



Connecticut Elementary and Secondary Social Studies Frameworks

COMPANION DOCUMENT

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Coming Soon: Chapters concerning Frameworks

Several Chapters

I. Inquiry Activities

1. 3rd Grade Connecticut Industry & Innovation

Jennifer Murrehy – Area Cooperative Educational Services

What makes an invention or business successful?

<p>Connecticut Social Studies Framework Indicator</p>	<p>Exchange and Markets</p> <p>ECO 3.2: Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p>
<p>Staging the Question</p>	<p>Conduct an introductory inquiry of the goods and services provided in their community. Examine images of local businesses and outline the goods or services they provide. A sample of Connecticut made products can be found here.</p> <p>Interdisciplinary Connection What simple machines are used to make up compound machines like David Bushnell’s <i>American Turtle</i>?</p> <p>Museum Connection Visit/invite a representative of a regional site (e.g. Groton Submarine Museum, New England Air Museum) to experience a particular industry.</p>

<p>Supporting Question 1</p>
<p>What is an economy?</p>
<p>Formative Performance Task</p>
<p>“Madness” design task identifying the goods, services, resources and capital needed to load large machinery onto trucks for transport.</p>
<p>Featured Sources</p>
<p>Source A: “What’s Behind the Connecticut-Made Brand?” WNPR</p> <p>Source B: <i>Capital Resources and the Economy</i> (ISBN: 978-1433373725)</p> <p>Source C: “Artifacts and Displays” Connecticut Air & Space Center</p>

<p>Supporting Question 2</p>
<p>What kinds of laws and policies influence the way people work, live, and do business in our state?</p>
<p>Formative Performance Task</p>
<p>Create a “CT Commercial” highlighting the factors (capital, resources, laws, etc.) that make Connecticut and/or their community a great place to work, live and do business.</p>
<p>Featured Sources</p>
<p>Source A: <i>Uncle Jed’s Barbershop</i> (ISBN 978-0689819131)</p> <p>Source B: <i>Uniquely Connecticut</i> (ISBN: 978-1403445032) or <i>N is for Nutmeg: A Connecticut Alphabet</i> (ISBN: 978-1585361243)</p> <p>Source C: Aerial View of Pratt & Whitney Company, East Hartford, CT c. 1930 CT Historical Society</p>

<p>Supporting Question 3</p>
<p>What are the major industries in Connecticut?</p>
<p>Formative Performance Task</p>
<p>“Where and When” timeline and map illustrating innovations and CT industries using Thinglink or other resources.</p>
<p>Featured Sources</p>
<p>Source A: “Connecticut Companies at World’s Biggest Air Show” WNPR</p> <p>Source B: “David Bushnell and his Revolutionary Submarine”</p> <p>Source C: Bristol Manufacturing Company, Plainville, CT approx. 1870-1920, CT Historical Society</p>

Summative Performance Task	ARGUMENT Multimedia exhibit entry for a “CT Industry Museum.” Identify a CT company, the product or service it offers, how it impacts the economy, and why the company was developed in Connecticut.
	EXTENSION Interview professionals from local and state businesses and government officials to find out more about the importance of innovation in our state.
Taking Informed Action	<p>Understand Explore the contributions of Connecticut inventors (e.g. Gustave Whitehead, flying machine inventor; Mary Kies, first US woman to receive a patent).</p> <p>Assess Create an invention popularity Determine why Connecticut inventors are less well known by creating criteria for invention popularity.</p> <p>Act Students can write letters to the CT legislature to honor lesser-known CT inventors or to explore the Whitehead/ Wright brothers’ controversy.</p>

2. Grades 4-12: “Success with Source Analysis Using ‘DEMO’”, for use with grades 4-12

Strategy developed by Régine Randall, Coordinator of Graduate Reading at Southern Connecticut State University, and Joseph Marangell, Social Studies Instructional Leader for East Haven Public Schools, East Haven, CT

Overview of Strategy:

DEMO is a highly versatile and accessible instructional strategy that allows students to analyze topics and sources using four steps: **define**, **explain**, **explain more**, and **offer additional insights or evidence**. With the increased emphasis on literacy and source analysis in the content areas, this strategy helps students to gather and evaluate evidence in order to draw informed conclusions. Further, this strategy facilitates close reading, as students focus on the precise language and key details of different types of texts. Because this strategy is based on definition, extended explanation, and synthesis, it can foster higher-order thinking skills in all students, whether it is taught face-to-face or in an online environment.

Framing the Activity:

This activity may be used to introduce general (upper elementary) or specific curricular content (middle and high school). The teacher can use one of the unit’s essential, compelling, or supporting questions as a springboard for further inquiry (e.g., “In what ways did FDR’s vision of the ‘four freedoms’ impact or protect the rights and dignity of all people throughout the world?”) or simply to develop an extended response as it relates to a concept (e.g., beauty, innovation, citizenship, terrorism, nature).

Student Brainstorming:

Provide students with a stimulus (e.g., FDR’s “Four Freedoms” speech and Rockwell’s related images) **or** a general area of focus (e.g., What exactly *was* the Cold War?). Ask students to examine the text or think about the topic, and then identify six to ten terms or phrases that best capture their own ideas about it. They should write each one on a separate index card, and then share their cards with a partner. Together, the pair should determine the six most important terms from their combined set of cards. (As appropriate, teachers can adjust the number of terms students are asked to identify although a total of ten terms should be the maximum.)

Step 1: Define

Using the “top three” terms, students should work in pairs to generate an initial response to the question (or definition of the concept). Encourage students to use some terms together in the same sentence in order to improve clarity so the reader can understand how the ideas are connected.

Step 2: Explain

The students should next use their remaining terms to elaborate upon their initial responses. During this time, the teacher should circulate throughout the classroom to provide feedback/guidance, if necessary. In addition, teachers can create a simple text frame to help students of different abilities develop sentences that are coherent and grammatically correct. (It might also be helpful to stop the lesson at this point and ask pairs of students to share their draft responses in order to receive feedback from the teacher/classmates in a whole-class setting.)

Step 3: Explain More

In this segment of the activity, students consider a new source (or sources) to develop a better understanding of the topic by exploring additional perspectives. The teacher might select a political cartoon/propaganda poster, short news/video clip, complementary text, etc. Provide students time to examine the source and think about how it enhances their understanding of the topic. Ask students to elaborate upon their existing responses based on their analysis of this new source.

Step 4: Offer New Opinions, Information, or Insights

Finally, students should “wrap up” their responses by drawing a conclusion or asking a question. It might be helpful to provide students with a set of sentence stems to frame their thinking:

- *One connection I can make...*
- *A question I still have...*
- *The relationship between...and...is...*
- *If we look closely at...we will see that...is different from...*
- *The effects of...were...*
- *Each...played a key role...*
- *Despite the fact that...*
- *Based on the evidence so far, we should...because...*

Adapted from Jeff Zwiers, *Developing Academic Thinking Skills in Grades 6-12*

Gallery Walk:

In the final activity, ask students to synthesize their responses from the four steps by combining their statements on pieces of chart paper. (Encourage them to revise their work, add transitions, etc. as they do this.) Display responses throughout the room, and allow students to travel from station to station to read/comment upon other groups' thinking. Encourage students to ask questions and use symbols (e.g., smiley faces, stars) during this process. The teacher should participate in this activity, too! Finally, students should return to their original posters to read the comments that were left by the other groups.

Assessment:

This activity is an excellent formative assessment tool. The teacher, and at times other students, may quickly address student misconceptions through comments on the poster itself or in subsequent instruction. The gallery walk activity also helps to reframe the inquiry process by allowing students to generate additional questions and engage in a form of “quiet discourse”.

3. 5th Grade Jamestown Inquiry

Paulie Reed – Regional Multicultural Magnet School (New London)

How did cultural differences affect Colonization of the New World?	
Connecticut Social Studies Framework Indicator	<p>Causation and Argumentation HIST 5.9 Explain probable causes and effects of events and developments.</p>
Staging the Question	<ol style="list-style-type: none"> 1. Create a KWL chart to determine prior knowledge of European colonization. 2. Define cultural differences, cooperation and conflict 3. Post compelling question. 4. Working in groups of 4-5, use the Suchman Inquiry Model to analyze 3 <i>Library of Congress</i> primary sources: 1624 Virginia Map; Pocahontas Wedding; Powhatan Tobacco Brand 5. After each round, groups generate one question per document and connect it to the compelling question. 6. Use questions created to synthesize one main idea or question derived from the activity. 7. Students conduct a gallery walk noting how each source supports the main idea/question.

Supporting Question 1
What evidence shows how indigenous people and early colonists viewed each other?
Formative Performance Task
Create a drawing and caption of each perspective shown in the sources.
Featured Sources
<p>Source A: “Thursday, October 11, 1492,” The Diary of Christopher Columbus</p> <p>Source B: Thunder from the Clear Sky (excerpt p. 5-10) (ISBN: 978-0689317750)</p> <p>Source C: Jamestown Period Quotes</p>

Supporting Question 2
How were the indigenous people and the colonists similar and different?
Formative Performance Task
Individually complete the Comparative Cultures Chart. Then, collaboratively create class Venn diagram.
Featured Sources
<p>Source A: Detail of A map of Virginia of 1612, showing Powhatan in the royal wigwam.</p> <p>Source B: “Comparing Cultures”</p> <p>Source C: Comparative Cultures Chart</p>

Supporting Question 3
How did cultural differences impact decisions that were made?
Formative Performance Task
Complete the Conflict and Cooperation Chart
Featured Sources
<p>Source A: “John Smith and Powhatan Exchange Views” (p. 10)</p> <p>Source B: “Native Americans and the Virginia Colony” (p. 9)</p> <p>Source C: Cultures at Jamestown (p. 7-9)</p>

Summative Performance Task	ARGUMENT Write an opinion piece answering the compelling question.
	EXTENSION Students research and make connections to the “Causes of the Pequot War” (ConnecticutHistory.org) that led to the Pequot Massacre in Mystic, Connecticut in 1637, and King Philip’s War (p. 22) 1675-1676.
Taking Informed	<p>Understand Explore the current status of tribal recognition in Connecticut.</p> <p>Assess Outline the various perspectives, including historical and economical, of tribal recognition.</p>

Action	Act In-class panel discussion where students take on the perspective of the various parties and interests.
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4. 6-7th Grade Geography and Maps Inquiry

Kelly Falvey – Connecticut River Academy (East Hartford)

What can maps teach us that other sources cannot?	
Connecticut Social Studies Framework Indicator	<p>Geographic Representations: Spatial Views of the World</p> <p>GEO 6–7.1: Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.</p>
Staging the Question	<p>1) Examine lesser-known maps (use local maps whenever possible). Recommended source: Norse Corporation map. (Accurate background on this map can be read in Newsweek.)</p> <p>2) Discuss the following questions: <i>Could another type of source convey this as clearly and powerfully? Why or why not?</i> Guide class to connect their responses to the compelling question. Related vocabulary: <i>thematic map</i>, the geographic theme of <i>place</i>, and <i>Geographic Information System</i>.</p>

Supporting Question 1
What cultural and environmental characteristics are represented on maps?
Formative Performance Task
Teams analyze different maps and present their interpretations on such topics as the theme of the map, the relevant social studies disciplines, the purpose of the map, and if the map supports or conflicts with their preconceptions.
Featured Sources
<p>Source A: The World’s Languages, in 7 Maps and Charts</p> <p>Source B: These Maps Show Every Country’s Most Valuable Exports</p> <p>Source C: Map related to a current event (i.e. The Refugee Project)</p>

Supporting Question 2
How can we use maps to represent our surroundings and everyday life?
Formative Performance Task
Students will locate digital and/or hardcopy maps and defend why their choice is the best way to convey key environmental and/or cultural features of a geographic region.
Featured Sources
<p>Source A: Library of Congress Map Collection or Perry-Castaneda Library Map Collection (Courtesy of the University of Texas Libraries, The University of Texas at Austin)</p> <p>Source B: Culturegrams database by ProQuest</p> <p>Source C: Map resources provided by teacher and school LMS</p>

Supporting Question 3
How can we use and create maps to find patterns?
Formative Performance Task
Students will create a map with min. two layers of key cultural and/or environmental data of a place; reflection questions will guide students to answer the compelling question.
Featured Sources
<p>Source A: National Geographic Map Maker (Map from National Geographic's MapMaker Interactive)</p> <p>Source B: Poster available by contacting ESRI</p> <p>Source C: National Geographic GIS explanation and graphic</p>

Summative Performance Task	ARGUMENT Students will formulate and support a claim that answers the following question: <i>Why should people learn about World Heritage Sites from an interactive map?</i>
	EXTENSION Using interactive features on Google My Maps, students will display and justify their top 5 cultural and/or environmental World Heritage sites that they hope to travel to.

Taking Informed Action	<p>Understand Identify maps of important cultural and/or environmental features around the world.</p> <p>Assess Explain how the maps support that the proposed site meets the World Heritage requirements.</p> <p>Act Write an email to UNESCO requesting that 1 to 3 new sites be considered as World Heritage Sites. The email will reference maps as supporting evidence.</p>
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5. Grade 6: “Malala’s Mission”

Grade 6 Social Studies Lesson, Joseph Melillo Middle School, East Haven, CT

Teachers: Kristen Raccio and Mary Porto

Lesson Overview:

This lesson supports students’ examination of the compelling question: “How does where you live affect how you live?” The main purpose of this lesson is for students to identify relevant evidence from texts, and to use that evidence to support their own analysis of the compelling question. The lesson is framed around an article and associated video about Malala Yousafzai’s experiences.

Targeted Indicator(s) from the Social Studies Frameworks:

GEO 6-7.5: Explain the connection between the physical and human characteristics of a region and the identity of individuals and cultures living there.

INQ 6-8.8: Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

Lesson Procedures/Activities:

- Begin lesson by posing compelling question and asking students to share their ideas through a whole-class discussion.
- Provide brief introduction to life of Malala Yousafzai. Show video clip from CNN, “The Story of Malala” (<https://www.youtube.com/watch?v=NIqOhxQ0-H8>). Tell students that their job at this point is to watch for information. Ask them to think about the compelling question as they watch the video.
- The teacher will read a short excerpt from *I am Malala* (<https://www.amazon.com/Am-Malala-Stood-Education-Taliban/dp/0316322407>). Ask students to keep mental notes of how Malala’s life is similar to and different from their own.
- Students will read an article from *Junior Scholastic* entitled “Malala’s Mission” (<http://mediaroom.scholastic.com/files/JS-102714-Malala.pdf>). As they read, they will locate evidence to support the question: “How does living in Pakistan affect Malala’s life?”
 - Students will be placed into three groups, based on levels of readiness, for this segment of the lesson:
 - Group 1: Guided reading of article in a small group with teacher. Teacher will provide writing frames to help students organize their thoughts, along with visible vocabulary words/definitions.
 - Groups 2 and 3: Students will be grouped with academic peers and will answer text-dependent questions as they read the article. Students will also have sticky notes to write questions/reactions that they may have. Students in group 3 will also complete a Venn Diagram comparing/contrasting life in the US and Pakistan.

- After students have finished reading and discussing the articles with their partners, they will engage in a short class discussion to ensure comprehension of the article.
- Closing activity: Exit Ticket – Using evidence from the video and texts, explain how living in Pakistan affected Malala’s life. What are three ways that Malala’s life would have been different had she grown up as a teenage girl in the US.

Assessment/Opportunities for Informed Action:

The primary form of assessment will come from students’ exit slip responses. These will be used as a formative assessment to gauge students’ abilities to cite evidence from texts.

The following activities can extend the lesson and provide opportunities for informed action:

- Discuss how Malala went about change and how students can make a change. Discuss ideas of how you can go about informing administration, teachers, and students about your mission.
- Ask the students to brainstorm items that they would like to change or modify in their own school. As a group, students can choose one topic and write a letter to the principal stating what they would like to change as well as recommendations of how such change can occur.

6. Grade 7: “Climate Change: Issues, Solutions, Responsibilities: A South American Perspective”

Grade 7 Social Studies Lesson, Joseph Melillo Middle School, East Haven, CT

Teachers: Ralph Solli and Michael Cuddy

Lesson Overview:

In this multi-day activity, Students will comprehend and analyze material from multiple sources regarding the issue of global climate change, and specifically the lesson’s focal question: “How can Brazil share the responsibility of solving the issue of global climate change?” Ultimately, students will state and defend a proposal for a solution to the issue, and will cite evidence from texts to support this proposal. This lesson fits into a larger unit of study through which students are considering the question: “How does the level of independence within a society impact the responsibilities of its people?”

