

## LABOR SYSTEMS IN THE COLONIAL ERA

### LESSON DESCRIPTION

In this lesson students will learn about three of the major forms of labor patterns in the English colonies during the colonial period by comparing primary documents such as contracts, bills of sale, and advertisements. Additionally, they will learn the major effects these forms of labor had on the colonies by reading informational passages, participating in role play, and problem solving.

### RATIONALE

#### **Historical**

Understanding early American labor systems is an important aspect of American history. Workers have been the backbone of development and progress from the earliest contact and finding sources of labor has been a major goal ever since. Today's children need to learn who made up the changing work force, where the workers came from, what their commitment entailed, and the impact of their situation on the culture of that period. Students will become familiar with the patterns that have built a firm foundation for the labor systems found in the United States today.

The most obvious approach to discover this information is to interview the key players. Since that is not possible, using the words, records and images they left is the next best option. But the use of words and images has its drawbacks, for their true interpretation can only be made by the performers themselves. It is up to contemporary historians to interpret the remaining records of their lives to tell their stories. However, these voices from the past often seem contradictory or one-sided. Students must be taught to not only understand that biases exist, but to question why and how they came to be. Thus, a slave master might justify human ownership from biblical scriptures or as the logical extension of indentured servitude.

The study of early labor systems allows us to understand the issues that have affected past cultures and economies and continues to affect populations today. The study of labor systems explains why the United States became what it is today and what the ramifications of its future might be. Students will identify, compare and contrast various primary sources to gain background knowledge of various labor systems. Additionally, students will role play the various people making up the labor system.

#### **Literacy**

Building vocabulary is one of the major factors of reading comprehension as well as a key to student success. Using activities that build background knowledge for historical content reading is one key to help students understand the concepts and facts they encounter in their reading. It is important to understand the vocabulary of reading passages in order to construct historical knowledge so that students may successfully communicate their learning. A strategy called Possible Passages has been utilized because there may be words that are difficult. This strategy uses contextual clues to determine meaning.

Students also need to construct meaning from reading texts. In the case of historical texts, that meaning might not be obvious to the reader and strategies in inferencing are needed. Using cooperative groups to interpret and organize data helps build a strong learning community that

encourages inferential thinking with an understanding that interpretation is a matter of opinion based on evidential support. These activities will help students gain confidence in gathering data, organizing, interpreting, and communicating data in both oral and written form. Reading aloud from a picture book builds collective background knowledge as well as provide a visual representation of historic periods that can be interpreted. Reading from primary sources forces the students to critically understand perspectives and view points. Jigsaw strategy allows many diverse readers the opportunity to cooperatively read and interpret text.

**GRADE**      4<sup>th</sup>-5<sup>th</sup> grade cluster

## **LESSON CONTENT**

The United States was built by the people who made up its labor forces. From the first contact, specific groups of people were forced or coerced into free and unfree labor situations because of various reasons: escape from debt, bound by slavery, or learning a trade. These systems were: indentured servants, apprentices, slaves, and contracted laborers in mills, mines, and factories.

Labor systems refer to the relationship of the worker to the master or employer. Workers might be bound by contract for specified time periods (sometimes subject to change) or by bill of sale. The responsibilities of the master or employer were specified either by contract or law (which was sometimes blind to the plight of the laborer).

### **Types of Labor Systems**

Indentured *Servitude* existed in Europe long before the American colonies became settled. English law limited service to one year, and servants who were unable to pay after a year might be imprisoned in debtors' prison. For many desperate people, indentured servitude was the only choice. For some, the voyage to the colonies was paid by an agent and the indentured servant would journey to America. In the colonies, the indenture might be so involuntarily sold several times even though English law declared that the servant must agree to the transfer. Colonial law was based on English law but differed to meet the economic needs of the planters. Early members of the Virginia House of Burgess were themselves not trained in the law and although attempts to maintain the integrity of English law were made, concessions to the needs of the local economy had to be accommodated. These early laws also attempted to regulate the social and moral behavior of servants. Many indentured servants had their terms extended because of small infractions of the law or other incidents that might cause the need for restitution (Library of Virginia/Plymouth). This extension provided the planters with longer labor terms. Additionally, early colonial law stipulated a *promise* due at the end of the term which was often ignored. It should be noted that in the early days of the colony there were successful indentured servants who fulfilled the terms of their contracts and went on to become wealthy planters by investing their promise due and/or marrying up the social ladder. An example of a successful indentured servant was Samuel Dickinson, father of John Dickinson, signer of the Declaration of Independence from Pennsylvania (Delaware State Museums, John Dickinson Mansion).

Apprentices are defined by the Oxford Dictionary as "one who is bound by legal agreement to serve an employer in the exercise of some handicraft, art trade, or profession for a certain number of years in which the employer is reciprocally bound to instruct him." Some historians interpret the apprenticeship system as a form of indentured servitude, being bound by the constraints of a contract. For the purpose of this lesson, however, apprenticeship will be considered as a separate form (Library of Virginia/Plymouth). The vast majority of persons who

were bound to apprenticeships were young male children. The contracts were most likely signed by parents and tradesmen. In the majority of situations, the apprentice would contractually reside with the employer with food, clothing, and lodging as part of the agreement. Apprentices were most often paid a small wage and records indicate they or their parents would bring charges against masters who battered, abused or withheld contracted goods. As the term of service would end, the master would usually provide the apprentice with the stipulated property and the tradesman and apprentice would part company amicably.

*Slavery* as an institution was not present at the inception of the colonies though it was introduced early on. Attempts were made to enslave the Native American populations but proved unsuccessful. Native Americans were difficult to control (avenues of escape were self-evident), were susceptible to disease, and the repercussions of abuse were feared. The first shipment of Africans arrived in Jamestown in 1619 and became indentured servants. It was not until later in the 17<sup>th</sup> century that the popular conception of a racial-based system developed (Association for the Preservation of Virginia Antiquities, Richmond, VA). As the success of tobacco grew, so did the need for more laborers since the production of this crop is very labor intensive (see Role Play Descriptions). The first slave auction was held in Jamestown Square in 1638 and became lawfully institutionalized from the 1640's on. Black freedmen lived in fear of enslavement until the Emancipation Proclamation in 1864. After, 1691, freed black slaves were banished from Virginia. Whipping and branding were applied early and viciously (Robinson). There was no expected release, promise due, or legal reprieve (perpetual servitude). Slaves were considered mercantile and movable property, chattel. A child born of a slave would be a slave. This would assure the institution would grow which it did even after the slave shipments were outlawed in 1808.

