



connecticut museum  
of culture and history



2023/2024

PRE-K – 12th GRADE

# SCHOOL PROGRAMS

The Connecticut Historical Society is now  
the **Connecticut Museum**  
*of Culture and History!*

AT THE MUSEUM, AT YOUR  
SCHOOL, AND ONLINE!



# REVISIT WHO WE ARE

**The Connecticut Museum of Culture and History** is the new name and identity of the Connecticut Historical Society. After almost 200 years, it was time for a new name to reinforce our commitment to the modern interpretation of culture and history. At the Connecticut Museum we will continue to showcase our vast collection through engaging programs, interactive exhibitions, and much more.



## SAME GREAT PROGRAMS, EXHIBITIONS, AND STAFF

We continue to offer hands-on and engaging programs at the Museum, in your classroom, or through distance learning. Our programs highlight objects from our collection bringing history and civics to life for students. Our team of museum educators receive extensive training on best practices for engaging students to ensure that your students have a memorable museum experience.

## NEW INITIATIVES

Check out our new Black and Latino Studies teacher resources on page 12 and an exciting new civics education initiative, which includes fee reductions, on page 21.



# SCHEDULING A PROGRAM





All school and youth groups must make a reservation in advance. Group size limits vary. Teachers interested in planning a field trip may stop by the Connecticut Museum of Culture and History to preview our exhibitions free of charge with a school ID card.

Contact us at **(860) 236-5621 x232** or **education@connecticutmuseum.org** for more information or to schedule a program.

### TIMES AND DAYS

School programs are scheduled Monday through Friday during school hours.

### FEES

- Costs vary with the type of program and are listed with the individual program descriptions.
- **Fee reductions are available for all Priority School Districts and Title I Schools. Please inquire at the time of booking.**
- Fee reductions are available for all schools booking the following programs:
  - Any American Revolution program
  - *What Makes a Community?* \*
  - *The Three Branches of Government* \*
  - *Me and My Community* (available starting January 2024)
    - \* Bus support may be available for these programs, please inquire.
- Fee reductions are made possible by generous support from the Society of the Cincinnati in the State of Connecticut, the Henry Nias Foundation, and the U.S. Department of Education.

### LUNCH FACILITIES

Please make arrangements in advance if your group would like to eat lunch at the Connecticut Museum. You may picnic on our grounds for free. Inside lunch space may be reserved for a fee of 50¢ per student.

### CHAPERONES

We require 1 adult chaperone for every 10 students. Due to space limitations, a maximum of 1 adult for every 5 students is permitted. Chaperones are admitted free of charge.

### MUSEUM STORE CART

Our museum store cart is available with prior arrangement for students to purchase souvenirs ranging from 25¢-\$10. We do not allow students in the regular museum store due to space and time constraints. Students may shop at the store cart during lunch or you may schedule an extra 15-20 minutes at the end of your visit. We offer a selection of kid-friendly items that make perfect souvenirs of the trip!

### CONFIRMATION

A written confirmation will be sent prior to your scheduled program via email.

**In the event that you must cancel a tour or program, please contact us at least one week in advance.**

#### When you are ready to schedule your program, please have ready:

- ☐ Choice of program(s) and add-ons
- ☐ Requested date (please have 1-2 alternatives in mind)
- ☐ Requested start time
- ☐ Special needs of students in your group
- ☐ Any specific teacher goals for program
- ☐ Number of students
- ☐ Grade level
- ☐ Number of classes in the group
- ☐ Names and emails of teachers participating in the program
- ☐ Lunch/store cart reservation



# CURRICULUM CONNECTIONS

Our educational programs have been designed to meet the goals and objectives of the Connecticut Elementary and Secondary Social Studies Frameworks and Common Core State Standards. Our programs are inquiry-based and help develop skills in close observation, evidential reasoning, and critical thinking. Look for the curriculum connections with the program descriptions or find the curriculum connections chart at **[connecticutmuseum.org/education](https://connecticutmuseum.org/education)**.

Please note that these curriculum connections do not reflect the newly released CT Social Studies Standards. Those standards will be reflected in our 2024/25 program brochure.



