



IN PURSUIT OF FREEDOM IN DELAWARE

"Liberty in Our Grasp" lesson plans were developed through a partnership between the Delaware Historical Society and the Hard History Project with financial support from the State of Delaware Division of Historical and Cultural Affairs and M&T Bank.

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Teaching Hard History Framework

- [Summary Objective 11](#): Students will recognize that enslaved people resisted slavery in ways that ranged from violence to smaller, everyday means of asserting their humanity and opposing their enslavers.

Delaware History Standards

- History 2 (6-8)a: Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.

Lesson Objectives

- Students will build their knowledge of the historical context of this investigation by analyzing a textbook excerpt's account of American slavery.
- Using a Socratic seminar format, students will analyze excerpts of national and Delaware state laws to develop an understanding of the legal framework that empowered enslavers.
- Using a jigsaw method, students will examine sets of runaway ads in order to uncover the humanity and agency of freedom seekers who were enslaved in Delaware. Each ad set contains four elements: an enslaver's use of the public jail to capture freedom seekers, a child or teenage freedom seeker, a familial relationship among multiple freedom seekers, and a female freedom seeker.

Lesson Essential Questions

1. How did national and Delaware state laws combine to empower enslavers?
2. What can runaway ads teach us about the humanity and agency of people who were enslaved in Delaware?

Terms to Know

- This lesson will use *People First Language* (PFL). PFL emphasizes the individuality, equality, and dignity of enslaved people. It also recognizes that slavery was forced upon the enslaved person, rather than an

inherent condition. To deepen their knowledge and understanding of People First Language, teachers should reference articles found [here](#) and [here](#). The terms included in this lesson are:

- “Enslaved people” instead of “slaves”
- “Enslaver” instead of “slaveholder” or “slaveowner”
- “Enslaved labor camp” instead of “plantation”
- “Freedom seeker” instead of “fugitive slave”

Important Note: The primary sources in this lesson were written in the language of the times and therefore do not use People First Language. Analyzing these sources, in the vernacular in which they were written, gives us a window into that time in our nation’s past and provides an opportunity to explore what language can tell us about the authors and their attitudes and beliefs. Teachers using this lesson should discuss this with their students.

- **Agency:** the ability to take actions that empower individuals to make change or affect events
- **Humanity:** the quality of being a human (e.g., the ability to love, show compassion, feel, etc.)
- **Inhumanity:** extremely cruel, brutal
- **Subscriber:** person who placed the advertisement in the newspaper
- **Gaol:** jail
- **Mulatto:** offensive term used in the past to refer to a person of mixed white and black ancestry, especially a person with one white and one black parent

Activity One: Textbook Excerpt Analysis

1. Have students partner up for a Paragraph Shrinking activity with an excerpt from the online textbook, *American Yawp*, see [Textbook Excerpt \(Activity One Resources\)](#). Paragraph Shrinking is an excellent strategy used to help students digest complex, dense informational text. Instructions for Paragraph Shrinking as well as a student graphic organizer can be found on [Paragraph Shrinking \(Activity One Resources\)](#). After completing Paragraph Shrinking, students should answer the discussion questions that appear below the textbook excerpt. They are:
 - a. What does the textbook author claim in this excerpt?
 - b. What details does the author use to support this claim?
 - c. What evidence can we use to investigate this claim and its relevance to Delaware?
2. When students have completed the assignment, engage the class in a discussion by calling on pairs of students to share their responses.
 - a. During discussion, teachers should:
 - i. help students unpack the author’s claim that “the most tragic, indeed horrifying, aspect of slavery was its inhumanity”
 - ii. give students the definition of “inhumanity” (defined above) and provide space for them to explore their understanding of the term and its relationship to enslavement in America
 - iii. draw students’ attention to the author’s examples of ways enslaved people resisted this inhumanity. Then, give students the definition of agency (defined above) and tell them that they will explore how enslaved people exercised agency, in pursuit of freedom, by running away

Activity Two: Laws of the Land Socratic Seminar

Overview:

- In a Socratic Seminar activity, students help one another understand the ideas, issues, and values reflected in a text through a group discussion format. Students are responsible for facilitating their group discussion around the ideas in the text; they shouldn't use the discussion to assert their opinions or prove an argument. Through this type of discussion, students practice how to listen to one another, make meaning, and find common ground while participating in a conversation.
- If you have never conducted a Socratic Seminar before, some helpful resources to consult prior to implementing this lesson can be found here:
 - [Using the Socratic Method in History](#), from Annenberg Lerner
 - [Socratic Seminar](#), Facing History and Ourselves
 - [8th-grade Socratic Seminar](#) video clip, AVID

