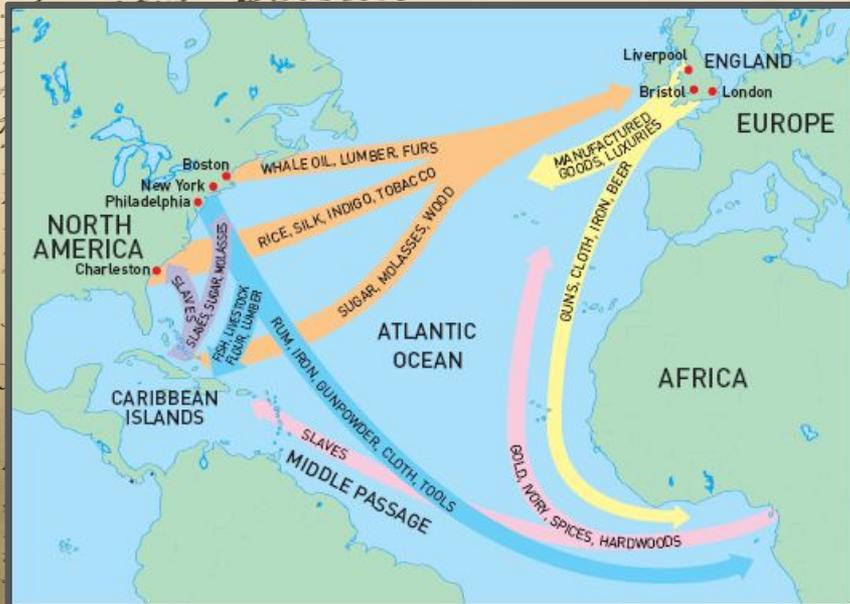




# Witness STONES

Learning and Teaching the Hard History  
of Slavery in the North

# New England's Raison D'Être and Slavery (or New Englands Reason to Be and Slavery)



Thinklink.com

BL.uk

Administrators and Assignees shall and may, from time to time (211)  
at all times hereafter Lawfully payable to David have hold  
to be & in off to his & their own proper Use & behooff, the adv  
of all his sd. Services Earnings & Emoluments, and all and any  
the proceed and profits thereof, without any Lett trouble or detraction  
of any kind

## Specific Details Concerning the Prevalence of the West Indian Trade and Colonial Connecticut Economy Prior to the American Revolution

again sell convey & confirm unto David Hall of Essex County of Cheshire  
State of Vermont, all my right title, Interest, property, and Service due  
unto the several Tracts or parcels of Land, to wit as follows, one piece  
containing thirty one Acre bounded as follows, Wistly on the highway South  
on the highway Eastly, partly on Gordon Hall, and partly on the  
of said Binn, and Southly on John Fowler, the one other piece of Land  
containing seventy eight Acre, bounded as follows, Wistly Eastly partly on  
the highway and partly on John Fowler Land, and partly on undivided  
Land belonging to sd. Pettin & Fowler, Southly on Land belonging to

# New England and the West India Trade: EXPORTS

By Dr. Eric Bartholomew Kimball, 2009, adapted by Dr. Waurshauer, 2020.

## “Inspector General’s Customs Reports” 1768-1772

### Livestock Exported:

- 3 of every 4 horses came from CT (on average 31 horses on each vessel arriving from CT.)
- Horses 59% of value of all goods exp. from CT. (Worked in mills)
- 27,003 sheep for food and dung
- 4,512,860 lbs. of beef and pork

### Other Farm Products from CT:

- Butter: 44,546 pounds of butter as sent to West Indies
- Cheese: 12,596 pounds of cheese exported to West Indies
- 74,470 pounds of tallow (rendered animal fat) sent to West Indies to make candles

# New England and the West India Trade: IMPORTS

By Dr. Eric Bartholomew Kimball, 2009, adapted by Dr. Waurshauer, 2020.

## “Inspector General’s Customs Reports” 1768-1772

### Most Common Items Imported:

- 1,488,032 lbs. of brown sugar
- 612,609 gallons of molasses
- 1,368 gallons of rum
- 450,936 bushels of salt

### Imports from West Indies to Conn:

- New Haven
  - 407 or 47% of all ships
  - 16,699 tons or 54% of all tonnage
- New London
  - 567 or 33% of all ships
  - 25,391 or 46% of tonnage

## Local Evidence of West Indian Trade:

From the "Sundry Advancements of the Sloop Juno" (1790) with Eli Foote of Guilford, CT. (Eli is grandfather of H.B. Stowe.)

- 700 lbs of beef and tallow.
- Bushels of corn and oats.
- 4,600 red oak barrel staves.
- Pressed hay .....
- Three horses.....
- To one ox .....
- To 4,600 culling staves

Ac. 11. 179. 529

1790 Sloop Juno to Eli Foote  
for sundry advancements for Cargo as follows

To 1/2 John Lutes Green forain & Staves as per Note signed for London & Lutes	150	3.00
To 1/2 Lemon (Cattunum ditto p. 3°)	6	7.00
To 1/2 Rice forward Green	13	0.00
To 1/2 Rice - Respects 3°	5	6.00
To 1/2 John Lutes Green forain & Staves	3	13.11
To 1/2 of John Lutes Green	6	10.00
To 1/2 of 700 lb Beef tallow of Prand shawad	3	7.00
To 11 1/2 bush: Corn of Glen Lee	3	7.00
To 63 bush: Oats of Henry Hill	4	2.00
To 50 x 2° 9° of Hills	3	7.00
To 2 barrels for Beef	2	0.00
To 19 New Hogsheads	2	7.00
To 1 Old ditto	6	0.00
To 6 1/2 bush: Respects of same Wheat	6	6.00
To 4600 Red Oak Staves	9	4.00
To Culling ditto	9	0.00
To 6 Days of Pressing Hay	2	0.00
To Making 24 H Candles	4	0.00
To 20.10 3° of Hay	3	15.00
To 21.2° 3° of same Hill	2	12.00
To Cash paid Ready for Advanc: Staves	2	0.00
To ditto ... Smith	1	3.00
To ditto ... Bishop	6	0.00
To 6 Weeks Board of Hands	2	2.00
To 2 Load Wood	2	6.00
To 1 bush: Beans	5	0.00
To 19 bush: Oats of Dan: Stanton	3	5.00
To 2 ditto 3° of same Spencer	2	0.00
		98.9.32

