

TEACHING AMERICAN HISTORY PROJECT

How Connecticut Benefited from American Slavery

Grade - 11th/ United States History I

Length of class period – 45 minutes

Inquiry – (What essential questions are students answering, what problem are they solving, or what decision are they making?)

Did Connecticut benefit from the institution of slavery?
Should Connecticut pay reparations?

Objectives (What content and skills do you expect students to learn from this lesson?)

- Students will investigate how Connecticut benefited from slavery.
- Students will decide if Connecticut should pay reparations.

Materials (What primary sources or local resources are the basis for this lesson? – (please attach)

“Complicity: How Connecticut chained itself to slavery”
http://www.courant.com/news/local/northeast/hc-slavery_0,3581810.special?coll=hc-utility-local-northeast

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

3 Day Lesson

Day 1

1. Students will be introduced to the question, “Did Connecticut benefit from the institution of slavery?” Hold a whole-class discussion on the issue.
2. Next, explain that Connecticut was a leading industrial and economic center in the 19th century, including textile mills, shipping, and manufacturing.
3. Students will be divided into groups of 3. Each group will be assigned a specific area of the economy to research and expose its involvement or connection to slavery. These areas include....
 - a. textile mills (page 30)
 - b. shipping (page 30)
 - c. manufacturing –Ivory- (page 60)
 - d. newspapers -The Courant- (page 42)
 - e. mortgage companies (page)
 - f. insurance Companies (see attached)
 - g. Colt (page 54)

4. Each member of the group will have a specific task. Either assign groups or let students choose.
 - a. Presenter- This student's job is to present the information to the class on day 2 based on the information from day 1.
 - b. Documenter- This person's job is to record the information offered by all the presenters on day 2.
 - c. Graphic Designer- This student's job is to make some sort of visual representation for the presenter to have on day 2 based on the document.
5. Have students arrange themselves into groups.
6. Pass out *Complicity: How Connecticut chained itself to slavery* published by The Hartford Courant
7. Assign economic sector to each group.
8. Instruct groups to locate, read, and discuss the information from *Complicity*.
9. Once completed, each member must prepare for presentations on Day 2.

Day 2

1. Instruct presenters to step forward at head of class. Documenters should move to front rows. Graphic designers need to provide a visual representation to presenter. Begin.
2. Once presenters are done, hold a class discussion based on the question, "Did Connecticut benefit from the institution of slavery?"
3. As students respond, write their examples on the board, possible in the form of a web-diagram or any other diagram that works for the class.

Homework- Read article on reparations in *Complicity* on page 72.

How will you assess what student learned during this lesson?

Day 3

1. Discuss reparations.
2. Use handouts on reparations (attached).
3. **Homework:** Write an essay on whether or not Connecticut should pay reparation. Why?

Connecticut Framework Performance Standards –

- formulate historical questions and hypotheses from multiple perspectives, using multiple sources;
- evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias;
- describe the multiple intersecting causes of events; and
- use primary source documents to analyze multiple perspectives.