

TEACHING, LEARNING AND INNOVATION SUB-COMMITTEE MEETING
Regular Meeting
Griswold Board of Education
Assistant Superintendent's Office
211 Slater Avenue
Griswold, CT 06351

Thursday, May 28th, 2026
5:30 pm

1. Call to Order
2. Approval of Minutes- March 26th, 2026
3. Social Studies Curriculum
4. Griswold Forward 2.0 Update
5. Anything that May Properly Come before the Committee
6. Next Meeting: TBD
7. Adjournment

**TEACHING, LEARNING, & INNOVATION SUB-COMMITTEE MEETING
GRISWOLD BOARD OF EDUCATION**

**THURSDAY,
March 26th, 2026**

DRAFT

1. A regular meeting of the Griswold Board of Education's Teaching, Learning, and Innovation (TLI) Subcommittee took place on Thursday, March 26th, 2026, at Griswold Middle School in the GMS Library Media Center/Learning Commons, located at 211 Slater Avenue, Griswold, Connecticut. The TLI Subcommittee meeting was called to order at 5:30 PM by Terry Cholewa, Chair of the TLI Committee.

PRESENT Stuart Norman, Jr., Yvonne Palasky, and Terry Cholewa, TLI Subcommittee Members.

ALSO PRESENT Glenn LaBossiere, GPS Assistant Superintendent of Schools; and Patricia Feeney and Jessica Gillespie, Directors of the TLI Department.

ABSENT

2. Approval of Minutes – January 22nd, 2026

MOTION By Yvonne Palasky
Seconded by Stuart Norman, Jr.
To approve the TLI subcommittee minutes for January 22nd, 2026, as presented.
Motion unanimously carried.

MOTION By Yvonne Palasky
Seconded by Stuart Norman, Jr.
To add item 3D – UCONN ECE Intro to Special Education
Motion unanimously carried.

3. Review, Discussion, and Possible New Course Proposal for Griswold High School
 - A. Mathematics in Sports
 - B. AP Seminar
 - C. Upside Down Worlds: Dante's The Inferno & Netflix's Stranger Things
 - D. UCONN ECE Intro to Special Education

The TLI subcommittee was provided with an update on four new course proposals at Griswold High School: Mathematics in Sports, AP Seminar, and Upside Down Worlds: Dante's The Inferno & Netflix's Stranger Things; and UCONN ECE Intro to Special Education. After review of the courses, the TLI subcommittee recommended that the four courses be moved forward to the full Griswold Board of Education for review, discussion, and possible action to approve.

MOTION By Yvonne Palasky
Seconded by Stuart Norman, Jr.
To move forward the four new course proposals for Mathematics in Sports, AP Seminar, and Upside Down Worlds: Dante's The Inferno & Netflix's Stranger Things, and UCONN ECE Intro to Special Education,

to the full Griswold Board of Education for review, discussion and action to approve.
Motion unanimously carried.

4. Update on Curriculum Development – The TLI subcommittee received an update on district curriculum initiatives and plans.
5. Next Meeting Date – The TLI Subcommittee will meet again on May 28th, 2026.
6. Anything That May Properly Come Before the Committee – There was no further discussion for anything that may properly come before this committee.
7. Next Meeting: The next regular meeting of the TLI subcommittee will take place on March 26th, 2026.
8. Adjourn

MOTION

By Yvonne Palasky
Seconded by Stuart Norman, Jr.
To adjourn the TLI subcommittee meeting at 6:47 PM.
Motion unanimously carried.

Minutes prepared by: Glenn LaBossiere/Robin Drobiak

Griswold Elementary School
Grade K
Unit 1

Subject(s)	Social Studies
Grade/Course	Grade K
Unit Title	Unit 1: Roles and Responsibilities in a Community
Unit Description	In this unit, students develop an understanding of the roles and responsibilities that support a functioning community. They explore how community members and leaders contribute to the well-being of others, the importance of rules and laws, and the ways people work together to make decisions and take action. Through guided inquiry, discussion, and collaborative activities, students learn how their own actions can positively impact their classroom and local community.
Pacing	September-December

Priority Standards & Supporting Standards

K.Inq.1.a. Develop questions relevant to self, family, and school community

K.Inq.4.f. Use listening, consensus-building, and voting procedures to take action in the classroom.

K.Civ.1.a. Describe the roles and responsibilities of community leaders (e.g., teachers, principals, town managers, business owners, first responders).

K.Civ.2.a. Explain how all people, not just official leaders, contribute to the community (e.g., recycling, following agreed upon rules, advocacy, volunteering, voting, public service).

K.Civ.3.a. Explain the need for and purposes of rules and laws in our community (e.g., bike helmets, school rules, traffic laws laws).

K.Civ.6.a. Describe how community members work together to accomplish tasks to make their community a better place (e.g., municipal meetings, volunteering, belonging to community organizations).

K.Eco.3.a. Describe the skills and knowledge needed to do certain jobs in the community.

Concepts (What students will know...)	Skills (What students need to be able to do...)
• Community (K.Civ.1.a, K.Civ.2.a, K.Civ.6.a) • Roles and responsibilities (K.Civ.1.a, K.Civ.2.a) • Leaders and helpers (K.Civ.1.a) • Rules and laws (K.Civ.3.a) • Working together (collaboration/teamwork) (K.Civ.6.a, K.Inq.4.f) • Consensus and voting (K.Inq.4.f) • Civic participation (K.Civ.2.a, K.Civ.6.a) • Taking action (K.Inq.4.f, K.Civ.6.a)	• Ask questions about self, family, and school (K.Inq.1.a) • Listen to others and share ideas in a group (K.Inq.4.f) • Build agreement with classmates (K.Inq.4.f) • Participate in simple voting procedures (K.Inq.4.f) • Describe the roles of community leaders (K.Civ.1.a) • Explain how everyone can help the community (K.Civ.2.a) • Give examples of following rules and laws (K.Civ.3.a) • Work with classmates to help the class or school (K.Civ.6.a) • Describe how to do certain jobs in the community (K.Eco.3.a)
Essential Questions	Corresponding Big Ideas
• How do we help our classroom and community by working together? • Why do we need rules, and who helps make and follow them? • How can everyone, not just leaders, make our community a better place?	• Everyone has an important role in our community, and by working together and following rules, we help make our classroom and community a safe and happy place
Domain Specific Vocabulary	
Inquiry: questioning, opinion (argument), explanation, point of view, research, gather, sources, evidence, clarify , explanation, collaborative conversations, evidence, claims, visually/ visualize Content: community, leader, helper, rule, law, responsibility, vote, teamwork, listen, safe	

Assessments

Pre-Assessment	Other Evidence For Learning
	• Observations of students during whole class activities/discussions. • Students develop questions during whole class launches for activities (K.Inq.1.a) • Students actively participate in developing and maintaining classroom rules and norms (K.Inq.4.f)
Summative Assessments (Performance Tasks) <i>Include rubrics as needed</i>	
Community Wall (K.Civ.1a, K.Civ.2a, K.Civ.3.a, K.Civ.6.a, K.Eco.3.a, K.Inq.1.a, K.Inq.4.f): Students will create a Community Wall, for which each student will draw and describe a community leader or member (like a police officer, firefighter, doctor, mail carrier, teacher, or crossing guard), describe how they contribute to their community, and explain a rule or law that helps keep the community safe and organized.	

