



Civics Education through Museum Enrichment

K-12 Museum Field Trips: \$3 per student
FREE for Priority Districts and Title I Schools
Bus Funds: Up to \$200 per bus!
Convenient In-School Programs!

*Made possible by
a grant from the
U.S. Department
of Education*





Civics Education through Museum Enrichment

**Where do we learn to be citizens?
At our local museum!**

We're making it easy and affordable for K-12 students to learn about their communities and their government.

Civics in the Museum

Civic learning flourishes with immersive, hands-on experiences. When given a chance to think, speak, and act for themselves, students of all ages can stretch and flex the civic muscles that help our communities thrive.

Civics Education through Museum Enrichment (CEME) is a partnership of 12 independent organizations driven to help K-12 students acquire civic knowledge, skills, and dispositions. The Connecticut Museum of Culture and History is overseeing the implementation of this grant.

The unique and engaging programs available through this project include field trips and in-class programs. With 12 different partners, you'll find a nearby organization no matter your location.

CEME is made possible by a \$1 million grant from the U.S. Department of Education.

Questions? Contact Project Director Peter Moran
pmoran@connecticutmuseum.org

Booking a Program

- * Find a museum and civics program that suits your students.
- * Pick some potential dates that work for you, then contact that museum to schedule your program.

Pricing:

	Title I Schools/ Priority Districts	All Other Schools
Field Trip	Free	\$3/student
Classroom Outreach Program	Free	\$100/program +mileage

Bus Reimbursements:

- * Participants can request a limited bus reimbursement when they book a program.
- * Proof of payment is required for reimbursement.
- * This project cannot schedule or pay for buses directly. Once your program takes place, your school is eligible for reimbursement up to the following amounts:

	Title I Schools/ Priority Districts	All Other Schools
Per Bus (any size)	\$200/bus max	\$100/bus max

Fee reductions and bus support are made possible by a \$1 million grant from the U.S. Department of Education.



Programs Across Connecticut

Our partnership includes:

-  Connecticut Democracy Center at Connecticut's Old State House, Hartford
-  Connecticut Museum of Culture and History, Hartford
-  Fairfield Museum and History Center, Fairfield
-  Stowe Center for Literary Activism, Hartford
-  Institute for American Indian Studies Museum & Research Center, Washington
-  Keeler Tavern Museum & History
-  Center, Ridgefield
-  Litchfield Historical Society, Litchfield
-  Mystic Seaport Museum, Mystic
-  New Haven Museum, New Haven
-  The American Museum of Tort Law, Winsted
-  The Last Green Valley National Heritage Corridor, Eastern Connecticut
-  The Mark Twain House & Museum, Hartford

Questions? Contact pmoran@connecticutmuseum.org

FIELD TRIPS

[illegible]

Grades at a Glance

CLASSROOM OUTREACH PROGRAMS

	K	1	2	3	4	5	6	7	8	HS
	■	■	■	■	■	■				
	■	■	■	■	■	■	■	■	■	■
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DUE TO LIMITED SPACE, THIS BOOKLET DOES NOT LIST ALL QUALIFYING CIVICS PROGRAMS

Visit www.connecticutmuseum.org/ceme to see all program options.





Featured Programs:

Connecticut's Old State House

is managed by the Connecticut Democracy Center in partnership with the Connecticut General Assembly. Located in the heart of Hartford, it served as Connecticut's State Capitol from 1796 to 1878. It is a place where civics and history come together to inspire civic engagement and learning.

Suggested Group Limit: 75 students
(or 3-Class Equivalent)

Length: 1 hour (Main Programs);
30 minutes (Program Add-Ons)

Cost: See page 4

TO SCHEDULE OR CONTACT

jason.pittner@cga.ct.gov

860.240.5333

**FIND ADDITIONAL
PROGRAMS HERE**



connecticutmuseum.org/ceme

CTOLDSTATEHOUSE.ORG

FIELD TRIP - GRADES K-3

Civic Superheroes

Students are never too young to learn civics! This program introduces simple community and civics concepts by encouraging early elementary students to ask what it means to be a hero and to think about heroes in their communities. Students will learn about real heroes throughout our state's history as they explore Connecticut's Old State House and discover all the ways people of all ages can be heroes for their communities!

GRADE K: **INQ** 1.a, 3.a, 4.f **CIV** 1.a-3.a, 6.a **HIS** 2.a

GRADE 1: **INQ** 4.a, 4.f **CIV** 8.b, 12.a, 14.a

GRADE 2: **INQ** 4.a, 4.f **CIV** 1.a, 5.a-6.b, 8.a, 10.a

GRADE 3: **CIV** 1.a-2.a, 6.a, 12.a-13.a

FIELD TRIP - GRADES 4-12

Building Tour

Explore the Old State House as a museum educator shares the stories of the historic events that have shaped both state and national history. Students will examine the building's use throughout its 230-year history and learn about the Amistad trials, Prudence Crandall, and other key stories from its past.

GRADE 4: **HIS** 9.a **CIV** 14.a, 6.a

GRADE 5: **CIV** 8.a, 3.a, 4.b, 14.a, 10.b **HIS** 9.a, 16.a,

GRADE 6: **INQ** 1.a-1.c, 3.a-3.c, 4.a-4.e **GEO** 5.d,6.b

GRADE 7: **CIV** 1.a, 2.a, 12.a, 13.a **INQ** 1.a-1.c, 3.a-3.c

GRADE 8: **CIV** 10.b **HIS** 1.a, 1.c, 3.a, 12.a, 14b

HS MW: **CIV** 12.a **INQ** 1.a-1.c, 3.a-3.c, 4.a-4.e

HS US: **CIV** 5.c **INQ** 1.a-1.c, 3.a-3.c, 4.a-4.e

HS CG: **CIV** 8.a, 14.a, 1.a, 2.b, 5.a, 13.a, 2.e, 5.b

FIELD TRIP - GRADES 3-8

CT's Three Branches of Government

Step inside this former Connecticut State Capitol and take on the roles of Governor, Legislators, Judge, and Jury in the historic Courtroom, House, and Senate Chambers! This program immerses students in the functions of our state government through roleplay and hands-on activities that demonstrate how each branch works and how we can take an active part in our democracy.