Procedures:

1. Set the purpose for reading:
 - a. Tell students that they will be participating in a Socratic Seminar to discuss the following question: *How did national and Delaware state laws combine to empower enslavers?*
2. Seminar Preparation:
 - a. Pass out the [Laws of the Land Graphic Organizer](#) ([Activity Two Resources](#)). and the [Laws of the Land Sources](#) ([Activity Two Resources](#)).
 - b. Review the [Pre-Socratic Seminar Preparation](#) ([Activity Two Resources](#)) directions.
 - i. Use your knowledge of your students, the reading supports they need, and your time constraints to determine whether you want this preparation work to be done in class or for homework. If the decision is made to do this work in class, consider having students work in pairs to work through their preparations.
3. Conduct the Seminar
 - a. Prior to students arriving to class, arrange student seats in two concentric circles.
 - i. For smaller classes, one circle may be enough to facilitate discussion.
 - ii. For larger classes, teachers will need to set up seminars in a fishbowl arrangement:
 1. Divide the class in half. Half of the students will start by sitting in the inner circle and the other half sitting in an outer circle.
 2. The teacher should then pair students up. Partner pairs should include one student in the inner circle and one in the outer circle.
 3. Once the seminar starts, the students in the inner circle are the only ones permitted to talk. The students on the outer circle will be observing their partner and filling out the [Socratic Seminar Observation Form](#) ([Activity Two Resources](#)) while doing so.
 4. To increase participation, teachers can have partners trade places, sometimes all at once or by allowing partners to "tap in" as the urge strikes them (or when the teacher offers the opportunity).

- b. Before beginning the seminar, it is important to remind students that the purpose of the seminar is not to debate or prove a point but to more deeply understand the laws that existed related to enslaved people seeking freedom and the ways those laws empowered enslavers.
- c. To emphasize this, use the [Dialogue vs. Debate \(Activity Two Resources\)](#) handout.
- d. Distribute and review the [Socratic Seminar Guidelines and Rubric \(Activity Two Resources\)](#).
- e. Post and/or handout the [Socratic Seminar Sentence Starters \(Activity Two Resources\)](#) and remind students that they are to use these sentence stems when participating in the discussion.
- f. If students are beginners, the teacher may want to serve as the facilitator. Otherwise, the teacher can select a student discussion leader. The discussion leader starts the conversation by posing (and perhaps writing on the board) the discussion question: *How did national and Delaware state laws combine to empower enslavers?*
- g. From there, students continue the conversation, prompting one another to support their claims with textual evidence. There is no particular order to how students speak, but they are encouraged to respectfully share the floor with others. Teachers may have to remind them of the [Socratic Seminar Guidelines and Rubric \(Activity Two Resources\)](#) to use the [Socratic Seminar Sentence Starters \(Activity Two Resources\)](#). Discussion is meant to happen naturally, and students do not need to raise their hands to speak.
- h. Teachers should try to resist the urge to jump into the discussion or fill the gaps in conversation. Try to restrict yourself to posing questions that inspire deeper student participation and understanding.

Formative Assessment:

1. Laws of the Land Reflection: Have students complete the [Laws of the Land Reflection \(Activity Two Resources\)](#) on a separate sheet of paper or in your preferred digital format. The formative assessment is designed to capture students' thinking in regard to the discussion question (*How did national and Delaware state laws combine to empower enslavers?*) as well as offer an opportunity to think about the seminar conversation.

Activity Three: Freedom Seekers Jigsaw

Overview:

- A Jigsaw investigation is an efficient strategy for teachers to use when analyzing large sets of historical materials. It is important to note that the sources used in this activity are complex and likely to inspire potentially strong emotional reactions from students. Teachers should take the time to prepare students for what they will be reading and set the stage for open, honest, and respectful dialogue that honors the humanity of those who are the subject of these advertisements. Although they are typically referred to as “fugitive slave ads,” teachers are encouraged to use People First Language when referring to the enslaved people featured here by calling them “freedom seekers” and referring to the ads as “runaway ads.”
- If you have never used the Jigsaw strategy before, a helpful resource to assist your planning can be found here: [The Jigsaw Method](#), Cult of Pedagogy

Procedures:

1. Display the second lesson essential question: *What can runaway ads teach us about the humanity and agency of people who were enslaved in Delaware?*
 - a. Note to teachers: In other words, this question asks students to examine runaway ads to uncover the reality that enslaved people weren't victims or bystanders. In these ads, we want students to see that enslaved people were human beings, who actively resisted being enslaved.
2. Tell students they will be working in groups to analyze sets of runaway ads from Delaware between the years 1789 and 1854. They will use the [Runaway Ads Analysis Tool \(Activity Three Resources\)](#) to conduct three readings of each advertisement using the historical thinking skills of perspective, agency, and close reading. Rereading is an important routine to cultivate as students advance in their reading of disciplinary texts beyond middle school. This analysis tool is designed to facilitate disciplinary reading routines practiced in the discipline of history; however, these same skills are easily transferable to everyday civic life.
3. *Introduce Home Groups:* Arrange students in four groups. These groups will be the "home groups" of the Jigsaw. Tell students that they are going to be responsible for teaching what they discover in their assigned expert group to the group students they are sitting with now.
4. *Break into Expert Groups:* Now students will leave their home groups to sit with a group of students assigned to one of the assigned sets of sources here:
 - a. Expert Group One Ad Set
 - [Advertisement, reward for freedom seeker Caesar in the Delaware Gazette, May 16, 1789](#)
 - [Advertisement, reward for freedom seeker Yorkshire in the Delaware Gazette, July 12, 1796](#)
 - [Advertisement, reward for freedom seeker Rebekah in the American Watchman, January 9, 1813](#)
 - b. Expert Group Two Ad Set
 - [Reward and sale notices for enslaved people, unidentified newspaper, 1790 \(look for "Twenty Dollars Reward." ad\)](#)
 - [Advertisement, reward for James Pierce in the Delaware Gazette, May 5, 1826](#)
 - [Advertisement, reward for woman and child, freedom seekers, in Delaware Gazette, June 20, 1845](#)
 - c. Expert Group Three Ad Set
 - [Advertisement, reward for freedom seekers Luke, Celia, and Alce in the Delaware Gazette, November 11, 1795](#)
 - [Advertisement, reward for freedom seeker James Harold in Mirror of the Times, June 11, 1806](#)
 - [Advertisement, reward for freedom seeker Ben Boulden in the Delaware Gazette, May 5, 1826](#)
 - d. Expert Group Four Ad Set
 - [Advertisement, reward for freedom seeker Alice in the Delaware Gazette, August 26, 1796](#)
 - [Advertisement, reward for freedom seeker Kitty Hynson in the Delaware Gazette, July 28, 1809](#)
 - [Advertisement, freedom seeker Isaiah Smith committed to public jail by John Bradford, Esq., Justice of the Peace, April 28, 1854](#)

Each member of the expert group should have access to paper or digital copies of the sources selected for that group. Before analyzing the sources, ask students to read the ads quietly to themselves without commenting to any of their peers. Tell them to notice any emotions, feelings, thoughts, or questions that

these ads inspire. After a few minutes, give students an opportunity to ask questions but restrain from diving in and discussing the sources. Encourage students to share, privately with you, any strong emotions that might hinder their analysis of the sources.

Review the [Runaway Ads Analysis Tool \(Activity Three Resources\)](#) with students. Tell them to work together and share the air as they work through the tool together.

After they have worked through the tool, the group should discuss how they should share their findings with their home groups.

Note to teachers: Each of the four sets of runaway ads were arranged to include four elements.

- *At least one ad in each set mentions the enslaver's use or reliance on a jail or gaol to be part of their strategy to capture the enslaved person seeking freedom. This is to emphasize the legal structure that was created to empower enslavers and dehumanize enslaved people as property.*
- *Second, at least one ad in each set includes a child or teenager. These ads were selected to create an instructional opportunity to elicit historical empathy from students who may be of similar age.*
- *Third, at least one ad mentions a familial relationship either among multiple enslaved people targeted by the ad or a family member that an enslaved person may be trying to reunite with after they fled enslavement.*
- *Finally, each set includes a female enslaved person. Research into runaway ads note that, because of factors like familial ties and the responsibilities of child rearing on their enslaved labor farm, females ran away less frequently than males. Young males ran away most often. This is an opportunity for teachers to emphasize the immense risks that these females took to seek their freedom.*

5. Regroup with Home Groups:

- a. Step One: Students return to their home groups with a copy of their sources and the expert analysis they conducted on the [Runaway Ads Analysis Tool \(Activity Three Resources\)](#) with their expert groups.
- b. Step Two: Students should take turns sharing what they learned in their expert groups. When they are not sharing their findings, they should take note when they hear evidence that supports what they found in the sources, adds to, or deepens what they learned, or contradicts their findings.
- c. Step Three: Ask each group to pause their discussion and pick one member of the group to be the primary spokesperson for the upcoming whole-class discussion. If they had not done so already, they should turn the focus of their discussion to developing a shared response to the lesson's second essential question: *What can runaway ads teach us about the humanity and agency of people who were enslaved in Delaware?*