Engaging Common Learning Experiences <i>What common experiences promote targeted learning and enable all students to achieve the goals?</i>
Launching Activities: • Start with a whole group discussion about what makes a community. Introduce the concept of community helpers and why laws are important. (K.Civ.3.a) • In connection to ELA and Play-based learning requirements, students will demonstrate understanding of community helpers through dramatic play and/or STEAM (with blocks or other engineering materials). (K.Civ.1a, K.Civ.2a, K.Civ.3.a, K.Civ.6.a, K.Eco.3.a) Classroom Jobs Chart (K.Civ.1.a, K.Civ.2.a, K.Civ.6.a) Assign and rotate classroom helper roles (line leader, door holder, librarian). Discuss why each job is important and how everyone can help the classroom community.

Engaging Common Learning Experiences

What common experiences promote targeted learning and enable all students to achieve the goals?

Community Helpers Dress-Up Day (K.Civ.1.a, K.Eco.3.a)

Students dress up as a community helper (firefighter, nurse, teacher, etc.) and share what their helper does for the community.

Wonder Wall Question Board (K.Inq.1.a)

Brainstorm and create a chart with student's questions about their family, school, or community.. Read and discuss the questions during circle time.

Create Our Classroom Rules (K.Civ.3.a, K.Inq.4.f)

Brainstorm classroom rules together. Vote on the most important ones and make a poster to display them.

Community Centers Dramatic Play (K.Civ.1.a., K.Civ.6.a)

Set up a pretend community center (i.e. post office, library, etc.). Students will pretend to act as community helpers and people in the community.

Thank You Cards for Community Helpers (K.Civ.1.a, K.Civ.2.a)

Students create cards for school and community helpers (custodian, lunch worker, bus driver) and deliver them together.

Resources

Teacher Resources	Student Resources
Books • <i>All are Welcome</i> • <i>Clothesline Clues to Jobs People Do</i> Relevant Bookworms Text Connections: • <i>Bee Facts</i> • <i>Building with Dad</i> • <i>How to Build a School</i> Kindness in the Classroom • Three Rules of Respect (K.Inq.1.a)	Chart Paper

Griswold Elementary School
Grade 3
Unit 2

Subject(s)	Social Studies
Grade/Course	Grade 3
Unit Title	Unit 2: Cultural Communities in Connecticut Present and Past
Unit Description	In this third-grade unit, students investigate Connecticut's past and present to understand cultural identity, continuity, and change. They investigate how Native American tribes of Connecticut preserve their culture and compare past and present regional and cultural characteristics of Connecticut tribes, including customs, territories, material culture, and oral histories. Learners compare and contrast life in Connecticut past and present, including developing inquiry questions about influential Connecticut individuals. Throughout, students compare information from multiple historical sources to evaluate perspectives on Connecticut events and issues.
Pacing	4 weeks

Priority Standards & Supporting Standards
3.Geo.3.a. Use both local and state maps of Connecticut to describe location of cultural and environmental characteristics over time (e.g., civic spaces, economic centers, place, population density, settlement patterns, waterways). 3.Geo.4.b. Explain the ways in which Northeastern Woodland Native American tribes and ethnic enclaves of Connecticut have worked to preserve their cultural identity over time (e.g., museums, celebration of festivals, community centers). 3.His.2.a. Compare the regional and cultural characteristics of Northeastern Woodland Native American tribes of Connecticut, present and past (e.g., customs, locations of tribal territories, material culture, oral histories). 3.His.3.a. Generate questions about individuals and groups who represented communities committed to change in Connecticut (e.g., Thomas Hooker, Nathan Hale, Rev. James W. C. Pennington, Sarah Harris and Prudence Crandall, Noah Webster, Sengbe Pieh, Laura Wheeler Waring, Yung Wing, Thirman Milner, María Colón Sánchez, Harriet Beecher Stowe). 3.His.10.a. Compare information provided by different historical sources about an event or issue in Connecticut's history (e.g., patents, advertisements, paintings, illustrations, artifacts, newspaper articles, monuments, secondary sources).

Priority Standards & Supporting Standards

- 3.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content.
- 3.Inq.3.b. Identify evidence from multiple sources in response to a compelling question about Connecticut history.
- 3.Inq.4.d. Present a summary of arguments and explanations to others using print, oral, and digital technologies.
- 3.His.2.b. Describe the lived experiences of diverse cultural groups by comparing life in specific historical time periods to life in Connecticut today (e.g., industry, local customs, migration, trade, traditions).*
- 3.Geo.4.a. Explain the impact of diverse cultures within a local community and throughout Connecticut (e.g., art, businesses, foodways, language, music, religion).*
- 3.His.11.a. Make inferences about the intended audience and purpose of a variety of historical sources from information within the source itself (e.g., diary entries, historical markers, letters, seals, symbols)*

Concepts (What students will know...)	Skills (What students need to be able to do...)
● Maps help us to understand where people and environmental features are in Connecticut (3.Geo.3.a) ● Ways cultural groups preserve their identity over time in Connecticut (3.Geo.4.b) ● Regional and cultural differences in Native American tribes, past and present (3.His.2.a) ● Daily life of cultural groups in different times in Connecticut (3.His.2.b) ● People and groups who worked for change in Connecticut's history (3.His.3.a) ● Different historical sources about Connecticut's past (3.His.10.a) ● Social studies practices (3.Inq.2.a) ● Multiple sources to answer historical questions (3.Inq.3.b) ● What are print, speech, and digital tools (3.Inq.4.d)	● Use local and state maps to describe where cultural and environmental features are in Connecticut over time (3.Geo.3.a) ● Explain how Northeastern Woodland Native American tribes and ethnic enclaves have worked to keep their culture alive (3.Geo.4.b) ● Compare regional and cultural traits of Northeastern Woodland Native American tribes, past and present (3.His.2.a) ● Describe what life was like for different cultural groups in the past and compare it to life in Connecticut today (3.His.2.b) ● Ask questions about people and groups who helped make change in Connecticut (3.His.3.a) ● Compare information from different historical sources (3.His.10.a) ● Apply social studies thinking and practices to show understanding (3.Inq.2.a) ● Find evidence from different sources to answer big questions (3.Inq.3.b) ● Summarize and share arguments and explanations using print, speech, or digital tools (3.Inq.4.d)

Essential Questions	Corresponding Big Ideas
- How have different people and groups contributed to change and the preservation of culture in Connecticut's history? - How can we use evidence from multiple sources to understand the lives and experiences of people in Connecticut, past and present?	Understanding Connecticut's history means exploring the diverse people, cultures, and events that have shaped its communities, using evidence to connect the past to our lives today.
Domain Specific Vocabulary	
Inquiry: questioning, argument, explanation, point of view, sources, evidence, claims, counterclaims, gather, credibility, visualize Content: culture, identity, community, tradition, compare, preserve, change, diversity	

Assessments	
Pre-Assessment	Other Evidence For Learning
	- Class participation - Brief Writes
Summative Assessments (Performance Tasks) <i>Include rubrics as needed</i>	
Museum Exhibit (3.Hdis.2.a, 3.Geo.3.a., 3.Inq. 2.a., 3.Inq.3.b): Imagine you are a curator at a local museum in Connecticut. You need to create an exhibit that teaches visitors about the regional and cultural characteristics of the Northeastern Woodland Native American tribes of Connecticut. Your exhibit should compare these tribes—past and present—focusing on their customs, places where they lived, traditional objects, and the stories they share. Performance Task Guide Biography (His.3.a, 3. Inq. 2.a. 3.Inq.4.d.): Create a product that shows what you understand about your chosen person or group. Your product must include: - A short biography (their life and background) - At least three thoughtful questions you have about their actions or contributions - Examples of how this person or group helped bring about change in Connecticut .	

Engaging Common Learning Experiences

What common experiences promote targeted learning and enable all students to achieve the goals?

Historical Figure Role-Play (3.His.3.a, 3.Inq.4.d): Understand contributions of Connecticut changemakers and practice presenting arguments/evidence.

