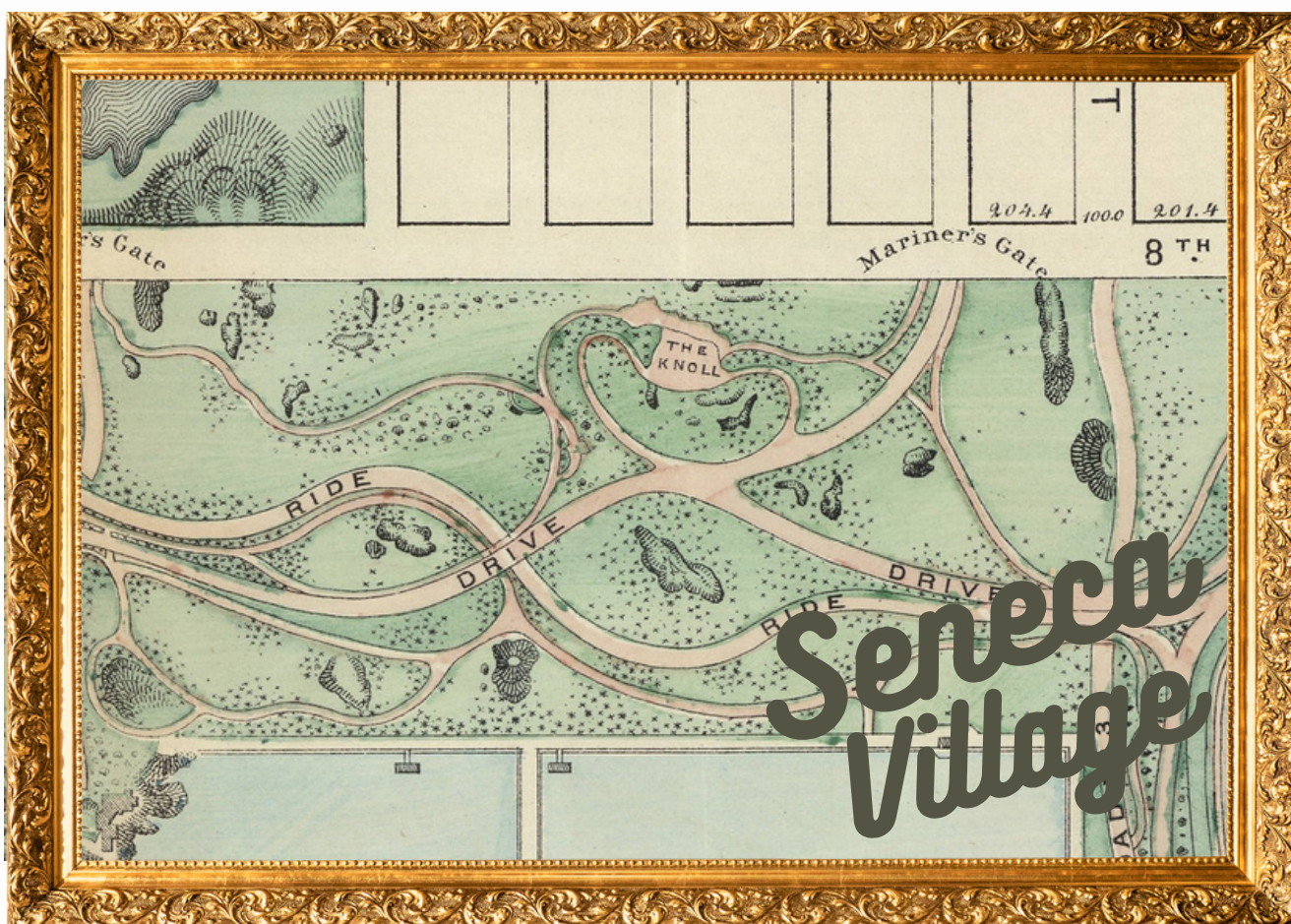




CURRICULUM GUIDE

FOR MIDDLE SCHOOL





SENECA VILLAGE

MAPPING COMMUNITIES: BLACK ENCLAVES

PAST

Participants will be able to identify Seneca Village on a map and make connections between Seneca Village and what is now Central Park.

