

All Aboard the New York State Freedom Train!



ConsidertheSourceNY.org

NEW YORK
archives Jr!
Investigation Team





Created by Toni Stevens-Oliver
Olpaka Family Teacher-in-Residence

NYS Social Studies Framework:

4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.

(Standards: 1, 5; Themes: ID, TCC, SOC, CIV)

7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements

and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts.

(Standards: 1, 5; Themes: SOC, CIV, GOV)

Social Studies Practices:

- A. Gathering, Interpreting, and Using Evidence
- F. Civic Participation

New York State Next Gen ELA Standards:

- 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
- 4R3: In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
- 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
- 4W1: Write an argument to support claim(s), using clear reasons and relevant evidence.
- 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others

Also: 5R1; 5R3; 5R4; 5W1; 5SL1; 6R1; 6R3; 6R4; 6W1; 6SL1; 7R1; 7R3; 7R4; 6W1; 6SL1; 8R1; 8R3; 8R4; 8W1; 8SL1

Materials:

Included in this download:

- “All Aboard the NYS Freedom Train!” article from the Summer 2026 New York Archives *Jr!* Magazine.
- “Find the Evidence” table to accompany above article.
- New York Archives *Jr!* Investigation Team introductory poster page
- New York Archives *Jr!* Investigation Team student role cards for jigsaw - 2 pages, each with 2 cards. Printing on card stock and laminating might be considered so the cards can be used in future lessons.
- Documents 1, 2, 3, & 4 student pages.
- Team Recording Sheets (3 pages) - one set needed for each document group.
- “What is Freedom?” stationary

Note: All student pages come in color and black & white.

Classroom materials:

pencils

Online materials (optional):

Below are links to the four documents at Consider the Source NY. You might wish to display them on your digital white board, or create further activities online.

- Document 1: New York’s Education Anti-discrimination Law - <https://considerthesourcenyc.org/document/new-yorks-education-antidiscrimination-law>
- Document 2: Transcripts of Resolution Abolishing Enslavement of Indigenous People - <https://considerthesourcenyc.org/document/new-yorks-education-antidiscrimination-law>
- Document 3: Second Constitution of New York State, 1821 - <https://considerthesourcenyc.org/document/second-constitution-new-york-state-1821>
- Document 4: Dutch Colonial Council Minutes 30 May - 6 June 1641 - <https://considerthesourcenyc.org/document/dutch-colonial-council-minutes-30-may-6-june-1641>

Background information for this lesson:

- New York State Archives Jr! Magazine Summer 2026 - Here is the link <https://considerthesourcenyc.org/new-york-archives-jr/summer-2026-new-york-state-freedom-train>
- Consider the Source New York: New York State Freedom Train - <https://considerthesourcenyc.org/new-york-state-freedom-train>

Lesson Vocabulary:

From the article:

- Exhibit – A collection of items that is put on display for people to see and learn from.
- Petition – A written request signed by people who want the government or leaders to make a change.
- Constitution – A set of rules and laws that explains how a government works and what rights people have.
- Remonstrance – A written statement that respectfully objects to a law or action and asks for change.
- Freedoms – Rights and liberties that people have, such as freedom of religion, speech, or voting.
- University on Wheels – A nickname for the Freedom Train because it brought learning and history directly to people as it traveled around the state.

For the primary source investigation:

- primary source document -something from the past that gives original information about an event and was created by someone who was there.archives - a place where important historic documents and records are kept safe so people can learn about the past.
- transcript - a written copy of something that was spoken or recorded

Prep:

- print and copy documents - 1 for each expert group
- print and copy student pages - one per student
- plan your home groups
- plan your expert groups

Essential Question: What is Freedom?

Day 1: “All Aboard the NYS Freedom Train” - informational text

Anticipatory Set: Say, "Imagine a train arrived in your town carrying some of the most important documents in American history. Instead of reading about history in a textbook, you could walk inside the train and see the actual documents with your own eyes. What kinds of things would you expect to see?"

Allow students to Turn and Talk with a partner for 30–60 seconds, then invite a few students to share. Say: "In the late 1940s, a train like that really existed. It was called the Freedom Train. Today we're going to learn how New York created its own Freedom Train and why it was important."

Body: First Read

Read the text aloud while students follow along. Pause briefly after each paragraph to check understanding and clarify vocabulary as needed.

Possible discussion points:

Paragraph 2

- Who was Edna L. Jacobsen?
- Why did she think New Yorkers needed something more?

Paragraph 3

- What idea did Gerald H. Salisbury suggest?

Paragraph 4

- Why was the train called a "university on wheels"?

Paragraphs 6–7

- What important documents were included?
- What freedoms did these documents support?

Second read.

Have students (individually, pairs) reread the text and tag it as directed on the page.

Evidence Hunt Activity: Distribute or direct students to the Evidence Hunt chart.

Tell students: "Historians don't just make claims—they support their ideas with evidence. Use the text to find evidence that supports each statement."

Review evidence as a class.

Possible responses:

The Freedom Train brought history to people.

- It traveled to towns and cities throughout New York.
- People could see original records for themselves.

People in New York helped create the train.

- Edna Jacobsen created a larger exhibit.
- Gerald Salisbury suggested putting the exhibit on a train.
- Librarians, railroads, newspapers, and state leaders supported the project.

The train taught visitors about freedom.

- It included documents about religious freedom, self-government, women's rights, education, and workers' rights.

