

Title of Unit:

The Forgotten Patriots: The Role of Blacks in the Revolutionary War

Vital theme of the unit:

Students will learn how African Americans were important in the war effort.

Author and contact information:

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Grade Level:

Intermediate – Fourth or Fifth Grade

Curriculum Standards Addressed:

4.5.6; 4.5.7; 4.5.8; 4.5.11; 4.6.2; 4.6.3

Technology Used:

Primary Source Materials Provided in Lessons:

- Discharge Papers of Oliver Cromwell
- Newspaper Article from Burlington Gazette
- Affidavit of Service and Need of Pension
- Affidavits of Martin Black's Service and Need of Pension
- Transcript of Craven County Court Minutes – Included in Background Information
- Pension Record Approval Page Listing Amount of Pension

Additional Sources for Teachers in Separate Folder:

- Peter Salem Documents and Excerpt from *Patriots of Color*
- Phyllis Wheatley Selected Poems and Letter from George Washington
- Related Web Sites for More Information

Unit introduction and overview of instructional plan:

Over the course of this unit, students will gain understanding of the roles of freed and enslaved African American Patriots through lessons that go beyond the lessons taught in the textbook. The lessons are based on events and issues that may not necessarily be covered in the textbook. The two selected soldiers and their Pension Records are not identified in our textbook. Peter Salem is identified by name in one lesson of the Fourth Grade text *Early United States* (Harcourt Brace). Similar items addressed in the unit are

covered in the CRT Assessment and the Chapter Assessments of our Social Studies textbook.

The unit will be taught during the Social Studies periods, for three homeroom classes, as our elementary school is semi-departmentalized in fourth grade. Students will address questions that will lead to the understanding of concepts taught in the unit. These include:

- How were Revolutionary soldiers commended for their years of service to their country?
- What prompted free African Americans to fight in the Revolutionary War?

This unit will be taught within the time allotted on the Curriculum Map for the study of the Revolutionary War, Chapter 8 in the Social Studies textbook. The time allotted is approximately two weeks to teach the chapter, the unit will be taught in the period of one week. Each lesson will be taught as it correlates to the lessons in the chapter.

Suggested Classroom Library:

These items are collected for study involving the Revolutionary War era. Starred (*) items are exceptionally good.

Reference Books:

Dixon, Max. *The Wataguans*. Johnson City: The Overmountain Press. 1976

*Fradin, Dennis Brindell. *The Signers: The 56 Stories Behind the Declaration of Independence*. New York: Scholastic

*Gragg, Rod. *The Declaration of Independence: Museum in a Book*. Nashville: Rutledge Hill Press. 2005. Full of Primary Sources on each page to remove!

Haskins, Jim (Ed.). *Black Stars of Colonial and Revolutionary Times*. New York: John Wiley and Sons. 1998.

Hazen, Walter. *Everyday Life: Revolutionary War*. Tucson: Good Year Books. 2000

*Herbert, Janis. *The American Revolution for Kids*. Chicago; Chicago Review Press. 2002

King, David C. *Colonial Days American Kids in History*. New York: John Wiley and Sons. 1998

Llewellyn, Robert (Photography by). *Valley Forge, Hallowed Ground*. Little Compton: Fort Church Publishers. 1993.

Wilbur, C. Keith. *Revolutionary Medicine 1700-1800*. Guilford: The Globe Pequot Press. 1997

Chapter and Picture Books/Read-Alouds:

**Picture Book of...* Series by David Adler (Scholastic Books):

Benjamin Franklin

George Washington

*National Geographic Reading Expeditions Library

Fight For Freedom

*If You... Series (Scholastic Books):

If You Lived at the Time of the American Revolution

If You lived in Colonial Times

If You Lived When There Was Slavery in America

If you Lived in Williamsburg in Colonial Days

*America Series Journals/Diaries (Scholastic Books):

Five Smooth Stones, Hope's Diary: Philadelphia, 1776
The Journal of William Thomas Emerson, Revolutionary Patriot: Boston, 1774
Winter of Red Snow, The Revolutionary Diary of Abigail Jane Stewart: Valley Forge, 1777

*Jean Fritz Historical Series:

And Then What Happened, Paul Revere?
Can't You Make Them Behave, King George?
George Washington's Breakfast
SHH! We're Writing the Constitution
What's the Big Idea, Ben Franklin?
Where Was Patrick Henry on the 29th of May?
Why Don't You Get a Horse, Sam Adams?
Will You Sign Here. John Hancock?

