

An Introduction to the History of Hartford (1900- present)



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Introduction

Our curriculum project will cover a range of course subjects in order to discuss the history of Hartford, including migration patterns and its diverse cultural population, from the 1900s through the present. At the end of this unit, students will have an understanding of the history of Hartford and how it has evolved due to migration. By presenting the students with a curriculum based on the city in which they live, we hope that this subject will be of interest to them and that they will engage in these lessons and activities in order to broaden their perspectives on their community. We will allow students to draw on Bloom's six levels of intellectual activities, knowledge, understanding, application, analysis, synthesis, and evaluation, through various activities throughout the unit (Bloom 1956). Through studying the migration of various ethnic groups, students will be exposed to a multicultural curriculum where they can understand Hartford's history through the eyes of different ethnic groups. By incorporating a more socially relevant subject matter, parents will be allowed the opportunity to get involved in their children's education and a first hand experience of the classroom setting. Public schools in Hartford currently focus more on reading, writing, and mathematics due to the Connecticut Mastery Tests and have skipped over the subject areas such as social studies. This curriculum project looks to shy away from the current emphasis on standardized testing while still incorporating reading, writing, and mathematics through a more historical approach.

Context

This curriculum unit on the history of Hartford, with a focus from the beginning of the twentieth century until present, will be held in a 6th grade classroom in a Hartford Public School over the course of five days. Students will be present in a number of different settings in order to

gain a full understanding of the city's rich history. First, students will be in familiar setting, as the majority of this thematic unit will be held in their everyday classroom. On the first day of the five day unit, students will take a field trip to Connecticut's Old State House. Students will be involved in the "History Is All Around Us" tour, where they will be able to immerse themselves in more than 300 years of Connecticut history, build - and rebuild - the city of Hartford over time. Finally, students will discover ways Hartford's community has come together to solve yesterday and today's problems in the Connecticut Historical Society's interactive multimedia exhibit. This tour will be held in the Mortensen Gallery inside the Old State House. Lastly, the students will be able to further familiarize themselves with the school's library. They will use the library's resources, such as textbooks, magazines, and computers to conduct research.

Objectives

The objectives for this unit have been carefully selected to apply to some of Connecticut's Curriculum Frameworks and standards. These objectives apply to the standards of, Mathematics and Social Studies/ History Frameworks. This thematic unit we have constructed on the history of Hartford in the past one-hundred plus years has yielded six total objectives:

1) Students will learn how to conduct research through a number of different methods, including online resources, textbooks and graphs.

The motivation behind this objective was simply to allow students to search the highlighted themes of the unit, specifically migration, and allow them to sort through different sources. We also wanted students to be exposed to basic research, which will be very useful to them throughout the duration of their academic careers. This objective also refers to the Connecticut English Language Arts Framework **Standard 1.1-c**.

Standard 1.1-c. states, “Students will select and organize relevant information from text to summarize.” (Connecticut Curriculum Frameworks)

2) Students will gain competence in literacy by conducting research.

Social Studies Curriculum **Standard 2.1** is covered in this objective.

Standard 2.1-1 states, “Students will be able to access and gather information from a variety of primary and secondary sources including electronic media maps, charts, graphs, images, artifacts, recordings and text.)”

3) Students will demonstrate an understanding of significant events and themes in Hartford’s history.

In order to truly understand significant events and themes in Hartford’s history, students must be able to evaluate the effect of mass migration, which is covered in Social Studies Curriculum **Standard 1.6-15**.

Standard 1.6-15 states, “Students will be able to evaluate the positive and/or negative impacts of mass human migration on both people and a nation/region.”

4) Students will apply and analyze information about Hartford’s population to construct graphs, tables or plots.

We wanted the students to engage in the higher levels of Bloom’s Taxonomy, which include application and analysis while still including some of the Connecticut Curriculum Framework Standards. This objective includes **Standard 2.5-9** from the Social Studies/History Curriculum Framework and **Standard 4.1.a** from the Mathematics Curriculum Framework.

Standard 2.5-9 states, “Students will be able to present social studies topics using visual forms of evidence (e.g., maps, pictures, portraits, graphs)”

Standard 4.1.a states, “Students will be able to display and compare sets of data using various

systematic or graphical representations.”