### **CONCEPTS ADDRESSED**

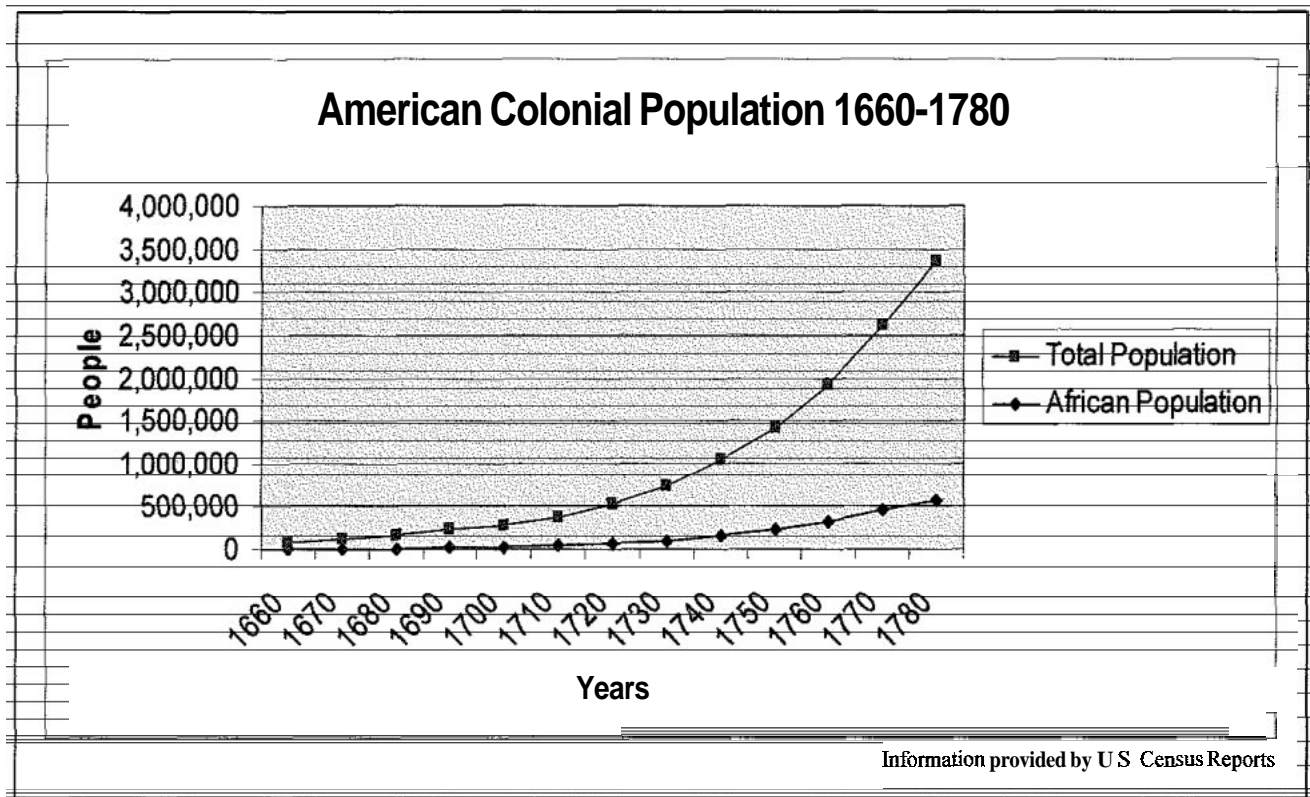
- Identifying primary and secondary sources of contractual and slave systems
- Compare and contrast primary and secondary sources
- Identifying the cause and effect of labor needs in Colonial America
- Inferencing the effects on the economy and culture of labor systems in Colonial America

## ASSESSMENT

### **Benchmark Statement:**

#### **History Standard One (grades 4-5)**

Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors,



### **Extended Response Prompt:**

Select any time period on the graph above and explain why the African Population continued to change. How might other labor systems have affected the growth of the African Population?

### **Possible Desired Responses:**

*From 1700 to 1710, the African Population continued to increase*

- *because of the increased land used for growing tobacco*
- *slaves were considered to be a cheap source of labor*
- *fewer indentured servants were arriving in Virginia and many had already completed their terms of service*

### Rubric

2 = This response gives a valid conclusion with an accurate and relevant explanation.

1 = This response gives a valid conclusion with an inaccurate, irrelevant, or no explanation.

0 = inaccurate or no response

## ASSESSMENT

### **Benchmark Statement:**

#### **History Standard 2**

Students will identify artifacts and documents as either **primary** or **secondary** sources of historical data from which historical accounts are constructed,

<p><b>ONE CENT REWARD.</b> Ran away from the subscriber, on the 19th of November, an indented apprentice by the name of BULKLEY W HAYES. This is to forbid all persons harboring said boy on my account, on penalty of the law. MATTHEW DUTY. Hartford, Dec. 5th, 1850. 3:51</p>	<p><i>Nineteenth century apprentices were sometimes unhappy with their situations and ran away. Their masters would place an ad in the newspaper and offer a reward for their return. Helping a runaway was against the law.</i></p>
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**A**

**B**

Looking at the two documents above, decide which would be a primary source if the topic to be studied was apprentices

- a B because it is an old type of print
- b A because it is a picture of a runaway
- c A because it is from a newspaper dated 1850
- d B because it is about apprentices in the nineteenth century

**Correct Response:**

  C

## STUDENT VOCABULARY

<i>indentured servant</i>	<i>A name that describes a labor system that a person enters by contract for a specific amount of time</i>
<i>labor shortage</i>	<i>The lack of workers needed for increased demand of tobacco and other products</i>
<i>tobacco</i>	<i>A crop grown in the Chesapeake region that requires a large labor force for successful planting and harvesting</i>
<i>freemen</i>	<i>A white male who has no legal obligation to work for another</i>
<i>contract</i>	<i>A written document that explains the terms of the labor relationship</i>
<i>promise due</i>	<i>The goods or land that were to be awarded to a servant at the successful completion of their contracted term</i>
<i>apprentices</i>	<i>A name that describes a labor system that a person would enter by contract for a specific amount of time in order to learn a trade</i>
<i>trades</i>	<i>A name given to a skilled job (cooper, printer, silversmith)</i>
<i>bind</i>	<i>To legally hold a person in servitude, apprenticeship, or slavery</i>
<i>slavery</i>	<i>A name that describes a labor system that a person enters without contract that is perpetually binding</i>
<i>chattel</i>	<i>Person or products owned by another person</i>
<i>perpetual servitude</i>	<i>A name that describes the length of service of a <u>Virginia</u> slave</i>

