



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

Below you will find some of the most pertinent Rhode Island 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	Inquiry Topics	Standards	Guiding Questions	In action at Old Sturbridge Village
<b>Kindergarten</b>	<p>Inquiry Topic 1: Families</p> <p>Inquiry Topic 2: Schools</p>	<p>SSK.1.1 Members of and roles in families Explain families, family roles, and family rules through looking at the student's own, those of classmates, and those represented in literature.</p> <p>SSK.1.3 Family and Cultural traditions Explain a variety of family and cultural traditions through looking at the students' own, those of classmates, and those</p>	<p>What are the roles of different people in a family?</p> <p>What are traditions?</p> <p>Why do we go to school?</p> <p>How do the resources available affect communities?</p> <p>What does it mean to be a good community member?</p>	<p>Walk around the houses in the village. How was family life in the past similar to or different from your family?</p> <p>Ask costumed interpreters about some of the traditions New Englanders took had in the 1830s.</p> <p>Visit the School House. How is it similar to or different from your school?</p> <p>Think about why the different buildings in the village contribute to the community.</p>

		<p>represented in literature</p> <p>SSK.2.2 Roles and responsibilities in schools Analyze rules, roles, and responsibilities at school</p> <p>SSK.3.1 Neighborhood boundaries and nearby neighborhoods Analyze the relationship between geography, location, and resource availability in how neighborhoods and communities are defined</p> <p>SSK.3.2 Roles in the community and community citizenship Analyze the ways members of a community interact, help each other, and contribute to the community as a whole</p>		<p>Complete <b>The Ox Cart Man Scavenger Hunt</b> to learn more about societal roles in the 1830s.</p>
<b>Grade 1</b>	Inquiry Topic 1: Communities as Places	SS1.1.1 Understanding community	What is a community?	Look at objects inside the houses in the

	<p>Inquiry Topic 2: People in the Community</p> <p>SS1.3.1 Goods and services in the community Analyze the use of goods and services in the local community</p>	<p>Explain what makes a community a Community</p> <p>SS1.1.3 Physical features of the local community Explain the physical features of the local community and its available goods and services</p> <p>SS1.1.4 Natural resources in the local community Explain the use of available natural resources in the local community</p> <p>SS1.2.1 Culture and diversity in the community Analyze the culture and diversity in local communities</p> <p>SS1.3.2 Jobs and careers Analyze different jobs and careers and how they contribute to the community and economy</p> <p>SS1.4.1 Community citizenship Analyze the rights and</p>	<p>What is culture and diversity?</p> <p>How do goods and services fulfill community needs?</p> <p>Why do people have different jobs and careers and how do they contribute to the community?</p> <p>What does it mean to be a citizen?</p> <p>What is social change?</p>	<p>village. Notice what was important to families in the 1830s.</p> <p>Compare the goods sold at the Asa Knight Store with what you see in grocery stores today.</p> <p>Ask costumed interpreters about the different trades that were present in 1830s communities.</p> <p>Visit the Law Office and learn about the ways that 19th-century people fought for various social causes</p> <p>Learn about the abolition movement at the Friends Meetinghouse and Richardson House. How do you stand up for what you believe in today?</p> <p>Take part in a hands-on workshop at Museum Education to compare life in the 1830s to life today.</p>
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		<p>responsibilities that come with being a citizen of a Community</p> <p>SS1.4.3 Rules and responsibilities Analyze the norms, rules, and responsibilities in a community and how different rules and responsibilities apply in different settings</p> <p>SS1.4.5 Creating positive social change Explain how people create positive social change and the ways students can contribute</p>		<p>Take part in a Crafts and Trades tour.</p>
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<b>Grade 2</b>	Inquiry Topic 1: Global Places	SS2.1.3 Natural resources around the globe Analyze the use of natural resources around the globe and how resources affect human settlement	How does the presence or absence of natural resources affect human settlement patterns?	Think about why buildings around the village are located where they are. How might the village be different if the geography was different?
	Inquiry Topic 2: People Around the World			
	Inquiry Topic 3: Global Connections			
	Inquiry Topic 4: Countries and Governments	<p>SS2.1.4 Global environments Analyze different global environments and how the environment affects human settlement patterns and migration</p> <p>SS2.2.1 Culture and diversity around the world Analyze the culture and diversity of communities around the world</p> <p>SS2.2.2 Human interactions with and effects on global environments Analyze global environmental challenges that happen as a result of human-environmental interactions</p> <p>SS2.3.2 Global goods and services</p>	<p>What can different environments provide to humans and how does that affect human settlement?</p> <p>What does it mean to be Indigenous?</p> <p>What are imports and exports?</p> <p>In what ways can we bring change to the local community and world around us?</p>	<p>Learn about the Nipmuc people, who lived and still live in the Sturbridge area.</p> <p>Watch the sawmill in action and hear about its environmental impacts in the 1800s.</p> <p>Ask costumed interpreters where the goods in the Asa Knight Store come from.</p> <p>Go to the Law Office to learn how laws were made and enforced in the 1800s.</p> <p>Complete a <b>Flower Scavenger Hunt</b> to learn more about the environment of New England.</p>

