

Underground Railroad Educational and Cultural Program
CFDA 84.345

Project Name: Beneath the Underground and Beyond - The Flight to Freedom and Antebellum Communities in Maryland, 1830 - 1880: Resistance Along the Eastern Shore.

Project Number: P345A105002

Project Director's Name: Chris Haley

Project Financial Manager's Name: Nassir Resvan

FY 2011 (October 2011 - September 30, 2012 Annual Report

As per the URR Program's Authorizing Legislation, The Maryland State Archives submits, for this fiscal year in which the organization received URR Program funding this report to the Secretary of Education that contains--

(A) A description of the programs and activities supported by the funding:

- Using URR funds, the Maryland State Archives supported the work of its varied stakeholders of researchers, historians, curators and archivists by mining and making electronically accessible all the topics listed below:
 1. Federal Census - Mining of the US Federal Census from the years 1830 - 1880 for the counties of Queen Anne, Kent and Dorchester Counties for all entries pertaining to free and enslaved Blacks - Census record mining involves the extraction of biographical data such as name, sex, age, race designation (Black or Mulatto), County District or Precinct, occupation, personal and real estate value and household status and entering that information into a searchable online database. Such information provides invaluable data for family historians, genealogists, scholars and historians whose research and subsequent products involve African American life during Maryland's 19th century before and after the Civil War. Due to funding from this grant, the Archives has been able to accumulate the following totals for the aforementioned counties:

Federal Census Entries

| Year | Queen Anne | Kent | Dorchester | Total: |
|-----------|------------|--------|------------|---------------|
| 1830/1840 | | 1,762 | 3,251 | 5,013 |
| 1850/1860 | 3 | 5,601 | 8,711 | 8,714 |
| 1870/1880 | 2,118 | 3,861 | 2,231 | 8,210 |
| Total: | 2,121 | 11,224 | 14,193 | 27,538 |

2. Newspapers - Newspapers are some of the most useful tools to document flight during the Antebellum Era. Subscribers placing either runaway advertisements or committal notices utilized periodicals as a public forum to appeal for the return of their property. The newspapers stripped for this phase of the project range 1830 - 1880 are from Dorchester and Kent Counties. Each category of ad can provide important information. *Runaway Ads* can include the names of slaves and their owners, date of flight, state and county of flight, reward for apprehension, physical attributes of the fugitive and likely destinations. *Committal Notices*

were derived from laws whereby any white could legally stop a person on the road or in town and demand to see documentary proof that the person was not a runaway servant or slave. Private citizens and legal authorities alike could be handsomely rewarded for detaining suspected runaways in this fashion. *Domestic Traffic Ads* were commercial advertisements placed by private slave dealers and agents who were seeking to buy or sell enslaved African Americans.

Newspaper Entries

| Record | Queen Anne | Dorchester | Total |
|-------------------|------------|------------|-------|
| Runaway/Committal | 57 | 14 | 71 |
| Domestic Traffic | 185 | | 185 |

Census and Slavery Related Newspaper Ads are all available through the Archives Legacy of Slavery database at: <http://ww2.mdslavery.net/>

3. Maryland Colonization Society - Maryland State Colonization Society was a former auxiliary of the American Colonization Society (ACS) that recruited free and manumitted black Marylanders to settle in Liberia. From 1832 to 1861, the Maryland State Colonization Society was largely supported by appropriations from the Maryland General Assembly. Using URR funds, the Maryland State Archives supported the work of its varied stakeholders of researchers, historians, curators and archivists by exploring by mining the microfilm collection of its partner, the Maryland Historical Society, of the Maryland Colonization Society Papers for émigrés to Africa who hailed from the five Eastern Shore counties targeted in this study. From these papers approximately 119 individuals have been identified from which approximately 54 illustrative case studies have been created thus far.

Colonization Society Entries

| Queen Anne | Talbot | Caroline | Dorchester | Total |
|------------|--------|----------|------------|-------|
| 26 | 19 | 27 | 47 | 119 |

- o <http://www.mdslavery.net/html/casestudies/mscscountycs.html>

Researchers: (engaged as staff; resumes #3, see financial report for compensation; #1- #4)

Maya Davis, BA, Howard University, History 2002; MA Candidate, George Washington University, (projected 2012), (See attached resume) - Conducted research on US Federal Census, 18th and 19th Century Newspapers, War of 1812 Federal Claims (involved slave owners requesting compensation for slaves who fled with the British) from the five Maryland Eastern Shore counties targeted in this grant: Caroline, Queen Anne, Dorchester, Kent and Talbot.

David Armenti, MA, Loyola University, Teacher Education-Social Studies 2010; BA, University of Maryland-College Park, History, 2007 (See attached resume) - Conducted research on US Federal Census, 18th and 19th Century Newspapers, aligning historical research findings with state education

curriculum, USCT pension records and private family papers (Poplar Grove) for references to Blacks and Mulattoes from the five Maryland Eastern Shore counties targeted in this grant: Caroline, Queen Anne, Dorchester, Kent and Talbot.

Wesley Sparks, MA, Salisbury University, History 2012; BA, Salisbury University, History 2008 (See attached resume) - Conducted research on US Federal Census, 18th and 19th Century Newspapers, USCT pension records, slave criminal records and private family papers for references to Blacks and Mulattoes from the five Maryland Eastern Shore counties targeted in this grant: Caroline, Queen Anne, Dorchester, Kent and Talbot.

Ryan Cox, MA, Salisbury University, Colonial/African American History 2005; BA, Salisbury University, Secondary Education 2002; (See attached resume) - Conducted research on US Federal Census, 18th and 19th Century Newspapers, War of 1812 Federal Claims (involved slave owners requesting compensation for slaves who fled with the British) and private family papers for references to Blacks and Mulattoes from the five Maryland Eastern Shore counties targeted in this grant: Caroline, Queen Anne, Dorchester, Kent and Talbot.), USCT pension records and private family papers for references to Blacks and Mulattoes from the five Maryland Eastern Shore counties targeted in this grant: Caroline, Queen Anne, Dorchester, Kent and Talbot. Maintained Department social media presence on Facebook and Twitter.

Allison Seyler, MA, University of Maryland, Baltimore County, History 2012; BA, UMBC, History & French 2010 (See attached resume) - Conducted research on US Federal Census, 19th Century Newspapers, examined Maryland court records for fugitive slave petitions and private family papers for references to Blacks and Mulattoes from the five Maryland Eastern Shore counties targeted in this grant: Caroline, Queen Anne, Dorchester, Kent and Talbot.

Lowell Mitchell, BA, Rutgers College, Chinese, 1987; Certification, Lynda.com ,BiZe (Zurich, Switzerland) ASP.NET Esstl Training, C# Development, C# & .Net Intro, 2009 2010 2011; Certification, Learning Tree (New York, NY), Advanced Oracle SQL, 2000 - (See attached resume) - Manages daily maintenance and development of Legacy of Slavery department database and case study system, programming, and reporting.

Alex Champion, MLIS, University of Wisconsin-Madison, Archives and Records Administration Major 2012; BA, University of Wisconsin-Madison, History 2012 - Placed at Maryland State Archives Legacy of Slavery in Maryland project for IMLS grant with The HistoryMakers. Conducted research of and recorded references to enslaved Blacks and mulattoes who petitioned for freedom through Maryland courts.

Christian Savage, BA, St. Mary's College of Maryland, Religious Studies & History (projected 2013) (See attached resume) - As an intern, conducted research on US Federal Census, USCT pension and African American church records of Blacks and Mulattoes from Kent County, one of the five Maryland Eastern Shore counties targeted in this grant.

Kathy Thornton, BA, Washington College, History and Environmental Studies, (projected 2013) (See attached resume) - As an intern, conducted research on US Federal Census and African American church records of Blacks and Mulattoes from Kent County, one of the five Maryland Eastern Shore

counties targeted in this grant.

Simone Butler, MA, Morgan State University, History, 2011 - current; BA, Indiana University, Africana Studies, 2011; BA, Indiana University, History, 2010; BA, Indiana University, Biology, 2007; BA, Hampton University, 2005 (See attached resume) - As an intern, conducted research on US Federal Census on Blacks and Mulattoes from Kent County, one of the five Maryland Eastern Shore counties targeted in this grant.

Athena Richardson, BA, Hood College, History 2009 - current: (See attached resume) - As an intern, conducted research on US Federal Census on Blacks and Mulattoes from Kent County, one of the five Maryland Eastern Shore counties targeted in this grant.

Kara Carter, BS, Coppin State University, Computer Science, 2003 (See attached resume) - Maintained and provided ongoing website revisions both internally for staff and externally for patron view and usage.

Matthew Davis, BS, University of Maryland - Baltimore County, Computer Science, 2005 (See attached resume) - Maintained and assisted in ongoing development and construction of database in support of Legacy of Slavery program.

Frank Patnaude, BS, University of Maryland - Baltimore County, Information Systems, 1992 (See attached resume) - Maintained and assisted in ongoing development and construction of database in support of Legacy of Slavery program.

Michael Solkalski, BS, University of Maryland - Baltimore County, Computer Science, 2005 (See attached resume) - Maintained and assisted in ongoing development and construction of database in support of Legacy of Slavery program.

Christopher E. Haley, BA, University of Maryland - College Park, English, 1981 (See attached resume) - Project manager. Oversaw daily operations of all aspects of project functions and activities.

Emily Oland Squires, MA, University of Maryland Graduate School, History, 1996; BA, Western Maryland College, History, 1994 (See attached resume) - Provides daily review, input and guidance over all aspects of project.