## **LESSON ONE:**

### **Language Arts Standard 2 (grades 4-5)**

#### **Benchmarks addressed:**

Students will be able to develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by:

- using context clues to determine the meanings of words
- using reference works, technology, and human resources to learn the meaning of unknown words

**Materials:** Vocabulary List (Appendix A)  
Vocabulary reading (Appendix B)

**Objective:** Students will develop a working knowledge of the words they will encounter in this unit

#### **Day 1**

##### **Procedures:**

- 1 Prepare students to work in groups of 3 or 4
- 2 Explain that the students will be starting a new unit of study and the words they are going to learn will help them understand the unit better
- 3 Pass out copies of Vocabulary List (Appendix A)
- 4 Say the words out loud having the students repeat for correct pronunciation
- 5 Instruct student groups to verbally discuss and define the words to their best understanding
- 6 Students will work in groups to create a writing sample that includes all of the words (they may add prefixes, suffixes or change the word tense)
- 7 When completed, student groups share their writings with the class
- 8 Together as a group, students share the contextual clues they used to try to identify the meanings of the words
- 9 On an overhead, or by providing copies of the Vocabulary reading (Appendix B), students then adjust their definitions
- 10 Share the accurate meanings of the words together Words might be added to a Word Wall or word patterns might be discussed if applicable
- 11 Students should add words to their journals or writing folders if applicable

**Assessment:** Teachers might assess student understanding by asking students to find a partner and tell each other what each term means On a signal, students find a new partner for each new word Monitor student understanding

## **LESSON TWO:**

### **History Standard 1 (grades 4-5)**

#### **Benchmarks addressed:**

- Students will study historical events and persons within a given time-Same in order to create a **chronology** and identify **related cause-and-effect** factors

### **History Standard 2 (grades 4-5)**

#### **Benchmarks addressed:**

- Students will identify artifacts and documents as either **primary or secondary** sources of historical data **from** which historical accounts are **constructed**
- Students will examine historical materials **relating** to a **particular** legion, society, or theme; **chronologically arrange** them, and analyze change over time

### **Language Arts Standard Two (grades 4-5)**

#### **Benchmarks Addressed:**

Using appropriate texts, students will be able to demonstiate an overall understanding of oral and printed texts by

- **Organizing** the important points of the text via summaries, outlines, and/or **graphic organizers**
- **Comparing** information between and within texts
- **Relating** the content of the text to leal-life situations

**Objective:** Students will identify **primary** sources and compare information about **indentured servants, appientices, and slaves**

**Materials:** Package of colored sticky dots (Colors needed: Red, Yellow, and Green)

(1) Marker (black)

(1) Sheet of chart paper

Packets containing the following for each group:

Handouts S1-S19 (slavery primary sources for each student in a group)

Handouts I20-I27 (indentured servant sources for each student in a group)

Handouts C30-C33 (apprentice sources for every student in class) as listed in Appendix C

1 Poster **(I - See Appendix C)** (Either as handbills or as a large poster displayed)

3 Index cards labeled **INDENTURED SERVANT, SLAVE,** and

**APPRENTICE** per student Each card should have the following questions:

- 1 What are the terms of service or contiact?
- 2 What were the duties or service?
- 3 How did this position affect their family life?
- 4 What would be liked about this position?
- 5 What would be disliked about this position?

## **Day 2**

### **Procedures:**

- 1 As students **enter** the classroom in the **morning** have students select a colored sticky dot The student will read **instructions** on the **board** to place the colored dot beside their name on the chart posted at the front of the room



The above chart will have a listing of the children's names on the left. A column will be marked-off for the children to attach their colored sticky dots. A third column will be used to record tally marks.

During the course of the day the teacher will place tally marks beside the students with yellow or green dots. The dots will represent:

Red – slave. No record of tallies will be recorded. The slave (red dots) will be ignored in recording tally marks since they were owned by the master and did not generally earn a paid income. Their service was for life unless sold or in some cases earned or given freedom,

Yellow – indentured servant. Tallies will be recorded for *infractions* in *behavior/room rules* and/or *homework/classwork* incompleting. Each tally will represent \$100.00. The total of indentured (yellow dots) will represent the amount owed due to passage to the colonies as contracted as an indentured servant.

Green – contracted (apprentice). Tallies will be recorded for *positive behavior/room rules* and/or *homework/classwork* completed. Each tally will represent \$100.00. This payment may be represented by green colored construction paper strips. Each bill represents \$100.00 or a year of service. The total of the contracted amount (apprentice) will represent payment for work completed in the service to the master tradesman or years of service to complete the apprentice contract.

Students will not be informed of the labor system on this day. They will only be informed that this process will give us information for the following day's activities. This role-play activity will give the students a sense of the labor system and the emotions interwoven in the society of that time.

2. Review the vocabulary understanding from the previous day especially:  
(See previous lesson for definitions)

Slavery

Indentured Servant

Apprentice

Volunteers will pronounce the word and give a working definition.

Additional volunteers will use a word correctly in a sentence demonstrating understanding. (Informal evaluation of understanding)

3. The student population will be divided into three groups at three stations (Slave, Indentured Servant, Contracted Apprentice). Distribute the documents/packets to the three stations. At the stations will be found readings/documents for the students to read and examine.

4. The teacher should hold up an example of a document and ask if it is a primary source and why. *Students should recognize that it is a primary source because it was created at that time in history.*

- 5 The teacher brings to the students' attention that these documents (handouts) are primary sources. Ask the students to scan the documents for the following:
  - A document dated in the 1700's about slavery
  - A document written in *old or unfamiliar language of the time*
  - A document with spelling errors indicative of the times
  - A document in which the writer might be *identified*
  - A document with fancy *handwriting* written at the time of publication
  - A document with old type made at the time of publication
  - A newspaper clipping dated in the eighteenth century
  - A legal document that was written at *the* time it was dated (wills, contracts)
- 6 The teacher should explain that these characteristics are some clues to identifying primary sources but that what is most important is that it was created at that particular time in history
- 7 Collect the packets

### Day 3

#### Procedure:

- 1, Students will divide back into groups from previous day. Distribute the documents packets and index cards to the three stations. The students will be answering the following questions on the labeled index cards provided by the teacher:
  - 1 What are the terms of service or contract? (*amount of time to be served by contract or for life in the case of slaves*)
  - 2 What were the duties or service?
  - 3 How did this position affect their family life?
  - 4 What would be liked about this position?
  - 5 What would be disliked about this position?
- 2 Teacher will direct the students in each group to count off 1-5 (matching non-readers with stronger readers if groups have more than 5 students). Students who are #1's will look at all of the documents in their packets and answer question #1 on their index cards. Students who are #2's will answer question #2, etc. Allow 15-20 minutes for this activity.
- 3, Students in each group will meet together to verbally share their information (#1's will share with #2's, #3's, etc.)
- 4, Collect the packets and index cards for the following day,