American Lives Series (Heinemann Biographies)

Benjamin Benneker
Benjamin Franklin
Thomas Jefferson
Molly Pitcher
Paul Revere
Deborah Samson (Female Soldier – Black Patriot!)
George Washington
Phyllis Wheatley (Black Poet)

National Park American History Series:

The African American Experience 1565-1877
American Revolution Southern Campaigns
George Washington: America's First President

Benchley, Nathaniel. *Sam the Minuteman*. New York: HarperCollins. 1969.

Berleth, Richard. *Samuel's Choice*. New York: Scholastic. 1990

Brennan, Linda Crotta. *The Black Regiment of the American Revolution*. North Kingstown: Moon Mountain Publishing. 2004

Collier, James and Christopher. *My Brother Sam Is Dead*. New York: Scholastic. 1974.

Forbes, Esther. *Johnny Tremain* New York: Bantam Doubleday Dell. 1943.

Kroll, Steven. *The Boston Tea Party*. New York: Holiday House. 1998

*Lester, Julius, *From Slave Ship to Freedom Road*. New York: Puffin Books. 1998,

Schnazer, Rosalyn. *George vs. George: The American Revolution from Both Sides*. Washington, D.C.: National Geographic Books. 2004.

Swann-Wright, Dianne. *Colonial Slavery*. Footsteps. Petersborough: Cobblestone Publishing. 2002

----- Sally Hemmings. Footsteps. Petersborough: Cobblestone Publishing. 1999.

Sterne, Emma Gelders. *The Story of the Amistad*. Mioneola: Dover Publications. 2001.

Waldman, Scott P. *The Battle of Lexington and Concord*. New York: PowerKids Press. 2003

Wallner, Alexandra. *Betsy Ross*. New York: Scholastic. 1994.

Weiss, Ellen, *Hitty's Travels: Civil War Days*. 2001, Aladdin Paperbacks

Wheatley, Phyllis. *Poems*. Bedford: Applewood Books. 1838

Video:

*American Independence (American History Series for Children- Schlessenger)

*American Revolution (A&E History Channel)

Countdown to Independence (Rainbow)

*Revolutionary War Video Quiz

United States Constitution, Bill of Rights, & Declaration of Independence (3 Disc Set- Just the Facts Series)

United States Constitution (American History Series for Children-Schlessenger)

*Winter of Red Snow (Scholastic) (Goes with Dear America)

Music/Multimedia (CD):

*Colonial America: A New World (Book and CD Set Narratives and Lyrics with Posters). This can be used from Settlement to the Revolutionary War!

*United and Divided: A Young Nation through the Civil War (Book and CD Set Narratives and Lyrics with Posters). This can be used from Revolutionary War to Civil War!

Reference Bibliography:

Cox, Clinton. *Come All You Brave Soldiers; Blacks in the Revolutionary War*. New York: Scholastic Press. 1999.

Franklin, John Hope. *The Free Negro in North Carolina 1790-1860*. Chapel Hill: University of North Carolina Press. 1995.

Heinegg, Paul. *Free African Americans of North Carolina, Virginia, and South Carolina from the Colonial Period to About 1820*, Fourth Edition , Volume 1. Baltimore: Genealogical Publishing Company. 2001.

Kaplan, Sidney. *The Black Presence in the Era of the American Revolution 1770-1800*. Washington: New York Graphic Society. 1975.

Nell, William C. *The Colored Patriots of the American Revolution, with Sketches of Several Distinguished Colored Persons: to Which is Added a Brief Survey of the Condition and Prospects of Colored Americans. Electronic Edition* Chapel Hill: University of North Carolina. 1999. The electronic edition is a part of the UNC-CH digitization project, [Documenting the American South](#). Originally Published Boston: Robert F. Wallcut. 1855.

Quarles, Benjamin.

-----*The Negro in the American Revolution*. Chapel Hill: University of North Carolina Press. 1996 Ed.

----- *The Negro in the Making of America*. New York: Simon and Schuster. 1987 Ed.