Day 2:

Anticipatory Set: At the start of the lesson, display the word “FREEDOM”. Ask the class what this means. Take responses. Play devil’s advocate and ask, “Do you think coming to school every day is freedom?” Take responses.

Next, say: "Today we're going to join the Archives Jr! Investigations Team and think like historians. We are going to examine documents that traveled on the New York State Freedom Train. Each document represents an important idea about freedom. Our job is to investigate the evidence and decide what freedom meant to people in different times and places."

Body:

Step 1: Put your class into “Home Groups” of four, five or six.

Step 2: Introduce your class to the New York Archives Jr! Investigation Team using the poster. Each character represents a step in the investigation process. You can display this and/or give each group a copy.

Step 3: Have student move to Expert Groups.

Step 4: Hand out the New York Archives Jr! Investigation Team role cards in each Expert Group and review each role. NOTE: If you have smaller groups some students may need to take on more than one role.

Step 5: Give each Expert Group a document to work on and a set of student response sheets.

Step 6: Give directions for how you want the groups to conduct themselves.

Step 7: As students are working, circulate and help where needed.

Step 8: Once groups are done, have everyone return to their Home Group and share out about the document they studied in their Expert Group, focusing on the Ollie section of their response sheet.

Closure: Have a whole class discussion about the question, “What is Freedom” based on the article and four documents. Then have students write their thoughts on “What is Freedom?” based on what they learned today, providing evidence from the documents. Use the “What is Freedom?” train themed stationary for their answers (assessment).

Additional questions about freedom for classroom discussion.

Understanding Freedom

- What does freedom look like in real life?
- How can we tell if someone is free or not?
- Is freedom the same for everyone? Why or why not?

Analyzing the Freedom Train Documents

- What do these documents show about freedom in the past?
- Why were these documents important enough to be included on the Freedom Train?
- What can we learn about people's struggles for freedom from these sources?

Rights, Responsibilities, and Fairness

- What rights do people need to be free?
- What responsibilities come with freedom?
- Can one person's freedom affect another person? How?

Perspective & Interpretation

- How might different people describe freedom differently?
- Why might people disagree about what freedom means?
- Whose voices about freedom are included in these documents? Whose might be missing?

Past to Present Connections

- How has the idea of freedom changed over time?
- Are people today still working for freedom? In what ways?
- What does freedom mean in our community today?

From the Summer 2026 New York Archives Jr! Magazine.



In the late 1940s, a National Freedom Train traveled across the United States. People could step inside the train cars to see important documents that helped establish the basic freedoms Americans have as rights. The train stopped in large cities, but it could only stay for a short time.

The national train was scheduled to spend just one day in Albany. However, librarian Edna L. Jacobsen believed New Yorkers needed more time to see and learn from these historic records. She helped create a longer lasting display of books and documents at the New York State Library. The exhibit included many of the same items as the national train and added materials that showed New York's role in the growth of freedom.

Albany newspapers wrote about the display. Gerald H. Salisbury, a newspaper editor, believed people across the state should be able to see it. He suggested putting the exhibit on a train so it could travel to towns and cities throughout New York. With support from librarians, newspaper groups, railroads, and state leaders, the idea became the New York State Freedom Train.

The New York State Freedom Train was created to help people learn about New York's history and the freedoms people had worked for over time. Salisbury described the train as a "university on wheels," bringing original records directly to students and adults. Visitors did not just read about history—they could see it for themselves.

The train also encouraged people to visit libraries and continue learning long after it moved on.

The train included important documents from New York's past. The Flushing Remonstrance, a 1657 petition, supported freedom of religion. New York's first Constitution showed how people worked to govern themselves and protect their rights under the law. Materials related to the Seneca Falls Declaration of Sentiments called for women's rights, including voting, property ownership, and equal educational opportunities. Items related to education and labor showed efforts to improve schools and protect workers.

Together, these materials showed that American freedoms were shaped not only by national leaders, but also by the everyday actions of people in New York State.

Directions: Go back and reread the text. As you read, use the code to the right to tag the text.



Facts about the train - red



Important people - blue



The purpose of the train - green



Important documents on the train - purple

Name: _____



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Find the Evidence!

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The Archives Jr! Investigation Process

Good historians follow a process to investigate the past.



1 ARCHIE

Find the Source

Locate documents, photographs, maps, and records.
Start the investigation.



2 BEA

Find the Evidence

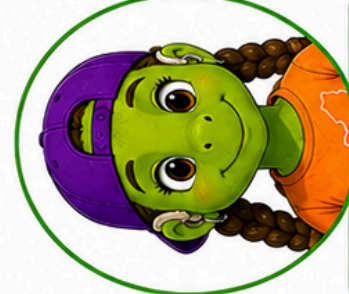
Look closely at details. Gather clues from sources.



3 BUSTER

Ask Questions

Wonder and investigate.
Ask how and why.



4 TALIA

Draw Conclusions

Think carefully about the evidence.
Decide what the evidence means.



5 OLLIE

Build the Big Picture (Synthesize)

Connect ideas from multiple sources.
Create a deeper understanding.



LUCY Lead

- ★ Encourages teamwork
- ★ Makes sure everyone participates
- ★ Helps the group stay organized

TEAM HELPERS

Lucy and Trevor help the investigation team work successfully.



TREVOR Track Time

- ★ Keeps the team on schedule
- ★ Helps everyone stay focused
- ★ Gives reminders during investigations

Together, these skills help historians **investigate** the past.

