

These plans were developed by Chen Chang as a Drexel University Capstone MLIS project in conjunction with Christ Church Preservation Trust and the CLIR funded Digitizing Philadelphia’s Historic Congregations project: [www.philadelphiacongregations.org](http://www.philadelphiacongregations.org).

# **The Free Lives of Black Philadelphians Lesson Plan**

# Subjects/Courses

Social Studies, US History

# Grade Level

9th grade

# Standards/Eligible Content

**Historical Analysis and Skills Development:**

8.1.9.B Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

**Pennsylvania History:**

8.2.9.A Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.

8.2.9.B Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history.

**United States History:**

8.3.9.A Contrast the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.9.B Compare the impact of historical documents, artifacts, and places which are critical to U.S. history.

**Reading Informational Text:**

8.5.9-10.A Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

8.5.9-10.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

8.5.9-10.D Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

8.5.9-10.F Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

8.5.9-10.G Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

8.5.9-10.I Compare and contrast treatments of the same topic in several primary and secondary sources.

# Vocabulary

(Definitions from [www.dictionary.com](http://www.dictionary.com))

Abolitionist – (especially prior to the Civil War) a person who advocated or supported the abolition or end of slavery in the U.S.

Manumission – the act of manumitting or releasing from slavery or servitude.

Preamble – the introductory part of a statue, deed, or the like, stating the reasons and intent of what follows.

Quaker – a popular name for a member of the Society of Friends.

Society of Friends – a strictly pacifist, nonconformist Protestant sect founded in England in the 1650s by itinerant preacher George Fox (1624-91). Its members are known as Friends or, more popularly, Quakers.

Sit-in – an organized passive protest, especially against racial segregation, in which the demonstrators occupy seats prohibited to them, as in restaurants and other public places.

Walkout – the act of leaving or being absent from a meeting, especially as an expression of protest.

# Objectives

Students will…

* Explore and analyze various views about the free lives of African Americans through primary and secondary sources
* Examine the role of Quakers in the abolition movement and how their stand helped bring change
* Gather the statistics of the African American population in Philadelphia in the past and compare them to the present
* Understand the role of a mutual aid and religious organization in helping the lives of African Americans in Philadelphia
* Assess an early civil rights protest and its significance in creating new religious communities for African Americans
* Identify the leadership of important figures who created organizations that helped African Americans

# Lesson Essential Question(s)

* What role does the analysis of primary and secondary sources have in historical construction?
* How do multiple viewpoints of the same event help construct your view of the lives of African Americans in the late 18th century?
* What role does religion play in the social, racial, abolitionist, and civil rights movements?
* How does viewing the past help you make connections with the present?

# Duration

45 min x 5 days

# Materials

Day 1:

* Day 1 Quakers and Free Blacks PPT
* “Civil Rights: A Movement is Born in Philadelphia” at <https://youtu.be/J7Imk8CAFsA>
* Quakers in the World article at <https://www.quakersintheworld.org/quakers-in-action/56/Anti-Slavery-in-North-America>
* “Anti-Slavery in North America” at <https://www.quakersintheworld.org/quakers-in-action/56/Anti-Slavery-in-North-America>
* Philadelphia Yearly Meeting of the Religious Society of Friends. Philadelphia Quarterly Meeting, “Manumissions, 1772-1790,” Philadelphia Congregations Early Records, <https://philadelphiacongregations.org/records/items/show/656>.
* “Erica Armstrong Dunbar on Quakers and Slavery” at <https://www.youtube.com/watch?v=2MunK882Ugo>

Day 2:

* Day 2 Free Black Population PPT
* “Erica Dunbar on Free Blacks in Philadelphia” at <https://youtu.be/Al7YBtOnOkY>
* Andrew Diemer’s “Free Black Communities” at <https://philadelphiaencyclopedia.org/archive/free-black-communities/>
* Black Population Chart
* US Census at <https://www.census.gov/quickfacts/philadelphiacitypennsylvania>

Day 3:

* Day 3 The Free African Society PPT
* “Jocelyn Hart on The Free African Society” at <https://www.youtube.com/watch?v=raGKjVR1kTQ>
* Shirley Yee’s “Free African Society of Philadelphia (1787-?)” at <https://www.blackpast.org/african-american-history/free-african-society-philadelphia-1787/>
* “Preamble of the Free African Society” at <https://www.pbs.org/wgbh/aia/part3/3h465t.html>
* St. Thomas' Church (Philadelphia, Pa.), “Free African Society receipts and expenditures, 1790-1792; pew rentals, 1840,” Philadelphia Congregations Early Records, accessed May 20, 2021, <https://philadelphiacongregations.org/records/items/show/455>.
* <https://www.nationalarchives.gov.uk/currency-converter/>
* <https://www.xe.com/currencyconverter/convert/?Amount=1&From=GBP&To=USD>

Day 4:

* Day 4 The Great Walkout PPT
* “Fever: 1793 – Richard Allen: Apostle of Freedom” at <https://www.youtube.com/watch?v=9Zd-PuQZVFE>
* “The Great Walkout…” at <http://www.aecst.org/walkout.htm>
* Richard Allen’s memoir at <https://docsouth.unc.edu/neh/allen/allen.html>
* “Civil Rights Movement” at <https://www.history.com/topics/black-history/civil-rights-movement>

