

Introduction to Web Based Activities

This unit was designed to be used to compile a colonial newspaper. However, each activity can be used as an independent lesson. Teachers of all grade levels can utilize the activities by modifying them appropriately for their classrooms. Also since many classrooms still haven't been brought up to the information age, many of the units' lessons can be used independently from the Fortune web site, provided that the teacher accesses the information for students. Please see page 22 for additional web-based resources.

TEACHER PAGE

Voices From the Past

Since the 1930s, the Mattatuck Museum has had in its possession, the skeletal remains of a person who lived in Waterbury, CT in the 1700s. Not much was known about the person until recently when the museum began an extensive study of the bones. Several scholars from across the U.S. have examined the bones and put them through rigorous testing. Much information has been discovered and more is being uncovered every day.

This study has led to intense study of the history of Waterbury, especially in regard to enslaved and freed Africans known to have lived there.

In this activity, students will choose, or are assigned the name of a slave or slave owner from the lists on www.fortunestory.org/home.asp . After reading the biographies of these people, they will complete assigned activities.

1. Read the biography and think about what life would be like.
2. Write a letter to a friend or family member describing life. How did you become a slave or slave owner?
3. Write an entry into a diary or journal.
4. Write a letter petitioning the governor for freedom. Give reasons why it should be granted.
5. Write about the difficulties of being a slave owner.
6. Write a last will and testament.
7. Write a poem about being a slave or slave owner.
8. Write an expository composition about the good/bad sides of slavery from the perspective of the character assigned.
9. Research slavery and its roots.
10. How did this person get here? Research his/her background.

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Type in the following web address: www.fortunestory.org/home.asp .

Across the top of the page, you will see a series of squares. Click on the box that says “Waterbury’s African Americans” and then on the box that says “Waterbury’s Slave Owners”. On these pages you will see the names of those who were slaves as well as the names of people who owned slaves.

Your teacher will either allow you to choose or will assign to you the name of a slave or slave owner from that list.

1. Read the biography of your person.
 2. Pretend you are that person. Think about what your life would be like.
 3. Write a letter to a friend or family member describing your life. (Include information about how you became a slave or why you own a slave?)
 4. Write a day’s entry into your diary.
 5. If you are a slave, write a letter to your governor to petition for your freedom. Why do you want to be free and why should you be freed?
 6. If you are a slave owner, write an article for the newspaper telling about the difficulties of owning a slave.
 7. Write your last will and testament.
 8. Write a poem about your life.
9. Write an expository composition about the good/bad side of slavery from the point of view of your character.

Scavenger Hunt

A Scavenger Hunt is a search for answers to questions. Below, you will find 20 questions that you will have to answer. All answers can be found on the website about the slave, Fortune, whose bones were discovered in Waterbury, CT many years ago. The Mattatuck Museum is conducting an extensive investigation with the help of many experts from various colleges. They want to find out information about Fortune and his life. In addition, you will use the website to create a newspaper.

Type in the following web address:

[**www.fortunestory.org/home.asp**](http://www.fortunestory.org/home.asp)

Click on the various topics to answer these questions.

1. Who was Fortune's owner?
2. What will tell us where he spent his childhood?
3. Did Fortune have a family?
4. List two things his bones can tell us.
5. How did doctors learn in colonial times?
6. Where are studies about Fortune being conducted?
7. What are scientists doing to the bones?
8. What was Waterbury's original name?
9. In what year was Waterbury first settled?
10. When was its name changed to Waterbury?
11. When did Waterbury's first slaves arrive?
12. How many slaves lived there?
13. In what year do we find information about the last slave?
14. Name the two major Waterbury religions in colonial times.
15. What were the names of their places of worship?
16. Why were slaves educated?
17. Why wasn't Fortune buried after he died?
18. When did the Fortune exhibit open at the museum?
19. Did Fortune live with Dr. Porter?
20. How old was Fortune when he died?

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Type in the following web address:

www.fortunestory.org/home.asp

Click on the various topics to answer these questions.

