Finding The Clues
Elementary & Middle School

PRE-VISIT
Finding The Clues
Elementary & Middle School

Weeksville Heritage Center
Dear Educator,

This packet was designed to be used by teachers in their classroom before their class visit to Weeksville Heritage Center. It should help prepare your students to ask questions, make observations, and take an active role in their visit to Weeksville. Weeksville is a special place with a unique and rich history. We hope that you and your students will have an inspiring visit. We are looking forward to working with your students!

Best Regards,
Department of Programs and Education

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Museum Address:
158 Buffalo Avenue
(Between St. Marks Avenue and Bergen Street)
Brooklyn, New York 11213

This educators pre-visit guide has been supported in part by a grant from the New York Community Trust.
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INTRODUCTION TO WEEKSVILLE HERITAGE CENTER

Weeksville Heritage Center’s (WHC) Hunterfly Road Houses, located on an old Native American trail and later a colonial road, are examples of the homes of 19th century free African Americans in the urban North. These historic houses were continuously inhabited from their construction until their acquisition by the museum in 1968. Named for James Weeks, who purchased the land in 1838, Weeksville was originally settled by African Americans from all over the east coast following slavery’s end in New York State in 1827. It was to become an economic, political, and cultural center during the 19th and early 20th centuries.

The mission of Weeksville Heritage Center is to document, preserve and interpret the history of free African American communities in Weeksville, Brooklyn, and beyond to create and inspire innovative, contemporary uses of African American history through education, the arts, and civic engagement.

Weeksville’s mission is advanced through innovative programming in the following content areas; history and historic preservation, visual and performing arts, ecology and the built environment. Educational and public program activities are designed to create practical applications of history as a tool for understanding contemporary culture and community. In particular, our activities attempt to use the historic houses, history and stories of Weeksville’s 19th century residents (and later WHC founders) to help visitors make connections to their own stories and current issues. Specifically, we highlight the impact of 19th century African Americans’ role in the shaping of Brooklyn, NY, and US history and help visitors draw parallels to their own experiences. Drawing on this history, central educational themes include, freedom, creativity, self-sufficiency, entrepreneurialism, the natural and built environment, and civic engagement.

Our approach is based on an inquiry-based learning model, rather than a didactic approach. Educators and Programmers use the WHC collection, research, and resources to engage visitors in discussion and help them devise a personal connection to the site and Weeksville’s past. These dialogues are cultivated through the use of interactive tours, hands-on learning, workshops, public performances, and forums.
A BRIEF HISTORY OF WEEKSVILLE

In 1838, only eleven years after slavery ended in New York State, free African American James Weeks purchased a modest plot of land from Henry C. Thompson, another free African American. That land in what is now Central Brooklyn became Weeksville, a thriving, self-sufficient African American community. Weeksville quickly became a safe haven for southern blacks fleeing slavery and free northern blacks fleeing racial hatred and violence, including the deadly Civil War draft riots in lower Manhattan.

Established as a suburban enclave on the outskirts of Brooklyn, by 1850 Weeksville became the second largest known independent African American community in pre-Civil War America. Weeksville was also the only African American community whose residents were distinctive for their urban rather than rural occupations, and the only one that merged into a neighborhood of a major American city after the Civil War. Moreover, Weeksville had a higher rate of African American property ownership than 15 other U.S. cities and more job opportunities than ten other northern cities.

By the 1860s, Weeksville had its own schools, churches, an orphanage, an old age home, a variety of black-owned businesses and one of the country’s first African American newspapers, Freedman’s Torchlight. Almost 500 families headed by ministers, doctors, teachers, tradesmen and other self-reliant citizens lived in Weeksville by the 1900s. Its citizens included Alfred Cornish, a member of the 54th Regiment whose story was told in the film Glory; Dr. Susan Smith McKinney-Steward, the first female African American physician in New York State and the third in the nation, Moses P. Cobb, the first African American policeman in Brooklyn’s Ninth Ward, and Junius C. Morel, a well-known educator, journalist and activist.

Weeksville covered seven blocks and was a model of African American entrepreneurial success, political freedom and intellectual creativity. Its residents participated in every major national effort against slavery and for equal rights for free people of color, including the black convention movement, voting rights campaigns, the Underground Railroad, the Civil War, resistance to the Draft Riots in New York City; Freedman’s schools and African nationalism. According to one historian, Public School 83 in Weeksville became the first public school in the nation to integrate fully its teaching staff and student body.