Formative Assessment:

1. *Whole-class discussion (formative assessment):* Have students remain in their home groups. Call on the spokesperson for each home group to share their findings. The focus of this discussion is for students to develop their own understanding of the essential question, so teachers should use Talk Moves, like [Teacher Talk Moves \(Activity Three Resources\)](#), to help them keep student understanding at the center of the discussion. Additionally, teachers should use the discussion prompts that appeared at the bottom of each page of the [Runaway Ads Analysis Tool \(Activity Three Resources\)](#) to deepen discussion. Those questions also appear here:
 - a. What can the perspectives captured in runaway ads teach us about enslavers and the humanity and agency of people who were enslaved in Delaware?
 - b. What can the agency of enslavers and the enslaved in runaway ads teach us about the humanity and agency of people who were enslaved in Delaware?
 - c. What can close reading of the choices enslavers made when they created runaway ads teach us about the humanity and agency of people who were enslaved in Delaware?
2. *Exit Ticket:* Have students respond to the following prompt:
 - a. *The most important thing I learned about enslaved people in Delaware in this lesson was . . .*
 - b. The purpose of this exit ticket is to give students an opportunity to reflect on their experiences in this lesson and to process those thoughts, and perhaps feelings, in writing. Teachers are encouraged to allow space for students to explore their understanding without the pressure of trying to fit their thinking into a box. For that reason, teachers should consider not grading this exit ticket or simply giving students a check for completion.

ACTIVITY ONE RESOURCES

Textbook Excerpt: American Yawp, Chapter 11, The Cotton Revolution

Headnote: This excerpt was taken from an online textbook called American Yawp, published by Stanford University Press. It was last updated in 2021.

The most tragic, indeed horrifying, aspect of slavery was its inhumanity. All enslaved people had memories, emotions, experiences, and thoughts. They saw their experiences in full color, felt the pain of the lash, the heat of the sun, and the heartbreak of loss, whether through death, betrayal, or sale. Communities developed on a shared sense of suffering, common work, and even family ties. Enslaved people communicated in the slave markets of the urban South and worked together to help their families, ease their loads, or simply frustrate their enslavers. Simple actions of resistance, such as breaking a hoe, running a wagon off the road, causing a delay in production due to injury, running away, or even pregnancy provided a language shared by nearly all enslaved laborers, a sense of unity that remained unsaid but was acted out daily.

Attribution: The Cotton Revolution, The American Yawp. (2021). Retrieved from <http://www.americanyawp.com/text/11-the-cotton-revolution/>

Discussion Questions:

1. What does the textbook author claim in this excerpt?
2. What details does the author use to support this claim?
3. What evidence can we use to investigate this claim and its relevance to Delaware?

Paragraph Shrinking

1. Partner A reads aloud, stopping at the end of each paragraph. Partner B follows along carefully while Partner A reads.
2. At the end of the paragraph, Partner B asks Partner A to:
 - "Name the most important 'who' or 'what.'"
 - "Tell the most important thing about the 'who' or 'what.'"
 - "Say the main idea in 10 words or fewer."
3. After switching roles, Partner B reads aloud beginning where Partner A left off and stopping at the end of each paragraph.
4. At the end of the paragraph, Partner A asks Partner B to:
 - "Name the most important 'who' or 'what.'"
 - "Tell the most important thing about the 'who' or 'what.'"
 - "Say the main idea in 10 words or fewer."

Paragraph Shrinking Organizer

Paragraph 1	<p>Who:</p> <p>What:</p> <p>Main Idea (10 words or less):</p>
Paragraph 2	<p>Who:</p> <p>What:</p> <p>Main Idea (10 words or less):</p>
Paragraph 3	<p>Who:</p> <p>What:</p> <p>Main Idea (10 words or less)</p>

