

LESSON 12

Museum Connection: Family and Community

Lesson Title: Paths to Freedom

Purpose: In this lesson students will investigate the ways in which it was possible for African Americans to obtain their freedom between 1790 and 1850. Working in groups, students will analyze primary source documents that include a household inventory, an advertisement for a slave auction, a runaway slave advertisement, a slave testimony, and the autobiography of Frederick Douglass. Each group of students will complete a drawing illustrating the different methods of obtaining freedom and create display cards explaining the advantages and disadvantages of each method. Students will appreciate the physical and mental torture and distress that slaves endured in captivity and the insatiable desire for freedom and dignity that motivated them on their paths to freedom.

Grade Level and Content Area: Middle, Social Studies

Time Frame: 2 class periods

Correlation to State Social Studies Standards:

- SSS 1.1.5.2 Find, apply, and organize information specific to social studies disciplines by reading, asking questions and observing
- SSS 1.1.5.6 Make decisions and analyze decisions of individuals, groups, and institutions
- USH 2.3.5.5 Examine the gradual institutionalization of slavery in America, including the various responses to slavery, and how slavery shaped the lives of colonists and Africans in the Americas

Social Studies: Maryland College and Career Ready Standards

- 5.C.5.b (Grade 8) Analyze the experiences of African-American slaves, free blacks and the influence of abolitionists
- 6.A.3.c (Grades 6, 7, and 8) Use a graphic organizer or another note-taking technique to record important ideas or information
- 6.F.1 (Grades 6, 7, and 8) Interpret information from primary and secondary sources

Correlation to State Reading and English Language Arts Maryland College and Career Ready Standards:

- 2.A.4.c (Grades 6, 7, and 8) State and support main ideas and messages.
- 2.A.4.i (Grades 6, 7, and 8) Connect the text to prior knowledge or experience.

Objectives:

- Students will explain the methods by which African Americans gained freedom from slavery.
- Students will describe how African Americans endured hardships and overcame obstacles in order to achieve freedom.

Vocabulary and Concepts:

Conflict – A disagreement among people or organizations is called a conflict.

Cooperation – Cooperation means working together to get something done.

Discrimination – Discrimination—prejudiced actions—refers to the act of treating someone or something differently not based on merit.

Prejudice – Prejudice is an irrational attitude of hostility directed at a certain group or race.

Respect – To show deference or attention to another person or thing is to demonstrate respect.

Rule – A rule is a guide for conduct and specifies what must or must not be done.

Segregation – The separation of people solely based on race, gender, or affiliation is called segregation. Segregation also refers to the policy or practice of compelling groups of people to live apart from others, attend separate schools, use separate social facilities, etc.

Tolerance – Tolerance is the willingness to let others have and express their own beliefs and ways of behaving, even though they may be different from your own.

Materials**For the teacher:**

Teacher Resource Sheet 1 – “Escape and Capture of Stephen Pembroke, Related by Himself”

Teacher Resource Sheet 2 – Answer Key: Paths to Freedom

Teacher Resource Sheet 3 – An Excerpt from *The Life and Times of Frederick Douglass, Written by Himself*

For the student:

Student Resource Sheet 1 – Paths to Freedom

Student Resource Sheet 2 – Paths to Freedom chart

Student Resource Sheet 3 – Note-Taking Guide

Student Resource Sheet 4 – 1854 Freedom Paper of Hugh McGlollen

Student Resource Sheet 9 – Character Cube

For each group:

Copies of one of the following resource sheets:

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Student Resource Sheet 5 – A Mother Purchases Her Daughter
Student Resource Sheet 6 – Runaway Ad
Student Resource Sheet 7 – 1818 Will of Araminta Biscoe
Student Resource Sheet 8a – Lord Dunmore’s Proclamation, 1775
Student Resource Sheet 8b—Lord Dunmore’s Proclamation (Transcript)
Student Resource Sheet 8c—Lord Dunmore’s Proclamation Excerpted Transcript
with Questions

Drawing paper or poster board
Markers and colored pencils
Index card (5 x 8)

Resources

Books:

Apple, Susan, Jeannette Lampron, and Judy Van Dyke. *Out of Slavery: A Primary Source Kit from the Maryland Historical Society*. Baltimore: The Rouse Company Foundation, n.d.