Archie

the Jr! Archivist



★ Your Job ★

Your job is to help your group understand the source.

You will:

- Identify the type of source.
- Find out who created it.
- Find out when it was created.
- Help your group understand where the source came from.
- Introduce the source to the rest of the group.



Find the Source

★ Questions to Ask ★

- What is this source?
- Who created it?
- When was it created?
- Why was it created?
- What can this source teach us?

Bea

the Evidence Expert



★ Your Job ★

Your job is to help your group find important details and evidence.

You will:

- Look carefully at the source.
- Notice important details.
- Find clues that help answer the question.
- Share your observations with your group.
- Record evidence from the source.



Use the Evidence

★ Questions to Ask ★

- What do I notice?
- What details stand out?
- What clues can I find?
- What evidence supports our thinking?
- What might others have missed?

Buster

the Question Investigator



Your Job

Your job is to help your group think like historians by asking good questions.

You will:

- Ask questions about the source.
- Wonder about missing information.
- Challenge assumptions.
- Help your group dig deeper to learn more.
- Encourage everyone to keep thinking.

Questions to Ask

- How do we know?
- What else should we find out?
- What questions does this source raise?
- What might be missing?
- What would we like to learn more about?

Ask the Questions

Talia

the Thoughtful Turtle



Your Job

Your job is to help your group think about the evidence and draw conclusions.

You will:

- Listen to everyone's ideas.
- Connect evidence from different sources.
- Help your group explain their thinking.
- Look for patterns and connections.
- Help your group reach a conclusion.

Questions to Ask

- What does the evidence tell us?
- What conclusions can we make?
- How do the sources connect?
- What patterns do we notice?
- What is the best answer to our investigation question?



Draw Conclusions

Lucy

the Team Leader



Your Job

Your job is to help your team work together and stay on task.

You will:

- Make sure everyone has a chance to speak.
- Encourage respectful discussion.
- Help the group stay focused.
- Make sure all roles are participating.
- Help solve disagreements kindly.

Questions to Ask

- Is everyone participating?
- Are we staying on task?
- Do we need to listen to someone new?
- Is our team working together?
- Do we need to solve a problem?

Keep the Team Working Together!



Trevor

the Timekeeper



Your Job

Your job is to help your group use time wisely.

You will:

- Keep track of time.
- Remind the group when it is time to move on.
- Help the team finish on schedule.
- Make sure enough time is left for discussion.
- Help the group stay focused on the task.

Questions to Ask

- How much time do we have for this task?
- How are we doing with our time?
- Do we need a reminder to stay on track?
- Do we have enough time left to finish?
- What can we do to use our time well?

Keep Us On Time!



★ Ollie ★

the Big Picture Builder



★ Your Job ★

Your job is to put information together from different sources.

You will:

- Compare information from different sources.
- Look for patterns.
- Find connections.
- Decide what the information is most important.
- Combine ideas to build a complete understanding.

★ Questions to Ask ★

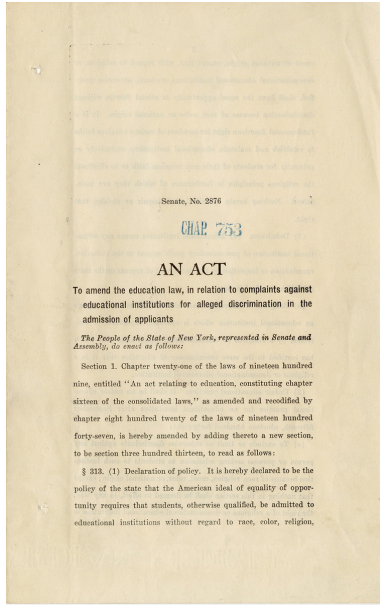
- What do these sources have in common?
- How are these sources different?
- What patterns do we notice?
- What information appears in more than one source?
- What can we learn when we put these sources together?



Build the Big Picture
(Synthesize)

DOCUMENT #1

New York's Education Anti- discrimination Law



Source: New York State Archives. New York (State). New York State Archives. New York (State). Department of State. Bureau of Miscellaneous Records. New York State Department of State Bureau of Miscellaneous Records Enrolled Acts of the State Legislature. 13036-78.

★ THE NEW YORK STATE **FREEDOM TRAIN** ★ WHAT IS FREEDOM? ★



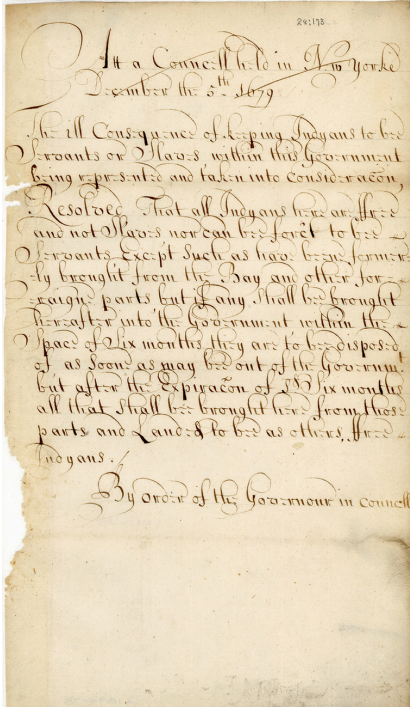
§ 313. (1) Declaration of policy. It is hereby declared to be the policy of the state that the American ideal of equality of opportunity requires that students, otherwise qualified, be admitted to educational institutions without regard to race, color, religion, creed or national origin, except that, with regard to religious or denominational educational institutions, students, otherwise qualified, shall have the equal opportunity to attend therein without discrimination because of race, color or national origin. It is a fundamental American right for members of various religious faiths to establish and maintain educational institutions exclusively or primarily for students of their own religious faith or to effectuate the religious principles in furtherance of which they are maintained. Nothing herein contained shall impair or abridge that right.

