Title of Lesson: ***Runaway Slaves in Alabama: Individual Freedom Fighters in the 1800s***
(Suggested grade level: 10th Grade American History or Advanced Placement American History*)*

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Background Information:
From our country's beginning, the law protected slavery. The original U.S. Constitution's fugitive slave clause (Article IV, Section 2, Clause 3) made slavery a national institution, one that was recognized even in non-slave states. Without using the word "slave," it stipulated that when a "person held to service or labor in one state" escaped into another state, he was not "discharged from such service or labor" but "had to be delivered up on Claim of the Party to whom such service" was due. As more and more northern states began to phase out slavery and sectional tensions increased over the issue of the extension of slavery into the West, Congress passed the controversial 1850 Compromise. It contained a new Fugitive Slave Act, one that strengthened the hand of slave owners in seeking to recapture their "property."

From the beginning, slaves ran away from their owners in an attempt to gain their freedom. Owners placed ads in various newspapers offering sizable rewards for their capture. The ads provide historians with information about how the slave system worked, and, more importantly, they testify to the bravery and humanity of the runaways. While the proportion of runaway slaves who actually made it to freedom in the 1800s is estimated to be relatively small, the number of runaway advertisements suggests that many slaves took the risk, in spite of the fact that most of them had few resources and little geographic knowledge of where to go or how to get there. Because so many slaves challenged the system this way, white slave owners had to expend more energy, money, and legal effort trying to keep black people "in their place." Collectively and individually, runaways raised issues and created problems that helped destroy slavery. They also left a lasting legacy of courage.

Overview of lesson:
This lesson is based on runaway slave advertisements (8) that appeared in Alabama newspapers during the early and mid-1800s. It could be used to highlight slavery during the first part of the 19th century or introduce Fugitive Slave Act that was part of the 1850 Compromise. Working in pairs, students are asked to analyze the ads in light of two essential prompts: "What can these advertisements teach us about slavery during the first half of the 19th century and how do they help contribute to a fuller understanding of the conditions slaves (and even free blacks) faced?" To start the analytical process, the teacher first models a "think aloud" activity in which he reads an ad and then verbalizes the questions and comments that might arise in someone's mind as they processed the document (a complete list of possible comments for this initial "think aloud" are provided in Step 2). Working in pairs, students analyze seven more ads, first using the "think aloud" process themselves, then completing a chart on the runaways, and finally, answering (in writing) six questions to help them reflect on the significance of the documents. After a whole-class discussion, students are shown an advertisement that tells a very different story from the others. In this one, a white woman from North Carolina is desperately seeking the return of a free seventeen-year old mulatto female named Dicey Moore, who had been kidnapped from her home the month before. The wording of the ad shows that the subscriber was attached to Dicey and fearful that her kidnapper would sell her into bondage before she could be rescued. Because this advertisement contrasts

with the earlier ones, it helps broaden the picture of slavery and race relations. At the end of the lesson, students are asked to respond to the original essential questions in a creative way.

Content Standards

***Alabama Course of Study:* Social Studies** (Bulletin 2004, No. 18)
Grade 10: Content Standard 9

- Describe Alabama's role in the developing sectionalism of the United States from 1819-1861
  Example: participation in slavery

***National Standards for History*, 1996**
Standards in Historical Thinking
Standard 4: The student conducts historical research; therefore the student is able to:
C. Interrogate historical data from a variety of sources.
D. Marshal needed information of the time and place to construct story, explanation, or historical narrative.

Standards in History for Grades 5-12
Era 4: Standard 2D – The student understands the rapid growth of the "peculiar institution" after 1800 and the varied experiences of African Americans under slavery
5-12: Identify the various ways in which African Americans resisted the conditions of their enslavement…

***National Curriculum Standards for Social Studies*,** (Bulletin 111, 2010)
Theme 5: Individuals, Groups, and Institutions

Primary Learning Objective(s)
Students will:

- Analyze a visual image related to runaway slaves
- Compare the different challenges and dangers runaway slaves faced (depending on which southern state they were escaping from)
- Analyze runaway slave advertisements that appeared in Alabama newspapers in the 1820s and 1850s.
- Answer (in writing) reflective questions based on the ads
- Engage in critical thinking
- Draw some general conclusions about who ran away, when, and why
- Learn more about what the runaway ads reveal about slavery during this time period (1820-1850s)
- Produce something creative and imaginative that responds to two essential questions

Time allotted: 80-100 minutes (This time frame could be trimmed by limiting the number of runaway slave ads that students are asked to analyze.)