Primary Sources

Official Pension Records

Black, Martin. Service: North Carolina. Record Number: S41441. National Archives. Roll Number: 252. 14 pages

Cromwell, Oliver. Service: New Jersey. Record Number: S34613. National Archives. Roll Number: 695. 25 pages

The Forgotten Patriots: The Role of Blacks in the Revolutionary War

The Boston Massacre changed the role of blacks in the Americas. Crispus Attucks became a martyr for the cause of freedom in numerous ways. It is believed that Attucks was a fugitive mulatto slave who happened to be in the wrong place at the wrong time. Attucks immediately rose to hero status and was given a public funeral. His grave was marked, something that had rarely been done in colonial society. The propaganda of the Revolutionary Movement would not let Crispus Attucks be forgotten, yet many other American Negroes would later be forgotten or ignored for their service to their adopted country (Quarles, 1996, pp 4-7). Some were pressed into service as substitutes for a white men who did not want to go to war. Many went into battle willingly, as both sides advertised freedom to loyal slaves who fought for the British or American cause. The Declaration of Independence stated that all men were given certain rights, such as life, liberty, and the pursuit of happiness. To the Negro slave, no words were sweeter to their ears. The possibility of freedom was stronger than the probability of death in battle.

The British Perspective

The British Army was open to the use of blacks in service. Lord Dunmore, Royal Governor of Virginia, issued a proclamation in November 1775 declaring any slaves who joined His Majesty's troops would be freed. This caused great fear in Virginia, which had a heavy slave population. The Continental Congress recommended that Virginia resist Dunmore's edict at all costs. Some seven hundred slaves joined the British forces before Lord Dunmore was driven away from Virginia. A special group of three hundred black men became known as "Lord Dunsmore's Ethiopian Regiment". Their uniforms had "Liberty to Slaves" emblazoned across the chest, and they were outfitted in full military garb. The British were uneasy about giving an ex-slave a weapon; so few

Negroes actually took up arms for the British. If the Negroes were given muskets and cartridges, they were strictly instructed to use them for the purpose of defense (Quarles, 1996, pp. 23-28).

Commander-in Chief Henry Clinton issued a proclamation on June 3, 1779, which forbade any person from claiming or selling any enemy-owned slave who escaped and joined the British ranks. It also promised any slave who escaped to join this British Army would have security to follow any vocation within the British ranks that he chose. This was issued after British military operations were shifted to the South. At the war's end, thousands of ex-slaves would board ships and sail to England, much to the dismay and protests of their former masters (Quarles, 1987, pp 66-69).

The Negro Patriot

The Americans used Negroes as messengers, guides, spies and military laborers. Slave labor was particularly used to build fortifications, repair roads, and destroy enemy bridges. The need for laborers was so great in the South that slaves were victims of the practice of impressment. This required slave owners to provide a slave for a term of service for a specified amount of time. When this did not meet favorably with the slave owners, military officials would go to the slave market and purchase or hire slaves for the purpose of service. Many slave owners would enlist a slave into service in exchange for land bounty warrants. The common rate of exchange was five hundred acres. In an effort to reduce the number of slaves who would manage to escape and join the British forces, southern masters increased enforcement patrols and surveillance of waterways and roads to prevent the slaves from reaching enemy lines. Nonetheless, it is estimated

that tens of thousands of Negroes reached British lines and served in various military capacities (Quarles, 1996, pp 53-67).

Free Negroes who joined the army did so for different reasons than the impressed slave. Perhaps the spirit of adventure spurred them to take up arms against the British. Many times, they were willing to act as substitutes for pay, or they were simply drafted into service, as they could not afford to pay someone to serve as a substitute.

There was no segregation within the regiments; many muster rolls indicated black servicemen. The typical black patriot carried the rank of private, however, some Negroes did attain higher ranks. Most black privates lacked identity, listed only as “A Negro Man” or “Negor by Name” or “A Negro name not known”. These men took part in the bloodiest battles alongside white Continental soldiers whose names were recorded for their bravery. Yet many black men remain unknown, but for a few that have been identified. Some of these include Cuff Freeman, Peter Salem, Cato Wood, and Primus Cobb (Quarles, 1996, pp. 74-82).

There were two specific Black Units in the Continental Army. Colonel Christopher Greene’s First Rhode Island Regiment came about because the state could not supply its quota of white troops, and the blacks wanted to fight for their own freedom. Rhode Island’s legislature declared any slave who willingly volunteered to fight to be “absolutely free” and entitled to the wages and bounties of a regular soldier. General Lafayette praised the unit as “the best fought action in the war” in their confrontation with British and Hessian troops. The unit defended their commanding officer, even to the death, when Colonel Greene was mortally wounded near the Croton River on May 13, 1781, only after his faithful guard of blacks had been killed surrounding him.

