

## Fruitlands Farmhouse

### Relevant Themes

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| <ul style="list-style-type: none"> <li>• The Transcendentalist movement</li> <li>• 19<sup>th</sup> century America</li> <li>• Bronson Alcott, Emerson, Thoreau, Margaret Fuller</li> <li>• Louisa May Alcott</li> <li>• Slavery</li> <li>• Women's rights</li> </ul> | <ul style="list-style-type: none"> <li>• Education</li> <li>• Philosophy</li> <li>• Ecology</li> <li>• Government</li> <li>• Literature</li> <li>• Westward expansion</li> </ul> |
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### Curriculum Connections

#### *History & Social Science*

##### *US History I*

Political Democratization, Westward Expansion, and Diplomatic Developments, 1790-1860

- USI.26: Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon trails.
- USI.29 Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture.
- USI.30 Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education.
- USI.31 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism.
- USI.33 Analyze the goals and effect of the antebellum women's suffrage movement.
  - Margaret Fuller
- USI.34 Analyze the emergence of the Transcendentalist movement through the writings of Ralph Waldo Emerson and Henry David Thoreau.

#### *English/Language Arts*

##### *Reading and Literature*

- Section 9, Making Connections
  - 9.6 Relate a literary work to primary source documents of its literary period or historical setting.
  - 9.7 Relate a literary work to the seminal ideas of its time.

##### *Appendix A, American Authors:*

- Ralph Waldo Emerson
- Henry David Thoreau
- Louisa May Alcott (Grades 5-8)

## Shaker Museum

### Relevant Themes

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| <ul style="list-style-type: none"> <li>• Shaker religion and way of life</li> <li>• 18<sup>th</sup> and 19<sup>th</sup> century America</li> <li>• Religious movements</li> <li>• Women's rights</li> </ul> | <ul style="list-style-type: none"> <li>• Pacifism</li> <li>• Communal living</li> <li>• Shaker architecture</li> <li>• Shaker inventions &amp; technology</li> </ul> |
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### Curriculum Connections

#### *History & Social Science*

##### *US History I*

- USI.32 Describe important religious trends that shaped antebellum America.
- USI.28 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America.
  - the roles of women in New England textile factories

#### *Arts*

##### *Appendix A: Arts in World and United States History*

- Arts in United States History: Expansion, Reform, and Economic Growth (1800-1861)
  - Architecture: Shaker architecture such as in meeting houses throughout New York and New England; Shaker furniture design

## Indian Museum

### Relevant Themes

- History of the continent
- History of the American Native People
- Interaction between the Native People and the European settlers
- Archaeology
- Native American art

### Curriculum Connections

#### *History & Social Science*

##### *US History I*

- USI.24 Describe the election of 1828, the importance of Jacksonian democracy, and Jackson's actions as President.
  - Jackson's policy of Indian Removal
- USI.26 Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon trails
  - the Cherokees' Trail of Tears

##### *US History II*

- USII.4 Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians.

#### *English/Language Arts*

##### *Composition*

- Works relating to the experiences of the Native Americans

#### *Arts*

##### *Appendix A: Arts in World and United States History*

- Arts in World History: The Age of Revolutionary Change (c. 1700-1914)
  - Americas: Native American basketry; Tlingit and other Northwest Coast sculpture, including elaborate masks, totem poles, weavings; buckskin, beadwork, and quilled objects
- Arts in World History: The World in the Era of the Great Wars (c. 1900-1945)
  - Americas: Hopi pottery and basketry, Zuni pottery, Ojibwa art, Navajo painting and weaving
- Arts in United States History: Early America and Americans (Beginnings to 1650)
  - Highly developed and organized native American civilizations in North, Central, and South America
- Arts in United States History: Settlements, Colonies, and Emerging American Identity (1600-1763)
  - Native American artwork; European travelers record their impressions of native work, including settlements in the East and in the 18<sup>th</sup> century, Northwest Coast masks, metalwork, sculpture
- Arts in United States History: Expansion, Reform, and Economic Growth (1800-1861)
  - Native American
    - Plains: Indian tipis, bead and featherwork
    - Southwest: weaving, such as Navajo blankets and pottery
    - Northwest Coast: masks, totem poles, woodcarving and metalwork
  - As Native Americans are moved west by federal policy, increasing interest on the part of some European Americans in collecting and documenting Indian artifacts and ways of life