Materials and Equipment:

- Digital projector with internet connection (or overhead projector)
- NY Public Library Stock image of runaway slave
- First runaway slave advertisement from the *Dallas Gazette*, 1858 (Teacher uses this in Step # 1 for the "think aloud" activity.) (Attached)
- Transcriptions of ads from Mobile newspaper (Attached)
- Transcription of ads from Huntsville newspaper (Attached)

- Transcription of ad of an abduction of a young free mulatto girl from Mobile newspaper (Attached)
- Copies of chart students will use in analyzing ads (Attached)
- Copies of six guiding questions students are to answer as they analyze ads (Attached)
- Instructions for creative assignment (Attached)
- Evaluation sheet for creative assignment (Attached)

Technological Resources:

- The Alabama Department of Archives and History. To find additional documents related to slavery and runaway slaves, hit the "Search Our Collections" button on the left side of the home page, then click on "Digital Archives" (it's under the "Online Records" heading). A search box will appear.
- Teachinghisgtory.org is a central online location for accessing high quality material for K-12 history classes. The menu at the top of the homepage offers "Teaching Materials," "History Content," and "Best Practices." Examples of how the "think aloud" activity works are included on the site (just type in "think aloud" in the search box), along with other examples of historical thinking in action.
- The Gilder Lehrman Institute of American History website listing a number of resources related to their module on slavery.

Background/Preparation:

- The students should have an understanding of how slavery developed and changed over time. In particular, they need to know that the number of slaves increased enormously in the first half of the 1800s and that southerners began to exert more and more effort to maintain control over their "property."

Procedures/Activities:

Engagement/Motivation Activity:

- Show students the stock image of the runaway slave (a form of this image often accompanied individual advertisements).
- Ask them: What do they think the image represents? (They should be able to tell that the figure is a slave running away.) Do they think this is a realistic representation? (Maybe not…figure seems rather well dressed and looks like he's carrying a fairly sizable bundle of supplies with him.)
- Can they name any slaves who obtained their freedom by running away? (Frederick Douglass, Nat Turner, Harriet Tubman, Olaudah Equiano, Sojourner Truth are a few famous ones)
- Tell students that historians don't know exactly how many slaves **attempted** to run away from their owners every year. Ask them why it would be difficult to determine a precise number? (During the time slavery existed, no institution was tracking national statistics. Since most slaves couldn't read or write, those who were caught and returned to their owner weren't able to leave a written record of their escape attempts.)
- Inform students that, by piecing together different kinds of information, historians ESTIMATE that by the 1850, APPROXIMATELY 1,000 slaves a year escaped to freedom. That represents a very small percentage, however, of the total 3.5 to 4 million slave population.
- Show students the interactive map of the United States in the 1820s. Ask them to assess some of the challenges an Alabama slave would face in trying to get to a free state. (Long distances, lack of resources, not knowing where he or she was going, not being able to ask for help, under constant danger of being captured by whites, etc.). Tell them that an Alabama slave's best bet was probably to

head to Mobile or New Orleans, in hopes of boarding a ship headed north. Point out that most of the slaves who made it to freedom came from Border States like Missouri and Kentucky, not Deep South states like Alabama and Mississippi. Ask them why? (They didn't have to travel as far.)

- Tell students that one way to learn something about the **slaves who ran away but didn't make it to freedom** is to study runaway slave ads that appeared in southern newspapers. They'll be analyzing ads from Alabama newspapers published during the 1800s, as well as looking at a few Alabama laws governing the apprehension of runaway slaves.
- Provide students with these essential questions: "What can these ads can teach us about slavery in the early to mid-1800s? How do they help contribute to a greater understanding of the conditions slaves and even free blacks faced?"