- Assign or let students choose a historical figure from Connecticut.
- Guide students in researching their figure using books, websites, and videos.
- Help students create a simple script or set of interview questions and answers.
- Students dress up or use props and perform for the class, in person or as a recorded video.

Primary Source Detective (3.Inq.3.b, 3.His.10.a): Identify and compare information from multiple source types.

- Provide groups with a folder of primary and secondary sources (photos, letters, artifacts, newspaper excerpts).
- Students examine each source, noting what information it provides.
- As a group, compare how different sources describe the same event.
- Discuss as a class which sources they found most trustworthy and why.

Then and Now Comparison (3.His.2.a, 3.His.2.b): Compare life in Connecticut's past and present, focusing on cultural and regional characteristics.

- Choose aspects of daily life to compare (e.g., schools, food, clothing, transportation).
- Research using books, interviews, and online resources.
- Create Venn diagrams or T-charts to organize findings.
- Share findings with the class and discuss how and why changes happened.

Map Exploration Activity (3.Geo.4.b): Analyze how geography influenced cultural identity and communities in Connecticut.

- Provide students with maps of Connecticut showing tribal territories and ethnic enclaves.
- Students mark locations and research how geography affected ways of living, traditions, and interactions.
- Create annotated maps or short reports to share findings.

Engaging Common Learning Experiences

What common experiences promote targeted learning and enable all students to achieve the goals?

Oral History Interviews (one of our local tribes Mohegan or Mashantucket) (3.His.2.b, 3.Geo.4.b): Learn about cultural change and preservation through personal stories.

- Invite a local elder or use a recorded oral history from a museum/library.
- Prepare interview questions as a class.
- During the interview, students take notes or record key points.
- Afterward, students write a summary or share what surprised them.

Notable Connecticans (3.His.3.a, 3.His.2.b, 3.Geo.4.b): Read Aloud When Marian Sang

- Discuss Marian's connection to Connecticut
- Written Response: How did Marian Anderson impact our country's history?
- Generate questions students still have on post-its and record on chart for future exploration

Resources

Teacher Resources	Student Resources
Books & Read-Alouds • If You Lived At The Time of the American Revolution by Kay Moore (context for Connecticut history) • A Kid's Guide to Native American History by Yvonne Wakim Dennis (Northeastern tribes and cultural preservation) • The Connecticut 169 Club by Marty Podskoch (Connecticut towns and communities, teacher reference) • Prudence Crandall and the Black Women of Canterbury by Barbara E. Beardsley • Where I Live • When Marian Sang	Interactive Tools & Games • National Archives - DocsTeach: https://www.docsteach.org/ Activities for analyzing primary sources, including some Connecticut content. • PBS LearningMedia (Connecticut): https://ct.pbslearningmedia.org/ Videos and interactive lessons on Connecticut and U.S. history. SchoolAI Spaces • Check the Discover page for interactive Spaces where students can role-play Connecticut historical figures, analyze primary sources, or participate in digital museum walks.

Teacher Resources	Student Resources
Digital & Print Primary Sources - Connecticut Digital Archive: https://ctdigitalarchive.org/ Primary source documents, photos, and artifacts from Connecticut history. - Connecticut Explored for Kids: https://www.ctexplored.org/kids/ Articles, images, and stories about Connecticut people and events, written for young readers. - Smithsonian National Museum of the American Indian: https://americanindian.si.edu/nk360/connecticut Lessons and resources on Northeastern Woodland tribes, including activities and oral histories. Virtual Field Trips & Museums - Connecticut Historical Society: https://chs.org/education/for-educators/ Curriculum guides and downloadable resources for teachers. Lesson Plans & Teaching Guides - Teach It: Connecticut's Inquiry-Based Social Studies Lessons: https://teachitct.org/ Inquiry-based, primary source-rich lesson plans for Connecticut history and culture. - Connecticut Freedom Trail Curriculum: https://ctfreedomtrail.org/resources-for-educators/ Focuses on changemakers and cultural identity.	Virtual Field Trips & Museums - Mashantucket Pequot Museum & Research Center (Virtual Tour): https://www.pequotmuseum.org/visit/virtual-tour/ Explore Northeastern Woodland Native American culture. - Connecticut Old State House Virtual Experiences: https://www.ctoldstatehouse.org/education/virtual-programs

Griswold Middle School
Grade 8
Unit 2

Subject(s)	Social Studies
Grade/Course	Grade 8
Unit Title	Unit 2: Expansion, Influence, and Economic Growth
Unit Description	This unit explores the deep economic interdependence of the industrializing North and the agrarian South, alongside the moral impulses of the Antebellum reform movements. Rather than studying these as isolated phenomena, students will investigate how the economic "engine" of the nation (powered by Southern slave labor and Northern water-powered mills, including those along Griswold's Pachaug and Quinebaug rivers) directly sparked the profound moral crises and reform movements of the mid-19th century.
Pacing	22-23 days

Priority Standards & Supporting Standards
8.His.1.c. Analyze the events and developments related to the institution of slavery in the early republic (e.g., Haitian Revolution, Act Prohibiting the Importation of Slaves, cotton gin, textile industry). 8.Civ.14.b. Compare movements for social change and the strategies they employed by the United States in the Antebellum Period (e.g., abolition, Second Great Awakening, suffrage, temperance). 8.His.12.a. Develop questions using multiple historical sources about how individuals and groups in northern states sustained or challenged racial inequality during the Antebellum Period (e.g., Connecticut's gradual emancipation act, Amistad Trials, Sarah Harris and Prudence Crandall). 8.Inq.3.c. Develop claims and counterclaims while pointing out the strengths and limitations of different sources. 8.Inq.4.a. Construct arguments using evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. 8.Inq.4.c. Critique the credibility of arguments and structure of explanations related to a historical account of an event or issue in United States history.

Priority Standards & Supporting Standards

8.Eco.1.a. Explain how the transition from an agricultural-based economy to an industrialized economy affected the well-being of individuals, groups, and businesses (e.g., factory workers, child laborers, women in the industrial workforce, formerly enslaved persons, Irish, Chinese, Black, and White laborers and tradespeople).

8.Eco.3.a. Explain how the demand for finished goods influenced business specialization and the growing need for labor during the American Industrial Revolution (e.g., textiles, firearms, shipbuilding, manufacturing, foundries, logging).

8.Eco.7.a. Analyze the role of innovation and entrepreneurship at the start of the American Industrial Revolution (e.g., mills, patents, telegraph, interchangeable parts).

