

PRIMARY SOURCE TRANSCRIPTIONS

From Margaret's Will, 1817:

To Mr. Henry Brice and Tench Tilghman, my executors: All my negroes and slaves, in trust that they will set them free in such ages, and on such terms as they deem best under all circumstances, having a view to a provision for the comfortable support of the aged and infirm.

Runaway Ad 1

Mount Clare July 10, 1780.

Ran away from the subscriber's plantation, at the mouth of Gunpowder, about the beginning of this month, a mulatto slave, called JACK LYNCH, about 35 years of age, a short well set fellow, has a down look, is an artful rogue, speaks slow, and appears to be very mild. Had on and took with him, a blue broadcloth coat, country cloth jacket, one srith linen shirt, two country linen ditto, one pair country linen trousers, a pair of half-worn shoes, with buckles, an old country made hat, and has lately had a breaking out on his hand. Whoever brings him to the subscriber, or secures him, for that he may get him again, that have the above reward, and reasonable charges.

CHARLES CARROLL

Runaway Ad 2

Five Pounds Reward

Ran away from the subscriber, a Negro man, called EDDENBOROUGH, a cooper by trade, about 50 years of age, a little lively fellow, active walk, speaks quick, and with a little of the Negro accent, bald upon the upper part of his head: Had on a country linen shirt, tow linen trousers, country cloth waistcoat, old shoes, and an old straw hat; it is suspected that he is harboured about Baltimore-Town, or in the neighbourhood. Whoever brings him to the subscriber, shall have Forty Shillings, if taken in this or in Anne-Arundel county, and if in any other county above reward, and reasonable charges.

CHARLES CARROLL

Mount Clare, Aug. 15, 1777.

## **FREEDOM SEEKERS**

Will: Hammerman

A hammerman took the bar with two knobbed ends and worked over the fire to reheat the iron and flatten the ends to form bar iron.

Jack: Smith

The smith at a forge would make the iron into usable tools, like kitchenware. A enslaved man who knew one or more trades was considered more valuable to their owner. Skilled artisans would have received more benefits than their peers, such as nicer, warmer clothing.

## **ENSLAVED OCCUPATIONS**

### **At the House**

Sue: House Servant

House servants living in the house would have handled the Carrolls' furniture, clothing, and household items as much as the Carrolls did. Most furniture was not ready to use, instead it was 'at rest' or up against the walls when it was not being used. Enslaved people would have arranged the furniture for a specific activity. They also set, served and took away food and plates from the table.

Betty: Kitchen Servant

Kitchen servants would have prepared food mainly from the food grown on the plantation for the Carroll's and any of their guests. Mrs. Carroll kept all expensive items, such as sugar, spices and wine, locked up. When a servant would want to use these items, they would have to first request the key from Mrs. Carroll.

Richard: Gardener

Margaret Carroll liked plants and gardening, and had a slave to care for her two greens, gardens, and greenhouse. Richard would have taken care of the plants and worked with Margaret to make sure they were how she desired them to be. In the greenhouse, oranges and pineapples would grow year-round.

Sammy: Charles Carroll's personal Smith

A smith would have made or repaired any house items. This work would have been more specialized and artistic than a regular blacksmith.

### **At the Baltimore Iron Works**<sup>8</sup>

Making iron imposed great burdens on workers. Most tasks required strength and stamina, and nearly all were arduous and dirty. Danger lurked everywhere. Rocks could fall and crush workers, furnaces could explode, or houses could burn down. Most workers also had more than one job, depending on the season. Because making iron required so much work, a master could offer more food or time off to slaves. However, he could also just as easily take these things away or even break up families as punishment.

Peter: Collier

Colliers worked at the Iron Foundry. They would stack wood that had been cut down, cover it with leaves and dirt and then ignite it. The wood would smolder until all of the moisture and impurities were expelled, leaving only charcoal. The collier would rake the charcoal into a pile and load it into wagons so that it could be hauled to the furnace.

Andrew: Finer

After the pig iron had been heated and melted into a mass called a 'loop,' the finer would form into a bar with two knobbed ends.

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<sup>8</sup> Information on labor at Ironworks from: John Bezis-Selfa, *A Tale of Two Ironworks: Slavery, Free Labor, Work, and Resistance in the Early Republic*, ([The William and Mary Quarterly](#), Third Series, Vol. 56, No. 4, Oct., 1999): 677-700.