Step 1	Display a transcribed copy of a runaway slave ad that appeared in the *Dallas Gazette*, August 13, 1858.
Step 2	Model for students how to "think aloud" about this slave ad (begin to interact with it in an imaginative and meaningful way by raising questions, drawing some tentative conclusions, and/or making connections.) Since you'll be asking students to do this independently in pairs during the next step, demonstrating the task will make it more comfortable, manageable, and intellectually profitable for them on the next go-round. First, read the entire ad from start to finish. Then go back over it, sentence by sentence and verbalize what might run through someone's mind if they were reading this document for the first time. Here are some suggestions: • I see that this edition of the *Dallas Gazette* was published in Cahaba, Alabama on August 13, 1858. That's only seven years before the Civil War starts. I've heard of the Cahaba River, but I don't think I've ever heard of a town by that name. Maybe it doesn't exist anymore. I'll have to check that later. • The $25 reward is listed in big type at the top of the article. I know that $25 isn't much money today, but it had to have been worth a lot more in 1858 or the people who placed the ad wouldn't have made it the headline. I need to research what $25 would be worth now. • It says in the first sentence that the slave's owner is deceased, so the three people listed at the bottom of the ad must be family members who inherited his estate. Two of the men have the same last name. Maybe the other one is a nephew or something. These three men obviously want to find this slave because he's a valuable part of the deceased owner's estate. Maybe they intend to auction him off and divide the money. • Only the slave's first name, Hardy, is provided. I remember learning that slaves weren't usually given last names. I wonder why not, and what that means. It strikes me as insulting. Obviously, this runaway is a man. I wonder if many women ran away? • The physical description of Hardy, although fairly specific about some things, doesn't provide enough visual information for someone to

	positively identify him. Other black men might fit the same description. The men who placed the ad don't even say how old Hardy was. I notice that they injected some insulting comments about him, including his "sly" expression which they said indicated "great cunning and shrewdness." They're no doubt angry that Hardy was smart enough to figure out a way to escape from the plantation or farm. • I wonder what circumstances caused Hardy's squirrel-shot wounds. Did someone fire at him as he was running away? • The ad says Hardy had run away several times before, always aiming toward a free state. It had to take enormous determination and courage to run away multiple times. If Hardy was recaptured this time as well, he may have been punished more severely than ever before. Ask students to give feedback on your "think aloud." What other comment or questions would they add? (You can inform them that the $25 reward would equate to approximately $672 in today's money, according to the measuringworth.com website.)
Step 3	Have students pair up. Distribute copies of the slave ads to each student (there are two separate pages of ads, one from a Mobile newspaper and one from Huntsville.) Also pass out copies of the guiding questions and the chart.
Step 4	Show students how you want them to proceed by writing the following steps on the board: 1. Take turns reading each ad aloud and doing a "think aloud" for each one before you do anything else. This will help get you started. 2. After you read and talk aloud about each ad, fill in all the appropriate parts on the chart. This information will help you think more knowledgably and imaginatively about the runaways. (Each student must complete his/her own chart.) 3. After consulting together, compose answers to the guiding questions. (Each student must complete his/her own sheet.) Allow time for students to complete these tasks. (If class time runs out, students could complete the guiding questions for homework.)
Step 5	Check for completion of sheets and then conduct a whole class discussion, using the guiding questions as the stimulus.
Step 6	Display (using digital or overhead projector) the transcribed copy of the ad from the *Mobile Gazette and Commercial Advertiser*. (This advertisement is a complete contrast with the earlier ones because it concerns the abduction of a young free mulatto girl from a woman's home in North Carolina. The subscriber believes that the man who kidnapped her will try to sell her.) Ask for a student volunteer to read the document aloud. Going sentence by sentence, solicit a class-wide "think aloud." Ask students what new things they learned about slavery from this advertisement. How does this information challenge or change their earlier assumptions?

Step 7	Remind students of the two essential questions that began the lesson. Pass out the assignment sheet which describes the various creative ways in which they can respond to one or both questions. (Students will work with the partner they had earlier in the lesson to create on joint product.) Students will self-evaluate their product before turning it in, using the standards set out in the instructions. (Teacher awards final grade.)

Assessment Strategies:

- Collect the charts on the runaway advertisements. Collect written answers to 6 questions. Award points for completeness and appropriateness.
- Evaluate final creative products, using rubric.