#### ASSESSMENTS:

- Check student responses for accuracy of vocabulary
- Observe students understanding while working cooperatively

### **LESSON THREE:**

#### **History Standard 1 (grades 4-5)**

##### **Benchmarks addressed:**

- Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors

#### **History Standard 2 (grades 4-5)**

##### **Benchmarks addressed:**

- Students will identify artifacts and documents as either primary and secondary sources of historical data from which historical accounts are constructed
- Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time

#### **Language Arts Standard Two (grades 4-5)**

##### **Benchmarks addressed:**

Using appropriate texts, students will be able to demonstrate an overall understanding of oral and printed texts by

- Organizing the important points of the text via summaries, outlines, and/or graphic organizers
- Comparing information between and within texts
- Relating the content of the text to real-life situations

**Objectives:** Students will organize and compare information about indentured servants, apprentices, and slaves. Students will write their interpretation of the information. Students will participate in a role-play activity.,

**Materials:** Chart from the previous day with tallies  
(3) Charts – Organized with Slavery, Indentured Servant, or Apprentice across the top and the questions to be addressed spaced down the chart  
(1) Black marker  
Copies of (1-26) Indentured Servant Contract  
Social Studies Journal

#### **Day 4**

##### **Procedures:**

- 1 Retain the index cards to the students
- 2 The class will now synthesize the information the students collected from the questions by putting the information students learned on a chart

Example:

	Indentured Servants	Slaves	Apprentices
Question #1			
Question #2			
Question #3			
Question #4			
Question #5			

- 3 Ask students what information they learned about indentured servants' terms of service and write student response in the appropriate box *Response's will vary based on primary documents read* Continue with information about slaves and apprentices until the table is complete,
- 4 Ask student how the terms of service differed between the three labor systems *Servants and apprentices had a specific time of servitude Slaves entered the system for life,*
- 5 Continue asking students to compare their responses to questions 2-5. *Responses will vary according to the information taken from the primary sources and personal reflections*
- 6 Explain the chart from the previous lesson Explain the reason for the color dots and the consequences of the tallies

**Red** – slave No record of tallies will be recorded The slave (red dots) will be ignored in recording tally marks since they were owned by the master and did not generally earn a paid income Their service was for life unless sold or in some cases earned or given freedom,,

**Yellow** – indentured servant Tallies will be recorded for *infractions* in *behavior/room rules and/or homework/classwork* incompleting Each tally will represent \$100.00 The total of indentured (yellow dots) will represent the amount owed due to passage to the colonies as contracted as an indentured servant

**Green** – contracted (apprentice). Tallies will be recorded for *positive behavior/room rules and/or homework/classwork* completed. Each tally will represent \$100.00, This payment may be represented by green colored cut construction paper Each bill will represent \$100.00 or a year of service,, The total of the contracted (apprentice) will represent payment for work completed in the service to the master tradesman or years of service to complete the apprentice contract,,

- 7 The teacher will give out green construction paper tokens to those of the (green) apprentice class Ask those students involved how they feel? *Student responses will vary but generally will be somewhat negative in nature* If given the choice in these labor groupings how does this group fare? *Student responses vary*
- 8 Explain those who were yellow were indentured servants and owe the total of the tally they received in dollars Ask those students involved what are they would be expected to do according to the charted information? What about their masters? How might signing your name to a contract remove the controls you have with your own life?)
- 9 The students recorded in the slave labor force might be asked (What are your chances to gain freedom? Your situation is totally unfair because of what reasons?)
- 10 All students will write in their social studies journal or on paper They will express their thoughts concerning the emotional feelings and consequences of falling within the labor grouping they were apart of This writing should include information from the charting (formative assessment)

1. What are the terms of service or contract? (amount of time to be served by contract)

Slave

*life unless granted freedom or able to purchase freedom*

Indentured Servant

Possible might include:

*2 to 7 years in master's service*

*Free passage to America*

*Master provides food, clothing, and shelter during service*

*End of service receives land clothing, tools, and money*

*Can be whipped by master*

*Additional time can be added to service for breaking the law*

Contracted (Apprentice)

*4-7 years to pay for the value of training received*

2 What were the duties or service?

Slave

*Whatever was required*

Indentured Servant

*Must obey master*

Apprentice

Possible answers might include:

*Loyal to master*

*Do not lie about his master or allow others to speak badly*

*Do not leave his master's service without permission*

*Demonstrate moral behavior*

3 How did this position affect their family life?

Slave

*Families might be separated*

*Sold without notice*

Apprentice

*Not to marry during service*

*Possible separation from family*

4 What would be liked about this position?

Slave

*Food, housing, and clothing supplied*

Indentured Servant

*Training possible*

*Passage to America*

*Benefits after service of Master provides food, clothing, and shelter during service*

*End of service receives land clothing, tools, and money*

Apprentice

*Training for a life occupation*

*Learn to write and do arithmetic*

*Possible continued work as a journeyman*

5 What would be disliked about this position?

Slave

*Loss of all freedom and being purchased like an animal*

*Possible separation from family*

*Removed from native country*

*Abuse possible*  
Indentured Servant  
*Possible separation from family*  
*Not to have children during service*  
*Not have control over your life until the contract was completed*  
*Abuse possible*  
Apprentice  
*Not to marry during service*  
*Possible separation from family*  
*Abuse possible*

**ASSESSMENTS:**

Role-play discussion of questions  
Verbal participation in class sharing of information gathered  
Writing in journal (formative assessment)

## **LESSON FOUR:**

### **History Standard 4 (grades 4-5)**

#### **Benchmarks addressed:**

- Students will develop an understanding of selected themes in United States history, including:
  - Who are the American people? (demographic, immigration)
  - Important people in American history

### **Language Standard 1 (grades 4-5)**

#### **Benchmarks addressed:**

Students will be able to write expressive (author-oriented) texts both personal and literary, that

- Reveal self-discovery and reflection;
- Demonstrate experimentation with appropriate modes which could include narration and description

Students will write informative (subject-oriented) texts that

- exhibit appropriate modes which could include description, narration, classification, simple process analysis, and definition;
- contain information from primary and secondary sources, avoiding plagiarism

### **Language Standard 4 (grades 4-5)**

#### **Benchmarks addressed:**

Students will be able to use literature appropriate for age, stage, and interests, students will be able to