## PROP Evaluating Viewpoints

P	<p style="text-align: center;">Is it a <i>primary</i> (eyewitness) or secondary (not an eyewitness) source?</p> <p>Primary sources are invariably more desirable. To reach valid conclusions, you need to realize the importance of primary sources and gather as many as possible to use as evidence in an argument. You should depend on secondary sources, like encyclopedias or history tests, only when primary sources are unavailable.</p>
R	<p style="text-align: center;">If the source is a person, does he or she have any <i>reason</i> to distort the evidence?</p> <p>Would those giving the statement, writing the document, recording the audio (or video), or identifying the object benefit if the truth were distorted, covered up, falsified, sensationalized, or manipulated? Witnesses with no reason to distort the evidence are more desirable than those who might benefit from a particular presentation of the evidence.</p>
O	<p style="text-align: center;">Are there <i>other</i> witnesses, statements, recordings, or evidence which report the same data, information, or knowledge?</p> <p>Having other evidence verify the initial evidence strengthens the argument.</p>
P	<p style="text-align: center;">Is it a <i>public or private</i> statement?</p> <p>If the person making the statement of evidence knew or intended that other people should hear it, then it is a public statement. A private statement may be judged more accurate because it was probably said in confidence and is, therefore more likely to reflect the speaker's true feelings or observations.</p>

**Source:** Kevin O'Reilly, *Evaluating Viewpoints: Critical Thinking in United States History Series – Book Four: Spanish American War-Vietnam War*. (Midwest Publications: Critical Thinking Press and Software, 1991): 3.

## Primary Sources: Questions Historians Ask

First, determine what type of primary source it is from the left-hand column, and then answer the corresponding questions in the right.

Types of Primary Sources	Questions
Ad or Broadside	<ul style="list-style-type: none"> <li>• What is it promoting?</li> <li>• What is the main idea?</li> <li>• Who is the audience?</li> <li>• What images are used?</li> <li>• What current ad is similar?</li> </ul>
Maps	<ul style="list-style-type: none"> <li>• What “Elements of a Good Map” can you find on the map?</li> <li>• What does the map tell you about the place and time it was created?</li> <li>• What is the purpose of this map?</li> </ul>
Newspaper Articles	<ul style="list-style-type: none"> <li>• What phrases and words catch your attention?</li> <li>• What was the author’s purpose in writing the article?</li> <li>• What important historical information does this source provide?</li> </ul>
Objects	<ul style="list-style-type: none"> <li>• Describe the object.</li> <li>• What is it made of?</li> <li>• How might it have been used?</li> <li>• What does the object say about the life, times, and technology of the people who used it?</li> <li>• Is there anything that has replaced this object today? How is it different?</li> </ul>
Pictures and Photographs	<ul style="list-style-type: none"> <li>• What clues can you find about the location and date?</li> <li>• What are the main messages?</li> <li>• What is the most important historical information this source provides?</li> </ul>
Documents	<ul style="list-style-type: none"> <li>• When was the document written?</li> <li>• Identify FATP.</li> <li>• Why was this document created?</li> <li>• Why do you think someone chose to save this document?</li> </ul>

**Source:** Wendy Schanberger, UMBC Teaching American History Program, Summer 2002.







## FREEDOM SEEKERS

After Charles died, Margaret made several changes to Mount Clare to keep up with the latest fashions. She added a lunette window to the upper gable of the garden façade. Call bells were installed. She replaced the mantels in most of the rooms with more fashionable mantels in the Federal style. The only two rooms to retain their original Georgian mantels in the main block are the study chamber and the parlor chamber.

Margaret Carroll died at Mount Clare on March 15, 1817 at the age of 75. Most of her estate was left to her nephew, Tench Tilghman, Jr. with the rest divided among various family members. She requested that her executors free her 47 slaves when they were able to care for themselves, and she made provisions for the “comfortable support of the aged and infirm” among her slaves.

### **James Carroll, Jr.**

James Maccubbin Carroll’s son, James Carroll, Jr., inherited Mount Clare upon his father’s death in 1832. He and his wife, Achsah Ridgely, moved from their Pratt Street residence into Mount Clare.

In 1812, James married Achsah Ridgely, the daughter of Governor Charles Carnan Ridgely and Priscilla Dorsey. Together James, Jr. and Achsah had six children: Charles Ridgely Carroll, Sophie Ridgely Carroll, Prudence Gough Carroll, James Carroll, III, Priscilla Ridgely Carroll, and Achsah Ridgely Carroll.

In 1833, James, Jr. insured the main block of Mount Clare with the Baltimore Equitable Society for \$4,800, each hyphen for \$100, and each wing for \$600, putting the total insured value at \$6,200. This was 2/3 of the actual value (\$9,300) of the mansion – the limit for which the Equitable Society would write a policy.

It is likely that it was James, Jr. that replaced the original wood gateposts in the forecourt with rusticated stone posts like the ones that exist today.

He was active in business affairs also, between managing the family interests, and acting as a director of the B&O Railroad and of the Chesapeake & Ohio Canal Company.

