



BREAKING THE CHAINS



# Ann Maria Jackson

TORONTO

## *Grade/Subject/Strand:*

Grade 3 Social Studies – Early Settlements in Upper Canada; Grade 7 History – British North America; Grade 8 Geography - Patterns in Human Geography

## *Curriculum Developer:*

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## *Website*

*Breaking the Chains: Presenting a New Narrative for Canada's Role in the Underground Railroad*  
[www.yorku.ca/tubman/breakingthechains](http://www.yorku.ca/tubman/breakingthechains)

## *The Website*

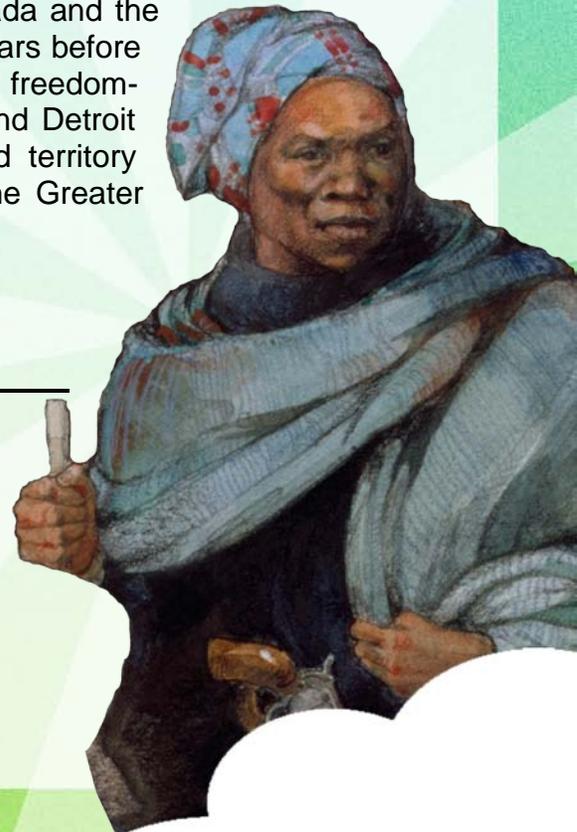
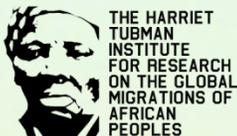
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***Breaking the Chains: Presenting a New Narrative for Canada's Role in the Underground Railroad*** is a groundbreaking new web-based educational project. Its purpose is to develop and share new research about Canada and the brave people who came here in search of freedom in the years before the American Civil War. There is a particular focus on freedom-seekerfreedom-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.

## *Instructional Objectives*

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- Gain an understanding of why the majority of fugitives were men.





- Examine the life of enslaved children.
- Compare the lives of enslaved children with the lives of children in Canada today.

## *The Activities*

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### *Description*

Students will read the narrative about Ann Maria Jackson and her children and view the Ann Maria Jackson Augmented Reality vignette. They will answer comprehension questions. Through storybooks and the information in the Historical Background, students will learn more about the experiences of enslaved children in the American South before the Civil War.

### *Getting Organized*

#### **PRIOR KNOWLEDGE REQUIRED:**

- Understand that enslaved Africans living in the United States before the Civil War included men, women, and children.

#### **ADVANCE PREPARATION:**

- Print out and photocopy the student assignment and activity sheets as needed.
- Review all materials prior to teaching the lesson.
- Book computer time for the class.

**REQUIRED TIME:** Approximately 4 to 6 class periods

#### **First and Second Classes:**

1. Read the Ann Maria Jackson narrative.
2. Ask students to view the related Augmented Reality segments.
3. Ask students to complete the Ann Maria Jackson comprehension worksheet.

#### **Third and Fourth Classes:**

1. Read the historical background, “Enslaved Children,” together as a class or use the Historical Background on “Enslaved Children” to give students notes to record.
2. Depending on the grade level of the students, read the listed storybooks to the class or else divide students





- into smaller reading groups and have them read and rotate the books.
3. Ask students to write a journal that compares the experiences of enslaved children to their own lives today.

### PLANNING NOTES:

- Locate and bookmark suggested online materials and other useful websites.

