

**LESSON WRITER:** Julie Riga

**DATE:** Summer 2009

**COURSE/GRADE:** Social Studies/Grade 5

**TIME NEEDED:** Two 50-minute class periods

**UNIT:** Macmillan/Macgraw Hill “Our Nation”- Unit 3: Colonization and Conflict - Chapter 6:  
Establishment of the 13 Colonies- Lesson 3: Southern Colonies

**LESSON TITLE:** It’s a History Mystery! Case File 1762: Hampton

**LESSON OVERVIEW:**

This lesson initiates a discussion of how the lives of indentured servants and slaves were similar and different, based on primary and secondary sources obtained from Hampton National Historic Site in Towson, Baltimore County. Students will learn that history needs to be studied through the evidence offered and that through those facts learned, one can make an educated decision about what happened in the past.

**OUTCOMES:** At the end of this lesson, students will be able to:

- Identify the types of activities performed by indentured servants
- Identify the types of activities performed by slaves
- Describe the possible reasons for the differences and/or similarities of the lives of slaves and indentured servants living in Hampton

**OBJECTIVES:**

**Focus Question for the Lesson:**

Were there differences in the daily lives of indentured servants and slaves at Hampton?

**Historical Thinking Skill Targeted:**

- **Historical Analysis and Interpretation**
  - Compare and contrast differing sets of ideas, values, personalities, behaviors and institutions.

**VSC Content Objectives:**

- 5.B.2.a Describe the religious, political, and economic motives of individuals who migrated to North America and the difficulties they encountered
- 5.B.2.c Analyze the different roles and viewpoints of individuals and groups, such as women, men, free and enslaved Africans, and Native Americans during the Revolutionary period

**VSC Skills and Processes Objectives:**

- 6.F.2.a- Evaluate information from a variety of sources to compare.
- 6.G.2.a- Use historic contexts to answer questions, using historically accurate resources to answer questions, make predictions, and support ideas.

**MATERIALS:**

- Packet, “History Mystery”
- Student copies of primary and secondary sources

- Worksheet, "Hampton Deductions"
- Worksheet, "Persuasive Letter"
- Worksheet, "Letter Rubric"

**PRIMARY SOURCES:** (Incomplete Citations- Waiting for information from Hampton Historic Site.)

**Runaway advertisement**

"\$100 Reward.", *The Sun*, 25 August 1852.

Lancaster, R. Kent. "Chattel Slavery at Hampton/Northampton, Baltimore County," *Maryland Historical Magazine* 95 (Winter 2000): 409 - 427.

**Indentured servant contract for children**

National Park Service/ Hampton National Historic Site/HAMP 16800 Ridgely Family papers- MS1001 Estate Management- Servants, Slaves and Staff

**Indentured servant contract for convict**

National Park Service/Hampton National Historic Site

**Codicil**

National Park Service/Hampton National Historic Site. Henry White Family Papers- Personal Papers/White Family History (Partially Processes Collection).

**Christmas List**

National Park Service/Hampton National Historic Site website Hampton Website  
<http://www.nps.gov/hampton>

**SECONDARY SOURCES:** (Incomplete Citations- Waiting for information from Hampton Historic Site.)

**Photographs of Slave Quarters**

Taken at NPS-Hampton Historic Site by Julie Riga

**Photograph of Gravestone**

Taken at NPS-Hampton Historic Site by Julie Riga and from Hampton Website at  
<http://www.nps.gov/hampton>

**SELECTED VOCABULARY:** (Definitions provided in the History Mystery activity.)

accompany  
 codicil  
 contract  
 convict  
 forge  
 indentured servant  
 manumission  
 quarters  
 slave

## **PROCEDURE:**

### **Motivation**

Engage students in the lesson by sharing that they will be solving a “History Mystery.” Tell students that they will be working like detectives. Ask students to create a list of what detectives at a crime scene may need to solve a mystery. Sample responses could include: evidence, paper, pencil, suspects, scene of the crime, etc. Explain that today’s mystery will be similar to those who work at crime scenes, however, our scene is at the Hampton Mansion. Hand out the packet titled, “History Mystery.” Walk students through the first two pages of the packet. Identify the mystery that the students are being asked to solve, where the case is taking place, who is involved, and the evidence that they will be using to solve the mystery. After students complete page two, have students share responses about what they know about the daily lives of slaves and indentured servants.

