



Fairfield Museum

EXPLORE *the past*, IMAGINE *the future*
370 Beach Road, Fairfield, CT | 203-259-1598
www.fairfieldhistory.org

3rd Grade Field Trip / Fairfield Public Schools

Fairfield Public Schools:

In Grade 3, students will engage in a year-long study of Connecticut and Fairfield. They will analyze the impact of geography, economics, and government structures to study the history and contemporary society of Connecticut and Fairfield. The study of Connecticut requires that students generate and research compelling questions across the four core disciplines (History, Civics, Economics, and Geography).

Objective:

Students investigate the town of Fairfield, Connecticut including its early development and geography. Students learn about groups of people, individuals, and families that have contributed to the story of Fairfield. Through this investigation, students will also understand how Fairfield and Connecticut have contributed to American history.

D1: Potential Compelling Questions

What impact did groups of people, individuals, and families have on the development of Fairfield?

Why were specific individuals or events in your community honored through monuments or memorials, and how did they affect the history of your town, state, and country?

What historical events occurred in our town/city?

How has our town changed and/or stayed the same over time?

How have indigenous peoples affected the history and culture of Connecticut?

The Inquiry Arc from the CT Social Studies Frameworks:

Teachers should always be covering Primary Sources in the classroom to encourage students to explore the 4 Dimensions of the Inquiry Arc from the CT Social Studies Frameworks:

- Dimension 1: Developing questions and planning inquiry
- Dimension 2: Applying disciplinary concepts and tools (this is where “content” is absolutely critical)
- Dimension 3: Evaluating sources and using evidence
- Dimension 4: Communicating conclusions and taking informed action

Pre-Activity

Investigation of the town of Fairfield, CT through maps, photographs, and non-fiction text. Teacher should spend 5-10 minutes on an overview of Primary Sources. Use this [Teacher Guide](#) for reference.

- 1) **"My Town" Fairfield Settlement & Population**: for Students to Read. Also hand-out the following:
- 2) **"Exploring Our Town"** Questions for Students and Ideas for Teachers
Teachers may also show this short video:
About Fairfield: <http://www.fairfieldct.org/content/10724/default.aspx>
- 3) Optional: **Our State and Town**: for Teacher to Present – PDF or Powerpoint
The Teacher introduces the students to the history of our state by discussing the state motto. All of the information is in the PDF. THIS CAN ALSO BE A POST-ACTIVITY

Additional pre-activity options:

- 4) Read-aloud story: **Native Americans Photo Story**
- 5) Monuments Lesson Plan & Photograph Analysis:
"Monuments All Around Us" Lesson Plan
"Monuments in Fairfield" A Sample, for Teacher to Present

6) Map Analysis

The Teacher may also present the following maps by projecting onto a screen or through Library Media time. Use the following Library of Congress guide for analyzing maps:
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf

Maps – Online Links:

Clark's Map, Fairfield County, 1856.

https://c1.staticflickr.com/4/3438/3387034755_cbaaf711a9_b.jpg

Connecticut, from actual survey. Contributor: Warren, Moses, Gillet, George and Hudson & Goodwin. Created / Published: 1813.

Library of Congress: <http://hdl.loc.gov/loc.gmd/g3780.ct000606>

Long Island Sound – Watershed Map

https://nh.water.usgs.gov/project/ct_atlas/images/LIS_maj_basins.jpg

Map of Connecticut by John Stockdale. Published: 1794.

<http://hdl.loc.gov/loc.gmd/g3780.ct000447>

Map Mash-Up

“Map of The State of Connecticut Showing Indian Trails, Villages & Sachemdoms Made for The Connecticut Society of The Colonial Dames of America”

<http://blogs.lib.uconn.edu/outsidetheneatline/2009/08/10/map-of-the-week-connecticut-tribes-circa-1625/>

UConn / MAGIC: Historical Maps of Connecticut

http://magic.lib.uconn.edu/historical_maps_connecticut.html

Field Trip at the Fairfield Museum:

Three-part rotation of:

Museum Collection, Native Americans & Corn Husk Dolls and *Creating Community* Scavenger Hunt

Museum Collection

What can objects from a museum collection tell us? Students view original and reproduction artifacts up close and discover the stories that give objects different meaning. A baseball can help students learn about early industries. Early 20th century photographs reveal the importance of employee teams and healthy competition in Fairfield and Bridgeport. Collections can transport us to a different time by piecing together a story. In the final activity, students learn about ship captain Isaac Jennings, his family, and their travels at sea through a painting, real letters, photographs, and daughter Minnie's doll. Collections tell fascinating stories and prompt additional questions about how people lived in the past.

What Native Americans Teach Us

Corn is an important American crop that was introduced to the colonists by Native Americans. This important plant was not only a source of food, but its fibers were used for many purposes, including weaving, bedding and making dolls. Through photographs and reproduction objects, students learn about Native American culture and then create their own corn husk dolls that children made hundreds of years ago.

Creating Community Scavenger Hunt

The *Creating Community* exhibition invites students to explore the history of Fairfield and its region over the past four centuries. In groups, students will complete a Scavenger Hunt to find clues and answer questions about individuals, families, and groups of people featured in the exhibition. In the process, students will learn how people worked, lived, and built our community over time.

The categories will include:

- 1) The colonists, Roger Ludlow, Pequot War, Puritan laws / government
- 2) Soldiers in the Revolution
- 3) Fairfield's role in George Washington's Spy Ring
- 4) Women in the Revolution
- 5) 1800s in Fairfield: adventurers, the California Gold Rush, ship captains, Jennings family
- 6) The Gilded Age: Fairfield as Resort and Summer Community
- 7) Transportation: Gustave Whitehead, inventions, the Bridgeport locomobile, trolleys & trains
- 8) The Hungarian Community and Immigrants

Post-Activity / Assessment:

1) Students may also conduct individual or group research on the topics above.

2) Following the field trip, the students write a short essay about their experience.

What was the most important part of the "Creating Community" Scavenger Hunt? Why? What was your favorite part? What was your least favorite part? Why? What other questions do you have about what you learned? Where would you find this information?

3) Teacher may also present the following activity which can be done by the students in Library Media time:

“Fairfield Businesses Over Time” Photographs of Businesses from the Post Road and Black Rock Turnpike showing change over time.

Use the following Library of Congress photo analysis guide:

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf

Students can work in groups or individually.

CT Social Studies Frameworks

The activities in this lesson plan reinforce the following Frameworks:

Change, Continuity, and Context

HIST 3.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

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.

Perspectives

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.

Historical Sources and Evidence

HIST 3.6 Summarize how different kinds of historical sources are used to explain events in the past.

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 3.11 Explain probable causes and effects of events and developments.

Civic and Political Institutions

CIV 3.3 Explain how groups of people make rules to create responsibilities and protect freedoms.

Exchange and Markets

ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.

ECO 3.3 Explain why individuals and businesses specialize and trade.

Geographic Representations: Spatial Views of the World

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.

Human-Environment Interaction: Places, Regions, and Culture

GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.

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.

Human Population: Spatial Patterns and Movement

GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

