



Topic: Kingsley Plantation during Changing Times and Colonization

Level: 9th-12th grade

Designed by: Hannah Markwardt, Heritage High School

Theme: Slavery Systems in America

Objectives:

- Students will:
 - Activate prior knowledge and organize brainstormed ideas using bubble thinking maps.
 - Identify the main idea of a slave narrative excerpt.
 - Compare and contrast the American and Spanish systems of slavery using double bubble thinking maps.
 - Analyze family structures and changes over time using historical inventories and accounting records.
 - Compose a document-based essay comparing and contrasting the American and Spanish systems of slavery.

Standard:

SS.912.A.2.1 – Review causes and consequences of the Civil War.

Materials:

- Student paper, pens/pencils
- White board and markers
- Copies of slave narratives for each pair of students
 - Slave narratives of Fields, Graves, and Moore:
<http://memory.loc.gov/ammem/snhtml/snvoices00.html>
- Class set (or digital copy) of “March 13, 1844 Estate Inventory of Zephaniah Kingsley’s Personal Property”
- Class set (or digital copy) of “Account of the sale of the personal estate of George Kingsley on February 1, 1848”

Procedures:

1. Activating prior knowledge: [Teach bubble maps from Thinking Maps Curriculum if you have not yet done so.] Have students brainstorm what they know about slavery and record their results on bubble thinking maps.
2. Think-pair-share: Have students share their brainstorms with a partner. Have one student from each pair share one or more elements from their thinking maps with the whole class. Write all student answers on the board in list form.
3. Cognitive dissonance: Tell students that there were actually two different systems of slavery used in early America. Call these the “American system” and the “Spanish system.” Lead students in setting up blank double bubble thinking maps.
4. Introduce the American system: Say: “This is the type of slavery that we all think of when we talk about slavery in America. Many of the descriptions of slavery you brainstormed describe this system of slavery well.”
5. Primary sources: Assign students into mixed ability pairs. Distribute excerpts from several slave narratives, one excerpt to each pair. Have pairs read their excerpts, then come up with one phrase to describe life as a slave as described by their readings. When students have had a few minutes to complete those steps, have the pairs each share their descriptions with the class.
6. Thinking map: As a class, label the “American system” exclusive outer bubbles of the double-bubble thinking maps you’ve set up, using the primary source-based phrases students just produced.

[Suggestions: it was illegal to educate slaves; slaves couldn't keep their earnings; religion often discouraged for slaves; etc.] Cross the corresponding brainstormed terms out of your list on the board as you use them on the thinking map.

7. Introduce the Spanish system: Say, "The American system, however, wasn't the only form of slavery used in the places that we now consider the United States of America. The other type of slavery might be completely new to you. It wasn't used in many places in North America, nor was it used for long here."
8. Geography: Ask the students why they think this system is being referred to as the "Spanish" system. Ask students where the Spanish had colonies in North America and when. Lead students to focus on Florida as a location on which historians should focus to find evidence of the Spanish system of slavery.
9. Primary sources: Display or distribute a copy of the "March 13, 1844 Estate Inventory of Zephaniah Kingsley's Personal Property" and the "Account of the sale of the personal estate of George Kingsley on February 1, 1848" to each student. Ask students what they notice about the way the Kingsley estate inventory is organized. Lead the class to recognize that it is organized into family groups. Highlight the legitimization of slave families as part of the Spanish system of slavery. Contrast that with the American system slave narratives. Next, have students describe the patterns they see in the 1848 "Account of Sale." Lead the class to see how the slaves were being sold in family units. Draw students' attention to the sale of Alonzo. Lead them to draw the connection of that unique name to the "Estate Inventory." Inform students that Bill is short for William and lead them to realize that "Carpenter Bill" bought his own son, Alonzo. Highlight the ability of enslaved people to purchase their own freedom and the freedom of others as a key part of the Spanish system of slavery. Finally, tie in the strong Catholic influence on the Spanish empire, which argued that slave and master were spiritually equal.
10. Thinking map: Fill in the Spanish system exclusive bubbles of the double bubble thinking map. [Suggestions: slave families often respected; slaves could buy freedom for themselves and others; Catholic religion stressed spiritual equality; etc.] Cross the corresponding brainstormed terms out of your list on the board (if applicable) as you use them on the thinking map.
11. Overlap of the systems: Emphasize that just because the Spanish system was in some ways less egregious than the American system does not mean that slavery under either system was acceptable. Call on students to suggest words and phrases to write in the shared bubbles of the double bubble thinking map. [Suggestions: human beings held against their will in absence of having committed a crime; dehumanizing; hard work; etc.] Cross the corresponding brainstormed terms out of your list on the board as you use them on the thinking map.
12. Misunderstandings: Address any misunderstandings that remain on your original brainstormed list on the board (if applicable).

Assessment:

- Formative: Bubble thinking map for "brainstorming"
- Summative: Have students go back to their original bubble thinking maps, on which they recorded their brainstorming, to cross out incorrect information and add the new understandings.
- Summative: Have students use the documents provided in this lesson to compose a DBQ (Document Based Question) essay comparing and contrasting the American and Spanish slavery systems.

Extension:

- Explore the effects of the American and Spanish systems of slavery on contemporary race relations in the United States vs. Latin America

Accommodations:

- ESE/ESOL: Have students complete a shortened written assessment, composing one paragraph comparing and contrasting the two types of slavery that happened in Florida.
- ESE/ESOL: Have students illustrate each bubble of their double bubble thinking maps.

Recommended reading:

One of the seminal works on this subject is Frank Tannenbaum's *Slave and Citizen*. It is highly recommended to both teachers and students.

SLAVE NARRATIVES

John W. Fields, Age 89

"In most of us colored folks was the great desire to [be] able to read and write. We took advantage of every opportunity to educate ourselves. The greater part of the plantation owners were very harsh if we were caught trying to learn or write. It was the law that if a white man was caught trying to educate a negro slave, he was liable to prosecution entailing a fine of fifty dollars and a jail sentence. We were never allowed to go to town and it was not until after I ran away that I knew that they sold anything but slaves, tobacco, and whiskey. Our ignorance was the greatest hold the South had on us. We knew we could run away, but what then? An offender guilty of this crime was subjected to very harsh punishment."

Sarah Frances Shaw Graves, Age 87

"I was born March 23, 1850 in Kentucky, somewhere near Louisville. I am goin' on 88 years right now. (1937). I was brought to Missouri when I was six months old, along with my mama, who was a slave owned by a man named Shaw, who had allotted her to a man named Jimmie Graves, who came to Missouri to live with his daughter Emily Graves Crowdes. I always lived with Emily Crowdes."

The matter of allotment was confusing to the interviewer and Aunt Sally endeavored to explain.

"Yes'm. Allotted? Yes'm. I'm goin' to explain that," she replied. "You see there was slave traders in those days, jes' like you got horse and mule an' auto traders now. They bought and sold slaves and hired 'em out. Yes'm, rented 'em out. Allotted means somethin' like hired out. But the slave never got no wages. That all went to the master. The man they was allotted to paid the master."

"I was never sold. My mama was sold only once, but she was hired out many times. Yes'm when a slave was allotted, somebody made a down payment and gave a mortgage for the rest. A chattel mortgage. . . ."

"Allotments made a lot of grief for the slaves," Aunt Sally asserted. "We left my papa in Kentucky, 'cause he was allotted to another man. My papa never knew where my mama went, an' my mama never knew where papa went." Aunt Sally paused a moment, then went on bitterly. "They never wanted mama to know, 'cause they knowed she would never marry so long she knew where he was. Our master wanted her to marry again and raise more children to be slaves. They never wanted mama to know where papa was, an' she never did," sighed Aunt Sally."

William Moore, Age 82

"Some Sundays we went to church some place. We allus liked to go any place. A white preacher allus told us to 'bey our masters and work hard and sing and when we die we go to Heaven. Marse Tom didn't mind us singin' in our cabins at night, but we better not let him cotch us prayin'.

"Seems like niggers jus' got to pray. Half they life am in prayin'. Some nigger take turn 'bout to watch and see if Marse Tom anyways 'bout, then they circle theyselves on the floor in the cabin and pray. They git to moanin' low and gentle, 'Some day, some day, some day, this yoke gwine be lifted offen our shoulders.'

"Marse Tom been dead long time now. I 'lieve he's in hell. Seem like that where he 'long. He was a terrible mean man and had a indiff'ent, mean wife. But he had the fines', sweetes' chillun the Lawd ever let live and breathe on this earth. They's so kind and sorrowin' over us slaves.

"Some them chillun used to read us li'l things out of papers and books. We'd look at them papers and books like they somethin' mighty curious, but we better not let Marse Tom or his wife know it!"