Targeted Indicator(s) from the Social Studies Frameworks:

- HIST 6–8.1: Use questions about historically significant people or events to explain the impact on a region.
- CIV 6–7.3: Compare historical and contemporary means of changing societies and promoting the common good.
- ECO 6–7.2: Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
- INQ 6-8.10: Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments

Lesson Procedure/Activities:

- Students will independently and collaboratively consult the following resources as they examine the compelling question:
 - Class textbook: *National Geographic World Cultures and Geography*, pp. 198-199: “Rain Forests and Climate Change”
 - “What is the Paris Climate Change Deal?” Video Clip (<https://www.youtube.com/watch?v=3tnDjCA4peY>)
 - Article: “16 Quotes from World Leaders on the Paris Climate Agreement,” *World Economic Forum* website (<https://www.weforum.org/agenda/2015/12/16-quotes-from-world-leaders-on-the-paris-climate-agreement/>)
 - Students’ independent research related to the topic that they retrieved and cited
- Provide students with an organizer that will allow them to record factual information about this topic and begin to analyze key concepts. Possible questions for students to consider:
 - Textbook reading: (1) Since 2000, in what year was deforestation in Brazil the highest? Approximately how many square miles were deforested? (2) Since 2000, in what year was deforestation in Brazil the lowest? Approximately how many square miles were deforested? (3) According to a 2007 report by *National Geographic*, what percentage of the Amazon rainforest has been lost in the last 40 years? (4) Do scientists believe that widespread deforestation of the Amazon rainforest is partially responsible for global climate change? (5) Do scientists believe that the heavy use of fuels that release carbon dioxide into the air contributes to rising earth temperatures? (6) Since the beginning of the 20th century, how many degrees has the average temperature of the globe risen? (7) Is protecting the Amazon and other rain forests around the world critical to the health of the planet?
 - Video: (1) In which category level of Individual Country Assessments is Brazil—sufficient, medium, or inadequate? (2) List 3 world countries which are included in the sufficient category. (3) List 3 world countries which are included in the medium category. (4) List 3 world countries that are included in the inadequate category. (5) What world countries are included in the acronym BRIC? (6) After the burning of fossil fuels, where does deforestation rank in terms of contributing climate change? (6) Given its category status and what you know about the level of deforestation in the country, how would you rate Brazil in terms of the nation’s need to face the issue of and seek solutions for its role in global climate change—high, medium, or low? Provide a rationale to explain your response.
 - Quotes: Direct students’ attention to quotes from President Obama, Barbara Hendricks, Jim Yong Kim, and Bernie Sanders. (1) Which of these 4 statements is the most significant concerning the issue of global climate change? Provide a rationale for your response. (2) Of these 4 statements, which 2 express the opposite point of view from the other? Provide a rationale for your response. (3) Of these 4 statements, which one has the most in common with the current situation of Brazil? Provide a rationale for your response. (4) As a representative of Brazil at the UN conference, what would have been your quoted statement to the world?
 - Student-Generated Question and Response: After examining each source, students should pose their own questions about which they would like to inquire regarding global climate change. Students should research this question using a credible source, provide a citation, and take notes to support it.
- Using all of the information students gathered throughout the activity, they will develop and share their own proposals for potential solutions, and provide a rationale/reasons for these proposals using evidence from the texts.

Assessment/Opportunities for Informed Action:

Students' responses to textual questions will provide formative assessment data throughout this activity. Completed proposals will serve as the lesson's summative assessment. Students can be encouraged to share their proposals using a variety of modalities, including oral presentations, written statements, and posters/images reflecting their own points of view.

7. Grade 8: "The Election of 1800: Jefferson's Vision"

Grade 8 Social Studies Lesson, Joseph Melillo Middle School, East Haven, CT

Teachers: Joe Magaraci and Patricia Scalesse

Lesson Overview:

This lesson will serve as an introduction to Jefferson's presidency following the election of 1800. Students will consider the compelling question: "What impact does a leader's vision have on the nation?" in order to understand the implications of Jefferson's election on policy decisions in US government.

Targeted Indicator(s) from the Social Studies Frameworks:

HIST 8.8: Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

INQ 6-8.6: Gather relevant information from multiple sources while using the origin, authority, structure, context and corroborative value of the sources to guide the selection.

Lesson Procedure/Activities:

- As an opener, ask students to identify three to five characteristics that make an effective president. Allow students to share their responses via whole class discussion.
- Review some of the key issues of the election of 1800 by having students view a graphical storyboard (<http://www.storyboardthat.com/teacher-guide/the-election-of-1800-jefferson-vs-adams>)
- Provide students with an excerpt from Thomas Jefferson's inaugural address. The teacher should read it aloud to the class and ask students to highlight examples of Jefferson's vision for the nation. (Alternatively, the teacher can read it aloud initially, and then have students return to the text individually to locate examples.)
- Next, students should consult the class textbook (*United States History: Beginnings to 1877*) for a close read of how Jefferson's actual policies matched the vision he expressed at his inauguration. It would be helpful to provide students with a copy of the textbook pages so they could mark notes on the reading (e.g. +'s or -'s to indicate Jefferson fulfilling or not fulfilling his statements).
- When students have completed the silent reading activity, ask them to think-share-pair with a partner, followed by a whole-class discussion of students' findings.

- As a closing activity, ask students to return to the list of characteristics they generated at the beginning of the period. Using those criteria, students should write/defend a response in which they evaluate whether Jefferson met the characteristics of an effective president.

Assessment/Opportunities for Informed Action:

Students will submit written responses at the end of the lesson in which they address the following question: “Using the criteria you identified at the beginning of the lesson, did Jefferson meet your characteristics of what makes an effective president? Explain and support your reasoning with evidence from Jefferson’s inaugural address as well as the textbook excerpt.”

8. 8th Grade Great Depression Inquiry
 Kate O’Mara – Regional School District #17

Was FDR right to adopt Keynesian Economic thinking and change the role of government in our lives?

Connecticut Social Studies Framework Indicator	Economic Decision Making ECO 8.1: Explain how economic decisions affect the well-being of individuals, business, and society.
Staging the Question	Show national debt clock and have students develop questions about our national debt.

Supporting Question 1
How did the Great Depression affect Americans?
Formative Performance Task
The Great Depression: A Family’s Choices. Foundations for Teaching Economics. http://www.fte.org/teacher-resources/lesson-plans/efiahlessons/great-depression-familys-choices/
Heterogeneous cooperative groups analyze and compare letters of Americans to the Roosevelts
Gallery walk of images from the Great Depression.
Describe and role-play fractional banking.
Featured Sources
Source A: Bank run scene from “It’s A Wonderful Life”
Source B: Photographs and

Supporting Question 2
How was Roosevelt’s idea different than Hoover’s (and our history of Laissez Faire economics)?
Formative Performance Task
Close read of FDR’s inaugural speech.
Previous Lessons on 1920s as well as free market economy (perhaps during teaching of 2 nd industrial revolution).
Featured Sources
Source A: Roosevelt, Franklin Delano. First Inaugural Address. 4 March 1993. American Rhetoric

Supporting Question 3
How does deficit spending affect our lives today?
Formative Performance Task
Class discussion linking the national debt clock to some of the programs that are the largest expenditures and stems from the New Deal Era
Featured Sources
Source A: U.S. Debt Clock

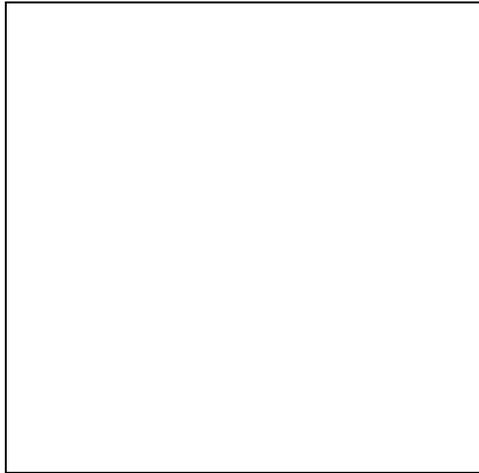
political cartoons from the Great Depression (found online)

Source C: Vera, Anonymous, (no name), RA, RG. "Letters to the Roosevelts" Grade 8 United States & New York History: A Multicultural Perspective. Volume II.

<http://tasell.wikispaces.com/file/view/Grade+8+MULVol+2.pdf>
pp. 115-119

Source B: Various worksheets on credit purchases, historian's opinions on the causes of the Great Depression, and graphs of unemployment of economy. Grade 8 United States & New York State History: A Multicultural Perspective. Volume II

Source C: Textbook/Worksheet listing some of the New Deal programs, guiding the categorization of programs: relief, reform, recovery.



Summative Performance Task	ARGUMENT Students write argument essay on whether or not Roosevelt was right to change the role of government in our lives.
	EXTENSION Selections from <i>The Grapes of Wrath</i> in which rugged individualism is exemplified.
Taking Informed Action	Discuss with family members the changes since the Great Depression and ways in which the government is positively involved in our lives, and the drawback for families individually.

9. 8th Grade Reconstruction Inquiry

Kate O'Mara – Regional School District #17

How did the period of reconstruction signal both change and continuity in the United States?

Connecticut Social Studies Framework Indicator	<p>Change, Continuity, and Context</p> <p>HIST 8.1: Analyze connections among events and developments in historical contexts.</p> <p>HIST 8.2: Classify series of historical events and developments as examples of change and/or continuity.</p>
Staging the Question	Students work in small groups to complete Frayer model of "freedom". Students examine images from the late 1800s to use National Archives "photograph analysis worksheet". These activities help them consider the meaning of freedom to freed slaves.

Supporting Question 1
How did lives change and remain the same for African Americans after the Civil War?
Formative Performance Task
Compare the 13 th amendment to the lives of former slaves ("moment of freedom" with text dependent questions and images).

Supporting Question 2
How did some people respond to the new laws passed after the Civil War?
Formative Performance Task
Connect the reconstruction amendments to the reaction: black codes and a literacy test.

Supporting Question 3
How does bias shape the conclusions we draw about events?
Formative Performance Task
Make a measured timeline tracing change and continuity in US History. Timeline should be from the point of view of either a White Northerner, a White Southerner, or a freedman. Choose 8-10 events from Reconstruction

		(and perhaps 2-3 from outside of this era) and identify whether the event is positive or negative.
Featured Sources	Featured Sources	Featured Sources
<p>Source A: <i>Moment of Freedom</i></p> <p>Source B: Images: At the Cabin Door, First vote, A Visit from the Old Mistress, and The Way They Live. http://nationalhumanitiescenter.org/pds/maai2/freedom/freedom.htm</p>	<p>Source A: Reconstruction Amendments</p> <p>Source B: Sample black codes: https://goo.gl/xfay0E is one example; many available online.</p> <p>Source C: 1965 Literacy Test: http://goo.gl/dMnMtU</p> <p>Source D: Textbook or general secondary source (reconstruction plans and 1876 election)</p>	<p>Source A: SHEG Activity: http://sheg.stanford.edu/intro-materials</p> <p>Source B: Various recollections in <i>Moment of Freedom</i>.</p>

Summative Performance Task	<p>ARGUMENT Summative Assessment: Examining the perspectives of individuals, draw a conclusion whether or not the period of reconstruction signaled more change or more continuity.</p>
	<p>EXTENSION Connect to modern news, for example Georgia integrated prom (CNN Video 2013) or the “enslavement” of migrant workers (CBS Sunday Morning 2015), or other related modern news articles.</p>
Taking Informed Action	<p>Understand: determine whether or not the problems of reconstruction have been solved. A teacher could also ask if the Reconstruction Amendments solved the issues present before the Civil War.</p> <p>Assess: The current status of equality in our nation.</p> <p>Act: find contemporary examples of the effects of reconstruction (positive and/or incomplete)</p>

10.8th Grade Cold War Inquiry
Kate O’Mara – Regional School District #17

<i>Was the U.S. policy of containment effective?</i>	
Connecticut Social Studies Framework Indicator	<p style="color: #1a3a7a;">Causation and Argumentation</p> <p>HIST 8.9: Explain multiple causes and effects of events and developments in the past.</p> <p>HIST 8.10: Organize applicable evidence into a coherent argument about the past</p>
Staging the Question	<p>Say the U.S. Pledge of Allegiance leaving out the words “under God”. Explain history of the pledge and let students develop questions. http://www.ushistory.org/documents/pledge.htm</p>

Supporting Question 1
How did the context post World War II affect American foreign policy?
Formative Performance Task

Supporting Question 2
How to regional conflicts of the Cold War Era reflect U.S. foreign policy?
Formative Performance Task

Supporting Question 3
How did the Cold War lead to both global cooperation and conflict?
Formative Performance Task

Review the end of World War II and examine the destruction in place in Europe.

Consider how U.S. should was involved by comparing the Marshall Plan, the Truman Doctrine, and George Kennan’s “X” article (adapted)

Featured Sources

Source A: *Marshall Plan*

Source B: [Truman Doctrine](#)

Source C: George Kennan’s “X” Article

Source D: [Images of Post-war Europe](#)

Mini-research project conducted to research: Korean War, Vietnam War, Cuban Missile Crisis, Iran Hostages, Soviet Invasion of Afghanistan, and Chernobyl.

Featured Sources

Another small inquiry – students work in small groups to search the State department website for evidence of U.S. cooperation and how we address conflict today.

Featured Sources

Source A: [U.S. State Department: Mission Statement](#)

Source B: In State Department website, two specific programs – one to defeat ISIL and another about “Democracy and Human Rights”. Students could look around the whole site, or look at these two elements.

Summative Performance Task	ARGUMENT Summative Assessment: Examining the perspectives of individuals, draw a conclusion whether or not the period of reconstruction signaled more change or more continuity.
	EXTENSION Connect to modern news, for example Georgia integrated prom (CNN Video 2013) or the “enslavement” of migrant workers (CBS Sunday Morning 2015), or other related modern news articles.
Taking Informed Action	Understand: determine whether or not the problems of reconstruction have been solved. A teacher could also ask if the Reconstruction Amendments solved the issues present before the Civil War. Assess: The current status of equality in our nation.

Act: find contemporary examples of the effects of reconstruction (positive and/or incomplete)

11.8th Grade Reconstruction and Race Relations Inquiry

Tony Roy – Connecticut River Academy (East Hartford)

Is the history of race relations in America a story of progress?

Connecticut Social Studies Framework Indicator	Change, Continuity and Context HIST 8.2: Classify series of historical events as examples of change and/or continuity.
Staging the Question	Snapshot in Time: Post 10 images detailing African American history. Students view the images, taking note of the date and if the image shows progress. Next, students respond in writing to the compelling question. As a class, discuss the students' responses, with attention to the idea of progress and how students determined progress by viewing the images. https://goo.gl/3h3em4

Supporting Question 1

How were members of the African Diaspora civically engaged in local, national, and international contexts?

Formative Performance Task

Create a Civic Engagement Map detailing the places, people and civic actions taking place.

Featured Sources

Source A: "Ebenezer Bassett's Historic Journey," *African American Connecticut Explored*. <https://goo.gl/gukWUE>

Source B: "Distinguished Colored Men" <http://goo.gl/rQ7t2Y>

Source C: Civic Engagement Map Activity

Supporting Question 2

Did race relations improve as a result of the Civil War and Reconstruction?

Formative Performance Task

Write a formal letter explaining whether Bassett's experience was similar to or different from other African Americans.

Featured Sources

Source A: Frederick Douglass letter to Ebenezer Bassett.

Source B: J.M. Langston letter to William H. Seward, Secretary of State

Source C: Rebecca Primus letter to Family, April 7, 1866.

Supporting Question 3

What historic and contemporary examples of change and continuity in race relations exist?

Formative Performance Task

Write a paragraph explaining whether a selected current event related to race relations is an example of progress.

