



Harriet Jacobs Slave Ad

Name: Krista Baioni

Date: 10/13/07

Lesson Length: 2 classes

Grade: 8th

Subject: Social Studies

Topic: Runaway Slaves/Slave Ads

OBJECTIVE

- ◆ The students will discuss their thoughts about the Harriet Jacob's story.
- ◆ The students will analyze slave ads from the time period of the Underground Railroad.
- ◆ The students will design their own slave ad based on what they have learned about them.

CONNECTIONS

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

RD EP 2.0.7 Students will make inferences or draw conclusions based on what is read.

SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, and political group in United States history prior to the Reconstruction.

CONTEXT

This lesson will be building to the student's prior knowledge of slavery and the Underground Railroad. The lesson is designed to help students understand what it was like to be a runaway slave.

MATERIALS

Copy of Harriet Jacob's Story
Dictionaries

Slave Ads from the time period
Paper and pen

PROCEDURES

1. Review with the students what they already know about slavery.
2. Read the story of Harriet Jacobs aloud to the class.
3. Discuss the story aloud as a class.
Questions to ask:
 - Do you think what Harriet did was hard?
 - Do you think you could have hidden for that long?
 - What fears do you think she had?
 - How would you have felt if you were the other slaves on the plantation?
 - Do you think she made the right choice to hide?
 - How would you have felt if you were her children?
4. Read the slave ad that was posted for Harriet's return.
5. Discuss with the class what it tells you about Harriet Jacobs.
6. Have the students get into groups of two. Give each group different slave ads from that time.
7. Have the students analyze the ad to see what it tells you about the runaway slave. The students can use dictionaries if necessary.

8. In a large group, discuss what each group determined about their slave ad.
9. Put them back into their group of 2. Have students write their own slave ad based on what they have seen from the other ads. Have the students present their ads to the class.

EVALUATION

Beginning	Developing	Proficient	Distinguished
The student is unable to explain the significance of a slave owner placing an ad for a missing slave.	The student can briefly explain the significance of a slave owner placing an ad for a missing slave.	The student can explain using some detail the significance of a slave owner placing an ad for a missing slave.	The student can explain in great detail the significance of a slave owner placing an ad for a missing slave.
The slave ad discusses less than 2 physical descriptions of the slave that is missing.	The slave ad states 3 or different physical descriptions of the slave that is missing.	The slave ad clearly mentions 4 or 5 different physical descriptions of the slave that is missing.	The slave ad clearly states 5 or more different physical descriptions of the slave that is missing.
The slave ad mentions only 1 of the following: a reward, location, date of the escape, and who is the owner of the slave.	The slave ad mentions only 2 of the following: a reward, location, date of the escape, and who is the owner of the slave.	The slave ad mentions 3 of the following: a reward, location, date of the escape, and who is the owner of the slave.	The slave ad mentions all of the following: a reward, location, date of the escape, and who is the owner of the slave.
The student was unable to incorporate the language of that time period in the ad that was placed.	The student was able to incorporate a small amount of language used during the time period in the ad that was placed.	The student was able to incorporate the language of that time period in the ad that was placed.	The student was able to incorporate the language of that time period, and used it appropriately in the ad that was placed.