5) Students will engage in synthesis through creating presentation board projects in small groups.

This objective has a strong focus on the upper levels of learning of Bloom’s taxonomy, while also including a Cooperative Learning method of learning. Cooperative learning refers to a variety of teaching methods that can be applied to any grade level, in which students work in small groups to help one another learn academic content. The level of Bloom’s Taxonomy that is used in this objective is synthesis, which allows students to create a unique, original product that may be in verbal form or physical object, combining ideas to form their own judgments and opinions.

6) Students will evaluate the history of Hartford.

This objective was inspired directly from the highest level of Bloom’s Taxonomy and Connecticut Social Studies Curriculum **Standard 3.1-1**. At the “evaluation” level, students will make valued decisions about issues, present possible solutions to controversies, and develop judgments and decisions.

Standard 3.1-1 states, “Students will be able to evaluate the impact of historical background on a specific even or issue.”

Activities

Day 1: Introduction to Hartford’s History

During the first day of this thematic unit, students will gain a brief understanding of the history of Hartford. Students will learn about Hartford’s history through a field trip to Connecticut’s Old State House in the “History is All Around Us” tour. The tour will help the students get a sense for the events that took place in Hartford. This trip will ease the students

into the material and show them what is in store for the rest of the unit. Following the trip, students will return to their school classroom for a discussion. The students will discuss with the teacher what they thought was interesting from the information they were exposed to that day at the Old State House. Then the teacher will distribute a timeline of the 1900s to the present with certain events that were important in Hartford's history or topics that will be discussed throughout the unit (Appendix A).

After completing the brief introduction to the history of Hartford, the teacher will assign groups of four to five students for a presentation board. The teacher will distribute the guidelines for the presentation board (Appendix B). The presentation board will be a project that the students can work and build on throughout the week which fulfills Objective 5. The process of creating this presentation board will allow the students to engage in the level of synthesis in Bloom's Taxonomy. Bloom defined synthesis as "creating a unique, original product that may be in a verbal form or physical object" (Bloom 2). The presentation board allows the students to engage through synthesis by creating a poster board that relates to a specific theme. The presentation board project will focus on migration, and the groups will each focus on the migration of a different ethnic group. The ethnic groups that the students will focus on are Puerto Ricans, African Americans, Jews, Poles, and Italians. Once the groups and topics have been assigned, the students will be given time to brainstorm and begin on their projects. Before the students leave, the teacher will distribute a parent participation slip (Appendix C). The slip asks that parents come in on Day 5 of the unit to judge the students' presentation of their boards.

Day 2: Migrating to Hartford

The second day of this unit will be conducted in the library. The teacher will briefly tell the students about migration and how it affected Hartford. The students will learn about the

different groups that have come to reside in Hartford and make up the population in the city. Afterwards, the students will conduct research on the migration of the ethnic group they were assigned for the presentation board project. Students will be provided with some books and websites for their research. Through conducting research, students will have achieved Objectives 1 and 2. The teacher will distribute the Migration Guidelines handout in order to guide the student's research of their topic (Appendix D). The handout also poses questions where the students must learn to look at the situation from the view points of different ethnic groups. By having the students look at history through different points of view, they are being exposed to a multicultural curriculum. James Banks wrote about a Transformation Approach to reforming curriculums. Banks wrote, "The goal should be to enable students to view concepts and issues from more than one perspective and from the point of view of the cultural, ethnic, and racial groups that were the most active participants" (250). Students should be able to study issues from different viewpoints instead of looking at a situation in only one group's view. This activity will allow students to better understand different groups' views on the issues encountered from migration. Once the activity is done, each group will hand in one copy of the information they obtained through their research.