Featured Sources

Source A: Rebecca Primus letters to Family, June 2, 1866

Source B: "Poll Finds Most in US Hold Dim View of Race Relations," *New York Times* <http://goo.gl/AiYpRR>

Source C: Relevant Current Events

Summative

ARGUMENT Compose a formal letter to your US Representative explaining whether a current event connected to

Performance Task	<p>race relations is an example of progress and stating the politician should approach similar issues in Congress.</p> <p>EXTENSION Working in small groups the students contribute to a class wide, or grade wide, bulletin board or display detailing a timeline of events. The descriptions of the events include an image, brief description and evaluation of the event as a moment of progress or setback. Once complete students evaluate the display and draw further conclusions related to the compelling question.</p>
Taking Informed Action	<p>Understand Explore the connection between self-segregation in schools and overall school climate issues such as bullying.</p> <p>Assess Examine the current status of self-segregation in the school based on gender, race, and social status.</p> <p>Act Work with school staff and administration to build interest in and execute a Mix-it-Up at Lunch event.</p>

12.9-12th Grade Post-WWII CT Inquiry
Neal Benson – Connecticut River Academy (East Hartford)

How did the US change as an industrial society following WWII?

Connecticut Social Studies Framework Indicator	Change, Continuity and Context His 9-12.1: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
Staging the Question	View the U.S. Office of Price Administration film What's happened to Sugar . During the video, groups take note of the key details on slips of paper, contributing each note to a group pile. Groups work collaboratively to organize like ideas. Individuals write one sentence responding to the compelling question.

Supporting Question 1
How did business and industry change in the post-war period?
Formative Performance Task
Create a "T-Chart" detailing advantages and challenges for each company as they switch from war to peacetime production.
Featured Sources
Source A: Post-War Production Plan (Courtesy of the New Britain Industrial Museum)
Source B: Universal Letter (Courtesy of the New Britain Industrial Museum)
Source C: Duggan Plan (Courtesy of the New Britain Industrial Museum)

Supporting Question 2
How did suburbanization show contradictions in post WWII American society?
Formative Performance Task
Socratic seminar and written reflection addressing the supporting question in terms of the featured sources.
Featured Sources
Source A: Race Restrictive Covenants in Property Deeds
Source B: Levittown Brochure (PDF)
Source C: On the Line: How Schooling, Housing, and Civil Rights Shaped Hartford and its Suburbs (Data Visualizations: Tables, Charts, Maps)
Source D: Family Fallout Shelter Brochure or Duck and Cover Civil Defense Film

Supporting Question 3
To what extent were the experiences in Connecticut during the Cold War representative of a larger historical context?
Formative Performance Task
Create a Venn-diagram comparing and contrasting key features of CT and U.S. post-WWII economy.
Featured Sources
Source A: Home Front: Connecticut During World War II
Source B: Overview of post-WWII economy
Source C: Dear Mr. Veteran

Summative Performance Task	ARGUMENT Compose an argumentative essay addressing the compelling question.
	EXTENSION Working as a class create an index of local businesses established during or prior to WWII. Include a description, address, and current image of building.
Taking Informed Action	Understand Explore the current implementation status of the 1989 state Supreme Court case <i>Sheff v. O'Neill</i> . Assess Examine a variety of perspectives on implementation and purpose of the court case. Act Submit a comment to a local/statewide digital news article related to school funding or <i>Sheff v. O'Neill</i> . Comments will provide facts and express an evaluation of the state's implementation of the judicial ruling.

13.9-12th Grade Congressional Approval Inquiry
Justin Taylor – Bulkeley High School (Hartford)

Why do we have a love/hate relationship with Congress?

Connecticut Social Studies Framework Indicator	Civic and Political Institutions CIV 9-12.5: Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level.
Staging the Question	<ol style="list-style-type: none"> 1) Project a graph of congressional approval ratings. Think-pair-share: What do you see? What might account for the fluctuations? What are your general takeaways about Congress as an institution? 2) Provide information about Congress’ popularity according to this poll. Given this information, ask students to project how often members of Congress are re-elected. 3) Project a graph of House and Senate re-election rates. Think-pair-share: What do you see? How does what you see compare to what you projected? What might help explain what we see?

Supporting Question 1
Why are congressional approval ratings so low?
Formative Performance Task
Students will complete an evidence based claims tool for each article.
Featured Sources
Source A: “It’s Official: The 112th Congress was the most polarized ever”
Source B: “Ending the Permanent Campaign”
Source C: “11 Members of Congress who are Sick of Fundraising”

Supporting Question 2
Why do we love our congressional representative?
Formative Performance Task
Students will complete a triple Venn diagram to compare and contrast their findings from the relevant sources.
Featured Sources
Source A: Sally Friedman, Dilemmas of Representation: Local Politics, National Factors, and the Home Styles of Modern U.S. Congress Members (p. 3-5).
Sources B and C: Student selected news stories illustrating how their representative presents themselves to their constituents.

Supporting Question 3
What constitutional and/or institutional changes can be made to improve effectiveness and approval ratings?
Formative Performance Task
Fishbowl discussion in which students discuss, debate, and attempt to reach consensus on the top three ways to reform Congress.
Featured Sources
Source A: 22 Simple Reforms that Could #FixCongress Now
Source B: Congressional Approval Rating Languishes at Low Level
Source C: “Reforming the House: Three Moderately Radical Proposals”

Summative Performance Task	ARGUMENT Students will communicate their findings of the forces which help explain our paradoxical relationship with Congress through an op-ed .
	EXTENSION As an extension, students may develop an aid that supports the primary arguments of the op-ed (e.g., Prezi, infographic, video documentary, podcast, brochure, etc.).
Taking Informed Action	<p>Understand Consider a more historical lens to view Congress, studying what factors seemed to contribute to higher congressional approval ratings at earlier points in history. Could those factors be replicated today?</p> <p>Assess Students may answer the question: do you believe that your representative deserves to be reelected?</p> <p>Act Develop a campaign artifact that either supports or opposes their representative’s bid for reelection.</p>

14. Grade 9: “Blood Diamond” Lesson

Lesson Overview:

In this multi-day lesson, which is part of a larger unit on imperialism, students will analyze the long-term effects of imperialism on Africa, specifically related to the “blood diamond” trade. The lesson is centered around the compelling question: “How does imperialism affect the world today?” as well as the lesson-specific supporting question: “What impact does the blood/conflict diamond trade have on Africa?”

Targeted Indicator(s) from the Social Studies Frameworks:

HIST 9-12.1: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9-12.5: Analyze how historical contexts shaped and continue to shape people’s perspectives.

INQ 9-12.8: Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9-12.10: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Lesson Procedure/Activities:

- In previous lessons, students should have examined the background causes for the age of imperialism as well as the associated motives. Begin the lesson by asking students to share what they know about the diamond industry, and specifically the topic of “blood diamonds”.
- Share an article with students that provides them with an overview of the topic. One possible article is [“What are ‘Conflict Diamonds’?”](#) from CNN. (You might provide students with a variety of articles to support multiple reading levels within one class.)
 - Use this article (or selection of articles) to have students practice locating evidence in support of a claim that they generate related to this individual source. (Consider providing students with an answer frame that includes sections to identify a claim, locate a quote, address a counterargument, discuss the implications/significance of the topic, etc.).
 - Next, students will view the documentary entitled “Blood Diamonds: The True Story” and will take notes on a viewing guide that is organized into the following sections:
 - Describe the conflict (who is involved, why are they involved, what is happening to the people involved? etc.)
 - Describe the world’s reaction to this (what did people try to do once they found out about it, what effect did this have on conflict diamond trade? etc.)
 - Ideas, stories, or information that is new to you, shocks or angers you
 - Final reflection: Which motive of imperialism was most prevalent? Defend your position with specific information from class notes and the video. (As an alternative to a written assessment here, the teacher may elect to have students engage in a Socratic seminar in which they reflect upon their learning about this topic.)

Assessment/Opportunities for Informed Action:

The following summative assessment opportunities will allow students to synthesize their learning from the two sources they examined during the lesson:

Choice #1: Write an article for your school newspaper

- write a 300-500 word article that discusses the who, what, when, why, where of the situation
- include specific information from the documentary we watched, notes we have taken, and discussion

Choice #2: Informational pamphlet

- create a pamphlet that explains the situation, how it started and what a person can do to help stop what is going on
- include pictures, graphs and charts to help people understand what is going on
- include specific information from the documentary we watched, notes we have taken, and discussion

Choice #3: Informative Poster

- create a poster that explains the plight of the African people because of the the blood diamond trade has created

Choice #4: Public Service Announcement

- create a PSA that warns the public about possible purchase of blood diamonds
- explain the who, what, when, why, where of the diamond trade

15. Grade 10: “Connecticut Bill Tracking Project”

Grade 10 US Government/Civics Project, East Haven High School, East Haven, CT

Teachers: Ann Bodurtha, Jamie Gaudio, and Peter Hearty

Project Overview:

The purpose of this project is for students to learn about the legislative process in Connecticut by tracing the progress of a self-selected bill from its introduction through its potential passage into law. Students will use the Connecticut General Assembly website (<https://www.cga.ct.gov>) to conduct research. The project supports the following compelling question as identified in Connecticut’s Elementary and Secondary Social Studies Frameworks: “Are deliberation and compromise necessary for political decision making?”

Targeted Indicator(s) from the Social Studies Frameworks:

CIV 9-12.11: Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

CIV 9-12.12: Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

INQ 9-12.6: Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9-12.10: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Project Sequence/Activities:

- Prior to students conducting their research, it is important for them to have a general understanding of the bill-making process and timeline. The teacher may wish to develop a lesson in which students in the class examine the components of a teacher-selected bill, along with associated testimony, to be able to differentiate between different perspectives and procedural elements. (The Structured Academic Controversy approach, <http://teachinghistory.org/teaching-materials/teaching-guides/21731>, works well for this purpose, since students must consider various viewpoints and then attempt to build consensus within small groups.)
- Students might find an introduction to navigating the CGA website helpful, particularly in terms of accessing bills/timelines/testimony for their projects.
- As students work on the project, the teacher should facilitate their research as they locate/analyze the following items:
 - Copies of the original and final versions of the bill
 - A two-paragraph description of the bill, in the student's own words, including the purpose of the bill and its anticipated effects. Why has this bill been proposed? What effect do you think it will have?
 - Copies of testimony from the public hearing on the bill. Include testimony from at least four individuals or organizations, representing opposing views.
 - A summary (2 pages) of the positions taken on the bill, both for and against it. Indicate characteristics of the people/groups that are for/against the bill, and explain why they have taken their respective positions. Include an important quote, correctly cited, from at least four different sources.
 - Two current news articles about the issue that is the subject of the bill. (This could include an article about the need for the bill, the legislature's debate over the bill, or an article about similar legislation in another state. Articles may be no more than 12 months old.)
 - A five paragraph argumentative essay stating your group's position on the bill. This essay must include a counterclaim and a rebuttal of the side with which the group disagrees.
 - An individual reflection, 1 page minimum, on why the student chose to report on this bill, and what changed should be made to improve it. The student may also include reflections on the legislative process in Connecticut (one per student).

Assessment/Opportunities for Informed Action:

Students will compile their research electronically and share their sources with the teacher at designated checkpoints throughout the project. Students' progress in accessing relevant information/resources will provide the teacher with formative assessment data throughout the project.

Students' final summative projects will be assessed based on the quality of their written responses (i.e., summary/analysis of bill, argumentative essay, individual reflection).

The teacher will encourage students to interview the sponsor(s) of their selected bills and report upon their findings. As a culminating experience, visit the State Capitol to see the legislative process in action and engage in question/answer sessions with their local representatives.

Grade 11: "Overview of the Great Depression"

Grade 11 U.S. History Lesson, East Haven High School, East Haven, CT

Teachers: Kerri Cannavaro, Adam Gardner, Raymond Johnson, Kathy Gavigan, Mark Tolla, Tony Vaspasiano

Lesson Overview:

This lesson will serve as an introduction to the Great Depression era, specifically related to the ways in which economic hardships impacted society. The lesson will be structured around the examination of several texts that support this topic as well as the unit's larger compelling question: "How is the 'American memory' defined by our nation's triumphs and tribulations?"

Targeted Indicator(s) from the Social Studies Frameworks:

HIST 9-12.2: Analyze change and continuity in historical eras.

HIST 9-12.4: Analyze how historical contexts shaped and continue to shape people's perspectives.

INQ 9-12.1: Explain how a question reflects an enduring issue in the field.

INQ 9-12.10: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Lesson Procedure/Activities:

- Students will review and brainstorm major concepts of the 1920s (e.g., consumerism) leading into the early 1930s (Great Depression)
- Project the following images and quote for students to examine. Facilitate a whole-class discussion in which students share their observations and establish connections among the sources.
 - "There's No Way Like the American Way":
https://upload.wikimedia.org/wikipedia/commons/d/d7/American_way_of_life.jpg
 - Image of a bread line: <http://cdn.history.com/sites/2/2014/01/PG7319-P.jpeg>
 - "Income inequality affects every state and region in the country." –Economic Policy Institute (2015)
- Students will next be divided into small groups to examine three additional sources relevant to the topic under study. In their groups, they should gather evidence supporting the question: "What is better for the economy—spending or saving?", might also be provided.

- “Personal savings since the 1920s” chart, available at <http://www.bankrate.com/finance/retirement/20-years-of-spending-saps-savings-1.aspx>
- “A Wise Economist Asks a Question” political cartoon: <http://www.loc.gov/pictures/item/acd1996005778/PP/>
- Informational passage on installments from *The Perils of Prosperity, 1914-1932*, by William E. Leuchtenburg (available through the DBQ Project, Depression DBQ).
- Students will independently write a final response to the lesson’s guiding question using evidence from the sources.

Assessment/Opportunities for Informed Action:

Using the sources from the lesson as well as students’ experiences/prior knowledge, they will generate a written response to the question: “Is it better for American citizens to spend or save their wealth?” If appropriate, they can apply their learning to current economic situations within their own community in order to determine relevant ways of taking informed action.

16. 11th Grade LBJ’s War on Poverty
Ian Lowell – Monroe Public Schools

How effectively was the issue of poverty addressed in the 1960s?

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How did intellectuals and political leaders address the issue of poverty in th 1960s?	How did popular culture address the issue of poverty in the 1960s?	What were the goals of Johnson’s War on Poverty? How effective was Johnson in meeting those goals, both in the short term, and the long term?	What questions do you have on poverty in the 1960s or today?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Read Station: Students in small groups select a reading and then share 2 meaningful quotes and a brief summary of their text with the group Michael Harrington The Other America Martin Luther King Jr. The Other America speech at Stanford University Lyndon B. Johnson Commencement Address at University of Michigan Lyndon B. Johnson State of the Union 1964	Listen Station: In the Ghetto by Elvis Presley The Tennessean article about the song Lyrics and discussion question	Look Station: War on Poverty from The Century w/Peter Jennings ABC News (clip 12:53 - 13:50) LBJ Campaign Ad for War on Poverty War on Poverty 50 Years later Fox News James Rosen Great Society Programs Chart Poverty Graph 1959- 2009 Poverty by Gender Poverty by Race/Ethnicity	Students will reflect on their notes to draw observations and develop a question of their own (or in a small group) to research for homework or in class the next day.
Featured Sources	Featured Sources	Featured Sources	Featured Sources

<p>Inquiry Standard</p>	<p>INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>
<p>Staging the Compelling Question</p>	<p>When Lyndon Johnson was elected in 1964 he initiated what he called "The Great Society". This was, in some ways, an extension of the programs started under Franklin Roosevelt's "New Deal". Johnson's domestic agenda included two primary areas of focus. First, was a commitment to improving Civil Rights? Inspired by Michael Harrington's <i>The Other America</i> as well as his own experiences growing up and teaching in rural Texas, Johnson also felt strongly about the issue of poverty and sought to address it directly as President. This second piece of The Great Society was dubbed "The War on Poverty" and is the focus for this inquiry.</p>

<p>Summative Performance Task</p>	<p>ARGUMENT Students participate in a Socratic Seminar/Fish Bowl Discussion of the compelling question, AND/OR students could write an argumentative essay answering the compelling question drawing on evidence from the inquiry activity to support their conclusions.</p>
	<p>EXTENSION Teachers could require students to find an additional source to share with the class that would enhance their understanding of the issue such as a political cartoon, secondary source, etc.</p>
<p>Taking Informed Action</p>	<p>UNDERSTAND Students write about the reasons for Johnson's successes and failures in the War on Poverty and assess the overall effectiveness of his programs. This could include explaining why Johnson's War on Poverty did not eradicate poverty in America.</p> <p>ASSESS Students could assess the relative effectiveness of past programs and write to local, state, or national legislators and/or agencies that deal with poverty to suggest a course of action to deal with the issue of poverty today.</p> <p>ACTION While informed action can take many forms and look quite different- depending on the topic of the Look, Listen, Read, Research Model, for this model students could do a variety of tasks. Some examples include organizing a food drive at their school to combat hunger, raise money to sponsor families in poverty within their communities, organize a trip to a food pantry or soup kitchen to volunteer, create bumper stickers or PSAs to show at school to raise awareness and inspire action to prevent hunger in the community.</p>

II. Sample Curriculums

1) Elementary Social Studies Curriculum Grade 1 Ellington Public Schools

Social Studies Curriculum Overview for Grades K-4

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Unit 1:	Unit 1: Our Community: What makes our community (class, town) special?	Unit 1: Rights and Responsibilities of Citizens in the Community	Unit 1: Becoming a Social Scientist in Ellington	Unit 1: Defining Regions Across the U.S.
Unit 2:	Unit 2: Our Community in the Past: How has our community changed over time?	Unit 2: People and Groups Who Make a Difference	Unit 2: CT - Geography and Economy Geo/Econ	Unit 2: Movement of People and Ideas to/in the U.S.
Unit 3:	Unit 3: Our Community & Others: How does our community compare to other communities?	Unit 3: Remembering the Past	Unit 3: CT - Civics and History History/Civics	Unit 3: Human-Environment Interaction in the U.S.