ACTIVITY TWO RESOURCES

Pre-Socratic Seminar Preparations

1. **Purpose for reading:** Make sure you understand your purpose for reading. We are reading these primary sources to answer the following question: *How did national and Delaware state laws combine to empower enslavers?*
2. **Pre-reading:** Prior to reading, think about what you already know about the question above or previous class discussions of the topic and note any questions you have before reading.
3. **Close reading:**
 - a. Annotate or take notes on the text
 - i. Circle key terms
 - ii. Underline important parts of each source that are connected to your purpose for reading
 - iii. Write notes in the margins to capture your thoughts and questions
 - b. **Laws of the Land Graphic Organizer** (see next page)
 - i. Use your annotations and knowledge gathered from your first reading of the sources to respond to the prompts on the graphic organizer.
4. **Extend your thinking beyond the text:**
 - a. Write several open-ended questions related to the sources. Open-ended questions cannot be answered with a simple yes or no or a one-word response. They may have more than one right answer and tend to encourage discussion.
 - b. Areas to consider for questions are:
 - i. Ask “Why?” about the legislators’ choices in the text, their motivations, and the situations that led to the creation of these laws, etc.
 - ii. Ask about the viewpoint or perspectives represented in the laws
 - iii. Ask questions that explore your own interpretation of the laws
 - iv. Ask about importance: “So what . . .?” “What does it matter that . . .?” “What does it mean that . . .?”
 - v. Ask questions that connect the text to current issues
 - c. Note at least four open-ended questions at the bottom of page two of the Laws of the Land Graphic Organizer.

Laws of the Land Graphic Organizer

Law	What did it do?	Whom did it empower/punish?	How?	Consequences?
Source 1: Fugitive Slave Clause: U.S. Constitution, Article IV, Section 2, Paragraph 3				
Source 2: Fugitive Slave Act of 1793				
Source 3: Fugitives from Labor, Delaware Laws of 1829				
Source 4: Runaways, Delaware Laws of 1829				

Law	What did it do?	Whom did it empower/punish?	How?	Consequences?
<p>Source 5: Harboring, another's slave or servant, penalty, Delaware Laws of 1829</p>				
<p>Source 6: Colored persons traveling without a pass, Delaware Laws of 1829</p>				
<p>Source 7: Fugitive Slave Act of 1850, Sections 6 and 7</p>				

My Questions for the Socratic Seminar:

1.

3.

2.

4.

Laws of the Land: Legal Restrictions on Freedom Seekers

Source 1: Fugitive Slave Clause: U.S. Constitution, Article IV, Section 2, Paragraph 3

Headnote: In the original Constitution, enacted September 1787, Article IV was devoted to relations between states and the Union. Section 2 of that Article detailed three clauses concerning the movement of people throughout the Union. Clause 3, known as the Fugitive Slave Clause, appears below.

No Person held to Service or Labour in one State, under the Laws thereof, escaping to another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim to the Party to whom such Service or Labour may be due.

Retrieved from: [Interactive Constitution made by National Constitution Center](#)

Source 2: Fugitive Slave Act of 1793

Headnote: The Fugitive Slave Act of 1793 was an act of the United States Congress that authorized local governments to seize and return enslaved persons who had escaped slavery to their enslavers and imposed heavy penalties on anyone who aided in their flight.

SEC. 3. And be it also enacted, That when a person held to labor in any of the United States, or in either of the Territories on the Northwest or South of the river Ohio, under the laws thereof, shall escape into any other part of the said States or Territory, the person to whom such labor or service may be due . . . is hereby empowered to seize or arrest such fugitive from labor, and to take him or her before any Judge of the Circuit or District Courts of the United States . . . wherein such seizure or arrest shall be made, and upon proof to the satisfaction of such Judge . . . that the person so seized or arrested, doth, under the laws of the State or Territory from which he or she fled, owe service or labor to the person claiming him or her, it shall be the duty of such Judge or magistrate to give a certificate thereof to such claimant, his agent, or attorney, which shall be sufficient warrant for removing the said fugitive from labor to the State or Territory from which he or she fled.

SEC. 4. And be it further enacted, That any person who shall knowingly and willingly obstruct or hinder such claimant, his agent, or attorney, in so seizing or arresting such fugitive from labor, or shall rescue such fugitive . . . or shall harbor or conceal such person after notice that he or she was a fugitive from labor, as aforesaid, shall, for either of the said offences, forfeit and pay the sum of five hundred dollars. Which penalty may be recovered by and for the benefit of such claimant . . .

Approved [signed into law by President George Washington], February 12, 1793.

Retrieved from: [New York State: Parks, Recreation, and Historic Preservation](#)

Source 3: Fugitives from Labor, Delaware Laws of 1829

Headnote: Below is a Delaware state law that was enacted by the Delaware state legislature in 1826.

Section 1. When a person held to labor or service in any of the United States or in either of the territories thereof, under the laws thereof, shall escape into this State, the person to whom such labor or service is due, his or her agent or attorney is hereby authorized to apply to any Judge or Justice of any court of record . . . , who [swears under oath] that said fugitive hath escaped from his or her service or from the service of the person for whom he is agent or attorney, shall grant his warrant [under the power vested in him by the State of Delaware] . . . to any sheriff or constable, authorizing and empowering said sheriff or constable to seize and arrest the said fugitive. . . .

