

The logo for America 250 Connecticut. It features the word "AMERICA" in a bold, blue, sans-serif font, with a stylized "250" in the same font to its right. Below "AMERICA" is the word "CONNECTICUT" in a smaller, blue, sans-serif font. A vertical red line is positioned to the left of the "A" in "AMERICA".

AMERICA 250
CONNECTICUT

The logo for "teach it". The word "teach" is in a green, lowercase, sans-serif font, and "it" is in a black, lowercase, sans-serif font. Below "teach it" is the tagline "bringing Connecticut history to the classroom" in a smaller, black, lowercase, sans-serif font.

teach it
bringing Connecticut history to the classroom

Teaching the 250th in Connecticut: Educator Resources

About the 250th

In 2026, the United States will commemorate the 250th anniversary of the signing of the Declaration of Independence and the founding of the country. It is an opportunity for reflection on the ideals of the nation's founders and a time to consider the path forward in expanding our realization of those ideals today.

The America 250 | CT Commission, administered by CT Humanities, is charged with guiding the reflections, commemorations, and celebrations in Connecticut.



250 Themes

America 250 | CT Themes: Tell Inclusive Stories

The 250th serves as inspiration to deal with and share stories that represent all of its people, past and present. This commemoration is an opportunity to continue the nation's reckoning with the past, both its glory and its missteps and flaws. By **telling previously untold stories** we will enable everyone to find a place in our nation's narrative.

Essential Questions

What stories remain untold in your community?

Whose voice has been heard in the past?

How is this an opportunity to lift other voices?

America 250 | CT Themes: Power of Place

Connecticut is comprised of 169 towns and cities, five recognized tribes, and countless communities with **unique identities and contributions**. Community-based activities will allow each of Connecticut's towns and cities to define their own programs and ideas about how they can engage their residents.

Essential Questions

What makes your community unique?

What places and stories are typically preserved and valued?

America 250 | CT Themes: Doing History

To renew public engagement with history, the public must be invited to participate in the process of doing history. Inviting audiences to engage with the historical method can help them become more comfortable with the ambiguous, contested, and always-evolving nature of history.

Essential Questions

How is history different from "the past"?

What primary sources are available?

Where do we find sources for previously untold stories?

Who holds knowledge in different communities and how is it shared?

America 250 | CT Themes: For the Common Good

We will **encourage civic engagement** to continue to build our communities, state, and nation using the democratic ideals outlined in our founding documents. Discussions about our democracy and civic institutions can strengthen understanding, inspire action, and reveal ways that all of us can participate in and shape our democracy.

Essential Questions

How can understanding the origins of our government inform civic engagement today?

How do we determine who is an American?



Educator Resources

Local History Project

AMERICA 250 CONNECTICUT

STUDENT RESEARCH PROJECT TIPS FOR EDUCATORS & STUDENTS

Students and teachers across Connecticut are encouraged to learn about their local history in line with America 250 | CT Commission's four themes:



How Educators & Students Can Get Involved

- Reach out to a local committee and/or historical society. They have been asked to gather lists of local history ideas, objects, and archival materials to share as starting points for research.
- Participate in a state-wide program, such as [Connecticut History Day](#), [Connecticut's Kid Governor](#), or [Red, White & Blue Schools](#). All three programs are closely tied to the commission's themes and offer resources for educators.
- Let us know that your students participated by submitting this form: [America 250 | CT - Student Project](#)

What the Commission Will Provide

- We will award certificates of participation to all students and classes that are involved in this initiative.
- We will share contact information for local committees and historical societies for any teachers and students who are interested in participating.

Ways to Share Student Research

There is no requirement to share your students' work beyond the classroom. If you wish to do so, consider participating in a statewide program or via these resources:

- [History Chip](#)
- Work with your local committee, historical society, or library to showcase your students' work in your own community

About the America 250 | CT Commission

In 2026, the United States will commemorate the 250th anniversary of the signing of the Declaration of Independence and the founding of the country. It is an opportunity for reflection on the ideals of the founders of the nation, but also a time to consider the path forward in expanding our realization of those ideals today.

