

Outline:

A. In Social Studies Class students will use textbooks and articles to understand the history of slavery in the United States. Then they will use primary and secondary documents to uncover the rich but hidden history of slavery in Guilford and Connecticut. Using a jigsaw type activity, students will create an understanding of the dehumanization of the enslaved, the unfair treatment, the effects of paternalism, why economics played a significant role on the treatment of and decisions made about the enslaved and how human agency was taken away and regained.

1. Do a pre-assessment to find out students' understanding about slavery in general, slavery in the U.S. and slavery in New England.
2. Early slavery in the U.S.
 - a. Slavery in Virginia
 - b. American Indian slavery
 - c. Connecticut slavery
 - i. Early laws
 - ii. Statutes about negroes, mulattoes, Indian servants and slaves
 - iii. Gradual Emancipation of 1784
 - iv. 1792 Law of emancipation for those between 25 and 45
 - v. End of slavery 1848
3. Perspectives on Connecticut Slavery using Primary Documents, Extracts, and Anecdotes - Social Studies Class
 - a. Five Groups per class Using Jigsaw/Differentiation Approach
 - i. Dehumanization through Property Laws
 1. Will (David Naughty's)
 2. Probate Inventory (David Naughty's and others)
 3. Gad Asher's Children
 4. Various Wills

- a. Rev. Samuel Russel
 - b. Capt. John Scranton III
- 5. Burgis Bill of Mortality (unnamed Africans)
- 6. Part of *Griswold Story* about Naughtys (what was promised and what happened)
- 7. Product:
 - a. Answer the question: "How was Moses and other enslaved persons dehumanized through the laws and evidence studied?"
 - i. Webpage
 - ii. Pages/Powerpoint
 - iii. Website
 - iv. Other

ii. Treatment of the Enslaved:

- 1. Bocha and Phillis from Newport
- 2. Gad Asher's double-cross
- 3. Venture Smith's double-cross
- 4. Failure to Free Moses
- 5. Speculation about Cesar
- 6. Product:
 - a. Answer the following question: "How were the enslaved treated in Connecticut that contradicts the ideals and natural rights listed that were fought for in the American Revolution?"
 - b. Present findings to the class

iii. Paternalism breeds inequality

- 1. Indenture of Moses
- 2. Wills of Ruth Naughty
- 3. Will of Rev. Jonathan Todd
- 4. Part of *Griswold Story*
- 5. Vital Records (Family Tree for Montros and Phillis)
- 6. Product:

- a. Answer the question: "What is paternalism and how did paternalistic actions towards the enslaved cause inequality and injustice?"
- b. Present findings to class

iv. Economics of Enslavement and Freedom

1. Purchase prices/Bills of Sale:
 - a. Bocha
 - b. Phillis
 - c. Dinah
2. Values in Inventories
 - a. David Naughty's
 - b. Scranton
 - c. Other
3. Indenture of the children of Montros and Phillis for profit
 - a. Moses Indenture
 - b. Extrapolate Aaron, Candace, Pompey, Flora, and Aaron
4. Protecting the Estate:
 - a. 1792 Addition and Alteration to an Act Concerning Indians, Mulattoes, Negro Servant, and Slaves
 - b. Ruth Naughty's Will
 - c. Rev. Jonathan Todd's Will
 - d. Rev. Amos Fowler's Will
5. Almshouse costs associated with the indigent
 - a. Almshouse records
 - b. Dinah's bill of sale
6. Enslavement to on-demand labor
7. Product:
 - a. Answer the question: How did the economics of slavery inform the decisions made about freedom, emancipations, and overall treatment of the enslaved?

b. Present your findings to the class

v. Human Agency

1. Lyman Beecher's Autobiography

a. Darb the Fiddler

b. Moses

i. Ran Farm

ii. Rang Church Bell

iii. Factotum

iv. Paid for master's son's education

v. King of the slaves

1. Slave Governors and Kings

a. Museum of CT History

b. Frederick Calvin Norton

c. Lorenzo Johnston Greene

2. Will of Rev. Jonathan Todd

a. Giving Agency

b. Distrusting agency

3. Purchased Freedom

a. Gad Asher

b. Venture Smith

4. Property Records

a. Property granted to Theophilus

b. Sale of Montros and Phillis' property

5. Human agency and the law (1792)

6. Product:

a. Answer the question: "How was agency given to, taken by, and withheld from Connecticut's enslaved?"

b. Present your findings to class

B. In Language Arts Class students (working alone or in groups) will create three products from the research and analysis conducted in History class.

Students will have access to information provided by Social Studies class groups to created the following:

1. Wikipedia type Biography
 - a. Demographics
 - i. Birth
 - ii. Death
 - iii. Parents
 - iv. Siblings
 - v. Masters
 - vi. Occupations
 - vii. Locations
 - b. Short stories of interest
 - c. Product: Create a one page Wikipedia style biography

2. Witness Stone Inscription
 - a. Name
 - b. Circa/Year or Years of enslavement
 - c. Occupation
 - d. Birth
 - e. Death
 - f. Emancipation?

3. Telling the Story of _____
 - a. Use the Facts:
 - i. Birth, Death, and Everything in Between
 - ii. Parents, Siblings, Children
 - iii. Masters and Mistresses
 - iv. Emancipation or Continued Enslavement
 - b. Contemporaneous events to discuss
 - c. Cost - Price analysis of decisions about enslaved
 - d. Contemporaneous people to compare/contrast

4. Product: Using available records, extracts, and anecdotes, create a four to five page narrative nonfiction account of _____'s life. Be sure to keep in mind that you are restoring the history and honoring the humanity of the enslaved person.

C. Final Selection and Installation Ceremony: