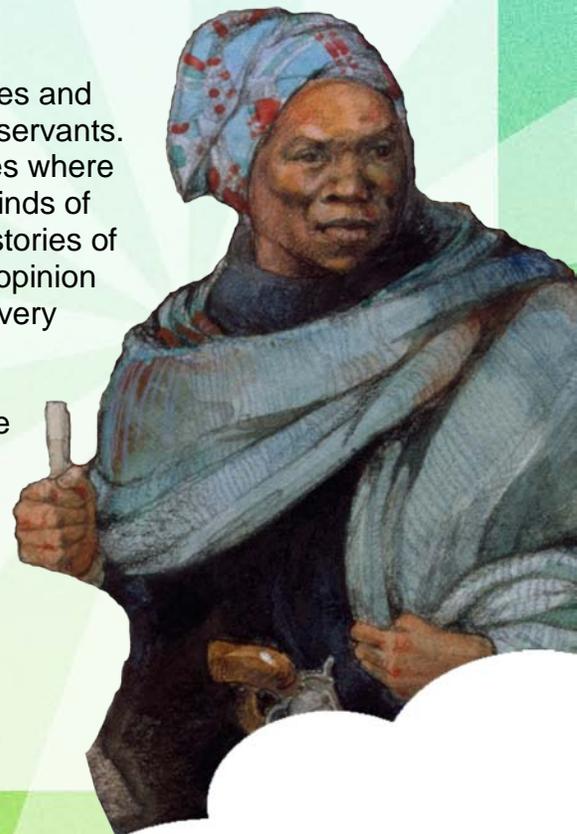
TEACHING AND LEARNING STRATEGIES

Students will accomplish the instructional objectives by:

- Orienting students to the lesson - Ask students what kinds of tasks would need to be completed to create a successful colony? What specific kinds of jobs would need to get done? Who would do these jobs?
- Discussing how enslaved people and indentured servants might have felt about their condition, and how Samuel and Jane both felt to be free.
 - Reading the related narratives and historical background.
 - Completing a graphic organizer. After reading the historical background handout, have students complete a Venn diagram to compare and contrast enslaved people and indentured servants.
 - Creating a visual presentation of a garden in memory of Samuel Hall.
 - Writing journal entries from the points of view of both male and female slaves and indentured servants. Students will also write a reflection about how they feel about both systems of labour.

EXTENDED ACTIVITIES: (IF ANY)

- Grade 7 and 8 students can further explore the similarities and differences between enslaved people and indentured servants. Have students write a comparison essay that examines where in Canada both were used, why they were used, the kinds of jobs both kinds of workers did, examples of personal stories of both kinds of labourers, why they ran away, and their opinion on whether both systems of labour are very similar or very different.
- Plant an outdoor school garden or a potted garden in the classroom. If possible, ask local businesses or parents to donate supplies for the garden. Have students take turns maintaining the garden.
- If possible, visit a local botanical garden or greenhouse.





Instructional Resources:

Harriet Tubman Institute "Breaking the Chains : Presenting a New Narrative for Canada's Role in the Underground Railroad" - Online Exhibit

Website address: www.yorku.ca/tubman/breakingthechains





Handouts

PEOPLE AS PROPERTY: ENSLAVED PEOPLE AND INDENTURED SERVANTS

Before and during the nineteenth century some workers did not control their labour.

Enslaved persons were those who were forced to work without pay. They were considered to be the property of their owners and legally were not seen as a person. People of African heritage who were enslaved were taken captive from Africa and sold into slavery. Their descendents were enslaved as well, and were bought and sold like furniture or farm animals. Women worked as household servants and farm labourers and helpers. Men worked in numerous occupations such as farm hands, in various skilled trades like blacksmiths, millers, and carpenters, as miners, and construction workers building roads and railways.

An indentured servant was a young able-bodied person who agreed to contract his or her labour for a set time, usually between three to seven years, to an employer. Young men worked for farmers or fur traders while young women were employed as domestic servants. As part of their contract, indentured servants received paid passage from Europe on a ship to Canada. Other indentured servants included convicted criminals who could not pay their fines or as part of a court sentence. In exchange for their labour they also received shelter, food, and clothing. Due to the spread of disease and the harsh intensity of work, many indentures did not live to be released from their contract.

Both enslaved people and indentured servants could not marry or travel without permission from their owners. They were both vulnerable to physical punishment and harsh treatment such as beatings and working long hours. Both could be sold – the person who was enslaved was sold as property, whereas only the labour contract of the indentured servant was sold, often extending the length of their indenture. Both provided cheap pools of labour to increase the riches of their owners and contribute to the economic growth of the local and colonial economies. Both labour systems were legal in Canada and were enforced by law. Neither slaves nor indentured servants could vote. People from both groups often ran away to escape cruel conditions and to be free.



Ontario Curriculum Expectations

This lesson plan correlates to:

Heritage and Citizenship: Grade 3 - Early Settlements in Upper Canada

OVERALL EXPECTATIONS

By the end of Grade 3, students will:

- Describe the communities of early Black settlers in Canada West in the 1850s.

