



# YANKEE POST

**Winter 2025 Edition**



## ***Presidents Message:***

### **Season's Greetings,**

I want to begin with a heartfelt thank you to everyone who contributed to making our annual October conference such a resounding success. Participants, exhibitors, sponsors, and volunteers all played essential roles in creating a meaningful day of learning and connection. In particular, I want to recognize CCSS Vice President Matt Warshauer, who was instrumental in maintaining our partnership with Central Connecticut State University, and Professional Learning Chair Lauren Francese, who, along with her committee, worked tirelessly to organize a seamless and engaging program. Altogether, it was truly a team lift across the entire board, and I am grateful to each member who helped bring the day to life. It was inspiring to see so many people come together to run outstanding sessions, and our network of vendors and organizations connected the robust resources in our region with the dynamic work happening in classrooms across Connecticut.

The conference began with a powerful keynote address from Attorney General William Tong. His masterclass on federalism reminded us of the principles that ground our nation and offered a rare window into the responsibilities and pressures of his office. I appreciated how willing he was to participate in the Q&A and engage with the thoughtful questions posed by our participants. His message stayed with me throughout the day as I considered our conference theme, Empowering Educators and Engaging Learners, and reflected on what those ideas mean for my own practice.

As educators, we all ask what it truly means to feel empowered in our work. For me, the answer is complex, but this year's sessions provided important insights. The conversations about Artificial Intelligence stood out as some of the most sought after and rightly so. Like many of you, I grapple with the role of AI in my teaching. It has been incredibly useful in helping me adapt lessons for students with disabilities and multi-language learners. That support allows me to create classrooms where students of all abilities can thrive. At the same time, we must consider the environmental and privacy concerns that come with these tools and ensure that our professional judgment remains central in instructional decisions. I am confident that CCSS will continue leading in ethical and effective integration of AI, and we will offer additional professional learning opportunities on this topic throughout the year.

Another source of empowerment for me has been the approval of our state social studies standards. They affirm Connecticut's commitment to providing students with a full and honest accounting of history. In a time when social studies is being restricted or distorted in some states, I am grateful that our standards recognize the importance of complexity. They celebrate human achievements while also giving space to examine difficult histories that push us to reflect and grow as a global society. This commitment was on full display in the poster sessions and workshops presented this year. The creative workshops and lessons designed by educators across Connecticut were a clear demonstration of the Standards in Action. I was inspired to see so many people leaning into the work of bringing these standards to life and embracing our role as models of civil and fact based discourse. AG Tong's reminder that states hold the authority to shape their educational policies reinforced how fortunate we are to work in a state that values inclusive, accurate, and empowering instruction.

The second half of our conference theme, Engaging Learners, is something I return to daily in my classroom. Students are showing up with new needs and new expectations, and it is our responsibility to meet them with approaches that feel meaningful. While watching the new Ken Burns American Revolution series, I was struck by a line from Baron Friedrich Wilhelm von Steuben, who wrote, "In Europe, you say to your soldier, 'Do this' and he does it. But I am obliged to say to the American, 'This is why you ought to do this' and then he does it." The comparison between an eighteenth century soldier and a twenty first century student may seem distant, but the truth holds. Learners want purpose. They want to understand why their work matters.

The Inquiry Design Model supports this instinct by giving students the chance to ask real questions, investigate primary sources, and demonstrate understanding in authentic ways. I was also moved by the many sessions focused on current issues, especially those centered on teaching controversial and complex topics. We engage learners by not shying away from challenging material, by modeling civil discourse, and by fostering fact based discussion. Young people want to know that their thoughts, experiences, and visions are valid. When we create space in classrooms where those ideas can grow alongside the content we teach, amazing things can happen.

At the conference, we also unveiled our new CCSS logo, and board members donned t-shirts featuring two quotes meant to capture our direction as an organization. The first, "Defending democracy, one lesson at a time," speaks to our mission in a world where democratic backsliding is a genuine concern. Students need more than knowledge of governmental structures. They need to understand how individuals shape systems and how they can contribute to a vibrant democracy. Most importantly, teachers need to know that CCSS stands behind the important work

they do in their classrooms. The need for authentic, inquiry based learning in civics education has never been more urgent.

The second quote, “From the classroom to the capitol, we have your back,” reflects our commitment to strengthening relationships with elected officials, supporting teachers from pre-service preparation through ongoing professional development, and ensuring that social studies remains a priority in state policy.

As we move into the holiday season and prepare to close out 2025, I want to share my deep gratitude for my colleagues within my district, across the state, and within CCSS. This work is joyful and demanding in equal measure, and our relationships with one another help sustain us. I encourage you to reach out to someone in your school, your mentorship network, or your CCSS community. A simple message of appreciation can go a long way, and none of us can do this work alone.

I look forward to connecting with you again in the new year. Wishing you and yours a healthy, peaceful, and joyful holiday season.

With gratitude,

Maxwell Comando  
President, Connecticut Council for the Social Studies

## ***Get Civically Involved:***

Join the Connecticut Council for the Social Studies Today! Help us to promote the study of social studies across the state. This [link](#) will take you to the membership page where you have the option of joining online, or printing out a hardcopy form to complete and mail in.



*Stephen Armstrong*

## **FROM THE EDITORS' DESKS**



*LéAnn Murphy Cassidy*

### **When Command Turns Inward:**

#### **The Troubling History of Presidents Using Troops Against Their Own Citizens**

In a democracy built on the consent of the governed, there are few acts more fraught than turning the nation's armed forces against its own people. Yet, throughout American history, presidents have occasionally done just that, deploying soldiers not to defend the republic from foreign enemies, but to impose order at home. Each time, the question resurfaces: when does the use of military force preserve democracy, and when does it threaten to destroy it?

From the earliest days of the republic, the tension between authority and liberty has tested American presidents. In 1794, George Washington marched federal troops into western Pennsylvania to suppress the Whiskey Rebellion, asserting the power of the new government to enforce its laws. Washington's decision set a precedent, both for the legitimacy of federal authority and for the peril of militarizing domestic disputes. He walked a careful line, emphasizing restraint and legality. But that line has not always been honored.

Fast-forward to 1894: President Grover Cleveland sent federal troops to crush the Pullman Strike, siding with industrial interests over laborers protesting unbearable conditions. The result was bloodshed. Dozens of workers were killed and a deepening mistrust grew between citizens and the government that claimed to represent them. The image of soldiers bayoneting striking railroad workers still haunts the nation's conscience.

In the 20th century, presidents again turned to troops to confront Americans, though often in vastly different contexts. Dwight Eisenhower's decision to send the 101st Airborne Division to enforce school desegregation in Little Rock, Arkansas, in 1957, stands as a rare example where military intervention upheld constitutional rights rather than suppressing them. Yet even this episode reflected the gravity of using armed might in the streets of America, a symbol of the federal government's last-resort power.

More troubling were moments when that power was used to silence dissent. During the 1960s and 1970s, the nation watched with horror as the National Guard and federal forces confronted antiwar demonstrators. The 1970 Kent State shootings, where four students were killed by the Ohio National Guard, became a national trauma. It was a tragic reminder that the line between maintaining order and violating liberty can vanish in an instant.

Presidents have invoked the Insurrection Act, a law dating to 1807, as legal cover for such actions. But legality does not equate to legitimacy. Each use of troops against citizens erodes public trust and strains the fabric of the republic. The military is trained to defeat enemies, not to police neighbors. Its involvement in domestic affairs risks blurring the distinction between a free society and a controlled one.

Defenders argue that there are times when deployment is necessary: to restore order when states fail, as well as to protect lives and property. Yet history teaches that the power to send troops inward must be constrained by humility and guided by justice. The moment the military becomes a tool of political intimidation or partisan control, democracy falters.

The true strength of the United States lies not in the number of soldiers it can summon, but in the resilience of its institutions and the moral courage of its people. A president's greatest act of leadership may not be to command troops to march, but to trust citizens to govern themselves even when the nation trembles with anger and unrest.

The use of force against Americans should always be the last resort of a desperate hour, not the first impulse of authority. Every commander-in-chief must remember: the oath they swear is not to power, but to the Constitution and to the people it protects.



# Connecticut Council for the Social Studies Annual Conference

## Reflections on the 2025 Annual Conference of the Connecticut Council for the Social Studies



On Friday, October 17, 2025, the Connecticut Council for the Social Studies (CCSS) held its annual full-day conference at Central Connecticut State University in New Britain, Connecticut. The gathering of K-12 educators, school administrators, curriculum specialists, and community partners came together under the theme “Engaging Learners, Empowering Educators” to explore how social studies instruction can rise to meet current challenges and opportunities.