## Picture Gallery

### Relevant Themes

- History of American Art
- The Hudson River School
- American portraits & landscapes
- 19<sup>th</sup> century New England
- Shaker themes

### Curriculum Connections

#### *Arts*

##### *The Arts Disciplines: Visual Arts*

- Standard 5: Critical Response
  - 5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary
  - 5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form
  - 5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work
  - 5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor
  - 5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art

#### *Connections*

- Standard 6: Purposes and Meanings in the Arts
  - 6.5 Interpret the meanings of artistic works based on evidence from artists' biographies, autobiographies, or videotaped or written interviews
  - 6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns
  - Compare examples of works in one arts domain from several periods or cultures and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events
  - 6.8 Compare examples of works from several arts domains within a period or culture and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or political events
- Standard 7: Roles of Artists in Communities
  - 7.8 Analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods
- Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change
  - 8.6 Classify works from the United States and world cultures by genre, style, and historical period; explain why the works exemplify a particular genre, style, or period
  - 8.7 Identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work
  - 8.8 Identify the stylistic features of a given work and explain how they related to aesthetic tradition and historical cultural contexts
  - 8.9 Identify examples of innovation and tradition in the arts, and explain the works in relation to historical and cultural contexts
  - 8.10 Identify the variants within the style of a particular time period, and describe the advantages and limitations of using the concept of style to describe and analyze the work of a particular period or culture
  - 8.11 Identify and analyze examples of artistic and/or literary allusions in works of dance, music, theatre, and visual architecture

#### *Appendix A: Arts in World and United States History*

- Arts in United States History: Expansion, Reform, and Economic Growth (1800-1861)
  - Painting: The Hudson River School, American Romanticism: Thomas Cole

## **Primary Sources**

### **Relevant Themes**

- Understanding historical documents
- Primary source research

### **Curriculum Connections**

#### ***English/Language Arts***

Grades 9-12 Learning Standards:

##### *Language*

- Section 2, Questioning, Listening, Contributing
  - 2.5 Summarize in a coherent and organized way information and ideas learned from a focused discussion.
  - 2.6 Analyze differences in response to focused group discussion in an organized and systematic way.

##### *Reading and Literature*

- Section 8, Understanding a Text
  - 8.30 Identify and interpret themes and give supporting evidence from a text.
  - 8.31 Analyze the logic and use of evidence in an author's argument.
  - 8.32 Identify and analyze the point(s) of view in a literary work.
  - 8.33 Analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood.
  - 8.34 Analyze and evaluate the logic and use of evidence in an author's argument.
- Section 9, Making Connections
  - 9.6 Relate a literary work to primary source documents of its literary period or historical setting.
  - 9.7 Relate a literary work to the seminal ideas of its time.
- Section 11, Theme
  - 11.5 Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life, and provide support from the text for the identified themes.
  - 11.6 Apply knowledge of the concept that a text can contain more than one theme.
- Section 13, Nonfiction
  - 13.24 Analyze the logic and use of evidence in an author's argument.
  - 13.25 Analyze and explain the structure and elements of nonfiction works.
  - 13.26 Analyze and evaluate the logic and use of evidence in an author's argument.
  - 13.27 Analyze, explain, and evaluate how authors use the elements of non-fiction to achieve their purposes.

##### *Composition*

- Section 24, Research
  - 24.5 Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research.

##### *Appendix A, American Authors:*

- Ralph Waldo Emerson
- Henry David Thoreau
- Louisa May Alcott (Grades 5-8)
- Works relating to the experiences of the Native Americans

***The selected works also tie into the History & Social Science and Art curriculum frameworks mentioned in the above descriptions of our museums here at Fruitlands.***