

Bound Labor in Philadelphia

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Overview

This curriculum unit will spur an exploration of the experiences of those who worked as bound laborers, including indentured servants, apprenticeships and redemptioners, in Colonial Philadelphia. It is clear that not everyone who came to Philadelphia came as free agents. So, this unit will explore the various experiences and lives of those who immigrated, lived and came to work as servants in Philadelphia.

The unit will also discuss how indentured servants, apprentices, redemptioners and slaves were treated similarly throughout history. It will compare the people who worked under bound labor as servants to the slaves who were forced to work. The two are more similar than most think, only are labeled differently.

The study of bound labor will be narrowed to the location of Philadelphia. This unit will allow students to study the lives of those who lived in the city before they did and gain an appreciation for the role that bound servants of Philadelphia played in shaping the city’s workforce.

Rationale

Eighth grade students in the Philadelphia School District are required to take a course in American history. The core curriculum for each grade group varies but in each grade, students study slavery and learn about the basic push and pull factors for immigrants. The curriculum in eighth grade requires students to take an in depth look at the neighborhoods that developed in Philadelphia. Each grade focuses on several mini-lessons on the neighborhoods and the groups who came to live in Philadelphia. Textbooks do not deal in great depth with the topic of bound labor.

Slavery and servitude are studied topics in American history. Therefore, the goal of this curriculum unit is for students to gain a specific understanding as to the role of servants, specifically those who were indentured, in Philadelphia. This will help them to learn more

about their city and the important role it has played in American history. They will have to apply the learned information to meaningful classroom activities.

When we teach or study about slavery we typically have one image that comes to mind—we see Africans being forced to board ships, we see them treated and sold as property and then forced to work on plantations in the colonies. There is another image to slavery—and that image is of the indentured servant.

My curriculum unit will explain who these indentured servants were and it will answer questions such as, why did the indentured servants first come to America? Under what conditions did they arrive? Were any forced to leave their home country? Did people want to come in the capacity to serve as an indentured servant? What type of agreement was made between the master and the worker for them to work for their freedom? What were the pros and cons to indentured servitude? How much did they have to pay in total? What happened to the children of indentured servants? Were they free or did they also have to live in servitude? My unit will also address why some people were able to work for their freedom from their master, while others were not able to do so. Equally, this unit will answer the same questions in regards to redemptioners.

This unit will also provide information and lessons on the apprenticeship systems that existed in Philadelphia. It will compare indentured servants to apprentices. It will discuss why certain types of apprentices existed and what the benefits were for those who worked as apprentices versus indentured servants.

I will also have students explore modern labor trends that exist in the world today. Through this study, students can see how there is slave labor in the world occurring as well as indentured servitude.

Historical Context

Indentured Servitude

Indentured servitude has been a part of almost every society in the world, and so the fact that it existed in Pennsylvania is not new. There were many causes which led servants to move to the American colonies. Some reasons included escaping religious or political oppression, others to escape the law, some to improve their future and economic position. Others came to find work because their own communities were over-populated and they could not find work in their new homes. Also, there were high taxes placed on the people, the stress of war and a social caste system in which many were trapped.¹

Some servants came for the sole purpose to learn the language and the culture of the new world.² It was mainly hope that lured the immigrant across the ocean. Often times, the servants did not know truly of the conditions of the colonies until they arrived, and then it was too late. Other times the immigrants knew of the conditions before they left their homes and the conditions for servitude were set prior them leaving. It was a rule that no servants could be transported without their will, except for criminals.³

The founder of Pennsylvania, William Penn, encouraged the immigration of indentured servants to the colony. In pamphlets, William Penn offered fifty acres of land to purchasers of land for every servant they brought into the colony. So, it became a business. Immigrants were encouraged to come and were given a plot of land to work. Then they would have to pay the debts off for a number of years to come.⁴ This would benefit the land owners, who were entitled to the profits made by those who were working on the land. In 1665, about “150 acres of land and the like number for every man-servant or slave brought with him” was awarded.⁵ Owning servants made those who did among the wealthiest.⁶

Those who arrived as indentured servants to Philadelphia, typically achieved their freedom four to five years later, and then joined the ranks of those searching for employment.⁷ Indentured servants were the immigrants who were unable to pay their passage and before leaving agreed to sign a contract, called an indenture. This contract bound the servant to the master or owner of the vessel transporting them to serve him or those he assigned him to serve for a period of years in return for a passage to America.⁸

Indentured servitude was an “initial solution to an acute problem of obtaining a labor supply that existed in many regions of colonial America.”⁹ In fact between half and two-thirds of all white immigrants to the American colonies after the 1630s came under an indenture. Initially, most of these servants came from England, but in later centuries, many Scottish, Irish, and German immigrants arrived.