# WHAT WE OFFER

		GRADES											
		K	1	2	3	4	5	6	7	8	HS		
AT THE MUSEUM	Work and Play from Long Ago (pg. 8)	■	■	■									
	Native Peoples and Natural Resources (pg. 8)	■	■	■									
	Kids in Colonial Connecticut (pg. 8)		■	■	■								
	What Makes a Community? (pg. 9)		■	■	■								
	People and Place: Native Peoples of Connecticut (pg. 9)				■	■	■						
	The Legend of the Charter Oak (pg. 9)				■	■	■						
	This is Connecticut! (pg. 9)				■	■	■						
	The Three Branches of Government (pg. 10)				■	■	■						
	On the Move: Immigration and Migration to Connecticut (pg. 10)					■	■	■	■	■			
	Connecticut and the Revolution (pg. 10)						■	■	■	■			
	Add-On Options (pg. 11)				■	■	■	■	■	■			
AT YOUR SCHOOL	Native Peoples of Quinnetukut (pg. 14)	■	■	■									
	Me and My Community (pg. 14)	■	■	■									
	Colonial Kids (pg. 15)		■	■	■								
	History Detectives: Exploring Indigenous Life in Quinnetukut (pg. 15)				■	■	■						
	The Three Branches of Government (pg. 15)				■	■	■						
	Characters from Colonial Connecticut (pg. 15)					■	■						
	On the Move: Immigration and Migration to Connecticut (pg. 15)					■	■	■	■	■			
	Connecticut and the Road to Independence (pg. 15)						■	■	■	■			
	<i>Amistad</i> : A Journey to Justice (pg. 16)						■	■	■	■			
ONLINE	Connecticut and the Civil War (pg. 16)						■	■	■	■			
	Going to School in Early America (pg. 18)	■	■	■									
	Communities in Action: People Helping People (pg. 18)		■	■	■								
	Learning Your Lessons in Early America (pg. 18)				■	■	■						
	One Person, One Vote (pg. 19)				■	■	■						
	Chasing the American Dream (pg. 19)					■	■	■	■	■			
	Which Side Are You On? Patriots and Loyalists in the American Revolution (pg. 19)						■	■	■	■			
	Life as a Patriot Soldier (pg. 19)						■	■	■	■			
HIGH SCHOOL	Everyday People in the American Revolution (pg. 19)						■	■	■	■			
	Slavery and Resistance in Connecticut (pg. 12)										■	■	
	Take a Stand (pg. 12)											■	
	<b>NEW!</b> Black and Latino Studies Resource Packs (pg. 12)											■	
Classroom Resources (pg. 20)		■	■	■	■	■	■	■	■	■	■	■	■

# MUSEUM PROGRAMS

**Group Limit:** Program dependent

**Length:** 1 ½ hours

**Cost:** \$8 per student

**Discounts available for Priority**

**School Districts and Title I Schools**

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*The most important thing my  
students gained was the opportunity  
to engage with and “do” history.*

4TH GRADE TEACHER, WATERBURY



Bring your class to the Connecticut Museum of Culture and History for an engaging field trip! Museum programs are thematic and focus on a wide range of social studies topics from Connecticut history to civics and geography. Programs take place in the Museum's permanent and changing exhibitions, or in non-exhibit spaces at the Museum.

#### GRADES PRE-K-2

##### Work and Play from Long Ago

In this introductory museum tour for our youngest visitors, students learn about the past through hands-on activities in our museum exhibitions. Students will compare work done long ago to work today by trying out different "jobs" related to building, making clothes, and preparing food. After their "work" is done, students play with reproduction colonial-era toys.

**HIST** K.1, K.4-5, 1.1, 1.4-5, 2.2, 2.6-7; **CCSS** R.7, SL.1-2, SL.4, L.1, L.4, L.6

#### GRADES K-2

##### Native Peoples and Natural Resources

This program introduces students to the lives of Native Peoples from our region and emphasizes their use of natural resources. Students will learn about aspects of pre-colonization Native cultures including foodways, homes, and clothing. Focus is placed on multi-sensory learning, a varied pace of activities, and handling reproduction objects.

**HIST** K.1, K.3-5, 1.1, 1.3-5, 2.2, 2.4, 2.6-7, **Geo** K.4, 1.4, 2.4; **CCSS** R.7, SL.1-2, SL.4, L.1, L.4, L.6

#### GRADES 1-3

##### Kids in Colonial Connecticut

What was it like to be an English colonist in early Connecticut? Learn about daily life through hands-on activities, reproduction objects, and museum exhibitions. Students will compare and contrast their own lives to those of colonial children as they explore daily chores, try out reproduction colonial-era toys, and make a reproduction "hornbook."

**HIST** 1.1, 1.4-5, 2.2, 2.4, 2.6, 3.2, 3.4, **Geo** 3.7-8; **CCSS** R.1-2, R.4, R.10, SL.1-2, SL.4, L.1, L.4, L.6



## GRADES 1–3

**What Makes a Community?**

Students use a large floor map and “building” blocks to strengthen map skills and vocabulary while creating and analyzing a new town, then tour the *Making Connecticut* exhibit to learn how work, home life, and transportation were different in the past. The third part of the program focuses on how decisions are made in communities, as well as ways that children can be good citizens and contribute to their communities.

*This program is available at a discounted rate through a \$1 million grant from the U.S. Department of Education.*

**HIST** 1.1, 1.4-5, 1.8, 2.2, 2.6-7, 3.2, 3.6-7, **CIV** 1.2, 1.4, 1.6, 2.4, 2.6-7, 3.6, **ECO** 1.4, 2.3, **GEO** 1.2-3, 2.2-3, 3.3; **CCSS** R.7, SL.1-2, SL.4-5, L.1, L.4, L.6

## GRADES 3–5

**People and Place: Native Peoples of Connecticut**

Explore culture and change in the region we now call Connecticut by looking at the lives of the Native Peoples that live here. By listening to a local Native story, analyzing maps, and examining historical artifacts, students will learn about how Native Peoples have shaped the land and the communities that make up the Connecticut we know today.