### MATERIALS REQUIRED FOR TEACHER:

- Ann Maria Jackson Narrative
- Student worksheets
- Map of St. John's Ward, Toronto,
- Johnson, Delores. *Now Let Me Fly: The Story of a Slave Family* (Toronto, ON: Maxwell MacMillan, 1993)
- Levine, Ellen. *Henry's Freedom Box* (Toronto, ON: Scholastic Press, 2007)
- Porter, Connie Rose. *Meet Addy: An American Girl* (Middleton, WI: Pleasant Publishing, 1993)
- Schroeder, Alan. *Minty* (New York: Dial Books for Young Readers, 1996)

### ACCOMMODATIONS/MODIFICATIONS:

- Readings can be done aloud as a class or in small groups.
- The Census Activity can be completed as a class using an overhead.
- Pair students to complete tasks if needed.

### SUPPLEMENTARY MATERIALS:

#### Books

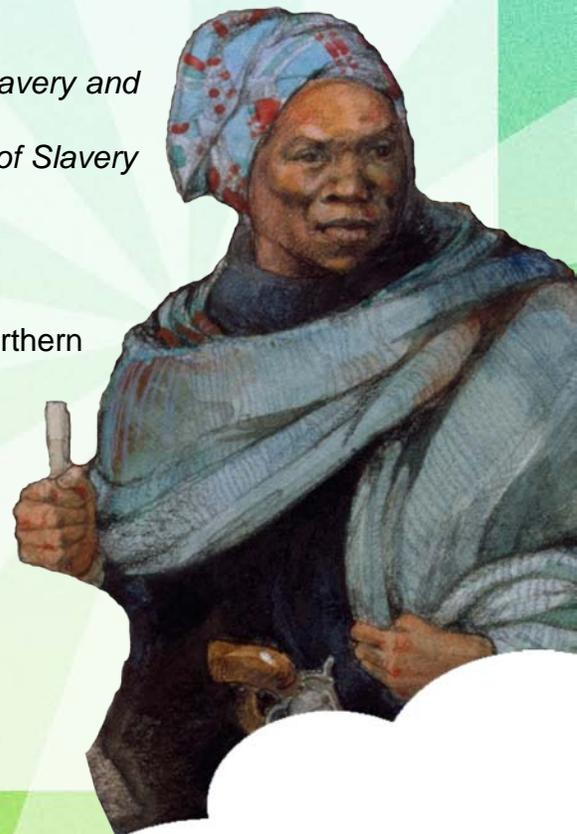
- Cooper, Afua. *My Name is Henry Bibb: A Story of Slavery and Freedom* (Toronto: Kids Can Press, 2009)
- Cooper, Afua. *My Name is Phyllis Wheatley: A Story of Slavery and Freedom* (Toronto: Kids Can Press, 2009)

#### Websites

*Teaching the Underground Railroad Lesson Plans*, Northern Kentucky University Institute for Freedom Studies  
<http://www.nku.edu/~undergroundrr/lessonplans/>

*They're Only Children*, Teaching American History in South Carolina

<http://www.teachingushistory.org/lessons/slavechildren.html>





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*Stratford Hall: Plantation Life for Slaves*

<http://www.stratfordhall.org/learn/slavery.php>

*Rare Photo of Slave Children Found*

[http://www.msnbc.msn.com/id/37623310/ns/us\\_news/t/rare-photo-slave-children-found/](http://www.msnbc.msn.com/id/37623310/ns/us_news/t/rare-photo-slave-children-found/)

## **ASSESSMENT/EVALUATION DESCRIPTION:**

1. Completion of worksheets
2. Active participation in group activities and class discussion

## ***Teaching and Learning Strategies***

Students will accomplish the instructional objectives by:

- Reading the Ann Maria Jackson Narrative
- Completing the comprehension worksheet
- Participating in discussions and answering questions
- Writing a journal entry

## **EXTENDED ACTIVITIES:** (if any)

- Research and write a report on modern-day child slavery.

