

UbD Template Lesson Plan

Course: Latino/a & Caribbean Studies	Stage 1 – Desired Result		Theme: Caribbean Labor in CT
<p>Established Goals: Assessed Standards:</p> <ul style="list-style-type: none"> ● HIST 9–12.1 ● HIST 9–12.2 ● HIST 9–12.3 	<p>Transfer</p> <p>Students will be able to use their learning to independently...</p> <ul style="list-style-type: none"> ● Evaluate how historical events and developments were shaped by unique circumstances of time and place, as well as broader historical contexts. ● Analyze change and continuity in historical eras. <p>What kind of long-term independent accomplishments are desired?</p> <ul style="list-style-type: none"> ● Be able to support an argument, claim or position using strong textual evidence. 		
<p>Addressed Standards:</p> <ul style="list-style-type: none"> ● INQ 9–12.6 ● INQ 9–12.7 ● INQ 9–12.10 ● INQ 9–12.11 ● INQ 9–12.15 	<p>Meaning</p>		
	<p>Understandings: Students will be able to...</p> <p><u>West Indies/Jamaica</u></p> <ul style="list-style-type: none"> ● Recognize the various Caribbean groups that make up the tobacco labor force in Connecticut. ● Understand why Connecticut has such a large West Indian population. ● Think about Caribbean labor in Connecticut during the 50s-60s within a Civil Rights context. <p><u>Puerto Rico</u></p> <ul style="list-style-type: none"> ● Understand that the presence of Puerto Ricans on tobacco farms can be attributed to Operation Bootstrap. ● Evaluate primary sources and use them in order to back up arguments. 	<p>Essential Questions: Students will keep considering...</p> <ul style="list-style-type: none"> ● How are different immigrant groups being treated differently (or similarly)? ● How has a demand for Caribbean labor in Connecticut changed the demographics of the state overtime? ● How did race relations in Connecticut impact how Jamaicans and Puerto Ricans were viewed? <p>What thought provoking questions will foster inquiry, meaning making, and transfer?</p> <ul style="list-style-type: none"> ● Compare and contrast the treatment of Braceros to West Indian laborers. ● How did the treatment of 1940s West Indian laborers differ with that of Puerto Rican laborers of the 1950s? 	

- Evaluate how the treatment of Puerto Rican tobacco laborers differed from the experience of West Indian laborers.

- What occurred in the 1960s that led to a demographic change in the makeup of tobacco laborers in the Connecticut River Valley?

Knowledge □ **Acquisition** □ **Skill**

Lesson Plan

Introduction to Caribbean Labor in Connecticut

- Begin with an introduction to who is considered a “West Indian”
- Introduce the class to the shade tobacco industry in Connecticut
 - Consider watching the promotional video: [Introduction to Connecticut's Tobacco Valley](#)

Below are some sample class activities that you can choose to follow and/or modify to implement in your classroom. You may also feel free to come up with your own class activities.

Activity #1

- Allow students to watch the following film taken during the 1950s: ["Tobacco Valley" Shade Grown Tobacco & Cigarettes](#) (28 minutes)
- Answer the following questions after watching:
 - Who are the other sources of labor (other than the British West Indians mentioned in the video)?
 - Who is primarily shown in the film? How does this differ from what you read? Why do you think there is a difference?
 - What do you think of the framing that the experience of cultivating tobacco on the farm is “all work, play, and a way to learn how to get along with people?” Do you think this rings true for foreign laborers as well?
 - Are there any other differences between this film and what you previously learned/read?

Activity #2

- Read this article written by Fiona Vernal, a UConn Associate Professor of History and Africana Studies: <https://www.ctexplored.org/the-west-indian-social-club-a-home-away-from-home/>
 - Answer the following questions after reading
 - How has CT’s dependence on West Indian migrant labor transformed Connecticut’s demographics?
 - What is the West Indian Social Club and what is its significance?
 - Is the West Indian Social Club still relevant today? How so?

- Are you aware of any other cultural social clubs in Hartford or in greater Connecticut?

Activity #3

- Analyzing primary sources
 - Read the following newspaper articles:
 - [“Valley Cigars Going to War If Army Tests Are Passed”](#)
 - [“Puerto Rican Farm Workers Chosen With Extreme Care”](#)
 - Answer the following questions
 - How are the Puerto Rican and West Indian laborers framed? Cite specific quotes from both articles to support your analysis.
 - Which tobacco labor group does Ralph Lasbury seem to prefer? Why?
 - How do you think these two newspaper articles were received by Connecticut residents of the 1950s? Do you believe they were happy about new migrants coming into their state?

Field Trip Possibilities

- The Connecticut Valley Tobacco Museum
 - Home of the Gordon S. Taylor Tobacco Shed
 - 135 Lang Road Windsor, CT 06095
 - Hours: Wednesday through Friday 12:00 p.m. – 4:00 p.m.; Saturday 10:00 a.m. – 4:00 p.m.
 - Tel: (860) 285-1888
 - www.tobaccohistsoc.org