“Soul drivers” were known as dealers who would purchase a load of servants as they arrived and then sell them off to the highest bidder. They would then drive them through the country like cattle to dispose of them at the best price they could. Often times the “soul drivers” would go to Europe themselves and find a group of people who wanted to migrate—this way the middle man was eliminated.¹⁰ This is similar to what happened to the slaves when they arrived. The servants were paraded and sold to the highest bidder. The truth is that even if those who had intended to become indentured servants on their arrival had died on the journey to the colonies, the relatives were responsible for the debts incurred by the deceased.¹¹ Few prospective migrants were able to pay for the cost of their voyage from their savings.¹² Nothing was simply forgiven—everything had to be accounted for and all debts paid for before freedom was earned.

The working conditions once in America for the servants were difficult. “The hard work and the scanty food, on public works kills them, and increases the discontent in which the live, seeing themselves treated like slaves, with great cruelty”¹³ Some of the indentured servants ran away—some went to live with the Indians. As for the recaptured laborers—they were hung, burned, staked and even shot to death.

Masters had a difficult time supervising and motivating unhappy workers. The primary means by which workers were motivated was through physical violence. The relationship between a master and a slave was one that involved corporal punishment. Though it was not common for a master to beat his servant so severely that they could not work—this would not benefit the master. Colonial laws did protect servants from severe corporal punishment and any master

who killed their servants would be tried for murder.¹⁴ This was one clear indication that at the end of the term, most servants did not want to be rehired.

Women who worked as indentured servants were not so fortunate either. Many had the fiercest fight against poverty. If they had children and lost their husband often they were not able to support their family on their own. If the woman was single, their situation was often a little bit better, but sometimes they had to move to poorhouses or hire themselves out as indentured servants.¹⁵

Redemptioners

By 1760, slightly less than half of Pennsylvania's population was thought to be of German heritage.¹⁶ Fares from Germany to Philadelphia could have easily exceeded a year's income for a typical German immigrant.¹⁷ How did they afford their fare? Many German immigrants financed their journey using the credit option. This is where the term redemptioner originated.. The term redemptioner described an immigrant, usually from Germany, who once in America would try to find someone to pay for their passage, or "redeem" them from their potential bondage. They were different from indentures in that they did not have a bound contract signed before they left their homeland. Once they arrived they would try to find a way to pay off their fares right away. Some sold goods they brought with them, but this was not a possibility for the poorer immigrants. Others had family members waiting for them who would be called to the ships to pay their fares for them. But the new arrivals who could not find a "redeemer" were then sold to the highest bidder and would have to repay their debts by selling themselves into servitude. If there was not a purchaser found, the servant was at the consent and mercy of the master and ship owner.¹⁸

The majority of German immigrants who came to America as redemptioners would then help keep others from having to bind themselves. Once they established themselves, they invited their friends and paid their passages, and even bound themselves if necessary to do so.¹⁹ The redemption method allowed German parents to bring their children over—it gave them flexibility in that they could bind themselves and save their children from years of servitude.²⁰ Germans were more likely to use the redemption method while the British stuck to the indentured method. The answer as to why this is so is unknown. German immigrants were taking a larger risk seeing as how they were not bound out in a definite term before they left. The American economy and market would determine the length of servitude and the debt negotiations for the Germans once they arrived. It could have been because the Germans wanted the flexibility and were willing to take the risk to have it.²¹

The Decline of Indentured Servitude

Indentured servitude began to decline in the United States when the 19th century began.²² This decline of indentured servitude related in part to the general decline in immigration to the United States. There was still a frequent arrival of ships carrying potential servants, but most were redemptioners. The records show that the last servant was bound in Philadelphia in 1831. There was a law passed on February 8, 1819, that said "no female shall be arrested or imprisoned, for, or by reason of any debt contracted after the passage of this act."