The community still existed through the 1930s, but by the mid-1950s, Weeksville was all but forgotten, with many of its structures and institutions replaced by new roads and buildings. Read about the rediscovery of Weeksville on the next page.
The search for historic Weeksville began in 1968 in a Pratt Institute class on Brooklyn neighborhoods conducted by historian James Hurley. Because so little was known at the time, the group focused on researching Weeksville. When the workshop was completed, some of its participants continued their research on historic Weeksville.

During an archeological dig in the 1960’s, they learned how African Americans really lived in the 19th and early 20th centuries. A treasure trove of interesting artifacts was unearthed, including a 19th century tintype photograph of an unknown woman, later known as “the Weeksville Lady.”

The 19th century Hunterfly Road houses became a rallying point for the 20th century residents of Weeksville. In fighting to save the four old houses from destruction through urban renewal, the community also fought to save its own history. In the process, the 1960s Weeksville residents became as self reliant, creative and entrepreneurial as their 19th century counterparts. Their unrelenting efforts to call attention to and restore Weeksville’s only surviving structures eventually proved successful. The Hunterfly Road Houses were officially declared New York City landmarks in 1970. In 1971 and 1972 they were placed on the National Register of Historic Places.
PLANNING YOUR VISIT:

Reservations can be made three weeks in advance of your visit. Groups of more than 6 people must make a reservation in advance. We can accommodate up to 30 students per visit.

We offer a number of tours and arts workshops. They are all flexible and can be modified to meet each groups needs. The tours and workshops are designed to be hands-on and interactive.

Please prepare your students to ask questions and make observations during their visit. Also feel free to let us know what objectives you have for your visit to Weeksville.

Contact us for more information about scheduling a visit to Weeksville Heritage Center!

Telephone: 718-756-5250 ext. 302 or ext. 319
Email: tours@weeksvillesociety.org
Mailing Address: Weeksville Heritage Center
158 Buffalo Avenue
Brooklyn, New York 11213

Website: www.weeksvillesociety.org
Preserving these historic houses and the furnishings within them for future generations is everyone’s responsibility, including your class. We also want to make sure your class has a great visit to Weeksville Heritage Center.

Please go over the following guidelines with your students before your visit. This will make the visit more productive as the tour guide will have to spend less time going over and reiterating the museum manners.

1. Ask the tour guide before touching objects in the houses
   The houses are set up to show how people lived, there are no ropes over furniture, and no glass cases holding valuable objects. Even so, the objects that are on display are all valuable objects. Many of them were made in the late 1800’s and early 1900’s. Some objects, such as paper, and fabric objects, are especially fragile. These objects are harmed every time they are touched. This is why we ask everyone, students and adults, to ask the tour guide before touching any objects. The tour guide will make an announcement about this guideline to the students, but please go over this concept with them before they arrive.

2. Raise Hands and be respectful of others, their opinions and ideas.
   In order to make sure that everyone can participate on the tour, we ask that students raise their hands when they want to make a comment or pose a question and that everyone listens respectfully. We value and respect everyone’s insights and comments.

3. Photography is not permitted in the historic homes.
   Photographs may be taken on the property outside of the homes, but not inside the historic homes.

4. Stay with the group.
   Students and adult chaperones are asked to stay with the group at all times. If your group has a workshop scheduled many times adults chaperones are asked to help. Make sure that the adults you bring with you on the trip are aware of their responsibilities for the group.

5. Lunch
   There is no indoor lunch facility. Students may bring bagged lunches to eat outdoors on the grounds. Please plan appropriately for the season you wish to visit Weeksville.

6. Do not bring food or drink into the historic houses.
   Please leave all food, gum, candy, drink, and book bags in the office.

7. Please turn off cell phones and other electronic devices which can interrupt the tour.

8. Do not run in the historic houses.
DIRECTIONS TO WEEKSVILLE HERITAGE CENTER

Address
158 Buffalo Avenue Brooklyn, NY 11213
Between St. Marks Avenue and Bergen Street

t. 718.756.5250
www.weeksvillesociety.org

Subway
A or C to Utica Avenue. Walk 4 short blocks south on Utica Ave. to Bergen Street. Turn left, 1 ½ blocks to historic site (between Buffalo Avenue and Rochester Avenue).
3 or 4 to Crown Heights-Utica Avenue. Walk 8 short blocks north on Utica Avenue to Bergen Street. Turn right, 1 ½ blocks to historic site (between Buffalo Avenue and Rochester Avenue).