Governor John Hancock recognized a Boston unit, known as the Bucks of America, under the command of Colonel Middleton, a black officer, for their actions in the defense of Massachusetts. He presented them with a banner bearing his initials as a tribute to their bravery and devotion. The records of the Bucks of America, along with details of heroic action are lost, with the exception of the name of the commander. The banner is the only artifact of the unit that exists.

The Volunteer Chasseurs was a black unit from Haiti, a sea-borne brigade that aided General Lincoln in Georgia in 1779 before leading the struggle for nationhood in their own country. The aim of the unit was to evict the British from Savannah. Escaped slaves eager to gain their own freedom reinforced the British. One of the Haitian soldiers was Martial Besse, who received wounds during the heavy fire. Ironically, years later Besse would return to America on official business for Haiti, as the rank of General, dressed in his uniform. As he disembarked in the Port of Charleston, he would be required by South Carolina law to post a bond as an incoming black. Only after the French consul testified that he had been wounded in the defense of Savannah would his bond be remitted (Kaplan, pp. 55-59).

This paper will examine the lives of two such men, Oliver Cromwell and Martin Black, forgotten Patriots who bravely fought for American Independence.

Oliver Cromwell

The *Burlington Gazette* (date unknown) gave an account of an interview of an aged colored man who lived in the city:

“On Monday last, we stopped to speak to him, and asked him how old he was. He asked the day of the month, and, upon being told it was the 24th of May, replied with trembling lips, ‘I am very old—I am a hundred years old to-day’.”

This man was Oliver Cromwell, born in Black Horse (now Columbus), New Jersey, around the year 1754, in the family of John Hutchin. It is assumed that he was a freeborn mulatto. He was apprenticed to his maternal uncle, Thomas Hutchins, Esq. to be a farmer by trade (Nell, pp 160-162).

Cromwell is listed among the soldiers at Valley Forge. He served with the 2nd New Jersey Regiment under the command of Colonel Israel Shreve. He was among the troops that crossed the Delaware River that cold Christmas night. He would later state that he and others “knocked the British about lively” at Trenton (Cox, pp.62-67). He would also fight at Princeton, Monmouth and Brandywine. He claimed that he was at Yorktown and witnessed the last man killed in the battle (Cox, pp. 155-159).

His pension record lists his discharge as June 5, 1783 after six and one-half years of service. It is signed by George Washington, and bestows the honor of the Badge of Merit for faithful service. In the *Burlington Gazette* interview, he stated he was very attached to his discharge, having great respect and admiration for his former commander-in-chief. He reluctantly surrendered his precious discharge in his application for a war pension. He stated he still mourned it much, even after a time passage of approximately 35 years. He proudly wore his badge of honor years after the war ended. He received a land bounty warrant of one hundred acres, but sold it for unknown reasons. His application lists his possessions as two iron pots, one teakettle, four chairs, six plates, six knives and forks, bed and bedding, and wearing apparel. He stated that he was a common

“labourer” but from age was not able to get a livelihood. He was sixty-seven years of age at the time of application. He had one daughter, Elizabeth, who was a cripple, and unable to work, aged twenty-five years. A son, aged twelve years, named Isaac, another named Robert, aged ten years, were not able to contribute to his support and resided with him. His deposition was signed with his mark, indicating he was illiterate. He received an annual pension of ninety-six dollars (Pension Record).

Cromwell had fourteen children in all, seven sons and seven daughters. He was apparently widowed at the time of his application, as there is no mention of his wife. He was indeed very old; he lived to see his grandchildren to the third generation. He lived a simple life, never chewing tobacco or drinking strong spirits. He died on January 24, 1853 at the age of ninety-nine years and ten months. leaving three sons and three daughters to survive him. He is buried in the churchyard of the Broad Street Methodist Church in Columbus, New Jersey (Nell, pp.160-162).

Martin Black

Martin Black was freeborn in 1751, in Craven County, North Carolina. He enlisted in the 10th North Carolina Continental Regiment under the command of Colonel Abraham Shepard. He mustered in on May 16, 1777 for a period of three years. He was listed on muster rolls as having participated in the defense of West Point and having served during the encampment at Valley Forge (Heinegg, p. 131).