Day 3: Discovering Hartford's Population through Graphs

On the third day, the teacher will do a brief recap on the topic of migration from the day before. The teacher will discuss with the students the different ethnic groups that migrated to Hartford and have now come to reside in Hartford. The teacher will discuss the different groups that make up the population of Hartford. The discussion on Hartford's population will lead into a brief math lesson on graphs. The teacher will demonstrate using the data provided in Table 1 of the Hartford Population Data handout how she determined that the pie chart was best fit for

presenting data in percentages (Appendix F). During this class, students will have achieved Objective 4 by constructing graphs, charts or plots. The students will be provided with a worksheet of examples of a pie chart, bar graph, and plot (Appendix E). After the brief lesson on graphs, plots, and charts has been conducted, the students will have their chance to illustrate the population of Hartford through a bar graph, pie chart or scatter plot. They will decide which method is best fit for showing the data in Table 2 of the Hartford Population Data (Appendix F). The students will work on this activity with a partner and hand in the completed graph, chart or plot to the teacher for grading. Once this activity has been completed, students will have time to continue building on their presentation boards.

Day 4: Writing about Hartford

The fourth day of this unit will be used to build on the student's writing skills. The class will begin with a writing assignment where the students will analyze and evaluate the history of Hartford to make their own predictions or judgments. The teacher will distribute to the students the writing prompt (Appendix G). Through the writing assignment, students will have accomplished Objectives 3 and 6. They will also have achieved the sixth level of Bloom's Taxonomy, evaluation. According to Bloom, evaluation means "making valued decisions about issues; resolving controversies or differences of opinion; development of opinion, judgments or decisions" (Bloom 2). Through the writing assignment, students will be able to voice their opinion on what they learned in the unit on Hartford's history and evaluate the information. Once the writing assignment has been completed, students will have one more opportunity to finish up their presentation boards for the next day's class.

Day 5: Understanding and Celebrating Different Ethnic Groups

The last day of the unit will begin with the City Quiz, which will test the students knowledge of the material discussed throughout the week and things they may have observed in their neighborhood (Appendix H). The City Quiz will demonstrate that the students can think at the lowest levels of Bloom's Taxonomy, knowledge and understanding. For Bloom, knowledge is about remembering and recalling information. The students will have to recall information in the process of taking the quiz, and they will demonstrate their memorization. Understanding is being able to restate information in one's own words. The students will be able to demonstrate their understanding in questions like number 9 on the City Quiz. They are asked to discuss how the Tobacco Valley affected Puerto Rican Migration.

Once the quiz has been completed, parents will be invited into the classroom for the students' presentations of their boards. The parents that are able to present for these presentations will be able to help the teacher with judging the boards. Students will present their presentation boards that they have been working on throughout the unit and demonstrate an understanding of a particular group's migration to Hartford. Following the presentations, there will be food from the various ethnic groups represented in the students' studies, including Puerto Ricans, Italians, African Americans, Jews, and Poles.

Evaluation

Objectives 1 and 2 will be fulfilled through the students' research in the library. The teacher will grade each group's Migration Guidelines handout in order to see that students were successful in obtaining information through their research. Also, if the students were able to find the information on migration, they must be literate in order to understand the information.

Students will have fulfilled Objectives 3 and 6 through the writing assignment distributed and completed on Day 4. The teacher will evaluate the writing assignment to see that the students did demonstrate an understanding of Hartford's history by referring back to what was learned in the unit. The teacher will also look for the student's evaluation of Hartford's history. The student's paper must demonstrate their own individual opinion and judgment on Hartford's history.

Students will fulfill Object 4 through the math lesson on graphs, charts, and plots. The teacher will grade the graph, plot or chart that the students handed in. The teacher will look to see if the students put the data in the proper position and if so, they were successful in completing Objective 4.

Objective 5 will be accomplished through creating the presentation board. Students are engaging in synthesis through making the board. The parents and teacher will evaluate the boards to make sure the students were able to put the information together on the board. The teacher will also want to see if the students understood the material for their topic.

Resources

"Immigrants in Connecticut" found at

<http://www.ctheritage.com/encyclopedia/topicals-surveys/immigration.htm>.

Maisel, Richard, Kurt Schlichting and Peter Tuckel. "Social, Economic, and Residential Diversity Within Hartford's African American Community at the Beginning of the Great Migration." *Journal of Black Studies* (2007).

Sources

“Connecticut Prekindergarten-Grade 8 Mathematics Curriculum Standards” found at

http://bbfore.cc.trincoll.edu/webapps/portal/frameset.jsp?tab_id=2_1&url=%2fwebapps%2fblackboard%2fexecute%2flauncher%3ftype%3dCourse%26id%3d_12334_1%26url%3d.