Bus
B65, B45, & the B15 all stop near the site.

Car
From Manhattan
Brooklyn Bridge to Adams Street left on Atlantic Avenue right on Ralph Avenue, right on Bergen Street cross Buffalo Avenue. Historic site is on the left.
Manhattan Bridge to Flatbush Avenue, left on Fulton Street, right on Clermont Street, left on Atlantic Avenue. Follow above.

From Staten Island
Verrazano Bridge to Brooklyn-Queens Expressway, right on Atlantic Avenue. Follow above.
From Long Island & Queens
Southern State Parkway to Belt Parkway to North Conduit Avenue, to Atlantic Avenue Left on Saratoga Avenue, right on Pacific Street, left on Ralph Avenue, right on Bergen Street to site.

From The Bronx
Triboro Bridge to Grand Central Parkway to Jackie Robinson Parkway to Pennsylvania Avenue, right on Atlantic Avenue. Follow above.

Parking:
There is no on-site parking available. However, there is usually street parking available in front of the historic homes.
Overview:
This following activities will help introduce students to Weeksville’s rich history. Students will explore different primary source documents which tell them something about Weeksville. They will be able to use the clues that you provide in order to piece together some of the main ideas about Weeksville.

Objectives:
Students will know that:
- Weeksville was a community founded by *Free* African American families before the Civil War
- the Hunterfly Road Historic Homes are a part of the historic community of Weeksville

Time frame:
45 mintues to 1 hour per activity.

Learning standards:
This pre-visit packet and all of our tours, workshops and in-school programs meet the new Common Core Standards.

Activity 1: Investigating Weeksville

1. Divide students into small groups. For each group, print out 2 double sided copies of the supplemental primary source clues (pgs. 15-42) provided and place into large envelopes or mailers.

2. For each student print out double-sided copies of the supplemental *Investigating Weeksville* worksheet (pgs.43-44).

3. Explain to the students that they will be exploring and analyzing clues to learn more about Weeksville. Just as a historian uses clues to uncover bits of information about the past. Introduce Weeksville as a historic community that they will be visiting soon. This activity is designed to have them discover the history of the community themselves; therefore it is important that you do not give away information about Weeksville before the students have a chance to analyze the clues.

4. Hand each group a sealed envelope with their clues inside.

5. Handout the *Investigating Weeksville* worksheet to each student. Let them know that they should work as a team to analyze their photographs and documents. As the groups work on their analysis float around the room to answer questions or help groups get started.

6. After the groups have completed their worksheets, lead a class discussion about what they uncovered about Weeksville. During the discussion ask each group to present their clues and talk a little bit about what they learned. You can also have a student write on the board some of the inferences that the group makes about Weeksville. See the suggested discussion questions below for ideas about how to get the conversation started.
Suggested discussion questions:

- What did you uncover about Weeksville?
- Based on the evidence that you have, what kind of a community was Weeksville?
- Do you think the people in these photographs were rich, poor, or in between? Why?
- What do you notice about the clothing depicted in these photographs? In what ways is it different/similar to fashion in modern American culture?
- How is this community different or similar to the community you live in?
- What do you think people in Weeksville did for fun?
- How do you think the people in the photographs feel?

Activity 2: Weeksville Torchlight

Using the supplemental Weeksville Torchlight document provided, choose a student to read the first article aloud. In the form of a class discussion, have the students share what they think the main ideas in the article are, and some questions that they have about Weeksville based on the reading. The reading is designed to fill in some of the information that the students may not have been able to infer from the primary source documents. If you have time you can read the second article as a class and discuss the re-discovery of Weeksville as well. You could also have the students take the reading home and write a response or question based on what they read.

Suggested Discussion Questions:
These questions may help you generate a class discussion about the article.

- Can you think of any reasons why a group of African Americans living in 1840’s New York decided to create their own community?
- In what ways do you think it was difficult for the people who lived in Weeksville to build a community before the civil war?
- Why do you think people in the Bedford-Stuyvesant community in the 1960’s thought it was important to save the historic homes?
- What kinds of places are in your neighborhood? Are they similar or different than the places in Historic Weeksville?
- Can you think of some reasons why African Americans living in New York would want to create a place of safety like Weeksville?
- When did slavery end in the rest of the US?