Edward C. Papenfuse, Phd, Johns Hopkins University, History 1973; MA, University of Colorado, History, 1967; BA, Political Science, American University, 1965 (See attached resume) - Provides monthly review, input and guidance over all aspects of project.

Authors: (Attached B: #5 is a summary of awards and reviews the following authors have received)

Dr. Kate Clifford Larson, Professor of History, Adjunct, Simmons College; University of New Hampshire Phd., History; University of New Hampshire, 1995; B.A. Economics and History, 1980, M.A. 1995, Simmons College; MBA, Northeastern University 1986 (See attached resume #3) **(engaged as project evaluator, see financial report #1- #4 for payment in FY12)**- As a result of her historical research, Dr. Larson produced the following works: Larson, Kate, *Bound for the*

Promised Land: Harriet Tubman, Portrait of an American Hero, New York, NY, Ballantine Books, 2003, print format.

As a result of his historical research, Professor Larry Gibson, produced the following work: Gibson, Larry, *Young Thurgood: The Making of a Supreme Court Justice*, Amherst, New York. Prometheus Books. 2012, print format.

As a result of her historical research, author Mary Kay Ricks, produced the following work: Ricks, Mary Kay, *Escape on the Pearl: The Heroic Bid for Freedom on the Underground Railroad*, New York, New York, William Morrow and Company, 2007, print format.

As a result of her historical research, author, Catherine Clinton, produced the following work: Clinton, Catherine. *Harriet Tubman: The Road to Freedom*. New York/Boston, Little, Brown and Company, 2004. print format.

As a result of their historical research, co-authors, Constance R. Beims and Christine Tolbert produced the following work: Beims, Constance, Tolbert, Christine. *A Journey Through Berkley Maryland*. Baltimore, Maryland. Gateway Press. 2005. Print format.

As a result of her historical research, Professor Sherrilyn A. Ifill produced the following work: Ifill, Sherrilyn. *On the Courthouse Lawn*. Boston, Mass. Beacon Press. 2007. Print format.

As a result of his historical research, James H. Johnston produced the following work: Johnston, James. *From Slave Ship to Harvard*. New York. Fordham University. 2012. Print format.

As a result of her historical research, Author Myra B. Young Armstead produced the work, *Freedom's Gardener: James Brown, Horticulture and the Hudson Valley in Antebellum America*. New York. New York University Press. 2013. Print and electronic format.

As a result of their historical research, Ira Berlin, PhD. and his History 429 students produced the following work: Berlin, Ira, et al., *Knowing Our History: African American History and the University of Maryland*. College Park, Maryland. University of Maryland-College Park. 2009. Print format.

As a result of their historical research, Ira Berlin, PhD., Edward C. Papenfuse, PhD. and Legacy of Slavery Program produced the following work: Berlin, Ira; Papenfuse, Edward; et al. *A Guide to the History of Slavery in Maryland*. College Park, Maryland; Annapolis, Maryland. Maryland State Archives/University of Maryland-College Park. 2007. Print format.

As a result of her historical research, Allison Seyler, produced the following paper: Seyler, Allison Jane. *"In Defense of Slavery: An Exploration of Queen Anne's County Slave Owners, 1820-1840."* Master's Thesis. University of Maryland, Baltimore County, 2012.

1. Electronic Dissemination: Legacy of Slavery in Maryland Website:

Actions taken:

Requested and received permission to hire a full time programmer (as to the requirements of the URR grant program). Successful candidate was hired and began employment in December 2011.

- Lowell Mitchell, BA, Rutgers College, Chinese, 1987; Certification, Lynda.com ,BiZe (Zurich, Switzerland) ASP.NET Esstl Training, C# Development, C# & .Net Intro, 2009 2010 2011; Certification, Learning Tree (New York, NY), Advanced Oracle SQL, 2000 - (See attached resume, #3) - Manages daily maintenance and development of Legacy of Slavery department database and case study system, programming, and reporting.

List names of institutions with whom you have shared your site and vice-versa.

Maryland Historical Society, Baltimore, Maryland; Banneker-Douglass Museum, Annapolis, Maryland; Alex Haley-Kunta Kinte Foundation, Annapolis, Maryland; Reginald F. Lewis Museum, Baltimore, Maryland; Washington College, Chestertown, Maryland; University of Maryland, College Park; Baltimore City Archives, Baltimore, Maryland; Historic Annapolis Foundation, Annapolis, Maryland; Dorchester County Historical Society, Cambridge, Maryland; Chesapeake Bay Maritime Museum.

2. Dissemination to elementary and secondary schools:

Actions taken:

In fulfilling its legislatively mandated responsibility to maintain artifacts and materials related to the history of the Underground Railroad, including the lessons to be drawn from such history, the Archives has sought to make its research available, including through electronic means, to elementary and secondary schools, institutions of higher education, and the general public. Some aspects of this accessibility has been engaged to meet the public-private partnership of 4:1 matching funds requirement which is provided in the attached financial report. **A full list of outreach activities has been included among attachments, #6.**

- 50 sessions to 262 teachers who taught approximately 17,894 students (the teacher and student totals for September 1st and 14th were included in the 2011 report). A full list of activities and organizations Archives staff and the Maryland Historical Society engaged between October of 2011 and September of 2012. This collaboration meets part of the 4:1 matching requirement.
- Additionally, Archives staff participated as either presenter, panelist, attendee or judge in approximately 60 additional outreach opportunities through FY 2012. **A full list of these activities is attached, #7.**
- Archives staff was not evaluated at all events, however, staff was well reviewed where critiques were obtained. **Reviews and evaluations have been included among attachments, B: #9.**

3. Dissemination to Institutions of Higher Education:

Actions Taken:

- *College courses were created by Ed Papenfuse: JHU MLA Course 450.580 – Following the North Star: History and Stories of Slaves Escaping from Bondage in Maryland*

- Teaching American History Program, *Roots of a Nation*. Lessons by Edward C. Papenfuse; and Chris Haley "Slavery: The Hot Button Topic", Washington College. Chestertown, Maryland. Given September and November 2012.
- Teaching American History program - MSA has presented teacher training seminars to Maryland K-12 public school teachers throughout the state in the Making American History Master Teachers program. Through this collaboration the Archives' study of the Underground Railroad has expanded the curriculum and minds of public elementary, middle, and high school faculty and students in Howard, Anne Arundel, Washington and Baltimore counties, as well as Baltimore City. Anne Arundel County Public Schools Coordinator Terry Poisson wrote to thank the Archives' staff by sharing that, "Your partnering with us has allowed us to provide teacher's professional development with the resources which highlight Maryland's rich historical legacy. Further, your analysis of the teaching-learning cycle in social studies education and the identification of those best instructional practices through the use of primary source documents and artifacts have allowed me to design subsequent professional development which enabled us to be awarded the Teaching American History Grant for 2008-2013. We are very fortunate in Maryland to have such a wealth of resources archived and available for teacher and student use." ~~(See Appendix P for sample Archives' lesson plans.)~~
- For over 30 years, the Maryland State Archives has conducted a robust internship program designed to educate high school, college, and graduate level students in archival science and history. The Legacy of Slavery program has been an integral part of the internship program since its inception in 2001. Students entering the program receive detailed archival training, direct professional mentoring and hands on experience researching and writing using primary resources. In addition to working side by side with Maryland State Archives' staff, the students also participate in educational seminars and workshops presented by additional historians, archivists, professors, museum professionals and archeologists.

(B) The audited financial statement of the organization for the preceding fiscal year, October 1, 2011 - September 2012 - **A: #1-4.**

(C) In grant year October 1, 2012 - September 30, 2013, the Maryland State Archives proposes the following efforts:

- Mining, noting and approving data from the US Federal Census identifying all free and enslaved African Americans who lived in any of the following counties between 1830 - 1880: Caroline, Queen Anne, Dorchester, Kent and Talbot. Upon approval, data will be made accessible through the Maryland State Archives Legacy of Slavery database: <http://ww2.mdslavery.net/>.
- Mining, noting and approving runaway ads, domestic traffic ads and committal notices from newspapers covering the five counties aforementioned in this grant study. Upon approval, data will be made accessible through the Maryland State Archives Legacy of Slavery database: <http://ww2.mdslavery.net/>.
- Legacy of Slavery staff will continue to create case studies based on the variety of primary sources on which they conduct African American research during and after the period of slavery related to the five eastern shore counties targeted in this study such as private family papers of prominent slave owners, USCT pension records and War of 1812 Federal Claims (involved slave owners requesting compensation for slaves who fled with the British).
- Legacy of Slavery staff will continue outreach to pursue and nurture scholastic, community,

and historical relationships with partners to whom their findings will be shared through public presentations and dissemination of primary source materials via paper reproductions and/or electronic access on a variety of websites. **A list of Legacy of Slavery Program outreach activities is included among this reports' appendices as previously referenced. A work plan is attached at B: #10.**

Endowment:

In order to fulfill the requirement of the Department of Education grant to contribute to the **Legacy of Slavery Endowment** and in hopes of acquiring ongoing sustainable growth for the Legacy of Slavery Program the Archives Legacy of Slavery Fundraising Committee will pursue the following plan:

- SAFE HOUSE PARTIES will be small scale Legacy of Slavery presentations given at a variety of locations hosted by private individuals throughout the state. The plan is that after the first SAFE HOUSE PARTY that other party attendees will want to host their own, and so on, and so on. The goal is to raise at least \$200,000 annually to directly fund Legacy of Slavery Division program staff. **A more detailed outline of this plan to acquire support for the Legacy of Slavery endowment fund is included among the indices of this report, B: #11.**

D. An evaluation of the programs and activities supported by the funding as the Secretary may require - **Please see attached B: #8 evaluation per evaluator, Kate Larson, PhD.**

Maryland State Archives
Legacy of Slavery Report FY 2012 - Appendix

A) - Financial

- 1- Financial Report
- 2- Financial Report - SF425
- 3- Financial Report - resumes
- 4- Financial Report - endowment

B) - Activities

- 5 - Publications 2012
- 6 - Outreach Activities - 2011/2012
- 7 - Maryland Historical Society Partnership events - 2011/2012
- 8 - Project Evaluation - Kate Larson
- 9 - Additional Evaluations
- 10 - Work Plan
- 11 - Fundraising Plan

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Project Number: P345A105002

Project Director's Name: Chris Haley

Project Financial Manager's Name: Nassir Rezvan

FY 2012 (October 2011 - September 30, 2012) Annual Report

The following appendix represents publications where the authors used the research of the Legacy of Slavery in Maryland project (<http://www.mdslavery.net>) and the resources of the Maryland State Archives to provide scholarly secondary sources and educational materials to students, teachers and the general public on the history of slavery in Maryland. When available, an independent evaluation(s) of this material has been included below.

