

Prudence Crandall's High School for Young Colored Ladies and Misses: Issues Surrounding Race, Gender, Education and Local Control of Government

Standard 1: Information and Understanding	Students will read, write, listen and speak for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply and transmit information.
Focus	Analyzing attitudes toward race, gender, and education in 1830's in Connecticut
Measurable Outcome	The student will be able to identify conflicting ideas about race, gender, education and local control 5 decades after Connecticut had declared itself free of slavery.
Primary Sources	Texts by Samuel May, Henry Benson, Prudence & Pardon Crandall; advertisement in <i>The Liberator</i> , excerpts from State of Connecticut vs. Prudence Crandall, 1834
Overview	Using "soapstone," students will analyze, discuss and interpret public and private documents relating to Prudence Crandall's attempts to start a school for African-American girls in Canterbury, Connecticut. They will explore understanding of race and gender roles, education, and local control of government.
Lesson Implementation	<p><u>Day 1 Class</u> Students read Crandall's advertisement: visual interpretation, concrete, interpretative, and inferential questions. Written reflection in journals.</p> <p><u>Day 2 Homework</u>: Students read two differing accounts of the town meeting in Canterbury on March 9, 1833. They write a response to the question: "What 'really' happened at this meeting?"</p> <p><u>Day 2 Class</u>: Using "soapstone," students analyze the two accounts, with particular attention to tone, diction, and point of view. Students are asked to predict what might happen next. Students are then told of school's 1835 demise.</p> <p><u>Day 3 Homework</u>: Each student is assigned the role of one of six people who played a major part in events, reads documents related to that character, and writes a diary entry for him or her, dated after the fire in 1835.</p> <p><u>Day 3 Class</u>: Groups of six are formed, with each character represented. Students plan an improvisation, deciding on a topic, a point in time, and a setting for a discussion among their six characters. The topic can be race, gender, education, local control, or any combination of these.</p> <p><u>Day 4 Homework</u>: Role card</p> <p><u>Day 4 Class</u>: Introduce essay topic so that students can take notes as they watch the improvisations. Each group presents its improvisation in "fishbowl."</p> <p><u>Day 5 Homework</u>: Students go back to their reflection of Day 1 and write a 1-page focused free write developing the ideas they raised then.</p> <p><u>Day 5 Class</u>: Students exchange homework and summarize main points of their partner's homework. With their partners, students then consult history text to explore connections between events in Canterbury with national events. Information is exchanged in class discussion or "jigsaw."</p> <p><u>Homework</u>: First draft of paper. <u>Class</u>: Peer editing of first drafts</p>
Assessment	Using primary source documents, the student will identify and analyze issues surrounding gender, race, education and local government in Eastern Connecticut in the 1830's in a 3 to 5 page paper. Paper must include a title, a thesis and at least 3 quotations of primary source documents, correctly cited, and a 1-page process
Resources	Class set of primary source documents concerning the Prudence Crandall case (all available at http://www.yale.edu/glc/crandall/index.htm); response journals, role cards

Role Card

Your name: _____ Your character's name: _____

How is your character connected with Prudence Crandall? _____

What is the time and place of the setting your improvisational group has chosen?

Time _____ Place _____

How does your character feel about this choice of time and place?

What are your character's feelings about the town meeting held on March 9, 1833?

With which person in the group (consisting of Prudence and Pardon Crandall, Andrew Judson, Henry Benson, Ann Eliza Hammond, and Samuel May) would your character the most sympathy? Why?

With which would your character feel the least sympathy? Why?

What might be a desired outcome of the meeting your group is improvising for your character?

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