**HIST** 3.2-4, 3.6-7, 3.9, 3.11, 4.1-3, 5.2-10, **ECO** 3.2, 4.3, 5.2, **GEO** 3.2, 3.4-8, 4.2-3, 4.5-7, 5.1-3; **CCSS** R.7, SL.1-2, SL.4-5, L.1, L.6

## GRADES 3–5

**The Legend of the Charter Oak**

Why is the white oak a symbol of Connecticut's strength and independence? During this program, students bring the people and events from the legend of the Charter Oak to life using a variety of dramatic techniques, period costumes, and specially-designed props. Students evaluate primary sources, including historic maps, to draw their own conclusions about the famous legend.

**HIST** 3.2, 3.4, 3.9, 3.11, 4.1-3, 5.7, 5.9-10, **CIV** 4.1, 5.3, **GEO** 3.4; **CCSS** R.7, SL.1-2, SL.4-5, L.1, L.4

**PLEASE NOTE:** *This program does not include an exhibit component. For \$2/student, explore the museum with a gallery visit add-on! See page 11.*

## GRADES 3–5

**This is Connecticut!**

What makes our state so special? During this thematic tour students learn about famous Connecticut people, places, events, and products. From the mighty white oak to the tiny nutmeg, “Constitution State” to famous (and not-so-famous) Connecticut people, students explore the unique stories behind our state's history and symbols.

**HIST** 3.3, 3.6-7, 5.2, **ECO** 4.4, 5.2, **GEO** 3.4-5, 4.3-4; **CCSS** R.1, R.7, SL.1-2, SL.4, L.1, L.4

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*The educators are wonderful!*

*The activities are engaging!*

1ST GRADE TEACHER, GLASTONBURY





## GRADES 3–5

**The Three Branches of Government**

During this program, students explore Connecticut's executive, legislative, and judicial branches of government to discover who makes the rules in Connecticut. To better understand the role of each branch, students elect a governor from among their classmates, debate a bill, and hold a mock trial (student reading required). Through movement, improvisation, role-playing, and active participation, students learn the purpose of rules and laws, explore the separation of powers, and discover the rights and responsibilities of individuals.

*This program is available at a discounted rate through a \$1 million grant from the U.S. Department of Education.*

**CIV** 3.1-3, 3.6-7, 5.1-4; **CCSS** R.10, SL.1, SL.3-4, L.1, L.3, L.6

**PLEASE NOTE:** This program does not include an exhibit component. For \$2/student, explore the museum with a gallery visit add-on! See page 11.

## GRADES 4–8

**On the Move: Immigration and Migration to Connecticut**

This two-part program uses hands-on activities to introduce students to stories of moving to Connecticut. During the workshop, students work in teams to examine artifacts and documents from “immigration trunks” and uncover different family stories about moving to Connecticut from Ireland, Germany, China, Georgia, and Puerto Rico. In the *Making Connecticut* exhibit, students try out the

kinds of jobs done by different immigrant groups who arrived in Connecticut in the 19th and 20th centuries.

**HIST** 4.1, 8.1-3, 8.6-9, **ECO** 4.1-2, 8.1, **GEO** 4.4-8, 8.3-4; **CCSS** R.1-4, R.7, R.10, W.2, W.4, W.9, SL.1-2, SL.4-5, L.1-2, L.6, RH.6-8.1-4, RH.6-8.7

**PLEASE NOTE:** For \$3/student, add on a *Primary Source Workshop* for a deeper dive into the stories of Connecticut immigrants as told through census records and other primary sources. See page 11.

## GRADES 5–8

**Connecticut and the Revolution**

Students will investigate how the American Revolution impacted Connecticut residents by exploring the war through a variety of perspectives. What led Connecticutans to become Patriots or Loyalists? How was the war different for those on the battlefield than for those on the homefront? What did America's War for Independence mean for Connecticut's enslaved and Native residents? Students will explore these experiences through museum exhibitions, primary sources, reproduction artifacts, and hands-on activities (including signing an ‘Oath of Allegiance’ with a quill pen and ink).

*This program is available at a discounted rate thanks to the generosity of the Society of the Cincinnati in the State of Connecticut.*

**HIST** 5.2-10, 8.1-9; **CCSS** R.1-2, R.4, R.6-7, R.10, SL.1-4, L.1, L.4, L.6, RH.6-8.1-2, RH.6-8.4, RH.6-8.6-8

**PLEASE NOTE:** For \$3/student, add on a *Primary Source Workshop* for a deeper dive into the experiences of everyday Connecticut residents living through the American Revolution, through their own words. See page 11.