Different topics for Grades 3-5 and Grades 6-8

Ask about adding a free tour of Connecticut's State Capitol to your Three Branches program!

GRADE 3: **INQ** 2.a **CIV** 1.a-2.a, 4.b, 6.a, 12.a-13.a

GRADE 4: **INQ** 4.f

GRADE 5: **CIV** 3.a, **INQ** 4.f

GRADE 6: **INQ** 4.d.

GRADE 7: **CIV** 2.a

GRADE 8: **CIV** 4.a

FIELD TRIP - GRADES 9-12

History & Future of Voting Rights

Take a journey through time as you explore CT's Old State House and learn about key points in our state's voting history. Watch election results change as history progresses through your tour and consider all the ways that change can be enacted. Students will then participate in a group discussion about what civic participation means to them and the ways that they can take active roles in shaping the future.

HS CG: **CIV** 2.c, 10.a, 2.d, 2.e, 5.b, 5.c, **HIS** 5.c.





Featured Programs:

Connecticut Museum of Culture and History

is a private, non-profit organization located in the West End of Hartford committed to connecting Connecticut residents to each other and the history and culture of our state. Our hands-on, engaging programs highlight objects from our vast collection to bring history and civics to life for students.

FIELD TRIP PROGRAMS

Group Limit: Program dependent

Length: 1 ½ hours

Cost: See page 4

CLASSROOM PROGRAMS

Group Limit: Class size group

Length: 1 ¼ hours (allow 15 minutes
between programs)

Cost: See page 4

TO SCHEDULE OR CONTACT

education@connecticutmuseum.org

860.236.5621 x232

**FIND MORE
PROGRAMS HERE**



connecticutmuseum.org/ceme

CONNECTICUTMUSEUM.ORG

FIELD TRIP - GRADES 1-2

What Makes a Community?

Students use a large floor map and “building” blocks to strengthen map skills and vocabulary while creating and analyzing a new town, then explore how work, home life, and transportation differed in the past in our exhibit space. The third part of the program focuses on how decisions are made in communities, as well as ways that children can be good citizens and contribute to their communities.

GRADE 1: HIS 9.a **ECO** 4.a **CIV** 14.a **GEO** 5.a, 7.a, 8.a, 9.a

GRADE 2: HIS 4.a **ECO** 7.a, 12.a, 13.a **CIV** 5.a, 6.a, 6.b, 8.a, 10.a **GEO** 1.a, 2.a

FIELD TRIP OR CLASSROOM - GRADES 3-5

The Three Branches of Government

During this program, students explore Connecticut's executive, legislative, and judicial branches of government to discover who makes the rules in Connecticut. To better understand the role of each branch, students elect a governor from among their classmates, debate a bill, and hold a mock trial (student reading required). Through movement, improvisation, role-playing, and active participation, students learn the purpose of rules and laws, explore the separation of powers, and discover the rights and responsibilities of individuals.

GRADE 3: CIV 1.a, 2.a, 4.b, 6.a, 12.a, 13.a

GRADE 4: CIV 6.a, 12.a

GRADE 5: CIV 3.a, 10.b, 14.a

PLEASE NOTE: This program does not include an exhibition component. For \$2/student, explore the Museum with a gallery visit add-on!

FIELD TRIP - GRADES 3-5

The Legend of the Charter Oak

Why is the white oak a symbol of Connecticut's strength and independence? During this program, students bring the people and events from the legend of the Charter Oak to life using a variety of dramatic techniques, period costumes, and specially-designed props. Afterwards, students evaluate various sources, including colonial maps, to draw their own conclusion about the famous legend.

GRADE 3: HIS 2.b, 10.a **CIV** 6.b **GEO** 3.a

GRADE 4: HIS 9.a

GRADE 5: HIS 9.a, 16.a **CIV** 4.a, 8.a

PLEASE NOTE: This program does not include an exhibition component. For \$2/student, explore the Museum with a gallery visit add-on!

CLASSROOM - GRADES K-2

Me and My Community

What are my different communities and what is my role in them? This interactive program explores the roles and responsibilities in family, school, and town communities. Students will try out different jobs done in communities today and long ago with contemporary and reproduction historical objects. Students will also determine what a community needs by designing their own town on a floor map.

GRADE K: HIS 2.a, 9.a, 10.a, 12.a **ECO** 3.a, 4.a, 6.a

CIV 1.a, 2.a, 3.a, 6.a **GEO** 1.a, 2.a

GRADE 1: HIS 9.a **ECO** 4.a **CIV** 12.a, 14.a **GEO** 5.a, 8.a, 9.a

GRADE 2: HIS 4.a **ECO** 12.a **CIV** 5.a, 6.a, 6.b, 8.a **GEO** 1.a, 2.a





Featured Programs:

The Fairfield Museum and History Center

is delighted to welcome teachers and students to experience our award-winning education programs—from exploring historic sites to hands-on learning in the galleries. We believe that cultivating a deep appreciation of history is essential to building civic engagement. By bringing together diverse perspectives and experiences, we can encourage students to consider their own roles and agency within their communities.

FIELD TRIP PROGRAMS

Group Limit: Up to 60

Length: Up to 3 ½ hours, depending on program

Cost: See page 4

CLASSROOM PROGRAMS

Group Limit: 1 class per program

Length: Program dependent

Cost: See page 4

TO SCHEDULE OR CONTACT

education@fairfieldhs.org

203.259.1598

**FIND 3 MORE
PROGRAMS HERE**



connecticutmuseum.org/ceme

FAIRFIELDHISTORY.ORG

FIELD TRIP - GRADES K-2

What Do People Do All Day?

Illustrator Richard Scarry developed his books to be educational and fun for children. Scarry's beloved Busytown was created while he lived in Westport and teaches children about how communities work: what people do, the transportation they use, and the places they go. The program invites students to draw connections between their personal experiences in their communities and Scarry's fictional Busytown. Students will use paper to design buildings and spaces that they'd like to see in their own communities.