Achsah died in 1841. James, Jr. continued living at Mount Clare. As Baltimore grew, Mount Clare remained a country oasis of 364 acres. The orangery was still being used to grow orange and lemon trees. But industrial expansion continued and was even encouraged by James, Jr. who built a wharf at Carroll Point.

James, Jr. was the last of the Carroll family to reside at Mount Clare. The Carroll family continued to own the property and leased it to a variety of tenants.

In 1890, the Baltimore City park system paid the Carroll heirs \$45,000 for approximately 20 acres of the Mount Clare property, including the house and the terraced gardens. Later, more acreage was purchased until the newly created Carroll Park totaled 162 acres.

### BIOGRAPHIES

#### **Charles Carroll, Barrister**

At an early age Charles Carroll went abroad to be educated. When he was only ten years old, he and his father left Annapolis to go to England. After twelve years of study abroad, Charles returned to Annapolis in 1746. For six years he enjoyed the sophisticated social life of Annapolis while, at the same time, applying himself to learning the management of the farms and mills on the Patapsco. Dr. Carroll felt that his older son should have further education to advance in the world and in 1751 young Charles again set sail for England where he studied law at the Inns of Court and resided in the Middle Temple in London.

Charles, then a Barrister-at-Law, returned home three months before his father's death in 1755. Upon his return from England he was elected to fill his father's seat as the Delegate from Anne Arundel County to the Lower House of the Assembly. As there were four Carrolls of the same name living in Annapolis at that time, the builder of Mount Clare designated himself "Charles Carroll, Barrister".

On Thursday, June 23, 1763, he married Margaret Tilghman, the twenty-one-year-old daughter of The Honorable Matthew Tilghman of Rich Neck Manor, Talbot County, on the Eastern Shore of Maryland.

The style in which the Carrolls lived is indicated by the Barrister's order for "one four wheeled post chariot made light and fashionable without a box, but strong and neat with plain simple springs, lined with green cloth, painted and ornamented fashionably with the enclosed coat of arms, and strong good harness for a pair of horses, the crest on brass plate for the harness; not for traveling into the country but for town use as they answer much better than heavy chariots as the horses are but small and the ground deep and sandy". As were most gentlemen of wealth and property of those days, Charles Carroll was interested in the breeding and racing of blooded horses. In his Letter Book is noted, "As I am concerned in the blood or running breed of horses I want a stop watch with a second hand to try their speed which hand and movement if it conveniently can be done I would have put into the watch ordered as I have seen them sent in".

The Barrister was a member of the Convention, which met June 21, 1776, and voted for "declaring the United Colonies free and independent States". He presided over several conventions and was one of the seven distinguished patriots appointed to prepare a Declaration and Charter of Rights and form of government for the state of Maryland, adopted in 1776. On November 10, 1776, he was elected to Congress in place of his young kinsman, Charles Carroll of Carrollton.

Charles Carroll, Barrister, died on March 22, 1783. The Maryland Gazette published an account of his funeral services at Old St. Paul's Church in Baltimore. He is now buried at St. Anne's Church, Annapolis, although in 1769 he had changed his membership from St. Anne's to Old St. Paul's in Baltimore where he served as a vestryman from 1779 to 1782.

#### **Margaret Tilghman Carroll**

Margaret Tilghman was born in Talbot County, Maryland in 1742. She was the daughter of Matthew Tilghman and Anne Lloyd. Margaret's father was a prominent patriot during the American Revolution, and was chairman of the Maryland Convention or Congress when it formed in June 1774. The Tilghmans lived in a plantation called Bay Side (Rich Neck Manor today) at the mouth of the Miles River and the Chesapeake Bay. The Tilghmans were a wealthy family, and Margaret was wealthy in her own right, having inherited £4,000 from a great aunt.

Margaret was 21 when she married her 40-year-old cousin, Charles on June 23, 1763. She was described in the *Maryland Gazette* as "a young lady of great Merit, Beauty, and Fortune." Charles and Margaret had at least one daughter, Margaret Clare, who was born in 1779 and died before the age of two. .

## FREEDOM SEEKERS

1791: Benjamin Banneker works on the survey to create the layout of the District of Columbia, the nation's new capital.

1792: Congress passes a law that only allows white men to enroll in militias during peacetime.

1793: Congress passes the first Fugitive Slave Law.

1798: In the Baltimore Intelligencer, the first advertisement by Joshua Johnston appears. He is the first African-American portrait painter to receive widespread recognition.

1789: The United States navy issues Restrictions against the enlistment of African-Americans on men-of-war and in the Marine Corps.

1812-1815: The War of 1812 is fought between the United States and Great Britain.