Day 5:

* Day 5 Black Churches PPT
* “Black Church Leaders Provided Protection While Fighting Slavery” at <https://www.youtube.com/watch?v=PUkONAte5Nc>
* “Path to Glory, Path to God” at <https://hsp.org/history-online/exhibits/richard-allen-apostle-of-freedom/path-to-glory-path-to-god>
* St. Thomas' Church (Philadelphia, Pa.) and Jones, Absalom, 1746-1818, “Absalom Jones, Rector, register and records, 1795-1837,” Philadelphia Congregations Early Records, accessed May 19, 2021, <https://philadelphiacongregations.org/records/items/show/454>.
* Primary Sources Worksheet

# Special Note

1. Sometimes information found within historic documents or presented by historians can be contradictory. It is up to the student of history to sift through this information and develop their own conclusions.
2. Teachers may teach all five days or choose specific days as these lessons do not necessarily build on top of each other.

# Instructional Procedures

**Day 1: Quakers and Free Blacks**

1. Begin by having a brief discussion on the statement: “Sometimes information found within historic documents or presented by historians can be contradictory. It is up to the student of history to sift through this information and develop their own conclusions.”
2. Then show the video “Civil Rights: A Movement is Born in Philadelphia” at <https://youtu.be/J7Imk8CAFsA>, up to the 2:53 mark. Afterwards, ask your students the following questions:
	* By 1700, how many Philadelphians had enslaved Blacks?
	* In 1688, who penned the first written protest against slavery in the American colonies?
	* In 1775, what stand did the Society of Friends (Quakers) take?
3. Provide your students with the Quakers in the World article at <https://www.quakersintheworld.org/quakers-in-action/56/Anti-Slavery-in-North-America>. On their own, have them summarize or annotate each paragraph using a social media hashtag. They can make the hashtags creative and witty. These hashtags will be shared with the rest of the class.
4. Go over the definition of the word “manumission.”
5. Provide your students with Philadelphia Yearly Meeting of the Religious Society of Friends’ “Manumissions, 1772-1790” at <https://philadelphiacongregations.org/records/items/show/656>. Divide your class into pairs and have them explore the document and transcribe one of the printed records. Afterwards, ask the following questions:
	* What is this record about?
	* What information do you find in this record?
6. End the lesson by showing the video “Erica Armstrong Dunbar on Quakers and Slavery” at <https://www.youtube.com/watch?v=2MunK882Ugo>. Afterwards, ask your students the following questions:
	* Who were the most vocal about the problem of human bondage?
	* Why did the ending of slavery for the Quakers take time?
	* Why would the Quakers outlaw their own members?

**Day 2: Free Black Population**

1. Begin by showing the video “Erica Dunbar on Free Blacks in Philadelphia” at <https://youtu.be/Al7YBtOnOkY>. Afterwards, ask your students the following questions:
	* What decade created a window of opportunity for Blacks to become free?
	* What city had the largest free Black population in America?
	* What did the people do to have the city prosper and grow a free Black community?
	* How did Philadelphia become one of the leading cities in the abolitionist movement in America?
2. Provide your students with Andrew Diemer’s article “Free Black Communities” at <https://philadelphiaencyclopedia.org/archive/free-black-communities/>.
	* *Jigsaw Groups*: Divide your class into 4 groups. Give each group a different section. 1st group gets the **Introduction**, 2nd group gets **“A Growing Free Black Population”**, 3rd group gets **“Limited Opportunities”**, and 4th group gets **“Vigilante Protectors”**. Have them read, explore, and discuss the section and related image. Then divide your class into groups of 4 so each new group has all 4 sections. Have them teach and discuss their sections.
3. Then hand out the “Black Population Chart” and divide your class into pairs. Have your students fill out the chart with the information found in the article such as the years, Black population numbers, enslaved Black population numbers, free Black population numbers, Philadelphia’s total population, and percentages of the Black population within Philadelphia’s total population.
4. Next, have them check today’s Black population numbers in Philadelphia at <https://www.census.gov/quickfacts/philadelphiacitypennsylvania>, figure out the numbers, and add them to their tables.
5. End the lesson by coming back together as a class. Have your students discuss the numbers in their charts, compare the past and present numbers, and talk about how the numbers grew.

