

10 Things Every 3rd Grader Should Know About Connecticut History

1. Water influenced where people chose to settle in Connecticut.

Water allows for the transportation of people and goods and is a source for food and energy. The woodland Indians of the Algonquian tribe lived along Connecticut's coast as well as along the Connecticut River—a fertile region they called Quinnetukut, “beside the long tidal river.” The Connecticut River is the longest river in New England (406 miles) and runs southward from Canada through four states and Connecticut's capital city, Hartford. The Connecticut River Valley is one of the most fertile areas for agricultural in the Northeast.

2. Before European colonization, Connecticut was home to a number of Native tribes.

Before European colonization, it is estimated that approximately 6,000 to 10,000 Native Americans lived in the area now known as Connecticut. In southeastern New England, the major Algonquin tribes were the Pequot and Mohegan of Connecticut, the Narragansett of Rhode Island, and the Patuxet, Wampanoag, Nipmuck, Massachusset, and Penacook of the Massachusetts area. When European settlers began to expand into Connecticut, the Pequots were the prevailing tribe, controlling about half the land.

Tools:

Library of Congress: Analyzing Maps

(<http://www.loc.gov/teachers/usingprimarysources/guides.html>)

(http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf)

Both of these maps can be used to investigate Native Americans in Connecticut. They can be used to discuss the **concept of land ownership, borders, and natural resources**.

Norman B. Leventhal Map Center at the Boston Public Library: Nova Belgica et Anglia Nova, by Willem Blaeu (Dutch), 1635 (<http://www.leventhalmap.org/id/10053>)

This Dutch map is a **primary source** produced at the time under study. It does not show the borders of Connecticut but maps what the Dutch knew of the area at the time. It includes images of Native Americans in dugout canoes, Dutch sailing ships, log houses, and natural resources in the area, including the native animals. The Dutch were the first Europeans to establish a trading post in Connecticut.

University of Connecticut Libraries, Map and Geographic Information Center: Map of the state of Connecticut showing Indian trails, villages, and sachemdoms by Hayden Griswold, ca. 1930 (<https://www.flickr.com/photos/uconnlibrariesmagic/3332840235/>)

This map is a **secondary source** produced in the 1930s to indicate the Native American tribes in Connecticut in 1625. (Though the map shows the borders of Connecticut, those borders would not have existed in 1625.)

Connecticut State Library: List of Historical Native American Tribes

(<http://libguides.ctstatelibrary.org/hg/nativeamericans/cttribes>)

The state of Connecticut currently recognizes the following sovereign nations: Eastern Pequot, Golden Hill Paugussett, Schaghticoke, Mashantucket Pequot, and Mohegan.

TeachITCT.org: Fieldtrips / Programs that connect to the 3rd grade social studies frameworks

In Class Fieldtrip: The Bruce Museum - Woodland

Indian Life –(<http://www.brucemuseum.org>)

Hands On Program: Mashantucket Pequot Museum & Research Center - Life Without a Supermarket: A 16th-Century Native Coastal Community -

(http://www.pequotmuseum.org/Student_Youth_Groups.aspx)



3. The state of Connecticut began as separate settlements and colonies. A colony is land owned by another country. England controlled the colonies that became Connecticut.

The Dutch explorer Adriaen Block was the first European to chart the Connecticut River. The Dutch became the first European settlers on Connecticut land and established a trading post called the House of (Good) Hope beside the Connecticut River at the modern-day location of Hartford.

Settlers from the Plymouth Colony soon followed, establishing a trading post where the Farmington River meets the Connecticut River (now the town of Windsor). At about the same time, a group left the Massachusetts Bay Colony establishing a settlement just below the Dutch (now the town of Wethersfield). Both Windsor and Wethersfield claim to be the first English settlements in Connecticut.

By 1635 Lion Gardiner built a fort at Saybrook, establishing the Saybrook Colony at the mouth of the Connecticut River. A year later, Reverend Thomas Hooker led English settlers from Massachusetts to found Hartford, which soon joined Windsor and Wethersfield to form the Colony of Connecticut.

The New Haven Colony was established by John Davenport and Theophilus Eaton in 1638. The town was laid out in a grid known as the “Nine Square Plan” and is known for being **America’s first planned town**. Eventually the New Haven Colony, Saybrook Colony, and Colony of Connecticut all joined together.

