

Schuyler Mansion Teacher Resource Guides

Middle School Level

Compelling Question: Can everyone be treated fairly in a society with social structures?

Documents and Readings:

Bet's Confession

Philip Schuyler's Letter to son John Bradstreet Schuyler dated November 22, 1793

"For Sale" from the *American Minerva* December 9, 1793

Albany Register January 13, 1794

Albany Register January 20, 1794

Albany Register January 27, 1794

Albany Register March 17, 1794

Annals of Albany, Volume III, pp.160 - 164 by Munsell

Gerlach, D. (1977, March). "Black Arson in Albany, New York, November 1793,"

Journal of Black Studies 7(3):301 - 312.

Great Albany Fire of 1793

New York Slave Code of 1702

Video:

Dramatic Presentation: *The Accused* (Fictionalized account based on historical evidence)

Standards and Framework:

Common Core Learning Standards

Reading Standards

Key Ideas and Details

1. Cite Specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and Structure

5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

8. Distinguish between fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

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Writing Standards

1. Write arguments focused on discipline - specific content.
 - a. Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Social Studies Practices

A. Gathering, Interpreting and Using Evidence

3. Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.
4. Describe and analyze arguments of others, with support.
5. make inferences and draw general conclusions from evidence.

B. Chronological Reasoning

1. Identify how events are related chronologically to one another in time, and explain the ways in which earlier ideas and events may influence subsequent ideas and events.

C. Comparison and Contextualization

2. Identify and categorize multiple perspectives on a given historical experience.

Social Studies Learning Standards

- 1 - History of the United States and New York State
- 3 - Geography
- 4 - Economics
- 5 - Government

Social Studies Themes

Power, Authority, and Governance
Development, Movement, and Interaction of Cultures
Geography, Humans, and the Environment
Creation, Expansion, and Interaction of Economic Systems

Social Studies Framework

7.2 COLONIAL DEVELOPMENTS: European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally.

7.2e Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions. Students will explain why and where slavery grew over time in the United States and students will examine the living conditions of slaves, including those in New York State.