Course Title:	Grade 1
Course Description:	Students will use inquiry to expand their understanding of community. Topics include what makes Ellington special, how communities have changed over time, and how communities are different around the world. As a final project, students will identify an area of need in a community and plan a fundraiser to help the people in this area.

Grade 1 Curriculum Map – Timelines and Pacing

Unit 1 Trimester 1	Unit 2 Trimester 2	Unit 3 Trimester 3
Our Community: What makes our community (class, town) special?	Our Community in the Past: How has our community changed over time?	Our Community and Others: How does our community compares to other communities?

Unit 1

Name of the unit: Our Community - What makes our community (class, town) special?	Length of the unit: 1st Trimester
Purpose of the unit: Students will investigate what makes Ellington special by exploring roles, places, geography, and climate of our community.	

Content and Literacy Standards Addressed in this Unit:

Content Standards:	Literacy Standards:
History	Reading:

<p>HIST 1.8 Generate possible reasons for an event or development in the past.</p>	<p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>
<p>Geography</p> <p>GEO 1.1 Construct maps, graphs, and other representations of familiar places.</p> <p>GEO 1.2 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</p>	<p>Writing:</p> <p>W.1.7 Participate in shared research and writing projects</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p>
<p>Civics</p> <p>CIV 1.1 Describe roles and responsibilities of people in authority</p> <p>CIV 1.2 Explain how all people, not just official leaders, play an important role in the community.</p> <p>CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>CIV 1.4 Apply civic virtues when participating in school settings.</p> <p>CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</p> <p>CIV 1.6 Explain the need for and purposes of rules in various settings in settings inside and outside of school.</p> <p>CIV 1.7 Explain how people can work together to make decisions in the classroom.</p>	<p>Speaking and Listening:</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1a Follow agreed-upon rules and discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p>
<p>Economics</p> <p>ECO 1.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>ECO 1.4 Explain how people earn income.</p>	<p>Language:</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>
<p>Inquiry Standards:</p>	

<p>Big Ideas/Enduring Understandings: <i>Big ideas to explore, discuss, and analyze.</i></p>	<p>Compelling Questions: <i>Guiding questions that support student inquiry into toward key understandings and concepts. Color coded by Content standard.</i></p>
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<p>Everyone belongs to a community.</p> <p>Roles are important to a community. People and businesses are a necessary component of a community.</p> <p>Geography affects a community.</p>	<p>(C) How do rules help our community be successful?</p> <p>(H) How do I learn about the community I belong to?</p> <p>(C) What are the roles within my community and why do we have them?</p> <p>(E) How do people and businesses make my community successful?</p> <p>(G) How does geography affect my community?</p>
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Dimension 2: Disciplinary Concepts <i>Students will know or understand...</i>	Dimension 1 & 3: Inquiry, Use of Evidence & Literacy Skills: <i>Students will be able to ...</i>
<p>Geography:</p> <ul style="list-style-type: none"> - Map features such as man-made and natural landforms like mountains, water, roads, buildings, title, key - Understand the purpose and use of a map - How geography impacts our community <p>Civics:</p> <ul style="list-style-type: none"> - Understand why we have and need rules - Understand why we have and need community roles <ul style="list-style-type: none"> - Emergency responders: police, fire, ambulance - Businesses: grocery store, farming, bank, gas station, restaurants - Service: teachers, librarians, doctors, mail carriers, mechanics, Public Works - Community Leaders: Superintendent, Principal <p>Economics:</p> <ul style="list-style-type: none"> - The role of money to buy goods and services - People and businesses contribute to a successful community. - Goods that are produced within Ellington - How people earn a living within Ellington <p>History</p> <ul style="list-style-type: none"> - Understand where I live and that I'm part of a community - Understand ways I can learn about my community - Understand that smaller communities work together to make a larger community 	<ul style="list-style-type: none"> <input type="checkbox"/> gather relevant information from 1 source to support investigation <input type="checkbox"/> present a summary of information orally <input type="checkbox"/> ask and answer questions about a topic investigated <input type="checkbox"/> determine and explain the importance of a location <input type="checkbox"/> use listening, consensus-building, and voting to decide on class rules <input type="checkbox"/> make connections from class rules to school rules <input type="checkbox"/> label places on a map <input type="checkbox"/> participate and follow rules in conversation <input type="checkbox"/> add drawings to visual displays <input type="checkbox"/> sort vocabulary words (roles) into categories <input type="checkbox"/> distinguish between pictures and labels when looking at maps

Academic Vocabulary:	Community, Public Works, map key, Goods, Service, Business, Geography, Landforms (Mountains, Water, Lake), Man-made (Roads, Buildings), Successful, Roles, Responsibility, Rules, Income, Resources, Location
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Suggested Key Learning Activities (i.e. mini-lessons, QFT/Inquiry Activities, Technology Integration)

Introduce what is a community and describe what communities I belong to and how they are interrelated to a larger community (i.e. school, town, sports team, family, neighborhood, church, social organizations/clubs)
Describe the purposes of rules and create classroom rules
Investigate the school community, take pictures, describe people and roles (use skitch tech tool) (to understand how we learn about our community)
Lessons on map features, landforms, man-made features
Use an interactive map of Ellington to study map features and add community locations
Lessons on the roles and responsibilities of people and businesses in the community
Introduce students to the people in the community (technology, videos, stories, guest speakers, use of photographs and images)
Independently (home project) Students go to community location, take or draw a picture, describe the place and role in community, interview a person about their role (what do you do? what is your job?), and share with class
Lessons on the purpose and use of money in exchange for goods and services, which includes how people earn money (income): potential economic resource

Dimension 4: Communicating Conclusions and Taking Informed Actions: (Include description, prompt & standards; task and rubric included in appendix.)
<ol style="list-style-type: none"> 1. Create classroom rules 2. Investigate and share place and role in school community (skitch/tech standard) 3. Present and share one community location 4. As a class, create a map with community locations to understand the roles in the community to reference throughout the unit.

Resources (Texts & Media):

- Map of Ellington (current and past)
- A to Z Reading (search terms: neighborhood, community, community helper, map, city)
- Text: *Me on the Map* by Joan Sweeney
- Text: *Where Do I Live* by Joan Sweeney
- Economic Resource: <http://www.kidseconposters.com/clientuploads/directory/pdfs/TGKEP22.pdf>
- Epic! Website for digital texts (you can sign up for free!)
- PebbleGo! Social Studies database - topics include living in different types of communities (city, rural area, desert, etc.)

Student Supports and Extensions (Additional Supports for students performing above or below grade level):

- Various maps of different towns and locations to compare maps
- Bringing special guests into the classroom or using technology to skype with guests
- Bus tour or field trip to various parts of the town
- Students interview people in various community roles

<http://www.agfoundation.org/projects/thank-a-farmer> (information about the program; I attached a letter template too that they will write with a partner about what they love from farms and why, as well as draw a picture – i.e., I love getting pumpkins from farms around Halloween because I like to make Jack-o-Lanterns.)

http://www.agfoundation.org/files/Pumpkin_Letter.pdf (letter from a farmer that I was going to read to class prior to their letter writing)

Epic has two books that you can pull pieces from is you search for “farming” (Food and Farming: Then and Now; Life in a Farming Community)

Unit 2

Name of the unit: Our Community in the Past - How has my community changed over time?	Length of the unit: Trimester 2
Purpose of the unit: Students will learn how historians learn about the past by investigating how schools have changed and how Ellington has changed over time.	

Content and Literacy Standards Addressed in this Unit:

Content Standards:	Literacy Standards:
<p>History</p> <p>HIST 1.1 Compare life in the past to life today.</p> <p>HIST 1.3 Compare perspectives of people in the past to those in the present.</p> <p>HIST 1.4 Identify different kinds of historical sources.</p> <p>HIST 1.5 Explain how historical sources can be used to study the past.</p> <p>HIST 1.6 Identify the maker, date, and place of origin for a historical source from information within the source itself.</p> <p>HIST 1.7 Generate questions about a particular historical source as it relates to a particular historical event or development.</p>	<p>Reading:</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
<p>Geography</p> <p>GEO 1.2 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</p> <p>GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental character</p>	<p>Writing:</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as</p>

	needed.
<p>Civics</p> <p>CIV 1.4 Apply civic virtues when participating in school settings.</p> <p>CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</p> <p>CIV 1.9 Describe how people have tried to improve their communities over time.</p>	<p>Listening & Speaking:</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1a Follow agreed-upon rules and discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1c Ask questions to clear up any confusing about the topics and texts under discussion.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4 Describe people, places, things and events with relevant details, expressing ideas, thoughts, and feelings.</p>
<p>Economics</p> <p>ECO 1.1 Explain how scarcity necessitates decision-making.</p> <p>ECO 1.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>ECO 1.4 Explain how people earn income.</p>	<p>Language:</p> <p>L.1.1e Use verbs to convey a sense of past, present, future (Yesterday I walked home; today I walk home; Tomorrow I will walk home)</p> <p>L.1.2a Capitalize dates and names of people</p>
Inquiry Standards	

<p>Big Ideas/Enduring Understandings: <i>Big ideas to explore, discuss, and analyze.</i></p>	<p>Compelling Questions: <i>Guiding questions that support student inquiry into toward key understandings and concepts. Color coded by Content standard.</i></p>
<p>Communities change over time.</p> <p>Historians study a variety of sources to learn about the past.</p>	<p>History: How do we compare life in the past to the present?</p> <p>Civics: How have the roles and rules in my community changed over time?</p>

	<p>Economics: How have town and school resources changed as our community has developed?</p> <p>Geography: How has our town changed geographically?</p>
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Dimension 2: Disciplinary Concepts <i>Students will know or understand...</i>	Dimension 1 & 3: Inquiry, Use of Evidence & Literacy Skills: <i>Students will be able to ...</i>
<p>History:</p> <ul style="list-style-type: none"> - schools and towns change over time - what a historian is and does - there are different sources used to study the past - the difference between the past and present - what a primary source is <p>Geography</p> <ul style="list-style-type: none"> - how geography characteristics look different from the past to today <p>Civics</p> <ul style="list-style-type: none"> - how the community roles and rules have and have not changed (what is similar and what is different) - how people have worked to improve or develop the community <p>Economics</p> <ul style="list-style-type: none"> - how local businesses have changed or developed as the town has grown - how population affects the community - how people earned a living in our community in the past 	<ul style="list-style-type: none"> <input type="checkbox"/> generate questions about historical sources <input type="checkbox"/> identify and compare images and photographs from the past to the present <input type="checkbox"/> develop a timeline <input type="checkbox"/> gather relevant information from a primary source <input type="checkbox"/> identify the types of sources historians use including a primary source and images/photographs <input type="checkbox"/> identify the facts and concepts related to inquiry questions <input type="checkbox"/> construct an explanation using correct sequence when using timelines <input type="checkbox"/> explain how people address community needs <input type="checkbox"/> use consensus building and voting when taking action and making decisions <input type="checkbox"/> identify geographical characteristics to describe places <input type="checkbox"/> develop a shared piece of writing to inform an audience <input type="checkbox"/> use words to describe events chronologically <input type="checkbox"/> use capitals and punctuation in titles and dates correctly

Academic Vocabulary:	change, (primary) source, witness, historian, past, present, compare, contrast, artifact, development, history, rules, roles, geography, resources, photograph, similar, different, statement, question, timeline, population, improve/improvement
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Suggested Key Learning Activities (i.e. mini-lessons, QFT/Inquiry Activities, Technology Integration)

QFT: Article or photograph from the past to model and facilitate how to generate questions
Lesson on the difference between the past and the present.
Create a timeline to show past and present using their own life. (5 events)
Lessons on what a historian is and how historians gather information about the past (sources, origin, date).
Compare past and present photographs and images (school and town) sorting into categories and identifying what is similar and what is different. (Suggested use of two large hula hoops as a Venn Diagram to support sorting)
Lessons on the difference between school life now and in the past (i.e.: 25 years ago, 100 years ago)
Interview an older member of their family such as a grandparent or a community member (school, senior citizen) about their school experiences
Lessons that compare the geography, resources and roles of Ellington now to the past.

Dimension 4: Communicating Conclusions and Taking Informed Actions: (Include description, prompt & standards; task and rubric included in appendix.)
Share and present timelines and interviews.
Class Project: Develop a time capsule (to demonstrate understanding of a primary source; students will include artifacts that represent and are relevant to the present which future generations could use to study and learn about Ellington today).

Resources (Texts & Media):

- Text: *Images of America - Ellington series*
- Text: *Images of America - Crystal Lake*
- Pebble Go - Long Ago and Today (homes, school)
- Digital Timelines
- Google Earth

Student Supports and Extensions (Additional Supports for students performing above or below grade level):

- Guest speaker to share experiences
- Field trip to an old schoolhouse (Wallop School Museum in Enfield)

Unit 3

Name of the unit: Our Community & Others - How our community compares to other communities?	Length of the unit: 3rd Trimester
Purpose of the unit: Students will compare how people live in different communities around the globe as they study the difference between rural, urban and suburban life. Students will compare global areas of the world and how the climate and environment affects the ways people live. As a final project students will identify an area of need in a community and plan a fundraiser to help the people in this area.	

Content and Literacy Standards Addressed in this Unit:

Content Standards:	Literacy Standards:
History	Reading:

<p><i>Not applicable in this unit</i></p>	<p>RL 1.3 Describe characters, settings and major events in a story using key details</p> <p>RL 1.9 Compare and Contrast the adventures and experiences of characters in stories</p> <p>RI 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>RI 1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures)</p>
<p>Geography</p> <p>GEO 1.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.</p> <p>GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</p> <p>GEO 1.4 Explain how weather, climate, and other environmental characteristics affect people’s lives in places or regions.</p>	<p>Writing:</p> <p>W 1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Civics</p> <p>CIV 1.2 Explain how all people, not just official leaders, play an important role in a community.</p> <p>CIV 1.5 Follow agreed upon rules for discussions while responding attentively to other when addressing ideas and making decisions as a group.</p>	<p>Listening & Speaking:</p> <p>SL 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL 1.1a, b, c</p> <p>SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL 1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
<p>Economics</p> <p>ECO 1.1 Explain how scarcity necessitates decision-making.</p> <p>ECO 1.2 Identify the benefits and costs of making various personal decisions.</p>	

Inquiry Standards: INQ K-2.1 INQ K-2.10 INQ K-2-12 INQ K-2-13 INQ K-2.15 INQ K-2.16
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Big Ideas/Enduring Understandings: <i>Big ideas to explore, discuss, and analyze.</i>	Compelling Questions: <i>Guiding questions that support student inquiry into toward key understandings and concepts.</i>
People live in different types of communities around the globe. The environment affects how people live in different communities.	(C) What roles are similar across all communities? (E) What goods and services are common in other communities? (G) How do geography and climate affect other communities?

