

Primary Sources:

Battey, Cornelius. WEB DuBois. 1918. Library of Congress, n.p.

This photograph comes from the Library of Congress database. We found this because W. E. B. DuBois was a descendent of Freeman and became a very important civil rights leader of his time.

Brom and Bett v. Ashley. 159966 Suffolk Files. Massachusetts Supreme Court. 22 Aug. 1792.

N.p., n.d. Web. 28 Mar. 2017.

This primary source was vital in our understanding of Freeman and her case. It is a photograph of the official decision written down after the Brom and Bett v. Ashley case. This confirmed our understanding of the time period and the case.

"Court Record." Elizabeth Mumbet Freeman. Joomla!, 2011. Web. 15 Nov. 2016.

This website gives photos and a transcript of the original court record from the case. This allowed us to read both the proceedings and logic behind the decision of the court. Additionally, we could see a primary source which was uncommon for this time period.

Davis, Theodore R., Artist. A slave auction at the south / from an original sketch by Theodore

R. Davis. Photograph. Retrieved from the Library of Congress,

<<https://www.loc.gov/item/98510250/>>.

This sketch comes from the Library of Congress database. We used this sketch to illustrate the harshness of slavery. It is meant to help the viewer to understand the intensity of the situation from which Freeman was trying to escape.

"Fundamental Documents: Massachusetts Constitution." *Fundamental Documents:*

Massachusetts Constitution. N.p., n.d. Web. 24 Mar. 2017.

The constitution of Massachusetts confirmed the basis of Freeman's case. The belief of all men are born free and equal as seen in the Constitution directly shows her case was based on American beliefs and ideologies.

Sedgwick, Catherine, Charles Dickens, William Harrison Ainsworth, and Albert Smith.

Bentley's Miscellany. Vol. 34. N.p.: n.p., n.d. Print.

This book contained a chapter written by Freeman's lawyer, Sedgwick's daughter entitled *Slavery in New England*. This gave a firsthand account of her opinions on the situation of the slaves at the time, and on Elizabeth Freeman herself. It helped us understand how close she really was to the Sedgwick family.

Sedgwick, Susan Anne Livingston Ridley. *Elizabeth Freeman*. 1811. Pennsylvania. N.p.: n.p., n.d. N. pag. Massachusetts Historical Society. Web. 7 Mar. 2017.

This painting comes from the Massachusetts Historical Society. We used it in our website to give the general idea of what Freeman looked like as a reference. It also being the only picture of her illustrates the humility of her situation.

The State vs. Lasselle. Supreme Court of Indiana. July 1820. Print.

The opinion of this court case was unique in the fact that its reasoning for freeing the woman, Polly, and ending slavery in the State of Indiana was comparable to Freeman's case. The similar wording in the opinion and nature of the case led us to research precedent in court hearings to conclude that it is very likely her case influenced this decision.

Stuart, Gilbert. Theodore Sedgwick. 1808. Museum of Fine Arts Boston, Massachusetts.

This painting comes from the database of the Museum of Fine Arts Boston, Massachusetts. We included this to get a better visual idea of the lawyer Theodore Sedgwick. The quality of this painting also shows the state of his wealth at the time.

[To All Brave, Healthy, Able-Bodied and Well-Disposed Young Men]. Photograph.

Retrieved from the Library of Congress, <<https://www.loc.gov/item/2001700432/>>.

This document comes from the Library of Congress database. We used this document to better understand the context of the time period. The context helped us to realize that the ideas of freedom and human rights were prevalent at the time.

United States. Census Bureau. Statistics of Slaves. N.p.: n.p., n.d. Web. 17 Jan. 2017.

<<https://www2.census.gov/prod2/decennial/documents/00165897ch14.pdf>>.

These documents helped us to conclude the massive catalyzing impact Freeman had on slavery in the northern states. This gave us primary evidence that there was a massive change in the number of slaves in the decades immediately following her case.

Wedgwood, Josiah. *Am I not a man and a brother?* 1837. Woodcut on Wove Paper. Library of Congress, New York.

This artwork was created and used as the symbol for the Society for the Abolition of Slavery. It was used from the 1780's until about the 1840's. It helped to increase our understanding of those that were against slavery at the time. It also helped to provide a visual to these types of sentiments.

Secondary Sources:

"The Abolition of The Slave Trade." *The Significance of the American Revolution - Abolitionism - The Abolition of The Slave Trade*. Schomburg Center for Research in Black Culture, 2012. Web. 30 Mar. 2017.

This website highlighted the importance of the American Revolution and the ideologies coming with it to the abolition movement. It reaffirmed our idea that it would not have been as easy to pass if the time was different.

"The Act for the Gradual Abolition of Slavery." *The American Revolutionary War*. N.p., 2010. Web. 24 Mar. 2017.

This source focused on the other anti-slavery movements that took place during this time. By seeing the goals and failures of such legislation, we understood the hurdles that using state legislatures for abolition face.

Boston, Nicholas, and Jennifer Hallam. "The Slave Experience: Freedom & Emancipation."

PBS. Public Broadcasting Service, n.d. Web. 29 Mar. 2017.