Acc <sup>d</sup> Continued & Amount brought forward	£98.9.32
To paid Jan <sup>o</sup> London for Board Staves	1.10.00
To 28 bush: Oats of John Stanton	1.00.00
To 3 Horses equal to average price of Oxen	19.12.03
To Stanton Ox	6.10.00
To addition on forward Oxen & half bushels of Respects	2.1.06
To bring them to 20 for Cash	6.15.00
To 5 Gallons Rum	1.18.00
To 10% Recast them to the People Landing	13.12.00
To Culling Staves	4600 @ 1/1000
	6.10.00
	£139.14.01
Deduct part of the Horse on Freight & Charge in London	5.3.11
	134.10.09
To 3/10% Credited in John Stanton	1.11.00
	£136.2.09

Half O<sup>r</sup> By 1/2 & 1/4 of 1797. 17.3. Cargo on Board  
136.2

# Transcription of Manifest for Sloop Juno, 1790

Guilford  
4 Sept }  
1790 }

## Sloop Juno to Eli Foot -----Ds

For sundry advancements for Cargos as below \_\_\_\_\_

To ½ John Leetes Oxen Grain & Staves } As pr Note Sign'd pr Landon & Foot -- }-----	£15	3	5
To ½ Simeon Chittenden Ditto pr D'o -----	6	7	0
To Tho's Griswolds Oxen -----	13	0	
To ½ Tim'o Rossiters D'o -----	5	6	
To Jabez Bentons Ox. Deducting Hide & Tallow -----	3	13	11
To 1 of Silas Bentons Oxen -----	6	10	
To ½ of 700 H Beef & Tallow of David Seward -- @22s -----	3	17	
To 11 ½ bush'l Oats of Elon Lee ----- @¼ -----	1	14	6
To 62 bush'l Oats of Henry Hill ----- @¼ -----	4	2	8
To 50 ½ D'o --- D'o of Field ----- @¼ -----	3	7	4
To 2 barrels for Beef ----- @2s -----	4		
To 19 New Hogshead ----- @8s -----	7	12	
To 1 old Ditto -----	6		
To 6 ½ bush'ls Potatoes of Sam'l Elliot ----- @1s -----	6	6	
To 4600 Red Oak Staves ----- @40s per m-----	9	4	
To Carting Ditto -----	9		
To 6 Days Lighter Hire ----- @3s -----	18		
To Making 24 H Candles ----- @2 2p -----	2		
To 30 0 10 Press'd Hay ----- @2/6 -----	3	15	2½
To 21 0 0 D'o, D'o, of Tim'y Hill ----- @2/6 -----	2	12	6
To Cash paid to Hoadley for Advance Wages -----	2	0	
To Ditto ---- Smith -----	1	3	8
To Ditto ---- Bishop -----	6		
To 6 Weeks Board of Hands ----- @7/ -----	2	2	
To 2 Load Wood -----	5		
To 1 bush'l Beans -----	5		
To 49 bush'l Oats of Dan'l Stanton ----- @1/4 -----	3	5	4
To 2 Ditto d' of Christ'n Spencer ----- @¼ -----	2	8	

£ 98 9 82

Acc't Continued @ amount brought forward -----	£ 98	9	82
To paid Sam'l Landon for Board & Wages -----	1	16	
To 20 bush'l Oats of Silas Benton ----- @¼ -----	1	6	8
To 3 horses Equal to average price of Oxen ----- £6 10 9--	19	12	3
To Stantons Ox -----	6	15	2
To addition on Griswolds Oxen & half Chittendens & Rossiters } to bring them to 20/ pr (C-h) ----- } -----	2	1	6
To 1 ox of Silas Benton -----	6	15	
To 8 Gallons Rum ----- @ 4/9 -----	1	18	
To 10 ½ Quarts Rum to the People Loading ----- ½ -----	13	12	
To Culling Staves ----- 4600 ----- @¼ per m --	6	10	

£139 14 1

Deduct part of the Horses + on Freight} -----  
Charg'd in Landon's Acc't -----}

134 10 2

To 31/10 ¼ Addition in Silas Bentons Acc't ----- 1 11 10 ¼

£136 2 0 ¼

Sup'd Cr' by ½ & 3/16 of £197 19 3 Cargo on Board }  
(Remainder of page missing ) }