Berlin, Ira. *Many Thousands Gone: The First Two Centuries of Slavery in North America*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press, 1998.

Blassingame, John, ed. *Slave Testimony: Two Centuries of Letters, Speeches, Interviews, and Autobiographies*. Baton Rouge: Louisiana State University Press, 1977.

Center for Civic Education. *We the People*. Washington, D.C.: U.S. Department of Education, 1988.

Christian, Charles M. *Black Saga: The African American Experience*. New York: Houghton Mifflin, 1995.

Magazine articles:

Hayward, Nancy. “Personal Notes from Mount Vernon.” *Footsteps* (November/December 2000).

Thompson, Mary. “George Washington and Slavery.” *Footsteps* (November/December 2000.)

Teacher Background

Three great democratic revolutions took place during the 1700s: the American, the French, and the Haitian. Famously enumerated in the American Declaration of Independence (“We hold these truths to be self evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.”), visions of democracy, freedom, and equality drove these revolutions.

Freedom did not come easily for slaves in North America however. Manumission, the formal release of a slave, was the most common route to emancipation. Those former slaves who had been manumitted either privately by an individual or officially by a state law were known as free Blacks. Not all free Blacks, however, were formally manumitted. Some free Blacks had had the means to purchase their freedom. Thousands of others gained their freedom only after running away from their owners. Thousands more failed to gain their freedom at all. They were captured by white bounty hunters and either returned to their owners or executed.

Free Blacks were first documented in Northampton County, Virginia, in 1662. By 1776, 60,000 African Americans—approximately eight percent of the new nation's black population—were free. In the decades that followed, the number of free Blacks rose steadily, which intimidated those Whites who favored slavery. Between 1800 and 1810, the free Black population increased from 108,395 to 186,446. By 1810 four percent of all African Americans in the Deep South (South Carolina, Florida, Georgia, Alabama, Mississippi, and Louisiana), ten percent in the Upper South (Virginia, Maryland, North Carolina, Tennessee, and Kentucky), and 75 percent in the North (Pennsylvania, New York, New Jersey, and the states of New England) were free.

The status and treatment of free Blacks before the Civil War varied from region to region. Those in the North were excluded from most public schools, prohibited from interstate travel, barred from voting in many states, and often harassed by hostile white mobs. Finding a decent job was extremely difficult, and the few jobs that were open to free Blacks were limited to domestic service and subsistence farming. Few free Blacks in the North could make a living as skilled artisans.

A significant proportion of free Blacks in the Deep South were wealthy and light-skinned, and they were commonly referred to as Creoles or mulattoes. Some Creoles looked down on dark-skinned free Blacks, and many despised the stigma that was associated with being black. Whites in the Deep South employed the few free Blacks primarily as day laborers and domestic servants. Other free Blacks worked as carpenters, masons, mechanics, and tailors.

Free Blacks in the cities of the Upper South, such as Baltimore and Washington, D.C., tended to be poorer and less educated than free Blacks in other regions. Nevertheless, they had less trouble finding employment than those in the North. Most free Blacks in the Upper South worked alongside slaves as farmhands, casual laborers, dockworkers, and factory hands. Thousands more found work as blacksmiths, barbers, and shoemakers. Because they worked closely with slaves, free Blacks working in the Upper South felt a psychological and geographic connection with them. As a result, in 1800 free Blacks in the Upper South supported a planned slave rebellion organized by Gabriel Prosser, a black slave in Virginia.

It may surprise you to know that there were many free Blacks living in Maryland during the time of slavery. In 1790 only 7 percent of all Blacks in Maryland were free, but in 1860 that number had increased to 49 percent. (Delaware was the only slave state that

had a higher number of free Blacks.) Within the city of Baltimore, the percentage of free Blacks was even higher; it reached 90 percent in 1860. In fact, Baltimore had the largest concentration of free Blacks of any city in the country at this time. There were several ways in which the free Blacks of Maryland may have gained their freedom.

Some Blacks, for instance, were free because they had been born free. Two well-known examples were Marylanders Benjamin Banneker and Frances Ellen Watkins Harper. Yet even Blacks were born into freedom risked the danger of being kidnapped and sold into slavery elsewhere. Free Blacks were required to carry “freedom papers” (a legal document that proved they were free) with them at all times. Nevertheless, kidnappers frequently ignored those papers in favor of the money they could make by selling a person into slavery.