Concepts (What students will know...)	Skills (What students need to be able to do...)
• All historical sources have a bias (perspective) and limitations (incomplete information or motive) that must be critiqued to fully understand the historical narrative. (8.Inq.3.c) • Historians and students must evaluate the logic and completeness of an explanation (how well the evidence connects to the claim) to determine its credibility. (8.Inq.4.c) • How regional resources and specialization (South: raw materials; North: manufacturing/finance) created mutual economic dependence, despite political and moral conflict. (8.Eco.3.a., 8.Eco.1.a.) • The interconnection of slavery, technology (cotton gin), and the textile industry created two distinct, competing economic systems (sectionalism) in the early republic. (8.His.1.c.) • How Connecticut laws (like the Gradual Emancipation Act of 1784 and the Black Law of 1833) and local citizens actively protected white economic and social privilege (8.His.12.a). • How Connecticut individuals and groups (such as Sarah Harris, Prudence Crandall, Sengbe Pieh/Cinque, and Arthur Tappan) used courtrooms and classrooms to challenge systemic prejudice (8.His.12.a, 8.Civ.14.b). • Reform movements of the Antebellum Period were driven by a moral impulse (Second Great Awakening) and employed diverse, often contrasting tactics to achieve social, political, or economic change. (8.Civ.14.b.)	• Develop claims and counterclaims while pointing out the strengths and limitations of different sources. (8.Inq.3.c) • Construct arguments using evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. (8.Inq.4.a.) • Critique the credibility of arguments and structure of explanations related to a historical account. (8.Inq.4.c) • Identify what a primary source hides or leaves out, particularly regarding economic trade vs. human cost, and explain how those silences limit its credibility (8.Inq.4.c). • Compare factors that influenced the quality of life (income, security, mobility) for different groups (enslaved, free black, factory worker, planter) to show the unequal outcomes of the economic system.(8.Eco.7.a.) • Analyze the physical and monetary journey of a cash crop from its cultivation by enslaved labor (8.His.1.c, 8.Eco.3.a). • Categorize and compare the legal rights, physical safety, and personal agency of enslaved agricultural workers in the South against free industrial workers in New England (8.His.1.c, 8.Eco.3.a). • Use historical records to identify the explicit legal, economic, and social strategies used by Northern communities to sustain racial barriers (e.g., Canterbury's Black Law) (8.His.12.a). • Identify and compare the tactics (e.g., civil disobedience, legislative lobbying, moral persuasion, legal defense) used by Antebellum reformers to challenge systemic injustice (8.Civ.14.b).

Essential Questions	Corresponding Big Ideas
Compelling Question: - Does making money ever justify hurting others, and how do regular people organize to fix a broken system? Supporting Questions: - How did money and resources connect and divide the North and South in the 1800s? - How was Connecticut a battleground for civil rights long before the Civil War? - Did the 19th-century reformers finish the job, or are we still fighting their battles today?	- Economic systems carry deep moral consequences; when laws protect profitable systems of abuse, ordinary citizens must organize and speak out to demand justice. - Geographic differences created an economic trade network where Northern factory profits and jobs depended directly on Southern enslaved labor. - Northern communities actively protected racial inequality through discriminatory laws and social boycotts, while local Connecticut activists courageously risked their safety to challenge them. - Social reform is an ongoing struggle; while reformers won major victories in the 1800s, systemic problems in education, civil rights, and mental health still exist today.
Domain Specific Vocabulary	
Inquiry: questioning, argument, explanation, point of view, sources, evidence, claims, counterclaims, credibility, visually/visualize Content: reformers, plight, asylum, abolitionists, oppression, sentiments, plantation, cotton gin, industrial revolution, racism, discrimination, segregation, defiance, rebellion, interdependence, specialization, chattel slavery, gradual emancipation, suffrage	

Assessments

Pre-Assessment	Other Evidence For Learning
The "Three Objects" Historical Mystery: Students analyze three localized clues—including a Griswold map, a cotton gin patent, and a Connecticut runaway slave ad—to discover the invisible thread of regional economic interdependence (8.Eco.3.a, 8.Inq.3.c).	● The Sourcing Comparison: Students complete a structural matrix comparing legal status and working conditions to critique a Southern planter's argument that New England mill girls were merely "wage slaves" (8.Inq.4.a, 8.Inq.4.c). ● Sourcing Lab: Students work in pairs to analyze the perspectives, bias, and omissions of a pro-slavery defense by John C. Calhoun against an abolitionist editorial by William Lloyd Garrison (8.Inq.3.c, 8.Inq.4.c).
Summative Assessments (Performance Tasks) <i>Include rubrics as needed</i>	
1. The Reform Movements Project: Historical Figure and Modern Impact Analysis (8.Civ.14.b., 8.Inq.3.c., 8.Inq.4.a., 8.Inq.4.c.) Students research a 19th-century reformer using NoodleTools, utilize SchoolAI to fact-check historical limitations, and construct a multi-format portfolio connecting the reformer's goals directly to modern issues. After research students will present. 2. The Scaffolded DBQ (8.His.1.c, 8.Eco.3.a, 8.Inq.4.a, 8.Inq.4.c): Students develop a complete, evidence-based argument addressing the extent of Northern economic dependence on Southern slavery and its direct impact on Antebellum reform movements.	

Engaging Common Learning Experiences

What common experiences promote targeted learning and enable all students to achieve the goals?

- Geographic Specialization Chart (8.Eco.3.a, 8.Eco.7.a.): Students use resources to complete a comparative chart outlining how natural landforms dictated regional labor systems and economies in the North and South.
- The Interdependence Paper Trail (8.His.1.c, 8.Eco.1.a., 8.Inq.4.a): Students read a shipping manifest, an insurance policy, and Solomon Northup's slave narrative to map the financial paper trail of cotton from plantation fields to Wall Street banks and Connecticut looms.
- Silas Hubbard Simulation (8.Inq.3.c, 8.Inq.4.c): Students interview a simulated 1840 New York shipping merchant (i.e. SchoolAI) to analyze how Northern businesses profited from the cotton trade while morally opposing slavery.
- The Southern Field Study (8.His.1.c, 8.Inq.3.c): Students analyze secondary (i.e. VR set plantation walk) and primary sources, including excerpts of Moses Grandy and Harriet Jacobs, to investigate how chattel laws and physical punishments governed agricultural labor.
- The Sourcing Debate (8.Inq.4.c): Students engage in a debate comparing the legal rights and physical safety of enslaved field hands versus free wage factory workers.
- The Canterbury Classroom Investigation (8.His.12.a, 8.Civ.14.b): Students trace local geography and analyze town resolutions to discover how Canterbury white citizens used economic boycotts and the "Black Law" of 1833 to close Prudence Crandall's school for Black girls.
- The Amistad Legal Brief Jigsaw (8.His.12.a, 8.Inq.4.c): Students act as defense attorneys in a collaborative jigsaw activity, analyzing Spanish treaties and Cinque's court testimony to build a case for the Amistad Africans in New Haven.
- The [Reform Movements](#) Project (8.Civ.14.b., 8.Inq.3.c., 8.Inq.4.a., 8.Inq.4.c.) Students will follow the process to research a 19th-century reformer (i.e. education, abolition, women's rights, prison, etc.) and connect the reformer's goals directly to modern issues.
 - Students will be introduced to the topics through primary source stations and narrow their focus on reform movements.
 - Students will pick a [historical figure](#) from a list of people in the Reform movements of the 1800s
 - Students will use NoodleTools to organize their research about the person's background, impact on the movement at the time, and impact of today
 - After research students will choose one option from the [choice board](#) to show their learning
- The DBQ Strategy Workshop (8.Inq.4.a, 8.Inq.4.c): Students will draft counter-intuitive claims, address document limitations, and structure complex historical essays.

Resources

Teacher Resources	Student Resources
● <i>History Alive!</i> Textbook: The United States Through Industrialism ○ Chapter 18-An Era of Reform: Supplemental reading for each of the reform movements ○ Chapter 13-The Worlds of the North and South ○ Chapter 19-African Americans in the Mid-1800s ● The Daily Bellringer (YouTube): Guided historical overview videos used as scaffolded warm-ups to bridge conceptual historical gaps. ● Local Historical Archives: Historical registry maps of Jewett City, Connecticut textile mills (Ashland Mill, Slater's mill influence, and Pachaug River survey maps). ● Court Case Records: Background and Public records of the Prudence Crandall Canterbury School Trial (1833) and the background and New Haven La Amistad District Court transcripts (1839). ● Primary Source Libraries: Library of Congress (Voices Remembering Slavery audio archives) and the National Museum of African American History and Culture (NMAAHC) digital catalog. ● NotebookLM: To provide curated sources and supports, teacher materials, and insights.	● Virtual Reality set: Plantation walk ● Leveled texts ● NoodleTools: Used for citing historical maps, tracking personal reading logs, organizing research bibliography folders, and writing "Evidence Layer" cards. ● SchoolAI Spaces: Interactive AI sandboxes configured to act as historical figures—including shipping merchant <i>Silas Hubbard</i> and reform benefactor <i>Arthur Tappan</i>—and to serve as reflective brainstorming prompts. ● Canva / Google Slides: Creative digital platforms used by students to execute design elements of their chosen "Reformer's Legacy" choice board portfolios (such as the Digital Evolution Timelines and Commemoration Proposals).

