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COURSE/GRADE United States History 9-12

UNIT Era 04: Expansion and Reform

LESSON TITLE **“Thenceforward, and forever free”: Slavery and Freedom in Baltimore**

TIME NEEDED One 45-minute class period

**LESSON OVERVIEW** In 1829 upon his death, the master of Hampton – Charles Carnan Ridgely – freed most of his slaves in a codicil to his will. In this lesson students will trace the changes in the nature of slavery, servitude and freedom on the Hampton plantation during the era between 1770 and 1864 as controlled by three generations of a Baltimore planter family. Specific focus is placed on runaway slaves, and the efforts and expense made by the Ridgely family to recapture runaways.

**OUTCOMES** At the end of this lesson, students will be able to analyze slavery and freedom on the Hampton plantation through the eyes of slaves and members of the Ridgely family.

**OBJECTIVES** Focus Question for the Lesson:

**What do the actions of Charles Carnan Ridgely between 1791 and 1829 tell us about the nature of slavery and freedom in Baltimore?**

Historical Thinking Skill Targeted:

- 4C Interrogate historical data.

VSC Content Objectives:

- **5B2c- Analyze the different roles and viewpoints of individuals and groups, such as women, men, free and enslaved Africans...during the Revolutionary period.**

VSC Skills and Processes Objectives:

- 6A4i- Draw conclusions and make generalizations based on the text, multiple texts, and/or prior knowledge.

**MATERIALS** 1. Student Document Packet (attached), one per student, includes:

- Document A- "Reward Announcement, Runaway Slave Bateman"
- Document B- 1790 Maryland Law
- Document C- "Certificate of Negro Robert Coates" (1829)
- Document D- News Account "Deferred Articles-Cruelty" (1829)
- Document E- "List of the property at the Furnace" (1829)
- Document F- "An Inventory of Negroes, Stock...appertaining to Hampton Farm taken the 2nd July 1829"
- Document G- Summary of Slave Inventory
- Graphic Organizer- Origin, Purpose, Value, Limitations
- Assessment: Exit Ticket
- Extension Assignment
- Pre/Post-test

2. Documents for Teachers

- Suggested questions for teachers to use, and possible student answers, points for discussion
- Notes on Ridgely's motivation

- Selected Ridgely Family Biography
  - Slavery at Hampton FACT SHEET
- PRIMARY SOURCES**
- National Park Service/Hampton National Historic Site/HAMP 6910. Ridgely Family Papers- MS1001. "Estate Management- Servants, Slaves and Staff.
- National Park Service/Hampton National Historic Site/HAMP22788. "Deferred Articles-Cruelty," in Boston Recorder and Religious Telegraph. October 28, 1829. 4.
- National Park Service/Hampton National Historic Site. Henry White Family Papers- Personal Papers/White Family History (Partially Processed Collection).
- National Park Service/Hampton National Historic Site/HAMP 22791. G Howard and Gene White Papers. Wills and Estate Papers- Estate of Charles Carnan Ridgely.
- SECONDARY SOURCES**
- Lancaster, R Kent. "Almost Chattel: The Lives of Indentured Servants at Hampton-Northampton, Baltimore County." Maryland Historical Magazine. Vol 94, 3. Fall 1999. 341-362.  
*Document B based on information from this article, located at <<http://www.nps.gov/hamp/historyculture/indentured-servants.htm>> (July, 2009) in the Student Document Packet. Illuminates the role of indentured servants in the Hampton economy. Teachers may use full article for reference or for further reading for students.*
- Lancaster, R Kent. "Chattel Slavery at Hampton/Northampton, Baltimore County." Maryland Historical Magazine. Vol 95, 4. Winter, 2000. 409-427.  
*Document B based on information from this article, located at <<http://www.nps.gov/archive/hamp/lancaster2.htm>>. A concise summary of recent research into slavery at Hampton. Teachers may use full article for reference or for further reading for students.*
- Lancaster, R Kent. "The Ridgely Slaves, 1829." National Park Service / Hampton National Historic Site. December, 2004. Excerpted from <<http://www.nps.gov/archive/hamp/ridgelyslaves1829.htm>>, July 2009.  
*Document I uses data from this list to summarize total numbers of slaves for each of various categories of persons impacted by the 1828 Codicil to the Will of Charles Carnan Ridgely.*

