Slavery in Colonial New Jersey

Jack and Ben at Hackensack and the Long Road to Abolition

First Name _____ Last Name _____

Date _____ Class _____

Grades 6 through 12 interdisciplinary Research Simulation Task

Essential Question

How did law and economic interests sustain slavery in New Jersey, and how did people challenge bondage?

NJSLS Social Studies

6.1.8.CivicsHR.3.c connects slavery and human rights. 6.1.8.CivicsHR.4.a examines reform. 6.1.12.CivicsPI.1.a examines colonial government. 6.1.12.HistoryUP.3.b evaluates sources on slavery.

NJSLS English Language Arts

RI.CR.6.1 cites evidence. RI.PP.6.5 examines perspective. W.AW.6.1 develops arguments. Grade band extensions appear in the teacher guide.

CCLS Literacy Connections

RH.6–8.1 and RH.6–8.6 support evidence and perspective. WHST.6–8.1 supports argument. RH.9–10.1, RH.11–12.1, WHST.9–10.1, and WHST.11–12.1 extend these skills.

Interdisciplinary and Amistad Alignment

Examine African American agency, colonial power, and delayed emancipation. Connect history and civics with geography, population calculations, scientific reasoning, and evidence based writing. CCLS connections supplement New Jersey standards.

Day 1 Enslavement in the Colonial Economy

Do Now

How can a government policy help an unjust system grow?

Source A Land and Labor

Dutch and later English colonists brought enslaved Africans to the territory that became New Jersey. Under English rule after 1664, land incentives encouraged settlers to import enslaved people. Forced labor supported agriculture and colonial wealth. Enslavement was a condition imposed on people, not the beginning or full meaning of their history. Enslaved Africans had identities and knowledge beyond the work demanded of them. [1]

Rutgers reports an estimated 2,600 enslaved people in New Jersey in 1726 and 4,700 in 1745. About three quarters of the 1745 population lived in northern counties. These estimates describe a regional pattern, not the experience of every individual. A population count cannot tell us a person’s language, family history, or hopes. [2]

Quick Write

Explain how land incentives and forced labor connected government policy to private wealth. Use Source A.