

Teach It CT: Inquiry-oriented lesson idea template

Drawn from the actual submission form at <http://teachitct.org/activity-form/>

Anyone with a Google Drive account can log in and File > Make a Copy of this public template

Name:

Email:

Phone:

Title of Teach It Inquiry Activity. This will be HOW your fellow Teacher's find your activity. Be brief, to the point, and use words that you would use to search for a similar activity.

Activity is for which grade level?

Grade 3 - Connecticut and Local History

Grade 4 - United States Geography

Grade 5 - Early United States History

Grade 6 & 7 - World Regional Studies

Grade 8 - United States History

High School - Civics and Government

High School - Modern World History

High School - United States History

Related Search Terms. Please separate with a comma:

Please consider adding search words that you would use to SEARCH for a similar activity.

D1: POTENTIAL COMPELLING QUESTION(S) - The question or questions that will give structure to your inquiry-based activity. Think about what question or questions the students can answer after their research? This should include at least one compelling question (See [page 4 of the Social Studies Frameworks](#) for more information on compelling questions).

D1: POTENTIAL SUPPORTING QUESTIONS - Please add one to three. Please be brief, clear, and to the point. What supporting questions need to be answered in order for students to address/answer their compelling question(s). (See [page 7 of the Social Studies Frameworks](#) for more information on supporting questions).

ADDITIONAL: 50 words of context about this topic/period for the teacher.

Items for your D2: TOOL KIT of resources

Contribute Primary or Secondary Sources for the Teacher's Tool Kit. Questions contact
ConnecticutHistory@CTHumanities.org or TeachITCT@CTHumanities.org
- Trinity students: insert entries (with as much bibliographic info as possible) and a link (when available).

D3: THE INQUIRY ACTIVITY - What actions will students take to explore the COMPELLING QUESTION Please be brief, clear, and to the point. This section should be no more than a paragraph and / or a list of specific actions.

D4: COMMUNICATING CONCLUSIONS What actions may students take to demonstrate this knowledge? Present suggestions for ways students might communicate conclusions and / or take informed action.

Additional resources. List books, articles, websites, and cultural sites that directly relate to your activity. Using Connecticut resources is greatly appreciated. Need help? Contact TeachItCT@CTHumanities.org

Trinity students: Remember to add some bibliographic entry info to accompany any items, especially websites. If needed, add an explanatory sentence.

List age-appropriate books related to activity.

List articles (digital or print) related to activity.

List websites related to activity.

List cultural sites that could be part of a visit or provide background to the topic.