

# MARBLEHEAD



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## **3<sup>rd</sup> Grade School Programming for use with the Marblehead Museum's Database of Free and Enslaved People of Color and other online resources about Marblehead's Diverse History**

Based on the Massachusetts History and Social Science Framework 2018

Database: <https://bipocdatabase.marbleheadmuseum.org/>

Online Resources: <https://marbleheadmuseum.org/bipoc/>

### **Populations in early Marblehead**

#### **Standard 3.T1**

- 3. Organize information and data from multiple primary and secondary sources.**
- 4. Analyze the purpose and point of view of each source; distinguish opinion from fact.**
- 5. Evaluate the credibility, accuracy, and relevance of each source.**

Online Resource: The 1765 Massachusetts Census, Essex County - <https://marbleheadmuseum.org/census-populations/>

What percentage of Marblehead's population were "Negroes?"

How did or did that not change in 1790 and 1800? How does it compare to today's population?

How are these numbers reflected (or not) in the 1788 "List of Negros Residing in Town?" – <https://marbleheadmuseum.org/bipoc-town-records/>

What might account for the differences?

The Revolutionary War

Inaccurate counts

Some people do not easily fit in pre-determined categories

Who are the census-takers making the count? Are people self-identifying? Are census-takers assuming people's races and ethnicities?

## Self-Emancipating (runaway) Advertisements

### Standard 3.T5

3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.

Online Resource: Transcriptions of Self-emancipation (runaway) advertisements from area newspapers: <https://marbleheadmuseum.org/wp-content/uploads/2020/10/Slaves-Slavery-Runaways-and-Indentured-Servants-from-Samuel-Roads-Notes-as-of-10.2.20.pdf>

Review the transcriptions either as a whole group or break up into smaller groups to study selected advertisements.

What are the themes running throughout?

What is the formula that most self-emancipation ads follow?

What are the points of view of the people placing the ads?

What can we learn about the enslaved individual through the advertisement?

Online Resource: using the Online Database (<https://bipocdatabase.marbleheadmuseum.org/>), find one of the people listed in the PDF. Look at the original advertisement.

What are the visual tropes used?

What does the ad tell us about what life was like for the enslaved individual?

Have students chose their own person from the database. Study the primary sources attached to the records and report back to the class what they learned about the life of the individual using those sources.