Contact Us! Email info@ct250.org for additional information or any questions.

Guides Available For:

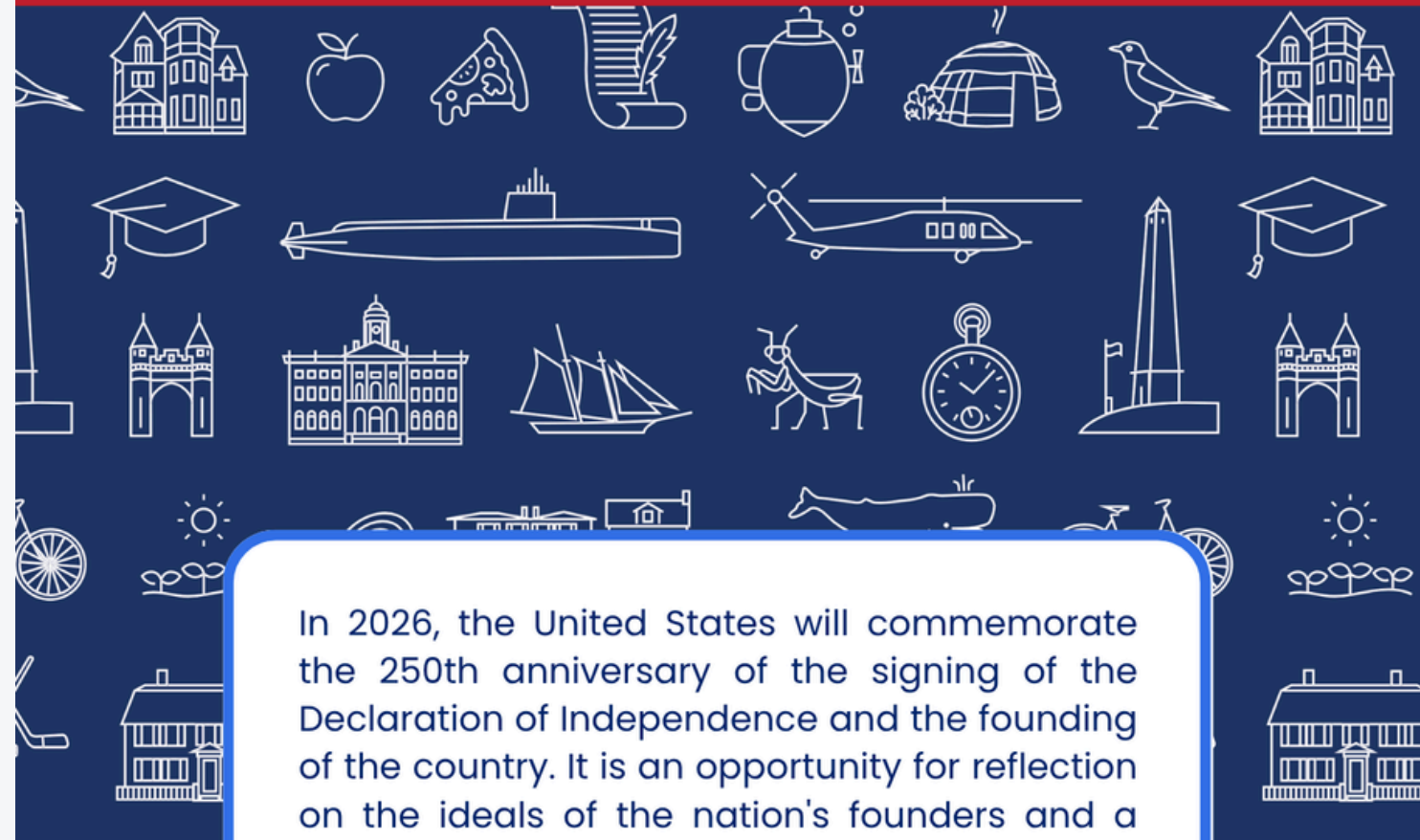
- Educators
- Historical Societies
- Local Committees