“Connecticut Social Studies Curriculum Framework Grade PK-12” found at

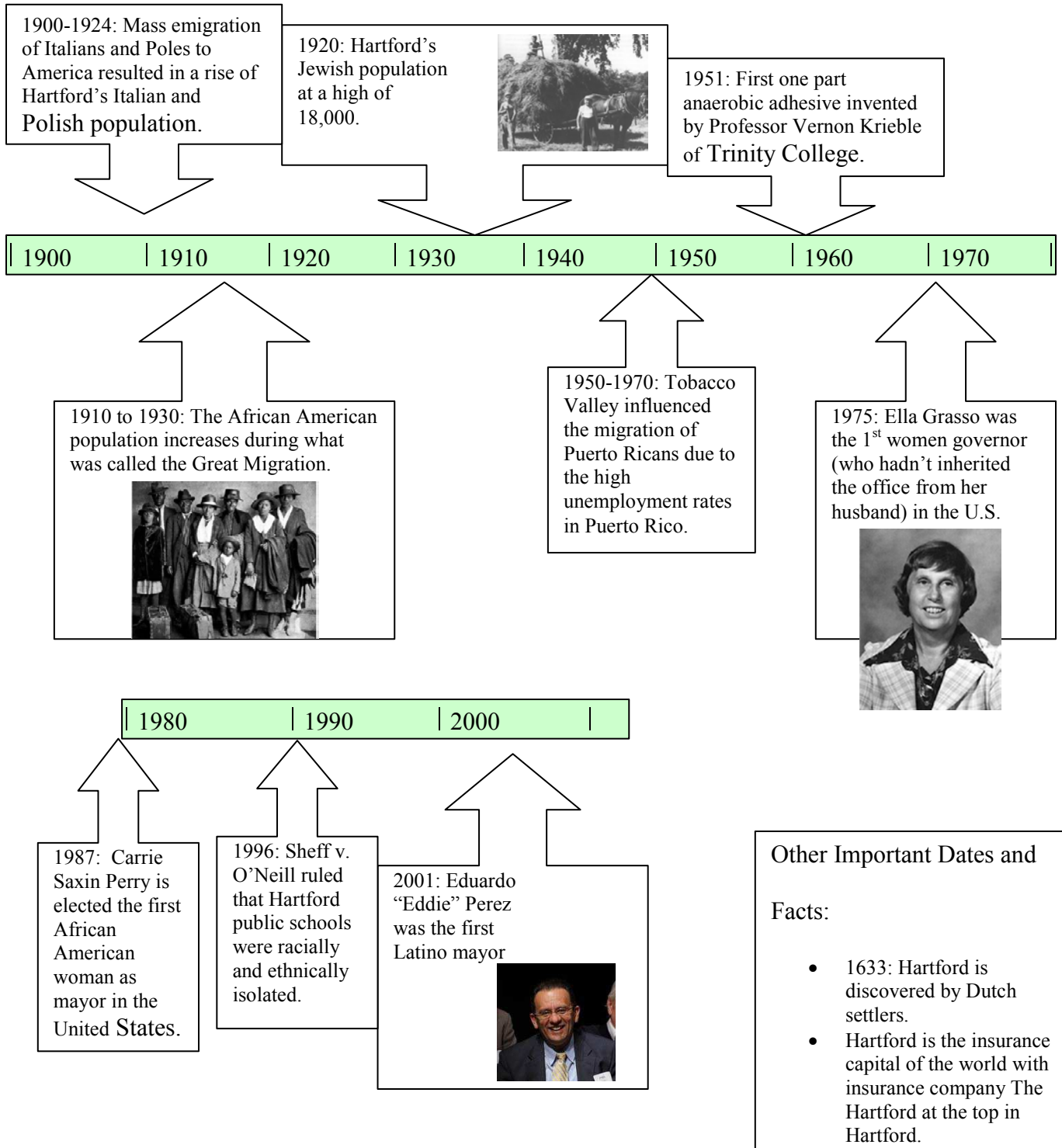
http://bbfore.cc.trincoll.edu/webapps/portal/frameset.jsp?tab_id=2_1&url=%2fwebapps%2fblackboard%2fexecute%2flauncher%3ftype%3dCourse%26id%3d_12334_1%26url%3d.