Griswold Middle School
Grade 5
Unit 1

Subject(s)	Social Studies
Grade/Course	Grade 5
Unit Title	Unit 1 - Native Nations & Our Shared Story/Kid Governor
Unit Description	This unit, Native Nations & Our Shared Story/Kid Governor, explores the enduring influence of Native nations on modern-day Connecticut. Students investigate the history and cultural practices of Native peoples, such as their stewardship of the land, analyze the impact of early encounters with Europeans, and critically examine whose voices are included or missing in historical accounts. The unit culminates with students applying their learning to civic action by participating in the Connecticut Kid Governor program, ultimately arguing how Native nations continue to shape the state's environment, names, and laws today.
Pacing	5 weeks (22 days)

Priority Standards & Supporting Standards

- 5.Geo.8.a: Describe the connection between natural resources and human settlement patterns in the Atlantic and Pacific Worlds (e.g., Caribbean, Europe, North America, South America, West Africa).
- 5.His.14.b: Describe the causes and effects of European exploration and settlement of the Americas (e.g., factors like conflict, enslavement, land rights, sovereignty, and trade).
- 5.Civ.10.b. Identify the contributing factors that underlie multiple and varied points of view about school, community, and civic issues.
- 5.Inq.3a: Gather relevant evidence from multiple sources about a person, event, or issue in United States history, while using the origin, structure, and context to guide selection.
- 5.Inq.4.b: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- 5.Inq.4.f: Use a range of deliberative and democratic procedures to evaluate and implement strategies to address problems in classrooms and schools.
- 5.Inq.3.b. Identify evidence response to a compelling question while determining among fact and opinion to determine the credibility of multiple sources.
- 5.His.5.a: Explain how the culture and experiences of African, Indigenous, and European people influenced their perspectives during the Age of Exploration (e.g., cultural norms, beliefs about governance, and trade motives).*
- 5.His.14.a: Explain probable causes and effects of the migration of Indigenous peoples and the formation of Native nations in North America (e.g., using archeological evidence and oral traditions).*
- 5.Inq.3.c. Use evidence to develop claims in response to a compelling question by using evidence related to early United States history. .*
- 5.Inq.4.a: Construct arguments using claims and evidence from multiple sources about United States History*
- 5.Inq.4.c. Critique arguments and explanations*
- 5.Inq.4.e. Explain the challenges and opportunities, both present and past, in addressing local, regional, and global problems in United States history.*

Concepts (What students will know...)	Skills (What students need to be able to do...)
• How Indigenous nations in the Northeast (including Mohegan and Mashantucket Pequot) practiced environmental stewardship, including the concept of the Three Sisters agriculture and seasonal rounds, to sustain their environment. (5.Geo.8.a) • The nature of the exchange (goods, ideas, diseases, technology) that occurred when Native peoples and Europeans first met in the Northeast, and the resulting positive and harmful impacts on daily life. (5.His.14.b) • The importance of identifying and analyzing diverse historical perspectives, recognizing whose voices are included and missing in traditional accounts, and the difference between primary and tribally-curated sources. (5.Inq.3.a) • How Native nations continue to shape Connecticut's environment, names, and laws today. (5.Inq.4) • The role of advocacy and civic action in the community, as demonstrated through the Kid Governor program. (5.Civ.10.b)	• Use historical documents, maps, and images to gather evidence about Native lifeways, settlement, and early contact. (5.Inq.3) • Construct a visual and annotated model to demonstrate the relationship between natural resources and cultural practices. (5.Geo.8.a) • Sort and analyze items/ideas exchanged between two groups and explain the cause-and-effect impact of those exchanges. (5.His.14.b) • Compare historical accounts with modern Indigenous perspectives to identify "gaps" in the historical narrative. (5.Inq.3.a) • Compile research and evidence to construct an argument in a "Letter to the Future" that explains the ongoing influence of Native nations. (5.Inq.4) • Participate in a civic process and use their voice to advocate for community betterment. (5.Civ.10.b)

Essential Questions	Corresponding Big Ideas
Compelling Question - How do Native nations shape who we are today? Supporting Questions - SQ1: How did different Native nations live with the land where they settled? - SQ2: What changed when Native peoples and Europeans first met in the Northeast? - SQ3: Whose voices are included—and missing—when we learn about Native histories? - SQ4: How can we use our voices (like Kid Governor) to make our community better?	- The presence and culture of Native nations are not just history; they are a continuous and enduring force that shapes modern life, place names, laws, and the environment. - Native nations developed sophisticated, sustainable practices of land stewardship that worked with, and not against, the environment to ensure resources for future generations. - The initial meeting between Native peoples and Europeans was a complex two-way exchange, but it also resulted in profound, unequal, and lasting demographic, technological, and cultural changes for both groups. - Historical understanding is incomplete without considering multiple perspectives; actively seeking out tribally-curated sources is essential to fill the gaps left by traditional, non-Native historical narratives. - Civic participation and using one's voice is a vital way to apply lessons from history and advocate for changes that benefit the community and promote a more inclusive "Shared Story."
Domain Specific Vocabulary	
Inquiry: Source, Evidence, Claim, Perspective, Exchange, Impact Content-Specific Vocabulary: Nation (Native nation), Stewardship, Environment, Climate, Resources (natural), Settlement, Seasonal Round, Three Sisters, Longhouse / Wigwam / Pueblo / Plank House, Wampum, Barter, Alliance, Technology (in context), Dependency	

Assessments

Pre-Assessment	Other Evidence For Learning
The unit's initial activities serve as informal pre-assessments to gauge student prior knowledge: • The "Town Name" Mystery : Used to stage the compelling question by having students analyze local Connecticut town and river names with Native origins (e.g., Willimantic, Niantic). This assesses students' existing awareness of the continuous Native presence and history in the state. (5.Inq.3, 5.Inq.4) • "Source Detective" Organizer (from launch): An initial activity where students interact with sources (maps, images) to gather details about Native dwellings, seasonal practices, and resources. This provides a baseline assessment of their ability to analyze sources, a foundational skill for the unit. (5.Inq.3, 5.Geo.8.a)	Formative Performance Tasks • The Stewardship Sketch (SQ1) : Students create an annotated visual model of a Native nation's relationship with the land (e.g., "The Three Sisters" agriculture). This shows their understanding of sustainable practices and seasonal land use. (5.Geo.8.a) • The "Two-Way Street" Chart (SQ2) : Students categorize the exchange of goods and ideas between Native peoples and Europeans, analyzing the positive and harmful impact of that contact on daily life. (5.His.14.b) • The "Source Audit" Presentation (SQ3) : Students compare historical documents (e.g., a 1600s Land Deed) with a modern statement from a CT Tribal Nation to find "gaps" and fill them with modern Indigenous perspectives. (5.Inq.3)
Summative Assessments (Performance Tasks) <i>Include rubrics as needed</i>	
Summative Performance Task (5.Inq.4, 5.Inq.3, 5.His.14.b, 5.Geo.8.a): The "Shared Story" Portfolio Students compile their work from the formative tasks and use it to write a comprehensive "Letter to the Future." This letter serves as a final argument on how Native nations continue to shape Connecticut's environment, names, and laws today, directly addressing the Compelling Question. Taking Informed Action (5.Civ.10.b): Kid Governor Activities: Students analyze candidate campaign videos and participate in voting for the CT Kid Governor, demonstrating their ability to connect historical learning to modern civic engagement and community improvement. The Updated Marker Project (5.Inq.3.a): Students choose a local historical marker and write a "Missing Perspective" paragraph to be added to it, ensuring Native history is included in local public memory.	

