

Visit to All Four of Fruitlands' Museums

Program Outline:

- Guided tour through all of the museums at Fruitlands
 - The Fruitlands Farmhouse museum is an 18th century farmhouse that was home to the Alcott family in 1842-43 when they decided to separate from society in order to form a transcendentalist community
 - The Shaker museum is a real Shaker building that was moved to Fruitlands from the Harvard Shaker village, the museum contains Shaker-made objects and tells the story of Shaker beliefs and life in the community
 - The Indian museum displays artifacts from Native people from throughout this country including the Northeast, Plains, Southwest, and the Northwest coast
 - The Picture gallery celebrates American art, particularly landscapes from the Hudson River school and primitive portraits and marriage portraits from New England

Curriculum Connections:

History/Social Science	English Language Arts	Arts
<ul style="list-style-type: none"> • Students study pre-Columbian civilizations in the New World, Early settlements in North America. • The political, economic, and social development of the English colonies in the 17th and 18th centuries. <p><i>History and Geography:</i></p> <ol style="list-style-type: none"> 1. Identify ways of dating historical narratives. 2. Interpret timelines of events studied. 3. Observe and identify details in cartoons, photographs, charts, and graphs relating to a historical narrative. <p><i>Civics and Government:</i></p> <ol style="list-style-type: none"> 9. Define and use correctly words related to government: citizen, suffrage, rights, representation, federal, state, county, and municipal. <p><i>Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700:</i></p> <ol style="list-style-type: none"> 5.6. Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them such as the Pequot and King Philip's Wars in New England. (continued on reverse) 5.8. Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the Puritans. <p><i>The Growth of the Republic:</i></p> <ol style="list-style-type: none"> 5.30. Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves in the US. 5.33. Explain the reasons why pioneers moved west from the beginning to the middle of the 19th century, and describe their lives on the frontier. 5.34. Identify the key issues that contributed to the onset of the Civil War. 	<p><i>Reading/Literature:</i></p> <ol style="list-style-type: none"> 9.4. Relate a literary work to information about its setting. 16.7. Compare traditional literature from different cultures. <p><i>Composition:</i></p> <ol style="list-style-type: none"> 20.3. Make distinctions among fiction, non-fiction, dramatic literature, and poetry. <p><i>Appendix - Traditional Literature:</i></p> <p>Myths and legends of indigenous peoples of North America.</p> <p><i>Appendix - American Authors:</i></p> <p>Louisa May Alcott.</p>	<p><i>Visual Arts, Standard 5: Critical Response:</i></p> <ol style="list-style-type: none"> 5.5. Students will demonstrate the ability to recognize and describe the visual, spatial, and tactile characteristics of their own work and that of others. 5.6. Students will demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas, for example, literal representations, simplification, abstraction, or symbolism. 5.7. Students will demonstrate a fundamental awareness of architectural styles and the ways that these have influenced painting and sculpture.