

## Jigsaw Assignment: Assorted Slave Narratives

Objective: Compare and Contrast elements of slave narratives.

Essential Question: What do we learn from the study of slave narratives?

This activity could be done a couple of ways:

- a. Before reading Frederick Douglass's Narrative
- b. During the reading as a supplemental activity
- c. Or after reading Frederick Douglass to compare/contrast elements involved in the lives.

Procedure:

1. Number students 1-5
  - a. Every group should have a 5 people.
2. In each group all of the five students are responsible for a different biography/narrative. Students may choose:
  - a. Harriet Jacobs (Linda Brent)
  - b. Harriet Tubman
  - c. Mary Armstrong (St. Louis, MO)
  - d. Walter Calloway
  - e. Charles Richardson (Warrensburg, MO)
3. The students read their person's short biography/article
  - a. Then meet in like groups to discuss 5-10 important things to know about that narrative
    - i. Each person needs the notes to take back to the mixed groups.
4. Like groups return to the mixed groups to present the information
5. In the mixed groups there needs to be
  - a. 2 Note takers
    - i. Take notes over the presentations
  - b. Speaker/Leader
    - i. Reports back to the whole class after presentations
  - c. Questioner
    - i. Asks questions for clarification
  - d. Presenter
    - i. Each person will present their biography/article
6. After the mixed groups get through all of the presentations have a class discussion about what they noticed about the presentations. Making connections between all narratives and Frederick Douglass.
7. Quiz or essay response about the narratives