The upheaval caused by the Revolutionary War provided opportunities for other slaves to gain freedom. Many slaves took advantage of the circumstances and escaped during the fighting and disorder created by the war. Because they had been promised freedom, some slaves worked for the British and against American patriots. For example, in 1775, Lord Dunmore, the governor of Virginia, promised freedom to those slaves who were willing to fight for England. About 800 joined him, and Dunmore them to raid the coasts of Virginia.

Slaves could also become free by purchasing their freedom or by having their freedom purchased by others. Because some enslaved Blacks had been trained as artisans or were skilled in the boating trades, they were able to earn money for their services. Employment ranged from bakers and printers to stable keepers. Some hired themselves out to others, some created handicrafts to sell, and others worked in their gardens and sold surplus produce. All of these slaves used the cash they received in order to buy their freedom or the freedom of a family member or friend. Yet any arrangement to purchase freedom could be ruined by a slave owner who refused to honor the agreement or who would increase the price at the last moment. Sometimes a slave owner might sell a slave who was about to purchase his or her freedom. Nevertheless, although this decision could create tough economic conditions for slave families, the idea of freedom far outweighed any desire to buy property, food, and clothing, or even to pass money down to the next generation.

Enslaved Blacks might gain their freedom by manumission. In most colonies this process had been strictly legalized. In Virginia, for example, an enslaved African could not be set free “except for some meritorious service, to be adjudged and allowed by the governor and council.” Many owners manumitted their slaves as part of their wills. In some states, however, legally free slaves could be re-enslaved in order to pay the debts of their former owners.

Finally, some enslaved Blacks decided to leave familiar surroundings, family, and friends and run away from their owners. Slaves had a better chance to escape to freedom in the Chesapeake region because they could follow the many creeks and inlets of the tidewater areas. Fugitive slaves were also helped by the Underground

Railroad, a secret network of people who provided escaped slaves with shelters and provisions so that they might reach the North or Canada safely. Fugitive Slave Laws were enacted in order to help return runaways to their owners, and they set fines upon those who would harbor or help fugitive slaves gain freedom. As a result, runaways were hunted like animals and escapes were treacherous. Those who were captured suffered cruel punishments such as whipping, branding, or crippling. Others were sold far away.

Lesson Development:

Before the lesson: Assemble the class into cooperative groups of four students each. Assign these roles:

- Reader – reads text out loud
- Leader – directs group discussions
- Manager – gathers materials
- Reporter – presents findings to the class

1. **Motivation:** Read Teacher Resource Sheet 1, “Escape and Capture of Stephen Pembroke, Related by Himself,” to the class. Ask students probing and reflective questions about the treatment of slaves, how they must have felt, and their motivation to be free.
2. Distribute **Student Resource Sheet 1**, Paths to Freedom. Have students read the description of the various ways in which African Americans gained freedom during the 18th and 19th centuries, and then discuss as a class. Distribute **Student Resource Sheet 2**. Allow students to revisit the text in order to complete the graphic organizer. (See **Teacher Resource Sheet 2** for the answers.)
3. Distribute **Student Resource Sheet 3**, Note-Taking Guide, and **Student Resource Sheet 4**, 1854 Freedom Paper of Hugh McGlollen. Read and discuss **Student Resource Sheet 4** with the class. Together complete the top chart on Student Resource Sheet 3.
4. Have each group read a different document (**Student Resource Sheets 5, 6, 7, and 8**) and complete the bottom chart on **Student Resource Sheet 3**, Note-Taking Guide. Note that there are three versions of **Student Resource Sheet 8**. Choose the version that is most appropriate for your students.
5. **Assessment:** Each group of students will create a drawing that illustrates one method by which enslaved blacks gained freedom. They will also create a display card to accompany the drawing. The card should include:
 - the reasons why people longed for freedom from slavery
 - a description of one method used to gain freedom
 - the advantages and disadvantages of this method
 - historical evidence from a primary source that support these ideas

6. Have the class display their posters and writings in the media center. Have a class presentation in which each group explains their poster and display card. Invite another class to serve as an audience and learn about these paths to freedom.
7. **Closure:** Read **Teacher Resource Sheet 3**, An Excerpt from *The Life and Times of Frederick Douglass, Written by Himself*. Have students reflect on the words, “My chains were broken, and the victory brought me unspeakable joy.”

