

PRIMARY SOURCE WORKSHOP Student Worksheet

Archival Documents

1. First consider the type of record this is. Look at the wording carefully. How do you think John Taylor viewed the birth of Matilda? How might Clarisse have felt about Matilda's birth? Explain your reasoning.

2. Why might John have replaced the word "girl" with "female" instead?

3. This is a farm inventory listing Samuel Taylor's property, including Ephraim. What information does it give, and what does it say about Samuel Taylor's view of Ephraim?

4. What can we infer about how Ephraim was viewed within the context of this inventory?

5. What information does this manumission paper give us, and what details can it help us to put together?

6. Although there are few facts about Hannah, what can we guess about what her life may have been like?

7. What were Hannah's options to support herself and her children after her manumission?

8. What things are we still left to wonder about her?

9. What do you notice about the terms of sale for Clarisse in comparison to those of Matilda, and what is the reason for the difference in terms?

10. What is a possible scenario for this mother and daughter if the terms of the agreement are carried out as written?

11. While slavery and indentured servitude were different in length of time and voluntary choice, in what ways are they similar?

12. What were the possible consequences for Lewis as a black man if he ventured far from home and lost his travel pass?

Runaway Ads

Use this chart to extract the tracking information from the 18th and 19th century runaway ads. The effectiveness of these seemingly small notices will become apparent when you begin to piece the information together.

Time/ Location	Physical Details	Skills	Other

1. What information did you find interesting or surprising in these runaway ads?

2. What additional information about the runaway might we like to know?

3. There were many reasons to run away. What might have prevented a person from doing so? (*Hint: What might they have been leaving behind? What challenges might they face after leaving?)

