



GCV&M Curriculum Connections (Grades K - 12)

Historic Village Self-Guided Field Trips

Visit GCV&M's Historic Village for learning and fun! Self-guide through 68 historic buildings staffed with costumed interpreters excited to share about life in 19th-century NY! Visit historic kitchens, the Frontier Farm and animals, and tradespeople hard at work. (Plan for 2-4 hours at the museum.) For an additional fee, grades 2-12 can customize their experience with a 30-minute enrichment: 19th Century Games; History Stinks!; Tin Ornament; History's Mysteries; or Little Red Schoolhouse

FIELD TRIP OBJECTIVES

- The student will connect traditions to different cultures.
- The student will be able to make connections to the daily lives of 19th-century children.
- The student will gain an understanding of how traditions and customs play a role in identity.
- The student will understand how the geography influenced the development of upstate NY.
- The student will use historic artifacts to make inferences about history.

KEY WORDS

Trades	Pioneer
Community	Cultural Diffusion
Diversity	Resources
Geography	Immigration
Artifacts	Economic Systems
Development	Population
Interactions	Colonists





Historic Village: Self-Guided

K-6 Grade Connections to NYS Standards

Kindergarten

K.7 People and communities are affected by and adapt to their physical environment.

K.8 The past, present and future describe points in time and help us examine and understand events.

1st Grade

1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.

1.7 Families have a past and change over time. There are different types of documents that relate family histories.

1.8 Historical sources reveal information about how life in the past differs from the present.

2nd Grade

2.2b A community is strengthened by the diversity of its members, with ideas, talents, perspectives, and cultures that can be shared across the community.

2.6b Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.

3rd Grade

3.3a Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.

3.4a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.

4th Grade

4.2a Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.

4.3b Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.

4.6e Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.

4.7 Many people have immigrated and migrated to New York State contributing to its cultural growth and development.

5th Grade

5.3c The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the Columbian Exchange which reshaped the lives and influenced the beliefs of people.

5.7a Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?



7-12 Grade Connections to NYS Standards (Historic Village)

7th Grade

7.2c European nations established colonies in North America for economic, religious, and political reasons.

Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.

7.2d In New York, the Dutch established settlements along the Hudson River and the French established settlements in the Champlain Valley. Dutch contributions to American society were long-lasting.

8th Grade

8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.

9th Grade

9.10 INTERACTIONS AND DISRUPTIONS: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks.

10th Grade

10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements.

10.3 CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems.

11th Grade

11.1 COLONIAL FOUNDATIONS (1607– 1763): European colonization in North America prompted cultural contact and exchange between diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America.

11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War.

11.4 POST-CIVIL WAR ERA (1865 – 1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants.

11.5 INDUSTRIALIZATION AND URBANIZATION (1870 – 1920): The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts.

12th Grade

12.G2 CIVIL RIGHTS and CIVIL LIBERTIES: The United States Constitution aims to protect individual freedoms and rights that have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives.