

# 7 Wisconsin and the Civil War

## Activity 7.1: Reading a Fugitive Slave Document

### Teacher Materials

*Preparation/Organization* Students will work with their own copies of the worksheets, so you will need to prepare a sufficient number of copies of Student Pages 1 and 2. You can allow students to work as a whole class, in small groups, or on their own, either supervised or unsupervised.

#### *Procedure*

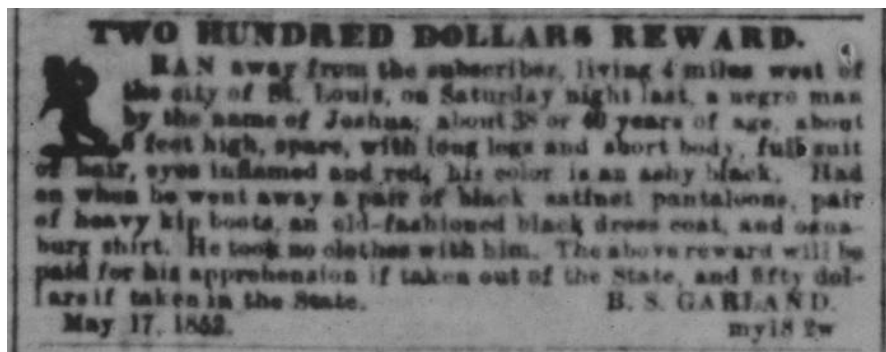
1. Remind students that they have seen this document before, both at the very beginnings of their textbooks (in Chapter 1) and on page 125 of Chapter 7.
2. Have a volunteer read aloud the newspaper clipping on Student Page 1, making sure that students understand who the people are, what events have transpired, and what the issues might be.
3. Then have students read the directions at the bottom of Student Page 1 and make sure that they understand what to do.
4. Give students time to complete the answers to their questions. Make yourself available to provide help as needed while students work.
5. When students finish the questions on both pages, have them exchange or hand in their work for assessment.

#### *Answers*

1. B. S. Garland is the owner of the fugitive slave.
2. Judging by his clothing, Joshua might have been Garland's butler or house servant.
3. Four miles west of St. Louis.
4. Garland thought the slave was valuable and he wanted Joshua back. Garland probably had paid a large amount of money for the slave.
5. The notice appeared so that readers would be on the lookout for the fugitive slave.
6. The notice helps modern readers know that slavery was widespread and well-supported, since Garland could count on the efforts of his neighbors to try to get the slave back. It also helps us understand that there was little hope for fugitive slaves to escape, since the whole countryside would be looking for them.
7. The notice was related to Wisconsin history because this particular fugitive slave eventually made his way to Wisconsin. Beyond this, it was events and situations like this that set the stage for the Civil War, which was a bloody chapter in Wisconsin history.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Activity 7.1 Reading a Fugitive Slave Document



**TWO HUNDRED DOLLARS REWARD.**



RAN away from the subscriber, living 4 miles west of the city of St. Louis, on Saturday night last, a negro man by the name of Joshua; about 38 or 40 years of age, about 6 feet high, spare, with long legs and short body, full suit of hair, eyes inflamed and red, his color is an ashy black. Had on when he went away a pair of black satinet pantaloons, pair of heavy kip boots, an old-fashioned black dress coat, and osnaburg shirt. He took no clothes with him. The above reward will be paid for his apprehension if taken out of the State, and fifty dollars if taken in the State.

**B. S. GARLAND.**  
my18 2w

May 17, 1852

You probably recognize this newspaper notice from page 125 of your textbook. You also saw it on page 11, in Chapter 1 of that book, where it helped you understand how historians think about history. Now that you have read more about the issue of slavery—and about this particular fugitive slave—you can better answer the questions that came up in Chapter 1. Write your answers to those questions below and on the next page.

1. Who was B. S. Garland? \_\_\_\_\_
2. Why do you think Garland might have owned a slave? \_\_\_\_\_  
\_\_\_\_\_
3. Where did B.S. Garland live? \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

4. Why was B. S. Garland willing to pay a reward? \_\_\_\_\_

\_\_\_\_\_

5. Why did this notice appear in a newspaper? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. How does this newspaper notice help us understand what was going on in Missouri in 1852?

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7. What does this newspaper notice have to do with Wisconsin history? \_\_\_\_\_

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