Words to Know:

- policy - a set of rules or a plan that tells people what to do.
- educational institutions - places where people go to learn, like schools or colleges.
- creed - a group of beliefs or ideas that guide how people think or act.
- fundamental - something very important or basic—something everything else depends on.
- abridge - to make something shorter by taking out parts.

DOCUMENT #2

Transcripts of Resolution Abolishing Enslavement of Indigenous People



Source: New York State Archives. New York (Colony). Council. New York Colony Council papers. A1894-78.

Words to Know:

- Council - a meeting of a group of leaders.
- S^d - abbreviation for “said”. In this sentence it is referring to the six months mentioned earlier in the document.
- “Indyans” = Indians, referring to Indigenous people.

Names: _____

★ THE NEW YORK STATE **FREEDOM TRAIN** ★ WHAT IS FREEDOM? ★



At a Council held in New yorke December the 5th, 1679.

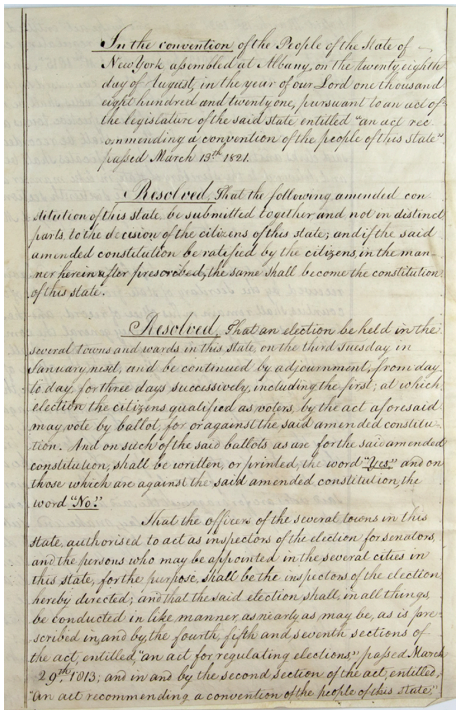
The ill Consequene of keeping Indyans to bee Servants or Slaves within this Government. being represented and taken into consideration,

Resolved That all Indyans here are ffree and not Slaves, nor can be forced to bee Servants, Except Such as have been formerly brought from the Bay and other foraign parts but if any shall be brought hereafter into the Government within the Space of Six months they are to be disposed of as Soon as may bee out of the Governm^t, but after the Expiration of S^d Six months all that shall bee brought here from those parts and Landed to bee as others, free Indyans.

By order of the Goverour in council.

DOCUMENT #3

Second Constitution of New York State 1821



Source: New York State Archives. New York (State). Secretary of State. Second constitution of the State of New York, 1821. A1804-78.

★ THE NEW YORK STATE ★ **FREEDOM TRAIN** = WHAT IS FREEDOM? =



In the Convention of the people of the state of New-York, assembled at Albany, on the twenty-eighth day of August, in the year of our Lord, one thousand eight hundred and twenty-one, pursuant to an act of the legislature of the said state, entitled "an act recommending a Convention of the people of this state," passed March 13th, 1821:

"Resolved, That the preceding amended constitution of this state, be submitted together, and not in distinct parts, to the decision of the citizens of this state; and if the said amended constitution be ratified by the citizens, in the manner hereinafter prescribed, the same shall become the constitution of this state.

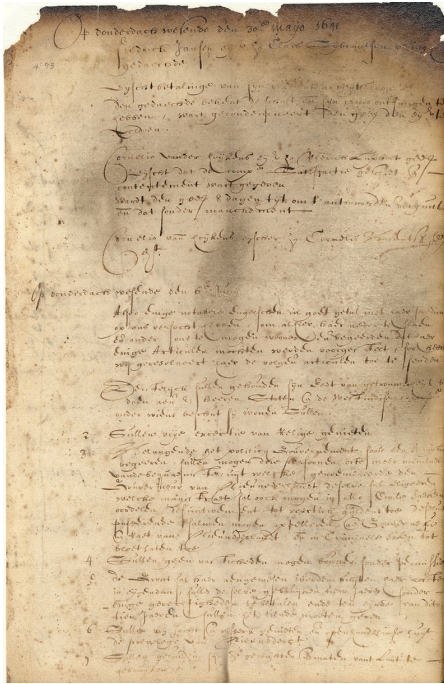
"Resolved, That an election be held in the several towns and wards in this state, on the third Tuesday of January next, and be continued by adjournment, from day to day, for three days successively, including the first; at which election, the citizens qualified as voters, by the act aforesaid, may vote, by ballot, for, or against, the said amended constitution.

Words to Know:

- convention - a meeting where people come together to talk about something important, or it can mean a common way people usually do something.
- assembled - a meeting where people come together to talk about something important, or it can mean a common way people usually do something.
- resolved - means decided something firmly or solved a problem.
- preceding - means something that comes before something else.
- amended - changed or improved by adding or fixing something.
- constitution - is a set of rules that explains how a government works and what rights people have.