Here are some questions that students/teachers might pose during the discussion about the reading:

- If slavery was abolished in New York in 1827, when did slavery end for the rest of the United States?
  - Slavery was abolished in the whole of the United States in 1865 with the passage of the 13th amendment.
    - http://www.loc.gov/rr/program/bib/ourdocs/13thamendment.html
  - For more information about abolition of slavery in other Northern states please refer to Slavery in the North.
    - http://www.slavenorth.com/
What kinds of racial discrimination existed in New York after the abolition of slavery in 1827?

Restrictions on voting for African American men -
In 1826, during the gradual emancipation from slavery in New York, the NY state legislature amended the New York state constitution to strike the property qualification in order for white males to vote, but enforce the property qualification for black males. After this time, black men in New York needed to own $250.00 worth of property and live in the state for three years to be able to vote. White men had no property qualification and only had to live in the state for one year. There had been several attempts to pass an amendment to the New York state constitution that would strike the property requirement for Black men, but none of those amendments were voted into law. Thus, the property qualification for Black men to vote was in place until 1870, this was the year that the 15th amendment to the US constitution was passed. This amendment said that you cannot deny a US citizen the right to vote on the basis of race, color, or a condition of servitude.

http://www.courts.state.ny.us/history/constitutions/1821_constitution.htm
(See Article II and 1826 Amendment, Qualification of Voters)
http://www.loc.gov/rr/program/bib/ourdocs/15thamendment.html

Fugitive Slave Law -
The “Fugitive Slave Law” was passed in 1850 as part of the “Compromise of 1850”. This law made it illegal to aid and abed a person who was a “fugitive slave.” This law made the north unsafe for all African Americans.

http://memory.loc.gov/ammem/aaomhtml/exhibit/aopart3b.html#03c
http://www.nationalcenter.org/FugitiveSlaveAct.html

Violence -
There were many acts of violence perpetrated against African American people in New York during the period of enslavement and afterwards. The most famous example of violence towards African American families in New York City was the Draft Riots of 1863. This riot resulted in the loss of life and property for hundreds of African American families. Weeksville served as a safe haven for many hundreds of refugees fleeing the violence in Manhattan, and was able to help those who fled get back on their feet after the riot was over.

http://www.virtualny.cuny.edu/draftriots/Intro/draft_riot_intro_set.html
http://maap.columbia.edu/place/52.html

Activity 3: What do you expect to find, see, or hear at Weeksville?

Now that your students have uncovered some of the basic pieces about Weeksville’s history it is time for them to think about what they expect to find when they visit and what questions they want to ask when they get to Weeksville.

Have the students share a question that they have about Weeksville. Write down the students questions on the board. Then choose three questions as a class. These are the questions that the students will be focusing on when they visit Weeksville. After the visit have the students return to the questions and see if they are able to answer them.
VOCABULARY LIST

Activism – taking action to support ones beliefs

Archeologist – A person who studies past human life by finding and examining remaining material evidence.

Civil War – a war between opposing groups of citizens of the same country.
   The war in the United States fought between the Confederacy and the Union, 1861-1865

Community – People with a common interest living in a particular area

Demolition – The process of wrecking or destroying

Discrimination - Unfair treatment of a person or group on the basis of prejudice

Evidence – Something that can clarify, prove, or exemplify an argument

Founded – When an organization is established or started

Oasis - A situation or place preserved from surrounding unpleasantness;
   a refuge: an oasis of serenity amid chaos

Orphanage – An institution for the care and protection of children without parents