**SELECTED VOCABULARY**

slavery, indenture, manumission/emancipation, chattel, probate, codicil

**PROCEDURE**

**1) Motivation**

Divide class into small groups of 3-4 students and ask them to discuss the question "What was living as a slave in Maryland like in 1800? [Activate present levels of knowledge]. Allow them five minutes to discuss this, and then distribute the Document Packet and ask them to quietly read the "Slavery FACT SHEET". Quickly debrief the discussion using 2 or 3 student answers.

*Students may be prepared for the lesson by having the Biographical Sketch of the Ridgely Family and the Slavery at Hampton FACT SHEET assigned as a reading Home Assignment prior to coming to class.*

**2) Guided Practice**

Ask students to examine Document A- "Runaway Slave Reward Advertisement"-- call attention to the nature of the document (hand written, probably hand copied in multiple copies by a professional scribe for local distribution and posting). Ask students to use the Origin, Purpose, Value, Limitation graphic organizer to analyze the document. Students are selected to give their responses for each of these four categories. Teacher models correct way to approach the document using student responses.

Point out that frequently as the interval between when a slave ran away and when they were caught increased, the slave-owner would make the expense of printing in the newspaper. Explain that slave-owners were responsible for the expense of not only a potential "reward" but also for the cost of maintaining (feeding, guarding) during temporary incarceration while the jailer awaited the owner coming to pick up the slave. Point out that Maryland's law code established many restrictions designed to protect the community from runaway slaves, and aid those who caught them in recouping their expenses. Emphasis: Bateman was young, at the height of his value as a slave, so was very valuable to Ridgely. Also, because of Maryland law and Ridgely's standing within the community, he would have many pressures to maintain discipline on the plantation so as to discourage runaway slaves. Bateman might have risked all to escape to freedom, feeling especially emboldened as so many others were in the immediate period during and after the Revolutionary War.

*Teachers can also select specific students to read the document aloud (using transcription) as participatory differentiation.*

### **3) Independent Practice**

Students analyze each of the documents together in groups to answer the focus question for each of the documents.

Debrief Student Answers: Go through each of these documents, and use student answers to discuss essential ideas (see resource sheet for teachers, attached, which has suggested responses and ideas for the questions on the documents).

*Students could also be assigned differentiated product, such as "A Diary of Bateman", or a business plan for the future of Hampton. Poster and or other artistic devices may also give students and option to depict their learning. Finally, letters from/to individuals or additional mock newspaper accounts (for instance, one reporting the Governor's Will, or the dispute between the heirs over the estate) may be possible.*

### **4) Assessment**

Informal, through teacher-led student discussion (possible document based questions included) of student document analysis, and ideas revolving around the focus question.

*Students may alternatively be assigned specific guided questions such as those listed on the Teacher's Discussion question sheet to answer in writing.*

### **5) Closure**

Exit Ticket, answering the question: *What do the actions of Charles Carnan Ridgely between 1791 and 1829 tell us about the nature of slavery and freedom in Baltimore?*

#### **SUGGESTIONS FOR ACCOMMODATION**

For students with IEPs and 504s

1. Students with special needs may be grouped with students of different ability levels and or may be given extra processing time or scaffolding.
2. Students may require additional, more specific (or more leading) questions directly for the various documents (which could be taken from the teacher

Discussion Questions).

**LESSON  
EXTENSIONS**

This lesson could have additional questions relating to slave ownership, slave management and discipline, fugitive slaves, and the growth of both the Abolition movement and the Colonization movement, which was especially significant in Maryland.

Also, scholars have posed many intriguing positions regarding Maryland and slavery-- that it was neither a northern or a southern state, or a border state.

