



Across the River to Freedom: Early Black History in Sandwich, Ontario Curriculum Materials

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Lesson Plan: Henry and Mary Bibb

Grades: 7-12

Duration: 5 classes

Essential Question

- How did Mary and Henry Bibb demonstrate leadership and resistance to slavery?

Guiding Questions

- What does Henry Bibb's autobiography suggest about how the experience of living as an enslaved man shaped his identity and sense of responsibility?
- What do the Bibbs teach us about effective ways to make a difference in our communities?
- What strategies are best for affecting the changes we want to see?



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Mary and Henry Bibb Lesson Plan

Learning Objectives

In this lesson, students will:

- use the historical inquiry process and concepts of historical thinking to analyze and evaluate primary sources in order to develop a deeper understanding of the strategies used by Henry and Mary Bibb to uplift their community, support freedom seekers, and resist American slavery.
- create arguments and support them using relevant historical evidence.
- consider how the strategies used by the Bibbs might apply to confronting injustice in their world today.

Overview

Prior to this lesson, students viewed *Across the River to Freedom: Early Black History in Sandwich* in which they were introduced to Mary and Henry Bibb, Caroline Quarlls Watkins and Allen Watkins, and Thornton and Lucie Blackburn. In this lesson, students investigate primary source documents in order to arrive at a deeper understanding of the individuals and stories presented in the documentary series.

Materials

<ul style="list-style-type: none"> ◦ Excerpts from Henry Bibb’s Autobiography #1-5 ◦ Group Discussion Questions ◦ Henry Bibb’s Letter to Lewis Tappan ◦ Voice of the Fugitive Articles #1-4 ◦ Voice of the Fugitive Advertisements ◦ Voice of the Fugitive News Article Analysis ◦ Voice of the Fugitive Advertisement Analysis ◦ A Closer Look at Mary Bibb - Newspaper Articles and an Advertisement ◦ A Closer Look at Mary Bibb – Guiding Questions ◦ Historical Figure Map – Questions and ◦ Historical Figure Map – Template 	<ul style="list-style-type: none"> ◦ Gallery Walk Observations– Historical Figure Map ◦ The Refugee Home Society Exercise ◦ Synthesizing Exercise ◦ Culminating Activity - How did Mary and Henry Bibb demonstrate leadership and resistance to slavery? ◦ index cards ◦ chart paper ◦ lined paper ◦ 11x17 white paper ◦ glue or tape
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Activities

** Although some activities are in a jigsaw or group format, please prepare enough copies of each handout for every student because they will need them to complete the Culminating Activity.*

1. Excerpts from Henry Bibb’s Autobiography

◦ Please inform students that Bibb’s autobiography, *Narrative of the life and adventures of Henry Bibb, an American slave* was published in 1849 in New York.

Group Found Poems

◦ Explain to students that a “found poem” is one that is created using only words, phrases, or quotations that have been selected and rearranged from another text. They will read excerpts from Henry Bibb’s autobiography and choose language that is particularly meaningful or interesting to them and organize the language around a theme or message.

- Organize students into five groups. They will require their notebooks or lined paper.

- Each group will receive one of the excerpts from Henry's Bibb autobiography. There are five in total.
- In their groups, students will alternate reading the excerpt that has been assigned to them.
- Students will read it a second time and write down words, phrases, or quotations that are meaningful or interesting. Students should choose between 15-20 words or phrases. They are not required to use every word/phrase when they write their poems.
- Students will identify a theme and message that represents some or all of the language they have selected.
- Students will arrange the language they have selected to create their found poems. Students cannot add their own words when creating their found poems, but they can repeat words or phrases as often as they like.
- Groups will read their poems aloud to the class.

Class Discussion – Ask students the following questions:

- What did you enjoy about this activity?
- What stood out about the poems?
- What did the poems have in common?
- How were the poems different?
- What surprised you while listening to them?

Group Discussion – Henry Bibb's Autobiography

- Distribute the discussion questions to each group. Students will share and discuss their responses with their group members. Students are not required to write their answers.

Exit Card

At the end of class, ask students to write the following details on an index card or a sheet of paper:

- Three things they have learned from this lesson/text.
- Two questions they still have.
- One aspect of the lesson/text that they enjoyed.

2. Henry Bibb's Letter to Lewis Tappan

- Organize students into groups.
- Distribute *Henry Bibb's Letter to Lewis Tappan* to students.

Big Paper

◦ Inform the groups that this activity will be completed in silence, with written communication only. Students will have time to discuss the activity later.