Racism— Discrimination or hatred based on race

Refuge - a shelter from danger or hardship

Political Organizations – An organization which supports a specific political viewpoint.
<table>
<thead>
<tr>
<th>Clue</th>
<th>Author/artist</th>
<th>Title</th>
<th>Type</th>
<th>Date</th>
<th>Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Daniel Berry Austin</td>
<td>“Clove Road”</td>
<td>Photograph</td>
<td>Ca. 1900</td>
<td>Brooklyn Public Library, Brooklyn Collection</td>
</tr>
<tr>
<td>2</td>
<td>Unknown</td>
<td>The Lane Family</td>
<td>Photograph</td>
<td>1894</td>
<td>Weeksville Heritage Center</td>
</tr>
<tr>
<td>3</td>
<td>Alexander A. Moore</td>
<td>Churchgoers</td>
<td>Photograph</td>
<td>1900</td>
<td>Weeksville Heritage Center</td>
</tr>
<tr>
<td>5</td>
<td>African Civilization Society</td>
<td>Freedom's Torchlight</td>
<td>Newspaper</td>
<td>December 1866</td>
<td>Weeksville Heritage Center</td>
</tr>
<tr>
<td>6</td>
<td>Unknown</td>
<td>Nana’s Cousins on Marion Street</td>
<td>Photograph mounted on card</td>
<td>Ca. 1900</td>
<td>Weeksville Heritage Center</td>
</tr>
<tr>
<td>7</td>
<td>Photographer unknown</td>
<td>“Mounted cavalry soldier seated on horse”</td>
<td>Photograph, ambrotype</td>
<td>Ca. 1860</td>
<td>Library of Congress, Prints &amp; Photographs Division, Civil War Photographs, LC-USZ62-132212</td>
</tr>
<tr>
<td>8</td>
<td>Photographer unknown</td>
<td>“Seated black soldier, frock coat, gloves, kepi”</td>
<td>Photograph, Tintype</td>
<td>Between 1860 &amp;1870</td>
<td>Library of Congress, Prints &amp; Photographs Division, Civil War Photographs, LC-USZ62-132213</td>
</tr>
<tr>
<td>9</td>
<td>Junius C. Morel</td>
<td>The North Star, Page 3</td>
<td>Newspaper advertisement</td>
<td>January 25, 1850</td>
<td>Accessible Archives, African American Newspapers</td>
</tr>
<tr>
<td>10</td>
<td>Alexander A. Moore</td>
<td>Street Scene</td>
<td>Photograph</td>
<td>Ca. 1900</td>
<td>Weeksville Heritage Center</td>
</tr>
<tr>
<td>11</td>
<td>Alexander A. Moore</td>
<td>Katherine Harris Moore with child</td>
<td>Photograph</td>
<td>Ca. 1900</td>
<td>Weeksville Heritage Center</td>
</tr>
<tr>
<td>13</td>
<td>Mary Jane Robinson</td>
<td>Letter from Buxton</td>
<td>Letter reprinted in the Provincial Freeman</td>
<td>January 13, 1855</td>
<td>Accessible Archives, African American Newspapers</td>
</tr>
<tr>
<td>14</td>
<td>Photographer unknown</td>
<td>“Colored School #2”</td>
<td>Photograph</td>
<td>Ca. 1890</td>
<td>Brooklyn Historical Society</td>
</tr>
</tbody>
</table>
Clue 1 - Courtesy of: Brooklyn Museum/Brooklyn Public Library - Brooklyn Collection
Clue 1:
Photographer: Daniel Berry Austin
Title: “Clove Road at Bergen Street”
Type: Photograph
Date: Ca. 1900
Courtesy of: Brooklyn Museum/Brooklyn Public Library - Brooklyn Collection.
Clue 2 - Weeksville Heritage Center Collection
Clue 2:
Photographer: Unknown
Title: The Lane Family
Type: Photograph
Date: 1894
Collection of: Weeksville Heritage Center
Clue 3:
Photographer: Alexander A. Moore
Title: Churchgoers
Type: Photograph
Date: 1900
Collection of: Weeksville Heritage Center
Clue 4 - Public Domain
Alphabet:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

LESSON No. 1

God made all men free. Then we should not be slaves to sin nor man. But we ought to love God and serve him. We should learn to read and write and be good. We will stand up for the union, now and for ever.

LESSON No. 4

God created man in his own image. He made him of the dust of the earth, and breathed life into his nostrils, and man became a living soul.

ADAM

Adam was the first man. He had a reddish color. Adam lived nine hundred and thirty years.

EVE

Eve was the first woman. She was Adam's wife. Adam and Eve were our first parents.

THE BIBLE

The Bible is the holy book of God; it tells us all about God and his works. It also tells us how the first people lived and where they lived; and about Jesus Christ the Son of God who died to save sinners. We must study hard and learn to read the Bible; for it tells us how to please God and get to heaven.

HISTORY

History will tell you all about the different nations and great cities that ever have been. It will tell you who first came to this country, and all about the Colored people and the other people. It is delightful to read history. As soon as you can read all in this little paper, called the Freedman's Torchlight, you will be able to read history.