Extension:

- Share information with students about (or have them research) the slave codes Alabama enacted in the 1800s to deal with runaways. The Encyclopedia of Alabama has an article on slavery in Alabama and an article concerning runaway slaves in Alabama. Specific laws can also be found on the Alabama Department of Archives and History's website for 1833, 1852, and 1861.
- If they haven't already done so, students might be interested in reading slave narratives found in the WPA Alabama Writers' Project, particularly the portions that describe the escapes themselves.

The Dallas Gazette

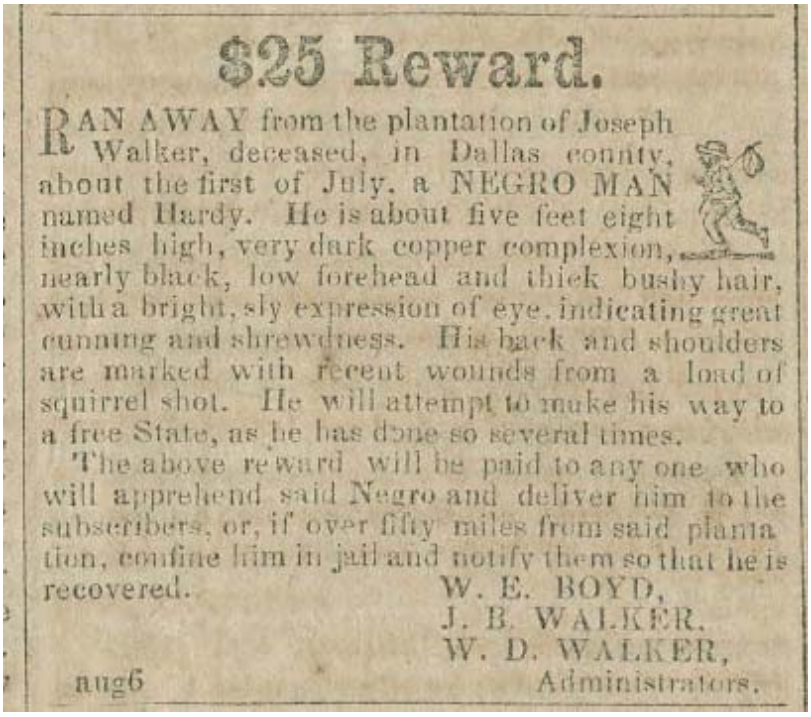
Cahaba, Alabama, August 13, 1858

$25 DOLLAR REWARD

RAN AWAY from the Plantation of Joseph Walker, deceased, in Dallas county, about the first of July, a NEGRO MAN named Hardy. He is about five feet eight inches high, very dark copper complexion, nearly black, low forehead and thick busy hair, with a bright, sly expression of eye, indicating great cunning and shrewdness. His back and shoulders are marked with recent wounds from a load of squirrel shot. He will attempt to make his way to a free State, as he has done so several times.

The above reward will be paid to anyone who will apprehend said Negro and deliver him to the subscribers, or, if over fifty miles from said plantation, confine him in jail and notify them so that he is recovered.

W.E. Boyd
J.B. Walker
W.D. Walker



$25 Reward.

RAN AWAY from the plantation of Joseph Walker, deceased, in Dallas county, about the first of July, a NEGRO MAN named Hardy. He is about five feet eight inches high, very dark copper complexion, nearly black, low forehead and thick bushy hair, with a bright, sly expression of eye, indicating great cunning and shrewdness. His back and shoulders are marked with recent wounds from a load of squirrel shot. He will attempt to make his way to a free State, as he has done so several times.

The above reward will be paid to any one who will apprehend said Negro and deliver him to the subscribers, or, if over fifty miles from said plantation, confine him in jail and notify them so that he is recovered.

W. E. BOYD,
J. B. WALKER,
W. D. WALKER,
Administrators.

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RUNAWAY SLAVE ADS, The Mobile Gazette and Commercial Advertiser, June 7, 1820 (Q 26140-43,p 4)

1. Thirty Dollars Reward

RUNAWAY from the subscriber, living in Green country, Alabama, about the first of Dec. last, a negro man by the name of **ASA**, about 5 feet 10 inches high, spare made, very slim feet and hands, toes inclined to turn outwards, of black colour and down look, it is supposed he is somewhere in the lower part of the state. The above reward will be given to any person who will secure him so that I get him again.