- Distribute a sheet of chart paper to each group.
- Each student will need a different colour pen or marker.
- In their groups, students will tape or glue the letter in the middle of the chart paper.
- In silence, the groups will read the letter.
- Students will comment on the text and ask questions of each other directly on the chart paper. The written conversation must start on topic but can stray wherever students take it. If a student writes a question, another member of the group should answer it in writing. Students can draw lines connecting questions to answers. Multiple students are allowed to write on the chart paper at the same time. You can determine the length of this step, but it should be approximately 10 minutes.
- Still working in silence, students leave their groups and walk around the classroom, reading the other Big Papers. Students are reminded to bring their pens or markers so that they can write comments or further questions for thought on other Big Papers.

- Students return to their group's Big Paper and the silence is broken. They should review any new comments or questions written by others. Now they can have a spoken conversation about the letter, their own comments, what they read on other Big Papers, and the comments their classmates wrote for them. At this point, you might ask students to take out their notebooks and identify a question that stands out to them.

Class Discussion

- Discuss the activity with the entire class. The conversation can include questions, such as:
 - What did you learn from this activity?
 - What new information did you learn about Mary and Henry Bibb?
 - What surprised you about the letter?
 - Why was it important to do this activity in silence? Was that difficult?
 - Why did Henry Bibb write this letter?
 - What does this letter suggest about how Bibb's experience as an enslaved person shaped his identity and sense of responsibility?

3. The *Voice of the Fugitive* Articles

- Remind students that the *Voice of the Fugitive* was published from 1851 until 1854 at Sandwich, Canada West. Assess prior knowledge by asking students what they know about the *Voice of the Fugitive*, the newspaper established by Henry and Mary E. Bibb.

Jigsaw

- Organize students into five groups.
- Each group will receive one of the *Voice of the Fugitive Articles* while one group will receive *Voice of the Fugitive Advertisements*. Students will become experts on their specific text and will be required to share the information with the class.
- Distribute the *News Article Analysis* and the *Advertisement Analysis* handouts to students.
- In their groups, students will alternate reading their specific text. Then, they will answer the questions.
- Students will discuss and decide which information from their article or advertisements they want to share with their classmates. All group members must agree. Information shared must be accurate.
- Once students have a thorough understanding of the material, they will share the information with the class. Other students are required to take notes while the experts present.

Response Journal

- After the presentations, in their notebooks, students will answer the question: *What did Henry and Mary Bibb hope to accomplish through the Voice of the Fugitive?* They are encouraged to provide examples and explanations.

Class Discussion

- Students will share and discuss their journal responses.

4. A Closer Look at Mary Bibb

- Explain to students that they are going to learn more about Mary Bibb. They will read and analyze article excerpts and a notice advertising her fashions for sale.
- Organize students into pairs.
- Distribute *A Closer Look at Mary Bibb - Newspaper Articles and an Advertisement* and *A Closer Look at Mary Bibb - Guiding Questions* to students. Students will read and analyze excerpts from the two articles written by Mary Bibb and answer the questions on the handout.
- Students will read and analyze the advertisement and answer the question.

Think, Pair, Share

Each pair of students will get together with another pair of students where they will share and discuss their responses. When the larger group reconvenes, ask students to report on their conversations.

Historical Figure Map

◦ Explain to students that they will create a Historical Figure Map based on everything they've learned about Mary Bibb so far. The Historical Figure Map is a graphic organizer that encourages students to gain a deeper understanding of who Mary Bibb was. Some students may prefer to create their Historical Figure Map on 11x17 paper.

• Distribute the *Historical Figure Map Questions*, the *Historical Figure Map Template*, and the *Gallery Walk Observations* handouts to students.

• Students will use evidence from documents, the documentary, and other resources to respond to the questions on the Historical Figure Map. Students are encouraged to use colour and creativity when creating their maps. They can use the template on the handout, or they can draw their own figure. Students will respond to the assigned questions. For example, where the eyes would be located on the template, students will creatively write or draw things that Mary Bibb would have seen.

Gallery Walk

• Students will post their Historical Figure Maps around the classroom and participate in a brief Gallery Walk to view their classmates' creations and to reflect on the similarities, differences, themes, and patterns. Students are encouraged to take notes and answer the questions on the handout during the Gallery Walk.

• Once students have had the opportunity to review the Historical Figure Maps and answer the questions, debrief the activity with the students. Students will share the information they wrote down.