### **Guided Practice**

Inform students that the evidence they will use to solve the mystery involves reading primary and secondary sources. In order for students to better understand the evidence, they must do some research. Walk students through pages 3 and 4 of the “History Mystery” packet. Review the glossary of terms and the background information concerning Hampton Mansion.

Handout primary and secondary sources. Read the directions on the last page of the “History Mystery” packet. Model the process by using the “Think Aloud” technique using Source # 1. The teacher should point out that it is an indentured contract in which the person being indentured, Charles White, is a convict from Great Britain who will be starting a 7-year service for Mr. Ridgely. On an overhead of the chart, the teacher should place a check mark in the indentured servant column next to “were convicts.” The “clue” would be the indentured contract of Charles White, who was a convict. The “Source where the clue was found” is #1. The “Conclusions” column could read that in some cases, convicts from Europe were sent to America to work as indentured servants.

### **Independent Practice**

Have students follow the same format as in the guided practice to complete the chart using the rest of the primary and secondary sources. Have students discuss any surprises, confirmations, or refutes in their previous thoughts about the daily lives of indentured servants and slaves. Tell students that the most important passages of the primary source documents are underlined and bolded.

### **Closure**

Using the worksheet, “Hampton Deductions,” have student summarize the information gathered from the sources. Students should name the biggest difference between indentured servants and slaves found in the documents. Students should be able to support this decision with information gathered from the documents. Share.

### **Assessment**

Have students complete the worksheet titled, “Persuasive Letter.” Students will write down their opinions about the life of an indentured slave and determine the pros and cons of signing an indentured servant contracts by writing a letter of persuasion to a “friend” in Europe.

## **SUGGESTIONS FOR ACCOMMODATIONS:**

For students with IEPs and 504s...

- Transcription of the Indenture contracts or “kid-friendly” version of contracts (glossary at the bottom, translation of Old English, etc.)
- Have students work in pairs or as a group to explore the primary and secondary sources rather than as an independent task
- Allow students who have difficulty writing to bullet their responses in the persuasive letter

### **LESSON EXTENSIONS:**

- Have students investigate ways in which Indentured servant contracts were extended and shortened. Students can explore a variety of contracts for Maryland or the Chesapeake region
- Have students investigate how the lives of slaves and indentured servants at Hampton compared to other locations in Maryland
- Research the idea of “overwork” to buy a slave freedom
- Browse the following website to learn more about runaway slaves:  
[http://www2.vcdh.virginia.edu/gos/browse/browse\\_ads.php?placetype=all&state=MD&locale=51693](http://www2.vcdh.virginia.edu/gos/browse/browse_ads.php?placetype=all&state=MD&locale=51693) .  
On this site, one can search by locale, age type of skill. Students could possibly look at the average age of runaways, the number of groups that ran away, etc.
- Browse the following website to learn more about indentured servants:  
<http://eh.net/Clio/Publications/indentured.shtml> This website has data and information about indentured contracts being extended due to pregnancy and more.
- Research various biographical sketches of slaves at the following website:  
<http://www.msa.md.gov/megafile/msa/speccol/sc5400/sc5496/000300/000361/html/000361bio.html>.  
Students could compare experiences of different slaves.
- Explore the lives of indentured servants at Hampton Mansion by reading information at the following website: <http://www.nps.gov/archive/hamp/lancaster1.htm>.
- Take a field trip Hampton Mansion to explore the other aspects of the Ridgely home. Explore details about the Ridgely family, the building uses, the land use, the differences between the agricultural, industrial and domestic slaves, etc
- Explore plantation life using the website: <http://mdroots.thinkport.org>.