Larson, Kate, *Bound for the Promised Land: Harriet Tubman, Portrait of an American Hero*, New York, NY, Ballantine Books, 2003, print format.

"What a glorious book! Kate Larson's magnificent biography of the life of the real Harriet Tubman deserves the nation's attention. Grounded in meticulous research, BOUND FOR THE PROMISED LAND solves the mysteries and silences about the legendary "Moses" of Underground Railroad fame. With clarity, grace, and skill, Larson brilliantly captures the truly remarkable spirit of a genuine American heroine. We are all in Larson's debt."

-- Darlene Clark Hine, co-author, *A SHINING THREAD OF HOPE: THE HISTORY OF BLACK WOMEN IN AMERICA*.

Professor, University of Michigan, and Fellow at the Radcliffe Institute for Advanced Study

Kate Larson "has produced the most thoroughly researched account of [Tubman's] life, winning advance praise from a variety of American historians who are calling her book, *Bound for the Promised Land*, an extraordinary achievement."

-- Gary Dorsey, *Baltimore Sun*, January 25, 2004.

"In the first scholarly biography of Harriet Tubman, Kate Clifford Larson rescues her from the "underground" of knowledge, from unused and unseen primary documents, shedding new light on this American icon of freedom. Larson's painstaking research and vivid imagery separate truth from myth to reveal a life greater than legend."

-- Evelyn Brooks Higginbotham, Professor of History and Afro-American Studies at Harvard University, and author of *RIGHTEOUS DISCONTENT: THE WOMEN'S MOVEMENT IN THE BLACK BAPTIST CHURCH, 1880-1920*

"... there's no real competition. After six years of turning over stones, the intrepid Kate Clifford Larson breaks the new ground on Tubman legacy and legend in *Bound for the Promised Land: Harriet Tubman, Portrait of an American Hero* ... Larson's exhaustive study will be the steppingstone for future scholars of Tubman, and thus the best choice for students, teachers and history buffs."

-- Jean Thompson, Associate Editor, *Baltimore Sun*, February 1, 2004

"It is a risky business to tamper with a national icon and trickier still to convey the full dimension of the individual behind the legend. But Kate Clifford Larson has accomplished both in her brilliant biography of Harriet Tubman..."

-- Fergus M. Bordwich, *Smithsonian Magazine*, April 2004

"It is Kate Clifford Larson, the newcomer, who has delivered the gem... *Bound For the Promised Land* is astonishingly good, a better debut than any author has the right to wish for."

-- Kevin Canfield, *The Dallas Morning News*, August 13, 2004.

"Meticulously researched and written, this intriguing book promises to be one of the best of 2004."

-- John C. Walter, *The Seattle Times*, February 8, 2004.

"*Bound for the Promise Land* is an extraordinary achievement. Heroically researched, movingly written, it transforms a legend into a flesh-and-blood human being and brings a critical era in our history vividly to life."

-- Jacquelyn D. Hall, Spruill Professor of History, University of North Carolina, President of the Organization of American Historians, and Fellow at the Radcliffe Institute for Advanced Study.

"Perhaps the best-known African American female historical figure because of her courageous work on the Underground Railroad, Harriet Tubman's life as a warrior woman is elegantly captured in Kate Larson's riveting biography, the first one to be published for adults after a sixty-year hiatus. Because of her painstaking documentation of the wretched worlds that Tubman inhabited and ultimately recreated, readers confront a genuine hero, not the fiction of contemporary media. *BOUND FOR THE PROMISED LAND* is the story of a legendary woman we thought we knew, but Larson's portrait is more focused, more complex, more satisfying..."

-- Beverly Guy-Sheftall, co-author of *GENDER TALK: THE STRUGGLE FOR WOMEN'S EQUALITY IN AFRICAN AMERICAN COMMUNITIES*.
Director of the Women's Research and Resource Center at Spelman College.

"Larson has succeeded in writing a fascinating book that not only illuminates

the life and character of a complicated woman, but the social and political intricacies of the harrowing times in which she lived, and the many people - some celebrated personalities of the day and many ordinary folks of tremendous courage - who helped her along the way."

-- Lorrie Lykins for the St. Petersburg Times, Feb. 22, 2004.

"Larson's exceptionally well researched biography of Harriet Tubman draws on thorough historical detective work to offer a compelling life story. Along with a realistic portrayal of slave life and an accurate account of the escapes and rescues that made Tubman a mythic figure, we learn about the daily struggles of a poor, free black woman to support herself and her extended family, and to earn the compensation due her for her service as a nurse and spy during the Civil War. A welcome addition to the literature of women's and African American history."

-- Estelle B. Freedman, Edgar E. Robinson Professor in U.S. History, Stanford University, and author of NO TURNING BACK: THE HISTORY OF FEMINISM AND THE FUTURE OF WOMEN.

"The most impressive of [the new biographies] is Kate Clifford Larson's *Bound for the Promised Land: Harriet Tubman, Portrait of an American Hero...* The book combines a strict reading of the sources and a healthy questioning of earlier accounts with a real gift for fulsome and lively narrative, inventive research, and rigorous cross-checking. Larson's determination to tap all relevant sources is clear. She draws on everything from court records to census reports, historical studies, records of manumissions, slave testimonies, Orphans Court records, chattel records, documents and interviews conducted by earlier biographers, and many other sources of information.

Larson suffers from the same dearth of sources as the other scholars, but instead of turning inward to try to get at something that is inaccessible, she turns outward, to the land, family (her own and that of her masters), local politics, work conditions -- everything comprising the various settings in which Tubman lived her life. And in doing so, she makes Tubman real by making us feel what it was like to be in the situations in which she found herself."

-- Elisabeth Lasch-Quinn, *The Journal of Blacks in Higher Education*; April 30, 2004.

"Larson... has done her homework, and her book is essential for those interested in Tubman and her causes."

-- Daniel Dyer, *The Plain Dealer*, February 8, 2004."

Gibson, Larry, *Young Thurgood: The Making of a Supreme Court Justice*, Amherst, New York. Prometheus Books. 2012, print format.

"*Young Thurgood* is a page-turner. Its compelling story is a must-read

for anyone who wishes to understand a great man and the history of the civil right movement. I enthusiastically recommend this book."

--Charles J. Ogletree Jr., professor of law, Harvard Law School, author of *The Presumption of Guilt*

"A well-researched and engaging biography and a fine addition to Marshall scholarship."

--*Kirkus Reviews*

"A triumph of discovery and restraint, *Young Thurgood* transports readers into a vivid, indomitable black culture that equipped this legal giant to remake our world."

--Taylor Branch, historian, Pulitzer Prize—winning author of *The Cartel*

"Larry Gibson's painstaking research has produced a powerful account of Marshall's formative years and new insight into the early years of the NAACP."

--Benjamin Jealous, president of the National Association for the Advancement of Colored People

"Larry Gibson has written the most accurate book ever published about my husband."

--Cecilia S. Marshall, wife of Thurgood Marshall

"I commend Professor Gibson's biography of Thurgood Marshall to every American who wishes to better understand our nation's ongoing struggle for universal civil rights." --Elijah E. Cummings, US Congressperson from Maryland

"Larry S. Gibson vividly recounts the remarkable journey that shaped one of the most influential icons of the twentieth century."

--Marc H. Morial, president and chief executive officer of the National Urban League

"Larry Gibson's thoroughly researched and insightful book about charismatic Thurgood Marshall is a must-read."

--Elaine R. Jones, former president and director-counsel, NAACP Legal Defense and Educational Fund

"Gibson's fascinating account of Marshall's early years gives us a better understanding of this extraordinary American, who was one of my personal heroes."

--Vernon E. Jordan Jr., lawyer, business executive, civil rights leader

"Gibson paints vivid pictures of the people, places, and events that molded the extraordinary lawyer with whom my father and I had the privilege of working."

--James M. Nabrit III, civil rights lawyer

"Professor Gibson succeeds where others have failed to help us appreciate the forces that shaped the man whose career helped shape the nation."

--Kurt L. Schmoke, vice president and general counsel of Howard University

Goodheart, Adam, *1861: The Civil War Awakening*, New York, New York, Random House, 2011, print format.

"Exhilarating. . . . Inspiring. . . . Irresistible. . . . *1861* creates the uncanny illusion that the reader has stepped into a time machine."

-- *The New York Times Book Review*

"A huge contribution. . . . Hardly a page of this book lacks an insight of importance or a fact that beguiles the reader."

