**What can we learn from runaway slave ads?**

Investigation Designer: Eve Zeese

Grade Level: 7th Grade

Time Required: 1-2 Periods (42 minute periods)

Investigation Focus: Using runaway slave ads to make inferences about why slaves ran away and what planning and preparation went into an escape; as well as possible escape routes.

State Learning Standards: NYS Standards for Social Studies

**A. Gathering, Interpreting and Using Evidence**

2. Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).

5. Make inferences and draw general conclusions from evidence.

**D. Geographic Reasoning**

1. Use location terms and geographic representations, such as maps, photographs, satellite images, and models to describe where places in early United States history were in relation to each other, to describe connections among places, and to evaluate effectively the benefits of particular places for purposeful activities

Learning Outcomes:

Students will understand how historians interpret history through primary sources

Through creative writing, students will explore difference perspectives

Assessment: The creative writing piece will be used for assessment as well as the map. At the end of the unit there will be a test.

Materials List: Blank map of the U.S., Student handouts of runaway slave ads

Primary Source document(s) needed: Runaway slave ads and transciptions are from UNC website

Engaging Experience:

When class begins there will be a discussion as to why a person might NOT try to runaway from slavery and that would segway into why a person would runaway. Answers to illicit will be written on the board and should include-to escape physical or emotional violence, to join family members, because of a recent or pending change in ownership

Guiding Question(s): What can we learn about the experience of slavery in the antebellum era from runaway slave ads of the 1840s?

What will students do, investigate, research?

Pairs of students will each be giving runaway slave ads and their transcriptions as well as the following questions:

Why do you think this person decided to attempt to escape from slavery? What in the advertisement makes you feel this way?

How long do you think they were planning their escape? Why?

What escape route do you think they will attempt to take?

Next students will join with another pair and share, after that if there is time pairs should switch to another pair they have not been with yet and share again.

For homework students should look at a map of the USA and think about how a person enslaved in North Carolina might attempt to escape. Where might they go? How would they trt to get there? Students should draw their answer on a blank map of the USA and explain in 3-5 sentences.

Presenting Finding and Draw Conclusions:

In class the next day students should write 3-4 diary entries which could belong to the runaway slave which shows the information the students have taken from the ad and relevant historic details to make the entries fitting to be called “historical fiction”

Students who want to would share their entries with the class.