SPECIFIC EXPECTATIONS

Knowledge and Understanding

By the end of Grade 3, students will:

- Identify the countries of origin of the people who settled in Canada West in the 1850s (e.g., United States);
- Identify the areas of early Black settlement in Upper Canada (e.g. Essex County, Toronto, the Queen's Bush, and the Niagara Region);
- Describe the major components of an early African Canadian settlement;
- Describe the various roles of male and female settlers (e.g., farm worker, church minister, teacher, merchant, blacksmith, seamstress, laundress, homemaker).

SPECIFIC EXPECTATIONS

Inquiry/Research and Communication Skills

By the end of Grade 3, students will:

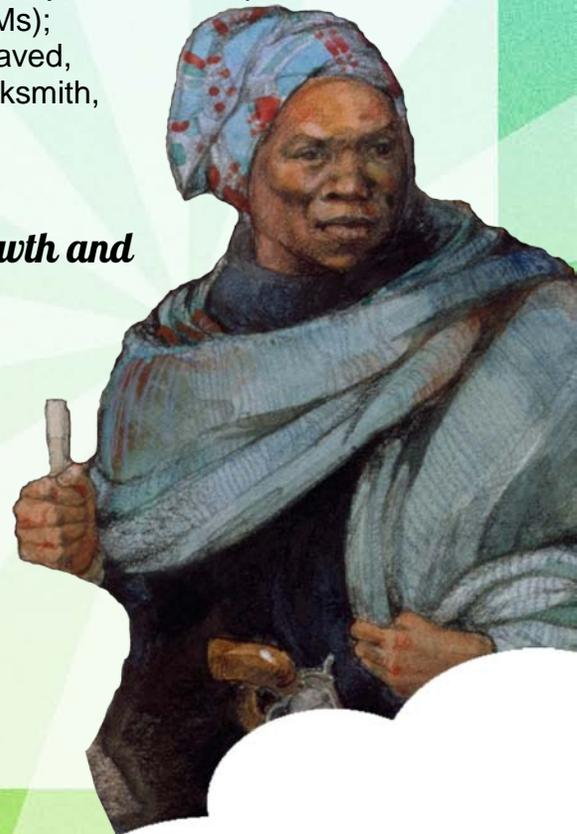
- Use primary and secondary sources to locate key information about early settler communities (e.g., primary sources: diaries or journals, information at local museums, early settlers' houses, forts, villages; secondary sources: maps, illustrations, print materials, videos, websites, CD-ROMs);
- Use appropriate vocabulary (e.g., pioneer, settlers, enslaved, freedom seekers, free Blacks, settlement, doctor, blacksmith, African Canadians) while making their inquiries and observations.

Science: Grade 3 - Understanding Life Systems: Growth and Changes in Plants

OVERALL EXPECTATIONS

By the end of Grade 3, students will:

- Investigate similarities and differences in the characteristics of various plants, and ways in which the characteristics of plants relate to the environment in which they grow;





- Demonstrate an understanding that plants grow and change and have distinct characteristics.

SPECIFIC EXPECTATIONS

Developing Investigation and Communication Skills

By the end of Grade 3, students will:

- Use appropriate science and technology vocabulary, including stem, leaf, root, pistil, stamen, flower.

Understanding Basic Concepts

By the end of Grade 3, students will:

- Describe the basic needs of plants, including air, water, light, warmth, and space;
- Identify the major parts of plants, including root, stem, flower, stamen, pistil, leaf, seed, and fruit, and describe how each contributes to the plant's survival within the plant's environment;
- Describe the changes that different plants undergo in their life cycles.

History: Grade 7 - British North America

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- Explain the origins of African Canadian settlement in British North America after the fall of New France and describe the migration and settlement experiences of settlers of African origin.

SPECIFIC EXPECTATIONS

Knowledge and Understanding

By the end of Grade 7, students will:

- Describe the different groups of people (e.g., enslaved persons, indentured servants, free Blacks) who migrated to Canada West and identify their areas of settlement.

Inquiry/Research and Communication Skills

By the end of Grade 7, students will:

- Analyze, synthesize, and evaluate historical information.

History: Grade 8 - Confederation

SPECIFIC EXPECTATIONS

Knowledge and Understanding

By the end of Grade 8, students will:





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- Identify key social, political, economic, and physical characteristics of African-Canadian communities in British North American colonies between 1850 and 1870.

Geography: Grade 8 - Migration

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society;
- connect the real experiences of African Canadians to information about the causes and effects of migration.

SPECIFIC EXPECTATIONS

Knowledge and Understanding

By the end of Grade 8, students will:

- Identify the push and pull factors that influence people to move (e.g., *push*: lack of freedom, discrimination; *pull*: freedom, security, opportunities).

Inquiry/Research and Communication Skills

By the end of Grade 8, students will:

- Use appropriate vocabulary (e.g. migration) to describe their inquiries and observations.

Application

By the end of Grade 8, students will:

- Investigate the migrational roots of early African Canadians and relate them to Canada's cultural development.

Geography: Grade 8 - Economic Systems

SPECIFIC EXPECTATIONS

Knowledge and Understanding

By the end of Grade 8, students will:

- Outline the fundamental questions that all economic systems must answer: what goods are produced; how they are produced; for whom they are produced; by whom they are produced; and how they are distributed;
- Describe the characteristics of different types of economic systems.