5. The Refugee Home Society

◦ Remind students that the Bibbs were not founders of the Refugee Home Society, but they managed it and administered its funds. The funds were raised in the United States and Canada to purchase land which could be resold to formerly enslaved families at low rates. They were also provided with tools, supplies, training, and protection from slave catchers. Settlements were created in Sandwich and Maidstone Townships, totaling approximately 2,000 acres. Many descendants of Refugee Home Society settlers continue to live in the region today. (Moore Davis, Irene. "Henry and Mary Bibb." *Henry and Mary Bibb · the North Was Our Canaan: Exploring Sandwich Town's Underground Railroad History · Collections*, <https://collections.uwindsor.ca/omeka-s/nwoc/page/bibb>.)

• Distribute *The Refugee Home Society* handout to each student.

• Inform students that while some were in favour of the RHS, others opposed it. Students will read some of the controversial Articles and a By-Law from the Constitution of the Refugee Home Society.

Café Conversation Variation

◦ The Café Conversation strategy helps students practice perspective-taking by requiring them to represent a particular point of view in a discussion.

• Assign each student a role. Half of the class will assume the role of someone who was in favour of the Articles/By-Law and the other half will assume the role of someone who opposed them. Students must think of how these individuals would have felt about the matters at hand.

• Each student will read the information and fill in the organizer with their responses.

• Organize students into pairs comprised of one who opposed the RHS and one who was in favour of it. The students will then engage in a Café Conversation in which they will represent their assigned perspective in a discussion. The conversation should begin with students introducing

themselves. Then one student announces the conversation starter (often a question or statement prepared in advance). It can be as simple as, “*So I heard that the Refugee Home Society adopted its Constitution. What do you think about this?*” Students are reminded to disagree respectfully, respect other perspectives, and remain on topic.

Journal Writing

- Students will write a journal entry reflecting on their experience. Possible journal prompts include:
 - What do you think it might have felt like for someone with your views to hear these different perspectives? How do you think this might have changed their point of view, if at all?
 - How did it feel for you to participate in the conversation? During which part of the conversation did you feel most comfortable? Least comfortable? Why do you think that is?
 - What did you learn about this moment in history from participating in this activity?
 - What did you learn about yourself or about human behaviour from participating in this activity?

6. Synthesizing

- Explain to students that they will individually complete a synthesizing exercise where they will demonstrate their knowledge and understanding of newly learned ideas and information related to Mary and Henry Bibb.
- Distribute the *Synthesizing Exercise* handout to students.
- Students will answer the questions by filling in the graphic organizer with evidence from the sources listed.
- This can be submitted for assessment, or it can be discussed as a class.

7. Culminating Activity

- Inform students that as a culminating activity, they will respond to a question and use evidence from the sources they’ve analyzed.
- Distribute the *Culminating Activity* to students.
- Individually, students will respond to the final writing prompt *How did Henry and Mary E. Bibb demonstrate leadership and resistance to slavery?*
- Students must use at least three sources per graphic organizer.
- Students must provide evidence and explanations.

8. Extensions

- Students can choose one of the excerpts from Henry Bibb’s autobiography and create a storyboard of six to nine panels. They will draw a picture in each panel and write a sentence in their own words, describing what is happening, based on the excerpt.
- Students can choose an injustice in our society today and develop a list of strategies they’d employ to take action, keeping in mind the lessons and ideas they’ve learned from Henry and Mary E. Bibb.
- Lead a whole-group discussion with the following questions:
 - If Henry and Mary E. Bibb were to take action against an injustice facing Black people today, what strategies would they use?*
 - What challenges might they face?*
- Students will write an essay based on the question in the Culminating Activity.

Teaching Strategy Sources

Project Zero's Thinking Routine Toolbox. PZ's Thinking Routines Toolbox | Project Zero. (n.d). Retrieved April 2, 2022, from <https://pz.harvard.edu/thinking-routines>

Teaching Strategies. Facing History and Ourselves. (n.d). Retrieved April 3, 2022, from <https://www.facinghistory.org/resource-library/teaching-strategies>

An Excerpt from Henry Bibb's Autobiography - #1

Reader, believe me when I say, that no tongue nor pen ever has or can express the horrors of American Slavery. Consequently, I despair in finding language to express adequately the deep feeling of my soul, as I contemplate the past history of my life. But although I have suffered much from the lash, and for want of food and raiment; I confess that it was no disadvantage to be passed through the hands of so many families, as the only source of information that I had to enlighten my mind, consisted in what I could see and hear from others. Slaves were not allowed books, pen, ink, nor paper, to improve their minds. But it seems to me now, that I was particularly observing, and apt to retain what came under my observation. But more especially, all that I heard about liberty and freedom to the slaves, I never forgot. Among other good trades I learned the art of running away to perfection. I made a regular business of it, and never gave it up, until I had broken the bands of slavery, and landed myself safely in Canada, where I was regarded as a man, and not as a thing.