Tools:

Library of Congress: Analyzing Maps

(<http://www.loc.gov/teachers/usingprimarysources/guides.html>)

(http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf)

Both of these maps can be used to examine the settlement of Connecticut. They can be used to **discuss the early colonies, change over time, the natural resources available for trade, and modes of travel.**

Norman B. Leventhal Map Center at the Boston Public Library: Willem Blaeu (Dutch), Nova Belgica et Anglia Nova, 1635 (<http://www.leventhalmap.org/id/10053>)

University of Connecticut Libraries, Map and Geographic Information Center: A map of the Colony of Connecticut in North-America by Moses Park, 1766 (<https://www.flickr.com/photos/uconnlibrariesmagic/3333722298/>)

Students can **explore the development of their own communities** through maps.

TeachITCT.org: Activities you can adapt for your classroom

Grade 3 - Exploring Communities: Using Historic Maps to Learn about the Past

(<http://teachitct.org/grade-3-exploring-communities-using-historic-maps-to-learn-about-the-past/>)

Grade 3 – Hartford: Then and Now

(<http://teachitct.org/grade-3-hartford-then-and-now/>)



4. Thousands of years ago, Native American life in Connecticut was influenced by the local climate and the evolution of the seasons.

Long before European colonization, Native American communities called the area of Connecticut home—living on the land for over 10,000 years. After the glaciers receded, the cold climate (with no distinct seasons) supported coniferous forests of spruce and pine with tundra-type vegetation and scarce food sources. Large animals, such as mammoths, mastodons, and giant beavers dominated the environment and proved significant sources of food and resources, but they were difficult to hunt.

To survive, Native Americans needed to educate themselves about the movements of animals, the location of edible plants, and the time of year the fish filled local waters. These people traveled constantly, in small groups, staying for short periods of time wherever food was plentiful. Skilled hunters used stone-tipped spears to kill larger animals—such as caribou—as well as large stone chopping tools and flake knives with wooden handles to butcher the animals. The animal parts became the raw materials for sewing cord, needles, clothing, shelter, and tools.

As the climate changed (around 5,000 years ago) Connecticut became covered with a deciduous forest (made up of trees that lose their leaves each year) and underbrush that supported more diverse wildlife including deer, beaver, rabbit, moose, and migratory birds. Resources became more predictable (tied to the seasons), requiring less movement and supporting larger groups of Native people. As a consequence, tools also changed, becoming smaller and more specific to the type of game being hunted.

Around 4,000 years ago, Native Americans began to care for and encourage the cultivation of wild plants including goosefoot, sunflowers, and squash. Archeological evidence indicates that Native Americans might have burned patches of the forest's understory to encourage the growth of edible plants and berries.

To harvest the waters (seasonally), canoes, hooks, lines, spear, harpoons, and nets were used. Native Americans also developed underwater fish traps, or weirs. The traps were made of wooden stakes or lines of stones with branches interwoven to trap the fish. These weirs were often built at the mouths of the rivers in the spring to capture fish swimming upstream to spawn.

Tools:

Mashantucket Pequot Museum & Research Center - History & Culture eBook – (<http://www.pequotmuseum.org/eBook.aspx>)

The Connecticut Archaeology Center – (<http://www.cac.uconn.edu/>)

TeachITCT.org: Fieldtrips / Programs that connect to the 3rd grade social studies frameworks

In School Program Field Trip: Mashantucket Pequot Museum & Research Center - The Pequot Story: Celebrating Heritage –

(http://www.pequotmuseum.org/Student_Youth_Groups.aspx)



In School Program Field Trip: Institute for American Indian Studies - Native Life in the Woodlands of Connecticut – (<http://iaismuseum.org>)

5. Natural resources helped foster the development of industry and determined where and how people lived.

As important as **water** was in determining early settlement patterns, later it became important to the growth of trade and industry by providing easy access to harbors, transportation routes, and power. When Connecticut was almost entirely covered by **forests**, Native Americans used its resources for shelter, building wigwams and loghouses. Later, colonists used the wood for homes, shipbuilding, trade, and the early development of the **iron** industry. Connecticut became stripped of its old growth forests as the wood was turned into charcoal to fuel the iron furnaces and industrial growth. Today the forests have returned and Connecticut is one of the most heavily wooded states in the country, and the Connecticut River Valley remains fertile for **agricultural**, yet the state is not known for its natural resources. Instead, when its natural resources failed to keep pace with its needs, Connecticut developed an incredibly diverse economy based on the skills of craftsmen, metalworkers, inventors, and innovators.

