Activity Prep

1. This activity can be accessed online or via hard copies. You are encouraged to pre-plan the groups you’ll put them in. Strategically grouping students will aid in the smoothness of the activity overall. Groups are recommended to consist of 3-5 students.
   1. For each group, it is recommended to print at least 2 copies of each document. This will allow most, if not all, group members to look at the document(s) together and discuss them.
2. Skill-wise, your class should be familiar with analyzing and extracting information from primary sources. If you haven’t explicitly taught primary source analysis, there is a Primary Source Analysis lesson plan available that covers that.
3. Content-wise, your students should be familiar with Dunmore’s Proclamation and what that potential meant to enslaved people during the Revolutionary Era. There is a provided slide deck to give some background knowledge.

During the Activity

1. You have three options for how you would like to run this activity. **Option A (whole class directed):**  You may opt to pull up each document on a screen or have students do one document at a time as a whole class activity, with you leading them through each question. **Option B (mixed independent)**: You can opt to have students come to you to gather the documents. This option lets you see how quickly students are going through the materials. If you decide to go this route, it is suggested that one student be the speaker of their group to come up for the next piece. This minimizes chaos and overwhelm on your end. **Option C (mostly independent)**: You can leave students with the document folders (or paper/binder clipped) and they can pace themselves. Either option works; choose what works best for the class you’re teaching.

After the Activity

1. If students are curious about what happened to Harry post-Nova Scotia, here’s a brief blurb: Harry’s story does not end in Nova Scotia! Nova Scotia came with its own obstacles. White Loyalists were upset that they had to compete with free Blacks for work in Nova Scotia. Shelburne had their own race riots in 1784, which was 10 days of violence mostly targeted toward the free Black population. If you want to read more in-depth, here’s the [Canadian Encyclopedia entry](https://www.thecanadianencyclopedia.ca/en/article/the-shelburne-race-riots).

In 1791, a representative from the Sierra Leone Company came to see if any free Blacks were interested in coming to Freetown to create a settlement. They were told the settlement would be close to major trade routes and waterways, and anyone coming would be given land grants. When Harry and hundreds of other free Blacks signed up for this journey, it became clear this wasn’t the case.

They faced similar obstacles to those in Nova Scotia and, somewhat, the United States. The new settlers could work for wages, however, a large portion of them went to the Company. They were told when and how to work and were penalized if they didn’t follow instructions. Upset with this treatment, and continued quasi-enslavement, the settlers (including Harry) rose up against the Sierra Leone Company in 1800. This revolution was largely unsuccessful and caused upwards of 40 men, one of which was Harry, to be exiled. It is at this point in the historical record that Harry disappears.

Answer Key

1. What kind of information can we learn from original sources to help us understand where and when something happened? *Time, location, author, etc.*
2. George Washington posted in *The Virginia Gazette,* looking for Harry. How does he describe him? How old does he think Harry is? *Stout, 5 feet 10 inches tall, cuts down each cheek. He thinks Harry is 35 or 40 years old.*
3. An issue of *The* *Virginia Gazette* focuses on a Proclamation. Who wrote this proclamation, and what did it say? *Lord Dunmore, anyone who is fighting against His Majesty (the king) is a traitor, and anyone who is an indentured servant, enslaved person, or other rebel will be free after the war if they fight for His Majesty.*
4. The Black Loyalist Directory is from what date, and what port were the people on this ship, *L’Abondance*, headed? What country is this port in? *July 31, 1783; Port Roseway; Nova Scotia/Canada*
5. According to the Black Loyalist Directory, how does it describe Harry Washington and what year would he have left George Washington? *43, fine fellow, 1776*
6. Looking at the Royal Artillery Regiment, what month and year is this list from? What was Harry Washington’s role? *October 1781, Harry Washington is listed as a Corporal.*
7. According to *The Virginia Gazette,* where did the defeated British ships start going? *Bahamas, Jamaica and Nova Scotia*
8. Looking at the Nova Scotia Archives, what County did Harry Washington end up, and in what year is he documented to have gotten land? *Shelburne County, 1787*

Follow up questions

1. Looking at questions 2 and 5, how old does it say he was in 1771 and how old does it say he was in 1783? *35-40 and 43.* 
   1. Why do you think he has such different ages? *Answers will vary*
2. Based on the title Royal Artillery Regiment, was this regiment working with the British or the Americans? *British*
   1. What would have motivated Harry to work with the Royal Artillery Regiment? *Reference towards Lord Dunmore’s proclamation*
3. What other questions may Sarah, the family member asking for help, have after getting all of this information? *Answers will vary*