



Educator’s Guide to “*Never Was a Slave:*” *Jacob Wynkoop, Free and Black in 19th Century New Paltz*

Introduction & Overview:

This online exhibit provides an in-depth exploration of the life, career, and accomplishments of Jacob Wynkoop, a free Black citizen of 19th century New Paltz. Wynkoop’s remarkable life, though, cannot be explored without simultaneously examining the social, political, and economic attitudes towards free Black people in the 19th century, as well as the history of subjugation and discrimination with which Black people have been met since the inception of slavery in North America in the 17th century. This exhibit and the supplementary materials provided in this classroom guide provide the relevant historical context needed for students to fully comprehend the life and experiences of Jacob Wynkoop.

This packet is designed to help you implement this exhibit in your classroom. It provides essential vocabulary, lesson plans, guided questions, and research projects tailored to the learning needs and goals of your students. The content provided in this guide is aligned with New York State’s Common Core and Next Generation Learning Standards for 11th grade American History, but the activities provided in this guide are suitable for all students in grades 7-12.

NYS Common Core & Next Generation Learning Standards Alignment:

Reading Standards for Literacy in History and Social Studies

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships between the key details and ideas.

Craft and Structure

4. Determine the meanings of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term of the course of a text.

5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies between sources.

Writing Standards for Literacy in History, Social Studies, Science, and Technical Subjects

Text Types and Purposes

1. Write arguments focused on discipline specific content. (a-e.)
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (a-f.)

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7. Conduct short and more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject matter under investigation.

Research to Build and Present Knowledge

8. Gather relevant information from multiple authoritative print and digital sources, uses advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

Grade 11: Unifying Themes Aligned to Key Ideas

11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, GOV, ECO, TECH)

11.4 POST-CIVIL WAR ERA (1865 – 1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. (Standards: 1, 4, 5; Themes: ID, TCC, CIV, ECO)

11.5 INDUSTRIALIZATION AND URBANIZATION (1870 – 1920): The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, SOC, CIV, TECH)

Learning Objectives:

- Students will learn about the life of Jacob Wynkoop and the many feats he accomplished during his lifetime.
- Students will be gain knowledge about the origins of slavery in America and later efforts for abolition. They will be able to explain how abolition efforts and growing tensions between northern and southern states contributed to the outbreak of the Civil War.
- Students will develop a strong understanding of the social, political, and economic atmosphere Black citizens were met with in America following the Civil War and the abolition of slavery.
- Students will draw comparisons between the ways in which white and Black citizens were treated in New Paltz and America as a whole as a result of prominent sociopolitical attitudes of the era.
- Students will learn about the development of the New Paltz community in the 19th and 20th centuries in regards to population growth and composition, as well as structural development.

Vocabulary:

Assign this vocabulary list to students prior to the implementation of the online exhibit and accompanying lesson plans in your classroom. You may choose to have students create flashcards or other study tools which will aid them in learning the essential vocabulary for this unit.

- **Affidavit:** a written statement confirmed by oath or affirmation, for use as evidence in a court.
- **Benediction:** the utterance or bestowing of a blessing, especially at the end of a religious service.
- **Chaplain:** a member of the clergy attached to a private chapel, institution, ship, branch of the armed forces, etc.
- **Disenfranchisement:** the state of being deprived of a right or privilege, especially the right to vote.
- **Dissolute:** devoid or lacking in morals.
- **Emancipation:** the fact or process of being set free from legal, social, or political restrictions; liberation from slavery.
- **Encamp:** settle in or establish a camp, especially a military one.
- **Flagstone:** a flat stone slab, typically rectangular or square, used for paving.
- **Gable:** the part of a wall that encloses the end of a pitched or pointed roof.

- **Indignation:** anger or annoyance provoked by what is perceived as unfair treatment.
- **Manumission:** release or freedom from slavery.
- **Naturalized:** (of a foreigner) admitted to the citizenship of a country.
- **Parsonage:** a church house provided for a member of the clergy.
- **Proponent:** a person who advocates a theory, proposal, or project
- **Rheumatism:** any disease marked by inflammation and pain in the joints, muscles, or fibrous tissue, especially rheumatoid arthritis.
- **Siege:** a military operation in which enemy forces surround a town or building, cutting off essential supplies, with the aim of compelling the surrender of those inside.
- **Vernacular:** the language or dialect spoken by the ordinary people in a particular country or region; architecture concerned with domestic and functional rather than public or monumental buildings.

