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# Social Studies

Ashford School

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# Social Studies Standards Framework

5 Different types of standards:

Inquiry

History

Geography

Civics

Economics

\*\*Currently the Social Studies Standards are being updated by the state, but they have not been released yet.

We follow the standards in the Connecticut Social Studies Framework.

# **Ashford School Social Studies Committee**

**Brittany Brown - Sixth Grade**

**Stephen Caldwell - Seventh and Eighth Grade**

**Elissa Turcotte - Third Grade**

**Our purpose is to provide resources and guidance in teaching social studies standards to our fellow teachers.**

# Ashford School Social Studies Announcements

Since the beginning of the 2022-2023 school year, Mr. Caldwell and Mrs. Turcotte have made social studies videos focusing on the U.S. Constitution and U.S. history to be shown during morning announcements. Here are some examples.

[SSA 2](#)

[SSA 3](#)

# Topics for Ashford School Social Studies Announcements

- **History of the U.S. Constitution (Why We Became Our Own Country/ Articles of Confederation / Constitutional Convention)**
- **Three Branches of U.S. Government**
- **November 2022 Election = Focus on the Importance of Knowing Issues and Voting (CT Governor's Race / U.S. Congressional Race / U.S. Senate Race)**
- **How the Electoral College Works**
- **Presidential Quizzes**
- **U.S. Citizenship**
- **State of the Union Address**
- **Washington Monument**
- **Federal Budget**

# Veterans Day Appreciation

The Ashford School community collaborated to honor veterans.

- **Students studied the history of Veterans Day, wrote letters to veterans, and made commemorative stars for special veterans in their lives.**
- **Students and staff collected items for “Backpacks for Life” / Veterans’ Base Camp Chaplin, CT.**
- **Mrs. Brodoff, our art teacher, guided students in making patriotic art, which was displayed throughout the school.**

# Veterans Day Appreciation

- **Ashford School welcomed more than eighty veterans, 110 people total including guests, to our school for a breakfast and assembly.**
- **Breakfast = food donations from staff / middle school students assisted greeting and serving guests**
- **Assembly = Mrs. Capozziello's symphony band and Ms. Roque's chorale provided music / Ashford Boy Scouts presented flags / guest speakers from Veterans' Base Camp / Mr. Horn's class with the help of Dr. Levine made a video thanking veterans for their service**

## **Preschool – Fourth-Grade**

**Each grade level, preschool through fourth-grade, provided a list of some of the main standards that are covered in the classroom. It is not a complete list of all of the social studies standards addressed.**

**Each of these grade levels also included a social studies project description that they wanted to share.**

# Preschool

**Early learning experiences will support children to**

- **Understand self, family, and a diverse community**
- **Learn about people and the environment**
- **Develop an understanding of economic systems and resources**
- **Understand change over time**

# Preschool Project

**The children learn vocabulary and basic economic concepts through our various dramatic play centers**

- **engage in pretend play as workers/cashiers and or customers through play experience**
- **turn the dramatic play center into other businesses that include: apple orchard, pumpkin patch, auto repair shop, restaurant, bakery, flower shop, post office, vet office, and more.**
- **go on field trips (ex. grocery store and pumpkin patch)**

# Kindergarten

- **Explain the similarities and differences between life in the past and present**
- **Understand the rules, roles and responsibilities within communities and families**
- **Understand the purpose of basic features on a maps**
- **Identify the difference between what we need and what we want**

# Kindergarten Project

The Primary Students love when community members come by to share an interest, hobby or profession. During Fire Prevention Week

- **students talk with members of the Ashford Volunteer Fire Department**
- **emergency vehicles - ambulance / firetruck**
- **firefighters emphasize the importance of fire safety, and they lead a discussion about how kids should handle an emergency.**
- **students get to see a firefighter put on all of the gear so they understand that there is no need to be frightened by the helper underneath.**
- **AVFD Members bring plastic fire hats for everyone so the students each have a souvenir from the visit.**
- **students extend their learning through play and by telling their families what they saw and learned.**

# First-Grade

- **Compare life in the past to life in the present**
- **Explain how all people play an important role in a community**
- **Understand how needs and wants affect how we live**
- **Understand how someone's life is different based on where they live**

# First-Grade Project

We have a grade 1-2 Earth Day event every year. Each classroom has a different theme. Students choose which activities in which they want to participate and rotate through those activities throughout the day.

- Nature trail walk
- Recycling - recyclable art
- Planting seeds
- Making walking sticks
- Learning about birds

We learn about being responsible citizens who care for our world.