<https://ct250.org/learn-more/resources/educator-resources/>

Educator Resources Page

AMERICA 250 | CT EDUCATOR RESOURCES



<https://ct250.org/learn-more/resources/educator-resources/>

Lesson Plans

- Time Allotment
- Learning Objectives
- Standards
- Materials
- Step-by-Step Procedure
- Opportunities for Assessment
- Images and Additional Resources
- Lesson Plans Download Options

BENEDICT ARNOLD AND ABIGAIL HINMAN

Theme- Doing History

- Students will compare the nature of the historical evidence available for different parts of Arnold's and Hinman's stories.
- Students will analyze how different representations (like a painting) can shape our understanding of historical figures and events.
- Students will consider the importance of examining multiple perspectives and types of sources.

BENEDICT ARNOLD AND ABIGAIL HINMAN

Worksheet: Primary vs. Secondary Sources

Circle whether each source listed below is a primary source (P) or a secondary source (S).

1. A diary entry written by a soldier in World War II (P/S)	6. An interview with an activist during the Civil Rights Movement (P/S)
2. Martin Luther King Jr.'s "I Have a Dream" speech (P/S)	7. A documentary about the fall of the Roman Empire (P/S)
3. A historical fiction novel set during the Roaring '20s (P/S)	8. A biography of Eleanor Roosevelt written by a modern historian (P/S)
4. A TikTok recorded by someone at a recent protest (P/S)	9. A review of the latest Marvel movie (P/S)
5. A painting by Pablo Picasso (P/S)	10. Census data from the 1970s (P/S)

Write one example of a primary source and one secondary source, explaining what makes them primary or secondary.

Primary:

Secondary:

12



I Benedict Arnold Major General do acknowledge the UNITED STATES of AMERICA to be Free, Independent and Sovereign States, and declare that the people thereof owe no allegiance or obedience to George the Third, King of Great-Britain; and I renounce, refuse and abjure any allegiance or obedience to him; and I do swear that I will, to the utmost of my power, support, maintain and defend the said United States against the said King George the Third, his heirs and successors, and his or their abettors, assistants and adherents, and will serve the said United States in the office of Major General which I now hold, with fidelity, according to the best of my skill and understanding. Sworn before me this 13th of August 31st May 1770. at the Artillery Park Valley Forge 13th August 1770

LEMUEL HAYNES-Freedom and Liberty in 1776

Theme- For the Common Good

- Students will analyze the foundational ideals of freedom and liberty articulated in 1776 by examining diverse perspectives, such as those presented in the Declaration of Independence and by Lemuel Haynes.
- Students will assess how the competing interpretations of freedom and liberty in 1776 highlight enduring issues in American history related to justice, equality, and representation



LEMUEL HAYNES
Worksheet: Source Analysis

Source: _____

Structure	
Origin	
Purpose	
Point of View	
Corroboration	
Credibility	



Additional Resources:

- Field Trips/Classroom Outreach
 - Connecticut Museum of Culture and History
 - Mark Twain House
 - New Haven Museum
 - Institute for American Indian Studies
 - Mattatuck Museum
 - Mystic Seaport
 - Fairfield Museum
 - Connecticut Democracy Center
- Programs