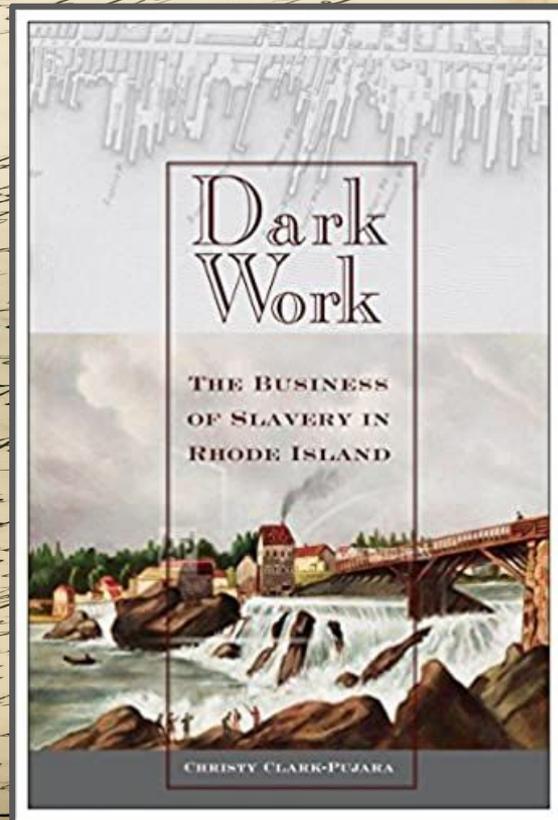
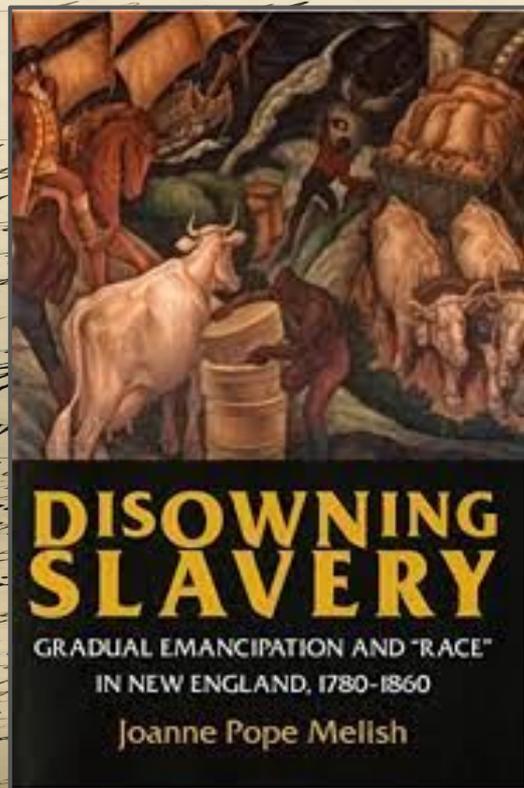
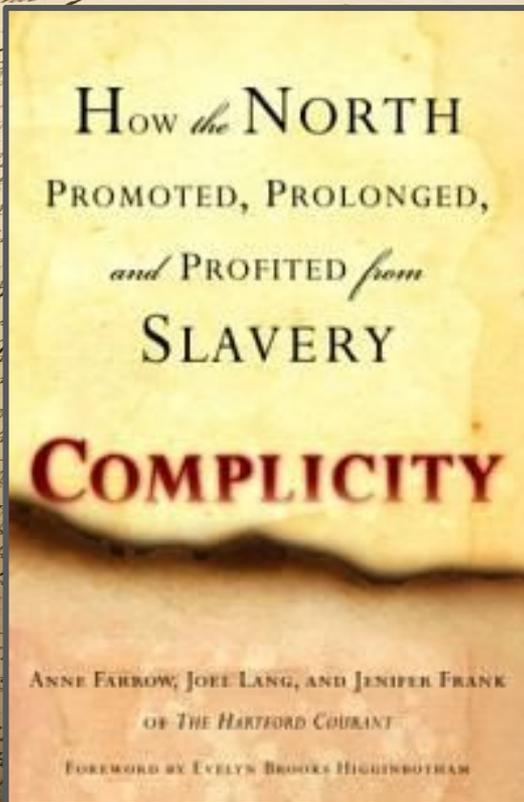
136 2

David Landon Acc't

To Cheese @ 13 ½ H to pay

Print

# Foundational Work on Slavery and the West Indian Trade



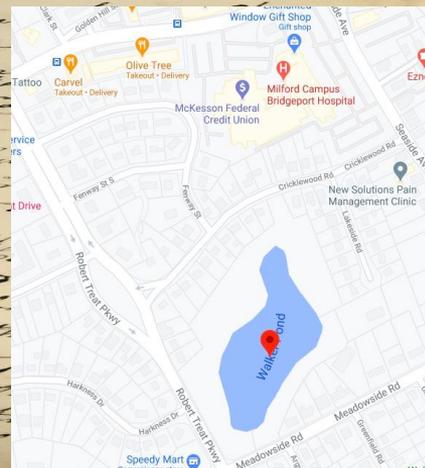
# How have we remembered the formerly enslaved?

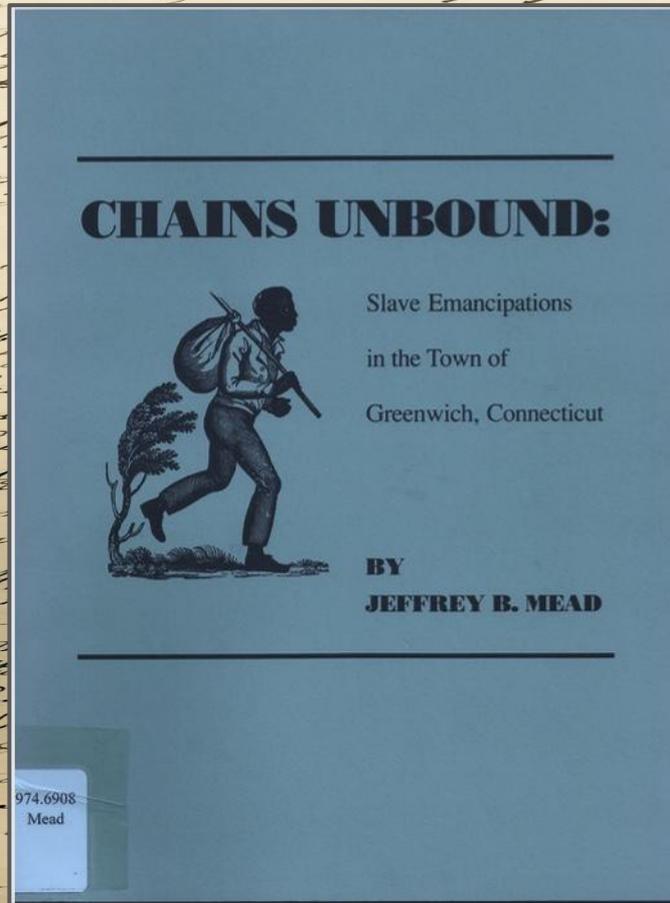
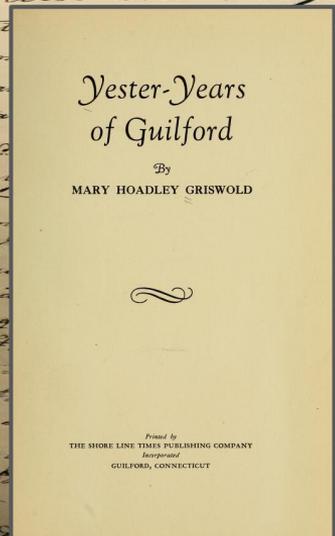
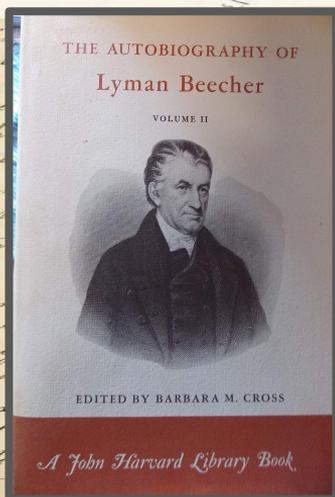
## Evidence of the Enslaved:

- Grave marker for Shem at Old North Guilford Cemetery
- Grave Markers for Candice Bush and Hester Mead at Union Cemetery, Greenwich.
- [Hartford's Ancient Burial Ground](#)

## Place Names Removed/Erased:

- North Street West of Church Street, Guilford - (N-Word Lane)
- Milford's Walker Pond vs. Nig's Pond
- Sowheag Rock vs. Negro Heads off the coast of Branford, CT





## Less Obvious Places To Find the Enslaved

- Property Records  
[Emancipation of Cull](#)
- Probate Records  
[David Bush Probate Inventory](#)
- Anecdotes  
[Autobiography of Lyman Beecher p13](#)  
[Autobiography of Lyman Beecher p14](#)
- Ancestry.com  
[CT Town Vital Records](#)
- Census Data  
[Excerpt of U.S. Census By Author](#)
- Burgis Book of Mortality  
[Excerpt from Burgis Book](#)

Evidence of Slavery in Norwalk from Nova Scotia Book of Negroes

Book of Negroes Registered & certified  
appointed by His Excellency S.<sup>r</sup> Guy Carleton R. B.  
in which they were embarked Previous to the time of said  
31<sup>st</sup> July 1783. both Days Included. -

**Cato Cannon,**

40, short stout fellow. Formerly slave to John Cannon, Norwalk, New England; left him about 6 years ago.,,,,,,

# Evidence of Slavery in CT Church & Vital Records

- 212 -

No Surname (cont.)	Vol.	Page
Pink, m. Stepna [ ], servants to Capt. Morris & Isaac Forbes, May 15, 1791	1	39
Pomp, negro, m. Dinah [ ], negro, Oct. 2, 1776	1	38
Reuben, Acces & Bethuel, children of Richard, servant of Capt. Joseph Tuttle, bp. Feb. 26, 1760	1	11
Rose, negro, her child, d. June 3, 1781, £ "about" 5; another child of hers, d. June 18, 1781, £ "about" 2	1	157
Sarah, Jacob Pardee & Esther, children of Timothy, bp. Sept. 20, 1800 *(Page worn away)	1	26
Stephen, s. John, bp. [ ] *1758 *(Page worn off)	1	10
Stephen, adm. July 30, 1780 "special ordinances" *(Page worn off)	1	8
Stepna, m. Pink [ ], servant to Capt. Morris & Isaac Forbes, May 15, 1791	1	39
Stille, child of Dick, negro, bp. Apr. 2, 1797	1	25
Sybill, m. Cork [ ], servants of Jehiel Forbes, Apr. [ ], 1779	1	35
Tom, servant man, d. May 25, 1791, £ 57	1	161
Tony, servant of Mrs. Smith, d. Aug. 21, 1778, £ 27	1	156
Violet, a black, d. July 30, 1843, £ 67	1	147
Welthen, d. Jan. 20, 1810	1	104
William, s. of [ ] *bp. 1785 *&*(Page worn off)	1	20
William, s. of [ ] *bp. [Jan.] 1796 " " "	1	24
-----, negro girl of Dea. Smith, d. Mar. 9, 1783, £ 11	1	158
-----, negro woman of Lieut. Bradley, d. Nov. [ ], 1803, £ 79	1	167
-----, negro girl of James Chidsey, d. Sept. 29, 1805, £ 15	1	168

East Haven Congregational Church Rec.

## GREENWICH VITAL RECORDS

167

BUSH, (cont.)	Vol.	Page
Cull, Jr., m. Dinah CHARITY, Aug. 17, 1834, b. of Greenwich, by Rev. Edwin Hall, of Norwalk	1	193
David, m. wid. Sarah ISAACS, (wid. Capt. Benjamin), of Norwalk, Apr. 9, 1777, by Rev. Mr. Lemming	1	151
David, had negroes Phillis, d. Petience, b. Apr. 6, 1789, Milly, d. Patience, b. Apr. 12, 1791, Rose, d. Patience, b. May 15, 1793, Lucy, d. Patience, b. Aug. 27, 1795 & Nancy, d. Patience, b. Apr. 10, 1798 & Cull, s. Patience, b. Apr. 2, 1801	1	145
David, had negroes Jack, s. Candis, b. Mar. 18, 1802 & Hester, d. Candis, b. Jan. 6, 1807	1	145
Fanny, d. David [& Sarah], b. Jan. 1, 1782	1	151
Fanny, of Greenwich, s. Jordan COLES, of Brooklyn, N. Y., [Dec.] 11, [1827], by Rev. Ambrose S. Todd, of Stamford	1	177
Gilbert, m. Thurza Ann SMITH, (colored), b. of Greenwich, Feb. 16, 1847, by Rev. B. M. Yarrington	1	217
Grace, d. David [& Sarah], b. Apr. 5, 1788	1	151
Justus, d. Nov. 23, 1760	1	112
Justus Luke, s. David [& Sarah], b. Dec. 5, 1777	1	151
Mary, made affidavit Jan. 26, 1760, that Mary JONES, (wid.) gave birth to a son Frederick Harding JONES Nov. 28, 1759 and she was at her		

Greenwich Vital Records

# Connecticut Colonial Census, 1774 for New Haven County

ACCOUNT of the Number of Inhabitants in the County of NEW-HAVEN, on the First of JANUARY, 1774.

486

TOWNS.	Males under Ten Years.		Females under Ten Years.		Males between Ten and Twenty Years, Married or Single.		Females between Ten and Twenty.		Males between Twenty and Seventy.		Females between Twenty and Seventy.		Males above Seventy.		Females above Seventy.		Negro Males under Twenty.		Negro Females under Twenty.		Negro Males above Twenty.		Negro Females above Twenty.		Indian Males under Twenty.		Indian Females under Twenty.		Indian Males above Twenty.		Indian Females above Twenty.		Total.		Total.		
	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	M	S	
Branford,	284	309	224	215	317	81	322	148	13	5	7	13	28	27	35	21	2																				
Derby,	289	289	2 252	10 205	270	106	277	83	12	6	6	12	11	15	12	12	5	5																			
Durham,	166	148	2 141	2 124	149	69	154	56	6	4	3	7	7	10	16	11	1																				
Guilford,	396	372	362	286	462	170	471	237	35	9	29	17	13	14	20	14	8	10																			
Milford,	279	289	10 241	7 214	322	110	329	100	15	10	11	28	41	35	52	30																					
NEW-HAVEN,	1309	1213	1 902	25 829	1246	618	1246	467	48	44	24	50	66	70	70	56	7	2																			
Wallingford,	824	799	3 623	17 544	726	189	737	217	33	10	24	31	27	28	48	31	2	1																			
Waterbury,	619	609	5 422	19 361	568	132	569	138	20	6	9	21	6	7	15	6	2	1																			
	4166	4028	23 3167	80 2778	4060	1475	4105	1446	182	94	113	179	199	206	263	170	27	19																			

APPENDIX.