Retrieved from: [Delaware State Archives](#)

Source 4: Runaways, Delaware Laws of 1829

Headnote: The excerpt below is from the laws of the State of Delaware in the year of 1829 regarding "Negro and Mulatto populations." The law was enacted by the Delaware state legislature in February 1816.

Sect. 3. If any person or persons shall after the passing of this Act apprehend or take up any runaway servant or slave, he or they shall forthwith carry him or her before the next Justice of the Peace of the county, where such servant or slave shall be so taken up or apprehended; and if on examination by said Justice of said servant or slave the said Justice shall find sufficient cause for his or her detention, he is hereby authorized and directed to commit to the public gaol of the county, in which said Justice may reside, by regular commitment directed to the sheriff of said county the said servant or slave so taken up and carried before him.

Retrieved from: [Delaware State Archives](#)

Source 5: Harboring, another's slave or servant, penalty, Delaware Laws of 1829

Headnote: The excerpt below is from the laws of the State of Delaware in the year of 1829 regarding "Negro and Mulatto populations." The law was enacted by the Delaware state legislature in February 1816.

Sect 7. No person or persons whatsoever shall knowingly employ, conceal or entertain another's servant or slave at his, her or their house or houses, plantation or plantations without the master's or owners' consent, except in distress of weather, sickness or other extraordinary occasions or accident, under penalty of fifty dollars for every twenty-four hours he or she shall entertain any such servant or slave as aforesaid, so in proportion for any less time.

Retrieved from: [Delaware State Archives](#)

Source 6: Colored persons travelling without a pass, Delaware Laws of 1829

Headnote: Below is a Delaware state law that was enacted by the Delaware state legislature in 1826.

Sect. 5. If any suspicious colored person shall be taken up travelling in or through this government without having a sufficient pass signed by some Justice or proper officer of the place from whence he or she came, approved and renewed by some Justice of the Peace in the parts through which such person hath travelled, or shall not otherwise be able to give a good and satisfactory account of him or herself to the Justice before whom he or she shall be brought, such person shall, by the said Justice, be committed to the gaol of the county where he or she shall be taken up and be deemed to be and dealt withall, as a runaway servant.

Retrieved from: [Delaware State Archives](#)

Source 7: Fugitive Slave Act of 1850, Section 6 and 7

Headnote: Passed on September 18, 1850, by Congress, The Fugitive Slave Act of 1850 was part of the Compromise of 1850.

Section 6. And be it further enacted, That when a person held to service or labor in any State or Territory of the United States, has heretofore or shall hereafter escape into another State or Territory of the United States, the person or persons to whom such labor or service may be due . . . may pursue and reclaim such fugitive person, either by procuring a warrant from some one of the courts, judges or commissioners aforesaid, . . . or by seizing and arresting such fugitive, where the same can be done without process, and by taking, or causing such person to be taken, forthwith before such court, judge, or commissioner . . . ; and upon satisfactory proof being made, . . . to use such reasonable force and restraint as may be necessary, under the circumstances of the case, to take and remove such fugitive person back to the State or Territory whence he or she may have escaped as aforesaid. In no trial or hearing under this act shall the testimony of such alleged fugitive be admitted in evidence . . .

Section 7. And be it further enacted, That any person who shall knowingly and willingly obstruct, hinder, or prevent such claimant . . . from arresting such a fugitive from service or labor, either with or without process as aforesaid, or shall rescue, or attempt to rescue, such fugitive from service or labor, from the custody of such claimant . . . ; or shall aid, abet, or assist such person . . . to escape from such claimant . . . ; or shall harbor or conceal such fugitive, so as to prevent the discovery and arrest of such person, after notice or knowledge of the fact that such person was a fugitive from service or labor as aforesaid, shall, for either of said offences, be subject to a fine not exceeding one thousand dollars, and imprisonment not exceeding six months . . . ; and shall moreover forfeit and pay, by way of civil damages to the party injured by such illegal conduct, the sum of one thousand dollars for each fugitive so lost as aforesaid, to be recovered by action of debt . . .

Retrieved from: [American Battlefield Trust](#)

AFTER DISCUSSION: What would you like to have said in the discussion?

