

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 around 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; Freedom & Fairness; 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

4.2 Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures.

4.5a There were slaves in New York State. People worked to fight against slavery and for change. Students will examine life as a slave in New York State.

4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.

4.6 New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology.

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

5th Grade

5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.

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

7.1 The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America.

7.6c Westward expansion provided opportunities for some groups while harming others.

7.7 Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts.

7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.

7.7c Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political equality.

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.

11th Grade

11.4a Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions.

12th Grade

12.G2 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.