PRESENT

Participants will gain deeper understanding of the history of Seneca Village by exploring the physical landmarks and monuments in Central Park that commemorate the community and its residents.

FUTURE

Participants will examine the legacy of forced displacement on Black communities in New York City, specifically focusing on the case of Seneca Village, and consider strategies for ensuring equitable development and community participation in the city's future.



SENECA VILLAGE

A FREE BLACK COMMUNITY IN MANHATTAN

LESSON 1: PAST

LESSON OBJECTIVES:

To identify Seneca Village on a map and make connections between Seneca Village and what is now Central Park. Understanding the significance of Seneca Village for the Black community and its impact on Black history and culture.

MATERIALS/SPACE:

- Access to a computer or mobile device for research
- Paper and pencils or pens
- Whiteboard and markers
- Copies of primary sources related to Seneca Village
e.g. maps
census records
photographs & more

ALIGNING STANDARDS:

Next Generation Standards
RH2 (6-8)
RH7 (6-8)

“We must never forget that Black History is American History. The achievements of African Americans have contributed to our nation's greatness.”

— Yvette Clarke, U.S. congresswoman

GUIDING QUESTIONS:

What do we already know about Seneca Village?
What was life like in Seneca Village?
What happened to the village and its residents?
What can we learn from the history of Seneca Village?
What were the contributions of Seneca Village residents to the city and the impact their removal had on the city's development?

LEARNING EXPERIENCES:

WRITE: Using the guiding questions, students or student groups will write out what they already know about Seneca Village.

RESEARCH: Referencing the primary sources provided below and information in the further reading section, students will start answering the guiding questions. They will be prompted to take notes on interesting points that connect back to major turning points in New York State or American history.



SENECA VILLAGE

A FREE BLACK COMMUNITY IN MANHATTAN

LESSON 1: PAST *(continued)*



THINK: Once students have reviewed some of the primary sources, they will be prompted to pause their research and ponder the following questions in addition to the initial guiding questions.

- What are the demographics of Seneca Village and the social and economic conditions of its residents? How is that similar or different from what you already knew?
- Was Seneca Village the only enclave of free Black people in NYC?

ACTIVITY: Utilizing the map from the National Park Service, students will go onto the Google Maps platform and zoom into a modern map of Central Park. They will be prompted to seek out the location where Seneca Village once existed. They will be asked to reflect on the significance of their ability to find this location easily right now and be asked to keep their map to continue their Seneca Village journey.



FURTHER WONDERINGS:

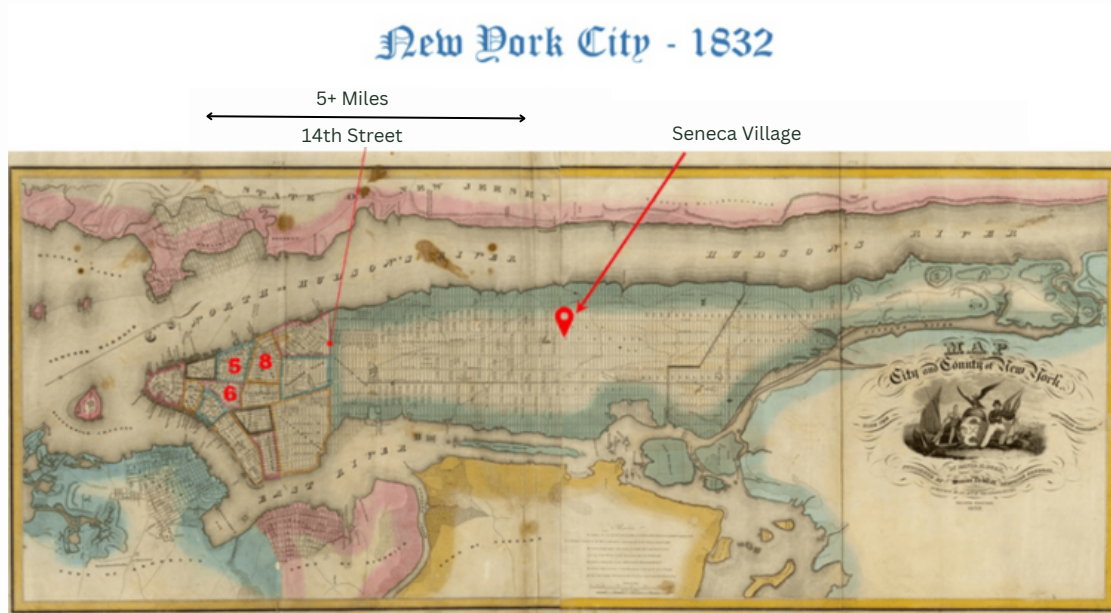
Consider exploring the questions below in addition to the ones above:

- What were the professions of men living in Seneca Village? What about the women living in Seneca Village?
- What is the current value of the \$250 purchase? Why is this significant?
- What is the significance of the name “Seneca Village”?
- What is the significance of the displacement of Black people in the Seneca Village community? Using the [data visualizations](#), what can we observe from the data?



SENECA VILLAGE

MAPPING COMMUNITIES: BLACK ENCLAVES



Seneca Village: Hidden History of The Upper West Side

The Bloomingdale Neighborhood History Group has announced Hidden History of The Upper West Side: Seneca Village, a free presentation by Philip Andrew Stein,

 New York Almanack / Oct 22, 2020

LESSON 1 RESOURCES

- Resources:
- Gotham by Edwin G Burrows and Mike Wallace
- Public Lands Curriculum
- Allow Me to Retort: A Black Guy's Guide to the Constitution by Elie Mystal
- <https://www.thenation.com/article/society/black-land-seneca-village/>
- [NYC Archaeological Collection](#)
- [Central Park - Seneca Village](#)
- [Data Visualizations](#)



SENECA VILLAGE

A FREE BLACK COMMUNITY IN MANHATTAN

LESSON 2: PRESENT

LESSON OBJECTIVES:

Participants will gain a deeper understanding of the history of Seneca Village by exploring the physical landmarks and monuments in Central Park that commemorate the community and its residents.

MATERIALS/SPACE:

- Scavenger hunt worksheets (downloadable or printed)
- Pencils or pens
- Maps of Central Park

ALIGNING STANDARDS:

Next Generation Standards

RH2 (6-8)

RH7 (6-8)

“A people without knowledge of their past history, origin, and culture is like a tree without roots.”

-Marcus Garvey

GUIDING QUESTIONS:

What made Seneca Village a strong community?
In what ways do the landmarks and monuments found in Seneca Village honor the resident's rich history?
What do the records and findings of Seneca Village tell us?
Why was Seneca Village torn down?
How did the creation of today's Central Park impact the identity of Seneca Village and New York City?

LEARNING EXPERIENCES:

REVIEW: Students will receive the scavenger hunt worksheets and review the instructions. They will review the map of Central Park pointing out the locations of the various landmarks and monuments related to Seneca Village.

EXPLORE: As a class, students will get into small subgroups or pairs with their appointed chaperone. Students will explore Central Park to find the landmarks and monuments related to Seneca Village. As students locate each item on the scavenger hunt worksheet, they will be prompted to answer an accompanying question and take a photo of the item.

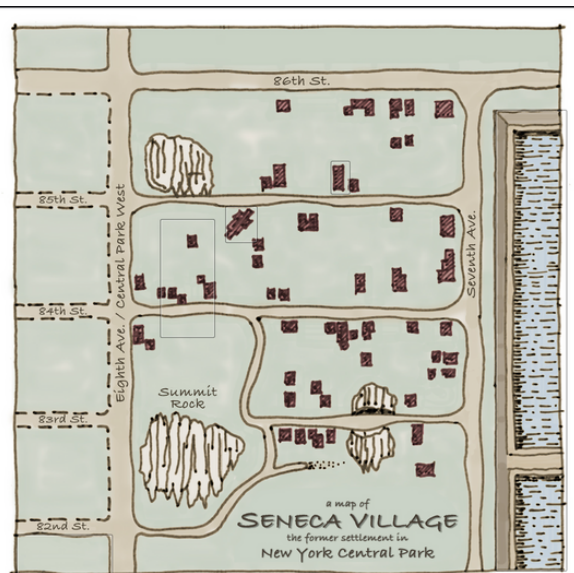


SENECA VILLAGE

A FREE BLACK COMMUNITY IN MANHATTAN

LESSON 2:

PRESENT *(continued)*



A Hand-drawn Map of Seneca Village, the 1800s Settlement in New York's Central Park- [Andy Proehl](#)

LEARNING EXPERIENCES:

DISCUSS: On the scavenger hunt of Seneca Village, students will be encouraged to work collaboratively, sharing information and discussing their findings as they go.

REFLECT: After completing the scavenger hunt, the whole group will gather together to share their findings and reflect on the experience.

FURTHER WONDERINGS:

Consider exploring the following questions in addition to the ones above:

- How could the artifacts discovered at the Seneca Village site tell us more about the social status of the community who lived there?
- What lasting effects do you think the removal of Seneca Village have on the communities who lived there?



MUSEUM HUE



SENECA VILLAGE

MAPPING COMMUNITIES: BLACK ENCLAVES



Printed Gothic-Style Whiteware Teapot from Seneca Village. (LPC)

LESSON 2 RESOURCES

- Lesson 2 Slides
- Gotham by Edwin G Burrows and Mike Wallace
- Public Lands Curriculum
- Allow Me to Retort: A Black Guy's Guide to the Constitution by Elie Mystal
- <https://www.thenation.com/article/society/black-land-seneca-village/>
- [NYC Archaeological Collection](#)
- [Central Park - Seneca Village](#)
- [Seneca Village Map](#)
- [VOX-The lost neighborhood under New York's Central Park](#)



SENECA VILLAGE

A FREE BLACK COMMUNITY IN MANHATTAN

LESSON 3: FUTURE

LESSON OBJECTIVES:

Participants will examine the legacy of forced displacement on Black communities in New York City, specifically focusing on the case of Seneca Village. They will consider strategies for ensuring equitable development and community participation in the city's future.

MATERIALS/SPACE:

- Video clips and articles about Seneca Village and other cases of forced displacement in NYC
- Whiteboard or chart paper
- Markers
- Note cards

ALIGNING STANDARDS:

Next Generation Standards

WHST5 (6-8)

WHST6 (6-8)

WHST7 (6-8)

“The settlement is part of Central Park’s hidden history, and a community of Black Americans was displaced when it was destroyed.”

-Chantel Sims

GUIDING QUESTIONS:

- What long-term effects did the forced displacement of Seneca Village members have on the thriving black community?
- Owning land over a certain value in Seneca Village gave Black men the opportunity to vote. How do you believe the forced displacement affected this and their ability to galvanize?
- What are some strategies that can be taken to revitalize the displaced communities?
- How can we work collectively to leverage community power?

LEARNING EXPERINCES:

VIEW: Students will explore a video or an article about Seneca Village, highlighting the history of the community and the reasons for its destruction.

INTRODUCE: Students will be introduced to the topic of forced displacement and its impact on Black communities in NYC. They will discuss the lasting impact of forced displacement on communities, particularly in terms of loss of culture, identity, and economic stability.



MUSEUM HUE



SENECA VILLAGE

A FREE BLACK COMMUNITY IN MANHATTAN

LESSON 3:

FUTURE *(continued)*



LEARNING EXPERIENCES:

RESEARCH: Students will be divided into small groups and assigned a specific aspect of Seneca Village's history to research (e.g. community life, property ownership, political participation). Each group will create a list of key facts and events related to their topic, and present their findings to the rest of the group.

DISCUSS: After each presentation, in a teacher-led discussion, students will discuss the implications of the group's findings on understanding the legacy of forced displacement on Black communities in NYC.

ACTIVITY: Using a chart with 3 columns entitled: challenges, strategies, and opportunities, students will brainstorm the challenges facing Black communities in NYC today, particularly in terms of development and gentrification. For each challenge, students will be asked to suggest strategies for addressing the issue and creating more equitable outcomes for Black residents. Lastly, students will consider the opportunities for community participation and engagement in shaping the future of NYC. Students will share their notes and key takeaways.

REFLECT: As a whole group, students will summarize the key themes and ideas generated during the strategy session, emphasizing the importance of community participation and equitable development in the future of NYC. Additional resources and reading materials will be provided to continue their exploration of the legacy of forced displacement in NYC and strategies for addressing these connected issues.

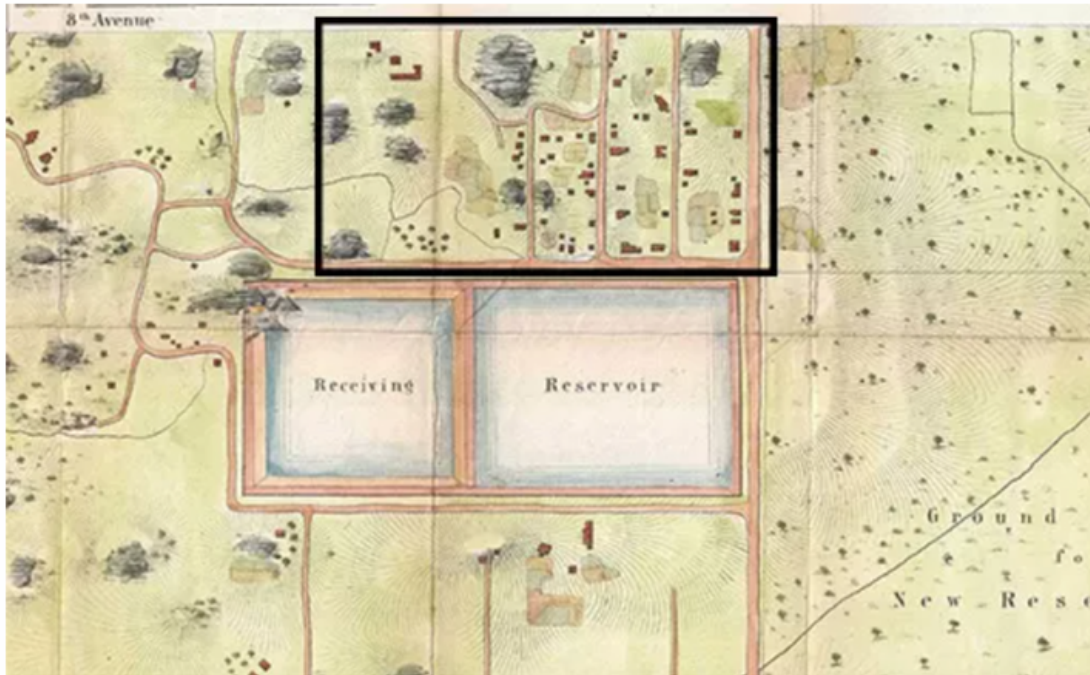


MUSEUM HUE



SENECA VILLAGE

MAPPING COMMUNITIES: BLACK ENCLAVES



The highlighted area shows Seneca Village in 1856. The area shown as the “Receiving Reservoir” is now the Great Lawn.

Detail from “Map of the Lands Included in The Central Park, from a Topographical Survey, June 17th, 1856” by Egbert Viele.

LESSON 3 RESOURCES

- Gotham by Edwin G Burrows and Mike Wallace
- Public Lands Curriculum
- Allow Me to Retort: A Black Guy’s Guide to the Constitution by Elie Mystal
- <https://www.thenation.com/article/society/black-land-seneca-village/>
- [NYC Archaeological Collection](#)
- [Central Park - Seneca Village](#)