GRADE K: **CIV** 1.a, 2.a, 6.a **INQ** 1.a **ECO** 3.a, 4.a **HIS** 2.a

GRADE 1: **CIV** 12.a **INQ** 4.a **ECO** 4.a

GRADE 2: **CIV** 5.a, 6.a, 14.a **INQ** 1.a, 4.a, 4.f **HIS** 4.a

FIELD TRIP OR CLASSROOM - GRADES 1-5

Sharing Your Voice

Everyone belongs to a community. As we become more involved in a community, we can share our voices in different ways. One important way to make our voices heard is voting. Not only can we practice our civic duty when voting, we can learn to listen to different opinions, discover what causes matter to us, and decide what kind of leaders we want to represent us. Students will complete a scavenger hunt to meet all 9 candidates running for the position of Fairfield Museum Commons Mascot, design campaign posters, and help us elect our Museum Commons Mascot by voting!

GRADE 1: **CIV** 14.a **INQ** 1.a, 3.a, 4.a, 4.c, 4.f

GRADE 2: **CIV** 1.a, 5.a, 8.a, 10.a, 14.a **INQ** 1.a

GRADE 3: **CIV** 1.a, 2.a, 6.a, 12.a, 13.a

GRADE 4: **INQ** 1.a, 4.a-c **GEO** 5.a, 7.a

GRADE 5: **CIV** 3.a, 4.b, 10.b, 14.b **INQ** 4.a-d **GEO** 8.a

FIELD TRIP - GRADES 5-12

A Revolutionary Town

On the eve of the American Revolution, Fairfield was a prosperous and established town. By 1774, increasing hostilities with Britain over its attempts to exercise greater control over the American colonies forced many Fairfielders to act. Students will step into Sun Tavern to debate the question of independence or loyalty; discover the Burr homestead that hosted George Washington, John Hancock, the Marquis de Lafayette, and other revolutionary figures; and walk in the footsteps of the British forces who clashed with local militia during the Burning of Fairfield in 1779.

GRADE 5: **CIV** 8.a, 10.b, 14.a **HIS** 4.a, 6.a, 16.b-c

GRADE 8: **CIV** 3.a **INQ** 1.a, 2.a, 3.a, 3.b, 4.a, 4.e **HIS** 1.a, 4.a, 6.a, 10.a, 16.a

HS CG: **CIV** 4.a, 8.a, 8.b **INQ** 1.a, 1.b, 2.a, 3.a, 3.b, 4.a, 4.b, 4.c, 4.e **HIS** 5.b

FIELD TRIP - GRADES 6-12

The Great British Break-Up: Declaring Independence

On July 4, 1776, the American colonies made the radical decision to separate from the British Crown. As part of the fight for independence, patriot leaders got creative with how they communicated with each other. Students will step into colonial Fairfield and learn what it was like to live here on the brink of the American Revolution. They will explore the Declaration of Independence, learn to write with a quill and ink and send a break-up letter to King George, and try their hand at making invisible ink to share messages with each other!

GRADE 6: **INQ** 1.a, 3.c, 4.a, 4.e, 4.f **HIS** 2.a

GRADE 7: **CIV** 2.a, 12.a, 13.a **INQ** 1.a, 4.a, 4.e, 4.f **HIS** 2.a

GRADE 8: **CIV** 3.a, 8.b, 10.b **INQ** 1.a, 2.a, 4.c, 4.e **HIS** 1.a, 4.a, 10.a

HS CG: **INQ** 2.a, 4.a-d **CIV** 4.a **HIS** 5.b

HS US: **INQ** 1.a, 3.a, 3.b **HIS** 1.a, 2.a, 4.a **CIV** 2.a, 3.a





Featured Programs:

The Stowe Center for Literary Activism

is a nonprofit museum located in Hartford. We encourage social justice and literary activism by exploring the legacy of Harriet Beecher Stowe and all who advocate hope and freedom then and now. The Stowe Center offers both on-site and off-site educational experiences.

FIELD TRIP PROGRAMS

Group Limit: 40 People

Length: 1-2 hours

Cost: See page 4

CLASSROOM PROGRAMS

Group Limit: 75 People

Length: 2 ½ hours

Cost: See page 4

TO SCHEDULE OR CONTACT

yyoung@stowecenter.org

860.522.9258 x381

**FIND 1 MORE
PROGRAM HERE**



connecticutmuseum.org/ceme

STOWECENTER.ORG

FIELD TRIP - GRADES 3-12

Inheriting Freedom

A dual biography of Frederick Douglass and Harriet Beecher Stowe that tells the story of how each became activist writers, with a focus on love, family, and education as central to freedom struggles in both the past and present. The tour tells a story of enslavement in the U.S. with an emphasis on resistance through writing, and incorporates tactile, visual, and collaborative, conversational learning, in addition to compelling storytelling.

GRADE 3: CIV 12.a, HIS 3.a, 10.a

GRADE 4: CIV 14.a CIV 6.a 12.a.

GRADE 5: ECO 3.a CIV 14.a INQ 4.e

GRADE 6: CIV 14.a, 6.a.

GRADE 7: CIV 1.a, 6.a. HIS 2.a.

GRADE 8: CIV 14.b, HIS 12.b

HS MW: CIV 12.a

HS CG: INQ 1.a, CIV 5.b

CLASSROOM - GRADES 8-12

Reading Against the Archives

A hands-on program that offers older students basic knowledge of archival research while also challenging them to brainstorm creative ways of finding the names, the lives, and the stories that an archive might not include. Using documents preserved at the Stowe Center, students consider fact-based questions, like, "What is this?" and "Who saved it?," followed by critical thinking questions, such as "What information does it leave out?"

GRADE 8: CIV 8.b, HIS 6.a

HS CG: CIV 5.a, 13.a, 10.a

CLASSROOM - 5-10

Words Are Powerful

In this immersive experience, students explore the profound impact of word choice on shaping perception and addressing systemic injustice. By examining historical objects and engaging with the story of abolitionist Josiah Henson, students will recognize how words can either challenge or perpetuate existing power, and build confidence in how they can use words themselves to make a more just world.

