

# Old Sturbridge Village and the Massachusetts History and Social Science Curriculum Framework

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Old Sturbridge Village provides enrichment of curriculum standards that complement classroom instruction. Fieldtrips offer varied opportunities for addressing the Massachusetts History and Social Science 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. The following highlights specific standards that our programs can help to address including Practice, Literacy, and Content Standards. A field trip at Old Sturbridge Village touches upon all seven of the Standards for History and Social Science Practice, Pre K-12 which comprise of:

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

2018 Massachusetts History and Social Sciences Curriculum Framework: <https://goo.gl/rUUP8A>

## **Literacy Standards for History and Social Science**

### **Reading Standards for Literacy in the Content Areas**

(Pre K- Grade 2 Standards 1-3) Describe the connection between two individuals, events, or ideas in a civics, geography, economics, or history text.

(Grades 6-8 Standard 1) Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate.

(Grades 6-8 Standard 2) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

(Grades 6-8 Standard 3) Identify key steps in a text's description of a process related to history/social studies.

(Pre K-Grade 2 Standard 4) Ask and answer questions about the meaning of unknown words in a text about history/social studies.

(Grades 1-2 Standard 6) Distinguish between information provided by illustrations, maps, and words in a text.

(Grades 6-8 Standard 6) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

(Grades 3-5 Standard 7) Interpret information presented in charts, graphs, timelines, and illustrations and explain what that information contributes to the overall text.

(Grades 6-8 Standard 7) Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

(Grades 6-8 Standard 8) Distinguish among fact, opinion, and reasoned judgment in a text.

(Grades 6-8 Standard 9) Analyze the relationship between a primary and secondary source on the same topic.

### **Writing Standards for Literacy in the Content Areas**

(Pre K-K Standard 1) Use a combination of drawing, dictating, and writing to compose opinion pieces that tell the reader the social studies topic and state an opinion or preference about the topic (e.g., "My favorite place to go to is...")

(Grades 1-2 Standard 1) Write opinion pieces on topics or texts in history/social science in which they introduce the topic, state an opinion, give reasons for the opinion, and provide a sense of closure.

(Grades 3-5 Standard 1) Write opinion pieces on topics or texts in history/social science.

(Pre K-K Standard 2) Use a combination of drawing, dictating, and writing to name a topic and supply some information about it.

(Grades 1-8 Standard 2) Write informative/explanatory texts, including the narration of historical events, that name a topic, supply some facts about it, and provide a sense of closure.

(Pre K-Grade 5 Standard 7) Participate in shared short investigations and research projects.

(Grades 6-8 Standard 7) Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

(Pre K-Grade 2 Standard 8) With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

### **Speaking and Listening Standards for Literacy in the Content Areas**

(Pre K-Grade 2 Standard 1) Participate in collaborative discussions with peers and adults in small and larger groups on history/social science topics.

(Grades 3-8 Standard 1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on history/social science topics, building on others' ideas and expressing their own clearly.

(Pre K-Grade 2 Standard 2) Confirm understanding by asking and answering questions about a text read aloud or a media presentation.

(Grades 3-5 Standard 2) Paraphrase portions of a written text read aloud or information presented in diverse media.

(Grades 6-8 Standard 2) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

(Pre K-Grade 2 Standard 3) Ask and answer questions to seek help, get information, or clarify something that is not understood.

(Grades 3-5 Standard 3) Identify the reasons a speaker gives to support a point.

(Pre K-K Standard 4) Describe familiar people, places and things related to history/social studies; with prompting and support, add more detailed information.

(Grades 1-2 Standard 4) Describe people, places and things related to history/social studies; speak clearly at an understandable pace and use appropriate vocabulary.

(Grades 3-5 Standard 4) Report on a topic using well-chosen details; speak clearly at an understandable pace and use appropriate vocabulary.

(Grades 6-8 Standard 4) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.

(Grades 6-8 Standard 6) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Content Standards by Grade**

### **Kindergarten: Many Roles in Living, Learning, and Working Together**

- Topic 1: Civics: Classroom Citizenship
  - (K.1) Understand and follow rules, limits, and expectations with minimal prompting and assistance; with prompting and support, ask and answer questions about the reasons for rules.
  - (K.2) Take on responsibilities and follow through on them, being helpful to and respectful of others.
- Topic 3: History: Shared Traditions
  - (K.12) Contrast and compare traditions and celebrations of peoples with diverse cultural backgrounds.
  - (K.13) Put events from their personal lives, observations of the natural world, and from stories and informational texts read or read aloud in temporal order, using words and phrases relating to chronology and time.
- Topic 4: Economics: Work and commerce
  - (K.14) With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts.
  - (K.15) With prompting and support, ask and answer questions about buying, selling or trading something and explain how people make choices about the things they need and want.
  - (K.16) With prompting and support, give examples from personal experience, literature, or informational texts of goods and services that people purchase with money they earn.

### **Grade 1: Leadership, Cooperation, Unity and Diversity**

- Topic 1: Civics: Communities, elections and leadership
  - (1.1) Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group's rules, limits, responsibilities and expectations, and explain reasons for rules to others.
  - (1.2) Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal.
  - (1.10) Evaluate the qualities of a good citizen or member of the community, drawing on examples from history, literature, informational texts, news reports, and personal experiences.
- Topic 3: History: Unity and Diversity in the US
  - (1.18) Recognize and document sequential patterns in seasonal events or personal experiences, using a calendar and words and phrases relating to chronology and time.
- Topic 4: Economics: Resources and Choices (Shared with Grade 2)

- (1.19) Explain the relationship between natural resources and industries and jobs in a particular location (e.g., fishing, shipbuilding, farming, trading, mining, lumbering, manufacturing).
- (1.22) Explain what it means to be employed and define the terms income, wages, and salary.
- (1.23) Give examples of products (goods) that people buy and use.
- (1.24) Give examples of services people do for each other.
- (1.25) Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices.

## **Grade 2: Global Geography: Places and Peoples, Cultures and Resources**

- Topic 1: Reading and making maps
  - (2.1) Explain the kinds of information provided by components of a map (e.g., compass rose/cardinal directions, scale, key/legend, title) and give examples of how maps can show relationships between humans and the environment (e.g., travel, roads, natural resources, agriculture, mining).

## **Grade 3: Massachusetts, Home to Many different people**

- Topic 1: Massachusetts cities and towns today and in history
  - (3.1) On a current map of Massachusetts, use cardinal directions, map scales, legends, and titles to locate and describe the city or town where the school students attend is located, its local geographic features and historic landmarks, and their significance.
  - (3.2) Research the demographic origins of the town or city (e.g., the Native People who originally lived there or still live there, the people who established it as a colonial town, its founding date, and the free, indentured, and enslaved women and men who contributed to the well-being of the town). Explain that before the mid-19th century most of the settlers were of Native American, Northern European, or African descent; describe the current population and immigrant groups of the 20th and 21st centuries and interview family members, friends, and neighbors to obtain information about living and working there in the past and present.

## **Grade 4: North American Geography, History and People**

- Topic 4: The expansion of the United States over time and its regions today
  - (4.11) Describe how the construction of canals, roads, and railways in the 19th century helped the United States to expand westward.
  - (4.13) Compare different reasons why men and women who lived in the Eastern part of the United States wanted to move West in the 19th century, and describe aspects of pioneer life on the frontier.
  - (4.19) Develop questions, conduct research, and analyze how people have adapted to the environment of the Northeast, and how physical features and natural resources

affected settlement patterns, the growth of major urban/suburban areas, industries or trade.

### **Grade 5: Us History to the Civil War and the Modern Civil Rights Movement**

- Topic 4: The growth of the Republic
  - o (5.26) On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.
- Topic 5: Slavery, the legacy of the Civil War, and the struggle for civil rights for all
  - o (5.28) Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century.

### **Grade 6: World Geography and Ancient Civilizations I**

- Topic 1: Studying complex societies, past and present
  - o (6.1) Explain how different academic fields in the social sciences concentrate on different means of studying societies in the past and present.
  - o (6.2) Give examples of ways in which a current historical interpretation might build on, extend, or reject an interpretation of the past.
  - o (6.3) Give examples of how archaeologists, historians, geographers, economists, and political scientists work as teams to analyze evidence, develop hypotheses, and construct interpretations of ancient and classical civilizations.

### **Grade 8: United States and Massachusetts Government and Civic Life**

- Topic 1: The philosophical foundations of the United States political system
  - o (8.4) Explain how British ideas about and practices of government influenced American colonists and the political institutions that developed in colonial America.
- Topic 4: Rights and responsibilities of citizens
  - o (8.17) Describe the rights and responsibilities of citizens (e.g., voting, serving as a juror, paying taxes, serving in the military, running for and holding elected office) as compared to non-citizens.
  - o (8.18) Distinguish among civic, political, and private life.
  - o (8.19) Define and provide examples of fundamental principles and values of American political and civic life (e.g., liberty, the common good, justice, equality, tolerance, law and order, due process, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy).
  - o (8.20) Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.
  - o (8.23) Explain the importance of individuals working cooperatively with their elected leaders.

- (8.25) Analyze issues involving liberty in conflict with equality or authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.
- Topic 6: The Structure of Massachusetts state and local government
  - (8.41) Contrast the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement, welfare payments, and the building and funding of schools).
  - (8.43) Give examples of tax-supported facilities and services provided by the Massachusetts state government and by local governments.
  - (8.44) Explain the major components of local government in Massachusetts, including the roles and functions of mayors, city councils, and school committees in cities; town managers, select boards, representative and open town meetings and school committees, in towns, and courts and sheriff's departments in counties.