- connect their own experiences to those of literary characters identifying with characters based on a clear understanding of motivation

**Objectives:** Students will differentiate between an indentured servant and a slave Students will respond in writing to a text

### **Materials**

Molly Bannaker by Alice McGill, ISBN# 0-395-7228-X

The Amazing Life of Benjamin Franklin by James Cross Giblin, ISBN# 0-590-48534-2

Journal Entry Page in (Appendix D)

Classroom Map

Overhead transparencies and projector

### **Background Information for the Teachers:**

Molly Walsh was the grandmother of Benjamin Banneker. Molly is an exiled dairy maid from England sent to Maryland as an indentured servant. She left at 17 and found herself indentured for 7 long years under a master who was to give her food, clothing, and lodging. Her crime: stealing. As a dairy maid it was her job to milk the cows and one morning as she was doing so, one stubborn cow kicked the pail over and Molly was punished for the crime. Molly was not hung because the law stated that anyone who could read the Bible was spared from the gallows but was punished as such. At the end of her indentured state, she was given, an ox, tobacco and coin seeds, some other supplies and set free. She purchased a farm on the Patapsco River near Baltimore but running a farm was difficult for one woman. The neighbors saw her determination and helped her build a one room house. But, as much as she hated slavery, she knew she had to have help. Molly went into the town to the slave auction and saw a very regal

but angry looking black slave. She bought him and another one to help her on her farm. It turned out that he was an actual African prince (Bamba Ka). They worked the land together and fell in love. It was unusual for a slave to marry a master. However, they did and had four daughters. They operated a very successful 100 acre farm. Their grandson, Benjamin Banneker, a self-taught scientist and astronomer, was the first black man to publish an almanac. Molly had taught her children and her grandson how to read from the Bible. He also corresponded with Thomas Jefferson and they became friends. This is a wonderful historical nonfiction based on determination and overcoming obstacles with accurate details of the life of an indentured servant and a slave auction.

The Amazing Life of Benjamin Franklin is a reasonably accurate account of Benjamin Franklin, and the purpose in this lesson is to focus on his training as an apprentice. Mr. Franklin was one of 17 children and his wish was to go to sea. But with so many mouths to feed, his father needed him to work. He became an apprentice to his brother for no pay and a very difficult master. However, this trade proved to be very useful in his further endeavors.

As you read over this lesson, keep in mind, the three labor systems of colonial times, indentured servitude, slavery, and apprenticeship and their relation to the working class.

Review the following vocabulary:

- Indentured Servant: a person who came to America and placed under contract to work over a period of time usually seven years
- Slave: a person who is the property of another
- Apprentice: a person who works for another to learn a trade

## Day 5

### Procedures:

1. Review vocabulary

2. Secretly tell a student to tip over the glass of water that the teacher has beforehand placed on that student's desk. The teacher takes a sip and she/he puts the cup down on the desk. The student knocks it over, The teacher scolds him and in a stern voice tells him to fill the glass again more carefully and the whole scene is played over. But, this time the teacher says he has had enough and the student has been banished from the room and must be sent to Antarctica for seven years to work with only food, clothing, and housing.

Then the teacher asks the class, "How would that make you feel?"

*(Answers might include unfair, too harsh)*

Is that too harsh of a sentence? Why?

*(Yes, because it was an accident)*

Does the teacher have the right to send you away for such a long time? Explain,

*(No, because child too young, parents wouldn't allow it, teachers don't have the power)*

3. Now, I am going to read you a story (Molly Bannaker) about a young girl, age 17, from England. Using a classroom map locate England and trace the voyage to Maryland, Molly travels for three months to Maryland.

4. Begin to read the book to your students. On the second page, Molly is accused of stealing milk from her lordship. If it happened again, she would have to go to court. When you predict, you make a statement about what you believe will happen. Predictions are more like guesses; they are based on what you already know.

Ask the students:

- What do you predict is going to happen to Molly?
- (Molly will face many hardships in the new world,)*

5. Turn the page. Show the students. Molly is standing in front of the court. Read the page.



- What is the usual consequence? Turn to a partner and discuss whether this is a fair punishment or not  
(*The consequence is hanging from a gallows*)
- Why do you think the law also said if you could read the Bible you would not have to die?  
(*A person who could read from the Bible believed in God, was religious, and would not die*)
- What conclusions can you draw from the laws of 1683?  
(*They were very strict, unfair, and harsh to the lower class*)

6 Each student will receive a copy of the journal entry page (Lesson 4, handout #1) Directions: Bring your character alive by writing in a journal entry (#1) to describe Molly as she is being charged as an indentured servant for seven years and sent to the strange new land in a place called Maryland. Give the reader a vivid picture of your life by using details and personal information.

7 After ample time, continue to read Stop on the page of the slave auction Display the page with the students Discuss how the slaves must have felt

(*They felt afraid, resentful, sad, scared, confused, and disoriented*)

On the classroom map, locate Africa. How are they tied together?

(*Each slave has a noose around their neck and a lead rope from each other*)

What expression do you see on their faces?

(*Their faces show bitterness, fatigue, and hopelessness*)

Why is Molly at the auction?

(*Molly goes to buy two slaves to help her on her farm.*)

What memories do you think Molly is recalling?

(*Molly recalls her voyage across the ocean She feels alone, sad, ashamed, and humiliated*)

8 On the second half of your journal entry paper, write how you would have felt if you were captured by slave traders,

9. When the students have completed their journals, complete reading the rest of the story.

Review what an inference is.

(*An inference is finding meaning from the text using information and details from the article along with your common sense and knowledge*)

10 Divide the class into pairs, one being Molly and the other Robert, Give them five minutes to discuss, how might Molly or Robert have felt as they compared their old lives to their new lives in America? Why?

(*Even though the beginning of their journeys were confusing, hard, and unsettled, they found each other and forged a life out of the new world*)

## Lesson 5

### **History Standard 2 (grades 4-5)**

**Benchmarks:** Students will identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed

### **Language Standard 1 (grades 4-5)**

**Benchmarks:** Students will write informative (subject-oriented) texts that

- exhibit appropriate modes which could include description, narration, classification, simple process analysis, and definition;
- contain information from primary and secondary sources, avoiding plagiarism

### **Language Standard 2 (grades 4-5)**

**Benchmarks:** Using appropriate texts, students will be able to demonstrate an overall understanding of oral and printed texts by

- Organizing the important points of the text via summaries, outlines, and/or graphic organizers
- Comparing information between and within texts
- Relating the content of the text to real-life situations

**Objective:** Students will demonstrate an understanding of the role of apprenticeship. They will identify the difference between primary and secondary sources

### **Materials**

Lesson 5, Handout #1 (page 11-excerpt from The Amazing Life of Benjamin Franklin by James Cross Giblin, ISBN# 0-590-48534-2 (copy permission granted by the author))

Lesson 5, Handout #2 (letter from Benjamin Franklin's father to Franklin)

Lesson 5, Handout #3 (Chart Worksheet)

Journal Entry Page in (Appendix D)

Classroom Map

Overhead transparencies and projector

### **Background:**

Apprenticeship was a contractual form of servitude. The person entering into it could not be sold, assigned to another, or taken out of state. The individual could not be listed as personal property in an inventory of an estate.