-- *The Boston Globe*

"Adam Goodheart is a Monet with a pen instead of a paintbrush."

-- James M. McPherson, Pulitzer Prize-winning author of *Battle Cry of Freedom*

"Goodheart writes with precision, beauty and understanding. The books will renew one's excitement about reading history."

-- *The Albuquerque Journal*

"Rich, multitiered history."

-- *The New York Review of Books*

"Goodheart shows us that even at 150 years' distance there are new voices, and new stories, to be heard about the Civil War, and that together they can have real meaning. . . . He takes what is known, breaks it down to its elemental parts and

rearranges it, giving us a different view entirely of something we thought we understood entirely."

-- *The Boston Globe*

"1861 is the best book I have ever read on the start of the Civil War. . . . Penetrating, eloquent, and deeply moving, this is a classic introduction to the nation's greatest conflict."

-- Tony Horwitz, winner of the Pulitzer Prize and author of *Confederates in the Attic*

"Eloquent. . . . Gripping. . . . Goodheart gives readers a sense of what it was like to have been there."

-- *St. Louis Post-Dispatch*

"Marvelous. . . . Goodheart brings us into the world of mid-nineteenth-century America, as ambiguous and ambitious and fractured as the times we live in now, and he brings to pulsing life the hearts and minds of its American citizens."

-- *The Huffington Post*

"Exceptional historical reporting. . . . Enlightening, insightful, and yes, entertaining."

--*The Tucson Citizen*

"Doing what David McCullough's *1776* did for the American Revolution, Goodheart's book delivers a remarkably original and gripping account of the year the Civil War began."

-- History Book Club

"Goodheart is an elegant writer and this is a highly readable introduction to America's great civil conflict."

-- *The Seattle Times*

"A compelling look at the country's dawning realization that this would be much more than a quickly resolved conflict over slavery, through the experiences of a fascinating cast of characters given short shrift (if any shrift at all) in previous Civil War books."

-- *The Star-Ledger*

"Goodheart's book stands out . . . for the author's deft narrative style and vivid description. . . . [He] conjures a remarkable cast of individual Americans—from slaves and foot soldiers to the occupant of the Oval Office—using their stories to evoke a national watershed."

-- *The Times-Picayune*

"An impressive accomplishment, a delightful read, and a valuable contribution that will entertain and challenge popular and professional audiences alike."

-- *Harvard Magazine*

"With boundless verve, Adam Goodheart has sketched an uncommonly rich tableau of America on the cusp of the Civil War. The research is impeccable, the cast of little-known characters we are introduced to is thoroughly fascinating, the book is utterly thought-provoking, and the story is luminescent. What a triumph."

-- Jay Winik, author of *April 1865* and *The Great Upheaval*

Ricks, Mary Kay, *Escape on the Pearl: The Heroic Bid for Freedom on the Underground Railroad*, New York, New York, William Morrow and Company, 2007, print format.

"Readable re-creation of a little-known episode in the long struggle to abolish slavery in America.

The residents of Washington, D.C., may have been torn on the issue of slavery, but in 1848, the "curious institution" was still practiced there; moreover, former Labor Department attorney Ricks writes, the Upper South—the District, Virginia and Maryland—was increasingly important as a source of slaves for the Deep South, in what Ricks calls "the internal slave trade." Punishment for those who aided runaway slaves was severe, and it was thus quite daring of the abolitionists and slaves alike to undertake an attempted mass escape on the schooner *Pearl*. On April 15, 1848, about 70 slaves, including a tight-knit group of siblings, gathered in twos and threes on a dock not far from a slave pen just south of the National Mall—a prison that, Ricks notes, was promoted as "next to the copy of the Declaration of Independence also preserved here, the greatest curiosity to be seen at the Federal City." The schooner slipped away and was well on course for the North and freedom, but then it hit one of the Chesapeake Bay's frequent tempests; a pursuing posse of Georgetown deputies caught up with the *Pearl*,

returned its cargo to slavery and jailed the would-be liberators, who, as Ricks notes, represented a widespread and varied group of interests throughout America, from country preachers to Wall Street magnates. Fittingly, since she now operates a historic-tours firm in Washington, Ricks has a keen eye for sites of the slaves' voyage that can be visited today. She has an equally strong sense, well reflected in her pages, of how the now largely forgotten incident figured into the fierce pro- and antislavery battles of the time, which would soon end in civil war.

A valuable account, closing with a moving précis of the fate of the *Pearl's* people and their descendants."

-- Kirkus Review

NOTE: Ms. Ricks also participated in the Maryland State Archives Summer internship program by giving a seminar. She gave a lecture about the history of the Pearl incident, and she also gave a workshop about how she used primary resources of the Maryland State Archives and the Legacy of Slavery project to research her book.

Clinton, Catherine. *Harriet Tubman: The Road to Freedom*. New York/ Boston, Little, Brown and Company, 2004. print format.

"Clinton has an extraordinary knack of compressing complex history into an informing brief paragraph or a single sentence, making this 'first full-scale biography' of Tubman...a revelation." *Publishers Weekly*

"[A] concise and readable biography that vividly updates the story of Tubman's life with context and new interpretations based on the latest historical scholarship....[T]he best choice for the casual reader." *Library Journal*

"[A] lucid, well-researched biography that contextualizes a remarkable life in all its remarkable accomplishment." *Darryl Lorenzo Wellington, The Christian Science Monitor*

Beims, Constance, Tolbert, Christine. *A Journey Through Berkley Maryland*. Baltimore, Maryland. Gateway Press. 2005. Print format.

"Through oral histories, diaries, public records, and past historians, this books captures the lives and events of a rural crossroads in Harford County, Maryland over a 300 year period - including historical events and contributions that qualified this rural crossroads to be designated a

Historic District on the National Register of Historic Places in 2003."

-- Baltimore Sun

Ifill, Sherrilyn. *On the Courthouse Lawn*. Boston, Mass. Beacon Press. 2007. Print format.

"Inspired by South Africa's post-apartheid Truth and Reconciliation Commission, civil-rights attorney Ifill offers a new approach to addressing the history of lynching in America. One legacy of [racial violence] is the difficulty blacks and whites have even of discussing it, since few really want to remember what, for most on both sides of the divide, were traumatizing events. Yet remembering is essential. An intriguing, immodest proposal that itself warrants discussion—and action."

-- Kirkus Review

"A sobering and eye-opening book on one of America's darkest secrets. A must read for anyone willing to examine our history carefully and learn from it."

-- Professor Charles J. Ogletree, Jr., executive director of the Charles Hamilton Houston Institute for Race and Justice

"A thoroughly researched, unflinching account of the ugly history of the Eastern Shore's early-twentieth-century lynchings."

-- Petula Caesar, Baltimore City Paper

"Elegantly written and persuasively argued . . . Ifill explores the possibilities and offers concrete advice on how truth and reconciliation could be widely employed in the United States."

-- Mary Frances Berry, Geraldine R. Segal Professor of American Social Thought and professor of history, University of Pennsylvania

Johnston, James. *From Slave Ship to Harvard*. New York. Fordham University. 2012. Print format.

". . . a masterfully researched detective story with a wealth of detail about the rise of an African-American family."

-- John R. Wennersten, University of Maryland, Eastern Shore

". . . Portray[s] an illuminating, thought-provoking, relatively unusual moment in early American history."

-- Publishers Weekly

"James H. Johnston has given us a clear and vivid look at a long-neglected aspect of American history. This book is in turn disturbing and elevating, horrifying and inspiring. It is impossible to ignore."

-- Harold Holzer, The Metropolitan Museum of Art

"Part historical narrative, part genealogical detective work, this book will appeal to a range of academic and general readers, especially those interested in race relations in early America."

-- Library Journal

"Johnston has given Americans a rare treasure, a true story of an African American family, and its triumph over slavery. The great American painter Charles Willson Peale, best remembered for his portrait paintings of leading figures of the American Revolution, would have very much approved--

Johnston's done with a whole lot of research, patience, and writing, what Peale did with his brush almost 200 years ago."

-- Sidney Hart, Senior Historian, National Portrait Gallery

***Freedom's Gardener: James Brown, Horticulture and the Hudson Valley in Antebellum America.* New York. New York University Press. 2013. Print and electronic format.**

Freedom's Gardener is beautifully researched, bursting with detail."

-- *The New York Times*

"An enlightening examination of a period of American history that seems to have slipped from public scrutiny...Armstead's review of the status of American horticulture during the first half of the nineteenth century makes this volume intriguing reading for gardeners."

-- Marilyn K. Alaimo, *Chicago Botanic Garden*

"Armstead explores the meaning of northern African American identity through her deft decoding of a ten-volume diary left by James F. Brown... Recommended for historians of antebellum America or the social aspects of horticulture and for those interested in historical diaries. Incipient researchers will learn the differences among term, life, and wage slaves and much else."

-- *Library Journal*

"With this meticulously sourced and carefully reasoned portrait, Armstead reclaims an outstanding American who helped freedom grow."

-- *Booklist*

This in-depth study of the life of an African American slave turned master gardener is an enlightening examination of a period of American history that seems to have slipped from public scrutiny in recent years."

-- Marilyn K. Alaimo, garden writer, Chicago Botanic Garden

Berlin, Ira, et al., *Knowing Our History: African American History and the University of Maryland*. College Park, Maryland. University of Maryland-College Park. 2009. Print format.

Berlin, Ira; Papenfuse, Edward; et al. *A Guide to the History of Slavery in Maryland*. College Park, Maryland; Annapolis, Maryland. Maryland State Archives/University of Maryland-College Park. 2007. Print format.

