

Different Perspectives on Daily Life in late 18th century Connecticut

(Day 1)

National Standard 2A 9-12: Analyze how gender, property ownership, religion, and legal status affected political rights.

Measurable Outcome: Students will be able to construct a dialogue that offers different perspectives on the daily life in Connecticut in the late 1780s.

Overview: In this lesson, students will examine two primary source items in order to collect information about the interactions between Anglo-European settlers and Africans in colonial Connecticut. At the conclusion of the primary source analysis, students will compose a dialogue that presents different perspectives on daily life in late 18th century Connecticut.

Essential Question: To what degree did slavery exist in New England and Connecticut? In what shape did the institution of slavery manifest itself in Connecticut? How do the concepts of freedom and liberty apply to the experiences of Anglo Europeans and Africans in Connecticut?

As a class, students will view the primary source material on a screen and will receive individually, using their laptops, electronic copies of the artifacts for review.

Activity 1:

This activity will be conducted in a group format

1790 map of slave holding in Fairfield County (*Number of Enslaved in Connecticut Towns, 1790*. Census overlay on reproduction of 1796 map. Courtesy Stratford Historical Society, Stratford, Connecticut.)

1780 map of Fairfield County (*Connecticut and Parts Adjacent, 1780*. Courtesy The Connecticut Historical Society Museum, Hartford, Connecticut.)

Level 1 question:

What do you see?

What is in the picture?

Level 2 questions:

Why might the numbers be spread out across the map as they are?

What do these numbers suggest about the population of Connecticut in the late

1790s?

Level 3 questions:

Why would a CT family need slaves?

Might these numbers be similar to or different from other colonies in New England?

Activity 2:

This activity will be conducted in small groups – each group will get a copy of the picture.

Picture from Connecticut Historical Society of Prudence Punderson, "The First, Second, and Last Scenes of Mortality" (c. 1783, silk on linen)

Level 1 question:

What do you see?

What is in the picture?

Level 2 questions:

- Who are the people that interact in this scene? How might they interact?
- What does it look like the people in the picture are doing?
- What activities did women engage in during the late 18th century?
- What's happening in the picture on the wall?
- Why do you think the mirror is covered?

Level 3 questions:

- What sort of family might this girl come from?
- Why do you think the artist choose to include the items in the picture?
- What kind of family/background do you think the people in the framed picture come from?
- Why might the artist have chosen this picture to include in the overall work?
- What jobs and responsibilities might women have had during the late 18th century?
- How might each person in the picture interpret the actions of others?
- Who might be enjoying playtime, work time, and/or free time?

Formal Notes: Given the info that you've seen, what might you surmise about daily life in CT?

HW: Imagine are one of the people in the picture. Create a dialogue between you and another person within the picture. What might the two of you talk about? Clearly identify who you are in the painting and to whom you are speaking.

(Day 2)

National Standard 2A 9-12: Analyze how gender, property ownership, religion, and legal status affected political rights.

Measurable Outcome: Students will be able to compose a paragraph portraying different perspectives on the daily life and legal restrictions in Connecticut in the late 1780s.

Overview: In this lesson, students will examine two primary source documents in order to collect information about the social and legal interactions between Anglo-European settlers and Africans in colonial Connecticut.

Essential Question: How did laws and practices control the actions of Africans and Anglo Europeans in the colony/state of Connecticut? How might these legal frameworks affect notions of liberty and freedom?

Hand out sheets that have: Chronology of Slave Codes in CT

Conduct this class using a jigsaw format. Read through the laws in groups of four and create a summary using the jigsaw hand out.

- Group 1 reads laws 1-6
- Group 2 reads laws 7-12
- Group 3 reads laws 13-18
- Group 4 reads laws 19-25

What can you surmise about the legal parameters for different groups in colonial Connecticut? What implication do these laws have for other aspects of daily life?

