



# Mashantucket Pequot Curriculum Outline

One-Pager

## Outline of Curriculum in 23-24 Schoolyear

**The Cycles:**  
What will  
teachers receive  
this year?

- **Cycle 1: Early Life (Ice Age-3,500 years ago):**
  - **Build Knowledge:** Ice sheets & landmass, early mammals of the Northeast, creation stories and archaeology
  - **Guided Seminar:** Hidden Creek Site Exploration
  - **Inquiry:** The Four Seasons
  - **Inquiry:** Enduring Innovations: Pre-historic vs. modern tools
- **Cycle 2: The Advent of Horticulture (Pre-Contact):**
  - **Build Knowledge:** Life in a Pequot Village
  - **Inquiry:** The Three Sisters & the establishment of Horticulture
  - **Guided Seminar:** Life in a Pequot Village
- **Cycle 3: European Invasion & Pequot War:**
  - **Build Knowledge:** European Invasion
  - **Inquiry:** Impacts of European Invasion
  - **Structured Academic Controversy:** Pequot War
  - **Close Reading:** Treaty of Hartford
- **Cycle 4: Modern Times**
  - **Build Knowledge:** A Community persists- Post-Pequot War through Federal Recognition
  - **TBD S2:** Attempted Government Erasure
  - **TBD S2:** Indiantown Stories
  - **TBD S2:** Push and Pull of Staying at Mashantucket
  - **TBD S2:** Federal Recognition
- **Note to Teachers:** *Cycle 3 was released first this school year due to the importance of CT teachers getting this part of the story right, and due to the frequency of which the Pequot War is taught in history classes. Other cycles will be released throughout the year.*

**Parts of a  
Cycle:**  
What types of  
lessons will I  
teach in each  
cycle?

## Parts of the Cycle

- [The Art of History One-Pager](#)
- **Why Build Knowledge in a Stage 1 lesson First?**
  - Without baseline knowledge, students struggle with engagement, access to texts and the ability to properly source and analyze
  - This is an opportunity to tell a compelling story! Emphasize that people of the past were dynamic and complex, just like the people we all know who live today!
  - Establish understanding of key vocabulary to elevate student analysis of text and precision in discourse
  - Lower level of Bloom's Taxonomy: Retell & Summarize prior to analyze
- **What is a Stage 2 lesson and why do they matter?**
  - Stage 2 lessons are literacy-based. They encourage students to read real historic texts/interact with real historic artifacts, just like professional historians do!
  - "Doing history" and engaging in historical thinking requires students to interact with original sources, engage in rigorous discourse with one another and communicate their ideas in writing
  - There are multiple forms of S2 lessons, including: Inquiry, Close Reading, Guided Seminars, Structured Academic Controversies, and more. The type of S2 lesson depends on the type of thinking students are asked to do and types of sources they are interacting with

**How to  
Prepare:**  
What can  
teachers do to  
prepare to teach?

## Revise the Plan to Get to the Rigor Faster

- [Internalization One-Pager](#)
- **Historical Thinking Tools:**
  - Sam Wineburg and Stanford History Education Group:
    - [SHEG Lessons & Activities](#)
    - [Books](#)
- [Visit the Pequot Museum](#)