Dimension 2: Disciplinary Concepts <i>Students will know or understand...</i>	Dimension 1 & 3: Inquiry, Use of Evidence & Literacy Skills: <i>Students will be able to ...</i>
Geography: <ul style="list-style-type: none"> - the differences between rural, suburban, urban life - differences in environment and climate around the world and how people live in these regions - understand the areas of the globe (equator, oceans, continents, Antarctica, North America) Civics: <ul style="list-style-type: none"> - how various roles are similar in all communities - how roles change by the needs of the community - identify an area of need (based on local or global community needs) and take action to help others Economics: <ul style="list-style-type: none"> - how climate and geography affect resources and the way people live 	<ul style="list-style-type: none"> <input type="checkbox"/> write an opinion piece <input type="checkbox"/> questions about their opinions <input type="checkbox"/> compare and contrast life in different communities <input type="checkbox"/> describe characters and key details in a text <input type="checkbox"/> identify basic similarities and differences/ or details in 2 different texts <input type="checkbox"/> ask and answer questions about texts read aloud

Academic	rural, suburban, urban, city, country, climate, area (region), coast, equator, oceans,
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Vocabulary:	continent, weather, Antarctica, North America, globe
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Suggested Key Learning Activities (i.e. mini-lessons, QFT/Inquiry Activities, Technology Integration)

Read aloud a version of the story <i>The Country Mouse and The City Mouse</i> and/or watch a video of the story
Lessons on differences between rural, suburban, urban; how life, roles are similar and different
Lessons on opinion writing for first task: Where would I choose to live (rural, suburban, urban)?
Share their argument with a partner who has a different opinion.
Use globe and maps to expose students to different areas of the world
Social Studies Center for Inquiry: centers for different areas of the world (use photos, images, and texts); students answer the compelling question: how do people live in this area of the world? How is this different from where I live? How is this place similar? Pebble Go: Customs Around the World (Homes, Clothing, Food) Pebble Go: People and the Environment (Rural, Life in Desert)
Read aloud the story <i>Beatrice's Goat</i> or <i>Flora and the Runaway Rooster</i>
Class (and/or with other grade 1 classes) identify an area of need (local or global) and take action to help this community (i.e. Heifer fundraiser)

Dimension 4: Communicating Conclusions and Taking Informed Actions: (Include description, prompt & standards; task and rubric included in appendix.)
Opinion Writing: Where would I choose to live (rural, suburban, urban)? Share their argument with a partner who has a different opinion and answer questions partner asks. Class Discussion: Differences and similarities of communities around the world Take Action Project: Class (and/or with other grade 1 classes) identify an area of need (local or global) and take action to help this community (i.e. Heifer fundraiser). Present this information to the whole school so the school community contributes to the fundraiser.

Resources (Texts & Media):

[The Country Mouse and the City Mouse](#)

[Video for Country Mouse, City Mouse](#)

Beatrice's Goat by Page McBrier

Flora and the Runaway Rooster by John Claude Bemis

Pebble Go: Customs around the World (Homes, Clothing, Food)

Pebble Go: People and the Environment (Rural, Life in Desert)

Student Supports and Extensions (Additional Supports for students performing above or below grade level):

Using technology to connect classroom to another classroom in another community (pen pals, skype, twitter)

Link to *Bridges*: Climate/life in Antarctica relates to Unit 4 (module 4) and Unit 6 (module 4) lessons about measuring penguins on a pretend trip to Antarctica

Field trip to Heifer Farm <http://www.heifer.org/what-you-can-do/experience-heifer/heifer-farm/index.html>

**2) Elementary Social Studies Curriculum
Grade 4
Ellington Public Schools**

Social Studies Curriculum Overview for Grades K-4

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Unit 1:	Unit 1: Our Community: What makes our community (class, town) special?	Unit 1: Rights and Responsibilities of Citizens in the Community	Unit 1: Becoming a Social Scientist in Ellington	Unit 1: Defining Regions Across the U.S.
Unit 2:	Unit 2: Our Community in the Past: How has our community changed over time?	Unit 2: People and Groups Who Make a Difference	Unit 2: CT - Geography and Economy Geo/Econ	Unit 2: Movement of People and Ideas to/in the U.S.
Unit 3:	Unit 3: Our Community & Others: How does our community compare to other communities?	Unit 3: Remembering the Past	Unit 3: CT - Civics and History History/Civics	Unit 3: Human-Environment Interaction in the U.S.

Course Title:	Grade 4
Course Description:	Students will study the United States by exploring the diverse history, geography, civics, and economics of the various regions. Units will include Defining the Regions Across the U.S., Movement of People and Ideas to/in the U.S., and the Human-Environment Interaction in the U.S. Students will practice research, reading, writing, speaking and listening skills as part of the inquiry cycle in social studies.

Curriculum Map – Timelines and Pacing

Unit I Trimester 1	Unit 2 Trimester 2	Unit 3 Trimester 3
Defining Regions Across the U.S.	Movement of People and Ideas to/in the U.S.	Human-Environment Interaction in the U.S.

Unit 1

Name of the unit: Defining Regions Across the U.S.	Length of the unit: Trimester
Purpose of the unit: By studying the various regions of the United States students will understand that geographic features make a region unique and drive its economy, and that regions are shaped by people's customs and beliefs.	

Content and Literacy Standards Addressed in this Unit:

Content Standards:	Literacy Standards
History (Perspectives)	Reading:

<p>HIST 4.1 Explain connections among historical contexts and people's perspectives at the time</p>	<p>RI 4.1 RI 4.2 RI 4.3</p>
<p>Geography GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places</p> <p>GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics</p>	<p>Writing: W 4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<p>Civics Not applicable for this unit</p>	<p>Listening & Speaking: SL 4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>
<p>Economics</p> <p>ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p>	<p>Language:</p>
<p>Inquiry Standards INQ 3-5.4 INQ 3-5.6 INQ 3-5.11 INQ 3-5.12</p>	

<p>Big Ideas/Enduring Understandings: <i>Big ideas to explore, discuss, and analyze.</i></p>	<p>Compelling Questions: <i>Guiding questions that support student inquiry into toward key understandings and concepts.</i> <i>Color code to Content standard and label.</i></p>
<p><i>Geographers can better understand the U.S. by studying its various regions.</i></p> <p><i>Regions are unique in their geography, culture, and economy.</i></p>	<p>(H) How do people's beliefs and customs define a region?</p> <p>(G) What geographic features make a region unique?</p> <p>(E) How does the geography of the region drive the economy?</p>

<p>Dimension 2: Disciplinary Concepts Students will know or understand...</p>	<p>Dimension 1 & 3: Inquiry, Use of Evidence & Literacy Skills: Students will be able to ...</p>
<p>History :</p> <ul style="list-style-type: none"> - how culture and belief define a region <p>Geography:</p> <ul style="list-style-type: none"> - landforms and bodies of water - the relationship between the location of places and the geographic features of the land - 5 U.S. Regions (Northeast, Southeast, Midwest, Southwest, West) <p>Economics:</p> <ul style="list-style-type: none"> - how resources are used to support a region's economy 	<ul style="list-style-type: none"> - construct a map with key landforms, bodies of water, and regions - use an inquiry process to identify questions to support investigation - research and gather relevant information from a variety of sources to answer their questions - read a historical text in order to explain details and events related to the main idea of the text - consider and use text structure to take notes on topics

<p>Academic Vocabulary:</p>	<p>Landforms: Coastal Plain, Appalachian Mountains, Interior Plains, Rocky Mountains, Deserts and Plateaus, Sierra Nevada Mountains, Central Valley, Coast/Cascade Range</p> <p>Waterways: Atlantic Ocean, Long Island Sound, Erie Canal, Great Lakes, Mississippi River, Missouri River, Rio Grande River, Ohio River, Colorado River, Snake River, Hudson River, Connecticut River, Lake Champlain, St. Lawrence Seaway, Gulf of Mexico, Pacific Ocean</p> <p>Geographical Terms: desert, mesa, plateau, canyon, mountain range, valley, foothills, delta, tributary, island, peninsula, bay, coast, region, country, state, capital, harbor, gulf, tundra, plains, basin, continental divide</p> <p>Other Terms: agriculture, industry, manufacturing, occupations, recreation, climate, natural resources, wildlife, compass rose, longitude, latitude, civics, economy, geography</p>
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Suggested Key Learning Activities (i.e. mini-lessons, QFT/Inquiry Activities, Technology Integration)

<p>Define history, economy, culture, geography</p>
<p>Teacher model how to think like a social scientist: what are the geographic features which make a region unique, how do the people's beliefs and customs define a region, how does the geography of a region drive the economy (using the Northeast region)</p>
<p>Identify key geographical features on United States map (www.mapofthemoonth.com)</p>
<p>Construct United States map labeling with the 5 regions (Northeast, Southeast, Midwest, Southwest, West) and the 8 key landforms</p>

Design a 3-dimensional model of a landform or body of water to create a visual word wall

Label and describe each of the eight major United States Landforms in flipbook (PowerPoint presentation)

Students in cooperative groups research and investigate one of the 5 regions using the 3 compelling questions as a main guide. [See task](#)

Dimension 4: Communicating Conclusions and Taking Informed Actions:

(Include description, prompt & standards; task and rubric included in appendix.)

- ❖ Group Presentation on 1 region - What Makes the Region Unique?
 - [TASK](#)
 - [Rubric](#)

Resources (Texts & Media):

Class sets of Map of the Month

Map of the regions of the USA:

<https://www.teachervision.com/tv/printables/scottforesman/SSMAP021.pdf>

[Map of Northeast United States](#)

[Map of Southeast United States](#)

US Regions Overview

<https://www.youtube.com/watch?v=cIdOINLX9SE>

Teaching early regionalism using Railroad Propaganda

<http://www.archives.gov/education/lessons/anti-rail/>

Transcontinental Railroad teaching materials (use with above materials)

<http://www.gilderlehrman.org/history-by-era/development-west/resources/transcontinental-railroad-interpreting-images>

The following sites offer a wide variety of primary source materials for United States history by era, as well as suggested lessons and activities:

<http://www.archives.gov/education/lessons/>

<http://docsteach.org/>

<http://www.gilderlehrman.org/history-by-era/>

Primary source on New England's first settlement (describes land etc.): <https://archive.org/details/newenglandsplant00higgrich>

Guide to locating primary source documents:

http://www.pequotmuseum.org/uploadedFiles/Content/Research_Center/Library_and_Archives/Research_Guides/DiscoveringOnlineHistoricDocuments2008.pdf

The Northeast Region of the USA

www.youtube.com/watch?v=64PpR8vM7AE

Student Supports and Extensions (Additional Supports for students performing above or below grade level):

- Cross - Curricular with ELA Reading Unit 2: Purposeful reading of nonfiction
- Possible Cross-Curricular Science Topics: water/erosion, ecosystems
- [Persuasive Letter - Move to My Region](#)

Unit 2

Name of the unit: Movement of People and Ideas to/in the U.S.	Length of the unit: Trimester 2
Purpose of the unit: In this unit students will develop an understanding of the question: <i>Why do people move from one place to another?</i> Students will investigate what factors impacted people’s movement to and within the United States.	

Content and Literacy Standards Addressed in this Unit:

Content Standards:	Literacy Standards
<p>History</p> <p>HIST 4.1 Explain connections among historical contexts and people’s perspectives at the time</p> <p>HIST 4.2 Explain probable causes and effects of events and developments</p> <p>HIST 4.3 Use evidence to develop a claim about the past</p>	<p>Reading:</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on scientific information in the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears</p>
<p>Geography</p> <p>GEO 4.4 Explain how the cultural and environmental</p>	<p>Writing:</p>

<p>characteristic of places change over time.</p> <p>GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>GEO 4.6 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas</p> <p>GEO 4.7 Explain how human settlements and movements relate to the location and use of various natural resources</p> <p>GEO 4.8 Analyze the effects of catastrophic environmental and technological events on human settlements and migration</p>	
<p>Civics</p> <p>CIV 4.1 Illustrate historical and contemporary means of changing society</p>	<p>Listening & Speaking:</p> <p>4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>
<p>Economics</p> <p>ECO 4.1 Compare the benefits and costs of individual choices</p> <p>ECO 4.2 Identify positive and negative incentives that influence the decisions people make</p>	<p>Language:</p>
<p>Inquiry Standards:</p> <p>INQ 3-5.2</p> <p>INQ 3-5.3</p> <p>INQ 3-5.5</p> <p>INQ 3-5.6</p> <p>INQ 3-5.7</p> <p>INQ 3-5.8</p> <p>INQ 3-5.11</p> <p>INQ 3-5.12</p> <p>INQ 3-5.15</p>	

<p>Big Ideas/Enduring Understandings: <i>Big ideas to explore, discuss, and analyze.</i></p>	<p>Compelling Questions: <i>Guiding questions that support student inquiry into toward key understandings and concepts.</i></p>
<p>Migration of people both voluntary and involuntary</p>	<p>(H) What historical events caused large groups of people to move?</p>

<p>impacts a region.</p> <p>Historians study the past movement of people to better understand the present and inform the future.</p>	<p>(G) How do geographical features influence movement?</p> <p>(C) How do laws and beliefs affect the movement of people?</p> <p>(E) What economic opportunities attract people to different regions?</p>
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Dimension 2: Disciplinary Concepts <i>Students will know or understand...</i>	Dimension 1 & 3: Inquiry, Use of Evidence & Literacy Skills: <i>Students will be able to ...</i>
<p>History:</p> <ul style="list-style-type: none"> - Involuntary movement of a group of people (i.e. Trail of Tears, National Parks) - Voluntary movement (i.e. Gold Rush, Oregon Trail, Homestead Act) - Difference between immigration and migration of people <p>Geography:</p> <ul style="list-style-type: none"> - how natural resources impact the movement of people to a region (i.e. value of land, gold, water) - how geographic features can impact the ability of people to travel or settle in particular areas - how technology affects and supports movement and settlement <p>Civics:</p> <ul style="list-style-type: none"> - Andrew Jackson's The Indian Removal Act of 1830 - How laws impact and affect the movement of people <p>Economics:</p> <ul style="list-style-type: none"> - the economic reasons that influenced the movement of people westward - the economic reasons that influence the movement of people today 	<ul style="list-style-type: none"> - understand different points of view and read different perspectives when investigating a historical event - analyzing and evaluate a source to determine facts, opinions, and credibility - identify primary vs secondary source - develop questions for inquiry - read an informational texts in order to explain and understand events of the past - interpret information from web resources, texts, charts, images - analyze and evaluate primary and secondary source -

Academic Vocabulary:	<p>Academic Vocabulary from unit 1 will appear and be used in this unit.</p> <p>Oregon Trail, migration, immigration, Act (Law), voluntary, involuntary, colonists, pioneer,</p>
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settlers, primary source, secondary source, economy

Suggested Key Learning Activities (i.e. mini-lessons, QFT/Inquiry Activities, Technology Integration)

Teaching with Documents Lesson Plan/Evaluating a source: Anti-railroad Propaganda Poster -- The Growth of Regionalism, 1800 - 1860 http://www.archives.gov/education/lessons/anti-rail/activities.html Primary Source Worksheet
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Analyze primary source illustrations, including paintings, political cartoons, and promotional posters to identify different point of view/perspective. See lesson
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Use primary sources to draw conclusions (reasons for Westward Expansion) by placing primary sources in chronological order: http://docsteach.org/activities/104/detail?mode=browse&menu=closed&era%5B%5D=the-development-of-the-industrial-united-states
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Modeling of different point of views and perspectives both voluntary and involuntary movement of people (Oregon Trail and Trail of Tears)

Mini lessons on reading informational texts, fact vs. opinion, evaluating a source, understanding different points of view
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QFT and Inquiry Task: Student in cooperative groups investigate one topic related to migration and immigration of people past or present (i.e. Underground Railroad, Erie Canal, Pony Express, Transcontinental Railroad, Lewis and Clark, Gold Rush, Oregon Trail)

using timelines to understand events that take place during different times

Dimension 4: Communicating Conclusions and Taking Informed Actions:
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<i>(Include description, prompt & standards; task and rubric included in appendix.)</i>

Sharing of findings related to their inquiry task (i.e. jigsaw format, illustrated timelines, creative demonstration).
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Writing (Information, Historical Fiction, or Argument piece) to describe understanding of movement by a group of people to a particular region
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Resources (Texts & Media):

Texts:

The Split History of Westward Expansion in the United States (multiple perspectives)

Pequot Museum Research and Children's Libraries

Primary source on New England's first settlement (describes land etc.) <https://archive.org/details/newenglandsplant00higgrich>

Primary source teaching materials on Westward Expansion:

[http://docsteach.org/activities/search?mode=browse&menu=open&era\[\]=the-development-of-the-industrial-united-states](http://docsteach.org/activities/search?mode=browse&menu=open&era[]=the-development-of-the-industrial-united-states)

Guide to discovering primary source documents

http://www.pequotmuseum.org/uploadedFiles/Content/Research_Center/Library_and_Archives/Research_Guides/DiscoveringOnlineHistoricDocuments2008.pdf

Video: Trail of Tears--granddaughter retelling her grandmother's account

<http://video.pbs.org/video/2365206423/>

Trail of Tears retelling

<http://www.angelfire.com/ny4/HOMEPAGE/writings/tearsmemory.html>

Student Supports and Extensions (Additional Supports for students performing above or below grade level):

- ❖ Cross-Curricular Literacy Unit: Westward Expansion (Nonfiction Reading)
- ❖ Wax Museum

Unit 3

Name of the unit: Human-Environment Interaction in the U.S.	Length of the unit: Trimester 3
Purpose of the unit: Students will understand how Americans use and allocate the resources in their regions and how regions are interdependent to each other. Students will analyze the relationship between how Americans change, adapt and are impacted by the environments in which they live. Students will investigate an area of environmental concern and determine steps to help solve an environmental issue that affects the way people live in the U.S.	