Joshua Hempstead, New London 1734 Diary – Wednesday, September 11, 1734 (*Diary of Joshua Hempstead*, 1711-1758. Courtesy The Connecticut Historical Society Museum, Hartford, Connecticut.)

Make a list of what Hempstead did during the first two weeks of September. Hand out a graphic organizer and fill in information in a pair share format.

What does Hempstead's diary tell us about the lives of colonists in 1730s?

Student class work:

Defend your actions as a slave

What might you have been doing out at night?

Who might you be with?

Where might you have been?

Defend the law that punishes the slaves

Why might such a law have been passed?

Why should these 10 slaves be punished?

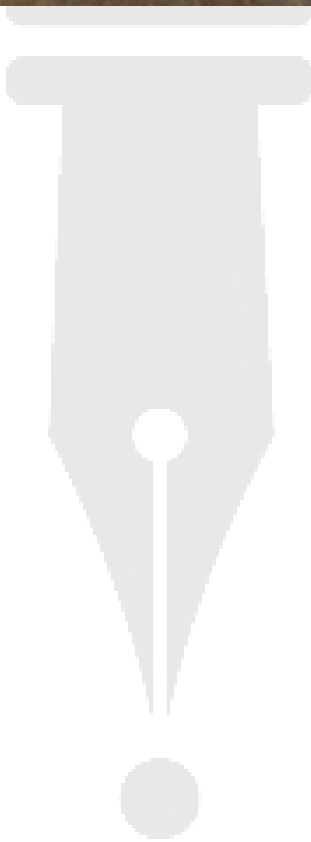
Why is there a difference between the slave punishments?

Formal Notes:

What does this tell us about the ideas of freedom and liberty? What are the perspectives on freedom and liberty from different groups in CT during the middle and late 18th century?

HW: You will be present at the court held at the prison on September 11, 1734. You will be among 10 slaves accused of being out "unseasonably" and several colonial townsmen, including Joshua Hempstead. Using questions, answers, and discussions *from the past two classes*, compose a paragraph to represent the slave's view and the colonist's view on the evening activities of various groups in colonial society. You will present aloud one of these paragraphs in the next class.

Curriculum created by Dr. Abbe L. Karmen





The First, Second, and Last scene of Novels. Providence, 1801.

Chronology of select Connecticut Slavery Laws and Codes from Legalization to Abolition

1650 Slavery legalized

Connecticut became the second colony after Massachusetts to recognize slavery as a legal institution.

1660 Slave code

Law prohibited blacks from acquiring military training in the militia. No black, mulatto, or Indian was permitted to wander outside of his community.

1702 Manumission

Required slave masters to obtain the consent of their local selectman before manumitting a slave.

1723 Freedom of movement

Enslaved persons were not permitted in the street after 9 p.m. without a pass. If picked up, the slave was brought to a justice of the peace and received ten lashes unless the master paid ten shillings to release him or her. Anyone harboring another person's slave was fined ten shillings, half to the government and half to the informer.

1730 Freedom of movement and behavior

If a free person entertained a black in his/her home after 9 p.m. without a certificate from the slave's master, the free person was fined 20 shillings. If a black slave slandered a white, the slave received 40 lashes, and the slave's master was fined for the blacks misbehavior. If the master refused to pay, the black was sold to cover costs.

1771 Slave trade

Slave trade was outlawed.

1774 Importation of slaves

Prohibited the importation of slaves because they were injurious to the "poor and inconvenient." The fine for violating this statute was 100 pounds per slave.

1779 Manumission Petition

Blacks who had served in the Continental Army petitioned the Connecticut legislature, stating: "We are endowed with the same faculties with our masters, and the more we consider the matter, the more we are convinced of our right to be free." Emancipation bills were rejected in 1777, 1779, and 1780.

1784 Gradual abolition

Gradual emancipation scheme was included as part of a general statute codifying race controls. Black and mulatto children born after March 1 would become free at the age of 25.

1788 Registry of Children

Slave masters were required to register the names of all slave children born after March 1, 1784, within six months after their birth with the town clerk. Failure to do so would result in a penalty of seven dollars for every month's delinquency.

