

Program(s)	Age/Grade	MA Curriculum Standard	Museum Exhibits/Galleries
<p>Go to Sea Shoreside Business Wind Power Marine Ecology</p>	<p>Pre-K - Grade 2</p>	<p>Science, Technology and Engineering (STE) 2017 History and Social Science (HSS)</p> <p><u>Pre-K</u> *observe plants & animals, the moon & sun *investigate pitch & volume, shadow & light, liquids & solids & how things move *sort by observable properties</p> <p><u>K</u> *plants and animals basic needs and how they meet them *how plants and animals change their environment *effect of temperature on weather and materials (solid/liquid) *investigate motion of objects by changing the strength and direction of push and pull</p> <p><u>Grade 1 (Patterns)</u> *movement of sun, moon, stars *seasonal changes in weather (temp./rainfall) *how animals use body parts & senses to survive *observe & classify plants & animals (common behavior & appearance)</p> <p><u>Grade 2 Wholes & Parts</u> *environment as provider of food, water and shelter for living things *landforms and water bodies and how they are shaped by wind and flowing water *classify materials by similar properties & functions</p>	<p>Discovery Center</p>

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<p>History & Highlights</p> <p>History of Newburyport & highlights of the collection</p>	<p>All</p>	<p>STE, HSS</p> <p>Maritime history of Newbury/Newburyport; history of Marine Society; history of U.S. Customs Service & Custom House building in Nbpt.; highlights of museum collection</p>	<p>All</p>
<p>Colonial Newburyport</p> <p>Life in a maritime community at home and at sea.</p>	<p>Grade 3 & Up</p>	<p>History and Social Science (HSS)</p> <p>Grade 3</p> <p>Topic 5 (3.T5)</p> <p>No. 2 Using visual primary sources such as paintings, artifacts, historic buildings, or text sources, analyze details of daily life, housing, education, and work of the Puritan men, women, and children of the Mass. Bay Colony, including self-employed farmers and artisans, indentured servants, employees, and enslaved people.</p> <p>No. 5 Explain the importance of maritime commerce and the practice of bartering - exchanging goods or services without payment in money - in the development of the economy of colonial Massachusetts, using materials from historical societies and history museums as reference materials</p> <p>a. the fishing and shipbuilding industries</p> <p>b. trans-Atlantic and Caribbean trade, especially the Triangular Trade that included Africans to be sold as slaves in the colonies and goods such as sugar and cotton procured by slave labor to be sold in the colonies and in Europe</p> <p>c. the development of seaport cities of New Bedford, Newburyport, Gloucester, Salem and Boston</p>	<p>Introduction/Timeline - fishing (fishing reels with twine, sinkers & hooks; large 12” hook; dory; anchor; tub with line; model schooner Columbia; clam fork, clam scoop)</p> <p>Mosely Gallery - boatbuilding with caulking activity (lift models; tools - hard to see; model showing ribs & framing; finished boat on ways with rigging; photo of launch)</p> <p>Marquand - Col. trade</p>

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Newburyport and the World	Grade 4 & Up	<p>HSS Grade 5 *Early Colonization & Growth (English & Native people, why colonies established, triangular trade, enslaved and free African Americans) Reasons for Revolution, the Revolutionary War and the Formation of Government. *Growth of the Republic -War of 1812, westward expansion, textile industry, whaling, shipping, China Trade (short and long term benefits of these industries) *Slavery, the Legacy of the Civil War and the Struggle for Civil Rights</p> <p>Grades 6 & 7 World Geography & Cultures (includes ancient civilizations)</p> <p>Grade 8 Civics</p> <p>High School: U.S. History, World History, U.S. Government & Politics (elective), Economics (elective)</p>	<p>Intro/Timeline - Native people to Gold Rush</p> <p>Customs - Post-Rev. Trade</p> <p>Marquand - Privateering</p> <p>Holy Terror - War of 1812</p> <p>Asia Trade - Marine Society, Curiosities, Collecting, Museum</p> <p>Possible dates for timeline activity *12,000 BCE - Indigenous people arrive 1635 - Newbury settled 1675 - King Philip's War 1764 - Newburyport separates 1775 - Arnold to Quebec *1776 - Privateering/Rev. War *1789 - U.S. Customs Dist. est. in Nbpt./Trade *1791 - Revenue Cutter Monroe built (birth of Coast Guard) *1794 - Orlando Merrill invents lift, or waterline, model *1812 - Capt. Nichols & War of 1812 *1835 - Custom House built 1851 - Newburyport becomes a city *1863 - Sonora burned by Alabama (portrait of Anna Schmidt another victim)</p>