Conference organizers emphasized that this year is especially critical for social studies educators because of the recent release of Connecticut’s revised social studies standards. The event aimed to support teachers in aligning their instruction to those standards, while fostering discussion around current issues and advocacy for the discipline.

This year’s CCSS conference arrives at a time when the role of social studies is under heightened scrutiny and opportunity. Some of the broader forces at play include:

- The shift toward more explicit civic education and inquiry-based social studies across the U.S, which places greater demands on teacher preparation, curriculum design, and professional learning;
- Growing public interest in how schools prepare students to engage in democracy, make sense of complex social issues, and participate as informed citizens;
- The release of new state standards in Connecticut, which creates both urgency and possibility for renewal and innovation in social studies pedagogy;
- The evolving nature of teaching, with more digital resources, artificial intelligence, hybrid/blended learning environments, and the need for richer collaboration across disciplines and organizations.





The conference was structured around four major strands, each intended to address educator needs across grade levels and contexts:

- Elementary Social Studies Foundations with sessions tailored for those working in the early grades, focusing on building foundational social studies skills;
- Standards in Action with workshops centered on the new Connecticut Social Studies Standards and best practices for implementation in the classroom;
- Current Issues with sessions focused on strategies for teaching controversial topics, and using artificial intelligence in the classroom, recognizing the complexity of teaching social studies in today's environment;
- Advocacy in Social Studies with work intended to equip participants not just as teachers, but as advocates for their discipline and agents of change within their schools and districts.

These strands reflect a holistic view of social studies instruction, not just the “what” of content delivery, but the “how” (pedagogy), “why” (civic and disciplinary purpose), and “where to next” (leadership and innovation).

CCSS President Maxwell Commando began the day with a welcome and then introduced the morning's keynote speaker, Attorney General William Tong. As the state's chief legal officer, William Tong brought a compelling and timely perspective to the CCSS conference by addressing the intersection of civic education, social responsibility, and the rule of law. He called on social studies educators to view their work not just as transmitting facts, but as shaping informed, engaged citizens ready to participate in a democratic society. In bringing his voice to the gathering, AG Tong underscored that the discipline of social studies plays a vital role in preparing young people not only to know about democratic institutions, but to use them and help sustain them. His presence helped reinforce the conference's emphasis on elevating social studies instruction from content delivery to civic engagement.



After a morning of engaging and informative workshops, poster sessions, and networking, participants gathered at a luncheon where Nora Mocarski was honored as the 2025 Connecticut History Teacher of the Year by the Gilder Lehrman Institute of American History. A veteran educator and current Social Studies Department Chair at Canton Middle/High School, she has driven programmatic innovations (such as AP US History expansion and Model UN integration) and sustained high student achievement in her courses.

At this year's CCSS conference, Nora brought a practitioner's perspective, offering colleagues inspiration for how award-winning teachers translate passion into impact.

The day ended with CCSS board members Stephen Armstrong (Connecticut Department of Education) and Allison Norrie (The Association for the Study of Connecticut History) hosting an engaging conversation titled *“Democracy, Liberty, and the 250th*. Building on themes from the conference, Armstrong and Norrie interviewed special guests to reflect on the meaning of democracy, liberty, and virtue in education. Together, they examined how these founding ideals continue to shape our classrooms, our civic culture, and the responsibilities of educators in preparing students for informed citizenship. The discussion invited educators and community members alike to consider how the principles that defined America’s beginnings can inspire civic renewal and meaningful engagement as we approach the nation’s semiquincentennial.



For social studies educators, the conference was more than just another professional development day; it served as a timely moment to align practice with changing expectations and to connect with peers committed to strengthening the discipline. It was an opportunity to pause amid the busyness of the school year and reflect on why social studies matters; how the stories we teach, the questions we ask, and the civic skills we nurture help shape the next generation of informed and engaged citizens. The sessions, keynotes, and conversations reminded educators that their work carries both historical and contemporary weight: to teach students not only about democracy but for democracy. As the field continues to evolve in response to new standards, emerging technologies, and the challenges of civic life, gatherings like this reaffirm a shared purpose to keep social studies vibrant, relevant, and empowering for all learners.



## ***Museum Moments: What's New in History Halls?***

### **Nathan Hale Homestead**



#### **A Visit to the Nathan Hale Homestead: Honoring Connecticut's Revolutionary Hero**

Nestled among the rolling fields of Coventry, Connecticut, stands the Nathan Hale Homestead, a striking reminder of the courage, conviction, and sacrifice that helped shape our nation. Built in 1776, the same year America declared its independence, the homestead was once the family farm of Nathan Hale, Connecticut's most celebrated Revolutionary War hero.

Hale, remembered for his immortal words, *"I only regret that I have but one life to lose for my country,"* was born on this very land in 1755. He grew up among his twelve siblings in the stately Georgian home that still stands today, surrounded by the fields his family tended. After graduating from Yale College, Hale became a schoolteacher before answering the call to serve in the Continental Army during the fight for American independence.

Tragically, his life was cut short at just 21 years old when he was captured and executed by the British for espionage. Yet his bravery and dedication to freedom have made him a symbol of patriotic sacrifice for nearly 250 years.

Today, visitors to the Nathan Hale Homestead can step back in time to the Revolutionary era. Guided tours of the house reveal original family furnishings, historic artifacts, and stories that bring the Hale family's daily life vividly to life. The surrounding property, managed by Connecticut Landmarks, hosts

seasonal events, living history programs, and educational experiences that connect visitors to the spirit of the 18th century.

Whether you're a history enthusiast, a student of the American Revolution, or simply someone who enjoys exploring Connecticut's hidden treasures, the Nathan Hale Homestead offers a meaningful glimpse into our state's proud past. As America prepares to mark its 250th anniversary in 2026, the homestead stands as a powerful symbol of the ideals of courage, honor, and sacrifice that continue to define our national character.

For more information about visiting hours, tours, and special events, visit [www.ctlandmarks.org](http://www.ctlandmarks.org) and plan your trip to experience history where it happened.

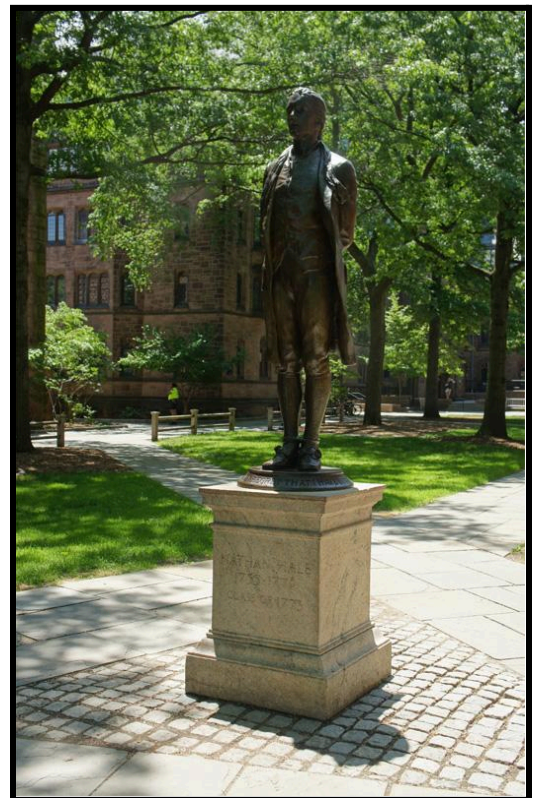
## **Nathan Hale: Connecticut's Patriot Hero**

