

SLAVERY IN CONNECTICUT

Maxwell Comando

Grade Level: 9-12

Lesson Length: Three class periods

PREPARATION

BACKGROUND RESOURCES	SUPPLIES/MATERIALS
Quinnipiac people	<ul style="list-style-type: none"> • Computer/laptop and internet connection
A Separate Place: The New Haven Colony, 1638-1665	<ul style="list-style-type: none"> • Projector/screen to project documents and maps
People-first language	<ul style="list-style-type: none"> • Individual laptop/tablet for each student

ESSENTIAL VOCABULARY

Enslaved person (instead of “slave”): someone who is forced to perform labor or services against their will under threat of physical mistreatment, separation from family or loved ones, or death.

Enslaver (instead of “master” or “owner”): someone who keeps human beings in bondage and considers them to be property.

Emancipate (or emancipation): To set free, especially from legal, social, or political restrictions.

Gradual Emancipation: the legal process by which northern states established a plan to emancipate enslaved people over time. This tended to favor the economic interests of enslavers.

Self-emancipate: To free oneself from bondage (used in contrast to the “run away,” in order to show more agency on the part of an enslaved person who chose to escape enslavement).

Quinnipiac: the people native to what today is called Connecticut

Manumit: set free

Indentured servant: a person bound by contract to do labor for another for a set period of time; usually in payment of a debt

Subjugated: brought under control by force

TECHNOLOGICAL NEEDS	ACCESSIBILITY
<p>These lessons require students to access technology to utilize and review the documents. This includes providing a laptop or tablet to each individual student so they can independently review these resources and respond to the questions. Schools with less access to technology can view these documents as a whole class or the instructor can distribute printed copies of the documents.</p>	<p>In order to support students with IEPs, English-language learners, or disabled students, the following aspects of the lesson can be adapted:</p> <ul style="list-style-type: none">• Receiving an outline or reviewing vocabulary terms prior to each lesson• Offering group-based work in lieu of independent activities• Including options to independently write and draw rather than a discussion, providing opportunities for different modes of expression.

LANGUAGE
<p>To respect the identity and agency of enslaved individuals, use people-first language.</p> <ul style="list-style-type: none">• “Enslaved people” instead of “slaves”• “Slave labor camps” instead of “plantations”• “Enslavers” instead of “slave owners”• Indigenous or native instead of “Indian” <p>Modeling this language for students can be transformative for students' own vocabulary and perspective on American slavery.</p>

EDUCATIONAL OVERVIEW AND RATIONALE

ESSENTIAL QUESTIONS:

Over the course of these three lessons, the students will investigate the following essential question:

- How is the institution of slavery reflected in the history and space of New Haven, Connecticut?
- How is resistance to enslavement reflected in the history and space of New Haven, Connecticut?

LEARNING OUTCOMES:	LEARNING INDICATORS
<p>Students understand the development of slavery in Connecticut</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define specific vocabulary terms using people-first language, including <i>enslaved</i>, <i>enslaver</i>, and <i>emancipation</i> • Analyze documents to define the impact of slavery in New Haven • Determine patterns or trends in the population of enslaved people • Identify the role of slavery in New Haven through the topic of emancipation
<p>Students analyze how the history of slavery in Connecticut has been remembered either through exploring their own local historic sites or through looking at sites in the city of New Haven</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare the Historic Hudson Valley website with a student or class generated definition of slavery • Analyze the first-hand account of Lucretia, New Haven's first recorded Black resident • Analyze the Amistad Case • Complete a walking tour experience of New Haven sites

LEARNING FOR JUSTICE ESSENTIAL KNOWLEDGE	NEW YORK STATE SOCIAL STUDIES/ELA STANDARDS
<p>Key Concept 1 Slavery, which Europeans practiced before they invaded the Americas, was important to all colonial powers and existed in all North American colonies.</p> <p>Key Concept 2 Slavery and the slave trade were central to the development and growth of the colonial economies and what is now the United States.</p> <p>Key Concept 3 Protections for slavery were embedded in the founding documents; enslavers dominated the federal government, Supreme Court and Senate from 1787 through 1860.</p> <p>Key Concept 4 “Slavery was an institution of power,” designed to create profit for the enslavers and break the will of the enslaved and was a relentless quest for profit abetted by racism.*</p> <p>Key Concept 10 By knowing how to read and interpret the sources that tell the story of American slavery, we gain insight into some of what enslaving and enslaved Americans aspired to, created, thought and desired.</p>	<p><u>Ninth Grade Standards</u></p> <p>9.10c The decimation of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved peoples resulted in exploitation, death, and the creation of wealth.</p> <p>9.10d European colonization in the Americas and trade interactions with Africa led to instability, decline, and near destruction of once-stable political and cultural systems.</p> <p><u>Tenth Grade Standards</u></p> <p>10.1 The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interactions of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks.</p> <p>10.2b Individuals used Enlightenment ideals to challenge traditional beliefs and secure people’s rights in reform movements, such as women’s rights and abolition</p> <p><u>Eleventh Grade Standards</u></p> <p>11.1a Contact between Native American* groups and Europeans occurred through cultural exchanges, resistance efforts, and conflict.</p> <p>11.1b Students will analyze slavery as a deeply established component of the colonial economic system and social structure, indentured servitude vs. slavery, the increased concentration of slaves in the South, and the development of slavery as a racial institution.</p>