Source: Henry Bibb, *Narrative of the Life and Adventures of Henry Bibb, An American Slave, Written by Himself* (New York: self-published, 1849).

An Excerpt from Henry Bibb's Autobiography - #2

I was taken away from my mother, and hired out to labor for various persons, eight or ten years in succession; and all my wages were expended for the education of Harriet White, my playmate. It was then I first commenced seeing and feeling that I was a wretched slave, compelled to work under the lash without wages, and often without clothes enough to hide my nakedness. I have often worked without half enough to eat, both late and early, by day and by night. I have often laid my wearied limbs down at night to rest upon a dirt floor, or a bench, without any covering at all, because I had no where else to rest my wearied body, and having worked hard all day. I have also been compelled in early life, to go at the bidding of a tyrant, through all kinds of weather, hot or cold, wet or dry, and without shoes frequently, until the months of December, with my bare feet on the cold frosty ground, cracked open and bleeding as I walked.

Source: Henry Bibb, *Narrative of the Life and Adventures of Henry Bibb, An American Slave, Written by Himself* (New York: self-published, 1849).

An Excerpt from Henry Bibb's Autobiography - #3

I was living with a Mr. Vires, in the village of Newcastle. His wife was a very cross woman. She was every day flogging me, boxing, pulling my ears, and scolding, so that I dreaded to enter the room where she was. This first started me to running away from them. I was often gone several days before I was caught. They would abuse me for going off, but it did no good. The next time they flogged me, I was off again; but after awhile they got sick of their bargain, and returned me back into the hands of my owners...I was then hired out again; but by this time I had become much better skilled in running away, and would make calculation to avoid detection, by taking with me a bridle. If any body should see me in the woods, as they have, and asked "what are you doing here sir? you are a runaway?" -I said, "no, sir, I am looking for our old mare;" at other times, "looking for our cows." For such excuses I was let pass. In fact, the only weapon of self defence that I could use successfully, was that of deception.

Source: Henry Bibb, *Narrative of the Life and Adventures of Henry Bibb, An American Slave, Written by Himself* (New York: self-published, 1849).

An Excerpt from Henry Bibb's Autobiography - #4

In the month of May, 1847, I attended the antislavery anniversary in the city of New York, where I had the good fortune to be introduced to the favor of a Miss Mary E. Miles, of Boston; a lady whom I had frequently heard very highly spoken of, for her activity and devotion to the anti-slavery cause, as well as her talents and learning, and benevolence in the cause of reforms, generally. I was very much impressed with the personal appearance of Miss Miles, and was deeply interested in our first interview, because I found that her principles and my own were nearly one and the same. I soon found by a few visits, and well as by letters, that she possessed moral principle, and frankness of disposition, which is often sought but seldom found. These, in connection with other amiable qualities, soon won my entire confidence and affection. But this secret I kept to myself until I was fully satisfied that this feeling was reciprocal; that there was indeed a congeniality of principles and feeling, which time nor eternity could never change.

When I offered myself for matrimony, we mutually engaged ourselves to each other, to marry in one year, without condition... We kept up a regular correspondence during the time, and in June, 1848, we had the happiness to be joined in holy wedlock... My beloved wife is a bosom friend, a helpmeet, a loving companion... She is to me what a poor slave's wife can never be to her husband while in the condition of a slave.

Source: Henry Bibb, *Narrative of the Life and Adventures of Henry Bibb, An American Slave, Written by Himself* (New York: self-published, 1849).

An Excerpt from Henry Bibb's Autobiography - #5

My mother was known by the name of Mildred Jackson. She is the mother of seven slaves only, all being sons, of whom I am the eldest. She was also so fortunate or unfortunate, as to have some of what is called the slaveholding blood flowing in her veins. I know not how much; but not enough to prevent her children though fathered by slaveholders, from being bought and sold in the slave markets of the South. It is almost impossible for slaves to give a correct account of their male parentage. All that I know about it is, that my mother informed me that my fathers name was JAMES BIBB. He was doubtless one of the present Bibb family of Kentucky; but I have no personal knowledge of him at all, for he died before my recollection.

The first time I was separated from my mother, I was young and small. I knew nothing of my condition then as a slave.

Source: Henry Bibb, *Narrative of the Life and Adventures of Henry Bibb, An American Slave, Written by Himself* (New York: self-published, 1849).

Group Discussion – Henry Bibb’s Autobiography

After reading the excerpt from Henry Bibb’s autobiography and listening to the Found Poems, read and discuss the questions with your group members.