## ***Instructional Resources:***

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

[www.yorku.ca/tubman/breakingthechains](http://www.yorku.ca/tubman/breakingthechains)

## **BOOKS**

- Shadd, Adrienne, Afua Cooper, and Karolyn Smardz Frost. *The Underground Railroad, Next Stop, Toronto!* (Toronto: Dundurn Press, 2002)

## **ARTICLES**

- McFarquhar, Colin. “Blacks in Toronto: The Search for Equality,” in *Ontario History*, 99: 1 (Spring 2007), 64-76.





# *Historical Background:*

## **ENSLAVED CHILDREN**

Children as young as four years old were forced to work for their masters. Boys and girls of African descent were enslaved because they followed the status of their mother. If a child was born to an enslaved woman, then that child automatically was considered to be a slave.

Generally, enslaved children did not receive a formal education because in many southern states it was illegal to teach slaves to read and write. They did not really have a childhood, nor did they go to school, but often were trained to work as soon almost as they could walk.

Enslaved children began their lives of forced labour by helping enslaved adults with their duties. Their jobs depended on where they were brought up: those raised on farms and plantations learned agricultural and household duties, while those living in cities tended to be trained as domestic servants, coachmen, hostlers, and perhaps might be hired out to learn to be industrial workers or other sorts of labourers.

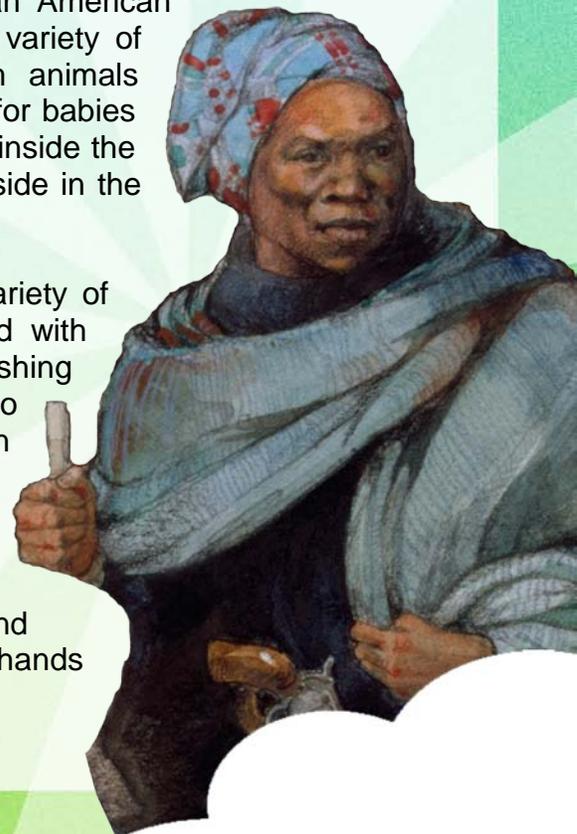
Sometimes enslaved children were brought up to do the same jobs as their parents. Others were apprenticed to skilled workers so they could learn a trade or skill, such as blacksmithing, dressmaking, carpentry or weaving. They might also be assigned the task of babysitting infants of enslaved mothers who had to return to work.

Just as adults were, children were bought and sold as property. They could be mortgaged, or used as collateral for loans, and were bequeathed in wills to members of the slaveowner's family.

Between the ages of four and ten years, enslaved African American children who lived on farms and plantations had a wider variety of tasks. They gathered firewood; pulled weeds; fed farm animals including cows, horses, pigs, and chickens; helped to care for babies of enslaved African American women; and swept the floors inside the master's house as well as clearing the dust and debris outside in the yard.

Boys and girls over the age of ten were assigned to a variety of domestic, industrial and agricultural chores. They helped with general household duties such as cleaning, dusting and polishing furniture, cleaning floors, and serving meals. Children also gathered eggs, milked cows, churned butter, assisted in making candles, and helped to make fabrics (spinning and weaving) to be made into clothes.

Some enslaved children worked in the fields with enslaved African adults and helped them with the planting and harvesting of crops. Boys in this age group worked as plow hands





and cared for horses and other livestock, while young girls carried water to the kitchen, learned to sew and also heated irons used to press clothing. Enslaved children also helped with the responsibilities of caring for their own families. A young boy might be considered a “quarter hand” while a grown girl might be a “half hand,” meaning that they could do half or a quarter of the labour of an adult. Sometimes their food was measured out according to the amount of work they could do.