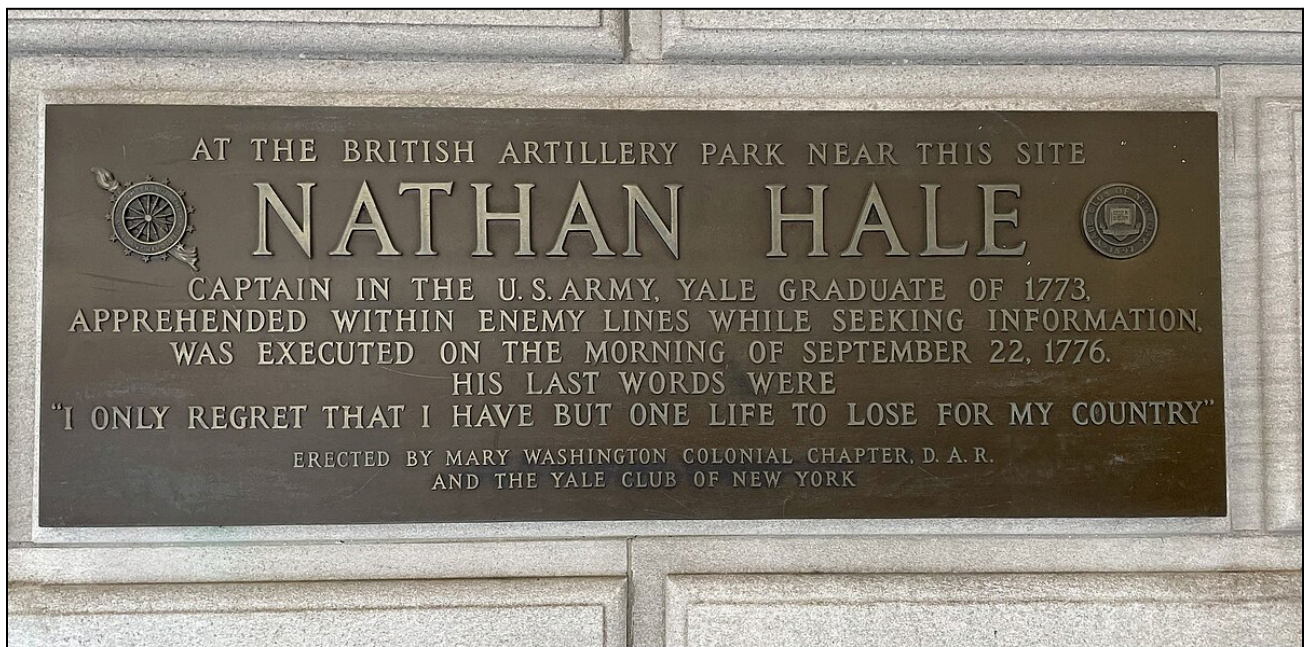
In the heart of the American Revolution, when the fight for independence was uncertain and dangerous, one young man from Connecticut stood out for his courage, honor, and sacrifice. His name was Nathan Hale, and though his life was brief, his legacy as a symbol of American patriotism has endured for nearly 250 years.

Nathan Hale was born on June 6, 1755, in Coventry, Connecticut, one of twelve children in a hard-working farming family. From an early age, Nathan was known for his intelligence, curiosity, and sense of duty. At just fourteen, he left home to attend Yale College, where he excelled in his studies and developed a deep love of learning and leadership.

After graduating in 1773, Hale became a schoolteacher in New London and later in East Haddam, inspiring his students with lessons about character and citizenship. But when the first shots of the Revolutionary War rang out in 1775, Hale felt called to serve a greater purpose. He joined the Continental Army, leaving behind the safety of his classroom to fight for the young nation's freedom.

In 1776, as General George Washington's army struggled to gather information about British troop movements around New York City, Hale volunteered for a dangerous mission, to go behind enemy lines as a spy. Disguised as a schoolmaster, he crossed into British territory to collect intelligence that could help the Continental Army. Sadly, before he could return, Hale was captured by British soldiers near Flushing Bay, New York.





At just 21 years old, Nathan Hale was sentenced to death by hanging. On the morning of September 22, 1776, he faced his fate with remarkable bravery. Witnesses later reported his final words:

“I only regret that I have but one life to lose for my country.”

Those simple yet powerful words have become a timeless declaration of selfless devotion to liberty.

Though Nathan Hale’s mission ended in tragedy, his courage and conviction transformed him into one of America’s earliest heroes. His story reminds us that true patriotism is not measured by age or rank but by one’s willingness to stand up for what is right, even at great personal cost.

Today, visitors can walk the halls of the Nathan Hale Homestead in Coventry, where he was born and raised. Preserved by Connecticut Landmarks, the homestead offers a glimpse into his early life and the values that shaped him, a love of learning, a strong moral compass, and an unwavering belief in freedom.

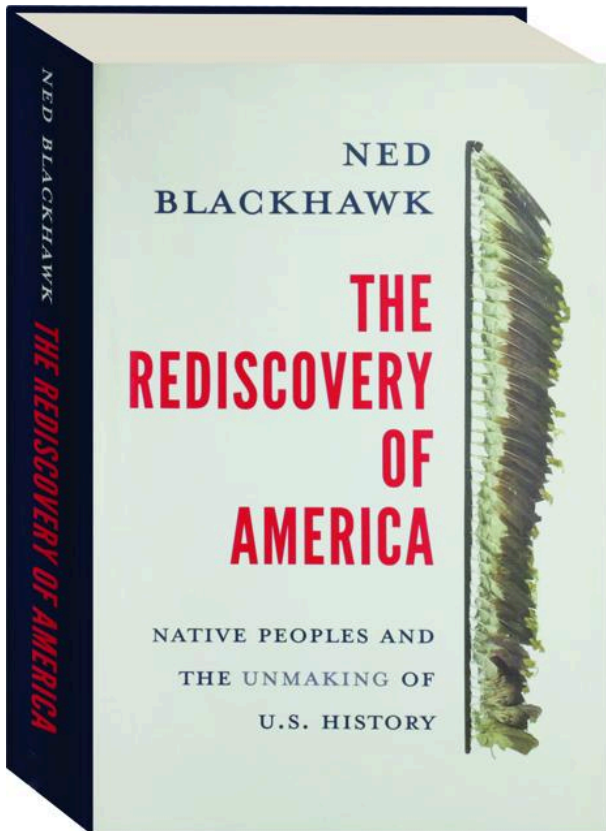
As we approach **America’s 250th anniversary**, Nathan Hale’s legacy continues to inspire new generations to serve their communities and their country with the same courage and integrity that he showed on that fateful day in 1776.



## Great Reads in Social Studies:

### ***The Rediscovery of America: Native Peoples and the Unmaking of U.S. History***

By Ned Blackhawk (Yale University Press, 2023)



In *The Rediscovery of America: Native Peoples and the Unmaking of U.S. History* historian Ned Blackhawk offers a sweeping reexamination of the American story, one that places Indigenous peoples not at the margins, but at the very center of national history. A professor of history and American studies at Yale University, Blackhawk challenges readers to reconsider the foundational myths of the United States and to recognize the deep and continuous influence of Native nations on the country's political, cultural, and moral development.

Blackhawk's central argument is both powerful and precise: the history of the United States cannot be told truthfully without Native peoples. From the earliest European invasions to the modern era, Indigenous communities have shaped, and been shaped by, the processes of colonization, diplomacy, war, and resistance. Far from being passive victims of conquest, Native nations were active participants whose decisions, alliances, and adaptations profoundly influenced the course of American history.

What sets *The Rediscovery of America* apart from many revisionist histories is its scope and synthesis. Blackhawk integrates scholarship from Native American studies, legal history, and political theory to build a narrative that is both scholarly and deeply humane. His prose is clear and deliberate, offering both moral urgency and analytical rigor. He reveals how Native histories intersect with key national themes: freedom, democracy, sovereignty, and citizenship, showing that Indigenous struggles for survival are inseparable from the broader American struggle to define justice and belonging.

Blackhawk also challenges the myth of American exceptionalism. By reframing U.S. history through the lens of Native experience, he exposes the contradictions between America's democratic ideals and its colonial foundations. Yet the book is not merely a critique; it is also an act of recovery. Blackhawk celebrates Native endurance, creativity, and political agency, reminding readers that Indigenous nations are not relics of the past but living, evolving communities that continue to shape the present and future of the continent.

At over 600 pages, the book is ambitious in scope and dense with detail, yet it rewards close reading. Each chapter contributes to a larger narrative arc that dismantles the Eurocentric framework of American history and replaces it with one that is more inclusive, truthful, and complex.

Ultimately, *The Rediscovery of America* is more than a work of history, it is a call to reimagine what the story of America means. Blackhawk's scholarship reclaims Native voices long excluded from the national narrative and insists that their histories are not peripheral but foundational. This is essential reading for anyone seeking to understand the true breadth and depth of the American past.

## ***America, América: A New History of the New World***

By Greg Grandin (Penguin Press, 2025)

In his sweeping new work *America, América: A New History of the New World*, Pulitzer Prize–winning historian Greg Grandin reframes how we understand the Americas; not as separate stories of the United States and Latin America, but as one deeply interconnected history. For teachers seeking to move beyond traditional national narratives, Grandin’s book offers a powerful, thought-provoking resource.