## Second-Grade

- **Identify cultural and environmental characteristics of a place / region**
- **Describe how communities work to accomplish common tasks and establish responsibilities**
- **Describe the goods and services produced in the local community and those in other communities**

# Second-Grade Project

## Second-grade

- **recently learned about local natural resources by tapping a sugar maple tree growing on the nature trail behind the school.**
- **read about how maple syrup and maple products are made before going out on the trail to put their learning in action.**
- **boiled down the sap they collected to observe the rest of the process.**

## Third-Grade

- **Construct maps and other representations of both familiar and unfamiliar places**
- **Study how the three branches of government work together**
- **Compare and contrast life in historical time periods to life today**
- **Generate questions about individuals who have shaped significant historical changes**

# Third-Grade Persuasive Writing Project

Third graders have studied the National Mall in Washington, D.C. During Women's History Month, third graders will study women that exemplify excellent citizenship traits. Here are some of the women we will study.

- Jane Addams
- Clara Barton
- Dolores Huerta
- Eleanor Roosevelt - currently on National Mall as part of FDR Memorial
- Elizabeth Cady Stanton
- Harriet Tubman

Third graders will then choose one woman that they think should be represented on the National Mall and write a persuasive letter to our U.S. Congress explaining why this should happen. Students will work with art teacher to design a monument honoring that individual. INQ 3-5.12 / CIV 3.4 / HIST 3.3

# Fourth-Grade

**Fourth grade focuses on themes regarding to the United States:**

- **culture,**
- **economy,**
- **geography,**
- **& climate.**

**In addition, fourth grade studies regions of the United States and Westward Expansion.**

# Fourth-Grade Project

**Fourth graders' knowledge of the United States regions will culminate at the end of the year in an all encompassing state project. Students will**

- **use research and note-taking skills to explore the four social studies themes of culture, climate, geography, and economy.**
- **dress in state attire and persuade their audience that their state is a necessary stop on their next road trip adventure!**

# 5th & 6th Grade Units

## 5th Grade

- Social Literacy
- Indigenous people
- Early colonization
- American Revolution

## 6th Grade

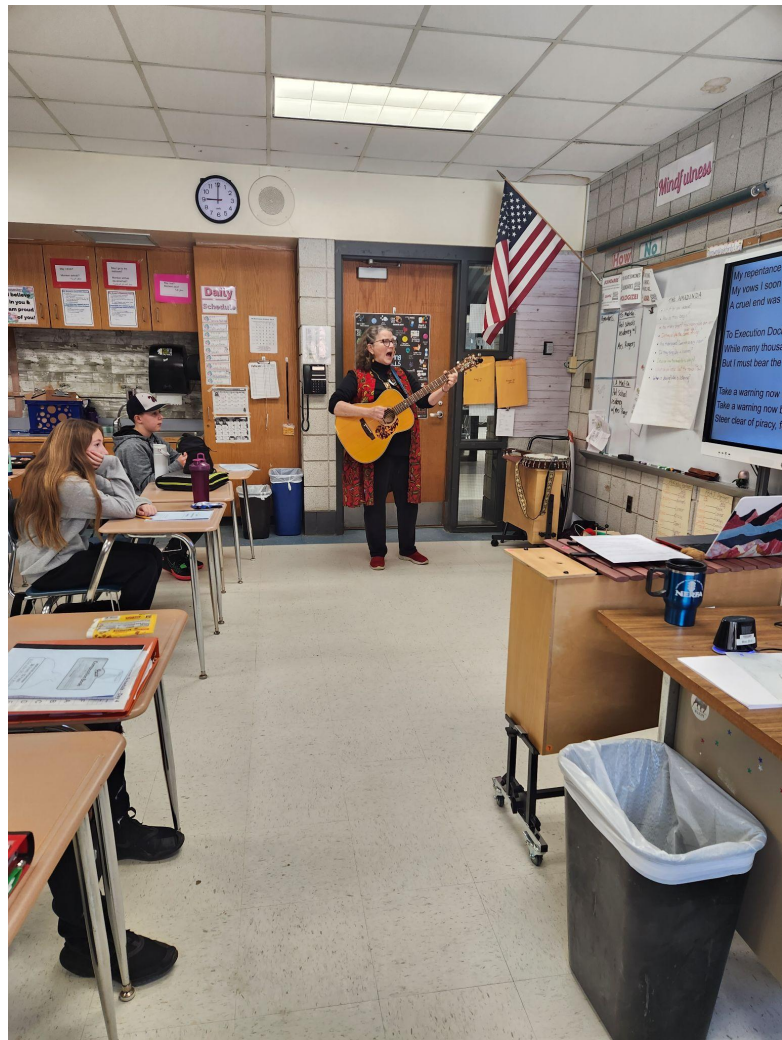
- 5 Themes of Geography
- South America
- Eastern Europe & the Holocaust
- Africa