Other sources providing records of persons of color during the colonial and early American periods:

Town Birth, death, & marriage Records



# “Teaching Hard History” or *History in the Rough*

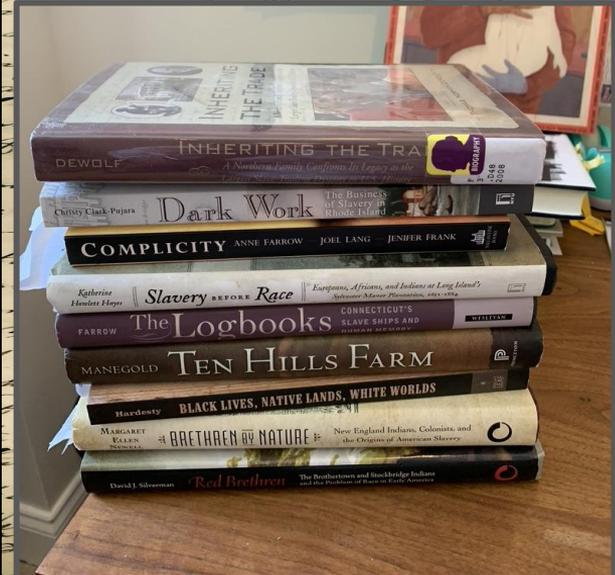
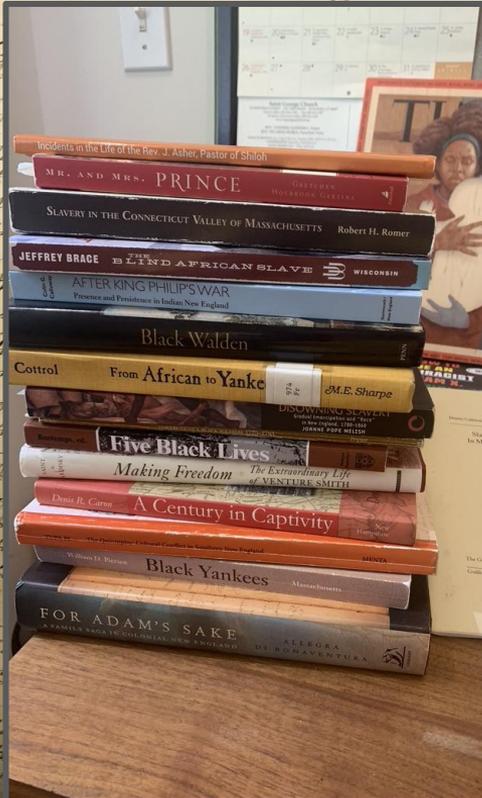
*Learning for Justice – Hard History Podcasts* (formerly *Teaching Tolerance*)

## Episode 4, Season 1

“Dealing with Things as They Are:  
Creating a Classroom Environment”



## Annotated Works Cited



# The End of Slavery and Erasure Disremembering African American History

If slavery was critical to the development of our country...

If slavery shaped the beliefs about race in our country...

If slavery was the main cause of the Civil War...

If the enslaved resisted their bonds and still contributed to the growth of our country...



How can we remember - restore the history of the enslaved?



# Witness STONES

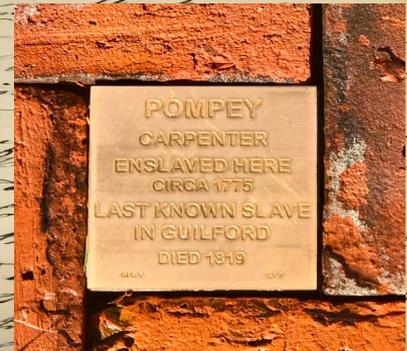
## What We Are Taught In the North

- Slavery occurred in the South
- Racism began in the South
- Segregation happened in the South
- The South needs to solve the problems associated with racism

So how does knowing that:

- Slavery also began in the North,
- Racism also originated in the North, and
- Racial Segregation is present here  
change how we view our local society?

- Inspired by Stolpersteine Project in Berlin, Germany, and Central Europe.
- Research Enslavement
- Engage the Citizenry
- Educate Students



The Atlantic Magazine article - **“How Germany Remembers the Holocaust and What America can learn about atonement”** discusses the Witness Stones Project as an example of how this can be done. (DEC 2022)

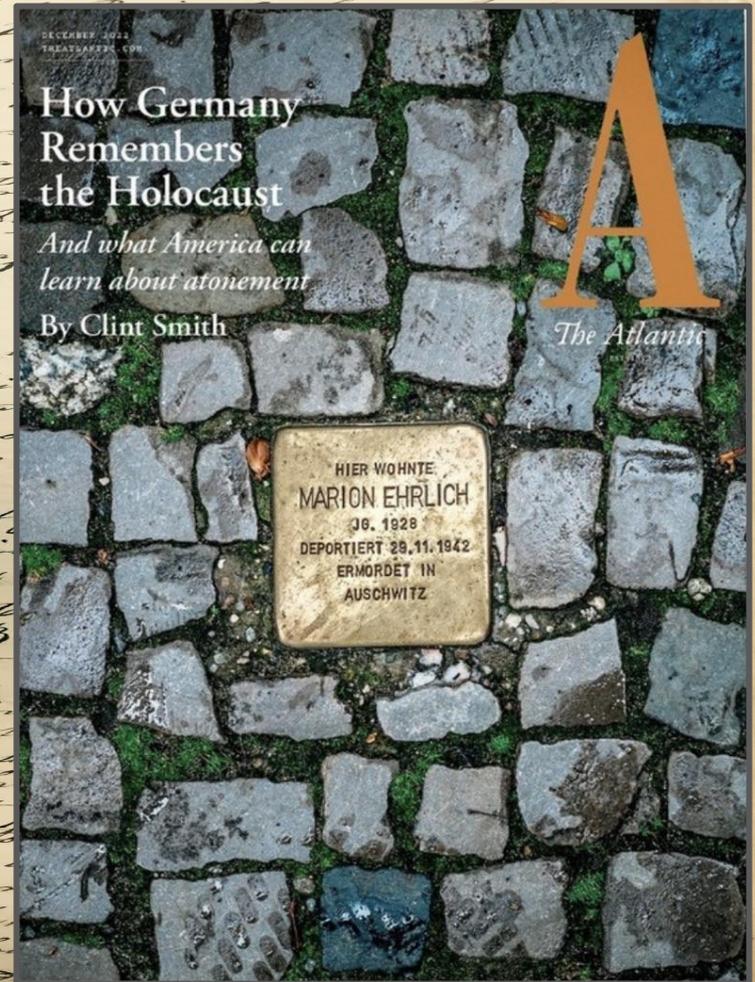


Image from [ClintSmithIII.com](https://www.clintsmithiii.com)

How can we engage our students with meaningful work if we use old textbooks, old techniques, and old understandings of the past? How can we ask them to go forth and change the world if they don't know from whence they came?

**Clint:** There are examples of communities in the U.S. that are not waiting for the government to tell them that they should build a memorial or they should create sites of public memory. I think one of the most compelling is a group in Connecticut that's doing a Witness Stones Project, based on the stumbling-stones project in Germany. Middle- and high-school students are placing stones to mark the spaces where enslaved people lived, worked, and worshiped.

Excerpt from “The Atlantic Daily”



Student Activity - “Your group will use primary documents to prepare presentations...”

## Student Activities Unit II Black History



### Recurring Themes.

1. Dehumanization; Enslaved as Property
2. Treatment of the Enslaved
3. Paternalism = Inequality
4. Economics of Slavery and Freedom
5. Human Agency and Resistance



Using jigsaw activity to develop understanding of the *themes* of slavery

## Jigsaw Activity

To understand the institution of slavery and the lives of the enslaved in Connecticut, students must engage the associated primary documents.

This activity provides the tools – the Five Themes as lenses to use to understand and create meaning from these documents:

[Jigsaw Activity–Five Themes](#)



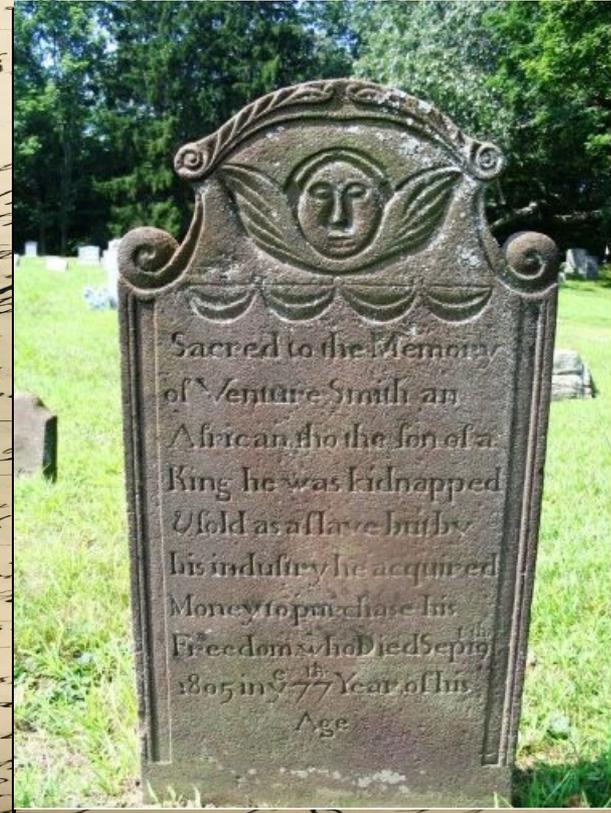
# Treatment of Enslaved in the North

## As told by White Owners and Historians:

- Lenient with many freedoms
- Paternalistic with masters guiding morals of slaves
- Treatment as part of family, care for life

## According Slave Narratives by Venture Smith, James Mars, Jeffrey Brace, and Story of Gad Asher by grandson

- Whippings, beatings, Hog-tyings
- Double crossings and cheating
- Abandonment of aged, youth sold South
- Severe punishments for minor crimes



**Telling Tamar's Story - Showing  
Dehumanization with a bill of sale**

Know Ye that I Comfort Smith  
of Suffolk in the County of Worcester and State of  
Connecticut for and in the Consideration of Fifty  
Five Dollars Lawfull Money to Me in Hand Paid By  
the Luther Loomis of Suffolk Recd. to My full Satisfac-  
tion have Bargained Sold Set Over and Delivered  
and by these Presents Do Bargain Sell Set Over and  
Deliver unto the S. Loomis One Negro Girl named  
James M'Ware for Life About Seven years of Age  
free and Clear of any Bodily blemish or Distemper  
that I know of which S. Girl I Promise to Reversant  
the Defens Against the Lawfull Claims of all and all  
Manner of Persons shall and Will Warrant and forever  
Defend us Witness My hand and seal this 8<sup>th</sup> Day  
Of Decemb<sup>r</sup>: 1777  
Signed Sealed and Delivered  
In Presence of - Comfort Smith  
Comfort Smith  
Lena Smith

**TAMAR**  
1770 - 1810  
"FRIEND TO EVERYONE"  
ENSLAVED 1777 - 1798  
BY LUTHER LOOMIS  
BOUGHT & FREED BY  
HUSBAND SOLOMON  
VENTURE SMITH'S SON

BU 1 CT 30

# What is Human Agency?

Human Agency is how one displays their desire to take control of their lives. Agency can come in the form of resistance. It can also be demonstrated through one's capacity to control their own circumstances.

**Transcription:** *Ran away from the subscriber 16th instant, a Negro Wench, named Nell, twenty two years old, had a child with her aged 3 months; the Wench is short and clumsy, her dress when she ran away consisted of a tow cloth short gown and petticoat, and a hat with a blue veil over it, she had some other cloathing with her, particularly a Callico gound, flowered figure and the sleeves lined with blue check. Whoever will secure her for the owner or cause her to be delivered to him at his house in Belfield within three miles of Norwalk post Office, shall receive the above reward and all necessary charges. WALTER DOWDALL. Hartford, Aug 20, 1796 N.B. If she is apprehended in the vicinity of Hartford, the person is requested to apply to Mr. Thomas Tisdall. (1796 CT Courant, Runaway New England)*

**Examples of human agency through resistance include:**

- refusing to work,
- sabotaging work,
- or running away.

**Other forms of agency:**

- working hard,
- earning money,
- gaining/purchasing one's freedom,
- having children
- and surviving captivity.

## Project Information about Moses:

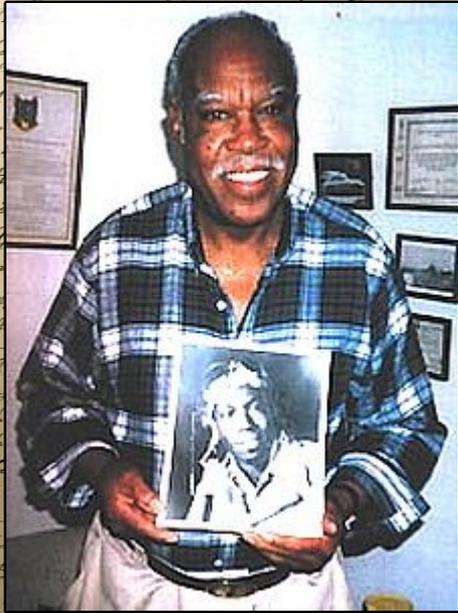
1. Lyman Beecher's Autobiography, [page 14](#) (top of page) (Beecher) (*Theme: Agency*)
2. [Delivery of One Slave Girl \(Phillis\) and One Slave Boy \(Montros\) to David Naughty](#) ([Transcription](#)) (See lines 9-11)(Hugh Hall Account Book, MassHist 1728), (*Themes: Economics, Dehumanization*)
3. [Original Will of David Naughty](#) (1738) ([Transcribed](#))(See highlighted area) (Guilford Probate Court)(*Themes, Agency, Paternalism*)
4. Guilford Vital Records [page 325](#) and [page 32](#) (*Themes: Dehumanization, Treatment*)
5. [The Indenture of Moses to Rev. Amos Fowler](#) ([Transcription](#))(Probate Court) (*Dehumanization, Treatment, Economics*)
6. [Ruth Naughty's Will](#) ([Transcription](#))(Probate Court) (*Paternalism, Dehumanization, Economics*)
7. Slave Kings/Governors
  - a. [Museum of CT History](#) (Piascik) (*Agency*)
  - b. [Negro Slavery in Connecticut](#), Frederick Calvin Norton, (*Agency, Dehumanization*)
8. [The Last Will and Testament of Rev. Amos Fowler](#). ([Transcription](#)) (*Paternalism, Economics*)

## How can we use these documents to write a history about one person using the Five Themes? (Theme of Agency.)

Moses who in death was known as Moses Montros showed his agency by what roles he held within the confines of slavery:

- Kept the Accounts
- Ran the Farm
- Rang the Church Bell
- Was a Factotum
- Sent Priest Fowler's Son to College
- Was a King of the Locally Enslaved
- Chose to remain enslaved because he was king. (Other reasons too?)

# Showing Agency through past and present successes



LTC Bertram W. Wilson



State Rep. Patricia Wilson Pheanious, 53rd Dist

# Why is it Important to Remember the Past?

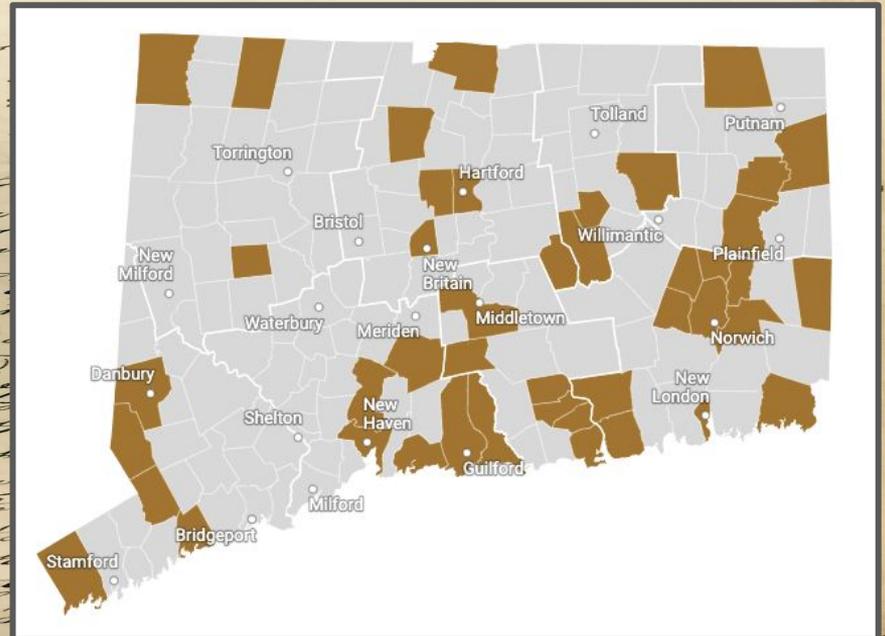


Pat Wilson Pheanious is a Connecticut state representative whose distant relatives are among the first to be

# Teaching Local Slavery in Your Community!

- Partner with local historical societies and house museums to access archives.
- Find others in communities partners such as churches, local colleges, and NAACP who have begun the work.
- Research locally using:
  - Early Censuses
  - Church Records,
  - Vital Records
  - Early Histories
  - Runaway Advertisements
- For ideas, contact Dennis Culliton at [Dennis@WitnessStonesProject.org](mailto:Dennis@WitnessStonesProject.org).