1. Why do you think Henry Bibb decided to write an autobiography?
2. What can we learn from his story?
3. How does his story help us to better understand the realities of chattel slavery?
4. How does his story help us to better understand human behaviour?
5. How does his story help us to better understand our world today?
6. What does the excerpt reveal about Henry Bibb? Mary Bibb?
7. Is the autobiography a trustworthy source for learning about Henry Bibb? Slavery? Mary E. Bibb? Explain.
8. What questions do you have? Where might you find answers to these questions?

Henry Bibb's Letter to Lewis Tappan

Sandwich, [Canada West]
Dec[ember] 14th, 185[0]

To the American Missionary Association
Messrs. L. Tappan &c.
Gentlemen

After a long silence, I would now respectfully call your attention to it, in relation to the refugees from southern slavery who are so rapidly settling in Canada. This class of persons are almost entirely **destitute** of, most importantly, books. I think if your society would forward a lot of Bibles and Testaments to this place, they would be very acceptable; and would be profitably distributed among the fugitives. My wife has just commenced teaching a school in Sandwich for them—she has quite a large school but has not a supply of schoolbooks for the children.

Since and for a long time before the passage of the Fugitive Slave Law, my time and energies were taken up in doing what I could through this state in exposing it. Soon after the law was passed, fugitives were fleeing to Canada in such vast numbers that I was induced by the friends of humanity to come here and commence an organ through which their wants and conditions might be made known to our friends in the States, and which should be devoted to the elevation of the condition of our people generally. I here enclose the prospectus, and I hope that you will inform me what you think of it (the object).

Several persons have been to this section of Canada with boxes of things for the suffering fugitives and so far as clothing is concerned, I think those who are now here will be able to stand the winter. However, others are still coming every week, more or less, but the most they need is shelter and something to eat. For the last 6 or 8 weeks, our house has been filled with strangers almost every day and night, but we have never turned one from our door without food or lodging if they could put up with such as we had. Ever true to the cause of suffering humanity,

H. Bibb

VOCABULARY

destitute – extremely poor

Voice of the Fugitive Article #1 – Look Out for Kidnappers

LOOK OUT FOR KIDNAPPERS

A prudent man will never be found walking through a forest, which he knows to be infested with savage wolves, reptiles, and venomous snakes, without being prepared to defend himself against them, but how much more careful should a man be in a city or state, which he knows to be infested with kidnappers and soul drivers, in preparing to defend himself against their invasion upon his liberty! We would caution our colored brethren in Michigan and especially about Detroit, to be on the look out for themselves. If you will not, come to Canada, where you will be perfectly safe. We hope that you will not forget to be true to yourselves-- remember friends, that death is far more preferable to American slavery, and that the states prison of Michigan is a paradise compared to it --remember that you have no law to protect you, but the law of self defense. Remember that the hireling who steps into the shoes of the slave-hunter, to capture or enslave a human being, is no better than the former, and should be treated just as you would a man whom you know to be seeking your heart's blood. Are you ready for the contest, if you should be laid hold of today?

Source: *Voice of the Fugitive*, April 23, 1851.

Voice of the Fugitive Article #2 – What do the Fugitives in Canada Stand Mostly in Need of
Number II

**What do the Fugitives in Canada Stand Mostly in Need of
NUMBER II**

“In our last number, we endeavored to show what our refugee brethren in Canada stood mostly in need of, or what was best calculated to strengthen and elevate us.”

“...if we desire to be elevated, we must elevate ourselves; if we would accomplish the end, we must use the means which God has placed within our reach. We feel satisfied from careful observation, that there is nothing so much needed among us in Canada, as knowledge and strength. Without it, we shall ever be degraded and oppressed.”

“...we must have land. We can do nothing without it. Money, clothing, and provisions will always be acceptable to the needy, but it soon will be eaten up, worn out, and forgotten. Not so with a gift of land...”

“...land is more needed in Canada, among the fugitives, than food or clothing...”

“If our people must beg, we hope they may beg for something that is permanent. Let them beg for an honorable livelihood, for education, for their children, and land on which they can support them.”

Source: *Voice of the Fugitive*, April 9, 1851.

PROGRESS OF ESCAPE FROM SLAVERY

“In enumerating the arrivals of this week, we can count only 17, 10 of whom all came together on the Express train of the “Underground Railroad.” This lot consisted of a mother, with six children and three men. The next day there came four men –the next day two men arrived, and then one came alone. The latter tells of having had a warm combat, by the way, with two slave-catchers, in which he found it necessary to throw a handful of sand in the eyes of one of them; and while he was trying to wash it out, he broke away from the other, and effected his escape.”

Source: *Voice of the Fugitive*, December 3, 1851

Donation Party

An interesting Donation Party was held in the old Barracks, at Windsor, by the colored population, for the erection of a Church and Schoolhouse. There was quite a large gathering, and the ladies deserve much credit for the manner and taste in which they conducted the supper.