DIALOGUE VS. DEBATE

Dialogue	Debate
Dialogue is collaborative; multiple sides work toward a shared understanding.	Debate is competitive and/or oppositional; two opposing sides try to prove each other wrong.
In dialogue, one listens to understand, to make meaning, and to find common ground.	In debate, one listens to find flaws, to spot differences, and to counter arguments.
Dialogue enlarges and possibly changes a participant's point of view	Debate affirms a participant's point of view.
Dialogue creates an open-minded attitude; an openness to being wrong and an openness to change.	Debate defends assumptions as truths.
In dialogue, one submits one's best thinking, expecting that other people's reflections will help improve it rather than threaten it.	In debate, one submits one's best thinking and defends it against challenge to show that it is right.
Dialogue calls for temporarily suspending one's beliefs.	Debate calls for investing wholeheartedly in one's beliefs.
In dialogue, one searches for strengths in all positions.	In debate, one searches for weaknesses in the other positions.
Dialogue respects all the other participants and seeks not to alienate or offend.	Debate rebuts contrary positions and <i>may</i> belittle or deprecate other participants.
Dialogue assumes that many people have pieces of answers, and that cooperation can lead to workable solutions.	Debate assumes a single right answer that someone already has.
Dialogue remains open-ended.	Debate demands a conclusion.
Dialogue is mutual inquiry; shared, collective knowledge.	Debate is individual opinions; individual knowledge.

Socratic Seminar Guidelines & Rubric

Guidelines for Participating

- Come prepared. Bring your notes from the readings and information that is relevant to the discussion.
- Participate, participate, participate!
- Use the **Socratic Seminar Sentence Starters** (next page).
- Back up your comments with evidence/facts from the text.
- Try to comment on someone else's previous statement before you give yours.
- Personal stories should have a direct connection to the facts.
- Keep discussion alive by asking open-ended, thought-provoking questions.
- Disagree with comments, not individuals. *Never* put anyone down.
- Use your speaking time fairly. Contribute, but do not control.

Socratic Seminar Rubric

	5	4	3	2	Score
Conduct	<ul style="list-style-type: none"> • Patient with differing opinions. • Asks for clarification. • Brings others into the dialogue. • Very focused on the dialogue. 	<ul style="list-style-type: none"> • Respectful. • Comments, but does not attempt to involve others. • Generally focused. 	<ul style="list-style-type: none"> • Participates but shows impatience. • Some focus. • Engages in "sidebar" conversations. 	<ul style="list-style-type: none"> • Disrespectful. • Argumentative. • Does not participate. 	
Speaking	<ul style="list-style-type: none"> • Speaks to all participants. • Articulate. • Takes a leadership role without monopolizing the discussion. 	<ul style="list-style-type: none"> • Speaks to most participants. • Attempts to move on to new ideas. • Tends to "ramble on" after making a point. 	<ul style="list-style-type: none"> • Speaks too softly. • Needs prompting to get involved. • Has no sustainable point; uses "sound bites." • Monopolizes the discussion. 	<ul style="list-style-type: none"> • Reluctant to speak. • Comments do not support point. 	
Reasoning	<ul style="list-style-type: none"> • Cites relevant text. • Relates the topic to outside knowledge and other topics. • Makes connections between one's own thoughts and others'. • Willing to take an alternate viewpoint. • Poses questions to further dialogue. 	<ul style="list-style-type: none"> • Makes limited connections to others' ideas. • Some intriguing points that merit reaction. • Some references to text. 	<ul style="list-style-type: none"> • Accurate on minor points but misses the main point. • No textual support; "talking off the top of your head." • Refuses to acknowledge alternate viewpoints. 	<ul style="list-style-type: none"> • Illogical comments. • Ignores the movement of the seminar. 	
Listening	<ul style="list-style-type: none"> • Takes notes, questions, and ideas. • Builds on other's ideas & gives others credit. 	<ul style="list-style-type: none"> • Generally attentive and focused. • Responds thoughtfully. • Takes <i>some</i> notes. 	<ul style="list-style-type: none"> • Appears disconnected. • Takes limited notes. 	<ul style="list-style-type: none"> • Inattentive. • Comments show lack of understanding. • Takes no notes. 	
Reading/ Preparation	<ul style="list-style-type: none"> • Familiar with text. • Understands major concepts. • Writing assignment completed on time. • Was well prepared in small discussion groups. 	<ul style="list-style-type: none"> • Fairly familiar with text. • Asks for references. • Writing assignment completed on time. • Was mostly prepared in small discussion groups 	<ul style="list-style-type: none"> • Confused with key concepts of text. • Writing assignment may be completed on time. • Occasionally prepared in small discussion groups. 	<ul style="list-style-type: none"> • Unfamiliar with text. • Writing assignment completed but not on time. • Very much unprepared in small discussion groups. 	