The master was responsible for sufficient clothing, food, and lodging. Most contracts stated the apprentice was to be trained in a useful trade and possibly given some form of schooling. In non-craft apprenticeships, the males were given no schooling. They would perform farm and housework. If an apprentice was being cruelly treated they might be assigned to a new master. If they ran away their apprenticeship would be extended.

Some possible forms of crafts were as follows:

- apprentices would be trained to work on accounts. They would learn basic arithmetic. If they learned this they would move to other areas of math.
- the art and mystery of shoemaking (mystery had nothing to do with mysterious)
- the art of cabinetmaking

- a mechanic which would repair items
- a blacksmith who would make things out of iron

## Day 6

### Procedures:

1. The teacher will pass out a copy of page 11, (Lesson 5, Handout #1), (from "The Amazing Life of Benjamin Franklin" by James Cross Giblin where he explains Benjamin Franklin's training as an apprentice. Students will pair-share read the page and then answer the following questions asked by the teacher:

- What was the make up of Benjamin Franklin's family?  
(He had 17 brothers and sisters His family did not have a lot of money He was number 13 in the family order)
- What were his dreams?  
(Benjamin Franklin wanted a life dealing with ships and travel )
- How did his dreams change?  
(Franklin had to go to be an apprentice to his brother, James, in his printing shop He received no pay but was being trained in a craft)
- Why was Franklin restless?  
(Franklin and his brother did not get along. When he had enough he took off for New York to find work. When he was not successful he went to Philadelphia, PA He established his own printing shop and settled)
- How did his apprentice skills help him?  
(They gave him a trade and craft, printing, to make a living for his family.)

2. Pass out Lesson 5, Handout #3 (Chart Worksheet). Ask students the questions from the chart: Who is an apprentice? Benjamin Franklin Continue asking for student responses as they complete their charts.

3. Pass out Lesson 5, Handout #2 (Franklin letter), Ask students to look at the document and pair-share read,

4. Ask students the questions from the chart: Who is an apprentice? Benjamin Franklin Continue asking for student responses as they complete their charts,

4. Students compare the letter (Appendix D, Handouts #2 and #3) with the source Amazing Life of Benjamin Franklin (secondary source),,

(date, author, copyright, grammar, purpose, format)

5. Discuss with the students the information in the table Ask the students what are some causes that would make it necessary for a young child to be apprenticed,.

(Answers might include: Family size or financial problems would necessitate indenturing a young child)

5. Ask how being an apprentice might affect a child's ability to earn a living when he reached adulthood, A child was given a skill that would probably lead to be able to earn a living,

## **LESSON SIX:**

### **History Standard 4 (grades 4-5)**

**Benchmarks:** Students will develop an understanding of selected themes in United States history

### **Language Standard 1 (grades 4-5)**

**Benchmarks:** Use written and oral English appropriate for various purposes and audiences

- exhibit appropriate modes which could include description, *narration*,

**Objective:** Students will demonstrate an understanding of the role of apprenticeship. They will identify the difference between primary and secondary sources

### **Materials**

Lesson 5, Handout #1 (page 11-excerpt from The Amazing Life of Benjamin Franklin by James Cross Giblin, IBN# 0-590-48534-2 (copy permission granted by the author))

Lesson 5, Handout #2 (letter from Benjamin Franklin's father to Franklin)

Lesson 5, Handout #3 (Chart Worksheet)

**Objective:** Using a jigsaw strategy, students will role play players in the colonial labor systems to solve a problem

**Materials:** Role Play Descriptions (Appendix E, Handout #1)  
Making Choices (Appendix E, Handout #2)

### **Day 7**

#### **Procedures:**

- 1 This Jigsaw activity will reinforce concepts learned throughout the week
- 2 Orally review the content found on Handout #2, The Plantation Problem (Appendix E)
- 3 Have students number off 1-4
- 4 Pass out the Role Play Descriptions (Appendix E, Handout #1) and explain (#1) students are indentured servants, (2's) are apprentices, (3's) are slaves, and (4's) are Virginia Planters
- 5 Ask all of the indentured students to sit in a group, apprentices in a different area, slaves in a third area, and Virginia Planters in a fourth area of the classroom. They should read-pair-share the information (Handout #1, Appendix E) that describes their role, discussing their point of view concerning their situation (terms of contract, payment, treatment, costs, etc. (15-20 minutes))
- 6 After students are comfortable with their roles have each group member become a letter A, B, C, or D. All of the A's will meet together, B's together, C's together and D's together. Students should be seated in groups having a student of each role
- 7 Orally review the information presented on the problem page (Handout #2, Appendix E)
- 8 Read the problem and be sure all students understand their roles. In turn each member of the group will present a solution to the group, discuss the alternatives, and try to come to consensus on one solution
- 9 Each group shares its solution with class

- 10 Discuss the solutions and the advantages and disadvantages of each
- 11 Reinforce the idea that each labor group faced choices that determined historical and cultural outcomes

Assessment: Monitor student input within the group as well as the general class discussion

## CLOSURE

Students complete a writing prompt

Prompt: Pretend you are living in the colonial period. How might your life be different if you were an indentured servant, apprentice, or slave (choose one)? What might be the advantages and disadvantages of ~~your~~ your situation? Use specific information you learned from the lessons

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## **APPENDIX A**

## Lesson 1 Handout #1

### Vocabulary List

indentured servant

labor shortage

tobacco

freemen

contract

promise due

apprentices

trades

bind

slavery

chattel

perpetual servitude



## Vocabulary Reading

John Sipple was struggling to pay his debts, or bills, in England in 1642. He finally approached a ship captain, Captain Josiah Rankin, who offered to pay his way to the new colonies if John would be willing to work for 7 years as an indentured servant. The captain explained there was a labor shortage in the colonies because farmers were planting more land with tobacco plants and needed more workers in the fields. John Sipple was proud of being a freeman, but he knew he needed to pay his debts so he signed a contract with Captain Rankin that said John would work for someone in America for 2 years to pay for his journey across the ocean. The contract also included a promise due, a promise that the farmer who bought the contract from the captain would give John an oxen and 5 acres of land.