Dr. Berlin is a member of the Legacy of Slavery Advisory Board. He is the founder of the Freedmen and Southern Society Project, which he directed until 1991. The project's multi-volume *Freedom: A Documentary History of Emancipation* (1982, 1985, 1990, 1993) has twice been awarded the Thomas Jefferson Prize of the Society for the History of the Federal Government as well as the J. Franklin Jameson Prize of the American Historical Association for outstanding editorial achievement. (October, 1999) He was elected a Fellow of the [American Academy of Arts and Sciences](#) in 2004.

In 2007, Berlin was an advising scholar for the award-winning, PBS-broadcast documentary [Prince Among Slaves](#), produced by [Unity Productions Foundation](#).

- *Many Thousands Gone: The First Two Centuries of Slavery in North America* (Harvard University Press, 1998). Recipient of the 1999 [Bancroft Prize](#) (Columbia University); Winner of the 1999 Elliott Rudwick Prize of the [Organization of American Historians](#); Winner of the 1999 [Frederick Douglass](#) Prize for the Best Book on Slavery; [Association of American Publishers](#) 1998 Professional/Scholarly Publishing Annual Award in the Category of History; Finalist, 1998 [National Book Critics Circle](#) Award for Nonfiction; co-Winner of the Southern Historical Association's Frank L. and Harriet C. Owsley Award for 1999; 1998 [Los Angeles Times](#) Book Prize.
- *Generations of Captivity: A History of African American Slaves* (Harvard University Press, 2003). Winner of the 2003 [Albert J. Beveridge Award](#) of the [American Historical Association](#) and the 2004 Anisfeld-Wolf Book Award for nonfiction.

NOTE: The following is a student paper completed for graduate credit at the University of Maryland Baltimore County that is a direct result of the Legacy of Slavery project.

Seyler, Allison Jane. *"In Defense of Slavery: An Exploration of Queen Anne's County Slave Owners, 1820-1840."* Master's Thesis. University of Maryland, Baltimore County, 2012.

October 14, 2011: David Armenti presented to an African American History class at Baltimore City College HS, on the "History of Slavery in Maryland", joined by Debbie Harner from the Maryland Historical Society(MDHS).

November 9, 2011: David Armenti presented on African American life in Somerset County, to a professional development workshop for Somerset County teachers, led and arranged by Dustin Meeker from MDHS.

November 18, 2011: Maya Davis and Rachel Frazier visited Christine Hughes at the Naval Yard, Washington, DC, regarding War of 1812 British records.

November 19, 2011: Maya Davis presented as the keynote speaker for Maryland Legacy Day at the Afro-American Historical and Genealogical Society, Prince George's County.

November 21, 2011: Krystal Appiah presented on the Study of the Legacy of Slavery in Maryland to Professor McDonough's History 201 class at University of Maryland, Baltimore County.

November 29, 2011- David Armenti and Krystal Appiah presented on "MSA Resources/Slavery in PG County" at the Prince George's County Teacher Workshop, arranged by Dustin Meeker of MDHS.

December 1, 2011: Krystal Appiah attended the lecture "Recovering Lost Ancestry with Agnes Kane Callum" at the Walters Art Museum.

December 2, 2011: David Armenti and Krystal Appiah attended the "Bmore Historic: Unconference" at the Maryland Historical Society, participating in sessions on social media, digital humanities, and educational outreach.

January 28, 2012: David Armenti participated in the Progressive Education Summit at City Neighbors High School, Baltimore.

January 30, 2012: Chris Haley and Tanner Sparks met with Anne Phillips at the Dorchester County Historical Society, regarding Heritage Area Grant application.

February 8, 2012: Emily Oland Squires, Maya Davis, Krystal Appiah, Ryan Cox and Tanner Sparks attended the Black History Month Program, featuring keynote speaker William E. Broadwater, Tuskegee Airman in World War II.

February 13, 2012: Krystal Appiah presented for Black History Month at the Homes on the Glen Homework Club.

February 17, 2012: David Armenti presented for Black History Month at Coldstream Elementary and Middle School, Baltimore.

February 22, 2012: Krystal Appiah gave a Career Day presentation at Meade Evening School.

February 23, 2012: David Armenti and Tanner Sparks participated in the Maryland Bar Library's Panel Discussion: "The Impact of Race Laws on the Migration of African Americans from Southern States to Baltimore During the Early 1900s."

February 23, 2012: Krystal Appiah and Ryan Cox attended the lecture "Seen & Heard: Maryland's Civil Rights Era in Photographs and Oral Histories" at the Maryland Historical Society.

February 24, 2012: Chris Haley met with students of the Allegany County African American Legacy class, regarding an overview of research in the Search Room and using the *Beneath the Underground Railroad in Maryland* website.

February 24, 2012: Krystal Appiah gave a Career Day presentation at Pot Spring Elementary School. Timonium, MD.

February 27, 2012: Chris Haley and Krystal Appiah attended the symposium "African American Life and Labor in the White House Neighborhood" in Washington D.C.

February 29 - March 2, 2012: Krystal Appiah and David Armenti participated in the IMLS Webwise Conference, "Tradition and Innovation."

March 7, 2012: Krystal Appiah gave the lecture "Life After Freedom: The Reconstruction of Maryland's African American Communities" at the Laurel Historical Society.

March 9, 2012: Maya Davis and David Armenti attended the presentation of the Harriet Tubman Lifetime Achievement Award to Senator Barbara Mikulski

March 9, 2012: Krystal Appiah gave a lecture in conjunction with the Maryland State Archives exhibition, "Flee! Stories of Flight from Maryland in Black and White," at the Banneker-Douglass Museum.

March 15, 2012: Krystal Appiah, Ryan Cox, Tanner Sparks, Allison Seyler, and David Armenti attended the 6th Annual Symposium on African-American History in the Mid-Atlantic, Goucher College.

March 21, 2012: Chris Haley presented on African American history to third graders at The Key School.

March 22, 2012: Maya Davis and Krystal Appiah attended the Winter Lecture Series: "Harriet Tubman and the Underground Railroad," Annapolis Maritime Museum.

March 23, 2012: Krystal Appiah attended the Freer Gallery lecture "Those Who Would Labor for My Happiness" by Lucia Stanton, senior historian at the Thomas Jefferson Foundation at Monticello.

March 29, 2012: Krystal Appiah gave a Career Day presentation at Crofton Middle School.

April 12, 2012: Tanner Sparks attended Alan Taylor's presentation at Washington College on African Americans in the Chesapeake and the War of 1812.

April 17, 2012: David Armenti attended the Baltimore National Heritage Area's Public Meeting, B&O Railroad Museum.

April 28, 2012: David Armenti served as a Maryland History Day Judge at the University of Maryland-Baltimore County.

May 5, 2012: David Armenti attended James H. Johnston's lecture "From Slave Ship to Harvard: Yarrow Mamout," at the Reginald Lewis Museum, Baltimore.

May 11, 2012: Krystal Appiah gave a Career Day presentation at Arundel Middle School.

May 12, 2012: David Armenti attended the “Baltimore Neighborhoods, Baltimore History” Conference at the Maryland Historical Society.

May 17, 2012: Tanner Sparks visited London Town to discuss summer internship with Lisa Holly Robbins.

May 18, 2012: Krystal Appiah gave a Career Day presentation at Meade Middle School.

June 1, 2012: David Armenti and Tanner Sparks presented at the Harriet Tubman Underground Railroad Conference on "Mapping the Journey from Slavery to Freedom: Stories of United States Colored Troops and Underground Railroad Figures."

June 19, 2011: Maya Davis met with Helen Wirka at the John Carlyle House regarding slaves that fled during the War of 1812.

June 20-23, 2012: David Armenti, Tanner Sparks, and Allison Seyler attended the National Parks Service Network to Freedom Underground Railroad Conference.

June 25, 2012: Maya Davis and two interns met with Barbara Breeden of the St. Margaret's Episcopal Church, re: slave research and the 325th anniversary of the Episcopal Church in Maryland .

June 29, 2012: David Armenti attended a Baltimore City Council Meeting, regarding a bill being introduced by Council Member Mary Pat Clarke to create a Baltimore City African American Historic Civil Rights Commission.

July 8, 2012: Chris Haley presented on "Haley Family and Genealogy" at the Sewall & Belmont House and Museum.

July 10, 2012: Maya Davis met with Tony Cohen of the Menare Foundation at the Maryland State Archives.

August 2, 2012: Ryan Cox and David Armenti spoke at a teacher training event at London Towne.

August 8, 2012: Chris Haley attended the Annapolis Commission on the constitution of 1864 and the abolishment of slavery.

August 8, 2012: Maya Davis participated in a working lunch with Jane McWilliams, Jean Russo, and Pam Williams regarding the Ogle slaves and Belair.

August 22, 2012: Tanner Sparks and intern Sarah Hartge met with Dorothy Whitman at Galesville Historical Society to review records regarding London Town.

August 23-24, 2012: Maya Davis attended the Association of African American Museums conference.

August 24, 2012: Chris Haley participated in a panel for the African American Museums Conference.

September 9, 2012: Dr. Papenfuse, Maya Davis, and Chuck Weisenberger gave the lecture “The War of 1812 at Sotterley and Southern Maryland” at Sotterley Plantation.

September 10, 2012: Allison Seyler and David Armenti attended the Four Rivers Heritage Area museum site - school outreach workshop.

September 12, 2012: David Armenti met with Debbie Harner, Maryland Historical Society, regarding Education Outreach.

September 13, 2012: Tanner Sparks attended Holly Brewer's presentation at Washington College entitled: "Inheritable Blood: Slavery, Monarchy, and Power in Colonial America."