Ed 200 Course Packet, 2009, *Approaches to Multicultural Reform* (2004).

Ed 200 Course Packet, 2009, *Bloom's Taxonomy* (1956).

Appendix A

Hartford Timeline: 1900 to the present



Appendix B

Student Presentations

Presentation Boards:

After thoroughly investigating your study area, you and your classmates will put together all the information you have gathered and display it on presentation boards. Each group will be responsible for making one presentation board that is specific to their area of study. The presentation board will be a team effort, but individuals may be responsible for certain aspects of the subject. Once the projects have been completed, your whole group will present them to the class, as well as your parents. Your presentation boards can show whatever information about your study area and focus theme you think is most interesting and important. We want you to have fun with these projects, while including the following information:

- Theme Name and Title
- A summary of your focus theme and its importance to Hartford, including written observations, general and background information.
- Any photos, drawings or visuals observations that are important to your area of study.
- Your group name and each name of the members in your group.

Look at the "Sample Layout for ideas about how to put a board together. Before starting on your final boards, it is important that you think about all of the information your group plans to include and figure out how to best lay it out or arrange in on the boards. You may want to pencil sketch a number or different layout alternatives before deciding on a final layout. Be creative, work together and most of all have fun with the presentation boards.

Sample Presentation Board Layout

Theme Name and Title

General
Information

Background
Information

Photos

Visual
Observations

Written
Observations

Drawings

Group Name &
Individual Names

Appendix C

To the parents:

On behalf of the students of the sixth grade class, I would like to invite you to participate in our festivities on _____(Date) . The sixth grade class is currently working on a unit on the history of Hartford with a focus on the migration of the nationalities that make up the Hartford population. The students are currently working on presentation board projects which they will be presenting at the end of the unit. I would like for the parents to come in for the presentations and serve as judges as well as learn about your own son or daughter's progression and success throughout this unit. If you could please return the bottom of this form if you can make it on this date to participate, it will be greatly appreciated by the students and me. Thank you for your time!

Sincerely,

_____(Teacher's name)

●.....●

I, _____ (Parent's name), agree to come in on _____(Date) and participate in my student's classroom as a judge of the students' presentation boards.

Student's name: _____

Parent's name (print): _____

Parent's signature: _____

Appendix D

Names of group members:

Date:

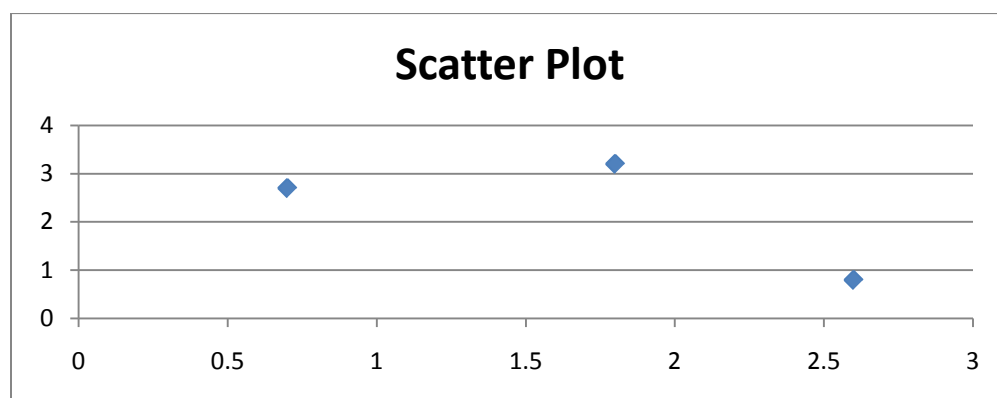
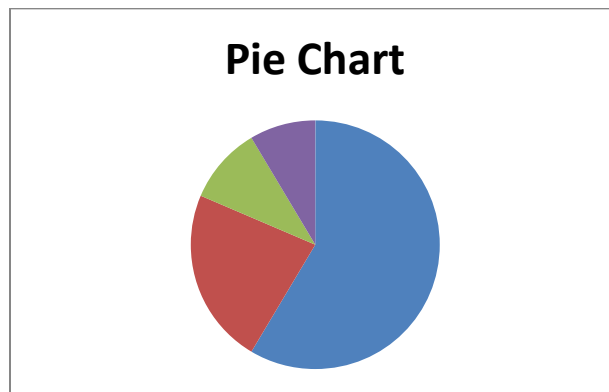
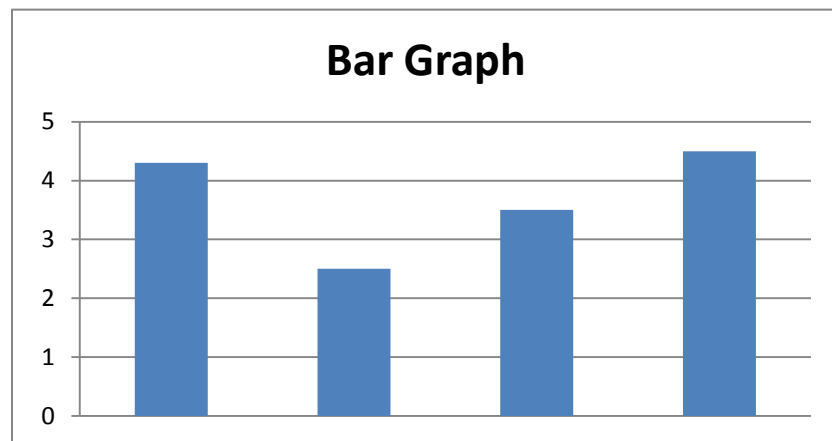
Migration Guidelines