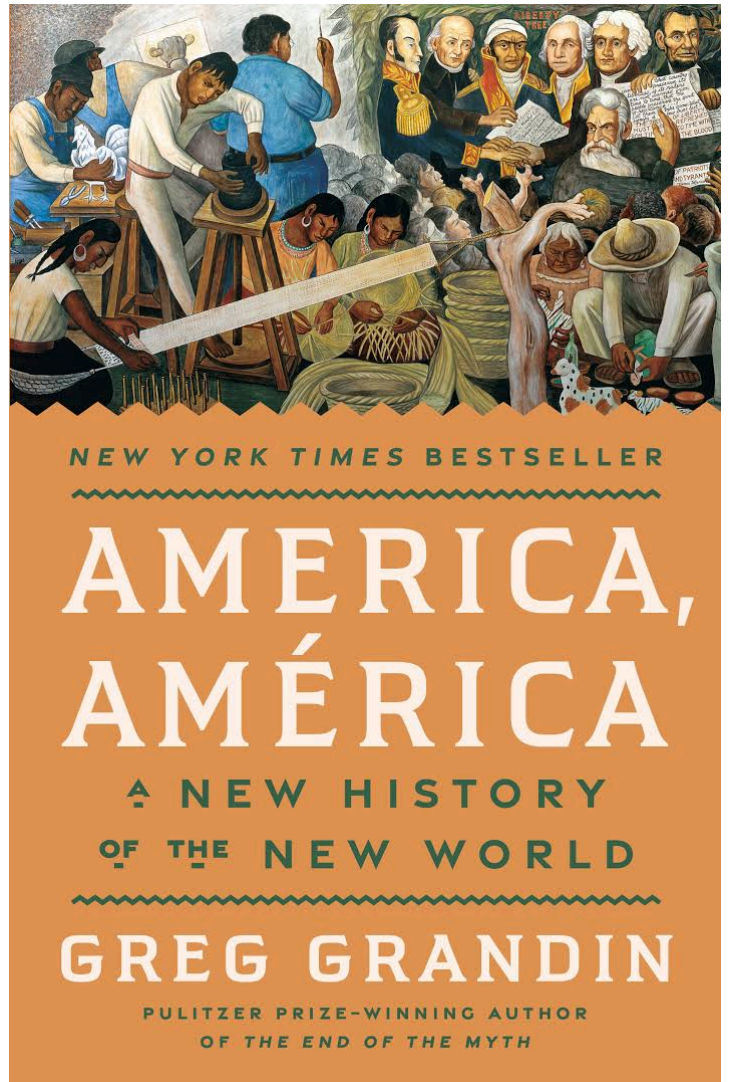
Grandin’s central argument is that the history of the Western Hemisphere has always been a shared one. From the Spanish conquest and Indigenous resistance to the revolutions for independence and modern debates about democracy and imperialism, events in one part of the Americas have continually shaped those in another. The book traces five centuries of entanglement: how ideas of freedom, sovereignty, and empire traveled across borders, and how struggles for justice in Latin America often mirrored, influenced, or challenged those in the United States.

For educators, *America, América* offers rich material for classroom discussion and curriculum connections. It encourages students to view familiar topics, the Monroe Doctrine, Manifest Destiny, the Cold War, and modern immigration debates, through a broader hemispheric lens. Grandin’s use of Indigenous voices, Latin American intellectuals, and transnational movements provides opportunities for comparative analysis and for teaching multiple perspectives on the same historical moment.

The writing is dense but accessible, and the narrative rewards close reading. Grandin’s command of sources and storytelling invites students and teachers alike to consider how historical memory, morality, and identity have shaped relationships across the Americas. His approach also aligns with current efforts in education to “decenter” U.S.-centric history and to explore global interconnections.

While the book’s length and complexity make it best suited for educators and advanced students, its central ideas, interconnectedness, historical empathy, and the moral dimensions of history, can easily inform lesson design at many levels.

In short, *America, América* is an essential addition to the professional bookshelf of history teachers. It challenges us to rethink what we mean by “American history” and reminds us that the story of the New World is, and always has been, a shared one.



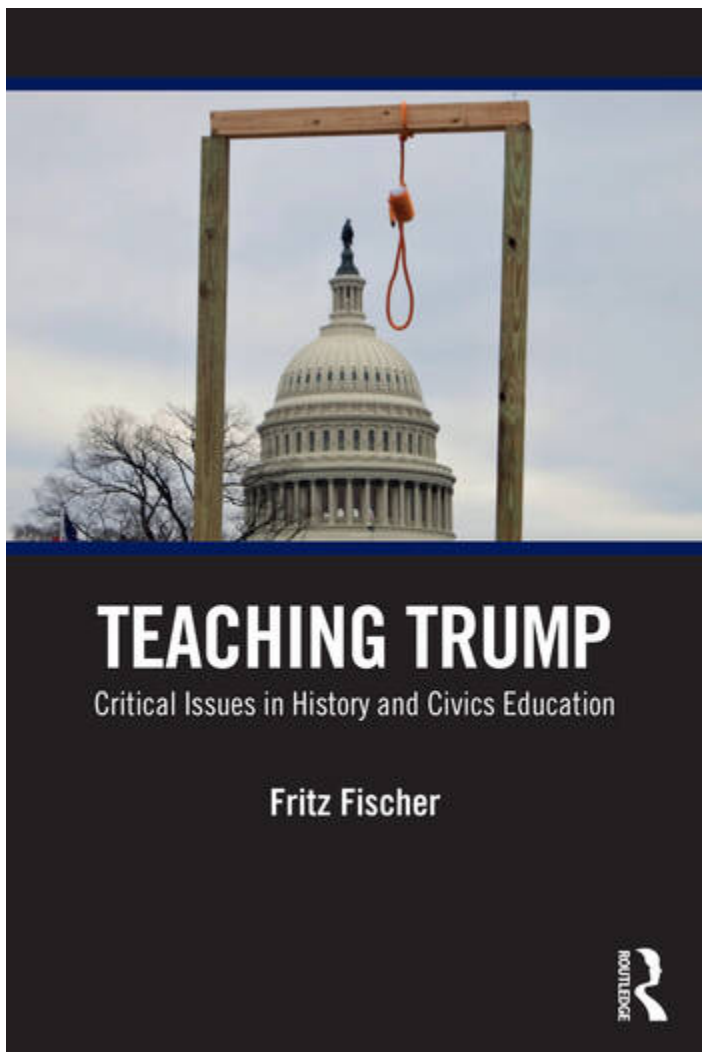
**Teaching Trump: Critical Issues in History and Civics Education by Fritz Fischer (Routledge Press, 2026)**

There are many teachers who do not teach about Donald Trump, his policies, or events that have occurred during his presidencies. Some teachers worry that teaching about these events will be “too political” and may result in out-of-control classrooms and/or calls from parents. Other teachers who oppose the President and his policies privately state that the events of the Trump administration are “not worthy” of classroom discussion. Fritz Fischer, Professor of History and History Education at the University of Northern Colorado, thinks differently, Fischer thinks that it is essential to engage with Donald Trump and his presidency and states: To not teach about an event, a policy, or a presidential action makes a mockery of the whole idea of teaching about the past. January 6 happened. COVID-19 happened. President Trump was impeached twice.

Just as any other president, history teachers need to allow their students to examine the words and actions of Donald Trump and evaluate his role in our history. Fischer states that to “Teach Trump” teachers will need to reinforce the need to “think historically”, evaluating available evidence and utilizing this evidence to create narratives about the past. He also notes the need for students to “think civically”;

teaching honestly about Trump, Fischer argues, validates that the original American experiment where in civic society all viewpoints can be taught and analyzed. Deciding not to teach about Trump invalidates those possibilities. Fischer states that a teacher should teach about the presidency of Donald Trump the same way that he/she/they would teach about any president.

Fischer’s book is a provocative one, but its suggestions for how teachers should conduct their classes are challenging. Fischer states that the Trump presidency should be treated like any presidency. However, many observers (including many supporters of Donald Trump) note that the point of the Trump presidency is that fact that it is very different than previous presidencies. In addition, the fears many teachers have of administrative and/or parental pushback if they talk about Trump is NOT unfounded. The dilemma for practicing teachers remains: will there be some point in the future where they DO feel comfortable teaching about Donald Trump? If that time never comes, I would agree with Fritz Fischer and note the “stain on the history profession” might become a reality .



**Why Fascists Fear Teachers:  
Public Education and the Future  
of Democracy by Randi  
Weingarten (Thesis, 2025)**

AFT President Randi Weingarten pulls no punches in her latest book, which makes the case that attacks by politicians on education also serve to undermine democracy. She states that these attacks are actually part of a much broader plan to destroy public education and further weaken our democratic system. She debunks the stereotype that teachers want to tell students what to think; teachers that she, you and I know and intent on helping students to develop the skills to think critically. Weingarten laments that attacks on schools and teachers on issues related to gender; almost all teachers that she, you and I know merely want to be welcoming to every student. This model of schools being “welcoming places for all” infuriates many political critics: how can critics who want to purge immigrants from the United States support “welcoming” schools”?