DOCUMENT #4

**Dutch Colonial
Council Minutes
30 May - 6 June 1641**



Source: New York State Archives. New York (Colony). Council. Dutch colonial council minutes. A1809-78. Volume 4, page 93.

Words to Know:

- clergyman - a religious leader, like a minister or priest, who teaches and leads people in a church.
- resolved - decided something firmly or solved a problem.
- oath - a very serious promise to tell the truth or keep your word.
- magistrate - a judge or official who works in a court and helps make sure laws are followed.
- tithes - money or goods people give (often about one-tenth) to support a religious group.

Names: _____

★ THE NEW YORK STATE FREEDOM TRAIN ★ WHAT IS FREEDOM? ★



On Thursday, being the 6th of June

Whereas a considerable number of respectable Englishmen with their clergyman have applied for permission to settle here and to reside among us and request that some terms might be offered to them, we have therefore resolved to send to them the following terms:

1. They shall be bound to take the oath of allegiance to the honorable Lords the States General and the West India Company under whose protection they will reside.
2. They shall enjoy free exercise of religion.
3. In regard to political government, if they desire a magistrate, they shall have the privilege of nominating three or four persons from the fittest among them, from which persons so nominated the governor of New Netherland shall choose one, which magistrate shall be empowered in all civil actions to render final judgment not exceeding 40 guilders; above this amount an appeal may be made to the governor and council of New Netherland; and in criminal cases he shall have jurisdiction except in cases involving corporal punishment.
4. They shall not be at liberty to erect any strongholds without permission.
5. The land shall be granted to them in fee, free of charge, and they shall have the use thereof for ten years without paying any dues and at the expiration of the said ten years be obliged to pay tithes.
6. They shall enjoy free hunting and fishing and freedom of trade according to the charter of New Netherland.
7. They shall be bound to make use of the weights and measures of this country.



Archie the Jr! Archivist: Find the Source

Source Title: _____

Type of Source: _____

Who created it: _____

When was it created: _____

Where the actual is source kept: _____

Bea the Evidence Expert: Find the Evidence



Important details: _____

Detail that answers the questions: _____

★ THE NEW YORK STATE ★
FREEDOM TRAIN
Investigation Team Recording Sheet
= WHAT IS FREEDOM? =



Buster the Question Investigator: Ask Questions

Questions I have about this source: _____

What would we like to learn more about?: _____

Talia the Thoughtful Turtle: Draw Conclusions



What does this source say about Freedom? _____

How do we know? _____

★ THE NEW YORK STATE ★
FREEDOM TRAIN
Investigation Team Recording Sheet
= WHAT IS FREEDOM? =

We think this document says freedom is...



Evidence from the document...



What is Freedom?



By: _____



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The New York State Freedom Train was created to help people learn about New York's history and the freedoms people had worked for over time. Salisbury described the train as a "university on wheels," bringing original records directly to students and adults. Visitors did not just read about history—they could see it for themselves.

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Directions: Go back and reread the text. As you read, use the code to the right to tag the text.

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Important people - blue

The purpose of the train - green

Important documents on the train - purple

Name: _____



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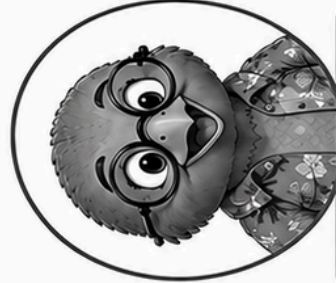
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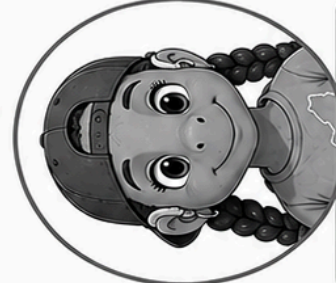


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Ask how and why.



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★ Archie ★

the Jr! Archivist



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- Introduce the source to the rest of the group.

★ Questions to Ask ★

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- Who created it?
- When was it created?
- Why was it created?
- What can this source teach us?

Find the Source

★ Bea ★

the Evidence Expert



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- Share your observations with your group.
- Record evidence from the source.