Imprisonment was abolished if any owed debts, thus the institution of indentured servitude died out.²³ Towards the end of the 19th century, indentured servitude was hardly used by Europeans anymore and mainly those who migrated to America were free workers and their families.²⁴ Indentured servitude mainly arose out of a need for labor and out of those laborers lack of funds to pay for the journey. As transportation costs diminished more immigrants could afford the passage fares and arrive as free laborers. The decline in servitude was due in this way to the falling transportation costs and rising European income levels.²⁵

African Americans vs. White Servants

During the 1750s, the number of African Americans increased dramatically because inhabitants were buying more and more slaves to substitute for the scarcity of European indentured servants.²⁶ Many free blacks had to hire themselves out as indentured servants. They had to delay marriage more times than not because they were serving their terms of bondage. Because they were free, they had the chance to liberate their loved ones. Additionally, they would agree to work to free family members. They would hire themselves out to pay off the monetary debts that family members still had to serve.²⁷

Many blacks actually lived in the households of the whites—and “few lived as slaves, more as servants, and most as boarders or domestics who occupied a room or floor of a home.”²⁸ Nearly 66 percent of those in white households shared their living spaces with at least one other black person.²⁹ This was due to the high cost of rent that many whites would not be able to afford unless they had taken on boarders, but also this was due to the high number of indentured French West Indian slaves imported to Philadelphia.³⁰

During this time, children composed a high proportion of blacks who worked as indentured servants. In number, indentured children accounted for 25 percent of blacks who lived in white households. This was in 1790.³¹ For black women, who were recently freed from slavery, the task to provide for their families was extremely difficult. Parents often times would have to “bind out” their children to other families; this was a solution imposed by city authorities.³² The support and necessity of family was obvious and when it broke down the women and children would turn to indentured servitude.

Apprenticeships in Colonial Philadelphia

The definition: “Obey them that have the rule over you, and submit yourselves: for they watch for your souls, as they that must give account, that they may do it with joy, and not with grief: for that is unprofitable for you.”³³ Masters did have a responsibility to their servants’ well being, but for apprentices, this went a step beyond. More times than not servants would work as servants all their lives, but apprentices would one day become masters. The apprentices were in the position to acquire skills that they would use to make a livelihood which would benefit them economically for the rest of their lives. The agreement made between a master craftsman and a child was made for the purpose to prepare that child to competently perform the skills required for that particular craft. The child would serve the master for a specific term of years and did so basically in “an exchange of technical training...the learning of a trade, or as it was more often called in the past, an art or mystery.”³⁴

Types of Apprenticeships

The master and apprentice relationship was one or should have been one of both “pleasure and profit.”³⁵ Court records only indicate that there were apprentices who ran away and there were even cruel masters, but this does not mean this was the typical relationship. There were many kinds of apprentice/master relationships. The one we mostly associate with apprenticeships is called a craft apprenticeship, in which an apprentice learns a particular skill that he will one day practice on their own.

There were other apprenticeships that existed at the top of the social scale in which masters, who were typically wealthy merchants or leading physicians, would charge an expensive fee to take on an apprentice.³⁶ Then there were other apprentice agreements called parish agreements. The apprentices in this program were typically orphans or children of parents who could not afford to support them. These were set up by the court system or justice of the peace to provide children with a home and often times they lasted twenty years because children were bound to this program at a young age.

Also, the Quakers in Philadelphia had a system of apprenticeship, but they took theirs to the next level. They saw the apprenticeship system as a larger opportunity than to just provide technical training. They wanted to mold the child’s character. This was difficult to do as times were focusing more and more on making a profit. It was also during the Quaker meetings that they would discuss how the children who may have been orphans were doing. The children were the responsibility of the whole group and often times money would be given to the masters to support the children.

Indentured Servants vs. Apprenticeships

The craft apprenticeship system is the one that most meets the definition first stated. This is the one that had a growing demand by tradesmen in Philadelphia.³⁷ It is important to realize that though many apprentices were called servants, possibly because they had bound themselves in exchange for passage from their home country, if they were learning skills in exchange and preparing to set up a trade, this fell under the description of an apprenticeship. Apprenticeship was the means by which an indentured servant could improve their lot.³⁸

Often times some master craftsmen would prefer hiring an indentured servant, if they were skilled—and this was for economic reasons. If the master had a choice between someone who he would have to train and someone who he did not, he would prefer to take the one who could start producing finished goods immediately as opposed to the child he would have to train for years before this happened. Additionally, some free workers voluntarily joined apprenticeship programs if they felt they could better their lives by learning additional skills.

