

2022-2023  
PRE-K – 12<sup>TH</sup> GRADE

# SCHOOL PROGRAMS



Connecticut Historical Society  
**museum & library**

**AT THE MUSEUM, AT YOUR SCHOOL, & ONLINE!**

## SCHEDULING A PROGRAM WITH US

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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 CHS to preview our exhibitions free of charge with a school ID card.

Contact us at (860) 236-5621 x232 or [education\\_assistant@chs.org](mailto:education_assistant@chs.org) for more information or to schedule a program.

### TIMES AND DAYS

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School programs are scheduled Monday through Friday during school hours.

### FEES

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- Costs vary with the type of program and are listed with the individual program descriptions.
- There is a minimum \$50 fee per program.
- 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 American Revolution programs.
- Fee reductions are made possible through generous support from the Henry Nias Foundation and the Society of the Cincinnati in the State of Connecticut.

### COVID-19 PRECAUTIONS

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The CHS updates our COVID-19 policies per current guidance from the CDC and the State of Connecticut. We will discuss any current COVID-19 policies with you at the time of booking.

### LUNCH FACILITIES

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

### CHAPERONES

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Due to space limitations, a maximum of one adult for every five students is permitted. We require one adult for every ten students. Chaperones are admitted free of charge.

### MUSEUM STORE CART

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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

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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
- Number of students
- Grade level
- Number of classes in the group
- Names and emails of teachers participating in the program
- Special needs of students in your group
- Any specific teacher goals for program
- Lunch/store cart reservation



## Connecticut Historical Society museum & library

### Who We Are

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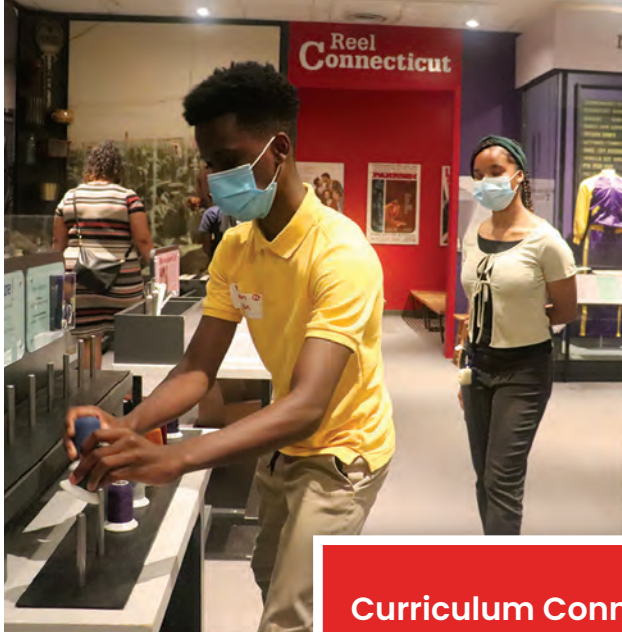
The Connecticut Historical Society is a privately funded, independent, not-for-profit educational organization that includes a museum, library, the Edgar F. Waterman Research Center, and the state's folklife program. Founded in 1825, the CHS is Connecticut's statewide historical society, and a Smithsonian Affiliate. At the CHS, we cultivate deep understanding of the history and culture of Connecticut, and its role in the United States and the world, through reflection of the past, active engagement with the present, and innovation for the future through our collections, research, educational programs, and exhibitions.