LESSON OUTLINE

PRE-REQUISITE KNOWLEDGE

Students should understand the following concepts:

- the Quinnipiac people lived in and around the New Haven Harbor area long before this land was colonized
- a brief history of the colonization of New Haven
- the importance of using people-first language when discussing slavery

ESTABLISHING NORMS

Students should agree to engage in discussing about slavery according to the following norms:

- Appropriate language should be used by teachers and students when discussing slavery and enslaved individuals in primary source texts.
- Slavery should not be discussed in comparisons (such as “better/easier” vs “worse/harder”) to other situations, groups, or repressive institutions.
- While primary source documents may include language or ideas that students might find harmful, teachers and students will not repeat such language or ideas in class discussions.

FIRST LESSON PROCEDURE

1. Begin the lesson by having a group discussion of the following question:
 - How would you define slavery?
2. Create a student or class generated definition of the term.
 - This can be done through a discussion or an independent activity where each student writes down their own definition. Once that is completed, the class can discuss their individual responses.
3. Compare the student or class generated definition of the term “slavery” with the [Historic Hudson Valley website](#).
4. After this opening activity, have each student access the first document on their individual devices:

- [Lucretia, New Haven's first recorded Black resident, circa 1638, gets her corner at Elm & Orange](#)

*Note: the next steps can be completed by students independently or as group work.

5. Divide the class into groups and have the students independently read the first document. Provide the following questions:
 - Why do you think Lucretia's story was left out of the history of New Haven for so long? Who does this omission benefit? Who does it harm?
 - What narrative is it attempting to silence?
 - What further work can the people and city of New Haven do to honor the legacy of enslaved people in the early New Haven colony?
6. Have the students write down their responses to these questions as a group.

*Give the students a specified amount of time to complete this activity.

7. Instruct the students, in their groups, to access the second document on their individual devices:
 - [Slave Population of Colonial Connecticut, 1690-1774](#)
8. Have the students independently read the second document. As a group, have the students write down their responses to the following questions:
 - What does this table teach us about slavery in CT?
 - What is the trend in the population of enslaved people during the years provided?
 - Using what you know about the definition of slavery from the start of class, how did the enslaved population contribute to the creation of the CT colony?
 - What information can we NOT learn from this chart alone?
 - What do you want to keep learning about based on this chart? (Write and display student's responses to this question in the classroom. These responses can drive future learning and discussions).

*Give the students a specified amount of time to complete this activity.

9. Instruct the students, in their groups, to access the final documents on their individual devices:
 - [The Final Sale of Slaves](#) (New Haven Museum, takes place on New Haven Green & [Gradual Emancipation](#) (HHV)
10. Have the students independently read the final documents. As a group, have the

students write down their responses to the following questions:

- What is gradual emancipation? Why do you think CT chose this instead of immediate emancipation? What does this tell us about the role of slavery in CT?
- What is your reaction to knowing that there were enslaved people bought and sold on the New Haven Green?
- What was the outcome of the Final Slave Sale on the Green? What are your thoughts about that event?

*Give the students a specified amount of time to complete this activity.

11. Instruct the students to leave their groups and hand in their written responses.

WRAP-UP	ASSESSMENT
<p>3-2-1 Exit Ticket:</p> <p>Ask the students to write responses for the following:</p> <ul style="list-style-type: none"> • Three things you learned today • Two questions you have <p>One thing you want to keep learning about</p>	<p>Assessments will be determined by the following:</p> <ul style="list-style-type: none"> • Observations • Written responses • Exit ticket

SECOND LESSON PROCEDURE

1. Begin the lesson by having a group discussion of the following question:
 - What is the distinction between resistance and rebellion? What are some examples of each?
 - These answers can be written on the board as a visual aid and to drive future discussions.
2. For the lesson development, the following options can be utilized:
 - Station or [Jigsaw Document Analysis](#)

*Please note that the next steps can be completed by students independently or as group work. This structure will follow the same procedure as the first lesson plan.