Benefits to Apprenticeship

Apprentices had several benefits. Apprentices were often paid and received money during each week throughout their terms. Also, apprentices were given special rights and privileges. The apprentice was given a certain amount of time off to attend to personal activities and also could have time off to visit their families. Apprentices were also given time to practice their religious faith. When apprentices finished their term they were usually given clothes, tools, money or some combination. This was called “freedom dues.”³⁹ If these were not provided to the apprentice, they could take their cases to court.

Furthermore, masters had the responsibility to cloth and educate their apprentice. Sometimes masters would provide sufficient clothing to their apprentices and even provide more than was necessary, but if the master failed to fulfill his promises, it could mean the courts would become involved. If the apprentice appealed to the courts, the courts may have ruled that the apprentice could be discharged from his duties unless the master provided adequate clothing. Though there were not any legal requirements in Pennsylvania to mandate that children receive literacy training, educational provisions were typically put into an agreement between a master and his apprentice.⁴⁰ Evening classes were developed to meet the needs of those students who could not leave their jobs to attend classes.

Challenges and Complaints of Apprentices

Apprentices were set up by the parents of children and the masters who would take over the duties of parenting. Children did not get to choose their careers or their masters. This often times set the children up for failure seeing as how they may not have liked the career choice chosen for them. Also, personality clashes existed between masters and their apprentices, which led some apprentices to run away.

Some apprentices complained of cruel treatment by their masters. The master was allowed to chastise the apprentice, but they were not allowed to beat them in a cruel and improper manner.⁴¹ The courts took the petitions by the apprentices very seriously and mandated a fine for the masters who abused their apprentices. Also, some apprentices complained that their masters were not teaching them the trade. The courts ruled that the masters must fulfill their obligations and teach the apprentice the trade.

The complaints against the apprentices mainly had to do with the apprentices running away. In addition to punishing the apprentices by denying privileges and punishing them, some runaways were also publicly whipped.⁴² It was difficult to get out of an apprentice-master relationship. Even if both sides agreed to end the relationship, the courts still had to approve this request.

The Decline of Apprenticeship

The decline of the individual craft enterprise led to the inevitable decline of apprenticeships.⁴³ Also, there was a loss of faith in the apprenticeship program. Since the individual skilled craftsman was becoming less appreciated, the rewards were not as high for the masters to take on apprentices. Masters began to see their apprentices as a source of cheap labor and teaching the apprentices was becoming burdensome. The best years of apprenticeship occurred between

1740 and the Revolution. After the war, the dissatisfaction of both the master and apprentice rose until traditional apprenticeship eventually died; although later industries would go on to develop new forms of apprentice training to guarantee a supply of skilled factory workers.⁴⁴

Objectives

The major objective for this curriculum unit is for students to study bound labor in Philadelphia and use the learned information to better understand the development of Philadelphia's working class and the impact the servants had on the economy and on the community's progress.

Overall, students will understand the barriers facing the indentured servants, apprentices, and redemptioners and be able to draw comparisons to slavery. The students will learn how the servants were able to work for their freedom, but still had difficulties doing so.

We will look at the records of servants and study the similarities and differences experienced by the servants, including their locations, terms of servitude, the jobs performed and more. Students will be able to understand the implications for the servants as to how they were able to earn freedom. The role Philadelphia had in bringing in servants will be explained and highlighted.

Strategies

In order to accomplish this unit, the teacher will use various strategies. The majority of lessons are designed for cooperative groups within a classroom. The lessons require that the students use listening skills, circle web organizers, group discussion skills, critical thinking skills, and creative and analytical writing skills. Each lesson is designed for an 8th grade classroom and a forty-five minute class period. The unit plan can be adapted accordingly and used for grades 5th through 12th.

Classroom Activities

Lesson 1: Introducing bound labor: Indentured Servants, Redemptioners, and Apprentices

Objectives:

1. Using information provided by the teacher, the student will be able to define what an indentured servant, redemptioner and apprentice is.
2. Using prior knowledge, the student will be able to compare and contrast Bound Labor (i.e. indentured servants) with slaves.
3. The student will be able to understand the difference between redemptioners, indentured workers and apprentices.