John had been an apprentice when he was younger. He learned to make barrels, one of the many trades a young boy might learn. His father signed a paper that said, "I bind my son to Henry Carter to be an apprentice until age 22, during which time he will learn the skills of coopering."

When John arrived in Virginia, he worked on Kent Haskin's farm where he saw for the first time men and woman held in slavery. Slaves were considered chattel, something owned by the master who could buy and sell these people called slaves. They could never work off their service since they were held in perpetual servitude.

**CONTENTS****Slavery**

S-1	Invoice for slave purchases
S-2	Slave auction – picture
S-3	Slaves in sugarcane mill – picture
S-4/S-11	George Washington's Will and listing of Negroes (packet)
S-12/S-15	Translation of George Washington's Will (packet)
S-16	Ad for sale of slaves
S-17	Ad for sale of slaves
S-18	Run away ad
S-19	Run away ad
S-20	Bill of Sale

**Indentured Servants**

I	Poster to the colonies
I-20	Indentured contract of Richard Lowther
I-21	Translation of indentured contract of Richard Lowther
I-22	Indentured contract of William Buckland
I-23	Translation of indentured contract of William Buckland
I-24	Ad for run away indentured servant William Boink
I-25	Translation of ad of run away indentured servant William Bourk
I-26/I-27	Indentured blank contract and terms (staple)

**Contracted**

C-28/C-29	Today's apprenticeship application (staple)
C-30/C-33	Apprentice reading (packet)
C-34	Delaware Apprenticeship contract
C-35	Delaware Apprenticeship contract transcript

## APPENDIX C

## Lesson 4, Handout 1

Student's Name:

Date: \_\_\_\_\_

Skill: Point of view is when the reader places themselves in the role of the character they are leading

Recall each of the two main nonfiction characters that we have been discussing. Read the short text below and think about their emotions, their fears, and their possible dreams. Write a journal entry as if you were the person using vivid details to put yourself in their shoes. Remember, in order to understand someone else, you have to walk in their shoes.

1 (Molly) I was guilty of nothing They said I had stolen the milk But the cow had kicked over the pail and now I am being sentenced as **an indentured** servant Seven years in a faraway land with no friends, no knowing, and **never** coming back to the life she had only known **ALONE!**

2 It had been a normal morning I had gathered my spear to go out and hunt for food My father, the Chief, had said to be careful of the strange white man that had begun to walk our land I walked farther into the jungle not finding the hunting very good When as I turned, a white man with a long stick poked me and threw a net over me He knocked me over the head and when I awoke, I was on a large locking thing and all I saw were dark skinned men and women tied together Some were crying, some were dying, and some like me were dazed ALONE!

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Skill:** Point of view is when the reader places themselves in the role of the character they are reading.

Recall each of the **three** main nonfiction **characters** that we have been discussing. Read the short text below and think about their emotions, **their fears**, and then possible **dreams**. Write a journal entry as if you were the person using vivid details to put yourself in their shoes. Remember, in **order** to understand someone else, you have to walk in **their shoes**.

1 (Molly) I was guilty of nothing They said I had stolen the milk But the cow had kicked over  
the pail and now I **am** being sentenced as an indentured servant Seven years in a faiaway land  
with no friends, no knowing, and **never** coming back to the life she had only known ALONE!

March, 1735, I was standing on the deck looking out into the water. The moon was shining on the rippling water. I felt myself starting to cry. I did not know where I was going or what I would find in this new land.

2 It had been a normal morning I had gathered my spear to go out and hunt for food My father, the Chief, had said to be careful of the strange white man that had begun to walk our land I walked farther into the jungle not finding the hunting very good When as I tamed, a white man with a long stick poked me and threw a net over me He knocked me over the head and when I awoke, I was on a large rocking thing and all I saw were daik skinned men and women tied together Some were crying, some were dying, and some like me were dazed ALONE!

I was standing with my spear in my hand waiting for the bird to fly out of the grass when something caught my eye Two white-skinned men jumped on me and threw me to the ground All I can remember is the long walk to that big boat and the large ocean

Once he got started, Ben enjoyed working in the printing shop. He learned how to set type and operate the heavy wooden press. At night and before the shop opened in the morning, he read book after book that he borrowed from nearby bookstores.

Soon he started to write himself. He began with poems, but switched to prose pieces after his father told him, "Verse-makers are always beggars."

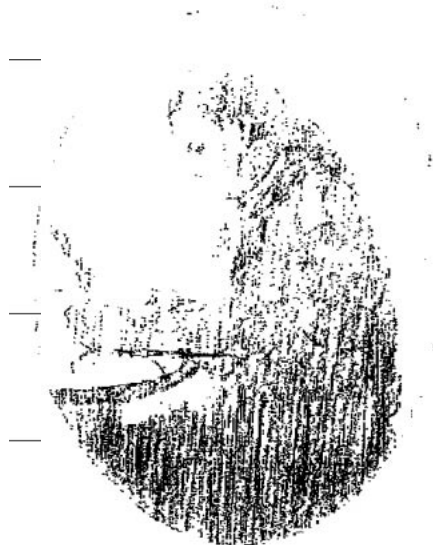
To improve his writing style, he would read an article in a magazine, put it aside for a few days and then rewrite the article from memory. Then he would compare what he had done with the original. He found that this exercise helped him to correct his faults. It also increased his vocabulary.

In 1721, Ben's brother James decided to start a newspaper, the *New England Courant*. He invited readers to send in articles, so Ben wrote a humorous piece and signed it with a girl's name, Silence Dogood. He was afraid his brother wouldn't print the article if he knew Ben had written it. The article was so popular that Ben wrote thirteen more.

Later, his brother got in trouble with the Boston city council for publishing articles that made fun of the Puritan church. James was told he couldn't run his paper anymore, but he thought of a way around the order. He freed

seventeen year old Ben from his apprenticeship and made him the editor.

Ben liked his new job and his new freedom. He often quarreled with his brother though. At last Ben decided to look for a job in another printing shop, but his angry brother kept other printers in Boston from hiring him. There was only one thing Ben could do — leave Boston and seek work elsewhere.



• YOUNG BEN FRANKLIN •

Letter to Benjamin **Franklin** from his father, Twyford, at the Bishop of St. Asaph's, 1771.