1814: Francis Scott Key pens "The Star-Spangled Banner," which later becomes the national anthem of the United States, during the Battle of Baltimore at Fort McHenry.

1816: The African Methodist Episcopal Church, a major social influence in the American black community, is organized in Philadelphia with Richard Allen as its first bishop.

1817: *Margaret Tillman dies at Mount Clare; she writes that her slaves shall be freed when they reach the ages of 28 or 30.*

1830: President Andrew Jackson signs the Indian Removal Act authorizing the move of several tribes to Western lands.

*---Ten acres from the northeast corner of the Mount Clare House is sold to the Baltimore & Ohio Railroad for one dollar. The first railroad depot in the U.S. is built on that land and is named Mount Clare Station.*

*1832 - Mount Clare House inherited by James Carroll Jr. and his wife, Achsah Ridgely.*

1850: Fugitive Slave Act provides for the return of enslaved people brought to free states; National Women's Rights Convention in Worcester, Massachusetts.

*--- James Carroll Jr. and his family leave Mount Clare because the area has become industrial. Following this, the wings and outbuildings of the Mount Clare House begin to deteriorate.<sup>7</sup>*

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<sup>7</sup> For further information, see [http://www.africanaonline.com/slavery\\_timeline.htm](http://www.africanaonline.com/slavery_timeline.htm) or <http://www.e-referencedesk.com/resources/state-history-timeline/maryland.html> (Accessed 9 September 2009).

## FREEDOM SEEKERS

1763: Barrister Charles Carroll marries Margaret Tilghman, the 21 year-old daughter of The Honorable Matthew Tilghman of Rich Neck Manor, Talbot County, on the Eastern Shore of Maryland.

1767: Kunta Kinte (featured in Alex Haley's *Roots*) is said to have arrived in Annapolis, Maryland as part of a cargo of enslaved Africans.

1770: Of the total colonial population (2,312,000), 462,000 are enslaved.

1773: With the publication of *Poems on Various Subjects, Religious and Moral*, Phyllis Wheatley becomes the first published African American poet.

1774: Barrister Charles Carroll becomes a member of the Provincial Committee of Correspondence for Anne Arundel County.

1775: The number of enslaved people reaches a half a million.

1775: April 18, the Revolutionary War begins with the shot heard around the world.

1776: Barrister Charles Carroll serves as President of the Maryland Convention of Delegates in Annapolis and as a member of the Convention that voted for "declaring the United Colonies free and independent States". Later, Barrister Charles Carroll is elected to Congress in place of Charles Carroll of Carrollton.

1777: Barrister Charles Carroll is elected to the first State Senate in 1777 and re-elected in 1781.

1783: September 3, the Revolutionary War ends with the signing of the Treaty of Paris.  
-----: Barrister Charles Carroll dies and Margaret Tilghman Carroll relocates from Annapolis to Mount Clare, where she lives until her death in 1817.

1784: Because the enslavement of humans is considered against the will of God, the Methodist Church orders its members to free their enslaved people within the year. The order was faced with so many objections from churches in the Southern States that it was suspended.

1787: The United States Constitution provides for an enslaved male to count as three-fifths of a man in determining representation.

1789: The inspiration for "Uncle Tom" in Harriet Beecher Stowe's novel *Uncle Tom's Cabin*, Josiah Henson is born in Charles County, Maryland.

1790: The first census is taken in the new nation. The results: 19.3% of the population is African-American: 59,466 are free and 697,897 are enslaved. Maryland has the second largest free black population.

1791: Benjamin Banneker published the first edition of Banneker's almanac.

1791: The Bill of Rights was added to the U. S. Constitution.

## FREEDOM SEEKERS

### TIMELINE (1700-1820)

1700: The number of enslaved people in British North America reaches 27,817 and about 22,600 of them live in the South.

1710: The number of enslaved people in the British colonies reaches 44,866.

1715: Of the total population in the North American British colonies (434,600), 58,850 are of African descent.

*1723: Charles Carroll was born to Dr. Charles and Dorothy Black Carroll in Annapolis, MD.*

1725: The number of enslaved people in the British colonies reaches 75,000.

1730: Of the total population in the North American colonies (654,950), 91,021 are enslaved. Of the enslaved population, 17,323 live in the North and 73,698 live in the South.

1731: On November 9th, black astronomer and mathematician Benjamin Banneker is born to free parents in Ellicott, Maryland.

*1733: Charles Carroll sent to West Lisbon, Portugal and England to be educated.*

1740: There are 150,024 enslaved people living in the colonies. Of the enslaved population, 126,066 live in the North and 23,958 live in the South.

*1746: Charles Carroll returns to Annapolis but is later sent back to England to attend law school.*

1750: The number of enslaved people reaches 236,400, encompassing approximately 20% of the population. Of those enslaved, over 206,000 live in the South.

