

Isaac Hawkins, Age 65 • Charles Hawkins, Age 38 • Henrietta Adams, Age 13 • Mary Francis West, Age 8 • Cecelia Adams, Age 6 • Patrick Hawkins, Age 35 • Betty Blacklock, Age 30 • Cornelius Hawkins, Age 13 • Francis Hawkins, Age 12 • Susan Hawkins, Age 10 • Gabriel Hawkins, Age 8 • Peter Hawkins, Age 5 • Isaacson Hawkins, Age 3 • Elizabeth Hawkins, Age 1 • Martha Hawkins • James Hawkins, Age 28 • Delia, James's wife, Age 22 • Susan Hawkins, Age 3 • George Hawkins, Age 1 • Isaac Hawkins, Age 26 • Kitty Harrison, Age 28 • Austin Hawkins, Age 6 • Isaac Hawkins, Age 4 • Elias Hawkins, Age 1 • Sally Harrison, Age 65 • Rachael, Ned's Wife, Age 43 • Simon Harrison, Age 19 • William Harrison, Age 49 • Nelly Harrison, Age 38 • John Harrison, Age 5 • John Queen, Age 30 • Nancy Harrison, Age 24 • Parick Queen, Age 3 • Charles Queen, Age 45 • Sally, Charles Queen's wife, Age 44 • Nancy Queen, Age 17 • Margaret Queen, Age 15 • David Queen, Age 14 • Eliza Queen, Age 12 • Martha Queen, Age 5 • Thomas Queen, Age 5 • Sarah Anne Queen, Age 1 • Nelly Winderry, Age 60 • Joseph Blacklock, Age 40 • Nelly Blacklock, Age 16 • Kitty, Age 22 • Mary, Kitty's daughter, Age 6 • Sam, Kitty's son, Age 4 • Elizabeth, Kitty's daughter, Age 1 • Polly, Age 60 • Sally, Age 50 • William Diggs, Age 21 • Mary Ann Diggs, Age 18 • Robert Diggs, Age 12 • Henry Diggs, Age 8 • Harriet, Age 43 • Cesar Queen • Elizabeth Queen, Age 23 • Isaias Queen, Age 21 • Mary Ellen Queen, Age 17 • Nancy Queen, Age 15 • Martha Queen, Age 1 • Betsy, Age 32 • Adolphin West, Age 13 • Adelpia West, Age 10 • Christina West, Age 7 • Harriet Anne West, Age 4 • Richard, Age 38 • Nancy, Age 34 • Margery, Age 60 • Len, Margery's son, Age 38 • Maria, Age 26 • Maria, Maria's daughter, Age 15 • Charles or Jarvis, Age 60 • James, Age 50 • Tom Dorsey, Age 45 • William, Age 42 • Eliza, Age 26 • Reverdy, Eliza's son, Age 7 • Noble, Eliza's son, Age 5 • Charles, Age 75 • Benedict, Age 65 • Len Queen, Age 50 • Sam Harris, Age 30 • John Butler, Age 35 • John Hayes, Age 21 • George Harris, Age 65 • Len Sweetum, Age 50 • Daniel, Age 80 • Nace, Age 55 • Bernard Butler, Age 35 • William Ware, Age 18 • Thomas Riley, Age 16 • James Blair, Age 12 • Henry Johnson, Age 10 • Francis, Age 8 • Stephen, Age 60 • Anny, Age 20 to 50 • Charles Queen, Age 1 to 7 • Gabriel Isaac Queen, Age 1 to 7 • Eliza Queen, Age 1 to 7 • Adeline Queen • Betsy Ware or West, Age 20 to 50 • Ellen Harris, Age 1 • Harriet, Age 1 to 7 • Ned Harris, Age 20 to 50 • Girl, Matilda's daughter, Age 1 to 7 • Girl, Matilda's daughter, Age 1 to 7 • Catherine • Oswald Harris • Sarah Harris, Age 20 to 50 • Girl, Matilda's daughter, Age 1 to 7 • Boy, Crissy's son, Age 1 to 7 • Girl, Crissy's daughter, Age 1 to 7 • Boy, Crissy's son, Age 1 to 7 • Charles, Age 20 to 50 • Lucia • James • Maria • John • Joseph • Harry Scott • Dinah, Harry's wife • Joseph Greenleaf • Esther, Joe's wife • William Hill • Peter Waters • Stephen • Sarah, Stephen's wife • Bibiana Plowden or Hill • Mary • Elizabeth • Bennett Scott • Clare, Bennett's wife • John • Abraham • Susan Plowden • Priscilla Plowden • Perry Porter • Jared Plowden • Rose Anne Scott • Charlotte Plowden • Sarah Ann Kelly • Mary • Julia Anna Plowden or Hill • John Henry Brown • Child Brown • Dick Plowden or Hill • Greenfield Anthony Green • James Scott • Ferdinand Hill • Sylvester Green • Christina Scott • Harriet Hill • Emeline Green • Eleanor Scott • Mary Green • Susana • Henrietta Hill • Remus Plowden • Lucretia Hill • Mary Jane • Child • Joseph Hill • Mary Elizabeth Hill • Miles Green • Lucy Ann Scott • Esther • Lucinda Green • Rose Scott • Alexander Scott • Child, Age 1 to 2 • Child, Age 1 to 2 • Infant • Nace Butler • Nace Butler • Bibiana Mahoney • Susan Butler • Bridget Butler • Caroline Butler • Basil Butler • Martha Ann Butler • Ann Butler • Gabe Butler • Basil Butler • John Lee • Nace Butler • Anny Butler • Bazile Ford • Emeline Brown • Amanda Brown • Elizabeth Brown • William Brown • Biby Brown • Harriet Ann Scott • Robert Mahoney • John Yorkshire • Zek • Henry • Henry, Nathan's wife • James • John Brown • Nancy Lee • George Henry • Tom Hawkins • Jenny • Bridget • Child • Child • William Harrison • Mary Anne • John Kelly • Thomas Waland • Augustus • Henry • Infant • William Kelly • Peter Adams • Hillary Ford • Clem Langley • Clair • Boy •

What We Inherit

Truth, Repair, and a Promise to the Future

A FIELD TRIP GUIDE FOR TEACHERS

One of the largest slaveholders in America was the Catholic Church. Specifically, the Maryland Jesuits held hundreds of people in bondage for generations, forcing them to work the fields of their plantations and missions.