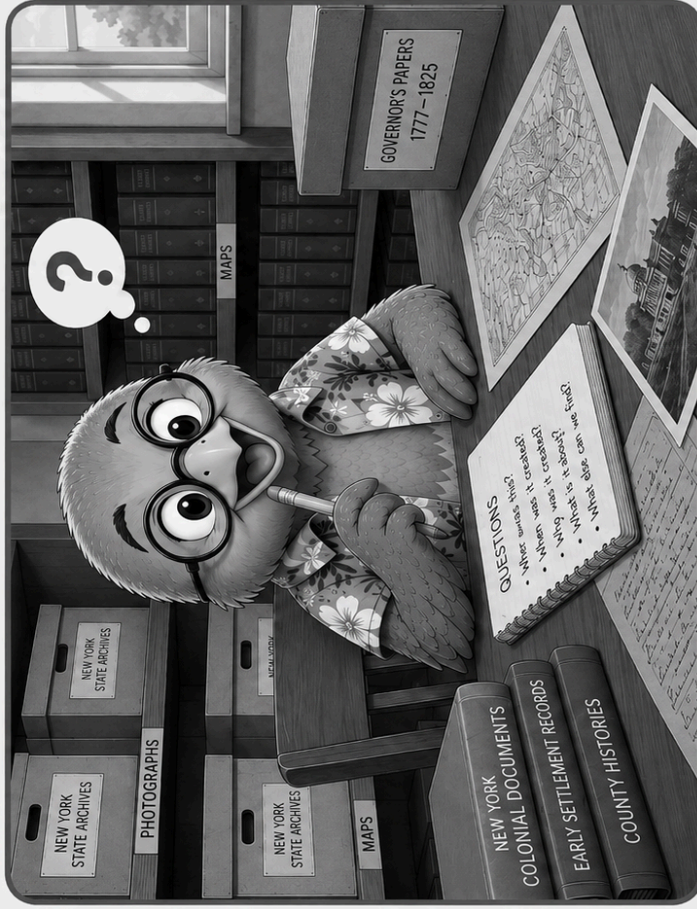
★ Questions to Ask ★

- What do I notice?
- What details stand out?
- What clues can I find?
- What evidence supports our thinking?
- What might others have missed?

Find the Evidence

Buster

the Question Investigator



★ Your Job ★

Your job is to help your group think like historians by asking good questions.

You will:

- Ask questions about the source.
- Wonder about missing information.
- Challenge assumptions.
- Help your group dig deeper to learn more.
- Encourage everyone to keep thinking.

★ Questions to Ask ★

- How do we know?
- What else should we find out?
- What questions does this source raise?
- What might be missing?
- What would we like to learn more about?

Ask the Questions



Talia

the Thoughtful Turtle



★ Your Job ★

Your job is to help your group think about the evidence and draw conclusions.

You will:

- Listen to everyone's ideas.
- Connect evidence from different sources.
- Help your group explain their thinking.
- Look for patterns and connections.
- Help your group reach a conclusion.

★ Questions to Ask ★

- What does the evidence tell us?
- What conclusions can we make?
- How do the sources connect?
- What patterns do we notice?
- What is the best answer to our investigation question?



Draw Conclusions

Lucy

the Team Leader



★ Your Job ★

Your job is to help your team work together and stay on task.

You will:

- Make sure everyone has a chance to speak.
- Encourage respectful discussion.
- Help the group stay focused.
- Make sure all roles are participating.
- Help solve disagreements kindly.

★ Questions to Ask ★

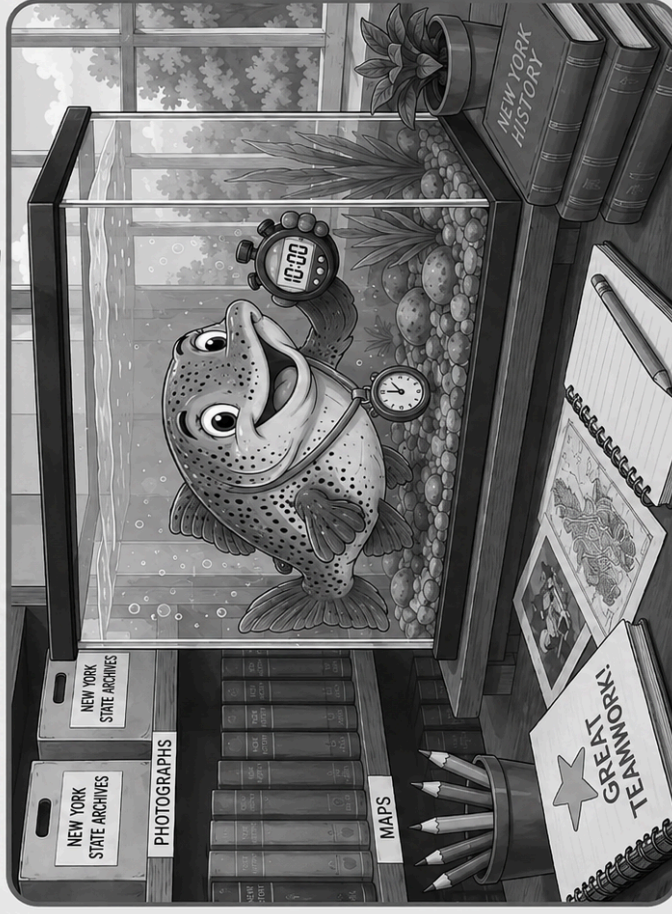
- Is everyone participating?
- Are we staying on task?
- Do we need to listen to someone new?
- Is our team working together?
- Do we need to solve a problem?

Keep the Team Working Together!



Trevor

the Timekeeper



★ Your Job ★

Your job is to help your group use time wisely.

You will:

- Keep track of time.
- Remind the group when it is time to move on.
- Help the team finish on schedule.
- Make sure enough time is left for discussion.
- Help the group stay focused on the task.

★ Questions to Ask ★

- How much time do we have for this task?
- How are we doing with our time?
- Do we need a reminder to stay on track?
- Do we have enough time left to finish?
- What can we do to use our time well?

Keep Us On Time!



★ Ollie ★

the Big Picture Builder



★ Your Job ★

Your job is to put information together from different sources.

You will:

- Compare information from different sources.
- Look for patterns.
- Find connections.
- Decide what the information is most important.
- Combine ideas to build a complete understanding.

