

Jesuit Slaveholding Curriculum: Understanding by Design Placemat

This document was developed by Frank Kovarik (Director of Equity and Inclusion, Saint Louis University High School), with input from Kelly Schmidt and Laura Weis (Slavery, History, Memory, and Reconciliation Project). It was composed as part of a working group initiated by Mary Baudouin (Provincial Assistant for Social Ministries, Jesuits USA Central and Southern Province), which aims to develop a curriculum for Jesuit schools that addresses the history and legacy of Jesuit slaveholding. This draft placemat is an early step in that direction.

Stage 1 Desired Results	
<p>Transfer Goals: With regard to the history of Jesuit slaveholding, students will be able to independently...</p> <ol style="list-style-type: none"> 1. Explain accurately the basic facts of Jesuit slaveholding 2. Understand Jesuit slaveholding from the perspective of the people who were enslaved. 3. Connect Jesuit slaveholding to modern-day racial inequities 4. Participate in efforts to rectify racial inequities 	
Meaning	
<p>Understandings (students will understand that)</p> <ol style="list-style-type: none"> 1. Jesuit slaveholding was widespread and similar to slaveholding throughout the United States and the Catholic Church in the United States. 2. Families enslaved by the Jesuits went to courageous lengths to protect themselves and their families, resist their enslavement, and achieve freedom; in addition, many maintained the Catholic faith their enslavers introduced them to. 3. The legacy of Jesuit slaveholding is the encoding of racial inequity into the DNA of Jesuit works in the United States: schools, parishes, retreat houses, and more. 4. Repairing the damage done by Jesuit slaveholding will require imaginative, committed work and sacrifice by individuals and institutions. 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What did Jesuit slaveholding look like? 2. How did people enslaved by the Jesuits respond to their enslavement? 3. What is the legacy of Jesuit slaveholding? 4. How can we repair the damage done by Jesuit slaveholding? Can we repair the damage? If so, what would reparation look like?
Acquisition	
<p>Students will know...</p> <p>(List of concepts, ideas, facts students will learn)</p> <ol style="list-style-type: none"> 1. Jesuits held in bondage men, women, and children in most of their missions in the central and southern United States, in Maryland, Missouri, Kentucky, Louisiana, and Alabama 2. Despite physical violence and the violence of family ruptures, enslaved people displayed incredible resilience, going to great length to protect their families and communities. 3. Modern-day advantages and disadvantages visible in the Society of Jesus and its works are the direct result of the Society's previous reliance upon enslaved labor. 4. Jesuits do not have the full answers to the question of how to repair the damage done by slavery, because those answers must involve the people who have been and continue to be most affected by the legacies of slavery. 	<p>Students will be skilled at...</p> <p>(List of skills students will work on)</p> <ol style="list-style-type: none"> 1. Setting aside preconceived ideas about the incompatibility of slaveholding with Catholicism and the Society of Jesus. 2. Imaginatively entering into the experience of enslaved people, putting them at the center of the story. 3. Letting go of defensiveness in order to recognize the unearned privileges conveyed to them by their Jesuit education, and to recognize that within the school these privileges may not be experienced equally. 4. Listening to people who have been and continue to be most affected by the legacies of slavery with the goal of taking collaborative steps toward addressing the legacies of slavery.