This article was published by the Public Broadcasting Service on their website. It highlighted various aspects of the gradual emancipation of slavery in the United States. This helped us grow in our understanding of the time period and the rigorous nature of the fight for abolition.

Biography.com Editors. "Mum Bett Biography." Biography.com Website. A&E Television

Networks, 24 Oct. 2016. Web. 22 Feb. 2017. <<http://www.biography.com/people/mum-bett-7324>>.

This website gave us a clearer understanding of Freeman's background and early life. It was basically an overview of her life, focusing more on Freeman as a person than on her impact. This reaffirmed much of the knowledge we had of her.

Clavin, Matthew. "Freeman, Elizabeth." *World Book Student*, World Book, 2017,

www.worldbookonline.com/student/article?id=ar756172. Accessed 28 Mar. 2017.

This source was from the World Book Encyclopedia. It assisted in our understanding of Freeman and her life leading up to her trial. It was a credible source to use for reliable information about her.

"Complicity": How the North Profited from Slavery." Interview by Farai Chideya. *'Complicity':*

How the North Profited from Slavery. NPR. 7 Dec. 2005. Radio. Transcript.

This interview was about slavery in the North during the early years of the United States. This topic is not frequently covered, and gave us a background on the attitudes regarding slavery prior to and during the revolution.

"The Confederation and the Constitution, 1776-1790." *The American Pageant*. 16th ed. Boston:

Cengage Learning, 2016. 178-79. Print.

This American history textbook showed us a brief overview of Freeman. It also spoke about the challenges faced by slaves both in the South and the North. It clarified that many statutes to free slaves were gradual and ineffective for many. This gave context to show that truly Freeman was the first to spark a lasting change for ending slavery in the north.

Courts. "John Adams & the Massachusetts Constitution." Court System. N.p., 09 Dec. 2013.

Web. 24 Mar. 2017. <<http://www.mass.gov/courts/court-info/sjc/edu-res-center/jn-adams/mass-constitution-1-gen.html>>.

John Adams wrote Massachusetts' Constitution. As a prominent political figure, it is important to see why he would choose the specific wording in the document. The background of why he wrote the constitution and included what he did can show the values the state held after winning its independence from Britain.

Du Bois, W.E.B. *Darkwater: Voices from Within the Veil*. New York: Brace Harcourt, 1920.

Print.

This book gave an insight on the effects Freeman had on other noteworthy Civil Rights leaders later in history. Du Bois writes about the endurance and challenges of African Americans throughout the book, and highlights Freeman in several instances for her case. This allowed us to see that she had a lasting impact and profound legacy in the civil rights movements throughout the 19th and 20th centuries.

Edwards, Michael. "Elizabeth Freeman's Case in Context." Personal interview. 12 Jan. 2017.

This interview was with our AP American History and AP Government teacher Mr. Edwards. He helped us to grasp the context of abolition of the time period. He also told us about the use of precedent in court cases as well.

"Elizabeth Freeman, Illiterate Slave, Wins Freedom and Honor." New England Historical Society. N.p., n.d. Web. 13 Feb. 2017.

<http://www.newenglandhistoricalsociety.com/elizabeth-freeman-illiterate-slave-wins-freedom-honor/>.

This website is from the New England Historical Society. We used it to learn more about Freeman's life and about how she came to the conclusion that she should be freed.

"Elizabeth Freeman." Notable Black American Women, Gale, 1992. Biography in Context, link.galegroup.com/apps/doc/K1623000149/BIC1?u=pioneer&xid=fbab285d. Accessed 28 Mar. 2017.

This source reaffirmed our understanding of Freeman and her life as a slave and then a free woman. It enlightened us on her conquest for freedom, and the effects of her case.

"The Federal Courts." Government in America. By George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. 14th ed. Boston: Pearson, 2009. 509-42. Print.

The Government textbook helped us comprehend the way in which Courts function. It explained the proceedings, rules, and effects that court cases have in issuing decisions both for the parties on trial and for future policy. This insight helped us see why the courts were essential in the freedom of Freeman, and why it would have such a prolonged effect on other states as a precedent decision.

Fordham, D. L. (Director). (2015, August 8). *How Elizabeth Freeman helped end slavery in the North* [Video file]. Retrieved January 14, 2017, from

<https://www.youtube.com/watch?v=eYCX53F26eI&t=134s>

In this video, Professor Damon Fordham discusses Freeman's past, and her impact on the cause of abolition. It helped us to understand more fully what a strong person she was, and how much she really did to help end slavery.

Gale, Thomas. "Abolition of Slavery in the North." Encyclopedia of the New American Nation. Encyclopedia.com, 2006. Web. 29 Mar. 2017.

This article highlighted the many steps to abolition in the North. It helped us to more fully understand the argument that it was easier to abolish slavery in the North because of the revolutionary ideas of liberty and rights for all.

Harper, Douglas. "Slavery in the North." Slavery in the North. N.p., 2003. Web. 29 Mar. 2017.

This website went in-depth about slavery in the northern states. It also covered quite a bit of the abolition at that time. This helped confirm our knowledge of the condition of the abolition movement in the northern states at the time.