# ADD-ON OPTIONS

Enhance your students' visit to the Connecticut Museum with our add-on options. Workshops and gallery visits give your students the opportunity to further engage with the material and practice skills such as observation, forming opinions, and making connections.

## GRADES 3–8

### Gallery Visit

**Length: 30 minutes • Cost: \$2 per student**

Give your students additional time to explore the museum exhibitions in small, chaperone-led groups with activity cards. This option is perfect for classes participating in “The Legend of the Charter Oak” or “The Three Branches of Government” programs, which do not include an exhibit component, or for groups that want a little more gallery time.

For information about our current exhibits visit [connecticutmuseum.org](http://connecticutmuseum.org).

## GRADES 4–8

### Primary Source Workshop

**Length: 30 minutes • Cost: \$3 per student**

Delve more deeply into a content theme by adding this workshop to the “Connecticut and the Revolution” or “On the Move: Immigration and Migration to Connecticut” programs. Students work individually and in groups to analyze various types of primary sources, such as historic images, letters, and printed documents.

# HIGH SCHOOL PROGRAMS AND RESOURCES

## Slavery and Resistance in Connecticut • GRADES 8–12

### Museum Program: 1 ½ hours, \$8 per student

Students reflect on the changing perception of freedom as they learn about the history of enslavement in Connecticut. Through primary source analysis and compelling discussions, students will learn about the enslavement of Native Peoples and Africans from the early colonial period into the 19th century. Students will examine multiple perspectives on slavery, explore ways people resisted and fought against slavery, and learn about the impact of slavery on the history and economy of Connecticut.

**HIST** 8.1-9, 9-12.1-5, 9-12.7-8, 9-12.11-12, 9-12.14, 9-12.16, **CIV** 9-12.7, 9-12.12, **ECO** 8.1, 9-12.1 **GEO** 8.4, 9-12.2; **CCSS** R.1-2, R.4, R.6-7, R.9-10, W.4, W.9, SL.1-4, L.1-4, RH.6-12.1-2, RH.6-12.4, RH.6-12.6-7

## Take a Stand • GRADES 9–12

### Museum Program: 1 ½ hours, \$8 per student

### Outreach Program: 45 minutes - 1 hour, \$125 per program plus mileage

History is complicated; stand up for your position! Students create an argument using preselected primary and secondary sources. Students then debate compelling questions in U.S. History through the lens of local history and use their conclusions to take a stand! Select a theme for your workshop from the topics below.

- Women's Suffrage? The Fight For (and Against) Women's Suffrage
- Connecticut: Land of Opportunity?

**INQ** 9-12.8-11, **HIST** 9-12.6-10, **ECO** 9-12.1; **CCSS** RH.9-10.1-2, RH.9-10.6, RH.9-10.9, RH.11-12.1-2, RH.11-12.6-9

## NEW! Black and Latino Studies Digital Resource Packs

To support teachers as they teach the Black/African American and Latino/Puerto Rican Course of Studies, the Connecticut Museum has developed resource packs for teachers to use in their classrooms. Each pack includes a curriculum-aligned lesson plan, teaching materials, and a short video to incorporate Connecticut places or people. All packs include primary sources from the Connecticut Museum collection highlighting local Black and/or Latino stories. Topics include:

- Slavery, Resistance, and the Laws of Connecticut
- Antebellum Black Community in CT
- Reconstruction and Connecticut
- Civil Rights Workers and Connecticut
- The Black Panther Party in Connecticut
- Connecticut Tobacco: Migration and Immigration
- The Puerto Rican Parade: Community Organizing in Connecticut
- Puerto Rican Activism in Connecticut
- Bomba, Plena, and Resistance
- Puerto Rican Identity

These digital resource packs are currently in a pilot phase for the 2023-2024 school year. To pilot the packs or learn more about this project, please visit [connecticutmuseum.org/education](https://connecticutmuseum.org/education)



*This project was made possible in part by the Institute of Museum and Library Services.*

**FREE!**



# OUTREACH PROGRAMS

**Group Limit:** Class size group, unless otherwise indicated

**Program Length:** 1 ¼ hours (allow 15 minutes between programs)

**Cost:** \$150 per program plus round trip mileage from the Connecticut Museum at 65¢ per mile.

**Discounts available for Priority School Districts and Title I Schools**

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*Having the opportunity to interact with artifacts and replicas made the learning come alive for them. This inquiry-based learning was an excellent experience.*

5TH GRADE TEACHER, NEWINGTON

If you can't visit us, the Connecticut Museum can come to you! These programs use reproduction objects and documents from our collection along with hands-on activities to bring history to life.

**These participatory programs are designed for individual class-size groups.** They are not suitable for assemblies or large groups.