6. Some of Connecticut's Industries Over Time – A Snapshot!

1600s - Agriculture: corn, flaxseed, wheat, hemp, tobacco; Fur trade; Timber; Livestock; Production of wool cloth; Charcoal; Iron Manufacturing in East Haven; Saw Mills and Gristmills (ground grains for local families). These were small operations and many required easy access to waterpower, especially for running the mills.

Tools:

Primary Source – Map: Dutch map of the New World - Novi Belgii, quod nunc Novi Jorck vocatur... ca. 1670. (<https://www.loc.gov/item/78695384/>) - Library of Congress

Secondary Source – Photograph: Old Town Mill, New London, ca. 1880-1910. This flour or gristmill is said to date from the 1600s. (<http://hdl.handle.net/11134/70002:4263>) - Mystic Seaport

1700s - Shipbuilding in New London, Norwich, New Haven, Guilford, Branford, Stratford, Fairfield, Saybrook, Middletown, Essex, Glastonbury, Rocky Hill, Wethersfield, Harford; Growth of Educational Institutions in New Haven, Litchfield; Silversmiths in Norwich, New Haven, Middletown, Hartford; Iron Mining, Manufacturing, and Blast furnaces in Salisbury, Canaan, Sharon, Cornwall, Kent; Wooden clocks in Windsor; Pistols in Berlin, Middletown; Brick Making in Windsor; Tobacco Trade in Connecticut River Valley; Furniture Making in Wethersfield, Norwich, Lisbon, Woodbury, East Windsor; Pewter Buttons in Waterbury; Insurance in Hartford, New Haven; Trade with the West Indies of agricultural products: timber, cattle, horses, mules, sheep and hogs in exchange for sugar, molasses, rum, coffee, tropical fruit and slaves. During the **Revolutionary War** (1775-1783) Connecticut was known as the Provision State, providing food, cannons, and other goods.

During this time, Connecticut's landscape was vastly transformed as the land became deforested and transportation routes evolved to support the growth of the population and industry.

Tools:

Primary Source – Document: A return of the number of inhabitants in the State of Connecticut, 1782. – (<https://www.loc.gov/resource/rbpe.00306300/>) - Library of Congress, American Memory (Note how the population was recorded at the time)

Primary Source – Map: Colony of Connecticut in North-America, ca. 1766 –

(<https://www.flickr.com/photos/uconnlibrariesmagic/3333722298/>)

- University of Connecticut Libraries', Map and Geographic Information Center (Note that this map indicates the post roads and a rope ferry)

TeachITCT.org: Activities you can adapt for your classroom

Grade 3 – Account Book of James Stewart's General Store - <http://teachitct.org/grade-3-account-book-of-james-stewarts-general-store/>

teach it
bringing Connecticut history to the classroom

1800s - Cotton Mills in Vernon, Pomfret, Thompson, Killingly, Norwich, Voluntown; Wooden & Brass Clocks in Plymouth, Winsted, Bristol, New Haven; Hardware and Tools in New Britain; Merino sheep in Oxford; Textiles, Whaling in New London; Bells in Easthampton (Belltown USA); Sewing Machines in Watertown; Hats in Danbury (Hat City). During the period of the **Civil War** (1850-65) Connecticut moved to arms production, including guns and rifles in Hartford, New Haven, Middletown; Gun Powder in East Hartford, Canton, Enfield; Axes and Sabers in Canton; Carriages in New Haven; Brass Buttons in Waterbury (The Brass City), Ansonia, Naugatuck;

Quarrys in Portland, Cromwell, Branford; Bicycles in Hartford; Toys in Cromwell (cast iron banks); Rubber in Naugatuck; Silver in Meriden (The Silver City); Electric-Powered Cars in Hartford.

Tools:

Bird's-Eye view maps can be used to examine the industrialization of Connecticut.