<https://ct250.org/learn-more/resources/educator-resources/>

Teach It

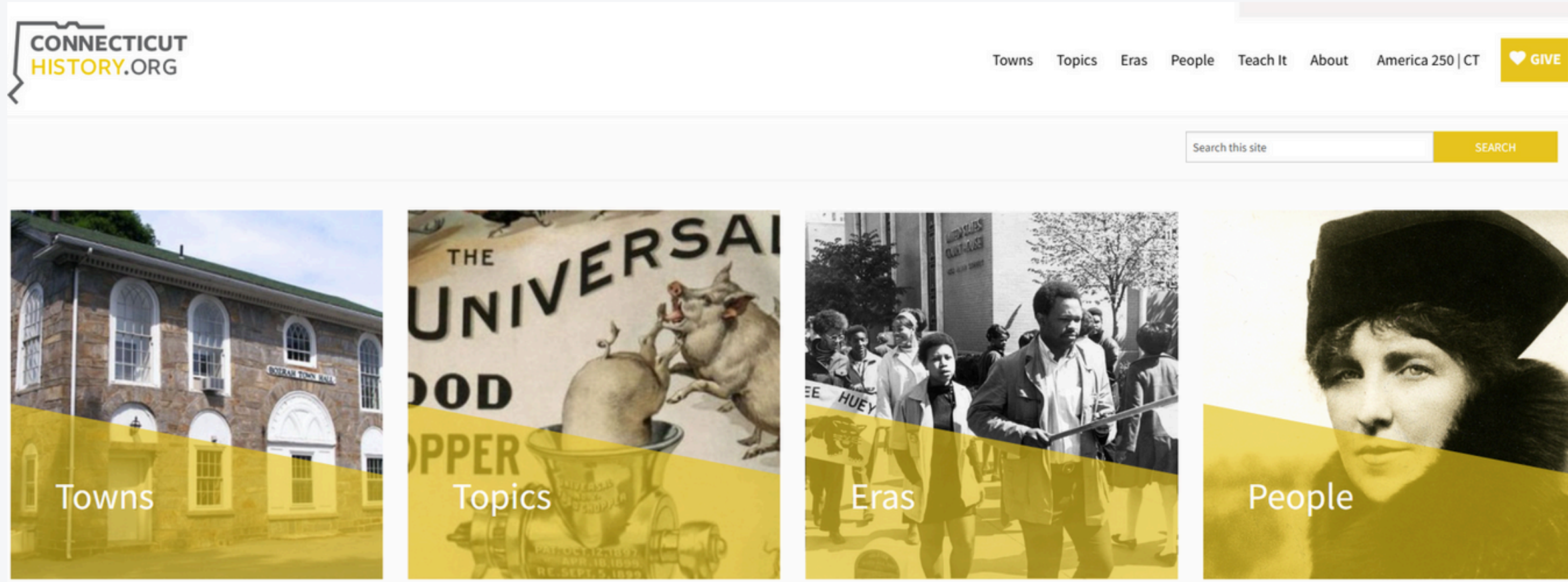
The screenshot shows the Teach It website interface. At the top left is the logo "teach it" with the tagline "bringing Connecticut history to the classroom". To the right of the logo are navigation links: "Quick CT Facts", "Grades", "Build It", "Primary Source Galleries", "About", and "America 250". A green "GIVE" button is also present. Below the navigation is a search bar with the text "Search this site" and a "SEARCH" button. The main content area features a "Featured Activity" section with a small image and the text "Featured Activity: Tribal Sovereignty in Connecticut". Below this are five activity cards, each with a historical image and a grade level: "Grade 3" (a scene with a boat and people), "Grade 4" (a historical map of Connecticut), "Grade 5" (a scene with people and a tree), "Grade 8" (a woman in a blue dress at a spinning wheel), and "High School" (a group of men in a field). Each card has a green "EXPLORE" button at the bottom.



<http://www.teachitct.org>

Activities that link local events to national events so students can understand the state's contributions that shaped our community, history, and heritage.

Connecticut History



Your Home For Stories About Connecticut

People, Traditions, Innovations, & Events
making up the rich history of the Nutmeg
State



<http://www.connecticuthistory.org>

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Teach It



Connecticut History