**“The CHS coordinator was awesome to schedule with and answered all questions quickly!”**

**3<sup>rd</sup> grade teacher, Manchester**

# What We Offer

		GRADES									
		K	1	2	3	4	5	6	7	8	HS
AT THE MUSEUM	Work and Play from Long Ago (pg 3)	•	•	•							
	Native Peoples and Natural Resources (pg 3)	•	•	•							
	Kids in Colonial Connecticut (pg 3)		•	•	•						
	What Makes a Community? (pg 4)		•	•	•						
	The Legend of the Charter Oak (pg 4)				•	•	•				
	The Three Branches of Government (pg 4)				•	•	•				
	On the Move: Immigration and Migration to Connecticut (pg 5)					•	•	•	•	•	
	Connecticut and the Revolution (pg 5)						•	•	•	•	
	Slavery and Resistance in Connecticut (pg 5)						•	•	•	•	
	Take a Stand (pg 5)									•	•
	Add-On Options (pg 6)				•	•	•	•	•	•	•
AT YOUR SCHOOL	Native Peoples of Quinnetukut (pg 9)	•	•	•							
	Colonial Kids (pg 9)		•	•	•						
	History Detectives: Exploring Indigenous Life in Quinnetukut (pg 9)				•	•	•				
	The Three Branches of Government (pg 10)				•	•	•				
	Characters from Colonial Connecticut (pg 10)					•	•				
	On the Move: Immigration and Migration to Connecticut (pg 10)					•	•	•	•	•	
	Connecticut and the Road to Independence (pg 10)						•	•	•	•	
	Amistad: A Journey to Justice (pg 11)						•	•	•	•	
	Take a Stand (pg 11)									•	•
	Going to School in Early America (pg 13)	•	•	•							
	Communities in Action: People Helping People (pg 13)		•	•	•						
ONLINE	Learning Your Lessons in Early America (pg 13)				•	•	•				
	One Person, One Vote (pg 14)				•	•	•				
	Chasing the American Dream (pg 14)					•	•	•	•	•	
	Which Side Are You On? Patriots and Loyalists in the American Revolution (pg 14)						•	•	•	•	
	Life as a Patriot Soldier (pg 14)						•	•	•	•	
	Everyday People in the American Revolution (pg 14)						•	•	•	•	
	Classroom Resources (pg 7)	•	•	•	•	•	•	•	•	•	•



**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.

**Why do we charge fees?**

As a private, non-profit organization, we rely on the support of our members and donors, admissions, and program fees to support our organization. The fees we charge do not cover the entire cost of the programs, but help supplement our income. We thank you for your understanding and your continued support.



# Museum Programs

Bring your class to the CHS 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-exhibition spaces at the CHS.

**Group Limit:** Program dependent

**Program Length:** 1 ½ hours

**Cost:** \$8 per student

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

Thank you to the Henry Nias Foundation and other generous sponsors.

**“This is always our favorite field trip - see you next year!”**

4<sup>th</sup> grade teacher, Meriden





### GRADES PRE-K-2

#### Work and Play from Long Ago

In this introductory museum tour for our youngest visitors, students explore the museum, trying out a variety of hands-on activities to compare and contrast work done by adults and children in the past. 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 and reproduction objects in the museum galleries. 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 visit the *Making Connecticut* exhibition 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.

**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

**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 sources, including historic maps, to draw their own conclusions about the famous legend.

**Please note:** This program does not include a gallery component. For \$2/student, explore the museum with a gallery visit add-on! See page 6.

**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

## GRADES 3–5

**UNDER CONSTRUCTION****Two Cultures in Early Connecticut**

*This program is temporarily unavailable as we are updating our programming related to Native history in Connecticut. Please inquire about program availability starting in spring 2023.*

## 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.

**Please note:** This program does not include a gallery component. For \$2/student, explore the museum with a gallery visit add-on! See page 6.

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



“I loved the hands-on experiences that are beyond what we can typically provide in the classroom.”

2<sup>nd</sup> grade teacher, South Windsor



**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 many different family stories about moving to Connecticut. In the *Making Connecticut* exhibition, students try out the kinds of jobs done by different immigrant groups who arrived in Connecticut in the 19<sup>th</sup> and 20<sup>th</sup> centuries.

**Please note:** For \$3/student, add on a Primary Source Workshop or a special exhibition visit to enhance your students’ learning of immigration in Connecticut. See page 6.

**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 Revolution**

Students investigate how Connecticut citizens participated in the American Revolution, looking at issues from both the Patriot and Loyalist perspectives. Through a variety of student activities, the dramatic sequence of events from 1763–1783 that led to American independence is brought to life in the *Making Connecticut* exhibition and other hands-on museum spaces. Students examine reproduction artifacts and analyze a primary source document to explore life in Connecticut during this time. Using quill pens, students 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.**

**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 6.

**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

**GRADES 5–8****Slavery and Resistance in Connecticut**

Students reflect on the changing perception of freedom as they learn about the history of enslavement in Connecticut. Using primary sources and hands-on activities, 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** 5.2-10, 8.1-9 **ECO** 5.1-2, 6-7.1, 6-7.3 **GEO** 5.3, 6-7.3, 6-7.10; **CCSS** R.1-2, R.4, R.6-7, R.9-10, W.4, W.9, SL.1-4, L.1-4, RH.6-8.1-2, RH.6-8.4, RH.6-8.6-9

**GRADES 8–12****Take a Stand**

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

- **Women’s Suffrage?** Evaluate primary sources arguing against women’s suffrage to determine the ultimate goals of the movement. Discuss the methods used, and their effectiveness, in advancing the suffrage and anti-suffrage agendas.
- **Connecticut: Land of Opportunity?** Analyze photographs and census data detailing daily life of diverse Connecticut residents to develop an understanding of factors that brought immigrant groups to Connecticut and the types of obstacles they faced.