# Happening now!! 6th grade unit-Africa

- Kicking off the unit with a cultural connection to a classroom in Uganda.
- Students have been zooming in with students from Uganda once a week for a total of 5 sessions.
- The purpose is to teach and learn about each other's cultures through storytelling (specifically fairy tales), song, dance and other art forms.
- Sally Rogers, one of our HOT schools residents, will be coming in person to help the students learn the musical patterns of ballads and to use those patterns to write a song retelling the story of Cinderella
- Students will be doing an "info-formance" on March 27th at 9am.
- You are invited, as well as parents and the 1-3rd grade students



# Abantu MuBuntu (people in harmony)





Ashford 6th grade



Frank Kajengure



Ashford 6th grade



Frank Katoora



Ashford 6th grade



Frank Kajengure



Ashford 6th grade



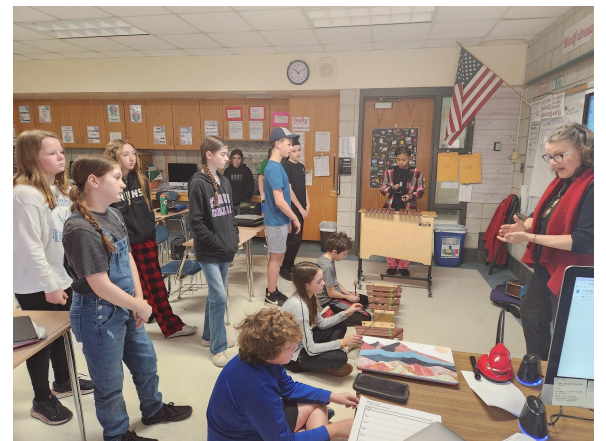
Frank Katoora



shford 6th grade



Frank Katoora



# 7th & 8th Grade

7th Grade: Geography & World Cultures *Focus is on Europe, the Middle East, and Asia.*

- Major Units - Physical Geography, Mesopotamia, Egypt, Greece, Rome, Middle Ages, China, Mongolia, Japan, Renaissance, & the Age of Discovery.

8th Grade - U.S. History until 1890's.

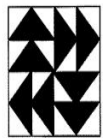
- 8th Grade: U.S. History to 1890 (1890 to present done in high school)
- Major Units - Colonial America, Revolutionary War, U.S. Government, Westward Expansion, Slavery and the Abolitionist Movement, U.S. Civil War, Reconstruction, End of the Frontier, & the Gilded Age and industrialization.
- We use projects, mini-lessons, primary and secondary source analysis, and discussions to access content.

Follows the standards and pacing in the Connecticut Social Studies Framework.

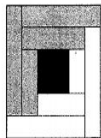
# Example of a Document Based Question Essay Project: 8th Grade

- Students analyze primary and secondary sources, and use them to write an essay on the topic. Our most recent one is on the Underground Railroad.
- Main Standards addressed:
  - HIST 8.8 Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
  - HIST 8.10 Organize applicable evidence into a coherent argument about the past.

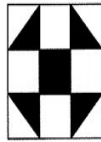
Document 10: Freedom Quilt Symbols



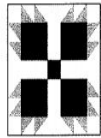
Flying Geese  
Follow the geese,  
they will fly north



Log Cabin  
This is a safe house  
to seek shelter in



Shoofly  
There is a friendly  
guide nearby



Bear's Paw  
Follow bear tracks  
to clean water

Abolitionists used patterns made into quilts to help slaves along their route to freedom. There were many symbols in addition to the ones pictures above.



"If you hear the dogs, keep going. If you see the torches in the woods, keep going. If there's shouting after you, keep going. Don't ever stop. Keep going. If you want a taste of freedom, keep going."

Tubman made 19 trips to Maryland and helped 300 people to freedom. During these dangerous journeys she helped rescue members of her own family, including her 70-year-old parents.

"[I guess] I could be called a 'conductor' on the underground railway, only we didn't call it that then. I don't know as we called it anything; we just knew there was a lot of slaves always a-wantin' to get free, and I had to help 'em."