**Day 3: The Free African Society**

1. Begin by showing the video “Jocelyn Hart on The Free African Society” at <https://www.youtube.com/watch?v=raGKjVR1kTQ>. Afterwards, ask your students the following questions:
	* Why was the Free African Society in place?
	* How did they help the Black population?
2. Go over the history of The Free African Society on the PPT. More information can be found in Shirley Yee’s article “Free African Society of Philadelphia (1787-?)” at <https://www.blackpast.org/african-american-history/free-african-society-philadelphia-1787/>.
3. Provide your students with “Preamble of the Free African Society” at <https://www.pbs.org/wgbh/aia/part3/3h465t.html>. Divide your class into small groups. Have them explore the preamble and discuss the meaning and importance of each article. Make sure each group writes down each article in their own words and why each article was important enough to be included in the preamble. Is there anything you would add, delete, or change?
4. Provide your students with Free African Society’s “Free African Society receipts and expenditures, 1790-1792; pew rentals, 1840” at <https://philadelphiacongregations.org/records/items/show/455>. Go over the abbreviations that are found in this document. There are 45 names of members in the content pages (p. i – xi) or (images 3 – 13). Assign a name to each pair and have them explore the record of that name. Here are questions for them to consider:
	* What does this record show?
	* What can you learn from this record?
	* When did they become a member?
	* How much would these expenses be in today’s currency?
		+ Convert some of the numbers to today’s worth here: <https://www.nationalarchives.gov.uk/currency-converter/>.
		+ Then convert the pounds to dollars here: <https://www.xe.com/currencyconverter/convert/?Amount=1&From=GBP&To=USD>.
5. End the lesson by coming back together as a class. Have your students discuss what they found in their records, the currency conversions, and anything they found interesting.

**Day 4: The Great Walkout**

1. Begin by showing the video “Fever: 1793 – Richard Allen: Apostle of Freedom” at <https://www.youtube.com/watch?v=9Zd-PuQZVFE>, up to the 2:57 mark. Afterwards, ask your students the following questions:
	* Who was Richard Allen?
	* How was the Methodist Church equal in treating everyone?
	* Why did the walkout at St. George’s happen?
	* Why and how was the walkout the beginning of the civil rights movement in American society?
2. Provide your students with The African Episcopal Church of St. Thomas article on “The Great Walkout…” at <http://www.aecst.org/walkout.htm>. Have your students read the article and write their own who, what, where, when, why, and how questions about the passage in Richard Allen’s memoir. Afterwards, they give their questions to their partners to answer.
3. *(If you want to use more of Richard Allen’s experiences and reflections, you may find his memoir at* [*https://docsouth.unc.edu/neh/allen/allen.html*](https://docsouth.unc.edu/neh/allen/allen.html)*.)*
4. Throughout African American history, there have been rebellions, sit-ins, marches, demonstrations, etc. What other protests in history, can you compare this walkout to? Provide your students with a history.com article “Civil Rights Movement” at <https://www.history.com/topics/black-history/civil-rights-movement>.
5. Assign your students a 1–2-page essay that compares the great walkout to any civil rights event in history from the history.com article or another event not mentioned in the article.
	* Choose the due date and add it to the PPT slide.
	* Have your students choose a civil rights event.
6. Give your students time to start the research on their event and working on their essay.

**Day 5: Black Churches**

1. Begin by showing the video “Black Church Leaders Provided Protection While Fighting Slavery” at <https://www.youtube.com/watch?v=PUkONAte5Nc>. Afterwards, ask your students the following questions:
	* What community did some of the Black leaders come out of?
	* Name two of them.
	* What were some of the organizations they created to help the Black population?
	* Why was the Black church everything to the Black population?
2. Provide your students with the Historical Society of Pennsylvania article “Path to Glory, Path to God” at <https://hsp.org/history-online/exhibits/richard-allen-apostle-of-freedom/path-to-glory-path-to-god>. On their own, have them summarize or annotate each paragraph using a series of emojis. These emojis will be shared with the rest of the class.
3. Then provide your students with St. Thomas’ Church’s “Absalom Jones, Rector, register and records, 1795-1837” at <https://philadelphiacongregations.org/records/items/show/454>. Divide your class into small groups. Give each group the “Primary Sources Worksheet.” Have them explore, discuss, and answer questions about the primary source.
4. Come back together as a class and have your students discuss their experience examining a primary source. Ask your students the following questions:
	* What is the significance of this document?
	* What interesting things did you find in the document?
	* Why was it important to have Black churches and Black religious figures?
5. End the lesson by assigning a 1–2-page report about another historically Black church in Philadelphia.
	* Choose the due date and add it to the PPT slide.
	* Have your students choose a historically Black church in Philadelphia other than St. Thomas and Mother Bethel.
	* Have them research and write about their chosen church answering who, what, where, when, why, and how.

# Formative Assessment

For day 4, assign your students an essay that compares the great walkout to any civil rights event in history from the history.com article or another event not mentioned in the article “Civil Rights Movement” at <https://www.history.com/topics/black-history/civil-rights-movement>. Assess the essays based on content, organization, writing style, and conventions.

For day 5, assign your students a report about a historically Black church in Philadelphia answering who, what, where, when, why, and how. Assess the essays based on content, organization, writing style, and conventions.

# Related Materials & Resources

You may find additional records from African Episcopal Church of St. Thomas, Philadelphia, PA here: <https://philadelphiacongregations.org/records/collections/show/13>.



These plans were developed by Chen Chang as a Drexel University Capstone MLIS project in conjunction with Christ Church Preservation Trust and the CLIR funded Digitizing Philadelphia’s Historic Congregations project: [www.philadelphiacongregations.org](http://www.philadelphiacongregations.org).