Weingarten discusses the large numbers of teachers leaving the classrooms and blames some of that on the new political pressures put on them. At the same time, she sees many new teachers coming into the field brimming with hope and wanting to change the lives of students. As she notes, teaching is one of the few professions that allows someone to do that. Weingarten paints a dark picture of the place of education in American society today, but at the same time she views the future with hope. Many teachers and other educational professionals will find both realism and hope in this book. Many critics of public school education will be infuriated by it. But probably that’s part of the point.

*NEW YORK TIMES BESTSELLER*

**WHY  
FASCISTS  
FEAR  
TEACHERS  
RANDI  
WEINGARTEN**  
*Public  
Education  
and the  
Future of  
Democracy*  
**PRESIDENT OF THE AFT**

## ***Ghost River: The Fall and Rise of the Conestoga***

**By Lee Francis IV, Illustrated by Weshoyot Alvitre, & Edited by Will Fenton (Red Planet Books)**



*Ghost River: The Fall and Rise of the Conestoga* is a powerful and visually arresting graphic novel that confronts one of the most tragic and often overlooked chapters in early American history, the massacre of the Conestoga people in 1763 by the Paxton Boys. Through a blend of historical research, narrative storytelling, and evocative artwork, the authors and illustrators from the Library Company of Philadelphia and Native scholars and artists bring voice, dignity, and presence back to a community whose story has too often been silenced.

Rather than presenting a detached historical account, *Ghost River* centers Indigenous perspectives and memories. The book's narrative structure, which weaves together past and present, invites readers to reflect on what it means to remember, to bear witness, and to restore humanity to those erased from dominant historical narratives. The Conestoga are portrayed not simply as victims of violence but as resilient people with traditions, relationships, humor, and spirit, an essential reframing that challenges longstanding colonial narratives.

The artwork is particularly striking: expressive, layered, and often haunting. It captures both the beauty of the Susquehanna River landscape and the brutality of the events that unfolded. The creative team uses the graphic novel format to great effect, blending archival documents, maps,

and symbolic imagery to deepen the reader's emotional and intellectual engagement with the story.

One of the work's greatest achievements is its dedication to historical accuracy paired with ethical storytelling. The creators collaborated closely with Indigenous advisors, ensuring that the retelling honors the Conestoga community. The extensive historical notes and essays included in the volume make it not only a compelling narrative but also a valuable educational resource for students, teachers, and anyone interested in confronting suppressed American histories.

Ultimately, *Ghost River* is more than a retelling, it is an act of remembrance and resurgence. By illuminating the atrocities committed against the Conestoga while celebrating the community's enduring legacy, the book challenges readers to reckon with the past and reconsider how history is told. Moving, artful, and deeply meaningful, *Ghost River* stands as an essential contribution to both historical scholarship and Indigenous-centered storytelling.

## ***Native American History Month - Lesson Lens***



### **Lesson Plans for [\*Ghost River: The Fall and Rise of the Conestoga\*](#)**

Ghost River is a graphic novel developed in a close collaboration between the Library Company of Philadelphia and Indigenous partners. This volume was written by Dr. Lee Francis IV (Laguna Pueblo), illustrated by Weshoyot Alvitre (Tongva), published by Red Planet Books & Comics, and printed by Tribal Print Source. Will Fenton, Ph.D served as the creative director of the project, editor of the volume, and curator of the ensuing exhibition while still the Director of Research and Public Programs at the Library Company of Philadelphia.

In December 1763, a mob of settlers from Paxtang Township, outside of current-day Harrisburg, murdered the last 20 Conestoga people. A month later, hundreds of these so-called "Paxton Boys" marched on Philadelphia to menace refugee Indians placed under the protection of the government.

After Benjamin Franklin halted the marchers in Germantown, six miles north of Philadelphia, supporters and critics of the Paxton mob spent the next year battling in print. That debate, sometimes called the first major "pamphlet war," featured a rich array of printed materials, including political cartoons, broadsides, pamphlets, newspaper articles, and engravings. The Paxton incident marked a turning point in Pennsylvania politics, and the 1764 debate features the same kind of satire, political propaganda, and "fake news" that feel so familiar today.

In July 2019, the [Library Company of Philadelphia](#) conducted a teacher's seminar in collaboration with the [McNeil Center for Early American Studies](#) and the [Gilder Lehrman Institute of American History](#). One outcome of the weeklong institute was a collection of lesson plans, for middle and high school, that are available on [Digital Paxton](#).



# Connecticut Chronicles (State History & Geography)

## Notable historical events that occurred in Connecticut December to February

### December

- **December 9, 1967**- Jim Morrison (lead singer of The Doors) was arrested during a concert in New Haven. [CT Insider](#)
- **December 25, 1871**- Mark Twain, on a lecture tour, wrote a warm Christmas greeting from Chicago to his wife, urging her to get vaccinated during a smallpox epidemic. [CT Insider](#)
- **December 10–13, 1973**- Ice Storm “Felix” struck Connecticut; considered one of the state’s most severe ice storms, causing widespread power outages and damage. [SECOG](#)
- **December 12–13, 1992**- A nor’easter hit Connecticut hard; thousands of homes lost power, many were damaged or destroyed, and the financial damage was considerable. [SECOG](#)

### January

- **January 5, 1848**- Ezra J. Warner of Waterbury received a patent for the first can opener. [CT Insider](#)
- **January 18, 1978**- The roof of the Hartford Civic Center Arena collapsed early in the morning, hours after a basketball game. Thankfully, no deaths occurred. [CT Insider](#)
- **January 30, 1945**- Lt. Col. Henry Mucci from Bridgeport led U.S. Rangers in the Philippines to free 500 Allied prisoners of war. [CT Insider](#)
- **January 9, 1788**- Connecticut ratified the U.S. Constitution, becoming the 5th state in the Union. [Connecticut History](#)

### February

- **February 21, 1878**- The world’s first telephone directory was issued by the New Haven District Telephone Company. [CT Insider](#)
- **February 18, 1954**- David N. Mullaney of Shelton filed a patent for what became the Wiffle ball, now a widely-known backyard toy. [CT Insider](#)
- **February 13, 1976**- Greenwich native Dorothy Hamill won the Olympic gold medal in figure skating at the Winter Olympics in Innsbruck, bringing fame to her hometown. [CT Insider](#)
- **February 28, 1882**- A fire destroyed Edward Malley’s major department store in New Haven; though loss was heavy, the business later recovered. [CT Insider](#)

These events highlight Connecticut's rich history and its contributions to significant national developments.

# *Irish History in Connecticut*

## **The Irish in Connecticut: A Legacy of Faith, Labor, and Community**

From the rocky shores of New Haven Harbor to the mill towns of the Naugatuck Valley, the story of Connecticut cannot be told without the Irish. Their journey, from famine refugees to community leaders, spans more than two centuries and reflects a broader American story of perseverance, faith, and transformation.

The first Irish immigrants came to Connecticut in the late 1700s and early 1800s, often as laborers or tradesmen. Some arrived as indentured servants during the colonial period, while others came seeking opportunities in a young and growing nation. By the early 19th century, small Irish communities could be found in cities like Hartford and New Haven, where they worked as masons, carpenters, and dockworkers.

The construction of the Farmington Canal (1825-1835) marked one of the first major influxes of Irish labor into the state. Entire work crews, mostly young Irish men, dug the canal by hand, enduring harsh working conditions and local prejudice. Although the canal was later replaced by the railroad, the Irish laborers who built it stayed, laying the foundation for future communities.

The Irish Potato Famine (1845-1852) brought a tidal wave of new arrivals to Connecticut. Fleeing starvation and economic devastation, thousands of Irish families settled in industrial towns such as Waterbury, Bridgeport, and New Haven, where work in brass mills, factories, and railroads was plentiful. They lived in crowded tenements, often facing discrimination from employers and nativist groups like the Know-Nothings, who opposed Catholic immigrants.

Despite these hardships, the Irish persevered. They built churches, schools, and fraternal organizations that became centers of community life. Parishes such as St. Patrick's in Hartford, founded in 1873, and St. Mary's in New Haven, founded in 1832, provided not only spiritual guidance but also social support, education, and a sense of belonging.

The Catholic Church became the heart of Irish identity in Connecticut. The early bishops of Hartford, many of Irish descent, oversaw the growth of Catholic education and charity institutions throughout the state. One of the most enduring legacies of Irish faith and leadership began in New Haven in 1882, when Father Michael J. McGivney, the son of Irish immigrants, founded the Knights of Columbus. Created to support widows, orphans, and working-class families, the organization grew into an international Catholic fraternity that continues to embody the Irish-American values of faith, service, and community.