Materials:

Textbook

Notebooks

Books listed in the annotated bibliography (specifically *The Unfortunate*, *Souls for Sale*, and *Apprenticeships in Colonial Philadelphia*)

Introduction:

Write the following introductory questions on the board:

1. What is a slave?
2. What is an indentured servant?
3. What is a redemptioner?
4. What is an apprentice?
5. Are any of these related?

Activity:

1. After students have copied down the questions above, the teacher will begin a classroom discussion by asking “Was there ever a thing such as a white slave?”
2. After the opinions are shared, students will write down their answers to the intro questions on the board.
3. Then, the students will work on finding the answers to these questions for a certain amount of time.
4. After time is up, go over the answers to the questions that were on the board.
5. Create a compare and contrast chart on the board for students to copy in their notebooks.
6. In conclusion, students will write a conclusion paragraph discussing what they learned. They will also write a concluding paragraph discussing their opinion of these three new types of laborers. They will end class by writing down at least five questions they have about indentured servants, redemptioners, or apprentices. These answers will hopefully be answered throughout the rest of this curriculum unit.

Extension Activity:

For homework, the students will seek out the answer to this question: Do any of these still exist today? If they answer, yes, they must seek out exactly which ones still do exist. If they answer no, they must write out why they believe that they do not exist today.

Lesson 2: Comparing and Contrasting Bound Labor (Continued)

Objectives: (Two days for this lesson plan)

1. Using the book, *Record of Indentures of Individuals Bound Out as Apprentices, Servants, Etc. in Philadelphia, Pennsylvania, The Infortunate*, and *Souls for Sale*, the students will be able to draw general conclusions on those who were indentured servants, redemptioners and apprentices.
2. The student will be able to read the names, times and dates of those who served as indentured servants and apprentices in and around Philadelphia, learn the occupations, the duties and skills the servants had, know how much each indentured servant had to earn to have their freedom and the terms of their agreement.
3. Furthermore, The student will be able to understand how apprenticeships operated, know the duties they had, and how their lives were different from those who were indentured servants.
4. Lastly, The student will be able to see how redemptioners and indentured servants were different from each other and decide which option they would prefer.

Materials:

Books: *Record of Indentures of Individuals Bound Out as Apprentices, Servants, Etc. in Philadelphia, Pennsylvania.*

The Infortunate: The Voyage and Adventures of William Moraley, an Indentured Servant by Susan E. Klepp and Billy G. Smith

Apprenticeship in Colonial Philadelphia by Ian M. G. Quimby

Souls for Sale by Susan E. Klepp

Any additional books on the *Life of Benjamin Franklin* and/or *Apprenticeships in Philadelphia*

Chart paper

Notebooks

Introduction:

1. Using an overhead projector, the teacher will preview the records of indentured servants and apprentices who worked in Philadelphia. (See page 32—in *Apprenticeship in Colonial Philadelphia* and *Record of Indentures...*)
2. The teacher will ask the students what they are looking at.
3. The students will view the sample pages and the teacher will point out the different categories (Name, where indentured servant/apprentice was from, who they worked for, what they did, how long they worked and how much they were worth).

Activity:

Day 1:

1. After the teacher explains the samples, students will then work on their own to fill in chart paper of at least 10 specific indentured servants and/or apprentices.
2. They will create their own chart diagramming these 10 servants and/or apprentices and fill in the different categories listed above in regards to their lives.
3. Using *The Infortunate*, the students will then read sections of the journal from an indentured servant.

4. The teacher will provide questions to guide the reading of the portions of the journal (see page 35-39 of the Editor's introduction in *The Infortunate*)
5. The teacher will then provide a short biography or portion of an autobiography of Benjamin Franklin's life as an apprentice.
6. After reading this, the students will compare and contrast the two different experiences of both the indentured servant and the apprentice.
7. Use the guiding questions from pages 35-39 of the Editor's introduction in *The Infortunate*, to check for comprehension and understanding.
8. The students will then answer several of the questions comparing and contrasting the life of an apprentice vs. an indenture.