*Most programs for grades 3 and older require student reading.*

## GRADES K-2

### Native Peoples of Quinnetukut

This program introduces students to the pre-colonial lives and cultures of Native Peoples of this region. Through close looking and hands-on activities, students will examine reproduction artifacts and learn about the natural resources and technologies used to make clothing, foodways, and tools.

**HIST** K.1, K.3-5, 1.1, 1.3-5, 2.2, 2.4, 2.6-7, **GEO** K.4, 1.4, 2.4; **CCSS** R.7, SL.1-2, SL.4, L.1, L.4, L.6

## GRADES K-2

AVAILABLE STARTING JANUARY 2024

### Me and My Community

What are my different communities and what is my role in them? This interactive program explores the roles and responsibilities in family, school, and town communities. Students will try out different jobs done in these communities today and long ago with contemporary and reproduction historical objects. Students will then determine what a community needs by designing their own town on a floor map.

*This program is available at a discounted rate through a \$1 million grant from the U.S. Department of Education.*

**HIST** K.1-3, K.7-8, 1.1-3, 1.5, 1.7-8 2.2-4, 2.7, 2.9-10, **CIV** K.1-3, K.5-7, 1.1-3, 1.5, 1.6-7, 2.1-2, 2.5-6, **ECO** 1.4, **GEO** K.2-3, 1.2-3, 2.2-3; **CCSS** R.7, SL.1-2, SL.4, SL.6, L.1, L.4, L.6



**GRADES 1–3****Colonial Kids**

Using reproduction objects and hands-on activities, students are introduced to daily life in colonial Connecticut. They compare and contrast their own lives to those of colonial children as they learn about both work and play. Students make a reproduction “hornbook,” examine differences in clothing and daily chores, and enjoy colonial-era toys.

**HIST** 1.1, 1.4-5, 1.7-8, 2.2, 2.6-7, 2.9-10; **CCSS** R.1-2, R.4, R.10, SL.1-2, SL.4, L.1, L.4, L.6

**GRADES 3–5****History Detectives: Exploring Indigenous Life in Quinnetukut**

In this program, students become the historians to investigate the lives of Native Peoples in this region before colonization. They learn about various types of historical resources, including oral tradition and historical artifacts. Students practice using close observation, descriptive writing, and presentation skills to analyze, describe, investigate, and present reproduction artifacts to their classmates.

**HIST** 3.2, 3.5-7, 4.1, 4.3, 5.2, 5.5-7, 5.10, **ECO** 3.2, 4.3, 5.2, **GEO** 3.4-6, 3.8, 4.3, 4.5, 4.7, 5.2-3; **CCSS** R.7, W.2, W.4, W.9, SL.1-4, L.1-3

**GRADES 3–5****The Three Branches of Government**

Based on our popular museum tour of the same name, students explore Connecticut’s executive, legislative, and judicial branches of government to discover who makes the rules in Connecticut. To better understand the role of each branch, students elect a governor from among their classmates, debate a bill, and hold a mock trial (student reading required). Through movement, improvisation, role-playing, and active participation, students learn the purpose of rules and laws, explore the separation of powers, and discover the rights and responsibilities of individuals.

*This program is available at a discounted rate through a \$1 million grant from the U.S. Department of Education.*

**CIV** 3.1-3, 3.6-7, 5.1-4; **CCSS** R.10, SL.1, SL.3-4, L.1, L.3, L.6

**PLEASE NOTE:** *This program is also available for groups of 26-50 students for a fee of \$225 per program.*

*For groups of over 25 students, a large, open space is required as this program will not work in a standard classroom.*

**GRADES 4–5****Characters from Colonial Connecticut**

After a short introduction, students work in teams of 4-5 to learn about a character from colonial Connecticut, such as a colonial tinsmith, enslaved woman, Patriot soldier, or Nipmuck trader. Each group explores one “identity box,” handling reproduction artifacts, practicing close observation skills, and completing activities related to their character’s life.

**HIST** 4.1, 5.2, 5.4-6, **ECO** 5.2; **CCSS** R.1-2, R.4, R.6-7, R.10, W.2, W.4, W.9, SL.1-2, SL.4, L.1-2

**GRADES 4–8****On the Move: Immigration and Migration to Connecticut**

This program introduces students to a variety of 20th-century stories about moving to Connecticut. An introductory game of chance looks at the difficult choices and conditions faced by immigrants throughout history. Students then work in teams to examine artifacts from “immigration trunks” and uncover different family stories about moving to Connecticut from Georgia, Poland, Jamaica, and Vietnam.

**HIST** 4.1, 8.1-3, 8.6-9, **ECO** 4.1-2, 8.1, **GEO** 4.4-8, 8.3-4; **CCSS** R.1-4, R.7, R.10, W.2, W.4, W.9, SL.1-2, SL.4-5, L.1-2, L.6, RH.6-8.1-4, RH.6-8.7

**GRADES 5–8****Connecticut and the Road to Independence**

Through a variety of activities, students will learn how Connecticut residents experienced the dramatic sequence of events from 1763-1783 that led to American independence. Students will explore the multiple perspectives and experiences of Connecticutans, “choose sides” in the debate between Patriots and Loyalists, investigate reproduction artifacts, analyze a primary document, and use quill pens to join the cause by signing an “Oath of Allegiance.”

*This program is available at a discounted rate thanks to the generosity of the Society of the Cincinnati in the State of Connecticut.*

**HIST** 5.1-10, 8.1-9; **CCSS** R.1-2, R.4, R.6-7, R.9-10, SL.1-4, L.1, L.4, L.6, RH.6-8.1-2, RH.6-8.4, RH.6-8.6-8



## GRADES 5–8

**Amistad: A Journey to Justice**

Explore the Connecticut event that had a national impact on the rising tensions leading up to the Civil War. Investigate the dramatic 1839 story of 53 Africans, who were kidnapped from their homeland, enslaved, and fought a legal battle in the U.S. that allowed them to return home. Students will use a range of physical activities, reproduction artifacts, primary source documents, props, and illustrations to connect to the story. This program requires a projection screen or surface.

**HIST 5.2, 5.4-5, 5.9, 8.1-5, 8.9, ECO 5.1, 8.1, GEO 5.3, 8.4; CCSS R.7, SL.1-4, L.1, RH.6-8.1-3, RH.6-8.7-8**

**PLEASE NOTE:** This program is also available for groups of 26-50 students for a fee of \$225 per program.

For groups of over 25 students, a large, open space is required as this program will not work in a standard classroom.

## GRADES 5–8

**Connecticut and the Civil War**

Using a variety of primary sources and local history materials, students look at the Civil War through the experiences of people from Connecticut. Using letters, photographs, historic posters, and government documents, as well as reproduction clothing and equipment, students explore four areas of the war's impact on Connecticut's citizens: recruitment, the soldier's experience, roles played by women, and reporting the war. This program requires a projection screen or surface.

**HIST 5.2, 5.6, 8.1-4, 8.6; CCSS R.1-2, R.4, RH.6-8.1, RH.6-8.4, RH.6-8.7-8**

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*It was excellent, engaging, and so much student participation.*

*Our teacher was outstanding!*

2ND GRADE TEACHER, SUFFIELD



# DISTANCE LEARNING PROGRAMS

**Group Limit:** Class size group

**Program Length:** 1 hour (can be shortened for period class length)

**Cost:** \$100 per program

**Discounts available for Priority School**

**Districts and Title I Schools**

**Delivery Platform:** Zoom is our preferred platform, but we are happy to accommodate your technology needs.

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*The students got a glimpse of CT history which encouraged them to be curious and learn more.*

3RD GRADE TEACHER, SUFFIELD

Virtual programming brings low-cost, no-travel history right to your classroom! These live, participatory programs are designed for class-size groups. For deeper engagement, create a multi-visit experience by pairing a distance learning program with an on-site or outreach program!

### GRADES K-2

#### Going to School in Early America

What was it like to go to school long ago? In this interactive program, students will explore a typical school day for children in early New England through movement, historic images, and reproduction objects. Students will compare their own experiences in school to those of children in the past as they investigate who attended school, what subjects were taught, and what school supplies children used.

**HIST** K.1, K.5, 1.1, 1.3, 1.5, 2.2, 2.4, 2.7; **CCSS** R.1-2, R.4, R.6-7, R.10, SL.1-3, SL.6

### GRADES 1-3

#### Communities in Action:

#### People Helping People

Why do people work? Where do people work? How can people help others through the work they do? Students will compare and contrast community work pathways from long ago and today. Using images, objects, and engaging activities, students will uncover the many ways in which essential work has changed over time and what key elements remain the same.

**HIST** 1.1, 1.4-5, 2.2, 2.6-7, 3.2, 3.6-7, **CIV** 1.2, 1.9, 2.7, 3.2, **ECO** 1.3, 1.4, 2.3; **CCSS** R.7, SL.1-3

### GRADES 3-5

#### Learning Your Lessons in Early America

In this program, students will explore the different ways children learned in colonial New England through primary source images, objects, and journals from the museum's collection. Students





will explore how learning took place at home, at school, and at work. Students will compare and contrast education today and long ago regarding learning environments, tools and supplies used in the “classrooms,” and how education differed for boys and girls.

**HIST** 3.2, 3.4, 3.7, 4.1, 4.3, 5.2, 5.5-6, 5.10, **ECO** 3.3, 5.3; **CCSS** R.1-2, SL.1-3

## GRADES 3–5

### One Person, One Vote

Who has the right to vote in the United States? How has that changed over time? Using historical images, objects, and film, students will learn about the importance and history of voting. During this interactive program, students will hold a mock referendum and cast a vote both as a citizen and as a member of a legislative body.

**HIST** 3.2, 3.4, 4.1, 5.5, **CIV** 3.1-4, 3.6, 5.1-4; **CCSS** R.10, SL.1-3

## GRADES 4–8

### Chasing the American Dream

What was it like to immigrate to the United States in order to chase the American dream? Students will explore the stories of 19th and early 20th century immigrants through the documents and photographs they left behind. Topics investigated will include employment, housing, education, and culture. As students uncover the opportunities and challenges faced by immigrants and their families, they will collaborate to determine whether or not the U.S. was indeed the “land of opportunity” that so many new Americans hoped it would be.

**HIST** 4.1, 5.4-6, 8.1-2, 8.6-9, **ECO** 4.1-2, 5.1, 8.1, 8.3 **GEO** 4.3, 4.6-8, 5.3, 8.3; **CCSS** R.1, SL.1-3, RH.6-8.1-2, RH.6-8.4, RH.6-8.7

## GRADES 5–8

### Which Side Are You On? Patriots and Loyalists in the American Revolution

Introduce your class to the opposing perspectives of the American Revolution as they explore the question “Was every colonist a Patriot during the American Revolution?” Uncover the many reasons individuals supported different sides of this conflict by examining documents, images, and music from the time period. Students will weigh the arguments

and choose a side themselves, wrapping up by signing an Oath of Allegiance.

*This program is available at a discounted rate thanks to the generosity of the Society of the Cincinnati in the State of Connecticut.*

**HIST** 5.4, 5.6, 8.3; **CCSS** R.1, R.7, SL.2, L.4, RH.6-8.1-2, RH.6-8.7

## GRADES 5–8

### Life as a Patriot Soldier

Explore the life of a Patriot soldier! In this program, students use a variety of sources, including visual art and memoirs from the American Revolution, to discover how the experiences of most soldiers differed from the ideal. Students examine reproduction artifacts and participate in replica military drills to learn about the clothing, equipment, and discipline of a Revolutionary War soldier.

*This program is available at a discounted rate thanks to the generosity of the Society of the Cincinnati in the State of Connecticut.*

**HIST** 5.6, 5.8; **CCSS** R.1, R.7, SL.2, RH.6-8.1-2, RH.6-8.4, RH.6-8.6

## GRADES 5–8

### Everyday People in the American Revolution

In this program, students investigate the daily lives of people living in the colonies during the American Revolution. By examining historical paintings and considering excerpts from letters, memoirs, and other primary sources, students will gain insight into these experiences and learn how the war affected those at home and on the battlefield.

*This program is available at a discounted rate thanks to the generosity of the Society of the Cincinnati in the State of Connecticut.*

**HIST** 5.4, 5.6, 8.3; **CCSS** R.1, R.7, SL.2, L.4, RH.6-8.1-2, RH.6-8.4, RH.6-8.7



NATIONAL ENDOWMENT  
FOR THE HUMANITIES

*These distance learning programs have been made possible in part by a major grant from the National Endowment for the Humanities:  
Democracy demands wisdom.*

# CLASSROOM RESOURCES

The Connecticut Museum of Culture and History offers online resources for teachers looking for lesson plans and downloadable activities to enhance your Social Studies curriculum.

Visit [connecticutmuseum.org/education](https://connecticutmuseum.org/education) to get started!

## History in a Nutshell

Looking for quick history lessons and follow-up activities for your class? Look no further! Incorporate these Connecticut history snapshots into your classroom on your schedule. Each 'History in a Nutshell' includes a short video lesson from a Connecticut Museum educator, primary sources from our museum collection, an accompanying lesson plan, and student activities. History in a Nutshell is available free of charge to help support our educational community, we just ask teachers to complete a brief survey when downloading the lesson materials.

Current History in a Nutshell lessons:

- How a Community Changes Over Time (Gr. K-2)
- Transportation: From Here to There, by Land, Water, or Air (Gr. 1-3)
- The Pledge of Allegiance (Gr. 1-3)
- The Golden Age of Yankee Whaling (Gr. 3-5)
- The Fundamental Orders of Connecticut: Creating Connecticut's Government (Gr. 3-5)
- Rochambeau to the Rescue (Gr. 5-8)
- James Pennington's Fight for Freedom (Gr. 5-8)



*This project has been made possible in part by a major grant from the National Endowment for the Humanities: Democracy demands wisdom.*

## History in Our Backyard



History in Our Backyard is a free online resource that utilizes Google Earth to connect you with the Connecticut Museum collection as well as other archival resources to the history of Connecticut. This interactive map is designed for students, teachers, and families to learn about the history of their local community and their state. With the click of a button, connect to the historic people, events, buildings, and physical spaces in your community!

Teachers and families can utilize this innovative tool and associated lesson plans to teach local history as well as larger state-wide and nation-wide themes. Families can even drive suggested routes to see these places in their community where history happened!

Tolland and Windham Counties are currently available.