Thoughtful Application:

Think about the people who lived in slavery and struggled to be free. What are some of the character traits these people had that make you admire them? (*For example: brave, courageous, fearless, strong, persistent, intelligent, clever, inventive, hard working, trustworthy, loyal, dependable, caring, responsible, committed, etc.*) Create a character cube (see **Student Resource Sheet 8**, Character Cube) that describes these traits. Use words, designs, and pictures to express your ideas on the six sides of the cube. Keep your character cube in a place you can see it often, to remind you to appreciate these special qualities in someone and develop these traits in yourself.

Lesson Extensions:

- Visit the Reginald F. Lewis Museum of Maryland African American History and Culture.
- Take part in a simulation of life on the Underground Railroad by using the National Geographic Society’s website (<http://nationalgeographic.com/railroad>). This site is appropriate for students and has a time line and additional lesson plan ideas for teachers.
- Contact the “Harriet Tubman Organization” in Cambridge, Maryland, at 424 Race Street. Reservations can be made for a reenactment of Tubman’s life by Mrs. Vernetter Pinder, and a visit to Harriet Tubman’s birthplace in Bucktown, Maryland, by calling 410-228-0401. The size of the museum may limit a class field trip, but students can visit the site while in the area.
- Compare the biographies of Josiah Henson and Frederick Douglass. How did their paths to freedom differ? Information on Josiah Henson, including a digitized version of his autobiography, is available on “Documenting the American South” on the University of North Carolina website (<http://docsouth.unc.edu/neh/henson/menu.html>).

“Escape and Capture of Stephen Pembroke, Related by Himself”

For resource, go to the link below:

<http://tinyurl.com/pnay7cj>

Paragraphs 1-4

From Slave Testimony: Two Centuries of Letters, Speeches, Interviews and Autobiographies, edited by John W. Blassingame (Baton Rouge: Louisiana State University Press, 1977): p. 167, 169.

Answer Key: Paths to Freedom

Method	Advantages	Complications
Born into Freedom	<ul style="list-style-type: none">-some legal protection-live in more areas	<ul style="list-style-type: none">-either born into freedom or not-not in your control-could be kidnapped and sold into slavery elsewhere
Serve in a War	<ul style="list-style-type: none">-legal action-no cost to pay-in your control-some legal protection-live in more areas	<ul style="list-style-type: none">-must endure brutality of war-might die in battle or from injuries-might be permanently disabled-limited opportunity
Purchase Freedom	<ul style="list-style-type: none">-legal action-no danger involved-in your control-some legal protection-live in more areas	<ul style="list-style-type: none">-many years to wait-arrangement not honored-gave up all your money-family members still enslaved
Manumission	<ul style="list-style-type: none">-legal action-no danger involved-out of your control-some legal protection-live in more areas	<ul style="list-style-type: none">-owner had to comply-usually at owner's death-many years to wait-family members still enslaved
Run Away	<ul style="list-style-type: none">-immediate freedom-include family members-no cost to pay-in your control	<ul style="list-style-type: none">-dangerous travel-bounty paid for capture-hunted like an animal-severely punished if caught-no legal protection-had to live far away

**An Excerpt from
*The Life and Times of Frederick Douglass, Written by Himself***

It was the custom in the State of Maryland to require of the free colored people to have what were called free papers. . . . In these papers the name, age, color, height and form of the free man were described, together with any scars or other marks upon his person which could assist in his identification. This device in some measure defeated itself—since more than one man could be found to answer the same general description. . . . A slave nearly or sufficiently answering the description set forth in the papers, would borrow or hire them till he could by their means escape to a free state, and then, by mail or otherwise, return them to the owner. The operation was a hazardous one for the lender as well for the borrower. . . . It was therefore an act of supreme trust on the part of a freeman of color thus to put in jeopardy his own liberty that another might be free. . . . I was not so fortunate as to sufficiently resemble any of my free acquaintances as to answer the description of their papers. But I had one friend—a sailor—who owned a sailor’s protection, which answered somewhat the purpose of free papers—describing his person and certifying to the fact that he was a free American sailor. The instrument had at its head the American eagle, which at once gave it the appearance of an authorized document. . . . [I]t called for a man much darker than myself, and close examination of it would have caused my arrest at the start. . . .

