



**The Shirley-Eustis House Association  
Pre-Scheduled School Programming  
MCF Social Studies Standards Section H, G, E, C  
(Direct Focus for all Programming across the Curriculum will be upon  
Compare/Contrast; Unity/Diversity; Conflict/Cooperation)**

### **Pre K-K**

**PreK–K.1** Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H)

**PreK–K.8** Give examples of different kinds of jobs that people do, including the work they do at home. (E)

**PreK–K.9** Explain why people work (e.g., to earn money in order to buy things they want). (E)

**PreK–K.10** Give examples of the things that people buy with the money they earn. (E)

- Colonial Dame School (H, G, E)
- Holidays of Early New England (H, G)
- A Day in the Life of an 18th Century Servant (H, G, E)
- Call Me Madam: At Home with Caroline Langdon Eustis (H, G)

### **Grade 1**

**1.5** Give reasons for celebrating the events or people commemorated in national and Massachusetts holidays. On a calendar for the current year, identify the months for Labor Day, Columbus Day, Veterans' Day, Thanksgiving, Presidents' Day, Patriots' Day, Memorial Day, Flag Day, and Independence Day. (H, C, G)

**1.7** After reading or listening to folktales, legends, and stories from America and from around the world describe the main characters and their qualities. (H)

- Holidays of Early New England (H,G)
- Call Me Madam: At Home with Caroline Langdon Eustis (H, G)

### **Grade 3**

**3.3** Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony. (H, G, C, E)

**3.4** Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts. (H, E, C)

**3.12** Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)

- The Age of Medicine and Midwifery (H, G, E)
  - Puritans and Indians at Shaumutt (H,G,E,C) (Spring 2012)
  - History Beneath Our Feet (H,G,E)
  - They Behaved Very Cleverly: Diaries, Journals, and Letters as “Clues to the Past” “R” (H,G,E)
  - A Day in the Life of an 18<sup>th</sup> Century Servant (H,G,E)
  - Call Me Madam: At Home with Caroline Langdon Eustis (H)
  - Talk of the Town: The Puritans Town Meeting (Can be Customized to Meet Any Civics/Government Issues or can be a generically presented program that focuses on daily community issues)(H,G,C)
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## Grade 4

**4.4** Describe important technologies of China

**4.7** After visiting a museum, listening to a museum educator in school, or conducting research in the library, describe an animal, person, building, or design depicted in an ancient Chinese work of art. (H, G)

**4.14** Identify the five different European countries (France, Spain, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language. (H, G)

**4.15** Describe the diverse nature of the American people by identifying the distinctive contributions to American culture.

- Pelts, Porcelain, and *Proffits*: Captain James Magee (H,G,E,C) (Spring 2012)
  - Puritans and Indians at Shaumutt (H,G,E,C) (Spring 2012)
  - History Beneath Our Feet (H, G, E)
  - Call Me Madam: At Home with Caroline Langdon Eustis (H, G)
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## Grade 5

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**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. (H, G, E)

**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. (H, C)

**5.9** Explain the reasons that the language, political institutions, and political principles of

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what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. (H, C)

**5.10** On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century. (H, G, E)

**5.11** Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using historical societies and museums as needed. (H, E)

**5.13** Identify the founders and the reasons for the establishment of educational institutions in the colonies (grammar schools and colleges such as Harvard and the College of William and Mary). (H)

**5.14** Explain the development of colonial governments and describe how these developments contributed to the Revolution. (H, G, E, C)

**5.15** Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. (H, C, E)

**5.28** Identify the changes in voting qualifications between 1787 and 1820 (e.g., the abolition of property requirements), and compare who could vote in local, state, and national elections in the U.S. with who could vote in England, France, and Russia. (H, C)

**5-31** Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism. (H)

**5.33** Explain the importance of the China trade and the whaling industry to 19th century New England, and give examples of imports from China. (H)

- Pelts, Porcelain and *Proffits*: Captain James Magee (H, E, G) (Spring 2012)
  - Going to School in Colonial Boston “**R**” (H, G, E)
  - Puritans and Indians at Shaumutt (H, G, E, C) (Spring 2012)
  - Talk of the Town: Royal Governor William Shirley’s Dilemma/Town Meeting during the Seven Years War Era(Can be Customized to Meet Any Civics/Government Issues or can be a generically presented program that focuses on daily community issues) “**G**” (E,H,G,C)
  - “Adam and Eaves:” Governor William Kyle Eustis Federal House Tour (H, G, E, C)
  - The Age of Medicine and Midwifery (H,E, G, C)
  - Call Me Madam: At Home with Caroline Langdon Eustis (H, G)
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## **Professional Development for Teachers**

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- National History Day Seminars/AP Mentoring
- Indian History Workshops