The announcement that Mary Ann Shadd, a lady of high literary attainments, would address the meeting on the subject of education, doubtless brought out many who otherwise would not have attended.

As soon as the repast was concluded, we were all invited into another apartment to partake of an intellectual feast prepared for us by Miss Shadd.

In her introduction she reiterated that ‘knowledge is power.’ The idea she impressed upon her auditory with the importance of educating the youth. She spoke of the “*Voice of the Fugitive*,” as being one of the most important publications now in circulation, for the elevation of our people in North America—but especially in Canada. “Who could say that it did not truthfully represent the climate and soil of the country? and who could say that it did not reflect much credit upon this people, who had emerged from degradation by breaking the chains that bound them, and taking refuge in this land of liberty?”

The entertainment was highly interesting, at the close of which, Mrs. M. E. Bibb proposed the formation of a Mutual Improvement Society. They agreed to meet on every Thursday evening to read, converse, or hear addresses from members of the society for intellectual improvement.

***Voice of the Fugitive* – News Article Analysis**

Name _____

When and where was the article written? How might this affect the content?

What was life like when this article was written?

How might the circumstances in which the article was written have affected its content?

What claims did the author make?

What evidence did the author use to support their claims?

What language (words, phrases) was used to persuade the audience?

What did the article suggest about the author and/or the individuals/organizations mentioned?

What strategies were used or recommended to help support freedom seekers?

Sum up the main message in one sentence.

Voice of the Fugitive – Advertisements

Sources: *Voice of the Fugitive*, May 7, 1851; *Voice of the Fugitive*, December 3, 1851; *Voice of the Fugitive*, June 18, 1851.

#1 A. DERRICK,
**TAILORING AND
CLOTHES CLEANING
ESTABLISHMENT,**
*Griswold st., Baggs' New
Block, North
Jefferson avenue, Detroit.*

jan20tf

#2 SONS OF TEMPERANCE CONFECTIONARY SALOON

BENJAMIN LEE

WOULD inform the inhabitants of Detroit and vicinity, that he has opened a new Confectionary Saloon on Jefferson Avenue, one door above Cass st., where he will be happy to see his friends. He will keep on hand a large supply of Steam refined Molasses Candy and other Confectionary. Also, Pies, Cakes, Beer, Ice Cream, Soda Water, &; All of which will be of the first quality.

#3 ANTI-SLAVERY BOOKS

TO be had in Detroit, at McFarren's Book Store Jefferson Avenue,
The UNCONSTITUTIONALITY OF SLAVERY by Lysander Spooner.

HENRY BIBB'S NARRATIVE OF SLAVERY, Illustrated with Engravings. This work will be sent to order by applying to the book agent of the True Wesleyan book concern No. 8 Spruce st., New York, or to Wm. Harned, at 61 John st., at the following prices:

Paper covers.....	\$0 37
Cloth binding.....	0 50
Extra gilt bound.....	1 00

For cash in hand one-third will be taken off.

**UNIVERSAL HISTORY of the COLORED
and INDIAN RACE**, by R.B. Lewis.

Voice of the Fugitive – Advertisement Analysis

	Advertisement #1	Advertisement #2	Advertisement #3
When was the advertisement published?			
What was being advertised?			
What does the advertisement suggest about businesses in the Detroit River region?			
What does the advertisement suggest about the communities in the Detroit River region?			

<p>What do the three advertisements have in common? List as many as you can.</p>
<p>What surprised you about the advertisements?</p>
<p>What do the articles and advertisements suggest about the <i>Voice of the Fugitive</i>?</p>

A Closer Look at Mary Bibb - Newspaper Articles and an Advertisement

The following is an excerpt from an article written by Mary Bibb. It appeared in the *Anti-Slavery Bugle* on April 12, 1851.

Schools among the Refugees

My school is not as large as it has been during the winter. Many have hired out to farmers for the season, yet it is now quite large—too large for the room we occupy. I have not yet received a dollar for my labor. I hardly know what is duty in regard to continuing it. I cannot afford to give all my time. A small compensation would satisfy me, but even this has not yet been given. I do not think schools can be kept up here without aid from the States.

The following is an excerpt from an article written by Mary E. Bibb. It appeared in the *Voice of the Fugitive* on February 26, 1851.

SCHOOLS

The day school in this place has increased from twelve to forty-six, notwithstanding the embarrassing circumstances under which it started, namely, a dark ill-ventilated room, uncomfortable seats, want of desks, books and all sorts of school apparatus. I would mention with gratitude the assistance from friends in Michigan, which enabled me to procure a black board and the few books with which we commenced.

