



Welcome to the Fairfield Museum and History Center!



The Fairfield Museum offers educational opportunities for students of all ages to make history personal and meaningful. Education programs help students build important skills and help develop connections between the past and present through inquiry, investigation and analysis. The Fairfield Museum’s primary sources, collections and exhibitions tell important stories about the people, places and events that have shaped this region’s history. These programs engage students of all

backgrounds and levels, from early childhood through adulthood.

The Fairfield Museum’s education programs include **Walking Tours, Gallery Tours, Primary Source Workshops, Living History, Outreach Programs** and tours of the **1750 Ogden House**, serving over 6,000 students and educators from the region. Programs reinforce and complement the CT Social Studies Frameworks, which are guided by the National Council for Social Studies C3 Frameworks and reinforce Common Core goals. The emphasis on inquiry and critical thinking has informed the Fairfield Museum’s educational programs and supports our mission *to use history to strengthen community and shape its future.*



The Fairfield Museum has emerged as a leader in **professional development** programs, integrating inquiry with history to empower teachers to successfully incorporate local history and primary sources into the curriculum. FMHC collaborates with Connecticut’s top universities to provide speakers and to develop curricula, teacher guides, classroom kits and student activities, available on the website at www.fairfieldhistory.org/education/teacher-resources.

Teacher Admission Pass

Come visit us! Use this free pass to visit the Fairfield Museum’s exhibitions and to plan a field trip.
This pass admits two. Valid for admission only.

Name: _____

Email: _____

School: _____

Town: _____



About History Discovery

The Fairfield Museum waives program fees that serve teachers and students in Bridgeport and Norwalk. All programs include lesson plans, suggested pre and/or post activities and a listing of Curriculum Connections to the CT Social Studies Frameworks. To apply:

- **Schools must have at least 50% of its students receiving free / reduced lunch.**
- A Teacher must sign and return the Application & Agreement below at least 4 weeks before the requested program date.
- All teachers must complete and return an evaluation after the program is complete.
- Programs offered are on a first come/first served basis.

One grade may choose from the following programs:

Each grade may choose either:

1) A School Visit Program (Grades 2-4 or Grades 5-7)

Program Time = One Class Period. Class Size = Up to 4 classes/4 class periods in one day.

OR

2) A Colonial Life / American Revolution Experience:

Field Trip to the Fairfield Museum (Grades 5-7)

Program Time = 3 ½ hours, including a lunch break (schools/students must bring their own lunch)

Class Size = 60 - 80 students

School Visit Programs: The programs below are presented at your school.

Program Time = One class period.

Class Size = 1 class. Up to 4 classes may receive the same program in one day.



1) Change Over Time [Grades 2 - 4]

View original objects that demonstrate how changes in technology have made an impact on our culture and society. Investigate how a simple box camera from the early 1900s influenced communication and how we document our lives including people, places and historical events. Discover patterns of change with the advent of portable devices and how this may influence the future.

CT Social Studies Frameworks: INQ K-2.10 - 17 | HIST 2.1 - 4, 2.6 - 2.11 | CIV 2.2, 2.4, 2.7 | ECO 2.3

CT Core Standards: CCSS.ELA-Literacy.RI.2.1-10, CCSS.ELA-Literacy.W.2.1-2, CCSS.ELA-Literacy.W.2.7-10, CCSS.ELA-Literacy.SL.2.1, CCSS.ELA-Literacy.L.2.1-3



2) Museum Collection [Grades 2 - 4]

What can objects tell us? View original and reproduction artifacts up close and discover the stories that give objects different meaning. See how collections can transport us to a different time by piecing together a story utilizing a painting, a letter, photographs and objects. These pieces can tell fascinating stories as well as prompt additional questions about how people lived in the past.

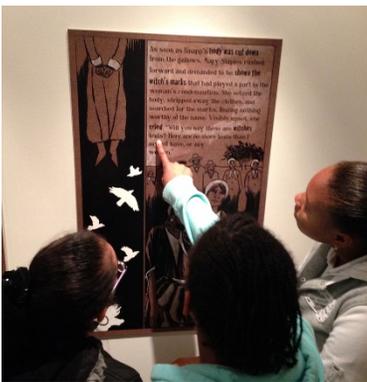
2nd Grade: INQ 2.7, 2.11, 2.14; HIST 2.2-4, 2.6, 2.7, 2.9, 2.11; CIV 2.2, 2.4, 2.6; GEO 2.2-5
3rd Grade: INQ 3.6-8, 3.11; HIST 3.2-7, 3.9-11; ECO 3.2-3; GEO 3.4-5



3) Primary Source Workshop: Slavery in Connecticut [Grades 5 - 7]

What was slavery like in Connecticut? Find out about the lives of the enslaved with historical clues including a petition for freedom by two enslaved men in 1779, receipts and emancipation documents. Learn about and debate the slavery issue in the 18th century and discover how America's founding documents contradicted the realities of slavery.

5th Grade: INQ 5.6-10, 5.12-13; HIST 5.2-10; CIV 5.1, 5.3, 5.4; ECO 5.2-3; GEO 5.1-3
8th Grade: INQ 8.6-11, 8.13, 8.15-16; HIST 8.1-2, 8.4-10; CIV 8.1-4; ECO 8.1; GEO 8.4



4) Primary Source Workshop: 17th Century Witchcraft Trials in CT [Grades 5 - 7]

This workshop explores the causes and consequences of witchcraft beliefs, beginning with a brief introduction of its European history. In New England, religious beliefs and folk tradition instilled deep fears of magic, evil and supernatural powers. Author and illustrator Jakob Crane created powerful depictions of these events as a large-format graphic novel, reimagining these stories through a narrative of pen and ink drawings.