Library of Congress: Analyzing Maps

(<http://www.loc.gov/teachers/usingprimarysources/guides.html>)

(http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf)

Primary Source – Maps: “Collection of Bird’s-Eye View Maps.” University of Connecticut Libraries’, Map and Geographic Information Center –

(<https://www.flickr.com/photos/uconnlibrariesmagic/tags/birdseye/>)

Primary Source – Maps: “Collection of Bird’s-Eye View Maps.” Connecticut History Illustrated -

([http://connecticuthistoryillustrated.org/islandora/search?type=dismax&ff0\]=mods_genre_ms%3Abird%27s\%20views](http://connecticuthistoryillustrated.org/islandora/search?type=dismax&ff0]=mods_genre_ms%3Abird%27s\%20views))

TeachITCT.org: Activities you can adapt for your classroom

Grade 3 – Economic Development: Saugatuck’s Development Over Time – (<http://teachitct.org/grade-3-economic-development-saugatucks-development-over-time/>)



1900s - Broadleaf tobacco in the Connecticut River Valley; Toys in New Haven (Erector Sets, microscopes). During **World War I (1917-1918)** Connecticut supplied ammunition belts and saddles in Hartford, Freighters in Groton, and Munitions in Bridgeport, New Haven, Hartford; Balloons and Dirigibles in New Haven; Typewriters in Hartford, Middletown; Silk Manufacturing in Mansfield; During **World War II (1941-1945)** Connecticut supplied aircraft engines in East Hartford; Helicopters in Stratford; Submarines in Groton; Nylon Parachutes in Manchester; Rockets in Bridgeport; Candy Bars in Naugatuck; Insurance in Hartford; Service Industries; Tourism.

Tools:

Primary Source – Photograph: Mill interior, Cheney Brothers Silk Manufacturing Company, 1918. Woman supervising boys at work winding silk thread.

(<http://hdl.handle.net/11134/40002:13724>) – Connecticut Historical Society

TeachITCT.org: Activities you can adapt for your classroom

Grade 3 – Economic Development: Saugatuck’s Development Over Time – (<http://teachitct.org/grade-3-economic-development-saugatucks-development-over-time/>)

7. Connecticut's State Identity - Fun Facts!

- Connecticut produced America's **first cookbook**. Colonists had to adapt locally available foods to their English cookbooks until 1796 when Amelia Simmons wrote *American Cookery*. It was the first cookbook published in America featuring American ingredients-including corn, squash, potatoes, cranberries, and turkey, which were indigenous to the New World. **Primary Source** pages from the book at the Library of Congress - <https://www.loc.gov/exhibits/treasures/tri054.html> (Note the use of nutmeg on pg. 4. FYI - the Eastern Oyster is Connecticut's state shellfish)
- The **first American dictionary** was written by Noah Webster. His blue-backed speller books taught children how to read, spell, and pronounce words. **Primary Source** – An 1857 version of *The Elementary Spelling Book* – (Note that many of the words are not used today) <http://archive.org/stream/elementaryspelli00websrich#page/n3/mode/2up>
- **The Submarine-Building Capital of the World** – The USS *Nautilus* was built in Groton. It was the first nuclear-powered ship in the U.S. Navy. Launched in 1954, the submarine was used as a weapon of defense and for exploration—it was also the first ship to pass underneath the North Pole. It could travel faster and farther than any other submarine in history. In 1983, the *Nautilus* was named Connecticut's official state ship. **Primary Source** – Photograph of USS Nautilus: Commissioning ceremony, September 30, 1954, at Groton, Connecticut - Naval History and Heritage Command –(<https://www.history.navy.mil/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-82000/NH-82355.html>)
- **The Whaling Industry** – In the nineteenth century, New London served as the third-largest whaling port in the world—ranking only behind the Massachusetts towns of New Bedford and Nantucket. In 1850 alone, over one million dollars of whale oil and bone passed through New London. **Primary Source** – Photograph: Captain James W. Buddington and crew on whaling schooner *Margarett* – Mystic Seaport (<http://hdl.handle.net/11134/70002:941>)
- **First Helicopter** – Russian immigrant Igor Sikorsky invented the world's first practical helicopter. It took its first flight (which lasted only a few seconds) in Stratford in 1939. Improvements in modes of transportation changed Connecticut's landscape dramatically over time. **Primary Source** – Photograph: Igor Sikorsky and the first successful helicopter built in America – Connecticut Historical Society - <http://hdl.handle.net/11134/40002:14113> **Primary Source** – Patent – Direct Lift Aircraft - <https://docs.google.com/viewer?url=patentimages.storage.googleapis.com/pdfs/US1994488.pdf> See what was invented in your town – Connecticut State Library – Patent search - <http://museumofcthistory.org/2015/09/connecticut-patents-2/>
- **Why the Nutmeg State?** – In colonial times, traveling salesmen went from town to town with horse-drawn wagons. They sold a variety of goods, from tools to pots and pans and spices. Nutmeg was a popular spice but difficult to get as it was shipped from tropical areas. A legend suggests that rather than miss a sale, some dishonest peddlers carved phony nutmegs out of wood and sold them to an unsuspecting public. **Primary Source** – Photograph: Peddler and Cart, ca. 1900 – Connecticut Historical Society <http://hdl.handle.net/11134/40002:18863> (Note that goods were traded by horse and cart from colonial times to the 1900s)
- **State Tree is the White Oak** – In honor of the Charter Oak, the white oak became Connecticut's state tree in 1947. John Winthrop Jr. travelled to England to request that the king recognize the Connecticut colony's right to a government of self-rule. He received a Royal Charter from King Charles II, in 1662. Upon Charles's death, his brother, King James II, wanted to revoke Connecticut's charter. The king sent Edmund Andros, governor of the Dominion of New England, to Connecticut to retrieve it, and legend states that Connecticut colonist Joseph