An additional Home Assignment involving independent document research and writing is attached to provide students with the opportunity to explore more about the nature of freedom and slavery by using high quality archival websites relating to the period.

Today's Focus Inquiry:

*What do the actions of  
Charles Carnan Ridgely  
between 1791 and 1829  
tell us about the nature  
of slavery and freedom in  
Baltimore?*

[Cover Sheet for Document Packet]

## Selected Ridgely Family Biography

**Colonel Charles Ridgely** (1702-1772) first acquired land in Baltimore County for the purpose of establishing an ironworks, which he operated in partnership with his sons, John and Charles Ridgely, Jr. He also conducted a commercial shipping business between the American colonies and England.

**Captain Charles Ridgely** (1733-1790) supplied iron implements, arms, and ammunition from his Northampton Iron Works as well as privateers to the Patriot cause during the Revolutionary War. His merchant fleet helped to establish Baltimore as a major port. Known as "The Builder," he died soon after the mansion was completed.

The wife of Charles Ridgely (The Builder), **Rebecca Dorsey Ridgely** (1740-1812), was the first mistress of Hampton. She witnessed the construction of the mansion, but did not live there for long as she turned the new house over to her nephew and moved to a nearby estate in Towson (now known as "Auburn") after her husband's death. Rebecca was a fervent Methodist and donated a great deal of money to Robert Strawbridge, an Irish immigrant and preacher who is now recognized as the founder of Methodism in America.

Nephew of the childless Captain, **Charles Ridgely Carnan** (1760-1829) inherited the largest portion of Hampton's land and business concerns on condition that he take Ridgely as his surname. Charles Carnan Ridgely served in the Maryland Legislature and as *Governor of Maryland* from 1815-1818. He was also known as General Ridgely, having been appointed a brigadier general in the state militia in 1796. Under the Second Master, Hampton became a showplace renowned for its physical beauty and its master's opulent entertaining. In an act that surprised many of his family members, the General included instructions in his will for the gradual emancipation of a large segment of Hampton's slave population, an act that eventually freed more than 300 slaves.

The mother of fourteen children, eleven of whom survived to adulthood, **Priscilla Dorsey Ridgely** (1762-1814) embodied the ideal woman of her era. The birth of the new American nation saw the development of the concept of Republican Motherhood, which elevated the woman's traditional maternal role to that of a safeguard of the new nation, responsible for the moral instruction of its future citizens. Women were expected to be models of virtue. As a Methodist Elder, Priscilla set an example not only for her children, but also for her fellow women who were only just beginning to come into prominence in the religious world in America. No written records created by Priscilla have been found.

Third Master of Hampton, **John Carnan Ridgely** (1790-1867), was the first member of the family born in the mansion and the last member of the family who owned enslaved people. In partnership with his second wife, Eliza, he lavished money and attention on the mansion and the grounds, adapting popular European plants and gardening concepts and introducing modern innovations such as plumbing, gas lighting and "central heating" to the mansion. To maintain their estate innovations and lifestyles, he and Eliza replenished the household and



**Captain Charles Ridgely**  
Builder and First  
Owner of the mansion.



**Charles Carnan Ridgely,**  
Second Master of Hampton,  
*manumitted* his slaves  
upon his death in 1829



**John Carnan Ridgely**  
Third Master of Hampton (1829-  
1867) during the  
Civil War

field workforce through the hiring of free workers and purchase of additional slaves to replace those freed by General Ridgely.

**Eliza Eichelberger Ridgely Ridgely** (1803-1867). Among her contributions to Hampton were the expansion of the formal gardens and installation of the Italian marble urns around the mansion. According Throughout her life, many people would write of her beauty, elegance, and sense of fashion, including the Marquis de Lafayette, whom she met and captivated during his 1824-25 American tour and with whom she remained in contact for the rest of his life.

*Source:* Hampton National Historic Site (Excerpted from <<http://www.nps.gov/hamp/historyculture/some-notable-ridgelys.htm>>, July, 2009).