In my clothing I was rigged out in sailor style. I had on a red shirt and a tarpaulin hat and black cravat, tied in sailor fashion, carelessly and loosely about my neck. My knowledge of ships and sailor’s talk came much to my assistance, for I . . . could talk sailor like an “old salt.” . . . I was well on the way to Havre de Grace before the conductor came into the negro car to collect tickets and examine the papers of his black passengers. This was a critical moment in the drama. My whole future depended upon the decision of this conductor. . . . He went on with his duty . . . somewhat harsh in tone . . . until he reached me, when, strangely enough, and to my surprise and relief, his whole manner changed. Seeing that I did not readily produce my free papers, as the other colored persons in the car had done, he said to me in a friendly contrast with that observed towards the others:

“I suppose you have your free papers?”

To which I answered:

“No, sir; “I have a paper with the American eagle on it, and that will carry me around the world.”

With this I drew from my deep sailor’s pocket my seaman’s protection . . . The merest glance at the paper satisfied him, and he took my fare and went about his business. This moment of time was one of the most anxious I ever experienced. Had the conductor looked closely at the paper, he could not have failed to discover that it called for a very different looking person from myself, and in that case it would have been his duty to arrest me on the instant and send me back to Baltimore from the first station. . . .

I realized that I was still in great danger: I was still in Maryland, and subject to arrest at any moment. I saw on the train several persons who would have known me in any other clothes, and I feared they might recognize me . . . and report me to the conductor .

..

Minutes were hours, and hours were days during this part of my flight. . . . The heart of no fox or deer, with hungry hounds on his trail, in full chase, could have beaten more anxiously or noisily than did mine from the time I left Baltimore till I reached Philadelphia. . . .

The last point of imminent danger, and the one I dreaded most, was Wilmington. Here we left the train and took the steamboat for Philadelphia. . . . On reaching Philadelphia in the afternoon I inquired of a colored man how I could get to New York? He directed me to the Willow street depot, and thither I went, taking the train that night. I reached New York Tuesday morning, having completed the journey in less than twenty-four hours. . . .

My free life began on the third of September, 1838. . . . [T]he dreams of my youth and the hopes of my manhood were completely fulfilled. . . . No man now had a right to call me his slave or assert mastery over me. . . . [M]y chains were broken, and the victory brought me unspeakable joy. . . .

From *The Life and Times of Frederick Douglass*, by Frederick Douglass. (Hartford: Park Publishing Company, 1884), p. 245-251.

Paths to Freedom

It may surprise you to know that there were many free Blacks living in Maryland during the time of slavery. In 1790 only 7 percent of all Blacks in Maryland were free, but in 1860 that number had increased to 49 percent. (Delaware was the only slave state that had a higher number of free Blacks.) Within the city of Baltimore, the percentage of free Blacks was even higher; it reached 90 percent in 1860. In fact, Baltimore had the largest concentration of free Blacks of any city in the country at this time. There were several ways in which the free Blacks of Maryland may have gained their freedom.

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The upheaval caused by the Revolutionary War provided opportunities for other slaves to gain freedom. Many slaves took advantage of the circumstances and escaped during the fighting and disorder created by the war. Because they had been promised freedom, some slaves worked for the British and against American patriots. For example, in 1775, Lord Dunmore, the governor of Virginia, promised freedom to those slaves who were willing to fight for England. About 800 joined him, and Dunmore then led them to raid the coast of Virginia.

Slaves could also become free by purchasing their freedom or by having their freedom purchased by others. Because some enslaved Blacks had been trained as artisans or were skilled in the boating trades, they were able to earn money for their services. Employment ranged from bakers and printers to stable keepers. Some hired themselves out to others, some created handicrafts to sell, and others worked in their gardens and sold surplus produce. All of these slaves used the cash they received in order to buy their freedom or the freedom of a family member or friend. Yet any arrangement to purchase freedom could be ruined by a slave owner who refused to honor the agreement or who would increase the price at the last moment. Sometimes a slave owner might sell a slave who was about to purchase his or her freedom. Nevertheless, although this decision could create tough economic conditions for slave families, the idea of freedom far outweighed any desire to buy property, food, and clothing, or even to pass money down to the next generation.

