



Old Sturbridge Village [Connecticut Social Studies](#) Curriculum Matches

Below you will find some of the most pertinent Connecticut social studies standards touched on by a visit to Old Sturbridge Village. Even though we are a history museum, the connections that can be made to the curriculum are endless, from engineering at the mills to math and economics at the bank and Asa Knight Store. Feel free to find the best ways to connect a visit to your curriculum!

Grade	Standards	Guiding Questions	In action at Old Sturbridge Village
Kindergarten	<p>HIST K.1 Compare life in the past to life today.</p> <p>HIST K.3 Compare perspectives of people in the past to those in the present.</p> <p>HIST K.7 Generate questions about a particular historical source as it relates to a particular historical event or development.</p> <p>CIV K.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor)</p> <p>CIV K.2 Explain how all people, not just official leaders, play an important role in a community.</p>	<p>How do our communities and the people who live in them change over time?</p> <p>How does the time in which we live affect us?</p> <p>How is the past different from today?</p> <p>How do we learn about what happened in the past?</p> <p>What makes a community?</p>	<p>Learn about occupations and family roles in the 1830s and compare and contrast them to today.</p> <p>Understand roles and responsibilities in the 1830s community and how these are similar or different to community roles today.</p> <p>Visit civic buildings like the meetinghouse, bank, store, school, and tavern, and think about what makes a town.</p> <p>Complete a History of Technology Scavenger Hunt to learn more about life in the 1830s.</p> <p>Complete a hands-on workshop at Museum</p>

	CIV K.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.		Education to compare life today to life in the 1830s.
Grade 1	<p>HIST 1.1 Compare life in the past to life in the present.</p> <p>HIST 1.3 Compare perspectives of people in the past to those in the present.</p> <p>HIST K.4 Identify different kinds of historical sources.</p> <p>HIST K.7 Generate questions about a particular historical source as it relates to a particular historical event or development.</p> <p>CIV1.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police).</p> <p>CIV 1.2 Explain how all people, not just official leaders, play an important role in a community.</p> <p>CIV 1.3 Describe how communities work to accomplish common tasks, establish</p>	<p>How does the time in which we live affect us?</p> <p>How is the past different from today?</p> <p>How are people in the past different from people today?</p> <p>How do we learn about what happened in the past?</p> <p>What makes a community?</p>	<p>Visit the Law Office and learn about the ways that 19th-century people fought for various social causes.</p> <p>Understand roles and responsibilities in the 1830s community and how these are similar or different to community roles today.</p> <p>Explore the households, gardens, and stores to see where different products, methods of doing things, and ideas came from.</p> <p>Attend a performance to learn about the diverse peoples of 19th-century New England.</p> <p>Compare buildings and costumed interpreters to buildings and people you interact with today. How are they different?</p> <p>Complete The Ox Cart Man Scavenger Hunt to learn about</p>

	responsibilities, and fulfill roles.		19th-century tools. Complete a hands-on workshop at Museum Education to compare life today to life in the 1830s.
Grade 2	<p>HIST 2.2 Compare life in the past to life today.</p> <p>HIST 2.4 Explain perspectives of people in the past to those of people in the present.</p> <p>HIST 2.5 Compare different accounts of the same historical event.</p> <p>CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.</p> <p>GEO 2.4 Explain how the environment affects people's lives.</p> <p>GEO 2.5 Explain how humans affect the culture and environment of places/region.</p> <p>GEO 2.6 Identify cultural and environmental characteristics of a place/region.</p>	<p>How is my life at school, at home, and in my town/city has been affected by the actions of people and groups in the past?</p> <p>How is the way people made a difference in the past different from and similar to how people make a difference today (e.g., same: writing a letter to a newspaper; different: website)?</p> <p>In what ways is our community diverse and how does that diversity promote making a difference?</p> <p>What is "government" and what does it do?</p> <p>In what ways has the environment of our town/city and state changed over time?</p>	<p>Visit the households, gardens, and stores to see where different products, methods of doing things, and ideas came from.</p> <p>Attend a performance to learn about the diverse peoples of 19th-century New England.</p> <p>Go to the mills and see how some New Englanders used the natural environment to advance industrialization.</p> <p>Check out the Goods from the Woods exhibit Take a ride on the carry-all or stagecoach to experience 19th-century transportation.</p> <p>Think about why different locations were chosen for different buildings.</p> <p>Take part in a Children's Lives tour.</p> <p>Complete an Indigenous People Day worksheet to learn more about the</p>

			Nipmuc people.
Grade 3	<p>HIST 3.2 Compare life in specific historical time periods to life today.</p> <p>CIV 3.3 Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.</p> <p>ECO 3.3 Explain why individuals and businesses specialize and trade.</p> <p>GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.</p> <p>GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.</p> <p>GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>GEO 3.7 Explain how cultural and</p>	<p>In what ways has our town and New England changed and/or stayed the same over time?</p> <p>How is the government of the past similar to or different from government today?</p> <p>How is the “identity” of a state or region created?</p> <p>How have indigenous peoples affected the history and culture of New England?</p> <p>What attracts a person to a town or city today? How is that different from what may have attracted them there in 1800?</p>	<p>Learn about the Nipmuc people, who lived and still live in the Sturbridge area.</p> <p>Take a walk on the Pasture Walk and imagine how this area looked 200 years ago.</p> <p>Explore artifacts in the Village buildings: do these things look similar or different to objects in your own home?</p> <p>Go to the Freeman Farmhouse and learn about members of that family who moved West and why they did so.</p> <p>Watch the sawmill in action and hear about its environmental impacts in the 1800s.</p> <p>Visit the bank and store to learn about how people purchased goods in the 1800s. Where were these goods from? How were they produced?</p> <p>Do a hands-on workshop at Museum Education to help compare and contrast modern life to life in the 1800s.</p> <p>Complete a Flower Scavenger Hunt to</p>

	<p>environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>GEO 3.9 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p>		<p>learn more about the nature of New England.</p>
Grade 4	<p>ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p> <p>ECO 4.4 Explain the relationship between investment in human capital, productivity, and future incomes.</p> <p>GEO 4.3 Explain how culture influences the way people modify and adapt to their environments</p> <p>GEO 4.4 Explain how the cultural and environmental characteristics of places change over time.</p>	<p>How does the exchange of resources affect the quality of life for people of a specific region?</p> <p>How does the distribution of resources in the United States affect the relationships among the various regions, and the citizens of each region?</p> <p>What relationship is there between where people live and where the resources are?</p> <p>How do our culture and beliefs influence the way we treat the environment?</p>	<p>Go to the Freeman Farmhouse and learn about members of that family who moved West and why they did so.</p> <p>Learn about the abolition movement at the Friends Meetinghouse and Richardson House. Think about how you stand up for what you believe in today.</p> <p>At the shoe shop, Asa Knight Store, and Fenno House, learn how New Englanders interacted with the issue of slavery.</p> <p>Do a store scavenger hunt: what is from New England? What comes from far away?</p>

	<p>GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>GEO 4.6 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>GEO 4.7 Explain how human settlements and movements relate to the locations and use of various natural resources</p>		<p>Take part in a Crafts and Trades tour.</p> <p>Complete an Identifying Trees Around the Village's Common worksheet to learn more about the nature of New England.</p>
Grade 5	<p>HIST 5.2 Compare life in specific historical periods to life today.</p> <p>HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives.</p> <p>HIST 5.10 Use evidence to develop a claim about the past.</p> <p>CIV 5.1 Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>CIV 5.3 Identify core civic virtues and democratic principles that guide</p>	<p>How were the lives of children in the 1830s similar to the lives of children today?</p> <p>How does the access that an area has to natural resources affect the development of that region?</p> <p>How does the culture of a group of people affect how they interact with the land?</p> <p>Why did the economy of the southern colonies center on farming and selling goods to the northern colonies?</p> <p>How did the colonists' use of natural</p>	<p>Learn about the abolition movement at the Friends Meetinghouse and Richardson House. Think about how you stand up for what you believe in today.</p> <p>At the shoe shop, Asa Knight Store, and Fenno House, learn how New Englanders interacted with the issue of slavery.</p> <p>Ask costumed historians and educators about New Englanders of Color.</p> <p>Visit the Law Office and learn about the ways that 19th-century people fought for various social</p>

	<p>government, society, and communities.</p> <p>ECO 5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p> <p>ECO 5.3 Explain why individuals and businesses specialize and trade.</p> <p>GEO 5.2 Explain how culture influences the way people modify and adapt to their environments.</p> <p>GEO 5.3 Explain how human settlements and movements relate to the locations and use of various natural resources.</p>	<p>resources and establishment of permanent settlements affect the native people of the region?</p>	<p>causes.</p> <p>At Fenno and The Asa Knight Store, explore the transition from homespun fabrics to those made in a factory. Were there any textile factories in your community?</p> <p>Complete a Tools Scavenger Hunt to learn about trades in the 1830s.</p> <p>Take part in a Changing Landscapes tour to learn more about the environment of New England.</p>
Grade 6	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 8	<p>HIST 8.1 Analyze connections among events and developments in historical contexts.</p> <p>HIST 8.2 Classify series of historical events and developments as examples of change and/or continuity.</p> <p>HIST 8.9 Explain multiple causes and</p>	<p>How have social movements affected individual political participation over time?</p> <p>What were the major social movements in America in the first half of the 19th century and who participated in these movements?</p> <p>What was the view in</p>	<p>Participate in the Village's Town Meeting program, which explores the 19th century's Poor Farm and vendue system.</p> <p>Explore the rights and responsibilities of 1830s citizens and compare and contrast them to citizens today.</p>

	<p>effects of events and developments in the past.</p> <p>HIST 8.10 Organize applicable evidence into a coherent argument about the past.</p> <p>CIV 8.1 Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.</p> <p>CIV 8.2 Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.</p> <p>CIV 8.4 Compare historical and contemporary means of changing societies, and promoting the common good.</p> <p>ECO 8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>ECO 8.3 Analyze the role of innovation and entrepreneurship in a market economy.</p> <p>GEO 8.2 Analyze the</p>	<p>Northern states in the first half of the 19th century concerning the legal rights of blacks? How was this different from the Southern view?</p> <p>How did entrepreneurship, new technologies, and innovation affect people's standard of living in New England during the early 1800s?</p> <p>What were the economic, political, and social factors that led to Westward Expansion?</p>	<p>Check out the broadsides in the Village and learn about travel West during the 1830s.</p> <p>Go to the Freeman Farmhouse and learn about members of that family who moved West and why. How did word spread in the 1830s? Learn more at the print shop.</p> <p>Visit the Law Office and learn about the ways that 19th-century people fought for various social causes.</p> <p>At the District Schoolhouse, explore how children learned and how it varied based on location and socioeconomic status.</p> <p>At the Asa Knight Store, see the variety of places where goods came from in the 1830s.</p> <p>Take part in a Crafts and Trades tour.</p> <p>Complete a Tools Scavenger Hunt to learn more about production in the 1800s.</p>
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	<p>combinations of cultural and environmental characteristics that make places both similar to and different from other places.</p> <p>GEO 8.3 Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.</p> <p>GEO 8.4 Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p>		
High School (Civics and Government)	<p>CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.</p> <p>CIV 9–12.5 Evaluate citizens' and institutions'</p>	<p>How has the role of the citizen in the United States changed over time?</p> <p>What are the rights and responsibilities of a citizen in the United States?</p> <p>How can a government's economic decisions both help and hurt different groups of people?</p>	<p>Go to the Asa Knight Store and consider where each product came from. Under what conditions were they produced?</p> <p>Visit the Law Office and learn about the ways that 19th-century people fought for various social causes.</p> <p>Participate in the Village's Town Meeting program,</p>

	<p>effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p> <p>CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.</p> <p>CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p>		<p>which explores the 19th century's Poor Farm and vendue system.</p> <p>Explore the rights and responsibilities of 1830s citizens and compare and contrast them to citizens today.</p> <p>Take part in an abolition tour.</p>
High School (Modern World History)	N/A	N/A	N/A
High School (United States History)	<p>HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts</p> <p>CIV 9–12.1 Analyze the role of citizens in the U.S. political</p>	<p>In what ways, and for whom, was America a land of opportunity in the 1830s?</p> <p>What is a social movement?</p> <p>What innovations and inventions changed the ways goods and services were produced during the</p>	<p>Ask costumed interpreters about the role of People of Color in New England during the 1830s.</p> <p>Go to different shops in the Village. Look at what technology each trade uses. Consider how the tools they have available to them affect economic output.</p>

	<p>system, and the theory and practice of democracy in America.</p> <p>CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems</p> <p>CIV 9–12.4 Analyze how public policies promote changes, intended and unintended, in society.</p> <p>CIV 9–12.5 Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights.</p> <p>ECO 9–12.2 Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</p> <p>ECO 9–12.5 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p> <p>GEO 9–12.2 Evaluate the impact of human activities on the environmental and cultural characteristics of the various</p>	<p>1830s?</p> <p>How does the distribution of natural resources affect settlement patterns?</p>	<p>Participate in the Village's Town Meeting program, which explores the 19th century's Poor Farm and vendue system.</p> <p>Explore The Nature Walk. Think about what factors have changed the environment of New England since the 1830s.</p> <p>Take part in a Civics, Religion, and Social Movements tour.</p> <p>Complete a Tools Scavenger Hunt to learn about trades in the 1830s.</p>
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	<p>places and regions in the United States.</p> <p>GEO 9–12.3 Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.</p>		
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