“What We Inherit” is a traveling exhibit that tells the story of the Jesuits’ enslavement and eventual sale, in 1838, of 314 enslaved men, women, and children. It traces that history to the present day, linking it to the Descendants of those individuals who only recently learned of this chapter in their families’ past. Visitors move through a physical structure that includes audio and visual components and invites them to walk with one of three people — Cornelius Hawkins, age 13; Bibiana Mahoney, age 45; or Peter Queen, age 21 — as their lives unfold.

This guide offers educators a way to prepare students for the themes and questions they will encounter, as well as discussion prompts to deepen learning after the visit. This guide draws on “Who are Isaac Hawkins and Nace Butler?” A 5-Day Lesson Plan on Jesuit Slaveholding in the United States, created by the Jesuit Schools Network of North America in collaboration with the Jesuit Conference of Canada and the United States, the Descendants Truth & Reconciliation Foundation, and Loyola Productions. The full curriculum is available [here](#).

BEFORE YOUR VISIT

Opening Discussion

Invite students to journal or discuss as a group the following prompts:

- Why do we study history?
- When we learn history, what is remembered and what is lost? Who decides?

What We Inherit

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Establish the Facts

The following is a sample script that can be used to establish students' familiarity with the subject matter.

- We're going to experience a traveling museum exhibit called "What We Inherit: Truth, Repair, and a Promise to the Future." It tells the story of people held enslaved and sold by the Jesuits in Maryland.
- (If needed) The Jesuits are an order of Catholic priests and brothers. It might surprise you to learn that this group within the Catholic Church was one of the largest slaveholders in American history.
- No one talked about it for so long that it faded from memory. In 2016, a story in the New York Times used historical records in Jesuit archives and the work of genealogists to uncover the history.
- The story that captured the most attention was that in 1838, the Jesuits needed to pay for some debts that Georgetown University had accumulated. So they sold 314 men, women, and children to two plantation owners in Louisiana. When they did this, they tore families apart.
- Since the news came out, DNA technology and the work of genealogists has helped people learn about their ancestors and find an extended family of other Descendants around the world.
- Descendants and Jesuits have chosen a moral pathway forward that is focused on reconciliation with the sins of the past and a duty to repair the practical harm that lingers today. Reconciliation and restorative justice are essential for healing the enduring trauma of slavery.

- Here's a way to think about that: Wealth, education, and even health are things that families build up from one generation to the next. Each generation can then give the next one more of a head start. But while free Americans were starting to build those things, slavery ensured that Black Americans could not. Even after emancipation, laws continued to prevent that kind of progress for many generations.

Primary Source Exercise

Provide students with a copy of the [1838 Census of People to be Sold](#) from the Georgetown Slavery Archive. Ask them each to choose a name from the list of individuals.

The following questions can be presented for class discussion, as small group discussions, or as writing prompts.

- Who do you think wrote this document?
- What does the document tell you about the person you chose?
- What does it leave out?

Students will meet the list of names again at the exhibit.

Preparation for Challenging Material

The history shared in the exhibit deals directly with slavery and addresses challenging topics such as forced family separation and violence. While the content is appropriate for high school students, the subject matter is somber and heavy. It is recommended that you offer students the opportunity to reflect on their experiences afterward.

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DURING YOUR VISIT

Near the entrance, students will select one of three cards that will provide additional depth and detail about an individual enslaved by the Jesuits. Each of the three people featured on the cards is associated with a symbol; students should look for that symbol throughout the exhibit to learn more.

Ask students to complete the [Student Visit Reflection Sheet](#) as they walk through the exhibit.

AFTER YOUR VISIT

The following activities are recommended to deepen understanding and help students process their experience.

Story Share

Group students by the card they chose at the beginning — Cornelius Hawkins, Bibiana Mahoney, or Peter Queen. Ask each group to share their individual's story with the class.

Group Discussion

The following questions offer opportunities for discussion and may be used independently of one another. Choose the ones that best fit your students and your objectives.

- The exhibit shared that for nearly 150 years, virtually nobody spoke about this history. Why do you think the Jesuits were silent? Why do you think the families were silent?
- Georgetown renamed a building after Isaac Hawkins, whom the Jesuits enslaved. Does this action represent repair? Why or why not?

- The main title of the exhibit is “What We Inherit.” Who is “we”? What do you think the title means?
- When Georgetown created a group to recommend reparative actions after the New York Times story came out, one of the Descendants, Joseph Stewart, said, “Nothing about us without us.” What changes when people who are harmed get a say in how the harms are redressed?
- At the end of the exhibit, visitors are asked to tie a ribbon and make a promise. Why is the ending about visitors and not about ancestors or Descendants?

Optional Writing Exercise

Ask students to choose one of the below prompts:

- Write a letter to the ancestor whose card you chose.
- The organization that created the exhibit is the Descendants Truth & Reconciliation Foundation. What does reconciliation mean to you? What would true reconciliation look like between Descendants and Jesuits?

