

*The Society for History Education, Inc.*

# THE HISTORY TEACHER

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**Front Cover:** [*Multiple Advertisements for the Sale and Apprehension of People, 1852*]. Newspaper advertisements in *The Daily Picayune* (New Orleans, LA), March 20, 1852. Digital image uploaded to Wikipedia Commons by user “Infrogmaton” on February 14, 2011. [https://commons.wikimedia.org/wiki/File:1852\\_Picayune\\_Slaves.jpg](https://commons.wikimedia.org/wiki/File:1852_Picayune_Slaves.jpg).

**Back Cover:** [*Andrew Jackson’s Advertisement for the Apprehension of an Unnamed Man, 1796*]. Newspaper advertisement in the *Tennessee Gazette* (Nashville, TN), October 3, 1804. Digital image uploaded to Wikipedia Commons by user “Carwil” on May 18, 2015. <https://commons.wikimedia.org/wiki/File:AndrewJackson-RewardNotice-EscapedSlave-1804.png>.

This issue of *The History Teacher* exhibits several disturbing images from our national history, during a time when citizens openly bought, sold, and abducted human beings to claim as property. In “Biographies, Silences, and Teaching the Archive of Slavery,” Mary Draper demonstrates how digitized archives allow students to investigate “runaway slave” advertisements in historical newspapers, in the United States and elsewhere. Rather than focusing on the perpetrators, Draper and her students interrogate the sources to extract personal histories of those who were otherwise omitted from the historical record—the resisters.

Tens of thousands of digitized advertisements testify to a massive resistance to enslavement, as individuals, groups, and families fled brutal, dumbfounded, and even deceased “owners.” Andrew Jackson placed an 1804 ad seeking what he described as an “Eloped... Mulatto Slave Man,” promising “ten dollars extra, for every hundred lashes any person will give him, to the amount of three hundred.” On behalf of George and Martha Washington, Frederick Kitt placed a 1794 ad affirming that “light mulatto girl” Oney Judge “absconded,” despite “no provocation to do so.” W. B. Muse placed an 1852 ad claiming that “negro woman” Rosetta “belongs to the estate of Mr. Isaac Pipkin, deceased.”

Acknowledging that the historical discipline can be arduous both academically and emotionally, we hope you and your students are enlightened and empowered by the possibilities presented in this issue of *The History Teacher*, which includes a special focus on **Teaching with the Archives**. Thank you for having the courage and skill to be a History Teacher.

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*The History Teacher* publishes articles of three general types: (1) reports on promising new classroom techniques, educational programs, curricula, and methods of evaluating instructional effectiveness; (2) analyses of important interpretations, leading historians, historiographical problems, and recent trends in specific fields of historical research; and (3) critical review essays on audiovisual materials, textbooks, and other secondary works suitable for classroom use.

*The History Teacher* also publishes reviews of audiovisual materials, books, supplementary readers, and other printed classroom materials, with evaluations of their scholarly reliability, formats, and effectiveness of presentation. Reviews are commissioned in advance. Readers interested in contributing reviews should advise the Editor of their qualifications and fields of specialization.

Submission guidelines for *The History Teacher* are available on the final page of this issue. Additional information for contributing authors is available at <<https://www.thehistoryteacher.org/contributing>>.

Correspondence regarding contributions to *The History Teacher* and materials for review should be sent to the Editor, *The History Teacher*; California State University, Long Beach; 1250 Bellflower Boulevard; Long Beach, CA 90840-1601.

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Elisa Herrera

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