Enslaved Blacks might gain their freedom by manumission. In most colonies this process had been strictly legalized. In Virginia, for example, an enslaved African could not be set free “except for some meritorious service, to be adjudged and allowed by the governor and council.” Many owners manumitted their slaves as part of their wills. In

some states, however, legally free slaves could be re-enslaved in order to pay the debts of their former owners.

Finally, some enslaved Blacks decided to leave familiar surroundings, family, and friends and run away from their owners. Slaves had a better chance to escape to freedom in the Chesapeake region because they could follow the many creeks and inlets of the tidewater areas. Fugitive slaves were also helped by the Underground Railroad, a secret network of people who provided escaped slaves with shelters and provisions so that they might reach the North or Canada safely. Fugitive Slave Laws were enacted in order to help return runaways to their owners, and they set fines upon those who would harbor or help fugitive slaves gain freedom. As a result, runaways were hunted like animals and escapes were treacherous. Those who were captured suffered cruel punishments such as whipping, branding, or crippling. Others were sold far away.

Paths to Freedom

Method	Description	Advantages	Complications
Born into Freedom			
Serve in a War			
Purchase Freedom			
Manumission			
Run Away			

Note-Taking Guide

Title of Reading: “ _____ ”

Purpose	Information	Impressions

Title of Reading: “ _____ ”

Purpose	Information	Impressions

1854 Freedom Paper of Hugh McGlollen

Transcript:

State of Maryland, Dorchester County, to wit: I hereby certify that it has been proved to my satisfaction, that the bearer hereof, a negro man named Hugh McGlollen aged about fifty six years, five feet seven inches high, of a bright yellow complexion and straight hair with a small scar over the left eye, was born free and raised in Dorchester County.

In Testimony whereof, I hereunto subscribe my name & office, the seal of the Circuit Court for Dorchester County, this 13th day of April, 1854.

Francis J. Henry

From *Out of Slavery: A Primary Source Kit from the Maryland Historical Society*, by Susan Apple, Jeannette Lampron, and Judy Van Dyke (Baltimore: The Rouse Company Foundation, date unknown).

A Mother Purchases Her Daughter

We solicited over seventy dollars for a poor woman by the name of Jackson, from Marseilles, Kentucky, who had bought herself by washing and ironing of nights, after her mistress' work was done. During seven long years she did not allow herself to undress except to change. Her sleep was little naps over the ironing board. Seven years of night work brought the money that procured her freedom. She had a son and daughter nearly grown, and to purchase their freedom she was now bending her day and night energies. . . . The master's indebtedness compelled him to sell one of them, and market was found for the girl of sixteen. Nine hundred dollars was offered, and the distressed mother had but four hundred dollars to pay. . . .

In her distress she went from house to house, to plead for a buyer who would advance the five hundred dollars, and take a mortgage on her until she could make it. At length she found a Baptist deacon who purchased her daughter, and she paid him the four hundred dollars. He was to keep her until the mortgage was redeemed by her mother. . . . After working very hard one year, she was able to pay but one hundred and fifty dollars toward the mortgage, when her health began to fail. The deacon told her . . . he could not wait longer than another year, before he would have to sell her. . . .

[On the advice of a friendly merchant, the mother went to Cincinnati and contacted some abolitionists.]

Levi Coffin and lawyer John Joliffe . . . gave her letters of introduction to friends at Oberlin, and other places, and by the time she was sent to me, she had over two hundred dollars toward the release of the mortgage. . . .

A few weeks later the glad mother returned and redeemed the daughter. I saw them together at Levi Coffin's in Cincinnati, happy in their freedom.

Laura Haviland, 1889

Laura S. Haviland, *A Woman's Life-Work, Labors and Experiences* (Chicago: Publishing Association of Friends, 1889), pp. 234-236.

From *Black Women in White America: A Documentary History*, edited by Gerda Lerner (New York: Vintage Books, 1972), p. 40-41.

Advertisement for Fugitive Slave, Maryland, 19th cent.

100 DOLLS. REWARD.

RAN AWAY

From me, on Saturday, the 19th inst.,

Negro Boy Robert Porter,
aged 19; heavy, stoutly made;
dark chesnut complexion;
rather sullen countenance,
with a down look; face large; head low on the
shoulders. I believe he entered the City of
Washington on Sunday evening, 20th inst. He
has changed his dress probably, except his
boots, which were new and heavy.