Total:

Socratic Seminar Sentence Starters

- Based on source _____ I think _____.
- From my perspective _____.
- In my opinion _____.
- According to ____ in source _____, I believe _____.
- _____ made a good point when he/she said _____; however, I think _____.
- I agree with ____ when she/he said ____ and I would like to add _____.
- I disagree with _____ when he/she said _____ because _____.
- I would like to add on to what _____ said when she/he said _____.
- _____, can you explain your thinking?
- _____, can you repeat that?

Laws of the Land Reflection

After the Socratic Seminar: How did national and Delaware state laws combine to empower enslavers?

Think about what you've learned as a result of participating in this Socratic Seminar and complete Parts I, II, and III below on a separate sheet of paper.

Part I: Summarize: Use writing to help you think about the Laws of the Land discussed in this seminar. I am really interested in hearing about your new thoughts related to the laws from this time period. Questions to consider responding to include (pick one or write your own):

- Based on this seminar, what are the most important points about the laws in America during this time?
- How does your understanding of these laws connect to other things you are learning?
- After this seminar, what major ideas do you better understand about enslavement in America during this time?
- The three main ideas I take away from this seminar are . . .

Part II: Reflection: Use writing to help you reflect on the process of the seminar (both your own contributions and those of others in the class).

- How did you contribute to this discussion—what did you add to it?
- What questions do you now have as a result of this seminar?
- Who helped you move the dialogue forward? How?
- At what point did the seminar lapse into debate rather than dialogue? How did the group handle this?
- Did anyone dominate the conversation? How did the group handle this?
- What would you like to do differently as a participant the next time you are in a seminar?

Part III: Set Goals: Be prepared to set goals for improvement in the next seminar.

Examples of Goal-setting Prompts:

- What will you do differently to make the next seminar better?
- Two things you will do in the next seminar to be a more active listener are . . .
- To be better prepared for the seminar, you will do _____ with the text.

ACTIVITY THREE RESOURCES

Runaway Ads Analysis Tool

First Read

Historical thinking skill: Perspective: an awareness of historical actors' relationship to events and of the observers' own relationship to the events

Prompt	Source One:	Source Two:	Source Three:
Who produced this?			
What are their specific interests?			
How do those interests affect their description of what happened?			

Discuss: What can runaway ads teach us about the humanity* of enslavers and the people who were enslaved in Delaware?

*humanity - the quality of being a human (e.g. the ability to love, show compassion, feel, etc.)

Second Read

Historical thinking skill: Agency: the ability to act on decisions to bring about desired goals

Prompt	Source One:	Source Two:	Source Three:
Who exercises agency* in this situation? (The enslaver, the enslaved, others?)			
Where does that agency come from? How was it used? What were its limitations?			
How are other people exercising their agency in this ad? In coordination or in opposition? How?			

Discuss: What can runaway ads teach us about the agency of enslavers and the people who were enslaved in Delaware?

*agency- the ability to take actions that empower individuals to make change or affect events

Third Read

Historical thinking skill: Close Reading: reading and thinking about specific choices the creator of a source made

Prompt	Source One:	Source Two:	Source Three:
What choices did the creator of this document make? What words did they use to describe the people and events in the ad?			
What do those choices tell us about the past?			
How might this document have looked different if it were created by someone else (at the time)?			

Discuss: What can the close reading of the choices enslavers made when they created runaway ads teach us about the humanity and agency of people who were enslaved in Delaware?

Social Studies Discourse: Teacher Talk Moves

1. Revoicing

Paraphrasing some or all of what the student has said and asking them to verify if your statement was correct. Can be done by teacher- listener or student-listener.

“So, you’re saying . . .”

2. Elaborating

Asking students to expand on their first statement.

“Tell me more about that.”

3. Providing Evidence

Asking students to support their statement with evidence.

“How do you know?” or “What evidence from the text supports your thinking?”

4. Restating

Asking students to restate someone else’s reasoning.

“Can you repeat what Philip just said in your own words?”

5. Applying Own Reasoning

Asking students to apply their own reasoning to someone else’s statement.

“Do you agree or disagree with that statement? Why?”

6. Prompting for Participation

Inviting students to join the discussion.

“Would someone like to add on?”

7. Wait Time

Allowing for a few moments of silence after a student has been asked a question.

“Take your time . . . we’ll wait.”

8. Revising

Giving students the opportunity to revise their thinking based on what they have heard from other students in the discussion.

“Who wants to change their thinking after listening to ____’s comments?” “How did it change your thinking?”