

LESSON 8

Museum Connection: Family and Community

Lesson Title: Indentured and Enslaved Labor: Laws Controlling Their Lives, 1600-1700

Grade Level and Content Area: Middle, Social Studies

Time Frame: 3-5 class periods

Purpose: In this lesson students will compare the treatment of indentured servants and enslaved people in colonial Maryland. Students will place information about cash crop production and use of labor in chronological order. Using a primary source document from Maryland related to the treatment of servants and slaves, students will work in groups to explain the laws and determine to whom they apply.

Correlation to State Social Studies Standards:

USH 2.7.8.5 Describe the origins and development of the institution of slavery

Social Studies: Maryland College and Career Ready Standards

1.C.2.d (Grade 8) Describe methods that were used to deny civil rights to women, African Americans, and Native Americans.

4.A.4.d (Grade 8) Describe the economic opportunities and obstacles faced by different individuals and groups of people during this era.

5.C.5 (Grade 8) Analyze the institution of slavery and its influence on societies in the United States.

6.F.1 (Grade 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 (Grade 8) Analyze important ideas and messages in informational text.

Objective:

Students will compare the treatment of indentured servants and enslaved people under Maryland colonial laws.

Vocabulary and Concepts:

Gentry – The gentry was a class of landowning people.

Indenture – An indenture—a type of written contract—binds one person to work for another for a given length of time.

Indentured servant – In order to settle debts or other obligations, or in return for free passage (in this case to the colony), an indentured servant signs an indenture, a written contract that binds one person to work for another person for a specified period of time in order to pay a debt or other obligation.

Runaway – A servant or slave who had escaped from his or her master was called a runaway.

Slavery – Slavery is a system in which people are owned by other people and can be sold at the owner's will

Materials

For the teacher:

Teacher Resource Sheet 1 – Answer Key

Teacher Resource Sheet 2 – Suggested Explanations of Laws I-XX

For the student:

Student Resource Sheet 1 – Indenture Contract “The Forme of Binding a Servant”

Student Resource Sheet 2 – “Labor and Tobacco in the Chesapeake Colonies” (one for each group of four students)

Student Resource Sheet 3 – “Servants and Slaves. Runaways.”

Student Resource Sheet 4 – Labor and Laws in Maryland, 1699

12” x 18” sheet of construction paper (one for each group of four students)

11” x 2” strips of paper (20 for each group of four students)

Resources

Book:

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

Web site:

An Abridgement of the Laws in Force and Use in Her Majesty's Plantations

Maryland State Archives

<http://mdarchives.state.md.us/megafile/msa/speccol/sc2900/sc2908/000001/000193/html/>

Teacher Background:

The first colonial settlements in North America needed labor in order to stabilize their growth and development. Indentured servants, who were obligated to provide 5 to 7 years of free labor in order to repay the costs of their passage to the colonies, began arriving in the Jamestown colony in 1609. According to the agreement (called an indenture), these servants would receive 100 acres of land and their “freedom dues”—clothing and tools—when they completed the terms of their service.

During the 1620s, tobacco became the Chesapeake region's staple export crop, but it was a crop that required much labor. Early colonial planters had hoped that Native Americans would work the fields, but the Native Americans either resisted, died from the hard work, or ran away. As a result, since the early 1600s planters had used their profits from tobacco to bring more laborers to work in the tobacco fields. Most of these workers came from the poorer classes in England and were usually unskilled young men in their late teens or early twenties. Some of these indentured servants were African. In fact, the first 20 Africans to arrive in the Virginia colony in 1619 were indentured servants, and fifteen of them served their redemption time as laborers for the governor of Virginia.

Between 1630 and 1680 about 75,000 Whites immigrated to the Chesapeake region, with 50 to 75 percent of them arriving as indentured servants. Many hoped they would be able to fulfill their obligations, work as wage laborers, and earn enough to buy land, acquire their own servants, and become wealthy. Most did not succeed. There were laws that protected the rights of indentured servants, but many of these laws did not apply to Africans, who experienced worse working conditions and generally had to serve longer periods of service than Whites. Some Africans, however, did gain their freedom and were able to buy land and own servants.