1792 Manumission

Slave owners could emancipate their slaves and were to apply for a certificate from government authorities. A certificate would be awarded if an enslaved person was in good health and between the ages of 25 and 45. Upon receipt of such a certificate, the master and his heirs and executors would be forever discharged from any charge or cost associated with supporting the freed black.

1796 Behavior

A black, Indian, or mulatto slave found guilty of publicly offending another person (white) was to be whipped as many as 40 stripes.

Road service

1796 Road Work

Indian, mulatto, and black servants or slaves between the ages of 15 and 60 (along with white persons) were to assist in the maintenance of state roads at least two days per year.

1796 Behavior

"And whereas Indian, Negro, and Molatto Servants and Slaves are very apt to be Turbulent, and often to be quarrelling with white People, to the great Disturbance of the Peace." It was unlawful for Indians, black or mulatto servants, or slaves to disturb the peace or attempt to strike a white person. If convicted, person was to be punished by flogging, not to exceed 30 stripes.

1796 Runaways

Blacks, mulattoes or Indian servants traveling without a written pass were considered runaways. Persons who encountered such slaves were to secure them and bring them before a justice of the peace.

1796 Free blacks

Free blacks found traveling without a pass were to be stopped and seized, and were required to pay all charges.

1796 Trading

Free persons were prohibited from trading with any Indian, mulatto or black servant or slave. Offenders were required to pay double the value of goods traded. If unable to make restitution, offender was to be publicly whipped up to 20 stripes.

1796 Freedom of movement

Black, mulatto or Indian servants or slaves found away from home after 9 p.m. were to be apprehended and brought before a justice of the peace. Offenders were to be publicly whipped up to ten stripes, and to pay court costs. A master could redeem his servant by paying \$1.67

1796 Care of freed slaves

Enslaved persons set free were to be maintained by their former owners or their heirs, if they were in need of support.

1796 Care of freed slaves

Owners of emancipated slaves were freed from all responsibility if they procured a certificate from legal authorities who found such a person able to support himself.

1796 Gradual abolition

Black or mulatto children born after March 1, 1784, were to be freed at age 25.

1821 Gradual abolition

Statute declared that all black and mulatto children born into slavery were to be freed at age 21. Emancipated slaves were to be supported by their owners. Masters could acquire a certificate relieving them of financial responsibility from town authorities when emancipating slaves who were no older than 45 and were in good health. The act prohibited the slave trade and exportation of slaves outside of the State.

1833 Free blacks

A residency requirement was passed for blacks seeking to attend free schools, declaring that open admission "would tend to the great increase of the colored people of the State and thereby to the injury of the people."

1835 Abolition

The 1821 "Act to prevent Slavery" was reenacted.

1848 Abolition

Slavery abolished in all forms.

Source:

http://www.slaveryinamerica.org/geography/slave_laws_CT.htm

Chronology of select Connecticut Slavery Laws and Codes from Legalization to Abolition

Year	What is the law about?	Who does the law affect?	Why might this law have been created?

the Peace &c & to the great disquietude of the Neighborhood; for which She was Sentenced to be Shot to death the first time She was fatt, who hath Ever Since been at Stonington & brot a Calf Every year till now & now was forward with Calf. She Weighed ye hind Quarters 90lb & ye fore Quarters 74 Each Tallow 23 $\frac{3}{4}$ Hid 42 at 5d Round £8 6s 8d. Saturd 24 fair. I was at home al day helping John Shingle his Shop and adam & Joshua fetched him home a Ld of Shingles. Sund 25 fair & Hot. mr ad. pr al day. Joshua Sick at night. Mond 26 Rainy. I was at home al day. Tuesday 27 fair. I was at home all day. Wednsd 28th fair. I was at home al day Laying Shingls on the foreside of Johns Shop. Thursd 29 fair. In the foren I was at home drawing writts. aftern att Crossmans Lot mending Jno Rogers's fence. New poles. fryd 30 fair. I was at home most of the day. toward night I went out to pine Neck to buy a poor Swine & to See Peter Hackley. Saturd 31. fair. I was in the Woods with Adam & Team. wee Split about 100 Railes yt Jno had Cut off brot home 1 Ld 30 odd to Crossmans Lot.

September Sunday ye 1 fair. mr adams pr al day. Daniel Lester a Child Babtized Thomas & Robt Douglass one Thomas & Jno Monroe one Elizabeth. Monday 2 fair. Brother Salmon Come. I was at home foren. aftern in town at Geo. Richards Letting out the ferry & it is Let out by the Selectmen to Joseph Powers for 7 years at £79 10s od p annum. Tuesd 3d Cloudy and Some Rain. I was al day in Town with Judge Lynde &c. Wednsd 4 fair. I was about home at Crossmans Lot Seting up fence and at the Church meeting at Joseph Trumans Junr. a Child of Samll Richards's Died a Daughter of about 5 year old. Thursd 5 fair. I was about home & at Crossmans Lot fencing &c. fryday 6 fair. In the morning I went to Groton to get Some School money Rent of the ferry & then to Crossmans Lot & at a Lecture. Brother Salmon gone home with Samll Beebee. Saturd 7 Rain foren. I went into Town to get Some School Mony. aftern att Crossmans Lot fencing. Mr Cole left ye School. Sund 8 fair & Cold. Mr adams pr al day. a Sacramt Day [] Stubbins a Child Babtized Lucy. Mond 9th fair. In the foren I had a Court at my house. I was at Trayning and after Trayning in Town with Mr Ebenezer Williams of Stonington who is Come to See a french Woman in Town that says She was the Daughter of his Brother Rev. Mr Williams of Deerfield taken by the french & Indians from thence when that Town was Taken 30 years ago. Tuesd 10th fair. I was at Trayning & at the freemans Meeting. Capt Danll Coit & Mr Jno Richards Chosen Deputies. Wednsd 11 fair. I was in Town Most of the day. held a Court at the Prison house to Judge .10. Negro men Slaves taken & Secured in Prison last night for being out unseasonably in a frolick at old Rights. Justice Christophers & Prenttis present. 3 tht went without Leave was whipt & the 7 yt had leave dismist with paying their part of the Charge 5s 3d Each. a Child of Ephm Joans's buried. Thursd 12 fair. I was in the North Parish to Mr Hardens & vibbers. I maryd Abrah Harden & Mercy vibber & came home in the Eveng. fryd 13 Rain. Thos Couch died aged [70]. An Infant of. foren I was in Town. aftern I was at Crossmans Lot & Joshua Set up Some fence. wee measured the distance one mile & Quarter & 22 Rod to Jno Plumbes Soueast Cornner at my bars 40 Rod from ye door to Samll Harris's house yn 40 Rod more to Jos Trumans gate yn 40 Rod to Mullins's 40 more make $\frac{1}{2}$ mile about 4 Rod Short of Talmans Corner by T. Buttlers $\frac{3}{4}$ of a Mile the top of ye Hill this Side Joseph Harris's one mile about 6 Rod beyond Daniel Ways yn 102 Rod to ye P[]. Saturd 14 Some Rain foren. aftern fair. in the morn I was at home & yn I went to See Cuzn Thomas Lee who is Sick. I finisht writing his Will. I had begun it last year. he pd me for both times 10s. Sund 15 fair. Mr Adams pr al

Hempstead Graphic Organizer

Day and Date in September	Weather	Activity/noted event
Sunday 1		
Monday 2		
Tuesday 3		
Wednesday 4		
Thursday 5		
Friday 6		
Saturday 7		
Sunday 8		
Monday 9		
Tuesday 10		
Wednesday 11		
Thursday 12		
Friday 13		
Saturday 14		

Summary:

What sorts of items does Hempstead list?

For what sort of public and private activities was he responsible?

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