		<p>Analyze how goods and services are traded around the world and contribute to a global economy</p> <p>SS2.4.4 Conflicts and resolution Explain why governments experience conflict with one another and ways they work together to resolve conflict</p> <p>SS2.4.5 Creating Change Explain how people have brought social change to the world and ways students can contribute to positive change</p>		
<b>Grade 3</b>	<p>Inquiry Topic 1: An Overview of the United States of America</p> <p>Inquiry Topic 2: The Northeast</p> <p>Inquiry Topic 3: The Southeast</p>	<p>SS3.1.1 Uses of social science Analyze the ways social scientists piece together information to have knowledge of history and the world today</p> <p>SS3.2.1 Geography and environment of the Northeast Explain the geography and environment</p>	<p>How do we know about the past?</p> <p>Who were the original Indigenous peoples of New England?</p> <p>How have the Southern United States been shaped by the histories of these diverse people?</p> <p>What attracts a</p>	<p>Look at different artifacts and primary sources around the village to learn about what life was like in the 1830s.</p> <p>Walk on one of the Village's nature trails and notice the geography of the area around you.</p> <p>Learn about the Nipmuc people,</p>

		<p>of the Northeastern region of the United States</p> <p>SS3.2.3 Peoples over time in the Northeast Analyze the ways diverse peoples have come to live in the Northeastern region of the United States over time</p>	<p>person to a town or city today? How is that different from what may have attracted them there in 1800?</p> <p>How are rivers and resources in New England used to develop communities and economic systems?</p>	<p>who lived and still live in the Sturbridge area.</p> <p>At the shoe shop, store, and Fenno House, learn how New Englanders interacted with the issue of slavery</p> <p>Go to the Freeman Farmhouse and learn about members of that family who moved West and why</p> <p>Complete an <b>Indigenous Peoples' Day worksheet</b> to learn more about the Nipmuc people.</p>
<b>Grade 4</b>	<p>Inquiry Topic 1: Geography and Environment</p> <p>Inquiry Topic 2: Indigenous Peoples, Roger Williams, and Rhode Island Colonists</p> <p>Inquiry Topic 3: Early Rhode Island</p> <p>Inquiry Topic 5: Immigration, Labor, and Industry</p>	<p>SS4.1.2 Geography and environment of Rhode Island Explain the geography and environment of Rhode Island including natural resources</p> <p>SS4.2.1 Indigenous peoples in Rhode Island Analyze the history and culture of the Indigenous peoples who live</p>	<p>What are the major geographical features of New England and how do they affect the people that live there?</p> <p>Who are the descendants of indigenous people today?</p> <p>Why is the trans-Atlantic slave trade also called the triangular trade</p>	<p>Learn about the Nipmuc people, who lived and still live in the Sturbridge area.</p> <p>Look at the goods in houses and stores around the village and consider what trade occurred between Massachusetts and other New England states.</p> <p>Learn about the abolition</p>

	<p>Inquiry Topic 6: Rhode Island Governments</p>	<p>in what is now known as Rhode Island</p> <p>SS4.3.2 Rhode Island economy and maritime industry Argue the impact of Rhode Island's relationship with the world through maritime trade, including participation in the trans-Atlantic slave trade</p> <p>SS4.3.3 Enslaved and free Africans Analyze the lives of free and enslaved Africans in Rhode Island</p> <p>SS4.5.1 Industrial Revolution Argue how the development of the textile industry impacted Rhode Island economically, socially, and environmentally</p> <p>SS4.5.2 19th and 20th century industries and peoples Analyze the major industries</p>	<p>and how is that connected to other imports and exports?</p> <p>What political or economic challenges are addressed by leaders?</p>	<p>movement at the Friends Meetinghouse and Richardson House. How do you stand up for what you believe in today?</p> <p>Go see the loom at Fenno House. Consider how industrialization affected processes like working with textiles at home.</p> <p>Visit the Law Office and learn about the ways that 19th-century people fought for various social causes.</p> <p>Take part in a Crafts and Trades tour.</p> <p>Complete a <b>History of Technology</b> worksheet to learn more about tools in the 1800s.</p>
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		<p>that contributed to Rhode Island's economy in the 19th and 20th centuries and how these industries encouraged people looking for opportunity to come to the Area</p> <p>SS4.6.2 Local town/city hall and government Explain local city or town government, rules, and laws</p>		
<b>Grade 5</b>	<p>Inquiry Topic 1: The Land and People Before Colonization</p> <p>Inquiry Topic 2: European Arrival in North America and Colonial Growth</p> <p>Inquiry Topic 4: The Early Republic and its Growth</p> <p>Inquiry Topic 5: Enslavement, the Civil War, and Reconstruction</p>	<p>SS5.1.1 North American geography Analyze the countries, geographic features, and climates of North America</p> <p>SS5.1.2 The Indigenous peoples of North America Analyze the lived experiences of Indigenous peoples prior to European Colonization</p> <p>SS5.2.4 Development of slavery and the African slave trade</p>	<p>What is the relationship between geographic features and human population and settlements?</p> <p>How are Indigenous groups similar to and different from one another?</p> <p>How did the emerging factory system change working life, in particular for children?</p> <p>How did colonization affect and</p>	<p>Walk on one of the Village's nature trails and notice the geography of the area around you.</p> <p>Learn about the Nipmuc people, who lived and still live in the Sturbridge area.</p> <p>Asked costumed interpreters how New Englanders in the 1830s benefited from the enslavement of African Americans.</p> <p>Go to the Freeman Farmhouse and learn about</p>

		<p>Argue the impacts the new system of enslavement had on the economy and the people involved</p> <p>SS5.4.3 Movement of people Argue the ways that migration, laws governing migration, and government actions forcing migration affected different groups of people</p> <p>SS5.4.4 Growth of industry Argue how changes to transportation and industry in the first half of the 19th century impacted people's lives</p> <p>SS5.5.1 Resistance and abolition Analyze the conditions of enslavement and the many efforts of free and enslaved Blacks to obtain freedom for enslaved Africans</p>	<p>change the freedom of various groups including indigenous Americans; French, British, and Dutch colonists; women; and religious groups?</p> <p>Why did the economy of the southern colonies center on farming and selling goods to the northern colonies?</p>	<p>members of that family who moved West and why</p> <p>Watch the sawmill in action and hear about its environmental impacts in the 1800s</p> <p>Learn about the abolition movement at the Friends Meetinghouse and Richardson House. How do you stand up for what you believe in today?</p> <p>Take part in an abolition tour.</p> <p>Complete an <b>Indigenous Peoples' Day worksheet</b> to learn more about the Nipmuc people.</p>
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<b>Grade 6</b>	Inquiry Topic 1: Researching the Past	<p>SS6.1.1 Experts of the past Analyze the jobs and necessary skills of people who study the past</p> <p>SS6.1.2 Sources of the past Analyze the sources scholars use to study the past</p>	<p>How do anthropologists work with people today to understand their cultures and histories?</p> <p>What are different types of primary and secondary sources and how are they used to study the past?</p>	<p>Analyze artifacts and other primary sources to determine how we know what happened in the past.</p> <p>Explore the resources of Old Sturbridge Village's archives online at <a href="https://www.osv.org/explore-the-village/exhibits-and-collections/search-the-collections/">https://www.osv.org/explore-the-village/exhibits-and-collections/search-the-collections/</a></p>
<b>Grade 7</b>	Inquiry Topic 4: Political and Social Revolutions (1750 - 1920 CE)	<p>SS7.4.1 Political revolutions Argue the global impact of worldwide revolutions during the late 18th to early 19th centuries</p> <p>SS7.4.2 Economic reordering Argue the impact of societal changes on global economies in the late 18th and early 19th centuries</p>	<p>In what way did the industrial revolution push the balance of political power out of the east and toward the west?</p> <p>How were what people bought in the 1830s similar to or different from the goods we buy today?</p>	<p>Consider how life in the 1830s had changed since the American Revolution.</p> <p>Go to the Freeman Farmhouse and learn about members of that family who moved West and why.</p> <p>Look at the goods for sale in The Asa Knight Store. How are they similar to or different from things you would buy today?</p> <p>Visit the Law Office and learn about the ways that 19th-century</p>

				<p>people fought for various social causes.</p> <p>Take part in a Civics, Religion, and Social Movements tour.</p>
<b>Grade 8</b>	<p>Inquiry Topic 1: The Philosophical Foundations of the United States Political System</p> <p>Inquiry Topic 4: The Structure of Rhode Island State, Local, and Tribal Governments</p> <p>Inquiry Topic 6: Rights and Responsibilities of Citizens</p> <p>Inquiry Topic 7: Freedom of the Press and News/Media Literacy</p>	<p>SS8.1.2 Civic participation Argue what it meant to be civically engaged in the past and identify ways to participate today</p> <p>SS8.4.3 Tribal governments Argue the impact of the systems, practices, and values of tribal Governments</p> <p>SS8.6.1 Rights of a citizen Argue the importance of the rights citizens hold in a democracy and what it means to protect those rights</p> <p>SS8.6.2 Responsibilities of a citizen Analyze the importance of the responsibilities and obligations of a citizen and how people can participate</p>	<p>What does it mean to be a citizen?</p> <p>How has the process of making and enforcing laws changed over time?</p> <p>What is tribal sovereignty?</p> <p>What rights do citizens have in a democracy?</p> <p>How can individuals participate in the political process?</p>	<p>Visit the Law Office and learn about the ways that 19th-century people fought for various social causes.</p> <p>How and why does a local does the government serve its population?</p> <p>Consider the rules people had to follow in 1830s New England. How are those rules similar to or different from the way we live today?</p> <p>Learn about the Nipmuc people, who lived and still live in the Sturbridge area.</p> <p>Learn about the abolition movement at the Friends Meetinghouse and Richardson House. How do you stand up for what you believe</p>

		<p>in their communities</p> <p>SS8.6.3 Political participation Analyze the political process, how elections work, issues surrounding elections, and the ways people can get involved</p> <p>SS8.6.4 Movements for Civil Rights Argue the impacts individuals and groups have made towards securing civil rights in the United States</p> <p>SS8.7.1 Function of media in a democracy Argue the benefits and challenges of media in a democracy</p>		<p>in today?</p> <p>Visit The Printing Office and consider what role publishing played in 1830s America.</p> <p>Complete a <b>Women in Agriculture</b> worksheet to learn more about the history of women in America.</p>
<b>High School (Civics)</b>	<p>Inquiry Topic 1: Government and the Concept of Citizenship Inquiry</p> <p>Topic 5: Political Parties, Interest Groups, and Politics</p> <p>Inquiry Topic 7:</p>	<p>SSHS.CVC.1.1 Earliest forms of government Analyze the history and philosophy of different forms of government</p> <p>SSHS.CVC.1.2 Governmental power</p>	<p>How have the powers of the United States government changed over time?</p> <p>How do governments protect and serve their societies?</p>	<p>Visit the Law Office and learn about the ways that 19th-century people fought for various social causes.</p> <p>Consider how the work of the different tradespeople</p>

