

SLAVES AS PROPERTY

Cedar Point on Black Hammock Island is a neighboring island to Fort George Island, where Kingsley Plantation is located. The reward below would have been printed in a local paper or perhaps posted in a common area in town. Read the reward flyer and answer the questions below.

TEN DOLLARS REWARD.



RAN AWAY from the subscriber, a *Negro man* named *Charles*, and a *Negro woman* named *Dorcas*. The man is about forty years old, and the woman thirty-eight. The man is very black—about five feet nine inches in height,—with the African marks on his face of his native country. The woman is about five feet nine inches, and rather thick set. Any person returning them shall receive the above reward.

HENRY W. MAXEY.

Cedar Point, March 4. 1w10

Jacksonville Courier

1. In the context of the reward notice, who is the "subscriber?" (*Hint: who would want his slave back?*)
2. How are the two slaves to be identified?
3. Notice the drawing included in the reward. Does that person look like he is in a hurry? Why?
4. The title of this activity is "Slaves as Property." If a slave is property, just like a house, farm animal, or tool, can you think of reasons why he or she might try to run away?

SLAVES AS PROPERTY - LEADER'S PAGE

1. the owner, in this case Henry W. Maxey
2. by name or by physical description
3. yes, slaves had to run far away to not be recognized and had to do so quickly since the owner was going to be looking for him or sending people to search for him or her (this might be a good link to the Underground Railroad)
4. property status means that the slave:
 - was not paid
 - could not make decisions for his/her family
 - families were sold apart
 - could not choose where to live
 - had no choice for his/her occupation
 - did not have a chance for an education
 - did not choose to be at the plantation
 - the above applied to the enslaved person's entire life, starting before the age of your students.

Ask your students to compare these four aspects of the slave's life to their own lives. Include that slave families could easily be separated by sale and that not being able to choose the type of work you do meant that you could be assigned to toil in the fields in August (complete with all the Florida climate concerns - extreme heat, thunderstorms, biting insects, etc.). Also add that the slaves could not read or write and that many owners did not want them to learn. A conversation on "knowledge as power" might also come into this discussion.

SS.A.1.2.3

SS.A.6.2.4

SS.C.2.2.2