Day 2:

1. If needed students can continue answering questions the teacher has assigned on pages 35-39 of the Editor's introduction to *The Infortunate*.
2. Students should discuss the answers as a class and the teacher should check for understanding of the two main differences.
3. At this point, the teacher should then introduce the journal portions of two German Redemptioners (*Souls for Sale* By Susan E. Klepp)
4. Students will read highlights from these texts to gain an understanding of the lives of redemptioners.
5. Then the students will work on creating their own journal entries detailing the daily life of an indentured servant, redemptioner or an apprentice using the information they have gathered.

Extension Activity:

For homework, the students will choose which one of the following to further research and study: Indentured servants, redemptioners or apprentices.

They will describe what it might be like to be an indentured servant—Would you enjoy doing the tasks that the indentured servants did? What do you think your life would be like? Would you work for a certain number of years to free other family members?

Lesson 3: Women, Children and Runaways

Objectives:

1. In this lesson, the student will be able to identify the struggles that women who migrated to Philadelphia throughout the past had to go through, whether they were single or married.
2. The student will be able to understand how and why children were sold by the parents and were often forced to work as indentured servants.
3. Using copies of articles and announcements, as well as additional information gained from prior lessons, the student will be able to understand why servants often times ran away.

Materials:

Information on women and children as indentured servants. (See Historical Context Section)

Introduction:

1. Ask students, if they were old enough to have a child, would they ever sell them for money?
2. Explain how often times, children had to be sold as servants because parents could not afford to raise them.
3. Have students take a few minutes to jot down other possible options the parents could have tried instead of placing their children in the role of an indentured servant.
4. Teacher will present the information on women and share about their conditions.

Activity:

1. Based on the discussion and information presented, students will explain in a paragraph the difference between single women and married women.
2. They will also use copies of articles in regards to runaway servants.
3. They will answer the following questions:
 1. Why were fugitive notices written?
 2. What rewards were given for any servants who were found?
 3. Do you think there are any similarities between the servants and the slaves that were runaways?

Extension Activity:

For homework, students will answer the question: Are women today who are without husbands in a similar position to women in the past who had to go to the almshouses and also work as indentured servants? How are their positions similar? How is it different?

Lesson 4: Indentured Servitude/Apprenticeship in Modern Times

Objectives:

1. Using journal articles and research strategies, the students will be able to understand instances where indentured servitude still exists in the world today.
2. The student will be able to understand the pros and cons of apprenticeship programs in modern times.

Materials:

Journal articles on the web, especially from the website <http://ihscslnews.org/>

Introduction:

Ask the questions:

1. "Does indentured servitude exist today?"
2. "Does it look the same as it did for some of the first immigrants who came during the founding of our country?"
3. "How is it the same? How is it different?"

Activity:

1. Using ideas formulated from the discussion, students will research indentured servitude today in the world and the forms in which it exists.
2. They may work in partners.
3. The students will visit the website listed above and read several different articles.
4. They will choose one article to do in class and one article to do for homework.
5. After students (and their partners) have enough time to read their article, all students should report back to the class about their article.

Extension Activity:

For homework, students will research one article from web page to write a summary paragraph on their own.

In addition, the students will research apprenticeship programs in modern times. Where are they? What are the pros and cons to them? What are the conditions under which they exist?

Appendices/Standards

This unit will help fulfill the Pennsylvania History State Standards.

Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening 1.1

Learning to Read Independently

1.1.5. – D. Identify the basic ideas and facts in text using strategies (e.g., prior knowledge, illustrations and headings) and information from other sources to make predictions about text.

1.1.8. – E. Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.

1.2. Reading Critically in All Content Areas- Grades 5, 8 A. Read and understand essential content of informational texts and documents in all academic areas.

1.3.5. – E. Reading, Analyzing and Interpreting Literature- Analyze drama as information source, entertainment, persuasion or transmitter of culture.

1.4. Grades 5, 8 Quality of Writing – A. Write with a sharp, distinct focus.

1.6. Grades 5, 8 Speaking and Listening – B. Listen to selections of literature (fiction and/or nonfiction) C. Speak using skills appropriate to formal speech situations. E. Participate in small and large group discussions and presentations. F. Use media for learning purposes.

1.8 Research- Grades 5, 8 A. Select and refine a topic for research. B. Locate information using appropriate sources and strategies. C. Organize, summarize and present the main ideas from research.