★ Questions to Ask ★

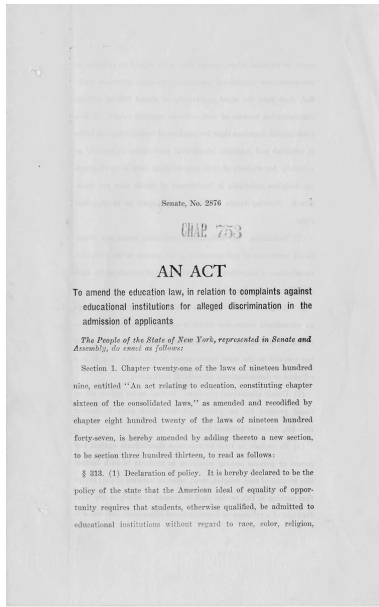
- What do these sources have in common?
- How are these sources different?
- What patterns do we notice?
- What information appears in more than one source?
- What can we learn when we put these sources together?

Build the Big Picture
(Synthesize)



DOCUMENT #1

New York's Education Anti- discrimination Law



Source: New York State Archives. New York (State). New York State Archives. New York (State). Department of State. Bureau of Miscellaneous Records. New York State Department of State Bureau of Miscellaneous Records Enrolled Acts of the State Legislature. 13036-78.

Words to Know:

- policy - a set of rules or a plan that tells people what to do.
- educational institutions - places where people go to learn, like schools or colleges.
- creed - a group of beliefs or ideas that guide how people think or act.
- fundamental - something very important or basic—something everything else depends on.
- abridge - to make something shorter by taking out parts.

Names: _____

★ THE NEW YORK STATE FREEDOM TRAIN ★

Investigation Team Recording Sheet

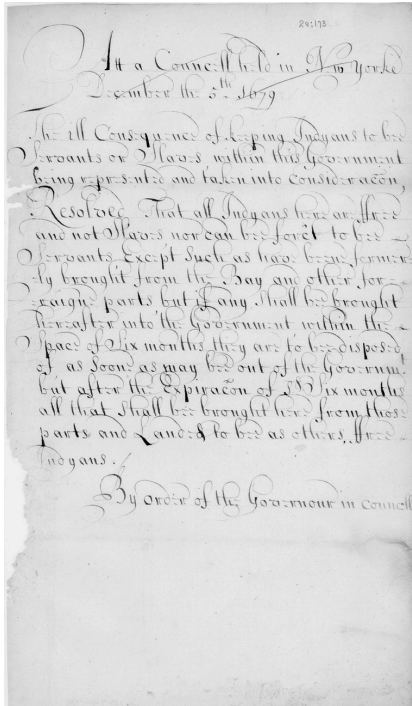
WHAT IS FREEDOM?



§ 313. (1) Declaration of policy. It is hereby declared to be the policy of the state that the American ideal of equality of opportunity requires that students, otherwise qualified, be admitted to educational institutions without regard to race, color, religion, creed or national origin, except that, with regard to religious or denominational educational institutions, students, otherwise qualified, shall have the equal opportunity to attend therein without discrimination because of race, color or national origin. It is a fundamental American right for members of various religious faiths to establish and maintain educational institutions exclusively or primarily for students of their own religious faith or to effectuate the religious principles in furtherance of which they are maintained. Nothing herein contained shall impair or abridge that right.

DOCUMENT #2

Transcripts of Resolution Abolishing Enslavement of Indigenous People



Source: New York State Archives. New York (Colony). Council. New York Colony Council papers. A1894-78.

Words to Know:

- Council
- “disposed of”
- S^d - abbreviation for “said”. In this sentence it is referring to the six months mentioned earlier in the document.
- “Indyans” = Indians, referring to Indigenous people.

Names: _____

★ THE NEW YORK STATE FREEDOM TRAIN ★

Investigation Team Recording Sheet

WHAT IS FREEDOM?



At a Council held in New yorke December the 5th, 1679.

The ill Consequene of keeping Indyans to bee Servants or Slaves within this Government. being represented and taken into consideration,

Resolved That all Indyans here are ffree and not Slaves, nor can be forced to bee Servants, Except Such as have been formerly brought from the Bay and other foraign parts but if any shall be brought hereafter into the Government within the Space of Six months they are to be disposed of as Soon as may bee out of the Governm^t, but after the Expiration of S^d Six months all that shall bee brought here from those parts and Landed to bee as others, free Indyans.

By order of the Goverour in council.

DOCUMENT #3

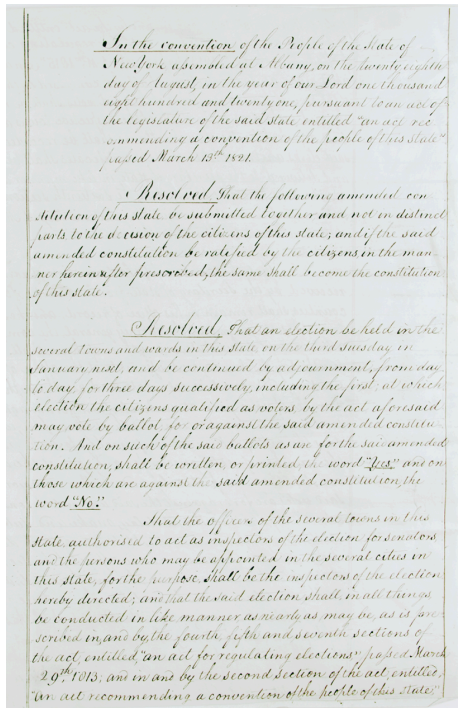
Second Constitution of New York State 1821

Names: _____

★ THE NEW YORK STATE FREEDOM TRAIN ★

= Investigation Team Recording Sheet =

= WHAT IS FREEDOM? =



Source: New York State Archives. New York (State). Secretary of State. Second constitution of the State of New York, 1821. A1804-78.

