

Title: Gowan Pamphlet : Manumission Act of 1782	GRADE 5
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Enduring Understanding:

- Personal freedom among individuals and groups significantly affect us today.
- Individuals, even outside of the elected leaders can have a profound impact on history.
- Acceptance of diversity takes shape over time, is based on place and time, and is not static.

Essential Questions for this lesson:

- What does slavery mean, and how does it manifest itself in many forms?
- What rights and responsibilities did different groups of people have during the Colonial period?
- Can an individual person make a difference?

Student Objectives	Utah Common Core Standards for each objective
<ul style="list-style-type: none"> <input type="checkbox"/> What does slavery mean, and how does it manifest itself in many forms? <input type="checkbox"/> What rights and responsibilities did different groups of people have during the Colonial period? <input type="checkbox"/> Can an individual person make a difference? 	<ul style="list-style-type: none"> <input type="checkbox"/> Standard IV: Objective 2: Assess the geographic, cultural, political, and economic divisions between regions that contributed to the Civil War. <input type="checkbox"/> Standard I: Objective 3: Distinguish between the rights and responsibilities held by different groups of people during the colonial period. <input type="checkbox"/> Standard II: Objective 2: Evaluate the Revolutionary War's impact on self-rule.

Background notes to the teacher:

Background Notes from Field Seminar at Colonial Williamsburg on an interpreter of Gowan Pamphlet, James Ingram.

<p>Gowan Pamphlet</p> <ul style="list-style-type: none"> ● Negro Preacher ● Only ordained negro preacher ● Ordained slave negro preacher ● He was born in a tavern (Taverns were places where the news that you want to know is being shared, so he naturally knew a lot of information.) ● The Society for the Propagation of Gospel Doctrine - wanted to place a negro school
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in every capital city.

- Gowan began wearing bifocals because of Dr. Benjamin Franklin.
- He was taught to read, write, and decipher numbers- even though it was illegal to teach a slave to write, they could still learn to read.
- Rev. George Whitfield (some called him Moses)- Gowan's hero, he met him in December of 1739. He was an Anglican that could actually be understood. He said "The negro are our brothers and sisters, they are from the seed of Abraham."- Book of Common Prayer
- Right hand of fellowship (shaking of hands to show brotherhood)
- Jeremiah Walker, was preaching without a license, and was arrested within one hour.
 - Ye shall know the truth and the truth shall set you free. (To the negro that meant that your souls will be set free.)

- "You are all my brothers and sisters by blood!" Acts 17:26 "And hath made of one blood all nations of men for to dwell on all the face of the earth, and hath determined the times before appointed, and the bounds of their habitation"
- Jeremiah Walker took Gowan down to the river, he laid his hands up him, took him all the way down the water, and baptised him" He was given the dreams about becoming a preacher.
- If a negro is caught preaching then they would be charged with riot, and going against his owner then sent to the gowers.
- Jesse Cole was hunting on a Sunday and heard some singing, when he investigated he found Gowan preaching to others. Jesse ended up giving Gowan some land for the First Baptist Church.
- Gowan's mistress allowed Gowan to be ordained in 1772 and start preaching in 1776. The Great Awakening, a time period of religious fervor had a lot to do with this.
- Most of Gowan's congregation needed permission from their owners to attend his sermons.
- In 1793, Gowan was set free, he was about 47 years old.
- Act of Manumission of 1782-
 - A person can free their slaves by signing a document in front of two witnesses
 - If that person is above 45 years old, or male and under 21, or female and under 18 then the person that is freeing them would need to support them financially.
 - The freed person would then need to pay their taxes...if they didn't then they would be hired out until the amount that they owe was worked out.
- If you are a slave you can not get married. If a slave had a child, the child becomes the slave of the master.
- Patrollers went out every day to look for dissenters.
- One person said "If negroes become Christian they become better slaves"
- Thomas Paine wrote a pamphlet called "African Slavery in America."

Required Materials/technology for this lesson:

A copy of the Manumission Act of 1782

Primary sources used in this lesson:

weblink to Act of Manumission of 1782:

Act of Manumission of 1782

I. WHEREAS application hath been made to this present general assembly, that those persons who are disposed to emancipate their slaves may be empowered so to do, and the same hath been judged expedient under certain restrictions: Be it therefore enacted, That **it shall hereafter be lawful for any person, by his or her last will and testament, or by any other instrument in writing, under his or her hand and seal, attested and proved in the county court by two witnesses, or acknowledged by the party in the court of the county where he or she resides to emancipate and set free, his or her slaves,** or any of them, who shall thereupon be entirely and fully discharged from the performance of any contract entered into during servitude, and enjoy as full freedom as if they had been particularly named and freed by this act.

