*Suggested Activity*
Field Trip – Hampton Mansion
1st Person Interpretation of Henry Penney, the Miller

From Field to Table:
Feeding a Large Labor Force on an 18th Century Maryland Plantation
With a Focus on the effect of the American Revolution On Wheat Production
and the Role of Ridgely’s Hampton Estate Miller.

With a Narrative of Henry Penney,
Gristmill Operator at Hampton’s Mill
How did the American Revolution affect the role of the miller at the Hampton Estate? by Ken Raykovics

Baltimore County Schools, Teachers of American History Grant with UMBC Making Master Teachers Program

Draft Proposal for T.A.H./ UMBC Final Unit Plan
By Ken Raykovics
2/08

The Economic Interdependence of Colonial Artisans in 18th Century Baltimore County:
The Ridgelys of Hampton, the Resources, the Gristmills, the Forges, and Slave Labor

With Historical, Biographical Research of the Life of: Henry Penney, miller

Retelling the Story to Fifth Graders, Citing Primary Sources & Uncovering Secrets

Featuring a Series of Discovery Learning Tasks With an Illustrated Children’s Book, “And They All Had Bread for Supper” By Ken Raykovics

Goal: To provide an authentic link between Baltimore County and events leading up to and resulting from the American Revolution.
Discussion Questions: In what ways did British taxation affect local history and economics? In what ways did Baltimore County’s economics and resources contribute to the Revolution? Who were the Quakers? How did the Ridgely businesses operate? What are the advantages and disadvantages to being a miller at Hampton?

Final Question: What impact did the American Revolution have on Ridgely’s Hampton Estate?

Foreword

A humorous colonial ballad is sung by a wandering minstrel at Colonial Williamsburg’s Kings Arm Tavern in which the question is posed, “Of the entire scope of colonial crafts, skills, and trades, which is most important?” One by one, the virtues and values of each person’s role is presented. The last verse states, “But, the weaver…” and goes on to claim that without clothes no one could do a job at all. This thought led the writer to consider that for all of the economic interdependence that occurred in colonial times, certainly the miller was central to all other roles and successes, for without someone to grind the wheat or corn to flour or meal, there would be no “bread for the labor!”

The extension of the idea of the importance of the miller occurs in the context of the American Revolutionary War. The critical shortage of artisans, crafts persons, and laborers due to soldiering aside, there were large estates and plantations such as the Ridgely Estate in Baltimore County, Maryland where profitable enterprises such as iron forges for making cannonry and large wheat fields for supplying food for troops existed. The vital role of the gristmill operator in this setting would surely not be dismissed, for the ironworkers, the field laborers, and the Continental Army needed the bread made
from flour ground by the skillful miller. The writer would not be so presumptuous as to state that the War for Independence was not won by cannon or shot, but by well-fed troops and the miller’s wheel! It would be more appropriate to suggest that the gristmill operator served a vital role in the economic development of places such as the Ridgely Estate. Ken Raykovics, 2008

Outline of Hampton Mansion Field Trip

Learning Station Presentation (20-25 minutes)

I. The Miller, Henry Penney

   A. At the Overseer’s House (the farmhouse)

       1. Students sit on steps facing the presenter.
       2. Presenter, in costume, with props, begins the “first person narrative” and main question (See script.)

       NOTE : Students will take notes on flip chart/foldable note organizers.

   B. Engagement…….. Hooking the students. [8 minutes]

       1. Guiding questions, eliciting responses (script)
       2. Narration (script)

   C. Exploration…….. Making connections [5 minutes]

       1. Connecting the miller’s role to the other stations.
       2. Students follow the presenter inside the farmhouse to view the artifacts of the forge, the house, and slavery
D. Enrichment Learning Stations…….[5 minutes]

1. Learning visuals & artifacts with guiding questions.

2. Collect.

E. (Time permitting) Take a quick trip to and from the nearby dairy.

The First Person Narrative of Henry Penney, Miller  p.1

By Ken Raykovics

OUTLINE PART B : ENGAGEMENT  (on the steps)

G ood’ daye to ye. Ye seem like such fine young men and maidens.

I am glad ye have come to visit. My name… is Henry Penney, and….

I wish I could say to ye that I live in this fine house, (farmhouse) but alas, I do not. I wish I could tell ye that I live in that fine house (mansion), but, no that is Captain Ridgely’s mansion. He is the master of this estate.

*Because of the Revolutionary War, the loss of a lot of workers who went to fight, the slaves who ran away to seek freedom, and the great
demand for food, he hired me to work for him. If ye listen carefully, maybe ye can guess what I do for him. I am a skilled worker and yes, I am paid for my services.

If ye look out at the field yonder (*beyond the fence*), something has been planted there that has something to do with my job. (*Hold up farm tools, artifacts, and burlap bags*) Any guesses? Yes, wheat, corn, and other grains. (*Hold up artifacts, Indian corn, wheat stalks*) It is stored right over there until I am ready to do my job. (*Point over to the grain barn beyond the fence.*) The man who lives here (*overseer*) is in charge of making sure those fields are plowed, planted, weeded, and harvested. He is called the OVERSEER. He is a paid employee of Captain Ridgely’s. Sadly, the ones who labor in the fields are not paid. They are BOUND, not free. Yes, they are the slaves and indentured servants. They live in the houses right behind the Overseer’s house.

I depend on the workers to grow and harvest the wheat and corn so I can do my job! In turn, the workers and even Captain Ridgely, depend on me so they can have BREAD for SUPPER!!! Any guesses? Yes, that is right. I am the miller. I operate the gristmill just north of here. (*Point through the tree line.*) I am responsible to turn the grain into fine flour.
and cornmeal or grist as water flowing down that steam turns a mighty water wheel which then turns gears that turn specially prepared millstones. (*Pass around flour and cornmeal in bags*)

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   At one time all of the trees had been cut down and ye could see my gristmill and my humble little house from here. (*Show display of a miller at work.*)

   Yes, I am Henry Penney, a Quaker.... I arrived here in 1785 as the War had ended and as the Mansion was being constructed. A new mill had just been constructed here as well. I am from Southern Pennsylvania where I had been trained as a miller, but alas, many mills were burnt or destroyed by the British as they marched south. I was fortunate to find Captain Ridgely in need of a miller’s service.

   Being a Quaker, I was against the War, as we are Pacifists, desiring peace. I was, as well, saddened to find upon my arrival the use of slaves, as Quakers are opposed to slavery. In Pennsylvania, millers served the market towns and ground wheat into flour for all of the farmers. But, here, this is, indeed, a Southern plantation. This is its own town. I only work for Captain Ridgely. I also found out that Captain Ridgely had used British prisoners of war to work in these fields for a while. I
personally know many of the slaves who carry the burlap bags of grain to my mill. They tell me about the misery of being enslaved. They tell me that quite often the overseer is cruel to them. Despite this, I work hard for Captain Ridgely. He pays me at least once a year. I have earned enough to be comfortable, but, still, the misery of this slavery around me saddens me.

OUTLINE PART C: EXPLORATION (in the farmhouse)

Ye might wonder how Captain Ridgely became so wealthy. Originally this plantation brought this family great wealth through the tobacco trade, shipping, and wheat. But,... some great natural resources were discovered here. (*Hold up the coal, the iron, the limestone, and charcoal from wood.*). (*Point out large mural of the Northampton Furnace.*)

Captain Ridgely had a large furnace built (*Point up through the treeline to the north toward the right.*) that could take iron, limestone, and coal dug right out of the ground and charcoal from burnt wood,(*Remember, every tree was cut down !!!*), running water, and yes, sadly, slave labor, to produce this............(*Hold up the cannonball.*) And, sadly, because
some slaves were always trying to run away, the furnace produced these....(Hold up slave chains, collars, and shackles.)

Conclusion:
Because of the Revolutionary War, Captain Ridgely produced more ____________ (iron) for the War and for trade. As he produced more iron, he needed more ____________ (laborers/slaves) to do the work. The more laborers he had, the more ____________ (food/grains) he needed to produce to feed them. The more food he needed to produce, the more ____________ (laborers/slaves) he needed to work in the fields. The more wheat, corn, and grains that grew in the fields, the busier the ____________ (MILLER) was!!!