"How did slavery disappear in the North." The Abolition Seminar. National Endowment for Humanities, 2014. Web. 29 Mar. 2017.

This was a beneficial source to support our ideas of abolition in the North at the time. It also supported our argument that Freeman's case had the de facto effect of winning court cases during the future abolition cases in the North.

How Elizabeth Freeman Helped End Slavery in the North. By Damon L. Fordham. Perf.

Damon L. Fordham. Youtube. N.p., 8 Aug. 2015. Web. 27 Feb. 2017.

<https://www.youtube.com/watch?v=eYCX53F26eI>>.

This video was created by a professor of African American studies, a writer, and a historian named Damon Fordham. This enlightened us on the bravery of Freeman in saving her sister from Hannah Ashley. It also gave us quite a bit more background than we had previously on Freeman as a person.

Hoye, Walter. "Elizabeth Freeman (Mum Bett)." Elizabeth Freeman (Mum Bett) |. N.p., 02

Dec. 2013. Web. 29 Mar. 2017.

This source gave details about Freeman and her case. It helped us understand more about Sedgwick and his background and expertise. It also confirmed our knowledge of Freeman and the situation she came from.

Kolchin, Peter. American slavery, 1619-1877. London: Penguin , 1993. Print.

This book covered the extent of slavery in America. It talked specifically about how the American Revolution effected the ideas of slavery. It also confirmed our idea about the importance of the use of the court system.

"The Legal End of Slavery in Massachusetts." African Americans and the End of Slavery in Massachusetts. Massachusetts Historical Society, n.d. Web. 17 Jan. 2017.

The digital gallery includes Freeman alongside Quock Walker as the two parties responsible in the end of slavery in the state of Massachusetts. This was very important to our project in the fact that it directly supported our argument while providing multiple visuals, documents, and background information to portray the events which transpired. It was wonderful to see a historical society affirm our statements in the influence she had from her case.

Morgan, Thomas Reed. "Understanding Precedent in Court Proceedings." Personal interview. 19 Dec. 2016.

Upon researching the Indiana Supreme Court decision, we wanted to be able to prove or at least reasonably assume that Freeman's case had influenced the decision. Consequently, Riley met with T.R. Morgan, a commissioner in the second district court located in Farmington, UT. He explained the process of precedent and said it was his opinion that the effects of Freeman's case were likely involved in the research stage of this hearing and used as a precedent.

Pavao, Paul. "The Act for the Gradual Abolition of Slavery." The American Revolutionary War. N.p., 2010-2016. Web. 30 Mar. 2017.

This website focuses on the difficult nature of passing a law through the legislative branch for abolition at the time. It highlighted specifically how hard it was to pass in Pennsylvania even without forcing slave owners to immediately give them up. This confirmed to us that it would have been next to impossible to abolish slavery that way, Freeman's way being the best.

"Quock Walker, 28, Kicks the Legs Out From Under Slavery in Massachusetts." New England Historical Society. N.p., 08 Jan. 2016. Web. 10 Mar. 2017.

This webpage contributed to our understanding of how Freeman's case played out. It was a good source for background information on the case itself.

Rivera, Alicia. "Freeman, Elizabeth (Mum Bett) (1742-1829) | The Black Past: Remembered and Reclaimed." BlackPast.org. N.p., n.d. Web. 29 Mar. 2017.

This website was specifically about Freeman herself, but the entire website's goal is to highlight all the important people in black history. This website confirms a lot of our knowledge about Freeman's life. It also gave us insight on the huge impact she has had on the history of African-American people.

Schenawolf, Harry. "Revolutionary War Journal." *Revolutionary War Journal*. N.p., 27 Mar. 2017. Web. 24 Mar. 2017.

This article highlights the hypocrisy of slavery in the newly formed states. It examines several state constitution's and showed how values were transferred from the revolutionary cause onto the legislative process. It also confirms the argument that abolition took hold in the North more quickly because they were more connected to these ideologies and free to remove slavery without drastic changes to their way of life, which was not the case in the South.

Sedgwick, John. Chapter Ten: All Men are Born Free and Equal. In *My Blood: Six Generations of Madness and Desire in an American Family*. N.p.: HarperCollins Publishers, 2007. 69-77. Print.

This chapter comes from the descendant of the lawyer who argued Freeman's case. He retells the story of Freeman while adding insight from the perspective of Theodore Sedgwick. The ability to read from someone who has in-depth knowledge on the family with whom Freeman lived for a long period of time and who had represented her in court was an interesting take on how others saw Freeman.

"Slavery and the Founding Fathers." *The American Revolutionary War*. N.p., 2010. Web. 24 Mar. 2017.

The founding fathers had several different views towards slavery. Knowing the opinions of these political figures and how they wished to deal with the issue showed the struggle that early America had with slavery.

"Slavery in the North, 1750-1890." Armchair Atlas Blog. N.p., n.d. Web. 27 Feb. 2017.

We used this series of maps to better understand the decline of slavery in the northern states through seeing it visually. They are used on our website as a way to better demonstrate the gravity of the change over those year.