Engaging Common Learning Experiences

What common experiences promote targeted learning and enable all students to achieve the goals?

See the [Inquiry Design Lesson Plan](#) for specific unit design, inquiries, lesson plan and [Activity Packet](#).

- The "Town Name" Mystery (Staging the Question) (5.Inq.3.a): An introductory, whole-class activity using a map of Connecticut to highlight Native town and river names (e.g., Willimantic, Niantic). This is a common experience used to spark inquiry and launch the compelling question.
- Interactive Gardening Diagram (SQ1) (5.Geo.8.a): Students collaboratively draw or build a 3D model of the "Three Sisters" agriculture (Corn, Beans, and Squash) and label the "job" of each plant. This is a hands-on experience to understand the concept of ecological stewardship.
- The "Exchange Baggage" Sort Simulation (SQ2) (5.His.14.b): Students participate in a card-based "trade" simulation using item cards (e.g., iron kettles, beaver pelts, smallpox, corn seeds). This common experience allows them to actively record and analyze the reciprocal and differing impacts of early contact between Native peoples and Europeans.
- The "History Detective" Lab (SQ3) (5.Inq.3.b): A comparative analysis activity where students audit sources by comparing a 1600s Land Deed to a modern statement from a Connecticut Tribal Nation (refer to resources in the [Mohegan Tribe's Tantaquidgeon Museum](#) and [Mashantucket Pequot Museum](#)). This promotes critical thinking by having all students identify whose voices are included and missing.
- CT Kid Governor Activities (SQ4) (5.Civ.10.b): Students analyze candidate campaign videos and participating in the class vote for the CT Kid Governor. This is a real-world, civic experience that grounds the historical learning in contemporary community action.

Resources

Teacher Resources	Student Resources
Inquiry Design Lesson Plan Activity Packet • TeachItCT: Trade between the Tunxis and the English in the 1700s • You are the Historian Interactive • You are the Historian Teacher Toolkit - five primary source units • America Before the Pilgrims: Wampanoag Tribe and History - World History Encyclopedia • Early Encounters in Native New York: Did Native People Really Sell Manhattan? Resource Overview • Native Nations Before the American Revolution • The Beaver Trade and Colonial New England AMERICAN EXPERIENCE PBS LearningMedia • Connecticut's Kid Governor	• Mohegan Tribe's Tantaquidgeon Museum and Mashantucket Pequot Museum • Life Along the River: The Pamunkey Indian Tribe of Virginia Resource Overview • First Contact with Europeans by Stephen Currie CommonLit • and Home Sweet Home CommonLit (and collection, “Bound for a New Life”, “Louis Riel”, and “Northeast Natives”: https://www.commonlit.org/texts/first-contact-with-europeans/paired-texts?featured_group_id=59) • The Plymouth Thanksgiving Story by Chuck Larsen CommonLit • European Exploration of the Americas, 1489-1596 Gilder Lehrman Institute of American History

Griswold HighSchool
Grade 9
Unit 5

Subject(s)	Social Studies
Grade/Course	Grade 9/ Modern World History
Unit Title	Unit 5 Global Conflicts
Unit Description	This unit explores the major global conflicts of the 20th century, focusing on the causes and consequences of World War I and World War II. Students will examine how ideologies like nationalism, fascism, and communism shaped warfare and led to events such as the Holocaust. Through survivor testimony and historical sources, learners will investigate the human impact of discrimination, persecution, and resistance. The unit emphasizes inquiry and critical thinking to connect past conflicts with ongoing global challenges.
Pacing	12 weeks, 30 blocks

Priority Standards & Supporting Standards
MW.His.1.e. Evaluate how the causes and effects of World War I influenced global conflicts in the 20th century (e.g., imperialism, industrialization, nationalism, collapse of empires, communism, socialism, fascism). MW.His.1.f. Investigate the ways in which antisemitic beliefs and other discriminatory policies in Europe led to the persecution and murder of millions of Jews as well as Roma, disabled people, LGBTQ+ individuals, and political prisoners during the Holocaust (e.g., Nuremberg Race Laws, Final Solution, Aktion T4). MW.His.15.a. Develop a historical argument about the long-term causes and triggering events that led to World War II (e.g., militarism, nationalism, Treaty of Versailles, Japanese imperialism, appeasement). MW.His.5.b. Analyze how developments in multimedia shaped the perspectives of individuals and groups in the 20th century (e.g. comic books, communication technologies, film, propaganda, public service announcements, radio)

Priority Standards & Supporting Standards

MW.His.2.b. Analyze how changes in military technology impacted the outcomes of various conflicts throughout the 20th century (e.g., barbed wire, bio-chemicals, flamethrowers, submarines, tanks, aircraft, computer technology, nuclear weapons).

MW.His.9.a. Synthesize sources from the Holocaust to develop questions and explore the experiences of survivors, victims, resisters, collaborators, bystanders, and rescuers (e.g., survivor testimony, memoirs, government documents, museums exhibits, historical fiction, and film)

MW.Inq.1.a. Explain how a question reflects an enduring issue in Modern World History.

MW.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

MW.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

MW.Inq.4.e. Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens.

Concepts (What students will know...)	Skills (What students need to be able to do...)
● Totalitarianism and the rise of Fascism and Communism as state-level applications of the "Isms" from Unit 3. (MW.His.1.e) ● Causes of WWI & WWII (i.e. imperialism, industrialization, nationalism) (MW.His.1.e, MW.His.15.a) ● How the end of WWI and WWII dismantled old power structures (Ottoman, Austro-Hungarian, Japanese), collapsing empires and created new global tensions. (MW.His.1.e) ● How industrialization and nationalism shifted warfare from professional armies to the mobilization of entire societies. (MW.His.1.e) ● Political ideologies (i.e. communism, socialism, fascism) (MW.His.1.e) ● Holocaust as systematic persecution and murder (MW.His.1.f) ● Pathways (i.e. beliefs, state policies) from discrimination to genocide (MW.His.1.f) ● 20th century examples of military technology (i.e. barbed wire, submarines, tanks, aircraft, biochemicals) (MW.His.2b)	● Evaluate historical causation and consequence (MW.His.1.e, MW.Inq.4.e) ● Connect WWI outcomes to later 20th-century conflicts (MW.His.1.e, MW.Inq.4.e) ● Investigate the causes of persecution (MW.His.1.f, MW.Inq.4.e) ● Analyze how the state enables genocide (MW.His.1.f) ● Synthesize a variety of sources from various perspectives to develop questions and understandings about the Holocaust (MW.His.9.a, MW.Inq.1.b) ● Develop a historical argument about WWII, supporting claims with specific evidence from credible sources (MW.His.15.a, MW.Inq.3.a) ● Compare effects of technology across different conflicts (MW.His.2b)