ARITHMETIC

Arithmetic is the science that treats of numbers. It is sometimes called a language of which there are ten different letters or characters, namely, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 0, which is called a cipher. Those may be combined so as to express every idea of men.

GEOGRAPHY

Geography is the science that treats of the outside part of the earth. If you can read well enough to understand it, you may turn to a lesson on Geography found at another place in this little paper.

GRAMMAR

English grammar teaches how to speak and write the English language correctly. If you wish to know more about it, you can find the lesson in it at another place in the Torchlight.

HITHERTO THE LORD HATH HELPED US.

As has been seen,

"Everywhere God is with us."
Say our tenor, sing away:
"Everywhere God is with us."
Said our tenor, sing away:
"Everywhere God is with us."

Practice: God is with us.

Go down the streets at once:
"Everywhere God is with us."

"Everywhere God is with us."

God created man in his own image. He made him of the dust of the earth, and breathed life into his nostrils, and man became a living soul.

Clue 5 – Courtesy of the Watkinson Library, Trinity College, Hartford, Connecticut
Clue 5:
Author: African Civilization Society
Title: Freedman’s Torchlight
Type: Newspaper
Date: December 1866
Courtesy of the Watkinson Library, Trinity College, Hartford, Connecticut
Clue 6:
Photographer: Unknown
Title: Nana’s Cousins on Marion Street
Type: Photograph mounted on card
Date: Ca. 1900
Collection of: Weeksville Heritage Center
Clue 7 – Library of Congress, Prints & Photographs Division, Civil War Photographs
Clue 7:
Photographer: unknown
Title: “Mounted cavalry soldier seated on horse”
Type: Photograph, ambrotype
Date: Ca. 1860
Collection of: Library of Congress, Prints & Photographs Division, Civil War Photographs, LC-USZ62-132212
Clue 8:
Photographer: unknown
Title: “Seated black soldier, frock coat, gloves, kepi”
Type: Photograph, Tintype
Date: Between 1860 & 1870
Collection of: Library of Congress, Prints & Photographs Division, Civil War Photographs, LC-USZ62-132213
Clue 9 – The North Star, 1850
Clue 9:
Artist: Junius C. Morel
Title: The North Star, Page 3
Date: January 25, 1850
Source: Accessible Archives, African American Newspapers Collection
Type: Newspaper advertisement
Clue 10 - Weeksville Heritage Center Collection
Clue 10:
Photographer: Alexander A. Moore
Title: Street Scene
Type: Photograph
Date: Ca. 1900
Collection of: Weeksville Heritage Center
Clue 11 - Weeksville Heritage Center Collection
Clue 11:
Photographer: Alexander A. Moore
Title: Katherine Harris Moore with child
Type: Photograph
Date: Ca. 1900
Collection of: Weeksville Heritage Center
LONG ISLAND.

Brooklyn Public Schools.

The Examiners next called at School No. 3, in Bedford-avenue, in the Seventh Ward, near the line of the Ninth Ward and Fulton-avenue, known as the Bedford District. This school is situated delightfully, with extended open space around it. The present edifice is of wood, two stories, and the school is a mixed one—the boys and girls being taught together.

Our next visit was made at Colored School, No 2, under the pleasant guidance of Master Joseph Davis, detailed by Mr. Clark. This school is at the corner of Dean-street and Troy-avenue in the Ninth Ward at Weeksville.

This school has a fine tasteful house, that will comfortably seat 250 pupils, the lower portion only being seated at present. The building stands in a beautiful grove of oaks, surrounded by the small, neat white houses of a hamlet, consisting of some thirty or forty colored families.

The school is a mixed one and has 115 on register, with an attendance of 61 under the charge of Mr. Junius C. Morel, a very superior man and most devoted teacher. Miss Charlotte DeWitt is the assistant. We examined a large number of pen sketches, pencil drawings and penmanship, the best we have met in any of the schools thus far. The school is in excellent condition.
Clue 12:
Author: Unknown
Title: “Long Island: Brooklyn Public Schools”
Date: July 19, 1855
Source: New York Times
Type: Newspaper article
BUXTON, Canada West, March 23, 1854.