Finish Their Story

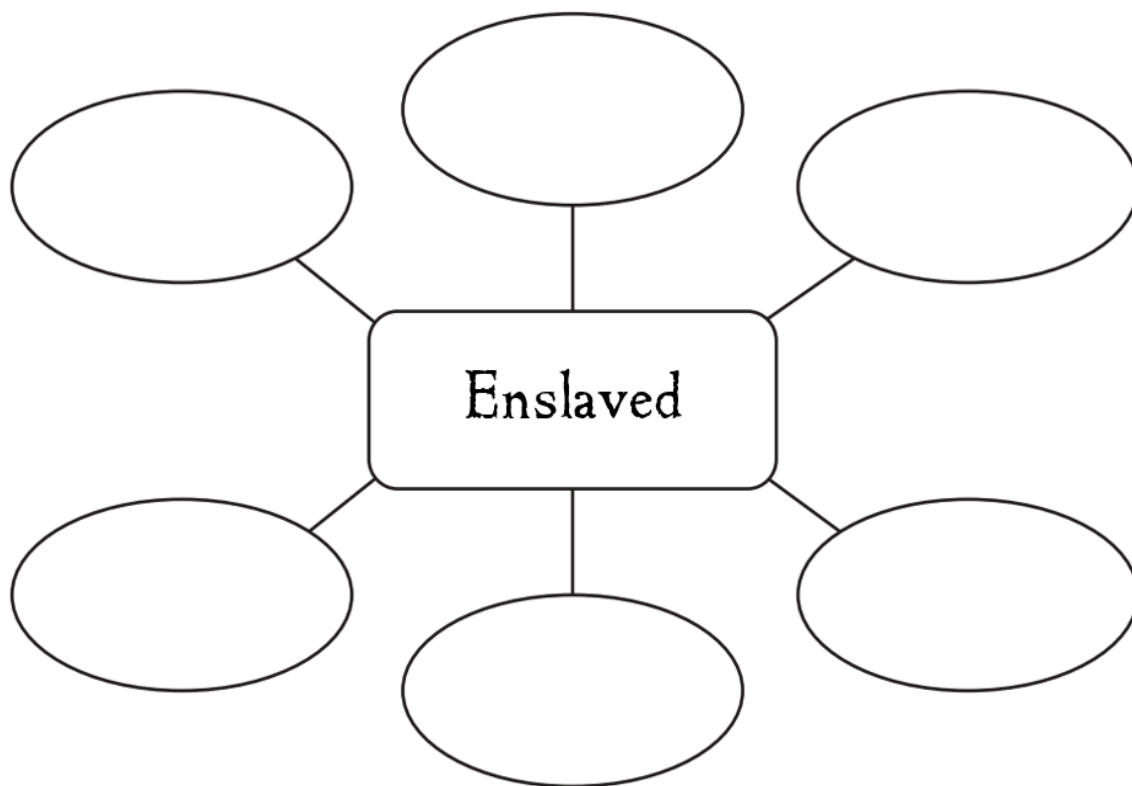
Historically Accurate Creative Writing

These ads tell us that the person ran away, but nothing of the heart-pounding experience that followed. Sometimes we just don't have documentation to give us answers, but we can ask questions and use historical background knowledge to help form a possible scenario. Select an ad and write a short narrative from the runaway's perspective using the historically accurate information you have learned. In doing so, you are doing them the honor of remembering them as people with meaningful lives. Use the following prompts about this person to help you:

1. Who was this person? Use adjectives to describe them (kind, smart, funny, quiet, tough...)
2. What type of work did they do? (House, farm, mill, trade, etc.)
3. What made them decide to run away?
4. How did they escape? Was it day or night, and why did they choose that time?
5. What were they thinking and feeling as they ran away?
6. Where were they headed? (to the water, to another town or city...)
7. Did they have help or were they all alone?
8. What challenges did they face along the way?
9. Did they ultimately escape, or were they captured and returned? What happened to this person?

For Sale ads

Use this graphic organizer to identify the “selling points” of humans in bondage in the sale ads. Write a small explanation of the benefits of each.



Enslaved:

1. In ad #2, why might it be a selling point to note “country born?”

2. Why might enslaved women with children be a selling point?

3. Ad #5 regards the sale of a man and his wife. Is the purchaser under any obligation to keep the two together after they have been sold?

4. In ad #6, we see the line, “has been used to wait on a table.” What does this type of language make you think of?

5. In ad #9, the children are being sold because the owner does not have a need for them. Do we know who the children belong to? Does the ad specify that the children must be purchased together as a group?

6. Why might it be important to note if the person for sale has had smallpox and measles?

Deep Down in My Heart

1. The song *Wade in the Water* contained secret information that could help the enslaved make a successful escape. Can you think of any other secret ways to convey messages?

2. Listen to the clip of *Swing Low Sweet Chariot* and *Deep Down in My Heart*. How are they different? What is the purpose of each?

Analyzing Art

Image 1

1. In the first image of the enslaved dancing, what details do you see in the illustration, and why are they important?

Image 2

2. What can you infer about the type of community this is? Are they free? Enslaved? Explain your answer.

3. What day of the week is this image likely to represent? Provide evidence in your answer.

Image 3

4. This image is called *The Last Daughter*. What do you think is happening in this scene? Is this a historically accurate depiction? Explain.

Image 4

5. Describe the mood in this image. What is happening here? What details are you basing your answer on?

6. Why is it unusual for such a large group to be traveling together, especially with a small child?



7. The people portrayed are quite close to the water. Do you think this is intentional? Why or why not?

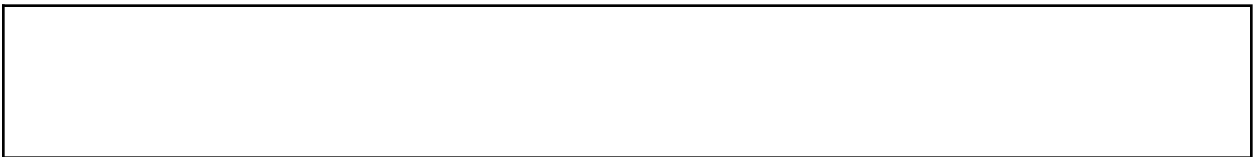


Image 5

8. In a paragraph or two, tell a story about this woman's sadness using historically accurate details.