Content and Literacy Standards Addressed in this Unit:

Content Standards: <i>Sample: HIST 6-8.1 Use questions about historically significant people or events to explain the impact on a region.</i>	Literacy Standards <i>CCSS code and description</i>
History HIST 4.2 Explain probable causes and effects of events and developments.	Reading:
Geography GEO 4.3 Explain how culture influences the way people modify and adapt to their environments. GEO 4.4 Explain how the cultural and environmental characteristic of places change over time. GEO 4.8 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	Writing: Argument writing
Civics CIV 4.1 Illustrate historical and contemporary means of changing society.	Listening & Speaking:
Economics ECO 4.3 Identify examples of the variety of resources that are used to produce goods and services. ECO 4.4 Explain the relationship between the	Language:

investment in human capital, productivity, and future incomes.	
Inquiry Standards: INQ 3-5.1 Explain why compelling questions are important to others. INQ 5.5 Determine the kinds of sources that would be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the question. INQ 3-5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources. INQ 3-5.9 Use evidence to develop claims in response to compelling questions. INQ 3-5.10 Construct arguments using claims and evidence from multiple sources. INQ 3-5.12 Present a summary ...explanation to others INQ 3-5.15 INQ 3-5.16 INQ 3-5.17	

Big Ideas/Enduring Understandings: <i>Big ideas to explore, discuss, and analyze.</i>	Compelling Questions: <i>Guiding questions that support student inquiry into toward key understandings and concepts.</i>
<p>The relationship between humans and their environments is interrelated.</p> <p>Where we live affects how we live.</p>	<p>(H) How have people responded to past environmental events which affect where and how they live?</p> <p>(G) How does where we live affect how we live?</p> <p>(C) How have people responded to environmental barriers or issues?</p> <p>(E) How are these regions interdependent?</p>

Dimension 2: Disciplinary Concepts <i>Students will know or understand...</i>	Dimension 1 & 3: Inquiry, Use of Evidence & Literacy Skills: <i>Students will be able to ...</i>
<p>History:</p> <ul style="list-style-type: none"> - How people responded to a past environmental issue or event. - Exxon Valdez - Alaska and Gold Rush <p>Geography:</p> <ul style="list-style-type: none"> - Natural disasters and human adaptation <p>Civics:</p> <ul style="list-style-type: none"> - how government responds to environmental issues (laws, emergency response) 	<ul style="list-style-type: none"> - determine sources to use when researching questions - evaluate a source for fact and opinion while considering the point of view and credibility of the source (bias) - explain challenges people face when addressing environmental problems - explain and determine strategies to solve environmental issues - write an argument in response to a compelling question - use evidence from multiple sources to develop claim

<ul style="list-style-type: none"> - FEMA - Audubon Society <p>Economics:</p> <ul style="list-style-type: none"> - Use and allocation of available resources unique to each region 	
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Academic Vocabulary:	Natural disaster, catastrophe, interdependence
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Suggested Key Learning Activities (i.e. mini-lessons, QFT/Inquiry Activities, Technology Integration)

Lessons on the interdependence and relationship between the different regions of the US (jobs, economy, resources). Read texts to develop understanding and identify how the regions support each other.
Teachers will introduce and model historical environmental issues and the human-environmental relationship (identify issue, how people responded, how people were affected, how the environment was changed). Topics to share include Alaska and the Gold Rush, Alaska's Natural Resource - Oil, Exxon Valdez Oil Spill.
Introduce vocabulary through sorting and categorizing words into natural disaster and environmental catastrophe
Lessons on evaluating sources, bias, point of view, fact and opinion
Student read and research a past environmental event and how people were affected and responded to the event (i.e. natural disaster, environmental catastrophe, such as Katrina, Blizzard of '78, San Francisco earthquake, Chicago Fire, Circus Fire, Hartford Civic Center Roof Collapse, Dust Bowl, Love Canal Toxic Waste)
Teacher shares current (or hypothetical) issue or event with the students, students discuss and research issue, and determine strategies and steps in which students can take to help the issue.
Students write an argument to address a compelling question related to human-environmental issues studied in this unit.

Dimension 4: Communicating Conclusions and Taking Informed Actions: <i>(Include description, prompt & standards; task and rubric included in appendix.)</i>
Presentation: Research, present and explain one past environmental event.
Argumentative Essay: Write an argument in response to a compelling question related to an environmental issue.
Take Action: Students (as a class) will investigate an area of environmental concern and determine steps to help solve an environmental issue that affects the way people live in the U.S.

Resources (Texts & Media):

List of natural disasters in the USA
https://en.wikipedia.org/wiki/List_of_natural_disasters_in_the_United_States

Worst natural disasters in each state

<http://www.msn.com/en-us/weather/topstories/worst-natural-disasters-in-each-state/ss-AA9xKCy#image=15>

Landscape of natural disasters (interactive map)

http://usatoday30.usatoday.com/life/graphics/natural_disasters/flash.htm

Exxon Valdez Oil Spill resources for teachers and students

<http://www.evostc.state.ak.us/static/PDFs/EVOS%20Resources%20for%20Teachers%20Students%203%2016%2009pp.pdf>

Exxon Valdez Oil Spill website

<http://response.restoration.noaa.gov/oil-and-chemical-spills/significant-incidents/exxon-valdez-oil-spill>

Primary source document about Exxon Valdez Oil Spill (includes transcripts of phone/radio conversations):

http://www.arlis.org/docs/vol2/a/EVOS_FAQs.pdf

Primary source: Hurricane Katrina News Cast

<http://abcnews.go.com/Archives/video/august-30-2005-hurricane-katrina-9127719>

Primary Source: Alaska Purchase check and receipt

<http://www.archives.gov/education/lessons/alaska/cancelled-check.html>

Primary Source documents, photos, etc. for United States history by era:

<http://www.archives.gov/education/lessons/>

Primary Source documents and activities for United States history by era:

<http://docsteach.org/>

II. Supporting Essays

POLITICAL AND ECONOMIC EXPERIENCES OF AFRICAN AMERICANS IN CONNECTICUT: Seventeenth to Twenty-First Century

Historical political and economic developments at both the national and state level determined the political and economic fates of African Americans from the seventeenth century to the present. The history of African Americans in Connecticut is integral to the history of the state and the history of the American nation. This short essay recounts some of the key elements of the Connecticut African American political and economic experiences from the founding the Connecticut colony in the sixteen hundreds until early twenty-first century—political experiences that include litigation, protest, military service, political party activity, lobbying, voting, and running for office and economic experiences that range from indentured to chattel labor, low-wage unskilled labor to corporate management and business ownership.

COLONIAL FOUNDATIONS

Connecticut began from the settlements of largely religious communities from Massachusetts and England. Known as the “Land of Steady Habits,” the settlers were proponents of traditional market economics, commerce, business ownership, and political ideas that eventually formed the basis of American constitutional federalism. For African Americans, the conservative political-economic culture of the state would prove to be a major obstacle to equality and development. As the renowned American Civil War historian Mathew Warshauer observed in his book *Connecticut and the American Civil War: Slavery, Sacrifice, and Survival*, “The simple truth is that in the ‘land of steady habits,’ one of the steadiest was virulent racism...”. The basis for this “steadiest” habit is found in the formation of the settlement and colony and the values it shared with other colonies as it pertained to the issues of freedom, property, indentured and enslaved labor, racial social and political privilege, and government.

In 1638, the Fundamental Orders of Connecticut established the governing principles and processes for the “Freemen” of Commonwealth among the inhabitants of Hartford, Wethersfield, and Windsor. This was

followed by the 1662 Charter of the Colony of Connecticut which established Connecticut as a colony of “Freemen” under the protection and rule of the sovereign of Great Britain. The political position of indentured and/or enslaved African Americans was defined by their economic status as property and/or bonded labor. Terms of indentured servant’s contracts could be extended in the event of legal infractions and other contractual violations. African American indentured servants were subjected to different legal standards of punishment. For African Americans completing their term of indenture, political freedom did not always follow, as it did for white bonded workers. Race limited and excluded “free” African Americans who were general, except in very rare individual cases, relegated the condition of second-class citizenship.

Starting in the 1640s, as the system of indentured servitude began to wane across the colonies in the late seventeenth century, it was supplanted by the system of African American chattel enslavement. Race became the basis for enslavement which not only meant the permanent loss of freedom, but also the loss of one’s humanity. The condition of racial enslavement eventually became permanent and generational. In Connecticut as in many other colonies, Native Americans and African Americans were both enslaved and inter-mixed. The Very little distinction was made between the two groups in slavery.

The African American Code legally institutionalized African American enslavement and the subjugation of “free” African Americans in the state. The African American Code was a series of laws passed between 1690 and 1730 that codified the rights and responsibilities of slave and master. The Code required that African American servants carry passes or risk being treated as runaways. Liquor could not be sold to African Americans without permission from a master. African American commercial exchanges were prohibited without proof of merchandise ownership or written permission from the owner. Whipping was punishment for behavior deemed to be offensive to whites, disturbing the peace or threats of violence against whites. Slaves were allowed to present evidence in court, enter petitions, complaints, and appeals, however, these efforts were very often futile. The Code mitigated against manumission because it required that any manumission is accompanied with financial and material support and provision by the former master.

In 1774, the Connecticut slave trade legally ended. The system of enslavement divided Connecticut society between those who continued to favor the institution and those who did not. Editorials condemning the

institution and practice appeared in city newspapers. Some ministers began to question the existence of the practice at a time when the relationship between England and the colonies was described as one of slavery. Pressures were also being brought to bear on elected officials from poor free white workers who viewed slaves as competition for scarce labor opportunities. In essence, the end of the trade was not primarily on moral grounds alone but also the result of the lobbying efforts of white labor on their political representatives to improve their economic opportunities. Finally, proponents of independence argued that the end of the trade would strike a blow at the British who would suffer the economic costs of its cessation.

The 1774 Act was followed by the 1784 and 1797 Gradual Emancipation Acts which clearly protected the conservative interests of slave owners. The 1784 Act manumitted enslaved persons born after 1784 at the age of twenty-five and the Act of 1797 reduced the age of manumission to twenty-one. As the legislation passed by elected officials began to recognize rights for African Americans and grant some limited degree of citizenship expectations among African Americans, there were several petitions brought to the courts by African Americans for abolition. In 1780, such a petition was presented to the Court by enslaved persons in the Hartford County.

WAR OF INDEPENDENCE

Enslaved and “free” African Americans were prohibited from town militia or any military training. As the War of Independence unfolded, however, Connecticut’s small population of free African Americans¹ left the colony and fought in the battles of Lexington, Concord, and Boston. Formal colonial armies did not accept African American enlistment until 1777 when free and enslaved African Americans were allowed in the Continental Army as the need for more men arose.

Enlistment in the army was one avenue for freedom. Some were freed by their owners and others were placed in battle in place of their owners and would receive freedom at the end of service if they survived. Some

¹ Connecticut’s population of enslaved African Americans was as high as 5000 before the War of Independence. The number of “free” African Americans was no more than 50. In the 1790 national census, the state’s population of enslaved African Americans was 2759 and 2801 “Free.” See Mattatuck Historical Society, “Timeline of Connecticut Slavery,” found at <http://www.fortunestory.org/resources/timeline.asp> , and “Slavery in Connecticut,” by David Parsons, found at <http://www.yale.edu/vnhti/curriculum/units/1980/6/80.06.09.x.html> retrieved February 26, 2016. In 1921, an African American sociologist, Charles Johnson published one of the most definitive studies of the African American population in Hartford in 1921 entitled, The Negro Population of Hartford, Connecticut, for the National Urban League. The report is found online at http://digitalrepository.trincoll.edu/cgi/viewcontent.cgi?article=1014&context=cssp_archives or the Trinity College Digital Repository, Hartford, Connecticut.

were able to accrue funds through service to purchase their freedom. African Americans males from Connecticut served in both the Army and Navy.

INDEPENDENCE, INDUSTRIALIZATION AND ANTEBELLUM CONNECTICUT

As the newly independent nation and central government began to stabilize, conditions for Connecticut African Americans did not improve dramatically relative to whites, despite the abolition of formal enslavement. By the beginning of the 1800s, there were only a handful of legally enslaved persons in the state. More than eighty percent of the African American population was legally free.

The condition of enslavement no longer determined the day to day or generational existence for African Americans, but little else changed. Freedom did not bring socio-economic or political opportunities for the majority. They possessed some legal rights and could own property, but their racial caste still predetermined their status as social outcasts and at the bottom of the economic structure. They did not gain equal access to the market, social or educational institutions. In 1818, African Americans in Connecticut were legally when Connecticut lawmakers passed a law denying African Americans the right to vote. Article six of the 1818 Constitution explicitly defined Whiteness as a prerequisite for the right to vote. Prior to the 1818 law, the small number of “free” African Americans who owned the required amount of land were allowed to vote. Voting rights were not restored until 1869 through the ratification of the Fifteenth Amendment to the federal Constitution.

Connecticut’s economy was deeply entangled in the economics of the slavery from the production and sale of food supplies to slave traffickers, the purchase of the raw materials from the southern cotton producers for the state’s expanding textile mills, and the receipt of investments of wealthy southern plantation elites to build and support some of the state’s leading educational institutions. After the War of Independence, Connecticut’s manufacturing and industrial sectors expanded rapidly. The state government provided financial incentives and support for the textile sector of the economy. Furniture manufactures expanded operations, especially in the Connecticut Valley. The textile and furniture industries increased production to meet the consumer demands of the Southern plantation elites as their buying power grew exponentially in the ante-

bellum decades after the War of Independence. Eli Whitney's invention of the cotton gin, manufactured in New Haven, revitalized cotton production which was heavily dependent upon the system African American enslaved labor. His other inventions facilitated the expansion of the Connecticut's arms manufacturers.

For sixty years, from 1800 to 1860, the state's weapons manufacturers produced firearms and weapons and obtained lucrative contracts from the United States War department. With the expansion and growth of a manufacturing sector, African Americans in the state began their rural to urban transition about a century before African Americans in most other states in the nation. African Americans in Connecticut were among the first in the country to urbanize.

The expansion of the state's steam powered manufacturing sector, as early as 1830, also attracted European immigrant labor. European immigrants were automatically raised to a higher socio-economic status than native born African Americans. White immigrants were automatically granted privileges because of their race, and racially discriminatory hiring practices essentially pushed African Americans out of the low-wage private and public sector construction jobs in cities. Employers resisted hiring African Americans because of the attitudes of white workers who refused to work with them. Therefore, competition for scarce low wage jobs and virulent racism pushed African Americans further down the socio-economic ladder and limited employment opportunities to the lowest paying menial jobs.