Planters worked their servants harshly in order to maximize their labor before their contract was up and to take advantage of high tobacco prices. As a result, indentured servants were often treated as slaves. Planters could forbid them to marry, punish them by whipping, and even sell them to others during their terms of servitude. Hard work and disease (malaria, influenza, measles, smallpox, and typhoid) killed many of the colonies' early laborers, especially those who had arrived before 1640.

When tobacco prices fell, a growing number of young men free of their indentures could not find work or afford their own land. They were poor and disruptive, and they frequently moved from place to place. They also resented the landed gentry and were considered a threat to authorities. The landowners tried to prevent the growth of this group, usually by lengthening the terms of service, but by the end of the 1670s planters recognized that slavery afforded them better and longer control of labor.

The switch to slave labor occurred slowly in the Chesapeake region. Between 1650 and 1690, most planters were not very wealthy and could afford only a few slaves. Africans were often kept as bondservants for a few years and then freed, much like indentured servants. As long as there was a supply of indentured servants, there was little reason to go to the expense and bother of importing large numbers of Africans. The cost of buying enslaved Africans was also high for British landowners until 1667 because the Dutch and Portuguese controlled the African slave trade.

As the supply of servants decreased, the supply of enslaved Africans increased. Better working conditions in England (higher wages and more jobs) and a decrease in the birth rate led to fewer indentured servants. When tobacco prices were low, few potentially indentured servants wanted to come to the colonies because opportunities for wealth

had dwindled. England also began to control the African slave trade, especially with the establishment of the Royal African Company in 1672. As a result, the ratio of slave prices to servant prices fell.

Both Maryland and Virginia shifted from servant labor to slave labor during the 1680s. In 1660, approximately 1,700 Blacks lived in Maryland and Virginia; by 1680, the number had increased to about 4,600. Twenty years later, 13,000 Blacks lived in the two colonies, nearly all of them slaves. Free Whites still made up the majority of tobacco laborers in 1700, but enslaved Blacks would eventually become the source of labor preferred by planters. They were as productive as Whites. They were also workers for life, and their children could be enslaved as well.

The largest planters, who were concentrated in tobacco-growing areas along the Chesapeake Bay and its tributaries, owned the majority of African American slaves. They hired overseers who disciplined the slaves and maximized their productivity. These overseers often came from the group of young, landless white men, some of whom had been indentured servants themselves. In Maryland, however, the largest group of landowners owned no servants or slaves; they were farmers with small plots of land that they worked by themselves with their families.

Colonial society controlled the lives of indentured servants and slaves. Legislatures passed laws that governed the relationships between masters, servants, and slaves. These laws clearly protected the masters' investments and worked to maximize the owners' use of the labor. They also protected White indentured servants from the worst physical abuse. For example, if the planter violated the custom of the country or the terms of the contract, he or she could be sued by the servant. Except in the earliest period, Africans had no such rights.

This lesson uses a primary source document to teach students how Maryland's colonial government enacted laws that controlled labor supplied by both servants and enslaved people.

Lesson Development:

1. **Motivation:** Display Student Resource Sheet 1, Indenture Contract "The Forme of Binding a Servant."
Ask: What is this? What are the terms of this contract? What situation(s) might lead a person to agree to this type of contract? Discuss.
2. Tell students that they will be examining the difference in treatment between indentured servants and enslaved people in Maryland.
3. Introduce the terms "indentured servants" and "enslaved people" to the students. Using the information from the **Teacher Background**, be sure students explain how the two groups were different. Also, students should know that some Africans came to the colonies as indentured servants and did not become slaves until later.

4. Divide the class into groups of four, and give each group a copy of Student Resource Sheet 2, Tobacco and Labor in the Chesapeake Colonies, and a sheet of 12" x 18" construction paper. Tell students to cut the paper in half horizontally in "hot-dog style." Then have them glue the two pieces of paper together to form a 36" strip. Tell students to cut out the event textboxes. Next, they should glue the event textboxes in chronological order on the strip.

Extension Activity: Review with students the definitions of the words "political," "economic," and "social." Have students examine the events that took place on the event textboxes in Maryland during the 1600s, and tell them to identify the focus of the event as being political (P), economic (E), or social (S).