## Slavery at Hampton FACT SHEET

1. The Ridgely family owned as much as 25,000 acres in the Baltimore region at the height of their prosperity; this is equal to about a third of the size of Baltimore City, a staggering holding. Unsuccessful attempt to grow tobacco in the mid 1700s (because of more northern climate, soil conditions) gave way to the cultivation of cereal grains by the 1760s. However, the largest focus of the Ridgely plantation was the iron manufacture at the Northampton Forge (now underneath Loch Raven reservoir) and Ridgely Furnace. Because this manufacturing process required such intense heat, the furnaces consumed as much as one acre of timber per 24 hour period. Therefore, much of the activity of laborers in addition to quarrying stone and bog iron was devoted to logging timber for the iron works, and subsequently clearing that land for growing grain.
2. In the 1700s, Captain Charles Ridgely-- perhaps because of his merchant, sea-faring connections-- purchased many indentured servant contracts, many of them convicts expelled from the British Isles. These contracts probably did not run for longer than seven years. They were sometimes extended because of the expense of providing special clothing or discipline issues (owners of indentures had a lot of latitude in how they administered the terms of the contract). Evidence points to as many as 88 indentured servants
3. Indentured servants were probably treated much more harshly than slaves, because the cost of the contract represented only a fraction of the expense of purchasing a slave. Indentured servants lived in the same quarters side-by-side with slaves, received generally the same food and clothing as slaves, were disciplined for non-performance of work. Both groups ran away at the same rate. Both complained of working/living conditions, but only the indentured servants could initiate lawsuits in Maryland.
4. There were as many as 339 slaves at Hampton (in 1829, at the death of the 2nd Master Charles Carnan Ridgely)-- though there were probably more than that because often records were not kept of infants and younger children. Most of the slaves were probably born in America-- not purchased from the African trade-- and probably were acquired by the Ridgelys through the purchase of land or existing estates. One family member later related that Governor Ridgely had so many slaves that often he was surprised when encountering one on his regular ride and asking "who do you belong to?" and receiving the reply, "I belongs to you sir."
5. Hampton was over 10 miles from Baltimore City, which in the 18th and 19th Century was more than a full day's walk. It was probably healthier to live this far out in the country, far from the diseases that typically led to greater levels of infant or elderly mortality in urban areas. In 1829 the average age of the slaves was 23.3-- comparable to Baltimore County. However, 18% of slaves were under the age of four, and 31% were under the age of ten-- compared to only 21.8% of City slaves under the age of ten. Slaves were older at Hampton: 7.8% above the age of fifty-five, while only 3.8% were over that age in Baltimore City.
6. Considerable attention was paid to laborers health, though "it is not clear whether this care emanated from concern with humans or with property or both". A doctor was regularly hired to visit and treat the sick and those who complained of pains or "rupture." Slave diets were probably pretty bland, consisting mainly of "pork and beef, both fresh and salted, an occasional herring or mackerel, and gruels and breadstuffs made from corn meal and flour." Vegetable produce was grown and consumed on the farm. It can be imagined that feeding this large of a work-force was a major undertaking requiring careful planning and management.



7. Most contracts with free workers (neither slaves or indentured) typically featured "grog" provisions (alcohol) and it has been theorized that liquor was provided to slaves and servants regularly perhaps as a management tool to keep them happy.
8. Large amounts of cloth were purchased or woven directly on the plantation, and were cut and sewn by the wives of workers. Slaves and servants typically received at least two new sets of clothing annually, depending upon the work they did on the plantation; for example, those working in difficult jobs may have worn out clothing more frequently than others, and those who worked as servants in the house may have received a higher grade of clothing in order to present a finer appearance. Providing shoes was a major undertaking, and the plantation always employed a full-time shoemaker. Some of the most detailed records available at Hampton deal with clothing and shoes, which were normally under the supervision of the mistress of the mansion.

Source: David M. Hildebrand based on R. Kent Lancaster, "*Chattel Slavery at Hampton/Northampton*" (2000) and "*Almost Chattel: the Lives of Indentured Servants at Hampton-Northampton*" (1999).