

Old Sturbridge Village and the Connecticut Elementary and Secondary Social Studies Framework



Old Sturbridge Village provides enrichment of curriculum standards that complement classroom instruction. Fieldtrips offer varied opportunities for addressing the Connecticut Elementary and Secondary Social Studies Standards. Students at all levels can access and enjoy the benefits of a fieldtrip at Old Sturbridge Village through hands on interaction, primary sources, and group discussion and reflection.

2015 Connecticut Elementary and Secondary Social Studies Framework:
<https://portal.ct.gov/-/media/SDE/Social-Studies/ssframeworks.pdf?la=en>

Grades K-2

Dimension 1: Developing Questions and Planning Inquiry

- INQ K–2.2 Identify disciplinary ideas associated with a compelling question.
- INQ K–2.3 Identify facts and concepts associated with a supporting question.
- INQ K–2.4 Make connections between supporting questions and compelling questions.
- INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions

Dimension 2: Applying Disciplinary Concepts and Tools

- HIST K-2.1 Compare life in the past to life today.
- HIST K-2.2 Generate questions about individuals and groups who have shaped a significant historical change.
- HIST K-2.3 Compare perspectives of people in the past to those in the present.
- HIST K-1.4 Identify different kinds of historical sources.
- HIST K-1.5 Explain how historical sources can be used to study the past.
- HIST K-1.7 Generate questions about a particular historical source as it relates to a particular historical event or development.
- HIST 2.1 Create a chronological sequence of multiple events.
- HIST 2.6 Identify different kinds of historical sources.
- HIST 2.7 Explain how historical sources can be used to study the past.
- HIST 2.9 Generate questions about a particular historical source as it relates to a particular historical event or development.

- CIV K-1.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police)
- CIV K-1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority
- CIV K-1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
- CIV K-1.6 Explain the need for and purposes of rules in various settings inside and outside of school.
- CIV K-1.8 Identify and explain how rules function in public.
- CIV K-1.9 Describe how people have tried to improve their communities over time.
- CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.
- CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.
- CIV 2.3 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
- CIV 2.4 Compare their own point of view with others' perspectives.
- ECO K-2.1 Explain how scarcity necessitates decision-making.
- ECO K-2.2 Identify the benefits and costs of making various personal decisions.
- ECO 1-2.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.
- ECO 1.4 Explain how people earn income.
- GEO K-1.1 Construct maps, graphs and other representations of familiar places.
- GEO K-1.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.
- GEO K-1.4 Explain how weather, climate, and other environmental characteristics affect people's lives in places or regions.
- GEO 2.1 Construct geographic representations of familiar places.
- GEO 2.2 Use geographic representations to describe places and interactions that shape them.
- GEO 2.4 Explain how the environment affects people's lives.
- GEO 2.5 Explain how humans affect the culture and environment of places/region.
- GEO 2.6 Identify cultural and environmental characteristics of a place/region.

Dimension 3: Evaluating Sources and Using Evidence

- INQ K–2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.
- INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.

Dimension 4: Communicating Conclusions and Taking Informed Action

- INQ K–2.10 Construct an argument with reasons.
- INQ K–2.11 Construct explanations using correct sequence and relevant information.
- INQ K–2.13 Ask and answer questions about arguments. INQ K–2.14 Ask and answer questions about explanations

Grades 3-5

Dimension 1: Developing Questions and Planning Inquiry

- INQ 3-5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations
- INQ 3-5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
- INQ 3-5.4 Explain how supporting questions help answer compelling questions in an inquiry.
- INQ 3-5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions

Dimension 2: Applying Disciplinary Concepts and Tools

- HIST 3.2 Compare life in specific historical time periods to life today.
- HIST 3.3 Generate questions about individuals who have shaped significant historical changes and continuities.
- HIST 3.4 Explain connections among historical contexts and people's perspectives at the time.
- HIST 3.5 Describe how people's perspectives shaped the historical sources they created.
- HIST 3.7 Compare information provided by different historical sources about the past.
- HIST 3.8 Infer the intended audience and purpose of a historical source from information within the source itself.
- HIST 3.9 Generate questions about multiple historical sources and their relationships to particular historical events and developments
- HIST 3.10 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
- HIST 3.11 Explain probable causes and effects of events and developments
- HIST 4.1 Explain connections among historical contexts and people's perspectives at the time.
- HIST 4.2 Explain probable causes and effects of events and developments.
- HIST 4.3 Use evidence to develop a claim about the past.
- HIST 5.2 Compare life in specific historical periods to life today.
- HIST 5.3 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
- HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives
- HIST 5.5 Explain connections among historical contexts and people's perspectives at the time.
- HIST 5.6 Compare information provided by different historical sources about the past.
- HIST 5.7 Generate questions about multiple historical sources and their relationships to particular historical events and developments
- HIST 5.8 (Same as HIST 5.3) Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