21. Who was Fortune's owner? **Dr. Preserved Porter**
22. What will tell us where he spent his childhood? **Dental analysis**
23. Did Fortune have a family? **Yes, wife and children**
24. List two things his bones can tell us. **Did heavy work, was strong, and had many injuries**
25. How did doctors learn in colonial times? **As apprentices to older doctors**
26. Where are studies about Fortune being conducted? **Howard University, Hampshire College, and University of Oklahoma**
27. What are scientists doing to the bones? **Examining, measuring, chemically analyzing**
28. What was Waterbury's original name? **Mattatuck**
29. In what year was Waterbury first settled? **1676**
30. When was its name changed to Waterbury? **1686**
31. When did Waterbury's first slaves arrive? **1730**
32. How many slaves lived there? **Up to 34 Africans and 4 Native Americans**
33. In what year do we find information about the last slave? **1810**
34. Name the two major Waterbury religions in colonial times. **Episcopal and Congregationalist**
35. What were the names of their places of worship? **Church, Meeting House**
36. Why were slaves educated? **To read the Bible**
37. Why wasn't Fortune buried after he died? **Dr. Porter used his bones for School of Anatomy**
38. When did the Fortune exhibit open at the museum? **2003**

39. Did Fortune live with Dr. Porter? **No, he had a house 1/4 mile away**

40. How old was Fortune when he died? **About 60 years old**

Fortune Website Lesson Plan: Newspaper

Time: Fortune's Life Span (early to mid 18th century)

Social Studies

Language Arts

American Studies

Grade level- 7-12

Content Standards for this unit

Language Arts

Reading and Responding

Producing Texts

Applying English Language Conventions

Exploring and Responding to Texts

Social Studies

Historical Thinking

Local, United States and World History

Historical Themes

Applying History

Places and Regions

Human Systems

Economic Decisions

Economic Interdependence

Staff Needed

Editor-in-chief: Will assign work and check articles.

Copy editor: Will assist the editor in checking articles.

Reporter/s

Cartoonist and artist

Work Products

Front page news [See matrix and rubric for guidelines, page]

- Editorials
[See "Open-Ended Questions for Thought and Discussion."]
- Interview: Dr. Preserved Porter and Fortune
[See suggested lesson plan.]
- Eulogies of Prominent Men
- Farm Report
- Trading News
 - ✓ <http://www.pbs.org/wgbh/aia/part1/1h292.html>
[The above links to information re a 1764 publication about trade which includes an engraving titled, "An Englishman Tastes the Sweat of an African." Other historical documents also found here.]
- Shipping Information/News
 - ✓ <http://www.pbs.org/wgbh/aia/part1/1h280.html>

[The above links to information regarding the 1781 ship *Zong* whose captain made a decision “to reduce the owner’s losses” by throwing “overboard the slaves thought to be too sick to recover.”]

- ✓ <http://www.pbs.org/wgbh/aia/part1/1h295.html>

[The above links to information regarding the 1789 plan of a Liverpool slave ship, the *Brookes* and its slave carrying capacity.]

- Political news
 - ✓ Candidates for town election profiled
 - ✓ New legislation explained and clarified [requirements re gradual emancipation?]
- Growth and Development of Mattatuck/Waterbury
[See suggested lesson plan, “Fortune’s Waterbury: A Map Activity”]
- Church News

➤ Features

- Voices from the Past: Assume identity of an individual from time period.
[See suggested lesson plan; please note the separate teacher and student pages. Use Fortune documents as models.]
You may choose to introduce the Voices of the Past activity with **Historical Heads** lesson or you may use this as a culminating activity. **[See hand out plan.]**
- Welcome to “new folks in town” [new deacon?] with brief biography
- Postal Service Announcement: Design a stamp or seal to be used on any official documents.
[See suggested lesson plan.]

➤ Advertising

- New Products
- Luxury items for sale
- Slaves/servants to be auctioned
 - ✓ <http://www.pbs.org/wgbh/aia/part1/1h304.html>
[The above links to information re a 1769 historical document or “Broadside announcing the sale of slaves.”]
 - ✓ See: African-Americans of Connecticut, Connecticut State Department of Education Publication, 2001. Found on page 42-45, in this document, pages 16-19
- Help wanted
- Land for sale

➤ Obituaries

- Slave owners
- Slaves

➤ Police Blotter/Court Matters

- See Dan Mason re “Rude and Indecent behavior.”

[Fortune Story web site]

- Family/neighborhood disturbances

- Runaway slaves

<http://www.nationalgeographic.com/railroad/index.html>

[This National Geographic interactive website presents “The Journey,” an opportunity for students to assume the role of a slave attempting to escape slavery in the South by means of the Underground Railroad.]

[See suggested lesson plan.]

- Publication of last wills and testaments

✓ Free population

✓ Slave population

➤ Games page

- Scrambler

Have students find and define terms found in the web site. This activity may also be used as a “warm-up” or introductory activity, a quick review or summary.

Depending on grade level, students may alphabetize terms, define terms, select ten terms and then write a paragraph as instructed in class. Scrambler terms can easily be converted into puzzles. This has many possibilities!

