

Notice: To Be Sold

Newport, July 6, 1764.
Just imported in the Sloop *Elizabeth*,
from *Africa*, and to be sold, by
John Miller,
At his House, or Store ;
A Number of healthy
Negro Boys and Girls.
Likewise to be sold,—*Tillock's* and *Kip-*
pen's Snuff, by the Cask or Dozen.

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Background

Most middle school students enter the history classroom with an understanding of slavery that is primarily geographical. They view it as a “Southern issue” and overlook the role slavery played in the North. This unit uses varied primary sources to teach the presence and effect of slavery in the northern colonies and eventually the United States. The history of Rhode Island mirrors the nation.

Standards

RI K-12 GSEs for Civics & Government and Historical Perspectives/RI History GSEs for Grades 7-8

HP 1: History is an account of human activities that is interpretive in nature.

HP 1–1: Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...

- a. identifying appropriate sources and using evidence to substantiate specific accounts of human activity
- b. drawing inferences from Rhode Island History about the larger context of history
- c. asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness

HP 1–2: Students interpret history as a series of connected events with multiple cause-effect relationships, by

- a. investigating and analyzing historical and visual data in order to draw connections between a series of events
- b. developing, expanding, and supporting an historical thesis, based on a series of events

HP 2– 1: Students connect the past with the present by

- a. determining the cause(s) and effect(s) of specific historical events that impact RI today
- b. analyzing the impact of RI’s ethnic development on local, state, and national history
- c. analyzing and evaluating how national and world events have impacted RI and how RI has impacted world events

HP 2 – 2: Students chronicle events and conditions by...

- a. identifying key events and people of a particular historical era or time period
- b. correlating key events to develop an understanding of the historical perspective of the time period in which they occurred

HP 2– 3: Students show understanding of change over time by...

- a. establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to construct an historical narrative

HP 3–1: Students demonstrate an understanding of how the past frames the present

- a. and reporting on a social movement from its inception (including historical causes), its impacts on us today, and its implications for the future

HP 3 – 2: Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...

- a. recognizing and reflecting on how the similarities of human issues across time periods influence their own personal histories
- b. comparing and contrasting the cultural influences that shape individuals and historical events

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Directions:

There are three documents on the following pages and they are advertisements from two 18th century Rhode Island newspapers, the *Providence Gazette and Country Journal* and the *Newport Mercury*.

Take a few minutes to look over the three documents.

In reading newspapers and books from the 18th Century you will notice that a lower case "f" is often used where there should be a lower case "s". An upper case "S" is "S" and upper case is "F" is "F". Change the letter "f" to "s" in each word; use the blank space to rewrite the word. If you are not sure of a word's meaning, be sure to look it up in a dictionary.

Juft	
Coaft	
Fold	
Cafk	
Houfe	
Otherwife	
Ufed	
Subfcriber	
Fhall	
Perfon	
Congrefs	
Paffed	

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TO BE SOLD, by
JOHN LYON,
At *REHOBOTH*:
TWENTY-THREE fine healthy young Slaves, just arrived from the Coast of Africa.—For Directions and further Information, apply to WILLIAM PROUD, in *Providence*.

Advertisement in the *Providence Gazette and Country Journal*, 11 June 1763
RIHS Collection (RHiX3 2769)

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*Advertisement in the Providence Gazette and
Country Journal, 28 July 1764. RIHS
Collection (RHi X3 5421).*

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Document Analysis Questions


Directions:

Now take a second look at the Document # 1 and Document # 2 and fill out the chart.

	Document #1	Document #2
What or who is being sold? Describe in detail.		
What is the quantity?		
Who is the merchant?		
Where are they being sold?		
Is there a broker or agent? Name?		

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N O T I C E.



ESCAPED from the Service of his Master, on the 11th Instant, a Negro Man, named **SCIPIO**, of a black Complexion, about 5 Feet 6 or 7 Inches high, aged upwards of 40 Years.— He is used to House Service, and Gardenings, and otherwise a handy Fellow. — Whoever will secure him in a public Jail, or return him to the Subscriber, shall receive **TWENTY DOLLARS** Reward, free of all Charges;—and if any Person or Persons conceal, or employ him, they may depend on being prosecuted—agreeably to a Law of Congress, passed the 12th of February, 1793.

DAVID OLIPHANT.

N. B. Masters of Vessels are warned, not to employ, or carry him off.

Newport (R. I.) Sept. 18, 1797.

Advertisement in the *Newport Mercury*, 18 September 1797
RIHS Collection (RHIX3 7543)

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Document Analysis Questions

Directions

This advertisement is different from Documents 1 & 2 because it is not selling slaves. It is an advertisement for a runaway slave, illustrating again that people in Rhode Island not only participated in the slave trade, but also owned slaves. Fill in the graphic organizer from information you locate in the advertisement.

What is the slave's name?
Is the slave male or female?
Describe the physical appearance of the slave:
What kind of work did the slave do?
Is there a reward? If so, how much?
Who is the owner of the slave?
If some one hides the slave or employs the slave, what will happen to that person?

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HYMN.



BONDAGE.

HARK! and hear the captive pleading,
Listen to his plaintive cry,
Look, and see the tears a-falling—
“Must I in my bondage die?
When I stood in my own country,
With my, children by my side,
Cruel white men came upon me,
Dragged me o'er the deep so wide.

Oft I think of my sweet children,
And my dear companion too:
I no more on earth can see them—
I must bid them all adieu:

This is a passage of a hymn that was included in the autobiography of a runaway slave, Cato Pearce, and published by an abolitionist in Pawtucket, Rhode Island in 1842.

*A Brief Memoir of the Life and Religious Experience of Cato Pearce, A Man of Color
Taken Verbatim From his Lips and Published for his Benefit*

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Document Analysis Worksheet

1. Using the document and source information to complete the following web.

Type of Document:	Audience:
Topic:	Purpose:

2. An image is used to illustrate the document. Describe the image.
3. An abolitionist published Cato Pearce's autobiography. Explain the term abolitionist.
4. What is the message expressed by the image? Does it differ or agree with the poem?
5. Do you think this document would change the mind of a slave owner?

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DBQ Question

Through a series of articles, The *Hartford Courant*, a Connecticut newspaper, acknowledged that it profited in the 1700s and 1800s by publishing scores of advertisements for the sale of slaves and the recapture of runaway slaves. Such advertisements were common in Northern newspapers until the Civil War was underway, but the staff and ownership of the newspaper said they felt compelled to apologize for its practice. The headline read "A Courant Complicity, An Old Wrong" which ran across the top of the front page.

Write an editorial for the *Providence Gazette and Country Journal* acknowledging that it profited from the sale of such advertisements and apologize for this practice.