Urban migration resulted in the concentration of African Americans residing segregated and poorer neighborhoods, where some were able to establish businesses to serve the contained community markets in goods and services, but access to the mainstream economy was limited. Those who remained in the smaller towns and rural areas were able to fare a little better, but in some instances, the condition of near slavery as field hands continued.

As the number of racially residential neighborhoods increased, segregated, political participation in mainstream politics by the African American masses was hindered. However, a peculiar system of political participation emerged in the form of the African American Governors. The African American Governors system was a remnant of the colonial era in which many African Americans petitioned the state for their freedom through legal means, therefore establishing a small community of "free blacks". As urban white elites

began to fear the potential for African American community resistance and unrest, they cultivated relationships with certain members of the African American community who in most instances were subsequently formally elected as “Governors” of the community. The “Governors” served as intermediaries between white elites and the African American Community. Individuals elected to serve as “Governor” were given greater social privileges, authority to punish members of the community, represent African Americans in city functions, and serve the interests their white patrons in whatever capacity deemed necessary. Although the system was of patron-client nature, it was regarded as representational because the Governors were elected. The system was parallel to the hierarchy of the enslaved on the plantations in the South in which some enslaved persons, usually those working in the Master’s house, were given greater privilege and authority over those working in the fields.

Some socially and economically successful African Americans emerged as business owners who were upwardly mobile in mainstream terms. However, African American businesses and workers suffered the consequences of shifts in the Connecticut economy from traditional economic activity to service economy beginning with the expansion of the insurance industry in the 19th century. This economic dislocation would continue through the 21st century, therefore creating a long cycle in which African Americans would remain disproportionately marginalized collectively and individually.²

Very early on, African Americans valued education as a key to upward mobility. As early as the 1780s, some African Americans were admitted to some local schools. In the 1820s, the State stopped financially supporting all public schools and the towns also withdrew funding. The withdrawal of State financial support worsened the educational condition of African Americans. In 1833, the Connecticut state legislature passed the “Black Law” prohibiting the education of African Americans students from anywhere other than Connecticut without local government approval. The law was the political and legislative response to complaints from residents of New Haven about Prudence Crandall’s school for African American Girls’ in Canterbury that the

² Teachers and students may be interested in learning more about labor conditions in Connecticut during the period. African American women earned the least compared to all males and white women. African Americans were barred from skilled factory work and replaced low-wage white laborers as industrialization opened new opportunities and higher pay for the latter. Salaries during the era ranged from .50 cents to 1.00 per hour. Domestic salaries varied from household to household. See Tracey Wilson, Women at Work in Connecticut: 1880-1920, online <http://www.yale.edu/ynhti/curriculum/units/1981/cthistory/81.ch.07.x.html> and Stanley Lebergott, Wage Trends, 1800-1900, online <http://www.nber.org/chapters/c2486.pdf>.

school was a detriment to the economic and social interests of the larger white community.³ By 1869, African American children were *de facto* excluded from all public school access. African Americans receiving a higher education were practically non-existent except for a very few who were able to attend private schools and colleges supported by the growing number of Abolitionists.⁴

Connecticut Abolitionists were greatly encouraged by the historic legal case of the Amistad Africans, tried in New Haven. The political ramifications of the case were enormous because it laid the foundation for the political and legal argument against the institution of slavery. Though Connecticut had officially outlawed slavery as a system of labor and institution, Connecticut businesses invested in the system and members of some Connecticut families migrated south to become plantation owners in the South. Despite the economic entanglements with Southern plantation wealth and economic prosperity, the immorality of enslavement seared the individual and collective conscious of many and many joined the ranks of the expanding Abolitionist movement. Connecticut politics was indelibly impacted by the national debate about slavery and the eventual Civil War.

A growing number of African Americans in Hartford also became vocal, active and visible members of the state's Abolitionist movement. Some of the major African American Abolitionists emerged from established African American churches, especially the African American Episcopal (AME) and African American Episcopal Zion (AMEZ) denominations. J. W. C. Pennington, a minister at Talcott Street Church, for example, was a leading African American abolitionist lecturer who spoke throughout New England.

CIVIL WAR

³ The views of those opposed to educating African American Americans in Connecticut during the period are illustrated in the following quote of Connecticut Congressman Andrew T. Judson in his response to a supporter of Crandall's school, Samuel May, who was a prominent New England Abolitionist: "Mr. May, we are not merely opposed to the establishment of that school in Canterbury; we mean there shall not be such a school set up anywhere in our State. The colored people can never rise from their menial condition in our country; they ought not to be permitted to rise here. They are an inferior race of beings, and never call or ought to be recognized as the equals of the whites." Source: "Miss Prudence Crandall and the Canterbury School" (excerpt from *Some recollections of our antislavery conflict* by Samuel J. Morse)". Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition. Found at <http://glc.yale.edu/search/node/prudence%20crandall> retrieved February 26, 2016.

⁴ Connecticut born and educated, Ebenezer Don Carlos Bassett, the first African American graduate of Connecticut Normal School (now Central Connecticut State University) and first African American appointed Ambassador to any nation by President Ulysses S. Grant in 1869, was educated at the Birmingham Academy in the community of Birmingham. He was one a very small number of African American students in the town. See Christopher Teal. *Hero of Hispaniola: America's First Black Diplomat, Ebenezer D. Bassett*. Westport, Ct: Praeger, 2008. p 35.

The war divided the loyalties of many in Connecticut because of entangled economic interests, partisan divisions and general indifference towards African Americans. The state's white population was nearly evenly divided between those supporting and opposing the war. The Abolitionist community in the state was relatively small but very active in the anti-slavery movement before and during the war. The majority of the white population's views towards Abolitionists and especially one of the most renowned, John Brown, were largely negative. Other notable Abolitionists in the state include Prudence Crandall, Roger Sherman Baldwin, Elijah and Elihu Burritt, Austin Williams, Samuel Deming, John Norton, and Horace Cowles, and Reverend Pennington. Connecticut Abolitionists supported the Underground Railroad and Amistad Committee which defended the Amistad captives.

Connecticut Republicans overwhelmingly supported the election of Abraham Lincoln and the administration's war effort. Connecticut Democrats remained loyal to their party allies in the south and fiercely opposed the war. In the gubernatorial election of 1860, President Lincoln was brought into the state gubernatorial race to speak in support of Republican candidate, William A. Buckingham. His Democrat opponent was Thomas Seymour. Buckingham won the election by a slim margin of votes. The two opposed one another again in the middle of the civil war during 1863 gubernatorial campaign. Buckingham won again by only a small margin.⁵

Initially, the state of Connecticut did not permit the formation of African American combat units to serve in the Civil War. The position of many in government and society was that the war was not about slavery and not a fight that African Americans should become involved. Some of the state's African American volunteers joined the Massachusetts 54th and 55th Infantry or Rhode Island's 14th Infantry. Eventually in August 1863, Connecticut Governor Buckingham ordered the creation of the 29th Connecticut Volunteer Infantry. The ranks of the Connecticut 29th swelled to the point that Governor Buckingham authorized the formation of the 30th and 31st Connecticut Volunteer Infantry Regiments. African American women in the state joined the effort

⁵ See Matthew Warshauer. "The Complicated Realities of Connecticut and the Civil War" Connecticut Historical Society. Online at: <http://connecticuthistory.org/connecticut-and-the-civil-war/#sthash.DHafm0rY.dpuf>, the Connecticut Historical Society archive for Connecticut Abolitionists, online <http://connecticuthistory.org/?s=abolitionists> and Joanna Cowden, "The Politics of Dissent: Civil War Democrats in Connecticut." *New England Quarterly*, vol. 56:4.

by forming sewing circles. The New Haven women made the flag for the African American third division of the 10th corps.

POST-CIVIL WAR TO TURN OF THE CENTURY

Despite involvement in the war and the passage of the Thirteenth Amendment abolishing slavery, Connecticut denied African Americans voting rights. The state Constitution of 1818 gave the vote to whites only but African Americans were still legally required to pay taxes. The continued disenfranchisement of African Americans was reaffirmed in 1866 when whites voted to continue to deny the vote to African Americans a referendum in Hartford.

Connecticut African Americans were granted the right to vote through federal level action and the ratification of the Fourteenth and Fifteenth Amendments to the US Constitution. The amendments required States to define civil rights consistent with the federal definition in order to be recognized as a legitimate government. As a consequence, the Connecticut legislature removed the word White for article six of the state Constitution thereby recognizing all Connecticut citizens, regardless of race in the spring of 1865. The Fifteenth Amendment provided the protection of African American voting rights in the state.

Post-Civil War politics in Connecticut created State-wide political institutions with power that replaced some of the power of local elites. State political parties opened new avenues for political participation. The first election in which Connecticut African Americans were a significant force was in 1871. In that year, Connecticut African Americans overwhelmingly endorsed the Republican Party because the Republican dominated 42nd Congress supported for the Civil Rights Act of 1871. The Act was also known as the Ku Klux Klan Act and it empowered the Federal Government to combat and the KKK and other emerging white supremacist groups.

Despite the post war political and economic opportunities made available to African American citizens, Connecticut remained segregated socially, economically, and politically. Connecticut's African American community continued to be marginalized and developed separately from the mainstream. African Americans were socially restricted in order to maintain the racially hierarchical social order and thereby, from the

perspective of the white elites, demonstrated “good citizenship” by remaining “in their place”. The prospect of African American political and economic empowerment continued to pose a considerable amount of threat to the larger White community. So much so, that during the 1880s, White gangs were known to launch violent attacks on African American communities in Hartford, for example.

By the end of the nineteenth-century, Connecticut’s African American community was still largely comprised of those who were Connecticut born and descendants of the first populations of African Americans in New England. At the turn of the century, larger numbers of southern African Americans from the south migrated to the state. For the new African American migrants, Connecticut, on the one hand, provided an escape from the more virulent forms of racial subjugation in the rural and agricultural Jim Crow system in the south, but on the other-hand the state proved to in reality have a less virulent in form but equal in substance system of Jim Crow.

These new populations not only changed the make-up of the African American population in regional terms but because they maintained ties with the institutions and populations in the south, they directly connected Connecticut’s African American community to southern African American communities. Therefore connecting Connecticut African Americans to the southern epicenters of twentieth century civil rights movement that brought about the most extensive and radical social, political, and to some degree economic change for African Americans in the state and nation. African Americans from the south altered the political culture and level of political dynamism within the state’s African American community. It is not an exaggeration to say, that they transformed Connecticut race relations and politics.

TWENTIETH TO TWENTY-FIRST CENTURY: MIGRATION, ECONOMIC MOBILITY, POLITICAL EMPOWERMENT AND REPRESENTATION

Despite the challenges and inequalities in Connecticut, to the new migrants determined that the conditions facing African Americans in Connecticut were less pernicious, relative to the conditions they faced in the southern States. The new arrivals encountered the same level of social and economic racial exclusion that the earlier nineteenth century internal migrants faced when migrating from rural to urban Connecticut. The

newer southern African American migrants to the state settled in the established segregated communities and competed for the same lower level jobs. However, the newer migrants brought with them southern cultural cohesiveness and established institutions such as the African American churches, social and economic organizations. Southern migrants quickly established newer community businesses and retained ties with their southern roots, culture, and families. Their ties to the south in the longer term proved to be advantageous because of their access to and knowledge of the historically African American educational colleges and educational institutions emerging in the South after the Civil War. Most of these institutions were founded by religious denominations ranging from the Quakers, Episcopalian, and Presbyterian to the African American Baptist, AME, and AMEZ.

The migration of African Americans from the South continued through the turn of the century and peaked between the post-WWI and WWII eras.⁶ The expansion of the state's economy tobacco production and military manufacturing continued to attract more and more migrants from the South. Migrants primarily from Georgia, Virginia, and North Carolina flowed into Connecticut cities seeking manufacturing jobs. But, as in the past, most were shut out of higher payed skill jobs almost exclusively preserved for whites protected by newly emerging organized labor. Some, lower skilled civil service positions presented new employment opportunities for African Americans in areas of an expanding civil service and public sector at the turn of the century and during the eras of the two wars. Some African Americans were able to find employment as valets, servants, cobblers, tradesmen, porters, janitors, messengers, and other lower level jobs. Those who secured service positions became the foundation for the state's small emergent African American middle-class, rather than those lower-wage jobs found in the service rather manual labor sector.

WWI and WWII were critical turning points in terms of African American political participation and labor migration. Connecticut's tobacco farmers replaced white males who went off to fight in WWI with

⁶ Between 1900 and 1960, according to some sources more than 60,000 southern African Americans migrated to the state. As they settled and had large families, therefore increasing the population more. See Hartford History project <http://www.hartford-hwp.com/HBHP/exhibit/06/index.html> . By the end of the twentieth century and early twentieth century, the cities of Bridgeport, New Haven, Hartford, Stamford, Waterbury, Norwalk, Danbury, New Britain, West Hartford, and Bristol had the highest percentages of African American populations ranging between 38 to 5 percent. See http://www.census.gov/newsroom/releases/archives/census_2000/cb03-cn12.html and <http://www.idcide.com/lists/ct/on-population-african-american-percentage.htm>

African American males from the south. The tobacco farming sector would remain a major source of the labor of southern migrants well until the 1960s. (It should be noted that as a student in Massachusetts, Dr. Martin L. King, spent time in Connecticut during the summers, harvesting tobacco in Connecticut's tobacco fields.) In the state's expanding economies after the both wars, lower skilled manufacturing jobs were open to African Americans, but the same patterns of economic limitation persisted and opportunities for upward mobility and higher paying jobs remained limited or nonexistent.⁷ The growth of the service industry, insurance primarily, was effectively barred to African Americans except for custodial work.

Some Connecticut born African American students were able to attend the Historically African American colleges and universities in the south. But the "color bar" in Connecticut shut them out of higher paying and middle class jobs. While a white middle class was expanding, especially after WWII, the small and fragile African American middle class did not. Skilled and educated African Americans found themselves taking lower skilled jobs to survive. The restricted access to the mainstream economy continued to reinforce the parallel and segregated economy in African American communities. While African American businesses served some of the basic consumer needs of the community, they did not produce the level of necessary employment to create self-sustaining, expanding economies and upwardly mobile African American urban communities. African American businesses, however, served an important role in maintaining group cohesiveness and political consciousness.⁸

While African American economic power and upward mobility were habitually hampered, the African American vote became increasingly important in the major cities of Connecticut with the larger numbers of African American voters. The growth in population meant some degree of change in the level of voting power. Whites running for office in these areas found it necessary to court and win the African American vote, especially during elections in which that vote was the deciding factor in the election of several Republican

⁷ Teachers and students are encouraged to read Connecticut Department of Labor reports on labor conditions, salaries, and employment statistics dating back to the late nineteenth century are found at the Connecticut State Library in Hartford. The reports do not categorize labor by race in any clear manner until the 1920s when a special study was done on the number of African American males temporarily migrating to the state to work in the tobacco fields. Data on racial differences in areas of employment and wages, do not begin to consistently appear in State Labor reports until after WWII.

⁸ Teachers and students may be interested in researching US Census statistical data of business ownership in Connecticut. For example, 2012 Census data reports 17,720 African American owned businesses with or without paid employees, in Connecticut. Census reports report aggregate data and data disaggregated by type of business. Reports from the year 2000 forward are found online at <http://www.census.gov/>.

governors and members of congress. However, Connecticut was not immune to the overall national attitude of white supremacy and Jim Crow policies that continued to repress African American political participation and expression. In response to political isolation from both political parties, African American political organizations emerged and in some cities. In Hartford, for example, an African American candidate, Dr. Henry Arms, ran for Mayor on as an independent in 1906.

The waves of African American migration to Connecticut were contemporaneous with the awakening of a national political consciousness that was galvanizing the development of social, economic and civil rights organizations such as the Urban League and National Association for the Advancement of Colored People (NAACP). The founding of chapters of these two principle organizations in states and localities with a significant number of African American communities laid the foundation for organized African American political action, advocacy and political leadership along with African American churches which were historically the source of traditional community leaders. In some instances, the individual church leaders were more effective advocates and conduits for political responses to the discrimination in employment. Hartford clergyman, Reverend John Jackson, was a local leader who met with Governor Baldwin to pressure for better treatment of the African American community. In the aftermath of that meeting, some African Americans were appointed to lower level State jobs in the 1930s.