	<p>Dissent and Protest in Political Systems</p>	<p>and role Analyze the functions of government and ways that governments provide services and benefits to the population they serve</p> <p>SSHS.CVC.1.3 Citizenship and obligations of citizens Argue how different definitions of citizenship and how to act as a citizen have impacted different people over Time</p> <p>SSHS.CVC.5.1 The emergence of political parties in the United States Argue the impacts of the ways that Americans have fought for greater control of the political system throughout history</p> <p>SSHS.CVC.5.4 Participation of citizens Argue the impacts people can have on</p>	<p>What are the ways people get involved in politics on local and national levels?</p> <p>How does freedom of speech provide a legal basis for the right to protest and dissent?</p>	<p>around the village might have served the community of 1830s New England.</p> <p>Ask costumed historians and educators about New Englanders of Color</p> <p>Find broadsides around the village and consider how the media was used to spread messages in the 1830s.</p> <p>Consider what elements of society you might want to change if you were alive in the 1830s. What systems might you use to make those changes a reality?</p> <p>Take part in a Civics, Religion, and Social Movements tour.</p>
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		<p>the American political system by becoming involved with political parties, interest groups, and politics</p> <p>SSHS.CVC.5.5 Tactics to influence politics Argue the impacts people can have when they use political processes outside of the governmental system to effect change</p> <p>SSHS.CVC.7.1 Legal basis of dissent and protest Argue the justifications for protest movements in the United States</p> <p>SSHS.CVC.7.2 Historical examples of different forms of dissent and protest Argue the impacts of Americans who have acted to address social inequalities in the past</p>		
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<b>High School (United States History I: Pre-European Contact to Reconstruction )</b>	<p>Inquiry Topic 1: Colonial North America</p> <p>Inquiry Topic 5: The Market Revolution and American Expansion</p> <p>Inquiry Topic 6: Competing Visions and Regionalism in Antebellum America</p>	<p>SSHS.USI.1.1 Indigenous peoples of North America Analyze the diversity of Pre-Columbian Indigenous civilizations in North America</p> <p>SSHS.USI.1.3 Establishing the colonies Argue the impact of the conditions of life in colonial North America</p> <p>SSHS.USI.1.4 The emergence of the trans-Atlantic slave trade Argue the impacts of the transformation of human beings into property and commodities within the Atlantic trading system and the emergence of chattel enslavement</p> <p>SSHS.USI.5.1 Territorial expansion of the United States Argue the impact of the tactics used to expand the physical boundaries of</p>	<p>Learn about the Nipmuc people, who lived and still live in the Sturbridge area</p> <p>What environmental challenges did colonists face in North America?</p> <p>How did the American system support the growth of capitalism?</p> <p>How did the Textile Revolution affect the lives of white women, enslaved people, immigrants, and children?</p> <p>In what ways did New England benefit from slavery?</p>	<p>What were the different lifeways and traditions practiced by Indigenous peoples in North America?</p> <p>Take a walk on the Pasture Walk and imagine how this area looked 200 years ago.</p> <p>Learn about the abolition movement at the Friends Meetinghouse and Richardson House. How do you stand up for what you believe in today?</p> <p>Go to the Freeman Farmhouse and learn about members of that family who moved West and why.</p> <p>Visit The Asa Knight Store and consider where the goods sold there came from. Who would be profiting?</p> <p>Notice the technology used by the tradespeople around the village. How would their way</p>
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		<p>the United States in the early 19th century</p> <p>SSHS.USI.5.2 Transformations of the Market Revolution Argue the impacts of technological and financial developments and the expansion of markets in the Early Republic Era</p> <p>SSHS.USI.5.4 Effects of early industrialization on workers Argue the impacts of the Industrial Revolution on the ways workers lived</p> <p>SSHS.USI.5.5 Westward movement of white Americans Argue the impacts of western expansion on Indigenous peoples, immigration, and reshaping the United States</p> <p>SSHS.USI.5.6</p>		<p>of life have changed if they had access to more advanced machinery?</p> <p>Learn about the Nipmuc people, who lived and still live in the Sturbridge area.</p> <p>Take part in an abolition tour.</p> <p>Complete a <b>Tools Scavenger Hunt</b> to learn more about technology in the 1830s.</p>
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		<p>Expansion of slavery and the lives of enslaved people Argue the effects of the conditions under which enslaved people lived and struggled for freedom in the early 19th century</p> <p>SSHS.USI.6.2 Antebellum reformers and social issues Argue the impact of attempts by reformers to change American society in the antebellum period</p> <p>SSHS.USI.6.3 Abolitionists and their arguments against slavery Argue the impact of the collaborative efforts of abolitionists to end slavery in the United States</p>		
<b>High School (United States History II: Late 19th Century to the Present)</b>	N/A	N/A	N/A	N/A
<b>High School</b>	N/A	N/A	N/A	N/A

<b>(World History I: Ancient to Medieval)</b>				
<b>High School (World History II: Early Modern to Modern)</b>	Inquiry Topic 5: Industrialization, Urbanization, and Modernization	<p>SSHS.WHII.5.1 Industrialization and its developments Argue how progress and innovation associated with industrialization also led certain groups to prosper while others struggled</p> <p>SSHS.WHII.5.3 Patterns of movement Argue how industrialization caused a need for expansion for those in need of new marketplaces and natural resources to cultivate greater economic growth</p>	<p>How did industrialization move society?</p> <p>How did industrialization create shifts in global economic autonomy?</p>	<p>Go to the mills and see how some New Englanders used the natural environment to advance industrialization</p> <p>Ask costumed interpreters where the goods you see around the village came from. How might they be impacted by industrialization and global trade?</p> <p>Take part in a Crafts and Trades tour.</p>