Black stated that he was inoculated for smallpox at Georgetown. At Valley Forge he was distributed with other men to make up deficiencies in the regiments, under the direct command of Silas Stevenson. He was transferred from this company to the company commanded by Captain Clement Hall, 2nd Regiment, North Carolina Line, Continental Establishment. He fought in the Battle of Monmouth, at the storming of Stony Point, as well as the aforementioned locations. From West Point, he went with the army to Albany and marched with General Hogan's Brigade to Charleston. He was captured at Charleston, with the surrender of the army there. He escaped and returned to his home in New Bern, North Carolina. After remaining at home a few days, he reenlisted in Captain Benjamin Coleman's Company as an "eighteen months man" in the Continental line of North Carolina. He marched to Charleston, where he remained with the army "until the Peace", just as the British were evacuating the city. He was discharged a few weeks after this. He lost his discharge papers in later years.

When he applied for his pension, he believed that he was fifty-seven years of age. He stated that he was in "reduced circumstances", without property and dependent on his labor for support. He stated that he needed the assistance of his country and would gladly receive the benefit of the act of Congress: "an act to provide for certain persons engaged in the land and naval service of the United States in the Revolutionary War". Black's affidavit was signed with his mark, indicating that he must have been illiterate. He received a pension of eight dollars per month (Pension Record).

Black married Ann Moore April 12, 1784 in Craven County. He had at least two known children, a daughter, Keziah born c. 1790, and a son, William. He is listed as head of household in the 1790 Carteret County census with two “other free persons”, and in 1800 in Onslow County with four “other free persons” (Heinegg, p. 131).

In 1811, Black is mentioned in the court minutes of Craven County, North Carolina. He:

“Appeared and stated that during the present term two of his children had without his knowledge and consent been bound to Benjamin Borden, that said children were free and born in lawful wedlock. Whereupon it was ordered that said order be suspended and that notice issue and shew cause if any he has wherefore the said order should not be rescinded.”

(Minutes of the Court of Pleas and Quarter Sessions of Craven County, March 1811)

There is no mention of the case in the next session of the court; it is assumed that the matter was settled satisfactorily out of court (Franklin, p. 127).

Martin Black died in 1821 in New Bern, North Carolina. His will dated September 16, 1821 listed his son-in-law Samuel Martin, married to Keziah June 4, 1819, as the executor and to receive his pension. He left William, his son, the sum of ten dollars (Heinegg, p. 131). It is not known where he is buried, as no cemeteries in the New Bern Records list him.

These are just two of thousands more soldiers like them. Many of the records do not indicate the race of the soldier, so only a handful of names are known. What is

known, however, is the fact that countless brave men fought and died for the independence of their country, many in exchange for the hope of freedom for themselves and their future generations. Men like these are not adequately represented in most standard textbooks; therefore it is my hope that students can learn more about these brave soldiers, the Forgotten Patriots.

Bibliography

Books

Cox, Clinton. *Come All You Brave Soldiers; Blacks in the Revolutionary War*. New York: Scholastic Press. 1999.

Franklin, John Hope. *The Free Negro in North Carolina 1790-1860*. Chapel Hill: University of North Carolina Press. 1995.

Heinegg, Paul. *Free African Americans of North Carolina, Virginia, and South Carolina from the Colonial Period to About 1820*, Fourth Edition , Volume 1. Baltimore: Genealogical Publishing Company. 2001.

Kaplan, Sidney. *The Black Presence in the Era of the American Revolution 1770-1800*. Washington: New York Graphic Society. 1975.

Nell, William C. *The Colored Patriots of the American Revolution, with Sketches of Several Distinguished Colored Persons: to Which is Added a Brief Survey of the Condition and Prospects of Colored Americans. Electronic Edition* Chapel Hill: University of North Carolina. 1999. The electronic edition is a part of the UNC-CH digitization project, [Documenting the American South](#). Originally Published Boston: Robert F. Wallcut. 1855.

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Primary Sources

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Cromwell, Oliver. Service: New Jersey. Record Number: S34613. National Archives. Roll Number: 695. 25 pages

Unit:

Forgotten Patriots: Blacks in the Revolutionary War

Lesson Title:

“Signed by His Excellency General George Washington”

Grade Level:

Intermediate – Fourth Grade

Essential Question related to Vital Theme:

How were Revolutionary soldiers commended for their years of service to their country?