What shall we say of those who have again taken their lives in their hands and escaped to this desolate, cold country, where they are again strangers in a strange land, who, having endured all this, together with the cares of a family on the one hand and pressing want on the other! Is not the person who can improve under such circumstances a hero?

Are such persons worthy? Is it not doing good to help such to possess so great a treasure as education? The friends in the States would render these people a great good by turning their attention more to schools. The teachers should know what material they have to operate upon; and, knowing this, they should have something wherewith to work—the sympathy of friends and an assurance of being sustained—otherwise there cannot be good schools in Canada.

Mary Bibb ran this ad in the *Voice of the Fugitive* on October 7, 1852.

DRESS MAKING

MRS. BIBB

WOULD inform the ladies of Windsor, Sandwich and vicinity, that she has the newest Eastern and Parisian Fashions for dress sacque and visitte.

She will be happy to wait on all who may favor her with their patronage.

Windsor, July, 1852.

** sacque and visite were styles of dresses*

A Closer Look at Mary Bibb – Guiding Questions

	Article #1	Article #2
Who wrote the article and why is that important?		
When was it written?		
What was the author's purpose for writing the article?		
What does the article suggest about the author?		
What was happening in the Sandwich region when this article was written?		
What does this article suggest about the role and importance of Black women in organizing and community uplift?		
How does this article portray freedom seekers?		
What did the article encourage readers to do?		
What does the advertisement suggest about Mary Bibb?		

Historical Figure Map of Mary Bibb – Questions

Using evidence from the various sources you've studied, answer the questions on the figure template to demonstrate your understanding of who Mary Bibb was. You are encouraged to use a variety of colours, sizes and fonts. You are not required to use the provided template; you are free to draw or create your own.

Head – What did she think about society? What thoughts were in her mind?

Eyes – What did she see?

Mouth – What did she say?

Ears – What did she hear?

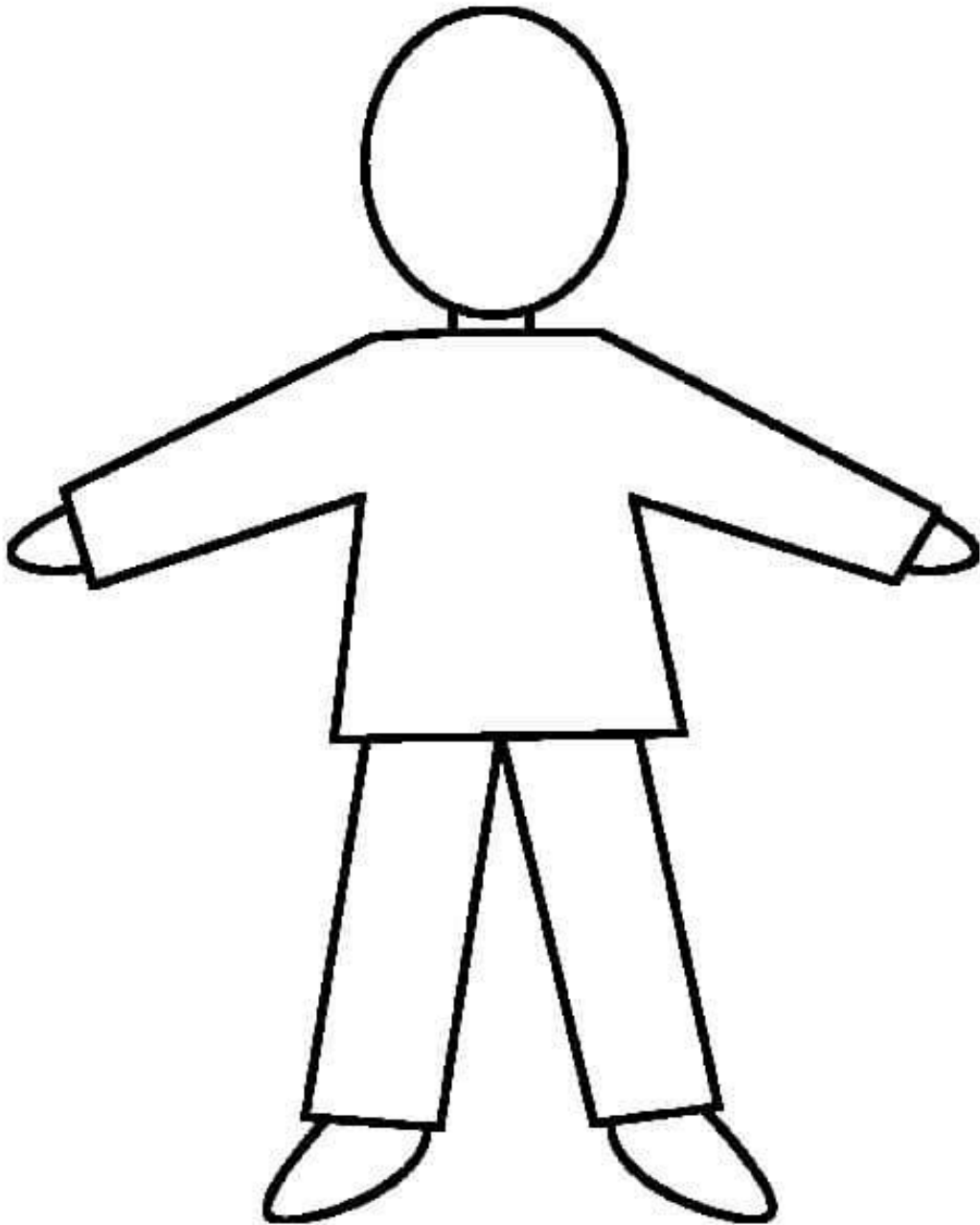
Heart – What did she feel? Who and/or what did she care about?