Wadsworth then hid the charter in a hollow spot of an oak tree in Hartford. **The legend of the Charter Oak** and the action the colonists took to protect their rights persists today.

Tools:

Library of Congress: Analyzing Primary Sources – Books, Photographs, Maps
(<http://www.loc.gov/teachers/usingprimarysources/guides.html>)

TeachITCT.org: Fieldtrips / Programs that connect to the 3rd grade social studies frameworks

Hands On Field Trip: Connecticut’s Old State House - How Government Works: Connecticut’s 3 Branches and Why They Matter – (<https://www.cga.ct.gov/osh>)

Re-enactment Field Trip: Connecticut’s Old State House - The Legend of the Charter Oak
(<https://www.cga.ct.gov/osh>)

Hands on Program Field Trip: Connecticut Historical Society - This is Connecticut!
(<http://www.chs.org/education>)

TeachITCT.org: Activities you can adapt for your classroom

Grade 3 – Kids at Sea in the 19th Century
(<http://teachitct.org/grade-3-kids-at-sea-in-the-19th-century/>)



8. The rights of citizens can change over time. These changes are often influenced by local culture, economics, and geography as well as by federal, state, and local governments.

Over the years, Connecticut residents have faced numerous and varying challenges to their rights and employed a variety of strategies to face these challenges.

Land Rights – Early Connecticut History - Cultural differences in the way Native Americans and European colonists viewed the land and how they used it led to conflict. Europeans considered land to be personal property. They believed that if land was not being “improved” than it was available to be claimed for personal benefit. Natives did not think of land in terms of “ownership,” instead believing there were “rights” to the land and “gifts” from the land. When European colonists arrived in Connecticut they ignored the existing land interests of the Native population, drastically altering the region’s physical and cultural landscape.

Land Rights - Private vs. Public Property – In 2005, in the eminent domain case *Kelo et al vs. New London*, the U.S. Supreme Court ruled that a city may take private property under the Fifth Amendment if the plan for the property supports economic development that will benefit the community. Though local homeowners took the case all the way to the Supreme Court, they lost. The result was the destruction of their homes in an old residential neighborhood of New London. The land remains undeveloped to this day.

Women’s Rights – In 1874, seven cows belonging to Abigail and Julia Smith of Glastonbury were seized for auction by the town’s tax collector to cover unpaid property taxes. These taxes had

been increased suddenly and were targeted at local unmarried women. At a time when women could not participate in town meetings and did not have the right to vote, the Smith sisters launched a public campaign lobbying for their right to speak at town meetings, and eventually filed a court case. The story became national news and in 1876, the sisters, down to their last two cows, won their case.

Women's Rights – In 1869, the Connecticut Woman Suffrage Association became the first official organization to fight for suffrage (the right to vote) in Connecticut. One of the founders, Isabella Beecher Hooker, worked to organize large-scale peaceful demonstrations and mailing campaigns. By the early 1900s, some supporters took an increasingly radical approach, promoting the use of hunger strikes and acts of civil disobedience.

In February of 1919, the “Prison Special” pulled into Union station in Hartford. The train carried 25 women who had been thrown in jail for demonstrating in front of the White House in support of women's rights, and it travelled from city to city to rally the public in support of their cause. Local Connecticut women were among those arrested for acts of civil disobedience. Edna Purtell of West Hartford was one of the youngest of the hundreds of suffragists who took part. According to Purtell, a prison guard broke two of her fingers when she refused to remove her suffragist sash in jail.