**A Map of Connecticut Communities Who have Engaged the Curriculum Over 30 Communities  
24 Schools - 10K Students**



# Historical Organizations and Other Partners

Killingly Historical Society  
Florence Griswold Museum  
Noah Webster House  
Ridgefield Historical Society  
Historic Deerfield  
Connecticut River Museum  
Connecticut Explored  
Old State House  
Norwich Historical Society  
CCSU History Department  
CT Council for Social Studies  
Branford Historical Society  
Episcopal Diocese of Connecticut

Greenwich Historical Society  
New Haven Museum  
Suffield Historical Society  
Wilton Historical Society  
Stoutsburg Sourlands Museum  
Essex Historical Society  
Wallingford Hist. Pres. Trust  
Leffingwell House Museum  
Hyland House Museum  
State Educational Resource Ctr  
CT League of Historical Orgs.  
Middlesex County Historical Soc.  
More Churches and Societies

# Just This Week!



Witness Stones Ceremony, Ridgefield



LIDIA  
ENSLAVED HERE  
BORN CA. 1745  
"GIVEN AWAY" AS A  
1 YEAR OLD  
LIKELY EMANCIPATED  
1818

QUASH  
ENSLAVED HERE  
BIRTHDATE UNKNOWN  
POSSIBLY BORN IN  
WEST AFRICA  
FREED 1760  
D. 1780

Dennis,

I truly can't thank you enough for guiding us with this project. Seeing everything come together today was such a gratifying journey for me. In 15 years of teaching, this is the first experience like this that I have had. While exhausting, I am completely hooked and can't wait to do this again next year. Watching students grow through genuine historical inquiry has been my favorite part - sitting in a small group, debating who is related to who in order to piece together Lidia's story moving from one family to another - these conversations are ones I will never forget with my students.

*Excerpt from Middle School Teacher email (NOV 2022)*

# Sharing our Curriculum Across Connecticut

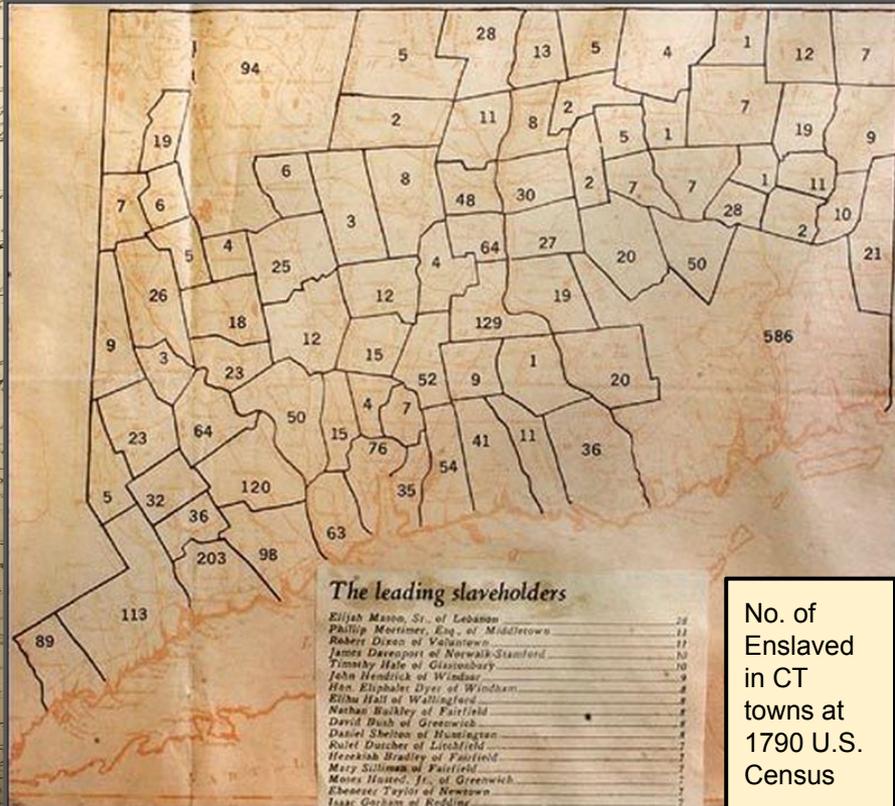
## An Opportunity to Support Local Communities:

WSP can provide to our schools a diverse and inclusive curriculum that is focused on Connecticut slavery. This place based approach to history is in alignment with the *Joint Statement on the of Importance of a Culturally Responsive Education* (7/14/2021).



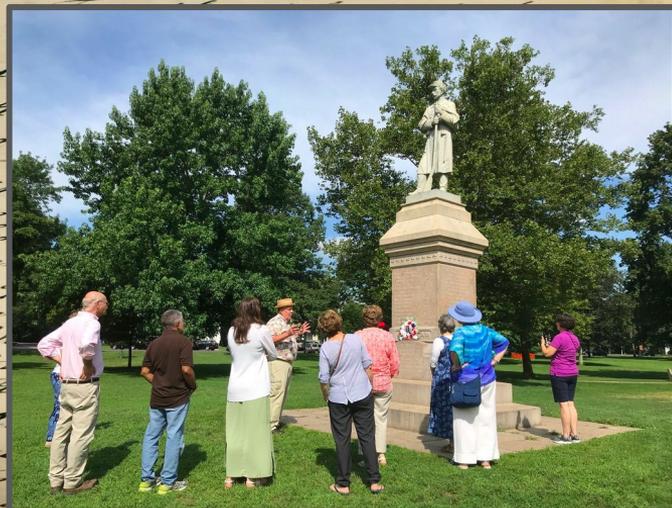
1766 Map of Colonial Connecticut with Six Counties!

# Sharing our Curriculum Across Connecticut



Working in Response to:  
legislative mandates, district  
initiatives, and teacher requests:

WSP will continue to work with  
CCSU History Dept., CCSS,  
and SERC to support the new  
Black and Latino Studies  
course and the upcoming K-12  
Social Studies Standards.



LETTUCE  
MOTHER AND WEAVER  
ENSLAVED HERE  
EMANCIPATED IN  
1791 AND 1793  
CIRCA 1765 - 1820

MAD 1

CT 20

To learn more about the work being done across CT, email: [Dennis@WitnessStonesProject.org](mailto:Dennis@WitnessStonesProject.org)

## Learning Outcomes

### Students will...

- **Become consumers and producers of Information Literacy** by conducting authentic research, analyzing online & print primary documents, and crafting narrative writing pieces
- **Collaborate and Communicate** with peers, local historians, teachers and researchers
- **Present individual & shared understandings** (*Jigsaw activity*)
- **Build** the foundation to discuss 'hard history' on the path towards **Truth and Reconciliation!**



*"There is no vaccine for racism. We have to do the work!"*

*V.P. Kamala Harris*

