

Wednesday, January 13, 2010

Materials Needed:

- Pen or Pencil
- 3-Ring Binder
- Paper (1 sheet)
- Narrative*

Announcements and Other Important Dates:

- **1/15: All make up work due to Hampton by end of day.**
- 1/18: No school
- 1/20: End of Quarter 2
- 1/22 + 1/25: No school

Agenda:

1. Big Questions for Today
2. Word of the Day & Warm Up
3. Homework: *Letters from a Slave Girl*, pg. 3-21; quiz tomorrow on selected readings; finish character wheel
4. Reminders:
 - Make Up Work due Friday (60% > 0%)
 - Slave Narrative Final Project Description
5. Notes: *Letters from a Slave Girl*/Harriet Jacobs
6. Read & Discuss: *Narrative*, Ch. 8

Big Questions for Today

Who is Frederick Douglass and what were his major experiences as a slave?

What kind of common elements are there between the lives of slaves?



BOB

Word of the Day & Warm Up

Timer

- Date: 1/13/2010

- WOD:

philanthropist:

- Warm Up:

a) Use the following sentence to define the **Word of the Day**:
“Bob loved to give money to the homeless and to starving children. Many said he was a *philanthropist*.” Remember to use your context clues notes for help.

b) Recall how Douglass learned to read and write. Mention his experience with reading *The Columbian Orator* and how this led him to change his view on slavery and abolition.

Homework

Write a sticky note reminder or place in agenda:

1. Read *Letters from a Slave Girl* (pg. 3-21)
 - **Focus on: slaves as property, jobs of a slave, vocabulary of Harriet**
2. Study for Quiz on *Letters*—will be open book.
3. Bring *Narrative of Frederick Douglass* Friday!

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Reminders

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- Make up work is due this Friday—see me before or after school to find out what you are missing.

Reminders

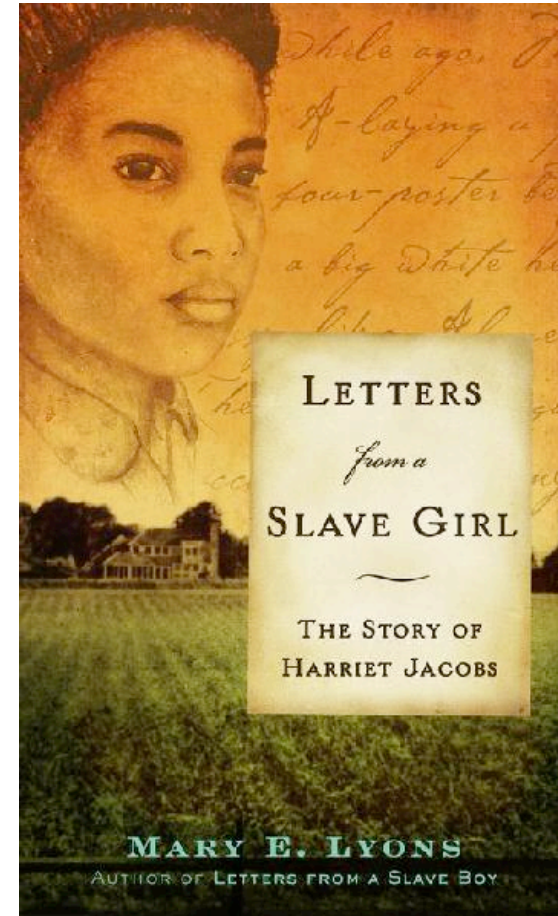
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- Final Slave Narrative Project:
 - Will deal with *Narrative* and *Letters*.
 - You must read **both** in order to do the project.
 - Will count as final project of the 2nd quarter.
 - Questions?

Letters from a Slave Girl

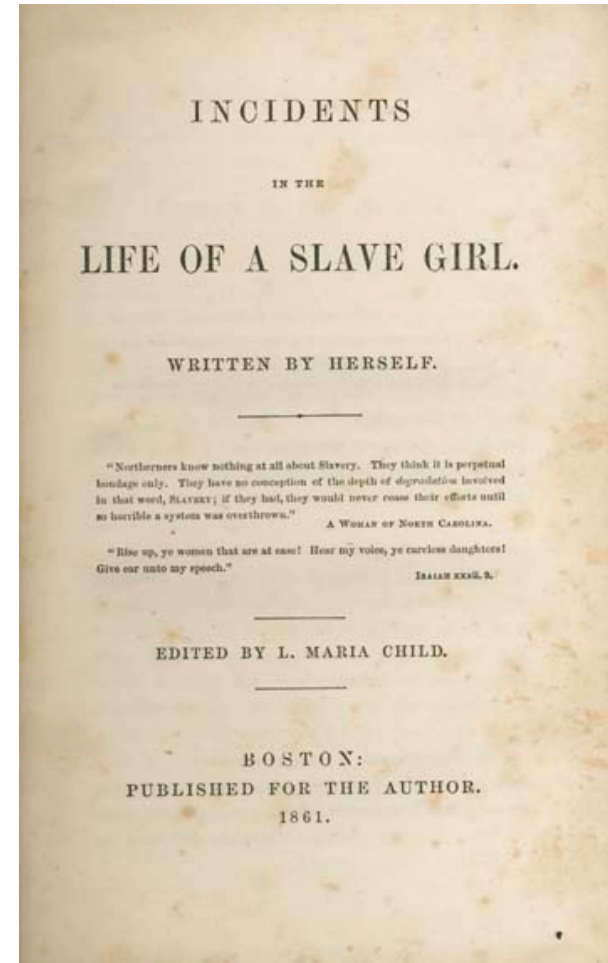
T A K E N O T E S

- Written 1992 by Mary Lyons
- Based off of the life of the slave girl Harriet Jacobs
- Composed of journals addressed to:
 - Mama
 - Daddy
 - R
 - Uncle Joseph/Stephen
 - John
 - Aunt Betty
- A modern retelling of *Incidents in the Life of a Slave Girl*