II. Provided always, and be it further enacted, That all slaves so set free, not being in the judgment of the court, of sound mind and body, or **being above the age of forty-five years, or being males under the age of twenty-one, or females under the age of eighteen years, shall respectively be supported and maintained by the person so liberating them, or by his or her estate;** and upon neglect or refusal so to do, the court of the county where such neglect or refusal may be, is hereby empowered and required, upon application to them made, to order the sheriff to distrain and sell so much of the person's estate as shall be sufficient for that purpose. Provided also, That every person by written instrument in his lifetime, or if by last will and testament, the executors of every person freeing any slave, shall cause to be delivered to him or her, a copy of the instrument of emancipation, attested by the clerk of the court of the county, who shall be paid therefor, by the person emancipating, five shillings, to be collected in the manner of other clerk's fees. Every person neglecting or refusing to deliver to any slave by him or her set free, such copy, shall forfeit and pay ten pounds, to be recovered with costs in any court of record, one half thereof to the person suing for the same, and the other to the person to whom such copy ought to have been delivered. It shall be lawful for any justice of the peace to commit to the gaol of his county, any emancipated slave travelling out of the county of his or her residence without a copy of the instrument of his or her emancipation, there to remain till such copy is produced and the gaoler's fees paid.

III. And be it further enacted, **That in case any slave so liberated shall neglect in any year to pay all taxes and levies imposed or to be imposed by law, the court of the county shall order the sheriff to hire out him or her for so long time as will raise the said taxes and levies.** Provided sufficient distress cannot be made upon his or her estate. Saving nevertheless to all and every person and persons, bodies politic or corporate, and their heirs and successors, other than the person or persons claiming under those so emancipating their slaves, all such right and title as they or any of them could or might claim if this act had never been made.

Know all men by these presents that I David Miller of York County do hereby manumit emancipate and set free a Negro man named and called Gowin Pamphel and I do for myself my Heirs executors and administrators hereby declare the said Negro man Gowin Pamphel exonerated of and from all services whatsoever and do hereby declare him to be a free man and I do renounce all Right title Interest claim and demand whatsoever to the said Slave In Witness whereof I have hereunto set my Hand and affixed my seal this twenty fifth day of September 1793

Sealed & Delivered
In presence of
Philip Moody
William Stott

At a Court held for York County the 16th day of December 1793
This deed of Emancipation was acknowledged by David Miller Party thereto and ordered to be recorded

Teste
R. H. Waller Cl. Cur.

David Miller {Seal}

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Exd.

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Internet links for this topic:

Subject	Weblink
Gowan Pamphlet	http://www.history.org/almanack/people/bios/biopam.cfm http://research.history.org/Historical_Research/Research_Themes/ThemeReligion/Gowan.cfm
Manumission Act of 1782	http://gettingjeffersonright.com/1782manumissionlaw/

Procedures:

1. Lead-In/Anticipatory Set

Video: There is a 30 second clip of Gowan speaking about equality.

http://youtu.be/1SMJeLyWq_8

Have the students watch this video and discuss what it was probably like for this black man, who is a preacher, living and preaching during the Revolution and once the United States of America was an independent country.

Make a list on the board of these questions:

- What does slavery mean, and how does it manifest itself in many forms?
- What rights and responsibilities did different groups of people have during the Colonial period?
- Can an individual person make a difference?

2. Step by Step learning activities

Part A: Day One

Story: Tell the story of Gowan from the notes that are in the background information or the links found in the link section. Make sure to focus on the fact that he was a slave, his mistress gave him permission to become baptised and begin preaching, and how other people helped him to get a church and ultimately become a free man and continue preaching.

Ask the class: What do you still want to know about Gowan? What problems would he be facing? What does slavery mean? What is the time frame of Gowan and the Bill of Rights which give us freedom of religion? (Gowan actually was preaching before the amendments were given to the Constitution)

Discuss with the class the interesting problems that Gowan is a part of: Slavery and Religion

Wrap it up- Have the students write at least two paragraphs summarizing the issues that Gowan would have been confronted with during his lifetime. One should be about slavery, and another should be about religion.

Part B: Day Two

Study the Manumission Act of 1782

1. Have the students read through the act.
2. Have the students highlight parts of the act that they would like to discuss to make the act easier to understand.
3. Talk to the class about the certain provisions in the document and how this act might make it difficult for some slave owners to free a slave if the slaves were under or overage. How do they think this effected how many slaves became free people?
3. Ask the students what would need to happen in order for Gowan to become a free man?
4. Show the class Gowan's document of manumission and read through it. What are the classes thoughts?

Wrap it up-Have the class write a simplified version of the Manumission Act using terms that they are more familiar with.

Part C: Day Three

Have the students take everything that they know about Gowan, the Manumission Act, Slavery, Religion, etc and make a picture book about his life. Have them think about how Gowan made a difference during his lifetime.

Optional Activity: Have the students role play as if they were Gowan and have a Question and Answer period for Gowan to answer.

3. Closure

Take a moment with the students to go over each of the EU's: focusing on how Gowan is a great example that we can learn from in each of these categories.

- Personal freedom among individuals and groups significantly affect us today.
- Individuals, even outside of the elected leaders can have a profound impact on history.
- Acceptance of diversity takes shape over time, is based on place and time, and is not static.

Differentiation:

Advanced: Allow an advanced students the opportunity to research Gowan Pamphlet on the Colonial Williamsburg website and prepare something to present to the class. It could be in a presentation or speaking format.

Struggling: Have this student make a list of what freedoms he/she has that they wouldn't have if they were a slave. Have the refer to this list as the stories/discussions evolve around Gowan take place.

Homework/Assessment:

Day one: Writing Piece

Day two: Simplified version of the Manumission Act

Day three: picture book/ or role play

*Perhaps even a research assignment.