

Slavery In Windsor, Slavery Today

NATIONAL STANDARDS

English: 1, 2

U.S. History: Era 2, 1 and 3
Era 4, 2

FOCUS/CONCEPT : Discovering and analyzing slavery in the north in our own history; understanding how slavery exists today, and how we can help.

MEASURABLE OUTCOMES

The students will be able to identify, describe and argue the extent, conditions, and causes of slavery in the Windsor area before the Civil War in an exhibit that will be displayed publicly.

They will be able to discuss the concepts of complicity, and reparations, and connect them to their own lives in the present day as slavery persists in the U.S. and around the world.

The students will be able to identify and offer some action steps in the exhibit to help ameliorate global slavery.

PRIMARY SOURCES

The Hartford Courant (historical) available online through ICONN

“The Meaning of July Fourth for the Negro” by Frederick Douglass

From African to Yankee: Narratives of Slavery and Freedom in Antebellum New England. Available

online:<http://www.questia.com/PM.qst?action=openPageViewer&docID=26297499>

Windsor Historical Society:

Documents and archives.

Exhibits and Study Guides: *Colonial Life in the Windsor Area;*

Encounter! Native Americans and the English Settlers in 17th Century Windsor
Life in the Strong-Chaffee Houses

The Hartford Black History Project:

Online exhibit: *A Struggle From the Start*

The Old State House (Hartford)

Connecticut's Black Laws and the Amistad Trial: A Study Guide

The Gilder Lehrman Center at Yale University.

Citizens All: African Americans in Connecticut, 1700-1850:
<http://www.yale.edu/glc/citizens/index.htm>.

Amnesty International

Campaigns: *Stop Violence Against Women*
Cruel. Inhuman. Degrades Us All
Poverty and Human Rights
www.amnesty.org

Spencer, Mark. "Settlement Ends Workers' Suit: Guatemalans say Imperial Nurseries Treated Them Like Prisoners." *The Hartford Courant*. 26 June 2007.

Lengel, Allan. "31 Arrested in Reputed Korean Sex-Slave Trafficking Along East Coast." *The Washington Post*. 17 June 2006.

Kristof, Nicholas. Various articles 2006-present on global slavery in *The New York Times*.

OVERVIEW: Students will research slavery in their own home town , understand its context in northern slavery in the 17th –19th centuries, and connect it to global slavery today. What should our ancestors have done about slavery in the north? What should we do today?

LESSON IMPLEMENTATION (90 MINUTE CLASSES)

Introduction: Discussion: What is slavery? Did it exist in the North? Does slavery exist today? Why would people own slaves? What would keep slaves enslaved?

Readings in class: Richardson.

Students make freehand maps: The Atlantic Slave Trade triangle: What was shipped where and by whom?

HW: readings: Melish and Berlin

Class 2: Discussion and quiz on Melish and Berlin readings.

Brainstorming: What should a good exhibit on the topic include? Division into groups, assignment of topics

Overview of research resources: review of MLA style

Class 3: Research online resources: Students should find and summarize at least 3 pieces of evidence on their topics, citing their sources using MLA format.

HW: Continue research independently on topics

Class 4: Completing Windsor slavery; researching contemporary slavery

Progress reports: Northern Slavery

Overview of slavery today:

Reading from "Sold."

Research: Amnesty International

American Friends Service Committee

Nicholas Kristof articles in NY Times.

Students should be able to summarize a topic in world slavery today, and offer suggestions to the public to help eradicate it.

Class 5: Exhibit construction

Discussion of findings and resources

Discussion of lay-out and organization

Actual construction of exhibit.

ASSESSMENT: Quiz: vocabulary and extent of slavery in New England

Using primary and article sources, will contribute to an exhibit on the history of slavery in Windsor, its context, and conditions.

Using primary and article sources, will examine global slavery today, and contribute to an exhibit on its conditions and possible solutions.

RESOURCES:

Articles:

Berlin, Ira. "Coming to Terms with Slavery in Twenty-First America."

Melish, Joanne Pope. "Teachers Guide: Slavery, Emancipation, and Antebellum Abolition in New England."

Richardson, David. "Slavery, trade, and economic growth in Eighteenth-Century New England." *Slavery and the Rise of the Atlantic System*. Ed. Barbara Solow. Cambridge.

McCormick, Patricia. *Sold*. Hyperion, 2005.

Farrow, Anne, et.al. *Complicity: How the North Promoted, Prolonged, and Profited from Slavery*. Ballantine, 2005.

Hinckley, Marcia: *African Americans in Windsor*. Master's Thesis. 1991.

Curriculum created by Nancy Crilly-Kirk Windsor, Connecticut