

## TEACHING AMERICAN HISTORY PROJECT

### *Connecticut Complicity*

**Grade** -11th

**Length of class period** – 3 periods (42 minutes)

**Inquiry** – Does the institution of slavery hurt or help Connecticut?  
Should Connecticut fight to end slavery in the United States?  
Was Connecticut complicit in the institution of Slavery?

**Objectives:** Students will examine the social, political, and economic ties of Connecticut to the institution of slavery.

**Materials:**

- Hartford Courant’s Sunday Magazine Complicity: How Connecticut chained itself to slavery?

<http://www.courant.com/news/local/northeast/hc-slavery,0,3581810.special?coll=hc-utility-local-northeast>

Excerpts from “A Narrative of the Life and Adventures of Venture, A Native of Africa: But Resident Above 60 years in the United States of America. Related by himself.

<http://docsouth.unc.edu/neh/venture/venture.html>

**Activities** (What will you and your students do during the lesson to promote learning?)

Opener: Was Connecticut complicit in the institution of slavery?

Have students write a response in their notebooks and discuss with class.

Students will be broken into groups of 3. Each group will be assigned one of the following Connecticut residents.

1. Harriet Beecher Stowe
2. Roger Sherman
3. Oliver Ellsworth
4. Eli Whitney
5. Samuel Colt
6. Venture Smith
7. Prudence Crandall
8. Charles Tiffany

Each group member will take on a specific role.

**RECORDER:** Student will work with group to complete the teacher handout. Teacher will check handout for thoroughness and accuracy.

**PROPS COORDINATOR:** Once the handout is complete, the student will create or select 3 items that best symbolize your historical character. Items can be worn or displayed. The student also will create a large name plate that will be visible during the roundtable discussion.

**ACTOR:** Familiarize yourself with the worksheet information. Write down 5 descriptive words that pertain to your historical character. Have the teacher check your list for accuracy.

**Assessment**

On the third day hold a **CONNECTICUT TODAY ROUNDTABLE DISCUSSION**

Organize the class into horseshoe. Begin discussion with the question “Does the institution of slavery hurt or help Connecticut?”

Teacher will categorize arguments as they are made in the discussion.

**Hurt**

Economic	Social	Political

**Help**

Economic	Social	Political

After 30-35 minutes of discussion the historical characters will then vote on whether or not Connecticut should end its involvement to slavery?

Teacher will then handout a 3X5 index card to each student. On the card students must answer the following: How was Connecticut complicit in slavery? Give 2 specific examples.

**Connecticut Framework Performance Standards –**

- ✓ explain relationships among the events and trends studied in local, national and world history
- ✓ identify various parties and analyze their interest in conflicts from selected historical periods;
- ✓ identify various parties and analyze their interest in conflicts from selected historical periods
- ✓

**HISTORICAL CHARACTER WORKSHEET**

Read your assigned article and record information onto this sheet.

NAME of HISTORICAL CHARACTER: \_\_\_\_\_

Race: \_\_\_\_\_

Gender: \_\_\_\_\_

***Do you feel valued by the Connecticut community?:***

Yes or No Explain why and how.

***What changes would you like to see in your community?***

***What role would you get to play in those changes?***

*How do you make a living or support yourself?*