- HIST 5.9 Explain probable causes and effects of events and developments.
- HIST 5.10 Use evidence to develop a claim about the past.
- CIV 3.5 Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues
- CIV 4.1 Illustrate historical and contemporary means of changing society
- CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- ECO 3.1 Compare the benefits and costs of individual choices.
- ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
- ECO 3.3 Explain why individuals and businesses specialize and trade.
- ECO 4.1 Compare the benefits and costs of individual choices.
- ECO 4.2 Identify positive and negative incentives that influence the decisions people make.
- ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
- ECO 5.1 Identify positive and negative incentives that influence the decisions people make.
- ECO 5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
- ECO 5.3 Explain why individuals and businesses specialize and trade
- GEO 3.1 Construct maps and other graphic representations of both familiar and unfamiliar places
- GEO 3.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics
- GEO 3.3 Use maps of different scales to describe the locations of cultural and environmental characteristics
- GEO 3.5 Explain how the cultural and environmental characteristics of places change over time
- GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions
- GEO 4.3 Explain how culture influences the way people modify and adapt to their environments
- GEO 4.4 Explain how the cultural and environmental characteristics of places change over time.
- GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
- GEO 4.6 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas
- GEO 4.7 Explain how human settlements and movements relate to the locations and use of various natural resources
- GEO 5.1 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics
- GEO 5.2 Explain how culture influences the way people modify and adapt to their environments
- GEO 5.3 Explain how human settlements and movements relate to the locations and use of various natural resources

Dimension 3: Evaluating Sources and Using Evidence

- INQ 3-5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- INQ 3-5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources.
- INQ 3-5.8 Identify evidence that draws information from multiple sources in response to compelling questions.
- INQ 3-5.9 Use evidence to develop claims in response to compelling questions.

Dimension 4: Communicating Conclusions and Taking Informed Action

- INQ 3-5.10 Construct arguments using claims and evidence from multiple sources.
- INQ 3-5.11 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

Grades 6-8

Dimension 1: Developing Questions and Planning Inquiry

- INQ 6-8.4: Explain how the relationship between supporting questions and compelling questions is mutually reinforcing
- INQ 6-8.5: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.

Dimension 2: Applying Disciplinary Concepts and Tools

- HIST 6-8.1: Use questions about historically significant people or events to explain the impact on a region.
- HIST 8.1: Analyze connections among events and developments in historical contexts.
- HIST 8.2: Classify series of historical events and developments as examples of change and/or continuity
- HIST 8.3: Analyze multiple factors that influenced the perspectives of people during different historical eras
- HIST 8.4 Explain how and why perspectives of people have changed over time (e.g. American Revolution, slavery, labor, the role of women).
- HIST 8.5: Analyze how people's perspectives influenced what information is available in the historical sources they created.
- HIST 8.6: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- HIST 8.7: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- HIST 8.8: Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
- HIST 8.9: Explain multiple causes and effects of events and developments in the past.
- HIST 8.10: Organize applicable evidence into a coherent argument about the past.

- ECO 6-7.1: Explain how economic decisions affect the well-being of individuals, businesses, and society.
- ECO 6-7.3: Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
- ECO 6-7.4: Analyze the role of innovation and entrepreneurship in a market economy.
- ECO 8.1: Explain how economic decisions affect the well-being of individuals, businesses, and society.
- ECO 8.3: Analyze the role of innovation and entrepreneurship in a market economy.
- CIV 6–7.1 Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).
- CIV 6–7.3 Compare historical and contemporary means of changing societies and promoting the common good.
- CIV 8.3 Analyze the purposes, implementation, and consequences of public policies in multiple settings.
- CIV 8.4 Compare historical and contemporary means of changing societies, and promoting the common good.
- GEO 6–7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.
- GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- GEO 6–7.4 Analyze the cultural and environmental characteristics that make places both similar to and different from one another.
- GEO 6–7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.
- GEO 6–7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.
- GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.
- GEO 6–7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.
- GEO 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.
- GEO 8.1: Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
- GEO 8.2: Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places
- GEO 8.3: Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
- GEO 8.4 Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.

Dimension 3: Evaluating Sources and Using Evidence

- INQ 6-8.6: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 6-8.7: Evaluate the credibility of a source by determining its relevance and intended use.
- INQ 6-8.8: Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- INQ 6-8.9: Develop claims and counterclaims while pointing out the strengths and limitations of both.

Dimension 4: Communicating Conclusions and Taking Informed Action

- INQ 6-8.10: Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- INQ 6-8.11: Construct explanations using reasoning, correct sequences, examples, and details while acknowledging the strengths and weaknesses of the explanations.
- INQ 6-8.13: Critique arguments for credibility.