By the early 20th century, the Irish had begun to move from factory floors to positions of influence. They entered politics, education, and law enforcement, shaping Connecticut's civic life in profound ways.

In Hartford, Mayor Richard J. Kinsella and later Governor John Dempsey, both of Irish heritage, symbolized the community's political rise. Irish workers were also instrumental in forming labor unions

that fought for better wages and safer working conditions, transforming not only their own lives but those of generations of Connecticut workers to come.

Today, Connecticut's Irish-American community remains vibrant. The Greater Hartford St. Patrick's Day Parade, first held in 1972, now draws tens of thousands each year. The Irish American Home Society in Glastonbury and the New Haven County Irish History Roundtable keep traditions alive through music, dance, storytelling, and scholarship.

Cultural landmarks such as The Gaelic-American Club in Fairfield and the Irish Heritage Society of Milford celebrate the continued impact of Irish immigrants and their descendants on Connecticut's history and identity. Many families, like mine, still trace their roots back to famine-era ancestors, who arrived with little more than faith and determination, and built a life that transformed the state.

From canals and railroads to city halls and universities, the Irish helped build Connecticut in every sense of the word. Their story is one of struggle, resilience, and triumph: an enduring reminder that even in hardship, community and faith can light the way forward.

As historian John P. O'Donnell once wrote, *"The Irish did not just come to Connecticut, they became Connecticut."*



More than two dozen veterans of the Ninth Regiment gathered for a reunion at Savin Rock in West Haven. Image from a [History of the Ninth Regiment, Connecticut Volunteer Infantry, "The Irish Regiment," in the War of the Rebellion, 1861-65](#), page 208, by Thomas Hamilton Murray

[Irish History in Connecticut](#)

# ***Global Issues & Emerging Trends Influencing Social Studies Education***

## **Climate Change and Environmental Resilience**

Rising temperatures, extreme weather events, and resource scarcity are reshaping human settlement patterns, economies, and political decision-making. Social studies classrooms increasingly focus on climate justice, environmental policy, sustainability, and the ways communities adapt to ecological change.

## **Global Migration and Demographic Shifts**

Migration driven by conflict, climate, economics, and social pressures is altering demographics across continents. Students explore how migration impacts identity, labor markets, culture, urbanization, and policy debates surrounding borders, integration, and human rights.

## **Political Polarization and Democratic Fragility**

From contested elections to declining trust in institutions, nations are confronting challenges to democratic norms. Educators emphasize media literacy, civic reasoning, civil discourse, and the responsibilities of citizenship in maintaining healthy democracies.

## **Technological Acceleration and AI Literacy**

Artificial intelligence, automation, and digital surveillance are transforming work, communication, and governance. Social studies examines how technology shapes power, privacy, inequality, and the future of citizenship while preparing students to navigate digital civic spaces.

## **Global Economic Inequality**

The gap between wealthy and poor nations, and within societies, continues to widen. Students analyze how economic systems, trade networks, labor conditions, and public policy influence life chances and shape local and global stability.

## **Conflict, Security, and Geopolitical Tension**

Ongoing conflicts, shifting alliances, cybersecurity threats, and competition over resources are influencing global power structures. Social studies helps students understand root causes, humanitarian impacts, and the role of diplomacy and international institutions.

## **Public Health and Global Interdependence**

Pandemics and public health crises reveal how societies are interconnected. Lessons emphasize scientific literacy, crisis response, government responsibility, community resilience, and the ethical questions that arise during global emergencies.

## **Human Rights and Social Justice Movements**

Movements advocating gender equality, racial justice, LGBTQ+ rights, Indigenous sovereignty, and religious freedom shape national and global policies. Social studies explores evolving definitions of justice, rights, activism, and the role of individuals in social change.

## **Urbanization and Changes in Human Settlement**

Cities continue to expand rapidly, bringing both opportunity and strain. Students investigate infrastructure, housing, sustainability, transportation, and how changing urban landscapes influence culture and civic life.

## **Cultural Exchange and Globalization**

Global media, trade networks, and digital communication accelerate cultural exchange. Social studies considers how globalization affects identity, language, consumer behavior, and the blending, sometimes clashing, of cultural traditions.

## **Indigenous Knowledge and Decolonizing Education**

There is growing recognition of Indigenous histories, perspectives, and worldviews. Social studies is shifting toward more inclusive narratives, land-based learning, and critical examination of colonization's lasting impacts.

## **Youth Civic Engagement and Student Voice**

Young people worldwide are assuming leadership roles in climate activism, human rights advocacy, and political participation. Schools increasingly incorporate project-based civic learning, action civics, and opportunities for students to engage with real-world community issues.

## **Skills for the Next Generation**

### **Emerging Essential Skills:**

- Critical thinking and media literacy
- Empathy and intercultural communication
- Ethical reasoning and civic responsibility
- Systems thinking and problem-solving
- Collaboration and leadership in digital spaces

## **The Takeaway**

In a world of rapid change, social studies classrooms are becoming laboratories for democratic thinking, global awareness, and responsible action. Whether through discussions of AI ethics, climate resilience, or civic participation, educators have the opportunity, and responsibility, to help students understand their shared humanity and power to make a difference.

# ***Civic Sparks: History's Top Five Topics Around the World***

## **Geopolitical Conflict and the Reordering of Global Power**

Major conflicts and shifting alliances are reshaping the international system in ways not seen since the Cold War. Russia's war in Ukraine, tensions in East Asia, instability in the Middle East, and the rise of non-state actors are challenging the long-standing global balance of power.

Historical significance:

- echoes earlier eras of imperial expansion, nationalist movements, and great-power rivalries
- reshapes borders, global trade, alliances, and military strategies
- influences the role of international organizations such as NATO and the UN
- reveals how unresolved historical grievances: territorial disputes, ethnic tensions, and colonial legacies continue to drive conflict

Why it matters: Students see how today's conflicts are rooted in long historical trajectories, and how global power is constantly negotiated, contested, and redefined.

## **Climate Change and Human Adaptation**

Climate change is not only an environmental issue, it is a profoundly historical one. Rising temperatures, sea-level change, and extreme weather events are already altering patterns of settlement, agriculture, migration, and political stability.

Historical significance:

- mirrors earlier transformative periods such as the Little Ice Age, the Dust Bowl, and premodern climate shifts that affected civilizations
- accelerates resource conflicts and humanitarian crises historically linked to environmental stress
- forces societies to rethink energy systems, economic development, and international cooperation

Why it matters: Climate change is shaping human decisions in real time, and future historians will view this era as a pivotal turning point in global history.

## **Global Migration, Displacement, and Changing Demographics**

More people are on the move today than at any point in human history driven by war, economic inequality, persecution, and environmental change. This reshapes cultural identity, politics, labor markets, and international relations.

Historical significance:

- recalls earlier mass migrations such as the Atlantic World migrations, European emigration to the Americas, and post-WWII displacement
- influences debates around nationalism, citizenship, border control, and multiculturalism
- affects global cities by transforming language, culture, and economic patterns

Why it matters: Migration is the human story of movement and adaptation. Understanding today's patterns helps students connect past migration waves to the current reshaping of societies worldwide.

### **Technological Transformation and the Rise of Artificial Intelligence**

Rapid advances in AI, automation, and digital surveillance are altering economies, communication, warfare, and the nature of work. This technological shift is comparable to the Industrial Revolution in scale and impact.

Historical significance:

- parallels earlier transformative technological eras (printing press, industrialization, space age)
- redistributes global power among nations, corporations, and individuals
- raises ethical questions about privacy, labor rights, and governance
- alters political behavior through misinformation, social media, and digital civic spaces

Why it matters: The digital age is rewriting the rules of global society. Students need to understand the historical roots and consequences of rapid technological change.

### **Democracy Under Pressure: Political Polarization and Civic Upheaval**

Around the world, democratic systems are experiencing strain through authoritarian movements, disinformation, contested elections, and declining trust in institutions.

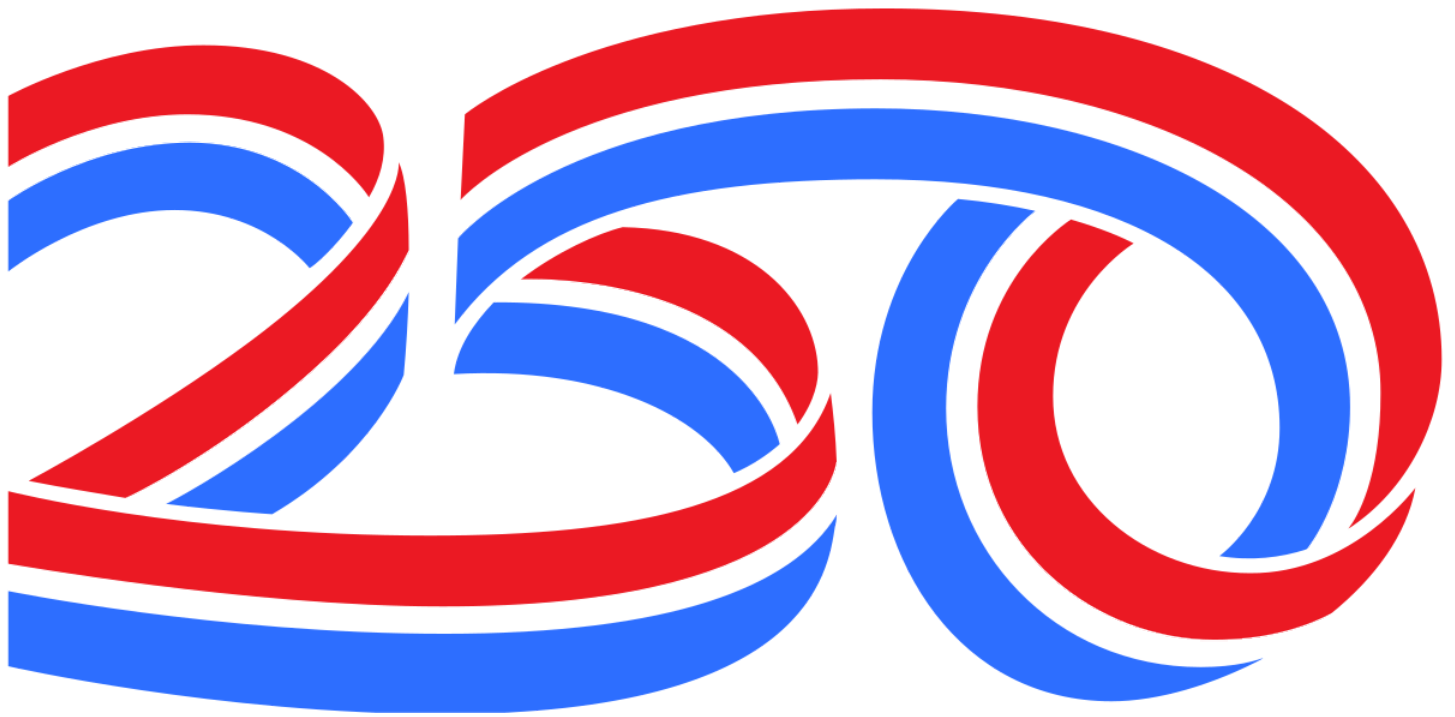
Historical significance:

- echoes earlier periods of democratic crisis (the interwar years, the fall of empires, the civil rights era)
- connects to longstanding tensions between freedom and security, rights and responsibilities
- highlights how civic engagement, media literacy, and constitutional principles evolve over time

Why it matters: Democracy is not static. It requires constant participation, debate, and protection. Understanding its fragility helps prepare students to be active, informed citizens.

These topics reflect the dynamic interplay between historical understanding and current societal developments in 2025.

# AMERICA



Greetings! As you all know July 4, 2026 will be the 250<sup>th</sup> anniversary of the birth of the United States. There is an America250 Commission in Connecticut that is planning statewide events; many communities in Connecticut have local commissions that are planning events for their cities and towns. The statewide America250 Commission has an education subcommittee; Steve Armstron has the honor of serving as the chairperson of that group.

If you go to the Connecticut America250 website (<https://ct250.org/>) you will find many resources that will assist you in the teaching of this important topic. We have determined that four major themes can guide schools and towns as they approach July 4, 2026:

- Tell Inclusive Stories
- The Power of Place
- Doing History
- For the Common Good

The statewide commission has also spent much time on how to approach this topic: should this be a “celebration” or a “commemoration” of the Declaration of Independence, the Constitution, and the Revolutionary War. The answer is both! We should celebrate the founding of our nation and the

ideas in our founding documents. At the same time, students and teachers should analyze how the concepts emerging from our founding documents have developed over time and how, in fact, during certain periods of our history these ideas have been challenged.

What can districts, schools, teachers and teachers do regarding the study of July 4, 2026:

- Study the events and the impact of these events in classrooms. What was the role of Connecticut and your own community in this revolutionary era? In all probability, your community was involved, in some way, in the American Revolution. We are developing a way that research that classes and students do can be published so that Connecticut residents can see the work that students have done.
- Reach out and have students work with local historical societies and local America250 commissions. Many of these organizations would love to collaborate with local students; many would welcome the input of students in planning community events.
- For teachers: we are planning a number of podcasts and webinars that are related to America250: these will be publicized in various ways. We will also be producing curriculum materials that will be distributed to all districts.
- For teachers and students: note that the new Ken Burns series on the Revolutionary War will be televised starting in mid-November. Get engaged in this series! We are greatly looking forward to having students and teachers involved in these important topics. If you want more information, contact [Stephen.Armstrong@ct.gov](mailto:Stephen.Armstrong@ct.gov)

On January 22 from 2:30-3:30 the Education Subcommittee of Connecticut's America 250 Commission will be holding a webinar for educators teaching about the American Revolution and other America 250-related themes. We will be discussing educational materials on the Connecticut America 250 website, a recognition program for students and schools doing research on the American Revolution in their own communities, and approaches to using the recent Ken Burns documentary series on the Revolutionary War in the classroom. Registration information for this webinar will be available shortly.





## Capitol Chatter

As of December 2025, several active bills and legislative initiatives in Connecticut and at the federal level hold significant implications for social studies education and related civic themes. Here's an overview:

### Connecticut: Active Laws / Bills & Implications

- ❖ **CT HB 7009 — “Connecticut State Seal of Civics Education and Engagement” (2025 session)**
  - What it does: directs the State Board of Education to create a Connecticut State Seal of Civics Education & Engagement that can be affixed to a high-school diploma for students demonstrating high proficiency. The bill is part of a larger package (HB7009) that also addresses multilingual-learner data transparency, school use of smart devices, availability of Islamic & Arab studies curriculum materials, and a working group on antisemitism in schools. [Connecticut General Assembly+1](#)
- ❖ **New curriculum requirements (effective 2025–26 school year): AAPI history & civics/media-literacy units**
  - Background/impact: Connecticut now requires two added social-studies units in public schools beginning in 2025–26: (1) Asian American & Pacific Islander history and (2) civics and media literacy. That creates immediate curriculum, resource and PD needs for districts. [CT Mirror+1](#)
- ❖ **Civics & Media Literacy Task Force / related statutory activity**
  - Context: Earlier bills (e.g., HB6762 and related activity from 2023–25) have established task forces and planning work around civics, media literacy, and civic engagement strategies — groundwork that informs the 2025 implementation and the Seal program. Expect guidance, rubrics, and proficiency frameworks to follow. [NCSL+1](#)
- ❖ **School library policy, curriculum availability, and working groups (HB7009 and 2025 session acts)**
  - Several 2025 acts and bill provisions addressed library policy, access to curriculum materials (including Islamic/Arab studies), and creating working groups to address antisemitism and related school climate issues, all of which will affect selection of historical texts, primary sources, and local adoption processes. [Pullcom+1](#)

**Why this matters for CT social studies teachers/districts:** districts must update scope & sequence to add the new units, prepare rubrics/assessments for any “Seal” proficiency, select vetted AAPI and civics/media-literacy instructional materials, and anticipate state guidance and funding timelines.

# Federal: Active bills, Executive Actions & National Initiatives

- ❖ **S.2841 / related Congressional civics bills: strengthen American History & Civics Education grants**
  - What it does: S.2841 (119th Congress) would amend the American History & Civics Education program under the Elementary & Secondary Education Act to emphasize hands-on civic engagement activities and teaching about the Constitution and Bill of Rights. Multiple related bipartisan proposals (e.g., Constitution/CIVICS-focused bills) were introduced in Sept. 2025. If enacted, this will steer federal discretionary grant priorities toward experiential civics programming. [Congress](#)
- ❖ **U.S. Department of Education: “America 250” / civics coordination and reallocation of grant priorities (Sept. 2025 developments)**
  - Recent DOE activity: the Department announced a high-profile civics initiative (the “America 250 Civics Education Coalition”) to coordinate civics programming tied to the country’s 250th anniversary and has signaled a substantial reallocation of grant emphasis toward civics & patriotic education (reported Sept. 2025). That includes increased civics funding in discretionary priorities and partnerships with external organizations. Watch how grant language and allowable activities are shaped. [The Washington Post+1](#)
- ❖ **Executive order (March 20, 2025) directing DOE actions to “return authority to states” / potential dismantling & grant re-prioritization**
  - What to watch: President’s March 20, 2025 Executive Order instructs the Secretary to “facilitate the closure of the Department of Education and return authority over education to the States,” and ties conditions on federal funds to the Administration’s policy priorities (including conditions about DEI programs). Even if full closure requires Congressional action, the EO has already produced guidance and re-prioritizations that affect federal oversight, grant programs, and program continuity (and has generated litigation and policy pushback). This is a major structural factor shaping federal support for social-studies programs and professional development. The [White House+1](#)
- ❖ **Federal action & legislation on AI, student data privacy, and educational guidance**
  - Bills / activity to watch: multiple 2025 federal proposals and executive actions touch AI in education (e.g., AI Education initiatives, S.1699 on public AI awareness, H.R.5351/NSF AI education support), and larger student-data and transparency bills (e.g., College Transparency Act provisions, ongoing debates about FERPA enforcement and student data access). These affect classroom use of AI tools, procurement of ed-tech, privacy practice, and district policy for social-studies digital projects. [USA gov factsheet](#)

❖ **Funding shifts & program cancellations: implications for professional development & curricular support**

- Recent reported reallocation of federal education dollars (favoring charter, civics/patriotic programming, HBCU/tribal funding in some actions) may reduce available federal grants for teacher training, some federal content initiatives, or minority-serving programs — increasing pressure on states/districts to fill gaps or realign priorities. [AP News+1](#)

These legislative efforts reflect ongoing debates and priorities in education policy, particularly concerning curriculum content, educational equity, and the role of government at various levels.



## ***Civic Engagement Opportunities Around Connecticut***

### **Human Rights Close to Home Fellowship (UConn)**

High school students can apply for a year-long, stipend-supported program focused on civic action and human rights education.

### **Connecticut Forest & Park Association Opportunities:**

- Flexible opportunities: Becoming an Advocacy Team Member, Trails Volunteer, or Environmental Education Volunteer are options with flexible schedules.

## Ongoing and Flexible Civic Engagement:

- Connecticut Democracy Center: Offers volunteer opportunities and civics education programs.
- United Way of Greater New Haven: Offers various volunteer opportunities.
- United Way of Southeastern Connecticut: Offers warehouse volunteering and Mobile Food Pantry programs.

Below are links to help **educate and empower your engagement with your government.**

- [Register to Vote](#)
- [Find Your Polling Place, Upcoming Elections, Voter Registration Deadlines, Ballot Drop Box Locations, and more](#)
- [Absentee Ballot Information](#)
- [Guide to Voter Rights](#)
- [Disability Voting Rights Information](#)
- [Military and Overseas Citizen Voting Guidelines](#)
- [CT General Assembly Citizen's Guide](#)
- [How to Find Your Representatives](#)
- [CT General Assembly Bulletin](#): Informs you of legislative events including public hearings and committee meetings
- [CT Network](#): Broadcasts meetings and events happening at the State Capitol
- [Be A Poll Worker](#)
- [Information on how to get on the ballot to run for office in Connecticut](#)
- [Links to Major and Minor Political Parties in Connecticut](#)

## [NCSS: Advocacy at the State/Local Level](#)

- **Date:** online any time
- Location: online through NCSS website

The National Council for the Social Studies offers opportunities for people to become advocates for Civic Education at both the State and Local levels through their online resources and ongoing opportunities for learning.

## [Civics in the Community](#)

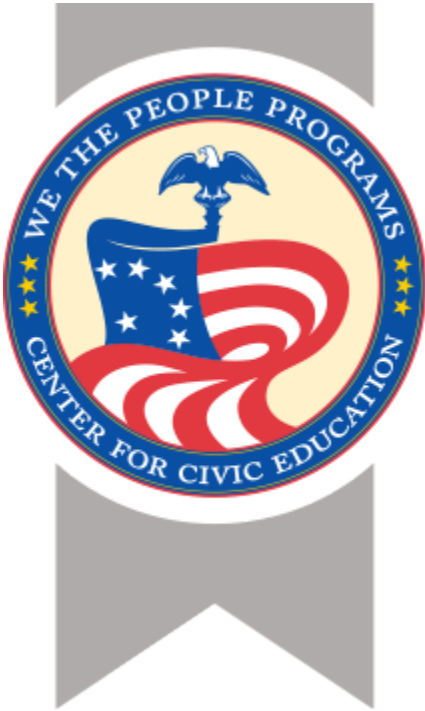
- [Civics 101: Educational Resources and Materials](#)
- [Civically Engaged Organization \(CEO\) Pledge](#)
- [The Power of Civics](#)
- [Next Gen Elections](#)
- [Connecticut Civic Health Index](#)
- [League of Women Voters Connecticut](#)
- [Everyday Democracy](#)

## [Civics in the Classroom](#)

- [Red, White, and Blue Schools](#)
- [Connecticut's Kid Governor®](#)
- [Voting Rights Unit \(High School\)](#)
- [Internship Opportunities](#)
- [My Election My Vote](#) (formally known as the Connecticut Election Project)



## Get Involved!



**Judges are needed for the We The People State Finals on Saturday, January 24, 2026. Judges work in teams to assess students' understanding of the U.S. Constitution in a simulated Congressional hearing. Volunteers receive pre-competition judging materials (a video illustrating the judging process, text book, etc.)**

**Held at Connecticut's Old State House (800 Main Street, Hartford CT), judges should plan to arrive at 8 am and be finished by early afternoon. Refreshments and lunch will be provided to judges. If you are interested in serving as a volunteer judge, please [Sign up HERE](#)**

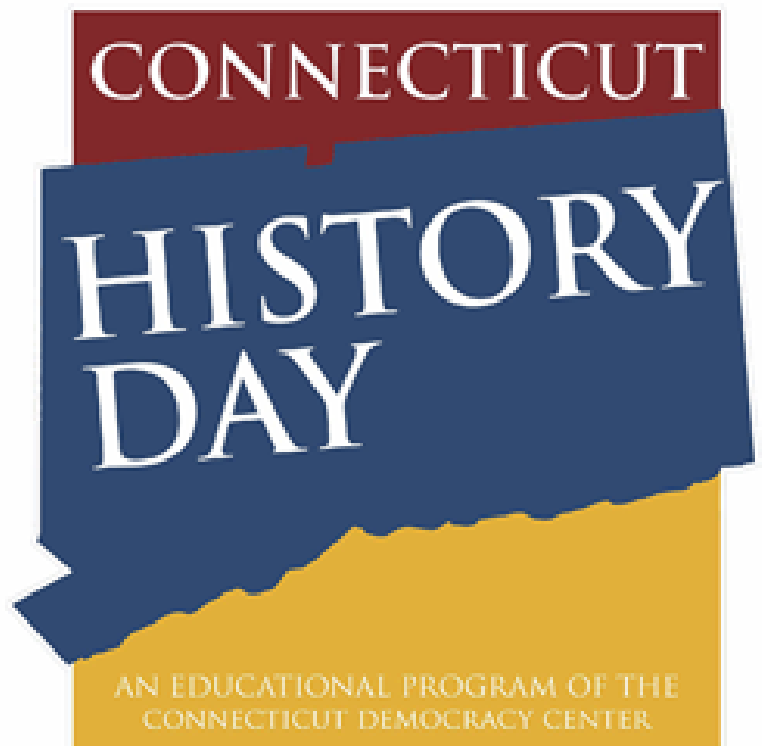
### **Using the Art of Storytelling to Inspire History Day Projects**

**Friday, December 12, 2025**

**New Haven Museum**

**[114 Whitney Avenue, New Haven, CT](#)**

Join this **FREE** workshop to discuss techniques that help students pivot from conducting historical research to formulating a thesis and creating a project. Jessica Durdock Moreno, Director of Artistic Planning from Long Wharf Theatre, will share how she approaches the art of storytelling and sparking creative thinking. Joanna Steinberg, Director of Learning and Engagement from the New Haven Museum, will share an activity about refining thesis statements that provides a roadmap for projects. Lunch provided. Sign up [HERE](#)



For those of you who are looking for resources and information you can use in your classrooms, check out the [CCSS Website!](#)

# CONNECTICUT COUNCIL FOR THE SOCIAL STUDIES



Dr. Gilbert Gigliotti, Maxwell Comando, Attorney General William Tong, Dr. Zulma R. Toro, Dr. Matthew Warshauer, and Dr. John Barile following the Keynote Address at the CCSS Conference 2025