1754: Although he has never seen one, Benjamin Banneker constructs a clock that strikes on the hour, the first clock made completely in America.

*1755: Barrister Charles Carroll returns home to Annapolis, Maryland after studying law at the Inns of Court in England. He is elected to fill his father's seat as the Delegate from Anne Arundel County to the Lower House of the Assembly.*

1756-1763: The French and Indian War.

*1756: Charles Carroll begins construction on Mount Clare at Georgia Plantation, his summer residence.*

1760: The number of enslaved people reaches 325,806. Of those enslaved, 40,033 live in the North and 285,773 live in the South.

## FREEDOM SEEKERS

### Assessment:

17. As a way of pulling all of the information together, students should write a letter that describes an enslaved person's first experience in a free state or create a journal detailing an enslaved person's journey to freedom. The journal should have five-seven entries and should begin the day before they plan to escape and end the day after they arrive to freedom.

*Differentiation:* -Depending upon the class, students can also write a short play detailing the journey to freedom or they can create a story chart, where every student draws a picture depicting a step in the freedom process on a 8½ by 11 colored sheet of paper. The squares are then connected together and hung in the classroom.

### Thoughtful Application:

The class should visit Mount Clare House Museum to study more about Charles and Margaret Carroll and the enslaved population that managed their estate. Teachers are urged to contact the staff of the Museum for assistance in planning their trip. Students should plan to bring both their final project and their class journals with them. The following questions should be provided to the students as a graphic organizer before the visit so that they can complete them during and after the tour:

- *How were the lives of the enslaved that lived and worked in the house different from the lives of the enslaved that lived and worked on the estate?*
- *What were the different skills that were needed to work in the house versus the other areas of the estate?*
- *What are some possible similarities and differences between the lives of these two groups?*
- *In what ways would life in the main house be BETTER or more DIFFICULT than life on the estate?*
- *In what ways would life on the estate be BETTER or more DIFFICULT than life in the main house?*
- *Which group was in a better position to escape to freedom? Explain.*

### Lesson Extensions:

- Have the students create a newspaper that chronicles the attempts of enslaved people preparing to escape.
- Students can pretend that they are abolitionists and prepare a speech arguing against legalized slavery.
- Have students log onto the Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938 online project at <http://memory.loc.gov/cgi-bin> and listen to interviews with former slaves. They should take notes on their interviews and present the person to the class.
- Have students log onto National Geographic's "The Underground Railroad" website and pretend to be escape slaves from Maryland at <http://www.nationalgeographic.com/railroad/>. They should take notes and share out about their experience.

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their decision to remain at the plantation. Take time to answer any questions and clarify any information.

11. While the students are working, circulate around the room to make sure that they are working cooperatively and that they are making satisfactory progress.

12. Ten minutes before the assignment ends, inform the students and tell them that they should begin to wrap up their work.

13. Five minutes before the assignment ends, inform the students that they should take the time to proofread their worksheet and complete their diary entries.

14. Help the students to conclude the assignment by using a Countdown Strategy: this allows the students to actively complete the assignment by giving them simple directions between the numbers, i.e. 10 seconds – you should be finished with your chart; 9 – production managers, organize all materials; 8 – get everything back into your activity bins; 7 – check your area for any paper or trash; 6 – tape your posters to the wall closest to your work station; 5 – reporters, check all of your notes; 4 – everyone back to their seats; 3 – all conversations should end now; 2 – all pencils down; and, 1 – all eyes on me. (Though this is typically used in an elementary class, this is an excellent strategy to transition students from a group activity to a whole class activity.)

*Teaching Moment: Other strategies can be used, but the Countdown Strategy specifically guides them through actively completing and closing the assignment.*

### **Metacognitive Reflection:**

15. Explain to the students that before they share out their findings, they are going to participate in a *Metacognitive* activity: where they are going to think about and discuss their thought process as they were working on the assignment.<sup>6</sup> This may be a new activity for your students, so take time to explain it carefully. Ask them: what worked within the groups? Did they disagree with any of the findings? If so, how was the dispute solved? Were the letters difficult to understand? What were their initial reactions to the letters? What could they have done to a more effective participant? And, what worked and what didn't work within their groups?

*Differentiation: -For more advanced students, have them answer the questions in their class journals and discuss them within their small groups.*

*-Instead of asking all of the questions, select one-two to help students think through their work and what they just learned.*

### **Share Out:**

16. Tell the students that each Reporter has 3-5 minutes to share out their groups' diary entries and explain why they chose to have their person either escape to freedom or remain on the plantation. Record the choices on the front board and, time permitting, ask the class to comment briefly on each choice

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<sup>6</sup>Metacognitive is defined as an "awareness and understanding of one's own thought processes." For further reading, please see <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1metp.htm> (accessed June 16, 2007)

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go where ever you want,” if these answers are not stated, add them to list and explain their significance.