# ACCESS FOR ALL TO CIVICS EDUCATION

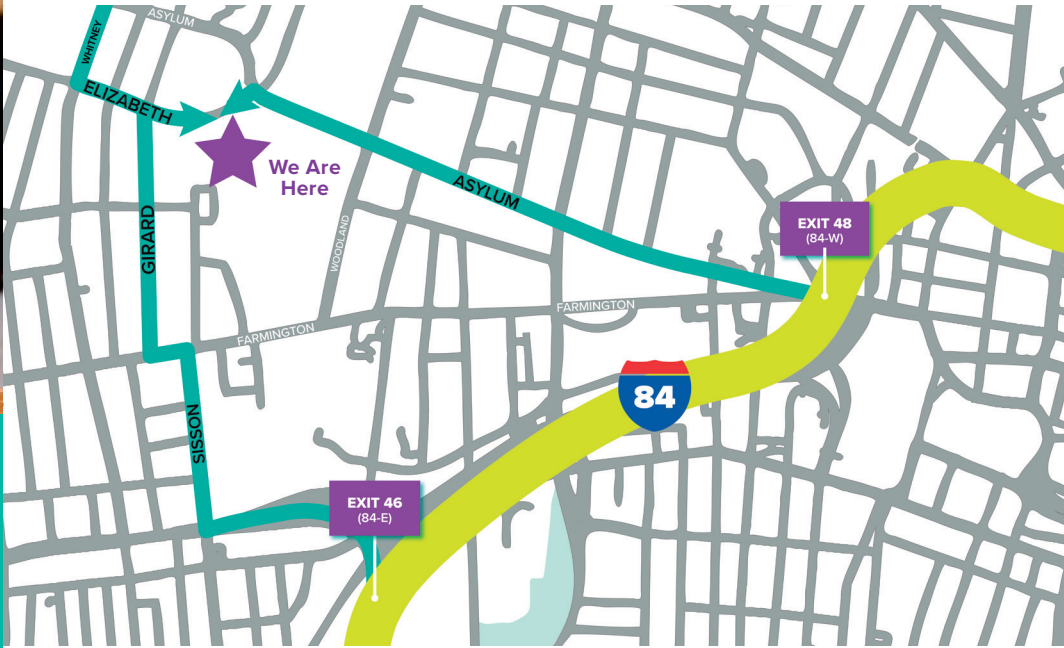
How do you become an active citizen? How can we help our youngest students understand their communities, their government, and their rights and responsibilities as active members of their communities?

Funded in whole by a \$1 million grant from the U.S. Department of Education, the Connecticut Museum of Culture and History is launching a civics education initiative in October 2023. This project seeks to support civics education for Connecticut elementary students by increasing accessibility to civics offerings at local museums. Museum partners include the Connecticut Democracy Center at Connecticut's Old State House, Fairfield Museum & History Center, Mark Twain House & Museum, and Mystic Seaport Museum.

## What does this mean for schools, teachers, and students?

- Reduced program fees for civics school programs at the Connecticut Museum and museum project partners. Check out the following Connecticut Museum programs in this brochure:
  - What Makes a Community? (Grades 1-3, offered at the museum)
  - The Three Branches of Government (Grades 3-5, offered at the museum or at your school)
  - Me and My Community (Grades K-2, offered at your school starting January 2024)
- Bus support may be available to increase access to these programs. Please inquire at the time of booking.
- Opportunities to partner with a local museum to develop a tailored museum experience through a Connecticut Council for the Social Studies partnership program.





**connecticut museum**  
of culture and history

One Elizabeth Street  
Hartford, CT 06105

(860) 236-5621  
[connecticutmuseum.org](http://connecticutmuseum.org)

### Location and Bus Parking:

The Connecticut Museum of Culture and History is located at One Elizabeth Street in the West End of Hartford, at the corner of Elizabeth Street and Asylum Avenue. Bus parking is available behind the museum, in the Asylum Street lot.

### Directions from I-84 East:

- Take exit 46 (Sisson Avenue).
- Turn right off the exit ramp onto Sisson Avenue.
- At second traffic light turn left onto Farmington Avenue.
- Take first right onto Girard Avenue.
- At second intersection turn right onto Elizabeth Street.
- The Connecticut Museum of Culture and History is on the right (after the UConn School of Law campus).

### Directions From I-84 West:

- Take exit 48 (Asylum Avenue).
- Turn right at traffic light onto Asylum Avenue.
- Drive approximately 1 mile northwest.
- Turn left at traffic light onto Elizabeth Street.
- The Connecticut Museum of Culture and History is on the left.

### Directions from Albany Avenue (Route 44) and points northwest:

- From Albany Avenue, turn right at Scarborough Street.
- Scarborough Street becomes Whitney Street as you cross Asylum Avenue. Continue on Whitney Street to the next intersection.
- Turn left at traffic light onto Elizabeth Street.
- The Connecticut Museum of Culture and History is on the right (after the UConn School of Law campus).



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One Elizabeth Street  
Hartford, CT 06105