Enslaved adolescents might be put to work helping a blacksmith, cooper (barrel maker), or a wheelwright in order to learn their trades. This made them worth more to the masters, who could either sell or hire them out because of their skills. This prepared them to eventually replace the adults doing that particular job. This training was called an “apprenticeship”.

There was not much time for enslaved children to have fun and play because they worked from early in the morning through to the evening for six days of the week. They did not have the chance to be a “child” since they began to work at a very young age.

Enslaved boys and girls were forced to grow up quickly and perform adult jobs. However, they did participate in some recreational activities on Sundays, their day off. Free-time activities included telling stories and sharing riddles, singing songs and playing musical instruments, playing games like marbles and counting games, jumping rope, and playing with homemade dolls, hoops and sticks.

### Bibliography

Greenwood, Barbara. *The Last Safe House: A Story of the Underground Railroad* (Toronto, ON: Kids Can Press, 1998)

King, Wilma. *Stolen Childhood: Slave Youth in Nineteenth-Century America* (Bloomington, IN: Indiana University Press, 1995)

Schwartz, Marie Jenkins. *Born in Bondage: Growing up Enslaved in the Antebellum South* (Cambridge, MA: Harvard University Press, 2000)





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## *Ann Maria Jackson Comprehension Questions*

FROM WHICH STATE DID ANN MARIA JACKSON AND HER CHILDREN FLEE?

HOW MANY CHILDREN DID SHE HAVE WITH HER? \_\_\_\_\_

WHAT HAPPENED TO HER TWO ELDEST CHILDREN?

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WHAT HAPPENED TO ANN MARIA'S HUSBAND?

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WHY DID ANN MARIA DECIDE TO RUN AWAY?

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HOW IS HER ESCAPE STORY UNIQUE?

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DESCRIBE THE JACKSON FAMILY'S ROUTE TO FREEDOM.

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**WHERE DID THE JACKSON FAMILY SETTLE?**

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**WHAT KIND OF WORK DID ANN MARIA DO TO SUPPORT HER CHILDREN?**

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**EXPLAIN HOW A LIFE IN FREEDOM MADE IT POSSIBLE FOR THE JACKSON CHILDREN TO THRIVE.**

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**DESCRIBE THIS STORY'S HAPPY ENDING.**

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# *Ontario Curriculum Expectations*

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This lesson plan corresponds 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-seeker, freedom-seekers, free Blacks, settlement, doctor, blacksmith, African Canadians) while making their inquiries and observations.

*Application*

By the end of Grade 3, students will:

- Compare and contrast aspects of daily life for enslaved children and children in present-day Ontario (e.g., food, education, work and play).





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## ***History: Grade 7 - British North America***

### **OVERALL EXPECTATIONS**

By the end of Grade 7, students will:

- Explain the origins of English settlement in British North America after the fall of New France, describe the migration and settlement experiences of settlers of African origin, and outline the causes, events, and results of the War of 1812;
- Use a variety of resources and tools to gather, process, and communicate information about the beginnings and development of the new colonies of British North America.

### **SPECIFIC EXPECTATIONS**

*Inquiry/Research and Communication Skills*

By the end of Grade 7, students will:

- Use a variety of primary and secondary sources to locate relevant information about how early settlers met the challenges of the new land (e.g., *primary sources*: artifacts, journals, letters, statistics, field trips, interviews, period documents and maps; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- Analyze, synthesize, and evaluate historical information (e.g., why was it necessary for African Canadians to establish community organizations?).

*Application*

By the end of Grade 7, students will:

- Illustrate the historical development of their local community (e.g., its origins, key personalities, and the contributions of various cultural groups), using a variety of formats (e.g., a heritage display, posters, a dramatic skit or role play, a brochure, a web page).

## ***History: Grade 8 - Confederation***

### **Specific Expectations**

*Knowledge and Understanding*

By the end of Grade 8, students will:

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

*Inquiry/Research and Communication Skills*

By the end of Grade 8, students will:





- Analyze, synthesize, and evaluate historical information;
- Communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and descriptions, drawings, tables, charts, and graphs.

## ***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 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 migratory roots of early African Canadians and relate them to Canada's cultural development.

