

Where I Live: Connecticut

Title	Learning Through Places: The Connecticut State Capitol
Introduction	The Connecticut State capitol building is among the most beautiful in the country. Made of local stone and capped with a majestic gold dome, the building exudes stability, power, and pride. Within the building are sculptures celebrating many of Connecticut's stories and heroes. In this lesson students will learn about the design of Connecticut's capitol building, why it is designed the way it is, and apply the principles to their own classroom entrance.
Lesson Objective	After studying the architecture of the Connecticut state capitol building students will apply architectural techniques to the design of an entrance to their classroom.
Grade Level	3 - 6
Introductory Discussion Questions	<p>Begin with an in-class conversation about government and laws in general. It's a good idea to have read or refer to <i>Where I Live: Connecticut</i>, pages 26 – 29. Discuss where the activities of government take place. Here are some questions to help guide the discussion.</p> <p>Q. Who makes the laws? A: The federal government, the State of Connecticut, and your town government</p> <p>Q. Where is the national capitol where the President and the Congress work? A. Washington, D.C.</p> <p>Q. Where is the capitol for the State of Connecticut? A. Hartford</p> <p>Q. What type of building do you need for the state capital? What does it have to have? A. offices, large meeting rooms, hallways, and conference rooms</p> <p>Q. What is the difference between a public building and a private building? A. A public building does not belong to one person. Public buildings are open to people (the public) and funded by public money (taxes). All types of governmental offices are considered public buildings. Examples include town halls, post offices, courthouses, and jails. Private buildings are owned by individuals and businesses. Examples include the house you live in, stores, and churches.</p>
Lesson Activity/ Procedure	<p>1. After completing the discussion questions students first need to understand the concept of Federalism. To do this, ask the students:</p> <p>Are the rules the same in every classroom in the school? Do some teachers have more rules than others? (classroom rules)</p> <p>Are there some rules that need to be honored in every classroom? (school rules, safety rules)</p>

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Can you think of any rules that apply to all the schools? (district rules)

2. Explain that the concept of Federalism is that just like we have different levels of rules in our district, schools, and classroom, we also have national laws, state laws, and town laws.

3. Ask the students to draw an illustrated dictionary entry of the word Federalism using the instructions/example below.

ILLUSTRATED DICTIONARY ENTRY

- Write a definition of federalism in your own words
- Include a synonym and antonym
- Draw an illustration for each term

4. Ask the students where our town laws are made? (town hall) Our state laws? (the capitol) Our national laws? (Washington DC)

5. Now we are going to investigate our state capitol!

Student Resource:

[Learning Through Places: The State Capital](#)

Have students look closely at the first image and answer the questions provided in a classroom discussion. Some prompts are provided below.

What do you see in the photograph?

Does it look like an important place? Why?

Is the building large or small?

Does it look old or new?

Is it simple and plain or elaborate and fancy?

What is the tallest feature of the building?

Can you see any statues?

Does it look like people take care of this building?

6. As the students are learning about our capitol building have them answer the prompt:

List 4 types of people or things that are celebrated in the capitol building.

7. Have the students share their answers and record them so that the class gets a sense of the types of things that the State of Connecticut is proud of. The class can use the grid below:

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	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 30%;">Point of CT Pride</th> <th>How it is shown in the capitol building:</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>8. Now we are going to design a class entrance to our classroom. We want our entrance to show our values and points of pride. Before we design the entrance we have to identify the aspects we want to communicate and then brainstorm ways we can show them:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 30%;">Classroom Point of Pride</th> <th>How we can show it:</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>9. The entrance can then be drawn by students or even constructed.</p> <p>Make an entrance lesson resource</p> <p>10. Exit slip: The architecture or design of a building can show the important things by _____, _____, and _____.</p>	Point of CT Pride	How it is shown in the capitol building:									Classroom Point of Pride	How we can show it:								
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Lesson Resources	<p>The Genius of CT- State Capital Angel</p> <p>Connecticut's Capitol Building — Inside & Out https://connecticuthistory.org/connecticuts-capitol-building-inside-and-out/</p>																				
Word Wall	<p>Public, symbol, capital, memorial, monument</p>																				
State Standards Alignment	<p>HISTORY Change, Continuity, and Context HIST 3.1-3:10 Compelling Questions:</p> <ul style="list-style-type: none"> • What symbols represent our town and state? • Why were specific individuals in your community honored through monuments or memorials, and how did they affect the history of your town, state, and country? • How has our town changed and/or stayed the same over time? 																				