Mumford Lawson, Russell's Settlement, Green County, May 3, 1820

2 Fifty Dollars Reward

Runaway on the 31st ult. from Woodville, a bright mulatto man named **James,** about 24 years of age, 5 feet 4 or 5 inches high, raised in the state of Virginia, and took with him a dark chestnut sorrel horse, 8 years old, 16 hands high, ball face, shod all round, trots easy and paces a little. The boy has saddle bags, and a quantity of clothing, among which is a blue Wellington coat. Fifty dollars reward will be given for apprehending, so that I get him again, and all reasonable charges if brought to me.

William M'Coy, Pickneyville, Feb. 23rd

3 Ranaway

On the night of the 16th ult. from *Washington Courthouse,* the following Negroes, viz:

Stephen---about 24 years old, 5 feet 7 inches high, stout made with a scar on his left cheek near the ear, had on when he went away, a dark round about coat, and black leather hat, the rest of his dress not recollected. Will---about 30 years old, five feet eight or nine inches high , slender made, had on when he went away a long mixed coloured coat, the rest of his dress not recollected. Joe---Twenty-six or seven years old, five feet seven or eight inches high, slender made, thin visage, and a down look, his dress not recollected.

Fifty Dollars reward will be given for apprehending and securing said negroes, so that I get them and all reasonable expenses paid in addition to the above reward, if delivered to me near Washington court house.

J.S. Lister, May 3, N.B. Any information respecting said negroes, will be thankfully received through the medium of Mr. D. DUVOL

RUNAWAY SLAVE ADS, The Mobile Gazette and Commercial Advertiser, June 7, 1820 (Q 26140-43,p 4)

Thirty Dollars Reward.

RANAWAY from the subscriber, living in Green county, Alabama, about the first of Dec. last, a negro man by the name of

ASA

about 5 feet 10 inches high, spare made, very slim feet and legs, toes inclined to turn outwards, of black colour and down look, it is supposed he is some where in the lower part of the state. The above reward will be given to any person who will secure him so that I get him again.

MUMFORD LAWSON.

Russell's Settlement, Green County, May 3, 1820—3m

Fifty dollars Reward,

RANAWAY on the 31st ult. from Woodville, a bright mulatto man named

James,

about 24 years of age, 5 feet 4 or 5 inches high, raised in the state of Virginia, and took with him a dark chesnut sorrel horse, 8 years old, 16 hands high, ball face, shod all round, trots easy, and paces a little. The boy has saddle bags, and a quantity of clothing, among which is a blue Wellington coat. Fifty dollars reward will be given for apprehending, so that I get him again, and all reasonable charges if brought to me.

WILLIAM M'COY.

Pinckneyville, Feb. 23. tf

RANAWAY,

ON the night of the 16th ult. from *Washington court house*, the following Negroes: viz.

STEPHEN—about 24 years old, five feet seven inches high, stout made with a scar on his left cheek near the ear, had on when he went away, a dark round about coat, and black leather hat, the rest of his dress not recollected.

WILL—about thirty years old, five feet eight or nine inches high, rather slender made, had on when he went away a long mixed coloured coat, the rest of his dress not recollected.

JOE—Twenty-six or seven years old, five feet seven or eight inches high, slender made, thin visage, and a down look, his dress not recollected.

50 Dollars Reward will be given for apprehending and securing said negroes, so that I get them and all reasonable expences paid in addition to the above reward, if delivered to me near Washington court house.

J. D. LISTER.

May 3.—4w

From *Southern Advocate and Huntsville Advertiser (*published in Madison County), Aug. 5, 1825

FIFTY DOLLARS REWARD

Ranaway from the Subscriber, living four miles west of Huntsville, on the night of the 24th instant, the following Negro Fellows, viz:

JERRY, a bright mulatto fellow, between twenty-five and thirty years of age, nearly six feet high, spare made and very active; he had on when he left me a blue broadcloth coat and blue cassinet pantaloons.

MINOR, a very stout built fellow, about twenty-two years of age, has a down look when spoken to, his back considerably marked with the lash, and has a rather sulky disposition; he wore off a common homespun dress.