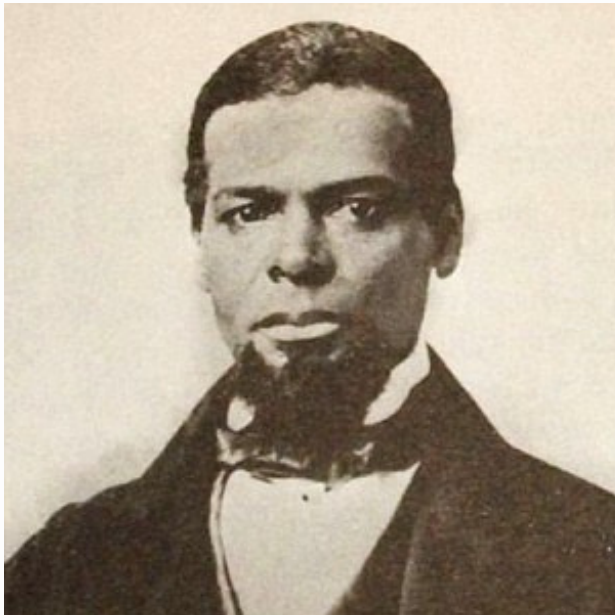
SENECA VILLAGE

MAPPING COMMUNITIES: BLACK ENCLAVES

WHO IS ANDREW WILLIAMS?

CREATIVE EXTENSION:

Andrew Williams, an important figure in the history of Seneca Village. He was a 25-year-old shoeshiner and the first African American to purchase parcels of land for \$125 in 1825. Epiphany Davis, a store clerk, bought 12 lots for \$578, and the AME Zion Church purchased another six lots. From there a community was born.



Andrew Williams was one of a number of African Americans who were free. A pioneer during his time, he was one of the early settlers of Seneca Village—there in the very beginning and in the very end. He protested when residents were forced to leave Seneca Village. This was a difficult time for African Americans to survive—let alone be free. A man who owned property, a man who was able to vote, a man who was determined to be successful in his community and for his family. And certainly a man who changed history.

Many positive words can be used to describe the character of Andrew Williams:
Determined * Smart * Persistent * Resilient * Forward Thinking * Hard Working

ACTIVITY: Students will be given prompts such as: What are some words you can use to describe yourself? What are some dreams you have in the future that you would like to achieve? Students will create a self-portrait using drawing tools (alternatively, student pictures can be printed out). Using handwritten text, magazine scraps, cut-out letters, and words, students will fill the blank space in their portrait with positive character traits that describe who they are as an individual. Also, students will be prompted to write down some of the dreams they have to change their community and achieve success just as Andrew Williams did during such challenging times.





SENECA VILLAGE

MAPPING COMMUNITIES: BLACK ENCLAVES

ADDITIONAL RESOURCES

Aligning Standards:

	Past Unit	Present Unit	Future Unit
Next Generation Standards that Curriculum Currently Meets	<p>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</p> <p>Key Ideas and Details</p> <p>RH2 (6-8): Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions</p> <p>Integration of Knowledge and Ideas</p> <p>RH7 (6-8): Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p>	<p>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</p> <p>Key Ideas and Details</p> <p>RH2 (6-8): Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions</p> <p>Integration of Knowledge and Ideas</p> <p>RH7 (6-8): Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p>	<p>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8:</p> <p>Research to Build and Present Knowledge</p> <p>WHST5: Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST6: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST7: Draw evidence from informational texts to support analysis, reflection, and research.</p>

CLICK THE LINK FOR: *[Additional support around the standards for lesson expansion](#)*



SENECA VILLAGE

MAPPING COMMUNITIES: BLACK ENCLAVES

ADDITIONAL RESOURCES

Vocabulary Guide:

Commemorate- *to remember officially and give respect to a great person or event, especially by a public ceremony or by making a statue or special building.*

Data Visualization- *the act of representing information as a picture, diagram or chart, or a picture that represents information in this way.*

Demographics- *the number and characteristics of people who live in a particular area or form a particular group, especially in relation to their age, how much money they have and what they spend it on.*

Equitable- *treating everyone fairly and in the same way.*

Forced Displacement- *the situation in which people are forced to leave the place where they normally live.*

Galvanize- *to cause someone to suddenly take action, especially by shocking or exciting them in some way.*

Leverage- *the action or advantage of using a lever.*

Gentrification- *the process by which a place, especially part of a city, changes from being a poor area to a richer one where people from a higher social class live*

Definitions derived from <https://dictionary.cambridge.org/us/>