September 15, 2012: Chris Haley participated in the Meeting of "Annapolis Commission on Celebrating Maryland's Constitution of 1864 and the Abolishment of Slavery."

September 16, 2012: Allison Seyler and Ryan Cox attended Antietam's 150th Anniversary Commemoration.

September 25, 2012: Tanner Sparks picked up newspapers from the Dorchester County Historical Society.

September 29, 2012: Chris Haley, Ryan Cox, Alex Champion and David Armenti attended the Kunta Kinte Heritage Festival at the Annapolis City Dock.

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| q4 2011 | | | | | |
| Civil War Field Trip Day - Baltimore City Public Schools | 10/7/2011 | Baltimore City Public Schools | 4 | 120 | Various C |
| Calvert County In-Service: Civil War Workshop | 10/10/2011 | Calvert County Public Schools | 10 | 1200 | |
| Outreach School Program: Research Methods Workshop | 10/14/2011 | City College High School - Baltimore City | 1 | 30 | Research |
| Outreach School Program: Research Methods Workshop | 10/18/2011 | Patterson Park Public Charter School - Baltimore City | 2 | 44 | Research |
| School Program: Civil War Exhibition Tour | 10/19/2011 | Covenant School | 6 | 40 | Civil War |
| School Program: Hunt for History Tour | 10/19/2011 | Bluford drew Jemison East | 2 | 20 | Hunt for H |
| School Program: Civil War Exhibition Tour | 11/1/2011 | GreenMount School - Baltimore City | 7 | 47 | Civil War |
| School Program: Civil War Exhibition Tour | 11/3/2011 | Coppin State University | 1 | 9 | Civil War |
| School Program: Slavery and the Underground Railroad | 11/4/2011 | Windsor Hills Elementary Middle School | 4 | 40 | Slavery and |
| Outreach School Program: Research Methods Workshop | 11/8/2011 | Monarch Academy - Baltimore City | 3 | 75 | Research |
| Somerset County 4th Grade Teacher Workshop | 11/9/2011 | Somerset County Public Schools | 6 | 180 | MSA Som |
| Lower Eastern Shore Teacher Workshop (Cancelled) | 11/9/2011 | Wicomico, Somerset, Worcester, Dorchester, Talbot | 9 | 810 | Resource |
| Baltimore County Public Schools | 11/12/2011 | Baltimore City Public Schools | 25 | N/A | MdHS W |
| Towson University Public History Course Tour of Maryland | 11/16/2011 | Towson University - Baltimore County | 1 | 15 | MdHS Civ |
| School Program: Civil War Exhibition Tour | 11/18/2011 | Rognel Heights Elementary/Middle School | 3 | 37 | Civil War |
| Prince George's County | 11/29/2011 | Prince George's County | 30 | 3750 | MSA Prin |
| Super Kids Camp (Baltimore City Public Schools) | 6/27/2011-8/5/2011 | Baltimore City Public Schools | | 300 | Various N |
| q1 to q3 2012 | | | | | |
| Civil War | 1/23/2012 | Loyola University | 1 | 10 | |
| Maritime/Civil War/ 1812 | 1/25/2012 | Johns Hopkins University | 1 | 19 | |
| African Americans in Maryland | 2/3/2012 | San Mar Children's Home | 1 | 6 | |
| Maryland Bound | 2/21/2012 | McDonough-2nd gr. | 9 | 64 | |
| Student Research Center for History- Civil War | 2/24/2012 | Morrell Park-4th and 8th gr. | | 50 | |
| Search on the Go | 3/7/2012 | Friends School | 2 | 70 | Docume |
| Maryland Bound | 3/7/2012 | Harford Day School-3rd gr. | 4 | 33 | |
| Search Tour | 3/8/2012 | Friends School | 6 | 70 | |
| Civil War | 3/8/2012 | St. Timothy's High School | 4 | 37 | |
| Slavery and the Underground Railroad | 3/12/2012 | Urbana Elementary School- 5th gr. | | 31 | |
| Colonial through Civil War | 4/4/2012 | Gerstell Academy- 11th grade | 1 | 10 | |
| 1812 | 4/20/2012 | Patterson Park Public Charter School | 5 | 80 | Fighting |
| 1812 | 4/21/2012 | Public Audience | | 70 | Fighting |
| 1812 | 4/23/2012 | Public Audience | | 30 | Fighting |
| 1812 | 4/24/2012 | Public Audience | | 210 | Fighting |
| Maryland Bound | 4/24/2012 | Lamb of God School-3rd gr. | 4 | 16 | |
| 1812 BSA Performance | 4/25/2012 | Upper Arlington Middle School | 2 | 50 | Fighting |
| 1812 | 4/27/2012 | MDHS | | 130 | Fighting |
| Teacher Workshop-Civil War | 4/27/2012 | Open Teacher Workshop | 45 | 5400 | |
| Lord Baltimore's Colony | 5/2/2012 | The Day School-3rd and 4th gr. | 5 | 8 | |

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| Civil War | 6/11/2012 | The Covenant School | 6 | 40 | |
| Student Research Center for History- Civil W | 6/15/2012 | Civil War Camp | 1 | 6 | |
| Student Research Center for History- Civil W | 6/21/2012 | Calvert Hall High School | 2 | 8 | |
| Civil War | 7/16/2012 | Villa Maria | 5 | 9 | |
| CSA Invansion-TAH Workshop | 7/19/2012 | Montgomery County | 19 | 2280 | |
| Civil War | 9/4/2012 | BSA | 1 | 10 | |
| Teacher Workshop-Civil War | 9/8/2012 | Baltimore City Teachers | 20 | 2400 | |
| Emancipation Project | 9/10/2012 | Southampton | 2 | 10 | |
| Civil War | 9/11/2012 | BSA | 1 | 10 | |
| Civil War | 9/25/2012 | BSA | 1 | 10 | |
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July 26, 2012

Chris Haley,
Maryland State Archives
350 Rowe Blvd.,
Annapolis, MD 21401

RE: Advisory Board member Semi-Annual review for U.S. DOE Underground Railroad Educational and Cultural Program: *Beneath the Underground and Beyond -The Flight to Freedom and Antebellum Communities in Maryland, 1830 – 1880: Resistance along the Eastern Shore*

Dear Chris,

The following is my review of the Maryland State Archive's *Beneath the Underground and Beyond -The Flight to Freedom and Antebellum Communities in Maryland, 1830 – 1880: Resistance along the Eastern Shore* and the *Legacy of Slavery* project supported in part by the US. Department of Education grant.

It is my great pleasure to report that the project has been proceeding at an excellent pace to meet its targeted goals – in fact, I feel that they have exceeded some of their goals. The addition of talented researchers, technical assistance, and more has expanded the research data and thus broadened the scope and content of the online database and its interactive components. The ongoing accumulation of research materials and cataloguing into the database has continued to grow and expand with great efficiency and with broad implications for the researching public. Its ease of use, including a more efficient and expanded search engine, will make this site the go-to site for teachers, students, researchers, and genealogists not only in Maryland but across the country and beyond.

New case studies include research into Caroline, Queen Anne's, Kent, Dorchester, and Talbot counties records. These studies encompass primary sources and interpretive narratives regarding enslaved people, slave holders, and other individuals such as Underground Railroad agents, accomplices, as well as kidnappers of free and enslaved African Americans in this region. These new and additional biographies reveal important context for the stories of flight from the Eastern Shore.

For instance, the database of runaway advertisements is augmented by biographical information on individual freedom seekers, the slave owners, accomplices and Underground Railroad agents. By providing this biographical information, researchers, teachers, students, and more learn of the context of escapes and the relationships between and among black and white, free and enslaved individuals and communities. Information on the fates of the individual freedom seekers is also provided, revealing escape routes and migration patterns that are now revealing the existence of specific and long standing safe havens and settlement sites for freedom seekers.

One of the interesting case studies is the life of Joshua Saddler, a formerly enslaved man who escaped bondage in Caroline County sometime during the early 1830s and who then settled in New Jersey. He was able to live with his family – he was married to a free woman and therefore their children were born free - and he died in Haddon, Camden County, New Jersey in 1880. Many details of his life were gleaned from a variety of Caroline County records, including Certificates of Freedom, as well as New Jersey records. These records reveal the significance of several New Jersey communities as havens for formerly enslaved people fleeing slavery on the Eastern Shore of Maryland. Census, birth, marriage, death, land, and tax records contributed much to identifying individuals and families from Maryland. United States Civil War Pension records also provide a wealth of information. For Joshua Saddler, historical details were uncovered in depositions taken from family members who testified in support of the pension application for the widow of Saddler's son Nelson, a Civil War soldier in the 11th United States Colored Troops.

Perhaps one of the most exciting additions to the entire project is the focus on Eastern Shore records of members of the United States Colored Troops. An additional resource in the *Beneath the Underground* website and database, the project aims to offer detailed information on each black soldier, including detailed biographical information gleaned from military service and pension records, in conjunction with county and state records. This biographical information is being augmented by the mapping of the whereabouts of each individual, including where the individual was born, lived, settled after the Civil War, and died. This new mapping program, utilizing Google Earth GIS features, will enable researchers to see migration and settlement patterns for Eastern Shore soldiers – either free or enslaved – giving life and context to these men, their families, and their incredible stories.