Stomach – What was she worried about?

Hands – What actions did she take?

Feet – Where did she go?

Historical Figure Map of Mary Bibb



Gallery Walk Observations– Historical Figure Maps

Name _____

Date _____

What are some similarities between the Historical Figure Maps?

My response:

What are some differences between the Historical Figure Maps?

My response:

What surprised you during the Gallery Walk?

My response:

What do the Historical Figure Maps suggest about Mary Bibb?

My response:

What questions do you have?

My response:

The Refugee Home Society - The 1852 Constitution and By-Laws of the RHS

Name _____

While the Bibbs were not founders of the Refugee Home Society, they managed it and administered its funds. The funds were raised in the United States and Canada to purchase land which could be resold to formerly enslaved families at low rates. RHS settlers were also provided with tools, supplies, training, and protection from slave catchers. Settlements were created in Sandwich and Maidstone Townships, totaling approximately 2,000 acres. Many descendants of Refugee Home Society settlers continue to live in the region today. (Moore Davis, Irene. "Henry and Mary Bibb." *Henry and Mary Bibb · the North Was Our Canaan: Exploring Sandwich Town's Underground Railroad History* <https://collections.uwindsor.ca/omeka-s/nwoc/page/bibb>.)

In 1852, the Constitution of the RHS was adopted. There were some members of the local Black community who opposed the RHS because of a few articles and one particular by-law in their Constitution.

Review the articles and by-law that created some controversy at that time. Why would some have been *in favour* of these regulations? Why would others have been *opposed*?

Articles/Bylaw	In favour	Opposed
<i>Article 4: They shall appoint and commission all agents that may be necessary for raising funds.</i>		
<i>Article 6: This society shall give deeds to none, but landless Refugees from American Slavery.</i>		
<i>By-law 5: When a settlement shall increase to as many as six families or more, they shall erect a school for the instruction of the children for which a lot shall be reserved in each settlement.</i>		

Source: Excerpts from "Constitution and By-Laws of the Refugees' Home Society." *Voice of the Fugitive*, Sept. 9, 1852.

Culminating Activity

How did Mary and Henry Bibb demonstrate leadership and resistance to slavery?

Based on your investigation of the historical documents, respond to the question by filling in the graphic organizers below.

Name _____

Sources (print document title and date; use at least three sources)	Provide evidence from the document that demonstrates that Mary and Henry Bibb were effective leaders .	Provide an explanation on how the evidence links back to the question.

Sources (print document title and date; use at least three sources)	Provide evidence from the document that demonstrates that Mary and Henry Bibb resisted slavery.	Provide an explanation on how the evidence links back to the question.

Henry and Mary Bibb Synthesizing Exercise

Based on the sources listed, respond to the questions below.

	What new information did you learn about Mary and Henry Bibb?	What motivated Mary and Henry Bibb to take action?	What strategies/tactics did Mary and Henry Bibb use to support freedom seekers?	How did the information extend or broaden your thinking? <i>(Underground Railroad, local history, slavery, resistance, community building, freedom seekers, etc.)</i>	How did the information challenge your understanding in any way? What new questions does this raise for you?
<i>Across the River</i> Documentary					
Excerpts from Henry Bibb's Autobiography					
Henry Bibb's Letter to Lewis Tappan					
<i>The Voice of the Fugitive</i> Articles/Advertisement					
News Articles & Advertisement by Mary Bibb					
The Refugee Home Society					