Academic Standards for History

B. 8.1.6. – Explain and analyze historical sources. Data in historical and contemporary maps, graphs, and tables, Multiple historical perspectives.

8.4.6. – Identify and explain how individuals and groups made significant political and cultural contributions to world history.

D. 8.4.6 – Explain how conflict and cooperation among social groups and organizations affected world history.

Academic Standards for the Arts and Humanities

9.1 Production, Performance, and Exhibition of Dance, Music, Theatre and Visual Arts

A. Know and use the elements and principles of each art form to create works in the arts and humanities.

9.2 Historical and Cultural Contexts

C. Relate works in the arts to varying styles and genre and to the periods in which they created.

D. Analyze a work of art from its historical and cultural perspective.

E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.

F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.

Annotated Bibliography

Geiser, Karl F. *Redemptioners and Indentured Servants in the Colony and Commonwealth of Pennsylvania*. (New Haven, CT: Yale Publishing Co., 1901).

This book describes the difference between redemptioners and indentured servants. It describes the processes by which both came to work in Pennsylvania. It provides a helpful comparison between the two.

Gibson, John and William Fisher. *Record of Indentures of Individuals Bound Out as Apprentices, Servants, Etc. in Philadelphia, Pennsylvania*. (Lancaster, Pa: Press of the New Era Print. Co. 1907.)

This book details the names, times and dates of those who served as indentured servants in and around Philadelphia. It also discusses the duties and skills the servants had as well as who they were indentured too and where they lived.

Klepp, Susan E. and Billy G. Smith *The Infortunate: The Voyage and Adventures of William Moraley, an Indentured Servant*. (University Park, PA: Pennsylvania State University Press, 1992).

The life of William Moraley, also referred to as The Infortunate, is told in journal form in this book. The book holds details of his life from departure to arrival as well as information on his life as a servant. It also tells of his experiences of when he returned back to his home country.

Klepp, Susan E., Farley Grubb, and Anne Pfaelzer de Ortiz. *Souls for Sale. Two German Redemptioners come to Revolutionary America*. (University Park, PA: Pennsylvania State University Press, 2006).

This book tells the story of two German immigrants named John Frederick Whitehead and Johann Carl Buttner, who both immigrated to America on the same ship in 1773, but when they told their narratives they had vastly different perspectives.

Littell, McDougall. *Creating America*. (Evanston, IL: Rand McNally & Company, 2005)

This is the 8th grade text book for Philadelphia School District. It discusses slavery and indentured servitude in various places throughout the text.

Quimby, Ian M. G. *Apprenticeship in Colonial Philadelphia*. (New York: Garland Publishing, Inc, 1985).

This book defines apprenticeship, the terms of this system, and discusses the problems of apprenticeship. It also explains the decline of the apprenticeship system.

Smith, Billy G. *The "Lower Sort" Philadelphia's Laboring People, 1750-1800*. (Ithaca, NY: Cornell University Press, 1990).

This book discusses the indentured servants and describes their lives. It describes the economic reasons why people wanted servants, as well as how African Americans were affected by indentured servitude.

Whaples, Robert and Dianne C. Betts. *Historical Perspectives on the American Economy*. (New York: Cambridge University Press, 1995).

The book covers the rise and fall of indentured servitude as well as other topics dealing with the American economy from slavery to the railroads.

Endnotes

¹ Geiser, Karl F. *Redemptioners and Indentured Servants in the Colony and Commonwealth of Pennsylvania*. (New Haven, CT: Yale Publishing Co., 1901). p. 8-10.

² Geiser, *Redemptioners and Indentured Servants in the Colony and Commonwealth of Pennsylvania*, p. 55.

³ Geiser . *Redemptioners and Indentured Servants in the Colony and Commonwealth of Pennsylvania*. p. 58.

⁴ Geiser, . *Redemptioners and Indentured Servants in the Colony and Commonwealth of Pennsylvania*. p. 10.

⁵ Geiser,. *Redemptioners and Indentured Servants in the Colony and Commonwealth of Pennsylvania*. p. 11.

⁶ Smith, Billy G. *The "Lower Sort" Philadelphia's Laboring People, 1750-1800*. (Ithaca, NY: Cornell University Press, 1990). p. 133.