The artwork was featured in the exhibition "Accused: Fairfield's Witchcraft Trials" and demonstrates an artist's interpretation of these

fascinating stories based on primary sources and documented events.

In the workshop, students are divided into groups to analyze the artwork and narrative from Fairfield's witchcraft trials in 1651 through 1692. What types of evidence were used to prove "witchcraft?" How did these trials affect the opinions of neighbors, those accused, the accusers, and the judges? Students make judgments on the evidence to form conclusions about 17th century New England history with discussions on "witch hunts" that still happen today.

5th Grade: INQ 5.6-10, 5.12-13; HIST 5.2, 5.5, 5.8-10; CIV 5.1-4; ECO 5.1; GEO 5.2
8th Grade: INQ 8.7, 8.9, 8.11, 8.13-16; HIST 8.1-6, 8.8-10; CIV 8.3-4; ECO 8.1; GEO 8.3

An **Educator Guide** is available for download on the Fairfield Museum's website:
www.fairfieldhistory.org/education/teacher-resources



Field Trip to the Fairfield Museum:

Colonial Life & American Revolution [Grades 5 - 7]

Program Time = 3 ½ hours, including a lunch break (schools/ students must bring their own lunch)

The field trip offers a 3-part rotation of activities. Please choose 3 activities from the list below.

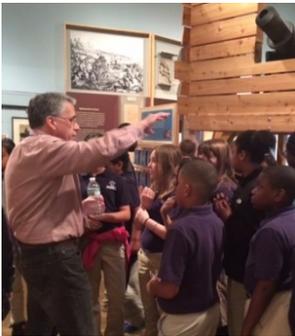
Class Size = 60 - 80 students



1) Meet the Militia - Living History

An educator in period uniform reveals the challenges of a soldier's life during the American Revolution. Learn about the essential items a soldier had to carry, what a wool uniform might feel like, and how a musket was fired. From the powder horn and musket to the haversack and flint, hear engaging stories of how soldiers faced hardships in battle and survived.

HIST 5.2, 5.4, 5.7, 5.10, CIV 5.2, GEO 5.2



2) Revolution in Connecticut: Gallery & Walking Tour

Explore the role of Fairfield and Connecticut in the Revolution and the events that forced townspeople to take sides. Primary source letters, paintings and objects help to tell harrowing personal stories of the people affected by the war, including the Silliman family, whose lives were affected by a kidnapping by the Loyalists. Meet the wealthy Burr family who hosted visits from John Adams, George Washington, Benjamin Franklin, and Aaron Burr. Walk in the steps of the British soldiers who invaded the town in 1779 and see the homes where they set up headquarters along Beach Road. Learn about these events and how the townspeople fought back.

HIST 5.2-10, CIV 5.1-4, ECO 5.2-3, GEO 5.2-3



3) Old Burying Ground Challenge

This orienteering scavenger hunt uncovers fascinating details about the lives of the colonial settlers, soldiers and sailors. Students learn how to use a compass and work in teams throughout the cemetery, answering questions that reinforce critical thinking, geography and math skills. Students discover patterns about life and death in colonial times and how gravestone imagery reflects changing beliefs.

HIST 5.2-3, 5.5, 5.7-8, 5.10; CIV 5.2; ECO 5.3; GEO 5.1-3



4) Tavern Drama: Taking Sides in a Connecticut Town

This tavern operated by Samuel and Hannah Penfield was built immediately after the Burning of Fairfield by the British in 1779. In the tap room, students can become a local and sit at a tavern table, empty out the mailbag or read a newspaper from 200 years ago. Upstairs, take on the life of a traveler staying overnight. Following a brief tour, students re-enact excerpts from primary and secondary sources to reveal perspectives from Patriots and Loyalists, acting out the events that occurred when the British invaded in 1779.

HIST 5.2, 5.4-5, 5.8, 5.10; CIV 5.2, 5.4; ECO 5.2-3, GEO 5.2-3



Application and Agreement: Please complete this form at least 4 weeks prior to your requested tour date. Tour dates and times are subject to availability. Submission of this form does not confirm your group's tour reservation. You will be contacted by the Museum to confirm your reservation.

Program Criteria:

- Schools must have at least 50% of its students receiving free / reduced lunch.
- Teachers must sign and return the Letter of Agreement at least 4 weeks before the requested dates.
- Teachers must complete and return an evaluation after the program is complete.

To apply: Please complete the following information.

Email to education@fairfieldhs.org or fax to 203-255-2716.

Main Contact First & Last Name: _____

Main Contact Email address: _____

Phone (work): _____ Phone (mobile): _____

School or Group: _____

Address: _____

City: _____ State: _____ Zip: _____

Principal's Name: _____ Principal's Email: _____

of Female Teachers: _____ # of Male Teachers: _____

Grade Level: _____ # of Classes: _____ # of Students: _____ # of Adults (1 per 10 students) _____

Students with Free / Reduced lunch: _____

of Female Students: _____ # of Male Students: _____

Zip Codes of Students Served: _____

Requested Program: _____

Preferred Dates. Please list 3 choices: 1) _____ 2) _____ 3) _____

Do you need funding for buses? Yes ___ No ___

For bus requests: Bus Company _____ Contact: _____

Acknowledgement

I acknowledge that submission of this form does not guarantee a program.

I acknowledge that upon completion of the program, all teachers will complete a Program Evaluation and submit no later than 2 weeks following the program.

Teacher's Signature: _____ Date: _____