In the Convention of the people of the state of New-York, assembled at Albany, on the twenty-eighth day of August, in the year of our Lord, one thousand eight hundred and twenty-one, pursuant to an act of the legislature of the said state, entitled "an act recommending a Convention of the people of this state," passed March 13th, 1821:

"Resolved, That the preceding amended constitution of this state, be submitted together, and not in distinct parts, to the decision of the citizens of this state; and if the said amended constitution be ratified by the citizens, in the manner hereinafter prescribed, the same shall become the constitution of this state.

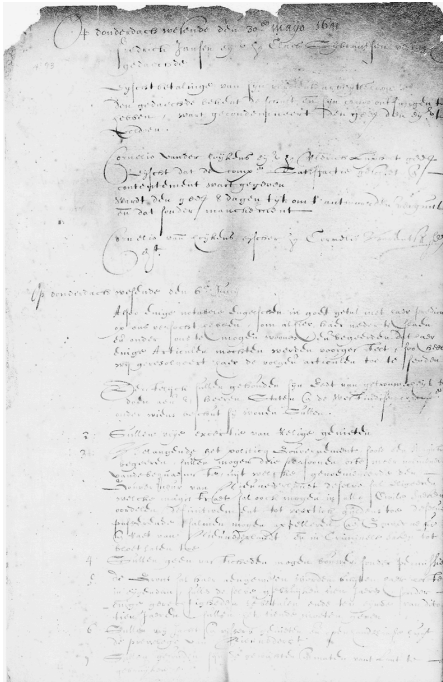
"Resolved, That an election be held in the several towns and wards in this state, on the third Tuesday of January next, and be continued by adjournment, from day to day, for three days successively, including the first; at which election, the citizens qualified as voters, by the act aforesaid, may vote, by ballot, for, or against, the said amended constitution.

Words to Know:

- convention - a meeting where people come together to talk about something important, or it can mean a common way people usually do something.
- assembled - a meeting where people come together to talk about something important, or it can mean a common way people usually do something.
- resolved - means decided something firmly or solved a problem.
- preceding - means something that comes before something else.
- amended - changed or improved by adding or fixing something.
- constitution - is a set of rules that explains how a government works and what rights people have.

DOCUMENT #4

**Dutch Colonial
Council Minutes
30 May - 6 June 1641**



Source: New York State Archives. New York (Colony). Council. Dutch colonial council minutes. A1809-78. Volume 4, page 93.

Words to Know:

- clergyman - a religious leader, like a minister or priest, who teaches and leads people in a church.
- resolved - decided something firmly or solved a problem.
- oath - a very serious promise to tell the truth or keep your word.
- magistrate - a judge or official who works in a court and helps make sure laws are followed.
- tithes - money or goods people give (often about one-tenth) to support a religious group.

Names: _____

★ THE NEW YORK STATE ★ FREEDOM TRAIN

Investigation Team Recording Sheet

WHAT IS FREEDOM?



On Thursday, being the 6th of June

Whereas a considerable number of respectable Englishmen with their clergyman have applied for permission to settle here and to reside among us and request that some terms might be offered to them, we have therefore resolved to send to them the following terms:

1. They shall be bound to take the oath of allegiance to the honorable Lords the States General and the West India Company under whose protection they will reside.
2. They shall enjoy free exercise of religion.
3. In regard to political government, if they desire a magistrate, they shall have the privilege of nominating three or four persons from the fittest among them, from which persons so nominated the governor of New Netherland shall choose one, which magistrate shall be empowered in all civil actions to render final judgment not exceeding 40 guilders; above this amount an appeal may be made to the governor and council of New Netherland; and in criminal cases he shall have jurisdiction except in cases involving corporal punishment.
4. They shall not be at liberty to erect any strongholds without permission.
5. The land shall be granted to them in fee, free of charge, and they shall have the use thereof for ten years without paying any dues and at the expiration of the said ten years be obliged to pay tithes.
6. They shall enjoy free hunting and fishing and freedom of trade according to the charter of New Netherland.
7. They shall be bound to make use of the weights and measures of this country.



Archie the Jr! Archivist: Find the Source

Source Title: _____

Type of Source: _____

Who created it: _____

When was it created: _____

Where the actual is source kept: _____

Bea the Evidence Expert: Use the Evidence



Important details: _____

Detail that answers the questions: _____

★ THE NEW YORK STATE ★
FREEDOM TRAIN
Investigation Team Recording Sheet
= WHAT IS FREEDOM? =



Buster the Question Investigator: Ask Questions

Questions I have about this source: _____

What would we like to learn more about?: _____

Talia the Thoughtful Turtle: Draw Conclusions



What does this source say about Freedom? _____

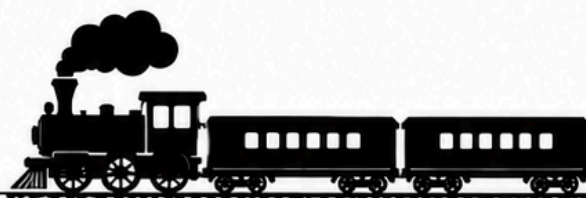
How do we know? _____

★ THE NEW YORK STATE ★
FREEDOM TRAIN
Investigation Team Recording Sheet
= WHAT IS FREEDOM? =

We think this document says freedom is...



Evidence from the document...



What is Freedom?



By: _____