**INQ** 8.8-10, 9-12.8-11, **HIST** 8.7-10, 9-12.6-10, **ECO** 9-12.1; **CCSS** RH.8.1-2, RH.9-10.1-2, RH.9-10.6, RH.9-10.9, RH.11-12.1-2, RH.11-12.6-9

# Add-On Options

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

## **GALLERY VISIT (GR 3-12)**

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

Give your students additional time to explore the CHS 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 exhibition component, or for groups that want a little more gallery time. For information about our current exhibitions visit [chs.org](http://chs.org).

## **PRIMARY SOURCE WORKSHOP (GR 5-12)**

**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.

## **LIMITED TIME ONLY**

### **JOURNEYS 旅途 : BOYS OF THE CHINESE EDUCATIONAL MISSION (GR 5-12)**

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

From 1872-1881, a cultural and educational exchange program headquartered in Hartford, CT brought 120 Chinese boys to study in New England. The stories of these boys will be shared in a new temporary exhibition, *Journeys 旅途 : Boys of the Chinese Educational Mission*. Teachers who are scheduling the *On the Move: Immigration and Migration to Connecticut* program or are looking to enhance their students' understanding of immigration can book this special add-on to their program. Students will explore the exhibition, discuss themes of moving, changing cultures, and student life, and analyze primary sources such as translated letters and personal artifacts.

**This add-on will be available during the run of the exhibition from September 15, 2022 – May 2023.**



# Classroom Resources

The CHS offers online resources for teachers looking for lesson plans and downloadable activities to enhance your Social Studies curriculum. Visit [chs.org/educatorresources](https://chs.org/educatorresources) to get started!

## FREE LESSONS

### History in a Nutshell

Looking for quick history lessons and follow-up activities for your class? Each *History in a Nutshell* includes a short video lesson from a CHS 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.

### Current History in a Nutshell lessons:

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



NATIONAL ENDOWMENT  
FOR THE HUMANITIES

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 Historical Society's collection and 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 nationwide themes. Families can even drive suggested routes to see these places in their community where history happened!

Tolland and Windham Counties are currently available. Additional counties will be added during the 2022-2023 school year.

# Outreach Programs

If you can't visit us, the CHS 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 large groups.

Most programs for grades 3 and older require student reading.

**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 CHS at 65¢ per mile.

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

Thank you to the Henry Nias Foundation and other generous sponsors.

“My students could think about where and how our knowledge of history comes from with primary sources and reproduction artifacts.”

3<sup>rd</sup> grade teacher, New London





## GRADES K-2

### Native Peoples of Quinnetukut

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

**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 20<sup>th</sup>-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.

**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**

Students investigate how Connecticut citizens participated in the American Revolution, looking at issues from both the Patriot and Loyalist perspectives. Through a variety of student activities, the dramatic sequence of events from 1763–1783 that led to American independence is brought to life. Students examine reproduction artifacts and analyze a primary document to explore life in Connecticut during this time. Using quill pens, they 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



“It was one of the best programs I’ve experienced at school! The material was very age appropriate and the presenter was so engaging.”

3<sup>rd</sup> grade teacher, Enfield



## 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 8–12

### **Take a Stand**

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

- **Women’s Suffrage?** Evaluate primary sources arguing against women’s suffrage to determine the ultimate goals of the movement. Discuss the methods used, and their effectiveness, in advancing the suffrage and anti-suffrage agendas.
- **Connecticut: Land of Opportunity?** Analyze photographs and census data detailing daily life of diverse Connecticut residents to develop an understanding of factors that brought immigrant groups to Connecticut and the types of obstacles they faced.

**INQ** 8.8–10, 9–12.8–11, **HIST** 8.7–10, 9–12.6–10, **ECO** 9–12.1;  
**CCSS** RH.8.1–2, RH.9–10.1–2, RH.9–10.6, RH.9–10.9,  
RH.11–12.1–2, RH.11–12.6–9

# Distance Learning Programs

Virtual programming brings low-cost, no-travel history right to your classroom! These live, participatory programs are designed for class-size groups.