- Crossword puzzle

Have students find and define terms found in the web site. [Discovery.com](http://www.discovery.com) has a puzzle maker and other game makers

Editorials

The questions below may serve as the basis for newspaper editorials, position paragraphs or papers, or class discussion.

Open-ended Questions for thought and discussion:

1. Why was Fortune the only member of his family to be baptized?
2. If slaves were property, not human beings, why would Fortune's body be used to study **human** anatomy?
3. Based on the information available, what conclusions can you draw re how Fortune died?
4. What do you think should happen to Fortune's bones?

Who speaks for Fortune?

Fortune's Waterbury: A Map Activity

DIRECTIONS: En route to Waterbury, the following people lost their way. Help them find their way to their respective destinations!

SOURCE to be used: Henry Bronson M.D., The History of Waterbury, 1850, map of Village of Mattatuck c. 1683 maps.

1. John Scovill's brother coming to visit from Farmington
2. Cousin crossing Mill River to Richard Porter
3. Peddler from Pine Hill to Timothy Stanley
4. New schoolmaster from Great Brook to George Scott
5. Hired slave from Westbury reporting to John Wilton
6. Visiting physician from New Haven to John Warner
7. Visiting merchant crossing Naugatuck river to Daniel Porter
8. Supply wagon from Woodbury to Jonathan Scott
9. Military friend from Burnt Hill to Thomas Newell
10. Peddler from Judd's Meadow to Samuel Scott
11. New minister from burying yard to Stephen Hopkins
12. Visiting relative from Kuder Hill

Performance Assessment

Project: *Design a Postage Stamp or Seal*

Theme: Fortune's Story

Instructions

You are to design a postage stamp or seal – to be used on all official documents of the time - appropriate to the Fortune era (18th century Connecticut)

Preparation

- Study a variety of stamps. Look carefully at those that appeal to you; consider why you like them.
- Go to the US Postal Service website for information regarding how a postage stamp is created.
- Research seals as used by governments such as Great Britain.
- Study assignment rubric (on the back of this sheet).

Requirements

- Stamp or seal must be an original and not copied from an existing stamp or seal.
- Size of stamp or seal design must be 8 _ x 11 or poster size.
- Stamp or seal must be true to the details of an actual stamp, i.e. cost, country, edges, etc.
- Theme should be clearly expressed through the use of symbols.
- Stamp or seal colors should be bright and catch the viewer's eye.
- Final product should be "clean" and "sharp," not "cluttered."
- On a separate sheet of paper, provide a brief, typed, summary of your stamp or seal message. [This is basically for future reference; your stamp message should be crystal clear on viewing.]
- On a separate sheet of paper, provide a typed list of sources used or consulted.
- On a separate sheet of paper, provide a brief, typed, self-evaluation in which you explain how long you worked on this assignment, what problems you had, etc.

Final Product DUE _____

- ❖ Stamp or seal
- ❖ Written Summary
- ❖ List of Sources
- ❖ Brief self-evaluation

Remember to do your best work. This assignment will be the equivalent of a test grade.

Name _____



STAMP RUBRIC

	Possible	Yours
Seal or stamp is poster sized	10	____
Information is correct	25	____
Artwork appropriate for information and display in classroom	25	____
Message is evident	10	____
Stamp or seal free of mechanical and spelling errors	5	____
Student utilized time effectively for this project	25	____
TOTAL	100	

The Underground Railroad: Simulation

Underground Railroad – History of Slavery

<http://www.nationalgeographic.com/railroad/index.html>

This National Geographic interactive website presents “The Journey,” an opportunity for students to assume the role of a slave attempting to escape slavery in the South by means of the Underground Railroad.

Introduction

“You are a slave.

Your body, your time, your very breath belong to a farmer in 1850s Maryland. Six long days a week you tend his fields and make him rich. You have never tasted freedom. You never expect to.

And yet . . . your soul lights up when you hear whispers of attempted escape. **Freedom means a hard, dangerous trek. Do you try it?”**

Directions

Follow the on-line directions – and make your choices - as you progress along the Underground Railroad.

Extension

1. Write a journal entry describing your first day of freedom.
2. Draw a map tracing your route. Briefly analyze areas of greatest danger of capture; explain why these were so dangerous.
3. Draw a cartoon storyboard of your Underground Railroad experiences.
4. Write a poem or prayer of Thanksgiving for your deliverance from slavery.

Africans in America

<http://www.pbs.org/wgbh/aia/home.html>