### **Guided Practice:**

7. Pass out the primary source packages and activity bins to each table and have the students take out the photos of Charles and Margaret Carroll and the Mount Clare House. Tell the students that they are going to analyze primary and secondary sources about the enslaved population that lived at the estate of Barrister Charles and Margaret Carroll. Using the Selected Vocabulary, African American History Timeline and the background information about Charles and Margaret Carroll, plan a short 5-7 minute lecture blast that provides background information about the Carroll family and the role that they played in the development of Maryland’s history. Explain how the Carroll estate was different from a typical southern plantation and how life on the estate was different than life at the main house. Make sure that they are recording this information into their journals so that they can refer to it later.

*Teaching Moment: Take time to explain the differences between plantation and estate life highlighting the different jobs, roles, and responsibilities that enslaved people had on both the grounds and in the house. Have the students Share-Out what they know about life on the plantation so that you can clear up any misconceptions. Additionally, go through the Selected Vocabulary, writing the terms and definitions on a piece of poster board. If needed, have the students write the words and definitions into their class journals.*

*Differentiation: -For more advanced students, give them the words within the context of the lessons and have them use context clues to define them.*

*-Provide the students with a list of the words and have them write in an abbreviated definition.*

8. Have students take out a copy of the enslaved job descriptions from Mount Clare House and the *Freedom Seekers* Worksheet. Tell them that the class is going to analyze the first job together. Working at the overhead or Smart Board, guide the students through the description, highlighting and defining any unfamiliar words and allowing them to Think Aloud about where this information belongs on the *Freedom Seekers* worksheet. Tell the students to use this example as a guide to assist them while they are working with their groups.

### **Independent Practice:**

9. Tell the students to select their group assignments: Reporter – to share out the group’s findings; Recorder – to organize the notes and complete the Worksheet; Task Manager – to keep the group on task and on time; and, Production Manager – to keep track of all materials (primary source packets, textbooks, activity bin materials, dictionary, etc.).

10. Once they have selected their roles, tell the students that they will have twenty minutes to go through their primary source packages and analyze and discuss each document in the primary source package and use their analysis to a) complete the *Freedom Seekers* Worksheet; b) complete the *Freedom Seekers* Diary Outline; and c) create an enslaved person’s two-entry diary supporting either their decision to runaway or

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3. Once students have completed the assignment, direct their attention to the front board and have a volunteer read the following quote aloud as students read along silently.

I looked at my hands to see if I was the same person. There was such a glory over everything, the sun came like gold through the trees, and over the field, and I felt like I was in heaven. I was free but there was no one to welcome me to the land of freedom.

*Differentiation: -Pass out copies of the quote and read it aloud as students read along. Have them to circle or underline any words that they are unfamiliar with and take the time to define. Write the definitions on a separate board so that students can refer back to them as needed.*

4. Explain to them that the quote is attributed to Harriet Tubman, an enslaved woman that was born and raised in Maryland. Tubman eventually escaped to freedom and went on to help free over 3000 enslaved people, including her mother and father.<sup>2</sup> Ask the students if they are familiar with the life and times of Tubman and if they are not, take some time to help place her in a greater context.

*Teaching Moment: Students are sometimes confused about the contributions of Harriet Tubman and the time period in which she lived, encourage them to share what they know about her so that you can clear up any confusion.*

5. Next, refer back to the wall of Freedom and ask the students to help you construct a Knowledge Chart<sup>3</sup> about freedom. Take four-five minutes (longer, if necessary) and explain about the history of enslavement and the development of free black communities in America. Make sure that they understand that not all black people were enslaved and that they were large and robust free black communities in several metropolitan areas, including Baltimore, Philadelphia, and New York.<sup>4</sup>

*Teaching Moment: Although time is limited, it is important that students understand that the core history of African American people in America began in 1619 with the arrival of 20 indentured African servants who were freed roughly seven years after arriving in Jamestown, Virginia. They should also be told that slavery was a gradual process that began in 1657 in Virginia and moved slowly throughout the colonies. The students should be very clear in their understanding that African American history does not begin with American enslavement.<sup>5</sup>*

6. Tell the students to now think about what it meant to be enslaved. Have them Share-Out their answers as you write them on the board. Look for answers along the lines of “not having any rights,” “having someone control your movements,” “not being able to

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<sup>2</sup> For further reading, please see Dorothy Sterling, *We Are Your Sisters: Black Women in the Nineteenth Century*, (New York: W.W. Norton & Company, 1997), 66-68.