GRADE 5: CIV 14.a, INQ 1.b, HIS 14.d

GRADE 6: CIV 6.a, 14.a, INQ 4.a

GRADE 7: CIV 1.a, INQ 4.a

GRADE 8: CIV 8.b, HIS 6.a

HS CG: CIV 5.a, 13.a, 10.a

FIELD TRIP - GRADES 5-12

Draw Yourself into History: Zine Edition

Why was Frederick Douglass the most photographed man of the 19th century? How did images shape how we remember him, and how can they shape how future people will remember us? Students consider these questions as they craft their own zine—a do-it-yourself artifact of self-expression, values, and creativity—that can be made with us, and then made again and again.

GRADE 5: CIV 10.b

GRADE 6: CIV 14.a

GRADE 7: CIV 1.a., GEO 7.b

GRADE 8: CIV 14.b, HIS 6.a

HS CG: CIV 5.c

HS US: CIV 4.b





Featured Programs:

The Institute for American Indian Studies

preserves and promotes the rich histories, diverse traditions, and contemporary cultures of Native American peoples through research, collections, and dynamic educational experiences. Our education programs are designed to cultivate curiosity, encourage discussion, and promote interactive learning through hands-on activities.

Group Limit: 100 Students

Length: 2 hours

Cost: See page 4

TO SCHEDULE OR CONTACT

education@iaismuseum.org

860.868.0518 x452

FIND MORE
PROGRAMS HERE



connecticutmuseum.org/ceme

WWW.IAISMUSEUM.ORG

FIELD TRIP - GRADES 6–8

Looking Eastward: Indigenous Perspectives on Colonialism

In this interactive, inquiry-based program, students will discuss the impact of colonization, Manifest Destiny, and Westward Expansion on tribal economy and identity. Through an art interpretation activity, students will examine how differing perspectives shape how we understand and interact with the world around us. Additionally, students will learn about changes in the lives of Connecticut Native American communities throughout time, due to environmental influences, technological advancements, and contact with other cultures.

GRADE 6: CIV 6.a, 14.a

GRADE 7: CIV 2.a, 12.a, 13.a, HIS 2.a

GRADE 8: CIV 10.b, 13.a, 14.c, HIS 1.a–b, 14.a

FIELD TRIP - GRADES 9–12

Power of the Eighth Generation

Students will explore post-contact history and its impact on public knowledge and Native identity.

We aim to initiate meaningful conversations about European-Native American interactions,

where students can identify with both points of view after learning about the diversity among Native American communities and resilience in the face of assimilation and colonial control.

HS MW: CIV 12.a, 14.a, 5.b

HS US: CIV 5.b, 5.c, 10.a, HIS 12.a, 16.b, 4.c, 15.a, 2.c

HS CG: CIV 1.a, 2.d, 5.b, 5.c, 13.a, 14.c

CLASSROOM - GRADES 9–12

“Merciless Indian Savages”:

Native Americans and the Legacy of the Declaration of Independence

Indigenous Nations were integral to creating the conditions for the U.S. War for Independence and the Declaration of Independence. Their power and influence shaped the colonial world, their resources inspired colonial greed, and their systems of governance inspired our own. In this program, students will analyze the Declaration of Independence to find the influence of Indigenous Nations, and learn how that document has shaped U.S. policy towards Indigenous people over the last 250 years.

HS MW: CIV 12.a, 14.a, 5.b

HS US: CIV 5.b, 5.c, 10.a, HIS 12.a, 16.b, 4.c, 15.a, 2.c

HS CG: CIV 1.a, 2.d, 5.b, 5.c, 13.a, 14.c





Featured Programs:

Keeler Tavern Museum & History Center

is located on four beautiful acres in the Cultural District of Ridgefield, and preserves and interprets hundreds of years of local and national history. Our interactive educational programs encourage curiosity, critical thinking, and empathy, helping audiences make connections between the past, present, and future.

FIELD TRIP PROGRAMS

Group Limit: 80 people
Length: 1 ½ hours - 3 hours
Cost: See page 4

CLASSROOM PROGRAMS

Group Limit: One class per program;
up to five programs per day
Length: 45 - 60 minutes
Cost: See page 4

TO SCHEDULE OR CONTACT

education@keelertavernmuseum.org
203.438.5485 x13

**FIND MORE
PROGRAMS HERE**



connecticutmuseum.org/ceme

KEELERTAVERNMUSEUM.ORG



FIELD TRIP - GRADES 4-12

Who Won the Battle of Ridgefield?

Students learn about the 1777 Battle of Ridgefield and its impact on the people living at T. Keeler's Inn as they tour the museum. In a second station, students analyze primary source documents featuring multiple, often conflicting, perspectives about the event and its historic context. The program culminates with a debate and vote, as students make the case for who should go down in the history books as the real "winner" of the Battle.

GRADE 4: **CIV** 12.a.

GRADE 5: **CIV** 4.a, 10.b **HIS** 6.a, 10.a, 16.b

GRADE 7: **CIV** 2.a.

GRADE 8: **CIV** 8.b **HIS** 4.a, 10.a

HS CG: **CIV** 8.b

FIELD TRIP - GRADES K-5

Creating Community

What makes a community? How do people work together to make their community a better place? Students explore the idea of what it meant to be an American in 1915—and today—through a museum tour, historic document analysis, and scavenger hunt. The stories of early 20th-century immigrants, longtime Ridgefielders, and NYC summer residents are brought to life through dozens of contemporary photographs.

GRADE K: **CIV** 2.a, 6.a, **HIS** 2.a, 9.a, 10.a

GRADE 1: **CIV** 14.a **HIS** 9.a **GEO** 5.a

GRADE 2: **CIV** 6.a, 10.a, 14.a **HIS** 4.a, 9.a

GRADE 3: **CIV** 2.a, 6.a **HIS** 10.a, 11.a

GRADE 4: **CIV** 12.a.

GRADE 5: **CIV** 10.b.