JIM, a stout built fellow, about twenty years of age, five feet eight inches high, keeps one of his eyes about half shut, has a down look and speaks slow when spoken to,---he wore off a blue broadcloth coat.

WIGGIN, a stout built fellow, about twenty-two years of age, five feet eight inches high, has a down look when spoken to, one of his fore teeth out, and wore off a blue broadcloth coat.

The subscriber thinks it probable that some white person has been instrumental in inducing these negroes to run away.

The above reward will be given for the apprehension and delivery of said slaves to me, or secure them in any jail so I can get them again, or so much in proportion for either of them. I am disposed to think they are aiming for some of the free states.

WILLIAM E. PHILIPS

July 25, 1825

The Editors of the Nashville Whig, Knoxville Register, Columbian, Columbia, Tenn. And Hopkinsville (KY) paper, will insert the above 4t and forward their bills to this office.

CHART FOR SLAVE ADS

Name	Age	Gender	Reward	Time of Year	Appearance/Characteristics	Clothing/Supplies

GUIDING QUESTIONS

(answer in complete sentences)

1. What is the average age and gender of these runaway slaves? What factors might account for that?

2. What time of year did most of these slaves run away? Can you explain why?

3. Did you learn something specific about one or more slaves that struck you as important? What might that information reveal?

4. What attitudes and values are expressed in these advertisements? Support your conclusions with specifics from the ads themselves.

5. What do these advertisements suggest about the relationship between master and slave?

6. What do the advertisements reveal about the hardships of slavery?

The Mobile Gazette and Commercial Advertiser, June 7, 1820

(No reward was offered with this ad)

Notice

The attention of the public is requested to the following statement. On the evening of Saturday the 19th instant, the house of the subscriber, on swift Creek, was entered during her absence, by JOHN BRYAN, and a *free* mulatto girl named Dicey Moore, daughter of Lydia Moore, was forcible taken and carried away in a chair by the said Bryan. It is believed that he has a forged bill of sale for the girl, purporting to have been executed by her mother, and it is feared that he has carried the girl to the South, with the intention of selling her. Dicey Moore has lived with the subscriber since she was fifteen months old, and the fact of her freedom can be proved beyond the possibility of doubt. She is now about 17 years old, five feet high, with a yellowish complexion, thick bushy hair, and wears rings in her ears.

Bryan is about six feet high, has blue eyes, is a little round shouldered and [has] a long nose.

The editors of Southern papers are requested to give the foregoing an insertion in their respective papers, as possibly it may save from a state of slavery, this girl who has an unquestionable right to her freedom.

Catharine Free *Swift Creek, Craven County, N.C.*

The Mobile Gazette and Commercial Advertiser, June 7, 1820

Notice.

THE attention of the public is requested to the following statement. On the evening of Satutday the 19th instant, the house of the subscriber, on Swift Creek, was entered during her absence, by JOHN BRYAN, and a *free* mulatto girl named DICEY MOORE, the daughter of Lydia Moore, was forcibly taken and carried away in a chair by the said Bryan. It is believed that he has a forged bill of sale for the girl, purporting to have been executed by her mother, and it is feared that he has carried the girl to the South, with the intention of selling her. Dicey Moore has lived with the subscriber since she was fifteen months old, and the fact of her freedom can be proved beyond the possibility of a doubt. She is now about 17 years old five feet high, with a yellowish complexion, thick bushy hair, and wears rings in her ears.

Bryan is about 6 feet high, has blue eyes, is a little round shouldered, and a long nose.

The editors of Sonthern papers are requested to give the foregoing an insertion in their respective papers, as possibly it may save from a state of slavery, this girl who has an unquestionable right to her freedom.

CATHARINE FREE.

Swift Creek, Craven County, N. C.

RUNAWAY SLAVE ADS: WHAT CAN THEY TEACH US?

Two essential and interrelated questions began our lesson:

1. What can the runaway slave advertisements teach us about slavery in the early to mid-1800s?
2. How do these documents contribute to a greater understanding of the conditions slaves, and even free blacks, faced during that same time period?