The following questions should be used to guide your research and should be provided on your presentation board. One copy should be handed in to the teacher from each group for grading. This assignment is worth 15 points.

- Name of your assigned ethnic group:
- Years the migration occurred:
- Approximate amount of migrants to Hartford (if found):
- What was occurring in their home country at the time? Any problems or disputes back in their home country?
- Why did the group come here? What were their motives for coming here?
- What was their arrival like (try to picture it from the group's viewpoint)? How did other group's react or feel about their arrival (imagine from a different group's view)?
- How did this affect Hartford?

Appendix E

Examples of a graph, chart & plot



Appendix F

Hartford Population Data

Data Table 1. Demographics of Hartford Population

Demographic group	% of Hartford Population
White	29.5
Black or African American	38.4
Asian	2
Some other race	26.6
Hispanic or Latino	41.1

Data Table 2. Latino Population in Hartford

Different Latino groups	Number of People	Percentage
Puerto Ricans	39,586	80.40
Peruvians	1,184	2.40
Dominicans	1,013	2.10
Mexicans	993	2.01
Colombians	829	1.70
Cubans	610	1.20
Hondurans	118	0.23
Salvadorans	99	0.20
Argentineans	70	0.14
Guatemalans	68	0.13

Appendix G

Name: _____

Date: _____

History of Hartford

Writing Prompt

Directions: Using the information discussed in this unit on Hartford, pick one or more of the following prompts to write on. Relate your opinion back to Hartford's history. Write two to three paragraphs. If you need more space, continue on the back of this paper.

1. Predict what you think Hartford will be like by the year 2050.
2. Did you notice any trends that may reoccur in the future?
3. Were there any conflicts that you believed could have been resolved in a different manner?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Appendix H

Name: _____

Date: _____

City Quiz

1. In what year was Hartford first settled?
a) 1703 b) 1814 c) 1633 d) 1801
2. According to the 2000 Census, how many people live in Hartford?
a) 99,523 b) 121,578 c) 109,347 d) 115,690
3. What percentage of Hartford's residents are Hispanic or Latino?
a) 41.1% b) 35.7% c) 19.1% d) 60.4%
4. List four of the nationalities represented by the people who live in Hartford.
5. Who is the top insurance company in Hartford?
a) The Hartford b) Metlife c) Progressive d) Aetna
6. Name a famous person who grew up in Hartford.
7. Who is the current mayor of the city of Hartford?
8. List four insurance companies in Hartford.
9. What is the nickname of the valley that influenced a large Puerto Rican migration? How did it affect the migration of Puerto Ricans?
10. What group founded Hartford?