

Teacher's Guide Template - Rachel B. Herrmann

EAS Miscellany endeavors to promote journal readership and pedagogical use of journal articles. EAS Miscellany invites educators to utilize this guide for usage in their classrooms and curriculum design with the understanding that all courses are designed differently. This may give cause to adjust the lesson accordingly.

Lesson Information

Journal Article Name: Consider the Source: An 1800 Maroon Treaty

Journal Article Author: Rachel B. Herrmann

Link to Journal Article/DOI Number: <https://doi.org/10.1353/eam.2023.0004>

Primary Source Documents:

Figures 1–3. Folios from the original Terms, located in the Sierra Leone Original Correspondence series. Collections of the National Archives, Kew, United Kingdom.

(These images are provided in the document, pg. 32 on PDF or pg. 197 in *Early American Studies: An Interdisciplinary Journal*, Volume 21, Number 1, Winter 2023.)

Secondary Sources:

Kenneth M. Bilby, *True-Born Maroons* (Gainesville: University Press of Florida, 2005).

Ruma Chopra, *Almost Home: Maroons between Slavery and Freedom in Jamaica, Nova Scotia, and Sierra Leone* (New Haven: Yale University Press, 2018).

Padraic X. Scanlan, *Freedom's Debtors: British Antislavery in Sierra Leone in the Age of Revolution* (New Haven: Yale University Press, 2017).

Recommended Readings: Instructors may want to assign Herrmann beforehand so students come in with context to better engage in a close read and discussion with peers. Instructors may consider secondary sources as homework to expand their knowledge in the topic.

Historical Time Period/Topic/Associated Unit: Late 18th - Early 19th Centuries / Anti-Slavery, Marooning, Source Criticism / Atlantic World

Learning Objectives/State Standards/Class Goals:

Tentative given the various ways curriculum is developed at the state and local levels. See example below:

Students will:

- Explain why the negotiations between Maroon captains and Sierra Leone Company officials make up a treaty.
- Understand the significance of consolidating different sources into one.
- Explain what is revealed by the fragmented source material regarding anti-slavery action(s) and responses in the early 19th century.
- Consider the extent to which the archives can be manipulated to serve the interests of those in power.
- Scholarly works that discuss this issue include the books:
 - *Dispossessed Lives* by Marisa J. Fuentes¹
 - *Silencing the Past* by Michel-Rolph Trouillot²
 - *Wicked Flesh* by Jessica Marie Johnson³

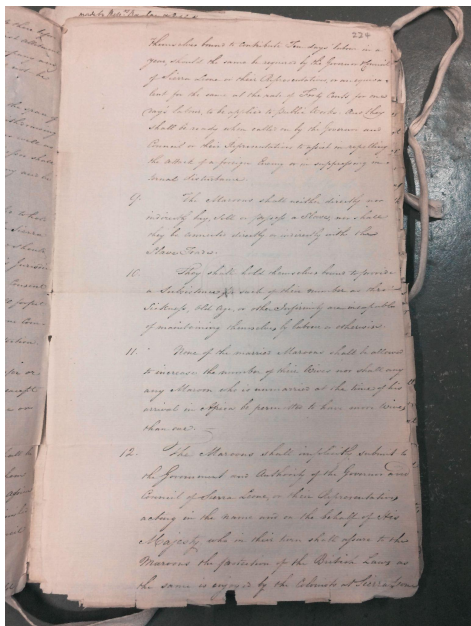
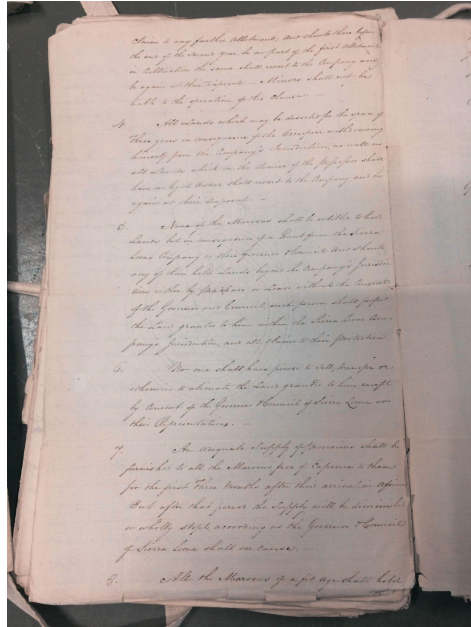
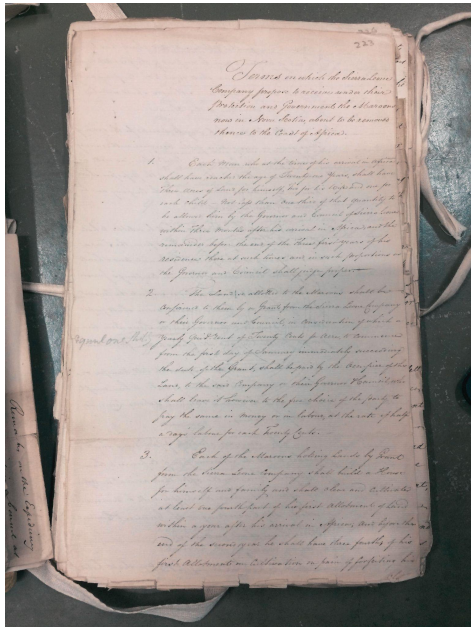
¹ Marisa J. Fuentes, *Dispossessed Lives: Enslaved Women, Violence, and the Archive* (Philadelphia: University of Pennsylvania Press, 2016).

² Michel-Rolph Trouillot, *Silencing the Past* (Boston, Mass: Beacon Press, 1995).

³ Jessica Marie Johnson, *Wicked Flesh : Black Women, Intimacy, and Freedom in the Atlantic World* (Philadelphia: University of Pennsylvania Press, 2020).

Lesson Plan MM/DD/YYYY	
Lesson Plan Timeframe: 60 minutes	
Topic: An 1800 Maroon Company Treaty with alliance and antislavery themes	
Activity Name	Time
Bell Work	10 minutes
<p>Description:</p> <p>Ask students to define a treaty, pulling from various examples of treaties they are familiar with historically. Students will then turn to a shoulder partner to discuss both what a treaty is, treaties they're familiar with, and the significance of their examples.</p>	
Course Reading	10 minutes
<p>Description:</p> <p>Select an excerpt from Rachel Herrmann's "An 1800 Maroon Treaty" that contextualizes what the treaty entailed. Ask that students jot down perspectives of all involved parties, taking particular note of how minoritized roles were impacted.</p>	
Activity/Discussion	25 minutes
<p>Description:</p> <p>Number students 1 through 4. Assign the following groups for each number:</p> <ol style="list-style-type: none"> 1. Maroon Captains 2. Formerly enslaved peoples currently residing in Sierra Leone 3. Sierra Leone Company officials 4. British leaders residing in Britain <p>Ask students to consider the interests from their assigned group's perspective. Students will then analyze how the group they are assigned negotiated this treaty, doing their best to refer to the interests of their assigned party.</p> <p>Give students five minutes to refine their perspectives.</p> <p>Ask that the students discuss the 1800 Maroon treaty from the various perspectives for the next 20 minutes.</p>	
Exit Ticket	15 minutes
<p>Description:</p> <p>Ask a spokesperson from each group to describe the perspectives of each party and explain how the treaty negotiations worked and who they think it benefited the most.</p>	

Lesson Images:



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