**<http://earlyamerica.com/lives/franklin/index.html>**

John (your uncle), a dyer at **Banbury**, in Oxfordshire, with whom my father sewed an apprenticeship. Benjamin was bred a silk dyer, serving an apprenticeship at London. He was an ingenious man. I remember him well, for when I was a boy he came over to my father in Boston, and lived in the house with us some years. My elder brothers were all put apprentices to different trades. I was put to the **grammar**-school at eight of age, my father intending to devote me, as the tithe of his sons, to the **service** of the church. My early readiness in learning to read (which must have been very early, as I do not remember when I could not read), and the opinion of all his friends, that I should certainly make a good scholar, encouraged him in this purpose of his. (lack of money)

At ten years old I was taken home to assist my father in his business, which was that of a tallow-chandler and sopeboiler; a business he was not bred to, but has assumed on his arrival to New England, and on finding his dying trade would not maintain his family, being in little request. Accordingly, I was employed in cutting wick for the candles, filling the dipping mold and the molds for cast candles, attending shop, going of errands, etc. I disliked the trade, and had a strong inclination for the sea, but my father declared against it; however, living near the water, I was much in and about it, learnt early to swim well, and to manage boats.

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Comparing Primary Sources and Secondary Sources**

**Directions:**

Examine the concept of apprenticeship from the two readings and complete the chart below  
Then decide which text is a primary source and a secondary source

	Letter from Franklin's Father	The Amazing Life of Benjamin Franklin
Who was an apprentice?		
What was the apprentice's job?		
Where did he apprentice?		
When did he apprentice?		
Why did he become an apprentice?		

1 Which of the readings above is a primary source? How do you know?

2 Which source do you think provides the most accurate description of an apprentice?

Give three reasons from the sources

1.

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2.

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3.

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Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Comparing Primary Sources and Secondary Sources

**Directions:**

Examine the concept of apprenticeship from the two readings and complete the chart below  
Then decide which text is a primary source and a secondary source

	Letter from Franklin's Father	The Amazing Life of Benjamin Franklin
Who was an apprentice?	<i>Benjamin Franklin</i>	<i>Benjamin Franklin</i>
What was the apprentice's job?	<i>letter</i>	<i>Library hook</i>
Where did he apprentice?	<i>America</i>	<i>Boston</i>
When did he apprentice?	<i>1771</i>	<i>1719</i>
Why did he become an apprentice?	<i>Family history</i>	<i>Story of Franklin's life</i>

Which of the above is a **primary** source? How do you know?

*The letter written by Franklin's father is a primary source. It was written by Franklin's father. It was written during his lifetime to his son about being an apprentice.*

Which source do you **think** provides the most accurate description of **an** apprentice?

*the letter from his father*

Give **three** reasons from the sources.

- 1. Apprentices were from middle class families who had many children*
- 2. Apprentices were contracted out to learn a trade so they could be self-sufficient.*
- 3. An apprentice had a choice of jobs depending on their interest and how much their parents could pay the master*



**Roles**

- A. Indentured Servants** - you have been indentured for 7 years although your original contract was for 5. When you broke the planter's wife's teapot, two more years were added to your contract to pay for the accident. However, now that your contract will soon be over, you expect to receive 25 pounds of tobacco and 5 acres of land. With that you might be able to start your own farm and make your way in the world.
- B. Apprentices**— your parents decided to bind you to a shoemaker when you were 7 years old. At the age of 16, you have already worked for the shoemaker 9 years but still have 6 years left. The shoemaker paid your parents for your services at the start of your contract. Your master has been kind to you, though his wife is very cruel and many nights you have gone to bed without supper. You are learning the trade of a shoemaker (cobbler) and at the end of your apprenticeship you will have a skill that may provide you with a living. In the meantime, however, you feel you are missing out on fun you see other kids having.
- C. Slaves**— your father was captured by African tribesman and brought to America on a slave ship. He has told you of the horrible things that happened on the voyage. When he was bought by a planter, he could not speak English and had been humiliated at the slave auction. Because you were born to a slave mother, you automatically became a slave. Being a slave you can expect to remain a slave all of your life. The planter has treated your father unusually well and has promised that when he dies all of his slaves will be freed although the planter is still a young man and might expect to live many more decades.
- D. Virginia Planters**— you arrived as an indentured servant, worked for 7 years and were given 50 pounds of tobacco and 10 acres from your master. You married the widow of a shopkeeper who had inherited a small amount of money, then you were able to purchase more land and have been very successful in building a larger plantation. You now own 2,000 acres of land that have been put into tobacco. You would like to purchase more land, but would need more workers to farm it. Currently there are 38 slaves (including 5 women and 6 children). It will be a while before the children will be able to pull a full day's work but they must still be fed and clothed. The overseer, the man who is the manager of the slaves, does not always treat the slaves well, trying to get work from them.
- You are often away from home being an important member of the House of Burgesses in Jamestown. Being a member of the Burgesses means you are responsible for making and enforcing the laws of the colony. In addition, sometimes you are asked to be a judge in trials. You usually try to make decisions based on what will help the planters of the region the most.

### The Plantation Problem

The Virginia planters were facing a “good” problem., Their plantations were just too successful. Europe was demandiig more and more tobacco be sent overseas., But they were facing a “bad” problem, too. Tobacco is a crop that requires lots of workers

Tobacco is first planted under cover and then each plant must be transplanted by hand. It is carefully planted and a small mound of dirt piled up around each plant. Then, the weeds around the plant must be constantly pulled out. As the tobacco plant grows, small worms will try to eat the leaves and must be removed one by one. When the leaves reach their full growth, each leaf is carefully cut, starting at the bottom, leaving any immature leaves to be cut later. The cut leaves are stacked on wagons to be taken to the drying barns where the giant leaves are tied in groups and hung from the ceiling until they are dried. Finally, the leaves are bundled for shipping to England in barrels. It required long hours of working in the hot sun to successfully bring in the crop for shipment.

Virginia planters needed more workers to plant more tobacco. They needed to consider all of the sources of labor. Indentured Servants could come to America and work off the price of the voyage, be clothed and fed, and then released with little or no promise due when their term is ended. Apprentices could be hired and work for many years without pay or for low wages. They were expected to learn a skill before their contracted term was up and some form of payment would be due. On the other hand, the purchase of slaves was expensive. The cost of capturing and shipping humans from Africa was high and many died on the voyage. But once a slave was purchased, he or she would be expected to work for their entire lifetime. Some people in the northern and middle colonies did not like the idea that people could buy and sell other people.

#### **Problem:**

The members of the House of Burgesses need to decide how to help the planters get more workers? How might the Burgesses solve the labor problem as well as provide the healthiest and strongest workers possible?

#### **Roles:**

Role A: Indentured Servant

Role B: Apprentice

Role C: Slave

Role D: Virginia Planter