⁷ Smith, *The "Lower Sort" Philadelphia's Laboring People, 1750-1800*, p. 145.

⁸ Geiser, *Redemptioners and Indentured Servants in the Colony and Commonwealth of Pennsylvania*, p. 6.

⁹ Whaples, Robert and Dianne C. Betts. *Historical Perspectives on the American Economy*. (New York: Cambridge University Press, 1995). p. 119.

¹⁰ Geiser, *Redemptioners and Indentured Servants in the Colony and Commonwealth of Pennsylvania*, p. 54.

¹¹ Geiser, *Redemptioners and Indentured Servants in the Colony and Commonwealth of Pennsylvania*, p. 53-54.

¹² Whaples, *Historical Perspectives on the American Economy*, p. 112.

¹³ Whaples, *Historical Perspectives on the American Economy*, p. 113.

¹⁴ Whaples, *Historical Perspectives on the American Economy*, p. 118.

¹⁵ Smith, *The "Lower Sort" Philadelphia's Laboring People, 1750-1800*, p. 171.

¹⁶ Klepp, Susan E., Farley Grubb, and Anne Pfaelzer de Ortiz. *Souls for Sale. Two German Redemptioners come to Revolutionary America*. (University Park, PA: Pennsylvania State University Press, 2006). p. 13.

¹⁷ Klepp, *Souls for Sale*, p. 13.

¹⁸ Geiser, *Redemptioners and Indentured Servants in the Colony and Commonwealth of Pennsylvania*, p. 53.

¹⁹ Geiser, *Redemptioners and Indentured Servants in the Colony and Commonwealth of Pennsylvania*, p. 41.

²⁰ Klepp, *Souls for Sale*, p. 18.

²¹ Klepp, *Souls for Sale*, p. 20.

²² Geiser, *Redemptioners and Indentured Servants in the Colony and Commonwealth of Pennsylvania*, p. 41.

²³ Geiser, *Redemptioners and Indentured Servants in the Colony and Commonwealth of Pennsylvania*, p. 42.

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- ²⁴ Whaples, *Historical Perspectives on the American Economy*, p. 125.
- ²⁵ Whaples, *Historical Perspectives on the American Economy*, p. 137.
- ²⁶ Smith, *The “Lower Sort” Philadelphia’s Laboring People, 1750-1800*, p. 60.
- ²⁷ Smith, *The “Lower Sort” Philadelphia’s Laboring People, 1750-1800*, p. 194.
- ²⁸ Smith, *The “Lower Sort” Philadelphia’s Laboring People, 1750-1800*, p. 195.
- ²⁹ Smith, *The “Lower Sort” Philadelphia’s Laboring People, 1750-1800*, p. 195.
- ³⁰ Smith, *The “Lower Sort” Philadelphia’s Laboring People, 1750-1800*, p. 195.
- ³¹ Smith, *The “Lower Sort” Philadelphia’s Laboring People, 1750-1800*, p. 196.
- ³² Smith, *The “Lower Sort” Philadelphia’s Laboring People, 1750-1800*, p. 196.
- ³³ Quimby, Ian M. G. *Apprenticeship in Colonial Philadelphia*. (New York: Garland Publishing, Inc, 1985) p. 1.
- ³⁴ Quimby, *Apprenticeship in Colonial Philadelphia*, p. 3.
- ³⁵ Quimby, *Apprenticeship in Colonial Philadelphia*, p. 2.
- ³⁶ Quimby, *Apprenticeship in Colonial Philadelphia*, p. 3.
- ³⁷ Quimby, *Apprenticeship in Colonial Philadelphia*, p. 15.
- ³⁸ Quimby, *Apprenticeship in Colonial Philadelphia*, p. 20.
- ³⁹ Quimby, *Apprenticeship in Colonial Philadelphia*, p. 52.
- ⁴⁰ Quimby, *Apprenticeship in Colonial Philadelphia*, p. 70.
- ⁴¹ Quimby, *Apprenticeship in Colonial Philadelphia*, p. 78.
- ⁴² Quimby, *Apprenticeship in Colonial Philadelphia*, p. 88.
- ⁴³ Quimby, *Apprenticeship in Colonial Philadelphia*, p. 145.
- ⁴⁴ Quimby, *Apprenticeship in Colonial Philadelphia*, p. 155.