5. Discuss the information by asking the following questions:
 - Why were workers needed in Maryland and Virginia between 1600 and 1700? (*to provide labor for the tobacco fields*)
 - How many years passed from the time Virginia successfully grew tobacco until the first settlers came to Maryland? (*22 years*)
 - In 1634, Maryland and Virginia used tobacco either as money or as a cash crop. What is a cash crop? (*a product grown for sale and not for the planter's own use*)
 - What happened in a Virginia court in 1640 that demonstrated that black and white servants were treated differently? (*Two white servants had their years of service extended because they ran away. The black servant who ran away became a slave for life.*)
 - What law did Virginia pass in 1642? What does this law tell us about what was happening to servants and enslaved people? (*Legislation was passed to stop helping runaways. An individual could be fined 20 pounds of tobacco for each night he or she harbored a runaway.*)
 - What was the increase in the production of tobacco from the late 1630s to 1700? (*more than tripled from 10 million to 38 million pounds*)
 - What was the increase in the number of Blacks in Virginia from 1640 to 1700? (*15,850*) In what decade did the largest numeric increase occur? (*1690-1700; +6,655*)
 - What was the increase in the number of Blacks in Maryland from 1640 to 1700? (*3,200*) In what decade did the largest numeric increase occur? (*1690-1700; +1,058*)
 - What is the relationship between growing tobacco and the number of Blacks in Maryland and Virginia? (*As tobacco production increased so did the number of Blacks.*)

Extension Activity: Students may also graph data about tobacco production and the number of Blacks living in the Chesapeake colonies. Information from the **Teacher Background** can be used to discuss more fully with students the change from servant to enslaved labor in growing tobacco in the region.

6. Tell students that from 1640 to 1680 most of those who were brought to Maryland as laborers were indentured servants. In the 1680s the number of indentured servants declined, and consequently tobacco planters invested in more enslaved Africans. An enslaved person often cost more than an indentured servant initially, but slaves were bought for a lifetime of labor with the possibility of having children who would also be enslaved.
7. Give each group of students **Student Resource Sheet 3**, “Servants and Slaves. Runaways.” Tell students that this is a primary source document written in 1699 by the Maryland legislature. It contains laws related to servants, enslaved people, and runaways. Tell students that the vast majority of servants in the colony at the time were indentured servants. Tell students that while these laws applied only to Maryland, such regulations were often copied from those developed in other colonies. Tell students that as they read these laws, they will find that some laws applied only to servants, some only to enslaved people, and some to both. When either a servant or an enslaved person left the master without permission, he or she was considered a “runaway.”
8. Give each group 20 strips of paper cut 11” x 2”. Show the overhead transparency with Law I from Student Resource Sheet 3. Read the law with the students, and ask them to explain in their own words what this law says and to whom it applied. Ask one student from each group to write the group’s explanation on one of the strips of paper and to leave 1” at each end of the strip. Only one explanation needs to be written by each group. (See suggested explanations of the laws on Teacher Resource Sheet 2.)
9. Show an overhead transparency of Laws II and III. Discuss these two laws, and have students in each group write an explanation of each law on a strip of paper.
10. Read and discuss with the students Laws IV through VIII. Have students in each group continue to take turns writing an explanation of each law on a strip of paper.
11. Have individual students read the remaining laws and complete the strips with their explanations. *(Note to the teacher: Based on the ability of students, some of the longer, more complex laws could be omitted, or students could be given some of the suggested explanations from Teacher Resource Sheet 2 and be asked to match the items. Laws XX and XXI are omitted from this lesson due to their sensitive sexual nature. The complete document is available online from the Maryland State Archives. See **Resources**.)*
12. As a class, discuss the remaining laws with the students, and focus on the following questions:
 - What aspects of the lives of the servants and the slaves were controlled? *(their travel, their trade or barter, their time of service, their children [children of slaves would be slaves])*

- Identify the laws that are positive for the servants. *(a servant's term of service could not be made longer unless as punishment [did not apply to slaves]; when term of service was successfully completed, servants were given clothing, tools, and a gun; women servants received food and clothing; if a servant had been denied food, clothing, shelter, rest, and reasonable work three times, he or she could be set free)*
- Are there any laws that are positive for slaves? *(no)*
- What other groups of people were affected by these laws? *(those who helped runaways or traded with them without permission could be punished and forced to pay a fee, Native Americans or others who returned a runaway would receive a reward)*
- Why do you think so many regulations were made to govern servants and slaves? *(to protect the investment of the landowner, to maximize the work each servant or slave would do)*

Alternative Activity: Play a matching game with the laws (Student Resource Sheet 3) and the explanations given (Teacher Resource Sheet 2) by copying Teacher Resource Sheet 2 for the four groups above and cutting out strips of each explanation and giving them to students to match them with the laws.