As noted on the *Beneath the Underground* website, this new focus on US Colored Troops [USCT] records provides a wealth of biographical information and a window into African American life in slavery, the pursuit of freedom, and post bellum life. The Maryland Archives staff accessed 208 Maryland USCT Civil War military and pension records from the National Archives and Records Administration. Of those pension records, 49 soldiers were identified as having some connection with the five counties of focus - Caroline, Dorchester, Kent, Queen Anne's, and Talbot - for the *Beneath the Underground* and the *Legacy of Slavery Project*. The photocopied images within this collection and uploaded to the website contain death records, marriage records, medical reports, questionnaires, and affidavits from various acquaintances confirming a soldier's identity (some formerly enslaved men changed their names during enlistment or after the war, making identification of a soldier sometimes a difficult and lengthy process requiring much testimony and affidavits), and their Civil War service. This abundant documentation is then used to create case studies/biographies for each individual. Many of these sources are firsthand accounts that offer direct commentary and insight by African Americans on slavery, military service, emancipation, and postwar civilian life.

Isaiah Hemsley is a good example of this research project and the extensive resources that can be made available to the public. Born enslaved in 1842 in Queen Anne's County, Md., Hemsley was later manumitted and joined Co. B of the 7th USCT. He saw action in Virginia, South Carolina, Florida, and more, completing his service in Texas. A link from Hemsley's case study page on the *Beneath the Underground* website takes the viewer to a Google Earth page. This Google Earth page reveals all the places Hemsley lived in slavery, sites of battles in which Hemsley was engaged in, his settlement location after the Civil War, and where he died. This is an incredibly important tool to aid researchers following the lives of individuals, and the communities they settle in and helped establish and expand. Eventually researchers will be able to create community studies based on this data, bringing to life the migration and community building patterns of African Americans before, during, and after the Civil War.

These case studies represent the possibilities of what can be gleaned from the primary resource materials. The database provides researchers with the primary sources needed for their own research, while the case studies show how these primary sources can be used to map out and discern personal, social, economic, and geographic relationships and helps build historical narratives about these individuals. The educational benefits of this project cannot be underestimated. The resources now available to teachers makes this site invaluable for classroom work, and helps teachers meet state standards and teaching requirements. This serves a major goal of the project.

Bringing the stories of these freedom seeking, self liberators to light and sharing them with the general public and the seasoned researcher alike advances our knowledge and understanding of this most remarkable history that has long been obscured and neglected. Including the life histories of individual US Colored Troops from this selected region of Maryland adds another layer to this project, enabling the public to learn more and explore the lives of African Americans as derived from their own words. The interactive maps, digitized primary documents, and narrative case studies make this history accessible to the public in ways that they never could have in the past.

The latest project work continues to support evolving understandings of individuals' pursuit of freedom, the relationships and contexts of their lives, and helps build a badly needed resource base of African American historical voices and perspectives. These voices and case studies help create a more inclusive understanding of slavery, freedom, and the pursuit of self determination and independence. The resources and case studies also provide research paths and resources to help individual researchers, students, teachers, and more find their own stories and create their own case histories.

The website is easy to use and allows for multiple access points and queries based on various researchers' needs and perspective. The maps provide added value to accessing the research from various individual counties. Some of the case studies and database resource links are still expanding or under development.

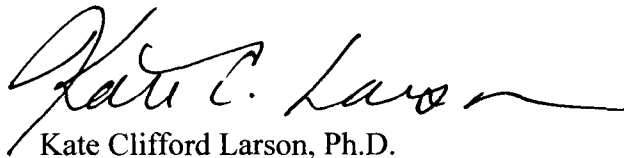
Overall, I am very pleased to see the new research and case studies already "live" on the website, and I am very pleased with the ongoing efforts by staff and volunteers who

continue to compile data, create case studies, and upload it to the website and Google Earth.

Additionally, public outreach through lectures and other programming has been ongoing and very well received. A recent workshop presentation by the project staff at the 2nd Annual Harriet Tubman Underground Railroad Conference in Cambridge, Maryland was very well attended and the audience response was overwhelmingly positive. Many attendees had been unaware of the multiple resources now available through the *Beneath the Underground* website. The sesquicentennial of the Civil War has attracted much interest in the United States Colored Troops as well, and many attendees were thrilled to see attention given local black soldiers. The mapping of the soldiers' lives through Google Earth intrigued many audience members, and for some, the project results answered questions about the whereabouts of some of these soldiers after the Civil War. As the research revealed, many soldiers did not return to their places of birth on the Eastern Shore, but rather they settled in places like Baltimore where the jobs were more plentiful and new lives could be started away from former lives in slavery.

Please let me know if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Kate C. Larson", with a long horizontal flourish extending to the right.

Kate Clifford Larson, Ph.D.

RECEIVED

DEC 10 2012

MARYLAND STATE ARCHIVES

Hometown History

Chestertown MD 3.1 Post G 11/30/12 Fri-Sat

Grade taught.

☐ Elementary ☒ Middle ☐ Secondary

Did you major or minor in history in college?

☒ Major ☐ Minor ☐ Neither

| | Very High Emphasis | High | Moderate | Low | Not Emphasized |
|--|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| Please rate the level of emphasis that your current lesson plans and curricula give to using local | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Presenters rating based on the quality and utility of historical information shared.

| | Excellent | Good | Average | Below Average |
|-------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| Adam Goodheart | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Jill Ogline Titus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | Very High Emphasis | High | Moderate | Low | Not Emphasized |
|--|-----------------------|----------------------------------|-----------------------|-----------------------|-----------------------|
| Please rate the level of emphasis that your current lesson plans and curricula give to using local | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Presenters rating based on the quality and utility of historical information shared.

| | Excellent | Good | Average | Below Average |
|-------------------|----------------------------------|-----------------------|-----------------------|-----------------------|
| Adam Goodheart | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jill O'line Titus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------------------------|-----------------------|-----------------------|-----------------------|
| My ability to read and understand the primary documents discussed this week improved significantly. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The program provided useful skills for the classroom. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My ability to understand the historical era discussed improved significantly | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I will use some of the information presented during this program in the classroom | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I will apply new teaching techniques as a direct result of this program. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | A Lot | Some | A little | No |
|---|----------------------------------|-----------------------|-----------------------|-----------------------|
| Did this program influence you to modify your existing curriculum regarding the topics covered? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Have you gained skills or knowledge that you can apply to other areas of history or teaching? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Did this program increase your depth of understanding of the topics covered? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Would you recommend this experience to a colleague?

☒ Yes ☐ No

Did this program...?

☒ Exceed your expectations ☐ Fail to meet your expectations
☐ Meet your expectations

OVER >>>

Hometown History

Chestertown MD 3.1 Post G 11/30/12 Fri-Sat

Grade taught.

☒ Elementary ☐ Middle ☐ Secondary

Did you major or minor in history in college?

☐ Major ☐ Minor ☒ Neither

| | Very High Emphasis | High | Moderate | Low | Not Emphasized |
|--|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| Please rate the level of emphasis that your current lesson plans and curricula give to using local | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Presenters rating based on the quality and utility of historical information shared.

| | Excellent | Good | Average | Below Average |
|-------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| Adam Goodheart | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Jill Ogline Titus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| My ability to read and understand the primary documents discussed this week improved significantly. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The program provided useful skills for the classroom. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My ability to understand the historical era discussed improved significantly | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I will use some of the information presented during this program in the classroom | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I will apply new teaching techniques as a direct result of this program. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | A Lot | Some | A little | No |
|---|-------------------------------------|--------------------------|--------------------------|--------------------------|
| Did this program influence you to modify your existing curriculum regarding the topics covered? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you gained skills or knowledge that you can apply to other areas of history or teaching? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Did this program increase your depth of understanding of the topics covered? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Would you recommend this experience to a colleague?

☒ Yes ☐ No

Did this program...?

☒ Exceed your expectations ☐ Fail to meet your expectations
☐ Meet your expectations

OVER >>>

Hometown History

Chestertown MD 3.1 Post G 11/30/12 Fri-Sat

Grade taught.

☒ Elementary ☐ Middle ☐ Secondary

Did you major or minor in history in college?

☐ Major ☐ Minor ☒ Neither

| | Very High Emphasis | High | Moderate | Low | Not Emphasized |
|--|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| Please rate the level of emphasis that your current lesson plans and curricula give to using local | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Presenters rating based on the quality and utility of historical information shared.

| | Excellent | Good | Average | Below Average |
|-------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| Adam Goodheart | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Jill O'line Titus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|-------------------------------------|--------------------------|--------------------------|--------------------------|
| My ability to read and understand the primary documents discussed this week improved significantly. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The program provided useful skills for the classroom. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My ability to understand the historical era discussed improved significantly | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I will use some of the information presented during this program in the classroom | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I will apply new teaching techniques as a direct result of this program. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | A Lot | Some | A little | No |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| Did this program influence you to modify your existing curriculum regarding the topics covered? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you gained skills or knowledge that you can apply to other areas of history or teaching? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Did this program increase your depth of understanding of the topics covered? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Would you recommend this experience to a colleague?

☒ Yes ☐ No

Did this program...?

☐ Exceed your expectations ☐ Fail to meet your expectations
☒ Meet your expectations

OVER >>>

London Town African American History, Teacher Workshop:

*** 15 Participants**

What did you like about the program? -

- "I really adored the way archaeologists and archivists taught the sessions. You guys are the people who do history and this was very exciting for me."
- "I like the ideas presented and finding out about all the resources available to me as a teacher of Maryland history. Truly good idea!"

Please rate the quality of instructional skills utilized by the instructor.(87% Excellent, 6% Good, 6% Fair) -

- Excellent: "Enthusiastic, well-informed presenters."
- Excellent: "There was so much knowledge that it was almost impossible to keep up notes"

Please rate the overall experience of the workshop.(87% Excellent, 13% Good) -

- Excellent: "Very informative and interesting! Practical strategies for classroom use."
- Excellent: "MD State Archives most helpful w/primary resources"
- Excellent: "I was able to add so many new ideas to my teaching."
- Good: "Great information from expert lecturers!"

