TEACHITCT.ORG SUBMISSION TEMPLATE

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	