MY DEAR MRS. HARRIS: We arrived in Chatham on the 13th May, after a pleasant journey. It's really beautiful to travel in the Spring, and to behold the different faces of nature's beauty. In the steamboat we went to Troy; then took the cars to Buffalo, and there we put up until Monday from Friday, and I found Buffalo a very pretty place indeed; then we took the steamboat for Detroit – a beautiful sail across the Lake – Erie – and out of sight of land, it seems to me as on the sea; and then we took the steamboat again for Chatham ... and then my husband went to Buxton, to the coloured settlement, a distance of six miles, and purchased a farm of fifty acres, with nine acres cut down and one all cleared. ...There is nine thousand acres of land now taken up by coloured people in Buxton, where we live; and Mr. King, the government agent, who sells the land, has purchased eight thousand more to sell at the same rate; and the people are coming in from all parts, and the place is filling up fast. ...We had turnips as big as the crown of your husband's hat, and cabbage as large as a water-pail. O, don't laugh, for it's a fact – for the ground is so rich it raises everything up in no time. ...There is a saw-mill and a grist-mill building in Buxton, and a school now here, with seventy or eighty scholars. O, we are just beginning to live well enough without the white man's foot on our necks. Away with your King Fillmore, I am for QUEEN VICTORIA. GOD SAVE THE QUEEN. ...The land will bring anything you plant just as I did in Weeksville (only it wanted more manuring); only put in the seed and pray to the Giver of rain, and they will come up. O, dear, how I want to see you again. Do come to Buxton, Canada West.

MARY JANE ROBINSON.

To Mrs. Sarah Ann Harris, Weeksville, Care of Wm. Dolly, Zion's Church, New York.

* York Shillings.
Clue 13:
Author: Mary Jane Robinson
Title: Letter from Buxton
Date: January 13, 1855
Source: Accessible Archives, African American Newspapers Collection
Type: Letter reprinted in the Provincial Freeman Newspaper
Clue 14 – Courtesy of Brooklyn Historical Society
Clue 14:
Photographer: Unknown
Title: Colored School #2
Type: Photograph
Date: Ca. 1890
Courtesy of: Brooklyn Historical Society
What clues can this document give you about Weeksville?

Why do you think the document was written? (Remember, look for clues in the document itself.)

What type of document are you investigating?

Document #: ____________________

Letter  ☐  Newspaper Article  ☐
Report  ☐  Advertisement  ☐
Census Record  ☐  Photograph  ☐

List the kinds of things you see in the photograph. (People, objects, activities, setting, etc.)

Supplemental Material for Activity 1: Worksheet – Front Side
The Investigation Continues...

Photograph #2:
List the kinds of things you see in the photograph.
(people, objects, activities, setting, etc.)

__________________________________________

__________________________________________

Based on the clues that you listed above, write down 2 things you can guess about the Weeksville community.

__________________________________________

__________________________________________

__________________________________________

__________________________________________

Document #2:
What type of document are you investigating?

☐ Census record
☐ Advertisement

☐ Newspaper Article
☐ Report

☐ Letter
☐ Other

What date was the document created?

__________________________________________

Why do you think the document was written? (remember look for clues in the document itself)

__________________________________________

__________________________________________

__________________________________________

What clues can this document give you about Weeksville?

__________________________________________

__________________________________________

__________________________________________

__________________________________________
The Great Dig of 1968!

In the 1960’s, the history of the Weeksville Community was re-discovered. During that time many of the historic buildings were being torn down in the Weeksville area.

Students, teachers, archeologists, historians, community activists, artists, moms and dads all worked together to save four of the homes.

In order to save the homes from demolition, they needed to find evidence to prove that the homes were part of an important history. They did an archeological dig in the area and found the evidence they needed!

An Oasis discovered in Central Brooklyn.

In Central Brooklyn, 23 years before the Civil War, a small village called Weeksville was founded.

The village had houses, churches, a school, an old age home, an orphanage, political institutions, businesses, and shops. Weeksville was unique because it was founded by and for African American families.

For many African Americans living in the 1840’s in New York, Weeksville offered a place of safety and freedom. Slavery ended in New York in 1827, but African Americans still faced a lot of discrimination.
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LIST OF RESOURCES

Interactive Learning Websites

- African American History:

Examination Days: The New York African Free School Collection

https://www.nyhistory.org/web/afs/

This site tells the story of the New York African Free School and of African American New York in the late eighteenth and early nineteenth centuries.

In Motion: The African American Migration Experience

http://www.inmotionaame.org/home.cfm

This website tells the story of the African American migration experience, through documents, photographs, and maps.

