



Carroll's Hundred

Exploration: History

Chesapeake Living

Primary Documents and the Iron Plantation Community

Subjects: History, Social Studies, Computer-based Research 4th – 9th grades

Skills: Students will practice reading, writing comprehension, and using primary and secondary documents.

Strategies: Collaborative/cooperative learning, using skills in inference, predictive model creation, utilizing web-based materials, research, and writing.

Time: 60 minutes

Class Size: Adaptable, designed for teams

Students will:	MCCRS
Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.	Content Standard 2.0 Peoples of the Nation and the World
Analyze and describe the elements of a multicultural setting and the various cultures of early Maryland societies.	Framework 2.A.1. Elements of Culture
Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary, secondary, and online sources.	Content Standard 6.0 Social Studies Skills and Processes

Use appropriate strategies to demonstrate understanding of the text (after reading).	Framework 6.A.4. Read to Learn and Construct Meaning about Maryland History and Social Studies
Identify primary and secondary sources of information that relate to the topic/situation/problem being studied. Gather and read appropriate print sources, ... and websites .	Framework 6.D.1. Acquire Social Studies Information Computer Technology
Interpret information from primary and secondary sources, including maps, field studies, and survey. Analyze documents to determine authorship, point of view. Identify bias or prejudice. Evaluate the information from a variety of sources by comparing it to other sources, prior knowledge, and the reliability of the document. Synthesize information from a variety of sources. Recognize relationships among ideas, events, as well as cause and effect, sequence, main ideas, and details.	Framework 6.F.1-2. Analyze Social Studies Information
Use historic contexts to answer questions. Use historically accurate resources to answer questions, make predictions, and support ideas. Explain why historic interpretations vary and are subject to change. Construct a sound historical interpretation.	Framework 6.G.2. Answer Social Studies Questions

The following is a primary source that refers to a common situation on Chesapeake plantations – run-a-way workers in the 1700s. It also gives a glimpse into the hierarchy of the workers. The writers are Richard Croxall, Charles Carroll's clerk, and James Franklin, a manager, both were from the Baltimore Iron-Works. Their notices for these run-a-ways from the iron works appeared over several months in 1764, in The Maryland Gazette.

1. February 28, 1764

Ran away last Night from the Baltimore Iron-Works, on Patapsco, in Maryland, viz.

John Pinamore, an English man, near 6 Feet high ...

John Child, a Convict, about 30 Years of Age, near 5 Feet 10 Inches high, by Trade a Gardener, marked with the Small Pox, born in England, and speaks broad, wears brown curled Hair; Had on a Pair of old black Cloth ditto, Country Shoes, grey Yarn Stockings, and Osnabrig Shirt,

Bear, a Country-born Mulatto Slave, 19 Years of Age, ... It is supposed they have stole the following Horses, viz. A black Stallion, ... A dark brown

Gelding, ... A grey Gelding, ...

Whoever secures said Servants, so that they may be had again, shall have Five Pounds Reward for each, or either of them, and Fifty Shillings for each, or either of the Horses, and reasonable Charges, if brought Home.

R. Croxall.

2. May 24, 1764

FIVE POUNDS REWARD.

Ran away on the 18th Day of May last, from the Baltimore Iron-/works, on Patapsco, an English Convict Man, named John Child, by Trade a Gardener, speaks broad, about 30 Years of Age, has a red Beard, is much mark'd with the Small-Pox, 5 Feet 8 Inches high, and wears brown curl'd hair: Had on when he went away, a double riveted Steel Collar, Felt Hat, two Osnabrig Shirts, Osnabrig Trowsers, Great Coat of a grayish color, trimm'd with flat Metal ...Buttons, blue German Serge Coat, black Cloth Jacket and Breeches, white Cotton Stockings, and a Pair of Pumps almost new.

Whoever secures said Servant so that he may be had again, shall have the above Reward, and reasonable Charges if brought home.

James Franklin

3. August 10, 1764.

FIVE POUNDS REWARD.

Ran away last Night from the Baltimore Iron-Works, on Patapsco, a Convict Servant Man named John Child, by Trade a Gardener, born in England, and speaks broad, is about 30 Years of Age, 5 Feet 8 Inches high, wears brown curl'd Hair, and much mark'd with the Small-Pox: Had on and took with him, a fine Hat, new Blue Devonshire Kersey Surtout Coat, trimmed with Mohair Buttons, fine Cloth Jacket of a dark grey Colour, new purple Hair Shag Breeches, a pair of Country Thread

Stockings, a pair of Pumps, two Silk Handkerchiefs, a new Check Shirt, and Osnabrig Shirt and Trowsers.

Whoever secures said Servant, so that he may be had again, shall have, if taken in the County, Twenty Shillings, and if out of the Province, the above Reward, and reasonable charges if brought home.

James Franklin

Work in teams, and look over the three selections from the primary sources. Discuss the meaning of "primary" and "secondary" sources. Read the selections first, and underline the words, or any parts you think you need more information about to help you understand it. You can work together to decide what these entries mean. Then you can work individually to answer the following questions:

1. List any words you do not recognize, and using your online resources, look up their definitions. Does this help you better understand the meaning of the entry?
2. Describe what the three men may have looked like. What were they wearing, and what could this tell you about the kind of servant each was, and what work he might have done?
3. Why were none of the men free to leave the plantation?
4. Write a short explanation for why the three men might have been running away? Why are there three run-a-way notices? What might this suggest?

5. What can we learn from descriptions of the men about health conditions of the time?

6. Using the descriptions in the run-a-way ads, draw a picture/pictures of what you think one or more of the men might have looked like. What is included? What is missing?

Sources:

1. *The Maryland Gazette*, no. 983, March 8, 1764.
2. *The Maryland Gazette*, no. 994, May 24, 1764.
3. *The Maryland Gazette*, no. 1006, August 16, 1764.