3. Divide the class into groups and have each student access the first document on their individual devices:

- [Connecticut Self-emancipated Newspaper Advertisements](#)

4. Instruct the students to independently read the first document. As a group, have the students write down their responses to the following questions:

- What can we learn about the lives of each enslaved person from these ads?
- What information do we not have about them?
- How does this ad reflect resistance to slavery?
- What are some specific aspects/conditions of slavery being resisted?
- What is your reaction to the Freedom on the Move website as a whole?
- What does this website itself tell us about slavery in New Haven, of the wider CT area?

*Give the students a specified amount of time to complete this activity.

5. Instruct the students, in their groups, to access the second and third documents on their individual devices:

- [Amistad Case - Background](#) & S.L. Connection - [New Haven is the sister city of Freetown, Sierra Leone.](#)

6. Have the students independently read both documents. As a group, instruct the students to write down their responses to the following questions:

- What stands out to you as important or interesting about the Amistad case?
- How does the case of the Amistad demonstrate an act of resistance and rebellion?
- How is the legacy of the Amistad still shaping and affecting our city today?

*Give the students a specified amount of time to complete this activity.

7. Instruct the students, in their groups, to access the final document on their individual devices:

- [Petition of 1788 for the Abolition of Slavery in Connecticut](#), by Enslaved People of New Haven

8. Have the students independently read the final document. As a group, instruct the students to write down their responses to the following questions:

- “[F]urther mor[e] gentlemen after wee have Be[e]n and fought the grandest

Battles that has Be[e]n fought in this War” To what is this quote referring?

- What are the authors implying about the enslaved and their rights in this section?
- “Is this a free co[u]ntry[?] No it [is] murder”. To what violent acts is this petition referring?
- How do they use religion to support their argument?
- In the fifth section, the authors ask for freedom, but make what guarantee to the General Assembly? Why would they have made this statement?

*Give the students a specified amount of time to complete this activity.

9. Once these activities are completed, the students can leave their groups and hand in their written responses.

WRAP-UP	ASSESSMENT
<p>Partner Turn and Talk:</p> <p>Ask the students to share a response to the following prompt with their neighbor. Then, summarize their partner’s response on an exit ticket:</p> <ul style="list-style-type: none"> • What do you think was the most effective form of resisting slavery that you learned about today? Explain why. 	<p>Assessments will be determined by the following:</p> <ul style="list-style-type: none"> • Observations • Written responses • Exit ticket

THIRD LESSON PROCEDURE

*Please note that this is a walking tour, where outdoor and multi-sensory learning will take place. Copies of the following resources should be printed in advance to hand out to each student during the tour.

1. Before the walking tour, have the students consider the time and place by comparing the New Haven maps from [1746](#) & [1802](#) and the [picture of the Green in 1825](#).
2. When you start the walking tour, ask students to take notice of their breath, the smells, and the sounds of each place. Ask the students the following questions:

- What do you notice?
 - What will you remember from each place?
 - How did this tour make you feel?
 - How will your new knowledge make you a better person or citizen of New Haven?
3. Walk with your class to the following stops and utilize the documents as well as questions provided to initiate discussions:
- **Stop 1**
[Walk Through William Lansons New Township in Wooster Sq](#) - This is the same area represented in the 1802 map introduced at the start of class.
 - **Stop 2**
[Amistad Memorial](#) - How did the subject, descriptions, and form convey ideas and values of resistance/rebellion?
 - **Stop 3**
 New Haven Green- Think back to the [1825 picture](#) and compare it to what you see around you. What stands out? What is the biggest difference?
 - **Stop 4**
 Lucretia's Corner
4. Return back to the classroom and prepare for the wrap-up activity.

WRAP-UP	ASSESSMENT
<p>As a summative assessment, the following prompt will be asked for the students to provide a written response:</p> <ul style="list-style-type: none"> • How does the history and space of New Haven, CT reflect the institution of slavery and resistance to it? Include examples and evidence from the provided sources along with your experience of the walking tour. 	<ul style="list-style-type: none"> ▪ Observations ▪ Summative assessment