**Group Limit:** Class size group

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

**Cost:** \$100 per program

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

Thank you to the Henry Nias Foundation and other generous sponsors.

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

“My students were able to participate and felt that their thoughts were valued throughout the program.”

5<sup>th</sup> grade teacher,  
South Windsor







## 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 CHS 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 19<sup>th</sup>-and early 20<sup>th</sup>-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**



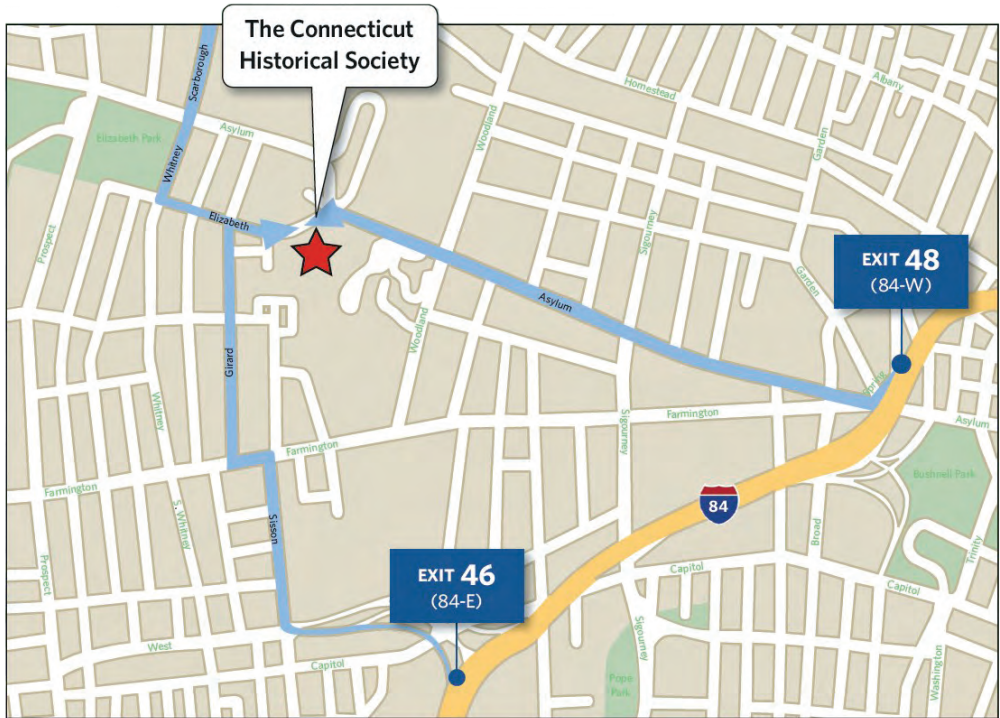
**NATIONAL  
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These distance learning programs have been made possible in part by a major grant from the National Endowment for the Humanities: Democracy demands wisdom.

# Connecticut Historical Society museum & library

One Elizabeth Street  
Hartford, CT 06105

(860) 236-5621  
chs.org



## LOCATION AND BUS PARKING

The CHS 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 Ave.
- At second traffic light turn left onto Farmington Ave.
- Take first right onto Girard Ave.
- At second intersection turn right onto Elizabeth St.
- The CHS is on the right (after the UConn School of Law campus).

## DIRECTIONS FROM I-84 WEST

- Take exit 48 (Asylum Ave.).
- Turn right at traffic light onto Asylum Ave.
- Drive approximately 1 mile northwest.
- Turn left at traffic light onto Elizabeth St.
- The CHS is on the left.

## DIRECTIONS FROM ALBANY AVE.

Route 44 and points northwest:

- From Albany Ave, turn right at Scarborough St.
- Scarborough St. becomes Whitney St. as you cross Asylum Ave.
- Continue on Whitney St to the next intersection.
- Turn left at traffic light onto Elizabeth St.
- The CHS is on the right (after the UConn School of Law campus).



## Was this brochure helpful?

We will be redesigning our school programs brochure for the 2023-2024 school year and we would love to hear your feedback! Please follow this QR code to fill out a short survey and receive a FREE CHS membership.

Connecticut Historical Society  
**museum & library**

One Elizabeth Street Hartford, CT 06105