Labor Rights – In the early 1800s, the Industrial Revolution came to Connecticut. Textile mills and factories needed workers, and children became a large part of that workforce as they proved less expensive for factory owners than using adult workers.

In 1813 Connecticut became the first state to enact a child labor law. Though it did not set a minimum age or limit working hours, it did require employers to provide children with some schooling, moral instruction, and religious worship. By 1871 Connecticut law made children attend school even if they had unemployed parents, and by 1880 children under the age of fourteen needed signed certificates of attendance from their teachers in order to be eligible for most forms of employment.

Labor Rights – In 1909, it was not uncommon for children in larger cities—mostly boys from immigrant families—to work seven days a week selling newspapers. They earned pennies a copy from the bundles they bought and then sold on the street corners. Competition between two rival New York newspapers threatened the newsies' income when the companies refused to refund money for the boys' unsold papers. On May 1, 1909, one hundred Hartford boys took to the streets in protest, carrying a huge banner urging customers to buy only local newspapers. They formally created the Hartford Newsboy's Association as a union and quickly gained local support for their strike. Local agents for the papers employed strikebreaking tactics and the boys' strike ended fifteen days later. Though the newsies continued their labor organizing efforts, their working conditions only got worse. Economic conditions deteriorated when the Great Depression hit and they soon had unemployed adults competing for their jobs. Over time, street-corner vending machines were installed and the need for the work of the newsies disappeared altogether.

Human Rights – Nero Hawley, born into slavery in Connecticut, fought in the Revolutionary War. As an enslaved person, Nero was considered the property of Peter Mallet, his first owner, who gave Nero to Daniel Hawley when Hawley married Mallet's daughter. In 1777, Nero went to Danbury and enlisted in the Continental army—he served for Daniel Hawley. Nero fought with troops under George Washington in numerous battles before receiving an honorable discharge in 1781. On his return to Connecticut, Daniel Hawley granted Nero his freedom—emancipating him.

Human Rights - Slavery in Connecticut was not outlawed until 1848. There were approximately twenty-five enslaved persons in the state of Connecticut in 1837 when Nancy Jackson petitioned the state for her freedom. In the lawsuit *Jackson v. Bulloch*, Nancy charged James Bulloch with illegal confinement. Bulloch had brought Jackson from his plantation in Georgia (where she was born) to Hartford in 1835. Connecticut had a law on the books passed in 1774—the Nonimportation Act—which basically stated that no slave could be “bought or imported” to be “disposed of, left or sold” within Connecticut. The case hinged on the fact that Bulloch traveled back and forth between Connecticut and Georgia, “leaving” Jackson in Hartford for over two years. Nancy Jackson won her case and was eventually set free.

Tools:

Primary Sources - Photographs: National Child Labor Committee Collection – Connecticut – (<http://www.loc.gov/pictures/search/?q=connecticut&st=grid&co=nclc>) - Library of Congress

TeachITCT.org: Activities you can adapt for your classroom

Grade 3 – Kids in Connecticut History: Image Analysis Skill-BUILDER – (<http://teachitct.org/grade-3-kids-in-connecticut-history-image-analysis-skill-builder/>)



Secondary Source – Memorial: Nero Hawley Gravesite. (<http://www.ctfreedomtrail.org/trail/concept-of-freedom/sites/#!/nero-hawley-gravesite>) - Connecticut Freedom Trail

9. In every town, residents have found ways to remember the past.

These include monuments, memorials, historical societies, markers, place names, and tributes to people or events.

Maria C. Sanchez Elementary School – Hartford, CT

A community activist, Maria Colón Sánchez fought for bilingual education in Connecticut public schools. Known as *la madrina* (the godmother) of the Puerto Rican community in Hartford, Maria founded the Puerto Rican Parade Committee in 1964, served on the Hartford Board of Education, and became the first Hispanic woman elected to the Connecticut General Assembly.

Gillette Castle State Park – East Haddam, CT

An American actor and playwright, William Gillette was known best for his portrayal of the fictional detective Sherlock Holmes. Gillette gave over 1,300 theater performances over his career.

Putnam Memorial State Park – Redding, CT

A patriot and Revolutionary War veteran, Israel Putnam opposed the 1765 Stamp Act and became second brigadier of the Connecticut forces that fought the British in the Battle of Bunker Hill.