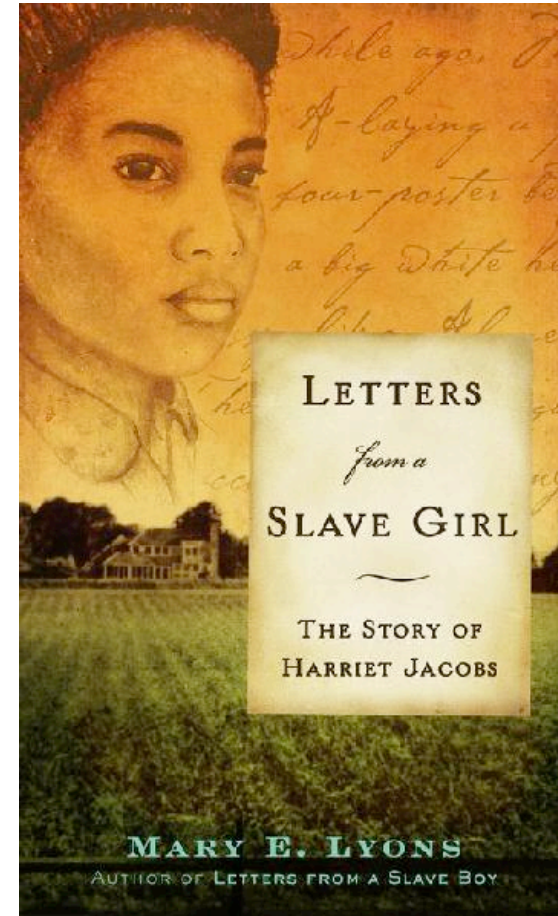
Incidents in the Life of a Slave Girl

- Written 1861 by Harriet Jacobs
- Uses pseudonyms for real characters
 - Harriet Jacobs = Linda Brent



Letters from a Slave Girl

- Harriet Jacobs
 - Lives with Miss Horniblow until age 12.
 - Is sold off when Horniblow dies.
 - Thinks she will be set free by Horniblow's will.
 - Is instead sold to Dr. Norcom, who makes many sexual advances.
 - Has two children by another white man so Norcom will sell her → this does not work.
 - “Runs away” for seven years.



Letters from a Slave Girl

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- Newspaper advertisement for the return of Harriet Jacobs.
- “Mulatto” =

\$100 REWARD

WILL be given for the apprehension and delivery of my Servant Girl **HARRIET**. She is a light mulatto, 21 years of age, about 5 feet 4 inches high, of a thick and corpulent habit, having on her head a thick covering of black hair that curls naturally, but which can be easily combed straight. She speaks easily and fluently, and has an agreeable carriage and address. Being a good seamstress, she has been accustomed to dress well, has a variety of very fine clothes, made in the prevailing fashion, and will probably appear, if abroad, tricked out in gay and fashionable finery. As this girl absconded from the plantation of my son without any known cause or provocation, it is probable she designs to transport herself to the North.

The above reward, with all reasonable charges, will be given for apprehending her, or securing her in any prison or jail within the U. States.

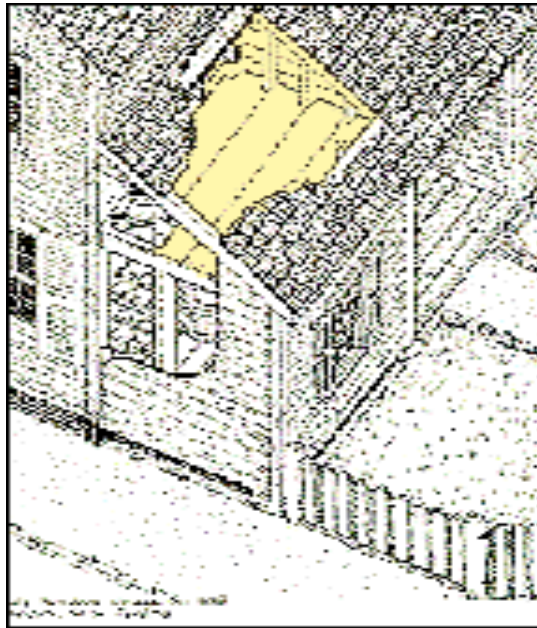
All persons are hereby forewarned against harboring or entertaining her, or being in any way instrumental in her escape, under the most rigorous penalties of the law.

JAMES NORCOM.
Edenton, N. C. June 30 ST22W

Letters from a Slave Girl

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- Slanted roof where Jacob hid for 7 years → *3 feet high by 9 feet long*



Let's Read

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- Turn to pg. 57 → *Narrative of Frederick Douglass*, Chapter 8
 - **Focus on: how deaths of Masters lead to slaves being moved, treatment of “grandmother”**
- After reading, take 3-5 minutes to write a quick summary of Chapter 8.
- Time remaining → See Hampton for information on your grade.