

**TEACHING AMERICAN HISTORY PROJECT – 2009-2012**

***Lesson Title – Civil Disobedience: Right or Wrong!  
From Lorna Gallagher***

Grade - 8

**Length of class period** – Two classes- 45 Minutes

**Inquiry** – (What essential question are students answering, what problem are they solving, or what decision are they making?)

Students are learning about the reforms of the early 19<sup>th</sup> Century. They will learn that Civil Disobedience can be right or wrong.

**Objectives** (What content and skills do you expect students to learn from this lesson?)

1. The students will understand the term “Civil Disobedience”.
2. The students will understand the parts of “The Black Law of Connecticut 1833”.
3. The students will identify Prudence Crandall and Andrew Judson in Connecticut History.
4. The students will evaluate how the Black Laws along with Prudence Crandall changed the education in Connecticut.

**Materials** (What primary sources or local resources are the basis for this lesson?) – (please attach)

Copy of the “Black Laws of Connecticut 1833”  
Worksheet using the Black Laws and the Three Trials  
Copies of the three trials of Prudence Crandall  
Copy of Andrew Judson timeline for groups  
Smartboard for internet pictures and enlargements to show the class  
(Whiteboard if Smartboard is not available)

**Activities** (What will you and your students do during the lesson to promote learning?)

1. Put on the Smartboard screen or easel “Civil Disobedience, Right or Wrong! and review the past two days of reforms. (8 minutes)
2. Give a brief background on Andrew Judson and Prudence Crandall. (5 minutes)
3. Pass out the “Black Laws of Connecticut 1833” and the worksheet. (2 minutes)
4. Students divided into groups work on the worksheet- one secretary. (15 minutes)
5. Each group reports with answers on the smartboard or easel (12 minutes)
6. Wrap up (Day 1) (3 minutes)

Day 2

7. Review Black Laws CT (5 min)
8. Students are then given a trial to review with one secretary in each group. (15 minutes)
9. Report from each trial on the happenings. (15 minutes)
10. Follow up with the ending events of Crandall and Judson (5 minutes)
11. Discussion on the question Civil Disobedience, Right or Wrong! (5 minutes)
12. Have students move to the side of the room that they agree with.
13. Give Homework assignment.

**How will you assess what student learned during this lesson?**

1. Discussion on the statement “Civil Disobedience: Right or Wrong!”
2. Persuasive essay by each student on the statement (Civil Disobedience, Right or Wrong!) for homework

**Connecticut Grade Level Expectations-**

Standard 1 – Content Knowledge

- #2- American Social Reform movement
- #4 – Individuals and Ideas influence
- #21- Rights and Responsibilities of citizens

Standard 2 – History/Social Studies Literacy

- #2 – Primary sources
- #8 – Primary source essay
- #9 – Present information from primary source

Standard 3 – Application

- #1 – Compare/contrast event
- #2 – Cite evidence on interpretation of an event

## The Black Law of Connecticut (1833)

An act in addition to an Act entitled "An Act for the admission and settlement of Inhabitants of Towns."

WHEREAS, attempts have been made to establish literary institutions in this State for the instruction of colored persons belonging to other states and countries, which would tend to the great increase of the colored population of the State, and thereby to the injury of the people: Therefore,

Sec. 1. *Be it enacted by the Senate and House of Representatives, in General Assembly convened,* That no person shall set up or establish in this State, any school, academy, or literary institution, for the instruction or education of colored persons who are not inhabitants of this State, nor instruct or teach in any school, academy, or literary Institution whatsoever in this State, or harbor. or board, for the purpose of attending or being taught or instructed in any such school, academy or literary institution, any colored person who is not an inhabitant of any town in this state, without the consent, in writing, first obtained of a majority of the civil authority, and also of the select men of the town in which such school, academy, or literary institution is situated; and each and every person who shall knowingly do any act forbidden as aforesaid, or shall be aiding or assisting therein; shall, for the first offence, forfeit and pay to the treasurer of state, a fine of one hundred dollars, and for the second offence shall forfeit and pay a fine of two hundred dollars, and so double for every offence of which he or she shall be convicted. And all informing officers are required to make due presentment of all breaches of this act. *Provided,* That nothing in this act shall extend to any district school established in any school society, under the laws of this state, or to any incorporated academy or incorporated school for instruction in this state.

Sec. 2. *Be it further enacted,* That any colored person, not an inhabitant of this state, who shall reside in any town therein for the purpose of being instructed as aforesaid, may be removed in the manner prescribed in the sixth and seventh sections of the act to which this is in addition.

Sec. 3. *Be it further enacted,* That any person, not an inhabitant of this state, who shall reside in any town therein, for the purpose of being instructed as aforesaid, shall be an admissible witness in all prosecutions under the first section of this act, and may be compelled to give testimony therein, notwithstanding any thing contained in this act, or the act last aforesaid.

Sec. 4. *Be it further enacted,* That so much of the seventh section of the act to which this is an addition, as may provide for the infliction of corporeal punishment, be, and the same is hereby repealed.

SAMUEL INGHAM, Speaker of the House of Representatives.

EBENEZER STODDARD, President of the Senate.

Approved, May 24, 1833.

**BLACK LAW OF CONNECTICUT 1833**

**WHAT IS BEING PUT INTO PLACE UNDER THIS LAW (ENACTED)?**

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- .
- .
- .
- .
- .
- .
- .
- .
- .

**WHY DO YOU THINK THE PEOPLE OF CONNECTICUT LET THIS PASS?**

- .
- .
- .

**HOW WAS ANDREW JUDSON INVOLVED IN THIS LAW?**

- .
- .

**TRIAL ONE 8/22/1833**

**CHARGES:**

**BEGINNING OF TRIAL:**

**PROSECUTION:**

**CHIEF JUSTICE STATEMENT:**

**DEFENSE:**

**DECISION:**

**OUTCOME:**

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**TRIAL TWO 10/3/1833**

**DEFENSE POSITION:**

**PROSECUTION POSITION:**

**DECISION:**

**TRIAL THREE 7/26/1834**

**DEFENSE POSITION:**

**PROSECUTION POSITION:**

**DECISION:**