Your challenge in this assignment is to take what you learned in regard to one (or some combination of both) of those questions and turn that knowledge into a creative product that expresses some new insight you gained about slavery in the early 1800s from reading the runaway advertisements. It will be worth 100 points. You will work with your former partner to create one joint product. **Whatever form that product takes, it must have a clear connection to what you learned by reading the runaway advertisements**; it can't simply reflect some general truth about slavery that the average person would know without ever having read any runaway ads. If you like, you can base your creative product on particular runaway.

Here are some ideas:

1. Compose a poem or write song lyrics to go with a specific tune. (Either must be at least 15 lines long.)
2. Write a script for a radio segment on the topic of runaway slaves. (Must be at least 200 words.)
3. Create a collage using images and words. (Include a written explanation of 75-100 words.)
4. Draw or paint a representation of what you learned. (Include a written explanation of 75 to 100 words long.)
5. Compose a dramatic speech told in the first person. (Must be at least 200 words.)

If you have an idea of your own, just clear it with me before you start.

You will be asked to self-evaluate your product before you turn it in. These are the standards:

- Does it answer one or some combination of both essential questions?
- Does it clearly reflect some kind of connection to runaway slave advertisements?
- Does it demonstrate creativity, imagination, and some sense of craftsmanship?
- Was it the work of **both** partners?

Final grade will be assigned by me, but I'll be using those same standards.

RUBRIC FOR CREATIVE ASSIGNMENT

Names of Partners:_____& _____

Grade the two of you believe you should receive on this assignment:_____

Comments explaining and justifying that grade, using the standards that were provided on the instruction sheet:

Teacher's grade: _____

Teacher's comments:

ALABAMA SLAVE CODES 1833

5. No slave shall go from the tenement of his master or other person with whom he lives, without a pass, or some other letter or token, whereby it may appear that he is proceeding by authority from his master, employer, or overseer; it he does, it shall be lawful for any person to apprehend and carry him before a justice of the peace to be by his order punished with stripes, or not at his discretion, not exceeding twenty stripes.

6. If any slave shall presume to come and be upon the plantation of any person whatsoever, without leave in writing from his or her owner or overseer, not being sent upon lawful business, it shall be lawful for the owner of overseer of such plantation, to give or order such slave ten lashes on his or her bare back, for every such offence.

15. All runaway slaves may be lawfully apprehended by any person, and carried before the next justice of the peace, who shall either commit them to the county jail, or send them to the owner, if known, who shall pay for every slave so taken up, the sum of six dollars to the person apprehending him or her, and also all reasonable costs and charges.

16. And whereas many times slaves run away and lie out, hid, and lurking in swamps, woods, and other obscure places, killing hogs, and committing other injuries to the inhabitants of this territory; therefore, *Be it E]enacted,* That in all such cases, upon intelligence given of two or more lying out as aforesaid, any one justice of the peace of the county where the slaves are supposed to lurk or to do mischief, is required, by warrant, reciting their names and owners' names if known, to direct the provost of the patrols to take such power with him as he shall think fit and necessary for the effectual apprehending of out-lying slave or slaves, and go in search of them, and upon their being apprehended and committed to jail as aforesaid, he shall be entitled to a reward of thirty dollars, to be paid out of the territorial treasury, three-fourths of which sum shall be reimbursed to the treasury by the owner of such slave: *Provided,* That if the owner be an inhabitant of this territory, the said sum shall be added to his tax for the current year, and be collected and accounted for in the same manner as other public taxes are: *And provided also,* That any other person or persons who shall apprehend and commit to jail as aforesaid, any outlying slaves, shall be entitled to the same reward for such apprehension and commitment.

31. Any person or persons who shall attempt to teach any free person of color, or slave, to spell, read, or write, shall, upon conviction thereof by indictment, be fined in a sum not less than two hundred and fifty dollars, nor more than five hundred dollars.

32. Any person of color who shall write for any slave, a pass or free-paper, on conviction thereof, shall receive for each offence, thirty-nine lashes on the bare back, and leave the state of Alabama within the state of Alabama within thirty days thereafter; and should he or she again return to the state of Alabama or be found within the same after the time above limited for his or her departure, on conviction of violating this provision of the law, he or she shall forfeit his or her liberty, and be sold as slave for the term of ten years…

33. Any slave who shall write for any other slave, any pass or free-paper, upon conviction, shall receive, on his or her bare back, fifty lashes for the first offense, and one hundred for every offence thereafter…