From the end of the Civil War until the 1960s, the Republican Party benefitted from the increasingly active African American voting bloc. The few African Americans running for local office ran on the Republican ticket. In New Haven, Harry Tolliver was the first to be elected Alderman on the Republican ticket. In national elections, the Connecticut African American vote was solidly Republican but the potency of the vote was limited to a few districts. Overall, the relatively small statewide population of African Americans mitigated against the ascendancy of an African American power bloc. The traditional patron-client system remained intact to some extent. The small number of African American professionals were able to represent the community in the circles of white power through their limited social and some professional or business contacts.

The end of WWII ushered in the era of monumental change in race relations and African American

political participation and power at the national and state level. To a lesser degree, it also ushered in the era of significant economic opportunity for African Americans. As in each state across the country, Connecticut had that one defining event that galvanized the state's modern civil rights momentum. In Connecticut, it was the 1942 assault on a prominent and well respected Hartford Pastor, Rev. Dr. John Jackson, by several white male passengers on a train. The perpetrators were not brought to justice. Civil rights activists and Governor Baldwin responded at the organizational level through the creation of the first ever statewide Inter-Racial Commission (IRC). The Commission focused primarily on employment issues. The Connecticut Department of Labor also addressed some of the discriminatory practices in the defense industry but with limited success. The IRC was followed by the creation of the state Fair Employment Practices Commission (FEPC). The state NAACP and local chapters were also mobilized as membership expanded.⁹

By the 1950s, the Republican Party began to lose the fealty of the African American voting bloc as the Democratic Party made inroads in the community. The success of the Democrats was in part due to the political alliances that emerged among urban white ethnics and African Americans as the dominance of the traditional mainline Republican, largely, WASP Yankee upper class receded. In 1955, John Clark, a Democrat, was elected to the Hartford City Council. African Americans transitioned to support the Democratic Party during a period when the party was centrally controlled by the "Bailey machine." African American Democrats like, small businesswoman Mary Watson assisted the Democratic Party gain African American community. The Republican Party's presence in the Hartford community was shored up by the activities and support of former Hollywood actress, Marietta Canty, who like Watson used her social notoriety to recruit for their chosen party.

10

In 1958, Wilfred "Spike" Johnson became the first African American elected to the Connecticut State General Assembly and presided over the House of Representatives. Republican Bose Barlow was elected to the state Senate after serving as the first African American appointed to a municipal court bench. His Senate seat has become the only seat in the Senate to which African Americans in Hartford County have been elected since

⁹ Teachers and students can access the history and websites of the local chapters of the NAACP and Urban League in the state.

¹⁰ In the year 2000, the National Park Service included the Marietta Canty House, located at 61 Mahl Avenue in Hartford, on the National Registry of Historic Places, in recognition of Ms. Canty's entertainment career and political activities. Refer to <http://www.nps.gov/nr/feature/wom/2002/canty.htm> .

the end of his term. His election would be followed by African American men and women successfully being elected to the both Houses of the state legislature. His successors include former Senator, Sanford Cloud, Jr., and others.

The slow and incremental election of African American representatives to city government in the 1950s was not enough to address the continued economic marginalization of the African American community or redirect city funds to the improvement of the public schools or services in the neighborhoods. Their limited impact on public policy became increasingly a source of frustration that set the tone for the volatile politics of the 1960s in which more forceful political activists and elected representatives would emerge. Most notable was Democrat Representative Wilbur Smith who became a political force in Hartford from the late sixties to the eighties. He served two non-consecutive terms in the State Senate from 1971 to 1977 and 1981 to 1985. He was the co-author of a 1982 law authorizing enterprise zones to encourage business development Connecticut's economically distressed urban neighborhoods through grants, loans, and tax abatements.

African American political mobilization during the 1960s included demonstrations, public protest, higher levels of voter turn-out,¹¹ and organizational membership in the NAACP. All of the national civil rights organizations such as the NAACP, Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam (NOI), Urban League, and Congress for Racial Equality (CORE) support and endorsement from Connecticut. The local chapters of these national organizations formed by members of the African American community in the cities with larger African American populations worked to mobilize higher levels of political participation.¹²

Confidence in the power of elected officials and even Dr. King's doctrine and practice of non-violence diminished significantly after his assassination in 1968. In Connecticut, like other regions of the nation, post-assassination transition from civil rights to the Black Power movement, the levels of militancy in the social and political activities increased. Incidents of violent civil unrest erupted in African American neighborhoods in response to high levels of unemployment, poor housing conditions and aggressive policing and brutality by law

¹¹ Voter turnout during the 1960s for African Americans was over 60 percent. Teachers and students may find election statistics from the 1960s to the current year online. Refer to the Federal Elections Commission and the Pew Research Center.

¹² Teachers and students may access the histories of the Connecticut State Conference of NAACP Branches and the Greater Hartford Urban League and their National organizations online.

enforcement primarily in Hartford and New Haven. Rental properties and businesses not owned by absentee white landlords were targets of community rage. The political protest and the resort to violence were followed by a greater police presence on the one hand and State and federal programs funding youth summer jobs, on the other.

By 1969, the Black Panther Party had established chapters in Bridgeport and New Haven. The Hartford Chapter was established later. In May of 1969, one hundred and thirty years after the Amistad trial in the New Haven became the center of another famous case involving political violence and African American civil rights, when Black Panther member, Alex Rackley, was murdered. Nine members of the New Haven Black Panther Party were brought to trial for the murder. The trial did not effectuate major civil rights or public policy changes but it brought national attention to Connecticut's racial politics.

Most of the state's public policy reactions to the Civil Rights movement focused on housing, employment discrimination, educational quality and access, housing and desegregation. Doors slowly opened to African Americans, and by the 1980s employment opportunities in Connecticut corporations from clerical to middle and upper management, public schools teacher and administrators, and elections to city and State level government came into stride.

Several African American women, in particular, made history during the eighties. Hartford became the first major city in the nation to elect an African American female Mayor, Carrie Saxon Perry, who succeeded the city's first African American mayor, Thirman Milner. New Haven mayor, Toni Harp, became the second African American female mayor in 2013. Harp's historic milestone, was preceded by John Daniels, the first African American elected Mayor of New Haven in 1990, who previously served in the state Senate. In 2010, House Democrats selected, then State Representative from New Haven, Toni Harp and Representative Toni Walker, also from New Haven, to co-Chair the House Appropriations Committee. Denise Nappier was elected as the state's first African American female Treasurer in 1999 although her accomplishment as the first woman in the office followed previous elections of African American male treasurers, Gerald Lamb, Henry Parker and Frank Borges.

In the 1970s, African Americans began to enter state government serving in key bureaucracies such

the Office of Policy and Management in which Dr. Benjamin Foster, Jr. was the first to serve in as a Principle planning analyst and Bates Lyons as an Undersecretary for Management and Evaluation. Mrs. Ella Cromwell became an important force in the state Democratic Party beginning in the 1950s but she was also notably the first African American Director of the Governor's Information Bureau during the Administrations of Democratic Governors Ella Grasso and William O'Neil. The number of African Americans entering in state government at all levels, however, did not increase dramatically during this same period.

Despite the overwhelming support for the Democratic Party, African Americans were unable to endorse or promote the election of the state's first African American congressman. In 1991, Gary Frank, an African American Republican, was the first African American elected member of the Connecticut Congressional delegation and the first African American Republican elected to the House of Representatives since the 1930s.

The expansion of African American political participation in elective office during the twentieth and twenty-first centuries gained momentum in the aftermath of the Civil Rights movement. This momentum in political terms was limited to those few cities in the state with the highest concentration of African American populations. Geographically, the level of residential segregation remains consistent with that of its long historic past.¹³ Nonetheless, in those districts with significant African American political participation, representatives at the municipal and State level have been successfully and consistently elected. This measured level of success in political spheres, however, was not duplicated in the economic sphere. But there have been some successes there as well.

African American political progress also impacted the level of representation in the judiciary. From the 1940s to the 21st century, a succession of African Americans has been appointed to seats on the state and District Courts. In 1949, before his election to the state Senate, Boce W. Barlow, Jr. was the first African American appointed to a municipal judicial bench. He was followed by William Graham, who became the first African American member to serve a full term as a member of the state's judiciary. Judge Robert Levister was the first to be named to the Connecticut Superior Court, Fleming L. Norcott, Jr. was first to be named to the

¹³ Teachers and students will find studies of Connecticut housing patterns and demographics online at <http://www.ctfairhousing.org/guides-and-reports/> which provide online interactive exhibits mapping patterns of racial inequality in housing, education and opportunities. Students will be able to use and evaluate racial patterns of housing and residency.

state Appellate court, Thomas G. West one of the first to serve as an Administrative Court. Several African American Women were appointed to Connecticut's judiciary beginning with the 1991 appointment of Judge Cortessa Coffield. In 1998, Angela Robinson was appointed to the bench but had the second distinction of being the youngest person ever appointed to in the state's judicial system. In 2015, another milestone was reached when Foye Smith became the state's first African American woman probate judge.

The formation of state commissions and political caucuses are also evidence of progress and success in the long march for political relevance by the state's African American community. In 1997, the Connecticut State legislature created the state African American Affairs Commission. The Commission's formation was to some extent the institutionalization of the state's commitment to the African American community's economic development, educational, health and political interests. The Commission evolved from the 1993 Connecticut African American Male Task force created by the legislature to address the socio-economic disadvantages and challenges faced by African American males. Although African American numbers in the General Assembly increased during the latter twentieth and early twenty-first centuries, the number has remained small. In the effort to establish leverage in the legislature as well as a sense of permanency, in 1976 African American and Puerto Rican members of the General Assembly formed the Legislative African American and Puerto Rican Caucus. They elected Hartford Representative Clyde Billington, Jr. Caucus leader.

Economic progress and representation in the corporate and market sectors of the state economy improved from the 1980s well into the twenty-first century. Employment patterns in the business and corporate sectors racially diversified and most apparent were the selections of several high profile African American chief executives in the insurance, financial services, and healthcare industries. In 2007, two of the highest profile appointments of African Americans in the business sector were appointed, former CEO and Board Chairman of Aetna Corporation, Ron Williams, and Ursula Burns, CEO and President of Xerox Corporation. The expansion of the state's healthcare sector also attracted more African American medical professionals and appointed industry leaders.¹⁴ Despite these few high profile appointments, the share of Connecticut African American

¹⁴ This trend began after 2009. In a study of African American women in the Healthcare workforce, researchers reported that African Americans in Connecticut are significantly underrepresented in the top medical professions with only 1% being physicians, surgeons or dentists. African American

residents in the corporate and business sector were also impacted by the 2008 “Great Recession.”¹⁵ The number of African American stable businesses, upper middle and upper class remains tenuous and comparatively miniscule to the numbers of those in the lower tiers of the state’s economic and income hierarchy.

Connecticut’s African American professional class grew to some extent as more were hired in the state government, and to some degree in the private sector. The increase in the number of African American professionals in the state continues to be the result of migration from the south and other parts of the country. However, by the 1990s and turn of the twenty-first century that migratory pattern reversed itself due to corporate downsizing and the return of many African Americans returning to their Southern roots to pursue new economic and social opportunities opening in the “New South” and seeking more affordable living standards after retirement in the south.¹⁶ Connecticut’s population of people of African descent transitioned dramatically from predominantly southerners to larger populations of immigrants from the Caribbean and African nations.¹⁷ Many traditional African American neighborhoods became majority Jamaican by the end of the twentieth century. Therefore, the political culture shifted from one fashioned by the historic domestic American racial experience to that of an African descendent immigrant experience.

The influx of larger populations of non-American people of African descent, predominantly from the Caribbean and to a lesser degree African nations added another layer of complexity to the African American experience in the state. Connecticut’s Caribbean populations remained relatively small historically, in comparison to New York and Massachusetts. The influx of non-Americans of African descent hit its stride in the 1980s, at a time with the state was losing population due to the out migration of younger populations. Ironically by the 1990s, many of the state’s earlier African Americans began to return or relocate to the South.

women make up a higher percentage of RNs and support technicians and 17% LPNs and 27% aides.

¹⁵ Connecticut loss 119,000 jobs during 2008-2010. See Ct Department of Labor online reports at <http://www1.ctdol.state.ct.us/lmi/recessionaryjobsstable.asp> . In 2011, unemployment for African American workers reached a peak of 17.3. White unemployment peaked 1 year earlier at 7.5 percent, see The State of Working Connecticut 2014, report of the Connecticut Voices for Children, found at www.ctvoices.org . See also, Connecticut Department of Labor Reports found at <https://www1.ctdol.state.ct.us/lmi/digestindex.asp#map3> . Teachers will find more data by race at <http://www.ctvoices.org/publications> .

¹⁶Georgia, Florida, North Carolina, and Virginia are the top-ranked states receiving African American populations leaving New England. See Joel Kotkin, The Cities Where African-Americans are Doing Best Economically found at <http://www.newgeography.com/content/004827> . Teachers will find the Henry Louis Gates, Jr. PBS program and publication, **The African American Migration Story: African-Americans Many Rivers to Cross** useful to students. Found at <http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/on-african-american-migrations/> accessed on February 25, 2016.

¹⁷ Connecticut is the fourth state with the highest number of Jamaican Americans. 2010 census data reports a population of 52,603 Jamaican immigrants in the state. The figure does not include the figure for number of children born to Jamaican immigrants in the state. Refer to http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_1YR_B04003&prodType=table .

To that end, by the end of the twentieth century, the majority of students in the major urban centers were not African American, but the children of newer immigrants and their first and second generation American born.

Although a common racial identity is shared between African Americans and Caribbean/African immigrant populations, there are ethnic, cultural, linguistic, attitudinal distinctions. The migration of African Americans from the South to Connecticut contributed to the state's native African American population's ties to the South and the Civil Rights movement. The political transformation was directly impacted by that migration. As yet, it is difficult to measure the political impact that Caribbean and African populations has or will have on progress in the state. Caribbean/African migrant populations benefitted immensely from the inroads into the American political and economic mainstream forged by native born African American descendants of American slavery. Many have succeeded and become members of the economic and political middle and upper classes at a faster pace than many African Americans because of the opportunities made available because of the Civil Rights movement. As the populations of African descent in the state become more racially diverse, a new chapter of history is being written.

CONCLUSIONS

As a people who came to this land as indentured labor and eventually became chattel/property, the political experiences of African Americans in Connecticut began their struggle from a beginning in which the law and politics legitimized their subjugation to one in which they became major forces in political change and full participants in the government and political system at all levels. They progressed from a place in which they were victims of the law to one in which now they both make and implement the law. In economic terms, African Americans in Connecticut were initially legally designated as property but struggled to become a people who today have some representation in every economic sector and at every level of the income and wealth strata in the state. However, far too many of the descendants of American enslavement continue to be marginalized and challenged by economic inequality in this four hundred year time span.

The nearly four hundred year presence of African Americans in Connecticut has been rife with nearly

insurmountable challenges and hard fought gains. From the era of enslavement to the present, African Americans have persisted and effectively used the political and legal structures of the state and nation to achieve freedom and political inclusion. From the beginning of their presence in a community in the state and nation, African Americans understood the importance of political and economic agency. It was not until the 1980s that the several centuries of African American effort political and economic opportunities were opened wider than ever before and began the creation of a larger middle and upper middle economic strata. However, during the same decade of the 1980s, Connecticut's major urban centers joined the national list of the poorest urban areas in the nation. Some African Americans fortunate enough to enter the middle to upper income strata migrated from those urban centers to the wealthier suburbs following the same suburbanization migration of their white economic peers.

African American political and economic experiences and history in Connecticut created a unique legacy for many generations of Connecticut's populations to come. It is a legacy of a people who were integral to the formation of the state and the American nation-state. The values of freedom, economic justice, equal access to both the market and political process at the core of the African American struggles in the state from the colonial era to the present, are shared across all of the state's communities. The tenacity and perseverance of African Americans migrating within and into the state, especially from the South, are testaments of the true American nature of African American political culture. There have been remarkable successes and colossal failures to achieve economic and political equality in the state. More remains to be achieved, however, the way forward is clearer. The continued success of Connecticut will be measured by the recognition and inclusion of the invaluable history of its African American community.

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