Lesson Time:

One to two class periods, each forty-five minutes in length

Curriculum Standards – List:

4.5.6; 4.5.7; 4.5.8; 4.5.11; 4.6.2; 4.6.3;

Technology used and how:

Primary Source Materials Provided in Lesson:

Discharge Papers of Oliver Cromwell

Newspaper Article from Burlington Gazette

Affidavit of Service and Need of Pension

Materials:

Background Information on Oliver Cromwell from essay, provided as a handout

Primary Sources listed above

Activity description(s) and overview of instructional strategies:

Distribute copies or make transparencies of the discharge papers and newspaper article. Give out background information during the lesson while the primary documents are examined. This can be done in an open discussion class activity, or it can be a paper-pencil assignment. A Document Evaluation form is included in the lesson plan.

Supporting Assignments/Homework:

Students may complete the evaluation worksheet provided in the lesson after reviewing the documents and pictures.

Assessment:

Interpretation of similar information is included in the CRT Assessment and Chapter Tests of the Social Studies series.

Background Information of Oliver Cromwell

Born around 1754– Died January 24, 1853 (Age 99 years, 10 months)

Buried in Broad Street Methodist Churchyard, Columbus New Jersey

Had fourteen children

Encamped at Valley Forge

Participated in Battles:

Trenton

Monmouth

Princeton

Brandywine

Yorktown

Discharged on June 5, 1783 – Awarded the Badge of Merit

Evaluation of Documents

Name _____

1. Who received this document? _____

2. What title did George Washington have?

3. How do we know it is from General Washington?

4. What was Oliver Cromwell awarded for his service?

Newspaper Article

5. How old did Mr. Cromwell say was his age? _____

6. How did he feel about his discharge paper?

7. Why was his paper taken from him?

8. What battles did Oliver fight?

9. Name one event he remembered from the war.

Unit:

Forgotten Patriots: Blacks in the Revolutionary War

Lesson Title:

“Martin Black, Free Born Patriot”

Grade Level:

Intermediate – Fourth Grade

Essential Question related to Vital Theme:

What prompted free African Americans to fight in the Revolutionary War?

Lesson Time:

One to two class periods, each forty-five minutes in length

Curriculum Standards – List:

4.5.6; 4.5.7; 4.5.8; 4.5.11; 4.6.2; 4.6.3;

Technology used and how:

Primary Source Materials Provided in Lesson:

Affidavits of Martin Black’s Service and Need of Pension

Transcript of Craven County Court Minutes – Included in Background Information

Pension Record Approval Page listing Amount of Pension

Materials:

Background Information on Martin Black from essay, provided as a handout

Primary Sources listed above

Activity description(s) and overview of instructional strategies:

Distribute copies or make transparencies of the Pension papers. Give out background information during the lesson while the primary documents are examined. This can be done in an open discussion class activity, or it can be a paper-pencil assignment. A Document Evaluation form is included in the lesson plan.

Supporting Assignments/Homework:

Students may complete the evaluation worksheet provided in the lesson after reviewing the documents and pictures.

Assessment:

Interpretation of similar information is included in the CRT Assessment and Chapter Tests of the Social Studies series.

Background Information of Martin Black

Born around 1751– Died 1821 New Bern North Carolina
Burial site not known

Married Ann Moore April 12, 1784
Had at least two children

Inoculated for Smallpox at Georgetown
Encamped at Valley Forge

Participated in Battles:
Monmouth
Albany
Charleston (Captured)
Charleston (2nd Enlistment)

Discharged “After the Peace” – Discharge papers lost

Lived in Craven, Onslow, and Carteret Counties after the War. Listed in 1790 and 1800 Census Records with “Other Free Blacks” in household (Presumably wife and children)

Craven County Court Minutes

In 1811, Black is mentioned in the court minutes of Craven County, North Carolina. He:

“Appeared and stated that during the present term two of his children had without his knowledge and consent been bound to Benjamin Borden, that said children were free and born in lawful wedlock. Whereupon it was ordered that said order be suspended and that notice issue and shew cause if any he has wherefore the said order should not be rescinded.”

(Minutes of the Court of Pleas and Quarter Sessions of Craven County, March 1811)

There is no mention of the case in the next session of the court; it is assumed that the matter was settled satisfactorily out of court (Franklin, p. 127).

Evaluation of Documents

Name _____

Certificate of Pension

1. How much was Martin Black's Pension?

2. Did he receive any back pay? How much?

3. Document is dated _____

Affidavit Letter(s)

4. How do we know Martin Black is poor?

5. What proof do we have that he could not read or write?

6. What can we tell about the time period from these documents?

7. How long had the writer known Martin Black?