CLASSROOM - GRADES 4-12

The Declaration in Context: A Founding Document Close Reading

Students learn about the Declaration of Independence and gain deeper understanding of its profound impact on people in the 18th century and today. An opening hands-on activity sets the stage: students become historians, learning from material culture, as they analyze historic objects and speculate about their uses. After discussing historical context, students perform close readings of the Declaration: learning its parts, analyzing specific lines, and considering how the document impacted people then and now.

GRADE 4: **CIV** 12.a.

GRADE 5: **CIV** 4.a, 8.a, 14.a **HIS** 4.a, 6.a

GRADE 6: **CIV** 14.a **HIS** 2.a

GRADE 7: **CIV** 2.a

GRADE 8: **CIV** 3.a, 8.b **HIS** 4.a, 10.a

HS CG: **CIV** 4.a

CLASSROOM - GRADES K-2

Declaration Detectives

What was life like at T. Keeler's Inn in 1776, when the Declaration of Independence was signed? What jobs did people in the community have, and how did they use special objects to get their work done? Students use "detective skills"—asking questions! engaging their senses!—to discover clues as they handle historic, 250-year-old objects and search through historic documents.

GRADE K: **CIV** 2.a, 6.a **HIS** 2.a, 9.a, 19.a

GRADE 1: **CIV** 14.a **HIS** 9.a

GRADE 2: **CIV** 6.a **HIS** 12.a, 9.a, 11.a





The Litchfield Historical Society

makes the past usable, connecting our community and audiences with their history and culture to chart a way forward. Honoring the place where many of our nation's earliest leaders studied, we strengthen historical literacy to support an engaged citizenry.

FIELD TRIP PROGRAMS

Group Limit: Program dependent

Length: 45 minutes – 1 hour

Cost: See page 4

CLASSROOM PROGRAMS

Group Limit: 30 students

Length: 45 minutes – 1 hour

Cost: See page 4

TO SCHEDULE OR CONTACT

kzullo@litchfieldhistoricalsociety.org

860.567.4501

LITCHFIELDHISTORICALSOCIETY.ORG

Featured Programs:

**FIND MORE
PROGRAMS HERE**



connecticutmuseum.org/ceme



FIELD TRIP - GRADES K-2

Meet Your Museum

This program for kindergarteners introduces students to museums as welcoming spaces for learning and exploration. Through hands-on activities and opportunities for sharing, students explore how the museum is a place of collecting, preserving, and learning from historical artifacts. Using the museum exhibits to ask questions about the people, places, and events of the past, students build confidence as curious museum visitors.

GRADE K: **CIV** 1.a, 2.a, 6.a

GRADE 1: **CIV** 14.a

GRADE 2: **CIV** 6.a, 8.a

FIELD TRIP OR CLASSROOM - GRADES 3-5

Washington's Spies: Benjamin Tallmadge and the Culper Spy Ring

Litchfield resident, Benjamin Tallmadge, played a crucial role in the American Revolution. As Washington's spy master, he organized the Culper Spy ring and collected information about the British Army in New York. Decode Tallmadge's letters while trying your hands at the skills needed to be a spy in Washington's army.

GRADE 3: **CIV** 6.a, 6.b

GRADE 4: **CIV** 14.a

GRADE 5: **CIV** 8.a, 14.a

FIELD TRIP - GRADES 8-HS

Think What I Had Felt:

The Story of William Grimes

Explore Connecticut's complicated history with slavery through the life of William Grimes, author of *Life of William Grimes, the Runaway Slave*—the first narrative written by a freedom seeker of slavery in America. At a time before the abolition movement was well-known, Grimes used his unapologetic voice to argue against the injustices he faced while revealing a complexity of emotions for all he endured.

GRADE 8: **CIV** 5.a, 8.a, 14.b, 14.c

HS US: **CIV** 5.a, 5.b, 13.a, 14.a, 14.b

FIELD TRIP - GRADES 8-HS

Educating a Nation: The Litchfield Law School and Female Academy

In the years after the Revolution, two pioneering schools in Litchfield would go on to help shape the nation—the Litchfield Law School, America's first law school, and the Litchfield Female Academy, a trailblazing institution for women's education. Participants will take on the identity of students and discover the ways politics, society, and the ideals of a new nation impacted education in early America.

GRADE 8: **CIV** 4.a, 8.b,

HS CG: **CG CIV** 3.b, 4.a, 4.c, 4.d, 8.b, 14.a





Featured Programs:

Mystic Seaport Museum

is one of the largest maritime museums in the world and a leading center for maritime research and experiential education. Our campus includes a recreated coastal town set in the 1800's, a working shipyard, and a world-class collections and research center.

FIELD TRIP PROGRAMS

Group Limit: 100 Students

Length: 2 hours

Cost: See page 4

CLASSROOM PROGRAMS

Group Limit: 25 Students

Length: 1 hour

Cost: See page 4

TO SCHEDULE OR CONTACT

reservations@mysticseaport.org
[mysticseaport.org/learn/education-
program-registration](http://mysticseaport.org/learn/education-program-registration)

860.572.5331

**FIND 3 MORE
PROGRAMS HERE**



connecticutmuseum.org/ceme



MYSTICSEAPORT.ORG

FIELD TRIP - GRADES 3–8

The Letter of the Law

Students will explore Mystic Seaport Museum as they interview local “citizens” in the seaport town and discuss their opinions on a hot topic—abolish the letter “M” from view in the village! The students will learn the importance of freedom of expression and community harmony. We will then gather in a town hall meeting, putting democracy into action as we all have a chance to vote on what we think our town should do.

GRADE 3: **CIV** 1.a, 2.a, 6.a, 12.a, 13.a **HIS** 2.b, 3.a, 10.a **ECO** 3.a **GEO** 4.a, 6.a

GRADE 4: **CIV** 6.a, **ECO** 7.a **GEO** 5.a

GRADE 5: **HIS** 14.b **CIV** 4.a, 14.a **ECO** 1.a

GRADE 6: **CIV** 14.a **GEO** 4.b **ECO** 1.a, 3.a

GRADE 7: **GEO** 10.a **CIV** 2.a, 12.a, 6.a, 13.a **ECO** 4.b, 7.a

GRADE 8: **CIV** 14.b

FIELD TRIP - GRADES 2–8

Your Proud Hometown History

Connecticut’s 169 towns have many histories. The geography, people, and legends make each town unique from its neighbors. Students will learn how and why their town developed over time, discover how local inventions and industries contributed to the state and country, and understand their local government. Students will learn about their town through the lens of the Museum’s exhibits, using experiential learning to spark curiosity and inspire them to become engaged members of their communities.