I will give \$50 if taken and secured in the
District of Columbia, or \$100 if taken north
of the District, and secured in each case and
delivered before the reward shall be good.

Dr. J. W. THOMAS.
Pomunky P. O., Charles Co., Md.

From "The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record," by Jerome S. Handler and Michael L. Tuite Jr., an online exhibition available at <http://hitchcock.itc.virginia.edu/Slavery/>.

1818 Will of Araminta Biscoe

Transcript:

In the name of God, amen:

I, Araminta Biscoe of Prince Georges County and State of Maryland being of imperfect health, but of sound mind, memory and understanding do make and ordain this my last Will and Testament in manner and form following to wit -

Imprimis - I commit my Soul to Almighty God in the full hope of Salvation through his son Jesus Christ, and my body to the grave to be decently buried under the direction of my Executor herein after named. -

Item - I give and bequeath to my Granddaughter Harriet Sophia Carroll Three hundred dollars.

Item - I hereby manumit and set free my negroes Nace, William, and Jane his wife and Jack - giving to the three first named a support during life out of the residue of my estate.

Item - I hereby bequeath to my son Michael Brown Carroll all my remaining property of every sort and kind whatsoever, reserving the use of the whole thereof to my daughters Juliana Carroll and Margaret Mary Ann Carroll during their lives...

From *Out of Slavery: A Primary Source Kit from the Maryland Historical Society*, by Susan Apple, Jeannette Lampron, and Judy Van Dyke (Baltimore: The Rouse Company Foundation, date unknown).

Lord Dunmore's Proclamation, 1775

By His Excellency the Right Honorable JOHN Earl of DUNMORE, His MAJESTY's Lieutenant and Governor General of the Colony and Dominion of VIRGINIA, and Vice Admiral of the same.

A P R O C L A M A T I O N .

AS I have ever entertained Hopes, that an Accommodation might have taken Place between GREAT-BRITAIN and this Colony, without being compelled by my Duty to this most disagreeable but now absolutely necessary Step, rendered so by a Body of armed Men unlawfully assembled, firing on His MAJESTY's Tenders, and the formation of an Army, and that Army now on their March to attack His MAJESTY's Troops and destroy the well disposed Subjects of this Colony. To defeat such treasonable Purposes, and that all such Traitors, and their Abettors, may be brought to Justice, and that the Peace, and good Order of this Colony may be again restored, which the ordinary Course of the Civil Law is unable to effect; I have thought fit to issue this my Proclamation, hereby declaring, that until the aforesaid good Purposes can be obtained, I do in Virtue of the Power and Authority to ME given, by His MAJESTY, determine to execute Martial Law, and cause the same to be executed throughout this Colony: and to the end that Peace and good Order may the sooner be restored, I do require every Person capable of bearing Arms, to resort to His MAJESTY's STANDARD, or be looked upon as Traitors to His MAJESTY's Crown and Government, and thereby become liable to the Penalty the Law inflicts upon such Offences; such as forfeiture of Life, confiscation of Lands, &c. &c. And I do hereby further declare all indented Servants, Negroes, or others, (appertaining to Rebels,) free that are able and willing to bear Arms, they joining His MAJESTY's Troops as soon as may be, for the more speedily reducing this Colony to a proper Sense of their Duty, to His MAJESTY's Crown and Dignity. I do further order, and require, all His MAJESTY's Leige Subjects, to retain their Quitrents, or any other Taxes due or that may become due, in their own Custody, till such Time as Peace may be again restored to this at present most unhappy Country, or demanded of them for their former salutary Purposes, by Officers properly authorized to receive the same.

GIVEN under my Hand on board the Ship WILLIAM, off NORFOLK, the 7th Day of NOVEMBER, in the SIXTEENTH Year of His MAJESTY's Reign.

DUNMORE.

(GOD save the KING.)

http://www.nationalarchives.gov.uk/pathways/blackhistory/work_community/docs/dunmore_proclamation.htm

Lord Dunmore's Proclamation
(Transcript)

By His Excellency the Right Honorable JOHN Earl of DUNMORE, His MAJESTY'S Lieutenant and Governor General of the Colony and Dominion of VIRGINIA, and Vice Admiral of the same.

A PROCLAMATION.

