**TEACHITCT.ORG SUBMISSION TEMPLATE**

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| **ACTIVITY TITLE**  This will be **HOW** teachers find your activity. Be brief, to the point, and use words that you would use to search for a similar activity. |  |
| **GRADE LEVEL(S)**  Please confirm your activity aligns with the Frameworks by checking the document:  <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>  **You may select more than one grade level, if appropriate. Please keep in mind that the primary sources must also be appropriate for ALL of the grade level(s) selected.** | ⬜ GRADE 3 - Connecticut and Local History  *Students will engage in a yearlong study of Connecticut and local towns. They will analyze the impact of geography, economics, and government structures to study the history and contemporary society of Connecticut and local towns.*  ⬜ GRADE 4 - United States Geography  *Students engage in the study of United States Geography as it relates to the regional cultural, economic, and political development of the United States.*  ⬜ GRADE 5 - Early United States History  *Students engage in the study of events early in United States history from indigenous peoples here prior to colonization through the American Revolution.*  ⬜ GRADE 8 - United States History  *Students engage in the study of events, documents, movements, and people emphasizing 18th/19th century America with a focus on inquiry into the development of the United States as a nation.*  ⬜ HIGH SCHOOL - Civics and Government  *Students engage in the study of civic processes, rules, and laws; examine civic and political institutions; and apply civic virtues and democratic principles.*  ⬜ HIGH SCHOOL - United States History  *Students explore people, events, and movements in United States History from the 1870s to the present with a focus on inquiry into the changes in society, economic development, and the emergence of the U.S. as a global power.* |
| **THEME**  Please choose just one or two themes from the appropriate grade level(s). | GRADE 3:   * Cultural Diversity and a Connecticut State Identity * The Impact of Science, Technology, and Innovation on the Development of Connecticut Towns and the State * Patterns and causes of population development in Connecticut towns and cities * The Influence of Geography on the Social, Political, and Economic Development of Connecticut Towns and the State * Using Evidence to Learn About the Past * The Structure and Function of State and Local Government   Grade 4:   * Human-Environment Interaction * Environment and Climate * Movements of People and Ideas * Defining Regions * Map Reading Skills   GRADE 5/GRADE 8:   * The Struggle for Freedom, Equality, and Social Justice * Cultural Diversity and an American National Identity * Gender Roles in Economic, Political, and Social Life * The Role of Connecticut in U.S. History * Economic Prosperity and Equity * The Impact of Science and Technology on Society * Globalization and Economic Interdependence * The Role of the United States in World Affairs * The Impact of Geography on History   HIGH SCHOOL—CIVICS & GOVERNMENT:   * Rights and Responsibilities of Citizens * Civic Virtues * Democratic Principles and the Rule of Law * Civic Engagement   HIGH SCHOOL—UNITED STATES HISTORY   * The Struggle for Freedom, Equality, and Social Justice * Cultural Diversity and an American National Identity * Gender Roles in Economic, Political, and Social Life * The Role of Connecticut in U.S. History * Economic Prosperity and Equity * The Impact of Science and Technology on Society * Globalization and Economic Interdependence * The Role of the United States in World Affairs * The Impact of Geography on History |
| **TOPIC(S)**  Please consider adding search words that you would use to **SEARCH** for a similar activity. |  |
| **TOWN(S)**  Please list any specific towns referred to in the activity. |  |
| **Historical Background**  75-125 words. Place this activity in the historical context of the time. This section should provide background and context for the teacher. |  |
| **D1: POTENTIAL COMPELLING QUESTION** The question that will give structure to your inquiry-based activity.  Think about what question or questions the students will be able to answer using the tools you supply or after additional related research? | Compelling Question |
| **D1: POTENTIAL SUPPORTING QUESTIONS**  Please be brief, clear, and to the point. What supporting questions need to be answered in order for students to address/answer their compelling question? | Supporting Questions |
| **D2: TOOL KIT of resources**  Indicate what source(s) you are using as the basis for inquiry. Is it a photograph, image, map, political cartoon, etc.? Please cite your source(s), indicating the institution from which the source comes, as well as the title, date, etc. You will be asked to attach a file (.jpg, .pdf, or URL) for each source. | Primary Source #1 |
| Source #2 (optional) |
| Source #3 (optional) |
| Source #4 (optional) |
| Source #5 (optional) |
| **D3: THE INQUIRY ACTIVITY** What actions will students take to explore the **COMPELLING QUESTION**?  This section should be no more than a paragraph or a bulleted list of specific actions. It should be STUDENT-CENTERED and not teacher-driven. |  |
| **D4: COMMUNICATING CONCLUSIONS**  What **ACTIONS** may students take to demonstrate knowledge or understanding? Present suggestions of ways students might communicate conclusions and/or take informed action. These should be STUDENT-DRIVEN and should allow for student choice in the outcomes.  **Please provide at least two options.** | Communication/Action #1 |
| Communication/Action #2 |
| Communication/Action #3 (optional) |
| **Additional resources** Books, articles, websites, cultural/heritage sites, and other activities that directly relate to your activity. Please add as many relevant sources as possible (at least one for each section). | Places in Connecticut to Go: |
| Things to Do: |
| Websites to Visit: |
| Articles to Read: |
| **CONTACT INFORMATION**  Name, email, phone, institution |  |