GRADE 2: **CIV** 1.a, 5.a, 6.a–b **ECO** 1.a **GEO** 1.a, 2.a, 3.a **HIS** 1.a, 3.a, 4.a, 6.a, 9.a, 11.a

GRADE 3: **CIV** 2.a, 4.b, 5.a–6.b **GEO** 2.a–4.b, 6.a **HIS** 2.a–b, 3.a, 10.a, 11.a **ECO** 3.a

GRADE 4: **CIV** 14.a **ECO** 7.a **GEO** 1.a, 2.a–b, 3.a, 5.a, 7.a, 8.a, 9.a, 12.a

GRADE 5: **CIV** 4.a, 6.a, 10.b, 14.a **HIS** 1.a, 4.a, 10.a, 14.b, 16.b **ECO** 3.a, 4.a, 5.a, 15.a **GEO** 4.a, 8.a

GRADE 6: **GEO** 1.a, 2.a, 2.c, 4.b, 5.a **HIS** 2.a **CIV** 14.a **ECO** 1.a, 3.a

GRADE 7: **GEO** 8.a, 10.a **CIV** 2.a, 12.a, 6.a, 13.a

ECO 4.b, 7.a, 6.a

GRADE 8: **CIV** 8.b, 14.b

FIELD TRIP - GRADES 3–8

Stolen Sailors

Students take an interactive tour of Mystic Seaport Museum, learning about the lives of sailors in the late 19th century through a number of destinations on the museum’s campus. The focus of the tour will be on the once-legal practice of impressing sailors into commercial voyages. At the tour’s end, students will participate in a civics-based group activity designed to outline the process for designing laws and how proposed laws are passed in Congress.

GRADE 3: **HIS** 11.a **CIV** 1.a, 2.a, 6.a

GRADE 4: **CIV** 6.a **GEO** 5.a, 6.a, 7.a, 8.a, 11.a

GRADE 5: **CIV** 4.a, 10.b, 14.a **HIS** 4.a, 5.a, 14.b, 16.b **ECO** 4.a

GRADE 6: **CIV** 14.a, 6.a **GEO** 2.a, 4.b **ECO** 1.a, 3.a

GRADE 7: **CIV** 1.a, 2.a, 12.a, 6.a, 13.a **GEO** 7.a, 10.a

HIS 2.a **ECO** 4.b

GRADE 8: **CIV** 8.a, 8.b, 14.b, 10.b





Photo Credit: Defining Studio

New Haven Museum

is a vibrant center for exploring the people, places, events, and ideas that shape and define the Elm City. From its founding in 1862, the institution sought to collect, preserve, and make available for education the materials which document the history of the greater New Haven area.

FIELD TRIP PROGRAMS

Group Limit: 2 classes at a time if different programs are requested.

Length: 1 hour, 2 sessions can be booked back-to-back for 1 ½ or 2 hours

Cost: See page 4

TO SCHEDULE OR CONTACT

education@newhavenmuseum.org

203.562.4183 x111

NEWHAVENMUSEUM.ORG

Featured Programs:

**FIND 2 MORE
PROGRAMS HERE**



connecticutmuseum.org/ceme

FIELD TRIP - GRADES K-12

Building Community (Past/Present)

Participate in a highlights tour focused on New Haven's many communities and the changing city. Through storytelling and inquiry-based discussion around photographs, maps, and paintings, students will learn about individuals who helped build institutions, expanded the vote, or create sustainable change in their communities.

GRADE K: CIV 6.a, HIS 12.a, 10.a

GRADE 1: CIV 14.a HIS 3.a

GRADE 2: CIV 6.a, 8.a HIS 3.a

GRADE 3: INQ 3.A CIV 6.a HIS 3.a

GRADE 4: INQ 3.a CIV 12.a HIS 5.a

GRADE 5: INQ 3.a CIV 14.a HIS 14.c, 6.a

GRADE 8: HIS 5.a CIV 14.b

HS WH: GEO 8.a, CIV 12.a

HS US: HIS 1.a, 14.c CIV 2.a

FIELD TRIP - GRADES 4-8

Revolutionary New Haven

How did New Haven residents experience the American Revolution and fight for liberty and for the right to “life, liberty, and the pursuit of happiness”? Students will examine original artifacts, as well as hear, and discuss a range of powerful first-hand accounts. A captivating interactive projects enlarged documents and reads sources aloud, including a soldier's diary,

documents following the Battle of Lexington and the British invasion of New Haven, and a petition by enslaved individuals advocating for abolition, citing their natural rights and military service during the war.

GRADE 4: INQ 3.a CIV 12.a

GRADE 5: INQ 3.a CIV 14.a HIS 14.c, 1.a, 4.a, 6.a, 10.a, 14.e, 16.c

GRADE 6: INQ 3.a CIV 14.a HIS 2.a

GRADE 7: INQ 3.a CIV 1.a HIS 2.a

GRADE 8: INQ 3.a CIV 8.b, 10.b HIS 1.a, 6.a, 4.a, 10.a, 3.a, 2.b, 14.a

FIELD TRIP - GRADES 6-12

Amistad: Retold

Who were the people who led the Amistad Revolt and what is the significance of their uprising and the subsequent trials in our local, national, and global history? Students will interpret original and iconic works of art and primary sources in the *Amistad: Retold* exhibition, and discuss themes such as justice, freedom, liberation, as well as the actions of everyday citizens and elected officials during the trials.