As I have ever entertained Hopes, that an Accommodation might have taken Place between GREAT-BRITAIN and this Colony, without being compelled by my Duty to this most disagreeable but now absolutely necessary Step, rendered so by a Body of armed Men unlawfully assembled, firing on His MAJESTY'S Tenders, and the formation of an Army, and that Army now on their March to attack His MAJESTY'S Troops and destroy the well disposed Subjects of this Colony. To defeat such treasonable Purposes, and that all such Traitors, and their Abettors, may be brought to Justice, and that the Peace, and good Order of this Colony may be again restored, which the ordinary Course of the Civil Law is unable to effect; I have thought fit to issue this my Proclamation, hereby declaring, that until the aforesaid good Purposes can be obtained, I do in Virtue of the Power and Authority to ME given, by his MAJESTY, determine to execute Martial Law, and cause the same to be executed throughout this Colony: and to the end that Peace and good Order may the sooner be restored, I do require every Person capable of bearing Arms, to resort to His MAJESTY'S STANDARD, or be looked upon as Traitors to His MAJESTY'S Crown and Government, and thereby become liable to the Penalty the Law inflicts upon such Offences; such as forfeiture of Life, confiscation of Lands, etc., etc. And I do hereby further declare all indented Servants, Negroes, or others, (appertaining to Rebels,) free that are able and willing to bear Arms, they joining His MAJESTY'S Troops as soon as may be, for the more speedily reducing this Colony to a proper Sense of their Duty, to His MAJESTY'S Crown and Dignity. I do further order, and require, all His MAJESTY'S Leige Subjects, to retain their Quitrents, or any other Taxes due or that may become due, in their own Custody, till such Time as Peace may be again restored to this at present most unhappy Country, or demanded of them for their former salutary Purposes, by Officers properly authorised to receive the same.

GIVEN under my Hand on board the Ship WILLIAM, off NORFOLK, the 7th Day of NOVEMBER, in the SIXTEENTH Year of His MAJESTY'S Reign.

DUNMORE.

(GOD save the KING.)

Courtesy of National Archives

http://www.nationalarchives.gov.uk/pathways/blackhistory/work_community/transcripts/dunmore_proclamation.htm

Lord Dunmore's Proclamation
(Excerpted Transcript with Guide Questions)

By His Excellency the Right Honorable JOHN Earl of DUNMORE, His Majesty's Lieutenant and Governor General of the Colony and Dominion of VIRGINIA....

A PROCLAMATION

... being compelled by my Duty to this most disagreeable but now absolutely necessary Step, rendered so by a Body of armed Men unlawfully assembled... and the formation of an Army, and that Army now on their March to attack his MAJESTY'S Troops and destroy the well disposed subjects of the Colony.

1. Who is Lord Dunmore? What is his position?
2. What has happened that is forcing Lord Dunmore to do something he finds disagreeable?

To defeat such treasonable Purposes, and that all such Traitors... may be brought to Justice, and that the Peace, and good Order of this Colony may be again restored... I have thought fit to issue this my Proclamation, hereby declaring, that until the aforesaid good Purpose can be obtained, I do in Virtue of the Power and Authority to ME given, by His MAJESTY, determine to execute Martial Law... throughout this Colony: ...I do require every Person capable of bearing Arms, to resort to His MAJESTY'S STANDARD, or be looked upon as Traitors to His MAJESTY'S Crown and Government, and thereby become liable to the Penalty the Law inflicts upon such Offenses; such as forfeiture of Life, confiscation of Lands...

3. How is Lord Dunmore going to maintain peace in the colony?
4. What is Lord Dunmore requiring citizens of the colony to do?
5. What will happen to those who do not follow Lord Dunmore's directions?

And I do hereby further declare all indented Servants, Negroes, or others, (appertaining [belonging] to Rebels,) free that are able and willing to bear Arms, they joining His MAJESTY'S Troops as soon as may be, for the more speedily reducing this Colony to a proper Sense of their Duty, to His MAJESTY'S Crown and Dignity...

6. What will be given to slaves and servants who choose to fight for the English?
7. Are there any servants or slaves who cannot benefit by joining the English troops?

GIVEN under my Hand on board the Ship WILLIAM by Norfolk, the 7th Day of November in the SIXTEENTH Year of His MAJESTY'S Reign.

DUNMORE

(GOD save the KING.)

Character Cube