Lesson Seeds -

- "Students will select a person to research (teacher will consult with student to adapt resources to match students skill level). Resources will include primary sources from the CD shared during the workshop as well as resources from the Maryland Archives. With teacher support students will create an outline of important events in the lives of 18th century African Americans."
- "An idea for a lesson I would create from the information I got at this workshop would be something along the lines of "A day in the life of a slave". I would start by having the students read some of the primary sources the two gentlemen showed us such as slave runaway posters and maps. Then, using artful thinking routines, I would have the students create an image of what they thought a normal slave day would look like."
- "The Tobacco Economy and the Institution of Slavery session with the gentlemen from the Maryland State Archives will be a good classroom resource for conducting historical investigations. I appreciated that they also showed us how to navigate the web site! ... I plan to use this information in conjunction with a lesson on conducting historical investigations. This lesson will be used for fourth

grade early Maryland and eighth grade Civil War, but it can be used for most history courses ... Students will spend time on the Maryland State Archives site and the London Town CD, reading examples of primary and secondary sources."

- "My experience at London Town gave me the opportunity to see how archivists, artists and archeologists work to bring the stories of these people to life ... The presentation by David Armenti and Ryan Cox reminded me what a rich source the Maryland State Archives are and how real archivists build history from places like really old Maryland Gazettes."
- "My lesson idea includes in depth use of the Archives that were shown to us on the first day. Students will get to select one of the slaves featured in the archives and they are going to dig deeper into his or her life. Once the research is done the students will create a poster depicting the selected slave and the story and artifacts that were present in his or her life. Each student would then present the life of the slave they selected to the entire class."

US DOE GRANT COMPLETION CHART

Completion means the item has been mined, edited, approved and is now available online on Mdsalavery.net.

| | | | |
|---------------------|-------------------------------------|------|----------------------|
| FY 2011 | CAROLINE | Done | Review |
| NEWSPAPERS | | | |
| American Union | July 17 – Dec. 20 1860/m 3526-01 | Yes | No Runaway Ads found |
| American Union | June 27 1861 M3526-02 | Yes | No Runaway Ads found |
| American Union | August 25 – Sept. 1, 1864 M 3526-03 | Yes | No Runaway Ads found |
| CENSUS | | | |
| | 1830 | Yes | |
| | 1840 | Yes | |
| | 1850 | Yes | |
| | 1860 | Yes | |
| | 1870 | Yes | |
| | 1880 | Yes | |
| CASE STUDIES | | | |
| Runaways | 13 | Yes | |
| Accomplices | 7 | Yes | |
| Others | 9 | Yes | |
| | | | |

| | | | |
|---|--|--------------|--------------|
| FY 2011 | QUEEN ANNE | Done | Final Review |
| NEWSPAPERS | | | |
| Centerville Times & Eastern Shore Public Advertiser | April – May 1832/ SC 4861-1-2 | Yes | |
| Centerville Times & Eastern Shore Public Advertiser | June 16 1832 – October 4 1834/ SC 4861-1-1 | Yes | |
| | | | |
| | | | |
| | | | |
| CENSUS | 1830 | None Survive | |
| | 1840 | Yes | |
| | 1850 | Yes | |
| | 1860 | Yes | |
| | 1870 | Yes | |
| | 1880 | Yes | |

US DOE GRANT COMPLETION CHART

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| | | | |
|---------------------|--|--|--|
| | | | |
| CASE STUDIES | | | |
| Runaways | | | |
| Accomplices | | | |
| Others | | | |

| | | | |
|---------------------|--|-------------|--|
| FY 2012 | DORCHESTER | <i>Done</i> | Final Review |
| NEWSPAPERS | | | |
| Cambridge Chronicle | SC 2842-1-2 Oct 12 1833 – April 25 1840 | | |
| Cambridge Democrat | February 1861 | | |
| Cambridge Herald | July 13 1861 – July 1863 | | |
| Dorchester Aurora | SC 4856-1-1 July 1835 – Aug 1840 | Yes | 14 Runaway Ads; 40 Domestic Traffic Ads |
| CENSUS | | | |
| | 1830 | Yes | |
| | 1840 | Yes | |
| | 1850 | Yes | |
| | 1860 | Yes | |
| | 1870 | | |
| | 1880 | | |
| CASE STUDIES | | | |
| Runaways | | | |
| Accomplices | | | |
| Others | | | |

| | | | |
|-------------------|-------------------------------------|-------------|--------------|
| FY 2013 | KENT | <i>Done</i> | Final Review |
| NEWSPAPERS | | | |
| Kent News | Sc 2901-1-2 May 1840 – Nov. 1840 | | |
| | M 2349-01 May 3 1845 – Dec 1845 | | |
| | M 2349-02 | | |

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| | | | |
|--|---|--|--|
| | Jan 3 – Dec 1846 | | |
| | M 2350-01 Jan 2 1847 – Dec 1847 | | |
| | M 2350-02 Jan 1 1848 – Dec 30 1848 | | |
| | M 2351-01 Jan 6 1849 – Dec 29 1849 | | |
| | M 2351-02 Jan 5 1850 – Dec 28 1850 | | |
| | M 2352-01 Jan 11 1851 – Dec 27 1851 | | |
| | M 2352-02 Jan 3 1852 – Dec 25 1852 | | |
| | M 2353-01 Jan 1 1853 – Dec 31 1852 | | |
| | M 2353-02 Jan 7 1854 – Dec 30 1854 | | |
| | M 2354-01 Jan 6 1855 – Dec 29 1855 | | |
| | M 2354-02 Jan 5 1856 – Dec 27 1856 | | |
| | M 2355 Jan 3 1857 – Dec 26 1857 | | |
| | M 1621-01 Nov 24 1860 – Dec 29 1860 | | |
| | M 1621-02 Jan 5 1861 – Dec 21 1861 | | |
| | M 1621-03 Jan 4 1862 – Dec 27 | | |

US DOE GRANT COMPLETION CHART

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| | | | |
|---------------------|--|--|--|
| | 1862 | | |
| | M 1621-04 Jan 3 1863 – Dec 26 1863 | | |
| | M 1621-05 Jan 9 1864 – Sep 3 1864 | | |
| CENSUS | | | |
| | 1830 | | |
| | 1840 | | |
| | 1850 | | |
| | 1860 | | |
| | 1870 | | |
| | 1880 | | |
| CASE STUDIES | | | |
| Runaways | | | |
| Accomplices | | | |
| Others | | | |

| | | | |
|-------------------|---|-------------|--------------|
| FY 2012 | TALBOT | <i>Done</i> | Final Review |
| NEWSPAPERS | | | |
| Easton Gazette | | | |
| Easton Journal | | | |
| Easton Star | | | |
| Republican Star | M 2847-01 Jan. 5 – Dec. 28 1830 | | |
| Republican Star | M 2847-02 Jan. 4 – Dec. 27 1831 | | |
| Republican Star | M 2848 Jan. 3 1832 – June 12 1832 | | |
| | | | |
| CENSUS | | | |
| | 1830 | | |
| | 1840 | | |
| | 1850 | | |
| | 1860 | | |

US DOE GRANT COMPLETION CHART

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| | | | |
|---------------------|------|--|--|
| | 1870 | | |
| | 1880 | | |
| | | | |
| CASE STUDIES | | | |
| Runaways | | | |
| Accomplices | | | |
| Others | | | |

SAFE HOUSE PARTY

The Study of the Legacy of Slavery in Maryland

The Legacy of Slavery Division of the Maryland State Archives seeks financial support for its programs in African American history, preservation, research, genealogy, education and outreach. One of the fundraising efforts supported by the Division will be SAFE HOUSE PARTIES held to benefit the project. The goal is to raise at least \$200,000 annually to directly fund Legacy of Slavery Division program staff.

SAFE HOUSE PARTIES will be hosted by private individuals throughout the state. Major donors at SAFE HOUSE events will be deemed CONDUCTORS. Homes and individual hosts/donors will be given special designation for their participation in the form of custom designed, high quality wooden plaques. These plaques will be donated and will help signify significant donors. The goal of SAFE HOUSE PARTIES will be to bring interested individuals into direct contact with the project, its staff and materials, and to widen the circles of support for the Division throughout the state and into the private sector. The plan is that after the first SAFE HOUSE PARTY that other party attendees will want to host their own, and so on, and so on.

The concept is to create a “party in a box” where all the elements for an informative and entertaining evening will be provided to the host. For the party, Legacy of Slavery staff will provide: the traveling FLEE! exhibit for display for the duration of the party, a LOSIM guest speaker, recorded period background music, and a living history presentation based on original research of the Division. The staff may also bring printed copies of original period runaway ads relating to the location where the party is being held as a tangible item for party guests to hold and take away.

The host would provide the party site, refreshments and invited guests. If requested, the Division can supply a recommended soul food menu to the hosts that could be give to a caterer, including items such bbq, greens, corn bread, black-eyed peas, peach pies, and sweet tea. It is also possible that a local business may donate the food to the event for recognition.

During the course of the evening, the guests will hear a brief presentation about the work of the Legacy of Slavery project from an archivist, witness a biographical re-enactment from a living historian, view the FLEE! exhibit, ask questions of the project staff member, and take away examples of runaway ads from their region.

If you or someone you know would be interested in hosting or attending a SAFE HOUSE PARTY, or donating directly to the Legacy of Slavery Division, please contact us. We welcome you!