<sup>3</sup> Knowledge Chart: at the top of the chart, write the name or phrase that the class is “thinking about” and add all of their relevant comments to the chart.

<sup>4</sup> For further information on free and enslaved communities, see “Era 4: Expansion and Reform” at <http://asp1.umbc.edu/newmedia/sites/chetah/> (Accessed 9 May 2009).

<sup>5</sup> For further information on the history of slavery, see Ira Berlin, *Generations of Captivity: A History of African-American Slaves*, (Cambridge, MA: The Belknap Press of Harvard University Press, 2003).

## FREEDOM SEEKERS

- years or sooner if they are able to repay their debt. This was a temporary situation and did not extend to the servants family.
- **Personal Liberty Laws, 1829:** In order to make it more difficult to remove runaway slaves from free states, many northern states, including Pennsylvania and New Jersey, passed personal liberty laws which supplemented the Fugitive Slave Law of 1793. The law required that anyone seeking to remove a runaway slave from a free state must provide greater proof of ownership and must do so in a court of law before a judge or magistrate.
  - **Primary and Secondary Sources<sup>1</sup>:** A primary (or original) source provides first-hand knowledge of a person or event and includes such items as manuscripts, photographs, maps, artifacts, audio and video recordings, oral histories, postcards, and poster. Even if the information is distorted or incorrect, the primary source is still considered to be an authoritative source. Secondary sources typically cite or comment on primary sources and includes such items as textbooks or books.
  - **Underground Railroad/Reverse Underground Railroad:** The Underground Railroad was an elaborate escape route, consisting of safe houses that many enslaved people used to escape from enslaved states in the South to free states in the North. Enslaved people who were caught on the Underground Railroad were either killed or severely beaten and then returned to their owners. The reverse Underground Railroad involved kidnapping fugitive blacks and free blacks from free states and taking them to slave states where they would be sold for profit. This system was a threat to all black people across the North up until after the Civil War.

### **Procedures (Includes motivation, guided practice, independent activity, wrap-up):**

#### **Warm-Up/Motivation:**

1. Students should enter the room to the music of Sweet Honey in the Rock's "We Who Believe in Freedom." On each desk, have sentence strips, markers, and tape. If this CD is unavailable, substitute any "Negro Spiritual." After listening for two-three minutes, the music should be lowered and students should be told to direct their attention to the front board and answer the following questions in their journal:

What does it mean to be free in 2009? What did it mean to be free during the time of slavery? Why was it important for enslaved people to "believe" in freedom before they actually had it?

*Differentiation:* -Teachers should guide the students through one-two of the three questions and place their answers on the board. The teacher should make brief comments about their answers to make sure that the students understand the differences between what it meant to be enslaved versus free.

2. After three-four minutes, tell the students to T(hink)-P(air)-S(hare) with their neighbor to come up with an agreed upon definition of freedom. Tell them to write their definition down on a sentence strip and then stick it to the wall under the poster that reads Freedom.

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<sup>1</sup> For more information on primary and secondary sources, see <http://ipr.ues.gseis.ucla.edu/info/definition.html> (Accessed 9 May 2009).

## FREEDOM SEEKERS

- Mount Clare House
- Charles Carroll with an enslaved boy
- Baltimore 1851
- Map of Mount Clare
- *Freedom Seekers* Worksheet
- *Freedom Seekers* Diary Outline

### Teacher Resources:

- Biographies of Charles and Margaret Carroll
- Timeline of American and Maryland history
- Selected Vocabulary Chart
- Teaching Primary Sources Handouts

### Suggested Additional Research Materials:

- The Mount Clare Museum: detailed information about Barrister Charles Carroll's life, estate, and contributions to Maryland. <http://www.mountclare.org/>
- The Maryland Historical Society: detailed information about Maryland's relationship with the development of slavery and the growth of the free black communities. <http://www.mdhs.org/>
- The Maryland State Archives: lesson plans and primary sources about Maryland's enslaved and free black communities. <http://www.msa.md.gov/>

### Selected Vocabulary:

- **Article IV, Section 14, U.S. Constitution (1787):** This Article states that any person held to "service or labor" in one state who escapes to another must be returned. Although the term "slave" was not used, it was obvious that this applied to the enslaved populations. The Fugitive Slave Acts of 1793 and 1850 were enacted as a means of enforcing this provision.
- **Enslaved vs. Slave:** Being "enslaved" rather than a "slave" implies that this is a situation that is forced upon someone rather than a natural inherent situation.
- **Freeborn vs. Freed:** Freeborn was used to distinguish between black people who were born free to a free woman and people who had recently been released from bondage.
- **Fugitive Slave Law of 1793:** This law required that all persons seeking runaway slaves obtain a certificate of removal from any federal judge or any state judge, magistrate, justice of the peace, or other judicial official. In order to receive the certificate, the person must provide an affidavit that had been sworn before a judge in his home state, which described the runaway slave. Additionally, a five-hundred-dollar penalty was enforced for anyone interfering with the return or capture of a fugitive slave.
- **Gradual Abolition Act of 1780:** This Act allowed slave owners from other states to bring slaves into Pennsylvania for temporary residence of no more than six months. If the visit extended past six months, the slave was legally entitled to their freedom.
- **Indentured Servant:** In exchange for food, money, or lodging, people would contract themselves to work as servants for someone for a period of up to seven