MAPP: Mapping the African American Past

http://maap.columbia.edu/

A map of New York City with African American historical sites listed, and MAAP lessons, help teachers at all levels engage in content on this website through stories about building community, resisting slavery, and contributing to New York City's development.

- New York History:

The Lost Museum

http://www.lostmuseum.cuny.edu/home.html

An interesting story set in New York City in the 1860's. Also has information about NYC during the civil war, the draft riots, Uncle Tom's Cabin and much more.

The Triangle Factory Fire

http://www.ilr.cornell.edu/trianglefire/

Read about an important event in NYC history. The fire at the Triangle Waist Company in New York City, which claimed the lives of 146 immigrant workers, is one of the worst disasters since the beginning of the Industrial Revolution.

Virtual New York: Draft Riots

http://www.virtualny.cuny.edu/draftriots/Intro/draft_riot_intro_set.html

This special exhibit on the Virtual New York website offers a comprehensive history of the July 1863 New York draft riots.
Find Primary Sources online

- **Library Databases:**

  **The Library of Congress: African American History**
  
  Offers primary source documents relating to African American History. Selected from the library of Congress records and placed on the internet.

  **New York Public Library: Digital Gallery Page**
  
  http://digitalgallery.nypl.org/nypldigital/index.cfm
  “NYPL Digital Gallery is The New York Public Library's new image database, developed to provide free and open online access to thousands of images from the original and rare holdings of The Library.”

  **University of Detroit Mercy: Black Abolitionist Archive**
  
  http://www.dalnet.lib.mi.us/gsdl/cgi-bin/library?p=about&tc=baa
  The Black Abolitionist Archive is a collection of documents created by antebellum blacks. In contrast to the popular belief that the abolitionist crusade was driven by wealthy whites, these important documents provide a portrait of black involvement in the anti-slavery movement.

- **Newspapers:**

  **Brooklyn Daily Eagle online**
  
  Searchable database of the Brooklyn Daily Eagle from 1841-1902. You will find a view of Brooklyn history, and interesting primary sources.

  **Freedom’s Journal online**
  
  http://www.wisconsinhistory.org/libraryarchives/aanp/freedom/
  The Freedom’s Journal was the first African American owned and operated newspaper published in the US. The Wisconsin Historical Society has put all of the issues of the paper on line.

- **Other helpful websites:**

  **Brooklyn Collection @ the Brooklyn Public Library**
  
  http://www.brooklynpubliclibrary.org/brooklyncollection/
  The Brooklyn Collection is Brooklyn Public Library’s local history division, providing a full range of reference services, educational activities, programs and exhibitions. Provides access to research databases such as Ancestry.com – Ancestry.com is the premier online genealogical resource, providing instant access to census materials and much more. This and other data bases are accessible for free at the Brooklyn Collection in Grand Army Plaza.

  **Measuring Worth**
  
  http://www.measuringworth.com/index.html
  “MeasuringWorth” is a service for calculating relative worth over time. This website has calculators which help to calculate the value of something and how it changes over time. It is a good idea to read the User Guide and Measures of Worth article, located on the left side of the page. These articles will help you understand the best way to use the calculators.
The National Archives – Census

http://www.archives.gov/genealogy/census/
The National Archives websites offers wonderful information about ways to use, search, and access historic census data. To get current census data please go to the US Census Bureau’s Fact Finder website http://factfinder.census.gov/home/saff/main.html?_lang=en

National Parks Service: The American Civil War Homepage

http://cwar.nps.gov/civilwar/

This website gives a pretty good overview of the American Civil War history. It has a tab which allows you to search for soldiers that fought in the civil war, or look at who was in what regiment. It also has a specific page which gives information about African Americans in the civil war.

North American Slave Narratives

http://docsouth.unc.edu/neh/

Includes books and articles that document the individual and collective story of African Americans struggling for freedom and human rights.

Suggested reading (Elementary – Middle School)

Weeksville specific history


General African American History


Visit our website:
www.weeksvillesociety.org

Contact us:
Email: tours@weeksvillesociety.org
Phone: 718-756-5250
Fax: 718-756-5277

Museum Address:
Weeksville Heritage Center
158 Buffalo Avenue
Brooklyn, New York 11213

This educators pre-visit guide has been supported in part by a grant from the New York Community Trust.