Account of the sale of the personal estate of George Kingsley

February 1, 1848

José, Penda, Almyra, Nassebo, Eleanor, William (family)	\$2,000
Purchased by William H. King	
Bonafy, Mary, June, George, Sarah, Selina, Abram, Easter (family)	\$2,000
Purchased by John S. Sammis	
Sam (Purchased by John S. Sammis)	\$650
Rebecca (Purchased by John S. Sammis)	\$575
Mike, Lavinia, & infant Larry (family)	\$1,300
Purchased by William G. Christopher	
Horse Bill, Yamba, Bolivar (family)	\$650
Purchased by Charles J. McNeill	
Jeffrey, Beck, Napoleon, Cooper Dick (family)	\$1,525
Purchased by Moses Barber	
Tamba (blind), Cootah, Thomas (family)	\$150
Purchased by Wm. M. Braddock	
Scipio & Old Rose	\$660
Purchased by Doctor Randolph	
Lewis (Purchased by Jacob Martin)	\$600
Munroe (Purchased by Moses Barber)	\$585
Hannibal (Purchased by Charles J. McNeill)	\$500
Augustus and Jenoma (family) (Purchased by John Jones)	\$590
Davy (Purchased by John D. Braddock)	\$505
Alonzo (Purchased by William Kingsley)	\$400
Tenah (Purchased by A.V. Kingsley)	\$200

Number of slaves sold: 39

Total value of slaves sold: \$12,890 Average value: \$330.52

Total value of personal property (including slaves): \$14,696.85.

Note:

- 1) Bonafy was carpenter assistant to Carpenter Bill, listed on the Zephaniah Kingsley estate inventory conducted in 1844.
- 2) Lavinia is the daughter of Carpenter Bill.
- 3) William Kingsley was formerly known as Carpenter Bill.
- 4) A. V. Kingsley, who purchased Tenah, is the widow of George Kingsley.
- 5) John S. Sammis is the husband of Mary Kingsley Sammis.
- 6) Charles J. McNeill is the nephew of Zephaniah Kingsley.

The Duval County Deed Books, which recorded sales of and titles to human property, were destroyed by fire. George Kingsley, in fulfillment of Zephaniah's policy of permitting enslaved to purchase their own freedom by paying half their appraised value, freed Carpenter Bill after Zephaniah's death, which act would have been recorded in Deed Books. That is why C. Bill is listed Zephaniah's estate inventory and not in George's. By the time of the estate auction of George's property (he drowned in 1846) Carpenter Bill was a free man known as William Kingsley, man who purchased Alonzo, his son. See in bold above. See also his daughter Lavinia above, also in bold, married by then to Mike and a mother. William Kingsley apparently had not saved enough money to outbid Christopher for purchase and freedom of Lavinia.

Inventory of Zephaniah Kingsley's Estate at San José Plantation, St. Johns River,
March 13, 1844.

List of Slaves in Families

Man	Woman	Children	Avg. Value	Aggregate Value
José	Penda	Mira, Nacebo, Mary, William	\$333	\$1,998
Carpenter Bill	Hannah	Frank, Lavinia, Alonzo, Marianne, Bill	\$575	\$3,605
Carptr Bonify	Mary	Beck, Scipio, Louis, Esther, George Tena, June, Sarah	\$462	\$4,620
Lindo	Sophey	Labo, George, Philip	\$360	\$1,800
Jenoma	Jenny	Mike, Augustus	\$275	\$1,100
	Betty	Patty, Jenny	\$283	\$ 849
H[orse] Bill	Yamba Bolivar		\$250	\$ 750
Abdalla	Bella	Paul, Annie	\$312	\$1,248
Tamba	Couta	Monroe, Jeffrey, Thomas	\$285	\$1,425
Prince	Julia Anne		\$550	\$1,100
Sam	Elsy		\$550	\$1,100
Jim	Becca		\$550	\$1,100
Hannibal	Peggy	Eliza, Nancy	\$375	\$1,500
Andrew	Nanny	Jacob, Silvia, *	\$300	\$1,500
	Tamasa	Rose, Jack, David	\$237	\$ 948
Brutus	Nancy	Chloe, Joe	\$275	\$1,100
Toby	Patty		\$100	\$ 200
C. Dick	Comba		\$150	\$ 300
Romeo			\$650	\$ 650
David			\$550	\$ 550
Dick			\$650	\$ 650
	Betty	Celeste, John, Emma	\$275	\$1,100
	O'Rose		<u>\$150</u>	<u>\$ 150</u>
Total # enslaved:	81		Average Value: \$370	\$29,979
Carts. Wagons & c.	\$30		\$30	
Plantation tools			32	
Corn			375	
Flats & Boats			250	
Sch[ooner] North Carolina, tackle & furniture			500	
Arms \$50, Books \$7			57	
40 Head of Cattle			140	
7 mules			420	
1 horse			65	
4 horses			120	
Harness			30	
1 Saddle			12	
150 gallons of molasses			30	
600 lbs. Sugar			<u>40</u>	<u>2,191</u>
Aggregate Value of Personal Estate & Slaves				\$32,080
Appraisal by Jno [John] H. McIntosh, Albert G. Philips				