## **FREEDOM SEEKERS**

- grounds of the estate?
3. How do you use primary sources to make predictions about the past?

### **VSC Objectives Alignment (Content and skills and processes objectives):**

#### *Grade 8*

1. Analyze the advantages and disadvantages of early industrialization on the economy and society (8.5.C.3.c)
2. Analyze the institution of slavery and its influence on societies in the United States (8.5.C.4)
3. Analyze the experiences of African-American slaves, and free blacks (8.5.C.4.b)

#### *Skills and Processes*

1. Analyze a document to determine the point of view (8.6.F.1.c)
2. Evaluate information from a variety of sources (8.6.F.2.)
3. Use historically accurate resources to answer questions, make predictions, and support ideas (8.6.G.2.a)
4. Understand the meaning, implication and impact of historic events and recognize that events could have taken other directions (8.6.G.2.d)

### **Historical Thinking Standards (National Standards for U.S. History):**

#### *Standard 2: Historical Comprehension*

1. Draw upon visual sources

#### *Standard 3: Historical Analysis and Interpretation*

1. Explain the influence of motives, beliefs, and actions of different individuals and groups on the outcome of historical events.

### **Suggested Materials:**

- Chalk or white board
- Overhead machine or smart board
- Class journals
- Dictionaries
- Primary source kits (itemized list of primary sources is on the next page)
- Activity bins, which include markers or sharpies, tape, and poster paper
- If possible – access to internet (to view the Mount Clare House Museum website)

### **Class Resource Materials:**

#### Primary Source Package (student resources):

- Breakdown of enslaved person's job and responsibilities at the Mount Clare House
- Primary Sources:
  - Entry from Margaret Carroll's will (manumitting enslaved workers)
  - Two run away "slave" ads
  - Entry from Charles Carroll's ledger
- Photographs:
  - Charles and Margaret Carroll

## FREEDOM SEEKERS

**Lesson Designer:** K. Wise Whitehead

**Lesson Title:** The Freedom Seekers of Mount Clare

**Course/Grade:** Grades 8, American History

**Unit:** Era 4 - Expansion and Reform (1801-1861)

**Time Needed:** One 60-minute class period

**Overview:** “The Freedom Seekers of Mount Clare” lesson plan provides the students with an overview of Charles and Margaret Carroll, Maryland plantation owners, and their industrialized plantation, the Mount Clare house, so that students can fully examine and deconstruct the enslaved population and: a) how they lived and worked on the Carroll’s estate; and b) the various ways that they negotiated for their freedom.

Students will learn how to read and interpret various primary and secondary sources and how to use them to draw conclusions. They will also draw upon their historical comprehension skills by learning how to read historical documents imaginatively and in their proper context, view evidence of historical perspectives and draw upon visual and literary sources while studying the lives of the enslaved population from Charles Carroll’s estate.

**Museum Connection:** If possible, this lesson should culminate with a visit to the Mount Clare Museum House in Baltimore, Maryland where the students can visit the grounds; tour the house; and receive further background information on Charles and Margaret Carroll. Teachers are urged to contact the Museum to receive further information on how to connect the lesson and final project directly to the tour of the House.

**Prior Knowledge:** In order to fully understand this lesson, students should have an understanding of the history of American enslavement and Maryland’s position and response towards it. To a lesser extent, they should also be familiar with some of the tensions that existed between the free and enslaved communities in Maryland and Philadelphia, the differences between plantation and industrial slavery, and the contributions of the Charles Carroll family to the economic development of Baltimore.

Additionally, they should also have a working understanding of the differences between primary and secondary sources; how to read and analyze sources; and experience participating in-class debates using Accountable Talk (I agree with you but..., I disagree with you because..., I need some clarity on this...).

**Outcomes:** Upon completion of this lesson, students will be able to:

1. analyze sources of historical information to answer and develop focus questions;
2. describe the different ways that enslaved people negotiated for their freedom; and
3. use primary sources to reconstruct the life of an enslaved worker on the Carroll plantation.

**Essential Questions:**

1. How did enslaved people work and live at the Mount Clare House?
2. What are the differences between working in the house versus working on the