GRADE 6: CIV 14.a HIS 2.a

GRADE 7: CIV 1.a, 12.a HIS 2.a

GRADE 8: INQ 3.a HIS 3.a, 12.a

HS MW: INQ 1.c, HIS 3.a

HS US: INQ 1.c, HIS 16.a

HS CG: CIV 2.c, 5.c





Featured Programs:

American Museum of Tort Law

located in Winsted, Connecticut, is the only museum of its kind in the world. Founded by Ralph Nader, it uses exhibits, artifacts, and interactive displays to explore landmark legal cases and inspire visitors to understand the connections between law, democracy, justice, and civic engagement.

FIELD TRIP PROGRAMS

Group Limit: Program dependent

Length: 60-90 minutes

Cost: See page 4

TO SCHEDULE OR CONTACT

tortmail@tortmuseum.org

860.379.0505

**FIND 2 MORE
PROGRAMS HERE**



connecticutmuseum.org/ceme

TORTMUSEUM.ORG



SUMMER CAMP - GRADES 9-12

Youth Civics Challenge: Summer Camp

Empower the civic leaders of tomorrow through the Museum's immersive summer civics camp. Over four weeks, students are encouraged to think critically and reimagine societal structures, identify and address challenges, and implement lasting solutions. Led by interns from colleges across New England, students learn through mentorship and develop impactful civic action projects, gaining the skills and confidence to effectively mobilize their ideas and become lifelong civic participants.

HS CG: **CIV** 2.c, 2.e, 5.a-b, 13.a, 14.a-b

FIELD TRIP - GRADES 6-12

We Are the Civil Remedy: Understanding the Civil Justice System

Understand the law of wrongful injuries through interactive displays, engaging exhibits, and fun activities. Students will become familiar with the U.S. justice system, the differences between civil and criminal law, the importance of trial by jury, and the impacts of tort law on society. By exposing students to real tort law cases, defenses, and other elements, students gain the critical thinking skills and knowledge to become thoughtful and informed citizens.

GRADE 6: **INQ** 4.a-4.c **CIV** 4.a

GRADE 7: **INQ** 4.a-4.c **CIV** 1.a, 2.a

GRADE 8: **INQ** 4.a-4.c, 4.e **CIV** 3.a, 8.a

HS US HIS: **CIV** 5.c.

HS CG: **CIV** 2.e, 3.b, 5.a-5.b, 13.a, 14.a-14.b

FIELD TRIP - GRADES 2-5

The Legal Eagle Guide

Explore the basics of the legal justice system by understanding what justice is, the role of our judicial system in law, government, and daily life, and how court decisions impact people and society. Through hypothetical scenarios, scavenger hunts, and other hands-on activities, students will leave understanding the impact citizens can have on their civil justice system and how critical thinking and using their voice for good can ensure the well-being and safety of others in their community.

GRADE 2: **INQ** 4.a- 4.e **CIV** 6.a, 8.a, 10.a, 14.a

GRADE 3: **INQ** 2.a, 4.b, 4.c **CIV** 2.a, 6.a, 12.a

GRADE 4: **INQ** 4.b- 4.c **CIV** 6.a, 12.a, 14.a

GRADE 5: **INQ** 4.b-4.c **CIV** 5.a, 10.b

CLASSROOM OR FIELD TRIP - GRADES 6 - 8

Being Your Own Best Teacher

Learn how to be an active and engaged citizen by becoming your own best teacher. Inspired by Claire Nader's book, *You Are Your Own Best Teacher*, students will participate in thought exercises that encourage them to ask questions, develop media literacy, analyze and identify community issues, and propose solutions. Students will reflect on their impact and how their actions can make a positive difference in the community.

GRADE 6: **INQ** 4.c, 4.f **CIV** 14.a **HIS** 2.a

GRADE 7: **INQ** 4.a-4.c, 4.f **CIV** 1.a, 2.a **HIS** 2.a

GRADE 8: **INQ** 1.b, 4.b, 4.d-4.e **CIV** 8.a.





Featured Programs:

The Last Green Valley

National Heritage Corridor is comprised of 35 towns in eastern Connecticut and south-central Massachusetts and was designated by Congress in 1994. The Last Green Valley, Inc. (TLGV) is the non-profit organization designated to manage the Corridor and works with our partners to conserve and celebrate the region's natural, historical, and cultural heritage.

CLASSROOM PROGRAMS

Group Limit: 35 students per session,
4 sessions max

Length: 1 ½ - 2 hours

Cost: See page 4

TO SCHEDULE OR CONTACT

thap@tlgv.org

860.774.3300

FIND 1 MORE
PROGRAM HERE



connecticutmuseum.org/ceme

THELASTGREENVALLEY.ORG



CLASSROOM - GRADES K–12

The Ways of the Watershed

Students will explore how water flows across the landscape. Through discussion and investigation, students will distinguish between point source and nonpoint source pollution, examine how rain and snowmelt carry pollutants into local waterways, and learn how storm drain systems transport runoff directly to water bodies. TLGV staff will demonstrate this by using a model watershed. Students will also identify practical actions individuals can take to help prevent nonpoint source pollution and protect local water quality.

GRADE K: **CIV** 6.a **INQ** 2.a **GEO** 1.a, 2.a **ECO** 3.a, 4.a **HIS** 2.a

GRADE 1: **CIV** 14.a **INQ** 2.a–4.e **GEO** 4.a, 5.a, 8.a, 9.a, 12.a **ECO** 4.a

GRADE 2: **CIV** 5.a, 6.a, 10.a **INQ** 2.a, 4.e **HIS** 4.a **GEO** 4.a **ECO** 12.a

GRADE 3: **CIV** 13.a **INQ** 1.a, 2.a, 4.f **GEO** 6.a, 8.a **ECO** 13.a

GRADE 4: **INQ** 1.a, 2.a, 4.f **GEO** 7.a

GRADE 5: **INQ** 4.f **GEO** 4.a, 8.a

GRADE 6: **CIV** 14.a **INQ** 4.f **GEO** 4.b

GRADE 7: **INQ** 4.f **GEO** 9.a, 10.b

GRADE 8: **INQ** 1.b, 3.c, 4.f

HS MW: **INQ** 4.e, 4.f

HS US: **INQ** 4.f

HS CG: **CIV** 8.b, 5.a, 5.c **INQ** 4.e, 4.f

CLASSROOM - GRADES K–12

Saving the Eagles

Students will examine how environmental laws and policies are used to protect ecosystems and wildlife. With reference to *Silent Spring* by Rachel Carson and the historical ban of DDT, students will explore the relationship between science, public awareness, and environmental policy. While DDT has been banned, we are facing

a similar dilemma with pesticide use. Students will develop and propose their own law aimed at protecting wildlife while balancing human and environmental needs.