13. Assessment: Have students complete Student Resource Sheet 4, "Labor and Laws in Maryland, 1699."

Alternative Assessment: Have students complete a Venn diagram by identifying aspects of the laws that are unique to each group and similarities in treatment between the two groups.

14. Closure: Have students make a chain with the strips of paper and use it to explain the regulations that governed the lives of servants and slaves in Maryland.

Thoughtful Application:

Tell students: "Growing tobacco changed society in the Chesapeake colonies in the 1600s and 1700s. Cotton, another labor-intensive crop, changed our society in the 1800s, when it was grown in great quantities in the South. What do you think happened to labor as a result of growing more tobacco?" *(more slaves were imported and more laws were enacted that affected their lives)*

Lesson Extension:

- Visit the Reginald F. Lewis Maryland Museum of African American History and Culture in Baltimore.
- Visit the Godiah Spray Plantation in historic St. Mary's City, Maryland.

Answer Key

1612 – Tobacco is successfully grown as a cash crop for the first time in Virginia. Before the end of the decade, tobacco is the colony's largest export.

1618 – Virginia produces 20,000 pounds of tobacco. No settler ignored the profitable tobacco trade.

1619 – A Dutch ship sells some 20 Africans (probably from the West Indies) to the colonists in Jamestown. At first Blacks made up a small part of the workforce since most labor was performed by white indentured servants. These Africans probably worked as indentured servants.

1622 – Virginia produces 60,000 pounds of tobacco.

1625 – Virginia's census lists only 23 Blacks, reflecting tobacco planters' continued use of indentured servants rather than imported Africans.

1627 – Virginia produces 500,000 pounds of tobacco.

1629 – Virginia produces 1.5 million pounds of tobacco. It was traded for manufactured goods and other items from Europe.

1634 – Maryland is founded. Both Maryland and Virginia use tobacco as money to pay wages, taxes, and fines.

1636 – 3,000 of the 5,000 persons living in Virginia came to the colony as servants, most of whom are indentured.

Late 1630s – An average of 10 million pounds of tobacco are produced by the Chesapeake colonies of Maryland and Virginia.

1640 – About 20 Blacks live in Maryland and 150 Blacks live in Virginia. The Virginia court punishes black servants more harshly than white servants. In one case, two white servants had to work an extra year beyond the end of their contract. The black servant, John Punch, who ran away with them, had to serve the master for the rest of his life.

1642 – Virginia passes legislation to stop helping runaways. Individuals could be fined 20 pounds of tobacco for each night they harbored a runaway.

1650 – 405 Blacks live in Virginia; 300 in Maryland.

1660 – 950 Blacks live in Virginia; 758 in Maryland.

Teacher Resource Sheet 1b

1662 – King Charles II charters a company to import African slaves to the colonies.

1664 – Maryland recognizes slavery as legal.

1670 – 2,000 Blacks live in Virginia and 1,190 in Maryland.

1672 – Planters in the Chesapeake colonies export 18 million pounds of tobacco.

1680 – 3,000 Blacks live in Virginia and 1,611 in Maryland.

1683 – Maryland and Virginia export 21 million pounds of tobacco.

1690 – 9,345 Blacks live in Virginia and 2,162 in Maryland.

1694 – The Chesapeake colonies export 27 million pounds of tobacco.

1700 – Chesapeake colonies export 38 million pounds of tobacco. 16,000 Blacks live in Virginia and 3,220 in Maryland; most of these are enslaved.