Essential Questions	Corresponding Big Ideas
● Did the peace that ended World War I make the next war inevitable, and how did its failures allow destructive new ideologies (Fascism, Communism) to gain power? ● When a government embraces systemic evil, what motivates an individual to become an upstander, a bystander, or a collaborator? ● Was the unprecedented destruction of the 20th century—from trench warfare to the atomic bomb—ultimately a consequence of human ideology, or a consequence of human technology?	● World War I changed borders, economies, and politics. Those changes helped ideologies like fascism, communism, and socialism grow and set the stage for more conflicts. ● Anti-Jewish beliefs and unfair laws in Europe slowly took away people's rights. This made it possible for governments to carry out organized persecution and, ultimately, the Holocaust. ● World War II began because long-term problems (like harsh peace terms, nationalism, and militarism) combined with immediate actions (aggressive expansion and appeasement). Together, these pushed the world into war.
Domain Specific Vocabulary	
Inquiry: questioning, argument, explanation, point of view, sources, evidence, claims, counterclaims, credibility, visually/visualize Content: Militarism – The belief in building up strong armed forces to prepare for war. Nationalism – Intense pride in one's nation, often leading to competition and conflict. Imperialism – The policy of extending a nation's power through territorial acquisition or dominance. Appeasement – A diplomatic policy of making concessions to avoid conflict, notably used before World War II. Treaty of Versailles – The peace treaty that ended World War I and imposed harsh penalties on Germany. Fascism – A political ideology characterized by authoritarian nationalism and suppression of opposition. Communism – A system advocating for classless society and collective ownership of resources. Holocaust – The systematic persecution and murder of six million Jews and millions of others by Nazi Germany. Genocide – The deliberate and systematic extermination of a national, ethnic, racial, or religious group.	

Domain Specific Vocabulary

Propaganda – Information used to influence public opinion, often biased or misleading.

Total War – A conflict in which nations mobilize all available resources and target both military and civilian infrastructure.

Military Technology – Innovations in weaponry and tactics that shaped the outcomes of modern warfare (e.g., tanks, submarines, nuclear weapons).

Assessments

Pre-Assessment	Other Evidence For Learning
Prior Knowledge Assessment for World Wars	- Who Did It? DBQ (MW.His.1.e, <i>MW.Inq.1.a.</i>, <i>MW.Inq.1.b</i>) - WWII DBQ (MW.His.15.a, MW.Inq.3.a) - Propaganda Analysis (MW.His.5.b, MW.His.1.f) - Survivor Testimony Analysis (MW.His.9.a, MW.His.1.f)
Summative Assessments (Performance Tasks) <i>Include rubrics as needed</i>	
Totalitarianism Project (MW.Inq.3.a.): Students will research and present comparisons of the rise of the inter-war period leaders. WWII and Holocaust Summative Assessment (MW.Inq.4.e., <i>MW.His.9.a.</i>, MW.His.1.b., MW.His.15.a., MW.His.2b): "How did the machinery of progress become the machinery of death?" Students synthesize the entire unit to answer if the 20th century's conflicts were a "failure of technology" or a "failure of ideology."	

Engaging Common Learning Experiences

What common experiences promote targeted learning and enable all students to achieve the goals?

Unit 5 Pacing & Implementation

WWI & The Industrialized Slaughter

- WWI Scavenger Hunt: "How did technology change the human experience of war?" (MW.His.1.e, MW.His.2b): Students use a scavenger hunt format to find evidence of how industrialization (Unit 3) made the "War to End All Wars" possible.
- WWI Jeopardy: "Which causes were most responsible for the collapse of global peace?" (MW.Inq.4.a): In this review game, teams must create a 5-6 topic game to demonstrate their understanding and defend their answers using primary sources found in the unit. Common Activity Components: M.A.I.N. causes (Militarism, Alliances, Imperialism, Nationalism), trench warfare, key figures, the Eastern vs. Western Front, major battles, new technology (gas, tanks), aftermath and Treaty of Versailles, and the fall of the German, Austro-Hungarian, and Ottoman Empires.
- Who Did It? DBQ (MW.His.1.e., *MW.Inq.1.a*): Students will be tasked with finding out, "Who did it," in regards to who started WWI through primary sources.
- The Versailles Simulation: "Did the Peace of 1919 make a 1939 War inevitable?" (MW.His.1.e, MW.His.15.a): Students take on roles of the Big Four to negotiate the treaty, using their "Forensic Lens" to predict future conflicts.

Totalitarianism & WWII

- WWII DBQ (MW.His.15.a, MW.Inq.3.a): Students examine documents related to the Rise of Fascism and causes of WWII to create and justify an argument.
- The Dictators of Instagram (MW.His.1.e, MW.His.5.b): "How does a leader use technology to control a national narrative?" Students deconstruct the propaganda of Stalin, Hitler, and Mussolini to identify the common "Playbook" of a Totalitarian leader promoting their ideas.
- The Pearl Harbor & Pacific Analysis (MW.His.1.e): "Why did the Japanese Empire see conflict with the West as necessary?" Linking Japan's actions back to the Meiji Restoration (Unit 4), students analyze the war in the Pacific.

The Holocaust & Human Rights

Engaging Common Learning Experiences

What common experiences promote targeted learning and enable all students to achieve the goals?

- Propaganda Primary Source Analysis (MW.His.5.b, MW.Inq.1.b., MW.Inq.3.a): Students will circulate and explore (i.e. Station Activity) examples of World War 2 era propaganda from different countries to explore the circulation of prejudiced beliefs and infer how this would have shaped the perspectives of individuals and groups at the time.
- Survivor Testimony Analysis (MW.His.9.a; MW.His.1.f): "What motivates an individual to resist systemic evil?" Using the provided materials (i.e. Sir Nicholas Winton and "Schindler's List"), students analyze the role of the Upstander vs. the Bystander in the face of state-sponsored genocide.
- The Global Crisis Briefing (MW.Inq.4.e., MW.His.9.a., MW.His.1.e., MW.His.1.f., MW.His.15.a., MW.His.2b): "How did the machinery of progress become the machinery of death?" Students synthesize the entire unit to answer if the 20th century's conflicts were a "failure of technology" or a "failure of ideology."

Resources

Teacher Resources	Student Resources
Primary Source Databases ● The National WWI Museum and Memorial Online Collections ● Topics in Chronicling America - Research Guides at Library of Congress ● Sir Nicholas Winton Archive Echoes & Reflections World War I Teacher Resources ● Who and/or What caused World War I? (G) ● Annotated Timeline WWI 2025 ● handout-causes activity.pdf ● WWI I Scavenger Hunt ● Who and/or What caused World War I? (G) ● Movie Journal - All Quiet on the Western Front	● Database Search ● WWI Timeline ● WWI I Scavenger Hunt ● Tanks, Flamethrowers & Gas (Weapons of World War 1) ● WWI Tech PPT Section 2 ● Christmas in the Trenches 1914 ● You tube & Edpuzzle ● My dear sister Janet ● written_document_analysis_worksheet_former.docx

Teacher Resources	Student Resources
• 📄 Christmas in the Trenches 1914 • 📄 31.1-Postwar Uncertainty.pdf • 📄 2024 totalitarianism project assignment • 📄 Communism Fascism and Nazism • 📄 WWI After Math DBQ.pdf • 📄 Dictator Canva Example.pdf 📄 Dictators of Instagram • 📄 Youtube questions rise of totalitarian leaders WWII Teacher resources • 📄 32.1-Hitler's Lightning War.pdf • 📄 32.2-Japan's Pacific Campaign.pdf • 📄 Rise of Fascism Germany & Japan DBQ • 📄 Vocab WWII Lesson.docx • 📄 Copy of Causes of WWII DBQ Packet.pdf • 📄 Sir Nicholas Winton.pdf • 📄 "Schindler's List" Quiz DBQ: Analyzing European attitudes about Jews from the 16th through the 18th centuries. Supplemental Resources: • Choices Program - Russian Revolution • 📄 Copy of Russian Revolution Choices.pdf	• 📄 WWI After Math DBQ.pdf • 📄 Jeopardy Game 6-Topic Template* • 📄 Grading Rubric for WWI Jeopardy/Slides Project • 📄 DBQ Rotation Station • National WWII Museum Videos • WWII Propaganda from the National Archives • Propaganda Exhibit from the USHMM • Causes of WWII DBQ Packet.pdf • 📄 The reason Japan attacked Pearl Harbor • 📄 Brief-History-on-Anti-Semitism-A.pdf • 📄 Copy of Martin Niemoller.pptx

