

## Unit 4, Lesson 7: Enslavement in Delaware - Origins and Growth

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### Lesson Overview

In his lesson, students will analyze primary and secondary sources to learn about the first known arrival of an enslaved Black person in what was to become Delaware in 1638, and how the numbers of enslaved people changed over time when the first federal census was taken in 1790.

Special thanks to the [Delaware Historical Society](#) and Rebecca Fay for their contributions to this lesson.

### Delaware Standard(s)

- **History Standard 2a, 4-5 [Analysis]:** Students will draw historical conclusions and construct historical accounts from primary and secondary source materials
- **History Standard 2b, 4-5 [Analysis]:** Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them; and analyze change over time.

### Big Ideas

- cause, change over time

### Essential Questions

- How and when did Black enslavement begin in what is now the state of Delaware?

### Enduring Understandings

Students will understand that the Swedes brought the first known Black enslaved person to what is now Delaware in 1638, and that by 1790, the total number of enslaved people in the First State had grown to 8,887.

### Resources

- [Google Slides](#)
- [Resource 1: First Census Report for the United States, October 24, 1791](#)
- [Resource 2: First Census Report, Delaware Section 1790](#)
- [Resource 3: The Beginning of Enslavement in Delaware](#)
- [Resource 4: Create and Analyze a Timeline](#)

### Sources Used in the Creation of this Lesson:

- *A House Divided* by Patience Essah (1996), p. 9
- Paper contributed by Delaware Historical Society
- *Kalmar Nyckel* oil painting by Jacob Hägg, 1922 accessed [here](#).

## Procedures

1. **Warm-Up:** Have students conduct a mini-census without telling them that they are conducting a “census.” For example, students might go around the room and record the number of...
  - a. Total Students
  - b. Students who are age ??? or older Students who are younger than age ???
  - c. Boys
  - d. Girls
  - e. Students with different colored eyes
  - f. Students with different colored hair

Check the numbers for accuracy at the end.

Tell them that they just conducted a “census.”

2. **Introduction...Mini-Lecture** - explain the information in the gray shaded box below:

A census is an official count of a country’s population. The first census for our country - the United States - began on August 2, 1790 and was completed nine months later. The people who gathered the information were instructed to visit every house and find out how many people lived in the country. They were told that they needed to find out the name of the head of the family and the number of...

- free White males aged 16 years and older
- Free White males under 16 years
- Free White females
- All other free persons
- Slaves

They finished counting nine months later and released a report. A copy of the report for the whole country appears on **Resource 1** which I am about to hand out.

Source: [here](#).

3. **Data Analysis** - Distribute copies of [Resource 1: First Census Report for the United States, October 24, 1791](#). Guide students through how it is organized. Have them work with a partner to answer the questions at the bottom of the page.
4. **Motivating Readers Through Inquiry:** Pose the following questions to students...
  - a. Does anyone know when enslavement first started in Delaware?
  - b. Does anyone know how it started?
5. **Reading** - Distribute copies of [Resource 3: The Beginning of Enslavement in Delaware](#). Have students read “The Beginning of Enslavement in Delaware.” At the end, be sure that students

can explain who the Lenni Lenape were, and who Anthony was and why he is an important figure in Delaware history.

6. **Create and Analyze a Timeline:** Distribute copies of [Resource 4: Create and Analyze a Timeline](#). Read the directions aloud as students follow along. Then have them work independently to answer the question at the bottom.