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<p>Whales & Whaling Whale characteristics, species hunted & why. Newburyport's role. Impact on whales. Whales today.</p>	<p>Grades 3 & Up</p>	<p>Grade 3 HSS Topic 5 (3.T5) No. 5 Explain the importance of maritime commerce and the practice of bartering - exchanging goods or services without payment in money - in the development of the economy of colonial Massachusetts, using materials from historical societies and history museums as reference materials a. the fishing and shipbuilding industries b. trans-Atlantic and Caribbean trade, especially the Triangular Trade that included Africans to be sold as slaves in the colonies and goods such as sugar and cotton procured by slave labor to be sold in the colonies and in Europe c. the development of seaport cities of New Bedford, Newburyport, Gloucester, Salem and Boston</p> <p>Grade 5 HSS *Early Colonization & Growth (English & Native people, why colonies established, triangular trade, enslaved and free African Americans) Reasons for Revolution, the Revolutionary War and the Formation of Government. *Growth of the Republic -War of 1812, westward expansion, textile industry, whaling, shipping, China Trade (short and long term benefits of these industries) *Slavery, the Legacy of the Civil War and the Struggle for Civil Rights</p>	<p>Discovery Center (vertebrae, skull, toothed jaw, baleen jaw?, baleen, photo humpback, painting flukes, model whale ship Kate Cory, harpoon. Coast Guard - whale oil bucket, whale tooth? Curiosities (2nd fl. hall) - scrimshaw</p>

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Maritime Art	All	<p>Age appropriate activities.</p> <p>For any work of art students use thinking skills, <u>art principals</u> (line, shape, form, value, space, color, texture) and knowledge of history to make inferences about why the work was created, the story it tells, and why it is important to know about and preserve. <u>Bloom</u>: remember, understand, apply, analyze, evaluate, create</p>	<p>Fine & decorative arts including painting, sculpture, scrimshaw, fancy knot work.</p> <p>Figurehead Daniel Tenney (sculpture) Statue of Native Woman & Baby by Jeff Brigs</p> <p>Painting in Mosely Gallery of sinking sailing ship destroyed by steam powered ship</p> <p>Painting of Woman in Coast Guard room</p> <p>Ship Model in 1812 gallery Scrimshaw in curiosities</p>

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Ships and Shipbuilding	Grades 3 & Up	<p>Grade 3 History and Social Science (HSS) Topic 5 (3.T5) No. 2 Using visual primary sources such as paintings, artifacts, historic buildings, or text sources, analyze details of daily life, housing, education, and work of the Puritan men, women, and children of the Mass. Bay Colony, including self-employed farmers and artisans, indentured servants, employees, and enslaved people.</p> <p>No. 5 Explain the importance of maritime commerce and the practice of bartering - exchanging goods or services without payment in money - in the development of the economy of colonial Massachusetts, using materials from historical societies and history museums as reference materials</p> <p>a. the fishing and shipbuilding industries b. trans-Atlantic and Caribbean trade, especially the Triangular Trade that included Africans to be sold as slaves in the colonies and goods such as sugar and cotton procured by slave labor to be sold in the colonies and in Europe c. the development of seaport cities of New Bedford, Newburyport, Gloucester, Salem and Boston</p>	<p>Introduction</p> <p>Mosely Gallery</p> <p>Discovery Center</p>

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Customs & the Coast Guard	Grade 5 & Up	<p>Grade 5 Grade 5</p> <p>*Early Colonization & Growth (English & Native people, why colonies established, triangular trade, enslaved and free African Americans)</p> <p>Reasons for Revolution, the Revolutionary War and the Formation of Government.</p> <p>*Growth of the Republic -War of 1812, westward expansion, textile industry, whaling, shipping, China Trade (short and long term benefits of these industries)</p> <p>*Slavery, the Legacy of the Civil War and the Struggle for Civil Rights</p>	<p>Customs Exhibit</p> <p>Coast Guard Exhibit</p>