Griswold High School
Grade 11
Unit 1

Subject(s)	Social Studies
Grade/Course	Grade 11 / United States History
Unit Title	Unit 1: Reconstruction
Unit Description	This unit focuses on the period following the US Civil War: on how to readmit Southern states into the union, what Reconstruction goals were for different people, and how the Radical Republicans sought to secure rights and opportunities for newly freed African Americans. This unit is also about the battle over who had power to direct reconstruction efforts- the president or the legislature- and the resistance to federal government efforts to reconstruct Southern society.
Pacing	2-3 weeks

Priority Standards & Supporting Standards
US.His.16.a. Analyze the political, economic, and social agency demonstrated by Black Americans throughout the period of Reconstruction using evidence from multiple relevant historical sources (e.g., Black Republicans, Historically Black Colleges and Universities, Edisto Island). US.Civ.5.a. Evaluate the effectiveness of state and federal government in upholding the Reconstruction Amendments (e.g., Black Codes, Enforcement Acts, Jim Crow laws). <i>US.Civ.13.a. Evaluate intended and unintended outcomes of Reconstruction plans and policies in terms of rebuilding a shared national identity (e.g., Radical Republicans, Compromise of 1877, Freedmen's Bureau, Reconstruction Treaties).</i> <i>US.Civ.14.a. Analyze the historical context of racism, racial violence, and challenges to reconciliation between the United States and the former Confederacy.</i> <i>US.His.7.a. Explain how contemporary perspectives of Reconstruction are shaped by political and social attitudes.</i>

Priority Standards & Supporting Standards

US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).

US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

Concepts (What students will know...)	Skills (What students need to be able to do...)
• How Black political participation and leadership, economic initiatives, and social movements impacted the Reconstruction period (US.His.16.a) • The Reconstruction Amendments (US.Civ.5.a.) • Jim Crow laws and Black Codes (US.Civ.5.a.) • Forms and patterns of racial violence (terrorism, intimidation, organized violence) (US.Civ.14.a) • The distinction between bias and perspective (US.Inq.3.a; US.Inq.3.b, US.Inq.4.b)	• Examine and compare political, economic, and social contributions of Black Americans (US.His.16.a) • Detect inconsistencies and contradictions across sources to support the identification of bias and perspective (US.Inq.3.a, US.Inq.3.b, US.Inq.4.b) • Gather and evaluate evidence from multiple sources representing diverse viewpoints (US.His.16.a, US.Inq.3.a; US.Civ.7.a) • Evaluate government effectiveness at enforcing civil rights at both state and federal levels during the Reconstruction period (US.Civ.5.a., US.Civ.14.a) • Select and organize effective evidence to develop strong arguments (US.Inq.3.b, US.Inq.4.b)
Essential Questions	Corresponding Big Ideas
• CQ: How did different interests and values put Americans at odds over what Reconstruction should mean? • Why was Reconstruction an area of changing racial attitudes? • Who should have the power to act when addressing questions for which the US Constitution does not have clear directions?	• Competing visions grounded in different economic interests, ideologies, and values create conflict, making consensus on major policy challenges difficult to achieve. • When legal status and institutional structures change rapidly, social attitudes often lag behind; this gap reveals the complexity of transforming deeply embedded beliefs. • Constitutional ambiguities and silences create ongoing tensions over the distribution of governmental power; how these gaps are filled depends on political will, interpretation, and the balance of power among branches of government.

Domain Specific Vocabulary

Inquiry: Questioning, Argument, Explanation, Point of view, Sources, Evidence, Claims, Counterclaims, Credibility, Visually/visualize

Content: Impeachment, 13th Amendment, 14th Amendment, 15th Amendment, Freedmen's Bureau, Carpetbaggers, Scalawags, Black Codes, Jim Crow, Compromise of 1877, Military Occupation, Redemption, Radical Republicans

Assessments

Pre-Assessment	Other Evidence For Learning
Teacher choices: utilizing google forms, handwritten responses to do now/warm up questions that get students thinking critically about the learning targets, quizzes, and informal questioning with all students responding.	• Sorting activity (Venn Diagram comparing and contrasting) • Perspective-based stakeholder quick-write (US.Inq.3.a, US.Inq.4.b.) • Power struggle T-chart (US.Civ.5.a., US.Inq.3.a) • Exploring primary sources (US.His.16.a., US.Civ.5.a., US.Inq.4.b.)
Summative Assessments (Performance Tasks) <i>Include rubrics as needed</i>	
DBQ Document/Evidence Sorting Activity & Thesis Development (US.His.16.a., US.Inq.3.a., US.Inq.3.b., <i>US.Civ.14.a.</i>): Students examine a collection of authentic sources to address the question: In what ways and to what extent did constitutional and social developments between 1865 and 1877 amount to a revolution? Reconstruction Summative Task (US.Civ.5.a., US.Inq.4.b.): Students evaluate the federal government's response to the challenges of Reconstruction. They must determine to what extent constitutional and social developments between 1865 and 1877 amounted to a "revolution" for American democracy.	

Engaging Common Learning Experiences

What common experiences promote targeted learning and enable all students to achieve the goals?

What should be the goals of "reconstructing" a divided nation?

- Sorting activity (Venn Diagram comparing and contrasting) (US.Civ.13.a): Students practice sorting evidence from sources to evaluate arguments and perspectives on issues.
- Perspective-based stakeholder quick-write (US.Inq.3.a, US.Inq.4.b.) Students take a stakeholder role and speculate on the future of the South and what should happen in Reconstruction. They must use evidence to justify their "future vision."

Who has the power to define and protect civil rights?

- Power struggle T-chart (US.Civ.5.a., US.Inq.3.a). Students deconstruct arguments in favor of presidential power to Reconstruct the South and legislative power to Reconstruct the South.
- The "Reconstruction Amendments" Lab (US.His.16.a, US.Civ.5.a, US.Inq.4.b): Students explore primary source text, infographics, and political cartoons to identify issues (like racial violence), find the federal response (the Amendments/Enforcement Acts), and analyze the consequences (Jim Crow).

How did Black Americans use their new-found agency to shape the post-war South?

- Exploring Agency Gallery Walk (US.His.16.a): Students analyze primary sources showcasing the rise of Black Republicans, the founding of HBCUs, and community building on Edisto Island. They identify specific ways Black Americans demonstrated economic and social agency.
- Failure of Enforcement Analysis (US.Civ.13.a, US.Civ.5.a): Students evaluate the impact of the Compromise of 1877 and the withdrawal of federal troops, arguing how this unintended outcome ended the progress of Reconstruction.

Resources

Teacher Resources	Student Resources
Gilder Lehrman Institute of American History- Reconstruction Resources National Constitution Center- Interactive Constitution- 13-15th Amendment text and articles College Board DBQ on “In what ways and to what extent did constitutional and social developments between 1865 and 1877 amount to a revolution?”	Teacher-provided documents Reconstruction and 1876: Crash Course US History #22 Reconstruction After the Civil War American Battlefield Trust Reconstruction and freedom for African Americans (article) Khan Academy