Lesson Plans:

Gradual Manumission & Federal Abolition of Slavery

You may choose to implement this lesson prior to your students' exploration of the online exhibit as a whole, or prior to the "U.S. Civil War" section. This lesson may be carried out in the classroom or remotely.

Objective:

After a brief overview of slavery's origins in North America, students will learn about the efforts to abolish slavery in New York and across the United States as a whole. They will develop a strong understanding of how the gradual manumission and abolition processes worked, and what means they were achieved by.

Do Now:

To begin the lesson, students will be tasked to look closely at and deconstruct the term "gradual manumission" in order to assess how it applies to the practice of American slavery and the build up to the Civil War. Give students at least five minutes to respond to the Do Now.

Instruction:

Guide students through the provided lesson slides in order to expand students' knowledge about the origins of slavery in America, gradual and immediate manumission laws, the causes of the Civil War, and the federal emancipation of enslaved people.

For slides containing primary source documents and analysis questions, allow students at least five minutes to analyze the documents and record written responses to each question. Allow students to discuss their answers as a class, in groups, or in partners following each mini writing activity.

Conclusion:

Review and reflection questions are posed to students on the last slide of the lesson. Give students at least five minutes to record their responses to the questions posed.

Voter Suppression in the United States

Following the implementation of the Gradual Manumission & Abolition lesson plan in your classroom and the completion of the “Voting & Community” section of the online exhibit, take students through this lesson on Voter Suppression in the United States. This lesson may be carried out in the classroom or remotely.

Objective:

Students will learn about the voter suppression tactics utilized by various U.S. states following the passage of the 13th, 14th, and 15th Amendments until their outlaw in 1965. By examining these discriminatory legislative practices, students will gain a strong understanding of the ways in which Black voters were targeted and kept from the ballot box.

Do Now:

Students will begin the lesson by independently answering questions about the 13th Amendment. These questions will require reflection on information provided during the Gradual Manumission & Abolition lesson. Give students at least five minutes to respond to the Do Now.

Instruction:

Guide students through the provided lesson slides in order to expand students’ knowledge about the 14th and 15th Amendments, as well as the ways in which white legislators attempted to obstruct their implementation.

For slides containing primary source documents and analysis questions, allow students at least five minutes to analyze the documents and record written responses to each question. Allow students to discuss their answers as a class, in groups, or in partners following each mini writing activity.

Files containing literacy tests are included and may be printed and administered to students as worksheets.

Conclusion:

Review and reflection questions are posed to students on the last slide of the lesson. Give students at least five minutes to record their responses to the questions posed. For further reflection on this topic, carry out the Contemporary Voter Suppression research project provided.

Comprehension Questions:

Assign the following questions to students to guide them through their exploration of the online exhibit. These questions may be used as homework, classwork, or group/full class discussion questions. If assigned as written work, students should answer the following questions in full sentences.

Early Life

1. How were the living quarters of the individuals enslaved by Dirck Wynkoop and Peter Eltinge different compared to those enslaved by others in New Paltz and Ulster County?
2. What are the origins of Jacob Wynkoop's parents', Jane and Thomas, last names?
3. What was the name of the African American person to make one of the earliest purchases of land in New Paltz in 1840?
4. What relation did this person have to Jacob Wynkoop?
5. Following the abolition of slavery in New York State, why do you think it was difficult for many African Americans to find jobs and purchase property?

Building a Life

1. Why did Jacob and his wife Diana live apart from one another at the beginning of their marriage? Was this a common situation for young Black couples at the time?
2. How much land did Jacob purchase for \$65 in 1851? What is that value equivalent to today?
3. What was Jacob's occupation listed as in the 1855 Census?

U.S. Civil War

1. What side did Jacob fight on in the Civil War?
2. Why do you think Jacob may have chosen to fight in this war?
3. How old was Jacob when he enlisted?
4. What attitude did army generals and newspapers hold towards Black troops?

