

Assessment Answer Sheet

Since this is an assessment of student ability to identify information in primary sources and to make generalizations from them, students may refer to any of the handouts that are part of this lesson.

Read each of the following statements and circle the name of the author to whom it applies or circle “Both” if it applies to Jacobs and Keckly. The **correct responses** are in bold.

1. Her mother and father never lived together.

Jacobs

Keckly

Both

2. She wrote that slavery provided her with a sense of “self-reliance”.

Jacobs

Keckly

Both

3. She realized she was a slave and was required to perform household duties at the age of six.

Jacobs

Keckly

Both

4. Her father earned money as a carpenter and hoped to buy the freedom of his family, but was not able to do so.

Jacobs

Keckly

Both

Students are asked to read the following statements and either agree or disagree with them. Handouts from this lesson may be referred to. They should provide support for their answers and show that they have thought about how they inferred them from what they learned in the reading. Below you see both the questions that students are asked in “Making Generalizations” and instructional notes.

1. Most slave children began working very early in their lives.

In Keckly’s narrative, she recounts working as early as four years of age, while Jacobs describes a childhood without burden. This is a case where two sources are in conflict. Students should express in their responses that they need much more information in order to make this generalization. In fact, overwhelming evidence shows that enslaved children *generally* began working very early in their lives. If students agree with this they would be correct, but this inference cannot be gleaned from these two conflicting primary sources.

2. When slave girls worked in their owner’s homes, they often sewed or knitted.

In the excerpts from the narratives of both Jacobs and Keckly, they both sewed and/or knitted in the homes of their owners. In this case, the two sources are in agreement with each other. Moreover, they also reflect evidence found in other sources about nineteenth-century woman and young girls in general, and slave girls in particular. Even though these two sources are in

Harriet Jacobs and Elizabeth Keckly: The Material and Emotional Realities of Childhood in Slavery

agreement, and although in this case the statement is true, students should still indicate in their response that they understand the problem of making inferences from only two sources.

3. It was common for slave families to be separated from each other.

In the excerpts from the narratives of both Jacobs and Keckly, they recount stories of being separated from their families while in bondage. Here, the narratives of the two former slaves support each other and also match the understanding students will probably already have of the institution of slavery in general. Even though these two sources are in agreement, and (in this case) the generalization is true, students should still reflect in their response an understanding of the problem of making inferences from only two sources.