Amistad Memorial – New Haven, CT

The 1839 Amistad Affair was an historically significant Supreme Court Case involving the kidnapping and enslavement of 53 Africans and their mutiny aboard *La Amistad*. The Court ruled the Amistad captives acted in self-defense, thereby granting them the right to mutiny.

Van Vleck Observatory – Middletown, CT

An American mathematician and astronomer, John M. Van Vleck served as a professor and acting President of Wesleyan University. He also has a crater (Van Vleck) on the moon named after him.

Marsh Botanical Garden – New Haven, CT

America's first professor of paleontology, Othneil Marsh identified and described 80 new dinosaur species and was an expert in constructing lifelike restorations of extinct dinosaurs, mammals, and birds.

Fort Nathan Hale – New Haven, CT

Connecticut's official hero, Nathan Hale, served as a spy during the Revolutionary War.

Tantaquidgeon Museum – Uncasville, CT

An anthropologist and Mohegan Medicine Woman, Gladys Tantaquidgeon dedicated her life to documenting and sharing the beliefs and customs of her tribe in order to pass on its cultural heritage.

Palmer House – Stonington, CT

Captain of the sloop *Hero*, Nathaniel Brown Palmer discovered the mainland of Antarctica, one of the seven continents.

Wilbur Cross Parkway – Between Milford and Meriden, CT

An educator and politician, Wilbur Cross served as governor of Connecticut during one of the most turbulent and challenging times in America's history—the Great Depression.

10. Religion Helped Define Early Connecticut Culture, and Geography!

Connecticut's colonial founders were Puritans. Seeking a return to simplicity and purity in their Christian worship, roughly 20,000 Puritans left England for New England between 1620 and 1640. They established a life in which religion and perfecting their form of worship was the single most important aspect of their lives.

Among these Puritans was the Reverend Thomas Hooker, the celebrated English minister, who arrived in Boston in 1633, along with the equally celebrated minister John Cotton. Over time, disagreements between Hooker and Cotton (combined with other factors such as scarcity of good pasture land near Boston) led Hooker and a group of followers to leave for lands to the south. Their primary motivation was not new land or to found a new state, but to establish a church on the banks of the Connecticut River. This settlement paved the way for the founding of the Connecticut colony.

During this period, the church was the most important building in the community. Known as the meetinghouse, it not only served as a house of worship, but also sometimes functioned as an armory and courthouse and a place to hold town meetings.

As time passed and the Connecticut colony came together, new towns often formed when residents on the outskirts of Connecticut settlements tired of long, burdensome travel to the nearest church and petitioned their leaders to allow them to build a new church, closer to where they lived. The populations that expanded around these new churches quite often evolved into their own towns, **redrawing the map of Connecticut over and over again.**

Tools:

Library of Congress: Analyzing Primary Sources – Books, Photographs, Maps
(<http://www.loc.gov/teachers/usingprimarysources/guides.html>)

Primary Source – Document: Plan of the Ancient Palisado Plot in Windsor –
(<http://hdl.handle.net/11134/40002:9605>) - Connecticut Historical Society

Primary Source – Map: Plan of the Town of New Haven with All the Buildings in 1748 by James Wadsworth. New Haven, CT: T. Kensett, 1806 –
(<https://www.flickr.com/photos/uconnlibrariesmagic/3406332581/>) - University of Connecticut Libraries', Map and Geographic Information Center

Primary Source – Map: A map of the colonies of Connecticut and Rhode Island, divided into counties and townships, 1758 – (<https://flic.kr/p/65Acmy>) University of Connecticut Libraries', Map and Geographic Information Center

TeachITCT.org: Activities you can adapt for your classroom

Grade 3 – Hartford Then and Now –
(<http://teachitct.org/grade-3-hartford-then-and-now/>)

Grade 3 – Exploring Communities –
(<http://teachitct.org/grade-3-exploring-communities-using-historic-maps-to-learn-about-the-past/>)

TeachITCT.org: Fieldtrips / Programs that connect to the 3rd grade social studies frameworks

Hands On Field Trip: Litchfield Historical Society - Growing from Village to Town –
(<http://www.litchfieldhistoricalsociety.org>)

Guided Tour Field Trip - Mattatuck Museum - What is a City?
(<http://mattatuckmuseum.org/schooltours>)



Questions?

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ConnecticutHistory.org – connecticuthistory@cshumanities.org

TeachITCT.org – TeachItCT@cshumanities.org