Voting & Community

1. What factor made Jacob eligible to vote in 1851?
2. In what year did Jacob first show up on New Paltz's voter registration list?
3. What dollar value worth of property did a person need to own in order to qualify to vote in New York?
4. Did this provision apply to all citizens? If not, who did it apply to?
5. How did some New Paltz residents feel about ending this property requirement?
6. What legislation ended the property requirement for voting in New York State?
7. How many Black citizens voted in the 1870 election in New Paltz?

8. What was a main objective of the A.M.E Zion Church?
9. What did Jacob contribute to the New Paltz congregation of the A.M.E. Zion Church?
10. What causes did the G.A.R. advocate for?
11. What role did Jacob hold in the G.A.R. for more than twenty years?

Jacob's Houses

1. How much did New Paltz's population grow between the years of 1863 and 1875?
2. By that time, what new features did the town boast?
3. What was the demand for houses in New Paltz like in 1887?
4. According to Ralph LeFevre, what was the town's main source of prosperity?
5. What was likely the reason for the distinction of Jacob Wynkoop as a "carpenter" as opposed to a "laborer" on the census and other records?
6. What was the first known building credited to Jacob Wynkoop?
7. Why did Jacob need assistance constructing Anna Banks' house in 1894?
8. Why did Jacob and his brother John build a rental property?

Later Life

1. What struggle did Jacob face when he could no longer work?
2. What was the likely cause of the struggle Jacob was met with?
3. What was the Black population of New Paltz in the year 1900?
4. Was this population a decrease or increase from years prior?
5. What factor was the change in Jacob's work status attributed to?
6. Who was living in John Wynkoop's house in 1910? Did they own or rent it?
7. Who did Jacob leave his assets to when he passed away in 1912?

Final Projects:

Assign the following projects to your students as a means of assessing their comprehension of this exhibit and the historical context surrounding it.

Contemporary Voter Suppression Research Project

In the Voter Suppression lesson plan, you learned about the many ways white legislators restricted the voting rights of Black citizens following the passage of the 14th and 15th Amendments to the Constitution. This lesson culminates by introducing students to the Voting Rights Act of 1964, a landmark piece of legislation which outlawed all of the discriminatory tactics explored in the lesson. Though this legislation was forthright in its rejection of restrictive practices which relegated Black people and other marginalized groups from the ballot box, lawmakers have still found loopholes and workarounds to continue to suppress the votes of countless citizens based on specific demographics.

For this project, you will be tasked to research contemporary forms of voter suppression and synthesize your research into a final project of your choosing. You may choose to do an in-depth exploration of one form of contemporary voter suppression or a more general survey of many forms of voter suppression. As you conduct your research and put together your final project, consider the following questions:

- How does this legislation or tactic attempt to suppress voters' rights?
- Does this legislation or tactic target a specific group of people? (i.e., race, socioeconomic status, gender, etc.)
- When and how did this legislation or tactic originate?
- Is there an existing movement to abolish it?
- What methods do you think would be successful in abolishing it?

Your final project may be carried out as a(n):

- Essay
- Powerpoint presentation
- Poster board presentation
- Oral report
- Short film
- Form of your choosing
 - If you choose to develop and utilize your own format, it must first receive your teacher's approval.

Evolution of a Community Research Project

One of the main focuses of this online exhibit was how the New Paltz community developed over time, both in terms of its population and infrastructure, and which people and historical events were instrumental in these developments. Have you ever wondered, though, how your community took shape?

For this project, you will be tasked to research how your community came to be. Through articles, interviews with community members, historical images and documents, and other relevant sources, you will learn about and put together a project which demonstrates the evolution of your community through time. As you conduct your research, consider the following questions:

- Did any indigenous groups inhabit this land prior to colonization?
- When was my community established?
- What group(s) settled my community during or following the American colonial period?
- Where and how do you see the direct influence of these cultural and/or ethnic groups in your community?
- Has my community been significantly affected by any major historical events?
- Who has made significant contributions to my community over the years? (intellectually, culturally, architecturally, monetarily, etc.)

Your final project may be carried out as a(n):

- Essay
- Powerpoint presentation
- Poster board presentation
- Oral report
- Short film
- Form of your choosing
 - If you choose to develop and utilize your own format, it must first receive your teacher's approval.