



The Fairfield Museum and History Center has provided education programs and resources for Fairfield Public Schools for nearly 30 years. This past year we worked closely with the administration and teachers to provide input and resources for the re-writing of the grades 3-5 social studies curriculum. The new curriculum is guided by the CT Social Studies Frameworks, which emphasizes inquiry and

investigation through student-centered learning.

In 2017 – 2018, Museum staff also met with 2nd grade teachers and reviewed teacher evaluations to update the 2nd grade walking tour, “What Makes a Community?” Teachers requested more time in the Academy and more hands-on activities for the students. The new field trip features a rotation of 3 properties: Old Academy, Sun Tavern and the Old Burying Ground. Details are below.

Fairfield Public Schools 2nd Grade Social Studies:

- Students will understand how people can make a difference in society.
- Students will explore how individuals and groups of people make a difference in our town, state, country, and world.
- Students will understand how and what do we decide to remember about the past.
- Students will be able to connect important people from the past and significant events that have occurred to what happens today in their community.



Old Academy Schoolhouse

Have a seat in a real wooden desk in this 1804 schoolroom. Students compare the differences between today and this simple 19th century classroom furnished with period objects. After learning about the school, students view primary source photographs of school life in the 19th century. Discover what has changed and perhaps some things that have not changed at all!

CT Social Studies Frameworks

HIST 2.2 Compare life in the past to life today.

HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change.



HIST 2.4 Explain perspectives of people in the past to those of people in the present.

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.

HIST 2.10 Generate possible reasons for an event or development in the past.

CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.

CIV 2.7 Describe how people have tried to improve their communities over time.

ECO 2.2 Identify the benefits and costs of making various personal decisions.

Would you want to go to a private school?

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.



Sun Tavern

This tavern built in 1780 still stands in its original location and hosted prominent lawyers, travelers and businessmen. Students become “a local” and sit in the tap room, learning about how the news traveled a long time ago. Discover the importance of taverns, comparing life today to Fairfield over 200 years ago.

HIST 2.2 Compare life in the past to life today.

HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change.

HIST 2.4 Explain perspectives of people in the past to those of people in the present.

HIST 2.6 Identify different kinds of historical sources.

HIST 2.7 Explain how historical sources can be used to study the past.

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 2.7 Describe how people have tried to improve their communities over time.

CIV 2.5 Explain how people can work together to make decisions in the classroom.

CIV 2.6 Identify and explain how rules function in public (classroom and school) settings.

CIV 2.7 Describe how people have tried to improve their communities over time.

ECO 2.1 Explain how scarcity necessitates decision-making.

Why did the town need a Tavern?



ECO 2.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.



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.

Old Burying Ground

The Old Burying Ground on Beach Road is a fascinating place for students to discover more about the lives of the colonial settlers, soldiers and sailors. In teams, students complete a Scavenger Hunt to discover notable Fairfield names and significant dates in history. Through the variety of artwork featured, students learn how gravestone imagery reflects changing beliefs.

HIST 2.2 Compare life in the past to life today.

HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change.

HIST 2.4 Explain perspectives of people in the past to those of people in the present.

Gravestone Art

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.

HIST 2.10 Generate possible reasons for an event or development in the past.

CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.

CIV 2.7 Describe how people have tried to improve their communities over time.

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.

Suggested Post-Activities

1) Mind Map

Have students remember the sites they visited to create a “Mind Map,” of the Walking Tour. What parts do they remember? How would the Walking Tour look like on a map? What else would they include?

From CT Social Studies Frameworks:

GEO 2.2 Use geographic representations to describe places and interactions that shape them.

GEO 2.3 Use geographic representations to identify cultural and environmental characteristics of place.



2) Timeline

Can students make a timeline of the historic sites and events that they learned about? What else should be included?

1639	1687	1779	1780	1804				
Fairfield founded by Roger Ludlow.	Oldest stone in the Old Burying Ground	American Revolution - Fairfield's town center burned by the British	Sun Tavern	Old Academy Schoolhouse				