Suggested Explanations of Laws I-XX

- I. Servants and enslaved people cannot travel more than ten miles away from the master's house without a note from the master. If they do, they could be captured as runaways.
- II. Servants will have to serve an extra 10 days for every day they are away from the master's house.
- III. If a freeperson knowingly keeps a runaway, that person will be fined five pounds of tobacco for each night the servant is missing from the master's house. 2 1/2 pounds would be given to the King and 2 1/2 pounds to the person who informed the government.
- IV. An indentured servant or enslaved person not known to others or traveling without an official pass out of the county in which he or she lives is considered a runaway.
- V. A person who returns a runaway traveling without a pass or unknown to others will be awarded 200 pounds of tobacco by the master.
- VI. If a Native American turns in a runaway to the magistrate, he will receive a reward for doing so.
- VII. If a runaway is caught, he or she will be held in jail in the county where caught until court is held. The adjacent counties will be given names of people caught so their owners will know where their servants are.
- VIII. When a male servant's time for service is completed, he is given clothing, two hoes, an ax, and a gun. Female indentured servants will be given clothing and three barrels of corn.
- IX. If a person transports an indebted resident without a license or pass out of the Province, that person will have to pay the debts of that resident. Any one who takes away an apprentice, servant, or slave has to pay the master three times the damages and costs unless that person is returned.
- X. No one can trade or barter with another person's servant or slave without the master's permission to do so. The person doing so will be fined 2,000 pounds of tobacco, one-half to be paid to the King and the other half to the master.
- XI. If the value of the goods traded or bartered in Law X exceeds 1,000 pounds of tobacco, the person whose goods were traded shall get the value returned. If not possible, the person who cannot replace the value will be whipped 30 times on the bare back.

XII. A servant imported to a province without a bond of indenture will have to work five years if above the age of 22; six years if between ages 18 and 22; seven years if between ages 15 and 18; and if under 15, he or she will work until reaching the age of 22.

XIII. If servants come to Maryland from Virginia, they will only serve the time they have remaining and no more.

XIV. Owners of servants arriving from Virginia who have more than five years of service to perform have six months to take him or her to the county court to have his or her age determined. Owners will be fined 1,000 pounds of tobacco if they do not do so.

XV. The term of indenture of servants transported into Maryland begins when the ship anchors.

XVI. Servants cannot be made to serve longer than the time agreed upon, but this law does not apply to “any negro or slave.”

XVII. When a person returns a Maryland runaway to Maryland from Pennsylvania or Virginia, that person will receive a reward of tobacco or money. Runaways will make payment to the owner when their service is completed or work ten days for each day missed.

XVIII. If servants are mistreated (given insufficient food, clothing, or shelter, or forced to do unreasonable labor), the owner or overseer will be fined no more than 1,000 pounds of tobacco, for the first two offenses. If it happens a third time, the servant is set free.

XIX. All Blacks and other enslaved people who are imported into Maryland—and their children—shall be enslaved as long as they live.

XX. [omitted due to sensitive nature of the law]

XXI. [omitted due to sensitive nature of the law]

XXII. Complaints between masters and servants can be settled by the Provincial and County Courts. No judgment of the court can be reversed provided that the defendant was legally called and was not condemned without having a chance to speak.

Indenture Contract

The forme of binding a servant

This indenture made the day of in the yeere of our
Sovereigne Lord King Charles, etc. betweene of the
one party, and on the other party, Witnesseth,
that the said doth hereby covenant promise, and grant, to
and with the said his Executors and Assignes, to serve him
from the day of the date hereof, untill his first and next arriv all in Maryland;
and after for and during the tearme of yeeres, in such service and
impleyment, as the said or his assignes shall there
imploy him, according to the custome of the Countrey in the like kind. In
consideration whereof, the said doth promise and grant, to and
with the said to pay for his passing, and to find him with
Meat, Drinke, Apparell and Lodging, with other necessaries during the said
terme; and at the end of the said terme, to give him one whole yeeres provision
of Come, and fifty acres of Land, according to the order of the countrey. In
witness whereof, the said hath hereunto put his hand and seale,
the day and yeere above written.

Sealed and delivered in the presence of

From "Meet John Halfhead," part of a series of lessons and activities prepared by Historic St. Mary's City for use in the study of Maryland's colonial beginnings.

From "The Forme of Binding a Servant" [Contract of Indenture], from Jerome Hawley and John Lewger, *A Relation of Maryland* (1635), reprinted in John Gilmary Shea, "Introduction" in *A Character of the Province of Maryland*, George Alsop (New York: William Gowans: 1869), p. 419.

Student Resource Sheet 2a

Labor and Tobacco in the Chesapeake Colonies

1634

Maryland is founded. Both Maryland and Virginia use tobacco as money to pay wages, taxes, and fines.

1642

Virginia passes legislation to stop helping runaways. Individuals could be fined 20 pounds of tobacco for each night they harbored a runaway.

1622

Virginia produces 60,000 pounds of tobacco.

1650

405 Blacks live in Virginia; 300 in Maryland.

1625

Virginia's census lists only 23 Blacks, reflecting tobacco planters' continued use of indentured servants rather than imported Africans.

1612

Tobacco is successfully grown as a cash crop for the first time in Virginia. Before the end of the decade, tobacco is the colony's largest export.

1619

A Dutch ship sells 20 Africans (probably from the West Indies) to the colonists in Jamestown. These slaves probably worked as servants.

1672

Planters in the Chesapeake colonies export 18 million pounds of tobacco.

1636

3,000 of the 5,000 persons living in Virginia came to the colony as servants, most of whom were indentured.

1627

Virginia produces 500,000 pounds of tobacco.

Late 1630s

An average of 10 million pounds of tobacco are produced in the Chesapeake colonies of Maryland and Virginia.

1618

Virginia produces 20,000 pounds of tobacco. No settler ignored the profitable tobacco trade.

1700

Chesapeake colonies export 38 million pounds of tobacco. 16,000 Blacks live in Virginia and 3,200 in Maryland; most of these are enslaved.

1629

Virginia produces 1.5 million pounds of tobacco. It is traded for manufactured goods and other items from Europe.

1662

King Charles II charters a company to import African slaves to the colonies.

Student Resource Sheet 2b

1640

About 20 Blacks live in Maryland, and 150 Blacks live in Virginia. The Virginia court punishes black servants more harshly than white servants. In one case, two Whites had to work an extra year beyond the end of their contract. The black servant, John Punch, who ran away with them had to serve the master for the rest of his life.

1670

2,000 Blacks live in Virginia; 1,190 in Maryland.

1664

Maryland recognizes slavery as legal.

1694

The Chesapeake colonies export 27 million pounds of tobacco.

1683

Maryland and Virginia export 21 million pounds of tobacco.

1660

950 Blacks live in Virginia; 758 in Maryland.

1690

9,345 Blacks live in Virginia; 2,162 in Maryland.

1680

3,000 Blacks live in Virginia; 1,611 in Maryland.

Servants and Slaves. Runaways.

An. 11. W. 3. 1699. p. 95.

I. No Servant or Slave shall travel above 10 mile from his Masters House, without a Note under the Hand of his Master or Overseer, under the Penalty of being taken-up for a Runaway.

II. Any such Servant absenting from his or her Master or Mistress, shall serve 10 days for every one days absence.

III. Any Person that shall wittingly and willingly detain any Servant unlawfully absenting himself, shall be fined 5 l. of Tobacco for every night that such Person shall entertain such Servant, half to the King, half to the Informer.

IV. Any person travelling out of the County where he or she lives or resides, without a Pass under the County Seal (for which is to be paid 10 l. of Tobacco, or 1 s. in Money) such person, not being sufficiently known, or able to give a good account of himself if apprehended, shall be deemed and taken as a Runaway.

V. Whoever takes up a Runaway travelling without a Pass, and not able to give a good Account of himself, shall have 200 l. of Tobacco, to be paid by the Owner of such Runaway, or such other satisfaction as the Justices shall think fit.

VI. And if one of our Neighbouring Indians takes up or seizes a Runaway Servant, and brings him before some Magistrate, he shall have a Reward or a Matchcoat paid him, or the Value thereof.

VII. When any person apprehends or seizes a Runaway, he shall bring,, or cause him to be brought before the next Magistrate, who shall take him into his Custody, or otherwise secure him, until such a person so seized shall give sufficient Security to answer the Premises at the next Court for the County, and make satisfaction to him that seized him; and that notice may be given to the Master or Mistress of such Runaway, the Justices of that County shall cause a Note of the Runaways Name to be set up at the next adjacent County Courts, at the Provincial Court, and at the Secretaries Office, that all persons may view the same, and see where such their Servants are.