GRADE K: **CIV** 6.a **INQ** 2.a **HIS** 12.a

GRADE 1: **CIV** 14.a **INQ** 2.a–4.e **GEO** 5.a

GRADE 2: **CIV** 6.a, 10.a **INQ** 2.a, 4.e **HIS** 4.a **ECO** 13.a **GEO** 4.a

GRADE 3: **CIV** 13.a **INQ** 2.a, 4.b, 4.c

GRADE 4: **GEO** 12.a

GRADE 5: **CIV** 10.b, **INQ** 2.a, 4.c, 4.e

GRADE 6: **INQ** 4.f **HIS** 2.a **GEO** 4.b

GRADE 7: **INQ** 4.f **CIV** 13.a

GRADE 8: **INQ** 1.b, 4.e, 4.f

HS MW: **INQ** 4.e, 4.f **HIS** 5.b

HS CG: **CIV** 5.a, 5.c **INQ** 4.e, 4.f

CLASSROOM - GRADES K–12

Recycling for our Communities

Students will investigate what materials are accepted or not in recycling bins and examine why proper recycling practices are important for protecting the environment and improving waste management systems. Through hands-on sorting activities, students will categorize materials based on the correct disposal method and evaluate how long different materials take to decompose—if they decompose at all. Students will develop an understanding of the environmental impacts of waste and the importance of responsible recycling habits.

GRADE K: **CIV** 6.a **INQ** 1.a, 4.f

GRADE 1: **CIV** 14.a **INQ** 3.a, 4.e **GEO** 5.a **ECO** 14.a–15.b

GRADE 2: **CIV** 5.a, 6.a, 10.a **INQ** 4.e

GRADE 3: **CIV** 13.a **INQ** 4.f

GRADE 4: **CIV** 14.a, **INQ** 4.f, **ECO** 7.a

GRADE 5: **CIV** 10.b, **INQ** 4.f, 4.c

GRADE 6: **CIV** 14.a, **INQ** 4.f, 4.e

GRADE 7: **INQ** 4.f **ECO** 7.a, 6.a

GRADE 8: **INQ** 4.f, 4.e

HS MW: **INQ** 4.e, 4.f **GEO** 4.a **HIS** 2.d

HS US: **INQ** 4.f

HS CG: **INQ** 4.e, 4.f





Featured Programs:

The Mark Twain House & Museum

Samuel Clemens, better known as Mark Twain, changed the way the world sees America and the way Americans see themselves. At his historic home in Hartford, we carry on his legacy with programs that foster critical thinking, social justice, and creativity.

Group Limit: 70 people, including teachers and chaperones

Length: 1 ½ – 3 hours, depending on group size and additional components

Cost: See page 4

TO SCHEDULE OR CONTACT

schooltour@marktwainhouse.org

860.280.3130

**FIND 2 MORE
PROGRAMS HERE**



connecticutmuseum.org/ceme

MARKTWAINHOUSE.ORG

FIELD TRIP - GRADES K-3

Growing Up in the Gilded Age

In this interactive tour, young students explore the everyday lives of the Clemens daughters—the books, games, and songs they loved, the subjects they studied, and the people they interacted with. Led by an experienced guide, this inquiry-based tour invites students to think about a house as a source for understanding the past and to think about the ways that childhood and family life in the Gilded Age were similar and different to their own.

GRADE K: CIV 1.a-3.a **6.a HIS** 2.a

GRADE 1: CIV 12.a, **HIS** 9.a, **GEO** 8.a

GRADE 2: CIV 6.a-b, 14.a **HIS** 1.a, 4.a

GRADE 3: CIV 6.a-b **HIS** 1.a **GEO** 6.a

FIELD TRIP - GRADES 3-5

A Place for Every Thing

In this hands-on program and tour, students learn what it was like to live and work in Gilded Age Hartford by exploring the everyday objects used by parents, children, staff members, and visitors. It encourages them to think about the various roles people play in their homes and communities, helping them draw connections between their lives and the lives of Hartford residents more than 100 years ago.

GRADE 3: CIV 6.a-b **HIS** 1.a 9.a-11.a

GRADE 4: CIV 6.a, 12.a **GEO** 5.a, 7-8.a

GRADE 5: CIV 4.b, 6.a, 10.b **ECO** 4.a

FIELD TRIP - GRADES 6-8

Sam's Specials

In this program, students explore how climate, culture, and trade relationships shape the foods we have access to and the foods we come to love. Using historical grocery listings from cities around the country, students work in teams to determine where Twain could have eaten some of his favorite meals, considering the way Twain's life as a traveler informed his tastes and thinking about the contemporary relationships and policies that have shaped their own.

GRADE 6: GEO 2.a, 5.a-b, 6.a-b, **ECO** 4.a

GRADE 7: CIV 12.a **GEO** 10.a-b **ECO** 6.a

GRADE 8: HIS 14.a, **GEO** 11.a, **ECO** 1.a

CLASSROOM OR FIELD TRIP - GRADES 9-12

How to Reform a Conscience

How does someone come to believe the views they were raised with were wrong—and how do they change those long-held views? Using an array of primary sources, students in this program explore how Twain came to recognize the ways that white supremacy had deformed both the national conscience and his own and compare the ways he and other 19th-century American writers and activists successfully—and not-so-successfully—worked towards national and personal reform.

HS US: CIV 5.a, 13.a, 14.a

HS CG: CIV 4.c-d, 5.b-c, 10.a, 14.a **HIS** 5.b



Connecticut Museum of Culture and History
One Elizabeth St.
Hartford, CT 06105



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