VIII. Every Man Servant shall have given him at the time of the expiration of his Service, one new Hat, a good Cloath Suit, a new Shift of White Linnen, a pair of new French full Shooes and Stockings, two Hoes, and one Axe, and one Gun of 20 s. price, not above 4 foot Barrel, nor less than 3 and a half. And every Woman Servant shall have given her at the expiration of her Servitude, the like Provision of Cloaths, and 3 Barrels of Indian Corn.

IX. Whoever shall transport, or cause to be transported or convey'd away out of this Province, any Inhabitant indebted here, and not having a sufficient License, or Pass, shall be liable to pay all such Debts, Engagements, or Damages, which the person conveyed away was liable to satisfie to any person in this Province, unless the same be otherwise satisfied in some convenient time, or that in shore time he procure the person so convey'd away to return again. And whoever shall entice, or privately carry away any Apprentice, Servant or Slave, shall for every such Offence forfeit and pay to the Imployer of such Apprentice, Servant, or Slave, treble Damages and Costs.

X. No person shall trade, barter, or any ways deal with any Servant or Slave belonging to any Inhabitant within this Province, without leave first had of the Master., Mistress or Overseer, under the Penalty of 2000 l. of Tobacco, one half to the King, the other to the Master, &c.

XI. If the Goods so traded or bartered as aforesaid shall exceed the sum of 1000 l. of Tobacco, the Party whose Goods shall be imbezled or barter'd away as aforesaid, shall have his Action of Law for the Damage sustain'd; against the person so dealing and bartering for the same. And in case the person so offending shall not be able to satisfie the same, then he shall be bound over by some Justice of the Peace, to appear at the Provincial or County Court, where upon Conviction he shall be punished, by whipping on the bare Back with 30 stripes.

XII. A Servant Imported into this Province, without Indentures, if above the age of 22 years, shall be obliged to serve 5 years, if between 18 and 22, 6 years; if between 15 and 18 years, 7 years; if under 15, he shall serve till he attains the Age of 22 years.

XIII. Servants transported hither from Virginia, shall compleat their time of Service here, which they should have performed there, and no more.

XIV. All Owners or keepers of any such Servant as aforesaid, shall within 6 months after the receiving such Servant into their custody (if they claim more than 5 years service of such Servant) bring him or her into the County Court, where the age of such Servant shall be judged and entred upon record, under the Penalty of 1000 l. of Tobacco, to the King for support of the Government, &c.

XV. All Servants transported into this Province, shall have their time of Service commence from the first Anchoring of the Vessel within this Province, any Law or Custom to the contrary notwithstanding.

XVI. No Indenture made by any Servant during the time of his Service, shall any ways oblige such Servant for longer time, than by his first Indenture, or determination of the Court, shall be limited. Provided this Act shall not give any benefit to any Negro or Slave.

XVII. For all Runaway Servants or Slaves that shall be taken up in Pensilvania or Virginia, and from thence brought into this Province, and deliver'd to a Magistrate, the person who brings them shall have paid him by the Owner of such a Runaway 400 l. of Tobacco and Cask, or 40 s. in Money; except Servants or Runaways brought from Accomack into Somerset County, or from the side of Virginia next the River Potomack; and for such, only 200 l. of Tobacco, or 20 s. And such Runaway, when free, shall make satisfaction by Service or otherwise, more than 10 days for one, as the Court shall adjudge, &c.

XVIII. If any Master, Mistress, or Overseer of any Servant, shall deny sufficient Meat and Drink, Lodging and Cloathing, or unreasonably labour them beyond their Strength, or debar them of necessary Rest and Sleep, the same being sufficiently proved in the County Court, the Justices may fine such Offender for the first and second Offence as they please, not exceeding 1000 l. of Tobacco to the King; and for the third offence, set such Servant so wrong'd at Liberty, and free from Servitude.

XIX. All Negroes and other Slaves imported into this Province, and their Children, shall be Slaves their Natural Lives.

....

XXII. The Provincial and County Courts may hear and determine any complaints between Masters and Servants by way of Petition, give Judgment, and award Execution upon the same. And upon Appeal no such Judgment shall be reversed for any matter of Form, &c. Provided it appears by Record, that the Defendant was legally summoned, and not condemn'd unheard, &c.

Labor and Laws in Maryland, 1699

Complete the box below by describing the effects of the labor laws on servants and slaves working in Maryland in 1699.

